

Common Measures Administration Guidelines

2023-2024
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, 2023, through May 31, 2024. Data should be collected and entered in DAISEY* by the following deadlines:

- Fall Deadline: **December 31, 2023**
- Final Deadline: **May 31, 2024**

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 in DAISEY by the final deadline of May 31, 2024.

*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 the 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. It is also essential to *update demographic information for existing children/families whenever there are changes.*



Those with myIGDIs data in Renaissance’s 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. A child’s ID from the myIGDIs Data System must be entered in the child’s profile and the correct date of birth entered in BOTH systems for this feature to work. Please refer to the following for guidance: [myIGDIs API Technical Brief](#) and [myIGDIs API Video Tutorial](#).

ASQ-3 & ASQ: SE-2 Data Collection

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

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 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.**

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.

For more information: <https://agesandstages.com/>
For more information on administration, contact your local Part C program

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 at one point in time 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 and Family Consultation and/or Mental and Behavioral Health Services and for children receiving Social-Emotional instruction and materials as part of PreK or Early Learning Infrastructure. For children in classrooms receiving these services, the Devereux Early Childhood Assessment (**DECA**) for Infants (1 to 18 months), Toddlers (18 to 36 months), or PreK (3 to 5 years) is used.

The assessment should be completed by a teacher or teacher's assistant who has had contact with the child for two or more hours for at least two days per week over four weeks. The measure should be completed by someone other than 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).

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.

FREQUENCY

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

For more information: <https://centerforresilientchildren.org/>

Purchase Infant/Toddler assessments: <https://centerforresilientchildren.org/infants/assessments-resources/>

Purchase Preschool assessments: <https://centerforresilientchildren.org/preschool/assessments-resources>

IGDI ECI Data Collection

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

Children under 3 years old on or before Aug. 31 should be assessed with the IGDI ECI across the full evaluation year.

The first IGDI ECI 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.

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 before May 31 and an ECI has not been administered in the previous 30 days a final ECI should be administered at that time. The IGDI ECI can be used as an ongoing progress monitoring tool.

FREQUENCY

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

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

For more information: <https://igdi.ku.edu/>

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

Age 3 IGDIs Data Collection

We will continue to assess 3-year-old emergent literacy with the new Age 3 IGDIs measure. Researchers from the University of Minnesota provide the measure through WSU at no cost to the grantees. **Seats 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 3 years old on or before Aug. 31 should be assessed with the Age 3 IGDIs across the fall, winter, and spring administration test windows.

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

The **initial** Age 3 IGDIs should be conducted in the fall. For children entering school later 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 timeframes to the right). In cases where children exit the program early, assess the child during the corresponding testing window before the child leaves the program.

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

FREQUENCY

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

Fall: August 15 - November 14

Winter: November 15 - February 14

Spring: February 15 - May 14



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 4 years old on or before Aug. 31 should be assessed with the myIGDIs Literacy+ across the fall, winter, and spring administration test windows.

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 children exit 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 Aug. 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 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 in PreK programs and where high intensity PreK Infrastructure is provided.

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 before kindergarten.

Children who are 3 or 4 years old on or before Aug. 31 should be assessed with the myIGDIs Numeracy across the fall, winter, and spring administration test windows.

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 children exit the program early, assess the child during the corresponding myIGDIs testing window before the child leaves the program.

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 Data Collection – Getting Started

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

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

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

Those with data in Renaissance's 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. This will remove the need to manually enter data into both data systems.

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

myIGDIs Español (Literacy+ Spanish Version)

myIGDIs Español is the complementary Spanish version 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, and 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.

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

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

Under 3 years
(on or before Aug. 31)

IGDI Early
Communication
Indicator (ECI)

3 years old
(on or before Aug. 31)

Age 3 IGDI
&
myIGDI
Numeracy

4 years old
(on or before Aug. 31)

myIGDI Early
Literacy+
&
Numeracy

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

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 use of the iPad version to allow for Progress Monitoring. This provides a different test for each assessment. If the cards must be utilized, the Winter set should be used at the beginning of the program and the Spring set at the end of the program (May 31 – July 31).

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.



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), 0-3 Care and Education settings (ages 0 to 3 years), PreK and Early Learning Infrastructure, and any classrooms receiving Social-Emotional Classroom Consultation (including homecare providers). Any program that utilizes ECBG funds for these settings must use the Classroom Assessment Scoring Scale (**CLASS**).

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

FREQUENCY for high-intensity Infrastructure and classrooms in PreK or 0-3 Care & Education

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

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

Low-intensity PreK and Early Learning Infrastructure programs are required to complete an assessment in both the fall (pre) and spring (post), regardless of quality in the fall. Please refer to your Common Measures table where the pre-post frequency is noted as “Pre (fall) Post (spring).”

FREQUENCY for low-intensity 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. To assure compliance, CLASS observers are required to verify their active certification to the KCCTF.

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**. CLASS observers who do not meet reliability standards are required to schedule a follow-up reliability observation.

How was the criterion for the CLASS determined?

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

- The results from the Office of Head Start monitoring data collected in grantee visits across the nation
- The average of the grantee level scores from Head Start
- Research conducted by the developers of the CLASS to determine the level of classroom support across domains necessary to promote gains in language, social, and academic development for children

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

- **Emotional and Organizational Support Domains** – To promote social development, 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, it is required for home visitation and case management programs conducting more than three visits per month. The KIPS assessment can only be conducted by early childhood staff members who have **completed the required training and have successfully earned certification**.*

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

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

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

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.

For more information: <https://www.kipscoaching.com/>
*Online training is available through the KIPS developers.
Follow the steps outlined here: [KIPS Training](#)

FREQUENCY

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



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.

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

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

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

In cases where families exit the program early, a second PSI should only 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.

FREQUENCY

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

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

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

Contacts



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



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

DAISEY Technical Resources:

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

