Purpose
The ERSEA (Eligibility, Recruitment, Selection, Enrollment, Attendance) Procedure walks you through the steps required to recruit, select, and enroll eligible children and families, and support attendance.

The cycle above shows that any ERSEA component can begin at any time during the program year, depending on when a slot needs to be filled. You must:

- Recruit families in priority populations to participate in the program.
- Determine and verify eligibility by reviewing the application with the family.
- Point the application and maintain an active and up-to-date waitlist.
- Select children or pregnant mothers for open slots throughout the program year, based on selection process.
- Enroll children or expectant mothers and maintain full enrollment throughout the program year.
- Orient the family to the program and begin services, including attendance maintenance and support.

Ongoing documentation is required and will be monitored for PSESD Early Learning compliance and State and Federal reviews. Review PSESD's Documentation Protocols and Confidentiality Procedure as needed.
Procedure

Use the icon key below to successfully navigate the ERSEA Procedure. Program icons include various program models. If no icon is present, the procedure applies to all programs.

<table>
<thead>
<tr>
<th>ICON KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
</tr>
<tr>
<td>HS</td>
</tr>
</tbody>
</table>

Required Training
Before beginning the ERSEA process, you must:

- Complete the online ERSEA courses in classes.earlylearningwa.org.
- Attend face-to-face Eligibility Training at PSESD or have onboarding with your FE Coach.

- Complete the Department of Children, Youth, and Families (DCYF) Early Learning Management Systems (ELMS) online course in classes.earlylearningwa.org.
  - Head Start staff at Dual-Funded programs with one shared waitlist must also complete ELMS training from your Family Engagement (FE) Coach prior to gaining ELMS access.
- Once ELMS access has been received, read the ELMS Eligibility and Enrollment Manual (revised July 2019) and watch the Waiting List and Enrollment video (revised 2013 – some features in ELMS may have been updated). These provide instructions for how to complete eligibility, wait list, and enrollment data entry in the ELMS database. See the list below for technical assistance in ELMS.

Points of Contact
For links to all ERSEA-related documents, visit:

- Early Learning WA (ELWA) ERSEA page
- ERSEA Forms Index

For questions regarding ERSEA:
- Connect with your FE Coach
- Email ERSEA@psesd.org.

For technical assistance in ELMS:
- Review the DCYF ELMS resource page
- Email ELMS@dcyf.wa.gov
- Contact Sue Gettmann (sgettmann@psesd.org)

For technical assistance in ChildPlus:
- Review the ELWA ChildPlus resource page
- Contact Carol Weaver (cweaver@psesd.org)
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R-1. Priority Populations

Conduct intentional recruitment throughout the whole program year and focus your recruitment efforts to locate families in these priority populations:

- Children and families impacted by the opportunity gap:
  - Black/African American
  - Hispanic/Latino
  - Native American/Alaska Native
  - Native Hawaiian/Pacific Islander

- Children and families receiving services from:
  - Child Protective Services (CPS)
  - Family Assessment Response (FAR)
  - Indian Child Welfare (ICW)

- Immigrant and refugee children and families

- Children in foster care and kinship care

- Children and families receiving public assistance:
  - Temporary Assistance for Needy Families (TANF)
  - Supplemental Security Income (SSI) for disability
  - Childcare subsidy

Families in these priority populations are not guaranteed eligibility or enrollment.
R-2. Recruitment and Selection Plan

Strong recruitment efforts and plans generate more applications than funded slots, which then create an active and up-to-date waitlist. A recruitment plan is a systematic way to collaborate and partner with all site staff and the community to get the word out about your Early Learning program.

You should also use the following data to inform outreach strategies:

- PSESD Community Needs Assessment
- King County Homeless Data
- King County Public Health Data
- Pierce County Homeless Data
- Pierce County Public Health Data

Center Directors are responsible for the implementation of the recruitment plan. In partnership with Family Support staff, Center Directors must document their center/site’s recruitment plan on the appropriate form/database and regularly carry out activities listed on the plan. When complete, submit the Recruitment and Selection Plan to ERSEA@pseud.org by the last week of April of the program year. Copy your Family Engagement Coach in the email. Put a copy in your Family Engagement Notebook.

ECEAP staff must copy and paste the “Prospective” section of the Recruitment and Selection Plan into the appropriate fields in ELMS.

R-3. Recruitment Tools

Use these recruitment tools to strategically and creatively make sure that all families in your community can apply for your Early Learning program:

1. **Recruitment Contact Sheet:** Use this sheet to gather families’ contact information so that they may be notified when applications become available.

2. **Applications:** Once the following applications are available for families to complete, they may be used as recruitment tools.

<table>
<thead>
<tr>
<th>Program</th>
<th>Early Learning Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>New children age 3-4 years</td>
</tr>
<tr>
<td>ECEAP</td>
<td>New children age 5 years if not yet eligible for Kindergarten</td>
</tr>
<tr>
<td>EHS</td>
<td>Children returning for their 3rd or 5th year (Eligibility must be re-verified.)</td>
</tr>
<tr>
<td>EHS-HB</td>
<td>Transition from EHS to preschool</td>
</tr>
</tbody>
</table>

3. **Flyers and other print media:** You may use the recruitment flyers provided by PSESD (available in the ERSEA Forms Index). If your center/site decides to create its own recruitment flyers, PSESD will provide feedback and edits before your flyer can be used. Email a copy to ERSEA@pseud.org with “RECRUITMENT” in the subject line and include your Family Engagement Coach in the email. Follow copyright laws when using web images.
4. **Program Parents/Guardians:** Enrolled and previously enrolled families are key recruitment resources. Parents can share Early Learning opportunities with family and friends and where or how they found out about your Early Learning program with the community. Recruitment strategies and suggestions for improvement can be discussed at parent meetings and family events.

5. **Social media:** Follow your organization’s or PSESD's policies and procedures to use social media as a recruitment tool.

6. **Community Partners:** A *Community Contacts List* and *Community Contact Log* are available resources to help you create recruitment strategies and establish relationships with community service providers, leaders, and businesses. These partnerships will help you gather information about resources and opportunities that are available to families.

---

**R-4. Summer Recruitment Hours**

PSESD may offer additional funds for Family Support staff to use towards summer recruitment and enrollment. **To request funds for summer hours, Center Directors complete the Summer Recruitment and Enrollment Plan and submit to** ERSEA@psesd.org. Once your plan is approved, it will be forwarded to elfiscal@psesd.org. Your Team Manager and your FE Coach will be copied so that they can support your recruitment and enrollment efforts. Amendments will be created as soon as possible.
ELIGIBILITY

Performance Standards

<table>
<thead>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

EL-1. Eligibility Process at a Glance

The steps below provide a first glance look at processing applications and determining eligibility. All programs must complete the Eligibility Verification Form (EVF), collect proof of eligibility documents, and keep copies of these documents in the family file. Document the entire eligibility process in the Family Contact Log.

1. Receive the application and eligibility documents (proofs of income, family size, age, and authority to enroll), or follow up and request from the family.

2. Conduct an in-person interview with the family to review the application, eligibility documents, and verify eligibility. You may only interview over the phone if it is a barrier for the family to connect in person. Document all attempts to connect with the family in the Family Contact Log and document the barrier on the EVF.

3. Verify and complete the EVF. The form is valid for the current program year. If the family remains on the waitlist, eligibility will need to be reverified for the new program year.

4. Complete the Selection Points Chart.

<table>
<thead>
<tr>
<th>Eligible (Income up to 100% FPL, Homeless, Foster Care, Public Assistance)</th>
<th>Over Income (101-300% FPL)</th>
<th>Eligible (Income up to 110% FPL, 111% FPL and above with active IEP)</th>
<th>Over Income (111-300% FPL, no or inactive IEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete the entire Selection Points Chart</td>
<td>2. Add to waitlist</td>
<td>1. Complete the entire Selection Points Chart</td>
<td>1. Complete DCYF points only (has * symbol)</td>
</tr>
<tr>
<td>2. Add to waitlist</td>
<td></td>
<td>2. If child/family has DCYF risk factors, complete all other points • Total the points • Add to waitlist</td>
<td>2. If child/family does not have DCYF risk factors • ECEAP: Follow “Not Eligible“ column • Dual-Funded: Add to waitlist for HS, if applicable</td>
</tr>
</tbody>
</table>

For children transitioning from EHS/ESIT, please reach out to ERSEA@psesd.org.

If the Eligibility Status on the EVF is “NOT ELIGIBLE (Over 300% FPL)” follow these steps:
1. Inform family and provide resources for other child care/preschool options
2. Do not send application to PSESD or enter it in ELMS.
3. Archive application and eligibility documents

Once enrolled, eligibility is valid for two program years within the same program model and cannot be reverified.

Once enrolled, eligibility is valid for the entire time the child is enrolled in Early Head Start.

For children transitioning from EHS/ESIT, please reach out to ERSEA@psesd.org.
5. **Continue processing the application:**

<table>
<thead>
<tr>
<th>ECEAP</th>
<th>HS</th>
<th>EHS</th>
<th>EHS-HB</th>
</tr>
</thead>
</table>
| Complete the ELMS prescreen and add the child to the wait list. Do not complete the entire ELMS application. This step will be done when the child is selected for enrollment. If a child is marked as “not eligible” on the first page of the Prescreen, call the Data Technician (425-917-7887) to see if the child has already been entered in ELMS. | Upload the application, applicable points chart (Selection Points Chart or Selection Points Chart – Expectant Mother), and EVF to the ChildPlus Application Module. | Newborn enrolling in the mother’s slot:  
1. Complete an *Early Learning Application*. Use information from the *Expectant Mother Application*.  
   - In the “Staff Only” box, mark “yes” for newborn and write the mother’s name. Write the mother’s original total selection points.  
2. On the original EVF, draw one line across the mother’s name on the original EVF and write the child’s name.  
3. Upload the *Early Learning Application* and the original EVF to the ChildPlus Application Module. | ⚠️ If child is born while the expectant mother is still on the waitlist, eligibility must be determined for the newborn. |

6. Place the application in your Master Wait List file drawer.

- Applications should be processed (complete steps 1-6 above) within two weeks.
- All children returning to the next program year must complete a *Returning Child Application*. Eligibility does not need to be reverified. Exceptions are:
  - For children returning to a different program than the one attended the previous year (state to federal or vice versa, e.g. ECEAP to Head Start or Head Start to ECEAP), a new *Early Learning Application* must be completed, and eligibility must be reverified. See EN. 6 – Transitions for more information.
  - Family Child Care: Reverify eligibility every other year (3rd and 5th year)
- Review *Documentation Protocols* as needed.
- Do not verify eligibility for your own relatives.

⚠️ If your center has one shared waitlist, contact your FE Coach.
EL-2. Who is Eligible?

See [EN-6. Transitions](#) for information about 3-year-olds transitioning to Preschool.
EL-3. Application Review

The guidance below on your in-person interview with the family is for the *Early Learning Application* only. See the *Selection Points Chart – Expectant Mother* for follow up guidance on questions that are only available on the *Expectant Mother Application*.

- Make sure the application is signed and dated. If a phone or other interview takes place due to a family barrier, Family Support staff must write “Verbal” underneath the parent signature line, then initial and date. The parent must sign and date the application at enrollment.
- Draw one line across and write your initials on any changes made on the application.
- Provide additional information about your site (e.g. models/class sessions, transportation, etc.).
- Document your eligibility conversations with the family in the *Family Contact Log*.

<table>
<thead>
<tr>
<th>Application Question</th>
<th>Follow Up Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s date of birth</td>
<td>Did the family submit documentation? If no, discuss how and when to submit documentation, or provide resources for how to get it (e.g. how to order a birth certificate, apply for a passport/ID, etc.). Refer to <em>EL-4. Proof of Eligibility Documents</em>.</td>
</tr>
<tr>
<td>Child’s home language</td>
<td>PSESD aims to serve children and families that are marginalized and find themselves impacted by the Opportunity Gap*. Research has shown that data pertaining to race, ethnicity, and language is most accurate when people can describe their own identity and their language in their own words. Confirm with the family that the language information is accurate. Ask the family if the child speaks: ☐ Only English ☐ Mostly English, and some another language ☐ Some English, but mostly another language ☐ Both English and another language at age level (bilingual) ☐ Only a home language other than English This information should be shared with the teacher to consider supports from Bilingual Assistants or Dual Language Learner (DLL) coaches. See the <em>Selection Points Chart</em> to determine selection points.</td>
</tr>
<tr>
<td>Child’s race/ethnicity</td>
<td>The questions of one’s race, ethnicity, and heritage can be uncomfortable. Use the <em>Race and Ethnicity List</em> to help guide your conversation.</td>
</tr>
<tr>
<td>Family’s heritage/tribe/country of origin</td>
<td><em>Suggested script during interview:</em> “If you would feel comfortable doing so, please tell us about your racial and ethnic background. Collecting this information helps us determine the most culturally appropriate services and supports unique to your child and family. For us, this information will help to identify policies and practices that cause unintended consequences or have a negative impact on any family. Your application lists the governmental/census categories of race. You marked [race family marked on application]. Would you like to tell me more about your family’s heritage? Please know that services to your child and family will not be affected if you decide not to provide this information.”</td>
</tr>
<tr>
<td>Application Question</td>
<td>Follow Up Guidance</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Previously attended programs</td>
<td>It is important to connect with other Early Learning programs in your community. If any are checked, confirm with the family that the information is accurate. With consent from the family, you may contact the program and verify their previous enrollment. If the family does not give consent, honor the family’s report of previous enrollment and assign the appropriate selection points. Also consider the length of time since the child was last enrolled in the previous program. See [EN-6, Transitions] for more information.</td>
</tr>
<tr>
<td>Notes:</td>
<td>• “Head Start/Early Head Start/ECEAP at this center” is defined as children transitioning from a HS/EHS/ECEAP program within King or Pierce County. Review [PSESD’s map of Early Learning programs] and the [Washington State Association (WSA) of Head Start and ECEAP’s list of other King and Pierce County Early Learning programs].</td>
</tr>
<tr>
<td></td>
<td>• “Head Start/Early Head Start/ECEAP at another center” is defined as children transitioning from a HS/EHS/ECEAP program from another county in Washington State (not King and Pierce). See [WSA’s full list of programs].</td>
</tr>
<tr>
<td>Community child or sibling of enrolled child</td>
<td>If yes to either question, confirm with the family that the community child or sibling is currently enrolled at that site. This may include pregnant mothers who have a child enrolled in Early Learning or a community slot.</td>
</tr>
<tr>
<td>Official foster care</td>
<td>Children receive priority if they are in official foster care, in any type of kinship care (formal or informal care, with or without a grant, with a relative or other guardian), OR adopted after foster/kinship care.</td>
</tr>
<tr>
<td>Kinship care</td>
<td>If yes to foster or kinship care and there is a grant amount, confirm and verify the information on the application.</td>
</tr>
<tr>
<td>Adopted after foster or kinship care</td>
<td></td>
</tr>
<tr>
<td>Child asked to leave a child care center or preschool because of behavior issues</td>
<td>Inform the family that answering yes to these questions will not affect their eligibility or enrollment to the program. If yes, ask the family if they are willing to share more. Parents may not disclose initially. However, consider how to support the family and what supports may be useful in the classroom.</td>
</tr>
<tr>
<td>Current CPS/ICW or FAR</td>
<td>Inform the family that answering yes to these questions will not affect their eligibility or enrollment to the program. If yes to any of these, ask the family if they are willing to share more. Parents may not disclose initially. However, consider how to support the family and what supports may be useful in the classroom.</td>
</tr>
<tr>
<td>Past CPS/ICW</td>
<td><strong>Note:</strong> Past CPS may include children who were in foster care in the past and were reunited with their biological parents (not the same as adopted after foster or kinship care).</td>
</tr>
<tr>
<td>Medical insurance</td>
<td>If no to any of these, ask the family if they need resources for how to access medical/dental coverage/care. Ask for the name and contact information of the clinic/provider, if readily available.</td>
</tr>
<tr>
<td>Medical clinic</td>
<td></td>
</tr>
<tr>
<td>Dental insurance</td>
<td>“Chronic” is defined as an ongoing health condition that is not cured by medication or surgery. “Serious” is defined as a potentially life-threatening condition. Gathering all the information with the family during application review will help staff to identify children who will need a Child Health Plan, per health condition/disorder.</td>
</tr>
<tr>
<td>Dental clinic</td>
<td></td>
</tr>
<tr>
<td>Child diagnosed with one or more serious/chronic health conditions</td>
<td></td>
</tr>
<tr>
<td>Immunizations</td>
<td>If not already provided, ask the family to submit the child’s most current Certificate of Immunization Status (CIS) or Certificate of Exemption (COE). You may assign selection points without a copy of either based on parent report. Refer to the [Immunization Requirements Procedure].</td>
</tr>
<tr>
<td>Notes:</td>
<td>Additional questions on immunizations are included with the EVF.</td>
</tr>
<tr>
<td>Application Question</td>
<td>Follow Up Guidance</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Concerns about health</td>
<td>If any are checked, ask the family if they are willing to share more. Health and mental health information are collected to help understand the potential needs of the child and consider supports. For instance, will the child need a Child Supplemental Food Plan or a Parent/Guardian Request for Milk Substitute?</td>
</tr>
</tbody>
</table>
| IFSP – Individualized Family Service Plan for a child, birth to age 3, with a diagnosed disability | If yes, did the family submit a copy of the IFSP/IEP?  
  1. If the family has included a copy, verify that the categories the family checked on the application match the information in the document.  
  2. If the family has not included a copy, discuss how and when to submit.  
  IEPs: Check what school district issued it.                                                                                       |
| IEP – Individualized Education Plan for a child age 3 and older with a diagnosed disability                    |                                                                                                                                                                                                                         |
| Suspected developmental delay or disability                | If the child does not have an IFSP/IEP, but the family has developmental concerns, ask the family if they are willing to share more. Any information shared will help understand the potential needs of the child and consider supports. |
| Address, phone number, email                              | Confirm with the family that the information is accurate. If any of these have changed, draw a single line through the parent’s old information and put your initials. Write in the current information. |
| Parent/guardian under 18 when child was born               | If yes, the parent/guardian is considered a teen parent and may need additional support and services.  
  **Note:** N/A may refer to grandparents or other relatives/adults caring for the child. |
| Interpreter and language(s)                               | Confirm with the family that the information is accurate. Some families may say no because they speak a fair amount of English. You may share that academic language is often used in conferences, parent events, etc. so an interpreter may be very helpful. Asking about their language(s) recognizes its importance and helps prepare for interpreter needs. |
| Parent/guardian’s education level                          | Confirm with the family that the information is accurate.                                                                                                                                                             |
| Employment                                                | If not provided, ask about where they work, what they do, and the hours per week, including travel time. This information is needed in ELMS for ECEAP and is a family engagement opportunity for all programs. |
| WorkFirst activity                                         | If yes, confirm with the family that the information is accurate.                                                                                                                                                     |
| Active U.S. military duty                                 | If yes, confirm with the family that the information is accurate.                                                                                                                                                     |
| Member of National Guard/Military Reserve                  |                                                                                                                                                                                                                         |
| U.S. military veteran                                     |                                                                                                                                                                                                                         |
| Areas of concern                                          | If any are checked, ask the family if they are willing to share more. Consider supports for the child and family.                                                                                                        |
| **Notes:**                                                 | • “Social isolation” is a state of complete or near-complete lack of contact between an individual and society. It differs from loneliness, which is a person’s feeling of sadness about the social contact they want versus what they have.  
  • Recently deceased family member must have lived in the household.                                                                                   |
| Who child lives with                                       | If the child lives in two households, gather contact information for the second household, if not already given in the application.                                                                                      |
### Application Question | Follow Up Guidance
---|---
Family Size | Confirm with the family that the information is accurate. Refer to [EL-4, Proof of Eligibility Documents](https://www.dcyf.wa.gov/early-learning), Keep in mind that families vary. It is imperative that staff collect all documentation that supports family size and ask who in the family works/receives income.

Public Assistance | Confirm with the family that the person who receives assistance is the parent, the child, or another person living in the household who is related by blood, marriage, or adoption. Working Connections Child Care subsidy applies to HS Full Day Full Year and EHS CCP.

Income | Verify that the income documents support the family’s information on the application. Refer to [EL-4, Proof of Eligibility Documents](https://www.dcyf.wa.gov/early-learning).

Subsidized housing | This question is for information-gathering only.

Housing | If the family rents or owns their home, or lives in someone else’s house or apartment with another family by choice (e.g. to save money for future plans, be close to family), the family is not considered homeless. Visit the [Washington State Office of Superintendent of Public Instruction (OSPI)](https://www.wa.gov/education) for more information on homelessness and the McKinney-Vento Act.

Agency referral | If the family received a community agency/caseworker referral, but information was not provided, ask for the agency or caseworker name.

| ECEAP | DF |
---|---|
Survey for statewide planning, not included in the Early Learning Application | **Ask the family this question, required in ELMS:** “If you could choose the length of day for your child’s preschool, which is best for your child and family?**

- ☐ Part Day – 3 hours, 3-4 days a week
- ☐ School Day – 6 hours, 4-5 days a week
- ☐ Working Day – available all day, all year, like a child care center

Explain that this is for information-gathering only and that these options may not all be available at your center/site.

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### EL-4. Proof of Eligibility Documents

Proof of Income documentation must be collected for all applicants. You must keep copies of all eligibility documents in the family file.

- You must not create barriers for the family if documentation is not immediately available (e.g. homelessness, natural disasters, fire, or domestic violence) to verify a child’s Age, Authority to Enroll, and Family Size. Describe the reason the family cannot locate these documents on the EVF.
  - **You must still collect 12 months income.** See “Proof of Income” section in EL-4 and [EL-6. Income Exceptions](https://www.dcyf.wa.gov/early-learning), [A Statement of Income may be applicable.](https://www.dcyf.wa.gov/early-learning)

- **For EHS-HB**, it is not necessary to verify Age and Authority to Enroll for expectant mothers.

- When documentation is not immediately available (e.g. homelessness, natural disasters, fire, or domestic violence), staff have up to 90 calendar days to verify child’s Age, Authority to Enroll, and Family Size.
  - **You must still collect 12 months income.** See “Proof of Income” section in EL-4 and [EL-6. Income Exceptions](https://www.dcyf.wa.gov/early-learning), **A Statement of Income may be applicable.**
  - **You must continue to attempt to collect missing eligibility documents and document efforts in ELMS.**
  - **Families using the 90-day window will receive follow up alerts in ELMS starting at the 60-day mark.** Another alert will show if documents have not been obtained after 90 days.
  - **Once documents are received, add in the family file.** If the ELMS application is locked, email ELMS@dcyf.wa.gov with Child ID.

- **For children with an active IEP, families must provide a copy.**
Proof of Age
Documents to verify age are:

☐ 90-day grace period to locate documents
☐ Adoption papers
☐ Birth certificate
☐ Court documents
☐ Foster care authorization letter
☐ Government document with birth date
☐ IEP (Individualized Education Program)
☐ Immunization record
☐ Medical card or records
☐ Medical record of birth
☐ Passport/Visa
☐ Paternity affidavit
☐ Permanent resident (“green”) card
☐ School records (e.g. signed PSESD Early Learning Application)
☐ Other: ___________________________________________________________
☐ None (HS/EHS ONLY) – Specify barrier ____________________________

Proof of Authority to Enroll
A person has the authority to enroll a child if they are:

• The child’s biological, adoptive, step, or foster parent.
• Awarded custody by a court via a Non-Parental Custody Decree.
• Granted temporary custody via a written temporary parental consent agreement, which:
  o Must be signed by both parents or explain why one parent is not available.
  o Must be agreed by the parent and the person assigned temporary custody.
  o Need not be approved by a court or notarized.
• Acting in loco parentis (in place of a parent) by intentionally assuming the duties of a parent and responsible for exercising the day-to-day care and control of the child (N/A for EHS-HB).

Documents to verify authority to enroll are:

☐ 90-day grace period to locate documents
☐ Adoption papers
☐ Benefits letter showing guardian receives benefit on behalf of the child
☐ Birth certificate
☐ Court or legal document
☐ Foster care record
☐ Guardian’s income tax return listing child
☐ In loco parentis (legal doctrine describing a relationship like that of a parent to a child)
☐ Insurance documents stating relationship
☐ Legal will, describing the relationship
☐ Letter from social worker, school personnel, lawyer, religious leader, or mental health professional
☐ Passport/Visa
☐ Records from DSHS that show guardian as contact for the child
☐ Records from school, hospital, clinic, other public health, or social service agency
☐ Written agreement signed and dated by parent and person assuming custodial responsibility
☐ Other: ___________________________________________________________
☐ None (HS/EHS ONLY) – Specify barrier ____________________________

• If a childcare provider or grandparent made the first contact with your program because the parents are unavailable, the parents would be listed in the application and their authority to enroll would be noted.
• Because guardian and kinship caregiver are examples of caregiving that could be absent of a legal binding document, use “Other” on the EVF checklist and write “Parent/guardian report” on the line.
Proof of Family Size
A person is counted as part of the family size if they are:

- A parent/guardian living in the same household as the child OR
- A person related to the parent/guardian by blood, marriage, or adoption, living in the same household as the child, AND is supported by the parent/guardian’s income

If the child has two primary households, count the family size for both households and divide by two. If the resulting number is a fraction/decimal, round up to the nearest whole number.

Documents to verify family size are:

- 90-day grace period to locate documents
- Benefits letter (TANF, SSI, etc.)
- Court or legal document
- Foster care grant
- Rental/Housing document
- Provider One website (i.e. family may log in and show their account)
- School Records (e.g. signed PSESD Early Learning Application)
- Tax records from previous year (1040)
- Other: ________________________________
- None (HS/EHS ONLY) – Specify barrier _______________________

For teen parents: If not supported by the teen parent’s income, do not count other adults and children in the family size.

Proof of Income
Collect proof of income for the previous calendar year or the last 12 months received by the child’s parent(s)/guardian(s) living in the same household. Document how income was verified on the EVF and keep income documents in the family file. You may use the Income Worksheet to calculate multiple types of income. Refer to EL-6, Income Exceptions as needed. Income documents include:

- Gross wages or salaries, before taxes and deductions
- Net income from self-employment
- Income received in a regular or periodic manner such as:
  - Alimony
  - Annuity payments
  - Child support, only if required by a legally binding child support order
  - Emergency Assistance and cash payments
  - Foster care grant
  - Insurance payments that are regular (not one-time)
  - Retirement or pension payments
  - Scholarships/grants/fellowships for living expenses
  - Social Security
  - Strike benefits
  - Public Assistance: Supplemental Security Income (SSI), all Temporary Assistance for Needy Families (TANF) grants including Child-only TANF, WorkFirst, and Working Connections Child Care Subsidy, “Non-Needy Relative,” “In Loco Parentis,” or “Legal Guardianship” grants
  - Training stipends
  - Tribal income, if taxable
  - Unemployment or Worker’s Compensation
  - Veteran’s benefits
  - Other regular support from an absent family member or someone not living in the household
- Interest and dividends from assets
- For uniformed services members, all entitlements (pay and allowances) reported on Leave and Earnings Statements, except Basic Allowance for Housing (BAH), Basic Allowance for Subsistence (BAS), Family Separation Housing (FSH), and Hostile Fire Pay/Imminent Danger Pay (HRP/IPD)
- Gambling or lottery winnings
**ERSEA Procedure**

**Do not count the following as income:**
- Assets drawn down, such as cash from sale of an asset or bank withdrawals
- Capital gains
- Disability payments made to disabled children of Vietnam veterans as prescribed by the Secretary of Veterans Affairs
- Food or housing received in lieu of wages
- Tax refunds
- Non-cash benefits such as food stamps, housing assistance, Medicaid, Medicare, school lunches, employer-paid fringe benefits
- One-time gifts, loans, inheritances or insurance settlements
- Scholarships/educational grants for tuition

If there is a legally binding child support order with documented child support payment to another household, you can subtract this payment from the household income and document on the EVF. **Make sure a copy of the legally binding document is kept in the family file.**

**For teen parents:** Only collect the teen parent’s income. Do not collect other adult income.

**EL-5. Income Calculations**

Proof of income must align with the eligibility timeframe – either the previous calendar year (e.g. January 2018 to December 2018) **OR** the previous 12 months (Use the **12-Month Income Verification Chart**) from the date of application. **Do not project income.** The total 12-month income, along with family size, will determine the family’s Federal Poverty Level (FPL). See the **Federal Poverty Guideline.**

Typical income examples:
- **W-2s:** Use Box 1
- **1040:** Use Line 7
  - **Note:** Depending on the time of year and which document the family can provide, you may use either the previous year or current year 1040. For example, a family applying in March 2019 for the 2018-2019 program year may use either 2017 1040 **OR** 2018 1040.
- **Pay stubs:** Collect 12 months of pay stubs to calculate annual amount.
  - Once a week x 52 = Annual amount
  - Every other week x 26 = Annual amount
  - Twice a month x 24 = Annual amount
  - Once a month x 12 = Annual amount
  - **Note:** Year-to-Date (YTD) may be used if it reflects 12 months income. If not a full 12 months, you must collect other income eligibility documents and document on the **Family Contact Log.**

Use line 7 of the 1040 for families reporting self-employment earnings. Verify that there are no additional sources of income. **If a family reporting self-employment has a negative total income, complete a Statement of Income.**
EL-6. Income Exceptions

All exceptions must be documented on the EVF and on Statement of Income, if applicable.

Cannot Provide Proof of Income

- Determine the total annual income for the previous calendar year or last 12 months (Use $0.00 if family reports no income for a particular month).

- You must have:
  - Written statements from employers OR
  - Statement of Income

- EVF Guidance
  - Eligibility period: Use previous calendar year or previous 12 months
  - Income verification: Use annual total

No Income

- Determine the total annual income for the previous calendar year or last 12 months.

- You must complete a Statement of Income with the family.

- If the family gives written consent, you may accept a Statement of Income from third parties (e.g. case worker, K-12 school staff, etc.) about the family's income. You must then adhere to your program's safety and privacy policies and procedures.

- EVF Guidance
  - Eligibility period: Use previous calendar year or previous 12 months
  - Income verification: Use annual total

Change in Current Income

- Determine the total annual income for the previous calendar year/last 12 months (Use $0.00 if family reports no income for a particular month).

- You must complete a Statement of Income with the family to demonstrate significant change in income due to death, divorce, or unexpected job loss.

- When determining FPL percent and income points, use the current month income. For example, a family with an annual income of $35,000 has experienced job loss and now has a current month income of $1,000. Use the points for 50% FPL on the Selection Points Chart.

- EVF Guidance
  - Eligibility period: Use current month
  - Income verification: Use current month income
Two Households

- When a child lives in two households, first determine if there is a primary household. If so, use that household only for determining family size and income. A household is primary if either the parenting plan awards one household primary custody, or one household receives child support from the other (in which case the receiving household is primary). Collect half of each of the incomes for the two parents who share legal custody. Do not collect the income of their current spouses or partners, if any.

- EVF Guidance
  - Eligibility period: Use previous calendar year or previous 12 months
  - Income verification: Use annual total

Foster Care and Kinship Care

- For a child in foster care, collect only the proof of current month foster care grant applicable to the child. The grant may include multiple children. This monthly amount is the annual total income on the EVF. Count as a family size of 1. The adults’ income is not collected.

- For a child in any type of kinship care (formal or informal, with or without grant, with a relative or a suitable other), count as a family size of 1. If there is a grant or payment related to kinship care, that income is collected. The adults’ income is not collected.

- EVF Guidance
  - Eligibility period: Use current month
  - Income verification: Use current month income

Adopted after Foster Care/Kinship Care

<table>
<thead>
<tr>
<th>ECEAP</th>
<th>HS</th>
<th>EHS</th>
<th>EHS-HB</th>
<th>DF</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a child adopted after foster care or kinship care, count as a family size of 1. If there is a grant or payment related to adoption support, that current month income is collected. <strong>The adults’ income is not collected.</strong>&lt;br&gt;<strong>EVF Guidance</strong>&lt;br&gt;• Eligibility period: Use current month&lt;br&gt;• Income verification: Use current month income&lt;br&gt;• Eligibility Status: Use Income – up to 110% FPL</td>
<td>While selection points are given for a child adopted after foster care or kinship care, <strong>total family size must be counted, and all adult income must be collected.</strong>&lt;br&gt;<strong>EVF Guidance</strong>&lt;br&gt;• Eligibility period: Use previous calendar year or previous 12 months&lt;br&gt;• Income verification: Use annual total&lt;br&gt;• Eligibility Status: Use any that apply except Foster Care/Kinship Care</td>
<td>All adult income must be collected. If there is a grant or payment related to adoption support, that income is also collected.&lt;br&gt;<strong>EVF Guidance</strong>&lt;br&gt;• Eligibility period: Use Dual-Funded: adoption after foster/kinship&lt;br&gt;• Income verification:&lt;br&gt;  o Enter total family size&lt;br&gt;  o Enter current month income for adoption support (for ELMS)&lt;br&gt;  o Enter annual total for all income, including adoption support (for ChildPlus)&lt;br&gt;• Eligibility status:&lt;br&gt;  o HS/EHS: Use any that apply except Foster Care/Kinship Care&lt;br&gt;  o ECEAP: Use Income – up to 110% FPL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Legally Binding Child Support

- If there is a legally binding child support order with documented child support payment to another household, you can subtract this payment from the household income and document on the EVF. Make sure a copy of the legally binding document is kept in the family file.

EVF Guidance
- Income verification: Complete “ECEAP Only” row along with other income verification

Families Experiencing Homelessness

- You must collect 12 months income and verify whether a family is homeless. See “Cannot Provide Proof of Income,” “No Income,” and/or “Change in Current Income” in EL-6, Income Exceptions. A Statement of Income may be applicable. To verify whether a family is homeless, you may accept:
  - A written statement from a homeless provider, school personnel, or other service agency
  - Documentation from a public or private agency
  - A declaration
  - Information gathered in enrollment or application forms
  - Notes from an interview with staff to establish that the child is homeless

- If a family can provide one of the documents listed above, describe the efforts made to verify accuracy and state if the family is eligible through homelessness. If the family gives written consent, you may check information from third parties (e.g. case worker, K-12 school staff, etc.) about the family’s living situation. You must then adhere to your program’s safety and privacy policies and procedures.

- If a family cannot provide one of the documents listed above, you may accept the family’s signed declaration, if, in a written statement, you describe the child’s living situation that meets the McKinney-Vento definition.

- If families are sharing housing with others due to loss of housing, economic hardship, or a similar reason, collect only the income of the child’s parents or guardians. Do not collect the income of the hosts.

- If families are sharing housing with others by choice (not due to loss of housing, economic hardship, or a similar reason), they do not meet the McKinney-Vento definition of homelessness. See EL-4 Proof of Eligibility Documents to determine income and family size.

EVF Guidance
- Eligibility period: Use previous calendar year or previous 12 months
- Income verification: Use annual total
EL-7. Eligibility Status

Eligibility differs by program, depending on federal (Head Start/Early Head Start) and state (ECEAP) funding. The difference in eligibility is reflected in the different types of eligibility statuses listed below and on the EVF. When determining eligibility status, select one status per program. For example, families experiencing homelessness is a risk factor that qualifies them for an "Eligible" Eligibility Status in Head Start and Early Head Start (all models). In ECEAP, homelessness is a risk-factor, but families must also qualify by income or IEP. Refer to EL-1. Eligibility Process at a Glance steps 3 and 4 for more information.

A child or expectant mother can be eligible for HS/EHS in the following ways, as shown in the EVF:

- **Eligible**: □Income – up to 100% FPL □Homeless □Foster Care/Kinship Care □Public Assistance
- **Over Income**: □101 to 130% FPL □131 to 300% FPL
- **Not Eligible – Over 300% FPL**

- **Income** – See EL-5. How to Calculate Income and EL-6. Income Exceptions
- **Homeless** – The family marks any of the following (See EL-6. Income Exceptions for more information):
  - In a motel
  - In a shelter
  - A car, park, campsite, or similar location
  - Transitional housing
  - Moving from place to place/couch surfing
  - In a residence with inadequate facilities (no water, heat, electricity, etc.)
  - In someone else's house or apartment with another family due to loss of housing, economic hardship, or similar reason

- **Foster/Kinship** – Child meets one of the following definitions (See EL-6. Income Exceptions for more information):
  - Foster Care:
    - There is a caregiver authorization (with Case # or Client ID #) from the State or a tribe that says the child is in a foster placement.
    - Has legal documentation to establish guardianship of the child such as:
      - Placement from Child Protective Services (CPS) or Indian Child Welfare (ICW), sometimes with a grant from the DCYF.
      - A court ordered non-parental custody agreement
      - A relative that is a licensed foster care provider for the child
  - Kinship Care:
    - A relative (aunt, uncle, grandparent, etc.) or another adult is caring for a child in place of a parent.
    - There may not be official documentation, but a relative or other adult is acting as a guardian for the child.
    - These families are usually not involved in CPS or ICW and may or may not have an agreement between parties that is legally binding.
Public Assistance – Families are receiving these types of income:
  - SSI for disability
  - TANF including Child-only TANF, WorkFirst, Working Connections Child Care Subsidy (applies to HS Full Day Full Year and EHS CCP only), “Non-Needy Relative,” “In Loco Parentis,” or “Legal Guardianship” grants
    - **Note:** Working Connections Child Care helps families with low incomes pay for child care while they work or meet WorkFirst participation requirements. When a family qualifies for child care subsidy benefits and chooses an eligible provider, the State pays a portion of the cost of child care. The parent is also responsible to pay a copayment to the provider each month. To be eligible for Working Connections, families must be at or below 200% FPL.

Over Income 101-130% FPL – PSESD Early Learning may fill funded slots with Over Income children up to 10%, as determined by the Office of Head Start. See EL-5. How to Calculate Income and EL-6. Income Exceptions to determine income and FPL.

Not Eligible with over 300% FPL – If the family does not have a change in current month income, the family is not eligible for HS/EHS. Inform the family and provide resources for other child care/preschool options that best meet their needs.

A child can be eligible for ECEAP in the following ways, as shown in the EVF:

<table>
<thead>
<tr>
<th>Eligible:</th>
<th>☐Income – up to 110% FPL  ☐111% FPL and above with active IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>WORKING DAY MUST ALSO MEET ONE OF THE FOLLOWING:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Single parent families</strong></td>
</tr>
<tr>
<td></td>
<td>☐Parent is employed</td>
</tr>
<tr>
<td></td>
<td>☐Parent is in formal training program</td>
</tr>
<tr>
<td></td>
<td>☐Family approved for CPS child care</td>
</tr>
<tr>
<td></td>
<td>☐Parents is in WorkFirst activities</td>
</tr>
<tr>
<td></td>
<td>☐Combo of the above for minimum of 25 hrs/week</td>
</tr>
<tr>
<td></td>
<td><strong>Two-parent families</strong></td>
</tr>
<tr>
<td></td>
<td>☐Both parents employed</td>
</tr>
<tr>
<td></td>
<td>☐Both parents in formal training program</td>
</tr>
<tr>
<td></td>
<td>☐Family approved for CPS child care</td>
</tr>
<tr>
<td></td>
<td>☐Both parents in WorkFirst activities</td>
</tr>
<tr>
<td></td>
<td>☐Combo of the above for minimum of 55 hrs/week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Over Income:</th>
<th>☐111 to 300% FPL, no or inactive IEP</th>
</tr>
</thead>
</table>

| Not Eligible – Over 300% FPL | |

- **Income** – See EL-5. How to Calculate Income and EL-6. Income Exceptions
- **111% and above FPL with active IEP** – If a child has a current or active IEP, they are eligible regardless of FPL and will not count as Over Income. **12 months income must still be collected, verified, and documented.**
- **111 to 300% FPL, no or inactive IEP** – PSESD Early Learning may fill funded slots up to 10%, as determined by DCYF, with Over Income children who do not have an IEP or had an active IEP, but not currently. See EL-5. How to Calculate Income and EL-6. Income Exceptions to determine income FPL.
- **Not Eligible with over 300% FPL** – If the family does not have a change in current month income, the family is not eligible for ECEAP. Inform the family and provide resources for other child care/preschool options that best meet their needs.
**EL-8. Selection Points**

These selection points were approved by Policy Council on March 19, 2019 and the PSESD Board of Directors on March 20, 2019.

See the *Selection Points Chart* or *Selection Points Chart – Expectant Mother* for guidance on pointing and refer to *EL-3. Application Review* as needed.

<table>
<thead>
<tr>
<th>CHILD WELFARE SYSTEM OR HOMELESS</th>
<th>PSESD PTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster care</td>
<td></td>
</tr>
<tr>
<td>Kinship care (with a relative or suitable other, with or without grant)</td>
<td></td>
</tr>
<tr>
<td>Adopted after foster or kinship care</td>
<td>100</td>
</tr>
<tr>
<td>Child Protective Services (CPS), Family Assessment Response (FAR), or Indian Child Welfare (ICW)</td>
<td></td>
</tr>
<tr>
<td>Homeless per McKinney-Vento Act (lacks fixed, regular, and adequate nighttime residence)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INCOME</th>
<th>PSESD PTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 50% of FPL</td>
<td>95</td>
</tr>
<tr>
<td>51-80% FPL</td>
<td>90</td>
</tr>
<tr>
<td>81-100% FPL</td>
<td>85</td>
</tr>
<tr>
<td>101%-110% FPL</td>
<td>85</td>
</tr>
<tr>
<td>111-130% FPL</td>
<td>50</td>
</tr>
<tr>
<td>131-185% FPL</td>
<td>35</td>
</tr>
<tr>
<td>186-200% FPL</td>
<td>20</td>
</tr>
<tr>
<td>201-250% FPL</td>
<td>15</td>
</tr>
<tr>
<td>251-300% FPL</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>PSESD PTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years old by August 31</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EHS Only:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 months</td>
<td>5</td>
</tr>
<tr>
<td>7-12 months</td>
<td>4</td>
</tr>
<tr>
<td>13-18 months</td>
<td>3</td>
</tr>
<tr>
<td>19-24 months</td>
<td>2</td>
</tr>
<tr>
<td>25-30 months</td>
<td>1</td>
</tr>
<tr>
<td>31-35 months</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectant Mother Only:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15 years or under</td>
<td>6</td>
</tr>
<tr>
<td>16-19 years</td>
<td>4</td>
</tr>
<tr>
<td>20+ years (has been a teen parent)</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSITIONS</th>
<th>PSESD PTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitioning from HS/EHS/ECEAP Program within King or Pierce County</td>
<td>1000</td>
</tr>
<tr>
<td>Transitioning from HS/EHS/ECEAP Program from another WA County (not King and Pierce)</td>
<td>1000</td>
</tr>
<tr>
<td>Previously enrolled in PSESD HS/EHS/ECEAP Program within 120 days</td>
<td>1000</td>
</tr>
<tr>
<td>Previously enrolled in Part C ESIT Early Intervention or Birth to Three program (current or past year)</td>
<td>3</td>
</tr>
<tr>
<td>Community child or sibling of enrolled child in current program year (including child of expectant mother)</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH-BASED RISK FACTORS</th>
<th>PSESD PTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity Gap</td>
<td>8</td>
</tr>
<tr>
<td>Requires an interpreter</td>
<td>3</td>
</tr>
<tr>
<td>Deployed to a combat zone</td>
<td>3</td>
</tr>
<tr>
<td>Veteran</td>
<td>3</td>
</tr>
<tr>
<td>Incarcerated parent</td>
<td>4</td>
</tr>
<tr>
<td>Migrant worker</td>
<td>1</td>
</tr>
<tr>
<td>Disabled parent</td>
<td>3</td>
</tr>
<tr>
<td>Death of family member living in the household</td>
<td>2</td>
</tr>
<tr>
<td>Parent - Health Concern</td>
<td>3</td>
</tr>
</tbody>
</table>
## RESEARCH-BASED RISK FACTORS

<table>
<thead>
<tr>
<th>Risk Factor</th>
<th>PSESD PTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent - Learning Difficulties</td>
<td>2</td>
</tr>
<tr>
<td>Concerns with housing</td>
<td>2</td>
</tr>
<tr>
<td>Getting/Keeping a job</td>
<td>2</td>
</tr>
<tr>
<td>Legal Concerns</td>
<td>2</td>
</tr>
<tr>
<td>Recent immigrant/refugee</td>
<td>8</td>
</tr>
<tr>
<td>Homeless in past 12 months</td>
<td>3</td>
</tr>
<tr>
<td>CPS in past (includes past foster care)</td>
<td>3</td>
</tr>
<tr>
<td>Household domestic violence</td>
<td>4</td>
</tr>
<tr>
<td>Household substance abuse</td>
<td>3</td>
</tr>
<tr>
<td>Household mental illness</td>
<td>3</td>
</tr>
<tr>
<td>Complete or nearly complete social isolation</td>
<td>2</td>
</tr>
<tr>
<td>Single parent - 1 child</td>
<td>3</td>
</tr>
<tr>
<td>Single parent - more than 1 child</td>
<td>3</td>
</tr>
<tr>
<td>Agency/case worker referral</td>
<td>1</td>
</tr>
</tbody>
</table>

### Early Learning Application Only:

<table>
<thead>
<tr>
<th>Risk Factor</th>
<th>PSESD PTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited English language</td>
<td>4</td>
</tr>
<tr>
<td>Expelled from early learning program due to behavior</td>
<td>4</td>
</tr>
<tr>
<td>IEP - not speech/language only, no other Birth-3 or Special Ed preschool option available</td>
<td>4</td>
</tr>
<tr>
<td>IEP - not speech/language only, Birth-3 or Special Ed preschool option is available</td>
<td>2</td>
</tr>
<tr>
<td>IEP - speech/language only</td>
<td>2</td>
</tr>
<tr>
<td>Suspected developmental delay or disability, no IEP (per parent or staff)</td>
<td>1</td>
</tr>
<tr>
<td>Low birth weight (&lt;5.5 lbs./5 lbs. 8 oz)</td>
<td>1</td>
</tr>
<tr>
<td>Chronic health condition (diabetes, asthma, seizures, etc.)</td>
<td>3</td>
</tr>
<tr>
<td>More than one chronic health condition (diabetes, asthma, seizures, etc.)</td>
<td>3</td>
</tr>
<tr>
<td>Drug/Alcohol affected</td>
<td>8</td>
</tr>
<tr>
<td>No medical insurance</td>
<td>1</td>
</tr>
<tr>
<td>No medical clinic</td>
<td>1</td>
</tr>
<tr>
<td>No dental insurance</td>
<td>1</td>
</tr>
<tr>
<td>No dental clinic</td>
<td>1</td>
</tr>
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### Expectant Mother Application Only:

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SELECTION

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S-1. Selection at a Glance

Only families who have completed all steps of EL-1, Eligibility Process at a Glance may be selected. Once the eligibility process is complete, you are ready for selection. You must:

- Develop a formal, systematic, and equitable Recruitment and Selection Plan annually to make sure your program is selecting families who are eligible, are within our Priority Populations, and are most in need of services. These children/families generally are offered an enrollment opportunity first (See S-5. Filling Slots for more information).

- Prioritize families using the approved PSESD selection points and criteria, which determine children and families most in need of services.

- Add children to your waitlist and nurture your waitlist throughout the program year.

- Select and fill vacant slots throughout the program year.

S-2. Adding to a Waitlist

Upload the application, EVF, AND Selection Points Chart or the Selection Points Chart – Expectant Mother (for prenatal apps), to the ChildPlus Application Module.

- Complete the Prescreen only for each child in ELMS. The last page of the Prescreen is where you add a child to a waitlist. The remaining ELMS application does not have to be completed for a child to be added to a waitlist.

- Once an application is completed in ELMS, it becomes “locked” and cannot be updated if the family’s circumstances change.

- Review the ELMS Eligibility and Enrollment Manual or contact ELMS for technical assistance (ELMS@dcyf.wa.gov).
S-3. Master Waitlist Drawer

A centralized filing system is needed to keep all applications in one location. Applications in the file drawer should be kept in order of the highest total selection points (i.e. an application with 170 total points will be in front of an application with 168 total points).

File drawers should include the following tabs:

- 1000+ points
- 200+ points
- 150+ points
- 100+ points
- 80+ points
- 65+ points
- Moved out of area
- No longer interested
- Too young (HS/ECEAP only)
- Eligibility Status = Not Eligible (300% FPL and above)

Always keep sensitive information locked and secure. Files must be accessible to PSESD staff during monitoring and file review.

- Your Waitlist Drawer must match your waitlist report. Over Income applications must also be filed in the drawer in the order of the highest points. If a family is next on the waitlist to be selected for a vacant slot and is Over Income, see S-5. Filling Slots.
- For children who are too young (not age-eligible) for Head Start or ECEAP, connect the family to Early Head Start or other Early Learning programs in your area.
- Routinely review applications and contact families in your “Eligibility Status = Not Eligible” tab to check on current circumstances and interest in the program. Document conversations in the Family Contact Log. If family circumstances have changed, reverify eligibility and complete a new EVF. Review EL-1. Eligibility Process at a Glance as needed.

S-4. Nurturing Your Waitlist

Strong recruitment efforts and plans generate more applications than funded slots, which then create an active and up-to-date waitlist. To nurture your waitlist, conduct ongoing recruitment throughout the year and routinely contact families (including “Not Eligible” families and expectant mothers with upcoming due dates) waiting for an opening at your center/site. Ask the family if any of the information on their application has changed and document the conversation in the Family Contact Log.

A new Federal Poverty Guideline chart with updated income levels is effective at the end of January each calendar year. You will be notified by PSESD when the change occurs, and a new chart will be published on ELWA. Income levels are updated in ELMS and ChildPlus, and these databases will automatically recalculate FPL for children on your waitlists, as well as all families entered in ELMS/ChildPlus in the future. Processed applications do not need to be re-pointed after this change is made. However, crosscheck your waitlist with your Master Waitlist Drawer to make sure that the priority order of families is still valid.
S-5. Filling Slots

If re-enrolling returning children, jump to EN-6. Transitions.

A steady flow of processed applications in your waitlist prevents “first come, first served” and meets the ECEAP and Head Start Performance Standards. Centers/sites are required to have a system in place to monitor vacancies, including how many days a slot has remained vacant. You may create your own system or use either the Selection Worksheet or the Selection Spreadsheet. The system/tool used must be documented on your Recruitment and Selection Plan.

Follow these guidelines when filling slots:

1. First select children in order of the highest total selection points.

   - Transition (1000 selection points): Transitioning from HS/EHS/ECEAP Program within King or Pierce County – “HS/EHS/ECEAP at this center.”
   - A minimum of 100 total selection points

   This includes children with an “Eligible” Eligibility Status AND children with an “Over Income” Eligibility Status* who have at least one of these selection criteria:

   - Transition (1000 selection points): Transitioning from HS/EHS/ECEAP Program within King or Pierce County – “HS/EHS/ECEAP at this center.”
   - A minimum of 100 total selection points

   This includes children with an “Eligible” Eligibility Status AND children with an “Over Income” Eligibility Status* who have at least one of these selection criteria:

   - Transition (1000 selection points): Transitioning from HS/EHS/ECEAP Program within King or Pierce County – “HS/EHS/ECEAP at this center” with an FPL over 110% OR an FPL over 130% with a DCYF risk factor.

   For children transitioning from EHS/ESIT, please reach out to ERSEA@psesd.org.

   - Child Welfare System (100 selection points):
     - Foster care
     - Kinship care – with a relative or suitable other, with or without grant
     - Adopted after foster or kinship care
     - CPS, FAR, or ICW
   - Homeless (100 selection points): Meets McKinney-Vento definition of homeless
   - A minimum of 100 total selection points with a DCYF risk factor.

2. If the next child on your waitlist is Over Income* WITHOUT the selection criteria in #1 AND:

   - There are other Eligible or Over Income children with the selection criteria in #1 on your waitlist, hold on selecting that Over Income child and continue with the next child; OR

   - There are no Eligible or Over Income children with the selection criteria in #1 on your waitlist and you are selecting:
     - For the new program year in the summer (School Year programs): Stop selection and continue ongoing intentional recruitment from your Recruitment and Selection Plan. Do not select Over Income families without selection criteria in #1 prior to 30 days before the first day of class.
     - During the program year: Select child and submit a PSESD Over Income Request.

*Submit a PSESD Over Income Request. The request must be approved by PSESD. Do not offer enrollment for that slot until approved. Refer to the “Over Income” section. You may continue filling any other open slots.
• The goal for centers/sites is to be full by the first day of class. Each class must have full attendance within 30 days from the first day.

• A vacant slot must be filled within 30 calendar days (including weekends and holidays) from the last day a child attended. For example, if a family states that the child will no longer attend starting on March 15, 2018, but the actual last day that the child attended is February 28, 2018, you must count 30 calendar days from February 28.

• The ELMS Eligibility and Enrollment Manual provides instructions for how to select and enroll in ELMS. It is highly recommended that this manual is printed and filed for reference. You may also view the Waiting List and Enrollment video.

• Beginning of Program Year: If a child does not attend the first day of class, refer to the “Attendance Follow Up” section of the Family Engagement Procedure. For loss of contact, the slot must be filled within 30 calendar days from the first day of class.

• End of Program Year (Part Day and School Day): It is optional to fill a vacancy when the day a child exits is within the final 60 calendar days of the program year. You may continue to fill vacancies during the final 60 calendar days if there are children/families that would benefit from services.

• Each class is required to have full enrollment on the first day of class.

• A vacant slot must be filled within 30 calendar days (including weekends and holidays) from the child’s “Dropped” date. For example, if a family states that the child will no longer attend starting on March 15, 2018 and the child is “Dropped” in ChildPlus on March 16, 2018, you must count 30 calendar days from March 16.

• When there are open or vacant slots, run the ChildPlus “2025 Report”. Families that have the highest total selection points are offered the slot(s). If the family accepts the enrollment opportunity, proceed with scheduling the enrollment visit at an agreed upon time and location with the family.

• If the family is no longer interested, you must enter the “Abandoned Date” in ChildPlus.

• If the family is still interested but cannot accept the enrollment opportunity at the time, you must note the reason on the Family Contact Log. Enter the “Waitlisted Date” and the reason in ChildPlus.

• Beginning of Program Year: If a child does not attend the first day of class, refer to the “Attendance Follow Up” section of the Family Engagement Procedure. For loss of contact, the slot must be filled as soon as possible.

• Part Day and Full Day-Part Year: It is optional to fill a vacancy when the day a child drops is within the final 30 calendar days of the program year. You may continue to fill vacancies during the final 30 calendar days if there are children/families that would benefit from services.

• If two or more families have the same number of total selection points, first select the family with the lowest % FPL. If the % FPL is also the same, select the family with the earliest date of application.

• If a trend of not filling slots within 30 calendar days emerges at a center/site, your Family Engagement Coach or ERSEA Coordinator will reach out with selection resources and tools.

• Before any scheduled program breaks (i.e. winter holidays), it is highly recommended that you review all absences to prepare for any slots that may need to be filled.
After selecting a child for a slot, contact the family for enrollment:

- **Family accepts enrollment opportunity**
  - Proceed with scheduling enrollment visit at an agreed upon location with the family.

- **Family declines enrollment opportunity**
  - Ask if the family would like to remain on the waitlist and document their reason for denying the enrollment opportunity in the Family Contact Log.
  - If the family wishes to be removed from the waitlist, click "Abandon" in ChildPlus/follow the prompts in ELMS.

- **Family is unavailable.**
  - Staff should attempt to connect with the family at 3 different times.
  - Document all attempts to contact the family on the Family Contact Log.

### Over Income

PSESD Early Learning may fill funded slots with Over Income (OI) children up to 10%, determined by the Office of Head Start (OHS) and DCYF.

**When selecting a child with an “Over Income” Eligibility Status, complete a PSESD Over Income Request and submit to ERSEA@psesd.org for approval.** Each request must include detailed justification about the family’s circumstances that should be considered to grant OI enrollment. **Do not write the family's risk factors**, as these will already be reflected in the family's Selection Points Chart or Selection Points Chart – Expectant Mother.

After submitting the OI request, the ERSEA Coordinator will review for completion. If the form is not complete, it will be returned via email and you must resubmit to ERSEA@psesd.org. **Because there is no guarantee that the OI request will be approved, you must not offer the vacant slot to the selected OI family.** If the OI request is approved, the ERSEA Coordinator will notify you and your FE Coach. Keep the PSESD Over Income Request in the family file.

⚠️ If the Over Income limits set by OHS and/or DCYF are reached program wide, PSESD will notify you of updates to this procedure.
ENROLLMENT

Performance Standards

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<thead>
<tr>
<th>HS</th>
<th>EHS</th>
<th>EHS-HB</th>
<th>ECEAP</th>
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EN-1. Enrollment Requirements

- Enrollment will not be denied based on disability, chronic health condition, or special need(s).
- At least 10% of funded slots will be filled with children who qualify for Individuals with Disabilities Education Act (IDEA).
- The number of available enrollment slots not anticipated to be filled with returning students will be determined no later than May 1st for the following program year.
- Document every effort made to schedule or reschedule the enrollment visit on the Family Contact Log (all programs). Enrollment documents must not be sent home with families.
- Prepare for all enrollment visits (See EN-2. Preparing for Enrollment Visits).
- Enrollment visits must occur in person.
- Document the enrollment visit activities in the Family Contact Log (HS/EHS) or ELMS (ECEAP).
- Complete all required enrollment documents and enroll the family in ELMS/ChildPlus before their expected first day.

EN-2. Preparing for Enrollment Visits

Once a family has accepted the enrollment opportunity, an enrollment visit must be scheduled. This is an opportunity to engage in and continue building a partnership with families.

An enrollment visit consists of two parts: Health/Nutrition and Family Engagement. The enrollment visit must be:

1. In-person with the parent/guardian or the person who has authority to enroll.
2. In a location agreed upon with the family.
3. Scheduled based on individual family needs. Document every effort made to schedule or reschedule the visit in the Family Contact Log.
4. Planned with individualized content for each family.

Make sure the family signs and dates their application, if they haven’t already.
To better meet the needs of families with children in multiple programs, make efforts to combine enrollment visits, whenever possible.

Home Visitors are expected to complete enrollment, including program orientation, with the family during the first 1-2 visits. Home Visitors use Family Connections – EHS Home-Based and the Family Contact Log to document these visits with families. Vision, hearing, developmental (ASQ-3) and behavioral (ASQ:SE-2) screenings are also completed with the child and family during the first two home visits. Program curriculum is introduced by the third home visit.

Make sure the family signs and dates their application, if they haven’t already.

The forms in the tables below are required per program model and will be monitored for completion by PSESD. Many forms have their own procedures for how to complete. Review and prepare forms before each enrollment visit.

<table>
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<th>Health/Nutrition</th>
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## Health/Nutrition

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## Family Engagement

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EN-3. Enrollment Visit – Health/Nutrition

Gather all health information from the appropriate forms listed in the Health/Nutrition Enrollment Flowchart (Parts 1 and 2) below. Click on the flowchart to view a larger size.
PART 2

 Orient family to PIESD Health Services and continue enrollment.


 NO

 Have families obtained and turned in exam results?

 YES

 Document and continue to enroll child. Follow up to support family to keep on schedule for exams.

 NO

 Work with family to obtain results or get HIPAA release signed.

 Note in child’s file and follow up with family during the year as needed.

 Make a plan with the family to get immunizations for child. Use https://cvs.com/ (includes children who meet McKinney-Vento definition of homeless.)

 If information is not available at enrollment, enter it as soon as possible.

 Continue to enroll child and follow up to support family to keep on schedule for exams.

 In ELMS:
  - Enter the CHP’s date if applicable, the health condition, and any medications.
  - Enter dental and medical information, exam dates, and follow up treatment if needed.
  - If information is not available at enrollment, enter in ELMS as soon as possible.

 In ChildPlus:
  - Upload:
    - Emergency Treatment and Parent/Guardian Consent Form
    - CIS – keep current
    - Dental exam – keep current
    - Medication label (for PLTs only)
  - Upload and add event:
    - Health history
    - CHP’s (PLTs and NPLTs)
    - Well child exams
  - If information is not available at enrollment, upload/enter events as soon as possible.

 Enrollment is complete ONLY when all information is documented as required.

 ECEAP

 EHS

 EHS-HB

 HS
At the enrollment appointment, review the health status of the child with the family, based on all the information available on the forms. Decide together if a Child Health Plan (CHP) must be put in place (see Child Health Plans Procedure) and document the accommodations that are needed for the child to be safe in the program. A CHP must be completed for any child who requires accommodation for special health or nutrition needs.

Determine if the child has access to health coverage, has a medical/dental home, and is on a schedule for well-child and dental exams, then follow up throughout the program year, as needed. All the forms needed are listed in EN-2. Preparing for Enrollment Visits.

Certificate of Immunization (CIS)

Children must meet WA State Immunization Law requirements. See the Department of Health Immunization Manual. Families can access their child’s CIS through the Washington State Immunization System at https://myir.net/. Make sure the CIS is filled out completely. Continue to work with families whose child’s status is “Conditional” to make sure that the child stays on schedule with needed immunizations. Refer to the Susceptible List Procedure for children who are exempt, conditional, or non-compliant with immunizations.

If not already completed during the eligibility process, update section #4 on the EVF and update in ELMS.

Upload the CIS to ChildPlus annually, and whenever updates occur.

Health Histories

Prior to the child’s participation in your Early Learning program, complete the appropriate Health History form with the family. See the Health History Tool (1-5 years) or (0-12 months) for guidance.

All health information is confidential. Written permission must be obtained before sharing with anyone. Health records must always be kept secure and shredded when no longer needed.
EN-4. Enrollment Visit – Family Engagement

Family engagement begins when a family first contacts your program (as early as recruitment) and deepens throughout the time of their involvement.

The enrollment visit itself is not counted as one of the required home visits per year. However, a separate 30-minute family engagement portion can be added to the enrollment visit that you can count as an official Home Visit.

1. **Review** [Starting the New Year in ELMS](#) to make sure your site has completed the necessary steps.

2. **Documentation in ELMS** begins every July 1st of the new program year. While you may enroll families for the new program year before July 1st, minutes you spend on the family engagement portion of enrollment will not be counted as a formal family support visit in ELMS.

3. **After July 1st**, a family’s first home visit may take place during the enrollment visit in a location agreed upon with the family, if family engagement is at least 30 minutes.

   EXAMPLE 1: The Doe Family has an enrollment visit on July 2nd at 10:00 am and their first home visit is at 11:00 for a minimum of 30 minutes. Both visits are scheduled to occur at the site.

   EXAMPLE 2: The Doe Family completed their enrollment visit on April 27 for the 2018-2019 program year. While at the Enrollment visit, the Doe Family also scheduled their first home visit on July 2nd in their home.

Make sure to do the following:

1. Orient the family to the program, including PSESD Early Learning policies and procedures, and schedules, routines, and systems that your center/site has in place.

2. Get to know the family using Family Connections.

3. Discuss the parent/guardian's role as their child's first and most important teacher. Share the “Family Engagement Opportunities” web (from the Family Engagement Procedure) to help families see how they can be involved in their child's learning and development, and how they can have learning experiences of their own. Encourage families to find the program opportunities that are the best fit for their interests, cultural traditions, goals, and time availability. Discuss school readiness and transition to Kindergarten or EHS transition to Preschool.

4. Learn about family strengths, interests, needs, and goals. Use additional information in the Family Engagement Procedure to guide your conversation.

5. Introduce the goal setting process that will happen in the future. If the family is currently working on a goal with another program, collaborate with them on setting the same or similar goal on the Family Strengths and Goal Planning Form.

6. Connect families with relevant community resources and referrals as needed.

7. Discuss attendance expectations and the importance of attendance. See Family Engagement Procedure for more information on attendance.

8. Discuss the importance of safe arrival and departure and keeping the Emergency Treatment and Consent Form up to date.
EN-5. Before Starting Class/Home Visits

After the enrollment visit is complete, Family Support enters the "Accepted Date" and classroom for the child/expectant mom in ChildPlus.

Email Data Technician (flyons@psesd.org) within 2 business days with:
- Child/expectant mom ID#
- Classroom ID
- Date to enroll
Data Technician verifies the "Accepted Date", classroom assignment, and program year.

YES

CORRECT?

NO

Data Technician will follow up with staff to make corrections.

Data Technician notifies Family Support that enrollment in ChildPlus is complete and reviews attendance sheet.

Child/expectant mother may now begin class/home visits.

• PSESD will not backdate enrollments. Make sure the above process is followed.
• If a family has completed enrollment but is unable to attend on their expected start date, inform the Data Technician (flyons@psesd.org) with Child/expectant mom ID to drop the family. The child/family will be marked as "No Show" in ChildPlus and will not be included in PIR data collection or reporting.
• For questions on enrolling in ChildPlus, contact the Data Technician (flyons@psesd.org). Also see the ChildPlus Resource Page for additional ChildPlus support.

• A child is not considered enrolled in ELMS until an “Actual Start Date” is entered. This means the first day that the child attended class in person, which may differ from the “Expected Start Date.”
• The “Actual Start Date” must be entered in ELMS within five business days either in “Bulk Updates” or the class “Monthly Report” page.
• For questions on enrolling in ELMS, contact the Data Technician (sgettmann@psesd.org). Also see the ELMS Eligibility and Enrollment Manual for additional ELMS support.
EN-6. Transitions

There are many types of transitions, including transfers and classroom changes. Click the links below for more information on each.

- **Return to Next Program Year Same Program Model**
  - Follow "Transfer: Classroom Change – Different Program Model" if returning to different program model
- **Transfer: Classroom Change – Same Program Model**
- **Transfer: Classroom Change – Different Program Model**
- **Break in Service/Previously Enrolled**
- **Transition to Preschool**
- **Transition to Kindergarten**
- **Transfer: Leaving PSESD Early Learning**
- **Transfer: Applying to PSESD Early Learning**

### Return to Next Program Year Same Program Model

1. Complete the *Returning Child Application*.
2. **Upload the *Returning Child Application* to the ChildPlus Application Module** as soon as possible.
3. Update forms as necessary as part of your Re-enrollment Visit (see “Re-Enrollment Forms” table on next page).

### EHS-HB Expectant Mothers

1. Check “Returning” in the Staff Only box of the *Expectant Mother Application*
2. **Upload the application to the ChildPlus Application Module** as soon as possible.
3. Update forms as necessary as part of your Re-enrollment Visit (see “Re-Enrollment Forms” table on next page).

- It is not necessary to re-verify income for children who were enrolled the previous year, are returning to the same program, and are still age eligible.

- **Part Year/School Year**: Begin with re-enrolling currently enrolled children. Complete the *Over Income Returners Spreadsheet* for all returning children with an "Over Income" Eligibility Status.
Return to Next Program Year Same Program Model

<table>
<thead>
<tr>
<th>Document</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Treatment and Consent Form</td>
<td>New form required</td>
</tr>
<tr>
<td>Certificate of Immunization Status (CIS)</td>
<td>Update as needed</td>
</tr>
<tr>
<td>Health History (1-5 years) OR Health History (0-12 months)</td>
<td>Review and Re-Sign</td>
</tr>
<tr>
<td>New form required for 3rd year</td>
<td></td>
</tr>
<tr>
<td>Food Introduction Record - EHS</td>
<td>Update as needed</td>
</tr>
<tr>
<td>Authorization to Release and Exchange Confidential Health Information</td>
<td>New form as needed</td>
</tr>
<tr>
<td>Child Supplemental Food Plan</td>
<td>New form as needed</td>
</tr>
<tr>
<td>All Child Health Plans</td>
<td>New form as needed</td>
</tr>
<tr>
<td>Declining Early Learning Health Services</td>
<td>New form as needed</td>
</tr>
<tr>
<td>Family Connections OR Family Connections – EHS Home-Based</td>
<td>Update as needed</td>
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</tbody>
</table>

Re-Enrollment Forms for Expectant Mother

<table>
<thead>
<tr>
<th>Document</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>Emergency Treatment and Consent Form</td>
<td>New form required</td>
</tr>
<tr>
<td>Pregnancy Health History</td>
<td>Review and Re-Sign</td>
</tr>
<tr>
<td>Authorization to Release and Exchange Confidential Health Information</td>
<td>New form as needed</td>
</tr>
<tr>
<td>Family Connections – EHS Home-Based</td>
<td>Update as needed</td>
</tr>
</tbody>
</table>

Refer to the Required 45-Day Screenings Procedure for required screenings.

Transfer: Classroom Change – Same Program Model

1. **Sending FSS/FA** will complete a *Notice of Intent to Transition* form in partnership with the family and document ongoing efforts. Make a copy for the **Receiving FSS/FA** and archive the original.

2. **Sending FSS/FA** will connect with **Receiving FSS/FA** to determine if/when a slot is open.

3. Once a slot opens, **Receiving FSS/FA** will follow their center’s *Recruitment and Selection Plan* to ensure an equitable transition.

4. **Both Sending and Receiving staff** will work together with the family to schedule a time to observe the child’s new classroom and meet new teaching staff.

5. When the child is ready to transition to the new classroom, **both Sending and Receiving staff** will connect to discuss the family (e.g., phone call, complete Interdisciplinary Staffings with the new teaching staff, etc.). **Sending FSS/FA** will give copies of the entire family file to the **Receiving FSS/FA** and keep the originals. **Receiving FSS/FA must verify that all eligibility documents are in the family file.** File the *Notice of Intent to Transition* form. See the Confidentiality Procedure for more information.

6. Notify PSESD with Child/Expectant Mom ID#, classroom ID, and date to enroll (ChildPlus)/expected start date (ELMS).

<table>
<thead>
<tr>
<th>HS</th>
<th>EHS</th>
<th>EHS-HB</th>
<th>ECEAP</th>
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Tiffany Lyons: 425-917-7824; tlyons@psesd.org
Sue Gettmann: 425-917-7887; sgettmann@psesd.org
Transfer: Classroom Change – Different Program Model

1. **Sending FSS/FA** will complete a *Notice of Intent to Transition* form in partnership with the family. Make a copy for the **Receiving FSS/FA** and archive the original.

2. **Sending FSS/FA** will connect with **Receiving FSS/FA** to determine if/when a slot is open. Follow eligibility procedures to waitlist the child. Refer to **EL-1. Eligibility Process at a Glance**. **Support the family to complete a new Early Learning Application and to obtain eligibility documentation.** If the transition is within the same program year, continue to use the same eligibility documentation.

3. Once a slot opens, **Receiving FSS/FA** will follow their center’s Annual Selection Plan to ensure equitable transition.

4. **Both Sending and Receiving staff** will work together with the family to schedule a time to observe the child’s new classroom and meet new teaching staff.

7. When the child is ready to transition to the new classroom, **both Sending and Receiving staff** will connect to discuss the family (e.g. phone call, complete Interdisciplinary Staffings with the new teaching staff, etc.). **Sending FSS/FA** will give copies of the entire family file to the **Receiving FSS/FA** and keep the originals. **Receiving FSS/FA must verify that all eligibility documents are in the family file.** File the *Notice of Intent to Transition* form. See the **Confidentiality Procedure** for more information.

5. Notify PSESD with Child/Expectant Mom ID#, classroom ID, and date to enroll (ChildPlus)/expected start date (ELMS).

6. **Receiving FSS/FA** will complete/review enrollment documents prior to child beginning class.

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Break in Service/Previously Enrolled

A family is considered as having a break in service when, after withdrawing, they reapply in the same program year, for the same program. Children who had a break in service must have attended at least one class session and families in EHS-HB must have had one home visit. If a family withdraws from the program at any time during the program year, they have the option to be “Waitlisted” or “Dropped”/ “Exited.” **Families will be given 1000 selection points if they return within 120 calendar days of the waitlisted/dropped/exited date.** Refer to **S-4. Nurturing Your Waitlist** and **EN-8. Exit/Drop**.

If the child returns to a different program model within 120 calendar days, follow the steps for **Transfer: Classroom Change – Different Program Model** and add 1000 selection points. If the child returns to the same program model in the same program year follow these steps:

<table>
<thead>
<tr>
<th>HS</th>
<th>EHS</th>
<th>EHS-HB</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Family has been “Dropped” in ChildPlus and returns</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Family must complete a <em>Returning Child Application</em></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Do not reverify eligibility. Use the previous EVF and supporting documents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Add 1000 selection points if within 120 calendar days.</td>
<td></td>
<td></td>
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<tr>
<td>• <strong>Upload to the ChildPlus Application Module as soon as possible.</strong></td>
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</tr>
<tr>
<td>• Follow your Recruitment and Selection Plan and <strong>S-5. Filling Slots.</strong></td>
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</table>

| **Family has been “Exited” in ELMS and returns** |
| • Family must complete a *Returning Child Application* |
| • Do not reverify eligibility. Use the previous EVF and supporting documents |
| • Add 1000 selection points if within 120 calendar days; then add family to ELMS waitlist. |
| • Follow your Recruitment and Selection Plan and **S-5. Filling Slots.** |
| • Contact **ELMS@dcyfw.wa.gov** with Child ID if family is selected to re-enroll. |

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Tiffany Lyons: 425-917-7824; tlyons@psesd.org
Sue Gettmann: 425-917-7887; sgettmann@psesd.org
Transition (all EHS models and ESIT) to Preschool

Three-year-old children from these birth to three programs may transition to PSESD preschool programs on their 3rd birthday with new eligibility verification:

- Early Head Start programs, all models → PSESD Head Start or ECEAP
- Washington State Early Support for Infants and Toddlers (ESIT) → PSESD ECEAP only

Before beginning the transition process below, please reach out to ERSEA@pssed.org.

Follow these steps:

1. Determine if the child will transition into a classroom within their current center or at a different center.
2. Follow the applicable Transition steps (Transfer: Classroom Change – Same Program Model, Transfer: Classroom Change – Different Program Model, or Transfer: Leaving or Applying). Refer to the Transitions section in the ERSEA Forms Index.
3. Receiving staff may complete the application review and eligibility verification and add the child to the waitlist up to 6 months before the child’s 3rd birthday.
4. Receiving staff may select the child according to their Recruitment and Selection Plan and within 30 calendar days of the child’s 3rd birthday. The child may start class on or after their 3rd birthday. If their birthday is after 30 calendar days, keep the child on the waitlist and select a child that is age eligible.
   - **Example 1:** There is an opening on October 1. The next child on the waitlist is transitioning from EHS and turns 3 years old on October 15. This child is eligible to start class on October 15 or after and can be selected for enrollment. This meets compliance with filling an open slot within 30 calendar days.
   - **Example 2:** There is an opening on October 1. The next child on the waitlist is transitioning from EHS and turns 3 years old on November 5. This child is not age-eligible to start class within 30 calendar days. This child must remain on the waitlist and the next child can be selected for enrollment. This ensures compliance is met with filling an open slot within 30 calendar days.

   - If the transition will occur for programs housed at the same center, make sure, whenever possible, that the child receives EHS services until enrolled in the new classroom, provided that the child is still age eligible.

   - If there is no opening at the new classroom/program, the child may remain in the existing EHS slot until an opening occurs, up to August 31 of the current program year if the child has already had a 3rd birthday.
     - If the family is interested, share other community options. Examples include library programs, play and learn groups, co-ops, parks and recreation departments, community activities and events, etc.
     - If a child has an IEP and gets into a developmental preschool, the child may stay enrolled in EHS until the end of the program year, if the family chooses.
     - Due to child care licensing requirements, some EHS programs will not allow a child to remain in their slot after their 3rd birthday. This may be reflected in the Transition Action Plan. Connect with your FE Coach for more guidance.
**Transition to Kindergarten**

You must support families in children’s transition to Kindergarten. This may include:

1. Conducting transition committee meetings to share information about programs and districts, transition strategies, and community resources.

2. Creating and completing your own transition plan form. Include the following:
   - Name of staff, families, and local school district staff on planning committee
   - Transition activities and timelines
   - Information that will be provided to families and/or school
   - Training information, if applicable
   - Plan for evaluating transition activities

Begin transition conversations at least six months before the child begins Kindergarten. Activities may include the following:

1. Completing classroom transition activities with children and families that provide a wide range of developmental interests, such as inviting staff from Kindergarten and supporting parents to engage in transition discussions.

2. Supporting families in attending Kindergarten orientation/welcome session.

3. Engaging in conversations about summer activities to continue to prepare for the transition to Kindergarten.

4. Providing the *Health and Nutrition School Readiness Transition Information* form, which summarizes their child’s current health status. See “Health Transition Planning”. **Note:** School district programs should also use their district-required transition forms.

---

**Working Day and Family Child Care:** If the child is transitioning to Kindergarten in the fall, exit the child from ELMS and re-enroll for July through the Kindergarten start date. Exit the child from ELMS to align with the Kindergarten start date.
Transfers: Leaving or Applying to PSESDEarly Learning

Leaving PSESDEarly Learning

Find an appropriate early learning program if the address/zip code of the area the family is moving to is available to you.

Find out any information the family will need to know upon arrival.

Use the appropriate release/exchange of information form.

Make a copy of the file for the family to bring with them to the new program and keep the originals.

If a family moves unexpectedly, remember that the parent must sign the appropriate release/exchange of information form before anything is shared with the new program.

Applying to PSESDEarly Learning

The family completes an *Early Learning or Expectant Mother Application* and staff completes an *EVF*.

Receiving FSS/FA follows eligibility and selection procedures and reviews the family file.
Health Transition Planning
The Teacher or Family Advocate/Family Support/Family Educator/Home Visitor must complete the Health and Nutrition School Readiness Transition Information form prior to transition and shares the information with the family. Keep a copy in the Family File.

Immunization Status
- Determine if the child’s immunizations are complete
- If the child needs additional immunizations, identify which ones by checking the box

Physical Exam
- Record the date of the last exam
- Enter the date when the child is due for their next yearly exam, discuss the importance of yearly exams
- Identify any follow-up that is needed and document the plan in Family File
- Record the date and value of last HCT/HGB test
- Record the date and value of last lead test

Dental Exam
- Record the date of the last exam
- Enter the date of the next six-month exam, discuss the importance of preventative care which require a six month recall visit
- Identify any follow-up that is needed and document the plan in Family File

Resource & Referral
- Verify that the family has a “Medical Home”
- If not, make an appropriate referral
- Design a plan to support the family in securing coverage and a primary care physician
- Verify that the family has a dentist
- If not, provide referral
- Design a plan to support the family in establishing a relationship with a dentist
- Discuss if a parent needs an interpreter for assisting with appointment scheduling and/or visits

Prepare information to provide to families
- Certificate of Immunization Status: Give the original to the parent; keep a copy for the file
- Growth Grid: Review the grid. Answer any questions; give the original to the family, keep a copy for the file
- Child Health Plan: If the child has a Child Health Plan, give a copy to the parent and encourage them to include it with the registration materials if enrolling for Kindergarten
- Return all medications. Document return on the medication Record Form.

Change in Authority to Enroll
If a transition occurs due to a change in authority to enroll, consult with your Center Director and Team Manager to ensure confidentiality in file transfer.
### EN-7. Slot Movement

**Center Directors**, please contact the PSESD Program Operations Director ([tdixon@psesd.org](mailto:tdixon@psesd.org)) and Program Services Director ([nmbajah@psesd.org](mailto:nmbajah@psesd.org)) if considering moving slots within sites.

### EN-8. Exit/Drop

If staff lose contact with a family, a family states that they are no longer interested in the program, or has circumstances that impact their enrollment, withdraw the child and place on the waitlist. If the child returns to the program within 120 calendar days within the same program year, refer to **EN-6. Transitions – “Break in Service”**.

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<thead>
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</table>
You must replace the vacant slot within 30 calendar days of the child’s “drop date.” | See the [ELMS Eligibility and Enrollment Manual](https://www.psestoday.com/) for how to “Exit” children in ELMS.  
You must replace the vacant slot within 30 calendar days of the child’s last day of attendance.  
If there are 60 calendar days left in the current program year, you must replace the vacant slot if the child’s last day of attendance is prior to the 60-day mark. |
ATTENDANCE

<table>
<thead>
<tr>
<th>Performance Standards</th>
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<tbody>
<tr>
<td>HS</td>
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<td>1302.16, 1302.17</td>
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Research shows that children benefit most from Early Learning programs and are more school ready when they attend class/home visits regularly. Per Performance Standards, PSESD Early Learning must share their system for tracking child attendance data and describe how the program monitors individual child attendance and the program’s monthly average daily attendance. This includes providing examples of how the program:

- Ensures children are safe when they are absent.
- Collaborates with parents to provide support and promote their children’s attendance.
- Monitors monthly average daily attendance rate data and implements timely changes, where needed, to address systematic issues that impact children’s attendance.

PSESD addresses this by partnering with families to develop healthy habits and build routines that promote regular attendance, monitoring, documenting, and analyzing attendance trends, and addressing the needs of any child who experiences barriers to regular attendance and/or chronic absenteeism.

See the Family Engagement Procedure or the Early Head Start Home-Based Attendance Procedure for more information on attendance. To document daily attendance for center-based programs, see the Attendance and Meal Count Procedure.