The Value of Home Visits in Head Start
Purpose/Goal/Mission

As parents with children enrolled in the Head Start/Early Head Start programs, we believe there is great value in teachers conducting home visits. Home visits support and foster the parent/teacher relationship and results in positive outcomes in the school and the home. As parents, and in partnership with Head Start/Early Head Start teachers, we encourage parents to be open and receptive to participating in home visits. Home visits serve as the pipeline to a productive and fruitful school year for both parents and teachers and teachers and the child.

*The Value of Home Visits Committee*
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What Parents Should Expect Regarding Home Visits

Initial Home Visit (August/September):

- Agency teaching staff and parent will decide on the day, time and location of the home visit (7 to 10 days in advance)
- Parent is provided with a letter confirming what was agreed upon
- Agency teaching staff should arrive on time and conclude as agreed
- A review of the Importance of Home Visits in Head Start brochure
- An open discussion about the interactions of the parent and child, sibling relationships, concerns, goals and cultural values
- An open discussion about the curriculum, daily classroom activities and how they connect with daily family activities
- A schedule of Parent Conferences and the second home visit
- An opportunity to ask any questions or make recommendations that address a concern or area of strength
Second Home Visit (May/June):

- Agency teaching staff and parent will decide on the day, time and location of the home visit (7 to 10 days in advance)

- Parent is provided with a letter confirming what was agreed upon

- Agency teaching staff should arrive on time and conclude as agreed

- Parent and teaching staff share information/observations from the classroom and home

- A review of initial home visit concerns and goals, parent conferences and assessments to further discuss progress and concerns in the classroom and home

- Discuss the plan for transitioning either from Early Head Start to Head Start and/or Head Start to Kindergarten as well as other summer activities

Time Line Guidance

Initial Home Visit
Before child enrolls or within 15 days of starting (August/September)

Second Home Visit
Within 4 months of the 2nd Parent Conference (May/June)
# Required Time Frames for Home Visits and Other Educational Early Childhood Time Frames

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My Rights As A Head Start/Early Head Start Parent

1. To take part in the decision making processes affecting the planning and operation of the program.

2. To help develop adult programs which will improve daily living for me and my family.

3. To be welcomed in the classroom.

4. To choose whether or not I participate without fear of endangering my child’s right to be in the program.

5. To be informed regularly about my child’s progress in the child development program.

6. To always be treated with respect and dignity.

7. To expect guidance for my child from Head Start teachers and staff, which will help my child’s total individual development.

8. To be able to learn about the program, including the budget and level of education and experiences required to fill various staff positions.

9. To take part in planning and carrying out programs designed to increase my skill in areas of possible employment.

10. To be informed about community resources concerned with health, education, and the improvement of family life.

My Responsibilities As A Head Start/Early Head Start Parent

1. To learn as much possible about the program and to take part in the decision making process.

2. To accept Head Start as an opportunity through which I can improve my life and my children’s lives.

3. To take part in the classroom as an observer, a volunteer worker or paid employee, or contribute my service in whatever way I can toward the enrichment of the total program.

4. To provide parent leadership by taking part in elections.

5. To welcome teachers and staff into my home to discuss ways in which parents can help their child’s development at home in relation to school experiences.

6. To work with the teacher, staff, and other parents in a cooperative way.

7. To guide my children with firmness which is both loving and protective.

8. To offer constructive criticism of the program, to defend it against unfair criticism and to share in evaluating it.

9. To take advantage of programs designed to increase my knowledge about child development and my skills in areas of possible employment.

10. To become involved in community programs which help to improve health, education, and recreation for children and families.