

Tips for Compliance Monitoring

ADDENDUM FOR PRESCHOOL EXPANSION PROGRAMS



Tips and important notes for preparing for your monitoring visit:

- Ensure that a member of the program administration team is available to meet with and provide documentation to the assessor for the duration of the monitoring visit.
- Have a roster of students available that indicates which children are enrolled in the Preschool Expansion Program.
- Assessors will review seven files of children per classroom who have been enrolled for greater than sixty days.
- Assessors will request seven family files per classroom for review.
- This tip sheet is provided as a resource to support the program's demonstration of compliance. Additional items and verbal explanation may be required by an assessor to fully assess the program's compliance status. Each program is responsible for ensuring that they have sufficient evidence of all compliance items.

Expansion Documentation Checklist

Note: This list does not include documentation also suggested in the PFA compliance checklist (items 1-20). If multiple items require the same documentation, it will be reviewed for all applicable items.

<i>Item</i>	<i>Documentation</i>
21	<ul style="list-style-type: none">▪ Evidence of length of day and year in local district first-grade classrooms<ul style="list-style-type: none">– District elementary calendar– First grade classroom schedule
22	<ul style="list-style-type: none">▪ Daily schedule includes meals and snacks and physical activity▪ Nutrition education documented in lesson plans and provided to parents/guardians
23	<ul style="list-style-type: none">▪ Program administrators provide documentation and evidence that prior non-compliances have been resolved.▪ Documentation demonstrates progress towards program improvement goals

24	<ul style="list-style-type: none"> ▪ For programs with community partners: <ul style="list-style-type: none"> – Signed agreement between grantee and partner – Written monitoring plan – Evidence of monitoring ▪ Monitoring reports ▪ Notes from monitoring visits
25	<ul style="list-style-type: none"> ▪ Weighted eligibility checklist used by program, including community-specific criteria ▪ List or number of children in program who did not have two or more risk factors/one high-priority risk factor at the time of enrollment ▪ Prioritized program waiting list ▪ Written procedures for eligibility determination
26	<ul style="list-style-type: none"> ▪ Evidence of comprehensive recruitment and outreach <ul style="list-style-type: none"> – Documentation of a recruitment schedule – Recruitment flyers and verbal description of where flyers were posted – Description of partnerships used to recruit families – Calendar of outreach events – Written or verbal descriptions of other activities targeted to the most at risk families – Other relevant evidence not listed here ▪ Written procedure for enrollment of homeless children in SIS ▪ Written recruitment plan
27	<ul style="list-style-type: none"> ▪ Evidence of support provided to teachers for supporting social-emotional learning ▪ Implementation of a social-emotional model/curriculum
28	<ul style="list-style-type: none"> ▪ Lesson plans need to demonstrate physical activity alignment w/IELDS ▪ Evidence of materials and equipment for physical activity
29	<ul style="list-style-type: none"> ▪ Evidence of engagement with local Head Start grantee and local EC collaboration groups <ul style="list-style-type: none"> – Meeting agendas – Meeting notes or minutes – Other documentation of collaborative projects, shared intake, joint outreach or other engagement not otherwise listed
30	<ul style="list-style-type: none"> ▪ Referral process to collaborative partners
31	<ul style="list-style-type: none"> ▪ Partnership agreements with agencies providing services to children and families ▪ Agreements with medical, dental and mental health providers
32	<ul style="list-style-type: none"> ▪ Evidence of instructional staff salary parity (local district elementary salary schedule and documentation of salaries paid to instructional staff in program) ▪ Evidence of teacher training on screening tool, curriculum and assessment

33	<ul style="list-style-type: none"> ▪ Job descriptions, resume and credentials for instructional leader ▪ Documentation of instructional staff involvement in professional learning communities
34	<ul style="list-style-type: none"> ▪ Job descriptions, resume and credentials for parent educator
35	<ul style="list-style-type: none"> ▪ Family files (see below)
36	<ul style="list-style-type: none"> ▪ Parent advisory council membership list (indicating which parents are enrolled in PDG), meeting schedule, agendas and minutes ▪ Documentation of opportunities for parents to serve in leadership roles
37	<ul style="list-style-type: none"> ▪ Documentation of workshops offered to parents, including solicitation of parent input and opportunities to learn from experts ▪ Written plan for providing comprehensive services
38	<ul style="list-style-type: none"> ▪ Family files (see below)
39	<ul style="list-style-type: none"> ▪ Documentation of plan for coordination between Early Intervention and Early Childhood Special Education ▪ Plan for recruitment of children with special needs ▪ Procedure for referral and assessment of children with suspected special needs, including support offered to parents
40	<ul style="list-style-type: none"> ▪ Documentation of accommodations in physical activity services for children with special needs

In addition to all PFA requirements, children's files should additionally contain:

- Weighted eligibility form and family proof of income aligned to priority points indicated on form
- Up-to-date dental screening
- Documentation of health treatment (if applicable)
- Documentation of mental health/social-emotional screening and referral for services as needed

Family files should contain:

- Case notes, indicating opportunities provided to families through collaborative referrals, services provided to families
- Case notes documenting family progress towards meeting needs and achieving goals
- Family needs assessment
- Evidence of support for transition to kindergarten, including transition plan and case notes