Reviewed: 02/26/2024 Policies & Procedures: **Education**Revised: 02/26/2024 Page **1** of **16**



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. Reviewed: 02/26/2024 Policies & Procedures: **Education**Revised: 02/26/2024 Page **2** of **16**

Required Services	Topics Covered	Resources
Parent/Child Interaction Activity	 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 	 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	 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) 	 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	 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 	 SHINE See Health Data Recordkeeping and Tracking Procedure P&P See Health Requirements WCE Dental Imms Screening P&P See Health

Reviewed: 02/26/2024 Policies & Procedures: **Education**Revised: 02/26/2024 Page **3** of **16**

	assessment education	Screenings Hearing Vision Growth P&P Home Visit Planning Form
Support,	 Identify family needs. 	• SHINE
Advocacy,	 Provide community resource information and referrals. 	 See Family Partnership and
Resource and	 Provide parent support. 	Goal Setting
Referral	 Partner with families to set family goals. 	P&P See Family Services Home Visit P&P See Referrals- PFCE P&P Home Visit Planning Form
Planning for	Solicit parent input into next	• SHINE
Next Home	home visit plan.Review any other needs parents	 Home Visit Planning Form
Visit & Closure	discussed and Home Practice reminder. Provide closure song, book or other activity.	i idiiiiiig i oiiii

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.

Reviewed: 02/26/2024 Policies & Procedures: **Education**Revised: 02/26/2024 Page **4** of **16**

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 bemade up to the extent possible. The minimum requirement of 32 home visits must be met bythe 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:
 - o 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:
 - o 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

Reviewed: 02/26/2024 Policies & Procedures: **Education**Revised: 02/26/2024 Page **5** of **16**

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**)

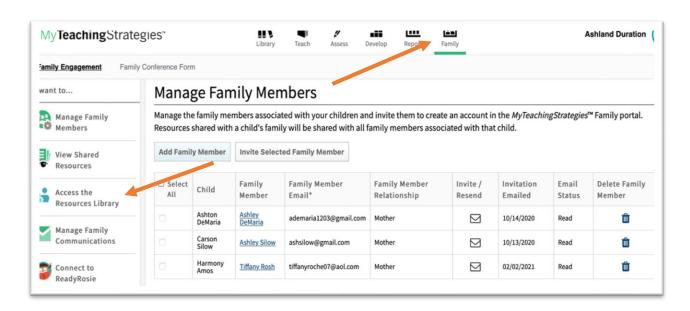
Home Visit Experiences: Experiences provided must promote high-quality early learning experiences in the home and growth towards the goals in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (HSELOF) (1302.35 (c)).

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.

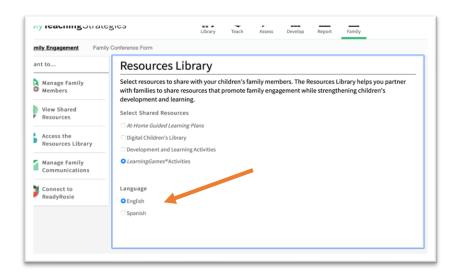
Specialist will ensure that the curriculum is individualized to fit the individual needs of the child. Using My Teaching Strategies- Family Resources.

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

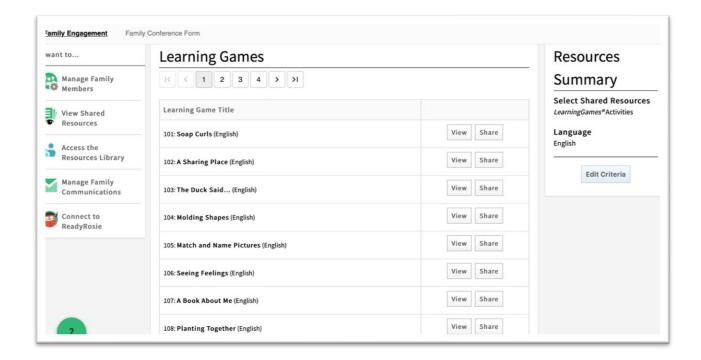


Reviewed: 02/26/2024 Policies & Procedures: **Education**Revised: 02/26/2024 Page **6** of **16**

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

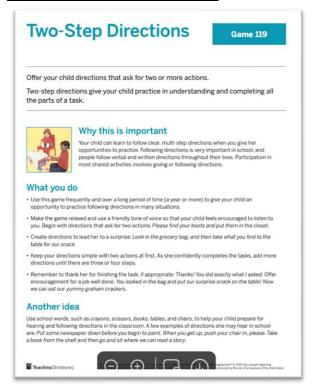


Specialist will choose activities that correspond to the child goals, to share with the family via the MTS app. Click on the Share tab; select the child(ren) on the next screen and click share.



Reviewed: 02/26/2024 Policies & Procedures: **Education**Revised: 02/26/2024 Page **7** of **16**

Samples of Learning Games:





^{*}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 theirchildren'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

Reviewed: 02/26/2024 Policies & Procedures: **Education**Revised: 02/26/2024 Page **8** of **16**

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)).

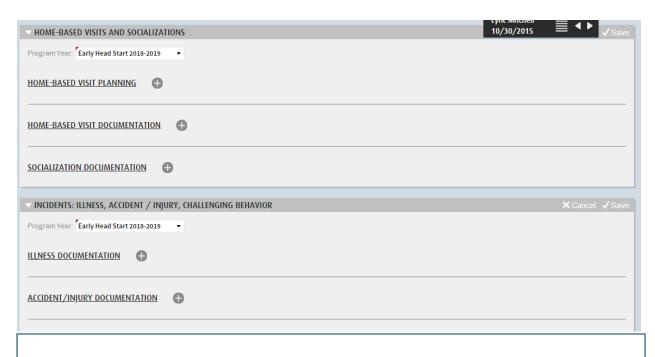
Documenting Home-Based Services

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

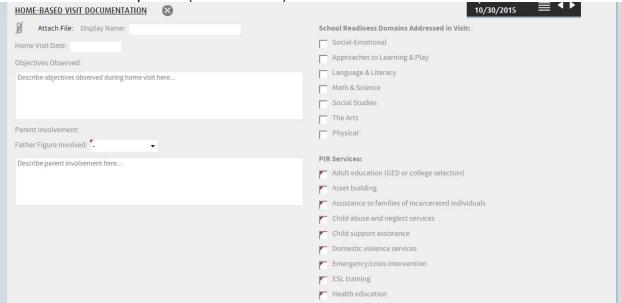


Revised: 06/14/2023 Page **9** of **16**

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

homevisit is completed. (within 24 hrs.).



- 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

Revised: 06/14/2023 Page **10** of **16**

Documentation Example: See Screen Shot below for further guidance.

Objectives Observed (step 4):

See TS GOLD

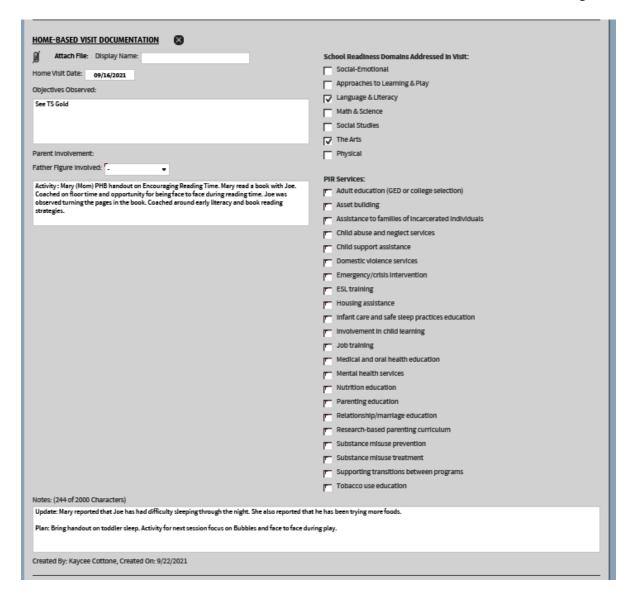
Describe Parent Involvement note box (step 7):

- 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.

Revised: 06/14/2023 Page **11** of **16**



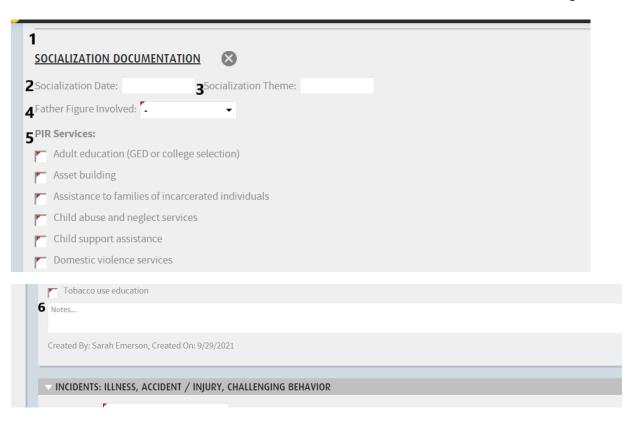
Completed Home Visit documentation in the Family Tab:

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

Revised: 06/14/2023 Page **12** of **16**



- 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.

Revised: 06/14/2023 Page **13** of **16**

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
Mousing 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

Revised: 06/14/2023 Page **14** of **16**

 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
- 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 <u>not</u> 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 **5**th **day** from the date the **2**nd **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

Revised: 06/14/2023 Page **15** of **16**

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 <u>no</u> 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 <u>If the plan deviates from standard services:</u> 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."
- HBHV will continue to document absences, supports offered, etc., as a <u>follow-up</u> to the Attendance Goal in SHINE AND
- 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 <u>together</u> to create a plan.

Revised: 06/14/2023 Page **16** of **16**

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
- o 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 <u>NO</u> 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!