Common Measures Administration Guidelines

2022-2023 Evaluation Year

WICHITA STATE UNIVERSITY
COMMUNITY ENGAGEMENT INSTITUTE
Center for Applied Research and Evaluation

Common Measures Administration Guidelines

This document has been compiled to provide a quick guide to the application of the Common Measures. Timelines and guidelines for the use of each of the Common Measures are included as well as contact information. **Please share this document with all staff members across all programs that collect the Common Measures!**

Data Collection Deadlines

The evaluation year runs from June 1, 2022, through May 31, 2023. Data should be collected and entered in DAISEY* by the following deadlines:

- Fall Deadline: **December 31, 2022**
- Final Deadline: **May 31, 2023**

It is understood that services and the collection of Common Measures may vary by program. **Data is expected to be entered into DAISEY within 30 days of collection**. Grantees should continuously monitor data collection and data entry by their programs. The purpose of the fall deadline is to enter all data collected from June 1 up until the end if the calendar year in order to gauge grantees progress in data collection.

All data collected during the evaluation year must entered in DAISEY by the final deadline of May 31, 2023.

*DAISEY Data System Login: https://daisey.cete.us/kehs/login
For DAISEY technical resources (such as user manual, how-to videos, technical briefs, printable forms): DAISEY Solutions.
For login information or additional questions regarding the DAISEY system: contact Daisey.kcctf@ku.edu

Demographic Data Collection

Collection of demographic information on the children and families being served by your programs is required. These data help paint a picture of the population being served by the funds provided by the Kansas Children's Cabinet and Trust Fund (KCCTF) through the Children's Initiative Fund (CIF). These data help demonstrate the need for services provided by the CIF funded programs by describing the level of risk of the population and how that aligns with the areas of risk targeted by the KCCTF. Additional information such as ethnicity, race, and age are also necessary.

Gathering this information from newly enrolled children/families and *updating the demographic information annually* is necessary to provide a full picture of the families being served.

ASQ-3 & ASQ:SE-2 Data Collection

Programs in the CIF provide an excellent avenue for early childhood developmental and social-emotional screening for many children. Measures of child development and social-emotional functioning are required for **ALL** children involved in or impacted by CIF funds, **with the exception of ASQ-3 for children with established developmental delays (IFSP or IEP).**

The Ages and Stages Questionnaire, 3rd Edition (**ASQ-3**) and the Ages and Stages Questionnaire: Social-Emotional, 2nd Edition (**ASQ:SE-2**) should be completed by a parent or primary caregiver, **not by an early childhood staff member**.

An ASQ-3 & ASQ:SE-2 should be administered within 30 days of a child entering the program or at the beginning of the evaluation year if the child has already been receiving services.

> Note: For Developmental Screening programs, the ASQ-3 and ASQ:SE-2 measures can be collected at one point in time, and do not require additional assessment.

FREQUENCY

For **children 0 to 3 years old**, it is recommended children be **screened at each age interval** provided by the ASQ-3 and ASQ:SE-2. However, every child is required to be screened at least twice during the evaluation year.

Children 3 to 5 years old are only required to be **screened once** during the evaluation year, unless the child scores in the referral or monitoring area(s) or if the provider and/or parent has concerns regarding the child's development.

For more information: https://agesandstages.com/
For more information on administration contact: Erica Figueroa at erica.l.figueroa34@ku.edu.

DECA Data Collection

An additional social-emotional measure is required for children targeted for intervention in classrooms receiving Social-Emotional Classroom and Family Consultation, Mental and Behavioral Health Services, and for children receiving Social-Emotional instruction and materials as part of PreK or Early Learning Infrastructure. For children in classrooms receiving these services, the Devereux Early Childhood Assessment (**DECA**) for Infants (1 to 18 months), Toddlers (18 to 36 months), or PreK (3 to 5 years) is used.

The assessment should be completed by a teacher or teacher's assistant who has had contact with the child for two or more hours for at least two days per week over the course of a four-week period. The measure should be completed by someone other than the individual who is conducting the intervention with the child. Training to administer the assessment is not required.

An **initial** assessment should be conducted at the beginning of consultation services or at the beginning of the evaluation year if the child has already been receiving services.

A **second** assessment should be conducted following the completion of consultation services or before the end of the evaluation year (May 31).

In cases where children exit the program early, the post DECA assessment need only be completed for those children who had been with the program for at least three weeks.

FREQUENCY

The **DECA** must be collected **twice** during the evaluation year with a final deadline of May 31.

For more information: https://centerforresilientchildren.org/
Purchase Infant/Toddler assessments: https://centerforresilientchildren.org/infants/assessments-resources/
Purchase Preschool assessments: https://centerforresilientchildren.org/preschool/assessments-resources

IGDI ECI Data Collection

The Individual Growth and Development Indicator (IGDI) Early Communication Indicator (**ECI**) assesses the development of communication over time for 0 to 3-year olds. The IGDI is required for most children involved in 0-3 Care and Education programs, environments providing Early Learning Infrastructure, and Early Learning for Children with Special Needs. For children aged 6 months to 42 months involved in these programs, the ECI is used three times a year. **The IGDI ECI should be administered with a familiar play partner; <u>results may not be an accurate reflection of development with an unfamiliar partner</u>.**

The first IGDI ECI should be conducted within 30 days of the child entering the program or at the beginning of the evaluation year if the child has already been receiving services.

In cases where a child exits the program early, the IGDI ECI should be completed before the child leaves the program. There is no minimum number of days required between administrations. If a child exits the program prior to May 31and an ECI has not been administered in the previous month, a final ECI should be administered at that time.

The IGDI ECI can be used as an ongoing, progress monitoring tool.

FREQUENCY

The **IGDI ECI** should be collected **3 times** during the evaluation year with a final deadline of May 31.

The IGDI ECI **Making Online Decisions (MO**D) intervention, has been found to significantly improve communication, is available to all ECBG programs using the ECI. Contact the WSU Evaluation team if you need training.

For more information: https://igdi.ku.edu/
Training is required to administer the assessment. To request training, please complete the Request Training Form or contact WSU if you are unable to access the form.

Age 3 IGDIs Data Collection

We will continue to access 3-year-old emergent literacy with the new Age 3 IGDIs measure (previously PK3). The Age 3 IGDIs will not be published for the 2022-2023 school year. The researchers from the University of Minnesota will be providing us access to the measure. **Seats will not be purchased, and you will not get the app from Renaissance.** You will receive an email with details on how to access the app for this year from WSU.

Children who are 3 in the fall will be assessed with the Age 3 IGDIs in the same fall, winter, and spring administration test windows. The Age 3 IGDIs is required for most 3-year-old children in PreK programs.

The **initial** Age 3 IGDIs should be conducted in the fall. For children entering school later, the Age 3 IGDIs should be conducted within 30 days of a child entering the program, using the season appropriate for the administration test window (see timeframes to the right). In cases where children exit the program early, assess the child during the corresponding testing window before the child leaves the program.

Please contact WSU at kcctf.pk3@wichita.edu with any questions regarding Age 3 IGDIs administration.

FREQUENCY

The **Age 3 IGDIs** should be collected **3 times** during the following myIGDIs administration test windows:

Fall: August 15 - November 14

Winter: November 15 - February 14

Spring: February 15 - May 14

myIGDIs Data Collection

Similar to IGDIs, **myIGDIs** allow for measurement of skill development and growth over time in Literacy and Numeracy. The myIGDIs are required for most children in PreK programs and environments where PreK Infrastructure is provided. Literacy measurement for children who are 3 years old in the fall is the **Age 3 IGDIs seasonal screening measures**. For children who are 4 years old in the fall, the **myIGDIs Literacy+** is used.

For measurement of Numeracy, **myIGDIs Numeracy** is used with all children who are 3 to 5 years old. The myIGDIs should be administered three times a year to allow for tracking of growth and development in the two years prior to kindergarten.

The initial myIGDIs should be conducted in the fall or within 30 days of the child entering the program using the season appropriate for the administration test window. In cases where children exit the program early, assess the child during the corresponding myIGDIs testing window before the child leaves the program.

For programs *only* operational during the summer:
Summer programs are only required to collect the **myIGDIs Literacy+ Rhyming** and **Sound Identification** subtests. Children should be assessed at the beginning of the summer program and again at the end of the program. We strongly encourage use of the iPad version to allow for Progress Monitoring. This provides a different test for each assessment. If the cards must be utilized, the Winter set should be used at the beginning of the program and the Spring set at the end (May 31 – July 31).

FREQUENCY

The **myIGDIs** should be collected **3 times** during the following myIGDIs administration test windows:

Fall: August 15 - November 14

Winter: November 15 - February 14

Spring: February 15 - May 14

For more information: https://www.renaissance.com/products/myigdis-for-preschool/

myIGDIs Data Collection – Getting Started

The myIGDIs Literacy+ can be administered using the iPad app developed by the company, Renaissance. In order to utilize the app, programs must gain access to Renaissance's myIGDIs Data System. The myIGDIs Data System is a web-based data management and reporting system dedicated to monitoring the administration results of assessment data. The data system is subscription-based service in which "student seats" must be purchased annually for all children to be assessed during that grant year. Contact Sparkle Oehlert (sparkle.oehlert@renaissance.com) at Renaissance to inquire about subscription to the myIGDIs Data System. Inform her your grant/district should be included under the organization "Wichita State University (ECBG)" in the system as part of the ECBG evaluation.

Currently, administration of the myIGDIs Numeracy is not available on the iPad app. Numeracy must be administered using physical cards and responses recorded on paper. The data can be manually entered into the Renaissance myIGDIs Data System to take advantage of the reporting features available to support data-driven decision making. The data can also be manually entered directly into DAISEY. Contact Sparkle Oehlert (sparkle.oehlert@renaissance.com) at Renaissance to purchase the materials needed to administer the Numeracy assessment.

Additional information about the assessment, the myIGDIs Data System, and how to administer the assessments (both iPad and card/paper versions) can be found here: myIGDIs Help. You can also contact WSU for additional questions.

Those with data in Renaissance's myIGDIs Data System can utilize the myIGDIs API (Application Program Interface) feature in DAISEY. The API feature, when used correctly, can automatically transfer data entered in the myIGDIs Data System into the DAISEY system. This will remove the need to manually enter data into both data systems.

Please refer to the following for guidance: myIGDIs API Technical Brief and myIGDIs API Video Tutorial.
If you require additional assistance regarding the API, please contact the DAISEY support team at Daisey.kcctf@ku.edu.

myIGDIs Español (Literacy+ Spanish Version)

myIGDIs Español is the complementary Spanish version to myIGDIs Literacy+. The myIGDIs Español evaluates the early language and literacy skills of Spanish-English bilingual 4- to 5- year-old children in the following subtests: Identificación de los Dibujos/ Picture Naming, Verbos (Expresivo)/ Expressive Verbs, Identificación de las Letras (Receptivo)/ Letter Identification (Receptive), Identificación de los Sonidos/ Sound Identification, and Primeros Sonidos/ First Sounds.

Measurement in Spanish and English

Best practice is for children who are Spanish-English bilingual to be assessed with both the Spanish and English myIGDIs. Current research provides evidence of the importance of measuring bilingual children in both languages to capture their overall language abilities and to reduce the likelihood of underestimating their ability levels (Mancilla-Martinez & Banu Vaugh, 2013). Bilingual children have skills distributed across both of their languages, they may have different proficiency levels in each language, and screening in both languages will allow practitioners to better understand levels of development in each language. Although best practice the use of both languages are not required.

FREQUENCY

The myIGDIs should be collected 3 times during the following myIGDIs administration test windows in the same language (Spanish or English):
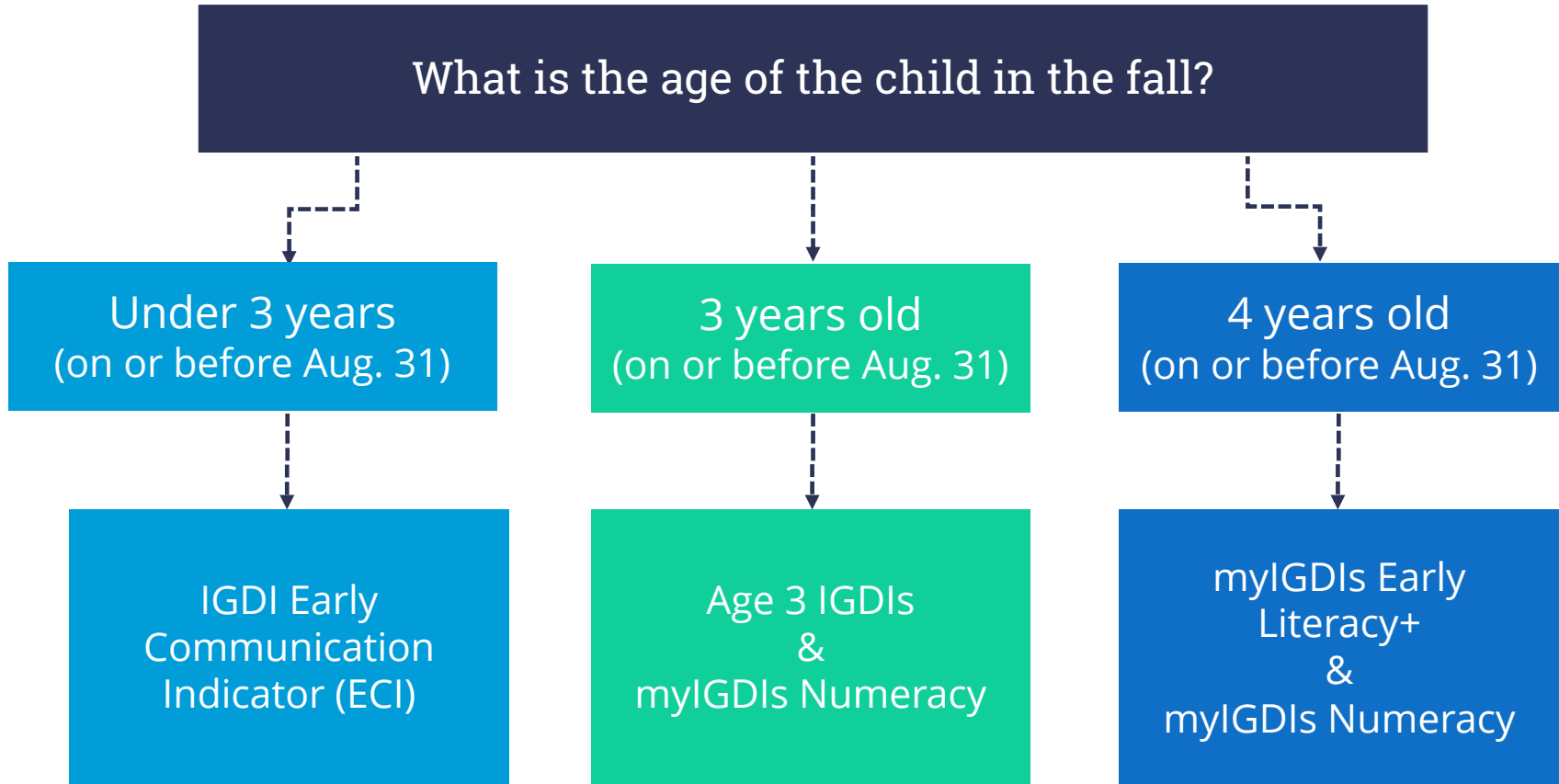
Fall: August 15 - November 14

Winter: November 15 - February 14

Spring: February 15 - May 14

myIGDIs Español Administration Notes

- Spanish-English bilingual children should at minimum be assessed with either the Spanish or English (using the same language for all three timeframes) for all three testing windows.

- If both languages are used allow at least a day between administration of the Spanish and English versions. myIGDIs Español should *NOT* be administered at the same time as the myIGDIs Literacy+.

- If possible, each language version should be conducted by different administrators.

Selecting the appropriate IGDI/Age 3 IGDIs/ myIGDIs measure(s)

What is the age of the child in the fall?

Under 3 years (on or before Aug. 31)	3 years old (on or before Aug. 31)	4 years old (on or before Aug. 31)
IGDI Early Communication Indicator (ECI)	Age 3 IGDIs & myIGDIs Numeracy	myIGDIs Early Literacy+ & myIGDIs Numeracy

All measures are conducted 3 times a year: Fall, Winter, & Spring. The same measure (ECI, Age 3 IGDIs, myIGDIs Español, or Literacy+) should be used for all 3 seasons of a school year.

CLASS Data Collection

Observational assessment of the quality of the environment and adult-child interactions is required in the following programs: PreK classrooms (ages 3 to 5 years), 0-3 Care and Education settings (ages 0 to 3 years), PreK and Early Learning Infrastructure, and any Classrooms receiving Social-Emotional Classroom Consultation (including homecare providers). Any program that provides CIF funds to be used for these settings is required to use the Classroom Assessment Scoring Scale (**CLASS**).

A complete CLASS observation requires **4 cycles– 15 to 20 minute per cycles**. Although Head Start allows for 3 cycles, KCCTF requires 4 cycles. Teachstone's research indicates 4 cycles are necessary to have stable measure of the adult-child interactions.

FREQUENCY

CLASS assessments are required for **ALL** classrooms in the **fall**.

A **second CLASS** assessment conducted during the **spring** is required **only** for environments not reaching the high-quality criteria in the fall.

Important note:

A new Environment Profile must be created in DAISEY for all classrooms *each* evaluation year. This helps ensure data about classrooms are current and accurate.

Additionally, all children within a classroom must be associated to their classroom (Environment Profile) in DAISEY. You can find instructions on how to associate children to an environment here: Associating Children to Environment Profiles

Who can complete CLASS observations?

CLASS Observer Certification Requirements

The CLASS assessment can only be conducted by early childhood staff members who have **completed the required training and have successfully earned their CLASS observation certification**. To request training, please complete the Request Training Form or contact WSU if you are unable to access the form.

Observers are also required to **continuously maintain active certification** (annual recertification) in order to conduct classroom observations. The CLASS observation is ***not valid*** if the observer is not certified at the time of assessment. To assure compliance, CLASS observers are required to provide verification of their active certification to KCCTF.

CLASS Observer Reliability Observation Requirement

To verify accurate use of the measure, all CLASS observers are **required to complete a reliability observation for each age version the observer is certified** with a lead observer as designated by WSU during the year. CLASS observers that do not meet reliability standards are required to schedule a follow-up reliability observation.

How was the criterion for the CLASS determined?

The standards for high quality learning environments are based upon several factors:

- The results from the Office of Head Start Monitoring data collected in grantee visits across the nation.

- The average of the grantee level scores from Head Start.

- Research conducted by the developers of the CLASS to determine the level of classroom support across domains necessary to promote gains in language, social and academic development for children.

Level of support needed to see gains in children's development:

- **Emotional and Organizational Support Domains** – To promote social development, at least a score of 5 on CLASS

- **Instructional Support Domains** – To foster academic and language skills, at least a score of 3 on CLASS

(Burchainal, M., Vandergrift, N., Pianta, R., & Mashburn, A. 2010)

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Criterion for "High Quality" Classroom

CLASS PreK

Emotional Support & Classroom Organization Domains

Meets Quality Standards = domain score of 5 or higher

Instructional Support Domain

Meets Quality Standards = domain score of 3 or higher

CLASS Toddler

Emotional & Behavioral Support Domain

Meets Quality Standards = domain score of 5 or higher

Engaged Support for Learning Domain

Meets Quality Standards = domain score of 3 or higher

CLASS Infant

Relational Climate Dimension = dimension score of 5 or higher

Teacher Sensitivity Dimension = dimension score of 5 or higher

Facilitated Exploration Dimension = dimension score of 3.5 or higher

Early Language Support Dimension = dimension score of 3.5 or higher

The CLASS criterion applies at the classroom level.

KIPS Data Collection

The Keys to Interactive Parenting Scale (**KIPS**) is required for any program providing parent education. In addition, it is required for home visitation and case management programs conducting more than three visits per month. The KIPS assessment can only be conducted by early childhood staff members who have **completed the required training and have successfully earned certification**.*

An **initial** assessment should be completed prior to the beginning of the parenting/home visiting/case management program or at the beginning of the evaluation year if the family has already been receiving services.

A **second** KIPS should then be administered following the completion of the program or before the end of the evaluation year (May 31).

In cases where families exit the program early, a second KIPS assessment need only to be conducted on those persons who have completed at least 1/2 of the program. For example, the parent completed 6 out of 12 total sessions.

FREQUENCY

The **KIPS** must be collected **twice** during the evaluation year with a final deadline of May 31.

Note: Per the author's guidelines, the **KIPS should not include more than 3 NOBs** total per assessment. KIPS assessments with more than 3 NOBs will be removed during data analysis.

For more information: https://www.kipscoaching.com/
*Online training is available through the KIPS developers. Follow the steps outlined here: KIPS Training

PSI Data Collection

The Parenting Stress Index (**PSI**) is a parent questionnaire designed to evaluate the level of stress in the parent-child relationship. The PSI contains 36 items, yielding a Total Stress score from three scales: Parental Distress, Parent-Child Dysfunctional Interaction, and Difficult Child. The PSI is a self-report measure caregivers can complete in less than 10 minutes. There is no required training to administer the assessment.

It should be used in any program providing home visitation or case management services. Families in home visiting or case management programs must be assessed if they are receiving services/visits at least once per month.

An **initial** assessment should be completed when a family begins services or during the fall of the evaluation year if the family has already been receiving services.

A **second** PSI should then be administered following the completion of the program or before the end of the evaluation year (May 31).

In cases where families exit the program early, a second PSI assessment need only to be conducted on those caregivers who have completed at least 1/2 of the program or been with the program for at least 4 months. For example, in home visiting and case management services, the family had been receiving home visitation regularly for more than 4 months.

FREQUENCY

The **PSI** must be collected **twice** during the year with a final deadline of May 31.

This assessment does not need to be completed for drop-in events or peer group programs, such as a one-day parent education event, Parent Cafés, peer support groups, or parent advisory councils.

For more information: https://www.parinc.com/products/pkey/333
Please contact WSU to acquire the materials necessary to administer the assessment.

Contacts

For questions regarding programming and requirements, please contact:
Amy Meek, ameek@ksde.org

For questions regarding CIF evaluation, please contact:
Lynn Schrepferman lynn.schrepferman@wichita.edu

For questions regarding DAISEY, please contact:
daisey.kcctf@ku.edu
DAISEY Technical Resources:
https://kcctf.daiseysolutions.org/find-answers/