



## Center-based Home Visits

### Head Start Performance Standard

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§ 1302.22 (c) (1) (i)

§ 1302.34 (b) (7)

#### Policy

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Community Action Head Start supports children and their families by offering at least 2 home visits per year to families in our center-based programs. The 1<sup>st</sup> home visit **must** be completed within the **first 45 calendar days** after the child's enrollment. See the **Head Start Timeline Calendar** for specific timelines. Visits in the home setting are strength-based and create opportunities to focus individualized attention on the child, parent/guardian and family. During this time, strong home-school connections are built while teachers promote the parent/guardian as the child's first teacher, learn more about the child from the family, and develop a deeper understanding of the adult-child relationships. Relationships with families are built by identifying family strengths, interests, goals and inviting parents to actively participate in their child's education. All points of discussion and the associated outcomes are documented on the **Home Visit Record** form. For children who start after September of the program year, Teachers will refer to the **Home Visit and Conference Timelines for Later Enrolling Children** appropriate for their program model when scheduling Home Visits.

For information regarding Home-based and Coffee Creek Home Visits, please see the **Home-based Program Services or Locally Designed Program Services -Coffee Creek Policy and Procedures**.

#### Procedure

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##### Scheduling Home Visits

Contact the family at least one week prior to the intended date for the home visit. Most home visits will be scheduled during the Teacher's office hours. However, some home visits **may** be scheduled during the evening or on the weekend to allow both parent(s)/guardian(s) or other adults who play a key role in the child's life to participate in the visit. Staff are not *required* to offer home visits outside of the standard workday. See the **Center-based Home Visit Safety Checklist** for safety planning for home visits outside of the standard working hours.

Home visits are scheduled for 90 minutes to allow sufficient time to complete all the required elements and at a time mutually convenient for staff and family members. The home visit ends when the teacher and the family agree it is complete, regardless of the time. All information regarding the home visit is documented on the **Home Visit Record**. The Teacher will also the plan for the home visit by entering the child's initials, ChildPlus ID (CPID) and time for the visit on their Outlook calendar.

For families with significant needs or who are experiencing a crisis, the Family Services Assistant (FSA) may also attend the home visit to provide more comprehensive services. In this situation, more than 90 minutes may be needed and should be taken into account when scheduling the meeting. FSAs who are willing to attend home visits outside of standard working hours will need approval from the Family Services Supervisor prior to scheduling the meeting.

Forms Referenced:

[Home Visit Record, Family Services Referral, Emergency Contact Form, Remind App Handout, Teaching Strategies Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment and Family Partnership Agreement, Program Information Report (PIR) Checklist, Home Visit Safety Checklist, ASQ:SE-2 and ASQ-3 or ASQ Packet, Home Visit and Conference Timelines for Later Enrolling Children (program model specific), Making the Move Together, Supporting Transitions-Early Educators Partnering with Families]

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When using an interpreter, schedule the interpreter to meet you 15 minutes before the home visit. See the **Interpretation & Translation Policy Resources** for guidance in using and scheduling interpreters.

### Preparing for the first Home Visit

Call the family a day or two before the scheduled home visit to confirm the date and time of the visit. If an in-person home visit is not recommended, Teachers will offer to reschedule the visit. However, if rescheduling creates a hardship for the family or circumstances are such that the situation will not be resolved in a week or two, the home visit may be conducted virtually, with **prior** approval from the Family Services Supervisor or Education Services Supervisor. In the unlikely event neither supervisor is available to approve the change, contact a Program Manager for approval.

Create the Education Event in ChildPlus with the first attempt as an action to contact the family to schedule the home visit (see **Documenting Home Visits** on page 5). The Teacher will include the FSA on home visits with families with an active **Family Services Referral**, experiencing homelessness, expressing multiple needs, or if needs indicate the family is falling into the top tiers of the Family Services Pyramid. When scheduling the home visit, Teachers will talk with the family about having the FSA attend the Home Visit, if the family meets any of the above criteria.

Prior to the home visit, the Teacher will review the child's file and contact notes to prepare the home visit record. Write the notes on the home visit record, allowing room for responses and outcomes of the discussion to be added during the home visit. Gather needed additional forms, resources and materials for educational activities.

### Things to bring for discussion at the Home Visit

- **Participant Summary 2131:** review child attendance and other service areas requirements. (See the ChildPlus Training Portal for instructions)  
<https://communityaction701.sharepoint.com/sites/ChildPlusTrainingPortal/SitePages/Run-Report-2131.-Participant-Summary.aspx>
- **For children who will be 5 years old on 9/1 of the following program year:**
  - *For children going to kindergarten, bring **Making the Move Together**. See **Preschool Program Transition Services Policy and Procedure** for more instructions.*
- Home Visit Record
- Print copy of **Emergency Contact Form** for review
- Missing or incomplete forms
- Notes to follow up on any missing health requirements, concerns, and/or referrals
- Follow up on family needs, resources needed or given
- Questions for the family
- Blank **ASQ:SE-2 and ASQ-3 OR Early Childhood Screening Results form** and/or **Information Summary Pages** from completed questionnaires.
- Bring **Strengths and Needs Assessment (SNA)**
- **Classroom Volunteer Brochure**
- Bring flyers about upcoming Family or Classroom Events
  - Bring **Resource Folder** with Community Resources (provided by the FSA)

Forms Referenced:

[Home Visit Record, Family Services Referral, Emergency Contact Form, Remind App Handout, Teaching Strategies Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment and Family Partnership Agreement, Program Information Report (PIR) Checklist, Home Visit Safety Checklist, ASQ:SE-2 and ASQ-3 or ASQ Packet, Home Visit and Conference Timelines for Later Enrolling Children (program model specific), Making the Move Together, Supporting Transitions-Early Educators Partnering with Families]

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## **First Home Visit**

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The first home visit takes place within the first 45 days of school (beginning from the first day the child attended class). This visit is focused on building a relationship with the family.

### **Opening**

- What do they enjoy doing, both individually and as a family (hobbies, sports, entertainment, interests)?
- Review **Emergency Contact Form**. Complete a new one *only if* changes are needed.
- Review and complete any missing or incomplete forms.

### **Attendance**

- Review **Participant Summary Report 2131**: share the overall attendance percentage (year to date) and total number of absences. Schedule Coordinated Care Meeting if necessary.  
<https://communityaction701.sharepoint.com/sites/ChildPlusTrainingPortal/SitePages/Run-Report-2131,-Participant-Summary.aspx>

### **Child Development**

- Review ASQ Packet based on child's ASQ:SE-2 and ASQ-3 results if available. If parent has not completed the ASQ:SE-2 and ASQ-3 then help them complete one. Plan to submit the ASQ's to the Disabilities & Mental Health team, and then review the score results at the Conference with the family.
- Complete a parent/child activity such as creating a family picture together.
- Affirm the parent/guardian as the child's first teacher. What do they notice about the child's interests and abilities? How do they support and encourage the child at home? What can be incorporated in the classroom/lesson plans?
- Introduce parent engagement in the classroom. Explore ways the family can participate in educating the children. What do they enjoy doing at home that may be appropriate in the classroom? Review the **Classroom Volunteer Brochure** for ideas.

### **Transitions**

- **For children who are at least 30 months of age**: begin the transition planning process by asking if the family intends for their child to attend Community Action Head Start in the next program year. See **EHS Center-Based Program Transition Services Policy and Procedure** for more instructions.
- **For children going to kindergarten**, confirm the child will be going to kindergarten. Review the Fall and Winter section of Making the Move Together. See **Preschool Program Transition Services Policy and Procedure** for more instructions.

### **Family Services**

- Complete the **Strengths and Needs Assessment** in a conversational style format utilizing the prompts provided. If needs indicate the family is falling into the top tiers of the Family Services Pyramid, discuss if the family is interested in a **Family Services Referral** to work more closely with a Family Services Assistant (FSA). Complete the Referral with the family if there is interest. See the **Strengths and Needs Assessment Policy and Procedure** for guidance in conducting this assessment.

The **Family Partnership Agreement** will be completed at the first education conference or by the Family Services Assistant for the families on their assigned caseload. See **Family Partnership Agreement Family Goals and Plans Policy and Procedure**.

- Introduce **211** as a resource for services and provide the informative handout/card.

Forms Referenced:

[Home Visit Record, Family Services Referral, Emergency Contact Form, Remind App Handout, Teaching Strategies Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment and Family Partnership Agreement, Program Information Report (PIR) Checklist, Home Visit Safety Checklist, ASQ:SE-2 and ASQ-3 or ASQ Packet, Home Visit and Conference Timelines for Later Enrolling Children (program model specific), Making the Move Together, Supporting Transitions-Early Educators Partnering with Families]

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**Health**

- Follow-up on any health or developmental screenings: are there missing or incomplete screenings or forms to be completed; health or developmental concerns; parent/guardian questions concerning child health or development? Use the **Participant Summary Report 2131** to review health requirements.
- Would the family like any health education materials?

**Reminders**

- Remind the family about upcoming due dates for health screenings.
- Share information and/or flyers about upcoming events.
- Document requests for resources and resources given.

**The Second Home Visit/Second Parent Conference**

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This visit is focused on strengthening the home-school connection. As part of that process, Teachers will incorporate the 2<sup>nd</sup> conference in this Home Visit. See the Head Start Timeline Calendar for 2<sup>nd</sup> home visit time frame or the Home Visit and Conference Timelines for Later Enrolling Children appropriate for the program model.

**Things to bring for discussion at the Home Visit**

- Bring Strengths and Needs Assessment and Family Partnership Agreement to complete the 2<sup>nd</sup> round of Strengths and Needs Assessment and to check-in on progress of goals set at the first conference.
- Participant Summary Report 2131 to review child attendance and other service areas requirements. (See the ChildPlus Training Portal for instructions)  
<https://communityaction701.sharepoint.com/sites/ChildPlusTrainingPortal/SitePages/Run-Report-2131.-Participant-Summary.aspx>
- Home Visit Record
- Print copy of **Emergency Contact Form** for review
- Missing or incomplete forms
- Notes to follow up on any missing health requirements, concerns, and/or referrals
- Follow up on family needs, resources needed or given
- Questions for the family
- Blank **ASQ:SE-2 and ASQ-3 OR Early Childhood Screening Results form** and/or **Information Summary Pages** from completed questionnaires.
- Bring **Strengths and Needs Assessment and Family Partnership Agreement (SNA and FPA)**
- Bring flyers about upcoming Family or Classroom Events
- Bring **Resource Folder** with Community Resources (provided by the FSA)
- **Classroom Volunteer Brochure**

Forms Referenced:

[Home Visit Record, Family Services Referral, Emergency Contact Form, Remind App Handout, Teaching Strategies Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment and Family Partnership Agreement, Program Information Report (PIR) Checklist, Home Visit Safety Checklist, ASQ:SE-2 and ASQ-3 or ASQ Packet, Home Visit and Conference Timelines for Later Enrolling Children (program model specific), Making the Move Together, Supporting Transitions-Early Educators Partnering with Families]

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### Opening

- What do they enjoy doing, both individually and as a family (hobbies, sports, entertainment, interests)?
- Review **Emergency Contact Form**. Complete a new one *only if* changes are needed.
- Invite questions and answer any questions or concerns that the family may have.

### Attendance

- Review **Participant Summary 2131**: share the overall attendance percentage (year to date) and total number of absences. Schedule Coordinated Care Meeting if necessary.

### Child Development

- If the ASQ:SE-2 and ASQ-3 results were not available for review before this, review the ASQ Packet for the child's score results with the parent/guardian.
- If the child is due for a rescreen on a previous ASQ-3 or ASQ:SE-2, bring the needed questionnaire to the Home Visit, or make a note to send the family the link to ASQ Online.
- Complete the 2<sup>nd</sup> conference. See **EHS Center-Based or Preschool Conferences Policy and Procedure**.
- Teaching Strategies Report Card

### Transitions

***For children who will be 3 or 5 years old on 9/1 of the following school year:***

- ***For children going to Preschool:*** bring the **Supporting Transitions-Early Educators Partnering with Families. EHS Center-Based Program Transition Services Policy and Procedure** for more instructions.
- ***For children going to kindergarten,*** bring **Making the Move Together**. See **Preschool Conferences Policy and Procedure** for more instructions.
- When appropriate, acknowledge and reflect on family involvement in the classroom and the positive effect it has on the child.

### Family Services

- Complete the 2<sup>nd</sup> **Strengths and Needs Assessment** in a conversational style. Follow-up on the families' progress toward their **Family Partnership Agreement (FPA)** goals. Note updates in the ChildPlus Family Goal event. See **Family Partnership Agreement Policy and Procedure** for details on documenting follow-up.
- If needs indicate the family is falling into the top tiers of the Family Services Pyramid, ask if the family is interested in working more closely with an FSA. Complete the **Family Services Referral Form** with the family if there is interest. See the **Strengths and Needs Assessment Policy and Procedure** for guidance in conducting this assessment. If appropriate, let them know the Family Services Assistant will follow up with them soon.
- If the family is not already engaged in some way, ask again if they might want to begin now. If so, explore ways the family can participate in educating the children. What do they enjoy doing at home that may be appropriate in the classroom? Review the **Classroom Volunteer Brochure** for ideas if needed.

### Health

- Follow-up on any health or developmental screenings: are there missing or incomplete screenings or forms to be completed; health or developmental concerns; parent/guardian questions concerning child health or development? Use the **Participant Summary Report 2131** to review health requirements.

Forms Referenced:

[Home Visit Record, Family Services Referral, Emergency Contact Form, Remind App Handout, Teaching Strategies Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment and Family Partnership Agreement, Program Information Report (PIR) Checklist, Home Visit Safety Checklist, ASQ:SE-2 and ASQ-3 or ASQ Packet, Home Visit and Conference Timelines for Later Enrolling Children (program model specific), Making the Move Together, Supporting Transitions-Early Educators Partnering with Families]

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- Would family like any health education materials?

### Reminders

- Remind the family about upcoming due dates for health screenings
- Share information and/or flyers about upcoming events
- Document requests for resources and resources given

### Documenting Home Visits

- Home visits are documented in the Education Tab of ChildPlus beginning with the first attempt to contact the family. All contact regarding the same home visit will be documented under the same event. See the **ChildPlus Training Portal** for instructions:
  - Home Visit: this will be documented as the 2<sup>nd</sup> Home Visit unless otherwise instructed by the Timeline for Home Visits and Conferences for Later Enrolling Children appropriate for the program model.  
<https://communityaction701.sharepoint.com/sites/ChildPlusTrainingPortal/SitePages/Document-an-Education-Home-Visit.aspx>
  - Conference: this will be documented as the 2<sup>nd</sup> Conference unless otherwise instructed by the Timeline for Home Visits and Conferences for Later Enrolling Children appropriate for the program model.  
<https://communityaction701.sharepoint.com/sites/ChildPlusTrainingPortal/SitePages/Document-a-Parent-Conference.aspx>
- Document any identified family needs in the Family Services tab under “Needs Identified” in ChildPlus.
- Notify the enrollment team via email of any changes to the family’s contact information *within one working day*. Complete a **Change Notification** Form.
- Follow up from a family goal (FPA) will be documented in the family goal event in ChildPlus.
  - See the **ChildPlus Training Portal** for the **Documenting Standards** article.

### Frequent Cancellations

Ideally, home visits take place in the child’s home but can occur in alternative locations. If a family refuses to meet in their home, make an effort to identify the barrier and ways to overcome it or agree on an alternative location. Contact the Education Services Supervisor and/or Family Services Supervisor for support if needed. Document all efforts to overcome any barriers to conducting home visits in ChildPlus.

After two consecutive cancellations by the family and/or an interpreter for a scheduled home visit, please contact the Education Services Supervisor and/or Family Services Supervisor for support. Document the reason for all missed, rescheduled, or cancelled home visits in ChildPlus.

### Safety During Home Visits

See **Home Visit Safety Checklist**. Home visits may be terminated at any time if a Head Start staff member feels unsafe. Discuss concerns with the Program Area Supervisor in consultation with the Education Services Supervisor and/or Family Services Supervisor to help identify solutions or determine satisfactory alternatives.