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Eligibility, Selection,
Enrollment and Attendance

ERSEA: Unlocking the Puzzle!

Eligibility
Recruitment
Selection
Enrollment
Attendance



Objectives

- Understand Managements Systems and ERSEA
- Understand and discuss ERSEA with respect to Systems
- Identify best practices for the areas of Eligibility, Recruitment, Selection, Enrollment, and Attendance.

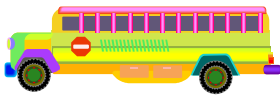
It is important to ask **WHY** to fully understand Head Start/Early Head Start ERSEA Requirements!



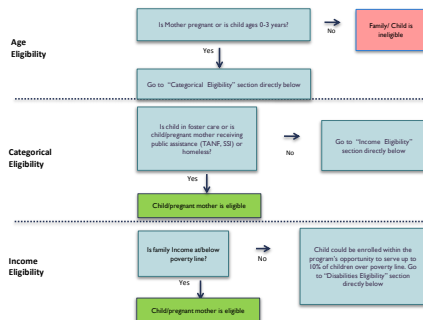
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Reflect on Your Program Road Map:
Where are you headed?

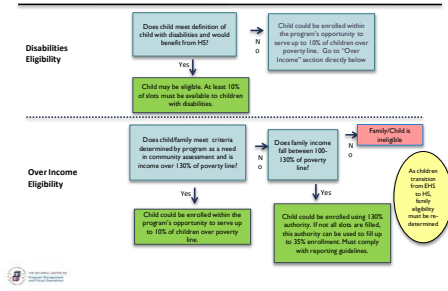
- **WHERE** will you go for help turning sharp corners, clearing narrow spaces, backing up, stopping close and pulling in and out?



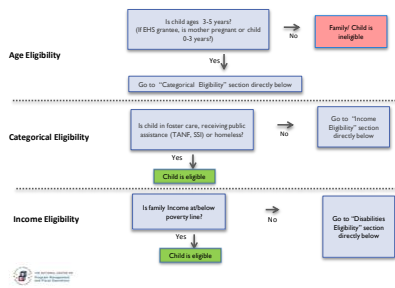
Early Head Start Eligibility Determination



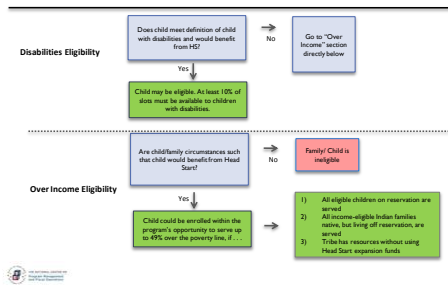
Early Head Start Eligibility Determination



American Indian/Alaska Native Head Start Eligibility Determination



American Indian/Alaska Native Head Start Eligibility Determination



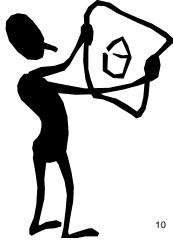
Verifying Age

What documents verify the age of a child?



- Birth Certificate
- Hospital Certificate
- Certificate Degree of Indian Blood
- Letter from:
 - Community Based-Services
 - Health Department
- Immunization Certificate

Others?

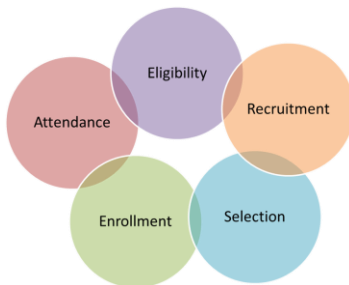


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CIRCLE of Head Start Systems



ERSEA



Program Governance

- What roles should Tribal Council, Policy Council, parent committees, and management staff share in planning and developing ERSEA guidance?
- When will the program train the governing bodies, staff, etc. on process?
- How will governing bodies/staff receive information and updates on the process?
- Your approach



Planning

- As you plan service delivery, how will you ensure the ERSEA process is integrated into program activities & services?
- How will you use results from the Community Assessment, work plans, self assessment, Grant, PIR, strategic plan to support the process?
- How does the program ensure 10% of enrolled children are children with disabilities ?



Communication:

- How does your program inform parents and community about free services and, how to apply for admission?
- How will staff use the family engagement process to strengthen ERSEA?
- How will staff incorporate the larger community into the process?



Recordkeeping and Reporting

- What reports will be shared with Tribal Council, Policy Council, parent committee, community and staff?
- How & when will information be recorded and reported?
- What records help track & support child & family progress?



Ongoing Monitoring

- How does your program monitor ERSEA?
- What will the ERSEA process look like?
- How will information from monitoring guide strategic planning & improvements for services to families?
- All important questions



Self- Assessment

- How will ERSEA activities be integrated into the program's self- assessment?
- How will results of the self-assessment connect with and guide ERSEA?
- Planning



Human Resources

- Which staff will work as an ERSEA Team?
- Any additional skills/knowledge/staffing are needed to support ERSEA?
- An ERSEA Committee to meet goals?



Fiscal Management

- How can current fiscal resources be utilized to support staff?
- What is the agency's cost per child? How does the ERSEA process support or impact that figure.
- Are Transportation Services offered?
- Are there community partners?



Financial Management Systems: Planning



Family Engagement



Potential ERSEA timelines

Add dates that match your programs enrollment year:

- Eligibility---review procedures; make any needed changes
- Recruitment---A recruitment plan can be year-round
- Applications—([Income guidelines](#) are typically published in February)

Potential ERSEA timelines (cont'd)

- Selection--- with discussion and approved Selection Criteria
- Enrollment—The enrollment process is nearly at the end when the child enters the classroom to begin school
- Attendance—After the child enters a center-based program.
- Confidentiality is Critical!



The Community Assessment

Impacts ERSEA



I 305.3 Community Assessment

- Define Service Area
- Conduct Community Assessment
- Define Recruitment Area
 - Must be area of most need, as determined in the Community Assessment
 - What about *Unserved* and serving beyond Reservation boundaries?



Small Group Activity



Income

- Family is defined “all persons living in the same house hold who are:
 1. Supported by the income of the parent(s) or guardians(s) of the child enrolling or participating in the program and
 2. Related to the parent(s) or guardian(s) by blood, marriage, or adoption.”
 3. Kinship

Income Includes:

- Cash receipts before taxes
- Money, wages or salary, before deductions
- Regular payment for Social Security or RR retirement
- Payments from Unemployment
- Strike benefits
- Workers compensation
- Strike benefits
- Workers Compensation

Income Includes:

- Public Assistance (TANF, SSI, General Relief and General Assistance
- Training Stipend
- Alimony or Child Support
- Military Family Allotments
- Other regular support from a family member not living in the household
- College Scholarships
- Grants, Fellowships
- Net Gambling or Lottery winnings

What counts as Income

Income does not include:

- Capital Gains
- Assets drawn down as withdrawals from a bank
- Sale of Property
- Tax Refunds
- Gifts – *can be problematic*
- Loans

Income does not include:

- Lump sum inheritance
- Medicaid
- Medicare
- Food Stamps
- School Lunches
- Housing Assistance

What is NOT Income

Eligibility Requirements

Age and Income
Meet Federal Poverty
Guidelines

Categorically Eligible:
Foster Care, Homeless,
Public Assistance

Using current or
previous calendar year

Verified by Head Start
Employee



Age Requirements

- Early Head Start Prenatal slots count for mom until birth. After initial home visit, slot changes to newborn status.
- Head Start children enter at 3 years-old and transition to kindergarten. A low-income child who turns 3 by the date used by the local school district to determine Kindergarten eligibility is considered to be Head Start eligible.
- Additionally, a program may enroll a child who was not 3 by school cut off date, but who has since turned 3 at any time after the child's birthday, should the program have a vacancy which child can be placed if appropriate.

Recruitment
Recruiting plan,
approach,
process, and
goals.



Recruitment strategies to ensure full enrollment

- Define Recruitment Area
- Develop and implement a recruitment process
- Assist Families with the application process
- Set and meet recruitment targets



Recruitment Strategies Activity

- Buddy-up with a few neighbors to list ideas you've used or would like to use in Recruiting Children
- How do you let parents know children with disabilities are needed in Head Start?
- Intentful & Purposeful Recruitment Activities



Assisting Parents

- Assess literacy rates in your area.
- Assist parents who may not know how to read or write English.
- When staff assist parents in completing applications, you are assured information is correct. Accountability.



Setting target numbers

- Make sure ALL staff know your program's funded enrollment level.
- Know the number of children who will transition from another program.
- Know the number of returning children.
- Review PIR data. How many children dropped from the program?



Selection Process

- Must establish/share formal process for:
 - Developing Selection Criteria
 - Including age
 - Family Income
 - Needs of children with disabilities
 - Not everyone might agree
 - Selecting children and families for the program
 - Maintaining an adequate waiting list
 - Rank children in order by selection criteria

Selection Criteria

- Must include consideration of Program Data and Demographics including:
 - Family Income
 - Age of the child
 - Wait List
 - Other Factors (from CA)
 - Disabilities



Selection Children for the Program

- The process defines how the program plans to use the criteria to identify families with the greatest need for service
 - Review the application
 - Verify child's age
 - Verify family income verify any disabling condition
 - Verify other conditions that impact selection
 - Generate a pool of applicants
 - Discuss & select the families with the greatest need based on the criteria

I 308.5 (c-e)

- (c)A grantee must not deny placement on the basis of a disability or its severity to any child when:
 1. The parents wish to enroll
 2. The child meets the Head Start age and income
 3. Head Start is an appropriate placement according to the child's IEP
 4. The program has space to enroll more children, even though the program has enrolled 10 % children with disabilities

I 305.6(d)

- **REQUIRES** a program create and maintain a waiting list of families ranked in accordance with the agencies selection criteria



Family Income

What documents can be used to determine the income of a family member?

- Individual tax forms such as a 1040
- W-2 forms
- Pay stubs
- Military Pay
- Seasonal Work
- Unemployment
- Documentation from the court system (alimony, child support, etc.)
- Proof of public assistance (TANF, SSI)
- Letter from employer

The last resort for income documentation is a signed statement from the parent.



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Changes in Income

If there is a change in income and there is a child with a greater need, the program **MAY CHOOSE** not to enroll the child.



Children transitioning from EHS to Head Start must meet income guidelines.

McKinney – Vento Definition of Homeless

The clarified definition of who is considered homeless is addressed. Section 725 (2) and (6) of the McKinney-Vento Homeless Education Assistance Act state:

The term "homeless children and youths"-

Means individuals who lack a fixed, regular, and adequate nighttime residence...; and

(B) Includes-

children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

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McKinney – Vento Definition of Homeless (Continued)

children and youths who have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...

children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

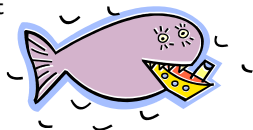
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Enrollment

- Understand when a program can choose to enroll and not enroll a child
- The requirements around meeting and sustaining Funded Enrollment levels – Sequestration?
- Understanding when and how family income changes impacts a child's re-enrollment eligibility for Early Head Start and Head Start services,

Funded Enrollment

- Programs **MUST** meet and record funded enrollment on starting date for the current year.
- **MUST** sustain enrollment throughout year
- Programs are allowed 30 days to fill vacated spots during the year



Attendance



- Monitoring ADA and if monthly daily average attendance falls below 85%, analyzing patterns/reasons for absences.
- Discuss and determine when absenteeism indicates more family support is needed.
- Determine if/when a chronic absentee should be considered enrollment vacancy.



Major Reasons that are Beyond a Program's Control

- Illness can affect a whole center
- Weather
- Transportation challenges
- Documented Excused Absences
- Others??



ADA (Average Daily Attendance)

part of Monitoring

**ADA= Number Present
Funded Enrollment**

Monthly ADA - Part of Monitoring along with USDA

Monthly ADA =

Sum of the children in Class during the month
Funded enrollment X the number of Class days

Absenteeism

- If a child has 3 or more consecutive unexcused absences, programs are required and it is beneficial to initiate family support procedures



Absenteeism – a challenge

- Programs benefit from discussion and policies that support parent education, understanding and stable attendance. This pattern is quite common in regional Head Start programs as well.



Burning Questions?



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ERSEA

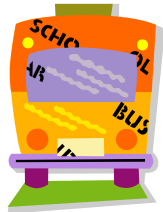
*Thank you for
your hard
work!*

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