Welcome!

“In our every deliberation, we must consider the impact of our decisions on the next seven generations.”
— Iroquois Maxim

Download the Mobile App

- Find resources and materials to support your Head Start programs!
- Review the performance standards, fiscal regulations, program instructions, and the Head Start Act.
- Search: Head Start Resources

Online ERSEA Resources

- Head Start Program Performance Standards (HSPPS)
- Showcase
- Preamble I & II
- Effective Dates
- Timeframes
- Training Table
ERSEA: Eligibility, Recruitment, Selection, Enrollment, Attendance

Key Messages

• ERSEA involves the effective use of data for continuous quality improvement.
• Planning uses data to project future trends and helps to sustain your program through healthy, proactive best practice.

Session Outcomes

Participants will be able to:
• Understand how ERSEA systems can help programs recruit and enroll eligible children and families
• Analyze and discuss Head Start Program Performance Standards 1302 Subpart A
• Define key terms and ideas related to HSPPS 1302
• Determine eligibility for a range of different enrollment application scenarios
• Identify the tools and data needed to analyze their program’s ERSEA services
Introduction to ERSEA

Head Start Management Systems: Eligibility Recruitment Selection Enrollment Attendance

Performance Standard 1302 Subpart A

| 1302.10 | Purpose |
| 1302.11 | Determining community strengths, needs and resources |
| 1302.12 | Determining, verifying and documenting eligibility |
| 1302.13 | Recruitment of children |
| 1302.14 | Selection process |
| 1302.15 | Enrollment |
| 1302.16 | Attendance |
| 1302.17 | Suspension and Expulsion |
| 1302.18 | Fees |
1302.11(a) Determining Service Area

(1) A program must propose a service area in the grant application and define the area by county or sub-county area, such as a municipality, town or census tract or jurisdiction of a federally recognized Indian reservation.

(2) If a program decides to change the service area after ACF has approved its grant application, the program must submit to ACF a new service area proposal for approval.
1302.11(a) Determining Service Area

Tribal Programs
(i) A tribal program may propose a service area that includes areas where members of Indian tribes or those eligible for such membership reside, including but not limited to Indian reservation land, areas designated as near-reservation.

(ii) If the tribe’s service area includes any area specified in paragraph (a)(1)(i) of this section, and that area is also served by another program, the tribe may serve children from families who are members of or eligible to be members of such tribe and who reside in such areas as well as children from families who are not members of the tribe, but who reside within the tribe’s established service area.

Community Assessment

1302.11 Determining community strengths, needs, and resources

Assessment Factors:
- Education
- Health
- Nutrition
- Social service needs
- Well-being indicators
- Work, school, training schedules of parents
- Other educational resources: Child care, home visiting, and preschools
- Community Resources: Strengths

How Often:
- Once every five-year grant application
- Annual updates

Mixed Funding Considerations:
- Support from other sources available
- Private pay
- Mixed funding streams

Minimum Qualifications:
- Number of eligible children
- Geographic location
- Race
- Ethnicity
- Languages
- Homelessness
- Foster Care
- Children with disabilities
### Community Assessment

**1302.11 Why, What, and How It Helps**

**WHY**
- Defining your mission
- Defining your service area
- Defining your recruitment area
- Defining your program options
- Developing your goals
- Setting your criteria

**WHAT ARE WE LOOKING FOR**
- Geographic data
- Demographic make-up
- Other child service programs
- Children with disabilities
- Education, health, and nutrition
- Social service needs
- Community resources

**HOW IT HELPS**
- Communicates need to the Office of Head Start
- Gives a current snapshot and baseline
- Helps project trends
- Helps develop strategies
- Helps create continuous quality improvement

### Eligibility

**1302.12 (c) Eligibility**

A pregnant woman or a child is eligible if:
- Income eligible
- Potentially eligible in the absence of child care
- Homeless
- Foster care

10% exception
AIAN 49% exception
1302.12 (d) Additional Allowances

Program allowed to enroll up to 35% whose income is below 130% of the poverty line if:

- Program has established outreach to those with the most need
- Established enrollment policies and procedures
- Established criteria for serving those with the most need first

1302.12 Additional Allowances

Choosing the 130% option requires report to Regional Office:

- How you are meeting the needs of eligible families
- Outreach efforts
- Policy and procedures
- Current enrollment for previous year
- Wait list

1302.12 (e) Additional Allowances AIAN

Tribes who serve over the 10% option (up to 49%):

- Must serve all eligible families first or those with the most need
- Mixed funding resources
- Meet at least 51% eligibility criteria
- Set annual selection criteria approved by Policy Council
1302.12 (e) Additional Allowances AIAN

Reallocation of Funds
AIAN Programs may reallocate funds between Head Start and Early Head Start to meet the needs of fluctuating populations.

Determining, Verifying & Documenting Eligibility

Interview • Verify • Record

- Conduct an in-person, or phone, interview with each family
- Verify information as required (age, income, and categorically eligible)
- Create an eligibility determination record for each enrolled participant according to 1302(k)

Elements of Eligibility

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Verify according to policy and procedure</td>
</tr>
<tr>
<td>Income</td>
<td>Documents, declarations, third party consent, review</td>
</tr>
<tr>
<td>In the absence of child care</td>
<td>Proof of potential eligibility</td>
</tr>
<tr>
<td>Homelessness</td>
<td>Court order, legal documents, written statement, declaration, third party</td>
</tr>
<tr>
<td>Foster care</td>
<td>Court order, legal documents, written statement, foster care payment</td>
</tr>
</tbody>
</table>

Eligibility processes defined in policy and procedure.
## Duration of Eligibility

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation</td>
<td>End of succeeding year</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Remain eligible while they participate in program</td>
</tr>
<tr>
<td>Moves from Early Head Start to Head Start</td>
<td>Must verify eligibility again</td>
</tr>
<tr>
<td>Compelling reason</td>
<td>May choose not to enroll child if compelling reason (i.e., income/greater need of another child)</td>
</tr>
</tbody>
</table>

## Records – What to keep?

A program must keep eligibility determination records for each participant and ongoing eligibility training records for program staff. A program may keep these records electronically.

## Policy & Procedure Requirement

(l) Program policies and procedures on violating eligibility determination regulations. A program must establish policies and procedures that describe all actions taken against staff who intentionally violate federal and program eligibility determination regulations and who enroll pregnant women and children that are not eligible to receive Early Head Start or Head Start services.
Training

Qualified Staff

Programs are required to train and to monitor staff who make eligibility decisions.

Staff Development

Training: Management and Staff

Within 90 days of hiring new staff
Informed Tribal Council/Policy Council

Training: Tribal Council/Policy Council

Within 180 days of a new term

Recruitment

Recruitment Process & System

- Develop recruitment system and process
- 10 percent children with disability
- Active recruitment efforts for vulnerable children: Homeless, foster care, disabled.
- Document
Recruitment Plan

Recruitment plans must:

• Consider geographic recruitment area
• Be consistent with the community’s goals
• Target vulnerable populations
• Specify recruitment strategies that include considerations for linguistic diversity

Recruitment Plan Considerations

Best Practices:

• Head Start programs coordinate with other community agencies
• Offer strategies to recruit children who have severe disabilities
• Address the homeless, foster children, and other vulnerable populations
• Collaborate with child care agencies and Local Education Agencies (LEA)

Quick Recruitment Tips

• Put up notices about your program on bulletin boards at grocery stores, hardware stores, office supply stores, restaurants, and schools
• Speaking engagements
• Promote your program
• PSAs
• Issue press release
Quick Recruitment Tips

- Television and radio ads/interviews
- Contribute articles
- Attend meetings
- Send out postcards
- Newspaper ads
- Conferences
- Newsletters
- Letters to the editor

Quick Recruitment Tips

- Phone-a-thon
- Posters/fliers/brochures
- Community surveys
- Yellow pages
- Open house events
- Collaborate on community campaigns
- Artist-in-residence

Be innovative and think outside the box

Quick Recruitment Tips

- Promote positive press
- Create promotional items: buttons, hats, aprons
- Contact data base
- Send thank you notes
- Social media
- Email invites
- E-newsletters
- Website
Recruitment Strategies

What are some of the ways your program recruits children and families?

Selection

Select

Identify

Enroll
Establish Criteria Annually

Based on community needs including:

- Income
- Homelessness
- Foster Care
- Age
- IDEA Eligible
- Other Child Risk Factors

Additional Considerations

Based on community needs including:

- Consideration of Pre-K in service area
- Consideration if it disrupts LEA partnerships
- AIAN appropriate prioritization
- Must not deny due to severity of disability or chronic health condition

Prioritization and Wait List

1. Must have up to 10% filled by children eligible for IDEA. If not able to fulfill that requirement, must ask for a waiver.
2. Must prioritize children eligible under IDEA.
3. Must develop a waiting list and maintain during the year using selection criteria.
Selection – Example

<table>
<thead>
<tr>
<th>Name/Criteria</th>
<th>Below 100%</th>
<th>Between 100-130%</th>
<th>100% or Above</th>
<th>4.5</th>
<th>4.0</th>
<th>3.5</th>
<th>3.0</th>
<th>Special Needs</th>
<th>TANF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>25</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>15</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

- Betsy
- Rob
- Donna
- Arnold

- Use your community assessment to set criteria
- Review poverty guidelines yearly
- Identify special needs
- Review age criteria

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Selection – Example

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<th>Below 100%</th>
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<td>30</td>
<td>20</td>
<td>10</td>
</tr>
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</table>

- Betsy
- Rob
- Donna
- Arnold

- Understand definition for homeless
- Review geographical areas to be considered
- Define descendant
- Children in family care—define

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Selection – Example

<table>
<thead>
<tr>
<th></th>
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<td>30</td>
<td>20</td>
<td>10</td>
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</tbody>
</table>

- Betsy
- Rob
- Donna
- Arnold

- What is the parents’ status?
- What can you include as a criteria?
- How should you weigh your criteria?
- What are your rankings?
- How did you use your community data to determine ranking?
Selection – Example

<table>
<thead>
<tr>
<th>Name/Criteria</th>
<th>Name</th>
<th>Criteria</th>
<th>Diagnosis</th>
<th>Developmental Delays</th>
<th>Speech and Language</th>
<th>Living in Multiple Family Home</th>
<th>No Transportation</th>
<th>Court Ordered Placement</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>25</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>15</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

Betsy

Rob

Dona

Arnold

- Maintain documentation on court orders
- Review where transportation challenges are in your area
- Review 10 percent disability requirement in your selection
- Was the child previously enrolled?

Selection Policy, Procedure, and Process

- Develop a selection committee
- Meet monthly
- Review wait list – anticipate under-enrollment trends
- Be proactive in recruiting
- Use community assessment to set criteria
- Review selection criteria yearly

Enrollment
Enrollment – Process

- Re-enroll first
- Use selection criteria
- Contact families
- Complete enrollment
- Review enrollment list
- Monitor enrollment

Reserved Slots

1. Programs may reserve up to three percent of funded enrollment slots for those who are homeless or in foster care when a vacancy occurs
2. Can hold slots for up to 30 days then must fill according to selection process
3. Example: Child who is placed in temporary foster care out of service area

Filling Open Slots

1. Analyze patterns of attendance
2. Contact family to encourage attendance
3. Consider slot vacant if attendance does not resume
4. Select next child on waiting list
5. Complete the enrollment process with new child and family
Filling Open Slots

• Complete all health and educational assessments for each child within time criteria
• If family does not respond to request, be sure to document and provide evidence that they failed to respond
• Move on to next child

Enrollment Strategies

Strategies for maintaining funded enrollment

Attendance
Promoting Regular Attendance

- Program must track attendance
- One hour rule – if parent does not contact school, program attempts to contact parent
- Individual/program patterns
  - Promote attendance: benefits, support, home visits
  - Analyze attendance patterns: 60 days/ongoing
  - Develop strategy

Managing Systemic Attendance Issues

Programs must use attendance data for ongoing oversight and correction and to maintain attendance levels of 85% or higher.

Supporting Homeless Children

- Allow children to attend for up to 90 days without immunization/other records
- Help family meet immunization requirements
- Use community resources to provide transportation
1. Review daily attendance
2. Talk about attendance and absences during your weekly staff meetings
3. Meet monthly with an ERSEA team to review patterns and discuss solutions
4. Work closely with family engagement coordinator
5. Discuss health concerns with the Health Service Advisory Committee (HSAC)
6. Take action!

Attendance
Whose job is it to monitor attendance?

Looking at Patterns Created by Data
Patterns Create Pictures

Seeing patterns in data creates pictures:
• Developing a plan
• Looking at the finer details
• Seeing patterns
• Creating a broad picture

Attendance Averages

INDIVIDUAL ATTENDANCE PATTERNS

<table>
<thead>
<tr>
<th>CH</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>CLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATE</td>
<td>A</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>S</td>
</tr>
<tr>
<td>BETSY</td>
<td>A</td>
<td>A</td>
<td>X</td>
<td>A</td>
<td>X</td>
<td>AR</td>
</tr>
<tr>
<td>DONNA</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>ROB</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>P</td>
</tr>
</tbody>
</table>

KEY
• S = SICK
• AR = AT RISK
• C = CHRONIC
• P = PERFECT

TAKE ACTION!
• REVIEW DATA OFTEN
• DO CASE MANAGEMENT
• DOCUMENT
• CREATE A PLAN OF ACTION
• FOLLOW-UP REPORT
• REVIEW FOR CHANGE

Attendance Averages

Average daily attendance is calculated by dividing the number of children attending the program on any given day by the number of children enrolled (excluding vacancies) in the program on that same day.

\[
\frac{101}{120} \times 100 = 84\%
\]
1302.16 (b) Managing Attendance

- Monitor monthly average daily attendance rates
- Watch to see if they fall below 85%
- Analyze the causes: Are they systematic?
- Use data to make changes

Attendance Averages

**Program Monthly Attendance**

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>111</td>
<td>119</td>
<td>120</td>
<td>118</td>
<td>492</td>
</tr>
<tr>
<td>+ 120</td>
<td>+ 120</td>
<td>+ 120</td>
<td>+ 120</td>
<td>+ 120</td>
<td>22</td>
</tr>
<tr>
<td>0.84</td>
<td>0.91</td>
<td>0.99</td>
<td>0.10</td>
<td>0.98</td>
<td>x 100</td>
</tr>
<tr>
<td>x 100</td>
<td>x 100</td>
<td>x 100</td>
<td>x 100</td>
<td>x 100</td>
<td>91%</td>
</tr>
<tr>
<td>84%</td>
<td>91%</td>
<td>99%</td>
<td>100%</td>
<td>98%</td>
<td></td>
</tr>
</tbody>
</table>

**Average for Month:**

Add all attendance averages together for the month = 2,140. Divide by 22 days. 2,140 ÷ 22 = 97%

Look at patterns. What do you see? What might have happened?
### Attendance Averages

**MONTHLY ATTENDANCE PER CLASSROOM**

<table>
<thead>
<tr>
<th>MO/CL</th>
<th>CL1</th>
<th>CL2</th>
<th>CL3</th>
<th>CL4</th>
<th>CL5</th>
<th>CL6</th>
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<tbody>
<tr>
<td>SEPT</td>
<td>84</td>
<td>92</td>
<td>99</td>
<td>98</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>OCT</td>
<td>80</td>
<td>90</td>
<td>100</td>
<td>99</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>NOV</td>
<td>78</td>
<td>88</td>
<td>96</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>DEC</td>
<td>65</td>
<td>88</td>
<td>97</td>
<td>99</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

1. What patterns do you see?
2. Where are the classes located?
3. What has transportation been like?
4. Have there been any community-wide illnesses?
5. Take a look at individual families.

### Suspension & Expulsion

**New section – 1302.17**

(b) **Prohibition on expulsion.**

(1) A program cannot expel or unenroll a child from Head Start because of a child’s behavior.
Limitation on Suspension

- Must take all necessary steps to facilitate the child’s safe participation in program
- Must document all steps taken
- At a minimum, engage a mental health consultant to consider appropriateness of providing service and supports under the Rehabilitation Act
- If an IFSP, ensure child receives services
- Determine IDEA eligibility with parental consent

Prohibition on Expulsion

- After a program has explored all possible steps
- Documented all steps taken
- Determined a serious safety threat to the child or other enrolled children
- Made a determination the program is not the most appropriate placement
- The program must work with community resources to facilitate transition to a more appropriate placement.

Fees
Policy on Fees
- Must not charge eligible family fees to participate in Head Start/Early Head Start

Allowable Fees
- Services that are in addition to Head Start such as child care
- Multiple funding sources

Questions?

Contact PMFO
- pmfo@ecetta.info
- https://eckk.cohs.acf.hhs.gov/hslc/tta-system/operations
- Call us: 888.874.5469