Prevention Initiative Quality Evaluation Tool

PIQET

The PIQET tool is designed to measure and give feedback about quality programming based upon research and standards from a variety of sources, including the ISBE's Illinois Birth to Five Standards and the Early Childhood Technical Assistance Center (ECTA). Grantees should review the results and consult with agents from the chosen curriculum or program model and their assigned Training and Technical Assistance representatives when deciding on programming changes for quality improvements. Grantees may consider the following results as part of planning for quality programming and may decide to include some elements of the PIQET in the development of a Continuous Quality Improvement Plan (CQIP), but it is not required for compliance.

Scoring Methods

A score of 1 is given if any indicator under section 1 is scored Yes.

A score of 2 is given when all the indicators under 1 are scored No and at least half the indicators under 3 are scored Yes.

A score of 3 is given when all the indicators under 1 are scored No and all the indicators under 3 are scored Yes.

A score of 4 is given when all the indicators under 1 are scored No, all the indicators under 3 are scored Yes, and at least half of the indicators under 5 are scored Yes.

A score of 5 is given when all the indicators under 1 are scored No, and all the indicators under 3 and 5 are scored Yes.

A score of 6 is given when all the indicators under 1 are scored No, all the indicators under 3 and 5 are scored Yes, and at at least half the indicators under 7 are scored Yes. A score of 7 is given when all the indicators under 1 are scored No, and all the indicators under 3, 5 and 7 are scored yes.

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Section A: Functional Organizational Climate				

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

How does your program ensure the organized collection and storage of child and family data?

Describe the types of data collected by your program.

How does your program create and update your data and work systems to ensure efficiency, accuracy, and thoroughness?

How often is programmatic data reviewed to ensure the goals and outcomes of the program are being met? How is the data used to create program goals?
For example, is child and family data aggregated to see if the program is meeting the goals and outcomes you hope to achieve for the program?

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
Child and family data is not entered and stored in SIS or basic paper filing system used not used.		Child and family data is entered and stored into SIS and a paper filing system is used.		Child and family data is entered and stored in SIS, a filing system is used, and another computer system or app is used(e.g., Excel, Cloud file storage systems or other app like ProCare).		Child and family data is entered and stored in SIS, a filing system, and the chosen program model's recommended data management system (NewOrg, Visit Tracker or Penelope, TSG, HFAST, Goal Mama, etc.).*
Checks of data and systems to ensure accuracy are not conducted.		Checks of data and systems to ensure accuracy are conducted.		Checks of data and systems to ensure accuracy are conducted *at least quarterly.*		Checks of data and systems to ensure accuracy are conducted *at least monthly .* *
Child and family data is not collected or reviewed to check progress on program goals and outcomes, or the program only collects demographic or enrollment data.		Child and family data is collected.		Child and family data at the program-level (see notes) is collected and reviewed *at least annually* to check progress toward the program goals and outcomes.		Child and family data at the program-level (see notes) is collected and reviewed at least annually to check progress toward the program goals and outcomes AND data is used to create program goals beyond what is required by program model or compliance monitoring results*

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

Documentation:
Evidence of an independent review or audit such as a copy of the most recent audit completed (redacted is acceptable), or a statement with auditing frequency from the auditing entity.

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
A budget review or audit is not conducted.		A budget review or audit is conducted.		An annual budget review or audit is conducted by someone trained in fiscal management.*		An independent annual budget review or audit is conducted by an outside fiscal agency.

A.3. 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.

What are some recent examples of changes made to programming and services as a result of program outcome evaluation?

Documentation:
Business/Strategic Plan.
PI CQIP and additional CQIP as applicable.

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
There is no written business plan or strategic plan.		There is a written business plan or strategic plan (district level is acceptable to achieve the minimal score).		There is a written business plan or strategic plan *for the program (at the program level, not the district plan)** that includes a logic model, mission statement, and measurable goals for the children and families that the program serves.		There is a written business plan or strategic plan *for the program at the program level (not the district plan).** Also, those directly involved with the program and a governing board, members of the community, or parent committee participate in the creation, review, or updates to the plan.
The grantee does not have an additional CQIP for non-PI Goals nor has non-PI related goals on their PI CQIP.		The grantee has an additional CQIP for non-PI Goals or has non-PI related goals on their PI CQIP.		The grantee has an additional CQIP for non-PI Goals or has non-PI related goals on their PI CQIP and shows at least one recent completion of goal for any part of the program		The grantee has an additional CQIP for non-PI Goals or has non-PI related goals on their PI CQIP and shows at least one recent completion of goal for the program beyond PI monitoring related goals.

Section B: Curriculum and Service Delivery							

B.1. 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.

When considering program model recommendations, strategies, and activities, in what ways does your service delivery planning support caregiver-child interaction and family engagement (beyond home visits and/or group sessions).
How do program staff stay informed about current research and new initiatives in the early childhood field? How is this integrated into their work with children and families?
Are there additional practices that you have not already mentioned to ensure staff are using the model or curriculum with fidelity?

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
There are no strategies planned for or implemented to support caregiver-child interaction or family engagement.		The grantee describes recommendations, strategies, or activities to support caregiver-child interaction or family engagement.		The grantee describes at least one additional recommendation, strategy or activity to support caregiver-child interaction or family engagement beyond home visits or group sessions.*		The grantee describes *more than one* additional recommendation, strategy, or activity to support caregiver-child interaction or family engagement beyond home visits or group sessions AND at least one practice to ensure staff are using the model or curriculum with fidelity.*
There are no efforts to stay informed about current research and indicatives in the early childhood field.		The program manager makes efforts to stay informed about current research and new initiatives in the early childhood field.		The program manager and staff make efforts to stay informed about current research and new initiatives in the early childhood field.		The program manager and staff make efforts to stay informed about current research and new initiatives in the early childhood field AND the grantee describes how current research and initiatives are integrated into their work with families.

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

How are individual family needs and strengths assessments (e.g., FCA) taken into account when planning content or service delivery for each family? Provide examples.
How are program services and curriculum designed or modified to meet the needs of PI children and families from a variety of different backgrounds, including cultural, linguistic, and ethnic backgrounds? Provide examples.
In what ways do your hiring and training practices reflect the cultural, linguistic and ethnic background of the community that it serves? Describe.

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
Family needs and strengths assessments are not conducted or the results are not taken into account when planning content of service delivery.		Family needs and strengths assessments are conducted.		The grantee uses a research-based family needs and strengths assessment and describes at least one example of taking the results into account when planning content and service delivery.		The grantee uses a research-based family needs and strengths assessment and describes more than one example of taking the results into taken into account when planning content and service delivery.
Program services and curriculum are not designed or modified to meet the needs of children and families from a variety of different backgrounds.		Program services and curriculum are designed or modified to meet the needs of children and families from a variety of different linguistic backgrounds (e.g., children and families that speak another language).		Program services and curriculum are designed or modified to meet the needs of children and families from a variety of different backgrounds AND the grantee provides an example beyond modifications for linguistic differences.		Program services and curriculum are designed or modified to meet the needs of children and families from a variety of different backgrounds, the grantee provides an example beyond modifications for linguistic differences, AND the grantee also describes how the hiring and training practices reflect the cultural, linguistic, and ethnic background of the community it serves.*

Section C: Family and Community Engagement

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

How does the grantee involve families and the community in the development, participation, or improvement of program services?
What communication strategies are in place to engage parents and caregivers?

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
The grantee does not describe methods for involving families in the development, participation, or improvement of program services.		The grantee describes at least one method for involving families in the development, participation, or improvement of program services.		The grantee describes at least one method for involving families AND the community in the development, participation, or improvement of program services.		The grantee describes at least one method for involving families AND the community in the development, participation, or improvement of program services. Additionally, there is a parent advisory board or group that gives feedback, has regular meetings, and is utilized in programmatic decisions and parent surveys are conducted.
The grantee does not describe communication strategies to engage parents and caregivers.		The grantee describes at least one communication strategy to engage **parents** and caregivers.		The grantee describes at least two communication strategies to engage parents and caregivers.		The grantee describes more than two communication strategies to engage parents and caregivers.

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

How are agencies in the community identified as potential resources to support families?

Documentation:
Policies and procedures to guide staff in the referral process.
Community Resource Guide.

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
The grantee does not actively recruit or identify new community resource referrals.		The grantee can describe at least one method of identifying new community resource referrals.		The grantee can describe multiple methods or sources of identifying new community resource referrals.		The grantee can describe multiple methods or sources of identifying new community resource referrals and their is a system of informing staff.
There is no documented process or guidance for staff on making referrals.		There are policies and procedures in place to guide staff on how to make and document referrals.		There are policies and procedures in place to guide staff on how to make and document referrals. There are up to date and comprehensive community resource referral lists or databases utilized.		There are policies and procedures in place to guide staff on how to make and document referrals, including follow up and status of initiated referrals. There are up to date and comprehensive community resource referral lists or databases utilized.

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

Are you or your staff involved in community collaborations with other institutions or organizations that serve families?

Documentation:
Evidence of Community board involvement such as meeting agenda, names listed on the website, etc.

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
The manager/supervisor **or** staff do not have active involvement in community collaborations with other institutions or organizations that serve families.		The manager/supervisor or staff has active involvement in community collaborations with at least one institution or organization that serves families.		The manager/supervisor AND staff have an active involvement with at least one community collaboration with other institutions or organizations that serve families.		The manager/supervisor AND staff have an active involvement with at least one community collaboration with other institutions or organizations that serve families. Active involvement includes holding a position by any staff member on a community collaboration or other community institution that serves families.

Section D: Implementation Leadership

D.1. The grantee has strong, effectual leadership and administration to support staff implementation of program to fidelity. (Program Leadership)

What are some of the strategies or structures in place to support staff in their work?
Are staff given opportunities to provide input or anonymous feedback about program practices to help improve the program? Please describe them.

Survey: Home Visitor/Teacher

Do you receive the supports you need to be successful at your job?
What are some of the supports that you receive on a regular basis?
What are ways you can give feedback about the program? Describe any changes made due to staff feedback recently.

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
Neither the manager/supervisor or staff describes strategies, structures, or supports for staff to be successful at their work.		Either the manager/supervisor or staff describes strategies, structures, or supports for staff to be successful in their work.		Both the manager/supervisor AND staff describe strategies, structures, or supports for staff to be successful in their work.		Both the manager/supervisor and staff describe strategies, structures, or supports for staff to be successful in their work AND there is a policy in the policy and procedure manual regarding administrative and reflective supervision.*
Neither the manager/supervisor or staff describes formal **or informal** opportunities for staff to provide input **or feedback** about program practices to help improve the program.		Either the manager/supervisor or staff describes opportunities to provide input or feedback about program practices to help improve the program.		Both the manager/supervisor AND staff describes at least one opportunity or method to provide input or feedback about program practices to help improve the program.		Both the manager/supervisor AND staff describes at least one method or opportunity to provide input or feedback about program practices to help improve the program. Additionally staff are provided a method to provide feedback completely anonymously, whether they choose to use it or not. Staff can describe one recent change to the program from feedback (any method).

D.2. The grantee ensures performance assessment policies and practices are fully functioning. (Program Leadership/Staff)

How and when are the expectations of the job communicated with staff? What does training for new staff look like?
How often and with what methods does management evaluate staff and provide feedback about their work and performance?

Survey: Home Visitor/Teacher

Is the assessment of your work is fair and useful? Please describe.

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
The expectations of the job are not communicated with staff nor is there a training period for new staff that meets program model requirements		The expectations of the job are clearly communicated with staff upon hiring and during a training period that meets program model requirements.		The expectations of the job are communicated with new staff several times throughout the first year and staff have input on new hires.		The expectations of the job are communicated with all staff frequently, annual training for all staff meets program model requirements, and new hires have shadowing or mentoring time before independent work.
Formal Performance assessments occur inconsistently or do not occur.		Formal Performance assessments take place at least annually.		Formal Performance assessments take place at least annually AND staff describes ways the assessment of their work is fair and useful.		Formal and informal performance assessments take place at least annually with frequent opportunities for feedback during the year, staff describes ways the assessment of their work is fair and useful

D.3. The grantee has a framework in place to support employee morale and retention. (Program Leadership)

Are staff paid a competitive rate that helps you retain staff, influence job satisfaction, increase morale and reduce turnover? Please explain.
Is there a level of transparency with staff regarding budgeting and priorities with program funding?
Are staff provided access to a staff salary scale or compensation plan? Please describe.

Survey: Home Visitor/Teacher

Would you consider the pay, benefits and compensation fair and competitive for the work you do in your area?
How often you have staff meetings and/or social events for staff beyond what is needed for program planning.
Describe the working culture and how your supervisor responds to staff conflict.
How are duties and workloads are assigned.
Is there transparency about the program budget and priorities with program funding? Do you feel that you are given enough information?

Needs Improvement		Adequate		Good		Excellent
1	2	3	4	5	6	7
Y/N		Y/N		Y/N		Y/N
Neither the manager/supervisor or staff report that they are paid a fair and competitive rate and there are no recent efforts by the program to remain competitive with salaries.		The manager/supervisor reports that they are paid a fair and competitive and can describe effort(s) to pay staff fairly and competitively.		Both the manager/supervisor and staff report that staff is paid a fair and competitive rate.		Both the manager/supervisor and staff report that they are paid a competitive rate, staff are provided access to a staff salary scale, compensation plan, or there is a union.

Supervisors do not hold staff accountable, ensure a positive work atmosphere, and delegate fair workloads.	Supervisors hold staff accountable and have fair expectations of workloads. Supervisors are proactive and responsive about coworking issues.	Staff report a positive coworking atmosphere and report their supervisor is fair and responsive.	Staff and supervisors report regular meetings and social events to promote positive staff interaction.
The program manager does not give input on the budget	The program manager gives input on the budget and it's priorities.	The program manager gives input on the budget and staff report transparency/opportunities for access.	The program manager and staff have input on the budget priorities.