

Home Visit Record-EHS FY and HS Duration

Head Start Performance Standard

§ 1302.34 (b) (7)

§ 1302.46

§ 1302.52 (b)

§ 1302.41 (a)

§ 1302.50 (a) (b) (2) (3) (5)

Policy

Community Action Head Start supports children and their families by conducting a minimum of two home visits per year for families enrolled on our program options EHS FY and HS Duration. The first home visit **must** be completed before the program year begins. If there are barriers to completing this visit before the year begins, it 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 option when scheduling Home Visits.

The Teacher and the Family Services Teacher (FST) will conduct home visits. Each Teacher will complete at least 2/3 of the home visits for the class, with the FST taking the remaining 1/3. The FST will be responsible for home visits with families already identified as having higher family needs. In the event more than 1/3 of the families are already identified as having higher needs, the FST and Teacher will collaborate to determine which of those families will be supported by the FST.

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

Scheduling Home Visits

Teachers or FSTs will create the Home Visit event in the Education tab in ChildPlus with the first attempt to contact the family to schedule the home visit (see **Documenting Home Visits** on page 5).

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 **Home Visit Safety Checklist** for safety planning for home visits outside of the standard working hours. Staff will consult with their Program Area Supervisor (PAS) to plan to adjust their hours *before* offering a home visit outside of their standard working hours. In addition, the Teacher will add the scheduled home visit to their Outlook calendar by entering the child's initials, ChildPlus ID (CPID) and time for the visit.

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 in the **Home Visit Record**.

Forms Referenced:

[Home Visit Record, Emergency Contact Form, SmartTeach Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment, 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, Preschool Home Visit Activities to Support Objectives for Development]

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When using an interpreter, schedule the interpreter to meet you 10 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 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.

Prior to the home visit, the Teacher will review the child's file and contact notes to prepare the home visit record. Use the [Participant Summary Report 2131](#) to review health requirements. Look for missing or incomplete forms, health screenings, ASQs, family needs or requests for resources. 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 any additional forms, flyers, or resources, and materials for educational activities. See the ChildPlus Training Portal for instructions on how to run report 2131.

Staff may choose to run the report for each individual child so it can be shared at the home visit. Otherwise, write the information on the Home Visit record for discussion at the Home Visit.

Things to bring for discussion at the Home Visit

- ***For children who will be 3 years old on 9/1 of the following program year and going to preschool:***
 - ***Bring Supporting Transitions-Early Educators Partnering with Families.*** See **EHS Center-Based Program Transition Services Policy and Procedure** for more instructions.
- ***For children who will be 5 years old on 9/1 of the following program year and 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 and a new blank form, in case it is needed
- 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)
- Materials for an educational activity
- Classroom Volunteer Brochure
- Bring flyers about upcoming Family Events or Classroom Activities
- Bring resources information

Forms Referenced:

[Home Visit Record, Emergency Contact Form
SmartTeach Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment, 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, Preschool Home Visit Activities to Support Objectives for Development]

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First Home Visit

The first home visit is focused on building a relationship with the family. Documentation suggestions and requirements for all sections in the Home Visit Record are included below.

1. Opening

- What do they enjoy doing, both individually and as a family (hobbies, sports, entertainment, interests)? What is their hope for their child this year? What do they want their child to learn this year?
- Review **Emergency Contact Form**. Complete a new one *only if* changes are needed.
- Review and complete any missing or incomplete Enrollment forms.
- Ask if they have any questions or concerns regarding their child, their family needs, or the program. Note the question and any answers or resources given in the appropriate section of the Home Visit Record. For example, a concern about the child's vision may be noted in the health section, along with the response. It may also be noted in the Reminders section if the vision screening date is in the future. Or, if they already know the child needs glasses, and needs a health referral to buy them, it will be noted as both a Health Follow-up and Health Referrals.

2. Child Development

- Review ASQ Packet based on child's ASQ:SE-2 and ASQ-3 results if available.
 - Note which ASQ(s) were completed.
 - Write any areas of concern on the Home Visit record as well as the next steps.
 - If the ASQ results warrant a referral, have the family complete a Release of Information (ROI).
 - Or, if they already have an appt with NWRESO or the Mental Health Consultant, note the date of the appt in the ASQ Screening Follow Up section.
 - And, if the child has been evaluated by the NWRESO, or the family met with Mental Health Consultant, write the outcomes and plans in the ASQ Screening Follow Up.
 - If the parent(s) has not completed the ASQ:SE-2 and/or ASQ-3 then help them complete one.
 - Submit the ASQ's to the Disabilities & Mental Health team and then review the score results at the next meeting with the family.
- Complete a parent/child activity. Note the activity, observations, questions or developmental concerns and any information that comes up during the activity. Some ideas for the parent-child activity include:

EHS FY Duration:

- | | |
|--|--|
| ○ Book sharing | ○ Creating art with glue using recyclables in the home |
| ○ Exploring sounds-using different materials on different surfaces (i.e. wood on metal/metal on wood; an empty water bottle with different materials inside (use tape or glue to secure the lid) | ○ Coloring/drawing |
| ○ Using tongs to pick up small items like spoons or toys | |
| ○ Simon Says | |
| ○ Exploring textures such as different fabrics (clothes), foods they have in the home | |

Forms Referenced:

[Home Visit Record, Emergency Contact Form

SmartTeach Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment, 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, Preschool Home Visit Activities to Support Objectives for Development]

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Prek Duration

- Counting/patterning activity-using toys, crayons or markers, clapping/stomping, movement (up/down, right/left)
- Self-portrait or family portrait (could also be saved as a work sample)
- All About Me page
- Sewing cards
- What's missing? or Memory Game
- Reading
- Sorting (toys/cars the child has, socks by size, color or stripes)
- Using tongs or tweezers to pick up small items
- I Spy
- Simon Says

See **Preschool Home Visit Activities to Support Objectives for Development** for more ideas.

- 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. Write down any plans or barriers in the Additional Notes section.

3. 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.
 - Note which section of the **Supporting Transitions Early Educators Partnering with Families** (for EHS) or **Making the Move Together** (for HS) was reviewed. Be sure to include as any questions or concerns the family has and the information you provided to them in the Additional Information section.

4. Family Services

- Introduce **211** as a resource for services and provide the informative handout/card.
- FST completes 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 whether the family is interested in receiving additional support to work more closely with the Family Services Teacher (FST). Schedule additional meetings or follow up calls with the family if there is interest. See the **Strengths and Needs Assessment Policy and Procedure** for guidance in conducting this assessment. In the Family Services section in the **Home Visit Record**, note the outcome of the assessment, whether any resources are needed or given or any ongoing concerns. Be sure to include any next steps.
- Include any new information regarding the family's health and wellbeing in that section as well. This may include things such as job changes, people moving in or out of the home, chronic illnesses of close family/friends regardless of where they live or other potential stressors.
- The **Family Partnership Agreement** will be completed at the first education conference. See **Family Partnership Agreement Family Goals and Plans Policy and Procedure**.

Forms Referenced:

[Home Visit Record, Emergency Contact Form

SmartTeach Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment, Home Visit Safety Checklist,

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5. Health

- Follow-up on any health or developmental screenings, missing or incomplete screenings or forms to be completed.
- Would the family like any health education materials? If so, note the information requested and plans to accommodate that request as appropriate in the Health Services section, including any referrals made.
- Dental exams are due every 6 months. Make a note of the due date. Check with the family about when the next exam is due. Document the date if the appt is scheduled.
- Well-baby/child exams are due at regular intervals. Make a note of the due date. Check with the family about when the next exam is due. Document the date if the appt is scheduled.
- Would the family like any health or nutritional education materials?

6. Reminders

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

The Second Home Visit/Second Parent Conference

This visit is focused on strengthening the home-school connection. As part of that process, Teachers and FSTs will incorporate the second conference in this Home Visit. See the Head Start Timeline Calendar for second home visit time frame or the Home Visit and Conference Timelines for Later Enrolling Children appropriate for the program option. Document each section of the visit on the Home Visit Record as described in the First Home Visit section.

Prepare for the visit by reviewing the child's file and ChildPlus records, making notes on the Home Visit Record for discussion as before. Bring all the same items as listed for the first home visit, except for the ASQ materials, unless the ASQ's have not been completed, or the summary has not been previously reviewed with the family. Bring a parent-child activity designed to support one or more of the child's individual education goals. Activities need to use materials commonly found in most homes, but staff may bring them to ensure the activity can be done at the home visit.

1. Opening

- Questions to consider when talking with parents about their child: What new activities have they started doing? What new or growing skills and interests have they noticed in their child? How are they supporting their child's interests or what activities are they doing at home to support growth in their child's education goals? Are they using any of the suggestions given to them at the last conference? If so, how is that working for them? If not, why not? What are they doing instead? If necessary, brainstorm new ideas. Any new activity ideas generated may be written on a separate paper for the family to keep. Include the brainstorming happened and a list was generated when writing notes.
- Review **Emergency Contact Form**. Complete a new one *only if* changes are needed.
- Invite questions and answer any questions or concerns the family may have.

2. Attendance

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

3. Child Development

- Review the ASQs as before if necessary.

Forms Referenced:

[Home Visit Record, Emergency Contact Form

SmartTeach Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment, Home Visit Safety Checklist,

ASQ:SE-2 and ASQ-3 or ASQ Packet, Home Visit and Conference Timelines for Later Enrolling Children (program model

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- Complete a parent-child activity. See **Preschool Home Visit Activities to Support Objectives for Development** for more ideas.
- Complete the 2nd conference. For children transitioning from EHS to HS or from HS to kindergarten, review the appropriate sections of the Transition information according to the **EHS Center-Based or Preschool Conferences Policy and Procedure**. Document as before.

4. Family Services

- Complete the 2nd **Strengths and Needs Assessment** in a conversational style. Follow-up on the families' progress toward their **Family Partnership Agreement** (FPA) goals. Write updates, resources given/accessed, progress and/or barriers on the **Home Visit Record** in the Family Services section.
- Review and update any needs the family had, and resources provided. Make notes about how the family made use of the resources. Or, if they did not, why not? Write down any new or recurring needs the family has. See the **Strengths and Needs Assessment Policy and Procedure** for guidance in conducting this assessment.
- If the family is not already volunteering in some way, ask again if they might want to begin now. If so, explore ways the family can participate. What do they enjoy doing at home that may be appropriate in the classroom? Review the **Classroom Volunteer Brochure** for ideas if needed. Write down their response(s), including any barriers to their volunteering.
- When appropriate, acknowledge and reflect on family involvement in the classroom and the positive effect it has on the child. Write these on the home visit record.

5. 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.
- Dental exams are due every 6 months. Make a note of the due date. Check with the family about when the next exam is due. Document the response and the date if the appt is scheduled.
- Well-baby/child exams are due at regular intervals. Make a note of the due date. Check with the family about when the next exam is due. Document the response and the date if the appt is scheduled.
- Would the family like any health or nutritional education materials?

6. Reminders

- Share information and/or flyers about upcoming events.

Documenting Home Visits

See the [ChildPlus Training Portal](#) for the [Document an Education Home Visit article](#).

Staff will create the Home Visit Event in the Education Module of ChildPlus with the first effort to contact the family to schedule the Home Visit.

- Once the Home Visit is actually scheduled, staff will put the date the Home Visit is *scheduled* to occur (in the future) in the **Scheduled Date** box. This date will **not change**, regardless of when the Home Visit actually occurs. Click on the clock and then enter the time for the home visit and any other relevant information.
 - In the event the Home Visit needs to be rescheduled for **any** reason, the Teacher or FST will open the Home Visit Event and use the **Add Action** feature. There, staff will click the clock and then note the reason for rescheduling the event and the new date for the event. **Do not change the original Scheduled Date**. Continue to use the Add Action for each attempt and/or conversation regarding the Home Visit. **Do not add notes without clicking Add Action first** and then the clock.

Forms Referenced:

[Home Visit Record, Emergency Contact Form

SmartTeach Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment, 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, Preschool Home Visit Activities to Support Objectives for Development]

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- After the Home Visit, make sure to send home any promised information and/or resources the family needs.
 - If a resource or report is sent home after the visit, use **Add Action** for **each** follow up action. For example, if the family requested the 2131 report for attendance and information about food boxes in their area, open the Home Visit event. Information about Food Boxes sent home will go under Family Services, “Needs Identified”. See more instructions further down.
- This second Home Visit is generally combined with the 2nd Conference, unless otherwise noted on the **Home Visit and Conference Timeline for Later Enrolling Children**. ChildPlus defaults to create both the 2nd Home Visit and the 2nd Conference Event at the same time. If the child enrolls later and the visits are not combined, the Teacher or FST will contact the ChildPlus administrator to remove the automatically added event. Teachers and FSTs will add the next event as outlined in the Timeline for Later Enrolling Children.
- The Home Visit record is then sent to the Administrative Assistant for Education at Casa Blanca for data entry.
- If a new **Emergency Form** is completed, upload a copy to CP and complete the data entry within 2 days of the Home Visit.
- Document any identified family needs in the Family Services tab under “Needs Identified” in ChildPlus. Use **Add Action** as needed to add additional information.
- The Teacher, FST, or Home Visitor (for families with children enrolled in both Preschool and Home Based programs) will review the **SNA results**, document all Preliminary and Mid-Year SNA results in ChildPlus under the Family Services Module-Family Services Information tab and the Family Outcomes tab. The staff completing the SNA is responsible for uploading the form directly to ChildPlus in the Family Services Attachment tab.
- 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 **Family Partnership Agreement Policy and Procedure and the ChildPlus Training Portal** for details on documenting follow-up.
 - 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 them. Document all efforts to overcome any barriers to conducting home visits in ChildPlus. If the family continues to refuse visits in the home, then they may occur at school or in an alternate location. PAS’s must approve any locations other than home or school in order to assure safety and confidentiality **prior** to the home visit taking place. When entering the planned Home Visit on their Outlook calendar, staff will include the alternate location, whether it is at school or somewhere else.

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, using the **Add Action** to the initial Home Visit event already created.

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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 PAS in consultation with the Education Services Supervisor and/or Family Services Supervisor to help identify solutions or determine satisfactory alternatives.

Forms Referenced:

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SmartTeach Report Card, Classroom Volunteer Brochure, Strengths and Needs Assessment, 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, Preschool Home Visit Activities to Support Objectives for Development]

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