

Performance Standards		
HS	EHS	EHS-HB
1302.22, 1302.35, 1302.80, 1302.81, 1302.82		

Table of Contents *(hyperlinked)*

Home Visits 2

 Home Visit Safety 2

 Enrollment and Orientation 3

 Home Visits with Enrolled Child 3

 Pregnancy and Postpartum Home Visits 3

Planning and Implementing Home Visits 4

 Planning Curriculum 4

 Implementing Curriculum 4

 As Needed 5

Group Socialization (Playgroup) 5

 Orienting Families to Playgroup 5

 Scheduling Playgroup 5

 Planning Playgroup Activities 6

 Facilitating Playgroup 6

Parent Leadership 7

 Parent Center Committee 7

 Parent Funds 7

 Policy Council 8

Parent Professional Learning Opportunities 8

 Peer Leadership Program 8

 Daddy Can Do It Too (DCDIT) 8

 Bus Driver, Interpreter, and Bilingual Instructional Assistant (BIA) Training 8

Family Engagement Procedure – Early Head Start Home-Based

Home Visits

Home Visitors provide a minimum of 46 home visits each program year to promote secure parent-child relationships and to support families with high-quality early learning experiences for their children. At the family's request interpreters help Home Visitors facilitate home visits and group socializations in the family's primary language.

Home Visit Safety



Follow PSESD's safety policies and procedures, as well as the steps listed below.

Make sure someone is aware of your plans

- Keep your Outlook calendar up to date
- Wear work identification (e.g., school district/employee badge).
- Check in with your supervisor when you complete the visit or are heading to your next visit if there are safety concerns.
- Carry a cellphone or have a system for checking in with a co-worker or your supervisor.

Be aware of your surroundings

- Know the neighborhoods that you visit by being observant and learning about them from families who live there. You may contact the local police station or sheriff's office to ask if you should be aware of any safety concerns.
- Have clear directions to the visit location.
- Check with the family about parking, pets, etc.
- Make sure that you and family members are well when you make your visit, to avoid spreading communicable diseases. Your Health, Nutrition, Safety Coach is available for consultation.
- Be aware of people in the vicinity, adequate lighting and landscaping that could allow for the element of surprise.
- Bring only what you need to complete the visit. Make sure to keep confidential information with you.
- Carry your keys in your hand.
- Walk assertively, confidently and look others in the eye.
- Once inside a home, be aware of where the exits are.

Use common sense and trust your judgment

- If you feel unsafe, leave. Often our "gut instincts" are correct.
- If you believe family members in the home are unsafe, call the police.
- In rare situations, a visit to the home is not safe. Plan with co-workers, your supervisor or PSESD staff before visiting a family in their home when you have a safety concern.

Family Engagement Procedure – Early Head Start Home-Based

Enrollment and Orientation

Complete enrollment with the family (See the Enrollment section of the [ERSEA Procedure](#)) and orient them to home-based services during the first 1-2 visits:

- Provide an overview of services, including home visits and group socialization. The Home Visiting picture book can be used to support this conversation.
- Review the Early Head Start Home-Based Family Handbook and leave a copy with the family.
- Discuss roles and expectations of the family and staff.
- Talk about the importance of regular, consistent visits to healthy development, learning, and school readiness.
- Share the process for scheduling, cancelling, and rescheduling visits.
- Exchange family and home visitor contact information.

Whenever possible, complete vision, hearing, developmental (ASQ-3) and behavioral (ASQ:SE2) screenings with the child and family during the first two home visits to meet the [45-day requirement](#). Introduce program curriculum by the third home visit.

Home Visits with Enrolled Child

Home Visitors facilitate a 90-minute home visit weekly with each family. When serving a family with more than one enrolled child, schedule adequate time for each child.

These visits facilitate parent-child interaction that supports the child’s development and learning for school readiness and success. Encourage interactions that enable both the parent and child to enjoy learning and to feel secure, valued, successful and happy. Home visits also include education and resources for child development, child health and nutrition, parenting and family well-being.

Pregnancy and Postpartum Home Visits

Pregnancy visits: Home Visitors facilitate a home visit every other week with each expectant mother. When visiting an expectant mother with a currently enrolled child, part of each visit must be devoted to supporting the pregnancy. These visits provide education and resources for pregnancy health and nutrition, fetal development, childbirth preparation, maternal mental health, newborn health, development and nutrition (including breastfeeding), family planning, and family support. Make sure that expectant mothers are linked to ongoing prenatal and dental care. Also make efforts to engage and support the expectant father whenever possible.

Postpartum visits: These visits provide education and resources for maternal health, nutrition and postpartum recovery, maternal mental health, infant health development and nutrition (including breastfeeding), family planning, and family support. Encourage interactions that enable mother and baby to have a healthy attachment relationship.

Home Visitors visit postpartum families on a weekly basis for the first six weeks following the baby’s birth:

6-Week Postpartum Visit Schedule	
Week 1	<ul style="list-style-type: none">• First week following birth of the baby.• Focus on the childbirth experience, maternal well-being, and breastfeeding/feeding.
Week 2	<ul style="list-style-type: none">• Complete Two-Week Postpartum and Newborn Visit Summary.• Continue to focus on postpartum recovery, maternal well-being, and feeding.
Week 3	<ul style="list-style-type: none">• Begin to shift focus on the baby’s well-being.• Follow up on any concerns from the Two-Week Postpartum and Newborn Visit Summary and well-child exam, including growth, feeding, sleeping, and health-related concerns.• Follow up on any postpartum recovery concerns.
Week 4	<ul style="list-style-type: none">• Continue to follow up on both mother’s and baby’s well-being.• Begin to complete child enrollment paperwork.



Family Engagement Procedure – Early Head Start Home-Based

6-Week Postpartum Visit Schedule	
Week 5	<ul style="list-style-type: none">• Continue to follow up on both mother's and baby's well-being.• Continue to complete child enrollment paperwork.• Begin orientation regarding family home visits.
Week 6	<ul style="list-style-type: none">• Continue to follow up on both mother's and baby's well-being.• Have mother complete an Edinburg Maternal Depression Screening.• Discuss and provide resources as needed.• Complete family visit orientation.• The following week will be the first family home visit with the child enrolled.

Use the [Pregnancy/Postpartum Checklist](#) to track topics introduced during pregnancy and postpartum visits.

Planning and Implementing Home Visits

Parents as Teachers (PAT) is the primary curriculum used in planning and facilitating home visits. Additional research-based resources, such as *Promoting Maternal Mental Health*, *Zero to Three*, *Partners for a Healthy Baby*, etc. may be used to meet the individual needs of families as appropriate. Families should also be linked to community resources and services when needed.

Planning Curriculum

Curriculum must be planned with the family before each visit and include the following:

- A Parent-Child Interaction activity or experience that supports the child's development and progress toward school readiness; or for pregnancy visits, select activities that support a healthy pregnancy and/or preparation for the newborn's arrival.
 - Check the box(es) of the targeted developmental areas
 - Document activity page from *PAT* or a brief description of the activity
 - Document books to be shared
 - Check the box of the targeted Parenting Behavior to be discussed
 - Document selected *Parent Educator Resource*, *Parent Handout*, and key points
- A Development-Centered Parenting topic
 - Check the box of the targeted developmental areas to be discussed
 - Document selected *Parent Educator Resource*, *Parent Handout*, and key points
- A Family Well-Being topic
 - Check the box of the targeted categories to be discussed
 - Document selected *Parent Educator Resource*, *Parent Handout*, and key points

Implementing Curriculum

- Complete the Check-In section and document parent observations of their child during the past week.
- Introduce the Parent-Child Interaction activity and facilitate healthy interaction, providing support as needed. Document observations of both the child and the parent-child interaction.
- Facilitate discussion of Development-Centered Parenting topic, using the related Parent Handout as needed. Document summary of discussion in appropriate section.
- Facilitate discussion of Family Well-Being topic, using the related Parent Handout as needed. Document summary of discussion in appropriate section.
- Document the family's plan for supporting their child's development during the week.
- Schedule and plan the next home visit with the family. Choose the activity, materials, and topics for the following week(s).
- Remind the family of the next Playgroup. If the family is not attending, mark the related box.

Family Engagement Procedure – Early Head Start Home-Based

As Needed

- Note the numbers from [Family Connections: Goals, Needs, and Interests](#) next to related documentation of observations and/or summaries of discussions.
- Document the review of and/or refer to updates to [Family Strengths and Goal Planning Form](#)
- Document the completion of [45-day screenings](#) and/or summary of review of screening results with the family.
- Summarize the review of developmental assessment results with the family.
- Summarize the review of progress toward IFSP goals with the family as appropriate.
- Summarize the review of and/or updates to health and nutrition information ([Health History](#), immunizations, well-child exams, dental exams, [Food Introduction Record](#), etc.)
- Document the completion of [Edinburg Maternal Depression Screening](#) and/or summarize the review of screening results, as appropriate when working with a pregnant or postpartum mother.

Group Socialization (Playgroup)

Group socialization (Playgroup) opportunities are offered to promote secure parent-child relationships through high-quality, developmentally appropriate early learning experiences. Playgroups encourage parents to share experiences related to child development with one another to promote their understanding of child development. Playgroups may occur in a classroom, community facility, or field trip.

Orienting Families to Playgroup

Home Visitors orient families to Playgroup during enrollment visits and throughout the program year as needed. The Program Coordinator and Playgroup team provide additional orientation when the family attend their first playgroup. Orientation to playgroup includes the following:

- Purpose of Playgroup and the value of attending to both the parent and child
- General Playgroup routine
- Expectations of the parent, child, and staff, including the [Active Supervision Plan](#)
- Schedule or calendar of upcoming Playgroups
- Address and contact information for the family's Playgroup location
- Information about transportation

Scheduling Playgroup

The Program Coordinator schedules a minimum of 22 group socialization opportunities per year at each Playgroup site. The Program Coordinator distributes a calendar of scheduled Playgroups to Home Visitors at the beginning of each program year to share with families. The Playgroup calendar is updated as needed throughout the year and redistributed. Families are encouraged to attend the Playgroup location associated with their site and/or the closest to their home to promote participation and connection to their community.

Each Playgroup is supported by the Program Coordinator and a team of Home Visitors assigned to the Playgroup site. The Program Coordinator schedules an adequate number of Home Visitors for each Playgroup. Home Visitors arrange for coverage if they are unable to attend a scheduled Playgroup to ensure there is enough staff support.

Family Engagement Procedure – Early Head Start Home-Based

Planning Playgroup Activities

Program Coordinator	Home Visitors/Playgroup Team
<ul style="list-style-type: none"> Schedules quarterly planning meetings with each playgroup team to plan future Playgroups. Uses the Group Socialization Planning Form to document plans for each playgroup that include arrival and departure, free play, music, books, snack time, and healthy habits (e.g. handwashing, toothbrushing). Activities are developmentally appropriate and align with the <i>Head Start Early Learning Outcomes Framework (HSELOF)</i> and <i>Parents as Teachers</i>. Develops menus, shops for, and prepares snack according to the Early Head Start Socialization Group Cycle Menu. 	<ul style="list-style-type: none"> Gather parent input for Playgroup activities during home visits and document on the Home Visit Planning and Summary Form. Share input with Program Coordinator during playgroup planning/debrief meetings. Notify the Program Coordinator in advance of which families are planning to attend and arrange transportation as needed. Set up the environment to encourage safe exploration that promotes healthy development and learning. Make sure that there are enough materials for the size and abilities of the group. Modify and adapt when needed to support individualization for children and families.
<p>After Playgroup: Program Coordinator and Home Visitors debrief and make modifications for future playgroups.</p>	

Facilitating Playgroup

Program Coordinator	Home Visitors/Playgroup Team
<ul style="list-style-type: none"> Facilitates by leading the families through the planned activities for the day. Develops menus, shops for, and prepares snack according to the Early Head Start Socialization Group Cycle Menu. (Or designee) records attendance on the <i>Daily Attendance and Meal Count Report</i>, marking the appropriate snack served for each enrolled child in attendance. (Or designee) completes Daily Infant Meal Record for each infant (0-12 months) in attendance. 	<ul style="list-style-type: none"> Help the Program Coordinator with transitions such as activity preparation and clean up, and snack preparation and clean up. Warmly greet families when they arrive and assist them as needed with engaging in opening activities (e.g. sign-in, storing belongings, choosing an activity). Support families throughout the playgroup by encouraging them to observe their child's interests, follow their lead, and engage their child in activities.
<ul style="list-style-type: none"> Support parents' knowledge of child development by connecting activities with what their child is learning. Encourage families to share their knowledge and experiences with each other. Serve snack family-style and support families in engaging in conversation with each other and their children. Emphasize healthy habits (e.g. handwashing, toothbrushing, etc.) during and after snack. Encourage families to share feedback and input for future playgroups. 	

Family Engagement Procedure – Early Head Start Home-Based

Parent Leadership

Family engagement is a foundational element of Early Head Start Home-Based. Families are offered additional training and leadership opportunities including the following:

- Parent Center Committee
- Policy Council
- Peer Leadership Program
- Daddy Can Do It Too (DCDIT)
- Professional Learning (Bus Driver, Interpreter, and Bilingual Instructional Assistant trainings)

Parent Center Committee

The Parent Center Committee is an opportunity for parents to plan activities that enhance their own adult development and learning and that support their children’s school readiness. Parents share in decision-making and can elect leaders (e.g. Chairperson(s), Secretary, Treasurer) for the program year or on rotation. The Committee is responsible for determining how Parent Funds for their group will be used and for documenting expenditures.

With the support of the Program Coordinator, the Committee documents their ideas, planning, and decision-making at meetings scheduled throughout the program year.

Parent activities are typically planned with group socializations to encourage the participation of as many parents as possible. The Program Coordinator maintains a Parent Leadership Notebook for each Playgroup site that documents meetings, activities, and budget. Documentation includes the following:

- Committee meeting agendas and minutes showing evidence of parent ideas, planning, and decision-making on family activities, and evidence of development and parent approval of Parent Funds and expenditures.
- In-Kind documentation related to parent activities and trainings.
- Flyers and other materials to announce upcoming parent activities and trainings.
- Sign-in sheets that indicate parent attendance.

Parent Funds

Parent Funds support family engagement and parent leadership activities designed by parents for parents. Parents develop a budget for their site’s funds and make decisions on spending based on the guidelines developed by Policy Council each fiscal year (see the PSESD Early Learning [Parent Fund Policy](#) for allowable expenditures). Costs of transportation of Early Head Start Home-Based parents to and from program activities are funded through the program operating budget and are not included in the Parent Fund budget.

Each Playgroup site’s Parent Center Committee has its own designated Parent Funds to maintain for each fiscal year. However, Committees may choose to pool their resources to fund program-wide Early Head Start Home-Based opportunities. The Parent Fund budget plan must be approved by the Parent Center Committee by November 1st each program year and documented in the Parent Leadership Notebook.

Family Engagement Procedure – Early Head Start Home-Based

Policy Council

Parents may participate in PSESD's [Shared Governance system](#) as a [Policy Council Representative](#). Two representatives must be elected. Two additional representatives for each Parent Center Committee may be elected for a maximum of eight Home-Based representatives.

Elections are conducted by secret ballot at home visits so that parents can participate in the election process. Home Visitors deliver and collect ballots from families during each election period. The Program Coordinator tallies the ballots, records the results, and archives the ballots in the Parent Leadership Notebook. Election results are shared with families at the next Parent Center Committee meeting and during home visits.

Elected representatives complete the [Policy Council Representative Notice and Verification Form](#) with their Home Visitors. The Program Coordinator submits the form to PSESD and keeps a copy in the Parent Leadership Notebook.

Parent Professional Learning Opportunities

Peer Leadership Program

Home Visitors share information about the [Peer Leadership Program](#) with families during enrollment and orientation to the program. Refer parents who are interested in participating by completing a *Parent Referral Form*.

When sessions begin, arrange transportation for participating parents to and from each session. After completing the program, the parents can conduct "Teachbacks" – teach the curriculum to other parents – [upon request](#).

Daddy Can Do It Too (DCDIT)

Information coming soon!

Bus Driver, Interpreter, and Bilingual Instructional Assistant (BIA) Training

See the [Parent Professional Learning page](#) for more information.