

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 guide below 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 0-5 Home Visit Record form weekly for each visit. Complete records will be signed by family and staff members, uploaded into Shine within **24 hours** of completed visit and paper copy filed away until the end of the program year.

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 Record 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 Record 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 assessment education 	<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 Screenings Hearing Vision Growth P&P Home Visit Record Form Unitus
Support, Advocacy, Resource and Referral	<p>Identify family needs.</p> <p>Provide community resource information and referrals.</p> <p>Provide parent support.</p> <p>Partner with families to set family goals.</p>	<p>SHINE</p> <p>See Family Partnership and Goal Setting P&P</p> <p>See Family Services Home Visit P&P</p> <p>See Referrals-Family Services P&P</p> <p>Home Visit Record Form</p>
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 Record 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 Supervisor, Family Services Supervisor, and other assigned support staff as needed. 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 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 reasons. 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 for 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 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 greatest extent possible. The minimum requirement for 32 home visits must be met by the end of the program year. (HSPPS 1302.22(3)(i)). **See Appendix A: Participation/ Engagement** 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".
 - 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 Appendix A: Participation/ Engagement)

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)).

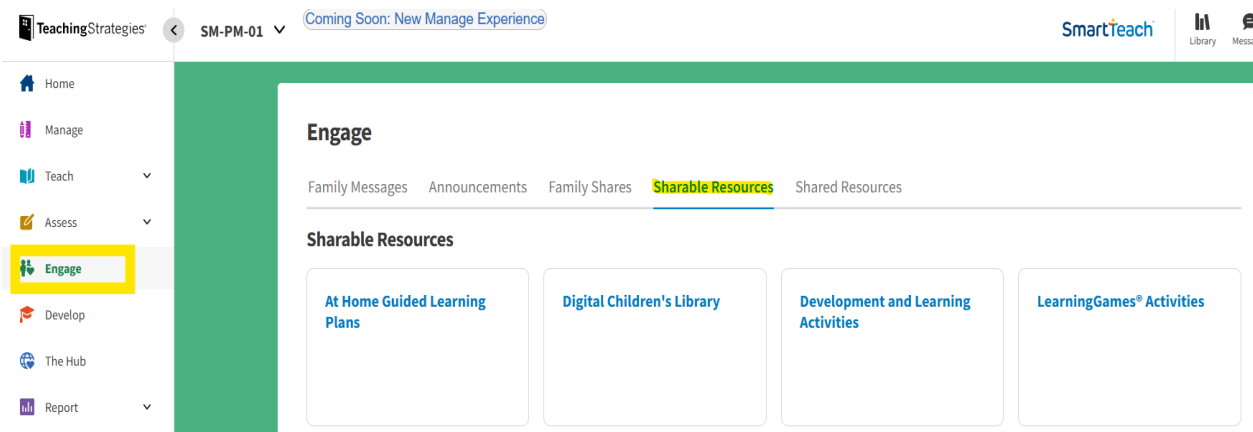
Home-Based Curriculum: The curriculum implemented in home visits and group socializations must be developmentally appropriate and research based. The curriculum must promote the parent’s role as the child’s teacher through experiences focused on

the parent- child relationship and, as appropriate, the family 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.

Home visitors will ensure that the curriculum is individualized to fit the individual needs of the child. Using SmartTeach- Family Resources.

Home Visitors will click on the Engage Tab; Sharable Resources (see screenshot below).



Home Visitor will utilize Creative Curriculum to select activities that support the child's goals, school readiness goals and parents input.

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)).

Socialization Play Groups

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 play groups 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 development. 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)).

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)).

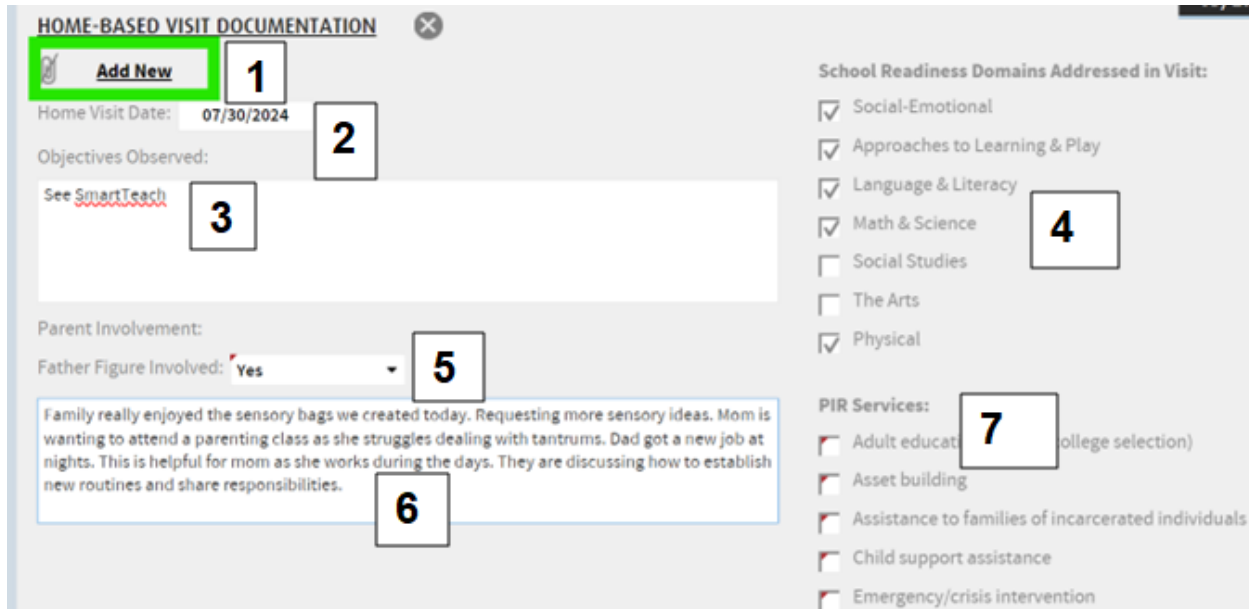
Documenting Home-Based Services

Home Visits: See attached screenshot for documenting home visits. Document completed visit on the HV Record Form, scan, upload and attached in Shine Ed tab under Home-Based Visit Documentation. 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. Make a brief note about the visit in the parent involvement box.

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 on the 0-5 Play Group Planning/Debrief Form and submit by email to designated Education staff to review the Friday prior to the scheduled group socialization. Attendance/participation will be documented in Shine on the Ed Tab as a new Socialization note. After each play group, the Home Visitor will complete the reflection/debrief section of their plan and file for the remainder of the program year.

Shine Home Visit Documentation: Education Tab



The screenshot shows the 'HOME-BASED VISIT DOCUMENTATION' form. Numbered callouts indicate the following steps:

- 1:** Click the 'Add New' button.
- 2:** Enter the Home Visit Date (07/30/2024).
- 3:** Note which objectives were observed (e.g., 'See SmartTeach').
- 4:** Click which School Readiness Domains were addressed (e.g., Social-Emotional, Approaches to Learning & Play, Language & Literacy, Math & Science).
- 5:** Click Father Figure Involved 'Yes'.
- 6:** Enter Parent Involvement details (e.g., 'Family really enjoyed the sensory bags we created today...').
- 7:** Click all PIR Services that were addressed (e.g., Adult education, Asset building, Assistance to families of incarcerated individuals, Child support assistance, Emergency/crisis intervention).

1. Adding Documentation: Click Home Based Visit Documentation, upload and attach a copy of the completed HV Record Form. File paper copy in your own filing system till the end of the program year. (within 24 hrs.).
2. Enter Home Visit Date
3. Note which objectives were observed and/or see "Smart Teach"
4. Click which School Readiness Domains were addressed during the visit.
5. Click Father Figure Involved "yes" or "no"
6. Parent Involvement: Use this area to note briefly the visit and the comprehensive services that were delivered.
7. Click all PIR Services that were addressed.
8. Save

Remember: Planning Note: This is used for when you have attempted a home visit, but it was cancelled or was a "no show". Enter information and date (**within 24 hrs**). Use guidance found above in the Cancelled Home Visit section.

Documentation Example: See Screen Shot below for further guidance.

Objectives Observed (step 4):

- See SmartTeach

Completed Home Visit documentation in the Family Tab, Health Tab or Dis/MH Tab:

Any additional follow-up documentation outside of the visit will be completed in the appropriate tab according to policy and procedure. Reach out to Family Services, Health or Dis/MH for clarification.

Completed Home Visit documentation in the Family Tab:

- Any additional follow-up documentation outside of the visit will be completed in the appropriate tab according to policy and procedure. Reach out to Family Services, Health or Dis/MH for clarification.

Shine Socialization Documentation

- Click "Socialization Documentation"
- Enter Socialization Date
- Socialization Theme (Focus Topic)
- Click Father Figure Involved "yes" or "no"
- Click all PIR Services that were addressed.
- 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.

*If a family did not participate in the socialization do not enter any type of documentation. Leave it blank.

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SOCIALIZATION DOCUMENTATION

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2 Socialization Date:

3 Socialization Theme:

4 Father Figure Involved:

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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...

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

▼ INCIDENTS: ILLNESS, ACCIDENT / INJURY, CHALLENGING BEHAVIOR

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.

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.
 - Staff will document attempt as “unable to enter family home”
 - 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 during the month (that cannot be made up), 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.).
- HBHV will continue to document absences, supports offered, etc., as a follow-up to the Attendance Goal in SHINE AND
 - HBHV will continue to document attempts according to the guidance above as a planning note.
 - If the plan deviates from standard services: HBHV **MUST** submit an "Extended Absence/Modified Services Request" Form to obtain approval. This discussion/plan should address:
 - The reasons for the modification
 - Attempts at resolving the concern without needing a modification
 - Details regarding alternative services
 - Anticipated length of modification

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. HBHV will submit an Attendance Consultation Request form if:

- There has been **NO** improvement in participation.
- 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!