

Javier Ramos, Family Support Specialist



#### ELINOIS STATE BOARD OF EDUCATION Early Childhood Block Grant 3-6 Compliance Checklist Preschool for All Preschool for All Expansion

Authorized Official:	Visit Date:	
Grant Type:		
Documentation listed are examples of what can be provi	ded to show compliance.	
The staff-child ratio is one adult to 10 children with 20 c in a PFA classroom is 15 when utilizing an inclusive mode Children with IEPs in blended sessions are counted in the	<ol> <li>Exceptions include Head Start, DCFS licensing and bit PFA enrollment. [23 III. Adm. Code 235.30(a)(3) and (c)[ a</li> </ol>	nd ISEE policy
Compliance	Documentation Examples	Notes
"20 children per session     "Staff to child ratio is met	Current class list(s) noting PFA children (with and without IEPs) vs. non-PFA children, and total	

Children who are eligible for indergrates (five or older on September 1 of the program year) are not excelled in the program, unless i 10% ALCS 510-30 (SES 52.3.3.13); [30m Children 2.3 ECS 505) ghown Children 2.3 ECS 505); [30m Children 2.3 ECS 505); [3					
Compliance	Documentation Examples	Notes			
☐ All challens are agree-deptle for the program.  Completed fifth is early held contement at impracted  International contents and impracted  International contents agree implicitly  Enternational contents agree implicitly  Union and feering contents agree  Union and feering contents are contents agree  Union and feering contents are contents.	Complete for the architect and contemporal pringuisms concentrations for conflictation in available to the concentrations for conflictation in available to the company and children may not fine accomplete files. The Devil of Falley accomplete files. The Conflictation of the Consentration of the Property of Table Consentration of the Property of Table Consentration of Table International Property of Table Consentration of Table International Property of Table Consentration of Table International Table International Conflictation Table International Conflictati				

	A signed written statement from the family only if zero income is determined.	
3) Program meets requirements for homeless children. (A [23 III. Adm. Code 235 7(k), 105 ILCS 45' Education for Home and ESSA (Every Student Socceeds Act State Plan)	ess Children Act, and McKinney-Vento Homeless Assistance	
Compliance	Documentation Examples	Notes
Prozone has a settine plan for formeries students. Not meets of the Soldents programments.  All the Soldents programments.  produce records (e.g. previous includence records), leading produce records, leading resolutions includence records, leading resolutions and the Soldents records, produce resolutions and the Soldents records and the Soldents records and the Soldents records and the Soldents records and deposit resolutions.  Processors for transportations for formeries children between the transportations and the Soldents records and considerable students and the soldents resolved for Educations. Total 1 programs for the Soldents records and the Soldents Soldents and Soldents Soldents and Soldents Soldents and Soldents Soldents and Soldents Soldents Soldents and Soldents		
<ol> <li>Screening procedures include all required documentat (23 ff. Adm. Code 235 20(c)(E)(A-F)) and ISBE policy</li> </ol>		

<ol> <li>The program uses a research based screening instrument and activities that measure all aspects of the child's development (cannot be district created).</li> <li>July 318. Adm. Code 275.20(c)(4)(A-8)() and ISSE policy</li> </ol>				
Compliance	Documentation Examples	Notes		
A research based screening unburrent is used which graduate the biboring sizes.  Cognitive Eventgement  English Professory  English Professory  Five and Gross Busin State (Biblio Visional State)  Vocabulary  Vocabulary  Vocabulary  Language and Speech Development  Expected State (Codi Screening	☐ Blank copy of developmental screening tool(s) used			

Compliance	Documentation Examples	Notes
3 Multige mit factors used for program eligibility are weighted and see based on factors in the community (2 terofineer is prioritized for children determined to be most de disk (homelies, youthin case, it's, should secure first programs of the community of the community of employed disk factors are included in each child's Sie. 2 tippidity criteria do not exclude children who are not tolet trained.	☐ Copy of recepted eligibility checklist. ☐ Copy of scorn celeras used to promite enrollment. ☐ Family recome documentation if used for eligibility. ☐ Examply recome documentation if used for eligibility. ☐ Documentation of eligibility in exch industrial child's: ☐ Site (reception) eligibility checklist).	
23 III. Adm. Code 235 20(c)(13) - as specified in RFP and ISE		
Compliance	Documentation Examples	Notes
A minimum of 155 days for student attendance are provided. Any remaining days in distinct calendar may be used for family conferences, home virits, or prefersional development OF are used for student attendance days. Or Casin seasons meet at least 2 1-thours per days. 5 days per visels. Note: it school distact has regular visely or monthly planning dominate times that effect the FFA world of the control of the control of the control of the world years from a distance of the control of the cont	Copy of daily schedule	
weekly class time, district must ensure weekly class time		

Compliance	Documentation Examples	No
DCFS locens is current or pending DCFS approval Ucense is valid Ucense is posted in the center Not applicable to school districts or license exempt programs.	Copy of current license or DCFS letter showing pending approval or proof of license exempt status.	
Program has a mission statement based on shared bell community representatives.     ID III. Adm. Code 235.20cc/29A3 and ISRF policy	efs developed cooperatively by parents/guardians, families,	staff memb
Compliance	Documentation Examples	Not
<ul> <li>Mission statement has been developed cooperatively and is on display</li> </ul>	Copy of mission statement (School district mission statement acceptable)	
Name of Curriculum [23 III Adm. Code 235 2(CK3);A-Cig and ISSE policy	ligns with the Illinois Early Learning and Development Stans	
til) The program uses a research-based curriculum that a Name of Curriculum. 22.9 if Adm. Code 275, 2023/A-C 2 and 1995, policy. Compiliance	igns with the Illinois Early Learning and Development Stand  Documentation Examples  Crow of lesson plans	dands. Not

11) A nutritious snack and/or meal is available for children (23 III. Adm. Code 235.20(c):13)(19) and ISSE policy		
Compliance	Documentation Examples	Notes
Snack is offered day for half day A meet is offered in the case of a full day program for participating châdren.  Snack is aligned with USCA Food and Natimion Gazletins.  Parent gazerdan not required to provide or pay for a snack.	Copy of sneck meet schedule	
12) The program utilizes an appropriate research-based au children's progress over time with measurable outcomes. Name of Research-based Authentic Assessment System; 20 III. Adm. 00do; 203 500au11; Alband 253 500c; 71:11	ISSE pokry	
Compliance	Documentation Examples	Notes
aligns with the curriculum is used to determine each chief's education plan.  "Portition oblections measure progress over time CR program has a system in place to document how portition collections will measure progress over time.  Assessment involves regular, ongoing observations that eather chiefforts involves regular, on the call daily classroom.	If induced will admit assument spaties to provide but and under the common received find the common received for the common received find common received for the common received for common received for the common received for provide com	

23 III. Adm. Code 235-30(a)(4)] Public Act 100-0105		
Compliance	Documentation Examples	Notes
"A written plan which details procedures for transitioning chalches to kindergarten  "Transition plans are shared with parentiquentian Program has a written policy prohibiting expulsion and surgension."	A copy of kindergadien transition plan     A copy of program policy prohibiting expulsion and suspension	
ExcelleRate 28: Transitions		
4) The program has a plan that guides collaboration with 23 III. Adm. Code 235.20(c)(16) and ISBE policy.		
Compliance	Documentation Examples	Notes
2 "The program has a written plan, updated yearly, outlining collaboration with members of the local community that serve young children and families 2 'The program has a signed Memorandum of Understanding (MOU) with local Head Start 1. The program of the collaboration of the collaboration collaborat	A copy of signed Memorandum of Understanding (MOU) with local Head Start	
Classroom staff has required License and Endorsemen H. Adm. Code 235 20(c)(9)(A-F), 25-25, 25-100, 25-510 and	25 Appendix E) and ISBE policy	
Compliance "Preschool for All (FFA) teacher has current Professional	Documentation Example  Copy of current PELs and applicable	Notes
Education (seeing PEL) with a war of without administration (see 1997). See 1997 (see 1997).	existencement or approvision relevant on the CES of the	

	Documentation Example	Notes
☐ "Opportunities for family education and involvement are provided and documented. ☐ "Opportunities for onlying two very communication with parent/pointies. ☐ "Program does not charge families fires for field trips or regunitations, nor does program require families purchase students' signifies or materials.	□ Documentation of prevetiguardian education and envolvement, including agendas and sign in sheets □ Documentation of opportunities for origining two willy communication with parent guardian	
*ExceleRate 2A Family & Community Engagement		
17) The district administers a bloom I annuana Survey to a	ach student upon entering school for the first time. (Applie	a only to Echool Dist
programs.)	act and a special series of a series of the	rong to account
[23 III. Adm. Code 228 15] Compliance	Documentation Examples	Notes
□ *Completed Home Language Survey on file for each child	☐ Home Language Surveys in each child's file	HOUSE
signed by the parent/guardian  Wot applicable (Applies only to school districts.)	☐ Not a school district program - no documentation needed	
*Facebooks NO Culturally and Linearitically decreased Pro		
18) The district screens the English language proficiency background other than English and uses the prescribed s	of each student identified through the Home Language Surv creening procedures identified by the preschool program to	ey as having a langu determine English
18) The district screens the English language proficiency background other than English and uses the prescribed s language proficiency. (Applies only to School District pro	of each student identified through the Home Language Surv creening procedures identified by the preschool program to grams)	ey as having a langu determine English
18) The district screens the English language proficiency background other than English and uses the prescribed s	of each student identified through the Home Language Surv creening procedures identified by the preschool program to grams)	ey as having a langu determine English Notes

"The program has an annual self-assessment that informs both the individualized staff development plans and the			
	Copy of annual program self-assess Copy of annual program-created co	mont	
program's annual continuous quality improvement plan	improvement plan. A current update	onuous quarry	
The program has a written continuous quality improveme	of Continuous Quality Program Improv	ement Plan	
"ExceleRate 3A Program Administration, and 3C Continue	us Qualify Improvement		
0) Children with IEPs in the program receive support. 23 If Adm. Code 220.210 (s)(b)(c)]			
Compliance	Documentation Example	**	Notes
Children with disabilities participate in a variety of activities	☐ Interview with teacher includes:		
with supplementary aids, services and instructional strategies.	<ul> <li>Description of students with IEP in a variety of activities.</li> </ul>	s participating	
Staff aftend and participate in IEP meetings	Examples of supplementary aid	ton services and	
Staff participates in professional development activities	instructional strategies	1, 2011, 02 019	
related to providing services to children with IEPs in the	<ul> <li>Description of participation in IE</li> </ul>	P meetings	
regular early childhood classroom.  Special education supports and services are provided in	<ul> <li>Professional development activi</li> </ul>	ties related to	
the PFA classroom and embedded into the activities and	providing services for students i general education environment	with IEPs in the	
routines of the day	general education enveryment		
21) Preschool Expansion Program meets for a full day e	outvalent to a first grade classroom in the	local district.	
Compliance	Documentation Examples		Notes
<ul> <li>Preschool for All Expansion Program class sessions meet for a full day equivalent in length to district run first</li> </ul>	Copy of daily schedule indicating length of day for program.		
grade classrooms and not fewer than five hours per day	Copy of documentation of length of		
part terminal and terminal room per only	day for local district first grade		
	dassrooms.		
22) in addition to snack, (item 11 above), a nutritious bri	eakfast and lunch are offered to children.		n)w(n/m)
Compliance  Mesh are aligned with USCA Food and Nutrition	Documentation Examples  Copy of daily schedule indicating		Notes
☐ Families not required to provide or pay for a meal	Copy of nutrition education curriculum		
Regular, age-appropriate, nutrition education for children and their families is provided.	and/or lesson plans  Evidence of nutrition education		
Company and Arms recovery in \$100,000	provided to families		
<ol> <li>The Preschool for All Expansion program adheres to nost at risk of academic failure to determine eligibility.</li> </ol>	the weighted eligibility criteria establish	ed by the state to	prioritize children who a
nost at risk of academic failure to determine eligibility.  Compliance	Documentation Examples		Notes
Program has designed systems for enrolling children			
that adhere to the required weighted eligibility form,	used by program, incorporating any		
including scoring and placement guidance for staff.  A minimum of 60% of enrolled children have at least two.	community specific risk factors  Copy of scoring criteria used to		
risk factors or one highest priority selection factor	Cropy or scoring oriens used to		
	☐ Percentage of children above		
Weighted eligibility form incorporates community-	eligibility threshold and average point.		
specific risk factors if determined to be necessary by program based on needs assessment.	☐ Written procedures guiding eligibility		
specific risk factors if determined to be necessary by program based on needs assessment.  Program collects and reviews proof of family income to			
specific risk factors if determined to be necessary by program based on needs assessment.	determination  Child's file includes weighted eligibility form.		
specific risk factors if determined to be necessary by program based on needs assessment. I Program collects and reviews proof of family income to determine elegibility (below 200% of FPL) and priority	determination  Child's file includes weighted eligibility from.  Child's file includes proof of family		
specific risk factors if determined to be necessary by program based on needs assessment. Program collects and reviews proof of family income to determine eligibility (below 200% of FPL) and priority	determination  Child's file includes weighted eligibility from.  Child's file includes proof of family income aligned to priority points.		
specific risk factors if determined to be necessary by program based on needs assessment. I Program collects and reviews proof of family income to determine elegibility (below 200% of FPL) and priority	determination  Child's file includes weighted eligibility from.  Child's file includes proof of family		
specific risk factors if determined to be necessary by program based on medic assessment Program collects and reviews proof of family income to determine slightly feebox 200% of FPL) and proofly points (50% or 100% of FPL).	determination  Child's file includes weighted eligibility from.  Child's file includes proof of family income aligned to priority points indicated on corresponding weighted eligibility from.	ent strategy desi	gned to identify and enro
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	255 Appendix B Program Goal III]  Documentation Examples	Notes	<ol> <li>The program actively partners with local Head Start, r shelters, libraries, museums and other community institu</li> </ol>	Jions to provide a comprehensive spectr	um of supports and opportunities to children	31) Qualified family educators support parent engageme Compliance	ont in program and lead family education an Documentation Examples	www.wayqobri.emorts.
Compliance "The program has an annual self-assessment that informs	Copy of annual program self-assessmen	Notes	and families.	Documentation Examples	Notes	☐ Program employs at least one family educator with	Usb description for family educator	Notes
		ious quality	Compliance  The collaboration with the local Head Start grantee is an	Evidence of meetings, communication	Notes		demonstrating core functions of	
program is annual continuous quality anprovement plan The program has a entiten continuous quality anprovemen	Continuous Quality Program Improvement	ett Plan	active collaboration with regular communication, coordination of services and joint activities where	and collaboration with the local Head Start grantee		education, social work or a related field required.  Family educators demonstrate cultural and linguistic	supporting and engaging families and maximum caseload of 100 children.	
plan on file which is updated yearly. ExcelleRate SA Program Administration, and SC Continuou.	(CQIP) is acceptable		possible	Copies of partnership agreements		competence appropriate for the community to be	☐ Family educator resumes credentials	
	is Gualify Improvement		The program has an active partnership and regular communication with regional DCFS and McKinney-	and or agends and sign in sheets of meetings with at minimum three		served.  Each family educator has a maximum caseload of 100	100	
Children with IEPs in the program receive support.				community partners		châtren		
III Adm. Code 229 210 (a)(5)(c)] Compliance	Documentation Examples	Notes	Provide services to enrolled homeless families and	Documentation of referral process to		<ul> <li>Family educators deliver comprehensive family engagement supports and services.</li> </ul>		
hidren with disabilities participate in a variety of activities	<ul> <li>Interview with teacher includes:</li> </ul>		families involved in the child welfare system  Develop and inclument collaborative represents to	appropriate partners  Evidence of opportunities provided to		ergagement suggions and services.		
with supplementary aids, services and instructional strategies.	<ul> <li>Description of students with IEPs po in a variety of activities.</li> </ul>	whopeling	identify and enroll homeless families and families	families as a result of the partnership				
Staff aftend and participate in IEP meetings	Examples of supplementary aids, so	invices and	involved in the child welfare system.  The program maintains active linkages to community			32) The program provides comprehensive services to ac	there the needs of feedbas and help food	ter and and arbitrar ambitrary as
Staff participates in professional development activities	instructional strategies					Compliance	Documentation Examples	Notes
related to providing services to children with IEPs in the	<ul> <li>Description of participation in IEP m</li> <li>Professional development activities</li> </ul>	entings	adult literacy and education programs, financial asset building services, domestic violence and substance			The program actively works with families to provide	A copy of written plan detailing	
Special education supports and services are provided in	providing services for students with	EPs in the	bunding services, domestic violence and substance abuse, and cultural resources, including libraries and			referals, resources and services that address the needs of families and conducts follow up to ensure	program's strategy for providing	
he FFA classroom and embedded into the activities and outness of the day	general education enveronment		museums to			of families and conducts follow up to ensure effectiveness of services.	comprehensive services to families.  Written case notes detail specific	
Address of the day			<ul> <li>Address identified family needs and enhance family well-being</li> </ul>			□ Family educator / family support staff maintain clear.	supports provided to families by the	
			<ul> <li>Provide at risk children and families with</li> </ul>			written case notes that document family needs and goals, resources provided to address those needs/goals.	program and chronicle family growth and progress towards meeting needs	
1) Preschool Expansion Program meets for a full day eq	guivalent to a first grade classroom in the lo-	cal district.	opportunities to engage in cultural and social			and family promess.	and achieving goals	
Compliance	Documentation Examples	Notes	enrichment.			☐ The program maintains a written plan detailing a clear	A copy of written plan that includes.	
Preschool for All Expansion Program class sessions meet for a full day equivalent in length to district run first	Copy of daily schedule indicating length of day for program.		[28] The program provides comprehensive services to sup	aport the development of the whole child	including in the areas of medical, dental and	strategy for providing comprehensive services and supporting families holistically.	community services that will support families, such as income supports.	
grade classrooms and not fewer than five hours per day			mental health.			magning access countries.	food parities, housing, social	
	day for local district first grade		Compliance	Documentation Examples  Evidence of up-to-date dental	Notes		services, and other services relating	
			☐ Program ensures that each child receives a dental screening.	screening in child's file			to health/mental health, domestic violence, substance abuse, adult	
(2) in addition to snack, (item 11 above), a nutritious bre	akfast and lunch are offered to children.	Motes	C) Program ensures that each child receives any	C Evidence of health treatment or			literacy, education and training, and	
Compliance  Mesh are aligned with USCA Food and Nutrition	Documentation Examples  ☐ Copy of daily schedule indicating	Notes	necessary medical treatment or immunizations, as indicated by physical.	immunizations as indicated by physical exam			financial asset building	
				Documentation of mental health				
☐ Families not required to provide or pay for a meal ☐ Regular, age-appropriate, nutrition education for	Copy of nutrition education curriculum and/or lesson plans		☐ Mental health services are provided to children and	assessment and referral for services if indicated by assessment.		33) The program engages families as leaders and maintain	is an active Parent Advisory Council inclus	ive of a diverse range of family
children and their families is provided			families including observations, consultation, and referral. Programs should contract or collaborate with a	indicated by assessment.  Copies of signed Memoranda of		perspectives.		
	provided to families		qualified mental health provider or consultant.			Compliance	Documentation Examples	Notes
				mental beath and dental partners		Program notifies families of the opportunity to participate in a parent advisory council and actively engages	Parent Advisory Council membership	
The Preschool for All Expansion program adheres to t set at risk of academic failure to determine eligibility.	he weighted eligibility criteria established t	ry the state to prioritize children who are	☐ Families are corrected to a medical and dental home	specifying process for referral, goal of			Copies of sign in sheets, agendas,	
Compliance	Documentation Examples	Notes	to ensure recular access to care and followur.	ensuring that children obtain medical		Parent Advisory Council additionally includes classroom teachers, school and center level leadership and	minutes and documents provided to members for each meeting	
Program has designed systems for enrolling children	Copy of weighted eligibility checklist.		<ul> <li>Program facilitates referrals for care and services through a clearly defined referral process.</li> </ul>	and dental homes and education opportunities available for families.		community members	Parent Advisory Council meeting	
that achieve to the required weighted eligibility form, including scoring and placement guidance for staff.	used by program, incorporating any community-specific risk factors.		<ul> <li>Workshops and training are offered to families on a</li> </ul>	opportunities available for families.		The council meets at minimum every two months at times and days that have been determined with input	schedule Documentation of family leadership	
A minimum of 60% of enrolled children have at least two	Copy of scoring criteria used to			(		from parants.	Cocomentation of family leadership cocombination	
risk factors or one highest priority selection factor			care, mental wellness and healthy lifestyles.	(		☐ The Parent Advisory Council receives necessary	1.77	
according to the weighted eligibility form.  Weighted already form according community.	□ Percentage of children above ellipbility threshold and average point.					programmatic information to understand and inform program policies procedures and to make substantive		
specific risk factors if determined to be necessary by	values.		29) Teaching staff receive relevant and appropriate profe					
program based on needs assessment. Program collects and reviews reset of family income to	Winten procedures guiding eligibility determination		Compliance  Each teacher and associant teacher works with the	Documentation Examples  Documentation of individual	Notes	Parent Advisory Council members will be connected to local collaborations and community groups.		
determine eligibility (below 200% of FPL) and priority	Chld's file includes weighted eligibility		instructional leader to develop an individual professional	professional development plan and		local collaborations and community groups.    Families have opportunities to participate in a variety of		
points (50% or 100% of FPL).	form.  Chit's file includes proof of family		development plan that is connected to professional	progress towards achieving plan		leadership opportunities throughout the year		
	income aligned to priority points		development and continuing education opportunities.  [3] Teaching staff salaries are comparable to local K-12	goals.  Copy of salary schedule for local		34) Family education opportunities are designed to suppo		
			teaching staff salaries	district K-12 instructional staff		Sa) Family education opportunities are designed to support	Documentation Examples	idren and achieving family goals.
			□ Teaching staff members receive training annually on	☐ Evidence of instructional staff salaries in the Preschool for All Expansion		□ Families receive regular opportunities to learn from		Aves
	eligibility form							
The Preschool for All Expansion program intentionally		strategy designed to identify and enroll	program's selected screening tools, curriculum and assessment tool.				including schedule, agenda, sign-in	
The Preschool for All Expansion program intentionally e most at risk children and families.	y implements a comprehensive recruitment		assessment tool.  The program's professional development plan.	Program.  ☐ Evidence of leacher training on		experts in the areas of  châd medical and dental health.  mental reviness and	sheets and flyer advertisement to families	
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Compliance	Documentation Examples	Notes
☐ Pringram englips at least one family educator with expension on Lord development, early childhood education, social work or a related field required. Family education decenosative clothal and linguistic competence appropriate for the community to be served. ☐ Each family educator has a misomum caseload of 100 children. ☐ Family educator deliver comprehensive family engigament supports and services.	□ Julio description for family educator demonstrating core functions of supporting and engaging families and massimum casked of 50 dufferen.  □ Family educator resumes credentials.	
32) The program provides comprehensive services to a Compliance	Documentation Examples	s set and achieve amorbous g Notes
<ul> <li>The program actively works with families to provide referrals, resources and services that address the need</li> </ul>	A copy of written plan detailing	
of familiars and conducts followage to ensure discretioned or development stiff management data; without core roles that document lands reach and without core roles that document lands reach and such resources professed to address store needug out the professed of the state of the sure needug of the program management and the surface and supporting familiars to state of the surface and supporting familiars to state out to support supporting familiars as support supporting support supporting support supporting support supporting support supporting support supporting support supporting support supporting support support supporting support supporting	and achieving goals. A copy of waters plan that includes community services that will support community services that will support to be communitied to the control of the	
parspectives.  Compliance	Documentation Examples	e of a diverse range of family Notes
	☐ Parent Advisory Council membership	- Hoose
in a parent advisory council and actively engages families through multiple methods of contact.	Sist Copies of sign in sheets, agendas,	
Parent Advisory Council additionally includes classroom	minutes and documents provided to	
teachers, school and center-level leadership and	members for each meeting	
community members.  The council meets at minimum every two months at	Parent Advisory Council meeting schedule	
times and days that have been determined with input	☐ Documentation of family leadership	
from parents.	opportunities	
The Parent Advisory Council receives necessary	1077-000-00	
programmatic information to understand and inform program policies procedures and to make substantive		
suggestions or express concerns.		
tocal collaborations and community groups.  Families have opportunities to participate in a variety of		
leadership opportunities throughout the year		
(4) Family education opportunities are designed to supp		and the second state of th
Compliance	Documentation Examples	Notes
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() family strengthening	Documentation of method used to	
Families have an opportunity to provide input in the	solicit input from families in development of education offerings.	
selection of workshop/training topics.	Families receive regular opportunities	
	to learn from experts in the areas of	
	child medical and dental health,	
	mental wellness and family strengthening	
36) The program actively supports families in transition	ning their child to kinderparten.  Documentation Examples	Notes
Compliance  Families are educated about the kindergarten transition	Documentation Examples     Documentation of education and	Notes
and engaged in collaboratively developing a transition	support provided to families during	
plan for their child.	the transition process (sign in sheets, agendas, case notes and transition	
	plans including parent/guardian	
	signatures)	
[10.0]		
36) Program actively seeks out and enrolls children wit Compliance	Documentation Examples	Notes
Children with special needs are enrolled in the program.	Percentage of enrolled children with	
☐ The program articulates a clear strategy for targeting		
children with special needs for ercollment.  The program maintains a clear written process for	Percentage of children in the referral assessment process for	
referral assessment of children with suspected special	special services	
needs and comprehensive support to families during the	□ Written plan detailing recruitment	
assessment process.	efforts to identify and enroil children with special needs.	
	☐ Written plan for referral and	
	annessment of children with	





### MHO WW IS

 Worked in the medical field for 10 years right after High School

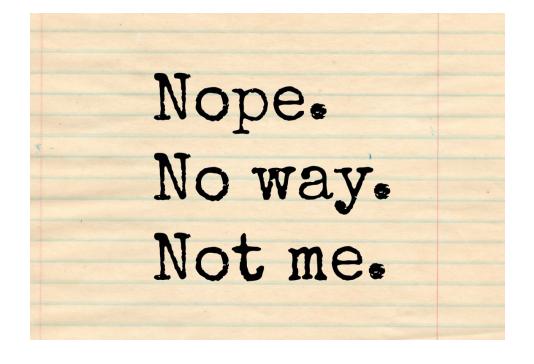


Graduated from Illinois State University in 2013 (woot woot!)

- Began my career as Family Support Specialist at Children's Home and Aid in Carpentersville, IL in May of 2015
- I volunteer at my church in the Junior High Ministry and have surprisingly adapted many of the Preschool Expansion model components to the ministry, garnering positive results and family engagement

# WHO I'M NOT

- Compliance Officer
- State's Family Engagement or Expansion Program Support Specialist
- Your Program
   Director/Principal/
   Superintendent, etc.



### KEY CONCEPTS TO KNOW

- PDG (federal) and PFA-E (state) programs
- Family Support Specialist/Parent Educator/Home School Liaison/Family
  - Educator/Parent-Community Support Resource Liaison, etc.
- ECBG Program Support Specialist
- Early Childhood Block Grant 3-5 Compliance Checklist
- ISBE Family Engagement Framework
- CQIP (Continuous Quality Improvement Plan)



### COLLABORATE

- Local agencies
- Local school districts (kindergarten readiness, screenings, transition process)
- Early Childhood Collaboration (Innovation Zones)
- Early Childhood Initiative between providers



### MHA DO ME DO MHAL ME DOS

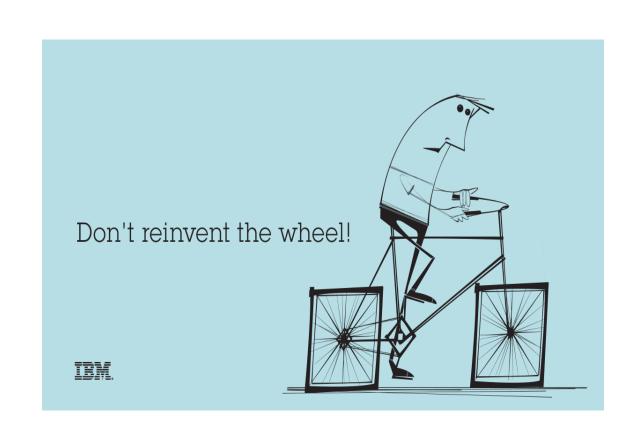
### Family Engagement Standards of Effective Practice

- Principle 1: Develop a Family Engagement System
- Principle 2: Build a Welcoming Environment
- Principle 3: Enhance Communication
- Principle 4: Include Parents in Decision Making



### DEVELOP A FAMILY ENGAGEMENT SYSTEM

- Don't reinvent the wheel- find out what your district/organization already has and work collaboratively
- Avoid duplicating services to the community by working alongside other early education programs (especially other full day preschool programs)
- Plan out family engagmenent during the spring of the previous year (so like...now)
   \*card subject to change\*
- Include everyone in your team in this process #worklifebalance





### BUILD A WELCOMING ENVIRONMENT

- First impressions count and they follow you throughout the rest of your time with the family.
- This is OUR school. Make parents feel comfortable by opening your school's door to them and giving them plenty of opportunities to VOLUNTEER.
- Although we are not event planners, make sure that you make your events as welcoming as possible.



### ENHANCE COMMUNICATION

- Find different ways to communicate with families (face to face, call, text, email, handouts, signs)
- Providing sources of communication will be key, even during winter time
- Enhancing communication not only with families, but with teachers and staff, as well.
- Goal setting (opportunity to grow-CQIP)



## INCLUDE PARENTS IN DECISION MAKING

- Parent Advisory Council (PAC)
  - Communicate with birth to age 3
     programs to identify parents that might
     be considered an asset to your PAC
  - Create a transition system into and out of the PAC for parents
  - Create a system for your PAC that motivates parents to participate
  - Food shouldn't be seen as a must because they are hungry
- Volunteer
- Family Strengths and Needs Assessments
  - Setting realistic goals/expectations



### RESOURCES

- Trainings
  - StarNet
  - The Center: Resources for teaching and learning
- Online Resources
  - ISBE Early Childhood page
    - Hint...you will find the checklist here
  - National Center for Pyramid Model Innovations
    - (https://challengingbehavior.cbcs.usf.edu/)
  - ECLearning Workbench (https://www.eclearningil.org/workbench)
- Google Talk

WHAT? WHERE WHEN?