

**ILLINOIS STATE BOARD OF EDUCATION
Preschool for All 3-5 Compliance Checklist**

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

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

1) The staff-child ratio is one adult to 10 children with no more than 20 children being served in each session. Exceptions include Head Start, DCFS licensing and blended PFA/ECSE sessions. Children with IEPs in blended sessions may also be 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"/> <i>*No more than 20 children per session</i> <input type="checkbox"/> <i>*Staff to child ratio is met</i> <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
<u>Complete file for each child containing all required documents:</u> <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"/> 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.	

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 ISBE policy]

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 child if provided to non-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 follows local district calendar for K-8 students.

[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"/> Start and end dates are identified and follow local district K-8 calendar<input type="checkbox"/> A minimum of 165 days for student attendance are provided<input type="checkbox"/> Any remaining days in district calendar may be used for parent/guardian 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 daily schedule<input type="checkbox"/> Copy of documentation for program yearly start and end dates<input type="checkbox"/> Copy of district or yearly calendar<input type="checkbox"/> Documentation of ISBE Early Childhood Division Administrator approval to meet fewer than 5 days a week	

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

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

Compliance	Documentation Examples	Notes
<ul style="list-style-type: none"><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.	<ul style="list-style-type: none"><input type="checkbox"/> Copy of current license or DCFS letter showing pending approval or proof of license exempt status.	

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
<ul style="list-style-type: none"><input type="checkbox"/> Mission statement has been developed cooperatively and is on display	<ul style="list-style-type: none"><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
<ul style="list-style-type: none"> <input type="checkbox"/> *Curriculum is research based <input type="checkbox"/> *Curriculum aligns with the Illinois Early Learning and Development Standards and Early English Language Development Standards (when applicable) <input type="checkbox"/> *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) <input type="checkbox"/> Lesson plans are designed to meet individual child's needs <input type="checkbox"/> Use of worksheets is not evident as part of the curriculum or lesson plans 	<ul style="list-style-type: none"> <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 is available for children

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

Compliance	Documentation Examples	Notes
<ul style="list-style-type: none"> <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"/> Parents/guardians not required to provide or pay for a snack 	<ul style="list-style-type: none"> <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"/> *A research based authentic assessment system that aligns with the curriculum is used to determine each child's education plan <input type="checkbox"/> *Portfolio collections measure progress over time OR program has a system in place to document how portfolio collections will measure progress over time <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. Please note the following: -FY 18 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/guardians 	<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 parents/guardians <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 into and out of the program, including the transition to kindergarten.

[23 Ill. Adm. Code 235.30(a)(4)] and ISBE policy

Compliance	Documentation Examples	Notes
<input type="checkbox"/> <i>*A written plan which details procedures for transitioning children into and out of the program other than kindergarten</i> <input type="checkbox"/> <i>*A written plan for transitioning children entering kindergarten</i> <input type="checkbox"/> <i>*Transition plans are shared with parents/guardians</i>	<input type="checkbox"/> A copy of a plan to transition children into and out of the program <input type="checkbox"/> A copy of kindergarten transition plan	

**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
<ul style="list-style-type: none"> <input type="checkbox"/> <i>*Preschool for All (PFA) teacher has current Professional Educator License (PEL) with an early childhood education endorsement</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>*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>*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>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>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>*Written Staff Development Plans for each teacher and paraprofessional</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of current PELs and applicable endorsement(s) or approvals (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 parent/guardian 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
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<input type="checkbox"/> <i>*Opportunities for parent/guardian education and involvement are provided and documented</i> <input type="checkbox"/> <i>*Opportunities for ongoing two way communication with parents/guardians</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 parents/guardians	
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**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 Ill Adm. Code 226.210 (a)(b)(c)]

Compliance	Documentation Examples	Notes
<ul style="list-style-type: none"><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	<ul style="list-style-type: none"><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: