

**Community Action Team, Inc.**  
**CHILD & FAMILY DEVELOPMENT PROGRAMS**  
**Home Visit Procedure**

Rationale: PS 1302.34 "A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies...to engage parents in the child's learning and development."

Teachers in Head Start/OPK preschool classes (Pre-K) are responsible for completing two educational home visits with each enrolled child in his/her class each year.

Rationale: PS 1302.50(b) "Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability."

Family service home visits for Head Start/OPK preschool families will be conducted three times a year or more often as needed by the family. Family Advocates will maintain a caseload of no more than 40 families.

The program offers home visits through the Oregon Prenatal to 3 Home Visiting (P3 HV) option for children/families ages prenatal to 3 and the P3 locally designed option (P3 LDO) for toddlers age 2 -3. In accordance with Head Start Performance Standards, P3 HV Family Educators will maintain a caseload of no more than 10 -12 families, and P3 LDO will have no more than 8 children in class. P3 LDO will offer class two days a week and conduct home visits every other week with families, totaling 18 visits per school year. P3 HV operates year-round, completing weekly home visits and bi-monthly socializations. P3 HV will complete 46 home visits per year and 22 socializations.

Home visits will meet the following criteria to meet Performance Standards 1302.22, 1302.33, 1302.35, 1302.46-.47, and 1302.52. For services for Pregnant Women, visits will be provided to meet Performance Standards 1302.80-.82.

Staff will follow the guidance outlined below in order to meet the required standards.

**GENERAL:**

• **Scheduling:**

- Every effort will be made to schedule visits at a time that works best for families and staff. Written reminders, phone calls, emails or text reminders will be sent home prior to visit. Utilize Child Plus to send reminder emails and texts. Once scheduled, every effort will be made to keep the visit. All documentation for scheduling and completion efforts will be documented in Child Plus in the Family Service Module in the Home Visit Category
- Staff will schedule visits to reduce mileage and time, i.e. scheduling families in the same area on the same day.
- P3 (HV & LDO) will schedule visits on a set schedule (same day & time), and a set rotation to allow for consistency and planning.

- Staff will share their calendar of visits with their supervisor weekly and updates as needed.
- Before going on the home visit, a reminder call or conversation will take place to confirm the home visit.
- **Duration:** Home visits will be planned to respect family and staff time. Staff will schedule visits to maintain minimums and not exceed the planned time for more than 15 minutes, unless there is an extreme emergency. Home visits will be planned at a minimum:
  - Pre-K Education: 1 hour in length
  - P3 (HV & LDO): 1.5 hours in length
  - P3 HV Socializations: 1.5 hours in length
  - Family Service visits: a minimum of 30 minutes.
- **Special considerations:** Staff will work with their supervisor on an individual basis when needed to coordinate more than one staff person attending home visits. For example:
  - the need for a bilingual aide attending to support the home language, or an assistant teacher needed due to high needs would be planned prior to the visit.
  - the need for P3 and Pre-K education to collaborate for a shared family.
  - safety needs for staff.
  - in the event of a crisis the teacher of home visitor will contact their supervisor, in particular if this requires the need for additional support or resources, or impact the next visit that day.
- **Siblings:** Families with more than one child enrolled may have one visit scheduled to include all their children, during that home visit period. A longer period of time than 1 hour, up to 2 hours for P3 HV and P3 LDO, should be planned to allow for quality interactions and individualizing with all children. Siblings not enrolled in the program are encouraged to participate in the planned home visit activities. The grant does not allow for staff to plan and bring materials for alternate activities for non-enrolled siblings.
- **Environments:** Home visitors will communicate with families regarding allergies and environmental factors (examples: tobacco smoke and second-hand smoke, animal fears, pet dander, cleaning products, perfumes, etc.). Home visitor will work with family to create an environment for learning while being respectful and culturally appropriate.
- **Child Plus:** Read the Child Plus data entered prior to visit, paying special attention to any events/actions that have been created to support the family. Review and update relevant health, screening, and social service information during the HV. After the HV, record any updates, referrals, supports needed and treatment plans in Child Plus. Be sure to include updates during staffings and work with team for referrals as needed.
- **Forms:** Staff will complete the Child Plus Home Visit Module with the family before the end of the visit. Parents/Guardians will sign and be sent an electronic copy. If parents do not have access to digital resources, staff will print out a copy and give to family the next time a team member engages

with the family. Home visitors will log home visit scheduling attempts and completion in Child Plus. Any follow-up from a home visit will be documented in Child Plus stating the PLAN with person responsible for follow-up and time frame.

- **Parent Family and Community Engagement (PFCE):** During a home visit, family engagement strategies will be encouraged that promote and support school readiness for the child and opportunities shared that promote parent/guardian involvement opportunities in the center, program and community.
  - Strategies will also focus on strengthening the family unit over time. Collaborate with families to identify strengths, needs, and aspirations in regard to their child's development, and for the family.
  - Follow the family's lead when establishing goals for the child and the family.
  - Parents/guardian will be involved in the planning of the visit and upcoming socializations.
  - Staff will facilitate parent success in their role as parents as primary teachers and support the family in the role of advocacy and involvement.
  - Refer to the School Readiness & Curriculum Guide 2-8 for a specific list of topics that must be covered to meet these key points:
    - During the year include important information and resources on preventative medical and oral care, first aid, environmental hazards & health and safety practices including exposure to tobacco, lead and safe sleep.
    - Collaborate with families to identify information related to their child's mental health, and social and emotional well-being, including observations and any concerns about their child's mental health, typical and atypical behavior and development, and how to appropriately respond to their child and promote their child's social and emotional development.
    - Learn about appropriate vehicle and pedestrian safety for keeping children safe.
  - For services to pregnant women, prenatal and postpartum education, information and services also include mothers, fathers, partners, or other family members
- **Positive Behavior Intervention Supports (PBIS):** If appropriate, PBIS plans and individual child data sheets will be reviewed and progress shared with parents/guardians during a home visit.
- **Materials:** Materials found within the home will be used to maximize and support learning in the child's home environment and recognizing the parent/guardian as the child's first and lifelong teacher.
  - Staff will use strategies that promote the home environment and materials found in the home as the best method for engaging children. Staff will significantly limit bringing in toys or other items. Instead they will work with families to use materials in the home so the family is easily able to implement ideas and strategies after the visit.

- The grant does not allow for purchasing materials or reimburse staff to purchase materials to be left in the home. The program plans for and provides resources to support home visits. Staff will not purchase materials with personal funds to be used in program activities.
- Information, resources, and literature provide to the family will be carefully selected to align with the family's needs, interests, and requests. Staff will ensure that materials are shared with intent, and provided in appropriate "bite size" chunks for the family

## **HOME VISIT CANCELLATION**

- **Parent Cancels:**

Make contact, find out reason canceled and reschedule. If unable to reschedule, note attempt(s) made and reason why in Child Plus. Note cancelation and PLAN in Child Plus. If parent continues to cancel or no show, consult the direct service team and the center manager for support.

If a home visit is canceled by the family, the home visitor will return to/remain at the center to work on paperwork, classroom prep and set-up.

- **Home Visitor Cancels:**

Staff cancelling should happen only in extreme circumstances (i.e. inclement weather, illness, etc.). Make contact with the family. This can be a phone call, email, text, a visit with the parent at the center, or a visit to the home. Document the correspondence in Child Plus. ***Home Visitor will reschedule all staff canceled home visits.***

P3 LDO will not schedule two home visits for the same family in the same week.

- **Reasons to cancel:**

- Illness of child, family or staff, refer to Policy 3-19 and Policy 1-1
- Family emergency
- Severe inclement weather

## **Pre-K EDUCATION HOME VISITS:**

- **First Home Visit**

- **Time Frame:** Refer to program calendar and due dates' page for the deadline when first home visits must be complete. First home visit will be scheduled prior to the first day of class as much as possible.
- **ASQ:** The ASQ may be completed during the first home visit. For children already established in the program, the recommended schedule based on age will be followed. Once completed, the ASQ will be used to help the family complete Form 2-2 or Form 2-2a Child Learning Profile and Form 2-7 Individual Child Goals. Staff will connect TS Gold objectives to ASQ and family goals for the child. If the

ASQ was completed at a different time, it will be discussed during the home visit and used to help develop individual goals for the child.

- **About My Family:** Form 2-4 may be sent home prior to the visit for the family to complete and have ready during the visit. If not sent ahead of time, complete during the first visit.
- **About My Child:** Form 2-3 may be sent home prior to the visit for the family to complete and have ready during the visit. If not sent ahead of time, complete during the first visit.
- **Educational Goals:** Form 2-2 or 2-2a Child Learning Profile will be completed with family. Staff will connect child strengths and needs to TS Gold objectives and program school readiness goals. Staff will support family in developing individual developmentally appropriate goals for the child.
- **Second Ed Home Visit:**
  - **Time Frame:** Refer to program calendar and due dates' page for the deadline when second home visits must be complete.
  - **Individualizing:** Review and update Form 2-7, Individual Child Goals. Share progress from TS Gold, emphasizing strengths and growth. Complete an individual activity focused on child's goals, supporting the parent/guardian as the child's first teacher. Connect activity to developmental domain.
  - **ASQ:** If child was in monitoring stage, update ASQ if needed
  - **Transitions:** Share information on transition to Head Start or Kindergarten or plan to return to Head Start.

## **SOCIAL SERVICE HOME VISITS:**

- **First Social Service Home Visit:**
  - **Time Frame:** Completed within 90 days of entry. Refer to program calendar and due dates' page for the deadline.
  - **Reciprocal Relationship:** If a reciprocal relationship has not been established, this is the time to begin working on building a positive relationship. When established, document the date of reciprocal relationship in Child Plus. Family goals will be set in Child Plus.
  - **Family Needs, Interests and Strengths:** As a strengths'-based program, identify strengths first when working with families. The Family Needs, Interests and Strengths Assessment assists in working with families to develop goals. This is completed in Child Plus under Family Outcomes.  
**Family Outcomes Instrument – needs to be completed at the beginning of the year and updated at the end of the school year.** If the family has children in both P3 HV and Pre-K, staff will collaborate and work together to complete the ratings.
  - **Health, Nutrition and Education:** Review progress and follow-up on health requirements, nutrition and child's educational goals. Note updates in Child Plus.
- **Second/Third Social Service Home Visit:**
  - **Time Frame:** Refer to program calendar and due dates' page for the deadline.
  - **Family Needs, Interests and Strengths:** Continue to work with families to promote

self-sufficiency.

- **Health, Nutrition and Education:** Review progress and follow-up on health requirements, nutrition and child's educational goals.
- **Family Goals:** Continue to work with families in goal development and/or progress.

Pre-K Families will receive a minimum of 7 family contact visits which consist of:

- Two Educational Home Visits
- Three Social Service Home Visits
- Two Parent Teacher Conferences

NOTE: All staff are responsible for engaging families regardless of position.

### **P3 Home Visits:**

- **First home visit:**
  - **P3 LDO** – As the family gets a separate family introduction the required paperwork should already be completed. The main focus is on building relationships, and starting to complete any paperwork required to be shared/completed close to starting the year. All paperwork may not be completed, depending on the visit and building the relationship with the family. Refer to Procedure 5-13 and Checklist 5-13a.
  - **P3 HV** – This serves as the family introduction. The first home visit is noted as first day of service and email is sent to Office Assistant to note entry date. The main focus is on starting to build the relationship with the family paired with completing the required paperwork. This is part of the foundation first visit outlined in PAT. All paperwork may not be completed, depending on the visit and building the relationship with the family. Refer to Procedure 5-13 and Checklist 5-13a.
- **Second home visit:** Continue relationship building and getting to know the child and family. Start wrapping up required paperwork to meet program timelines.
  - **P3 LDO** - Complete the ASQ screening if there is not a current one from the doctor. This can start the individual child goal setting process. Be sure to collaborate with the family advocate to determine if there is a medical and dental home, as well as insurance if not already determined.
  - **P3 HV** can also establish medical/dental homes and insurance at this home visit, or wait to the third visit to meet the 30-day deadline.
- **Third home visit:** For both P3 options, interactive conversations about the child's strengths, needs, and interests should take place to complete the 2-43 All About my Child, and 2-4 All about my Family, if not completed already. These items paired with information from the ASQ will help drive establishing individual child goals, form 2-7. The child goal will be used to engage in a collaborative dialogue to plan activities for the next visit. Information from these items may also indicate the need for a referral for additional services through ESD.
  - **P3 LDO** - Start considering what information the family has shared that may indicate a family goal.

- **P3 HV** - Work with the family to determine the status of the most current ASQ. Consider what information the family has shared that may indicate an interest or topic for an upcoming socialization. Following PAT, this visit is more focused on parenting skills and behaviors. Understanding family perspective and culture is reviewed deeper in HV #6, which can support the family goal setting process.
- **Fourth visit:** For both options, the topics for the visit should be shifting more to meet the family and child's needs, i.e. completing activities that support the individual child goal using Intentional Teaching Cards (family version), ReadyRosie modeled moments, and PAT activities.
  - **P3 LDO** – In addition to a shift to meeting child/family needs, this visit should provide information or review parent engagement opportunities, i.e. upcoming family events, review of screenings if not already shared, and working with the family and advocate to ensure we have medical well child and oral care status.
  - **P3 HV** - This visit, following PAT, is more focused on child development topics. Celebrate with families the child's strengths and accomplishments.
- **Fifth Visit:** For both options, find something to celebrate and encourage families in their role as their child's first teacher or strengths as a family unit.
  - **P3 LDO** - Consider if you are working on, or have already established, a reciprocal relationship with the family. In a respectful way explore topics that are needed to [complete the family outcomes \(Preliminary assessment\) in Child Plus](#).
  - **P3 HV** – Following PAT, the focus is on brain development, nutrition and family well-being. Remember to be intentional in selecting materials and resources to share to match the family's needs and interests.
- **Subsequent visits:** For both options, as visits progress throughout the year, planning should be driven by parents with guidance from staff for activities that are developmentally appropriate. It is imperative that we engage in a collaborative and interactive process, regularly recognize and celebrate successes, and be flexible to accommodate evolving interests and needs.