FY 2026
ILLINOIS STATE BOARD OF EDUCATION
PREVENTION INITIATIVE
MONITORING GUIDE
A GUIDE FOR PREVENTION INITIATIVE-FUNDED GRANTEES

VANDER WEELE GROUP LLC
Making Monitoring Meaningful

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Welcome to Prevention Initiative Monitoring

The Illinois State Board of Education (ISBE) provides funding to grantees like you through Early Childhood Block Grants to deliver high-quality Prevention Initiative (PI) education and support services. Monitoring is a key component of this process, fulfilling the state's obligation to ensure effective oversight and continuous improvement in both compliance and program quality.

ISBE is committed to upholding the Illinois Administrative Rules for monitoring, supporting quality improvement, and maintaining compliance with *Early Childhood Block Grant Administrative Rules* (*Part 235, Subpart A*) and the current fiscal year PI Request for Proposals (RFP). To conduct these monitoring visits, ISBE has partnered with the Vander Weele Group (VWG), a national grants monitoring firm.

Section 1: PI Monitoring Process

Monitoring Process Overview

Data Survey
To make the upcoming monitoring process smoother and more convenient, VWG will send a brief survey to all selected programs. You can expect to receive the survey at the start of the monitoring season. This survey gathers key information about your program, including languages spoken, program type, and any special circumstances affecting your program. This information helps us optimize assessor assignments, plan efficient travel, and minimize disruptions to your program.

Scheduling Email
The VWG lead assessor will email you to schedule your program's monitoring. While all compliance and quality assessments are generally scheduled to be completed within the monitoring period, additional time to conduct the Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-3) and Family Child Care Environment Rating Scale, Revised Edition (FCCERS-3) observations may be required, depending upon individual program characteristics.

Preparation Meeting and SharePoint Window
To begin the monitoring process, you will participate in a **virtual preparation meeting** with a VWG assessor. You will join the meeting via Microsoft Teams (no account needed!). This meeting helps you get comfortable with the monitoring process quickly and efficiently. The assessor will walk you through the monitoring expectations and timeline, provide a link to your secure Microsoft SharePoint folder, and show you how to upload documentation. The assessor will also explain how the SharePoint subfolders are organized, clarify what to upload in each one, confirm the deadlines for submitting documentation, and confirm the date(s) of the exit visit. This meeting typically takes about an hour. You must submit all required documentation electronically through your SharePoint folder for a secure and efficient process. To protect sensitive information, documentation cannot be sent via email or taken as hard copies.

Compliance and Quality
See the following sections of this guide for more information on compliance and quality assessments and protocol:

Section 2: Compliance Monitoring for All Programs
Section 3: Quality Evaluation for All Programs
Section 4: Quality Assessment for Center-Based Programs and Family Child Care Homes
Section 5: Quality Assessment for Home Visiting Programs

On-Site Visit and Exit Meeting
The monitoring process concludes with the on-site exit visit (Disease Prevention Protocol). During this visit, the assessor will request at least two child/family files for review/upload, if possible. Other activities may also occur during the on-site visit, such as quality assessment interviews or observations. If necessary, the assessor will spot-check documentation that was submitted electronically.

Afterward, the assessor will conduct the exit meeting by providing an exit form noting outstanding items, allowing a final opportunity for submission. To conclude the visit, both the assessor and the designated official (typically the person who uploaded the documentation) will sign the exit form to indicate agreement on missing documentation and confirm other information such as the program type and model, number of Full-Time Equivalent (FTE) staff, etc.

It is important to note that the assessor does not provide detailed feedback on compliance during the on-site visit. After the visit, a comprehensive review of all documentation is conducted, and a final summary report is completed. This final report contains detailed information about compliance and non-compliance, as well as any other final assessment outcomes.

Disease Prevention Protocol

On-site visits are a required part of the PI Monitoring process. To ensure the safety of everyone, VWG assessors adhere to the Disease Prevention Protocol of each site. Please inform your assessor of any current health and safety requirements before the visit. If an on-site visit or observation cannot take place due to an outbreak or other unforeseen circumstances, notify your assessor immediately. If the entire monitoring period needs to be rescheduled, inform your assessor, and both VWG and the grantee must contact the Illinois State Board of Education (ISBE) for guidance on how to proceed.

What Happens After Monitoring is Complete?

After the monitoring period, VWG assessors objectively analyze all gathered information and compile a comprehensive report. Our assessors are rigorously trained to ensure reliability and follow a standardized approach for all assessments. The report, which includes both compliance and quality results.

This summary report identifies any areas where your program's documented practices do not fully comply with the Illinois State Board of Education's Prevention Initiative Compliance Checklist.

While your program may adhere to the guidelines of a specific program model, it is essential to prioritize meeting ISBE's requirements as outlined in the Prevention Initiative Compliance Checklist (PICC). In cases where there are discrepancies, the stricter rule takes precedence to ensure compliance with both the funding source and your chosen program model. Please remember that ISBE has the final authority on determining compliance for all items detailed in the final report.

An ISBE principal consultant will follow up with each grantee to share the monitoring report. ISBE also provides technical assistance through a third-party vendor. Once monitoring is complete, your main contact shifts from the Vander Weele Group to ISBE. For any questions or concerns, please contact ISBE directly at PICQIP@ISBE.net.

For the most up-to-date information on Prevention Initiative monitoring, please refer to the resources available on the ISBE Early Childhood Prevention Initiative website.

Section 2: Compliance Monitoring for All Programs

Prevention Initiative Compliance Checklist

The Prevention Initiative Compliance Checklist (PICC) is a compliance measure developed by ISBE to monitor all Prevention Initiative-funded Birth to Three programs. Programs must align with ISBE policy according to the PICC, which is based on the following standards:

- *Early Childhood Block Grant Administrative Rules, Part 235, Subpart A*
- The PI Request for Proposal (RFP) and the fiscal year electronic grant
- Illinois Birth to Five Program Standards
- The Illinois Early Learning Guidelines

VWG assessors review documentation submitted during the grantee's scheduled monitoring period. Documentation includes items such as the program mission statement, the policies and procedures manual, annual self-assessments and evaluations, Continuous Quality Improvement Plans (CQIP), and professional development plans. Assessors also review child/family files randomly selected from program caseloads to perform the PICC monitoring review.

The PICC is divided into four different tables with compliance requirements that apply depending on the types of programs the grantee operates with PI funding:

- Prevention Initiative
- Home Visiting
- Supplemental Doula Services (may not apply to all home visiting programs)
- Department of Children and Family Services (DCFS) Licensed Center Based and DCFS Licensed Family Child Care Homes

PICC Documentation

The PICC is updated annually and posted on the ISBE Early Childhood Prevention Initiative website by September 1 of each monitoring year. Review the FY26 PICC for documentation requirements.

Documentation for the PICC is uploaded to SharePoint during the scheduled window. See the uploading instructions in Section 6: Documentation Uploading to SharePoint. SharePoint folders are organized according to a structure reflecting the PICC requirements for documentation, but the order may be reorganized and grouped according to documentation types. The VWG assessor reviews the folder structure and documentation requirements during the preparation meeting. Review the PICC for a complete list of documentation options.

PICC Child/Family File Review and Documentation

Child/family files are randomly selected by assessors from currently enrolled children and those that have exited within the current fiscal year (July 1, 2025, to June 30, 2026). Grantees upload documentation for the selected child/family files to SharePoint for compliance review during the scheduled SharePoint window. On the day of the on-site visit, your assessor also randomly selects a few active files, depending on your caseload size, if possible. The maximum number of files required for review per site is 12. During the on-site visit, all physical files from the fiscal year must be available for spot-checking. See the table below for an *estimate* of selection methods for child/family files.

Total Files per Site	Uploaded		On-Site
	Active	Exited	Active
12	8	2*	2

More exited files may be selected if the site does not have enough active enrollment at the time of monitoring.

Child/Family File Review Protocol

Caseload/Enrollment Lists

During the preparation meeting, VWG assessors will request caseload/enrollment lists of currently active children/families and those who exited within the current fiscal year. Prenatal clients are also subject to file review.

Caseload/Enrollment lists are required to include the following:

- List of children screened but not enrolled, if applicable
- If applicable, the current waiting list, sorted by eligibility points and enrollment queue
- Currently enrolled and exited PI children
- Other information requested by the assessor

A spreadsheet is provided to grantees prior to the preparation meeting for submitting lists of enrolled and exited children. The SharePoint folders are secure for storing sensitive information.

Note: Files from the current fiscal year are reviewed *unless additional information is required*. Child files are selected randomly from both currently enrolled children/families and any child/family with an exit date of July 1, 2025, or later. If any PICC documentation is Not Applicable due to the random selection process, additional documents must be submitted. This includes, but is not limited to, program policies, signed statements from a PI supervisor, and/or additional child files from any fiscal year. If staff serve children/families identified as Prevention Initiative, they are subject to PI monitoring regardless of their funding stream.

Child/Family File Documentation

Grantees submit child/family file documents, including, but not limited to, the following categories: *

- Home visit plan
- Developmental screenings, consent, and results summary forms
- Evidence that screening results are shared
- Proof of eligibility, such as income verification
- Parent Interview Form
- Individualized Family Goal Plan
- Transition Plan
- Referrals

*Review the PICC for a complete list of child/family file documentation options.

Multisite Grantees

Twelve files are selected at random per site as caseload/enrollment allows.

Section 3: Quality Evaluation for All Programs

Prevention Initiative Quality Evaluation Tool, Revised Edition (PIQET-R)

What is the PIQET-R?

The Vander Weele Group, on behalf of ISBE, developed the PIQET-R[1] to assess the organizational quality of early childhood programs receiving PI funding. This tool provides valuable insights into the effective operation of high-quality programs, going beyond basic compliance to examine key organizational factors that contribute to success. A copy of the PIQET-R and scoring information can be found on the ISBE Early Childhood Prevention Initiative website.

Based on the Illinois Birth to Five Standards, the PIQET-R employs a three-pronged approach to data collection:

- **Administrator Interviews:** Interviews with program administrators provide qualitative information on leadership, organizational climate, and program implementation.
- **Staff Surveys:** Brief, online, anonymous surveys distributed to staff members gather qualitative data on their perspectives and experiences within the program.
- **Documentation:** Review of some documents provided for compliance review and a few more documents specifically for the PIQET-R.

The PIQET-R examines four critical areas:

- **Functional Organizational Climate:** Evaluating the effectiveness of data systems, financial management, and program planning.
- **Curriculum and Service Delivery:** Assessing fidelity to the chosen curriculum or program model and how well programs meet the individual needs of children and families.
- **Family and Community Engagement:** Examining family participation, referral processes, and collaborative relationships within the community.
- **Implementation Leadership:** Analyzing the effectiveness of leadership, staff support, performance assessment, and employee morale and retention.

The results of the PIQET-R include strengths and areas for improvement. Programs can use the information in this report to consider areas for program quality enhancement.

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[1] Citation: Abbruzzese, L.J., Viecelli, K. (2024). Prevention Initiative Quality Evaluation Tool, Revised Edition (PIQET-R) [Unpublished document]. Vander Weele Group LLC.

Section 4: Quality Assessment for Center-Based Programs and Family Child Care Homes

Infant/Toddler Environment Rating Scale (ITERS-3)

What is the ITERS-3?

The ITERS-3 is an observation-based tool from the Environment Rating Scale (ERS) family of research-based tools designed to assess the quality of early childhood programs. Assessors use the ITERS-3 to measure environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers.

Additional information about the ITERS-3, including scale information about the 33 items organized into six subscales, can be found by navigating to the following website: https://ERS/ITERS-3

Center-Based Program Quality

The ITERS-3 provides information about the quality of center-based programs and guides program leaders and practitioners toward creating high-quality programs for the children, families, and communities they serve.

ITERS-3 Observations Protocol

Classrooms are randomly selected when the assessor arrives, and observations occur during the monitoring period as time allows. Observations may need to be completed after the on-site visit/exit meeting; if this is needed, the monitoring period will be lengthened, and grantees will be notified. Grantees are not given exact dates for the classroom observations. Observations can only occur during the required designated PI classroom hours and will last a maximum of three hours. At least one PI-funded classroom will be observed per site. Personal Care Routines will not be scored.

ITERS-3 Scoring

The scoring details will be separated into *Not Applicable Items, Strengths: Items With Scores of 5 and Above, and Areas of Potential Growth: Items With Scores Less than 5*. For Areas of Potential Growth, a brief explanation of the indicator and reason for the lower score will be provided.

Family Child Care Environment Rating Scale (FCCERS-3)

What is the FCCERS-3?

The FCCERS-3 is an observation-based tool from the Environment Rating Scale (ERS) family of research-based tools created to assess the quality of early childhood programs. The FCCERS-3 measures the quality aspects of family child care homes serving infants through school-aged children.

Additional information about the FCCERS-3, including scale information about the 33 items organized into six subscales, can be found by navigating to the following website: https://ERS/FCCERS-3

Family Child Care Homes Program Quality

The FCCERS-3 provides information about the quality family child care homes and guides program leaders and practitioners toward creating high-quality programs for the children, families, and communities they serve.

FCCERS-3 Observations Protocol

Each of the grantee's family child care homes is considered a separate site, and every site receives an observation. Observations occur during the monitoring period as time allows. Observations may need to be completed after the on-site visit/exit meeting; if this is needed, the monitoring period will be lengthened, and grantees will be notified. Grantees will not be given exact dates for the observations. The observation must occur during the designated PI hours, with a maximum of three hours. Personal Care Routines will not be scored.

FCCERS-3 Scoring

The scoring details will be separated into *Not Applicable Items, Strengths: Items With Scores of 5 and Above, and Areas of Potential Growth: Items With Scores Less than 5*. For Areas of Potential Growth, a brief explanation of the indicator and the reason for the lower score will be provided.

Section 5: Quality Assessment for Home Visiting Programs

Home Visit Rating Scales (HOVRS-3)

What is the HOVRS-3?

The Home Visit Rating Scales-3 (HOVRS-3) is a valuable tool designed to assess and enhance the quality of home visiting programs. It provides critical feedback to both home visitors and their supervisors, enabling them to identify areas of strength and areas for improvement.[2]

The HOVRS-3 is grounded in the developmental parenting approach, which emphasizes building strong parent-child relationships and supporting parents' understanding of child development. For more information on this approach, refer to *Developmental parenting: A guide for early childhood practitioners.*[3]

HOVRS-3 Observation Protocol

During scheduling, grantees will be instructed that **all home visitors should obtain family consent (using VWG consent forms found in the addendum of this guide) and record at least one home visit for submission. This includes home visitors who have been employed for 90 days as of the preparation meeting for monitoring and supervisors who have an active caseload**. VWG assessors will randomly select a percentage of videos that will allow enough data depending on the size of the site.

Grantees will upload home visit recordings to a secure SharePoint folder (unless another method is needed). Recorded observations will be randomly selected for assessment from those submitted and across all home visitors. Other methods, such as in-person observations, can be arranged as needed. HOVRS-3 videos can be submitted in any language up until the on-site visit/exit meeting. The tool is designed for in-person visits that are at least 60 minutes in length.

Home Visiting Program Quality

The final report summarizes the quality of your home visiting services based on a review of randomly selected home visit observations. It provides a general overview of your program's performance and highlights key trends.

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[2] Citation: Roggman, L., Cook, G., Innocenti, M., Jump Norman, V., Boyce, L., Christiansen, K., Olson, T. (2018). The Home Visit Rating Scales-3.

[3] Citation: Roggman, L. A., Boyce, L. K., & Innocenti, M. S. (2008). Developmental parenting: A guide for early childhood practitioners. Paul H. Brookes Pub. Co. Baltimore, MD.

Key Points:

- The focus is on program-wide trends, not individual home visitor performance.
- Individual home visitor information is kept confidential.
- Use this information to identify areas of strength and areas for program improvement.

HOVRS-3 Scoring

Subscales are scored using the following key. Scores above 4.50 are considered strengths and scores below 4.49 are considered areas of potential growth.

HOVRS-3 Subscale Score Key:

- **Needs support** = 1
- **Adequate** = 3
- **Good** = 5
- **Excellent** = 7

HOVRS-3 and HOVRS A+ Crosswalk

The VWG team of PI assessors is trained and certified reliable on the newest version of the Home Visit Rating Scale (HOVRS-3). Due to licensing restrictions, earlier versions are not available for training or practice unless expressly granted by contract with the tool creators. We understand that some programs may not have access to HOVRS-3. To address this, a crosswalk document compares HOVRS-3 to the readily available HOVRS A+.

This crosswalk, developed by the Vander Weele Group with approval from ISBE and the HOVRS authors, outlines the key differences between the two versions, including scale title changes, item rearrangements, and wording updates. The crosswalk can be found on the ISBE Early Childhood Prevention Initiative website.

HOVRS-3 Scales and Subscales

The HOVRS-3 includes seven rating scales: four for home visiting practices and three for family engagement and interaction during home visits. The first four scales on practices are used for the PI monitoring process. Each scale has a set of subscales, as shown below.

Scale 1: Relationship Building With Family
    1.1 To Show Respect and Acceptance of the Family System
    1.2 To Interact Sociably With Caregivers, Focusing on Child Development
    1.3 To Set the Tone for Positive Interactions
    1.4 To Express Positive Emotions About the Home Visit
    1.5 To Engage Other Family Members Who Interact With the Child if Present During the Home Visit
    1.6 To Reflect With Family About Their Life and Activities in Relation to Child's Development
    1.7 To Discuss Possibly Sensitive Issues Respectfully and Reflectively

Scale 2: Responsiveness to Family Strengths and Cultures
    2.1 To Plan Activities and Topics of This or a Future Home Visit With the Caregiver
    2.2 To Prepare for the Home Visit Using Caregiver-Selected Activities
    2.3 To Respond to Family Input for the Agenda and Activities of the Home Visit
    2.4 To Adapt Activities to the Family's Interests and Needs
    2.5 To Get Information About the Family's Strengths and Child's Development
    2.6 To Provide Feedback to the Caregiver on Family Strengths for Supporting Child Development

Scale 3: Facilitation of Caregiver-Child Interaction
    3.1 To Engage the Caregiver and the Child Together
    3.2 To Elicit Ongoing Caregiver-Child Interactions During the Home Visit
    3.3 To Directly Encourage Generally Positive Caregiver-Child Interactions During This Home Visit
    3.4 To Support Caregiver Responsiveness to Child Cues
    3.5 To Promote Developmentally Supportive Interactions During This Home Visit
    3.6 To Help Caregivers Use the Family's Routines, Activities, or Available Materials to Support Child Development During This Home Visit

Scale 4: Collaboration with Caregivers as Partners
    4.1 To Encourage the Caregiver's Ideas and Interests for Interactions or Activities With the Child During This Home Visit
    4.2 To Keep the Caregiver in the "Teacher" Role
    4.3 To Follow the Lead of the Caregiver and Child in Pace and Activities
    4.4 To Avoid Intruding on or Ignoring Caregiver-Child Interactions During This Home Visit
    4.5 To Allow Caregiver-Child Interactions to Continue Uninterrupted

Preparing for Your Home Visit Observation

To prepare for your home visit observation, please review the following guidelines:

- **Visits to Avoid: Do not submit recordings of first visits, prenatal visits, or visits where a developmental screening, Individualized Family Service Plan review, or similar activity is planned.**
- **Recording and Submission:** Each home visitor (employed 90 days as of the preparation meeting/start of the monitoring period) records and submits one home visit observation. This includes supervisors with an active caseload.
- **Consent:** Written consent forms must be obtained and submitted for each participating family and the home visitor. VWG provides these forms at the end of this document; only these forms can be accepted.
- **Virtual Visits:** Recordings of virtual home visits are acceptable for submission if they adhere to the guidelines in this document.
- **Previously Recorded Visits:** You may use a previously recorded home visit, if it was recorded within the last six months, if the family has given consent, and if the home visitor is still employed.
- **Recording Length:** The recording should capture the entire home visit from start to finish and be at least 60 minutes long to ensure assessors can observe significant events during greeting and departure.
- **Focus on Interaction:** The purpose of the observation is to see how the home visitor interacts with the family. The home visitor, child(ren), and caregiver(s) should all be visible in the recording.
- **Supervisor Review:** Before submitting the recording, have a supervisor review it to ensure it meets the guidelines and has no technical issues with sound or video.
- **Typical Visit:** Choose a typical home visit that shows the parent and child interacting with each other and the home visitor.

Obtaining Consent for Home Visit Recordings

Before recording a home visit for your monitoring observation, you must obtain written consent from both the family and the home visitor. **Use the "Parent or Guardian Consent for the Use of Recorded Observations" form provided by VWG in the Addendum at the end of this document. Program-specific consent forms cannot be accepted.**

When discussing consent with families, emphasize that the recording focuses on the quality of the home visit, not on evaluating the family. Explain that the recording helps home visitors and supervisors reflect on their practices and ensure they are implementing best practices to improve outcomes for the family and child.

If obtaining consent is challenging, alternative options are available to fulfill this monitoring requirement. Contact Laura@vanderweelegroup.net to discuss alternatives, such as an in-person observation.

Section 6: Documentation Uploading to SharePoint

Preparing for Monitoring and Accessing SharePoint

Before Your Monitoring Visit

To ensure a smooth and efficient monitoring experience, we highly recommend taking these steps to prepare your documentation for SharePoint:

1. **Organize Electronically:** Prepare all documentation in an electronic format for easy upload to SharePoint. Remember that Google Drive is not directly compatible with SharePoint (see instructions for uploading files from Google Drive below).
2. **Organize Child Files:** Organize all active and exited child files from the current fiscal year (July 1, 2025, to June 30, 2026). Ensure all required documentation is readily available within each file for random selection.
3. **Organize Paper Copies:** If you have paper copies of any documents, keep them organized by PICC number and readily accessible for the assessor to check during the on-site visit.
4. **Final Review:** Before the end of the monitoring window, designate one person to review all grantee folders in SharePoint. This review should ensure that each folder contains the correct documentation, the information is clearly presented, and no files are corrupted.
5. **Address Missing Documentation:** If any PICC requirement is missing from a child's folder or other documentation folder, upload a statement explaining what is missing and why. Do not leave any folders empty. This ensures a more accurate review.

Accessing SharePoint

You will receive access to the VWG SharePoint portal on the day of your preparation meeting. A personalized link will be emailed to the main grantee contact. This link can only be used by individuals with permission to access the folder.

To Access SharePoint

1. **Click the Link:** Click on the link sent via email. The folder will open in your browser unless your computer has certain security blocking software. You may need assistance from your organization in allowing SharePoint access if you experience trouble in this step.
2. **Important Notes:**
   o Your VWG assessor provides complete instructions and guidance on accessing and using SharePoint during the preparation meeting. They are available to support you throughout the process.

Organizing Your Documents in SharePoint

Your SharePoint folder is organized into subfolders for your convenience. Each folder includes helpful comments to guide you on what to upload, and some folders contain due dates.

- **Orientation Materials:** This folder contains helpful resources like a copy of the monitoring guide, the PICC, and other support materials.
- **PICC:** Upload all compliance documentation into the corresponding subfolders within the PICC folder.
- **PIQET Documentation:** Upload the required PIQET-R documentation into this folder.
- **HOVRS (Home-Visiting Programs Only):** If you are a home-visiting program, upload your recorded home visit observations into this folder.
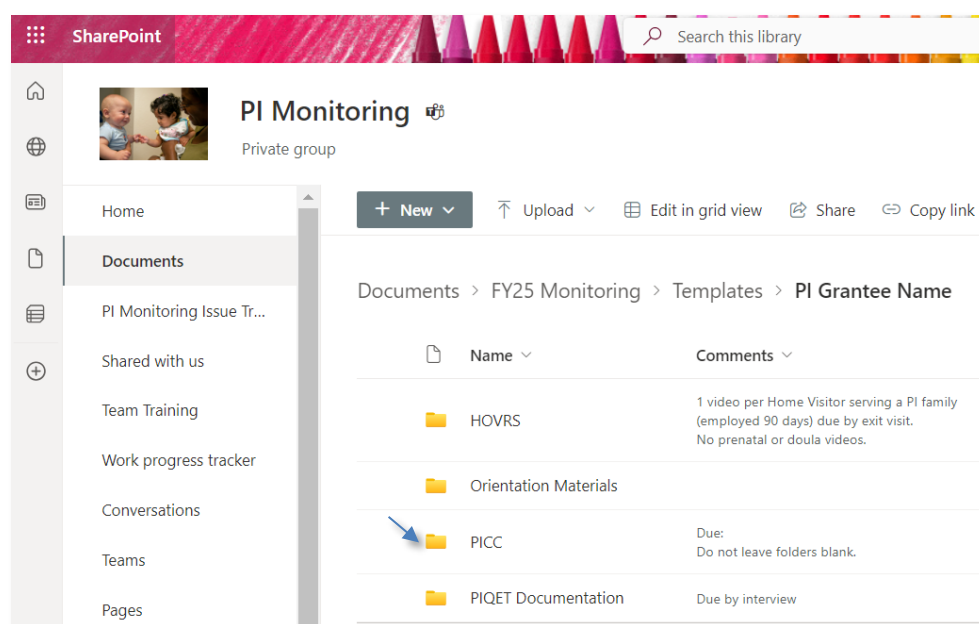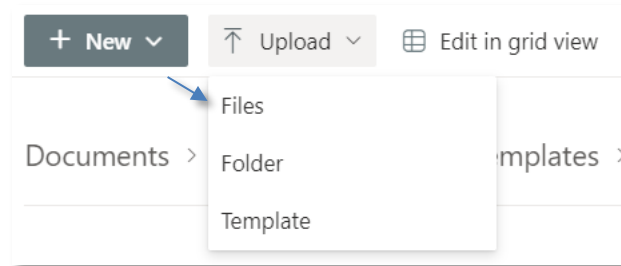

Select Files to Upload

To upload PICC documentation, click on the PICC folder, then select the appropriate folder or subfolder labeled with the PICC item number and description.
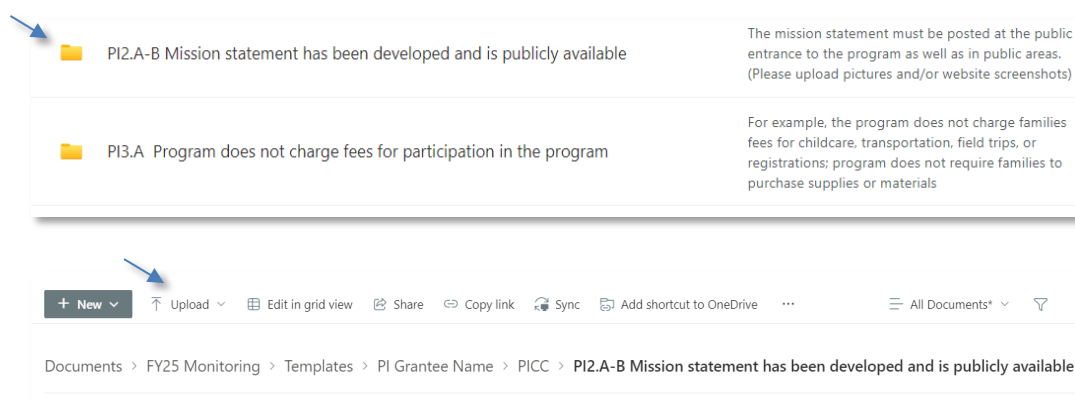
A drop-down menu opens to select the type of item to upload (Files, Folder, or Template). Select Files.

Another window opens for the location of your documents, such as Desktop or OneDrive. Navigate to the folder, choose the file you would like to upload, and click Open. The upload status is indicated at the top right of the SharePoint screen. Check the folder to ensure the upload is completed and all documentation is uploaded correctly.
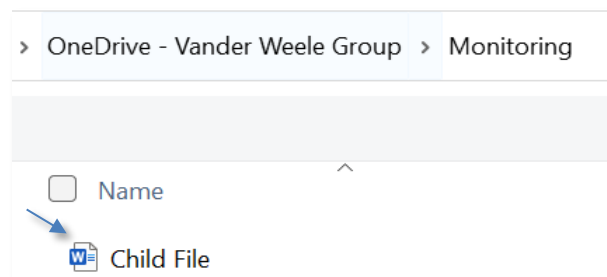
Tips for Uploading Documents and Videos to SharePoint

Uploading Documents

- **If your documents are stored electronically on your computer or Microsoft OneDrive, you can upload them directly to SharePoint.** There is no need to print and scan! Scanning is only necessary for paper documents that do not have an electronic copy.
- **If you use Google Drive, you will need to download the files to your computer first.** SharePoint and Google Drive are not directly compatible. Download the files from Google Drive to your computer, then upload them to SharePoint.

  Here is how to download files from Google Drive and upload them to SharePoint:

  1. **Download:** In Google Drive, select the file(s) you want to upload to SharePoint, then click the download icon. Choose a location on your computer to save the file(s) (e.g., your Desktop).
  2. **Upload:** Once the download is complete, go to the SharePoint folder (you will receive access at the start of monitoring) and click "Upload." Choose the downloaded file(s) from your computer and click "Open" to start the upload.

Uploading Recorded Home Visits

- **Internet Speed and Computer Space Can Affect Upload Speed.** For optimal performance, use a location with a high-speed internet connection (like your main office).
- **Free Up Space:** Empty the Trash/Recycle Bin on your computer and in Microsoft OneDrive (if applicable).
- **Close Unnecessary Programs:** To avoid slowing down the upload, close any unnecessary tabs and programs, including email.

Need help? Your assessor will support you throughout the monitoring period. Do not hesitate to contact them if you have any technology issues. Technology issues related to your own internet or computer may require you to contact someone within your organization.

Thank You and Next Steps

Thank you for reviewing this guide as you prepare for FY26 monitoring. We look forward to working with you this year! To help us ensure a positive monitoring experience, we will send you a satisfaction survey at the conclusion of your monitoring process.

Remember, for the most up-to-date information on Prevention Initiative monitoring, please visit the ISBE Early Childhood Prevention Initiative website.

Addendum

HOVRS-3 Consent Forms

The following page contains the Home Visitor and Family Consent forms. Please complete these forms **before** recording the home visit and return them to your supervisor. All consent forms are due on the first day of your monitoring window.

Parent or Guardian Consent for the Use of Recorded Observations

This form gives consent to digitally record a home visit with you and your child. This is part of the Illinois State Board of Education (ISBE) Prevention Initiative (PI) monitoring process, which helps improve services and outcomes for families.

The recording focuses on the home visit itself, not you or your family. Your participation is voluntary and will not affect your home visiting services.

Key Information
- Purpose: The recording is for internal use by the PI program and the Vander Weele Group (VWG) to provide feedback and help home visitors improve their skills.
- Confidentiality: Recordings will not be shared publicly.
- What's recorded: The recording may include your home and other family members. Separate consent is needed for anyone who actively participates in the visit. Others in the background may be recorded without consent.

By signing below, I voluntarily give permission to the **[name of PI program]** and the Vander Weele Group (VWG) to digitally record a home visit. I understand the recording is for program improvement and will be kept confidential.

Parent/guardian consent form	
Child's name:	
Date of consent:	
Parent/guardian signature:	
Printed name:	
Relationship to child:	
Optional - Child's gender and date of birth:	

Home Visitor Acknowledgment/Authorization

I have read and understood the description of the monitoring process and agree to the following:
- I will submit a recording of a home visit to be scored using the **HOVRS-3 observation-based assessment**.
- My name and any identifying information will remain confidential.
- I understand that this digital recording is a requirement of program monitoring.

Home visitor consent form	
Home visitor first and last name:	
Date of consent:	
Home visitor signature:	

Consentimiento De Los Padres Para La Observación Grabada Digitalmente

Este formulario da el consentimiento para grabar digitalmente una visita domiciliaria con usted y su hijo. Esto es parte de un proceso de monitoreo de la **Iniciativa de Prevención (PI) de la Junta de Educación del Estado de Illinois (ISBE)**, que ayuda a mejorar los servicios y los resultados para las familias. La grabación se centra en la visita domiciliaria en sí, no en usted o su familia. Su participación es **voluntaria** y no afectará sus servicios de visitas domiciliarias.

Información clave
- **Propósito:** La grabación es para uso interno del programa PI y el Vander Weele Group (VWG) para dar retroalimentación y ayudar a los visitantes domiciliarios a mejorar sus habilidades.
- **Confidencialidad:** Las grabaciones no se compartirán públicamente.
- **Qué se graba:** La grabación puede incluir su hogar y otros miembros de la familia. Se necesita un consentimiento por separado para cualquier persona que participe activamente, mientras que otras personas en el segundo plano pueden ser grabadas sin consentimiento.

Al firmar a continuación, doy mi consentimiento voluntario al **[nombre del programa PI]** y al **Vander Weele Group (VWG)** para grabar digitalmente una visita domiciliaria. Entiendo que la grabación es para la mejora del programa y se mantendrá confidencial.

Al firmar a continuación, doy mi consentimiento voluntario al [nombre del programa PI] y al Vander Weele Group (VWG) para grabar digitalmente una visita domiciliaria. Entiendo que la grabación es para la mejora del programa y se mantendrá confidencial.

Consentimiento de los padres para la observación grabada digitalmente	
Nombre de niño:	
Fecha de consentimiento:	
Firma del padre/cuidador:	
Nombre impreso:	
Relación con el niño:	
Información opcional - proporcione el sexo y la fecha de nacimiento del niño:	

Reconocimiento y Autorización Del Visitante Domiciliario

He leído y entendido la descripción del proceso de monitoreo y estoy de acuerdo con lo siguiente:
- Presentaré una grabación de una visita domiciliaria para que sea evaluada usando la evaluación basada en la observación HOVRS-3.
- Mi nombre y cualquier información de identificación se mantendrán confidenciales.
- Entiendo que esta grabación digital es un requisito del monitoreo del programa.

Formulario de consentimiento del visitante domiciliario	
Nombre y apellido del visitante domiciliario:	
Fecha de consentimiento:	
Firma del visitante domiciliario:	