

Common Measures Administration Guidelines

2025-2026
Evaluation Year



WICHITA STATE
UNIVERSITY

COMMUNITY ENGAGEMENT
INSTITUTE

Center for Applied Research and Evaluation

Common Measures Administration Guidelines

This document has been compiled to serve as a guide to the application of the Common Measures. Timelines and guidelines for each of the Common Measures are included along with 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, 2025, through May 31, 2026. Data should be collected and entered in the Data Application and Integration Solutions for the Early Years (DAISEY)* system by the following deadlines:

- Fall Deadline: **December 31, 2025**
- Final Deadline: **May 31, 2026**

Dates and duration of services and Common Measures data collection may vary by program. **Data are 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 through the end of the calendar year to gauge grantee progress.

All data collected during the evaluation year must be entered into DAISEY by the final deadline of May 31, 2026.

*DAISEY Data System Login: <https://daisey.cete.us/kehs/login>

For DAISEY technical resources (such as the user manual, how-to videos, technical briefs, and printable forms): [DAISEY Solutions](#)

For login information or additional questions regarding the DAISEY system, contact Daisey.kcctf@ku.edu

Data Collection & DAISEY Access

The collection of demographic, risk factor, and enrollment information on all children and families served by Early Childhood Block Grant (ECBG)-funded programs is a requirement of the ECBG, as this data is used for the ECBG evaluation required per [K.S.A. 38-2103](#).

These data help describe the population being served by the funds provided through the Kansas Children's Cabinet and Trust Fund (KCCTF). These data also help demonstrate the need for services by explaining the level of risk associated with the population and how that aligns with the areas of risk targeted by KCCTF. Additional information such as ethnicity, race, and age are for descriptive purposes only.

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

Data collected for the ECBG evaluation are entered into the Data Application and Integration Solutions for the Early Years (DAISEY) system. User accounts for new program staff can be created, and current staff user accounts managed in DAISEY.

New grantees must create an account in the DAISEY database for their grant. Request access for new DAISEY users by completing a [User Management Form](#) and submitting it to daisey.kcctf@ku.edu. Please make sure to use the Grantee Organization, Partner Organization, and Program Names on the User Request Form as they show on your [Common Measures table](#). If the user needs access to all programs within the ECBG grant, you can enter "All Programs" on the form.

Current DAISEY accounts can be managed by using the DAISEY User Auditing Report in DAISEY. Complete the [User Management Form](#) to adjust a current user's access and email it to daisey.kcctf@ku.edu. Please identify in the DAISEY Role column to deactivate the user from a specific program. To completely deactivate a user from all programs, please email daisey.kcctf@ku.edu with the email address you need to deactivate.

DAISEY Data System Login: <https://daisey.cete.us/kehs/login>

For DAISEY technical resources (such as the user manual, how-to videos, technical briefs, and printable forms): [DAISEY Solutions](#)

More information regarding DAISEY: [KCCTF DAISEY Solutions website](#) | [Getting Started Webinar](#) | [DAISEY User Manual](#)

Contact Daisey.kcctf@ku.edu for login information or questions regarding the DAISEY system.

Child and Caregiver Profiles

Grantees must collect demographic information on the children and families served. This will be an ongoing task as new children and families enroll in programs throughout the year.

Child and Caregiver Profiles must be created before any data can be associated with the family.

Please note: The updated fillable forms on the DAISEY Solutions website have not been updated yet. Please use the [TEMP Fillable Child & Caregiver Profile and Demographics & Risk Factor Forms \(MS Word\)](#) until they have been updated.

For newly enrolled families:

First, create a Caregiver Profile in [DAISEY](#). A caregiver is defined as the child's parent or primary guardian, not a child care provider. A tutorial on how to create a Caregiver Profile can be found here: [Caregiver Profile Video Tutorial](#).

Next, create Child Profiles for newly enrolled children in DAISEY. View the following video on how to create a Child Profile: [Child Profile Video Tutorial](#).

Save the DAISEY IDs created for children and caregivers for your records.

All children must be assigned to a primary caregiver as demonstrated in the [Child Profile Video Tutorial](#).



Demographic Forms

Grantees must collect demographic information on the children and families served. This will be an ongoing task as new children and families enroll in programs throughout the year. *Child and Caregiver Profiles must be completed before demographic data can be submitted.*

Complete only one demographic form per child each evaluation year.

A new demographic form must be completed for all existing children/families each evaluation year. This helps ensure the data are current.

Do NOT complete a demographic form if the caregiver is receiving prenatal services; only complete it once the child is born.

Please note: The updated fillable forms on the DAISEY Solutions website have not been updated yet. Please use the [TEMP Fillable Child & Caregiver Profile and Demographics & Risk Factor Forms \(MS Word\)](#) until they have been updated.

When to complete a demographic form

For newly enrolled children/families:

- Complete a demographic form at the time of enrollment.

For existing children/families continuing from the prior year:

- *Academic Year Programs:* Complete a demographic form at the beginning of the academic year (August).
- *Year-Round Programs:* Complete a demographic form at the beginning of the evaluation year (June).

Data entry into DAISEY:

- Profile and Common Measures data must be entered in the [DAISEY website](#).
- Data can either be manually entered or imported.
- How to enter assessment data manually into DAISEY: [Family Activities Video Tutorial](#)
- How to import data into DAISEY: [Importing Activities Data Video Tutorial](#)

Enrollment & Discharge Forms

Caregiver Enrollment & Discharge Forms

Caregiver Enrollment and Discharge forms must be completed for **ALL** caregivers served in ***Parent Education, Home Visiting, and Case Management programs****.

The information needed to complete the Caregiver Enrollment and Discharge form:

[Enrollment and Discharge Form – Caregiver.](#)

Child Enrollment & Discharge Forms

Child Enrollment and Discharge forms must be completed for **ALL** children participating in ***ECBG-funded programs, except those involved in Parent Education, Home Visiting, and Case Management programs.***

The information needed to complete the Child Enrollment and Discharge form:

[Enrollment and Discharge Form – Child.](#)

- An Enrollment and Discharge Form must be submitted for ***each program*** the child or caregiver is enrolled.
- The enrollment date should be the first day the child or caregiver received services from the program.
- The discharge date should be the last day the child or caregiver received services from the program.

*Refer to your Common Measures table for program types: [Common Measures table](#)
How to enter data manually into DAISEY: [Family Activities Video Tutorial](#)

ASQ-3 & ASQ:SE-2 Data Collection

The Ages and Stages Questionnaire, 3rd Edition (**ASQ-3**) and the Ages and Stages Questionnaire: Social-Emotional, 2nd Edition (**ASQ:SE-2**) are required for **ALL** children involved in or impacted by ECBG funds, **except the ASQ-3 for children with established developmental delays (IFSP or IEP)**. No training is required to administer the ASQ-3 or the ASQ:SE-2. *Instructions for acquiring materials and gaining access to the Kansas ASQ Online System:* [ASQ Materials and ASQ Online System Access](#)

Screenings should be completed by a parent or primary caregiver, **not by a teacher, provider, or early childhood staff member.**

Children in programs the summer before kindergarten are not required to have the ASQ-3 or ASQ:SE-2. These children will be screened through the Kansas State Department of Education (KSDE) Kindergarten Readiness Snapshot.

The ASQ-3 and 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.

Data can be manually entered ([Family Activities Video Tutorial](#)) into DAISEY.

Those with data in the ASQ Online System can export and then import the data into DAISEY (rather than manually entering it). **The data do NOT automatically transfer from the ASQ Online System to DAISEY!** How to export data from the ASQ Online System (under How to Export, Archive, and Delete Child Data): [How-to Videos](#). How to import data into DAISEY: [Importing Activities Data Video Tutorial](#).

FREQUENCY

Children 0 to 35 months old should be screened at the beginning of the year or within 30 days of enrolling in the ECBG-funded program. Screening at each age interval provided by the ASQ-3 and ASQ:SE-2 is recommended.

Children 3 and 4 years old should be screened at the beginning of the year or within 30 days of enrolling in the ECBG-funded program. More frequent monitoring is recommended if the child scores in the referral or monitoring area(s) or if the provider and/or parent has concerns regarding the child's development.

Note: For Developmental Screening programs, the ASQ-3 and ASQ:SE-2 measures can be collected once and do not require additional assessment.

DECA Data Collection

An additional social-emotional measure is required for children targeted for intervention in classrooms receiving Social-Emotional Classroom Consultation and Mental and Behavioral Health Services. 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 Preschool (3 to 5 years) is used.

The assessment should be completed by a parent/caregiver, teacher, or teacher's assistant who has had contact with the child for two or more hours at least two days per week over four weeks. The measure should **NOT** be completed by the individual conducting the intervention with the child. Training is not required to administer the assessment.

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, 2026).

In cases where children exit the program early, the second assessment should only be completed for children who were in the program for at least three weeks.

Note: Refer to the [DECA Cross-Year Data Collection Guidance \(PDF\)](#) for children continuing services from the prior evaluation year (6/1/2024 through 5/31/2025) into the current evaluation year (6/1/2025 through 5/31/2026).

Data must be manually entered ([Family Activities Video Tutorial](#)) or imported ([Importing Activities Data Video Tutorial](#)) into DAISEY.

For more information: <https://centerforresilientchildren.org/home/about-us/summary-technical-information-assessment-tools/>

The DECA can be administered with paper forms or through a web-based application.

DECA Infant/Toddler paper forms or e-DECA (web-based application) purchased here: [DECA Infant and Toddler Program](#)

DECA PreK paper forms or e-DECA (web-based application) purchased here: [DECA Preschool Program, 2nd Edition](#)

FREQUENCY

The **DECA** must be collected **twice** during the evaluation year, with a final deadline of May 31, 2026.

IGDIs ECI Data Collection

The Individual Growth and Development Indicators (**IGDIs**) Early Communication Indicator (**ECI**) assesses the development of communication for children 2 years old and younger. The IGDIs ECI is required for most children involved in Child Care programs, environments providing high-intensity Classroom Infrastructure, and programs for Special Needs Children (IDEA Part B & C).

Children born after August 31, 2022, should be assessed with the IGDIs ECI for the full evaluation year.

It is recommended that the first IGDIs ECI for children 6 months to 2 years old should be conducted 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.

The ECI can be completed at any point during the evaluation year, with children being assessed three times annually. If a child exits the program early, the IGDIs ECI should be completed before they leave. Children should begin being assessed with the IGDIs ECI once they are 6 months old. In cases where a child exits before completing a full year, it is still acceptable to conduct three assessments within a shorter time period.

The ECI can be used weekly; however, it is recommended to allow at least three weeks between assessments to track growth in communication skills. If a child exits the program before the end of the evaluation year and an ECI has not been administered in the past three weeks, a final assessment should be completed at that time.

A play session is 6 minutes and should be administered with a familiar play partner. Results may not be accurate with an unfamiliar partner.

Data must be manually entered ([Family Activities Video Tutorial](#)) or imported ([Importing Activities Data Video Tutorial](#)) into DAISEY.

A unique set of toys is required to administer the IGDIs ECI measure. Examples of the toys needed are here: <https://igdi.ku.edu/toys-needed/>. You can access additional information about administering the IGDIs ECI, toys needed, scoring, and scoring forms here: [IGDIs Login](#).

FREQUENCY

The **IGDIs ECI** should be collected **3 times** during the evaluation year, with a final deadline of May 31, 2026.

The IGDIs ECI Making Online Decisions (MOD) intervention has been found to significantly improve communication and is available to all ECBG programs using the IGDIs ECI. Contact WSU if you are interested in training.

IGDIs ECI Training and Reliability Requirements

IGDIs ECI Training and Assessors

The IGDIs ECI assessment can only be conducted by early childhood staff members who have **completed the required training**. To request training, please contact Susan Higgins (kusus@ku.edu) at Juniper Gardens. Staff receive assessment materials during training. For more information regarding training, please see [IGDI Training and Costs](#).

An IGDIs ECI assessment is ***invalid*** if the assessor has not completed the required training to administer the assessment. Grantees must submit information for newly trained ECI assessors and existing ECI assessors annually, who conduct observations for the ECBG evaluation. ***Assessor information must be submitted at the start of each evaluation year for all existing assessors and when a new assessor becomes trained:*** [IGDIs ECI Observers](#).

IGDIs ECI Assessor Reliability Requirement

To verify the accurate use of the measure, all trained IGDIs ECI assessors are **required to complete a reliability check annually**. This involves watching a videotaped play session (just under 6 minutes) and coding the behaviors. Assessors will receive instructions via email from a WSU staff member on how to access the videotaped play session.

Once they have completed the video, observation codes should be submitted here: [IGDIs ECI Reliability](#). Feedback will be provided from WSU after the percent agreement is calculated between the ECBG assessor and the counts from Juniper Gardens.

In cases when an assessor does not pass the reliability check, a coaching session or additional training may be required.

Observations conducted by ECI assessors who have not completed the reliability check will be considered invalid and excluded from the data.

Age 3 IGDIs Data Collection

The Age 3 IGDIs are required for most 3-year-old children in PreK programs.

Children born between September 1, 2021, and August 31, 2022, should be assessed with the Age 3 IGDIs for all three administration test windows (fall, winter, and spring).

The assessment is administered using an iPad app developed by the University of Minnesota. Training is required to administer: [IGDI-APEL Digital Manual](#).

Child profiles in DAISEY must be created before collecting the Age 3 IGDIs data. Create the child profiles and save a list of the Child IDs to be added to the Age 3 IGDIs Content Management System.

Use the [Age 3 Site, Classroom & User Upload form](#) to enter your schools, assessors, and classrooms. You must enter new classrooms each year. Copy over existing site names and user names/emails into the form. WSU will notify you when these have been added to the app.

Use the Age 3 IGDIs [Content Management System](#) to enter students: [Guide to the Content Management System](#). Enter the Child ID from the child's profile in DAISEY into the student ID field of the Content Management System. **Do NOT purchase materials from Renaissance for this measure!**

WSU receives the assessment data directly from the University of Minnesota. **Age 3 IGDIs data do NOT need to be entered into DAISEY.**

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

The **initial** Age 3 IGDIs should be conducted in the fall. For children entering school later in the year, 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 dates for fall, winter, and spring). In cases where a child exits the program early, assess the child during the corresponding testing window before the child leaves the program. It is encouraged to start assessments as soon as the administration window opens to ensure enough time to assess all children.

myIGDIs Literacy+ (4-Year-Olds) Data Collection

myIGDIs Literacy+ allows for the measurement of skill development and growth over time in early literacy. The myIGDIs are required for most children in PreK programs and in environments where high-intensity Classroom Infrastructure is provided.

Children born on or before August 31, 2021, should be assessed with the myIGDIs Literacy+ for all three administration test windows (fall, winter, and spring).

myIGDIs Literacy+ is required to be completed via two paired iPads to allow for progress monitoring. This provides a different test for each assessment. ***iPads must be purchased by the grantee.*** Videos demonstrating how to complete the assessment on the iPad can be found here: [myIGDIs Tutorials](#). Additional resources regarding iPad administration and managing students are available:

[Setting up myIGDIs Database](#)

[Instructions for iPad administration](#)

[Managing students in the Renaissance Data System](#)

The initial myIGDIs should be conducted in the fall or within 30 days of a child entering the program, using the season appropriate for the administration test window. In cases where a child exits the program early, assess the child during the corresponding myIGDIs testing window before the child leaves the program. It is encouraged to start assessments as soon as the administration window opens to ensure enough time to assess all children.

FREQUENCY

The **myIGDIs Literacy+** 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 Literacy+ Data Collection – Getting Started

The myIGDIs Literacy+ is part of [Renaissance](#) and is administered using two paired iPads. To utilize the app, programs must gain access to [Renaissance's myIGDIs Data System](#). The data system is a subscription-based service in which “student seats” must be purchased annually for all children to be assessed during the grant year.

To be added to the system, you will need approval from Dr. Lynn Schrepferman (lynn.schrepferman@wichita.edu) or Cassandra LeBrun-Martin (cassandra.lebrun-martin@wichita.edu) at WSU. Once approved by WSU, contact Carly Turney (carly.turney@renaissance.com) at Renaissance to inquire about a subscription to the myIGDIs Data System (cc Dr. Lynn Schrepferman and/or Cassandra LeBrun-Martin on that email). Inform them that your grant/district should be included in the system under the organization “Wichita State University (ECBG)” as part of the ECBG evaluation.

Videos demonstrating how to complete the assessment can be found here: [myIGDIs Tutorials](#). Additional information about the assessment, the myIGDIs Data System, and how to administer the assessments on the paired iPads can be found here: [myIGDIs Help](#). Data collected through the iPad are automatically submitted into the Renaissance myIGDIs Data system.

Child profiles in Renaissance and DAISEY must be created before data collection. The myIGDIs ID used in Renaissance must be entered into the child profile in DAISEY for data to transfer through the API (please see additional information in the box below). The child's date of birth must match in both data systems.

Those with data in the Renaissance myIGDIs Data System can utilize the myIGDIs API (Application Program Interface) feature in DAISEY. When used correctly, the API feature can automatically transfer data entered in the myIGDIs Data System to the DAISEY system. Instructions for setting up the API feature can be found here: [myIGDIs API Technical Brief](#) and [myIGDIs API Video Tutorial](#). To ensure data are transferred successfully, read the section in the [myIGDIs API Technical Brief](#) titled “Important myIGDI API Reminders!” ***The myIGDIs ID and the child's date of birth must match in both data systems. This information must be accurately entered in the child's profile before the weekend of a data transfer.*** Check to confirm the data entered in the Renaissance myIGDIs Data System successfully transferred into DAISEY every Monday following a transfer. You can check by utilizing the [myIGDIs Review Dashboard](#) in DAISEY. 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 of 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

The best practice is for Spanish-English bilingual children 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 Vaughn, 2013). Bilingual children have skills distributed across both languages and may have different proficiency levels in each language. Screening in both languages allows practitioners to better understand levels of development in each language. Although best practice, the use of both languages is 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 version (using the same language for all three timeframes) for all three testing windows.
- If both languages are used, allow at least one 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.

myIGDIs Data Collection – Summer Programs

For programs *only* operating 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 program (pre-assessment) and again at the end of the program (post-assessment).

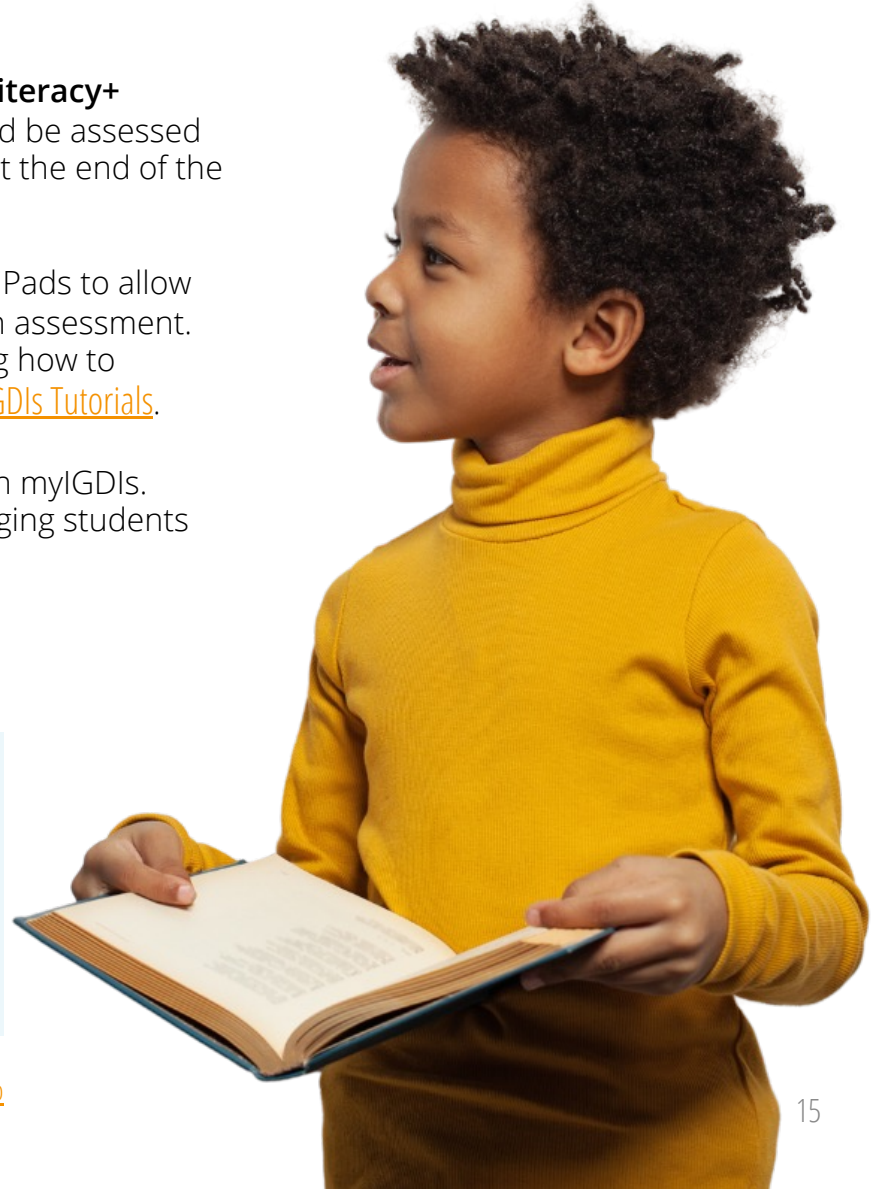
myIGDIs Literacy+ is required to be completed via two paired iPads to allow for progress monitoring. This provides a different test for each assessment. *iPads must be purchased by the grantee.* Videos demonstrating how to complete the assessment on the iPad can be found here: [myIGDIs Tutorials](#).

Please also see page 13 for information on getting started with myIGDIs. Additional resources regarding iPad administration and managing students are available: [Setting up myIGDIs Database](#)
[Instructions for iPad administration](#)
[Managing students in the Renaissance Data System](#).

FREQUENCY – SUMMER PROGRAMS

The **myIGDIs Literacy+ Rhyming** and **Sound Identification subtests** should be collected **at the beginning** of the summer program and again **at the end** of the program.

For more information: <https://www.renaissance.com/products/myigdis-for-preschool/> or [myIGDIs Help](#)



myIGDIs Numeracy (3- and 4-Year-Olds) Data Collection

The **myIGDIs Numeracy** measures skill development and growth over time in numeracy. The myIGDIs Numeracy is required for children 3 to 5 years old in PreK programs and where high-intensity Classroom Infrastructure is provided.

Children born on or before August 31, 2022, should be assessed with the myIGDIs Numeracy for all three administration test windows (fall, winter, and spring).

Currently, the administration of myIGDIs Numeracy is not available on the iPad app. Numeracy must be administered using physical cards with responses recorded on paper. Please see the next page for details. Videos demonstrating how to complete the assessment can be found here: [myIGDIs Tutorials](#).

The initial myIGDIs should be conducted in the fall or within 30 days of a child entering the program, using the season appropriate for the administration test window. In cases where a child exits the program early, assess the child during the corresponding myIGDIs testing window before the child leaves the program. It is encouraged to start assessments as soon as the administration window opens to ensure enough time to assess all children.

FREQUENCY

The **myIGDIs Numeracy** 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 Numeracy Data Collection – Getting Started

Currently, the administration of myIGDIs Numeracy is not available on the iPad app. Numeracy must be administered using physical cards with responses recorded on paper. Contact customer support (sales@renaissance.com) at Renaissance to purchase the materials needed to administer the Numeracy assessment.

Child profiles in Renaissance and DAISEY must be created before data collection. The myIGDIs ID used in Renaissance must be entered into the child profile in DAISEY for data to transfer through the API (please see additional information in the box below). The child's date of birth must match in both data systems.

Videos demonstrating how to complete the assessment can be found here: [myIGDIs Tutorials](#). Additional information about the assessment can be found here: [myIGDIs Help](#).

Data can be manually entered into DAISEY ([Family Activities Video Tutorial](#)) or imported ([Importing Activities Data Video Tutorial](#)).

Data can also be manually entered or imported into the Renaissance myIGDIs Data System to take advantage of the reporting features available to support data-driven decision-making: [Adding Students and Scores](#). This requires purchasing “student seats” to the subscription-based Renaissance myIGDIs Data System. New grantees can refer to page 13 of this document for instructions to access this data system. Seats purchased include both myIGDIs Literacy and Numeracy.

Those with data in the Renaissance myIGDIs Data System can utilize the myIGDIs API (Application Program Interface) feature in DAISEY. When used correctly, the API feature can automatically transfer data entered in the myIGDIs Data System to the DAISEY system. Instructions for setting up the API feature can be found here: [myIGDIs API Technical Brief](#) and [myIGDIs API Video Tutorial](#). To ensure data are transferred successfully, read the section in the [myIGDIs API Technical Brief](#) titled “Important myIGDI API Reminders!” ***The myIGDIs ID and the child's date of birth must match in both data systems. This information must be accurately entered in the child's profile before the weekend of a data transfer.*** Check to confirm the data entered in the Renaissance myIGDIs Data System successfully transferred into DAISEY every Monday following a transfer. You can check by utilizing the [myIGDIs Review Dashboard](#) in DAISEY. If you require additional assistance regarding the API, please contact the DAISEY support team at Daisey.kcctf@ku.edu.

Selecting the appropriate IGD/ Age 3 IGDs/ myIGDs measure(s)

What is the age of the child ***on Aug. 31?***

2 years & under
(born after Aug. 31, 2022)

IGDI Early
Communication
Indicator (ECI)

3 years old
***(born Sept. 1, 2021 -
Aug. 31, 2022)***

Age 3 IGDs
&
myIGDs
Numeracy

4 years old
***(born on or before
Aug. 31, 2021)***

myIGDs Literacy+
&
myIGDs
Numeracy

All measures are conducted 3 times a year: Fall, Winter, and Spring.
The same measure (ECI, Age 3 IGDs, myIGDs) should be used for all 3 seasons of a school year.

CLASS Data Collection

Observational assessments of the quality of the environment and adult-child interactions are required in the following: Child Care, PreK, environments receiving Classroom Infrastructure, and those receiving Social-Emotional Classroom Consultation (including homecare providers). Any program that utilizes ECBG funds for these settings must use the Classroom Assessment Scoring Scale (**CLASS**).

A complete CLASS observation **requires 4 cycles of 15 to 20 minutes per cycle**. Teachstone's research indicates that 4 cycles are necessary for a stable measure of adult-child interactions. Review procedure reminders for ECBG observations: [CLASS Observation Procedures](#).

Data must be manually entered ([Family Activities Video Tutorial](#)) or imported ([Importing Activities Data Video Tutorial](#)) into DAISEY.

Programs are required to complete an assessment in both the fall (pre) and the spring (post), regardless of quality in the fall.

FREQUENCY

A **CLASS** assessment is required in both the **fall** (pre) and the **spring** (post).

Important Note

A new Environment Profile must be created in DAISEY for all classrooms each evaluation year. This helps ensure data on classrooms are current. The needed information for Environment Profiles can be found here: [Environment Intake Form Cover Sheet](#) and Environment Intake Form ([English](#) | [Spanish](#)). Instructions for creating Environment Profiles: [Environment Data Video Tutorial](#).

Additionally, all children within a classroom must be associated with their classroom (Environment Profile) in DAISEY. You can find instructions by watching the [Environment Data Video Tutorial](#). You can check if children are associated by using the [Environment-Child Associations Report Guide](#) in DAISEY.

*If children move from one classroom to another in the middle of the year, **DO NOT** remove them from their old classroom/DAISEY environment profile; only add them to their new classroom/DAISEY environment profile.*

CLASS Observer Certification and Reliability Observation Requirements

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**. For more information and to request training, please complete the [Request CLASS Training Form](#) or contact [Cassandra LeBrun-Martin](#) if you cannot access the form.

Observers must **maintain active certification** (including annual recertification) to conduct classroom observations. The CLASS observation is ***not valid*** if the observer is not certified at the time of the assessment. CLASS observers are required to verify their active certification in each age version (Infant, Toddler, PreK) to ensure compliance. ***Proof of certification must be submitted at the start of each evaluation year for all existing observers, when an existing observer recertifies, and when a new observer becomes certified:*** [CLASS Observer Certification Upload](#).

CLASS Observer Reliability Observation Requirement

Each year, **observers must complete a reliability observation** (also known as double-coding) for each version of the CLASS (Infant, Toddler, PreK) they conduct observations for the ECBG evaluation. A reliability observation involves two observers conducting a CLASS observation in the same classroom, at the same time. ECBG observers will meet with either an observer from WSU or a designated lead observer from their grant. These observations can take place anytime during the evaluation year, but must be completed by the end of the evaluation year. ***Observations conducted by CLASS observers who have not completed a reliability observation will be considered invalid and excluded from the data.***

Grantee Designated Lead Observers

For grantees with multiple CLASS observers, a lead observer can be designated for their grant. This approach entails designating a certified CLASS observer as the “lead observer” of their grant/group of ECBG observers. This person must complete a reliability observation with a WSU observer for each age version they will be observing. The lead observer is responsible for conducting reliability observations with the remaining CLASS observers for their grant. The ideal candidate for lead observer would have experience with the CLASS and be certified in all age versions of the CLASS used by their grant. However, if not one individual is trained in all age versions, grantees can designate more than one person as a lead observer. After each reliability observation, a copy of the lead observer’s Scoring Summary Sheet and the other observer’s sheet must be submitted to WSU here: [Lead Observer CLASS Reliability Scores Upload](#). Lead observers may conduct CLASS observations for the ECBG evaluation and reliability with other observers before completing a reliability observation with WSU. Reliability observations must be completed and scores submitted by the end of the evaluation year.

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 Parent Education programs. In addition, the KIPS is required for Home Visiting and Case Management programs providing 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**.*

KIPS utilizes a subscription-based annual service (KIPS 2.0), which includes KIPS certification training, resources, annual recertification, and printable scoring forms.*

An initial assessment should be completed before the beginning of the 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, 2026).

In cases where families exit the program early, a second KIPS assessment should only be conducted with those who have completed at least half of the program. For example, the parent completed at least 6 out of 12 total sessions.

Note: Refer to the [KIPS Cross-Year Data Collection Guidance \(PDF\)](#) for children continuing services from the prior evaluation year (6/1/2024 through 5/31/2025) into the current evaluation year (6/1/2025 through 5/31/2026).

A KIPS should be collected for each individual child served and the same caregiver at pre- and post-assessment.

Data must be manually entered ([Family Activities Video Tutorial](#)) or imported ([Importing Activities Data Video Tutorial](#)) into DAISEY.

Note: Per the author's guidelines, the KIPS **should not include more than 3 'Not Observed Behavior' (NOB)** 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, annual recertification, score forms, and resources are available through the KIPS 2.0 subscription: [How It Works](#)

FREQUENCY

The **KIPS** must be collected **twice** during the evaluation year, with a final deadline of May 31, 2026.

Observers must **maintain active certification** (including annual recertification) to conduct the KIPS. A KIPS observation is ***not valid*** if the observer is not certified at the time of the assessment. KIPS observers are required to verify their active certification to ensure compliance. ***Proof of certification must be submitted at the start of each evaluation year for all existing observers, when an existing observer recertifies, and when a new observer becomes certified:*** [KIPS Observer Certification Upload](#).

PSI Data Collection

The Parenting Stress Index, 4th Edition Short Form (**PSI-4-SF**) 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. The assessment is required for Home Visiting and Case Management programs. There is no required training to administer the assessment.*

Responses to the PSI are recorded on paper forms, which must be purchased by the grantee from PAR, Inc.: [PSI-4-SF Purchasing Instructions](#).

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, 2026).

In cases where families exit the program early, a second PSI should be conducted with those who have completed at least half of the program or have been with the program for at least 4 months. For example, with home visiting and case management services, the family had been receiving home visitation regularly for 4 months.

Note: Refer to the [PSI Cross-Year Data Collection Guidance \(PDF\)](#) for children continuing services from the prior evaluation year (6/1/2024 through 5/31/2025) into the current evaluation year (6/1/2025 through 5/31/2026).

Data must be manually entered ([Family Activities Video Tutorial](#)) or imported ([Importing Activities Data Video Tutorial](#)) into DAISEY.

For more information: <https://www.parinc.com/products/PSI-4-SF>

*While no training is required, a video on how to score the PSI form along with information about what the scores could mean can be found here under "Parenting Stress Index – Short Form": [Resources](#)

FREQUENCY

The **PSI** must be collected **twice** during the year, with a final deadline of May 31, 2026.

The PSI measures stress in a parent-child relationship by focusing on interactions between a caregiver and a child. Therefore, ***a PSI should be collected for each individual child served and the same caregiver at pre- and post-assessment.***

Contacts



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For questions regarding DAISEY, please contact: daisey.kcctf@ku.edu

DAISEY Technical Resources:
<https://kcctf.daiseysolutions.org/find-answers/>

