Illinois State Board of Education
Prevention Initiative Compliance Checklist Fiscal Year 2025

The Illinois State Board of Education (ISBE) maintains a contract with Vander Weele Group LLC to implement Prevention Initiative (PI) program monitoring to support quality improvement and to maintain compliance with the Early Childhood Block Grant Administrative Rules, Part 235, Subpart A. Please review the ISBE Early Childhood Prevention Initiative webpage for additional details and the latest information for Prevention Initiative programs. Programs must align to ISBE policy, the compliance checklist.

Tools used for PI Home Visiting Program Monitoring (FY 2025)
- Prevention Initiative Compliance Checklist: This measures compliance to the 23 Illinois Administrative Code Section 235, Illinois Early Learning Guidelines, and the Birth to Five Program Standards.
- Home Visit Rating Scales (HOVRS): Roggman, L., Cook, G., Innocenti, M., Jump Norman, V., Boyce, L., Christiansen, K., Olson, T. (2018). The Home Visit Rating Scales-3.
- Prevention Initiative Quality Evaluation Tool (PIQET-R) - The PIQET tool is designed to measure and give feedback about quality programming based upon research and standards from a variety of sources, including the ISBE's Illinois Birth to Five Program Standards and the Early Childhood Technical Assistance Center (ECTA). Abbruzzese, L.J., Viecelli, K. (2024). Prevention Initiative Quality Evaluation Tool, Revised Edition (PIQET-R) [Unpublished document]. Vander Weele Group LLC.

Tools used for PI Center-Based Monitoring (FY 2025)
- Prevention Initiative Compliance Checklist
- Infant/Toddler Environment Rating Scale revised (ITERS-R): Measures both environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers, including language, cognitive, social-emotional, and physical development, as well as concern for health and safety (center-based ONLY). Citation: Harms, T., Cryer, D., & Clifford, R. M. (1990). Teachers College, Columbia University New York.
- Family Child Care Environmental Rating Scales (FCCERS-R)- The FCCERS assesses both environmental provisions and provider-child interactions that contribute to children's learning and development, including language, cognitive, social-emotional, and physical development, as well as concerns for health and safety (FCCH ONLY). Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2019). Family Child Care Environment Rating Scale, revised edition (FCCERS-R). New York, NY: Teachers College Press.
- Prevention Initiative Quality Evaluation Tool (PIQET-R)

Notes:
- **Files from the current fiscal year will be reviewed unless additional information is required.**
- **If staff are serving children/families identified as Prevention Initiative, they are subject to PI monitoring regardless of funding stream.**

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RCDT:	
Program Name in IWAS:	
Program Address (street, city, ZIP code):	
Authorized Official:	
Visit Date:	
Assessor:	
Notes:	

Prevention Initiative

PI1. Identification of the Prevention Initiative program. HV, CB		
Compliance	**Documentation**	**Notes**
A. PI Program Type: ☐ PI Home Visiting ☐ Doula Services PI Center-Based ☐ DCFS Licensed Child Care ☐ DCFS Licensed Family Child Care Homes		Prevention-Initiative-Program-HV-CB-Criterion.pdf (isbe.net)
B. Program services for children and families operate on the following schedule: ☐ 165 or more working days providing services to children	☐ Program calendar ☐ Pay stubs ☐ Schedule within a program manual/handbook ☐ Schedule within a staff manual/handbook ☐ Schedule within program brochures ☐ Other (describe in notes)	[23 Ill. Adm. Code 235.20(c)(13)

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PI2. The program has a mission statement based on shared beliefs developed cooperatively by parents/guardians, families, staff members, and community representatives. HV, CB		
Compliance	**Documentation**	**Notes**
A. Mission statement has been developed. ☐ Yes ☐ No	☐ Copy of mission statement	[23 Ill. Adm. Code 235.20(c)(2)(A)] Note: School district mission statement acceptable. Mission statement in program brochure or on paperwork is acceptable.
B. Mission statement is publicly available. ☐ Yes ☐ No		Note: The program may have the mission statement visible and, in a room where groups are held or other places where families are served in a school district or agency. The mission statement must be posted at the public entrance to the program as well as in public areas such as but is not limited to: Vestibules, the main office, classrooms, meeting rooms, activity rooms, offices of staff that the public may visit, program website, as well as others not mentioned, to comply. A school district mission statement is acceptable.
PI3. The program will not collect any fees from parents/guardians and their children who are enrolled. HV, CB		
Compliance	**Documentation**	**Notes**
A. Program does not charge fees for participation in the program. (For example, the program does not charge families fees for childcare, transportation, field trips, or registrations; program does not require families to purchase supplies or materials.) ☐ Yes ☐ No	☐ Statement visible on program brochure, paperwork, or program website. ☐ Policy in Policies and Procedures Manual or another similar document ☐ Other (describe in notes):	[23 Ill. Adm. Code 235.20(c)(16)] Note: The program can demonstrate compliance by showing evidence of a policy developed in a Policies and Procedures Manual. Showing evidence on enrollment forms and/or in a program brochure, that fees are not collected, and families are not charged for participation. PIM Pages 8, 21.

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PI4. The program has developed policies and procedures. HV, CB		
Compliance	**Documentation**	**Notes**
A. Evidence that program has developed written policies to guide staff to comply with mandated reporting laws for child abuse and neglect. ☐ Yes ☐ No	☐ Written mandated reporting policies and procedures for staff in a Policies and Procedures Manual ☐ Written mandated reporting policies and procedures for staff in an Employee Handbook ☐ Other (describe in notes)	[23 Ill. Adm. Code 235. Appendix B Program Goal I] Note: The program can show evidence that it has developed a policy by providing a Policies and Procedures Manual or another similar document. The policy and where it is located may be different from program to program.

PI5. Program eligibility screening procedures include all required documentation that is found in each child's file, as applicable. [23 Ill. Adm. Code 235.40(b)] HV, CB		
Compliance	**Documentation**	**Notes**
A. Each program utilizes a weighted eligibility screen form. ☐ Yes ☐No	☐ Weighted Eligibility Criteria Form ☐ Other (describe in notes)	[23 Ill. Adm. Code 235.320 and 235.330 and 235.340] Note: Sample Weighted Eligibility Form, Every child enrolled in the PI program needs to have a completed weighted eligibility screen form on file. Income verification is required each time a weighted eligibility screen form is completed.
The programs utilize the weighted eligibility criteria form, programs must include the following priority populations on the weighted eligibility checklist as they prioritize enrollment: ☐ B. Children with developmental delays (These are the children enrolled in Early Intervention with an identified developmental delay.)		Note: These are the children who are enrolled in Early Intervention or who have been identified developmental delay.
☐ C. Children whose screening indicated delays in development but do not have a current referral to early intervention.		Note: This includes children not enrolled in Early Intervention but appear to have developmental delays based on a child

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		<mark>developmental screening, should be prioritized.</mark>
☐ D. Children experiencing homelessness		
☐ E. Youth in Care		
☐ F. Children with family income that is 50% below the federal poverty Level		Poverty Guidelines | ASPE (hhs.gov)
☐ G. <mark>Children whose parent or caregiver is an English language learner.</mark>		

H. Evidence of the program eligibility screening results for the child/family:
☐Family is enrolled in PI program.
☐Family did not qualify for the PI program.
☐Family is on the PI waiting list.
   ☐ Yes
   ☐ No
	☐ Prevention Initiative Weighted Eligibility Form in child/family file
	☐ Copy of Exit Documentation or Notes
	☐ Other (describe in notes):
		Prevention Initiative SAMPLE Eligibility Form 📄

I. Families with the most points on the weighted eligibility criteria measure are prioritized on an enrollment/waiting list. ☐ Yes ☐ No ☐ No waiting lists Exception: Second child of family already enrolled in a PI home visiting program is eligible for the program per the second child's weighted eligibility criteria form. The second child still must have a completed screening and be eligible for the PI program.	☐ Copies of the Prevention Initiative Weighted Eligibility Forms, Enrollment Forms ☐ Enrollment list and/or waiting list (list or report of all screened families with eligibility points and enrollment status) ☐ Other (describe in notes):	Prevention Initiative SAMPLE Eligibility Form 📄

J. Proof of Income verification is in each child/family file. ☐ Yes ☐ No		Income Verification FAQ Note: Families using a benefit card as proof of income, the benefit card must be in the parent's name and not the child.
K. Evidence of completed/conducted parent interview, with form in child's file. ☐ Yes ☐ No	☐ Prevention Initiative Parent Interview Form (PIF)	[23 Ill. Adm. Code 235.20(c)(6)(D)] Note: Each child file must have a completed Parent Interview Form to comply. The PIF is to be conducted as an interview between the parents and staff. Sample Parent Interview Form
L. Identification of the preferred language. ☐ Yes ☐ No	☐ Prevention Initiative Parent Interview Form (PIF) ☐ Home Language Survey ☐ Other:	[23 Ill. Adm. Code 235.20(c)(6)(D)] Note: Please ensure that the language identified is listed on the document in the designated area. The section must not be blank.
M. Arrangements have been made for the interview to be conducted in the parent's preferred language, as applicable. ☐ Yes ☐ No ☐ N/A	☐ PIF includes the identification of a translator to conduct the parent interview in the parent's preferred language, as applicable ☐ Documentation of the accommodations that were provided such as assistance from a translator or a bi-lingual staff member is required.	[23 Ill. Adm. Code 235.20(c)(6)(D)] Note: The program can demonstrate compliance by developing a section on the Parent Interview Form for identification of the use of a translator to conduct the parent interview in the parent's preferred language. The program must complete the section by indicating the parent's preferred language and if needed, the program needs to describe the arrangements/accommodations that were provided. The section may **NOT** be left blank.

N. All families served live outside the City of Chicago/CPS but must live within the state of Illinois. ☐ Yes ☐ No	☐ File review for proof of address	PI RFP Note: Families living outside of the City of Chicago/CPS but living in the state of Illinois is for families in the home visiting programs ONLY.

| PI6. The program partners with each family enrolled to complete an Individual Family Goal Plan that will guide programming. The program will also implement a research-based Family Centered Assessment for each family enrolled. [23 Ill. Adm. Code 235.40(d)] HV, CB |||

Compliance	Documentation	Notes
A. Evidence in each child/family file that a published, research-based Family Centered Assessment is conducted within 6 months of enrollment. ☐ Yes ☐ No	☐ Life Skills Progression™ ☐ Baby TALK Family Centered Assessment ☐ Family Resource and Opportunities for Growth (FROG) and the service plan. ☐ Other (describe in notes)	[23 Ill. Adm. Code 235.40(d)] Note: Programs may use the LSP child portion with the ASQ (or another child developmental tool) or use the ASQ (or another child developmental tool) in place of the LSP child portion of the tool. Early Head Start may use Parent, Family, and Community Engagement (PFCE) Framework | ECLKC (hhs.gov) in conjunction with a research-based Family Centered Assessment.
B. Evidence in each child/family file that an Individual Family Goal Plan has been developed within 6 months of enrollment and updated annually thereafter. ☐ Yes ☐ No	☐ Individual Family Goal Plan Form ☐ Other (describe in notes)	[23 Ill. Adm. Code 235.40(d)] Sample PI- Individual Family Goal Plan

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PI7. The program has developed a comprehensive, utilized referral system to ensure families are referred to community resources and services, as applicable. [23 Ill. Adm. Code 235.40(c)(g)] HV, CB		
Compliance	**Documentation**	**Notes**
A. Evidence in each child/family file, as applicable, that the program develops written individualized Transition Plans to ensure children and families experience a seamless transition of services. ☐ Yes ☐ No	☐ Written Transition Plan ☐ Individual Family Goal Plan ☐ Comprehensive case notes for families that exited suddenly with documented attempts to contact the family ☐ Other (describe in notes)	[23 Ill. Adm. Code 235.40(g)] Prevention Initiative SAMPLE Transition Plan Sample PI- Individual Family Goal Plan

B. Evidence the referral system is utilized when necessary/applicable.
    ☐ Yes
    ☐ No
	☐ Individual Family Goal Plan
	☐ Transition Plan
	☐ Copy of referral
	☐ Screening reports/results
	☐ Developmental monitoring reports/results
	☐ Copy of exit interview form with additional notes
	☐ Not applicable for some families that did not require a referral
	☐ Other (describe in notes):
		[23 Ill. Adm. Code 235.40(c)]
		Prevention Initiative SAMPLE Transition Plan
		Sample PI- Individual Family Goal Plan

PI8. The program has a written Annual Self-Assessment/Evaluation and continuous quality improvement plan. HV, CB		
Compliance	**Documentation**	**Notes**

A. Evidence the program has a written Annual Self-Assessment/Evaluation that includes measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield enough data that can be used to improve the program.
    ☐ Yes
    ☐ No
	☐ Written Annual Self-Assessment/Evaluation
	☐ Other (describe in notes):
		[23. Ill. Adm. Code 235.20(c)(17) and 235.70 (a) (1-4) (b) and 235. Appendix B Program Goal III]
		Note: PIM Pages 68 - 78

B. Evidence the program has a written CQIP, which is updated annually, on file. ☐ Yes ☐ No	☐ Continuous Quality Improvement Plan, with evidence of annual updates. ☐ Other (describe in notes):	[23. Ill. Adm. Code 235.67(c) (1-3)] Note: PIM Page 67, PI CQIP Guidance

<table>
<tr><td colspan="3" style="background-color:#fdf6e3">PI9. The program conducts staff development assessments and ongoing professional development. [23. Ill. Adm. Code 235.20(c)(17) and 235. Appendix B Program Goal III] HV, CB</td></tr>
<tr><th>Compliance</th><th>Documentation</th><th>Notes</th></tr>
<tr>
<td>A. A staff Professional Development Plan has been written for all staff members.
☐ Yes
☐ No</td>
<td>☐ Professional Development Plan</td>
<td>[23. Ill. Adm. Code 235.20(c)(17) and 235. Appendix B Program Goal III]
Note: The program is required to maintain a written Professional Development Plan for PI staff. The following points are, at a minimum, necessary to complete the plan:
• State the staff member's name, date of the plan, timelines (as applicable), etc.
• Determine the needs of each direct service staff member (teaching assistant, teacher, doulas, paraprofessionals, home visitor, and family childcare home educators) within the program (e.g., assess the needs).
• Describe the staff in-service professional learning opportunities the program will provide to meet the individual staff needs (e.g., deliver in-service, reflective supervision) or describe other professional learning activities that will be provided (e.g., Start Early or Baby Talk professional learning opportunities or conferences).
Sample PI Professional Development Plan</td>
</tr>
</table>

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PI10. Developmental screening/monitoring procedures include all required documentation. The program uses a research-based developmental screening instrument and activities that measure all aspects of the child's development. [23 Ill. Adm. Code 235.20(c)(6) (A-D, F)] HV, CB.		
Compliance	**Documentation**	**Notes**
A. Any family enrolled for 6 months or longer and the child is 3 months or older must have a completed, comprehensive, research-based developmental screening in the child's/ family's file. ☐Yes ☐ No	Broad-based Screening Instrument: ☐ Ages & Stages Questionnaire® ☐ Battelle Developmental Inventory™ ☐ Brigance® Early Childhood Screens III ☐ Other (describe in notes) Social and Emotional Screening Instrument: ☐ Ages & Stages Questionnaire: Social and Emotional® ☐ Other (describe in notes):	[23 Ill. Adm. Code 235.20(c)(6) (A-D, F)] Note: More than one tool may be needed to ensure a comprehensive evidence-based screening has occurred. For example, the ASQ + ASQ-SE used together would provide a comprehensive child development screening. For example, the ASQ + DECA used together would provide a comprehensive child development screening.
Screenings must include the following areas as appropriate for the age of the child: ☐ B. Cognitive Development		[23 Ill. Adm. Code 235.20(c)(6)(B)(i)]
☐ C. Social and Emotional Development		[23 Ill. Adm. Code 235.20(c)(6)(B)(i)]
☐ D. Fine and Gross Motor Skills		[23 Ill. Adm. Code 235.20(c)(6)(B)(i)]
☐ E. Visual Motor Integration		[23 Ill. Adm. Code 235.20(c)(6)(B)(i)]
☐ F. Language and Speech Development		[23 Ill. Adm. Code 235.20(c)(6)(B)(i)]
G. Evidence in each child's/family's file of the parent/guardian written permission for developmental monitoring. ☐ Yes ☐ No	☐ Consent/release forms (Consent or permission forms, which are valid for one fiscal year (from July 1 to June 30), must be obtained before conducting a child's developmental screening. The screening must utilize a research-based screening tool. This ensures proper authorization from parents or guardians prior to beginning the developmental monitoring.)	[23 Ill. Adm. Code 235.20(c)(6)(C)] Note: The program can show compliance by providing information about how this information is documented and where to look for the information. Permission form(s) need to be present for every child in which a screening was implemented. The documentation needs to be clear and should include the following components:

		• Date the parent's written permission was given, (annually is best practice); • Statement of what the parent/guardian is being notified of and what permission is being given for; • Name of the tool or tools used; • Name of the child for whom the screening notification and permission is valid; • Name of the parent/guardian; • ==Signature of the parent/guardian;== • Name of the PI staff providing the notification and requesting permission.
H. Evidence in each child's/family's file, as applicable, that the child's developmental screening results are shared with parent/guardian. ☐ Yes ☐ No	☐ Results Summary Form ☐ Other (describe in notes):	Note: Documentation regarding parents receiving the child developmental screening results needs to be present for every child for whom a screening was implemented. The documentation needs to be clear and should include the following components: • Name of child screened; • Research-based tool or tool used; • Evidence of results shared; • Shared with whom (parent/guardian name); • Date the child was screened ; • Date the results were shared; • Name of screener (staff)
I. Evidence that children identified with developmental concerns are referred for further evaluation. ☐ Yes ☐ No	☐ Individual Family Goal Plan or Transition Plan ☐ Copy of referral ☐ Screening reports/results ☐ Developmental monitoring reports/results ☐ Copy of exit interview form with additional	Prevention Initiative SAMPLE Transition Plan Sample PI- Individual Family Goal Plan

	notes ☐ Not applicable for some families that did not require a referral ☐ Other (describe in notes):	

Home Visiting

HV1. Identification of the program model implemented for parent education. [23 Ill. Adm. Code 235.40(a)] HV

Compliance	Documentation	Notes
A. Program Model: ☐ Baby TALK ☐ Early Head Start ☐ Healthy Families America ☐ Nurse Family Partnership ☐ Parents as Teachers ☐ Other:	☐ Evidence of implementation of program model curriculum (e.g., lesson plans) ☐ Evidence of the program model online management system ☐ Evidence of the completed program model annual program report ☐ Evidence of the home visitors program model certification or credential ☐ Other (describe in the notes):	[23 Ill. Adm. Code 235.40(a)] Note: Documentation that can be considered is the chosen program model's recognized award for model fidelity and quality. Other forms of evidence currently include lesson plans that show the implementation of the program model curriculum, the program model online management information system, the program model Annual Program Report, and/or the home visitor program model certification or credential.

HV2. Identification of the program's model fidelity and quality. HV

Compliance	Documentation	Notes
A. Evidence of alignment and compliance with the chosen program model. ☐ Yes ☐ No	Program Model Documentation: ☐ Baby TALK Quality Confirmation ☐ Early Head Start Federal Monitoring Report ☐ Healthy Families America Accreditation ☐ Nurse Family Partnership ☐ Parents as Teachers Quality Endorsement ☐ Other (describe in notes):	Note: The program must show the program's chosen program model's recognized current award for model fidelity and quality to receive a yes response. This document must be presented at the time of monitoring

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HV3. The program employs qualified staff in accordance with the program model being implemented. [23 Ill. Adm. Code 235.20(c)(9)] HV		
Compliance	**Documentation**	**Notes**
A. Program employs qualified staff in accordance with program model. ☐ Yes ☐ No Funding can be used to support the parity of salaries between staff in community-based programs and those working in the local school district (with the same qualifications, education, and experience). Start-Early-MIECHV-Cost-Model.pdf (isbe.net)	☐ Educational transcripts ☐ Start Early, Baby TALK, Gateways professional learning transcripts ☐ Evidence of program model training ☐ Certifications ☐ Credentials ☐ Other (describe in notes):	[23 Ill. Adm. Code 235.20(c)(9)] Note: The program can demonstrate compliance by providing the program model certification and/or evidence of the educational or professional development experiences of each individual Direct Service staff member (teachers, teaching assistants, doulas, paraprofessionals, <mark>family childcare home educators,</mark> and home visitors) as requested by the assessor. The program must maintain compliance with the chosen program model requirements for qualified staff. Evidence may be provided in the form of school transcripts, model certificates, or transcripts offered by Gateways to Opportunity, Start Early, or Baby TALK. The program needs to prepare a document listing the direct service staff (teachers, teaching assistants, doulas, paraprofessionals, <mark>family childcare homes educators,</mark> and home visitors) with the following information: staff names and position/title, educational level, and certifications and/or credentials, as well as be prepared to show evidence.

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B. ISBE-funded home visitors are at least .5 FTE. ☐ Yes ☐ No	☐ Timecards ☐ Time and Effort documentation ☐ Other (describe in notes):	Note: The program can show evidence by providing timecards or time and effort logs and an organizational chart with full-time equivalence (FTE) for each staff member indicated within the chart.
C. The program maintains a staff structure of at least three FTE home visitors. (HV) ☐ Yes ☐ No ☐ ISBE PI staff (at least one FTE, but fewer than three FTE) are supplemental to a program funded by another funds, such as, Illinois Department of Human Services Maternal Infant (MIECHV) or Early Head Start, etc.	☐ Timecards ☐ Time and Effort documentation ☐ Other (describe in notes):	Note: A PI Home Visiting program must have three full-time or six half-time home visitors. The program may have more FTE direct service providers/home visitors, but all need to be at least .5 FTE or half time.
D. ISBE PI funded FTE home visitors: _____	☐ Timecards ☐ Time and Effort documentation ☐ Other (describe in notes):	

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HV4. The program is implementing a research-based curriculum for parent education that is aligned with the Illinois Early Learning Guidelines (IELG). The program is implementing the IELG. [23 Ill. Adm. Code 235.20 (c)(3) (A-B) and 23 Ill. Adm. Code 235.40(a)] HV		
Compliance	**Documentation**	**Notes**
A. Identification of the research based, IELG aligned curriculum:		[23 Ill. Adm. Code 235.40(a)]
B. References to the Illinois Early Learning Guidelines are evident: ☐ In the visit plans and group lesson plans, the parent-child activities have references to the IELGs. ☐ In the visit plans and group lesson plans, the parent-child activities have references to the research-based IELG aligned curriculum objectives.	☐ Visit Plans ☐ Group Lesson Plans ☐ Other (describe in notes):	[23 Ill. Adm. Code 235.20 (c)(3) (A-B)] Note: To be in compliance • References to the IELG are in visit plans and group lesson plans (IELG Reference Guide, all IELG components must be referenced) or • References to the research based, IELG aligned curriculum objectives are in the visit plans and group lesson plans.
HV5. Supplemental Doula Services. May not apply to all programs. HV		
Compliance	**Documentation**	**Notes**
Home Visiting/Doula A. All doula services are fully integrated within the context of the evidence-based home visiting program model. ☐ Yes ☐ No	☐ A staffing document that reflects both the home visitor and doula caseloads by month that will document the overlap of visits	ISBE Early Childhood Prevention Initiative webpage Webinar for PI Programs Interested in Establishing Doula Services🎥
B. The program must develop a comprehensive policy and procedures manual specifically designed for the supplemental doula program. ☐ Yes ☐ No		Webinar for PI Programs Interested in Establishing Doula Services🎥

Note: All expectant families participating in PI funded home visiting can voluntarily choose to participate in supplemental PI funded doula services. Doula services are not required.		
C. If the program employs only one doula or one hybrid doula, the program must employ one back-up doula. If the program has multiple doula or hybrid doula positions, those staff members will act as back-up doulas for each other. ☐ Yes ☐ No	☐ Timecards ☐ Time and Effort documentation ☐ Job descriptions ☐ Other (describe in notes):	ISBE Early Childhood Prevention Initiative webpage Webinar for PI Programs Interested in Establishing Doula Services🎥 PIIM- Page 52-53
D. The program maintains a contract with a medical professional, that has labor and delivery as their specialization, to serve as a resource for the doula(s), hybrid doula(s), if applicable back-up doula(s) and the doula supervisor. (no one with only doula training can serve in this capacity)	☐ Signed contract, time sheet or P.O. for services	
E. All doula(s), hybrid doula(s) and if applicable back-up doula(s) need a written Professional Development Plan. ☐ Yes ☐ No	☐ Written Professional Development Plan	[23. Ill. Adm. Code 235.20(c)(17) and 235. Appendix B Program Goal III] Note: The program is required to maintain a written Professional Development Plan for PI staff. The following points are, at a minimum, necessary to complete the plan: • State the staff member's name, date of the plan, timelines (as applicable), etc. • Determine the needs of each direct service staff member (teaching assistant, teacher, doulas, paraprofessionals, home visitor, and

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		family childcare home educators) within the program (e.g., assess the needs). • Describe the staff in-service professional learning opportunities the program will provide to meet the individual staff needs (e.g., deliver in-service, reflective supervision) or describe other professional learning activities that will be provided (e.g., Start Early or Baby Talk professional learning opportunities or conferences). Sample PI Professional Development Plan

DCFS Licensed Center-Based and DCFS Family Child Care Homes

CB1: Hours of the PI center-based services. CB/FCCH		
Compliance	**Documentation**	**Notes**
A. PI children are enrolled in a program that provides a minimum of 2 hours 30 minutes. ☐ Yes ☐ No	☐ Class schedules ☐ Policies and Procedures Manual ☐ Other (describe in notes):	Note: Some children in a PI program may be arriving and departing for the PI center-based hours only, while others may be eligible for extended hours of service through funding provided by the Child Care Assistance Program or Early Head Start. It is important for every program to maintain set PI program hours and maintain arrival and dismissal policies, procedures, and nurturing practices. In addition, the program needs to maintain documentation with sign-in sheets, classroom schedules, and attendance records for the PI program. Lesson plans need to be specific for the PI program time period.
B. Number of Hours: _____ Number of Minutes: _____		

C. PI program has set program hours: ☐ Yes ☐ No		PIIM- Page 49-51
D. Start time: _____ End time: _____		
E. A PI funded teacher is in the classroom throughout the hours of PI operation. ☐ Yes ☐ No		PIIM 54-60
F. DCFS Family Child Care Home: There is a second person caring for the children that are not age eligible or not qualified for the PI program. ☐ Yes ☐ No		Note: Early Childhood Block Grant Family Child Care Model **Number and Ages of Children Served** A caregiver alone may care for: • Up to a total of eight children under 12 years of age, with no more than five under five years and no more than three under 24 months; or • Up to a total of eight children under 12 years of age, with no more than six under five years and no more than two under 30 months; or • A school age group consisting of eight school age children. • An additional four school-age children may be cared for with a part-time assistant. A caregiver and full-time assistant may care for: • Up to a total of eight children under five years of age, with no more than five under 24 months.

		• If the assistant is 18 years of age or older, an additional four school-age children may receive care. • With extended capacity written approval, the caregiver's own school age children may be counted in the additional four children when there is a qualified assistant present in the home during the day.

CB2. Identification of Department of Children and Family Services (DCFS) licensure and standards, ExceleRate, and Early Head Start, as applicable. [23 Il. Adm. Code 235.10(b)] CB/FCCH		
Compliance	**Documentation**	**Notes**
A. Evidence of appropriate current licensure by the Illinois Department of Children and Family Services. ☐ Yes ☐ No	DCFS License Number: Expiration Date:	[23 Il. Adm. Code 235.10(b)]
B. Evidence, if applicable, of alignment and full compliance with Early Head Start/Head Start. ☐ Yes ☐ No ☐ N/A	☐ Current Early Head Start Federal Monitoring Report Date of the Report:	[23 Ill. Adm. Code 235.40(a)]
C. Evidence the program is working toward the next advanced level of the ExceleRate Illinois Quality Recognition and Improvement System. ☐ Yes ☐ No	Currently: ☐ Licensed ☐ Bronze Circle of Quality ☐ Silver Circle of Quality ☐ Gold Circle of Quality	Note: ExceleRate® Illinois supports and recognizes continuous quality improvement in early learning and development programs. Incentives are offered toward achieving an ExceleRate Illinois Circle of Quality, and

	Date of the Report: Expiration Date:	others are available once a Circle of Quality has been awarded. With these incentives, Illinois is helping to ensure that the infants, toddlers and preschoolers in your care are prepared for school and life. ExceleRate- Licensed Child Care Center ExceleRate- Licensed Family Child Care Homes
D. Describe the evidence the program provided that shows work toward the next level of ExceleRate:	☐ Describe in notes	ExceleRate- Licensed Child Care Center ExceleRate- Licensed Family Child Care Homes

CB3. The program is implementing a research-based child-centered curriculum and assessment that is aligned with the Illinois Early Learning Guidelines. The program is implementing the IELG. [23 Ill. Adm. Code 235.20 (c)(3) (A-B) and 23 Ill. Adm. Code 235.40(a)] CB/FCCH

Compliance	Documentation	Notes
A. Identification of the research based, IELG aligned curriculum:	☐ Classroom Lesson Plans ☐ Other (describe in notes):	[23 Ill. Adm. Code 235.40(a)]
B. References to the Illinois Early Learning Guidelines are evident: ☐ In the classroom lesson plans, the child activities have references to the IELGs. ☐ In the classroom lesson plans, the child activities have references to the research based, IELG aligned curriculum objectives.	☐ Classroom Lesson Plans ☐ Other (describe in notes):	[23 Ill. Adm. Code 235.20 (c)(3)(A-B)] To be in compliance: • References to the IELG are in classroom lesson plans (IELG Reference Guide, all IELG components must be referenced) or • References to the research based IELG aligned curriculum objectives are in classroom lesson plans.

CB4. Staff to classroom ratios. CB/FCCH		
Compliance	**Documentation**	**Notes**
Classroom 1: Age of children Total number of children: Total number of PI children: Number of adults:		Note: For DCFS Licensed Child Care Centers and Family Child Care Homes, please reference the links and information below. DCFS Licensed Child Care DCFS Licensed Family Child Care Homes DCFS Licensed Group Child Care Homes For Center Based and Family Child Care Homes: Age: 6 weeks-14 months Ratio: 1:4 Group Size: 12 Age: 15-23 months Ratio: 1:5 Group Size: 15 Age: 24-36 months Ratio: 1:8 Group Size: 16 Early Childhood Block Grant Family Child Care Model **Number and Ages of Children Served** A caregiver alone may care for: • Up to a total of eight children under 12 years of age, with no more than five under five years and no more than three under 24 months; or

		• Up to a total of eight children under 12 years of age, with no more than six under five years and no more than two under 30 months; or • A school age group consisting of eight school age children. • An additional four school-age children may be cared for with a part-time assistant. A caregiver and full-time assistant may care for: • Up to a total of eight children under five years of age, with no more than five under 24 months. • If the assistant is 18 years of age or older, an additional four school-age children may receive care. • With extended capacity written approval, the caregiver's own school age children may be counted in the additional four children when there is a qualified assistant present in the home during the day.
Classroom 2: Age of children: Total number of children: Total number of PI children: Number of adults:		
Classroom 3: Age of children: Total number of children: Total number of PI children: Number of adults:		

Classroom 4: Age of children: Total number of children: Total number of PI children: Number of adults:		
Classroom 5: Age of children: Total number of children: Total number of PI children: Number of adults:		
CB5. Classroom food service. CB/FCCH		
Compliance	**Documentation**	**Notes**
A. The program ensures that they provide either a snack, in the case of a half-day program, or a meal, in the case of a full-day program, for participating children (infants need to be fed on demand). ☐ Yes ☐ No	☐ Menus ☐ Individual meal plans ☐ Policy and Procedures Manual ☐ Other (describe in notes):	[23 Ill. Adm. Code 235.20 (14) (A-B)]
B. Evidence of Food Service: The program maintains compliance with the DCFS standards set forth in 89 Ill. Adm. Code 407.330 (nutrition and meal service). ☐ Yes ☐ No	☐ Menus ☐ Individual meal plans ☐ Policy and Procedures Manual ☐ Other (describe in notes):	Note CB5: The program can show compliance by providing menus that align to Title 89: Social Services Chapter III: Department of Children and Family Services Subchapter e: Requirements for Licensure Part 407 Licensing Standards for Day Care Centers Part 406 Licensing Standards for Day Care Homes Section 407.330 Nutrition and Meal Service Infant Daily Food Requirements Meal Patterns and Serving Sizes for Child Care Programs

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		Part 407 Licensing Standards for Day Care Centers Section 407.210 Special Requirements for Infants and Toddlers Part 408 Licensing Standards for Group Day Care Homes

CB6. Classroom staff qualifications. [23 Il. Adm. Code 235.10(b)] CB/FCCH

Compliance	Documentation	Notes
A. Staff qualifications for center-based programs, at a minimum, meet DCFS requirements for providing services for infants and toddlers. ☐ Yes ☐ No Funding can be used to support the parity of salaries between staff in community-based programs and those working in the local school district (with the same qualifications, education, and experience).	☐ Official transcripts ☐ High school diploma ☐ GED ☐ Start Early, Baby TALK, Gateways to Opportunity professional learning transcripts ☐ Credentials ☐ ExceleRate Illinois Bronze Circle of Quality staff qualifications ☐ ExceleRate Illinois Silver Circle of Quality staff qualifications ☐ ExceleRate Illinois Gold Circle of Quality qualifications ☐ Other (describe in notes):	Note CB6: TITLE 89: Social Services Chapter III: Department of Children and Family Services Subchapter e: Requirements for Licensure Specifically: 1. Section 407.130 Qualifications for Child Care Director 2. Section 407.140 Qualifications for Early Childhood Teachers and School-age Workers 3. Section 407.150 Qualifications for Early Childhood Assistants and School-age Assistants 4. Section 407.170 Substitutes
B. Staff hold or are working toward obtaining an Illinois Gateways Infant Toddler Credential level 2 or beyond.	☐ Describe in notes	ilgateways- Infant -Toddler Credential

CB7. Identification of Center-Based parent and family education services. CB/FCCH

Compliance	Documentation	Notes
A. The families are offered at least monthly parent education activities. (e.g., parent-child activities or parent trainings) ☐ Yes	☐ Lesson plan for, at least, the first group meeting and date the activity took place or will take place ☐ Other (describe in notes):	

☐ No		

CB8. The program has developed policies and procedures. CB/FCCH		
Compliance	**Documentation**	**Notes**
A. Evidence the program has developed written policies to provide guidance for staff regarding expulsion and suspension. ☐ Yes ☐ No	☐ Written expulsion and suspension policies and procedures for staff in a Policies and Procedures Manual ☐ Written expulsion and suspension policies and procedures for staff in an Employee Handbook ☐ Other (describe in notes):	<u>Preventing Suspensions and Expulsions in Early Childhood Settings</u>