Sixpence Grant Program

Evaluation Guidebook

Revised August 2025

University of Nebraska Medical Center

MUNROE-MEYER INSTITUTE

Sixpence Data Collection Changes
August 2025

This Evaluation Guidebook contains the essential updated information. For your convenience, the updates in the Guidebook are **bolded and highlighted in red.** PLEASE review the revised Guidebook, available on the **www.unmc.edu/sixpence** site, before each data collection period. Please toss out the old version of the Guidebook, as the instructions as well as the forms are no longer applicable.

 Please pay close attention to emails and deadlines for updating program information, rosters and returning the data!

Thank you for your support of the Sixpence evaluation!

Questions? Please contact Lisa Alvarez, **lalvarez@unmc.edu**, 402-559-2131.

See summary below of the changes and where the change appears in the Guidebook:

Page 5, 9 and x – Authorization for Sharing form is now electronically completed, signed and submitted.

Page 9, 10 and 11 – New ECI (Early Communication Assessment)

Page 9, 10 and 12- New Literacy Survey

Page 12 -Home Language Status removed as qualifying risk factor, IFSP/IEP added as qualifying risk factor

Page 13 -Note about ITERS and CLASS if one is completed as part of Step Up to Quality, scores can be used, no need for second assessment

Page 15 – Authorization for Sharing (English and Spanish) link to electronic form. The prenatal Survey completed with Authorization for Sharing form and must be entered by Data Entry Designee on the UNMC evaluation site. (option to email a copy to desired Sixpence staff for your program)

Page 21 – KIPS filming tips and guidelines

Page 24, 25, 26 – ECI supplemental information

Page 43 – CCP Coaching Surveys added to program outcomes

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Key Contacts

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Sixpence Home Visitation and Center-Based Programs
Data Collection Process (TableofContents)

The Sixpence Grant Program comprehensive evaluation process includes:

- collecting data to monitor the Sixpence Grant implementation process and identified program outcomes

- standardized evaluation process developed to collect information and report child, family and program outcomes uniformly across Sixpence sites

Sixpence Requirements

- Each Sixpence program is required to follow this process.

- **A signed electronic Authorization for Sharing form will be submitted for each child enrolled in Sixpence**

- School districts will enter child and family data on the Sixpence evaluation website

- All data is password- protected and maintained on a secure server at the University of Nebraska Medical Center.

- Confidentiality of families and children will be maintained at all times.

The Sixpence Grant Program will emphasize ongoing evaluation as part of the **continuous improvement process** as it is viewed as a critical aspect of an effective program. The continuous improvement process for the Sixpence Grant programs will include:

- Providing information which assists local program staff and Sixpence Grant staff to improve the local program on an ongoing basis;
- Informing families about the growth they and their children experience, as a result of participation
- Providing information to funders about the efficacy of the program.

Analysis of all evaluation data will be done by the Sixpence Grant Program evaluation team at the conclusion of each grant year. Ongoing technical support and consultation will be provided to assist the Sixpence Grant Programs to use the information from the data to improve their programs.

IMPORTANT INFORMATION!

How to get started…

Step One: Identify the staff to be assigned to each Sixpence Program **ROLE**

Step Two: Complete the Program Information Update Form
Email to: Lisa Alvarez **lalvarez@unmc.edu**
Fabiola Dimas **fdimas@nebraskachildren.org**

Step Three: Authorization for Sharing Information form signed by family
** Keep a copy for program records

Step Four: Data Entry Designee enters family and child intake information
on Sixpence evaluation website: **www.unmc.edu/Sixpence**

Accurate information about each family and child is to be maintained at all times
!!(Please do not send working copy intake information forms to MMI)!!

Step Five: Exit the child from the website as soon as possible when Sixpence enrollment ends

SIXPENCE STAFF ROLES:

These key responsibilities may be distributed among up to four individuals or more than one role can be managed by a single person.

1)Program Director –
- Responsible for all program level data submission to Sixpence team
    - Staffing changes
    - Change in email or mailing addresses
- Responsible for verification of rosters and data checklist
- Must sign off on data checklist before to return to MMI each evaluation period
- Updates must be sent to:
    - Lisa Alvarez **lalvarez@unmc.edu**
    - Fabiola Dimas **fdimas@nebraskachildren.org**
    - Use Program Information Update at www.unmc.edu/sixpence

2)Data Manager –
- All mailing sent to data manager
    - Responsible for dissemination and submission of the following:
        - Evaluation Checklist Monitoring
        - Checklist report(data entry designee print and share with data manager and teacher/home visitor)
        - KIPS uploads to the Box
        - Parent and Summary reports
        - Responsible that all evaluations are completed and checked in
        - Including electronic entry of DECA on e-deca2 website
        - KIPs video uploads and checked in
        - ECI video submission via app

NOTE: the person assigned will need to have the equipment and technical skills to complete tasks such as uploading KIPS videos to a secure website

3)Program Data Entry Designee –
- Receives credentials for website: **www.unmc.edu/sixpence**
- Responsible for <u>continuous</u> roster updates on website
- Responsible for roster verification for Fall and Spring assessment periods in coordination with program director and teacher/home visitor
- Submit roster transfer requests using the transfer form found in Document on the website

4)Home Visitor or Classroom Teacher –

- o **Responsible for communicating roster additions, updates and exits to data entry designee**
- o **Complete all assessments with children and families**
- o **Return completed checklists to data manager for verification**

Note: review the Sixpence TA document for guidelines about transitioning from Sixpence, including maximum age restrictions for entering and exiting the program.

Sixpence Evaluation Calendar (Table of Contents)

Program outcome data is collected once a year, generally in fall or winter. **Most child and family data collected at baseline when the child enrolls in the program and then annually each spring.** ECI (Early Communication Indicator), Literacy Survey and Results Matter are collected in fall and spring each year. **PLEASE NOTE: MMI will send data packets to the program in fall and spring to indicate which children and families need which assessments.**

When to submit	Demographics	Program Outcomes	Child Outcomes	Family Outcomes	Health Outcomes
At Enrollment	1. **Authorization for Sharing Information (e-signed form)** 2. **Sixpence Intake Information** (input data on Sixpence Evaluation website				**Birth: Prenatal Health Indicators** (submit when child is born and intake is completed **for unborn intakes/that you worked with prenatally**set unborn at intake to YES)
Fall	Review and update child **rosters** on the Sixpence Evaluation website, due in August.	**ITERS or infant or Toddler CLASS** (Center-based only)	1. **Results Matter Assessment** (every fall) 2. **BASELINE child data DECA is only collected in the fall for NEWLY enrolled children or children who were too young for the assessment the previous spring.** 3. **ECI (Early Communication Indicator)**	**Baseline family data: KIPS (Parent Engagement)** is collected in the fall for NEWLY enrolled families and for families whose child was too young for the assessment in the previous spring. **Literacy Survey**	
Winter	Review and update child **rosters** on the Sixpence Evaluation website, due in February	**HOVRS** (Parent Engagement only)			
Spring			1. **Results Matter Assessment** 2. **Devereux Early Childhood Assessment (DECA)** www.e-deca2.org 3. **ECI (Early Communication Indicator)**	1. **Spring Family Interview** 2. **Parent Satisfaction Survey** 3. **Literacy Survey** 4. **KIPS** (Parent Engagement & some Center-based programs)	**Child Health Outcomes** are measured on the Spring Family Interview
Ongoing	**Submit program information update form anytime there are changes to staffing or contact information** to **lalvarez@unmc.edu** and **fdimas@nebraskachildren.org**	**Submit child/family transfer form anytime child or family intakes need to be reassigned** to lalvarez@unmc.edu			

Evaluation Plan TableOfContents

This plan includes when data are collected, the measure, and who collects the data. "Parent" may include foster parents, grandparents, and legal guardians. Provider is program staff. **Unless otherwise indicated, data is collected at baseline and then each spring.**

Area/Question	Assessments	Timing	Who Collects Data	Home Visit	Center
Child Outcomes					
1. **Does the program improve developmental outcomes of infant/toddlers?**	Results Matter	Fall-Spring	Providers	X	X
	ECI	**Fall- Spring**	**Providers**	**X**	**X**
	Literacy Survey	**Fall-Spring**	**Parents/Provider**	**X**	**X**
	DECA	Spring*	Parents/Provider	X	X
Family Outcomes					
2. **What impact does the program have on parents?**	KIPS	Spring*	Parents/Provider	X	
	Spring Family Interview	Spring	Parents/Provider	X	X
	Parent Satisfaction Survey	Spring	Parents	X	X
Health Outcomes					
3. **Child meets established health indicators**	Spring Family Interview	Spring	Parents/Provider	X	X
4. **Infant meets established birth outcomes**	Prenatal Health Indicators	At birth	Parents/Provider	X	X
5. **Mother meets established prenatal outcomes (for mothers served prenatally in Sixpence)**	Prenatal Health Indicators	At birth	Parents/Provider	X	X
Program Outcomes					
6. **Does the program have high quality classrooms?**	ITERS (sample) OR Infant or Toddler CLASS	Fall	Eval Team Provider		X X
7. **Does the program effectively deliver parent-engagement services?**	HoVRS	Winter	Provider	X	
Child and Family Demographics					
8. **Child and family demographics including risk factors**	Intake form	Intake	Provider	X	X
	Spring Family Interview	Spring	Parents/Provider	X	X

*Fall only if new enrollment or aged in

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<div align="center">**Required Evaluation Processes** (TableOfContents)</div>

A. Child and Family Demographic and Risk Factor Data:

Each program will record the following information regarding the child and family.
Note: Families must have at least one of the five qualifying risk factors to enroll in Sixpence. Qualifying risk factors are in **bold italics followed by a number in parentheses.**.

Child data: date of birth, gender, ethnicity, date of enrollment, ***premature/low birth weight* (1)** and ***Child has an IFSP/IEP (2)*. *****

Family data: *family income meets* *USDA Food Program's free/reduced lunch income qualification (3)*, marital status, ***teen parent (4), parent education (5)***, address phone.
***Notification will be sent when this factor is able to be entered on the child intake
Additional risk factor data will be collected on the Spring Family Survey: Incarceration of a parent, parent loss due to death or military deployment, child witnessing violence in community or home, parent mental health issues, and CPS involvement.

Timeline: Child data, qualifying risk factors, and family data are entered on the Sixpence Evaluation website (**www.unmc.edu/Sixpence**) at the time of intake. The additional risk factors and parental education updates are collected on the Spring Family Interview.

B. Child Assessments:

Timeline:
All childhood measures will be completed at baseline and each spring, except ECI and Results Matter, which will be completed each fall and spring.

B.1 Child Language Assessments.   The following measures depend on the age of the child and the primary home language.

- **ECI – Early Communication Indicator**
  - **Measures pre-linguistic and spoken language development**
  - **Completed fall and spring**
  - **For children age 6 months through 42 months**
  - **Can be scored for children/families using the languages English and/or Spanish**
  For more information about the assessment go to Link: https://igdi.ku.edu/

B.2 Results Matter Assessments.
- Follow Nebraska state guidelines for collecting assessment data
- The evaluation team will use fall and spring data as part of the evaluation process.
- **Typically: due end of October/Fall and end of May/Spring.**

For more information about the assessment go to: Results Matter Nebraska – Nebraska Department of Education

B.3 Social-emotional Assessment.
- **DECA – Devereux Early Childhood Assessment**
  - 15-20 minutes to complete
  - Parents/providers complete (parents home based programs, provider center-based programs)
  - Entered online on e-deca site by program staff (**www.e-deca2.org**)
  - Minimum age 4 months
For more information about the assessment go to **Link: DECA Video**

C. Family Measures:

Timeline: The **family measures will be completed at baseline and spring, except for the Family Satisfaction Survey which is spring only.**

C.1 Keys to Interactive Parenting Scale (KIPS).
- o Completed for parent engagement programs
- o For children aged 4 months and older
- o Parents speak English or Spanish
- o Parent-educator video tapes parent and child during free play interactions
- o Video length 6-8 minutes
- o Video clips uploaded to secure site by the program data manager

NOTE: For families with more than one child enrolled in Sixpence, submit only ONE video of the parent interacting with ONE child, preferably the older Sixpence child.
See the **Box Instructions** on page 23 for video submission instructions.
For more information about the assessment go to **http://comfortconsults.com/**

Review Sixpence KIPS Training Video and KIPS Clarifications Manual found at the KIPs page from the Reference Menu item on **www.unmc.edu/sixpence**

C.2 Parent Satisfaction Survey. The survey asks parents to rate how the program staff have helped them support their child's development and their satisfaction with the program.
To maintain parent confidentiality, your program will provide parents with a link to the survey via text or email.

Link: **Sixpence Parent Satisfaction Survey**

D. Literacy Survey

Timeline: Fall and Spring

The survey will ask questions about books in the home and reading habits
Survey will be sent to home visitor/teacher individually for each child on applicable roster

E. Health/Risk/Family Indicators:

Timeline: Spring of each year.

E.1 Spring Family Interview. Project staff will complete an interview with each family to assess child health outcomes and to update risk factors. Family education outcomes will also be monitored, e.g., completion of high school or equivalent.

Timeline: When baby is born.

E.2 Prenatal Health Indicators. The Prenatal Health Indicators Survey is **only for parents who received prenatal Sixpence services and is completed when the parent signs the Authorization for Sharing Information form for their newborn baby. Set field: unborn at intake on the child's intake to YES**. Project staff complete the survey based on interview and their knowledge of the mother's prenatal care.
The survey is included optionally with the Authorization for Sharing form based on prenatal services check box.

E. Program Measures;

Center-Based Programs

Timeline: These assessments will be completed in the fall.
**NOTE: If the classroom has completed an ITERS or CLASS as part of the Step Up to Quality, Sixpence can use the information and a second observation is not needed, please notify the scheduling team if you have already completed an ITERS or CLASS or have one scheduled for the current fall.

E. 1 Infant Toddler Environmental Rating Scale (ITERS). An MMI evaluator will complete the ITERS, for new teachers and debrief with the program staff. After initial ITERS, in subsequent years the classroom will have a CLASS assessment (see below). Note: TA to support practices will be provided and additional ITERS would be indicated and completed by the TA team.

E.2 Infant or Toddler Classroom Assessment Scoring System (CLASS). The CLASS focuses on teacher-child interactions as they relate to Emotional and Behavioral Support and Engaged Support for Learning. The assessment, based on a one-hour videotape of the classroom sent to MMI. The evaluator will complete the CLASS and debrief with the program staff. For more information go to **http://www.teachstone.com/about-the-class/**

Home-Based Programs

Timeline: This observation is completed in the winter.

New Home Visitors – **Will submit a HOVRS video, if hired before November 1.** The following fall, home visitors hired in the spring will videotape and submit the HOVRS the following fall.

E.3 Home Visit Rating Scales (HOVRS). HOVRS is an observational measure that evaluates the effectiveness of the home visit, e.g., responsiveness to the family. **Not all home visitors will be required to submit a video to UNMC this year. Once a home visitor achieves the quality benchmark overall score of a 5.5 on the Home Visit Practices scale of the HOVRS and at least a 5.0 on ALL subscales of the Home Visit Practices scale, they will not be required to submit to UNMC.** When this quality benchmark is achieved, the home visitor will be required to perform a self-reflection with their supervisor on a 30-minute video of themselves. Home Visitors will be contacted by their education specialist with more information on the reflection process and documentation expectations.

For more information go to: **https://www.youtube.com/watch?v=F5D89cxhDoo&feature=youtu.be**

Parent Authorization
And Intake Forms

English & Spanish versions

Sixpence Authorization for Sharing and Prenatal Survey
Electronically Signed and Submitted

English Version:

Sixpence Authorization for Sharing and Prenatal Survey

Spanish Version:

Sixpence Authorization for Sharing and Prenatal Survey Spanish Version

NOTE: Data Entry Designee will enter the prenatal survey on the UNMC website, the Unborn at Intake field must be set to "YES" indicating that the mother received prenatal services. Be sure to enter your email address on the authorization for sharing form to receive a copy!

Intake Form (Complete on-line)

For Sixpence program use only – Do Not Send to UNMC ALL information must be entered on the website

Mother or Guardian Name: _____ Date: _____

Father or Guardian Name: _____

Name(s) of Child(ren) Served	Age at Intake	Date of Birth	Sex	Child's Race	Premature/ Low-birthweight* (Yes/No)	Service Type
				☐ White, non-Hispanic ☐ Black/African American ☐ Hispanic or Latino ☐ American Indian/Alaska Native ☐ Asian American ☐ Native Hawaiian or Pacific Islander ☐ Multiple ethnicities ☐ Other, please specify:		☐ Home, ☐ Center
				☐ White, non-Hispanic ☐ Black/African American ☐ Hispanic or Latino ☐ American Indian/Alaska Native ☐ Asian American ☐ Native Hawaiian or Pacific Islander ☐ Multiple ethnicities ☐ Other, please specify:		☐ Home, ☐ Center
				☐ White, non-Hispanic ☐ Black/African American ☐ Hispanic or Latino ☐ American Indian/Alaska Native ☐ Asian American ☐ Native Hawaiian or Pacific Islander ☐ Multiple ethnicities ☐ Other, please specify:		☐ Home, ☐ Center

Primary home address: _____

Primry phone number: _____

For Sixpence program use only – Do Not Send to UNMC all information must be entered on the website

Parent Educator/Teacher: _____ Phone number: _____

Endowment Site Name:_____

What language is spoken most frequently in the child's home?	Marital structure of the home in which the child resides the majority of time *(Please check only one)*
☐ Arabic ☐ Spanish ☐ Arabic/English ☐ Spanish/English ☐ English ☐ Vietnamese ☐ Nour ☐ Vietnamese/English ☐ Nour/English ☐ Other ☐ Russian ☐ Russian/English	☐ married ☐ divorced ☐ single, never married ☐ separated ☐ widowed ☐ with partner, not married

What is the highest level of education the parent/guardian has **completed**? *Please check appropriate box for mother and father.*

Mother	**Father**		**Mother**	**Father**	
☐	☐	no formal schooling	☐	☐	GED
☐	☐	less than 8th grade	☐	☐	some training beyond high school but not a degree
☐	☐	9th grade	☐	☐	one-year vocational training certificate
☐	☐	10th grade	☐	☐	two-year college degree
☐	☐	11th grade	☐	☐	four-year college degree
☐	☐	12th grade	☐	☐	some graduate college coursework
☐	☐	High school diploma	☐	☐	graduate college degree

Does family income meet the USDA Food Program's income qualification for free/reduced lunch?

Free: ☐ Yes ☐ No   Reduced: ☐ Yes ☐ No

Is parent younger than 20 years of age **at time of enrollment**? ☐ Yes ☐ No

NOTE: Ask the school district to assign a state ID number for the child. Once you get this number, update the child intake on the website. Each program is responsible for setting up a process for obtaining the state ID number for the child.

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Forma de Admisión (TableofContents)

For Sixpence program use only – Do Not Send to UNMC ALL information must be entered on the website

Nombre de la Madre/Custodio:_____ Fecha: _____

Nombre del Padre/Custodio: _____

Nombre(s) de Niño(s) Servido(s)	Edad a la Admisión	Fecha de Nacimiento	Sexo	Niños Raza	Prematuro/bajo peso al nacer (Si/No)	Servico Tipo
				☐ Blanco, no-Hispano ☐ Negro/Africano-Americano ☐ Hispanic u Latino ☐ Amerindio/Indígeno de Alaska ☐ Asiático-Americano ☐ Indígeno de Hawaii/las Islas Pacificas ☐ Etnicidad múltiple ☐ Otro, por favor explicar:		☐ Inicio ☐ Centro
				☐ Blanco, no-Hispano ☐ Negro/Africano-Americano ☐ Hispanic u Latino ☐ Amerindio/Indígeno de Alaska ☐ Asiático-Americano ☐ Indígeno de Hawaii/las Islas Pacificas ☐ Etnicidad múltiple ☐ Otro, por favor explicar:		☐ Inicio ☐ Centro
				☐ Blanco, no-Hispano ☐ Negro/Africano-Americano ☐ Hispanic u Latino ☐ Amerindio/Indígeno de Alaska ☐ Asiático-Americano ☐ Indígeno de Hawaii/las Islas Pacificas ☐ Etnicidad múltiple ☐ Otro, por favor explicar:		☐ Inicio ☐ Centro ☐

For Sixpence program use only – Do Not Send to UNMC ALL information must be entered on the website

Domicilio Principal: _____

Número de Teléfono Principal: _____

Maestro: _____ Teléfono: _____

Nombre del Sitio Becario:_____

Qué idioma hablan principalmente en la casa?	Estructura matrimonial de la casa donde vive el niño la mayoria del tiempo (*Por favor solo indique uno*)
☐ Arabic ☐ Spanish ☐ Arabic/English ☐ Spanish/English ☐ English ☐ Nour ☐ Nour/English ☐ Russian ☐ Russian/English ☐ Vietnamese ☐ Vietnamese/English ☐ Other	☐ casados ☐ divorciados ☐ solteros, nunca casados ☐ separados ☐ viudo/viuda ☐ vive con alguien, no casados

¿Qué es el nivel más alto de escuela que han completado *los padres*?

Madre	Padre		Madre	Padre	
☐	☐	no asistió a la escuela	☐	☐	GED
☐	☐	menos del 8° grado	☐	☐	un poco entrenamiento depués de escuela pero no tiene titulo
☐	☐	9th grado	☐	☐	un año de entrenamiento vocacional
☐	☐	10th grado	☐	☐	título universitario de dos años
☐	☐	11th grado	☐	☐	título universitario de cuatro años
☐	☐	12th grado	☐	☐	algunos studios pos-grado
☐	☐	Bachiller de la Escuela Superior	☐	☐	licenciado pos-grado

¿Cumple el ingreso familiar con los requisitos de ingreso del programa de almuerzos gratuitos o de precios reducidos de USDA Food?

Gratuidos: ☐ Si ☐ No   Reducidos: ☐ Si ☐ No

¿Es el padre o el madre menor de 20 años cuando se realiza esta inscripción? ☐ Si   ☐ No

NOTE: Ask the school district to assign a state ID number for the child. Once you get this number, update the child intake on the website. Each program is responsible for setting up a process for obtaining the state ID number for the child.

Data Collection Supplemental Information

KIPS   TIPS and Guidelines for Filming the Play Session

Filming the Play Session:

[Example Instructions to the Caregiver and Child]
    "For this play session, you and your child can play as you usually do when you have a few minutes together. Do whatever is comfortable for you. You don't need to do anything special. I am not filming your child's behavior. I simply want to film the way you and your child usually play together."
    "Your child can move freely about the room, and I will follow both of you. It isn't necessary for your child to stay in one place for the entire video."

- **Duration:** Film for 7-10 minutes; note that footage under 5 minutes cannot be scored.
- **Framing:** One caregiver and one child; ensure both are in the frame to capture facial expressions and nonverbal behaviors.
- **Minimize Distractions:** Focus on the caregiver and child, avoiding any unnecessary distractions.
- **Role of the Filmer:** If the child tries to engage you, gently redirect them to the caregiver. Avoid talking, nodding, or laughing to maintain the session's authenticity.
- **Interruptions:**
    o   Pause filming for caregiving tasks (e.g., diaper changes, drinks) and resume once play has restarted.
    o   Unless removing footage of caregiving tasks, do not splice videos. Coders need to observe uninterrupted transitions to accurately score the assessment
    o   Video must be filmed in a single continuous setting; videos recorded on multiple days will not be accepted
- **Avoid Filming:** Do not record mealtimes, cooking, or dressing activities.
- **Handling Upset Children:** Allow the caregiver to manage any distress. Stop recording if the situation escalates or upon the caregiver's request to prevent a negative experience.

Finishing Up:
- One KIPS per family
- Upload videos to the Box using the following naming convention:
  - **CHILDIDProgramSiteHomeVisitorName**
- Please indicate if the video is in Spanish! **Only videos in English and Spanish can be scored, if you have a video in another language, a transcript must be submitted with the video in order for it to be scored**
- **Indicate if the child has an IFSP/IEP**
- Email scanned copy of completed KIPS List Report to **lalvarez@unmc.edu**
- **KIPs will not be checked in or scored until the videos are uploaded to the Box AND the completed KIPs List Report has been emailed (see above)**

Uploading to 'The Box'

- **First, you need to sign up for a free personal account at <u>www.box.com</u>. This process will ONLY work with an account created with the email we sent your invite to. Invites are sent to the Sixpence Data Manager only**

- **In this example, the UNMC account invited the gmail account (note gmail accounts are not allowable per UNMC policy) to the folder *MMI Education*, just like we have invited you to your folder. It is that invite that links you to the UNMC-MMI account and allows you to be an editor to the folder and upload larger files. If you are not linked to our account and you attempt to upload videos, you will receive a message that your file is too large to upload.**

- **To start the upload process, log in to your account:**

- **Once you log in, you will see the folder that we invited you to. For this example, the folder is titled *MMI Education*:**
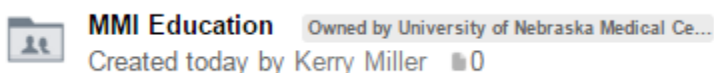
Once you click on your folder, it will open and the inside of the folder will look like this:
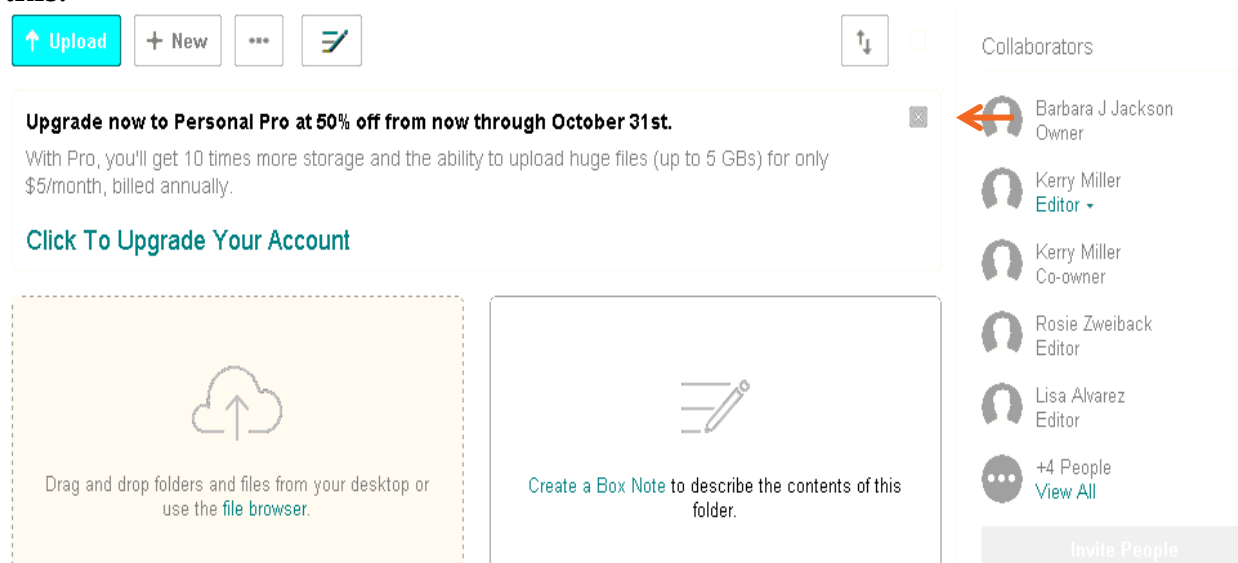
- **Your name should be listed as an editor on the right hand side under collaborators.**
- **Drag your file into the box on the left-hand side and drop the file in the folder. Your video(s) will upload.**
- **Please contact Lisa Alvarez with any questions: <u>lalvarez@unmc.edu</u>, 402-559-2131**
- **Note email address must be from your organization**

ECI – Early Communication Indicator
Tips for Filming

- **Toy Sets: Fisher Price Barn and Fisher Price House**
  - **Take batteries out of toy!**
- **Administration Procedures**
  - **Familiar adult as play partner**
  - **One adult and one child play**
  - **6-minute session**

(This page from IGDI Training Materials Early Communication Indicator Certification: Monitoring Children's Growth in Communication)

ECI – Early Communication Indicator
Guidelines:

- **Duration:**
    - Film for 6-6.5 minutes; note that footage under 6 minutes cannot be scored.
- **Filming:**
    - Use your phone or iPad to record familiar adult and child interactions.
    - A tripod can be used (make sure the child and adult are facing camera and visible)
    - Make sure device is horizontal
- **Toys:**
    - Use either the Fisher Price farm or home set, but not both in the same video
    - Take batteries out of toy
    - Approval prior to filming of any exception toys (contact lalvarez@unmc.edu for approval)
- **Framing:**
    - One child and one adult
    - Child and adult are visible (must be facing camera) in video, faces and hands of both must be visible
- **Minimize Distractions:**
    - Background noise quieted/ Record the video in a quiet place
- **Role of adult play partner:**
    - It's okay to narrate or comment on what the child is doing or saying.
    - Follow the child's lead; remember, we look for the child's vocalizations/gestures.
- **Role of the Filmer:**
    - Encourage the adult to follow the child's lead; remember, we look for the child's vocalizations/gestures.
    - Home visitor/teacher should not be in the video or speak during the video (unless they are the familiar adult in the video)
    - The person filming the video should not interact with the child
- **Interruptions:**
    - Video segments within the same day are ok (due to pause needed for diapering, feeding, etc) segments must be within 3-4 days maximum
    - If you find it challenging to get the video in one setting, returning to the session is perfectly okay. Please take your time and ensure you capture the best moments of interaction.
- **Avoid Filming:**
    - Do not record mealtimes, cooking, or dressing activities.
- **Timing and handling upset children:**
    - If child won't engage with toys, submit as is or try recording again next week
    - Stop recording if the situation escalates or upon the play partner's request to prevent a negative experience.
    - Video submission:
        - Label the video with the child's Sixpence ID
        - Submit video using IGDI app
        - Note language of video
        - Note if child has IFSP/IEP
        - Note other information needed, for example if sibling enters video frame, score child in "pink shirt"

ECI – Early Communication Indicator

Submitting Videos

- **Install Mobile App on your device**

Mobile App

- The mobile app can be found:

  - IOS: App store: IGDI Mobile

  - Android: Google Play store: IGDI Mobile

- Use your phone or tablet on the camera/video setting to record the 6 minute IGDI assessment. (NOT inside the mobile app at this time)

- Log in to the mobile app with the same log in as for the data system

3

(from: Mobile App Administration and Scoring Procedures)

- **Follow instructions to upload and submit ECI video via the app**
- **Must be submitted with child's information and any applicable notes(for example, child in pink shirt, child has IFSP/IEP, etc)**
- **If child is not listed: STOP and contact lalvarez@unmc.edu**

WHAT TO RETURN TO MMI Ongoing and FALL/SpringAND SPRING

Within 2 weeks of Intake
Electronic Signed Form and Prenatal Survey
- ☐ **Authorization for Sharing**
- ☐ **Prenatal Survey (for mothers enrolled in Sixpence prenatally)**
  (data entry designee will use emailed copy of survey to enter on the UNMC website)

Fall
(NOTE!! Due to Spring Baseline Collection Only children listed on Checklist are assessed in the Fall)

Complete Online
- ☐ **Results Matter TS Gold Checkpoint (end of October)**
- ☐ **DECA** www.e-deca2.org *******
- ☐ **Checklist Report Note!! Check all assessments in on UNMC website (data entry designee has credentials**
- ☐ **KIPS checklist Note!! Check in all KIPS on the UNMC website (data entry designed has credentials)**
- ☐ **Literacy Survey -individual survey link sent to providers for each child**

Upload to Box
- ☐ **KIPS**

Submit on IGDI App
- ☐ **ECI video**

Spring
(NOTE!! Follow Checklist Report to ensure that you are completing the correct assessments for each child)

Complete Online
- ☐ **Results Matter TS Gold Checkpoint (end of May)**
- ☐ **DECA** www.edeca2.org *******
- ☐ **Spring Family Interview (completed on Patient Tools site)**
- ☐ **Parent Satisfaction Survey (provide link to Parents) (anonymous)**
  Link: **Sixpence Parent Satisfaction Survey**
- ☐ **Checklist Report Note!! Check in all assessments on UNMC website (data entry designee has credentials)**
- ☐ **KIPS checklist Note!! Check in all KIPS on the UNMC website (data entry designee has credentials)**
- ☐ **Literacy Survey -individual survey link sent to providers for each child**

Upload to Box
- ☐ **KIPS**

Submit on IGDI App
- ☐ **ECI video**

***available to download in Spanish at www.edeca-2.org

Sixpence Child Care Partnerships (CCP)

Evaluation Plan

The Sixpence CCP Grant Program evaluation is conducted by the program evaluation team at the Munroe-Meyer Institute (MMI), University of Nebraska Medical Center (UNMC). The evaluation includes collecting data to monitor the implementation process and identified program outcomes. A standardized evaluation process has been developed to collect information and report program outcomes uniformly across all Sixpence CCP sites. Each Sixpence CCP program is required to follow this process. School districts, child care sites and/or NDE evaluators will forward data to the Sixpence Grant evaluation team for entry into the project evaluation database. All data is password protected and maintained on a secure server at UNMC. Confidentiality will be maintained at all times.

The **continuous improvement process** for the Sixpence CCP Grant program evaluation will include:

- o Providing information which assists local program staff and Sixpence CCP Grant staff to improve the local program on an ongoing basis;
- o Providing information to funders about the efficacy of the program.

	Assessments	Timing	Who Collects and submits data?
Program Outcomes			
1. **Does the program improve childcare quality?**	Infant-Toddler Environment Rating Scale-Revised **(ITERS-3)** Family Child Care Environment Rating Scale-Revised **(FCCERS-3)** Infant or Toddler Classroom Assessment Scoring System (CLASS)	Baseline/Prior to Coaching or Purchases & Annually (see below for more detail on when observations are collected)	**MMI, a local NDE approved evaluator, or SU2Q**
Provider and Coach Outcomes			
2. **What impact does the program have on providers?**	Survey of provider satisfaction with program.	Spring	**Providers** complete surveys online.
3. **What feedback do coaches have about the Sixpence CCP Program?**	Focus groups with **coaches**.	Spring	**MMI** conducts Focus groups
Implementation Information			
4. **Demographic Survey**	Survey collects information about the education level of directors, teachers, and providers and demographic information on the infants and toddlers enrolled in the program.	At the beginning of coaching a new program and annually in the fall.	**Sixpence Grant Coaches or Program Coordinator**
Child Outcome: Expulsion			
5. **What impact does the program have on expulsion rates?**	**Expulsion Survey submitted via Coaching Management website**	**After every coaching session**	**Sixpence CCP Coaches**
Coaching Surveys			
6. **What coaching topics and characteristics are used in coaching sessions?**	**CCP Survey Log submitted via Coaching Management System**	**After every coaching session**	**Sixpence CCP Coaches**

Analysis of all evaluation data will be done by the evaluation team at the conclusion of each grant year. Ongoing technical support and consultation will be provided to assist the programs to use the information from the data to improve.

Evaluation Timeline and Key Questions

Required Evaluation Processes *(TableofContents)*

A. Program Outcome Data:

Timeline: Each program will have a baseline (prior to coaching and purchases) and **annual** observation of classroom or home care provider practices.

- Year 1 in CCP – baseline ERS observation through MMI.
- Year 2 in CCP – either CLASS or ERS through MMI or SU2Q. It is the program's choice in which observation they receive. If they do not get an observation through SU2Q, they <u>must</u> get an observation through MMI.
- Year 3 in CCP – either CLASS or ERS through MMI or SU2Q. It is the program's choice in which observation they receive. If they do not get an observation through SU2Q, they <u>must</u> get an observation through MMI.
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A.1 Center-based child care providers.   At each center, an external evaluator will assess one infant and one toddler classroom using the **ITERS-3.** The observations will be conducted by an external reliable observer who is not the coach or program coordinator for that center. The scored ERS protocol will be sent to MMI for entry into the secure database. MMI will upload the scoresheet and summary report to Box for coaches to review. Feedback will be provided by the Sixpence Grant Coach assigned to the area or the Program Coordinator. **The Class assessment will be used once step 3 is reached. Additional information about the assessments can be found at** http://ers.fpg.unc.edu/

A.2 Family home-based child care providers. Every home-based child care provider will have the **FCCERS-3** observation conducted by an external evaluator who is neither the coach or program coordinator for that provider. The scored **FCCERS-3** protocol will be sent to MMI for entry into the secure database. Feedback will be provided by the Sixpence Grant Coach assigned to the area or the Program Coordinator. **Additional information about the assessments can be found at http://ers.fpg.unc.edu/**

A.3 Infant or Toddler Classroom Assessment Scoring System (CLASS). **The CLASS focuses on teacher-child interactions as they relate to Emotional and Behavioral Support and Engaged Support for Learning. The assessment, based on a one-hour videotape of the classroom sent to MMI. The evaluator will complete the CLASS and debrief with the program staff. For more information, go to https://teachstone.com/the-complete-guide-to-class/**

B. Provider and Coach Outcome Data:

Timeline: Data will be collected **annually** in the spring.

B.1 Provider satisfaction and skills survey.   Providers will complete surveys via the online link.

B.2 Focus Groups. MMI evaluators will conduct focus groups with coaches to collect feedback about the program.

C. Implementation Data:

Timeline: Data will be submitted **annually** in May in the Year-End Report & Continuation Request which is collected by the Sixpence Administrator.

C.1 Demographic survey.   Submitted via online coaching management system

D. Expulsion Survey:

D.1 Expulsion Survey *One of the goals of the CCP project is to help center and childcare home providers improve skills in supporting children with challenging behaviors. Tracking the expulsion rate over time for the provider is one way to measure this. It is submitted via the Coaching Management website.*