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 though 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, 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)).

Maternal Infant and Early Childhood Home Visiting Program (MIECHV): Children and infants enrolled in the MIECHV program will receive all home-based services described in this section. In addition, home visitors must also complete all paperwork and screening tools required by the MIECHV program according to established timelines and participate in continuous quality improvement (CQI) projects toward improving child and family outcomes and service delivery.

Home Visits (see Home Visits in Early Head Start):

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 Center Manager, Education Supervisor, and Education Manager. 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 EHS Center 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. Center 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 46 home visits must be met by the end of the program year. *(HSPPS 1302.22(3)(i)).* Home visitors will document the reason for any home visit cancellation in the database system, noting which party cancelled; the home visitor or the family.

**Play Groups**

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 safety standards. *(HSPPS 1302.47(1)(ii-viii)).*

**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 to meet each child’s special needs. All screenings and assessments of dual language learners must be conducted by staff who have been assessed at the bilingual 3 level by the Agency.

**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 its implementation through the system of training and professional development.

**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 (1302.35 (e)). Home visitors will document their planning in the EHS Play Group Lesson Plan form.

**Documenting Home-Based Services**

**Home Visits:** See attached Screen Shots for documenting Home Visit Planning and Home Visit Completion.

The program will ensure a minimum of 46 home visits by running monthly reports in the data base system (Shine - ED114 Report).

**Play Groups:** Home visitors will document their planning in the EHS Play Group Lesson Plan form, and will submit their complete plan electronically to their assigned Education supervisor to review by the Friday prior to the scheduled Group Socialization. After each Group Socialization the Home Visitors will complete the Reflection on the EHS Play Group Lesson Plan, print the form, and place it in their Planning/Debrief binder.
To Set Up Families

1. Contact: Enter Parent or Guardian information and Save
2. Child: Enter Child information and save
3. Location: Enter address of family and save
How to Plan for Home Visit

4. Click “When”: Enter date of next home visit
5. Click “Where”: Location of home visit
6. Click on “Notes”: Enter any handouts from My Teaching Strategies, Creative Curriculum, other curriculum resources, and if there is anything you want to note to yourself for your home visit.
7. Click “Search Curriculum”

8. Choose the topic and handout to bring with you on the home visit (based on parent priority, need, etc.) Search based on age, need, topic, etc.

9. Click “Add to Visit”: You can choose as many as you want.

10. Click “x” to go back to home visit plan.
11. Click "print" and choose which areas you would like to print (always include handouts).
12. Once printed you can exit. Click into Families to ensure it was saved. All visits should be saved for each family.

Shine Documentation

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.
2. Click “Home-Based Visit Documentation” to enter Home Visit notes after the home visit is completed.
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” and any other notes on parent involvement.
7. Click all PIR Services that were addressed.
8. Enter Home Visit Note (see below).

9. Expectation for Home Visit Note:

   Updates: Enter any important information the family has shared with you about the child or family.

   Activity: Enter brief note on the activities completed with family.

   Plan: Enter brief note on plan for next home visit and how the parent contributed to the plan.
   Example: “Update: Mary reported that Joe has had difficulty sleeping through the night. She also reported that he has been trying more foods.”

   Activity: PHB handout on Encouraging Reading Time. Mary read a book with Joe. Coached on floor time 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.

   Plan: Bring handout on toddler sleep. Activity for next session focus on Bubbles and face to face during play.