



Prevention Initiative Quality Evaluation Tool

Third Edition

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Prevention Initiative Quality Evaluation Tool, Third Edition (PIQET-3)

What is the PIQET-3?

The Vander Weele Group developed the PIQET-3¹ to assess the organizational quality of early childhood programs receiving Prevention Initiative (PI) funding. This tool provides valuable insights into the effective operation of high-quality programs, going beyond basic compliance to examine key organizational factors that contribute to success.

The PIQET-3 examines four critical areas:

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

Based on the Illinois Birth to Five Standards, the PIQET-3 utilizes a multi-method approach to data collection:

- **Supervisor Interview(s):** Interviews with program supervisors provide qualitative information on leadership, organizational climate, and program implementation.
- **Staff Surveys:** Brief, online, anonymous surveys distributed to staff members gather qualitative data on their perspectives and experiences within the program.
- **Documentation:** Review of some documents provided for compliance review and a few more documents specifically for the PIQET-3.

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Documentation Requirements for the PIQET-3

To facilitate a smooth and efficient PIQET-3 review process, grantees are asked to provide specific documentation for assessor review. Detailed descriptions of the required documentation and how to submit it will be provided during the preparation meeting at the start of each grantee's monitoring period.

The following documentation will be requested:

- **Financial Management (A.2):**
 - Evidence of an annual and/or independent budget audit or review.
- **Program Planning and Goals (A.3):**
 - A written strategic or business plan (with a list of individuals involved in its creation, review, or updates).
 - Any written PI goals or plans that supplement the PI Continuous Quality Improvement Plan (CQIP).
- **Family and Community Engagement (C.2, C.3):**
 - A community resource guide or referral list.
 - Community resource referral policies and procedures.
 - Evidence of community involvement, such as:
 - Holding a board or official position on an external community organization.
 - Attending community collaboration meetings.
 - Representing the PI program at community events (e.g., volunteering, fairs, conferences).
- **Leadership and Staff Development (D.1):**
 - Policies and procedures for administrative and reflective supervision.
 - Policies and procedures for staff performance assessment and training.

Evaluation and Reporting Methods:

Each section of the PIQET-3 contains items with specific indicators that assessors score as "Yes" or "No" *based on collected data, including the documentation listed above, responses to supervisor interview questions, and staff responses to survey questions.*

Program/Site Quality Implementation Strengths

An item will be indicated as a strength if there is no more than one indicator marked "No".

Suggested Practices to Implement for Quality Program Administration

Any "No" indicators are included in the "Suggested Practices" section of the report, providing specific recommendations of practices to implement for quality improvement.

Section A: Functional Organizational Climate

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

Yes/No	<i>The score is based on supervisor interview responses.</i>
	PI child and family data is entered and stored into SIS.
	A computer system or application is used for child/family data (e.g., Excel, cloud file storage systems or other applications, ex. ProCare).
	The chosen program model's or curriculum's recommended data management system is used (NewOrg, Visit Tracker, Penelope, TSG, HFAST, Goal Mama, etc.).
	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.
	PI child and family data is collected and reviewed to check progress on program goals and outcomes.
	PI child and family data is collected and reviewed, at least annually, to check progress on program goals and outcomes.

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

Yes/No	<i>The score is based on documentation.</i>
	A PI budget review or audit is conducted.
	A PI budget review or audit is conducted annually.
	An independent PI budget review or audit is conducted by an outside fiscal agency.

A.3 The grantee has a plan for program implementation and delivery, as well as a plan for continuous quality improvement.

Yes/No	<i>The score is based on documentation.</i>
	There is a formal strategic or business plan for the Prevention Initiative program (a plan for the larger organization, district, or department that the program is under is also acceptable, if it includes goals/plans for or that pertain to the Prevention Initiative program). The formal plan must be a unified document, with a title page or title on the first page; that indicates it is a strategic or business plan. The program, organization, or district name must be included in the plan, as well as the dates or years for which it was created.
	The written strategic or business plan includes the mission statement.
	The formal strategic or business plan includes a logic model with the following minimum components: Inputs (resources), Activities (program services), Outputs (immediate deliverables), Outcomes (short and medium-term results), Impact (long-term community change), and Rationale (underlying theory of change).
	The written strategic or business plan includes measurable and specific goals, plans, and/or objectives for the PI program.
	Those directly involved with the PI program participate in the creation, review, or updates to the plan.
	Members of the community or parent committee participate in the creation, review, or updates to the plan.
	The PI program has at least one written measurable goal, with timeline, beyond what is required for PI monitoring.
	The PI program shows at least one completed goal for PI Monitoring on their PI CQIP.

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.

Yes/No	<i>The score is based on supervisor interview responses.</i>
	The program model and/or curriculum is used to support caregiver-child interaction at home.
	The program uses an additional tool/resource to support caregiver-child interaction such as, PICCOLO, HOME, Ready Rosie, etc.
	Formal observations are conducted, at least annually, of home visitors, doulas, and teachers (including Family Child Care) to ensure fidelity to program model or curriculum.
	Observations are conducted of home visitors and teachers, using PI quality monitoring tools (HOVRS, ITERS, FCCERS) during non-monitoring years.
	There are events, activities, or volunteer opportunities that allow family engagement in the program outside of home visits, group meetings, or parent education activities. Ex: volunteering in the classroom, holiday parties, community volunteering, etc.
	The program supervisor makes efforts to stay informed about current research and new initiatives in the early childhood field.
	The program supervisor informs staff of new ECE research, training opportunities, program model or curriculum updates, or information.
	The program supervisor can describe how (system of accountability) they ensure new information, rules, standards, research, etc., is implemented by staff.

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

Yes/No	<i>The score is based on supervisor interview responses.</i>
	The grantee/program uses a research-based family-centered needs and strengths assessment and describes at least one example of taking the results into account when planning content and program services.
	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, cultures, and/or abilities; beyond modifications for linguistic differences.
	The program supervisor can describe 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.

Yes/No	<i>The score is based on supervisor interview responses.</i>
	All PI families/clients are surveyed for feedback and/or input on the program.
	There is a parent advisory board, group, or committee that gives feedback, has regular meetings, and is utilized in programmatic decisions. At least one PI parent/client participates.
	Feedback, suggestions, or input given to staff by parents/clients verbally, electronically, or in writing, is communicated to program management.
	The program supervisor can describe one way the community is involved in development, participation, planning, or improvement of program services.
	The program supervisor can describe at least three ways they communicate with parents/clients.

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

Yes/No	<i>The score is based on supervisor interview responses and documentation.</i>
	The program has a community resource referral guide/list.
	The program has policy and procedures to guide staff on making community referrals as well as follow-up guidance.
	The program supervisor can describe how they source new community resource referrals and the system they use to inform staff.

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.

Yes/No	<i>The score is based on documentation.</i>
	At least one staff person, representing the Prevention Initiative program, attends a minimum of one early childhood community collaboration meeting, or other similar community or regional meeting with the purpose of collaboration to serve the needs of children/families in the community, per year (Evidence of attendance is required).
	The Prevention Initiative program is represented at a community event, at least once per year, for outreach/recruitment.
	At least one staff person, representing the Prevention Initiative program, holds a board or official position on an external community organization that serves children/families. The position must have a title (Ex; President, Secretary, Events Chair, etc.), and duties that distinguish themselves from a general member.

Section D: Implementation Leadership

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

Yes/No	<i>The score is based on documentation, supervisor interview and staff survey responses.</i>
	There are policies and procedures regarding administrative and reflective supervision (if applicable).
	The program supervisor can describe supports provided to staff to be successful in their work beyond training and supervision meetings.
	Staff describe the strategies, structures, and supports they receive, from their supervisor, to be successful in their work.
	Staff describe at least one method of giving feedback about the program, available to them, whether they use it or not.
	All PI staff confirm the ability to give feedback on the program completely anonymously.
	Staff can describe at least one change or improvement from staff feedback.

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

Yes/No	<i>The score is based on staff survey responses.</i>
	The expectations of the job are clearly explained to staff upon hiring, during the training period, and at other applicable times throughout the year (staff training, performance reviews, etc.).
	Staff report an adequate training period.
	Staff are allowed or given opportunities to give input (advice, opinion, or comments) to their supervisor on new hires.
	Staff are offered a shadowing or mentoring period before starting independent work.
	Staff receive or will receive a formal performance assessment at least annually.
	Staff report their formal performance review is fair and useful.
	Staff are allowed input on their formal assessment or can complete a self-assessment.

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

Yes/No	<i>The score is based on staff survey responses.</i>
	All staff report that their salary is fair and competitive for their job and the region they work in.
	Staff can view a salary scale or compensation plan.
	Staff report their supervisor ensures fair workloads.
	Staff report their supervisor holds staff accountable.
	Staff report a positive work atmosphere.
	Staff report that their supervisor/program is responsive and proactive about coworking issues and work atmosphere.
	Staff report there are regular meetings and staff social events are provided (whether they choose to attend or not) to promote positive staff interaction and work atmosphere.
	Staff report the ability to view/access the program budget.
	Staff report being allowed to give input on the program budget (on applicable spending categories; training, materials, etc.).