

Home Based Procedure

1302.22 Home-based option

(b) *Caseload*. A program that implements a home-based option must maintain an average caseload of 10 to 12 families per Home Visitor with a maximum of 12 families for any individual Home Visitor.

(c) *Service duration*. (1) *Early Head Start*. By August 1, 2017, an Early Head Start home-based program must:

(i) Provide one home visit per week per family that lasts at least an hour and a half and provide a minimum of 46 visits per year; and,

(ii) Provide, at a minimum, 22 group socialization activities distributed over the course of the program year.

(3) *Meeting minimum requirements*. A program that implements a home-based option must:

(i) Make up planned home visits or scheduled group socialization activities that were canceled by the program, and to the extent possible attempt to make up planned home visits canceled by the family, when this is necessary to meet the minimums described in paragraphs (c)(1) and (2) of this section; and,

(ii) Not replace home visits or scheduled group socialization activities for medical or social service appointments for the purposes of meeting the minimum requirements described in paragraphs (c)(1) and (2) of this section.

Home-Based Option:

- Home Visitor caseloads range from 10-12 children.
- Each home visit is a minimum of 90 minutes in length, weekly.
- Families will be provided, at minimum, 46 visits per year. Home Visitors will work with families to reschedule missed/cancelled visits to meet minimum requirements.
- Home Visitors will track completed and cancelled home visits in Child Plus. Data is required to be entered on a regular basis and ongoing to ensure data is up to date.
- If a family misses **three** consecutive home visits in a row the Home Visitor will speak with their supervisor to establish a plan of action for next steps.
- Families will be encouraged to participate in socializations (Play and Learns) provided by the program. Socializations are 2 hours in length and there are at least 22 offered throughout the year.
- Supervisors will provide ongoing observations at socializations to ensure Performance Standards are met during group time.

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(b) *Home-based program design.* A home-based program must ensure all home visits are:

- (1) Planned jointly by the Home Visitor and parents, and reflect the critical role of parents in the early learning and development of their children, including that the Home Visitor is able to effectively communicate with the parent, directly or through an interpreter;
- (2) Planned using information from ongoing assessments that individualize learning experiences;
- (3) Scheduled with sufficient time to serve all enrolled children in the home and conducted with parents and are not conducted when only babysitters or other temporary caregivers are present;

Home-Based Program Design:

- Each family is oriented to the program by implementing the Parent As Teachers (PAT) Eight Foundational Visits, laying the framework and parents critical role in the early learning and development of their child.
- All home visits are planned jointly with the family using the PAT curriculum, PICCOLO, screenings, and ongoing assessments that individualize the learning experience. *See EHS Screening and Assessment Procedure.*
- If the parent/caregiver is not home and the child is with a temporary caregiver or babysitter the Home Visitor will attempt to reschedule visit.

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c) *Home visit experiences.* A program that operates the home-based option must ensure all home visits focus on promoting high-quality early learning experiences in the home and growth towards the goals described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and must use such goals and the curriculum to plan home visit activities that implement:

- (1) Age and developmentally appropriate, structured child-focused learning experiences;
- (2) Strategies and activities that promote parents' ability to support the child's cognitive, social, emotional, language, literacy, and physical development;
- (3) Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication- rich;
- (4) Research-based strategies and activities for children who are dual language learners that recognize bilingualism and biliteracy as strengths, and:
 - (i) For infants and toddlers, focus on the development of the home language, while providing experiences that expose both parents and children to English; and,
- (5) Follow-up with the families to discuss learning experiences provided in the home between each visit, address concerns, and inform strategies to promote progress toward school readiness goals.

Home Visit Experience:

- Home Visitors will utilize the PAT curriculum and Early Learning Outcomes Framework (ELOF) to promote high quality learning experiences, individualized per family strengths, needs and goals.
- PAT curriculum, milestones, and ongoing assessments will ensure that all child-focused learning experiences are age and developmentally appropriate. Home Visitors will work in collaboration with the family to plan visits utilizing these materials.
- Parents will plan jointly with the Home Visitor for their home visits that are promoting the parents' ability to support the child's cognitive, social, emotional, language, literacy and physical development by reviewing process of child growth and development. This will be done by:
 - Utilizing PAT curriculum
 - Using ongoing child screenings and assessment
 - Utilizing PICCOLO
 - Collaborating with families to provide them ongoing learning experiences outside of home visits and following up with families on progress each week.
- Home Visitors will work in collaboration with the family to identify the home as the primary learning environment. This will be completed by utilizing items within the

home, collaborating with families to save items for following home visits. Home Visitors will work with the family to identify child's strengths and interests and work with the family to have ongoing scaffolding of activities. Home Visitor will bring limited items to support the home visit activity. Home Visitor will use all aspects of PAT, PICCOLO, AEPS, Promoting First Relationships and Maternal Mental Health curriculums to promote a safe, responsive nurturing environment.

- Home Visitors will follow *Dual Language Learner's Procedure* to meet the needs of all families.
- Home Visitors will follow up and partner with families weekly to provide ongoing learning experiences between each visit.

All documentation will be on *Home Visitor Action Log* identifying services, education, and curriculum and follow up.

Performance Standards:

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(d) *Home-based curriculum.* A program that operates the home-based option must:

(1) Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that:

(i) Promotes 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;

(ii) Aligns with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* 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; and,

(iii) Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn.

((3) If a program 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:

(i) Partner with early childhood education curriculum or content experts; and,

(ii) Assess whether the adaptation adequately facilitates progress toward meeting school readiness goals consistent with the process described in §1302.102(b) and (c).

Home-Based Curriculum:

In the Home-Based program, Parents as Teachers (PAT) is the curriculum that we implement with families, supplemented with Promoting First Relationships, and Maternal Mental Health. This curriculum is developmentally appropriate and is research based home visiting curriculum, and promotes the parents as the child’s first teacher. PAT aligns with the Early Learning Outcomes Framework, and has an organized developmental scope and sequence.

Eight Foundation Visits:

The content and focus of the Eight Foundational plans build upon each other and prepares the Home Visitor and family to collaboratively design home visits together. The eight foundational visit plans facilitate the natural development of a partnership between the parent and Home Visitor. The first eight plans are intended to:

- **First-Foundation Personal Visit #1: Intentions of Home Visiting:** Sharing expectations, introducing the visit routine, and learning about the family.
- **Second-Foundational Personal Visit #2: Child Development:** Parents learn about their child’s development as they join in the parent-child activity, observing and encouraging.
- **Third-Foundational Personal Visit #3: Parenting Behaviors:** Building on parent’s new understanding of their child’s development, this next visit plan highlights the parenting behaviors that support child well-being.

- **Fourth-Foundational Personal Visit #4: Developmental Topics:** Developmental topics emerge as this visit focus. Parents realize their impact on their child's development and behavior and begin to refine parenting goals.
- **Fifth-Foundational Personal Visit #5: Brain Development:** Parents further explore their connection to their child's development.
- **Sixth-Foundational Personal Visit #6: Family Culture and Perspectives:** Because parents do not parent in isolation, personal visits begin to draw in the awareness that children grow within family systems. Home Visitors connect the impact of this system-along with each individual family's culture, to parenting and child development.
- **Seventh-Foundational Personal Visit #7: Family Supports:** Deepening the relationship and parental engagement allows for greater family needs and desires to surface. Home Visitors work with the parents to strength family well-being as a critical part of the child's health, growth, and development.
- **Eighth-Foundational Personal Visit #8: Planning and Partnering:** Wrapping up this sequence of plans is an opportunity to reflect on the parents' level of understanding in the foundational topics and processes and to move into planning as partners.

Each family that enrolls into this program option will receive the PAT Eight Foundational Visits. However, based on a family's needs, a Home Visitor may utilize the plans in a different order to meet the needs of families as they are identified.

Weekly Home Visits:

Home Visitors will use and implement the PAT curriculum on each home visit, supplemented with approved curriculums as needed. The Home Visitor will coach and facilitate the promotion of the parents as the child's first teacher and focus on the parent-child relationship. The Home Visitor will individualize each visit based on the families' traditions, culture, values and beliefs.

Home Visitor Action Log:

The *Home Visitor Action Log* will be completed at each visit to capture all services that were completed. This may include follow up, family engagement, and partnership with providers in the community. The *Home Visitor Action Log* will document the planning with the family for the next home visit.

A *Home Visitor Action Log* will be completed for **each** child enrolled in the program if there are siblings enrolled on the caseload.

Database:

Child Plus will be kept up to date at all times, capturing all services to families.

Group Socializations:

e) Group socialization.

(1) A program that operates the home-based option must ensure group socializations are planned jointly with families, conducted with both child and parent participation, occur in a classroom, community facility, home or field trip setting, as appropriate.

(2) Group socializations must be structured to:

(i) Provide age appropriate activities for participating children that are intentionally aligned to school readiness goals, the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and the home-based curriculum; and,

(ii) 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;

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(d) *Safety requirements.* The areas for learning, playing, sleeping, toileting, preparing food, and eating in facilities used for group socializations in the home-based option must meet the safety standards described in §1302.47(1)(ii) through (viii).

Group Socializations:

Group socializations (our program calls them Play and Learns) are designed for families to build social connections with each other, engage in parent-child interactions and increase their knowledge of ways to support their children's development.

Group socializations provide opportunities to share information about parenting issues and child development. Parents learn from and support each other, observe their children with other children and practice parenting skills, with the encouragement of Home Visitors during the group socializations.

Home Visitors will provide opportunities for families to plan, give input and provide feedback each week for the group socializations. Home Visitors will document parent's suggestions and ideas on the *Home Visitor Action Log*.

Home Visitors will provide each parent agendas for the group socialization in advance and discuss with the family how the experience and activities will promote their child's individual growth and development towards their Individual Learning Plan (ILP) or Individual Family Service Plan (IFSP) and how they align with their school readiness goal.

Home Visitors will use the *Play and Learn Planning Form* (group socialization planning form) to plan for the groups. Home Visitors will document in the database parents' participation in each group.

Supervisors will observe socializations to provide feedback and support.

Socialization Framework:

Each group will have a structured opening, middle and an end to each group. Groups will be expected to start and end on time. Each group will post a picture schedule of the day's events for children and families, including opening, meal time, outdoor play, free play, and closing.

Home Visitors will provide ongoing developmental parenting guidance during the group. Home Visitors will support and encourage the parent as the child's first teacher by providing developmentally appropriate activities for infants and toddlers.

Home Visitors will work with families to identify barriers and potential solutions to attendance at socializations.

Socialization Agenda:

Provided to the family prior to the group. Agenda must include:

- Date, time, location of group
- Menu of meal provided
- Topic/Developmental Scope

Home Visitor will discuss with the family how the group will support the individual child.

Socialization Meals/Snacks:

Home Visitors will use the provided menus.

Home Visitors will talk with families regarding food allergies for children that are attending. If a family has indicated that a child has a food allergy, they will post a *Health Alert* notification.

Home Visitors will follow all the required Food Worker training when preparing food. Home Visitors will document food temperatures on the Play and Learn Agenda or menu.

Play and Learn Sign In Sheet:

A Play and Learn Sign In Sheet will be filled out at each of the socialization groups. The Home Visitor will complete the top portion of the form before families arrive.

The Home Visitor will review the Play and Learn Sign In Sheet to make sure all families have signed in with first and last names before they leave. Once the group is over the Home Visitor will sign as the "facilitator"

The Play and Learn Sign In Sheet will be used to enter the attendance of each participant in Child Plus and will turn in a copy to their supervisor.

Play and Learn Planning Form:

Home Visitors will use this form for intentional and individual planning for all the children and families that are on their caseload. This form will guide the environment to ensure that they are providing age appropriate activities for participating children.

- Team will use ongoing assessments; ILP's/IFSP's, screenings, and parent input to plan for each group.
- Team will review the form prior to each group to ensure that all children's developmental needs are being address and there are opportunities to scaffold the child's learning.
- Form will be kept in the Play and Learn Binder.

Health and Safety Socialization Check list:

Staff will follow all health and safety requirements to ensure the socialization environment meets the safety standards by completing the *Health and Safety Socialization Checklist*.

- Home Visitors will use the form to ensure the area is safe before families arrive. The Home Visitor will sign and date the form. Staff will identify and partner with a parent as they arrive at the socialization, they will have that parent complete the form. The parent will sign and date when completed.
- If items need follow up for safety concerns, the Home Visitor will remove the item from the area. Once the socialization is over the Home Visitor will contact their supervisor. Supervisor will follow up on items of concern.
- Home Visitor will turn into their supervisor.

Handwashing During Socialization:

During the socializations, families and Home Visitors will wash hands:

- Upon arrival
- After diapering or toilet use
- Before food related activities or meals
- When coming in from outside play
- As needed during the group