Common Measures Administration Guidelines

2027-2028 Evaluation Year

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

Common Measures Administration Guidelines

This document serves as an overview of the Common Measures and reporting requirements. It includes timelines, guidelines, and contact information for each Common Measure. Funded grantees and partners should refer to the Common Measures Workflow for additional information and requirements. The Common Measures Workflow contains program-specific guidance, detailed procedures, and step-by-step instructions that supplement the information provided in this document.

Data Collection Deadlines

The evaluation year is from June 1, 2027, through May 31, 2028. 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, 2027**
- Final Deadline: **May 31, 2028**

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, 2028.

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*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 and 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 ECBG, as these data are 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.

All information needed for the following can be found on the DAISEY Solutions website:

- How to request access for new users
- How to update access level or gain access to additional programs
- How to deactivate a user's DAISEY access
- How to deactivate a program
- How to complete the User Management Form
- What the functionality differences look like for different access levels in DAISEY
- How to use the User Audit Report in DAISEY to manage users

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

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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.

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. The Caregiver Intake Form (English | Spanish) contains the information needed to create Caregiver Profiles in DAISEY. A tutorial on how to create a Caregiver Profile can be found here: Caregiver Profile Video Tutorial.

Next, create Child Profiles in DAISEY for newly enrolled children. The Child Intake Form (English | Spanish) contains the information needed to create Child Profiles 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.



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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; complete a form for the child after the child is born.

The Child Intake Form (English | Spanish) contains the information related to demographics and risk factors.

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

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).

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Enrollment and Discharge Forms

Caregiver Enrollment and 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 and 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

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- 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 and 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.

Please refer to the Workflow for instructions on acquiring materials and gaining access to the Kansas ASQ Online System.

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

The ASQ-3 and the 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 also import the data into DAISEY (rather than manually entering it). **Data do NOT automatically transfer from the ASQ Online System to DAISEY!** Refer to the Workflow for further instructions.

FREQUENCY

Children 1 to 35 months old should be screened at the beginning of the year or within 30 days of enrolling in an ECBG-funded program. Screening at each age interval provided by the ASQ-3 and the 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 an 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.

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More information on using the ASQ screeners and the ASQ Online System can be found in the following support modules, videos, and resources.

DECA Data Collection

An additional measure is required for children targeted for intervention in classrooms receiving Life Skills Classroom Consultation and/or 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 for 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).

In cases where a child exits the program early, a second assessment should only be completed if the child was in the program for at least three weeks.

Refer to the DECA Cross-Year Data Collection Guidance (PDF) for children continuing services from the prior evaluation year (6/1/2026 through 5/31/2027) into the current evaluation year (6/1/2027 through 5/31/2028).

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

FREQUENCY

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

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**

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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 Support, and programs for Special Needs Children (IDEA Part B & C).

Children born after August 31, 2024, should be assessed with the IGDIs ECI for the full evaluation year.

The first IGDIs ECI for children 6 months to 2 years old should be conducted at the beginning of the evaluation year, within 30 days of a child entering the program, or within 30 days of a child turning 6 months old.

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. In cases where a child exits before completing a full year, it is still acceptable to conduct three assessments within a shorter time period.

It is recommended to allow at least three weeks between assessments to track growth in communication skills.

A play session is 6 minutes and should be administered with a familiar play partner (i.e., an adult the child is familiar with). 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.

FREQUENCY

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

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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.

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 annually for newly trained and existing ECI assessors 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.** Refer to the Workflow for instructions.

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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 6-miute videotaped play session and coding the behaviors.

Assessors will receive instructions via email from a WSU staff member on how to access the videotaped play session. Feedback will be provided by WSU after the percent agreement is calculated between the ECBG assessor and the counts from Juniper Gardens.

Refer to the Workflow for more information on this process.

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, 2023, and August 31, 2024, 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. **Do NOT purchase materials from Renaissance for this measure!** Training is required to administer the Age 3 IDGIs (refer to the Workflow).

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. 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.

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.

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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 Support is provided.

Children born on or before August 31, 2023, 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.*

Additional information can be found on the Workflow.

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

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For more information: https://www.renaissance.com/products/myigdis-for-preschool/
myIGDIs Help Center: https://myigdishelp.renaissance.com/hc/en-us

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.

Refer to the Workflow for instructions on purchasing student seats from Renaissance.

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 to 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.

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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 Vaugh, 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.

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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 for all three testing windows (using the same language for all three timeframes).
- 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 a different administrator.

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 see page 13 for information on getting started with myIGDIs.
Additional resources regarding iPad administration and managing students are available through the Workflow.

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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 Support is provided.

Children born on or before August 31, 2024, 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.

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

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For more information: https://www.renaissance.com/products/myigdis-for-preschool/
myIGDIs Help Center: https://myigdishelp.renaissance.com/hc/en-us

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. You can refer to the Workflow for instructions to purchase the materials needed to administer the Numeracy assessment from Renaissance.

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.

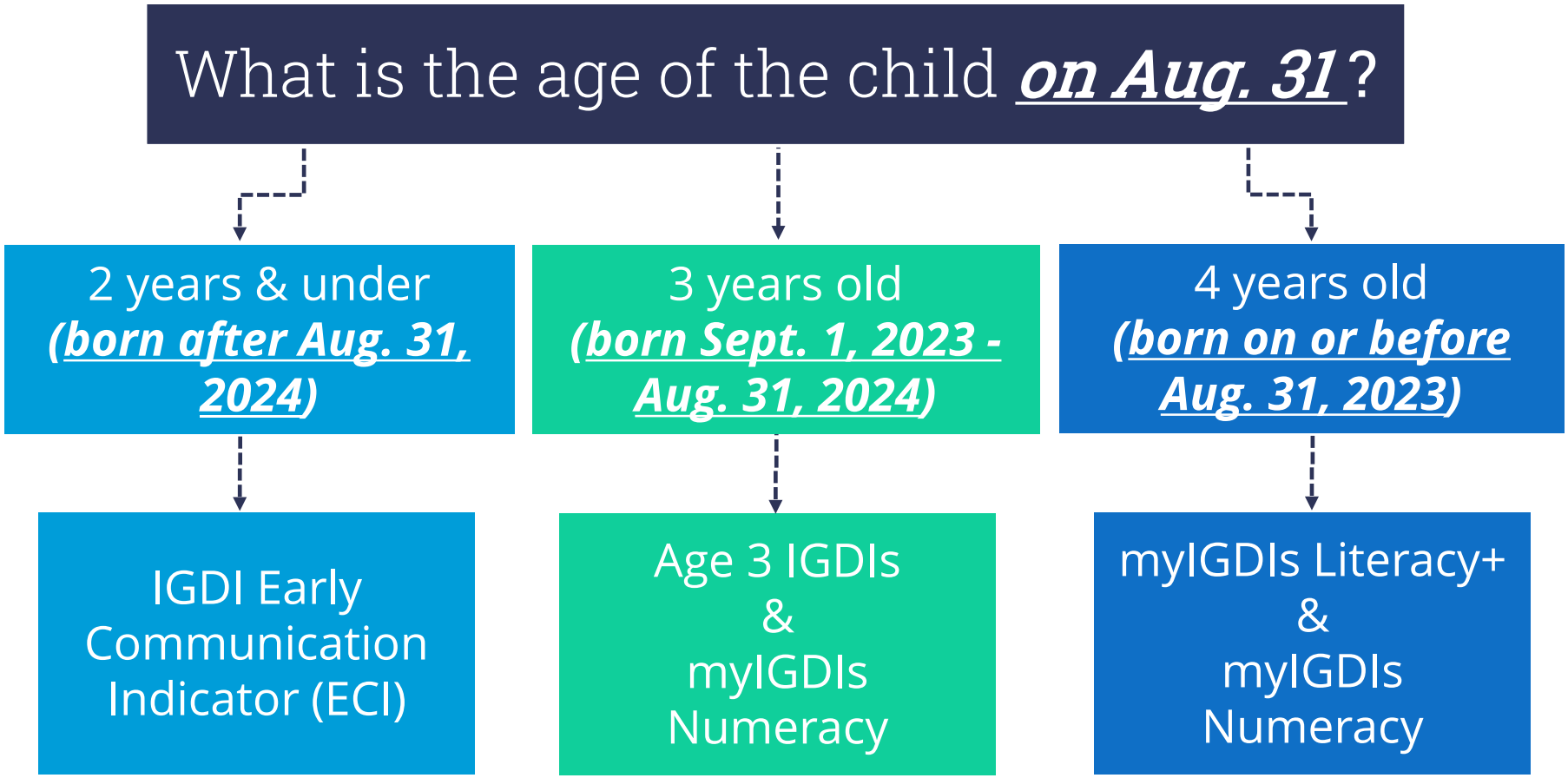
Data can be manually entered into DAISEY (Family Activities Video Tutorial) or imported (Importing Activities Data Video Tutorial).

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.

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



All measures are conducted 3 times a year: Fall, Winter, and Spring.
The same measure (ECI, Age 3 IGDIs, myIGDIs) 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 Support, and those receiving Life Skills 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.

FREQUENCY

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

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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 (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.*

For more information: https://teachstone.com/

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.** Refer to the Workflow for instructions.

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 one individual is not 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.

For more information, please review the following brief: Reliability Observation Brief

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Criterion for "High-Quality" Classroom

CLASS PreK

Emotional Support & Classroom Organization Domains

Meets Quality Standards = domain score of 5 or higher

Instructional Support Domain

Meets Quality Standards = domain score of 3 or higher

CLASS Toddler

Emotional & Behavioral Support Domain

Meets Quality Standards = domain score of 5 or higher

Engaged Support for Learning Domain

Meets Quality Standards = domain score of 3 or higher

CLASS Infant

Relational Climate Dimension = dimension score of 5 or higher

Teacher Sensitivity Dimension = dimension score of 5 or higher

Facilitated Exploration Dimension = dimension score of 3.5 or higher

Early Language Support Dimension = dimension score of 3.5 or higher

The CLASS criterion applies at the classroom level.

KIPS Data Collection

The Keys to Interactive Parenting Scale (**KIPS**) is required for 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).

In cases where a family exits the program early, a second KIPS assessment should only be conducted with those who have completed at least half of the program.

Refer to the KIPS Cross-Year Data Collection Guidance (PDF) for children continuing services from the prior evaluation year (6/1/2026 through 5/31/2027) into the current evaluation year (6/1/2027 through 5/31/2028).

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.

FREQUENCY

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

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.** Refer to the Workflow for instructions.

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**

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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. No training is required to administer the assessment.

Responses to the PSI are recorded on paper forms, which must be purchased by the grantee from PAR, Inc. Additional details about the purchasing process can be found in the Workflow.

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 a family exits 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.

Refer to the PSI Cross-Year Data Collection Guidance (PDF) for children continuing services from the prior evaluation year (6/1/2026 through 5/31/2027) into the current evaluation year (6/1/2027 through 5/31/2028).

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

FREQUENCY

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

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

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

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Contacts

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