

PIQET Prevention Initiative Quality Evaluation Tool

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 Program 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 report 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 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.

Scores of 5 and above are considered areas of strength, and scores below a 5 are considered areas for potential growth.

Needs Improvement = 1 to 2

Adequate = 3 to 4

Good = 5 to 6

Excellent = 7

Citations:

Abbruzzese, L.J., Pouw, L., Reed, G., Viecelli, K. (2022). Prevention Initiative Quality Evaluation Tool (PIQET) [Unpublished document]. Vander Weele Group^{LLC}

(2012 - 2022). *Early childhood technical assistance center*. ECTA Center: Improving Systems, Practices and Outcomes. <https://ectacenter.org>

(2022). *Illinois Birth to Five Program Standards*. Illinois Early Learning Project Funded by ISBE. <https://illinoisearlylearning.org/webink/illinois-birth-to-five-program-standards/>

For more information about the PIQET and documentation requirements, see the Illinois Prevention Initiative Monitoring Guide and Assessment Tool Guide posted on the ISBE PI website: <https://www.isbe.net/Pages/Birth-to-Age-3-Years.aspx>

Section A: Functional Organizational Climate										
A.1. The grantee implements data management systems for collecting and managing information.										
Questions										
1	How does your program ensure the organized collection and storage of child and family data?									
2	Describe the types of data collected by your program.									
3	How does your program create and update your data and work systems to ensure efficiency, accuracy, and thoroughness?									
4	How often is programmatic data reviewed to ensure the goals and outcomes of the program are being met? 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 the school system or SIS.			Child and family data is entered and stored in the school system or SIS.			Child and family data is entered and stored in SIS and another computer system or app (e.g., Excel, Cloud file storage systems or other app like ProCare).			Child and family data is entered and stored in 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 <i>at least quarterly</i> .			Checks of data and systems to ensure accuracy are conducted <i>at least monthly</i> .
	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 is collected and reviewed <i>at least annually</i> to check progress toward the program goals and outcomes.			Child and family data at the program-level 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.
0	If 0, 1 or 2, stop scoring. Score = 1 If 3, continue.		0	If 0 or 1, stop scoring. Score = 1 If 2, stop scoring. Score = 2 If 3, continue.		0	If 0 or 1, stop scoring. Score = 3 If 2, stop scoring. Score = 4 If 3, continue.		0	If 0 or 1, Score = 5 If 2, Score = 6 If 3 in all sections, score = 7

A.2. The grantee develops budgets to support quality program service delivery.							
Questions							
1	Who is responsible for creating and monitoring the annual budget for program operations?						
2	Do those directly involved with the program (program manager, staff) have input in how the budget is distributed?						
3	What steps are taken when planning the budget to remain competitive with salaries and benefits? Provide examples of any efforts made.						
4	Is there an independent review or audit conducted annually?						
Needs Improvement		Adequate		Good		Excellent	
1		2		3		4	
5		6		7			
Y/N		Y/N		Y/N		Y/N	
	The program manager is not given opportunities for input on how the budget is distributed.		The program manager has opportunities for input on how the budget is distributed.		Both the program manager and staff have opportunities for input on how the budget is distributed.		Both the program manager and staff have opportunities for input on how the budget is distributed AND the manager describes how the information is shared and with whom.
	The grantee does not describe efforts to remain competitive with salaries and benefits when planning the budget.		The grantee describes efforts to remain competitive with salaries and benefits when planning the budget or there is a union for staff.		The grantee describes at least one recent example of efforts to remain competitive with salaries and benefits when planning the budget or there is a union for staff.		The grantee describes more than one example of efforts to remain competitive with salaries and benefits when planning the budget or there is a union for staff.
	An 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.
0	If 0, 1 or 2 , stop scoring. Score = 1 If 3, continue.	0	If 0 or 1, stop scoring. Score = 1 If 2, stop scoring. Score = 2 If 3, continue.	0	If 0 or 1, stop scoring. Score = 3 If 2, stop scoring. Score = 4 If 3, continue.	0	If 0 or 1, Score = 5 If 2, Score = 6 If 3 in all sections, score = 7

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.							
Questions							
1	How is planning accomplished for program implementation and service delivery? Does the program have a written business plan or strategic plan? Who is involved in planning?						
2	Does the plan include measurable goals? Describe the program's goals for the children and families that you serve.						
3	Describe the process for continuous quality improvement for your program.						
4	What are some recent examples of changes made to programming and services as a result of program outcome evaluation?						
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 <i>for the program (at the program level, not the district plan)</i> 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 <i>for the program at the program level (not the district plan)</i> . 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 describe the process for continuous quality improvement for the program.		The grantee describes the process for continuous quality improvement for the program.		The grantee describes the process for continuous quality improvement AND at least one recent change made to programming and services as a result of program evaluation.		The grantee describes the process for continuous quality improvement AND at least one recent change made to programming and services as a result of program evaluation and self-assessment <i>beyond what is required for PI program monitoring</i> .
0	If 0 or 1, stop scoring. Score = 1 If 2, continue.	0	If 0, stop scoring. Score = 1 If 1, stop scoring. Score = 2 If 2, continue.	0	If 0, stop scoring. Score = 3 If 1, stop scoring. Score = 4 If 2, continue.	0	If 0, Score = 5 If 1, Score = 6 If 2 in all sections, score = 7

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.							
Questions							
1	According to the documentation you provided, your chosen program model or curriculum is _____.						
2	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)?						
3	Is there a training period for new home visitors or teachers? What occurs during and after this period to ensure goodness of fit and competency?						
4	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?						
5	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 <i>more than one</i> 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 is no training period for new hires.		There is a training period for new hires that meets program model requirements.		There is a training period for new hires AND the grantee describes at least one method to ensure goodness of fit and competency for new staff.		There is a training period for new hires AND the grantee describes at least one method to ensure goodness of fit and competency for new staff AND new staff have a shadowing or mentoring period before independent work.
	There are no efforts to stay informed about current research and initiatives 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.
0	If 0, 1 or 2, stop scoring. Score = 1 If 3, continue.	0	If 0 or 1, stop scoring. Score = 1 If 2, stop scoring. Score = 2 If 3, continue.	0	If 0 or 1, stop scoring. Score = 3 If 2, stop scoring. Score = 4 If 3, continue.	0	If 0 or 1, Score = 5 If 2, Score = 6 If 3 in all sections, score = 7

B.2. The grantee meets the individual and diverse needs of the children and families that they serve.							
Questions							
1	How are individual family needs and strengths assessments (e.g., FCA) taken into account when planning content or service delivery for each family? Please provide examples.						
2	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? Please provide examples.						
3	In what ways do your hiring and training practices reflect the cultural, linguistic and ethnic background of the community that it serves? Please 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.
0	If 0 or 1, stop scoring. Score = 1 If 2, continue.	0	If 0, stop scoring. Score = 1 If 1, stop scoring. Score = 2 If 2, continue.	0	If 0, stop scoring. Score = 3 If 1, stop scoring. Score = 4 If 2, continue.	0	If 0, Score = 5 If 1, Score = 6 If 2 in all sections, score = 7

C.2. The grantee ensures that families have access to comprehensive services.							
Questions							
1	How are agencies in the community identified as potential resources to support families? How does the staff know about these resources? When was the last time your resource guide was updated?						
2	Describe the process for making referrals to comprehensive support services or other early childhood services.						
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 support services.		The grantee actively recruits, updates, or identifies new community support services.		The grantee actively recruits, updates, or identifies new community support services and the staff is given access to the list or resource guide to share with families.		The grantee actively recruits, updates, or identifies new community support services, the staff is given access to the list to share with families AND there is a community resource guide that has been updated within the last fiscal year.
	There is no documented process for making referrals to comprehensive support services.		Staff refers families to comprehensive support services.		Staff refers families to comprehensive support services, AND they document referrals and follow-up to services in the child's file or data management system.		Staff refers families to comprehensive support services, they document referrals and follow-up to services in the child's file or data management system AND the policy and procedure manual includes a policy to guide staff in the referral process.
0	If 0 or 1, stop scoring. Score = 1 If 2, continue.	0	If 0, stop scoring. Score = 1 If 1, stop scoring. Score = 2 If 2, continue.	0	If 0, stop scoring. Score = 3 If 1, stop scoring. Score = 4 If 2, continue.	0	If 0, Score = 5 If 1, Score = 6 If 2 in all sections, score = 7

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.							
Questions							
1	Are you or your staff involved in community collaborations with other institutions or organizations that serve families?						
2	Which roles do you or your staff hold at these organizations? (Assessor: Ask for the name of the organization, the staff member, and their role with the organization).						
Needs Improvement		Adequate		Good		Excellent	
1	2	3	4	5	6	7	
Y/N		Y/N		Y/N		Y/N	
	The manager/supervisor and/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 more than one community collaboration with other institutions or organizations that serve families.
	The manager/supervisor and/or staff do not actively hold positions at community organizations.		The manager/supervisor or staff actively hold positions at community organizations.		The manager/supervisor AND staff actively hold positions at community organizations.		The manager/supervisor and staff actively hold positions at community organizations, AND the grantee is generally able to identify the name of the organizations, staff members, and their roles within the organizations, OR there is evidence in the form of a meeting agenda, website, emails or other sources.
0	If 0 or 1, stop scoring. Score = 1 If 2, continue.	0	If 0, stop scoring. Score = 1 If 1, stop scoring. Score = 2 If 2, continue.	0	If 0, stop scoring. Score = 3 If 1, stop scoring. Score = 4 If 2, continue.	0	If 0, Score = 5 If 1, Score = 6 If 2 in all sections, score = 7

Section D: Implementation Leadership							
D.1.a. The grantee has strong, effectual leadership and administration to support staff implementation of the program to fidelity (Program Leadership).							
Questions							
1	What are some of the strategies or structures in place to support staff in their work?						
2	Are staff given opportunities to provide input or anonymous feedback about program practices to help improve the program? Please describe them.						
D.1.b. The grantee has strong, effectual leadership and administration to support staff implementation of the program to fidelity (Home Visitors/Teachers).							
Questions							
1	Do you feel you were thoroughly trained and oriented to your job? Please describe your training.						
2	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?						
3	Are you given opportunities to provide input or anonymous feedback about program practices to help improve the program? Please describe them.						
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 opportunities for staff to provide input or anonymous 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 more than one method or opportunity to provide input or feedback about program practices to help improve the program AND staff are given opportunities to provide feedback anonymously.
0	If 0 or 1, stop scoring. Score = 1 If 2, continue.	0	If 0, stop scoring. Score = 1 If 1, stop scoring. Score = 2 If 2, continue.	0	If 0, stop scoring. Score = 3 If 1, stop scoring. Score = 4 If 2, continue.	0	If 0, Score = 5 If 1, Score = 6 If 2 in all sections, score = 7

D.2.a. The grantee ensures performance assessment policies and practices are fully functioning (Program Leadership).							
Questions							
1	How and when are the expectations of the job communicated with staff?						
2	How often and with what methods does management evaluate staff and provide feedback about their work and performance?						
D.2.b. The grantee ensures performance assessment policies and practices are fully functioning (Home Visitors/Teachers).							
Question							
1	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.		The expectations of the job are clearly communicated with staff upon hiring.		The expectations of the job are communicated with staff upon hiring and also during the training, probationary, or onboarding period.		The expectations of the job are communicated with staff upon hiring, during the training, probationary period or onboarding period, AND after the onboarding period or several times throughout the year.
	Performance assessments occur inconsistently or do not occur.		Performance assessments take place at least annually.		Performance assessments take place at least annually AND staff describes ways the assessment of their work is fair and useful.		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, AND there is a policy in the policy and procedure manual to guide leaders and staff in performance assessment practices.
0	If 0 or 1, stop scoring. Score = 1 If 2, continue.	0	If 0, stop scoring. Score = 1 If 1, stop scoring. Score = 2 If 2, continue.	0	If 0, stop scoring. Score = 3 If 1, stop scoring. Score = 4 If 2, continue.	0	If 0, Score = 5 If 1, Score = 6 If 2 in all sections, score = 7

D.3.a. The grantee has a framework in place to support employee morale and retention (Program Leadership).							
Questions							
1	Are staff paid a competitive rate that helps you retain staff, influence job satisfaction, increase morale and reduce turnover? Please explain.						
2	Is there a level of transparency with staff regarding budgeting and priorities with program funding?						
3	Are staff provided access to a staff salary scale or compensation plan? Please describe.						
D.3.b. The grantee has a framework in place to support employee morale and retention (Home Visitors/Teachers).							
Questions							
1	In your opinion, is the pay, benefits and compensation fair for the work you do?						
2	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 staff is paid a competitive rate.		The manager/supervisor reports that staff is paid a competitive rate.		Both the manager/supervisor and staff report that staff is paid a competitive rate.		Both the manager/supervisor and staff report that staff is paid a competitive rate, staff are provided access to a staff salary scale or compensation plan, AND the response to question A.2.3 is scored 5 or higher.
	The manager/supervisor (if not directly involved in budget planning) does not report transparent access to the program budget and priorities with program funding.		The manager/supervisor reports a level of transparency with the program budget and priorities with program funding.		The manager/supervisor reports there is a level of transparency for staff with regard to the program budget and priorities with program funding.		Both the manager/supervisor and staff report that there is a level of transparency with the program budget and priorities with program funding.
0	If 0 or 1, stop scoring. Score = 1 If 2, continue.	0	If 0, stop scoring. Score = 1 If 1, stop scoring. Score = 2 If 2, continue.	0	If 0, stop scoring. Score = 3 If 1, stop scoring. Score = 4 If 2, continue.	0	If 0, Score = 5 If 1, Score = 6 If 2 all sections, score = 7