



## **Head Start Leadership and Governance Training - Eligibility Final Rule**

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# Training Objectives

- Understand the roles of governance
- Recognize how Head Start management systems support leadership and governance

# Leadership and Governance

- Set program direction
- Exercise fiscal and legal oversight
- Make sure there is input from parents, staff, and community in the development of the program

# **Inclusive Leadership: Head Start Perspective**

**The three leadership entities of Head Start support grantees on their five-year journey.**

- The Governing Body
- The Policy Council
- Management Staff

## **Inclusive Leadership: Head Start Perspective Cont.**

- The Governing Body (Tyler I.S.D. Board) provides legal and fiscal oversight.
- The Policy Council provides input toward program direction.
- Management Staff handles the operations, activities, and analyzes data to implement the informed decisions made by the Policy Council and Governing Body.

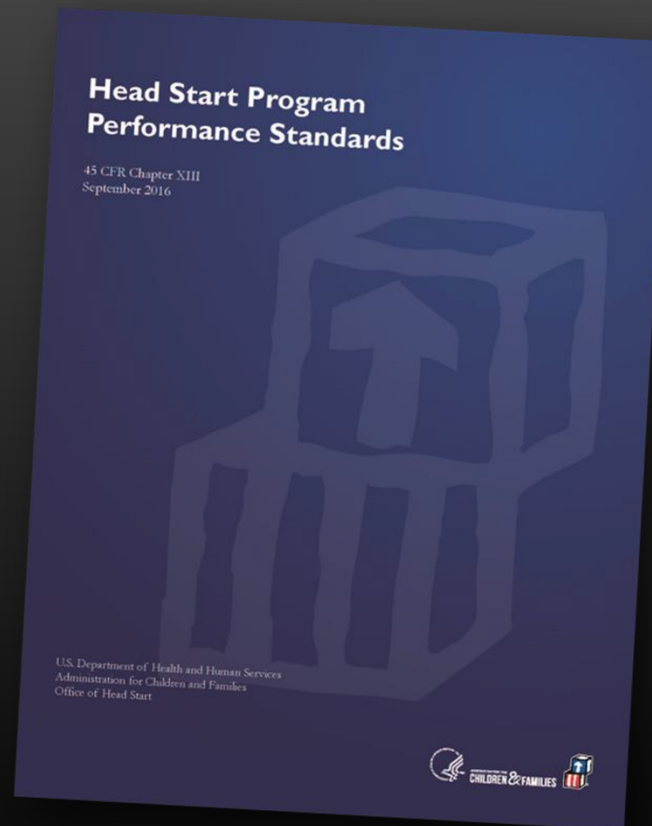
## **Inclusive Leadership: Head Start Perspective Cont.**

While Head Start program leadership is an inclusive process, the ultimate responsibility lies with the Governing Body.

# Head Start Act and HSPPS Requirements



<https://eclkc.ohs.acf.hhs.gov/policy/head-start-act>



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# Head Start Leadership and Governance





# Developing Bylaws

	Management Team	Policy Council/Committee	Governing Body
<b>Policies and Procedures</b>			
<b>Developing Bylaws</b>	<ul style="list-style-type: none"> <li>Draft governing body and Policy Council bylaws and amendments</li> </ul>	<ul style="list-style-type: none"> <li>Submit decisions regarding Policy Council bylaws to governing body</li> </ul>	<ul style="list-style-type: none"> <li>Adopt bylaws and amendments for governing body and Policy Council</li> </ul>
<b>Developing Governance Structure</b>	<ul style="list-style-type: none"> <li>Draft policies and procedures for consideration by Policy Council and governing body</li> <li><i>Continued...</i></li> </ul>	<ul style="list-style-type: none"> <li>Approve and submit to the governing body decisions regarding:</li> <li><i>Continued...</i></li> </ul>	<ul style="list-style-type: none"> <li>Select delegate agencies and service areas</li> <li><i>Continued...</i></li> </ul>
<b>Providing Leadership and Strategic Direction</b>	<ul style="list-style-type: none"> <li>Outline planning process and protocols for planning committee, including staffing considerations</li> <li><i>Continued...</i></li> </ul>	<ul style="list-style-type: none"> <li>Work with staff to select planning committee with focus on parent engagement</li> <li><i>Continued...</i></li> </ul>	<ul style="list-style-type: none"> <li>Work with management staff to select planning committee, including governing body representation</li> <li><i>Continued...</i></li> </ul>
<b>Monitoring Program Performance</b>	<ul style="list-style-type: none"> <li>Generate reports to monitor compliance and goal attainment that include:</li> <li><i>Continued...</i></li> </ul>	<ul style="list-style-type: none"> <li>Review related reports</li> <li><i>Continued...</i></li> </ul>	<ul style="list-style-type: none"> <li>Review related reports</li> <li><i>Continued...</i></li> </ul>
<b>Ensuring Consensus</b>	<ul style="list-style-type: none"> <li>Develop procedures with governing body and Policy Council and facilitate selection of mediator and arbitrator</li> <li><i>Continued...</i></li> </ul>	<ul style="list-style-type: none"> <li>Jointly establish written procedures for resolving internal disputes between governing body/Tribal Council and Policy Council in a timely manner that include impasse procedures. These procedures:</li> <li><i>Continued...</i></li> </ul>	<ul style="list-style-type: none"> <li>Jointly establish written procedures for resolving internal disputes between governing body and Policy Council in a timely manner that include impasse procedures. These procedures:</li> <li><i>Continued...</i></li> </ul>

## Eligibility and Enrollment

- The child must be *at least three years old (only with a Tyler I.S.D. diagnosed disability) or 4* by the date used to determine eligibility for public school [September 1]
- The *family's income is equal to or below the poverty line; or*
- The family is potentially *eligible for public assistance; including TANF child-only payments; or*

## Eligibility and Enrollment

- The child is *homeless*, as defined by statute, or
- The child is in *foster care*.

# Poverty Guidelines

## 2022 Poverty Guidelines

Persons In Family/Household	Poverty Guideline
1	\$13,590
2	\$18,310
3	\$23,030
4	\$27,750
5	\$32,470
6	\$37,190
7	\$41,910
8	\$46,630

For families/households with more than 8 persons, add \$4,720 for each additional person.

# Determining, Verifying, and Documenting Eligibility

Program staff must:

1. Conduct an in-person (preferred method) or virtual interview with each family
2. Verify age and eligibility
3. Create an eligibility determination record

## In-Person Interview

- The process begins with the face-to-face or virtual interview
- This can take place in the Head Start Parent Office, in an alternate location, or in the potential student's home
- As a last resort, guidance does allow for an interview over the telephone.

# Verification

## Age

- Program staff must verify a child's age in accordance with school district and program policies and procedures (birth certificate)

# Verification

## Income

- Staff must use tax forms, pay stubs, or other proofs of income to determine the family income.
- If the family cannot provide these, staff may accept written forms from employers, including individuals who are self-employed
- If the family reports no income, the program may accept the family's self-declaration to that effect along with documentation of efforts made by program staff to verify the family's income through a third party, with consent of the family.



# Verification

## Income Cont.

Generally, the relevant time frame is within the last year. If a family can demonstrate a significant change in income for the relevant time frame, program staff may consider current circumstances.

## Homeless students

The program may accept a written statement from the school district homeless liaison or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including information gathered on enrollment or application forms or notes from an interview with staff to establish the child is homeless.

# Verification

## Public Assistance

The program staff must be provided with documentation from the state, local or federal agency that shows the family either receives public assistance or the family is potentially eligible to receive public assistance.

## Foster Care

The program staff must be provided with a court order or other legal or government issued document, a written statement from a government child welfare official that demonstrates the child is in foster care or proof of a foster care payment.

# Verification

## Additional Allowances

- If a family does not meet any of these criterion, the program may enroll a child who would benefit from services, provided that the participants only make up to 10 percent of a program's enrollment.
- The program has established and implements outreach and enrollment policies and procedures to ensure it is meeting the needs of eligible children and children with disabilities before serving these students.



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