

ILLINOIS STATE BOARD OF EDUCATION
Early Childhood Block Grant 3-5 Compliance Checklist
Includes Preschool Expansion Program Addendum

Program Name:	RCDT:
Address:	Assessor:
Authorized Official:	Visit Date:
Grant Type:	

Documentation listed are examples of what can be provided to show compliance.

1) The staff-child ratio is one adult to 10 children with 20 children being served in each session. The minimum number of children to be served in a PFA classroom is 15 when utilizing an inclusive model. Exceptions include Head Start, DCFS licensing and blended PFA/ECSE sessions. Children with IEPs in blended sessions are counted in the PFA enrollment. [23 Ill. Adm. Code 235.30(a)(3) and (c)] and ISBE policy

Compliance	Documentation Examples	Notes
<input type="checkbox"/> *20 children per session <input type="checkbox"/> *Staff to child ratio is met <input type="checkbox"/> The minimum number of children to be served is 15 when utilizing an inclusive model <input type="checkbox"/> A waiting list system is established when maximum number of children are enrolled	<input type="checkbox"/> Current class list(s) noting PFA children (with and without IEPs) vs. non-PFA children, and total number needed for PFA full enrollment <input type="checkbox"/> Waiting list or a process for developing a waiting list	

**ExceleRate 3B. Group Size and Staff/Child Ratio*

2) Each enrolled child has a file with all required documentation.

Children who are eligible for kindergarten (five or older on September 1 of the program year) are not enrolled in the program, unless indicated by IEP.

[105 ILCS 5/10-20.12]

[Student Records-105 ILCS 5/2-3-3.13a]

[Birth Certificate-325 ILCS 50/5) (from Ch. 23, par. 2285)]

[Immunizations-105 ILCS 5/27-8.1]

[Vision Screening-77 Ill. Adm. Code 685]

[Hearing Screening-77 Ill. Adm. Code 675] and ISBE policy

[23 Adm. Code 235.20(c)(6)(A-F)] and ISBE policy.

Compliance	Documentation Examples	Notes
<p><input type="checkbox"/> All children are age-eligible for the program.</p> <p><u>Complete file for each child containing all required documents:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Name, address, phone number <input type="checkbox"/> Birth certificates indicating age eligibility <input type="checkbox"/> Physical and immunization records <input type="checkbox"/> Vision and hearing screening results <input type="checkbox"/> Demographic and family information, including emergency contact information and names with contact information of anyone to whom the child can be released <input type="checkbox"/> Proof of family income 	<p><input type="checkbox"/> Complete file for each child containing all required documentation for compliance is available to the assessors (may be electronic.) Homeless, foster or immigrant children may not have complete files.</p> <p><input type="checkbox"/> Proof of family income examples:</p> <ul style="list-style-type: none"> • Pay stubs (Two most recent, consecutive) • Proof of WIC benefit • Proof of SNAP benefit • Proof of TANF enrollment • Proof of SSI benefit • Proof the family receives CCAP • Tax return (most recent) • Wages and tax statement (most recent W-2) • Verification/letter from employer • Proof that parent/guardian is enrolled in Medicaid • A signed written statement from the family only if zero income is determined 	

3) Program meets requirements for homeless children. (Applies only to school districts)

[23 Ill. Adm. Code 235.7(k), 105 ILCS 45/ Education for Homeless Children Act, and McKinney–Vento Homeless Assistance Act (42 USC 11431 et.seq.) and ESSA (Every Student Succeeds Act State Plan)]

Compliance	Documentation Examples	Notes
<p><u>Program has a written plan for homeless students that meets all of the following requirements:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Immediate school enrollment regardless of child’s ability to produce records (e.g. previous academic records, health records, proof of residency, and/or birth certificate) <input type="checkbox"/> Attendance in the school of origin or school of residence <input type="checkbox"/> Provision for transportation for homeless children <input type="checkbox"/> Guidelines regarding dispute resolution <input type="checkbox"/> Provision for services to homeless child that is comparable to services offered to non-homeless in the Local Education Agency (e.g. Special Education, Title 1, programs for students with limited English proficiency, before and after school programs) <input type="checkbox"/> Not applicable (applies only to school districts) 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of written plan (school district plan is acceptable) with all requirements for serving homeless students 	

4) Screening procedures include all required documentation.

[23 Ill. Adm. Code 235.20(c)(6)(A-F)] and ISBE policy

Compliance	Documentation Examples	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> <i>*Evidence of screening results and/or IEP</i> <input type="checkbox"/> <i>*Evidence that results are shared with parent/guardian</i> <input type="checkbox"/> <i>*Evidence that children identified with developmental concerns are referred for further evaluation</i> <input type="checkbox"/> Documentation of parent/guardian permission signatures <input type="checkbox"/> Evidence of parent/guardian interview and that interview was in parent’s/guardian’s home language <input type="checkbox"/> Evidence teachers have access to screening results 	<p>Child files contain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Screening results for each child <input type="checkbox"/> Copy of parent/guardian interview <input type="checkbox"/> Copy of exit interview form or description of exit interview process with parent/guardian <input type="checkbox"/> Copy of referral 	

**ExceleRate 1D. Child Screening*

5) The program uses a research based screening instrument and activities that measure all aspects of the child’s development (cannot be district created).

[23 Ill. Adm. Code 235.20(c)(6)(A-B)] and ISBE policy

Compliance	Documentation Examples	Notes
<p><u>*A research based screening instrument is used which includes the following areas:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cognitive Development <input type="checkbox"/> Social Skills <input type="checkbox"/> English Proficiency <input type="checkbox"/> Fine and Gross Motor Skills <input type="checkbox"/> Vocabulary <input type="checkbox"/> Visual-Motor Integration <input type="checkbox"/> Language and Speech Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Blank copy of developmental screening tool(s) used 	

*ExceleRate 1D. Child Screening

6) The program has established weighted eligibility criteria and prioritizes children who are most at risk of academic failure to determine eligibility.

[23 Ill. Adm. Code 235.30 (a)(2), 235.30 (b)(c) and 235.20 (c)(4) and 235.50(a)(1)(A-C)] and ISBE policy

Compliance	Documentation Examples	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Multiple risk factors used for program eligibility are weighted and are based on factors in the community <input type="checkbox"/> Enrollment is prioritized for children determined to be most at-risk (homeless, youth in care, etc. should receive first priority for enrollment) <input type="checkbox"/> Documentation of weighted risk factors are included in each child’s file <input type="checkbox"/> Eligibility criteria do not exclude children who are not toilet trained 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of weighted eligibility checklist <input type="checkbox"/> Copy of scoring criteria used to prioritize enrollment <input type="checkbox"/> Family income documentation if used for eligibility <input type="checkbox"/> Documentation of eligibility in each individual child’s file (weighted eligibility checklist) 	

7) Program meets for a minimum of two and one half hours per day. Program calendar includes at least 165 days of student attendance.

[23 Ill. Adm. Code 235.20(c)(13) – as specified in RFP and ISBE policy

Compliance	Documentation Examples	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> A minimum of 165 days for student attendance are provided. Any remaining days in district calendar may be used for family conferences, home visits, or professional development OR are used for student attendance days. <input type="checkbox"/> Class sessions meet at least 2 ½ hours per day, 5 days per week (Note: If school district has regular weekly or monthly planning dismissal times that affect the PFA weekly class time, district must ensure weekly class time overall equals at least 12.5 hours per week.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of program calendar <input type="checkbox"/> Copy of daily schedule 	

8) Childcare centers have a current and valid license from the Department of Children and Family Services. (Applies only to childcare centers)

[23 Il. Adm. Code 235.10(b)] and ISBE policy

Compliance	Documentation Examples	Notes
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<input type="checkbox"/> DCFS license is current or pending DCFS approval <input type="checkbox"/> License is valid <input type="checkbox"/> License is posted in the center <input type="checkbox"/> Not applicable to school districts or license exempt programs.	<input type="checkbox"/> Copy of current license or DCFS letter showing pending approval or proof of license exempt status.	
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9) Program has a mission statement based on shared beliefs developed cooperatively by parents/guardians, families, staff members, and community representatives.
 [23 Ill. Adm. Code 235.20(c)(2)(A)] and ISBE policy

Compliance	Documentation Examples	Notes
<input type="checkbox"/> Mission statement has been developed cooperatively and is on display	<input type="checkbox"/> Copy of mission statement (School district mission statement acceptable)	

10) The program uses a research-based curriculum that aligns with the Illinois Early Learning and Development Standards.
Name of Curriculum _____
 [23 Ill. Adm. Code 235.2(c)(3)(A-C)] and ISBE policy

Compliance	Documentation Examples	Notes
<input type="checkbox"/> <i>*Curriculum is research based</i> <input type="checkbox"/> <i>*Curriculum aligns with the Illinois Early Learning and Development Standards and Early English Language Development Standards (when applicable)</i> <input type="checkbox"/> <i>*Lesson plans show connection with the benchmarks from the Illinois Early Learning and Development Standards (acceptable to use key phrases from the IELDS benchmarks or objectives from the program's research-based curriculum that is aligned with the IELDS)</i> <input type="checkbox"/> Lesson plans designed to meet individual child's needs (at minimum 25% of children per week, with individualization for all children in the class within each month). <input type="checkbox"/> Use of worksheets is not evident as part of the curriculum or lesson plans	<input type="checkbox"/> Copy of lesson plans <input type="checkbox"/> Curriculum materials <input type="checkbox"/> Proof of curriculum alignment with Illinois Early Learning and Development Standards and Early English Development Standards (when applicable) <input type="checkbox"/> Proof of lesson plan alignment with Illinois Early Learning and Development Standards or with the program's research-based curriculum that is aligned with the IELDS. <input type="checkbox"/> Program lesson plans are based on assessment data and designed to meet individual children's needs.	

**ExceleRate 1B. Curriculum*

11) A nutritious snack and/or meal is available for children

[23 Ill. Adm. Code 235.20(c)(13)(16)] and ISBE policy

Compliance	Documentation Examples	Notes
<input type="checkbox"/> Snack is offered daily for half day. A meal is offered in the case of a full day program for participating children. <input type="checkbox"/> Snack is aligned with USDA Food and Nutrition Guidelines <input type="checkbox"/> Parent/guardian not required to provide or pay for a snack	<input type="checkbox"/> Copy of snack/meal schedule	

12) The program utilizes an appropriate research-based authentic assessment system that aligns with the curriculum and documents children’s progress over time with measurable outcomes.

Name of Research-based Authentic Assessment System: _____

[23 Ill. Adm. Code 235.30(a)(1)(A-B) and 235.20(c)(7)(11)] and ISBE policy

Compliance	Documentation Examples	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> <i>*A research based authentic assessment system that aligns with the curriculum is used to determine each child’s education plan</i> <input type="checkbox"/> <i>*Portfolio collections measure progress over time OR program has a system in place to document how portfolio collections will measure progress over time</i> <input type="checkbox"/> Assessment involves regular, ongoing observations that reflect children’s involvement in typical daily classroom activities <input type="checkbox"/> Portfolio collections reflect the Illinois Early Learning and Development Standards (IELDS) or indicators from the program’s research-based assessment tool that is aligned with the IELDS. <p><u>A portfolio for each child will contain:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A copy of the completed research based assessment tool that measures progress over time with 3 reporting periods <input type="checkbox"/> Individualized collections that include an anecdotal note and may include work samples, photos, videos or audio recordings that reflect the Illinois Early Learning and Development Standards (IELDS) or indicators from the program’s research-based assessment tool that is aligned with the IELDS. Portfolios reflect, at a minimum, 2 benchmarks from the language arts, math, social-emotional, science, social studies, physical, fine arts, and ELL (if applicable) domains of the IELDS per reporting period <input type="checkbox"/> Narrative summary reports, based on assessment data collected, are used to share assessment information with parent/guardian 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of authentic assessment system for review <input type="checkbox"/> Portfolios for all enrolled children <input type="checkbox"/> Documentation of a narrative summary report that is shared with parent/guardian <input type="checkbox"/> Portfolio documentation reflecting the IELDS or indicators from the program’s research-based assessment tool that is aligned with the IELDS <input type="checkbox"/> Portfolio documentation reflecting progress over time or program has a system in place to document how portfolio collections will measure progress over time 	

**ExceleRate 1E. Child Assessment*

13) The program has a written plan with procedures for transitioning children to kindergarten. The program has a policy prohibiting expulsion and suspension.

[23 Ill. Adm. Code 235.30(a)(4)] [Public Act 100-0105](#)

Compliance	Documentation Examples	Notes
<input type="checkbox"/> <i>*A written plan which details procedures for transitioning children to kindergarten</i> <input type="checkbox"/> <i>*Transition plans are shared with parent/guardian</i> <input type="checkbox"/> Program has a written policy prohibiting expulsion and suspension	<input type="checkbox"/> A copy of kindergarten transition plan <input type="checkbox"/> A copy of program policy prohibiting expulsion and suspension	

**ExceleRate 2B. Transitions*

14) The program has a plan that guides collaboration with other members of the early childhood community.

[23 Ill. Adm. Code 235.20(c)(8)] and ISBE policy

Compliance	Documentation Examples	Notes
<input type="checkbox"/> <i>*The program has a written plan, updated yearly, outlining collaboration with members of the local community that serve young children and families</i> <input type="checkbox"/> <i>*The program has a signed Memorandum of Understanding (MOU) with local Head Start</i>	<input type="checkbox"/> A copy of written plan outlining the collaboration <input type="checkbox"/> A copy of signed Memorandum of Understanding (MOU) with local Head Start	

**ExceleRate 2A. Family & Community Engagement*

15) Classroom staff has required License and Endorsement(s).

[23 Ill. Adm. Code 235.20(c)(9)(A-F), 25.25, 25.100, 25.510 and 25.Appendix E] and ISBE policy

Compliance	Documentation Example	Notes
<input type="checkbox"/> <i>*Preschool for All (PFA) teacher has current Professional Educator License (PEL) with an early childhood education endorsement or proper temporary approval (Public Act 100-0645)</i> <input type="checkbox"/> <i>*Paraprofessional has documentation of paraprofessional educator license</i> <input type="checkbox"/> <i>*PFA/ECSE blended classroom teacher has current PEL with early childhood endorsement and early childhood special education approval unless itinerant services are provided per the IEP</i> <input type="checkbox"/> <i>*Not applicable</i> <input type="checkbox"/> <i>*English Learners in a full-time TBE program are provided instruction in the native language and English by teachers that are properly licensed and hold the bilingual endorsement or the district has submitted the plan required under 23 ILCS 228.35 (c)3.</i> <input type="checkbox"/> <i>*Not applicable</i> <input type="checkbox"/> <i>*English Learners in TBE or TPI program are provided instruction in English as a second language by teachers holding the ESL or ENL endorsement or the district has submitted the plan required under 23 ILCS 228.35 (c)3.</i> <input type="checkbox"/> <i>*Not applicable</i> <input type="checkbox"/> <i>Directors (or building principals) of preschool programs administered by school districts shall hold a professional educator license endorsed for principal or general administrative</i> <input type="checkbox"/> <i>*Not applicable</i> <input type="checkbox"/> <i>Directors of child care centers shall have either a minimum of a baccalaureate degree in child development or early childhood education or the equivalent (i.e., baccalaureate in any discipline with a minimum of 24 semester hours of credit in child development, early childhood education, or early childhood special education, including relevant field experience) and a Gateways to Opportunity Level II or III Illinois Director Credential</i> <input type="checkbox"/> <i>*Not applicable</i> <input type="checkbox"/> <i>*Written Staff Development Plans for each teacher and paraprofessional</i>	<input type="checkbox"/> Copy of current PELs and applicable endorsement(s) or approvals/credentials (in ELIS) <input type="checkbox"/> Copy of paraprofessional approval document (in ELIS) <input type="checkbox"/> Copies of transcripts and credentials <input type="checkbox"/> Copies of written Professional Development Plans for each teacher and paraprofessional	

**ExceleRate 1F. Inclusion of Children with Special Needs; 3A. Program Administration; 4A. Director Qualifications; 4B. Staff Qualifications; and 4C. Staff Development.*

16) The program has developed and implemented a family education and involvement component.

[23 Ill. Adm. Code 235.20 (c)(7)(A-E) and 235.20(c)(16)] and ISBE policy

Compliance	Documentation Example	Notes
<input type="checkbox"/> <i>*Opportunities for family education and involvement are provided and documented</i> <input type="checkbox"/> <i>*Opportunities for ongoing two way communication with parent/guardian</i> <input type="checkbox"/> <i>*Program does not charge families fees for field trips or registrations; nor does program require families purchase students' supplies or materials.</i>	<input type="checkbox"/> Documentation of parent/guardian education and involvement, including agendas and sign in sheets <input type="checkbox"/> Documentation of opportunities for ongoing two way communication with parent/guardian	

ExceleRate 2A Family & Community Engagement*17) The district administers a Home Language Survey to each student upon entering school for the first time. (Applies only to School District programs.)**

[23 Ill. Adm. Code 228.15]

Compliance	Documentation Examples	Notes
<input type="checkbox"/> <i>*Completed Home Language Survey on file for each child signed by the parent/guardian</i> <input type="checkbox"/> <i>*Not applicable (Applies only to school districts.)</i>	<input type="checkbox"/> Home Language Surveys in each child's file <input type="checkbox"/> Not a school district program - no documentation needed	

ExceleRate 3D. Culturally and Linguistically Appropriate Practice*18) The district screens the English language proficiency of each student identified through the Home Language Survey as having a language background other than English and uses the prescribed screening procedures identified by the preschool program to determine English language proficiency. (Applies only to School District programs)**

[23 Ill. Adm. Code 228.10 "Prescribed Screening Procedures" and 228.15 (e)]

Compliance	Documentation Examples	Notes
<input type="checkbox"/> <i>*District has documentation of screening procedures that align with the "prescribed screening procedures" in 23 Ill. Adm. Code 228.10</i> <input type="checkbox"/> <i>*Prescribed screening procedures have been used to assess English language proficiency for each student identified through the home language survey as having a language background other than English or Home Language Surveys indicate no need for use of prescribed screening procedures</i> <input type="checkbox"/> <i>*Not applicable (applies only to school districts)</i>	<input type="checkbox"/> Copy of prescribed screening procedures <input type="checkbox"/> Screening results for English language proficiency are on file for each student identified through the home language survey as having a language background other than English <input type="checkbox"/> Home Language Surveys indicate no need for use of prescribed screening procedures	

**ExceleRate 3D. Culturally and Linguistically Appropriate Practice*

19) Program has a written annual program evaluation and continuous quality improvement plan.

[23.III.Adm. Code 235.20(c)(10)(17) and 235.70(b) (1-4) and 235. Appendix B Program Goal III]

Compliance	Documentation Examples	Notes
<input type="checkbox"/> <i>*The program has an annual self-assessment that informs both the individualized staff development plans and the program's annual continuous quality improvement plan</i> <input type="checkbox"/> <i>*The program has a written continuous quality improvement plan on file which is updated yearly</i>	<input type="checkbox"/> Copy of annual program self-assessment <input type="checkbox"/> Copy of annual program-created continuous quality improvement plan. A current updated ISBE Continuous Quality Program Improvement Plan (CQIP) is acceptable	

ExceleRate 3A. Program Administration; and 3C. Continuous Quality Improvement*20) Children with IEPs in the program receive support.**

[23 III Adm. Code 226.210 (a)(b)(c)]

Compliance	Documentation Examples	Notes
<input type="checkbox"/> Children with disabilities participate in a variety of activities with supplementary aids, services and instructional strategies <input type="checkbox"/> Staff attend and participate in IEP meetings <input type="checkbox"/> Staff participates in professional development activities related to providing services to children with IEPs in the regular early childhood classroom <input type="checkbox"/> Special education supports and services are provided in the PFA classroom and embedded into the activities and routines of the day	<input type="checkbox"/> Interview with teacher includes: <ul style="list-style-type: none"> • Description of students with IEPs participating in a variety of activities • Examples of supplementary aids, services and instructional strategies • Description of participation in IEP meetings • Professional development activities related to providing services for students with IEPs in the general education environment 	

Notes:

Addendum: Preschool Expansion Program

Notes:

- For Preschool Expansion programs, class session length requirements from item 7 above are replaced by the class session length requirements outlined in item 21 below.

A. Program Design

21) Preschool Expansion Program meets for a full day equivalent to a first grade classroom in the local district.

Preschool Development Grant Application – Section A.2, pg. 15

Compliance	Documentation	Notes
<input type="checkbox"/> Preschool Expansion Program class sessions meet for a full day equivalent in length to district-run first grade classrooms and not fewer than five hours per day.	<input type="checkbox"/> Copy of daily schedule indicating length of day for program. <input type="checkbox"/> Copy of documentation of length of day for local district first grade classrooms.	

22) In addition to snack, (item 11 above), a nutritious breakfast and lunch are offered to children.

Preschool Development Grant Application – Section E.10.b pg. 88

Compliance	Documentation	Notes
<input type="checkbox"/> Meals are aligned with USDA Food and Nutrition Guidelines <input type="checkbox"/> Parents/guardians not required to provide or pay for a meal <input type="checkbox"/> Regular, age-appropriate, nutrition education for children and their families is provided	<input type="checkbox"/> Copy of daily schedule indicating meal and snacks <input type="checkbox"/> Copy of nutrition education curriculum and/or lesson plans <input type="checkbox"/> Evidence of nutrition education provided to parents/guardians	

23) The program actively engages in continuous quality improvement and takes concrete, measurable steps to resolve non-compliances.

Preschool Development Grant Application – Section B.4, pg. 27

Compliance	Documentation	Notes
<input type="checkbox"/> The program demonstrates resolution of non-compliances and progress towards program improvement goals.	<input type="checkbox"/> Program CQIP includes annual updates and incorporates setting of program improvement goals. <input type="checkbox"/> Program administrators provide documentation and evidence that	

	<p>prior non-compliances have been resolved.</p> <p><input type="checkbox"/> Documentation demonstrates progress towards program improvement goals.</p>	
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24) Programs with subcontractors engage in a rigorous and ongoing process of compliance monitoring. (Only applies to programs delegating Preschool Expansion slots to subcontractors).

Preschool Development Grant Application – Section E.4, pg. 75

Compliance	Documentation	Notes
<p><input type="checkbox"/> The program has entered into a written contract/memorandum of understanding with each subcontractor outlining expectations for performance, amount of funds to be subcontracted and their purpose, number of students to be served and the process for resolving compliance issues.</p> <p><input type="checkbox"/> The program maintains a written subcontractor monitoring plan, updated annually, and detailing the frequency of monitoring, types of monitoring to be conducted and process for addressing and resolving non-compliance.</p> <p><input type="checkbox"/> The program maintains written documentation of monitoring activity, including findings, remediation plans and follow-up to ensure correction of non-compliance.</p>	<p><input type="checkbox"/> Copy of signed agreements between program and each subcontractor, renewed annually.</p> <p><input type="checkbox"/> Copy of written subcontractor monitoring plan.</p> <p><input type="checkbox"/> Written report of monitoring for each subcontractor, indicating date of monitoring, any findings of non-compliance and the plan to resolve those findings.</p>	

B. Enrollment and Eligibility

25) The Preschool Expansion program adheres to the weighted eligibility criteria established by the state to prioritize children who are most at risk of academic failure to determine eligibility.

Preschool Development Grant Application – Section E.8, pg. 78

Compliance	Documentation	Notes
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<ul style="list-style-type: none"> <input type="checkbox"/> Program has designed systems for enrolling children that adhere to the required weighted eligibility form, including scoring and placement guidance for staff. <input type="checkbox"/> A minimum of 80% of enrolled children have at least two risk factors or one highest priority selection factor according to the weighted eligibility form. <input type="checkbox"/> Weighted eligibility form incorporates community-specific risk factors if determined to be necessary by program based on needs assessment. <input type="checkbox"/> Program collects and reviews proof of family income to determine eligibility (below 200% of FPL) and priority points (50% or 100% of FPL). 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of weighted eligibility checklist used by program, incorporating any community-specific risk factors <input type="checkbox"/> Copy of scoring criteria used to prioritize enrollment <input type="checkbox"/> Percentage of children above eligibility threshold and average point values. <input type="checkbox"/> Written procedures guiding eligibility determination <input type="checkbox"/> Child's file includes weighted eligibility form. <input type="checkbox"/> Child's file includes proof of family income aligned to priority points indicated on corresponding weighted eligibility form. 	
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26) The Preschool Expansion program intentionally implements a comprehensive recruitment strategy designed to identify and enroll the most at risk children and families.

Preschool Development Grant Application – Section E.8, pg. 78

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Program has developed a comprehensive recruitment plan to identify and enroll the most at-risk families. <input type="checkbox"/> A waiting list process, as documented in guidance from ISBE, is used during enrollment to ensure that slots are available for the most at risk children. <input type="checkbox"/> Program engages in community outreach to identify, educate and engage the most hard to reach families. <input type="checkbox"/> When entering children in the Student Information System (SIS), program implements a system to identify homeless children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Written recruitment plan including specific and actionable strategies and procedures for enrolling the most at risk children and families. <input type="checkbox"/> Program waiting list documenting priority placement of children based on need. <input type="checkbox"/> Evidence of comprehensive community outreach <input type="checkbox"/> Written policy and procedure for identification of homeless children when entering children in SIS. 	

C. Curriculum and Assessment

27) The program provides universal and targeted supports for children's positive behavior and social-emotional development.

Name of selected social-emotional model or curriculum: _____

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Program has developed and implemented a plan to support teachers in addressing the social-emotional needs of children and managing challenging behaviors. <input type="checkbox"/> Program has adopted a model for social emotional learning, such as the Pyramid Model developed by the Center for Social Emotional Foundations for Early Learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of supports provided to teachers, including program-wide policies documenting plan, agendas and sign-in sheets from workshops and training and availability of resources. <input type="checkbox"/> Documentation of selected social-emotional model 	

28) The program integrates physical activity appropriately into the curriculum.

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Program schedule ensures 60 minutes of physical activity per day. <input type="checkbox"/> Classroom and program materials and equipment support a variety of vigorous physical activity. <input type="checkbox"/> Physical activity services align with the IELDS Physical Development and Health Domain. 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of daily schedule indicating specific time available for physical activity. <input type="checkbox"/> Evidence of materials and equipment for physical activity. <input type="checkbox"/> Proof of lesson plan alignment with IELDS Physical Development and Health 	

D. Community Partnerships and Comprehensive Services

29) The program actively collaborates and engages with the local Head Start grantee and early childhood collaboration groups to advance outcomes for at-risk children and families.

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> The collaboration with the local Head Start grantee is an active collaboration with regular communication, coordination of services and joint activities where possible. <input type="checkbox"/> The program actively participates in local collaboration groups, including Innovation Zones, to improve 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of meetings at minimum twice annually, communication and collaboration with the local Head Start grantee <input type="checkbox"/> Evidence of engagement with local collaboration groups 	

outcomes for all children and families.		
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30) The program actively partners with regional DCFS liaisons, McKinney-Vento homeless liaisons, food pantries, homeless shelters, libraries, museums and other community institutions to provide a comprehensive spectrum of supports and opportunities to children and families.

Preschool Development Grant Application – Section E.1, pg. 93

Compliance	Documentation	Notes
<input type="checkbox"/> The program has an active partnership and regular communication with regional DCFS and McKinney-Vento liaisons to: <ul style="list-style-type: none"> <input type="checkbox"/> Provide services to enrolled homeless families and families involved in the child welfare system <input type="checkbox"/> Develop and implement collaborative processes to identify and enroll homeless families and families involved in the child welfare system. <input type="checkbox"/> The program maintains active linkages to community social service resources, including housing services, adult literacy and education programs, financial asset building services, domestic violence and substance abuse, and cultural resources, including libraries and museums, to: <ul style="list-style-type: none"> <input type="checkbox"/> Address identified family needs and enhance family well-being <input type="checkbox"/> Provide at-risk children and families with opportunities to engage in cultural and social enrichment. 	<input type="checkbox"/> Copies of partnership agreements and/or agenda and sign-in sheets of meetings with at minimum three community partners <input type="checkbox"/> Documentation of referral process to appropriate partners <input type="checkbox"/> Evidence of opportunities provided to families as a result of the partnership	

31) The program provides comprehensive services to support the development of the whole child, including in the areas of medical, dental and mental health.

Preschool Development Grant Application – Section E.10.b pg. 87

Compliance	Documentation	Notes
<input type="checkbox"/> Program ensures that each child receives a dental screening. <input type="checkbox"/> Program ensures that each child receives any necessary medical treatment or immunizations, as	<input type="checkbox"/> Evidence of up-to-date dental screening in child's file <input type="checkbox"/> Evidence of health treatment or immunizations as indicated by	

<p>indicated by physical.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program offers mental health screening for each child. <input type="checkbox"/> Families are connected to a medical and dental home to ensure regular access to care and follow-up. <input type="checkbox"/> Program facilitates referrals for care and services through a clearly defined referral process. <input type="checkbox"/> Workshops and training are offered to parents on a regular basis on topics related to child health, dental care, mental wellness and healthy lifestyles. 	<p>physical exam.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of mental health assessment and referral for services if indicated by assessment. <input type="checkbox"/> Copies of signed Memoranda of Understanding (MOU) with health, mental health and dental partners specifying process for referral, goal of ensuring that children obtain medical and dental homes and education opportunities available for parents and guardians. 	
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E. Personnel and Professional Development

32) Teaching staff receive relevant and appropriate professional development to drive instructional quality.

Preschool Development Grant Application – Section E.10.b pg. 86-87
Preschool Development Grant Application – Section A.2, pg. 15

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Each teacher and assistant teacher works with the instructional leader to develop an individual professional development plan that is connected to professional development and continuing education opportunities. <input type="checkbox"/> Teaching staff salaries are comparable to local K-12 teaching staff salaries <input type="checkbox"/> Teaching staff members receive training annually on program’s selected screening tools, curriculum and assessment tool. 	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of individual professional development plan and progress towards achieving plan goals. <input type="checkbox"/> Copy of salary schedule for local district K-12 instructional staff <input type="checkbox"/> Evidence of instructional staff salaries in the Preschool Expansion Program. <input type="checkbox"/> Evidence of teacher training on screening tool, curriculum and assessment tool. 	

33) A qualified instructional leader supports teacher development and instructional quality

Preschool Development Grant Application – Section C.2.a, pg. 45

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Program employs at least one instructional leader (master teacher, curriculum coordinator, or education coordinator) with specific early childhood expertise and expertise in serving culturally and linguistically diverse 	<ul style="list-style-type: none"> <input type="checkbox"/> Job description for instructional leader demonstrating: <ul style="list-style-type: none"> <input type="checkbox"/> That the position allocates time equivalent to at minimum 10% of a 	

<p>children.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Each instructional leader has a maximum caseload of ten classrooms. <input type="checkbox"/> The primary responsibility of the instructional leader is to provide embedded professional development and implement a professional learning community focused on instructional excellence. <input type="checkbox"/> Instructional leader develops, cultivates and maintains a professional learning community across Preschool Expansion Program classroom instructional staff. 	<p>full time position to each classroom (i.e. 2 classrooms = 20% FTE)</p> <ul style="list-style-type: none"> <input type="checkbox"/> That the position is dedicated to supporting instructional quality <input type="checkbox"/> Copy of instructional leader's resume and credentials <input type="checkbox"/> Evidence of implementation of a professional learning community. <input type="checkbox"/> Documentation of instructional staff participation in professional learning community and professional development. 	
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34) Qualified parent educators support parent engagement in program and lead parent education and family support efforts.

Preschool Development Grant Application – Section E.9 pg. 80

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Program employs at least one parent educator with a Bachelor's degree in a relevant field, such as early childhood education, social work, child development, counseling or family services. <input type="checkbox"/> Parent educators demonstrate cultural and linguistic competence appropriate for the community to be served. <input type="checkbox"/> Each parent educator has a maximum caseload of 100 children. <input type="checkbox"/> Parent educators deliver comprehensive parent engagement supports and services. 	<ul style="list-style-type: none"> <input type="checkbox"/> Job description for parent educator demonstrating core functions of supporting and engaging families and maximum caseload of 100 children. <input type="checkbox"/> Copy of parent educator's transcripts or other evidence of college degree. 	

F. Parent Engagement and Empowerment

35) The program provides comprehensive services to address the needs of families and help families set and achieve ambitious goals.

Preschool Development Grant Application – Section E.9 pg. 82

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> The program actively works with families to provide referrals, resources and services that address the needs of families and conducts follow up to ensure effectiveness of services. <input type="checkbox"/> Parent educator / family support staff maintain clear, written case notes that document family needs and 	<ul style="list-style-type: none"> <input type="checkbox"/> A copy of written plan detailing program's strategy for providing comprehensive services to families. <input type="checkbox"/> Written case notes detail specific supports provided to families by the program and chronicle family growth 	

<p>goals, resources provided to address those needs/goals and parent progress.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program maintains a written plan detailing a clear strategy for providing comprehensive services and supporting families holistically. This plan should align to the seven Head Start Parent and Family Engagement Outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> Family well-being <input type="checkbox"/> Positive parent-child relationships <input type="checkbox"/> Families as lifelong educators <input type="checkbox"/> Families as learners <input type="checkbox"/> Family engagement in transitions <input type="checkbox"/> Family connections to peers and community <input type="checkbox"/> Families as advocates and leaders 	<p>and progress towards meeting needs and achieving goals.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A copy of written plan that includes community services that will support families, such as income supports, food pantries, housing, social services, and other services relating to health/mental health, domestic violence, substance abuse, adult literacy, education and training, and financial asset building. 	
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36) The program engages parents as leaders and maintains an active Parent Advisory Council inclusive of a diverse range of parent perspectives.

Preschool Development Grant Application – Section E.9 pg. 84

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Program notifies parents of the opportunity to participate in a parent advisory council and actively engages parents through multiple methods of contact. <input type="checkbox"/> Parent Advisory Council additionally includes classroom teachers, school and center-level leadership and community members. <input type="checkbox"/> The council meets at minimum every two months at times and days that have been determined with input from parents. <input type="checkbox"/> The Parent Advisory Council receives necessary programmatic information to understand and inform program policies/procedures and to make substantive suggestions or express concerns. <input type="checkbox"/> Parent Advisory Council members will be connected to local collaborations and community groups. <input type="checkbox"/> Parents have opportunities to participate in a variety of leadership opportunities throughout the year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Advisory Council membership list <input type="checkbox"/> Copies of sign-in sheets, agendas, minutes and documents provided to members for each meeting <input type="checkbox"/> Parent Advisory Council meeting schedule <input type="checkbox"/> Documentation of parent leadership opportunities 	

37) Parent education opportunities are designed to support parents in meeting the needs of their children and achieving family goals.

Preschool Development Grant Application – Section E.9 pg. 82

Compliance	Documentation	Notes
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<input type="checkbox"/> Parents receive regular opportunities to learn from experts in the areas of: <ul style="list-style-type: none"> <input type="checkbox"/> child medical and dental health <input type="checkbox"/> mental wellness and <input type="checkbox"/> family strengthening <input type="checkbox"/> Parents have an opportunity to provide input in the selection of workshop/training topics.	<input type="checkbox"/> Documentation of parent workshops including schedule, agenda, sign-in sheets and flyer/advertisement to families <input type="checkbox"/> Documentation of method used to solicit input from parents/guardians in development of education offerings. <input type="checkbox"/> Parents receive regular opportunities to learn from experts in the areas of child medical and dental health, mental wellness and family strengthening.	
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38) The program actively supports parents in transitioning their child to kindergarten.		
<i>Preschool Development Grant Application – Section E.10.a pg. 85</i>		
Compliance	Documentation	Notes
<input type="checkbox"/> Parents/guardians are educated about the kindergarten transition and engaged in collaboratively developing a transition plan for their child.	<input type="checkbox"/> Documentation of education and support provided to parents/guardians during the transition process (sign-in sheets, agendas, case notes and transition plans including parent signatures)	

G. Services to Children with Special Needs

39) Program actively seeks out and enrolls children with special needs		
<i>Preschool Development Grant Application – Section E.10.b pg. 89</i>		
Compliance	Documentation	Notes
<input type="checkbox"/> Children with special needs represent a significant percentage of enrolled children. <input type="checkbox"/> The program articulates a clear strategy for targeting children with special needs for enrollment. <input type="checkbox"/> The program maintains a clear written process for	<input type="checkbox"/> Percentage of enrolled children with active IEPs <input type="checkbox"/> Percentage of children in the referral/assessment process for special services	

<p>referral/assessment of children with suspected special needs and comprehensive support to parents during the assessment process.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Written plan detailing recruitment efforts to identify and enroll children with special needs. <input type="checkbox"/> Written plan for referral and assessment of children with suspected special needs and support to parents. 	
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40) Services to children with IEPs are coordinated with local partners and integrated across the school day.

Preschool Development Grant Application – Section E.8 pg. 78
Preschool Development Grant Application – Section E.10.b pg. 89

Compliance	Documentation	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Services are coordinated with early intervention service providers under part C and LEAs under section 619 of part B of IDEA <input type="checkbox"/> A written plan guides coordination and collaboration activity regarding services to children with special needs. <input type="checkbox"/> Physical activity services take into account and accommodate children with special needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of plan for coordination with Part C and 619 of Part B of IDEA <input type="checkbox"/> Evidence of active, collaborative partnership and regular engagement with local Child and Family Connections. <input type="checkbox"/> Description of accommodations in physical activity services for children with special needs. 	

Notes:

