



# **FY24 Illinois Prevention Initiative Monitoring Assessment Tool Guide**

## Table of Contents

Introduction.....	3
What Tools Are Used to Monitor Prevention Initiative Programs?.....	3
Compliance Tools for Prevention Initiative Monitoring .....	3
Prevention Initiative Compliance Checklist .....	3
Quality Tools for Prevention Initiative Monitoring.....	4
PI Quality Evaluation Tool (PIQET) .....	4
PIQET Data Collection Methods and Format.....	4
Scoring.....	4
PIQET Sections .....	5
Home Visiting Rating Scales (HOVRS-3) .....	7
HOVRS-3 and HOVRS A+ Crosswalk.....	7
Scoring.....	7
HOVRS-3 Scales and Subscales.....	8
Infant/Toddler Environment Rating Scale-Revised (ITERS-R).....	9
ITERS-R Subscales .....	9
Scoring.....	9
Reference .....	10

## Introduction

The Illinois State Board of Education (ISBE) maintains a contract with Vander Weele Group (VWG) to implement Prevention Initiative (PI) program monitoring to support quality improvement and to maintain compliance with Early Childhood Block Grant Administrative Rules, Part 235, Subpart A. Please review the ISBE Early Childhood Prevention Initiative website for additional details and the latest information on Prevention Initiative programs. ISBE selects the monitoring tools as part of the contract with VWG.

## What Tools Are Used to Monitor Prevention Initiative Programs?

This document includes a complete description of the tools used for Quality and Compliance monitoring for PI Grantee programs. Information about the monitoring process and requirements can be found in the FY24 Illinois PI Monitoring Guide posted on the ISBE Early Childhood Prevention Initiative website.

## Compliance Tools for Prevention Initiative Monitoring

### 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.
- The 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 three different tables with compliance requirements that apply depending on the types of programs the Grantee operates with PI funding:

PICC Tables:

- Prevention Initiative
- Home Visiting (includes Supplemental Doula Services)
- DCFS Licensed Center Based and DCFS Family Child Care Homes

Review the FY24 Illinois PI Monitoring Guide and the PICC for documentation requirements. Both documents are posted on the ISBE Early Childhood Prevention Initiative website.

## Quality Tools for Prevention Initiative Monitoring

### PI Quality Evaluation Tool (PIQET)

ISBE and the Vander Weele Group collaborated to develop a quality rating tool to measure aspects of organizational performance. The PIQET tool is designed to measure and give feedback about quality programming based on research and standards from various sources, including the ISBE's Illinois Birth to Five Standards and the Early Childhood Technical Assistance Center (ECTA). Significant efforts were made to reduce duplication with other tools and focus only on quality items not already covered in compliance or quality evaluation tools used for Prevention Initiative monitoring.

#### ***PIQET Data Collection Methods and Format***

VWG Assessors collect information about quality programming using the Prevention Initiative Quality Evaluation Tool (PIQET). PIQET questions are posted on the ISBE Early Childhood Prevention Initiative website.

The PIQET is conducted as an interview with the program supervisor, manager, or authorized official. There are also questions for program staff, with responses collected using a brief survey. The PIQET questions are designed to gather information about how the Grantee programs operate as an organization. In some instances, the documentation provided for the PICC can also be used to support grantee responses to many of the PIQET questions. Additional documentation will be requested for other areas of data collection. Please review the FY24 PI Monitoring Guide posted on the ISBE Early Childhood Prevention Initiative website for documentation requirements. Assessors walk grantees through PIQET requirements during the Preparation Call.

#### ***Scoring***

Scores for PIQET are categorized as follows:

- 1 to 2 = Needs Improvement
- 3 to 4 = Adequate
- 5 to 6 = Good
- 7 = Excellent

## ***PIQET Sections***

### **Section A: Functional Organizational Climate**

#### **A.1 The grantee implements data management systems for collecting and managing information.**

Software systems and processes allow for the organized collection of data about children, families, and program quality, as well as the analysis, reporting, and data use practices.

#### **A.2 The grantee appropriately manages budgets to support quality program service delivery.**

The development of budgets to support the distribution of funds ensures that sufficient funds and resources are in place to support and maintain quality programming and service delivery.

#### **A.3 The grantee has a plan for program implementation and delivery (logic model, mission statement, goals, and outcomes) and a plan for continuous quality improvement.**

An effective system has structures that support and guide programs to ensure quality program implementation, delivery, and continuous improvement efforts.

### **Section B: Curriculum and Service Delivery**

#### **B.1 The grantee implements the curriculum or program model 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.**

Program implementation with fidelity to the curriculum or program model ensures a holistic approach to child development that supports all domains of child development and caregiver involvement. Staff that are trained in the curriculum or program model are knowledgeable about early childhood development and program implementation. Keeping up to date with the latest research in the field also supports quality programming.

#### **B.2 The grantee meets the individual and diverse needs of the children and families that they serve.**

Honoring diversity and implementing an anti-bias approach provides children and families with a safe environment to grow and learn. Quality programming reflects the individual and diverse needs of the children and families that participate in program services, including cultural, ethnic, and linguistic diversity.

### **Section C: Family and Community Engagement**

#### **C.1 The grantee leadership and staff seek and facilitate family participation and partnership.**

Recognizing primary caregivers as a child's first teacher, including them as full partners in decisions about programming for their child. Including families in the development, participation, or improvement of services, as well as using a variety of communication strategies, supports family interest and engagement.

#### **C.2 The grantee ensures that families have access to comprehensive services.**

Having systems in place for making appropriate referrals and following up on access to services supports families and helps to ensure their needs are met.

#### **C.3 The grantee takes an active role in community and system planning and establishes collaborative relationships with other institutions and organizations that serve families.**

Establishing relationships with other providers and community organizations allows opportunities for community collaboration and helps to maximize services and resources for families.

## **Section D: Implementation Leadership**

### **D.1 The grantee has strong, effectual leadership and administration to support staff implementation of the program to fidelity.**

Strong leadership and administrative support for staff help to create an environment that promotes success in their work. When program leadership creates and maintains an environment that is supportive, the staff can perform the functions of the job effectively, build strong relationships with the children and families served by the program and otherwise implement programming with fidelity to the curriculum or program model.

### **D.2 The grantee ensures performance assessment policies and practices are fully functioning.**

Performance evaluation is an ongoing process that culminates in the improvement of program quality.

### **D.3 The grantee has a framework in place to support employee morale and retention.**

Comprehensive strategies based on multiple data sources and revised as necessary serve to support employee morale and staff retention. Note: it is acknowledged that not all grantees have control over salary and benefits, and some decisions are at the district level.

## Home Visiting Rating Scales (HOVRS-3)

Grantees operating Home Visiting programs are evaluated using the Home Visit Rating Scales (HOVRS-3). This observation-based, quality assessment tool measures the quality of home visiting practices, including interactions with families.

Based on Developmental Parenting, A Guide for Early Childhood Practitioners, the HOVRS-3 provides valuable feedback to practitioners and supervisors for program quality and improvement. The scales are suggested to support home visiting practice, guide professional development, and track continuous quality improvement.

VWG Assessors observe home visits for quality using the HOVRS-3. The information in the final report can be used to consider areas of strength and areas for potential growth for the entire program to guide professional development and programmatic goal setting.

### ***HOVRS-3 and HOVRS A+ Crosswalk***

The VWG team of PI Assessors is trained with reliability on the newest version of the HOVRS tool. Earlier versions are no longer available for training or practice unless expressly granted by contract with the tool creators. To address concerns for programs that do not have access to the HOVRS-3, please refer to the HOVRS crosswalk and letter posted on the ISBE Early Childhood Prevention Initiative website.

### ***Scoring***

Scores for the HOVRS-3 are categorized as follows:

- 1 = Needs Support
- 3 = Adequate
- 5 = Good
- 7 = Excellent

See the Reference section for HOVRS-3 and Developmental Parenting information.

### **HOVRS-3 Scales and Subscales**

The HOVRS3 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 Shows respect and acceptance of the family system
- 1.2 Interacts sociably with caregiver(s), focusing on child development
- 1.3 Sets the tone for positive interactions
- 1.4 Expresses positive emotions about the home visit
- 1.5 Engages other family members who interact with the child if present during the visit
- 1.6 Reflects with family about their life and activities in relation to the child's development
- 1.7 Discusses possibly sensitive issues respectfully and reflectively

#### **Scale 2: Responsiveness to Family Strengths and Cultures**

- 2.1 Plans activities and topics of this or a future home visit with the caregiver
- 2.2 Prepares for the home visit using caregiver-selected activities
- 2.3 Responds to family input for the agenda and activities of this home visit
- 2.4 Adapts activities to the family's interests and needs
- 2.5 Gets information about the family's strengths and child's development
- 2.6 Provides feedback to the caregiver on family strengths for supporting child development

#### **Scale 3: Facilitation of Caregiver-Child Interaction**

- 3.1 Engages caregiver and child together
- 3.2 Elicits ongoing caregiver-child interactions during this home visit
- 3.3 Directly encourages generally positive caregiver-child interactions during this home visit
- 3.4 Supports caregiver responsiveness to child cues
- 3.5 Promotes developmentally supportive interactions during this home visit
- 3.6 Helps 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**

- 1.1 Encourages the caregiver's ideas and interests for interactions for activities with the child during this home visit
- 1.2 Keeps caregiver in the "teacher" role
- 1.3 Follows the lead of caregiver and child in pace and activities
- 1.4 Avoids intruding on or ignoring caregiver-child interactions during this home visit
- 1.5 Allows caregiver-child interactions to continue uninterrupted



## **Infant/Toddler Environment Rating Scale-Revised (ITERS-R)**

Grantees operating Center-Based programs are monitored with the ITERS-R. The ITERS-R is an observation-based tool that measures environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers, including language, cognitive, social-emotional, and physical development and concern for health and safety.

Monitoring entities use the ITERS-R scales to provide information about center-based programs' quality and guide program leaders and practitioners toward creating high-quality programs for the children, families, and communities they serve.

VWG Assessors observe classrooms for quality using the Infant/Toddler Environment Rating Scale (ITERS-R). The ITERS-R measures environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers, including language, cognitive, social-emotional, and physical development, and concern for health and safety.

### ***ITERS-R Subscales***

The scales consist of 39 items arranged into seven subscales:

- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities
- Interaction
- Program Structure
- Parents and Staff

### ***Scoring***

Scores for the ITERS are characterized as follows:

- 1 = Inadequate
- 3 = Minimal
- 5 = Good
- 7 = Excellent

Refer to the ERSI Website for additional details.

## Reference

Abbruzzese, L.J., Pouw, L., Reed, G., Vieceili, K. (2022). Prevention Initiative Quality Evaluation Tool (PIQET) [Unpublished document]. Vander Weele Group<sup>LLC</sup>.

Cryer, D., Harms, T., & Riley, C. (2004). All About the ITERS-R. Kaplan Publishing.

Clifford, R., Cryer, D., Harms, T. (2006). Infant/Toddler Environment Rating Scale. Teachers College Press, New York, NY.

Roggman, Lori A., et al. (2008). Developmental Parenting: A Guide for Early Childhood Practitioners. Paul H. Brookes Publishing Co, Baltimore, MA.

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