



# Illinois State Board of Education

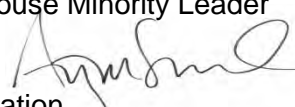
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**James T. Meeks**  
Chairman

**Tony Smith, Ph.D.**  
State Superintendent of Education

## MEMORANDUM

TO: The Honorable John J. Cullerton, Senate President  
The Honorable Christine Radogno, Senate Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Jim Durkin, House Minority Leader

FROM: Tony Smith, Ph.D.   
State Superintendent of Education

DATE: September 2016

SUBJECT: FY 2014 through FY 2015 Prevention Initiative (PI) Biennial Report

The Illinois State Board of Education (ISBE) respectfully submits this FY 2014 through FY 2015 Prevention Initiative (PI) Biennial Report to the General Assembly in fulfillment of the requirements of Section 2-3.89, subsection C, of the Illinois School Code (105 ILCS 5/2-3.89).

This report looks at characteristics of the children, parents, and families served; types of services delivered; program models used by funded projects to address the needs of those receiving services; and results of the funded programs. It also explores the spread of poverty and limited education in Illinois to better understand where Prevention Initiative program sites are meeting the population's needs, and where needs are waiting to be met.

If you have any questions regarding this report, please contact Cindy Zumwalt, Division Administrator, Early Childhood Division, at (217) 524-4835.

Enclosure

cc: The Honorable Bruce Rauner, Governor  
Tim Anderson, Secretary of the Senate  
Tim Mapes, Clerk of the House  
Legislative Research Unit  
State Government Report Center

# *Illinois* **PREVENTION INITIATIVE**

EARLY CHILDHOOD BLOCK GRANT PROGRAM  
FOR CHILDREN BIRTH TO AGE 3

BIENNIAL REPORT  
FISCAL YEARS 2014 and 2015



**ILLINOIS STATE BOARD OF EDUCATION**  
**AUGUST 2016**

**James T. Meeks, Chairman**  
**Illinois State Board of Education**

**Tony Smith, Ph.D.**  
**State Superintendent**

# FOREWORD

The Prevention Initiative (PI) Biennial Report for **fiscal years 2014 and 2015** is provided to fulfill Section 2-3-89, subsection C, of the Illinois School Code (105 ILCS 5/2-3.89). The interpretations presented in this report do not necessarily reflect the positions or policies of the Illinois State Board of Education (ISBE). For more information, contact Jenna Chapman of the ISBE Center for Performance at (312) 814-7217 or [jchapman@isbe.net](mailto:jchapman@isbe.net).



ISBE is required to submit a PI program status report to the Illinois General Assembly every two years. The report is mandated to include the following:

1. Characteristics of the children, parents, and families served
2. Types of services delivered
3. Program models used by funded projects to address the needs of those receiving services
4. Unmet needs
5. Results of the funded programs



Section 2-3.89 of the Illinois School Code (105 ILCS 5/2-3.89), otherwise known as the Illinois Early Childhood Prevention Initiative (PI) Program, was established to provide coordinated services to infants and toddlers at risk of academic failure and their families. The components of these coordinated services include a) screening to determine eligibility, b) parent education, c) developmental monitoring, d) family needs assessment and case management services, e) development and implementation of an Individual Family Service Plan (IFSP), f) family engagement opportunities and g) community collaborations.

# EXECUTIVE SUMMARY

In **FY2014**, Prevention Initiative funded **154 programs** serving **14,264** children. Of the children served,  
**78%** were identified as members of **racial/ethnic minority** populations;  
**73%** were in families receiving **food stamps**;  
**2%** were **homeless**; and  
**1%** were in **foster care**.  
(Data Tables sec. C)

In **FY2015**, Prevention Initiative funded **148 programs** serving **14,852 children**. Of the children served,  
**80%** were identified as members of **racial/ethnic minority** populations;  
**77%** were in families receiving **food stamps**;  
**2%** were **homeless**; and  
**1%** were in **foster care**.  
(Data Tables sec. C)

Of the **8,971 downstate** caregivers served in **FY2014**,  
**98%** were the **child's biological parent**;  
**33%** **did not complete high school**;  
**18%** were **unemployed and actively seeking work**;  
and  
**24%** were **working more than 20 hours per week**.  
(Data Tables sec. B)

Of the **8,751 downstate** caregivers served in **FY2015**,  
**98%** were the **child's biological parent**;  
**32%** **did not complete high school**;  
**17%** were **unemployed and actively seeking work**;  
and  
**26%** were **working more than 20 hours per week**.  
(Data Tables sec. B)

Two major program models were used to address the needs of both parents and children: **Parents as Teachers (66%)** and **BabyTALK (31%)**. Other options included **Prevention Initiative Center-Based Care (8%)**, **Healthy Families America (4%)**, and **other approved models**, such as Nurse Family Partnership (**2%**).  
(Data Tables sec. A)

Two major program models were used to address the needs of both parents and children: **Parents as Teachers (66%)** and **BabyTALK (35%)**. Other options included **Prevention Initiative Center-Based Care (8%)**, **Healthy Families America (3%)**, and **other approved models**, such as Nurse Family Partnership (**2%**).  
(Data Tables sec. A)

In **FY2014**, caregivers were reported as:  
**87%** making progress toward or achieving **parenting goals**;  
**65%** making progress toward or achieving **personal education goals**;  
**72%** making progress toward or achieving **community engagement & health goals**;  
(Surveys & Responses p. 16)  
and **99%** of caregivers "agree" or "strongly agree" that this program helped them **become better parents**.  
(Surveys & Responses p.15)

In **FY2015**, caregivers were reported as:  
**84%** making progress toward or achieving **parenting goals**;  
**58%** making progress toward or achieving **personal education goals**;  
**70%** making progress toward or achieving **community engagement & health goals**;  
(Surveys & Responses p. 16)  
and **99%** of caregivers "agree" or "strongly agree" that this program helped them **become better parents**.  
(Surveys & Responses p.15)

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# INTRODUCTION

The Prevention Initiative (PI) program, which was established in 1988, is authorized by Sections 1C-2 and 2-3.89 of the School Code. It is one of only two programs that were funded under the Early Childhood Block Grant (ECBG) during FY 2014 and FY 2015. The ECBG is a birth-to-age 5 grant program that includes PI and the Preschool for All (PFA) programs. The ECBG's purpose is to provide early, continuous, intensive, and comprehensive evidence-based child development and family support services to help families prepare their young children for later school success.

The PI program is funded with an infant/toddler set-aside from the ECBG. The target of the funding to be allocated to programs for children birth to age 3 is 20 percent of the ECBG. Effective July 21, 2016, under Section 1C-2(c) of the School Code, at least 25 percent of any additional ECBG funding over and above the previous year's allocation shall be used to fund programs for the infant toddler set-aside. The State Board is exempted from meeting these minimum percentages when, in a given fiscal year, the amount appropriated for the ECBG is insufficient to increase the PI allocation without reducing the amount of the ECBG for existing providers of preschool education programs. Currently, the ECBG infant/toddler set-aside for PI is 18 percent.

PI funds are distributed to eligible applicants (including public school districts, university laboratory schools approved by ISBE, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families) on a competitive basis. Section 2-3.89 of the School Code requires PI grantees to implement research-based, comprehensive, and intensive prevention services to expecting parents and families with children birth to age 3 who are at risk of academic failure. Examples of the research-based models currently receiving PI funding are center-based services that adhere to the requirements of ExceleRate Illinois Quality Recognition and Improvement System Gold or Silver Circle of Quality and/or all of the standards of a nationally recognized accrediting organization like the National Association for the Education of Young Children Standards; or home-based services that adhere to the requirements of Baby TALK, Early Head Start, Healthy Families America, Nurse Family Partnership, or Parents as Teachers program models. All of the program models share common components, such as home/personal visits, links to community resources, screening and developmental monitoring, and individual family service planning/goal-setting processes. PI programs may be home visiting only, center-based, or family literacy programs.

The PI program is intended for children who have been determined to be at risk for school failure as indicated by their families' high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators (e.g., school district's rate of dropouts, retention, truancy, teenage pregnancies, and homeless students; high rates of infant mortality, birth trauma, low birth weight, or prematurity; and high rates of child abuse or neglect). For the purpose of PI, "at risk" is defined as those children who because of their home and community environment are subject to such language, cultural, economic and like disadvantages to cause them to have been determined as a result of screening procedures to be at risk of academic failure.



# DATA SOURCES

## **ISBE Web Application Security (IWAS)**

Funded programs must use IWAS to access the Student Information System and electronic Grants Management System databases, as well as the systems used to upload data from the Parent Questionnaire (2014 and 2015) and Outcomes Questionnaire (2014 and 2015) forms. ISBE has designed data collection instruments in response to the reporting requirements.

- **Student Information System (SIS)**

SIS is a statewide data system developed by ISBE and the IBM Corp. All students are assigned a unique identification number through this system. The use of individual student records will:

- Increase the state's capacity to follow a student's progress over time;
- Improve data quality to support more well-informed policy decisions, resulting in enhanced educational opportunities for all children;
- Reduce the data collection burden on schools and districts; and
- Enhance the use and relevance of state data by districts and schools.

- **Electronic Grants Management System (eGMS)**

The eGMS was developed in FY 2005 with the goals of reducing grant preparation time for local education agencies, improving data quality and communications, standardizing ISBE grant applications, and improving efficiency of the grant review and approval processes. It contains financial, enrollment, and directory information.

- **Prevention Initiative 0-3 – Parent Questionnaire (PIPQ)**

(<http://www.isbe.net/research/pdfs/pi-parent-question.pdf>)

A caregiver (a parent or a guardian) of each child served by a program that received PI funds in FY 2014 and FY 2015 was asked to complete the PIPQ. This survey was intended to assess participant knowledge, attitudes, and behavior in relation to child development, child care, and self-care. This survey was first implemented in FY 2013.

- **Prevention Initiative 0-3 – Outcomes Questionnaire (PIOQ)**

(<http://www.isbe.net/research/pdfs/pi-outcomes-question.pdf>)

Staff from a program that received PI funds in FY 2014 and FY 2015 were required to complete the PIOQ. Responses to the questionnaire were based on the Individual Family Service Plan (IFSP) and subsequent case notes completed for each family served by the PI program in FY 2014 and FY 2015. This survey was intended to assess participant knowledge, attitudes, and behavior in relation to child development, child care, and self-care. The survey also included questions on self-improvement pursuits, and was first implemented in FY 2013.

# DATA LIMITATIONS

**This report (FY 2014 and FY 2015) will include only the data uploaded into SIS.**

- As of FY 2012 all information (including program and participant information) is submitted to ISBE by individual PI programs via IWAS, as described in the previous section of this report.
- Children may be registered in SIS at birth. However, all home visitation programs implemented with PI funds encourage families to enroll in these programs during a woman's pregnancy. The data shown in this report only include families whose children were enrolled in SIS at the time of data collection.
- When a child is identified as "homeless" in SIS, the program that the child is enrolled in is required to respond to additional data element fields within the system. This occurs relatively infrequently; as such, the extra fields are often unfamiliar to program staff and can be difficult to understand. The "homeless" fields may not be filled in completely due to their complex nature; thus, the data on homelessness presented in this report may not be a complete representation of the homeless PI population. ISBE is working to improve the process of identifying children as homeless and the subsequent collection of data representing these children.
- Chicago Public Schools (CPS) reported that a number of children and caregivers enrolled in the PI program were not entered into IMPACT (the CPS system that directly feeds into SIS) in either FY 2014 or FY 2015. Though the majority of CPS children enrolled in PI are receiving center-based care, those children receiving home-visit services were not entered into SIS. Other children may have been omitted from IMPACT/SIS due to birth certificate/identification requirements.

# DATA TABLES

all data represent statewide populations unless otherwise specified

## A. PROGRAM MODELS

TABLE 1: Number and percentage of PI programs by program model - STATEWIDE

PROGRAM MODEL:	FY14		FY15	
	Count	Percent	Count	Percent
Parents as Teachers	102	66.2%	97	65.5%
BabyTALK	48	31.2%	52	35.1%
Healthy Families America	6	3.9%	5	3.4%
Other approved models, including: <i>Doula</i> <i>Nurse Family Partnership</i>	3	1.9%	3	2.0%
Center-based care	12	7.8%	12	8.1%
<b>Total</b>	<b>154</b>		<b>148</b>	

TABLE 2: Number and percentage of children receiving PI services by program model - DOWNSTATE

PROGRAM MODEL:	FY14		FY15	
	Count	Percent	Count	Percent
Parents as Teachers	5,310	63.0%	5,254	61.7%
BabyTALK	1,914	22.7%	2,189	25.7%
Healthy Families America	368	4.4%	346	4.1%
Other approved models, including: <i>Doula</i> <i>Nurse Family Partnership</i>	489	5.8%	372	4.4%
Center-based care	351	4.2%	361	4.2%
<b>Total</b>	<b>8,433</b>		<b>8,522</b>	

TABLE 3: Number and percentage of children receiving PI services by program model - CPS\*

PROGRAM MODEL:	FY14		FY15	
	Count	Percent	Count	Percent
Parents as Teachers	20	0.3%	537	8.5%
BabyTALK	5,756	98.7%	392	6.2%
Healthy Families America	0	0.0%	9	0.1%
Other approved models, including: <i>Doula</i> <i>Nurse Family Partnership</i>	8	0.1%	39	0.6%
Center-based care	47	0.8%	441	7.0%
<i>Unknown or N/A</i>	0	0.0%	4,912	77.6%
<b>Total</b>	<b>5,831</b>		<b>6,330</b>	

\*see Data Limitations on pg. 9

# DATA TABLES

*all data represent statewide populations unless otherwise specified*

## B. CAREGIVER DEMOGRAPHICS

TABLE 4: Number and percentage of participating caregivers by relationship to child - DOWNSTATE\*

RELATIONSHIP TO CHILD:	FY14		FY15	
	Count	Percent	Count	Percent
Biological mother	8,565	95.5%	8,193	93.6%
Biological father	226	2.5%	408	4.7%
Adoptive parent	19	0.2%	18	0.2%
Grandparent	60	0.7%	54	0.6%
Other relative	7	0.1%	8	0.1%
Legal guardian	22	0.3%	18	0.2%
Foster parent	44	0.5%	42	0.5%
Other	28	0.3%	10	0.1%
<b>Total</b>	<b>8,971</b>		<b>8,751</b>	

TABLE 5: Number and percentage of participating caregivers by employment status - DOWNSTATE\*

EMPLOYMENT STATUS:	FY14		FY15	
	Count	Percent	Count	Percent
Unemployed - not seeking employment	4,015	44.8%	3,899	44.6%
Unemployed - seeking employment	1,609	17.9%	1,440	16.5%
In job training	71	0.8%	80	0.9%
Employed - less than 20 hours a week	1,059	11.8%	982	11.2%
Employed - 20 hours or more a week	2,149	24.0%	2,243	25.6%
Self-employed	68	0.8%	105	1.2%
<b>Total</b>	<b>8,971</b>		<b>8,751</b>	

TABLE 6: Number and percentage of participating caregivers by age - DOWNSTATE\*

CAREGIVER AGE:	FY14		FY15	
	Count	Percent	Count	Percent
Age 10 through age 15	86	1.0%	73	0.8%
Age 16 through age 18	795	8.9%	651	7.4%
Age 19 through age 24	2,739	30.5%	2,601	29.7%
Age 25 through age 35	4,179	46.6%	4,264	48.7%
Age 36 through age 50	1,046	11.7%	1,061	12.1%
Unknown/other/unreported	126	1.4%	101	1.2%
<b>Total caregivers</b>	<b>8,971</b>		<b>8,751</b>	

\*see Data Limitations on pg. 9

# DATA TABLES

*all data represent statewide populations unless otherwise specified*

TABLE 7: Number and percentage of participating caregivers by race/ethnicity - DOWNSSTATE\*

RACE/ETHNICITY:	FY14		FY15	
	Count	Percent	Count	Percent
American Indian/Alaska Native	27	0.3%	28	0.3%
Asian	252	2.8%	237	2.7%
Black/African American	2,210	24.6%	2,210	25.3%
Hispanic/Latino	2,778	31.0%	2,674	30.6%
White	3,483	38.8%	3,367	38.5%
Native Hawaiian/Pacific Islander	8	0.1%	22	0.3%
Two or more races	213	2.3%	213	2.4%
<b>Total</b>	<b>8,971</b>		<b>8,751</b>	

TABLE 8: Number and percentage of participating caregivers by education level - DOWNSSTATE\*

EDUCATION LEVEL:	FY14		FY15	
	Count	Percent	Count	Percent
8th grade or less	868	9.7%	845	9.7%
Current high school student	423	4.7%	317	3.6%
Some high school (no diploma)	1,708	19.0%	1,604	18.3%
High school diploma or GED	3,223	35.9%	3,312	37.8%
Vocational school training	285	3.2%	237	2.7%
Some college	1,468	16.4%	1,422	16.2%
Associate degree	315	3.5%	297	3.4%
Bachelors' degree	681	7.6%	715	8.2%
<b>Total</b>	<b>8,971</b>		<b>8,751</b>	

\*see Data Limitations on pg. 9



# DATA TABLES

*all data represent statewide populations unless otherwise specified*

## C. CHILD DEMOGRAPHICS

TABLE 9: Number and percentage of participating children by race/ethnicity

RACE/ETHNICITY:	FY14		FY15	
	Count	Percent	Count	Percent
American Indian/Alaska Native	36	0.3%	21	0.1%
Asian	335	2.3%	403	2.7%
Black/African American	5,050	35.4%	5,359	36.1%
Hispanic/Latino	5,064	35.5%	5,327	35.9%
White	3,109	21.8%	3,038	20.5%
Native Hawaiian/Pacific Islander	10	0.1%	21	0.1%
Two or more races	660	4.6%	683	4.6%
<b>Total</b>	<b>14,264</b>		<b>14,852</b>	

TABLE 10: Number and percentage of participating children by parent marital status

PARENT MARITAL STATUS:	FY14		FY15	
	Count	Percent	Count	Percent
Parents married	2,898	20.3%	2,986	20.1%
Parents not married or unknown/other	11,366	79.7%	11,866	79.9%

TABLE 11: Number and percentage of participating children identified as homeless

HOMELESS STATUS:	FY14		FY15	
	Count	Percent	Count	Percent
Homeless	235	1.6%	301	2.0%
Not homeless	14,029	98.4%	14,551	98.0%

TABLE 12: Number and percentage of participating children that received Early Intervention services

EARLY INTERVENTION SERVICES:	FY14		FY15	
	Count	Percent	Count	Percent
Received	7	0.1%	269	1.8%
Did not receive	14,257	99.9%	14,853	98.2%

TABLE 13: Number and percentage of participating children with a low birth weight

BIRTH WEIGHT:	FY14		FY15	
	Count	Percent	Count	Percent
Low birth weight	723	5.1%	630	4.2%
Not low birth weight	13,541	94.9%	14,222	95.8%



# DATA TABLES

*all data represent statewide populations unless otherwise specified*

TABLE 14: Number and percentage of participating children who were in foster care

FOSTER CARE STATUS:	FY14		FY15	
	Count	Percent	Count	Percent
In foster care	160	1.1%	117	0.8%
Not in foster care	14,104	98.9%	14,735	99.2%

TABLE 15: Number and percentage of participating children who received child support

CHILD SUPPORT STATUS:	FY14		FY15	
	Count	Percent	Count	Percent
Received child support	5,642	39.6%	381*	2.6%*
Did not receive/require child support	8,622	60.4%	14,471*	97.4%*

\*see Data Limitations on pg. 9

TABLE 16: Number and percentage of participating families that received TANF benefits

TANF BENEFITS:	FY14		FY15	
	Count	Percent	Count	Percent
Received	7,042	49.4%	7,748	52.2%
Did not receive	7,222	50.6%	7,104	47.8%

TABLE 17: Number and percentage of participating children who received WIC benefits

WIC BENEFITS:	FY14		FY15	
	Count	Percent	Count	Percent
Received	11,968	83.9%	12,945	87.2%
Did not receive	2,296	16.1%	1,907	92.8%

TABLE 18: Number and percentage of participating families on food stamps/LINK

FOOD STAMPS/LINK BENEFITS:	FY14		FY15	
	Count	Percent	Count	Percent
Received	10,475	73.4%	11,422	76.9%
Did not receive	3,789	26.6%	3,430	23.1%

TABLE 19: Number and percentage of participating families that received a housing subsidy

HOUSING SUBSIDY:	FY14		FY15	
	Count	Percent	Count	Percent
Received	6,528	45.8%	7,331	49.4%
Did not receive	7,736	54.2%	7,521	50.6%

# SURVEYS & RESPONSES

TABLE 20: Prevention Initiative 0-3 – Parent Questionnaire (PIPQ) responses

**Instructions to Parent/Caregiver:** Based on your experience over the past year with the program, please rate how strongly you agree or disagree with each of the following statements by circling the number in the appropriate box.

STATEMENT NUMBER	2014 (TOTAL RESPONDENTS=11,286)								2015 (TOTAL RESPONDENTS=7,999)							
	STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE		STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1)	20	0.2%	77	0.7%	5,315	47.1%	5,874	52.0%	18	0.3%	55	0.8%	2,295	31.9%	4,789	66.5%
2)	17	0.2%	62	0.5%	5,893	52.3%	5,302	47.0%	17	0.2%	78	1.1%	2,658	36.9%	4,417	61.3%
3)	19	0.2%	74	0.7%	5,494	48.7%	5,683	50.4%	14	0.2%	50	0.7%	2,348	32.6%	4,762	66.1%
4)	32	0.3%	113	1.0%	4,819	42.8%	6,305	55.9%	19	0.3%	76	1.1%	1,860	25.8%	5,220	72.5%
5)	18	0.2%	136	1.2%	6,252	55.5%	4,869	43.2%	17	0.2%	136	1.9%	2,940	40.8%	4,078	56.6%
6)	15	0.1%	173	1.5%	6,340	56.3%	4,743	42.1%	17	0.2%	179	2.5%	2,972	41.3%	4,005	55.6%
7)	24	0.2%	61	0.5%	4,858	43.0%	6,343	56.2%	15	0.2%	26	0.4%	1,792	24.9%	5,337	74.1%
8)	17	0.2%	52	0.5%	5,294	46.9%	5,923	52.5%	12	0.2%	59	0.8%	2,127	29.5%	4,981	69.2%
9)	17	0.2%	83	0.7%	5,658	50.1%	5,528	49.0%	13	0.2%	51	0.7%	2,478	34.4%	4,636	64.4%
10)	22	0.2%	175	1.6%	6,044	53.6%	5,045	44.7%	17	0.2%	123	1.7%	2,841	39.5%	4,197	58.3%
11)	19	0.2%	55	0.5%	4,718	41.8%	6,494	57.5%	13	0.2%	19	0.3%	1,753	24.3%	5,392	74.9%
12)	18	0.2%	64	0.6%	5,753	51.0%	5,445	48.3%	13	0.2%	86	1.2%	2,532	35.2%	4,543	63.1%
13)	19	0.2%	95	0.8%	5,710	50.6%	5,456	48.4%	12	0.2%	119	1.7%	2,551	35.4%	4,506	62.6%
14)	21	0.2%	126	1.1%	5,763	51.1%	5,376	47.6%	16	0.2%	134	1.9%	2,533	35.2%	4,503	62.5%
15)	30	0.3%	236	2.1%	6,121	54.3%	4,886	43.3%	20	0.3%	233	3.2%	2,861	39.7%	4,070	56.5%
16)	26	0.2%	71	0.6%	4,974	44.2%	6,195	55.0%	17	0.2%	47	0.7%	1,892	26.3%	5,222	72.5%

## STATEMENT KEY:

- 1) I feel good about myself as a parent
- 2) I understand how my child grows
- 3) I know about how to help my child stay healthy
- 4) I take my child to the doctor regularly
- 5) I know how to get my child interested in appropriate play activities
- 6) I am able to respond appropriately to my child even when I am upset
- 7) I am able to keep my child safe
- 8) I encourage my child to move around, explore and play
- 9) I am able to parent even though it can be challenging
- 10) I am able to set appropriate limits for my child
- 11) I know how to show my child love, physical closeness and positive feelings
- 12) I know different ways to respond to my child's needs, emotions and behaviors
- 13) I do activities that promotes brain development (sing, nursery rhymes, toys)
- 14) I know how to get support for me and my child
- 15) I know how to find community resources for me and my child
- 16) Participation in this program has helped me become a better parent

# SURVEYS & RESPONSES

TABLE 21: Prevention Initiative 0-3 – Outcomes Questionnaire (PIOQ) responses

Staff rates each statement based on the interactions they have had with the family over the course of the fiscal year. The “N/A” and “Support” ratings do not require supporting documentation; the “No Progress,” “Progress,” and “Accomplished” ratings require additional documentation be provided in the family’s file to support the rating. Supporting statements found in documentation are general and may apply to many different and/or specific goals within a family’s chart.

## STATEMENT KEY (PART I):

- 1) Parent displays his/her rights and responsibilities as a parent
- 2) Parent obtains quality prenatal care/postnatal care
- 3) Parent displays knowledge of the importance of family relationships and how they affect their child
- 4) Parent engages in coping techniques (breathing, exercise, etc.)
- 5) Parent shows love/warmth, physical closeness and positive feelings to child
- 6) Parent responds to child’s cues, feelings, words, interests, and behaviors
- 7) Parent supports/encourages child’s exploration, curiosity and play
- 8) Parent engages in setting appropriate limits
- 9) Parent initiates appropriate play activities
- 10) Parent responds to child’s health concerns and well-baby checks
- 11) Parent provides for the nutritional needs of the child
- 12) Parent promotes child’s physical/motor development
- 13) Parent promotes child’s social and emotional development
- 14) Parent promotes child’s speech and language development

Parenting goals in pink; personal education goals in yellow; community engagement and health goals in lavender.

STATEMENT NUMBER	2014 (TOTAL RESPONDENTS=11,123)								2015 (TOTAL RESPONDENTS=8,016)							
	SUPPORT		NO PROGRESS		PROGRESS		ACCOM- PLISHED		SUPPORT		NO PROGRESS		PROGRESS		ACCOM- PLISHED	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1)	596	7.7%	179	2.3%	2,338	30.2%	4,621	59.7%	700	11.8%	149	2.5%	1,789	30.1%	3,300	55.6%
2)	211	5.1%	70	1.7%	912	22.1%	2,933	71.1%	235	7.3%	67	2.1%	667	20.8%	2,234	69.7%
3)	845	10.7%	314	4.0%	2,797	35.3%	3,970	50.1%	879	13.9%	232	3.7%	2,192	34.5%	3,042	47.9%
4)	1,189	18.6%	522	8.1%	2,493	38.9%	2,205	34.4%	1,230	23.0%	333	6.2%	1,966	36.8%	1,808	33.9%
5)	668	8.6%	187	2.4%	2,173	28.0%	4,732	61.0%	735	11.9%	133	2.2%	1,677	27.2%	3,631	58.8%
6)	729	9.2%	239	3.0%	2,686	33.9%	4,269	53.9%	802	12.6%	180	2.8%	2,120	33.3%	3,261	51.2%
7)	764	9.6%	288	3.6%	2,911	36.6%	3,992	50.2%	766	11.9%	236	3.7%	2,288	35.6%	3,136	48.8%
8)	919	11.5%	511	6.4%	3,513	44.1%	3,031	38.0%	998	15.7%	335	5.3%	2,640	41.4%	2,397	37.6%
9)	832	10.4%	355	4.4%	3,226	40.2%	3,612	45.0%	822	12.8%	271	4.2%	2,513	39.0%	2,840	44.1%
10)	518	6.8%	164	2.2%	1,784	23.4%	5,158	67.7%	642	10.5%	103	1.7%	1,351	22.2%	4,000	65.6%
11)	643	8.4%	191	2.5%	2,080	27.2%	4,730	61.9%	695	11.4%	132	2.2%	1,586	26.0%	3,684	60.4%
12)	599	7.5%	206	2.6%	2,893	36.1%	4,325	53.9%	592	9.4%	171	2.7%	2,278	36.0%	3,282	51.9%
13)	707	8.7%	291	3.6%	3,227	39.7%	3,904	48.0%	677	10.5%	241	3.7%	2,476	38.5%	3,039	47.2%
14)	636	7.9%	276	3.4%	3,165	39.2%	3,993	49.5%	600	9.3%	241	3.7%	2,519	39.1%	3,075	47.8%

TABLE 21, continued:

STATEMENT NUMBER	2014 (TOTAL RESPONDENTS=11,123)								2015 (TOTAL RESPONDENTS=8,016)							
	SUPPORT		NO PROGRESS		PROGRESS		ACCOM- PLISHED		SUPPORT		NO PROGRESS		PROGRESS		ACCOM- PLISHED	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
15)	466	32.7%	136	9.5%	373	26.1%	452	31.7%	415	32.8%	188	14.8%	351	27.7%	313	24.7%
16)	325	27.4%	177	14.9%	339	28.6%	346	29.1%	334	37.7%	183	20.6%	155	17.5%	215	24.2%
17)	203	27.0%	144	19.1%	183	24.3%	223	29.6%	188	32.4%	132	22.8%	89	15.3%	171	29.5%
18)	88	5.9%	108	7.3%	253	17.0%	1,039	69.8%	105	10.0%	124	11.8%	138	13.2%	682	65.0%
19)	324	32.8%	195	19.7%	244	24.7%	226	22.9%	246	29.7%	221	26.7%	131	15.8%	230	27.8%
20)	370	22.1%	209	12.5%	578	34.6%	515	30.8%	326	26.5%	168	13.7%	333	27.1%	401	32.7%
21)	209	22.5%	172	18.6%	222	23.9%	324	35.0%	199	24.7%	201	25.0%	120	14.9%	285	35.4%
22)	82	3.1%	120	4.5%	396	14.8%	2,073	77.6%	95	4.2%	146	6.4%	230	10.1%	1,797	79.2%
23)	193	35.0%	64	11.6%	143	26.0%	151	27.4%	140	28.5%	71	14.5%	78	15.9%	202	41.1%
24)	494	11.1%	212	4.8%	972	21.9%	2,763	62.2%	424	11.1%	190	5.0%	694	18.1%	2,526	65.9%
25)	443	19.6%	135	6.0%	504	22.3%	1,174	52.0%	383	24.4%	93	5.9%	331	21.1%	762	48.6%
26)	524	14.3%	206	5.6%	769	21.0%	2,163	59.1%	524	18.3%	130	4.6%	511	17.9%	1,691	59.2%
27)	413	18.0%	117	5.1%	499	21.8%	1,264	55.1%	285	15.2%	115	6.1%	437	23.3%	1,042	55.5%
28)	424	32.6%	167	12.8%	321	24.7%	388	29.8%	404	41.9%	139	14.4%	188	19.5%	234	24.2%
29)	456	38.6%	156	13.2%	297	25.1%	272	23.0%	405	43.4%	141	15.1%	165	17.7%	222	23.8%
30)	210	38.5%	67	12.3%	147	27.0%	121	22.2%	150	35.8%	67	16.0%	59	14.1%	143	34.1%
31)	574	23.4%	131	5.3%	620	25.2%	1,133	46.1%	507	25.7%	86	4.4%	416	21.1%	967	48.9%
32)	364	7.1%	120	2.3%	784	15.3%	3,857	75.3%	469	10.0%	70	1.5%	666	14.1%	3,502	74.4%
33)	350	8.0%	84	1.9%	855	19.6%	3,075	70.5%	379	10.3%	73	2.0%	565	15.4%	2,652	72.3%
34)	343	6.7%	91	1.8%	680	13.2%	4,026	78.3%	389	8.7%	60	1.3%	539	12.1%	3,479	77.9%

**STATEMENT KEY (PART II):**

- 15) Enrolled in English as a Second Language (ESL)  
 16) Enrolled in Adult Education  
 17) Enrolled in Vocational Education  
 18) Enrolled in High School  
 19) Enrolled in GED  
 20) Enrolled in College  
 21) Completion of GED  
 22) Completion of High School  
 23) Engaged with alcohol/drug abuse program  
 24) Engaged with safe, stable housing  
 25) Engaged with Child Care Resource and Referral (CCRR)  
 26) Engaged with child care  
 27) Engaged with Child and Family Connections  
 28) Engaged with adult counseling  
 29) Engaged with family counseling  
 30) Engaged with domestic violence shelter  
 31) Engaged with food/clothing bank  
 32) Engaged with nutrition program (i.e. WIC)  
 33) Engaged with health department services  
 34) Engaged with primary care physicians (Medical Home)

# SURVEYS & RESPONSES

## — FURTHER INFORMATION

### PREVENTION INITIATIVE 0-3 – PARENT QUESTIONNAIRE (PIPQ)

- Staff administers this questionnaire once at the end of every fiscal year (June 30). When a family transitions out of the program mid-year, staff administers this questionnaire prior to the last visit with the family. All questionnaires must be entered into IWAS on or before July 1.
- Staff administers this parent questionnaire to at least one parent/caregiver for each child in the program. If two parents are actively participating, both may complete a form if they wish. If a family has two or more children between the ages of 1 month and 3 years, a questionnaire would be completed for each child enrolled.
- Staff administers this questionnaire to a parent/caregiver only if the child is 1 month old or older and the family has been enrolled in the program for at least one month. Both of these criteria must be met for a parent/caregiver to complete this form.
- This questionnaire is an anonymous survey for parents or caregivers; therefore, this information is not identifiable to the individual child, parent, or family. Staff assists parents/caregivers who have literacy challenges.

### PREVENTION INITIATIVE 0-3 – OUTCOMES QUESTIONNAIRE (PIOQ)

- Staff completes this questionnaire once at the end of every fiscal year (June 30). When a family transitions out of the program mid-year, staff should complete this questionnaire after the last visit with the family. All questionnaires must be entered into IWAS on or before July 1.
- Staff completes this questionnaire for each family enrolled in the program.
- Staff completes this questionnaire for a family if they have met both of the following criteria:
  - (a) the child is 1 month or older, and
  - (b) the family has been enrolled in the program for at least one month.
- This questionnaire is an anonymous survey for staff to complete; therefore, this information is not identifiable to the individual child, parent, or family.
- Documentation may be included in the Individual Family Service Plan (IFSP), the Transitional Plan, or in the case file notes. Supporting statements are general and may apply to many different and/ or specific goals within a family's chart. Staff use their best judgment to capture a snapshot of the family that shows changes or progress over the fiscal year.

#### **FURTHER DEFINITION OF THE RATING SYSTEM:**

- **"N/A" (not applicable)** — The topic/goal was achieved prior to enrollment with PI program OR the subject did not apply to the family.
- **"Support"** — The topic/goal was brought up by the professional; however, the parent did not see this as a priority for the family.
- **"No Progress"** — A goal was made, but no progress was documented.
- **"Progress"** — The topic/goal was determined to be a priority for the family, a goal was made, and progress was documented.
- **"Accomplished"** — The goal was achieved. (*Prevention Initiative Implementation Manual, Page 394*)

# UNMET NEEDS

Research shows that two primary factors can contribute to a child's future academic stagnation, when present at an early age: **poverty**, and **limited parental education**. In addition to correlating with lower academic achievement, these factors are more likely to be present in the lives of children with multiple other risk factors (e.g, single-parent household, primary home language other than English). *(Rathbun, Walston & West, 2005)*

- In the State of Illinois, approximately **475,000 parents lack a completed high school education**, accounting for **13 percent of parents and guardians statewide**. In the Cook County, Rockford, and Waukegan metropolitan areas, the number of parents with a limited education may be as high as 22,000, representing up to 45 percent of parents in these areas. *(Data represent most recent year publicly available: FY 2013)*
- Meanwhile, **more than 200,000 children** age 5 and under live at or below the 100 percent Federal Poverty Level, or **almost a quarter (22.4 percent) of children age 5 and under statewide**. Cook County accounts for almost half of these children, with **more than 100,000 children** age 5 and under living at or below the 100 percent Federal Poverty Level (about **47 percent** of the statewide total). *(Data represent most recent year publicly available: FY 2013)*

By choosing to visually explore the spread of poverty and limited education in Illinois, we can better understand where **PI program sites (red dots in the following maps, as of FY 2015)** are meeting the population's needs, and where needs are waiting to be met.

While the county boundaries in the poverty map are likely familiar, Public Use Microdata Area (PUMA) boundaries (as seen in the parental education map) are probably less so. Per the federal government's census website:

"Public Use Microdata Areas (PUMAs) are statistical geographic areas defined for the dissemination of Public Use Microdata Sample (PUMS) data. They are also used for disseminating American Community Survey (ACS) and Puerto Rico Community Survey period estimates.

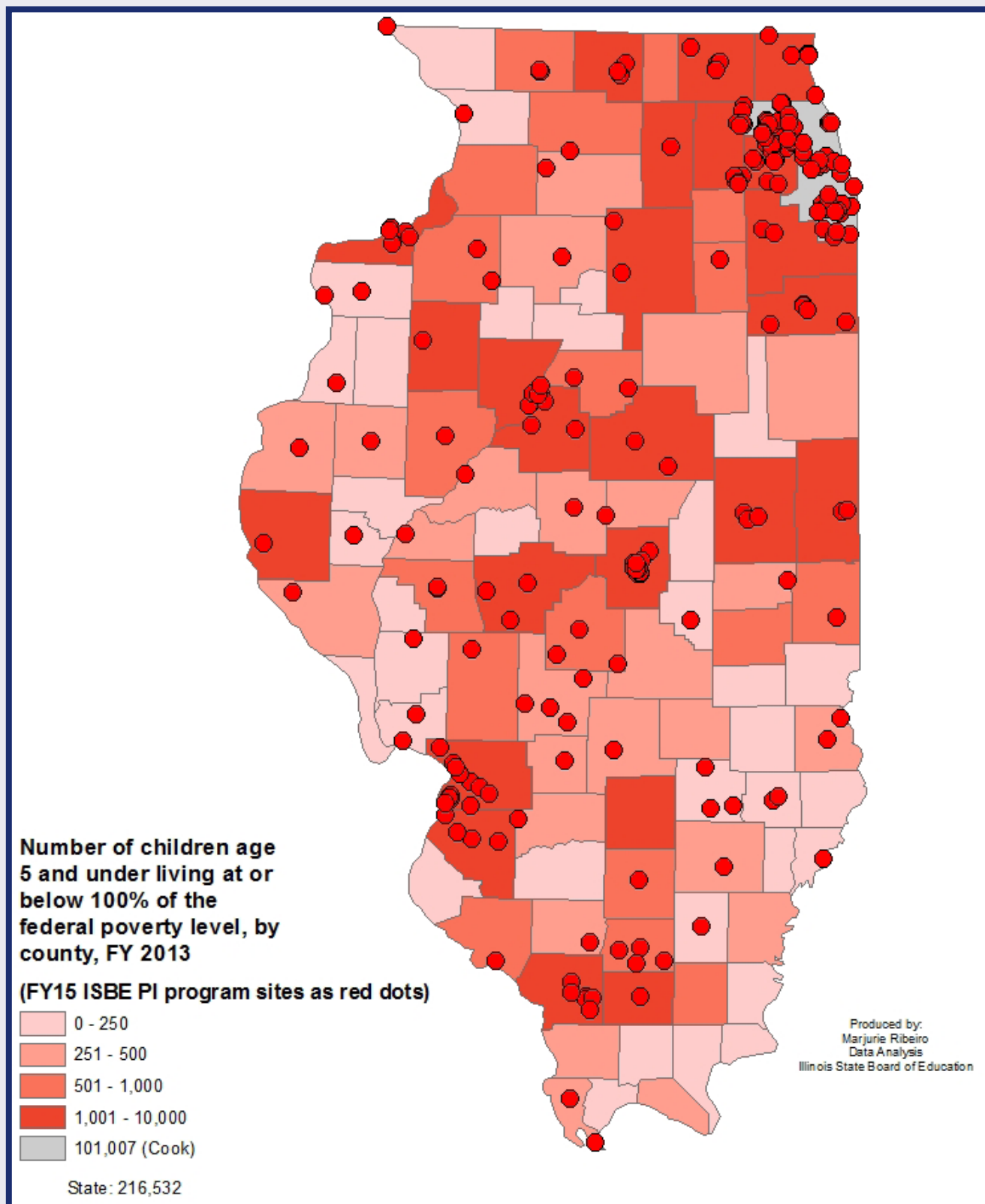
**"PUMAs: nest within states or equivalent entities; contain at least 100,000 people; cover the entirety of the United States, Puerto Rico, Guam, and the U.S. Virgin Islands; are built on counties and census tracts; should be geographically contiguous."**

Percentages on this map should thus be read with the population minimum of the PUMA in mind.



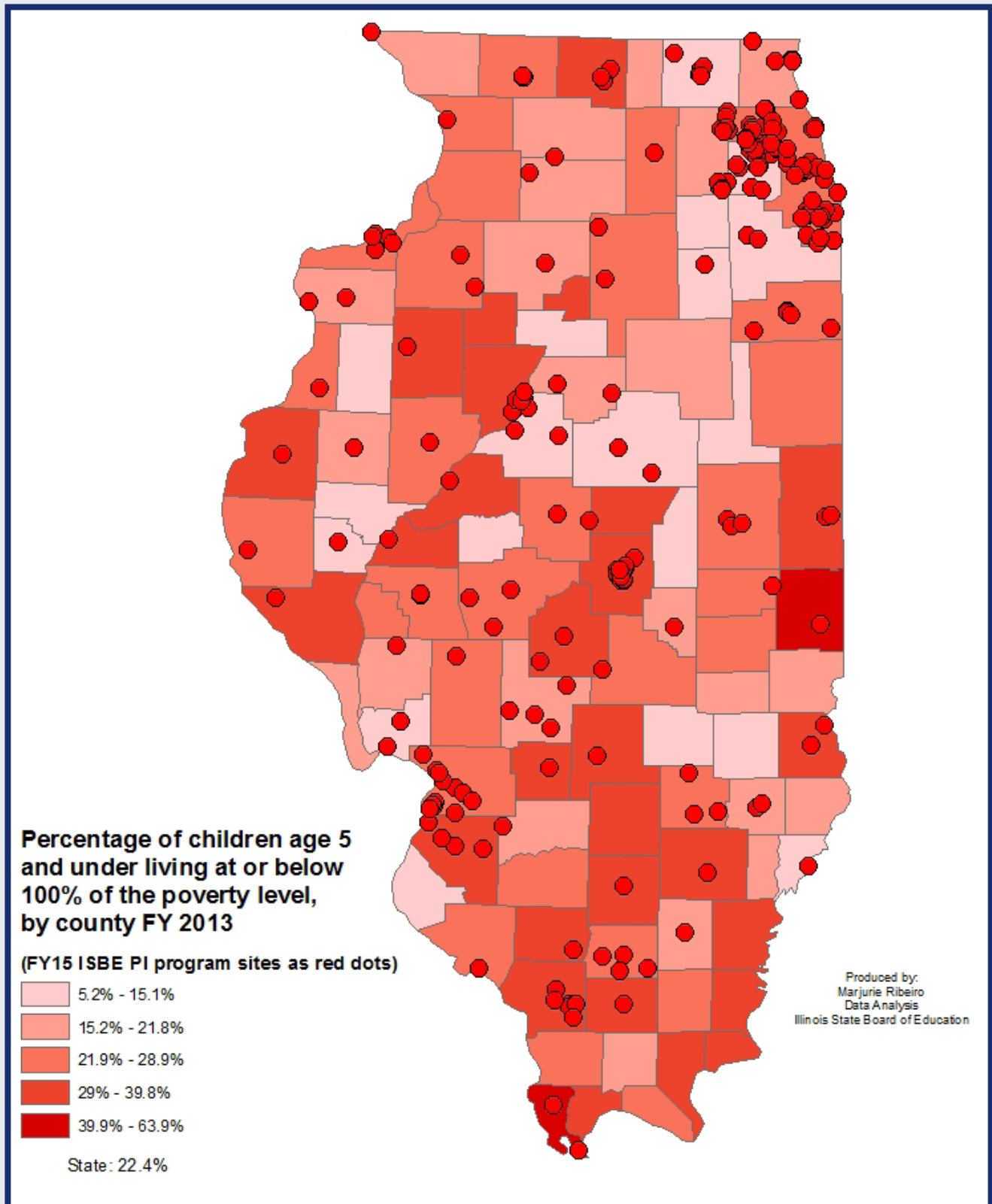
# UNMET NEEDS

## — MAPS



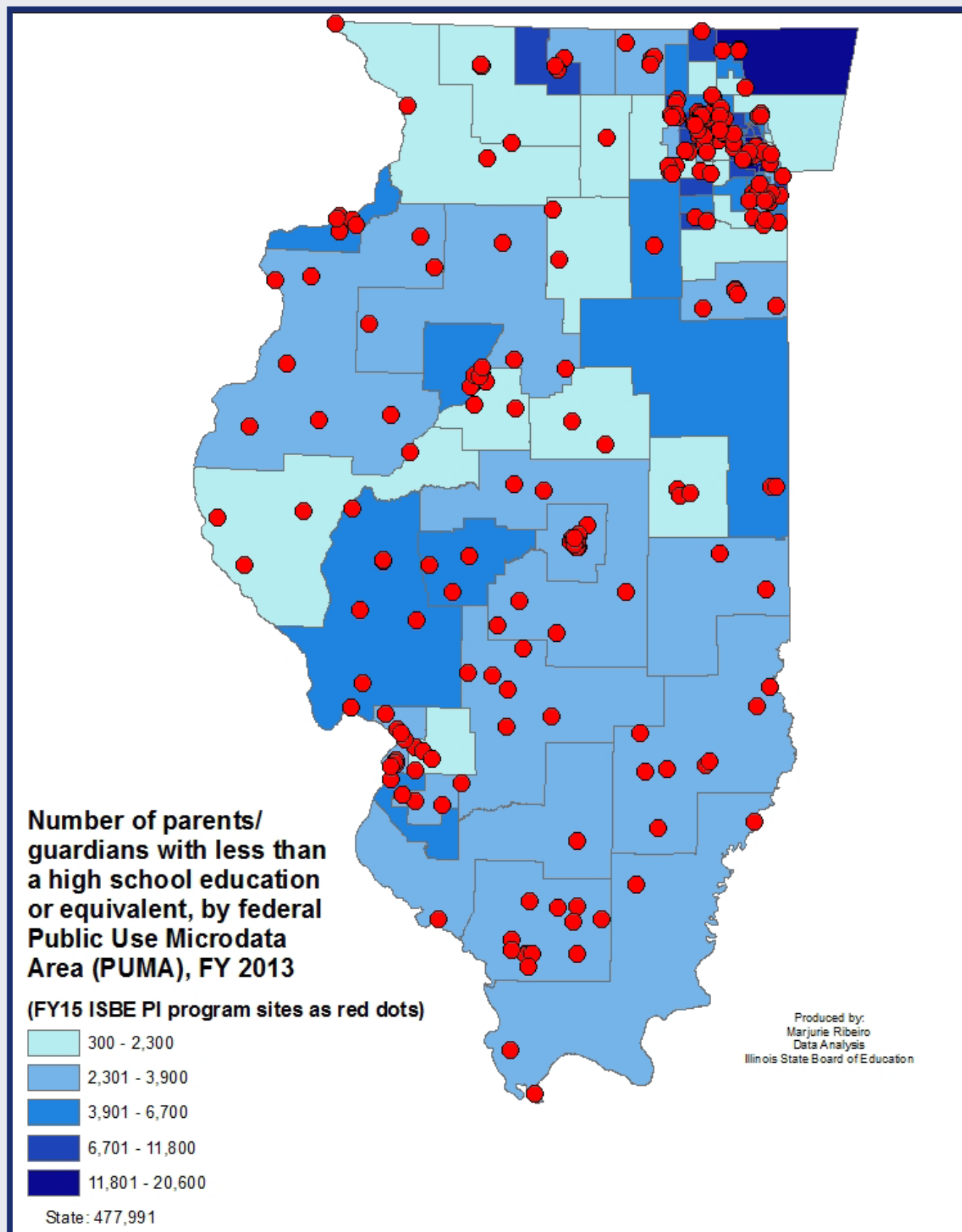
# UNMET NEEDS

— MAPS



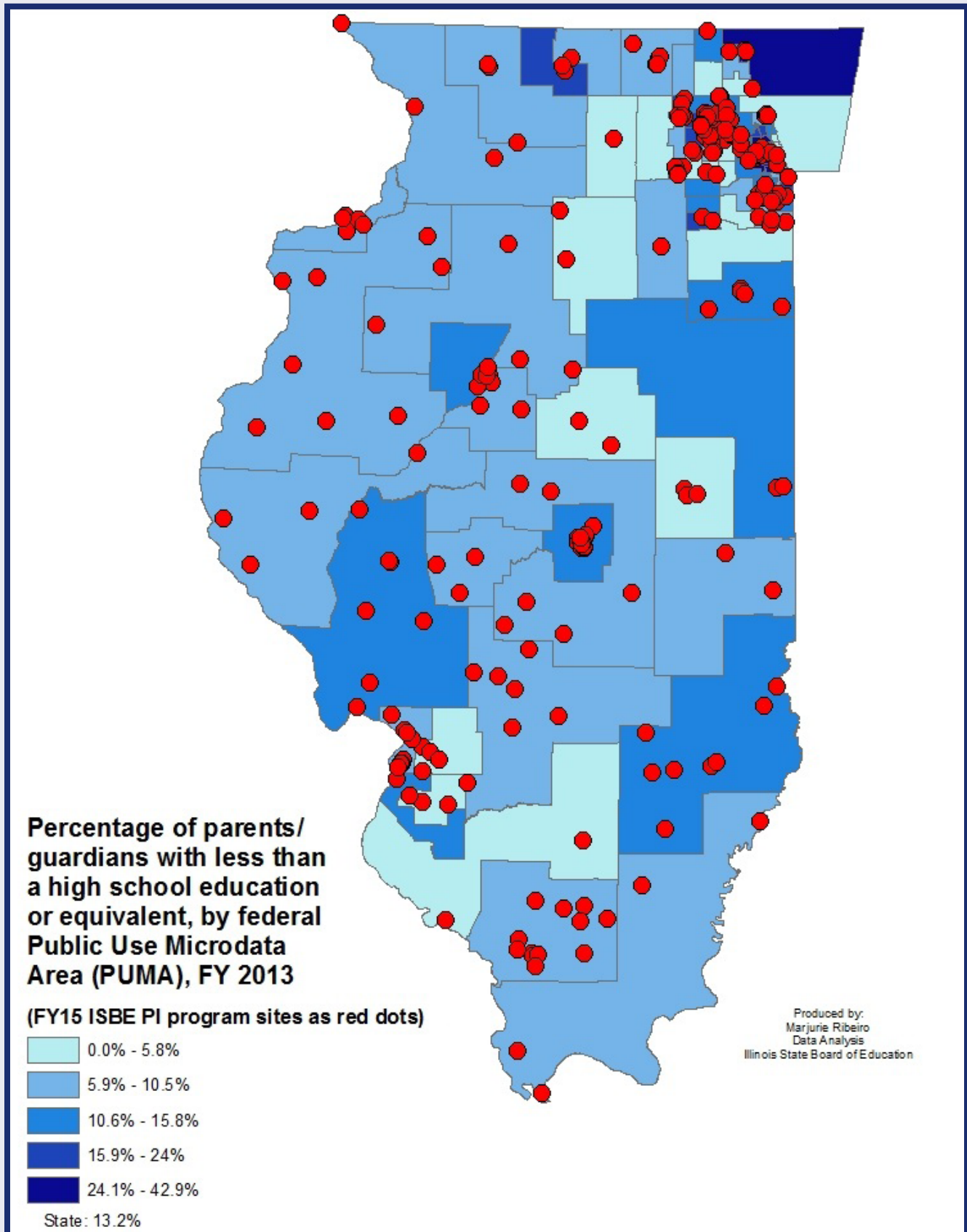
# UNMET NEEDS

— MAPS



# UNMET NEEDS

— MAPS



# ADDITIONAL RESOURCES

A Statewide System Evaluation of the ECBG (Birth to Age 5 Years) was contracted and completed by the Erikson Institute/Herr Research Center for Children and Social Policy. The final segment of the project was an evaluation measuring the quality of PI programs. The Illinois Prevention Initiative Birth to Age 3 Evaluation Summary Report containing the findings of the study was presented to ISBE Sept. 6, 2012.

- **Summary Report**

<http://www.isbe.net/earlychi/preschool/pfa-report/pi-0-3/pi-eval-summary-rpt.pdf>

- **Fact Sheet 1: Home Visitor Characteristics and Quality**

<http://www.isbe.net/earlychi/preschool/pfa-report/pi-0-3/fact-sheet-home-visitor.pdf>

- **Fact Sheet 2: Program Quality**

<http://www.isbe.net/earlychi/preschool/pfa-report/pi-0-3/fact-sheet-prog-quality.pdf>

## **ISBE Student Information System data elements**

[http://www.isbe.net/sis/html/data\\_elements.htm](http://www.isbe.net/sis/html/data_elements.htm)

## **ISBE Early Childhood 0-3 Prevention Initiative and Preschool for All Programs reporting webpage**

[http://www.isbe.net/research/htmls/pfa\\_prev\\_init.htm](http://www.isbe.net/research/htmls/pfa_prev_init.htm)

## **Request for Proposals (RFP): Prevention Initiative Birth to Age 3 Years (FY 2012)**

[http://www.isbe.net/earlychi/pdf/pi\\_rfp\\_12.pdf](http://www.isbe.net/earlychi/pdf/pi_rfp_12.pdf)

## **RFP: Prevention Initiative Birth to Age 3 Years (FY 2017)**

<http://www.isbe.net/earlychi/pdf/pi-0-3-rfp-17.pdf>

## **Prevention Initiative Implementation Manual**

<http://www.isbe.net/earlychi/pdf/prevention-initiative/manual-complete.pdf>

## **IECAM - University of Illinois Early Childhood Asset Map**

<http://iecam.illinois.edu>

Rathbun, A., West, J., & Walston, J. (2005, April 15). **Relationships between Family Risks and Children's Reading and Mathematics Growth from Kindergarten through Third Grade**. ERIC. Retrieved from <http://files.eric.ed.gov/fulltext/ED490454.pdf>

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