



Tips for Compliance Monitoring

Tips for preparing for your Preschool for All/Preschool for All Expansion- Compliance monitoring visit

- Notify relevant staff of the upcoming monitoring visit including Teachers, Paraprofessionals, Principal, Superintendent, Secretary, School Nurse, etc.
- Assemble and organize materials and documents for the assessor
- Have someone available to cover for teacher, if needed, to answer follow-up questions
- Inform parents and children of the upcoming visit
- Arrange a private, on-site location where the assessor can review documents
- Health Records or other child specific data should be gathered at the location of the site visit per district policy or advise the assessor where records are located if kept off site

Documentation Checklist

- Daily schedule posted in each classroom
- Class list, noting PFA/PFAE children (with and without IEPs) and non-PFA children (children funded by the district, Head Start or tuition, plus number needed for full enrollment). Class list should include birthdates.
- Waiting list or process for waiting list
- Written plan for homeless students (applies to school districts)
- Parent/guardian permission form for screening (blank copy so assessor will know what to look for in files)
- Parent/guardian interview questionnaire (blank copy so assessor will know what to look for)
- Screening instrument
- Weighted eligibility criteria with multiple risk factors, including for those children with IEP's
- School or district calendar with start and finish dates for PFA
- DCFS license posted if applicable
- Mission statement displayed
- Curriculum
- Lesson plans, at least six weeks
- Snack/meal schedule
- Assessment tool
- Children's portfolios—can be online or hard copy. If early in the year and portfolios are not well-established, be able to explain or show the system in place to document how portfolio collections will measure progress over time, includes narrative summary reports. If online, please ensure that someone is available to assist the assessor in navigating the system.

- Written Transition plan for children entering kindergarten
- Written policy prohibiting expulsion and suspension
- Written Collaboration plan, updated yearly (not agreements with partners although they could be part of the plan)
- MOU with local Head Start program (If there is not one in the community, the MOU should be with the Head Start that is the closest in distance to the program)
- Teacher and Paraprofessional Licenses and Endorsements/Approvals/Credentials (must show what ROE they are registered with - must match county where program is housed)
- Individual Professional Development Plan for each Teacher and Paraprofessional
- Documentation of parent/guardian participation (meeting notes or agendas, sign-in sheets, volunteer activities, assistance with newsletters, etc.)
- Documentation of ongoing two-way communication with parent/guardians (emails, notebooks, newsletters, conferences, parent meetings)
- Documentation of Home Language Surveys
- Prescribed screening procedures for English language proficiency (school districts only) (See 23 Ill. Adm. Code 228.10)
- Written annual program self-assessment materials
- Written annual Continuous Quality Improvement Plan (CQIP); could be a previous CQIP that is updated or revised

Children's files should contain:

- Child's name, address and phone number
- Birth certificate showing age eligibility
- Physical exam and immunization record
- Vision and hearing screening results
- Developmental screening results or IEP
- Signed parent/guardian permission form for screening
- Copy of referrals for further evaluation if appropriate
- Documentation of weighted eligibility with multiple risk factors
- Proof of family income
- Family demographics including emergency contact information
- Names and contact information for child release
- Home Language Survey (school districts only)