

MINUTES

COMMUNITY SERVICES COMMISSION OF THE CITY OF LA HABRA

Wednesday, April 8, 2020

FINAL: These Minutes were approved at the May 13, 2020, Commission meeting.

Chair Surich called the Regular Meeting of the Community Services Commission to order at 3:00 p.m. via Zoom teleconference call in La Habra, California.

COMMISSIONERS PRESENT: Garcia, Kempker, Laveaga, Schmidt, Surich and Trujillo.

OTHER OFFICIALS PRESENT: Kelly Fujio, Director of Community Services, Kimberly Albarian, Community Services Manager & Catherine Villanueva, Child Development Manager

PLEDGE OF ALLEGIANCE: N/A

PUBLIC COMMENTS: None

I. CONSIDERATION ITEMS:

A. CHILD DEVELOPMENT

Discussion, review, and approval of the Child Development Monthly Reports.

Recommendation: That the Community Services Commission discuss, review and approve the Child Development Manager's Monthly Status Report for Early Head Start, Cost Reimbursement Report, Monthly Program Report and CACFP Report.

Moved by Commissioner Kempker, seconded by Commissioner Schmidt, and CARRIED (6-0) TO APPROVE THE CHILD DEVELOPMENT MANAGER'S MONTHLY REPORT, THE HEAD START COST REIMBURSEMENT REPORT, THE MONTHLY PROGRAM REPORT AND THE CACFP REPORT.

Said motion CARRIED by the following roll call vote:

AYES: Commissioners Garcia, Kempker, Laveaga, Schmidt, Surich, Trujillo
NOES: NONE
ABSENT: NONE
ABSTAIN: NONE

Moved by Commissioner Schmidt, seconded by Commissioner Laveaga, and CARRIED (6-0) TO APPROVE THE CORRECTIVE ACTION PLAN FOR PERIOD 1 MONITORING FY 2019-2020.

Said motion CARRIED by the following roll call vote:

AYES: Commissioners Garcia, Kempker, Laveaga, Schmidt, Surich, Trujillo
NOES: NONE
ABSENT: NONE
ABSTAIN: NONE

Moved by Commissioner Kempker, seconded by Commissioner Trujillo, and CARRIED (6-0) TO APPROVE THE ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, ATTENDANCE (ERSEA) SERVICE AREA PLAN, POLICY AND PROCEDURES FOR SCHOOL YEAR 2020-2021.

Said motion CARRIED by the following roll call vote:

AYES: Commissioners Garcia, Kempker, Laveaga, Schmidt, Surich, Trujillo
NOES: NONE
ABSENT: NONE
ABSTAIN: NONE

Receive and file: EARLY HEAD START REFUNDING APPLICATION FOR 2020 – 2021.

B. COVID 19 UPDATE REGARDING SPECIAL EVENTS AND PROGRAMS

Director of Community Services Fujio updated the Commission on Special Events that have been cancelled due to Covid19. During this time, the Community Services Department has shifted attention to assist with the following programs:

- Hosting weekly American Red Cross Blood Drives
- Community Care Resource Center – Food Distribution
- Meals on Wheels and Congregate Meal Delivery Program
- Park It Market

City facility closures include: City Hall, Community Center, Skate Park, Depot Theater, and the Children’s Museum.

II. ADMINISTRATIVE MATTERS:

Director of Community Services Fujio let the Commission know that Employment & Training is working hard to prepare and submit their grant application that is due on April 10.

El Centro Park was selected to receive a Kaboom park project grant for new playground equipment. This is a community volunteer project that is being scheduled for July.

Community Services Manager Albarian will send the list of Commission sub committees for review.

III. COMMISSIONER DISCUSSION:

IV. ADJOURNMENT:

Chair Surich adjourned the Commission meeting at 4:15 p.m. to Wednesday, May 13, 2020, in the City Council Chamber, 100 East La Habra Boulevard, La Habra, California.

Respectfully submitted,



Kimberly Albarian,
Recording Secretary

APPROVAL: This is to certify that these Minutes were approved by the La Habra City Council on _____.

Laurie Swindell, CMC
City Clerk

**CITY OF LA HABRA
EARLY HEAD START PROGRAM
MONTHLY REPORT
2019-2020 FISCAL SCHOOL YEAR**

For Consideration for meeting dated April 8, 2020

Program Information Summary (PIS) Report: February 2020 (Attachment 1)

Section A: Agency Profile

Item	Previous Month Report	Current Month Report
Funded Enrollment	50	50
Number Enrolled (Cumulative)		
Number of Children	59	62
Number of Pregnant Moms	2	2
Number in the Waiting list	4	3
Enrollment by Eligibility		
Below 100% Poverty Line	31	34
Categorically Eligible	18	17
Over-Income	12	13

Section B: Staff and Qualifications

Item	Supervisor	Home Base Educator
Total Number of Child Development Staff by Position	1	5
With a BA Degree	1	2
With an AA Degree	0	2
Without a Degree, enrolled with a Waiver	0	1

Section C: Child and Family Services

Item	Previous Month Report	Current Month Report
Number of Children/ Pregnant Women with Health Insurance	61	63
Number of Children with an Ongoing Source of Continuous, Accessible Health Care (Medical Home)	58	58
Number of children up-to-date with well-baby checks	36	33
Number of children with expired well-baby checks	16	23

Number of children with expired well-baby checks 30 days or less	8	10
Number of children who are up-to-date with Immunizations	58	60
Number of children with continuous accessible dental care (Dental Home)	58	58
Number of children who are up-to-date with oral health care	60	61
Number of children with expired oral health care	14	18
Number of children with an IFSP	21	19

Family Partnership Agreements

Item	Previous Month Report	Current Month Report
Total Number of FPA's introduced	54	54
Total Number of FPA's completed	46	56
Total Number of FPA's with an established goal	35	56
Home based services (Month) Visits Completed	166	133
Home based services (year to date) Visits Completed	1118	1327
Number of Socializations (Month)	6	17
Number of Socializations (year to date)	138	157

Monitoring Report:

- Please see Action Item section for Grantee Period I Monitoring Report

Financial Reports:

- Attached is the Cost Report for February 2020 and the amount requested is \$ **30,685.99 (Attachment 2)**
 - Total In-kind to-date is **\$83,412.95 (of \$120,283.00)**
- Attached is the Credit Card Reports for January and February 2020. **(Attachment 3)**

CACFP Reports:

- The total reimbursement for the month of February 2020 is **\$14,317.81 (Attachment 4)**
 - Note: EHS does not have a CACFP program because it is a home-based program option.**
- Attached is the Food Revenue and Expenditures analysis thru February 2020. **(Attachment 5)**

Information Shared:

- *Training:* Early Childhood Curriculum Resources; Research-Based Curriculum; and Curriculum Alignment with the Head Start Early Learning Outcome Framework **(Attachment 6)**
- Information Memorandum: Head Start Modular Units **(Attachment 7)**
- Program Instruction: FY 2020 Head Start Funding Increase **(Attachment 8)**
- COVID-19 Wages and Benefits **(Attachment 9)**

Receive and File

- Early Head Start Continued Funding Application for 2020-21 SY **(Attachment 10)**

Action Items, For Approval:

- Grantee Period I Monitoring, 2019-2020 Corrective Action Plan **(Attachment 11)**
- ERSEA (eligibility, recruitment, selection, enrollment, and attendance) Service Area Plan, Policy, and Procedure for 2020-21 SY **(Attachment 12)**

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

	2019						2020					
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
d. 3 years old	8/6	9/4	10/4	11/5	12/5	1/6	2/5					
e. 4 years old	0	0	0	0	0	0	0	0	0	0	0	0
f. 5 years and older	0	0	0	0	0	0	0	0	0	0	0	0
14. Total cumulative enrollment of pregnant women (EHS programs) (9700/9740)	1	1	1	1	1	1	1	2	2			

CUMULATIVE ENROLLMENT BY TYPE OF ELIGIBILITY

	AutoSum											
16. Cumulative enrollment by eligibility (9700/9702):	50	50	51	54	56	57	63	64				
a. Income below 100% of federal poverty line	34	34	29	30	31	31	33	34				
b. Receipt of public assistance such as TANF, SSI	4	4	4	4	4	4	5	5				
c. Status as a foster child - # children only	2	2	2	2	2	2	2	2				
d. Status as homeless	2	2	7	8	9	10	10	10				
e. Over income	3	3	4	5	5	5	7	7				
f. Enrollees exceeding the allowed over income enrollment with family incomes between 100% and 130% of the federal poverty guideline	5	5	5	5	5	5	6	6				

PRIOR ENROLLMENT

18. Enrolled in Head Start or Early Head Start for (9700/9702):

a. The second year	24	24	24	24	24	24	24	24	24			
b. Three or more years	13	13	13	13	13	13	13	13	13			

TURNOVER IN ENROLLMENT (9700/9701)

19. Total number of children who dropped out any time after classes or home visits began and did not re-enroll

a. The number of children who were in class less than 45 days

TRANSITION AND TURNOVER (EHS programs) (9700/9701)

20. Total number of children who dropped out any time after classes or home visits began and did not re-enroll			4	5	5	6	14	14				
a. The number of children who were enrolled less than 45 days	0	0	0	0	0	0	0	0				
21. Total number of pregnant women who left the program after receiving early head start services but before the birth of their infant, and did not re-enroll (9700/9741)	0	0	0	0	0	0	0	0				

Waitlist (23006) / Enrollment (2007) / Average Daily Attendance (Center-based Programs) (2301)

Number of children on Waitlist	1	3	7	5	4	4	4	4	3			
Monthly Enrollment	50	50	50	50	51	50	50	50	50			
Average Daily Attendance												

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

		2019						2020					
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
8/6	9/4	10/4	11/5	12/5	1/6	2/5							

B. PROGRAM STAFF & QUALIFICATIONS (Agency Preference)

Home Base Educators

9. Total number of child development staff by position

Of B.9, the number with the following degrees:

a. An advanced degree (MA) in:

1. Social work/Licensed clinical social worker (LCSW)/Licensed master social worker (LMSW)
2. Marriage and family therapy/Licensed marriage and family therapist (LMFT)
3. Psychology
4. Sociology
5. Human services (include related areas such as child and family services or social services)
6. Nursing plus Nurse Practitioner (NP) license
7. Early childhood education
8. Other

		AutoSum											
5	5	5	5	5	5	5	5	5	5	5	5	5	

b. A Baccalaureate degree (BA) in:

1. Social work
2. Psychology
3. Sociology
4. Human services (include related areas such as child and family services or social services)
5. Nursing plus Registered Nurse (RN) license
6. Early childhood education
7. Other

1	1	1	1	1	1	1	1	1	1	1	1		

c. An associate degree (AA) in:

1. Social work
2. Psychology
3. Sociology
4. Human services (include related areas such as child and family services or social services)
5. Nursing plus Registered Nurse (RN) license
6. Early childhood education
7. Other

d. License, certification, or credential field:

1. Nursing, non-RN, i.e. LPN, CNA, etc.

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

	2019					2020						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
8/6		9/4	10/4	11/5	12/5	1/6	2/5					
	1	1	1	1	1	1	1	1				

e. Of the child development staff by position, the number who do not have the qualifications listed in B.9.a through B.9.d

Of those in B.9.e, the number enrolled in:

1. An advanced degree or license
2. A baccalaureate degree
3. An associate degree
4. Studies leading to a non-degree license, certificate, or credential

C. Child & Family Services

Health Insurance - children (9700/9706)

1. Number of all children with health insurance

49	49	49	53	55	56	60	61					
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Health Insurance - pregnant women (EHS programs) (9700/9716)

3. Number of pregnant women with at least one type of health insurance.

1	1	1	1	1	1	1	2	2				
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Medical home - children (9700/9707)

5. Number of children with an ongoing source of continuous, accessible health care

Physical Exams / Well Checks (3035)

AutoSum

49	49	49	53	55	55	58	58					
48	49	50	53	55	56	62	61					

Non-Expired Physical Exams / Well-Checks

Expired Physical Exams / Well-Checks

Missing Physical Exams / Well-Checks

Physical Exams / Well-Checks expired 30 days or less

28	36	39	36	39	39	43	33					
18	12	10	14	13	16	16	23					
2	1	1	3	3	1	3	5					
9	6	5	9	8	8	6	10					

Medical services - children (9707)

8. Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care

a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported

1. Of these, the number who have received or are receiving medical treatment

0	0	0	0	0	0	0	0					
0	0	0	0	0	0	0	0					

Body Mass Index (BMI) - children (HS and Migrant programs) (9700/9760)

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted Report due on or before the 5th of each month

10. Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts

- a. Underweight (BMI less than 5th percentile for child's age and sex)
- b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)
- c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)
- d. Obese (BMI at or above 95th percentile for child's age and sex)

Immunization services - children (9700/9708/9760)

11. Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age

12. Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age

13. Number of children who meet their state's guidelines for an exemption from immunizations

17. Number of children with continuous, accessible dental care provided by a dentist

Professional Dental Exams (3035) (HS Programs)

- Non-Expired Professional Dental Exams
- Expired Professional Dental Exams
- Missing Professional Dental Exams
- Professional Dental Exams expired 30 days or less

19. Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported (9700/9708)

- a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported
- 1. Of these, the number of children who have received or are receiving treatment

Primary Oral Health (3035) (EHS programs)

- Number of children with oral health screens (EHS only)
- Number of children with dental exams (EHS only)

Primary Oral Health (3035) (EHS programs)

- Non-Expired age-appropriate primary oral health care
- Expired age-appropriate primary oral health care
- Missing age-appropriate primary oral health care
- Age-appropriate primary oral health care expired 30 days or less

		2019					2020						
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
8/6	9/4	10/4	11/5	12/5	1/6	2/5							

AutoSum		49	49	50	53	54	56	59	60				
24	26	28	28	29	30	31	32						
25	23	22	25	25	26	28	28						
0	0	0	0	0	0	0	0	0	0				

AutoSum		49	49	49	53	55	55	58	58				

AutoSum		15	48	49	50	52	55	43	56				
3	5	5	5	5	16	16	17	17					
29	36	42	41	41	41	41	36	38					
17	12	7	9	11	14	14	18						
3	1	1	3	3	3	1	3	5					
9	5	3	5	6	7	7							

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

Pregnant women dental services (EHS programs) (9700/9740)

21. Of the number of pregnant women served, the number who received a professional dental examination(s) and/or treatment since last year's PIR was reported

		2019					2020						
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
8/6	9/4	10/4	11/5	12/5	1/6	2/5							

IEP/IFSP (3501)

Open IEP/IFSP for the reporting month

0	0	0	0	0	0	0	1	1					
14	14	17	19	20	21	21	19						

27. Diagnosed primary disability (HS Programs) (9700/9710):

- a. Health impairment (i.e. meeting IDEA definition of "other health impairment")
- b. Emotional/behavioral disorder
- c. Speech or language impairments
- d. Intellectual disabilities
- e. Hearing impairment, including deafness
- f. Orthopedic impairment
- g. Visual impairment, including blindness
- h. Learning disabilities
- i. Autism
- j. Traumatic brain injury
- k. Non-categorical/developmental delay
- l. Multiple disabilities
- m. Deaf-blind

Newly enrolled children with Vision screenings completed (3001)

- On Time (45 days)
- Late
- None Completed

4	6	6	7	10	12	14	14						
0	0	0	1	3	4	4	4						
8	6	7	8	5	3	4	7						
12	12	13	16	18	19	22	25						

Newly enrolled children with Hearing screenings completed (3001)

- On Time (45 days)
- Late
- None Completed

0	3	3	4	7	9	11	11						
0	1	1	2	5	6	7	7						
12	8	9	10	6	4	4	7						
12	12	13	16	18	19	22	25						

Newly enrolled children with Developmental screenings completed (3001)

- On Time (45 days)

1	12	12	16	17	19	21	24						
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Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted Report due on or before the 5th of each month

	2019					2020						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
• Late	0	0	0	0	0	0	0	0	0	0		
• None Completed	11	0	1	0	1	0	1	1	1	1		
AutoSum	12	12	13	16	18	19	22	25				

Newly enrolled children with Behavioral screenings completed (3001)

- On Time (45 days)
- Late
- None Completed

	Screening (9700/9709)											
	8/6	9/4	10/4	11/5	12/5	1/6	2/5					
• On Time (45 days)	1	12	12	16	17	18	21	24				
• Late	0	0	0	0	0	0	0	0				
• None Completed	11	0	1	0	1	1	1	1				
AutoSum	12	12	13	16	18	19	22	25				

28. Number of all newly enrolled children since last year's PIR was reported

12	12	13	16	17	19	24	25					
0	10	11	12	14	15	18	18					

Number of families (9700/9730/9731)

46	46	47	50	50	50	53	54					
1	3	9	9	13	14	14	14					

53. Total number of families experiencing homelessness that were served during the enrollment year

3	3	7	8	8	8	8	8					
3	3	7	8	9	10	10	10					

Family Success Plans (Agency Preference)

46	46	46	52	54	52	54	54					
0	0	0	30	31	32	46	56					
0	0	0	30	35	35	35	56					

Home Base Services by MONTH (Agency Preference)-HOME VISIT Benchmarks

Based on funded enrollment, the expected number of Home Visits
Based on actual enrollment, the expected number of Home Visits

	Home Base Services by MONTH (Agency Preference)-HOME VISIT Services											
	200	200	200	200	200	200	200	200	200	200	200	200
Number of Home Visits Completed	198	200	200	200	146	150	150	200	200	195		
Number of Home Visit Parent Cancellations	16	15	22	20	15	22	21	21	29			
Number of Home Visit Program Cancellations (required to be made up)	4	5	8	5	0	2	17	56				
AutoSum	198	205	207	210	162	167	204	218				

Monthly Program Information Summary Data Collection Worksheet

Delegate La Habra: Early Head Start

* Use ChildPlus Report (9700) and audit reports where noted

Report due on or before the 5th of each month

Home Base Services by MONTH (Agency Preference)-SOCIALIZATION Benchmarks

Based on funded enrollment, the expected number of Socializations

Based on actual enrollment, the expected number of Socializations

Home Base Services by MONTH (Agency Preference)-SOCIALIZATION Services

Number of Socializations Attended

Current Month

2019					2020						
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
8/6	9/4	10/4	11/5	12/5	1/6	2/5					

100	100	100	100	50	50	100	100				
100	100	100	100	49	50	100	96				

27	15	24	33	6	24	6	17				
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Home Base Services by YEAR-TO-DATE (Agency Preference)-HOME VISIT Benchmarks

Based on funded enrollment, the expected number of Home Visits

Based on actual enrollment, the expected number of Home Visits

Home Base Services by YEAR-TO-DATE (Agency Preference)-HOME VISIT Services

Number of Home Visits Completed

Number of Home Visit Parent Cancellations

Number of Home Visit Program Cancellations (required to be made up)

AutoSum

200	400	600	800	950	1100	1300	1500				
198	398	598	798	944	1094	1294	1489				
198	395	604	807	954	1125	1328	1555				
178	363	548	733	869	1022	1188	1327				
16	26	46	65	80	99	120	151				
4	6	10	9	5	4	20	77				

Home Base Services by YEAR-TO-DATE (Agency Preference)-SOCIALIZATION Benchmarks

Based on funded enrollment, the expected number of Socializations

Based on actual enrollment, the expected number of Socializations

Home Base Services by YEAR-TO-DATE (Agency Preference)-SOCIALIZATION Services

Number of Socializations Attended

Year-To-Date

100	200	300	400	450	500	600	700				
100	200	300	400	449	499	599	796				

27	42	66	99	105	132	138	157				
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Monthly Cost Report , FY 2019-20

ATTACHMENT 2

February, 2020

Early Head Start Basic Budget

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL	314,295.00	19,096.21	188,787.04	125,507.96
FRINGE BENEFITS	112,426.00	8,624.80	72,357.20	40,068.80
TRAVEL	0.00	0.00	0.00	0.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	12,233.00	368.07	3,495.01	8,737.99
CONTRACTUAL	10,071.00	455.00	6,372.34	3,698.66
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	20,857.00	2,080.81	13,896.76	6,960.24
INDIRECT COSTS	0.00	0.00	0.00	0.00
TOTAL	\$469,882.00	\$30,624.89	\$284,908.35	\$184,973.65

Early Head Start T&TA

Major Cost Category	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
PERSONNEL	0.00	0.00	0.00	0.00
FRINGE BENEFITS	0.00	0.00	0.00	0.00
TRAVEL	9,400.00	0.00	0.00	9,400.00
EQUIPMENT *	0.00	0.00	0.00	0.00
SUPPLIES	0.00	0.00	0.00	0.00
CONTRACTUAL	0.00	0.00	0.00	0.00
CONSTRUCTION	0.00	0.00	0.00	0.00
OTHER COSTS	1,850.00	61.10	1,408.17	441.83
INDIRECT COSTS	0.00	0.00	0.00	0.00
Total	\$11,250.00	\$61.10	\$1,408.17	\$9,841.83

Non-Federal Share (In-Kind)

	Approved Budget Amount	Cost This Period Amount	Cost to Date Amount Total	Budget Amount Remaining
EHS Basic	118,481.26	16,869.96	83,412.95	35,068.31
EHS T&TA	1,801.74	0.00	0.00	1,801.74
Total	\$120,283.00	\$16,869.96	\$83,412.95	\$36,870.05
Reimbursement Request Total		\$30,685.99		

**City of La Habra
Child Development Division**

ATTACHMENT 3

Credit Card Expenses

Month Reporting: January, 2020

Charge By	Date Charged	Item/ Purpose	Amount
Smart & Final (Non-Food Program)	1/10/2020	EHS: Socialization Supplies	\$47.78
Smart & Final (Food Program Items)			
	Total:		

Charge By	Date Charged	Item/ Purpose	Amount	
Bank of the West Credit Card (M. Garcia)	1/9/2020	Target: Socialization Supplies	\$16.38	
	1/23/2020	Target: Socialization Supplies	\$37.56	
	1/23/2020	Sam's Club: PC Snack	\$61.10	
Bank of the West Credit Card (A. Morales)		<i>No charges for the month</i>		
Bank of the West Credit Card (D. Linn)	1/3/2020	USPS: Mail to Providers	\$51.89	
	1/16/2020	CACFP Roundtable Membership	\$50.00	
Bank of the West Credit Card (A. Marceau)	1/3/2020	Walmart: Classroom Supplies	\$227.31	
	1/13/2020	Trader Joe's: Specialty Food	\$37.08	
	1/13/2020	Every Child CA: Meeting/ Training	\$50.00	
	1/14/2020	Every Child CA: Meeting/ Training	\$50.00	
	Total:			\$581.32

**City of La Habra
Child Development Division**

Credit Card Expenses

Month Reporting: February, 2020

Charge By	Date Charged	Item/ Purpose	Amount
Smart & Final (Non-Food Program)	2/11/2020	CSPP: Cooking Experience	\$109.62
Smart & Final (Food Program Items)			
		Total:	\$109.62

Charge By	Date Charged	Item/ Purpose	Amount
Bank of the West Credit Card (M. Garcia)	1/23/2020	Sams: PC and Socialization Food	\$71.45
Bank of the West Credit Card (A. Morales)	1/29/2020	Registration: STEM Conference	\$1,025.00
	2/6/2020	Dollar tree: Literacy Fair	\$36.81
	2/6/2020	Home Depot: STEM materials	\$37.15
Bank of the West Credit Card (D. Linn)		<i>No charges for the month</i>	
Bank of the West Credit Card (A. Marceau)	1/24/2020	Scholoastic: Literacy Fair Books	\$285.00
	2/12/2020	Webinar for School-Age	\$29.94
	2/14/2020	Target: Classroom Supplies	\$129.06
	2/20/2020	Albertson's: Food Program	\$125.57
	2/20/2020	Albertson's: credit	(\$111.59)
		Total:	\$1,628.39

**Child & Adult Care Food Program
Claim For Reimbursement Summary for February 2020**

ATTACHMENT 4

04320-CACFP-30-GM-CS
CITY OF LA HABRA-CHILD DEV DIVISION
 110 E LA HABRA BLVD
 LA HABRA, CA 90631-5436
 Vendor #: 21830Z
 payment address

Month/Year Claimed	Adjustment Number	Date Received	Date Accepted	Date Processed	Reason Code
Feb 2020	0	03/09/2020	03/10/2020	03/12/2020	Original

Child Care

	Free	Reduced	Base	Total
Enrollment Totals	97	54	42	193
Eligibility Percentages	50.26%	27.98%	21.76%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	1,102	1.8400	2,027.68
Reduced	614	1.5400	945.56
Base	477	0.3100	147.87
Total	2,193		3,121.11
AM Snack			
Free	566	0.9400	532.04
Reduced	315	0.4700	148.05
Base	246	0.0800	19.68
Total	1,127		699.77
Lunch			
Free	946	3.4100	3,225.86
Reduced	527	3.0100	1,586.27
Base	410	0.3200	131.20
CIL	1,883	0.2375	447.21
Total	1,883		5,390.54
PM Snack			
Free	887	0.9400	833.78
Reduced	494	0.4700	232.18
Base	384	0.0800	30.72
Total	1,765		1,096.68

School Age

	Free	Reduced	Base	Total
Enrollment Totals	93	54	29	176
Eligibility Percentages	52.84%	30.68%	16.48%	100%

Agency Totals	Meals/Snacks	Federal Rate	Reimbursement Amount
Breakfast			
Free	966	1.8400	1,777.44
Reduced	561	1.5400	863.94
Base	301	0.3100	93.31

	Total	1,828		2,734.69
PM Snack				
Free		1,030	0.9400	968.20
Reduced		598	0.4700	281.06
Base		322	0.0800	25.76
	Total	1,950		1,275.02
Claim Reimbursement Total				14,317.81

State Reimbursements

Meal Description	Meals	State Rate	State Earnings
Total Breakfast	3,243	\$0.0000	\$0.00
Total Lunches	1,473	\$0.0000	\$0.00
Total			\$0.00

Agency Claim Reimbursement Totals	Meal Reimbursement	CIL Reimbursement	State Reimbursement	Totals
Current Claim Reimbursement Total	13,870.60	447.21	0.00	14,317.81
Previous Claim Reimbursement Total	0.00	0.00	0.00	0.00
Net Claim Reimbursement Total	13,870.60	447.21	0.00	14,317.81

Created By: LilianaN on: 3/9/2020 3:51:59 PM Modified By: catherinev on: 3/10/2020 8:47:34 AM

CITY OF LA HABRA
CCFP-CENTERS FOOD ALLOCATION
FOR THE FISCAL YEAR 2019-20

ATTACHMENT 5

FOOD REVENUE vs FOOD EXPENDITURES ANALYSIS

Month	School Age CCTR (38501)			State-Pre-school CSPP (38502)			Total			Revenue Over/ (Under) Expenditure Net Amount
	4702 Food Revenue	7114 Food Expense	Net Amount	4702 Food Revenue	7114 Food Expense	Net Amount	4702 Food Revenue	7114 Food Expense		
Jul-19	\$ 16,315.75	\$ 11,982.35	\$ 4,333.40	\$ 6,776.67	\$ 5,543.30	\$ 1,233.37	\$ 23,092.42	\$ 17,525.65	\$ 5,566.77	
Aug-19	\$ 10,449.29	\$ 6,228.34	\$ 4,220.95	\$ 9,238.41	\$ 7,664.27	\$ 1,574.14	\$ 19,687.70	\$ 13,892.61	\$ 5,795.09	
Sep-19	\$ 5,332.49	\$ 6,043.98	\$ (711.49)	\$ 12,940.09	\$ 8,821.23	\$ 4,118.86	\$ 18,272.58	\$ 14,865.21	\$ 3,407.37	
Oct-19	\$ 5,573.67	\$ 4,183.00	\$ 1,390.67	\$ 13,127.22	\$ 12,113.80	\$ 1,013.42	\$ 18,700.89	\$ 16,296.80	\$ 2,404.09	
Nov-19	\$ 5,419.31	\$ 4,632.44	\$ 786.87	\$ 9,562.63	\$ 8,065.90	\$ 1,496.73	\$ 14,981.94	\$ 12,698.34	\$ 2,283.60	
Dec-19	\$ 5,232.04	\$ 4,619.53	\$ 612.51	\$ 9,537.34	\$ 8,678.46	\$ 858.88	\$ 14,769.38	\$ 13,297.99	\$ 1,471.39	
Jan-20	\$ 5,719.51	\$ 2,313.07	\$ 3,406.44	\$ 10,789.75	\$ 9,531.54	\$ 1,258.21	\$ 16,509.26	\$ 11,844.61	\$ 4,664.65	
Feb-20	\$ 4,009.71	\$ 3,463.77	\$ 545.94	\$ 10,308.10	\$ 8,233.29	\$ 2,074.81	\$ 14,317.81	\$ 11,697.06	\$ 2,620.75	
Total	\$ 58,051.77	\$ 43,466.48	\$ 14,585.29	\$ 82,280.21	\$ 68,651.79	\$ 13,628.42	\$ 140,331.98	\$ 112,118.27	\$ 28,213.71	
YTD Cook	\$ -	\$ 15,616.07	\$ (15,616.07)	\$ -	\$ 34,103.42	\$ (34,103.42)	\$ -	\$ 49,719.49	\$ (49,719.49)	
Adjusted Total	\$ 58,051.77	\$ 59,082.55	\$ (1,030.78)	\$ 82,280.21	\$ 102,755.21	\$ (20,475.00)	\$ 140,331.98	\$ 161,837.76	\$ (21,505.78)	

% of Food expense

75%

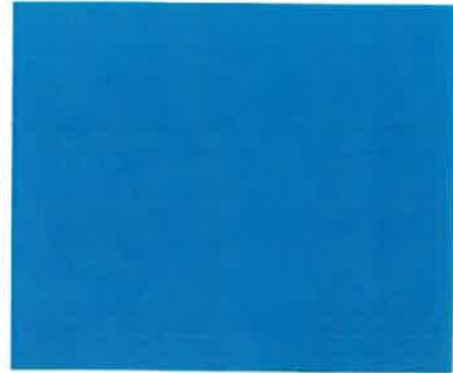
83%

80%

NCECDTL

CURRICULUM

Early Childhood Curriculum Resources



The purpose of this collection of resources is to provide information about key features of early childhood curriculum identified in the Head Start Program Performance Standards (HSPPS). These include:

- Research-Based Curriculum
- Curriculum Scope and Sequence
- Curriculum Implementation
- Curriculum Alignment with the *Head Start Early Learning Outcomes Framework (ELOF)*
- Standardized Training Procedures and Curriculum Materials to Support Implementation

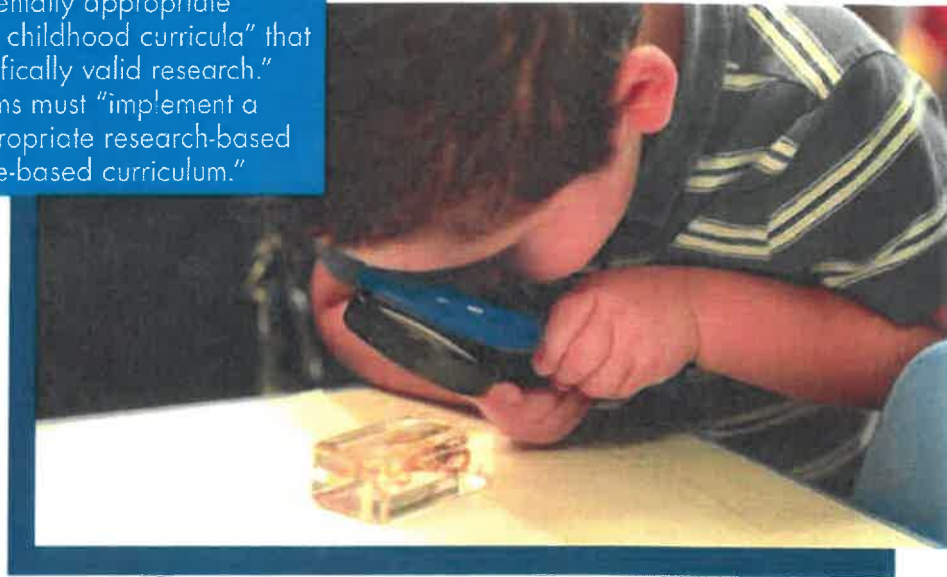
The collection also includes two documents that provide specific guidance to home-based programs:

- Head Start and Early Head Start Home-Based Curriculum Checklist: What Is Research-Based?
- Head Start and Early Head Start Home-Based Curriculum Selection Checklist

Education staff can use these resources to select and implement curriculum in ways that meet the HSPPS. If you need additional information on the topics addressed in these materials, please contact us at: ecdctl@ecetta.info or call (toll-free) 1-844-261-3752.

Research-Based Curriculum

Head Start Program Performance Standards §1302.32(a)(1) and §1302.35(d)(1): “Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula” that “are based on scientifically valid research.” Home-based programs must “implement a developmentally appropriate research-based early childhood home-based curriculum.”



What does “research-based” mean for early childhood curriculum?

- Is founded on solid research about child development and learning
- Promotes teaching and learning activities that are shown to have positive effects on child progress and outcomes
- Has descriptive research or evaluation reflecting child progress, but is lacking evidence from randomized control study

A research-based early childhood curriculum is consistent with research on how children develop and learn. It provides rich content and teaching practices that are shown to support children’s learning and development. A research-based curriculum focuses on **domain-specific, developmentally appropriate** content and skills that contribute to children’s later development in that domain. A research-based curriculum is also **content-rich**, meaning that it provides broad and varied experiences and activities that promote children’s learning and development. A rich curriculum **invites children to think deeply** about content that interests them and builds on their prior knowledge and experiences. Finally, a research-based curriculum offers a **sequence of learning experiences** based on children’s developmental progressions. There are both comprehensive research-based curricula that address all areas of the *Head Start Early Learning Outcomes Framework (ELOF)* and domain-specific curricula that the Head Start Program Performance Standards refer to as curricular enhancements, also sometimes referred to as curriculum supplements.

Why is a research-based curriculum important?

A research-based curriculum promotes domain-specific teaching practices that are effective in supporting positive child outcomes. A research-based curriculum must be appropriate for the ages, developmental levels, and cultural and linguistic backgrounds of the children enrolled in the program.

What does a research-based curriculum look like?

Read the following vignette to learn about how Sunny Days Early Head Start’s research-based curriculum supports infants’ and toddlers’ social and emotional development.

Sunny Days Early Head Start uses a research-based infant and toddler curriculum. For social and emotional development, the curriculum focuses on developmentally appropriate goals to support the development of infants’ and toddlers’ relationships with adults and peers, emotional functioning, and sense of identity. The curriculum reflects relevant child development theories, such as attachment theory. For example, the curriculum describes how learning happens in the context of warm, responsive relationships. When adults respond warmly and appropriately to infants’ and toddlers’ cues, they develop trusting and secure relationships with adults. Children use trusted adults as a secure base from which to explore the environment.

Sunny Days Early Head Start’s curriculum also describes children’s developmental progressions, such as developing secure relationships with familiar adults. As part of this progression, young infants rely on the efforts of familiar adults to help them cope with stressful moments. Older toddlers are able to seek out familiar adults for comfort as needed. The curriculum then provides specific research-based practices to help infants and toddlers develop secure relationships with familiar adults. It recommends consistent routines, interactions, and communication with parents to learn about children’s preferences and routines. The curriculum provides examples of how to interact positively and warmly with infants and toddlers (e.g., peek-a-boo), observe and respond to individual cues, and convey warmth and affection.

What do you learn about a research-based curriculum from this vignette?

- Sunny Days Early Head Start’s curriculum focuses on developmentally appropriate, important goals in social and emotional development. The curriculum aligns with the sub-domains of the Early Learning Outcomes Framework (ELOF) in this area.
- The curriculum is guided by robust knowledge and theory of social and emotional development (e.g., attachment theory).
- The curriculum describes children’s developmental progressions and offers concrete, research-based practices to help education staff build trusting relationships with infants and toddlers.

Resources to Support Your Work

Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five. Select a domain, and scroll to the bottom for a list of “Related Resources” to learn more about children’s learning and development described in the ELOF and how to support it.

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

Planned Language Approach (PLA). The PLA is a comprehensive, systemic, research-based way for Head Start and Early Head Start programs to ensure optimal language and literacy services for children who speak English and for those who are dual language learners.

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>

Head Start Early Learning Outcomes Framework (ELOF) Effective Practice Guides. This set of resources provides research-based teaching practices in each of the ELOF domains and sub-domains.

Curriculum Alignment with the *Head Start Early Learning Outcomes Framework (ELOF)*

Head Start Program Performance Standards §1302.32(a)(1)(ii) and §1302.35(d)(1)(ii): Center-based, family child care, and home-based programs must use curricula that “are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards.”



What does “aligned with the ELOF” mean?

Practically speaking, **aligning a curriculum with the ELOF** is a process that allows you to see which and to what extent the ELOF domains and sub-domains are addressed in the curriculum. Curricula that are fully aligned with the ELOF are comprehensive and address all areas of children’s learning and development described in the ELOF. The curriculum should also be aligned, as appropriate, with the domains of your state’s early learning and development standards (ELDS).

The curriculum may not be organized in the same way as the ELOF. For example, a curriculum might not list Approaches to Learning as a domain. Instead, a curriculum might list the sub-domain Emotional and Behavioral Self-Regulation under Social and Emotional Development or the sub-domain Cognitive Self-Regulation (Executive Functioning) under Cognition. You might also find that a curriculum addresses areas that are not found in the ELOF, such as social studies or the arts. The curriculum also might use different terms, such as strand or content area, than the ELOF or ELDS do.

Why is aligning a curriculum with the ELOF important?

To be effective, curricula must provide content that is rich with meaningful and interesting learning experiences that are comprehensive in supporting children’s learning and development. This means all domains are addressed: Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; and Perceptual, Motor, and Physical Development. A curriculum aligned with the ELOF and a state’s ELDS is designed to promote children’s development and learning in areas that research shows are important for children’s success in school. Curriculum content should specify supports for all children, including dual or tribal language learners and children with disabilities (or those suspected of having delays) and other special needs.

Even if a curriculum developer has already published a curriculum alignment with the ELOF, it is still important for your program to do its own alignment. The process will help you understand whether and how your program’s curriculum supports children’s development and learning described in the ELOF.

What does aligning a curriculum with the ELOF look like?

Read the following vignette to learn about how El Bosque Early Head Start reviews how well its curriculum aligns with the ELOF.

El Bosque Early Head Start uses the *Implementation Guide: Using the ELOF to Inform Curriculum Planning and Implementation* to review how its curriculum aligns with the ELOF. The program establishes an implementation team made up of the program director, education manager, education staff from each center, and interested parents and family members.

The implementation team finds that the curriculum addresses most of the skills, behaviors, and concepts in four domains of the ELOF (Approaches to Learning; Social and Emotional Development; Cognition; and Perceptual, Motor, and Physical Development). It provides materials, teaching practices, and learning experiences to support children's development and learning in these domains. However, the curriculum does not adequately cover the Vocabulary and Emergent Literacy sub-domains in the Language and Literacy domain.

The *Implementation Guide* provides the process and tools they can use to strengthen their curriculum in the Language and Literacy domain. Education staff plan how to increase and strengthen their interactions with children during routine care. Program leaders consider planning professional development that focuses on expanding conversations with infants and toddlers and reading books with rich vocabulary.

What do you learn about a research-based curriculum from this vignette?

- El Bosque Early Head Start's implementation team used the *Implementation Guide: Using the ELOF to Inform Curriculum Planning and Implementation* to align their curriculum with the ELOF. They found that their curriculum covers all five domains of the ELOF. However, they discovered they could provide additional supports for children's development in the Vocabulary and Emergent Literacy sub-domains.
- The *Implementation Guide* helps education staff and program leaders plan how to strengthen teaching practices that ensure they fully support all ELOF sub-domains.

Resources to Support Your Work

Implementation Guide: Using the ELOF to Inform Curriculum Planning and Implementation. This resource provides the process and tools for aligning a curriculum with the ELOF and for strengthening teaching practices.

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/elif-03-inform-curriculum-planning-implement.pdf>

Early Essentials Webisode 9: Language Development. In this resource Linda Espinosa and others from the field share their tips on how to support language development with all children including those who are dual language learners.

<https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-9-language-development>

Making It Work! This planning resource supports American Indian and Alaska Native (AIAN) Head Start programs teach their language and culture while meeting Head Start requirements.

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-connecting-cultural-learning-experiences-american-indian>



NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

This document was developed with funds from Grant #90HC0012-01-00 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start and Office of Child Care, by the National Center on Early Childhood Development, Teaching, and Learning. This resource may be duplicated for noncommercial uses without permission.

ATTACHMENT 7

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U.S. Department of Health & Human Services Administration for Children & Families

OFFICE OF HEAD START

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-20-02	2. Issuance Date: 03/05/2020
	3. Originating Office: Office of Head Start, Office of Grants Management	
	4. Key Words: Modular Unit; Portable Prefabricated Structure; Mobile Units; Manufactured; Real Property; Disposition	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Agencies and Delegate Agencies

SUBJECT: Head Start Modular Units

INFORMATION:

A modular unit is defined as "a portable prefabricated structure made at another location and moved to a site for use by a Head Start grantee to carry out a Head Start program, regardless of the manner or extent to which the modular unit is attached to underlying real property." The definition includes modular units used for any program purpose, including classrooms, kitchens, administrative offices, and storage buildings. See [Terms, 45 CFR §1305.2](#). The purchase of any modular units with Head Start funds is subject to the provisions of [45 CFR Part 1303 Subpart E](#).

Many different types of prefabricated structures fall within the general term "modular unit." Some are structurally similar to traditional construction, subject to local building codes and firmly attached to an underlying foundation. These units can provide high-quality learning environments with a useful life similar to traditional construction.

At the other end of the spectrum are units that arrive on wheels and are installed by placement on supports without a full foundation. Local building codes are not usually applicable to these types of units. They are often referred to as manufactured or mobile units. Their useful life is significantly less than traditionally constructed buildings. Especially in harsh climates, these units tend to deteriorate quickly and require significant ongoing maintenance. They also lose structural stability, develop mold issues, and lose quality as a learning environment much sooner than high-quality modular units or traditional construction. See [Teaching and the learning environment, 45 CFR §1302.31](#).

The Office of Head Start (OHS) recognizes there are circumstances when modular units are a quality, cost effective option for program services. However, purchase of a modular unit should not be a grantee's first choice when the option of construction or purchase of a traditionally built facility exists in the community. Similarly, when replacing older modular units, grantees should consider whether better quality modular units, construction, or purchase options are available in the community. While reasonableness of cost should always be a consideration for grantees, low-cost modular units are not a preferred option when other better-quality facility options are available.

To assure modular units used as Head Start facilities result in quality, cost effective learning environments, OHS is implementing the following requirements.

Application for Purchase of a Modular Unit

When a grantee applies for purchase of a modular unit under [45 CFR Part 1303 Subpart E](#), the following additional information is required per [45 CFR §1303.44\(a\)\(14\)](#).

1. A statement indicating whether the modular unit will be classified as real property or equipment in the grantee's financial records. This classification must be maintained until the modular unit is disposed of in accordance with [Real Property, 45 CFR §75.318\(c\)](#) or [Equipment, 45 CFR §75.320\(e\)](#), as applicable.
2. A description of the procurement procedures that will be used to purchase the modular unit in compliance with [45 CFR §75.329](#).
3. If the modular unit proposed for purchase will be classified as real property, the grantee must submit standard form (SF)-429 with Attachment B. If the modular unit proposed for purchase will be classified as equipment, follow [45 CFR §75.407\(a\)\(7\)](#) for prior approval. The modular unit must be included in the grantee's equipment inventory maintained in accordance with [45 CFR §75.320\(d\)\(1\)-\(5\)](#).
4. The cost comparison required by [45 CFR §1303.45](#) must address the full cost of initial purchase of the modular unit. This includes site acquisition and preparation, delivery, set-up, and additional site work needed (e.g., ramps, fencing, parking, play area, landscaping). Estimated operating costs, including ongoing maintenance and repairs, must be also be provided, with an assumed estimated useful life of 15 years. For purposes of comparison with available alternatives within the community (see below), the cost of replacement of the modular unit at the end of 15 years must also be included.
5. Modular unit costs must be compared to available alternatives within the community, including construction of a new facility and purchase or lease of an existing facility (with any associated renovation costs). Initial and ongoing costs for comparable facilities must be estimated, including depreciation, with an assumed useful life of 30 years.
6. The application must describe the placement of the modular unit proposed for purchase. It also must indicate if the modular unit will be placed on leased or grantee-owned property and the method of installation (e.g., placed on a poured foundation, on blocks, or other supports). The extent to which the modular unit can be removed and relocated must also be addressed, including whether it is possible to relocate the unit without significant damage to its structure once installed.
7. The statement of a real estate professional described in [45 CFR §1303.42\(b\)](#) must clearly show the realtor making the certification considered the options of construction, purchase, or leasing of facilities as an alternative to purchase of a modular unit.

Request for Disposition of a Modular Unit

The disposition process for a modular unit depends on how the unit was classified in the grantee's financial records (real property or equipment) at the time of purchase and during its period of ownership by the grantee. A grantee may not change the historic classification of a modular unit for purposes of disposition. If classified as real property, the unit is subject to the disposition requirements described in [45 CFR §75.318\(c\)](#) and [45 CFR §75.308\(c\)\(1\)\(xi\)](#). A unit classified as equipment is subject to the disposition requirements described in [45 CFR §75.320\(e\)](#) and [45 CFR §75.308\(c\)\(1\)\(xi\)](#). For more information, please see the [ACF Property: Disposition](#) website.

Real Property

When the modular unit has been classified as real property, the grantee is required to submit SF-429 with Attachment C in the [GrantSolutions Online Data Collection \(OLDC\)](#) to request approval for disposition of the unit. Note that line 14e requires the grantee to enter the third-party appraised value of the real property (current market value). Current market value must be established by an independent certified real property appraiser (no more than three years old). The appraisal must be uploaded to the SF-429 Attachment C in [GrantSolutions OLDC](#) to verify the current market value amount.

The modular unit should be appraised separately from the land upon which it is located. The appraisal must clearly indicate the appraised value of:

1. The land, if owned by the grantee

2. The modular unit value in its existing location

Modular units classified as real property are usually firmly attached to the land upon which they are located. If the grantee does not own the land, all costs related to the proposed disposition (e.g., demolition, site restoration, takedown, moving, and new site preparation) must be identified in the disposition request. If the overall cost of all disposition options result in a net value that is \$0 or less, there is no value for OHS to recover in the modular unit. The Office of Grants Management (OGM) will review all disposition requests in which there is no recoverable value. If there are no issues or concerns, the respective Grants Management Officer (GMO) will approve release of the federal interest.

Equipment

When the modular unit has been classified as equipment and has a current market value of \$5,000 or more, grantees are required to submit the Tangible Personal Property Report—Disposition Request using SF-428 with Attachment C through the Head Start Enterprise System (HSES). Send correspondence to the GMO no later than 30 days before the proposed disposition. The modular unit may be retained, sold, or transferred as directed by the Administration for Children and Families (ACF) in accordance with [45 CFR §75.320](#).

When the modular unit has been classified as equipment and has a current market value of \$5,000 or less, the modular unit may be retained, sold, or otherwise disposed of without payment of proceeds to the awarding agency ([45 CFR §75.320\(e\)\(1\)](#)). However, proceeds must be recognized as additive program income and used only for allowable Head Start program expenses. All requests for disposition instructions must be made in writing through HSES Correspondence to the GMO no later than 30 days before the proposed change. If there are no issues or concerns, the respective GMO will proceed with approval to release the federal interest.

Thank you for your work on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development

Office of Head Start (OHS) | 330 C Street, SW | 4th Floor Mary E. Switzer Building | Washington, DC 20201
<https://eclkc.ohs.acf.hhs.gov> | 1-866-763-6481 | [Contact Us](#)

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ATTACHMENT 8



FY 2020 Head Start Funding Increase

 eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-20-02

FY 2020 Head Start Funding Increase ACF-PI-HS-20-02

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

- 1. Log Number:** ACF-PI-HS-20-02
- 2. Issuance Date:** 03/11/2020
- 3. Originating Office:** Office of Head Start
- 4. Key Words:** Consolidated Appropriations Act; Appropriations; Fiscal Year (FY) 2020; Funding Increase; Cost of Living Adjustment (COLA); Quality Improvement

Program Instruction

To: Head Start and Early Head Start Grantees and Delegate Agencies

Subject: FY 2020 Head Start Funding Increase

Instruction:

President Trump signed Public Law 116-94, the Further Consolidated Appropriations Act, 2020, on December 20, 2019. Included is \$10,613,095,000 for programs under the Head Start Act, an increase of \$550 million over the fiscal year (FY) 2019 funding level.

This increase includes \$193 million to provide all Head Start, Early Head Start (EHS), and Early Head Start-Child Care (EHS-CC) Partnership grantees a 2% cost-of-living adjustment (COLA); \$100 million for expansion

of EHS and EHS-CC Partnerships; \$250 million for quality improvement; and \$4 million to re-establish the Tribal Colleges and Universities Head Start Partnership Program.

This Program Instruction (PI) primarily provides information about the COLA and quality improvement funds available to grantees in FY 2020 and describes the requirements for applying for these funds. All Head Start, Early Head Start, and EHS-CC Partnership grantees are eligible to receive COLA and quality improvement funds. Grantees subject to competition for continued funding through the Designation Renewal System (DRS) are entitled to COLA funds through the end of their current award. However, the Administration for Children and Families reserves the right to delay decisions on quality improvement funding until the outcome of the DRS competitions has been finalized.

Preliminary information is also included on availability of competitive funding for EHS and EHS-CC Partnerships expansion and the Tribal Colleges and University Partnership grants, with more details coming in the near future. State Collaboration grants are not eligible for the COLA due to the statutory cap on their funding in the Head Start Act.

FY 2020 COLA

Each grantee may apply for a COLA increase of 2% of the FY 2019 base funding level. Base funding excludes training and technical assistance funds and any one-time funding received during FY 2019.

Grantees must use COLA funds to permanently increase the Head Start pay scale by no less than 2%. This includes salaries of current staff and the pay range of unfilled vacancies. An equivalent increase must be provided to delegate agencies and other partners to adjust their salaries and scales. Any grantee concerned that they cannot increase salary due to wage comparability issues should ensure public school salaries for kindergarten are included in their considerations.

Sections [653](#) and [640\(j\)](#) of the Head Start Act provide further guidance on the uses and limitations of COLA funds. Sec. 653 restricts compensation to a Head Start employee that is higher than the average rate of compensation paid for substantially comparable services in the area where the program is operating. It also prohibits any Head Start employee from being compensated at a rate higher than that of an Executive Schedule Level II position, including employees being paid through indirect costs. Sec. 640(j) of the Act requires

that the compensation of Head Start employees must be improved regardless of whether the agency has the ability to improve the compensation of staff employed by the agency that do not provide Head Start services.

Any grantee proposing a COLA percentage less than 2% across its pay scale, or differential increases between delegates or partners, must justify its rationale in its budget narrative.

As specified in [Personnel policies, 45 CFR §1302.90](#), each grantee is required to establish written personnel policies and procedures that are approved by the governing body and Policy Council or policy committee. They must be available to all staff. Review your personnel policies and procedures since they may contain information relevant to this COLA.

Any remaining funds may be applied to fringe benefits costs, or to offset increased operating costs in other areas of the budget. This includes increased costs in rent, utilities, facilities maintenance and insurance, contractual arrangements, vehicle fuel and maintenance, supplies, and equipment.

FY 2020 Quality Improvement

Each grantee will be allocated a proportionate amount of quality improvement funding based on the number of slots they are funded to serve (approximately \$250 per Head Start slot and \$350 per EHS slot). However, there will be a minimum floor established to ensure all grantees are able to make a meaningful investment in quality, consistent with Sec. 640(a)(4)(C) of the Head Start Act. Grantees are strongly encouraged to invest this funding into ongoing program efforts and activities that help better incorporate a trauma-informed approach that will support children, families, and staff impacted by adverse experiences. Activities must align with Sec. 640(a)(5) of the Act, as outlined in [Attachment A](#) [PDF, 100KB]. However, programs are not bound by the requirements that at least 50% of the funds be used for staff compensation or that no more than 10% of funds be used on transportation. Further, programs have flexibility to use any amount of their quality improvement funding on Early Head Start and/or Head Start, based on community needs, and not to exceed the total amount available in a given grant. If a program chooses to use this flexibility, they must justify how this approach supports the greatest needs of their community.

Importantly, grantees should consider ongoing, sustained investments in quality improvements, as opposed to one-time investments, while also acknowledging one-time investments in FY 2020 may be necessary to

sustain ongoing quality improvement. Grantees encountering other one-time program improvement needs are invited to apply for supplemental funding as needs emerge. These separate requests are addressed by priority and subject to availability of funds. Below is further information on the definitions of *trauma* and *trauma-informed approach*, developed by the Substance Abuse and Mental Health Services Administration (SAMHSA) at the U.S. Department of Health and Human Services (HHS).

Trauma occurs when frightening events or situations overwhelm a child or adult's ability to cope or deal with what has happened. These kinds of experiences cause an extended stress response and lasting effects on the physical and mental health of the individual. Trauma can occur in the form of a single event (e.g., a natural disaster or death of a close family member) or as a series of events or chronic condition (e.g., substance misuse, domestic and community violence, child abuse and neglect, extended homelessness, or food insecurity). Exposure to traumatic experiences is more common than most people believe, and the experience of trauma is highly individualized. What is traumatic to one person does not necessarily have the same traumatic effect on another person who experienced the same event or situation. In addition to enrolled children and families, Head Start staff may themselves experience trauma, as well as stress associated with their role in supporting children and families impacted by trauma.

A trauma-informed approach is one that realizes the widespread impact of trauma and understands potential paths for recovery; looks out for potential signs and symptoms of trauma among children, families, and staff; fully integrates knowledge about trauma into program policies, procedures, and practices; and seeks to actively resist re-traumatization. Related activities vary widely. They can include additional qualified staff to lower teacher-child ratios or family service staff caseloads; enhanced mental health partnerships and services for children and families; and transportation services. See [Attachment B](#) [PDF, 164KB] for additional information, including several concrete examples.

There is also flexibility in the use of these quality improvement funds to meet grantees' most pressing local needs. Therefore, a program may apply to use quality improvement funds for activities consistent with Sec. 640(a)(5) of the Act, except that any amount of these funds may be used on any of the activities specified in such section. See Attachment A for the list of activities. If a program applies to invest quality improvement funds in an activity or activities specified under Sec. 640(a)(5) that are not directly related to

promoting trauma-informed care and supporting children, families, and staff impacted by trauma, the program must justify why this is the best use of these funds.

The Office of Head Start recently held a webinar on the quality improvement funding, and the webinar recording will be available on the Early Childhood Learning and Knowledge Center (ECLKC) soon.

Application Requirements

Grantees are required to request COLA and quality improvement funds through a grant application. Shortly, grantees will be issued a funding guidance letter specifying each funding level and additional instructions on how to apply for these funds. Grantees will be required to submit their applications in the Head Start Enterprise System (HSES).

EHS Expansion and EHS-CC Partnerships

One hundred million dollars is available to support new grants for traditional EHS and EHS-CC Partnerships to increase access to high-quality infant and toddler early learning. Funding will be awarded by March 2021. A funding opportunity announcement (FOA) is expected in summer 2020. This announcement will equally prioritize EHS expansion and EHS-CC Partnerships, as determined by the needs of local communities. More information on this opportunity will be available later this year.

Tribal Colleges and University Partnership Grants

Four million dollars is available to fund grants to Tribal Colleges or Universities who partner with at least one American Indian and Alaska Native (AIAN) Head Start agency. The grants will be designed to:

- Increase the number of degrees in the early childhood education fields
- Provide assistance to Head Start staff and parents enrolled in such programs
- Develop curricula to promote high-quality services and instruction
- Provide activities to upgrade the skills and qualifications of education personnel
- Offer technology literacy programs for AIAN Head Start agency staff
- Develop and implement virtual learning opportunities

Eligible entities will be Tribal Colleges and Universities meeting the definition in Sec. 316(b) of the Higher Education Act of 1965. Funding will be awarded by the end of September 2020. A FOA is expected in Spring 2020.

Please direct any questions regarding this PI to your Regional Office.

Thank you for your work on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development

See PDF Version of Program Instruction:
[FY 2020 Head Start Funding Increase](#) [PDF, 161KB]
Historical Document



ATTACHMENT 9

Catherine Villanueva

From: Office of Head Start <no-reply@hsicc.org>
Sent: Friday, March 13, 2020 1:55 PM
To: Catherine Villanueva
Subject: COVID-19 Wages and Benefits

[View the web version](#)

[Go to ECLKC](#)

 U.S. Department of Health & Human Services  Administration for Children & Families



COVID-19 Wages and Benefits

In addition to the general flexibilities in [ACF-IM-HS-19-01](#), the Office of Head Start (OHS) is providing the following additional flexibility regarding wage and benefits for employees impacted by Coronavirus Disease 2019 (COVID-19) closures.

In response to COVID-19, OHS is advising grantees to coordinate with local health authorities and implement their existing policies and procedures related to closure of Head Start centers during infectious disease outbreaks. Closure of centers in areas heavily impacted by COVID-19 is an important element of containing and limiting its spread.

In recognition of the unique circumstances associated with COVID-19, OHS is directing programs to continue to pay wages and provide benefits for staff unable to report to work during center closures necessary to address COVID-19. During center closures, employees should continue to engage families and to deliver services to the extent possible, remotely.

This additional emergency response flexibility is important to ensure critical grants management activities can continue during closures. It will help ensure staff are ready and able to return to work as soon as it is possible to resume operations. This flexibility remains in effect through April 30, 2020 unless further extended by OHS.

Office of Head Start (OHS) | 330 C Street, SW | 4th Floor Mary E. Switzer Building | Washington, DC 20201
<https://eclkc.ohs.acf.hhs.gov> | 1-866-763-6481 | [Contact Us](#)

You are receiving this email because you are signed up for Office of Head Start communications. If you prefer not to receive emails of this sort in the future, you can [unsubscribe](#) here. You also may [modify your ECLKC email subscriptions](#). Recipients subscribed through the Head Start Enterprise System (HSES) must be removed from HSES by their program or office. Please do not reply to this email. [Contact](#) customer service for additional support.

**City of La Habra
Early Head Start Program
Summary of the Continued Funding Application 2020-21**

The City of La Habra, Early Head Start program would like to submit a refunding application to Orange County Head Start, Inc. (Grantee) to continue to provide services 50 early head start eligible children and/or pregnant mommy.

The current program philosophy continues to describe how the agency will provide services to the community. The Purpose of the City of La Habra Early Head Start program is to provide a positive and nurturing experience in a safe, supportive and active learning environment. The needs of the children are met with regard to their level of development, their individuality, and the cultural diversity among them. Children are encouraged to make choices. They learn to solve problems, and to be responsible. City of La Habra Early Head Start program is working towards a cohesive, efficient, and effective collaborative system of care for children, youth, adults and older adults in the community. The mission is to provide high-quality efficient and effective comprehensive mental health and services to a community of children, ages 0-3, and their families and pregnant moms. Services are designed to be optimally effective, complete, accessible, as well as satisfy the racial/ethnic, cultural and linguistic needs of the population.

Recruitment area will remain the same, only within the City of La Habra. Families who do not live in La Habra but would like their child to participate in the program will need to be approved by the Grantee, prior to enrollment.

For the 2020-21 fiscal school year, the City of La Habra is being funded for 50 children in the early head start program and will continue to provide the home-base program option for the families, which meets the needs of the families in the community.

The City of La Habra will use the selection criteria of Orange County Head Start, Inc. (Grantee) and the ranking of the priorities is based on the needs from the community assessment results. Priority will be given to children who are categorically eligible based on the Early Head Start requirements and children will be enrolled with the highest points first, based on their rank as defined in the Eligibility Priority Points. The program is also required to utilize the Eligibility, Selection, Recruitment, Enrollment, and Attendance (ERSEA) policies and procedures set forth by the Grantee.

Program Approach

Program Goals

As indicated in the continued funding guidance from OCHS, the early head start program goals must reflect the goals of the grantee. The program goals for 2019-2024 school year are as follows:

<p>Goal #1: Community Awareness: City of La Habra EHS Program will increase community awareness of the quality school readiness programs and integrated support services provided to children and families.</p>	
Objective 1:	Increase the City of La Habra EHS Program presence in the community and on the internet.
	<i>Measure 1: Develop a City of La Habra EHS Program Facebook account in year one, and increase the number of Followers, Likes and Shares on Facebook by 10% each year over the subsequent four years.</i>
	<i>Measure 2: Redevelop the City of La Habra EHS Program Facebook website in year one, and increase the number of people visiting the website by 5% each year over the subsequent four years.</i>
	<i>Measure 3: Increase attendance at open house events by 10% each year over the five-year period.</i>
Objective 2:	Increase City of La Habra EHS Program collaborations with community agencies.
	<i>Measure 1: Develop a coordinated community referral process in year one, and increase the number of agencies participating in the referral process by 50% each year, and the number of referrals received by 5% each year, over the subsequent four years.</i>
	<i>Measure 2: Increase the number of City of La Habra EHS Program centers hosting open house events by at least 25% each year, with full implementation at all centers by the end of year five.</i>
	<i>Measure 3: Attend at least one community meeting per quarter per Manager to maintain active partnerships, promote, and provide updates and announcements, regarding City of La Habra EHS Program services.</i>
	<i>Measure 4: Participate in at least two community events across the county of Orange by providing an information booth to promote City of La Habra EHS Program services each year over the five-year period.</i>
Objective 3:	Strengthen City of La Habra EHS Program relationships with the school districts.
	<i>Measure 1: In year one, conduct an analysis of current transition and collaborative activities at each City of La Habra EHS Program center.</i>
	<i>Measure 2: In year one, evaluate and update all current school readiness Memorandum of Understandings.</i>
	<i>Measure 3: In years two through five, develop a comprehensive set of MOUs based on the unique characteristics of each school district that Head Start children transition into, and implement the MOUs with at least 25% of school districts per year with full implementation with all school districts by the end of year five.</i>

	<i>Measure 4: In years two through five, develop a comprehensive plan for collaboration with each elementary school based on the unique characteristics of the school district, and implement the plan with at 25% of City of La Habra EHS Program total centers per year with full implementation at all centers by the end of year five.</i>
Goal #2: Parent and Family Engagement	
City of La Habra EHS Program will increase parent and family engagement across all program areas and activities to promote family resilience.	
Objective 1:	Increase participation in City of La Habra EHS Program parent engagement programs:
	<i>Measure 1: UCLA by 5% each year (Health/Oral Health/Mental Health)</i>
	<i>Measure 2: PNA by 5% each year (Nutrition)</i>
	<i>Measure 3: SAM by 5% each year (Health and Safety)</i>
Objective 2:	Develop, implement, and expand a Parent as Educators program (Education)
	<i>Measure 1: In years one and two, develop the Parent as Educators program.</i>
	<i>Measure 2: In years three through five, implement the program and increase participation by at least 5% each year in years four and five.</i>
Objective 3:	Increase quality of, and participation at, parent committee meetings.
	<i>Measure 1: In year one, conduct an analysis of current parent committee practices at each City of La Habra EHS Program center.</i>
	<i>Measure 2: In year two, develop a comprehensive format for implementing parent committee activities to include agency priorities and regulatory requirements, while considering the unique characteristics of each center.</i>
	<i>Measure 3: In years three through five, increase parent participation by at least 5% each year.</i>
Objective 4:	Implement and expand an agency-wide research-based parenting education curriculum.
	<i>Measure 1: In year one, conduct an analysis of current parent education programs offered at each City of La Habra EHS Program centers, select one curriculum to be used agency-wide, and develop a comprehensive plan for implementation.</i>
	<i>Measure 2: Implement the selected curriculum agency-wide.</i>
	<i>Measure 3: In years three through five, increase parent participation by at least 10% each year.</i>
	<i>Measure 4: In years three through five, measure the impact of the program through parent survey.</i>

Goal #3: Staff Development	
City of La Habra EHS Program will implement a comprehensive set of practices for recruitment, retention and development of responsive staff.	
Objective 1:	Improve personnel recruitment practices.
	<i>Measure 1: In year one, develop and implement a strategic recruitment and screening process.</i>
	<i>Measure 2: Increase the pool of eligible, well-qualified applicants by 5% each year.</i>
Objective 2:	Implement a systematic approach to staff training and professional development.
	<i>Measure 1: In year one, conduct an analysis of current practices across the agency; develop a system to be used agency-wide; and develop a comprehensive plan for implementation and tracking.</i>
	<i>Measure 2: In year two, begin implementation of the system agency-wide.</i>
	<i>Measure 3: In year three through five-increase effectiveness by at least 10% each year based on data reports and staff survey.</i>
Objective 3:	Establish an agency wide approach for management and leadership, and implement the approach 20% each year with full implementation by the end of year five.
	<i>Measure 1: In year one, conduct an analysis of current leadership practices across the agency; select a leadership approach to be used agency-wide; and develop a comprehensive plan for implementation.</i>
	<i>Measure 2: In year two, implement the selected leadership approach agency-wide.</i>
	<i>Measure 3: In years three through five, evaluate effectiveness of implementation based on leadership assessments</i>

b. School Readiness Goals and Action Plan.

School Readiness Goals for Early Head Start were established in collaboration with OCHS, as indicated in the refunding guidance, the early head start program would have the same school readiness goals for the children enrolled in the program. The 2019-2024 early head start proposed school readiness goals are as follows:

Overall Goal: Children transitioning to Head Start from Early Head Start will be able to demonstrate abilities and knowledge as stated in the expectations described in the Head Start Early Learning Outcomes Framework (HSELOF) at the Infant/Toddler level. Below are specific goals for program improvement for school readiness in the areas described: Approaches to Learning, Social and Emotional Development, Language Development, Cognitive Development, and Perceptual Motor and Physical Development. It is expected that at least 90% of the children transitioning to preschool at 36 months

old will be near, at or above age expectations as specified in the California Infant Toddler Learning Foundations in all Domains and specific School Readiness Goals Measures.

Approaches to Learning Domain

1. Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation Child manages feelings and emotions with support of familiar adults

- ***HSELOF Goal IT-ATL 1*** – By 36 months, Child looks to others for help in coping with strong feelings and emotions and uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.
- ***DRDP 2015 IT ATL 2 – Self Comforting:*** By 36 months, child will be able to anticipate need for comfort and prepares self by asking questions, getting a special thing, or in other ways in response to distress from internal or external stimulation.

2. Child develops the ability to show persistence in actions and behavior

- ***HSELOF Goal IT-ATL 4*** – By 36 months, child persists in learning new skills or solving problems and continues efforts to finish a challenging activity or task with support of an adult.
- ***DRDP 2015 IT ATL 1 – Attention Maintenance:*** By 36 months, Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials that last for extended periods of time

Social Emotional Domain

1. Child shows interest in, interacts with, and develops personal relationships with other children.

- ***HSELOF Goal IT-SE 4*** – By 36 months, child shows increasing interest in interacting with other children and shows preference for particular playmates, such as greeting friends by name.
- ***DRDP 2015 IT Measure SED 4 – Relationships with peer:*** By 36 months, child participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays and develops friendships with several peers

2. Child uses objects or symbols to represent something else.

- ***HSELOF Goal IT-C 12*** – By 36 months, child uses familiar objects to represent something else; improvises with props during pretend play, such as using a towel

for a blanket or making a cookie out of play dough; and understands that some symbols have meaning, such as a sign or a drawing.

- *DRDP 2015 IT Measure SED5 – Symbolic Play:* By 36 months, Child develops the capacity to use objects to represent other objects or ideas and engages in pretend play sequences with others

Cognition Domain

1. Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes

- *HSELOF Goal IT – C 10* – By 36 months, child sorts toys or other objects by color, shape or size; orders some objects by size; and, identifies characteristics of people, such as "Mom has black hair like me."
- *DRDP 21015 IT Measure COG 2 – Classification:* By 36 months, Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes but not always accurately.

Language and Literacy Domain

1. Child uses increasingly complex language in conversation with others.

- *HSELOF Goal IT-LC 5* – By 36 months, child uses sentences of three or more words in conversation with others; asks and answers simple questions in conversations with others; and, refers to past or future events in conversation with others.
- *DRDP2015 IT Measure LLD 3 - Use of Language Expressive:* By 36 months, Child's communication develops from nonverbal communication to using language with increasingly complex words using short phrases or sentences of more than two words to communicate.

2. Child recognizes pictures and some symbols, signs, or words.

- *HSELOF Goal IT-LC 11* - By 36 months, child will be able to point to and names some letters or characters in their names; recognizes familiar signs on a building or street; and attributes meaning to some symbols, such as a familiar logo or design.
- *DRDP 2015 IT Measure LLD 5 - Interest In Literacy:* By 36 months, Child shows Interest in books, songs, rhymes, stories, and other literacy activities by looking at books page by page, or participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult

Perceptual Motor and Physical Development Domain

1. Child demonstrates healthy behaviors with increasing independence as part of everyday routines

- ***HSELOF Goal IT-PMP 9*** – By 36 months, child shows increasing independence in self-care routines with guidance from adults and puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.
- ***DRDP 2015 IT Measure PDHLTH 6,7,8 – Personal Care Routines hygiene, feeding, dressing:*** By 36 months, child will demonstrate some steps of own hygiene routines, with specific adult guidance or demonstration; feeds self a wide variety of foods using a spoon, fork, and an open cup; and, puts on clothing that is simple to manipulate, sometimes with adult assistance

2. Child Coordinates hand and eye movements to perform actions.

- ***HSELOF Goal IT-PMP 6*** – By 36 months, child uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes and uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.
- ***DRDP 2015 IT Measure PDHLTH 4 - Fine Motor Manipulative skills:*** By 36 months, Child demonstrates increasing precision, strength, coordination and manipulates objects with one hand while stabilizing the objects with other hand or with another part of body.

3. 100 % of children will be up to date on Dental exams by transition to Head Start/Preschool.

- ***Child Plus data report***

Training and Technical Assistance (T/TA)

The agency continues to have a high commitment to quality programming which is addressed through a wide variety of opportunities for staff to participate in and receive additional training.

For this year, staff training was provided at the beginning of the school year and during the Christmas break of the students. Training days were allocated for each training session. Topics have been identified through the results of monitoring, self-assessment, observations, and staff professional development plans to provide quality staff training and program improvement. To continue with the agency's development of a High/Scope curriculum, staff will be provided training with an endorsed trainer. Consultants and employees from Orange County Head Start provided trainings to staff

on the scheduled training days. Staff receives release time to attend programs and workshops addressing identified areas of interest.

A training day for the Parent Policy Committee and Community Services Commission have been identified in the proposed budget in an effort to fully address the requirements of Governance and to provide quality improvement to ensure the members understand their roll to effectively oversee and participate in the agency's Head Start program.

Budget Information

The city of La Habra Early Head Start program will continue to provide Home-Based option with two socialization activities a month.

Below is a detailed description of the budget:

a. Personnel	\$306,976
b. Fringe Benefits	\$117,294

As with all previous budgets, the percentage of costs for the operation of the program associated with personnel are the most significant and highest percentages of the budget submittal. The budget preparations have been made with the most current rates provided to the agency. However, it is anticipated increases will occur in the city's assignment in workers compensation rates through the State of California, as well as a possible increase in the medical insurance costs. This year increases were felt in the tax and health insurance costs, and the assigned PERS rate.

Administration of the program is provided through the part allocation of the Division Manager, and Accountant. Additional funds are allocated to the administrative services provided through the City of La Habra with the part assignment of salaries of the, Deputy Director of Finance, Payroll Technician, Deputy Director of Administration, Personnel Analyst, Account Clerk and Accountants.

The City of La Habra employees receive retirement benefits through the Public Employee Retirement System (PERS). In addition, employees may participate in a medical insurance program in which they may choose a provider of choice. The City provides a stipend towards their full medical coverage cost. Additional funds are allocated for State Unemployment Insurance, Workers Compensation, and Medicare.

c. Travel	\$0.00
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This year the agency was able to assign funds for staff and parent participation at a variety of quality training opportunities offered through both California Head Start and National Head Start. Training and Technical Assistance funds will cover the costs of trainings.

Trainings/Conference:

- o National Head Start Conference (1 parent or 1 Staff)
- o CA Head Start Conference (1 staff)
- o Health Training

d. Equipment

\$0 EHS

It is being anticipated that for the 2019-20 school year, no equipment will be purchased.

e. Supplies

\$11,965

Classroom Supplies - Classroom supplies are the consumable curriculum supplies, manipulative toys, and books for the classroom. The highest encumbrance in this category is for the classroom materials and supplies. The agency has a firm commitment to provide the highest quality of classroom educational activities for the participants, and as such has identified a higher rate than the amount required.

Transition Supplies

The agency will provide children with a 'transition backpack' with activities to enhance their summer vacation learning opportunities.

Training Supplies

Funds are allocated to provide resources to staff during their participation in training opportunities. Staff is provided funds to encourage and supplement their participation in a variety of training opportunities. Training is an on-going commitment in which the agency provides on-site training days, as well as, the option of staff selection of approved trainings offered through additional resources. Training and Technical Assistance budget will cover this section. This also includes materials for Home-Visits and Socialization.

Medical and Dental Supplies for Children

Replacement of current first aid supplies for the earthquake kits, purchase of toothbrushes and toothpaste for the dental care program provided to all children.

Parent Classes

It is hoped that additional parenting classes will be available for participants at both sites. The funds allocated are for a mileage stipend for presenter, participants and supplies.

Office supplies

Typical supplies associated with the operation of the numerous office activities, to include pens, paper, clips, business cards, calendars, stationary and pencils. Additional small amounts are budgeted for postage and outside printing.

Nutrition

Funds will provide meal service to parent volunteers as they join the children in the meal service. Also, a small stipend has been included to allow light refreshments at the Parent Policy Board Meetings.

f. Contractual

\$17,018

As stated, the agency felt the most cost effective approach to the provision of quality services to the children and families in component areas is the utilization of contract consultants. The program's population (50) does not necessitate and funds available are not sufficient to allow full-time personnel in component areas. Current budget proposal is a 'best estimate' of the required services. On-going monitoring will allow for adjustments and reallocation of funds if necessary.

Nutritionist
Health
Mental Health
Disabilities
Audit
Konica Lease (printer)

g. Construction

There is no budget allocated for construction **\$0.00**

h. Other Costs

\$16,629

Liability Insurance (Child)
Building Maintenance
Utilities (water/electric/sewer/gas)
Security System
Postage
Outside Printing
Pest Control
Professional Memberships
Staff local travel
Staff services (fingerprints/physicals)
CPR/1st Aid
Bus Passes (parent transportation assistance)
PC Mileage and Babysitting Fee

Training and Technical Assistance
See T&TA Plan

\$11,250 EHS

CITY OF LA HABRA
EARLY HEAD START

PROGRAM YEAR 2020-2021

	ENS FEDERAL SHARE	ENS TOTA	NON-FEDERAL SHARE
Health Consultant	8,000		500
Mental Health Consultant	5,500		500
Auditor	1,071		
Membership	508		
Disabilities Services	847		33162
TOTAL CONTRACTUAL	\$17,016		34382
h. Other			
Office Building Maintenance	5,595		12,000
Utilities/Phone/Water for Office Building	1,200		
Computer Services	4,834		
Local Travel	3,000		
Printing & Advertising	500		
Insurance	1,500		
Pre-Service Training		300	0
Pedestrian Safety		50	0
Parent Education Classes		800	0
Nutrition for Infants/Toddlers		200	0
Self-Assessment		200	0
Board Training		450	0
PC Training		150	0
Parent Volunteers			18,444
TOTAL OTHER	\$18,629	1,850	28,444
Total Direct Costs			
Indirect Cost			
Grand Total	\$ 469,382	\$ 11,250	\$ 120,283
Base Grants + COLA	\$ 469,382	\$ 11,250	\$ 120,283
Differences	(0)	0	0

CITY OF LA HABRA
EHS - Non-Federal Share/In-Kind
Computation Worksheet
Program Year 2020-21

Staff Salaries & Fringe Benefits Paid by Other Funding Sources that Supports the HS Program	Budget Amount
Staff Salary and Fringe Paid by other funding	50,000
Program In-kind Services	
Parent Volunteers	16,444
Training	7,487
IFSP Services	33,152
Other	
Child Services Consultant	
Consultants	1,200
Facilities	
Building	12,000
Total Non Federal In-Kind	120,283
EHS-APPLICATION AMOUNT FOR NON FEDERAL (IN-KIND)	65,305

EARLY HEAD START PROGRAM APPROACH FORM

DELEGATE NAME	City of La Habra
DELEGATE NUMBER:	09CH011146-3
A. Total Center-based Enrollment	
1. Part-day, Part-year	
2. Full-day, Full-year	
3. Full-day, Part-year	
B. Total Home-based Enrollment	50
C. Total Funded Enrollment	50
Program Schedule	
Total Number of Full -Day Classrooms (1020 or more hours annually)	
<i>Number of Days in Operation per Week</i>	
<i>Number of Hours in Operation per Day</i>	
<i>Number of Days of Service per Year</i>	
Total Number of Part-Day Classrooms	
Total Number of Double Session Classes	
<i>Number of Days in Operation per Week</i>	
<i>Number of Hours in Operation per Day</i>	
<i>Number of Days of Service per Year</i>	
Total Number of Single Session Classes	
<i>Number of Days in Operation per Week</i>	
<i>Number of Hours in Operation per Day</i>	
Total Number of Home Base Caseloads	10
<i>Total Number of Home Visits per Child, per Year</i>	46
<i>Total Number of Hours per Home Visit</i>	1.5
<i>Total Number of Socializations per Child, per Year</i>	22
<i>Total Number of Hours per Socialization</i>	2
All totals must meet Head Start Requirements for minimum services	

2020 - 2021 Delegate Agency Center Profile Matrix (City of La Habra)

AGENCY NAME:	City of La Habra
PRIMARY MONITORING CONTACT:	Catherine Villanueva
AGENCY PHONE:	(562) 383 - 4270
AGENCY FAX:	(562) 383 - 4494
AGENCY EMAIL:	cwillanueva@lahabracal.gov

	CENTER # 1	CENTER # 2	CENTER # 3	CENTER # 4	CENTER # 5	CENTER # 6	CENTER # 7
CENTER NAME:	Euclid Main						
ADDRESS (Street / City / State / Zip):	215 N. Euclid St. La Habra, CA 90631						
CENTER PHONE:	(562) 383-4270						
LICENSED CAPACITY:							
CENTER DIRECTOR:	Michelle Garcia						
CENTER PSA/FSW:	Rosa C. Lopez						
CENTER TYPE (select one):	Early Head Start - Home Base						
CLASSROOM # 1 OPTION (select one):	Home Based						
CLASSROOM # 1 SESSION (select one):	HB						
CLASSROOM # 2 OPTION (select one):	Home Based						
CLASSROOM # 2 SESSION (select one):	HB						
CLASSROOM # 3 OPTION (select one):	Home Based						
CLASSROOM # 3 SESSION (select one):	HB						
CLASSROOM # 4 OPTION (select one):	Home Based						
CLASSROOM # 4 SESSION (select one):	HB						
CLASSROOM # 5 OPTION (select one):	Home Based						
CLASSROOM # 5 SESSION (select one):	HB						
CLASSROOM STAFF:	5						
FUNDED ENROLLMENT:	50						

**2020-2021
TRAINING AND TECHNICAL ASSISTANCE PLAN**

Priorities And Data Sources	Strategies	Method Of T/TA (In-House, Conference, Consultants, RN/ TA Network, Etc.)	Target Audience	Expected Outcomes And/Or Results	Method For Monitoring and Evaluation	Implementation Timeline	Projected Budget
Management Systems							
Pre-Service 1 Day Staff Training	Pre-service is required so staff will have the training necessary to perform their job duties. Training will also go towards professional growth hours.	In-House, Consultant	Home Educators	Home-Educators will be able to have a better understanding of the importance of the above mentioned suggested topics for training to be able to operate an effective classroom and environment to promote learning for children.	Home-Educators will be able to implement what they have learned in their home visits.	Aug-20	\$300.00
ECKLC Training Modules	Ongoing training through Webisodes, Webinars provided ECKLC website.	In-House, Consultant	Home Educators	Home educators will be able to implement what they have learned during home visits.	EHS Coordinator will monitor home visits to ensure proper implementation.	August 2020 and on-going	\$0.00
Child Abuse Training	Didactic presentations, small group activities, large group activities and question and answer periods. Participants will receive a handbook of information, including the	online training	All Staff	Staff will complete evaluations at the end of the workshop to help determine its effectiveness. Additionally, there will be ongoing monitoring efforts that staff report child abuse cases, as appropriate.	As mandated reporters staff will have to report child abused when observed.	Online when due	\$0.00

Self Assessment Training	Training covering the overview of the review instrument, the responsibilities of the reviewers, overview of the program, including services, systems, agency goals and objectives, Implementation of the area plans.	In-House and/or Consultant	Staff, members of the Board of Directors (Council/Commission), Policy Committee parents and Community partners	The desired outcomes of the training is to ensure that the agency conducts a comprehensive self assessment that identifies areas of needed improvement as well as areas in which the agency is meeting or exceeding its goals.	Participants will complete an evaluation at the end of the training to determine the effectiveness of the training. The completed self assessment will be one method of evaluation process. One important factor is to determine the effectiveness to monitor the self assessment process to ensure that all standards are	Feb-20	\$100.00
ChildPlus Training	hands-on training regarding the childplus data systems. Working with the grantee regarding reporting	Grantee	All Staff	To be able to have accurate reports regarding the children and families in the program.	Accurate reports are printed and submitted on a monthly basis.	August 2020 and As Needed	\$0.00
Learning Grant Data System	Hands-on Training regarding Learning Grant and Grantee requirements for data entry.	Grantee	All Staff	To be able to have accurate reports and documentation of each child enrolled in the program.	Accurate and complete assessment of each child during each assessment period.	August 2020 and As Needed	\$0.00
Nutrition Services							
Nutrition for Infants/Toddlers	Nutrition Information for Infants/toddlers	Consultant, In-House	All Staff	Awareness of/and development of educational programs for families	Evaluation forms	August-20	\$100.00
Governance & Parent Involvement							

Parent Education Classes	Performance Standard - requires support to parents by discussing and identifying appropriate responses to their child's behaviors, strengthening nurturing, supportive environments and relationships in the home and program and helping parents to better understand mental health issues.	Consultant , In-House, Partners	Parents	Reduced Incidences of child abuse, and increase in parenting practices that are effective, culturally appropriate/ relevant, that promote pro-social development, and that is respectful to the language, culture and family composition of the child	Workshop Evaluations	Year-round	\$900.00
Board Training	Power point presentations, large group activities, handbooks, and opportunities for the Board to discuss the policies and procedures regarding the Head Start Program.	In-House and/or Consultant	Board Members	The training will ensure that the Board of Directors a will understand their roles and responsibilities regarding the Head Start Program	Training evaluations completed by the board. Monthly reports sent to the Board regarding Head Start progress	October 2020 and Monthly	\$150.00

Policy Committee Training	Didactic presentation, small groups and large group activities, mentoring Members of the outgoing Policy Committee will conduct the election meeting. Use of power point presentation and the use of a handbook of all the materials covered in the training.	In-House and/or Consultant	Policy Committee Members	The desired outcome is to prepare parents in their roles as Policy Committee members, and to elect the officers of the Policy Committee to support parent understating of important program procedures, to ensure parents understand the goals and objectives of the agency and the refunding process, to support parents as advocates for their head start centers.	Evaluation will include parent satisfaction surveys, an observations by staff conducting their monthly Policy Committee meetings to determine how prepare parents are in their roles.	October 2020 and Monthly	\$150.00
Health Services							
Blood Borne Pathogen Training	Health and Safety	Nurse Consultant	All Staff	Yearly training for health and safety	evaluation and safety practices to be implemented as needed	September-20	\$0.00
Disabilities Services							
Screening/ Assessments/ Portfolio	To use didactic training, small group, hands-on activities, questions and answers opportunities, and	In-House, Consultant, outside agency trainings	Home-Educators	Home Educators will be able to effectively screen and assess children and use the results as a form of individualizing for the children.	EHS Coordinator will monitor home visits to ensure proper use of the assessment and screening tools.	August 2020 and on going	\$0.00
IDP Planning	Training provided will have hand-on activities on completing an IDP	In-House, Consultant	Home-Educators	Completed IDP for each child in the program with a follow-up plan	EHS Coordinator will monitor lesson plans and IDP for full implementation.	August 2020 and on-going	\$0.00

<p>IFSP Implementation</p>	<p>Diagnostic training, small groups, hands-on activities, question and answer opportunities to ensure all inclusion children are working towards their IEP/IFSP goals and objectives with proper documentation.</p>	<p>Consultant</p>	<p>Home-Educators</p>	<p>For Home-Educators to learn laws and regulations as well as proper documentation of the child's progress.</p>	<p>Evaluation of workshop will be completed. Ongoing monitoring and training (for new staff) will be conducted.</p>	<p>August 2020 and on going</p>	<p>\$0.00</p>
<p>Working with Children with Disabilities-Federal Regulations</p>	<p>Didactic training, small groups, hands-on activities, question and answer opportunities</p>	<p>Consultant</p>	<p>Home-Educators</p>	<p>To ensure that staff understand the Federal regulations related to children/families with disabilities (ADA and IDEA); to enhance staffs' abilities to work with children with disabilities; to enhance outcomes for children with disabilities; and to develop staffs' ability to access resources in working with children with disabilities and their families.</p>	<p>Evaluation of workshop will be completed.</p>	<p>August-20</p>	<p>\$0.00</p>
<p>Mental Health</p>							
<p>Screening Tool: ASQ:SE – Review of tool and introduction to new teaching staff.</p>	<p>Performance Standard requires the screening of child within initial 45 days. Training will be provided to staff.</p>	<p>Consultant, outside agency training</p>	<p>Home-Educators</p>	<p>Timely identification and provision of mental health supportive services</p>	<p>Evaluation of workshop will be completed. Ongoing monitoring and training (for new staff) will be conducted.</p>	<p>August 2020 and when available</p>	<p>\$0.00</p>

Denver II Developmental Screening (Social Emotional) Infants 0-3 months only	Performance Standard requires the screening of child within initial 45 days. Training will be provided to staff.	OCHS, Consultant	Home Educators	Timely Identification and provision of mental health supportive services	Evaluation of workshop will be completed. Ongoing monitoring and training (for new staff) will be conducted.	August 20	\$0.00
ERSEA							
ERSEA Training	Dedicate training for staff and hands on activities.	In-House, OCHS	FSA	Staff will be able to implement the ERSEA Plan and Procedures. Ensure children enrolled are eligible	Evaluations of the workshop will be completed. Ongoing monitoring of files.	March 2020, August 2020	\$0.00
Family and Community Engagement							
Transition Training	Training will be provided to parents and staff to support their transition into and out of the program. The workshops will focus on areas such as methods of preparing children for the program, for Head Start/Pre-School, advocating for children and information about the transition of children with special needs. Home educators will encourage parents to meet Head Start/Pre-Schools to support effective transition.	In-House, Consultant	Home-Educators and Parents	Assistance will be given to parents to be able to successfully transition their child from our program to the Head Start/Pre-School in their area.	Home-Educators will receive information and transition children into the Head Start/Pre-School.	August 2020 & January 2021	\$0.00
Transportation							

Pedestrian Safety	Training will provide hands on opportunities and activities that staff and parents can enhance into family routines.	In-House, Consultant	Home-Educators, Children, and Parents	Parents and children will receive Pedestrian Training that will provide them with safety rules including crossing the street, with the parents accompanying the children which is an integral part of the training, safe riding practices and using safety restraints for children. There will be an emphasis on escorting children to vehicle stops and reinforcing training provided to children regarding vehicle training. There will be efforts to ensure that safety practices are reinforced at home and in school.	Sign-In sheets and evaluations from each workshop. Observations will reveal that parents and children are practicing appropriate pedestrian behaviors. Staff will include the Pedestrian Safety Curriculum as part of the overall curriculum and implement as part of the daily routine. "Safety" information will also be shared with the parents. Program Specialist will review lesson plans for the inclusion of the Pedestrian Safety curriculum. Pedestrian Safety is implemented during socialization for parents.	August 2020 and on-going	\$50.00
Education							
High/Scope Curriculum	Hands-On training will be conducted for all teaching staff.	In-House, Consultant	Home-Educators and Parents	Home-Educators will be able to implement what they have learned during their Home Visits and Training Evaluations.	EHS Coordinator will monitor home visits to ensure proper use of the curriculum	August 2020 and on-going	\$0.00
The Florida State University; The FSU Partners for a Healthy Baby Curriculum	Hands-On training will be conducted for all teaching staff.	In-House, Consultant	Home-Educators and Parents	Home-Educators will be able to implement what they have learned during their Home Visits and Training Evaluations.	EHS Coordinator will monitor home visits to ensure proper use of the curriculum	August 2020 and on-going	\$0.00

Language and Literacy	Ongoing training and promotion of literacy to the children	In-House, Consultant, ELCC 15-minute training	Home-Educators and Parents	Students would be more interested in reading and learning to read.	The children would be more interested in reading and learning about literacy. Availability of books and other literacy supplies that would be available for the students. EHS Coordinator will review lesson plans and monitor home educators to ensure inclusion and implementation of	August 2020 and on-going	\$0.00
Mathematical Concepts	Ongoing training and promotion of math skills to the children.	In-House, Consultant	Home-Educators and Parents	The children would be more interested in using and learning about math.	Availability of math supplies that would be available for the students. EHS Coordinator will review lesson plans and monitor home educators to ensure inclusion and implementation of	August 2020 and on-going	\$0.00
DRDP Assessment Tool	Staff will be trained on the tool and how to properly accurately use and implement findings.	In-House	Home-Educators	The reports will assist in developing the small groups and give attention to specific needs participants have to accurately administer the DRDP and implement finding in Home visits and Socializers.	EHS Coordinator will review lesson plans and observe home visits to ensure Home-Educators are using the DRDP-R assessment information in planning activities for the children.	August 2020 and on-going	\$0.00
Monitoring and Training							
Other							

CPR and First Aid	Hands-on training	Consultant	Home-Educators	To ensure that staff and parents understand how to Institute First Aid and CPR, when needed	CPR Verification	As Needed	\$200.00
Workplace Safety Training	OSHA Requirements	Consultant	All Staff	Lower number of workplace injury and increase safety.	evaluation and safety practices implemented on a daily basis.	August-20	\$0.00
CAHSA Conference	Conference will include workshop and general session that focus on Head Start on Head Start	TBD	1 Staff	Procedures and practices will include updated requirements.	Staff will be able to share important updates with staff for enhanced development.	TBD	\$2,000.00
National Head start Association Training Conference	Conference will include workshop and general session that focus on Head Start specific topics.	Columbus, OH	1 Staff or Parent	To enhance awareness of Head start principles and program enhancements. To improve the delivery of program services	Staff will be able to share important updates with staff for enhanced development.	April 19-23, 2021	\$4,050.00
National Head start Association Parent and Family Engagement	Conference will include workshop and general session that focus on Family Engagement	New Orleans, LA	1 Parent & 1 Staff	To enhance their roles in the program	Parent and staff will be able to have a better understanding of parent engagement in the program.	November 16-18, 2020	\$3,350.00

CHILD DEVELOPMENT DIVISION

2020-2021 OPERATIONAL CALENDAR

Site Name
EARLY HEAD START

Program Option
EHS Home-Base

Program Variation (part-day, full-day)
Home-Base/ Full Year

Place an "X" on each day your program will be open for service. Please use a separate calendar (tab) for each program option and/or variations with different start and end dates.

First Quarter

July 2020

Su	M	T	W	TH	F	SA
			1 X	2 X	3 T	4
5	6 X	7 X	8 X	9 X	10 X	11
12	13 X	14 X	15 X	16 X	17 X	18
19	20 X	21 X	22 X	23 X	24 X	25
26	27 X	28 X	29 X	30 X	31 X	

Number of Home Visits: 4
Number of Socialization: 2

August 2020

Su	M	T	W	TH	F	SA
						1
2	3 X	4 X	5 X	6 X	7 X	8
9	10 X	11 X	12 X	13 T	14 T	15
16	17 X	18 X	19 X	20 X	21 X	22
23	24 X	25 X	26 X	27 X	28 X	29
30	31					

Number of Home Visits: 4
Number of Socialization: 2

September 2020

Su	M	T	W	TH	F	SA
			1 X	2 X	3 X	4 X
5	6	7 T	8 X	9 X	10 X	11 X
12	13	14 X	15 X	16 X	17 X	18 X
19	20 X	21 X	22 X	23 X	24 X	25 X
26	27	28 X	29 X	30 X		

Number of Home Visits: 4
Number of Socialization: 2

Second Quarter

October 2020

Su	M	T	W	TH	F	SA
				1 X	2 X	3
4	5 X	6 X	7 X	8 X	9 X	10
11	12 X	13 X	14 X	15 X	16 X	17
18	19 X	20 X	21 X	22 X	23 X	24
25	26 X	27 X	28 X	29 X	30	31

Number of Home Visits: 4
Number of Socialization: 2

November 2020

Su	M	T	W	TH	F	SA
1	2	3	4	5	6 X	7
8	9 X	10 X	11 T	12 X	13 X	14
15	16 X	17 X	18 X	19 X	20 X	21
22	23 X	24 X	25 X	26 T	27 T	28
29	30 X					

Number of Home Visits: 3
Number of Socialization: 1

December 2020

Su	M	T	W	TH	F	SA
		1 X	2 X	3 X	4 X	5
6	7 X	8 X	9 X	10 X	11 X	12
13	14 X	15 X	16 X	17 X	18 X	19
20	21 X	22 X	23 X	24 T	25 T	26
27	28 X	29 X	30 X	31 X		

Number of Home Visits: 3
Number of Socialization: 1

January 2021

Su	M	T	W	TH	F	SA
					1 T	2
3	4 X	5 X	6 X	7 X	8 X	9
10	11 X	12 X	13 X	14 X	15 X	16
17	18 T	19 X	20 X	21 X	22 X	23
24	25 X	26 X	27 X	28 X	29 X	30
31						

Number of Home Visits: 4
Number of Socialization: 2

February 2021

Su	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8 T	9 X	10 X	11 X	12 X	13
14	15 T	16 X	17 X	18 X	19 X	20
21	22 X	23 X	24 X	25 X	26 X	27
28	29					

Number of Home Visits: 4
Number of Socialization: 2

March 2021

Su	M	T	W	TH	F	SA
	1 X	2 X	3 X	4 X	5 X	6
7	8 X	9 X	10 X	11 X	12 X	13
14	15 X	16 X	17 X	18 X	19 X	20
21	22 X	23 X	24 X	25 X	26 X	27
28	29 X	30 X	31 X			

Number of Home Visits: 4
Number of Socialization: 2

Fourth Quarter

April 2021

Su	M	T	W	TH	F	SA
				1 X	2 X	3
4	5 X	6 X	7 X	8 X	9 X	10
11	12 X	13 X	14 X	15 X	16 X	17
18	19 X	20 X	21 X	22 X	23 X	24
25	26 X	27 X	28 X	29 X	30 X	

Number of Home Visits: 4
Number of Socialization: 2

May 2021

Su	M	T	W	TH	F	SA
						1
2	3 X	4 X	5 X	6 X	7 X	8
9	10 X	11 X	12 X	13 X	14 X	15
16	17 X	18 X	19 X	20 X	21 X	22
23	24 X	25 X	26 X	27 X	28 X	29
30	31					

Number of Home Visits: 4
Number of Socialization: 2

June 2021

Su	M	T	W	TH	F	SA
		1 X	2 X	3 X	4 X	5
6	7 X	8 X	9 X	10 X	11 X	12
13	14 X	15 X	16 X	17 X	18 X	19
20	21 X	22 X	23 X	24 X	25 X	26
27	28 X	29 X	30 X			

Number of Home Visits: 4
Number of Socialization: 2

T - Training Day X - Socialization Days
 - Holiday

Number of Home Visits: 46
 Number of Socialization: 22

ATTACHMENT 11



Orange County Head Start, Inc.
Empowering Children & Families

ONGOING MONITORING CORRECTIVE ACTION PLAN (CAP)---Period 1

CAP due on April 10, 2020
Corrections due on June 9, 2020

Program Name: **City of La Habra**

Date: **March 11, 2020**

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN - To be Completed by Delegate								
Regulation/ SAPPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	GRANTEE ONLY	To Be Completed by Delegate	Validation Steps	Validation of Completion (Date)	GRANTEE ONLY
45 CFR §1302.15(a) Delegate Agreement Section 12	ERSEA	Non- Compliance	Delegate has not ensured full enrollment based on the City of La Habra's EHS funded enrollment level.	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non- Compliance due 6/9/20, 90 calendar days from issued date	La Habra EHS Program was not fully enrolled in the month of February when the children who turned 3 were transitioned out of the program. At that time, children on the waitlist are over-income or aged-out. The program is unable to enroll due to the maximum allowed number of children to be enrolled within the over-income category.	CD Manager EHS Coordinator	6/9/2020					

Delegate is actively recruiting families to enroll in the program. We have been able to begin the enrollment process for 3 new children even with the COVID-19 pandemic. We are continuously recruiting through social

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY	
Regulation / SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps Delegate	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)		
45 CFR §1302.70(b) Delegate Agreement Section 12	ERSEA	Non-Compliance	Delegate did not obtain prior approval from the grantee to continue providing EHS services for children that have turned three years old. As per the Agreement for Delegation of Early Head Start Program Operations, the Grantee will not fund the	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	Children who turned 3 while enrolled in the EHS program was dropped at the end of the month of their 3 rd birthday. These reflected children enrolled passed their 3 rd birthday. This has been the practice of the agency since it was a regulation that children transition out of the program at 3 instead of providing services through the end of the school year. Beginning in April, 2020, children who turn 3 will be dropped on the day of their 3 rd birthday instead of the end of the month to ensure no child is provided services after their 3 rd birthday. Transition will begin at age 2.5yrs to ensure the parents are well prepared	CD Manager EHS Coordinator	6/9/2020						
					media and through parent referrals at this time. When the concern with the COVID-19 in over, program staff will be recruiting in the WIC offices, regional center, clinics, other places around La Habra. On a monthly basis, CD Manager will send an enrollment updates to OCHS Director.								

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps Delegate	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)	
45 CFR §1302.12(c)(2) Delegate Agreement Section 12	ERSEA	Non-Compliance	Delegate did not ensure enrollment of a maximum of ten percent (10%) children whose family income exceeds one hundred and thirty percent (130%) of the Federal Poverty Guidelines. As per the Agreement for Delegation of	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	Program is aware of the over-income guidelines to be able to enroll families in the program. Unfortunately, due to under-enrollment, the number of enrolled children who are over-income is over 10%. (report pulled on 3/23 shows enrolled children 45 and over-income is 5 children which made it 11%. If we are fully-enrolled at 50, the 5 children will be at the 10% allowed over-income bracket). Program will ensure families enrolled do not exceed the allowed 10% of the over-income category. In April, a child who is turning 3, who is in the over-income category will be transitioning out of the program. No child in the	CD Manager EHS Coordinator	6/9/2020					
			Subrecipient for a child that is thirty-six (36) months or older and still enrolled in EHS If the Subrecipient has failed to obtain and receive Grantee approval.		to leave the program on their child's 3 rd birthday.							

ONGOING MONITORING RESULTS - Completed by Grantee Only			CORRECTIVE ACTION PLAN- To be Completed by Delegate			GRANTEE ONLY	To Be Completed by Delegate	GRANTEE ONLY			
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps Delegate	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)
45 CFR 51302.101(b)(4) Delegate Agreement Sections 12, 14 and 15 OCHS SAPP ER-03 Determining, Verifying and Documenting Eligibility	ERSEA Record Keeping	Non-Compliance	Early Head Start Program Operations, this is a maximum and any child enrolled that exceeds this maximum will be considered an "erroneous payment" and a disallowance.	Delegate did not implement a recordkeeping system to effectively ensure the accuracy, completeness, and consistency of ERSEA documentation, primarily due to transitioning pregnant	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	over-income category will be enrolled for the remainder of the school year. EHS coordinator will track family income and ensure each are determined eligible based on categories. CD Manager will be responsible for the second check of family information to determine eligibility. ChildPlus reports will be collected at the end of each month to determine eligibility is within the guidelines.	CD Manager EHS Coordinator	6/9/2020			

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate							
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	GRANTEE ONLY OCHS Corrective Action Approval (Date)	To Be Completed by Delegate Validation Steps	Validation of Completion (Date)	GRANTEE ONLY OCHS Completion of Corrective Action Approval (Date)
45 CFR \$1302.22(c) (1)(i)	Educa- tion	Non- Compliance	Delegate does not have a system in place to ensure that one home visit per week	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	<p>Documenting Enrollment Date: Enrollment date in ChildPlus and File will be noted as the first completed home visit. In the past, enrollment date was noted as when service was first provided (orientation) to the family.</p> <p>Agency will request a copy of the ERSEA Policies and Procedures of the Grantee for 2020-21 to ensure the agency follows the guidelines for enrollment and TA will be requested.</p> <p>TA will be requested from the grantee regarding the enrollment for (1) transitioning pregnant mother to newborn, (2) homelessness category, and (3) all ERSEA forms to be completed. The request will specifically ask for a staff who completes paperwork to provide the TA.</p> <p>Training regarding the ERSEA plan will be provided to staff.</p>	CD Manager EHS Coordinator	6/9/2020				

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY	
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps	Validation of Completion (Date)	Completion of Corrective Action Approval (Date)		
			per family is scheduled and completed during periods when the program is understaffed due to staff leaves, absences and open positions.		home-educator was with the allowed number. The agency was still in compliance. With the emergency departure of a home-educator in February program became over the allowed caseload. And, the cancelled visits in January was not completed, therefore weekly home-visits was not completed because of the number of make-up visits needed from the cancelled January visits.								
					Program will determine a staff member from the child development division who can assist in the event a home-educator leaves and to take over the caseload. The staff member identified will be informed that she/he will be a substitute home-educator, in emergency situations.								
					With the COVID-19 concern of conducting home-visits in the homes; home-educators are connecting with families more than once a week to make-up the cancelled visits from the months of January and February.								
					EHS Coordinator is tracking visits to ensure make-up visits are completed before the end of the school-year.								

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY	
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (date)	Validation Steps Delegate	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)		
45 CFR §1302.22(b) Delegate Agreement Section 14	Education	Non-Compliance	Delegate did not ensure a maximum caseload of twelve (12) families per home visitor.	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	SAPPs will be updated to reflect procedure. In the month of December, 1 home-educator went on maternity leave and caseload was divided among the other home-educators (now with a temporary case load of 12) and 2 was given to the EHS Coordinator to ensure the maximum caseload given to each home-educator was with the allowed number. The agency was still in compliance. With the emergency departure of a home-educator in February program became over the allowed caseload. Program will determine a staff member from the child development division who can assist in the event a home-educator leaves and to take over the caseload. The staff member identified will be informed that she/he will be a substitute home-educator, in an emergency situation. At this time, teachers from the other Child Development programs have been assisting the home-educators with connecting with the families. Each home-educator has a case load of 12. EHS Coordinator is assisting the staff members to ensure the home-visits	CD Manager EHS Coordinator	6/9/2020						

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN - To be Completed by Delegate				GRANTEE ONLY	To Be Completed by Delegate		GRANTEE ONLY
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps Delegate	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)
45 CFR §1302.102(c) (1)(2)	Educational Data and Evaluation on	Non- Compliance	Delegate did not use aggregated child-level assessment data to analyze children's progress in alignment with the Head Start Early Learning Outcomes Framework or the program's School Readiness Goals.	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	Program will use the data from CCR instead of Learning Genie. Program will align completion dates with the grantee to ensure reports are provided in adequate time. Program will use the grantee school readiness goals format to complete the School Readiness goals/ Child Outcome Report instead of the format used in previous year's assessment report.	CD Manager	6/9/20				
45 CFR §1302.32(a) (2)		Non-	Delegate did not implement a	CAP due 4/10/20, 30 calendar days from issued date;	A meeting will be conducted with the all the Home-Educators to inform them	CD Manager	6/9/2020				

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN - To be Completed by Delegate				GRANTEE ONLY		To Be Completed by Delegate		GRANTEE ONLY	
Regulation/ SAPP Area	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline For Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps Delegate	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)		
\$1302.101(b)(4) Delegate Agreement Sections 14 and 15	Educational Record keeping	Compliance	recordkeeping system to effectively ensure the accuracy, completeness, and consistency of education documentation, primarily due to all sections of the lesson plan not being completed.	Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	about completing the planning section for the following home-visit. EHS Coordinator will review all completed home-visit lesson plan forms weekly. Follow-up review will be conducted by the CD Manager, bi-weekly. CD Manager will speak to the home-educator whose lesson plan forms are not completed accurately to review and complete forms. SAPPS will be updated to reflect procedure.	EHS Coordinator	6/9/2020						
45 CFR \$1302.42(b)-(d) Delegate Agreement Section 15	Health Follow-Up	Non-Compliance	Delegate did not ensure timely follow-up and intentionality of health services to children and families, primarily due to insufficient follow-up on dental screenings/exams and	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	Dental Screenings completed from Healthy Smiles did not have an expiration date on ChildPlus. When dental screening information is transferred to ChildPlus, the default expiration for screenings will be 6 months from the date completed. A meeting will be conducted with EHS staff to inform them of the new procedure. FSA will print a monthly dental screening expiration and due dates information. On the month prior to the due date, FSA will inform the parent of	CD Manager EHS Coordinator FSA	6/9/2020						

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate				GRANTEE ONLY	To Be Completed by Delegate	GRANTEE ONLY	
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps Delegate	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)
45 CFR §1302.42(b) - (d) §1302.101(b)(4)	Nutrition Record Keeping	Non-Compliance	Delegate did not implement a recordkeeping system to effectively ensure the accuracy, completeness, and consistency of nutrition documentation, primarily due to incomplete	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	When physicals are received from the parent, the Nurse Consultant or FSA will review the form for completeness. If there are information missing, the FSA will contact the doctor's office to request the information. FSA will also inform the parent regarding the missing information and request assistance for obtaining the information. In the compliance measure description mentioned, it was regarding the head circumference information of the child. Because this information was missing,	CD Manager EHS Coordinator FSA	6/9/2020				
			vision referrals.		the screening that needs to be completed for their child. Follow-up will be conducted until screening is completed. Nurse Consultant will run reports on a monthly basis to ensure no screenings is part the due date. All referrals are listed on a referral log, follow-up will be conducted monthly to ensure all follow-up and concerns are completed. SAPPs will be updated to reflect procedure.						

ONGOING MONITORING RESULTS - Completed by Grantee Only				CORRECTIVE ACTION PLAN- To be Completed by Delegate								
Regulation/ SAPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	GRANTEE ONLY OCHS Corrective Action Approval (Date)	To Be Completed by Delegate	Validation Steps	Validation Completion (Date)	GRANTEE ONLY OCHS Completion of Corrective Action Approval (Date)
45 CFR §1302.52(a) Delegate Agreement Section 15 OCHS SAPP FC-04 Family Success Plan	PCE	Non- Compliance	Delegate did not ensure Family Success Plans were completed within the required timeline.	CAR due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	the child's BMI information could not be obtained. If the FSA is unable to receive the information from the doctor's office regarding the head circumference measurement, the nurse consultant will complete the head circumference measurement to be able to complete the BMI. SAPPs will be updated to reflect procedure.	CD Manager EHS Coordinator	6/9/2020					

ONGOING MONITORING RESULTS - Completed by Grantee Only			CORRECTIVE ACTION PLAN - To be Completed by Delegate			GRANTEE ONLY	To Be Completed by Delegate	GRANTEE ONLY			
Regulation/ SAPPP	System or Service Area	Compliance Level	Compliance Measure (Description)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)	OCHS Corrective Action Approval (Date)	Validation Steps Delegate	Validation of Completion (Date)	OCHS Completion of Corrective Action Approval (Date)
45 CFR \$1302.52(c) 45 CFR \$1302.101 b)(4)	PFCE Record keeping	Non- Compliance	Delegate did not implement a recordkeeping system to effectively ensure the accuracy, completeness, and consistency of PFCE documentation, primarily due to insufficient documentation to support the assigned indicator on the Family Success Plans.	CAP due 4/10/20, 30 calendar days from issued date; Correction of Non-Compliance due 6/9/20, 90 calendar days from issued date	PFCE will be completed between the parent and FSA. Once the Family Service Plan is completed and scored, FSA will give the plan to the EHS Coordinator to review prior to inputting information on ChildPlus. CD Manager will review plans and scoring. SAPPS will be updated to reflect procedure.	CD Manager EHS Coordinator FSA	6/9/2020				

*Non-compliances issued due to not meeting regulation and/or Agency SAPPP requirements.

Approval of Corrective Action Plan		Signature of Board Chairperson		Approval of Corrective Action Plan		Signature of Policy Committee Chairperson	
Signature:		Date:		Signature:		Date:	

Signature of Board Chair person		Signature of Policy Committee Chair person	
Approval of Validation of Correction		Approval of Validation of Correction	
Signature:	Date:	Signature:	Date:



Orange County Head Start, Inc.

Service Area Plans, Policies & Procedures

SAPPP Subject:	Recruitment of Children	SAPPP#:	ER-02
Part:	1302-Program Operations	Approval Date:	
Subpart:	A-Eligibility, Recruitment, Selection, Enrollment and Attendance	Effective Date:	[Effective Date]
Section Title(s):	Recruitment of Children	Revision Date:	1/22/2018
Performance Standard(s):	1302.13	Lead Responsibility:	EHS Coordinator
HS Act:		Other Regulation:	

(A) Policy:

Per Delegate Agency Agreement, the City of La Habra Early Head Start program will follow the Grantee's ERSEA Policies and Procedures.

Orange County Head Start, Inc. (OCHS) works to reach those families who are most in need of services. The recruitment process utilizes a variety of ways for contacting families to ensure that the neediest children from low-income families are recruited for the program. Applications will be solicited from as many eligible families within the recruitment area as possible.

(B) Rationale:

In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage and assist them in applying for admission to the program.

(C) Responsibility:

ERSEA Manager, Community Outreach Advocates, ERSEA Specialist, ERSEA Data Entry Clerks, Center Directors, Site Supervisors, Family Engagement Advocates, All staff when needed

(D) Procedure:

- Beginning with the Recruitment SAPPP, the ERSEA Plan will also consist of the Determining, Verifying and Documenting Eligibility, Full Day Eligibility, Selection Process, Enrollment, Attendance, and the Re-Enrollment Process Service Area Policies, Plans and Procedures (SAPPPs) as well as the Selection Criteria Points. The ERSEA Plan will be based on information collected from the Community Assessment, Ongoing Monitoring, and Self-Assessment data obtained throughout the year. Annually, the Program Planning Committee will review and make recommendations on the Plan, and the Policy Council and Board of Directors will approve any changes to the ERSEA Plan.
- *Recruitment* is the systematic way in which OCHS program identifies families whose children are eligible for Head Start services, informs them of services available, and encourages them to apply for enrollment in the program
- The OCHS Recruitment and Service Area include all of Orange County. Recruitment efforts focus on the highest need census tracts and their surrounding areas based on the agency's Community

Assessment.

- The ERSEA Manager and Community Outreach Advocates (COAs) will facilitate the implementation of the recruitment plan to ensure that all Orange County parents/guardians with children ages zero to five, and pregnant women, with the greatest need, who could benefit from a Head Start/EHS experience, have an opportunity to submit an application. These efforts will include efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.
- Recruitment efforts will occur continuously, and applications will be accepted throughout the year. Intensive recruitment efforts will begin in January or February of the current year for the following program year.
- The Family Engagement Advocates will recruit twice a month to local businesses, community agencies, neighborhoods and community events/forums in the area surrounding their center. The bi-monthly FEA recruitment efforts will be documented in the Center Recruitment Logs of ERSEA's public share folder by the end of each month.
- In January or February, the entire agency (or designated staff, when needed) will participate in an "Agency Recruitment Kick-Off Day" conducting door-to-door recruitment in neighborhoods located in target areas.
- Beginning in January, the COAs will continue with intensive recruitment efforts. Recruitment Strategies will include, but will not be limited to the following:
 - Sending recruitment notices in English, Spanish and Vietnamese home with currently enrolled Head Start children;
 - Distributing recruitment notices at elementary schools;
 - Recruiting children from community agencies, motels and shelters serving homeless families, and working with the Orange County Department of Education Homeless Liaisons to recruit children who are homeless;
 - Working with the Social Services Agency to recruit children in foster care, and children still living with their families but who are at risk of being placed in foster care;
 - Contacting each School District's Special Education Department for referrals of young children who are disabled and for whom Head Start would be the Least Restrictive Environment;
 - Contacting community agencies such as Regional Center, California Children's Services, and Child Protective Services for referrals of preschool age children who are disabled or at risk;
 - Working with community agencies such as local health clinics, WIC clinics, and shelters for referrals of pregnant women and infants;
 - Making requests to Community Centers located in target areas to distribute program related information to residents in their neighborhoods;
 - Making requests to Faith-Based organizations located in target areas to distribute program related information to constituents in their congregation;
 - Contacting community agencies working with children and families at risk (e.g., Cal-Works, TANF, WIC Clinics, Shelters, Salvation Army, Social Security office, etc.) for referrals to Head Start;
 - Posting recruitment notices on bulletin boards in supermarkets and local neighborhood shops;
 - Recruiting through word-of-mouth: talking to people at hairdressers, grocery stores, laundromats, nail salons and churches, and encouraging parents to talk with neighbors, friends and family;
 - Attending community meetings and actively speaking out about the program;

- Working with the Parent, Teacher Association at the Elementary Schools where Head Start and Early Head Start Programs are located at or near;
 - Holding open houses and inviting the community to see the program;
 - Participating in community health fairs and other events, including the OCHS Annual Open House;
 - Hanging recruitment banners at Head Start centers;
 - Posting recruitment information on the agency website and on social media;
 - Submitting recruitment information to other community agencies to publish in their resource guides and/or on their websites.
 - Distribute recruitment materials on a bi-monthly basis to the agencies that we have a partnership with and all the agencies that participate in our Annual center Open House events
- An **Enrollment Referral Form** will be provided to community agencies to refer children to OCHS the community agency will electronically fax or e-mail the completed form to the ERSEA Manager. The ERSEA Manager will give a copy of the form to the ERSEA Data Entry Clerk to enter and attach into ChildPlus. A copy will be given to the ERSEA Specialist to contact the parent. (See Determining, Verifying and Documenting Eligibility SAPPP).
 - Staff will ensure that a minimum of ten percent of OCHS's funded enrollment is filled, and maintained, by children with disabilities who have a current Individual Education Plan (IEP) or Individual Family Service Plan (IFSP). OCHS staff will recruit children who have all types of disabilities.
 - All recruitment efforts will be tracked by all staff participating in recruitment efforts on a Recruitment Log.
 - The ERSEA Data Entry Clerks will keep a monthly tally of recruitment efforts at the end of each month.
 - All Recruitment Logs will be submitted to the ERSEA Manager for record keeping and reporting.

(E) Forms:

- Enrollment Referral Form
- Recruitment Flyer
- Enrollment Application
- Recruitment Log

(F) Additional Resources:

- Determining, Verifying and Documenting Eligibility SAPPP
- Full Day Eligibility SAPPP
- Selection Process SAPPP
- Enrollment SAPPP



Orange County Head Start, Inc.

Service Area Plans, Policies & Procedures

SAPPP Subject:	Determining, Verifying and Documenting Eligibility (Intake and Eligibility)	SAPPP#:	ER-03
Part:	1302-Program Operations	Approval Date:	
Subject:	A-Eligibility, Recruitment, Selection, Enrollment and Attendance	Effective Date:	[Effective Date]
Section Title(s):	Determining, Verifying and Documenting Eligibility	Revision Date:	2/12/2020
Performance Standard(s):	1302.12	Lead Responsibility:	EHS Coordinator
HS Act:		Other Regulation:	

(A) Policy:

Per Delegate Agency Agreement, the City of La Habra Early Head Start program will follow the Grantee's ERSEA Policies and Procedures.

The Orange County Head Start, Inc. (OCHS) Determining, Verifying and Documenting Eligibility procedure will ensure that all eligible applicants are considered for Early Head Start (EHS) services. This procedure identifies the children and families in Orange County that are in most need.

(B) Rationale:

In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage and assist them in applying for admission to the program.

(C) Responsibility:

Community Outreach Advocates (COA), ERSEA Manager, ERSEA Specialist, ERSEA Data Entry Clerks, ERSEA Program Services Technician, Center Directors (CD), Site Supervisors, Family Engagement Advocates (FEA)

(D) Procedure:

ChildPlus Related Terms and Definitions:

"New": A child whose information is entered into ChildPlus before his/her eligibility information has been verified. A child will remain as *New* in ChildPlus until the family's eligibility documents (proof of eligibility and proof of age) have been verified.

"Waitlist Date": When age and eligibility have been verified, the child's enrollment priority is assessed, and the child is placed on the *Waitlist*.

"Abandoned": When a child is removed from ChildPlus because he/she was determined to be over income (+151% above the Federal Poverty Income Guidelines) for the program or no longer Interested. Children will only be *Abandoned* in ChildPlus by the Community Outreach Advocate (COA), ERSEA Specialist or ERSEA Manager.

Intake Procedure:

Eligible families with children ages zero to five, and pregnant mothers, must reside in Orange County.

Applications for families that reside outside of Orange County will be reviewed and approved by the Executive Director on a case by case basis and will be based on the child's best interest.

Determining, Verifying, and Documenting Eligibility Process;

- When a parent/guardian (hereafter, parent) inquires about the program, staff will obtain contact information from the family on the Enrollment Interest Contact Log and provide the parent with the **Application Documentation Checklist** that lists the documentation needed to determine eligibility, and additional documentation that is needed once the child is selected for the program.
 - During the months of March to September the FEA will follow-up with prospective parents on a weekly basis. The COA will take the original log to the Administrative Office and leave a copy at the center in the Enrollment Interest Contact Log binder; logs will be picked up by the COA on a biweekly basis during center visits.
 - During the months of October to February the COA will take the original log to the Administrative Office and leave a copy at the center in the Enrollment Interest Contact Log binder; logs will be picked up by the COA on a biweekly basis during center visits and follow-up will be done by either the COA or ERSEA Data Entry Clerk.
 - All original Enrollment Interest Contact Logs will be filed in the Enrollment Interest Contact Logs binder.
- New Online Applications will be reviewed by the ERSEA Data Entry Clerk (ERSEA DEC) upon receiving the ChildPlus Online Application Submitted email. The ERSEA DEC will ensure that the appropriate center options and program funding were selected based on the child's age. The ERSEA DEC will also review the information for any duplicate records in ChildPlus and merge the information if a duplicate record is found. The ERSEA DEC will send out an email to the parent with the Application Documentation Checklist to confirm receipt of application, Online Application Attempt to Contact – 1st Interview Letter and request for the parent to submit the required documents to determine eligibility within 45 calendar days.
 - Using the Application Follow-Up tab under the Enrollment Module of ChildPlus, the ERSEA DEC will schedule to follow-up with the parent within 15 calendar days to conduct the First Interview, review the information submitted online and fill out a hard copy Enrollment Application, Interview Certification Part I and Housing Eligibility Verification Form. During the phone interview the ERSEA DEC will request the child's proof of age documentation, immunization record and family's proof of income, if not already received. The ERSEA DEC will document in ChildPlus Enrollment Notes the phone interview and will also reference to the date the parent completed the online application. If unable to conduct the First Interview with the parent during the first attempt, the ERSEA DEC will schedule two additional attempts to contact the parent. Each follow-up will be scheduled 15 calendar days out. On a weekly basis the ERSEA DEC will run ChildPlus Report **APPFL** to prioritize New Online Applications pending the First Interview. If no contact is made by the parent by the third attempt, the ERSEA DEC will abandon the child's online application

program year record. Upon receiving the required eligibility documents the DEC will notify the COA via email (cc ERSEA Manager and ERSEA Specialist) that no documents are pending and the application is ready for second interview. The COA will have 3 business days to contact the parent and determine eligibility following the Eligibility Procedure (see below). The COA will email or mail the parent the Online Application Attempt to Contact – 2nd Interview Letter. The COA Second Interview contact attempts will be documented using the Application Follow-Up tab and will be scheduled every 15 days for a total of 3 attempts. On a weekly basis the COA will run ChildPlus Report **APPFL** to prioritize New Online Applications pending the Second Interview. If by the third contact attempt there is no response or contact by the parent, the COA will abandon the child's online application program year record.

In person, Interview, Part I:

- When a parent comes to apply for the program with income and age documentation, the FEA, CD, Site Supervisor or the COA at the OCHS Administration Office, will assist the parent through an interview process,
- Enrollment Application, Sections 1-3;
- Housing Eligibility Verification Form
- Interview Certification Form – Part 1
The interview with the parent will consist of asking questions regarding the information the parent has provided on the Enrollment Application and the Housing Eligibility Verification Form.
- Proof of Residency Form, if applicable
- If the family is interested in full-day, center-based services, staff will inform the family that the parent(s) must be employed or in job training at least 20 hours a week, Monday to Friday, or attending school for at least 9 units, (For a two parent family, both parents must meet this criteria.) (See Full Day Eligibility SAPP.) In addition to eligibility documentation, the parent(s) will need to have the employer complete the **Employment Verification Form** or submit a class schedule.
- The parent and the staff member will then sign the Interview Certification Form once the interview is completed.

When collecting income documents COA, FEA, CD/Site Supervisor must obtain all sources of income generated in the 12 months preceding the month the application is submitted.

Income Preference

- 1040 Income Tax Returns, if at the time of application the parent(s) continue to be employed at the same place
- W-2 Forms, if at the time of application the parent(s) continue to be employed at the same place
- At least one full month of consecutive pay stubs, unemployment, disability, or other sources of non-employment income must be submitted. Sources of income include:
For parents who do not work or have any other source of income a Self-Declaration Form is completed. (See Application Documentation Checklist)
- Before entering the application in ChildPlus the FEA/Center Director/Home-Base Supervisor/Site Supervisor or COA will do an advance search in ChildPlus to determine if the family members are already in the system. (See *Entering Applications in Child Plus* instructions in ERSEA Training Material folder in

Public Share)

- Staff will create a "new" applicant entry in ChildPlus using the information from Sections 1-3 of the **Enrollment Application** immediately or within two business days.

ChildPlus "New" applicant entry process

A. Click on *Add New Family*

B. Under *Family Members*

- Add *Child* information, enter:
 1. First Name, Last Name
 2. Date of Birth
 3. Gender

- Add Primary Adult, enter:
 1. First Name, Last Name
 2. Date of Birth
 3. Gender

- Add Secondary Adult (if applicable), enter:
 1. First Name, Last Name
 2. Date of Birth
 3. Gender

C. Community Awareness Tab

- Add *How did you hear about us?* information

D. Under *Family Information*

- Enter Address
- Enter Phone Number

E. Under *Enrollment for*

- Select Program Term
- Select Site
- Select Application Status (Pre-application)
- Enter Application Date

- The COA, FEA, CD or Site Supervisor must also document in the Enrollment Notes section in ChildPlus all pertinent information from the interview. NOTE: If the application is not entered in ChildPlus the same day intake was done the COA, FEA, Center Director/Home-Base Supervisor/Site Supervisor must refer to the date in which application intake was done after timestamping in Enrollment Notes. Once the documentation has been completed in ChildPlus, staff will print the Enrollment Notes and attach them to the top of the enrollment forms.
- When all of the information is obtained and entered into ChildPlus, the Center Director/Home-Base Supervisor/Site Supervisor or FEA will place the completed packet in the center's Completed Enrollment Applications Folder for the COA to pick up. The Center Director/Home-Base Supervisor/Site Supervisor or FEA will log the completed applications on the **Required Eligibility Documents Checklist** by entering the child's name and checking the documents received.
- The COA will pick up documentation at least once a week for review. The following documents must be present for the COA to pick up the Enrollment Application packet:
 - Enrollment Application (Sections 1-3 completed)
 - Interview Certification Form Part 1
 - Housing Eligibility Verification Form

- Proof of Residency Form, if applicable
 - Copy of birth certificate (or other valid proof of age documentation)
 - Income verification
 - Immunization record (not required for homeless families)
 - Required Eligibility Documents Checklist
 - Employment Verification Form (HS/EHS Full Day only)
- When the COA picks up the complete **Enrollment Application** packets at the center, the COA and the Center Director/Home-Base Supervisor/Site Supervisor or FEA (or any other staff member in his/her absence) will both sign the **Required Eligibility Documents Checklist** verifying that the packets were complete and taken to the Administration Office by the COA. The Center Director/Home-Base Supervisor/Site Supervisor or FEA will make a copy of the checklist for the COA and will keep the original copy at the center.
 - A binder with the **Required Eligibility Documents Checklists** will be kept at the front desk to ensure accessibility in the absence of the Center Director/Home-Base Supervisor/Site Supervisor or FEA.

Interview Part II:

- The COA will conduct a phone interview with the parent within three business days of picking up the completed **Enrollment Application** packet to complete the Family Member Information Form of the **Enrollment Application**. The COA will ask the parent pertinent questions to determine if the child is eligible for additional selection points (See Selection Criteria.) The COA will complete the Interview Certification Form – Part II while conducting the phone interview with the parent.
- The COA will request from the parent all additional applicable selection criteria verification or other missing information, if needed. To request the information, the COA will call the parent and/or mail the **Contact Letter**. The COA will provide the parent with the option of bringing this additional information to the Head Start center, OCHS Administration Office, email, fax or a designated meeting location, if needed. The COA will conduct biweekly follow-up from the date additional documents were requested and keep any incomplete files in the *New Applications Drawers*.
- If the child has an IEP/IFSP, the COA will request a current copy from the parent.
- The COA will immediately begin documentation of action steps, family contact notes, referrals and required follow-up on the Enrollment Notes in ChildPlus.
- When an OCHS employee applies for their child the COA must provide all the enrollment documents to the ERSEA Manager for review. The ERSEA Manager will be responsible for determining eligibility for the child and must obtain approval from the Division Director of Program Services and Executive Director prior to adding the child to a waitlist. If the identified child is a relative of any OCHS staff member, the COA must inform the ERSEA Manager to obtain approval from the Executive Director prior to making an enrollment offer.
- The ERSEA Manager will then complete a Management Approval Form and submit it to the Division Director of Program Services to obtain final approval from the Executive Director. Children that are related to an OCHS employee may not be enrolled at the same center in which the employee is working.

Eligibility Procedure:

The COA will review age and income documentation and determine eligibility within five business days of receipt of the information. The COA will determine age and income eligibility based on the following:

Age Requirements:

- A. To be eligible for Head Start, a child must be at least three years old at the time of enrollment and no older than five on or before September 1st.
- B. To be eligible for the EHS program, the child must be between the ages of zero and two years, nine months.
- C. Pregnant women are served through the EHS home-based program. Proof of pregnancy must be a written verification by a physician.

NOTE: In preparation for EHS Transition children who are 2 years 6 months at the time of application will have eligibility determined for both EHS and HS.

Age Verification of the Child:

- The COA must verify the age of the child by examining one of the following:
 - Certified Birth Certificate
 - Health Department Certificate
 - Immunization Card
 - Documentation from Social Services Agency for children in foster care
 - Other documentation may be acceptable with the approval of the Division Director of Program Services.
- A copy of the verifying document will be attached to the application and the originals will be returned to the parent.

Eligibility Requirements:

- The pregnant woman or child is eligible if:
 - A. The family's income is equal to or below the poverty line; or
 - B. the family is eligible for TANF; or,
 - C. the child is homeless, as defined in part 1305.2; or
 - D. the child is in foster care.

If a child qualifies based on more than one eligibility criterion, the child will be enrolled under the criterion with the highest number of points. Never verify under multiple eligibility criteria.

Eligibility Verification

1. **Income:** The COA will verify the income of each of the parents in the family using one of the following documents. For two-parent families, the income of both parents must be verified, including parents with zero income. The documents are listed in order of preference:
 - A. **Individual Income Tax Form 1040**, including parent's signature on the second page, always use this document unless it is not available. If the parent filed taxes electronically, a printed confirmation (including the second page of the tax return) from the IRS with the parent's signature must be used for verification. A signature from both parents is required if they filed jointly.

- B. **W-2 Form** (use this form if the Form 1040 is not available) Must ask for all W-2s given to the family from the past calendar year.
- C. **Pay stubs** (use consecutive months' worth paystubs if neither the 1040 nor W-2 forms are available) Verify using the parents pay stubs representing one full year of salary or at the least one full month's of consecutive salary. Take the average of the sum of all checks using the gross pay before taxes. Determine how often the parent is paid (e.g., monthly, twice per month, every two weeks, weekly). Multiply the average of the checks by the total number of paychecks the parent receives in one year.

Monthly=12 checks
Twice per month=24 checks
Every two weeks=26 checks
Weekly=52 checks

- D. **Self-Declaration Form** (use if items A through C above are not available, e.g., for day laborers) Parent(s) will be asked to provide a statement self-declaring their source of income and income amount that is signed under penalty of perjury. This form must be used for declaration of zero income, additional family support income or verbal agreement cash child support.

2. **Public Assistance:** If the family is receiving public assistance from Orange County, the parent must submit official documentation showing current status (within the past three months of the date on the application) as a recipient of public assistance (i.e., TANF or Supplemental Security Income (SSI)), on a regular, not episodic, basis. (If anyone in the family is receiving SSI, the child is considered eligible.)
 3. A child is *eligible*, for the program, regardless of income if homeless or in foster care. Income will not be collected from these families.
 4. If the child is in foster care, the family must submit a copy of the court order or other legal or government-issued document or statement of a government child welfare official demonstrating the child is in foster care. (Kinship care is considered relative foster care under Title IV-E of the Social Security Act and is therefore considered eligible.) Children left in the care of a relative without legal guardianship documentation in regards to guardianship can complete an application. Their application will be processed with guidance from the Division Director of Program Services and Executive Director on collecting alternative paperwork that establishes guardianship.
- When computing family income, the COA will use the calendar year immediately preceding the calendar year in which the application is submitted, whenever possible, or the twelve-month period immediately preceding the month in which the application for enrollment is made or whichever method more accurately reflects the needs of the family at the time of application. If neither the last 12 months nor the preceding calendar year accurately represents the family's current economic status then the family's current situation may be used to determine eligibility. In such cases, the COA must annualize the current income to determine eligibility. For two parent families, income must be verified for both parents.
 - Calculation of income must be completed by the COA on the **Income Eligibility Worksheet and**

Calculation Table. For two-parent families, both parents must be listed separately on the **Income Eligibility Worksheet and Calculation Table** (except when parents are listed as filing jointly on the Income Tax 1040 Form) regardless of income. NOTE: Income documentation must not be collected or verified for children who are homeless/foster eligible. These children will not have an **Income Eligibility Worksheet or Calculation Table** in the file.

- The COA will determine family size. Family means all persons living in the same household who are: (1) Supported by the income of the parent(s) or guardian(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. (Children 18 years of age who are determined to be included in the definition of family will be recorded as children on the **Family Member Information** form and in ChildPlus.)
- COAs will determine eligibility by checking the family's income and family size against the current HHS Poverty Guidelines. Income must be verified using the most current HHS Poverty Guidelines for the program year for which the child is enrolling. Eligibility for children on the waitlist who had income verified the previous year must be re-verified for the new program year.
- When computing family income, the income amount must never be rounded.
- Eligibility type, source of income, proof of age, and selection criteria points will be documented on the **Eligibility Verification Form**.
- The COA will make a temporary file folder for the Enrollment Application packet and file in the *ERSEA Quality Assurance File Drawer 1*.
- Within five business days, a designated available staff member (e.g. ERSEA Manager, ERSEA Specialist, ERSEA Program Services Technician, or Division Director of Program Services) will do a quality check by reviewing all documents in the temporary **Enrollment Application File** and validating that eligibility was verified correctly. The Income Worksheet and Eligibility Verification Forms will require a second signature and date of the file review before the child can be added to the waitlist. The file will then be given to the ERSEA Data Entry Clerks to input all demographics in ChildPlus.
- Within two business days of receipt of the **Enrollment Application File**, the Data Entry Clerk will change the status of the child from *New* to *Waitlisted* in ChildPlus; enter all application information into ChildPlus including income status, selection criteria, and family demographics. The Data Entry Clerk will make copies of the child's application and birth certificate (or other valid proof of age documentation) before giving to the Program Services Technician to file in *ERSEA Waitlisted File Drawers*.
- Within two business days of receipt of the file, the COA will notify the parent by phone and complete the **Application Status Letter** for the file, or will mail the parent an **Application Status Letter** to notify them of the status of the application.
- If an over income family (+151% above the Federal Poverty Income Guidelines) does not meet any of the exception criteria or if the child is not age eligible for the program, the COA will enter the date of eligibility, family size, annual income and abandon the child in ChildPlus. NOTE: EHS transitioning children that are over income (+151% above the Federal Poverty Guidelines) will not be abandoned and will be added to the waitlist for Head Start. The COA will refer the family to other community preschool programs. All abandoned files will be given to the ERSEA Program Services Technician to file in the *ERSEA Abandoned File Drawers*.
- A copy of the **Application Status Letter** will be kept in the file. The COA will then give the **Enrollment Application File** to the ERSEA Program Services Technician to file in the *ERSEA Waitlisted File Drawers*.
- ChildPlus will then rank the child on the Priority Waitlist.
- If the parent is requesting full day services for the child, see the Full Day Eligibility SAPP for further details.
- If there is a special circumstance for which a child needs to be considered for enrollment, the ERSEA Specialist, ERSEA Manager, PCFE Supervisor, Site Supervisor, Center Director or Education Manager will complete a **Special Circumstance Rationale Form** and submit it to the Division Director of Program

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Services for review and approval by the Executive Director. The **Special Circumstance Rationale Form** will be filed in the child's Eligibility File at the Administration Office.

- For next steps, see the Selection Process and Enrollment SAPPPs.

Children with Possible Disabilities

- If a child has an IEP/IFSP, the COA will make a copy of the IEP/IFSP and any other supporting documentation and will send copies to the Disabilities/Inclusion Manager for review. (See Identifying Children With Possible Disabilities SAPPP.) A copy of the IEP/IFSP will be scanned to the IEP/IFSP scan folder of Public Share. Within 5 business days the Center and Program Operations Administrative Assistant will review and enter the IEP/IFSP information in ChildPlus for the Disabilities/Inclusion Manager to determine eligibility under IDEA.
- The agency may enroll up to 10% of children from families who are not income eligible if the child would benefit from the program, such as a child with a current IEP/IFSP. In order for a COA to select a child in this category, prior approval is needed from the ERSEA and Disabilities/Inclusion Managers. See the Identifying Children with Possible Disabilities SAPPP.
- The agency may enroll an additional 35% of children from families with incomes that fall between the poverty line and below 130% of the poverty line. In order to enroll children in this category, documentation of outreach to children must indicate that the needs of the income eligible or children with disabilities who would benefit from the program but are not income eligible (if the agency mandated 10% enrollment of children with disabilities has not been met), are met first. In order for a COA to accept a child in this category, the COA must inform the ERSEA Manager to obtain prior approval from the Division Director of Program Services and the Executive Director.

NOTE: If the family expresses an immediate need or emergency during the intake and eligibility process the center staff or COA will refer the family to outside resources and/or refer them to in-house services immediately. All services provided will be documented in ChildPlus. (See Crisis and Family Emergency Intervention SAPPP.)

Head Start Eligibility - Once a child has been found eligible and begins participation in the Head Start program, the child will remain eligible through the current enrollment year and the immediately succeeding enrollment year. If a child is determined to be age eligible to continue in the Head Start program for a third year, eligibility must be re-verified and a new application and enrollment packet (if eligible) completed.

Early Head Start Eligibility - Once a child has been determined to be eligible and begins participation in the EHS program, the child will remain eligible while participating in this program until their third birthday. When a child transitions from EHS to Head Start, the family income must be re-verified and a new enrollment packet completed (See Transition-Early Head Start SAPPP).

Once a child terminates from participating in the program the family's eligibility must be re-verified for the child to re-enroll in the program.

Note: When reviewing eligibility data in Child Plus, the following will be done:

- For EHS children, refer to Year 1 Eligibility
- For Head Start children, refer to Year 1 Eligibility for Year 1 and Year 2 participants; for Year 3

participants, refer to Year 3 Eligibility

Fees

- Head Start and Early Head Start services are provided at no cost to all families that have been determined to be eligible.

Fraudulent Misrepresentation

Head Start/EHS services are paid for with federal funds. Intentionally providing misleading, inaccurate or untruthful information of a material nature could result in serious legal consequences for OCHS staff or parents applying for services for their children.

By signing enrollment documents, parents are certifying under penalty of perjury that the income information provided is accurate and that any fraudulent, incomplete, deceitful, or misleading information provided to Orange County Head Start, Inc., regarding the status of income, family size, employment, and seeking employment/job training or school enrollment (for Full Day option), may result in serious legal consequences.

By signing enrollment documents, staff is certifying that they have reviewed the eligibility and enrollment documents, and information that has been provided by the applicant, and to the best of their knowledge and belief that all information regarding eligibility provided is true and accurate.

OCHS is committed to the deterrence, detection and correction of misconduct and/or dishonesty. The discovery, reporting and documentation of such acts provides a sound foundation for the protection of innocent parties, the taking of disciplinary action against offenders up to and including dismissal where appropriate, the referral to law enforcement agencies when warranted by the facts, and the recovery of assets.

Definition of Misconduct and Dishonesty

For purposes of this policy, misconduct and dishonesty include but are not limited to:

- Acts which violate the organization's Code of Conduct
- Theft or other misappropriation of assets, including assets of the company, our customers, suppliers or others with whom we have a business relationship
- Misstatements and other irregularities in company records, including the intentional misstatement of the results of operations
- Profiteering as a result of insider knowledge of company activities
- Disclosing confidential and proprietary information to outside parties
- Forgery or other alteration of documents
- Accepting or seeking anything of value (limits defined in [Code of Conduct, gift and entertainment policy, other]) from contractors, vendors, or other persons providing services/materials to the company.
- Fraud and other unlawful acts
- Any similar acts

(E) Forms:

- Enrollment Application
- Application Documentation Checklist
- Required Eligibility Documents Checklist

- Family Member Information Form
- Interview Certification Form Part 1 and 2
- Food Substitution Physician's Statement
- Required Eligibility Documents Contact Letter
- Enrollment Notes
- Housing Eligibility Verification Form
- Self-Declaration of Income Form
- Employment Verification Form
- Income Eligibility Worksheet
- Eligibility Verification Form
- Special Circumstance Rationale Form
- Application Status Letter
- Management Approval Form
- Enrollment Interest Contact Log
- Proof of Residency Form
- Online Application Attempt to Contact – 1st Interview
- Online Application Attempt to Contact – 2nd Interview

(F) Additional Resources:

- Recruitment of Children SAPPP
- Full Day Eligibility SAPPP
- Identifying Children With Possible Disabilities SAPPP
- Selection Process SAPPP
- Enrollment Process SAPPP
- Transition- Early Head Start SAPPP
- Head Start/EHS Selection Criteria
- Crisis and Family Emergency Intervention SAPPP



Orange County Head Start, Inc.

Service Area Plans, Policies & Procedures

SAPPP Subject:	Selection Process	SAPPP#:	ER-05
Part:	1302-Program Operations	Approval Date:	
Subject:	A-Eligibility, Recruitment, Selection, Enrollment and Attendance	Effective Date:	[Effective Date]
Section Title(s):	Selection Process	Revision Date:	2/12/2020
Performance Standard(s):	1302.14	Lead Responsibility:	EHS Coordinator
HS Act:		Other Regulation:	

(A) Policy:

Per Delegate Agency Agreement, the City of La Habra Early Head Start program will follow the Grantee's ERSEA Policies and Procedures.

Orange County Head Start, Inc. (OCHS) must consider all eligible applicants and have a formal process for establishing selection criteria for serving children and families.

(B) Rationale:

As defined in the Head Start Program Performance Standards 1302.14 OCHS will "establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in §1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 *et seq.*) and, other relevant risk factors."

(C) Responsibility:

ERSEA Manager, Community Outreach Advocates, ERSEA Specialist, ERSEA Data Entry Clerks, ERSEA Program Services Technician, Family Engagement Advocates, Center Directors, Site Supervisors, Home Base Supervisor, Program Services Administrative Assistant

(D) Procedure:

CHILDPLUS TERMINOLOGY

Accepted Date: The date the child or pregnant woman met the eligibility criteria and completed the enrollment process with the Community Outreach Advocate (COA).

Enrollment Date: The date a child has attended at least one class for center-based or at least one home visit for the home-based option. This date will be entered into ChildPlus when the Center Director/Home Base or Site Supervisor has verified the child's first day in the classroom/home visit. All developmental, health and educational assessment timelines start from the enrollment date.

Accepted, but Pending Documentation: A child who has completed the enrollment packet but is missing documentation required prior to participation in the program (i.e., due to health or safety, or regulatory requirements).

Non-Scheduled Days: Any day an enrolled child is not scheduled to attend.

Entry Date: The date a child attends class for the first time, or the date of the first home visit for home-based programs. Enrolled and Entry Date will be the same date. All developmental, health and educational assessment timelines start from the entry date.

Priority Waitlist:

- ChildPlus will rank each child on the Priority Waitlist. (See Determining, Verifying and Documenting Eligibility SAPPP.) A new waitlist will be developed at the beginning of each enrollment year and maintained throughout the year that ranks children according to the Selection Criteria. Those children on the wait list from the prior program year who are still age eligible for the program must have income re-verified for the new program year using the new HHS Poverty Guidelines. If the W-2 from the immediate prior year was used to determine eligibility, new income does not need to be submitted by the parent, but eligibility still needs to be re-verified using the new HHS Poverty Guidelines. If eligibility was verified using pay stubs or eligibility documentation, new documentation must be submitted.
- For all children enrolling in April or later, only children that are eligible to return for the succeeding year will be selected. Eligibility will be determined using the new HHS Poverty Guidelines and the new Selection Criteria. Children will be placed on the waitlist for the current year and on the waitlist for the upcoming program year if they will still be age eligible.
- Selection Criteria define the types of children and families who will be given priority for recruitment and selection based on the results of the Community Assessment. Selection Criteria are updated annually and are reviewed and approved by the Policy Council and the Board of Directors. Based on the Selection Criteria, the selection process may be influenced by information that may include but is not limited to the following:
 - Parental status
 - Income level
 - Age of child
 - Homelessness
 - Foster care
 - Extraneous Circumstances

Selection:

Based on Community Assessment data, OCHS has elected to reserve up to 3% of its slots for children experiencing homelessness and in foster care.

The funded enrollment level for Head Start and EHS will be maintained throughout the program year. When a vacancy becomes available, the vacancy will be filled by the COA within 30 calendar days.

When an opening occurs, the COA will run the Priority Waitlist in ChildPlus and take the following steps to ensure that the child with the highest priority is contacted and offered the program:

- Check for children transitioning from EHS to Head Start. Eligible children transitioning from any EHS program to Head Start will be placed on the transfer waitlist at two years, nine months. These children will receive EHS transitioning points and priority over Head Start to Head Start transfers, new or waitlisted children (see Transition-Early Head Start SAPP).)
- Check for enrolled children who wish to transfer into the center with the opening by reviewing the Priority Waitlist report for transfers in ChildPlus. (Children wishing to transfer have priority.) (See the Transfers, Terminations, and Completions SAPP.)

- If there are no transfer requests and the agency is not currently meeting the minimum requirement for 10% of enrolled children eligible for services under IDEA (IEP/IFSP), the COA will select the next child with an IEP/IFSP with the highest priority points. The Disabilities/Inclusion Manager and the ERSEA Manager will track the enrollment of children with disabilities and keep the COAs informed of the status in meeting the 10% requirement. Prior to enrolling a child with a disability and offering the slot to a family, the COA will communicate with the Disabilities/Inclusion Manager to determine if the placement is appropriate for the child. In order to maintain a full inclusion environment, enrollment of children with disabilities will not exceed 20% in any classroom.
- If there are no children who wish to transfer and 10% or more of the children enrolled have identified disabilities, the COA will run the Priority Waitlist report in ChildPlus and identify the child with the highest priority points.
- Prior to making any enrollment offer, if the identified child is three years old, the COA will generate ChildPlus report 2015 to determine the number of three year old children in the classroom with the opening, as well as communicate with the Center Director to determine if placing the child in the available slot will cause the classroom's enrollment of three year olds to exceed capacity. If so, the COA will determine if there is another appropriate placement available for the child at this center. If not, the COA will select the next four year old child with the highest priority.
- If the identified child is a relative of any OCHS staff member, the COA must inform the ERSEA Manager to obtain approval from the Executive Director prior to making the enrollment offer.
- If there is a special circumstance for which a child needs to be considered for enrollment, the ERSEA Specialist, ERSEA Manager, PFCE Supervisor, Site Supervisor, Center Director or Education Manager will complete a **Special Circumstance Rationale** form and submit it to the Division Director of Program Services for review and approval by the Executive Director. The form will be filed in the child's Eligibility File at the Administration Office.
- Once the child has been selected, the COA will make at least two attempts to contact the family via telephone within two business days. If the parent is reached, the COA will complete the **Selection Letter** and attach it to the enrollment paperwork to later be placed in the ERSEA file. At the end of the second business day, if the COA is not able to reach the parent, the COA will complete the **Selection Letter** and mail it to the parent. The COA will check the appropriate box on the form indicating if the form was mailed.
- If the family does not respond to the phone calls or the **Selection Letter** within five business days, one more phone call will be attempted on the fifth day by the COA. If the family does not respond, the child will remain on the Priority Waitlist for another selection cycle and the Attempt to Enroll letter will be mailed.
- If the child goes through two selection cycles without response from the parent, the child will be abandoned.
- During major enrollment periods, timelines may vary.
- The COA will document all phone calls in the **Enrollment Notes** form and in ChildPlus.
- When a family has accepted the program, the COA will document it in ChildPlus and schedule an appointment with the family. The COA will ask the family to bring:
 - Child to be enrolled for sensory screenings (summer enrollment fairs)
 - Proof of Immunizations/TB (See Immunization SAPP.)
 - Name, address and phone number of doctor and dentist
 - Custody or Restraining Order Documents, if applicable
- The COA will notify the FEA and the Center Director/Home Base Supervisor/Site Supervisor of the scheduled appointment time with the parent.

Waitlist Ready to Enroll (WL-RTE)**Head Start (HS) and Early Head Start (EHS)****1. Children on the Accepted List – the First day of School**

It is always OCHS goal to be fully enrolled on the first day of school.

- a. The ERSEA Manager will send an email to Education, Program Services, ERSEA and PFCE staff 10 days prior to the first day of school.
- b. All Program Services staff involved in the enrollment process will review the accepted list and determine what, if anything needs to be done on their part to move the file through the process.
- c. The file will be picked up from the main office within two business day
- d. Once the file arrives at the center, the CD/SS will call the family and schedule an orientation meeting.
 - i. Before the first day of the program year, the CD/SS will invite family to attend the group orientation and the child will begin on the first day of scheduled class.

2. Children on the Accepted List – After the first of School

When OCHS is not fully enrolled, it is the goal to reach full enrollment as quickly as possible, but never later than the last day of school for each month.

- a. The ERSEA Manager will send an email to Education, Program Services, ERSEA and PFCE staff 10 days before the last day of school for the month.
- b. All Program Services staff involved in the enrollment process will review the accepted list and determine what, if anything, needs to be done on their part to move the file through the process
- c. The file will be picked up from the main office within two business day.
- d. Once the file arrives at the center, the CD/SS will call the family and schedule an orientation meeting.
 - i. After the first day of the program year, the Orientation meeting will include at least a one hour classroom experience for the child. If the family is able to come to orientation prior to class starting for the day, the child may stay for the whole session.

EHS Only**1. Transfers –**

- a. Summer: ERSEA Manager will complete transfers (see Transfer, Termination and Completion SAPPP).
- b. Throughout program year: The child's last day at the current center will reflect the business day prior to attending the new center. (Example for current year: End date on 9/4/18 and Start Date on 9/5/18) The CD/SS of the new center will notify the COA what classroom the child will be assigned to (see Transfer, Termination and Completion SAPPP).

2. Transitioning EHS children to HS – Complete children on the business day prior to enrollment in HS and enroll them in HS on their first day. (Example for the current year: Complete in EHS on 9/4/18 and Enroll in HS on 9/5/18; if they are present on the 5th.) If child is not present, start attendance policy (10 business days of follow up; phone calls, home visit and notification letters; See Attendance Monitoring SAPPP) and move forward accordingly.**3. New Children – There will be "extra children" that are on the accepted list who will be replacing transitioning children from EHS to HS on the first day of school. This will ensure that OCHS is fully enrolled in EHS at all times (we are not waiting the 30 days).****4. Selecting Children for the WL-RTE List**

- a. The COA will identify the children with highest points that are currently on the Waitlist and label the file WL-RTE.
- b. The file will move through the enrollment process and program services file review.

c. The PSAA will file the WL-RTE file in the Main Office where it will remain until a vacancy becomes available.

5. Waitlist - RTE List (WL-RTE) –

- a. There should always be at least two children on the WL-RTE list for Part-Day and one child for Full-Day so that when a child leaves the program, regardless of the reason, there is another child ready to enter.
- b. There should always be enough children on the WL-RTE list to be able to keep OCHS fully enrolled as children transition (Example: If there are 5 children transitioning within in the next 30 days, then there should be at least five children on the Waitlist –RTE list.
- c. Once there is a vacancy in a class
 - i. The CD/SS/HBS will email the COA and cc the ERSEA Manager to let them know they have a vacancy;
 - ii. The COA will run the following reports and select based on the following priority:
 - Waitlist ChildPlus Report #2025 – Transfer
 - Waitlist ChildPlus Report #2025 – Homeless/Foster Families; unless a Homeless/Foster family is already on the WL-RTE list
 - Waitlist ChildPlus Report #2025: Classroom WL-RTE – Review each child’s record to determine program option and enrollment packet completion date to determine which child will fill the vacancy. Vacancy will be filled based on the earliest date of enrollment packet completion. If the children on the list have the same date of enrollment packet completion the COA will review and compare the eligibility points.
 - iii. The COA will call the family to be sure they are still interested; if the family is no longer interested the COA will select the next child following steps c.i - ii above.
 - iv. If the child is on multiple centers’ WL-RTE, the COAs will communicate with each other.
 - v. Once the parent has agreed to start at the center with the vacancy, the COA will notify the other COAs and they will take the child off the other center’s WL-RTE lists.
 - vi. The COA will give the file to the Program Services Administrative Assistant (PSAA) to prepare it for the Center.
 - vii. The PSAA will notify the CD/SS/HBS via email that the file is ready for pick up.

(E) Forms:

- Special Circumstance Rationale Form
- Selection Letter
- Attempt to Enroll Letter

(F) Additional Resources:

- Determining, Verifying and Documenting Eligibility SAPPP
- Head Start/EHS Start Selection Criteria

2020-2021 Head Start & Early Head Start Selection Criteria Points Eligibility Status

HOMELESS/HOUSING ELIGIBILITY (Please select ONLY ONE)			
If more than one category applies, highest points supersede. If a family is Homeless, income does not apply and should not be verified.			
Child Plus Code	HMLS 1	400	Living in a shelter, motel/hotel, campground, park, trailer park or car
	HMLS 2	300	Living in shared housing
	FOST	300	Foster (i.e., Foster Group, Foster Home with court order or social service order)
Based on poverty guidelines and family size (Please select ONLY ONE)			
Child Plus Code	PAR	100	Public Assistance (TANF, SSI)
	-100%	75	Below 100-75% of poverty guidelines
	-75%	65	Below 74-50% of poverty guidelines
	-50%	55	Below 49-25% of poverty guidelines
	-25%	45	Below 24-0% of poverty guidelines
	+100%	35	At poverty level 101-108%
	+108%	30	Between 109-116%
	+116%	25	Between 117-124%
	+124%	20	Between 125-130%
	+130%	15	Above 131-137%
	+137%	10	Above 138-144%
+144%	5	Above 145-150%	
+151%	0	Above 151%	
PARENTAL STATUS (Please select ONLY ONE)			
Child Plus Code	FOST GRP	50	Group Home (e.g., Olive Crest, Orangewood)
	FOST HOME	40	Foster Home (Foster, Relative Care, Guardian)
	ONE	30	One Parent
	TWO	15	Two Parents
DISABILITY (Please select ONLY ONE)			
Child Plus Code	IEP	100	Diagnosed with Current IEP (Head Start only)
	IFSP	100	Diagnosed with Current IFSP (EHS only)
	PREN	100	Identified Disability of Child During Gestation (EHS only)
	NON	0	No Disability
AGE (Please select ONLY ONE)			
Head Start			
Child Plus Code	#yr#m	40	4 years, 6 months-compulsory school age (on or before Sept. 1 st)
	#yr#m	30	4 years, 0 months - 4 years, 5 months
	#yr#m	15	3 years, 6 months - 3 years, 11 months
	#yr#m	10	3 years, 0 months - 3 years, 5 months
	#yr#m	5	2 years, 5 months - 2 years, 11 months
Early Head Start			
Child Plus Code	#m	50	6 months and younger
	#yr#m	40	1 year- 7 months
	#yr#m	30	1 year, 6 months - 1 year, 1 month
	#yr#m	20	1 year, 11 months - 1 year, 7 months
	#yr#m	10	2 years, 5 months - 2 years, 0 months
	#yr#m	5	3 years, 0 months- 2 years, 6 months
ADDITIONAL FACTORS (If more than three apply, please select the three highest points.)			
Child Plus Code	EHS 1	500	Transitioning EHS child (HMLS 1 & 2, Foster, Eligible - OCHS & La Habra)
	EHS 2	250	Transitioning EHS child 100-130% above the poverty guidelines (OCHS & La Habra)
	EHS 3	100	Transitioning EHS child 131% and above the poverty guidelines (OCHS & La Habra)
	EHS OC 1	450	Transitioning EHS child (HMLS 1 & 2, Foster, Eligible -EHS Program within Orange County)
	EHS OC 2	200	Transitioning EHS child 100-130% above the poverty guidelines (EHS Program within Orange County)
	EHS OC 3	50	Transitioning EHS child 131% and above the poverty guidelines (EHS Program within Orange County)
	EHS OSA 1	50	Transitioning EHS child (HMLS 1 & 2, Foster, Eligible - EHS Outside-of-Service Area)
	EHS OSA 2	25	Transitioning EHS child 100-130% above the poverty guidelines (EHS Outside-of-Service Area)
	PREG	100	Pregnant Woman
	TP	50	Teen Parent (at application date)
	NI	40	No Income
	RPTCP	25	Resident of a Partnering Tax Credit (GGUMC)
	HRP	25	High-risk Pregnancy (EHS only)
	MTTP	20	Mother in third trimester of pregnancy (EHS only)
	NEPC	20	Non-English Proficient Child
	LTDP	10	Long-term Disabled Parent
REF	10	Agency Referral (Social Services, Shelter, School District)	



Orange County Head Start, Inc.

Service Area Plans, Policies & Procedures

SAPPP Subject:	Enrollment	SAPPP#:	ER-06
Part:	1302-Program Operations	Approval Date:	
Subpart:	A-Eligibility, Recruitment, Selection, Enrollment and Attendance	Effective Date:	[Effective Date]
Section Title(s):	Enrollment	Revision Date:	2/12/2020
Performance Standard(s):	1302.15	Lead Responsibility:	EHS Coordinator
HS Act:		Other Regulation:	

(A) Policy:

Per Delegate Agency Agreement, the City of La Habra Early Head Start program will follow the Grantee's ERSEA Policies and Procedures.

Orange County Head Start, Inc. (OCHS) must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 calendar days.

(B) Rationale:

As defined in the Head Start Performance Standards 1302.14 OCHS will "establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in §1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 *et seq.*) and, other relevant risk factors."

(C) Responsibility:

ERSEA Manager, Community Outreach Advocates, ERSEA Specialist, ERSEA Data Entry Clerks, ERSEA Program Services Technician, Health Assistants, Health Specialist, Health Manager, Nutrition and Food Services Manager, Disabilities/Inclusion Manager, Family Engagement Advocates, Center Directors, Site Supervisors, Home Base Supervisors, Program Services Administrative Assistant

(D) Procedure:

Enrollment:

During the appointment, the COA will complete the following with the parent:

- **Child Center File Checklist**, the **Program Services Enrollment File Checklist**, the documents listed below;
- Health History(HS only)/Pediatric Health History (EHS only)
- Parent Request for Alternate Formula (EHS only, infants only, if applicable)
- Admissions Agreement
- Acknowledgement of Forms Required by Licensing as proof of parent receipt of these forms (Parents Rights, Personal Rights, Caregiver Background Check Process)
- Parent Directory Form
- Parent Interest Survey (only completed through September 30th)
- Parent/Guardian Permission Form for Use of Child's Photograph

- Parent Authorization for Exchange of Information
- The COA will verify receipt of all documents as they are completed using the **Child Center File Checklist**.
- At the end of the enrollment appointment, the COA will provide the parent with a **Physical Exam Form**, **Required Oral Examination Form** and **Food Substitution Physician's Statement** if the child has any food allergies (See Food Allergies SAPPP.) The parent will also receive a copy of the Child and Adult Care Food Program (CACFP) Parent Letter, WIC information, and other resource information.
- The COA will inform the parent of any missing documents needed to continue the enrollment process, provide any necessary forms, and document this conversation on the **Enrollment Notes** in Child Plus.
- If enrollment occurs at an Enrollment Fair, after completing the enrollment documents, the parent will rotate through each of the Program Services stations for additional screening and assessment. At each of the stations, program staff will review the necessary enrollment documents with the parent, discuss any identified concerns, and respond to any questions asked by the parent. When possible, services will be provided at the enrollment fair, such as parent education, consultation, providing written information, or giving a referral to a community agency (e.g., WIC, Food Stamps, food bank, CUIDAR, medical or dental providers). Potential concerns will be documented in ChildPlus. Any services provided or actions taken will also be documented on ChildPlus. After reviewing the file, the program staff will check the appropriate service area box (e.g., Health, Nutrition, Disabilities) on the **Center File Enrollment File Checklist** and initial. If there is a concern, the program staff will also check the concern box in the appropriate area.

NOTE: If the family expresses an immediate need or emergency during the Determining, Verifying and Documenting Eligibility process, the COA, program or center staff, will refer the family to outside resources and/or refer them to in-house services immediately. All services provided will be documented in ChildPlus. (See Crisis and Family Emergency Intervention SAPPP.)

- At the Enrollment Fair, the Center Director/Home-Base Supervisor/Site Supervisor will greet the parents and will be responsible for giving each parent an **Orientation Letter** indicating the date scheduled for orientation.
- At the Enrollment Fair, after each enrollment packet is complete, the Lead COA will review each file to ensure all documentation is complete with signatures. The Lead COA will pull the *second copies* of the documents below from the **Enrollment Application File** and place them in the **Temporary File**.
 - Copy of the Application
 - Copy of Birth Certificate (or other valid proof of age documentation)
 - Copy of the Custody Documents (if applicable)
- Once these documents are separated the child will then have a **Temporary File** and an **Eligibility File**. The **Eligibility File** folder will be placed inside the **Temporary File**. Both files will be labeled with the child's name, date of birth, and the name of the center the child will be attending. The **Program Services Enrollment File Checklist** will be stapled to the front of the **Temporary File**.
 - The **Temporary File** will contain:
 - Center File Checklist
 - Copy of the Application
 - Copy of Birth Certificate (or other valid proof of age documentation)
 - Copy of the Custody Documents
 - Original copy of the Admissions Agreement
 - Permission to Photograph
 - Health History(HS only)/Pediatric Health History (EHS only)
 - Parent Request for Alternate Formula (EHS only, infants only, if applicable)
 - Parent Directory Form
 - Parent Interest Survey (only completed through September 30th)
 - Copy of the Immunization Record

- California School Immunization Record (blue card)
 - Acknowledgement of Required Licensing Forms (center base only)
 - Parent Authorization for Exchange of Information
 - Individual Education Plan/ Individualized Family Service Plan
- The **Eligibility File** will contain:
 - Eligibility Verification Form
 - Proof of Income
 - Copy of Birth Certificate (other valid proof of age documentation)
 - Enrollment Application Form
 - Interview Certification Part I & Part II
 - Selection Letter
 - Application Status Letter
 - Print out of Enrollment Notes from Child Plus
 - Housing Eligibility Verification Form
 - **Proof of Residency Form (if applicable)**
 - Required Eligibility Documents Contact Letter (if applicable)
 - Special Circumstance Rationale Form (if applicable)
 - Copy of Custody Documents (if applicable)
 - Management Approval Form (if applicable)
- The box of **Temporary Files** and **Eligibility Files** will be brought to the Administration Office by the COA or designated staff and given to the Health Data Entry Clerk after the COA or designated ERSEA staff documents in **ChildPlus Enrollment Notes** that the enrollment packet was completed. The COA will add an **Enrollment File Review** program year for the file and document the date the file was forwarded to Health for review. COA's will change the enrollment status of the child from *Waitlisted* to *Accepted* in ChildPlus, except during summer Enrollment Fairs, the Lead COA will provide the ERSEA Manager with a copy of the enrollment schedule of children who completed an enrollment packet and the ERSEA Manager will change the enrollment status of the child from *Waitlisted* to *Accepted* in ChildPlus. NOTE: The Health Data Entry Clerk will send an email to the Program Services Manager and Disabilities/Inclusion Manager to notify that there is a file for homeless/foster children pending review. The Program Services Manager and Disabilities/Inclusion Manager will review the file within 24 hours.
 - The Health Assistants will forward the **Temporary Files** to the Health Specialist for Quality Assurance review.
 - **Temporary Files** of children with health concerns and/or missing immunizations will be forwarded to the Health Services Manager for review. If the Health Specialist determines that there are no health concerns or missing immunization the **Temporary Files** will be forwarded to the Disabilities/Inclusion Manager and Nutrition and Food Services Manager. Health will have five days to review the files and will then forward the **Temporary Files** to the Disabilities Manager and Nutrition and Food Services Manager who will have a total of two days to review the files. NOTE: All staff members reviewing the **Temporary Files** will document under **Enrollment Notes** once their review has been completed and indicate which department or staff member the file was forwarded to. All staff members will also add their department review date in the **Enrollment File Review** tab. If a child has multiple concerns noted, the file will go to the Integrated Services Team (IST) after the Program Services Managers and Disabilities/Inclusion Manager have reviewed the file, but before the file is sent to the center and the child is able to enter the program. (See Integrated Services Team Process SAPPP.) The lead Manager will immediately document in the Enrollment section of Child Plus that file has a stop and the case will be reviewed in IST so the Center Directors/Home Base Supervisors/Site Supervisors are aware of the child's status.
 - Once all the **Temporary Files** for each center have been reviewed, the last Program Services Manager to

review the Temporary Files will give the box of files to the Program Services Administrative Assistant. If any files are being held for IST, the Division Director of Program Service, Program Services Managers or Disabilities/Inclusion Manager will inform the Program Services Administrative Assistant of the names of the children whose files are being held. The Program Services Administrative Assistant will indicate the names of the children being held for IST on the *File Box List*. A copy of the *File Box List* will also remain with the box of **Temporary Files**.

- The Program Services Administrative Assistant will separate the files, type a list of children's names for files that are contained in each box (*File Box List*).
- The Program Services Administrative Assistant will give the **Eligibility Files** to the ERSEA Manager with a copy of the *File Box List*. The ERSEA Manager (or ERSEA Program Services Technician when needed) will review all Eligibility Files. All Eligibility Files will be reviewed to ensure: (1) All of the appropriate documents are in each file; (2) All information is complete and accurate; and (3) All information is entered correctly into ChildPlus.
- The ERSEA Manager will give all files that have been reviewed to the ERSEA Program Services Technician. The Eligibility Files will be stored in the *ERSEA Quality Assurance File Drawer 2* to be reviewed. Files will not be left out on staff desks. The ERSEA Program Services Technician will create permanent **Eligibility Files** for each child and will file them by center in the *ERSEA File Drawers*.
- The Program Services Administrative Assistant will add on the **Enrollment File Review** tab the date notification of file pick was sent and will also document under **Enrollment Notes**. The Program Services Administrative Assistant will email the COA, Center Director/Site Supervisor/Home Base Supervisor and Education Manager informing them that the **Temporary Files** are ready to be taken to the center. The email will also contain the list of files that are ready for pick-up. The COA, Center Director/Home-Base Supervisor/Site Supervisor or assigned staff will pick up the box from the **Enrollment Files cabinet** two business days of notice, sign-off on the *File Box List*, and deliver the box to the center. The Program Services Administrative Assistant will keep a copy of the signed *File Box List*. If the COA is not available to deliver the box to the center, the Center Director/Home-Base Supervisor/Site Supervisor, or assigned staff, may pick up the box from the Program Services Administrative Assistant following the same process.
- Boxes of files ready to be picked up by the Center Director/Home-Base Supervisor/Site Supervisor will be stored each day in the **Enrollment File cabinet** which will be locked.
- If the enrollment is not completed at an Enrollment Fair, the COA will be responsible for ensuring all steps above. The **Temporary File** will be taken to the center by the COA, Center Director/Home-Base Supervisor/Site Supervisor within two business days or before the 30 day enrollment timeline, whichever comes first.
- Once the **Temporary File** is received at the center, the Center Director/Home-Base Supervisor/Site Supervisor will review all documents in the **Temporary Files** to verify that all documents are accounted for and any life-threatening health concerns or accommodations have been addressed.
- The Center Director/Home-Base Supervisor/Site Supervisor will contact the family within two business days of receiving the file to schedule orientation. If there is a problem scheduling an orientation date, the Center Director/Home-Base Supervisor/Site Supervisor will contact the Education Manager for guidance.
- The Center Director/Home-Base Supervisor/Site Supervisor will add the Initial File Review/Orientation Scheduled date on the **Enrollment File Review** tab and document under **Enrollment Notes**.
- If a parent does not show up on the scheduled orientation date the center staff must follow the attendance procedure. (See Attendance-SAPPP.)
- If there is a STOP on the child's file for any reason (e.g., food allergy form, immunization records or accommodation needed), the child will not be able to start school until the missing documents are received and/or the appropriate measures have been taken to address the reason for the STOP, and approval for the child to start school has been received by the appropriate Manager.
- For outstanding food allergy/medically based diet or immunization documentation:

- For enrollments completed during summer enrollment fairs, parents will have until the end of September to submit the required information. (Children with outstanding immunization or food allergy/medical diet documentation will be excluded until the information is received and the child is approved to start by the appropriate Manager.)
- If the enrollment is completed anytime during the program year, the parent will have 30 days from the enrollment date to submit the required information.

The Center Director/Site Supervisor will contact the parent directly, and send a notice to the parent, within two days of receiving the child's file to request the required information and notify the parent of the following:

- The timeline for submitting the information;
- The child cannot attend school until this information is received;
- The child will be terminated and placed on the waitlist if the requested information is not received by the designated deadline;
- The Center Director/Site Supervisor will offer the parent assistance in obtaining the required information, with the help of the Family Engagement Advocate (FEA) and Health Assistant.
- If this information is still not received one week prior to the designated deadline, the Center Director/Site Supervisor will send a reminder notice to the parent informing the parent that if this information is not submitted by the designated deadline, the child will be terminated. If this information is still not received the day prior to last day of September or the 30th day deadline, the Center Director/Site Supervisor will verbally inform the parent of the termination. If this information is still not submitted by the designated due date, the Center Director will send a final notice to the parent stating that the child has been terminated. The Center Director/Home-Base Supervisor/Site Supervisor will change the child's enrollment status in ChildPlus from *Enrolled* to *Dropped*. (Any child that is dropped (terminated) from the program for even one day will require to be re-qualified by the COA and will be added back on waitlist upon eligibility.) The Center Director/Site Supervisor will then inform the COA, Nutrition and Food Services Manager (if the child had a food allergy) and/or the Health Manager (if immunization records were missing) that the child has been terminated. All attempts to notify or assist the parent in obtaining the missing information will be documented in ChildPlus.
- Note: Any time missing documentation is identified upon enrollment, Health, Nutrition, and Disabilities Services and center staff must follow up with parent to assist with obtaining the information. Prior to terminating any child, steps taken to help the family obtain the necessary information must be documented in ChildPlus, including discussion at Center Level Case Management.
- Once the orientation is completed with the parent, the Center Director/Home-Base Supervisor/Site Supervisor will add the Orientation Completed date on the **Enrollment File Review** tab and document under **Enrollment Notes**.
- The Center Director/Site Supervisor will enter the child's *Enrolled/Entry Date* (the day the child first attends) into ChildPlus once the child has step foot in the classroom. If the child does not attend on the scheduled *Entry Date*, the Attendance SAPPP will be followed. For home-base, the *Enrolled/Entry* is the date of the first scheduled home visit.
- Children in the center-based Head Start program must be three years old to enter the program.
- When the Center Director/Site Supervisor receives a **Food Substitution Physician's Statement** from a parent, the process for submitting the information for approval and contacting the kitchen regarding the child's entry date must be followed, including documenting in the child's file and ChildPlus that the information has been received and submitted to Nutrition Services and the kitchen (See Food Allergies SAPPP.)
- The Center Director/Site Supervisor will give the **Temporary File** to the Family Engagement Advocate to create the **Child Center File** (see Child Center File SAPPP) and enter health data into ChildPlus. (See Child and Family Documentation SAPPP.)
- The ERSEA Manager will monitor ChildPlus reports bi-weekly to ensure that children are being moved from

accepted to enrolled in a timely manner, and that all enrolled children have an assigned *Entry Date*. The ERSEA Manager is also responsible for monitoring the following ChildPlus reports:

- Cumulative Enrollment Numbers
- Waitlists
- Terminations and Completions
- Income Eligibility
- Family Demographics
- PIR
- Each month the ERSEA Manager will send the Enrollment File Department Review (EFDR) report that details the children with a status of Accepted and the latest department review to Education and Program Services. The list will be sent via email 10 business days before the last business day of the month.
- Children enrolled during the months of March, April and May, if age eligible throughout the immediate succeeding enrollment year will complete re-enrollment for the next program year with the COA during the same appointment.

Pregnant Women

Once a mother gives birth to the child, the Home Base Supervisor, the COA will accompany the designated Health staff member on the two-week post-partum visit to complete a new enrollment packet for the newborn and request a copy of the Birth Certificate (other valid proof of age documentation). (See Services to Pregnant Women SAPP.) The COA will complete the following forms for the newborn at the two-week post-partum visit:

- Enrollment Application
- EHS Enrollment Packet
 - Center File Checklist
 - Original copy of the Admissions Agreement
 - Permission to Photograph
 - Pediatric Health History
 - Parent Request for Alternate Formula, if applicable
 - Parent Directory Form
 - Parent Interest Survey (only completed through September 30th)
 - Copy of the Immunization Record
 - California School Immunization Record (blue card)
 - Parent Authorization for Exchange of Information
 - Obtain a copy of the Custody Documents, if applicable
- Eligibility Verification Form - *Eligibility is not re-verified at this time*
 - Income, Parental Status, Disability points will be the same as the ones assigned to the child's mother
 - Assign Age points (0M/50PTS)
 - Retrieve mother's ERSEA Eligibility File and include newborn's application, proof of age and Eligibility Verification Form and forward to ERSEA Manager for Quality Assurance review.
- The ERSEA Manager will forward the newborn's Enrollment and ERSEA Eligibility files to the ERESA DEC to enter child's demographics and points in ChildPlus. **NOTE: DEC will update existing "Unborn Child" with child's legal name and date of birth.**
- The DEC will return Enrollment and ERSEA Eligibility files to the COA who will forward both files to Health for Program Services File Review and document in ChildPlus under Enrollment Notes and Enrollment File Review Tab that the file was forwarded. **Note: The Program Services department reviews for two-week postpartum visit files will be completed within 72 hours of file submission.**
- After the two-week postpartum visit, mom will continue to be enrolled in ChildPlus while the child's Enrollment File is reviewed by Program Services.
- Orientation can be held for the newborn child during this time, even if the child's Enrollment File has not

been received.

- Once the child has had their first home visit the Home Base Supervisor will complete mom and inform the COA.
- The COA will accept the child in ChildPlus and inform the Home Base Supervisor that the child is ready to be enrolled.

Proof of Enrollment Letters

All requests for a **Proof of Enrollment Letter** must be submitted to the ERSEA Manager. The ERSEA Manager will have five business days to complete the letter for the parents. Proof of Enrollment Letters will only be prepared if the ERSEA Manager is able to retrieve the child's enrollment record from ChildPlus or storage. Note: OCHS only maintains enrollment records archived in storage for three years.

(E) Forms:

- Special Circumstance Rationale Form
- Selection Letter
- Child Center File Checklist
- Center File Enrollment File Checklist
- Enrollment Application
- Physical Examination Form
- Required Oral Examination Form
- Parent & Personal Rights
- Acknowledgement of Forms Required by Licensing
- Parent Directory
- Admissions Agreement
- Parent/Guardian Permission Form for Use of Child's Photograph
- California School Immunization Record (Blue Card)
- Student Emergency Information Card
- Health History
- EHS Pediatric Health History
- Individual Needs and Service Assessment
- Parent Authorization for Exchange of Information
- Parent Request for Alternate Formula
- Income Eligibility Worksheet
- Eligibility Verification Form
- Self-Declaration Form
- Housing Eligibility Verification Form
- Orientation Letter
- Food Allergy/Immunization Exclusion Letter
- Food Allergy/Immunization Request Two Week Reminder Letter
- Food Allergy/Immunization Request Termination Letter

(F) Additional Resources:

- Determining Verifying and Documenting Eligibility SAPPP
- Head/EHS Start Selection Criteria
- Transition-Early Head Start SAPPP
- Transfers, Terminations, and Completions SAPPP
- CACFP Parent Letter
- WIC Information

- Crisis and Family Emergency Intervention SAPPP
- Integrated Team Services (IST) Process SAPPP
- Child's Center File SAPPP
- Food Allergies SAPPP
- Immunization SAPPP
- Child and Family Documentation SAPPP
- Attendance SAPPP
- Services to Pregnant Women SAPPP



Orange County Head Start, Inc.

Service Area Plans, Policies & Procedures

SAPPP Subject:	Head Start and Early Head Start Re-Enrollment Process	SAPPP#:	ER-07
Part:	1302-Program Operations	Approval Date:	
Subpart:	Eligibility, Recruitment, Selection, Enrollment and Attendance	Effective Date:	[Effective Date]
Section Title(s):	Determining, Verifying, and Documenting Eligibility	Revision Date:	2/12/2020
Performance Standards(s):	1302.12(j)(1)	Lead Responsibility:	EHS Coordinator
HS Act:		Other Regulation:	

(A) Policy:

Per Delegate Agency Agreement, the City of La Habra Early Head Start program will follow the Grantee's ERSEA Policies and Procedures.

If an Orange County Head Start, Inc. (OCHS) child has been found eligible and is participating in a Head Start program, he or she remains eligible throughout the enrollment year and throughout the immediate succeeding enrollment year. Children age eligible to return to the new school year for a third consecutive year must have their family's eligibility re-verified.

(B) Rationale:

It is in the best interest of the child and family to maintain consistent comprehensive child development services until the child becomes eligible for kindergarten.

(C) Responsibility:

ERSEA Manager, Center Directors/Site Supervisor, Health Specialists, Inclusion Support Facilitators, Registered Dietitian, Nutrition and Food Services Manager, Health Services Manager, Disabilities/Inclusion Manager, Community Outreach Advocate, Family Engagement Advocate (FEA).

(D) Procedure:

1. In February, the ERSEA Manager will run *ChildPlus Report #2030* to determine the number of returning children at each center. The ERSEA Manager will e-mail a copy of the report to each Center Director/Site Supervisor.
2. The ERSEA Manager will post ChildPlus Report #2030 in Public Share by center so it will be accessible to the Nutrition and Food Services Manager/Registered Dietitian, Health Specialists, Inclusion Support Facilitators, and other staff as needed.
3. For all children age-eligible to return to the program for a second consecutive year, the parent will be required to attend a re-enrollment appointment.
4. For all children age-eligible to return to the program for a third consecutive year, the family will be required to submit updated proof of income and be re-verified for eligibility by the Community Outreach Advocate. If the child continues to be eligible, the Community Outreach Advocate must complete a new enrollment packet with the parent during an enrollment fair. (See Determining, Verifying and Documenting Eligibility SAPPP).

5. Prior to the Re-Enrollment Day at each center, each content area Manager will be responsible for reviewing ChildPlus Report #2030 to identify any children that have existing health, nutrition or disability concerns that need accommodations at school (e.g., seizures, asthma) The content area Managers will provide the Center Director/Site Supervisor and FEA with a list of children with concerns who will need content area specialists present at the re-enrollment appointment.
6. The Center Director/Site Supervisor will distribute the **Returning Children Survey Letter** to parents and provide full day parents with the **Returning Full Day Children Reminder Letter**. The parent will be responsible for completing the letter by selecting one of the following options:
 - My child will be returning to this center for the new school year.
 - My child will be returning to the new school year, but I wish to transfer to another center.
 - My child will not be returning to Head Start for the new school year.
 - Once the survey letter has been completed, the parent will be responsible for submitting the signed survey letter to the Center Director/Site Supervisor/Home Base Supervisor.
7. The Center Director/Site Supervisor/Home Base Supervisor, with the assistance of the FEA/HE, will schedule re-enrollment appointments with the families who selected:
 - My child will be returning to this center for the new school year.
 - My child will be returning to the new school year, but I wish to transfer to another center.
8. During the re-enrollment appointment the FEA will obtain a second signature on the Enrollment Application, review the Health History and other health documents and will also collect the Employment Verification Forms/class schedule for full day parents/parents requesting to transfer to full day.
9. Additional support staff will be involved in the re-enrollment appointments of children with existing health, nutrition or disability concerns that need accommodations at school. The Center Director/Site Supervisor will notify the appropriate content area Manager of any children with newly identified concerns.
10. The Health Staff will put together a packet of forms that need to be updated for each returning child. The Nutrition and Food Services Manager will work with the Health Staff to ensure that a new Food Substitution Physician's Statement is included in the packet for children with food allergies or medical diets.
11. During the re-enrollment appointment with the parent:

The FEA will obtain a second signature from the parent on the Enrollment Application. The FEA will also be responsible for signing the application.

 - The FEA will interview the parent and determine if any information needs to be updated. The following documents will be reviewed by the parent and the FEA.
 - Health Documents
 - Immunizations (update if needed)
 - Medication Administration Form (if applicable)
 - Physical Exam (new form will be given to the parent if needed)
 - Dental Exam (new form will be given to the parent if needed)
 - Health History-Upon review, if no changes have occurred, the parent and FEA must re-sign the Health History. If changes have been identified, a new Health History must be completed by the parent.
 - Parent Authorization for Exchange of Information
 - Pending Nutrition Forms
 - Food Substitution Physician's Statement or Milk Substitution Form (new form will be given to the parent if applicable)
 - Sensory screenings will be completed by the Health Educators with support from the FEA's when needed.
 - If the parent requests to transfer to another center for the new school year, the Center Director/Site Supervisor/Home Base Supervisor will provide the parent with a Transfer Request form. The parent must complete a Transfer Request form and submit it to the Center Director/Site Supervisor. If the

parent is requesting a transfer to Full Day, the Center Director/Site Supervisor will provide the parent with a Employment Verification Form and inform the parent that the child will not be waitlisted to transfer until a completed form has been turned in.

- Once all Re-Enrollments have been completed, the **Returning Children Survey Letters** must be submitted to the ERSEA Manager for review. **NOTE:** Parents of children in full day HS/EHS must submit an updated Employment Verification Form **with** the Returning Children Survey Letter. The Transfer Request Forms must be scanned into the Enrollment section of ChildPlus and the original Transfer Request Form must be placed in the child's file. For families requesting a transfer to full day, the Employment Verification/class schedule form must be submitted with the Transfer Request Form.
12. A new Center File Checklist will be added to each returning child's file and will be completely filled out by the Center Director/Site Supervisor/Home Base Supervisor.
 13. If any new health, nutrition, or other concerns are identified at the re-enrollment meeting, the Center Director/Site Supervisor/Home Base Supervisor will notify the Health Specialist and provide the name of the child and the concern. After completing the re-enrollment paperwork, the Center Director/Site Supervisor will review each file using the Center File Checklist as a guide to ensure all forms are in the file and re-enrollment signatures were obtain for the parent and FEA. **Note:** *Head Start children are eligible for two program years and should have no more than one re-enrollment signature. If age eligible for a third year, the family must re-apply, see Determining, Verifying and Documenting Eligibility SAPP. Early Head Start children are eligible up until their third birthday and should have no more than two re-enrollment signatures.*
 14. After verifying the forms and signatures the Center Director/Site Supervisor/Home Base Supervisor will sign and date the form. Any food allergies, immunizations, medications/Epi-pens or other accommodations will need to be addressed with the appropriate Manager prior to the child starting school.
 15. At the beginning of the program year, ***all transfer files that have a Health, Nutrition or Disability/Mental Health concern will be brought to the Administration Office and given to the ERSEA Manager, who will forward the file to the appropriate Program Services Manager for review.*** After the final review, the last Program Services Manager to sign off the **Transfer Request Form** and will give the files to the Program Services Administration Assistant for processing for the Center Director/Site Supervisor/Home Base Supervisor to pick up along with any other new enrollment files.

At the end of the program year, the ERSEA Manager will be responsible for completing all transitioning children in ChildPlus as *Completed--Aged out of the Program*. All children that are age eligible to return will be added to the new school year and marked as *Accepted* on the first day of the new program year. Center Directors/Site Supervisor will be responsible for re-enrolling the child using the *expected* first day of school as the "Enrollment Date" and "Entry Date" in Child Plus. For home-base, the Home-Base Supervisor will be responsible for re-enrolling the child using the *expected* first home visit as the "Enrollment Date" and "Entry Date" in Child Plus.

(E) Forms:

- Health History
- EHS Child Nutrition History
- Food Substitution Physician's Statement
- Individualized Development Plan
- Physical Examination Form
- Dental Examination Form
- Transfer Request Form
- Center File Checklist

- Returning Children Survey Letter
- Parent Authorization for Exchange of Information
- Returning Full Day Children Reminder Letter

(F) Additional Resources:

- Determining, Verifying and Documenting Eligibility SAPPP
- Selection Process SAPPP
- Enrollment Process SAPPP



Orange County Head Start, Inc.

Service Area Plans, Policies & Procedures

SAPPP Subject:	Transfers, Terminations and Completions of Children	SAPPP#:	ER-08
Part:	1302-Program Operations	Approval Date:	
Subpart:	A-Eligibility, Recruitment, Selection, Enrollment and Attendance	Effective Date:	[Effective Date]
Section Title(s):	Selection Process, Attendance	Revision Date:	2/12/2020
Performance Standard(s):	1302.14, 1302.16	Lead Responsibility:	EHS Coordinator
HS Act:		Other Regulation:	

(A) Policy:

Per Delegate Agency Agreement, the City of La Habra Early Head Start program will follow the Grantee's ERSEA Policies and Procedures.

Orange County Head Start, Inc. (OCHS) children will be transferred, terminated and completed based on the best interest of the child, regulations and availability.

(B) Rationale:

Procedures for transferring, terminating and completing children in the Head Start/Early Head Start program must be uniform from center to center to ensure accurate records.

(C) Responsibility:

Center Director, Site Supervisor, Home Base Supervisor, Community Outreach Advocates (COA), Family Engagement Advocates, Home Educator, ERSEA Manager, EHS ERSEA Specialist, ERSEA Specialist, Education Manager
Disabilities/Inclusion Manager, Health Manager, Nutrition and Food Services Manager

(D) Procedure:

TRANSFERS

Priority for Transfers:

Head Start

Any child currently enrolled wishing to transfer will take priority over waitlisted children. For enrolled children the following will take place:

Full day transfers to another full day center:

- Children already enrolled in full day will take priority over part day and Home Base children wishing to transfer to the full day option.
- Children already enrolled in part day will have priority to transfer to full day over children on the full day waitlist. If during the school year a child currently enrolled in part day is seeking to transfer to full day the COA must verify eligibility for full day services. (See Transfer Process below and Full Day Eligibility

ER-08 Transfers, Terminations and Completions of Children

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SAPPP.)

Part day transfers to another part day center and Home Base transfers to center base:

- If more than one child requesting to transfer is on the Priority Waitlist the COA will select the child with the highest priority points first.

Early Head Start

Transfers to another center:

- Children already enrolled in center base will take priority over Home Base children wishing to transfer to center base.
- Home Base children currently enrolled have priority over children on the waitlist to transfer into the center base option.
- Eligible children transitioning from any EHS program to Head Start will be placed on the waitlist at 2 years 9 months or whenever eligibility is determined. These children will receive EHS transitioning points and priority over Head Start to Head Start transfers, new or waitlisted children (see EHS Transition SAPPP).

NOTE: A child transitioning from EHS to Head Start is not considered a transfer; the child is completed in the EHS program and newly enrolled in the Head Start program, if eligible.

Transfer Process Head Start and Early Head Start

- The parent must request the transfer through the Center Director/Site Supervisor/Home Base Supervisor. The Center Director/Site Supervisor/Home Base Supervisor will give a Transfer Request Form to the parent to complete and sign.
- Prior to scanning the Transfer Request Form in ChildPlus the Center Director/Site Supervisor/Home Base Supervisor will review the child's file for any concerns in Health, Nutrition, Disabilities, Mental Health and PFCE and ensure that concerns are listed on the *concerns* portion of the Transfer Request Form. The Center Director/Site Supervisor/Home Base Supervisor will also sign the Transfer Request Form before scanning.

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*******FOR CENTER DIRECTOR/SITE SUPERVISOR/HOME BASE SUPERVISOR USE ONLY*******

Note: Center Director/Site Supervisor/Home Base Supervisor must complete this form and list any concerns this child may have that need to be addressed prior to the child starting at the new center or new classroom.

DEPARTMENT	CD/SS/HBS CONCERN NOTES & INFORMATION PROGRAM SERVICE MANAGER REVIEW	CONCERN
HEALTH	<small>Medication/Care Plan/Health Concern:</small> Filled out by Center Director/Site Supervisor/Home Base Supervisor <small>Health Manager:</small> _____ <small>Date:</small> _____	<input type="checkbox"/> YES <input type="checkbox"/> NO
NUTRITION	<small>Food Allergy/Intolerance/Restriction:</small> Filled out by Center Director/Site Supervisor/Home Base Supervisor <small>Nutrition & Food Services Manager:</small> _____ <small>Date:</small> _____	<input type="checkbox"/> YES <input type="checkbox"/> NO
INCLUSION	<small>IEP/IFSP/Accommodation/Behavior Plan:</small> Filled out by Center Director/Site Supervisor/Home Base Supervisor <small>Disabilities/Inclusion Manager:</small> _____ <small>Date:</small> _____	<input type="checkbox"/> YES <input type="checkbox"/> NO
PFCE	<small>Court Order:</small> Filled out by Center Director/Site Supervisor/Home Base Supervisor <small>PFCE Manager:</small> _____ <small>Date:</small> _____	<input type="checkbox"/> YES <input type="checkbox"/> NO
File Reviewed by current CD/SS/HBS: Filled out by Center Director/Site Supervisor/Home Base Supervisor Date: _____		

- The Center Director/Site Supervisor/Home Base Supervisor will scan the Transfer Request Form and save a copy as an attachment in ChildPlus under the Enrollment Tab. The Center Director/Site Supervisor/Home Base Supervisor will notify the COA by email (copy the ERSEA Manager and ERSEA Specialists on the email) that the request has been made. The Center Director/Site Supervisor/Home Base Supervisor will place the original form in the child’s file.
- The COA will place the child on the requested waitlist(s) in ChildPlus if the request is from part day to part day, home base to part day or full day to full day.
- If during the school year a child currently enrolled in part day or EHS/HS Home Base seeks to transfer to full day, the Center Director/Site Supervisor/Home Base Supervisor must provide the parent with an Employment Verification Form (Emp. Ver. Form) or request a current school schedule to verify eligibility for the full day program. (See Full Day Eligibility SAPPP.) This information must be received with the Transfer Request Form prior to processing. Once this information is received, the Center Director/Site Supervisor/Home Base Supervisor will scan the Transfer Request Form and the full day eligibility verification documentation and save as an attachment in ChildPlus under the Enrollment tab. The Center Director/Site Supervisor/Home Base Supervisor will notify the COA by email (include ERSEA Manager and ERSEA Specialists on the email) that the request has been made. The Center Director/Site Supervisor/Home Base Supervisor will place the original Transfer Request Form in the child’s file and place the original full day verification documentation in the center’s Completed Enrollment Applications Folder for the COA to pick up and give to the ERSEA Manager/ERSEA Specialist to verify. (See Full Day SAPPP and Determining, Verifying and Documenting Eligibility SAPPP.)
- The ERSEA Specialist will place the child on the requested waitlist(s) in ChildPlus if the request is from part day to full day, Head Start home base or EHS home base to EHS center base full day.

Transfers for Children with Concerns

- If the child has an IEP/IFSP, severe health or behavior concern and the transfer request is for a change in program option or to another center, the Center Director/Site Supervisor/Home Base Supervisor will indicate this on the Transfer Request Form.
- Prior to adding the child on the waitlist, if a child has been identified as having an IEP/IFSP, severe health or behavior concern the COA will email the Disabilities/Inclusion Manager, Nutrition and Food Services Manager and/or Health Manager (include ERSEA Manager and ERSEA Specialist) seeking

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approval to add the child on the waitlist. The COA will also document under Enrollment Notes that approval was requested. If the child is approved or denied to be added to the transfer waitlist, the appropriate Manager(s) will document under Enrollment Notes and inform the COA by email.

- If there is a question about appropriate placement, the transfer will be addressed on a case-by-case basis and taken to the Integrated Services Team (IST) if needed.
- Once the child has been approved, the COA will enter the transfer location preference in ChildPlus.
- Transfer files for children with concerns will be brought to the Administrative Office for review by the appropriate Program Services and Disabilities/Inclusion Manager. (See Confidentiality and Protections for the Privacy of Child Records SAPPP.)

NOTE: For all home base children transferring to center base, the COA will notify the Health department to ensure that immunization schedule and TB risk assessment are up to date and in compliance with Performance Standards and Licensing.

Center to Center Transfer Process

When the center of the parent's choice has an opening:

- The COA will check for children transitioning from EHS to Head Start. Eligible children transitioning from any EHS program to Head Start will be placed on the waitlist at 2 years, 9 months. These children will receive EHS transitioning points and priority over Head Start to Head Start transfers, new or waitlisted children (see EHS Transition SAPPP).
- The COA will check for enrolled children who wish to transfer into the center with the opening by reviewing the Priority Waitlist report for transfers in ChildPlus.
- Prior to selecting the child, the COA will notify the Center Director/Site Supervisor/Home Base Supervisor that the child is next on the waitlist, and will check in with the Center Director/Site Supervisor/Home Base Supervisor to see if the child has any new special needs or severe health concerns. If there are new concerns, the Center Director/Site Supervisor/Home Base Supervisor will document the new concerns on the original Transfer Request Form. The COA will inform the Disabilities/Inclusion Manager, Nutrition and Food Services Manager or Health Manager for approval prior to selecting the child.
- Transfers files for children with concerns will be brought to the Administrative Office for review by the appropriate Program Services and Disabilities Manager. (Confidentiality and Protections for the Privacy of Child Records SAPPP.)

Note: If the parent chooses a delegate agency center, the Center Director/Site Supervisor/Home Base Supervisor will inform the parent that they must apply at the delegate agency program and that we cannot transfer children from our centers to delegate agency centers. With parent permission (signed Parent Authorization for Exchange Information form) copies of the child's file can be sent to the delegate agency program of the parent's choice, or, upon parent request, the Center Director/Site Supervisor/Home Base Supervisor can provide the parent with a copy of the child's file to give to the delegate agency. (See Confidentiality and Protections for the Privacy of Child Records SAPPP).

Once the child is selected:

- The COA assigned to the center of choice will be responsible for the entire transfer process.
- The COA assigned to the center of choice will call the parent to offer the space at the requested center. Once the family has agreed to transfer the child to the center of choice, the following must occur:
- The COA assigned to the center of choice will email the corresponding COA (copy the ERSEA Manager, ERSEA Specialist and ERSEA Technician) of the drop date for the original vacancy. The corresponding COA must use the original vacancy drop date, and not the date the child was transferred, in order to

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meet the 30 day deadline for filling the vacancy. At this time, the COA will start the selection and enrollment process to fill the vacancy.

- The COA assigned to the center of choice will send an email to both Center Directors/Site Supervisors/Home Base Supervisors and the current COA to inform them that the child will be transferring and will arrange the date and time that he/she will be picking up the file and bringing it to the new center.
- The current Center Director/Site Supervisor or Home Base Supervisor will ensure that the FEA or Home Educator has completed any necessary documentation and follow-up before the file is picked up. If the child has any special concerns or accommodations (e.g., food substitutions, medication/Epi-pen), the current Center Director/Site Supervisor/Home Base Supervisor will inform the family that because of the special accommodations there may be a delay with the transfer.
- The current Center Director/Site Supervisor/Home Base Supervisor, will make the following copies prior to the COA removing the file from the center:
 - Enrollment Application
 - Licensing Forms
 - Emergency Card
- Any information documenting special concerns (Health Plan, Food Substitution Form, IEP/IFSP, Behavior Intervention Plan, Behavior Strategy Plan)
- The Center Director/Site Supervisor/Home Base Supervisor will put this information into a manila folder, label it with the child's name, and file it with the other children's files at the current center. When the child is no longer attending at the current center, this file will be stored with the dropped files.
- The current Center Director/Site Supervisor/Home Base Supervisor will review the file to ensure that all documents are up to date and included in the file. The current Center Director/Site Supervisor/Home Base Supervisor will arrange for any medications or accommodation equipment to be transferred with the child to the new center. Any medications must be transferred to the new center by the parent. (See Medication Administration SAPPP.)
- The COA for the new center will then be responsible for picking up and delivering the file to the center that the child will be transferring to. This process will take no longer than two business days from the date the parent accepts the transfer. Upon picking up the file, the COA will ensure that the Transfer Request Form has been fully completed prior to leaving the center. (See Confidentiality and Protections for the Privacy of Child Records SAPPP.)
- Once the COA has delivered the file to the center, the new Center Director/Site Supervisor /Home Base Supervisor will review the child's file and will address any concerns and/or STOPS (e.g., food allergies, medications). The child cannot start school at the new center or attend socializations until any stops are removed. The Center Director/Site Supervisor/Home Base Supervisor will contact the family within two business days to inform the family of the child's orientation and start date. The Center Director/Site Supervisor/Home Base Supervisor will notify the parent of any information that needs to be submitted prior to the child starting at the new center. The child may be excluded for health, safety or regulatory issues until these issues are resolved, or continue to attend at the previous center until the issues are resolved.
- The new Center Director/Site Supervisor/Home Base Supervisor will notify the COA of the classroom the child will be assigned to and the start date at the new center. The new Center Director/Site Supervisor/Home Base Supervisor will also have no longer than two business days to inform the COA of if there are issues that need to be resolved prior to the child starting at the new center. The COA will transfer the child in the ChildPlus data entry system once the Center Director/Site Supervisor/Home Base Supervisor confirms that the child has been physically in the classroom/have a home visit for home base.
- If the child will not be able to start at the new center on the designated date, the Center Director/Site Supervisor/Home Base Supervisor will inform the COA that the child's transfer date is being delayed. The

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Center Director will continue to communicate with the COA and Center Director/Site Supervisor/Home Base Supervisor at the current center during this process until a new transfer date is determined. At that time the Center Director/Site Supervisor/Home Base Supervisor will inform the COA and current Center Director/Site Supervisor/Home Base Supervisor of the new transfer date, and the COA will transfer the child to the new center in ChildPlus on the date designated.

- For Home Base to center base transfers, the parent will sign the licensing forms at orientation at the new center with the Center Director/Site Supervisor, prior to the child starting.

If a child is transitioning from EHS to Head Start, see the EHS Transition SAPPP.

Classroom to Classroom or Session to Session Transfer Process

When a parent requests a session change (e.g. AM to PM, PM to AM, or classroom to classroom), the parent will fill out a Transfer Request Form and sign it. The Center Director/Site Supervisor/Home Base Supervisor will review the form and sign it. The Center Director/Site Supervisor/Home Base Supervisor will scan all requests and save in an electronic folder in their Center Share file labeled Transfer Requests. The hard copy will be placed in a folder in the Center Director's/Site Supervisor's/ Home Base Supervisor's files. If the child has been identified as having concerns, the Center Director/Site Supervisor/Home Base Supervisor will communicate with the appropriate Program Services Manager informing that the child's parent is requesting a transfer to a different session.

All contact with the parent regarding transfers, and actual changes will be documented in Child Plus in the Enrollment Notes Section of the Enrollment tab. The Center Director/Site Supervisor/Home Base Supervisor will be responsible for tracking all transfers within the center.

Terminating a Child from the Program

A child may be terminated from the program under the following circumstances (but not limited to):

- Parent voluntarily drops the child
- Attendance issues (see Attendance SAPPP for clarification)
- Extreme behavior that becomes a serious threat to other children or self (see Child Guidance and Behavior Management SAPPP and Suspensions and Expulsions SAPPP)
- See Admissions Agreement for other reasons
- The Center Director/Site Supervisor /Home Base Supervisor will document the Drop and Drop Reason in the Enrollment Notes of ChildPlus.
- For potential terminations due to attendance, extreme behavior that becomes a serious threat to other children or self and/or Admissions Agreement reasons the Center Director/Site Supervisor/Home Base Supervisor will obtain approval according to the appropriate SAPPP.
- If the child being terminated has a food accommodation, the Center Director/Site Supervisor /Home Base Supervisor will notify the Nutrition and Food Services Manager and the Food Services Supervisor of the termination immediately.

Procedure for Terminating a Child in ChildPlus:

- Go to the Enrollment section of ChildPlus
- Click on the Drop option
- Enter the Drop date. (The Drop date is the date the Center Director/Site Supervisor/Home Base Supervisor determines that the child is not coming back to the program. **Do not backdate.** The date must be entered in ChildPlus and the COA notified by email (copy the ERSEA Manager in the email) within **24 hours of the Drop date.**

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- Enter the Drop Reason
- Under Enrollment Notes provide additional comments supporting the termination and/or refer to the notes in the Family Services section

Abandoning a Child's Program Record:

- If a child has been Accepted but the child never enters the program (non-participant - child is never physically in the classroom/never receives a home visit for home base), the Center Director/Site Supervisor/Home Base Supervisor will document under Enrollment Notes the reason why the child will not attend the program and/or the attempts to contact the family. The Center Director/Site Supervisor/Home Base Supervisor will notify the ERSEA Manager (copy the COA in the email) of the status and the ERSEA Manager will update the status from Accepted to Abandoned and group the child to one of the selections below:

Children expected to return:

- RTN: Left County
- RTN: State Preschool
- RTN: Transitional Kinderg
- RTN: Unable to Contact

Children who recently completed an enrollment packet:

- NEW: Left County
- NEW: State Preschool
- NEW: Transitional Kinderg
- NEW: Unable to Contact

Note: Only the ERSEA Manager can change the Accepted status to Abandoned for children that do not participate in the program.

Once the child has been terminated/abandoned from the program the Center Director/Site Supervisor/Home Base Supervisor will keep the child's file at the center in a locked archived cabinet.

Completing the Program

Head Start:

- When a child has completed the program year, the ERSEA Manager is responsible for changing the child's status from Enrolled to Completed in ChildPlus.

Early Head Start :

- When a child ages out of the program:
- During the program year, the Center Director/Site Supervisor /Home Base Supervisor is responsible for completing the child in ChildPlus.
- At the end of the program year, the ERSEA Manager is responsible for completing the child in ChildPlus.
- If the Child will be transitioning on to Head Start, the COA will create a Head Start program term in ChildPlus and begin the eligibility process with the family. (See Selection, Enrollment, and Determining Verifying and Documenting Eligibility SAPPs.)
- For children still attending in July, the ERSEA Manager will add a new program term for the child for the upcoming year and label the child's status as accepted. The Center Director/Site Supervisor /Home Base Supervisor will be responsible for assigning the classroom and enrolling children based on their first day physically in the classroom (center base)/first home visit (home base).

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Pregnant Moms:

Once a mother gives birth to the child, the Home Base Supervisor, the COA will accompany the designated Health staff member on the two-week post-partum visit to complete a new enrollment packet for the newborn and request a copy of the Birth Certificate (other valid proof of age documentation). (See Services to Pregnant Women SAPP.) The COA will complete the following forms for the newborn at the two-week post-partum visit:

- Enrollment Application
- EHS Enrollment Packet
 - Center File Checklist
 - Original copy of the Admissions Agreement
 - Permission to Photograph
 - Pediatric Health History
 - Parent Request for Alternate Formula, if applicable
 - Parent Directory Form
 - Parent Interest Survey (only completed through September 30th)
 - Copy of the Immunization Record
 - California School Immunization Record (blue card)
 - Parent Authorization for Exchange of Information
 - Obtain a copy of the Custody Documents, if applicable
- Eligibility Verification Form - *Eligibility is not re-verified at this time*
 - Income, Parental Status, Disability points will be the same as the ones assigned to the child's mother
 - Assign Age points (0M/50PTS)
 - Retrieve mother's ERSEA Eligibility File and include newborn's application, proof of age and Eligibility Verification Form and forward to ERSEA Manager for Quality Assurance review.
- The ERSEA Manager will forward the newborn's Enrollment and ERSEA Eligibility files to the ERESA DEC to enter child's demographics and points in ChildPlus. **NOTE: DEC will update existing "Unborn Child" with child's legal name and date of birth.**
- The DEC will return Enrollment and ERSEA Eligibility files to the COA who will forward both files to Health for Program Services File Review and document in ChildPlus under Enrollment Notes and Enrollment File Review Tab that the file was forwarded. **Note: The Program Services department reviews for two-week postpartum visit files will be completed within 72 hours of file submission.**
- After the two-week postpartum visit, mom will continue to be enrolled in ChildPlus while the child's Enrollment File is reviewed by Program Services.
- Orientation can be held for the newborn child during this time, even if the child's Enrollment File has not been received.
- Once the child has had their first home visit the Home Base Supervisor will complete mom and inform the COA.
- The COA will accept the child in ChildPlus and inform the Home Base Supervisor that the child is ready to be enrolled.

(E) Forms:

- Parent Authorization for Exchange of Information
- Application
- Licensing Forms
- Emergency Card
- Individual Care Plan
- Food Substitution Physician's Statement

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- IEP/IFSP
- Transfer Request Form
- Employment Verification Form

(F) Additional Resources:

- EHS Transition SAPPP
- Selection SAPPP
- Enrollment SAPPP
- Determining, Verifying and Documenting Eligibility SAPPP
- Full Day Eligibility SAPPP
- Medication Administration SAPPP
- Food Allergy SAPPP
- Individual Care Plan SAPPP
- Services to Pregnant Women SAPPP