

Common Measures Administration Guidelines

2024-2025
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, 2024, through May 31, 2025. Data should be collected and entered in DAISEY* by the following deadlines:

- Fall Deadline: **December 31, 2024**
- Final Deadline: **May 31, 2025**

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, 2025.

*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

Demographic Data Collection

Collection of demographic information on the children and families served by your programs (called “profile” in DAISEY) is required. 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/families is necessary to provide a full picture of the families being served.

New grantees must create an account in the DAISEY database for their grant. User accounts for new program staff can be created and current staff user accounts managed in DAISEY. For more information, please see [Getting Started](#) or contact Daisey.kcctf@ku.edu.



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.

Needed information for children and caregivers can be found here: [Child Intake Form](#) and [Caregiver Intake Form](#) (English). Spanish forms are also available: [Child Intake Form Spanish](#) and [Caregiver Intake Form Spanish](#).

For newly enrolled families:
First, create a Caregiver Profile in [DAISEY](#). 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. Save the DAISEY IDs created for children and caregivers for your records. View the following video on how to create a Child Profile: [Child Profile Video Tutorial](#).

All children must be assigned to a primary caregiver as demonstrated in the Child Profile Video Tutorial linked above.

For existing families already being served:
It is also essential to annually *update demographic information for existing children/families in their Child and Caregiver Profiles.*

Important Note

The KU DAISEY team is in the process of changing how information will be entered into DAISEY. The steps included here will be updated once the changes have been finalized.

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](#)

ASQ-3 & ASQ:SE-2 Data Collection

Measures of child development and social-emotional functioning are required for **ALL** children involved in or impacted by ECBG funds, **except ASQ-3 for children with established developmental delays (IFSP or IEP).** No training is required to administer.

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.**

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 into DAISEY:
[Family Activities Video Tutorial.](#)

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](#).

*Access to the ASQ Online System for early childhood programs is made available by the state of Kansas: [ASQ Online System for Kansas](#). Contact your local Part C program to gain access. Part C programs can be found here: [Find Your Local Provider](#). More information on using the ASQ screeners and the ASQ Online System can be found in the following [support modules](#), [videos](#), and [resources](#).

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. 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.

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, 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 Preschool (3 to 5 years) is used.

The assessment should typically 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 to administer the assessment is not required.

An **initial** assessment should be conducted at the beginning of consultation services or 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, 2025).

In cases where children exit the program early, the post-DECA assessment should only be completed for children who were with the program for at least three weeks.

Data must be manually entered or imported into DAISEY.

For more information: <https://centerforresilientchildren.org/home/about-us/summary-technical-information-assessment-tools/>
Purchase Infant/Toddler assessment forms or e-Deca: <https://centerforresilientchildren.org/infants/assessments-resources/>
Purchase Preschool assessment forms or e-Deca: <https://centerforresilientchildren.org/preschool/assessments-resources>

FREQUENCY

The **DECA** must be collected **twice** during the evaluation year, with a final deadline of May 31, 2025.

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). For children ages 6 months to 2 years old involved in these programs, the IGDIs ECI is administered three times a year. **Training is required to administer the IGDIs ECI.***

Children born after August 31, 2021, 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 or imported into DAISEY.

FREQUENCY

The **IGDIs ECI** should be collected **3 times** during the evaluation year, with a final deadline of May 31, 2025.

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.

*To request training, please complete the [Request Training Form](#) or contact WSU if you are unable to access the form. 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](#).

Age 3 IGDIs Data Collection

We will continue to assess 3-year-old emergent literacy with the Age 3 IGDIs measure. Researchers from the University of Minnesota provide the measure through WSU for grantees to utilize. **Seats and materials will NOT be purchased, and you will NOT get the app from Renaissance.** You will receive an email from WSU with details on how to access the app for this year.

Children born from September 1, 2020, to August 31, 2021, should be assessed with the Age 3 IGDIs across all three administration test windows (fall, winter, and spring).

The Age 3 IGDIs are required for most 3-year-old children in PreK programs. Training is required to administer: [IGDI-APEL Digital Manual](#)

Before conducting assessments, create profiles in DAISEY and compile a list of the DAISEY IDs for the children being assessed with the Age 3 IGDIs. Enter your schools, classrooms, teachers, assessors, and admins using this form: [2024 25-enter-class-teacher](#). Enter the children to be assessed into this spreadsheet ([student template.csv](#)) and send the completed spreadsheet to kcctf.pk3@wichita.edu.

The Age 3 IGDIs are administered using an iPad app developed by the University of Minnesota: [App Instructions](#).

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.

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 PreK Infrastructure is provided.

Children born on or before August 31, 2020, should be assessed with the myIGDIs Literacy+ across all three administration test windows (fall, winter, and spring).

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.

Note: Literacy measurement for children 3 years old on or before August 31 will use the **Age 3 IGDIs seasonal screening measures (details on the previous page)**.

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.

First, you need approval from Dr. Lynn Schrepferman (lynn.schrepferman@wichita.edu) or Cassandra LeBrun-Martin (cassandra.lebrun-martin@wichita.edu) with WSU to be added to the system. Upon approval, contact Carly Turney (carly.turney@renaissance.com) at Renaissance to inquire about a subscription to the myIGDIs Data System (and cc Dr. Lynn Schrepferman and/or Cassandra LeBrun-Martin on this email). Inform her 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 iPad 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 (link above) 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 profile before the weekend of a data transfer.*** Check the data entered in the Renaissance myIGDIs Data System successfully transferred into DAISEY every Monday following a transfer. You can check by utilizing the [Common Measures Report](#) 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).

We strongly encourage using 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 summer program and the Spring set at the end of the program.

FREQUENCY – SUMMER PROGRAMS

The **myIGDIs Literacy+ Rhyming** and **Sound Identification** subtests should be collected **at the beginning** of the 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 PreK Infrastructure is provided.

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

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.

Currently, the administration of the 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.

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 the 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 10 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 (link above) 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 profile before the weekend of a data transfer.*** Check that the data entered in the Renaissance myIGDIs Data System successfully transferred into DAISEY every Monday following a transfer. You can check by utilizing the [Common Measures Report](#) 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, 2021)

IGDI Early
Communication
Indicator (ECI)

3 years old
***(born Sept. 1, 2020 -
Aug. 31, 2021)***

Age 3 IGDs
&
myIGDs
Numeracy

4 years old
***(born on or before
Aug. 31, 2020)***

myIGDs Early
Literacy+
&
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 programs: PreK classrooms (ages 3 to 5 years), Child Care 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 utilizes ECBG funds for these settings must use the Classroom Assessment Scoring Scale (**CLASS**).

A complete CLASS observation **requires 4 cycles at 15 to 20 minutes per cycle**. Although Head Start allows for fewer cycles, KCCTF requires 4 cycles. Teachstone's research indicates 4 cycles are necessary for a stable measure of adult-child interactions.

Data must be manually entered or imported into DAISEY.

FREQUENCY for PreK or Child Care classrooms and high-intensity infrastructure programs

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

For environments not meeting the high-quality criteria in the fall, a **second CLASS** assessment is required in the **spring**.

Low-intensity classroom infrastructure programs are required to complete an assessment in both the fall (pre) and the spring (post), regardless of quality in the fall. Please refer to your Common Measures table where the pre-post frequency is noted as "CLASS Pre Post".

FREQUENCY for low-intensity classroom infrastructure programs

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

Important Note

Each evaluation year, a new Environment Profile must be created in DAISEY for all classrooms. This helps ensure data on classrooms are current.

Additionally, all children within a classroom must be associated with their classroom (Environment Profile) in DAISEY. You can find instructions on how to associate children with 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 **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 to assure compliance. The required information can be submitted here: [CLASS Observer Certification Upload](#).

CLASS Observer Reliability Observation Requirement

To verify the accurate use of the measure, all CLASS observers are **required to complete a reliability observation** with a lead observer as designated by WSU during the year **for each age version in which the observer is certified**. For more information, please review the following brief: [Reliability Observation Brief](#).

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, a score of at least 5 on CLASS
- **Instructional Support Domains** – To foster academic and language skills, a score of at least 3 on CLASS

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

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, the KIPS 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 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, 2025).

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.

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

Data must be manually entered or imported into DAISEY.

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

FREQUENCY

The **KIPS** must be collected **twice** during the evaluation year, with a final deadline of May 31, 2025.

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 assure compliance. The required information can be submitted here: [KIPS Observer Certification Upload](#).

For more information: <https://www.kipscoaching.com/>

*Online training and annual recertification 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.*

WSU will provide PSI forms for administration based on the number of assessments to be collected. Submit the following form to request PSI forms: [PSI Order Form](#).

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, 2025).

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.

Data must be manually entered or imported into DAISEY.

For more information: <https://www.parinc.com/products/pkey/333>

*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, 2025.

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



For questions regarding programming and requirements, please contact: Christie Wyckoff, cnwyckoff@ksde.org



**WICHITA STATE
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For questions regarding CIF evaluation, please contact:
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DAISEY

connecting the first five years to a lifetime of success

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

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

