

ILLINOIS STATE BOARD OF EDUCATION
Early Childhood Block Grant 3-5 Compliance Checklist
Preschool for All/Preschool for All Expansion

| | |
|-----------------------------|--------------------|
| 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 | <ul style="list-style-type: none"> • Current class list(s) noting PFA children (with and without IEPs) vs. non-PFA children, and total number needed for PFA full enrollment • 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 |
|--|---|-------|
| <ul style="list-style-type: none"> <input type="checkbox"/> All children are age-eligible for the program. <input type="checkbox"/> Complete file for each child containing all required documents: <ul style="list-style-type: none"> • Name, address, phone number • Birth certificates indicating age eligibility • Physical and immunization records • Vision and hearing screening results • Demographic and family information, including emergency contact information and names with contact information of anyone to whom the child can be released • Proof of family income | <ul style="list-style-type: none"> • 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. • Proof of family income examples: <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 |
|---|---|-------|
| <input type="checkbox"/> Program has a written plan for homeless students that meets all of the following requirements: <ul style="list-style-type: none"> • 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) • Attendance in the school of origin or school of residence • Provision for transportation for homeless children • Guidelines regarding dispute resolution • 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"> • 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 |
|---|---|-------|
| <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 | Child files contain: <ul style="list-style-type: none"> • Screening results for each child • Copy of parent/guardian interview • Copy of exit interview form or description of exit interview process with parent/guardian • 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 |
|---|--|-------|
| <input type="checkbox"/> *A research based screening instrument is used which includes the following areas: <ul style="list-style-type: none"> • Cognitive Development • Social Skills • English Proficiency • Fine and Gross Motor Skills • Vocabulary • Visual-Motor Integration • Language and Speech Development | <ul style="list-style-type: none"> • 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 |
|---|--|-------|
| <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"> • Copy of weighted eligibility checklist • Copy of scoring criteria used to prioritize enrollment • Family income documentation if used for eligibility • 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 |
|---|--|-------|
| <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"> • Copy of program calendar • 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 Ill. Adm. Code 235.10(b)] and ISBE policy

| Compliance | Documentation Examples | Notes |
|---|--|-------|
| <input type="checkbox"/> DCFS license is current or pending, is valid and posted in the center <input type="checkbox"/> Not applicable to school districts or license exempt programs. | <ul style="list-style-type: none"> • 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 |
|---|--|-------|
| <input type="checkbox"/> Mission statement has been developed cooperatively and is on display | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Copy of lesson plans • Curriculum materials • Proof of curriculum alignment with Illinois Early Learning and Development Standards and Early English Development Standards (when applicable) • 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. • 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 | <ul style="list-style-type: none">• 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 |
|--|--|-------|
| <p><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></p> <p><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></p> <p><input type="checkbox"/> Assessment involves regular, ongoing observations that reflect children’s involvement in typical daily classroom activities</p> <p><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> <p><u>A portfolio for each child will contain:</u></p> <p><input type="checkbox"/> A copy of the completed research based assessment tool that measures progress over time with 3 reporting periods</p> <p><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</p> <p><input type="checkbox"/> Narrative summary reports, based on assessment data collected, are used to share assessment information with parent/guardian</p> | <ul style="list-style-type: none"> • Evidence of authentic assessment system for review • Portfolios for all enrolled children • Documentation of a narrative summary report that is shared with parent/guardian • Portfolio documentation reflecting the IELDS or indicators from the program’s research-based assessment tool that is aligned with the IELDS • 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 and are shared with parent/guardian</i> <input type="checkbox"/> Program has a written policy prohibiting expulsion and suspension | <ul style="list-style-type: none"> • A copy of kindergarten transition plan • 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> | <ul style="list-style-type: none"> • A copy of written plan outlining the collaboration • 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"/> *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) <input type="checkbox"/> *Paraprofessional has documentation of paraprofessional educator license <input type="checkbox"/> *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 <input type="checkbox"/> *Not applicable <input type="checkbox"/> *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. <input type="checkbox"/> *Not applicable <input type="checkbox"/> *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. <input type="checkbox"/> *Not applicable <input type="checkbox"/> Directors (or building principals) of preschool programs administered by school districts shall hold a professional educator license endorsed for principal or general administrative <input type="checkbox"/> *Not applicable <input type="checkbox"/> 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 <input type="checkbox"/> *Not applicable <input type="checkbox"/> *Written Staff Development Plans for each teacher and paraprofessional | <ul style="list-style-type: none"> • Copy of current PELs and applicable endorsement(s) or approvals/credentials (in ELIS) • Copy of paraprofessional approval document (in ELIS) • Copies of transcripts and credentials • 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> | <ul style="list-style-type: none"> • Documentation of parent/guardian education and involvement, including agendas and sign in sheets • 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> | <ul style="list-style-type: none"> • Home Language Surveys in each child's file • 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> | <ul style="list-style-type: none"> • Copy of prescribed screening procedures • 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 • 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"/> *The program has an annual self-assessment that informs both the individualized staff development plans and the program's annual continuous quality improvement plan <input type="checkbox"/> *The program has a written continuous quality improvement plan on file which is updated yearly | <ul style="list-style-type: none"> • Copy of annual program self-assessment • 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 | <ul style="list-style-type: none"> • 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:

Preschool for All Expansion
(#21-37 only apply to programs with a Preschool for All Expansion Grant)

Notes:

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

| 21) Preschool Expansion Program meets for a full day equivalent to a first grade classroom in the local district. | | |
|--|---|--------------|
| Compliance | Documentation Examples | Notes |
| <input type="checkbox"/> Preschool for All 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. | <ul style="list-style-type: none"> • Copy of daily schedule indicating length of day for program. • 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. | | |
|---|---|--------------|
| Compliance | Documentation Examples | Notes |
| <input type="checkbox"/> Meals are aligned with USDA Food and Nutrition Guidelines <input type="checkbox"/> Families not required to provide or pay for a meal <input type="checkbox"/> Regular, age-appropriate, nutrition education for children and their families is provided | <ul style="list-style-type: none"> • Copy of daily schedule indicating meal and snacks • Copy of nutrition education curriculum and/or lesson plans • Evidence of nutrition education provided to families | |

23) The Preschool for All 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.

| Compliance | Documentation Examples | Notes |
|---|--|-------|
| <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"> • Copy of weighted eligibility checklist used by program, incorporating any community-specific risk factors • Copy of scoring criteria used to prioritize enrollment • Percentage of children above eligibility threshold and average point values. • Written procedures guiding eligibility determination • Child’s file includes weighted eligibility form. • Child’s file includes proof of family income aligned to priority points indicated on corresponding weighted eligibility form. | |

24) The Preschool for All Expansion program intentionally implements a comprehensive recruitment strategy designed to identify and enroll the most at risk children and families.

| Compliance | Documentation Examples | 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"/> Program engages in community outreach to identify, educate and engage the most hard to reach families. | <ul style="list-style-type: none"> • Written recruitment plan including specific and actionable strategies and procedures for enrolling the most at risk children and families. • Program waiting list documenting priority placement of children based on need. • Evidence of comprehensive community outreach | |

25) 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 Examples | Notes |
|---|--|-------|
| <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"> 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. Documentation of selected social-emotional model | |

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

| Compliance | Documentation Examples | Notes |
|--|--|-------|
| <input type="checkbox"/> Program schedule ensures 60 minutes of physical activity per day. | <ul style="list-style-type: none"> Copy of daily schedule indicating specific time available for physical activity. | |

27) The program actively partners with local Head Start, 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.

| Compliance | Documentation Examples | 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 has an active partnership and regular communication with regional DCFS and McKinney-Vento liaisons to: <ul style="list-style-type: none"> • Provide services to enrolled homeless families and families involved in the child welfare system • 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"> • Address identified family needs and enhance family well-being • Provide at-risk children and families with opportunities to engage in cultural and social enrichment. | <ul style="list-style-type: none"> • Evidence of meetings, communication and collaboration with the local Head Start grantee • Copies of partnership agreements and/or agenda and sign-in sheets of meetings with at minimum three community partners • Documentation of referral process to appropriate partners • Evidence of opportunities provided to families as a result of the partnership | |

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

| Compliance | Documentation Examples | Notes |
|---|--|-------|
| <ul style="list-style-type: none"> <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 indicated by physical. <input type="checkbox"/> Program offers mental health screening for each child. <input type="checkbox"/> Mental health services are provided to children and families including observations, consultation, and referral. Programs should contract or collaborate with a qualified mental health provider or consultant. <input type="checkbox"/> Families are connected to a medical and dental home | <ul style="list-style-type: none"> • Evidence of up-to-date dental screening in child's file • Evidence of health treatment or immunizations as indicated by physical exam. • Documentation of mental health assessment and referral for services if indicated by assessment. • Copies of signed Memoranda of Understanding (MOU) with health, | |

| | | |
|---|--|--|
| <p>to ensure regular access to care and follow-up.</p> <ul style="list-style-type: none"> <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 families on a regular basis on topics related to child health, dental care, mental wellness and healthy lifestyles. | <p>mental health and dental partners specifying process for referral, goal of ensuring that children obtain medical and dental homes and education opportunities available for families.</p> | |
|---|--|--|

| 29) Teaching staff receive relevant and appropriate professional development to drive instructional quality. | | |
|---|--|--------------|
| Compliance | Documentation Examples | 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. <input type="checkbox"/> The program's professional development plan addresses issues of language and cultural diversity within the program. | <ul style="list-style-type: none"> • Documentation of individual professional development plan and progress towards achieving plan goals. • Copy of salary schedule for local district K-12 instructional staff • Evidence of instructional staff salaries in the Preschool for All Expansion Program. • Evidence of teacher training on screening tool, curriculum and assessment tool. • Evidence of professional development plan addressing issues of language and cultural diversity | |

| 30) A qualified instructional leader supports teacher development and instructional quality. | | |
|--|---|--------------|
| Compliance | Documentation Examples | 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 a Bachelor's degree in child development or early childhood education and specific early childhood expertise and expertise in serving culturally and linguistically diverse children. <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 | <ul style="list-style-type: none"> • Job description for instructional leader demonstrating: <ul style="list-style-type: none"> • That the position allocates time equivalent to at minimum 10% of a full time position to each classroom (i.e. 2 classrooms = 20% FTE) • That the position is dedicated to supporting instructional quality • Copy of instructional leader's resume and credentials • Evidence of implementation of a professional learning community. • Documentation of instructional staff | |

professional learning community across Preschool for All Expansion Program classroom instructional staff.

participation in professional learning community and professional development.

31) Qualified family educators support parent engagement in program and lead family education and support efforts.

| Compliance | Documentation Examples | Notes |
|--|---|-------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Program employs at least one family educator with experience in child development, early childhood education, social work or a related field required. <input type="checkbox"/> Family educators demonstrate cultural and linguistic competence appropriate for the community to be served. <input type="checkbox"/> Each family educator has a maximum caseload of 100 children. <input type="checkbox"/> Family educators deliver comprehensive family engagement supports and services. | <ul style="list-style-type: none"> • Job description for family educator demonstrating core functions of supporting and engaging families and maximum caseload of 100 children. • Family educator resumes/credentials | |

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

| Compliance | Documentation Examples | 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"/> Family educator / family support staff maintain clear, written case notes that document family needs and goals, resources provided to address those needs/goals and family progress. <input type="checkbox"/> The program maintains a written plan detailing a clear strategy for providing comprehensive services and supporting families holistically. | <ul style="list-style-type: none"> • A copy of written plan detailing program's strategy for providing comprehensive services to families. • Written case notes detail specific supports provided to families by the program and chronicle family growth and progress towards meeting needs and achieving goals. • 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. | |

33) The program engages families as leaders and maintains an active Parent Advisory Council inclusive of a diverse range of family perspectives.

| Compliance | Documentation Examples | Notes |
|--|--|-------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Program notifies families of the opportunity to participate in a parent advisory council and actively engages families 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"/> Families have opportunities to participate in a variety of leadership opportunities throughout the year. | <ul style="list-style-type: none"> • Parent Advisory Council membership list • Copies of sign-in sheets, agendas, minutes and documents provided to members for each meeting • Parent Advisory Council meeting schedule • Documentation of family leadership opportunities | |

34) Family education opportunities are designed to support families in meeting the needs of their children and achieving family goals.

| Compliance | Documentation Examples | Notes |
|--|---|-------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Families receive regular opportunities to learn from experts in the areas of: <ul style="list-style-type: none"> • child medical and dental health • mental wellness and • family strengthening <input type="checkbox"/> Families have an opportunity to provide input in the selection of workshop/training topics. | <ul style="list-style-type: none"> • Documentation of family workshops including schedule, agenda, sign-in sheets and flyer/advertisement to families • Documentation of method used to solicit input from families in development of education offerings. • Families receive regular opportunities to learn from experts in the areas of child medical and dental health, mental wellness and family strengthening. | |

| 35) The program actively supports families in transitioning their child to kindergarten. | | |
|---|---|--------------|
| Compliance | Documentation Examples | Notes |
| <input type="checkbox"/> Families are educated about the kindergarten transition and engaged in collaboratively developing a transition plan for their child. | <ul style="list-style-type: none"> Documentation of education and support provided to families during the transition process (sign-in sheets, agendas, case notes and transition plans including parent/guardian signatures) | |

| 36) Program actively seeks out and enrolls children with special needs. | | |
|--|--|--------------|
| Compliance | Documentation Examples | Notes |
| <input type="checkbox"/> Children with special needs are enrolled in the program. <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 referral/assessment of children with suspected special needs and comprehensive support to families during the assessment process. | <ul style="list-style-type: none"> Percentage of enrolled children with active IEPs Percentage of children in the referral/assessment process for special services Written plan detailing recruitment efforts to identify and enroll children with special needs. Written plan for referral and assessment of children with suspected special needs and support to families. | |

| 37) Services to children with IEPs are coordinated with local partners and integrated across the school day. | | |
|--|--|--------------|
| Compliance | Documentation Examples | Notes |
| <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"> Copy of plan for coordination with Part C and 619 of Part B of IDEA Evidence of active, collaborative partnership and regular engagement with local Child and Family Connections. Description of accommodations in physical activity services for children with special needs. | |

Notes: