

HOME-BASED OPTION

HEAD START PROGRAM PERFORMANCE STANDARDS EXCERPTS

45 CFR Chapter XIII

SUBCHAPTER B – THE ADMINISTRATION FOR CHILDREN AND FAMILIES, HEAD START PROGRAMS

PART 1302 – PROGRAM OPERATIONS

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<p>§1302.20 Determining program structure. (a) <u>Choose a program option.</u> (1) A program must choose to operate one or more of the following program options: center-based, home-based, family child care, or an approved locally-designed variation as described in §1302.24. The program option(s) chosen must meet the needs of children and families based on the community assessment described in §1302.11(b). A Head Start program serving preschool-aged children may not provide only the option described in §1302.22(a) and (c)(2). [...]</p>	<p>Head Start program serving preschool-aged children may not provide only the home-based option. See §1302.22</p>
<p>§1302.20 Determining program structure. (b) <u>Comprehensive services.</u> All program options must deliver the full range of services, as described in subparts C, D, E, F, and G of this part, except that §1302.30 through 1302.32 and §1302.34 do not apply to home-based options.</p>	<p>Note: §1302.20 says that §1302.30 does not apply to home-based options; however, §1302.30 references the home-based option.</p>
<p>§1302.21 Center-based option. (c) <u>Service duration.</u> (1) <u>Early Head Start.</u> (i) By August 1, 2018, a program must provide 1,380 annual hours of planned class operations for all enrolled children. (ii) A program that is designed to meet the needs of young parents enrolled in school settings may meet the service duration requirements in paragraph (c)(1)(i) of this section if it operates a center-based program schedule during the school year aligned with its local education agency requirements and provides regular home-based services during the summer break.</p>	<p>Applies to center-based EHS programs within school settings that provide home-based services during the summer break to young parents</p>
<p>§1302.22 Home-based option. (a) <u>Setting.</u> The home-based option delivers the full range of services, consistent with §1302.20(b), through visits with the child's parents, primarily in the child's home and through group socialization opportunities in a Head Start classroom, community facility, home, or on field trips. For Early Head Start programs, the home-based option may be used to deliver services to some or all of a program's enrolled children. For Head Start programs, the home-based option may only be used to deliver services to a portion of a program's enrolled children.</p>	

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Subpart B – Program Structure	Comments
<p>§1302.22 Home-based option. (b) <u>Caseload.</u> 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.</p>	
<p>§1302.22 Home-based option. (c) <u>Service duration.</u> (1) <u>Early Head Start.</u> 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.</p>	<p>Applicable as of August 1, 2017, Unless granted a waiver under §1302.24</p> <p>Applies to EHS programs offering the home-based option</p>
<p>§1302.22 Home-based option. (c) <u>Service duration.</u> (2) <u>Head Start.</u> A 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 32 visits per year; and, (ii) Provide, at a minimum, 16 group socialization activities distributed over the course of the program year.</p>	<p>Applies to HS programs offering the home-based option</p>
<p>§1302.22 Home-based option. (c) <u>Service duration.</u> (3) <u>Meeting minimum requirements.</u> 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.</p>	<p>Applies to both Head Start and Early Head Start offering the home-based option</p> <p>Home visitors may join families for medical or social service appointments, but these meetings do not count towards the minimum requirements of 46 home visits for Early Head Start and 32 home visits for Head Start.</p>
<p>§1302.22 Home-based option. (d) <u>Safety requirements.</u> 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).</p>	<p>Socialization sites do not have to be licensed but must meet safety requirements</p>

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<p>§1302.30 Purpose. All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later success in school. [...] A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, [...] a home-based program must implement, at a minimum, the elements in §§1302.33 and 1302.35.</p>	<p>§1302.20 notes that this regulation does not apply to home-based options; however, §1302.30 is references the home-based option.</p>
<p>§1302.35 Education in home-based programs. (a) Purpose. A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. A program must implement a research-based curriculum that delivers developmentally, linguistically, and culturally appropriate home visits and group socialization activities that support children’s cognitive, social, and emotional growth for later success in school.</p>	
<p>§1302.35 Education in home-based programs. (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; (4) Scheduled with sufficient time and appropriate staff to ensure effective delivery of services described in subparts D, E, F, and G of this part through home visiting, to the extent possible.</p>	

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<p>§1302.35 Education in home-based programs.</p> <p>(c) <u>Home visit experiences.</u></p> <p>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 <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> and must use such goals and the curriculum to plan home visit activities that implement:</p> <ol style="list-style-type: none"> (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: <ol style="list-style-type: none"> (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, (ii) For preschoolers, focus on both English language acquisition and the continued development of the home language; 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. 	
<p>§1302.35 Education in home-based programs.</p> <p>(d) <u>Home-based curriculum.</u></p> <p>A program that operates the home-based option must:</p> <ol style="list-style-type: none"> (1) Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that: <ol style="list-style-type: none"> (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 <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> 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. 	<p>Applicable as of August 1, 2017</p>

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<p>(2) Support staff in the effective implementation of the curriculum and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.</p> <p>(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:</p> <ul style="list-style-type: none"> (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). <p>(4) Provide parents with an opportunity to review selected curricula and instructional materials used in the program.</p>	
<p>§1302.35 Education in home-based programs.</p> <p>(e) <u>Group socialization.</u></p> <p>(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.</p> <p>(2) Group socializations must be structured to:</p> <ul style="list-style-type: none"> (i) Provide age appropriate activities for participating children that are intentionally aligned to school readiness goals, the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u> 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; <p>(3) For parents with preschoolers, group socializations also must provide opportunities for parents to participate in activities that support parenting skill development or family partnership goals identified in §1302.52(c), as appropriate and must emphasize peer group interactions designed to promote children’s social, emotional and language development, and progress towards school readiness goals, while encouraging parents to observe and actively participate in activities, as appropriate.</p>	See §1302.44 & §1302.47
<p>§1302.35 Education in home-based programs.</p> <p>(f) <u>Screening and assessments.</u></p> <p>A program that operates the home-based option must implement provisions in §1302.33 and inform parents about the purposes of and the results from screenings and assessments and discuss their child's progress.</p>	

NOTE: This document consists of excerpts from the Head Start Program Performance Standards (HSPPS). The excerpts refer to the home-based program option. Missing text is indicated by [...]. Readers are advised to review the complete standards for more information. The compliance dates for certain standards can be found in the Compliance Table in the Appendix of the HSPPS. 9/8/17

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Subpart C – Education and Child Development Services	Comments
<p>§1302.33 Child screening and assessments. (a) <u>Screening.</u> (1) In collaboration with each child’s parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. [...]</p>	
<p>§1302.33 Child screening and assessments. (b) <u>Assessment for individualization.</u> (1) A program must conduct standardized and structured assessments, [...] (2) A program must regularly use information [...] section along with informal teacher* observations and additional information from family and staff, as relevant, to determine a child’s strengths and needs, inform and adjust strategies to better support individualized learning [...] and improve home visit strategies in home-based models. (3) If warranted from the information gathered [...] and with direct guidance from a mental health or child development professional and a parent’s consent, a program must refer the child [...]</p>	<p>Applicable as of August 1, 2017</p> <p>*Teacher could be substituted with home visitor</p>

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<p>§1302.42 Child health status and care. (a) <u>Source of health care.</u> (1) A program, within 30 calendar days after the child [...] for the home-based program option, receives a home visit, must consult with parents to determine whether each child has ongoing sources of continuous, accessible health care – provided by a health care professional that maintains the child’s ongoing health record and is not primarily a source of emergency or urgent care – and health insurance coverage. [...]</p>	
<p>§1302.42 Child health status and care. (b) <u>Ensuring up-to-date child health status.</u> (1) Within 90 calendar days after the child [...], for the home-based program option, receives a home visit, with the exceptions noted in paragraph (b)(3) of this section, a program must: (i) Obtain determinations [...] as to whether or not the child is up-to-date on a schedule of age appropriate preventive and primary medical and oral health care, [...]; (ii) Assist parents with making arrangements to bring the child up-to-date as quickly as possible; [...]</p>	

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<p>(2) Within 45 calendar days after the child [...], for the home-based program option, receives a home visit, a program must either obtain or perform evidence-based vision and hearing screenings.</p> <p>(3) If a program operates for 90 days or less, it has 30 days from the date the child first attends [...]</p> <p>(4) A program must identify each child’s nutritional health needs, [...]</p>	
<p>§1302.44 Child nutrition.</p> <p>(a) <u>Nutrition service requirements.</u> [...]</p> <p>(2) Specifically, a program must: (vii) Provide appropriate healthy snacks and meals to each child during group socialization activities in the home-based option;</p>	
<p>§1302.47 Safety Practices</p> <p>(b) A Program must develop and implement a system of management [...] to ensure all facilities, equipment, and materials, background checks, safety training and hygiene practices and administrative safety procedures are adequate to ensure child safety. This system must ensure:</p> <p>(1) <u>Facilities.</u> All facilities where children are served, including areas for learning, playing, sleeping, toileting, and eating are, at a minimum:</p> <ul style="list-style-type: none"> (ii) Clean and free from pests; (iii) Free from pollutants, hazards and toxins that are accessible to children and could endanger children’s safety; (iv) Designed to prevent child injury and free from hazards, including choking, strangulation, electrical, and drowning hazards, hazards posed by appliances and all other safety hazards; (v) Well lit, including emergency lighting; (vi) Equipped with safety supplies that are readily accessible to staff, including, at a minimum, fully-equipped and up-to-date first aid kits and appropriate fire safety supplies; (vii) Free from firearms or other weapons that are accessible to children; (viii) Designed to separate toileting and diapering areas from areas for preparing food, cooking, eating, or children’s activities; 	<p>Per §1302.22</p> <p>“... 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).”</p> <p>Socialization sites do not have to be licensed but must meet safety practices</p>

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<p>§1302.90 Personnel policies.</p> <p>(d) <u>Communication with dual language learners and their families.</u></p> <p>(1) A program must ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and effectively communicate, either directly or through interpretation and translation, [...].</p> <p>(2) If a majority of children in a [...] home-based program speak the same language, at least one [...] home visitor must speak such language.</p>	
<p>§1302.91 Staff qualifications and competency requirements.</p> <p>(a) <u>Purpose.</u></p> <p>A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.</p>	
<p>§1302.91 Staff qualifications and competency requirements.</p> <p>(d) <u>Child and family services management staff</u></p> <p>(2) <u>Education management</u> [...] a program must ensure staff and consultants that serve as education managers or coordinators including curriculum specialists have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience.</p>	<p>Consideration for when education managers provide oversight to home visitors: Ensure managers have knowledge and experience in providing home visiting services.</p>
<p>§1302.91 Staff qualifications and competency requirements.</p> <p>(e) <u>Child and family services staff.</u></p> <p>(6) <u>Home visitors.</u> A program must ensure home visitors providing home-based education services:</p> <p>(i) Have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate’s or bachelor’s degree; and,</p> <p>(ii) Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children’s progress across the standards described in the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u>, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.</p>	<p>Applicable as of August 1, 2018.</p>
<p>§1302.91 Staff qualifications and competency requirements</p> <p>(e) <u>Child and family services staff.</u></p> <p>(7) <u>Family services staff</u> who work directly with families on the family partnership process have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling, or a related field.</p>	<p>Only applicable to staff hired after November 7, 2016. Such staff must meet educational requirements within eighteen months of hire.</p>

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PART 1303 – FINANCIAL AND ADMINISTRATIVE REQUIREMENTS

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<p>§1303.71 Vehicles. (a) <u>Required use of schools buses or allowable alternative vehicles.</u> A program, with the exception of transportation services to children served under a home-based option, must ensure all vehicles used or purchased with grant funds to provide transportation services to enrolled children are school buses or allowable alternate vehicles that are equipped for use of height- and weight-appropriate child restraint systems, and that have reverse beepers.</p>	
<p>§1303.72 Vehicle operation. (a) <u>Safety.</u> A program must ensure: [...] (4) With the exception of transportation services to children served under a home-based option, there is at least one bus monitor on board at all times, with additional bus monitors provided as necessary.</p>	
<p>§1303.72 Vehicle operation. (b) <u>Driver qualifications.</u> A program, with the exception of transportation services to children served under a home-based option, must ensure drivers, at a minimum [...]:</p>	
<p>§1303.72 Vehicle operation. (c) <u>Driver application review.</u> In addition to the applicant review process prescribed §1302.90(b) of this chapter, a program, with the exception of transportation services to children served under a home-based option, must ensure the applicant review process for drivers includes, at minimum [...]:</p>	
<p>§1303.75 Children with disabilities. (a) A program must ensure there are school buses or allowable alternate vehicles adapted or designed for transportation of children with disabilities available as necessary to transport such children enrolled in the program. This requirement does not apply to the transportation of children receiving home-based services unless school buses or allowable alternate vehicles are used to transport the other children served under the home-based option by the grantee. Whenever possible, children with disabilities must be transported in the same vehicles used to transport other children enrolled in the Head Start or Early Head Start program.</p>	

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PART 1305 – DEFINITIONS

§1305.2 Terms	Comments
<i>Aggregate child-level assessment data</i> means the data collected by an agency on the status and progress of the children it serves that have been combined to provide summary information about groups of children enrolled in specific classes, centers, home-based or other options, groups or settings, or other groups of children such as dual language learners, or to provide summary information by specific domains of development.	
<i>Enrolled (or any variation of)</i> means a child has been accepted and attended at least one class for center-based or family child care option or at least one home visit for the home-based option.	
<i>Enrollment year</i> means the period of time, not to exceed twelve months, during which a Head Start program provides center or home-based services to a group of children and their families.	
<i>Home visitor</i> means the staff member in the home-based program option assigned to work with parents to provide comprehensive services to children and their families through home visits and group socialization activities.	