

Home-Based EHS Education Procedure

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

Approach:

The Home-Based Early Head Start (EHS) program option provides high-quality comprehensive services to pregnant women, infants and toddlers through weekly home visits and planned socialization play groups. The home-based option must provide a 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, ***Partners for a Health Baby and Creative Curriculum for Infants and Toddlers*** and other resources provided by the EHS program including ***Promoting First Relationships and Conscious Discipline***.

Home-Based Program Option Requirements:

Program Services: Provide a minimum of 46 home visits each year of at least 1.5 hours in duration, and a minimum of 22 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 child. Complete records will be signed by family and staff members, uploaded into Shine within **24 hours** of completed visit and paper copy filed away till the end of the program year.

Home Visiting Guide:

Required Service	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 - Partners for a Healthy Baby - Creative Curriculum/TS GOLD - Conscious Discipline - Home Visit Record 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 Birth to Three 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	- SHINE - Partners for a Healthy Baby - 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

	• Provide Individualized educational approach based on parent's learning style (See SHINE PIRs)	
Health/Nutrition Education and Follow-Up	• Provide parent results of hearing and vision screenings • Support and remind parents of scheduled well-child exams, dental exams, and other health follow-up exams and evaluations. • Provide health and developmental education to families • Provide nutrition and growth assessment education.	• SHINE • See Support for Pregnant Mothers and Newborns P&P • 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 Referrals	• Identify family needs • Provide community resource information and referrals • Provide parent support • Partner with families to set Family Goals	• SHINE • See Family Partnership and Goal Setting P&P • See Referrals- Family Services P&P • Home Visit Record Form
Planning for Next Home Visit & Closure	• 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.	• 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 soon as possible after enrollment. Home visitors will share their Outlook Calendar with their Site Manager, Education Supervisor, Family Service 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 playgroups, 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 of 46 home visits must be met by the end of the program year (HSPPS 1302.22(3)(i)). **See Appendix A;** Home Base Participation 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 the Education 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, 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 its implementation through the system of training and professional development.

See [Curriculum Planning-EHS](#) 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)).

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 Group Socializations will encourage parents to share experiences related to their children's development with other parents to strengthen parent- child relationships and to help promote parents' understanding of child developments (1302.35 (e)).

Play groups may only be provided at EHS 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)).

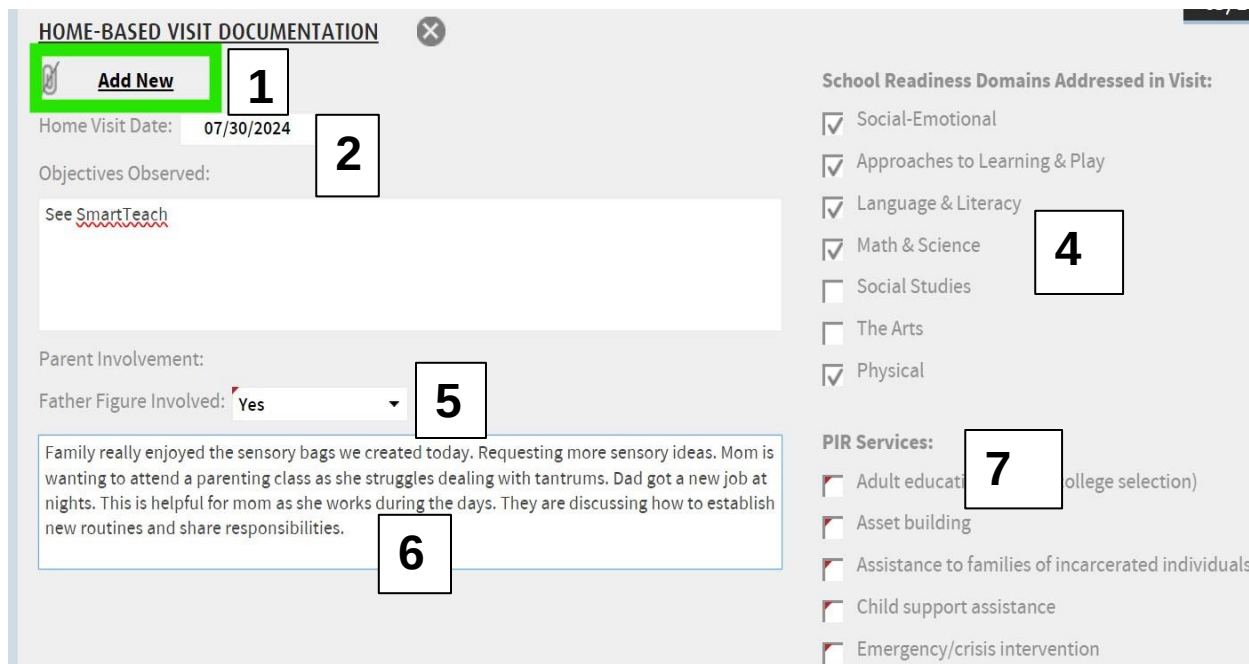
Documenting Home-Based Services

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 include all comprehensive services provided. Make a brief note about the visit in the parent involvement box.

The program will ensure a minimum of 46 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 (highlighted with a green box).
- 2:** Enter the Home Visit Date (07/30/2024).
- 3:** Note which objectives were observed and/or see "Smart Teach" (in the Objectives Observed field).
- 4:** Click which School Readiness Domains were addressed during the visit (checked boxes include Social-Emotional, Approaches to Learning & Play, Language & Literacy, Math & Science, and Physical).
- 5:** Click Father Figure Involved "yes" or "no" (dropdown menu set to "Yes").
- 6:** Parent Involvement: Use this area to note briefly the visit and the comprehensive services that were delivered (text area containing a sample note).
- 7:** Click all PIR Services that were addressed (checkboxes for Adult education, Asset building, Assistance to families of incarcerated individuals, Child support assistance, and 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 "Smart Teach"

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.

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.

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. For each week that the family is not present at the home (no-call/no-show) when attempting to complete a visit:

- a. HBHV will fill out section 1 of the “We Missed You” postcard
 - i. Document attempted visit as “unable to enter the family home”
 - ii. Staff must continue to make reasonable efforts to contact the family utilizing multiple methods including but not limited to phone call, text, and email.
- b. If the family responds to contact attempts or reaches out after receiving post card:
 - i. Make note of absence reason
 - ii. Reschedule missed visit
 - iii. Document as a home visits planning note
- c. If the family **does not** respond to attempted contacts or post card, HBHV will try to complete visit next scheduled visit (or within 7 days)
 - i. If the family **is not** present:
 1. Fill out and leave section 2 of the “We Missed You” postcard.
 2. Staff must continue to make reasonable efforts to contact the family utilizing multiple methods including but not limited to phone call, text, and email. Explain where the family is in the no-call/no-show process.
 - ii. If the family **is** present:
 1. Conduct the visit and address communication/attendance concerns.
- d. If the family does not re-engage or make contact by the end of the **3rd calendar day** after the post card was left:
 - i. HBHV will notify SM of the drop
 - ii. HBHV will complete child change form to process the drop
 - iii. HBHV will send the “We Wish You Well” postcard to the family informing them of the drop.

LACK OF PARTICIPATION

A. Each week HBHV will utilize reports to identify families who have cancelled or were a 'no-show' for a **TOTAL of 3** accumulated visits that cannot be made up, putting them at risk of missing 10% of program days.

- a. HBHV will provide a standardized attendance letter to the family. The letter serves to:
 - i. Reinforce the importance of regular attendance
 - ii. Communicate program expectations
 - iii. Invite families to connect to support if needed.
- b. Connect with the family directly to develop an **attendance goal** with the family that includes:
 - i. Identification of barriers
 - ii. Clear expectations for an increase in participation
 - iii. Defined strategies and timeframes.
 - iv. Additional supports

The attendance goal is updated with identified support and goal steps and is moved to benchmark 1.

- c. Participation will continue to be monitored weekly.

B. HBHV will **request an attendance consultation** for families with a **TOTAL of 5** accumulated visits that cannot be made up. HBHV may also request a consultation for additional support to problem solve attendance and/or communication issues.