

Subpart A — Eligibility, Recruitment, Selection, Enrollment, and Attendance

§1302.10 Purpose.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.10	Executive Director, FCS Coordinator	Executive Director, FCS Coordinator	On going	na

This subpart describes requirements of grantees for determining community strengths, needs and resources as well as recruitment areas. It contains requirements and procedures for the eligibility determination, recruitment, selection, enrollment and attendance of children and explains the policy concerning the charging of fees.

§1302.11 Determining community strengths, needs, and resources.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.11(a)	Exe. Director	Exe. Director	Annually	<i>Grant application</i>

(a) Service area.

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

(i) A tribal program may propose a service area that includes areas where members of Indian tribes or those eligible for such membership reside, including but not limited to Indian reservation land, areas designated as near-reservation by the Bureau of Indian Affairs (BIA) provided that the service area is approved by the tribe's governing council, Alaska Native Villages, Alaska Native Regional Corporations with land-based authorities, Oklahoma Tribal Statistical Areas, and Tribal Designated Statistical Areas where federally recognized Indian tribes do not have a federally established reservation.

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

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

PACT for West Central Illinois has identified the following counties as its Head Start service area: Adams (Quincy- EHS only), Brown, Cass, Hancock, McDonough, Pike, Schuyler and Scott. These service areas are approved each program year upon receipt of the Financial Assistant Award from the Department of Health and Human Services. Head Start grant applications and the Financial Assistance Award are maintained in the offices of the Executive Director and Chief Financial Officer.

§1302.11 (1) (i-ii) do not apply to PACT.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.11(b)	Executive Director	Executive Director	Annually	<i>Grant application</i>

(b) Community wide strategic planning and needs assessment (community assessment).

(1) To design a program that meets community needs, and builds on strengths and resources, a program must conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and resources and include, at a minimum:

(i) The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including:

(A) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A));

(B) Children in foster care; and

(C) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies;

(ii) The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being;

(iii) Typical work, school, and training schedules of parents with eligible children;

(iv) Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served;

- (v) Resources that are available in the community to address the needs of eligible children and their families; and,**
- (vi) Strengths of the community.**

(2) A program must annually review and update the community assessment to reflect any significant changes including increased availability of publicly-funded pre-kindergarten (including an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered for a full school day), rates of family and child homelessness, and significant shifts in community demographics and resources.

3) A program must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. A program must not enroll children from diverse economic backgrounds if it would result in a program serving less than its eligible funded enrollment.

A full Community Assessment is completed every five years and is included in the Head Start Base Grant Application. Updates are completed annually and included in the grant application.

The Executive Director is responsible for ensuring that the Community Assessment is complete and up-to-date. The Executive Director and/or his/her designee are also responsible for the collection and analysis of information included in the Assessment. Collection of information is gathered from a variety of sources and includes: Head Start Staff; Head Start Parents; Community Leaders; U.S. Bureau of Census; Illinois Dept. of Human Service; Illinois Dept. of Public Health; Local School Districts and Special Education Cooperatives; Social Service Organizations; U.S. Dept. of Labor; and the Illinois Dept. of Children and Family Services, as well as a variety of other resources.

The results of the Community Assessment are used to determine philosophy, long and short range objectives, program options and locations for centers.

It is the responsibility of the Executive Director to ensure that the grantee board and policy council are involved in all applicable use of the community assessment.

The Community Assessment is updated each year following the completion of the comprehensive Community Assessment. The Executive Director has the primary responsibility for identifying significant changes and trends and relating this information to the Grantee Board and Policy Council.

The Family & Community Services Coordinator will present selection criteria and recruitment procedures to the board in January of each year for approval.

§1302.12 Determining, verifying, and documenting eligibility.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.12	Family & Community Services Coordinator	FA Recruiter HB Teacher	Ongoing	<i>Application, Unver. Income Form, Low/Zero Income Form, Change of Status</i>

(a) Process overview.

(1) Program staff must:

- (i) Conduct an in-person interview with each family, unless paragraph (a)(2) of this section applies;**
- (ii) Verify information as required in paragraphs (h) and (i) of this section; and,**
- (iii) Create an eligibility determination record for enrolled participants according to paragraph (k) of this section.**

(2) Program staff may interview the family over the telephone if an in-person interview is not possible or convenient for the family.

(3) If a program has an alternate method to reasonably determine eligibility based on its community assessment, geographic and administrative data, or from other reliable data sources, it may petition the responsible HHS official to waive requirements in paragraphs (a)(1)(i) and (ii) of this section.

PACT staff members complete enrollment applications with families by an in-person interview in the family’s home, HS center, or at other community events such as joint preschool screenings and parenting fairs. In unusual circumstances, the staff may conduct an interview by phone to begin the application. The staff will indicate how the interview was conducted on the Enrollment Application. The eligibility determination record includes the Enrollment Application, an eligibility determination and income verification, including copies of the income documents used to verify eligibility. These records are either paper or electronic filed documents.

(b) Age requirements.

(1) For Early Head Start, except when the child is transitioning to Head Start, a child must be an infant or a toddler younger than three years old.

(2) For Head Start, a child must:

- (i) Be at least three years old or, turn three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located; and,**

- (ii) Be no older than the age required to attend school.**
- (3) For Migrant or Seasonal Head Start, a child must be younger than compulsory school age by the date used to determine public school eligibility for the community in which the program is located.**

Head Start

To be eligible for Head Start services, a child must be less than 5 years old on or before September 1 of that program year. In Centers where all eligible children are enrolled and an intense recruitment effort has been completed, the following shall apply:

Center Based

Only children who turn three years of age prior to December 1 may be enrolled into HS Center Based if they meet all other eligibility criteria services. They shall be enrolled on or after the day that they turn three years of age. Children referred by Early Intervention, Child & Family Connections, Prevention Initiative, and Early Childhood programs shall receive priority for enrollment in order to avoid a lapse of service and to enhance the transition process.

Early Head Start

This program provides family-centered services to low-income pregnant women (Home Based) and families with children from birth to age 3 in Home Based and Center Based. This program facilitates child development, support of parental roles, and promotes self-sufficiency. For both Head Start and Early Head Start programs, PACT will define a pregnant teen or a teen parent as age 19 and below or enrolled in high school.

1302.12 b (3) is not applicable to PACT for West Central Illinois as the agency does not operate Migrant or Season Head Start.

(c) Eligibility requirements.

(1) A pregnant woman or a child is eligible if:

- (i) The family's income is equal to or below the poverty line; or,**
- (ii) The family is eligible for or, in the absence of child care, would be potentially eligible for public assistance; including TANF child-only payments; or,**
- (iii) The child is homeless, as defined in part 1305; or,**
- (iv) The child is in foster care.**

(2) If the family does not meet a criterion under paragraph (c)(1) of this section, a program may enroll a child who would benefit from services, provided that these participants only make up to 10 percent of a program's enrollment in accordance with paragraph (d) of this section.

2022 INCOME GUIDELINES

Size of family unit	100% Poverty Guideline
1	\$13,590
2	\$18,310
3	\$23,030
4	\$27,750
5	\$32,470
6	\$37,190
7	\$41,910
8	\$46,630

For family units with more than 8 members, add \$4,720 for each additional member.

All families who fall below the income guideline or who receive any financial assistance from Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), are income eligible AND, applicants who are foster children or homeless children are considered eligible.

EHS - A pregnant woman and her unborn child are considered a family of 2 when calculating income.

EHS - A pregnant teen or a teen parent is considered a family of her/his own when calculating income.

**HS - To be considered a four year old, birth dates must be after
September 1, 2017 - August 31, 2018**

**HS - To be considered a three year old, birth dates must be after
September 1, 2018 - August 31, 2019**

**EHS - To be considered a two year old, birth dates must be after
September 1, 2019 - August 31, 2020**

	1 Year Olds	2 Year Olds	3 Year Olds	4 Year Olds
After Sept 1	2020	2019	2018	2017
Oct	2020	2019	2018	2017
Nov	2020	2019	2018	2017
Dec	2020	2019	2018	2017
Jan	2021	2020	2019	2018
Feb	2021	2020	2019	2018
March	2021	2020	2019	2018
April	2021	2020	2019	2018
May	2021	2020	2019	2018
June	2021	2020	2019	2018
July	2021	2020	2019	2018
Aug 31	2021	2020	2019	2018

The above information can be found at <https://www.federalregister.gov>.

(d) Additional allowances for programs.

(1) A program may enroll an additional 35 percent of participants whose families do not meet a criterion described in paragraph (c) of this section and whose incomes are below 130 percent of the poverty line, if the program:

(i) Establishes and implements outreach, and enrollment policies and procedures to ensure it is meeting the needs of eligible pregnant women, children, and children with disabilities, before serving pregnant women or children who do not meet the criteria in paragraph (c) of this section; and,

(ii) Establishes criteria that ensure pregnant women and children eligible under the criteria listed in paragraph (c) of this section are served first.

(2) If a program chooses to enroll participants who do not meet a criterion in paragraph (c) of this section, and whose family incomes are between 100 and 130 percent of the poverty line, it must be able to report to the Head Start regional program office:

(i) How it is meeting the needs of low-income families or families potentially eligible for public assistance, homeless children, and children in foster care, and include local demographic data on these populations;

(ii) Outreach and enrollment policies and procedures that ensure it is meeting the needs of eligible children or pregnant women, before serving over-income children or pregnant women;

(iii) Efforts, including outreach, to be fully enrolled with eligible pregnant women or children;

(iv) Policies, procedures, and selection criteria it uses to serve eligible children;

(v) Its current enrollment and its enrollment for the previous year;

(vi) The number of pregnant women and children served, disaggregated by the eligibility criteria in paragraphs (c) and (d)(1) of this section; and,

(vii) The eligibility criteria category of each child on the program's waiting list.

A majority of the children enrolled in the PACT Head Start or Early Head Start program will be from low-income families. In areas where all low-income children that were placed on a waiting list are currently being served and an opening occurs, the Family & Community Services Coordinator will consider over-income families that have children with a disability before children from families that are between 100% and 130% of the poverty line for enrollment.

Over-income families will be enrolled according to the established selection criteria in 1302.14 of this section. PACT may enroll up to 35% of children whose families are over 100% Poverty Guideline and below 130% of Poverty Guideline.

A report will be compiled, when requested, to be submitted with the Head Start Regional Program Office.

1302.12 (e) (f) do not apply to PACT for West Central Illinois as the agency is not operated by an Indian Tribe.

(g) Eligibility requirements for communities with 1,000 or fewer individuals.

(1) A program may establish its own criteria for eligibility provided that it meets the criteria outlined in section 645(a)(2) of the Act.

(2) No child residing in such community whose family is eligible under criteria described in paragraphs (c) through (f) of this section, may be denied an opportunity to participate in the program under the eligibility criteria established under this paragraph (g).

§1302. 12 (1) (2) N/A PACT

(h) Verifying age. Program staff must verify a child's age according to program policies and procedures. A program's policies and procedures cannot require families to provide documents that confirm a child's age, if doing so creates a barrier for the family to enroll the child.

Per Illinois Licensing Standards for Day Care Centers, Rules 407-(64), adopted 4/1/10, families will be provided a written notice during the intake visit, via the PACT Parent Handbook, that within 30 days of enrollment, the parent or guardian must provide a certified copy of the child's birth certificate or other reliable proof of identity and age of the child. If a certified copy of the birth certificate is not available, the parent or guardian must submit a passport, visa or other governmental documentation as proof the child's identity and age and an affidavit or notarized letter explaining the inability to produce the certified copy of the birth certificate. PACT is required by law to notify the Illinois State Police or local law enforcement agency if the parent or guardian fails to submit proof of the child's identity within the 30-day time frame.

A scan of the child's certified birth certificate will be attached in ChildPlus in the Application tab for the individual child. The paper copy will be kept in the child's DCFS file for center-based children and the child's file in home-based children.

At the time of application, each child's birth date will be verified by a HBT, FA, or Recruiter by seeing a birth certificate, medical card, immunization record, or passport/visa or other governmental document. This will be documented on page 3 of the application to record verification. A Head Start staff person must sign the application stating they have verified the child's birth date before the application will be processed by the Family & Community Services Coordinator.

A Change of Status form will be completed by the HBT, FA, or Recruiter to change the enrolled or wait listed pregnant woman's application to the newborn. The Change of Status will be signed by the PACT staff indicating documents seen to verify birth.

(i) Verifying eligibility.

(1) To verify eligibility based on income, program staff must use tax forms, pay stubs, or other proof of income to determine the family income for the relevant time period.

(i) If the family cannot provide tax forms, pay stubs, or other proof of income for the relevant time period, program staff may accept written statements from employers, including individuals who are self-employed, for the relevant time period

and use information provided to calculate total annual income with appropriate multipliers.

(ii) If the family reports no income for the relevant time period, a program may accept the family's signed declaration to that effect, if program staff describes efforts made to verify the family's income, and explains how the family's total income was calculated or seeks information from third parties about the family's eligibility, if the family gives written consent. If a family gives consent to contact third parties, program staff must adhere to program safety and privacy policies and procedures and ensure the eligibility determination record adheres to paragraph (k)(2) of this section.

(iii) If the family can demonstrate a significant change in income for the relevant time period, program staff may consider current income circumstances.

See HSPPS 1305.2 Terms

Income means gross cash income and includes earned income, military income (including pay and allowances, except those described in Section 645(a)(3)(B) of the Act), veteran's benefits, Social Security benefits, unemployment compensation, and public assistance benefits.

Income means total cash receipts before taxes from all sources, with the exceptions noted below. Income includes money wages or salary before deductions; net income from non-farm self-employment; net income from farm self-employment; regular payments from Social Security or railroad retirement; payments from unemployment compensation, strike benefits from union funds, workers' compensation, veterans benefits (with the exception noted below), public assistance (including Temporary Assistance for Needy Families, Supplemental Security Income, Emergency Assistance money payments, and non-Federally funded General Assistance or General Relief money payments); training stipends; alimony, child support, and military family allotments or other regular support from an absent family member or someone not living in the household; private pensions, government employee pensions (including military retirement pay), and regular insurance or annuity payments; college or university scholarships, grants, fellowships, and assistantships; and dividends, interest, net rental income, net royalties, and periodic receipts from estates or trusts; and net gambling or lottery winnings.

As defined here, income does not include capital gains; any assets drawn down as withdrawals from a bank, the sale of property, a house or a car; or tax refunds, gifts, loans, lump-sum inheritances, one-time insurance payments, or compensation for injury. Also excluded are noncash benefits, such as the employer-paid or union-paid portion of health insurance or other employee fringe benefits; food or housing received in lieu of wages; the value of food and fuel produced and consumed on farms; the imputed value of rent from owner-occupied non-farm or farm housing; and such Federal non-cash benefit programs as Medicare, Medicaid, food stamps, school lunches, and housing assistance, and certain disability payments made to disabled children of Vietnam veterans as prescribed by the Secretary of Veterans Affairs.

The period of time to be considered for eligibility is the twelve months immediately preceding the month in which application or reapplication for enrollment of a child in a Head Start program is made, or for the calendar year

immediately preceding the calendar year in which the application or reapplication is made, whichever more accurately reflects the family's current needs.

However, there are certain exceptions to this definition that are applicable to Head Start programs:

Section 645(a)(3)(B) of the new Head Start Act requires that certain types of pay and allowance to members of the uniformed services not be counted as income for purposes of determining Head Start eligibility. Specifically, the following two pay/allowances are to be excluded when determining Head Start eligibility:

(B) The following amounts of pay and allowance of a member of the uniformed services shall not be considered to be income for purposes of determining the eligibility of a dependent of such member for programs funded under this subchapter:

(i) The amount of any special pay payable under section 310 of title 37, United States Code, relating to duty subject to hostile fire or imminent danger.

(ii) The amount of basic allowance payable under section 403 of such title, including any such amount that is provided on behalf of the member for housing that is acquired or constructed under the alternative authority for the acquisition and improvement of military housing under subchapter IV of chapter 169 of title 10, United States Code, or any other related provision of law.

In addition, under 37 U.S.C. 402a (g), the child or spouse of a member of the armed forces (Army, Navy, Air Force, Marine Corps, and Coast Guard) receiving a "supplemental subsistence allowance" who, except on account of such allowance, would be eligible to receive a service provided under the Head Start Act, shall be considered eligible for such benefits notwithstanding the receipt of the allowance. The subsistence allowance would therefore not be counted in determining eligibility for programs authorized by the Head Start Act.

Calculate income for the relevant time period which most accurately shows the family's current financial status. The two time periods that may be used are either the last calendar year or the last 12 months. The staff member, during discussion with the family, decides which time period should be used and reviews the entire time period with the family to make sure no source of income will be missed.

All income sources and amounts must be verified by a Head Start employee. Income may be verified by collecting and reviewing the following documents: Individual Income Tax Form 1040, W-2 forms, pay stubs, pay envelopes, written statements from employers, or award letters from SSI or TANF. Families can obtain one free copy of their tax return by visiting www.irs.gov.

In cases where the family does not have verification of an income source available in their home, the staff member must complete a *Request for Income Verification form* for each unverified source and have the person who received the income sign the release. If the release is to verify unemployment benefits, Supplemental Social Security Income (SSI) Social Security Benefits or Temporary Assistance to Needy Families (TANF) benefits, the payee must also put their name and social security number of the person who is receiving the benefits on the release. A family may have to contact DHS if the SSI award letter or verification letter cannot be produced. In this case, the SSI verification will be received by the applicant, not the PACT agency. Contact the Family & Community Services Coordinator if family cannot locate written statements. Families receiving SSI or TANF at the time the application is taken are considered income eligible. As of 4/21/22, families demonstrating proof of SNAP receipt are also considered income eligible per the Office of Head Start.

The staff member then sends a *Request for Income Verification Letter* along with the letter to the income source.

In a few instances, a parent may not have any verification of income source. For example, records were destroyed in a fire, an income source paid in cash and no records were kept, migrant or immigrant families may not have records, or an estranged spouse may be unable to be located or it may be dangerous for the family to have their location revealed to that person. In those cases, it is acceptable to have the parent complete an *Unverified Income or Zero/Low Income form* to explain those sources. If family income is abnormally low (below 30% of Poverty Guideline) or there are periods of time with no income, write a brief explanation of how the family was supported during this time of no income, using the bottom half of the *Unverifiable Income or Zero/Low Income form*. The following questions should be used to explain:

Who supported the family during the time of no income? How did they pay expenses? How did they purchase food? How did they pay for housing? Did they live with someone during this time? Did someone else pay any of their expenses?

When parents have been married or living together and are now separated or divorced, or when a child's parent has married within the past year, income from both parents is counted for the period of time that both parents were in the home. From the date of separation, income from only the parent with whom the child is living is considered.

For all self-employment incomes, make a copy of or scan the family's complete Federal tax forms, including Schedules C, C-EZ, and/or F, and attached in ChildPlus for the Family & Community Services Coordinator to figure income. Income from self-employment is too time consuming to be figured in the home and there is a need to make sure the rules for figuring the income are uniformly applied.

The Head Start staff member is responsible for attaching a copy of each completed *Request for Income Verification form* and other income documents in ChildPlus when entering the application.

EHS:

A family's income will need to be re-verified with a new Enrollment Application when moving from EHS to HS.

See Performance Standard 1302.12 in this section.

(2) To verify whether a family is eligible for, or in the absence of child care, would be potentially eligible for public assistance, the program must have documentation from either the state, local, or tribal public assistance agency that shows the family either receives public assistance or that shows the family is potentially eligible to receive public assistance.

(3) To verify whether a family is homeless, a program may accept a written statement from a homeless services provider, school personnel, or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including documentation from a public or private agency, a declaration, information gathered on enrollment or application forms, or notes from an interview with staff to establish the child is homeless; or any other document that establishes homelessness.

(i) If a family can provide one of the documents described in this paragraph (i)(3), program staff must describe efforts made to verify the accuracy of the information provided and state whether the family is eligible because they are homeless.

(ii) If a family cannot provide one of the documents described in this paragraph (i)(3) to prove the child is homeless, a program may accept the family's signed

declaration to that effect, if, in a written statement, program staff describe the child's living situation that meets the definition of homeless in part 1305 of this chapter.

(iii) Program staff may seek information from third parties who have firsthand knowledge about a family's living situation, if the family gives written consent. If the family gives consent to contact third parties, program staff must adhere to program privacy policies and procedures and ensure the eligibility determination record

(4) To verify whether a child is in foster care, program staff must accept either a court order or other legal or government-issued document, a written statement from a government child welfare official that demonstrates the child is in foster care, or proof of a foster care payment.

A foster child is eligible for Head Start. Proof is required which can be a court order, legal, government issued document, or written statement from the DCFS official demonstrating the child is in foster care.

A homeless child is eligible for Head Start and proof is necessary which can be provided by a homeless services provider, school personnel, other service agency, or any other document that establishes eligibility of homelessness.

If a family does not have one of the documents described above, the staff may accept the families signed declaration of homelessness. Staff must completed the *Living Situation Verification* form and describe the child's living situation and how it is determined that the child is homeless.

In cases where the family does not have verification of foster care or status of homelessness, the staff member, with the family's consent can complete a *Social Service Release of Information* to a third party to make this determination.

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434A Section 725.2 specifies definition of homeless children: For purposes of this subtitle:

(2) The term homeless children and youths' —

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes — (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

If a child is living with non-parent relatives due to loss of housing, economic hardship, or a similar reason, the child may meet the definition of a homeless child due to kinship care status. (Some examples of circumstances leading a child to kinship care include economic hardship, substance misuse, or incarceration. If the child is living with non-parent relatives for these or similar reasons, the child may be considered homeless and then would be eligible for Head Start.)

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

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(3) The terms local educational agency' and State educational agency' have the meanings given such terms in section 9101 of the Elementary and Secondary Education Act of 1965.

(4) The term Secretary' means the Secretary of Education.

(5) The term State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(6) The term unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

(j) Eligibility duration.

(1) If a child is determined eligible under this section and is participating in a Head Start program, he or she will remain eligible through the end of the succeeding program year except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with a greater need for Head Start services.

(2) Children who are enrolled in a program receiving funds under the authority of section 645A of the Act remain eligible while they participate in the program.

(3) If a child moves from an Early Head Start program to a Head Start program, program staff must verify the family's eligibility again.

(4) If a program operates both an Early Head Start and a Head Start program, and the parents wish to enroll their child who has been enrolled in the program's Early Head Start, the program must ensure, whenever possible, the child receives Head Start services until enrolled in school, provided the child is eligible.

Head Start children enrolled will remain eligible for two years. If the child turned 3 after the school cut off age, and was enrolled in the fall, the staff will complete an application to verify income eligibility for consideration of the 3rd year; and the child will be a "returning" child on the selection criteria. Staff will complete enrollment applications for children moving from EHS to HS and the selection criteria does give preference to children previously enrolled in EHS.

See 1302.12.

(k) Records.

(1) A program must keep eligibility determination records for each participant and ongoing records of the eligibility training for staff required by paragraph (m) of this section. A program may keep these records electronically.

(2) Each eligibility determination record must include:

(i) Copies of any documents or statements, including declarations, that are deemed necessary to verify eligibility under paragraphs (h) and (i) of this section;

(ii) A statement that program staff has made reasonable efforts to verify information by:

(A) Conducting either an in-person, or a telephone interview with the family as described under paragraph (a)(1)(i) or (a)(2) of this section; and,

(B) Describing efforts made to verify eligibility, as required under paragraphs (h) through (i) of this section; and, collecting documents required for third party verification that includes the family's written consent to contact each third party, the third parties' names, titles, and affiliations, and information from third parties regarding the family's eligibility.

(iii) A statement that identifies whether:

(A) The family's income is below income guidelines for its size, and lists the family's size;

(B) The family is eligible for or, in the absence of child care, potentially eligible for public assistance;

(C) The child is a homeless child or the child is in foster care;

(D) The family was determined to be eligible under the criterion in paragraph (c)(2) of this section; or,

(E) The family was determined to be eligible under the criterion in paragraph (d)(1) of this section.

(3) A program must keep eligibility determination records for those currently enrolled, as long as they are enrolled, and, for one year after they have either stopped receiving services; or are no longer enrolled.

After all sources of income have been verified by the staff or a release has been completed, the Head Start staff checks off what has been looked at to verify income and birth date on the last page of the application and signs and dates it. Copies of all forms of income verification documents will be scanned and attached to the Application tab in Child Plus. The Family & Community Services Coordinator is responsible for holding applications waiting on income verification to be returned from income sources.

Staff who enter the applications into Child Plus are responsible for attaching income verification and any releases for income under the Application tab (Family Information section) in ChildPlus. Staff then email the signature page along with any documentation not attached in Child Plus to the Family & Community Services Coordinator.

The Family & Community Services Coordinator is responsible for reviewing the entire application to ensure everything is complete and verified. The Family & Community Services Coordinator will then verify income documentation, assign points, sign and date the 3rd page of the application. The Office Coordinator will then double check the application in ChildPlus, initialing at dating when complete. Processed applications are attached in ChildPlus in the Enrollment tab for each participant.

Child Plus will automatically figure the income percentage of the poverty guidelines for the family (formula used to accomplish is by dividing the actual family income by the family income listed in the income guidelines for that size of family).

The Enrollment Application, eligibility documents, and all staff statements required above will be kept on file for at least one year after the child is not receiving services.

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

(m) Training on eligibility.

(1) A program must train all governing body, policy council, management, and staff who Determine eligibility on applicable federal regulations and program policies and procedures. Training must, at a minimum:

(i) Include methods on how to collect complete and accurate eligibility information from families and third party sources;

(ii) Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy; and,

(iii) Explain program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information.

(2) A program must train management and staff members who make eligibility determinations within 90 days of hiring new staff.

(3) A program must train all governing body and policy council members within 180 days of the beginning of the term of a new governing body or policy council.

(4) A program must develop policies on how often training will be provided after the initial training.

Recruitment Training is conducted annually in March and includes training in completing applications, ChildPlus entry, collecting and verifying eligibility documents; interviewing strategies that treat families with respect, allow for individual family situations being identified while maintaining privacy and dignity; and includes review of the SOPM procedures about intentionally providing false information.

New Staff Training plans include the timeline for training Family Advocates, Home Based Teachers, Recruiters, Site Supervisors, and Managers within 90 days of hire on the above subject.

The Board and Policy Council are trained initially on the final rule of eligibility within 180 days of the beginning of the term.

§1302.13 Recruitment of children.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.13	Family & Community Services Coordinator	FA, Recruiter, HB Teacher	ongoing	<i>PSI Income Worksheet</i>

Prior to beginning spring recruitment the Family & Community Services Coordinator determines how many applications must be obtained by using the following formula:

$$\begin{aligned}
 & \text{Funded enrollment} \\
 & \text{-- } \frac{\text{\# of returning children}}{\text{total}} \\
 & + \frac{\text{\# of drops (enrolled and selected but didn't enroll)}}{\text{projected number of applications needed}} \\
 & = \text{Each recruiter is assigned a "target" number of applications to complete during recruitment.}
 \end{aligned}$$

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. A program must include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.

PACT for West Central Illinois recruits, selects, and enrolls from the entire eight county service areas for 3-5 Head Start.

PACT's service area for Early Head Start is the entire eight county area serving pregnant women and children up to 36 months old for the home-based program. In Pike, Hancock, McDonough and rural Adams counties, PACT offers full-day, full year center-based program for infants and toddlers of parents.

The plan for recruitment of children is developed by staff with input and approval sought from parents annually. Recruitment begins in the spring and continues throughout the year.

In late December/early January and in June, DHS lists for all eight counties are obtained by the Family & Community Services Coordinator from DHS. These are computer printouts of families with children under five years old and pregnant women, that may be eligible for Head Start due to limited income (TANF, Medical Card, SNAP).

In February, the Family & Community Services Coordinator will give a report to the FAs/HBTs listing younger sibling that may need applications for the coming year.

The Family & Community Services Coordinator contacts agencies in each county for referrals. Agencies include, but are not limited to:

- Department of Human Services
- Department of Children & Family Services
- Two Rivers Regional Council of Public Officials
- Morgan-Cass-Scott Community Services
- Special Education Districts
- Public Health Departments
- General Assistance Offices
- Mental Health Centers
- Western Illinois Regional Council
- 0-3 Programs

PACT is part of the Joint Cooperative Agreement between Head Start and the Illinois Department of Children and Family Services (DCFS) to recruit, enroll, provide services cooperatively, and cooperate in trainings of staff and parents to prevent child abuse and neglect for children and families in the child welfare system. This includes foster children, children of wards, and children from DCFS intact families (families that have service plans with DCFS and children are with parent/guardians OR families that have been referred by DCFS). The Family & Community Services Coordinator will initiate PSIs for foster children, DCFS wards, children of wards, and intact families receiving DCFS services who are identified from DCFS. The Recruiter, Family Advocates and Home Based Teachers will complete applications ASAP on any foster child, DCFS ward, child of a ward, or child of intact family receiving DCFS services, identified through Central Office, walk-ins, or cold call visits.

PACT does specific outreach to expectant teens or teen with infants and toddlers that is sent by the Family & Community Services Coordinator. Information about Early Head Start services, which includes flyers to be placed in school buildings, are given to High School Principals in the fall of each year. Principals are also provided with packets which can be distributed to expectant teens. Teen Packets describe what services are available to them and provide general information on caring for themselves, tips for parenting infants, and a baby booklet to track baby's first year and developmental milestones. Teens are assured placement for their newborn in the Early Head Start program once the expectant teen is enrolled.

In addition to the agencies listed above the following agencies apply to EHS: Physicians, hospitals, early intervention programs, domestic violence agencies, and school officials.

Newspaper, radio, website, social media, and television spots are used to inform the public that applications are being taken for the fall program. Each Home Based Teacher, Family Advocate, and Parent is asked for a list of potentially eligible children. The Home Based Teachers and Family Advocates are responsible for posting at least ten (10) fliers containing information about recruitment in their areas and distributing yard signs in April & July.

Following training, the Recruiter, Home Based Teachers, and Family Advocates are assigned a geographical area and contacts all families within that area that have been referred to PACT. **If staff knows a family is over income, staff will not complete a PSI form for that family. Staff will refer over income families to the local school district.**

Prospective Student Intake Form

All staff is required to identify age and income eligible children. Staff document prospective children and families on a Prospective Student Intake Form. After the middle section (everything above 'Recruitment Activities') of the form is completed, the form is forwarded to the Family & Community Services Coordinator.

All PSI's are recorded in the current Recruitment log by the Family & Community Services Coordinator. All changes, corrections, and updates are recorded in the Recruitment log by the Family & Community Services Coordinator.

Each HBT and FA will be given folders sorted by town containing Prospective Student Intake Forms that give basic information about referred families. Staff are expected to contact each family, explain the PACT program, and complete an application if the family so wishes.

The Recruiter, HBT, and FA must document all attempts whether by phone, mail, email, or in person (social media can be used as a last resort) to contact the family on the bottom section of the PSI form. If the staff member has exhausted all resources and has still been unable to reach the family to complete an application, they will mail the family a PACT brochure and a "We've been recruiting in your area" letter. After the brochure and the letter have been mailed and staff have documented the mailing on the PSI form, staff will forward to the Family & Community Services Coordinator. If recruitment results in an application, staff will submit the PSI to the Family & Community Services Coordinator.

The Family & Community Services Coordinator will review all paperwork that did not result in an application to determine whether the follow-up is "Complete", should be held for "Future follow up", or may be returned to the staff member for more complete follow-up.

If during the attempts to reach the family, the Recruiter, Home Based Teacher or Family Advocate discovers the family has moved out of the area they are recruiting, they will write the complete new address on the PSI form and submit all information on the family to the Family & Community Services Coordinator. If the family is still within the 8-county service area, the Family & Community Services Coordinator will forward the family information to the Home Based Teacher or Family Advocate responsible for that area.

The PSIs and applications are tracked in the Recruitment Log by the Family & Community Services Coordinator by staff and county to document recruitment efforts and for staff monitoring process.

After the Recruiter, Home Based Teacher, or Family Advocate has followed up on all names given to them for recruitment, they will need to spend the rest of the working time "cold calling". They should ask at businesses, daycares, and other places within the community for names of children who may be eligible for Head Start services. The Recruiter, Home Based Teachers, and Family Advocates will also stop at homes where the presence of a young child is noted or in some instances, may go door-to-door, passing out program brochures and asking for referrals. Whenever a name is received, a Prospective Student Intake form must be completed with family information. Staff then follow recruitment follow up procedures.

Application Process

When contact with a family results in their interest in completing a PACT Head Start application, the Recruiter, Home Based Teacher or Family Advocate will fill out the application during an interview process with the family. (Step by step directions in completing the application can be found in the Recruitment Training Manual).

Determining the # in the family:

When completing the number of family members on page two and three of the application, the following definition applies:

Family (for a child) means all persons living the same household who are:

supported by the child’s parents or guardian(s) income; **and** related to the child’s parent(s) or guardian(s) by blood, marriage, or adoption; **OR** the child’ authorized caregiver or legally responsible party.

Family, for a pregnant woman, means all persons who financially support the pregnant woman. An unborn child (EHS application) is counted as a member of a family. In HS, the unborn child is **not** counted as a member of the family. A pregnant teen is a family of two when considering family income.

From ECKLC: FAQs on Eligibility Final Rule: The rule does not address anything particular to teen parents. The long-standing policy that programs do not need to verify the teen’s parents’ income(s) has not changed. There may be other persons residing in the household listed on the application which do not meet the definition of a family member.

Once the application and all needed income releases are complete, the staff member should read aloud to parents the statement on the Special Needs Identification form emphasizing that answering this form is optional, voluntary, and confidential. Continue to complete this form, referring to instructions from the Disabilities/Mental Health Services Coordinator - See Subpart F for details.

The staff should also explain the agency’s DCFS requirements for health needs and ask the family about the status of the child’s current health needs using the *Health Needs form*. Releases should be signed by the parent to obtain all available health results from providers. Families should be encouraged to make appts. for outstanding health needs to ensure they are completed prior to enrollment. All releases obtained during an application are faxed by the recruiter to the provider. A Recruitment Health Memo is given to each family that fills out an application and staff explain what is needed.

After all paperwork is complete, explain to parents that the Family & Community Services Coordinator will be processing all applications and selecting the most eligible families for enrollment. Families will receive a selection or waiting list letter sometime in May/June. There are no guarantees that a family will be enrolled. Families placed on the waiting list will be notified when there is an opening for their child.

Each completed application and the accompanying paperwork should be completed as below:

Application	Enter the information in ChildPlus <i>(maintain the paper copy for 1 year at your office).</i> Send page 3 with signatures to Coordinator via email.
Income Worksheet	Attach in ChildPlus
Unverifiable Income and Low/Zero Income Form	Attach in ChildPlus
Living Situation Verification	Attach in ChildPlus
Prospective Student Intake (PSI)	Complete middle portion of form at send to C.O.
Request for Income Verification	Attach in ChildPlus
Health Needs Form and signed releases	Fax releases to providers to obtain health needs. Health Needs form can be shredded.
Special Needs ID and Authorization for Release of Information	Scan and email to Disabilities/MH Coordinator

A Recruitment Training Manual is updated yearly by the Family & Community Services Coordinator. Health and Disabilities/Mental Health Services Coordinators update their sections. The Recruiter, HB Teachers, Family Advocates, and Site Supervisors receive the manual in the spring during recruitment training.

If application information changes after submission, the Recruiter, Family Advocates, and HB Teachers are to complete a *Change of Status Form* for any updates to the application: family member changes and change in employment status. Changes of address and phone numbers are made in ChildPlus by the FAs, HBTs, and recruiter.

§ 1302.14 Selection Process

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.14 (a) (b) (c)	Family & Comm. Services Coor.	Family & Comm. Services Coor.	ongoing	na

After all applications are received in the Central Office and processed, the selection process begins. Children residing in a center based classroom area are selected first. The selection criteria is applied to those applications until all classrooms are full. The remainder of those applications are then grouped with the rest of the applications for selection for the home based program. Children residing in the center classroom areas that are selected for the home based program may also be put on the waiting list for the center program if the family chooses.

(a) Selection criteria.

(1) A program must annually 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 family or child risk factors.

(2) If a program serves migrant or seasonal families, it must select participants according to criteria in paragraph (a)(1) of this section, and give priority to children whose families can demonstrate they have relocated frequently within the past two-years to pursue agricultural work.

(3) If a program operates in a service area where Head Start eligible children can enroll in high-quality publicly funded pre-kindergarten for a full school day, the program must prioritize younger children as part of the selection criteria in paragraph (a)(1) of this section. If this priority would disrupt partnerships with local education agencies, then it is not required. An American Indian and Alaska Native or Migrant or Seasonal Head Start program must consider whether such prioritization is appropriate in their community.

PACT has Memorandums of Understanding (MOU's), with school districts in the service of the districts where the Head Start Centers are located and makes selections in cooperation with Macomb, Central, Pikeland, Beardstown, and Griggsville-Perry.

(4) A program must not deny enrollment based on a disability or chronic health condition or its severity.

We do not deny enrollment due to a disability or chronic health conditions. When a child is suspected of having a chronic health condition, illness or injury that poses a significant risk to his/her health or safety or that of anyone in contact with them, the Teacher will notify the Health Coordinator immediately. The Health Coordinator will set up a conference involving herself, the Teacher, the child's parents, the Executive Director (if needed), and the physician involved. If the physician cannot attend, written information will be obtained using a signed release. The conference will be held as soon as it can be scheduled. The group will decide what short-term exclusions will need to take place (if any) to protect the child or others. The Health Coordinator will document the results on a Family Support Plan form. Future conferences will be held as needed and scheduled by the Health Coordinator.

(b) Children eligible for services under IDEA.

(1) A program must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.

(2) If the requirement in paragraph (b)(1) of this section has been met, children eligible for services under IDEA should be prioritized for the available slots in accordance with the program's selection criteria described in paragraph (a) of this section.

Selection of Children for Early Head Start

After completion of recruitment the Family & Community Services Coordinator selects children for enrollment based on selection criteria established by the Policy Council. Priority Selections are listed in order of priority. Families indicate on the application which EHS program they want. Current criteria for selecting children are:

Returning children previously enrolled that are under three years old as of Sept. 1
10% special needs - Lowest income eligible until 10% is filled. (100% or below of the Poverty Guideline)
Any foster or homeless child who meets age requirements
Any child referred by the Department of Children and Family Services that is part of an intact family that meets age and income requirements (100% or below the Poverty Guideline)
Any 0-3 year old children whose parent is enrolled in Western Illinois University who meet income eligibility requirements (100% or below of Poverty Guideline). (For the Macomb Center only)
Any child referred by Family Services, Physician, or Early Intervention programs who meet income eligibility requirements (100% or below of Poverty Guideline)
Any child with a documented diagnoses or medical service plan that may result in an IFSP (100% or below of Poverty Guideline).
Pregnant teen or teen parent referred by the Health Department, Physician, School Official, Social Service, or Domestic Violence agencies, who meet income eligibility requirements. (100% or below of Poverty Guideline)
Pregnant teen or Child of teen parent who meets income eligibility (100% or below of Poverty Guideline) requirements
Income eligible (100% or below of Poverty Guideline) pregnant woman
Sibling of an enrolled child who meets income eligibility (100% or below of Poverty Guideline) requirements.
Working or going to school, Full Day CB, (100% or below the Poverty Level Guideline) (lowest to highest income)
Income eligible 0-3 year-olds (100% or below of Poverty Guideline) (lowest to highest income)
Over-income (over 100% of Poverty Guideline) children with special needs
Over-income (over 100% of Poverty Guideline) children with a documented diagnoses or medical service plan that may result in an IFSP.
For Between 101 - 130% of Poverty Guideline, these criteria apply until 35% of Funded Total Enrollment is met:
Any child referred by the Department of Children and Family Services that is part of an intact family that meets age and income requirements (between 101 - 130% of the Poverty Guideline)
Any 0-3 year old children whose parent is enrolled in Western Illinois University who are between 101-130% of Poverty Guideline. (For the Macomb Center only)
Between 101 - 130% of Poverty Guideline, 0-3 children referred by Family Services, Physician, or Early Intervention programs
Between 101 - 130% of Poverty Guideline, pregnant teen or teen parent referred by the Health Department, Physician, School Official, Social Service, or Domestic Violence agencies

Between 101 - 130% of Poverty Guideline, pregnant teen or teen parent
Between 101 - 130% of Poverty Guideline, Working or going to school, Full Day CB (lowest to highest income)
Between 101 - 130% of Poverty Guideline, 0-3 year old children (lowest to highest income)
Between 101- 130% of Poverty Guideline, pregnant woman
For Over Income, these criteria apply until 10% of Funded Total Enrollment is met:
Over Income child referred by the Department of Children and Family Services that is part of an intact family that meets age requirements
Over-income 0-3 children referred by Family Services, Physician, or Early Intervention programs
Over-Income pregnant teen or teen parent referred by the Health Department, Physician, School Official, Social Service, or Domestic Violence agencies
Over income pregnant teen or teen parent with a 0-3 child
Over Income working or going to school, Full Day CB
Over income 0-3 children (lowest to highest income)
Over-Income pregnant woman

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Selection of Children for 3 to 5 Head Start

After completion of recruitment the Family & Community Services Coordinator selects children for enrollment based on selection criteria established by the Policy Council. Priority Selections are listed in order of priority. Families indicate on application which HS program option they want. Current criteria for selecting children are:

Returning children previously enrolled that do not have kindergarten available to them
10% Special needs a. returning children b. Lowest income eligible (100% or below of the Poverty Guideline) until 10% is filled
Any foster or homeless child who meets age requirements
Any child referred by the Department of Children and Family Services that is part of an intact family that meets age and income requirements
Any 3-5 year old children whose parent is enrolled in Western Illinois University who meet income eligibility requirements (100% or below of Poverty Guideline) (For the Macomb Center only)
Children previously enrolled in Early Head Start who meet income eligibility requirements (100% or below of Poverty Guideline)
Any child referred by Family Services, Physician, or Special E. Co-Ops who meets age and income eligibility (100% or below of the Poverty Guideline) requirements
Any child with a documented diagnoses or medical service plan that may result in an IEP (100% or below of Poverty Guideline).
Income eligible (100% or below of the Poverty Guideline), age eligible child with a teen parent
Working or going to school, Full Day CB, (100% or below of the Poverty Guideline) 4 year-olds (lowest to highest income)
Working or going to school, Full Day CB, (100% or below of the Poverty Guideline) 3 year-olds (lowest to highest income)
Income eligible 4 year-olds (100% or below of the Poverty Guideline) (lowest to highest income)
Income eligible 3 year-olds (100% or below of the Poverty Guideline) (lowest to highest income)
Over-income (over 100% of Pov. Guideline) previously enrolled in EHS children with special needs
Over-income (over 100% of Pov. Guideline) children with special needs
Over-income (over 100% of Poverty Guideline) children with a documented diagnoses or medical service plan that may result in an IEP.
For Between 101% - 130% of Poverty Guideline, these criteria apply until 35% of Funded Total Enrollment is met:
Any 3-5 year old children whose parent is enrolled in Western Illinois University who are between 101 - 130% of Poverty Guideline (For the Macomb Center only)
Children previously enrolled in Early Head Start who are between 101- 130% of the Poverty Guideline
Any child referred by the Department of Children and Family Services that is part of an intact family that meets age requirements and are between 101- 130% of the Poverty Guideline
Any child referred by Family Services, Physician, or Special Ed. Co-Ops who meets age eligibility and is between (101 - 130% Poverty Guideline) requirements

Between 101 - 130% Poverty Guideline, age eligible child with a teen parent
Between 101 -130 Poverty Guideline, Working or going to school, Full Day CB, 4 year old(lowest to highest income)
Between 101 -130 Poverty Guideline, Working or going to school, Full Day CB, 3 year old(lowest to highest income)
Between 101 - 130% Poverty Guideline, 4 year-olds (lowest to highest income)
Between 101 - 130% Poverty Guideline, 3 year-olds (lowest to highest income)
Income eligible children, age 3 after the Sept 1 cutoff date, that are referred by Early Intervention, Child & Family Connection, Prevention Initiative and Early Childhood programs
Income eligible children age 3 after the Sept 1 and prior to Dec 1
Income eligible children age 3 anytime after Sept. 1
Between 101 - 130% Poverty Guideline children age 3 after the Sept 1 cut off date that were referred by Early Intervention, Child & Family Connection, Prevention Initiative, and Early Childhood programs
Between 101 - 130% Poverty Guideline children age 3 after the Sept 1 and prior to Dec 1
Between 101 - 130% Poverty Guideline, children age 3 anytime after Sept. 1
For Over Income, these criteria apply until 10% of Funded Total Enrollment is met:
Over-income previously enrolled children in EHS
Over income children referred by the Department of Children and Family Services that is part of an intact family that meets age requirements
Over-income children referred by Family Services, Physician, or Special Ed Co-Ops who meet age requirements
Over income, age eligible child, with a teen parent
Over income, working or going to school, Full Day CB, 4 year olds
Over income, working or going to school, Full Day CB, 3 year olds
Over-income 4 year old children
Over-income 3 year old children

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(c) Waiting lists. A program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program’s selection criteria.

A waiting list is maintained and updated throughout the year as new applications are received. If a family is enrolled and they move out of the classroom or home base area visiting territory into another home visiting area or classroom location, they will be put on a waiting list for the new location. As an opening occurs in a given geographical territory, the selection criteria is applied to children on the waiting list for that location.

Applications for HS and EHS are accepted throughout the program year.

§1302.15 Enrollment

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.15 (a)	FCS Coordinator	FCS Coordinator	ongoing	<i>TransferPlan,</i>

(a) Funded enrollment. A program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 days.

The Family & Community Services Coordinator reports actual enrollment plus vacancies that are less than 30 days old monthly to the Office of Head Start, Head Start Enterprise System, via the hses.ohs.acf.hhs.gov website. Enrollment is tracked in the Child Plus computer tracking system.

If a child has been selected for enrollment, the Family Advocate or Home Based Teacher receives phone notification or email from the Family & Community Services Coordinator, who also sends a copy of the selected child’s application. The Family Advocate or Home Based Teacher begins the Intake Visit Procedure as soon as phone/email notification is made of the selection by the Family & Community Services Coordinator.

Intake Visits

Beginning of the program year:

In the Center Based Program, Family Advocates receive a Child Plus report documenting all selected children and their addresses. Family Advocates contact each family to schedule an intake visit. The intake visit with the Family Advocate will be completed before the First day of class (entry into the program). The intake visit with the Home Based Teacher is the date of entry into the program and is completed before Visit #1.

The Family Advocate and Home Based Teachers will call the Family & Community Services Coordinator on the date the intake visit (enrollment process) is completed.

The Child Plus enrollment date equals the date child entered the program. For CB options, this is the first day the child attends and for HB options, this is the intake visit date.

Conducting Intake Visits throughout the year:

An Intake Visit is to occur as soon as possible within five (5) days after the Home Based Teacher or Family Advocate receives the family information from the Family & Community Services Coordinator. In Center Based,

the Family Advocate informs the Teacher, Site Supervisor, and Transporter (if applicable) of the selection of a new child. This discussion is to find out when the Teacher would be available to schedule a home visit before the child attends the first day of class, to go over medical alerts, if needed, in addition to other information noted on the Education Contact Report. The child's first day of class will be after the FA Transfer intake visit and after the visit by the Teacher has been completed with follow up and review of intake papers. The Family Advocate and CB Teacher visit can be done together.

The first day should be agreed upon by the Family Advocate, Teacher, Site Supervisor, and family to ensure all paperwork is in place and that children are enrolled within time limits. Classroom materials need to be ready and transportation needs to be in place, if applicable. Teachers will inform the Site Supervisor on the day a child attends for the first time. The Site Supervisor will enroll the child in the ChildPlus system or notify the FCS Coordinator immediately. In HB option, a child transferring from another HB area or CB class, will be transferred on the last day they attended CB class or the last day of the week in their old HB area. This will be determined by the Family & Community Services Coordinator.

If the family is contacted and is no longer interested or if the family has moved out of the area the Home Based Teacher or Family Advocate will notify the Family & Community Services Coordinator.

If the Home Based Teacher, Recruiter, or Family Advocate has done all of the following:

1. Gone to the family's home
2. Left notes asking the family to contact them
3. If the family has a phone, the Staff member has tried the family several times at different times of the day
4. Has emailed a note asking the family to call them or Central Office
5. Has called the emergency numbers on the application to determine the families' current status

If the intake visit has not occurred, the Home Based Teacher or Family Advocate will call the Family & Community Services Coordinator as soon as all preceding steps have been completed and no longer than five (5) days after receiving the family information from the Family & Community Services Coordinator. The Family & Community Services Coordinator will abandon the family in ChildPlus and select another family from the waiting list selected for enrollment

HS and EHS Intake Visit Date:

Family Advocates and Home Based Teachers will call the Family & Community Services Coordinator when a child has completed the intake visit. The child's entry into the program will be the first day they attend class or the day of the intake visit in the home-based option.

EHS HB Post-Partum Home Visits

Documenting a baby's enrollment date when a pregnant woman is enrolled in EHS and delivers her baby, the Home Based Teacher will document the PPC on the attendance worksheet under the mother's name. PPC means the HBT has made a Post-partum contact with the mother. The PPC will be the mother's drop date. The HBT has two weeks to complete an intake visit with the baby and mother. The intake date will be the enrollment date for the baby and home visits will continue weekly.

Classroom Transfer Plans

Families or staff may request a child to be transitioned into a new classroom due to scheduling or behavioral concerns. If a child has a Positive Behavior Support Plan, the Mental Health/Disabilities Coordinator should be contacted, as applicable, to schedule a conference.

The Family & Community Services Coordinator will discuss transfers with the Family Advocate or Home-Based Teacher. The Disabilities/MH Coordinator and Education Coordinators will be contacted as needed as well. The Advocate will contact the family to offer the transfer and noting this contact on the *Transfer Plan* form. The form will then be given to the child's current teacher to attach relevant paperwork for forwarding to the new classroom.

The new teacher uses the *Transfer Plan* form to document the child's activities in the new classroom during the transition phase. The transition phase of the transfer lasts a minimum of 2 days and a maximum of 2 weeks and allows the child to periodically visit the new classroom.

After the child has visited the classroom, the new classroom teacher will contact the family to schedule a home visit to go over medical alerts, if needed, in addition to other info noted on the Education Contact Report. The child's first day in their new class will be after the visit by the teacher has been completed with follow up and review of transfer papers. Classroom materials need to be ready and transportation needs to be in place, if applicable. Teachers will inform the Site Supervisor on the day a child attends for the first time. The Site Supervisor will enroll the child in the ChildPlus system or notify the FCS Coordinator immediately. In HB option, a child transferring from another HB area or CB class, will be transferred on the last day they attended CB class or the last day of the week in their old HB area. This will be determined by the Family & Community Services Coordinator. They will also use the *Transfer Plan* form to document the transfer process.

The Family & Community Services Coordinator or designee files the *Transfer Plan* in ChildPlus.

See 1302.16 (a)(1) regarding New Enrollees/Transfers.

Drops

When a family drops from the program for any reason, regulations require replacement of the family within 30 calendar days. As several attempts may need to be made before replacement is completed, it is important that the previous timelines set for intake procedures be strictly followed by all staff. The Home Based Teacher or Family Advocate is required to notify the Family & Community Services Coordinator when a family drops from the program. The Family & Community Services Coordinator will process the drop in ChildPlus.

Staff use the File Maintenance Checklist developed by program options to maintain children's files in the field. The forms (attached to the front of the child's files) will also be used when a child leaves the program in mid-year and for all children at the end of each program year. Staff will follow instruction on the form to shred form, retain form in the file, or submit form to appropriate Coordinator. Before the Family Advocate or HBT brings files to CO, the files should be gathered by child: past years' files, family file, education file, DCFS file and, papers from the Health and Safety Notebook. The combined files will be hand carried by Family Advocate or HB Teacher to Central Office or sent with a Coordinator going to CO. At the end of the year, children's files will be hand carried to the Central Office, as designated in End of Year Checkout Procedures, by Teachers and Family Advocates.

Summer Time Drop Procedure

During the summer time (when FA work 1 day a week), HS and EHS Teachers will contact the Family & Community Services Coordinator when they know a family has dropped.

See 1302.16 in this section.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.15 (b)	Family & Community Services Coor.	Family & Community Services Coor.	ongoing	na

(b) Continuity of enrollment.

(1) A program must make efforts to maintain enrollment of eligible children for the following year.

(2) Under exceptional circumstances, a program may maintain a child’s enrollment in Head Start for a third year, provided that family income is verified again. A program may maintain a child’s enrollment in Early Head Start as described in §1302.12(j)(2).

(3) If a program serves homeless children or children in foster care, it must make efforts to maintain the child’s enrollment regardless of whether the family or child moves to a different service area, or transition the child to a program in a different service area, as required in §1302.72(a), according to the family’s needs.

During early March, the Family & Community Services Coordinator will review the age of all enrolled children in HS and EHS. Child Plus Report #2030 will be used identifying all children who are age eligible to re-enroll. The grid will be forwarded to FA and HBT. After HBT and FA receive the grid, they will be responsible for completing a Re-Enrollment form for each child identified on the grid and for any new enrollees after the report is distributed.

Once the Re-Enrollment Forms are complete, the HBT and FA forward the forms and the grid to the Family & Community Services Coordinator via email. The Family & Community Services Coordinator will mark “R” beside all re-enrolling children on the Child Plus Report #2030 (RE ENROLL). The Re-Enrollment Form will be attached in ChildPlus.

EHS families remain in EHS until they are eligible to transition into Head Start (except when DCFS licensing restrictions prohibit the child remaining in an EHS classroom after their 3rd birthday). At that time a new application will be completed to determine eligibility. For EHS children turning three years old before December 1, a Head Start application will be completed in the spring recruitment season. Priority for HS selection is given to income eligible children previously enrolled in EHS.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.15 (c)	Family & Community Services Coor. & Executive Director	Family & Community Services Coor.	ongoing	na

(c) Reserved slots. If a program determines from the community assessment there are families experiencing homelessness in the area, or children in foster care that could benefit from services, the program may reserve one or more enrollment slots for pregnant women and children experiencing homelessness and children in foster care, when a vacancy occurs. No more than three percent of a program’s funded enrollment slots may be reserved. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled in accordance with paragraph (a) of this section.

The community assessment of the agency does not currently support the reservation of reserved slots. PACT’s selection criteria prioritizes foster care for both HS and EHS, after returning children and children with special needs.

See 1302.14 (a)

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.15 (d)	Family & Community Services Coordinator	Family & Community Services Coor.	ongoing	na

(d) Other enrollment. Children from diverse economic backgrounds who are funded with other sources, including private pay, are not considered part of a program’s eligible funded enrollment.

N/A to PACT

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.15 (e)(f)	Family & Community Services Coord.	Family & Community Services Coord.	ongoing	na

(e) State immunization enrollment requirements. A program must comply with state immunization enrollment and attendance requirements, with the exception of homeless children as described in §1302.16(c)(1).

See D 1302.44 (ii) for more information.

(f) Voluntary parent participation. Parent participation in any program activity is voluntary, including consent for data sharing, and is not required as a condition of the child’s enrollment. Participation of parents is voluntary, including consent for data sharing, and is not required as a condition of their child’s enrollment. However, staff members are required to encourage and facilitate parent participation in all aspects of the program to enable families to receive the most benefit from PACT services.

In **EHS**, all children who attend Home Base socialization must be accompanied by parent or primary care giver. (Step parent, foster parent, or other adult relative or not residing in the home who acts as primary care-giver.)

§1302.16 Attendance.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.16 (a)(1)	Family & Community Services Coordinator	FCS Coord., FA's, Teachers, Site Sup.	Ongoing	<i>Absentee Report, Sign-In/Sign-Out Log,</i>

(a) Promoting regular attendance. A program must track attendance for each child.

(1) A program must implement a process to ensure children are safe when they do not arrive at school. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the program must attempt to contact the parent to ensure the child's well-being.

Regular participation in the home visits, classes, family events, and other program activities is important if children are to receive full benefit from the program. PACT tracks individual attendance in ChildPlus for children enrolled in the Center-Based program option. Attendance of children enrolled in the Home-Based option are tracked by in ChildPlus by Home-Based staff (see HB HV Training Guide). Families receive education regarding the benefits of regular attendance during their intake visit and ongoing throughout the year as necessary via handouts, PACT's Facebook page, home visits, and additional contacts from program staff.

The following are acceptable reasons for missed visits and classes:

Visits or classes are cancelled by the parent because the child (or another member of the family living in the home):

- Is hospitalized or incapacitated due to serious illness or injury
- Has a health ailment which temporarily prevents the visit or class attendance
- Has to receive medical treatment or therapy at the time of the scheduled visit or class and which could not have been scheduled for another time
- Where participation is affected by a temporary family situation - must be approved by the Family & Community Services Coordinator and a *Support Offered Form* submitted to Central Office
- Where there is a death in the family
- Where the teacher cannot make the visit or class is cancelled due to weather conditions, etc.

Anything not listed above is unexcused.

For children who will miss the same class days each week due to court-ordered visitation or other special circumstances, teachers can mark these days as non-scheduled in the ChildPlus system. This must be approved by the Family & Community Services Coordinator after receipt of paperwork to verify to court-order or other special circumstance necessitating the non-scheduled days.

PACT will allow a one-time 30-day grace period for families who take vacation or are out of the area during the Head Start/Early Head Start Program year. The FA or HB Teacher must receive approval from the Family & Community Services Coordinator prior to utilizing the 30-day grace period. The FA or HB Teacher then documents the situation in ChildPlus. After 30 calendar days the enrollment slot will be deemed vacant, and the child put on a waiting list. The Family & Community Services Coordinator will send families a letter 2 weeks prior to the anticipated vacancy date.

Center-Based Attendance Procedures

Center-Based teachers track attendance, by child, using the Child Plus attendance application on their Ipads, using their Child Plus login. Within the app., each child is signed into the classroom by the individual dropping the child off to the classroom. Children who are brought in on the bus are signed in by the teacher, who notes “bus” on the signature line when signing those particular children in. The Teacher is responsible for assisting parents with the check-in/check-out process and completing attendance tracking and meal counts in the app. If the lead teacher is gone, the co-teacher is responsible. In the event both teachers are absent, the aide, site supervisor or designee is responsible.

Children who have been signed into the classroom are automatically marked present (P) for that day of class. Children are expected to be present during core Head Start hours for Center-Based services. Family Advocates are responsible for follow-up if parents/guardians do not follow this procedure. At the end of each day, children are signed out of the classroom in the same manner using the ChildPlus attendance application. Children who leave the classroom for an appointment, therapy, etc. and are expected to return are signed out on the *Sign-in/Sign-out Log* located by the door. If the Child Plus attendance application is not working for any reason, the *Sign-in/Sign-out Log* should be used in the classroom to document children entering and leaving the classroom for that day.

If a child is absent, teachers are responsible for contacting the parent by the end of the day to obtain the reason. The child should then be marked appropriately, excused (E) or unexcused (U), in the ChildPlus app., with the reason for absence documented as well.

If the child is absent the next day for unknown reasons, and there was no response from the contact attempt the day prior, the teacher will call the parent again (using all phone numbers). If the parent is unable to be reached, the teacher will call the emergency contacts. If the teacher is still unable to contact the parent and/or emergency contact, he/she will begin an *Absentee Report*. See section regarding *Absentee Reports* in this section.

Absentee Reports

If the parent is unable to be reached on the 2nd consecutive day of absence **and only** when reason for absence is **unknown** or **unexplained**, the teacher will document her efforts on the *Absentee Report* and forward it to the Family Advocate for follow-up. The Teacher is to document at least 3 attempts to contact the family, using all phone numbers and emergency contacts.

The Family Advocate will go to the home to make contact with the family and use the *Absentee Report* to document the results of his/her direct contact, forward the original to the Family & Community Services Coordinator, and notify the classroom teacher of the contact. If the family is not home, the FA must leave a note asking the parent to contact the program regarding the child.

Center Based Attendance Review-Family Advocates

The Family & Community Services Coordinator will review CB attendance in ChildPlus each Friday or the following Monday for missing attendance data and follow-up with the center staff as appropriate. Family Advocates check attendance records in ChildPlus weekly to review absences and follow up as necessary with families. See *Documenting Attendance Support* in this section. See also 1302.16 (a)(2)(iv) in this section.

New Enrollees/Transfers- CB & HB

In the CB option, the classroom teacher immediately notifies the Site Supervisor the 1st day a new child attends class or transfers into the classroom so the child can be enrolled in the ChildPlus system. If the Site Supervisor is gone or are unable to complete the enrollment change, they should call the Family & Community Services Coordinator immediately. Children cannot be signed into the classroom or tracked for attendance/meals until they have been enrolled in the classroom. Upon changing the enrollment record in ChildPlus, the Site Supervisor

emails the Family & Community Services Coordinator, component coordinators and clerical staff with the enrollment information.

In the HB option, the intake date is the enrollment date for participants. When a pregnant woman is enrolled in EHS and delivers her baby, the Home Based Teachers will notify the Health Coordinator and Family & Community Services Coordinator and complete a post-partum contact (PPC). The PPC will also be the mother’s drop date. The Home Based Teacher will complete an Intake Visit and HV #1 with the baby within two weeks of the PPC. During intake, the HBT should discuss the home visit schedule with parents to determine the visit schedule. The HBT will schedule their home visits in the Family Services tab in ChildPlus (see HB HV Training Guide). Pregnant women enrolled in EHS will maintain attendance based on an **Intensive** or **Moderate** home visit schedule. Intensive home visits are weekly from the time of enrollment to the time of delivery. Moderate home visits are monthly during the 1st trimester, biweekly during the 4th, 5th, & 6th months, and weekly from the 7th month until delivery.

All drops should be communicated directly to the Family & Community Services Coordinator, who will make the appropriate enrollment change in the ChildPlus system.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.16 (a)(2)(i-iii) (iv) is on page 26	Family & Community Services Coord.	Family & Comm. Support Coord., FA’s, Teachers, Site Super.	Ongoing	<i>Support Offered Form, Attendance Success Plan, Absentee Report,</i>

(2) A program must implement strategies to promote attendance. At a minimum, a program must:

- (i) Provide information about the benefits of regular attendance;**
- (ii) Support families to promote the child’s regular attendance;**
- (iii) Conduct a home visit or make other direct contact with a child’s parents if a child has multiple unexplained absences (such as two consecutive unexplained absences); and,**

Families receive education regarding the benefits of regular attendance during their intake visit and ongoing throughout the year as necessary via Attendance Works handouts, classroom news, PACT’s Facebook page, home visits, and additional contacts from program staff. Staff also use *Attendance Success Plans* and document support in Childplus the strategies they have used to improve attendance with each family throughout the year, including identifying barriers to regular attendance and developing strategies to increase and promote regular attendance.

Documenting Attendance Support

-Excused Absences (other than illness):

In situations where children are absent for more than 2 consecutive class days or 2 consecutive home visits (other than for illness, WIU Breaks, or inclement weather), the staff documents the date and details of the situation in the Attendance module of ChildPlus. The FA/HBT makes contact with the family periodically until the child resumes class/visits, documenting any support offered.

Documentation should show direct contact attempts with the parents, emphasize the benefits of regular attendance, and reflect case management strategies as appropriate. Such strategies could include:

- educating the family on the importance of regular attendance using Attendance Works handouts

- writing/reviewing an *Attendance Success Plan*
- reviewing the attendance policy
- changing visit days/times or the classroom to accommodate the needs of the family
- making referrals to address barriers that affect attendance/visits
- changing program options to accommodate the needs of the family, etc.

If a child is absent or will be absent for more than 1 week (CB) or 2 weeks (HB) for excused reasons, the FA or HBT must document the situation in the ChildPlus Attendance module. Family Advocates communicate with teachers on support given to the family. If and when additional attendance problems arise, the Home Based Teacher or Family Advocate repeats the same process described above.

-Unexcused Absences:

Anytime a child misses 2 consecutive class days or 2 weeks of home visits for unknown or unexcused reasons, the Family Advocate or Home Based Teacher must follow up **with a visit to the family’s home**. See *Absentee Reports in this section for CB procedures*. The Advocate or HBT documents in the Attendance module of Childplus the date they spoke with the family and writes the type of support he/she offered and the results of the support. **In the HB option, the HBT will also notify the Family & Community Services Coordinator**. The FA/HBT continues to make contact with the family periodically until the child returns to school or resumes visits, documenting any support offered, including reviewing the *Attendance Success Plan* with the family. Documentation should show direct contact attempts with the parents, emphasize the benefits of regular attendance, and reflect case management strategies as appropriate.

If the child is a foster child, youth in care, the child of a youth in care or a child from an intact family involved with DCFS, the Advocate or HBT will contact the DCFS caseworker to inform them of the absence/missed visits.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.16 (a)(3)	Family & Community Services Coor.	FCS Coordinator, FA’s, HB Teachers, Director	Ongoing	n/a

3) If a child ceases to attend, the program must make appropriate efforts to reengage the family to resume attendance, including as described in paragraph (a)(2) of this section. If the child’s attendance does not resume, then the program must consider that slot vacant. This action is not considered expulsion as described in §1302.17.

If documentation shows staff have attempted to reengage the family through direct contact/home visits and case management strategies, but the child has subsequently missed two consecutive weeks of class days in the CB option or three consecutive weeks of home visits in the HB option without contact from the family or for unexcused reasons, the FA or HBT notifies the Family & Community Services Coordinator by phone immediately. The Family & Community Services Coordinator informs the family by letter that their slot may be deemed vacant by the program if their child does not resume class or visits within one week.

The Family & Community Services Coordinator, in consultation with the Family Advocate or Home-Based Teacher, or Executive Director will make a decision as to whether the slot will be deemed vacant. This will be on a case-by-case basis, taking into consideration all the needs of the family.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.16 (a)(2)(iv)	Family & Community Services Coor.	FCS Coor., SS, FA's, Teachers,	September & Ongoing	<i>Attendance Success Plan</i>

(iv) Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.

The Family & Community Services Coordinator will distribute year-to-date attendance percentages for all center-based classrooms and children throughout the year to keep teachers and Family Advocates informed of attendance percentages and identify children with patterns of absence that put them at risk of missing 10% of program days.

The Family & Community Services Coordinator will communicate with FA's and HBT's on a case-by-case basis to develop additional strategies as appropriate, including direct contact attempts with the parents, completing *Attendance Success Plans* and case management strategies as appropriate (See 1302.16 (a)(2)(i-iii)) and support children's attendance in the program.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.16 (b)	Family & Community Services Coordinator	Family & Community Services Coor.	Ongoing	n/a

(b) Managing systematic program attendance issues. If a program's monthly average daily attendance rate falls below 85 percent, the program must analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate. The program must use this data to make necessary changes in a timely manner as part of ongoing oversight and correction as described in §1302.102(b) and inform its continuous improvement efforts as described in §1302.102(c).

The Family & Community Services Coordinator is responsible for the monitoring of participant attendance and tracking systems. Agency-wide attendance data is shared on quarterly reports, including reasons for absences and low attendance within the agency.

The Board and Policy Council also receive year-to-date percentages for all areas/classes at each meeting with a narrative regarding any systematic issues contributing to the program's absentee rate.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.16 (c)(1)	Health Coord. & Family & Comm. Services Coord.	Family & Community Services Coordinator & Health Coordinator	September & Ongoing	n/a

(c) Supporting attendance of homeless children.

(1) If a program determines a child is eligible under §1302.12(c)(1)(iii), it must allow the child to attend for up to 90 days or as long as allowed under state licensing requirements, without immunization and other records, to give the family reasonable time to present these documents. A program must work with families to get children immunized as soon as possible in order to comply with state licensing requirements.

In situations where a homeless child is selected for a slot in the program, the Family & Community Services Coordinator informs the Health Coordinator of the selection in order to communicate the additional timeframe allowed to obtain health requirements.

See Subpart D 1302.42 (b)(1)(ii).

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.16 (c)(2)	Family & Comm. Services Coord. & Transp. Coord.	Family & Comm. Services. Coord. & Transp. Coord.	Ongoing	<i>Transportation Request Form</i>

(2) If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the program facility, the program must utilize community resources, where possible, to provide transportation for the child.

If a child is experiencing homelessness and it is determined that a lack of transportation is preventing the child from regularly attending classes, PACT will make every effort to assist the family in identifying community resources and coordinate services as necessary. In areas where West Central Mass Transit operates and transportation can be coordinated, PACT can utilize agency funds to pay for fees associated with transporting the child to and from class.

If the child's pick-up point is on a scheduled PACT bus route and there is room on the bus, PACT will provide bus service as long as room continues to be available. The family's transportation request must be approved by the Transportation Coordinator in writing by using the *Transportation Request Form* with box checked indicating need, before the family can receive transportation services.

§1302.17 Suspension and expulsion.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.17 (a)(1-2)	DIS/MH Services Coor. & Ed. Coordinators	Teachers, DIS/MH Coor., Ed. Coordinators	Ongoing	<i>Child Summary-FSP form, Individual Child Summary</i>

(a) Limitations on suspension.

(1) A program must prohibit or severely limit the use of suspension due to a child’s behavior. Such suspensions may only be temporary in nature.

(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.

PACT Policy and Head Start Performance Standards prohibit expulsion of a child from services. Suspension is only used in extreme circumstances. All efforts will be made to retain all children in enrollment. Children’s behavior is dealt with on an individual basis with input from more than one staff person. Alternative methods for delivery of services will be explored and only used on a temporary basis under extreme circumstances, such as when the safety of a student or class is compromised.

PACT has procedures for avoiding suspensions from the classroom or socializations due to the child’s behavior. Immediately upon observation of a child’s atypical behavior the Teacher will begin documentation. Documentation will include Teacher’s and other staff’s observations, dates of observations, time of day of observations and notes on suspected causes for the behavior, consequences given, and results of consequences.

As soon as a pattern is established parents are contacted and interviewed by the Teacher using the *Parent Interview-FSP* form. The form collects parent’s insight on the behaviors which include behavioral tendencies at home, changes in home/environment, sleep habits etc. Parents will be encouraged to observe and visit classroom and activities in which their child participates. Parents may have the option of aiding in the classroom or providing specific aides (such as a child’s comforting toy).

The *Individual Child Summary* form is completed by the Teacher, with input from other staff as needed. The *Individual Child Summary* gathers information on the child’s screening status, health conditions or concerns, mode of communication, what calms the child, etc. (See *Individual Child Summary* form for details.)

The Teacher may request the Site Supervisor observe the child and may also request (depending on the severity of the behavior) an observation by the DIS/MH Coord, Education Coordinator and/or the Mental Health Consultant. The Mental Health Consultant will make an initial Observation of the entire class and Teacher Consultation, and subsequent Observations may also be scheduled at Head Start/Early Head Start or possibly in the child’s home.

The Teacher or Supervisor contacts the DIS/MH Coor and a time which is most suitable for the family and all involved is set for the parents to meet with the staff concerning the child’s behavior, referred to as an FSP Meeting/Family Service Plan meeting.

At the meeting, which is facilitated by the DIS/MH Coord, the child’s strengths, typical conduct, as well as troubling behaviors, are discussed by the Teacher and other staff involved with the child (such as classroom aide), and the Mental Health Consultant. Information from the *Parent Interview –FSP* form and the *Individual Child Summary* form is discussed. Together, attendees determine what strategies can be used to best accommodate the child, and goals are written on the *Family Support Plan* form. All persons involved in reaching the child’s/family’s goals receives a copy of the plan.

At the end of every Family Support Plan meeting it will be determined when the best time would be to reconvene to discuss and review the child’s FS Plan, and the date and time will be written on the plan.

Should the group (based on the majority of the plan attendees, including the Mental Health Consultant), decide because of the threat to the safety of the child, the child’s group, or staff, and/or severity of the behavior that the child should be suspended for a brief period it will be written on the plan and followed with specific strategies and plans to re-engage the child back into the classroom. This procedure is used as a last resort.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.17 (a)(3)	DIS/MH Services Coord. & Ed. Coord.	Teachers, DIS/MH Coord, Ed. Coord.	Ongoing	<i>Family Support Plan</i>

(3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.

(First see 1307.17 (a)(1)(2))

All relevant persons familiar with the child’s behavior and capable of goal setting will participate in the Family Support meeting. This group will include the Teacher, Family Advocate if applicable, Site Supervisor or HB Supervisor, the Education Coord., DIS/MH Coord., and the Mental Health Consultant, and may possibly include the Health Coord., Family & Community Services Coordinator, Bus Driver, Bus Monitor, PACT Director or other providers (such as Speech Therapists, School teachers, etc.) as deemed necessary by the facilitators.

The Mental Health Consultant may be engaged by way of observing the child in their Head Start/Early Head Start setting and making recommendations, offering suggestions and accommodations, and by also participating in the FSP/PBS meeting(s).

The Teachers, Coordinators, MH Consultant and other relevant attendees will discuss access and availability to outside sources such as Mental Health Clinics in the family’s communities, and aide in assisting parents with demographic information and other support as required. Participating staff will discuss counseling and mentoring resources which may be of help to the family or staff.

If it is decided by the group that the child need be temporarily suspended from class, statements will be made on the *Family Support Plan* form which will define actions and support for the child’s expedient return to class. Projected return date and dates for follow up meetings will be discussed and decided and written on the form.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.17 (a)(4)(i-iv)	DIS/MH Services Coord.	DIS/MH. Coord., Ed. Coord., Teachers, FAs	Ongoing	<i>Family Support Plan, One-on-One Aide Training Progress Sheet, Home Option Visit Report</i>

(4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:

- (i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;**
- (ii) Developing a written plan to document the action and supports needed;**
- (iii) Providing services that include home visits; and,**
- (iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.**

(First see 1302.17 (a)(1)(2)(3) and also Subpart E 1302.50 (b)(6).)

Steps will be written on the FS Plan which will detail services the family will receive while a child is on suspension. Meetings will be scheduled on a predetermined basis in advance of child’s return and discussion will be held to determine what would best fit the child and family’s needs. The Mental Health Consultant will continue to participate in follow up meetings and may provide limited counseling to the child and/or parent. The Consultant may also recommend other resources for counseling.

All Family Support Plan meetings will be accompanied with a *Family Support Plan* form (s). The facilitator will keep notes on the plan of the discussion highlights, resulting goals, and plans to reach the goals with each participant (as needed) receiving a copy. The original copy is reviewed at subsequent meetings (if follow up meetings are determined to be needed) and a new plan will be written. (Goals may be carried over from original plan.)

The written plan – the Family Support Plan – may also include the use of a One-on-One Aide. (PACT has a sheet titled *One-on-One Criteria and Considerations* which can be used to assist in the decision). In the event a One-on-One is hired to help the child manage more successfully in the classroom, the Site Supervisor will start the *One-on-One Aide Training Progress Sheet* which outlines what training is required and what training will be given to assist the individual child. The goals on the plan will be reviewed with the One-on-One, the Sub training Guide will be reviewed, and the One-on-One training module will be covered by the Site Supervisor and supplemented by other staff, or the Mental Health Consultant as needed.

One choice which could be offered is if the classroom setting does not appear to be appropriate for a child, is the Home-based Program. Home Visits will be conducted as is typical for the Home-based program with specific supports for the child and family as part of the visit. Another possibility is Home Option, which has been used successfully on several brief occasions in the past.

Home Option Process *(for children with Family Support Plans/Positive Behavior Support Plans)*

It is intended that the child’s current Head Start (or Early Head Start) Teacher, along with the Family Advocate, attend Home Option Visits simultaneously. The Home Option Visit plan has five components. These components

provide a framework for the visit. They are not delivered individually, but integrated in such a way that the visit flows naturally.

- **Rapport-Building/Opening- Teacher and Family Advocate Lead**
The first portion of the visit is used to check on concerns and to review the parent's and child's activities of the past week. There should be time for rapport-building, greetings, observation of changes, etc.
- **Activities between the parent and child- Parent and Teacher Lead**

These activities are planned using the Creative Curriculum as a guide. There should be a balance of quiet and active activities, such as books, puzzle, games, snacks, gross motor activities, songs, finger plays, or art. Social-emotional activities must be planned weekly to address issues and plan strategies to build the skills necessary to re-enter the classroom. Activities should be individualized and developmentally appropriate. The learning environment may be the kitchen table, outdoor space, or on the floor.

After explaining the objectives and rationale behind each activity, the teacher gives the activity to the parent. The individual objectives should correspond to and meet the needs of the child as documented on the child's IEP, if applicable. Family Conference Report and/or GOLD Assessment. The parent learns by trial and error, and should be allowed to try in their own way, with little interference from the teacher. The visit provides opportunities for creativity and self-expression. Opportunity should be provided for parent and child initiated activities during this time.

- **Observations of child development- Teacher and Parent Lead**
Parent Educators and Parents share observations of any new changes in the child's life or experiences. These include emerging skills, relationships, and behavior. These observations should be shared as they occur just as "teachable moments". Significant observations should also be recorded on the *Home Option Visit Report* and possibly captured for use in the child's assessment.
- **Discussion of parenting topics and family well-being- Family Advocate and Parent Lead**
talk about upcoming events in PACT and the child's life. This is also the time to address and document support regarding health needs, social service needs/referrals and disability/mental health services.
- **Summary/closing-Family Advocate and Teacher** use the time at the end of the visit to go over key observations, affirm parent strengths, discuss the parent follow-up and weekly goal.

The home option visit is 1 ½ hours in length, and at least once a week. The home visits must be made with the parent, step-parent, foster parent, or relative that is the primary caregiver, or other adult residing in the home who acts as the primary caregiver. Any questionable situation should be referred to the Education Coordinator.

For children on the home option, the *Home Option Visit Report* form serves as their record of attendance, and the child will be marked non-scheduled in ChildPlus until the child returns to the classroom.

Home Option Visits must, over the course of a month, contain all Head Start components. The teacher enters the home with a written plan, the *Home Option Visit Report* form, including a specific listing of informal activities, materials, and individual objectives. The form must also reflect any Health, Social Services, or Disabilities/Mental Health Services the Teacher is working on or needs to address with the family. The plan should be flexible depending on the needs of the family. The whole visit may be done to meet the immediate needs of the family. Evening or weekend visits may be necessary to accommodate the needs of the family. At a minimum, the last 20-30 minutes of the home visit are also for planning future home visits, sharing lesson plan ideas, updating the assessment and reviewing Inkind. This is also a time for reminders of upcoming PACT activities. This time could

be used to refer families to other agencies, discuss articles on the PACT Facebook site, and get suggestions from parents concerning future needs or materials. Parent planning is documented on the *Home Option Visit Report*.

In all instances where a child’s behavior is discussed, the child’s most recent screenings will automatically be included in the discussion. (There is place on the *Individual Child Summary* form which specifically asks about status of the screening(s), referrals in process to Special Education and for Special Services the Child is receiving.) If during the discussion it is determined the child would benefit from an evaluation from the LEA or CFC it will be discussed with the parent. Upon agreement with the parent, the Dis/MH Coord/Facilitator will prepare referral paperwork and start the procedures with the child’s Teacher. (See procedures in Subpart F – Additional Services for Children with Disabilities)

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.17 (b)(1)	DIS/MH Services Coord. & Ed. Coord.	DIS/MH Services Coord. & Ed. Coord.	Ongoing	n/a

(b) Prohibition on expulsion.

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

A child enrolled in PACT Head Start or Early Head Start will not be expelled or unenrolled.

See 1307.17(a)(i-iv)) which discusses temporary suspension of services.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.17 (b)(2)(i-ii)	DIS/MH Services Coord.	DIS/MH Services Coord.	Ongoing	n/a

(2) When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child’s safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child’s teacher, and:

- (i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,**
- (ii) If the child does not have an IFSP or IEP, the program must collaborate, with**

parental consent, with the local agency responsible for implementing IDEA to determine the child’s eligibility for services.

When behavior is a problem, also among considerations will be if a 504 Plan would be appropriate for the child. (See section 504 of the Rehabilitation Act.) All associated staff (including the Mental Health Consultant) will participate in the 504 as well as the child’s local LEA representatives or CFC staff. Teachers will continue documenting the child’s daily behaviors and actions taken and the DIS/MH Coord/Facilitator will also continue to document all efforts made to ensure the child’s success in the PACT classroom or Head Start/Early Head Start activity under the Disabilities or Mental Health tab of Child Plus, and within the child’s individual, confidential file. (Also read procedures to be taken under “Suspension”)

If a child who already has an IEP or IFSP is experiencing atypical behaviors Teachers are required to contact all other providers who work with the child such as speech and language therapists, developmental therapists, etc. The Teacher must (with assistance from the DIS/MH Coord if needed) include all non-PACT providers in meetings held which require their additional input or expertise, and document discussions and input.

If the child does not have an IFSP (Individual Family Service Plan) or IEP (Individual Education Plan) the group will determine if the child will need further evaluation by the LEA or CFC and the DIS/MH Coord will facilitate the referral. All screenings, behavior documentation and parental input will be considered in the decision. (See Subpart F for details.)

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.17 (b)(3)	DIS/MH Services Coord. & Ed. Coordinators	DIS/MH Services Coord., Ed. Coordinators, Teachers	Ongoing	n/a

(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child’s teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child’s continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

If it is the groups decision (Teacher, parents, Mental Health Consultant, Coordinators) that a different placement would best suit a child’s needs, PACT Staff will participate in transitioning activities designed to make the child’s move occur with ease. The steps will be outlined on the FS Plan and could include meeting with perspective teachers and other providers and sharing information and resources.

§1302.18 Fees.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.18 (a)(b)(1-2)	Exe. Director	Exe. Director	Ongoing	n/a

(a) Policy on fees. A program must not charge eligible families a fee to participate in Head Start, including special events such as field trips, and cannot in any way condition an eligible child’s enrollment or participation in the program upon the payment of a fee.

(b) Allowable fees.

(1) A program must only accept a fee from families of enrolled children for services that are in addition to services funded by Head Start, such as child care before or after funded Head Start hours. A program may not condition a Head Start child’s enrollment on the ability to pay a fee for additional hours.

(2) In order to support programs serving children from diverse economic backgrounds or using multiple funding sources, a program may charge fees to private pay families and other non-Head Start enrolled families to the extent allowed by any other applicable federal, state or local funding sources.

All Head Start and Early Head Start services are provided at no charge to the family. In the full day Head Start and Early Head Start classrooms, children attending before 8:00 am and after 3:30 pm are provided child care services. Parents are asked to complete an application for a child care subsidy from the Illinois Department of Human Service. As part of that process, IDHS assigns parent a co-payment amount that must be paid weekly for the care provided before and after Head Start or Early Head Start services are provided.