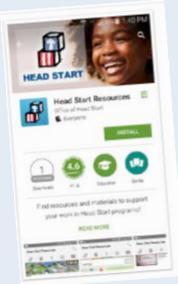


Download the Mobile App



- 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


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 Early Childhood National Centers
 Program Management and Fiscal Operations



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.

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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

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- 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
- The list is overlaid on a photograph of a Native American person in regalia. The slide includes a small logo in the bottom left and the number "9" in the bottom right.

ERSEA

- E Eligibility**
 - Community assessment
 - Determining eligibility
 - Verifying eligibility
 - Documenting eligibility
- R Recruitment**
 - Community assessment
 - What is recruitment?
 - Where to recruit
 - How to recruit
- S Selection**
 - Community Assessment
 - Governing body & Policy Council roles
 - What is selection? What are
- E Enrollment**
 - What is enrollment?
 - Maintaining funded enrollment
 - Community assessment
 - Recordkeeping and reporting
- A Attendance**
 - What is program attendance?
 - Monitoring ADA: Average Daily Attendance
 - Recordkeeping and reporting

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Community Assessment

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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.

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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.

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1302.11(a) Determining Service Area



Tribal Programs

(1) (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.

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Community Assessment

1302.11 Determining community strengths, needs, and resources

| | | |
|---|--|--|
| <p>Minimum Qualifications:</p> <ul style="list-style-type: none"> • Number of eligible children • Geographic location • Race • Ethnicity • Languages • Homelessness • Foster Care • Children with disabilities | <p>Assessment Factors:</p> <ul style="list-style-type: none"> • 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 | <p>How Often:</p> <ul style="list-style-type: none"> • Once every five-year grant application • Annual updates <p>Mixed Funding Considerations:</p> <ul style="list-style-type: none"> • Support from other sources available • Private pay • Mixed funding streams |
|---|--|--|

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Community Assessment

1302.11 Why, What, and How It Helps

| | | |
|--|---|--|
| <p>WHY</p> <ul style="list-style-type: none"> • Defining your mission • Defining your service area • Defining your recruitment area • Defining your program options • Developing your goals • Developing your objectives • Setting your criteria | <p>WHAT ARE WE LOOKING FOR</p> <ul style="list-style-type: none"> • Geographic data • Demographic make-up • Other child service programs • Children with disabilities • Education, health, and nutrition • Social service needs • Community resources | <p>HOW IT HELPS</p> <ul style="list-style-type: none"> • 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 |
|--|---|--|

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Eligibility

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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

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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

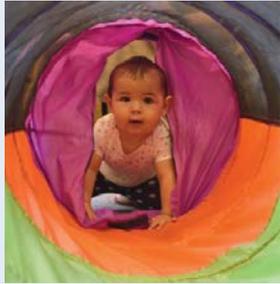


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1302.12 Additional Allowances

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



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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



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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)

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Elements of Eligibility

| Eligibility | Verification |
|------------------------------|---|
| Age | Verify according to policy and procedure |
| Income | Documents, declarations, third party consent, review |
| In the absence of child care | Proof of potential eligibility |
| Homelessness | Court order, legal documents, written statement, declaration, third party |
| Foster care | Court order, legal documents, written statement, foster care payment |

Eligibility processes defined in policy and procedure.

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| Duration of Eligibility | |
|---|--|
| Eligibility | Duration |
| Documentation | End of succeeding year |
| Enrollment | Remain eligible while they participate in program |
| Moves from Early Head Start to Head Start | Must verify eligibility again |
| Enrollment | Ensure continuum of care |
| Compelling reason | May choose not to enroll child if compelling reason (i.e., income/greater need of another child) |

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.

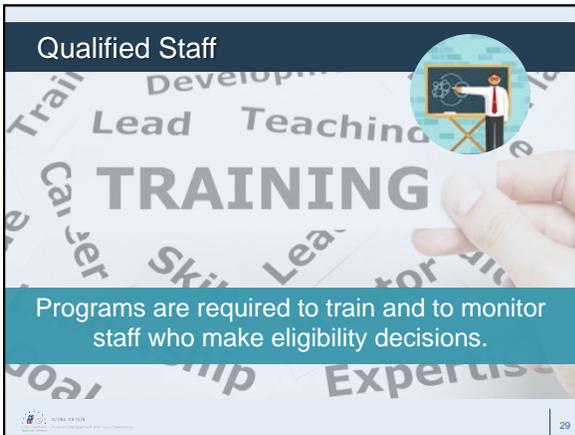


Policy & Procedure Requirement



(I) 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.







Informed Tribal Council/Policy Council

Training:
Tribal Council/Policy Council

Within 180 days of a new term



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Recruitment



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Recruitment Process & System

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



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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**

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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)

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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



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Quick Recruitment Tips

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



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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

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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



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Recruitment Strategies

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

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Selection

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Selection

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Establish Criteria Annually



Based on community needs including:

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

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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

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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.

45

Selection – Example

| Name/Criteria | Below Poverty Guidelines | Between 100-130% | AIAN 49% | 4.6 | 4.5 | 3.11 | 3.5 | Special Needs | TANF |
|---------------|--------------------------|------------------|----------|-----|-----|------|-----|---------------|------|
| Points | 25 | 10 | 10 | 20 | 10 | 15 | 30 | 20 | 10 |
| 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

| Name/Criteria | SSI | Homeless | Foster Care | Public Assistance | Lives on Reservation | Tribal Member | Descendant | Tribal Service Area | Family Care |
|---------------|-----|----------|-------------|-------------------|----------------------|---------------|------------|---------------------|-------------|
| Points | 25 | 10 | 10 | 20 | 10 | 15 | 30 | 20 | 10 |
| Betsy | | | | | | | | | |
| Rob | | | | | | | | | |
| Donna | | | | | | | | | |
| Arnold | | | | | | | | | |

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

WISCONSIN CENTER FOR COMMUNITY DEVELOPMENT

Selection – Example

| Name/Criteria | Single Parent | Teen Parent | Incarcerated Parent | Parent in Treatment Program | Child of Domestic Violence | Family in Crisis | Military Deployment | Both Parents Unemployed | Parents in School |
|---------------|---------------|-------------|---------------------|-----------------------------|----------------------------|------------------|---------------------|-------------------------|-------------------|
| Points | 25 | 10 | 10 | 20 | 10 | 15 | 30 | 20 | 10 |
| 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?

WISCONSIN CENTER FOR COMMUNITY DEVELOPMENT

Selection – Example

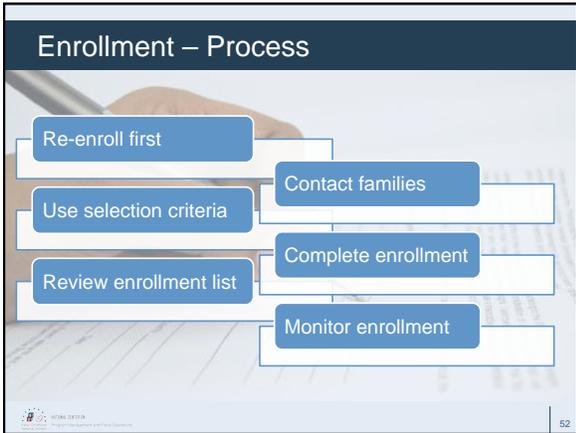
| Name/Criteria | Previously Enrolled | Diagnosed Disability | IEP | Developmental Delays | Child Obesity | Speech and Language | Living in Multiple Family Home | No Transportation | Court Ordered Placement |
|---------------|---------------------|----------------------|-----|----------------------|---------------|---------------------|--------------------------------|-------------------|-------------------------|
| Points | 25 | 10 | 10 | 20 | 10 | 15 | 30 | 20 | 10 |
| Betsy | | | | | | | | | |
| Rob | | | | | | | | | |
| Donna | | | | | | | | | |
| 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



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

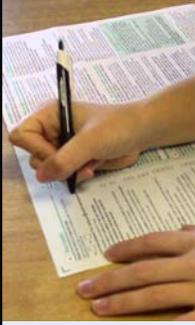
53

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

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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**

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Enrollment Strategies



Strategies for maintaining funded enrollment

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Attendance



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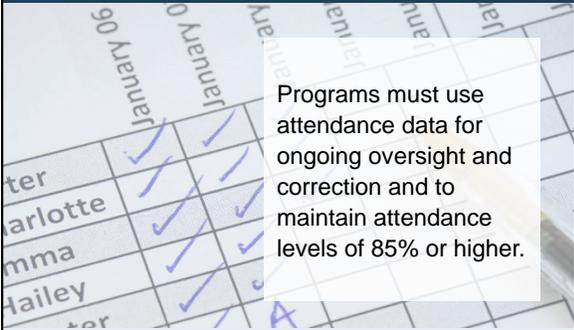
Promoting Regular Attendance



- 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

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Managing Systemic Attendance Issues



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

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Supporting Homeless Children

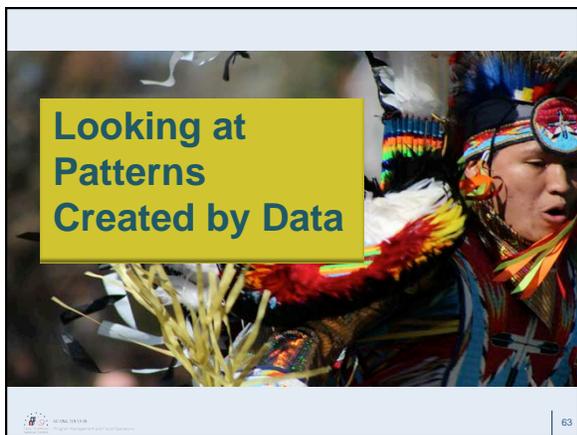


- Allow children to attend for up to 90 days without immunization/other records
- Help family meet immunization requirements
- Use community resources to provide transportation

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Patterns Create Pictures

Seeing patterns in data creates pictures:

- Developing a plan
- Looking at the finer details
- Seeing patterns
- Creating a broad picture



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Attendance Averages

INDIVIDUAL ATTENDANCE PATTERNS

| CH/DAY | M | T | W | TH | F | CL6 |
|--------|---|---|---|----|---|-----|
| NATE | A | X | X | X | X | S |
| BETSY | A | A | X | A | X | AR |
| DONNA | A | A | A | A | A | C |
| ROB | X | X | X | X | X | P |

TAKE ACTION!

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

KEY

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

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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.

$$\begin{array}{r}
 101 \\
 \div 120 \\
 \hline
 0.84 \\
 \times 100 \\
 \hline
 84\%
 \end{array}$$

66

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

85%



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Attendance Averages

PROGRAM MONTHLY ATTENDANCE

| M | T | W | TH | F |
|--------------|--------------|--------------|--------------|--------------|
| 101 ÷ 120 | 111 ÷ 120 | 119 ÷ 120 | 120 ÷ 120 | 118 ÷ 120 |
| 0.84 | 0.91 | 0.99 | 1.00 | 0.98 |
| x 100 |
| 84% | 91% | 99% | 100% | 98% |

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Attendance Averages

| WK/DAY | M | T | W | TH | F | TOT |
|--------|-----|-----|-----|-----|-----|-----|
| WK1 | 99 | 99 | 98 | 99 | 97 | 492 |
| WK2 | 99 | 95 | 98 | 100 | 98 | 490 |
| WK3 | 98 | 98 | 100 | 100 | 99 | 495 |
| WK4 | 100 | 85 | 88 | 90 | 100 | 463 |
| WK5 | 100 | 100 | | | | 200 |

AVERAGE FOR MONTH:

| | | | |
|---|-------|-------|--|
| Add all attendance averages together for the month = 2,140. | 2,140 | ÷ 22 | |
| Divide by 22 days. | 97% | ----- | Look at patterns. What do you see? What might have happened? |

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Attendance Averages

MONTHLY ATTENDANCE PER CLASSROOM

| MO/CL | CL1 | CL2 | CL3 | CL4 | CL5 | CL6 |
|-------|-----|-----|-----|-----|-----|-----|
| SEPT | 84 | 92 | 99 | 98 | 100 | 98 |
| OCT | 80 | 90 | 100 | 99 | 99 | 99 |
| NOV | 78 | 88 | 96 | 100 | 100 | 100 |
| DEC | 65 | 88 | 97 | 99 | 100 | 100 |

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



Suspension and 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

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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.

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Fees



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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

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Questions?

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 pmfo@ecetta.info

 <https://eclkc.ohs.acf.hhs.gov/hslc/ta-system/operations>

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