

Illinois State Board of Education
 Early Childhood Development
 FY2024 Prevention Initiative Continuous Quality Improvement Plan (CQIP)

Program Name _____ RCDT # _____

 Authorized Official's Printed Name

 Title

 Date

 Authorized Official's Electronic Signature

The authorized representative of the applicant who will affix his or her digital signature above certifies that he or she has read, understood, and will comply with all the provisions of the FY 23-24 Continuous Quality Improvement Plan. The person approving this FY 23-24 Continuous Quality Improvement Plan hereby certifies and assures the Illinois State Board of Education that the person submitting the document on behalf of the applicant has the necessary legal authority to do so.

Prevention Initiative Compliance Checklist (PICC)

Directions: This report is due 30 days from the receipt of the program monitoring results. The Compliance Checklist CQIP should address all non-compliance items by the following fiscal year of the original CQIP.

PI Compliance Checklist Number	Non-Compliance Issue (All PI Programs)	Action Steps/Resources/ Professional Development to address issues	Person Responsible	Timeline	Follow Up – to be completed in subsequent years (Update current action steps/plans and be sure to add <u>new goals</u> for the next fiscal year. The new goals do not need to be related to the monitoring results; they may be from your program self-assessment.)		
					In Process	Action Step Update	Met
Information PI1. Identification of the Prevention Initiative program. HV, CB	Not Scored for ISBE Monitoring	Not Scored for ISBE Monitoring				Not Scored for ISBE Monitoring	
Compliance Issue PI2. The program has a mission statement based on shared beliefs developed cooperatively by parents/guardians, families, staff members, and community representatives. HV, CB							

<p>Compliance Issue P13. The program will not collect any fees from parents/guardians and their children who are enrolled. HV, CB</p>							
<p>Compliance Issue P14. The program has developed policies and procedures. HV, CB</p>							
<p>Policy Issue P15. Program eligibility screening procedures include all required documentation that is found in each child's file, as applicable. [23 Ill. Adm. Code 235.40(b)] HV, CB</p>							
<p>Compliance Issue P16. The program partners with each family enrolled to complete an Individual Family Goal Plan that will guide programming. The program will also implement a research-based Family Centered Assessment for each family enrolled. [23 Ill. Adm. Code 235.40(d)] HV, CB</p>							
<p>Compliance Issue P17. The program has developed a comprehensive, utilized referral system to ensure families are referred to community resources and services, as applicable. [23 Ill. Adm. Code 235.40(c)(g)] HV, CB</p>							

<p>Compliance Issue P18. The program has a written Annual Self-Assessment/Evaluation and continuous quality improvement plan. HV, CB</p>							
<p>Compliance Issue P19. The program conducts staff development assessments and ongoing professional development. [23. Ill. Adm. Code 235.20(c)(17) and 235. Appendix B Program Goal III] HV, CB</p>							
<p>Compliance Issue P110. Developmental screening/monitoring procedures include all required documentation. The program uses a research-based developmental screening instrument and activities that measure all aspects of the child's development. [23 Ill. Adm. Code 235.20(c)(6) (A-D, F)] HV, CB.</p>							
<p>Compliance Issue HV1. Identification of the program model implemented for parent education. [23 Ill. Adm. Code 235.40(a)] HV</p>							
<p>Policy Issue HV2. Identification of the program's model fidelity and quality. HV</p>							

<p>Policy Issue HV3. The program employs qualified staff in accordance with the program model being implemented. [23 Ill. Adm. Code 235.20(c)(9)] HV</p>							
<p>Compliance Issue HV4. The program is implementing a research-based curriculum for parent education that is aligned with the Illinois Early Learning Guidelines (IELG). The program is implementing the IELG. [23 Ill. Adm. Code 235.20 (c)(3)(A-B) and 23 Ill. Adm. Code 235.40(a)] HV</p>							
<p>HV5. Supplemental Doula Services. May not apply to all programs. HV</p>							
<p>Policy Issue CB1: Hours of the PI center-based services. CB</p>							
<p>Compliance Issue CB2. Identification of Department of Children and Family Services (DCFS) licensure and standards, ExceleRate, and Early Head Start, as applicable. [23 Ill. Adm. Code 235.10(b)] CB</p>							
<p>Compliance Issue CB3. The program is implementing a research-based child-centered curriculum and assessment that</p>							

is aligned with the Illinois Early Learning Guidelines. The program is implementing the IELG. [23 Ill. Adm. Code 235.20 (c)(3)(A-B) and 23 Ill. Adm. Code 235.40(a)] CB							
Policy Issue CB4. Staff to classroom ratios. CB							
Compliance Issue CB5. Classroom food service. CB							
Compliance Issue CB6. Classroom staff qualifications. [23 Ill. Adm. Code 235.10(b)] CB							
Compliance Issue CB7. Identification of Center-Based parent and family education services. CB							
Policy Issue CB8. The program has developed policies and procedures. CB							

Home Visit Rating Scales – Revised, Restructured, Revalidated (HOVRS-3)

Directions: This report is due 30 days from the receipt of the program monitoring results. On the original CQIP, columns 2 through 5, programs should choose, at least 1 HOVRS-3 area of improvement to respond, as applicable. Programs may use the follow-up reports, columns 6 through 8, to complete the action steps for the original area identified or choose new areas to address the next fiscal year (Due June 30 or before).

HOVRS Section	Areas of Potential Growth: Items with Scores Less Than 4.50	Action Steps/Resources/ Professional Development to address issues	Person Responsible	Timeline	Follow Up – to be completed in subsequent years		
					In Process	Action Step Update	Met
Home Visit Practices							
Relationship building with family							
Responsiveness to family strengths and cultures							

Facilitation of caregiver-child interaction							
Collaboration with caregivers as partners							
Year 2 Program Goal(s)							

Engagement

Parent-Child interaction	Not Scored for ISBE Monitoring	Not Scored for ISBE Monitoring				Not Scored for ISBE Monitoring	
Parent engagement	Not Scored for ISBE Monitoring	Not Scored for ISBE Monitoring				Not Scored for ISBE Monitoring	
Child engagement	Not Scored for ISBE Monitoring	Not Scored for ISBE Monitoring				Not Scored for ISBE Monitoring	

Infant/Toddler Environment Rating Scale

Directions: This report is due 30 days from the receipt of the program monitoring results. On the original CQIP, columns 2 through 5, programs should choose, at least 3 ITERS areas of improvement to respond, as applicable. Programs may use the follow-up years, columns 6 through 8, to complete the action steps for the original areas identified or choose new areas to address the next fiscal year (Due June 30 or before).

ITERS Section	Areas of Potential Growth: Items with Scores Less Than 5	Action Steps/Resources/ Professional Development to address issues	Person Responsible	Timeline	Follow Up – to be completed in subsequent years		
					In Process	Action Step Update	Met
Space and Furniture							
Personal Care Routines							
Listening and Talking							
Activities							
Interaction							
Program Structure							
Parents and Staff							
Year 2 Program Goal(s)							

PIQET- Prevention Initiative Quality Evaluation Tool

Directions: This report is due 30 days from the receipt of the program monitoring results. On the original CQIP, columns 2 through 5, programs should choose the areas marked as need improvement and rated below a score of 2 to respond, as applicable. Programs may use the follow-up reports, columns 6 through 8, to complete the action steps for the original area identified or choose new areas to address the next fiscal year (Due June 30 or before).

PIQET Section	Areas of Potential Growth: Items with Scores Less Than 5	Action Steps/Resources/ Professional Development to address issues	Person Responsible	Timeline	Follow Up – to be completed in subsequent years		
					In Process	Action Step Update	Met
Section A: Functional Organizational Climate							
The grantee implements data management systems for collecting and managing information.							
The grantee develops budgets to support quality program service delivery.							
The grantee has a plan for program implementation and delivery (logic model, mission statement, goals and outcomes) as well as a plan for continuous quality improvement							
Year 2 Program Goal(s)							
Section B: Curriculum and Service Delivery							
The grantee implements the program model or curriculum as intended, with a holistic approach to development. The grantee follows the curriculum or program model recommendations for supporting caregiver-							

child interactions and family involvement. Program staff are trained and knowledgeable about early childhood development and stay informed on current research and initiatives in the field.							
The grantee meets the individual and diverse needs of the children and families that they serve.							
Year 2 Program Goal(s)							

Section C: Family and Community Engagement

The grantee leadership and staff seek and facilitate family participation and partnership.							
The grantee ensures that families have access to comprehensive services.							
The grantee takes an active role in community and system planning by establishing collaborative relationships with other institutions and organizations that serve families.							
Year 2 Program Goal(s)							

Section D: Implementation Leadership

The grantee has strong, effectual leadership and							
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administration to support staff implementation of the program to fidelity (Program Leadership).							
The grantee has strong, effectual leadership and administration to support staff implementation of the program to fidelity (Home Visitors/Teachers).							
The grantee ensures performance assessment policies and practices are fully functioning (Program Leadership).							
The grantee ensures performance assessment policies and practices are fully functioning (Home Visitors/Teachers).							
The grantee has a framework in place to support employee morale and retention (Program Leadership)							
The grantee has a framework in place to support employee morale and retention (Home Visitors/Teachers)							
Year 2 Program Goal(s)							