

# ***Approval of the 2024-2025 Head Start ERSEA Policy Updates***





	<b>DHS, Head Start Program Policy</b>		
<b>ERSEA 5</b>			
<b>SUBJECT</b>	Selection		
<b>REFERENCE</b>	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
<b>EFFECTIVE</b>	02/01/2020		
<b>Policy Council Approval: 1/24/17</b>	<b>Policy Council Revision: 1/25/22</b>	<b>Governing Body Approval: 2/20/17</b>	<b>Governing Body Revision: 2/24/22</b>
<b>PAGE: 1 of 3</b>			

**Policy:**

DHS Head Start Program will select children and families with the most need for Head Start Services without regard for race, gender, disability, or creed in accordance with Head Start Program Performance Standards, Head Start Act, and the DHS Head Start Program ERSEA policies.

If a child is declared eligible, their selection will be based on points received from the Selection Criteria Point System which is developed from the Community Assessment and approved by the Policy Council and the Governing Body Advisory Committee which holds responsibility of programmatic oversight as it reports to the City Council (Governing Body).

At the beginning of each enrollment year, eligible children will be placed on a waiting list and prioritized according to the Selection Criteria Point System. A minimum of three separate selection events must occur. Selections must not exceed 90% of funded enrollment during the first two selection events. A waiting list must continue to be maintained throughout the program year to ensure the children with the most need are selected for the program as slots become available.

Selections must be conducted using the following waitlist priorities:

- **Income Eligible on the waitlist from 0% - 100%**
  - Using the waitlist developed by the point system, Education Service Providers will first select children whose family income is at or below 100% of the *Federal Poverty Guideline* or those who are eligible for or, in the absence of childcare, would be potentially eligible for public assistance; or children who are experiencing homelessness or in foster care.

- **Income Eligible on the waitlist from 101%-130%**

Education Service Providers may select up to 35% of families who do not meet the Income Eligible criteria above. These selections may occur after demonstrating to the City they have conducted outreach and exhausted all resources to enroll income eligible children, families eligible for or in the absence of childcare, would be potentially eligible for public assistance, children who are homeless, in foster care, and children with disabilities.

- **Over Income on the waitlist 131% and above**

- Education Service Providers must receive approval from the City Head Start Program Administrator prior to selecting an over income child. Total participants accepted for this selection must not exceed 10% of the program funded enrollment. Excluding this priority, Education Service Providers may select over-income children after demonstrating to the City they have conducted outreach and exhausted all resources to enroll income eligible children, families eligible for or in the absence of childcare, would be potentially eligible for public assistance, children who are experiencing homelessness or in foster care.

**Selection Exceptions:**

- **Children with Disabilities**

- To comply with Head Start's requirement of having 10 percent of funded enrollment be children with diagnosed disabilities, Education Service Providers must give first priority to children with diagnosed disabilities during the selection process. This priority will stay in effect until 10 percent of funded enrolled children are children with disabilities and will be granted as follows:

1. Income eligible children from 0-100% Federal Poverty Guideline with diagnosed disabilities with a current Individualized Education Plan (IEP).
2. Income eligible children from 101-130% Federal Poverty Guideline with diagnosed disabilities with a current Individualized Education Plan (IEP).
3. Over income children (over 130% Federal Poverty Guideline) with diagnosed disabilities with a current Individualized Education Plan (IEP).
4. Income eligible children from 0-100% Federal Poverty Guideline with suspected disabilities with a current Individualized Family Service Plan (IFSP) and/or letter from a licensed professional.
5. Over income eligible children from 101-130% Federal Poverty Guideline with suspected disabilities with a current Individualized Family Service Plan (IFSP) and/or letter from a licensed professional.

6. Over income children (over 130% Federal Poverty Guideline) with suspected disabilities with a current Individualized Family Service Plan (IFSP) and/or letter from a licensed professional.

All IEPs, IFSPs and letters from a licensed professional must be reviewed and verified by the Education Service Provider's Disability Coordinator. All supporting documentation must be scanned and attached in Child Plus.

- **Children identified as Limited English Proficient (LEP)**
  - To place children who speak a language other than English in the appropriate language classrooms, the Education Service Providers may create a bilingual classroom. At the point a classroom is designated as bilingual and, in order to fill all vacancies in that classroom, Education Service Providers may select the next child identified as LEP on their waiting list even if that child has fewer points or is over-income.
- **Bilingual/Dual Language Classrooms**
  - Education Service Providers must develop and implement procedures to determine if a child is identified as an English Language Learner. Education Service Providers will select children and place in a language appropriate classroom based on the child's completed Home Language Survey. Education Service Providers will develop a system to test English Language Learners and must not create barriers for enrollment.
- **Tiebreaker**
  - In cases where families have the same point total for the same slot, priority will be given to the younger child.

**Performance Standard(s):**

1302.14

**Head Start Act:**

Sec. 642 (c) (2)(d) (ii)

**City Policy:**

ERSEA 5

		<b>DHS Head Start Program Policy</b>			
<b>ERSEA 9</b>					
<b>SUBJECT</b>		Attendance			
<b>REFERENCE</b>		Eligibility, Recruitment, Selection, Enrollment, and Attendance			
<b>EFFECTIVE</b>		01/01/2020			
<b>Policy Council Approval: 1/24/17</b>		<b>Policy Council Revision: 12/17/19</b>		<b>Governing Body Approval: 2/20/17</b>	
				<b>Governing Body Revision: 3/5/20</b>	
<b>PAGE: 1 of 2</b>					

**Policy:**

Education Service Provider will create a process to provide attendance to Head Start Program on a daily basis. Head Start Program will ensure daily attendance and absences are recorded in ChildPlus.

- The Head Start Program will implement a process to attempt to contact the parent/guardian for any unexpected absences to ensure the child’s well-being. Head Start Program and Education Service Provider will create a system to not duplicate efforts when attempting to contact the parent/guardian and sharing information obtained.
- The Head Start Program and Education Service Provider will provide supported efforts to promote the child’s regular attendance.
  - Education Service Providers and Family Support Workers (FSW) will emphasize and provide information about the benefits of regular attendance, support families to promote regular attendance, and assist families with referrals for services that will enhance attendance.
  - The Head Start Program will conduct a home visit or other direct contact with child’s parents if a child has 2 consecutive unexplained absences.
  - Within the first 60 days of the program year and thereafter, the FSW and Education Service Providers must conduct an analysis utilizing individual child attendance data to identify children at risk of missing 10% of program days per year. Together, the Education Service Provider and FSW must create an improvement plan that identify reasons for absenteeism and develop strategies to improve the child’s attendance. Strategies may include direct

contact with parents or intensive case management. All efforts and contact with parents must be documented in Child Plus.

- Education Service Providers will include in their procedures a process for addressing temporary family situations that affect a child's regular attendance. When a child's scheduled needs to be modified due to an IEP, custody, etc. the Education Service Provider must inform the City of San Antonio to modify child's schedule in ChildPlus.
- In circumstances where chronic absenteeism persists and the program has made appropriate efforts to reengage the family and attendance does not resume, with the Head Start Program Administrator's authorization, the child's slot must be considered vacant. The child will be placed back on the waitlist for future reconsideration should the family's circumstances change, and the family becomes reengaged.

When the monthly average daily attendance rate falls below 85%, the Education Service Provider must analyze the causes of absenteeism and determine the systemic issues contributing to the program's absentee rate. Education Service Providers must implement a process, utilizing absenteeism data to identify program strengths and needs and implement a plan to continuously evaluate compliance of performance standards and report to the Head Start Program.

Education Service Providers must support homeless eligible children by allowing attendance up to 90 days, or as allowed under state licensing requirements, without immunization and other records. Programs must give families reasonable time to present documents and work with families to obtain immunizations to comply with state requirements.

- Education Service Providers must assist with coordinating transportation services for homeless children experiencing absenteeism due to transportation barriers to and from their campuses.

**Performance Standard:**

1302.16 (a) (1-3) (b); 1302.102 (b-c)

	<b>DHS, Head Start Program Policy</b>		
<b>ERSEA 5</b>			
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- ~~**Tiebreaker**~~
  - ~~In cases where families have the same point total for the same slot, priority will be given to the younger child.~~

- **Bilingual/Dual Language Classrooms**
- ~~Children must be determined as English Language Learners to participate in a dual language/bilingual classroom.~~ Education Service Providers must develop and implement procedures to determine if a child is identified as an English Language Learner. Education Service Providers will select children and place in a language appropriate classroom based on the child's completed Home Language Survey. Education Service Providers will develop a system to test English Language Learners and must not create barriers for enrollment. Tiebreaker

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**Performance Standard(s):**

1302.14

**Head Start Act:**

Sec. 642 (c) (2)(d) (ii)

**City Policy:**

ERSEA 5



## DHS Head Start Program Policy



### ERSEA 9

<b>SUBJECT</b>	Attendance		
<b>REFERENCE</b>	Eligibility, Recruitment, Selection, Enrollment, and Attendance		
<b>EFFECTIVE</b>	01/01/2020		
<b>Policy Council Approval: 1/24/17</b>	<b>Policy Council Revision: 12/17/19</b>	<b>Governing Body Approval: 2/20/17</b>	<b>Governing Body Revision: 3/5/20</b>
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**Performance Standard:**

1302.16 (a) (1-3) (b); 1302.102 (b-c)