



Head Start / EHS / ECEAP

Eligibility, Recruitment, Selection, Enrollment, Attendance Handbook (ERSEA)



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1a. Head Start / EHS / ECEAP Pre-Application

- *Created 04/14*
 - *Reviewed 03/26*
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- [1a. Enrollment Intake Form \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-1a-HS-EHS-ECEAP-Enrollment-Intake-Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-1a-HS-EHS-ECEAP-Enrollment-Intake-Form.pdf)
 - [1a. Forma de Inscripción \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-1a-HS-EHS-ECEAP-Enrollment-Intake-Form-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-1a-HS-EHS-ECEAP-Enrollment-Intake-Form-Spanish.pdf)

1a1. Head Start / EHS / ECEAP Interest Application

- *Created 03/2026*
- *Reviewed 06/2026*

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- [1a1. Head Start/EHS/ECEAP Interest Form \(lowercolumbia.jotform.com/260115739224857\)](https://lowercolumbia.jotform.com/260115739224857)

1c. Family Income Statement

- *Created 08/99*
 - *Reviewed 11/21*
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- [1c. Family Income Statement \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01c-Family-Income-Statement.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01c-Family-Income-Statement.pdf)
 - [1c. Declaración de ingresos familiares \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01c-Family-Income-Statement-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01c-Family-Income-Statement-Spanish.pdf)

1d. Parent/Guardian Permission to Reveal or Obtain Confidential Information

- *Created 04/03*
- *Reviewed 02/23*

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- [1d. Parent/Guardian Permission to Reveal or Obtain Confidential Information \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-d-ReleaseOfConfidentialInfo-Fillable.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-d-ReleaseOfConfidentialInfo-Fillable.pdf)
 - [1d. Autorización de los Padres/Tutores para Revelar u Obtener Información Confidencial \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-d-ReleaseOfConfidentialInfo-Spanish-Fillable.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-d-ReleaseOfConfidentialInfo-Spanish-Fillable.pdf)

1d1. Parent/Guardian Permission to Reveal or Obtain Confidential Information Procedure

- Created 06/04
- Reviewed 04/22

To meet Federal and State requirements and provide ongoing care, parent/guardians or pregnant individuals will be requested to complete [Parent/Guardian Permission to Reveal or Obtain Confidential Information \(ROI\) Form \(ERSEA 1d\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/d-parent-guardian-permission-to-reveal-or-obtain-confidential-info) ([lowercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/d-parent-guardian-permission-to-reveal-or-obtain-confidential-info](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-f-ReleaseOfParentInfo-Fillable.pdf)) or [Adult/Pregnant Individual Permission to Reveal or Obtain Confidential Information Form \(ERSEA 1f\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-f-ReleaseOfParentInfo-Fillable.pdf) (lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-f-ReleaseOfParentInfo-Fillable.pdf). These could include but are not limited to: local school district, health care provider, dental provider, WIC provider, any specialist that have seen the child/family or agencies that are assisting the child/family. They will expire 18 months after signature date unless otherwise noted on the release form.

Completion of Parent/Guardian or Prenatal Permission to Reveal or Obtain Confidential Information for HS/EHS/ECEAP can happen during these timelines:

- At Intake Appointment prior to enrollment to the program.
- At the Welcome Visits, ROI's are reviewed, updated and any additional are created based on need to meet State/Federal guidelines and provide ongoing care.
- Anytime throughout the school year as ongoing needs and/or providers of services change for a student, parent/guardian.

Placement of Parent/Guardian or Prenatal Permission to Reveal or Obtain Confidential Information form:

- When DST staff obtains the original ROI, they will place a copy in the red working file prior to sending the original to the Program Coordinator. The Program Coordinator database into the health module of ChildPlus.net; initial and date bottom right-hand corner of original ROI; scan and attach the original ROI into the enrollment module of ChildPlus.net; and send the original back to the DST.
- The copy will be shredded upon return of the original.
- The original is placed in the site file and documented on the Administration Site File Form.

Use of The Parent/Guardian or Prenatal Permission to Reveal or Obtain Confidential Information form:

- At the request of the parent/legal guardian and/or an appropriate staff member, staff will print a copy of the pertinent ROI from the database and attach to the request.
- The exchange of information is for the purpose of meeting Federal/State requirements supporting the ongoing care of the student.

Mental Health Releases at Intake, Welcome Visits and as needed:

- Parents/Guardians or Pregnant Individual will be invited to initial mental if they would like our mental health specialists or the child's teacher to be able to coordinate care relating to mental health needs with the provider they are completing the ROI for (common places we coordinate with include the school district, primary care providers, occupational therapist, or a mental health agency).
- Records from Mental Health agencies will be requested with form MH 5b.

Exchange of Information:

- A [Release of Information \(ROI\) form \(ERSEA 1d\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/d-parent-guardian-permission-to-reveal-or-obtain-confidential-info) (lowercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/d-parent-guardian-permission-to-reveal-or-obtain-confidential-info), completed, signed and dated by the student's parent/guardian or pregnant individual is required for the exchange of information to another agency.
- White out is not to be used on ROI's under any circumstance. If a change needs to be made, a single line will be drawn through it with the original signature's initials. (Applies to the parent portion and office for databasing.)
- If there are any crossed off items and there is information written over the crossed off information, complete a new ROI. If the parent has initialed by the written information then the ROI may be used.
- Include a note to office staff for reasons why there are duplicate or revised ROI's being submitted to the office. In turn, office staff will include a note explaining why a ROI was returned so the staff know what action to take.

Revocation of Authorization of Release of Information:

- A person may revoke their authorization of the [Release of Information \(ERSEA 1e\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-e-ChangeOfStatus-Fillable.pdf) (lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-e-ChangeOfStatus-Fillable.pdf) at any time.
- Form is to be on yellow paper.
- The form must be completed in writing with the original databased and also placed in file. A copy is given to the person authorizing the revocation.
- The revocation is not effective if HS/EHS/ECEAP has already received the protected health/education/mental health or other information based on the authorization the individual signed previously.

1d2. Request for Child Records Procedure

- Created 03/16
- Reviewed 11/23

1. When making a request for child records, the staff member is to complete a Request Letter (DISA 2f, DISA 2g, FS/PE 4d, MH 5b, HLTH 11e1a-11e2).
 - **Guidance on filling out Request for Health Documentation Letter**
 - Check ChildPlus.net health module for date of most recent request if made.
 - When sending the request letter (DISA 2f, DISA 2g, FS/PE 4d, MH 5b, HLTH 11e1) please make sure each field LOC ID, Child's Name, Parent/Guardian Name, Clinic Name and Request line are completed and that your request for information is as specific as possible before sending to the Program Coordinator/Assistant for processing.
 - Please do not date the request form. Due to Office Staff workload, there could be a delay in processing the request. Office staff will enter the date that the request is processed and entered into ChildPlus.
 - If the student is on a seizure, anaphylaxis, dietary accommodation or asthma action plan:
 - The primary care provider must be the one to complete the action plan.
 - Obtain the name of the primary care provider or provider who established the action plan for the child and fax number of local clinic.
 - Place the provider's name and fax number on record's request.
 - **The following are examples of the language to be used when requesting records:**
 - **Milk Allergy (HLTH 11e1e)** – If requesting a milk substitute that is NOT Lactose Free Milk or Soymilk – List what type of milk child is allergic to and request treatment plan and/or special dietary accommodations. (Review procedure NUTR 1k.) Staff will assist the parent in completing the TOP SECTION ONLY of the Dietary Accommodations Form. The staff member will then send in the original copy of the Special Dietary Accommodation Form to the Health Coordinator or Health Specialist to have it faxed or mailed to the child's health care provider to complete, sign, and date the Diet Order section of the form.
 - **Food Allergy (HLTH 11e1d)** – Review procedure NUTR 1k, section III prior to attaching and completing the Request for Special Dietary Accommodations form. Staff will assist the parent in completing the TOP SECTION ONLY of the Dietary Accommodations Form. The staff member will then send in the

original copy of the Special Dietary Accommodation Form to the Health Coordinator or Health Specialist to have it faxed or mailed to the child's health care provider to complete, sign, and date the Diet Order section of the form and return it to the Head Start Health Specialist.

- **Anaphylaxis Allergies other than Food Allergies and Medications (HLTH 11e1k)**– If requesting verification of anaphylaxis, please include medication list and anaphylaxis action plan.
Note: These are often included in physical/WCE if we are aware of the condition prior to requesting records. However, if not, we will request verification separately.
- **Asthma (HLTH 11e1f)**– Verification of asthma, please include medication list and asthma action plan.
Note: These are often included in physical/WCE if we are aware of the condition prior to requesting records. However, if not, we will request verification separately.
- **Dental Exams (HLTH 11e1b)** – Most recent dental exam records (include date, if known).
- **Dental Treatments (HLTH 11e1b)** – Most recent dental treatment (include date, if known).
- **Developmental (DISA 2f or DISA 2g)** – Parent consent for evaluation, evaluation summary, IEP or IFSP meeting invitation and IEP or IFSP records.
- **Hearing (HLTH 11e1)** – Most recent hearing exam, treatment plan and recommendations (include date, if known).
- **DCYF (CPS) (FS/PE 4d)** – Current engagement in services, assigned social worker and contact information, family goal, and other/recommended strategies to support family success and stability.
- **Physical Exam/WCE (HLTH 11e1a)** – Most recent Phys/WCE, including Ht/Wt, Immunizations, Hct/Hgb, Lead Screening and UA (include date of exam in your Request Letter, if known). EHS Staff: Please also include “most recent OAE hearing screening date and results” in your request.
- **Sick Visit (HLTH 11e1)** – Most recent sick visit, diagnosis, recommendations and follow-up if needed (include date, if known). *Sometimes the child visits the Emergency Room. At this time, you would request ER visit.
- **Seizure Action Plan (HLTH 11e11)** – Most recent sick visit, diagnosis, recommendations and follow-up if needed (include date, if known). *Sometimes the child visits the Emergency Room. At this time, you would request ER visit.
- **Mental Health (MH 5b)** – Current enrollment in services, assigned clinician and contact information, intake summary/ diagnosis, Psychiatric/Psychological Evaluation Assessments,

Medication Management Plan, Treatment Plan (most recent), Clinical/Therapy Progress Notes, Exit/Discharge Summary, Other/Recommended strategies to support student in education setting.

- **Vision (HLTH 11e1c)** – Most recent vision exam, treatment plan and recommendations (include date, if known).
- **WIC (HLTH 11e1c)** – Most recent office visit, including Ht/Wt, Hgb/Hct and recommendations (include date, if known).

2. The DST/EHS staff member is to enter the request into ChildPlus Family Services if a Head Start/EHS/Prenatal student or the Health section of ELMS if an ECEAP student.
3. Send the completed Request Letter (DISA 2f, DISA 2g, MH 5b, HLTH 11e1a-11e2) to the Program Coordinator/Assistant. If the [Parent/Guardian Permission to Reveal or Obtain Confidential Information form \(ERSEA 1d\)](https://www.ercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/d-parent-guardian-permission-to-reveal-or-obtain-confidential-info) ([lowercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/d-parent-guardian-permission-to-reveal-or-obtain-confidential-info](https://www.ercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/d-parent-guardian-permission-to-reveal-or-obtain-confidential-info)) for the provider is new, attach the original to the letter. The Program Coordinator/Assistant will database into the health module of ChildPlus.net; initial and date bottom corner of original ROI; scan and attach the original ROI into the enrollment module of ChildPlus.net; and send the original to the DST. The Program Coordinator/Assistant will coordinate the requesting of documentation.
When sending in a letter of request, staff will print a copy of the pertinent ROI from the database and attached to the request.
4. Prior to faxing or mailing the letter with a copy of the release to the provider, the Program Coordinator/Assistant will write the date and his/her initials on the letter.
5. If the letter is to be mailed, the Program Coordinator/Assistant will make a copy of it.
6. The Program Coordinator/Assistant will fax or mail the letter with a copy of the release to the provider.
7. The Program Coordinator/Assistant will enter request information onto the ChildPlus/Health Database; note this has been done on the original letter (if faxed) or on the copy of the letter (if mailed) and then forward the documentation to the DST/EHS Staff for placement in the child's Site file.

1e. Change of Status

- *Created 06/01*
- *Reviewed 10/23*

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- [1e. Change of Status \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-e-ChangeOfStatus-Fillable.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-e-ChangeOfStatus-Fillable.pdf)

1f. Adult/Pregnant Individual Permission to Reveal or Obtain Confidential Information

- *Created 11/13*
- *Reviewed 04/22*

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- [1f. Adult/Pregnant Individual Permission to Reveal or Obtain Confidential Information \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-f-ReleaseOfParentInfo-Fillable.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01-f-ReleaseOfParentInfo-Fillable.pdf)

1g. Parent/Guardian Revocation of Consent to Release Information

- *Created 04/22*
- [1g. Parent/Guardian Revocation of Consent to Release Information \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01g-Parent-Guardian-Revocation-of-Consent-to-Release-Information.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-01g-Parent-Guardian-Revocation-of-Consent-to-Release-Information.pdf)

1h. DSHS Benefit Verification Consent Form Procedure

• Created 03/25

Procedure

This form provides consent to use or share confidential benefit verification information about a client between DSHS and Lower Columbia College Head Start/EHS/ECEAP.

How to Use:

1. Fill out this form electronically if possible. You must complete a separate form for each person, including children, if necessary.
2. Name: Provide the name of only one client on each form. Include any former names that client may have used when receiving services
3. Date of Birth: Needed to identify clients from persons with similar names.
4. Identification Number: Provide a client identification number or other identifier such as a social security number (not required) to assist in identifying records and tracking history and services received.

Consent Authorization:

1. Reason for disclosure: This information is required before DSHS can share verification of SNAP/TANF benefits.
2. Agencies or persons exchanging records:
This completed form allows:
 - a. the use and disclosure of confidential information inside DSHS and with the agencies or persons listed; and
 - b. disclosure of confidential information to DSHS by the outside agencies or persons listed. You may also attach a list of agencies allowed to share information, which the client must also sign.
3. Information included: Clients must indicate what records are covered by the consent. Clients may make all records available or may limit the included records by date, type or source of record. If a client does not sign a consent or does not specify a particular record, sharing of that record will still be allowed if permitted by law. You may attach a list of covered records that the client must also sign.
4. Duration: Include an expiration date for the consent, if different than one year. The consent will expire in one year unless you identify a different date.
5. Understanding: Be sure the client understands what permission is being granted and how and why information will be shared. If needed, use a translated form and interpreter or read the form aloud. If the client needs more information, provide an additional copy of the DSHS Notice of Privacy Practices.

Signatures:

1. Client: Have the client sign this box and insert the date of signature. The client may substitute a mark in this box that you witness.
2. Witness or Notary: A witness or notary may be needed to verify the client's identity if the client does not submit this form in person or if a program requests verification. This person should sign and print his or her name.
3. Parent or Other Representative: If the client is a child under the age of consent, a parent or guardian must sign. If the child does not meet the age of consent for all records to be shared, both the child and the parent must sign. If someone is signing in another capacity (including a person with a power of attorney or an estate representative), mark "other" and obtain a copy of the legal authority to act. The person signing must date the signature and give a telephone number or contact information.

Use of DSHS BVS System:

1. Once the consent form is completed by the client, staff with permission to use the BVS system on the State of Washington (SAW) system, will access their database to confirm verification of benefits.
2. Upload the Consent form into the DSHS BVS Google Drive, shred paper documents if a paper copy is received.

Database and Documentation.

1. Print to PDF a copy of the monthly verification and upload in the Childplus Enrollment tab: Attachments, Attachment Type: Income Documentation, Description: SNAP, TANF or SNAP/TANF if receiving both.
2. On the Eligibility Verification Form (ERSEA 3b), complete the SNAP/TANF Grant information with information from the BVS verification.

1i. DSHS Benefit Consent Form

- 1i. DSHS Benefit Consent Form (www.dshs.wa.gov/sites/default/files/forms/pdf/14-012.pdf)

2a1. Attendance Flow Chart

- Created 11/24

***Improvement** is demonstrated by attending each day and/or communicating extreme family circumstances that prevented attendance.

Child with Moderate Attendance Level (10% or more class days)

1. Conduct a home visit, conference, or other direct contact with child's parent/guardian.
2. Use attendance data to support concern and provide family support as needed.

Child with Severe Attendance Level (20% or more class days)

1. Establish FPA Attendance SMART Goal with child's parent/guardian
2. If attendance improves in 2 weeks (minimum 6 class days), continue to monitor attendance. *Otherwise, move on to step 3.*
3. If attendance does **not** improve in 2 weeks (minimum 6 class days), contact Area Manager and complete and [Attendance Letter \(ERSEA 2f\) \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/2-attendance/f-Child_Attendance_Letter\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/2-attendance/f-Child_Attendance_Letter) , giving 2 additional weeks (minimum 6 class days) to improve.
4. If attendance improves, continue to monitor attendance. **Otherwise**, withdraw child.

2c. Attendance Policy and Procedure

- Created 06/03
 - Reviewed 08/24
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Policy

Beginning at enrollment, Lower Columbia College Head Start/EHS/ECEAP will promote the importance of attendance and benefits of regular attendance to each family. The trusting relationships established between staff and families strengthens child and family attendance and communication around attendance. The value of consistent attendance is an ongoing conversation from the beginning of the relationship throughout the child's participation in the program.

Procedure

1. Promoting Regular Attendance

- Parents/guardians will be educated of the benefits of regular attendance beginning at the intake process, first home visit, at orientation, and as needed throughout the school year.
- Staff continue to educate parents about these benefits through communications, site bulletin boards (parent boards), home visits, parent/teacher conferences and through the use of SMART goal setting.
- Staff will:
 - Help parents/guardians identify barriers to successful school attendance. Staff will provide strategies, referrals, and resources to eliminate those barriers.
 - Review identified strategies, resources and referrals for effectiveness on a regular basis, and at a minimum of at least once monthly during monthly case management staffing.
 - Utilize approaches such as direct contact with parents via home visits, family emergency contacts, text, email or intensive case management for individual children.
 - Utilizing bus passes, community partners, school district services, connections with other parents, supervisors, and CAST team to assist parents in problem solving.
- Area Managers will monitor for each class and work with their staff on creating plans on how to assist families that are not reaching attendance goals. They will also bring specific children to CAST when needed.
- Attendance will be monitored by Lead Teachers, Family Advocates, Area Managers, Leadership and Policy Council.

2. Tracking Attendance

- Staff track attendance upon arrival on the Daily Attendance and Meals Worksheet and in ChildPlus. If a child is unexpectedly absent and a parent/guardian has not contacted the program within one hour of program start time, staff will contact the parent/guardian to determine the reason for absence in order to ensure the child's safety, well-being, and that families are receiving information about the benefits of regular attendance.
- If the family does not have a telephone or is otherwise hard to reach, the staff will then attempt to contact the family at their place of residence or through emergency contacts.
- Teachers will turn in Attendance/M meal Count sheets weekly to the Program Coordinator for data entry.
- Attendance will be reviewed and documented in case management by the staff as absences occur. Attendance percentages per child will be entered into the attendance event in case management monthly and be reviewed by the Area Manager.

3. **Absences**

- The following shall be considered excused absences:
 - Hospitalization
 - Illness
 - Communicable Disease
 - Death in the Family
 - Medical and Dental Appointments/Treatment
 - Family Situations
 - Social Services Appointments
 - Transportation
 - LCC Head Start/EHS/ECEAP may define additional categories or criteria for excused absences.
- Children who are out due to surgery or lengthy illness, with prior CAST approval if over two weeks, staff will provide the parent with a parent/child activity packet to be completed at home.
- If a child's attendance is identified to be at risk of missing 10% (moderate) of days (or more) within a school year, or if the child has multiple unexplained absences, the following steps will be taken:
 - Staff will conduct a home visit, conference or other direct contact with the child's parent/guardian.
 - Staff will use the attendance data to support their concern and provide family support as needed.
 - For a child that is identified with the category of **severe absence level (20% or more)**, a Smart Goal (Family Partnership Agreement) will be established with the parent/guardian to outline:

- Steps to return to successful attendance;
- Possible barriers to successful school attendance;
- Strategies, referrals, and resources to eliminate barriers (How can we promote?);
- Timeline for regular check-in to review strategies, resources, and referrals for effectiveness.
- All contacts will be noted in case management including the agreed upon return date.
- If attendance has not improved within two weeks (minimum 6 class days) or upon an agreed date of return, next steps will be discussed with the Area Manager immediately.
- Staff will contact the Area Manager for additional support as needed.
- **Extended Absence** – If a family situation results in an absence lasting more than two weeks, following discussion with Area Manager (**with prior CAST approval**), the child could be placed back on the waiting list (example: extended vacation). If possible, the discussion regarding the extended absence would occur prior to the child being on an extended absence. Upon return, the child will be placed in a classroom if space is available. All correspondence will be documented in case management and copies of written documents summarizing the action plan will be sent to the address on file and uploaded into ChildPlus.

4. **Tardies**

- Children are considered tardy if they are not in class at the time attendance is taken at meal times (meal count). It is crucial that families are bringing their children to school on time so they don't miss out on connecting with staff and students while they start the day. By being tardy they also miss out on eating with the class at mealtimes.
- Staff will work with families on the importance of building school routines and having their child to school on time.
- If a child continues to have tardies after staff has provided assistance, decisions will be made regarding next steps for enrollment. CAST may decide on alternative placement or waitlisting.

5. **Continued Absenteeism**

- If intensive family support efforts designed to improve attendance are not successful, the following steps will be taken:
 - The staff will inform the Area Manager of the continued absence and complete an attendance letter (ERSEA 2f) to communicate that the child will be placed on the waiting list if attendance is not improved in the next two weeks (minimum 6 classroom

days for center-based). If possible, the letter will also be sent electronically to the parent/guardian.

- Improvement in attendance is demonstrated by attending each day and communicating any extreme family circumstances.
- Continued attendance must be above the moderate attendance category level.
- If there is no response from the parent by the date given on the letter, the family will be withdrawn from the program.
- A copy of the letter will be placed in the child's site file and a copy will be sent to the ERSEA Team.
- Staff will complete a Child-Family File Transfer Checklist (ERSEA 2d), Change of Status Form (ERSEA 1e), and End of Year Enrollment Questionnaire (MSYS 7r) to turn in with the child's file to the ERSEA Team. The ERSEA Team will withdraw the child, unless the family requests the child to be placed back on the waitlist.
- The slot will be considered vacant and offered to the next family on the waitlist if the child's attendance does not resume after intensive efforts.

6. **Supporting Attendance of Homeless Children**

- If the program has determined that a child is eligible for enrollment based on the McKinneyVento criteria for homelessness, a child may remain enrolled for an additional 30 days from date of entry while supports are put into place to assist this child and family with a plan to attend.
- Children who are determined homeless have 90 days to provide required enrollment documentation such as: income verification and immunizations.
- If a family becomes homeless within the school year, staff will assist in attendance planning and supports can be put into place. Supports may include referral to their upcoming grade school McKinney-Vento District Liaison.

7. **Classroom and Center Attendance Analysis**

- The analysis will include at a minimum the following:
 - Review the Attendance and Meal Count Forms for the month and ensure all absences are documented in case management.
 - Review individual patterns of absences for each child, including reasons and numbers of absences occurring on consecutive days.
 - Review any closure days or scheduled day off in the month.
 - Review any transportation concerns.
 - Review homelessness status for any enrollment needs.
 - Review of communicable disease trends/concerns.

- Review Report 2309 for review of Absence Reason trends.
- The program will begin the analysis of children at risk of missing 10% of school days per school year beginning no less than 60 days from enrollment start date.
- Staff is to review the ChildPlus report 2306P that identifies children at risk of missing 10% of school days per school year. ChildPlus report 2330 that will also identify children missing consecutive days of school that families will need contact from staff.
- For each child at risk of missing 10% or more classroom days per year, run a case management report for Individual Attendance. Analyze the documentation and ensure specific reasons for absences, communication with parents, and specific steps needed to improve attendance are documented. Follow-up with parents as needed and document your communication.
- Once documentation is current, print the ChildPlus reports and submit them to the Area Manager.
- Refer to section 34 Absences or FS/PE 8e Head Start/EHS/ECEAP Family Partnership Agreement Policy & Procedure to support the family with completing a Smart goal to support and increase attendance.
- The Area Manager will review the reports and follow-up with staff as needed. Area Managers document written updates/clarifications/action steps on the ChildPlus and End of Month reports as needed and file with monitoring.

8. **Attendance Monitoring**

- At the end of the week, Area Managers review each classroom's attendance to look for patterns of absences.
- Family Advocates and EHS Home Visitors will track their Attendance Family Partnership Goals on the Classroom Family Tracking form in ChildPlus.

Early Head Start Home-Based Visits

1. Families/guardians will be informed at enrollment that the home-based program requires an adult, immediate family member and home visitor meet a minimum of 46 weekly home visits per family, per year. Prenatal home visits will be offered two times per month. They will be informed of, and reminded by home visitors, of the expectation that they cancel visits with the home visitor in the event of illness or scheduling conflict and provide as much notification as possible. Families/guardians will be offered make-up visit options, by the home visitor, for missed visits.
2. One Missed Visit Without Contact

- a. A note will be left at the home informing the family they have missed a visit and providing information necessary for them to call and schedule a make-up visit.
 - b. The home visit will be documented in the ChildPlus home visit event as a no-show.
 - c. An attendance SMART goal will be written to support the return to total attendance.
 - d. The home visitor will follow-up with the family via text, call or email to ensure safety and verify understanding of regularly scheduled date and time.
- 3. Two Consecutive Missed Visits Without Contact
 - a. A note will be left at the home informing the family they have missed a visit and providing information necessary for them to call and schedule a make-up visit.
 - b. The home visit will be documented in the ChildPlus home visit event as a no-show.
 - c. The home visitor will reach out to the families' emergency contacts.
 - d. An attendance letter will be written and left at the residence that includes:
 - i. A timeline for reconnecting with Early Head Start to remain in active status, which is 4 business days.
 - ii. If after 4 business days, there is not contact from the family, the site file will be returned to the office and the family will be withdrawn from the program.
 - iii. Instruction for how to contact the home visitor to schedule a visit and make-up visit.
- 4. Inconsistent Attendance at Home Visits
 - a. If a family continually misses or reschedules home visits, the home visitor will meet with the Area Manager to complete an attendance analysis. Based on the analysis, individualized strategies will be considered including:
 - i. Attendance Letter
 - ii. Attendance SMART Goal
 - b. Area Manager Intervention with the Family
 - i. CAST discussion to problem-solve with staff on how to assist this family.
 - ii. In the event a family has missed 2 weeks of consecutive home visits (without prior CAST approval or an excused absence reason given), they will be placed back on the waitlist.
- 5. Attendance Tracking
 - a. Attendance will be tracked in the ChildPlus EHS home visit event. All visits, make-up visits, and offers of make-up visits will be

- documented. Strategies, concerns, and interventions will be documented in monthly staffing.
- b. Ongoing attendance concerns will be brought to the attention of the Area Manager, which includes:
 - i. Extended Absences
 - ii. Patterns of Absences
 - iii. Pending Absences for Attendance Analysis
 - c. The area manager will monitor home visit attendance through review of ChildPlus Report 4120, site file reviews and end of the month reports.
 - d. For families that have attendance concerns, these families will be brought to CAST by the Area Manager or home visitor to help find solutions.

Extended Absence – If a family situation results in an absence lasting more than two weeks, following discussion with Area Manager (with prior CAST approval), the child could be placed back on the waiting list (example: extended vacation). If possible, the discussion regarding the extended absence would occur prior to the child being on an extended absence. Upon return, the child will be placed in a classroom if space is available. All correspondence will be documented in case management and copies of written documents summarizing the action plan will be sent to the address on file and uploaded into ChildPlus.

2d. File Transfer Checklists

- *Created 06/07*
 - *Reviewed 07/26*
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- [2d. Center Based - Child/Family File Transfer or Withdraw Checklist \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-2d_Child-Family_File_Transfer_or_Withdrawal_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-2d_Child-Family_File_Transfer_or_Withdrawal_Checklist.pdf)
 - [2d2. Home Based -Child/Family File Transfer or Withdraw Checklist \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-2d2_Home_Based_Child-Family_File_Transfer_or_Withdraw_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-2d2_Home_Based_Child-Family_File_Transfer_or_Withdraw_Checklist.pdf)

2f. Child Attendance Letter

- *Created 7/10*
 - *Reviewed 8/23*
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- [2f. Child Attendance Letter \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-02-f-3-5ChildAttendanceLetter.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-02-f-3-5ChildAttendanceLetter.pdf)
 - [2f. Carta de asistencia del niño \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-02f-3-5-Child-Attendance-Letter-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-02f-3-5-Child-Attendance-Letter-Spanish.pdf)

3a. Selection, Eligibility, and Enrollment Criteria of Families Policy/Procedure

- Created 03/2000
- Reviewed 02/2024
- Approved by Policy Council 2/26/2024

Policy

The Selection process will follow the federal and state guidelines with the goal of serving income eligible and those children who have specific factors of need for Head Start/EHS/ECEAP services following the Selection Criteria approved by Policy Council.

Procedure

1. In order to obtain all necessary data essential in determining eligible children, applicants for the Head Start/EHS/ECEAP program, families are required to complete a Pre-application (ERSEA 3a1) that states they have authority to enroll the child along with providing income documentation and current/up-to-date immunizations. Staff will assist parents as needed. Applications are accepted year-round.
2. To be eligible for Head Start/EHS/ECEAP enrollment, the following requirements must be met:
 - a. **EHS** eligibility is prenatal to third birthday.
 - b. **Head Start** children must be 3 years of age upon enrollment.
 - c. **ECEAP** age eligibility is age 3 years old by August 31. A child is allowed to be enrolled into an ECEAP classroom once they turn 3 with income eligibility and prior EHS/ESIT, i.e. The Progress Center. These children must not exceed 25% of ECEAP enrollment.
 - Children with an IEP are categorically eligible for ECEAP regardless of income. Enrollment of these children is still based on priority points.
 - d. Children must live in the Cowlitz County service area. (See 2.i)
 - e. Families must meet the Head Start/EHS Income Guidelines based on Federal Poverty Level (FPL). ECEAP Income Guidelines are based on State Median Income (SMI).
 - f. Verification of income eligibility may include examination of any of the following documents:
 - Income Tax form for the previous year;
 - W-2 forms for the previous year;
 - Public Assistance – TANF (Temporary Assistance for Needy Families), SSI (Supplemental Security Income) or active status of receiving SNAP Food Assistance;
 - TANF benefits or services include: cash payments, job training, vouchers, transportation and subsidized

- child care such as Working Connections Child Care (WCCC)
 - Families that receive these benefits are categorically eligible for Head Start.
 - Families that only provide SNAP verification as their income documentation are only eligible for the Head Start program. ECEAP does not accept SNAP as a proof of income.
 - Unemployment history from the Employment Security Office; • Social Security statement for 12 months;
 - A child in foster care is categorically eligible;
 - A child in Kinship Care is categorically eligible;
 - A child experiencing homelessness is categorically eligible. Verification of Homeless Status Form (ERSEA 3b1) needs to be completed and attached to documentation;
- g. Income eligibility is documented on the Eligibility Verification Form (ERSEA 3b) by the Program Coordinator, Program Support Supervisor or designee. The Eligibility Verification Form notes which documents were examined to verify income eligibility and both are placed in the child's site file along with the Selection Criteria Score Sheet. (See Selection Criteria Score Sheet, ERSEA 3d for children in the 3-5 year program and ERSEA 3d1 for EHS.) Both forms are also uploaded into ChildPlus as part of the application and the income is verified electronically on the ELMS system for ECEAP students. A copy of the ELMS priority point sheet will be copied and placed in the student's site file.
- Staff who intentionally violate Federal and Program eligibility determination regulations are also violating the Lower Columbia College Code of Ethics, which may be cause for disciplinary action, up to and including termination.
 - Parents sign a statement on the Pre-Application (ERSEA 1a1), Eligibility Application (ERSEA 1a) and, if needed, the No Income Statement (ERSEA 1c) stating, "I certify that the information contained in this affidavit is complete and accurate to the best of my knowledge. I understand that if I knowingly give false information or misrepresentation of my income, it may result in disqualification from the program."
- h. A 3-year-old child who is income eligible and is participating in the Head Start program remains income eligible throughout that enrollment year and the following year.
- ECEAP enrollment for the next program year, priority placement is given to children with the most need/highest priority points. In certain rare occasions, a child may not be

- able to participate in a second year due to others having greater priority.
- An EHS child remains income eligible until transitioning from EHS at age 3 years as outlined in the Transition from EHS to Head Start/ECEAP or Appropriate Placement. A child transitioning from EHS to the 3-5-year program must apply using the Eligibility Application (ERSEA 1a) and provide current income verification.
- i. A child who is applying for enrollment that resides outside of Cowlitz County must have permission in writing from the director of their local Head Start/ECEAP program and will only be considered after exhausting all income eligible children on the waitlist.
- j. When the waitlist is exhausted of all income eligible and categorically eligible families, Head Start/EHS families who have income within 100-130% Federal Poverty Level and ECEAP within 36-50% State Median Income are contacted for enrollment following the selection criteria.
- k. Eligibility for School Day classes: Priority is given to families who are working, going to school/technical training or be in Kinship/Foster Care.
- 3. Once a child's family income has been verified, the pre-application will be processed through the Selection Criteria established by the program to give priority to those who are in most need of Head Start/EHS/ECEAP services. The Selection Criteria gives points for the following areas: (See Selection Criteria Form, ERSEA 2d and/or ERSEA 3d1 for the number of points given.)
 - a. Parental Status
 - b. Disability
 - c. Income
 - d. Age
 - e. Prior Status
 - f. Need
- 4. Requests for transfer within the Head Start/EHS/ECEAP program (because of a change in the family's living, working or child care arrangement, etc.) will be given top priority by following the Request for Change of Classroom (MSYS 7p) procedure set up in connection with the Content Area Service Team. This is also documented within the ChildPlus Data System.
- 5. Vacancies will be filled as soon as possible not to exceed 30 days.
 - a. The intake team member will contact the first family on the waitlist to determine if the family would like to accept the vacancy.
 - b. In rare cases, the intake team member (in consultation with the Content Area Service Team) may move to the next child on the waitlist due to age and/or emergent need. Documentation regarding reasons for this exception will be noted.
- 6. Families who do not meet the income requirements will be placed on the waiting list after any income-eligible children and will only be considered if there are no

other income-eligible children on the waiting list. Families must meet the eligibility procedure according to the Head Start and ECEAP designations.

7. The Intake Team will contact selected families to complete the enrollment intake. Communication will be sent to those who remain on the waitlist in September/October or as applications are processed throughout the year.

3b. Eligibility Verification

- *Created 04/09*
- *Reviewed 04/22*

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- [3b. Eligibility Verification \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-03b-Eligibility-Verification.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-03b-Eligibility-Verification.pdf)

3d. Head Start and Early Head Start Selection Criteria Score Sheet

- *Reviewed / Approved by Policy Council 2/23/2026*
- [3d. Head Start and Early Head Start Selection Criteria Score Sheet \(lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-03-d-HS-EHSSelectionCriteriaScoreSheet.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/ERSEA/_assets/documents/ERSEA-03-d-HS-EHSSelectionCriteriaScoreSheet.pdf)

5a. Recruitment Policy and Procedure

- Created 03/2000
- Reviewed 02/26

Policy

In order to reach those most in need of Lower Columbia College Head Start (HS) / Early Head Start (EHS) / Early Childhood Education Assistance Program (ECEAP) availability of services the recruitment process will be followed to actively inform and encourage all income eligible families, pregnant women and children with disabilities regardless of sex, race, creed, color or national origin to apply for admission to the program.

Policy complies with Performance Standard 1305.5

Procedure

A Recruitment/Selection committee will be established in October of each year. It will consist of parents, staff and leadership. The committee's primary goal is to identify families with age-eligible children for Head Start/EHS/ECEAP who meet the income guidelines, and to develop and implement comprehensive recruitment efforts throughout the county. To serve the families with the greatest need the following recruitment process takes place.

1. Obtain current information for returning Head Start / EHS/ ECEAP students by the end of the program year.
2. Update the existing waitlist showing only age eligible children.
3. Use a database system to run reports of potential eligible children who have had family members either enrolled or who had applied in the past.
4. Parents and staff will talk with local agencies, service organizations, and elementary schools to promote Head Start/ EHS / ECEAP in the community.
5. Identify local radio stations to run public service announcements or advertisements throughout the recruitment period.
6. Use LCC Head Start/EHS/ECEAP social media sites to continually recruit potential families for enrollment.
7. If a local newspaper becomes accessible, they will be contacted for possible feature stories about Head Start / EHS / ECEAP, focusing on recruitment.
8. The Lower Columbia College reader board will be utilized to promote enrollment.
9. On the campus of Lower Columbia College, the admissions office, student center, ESL and ABE classes, and campus bulletin boards are provided with flyers and asked to refer students/families.
10. The **Community Partnership/Public Relations Specialist** heads up public relations events throughout the year. For example: Earth Day, Safe Kids Day, Parades, Prevention Fairs, National Night Out, and the International Festival are possible recruitment events during the year.
11. The Direct Service Teams will provide current parents with applications for any age eligible siblings.

12. Each parent will be provided with recruitment flyers to give to a friend or neighbor that has an eligible child.
13. Address lists of potential income eligible families in the Cowlitz County service area are provided by DSHS to be utilized for recruitment mailings.
14. Recruitment Events (Rally Day/Week) include:
 - Delivery of recruitment materials to agencies, churches, dental offices, medical offices, child care providers and schools. All of these agencies will be asked to refer eligible families to our program.
 - Door to door campaigns will occur in previously high enrollment areas when needed.

5e. Logo Use Procedure & Guide

Procedure

In January 2018, the LCC Head Start/EHS/ECEAP program received Cabinet approval to implement a dedicated brand identity created by On The Mark Associates. This logo was subsequently reviewed and officially approved by the Policy Council on January 22, 2018.

Our logo — featuring a brown branch with green leaves nestled within a red and blue heart — is a visual representation of our core mission. It represents the diverse families, relationships and growth that occur among families, staff, and the positive impact our program has in our community.

To maintain a professional and unified image, all applications of the logo must strictly adhere to:

- [Policy 825: College Branding \(lowercolumbia.edu/publications/administrative-policies/800/825\)](https://lowercolumbia.edu/publications/administrative-policies/800/825)
- LCC Brand & Style Guide: All visual materials must follow the standards outlined in the [Official Branding Guide \(internal.lowercolumbia.edu/departments/effectiveness-college-relations/_assets/documents/Brand-and-Style-Guide-Feb-2026.pdf\)](https://internal.lowercolumbia.edu/departments/effectiveness-college-relations/_assets/documents/Brand-and-Style-Guide-Feb-2026.pdf).

Note: Proper branding ensures our program remains easily recognizable and credible to the families and community partners we serve.



6a. Community Assessment Policy and Procedure

- Created 07/03
- Approved by Policy Council 7/10/2003
- Reviewed 07/20

Policy

Every three years Lower Columbia College Head Start/EHS/ECEAP will conduct a community assessment to collect data about community strengths, needs and resources. This data will be used to make decisions about the type of services provided for children and families and to determine collaboration possibilities with other agencies.

Policy complies with Head Start Performance Standards 1305.3(c)(d)(e)

Procedure

1. Every three years Head Start/EHS/ECEAP will conduct a Community Assessment within its service area of Cowlitz County.
2. The Community Assessment at a minimum will include the collection and analysis of the following information on eligible children and families:
 - a. The demographic make-up including the number of eligible children/families, geographic location and racial ethnic composition.
 - b. Information on other child development and child care programs within in the service area that are serving HS/EHS/ECEAP eligible children.
 - c. The estimated number of children with disabilities four (4) years old or younger, including the type of disability and relevant services and resources provided these children by community agencies.
 - d. All current data regarding education, health, nutrition and social service needs of eligible children and their families.
 - e. The education, health, nutrition and social service needs as defined by families of Head Start/EHS/ECEAP children and by institutions that serve young children.
 - f. The resources within the community that could be used to address the needs, which includes the assessment of their availability and accessibility.
3. An analysis of the assessment information will be used to:

- a. Determine the program philosophy, and its long and short-term goals and objectives.
 - b. Determine the type of component services that are most needed and the program option(s) that will be implemented.
 - c. Determine the recruitment area to be served.
 - d. Determine appropriate locations for centers.
 - e. Set criteria that define the types of children and families who will be given priority for recruitment / selection.
4. The annual grant planning and budget process will include a review and update of the assessment information. An analysis of the updated information will determine if the direction of services to eligible children and families need to be changed.

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