



WICHITA STATE  
UNIVERSITY

COMMUNITY ENGAGEMENT  
INSTITUTE

*Center for Applied Research and Evaluation*

# Common Measures Administration Guidelines: 2020-2021



# Common Measures Administration Guidelines

This document has been compiled to provide a quick guide to the application of the Common Measures. The document contains timelines and guidelines for the use of each of the Common Measures as well as contact information. Please share this document with the staff members across all of your programs who collect the Common Measures.

## Data Collection Deadlines

The evaluation year runs from June 1, 2020 through May 31, 2021. Data should be collected and entered into DAISEY by the following deadlines:

- Fall Deadline: **December 31, 2020**
- Final Deadline: **May 31, 2021**

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 of the calendar year in order to gauge grantees progress in data collection. **All data collected during the evaluation year must be entered into DAISEY by the final deadline of May 31, 2021.**



# Demographic Data Collection

Collection of demographic information on the children and families being served by your programs is required. This data helps 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). In particular, it helps demonstrate the need for services provided by the CIF funded programs, by describing the level of risk of the population and how it lines up with the areas of risk targeted by the KCCTF. Additional basic information such as sex, 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



## 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.

Programs in the CIF provide an excellent avenue for early childhood developmental and social-emotional screening for a large number of 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 delays (IFSP or IEP).**

The Ages and Stages Questionnaire, 3rd Edition (**ASQ-3**) and 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 the 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.

# IGDI ECI Data Collection



## FREQUENCY

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

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

The Individual Growth and Development Indicator (*IGDI*) Early Communication Indicator (**ECI**) is administered within Early Learning Environments to assess the development of communication over time for 0 to 3 year olds. The IGDI is required for most children involved in Early Learning Environments. For children aged 6 months to 35 months involved in these programs, the ECI is used three times a year. ***The IGDI ECI should be administered with a familiar play partner, results may not be an accurate reflection of development with a unfamiliar partner.***

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 31 and an ECI has not been administered in the previous month, a final ECI should be administered at that time.

The IGDI ECI **Making Online Decisions (MOD)** 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.

# myIGDIs Data Collection



## 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**

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. Literacy measurement for children who are 3 years old in the fall is the **myIGDIs PK3 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, we recommend 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 program and the Spring set at the end (May 31 – July 31).



## ★★★ myIGDIs PK3 ★★★

### FREQUENCY

The **myIGDIs PK3** 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**

We will continue to have access to the new 3 year old emergent literacy measure the myIGDIs PK3. Since the PK3 will not be in publication for the 2020-2021 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 Early Learning Labs/Renaissance.** The PK3 is only available for iPad. You will receive an email with all the details on how to access the app for each season from WSU. **This app is not available in the App Store.**

Children who are 3 in the fall will be assessed with the PK3 in the same fall, winter, and spring administration test windows. The PK3 are required for most 3 year old children in PreK programs.

The initial PK3 should be conducted in the fall. For children entering school later, the PK3 should be conducted 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.

Please contact WSU with any question regarding PK3 administration.

# myIGDIs-Español (myIGDIs Literacy+ Spanish Version)

## Background

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

**It is best if Spanish-English bilingual children receive 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.

### FREQUENCY

The **myIGDIs** should be collected **3 times** during the following myIGDIs administration test windows with the same version (Spanish or English):

Fall: August 15 - November 14

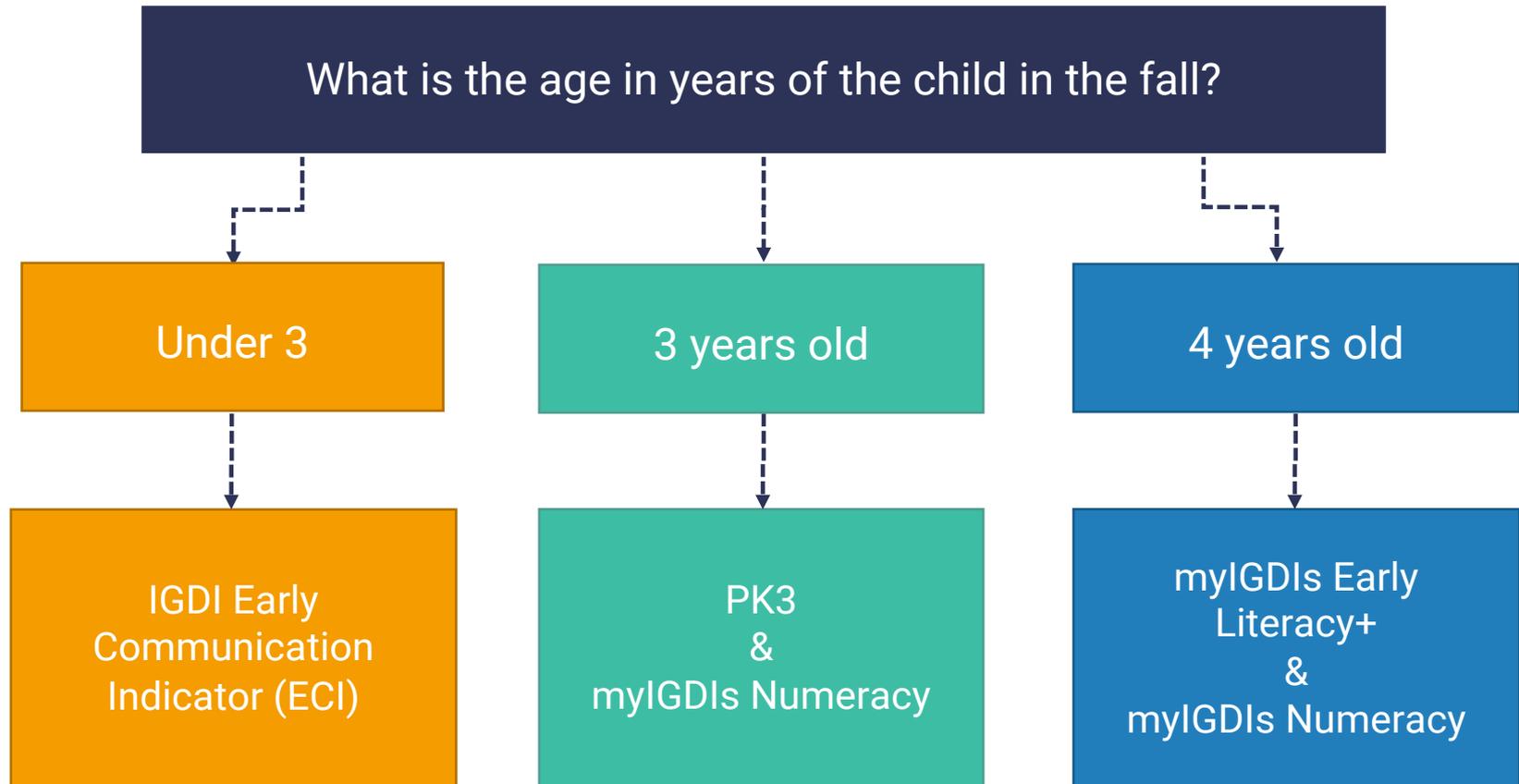
Winter: November 15 - February 14

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.** The optimal approach is for them to be assessed with both the Spanish and English myIGDIs during the **fall, winter, and spring** administration test windows.
- 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/myIGDIs measure(s)



*All measures are conducted 3 times a year: Fall, Winter, & Spring. The same measure (ECI, PK3, myIGDIs Español, or Literacy+) should be used for all 3 seasons of a school year.*



# DECA Data Collection

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

The assessment should be completed by a teacher or teacher's assistant who have 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.

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 3 weeks.

## FREQUENCY

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



# 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), Early Learning Environment classrooms (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**).

## 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.

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

# 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**. 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 the Kansas Children's Cabinet and Trust Fund.

## ★ ★ ★ CLASS Observer Reliability Observation Requirement ★ ★ ★

Previously required CLASS reliability observations with WSU observers will **NOT be completed** for the 2020-2021 evaluation year. However, grantees should continue to collect reliability observations. All observers should maintain certification for the CLASS age versions they are conducting and certified observers should complete reliability observations with other observers. This pairing of observers ensures observations continue to be consistent with the CLASS criterion. Furthermore, it calibrates the unbiased measurement and reliability to the CLASS tool. Completion of these joint observations will be contingent upon necessary safety precautions.

# 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 from low-income households.

## 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  
(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, it is required for home visitation programs conducting more than three home 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 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 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.



# HOME Data Collection

The Home Observation for the Measurement of the Environment (**HOME**) Inventory is used with home visitation and case management programs. The HOME incorporates interview with the caregiver and observations by the home visitor to measure the quality and quantity of support and stimulation for the child. The HOME has two developmentally appropriate measures the Infant/Toddler (IT) HOME for children 0 to 3 years old and the Early Childhood (EC) HOME for children 3 to 6 years old.

## FREQUENCY

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

An **initial** HOME should be completed at least 30 days after the family joins the program or at the beginning of the evaluation year if the family has already been receiving services.

A **second** assessment should be administered again after 6 months of continued participation in the program or before the end of the evaluation year (May 31).

In cases where families exit the program early, a second HOME assessment need only be completed for those families who had been with the program for at least 4 months.

# Contacts



For questions regarding ECBG programming and requirements, please contact:  
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