**PROGRAM COMPLIANCE CHECKLIST**

**1-Staff to Child Ratio**

* [IECAM](http://iecam.crc.uiuc.edu/) - Illinois demographic and early childhood program data (Website)
* [Preschool for All program Parent Flyer](http://www.isbe.net/earlychi/preschool/PFA_parent_flyer.pdf) (PDF)
* Recruiting “Hard to Reach” families - [Engaging Families Toolkit](http://www.isbe.net/earlychi/pdf/engaging_families_toolkit.pdf) (PDF)
* Preschool for All [Outreach Toolkit](http://www.isbe.net/earlychi/preschool/outreach_toolkit.pdf) (PDF)
* [PFA Implementation Manual](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/early-learning-environment.pdf), Page 26 (PDF)

**2-Children’s Documentation/Files**

* [PFA Implementation Manual](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/recruit-enroll-records.pdf), Pages 16-17 (PDF)

**3-** **Homeless Policy/Birth Certificates**

 [ISBE homeless policy (](http://www.isbe.net/homeless)Website)

Locating local homeless liaisons; how to order birth certificates; preschool homeless education plan, FAQs resources (Website)

* [Preschool for All Implementation Manual, Page 15](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/recruit-enroll-records.pdf)

**4-Screening Procedure**

* [Preschool for All Implementation Manual, Pages 12-13](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/recruit-enroll-records.pdf)

**5-Screening Instrument**

* [PFA Implementation Manual, page](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/recruit-enroll-records.pdf) 13 (PDF)

Mandate to serve Priority #1 and Priority #2 at-risk children and that 80% of enrollment should be defined as at-risk.

**6**- **Weighted Eligibility, Enrollment & Recruitment**

 [PFA Implementation Manual, Pages 13-14 (](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/recruit-enroll-records.pdf)PDF)

Mandate to serve Priority #1 and Priority #2 at-risk children and that 80% of enrollment should be defined as at-risk.

 [IECAM -](http://iecam.crc.uiuc.edu/) Illinois demographic and early childhood program data (Website)

 [Preschool for All program Parent Flyer (](http://www.isbe.net/earlychi/preschool/PFA_parent_flyer.pdf)PDF)

 Recruiting “Hard to Reach” families - [Engaging Families Toolkit (](http://www.isbe.net/earlychi/pdf/engaging_families_toolkit.pdf)PDF)

 Preschool for All [Outreach Toolkit (](http://www.isbe.net/earlychi/preschool/outreach_toolkit.pdf)PDF)

**7-Minimum Attendance Hours/Calendar**

* [PFA Implementation Manual, Page 31](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/schedule.pdf) (PDF)

**8-Childcare Centers DCFS Licensed (Applies Only to Childcare Centers)**

* DCFS-[Summary of Licensing Requirement for Day Care Centers](https://www.illinois.gov/dcfs/brighterfutures/childcare/Documents/CFS_1050-52_Summary_for_DCC.pdf) (PDF)

**9-Mission Statement**

* [Illinois Birth to 5 Program Standards, page 6](http://www.isbe.net/earlychi/pdf/0-5-program-stds.pdf)

**10**-**Curriculum**

 [Preschool curriculum decision-making tool (](http://www.isbe.net/earlychi/pdf/preschool_curriculum.pdf)PDF)

 [Preschool for All curriculum criteria (](http://www.isbe.net/earlychi/pdf/ECBG_PreK_Preschool_CurricCriteria.pdf)PDF)

 Article [“](http://www.pre-kpages.com/no_more_worksheets/)*[No More Worksheets](http://www.pre-kpages.com/no_more_worksheets/)*[” fr](http://www.pre-kpages.com/no_more_worksheets/)om *Pre-K Pages* (Website)

 [*“Worksheets in Preschool: Too Much, Too Soon*” *AC*](http://www.isbe.net/earlychi/preschool/ACEI-speaks-brochure.pdf)*EI SPEAKS* (PDF)

 [Illinois Early Learning Project (](http://www.illinoisearlylearning.org/index.htm)Website)

Resources for teachers, caregivers, and parents including video examples of benchmarks for the Early

Learning Standards

 Lesson Plan Template Samples

o [Preschool Weekly Planning and Reflection Framework (](http://www.redleafpress.org/Assets/ClientDocs/WebComponents/Plan4Play_PreschoolWeekly.pdf)PDF)

o [ECDC Lesson Plan Template (](http://isbe.net/earlychi/preschool/lesson-plan-ecdec.pdf)PDF)

o [D186 Lesson Plan Template (](http://isbe.net/earlychi/preschool/lesson-plan-d186.pdf)PDF)

**11-Nutritious Snack**

* USDA minimum basic requirements for [“Child Snack” components](http://www.fns.usda.gov/sites/default/files/Child_Meals.pdf) (PDF)
* [Snack ideas](http://www.choosemyplate.gov/preschoolers/healthy-habits/snack-ideas.html) that meet USDA requirements (Website)

**12**-**Assessment/Portfolios**

* *Early Childhood* News Article: [*“Why Portfolio Based Assessment Works”* (](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=495)Website)
* [Results Matter-Re](http://www.cde.state.co.us/resultsmatter/index.htm)sources on authentic assessment for preschool (Website)
* [Documentation As A Habit (](http://www2.cde.state.co.us/media/resultsmatter/RMSeries/DocumentationAsAHabit_SA.asp)Video)
* [Observation: The Heart of Authentic Assessment (](http://www.cde.state.co.us/resultsmatter/observation.htm)Website)
* [Portfolio Collection Form (](http://www.redleafpress.org/Assets/ClientDocs/WebComponents/Plan4Play_Portfolio.pdf)PDF)
* [Portfolio Documentation Sample](http://isbe.net/earlychi/preschool/pfa-sample-portfolio-collection.pdf) (PDF)

**13**-**Transitions**

* [PFA Implementation Manual (](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/transition-plans.pdf)PDF)
* Harvard Family Research Project-[Building Worlds Interactive Case-Family Engagement in Kindergarten Transition](http://www.hfrp.org/family-involvement/professional-development/bridging-worlds-interactive-case-family-engagement-in-the-transition-to-kindergarten)

**14-Collaboration**

* [PFA Implementation Manual, Section 10 (](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/community-collaboration.pdf)PDF)
* [Illinois Early Childhood Collaboration (](http://ilearlychildhoodcollab.org/)Website)

Comprehensive information regarding establishing community collaborations, geographic locator for agencies, tip sheets, sample collaborations, and a [*“Collaboration Guidebook 101”.* (](http://ilearlychildhoodcollab.org/gen-info/collab-101-guidebook/guidebook-part-1/)Website)

* [Head Start MOU template (](http://www.isbe.net/earlychi/pdf/hs_pfa_mou_template.pdf)PDF)
* [Illinois Head Start Collaboration Office (](http://ilheadstart.org/about/illinois-head-start-state-collaboration-office/)Website)

Phone (618) 583-2083

**15-Staff License and Endorsements**

* [Illinois Resource Center (IRC): Early Childhood](http://www.thecenterweb.org/ec) (Website)

Professional development on a variety of topics with emphasis on curriculum and assessment

Programs and teacher(s) sign up with IRC to ensure that they receive professional development catalogs, mailings and e-mails

Programs can request specific training on specific topics

(224) 366-8525

* Illinois STARNET provides a variety of opportunities for personal and professional growth for those who touch the lives of young children, ages birth through eight, with an emphasis on children with special needs. STARNET supports family-centered, researched and effective practices in early childhood education and care. STARNET provides support, training and technical assistance, consultation, and resources to the early childhood community in Illinois.

[Illinois StarNet Region Map](http://www.childfind-idea-il.us/STARNNETRegionMap.aspx) (Website)

[Northwest & Central Regions 1 and 3 – Western Illinois University](http://www.wiu.edu/starnet) (Website)

[Northern Region 2 - Illinois Resource Center](http://www.thecenterweb.org/starnet) (Website)

[Southern Region 4 – St. Clair ROE](http://roe.stclair.k12.il.us/starnet/content.php?q=mainpage) (Website)

[Chicago Region 5 – CPS](http://www.starnetchicago.org) (Website)

[South Suburban/East Central Region 6](http://www.swcccase.org/StarNet) (Website)

 All About the ECERS-R (Book)

A detailed guide in word and pictures that is to be used with the ECERS-R written by Debby Cryer, Thelma Harms and Cathy Riley from the Frank Porter Graham Child Development Institute. This is the companion guide to the ECERS-R instrument and very valuable in complying with the ECRS-R scale

**16**-**PARENTS/FAMILY INVOLVEMENT**

* [PFA Implementation Manual (](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/parent-family-involvement.pdf)PDF)
* Harvard Family Research Project-[Building Worlds Interactive Case-Family Engagement in Kindergarten Transition](http://www.hfrp.org/family-involvement/professional-development/bridging-worlds-interactive-case-family-engagement-in-the-transition-to-kindergarten)
* Office of Head Start National Centers-[Parent , Family and Community Engagement Simulation](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation)  (Website)
* [Center on the Social & Emotional Foundations for Early Learning (](http://csefel.vanderbilt.edu/index.html)Website)

Web based resources for parents and teachers, to support children’s healthy social and emotional development. Includes online training modules, chat sessions, scripted stories, articles, and recommended books. Available in English and Spanish.

* [Illinois Early Learning Project (Website)](http://www.illinoisearlylearning.org/)
* [Parent tip sheets avai](http://www.illinoisearlylearning.org/tipsheets/index.htm)lable in English, Spanish, and Polish (Website)
* *Early Childhood News* Article: [“*Supporting Families-Children are the Winners*” (](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=644)Website)
* [Illinois Early Intervention Clearinghouse (](http://www.eiclearinghouse.org/)Website)

Identifies and collects research-based and best-practice early intervention information to share with families. (Website)

* [Lending Library f](http://www.eiclearinghouse.org/library.html)or families and professionals involved in the EI Program (Website)
* [Technical Assistance Center on Social Emotional Intervention (](http://www.challengingbehavior.org/do/resources/tools.htm)Website)

**17**-**Home Language Survey (HLS)**

 [HLS requirements overview (](http://www.isbe.net/bilingual/ebroadcasts/2008-09/ebroadcast_2009-149.htm)Website)

 [HLS in a variety of languages (](http://www.isbe.net/bilingual/htmls/forms-and-notifications.htm)Website)

 [Resources for preschool English Language Learners (](http://www.isbe.net/earlychi/preschool/preschool_ell.htm)Website)

**18-English Language Proficiency Screening (Applies Only to School Districts)**

* [Screening for English Language Proficiency](http://www.isbe.net/bilingual/htmls/access_screening.htm) (Website)
* [Pre-IPT Online Overview and Training](http://www.ballardtighetraining.com/iptinservice/preipt_overview.html) (Website)
* [8 Strategies for Preschool English Learners](http://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development) (Website)

**19-Program Annual Program Evaluation and Continuous Quality Improvement Plan**

* [CQIP Sample Plan](http://www.isbe.net/earlychi/preschool/compliance-monitoring-tips.pdf) (PDF)

**20-Children With IEPs**

* [PFA Implementation Manual](http://isbe.net/earlychi/preschool/pfa-implementation-manual/childen-with-disabilities.pdf)

**ECERS Template Checklist**

**SPACE & FURNISHINGS (Items 1-8)**

**1-Room Arrangement/Learning Centers**

* *Early Childhood News* Article: [*“Creating Indoor Environments for Young Children”*](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294)(Website)

**2-Furniture for Routine Care, Play and Learning**

* *Early Childhood News* Article: [*“Creating Indoor Environments for Young Children”*](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294)(Website)
* [Hand washing flyer](http://www.isbe.net/earlychi/pdf/handwash_procedure.pdf) (PDF)
* [Center for Disease Control Child Development](http://www.cdc.gov/ncbddd/childdevelopment/index.html) (Website)
* U.S. Department of Health and Human Services, [*“Caring for Our Children”*](http://nrckids.org/CFOC3/CFOC3_color.pdf) (PDF)

**3-Furnishings for Relaxation and Comfort**

* *Early Childhood News* Article: [*“Creating Indoor Environments for Young Children”*](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294)(Website)

**4-Room Arrangement for Play**

* *Early Childhood News* Article: [*“Creating Indoor Environments for Young Children”*](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294)(Website)

**5-Space for Privacy**

* *Early Childhood News* Article: [*“Creating Indoor Environments for Young Children”*](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294)(Website)

**6-Child-related Display**

* *Early Childhood News* Article: [*“Creating Indoor Environments for Young Children”*](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294)(Website)

**7-Space for Gross Motor Play**

* *Early Childhood News* Article: [*“Creating Indoor Environments for Young Children”*](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294)(Website)

**8-Gross Motor Equipment**

* *Early Childhood News* Article: [*“Creating Indoor Environments for Young Children”* (](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294)Website)
* *NAEYC*: “[*Promoting Physical Activity in Preschoolers*](https://www.naeyc.org/files/naeyc/SKIPing_GoodwayBTJ.pdf)*”* (PDF)
* *Consumer Product Safety Commission*: [*Public Playground Safety Handbook*](http://www.cpsc.gov/PageFiles/122149/325.pdf) (PDF)
* [Playground Information to Use with Environmental Rating Scales](http://ers.fpg.unc.edu/sites/ers.fpg.unc.edu/files/playground%20revised%2010-28-10.pdf) *(PDF)*

**LANGUAGE & REASONING (Items 15-18)**

**15-Books and Pictures**

* *Cooperative Children’s Book Center,* [50 Multicultural Books Every Child Should Know](https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=42) (Website)
* *NAEYC:* [*Great Books to Read to Infants and Toddlers*](http://families.naeyc.org/learning-and-development/reading-writing/great-books-read-infants-and-toddlers)(Website)

**16-Encouraging Children to Communicate**

* *Child Care Quarterly*, [*“Revisiting Bloom’s Taxonomy: Asking Better Questions”* (](http://www.childcarequarterly.com/pdf/winter05_bloomstax.pdf)Website)

**17-Using Language to Develp Reasoning Skills**

* [Using Language During Science Activities (](http://www.naeyc.org/files/yc/file/200209/UsingLanguageDuringScienceActivities.pdf)PDF)
* Head Start-[Evidence based practice for Logic and Reasoning (](http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/l_reason.html)Website)

**18-Informal Use of Language**

* NAEYC *Beyond the Journal,* [*“How Planning and Reflection Develop Young Children’s Thinking Skills”*](http://journal.naeyc.org/btj/200309/Planning&Reflection.pdf)
* (PDF)
* *Child Care Quarterly*, [*“Revisiting Bloom’s Taxonomy: Asking Better Questions”* (](http://www.childcarequarterly.com/pdf/winter05_bloomstax.pdf)Website)
* *Infant Child Research,* [*“Enhancing Children’s Language Development in Preschool Classrooms”* (](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&cad=rja&ved=0CDYQFjAA&url=http%3A%2F%2Fwww.asu.edu%2Fclas%2Ficrp%2Fresearch%2FPublication%2FPublication%2520PDF%25202.pdf&ei=f1-WUbSWGuPHiwKTuYGICw&usg=AFQjCNFVINluyJ46kW0kvjyb-cmJMgYq3w&sig2=pIWr6IGRWOMdj4BfhC0Fgw&bvm=bv.46751780,d.cGE)PDF)
* National Center on Quality Teaching and Learning
  + - [Ways to Ask Children Questions (](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/ask_TeacherTips.pdf)PDF)
    - [Fostering Children’s Thinking Skills (](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/foster_TeacherTips.pdf)PDF)

**ACTIVITIES (Items 19-28)**

**19-Fine Motor**

 [40 Fine Motor Skill Activities](http://theimaginationtree.com/2013/09/40-fine-motor-skills-activities-for-kids.html) (Website)

**20-Art**

 *Kid Source,* [*“Encouraging Creativity in Early Childhood Classrooms”* (](http://www.kidsource.com/kidsource/content2/Creativity.html)Website)

**21-Music/Movement**

* *NAEYC*, [Inventing Music Play Centers (](http://www.naeyc.org/files/yc/file/200407/InventingMusicPlayCtrs.pdf)PDF)

**22-Blocks**

 *NAEYC* *Teaching Young Children,* [Block Building and Make –Believe for Every Child](http://www.naeyc.org/files/tyc/file/TYC_V3N3_StrasserandKoeppel.pdf) (PDF)

**23-Sand/Water**

 *NAEYC* *Teaching Young Children-*[Assessing and Scaffolding Make-Believe Play](http://www.naeyc.org/files/yc/file/201201/Leong_Make_Believe_Play_Jan2012.pdf) (PDF)

**24-Dramatic Play**

 NAEYC *Teaching Young Children-*[Assessing and Scaffolding Make-Believe Play](http://www.naeyc.org/files/yc/file/201201/Leong_Make_Believe_Play_Jan2012.pdf) (PDF)

**25-Nature/Science**

 [Science resources: webcasts, activities, articles (](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Science/KitchenScienceT.htm)Website)

**26-Math/Number**

 [Teaching Math to Young Children Practice Guide (](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_empg_summary_020714.pdf)PDF)

 [Using Language During Science Activities (](http://www.naeyc.org/files/yc/file/200209/UsingLanguageDuringScienceActivities.pdf)PDF)

 [Quick Recipe Science Unit (](http://www.naeyc.org/files/yc/file/200209/QuickRecipeScienceUnit.pdf)PDF)

 [Math resources: webcasts, activities, articles (](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Mathematics)Website)

 [Math Access for Teachers and Home Child Care Providers (](http://www.mathathome.org/index.php)Website)

**27-Use of TV, Video, and/or Computers**

 [Supporting Appropriate Technology Integration in Early Childhood Programs (](http://www.isbe.net/earlychi/preschool/preschool_tech.htm)Website)

 [Reading Rockets for Preschooler and Childcare –](http://www.readingrockets.org/audience/professionals/preschool/) early reading resources for parents and providers including video, research and book lists. (Website)

**28-Promoting Acceptance of Diversity**

 [Diversity in Early Childhood Programs](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=548) (Website)

 [Framing Services for English Learners](http://www.isbe.net/bilingual/el-framing-services-toolkit/inst-design-svc-del-res-section.pdf) – Program and Structure resource to help educators best service English Learners/ESL/Bilingual

**INTERACTION (Items 29-33)**

**29-Supervision of Gross Motor Activities**

* [NAEYC**-**Avoiding Lapses in Supervision that leave Children at Risk](https://www.naeyc.org/files/academy/file/YCAccreditation.pdf)

**30-General Supervision of Children (Other Than Gross Motor)**

* [NAEYC**-**Avoiding Lapses in Supervision that leave Children at Risk](https://www.naeyc.org/files/academy/file/YCAccreditation.pdf)

**31-Discipline**

 [Children Who Have Serious Conflicts (](http://www.naeyc.org/files/yc/file/201107/GuidanceMatters_Gartrell_OnlineJuly2011.pdf)PDF)

 [Replacing Time Out: Using Guidance to *Build* an Encouraging Classroom (](http://www.naeyc.org/files/tyc/file/Gartrell%2001.pdf)PDF)

**32-Staff-Child Interactions**

* [Positive Guidance Techniques (](http://www.education.com/reference/article/positive-guidance-techniques/)Website)
* [Planning Transitions to Prevent Challenging Behavior (](http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf)PDF)

**33-Interactions Among Children**

 [Center on the Social & Emotional Foundations for Early Learning (](http://csefel.vanderbilt.edu/index.html)Website)

Web based resources for parents and teachers, to support children’s healthy social and emotional development. Includes online training modules, chat sessions, scripted stories, articles, and recommended books. Available in English and Spanish.

 [*“Classroom Management—Strategies to Work with Challenging Behaviors”* (](http://www.isbe.net/asx/Classroom_mgt_092910.asx)Webinar)

 [Social Development - Tools for Promoting Social Learning (](http://www.highscope.org/Content.asp?ContentId=294)Website)

 [Technical Assistance Center on Social Emotional Intervention (](http://www.challengingbehavior.org/do/resources/tools.htm)Website)

 [Planning Transitions to Prevent Challenging Behavior (](http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf)PDF)

 [What Adults Can Do to Promote Young Children’s Pro-Social Skills (](http://www.naeyc.org/files/yc/file/201107/CaringAboutCaring_Hyson_OnlineJuly2011.pdf)PDF)

 [Inventory of Practices for Promoting Social Competence (](http://journal.naeyc.org/btj/200307/InventoryofPractices.pdf)PDF)

 [Children Who Have Serious Conflicts (](http://www.naeyc.org/files/yc/file/201107/GuidanceMatters_Gartrell_OnlineJuly2011.pdf)PDF)

**PROGRAM STRUCTURE (Items 34-37)**

**34-Schedule**

* [PFA Implementation Manual](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/schedule.pdf) (PDF)

**35-Free Play**

* [Play in the Early Years: Keys to Success](http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/pdf/pdf_files/BAECF_Play_in_the_Early_Years_May07.pdf) (PDF)

**36-Group Time**

**37-Provisions for Children with Disabilities**

 [PFA Implementation Manual (](http://www.isbe.net/earlychi/preschool/pfa-implementation-manual/schedule.pdf)PDF) Daily routine and daily schedule

**PERSONAL CARE ROUTINES**

 [Hand washing flyer (](http://www.isbe.net/earlychi/pdf/handwash_procedure.pdf)PDF)

 [Center for Disease Control Child Development (](http://www.cdc.gov/ncbddd/childdevelopment/index.html)Website)

 U.S. Department of Health and Human Services, [*“Caring for Our Children”* (](http://nrckids.org/CFOC3/CFOC3_color.pdf)PDF)