ERSEA

SAN BERNARDINO
COUNTY

Preschool Services

ERSEA Handbook Contents

Recruitment

LyűI·ʅŜ Application I·yŘ 52ŐdzYˆŜyűI·űλ2yˆ Process

Child Attendance

Selection Criteria

CSPP Eligibility

Enrollment

HS EHS Eligibility

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Recruitment

Overview

Purpose

The purpose of this policy is to actively inform families within our county of the availability of services and encourage them to apply for admission to the programs administered by PSD.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: § 1302.13

Policy overview

Recruitment is completed throughout the year to:

- Achieve a goal of maintaining a waiting list of 15% of the funded enrollment
- Fill 100% of the enrollment slots by the first day of school

Contents

The following is a table of contents.

Topic	See Page
Recruitment Basics	2
Responsibilities	3
Recruitment Activities	4
Community Outreach	5

Recruitment Basics

Policy	Recruitment is ongoing throughout each program year so that PSD starts each program year fully enrolled and maintains a waiting list of eligible families.
Waitlist	Program Generalists are required to: • Fill 100% of the funded enrollment slots by the 1st day of school • Achieve a goal of maintaining a waiting list of 15% of the funded enrollment slots throughout the current program year to fill vacancies as they occur Recruitment is ongoing throughout the year.
Use of data	Recruitment is technology and data driven. Program Generalists take the lead in ensuring that all data necessary for management to analyze effective recruiting practices is entered into ChildPlus. This data includes sibling data, email addresses, and other recruitment activities.
Focus	Recruitment efforts are focused on: • Pregnant mothers with the goal of providing a continuous line of service from prenatal through Kindergarten enrollment. • 10% of funded slots filled with children with disabilities • Parents with children eligible for: – EHS – EHS-CCP – HS – CSPP

Responsibilities

Generalists	The Program Generalist: • Completes a Recruitment Tracking in ChildPlus monthly. Located in the Recruitment Module under Management. • Enters parent email contacts into the Family data sheet after the application is received • Enters community partners into ChildPlus • Completes an Outreach Event Tracking Form and submits to the ERSEA OA III for additional media and support. Request ahead of time so that the request can be fulfilled in time for the event.
ERSEA OA III	The ERSEA OA III: • Submits 003 requisitions for additional materials that need to be purchased for community events for approval • Logs the event into ChildPlus • Works as a liaison between event planners and Program Generalists • Updates PSD's Facebook page and Twitter with event and recruitment information • Keeps inventory of recruitment materials
ERSEA Program Supervisor	The ERSEA Program Supervisor: • Assigns at least one Program Generalist to recruit at every Transitional Assistance Department office in the county of San Bernardino • Approves Generalist participation to attend community events • Submits the 003 requisition to the ERSEA OA III for documentation • Analyzes sibling data and referral source data in ChildPlus
ERSEA Manager	The ERSEA Manager: • Analyzes sibling data and referral source data in ChildPlus • Approves 003 requisitions for materials

Recruitment Activities

Places to distribute flyers

The following are examples of places to distribute flyers:

• School Districts • Businesses • Sporting events • Public Health clinics • Grocery Stores, Stater Brothers, Food 4 Less Win Co • Thrift stores, 99 cent store, Walmart, Target • Locations with a sign 'Accepts EBT' • Doctor/Dentist offices • Libraries • Foster care agencies • Laundromat • Dance and Martial arts studios	• Churches • Food banks • Gyms • Shelters • YMCA • Parades • Mobile homes • Apartment complexes • Military bases • Fast food • WIC • Parks

Places to make a presentation

The following are examples of places to make a presentation:

- Orientation meetings at the Child Care Resource Center
- Community meetings
- Community events and fairs
- Chamber of Commerce, City Hall
- Elks Lodge
- Kiwanis meeting
- Rotary meeting
- TAD

Places to advertise

The following are examples of places to advertise:

• School Newsletter • Cable station • Newspapers • Radio stations	• Bus stop signs • Mass mailings • Magnets to advertise on cars • Social Media

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Recruitment Activities, Continued

Data to use	The following are examples of data to use: • Sibling data • Previous class lists • Names and contact information from the waitlist • Participant Mapping ChildPlus Report 6001 • Recruitment Age Eligible Children ChildPlus Report 2031
Partners	The following are examples of people to collaborate with for recruitment: • Ask parents for use word of mouth with friends and family • Ask to recruit at Children and Family Services (CFS) offices • Transitional Assistance Department (TAD) • Women Infants Children (WIC)

Community Outreach

Rationale

PSD participates in community events throughout the year. This is a positive method of bringing awareness and educating the community about PSD programs and services.

Materials used

The following is a list of approved outreach materials and equipment for use by staff and ensure the agency is presented in a professional manner.

Booth advertising	Give-aways	Brochures	Attention getters
• Canopies • Balloons • PSD banners • Table banners • Table cloths	• Pencils and pens • Magnets, rulers • Coloring books, crayons • Book markers • Coin purses	• Recruitment flyers • "Give your child a Head Start" brochure • EHS-CCP brochure • Tri-fold brochure	• Popcorn machines • Snow cone machines

Resource fairs

A resource fair is a community-based event that is held at the site. The Generalist invites vendors form the community to come to the site and offer services or goods that benefit the Parents and the local community.

A resource fair is required once a year at every site.

EHS/HS Application Intake Process & Documentation

Overview

Purpose

The purpose is to establish standard procedures for obtaining Head Start (HS) and Early Head Start (EHS) enrollment application and supporting documents.

Reference

The policies and regulations referenced are:

- HS Performance Standards: 1302.12
- HS Act 645(a)(1)(C)
- California Immunization Book pages 7 & 8

Policy Overview

The Intake process consists of:

- Reviewing the HS/EHS application with the Parent
- Requesting age, income, and residency verification
- Ensuring all Health screenings and assessments are completed
- Ensuring all forms are signed, dated, and filed

Contents

The following is a table of contents.

Topic	See Page
Intake Responsibilities	2
Verifications & Forms	6
Medical Conditions & Health	10

Intake Responsibilities

Generalists responsibilities	The Generalist is responsible to: • Provide information about Head Start (HS) and Early Head Start (EHS) benefits to the family/parent • Explain application information • Interview the family and assist with the application • Request supporting documentation • Ensure all forms are complete including signatures • Provide emergency referrals • Develop rapport with family/parent
Center Clerk responsibilities	The Center Clerk is responsible to serve as backup when the Generalist is not present on site.
Language accommodation	All staff will make accommodations to communicate with families according to their cultural background and preferred language. ***Reminder*:** • **Never** turn away any family requesting assistance with the application • **Always** engage families in person or set appointments when necessary

Continued on next page

Intake Responsibilities, Continued

What is in the application packet?

The intake application packet includes:

- HS Application
- Copy of Birth Certificate
- Immunization record
- Proof of Income
- Medical History Profile
- Proof of address
- Nutrition Survey
- McKinney-Vento Questionnaire (MVPQ 422 E/S)

Completing a Head Start application interview

The following instructions are guidelines to assist the Program Generalist when completing HS and/or EHS applications.

Step	Action
1	Review the HS/EHS application for completion **Note**: EHS – Child Care Partners (CCP) reviews include any documentation received from the Child Care Resource Center (CCRC) or the Transitional Assistance Department (TAD) to establish eligibility with State subsidy
2	• Sign Page 2 of the HS/EHS application • Check type of interview (in-person or by phone) on Page 2
3	Organize the Family File with all documentation
4	Scan and upload the intake application packet into the Central Eligibility Unit (CEU) Module in ChildPlus
5	Transfer the completed Family File to the Site Supervisor and document the transfer on the Log of Access **Note**: EHS-CCP only transfers the education and health documentation to the Provider. All eligibility documentation is kept at the Preschool Services Department (PSD)

Continued on next page

Intake Responsibilities, Continued

Important: CSPP Deadline

The California State Preschool Program (CSPP) Application has a 30-day deadline. This means the application must be approved or denied within 30 days of the parent/guardian signature on the application.

Completing a CSPP Interview

The following instructions are guidelines to assist the Program Generalist when completing a CSPP application.

Step	Action
1	Review the EESD 9600 Application for completion
2	At minimum, obtain the following information from the parent/guardian: • Income verification • Birth Certificates for the child and siblings • Residency verification • McKinney Vento Questionnaire (MVPQ 422 E/S) • Medical Health Profile (MHP) • Proof of Immunizations • Employment History (Generalist completes the bottom of form)
3	Organize the Family File with all documentation
4	Scan and upload the application packet into the CEU Module in ChildPlus
5	Transfer the completed Family File to the Site Supervisor and document the transfer on the Log of Access

Continued on next page

Intake Responsibilities, Continued

Family File transfer process

All PSD staff are responsible for the confidentiality and security of ***All*** Family Files. To avoid lost, stolen, or misplaced items each of the designated staff listed below must follow the transfer process when completing a transfer:

Stage	Who	What
1	Generalist	• Completes the Family File • Transfers the Family File to the Site Supervisor • Signs the Log of Access
2	Site Supervisor	• Receives the Family File • Signs the Log of Access • Transfers the Family file to the EHS-CCP Provider or HS Teacher/EHS Home Base Visitor
3	HS Teacher/ EHS Home Base Visitor	• Receives the Family File • Signs the Log of Access • Files the Family File in a locked filing cabinet

Verifications & Forms

The application packet

The application packet includes the following:
- Head Start/Early Head Start (HS/EHS) Application
- Birth Certificate
- Immunization
- Proof of Income
- Medical History Profile (MHP)
- Nutrition Survey
- McKinney-Vento Questionnaire (MVPQ 422 E/S)

Birth verification

The following can be used as a child's verification of birth:
- Birth Certificate
- Baptismal Certificate
- Medi-Cal Card
- Passport

What is Public Assistance?

Public Assistance (PA) is a benefit or service funded through the federal government such as:
- Temporary Assistance for Needy Families (TANF)
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Supplemental Security Income (SSI)
- CalFresh also known as Supplemental Nutrition Assistance Program (SNAP)

Families receiving PA are eligible for HS even if their income exceeds the income guidelines.

Note:
The following types of benefits are ***not*** federally funded or considered PA:
- Social Security Administration (SSA)
- Retirement, Survivors, and Disability Income (RSDI)

Continued on next page

Verifications & Forms, Continued

Income verification

To verify income for HS/EHS use one of the following:

- Proof of income for 12 months:
  - Check stubs
  - W-2
  - Other tax forms (1040)
  - Written statement from employer
  - 3rd party verification
- Unemployment statement
- Social Security Administration Award Letter

Note:
For 12 months preceding the month of application or the calendar year preceding the calendar year of the application, whichever more accurately reflects the needs of the family at the time of application.

Categorical Eligibility verification

To verify Categorical Eligibility, use the following:

- TANF/CalWORKs/ or CalFresh/SNAP proof of eligibility Notice of Action (NOA) and/or
  - Passport to Services
  - Certification of Homeless
- SSI award letter
- Foster Care reimbursement
- Foster Care placement paperwork

State CSPP income verification

To verify income for California State Preschool Program (CSPP) program use one of the following:

- Current check stubs for one month
- Signed Income Tax return (1040), not acceptable for Military Income, must be a recent check stub
- W-2
- Written statement from employer

Continued on next page

Verifications & Forms, Continued

Homeless verification

To verify homelessness use:
McKinney-Vento Questionnaire (MVPQ 422 E/S) – If "none of the above" is selected, the Generalist needs to clarify the living arrangement.

When talking with a family which is experiencing homelessness, the conversation should be conducted in a reasonable, and discreet manner.

The McKinney-Vento eligibility is sufficient documentation to immediately enroll the child. Any verifications for other eligibility requirements (such as immunization) can be gathered ***after*** the child is enrolled.

Residency verification

To verify residency, use one of the following:

- Current utility bill
- Current rental agreement
- Notice of Action (NOA):
  - CalWORKs / TANF
  - CalFresh/SNAP
- Social Security Administration (SSA) award letter
- Current pay stub with applicant address
- Mail addressed to applicant with current post mark
- Other reasonable and consistent documentation (approved by supervisor)

Health verification

Obtain all of the following for Health Verification:

- Immunization record
- Proof of Health insurance for child, if available (give the toll-free number to current Child Health and Disability Prevention (CHDP) providers if no insurance)
- Physical Exam form with attached Letter to Doctor
- MHP/Early Health History (EHH) for EHS
- Nutrition Questionnaire
- Individual Education Plan (IEP) – Send a referral for all IEPs

Continued on next page

Verifications & Forms, Continued

Assessments

The parent completes, signs and dates the following assessments:

- ASQ:SE2
- MHP
- Nutrition survey

The file folder

Place the file folder in a locked file cabinet. The forms include but are not limited to the following:

• Proof of income worksheet • Application • Document Information Form (DIF) • MHP • Nutrition Questionnaire • Court order Guardianship/Foster Care Document/Notarized Statement	• Disability forms IEP/ Individualized Family Service Plan (IFSP) • Copy of Immunizations • Proof of Birth • Current Physical • Ages Stages Questionnaire: Social-Emotional ASQ:SE 2 • HS Eligibility Verification form

Medical Conditions & Health

The Medical History Profile / Early Health History

Use the following to review the Medical History Profile (MHP) / Early Health History (EHH):

Step	Action
1	Review both sides to ensure form is complete
2	Are there food allergies? • ***Yes***, give the Parent the Allergy Statement form • ***No***, go to Step 3
3	Did you give any resources or medical treatment? • ***Yes***, note on the MPH or EHH • ***No***, go to Step 4
4	Are there any health, nutrition, behavioral health, disability concerns? • ***Yes,*** create a referral with a Health Event in ChildPlus • ***No,*** no referral needed

Immunizations

Immunizations are no longer exempt due to personal beliefs. The ***only*** exemption is for medical reasons. Medical exemption statements are stapled to the Blue Immunization Card. Check the immunization status in ChildPlus. Use the following table to check the child's immunization status.

If the immunizations are...	**Then ...**
Up to date	Ask for the verification
• Partially up to date, but missing some, or • Not up to date	• Tell the parent which immunizations are still required • Refer the family to their health provider or San Bernardino County Department of Public Health (SBCDPH) immunization clinic • Explain to the parent the child cannot start attending class without the immunizations
Medically exempt	Ask for a physician's statement with: • Nature of the exemption • Probable duration of the condition • Whether the condition is permanent or temporary

Continued on next page

Medical Conditions & Health, Continued

Verification of a physical

Review the complete physical and ensure the following screenings are included:

- Hemoglobin (HGB) / Hematocrit (HCT)
- Tuberculosis (TB) screening
- Vision
- Hearing
- Blood Pressure (3-5 year olds)
- Blood Lead Urinalyses (if 4 years old)
- Well baby check-up required for EHS

Missing Screenings

When there is a missing screening, complete the following

Step	Action
1	Inform the Parents
2	Complete the Up-Date-Immunizations form
3	Do you have a signed Permissions Release of Information form? • ***Yes***, fax to the physician's office to request the missing information • ***No***, refer Parent back to the family's medical provider
4	Is a vision or hearing screening needed? • ***Yes***, conduct the screening • ***No***, no action needed

Medical Conditions & Health, Continued

Verification of a physical

Review the complete physical and ensure that there are the following screenings:

- HGB/HCT
- TB screening
- Vision
- Hearing
- Blood Pressure (3-5year olds)
- Blood Lead Urinalyses (if 4 years old)
- Well baby checkup required for Early Head Start

Missing Screenings

When there is a missing screening, complete the following

Step	Action
1	Inform the Parents
2	Complete the Up-Date-Immunizations form
3	Do you have a signed Permissions Release of Information form? • ***Yes***, fax to the physician's office to request the missing information • ***No***, refer Parent back to the family's medical provider
4	Is a vision or hearing screening needed? • ***Yes***, conduct the screening • ***No***, no action needed

Child Attendance

Overview

Purpose

The purpose is to establish attendance policies that encourage full attendance for children, to identify absence trends, prepare data for reimbursement, and comply with Head Start Performance Standards, State CSPP, and CCTR regulations.

References

The policies and regulations referenced are:
- HS/EHS Program Performance Standards: 1302.16 (a, b, c,); 1302.17
- CDE Code Title V Sections: 18065; 18066; 18068
- Title 22 §101229.1

Policy Overview

The focus of the attendance policy is to make every effort to help a family achieve full attendance. The absence standard for an individual child is less than 10% of annual program days.

This includes, but is not limited to:
- Explaining the benefits of attendance
- Tracking and analysing attendance patterns
- Determining why the child has extended absences or sporadic attendance
- Contacting the family about unexcused absences within an hour
- Working with families to find support strategies to attendance obstacles

Contents

The following is a table of contents.

Topic	See Page
Attendance Policy: Regular Attendance & Targets	2
Sign-In/Out	5
Absence Policy	10
Absence Reasons	17
Coding Absences	20
Tracking Attendance	22
Troubleshooting the Attendance App	26
Attendance Reporting	28
Attendance Letters	31

Attendance Policy: Regular Attendance & Targets

Policy statement

The attendance policy promotes regular attendance through:
- Communicating with the family to support attendance
- Making reasonable efforts to help a family achieve full attendance
- Providing strategies to remove barriers to attendance
- Analyzing attendance patterns
- Sustaining enrollment without removing children from the program
- Documenting all support offered and the results

Family strategy and support

To help improve attendance, work with the family to identify obstacles to regular attendance and offer reasonable strategies for improvement including:
- Information about the benefits of regular attendance
- Home Base program options; add if available
- In-person meetings with a parent to identify obstacles to regular attendance
- Case management and health referrals
- Transportation strategies

Benefits of attendance

Regular attendance in preschool can give a child a *better chance* at:
- Reading at grade level in Elementary School
- Attending Elementary, Middle School, and High School regularly
- Getting a High School Diploma
- Improving their school outlook by giving them a routine
- Learning to be on time and be school ready

Attendance targets

The following are the attendance target rates for HS/EHS

	Agency Target	**Individual Child Target**
	Above 85%	No more than 10% of program days
Count:	present and excused days	excused and unexcused absences

Continued on next page

Attendance Policy: Regular Attendance & Targets, Continued

Analyzing attendance

For HS/EHS, the Generalist analyzes each child's attendance within 30 days of the start date using the ChildPlus Consecutive Absence Report #2336.

Monitor and analyze attendance for each child to:
- Provide family service strategies to improve individual attendance.
- Identify children at risk of missing 10% of program days.

How do you know "at risk of 10%"?

ChildPlus Report #2336 shows if the child's attendance has chronic or severe absence problems.

Use this table to manually identify the risk of missing 10% of program days:

If program days are...	Then 10% is ...	And at risk of missing 10% is:
128	12	6 absences
175	17	8 absences
232	23	11 absences
240	24	12 absences
46 visits for HB	5	3 absences

Home Base attendance visits

Each Home Based weekly visit is at least 1.5 hours; longer if more than one child is in the home or at the HB visitor's discretion.

The following are the ***minimum visits and Socialization*** required for Home Based.

	EHS HB	**HS** HB
Minimum Visits	46	32
Minimum Socialization	23	16

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Attendance Policy: Regular Attendance & Targets, Continued

Documentation

Document all actions and relevant information in ChildPlus including:

- Benefits of attendance
- Patterns of absences
- Contacts made with the family
- Strategies offered to the family
- Reasons why the:
  - strategies did/did not work
  - absences occurred
- Attendance Letters

In ChildPlus: **Attendance** tab>**Attendance Follow up**>**Add Follow up**>**Notes**

Distance Learning

Distance learning may include but is not limited to all of the following:

- Interaction, instruction, and check-in between teachers and pupils using a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and the certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.

What constitutes "present" in distance learning?

The following does not apply to State CSPP or CCTR classes.

In distance learning, there are multiple technologies to use to reach a student or family. It is not just the technology you use, but how it is used. The student must be engaged in **educational activities** to be present.

The following are acceptable instruction methods in order of what to use first:

1. Zoom
2. Face Time or Skype
3. GoToMeeting
4. Other web-based meeting platforms
5. Telephone, if other methods cannot be used.

Using the telephone as a way to connect with the family can only be counted as "present" if the call is used for instructional discussion. Checking-in on the family, discussing why they were absent, or asking about paperwork is not an educational activity and does not count as "present".

Sign-In/Out

Daily sign-in/out

Daily sign-in/out is recorded using the ChildPlus Mobile application.

Policy: Who can sign-in/out?

Only a person listed on the child's emergency card who is at least 18 years old may sign-in/-out for a child. Teaching staff may sign-in for children in class.

Children with Bus Service

- Bus consent and emergency card forms are required before using the bus.
- Only people listed on the bus consent form and emergency card may drop-off a child.
- Teaching staff signs-in/out for children with bus service.
- Enter a note in the application app that the child was picked up by the bus.

Policy: Sign-in

To sign-in a child, there must be a:

- a full signature, ***and***
- the time of sign-in.

Policy: Sign-out

The parent/guardian, or person on the emergency card is required to sign-out each day the child attends with:

- a full signature, ***and***
- the time of sign-out, ***and***
- identification (I.D.).

Three-way phone call

A three-way phone call between the parent, the person who is picking up the child, and PSD staff is not suitable for authorization to pick up a child.

When a child is not signed-in

When a child has not been signed-in, use one of the following solutions:

- Phone the child’s parent.
- Remind the child’s parent when they return for pick-up.
- Ask the teacher to sign-in

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When a parent does not sign-out

All children should be signed out by a parent/guardian. In the rare occurrence that a child was not signed out, complete the following:

Step	Action
1	Phone the parent/guardian.
2	Did the parent/guardian answer the first call?

If ...	Then ...
yes	• Offer to go to the parent/guardian's home to obtain a signature or ensure the parent completes the signature the following day. • Document in ChildPlus.
no	• Attempt another call at a later time. • Document the call in ChildPlus.
Yes, but moved out of the area	• The Teaching staff may sign-out the child and refer to the notes in ChildPlus.

3	Did the parent/guardian answer the second call?

If ...	Then ...
yes	• Offer to go to the parent/guardian's home to obtain a signature or ensure the parent completes the signature the following day. • Document in ChildPlus.
no	• Attempt another call at a later time. • Document the call in ChildPlus.
Yes, but moved out of the area	• The Teaching staff may sign-out the child and refer to the notes in ChildPlus.

4	Did the parent/guardian answer the third call?

If ...	Then ...
yes	• Offer to go to the parent/guardian's home to obtain a signature or ensure the parent completes the signature the following day. • Document in ChildPlus.
no	• The Teaching staff can sign-out the child. • Document the call in ChildPlus.
Yes, but moved out of the area	• The Teaching staff may sign-out the child and refer to the notes in ChildPlus.

Continued on next page

Sign-In/Out, Continued

Why Teachers do not sign-out children

When a child is signed-in the person signing is transferring the responsibility of care to the staff of this agency. The reason a Teacher cannot sign-out a child is because they are not taking responsibility of care for the child. Only a parent/guardian or designee on the appropriate paperwork may sign out a child into their care.

Home Base

The following are the requirements for HS/EHS Home Base.

- Parents sign-in/out for scheduled socialization visits using the attendance application from ChildPlus.
- Record Home Visits in ChildPlus using the attendance application.

Distance Learning and Bussing Sign in/out

The Teacher may sign in/out a child that is participating in distance learning. Use the same procedure as if the child was taking the bus.

EHS-CCP

The following is the process for the EHS-CCP sign-in/out.

Stage	Who	Does What
1	Provider	Uses the ChildPlus Mobile application.
2	Parent	Signs in/out daily
3	Provider	Notifies Generalist after each unexpected absence
4	Generalist	• Contacts parents within 1 hour • Collects and reviews sign-in/out information weekly • Tracks absences and follows up

Continued on next page

Using the ChildPlus Mobile application for Sign-in/out

The Teacher uses the following to sign-in/out children.

Step	Action
1	Select ChildPlus on your mobile device.
2	**Username**: Your employee ID **Password**: Your ChildPlus password **Agency ID**: SanBernardino Questions? Email: PSDhelpdesk@psd.sbcounty.gov
3	Is this the first time using this device? • If ***Yes***, enter the security code that is sent to your mobile phone or email. Go to Step 4. • If ***No***, go to Step 4.
4	Select **Parent Sign-In** from the bottom left of the screen.
5	Click the child's name. **If the child is...** — **Then tap on ...** Checking in — **Check in** next to the child's name. Checking out — **Check out** next to the child's name.
6	Have the Parent sign on the device and click **Save**.
7	To exit the screen, click on **Teacher Menu** at the bottom right of the screen and select **Attendance**.

Continued on next page

Sign-In/Out, Continued

Can a child leave and come back?

A parent, guardian, or authorized representative can sign a child out during the day to attend required appointments and return to the center. The child is signed in again during their scheduled class time.
This includes, but is not limited to appointments for:

- Medical
- Dental
- Therapy sessions
- Individualized Education Plans (IEP)
- Individualized Family Service Plans (IFSP)

What to do if the child leaves and comes back

Use the following if a child leaves the site and then comes back (for a doctor's appointment for example).

Step	Action
1	In ChildPlus go to **Reports** and select report 2316
2	Select the following: • **Program Term** • **Agency** • **Site** • **Classroom** • **Grouping**: select Classroom • **Status**: select **Enrolled**
3	Click **Print**
4	Have Parent Sign-out on the paper sheet
5	Have Parent Sign-in when they return on the paper sheet
6	Go to **Services** and find the child's record
7	• Click on the **Attendance** tab • Click on the **Attachments** tab
8	• Click on the green **Add Attachment** button • Select the file • Click **Open** • Enter **Note** • Enter **Description** • Click **Save**
9	Send original to Finance at Administration for the end of the month report.

Absence Policy

Family engagement

Regular attendance helps children towards school readiness.
Family engagement helps by:

- maintaining contact with the family
- offering help in overcoming obstacles to attendance
- documenting all services offered

Head Start: and exclusion

Do not create a vacancy automatically in Head Start.
Each family is evaluated individually based on the situation.

Who	Does What
Generalist	explains the situation to their Supervisor.
Supervisor	• reviews absences for – excused and unexcused. – efforts made by Generalist and documentation. – if there are special circumstances. • decides to either – ask the Generalist to work with the family more and document it, or – speak to ERSEA or Support Services Manager about creating a vacancy.
Manager	decides if the child is excluded and to create a vacancy.

CSPP/CCTR and dropping

State CSPP and CCTR children can be dropped based on the following situation:

- All 10 of the best interest/family emergency days have been used ***and***,
- There are 5 additional unexcused absences ***and,***
- There is documentation in ChildPlus about contacting the family.

Continued on next page

Absence limits overview

The following is an overview of absence guidelines;

Absences Situation	Guidelines
• Modified schedule is not an absence • Present off-site is not an absence	Not an absence
An absence is always excused when a child is: • in protective services ***or*** • at risk of abuse or neglect	Always excused absence – there is no limit to the number of absences
Home Based After any absence	Refer to Supervisor
Center Based 3 unexcused absences	Refer to Supervisor
5 unexcused absences in addition to 10 best interest/family emergency days.	State CSPP/CCTR only dropped, not HS
Co-mingled case with 5 unexcused absences in addition to 10 best interest/family emergency days	State CSPP/CCTR only dropped, not HS

Absent first day

Use the following when a child is absent on the first day of class or before attending class for the first time.

For **Re-enrollees** *(State CSPP-only, not co-mingled, is not a Re-enrollee)*

If the Re-enrollee is…	Then the status is…	And to code attendance…
HS/EHS only	enrolled	absent
Co-mingled (HS ***and*** State CSPP or EHS ***and*** CCTR)	• enrolled for HS/EHS • enrolled for CSPP or CCTR if they have a NOA start date	enter 2 participant records: 1. HS/EHS is absent. 2. CSPP or CCTR is Absent.

For **New Applicants**

If the New Applicant is…	Then the status is…	And to code attendance…
HS/EHS only	not enrolled until they attend	do not code until enrolled.
State CSPP or CCTR	enrolled (NOA received)	code as absent.
Co-mingled (HS ***and*** State CSPP or EHS ***and*** CCTR)	• not enrolled for HS/EHS • enrolled for CSPP or CCTR (NOA received)	enter 2 participant records: 1. HS/EHS do not code. 2. CSPP or CCTR code as absent.

Continued on next page

Absence Policy, Continued

Children at risk and absence

All absences are excused when a child is:
- in protective services ***or***
- at risk of abuse or neglect.

Phone family about absence

When a child is absent, a parent must contact the site to give a reason. If there is no contact, the Center Clerk phones the family within an hour of class start time for the reason.

In Distance Learning, the Teacher may not be able to contact the Center Clerk within the hour, but once the Teacher has given the absences to the Center Clerk, the clerk should contact the family.

How long can an absence continue?

To comply with regulations:
- Attempt to contact the family and discuss strategies to resolve the problem.
- Document any action, contacts, or attempts at contacting the family in ChildPlus: **Attendance** tab>**Attendance Follow up**>**Add Follow up**>**Notes**
- Discuss creating a vacancy with your Supervisor when chronic or severe absence problems persist.

The ERSEA Manager decides when creating a vacancy is appropriate for the situation after speaking to the Supervisor.

Home Based absences

When a family has missed a HS/EHS home visit:
- Phone, hang a doorknob reminder, make a home visit, or contact in person if possible
- Ask for an absence reason and document it in Entry Express/ChildPlus
- Contacts Generalist
- Generalist attempts contact
- If there is no contact

Absences: Discuss opening a vacancy in the program with your Supervisor after chronic or severe unexcused absence. A home visit must be completed prior to opening a vacancy.

Continued on next page

Absence Policy, Continued

CSPP or CCTR Best Interest & Family Emergency

In CSPP or CCTR, there are specific reasons a family can use as an excused absence day. These days are called Best Interest and Family Emergency days. (See Absences Reasons)

Federal Head Start does not allow these days.

10 day limit
Count Best Interest days *combined* with Family Emergency days.

- 10 days total is the limit. (10 total for both, not 10 each)
- 10 days can be consecutive or intermittent
- Absences that do not meet the Best Interest or Family Emergency day are coded as excused or unexcused.

CSPP or CCTR: Out of country

For CSPP or CCTR, a trip out of the country allows for 5 extra days added to Best Interest and Family Emergency days: totaling 15 days.

Distance Learning absence

When a child does not attend the distance learning that day, the child absent.

Active participation by the family (family engagement) in distance learning is a requirement for attendance. A child who is "present" but does not actively participate can still be considered "present" for attendance if the family is actively participating and using strategies to engage the child.

Excused or unexcused absences are determined by the reason for the absence.

Important: Late drop off

A child should not be prohibited from attending class due to late drop off. The child is allowed to attend the rest of the class time remaining for the day.

Continued on next page

Absence Policy, Continued

Missing part of school

When a child misses part of the school day, they are reducing their time to achieve school readiness.

There are three ways to miss part of a school day:
- Late pick-up: Over 5 minutes is unexcused
- Late drop-off
- Early pick-up

When a child misses part of school, use the following process.

Who	Does What	When
Generalist	Discusses school readiness with the parent and offers resources to support regular attendance in the full class session.	1st instance
Generalist	Discusses school readiness with the parent and explains that the next instance triggers a formal meeting with the Site Supervisor.	2nd instance
Site Supervisor & Generalist	Meets with and engages the parent regarding school readiness and full participation in school.	3rd instance
Site Supervisor	Notifies the ERSEA Manger.	4th instance

Clearance for sending a child home

Before a child can be sent home for behavior the Site Supervisor will inform the Education Manager of the situation. In addition, the Behavior Specialist/Disability Specialist **and** the Disabilities/Mental Health Manager will discuss the issue. Clearance must be given to the Teacher and Site Supervisor to send the child home.

Late pick up phone calls

When the parent is late picking up a child, start to call the people on the pick-up list to try to make sure the child is picked up.

If the parent is over 30 minutes late and you have not been able to contact anyone to pick up the child, then call the police to be a guardian for the child.

Continued on next page

Not Absent: Modified Schedule

When a child is absent for specific hours of the day or days of the week, they might have an assigned modified schedule.
A modified schedule:

- Is determined by an IEP, IFSP, a Medical/Dental professional, or the Inter Disciplinary Team (IDT)
- May include additional services for the child outside the classroom. These services are not coded in attendance but tracked by the Family Services Team.

Not Absent: Present off-site

A child may not be at the site but still be coded as present; this is called present off-site. Generalists may determine if the child is present off-site.

The following are reasons for present off-site:
Child is at an offsite, PSD required, referral/appointment such as:

- Speech therapy
- Appointments for and/or receiving any PSD required services

Enter on the sign-in/out sheet that the appointment is "PSD required/referral".

Asking for a doctor's excuse

If obtaining verification is a hardship, the Generalist will help the parent to meet the requirement. Do not contact a doctor or provider without a release of information signed by the parent/guardian

The Generalist will ask for a doctor's excuse in cases of:

- Communicable diseases, such as: pink eye, strep throat, fifth disease
- Serious illness
- Injuries causing the use of medical devices, including fractured bones

Continued on next page

Returning after illness

Contact the Health Education Specialist if a situation is in question. The following are indications that a child may return to school after an illness.

Situation	Indicator to return to class
Fever	Free of fever for 24 hours
Runny nose	Mucus is clear
Persistent cough	No symptoms and cleared by Doctor
Rashes other than diaper rash	Cleared by Doctor
Pink eye or impetigo	24 hours after treatment started
Diarrhea or vomiting	24 hours after last diarrhea stool or vomiting
COVID 19	Child has quarantined for 5 days

Absence Reasons

Using Family Emergency & Best Interest days

CSPP has Family Emergency and Best Interest days; these days are not part of HS and cannot be used for HS children.

10 day limit

Count Best Interest days ***combined*** with Family Emergency days.

- 10 days total is the limit. (10 total for both, not 10 each)
- 10 days can be consecutive or intermittent
- Absences that do not meet the Best Interest or Family Emergency day are coded as excused or unexcused.
- Children at risk of abuse, neglect or in protective services have an unlimited number of days.

CSPP/CCTR: Family Emergency

The following are examples of State CSPP and CCTR Family Emergency days.

Family Emergency:	**Sibling:**
• Impromptu Crisis • Medical (other family members) • Out of town emergency • Death in the family/funeral • Home/apartment fire or flood • No one to pick-up/drop-off child	• Doctor, dentist, therapist appointment • Illness or injury • Under medical treatment • Surgery or hospitalization • Taking medication
Transportation:	
• Car accident or being repaired • Problems or no transportation • Time/transportation challenge	

Continued on next page

CSPP/CCTR: Best Interest

The following are examples of State CSPP and CCTR Best Interest days.

Responsible adult: Not on emergency card/no I.D.

Parent has:
- Job interview
- Appointments not involving the child (WIC)
- Called off, day off work, or schedule change

Appointments:
- Non-court ordered visits
- Traffic school
- Physical, T.B., dental exam or shots
- Housing Authority (Section 8)

Family:
- Out of town, state, or country trip
- Moving
- Attending religious holiday
- Vacation / outing / visits / celebrations
- Day with parent/family planned

PSD:
- Child does not have proper shoes
- Child temporarily removed from PSD
- Waiting for re-entry meeting

Continued on next page

Absence Reasons, continued

Excused absences

The following are examples for excused absences for all programs:

PSD Emergency Site Closures

Child or Parent/Guardian:

- Attending doctor, dentist, therapist appointment
- Illness: cold, flu, chicken pox, sore throat, ear infection, rash, COVID, etc.
- Injury: broken bones, bump on head, sprains, etc.
- Under medical treatment; doctor's orders, surgery, or hospitalization
- Recovering from surgery; medical treatment
- Taking medication
- No one to pick-up/drop-off child

Child is:

- In protective services or at risk of abuse or neglect
- Attending IEP or IFSP appointment
- Attending W.I.C. appointment and the child's presence required
- Waiting for:
  - Doctor appointment for physical, shots, or T.B.
  - Paperwork for physical, shots, T.B, allergy statement, special diet, etc.

Court:

- Appointment and child's presence is required
- Appointment involving child's well-being
- Ordered parent / guardian visits

Transportation:

- Car accident or being repaired
- Problems or no transportation
- Time/transportation challenge

Unexcused absences

The following are examples of unexcused absences.

- Unable to contact, or no contact from parent
- Parent did not want to bring child to school
- No reason given for child's absence

Coding Absences

Before coding

Before coding an absence, the Center Clerk checks for modified schedule or present off-site.

Co-Mingled programs

A co-mingled child receives funding from both State and Federal programs; if the codes are different enter separate codes for each program.
Example: A co-mingled child is present off site for a PSD referral. The child is entered twice for the day:
- "P" for the Federal code ***and***
- "E" for the State code

Codes: Federal

The following are the Attendance codes for Federal HS/EHS/EHS-CCP.

Code Type	Code	Reason for Federal HS/EHS/EHS-CCP Code
Absent	A	A 'place holder' code while trying to contact the family
Excused	E	See Excused Absences
Not Scheduled	N	• Home Base non-visit days • Modified Schedule
Present / Present off-site	P	• Present • Present off-site: PSD offsite referral service i.e. therapy, doctor, dentist, or other HS service
Unexcused	U	• No reason given • Unable to contact • Other reason not on excused list • Waiting the 14/19 days before State slot may be filled. Head Start slot cannot be filled before the 14/19 days if the child attended a comingled class.
Holiday	H	PSD closed for Holiday

Continued on next page

Coding Absences, Continued

Codes: State CSSP or CCTR

The following are the Attendance codes for State CSPP or CCTR.

Code Type	Code	Reason for State CSPP or CCTR Code
Absent	A	A 'place holder' code while trying to contact the family
Excused	E	See Excused Absences
Not scheduled	N	Use for modified schedule
Present	P	• Present in class. (Present/off site is for Federal only) • Present during the State Waiting Period
Unexcused	U	• No reason given • Unable to contact • Reason not on the excused list
State Waiting Period	U	Waiting the 14/19 days before State slot may be filled. The Head Start slot cannot be filled for the 14/19 days if the child attended a co-mingled class.
Not enrolled	N	Not enrolled in the month or no need for that day
Holiday	H	PSD closed for Holiday

Tracking Attendance

Tracking attendance using the ChildPlus Mobile application Version 2.6.3

The Teacher uses the following to track attendance daily.

Step	Action
1	Select ChildPlus on your mobile device.
2	**Username**: Your employee ID **Password**: Your ChildPlus password **Agency ID**: SanBernardino Questions? Email: PSDhelpdesk@psd.sbcounty.gov
3	Is this the first time using this device? • If ***Yes***, enter the security code that is sent to your mobile phone or email. Go to Step 4. • If ***No***, go to Step 4.
4	Select **Attendance** from the bottom center of the screen.
5	• Tap **Please Select a Class** at the top left of the screen. • Tap the class to select. • Tap the green **Done** button.
6	Select **Attendance** from the bottom center of the screen.
7	• Tap on the child's name. • Tap on the Attendance Status. – If the child is absent, tap on **Absence Reason** and select a reason. If the absence reason is not listed, check "other" and add a note. Do not leave the absence reason blank.
8	Do you need to edit the attendance or add a note? • If ***Yes***, click on the three blue dots on the left, select **More**, and select **Edit Attendance and Notes**. Go to step 9. • If ***No***, go to the next child and start at Step 7 until all children are completed.
9	• Tap the notes section to enter notes. • Tap the blue **Edit** button to edit check in information.

Continued on next page

What to do on the first day of enrollment

The Generalist must see the new student prior to going to a classroom to ensure the enrollment process has been completed.

Tracking attendance: Center Clerk

The Center Clerk completes the following:

Step	Action
1	Run report 2305 in ChildPlus to check for absences.
2	Phone family if child is absent without a reason.
3	Notify the Generalist of: • Unexcused absences • Late drop-offs or early pick-ups over 30 minutes

How to run report 2305 in ChildPlus

The Center Clerk runs the following report 2305 in ChildPlus.

Step	Action
1	Type 2305 in the white **Enter Report #** box at the top of the screen.
2	Select the following for the class: • **Program Term –** select **All** • **Agency** • **Site** • **Classroom: <All Classrooms** • **Status:** Click the **Enrolled** box • **Grouping:** Select **Classroom** • **Report Type:** Select **Detail** • **Run report for <#> months:** Select **1** • **Beginning with:** Select Current Month and Year • **How should attendance statuses be calculated?:** Select **Use Attendance Preference Settings**
3	Click **Preview** on the upper right of the window.

Continued on next page

Running the 2305 report for Co-mingled classes

When a child is in a co-mingled class (state and Head Start):

Step	Action
1	Run the 2305 report for **CSPP** only by selecting the CSPP Program term.
2	Run the 2305 report again for **All.**
3	Verify each child is in both classes.

What to do with the 2305 report

Complete the following with the 2305 report:

1. Print the 2305 report for each class.
2. Verify the correct names are listed for each class using the IPAD:
   1) Enter (P)resent, (E)xcused or (U)nexcused for each class day.

   2) Never submit (A)bsent, it is required to know the type of absence.

      (A)bsent is only a place holder; the clerk is responsible to clarify whether the absence is excused or not.

Continued on next page

How to run the 2310

The Center Clerk runs the 2310 to check for:
- missing signatures,
- absence codes,
- absence reason and discrepancies.

Compare the 2310 to the 2305 to see all signatures and codes are correct.

Use the following to run the 2310

Step	Action
1	Type 2310 in the white **Enter Report #** box at the top of the screen.
2	Select: • **Program Term** • **Agency** • **Site** • **Classroom**
3	Select the **Enrolled** box under **Status**.
4	Select **Classroom** under **Grouping.**
5	Select **Detail** under **Report Type**.
6	Select a **Begin Date** and **End Date**.
7	Select the: • **Show Absence Reasons** box. • **Show Arrival/Departure times** box. • **Show Check in/Check out signatures** box**.**
8	Click **Preview**.

Tracking attendance: Generalist

The Generalist completes the following to act on attendance:

Step	Action
1	Send an attendance letter after the first unexcused absence.
2	Contact the parent/guardian after unexcused absence to explain the benefits of attendance, education, and school readiness.
3	Complete a home visit after 3 or more unexcused absences.

Troubleshooting the Attendance App

Logging in

User names and passwords are provided by PSDhelpdesk@psd.sbcounty.gov.

iPad only

Do not use a desktop computer to access the attendance app, use an iPad.

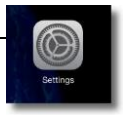
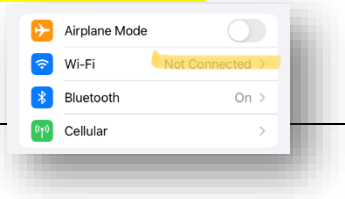
Connection issues

Complete the following if you have internet connection issues.

Step	Action
1	Verify Agency ID is entered as SanBernrdino (no spaces).
2	Did Agency ID correct the situation? • If ***Yes***, take attendance. • If ***No***, verify the iPad is connected to Wi-Fi within the building. (see instructions)
3	Is Wi-Fi connected? • If ***Yes***, take attendance. • If ***No***, open a browser and go to Fast.com to check that the internet speed is 25 Mbps or above. (see instructions)
4	Did running the speed test correct the situation? • If ***Yes***, take attendance. • If ***No***, submit a FreshService ticket. (see instructions)

How to verify if Wi-Fi is connected

Use the following to verify if Wi-Fi is connected.

Step	Action
1	Open the Settings app on the iPad. 
2	Verify if Wi-Fi is connected to one of the following: • Hs guest • PSD • Hotspot 
3	Is it connected? • If ***Yes***, go to Step 3 above. • If ***No***, complete a FreshService ticket. (see instructions)

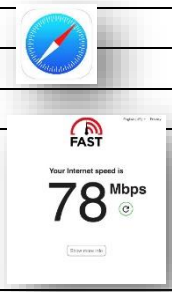
Continued on next page

Troubleshooting the Attendance App, Continued

How to check internet speed

Use the following to check internet speed.

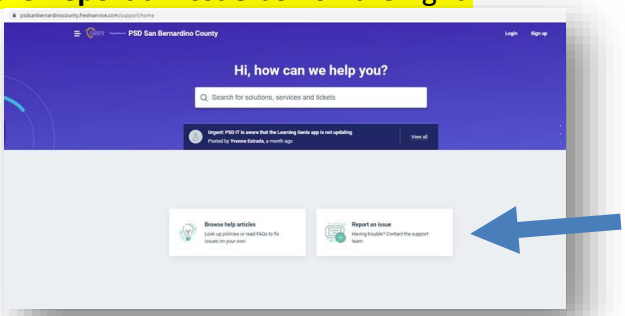
Step	Action
1	Open the **Safari** browser on the iPad.
2	Search for **fast.com**.
3	Speed test will automatically run. Is it 25 Mbps or above? • If ***Yes***, try to take attendance. • If ***No***, submit a FreshService ticket.



How to submit a FreshService ticket

Use the following to submit a FreshService ticket.

Step	Action
1	Go to https://psdsanbernardinocounty.freshservice.com/support/home
2	Click on the **Report an issue box** on the right.
3	Fill out all sections of the form.
4	You can **login** to check the status of the ticket.



After troubleshooting and internet is still unavailable

If you have internet issues and cannot immediately enter attendance into ChildPlus:

1. Use a paper sign-in sheet report 2316. Original is turned in to Finance at the end of the month.
2. Enter the information into ChildPlus as soon as possible.
3. Keep copies at site.
4. If parent signature was missed due to internet issues, flag to have the parent sign the child in on the IPAD when they return to sign the child out.

Attendance Reporting

Monthly Attendance report and deadlines

PSD Administration's Finance unit submits a monthly report to the California Department of Education (CDE) to be reimbursed for the Child and Adult Care Food Program (CACFP).

Reports are due to Administration/Finance before the 5th of the month.

Monthly Report: Center Clerk

Complete the following for the monthly report:

Step	Action
1	Gather the following reports: • 2305 • Any hard copy sign-in sheets if applicable
2	Have Site Supervisor or designee sign the bottom right of the 2305 report for each class authorizing them to be correct.
3	Send to Finance in the Administration building. Mail Code 0630.

Changes after the report is sent

If you find a mistake or have to update a change to attendance after the report is sent in, email the Account Tech immediately, run a corrected 2305 report and send to Finance.

Monthly Report: Home Base

The following is the monthly attendance report process for Home Base.

Who	Does What
Home Visitor	Forwards the following to the Home Base Supervisor • ChildPlus Monthly Attendance Report 2305 • HB actual visit calendar ChildPlus report 4140
Home Base Supervisor	• Reviews all documents and sign to approve them • Checks for 4 visits a month and ensures: – Times do not overlap – Lesson plans and sign-in sheets are there for all visits and socializations • Forwards all documents to Admin Finance Staff

Continued on next page

How to complete the 4140

Use the following to complete a 4140 report in ChildPlus.

Step	Action
1	Type 4140 in the **Enter Report #** box.
2	Select the following: • **Program Term** • **Program Option**: Home-Based • **Agency**: Preschool Services Department • **Site** • **Classroom**
3	Select the following: • **Status**: Enrolled • **Grouping**: Site • **Report Type**: Detail
4	Select the following: • **Show Actions for these Event Types**: Select – Home-Based Home Visit – Socialization • **Include the following status types**: Select – AC-Action Completed – FC-Family Cancelled – FCR – Family Cancelled-Rescheduled – NS-No Show – SC-Staff Cancelled – SCR-Staff Cancelled-Rescheduled • **Include Family Service Actions in which the Case Worker is**: Select: All Checked • **Include Family Service Actions where:** – Scheduled date is between: enter month – Or Action date is between: enter the same month • **If an event's action meets the filter criteria:** Select: Only show the actions that meet the criteria • Check **Show Action Notes** • Check **Show totals for Scheduled/Completed** • Check **Show totals for each status**
5	Click **Preview**.

Continued on next page

Child Care Licensing visits

If Child Care Licensing visits and asks for sign-in/out sheets, use the 2307 report in ChildPlus to provide that information along with any other paper sign-in/out sheets there may be.

Use the following to pull a 2307 report.

Step	Action
1	Type 2307 in the white **Enter Report #** box at the top of the screen.
2	Select: • **Program Term** • **Agency** • **Site** • **Classroom**
3	Select the **Enrolled** box under **Status**.
4	Select **Classroom** under **Grouping.**
5	Select **Detail** under **Report Type**.
6	Select a **Begin Date** and **End Date**.
7	Click **Preview**.
8	Click **Print**.

Attendance Letters

Purpose Use the following letter to address absences.

SAN BERNARDINO COUNTY Preschool Services Department

My Child's Attendance Success Plan

My child was present _____days and absent _____ days. My goal is to improve my child's attendance. I will make sure my child misses no more than_____ days for the rest of the year.

(6 or fewer absences = satisfactory attendance)

I will:

— **Talk** to my child about how going to school every day helps them do well in school and achieve their hopes and dreams.

— **Keep** an attendance chart at home. At the end of the week, I will recognize my child for attending school every day with_____.

- (i.e. a visit to the park, a new book, a break from doing chores, a special treat)

— **Make sure** my child is in bed by ___p.m. and the alarm clock is set for ___a.m.

— **Find** a relative, friend, or neighbor to take my child to school if I can't make it.

— **Set up** medical and dental appointments for weekdays after school.

— **Contact** my child's teacher if my child is absent, to find out what they missed.

I will send my child to school when they:

— Complain of a stomachache or headache, and medical concerns have been ruled out, **I will call** _____so that they can check in with my child during the day.

— Have a cold but no fever (less than 100 degrees), **I will purchase or borrow** one if I don't have a thermometer.

To improve my child's attendance, I commit to the following:

1. _____
2. _____
3. _____

We are meeting in two months to review your progress towards your goal for your child.

Family Signature:_____ Date:_____

Staff Signature:_____ Date:_____

Attendance Success Plan 407 (06.2022) V1 Page 1 of 1

Continued on next page

Purpose

Use the following letter to address absences.

662 S. Tippecanoe Avenue, San Bernardino, CA 92415-0630 | Phone: 909.383.2078 Fax: 909.383.2080
www.SBCounty.gov

SAN BERNARDINO COUNTY

Preschool Services Department

File Name: _____ ChildPlus ID: _____

Date: _____

Dear Parent/Guardian,

Why we sent this letter:

- ☐ Our attendance record shows that your child_____:
- ☐ Is at risk of missing 10% of the program year because of _____ missed days.
- ☐ Has missed more than 10% of the program year because of _____ missed days.
- ☐ Has been picked up late the following number of times: _____ (See attached)

Why picking up your child on time is important:

- Everyone has emergencies, but regular, on-time pick-up can:
- Improve how a child feels about school by giving them a worry-free routine
- Teach a child to be on time and be school ready
- Reduce spending extra money on mandatory teacher and site costs

Why Attendance is important:

- Regular attendance in Preschool can give your child a better chance at:
- Reading at grade level in Kindergarten and Elementary School
- Attending Elementary, Middle School, and High School regularly
- Getting a High School Diploma

What can happen:
When your child is absent, there is an empty seat in school and it cannot be empty ongoing.
We may have to open a vacancy for a child who is on the waiting list.

Just like you, there are families in the neighborhood that urgently need free child care. Head start offers child care that is safe, offers nutritious foods, and prepares children for success. Empty Seats keep children in need waiting.

What to do:
Contact me as soon as you can about:

- The reason(s) for absences or late pick-up
- How attendance can be improved
- Your Child's enrollment

Please contact me soon; here is my information.

Name & Job Title: _____Site: _____
Phone Number: ( ) _____-_____

Thank you.

Attendance Letter 406 (06.2022) V1 Page 1 of 1

Selection Criteria

Overview

Purpose

The purpose of the selection criteria is to comply with funding requirements, for age and income eligible children for Head Start (HS), Early Head Start (EHS), and Early Head Start - Child Care Partnership (EHS-CCP) programs.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: 1302.11- 1302.15, 1302.70,
- Head Start Act Section 645A,
- California Code of Regulations Title 17, Division 1, Chapter 4. Subchapter 8. Sections 6000-6075,
- California Department of Education:
  - Title 5, and
  - Attendance, Fiscal Reporting, and Reimbursement Procedures for Child Development Contracts (Greenbook) page 21.

HS/EHS/EHS-CCP

Policy Overview

When selecting an eligible child, application information is:

- Reviewed,
- Weighted, and the
- Selection is ordered.

Contents

Topic	See Page
Selection vs. Eligibility	2
The Wait List & Eligibility Points	3
Selection Priority & Criteria	5
About Funding	10
Transitioning and Re-enrollees	12
ChildPlus Points	14

Selection vs. Eligibility

Selection vs. eligibility

Eligibility is similar to selection because the same regulations are used, such as the child's age, homelessness, a child's disability, or receiving TANF.

The difference is what the regulations ***decide***:
- **Eligibility** decision: Who is eligible to be on the waitlist?
- **Selection** decision: Who is enrolled first?

Example: selection vs eligibility

For this example, we are *only using age regulations*.

Example: Two children apply for EHS-CCP:
- Fred is 12 months
- Ethel is 24 months

Eligibility: Only using age regulations for this example.
- Question: Are Fred and Ethel eligible to be on the waitlist?
- Answer: Yes, they are no younger than 6 weeks and no older than 3 years.

Selection: Only using age regulations for this example.
- Question: Who is placed higher on the wait list?
- Answer: Fred is placed higher on the waitlist.
  - Fred, 12 mo. old: 125 points
  - Ethel, 24 mo. old: 100 points

The Wait List & Eligibility Points

What is a wait list?

A ***Waitlist*** is a report in ChildPlus (Report #2025) placing children in priority order for enrollment. A child at the top of the list is a priority for enrollment.

ChildPlus uses the family's situation from the application and the Community Assessment Report to identify criteria that gives the family eligibility points.

How eligibility points work

Eligibility Points are points based on selection criterion established by Federal and State regulations, and the Community Assessment. ChildPlus calculates eligibility points automatically.

Different situations receive higher or lower eligibility points; the highest total points prioritize the child as first on the waitlist.

Example: eligibility points

Eligibility points establish priority situations; for example, a homeless family receives a large amount of points to prioritize the child to the top of the list.

Example:
The two families below are applying for EHS. This example shows the possible totals of points based on each family's unique situation.

Family 1:EHS Application	Points		Family 2: EHS Application	Points
Child is 13 months	100		Child is 12 months	125
Single parent/guardian	25		Single parent/guardian	25
Parent in college FT	25		Parent did not finish high school	55
Child has an IEP	199		Child has a potential IEP/IFSP	25
Parent receives TANF	100		Parent receives TANF	100
			Parent speaks limited English	25
Total Points	**449**		**Total Points**	**355**

The Child in Family 1 is first on the waitlist with highest total points of 499.

Continued on next page

The Wait List & Eligibility Points, Continued

Is #1 on the waitlist always the first choice?

Is #1 on the waitlist always the next child enrolled? Yes and No.

Yes: The waitlist assigns vacant slots based on HS Performance Standards. The child at the top of the list is a priority.

Exceptions: The ERSEA Manager may have to make agency-level decisions based on the priority of the child and the capability and needs of the sites.

Selection Priority & Criteria

HS/EHS/EHS-CCP

High priority:

The following children have high priority circumstances in the selection process, due to the higher likelihood that they need additional care and support.

- Homeless children
- Foster Care children
- Children at risk of abuse, neglect, or exploitation, or who are receiving child protective services.

HS Performance Standards 1302.14 (C) and the Community Assessment, support a 3% reservation of enrollment slots for homeless children.

HS/EHS/EHS-CCP

Children with disabilities

At least 10% of funded enrollment slots are given to children with disabilities. This target gives children with Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) high enrollment priority.

Continued on next page

Local priority

Based on the Community Assessment, some local priorities are:

- Parent/guardian who:
  - Has less than 12 years of education,
  - Didn't graduate from high school and has no high school diploma,
- Single parent households,
- Limited or Non-English speaking parents,
- Teen parents,
- African American children, and
- Latin American immigrants.

Below is a list of all Latin American Countries.

North and Central America	**South America**		**Caribbean**
Belize	Argentina	Bolivia	Cuba
Costa Rica	Brazil	Chile	Dominican Republic
El Salvador	Colombia	Ecuador	Haiti
Guatemala	French Guiana	Guyana	Guadeloupe
Honduras	Paraguay		Martinique
Mexico	Suriname		Puerto Rico
Nicaragua	Uruguay		Saint-Barthelemy
Panama	Venezuela		Saint-Martin

Continued on next page

Need

At this time, Head Start is wrapped with the Part Day State program. The Part Day State program and Head Start does not require families to verify the need for a full day program option. Families who request full day services that are Head Start and wrapped with Part Day state will be offered the program option that best serves their needs.

Selection for a full day program option at the beginning of the year will use selection criteria point values to determine placement. Once full day classes have been filled, Generalists will document part day families program preferences in ChildPlus by following the steps below:

Step	Action
1	Click: • Enrollment • Edit Enrollment History
2	Add **Location Preference**
3	Select: • **Site**, and • **Classroom** May select more than one site and classroom based on program options.
4	Click **Enroll**

Use the ChildPlus 2025 Enrollment Priority List to determine children eligible for full day placement. Select the following settings when running the report:

Status	Also include
Accepted/Enrolled	• Enrolled participants who have a location preference • Accepted participants who have a location preference
Waitlisted/Drop/Wait	Ineligible Applicants

Continued on next page

Location preference

A location preference is a list of site and classrooms the parent wants to enroll their child if the first choice is unavailable. To create a location preference in ChildPlus follow the table below.

Step	Action
1	Click on **Manage Location Preference** in the **Enrollment** section.
2	Add **Location Preference**.
3	Select **Site** and **Classroom** based on program option (May select more than one site and classroom based on program options).
4	Click **Save**.

Once a location preference is added, use the ChildPlus 2025 Enrollment Priority Listing report to fill a vacant slot based on the family's location preference.

HS/EHS/EHS-CCP

Definition: Income Eligible

Income Eligible refers to families with income who:
- Have a gross income equal to or below the Federal poverty line, or
- Are eligible for CalWORKs, or SSI, or
- In the absence of child care, are potentially eligible for CalWORKs.

Income selection priority

Income selection priority is:
- Low income participants are enrolled first.
- Over income enrollment is limited to 10% of total funded enrollment.

Last Priority

Request ERSEA Manager approval before selecting a family with income in the range of 101-130% of the poverty level and if the 10% over income limit is exhausted. These families are last in priority.

35% of enrollment may consist of families with income in this range. Only after all selection priorities and needs of eligible participants are met, can a family in this range be considered for enrollment.

Continued on next page

Selection Priority & Criteria, Continued

Re-enrollees & transitioning children priority	Children enrolled in the previous year in HS or EHS are a high priority because it is beneficial for children to maintain continuity of enrollment. Other situations such as a homeless or Foster Care child, may take priority. Children in transition classrooms may not remain in that classroom after the end of the program year. All transition classrooms must be empty at the end of the program year.
Age and licensing	The provider chooses a license covering certain age limits. Below is the HS age criteria; remember not all providers are licensed for all ages.

Continued on next page

Age

Use the following table to establish eligibility by age.

Program	Age Eligibility Policy
EHS Center Based	An infant or toddler 0-36 months old • According to Head Start Regulation • Site license may limit ages to children only 18-36 months and no young
EHS HB	• Infants or toddlers 0-36 months old • Pregnant woman any age • Pregnant teens and teen single mothers are a priority
EHS-CCP	An infant or toddler: • 0-36 months old according to Head Start Regulation however a site license may limit the ages of the children • Not younger than 6 weeks • No older than 3 years. (See Transitioning for EHS children over 3 years)
HS	**First priority:** • Low-income 4 year olds are a priority • A child who turns 3 by September 1st. (eligibility date used by public schools.) **Last priority: Younger 3 year olds** A 3-year old, who turns three ***after*** September 1st, is a younger child. Younger 3 year olds are enrolled only if ***both*** criteria below are met: 1. A high quality, full day, publicly funded pre-kindergarten is in the area ***and*** 2. There are no other priority children on the waiting list.
Co-Mingled HS and State CSPP	HS co-mingled with California State Preschool Program (CSPP) age criteria is: • 3 or 4 years old on or before the cutoff date which is used to determine eligibility for public school in the local school district, ***and*** • Not 5 years old before the same cut-off date.

About Funding

What are Co-Mingled classes?

HS/CSPP

Co-Mingled classes are classes which have children who receive funding only from Head Start along with children who receive funding only from State CSPP in the same classroom.

Funding for child from HS only

same classroom

Funding for child from CSPP only

What are Dual Enrolled classes?

HS/CSPP

Dual Enrolled classes are classes with individual children who receive part of their funding from Head Start and part from State CSPP.

Child has funding from both HS & CSPP

same classroom

Child has funding from both HS & CSPP

HS & CSPP

HS & CSPP

Children with Dual Enrolled funding are evaluated for selection with both Head Start regulations and State CSPP regulations.

Dual Enrolled selection criteria

HS/CSPP

HS and State CSPP selection regulations apply to Dual Enrolled children in the
areas of:

- Need,
- Income, ***and***
- Age.

These three factors affect selection eligibility points; but to be eligible, the family must meet ***all*** State criteria.

Continued on next page

About FundingHS/CSPP, Continued

Dual Enrolled age criteria

The age criteria for Dual Enrolled children is:

- 3 or 4 years old on or before the eligibility cut-off date used for local public school districts, ***and***
- Not 5 years old before the same cut-off date.

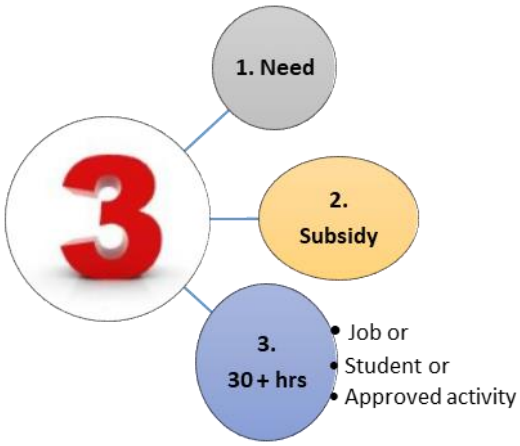
Need and EHS-CCP

Applications with income for Dual Enrolled classes must meet Federal Guidelines in the Federal Register to be eligible for a State vacancy.

The parent/guardian has to meet requirements to enroll a child in EHS-CCP.

About subsidies
Receiving a subsidy is not required; however, due to funding limitations, only 30% of families may enroll in the program without a subsidy.

The parent/guardian:
1. Has a need,
2. Receives a subsidy, and
3. Does one of the following for 30+ hours a week:
1) Employed,
2) Student, or
3) In an approved activity.



No more than 30% of families are eligible without a subsidy

HS/CSPPContinued on next page

About Funding, Continued

Dual Enrolled Income	Applications with income for Dual Enrolled classes must meet Federal Guidelines in the Federal Register to be eligible for a State vacancy.

Transitioning and Re-enrollees

Transitioning children	A ***transitioning*** child is an enrolled child that is moving to a different program or provider, such as transitioning from EHS to HS. In order to keep transitioning children enrolled, complete the transition process timely starting at 30 months. Although there are higher priorities, transitioning children are a priority because continuous care in Head Start prepares the child to be school ready
When to start transitioning	The transitioning process begins six months before the child turns three allowing time for the parent/guardian and child to prepare for the next school experience.

Continued on next page

Transitioning to Head Start

Complete the following to enroll a child transitioning into the Head Start Program. Transitioning begins six months before the child turns three.

<table>
<tr><th>Step</th><th>Action</th></tr>
<tr><td>1</td><td>• Check the child’s age.
• Start the transitioning process at 30 months allowing time to adequatelytransition the child and family to a new program or provider.</td></tr>
<tr><td>2</td><td>Refer to the EHS Transition List for a child transitioning into Head Start.
<table>
<tr><th>If the child is transitioning into HS and out of...</th><th>Then they are already enrolled, no on the waitlist, and...</th></tr>
<tr><td>EHS</td><td>First priority</td></tr>
<tr><td>EHS-CCP</td><td>Second priority</td></tr>
</table></td></tr>
<tr><td>3</td><td>Review the Disability Certification List to ensure there is:
• a completed HS application and,
• supporting documentation to certify and enroll a child with an IndividualizedEducation Program (IEP) or Individualized Family Service Plan (IFSP).</td></tr>
<tr><td>4</td><td>Run the wait list report in ChildPlus for the enrolling site.</td></tr>
<tr><td>5</td><td>Enroll the child with the highest priority ranking (eligibility points).</td></tr>
</table>

Continued on next page

Transitioning and Re-enrollees, Continued

Over three in EHS	See Head Start Performance Standards 1302.70. EHS children transition into Head Start or another program to maintain continuity of enrollment. There are instances where a child may not be able to transition right away, i.e., a local program may not have a vacancy for the child. When a transition is not completed within the six months after a child turns three, contact the ERSEA manager.
Re-enrollee	A Re-***enrollee*** (formerly 'repeater') is a child enrolled in the last program year and expected to return the following year. Re-enrollees are an enrollment priority. HS programs are most effective as continuous care education programs until the child is school ready. In order to keep re-enrollees in the program, they are not on the waitlist and are rolled over for the next year.
Rollover	A ***Rollover*** data transfer is a program used to copy data from the prior year for the following program year, it is completed by the ChildPlus Help Desk.

ChildPlus Points

HS points

The following are the current point allocations in ChildPlus for Head Start.

Automatically assign points based on Income

Foster	400
Homeless	500
Public Assistance	100

0 - 25%	100
26 - 50%	75
51 - 75%	50
76 - 99%	25

Number in Family	Maximum Annual Income
1	12880
2	17420
3	21960
4	26500
5	31040
6	35580
7	40120
8	44660
9	49200
10	53740
11	58280
12	62820

Automatically assign points based on Class Age

0 - 48 mo	50
49 - 60 mo	100

Participant is not eligible if less than 36 months old on the school-year cut-off date or at the time of enrollment.

Participant is not eligible if 60 months old or older on the school-year cut-off date.

Other Eligibility Criteria

Family Status

0	Two Parent/Guardian
25	Single Parent Guardian

Disability Status

199	IEP/IFSP
25	Potential IEP/IFSP

Transitioning from EHS to Head Start

195	Yes
0	No

Continued on next page

HS points, continued

Other Eligibility Criteria	
Single Parent/Guardian in FT education, training, or employm	
25	Yes
0	No
Two Parent/Guardian in FT education, training, employ (both)	
15	Yes
0	No
Limited English or Non-English speaking parent	
25	Yes
0	No
Parents/Guardians education level< Grade 12 (both)	
55	Yes
0	No
Teen Single Parent	
25	Yes
0	No
African-American/Latin American immigrant	
60	Yes
0	No

Continued on next page

EHS points

The following are the current point allocations in ChildPlus for Early Head Start.

Automatically assign points based on Income

Foster	400
Homeless	500
Public Assistance	100
0 - 25%	100
26 - 50%	75

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1:13 PM

Preschool Services Department
Eligibility Configuration

Early Head Start 2021

51 - 75%	50
76 - 99%	25

Number in Family	Maximum Annual Income
1	12880
2	17420
3	21960
4	26500
5	31040
6	35580
7	40120
8	44660
9	49200
10	53740
11	58280
12	62820

Automatically assign points based on Class Age

0 - 12 mo	125
13 - 24 mo	100
25 - 36 mo	100

Participant is not eligible if 36 months old or older on the school-year cut-off date.

Continued on next page

EHS points, continued

Other Eligibility Criteria	
Family Status	
25	Single Parent/Guardian
0	Two Parent/Guardian
Disability Concern	
199	IEP/IFSP
25	Potential IEP/IFSP
Pregnancy for EHS	
125	Yes
0	No
Single Parent/Guardian in FT educ., training, or emply.	
25	Yes
0	No
Two Parent/Guardian in FT educ., training, or emply. (both)	
15	Yes
0	No
Limited English or Non-English speaking parent	
25	Yes
0	No
Parent/Guardian education level < Grade 12	
55	Yes
0	No
Teen Single Parent	
25	Yes
0	No
African-American/Latin American Immigrant	
60	Yes
0	No

Continued on next page

EHS CCP points

The following are the current point allocations in ChildPlus for Early Head Start – Child Care Partnership.

Automatically assign points based on Income

Foster	400
Homeless	500
Public Assistance	100
0 - 25%	100
26 - 50%	75
51 - 75%	50
76 - 99%	25

Number in Family	Maximum Annual Income
1	12880
2	17420
3	21960
4	26500
5	31040
6	35580
7	40120
8	44660
9	49200
10	53740
11	58280
12	62820

Automatically assign points based on Class Age

0 - 12 mo	125
13 - 24 mo	100
25 - 36 mo	100

Participant is not eligible if 48 months old or older on the school-year cut-off date.

Other Eligibility Criteria

Family Status

25	Single Parent/Guardian
0	Two Parent/Guardian

Disability Concern

199	IEP/IFSP
25	Potential IEP/IFSP

Pregnancy for EHS

125	Yes
0	No

Continued on next page

EHS CCP points, continued

Other Eligibility Criteria	
Single Parent/Guardian in FT educ., training, or emply.	
25	Yes
0	No
Two Parent/Guardian in FT educ., training, or emply. (both)	
15	Yes
0	No
Limited English or Non-English speaking parent	
25	Yes
0	No
Parent/Guardian education level < Grade 12	
55	Yes
0	No
EHS - Child Care Partnership Subsidy	
50	Receiving subsidy for working 30+ hours
50	Receiving subsidy for training and/or schooling 30+ hours
25	Receiving subsidy for combination working, training and/or school 30+ hours
Teen Single Parent	
25	Yes
0	No
African-American/Latin American immigrant	
60	Yes
0	No

Continued on next page

ChildPlus Points, Continued

CSPP points

The following are the current point allocations in ChildPlus for the California State Preschool Program.

Automatically assign points based on Income

Foster	0
Homeless	2000
Public Assistance	1000

- %

Automatically assign points based on Class Age

Participant is not eligible if less than 36 months old on the school-year cut-off date or at the time of enroll
Participant is not eligible if 60 months old or older on the school-year cut-off date.

Other Eligibility Criteria

State Income Ranking (# in family & max$)

1	1/2-$65 3-$72 4-$83 5-$96 6-$110
1	7-$112 8-$115 9-$117 10-$120 11-$122 12-$125
2	1/2-$130 3-$145 4-$166 5-$193 6-$220
2	7-$225 8-$230 9-$235 10-$239 11-$244 12-$249
3	1/2-$196 3-$217 4-$249 5-$289 6-$329
3	7-$337 8-$344 9-$352 10-$359 11-$367 12-$374
4	1/2-$261 3-$290 4-$333 5-$386 6-$439
4	7-$449 8-$459 9-$469 10-$479 11-$489 12-$499
5	1/2-$326 3-$362 4-$416 5-$482 6-$549
5	7-$561 8-$574 9-$586 10-$599 11-$611 12-$624
6	1/2-$391 3-$435 4-$499 5-$579 6-$659
6	7-$674 8-$689 9-$704 10-$718 11-$733 12-$748
7	1/2-$456 3-$507 4-$582 5-$675 6-$768

The·Income·Ranking·table·is·located·in·the·California·Dept.·of·Education·website·here:¶
Income·Ranking·Table·CDE¶

It·is·part·of·Management·Bulletin·17-10·located·here:·
http://www.cde.ca.gov/sp/cd/ci/mb1710¶

Returning State Preschool Program participant who turned 4

100	Yes
0	No

Other Eligibility Criteria

Child Protective Services (CPS) or At Risk

3000	Active CPS
3000	At Risk for Abuse/Neglect/Exploitation (No CPS Case)
0	Not Applicable

California State Preschool Program (CSPP) & General Child Care and Development Program (CCTR) Eligibility

Overview

Purpose

The purpose of this policy is to comply with California State Preschool Program (CSPP) funding requirements and General Child Care and Development Program (CCTR).

Reference

The policies and regulations referenced are:

- California Department of Education Title 5 § 18094, 18095, 18096, 18131, 18132, 18107
- CDE Management Bulletin 17-12, 17-14, 17-20, 15-08 Rescinded

Policy overview

CSPP eligibility is based on age, income, and residency.

CSPP serves:

- 3 to 4 year olds,
- Family's that are at or below 85% State Median income (SMI) level, ***and***
- Residing in California during receipt of services.

CCTR serves:

- 0 to 3 year olds,
- Family's that are at or below 85% State Median income (SMI) level, ***and***
- Residing in California during receipt of services.

The following criteria is different in the CCTR program:

- Age (0-3 year olds).
- IFSP does not make the child automatically eligible.
- The child must be dual enrolled with the Federal Program (EHS) for at least one hour.
- A need for childcare must be established to be eligible.

Continued on next page

Overview, Continued

Contents

The following is a table of contents.

Topic	See Page
Eligibility Basics Overview	3
Automatic Eligibility	5
Family Size	6
Income Eligibility	10
Income Use Tables	12
Income Documentation	14
Self-Employment	16
File Folder & NOA	17
Reapplication and Changes	19
How CCTR Differs from CSPP	20

Eligibility Basics Overview

Application	The CCD 26A (1/22) and CCD 26 (1/22) are used to apply for California State Preschool Program (CSPP).
Age eligibility	Age eligibility requirements are: • Children who turn three on or before December 1 of the fiscal year in which they are enrolled in CSPP, ***or*** • Children who turn four on or before December 1 of the fiscal year in which they are enrolled in CSPP, ***and*** • Not five years old before the same cut-off date. Title 22 of the California Code of Regulations EC 8208(ai) and (aj).
Transitional Kindergarten (TK) and Kindergarten (K)	Transitional Kindergarten (TK) and Kindergarten age children who turn five years old between September 1st and December 2nd are encouraged to transition to those programs; however, if the child is not able to transfer to a TK or K program, they will remain enrolled in our CSPP program and do not need to be recertified. The Centralized Eligibility Unit (CEU) will not enroll any new TK or K eligible children as they are not CSPP eligible.
Automatic eligibility	A child is automatically eligible for CSPP when the child is: • At risk of abuse or receiving Child Protective Services, ***or*** • Experiencing homelessness, ***or*** • Receiving public assistance, ***or*** • Has exceptional needs such as an Individualized Education Plan (IEP).
Income eligibility	A family is income eligible when their adjusted monthly income is at or below 85% of the State Median Income (SMI) for their family size.
Residency	The child must live in the County of San Bernardino while they receive services. The parent and child must live in the State of California.

Continued on next page

Eligibility Basics Overview, Continued

Special criteria

PSD receives additional reimbursement for serving children meeting special criteria. Select the adjustment factor code in Section IV of the application.

The following is the criteria, definition, and adjustment factor code for each special criterion.

Criteria: Children who…	Definition	Code
Have exceptional needs	Children eligible for special education and related services as described by an Individualized Education Program (IEP).	22
Receive child protective services	Children receiving and have documentation of receiving Child Protective Services.	23
Are severely disabled	Child with an IEP who require intensive instruction and training in programs who serve children with profound disabilities, such as: • Autism • Blindness • Deafness • Severe orthopedic impairments • Serious emotional disturbance • Severe developmental disability	24
Are limited English proficient	Children who are unable to benefit fully from an English-only program as a result of either having: • Used a language other than English when they first began to speak, ***or*** • Having a language other than English primarily or exclusively spoken at home.	25

Automatic Eligibility

Overview	A child is automatically eligible for CSPP when the child is: • At risk of abuse or receiving Child Protective Services, ***or*** • Experiencing homelessness, ***or*** • Receiving public assistance, ***or*** • Has exceptional needs such as an IEP.
Definition: child at risk	A ***child at risk*** is a child who is at risk of abuse, neglect, exploitation, or receiving Child Protective Services through the County Humans Services Department.
Documentation of child at risk	To document a child at risk, use a written referral from the County Human Services Department dated within six months before the date of application. The referral certifies: • The child is receiving Child Protective Services and that child care and development services are necessary to the child protective services plan ***and*** • The probable duration of the Child Protective Services plan ***and*** • The name, address, and telephone number of the child welfare services worker who made the referral.
Definition: homeless	***Homeless*** is a person or family that lacks a fixed, regular, and adequate night-time residence and has a primary night-time residence that is a: • Shelter, transitional housing, or homeless support program designed to give temporary lodgings, ***or*** • A public or private place not designed for, or ordinarily used as a regular sleeping accommodation.
Documentation for homelessness	Use the following as documentation of homelessness: • A written referral from an emergency shelter or other legal, medical, or social service agency, ***or*** • A written parental declaration that the family is homeless and a statement describing the family's current living situation. • Obtain a declaration of intent that the family plans to reside in California.

Family Size

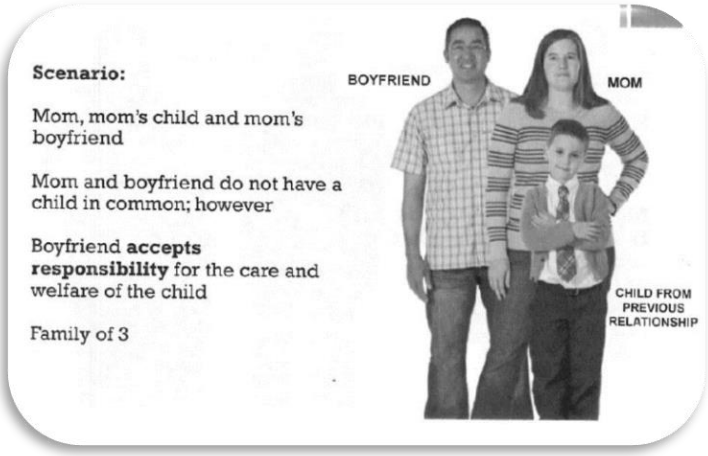
Definition: Parent	A ***parent*** is a biological parent, stepparent, adoptive parent, foster parent, caretaker relative, legal guardian, domestic partner of the parent, or any adult living with a child who has responsibility for the care and welfare of the child.
Definition: Family	A ***family*** is a parent (see definition of parent) and the children for whom the parent is responsible, who live with the child receiving services.
Single parent	If only one parent signed an application and there is a second parent, the parent who signed the application self-certifies the presence or absence of the second parent under penalty of perjury. The parent who signed the application is not required to submit additional information documenting the status of the second parent.
Documentation	Document the number of children by providing ***one*** of the following: • Birth certificate • Child custody court orders • Adoption documents • Foster Care placement records • School or medical records • Transitional Assistance Department records • Other reliable documentation indicating the relationship of the child to the parent
Child only families	For income eligibility, when a child and related siblings are living in a family that does not include their biological or adoptive parent, only the child and related siblings are counted.

Continued on next page

Family Size, Continued

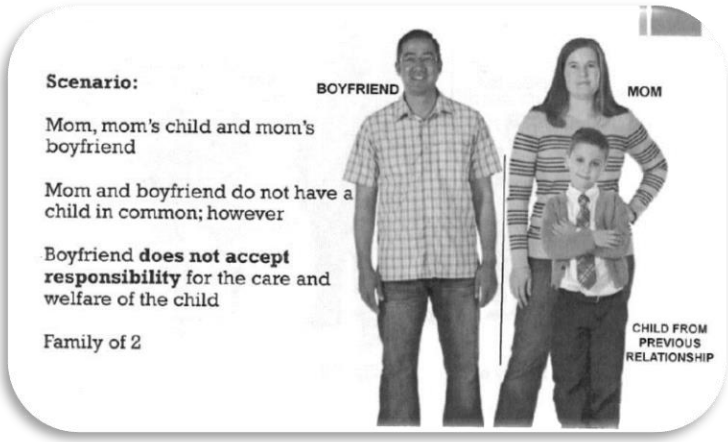
Example 1

The following is Example 1:



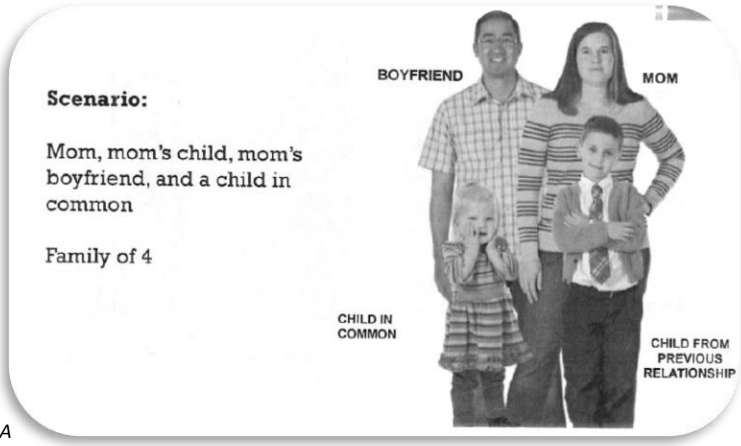
Example 2

The following is Example 2:



Example 3

The following is Example 3:



Examples used by permission from the CCDAA

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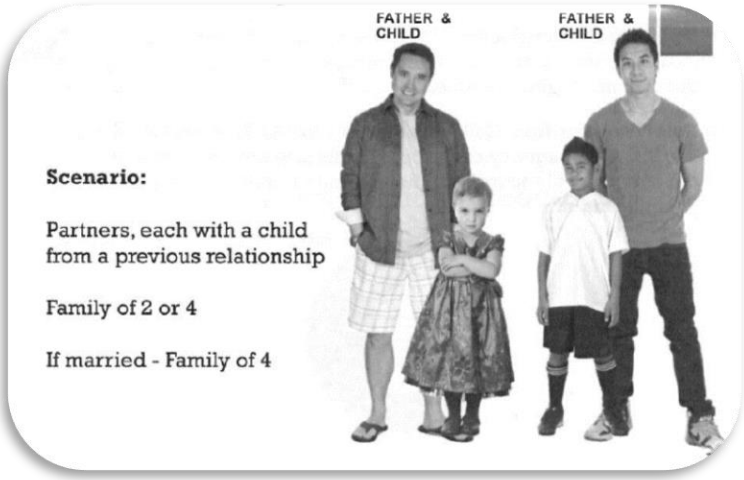
Family Size, Continued

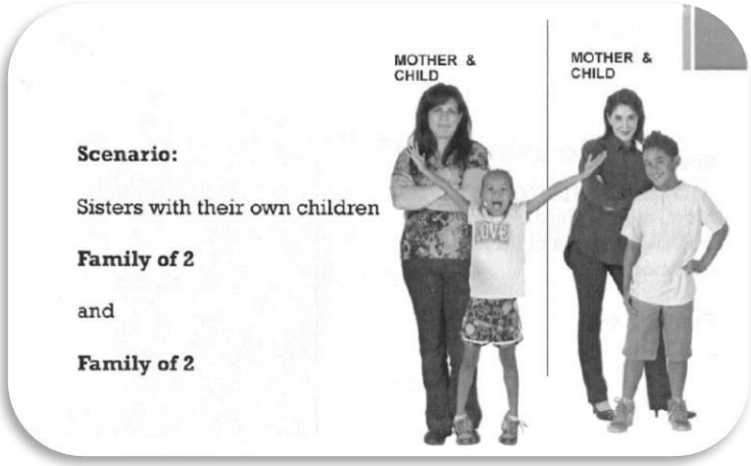
Example 4

The following is Example 4:



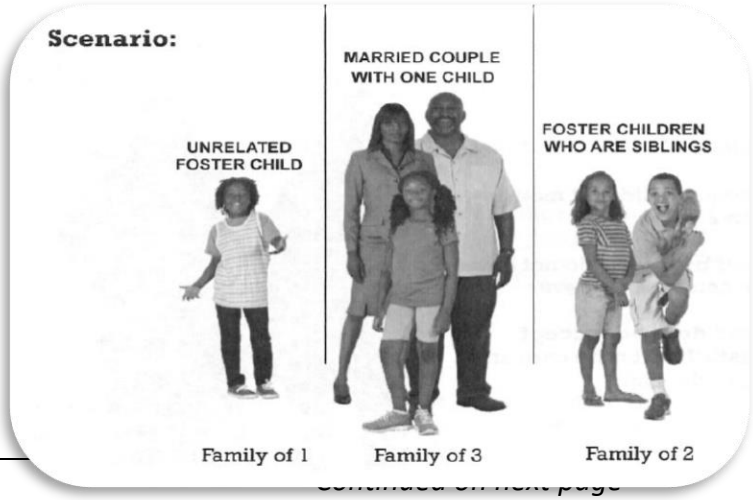
Example 5

The following is Example 5:



Example 6

The following is Example 6:



Examples used by permission from the CCDAA

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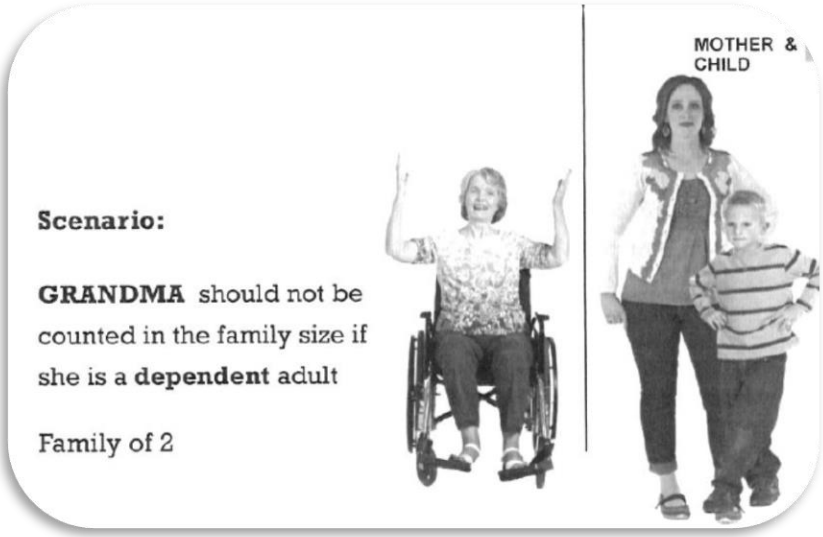
Family Size, Continued

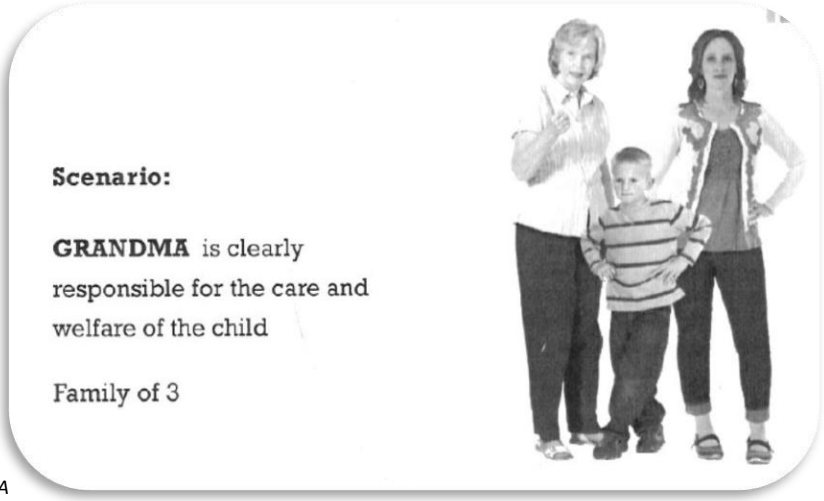
Example 7

The following is Example 7:



Example 8

The following is Example 8:



Examples used by permission from the CCDAA

Income Eligibility

Policy	***Income eligibility*** is a family's adjusted monthly income that is at or below 85% of the State Median Income (SMI) adjusted for family size.
State Median Income table	The link below shows the State Median Income. For income eligibility purposes, use the column for Yearly Income (85% SMI) https://www.cde.ca.gov/sp/cd/ci/smi.asp
Fluctuating income	***Fluctuating income*** is income from agricultural work. Average the income from the 12 months before the application, recertification, or update.
Intermittent income	***Intermittent income*** is income received from bonuses, commissions, lottery winnings, inheritance, back child support, and net income from the sale of real property or stock. Average the income from the past 12 months and add it to the total countable income.
Unpredictable income	***Unpredictable income*** is from unpredictable days/hours of employment, overtime, or self-employment. Budget unpredictable income by averaging the income from at least three consecutive months and no more than 12 months before the application, recertification, or update.
Total countable income	***Total countable income*** is all income of the individuals counted in the family size that includes, but is not limited to, the sources in the Countable Income table on the next page.
Adjusted monthly income	***Adjusted monthly income*** is the total countable income minus verified child support payments paid by the parent whose child is in CSPP.

Continued on next page

Adjusted income for Military Personnel

For the purposes of income eligibility, you may exclude the amount of the basic allowance for housing provided to the military personnel whose income is above the income eligibility threshold.

This only applies when:

- The program is located on or in close proximity to a military base or base housing and,
- The individual counted in the family size is on active duty in one of the following:
  - Federal active duty
  - State active duty
  - Active duty for special work
  - Active Guard and Reserve
- And the family resides on a military base or in military housing

You must obtain prior written approval from the State Superintendent of Public Instruction before waiving the basic allowance for housing. Refer to the ERSEA Manager.

Income Use Tables

Countable Income

Use the following to determine if the type of income is used as countable.

Countable Income	
Benefits/Subsidies • Disability (DIB) or Unemployment (UIB) • Workers Compensation • Survivor (SSA) and retirement benefits • Veteran benefits • TANF (CalWORKs) **Employment** • Salary, wages • Commissions, advances, overtime, tips, bonuses • Self-employment less business expenses • Net rental income • Allowance for housing or automobiles provided as part of compensation • Other enterprise for gain **Family Support** • Spousal support, child support, payments made as part of child support • Money received for child care when the child lives with an adult who is not the parent	**Inheritance** • Income from estates or trusts • Inheritance • Net proceeds from the sale of real property, stocks, or inherited property **Other Sources of Income** • Gambling or lottery winnings • Dividends, interest on bonds • Insurance or court settlements for lost wages or punitive damages **Retirement/Pensions** • Pensions or annuities • Veterans' pensions **Students** • Portion of student grants or scholarships not identified for educational purposes

Continued on next page

Income Use Tables, Continued

Non-Countable income

Use the following to determine if the type of income is used as non-countable.

Non-countable Income	
Benefits/Subsidies • CalFresh (Food Stamps) or other food assistance • GI Bill entitlements, pay for: – hardship duty, – hazardous duty, – hostile fire, or – imminent danger • All income of any individual counted in the family size who is collecting: – Supplemental Security Income (SSI) or – State supplemental Program (SSP) benefits • Disaster relief grants or payments except any portion for rental assistance or unemployment • Adoption assistance payments • Foster Care Grants **Earnings** • Child earnings – under 18 years old • The portion of medical or dental insurance documented as paid by the employer and included in gross pay • Business expenses for self-employed family members	**Other Sources of Income** • Loans • Gifts • Insurance or court settlements for pain and suffering • Reimbursements for work-required expenses such as uniforms and mileage **Students** • Grants or scholarships to students for educational purposes other than living costs

Income Documentation

Information release	For a parent/guardian who is employed, have them sign a release authorizing you to contact the employer.
Employment documentation	Use the following to verify employment: • Salary/wage • Rate of pay • Overtime, tips • Hours and days of work if it varies • Pay period • Pay frequency: monthly, weekly, bi-weekly, twice a month • Start date of employment
Non-compliance	When the employer refuses or fails to provide documentation or when a request would adversely affect employment, verify with ***one*** of the following: • A list of clients and amounts paid • The recently signed and completed tax returns • Quarterly estimated tax statements • Other records along with a self-certification of income
Inconsistent Information	If the information is inconsistent with community practices, request clarification in the self-declaration of income. Parents can enter additional income information or a reasonable basis for confirming the employer exists.
Income worksheet	Calculate income using a worksheet that shows the frequency and amount of the total countable income.
No income	If the parent does not have income from employment, the parent does not have to provide a self certification of income.

Continued on next page

Income Documentation, Continued

At risk children	If the child is at risk of abuse, neglect, or exploitation, or receiving child protective services, proof of income is not required to document total countable income.

Self-Employment

Documentation	Gather documentation of self-employment income from at least the month before application, certification, or update. Use one or more of the following to document self-employment income: • A letter from the source of income • Completed and signed tax returns with a statement of current estimated income • Ledgers, receipts, or business logs • Self-declaration that no documentation is possible • Verification of child support paid that can be deducted from the total countable income
Independent verification	Independently verify the cost of the parent's services by: • Contacting clients with written authorization from the parent • Reviewing bank statements • Reviewing the parent's advertisements or web page If the income cannot be verified, assess whether the reported income is reasonable or consistent with the community practice for this employment.

File Folder & NOA

File Folder at enrollment

At enrollment, the file folder should have at minimum the applicable following items:

• EESD 9600 • Birth certificate of child and siblings • Proof of income • Income worksheet • Authorization to contact employer	• Declaration of Non-Working parent • Proof of residency • Eligibility regulations worksheet • IEP

File folder after certification

After certification, but prior to the child starting school, complete the following and place in the child's file:

- Notice of Action to start services
- Notice of Action for scheduled termination of services
- Waitlist with child as next on the waitlist
- Physical
- TB screening
- Emergency Card
- 801 A to add the child (send a copy to finance)

Application NOA

The application NOA states if the application is approved or denied and must include:

- An email address of the Generalist
- The duration of eligibility
- A reason and explanation for denial if the application has been denied

Mail, email, or deliver a ***Notice of Action (NOA) for Application of Services*** within thirty calendar days from the date the application is signed by the parents.

Recipient NOA

Send a ***Notice of Action (NOA) for Recipient of Services*** when changes are made to the service agreement such as:

- An increase in the amount of services
- A decrease in the amount of services
- Termination of services

Continued on next page

File Folder & NOA, Continued

NOA deadlines

Deliver the NOA to the parents:

If the NOA is...	**Then allow...**
Hand delivered	14 days for the parent to respond.
Emailed	15 days for the parent to respond.
Mailed	19 days for the parent to respond.

NOA contents

The NOA must include:

- The type of action being taken
- The effective date of the action
- The name and address of the recipient
- The name and address of the Generalist
- The date the notice is mailed, emailed, or given to the recipient
- The name telephone number and email of the Generalist
- The method of distribution to the recipient
- A description of the action
- A statement of the specific facts that support the changes
- Instructions on how to request a hearing

Reapplication and Changes

12 months	A family is considered eligible for services for not less than 12 months.
Reporting income changes	If eligibility is based on low income, the family reports any increase in income that exceeds the threshold for ongoing income eligibility at time of reapplication.
Voluntary reports	A family may voluntarily report any change, including income changes, at any time. Use this information to increase family services or extend the period of the family's eligibility before reapplication.
Notification	Please notify parent/guardian that there is no requirement to report changes.

How CCTR Differs from CSPP

Introduction	Most of what you know about California State Preschool Program (CSPP) eligibility is the same for the General Child Care and Development Program (CCTR), but there are a few exceptions. This section will cover how CCTR is different than CSPP.
Automatic eligibility in CCTR	The following is the criteria for automatic eligibility. • The family is experiencing homelessness. • The family is receiving CalWORKs. • The child is at risk of abuse or receiving Child Protective Services.
What is the same?	The following criteria is the same in CCTR and CSPP: • Automatic Eligibility • Family Size • Income Eligibility
What is different?	The following criteria is different in the CCTR program: • Age (0-3 year olds). • IFSP does not make the child automatically eligible. • The child must be dual enrolled with the Federal Program (EHS) for at least one hour. • A need for childcare must be established to be eligible.
Age	CCTR is a program only for children ages 0 - 3.
IFSP	The Generalist will continue to enter IFSP information into ChildPlus, however having and IFSP does not make a child automatically eligible for CCTR.
Dual Enrollment	To be dual enrolled, a child in center based care is receiving funding from two different programs. For CCTR, the child will be funded from CCTR and Early Head Start (EHS).

Continued on next page

How CCTR Differs from CSPP, Continued

Establishing Need

Establishing a need for childcare is part of eligibility to CCTR. To establish a need, you must be:

- Looking for employment
- Employed
- In school, (a college, trade school, or university)

Documenting Need

To show documentation of need, obtain one of the following:

Type of Need	Documentation
Looking for employment	• CalWORKs activity agreement from the Employment Services Specialist (ESS).
Employed	• CalWORKs activity agreement from the ESS. • Proof of employment from the employer.
In school	• CalWORKs activity agreement from the ESS. • Enrollment verification.

Need determined hours of care

Once you determine the need for childcare, the hours of need will determine the hours of care.

Hours of care

The following criteria determines the hour of care. The hours of care may change depending on the day and the need for that day.

Type of Need	Hours of care
Looking for employment	Hours spent looking for employment
Employed	• Hours working • Travel time to work site
In school	• Hours in class: One unit equals 3 hours • Homework: One unit equals 1 hour • Travel to school

Continued on next page

How CCTR Differs from CSPP, Continued

Determining hours of care in ChildPlus

ChildPlus asks

ChildPlus xxx field	Definition
1/2	0 – 3.5 hours of care.
3/4	4 – 6 hours of care.
Full	6.5 – 10 hours of care.
Full +	10.5 hours of care or more.

Entering CCTR information in ChildPlus

Complete the following to enter CCTR information in ChildPlus.

Step	Action
1	Go to the Enrollment tab
2	Check the Include this participation record on the CD-9400 box
3	Select subsidy condition.
4	Select which group the child is in for the CD-9400
5	Enter the child's participation level for each day.

Enrollment

Overview

Purpose

The purpose of this policy is to maintain full enrollment in compliance with Head Start Performance Standards and California State Preschool Programs.

Full enrollment is supported by seamless transitions for transfers, timely reenrollment, and inclusion accommodations for children with disabilities.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: §1302.15
- Head Start Act: §645A(1) B(v)
- Head Start Standard of Employee Conduct §71 and Policy Clarification: PC-1-049
- CDE Title 5: §18094-18096,1831, 1832
- CDE Management Bulletin §17-09, 17-14
- Child Care Licensing Title 22: §10216.3

Policy overview

The following is an overview of the policy:

- HS/EHS/EHS-CCP must maintain funded enrollment
- Placement must support balanced classrooms
- Make accommodations for children with special needs without discrimination
- The ERSEA Program Manager approves all:
  - Enrollments that exceed the income threshold
  - Applications from children related to employees
- When transferring files, follow the transporting records policy

Continued on next page

Contents

The following is a table of contents.

Topic	See Page
Definitions	3
Enrollment Policy	5
The Waitlist & Enrollment	8
Placement	10
Enrolling Children with Special Needs or Special Circumstances	11
Enrolling Families Exceeding Income Levels	12
Enrolling Employee Related Children	13
Re-Enrollment	15
Transfer of Enrollment	17
Transporting Records	18

Definitions

New	A ***New*** application is a pending application that is one of the following: • Received • Waiting on an interview or verification • Uploaded into the CEU Module • Processed but not yet approved
Waitlisted	A ***Waitlisted*** application is an application for an eligible and approved child who is placed on a Waitlist based on their priority/rank when an enrollment slot is unavailable.
Accepted	An ***Accepted*** application is an application that was on the Waitlist and the parent has accepted the available slot.
Enrolled	An ***Enrolled*** child is a child who is in: • HS or EHS Center Base and has attended at least one class • HS and is a re-enrollee • EHS Home Base and has received at least one visit or attended at least one socialization • CSPP and has an approved application with a NOA that has a start date
Abandoned	An ***Abandoned*** application is an application that cannot be processed because the parent: • Has stopped all contact ***or*** • Asked to withdraw the application
Completed	A ***Completed*** child is a child who has completed the EHS or HS program.

Continued on next page

Definitions, Continued

Definition: Re-enrollee	A ***Re-enrollee*** (formerly 'repeater') is a Head Start child enrolled in the last program year and expected to return the following year. Re-enrollees are an enrollment priority. HS programs are most effective as continuous care education programs until the child is school ready. In order to keep re-enrollees in the program, they are not on the Waitlist and are rolled over for the next program year.
NOA	A ***Notice of Action*** (NOA) is a notice template for a letter to the parent describing actions taken in the child's enrollment. CSPP has the following notices: • NOA – Approval • NOA – Due to a change in family circumstances • NOA – Denial • NOA - Termination

Enrollment Policy

Head Start and Early Head Start Policy	A HS/EHS/EHS-CCP grantee must maintain its funded enrollment level. When a program determines that a vacancy exists, no more than 30 calendar days may elapse before the vacancy is filled. Vacancies may be filled throughout the year, even if there is less than 30 days left in the program year.
CSPP Policy	Children co-enrolled in the HS program with CSPP must be made eligible in accordance with both CSPP and HS requirements. Before you can create a vacancy in CSPP, the parent/guardian is first sent a NOA and given 14 - 19 days to appeal. 14 days if the NOA is handed to the parent/guardian and 19 days if it is mailed. When a vacancy exists, fill the vacancy within 24 hours.
Enrollment: HS vs CSPP	**HS/EHS/EHS – CCP program** In these programs, enrollment begins the first day the child attends the class or the first home visit for homebased services. **CSPP program** In the CSPP program, enrollment begins as of the date stated on the Notice of Action (NOA) to start services.
Choosing not to enroll a child	HS/EHS/EHS-CCP may choose not to enroll a child when there are compelling reasons, such as a change in family income, or when there is another child that has a greater need for Head Start.
Remaining in Head Start	A child currently enrolled in HS remains eligible for two years and reestablishes eligibility before the 3rd year When the agency has HS and EHS programs, the child is transitioned from EHS to HS whenever possible.

Continued on next page

Enrollment Policy, Continued

Toileting skills and Head Start

Enroll children with limited or inconsistent toileting skills.

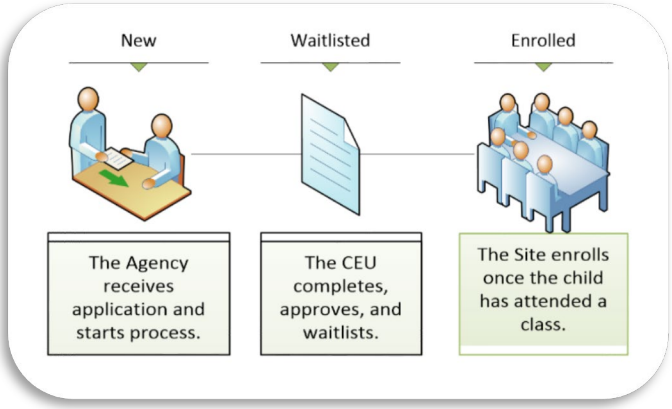
- The Generalist notifies the Site Supervisor prior to enrollment.
- The Site Supervisor requests the toileting supplies and/or equipment necessary to support that child's need or condition.

The CEU

The CEU is the Centralized Eligibility Unit. This unit processes and approves all new applications.

Enrollment process

The following is the enrollment process.



After CSPP Initial Certification

After initial certification, but prior to the child starting school, complete the following; upload into ChildPlus and place in the child's file:

- The NOA Approval used to start services
- The NOA Termination used for scheduled termination of services
- ChildPlus Waitlist Report # 2025 Enrollment Priority Listing (Waitlist)
- Emergency Card
- 801A to add the child - send a copy of the 801A to the Finance Dept. at Administration

The Waitlist & Enrollment

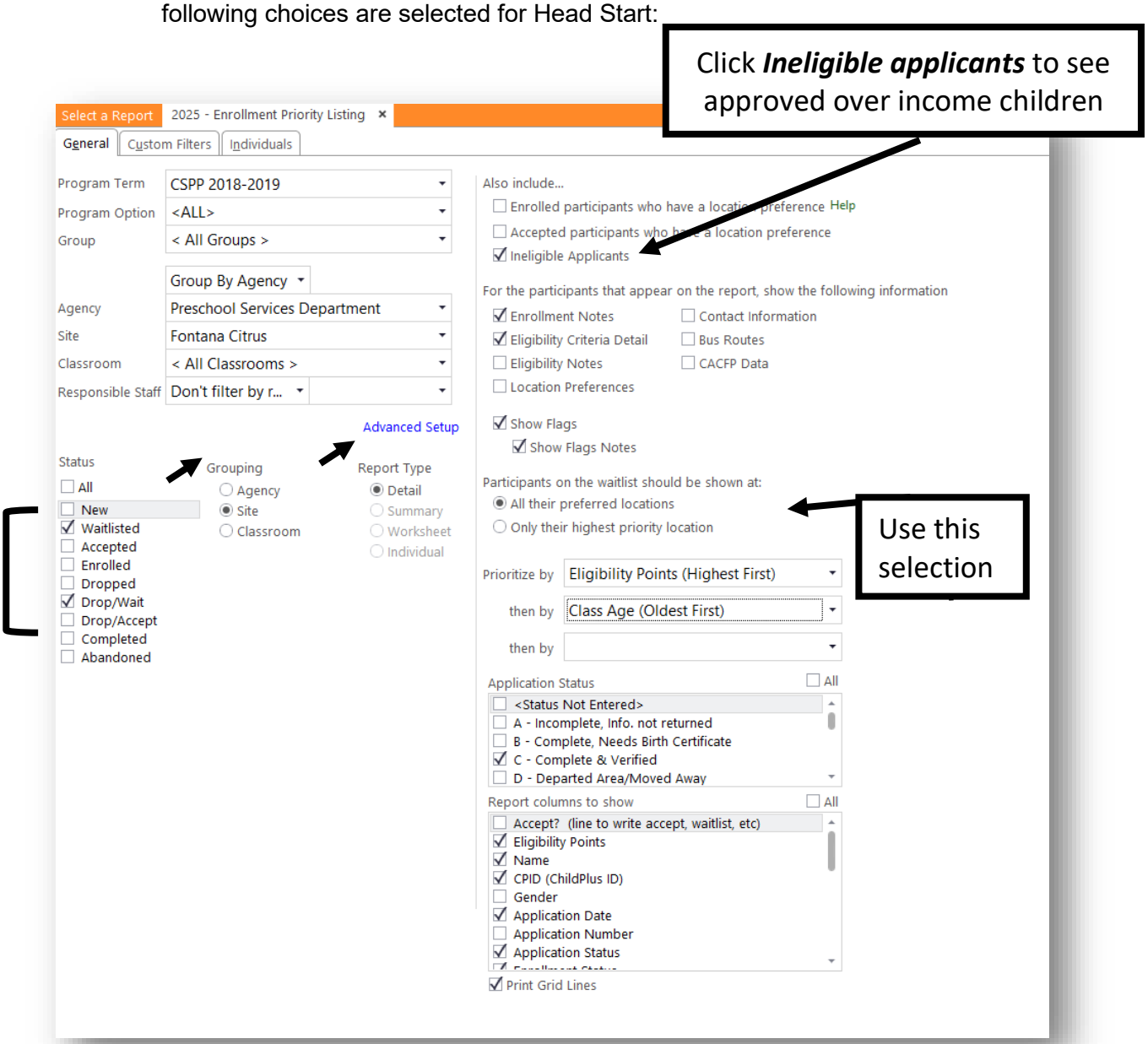
When to use

Always use the Waitlist before you enroll a child. The Waitlist indicates which child is eligible to the next funded slot in a site and classroom.

The 2025 report

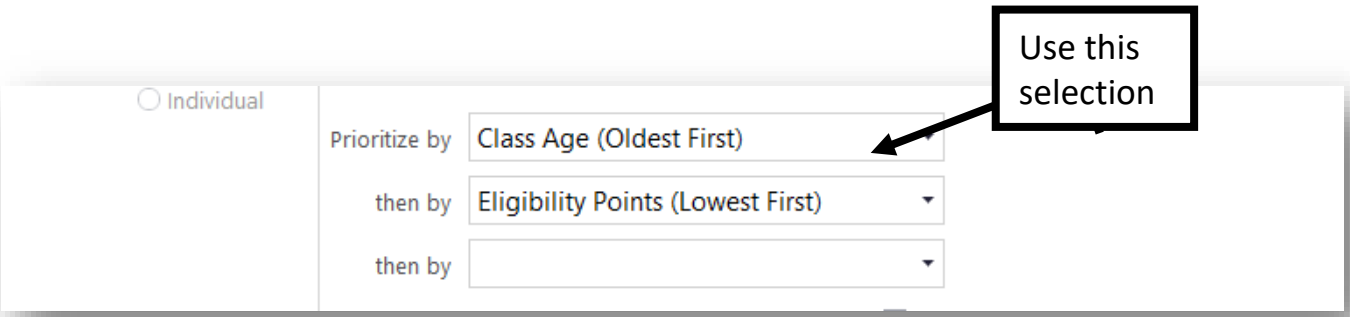
The 2025 report in ChildPlus is the Waitlist.

While there are several items to select to run the report, ensure the following choices are selected for Head Start:



State CSPP and the waitlist

For CSPP applications, once all children receiving Child Protective Services, homeless, public assistance, and returning students have been accepted or enrolled, then change the selection so that it is based on State Income Ranking. Use the following selections.



Guidelines

The ChildPlus Waitlist report # 2025 allows you to choose which columns to show; this is a user preference.

For Head Start and CSPP, be sure to prioritize eligibility points. Head Start uses the highest ranking, CSPP uses the lowest ranking.

Placement

Class lists

Guidelines

- Change class assignments only after enrollment; do not make changes before enrollment.
- Enroll a child after their first day of attendance; they must attend to be enrolled in HS/EHS/EHS-CCP.

Maintenance

Highlight the class list in:

- Yellow for all drops
- Green for all transfers

Balanced classrooms

In order to maintain balanced classrooms, consider the following:

- Social make up
- Girls/boys
- Diversity
- Age: consult your supervisor before enrolling more 3 year olds than 4 year olds
- Children who need extra support
- Inconsistent toileting skills
- Siblings whose best interest may be in the same, or different classrooms

Changes in class list

The following is the change process for class lists.

Stage	Who	Does What
1	Generalist	• Establishes the class list. • Gives the class list to the Site Supervisor.
2	Parent/Guardian	• Requests the change in writing. • Gives the written request to the Generalist or Site Supervisor.
3	Generalist	Ensures the change maintains a balance of children in the classroom.
4	Site Supervisor and Parent/Guardian	Initiates the change of classroom assignment.

Enrolling Children with Special Needs or Special Circumstances

Policy

Children with special needs are accommodated and treated without discrimination in the enrollment process.

Enrollment rate

There is a Head Start mandated rate of 10% enrollment of children with special needs.

If a State CSPP slot is the only available vacancy to enroll a child with an IEP, temporarily enroll the child until a HS vacancy is available. Consult with the Program Supervisor to coordinate the enrollment.

Special circumstances

A child may have special needs to be addressed before they and attend class. Needs such as, but not limited to:

- Medication
- Mental Health
- Social and Emotional needs
- Special Health Care Plans

Referral Process

The following is the referral process.

Stage	Who	Does What
1	Generalist	Emails the referral to the Special Services Unit
2	Special Services Unit	• Coordinates with other content area experts to review the file when needed • Determines eligibility status • Follows the IEP recommendation and Parent/Guardian request if applicable • Attends the Multidisciplinary meeting to discuss children and identify referrals or follow-up

Continued on next page

Enrolling Children with Special Needs or Special Circumstances, Continued

Identifying Childrens needs at intake

The forms listed in the table below are required at intake for generalist to consider the potential special needs of a child. Upon receiving the completed application in the CEU, the generalist of the CEU will check the following documents for concerns, note their findings in ChildPlus, and send their alerts to the appropriate individuals based on information in the table below:

Form	Reason	Referral Sent to
MHP	To determine any medical needs for the child including medication	Health Specialist
Nutrition Survey	Determine any food allergies of restrictions for the child	Nutrition Specialist
MHP and application	To identity any behavioral disability concerns	Disability Specialist

How to send a referral

A referral email is due within 48 hours once the child has been accepted and identified for enrollment. Do not enroll the child until they are cleared through the Special Services unit.

Include the following information:

- The date of enrollment
- Teacher's name
- Time slot
- The status, which is one of the following:
  - Immediate enrollment
  - Enrollment after a plan is in place to meet the child's needs
  - Child not certifiable and enrolls as a regular child if income eligible

Referral documents

Scan a copy of the following forms for referrals and upload into the disability or health attachments in ChildPlus.

- C1 authorization
- Medical History
- Any IEP/IFSP
- Asthma Questionnaire
- The Parent Interview for suspected disabilities

Enrolling Families Exceeding Income Levels

Purpose

The purpose of this policy is to establish criteria for enrolling children from families that exceed the HS income guidelines.

Policy

Children may be enrolled whose family exceeds the income guidelines if they:

- Meet the additional criteria for the program
- Would benefit from Head Start services
- Are eligible to be enrolled based on the percentage of over income families already enrolled
- All other low income families who applied in the area have been enrolled

Important: The ERSEA Program Manager approves all over-income applications.

HS/EHS Limits

The following are the limits of enrolled, over income families.

- 10% of the children enrolled in the Head Start program may be over the poverty income levels
- 35% of the children enrolled in the Head Start program may be within the 100-130% of the poverty income levels
  - All income eligible children must be served first

Working families

For full day classes, the ERSEA Manager takes into consideration working families that have no parent available to stay home with the child.

CSPP Policy

Children may be enrolled for California State Preschool Program (CSPP) whose family exceeds the income guidelines if all other low-income families that have applied in the area have been enrolled.

CSPP Limits

The following are the CSPP limits:

- To be income eligible, a family must be at or under 85% of the State Median Income (SMI).

Enrolling Employee Related Children

Policy

Determine eligibility based on strict adherence to program guidelines.

Impartially evaluate eligibility in an effort to avoid a conflict of interest, or any perception of a conflict of interest.

Human Services Policy

The following is from Section II of the Human Services Standard of Employee Conduct.

No employee shall engage in any business or transaction or shall have a financial or other personal interest or association, which is in conflict with the proper discharge of assigned duties or would tend to impair independence of judgment or action in the performance of these duties.

Personal, as distinguished from financial, interest includes an interest arising from blood or marriage relationships or close business, personal, or political association.

What is a Relative?

A relative is defined according to the terms of the PSD contract employee terms for immediate and extended family including a Foster Parent, stepchild and a legal ward.

Criteria

The ERSEA Manager considers the following to approve the enrollment of a child related to an employee.

- Whether or not a conflict of interest is present if the child enrolls at a site where the relative is employed. Either the child or the employee is relocated to a different site to eliminate a conflict of interest if one is found.
- Follow the selection criteria and give consideration for enrollment of all children on the waiting list.

Continued on next page

Enrolling Employee Related Children, Continued

Important! Approval

ERSEA Program Manager

All applications of children related to employees must be brought to the ERSEA Program Manager.

The ERSEA Program Manager must ensure there is a justification for:

- Each family in order to determine that they have the greatest need
- Adherence to performance standards, reflecting the family's current need and income level.

The ERSEA Program Manager is responsible to:

- Determine the final approval to enroll a child who is related to a PSD employee
- Track employee related children after they are enrolled
- Keep the tracking in the shared drive at PSD Admin and limit access to Management only

Re-Enrollment

Re-enrollees

A re-enrollee in the Head Start or Early Head Start programs remains eligible the next program year unless there is a child on the Waitlist with a greater need.

Re-enrollment: HS vs CSPP

HS/EHS/EHS-CCP
In the HS program, enrollment begins the first day the child attends the class. For a re-enrollee, enrollment lasts for 2 years and is reestablished in the 3rd year.

CSPP
In the CSPP program, enrollment begins as of the date stated on the NOA to start services. The NOA is sent within 30 calendar days from the date of application.

Remaining in CSPP

Update the CSPP family's application every 12 months to document continued need and eligibility and to determine any change to fee assessment.

Re-certification must be completed within 12 months of the initial certification. (Management Bulletin 17-14)

Remaining in Head Start

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

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 according to the family's needs.

When is a re-enrollee a 'new child'?

A HS/EHS/EHS-CCP child who is dropped and is not enrolled for more than one day must be treated as a new child with a new application and income determination.

Continued on next page

Generalist responsibilities

The following are the responsibilities of the Generalist in reenrollment.

The Generalist:

- Completes and mails the:
  - Welcome and Enrollment Letter to the parents
  - Enrollment Status Letter to waitlisted children
- Instructs the parent to attend orientation at their assigned site
- Maintains the class list
- Sends all documents to the Site Supervisor
- Documents the Document Intake Form (DIF)

Documents due prior to first day

The following documents are placed in the child's file and due from the Generalist to the Site Supervisor prior to the first day of school.

Required	Send if parent provides	If applicable
The enrollment document packet. See EHS/HS Application Process & Documentation	• Dental form • Completed physical	• Allergy statement • Disability documents • Court orders

After CSPP Certification

After CSPP certification, but prior to the child starting school, complete the following and place in the child's file:

- The NOA Approval used to start services
- The NOA Termination used for scheduled termination of services
- ChildPlus Waitlist Report # 2025 Enrollment Priority Listing
- Emergency Card
- 801A to add the child

Send a copy of the 801A to the Finance Dept. at Administration

Transfer of Enrollment

Policy

A child's transfer from one site to the other by parent/guardian request requires that the file be transferred to the new site within one week.

A transfer may only occur if there is a vacancy available at the desired site.

All confidentiality measures are required. Designated PSD staff must follow the ***Transporting Records*** information in the next section.

Transfer procedure

The Generalist completes the following to transfer enrollment from one site to another.

Step	Action
1	Transfer the child at the current site in ChildPlus by clicking the Transfer button.
2	State on the Document Intake Form (DIF): • Date of transfer • New site location
3	Copy the following forms to stay in the 'dropped' file at the previous site: • Enrollment application • DIF • Family income source • Proof of Birth
4	Hand deliver the file according to the ***Transporting Records*** information in the next section.

Transporting Records

Who can transport files?

Important: Only Generalists, Supervisors, or Management staff are authorized to transport files. **Generalists** must notify the Site Supervisor ***before*** transporting a file.

Confidentiality during transport

Important: Protect confidentiality and Personally Identifiable Information (PII) when transporting files.

HS Policy and Standard Practice Manual Section 15-1 directs you to:

- Place the files in the assigned, locked, travel container.
- Place the locked, travel container in the trunk of the car during transport.

Who can receive files?

The term ***Receiving Employee*** refers to a Clerk, Site Supervisor, Generalist, or member of Management who is authorized to receive a file.
Only those in these job titles are authorized to receive files.

Process: how files are transported

To transport a child's file use the following:

Who	Does What
Transporter	• Clicks the Enrollment tab in the child's ChildPlus file. • Enters a new note with the following information: – Transporter's name – Site the file is leaving from and going to – Reason for transporting – Time stamp the note • Places the files in the assigned, locked, travel container. • Places the locked, travel container in the trunk of the car during transport. • Transports the file and gives it to the Receiving Employee.
Receiving Employee	• Clicks the Enrollment tab in the child's ChildPlus file . • Enters a new note with the following information: – Transporter's and Receiver's name – 'Folder received' – Receiving site – Time stamp the note
Transporter	• Enters 'verified transport'. • Types initials in the receipt note in ChildPlus.

Revision History

Revision History	06/29/23 ─ ERSEA Enrollment, Version 2 10/21/2019 – ERSEA Enrollment, Version 1

Head Start & Early Head Start Eligibility

Overview

Purpose

The purpose is to establish eligibility for the Head Start (HS) and Early Head Start (EHS) programs.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: § 1302.12, and
- The Head Start Act §645 (a)(1)(C), 645(a)(3)(A).
- State Regulations (EC 8201(a), 8235 (a)(b), 8263[a][1][B], 5 CCR 18107)

Policy overview

To be eligible for Head Start a child must:

- Be at least 3 years old, or turn 3 years old by the date used to determine eligibility for public school in the community in which the Head Start program is located, and
- Be in a family with income below the Federal Poverty Level (FPL), or
- Be homeless, or
- Be a Foster Child.

Contents

The following is a table of contents.

Topic	See Page
Eligibility Basics	2
Automatic Eligibility	3
Public Assistance (PA) Categorically Eligible	5
Age Eligibility	6
Income Eligibility	7
Residency Eligibility	9

Eligibility Basics

Overview	This section contains information regarding basic eligibility requirements for Head Start (HS) and Early Head Start (EHS) programs.
Eligibility basics	A child may be eligible to HS/EHS when they meet and provide verification for all the following requirements: • Age • Income • Residency
Certifying eligibility	Certify eligibility by completing the following and placing in the child's file: • Certification section on the back of the application • PSD HS eligibility Verification Form • Family Income Worksheet The Program Supervisor approves the child for enrollment once all applicable documents are reviewed and verified.

Automatic Eligibility

Overview	This section contains information regarding a child's automatic eligibility for Head Start (HS) and Early Head Start EHS) programs.
Automatic eligibility	A child is automatically eligible to HS/EHS when the child is experiencing: • Homelessness, or • In Foster Care
Homeless definition	According to the McKinney-Vento Homeless Assistance Act's 42U.S.C11434a(2) definition of "homeless children and youths" includes individuals who are living in the following situations: • Lacking a night-time residence that is fixed, regular, and adequate • Sharing housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*) • Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations • Living in emergency or transitional shelters • Having a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation, or • Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, similar settings
Migrant and seasonal workers	Children of migrant and seasonal workers meet the criteria for homeless status if they are living in any of the circumstances described in the homeless definition above. However, children of migrant and seasonal workers are not considered homeless due to their regular temporary housing and seasonal relocation.

Continued on next page

Automatic Eligibility, Continued

Documenting homelessness	Use the McKinney Vento Questionnaire to verify and document whether a family is homeless.
Documenting Foster Care	Use one of the following to verify and document when a child is in Foster Care: • A court order • Other legal document • A government issued document • A written statement from a government child welfare official • Proof of a Foster Care payment

Public Assistance (PA) Categorically Eligible

Overview

This section contains information regarding different types of Public Assistance (PA) and potential eligibility to Head Start (HS) and Early Head Start (EHS) programs.

Definition

PA includes:
- California Work and Opportunity for Kids (CalWORKs) also known as TANF
- Supplemental Security Income (SSI)
- CalFresh also known as Supplemental Nutrition Assistance Program (SNAP)

Families receiving PA are eligible for HS even if their income exceeds the income guidelines.

Note:
The following types of benefits are ***not*** federally funded or considered PA:
- Social Security Administration (SSA)
- Retirement, Survivors, and Disability Income (RSDI)

SNAP/CalFresh verification

To verify a family's receipt of CalFresh/SNAP benefits as potential eligibility for the Head Start program, staff need to examine and maintain a copy of documentation from the state, local, or tribal public assistance agency as required. Use the following to document CalFresh/SNAP benefits:
- A copy of CalFresh/SNAP notice of approval
- Other documentation of eligibility or benefits from the CalFresh/SNAP agency including the Passport to Services/Verification of Benefits CSF142
- An Electronic Benefit Transfer (EBT) card with CalFresh/SNAP ID number

Age Eligibility

Overview	This section contains information regarding age requirements and documentation for Head Start (HS) and Early Head Start EHS) programs.
HS age requirements	Children must meet the following age requirements to participate in HS: • Be at least 3 years old • Turn 3 years old by the date used to determine eligibility for public school in the community in which the HS program is located • Not be older than the age required to attend school (6-18 years old) • Not be age eligible for kindergarten if offered in the local community
EHS age requirements	Children must meet the following age requirements to participate in EHS: • An infant or toddler younger than 3 years old • A pregnant woman of any age
Age verification	The following are documentation used to verify age eligibility: • Birth certificate • Baptismal certificate • Medi-Cal card • Travel passport • Certificate of live birth • Proof of pregnancy for pregnant women • Foster Care documentation

Income Eligibility

Overview

This section contains information regarding income eligibility requirements and documentation for Head Start (HS) and Early Head Start EHS) programs.

Policy

To be eligible to HS/EHS families must also meet the income eligibility requirements. A family is income eligible if:

- Income is equal to or below the Federal Poverty Level (FPL)
- Eligible for, or in the absence of childcare would be potentially eligible for Public Assistance (PA). PA includes:
  - California Work and Opportunity for Kids (CalWORKs) also known as TANF
  - Supplemental Security Income (SSI)
  - CalFresh also known as Supplemental Nutrition Assistance Program (SNAP)

Over income level

If a family is not income eligible, but would benefit from services, they may be eligible as long as only 10% of the families are in the range of over the poverty level

In addition to the 10%, 35% of enrollment may consist of families with income in the 101%-130% range. Only after all selection priorities and needs of eligible participants are met, can a family in this percent range be considered eligible.

Relevant time period

When calculating income for HS/EHS, use the income from the relevant time period.

The ***relevant time period*** is the annual amount of income from:

- The 12 months before the month of application, ***or***
- The calendar year before the year of application.

Whichever more accurately reflects the needs of the family at the time of application.

If the family shows a significant change in income for the relevant time period, you may consider current income circumstances.

Continued on next page

Income Eligibility, Continued

Income verification

To verify income for HS/EHS use one of the following for the relevant time period:

- Proof of income for 12 months:
  - Check stubs
  - W-2
  - Other tax forms (1040)
  - Written statement from employer
  - 3rd party verification
- Unemployment statement
- Receiving Family Support/Child Support
- Social Security Administration (SSA) award letter including but not limited to:
  - SS Survivors
  - SS Disability

Remember to complete a budget worksheet for all files.

No income

If the family has no income for the relevant time period:

- Accept the family's signed declaration:
  - Describe the efforts to verify the income on the bottom of the PSD HS Eligibility Verification form
  - Explain how the total income was calculated

  or
- Seek information from third parties about the family's eligibility:
  - Get written consent with a signed HS/EHS Third Party Consent form

High Priority Referrals

Overview

Purpose

The purpose of this section is to provide instructions to Program Generalists for consistent and uniform processing of high priority referrals.

Reference

The policies and regulations referenced are:

- Head Start performance Standards: 1302.12
- Head Start Act 645(a)(1)(C)

Policy Overview

Preschool Services Department (PSD) receives high priority referrals from various agencies. All referrals received from Pathways (The Chance Project) and Children and Family Services (CFS) are considered high priority.

Pathways and CFS families have vulnerable children in need of immediate services provided by PSD. Many of these referrals will be categorically eligible and require little documentation to determine eligibility but have specific program timeframes, which must be met.

Contents

Topic	See Page
Pathways Referrals	2
Children and Family Services Referrals	8

Pathways Referrals

Pathways

Pathways is a web based resource application for families seeking housing. Preschool Services Department (PSD) partners with Pathways to assist customers who indicate they are interested in child care. When an applicant expresses an interest in childcare services a referral is sent to PSD automatically.
Children experiencing homelessness or who are facing imminent homelessness are at high risk and most in need of the services PSD provides. Pathways referrals are received through The Chance Project and must be treated as a high priority.

Staff duties

All Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) staff play a role in ensuring high priority referrals are addressed timely once received. See table below for a list of staff duties.

Stage	Who	Description
1	Program Specialist	• Receives Pathways referral from The Chance Project, • Enters referral information into the "PATHWAYS Referrals" module in ChildPlus, • Uploads referral attachment into ChildPlus, • Assigns to Site Generalist, • Sends a courtesy email with referral attached to assigned Site Generalist and Program Supervisor, and • Provides monthly compliance reports to the Program Supervisors, Program Manager and Deputy Director.
2	Site Generalist	• Receives courtesy Pathways referral email from the Program Specialist, • Contacts family and ensures customer's needs are addressed and actions are taken within established timeframes, • Provides resources, application, and information, • Updates **Status** and **Comment/Updates** sections in ChildPlus, and • Informs a Program Supervisor when required timeframes are not met.

Continued on next page

Staff duties, continued

Stage	Who	Description
3	Program Supervisors	• Receives courtesy Pathways referral email with assigned Site Generalists from Program Specialist for tracking and compliance purposes, • Monitors program compliance, • Ensures all referrals are being addressed timely by the Site Generalists and actions are taken within established timeframes, • Discusses delinquent referrals, counsels, mentors, and trains Site Generalists on the importance of meeting program requirements and timeframes, • Takes disciplinary action as appropriate when requirements and timeframes are not being met, and • Provides weekly compliance updates to the Program Manager.
4	Program Manager	• Receives and reviews monthly report from Program Specialist, • Ensures all referrals are being tracked by Program Supervisors for program compliance, • Discusses delinquent referrals and corrective actions taken monthly with Program Supervisors, and • Reports findings and corrective actions taken monthly with Deputy Director.
5	Deputy Director	• Receives monthly report from Program Specialist, • Ensures all referrals are being tracked by Program Manager for program compliance, • Receives updates monthly from Program Manager regarding any delinquent referrals and corrective actions taken by the Program Supervisors.

Continued on next page

Pathways Referrals, Continued

Required contacts and timeframes

When a Pathways referral is received, the Site Generalists must attempt a minimum of three (3) contacts to reach the family within 10 calendar days. Each attempt to contact the family must be completed within the required timeframes to ensure PSD is in compliance, see below for more information:

- First attempt to contact the family must be completed within one (1) business day of receiving referral,
- Second attempt to contact the family must be completed within one (1) to two (2) business days ***after*** the first attempt, and
- Third attempt to contact the family must be completed as a home visit (excluding homeless families) no later than 10 calendar days from receipt of referral.

Required methods of contact

The Site Generalists must use all available methods listed below when attempting to contact the family:

- Phone,
- Email,
- Text (from available County cell phone), and
- Home visits – Conducted on the 3rd attempt (excluding no address families) when contact is unsuccessful by phone, email, and text on the other two (2) attempts.

Continued on next page

Site Generalists actions

The Site Generalists must complete the following actions and update ChildPlus when a Pathways referral is received:

Step	Action
1	Contact the family by phone within one (1) business day of receiving the Pathways referral, and:

If 1st attempt is ...	Then ...
Successful,	• Introduce yourself, • Explain PSD partners with Pathways, • Confirm the family's interest in child care services, • Identify available programs, • Provide: – Necessary referrals, and – Application packet. • Update ChildPlus to document and time stamp the conversation in the **Comments/Updates** section, and • Skip to Step 4.
Unsuccessful due to: • No answer, or • Voicemail was left,	• Send: – Email, and – Text message (from available County cell phone). • Update ChildPlus to document and time stamp 1st attempted contact in the **Comments/Updates** section, and • Set a reminder in Outlook or Office 365 to make a 2nd attempt to contact the family within one (1) to two (2) business days.
Unsuccessful due to family has no phone,	• Send email, and • Update ChildPlus to document and time stamp 1st attempted contact in the **Comments/Updates** section, and • Set a reminder in Outlook or Office 365 to make a 2nd attempt to contact the family within one (1) to two (2) business days.

Continued on next page

Site Generalists actions, continued

Step	Action
2	Make 2nd attempt to contact the family by phone, and:

If 2nd attempt is ...	Then ...
Successful,	• Introduce yourself, • Explain PSD partners with Pathways, • Confirm the family's interest in child care services, • Identify available programs, • Provide: – Necessary referrals, and – Application packet. • Update ChildPlus to document and time stamp the conversation in the **Comments/Updates** section, and • Skip to Step 4.
Unsuccessful due to: • No answer, • Voicemail was left, or • Family has no phone,	• Update ChildPlus to document 2nd attempted contact in the **Comments/Updates** section, and • Set a reminder in Outlook or Office 365 to make a 3rd attempt to contact the family within one (1) to two (2) business days.

Continued on next page

Site Generalists actions, continued

Step	Action
3	Make a 3rd attempt to contact the family by conducting a home visit no later than 10 calendar days from receipt of referral (use all other available methods of contact for 3rd attempt when family is experiencing homelessness): **If home visit is ...** / **Then ...** Successful, / • Introduce yourself, • Explain PSD partners with Pathways, • Confirm the family's interest in child care services, • Identify available programs, • Provide: – Necessary referrals, and – Application packet. • Update ChildPlus to document and time stamp the conversation in the **Comments/Updates** section. Unsuccessful, / Update ChildPlus to document and time stamp 3rd attempted contact in the **Comments/Updates** section.
4	Update **Status** in ChildPlus from **Pending** to one of the following statuses, as appropriate: **Status** / **Description** **Enrolled** / Used when family applies, meets eligibility requirements, and completes the enrollment process. **No Response** / Used when the 3rd attempt to contact family was unsuccessful. **Not in Service Area** / Used when family is not in PSD service area. **Not Interested** / Used when family is not interested in PSD services. **Too Old** / Used when child is not eligible to PSD services due to program age requirements.

Children and Family Services Referrals

Children and Family Services

Preschool Services Department (PSD) partners with Children and Family Services (CFS) to assist with children placed in Foster Care. Many of these children have experienced trauma, loss, or are at very high risk and in need of the services PSD provides. CFS referrals must be treated as a high priority.

Staff duties

All Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) staff play a role in ensuring high priority referrals are addressed timely once received. See table below for a list of staff duties:

Stage	Who	Description
1	Program Specialist	• Receives referral from CFS, • Enters referral information into the "CFS Referrals <Current Year >" module in ChildPlus, • Uploads referral attachment into ChildPlus, and • Assigns to Site Generalist.
2	Site Generalist	• Receives CFS referral, • Contacts family and ensures customer's needs are addressed and actions are taken within established timeframes, • Provides resources, application, and information, • Updates **Status** and **Comment/Updates** sections in ChildPlus, and • Informs Program Supervisor of reason unable to meet required timeframes.
3	Program Supervisor	• Monitors program compliance, • Ensures all referrals are being addressed timely by the Site Generalists and actions are taken within established timeframes, • Discusses delinquent referrals, counsels, mentors, and trains Site Generalists on the importance of meeting program requirements and timeframes, • Takes disciplinary action as appropriate when requirements and timeframes are not being met, and • Provides weekly compliance updates to the Program Manager.

Continued on next page

Staff duties, continued

Stage	Who	Description
4	Program Manager	• Ensures all referrals are being tracked by Program Supervisors for program compliance, • Discusses delinquent referrals and corrective actions taken monthly with Program Supervisors, and • Reports findings and corrective actions taken monthly with Deputy Director.
5	Deputy Director	• Ensures all referrals are being tracked by Program Manager for program compliance, • Receives updates monthly from Program Manager regarding any delinquent referrals and corrective actions taken by the Program Supervisors.

Required contacts and timeframes

When a CFS referral is received the Site Generalists must attempt a minimum of three (3) contacts to reach the family within 10 calendar days. Each attempt to contact the family must be done in the required timeframe to ensure PSD is in compliance, see below for more information:

- First attempt to contact the family must be completed upon receipt of referral,
- Second attempt to contact the family must be completed within one (1) to two (2) business days *after* the first attempt, and
- Third attempt to contact the family must be completed as a home visit (excluding homeless families) no later than 10 calendar days from receipt of referral.

Required methods of contact

The Site Generalists must use all available methods listed below when attempting to contact the family:

- Phone,
- Email,
- Text (from available County cell phone), and
- Home visits – Conducted on the 3rd attempt (excluding no address families) when contact is unsuccessful by phone, email, and text on the other two (2) attempts.

Continued on next page

Site Generalists actions

The Site Generalists must complete the following actions and update ChildPlus when a CFS referral is received:

Step	Action
1	Contact the family by phone once a referral is received, and:

If 1st attempt is ...	**Then ...**
Successful,	• Introduce yourself, • Explain PSD partners with CFS, • Confirm the family's request for services, Identify available programs, • Provide: – Necessary referrals, and – Application packet. • Update ChildPlus to document and time stamp the conversation in the **Comments/Updates** section, and • Skip to Step 4.
Unsuccessful due to: • No answer, or • Voicemail was left,	• Send: – Email, and – Text message (from available County cell phone). • Update ChildPlus to document and time stamp 1st attempted contact in the **Comments/Updates** section, and • Set a reminder in Outlook to make a 2nd attempt to contact the family within one (1) to two (2) business days.
Unsuccessful due to family has no phone,	• Send email, and • Update ChildPlus to document and time stamp 1st attempted contact in the **Comments/Updates** section, and • Set a reminder in Outlook to make a 2nd attempt to contact the family within one (1) to two (2) business days.

Continued on next page

Site Generalists actions, continued

Step	Action
2	Make 2nd attempt to contact the family by phone, and:

If 2nd attempt is ...	Then ...
Successful,	• Introduce yourself, • Explain PSD partners with CFS, • Confirm the family's request for services, • Identify available programs, • Provide: – Necessary referrals, and – Application packet. • Update ChildPlus to document and time stamp the conversation in the **Comments/Updates** section, and • Skip to Step 4.
Unsuccessful due to: • No answer, • Voicemail was left, or • Family has no phone,	• Update ChildPlus to document 2nd attempted contact in the **Comments/Updates** section, and • Set a reminder in Outlook or Office 365 to make a 3rd attempt to contact the family within one (1) to two (2) business days.

Continued on next page

Site Generalists actions, continued

Step	Action
3	Make a 3rd attempt to contact the family by conducting a home visit no later than 10 calendar days from receipt of referral (use all other available methods of contact for 3rd attempt when family is experiencing homelessness): **If home visit is ...** / **Then ...** Successful, → • Introduce yourself, • Explain PSD partners with CFS, • Confirm the family's request for services, • Identify available programs, • Provide: – Necessary referrals, and – Application packet. • Update ChildPlus to document and time stamp the conversation in the **Comments/Updates** section. Unsuccessful, → Update ChildPlus to document and time stamp 3rd attempted contact in the **Comments/Updates** section.
4	Update **Status** in ChildPlus from **Pending** to one of the following statuses, as appropriate: **Status** / **Description** **Enrolled** → Used when family applies, meets eligibility requirements, and completes the enrollment process. **No Response** → Used when the 3rd attempt to contact family was unsuccessful. **Not in Service Area** → Used when family is not in PSD service area. **Not Interested** → Used when family is not interested in PSD services. **Too Old** → Used when child is not eligible to PSD services due to program age requirements.

Community Employment Pathways (CEP) Referrals

Overview

Purpose

The purpose of this policy is to explain the procedures connected to the Community Employment Pathways Program referrals.

Reference

No policies or regulations are referenced.

Policy Overview

Make a Community Employment Pathways (CEP) referral when the family member is identified as a work-ready individual.

Contents

Topic	See Page
About the Community Employment Pathways (CEP) Program	2
Referrals	3
Reporting	5
CEP Referral Form	7

About the Community Employment Pathways (CEP) Program

About the CEP program

The Community Employment Pathways (CEP) program is a collaboration between San Bernardino County, the District Attorney's Office and the Law and Justice Group who have contracted with First Step Staffing Inc.

First Step Staffing is a non-profit corporation that provides opportunities to people experiencing homelessness to enter/re-enter the workforce.

The target population

The target population includes:

- People experiencing homelessness
- People at risk of homelessness
- Unemployed
- Underemployed
- Justice-system involved
- 18 years old or older

Work-ready criteria

In order to be work-ready, the following criteria must be met:

- Ability to pass a drug test for illegal substances
- Valid identification
- Proof of legal right to work in the U.S. upon hiring
- Ability to work during employer required hour/days of operation
- Transportation to and from assigned worksite

Transportation services

People in need of transportation services can use the following resources:

- PSD Program Generalist
- First Step Staffing provides stipends that are reimbursed via a payroll deduction

Referrals

Policy: When to make a referral

Make a referral when the family member is identified as a work-ready individual. See Work Ready Criteria on the previous page.

How to make a referral

To make a referral, complete the following:

Step	Action
1	Complete the Community Employment Pathways (CEP) referral form (CEP Form). Do not complete the County Use Section.
2	Email the CEP form to CEPReferrals@hss.sbcounty.gov.
3	Provide the customer the First Step Staffing phone number. (909) 476-0990.

What First Step Staffing will do.

First Step Staffing is responsible for:

- Accepting referrals from the County
- Providing job placement services to the target population
- Conducting a job readiness assessment, including drug screenings (at no cost) to referred customers
- Matching and placing customers in the most appropriate employment assignment
- Providing ongoing job coaching before, during and after employment
- Conducting case consultation with the County for customers not deemed work-ready

Continued on next page

Referrals, Continued

How to document the referral in ChildPlus

Use the following to document a referral in ChildPlus:

Step	Action
1	Click on the **Family Services** tab.
2	Click on the **Events** tab.
3	Select **Community Employment Pathway Referral** from the drop down menu.
4	Enter the following: • **Initial Date**: Enter the date of referral • **Description**: CEP referral • **Service Area**: Family Service Case Notes • **Source of Information**: Parent • **Family Outcome**: Family Well-being • **Case Worker** • **Family Members**: Name of person referred
5	In the Event Notes section, enter • Click the **Time Stamp** icon • Which family member was referred • Date of referral
6	Click **Save**.

Why documentation is important

Documenting in ChildPlus is important because these referrals are a part of our Program Information Report which helps us decide on future services for families and guides the federal government on funding.

Reporting

First Step reports

First Step Staffing provides monthly reports to the County with the following information:

- Family Member's Name
- Referral Date
- Referred by County or Drop-in
- Assessment date
- Evaluation results
- Employment Status
  - Placement in a temporary position
  - Full time Employment (30 days after placement)
  - Job retention (3 months, 6 months, 12 months)
  - Termination (date and reason for termination)

Reporting process

The following is the reporting process for Community Employment Pathways (CEP) referrals.

Stage	Who	Does What
1	The PSD Liaison	Sends the weekly CEP report to the Program Supervisors.
2	Program Supervisors	• Reviews the report • Sends the Program Generalist the reports about their assigned families
3	Program Generalist	• Puts the results of the referral into ChildPlus as an action associated with the referral event. • Follows up with the family to see if any resources are needed. • Enters the results of the follow up in ChildPlus as an action associated with the referral event.
4	Program Supervisors	• Check ChildPlus to ensure that the Program Generalist followed up with the family. • Gathers Monthly results to referrals. • Reports results to the Program Manager monthly.

Continued on next page

Adding an action to an event

Use the following to add an action to an event in ChildPlus.

Step	Action
1	Go to the **Family Services** Tab.
2	Got to the **Event** Tab.
3	Click on the existing CEP referral event.
4	Click on the green **Add Action** button.
5	Enter the following: • **Action Type**: Referral • **Action Date**: Today's date • **Type of Contact** • **Status** • **Case Worker**
6	In the **Action Notes** enter • Click the **Time Stamp** icon • Parent referred • Result of the referral and/or follow-up
7	Click **Save**.
8	Click **Save**.

CEP Referral Form

The CEP Referral Form

The following is the CEP Referral Form.

SAN BERNARDINO COUNTY

CEP Program Referral Form

County of San Bernardino
Community Employment Pathways Program Referral Form

First Name: _____ Last Name: _____
Date of Birth: _____ SSN Last 4 Digits _____ Phone Number _____
Address: _____ City: _____ Zip: _____

Target Population (check all that apply):
- ☐ 18 years old or older
- ☐ Homeless
- ☐ At risk of homelessness
- ☐ Unemployed
- ☐ Underemployed
- ☐ Justice System-involved

Referring department/agency:
- ☐ Aging and Adult Services
- ☐ Behavioral Health
- ☐ Child Support
- ☐ Children and Family Services
- ☐ Housing Authority
- ☐ Preschool Services
- ☐ Probation
- ☐ Transitional Assistance
- ☐ Other:

Caseworker Name: _____ Referral Date: _____

☐ Check here to confirm that the referring department/agency has provided all available support services and/or resources needed by the customer prior to submitting this referral.

Customer indicates the possess they following:
- ☐ Ability to pass a drug test for illegal substance; if needed, a physician's prescription for any prescribed medication
- ☐ A valid form of identification
- ☐ Ability to provide proof of legal right to work in the United States upon hiring
- ☐ Ability to work during employer required hours/day of operation
- ☐ Transportation to and from assigned worksite. Select one:
  - ☐ Customer has his/her own transportation
  - ☐ Transportation assistance to be provided by referring agency/department
  - ☐ Transportation assistance to be provided by First Step Staffing

Availability

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
____ AM PM	____ AM PM	____ AM PM	____ AM PM	____ AM PM	____ AM PM	____ AM PM
To	To	To	To	To	To	To
____ AM PM	____ AM PM	____ AM PM	____ AM PM	____ AM PM	____ AM PM	____ AM PM

For WDD use only

Date Referral Received: _____ Employment Coordinator Name: _____
Date of Customer contact: _____
- ☐ Referral Accepted Date: _____
  Employment services offered/suggested: _____
- ☐ Referral Returned Date: _____ Reason: _____
- ☐ Referred to First Step Staffing Date: _____ First Step Staffing follow-up Date: _____
- ☐ Follow-up Contact with Customer regarding job placement services Date: _____

CEP 101 (12/19)