



**Assessment Protocol Transition
Information for Site Stakeholders**

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School Readiness + Re-Centering of the ParentChild+ Core Values

The ParentChild+ network has initiated a transition towards a more equitable assessment approach. This approach is informed by the voices, experiences, and needs of the communities served by the program. Moving from one assessment protocol to the next inevitably has a learning curve; however, as the updated assessment protocol has been informed directly by the communities we serve, it will lead to an enhanced program implementation, which will produce better outcomes for all families. This feedback loop with site staff and program participants is already being utilized to inform the program model, making program goals better aligned with assessment measures and ensuring measures are more adaptable and flexible to families' context, culture, strengths, and goals.

ParentChild+ is an evidence-based early childhood home visitation model that embraces equity and empowers families with young children to reach their full potential. ParentChild+ comprises two distinct yet complementary models: ParentChild+ (1-1 family model) and the Home-Based Child-Care model (HBCC).

Both program models focus on promoting "school readiness" among children and families from diverse socio-economic backgrounds. Through regular home visits by dedicated Early Learning Specialists (ELs), the program delivers a tailored approach designed to build on each caregiver's existing strengths, to facilitate parent-child relationships with the goal of supporting the child's cognitive and social-emotional development.

ParentChild+ defines "school readiness" in early childhood (0-3 years old) as the extent to which a child is equipped with the skills, knowledge, and attitudes necessary to enter formal education settings, while considering the ecological context in which the child develops. School readiness is fostered by the development of social and emotional competencies, language abilities, and cognitive readiness, which are facilitated by parent involvement and engagement through positive interactions, such as reading, playing, and talking. ParentChild+ defines school readiness in early childhood (0-3 years old) as the extent to which a child and their family are equipped with the skills, knowledge, and attitudes and supported by a stable learning environment necessary to enter formal education settings. Child level outcomes of school readiness includes the development of social and emotional competencies, communication abilities, and cognitive readiness in a supportive learning environment, all of which are foundational to school success.

Social and emotional competencies are critical for school readiness, as they allow children to navigate social interactions and regulate their emotions and behavior. Language development enables children to communicate effectively, develop literacy skills, and succeed academically. Both aspects are shaped by the broader ecological context, including the child's family, community, culture, and socio-economic factors, which can either mediate or moderate their school readiness.

Recognizing the interconnectedness of these ecological and environmental factors, ParentChild+ emphasizes the importance of supporting families and communities in creating a nurturing and consistent environment for children. By understanding and addressing the various environmental influences on a child's development, ParentChild+ aims to promote comprehensive school readiness that prepares children for success in formal education settings and fosters their overall well-being.

Background: Assessment Transition Process

The work at ParentChild+ to update the assessment approach was informed by the voices, experiences, and needs of the communities in which we work (2021-22). Their strengths will continue to be utilized to better inform program differentiation and individuation. During the transition process, ParentChild+ is focused on accomplishing this in several ways:

1. By focusing on families and childcare providers from under-resourced communities, the alignment of program implementation with program assessment (“**alignment-assessment**”) aimed to understand the unique strengths, assets, and challenges faced by our families.
2. The alignment-assessment of methods used a mix of quantitative and qualitative data, allowing for a more comprehensive and nuanced understanding of the program's impact on participants.
3. This enabled ParentChild+ to build an assessment protocol based on the insights and experiences of the participating families, child care providers, and staff. This approach acknowledges the expertise and wisdom inherent in the communities we serve.
4. By examining how much program implementation effectively addressed both the needs and strengths of program participants, the updated assessment approach will contribute to stronger program outcomes. For example, the PIEL (parental involvement in early learning) focuses on activities identified as supporting school readiness and parent engagement with their children. It was developed and validated with the participation of ParentChild+ families.

Assessment Transition Rationale: Why Are We Phasing Out CBT + PACT

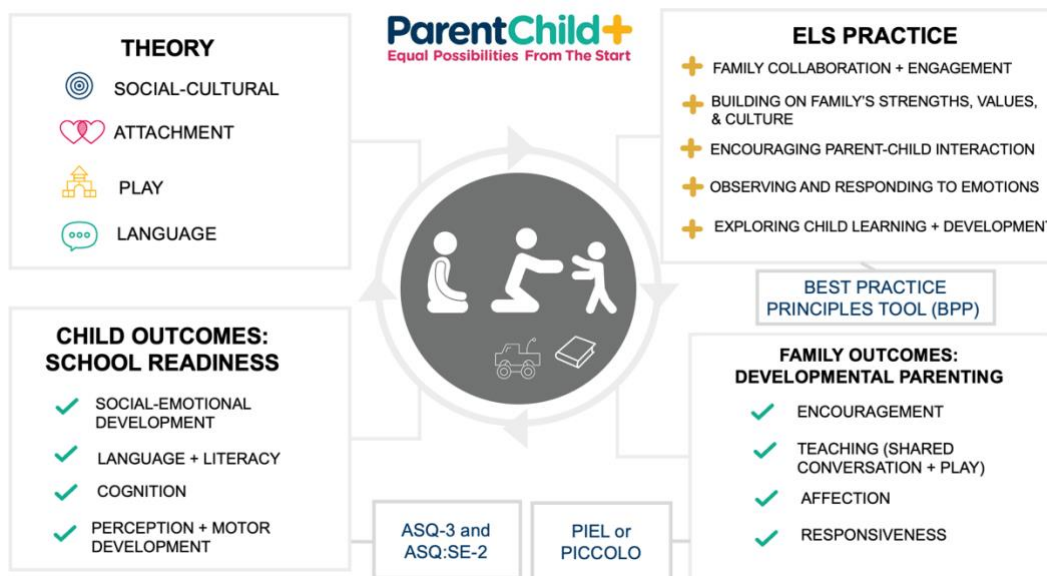
ParentChild+ is phasing out the use of the CBT (Child Behavior Traits) and PACT (Parent and Child Together) measures. Both assessments are trademarked tools that have been administered to families since the program's inception in 1968. However, the program's scale and the demographics we serve have shifted significantly, bringing into question the psychometric properties of the tools in the current context. In addition, the field's understanding of how to assess child development and parent involvement has continued to evolve, and while there still are no perfect measures, there are better measures now than were available at the time ParentChild+ began.

The CBT measure does not adjust its questions based on developmental milestones. Developmental milestones are age-appropriate skills and behaviors that show up in babies and children at certain ages as they grow. Screeners like the ASQ-3 compare one child's skills to those of other children of the same age group. The ASQ-3 and ASQ-SE are widely used tools utilized with children and families in multiple contexts across many countries. Studies show that ASQ data collected in the United States did not diverge significantly from performance data collected in the South American and Asian contexts (Singh et al., 2017). This is particularly worth noting as most of the children served by ParentChild+ program are not of European descent.

The CBT and PACT have not been validated with the immigrant and migrant populations who are now a sizable portion of ParentChild+ participants. Some items focus on behaviors that are either moralized or based on dominant cultural norms from the 1960s and 70s when the tools were developed and validated. For example, the “Independence” domain in CBT (Child Behavior Traits)

assumes that not seeking help from others is preferred, which may not be the case in all cultural contexts where asking for help is considered a strength. Both measures contain items that are not strength-based, with too many of the items framed as identifying deficits or problems in children's or parents' behavior.

An Updated Data Protocol



Primary Outcomes: Family-Level Data (PICCOLO or PIEL)

Parent involvement in school readiness includes multiple dimensions, starting with sensitivity and responsivity to a child's needs and supporting a child's emerging autonomy and self-control. As a young child becomes a toddler, supporting autonomy and self-control means specific things - such as engaging a child in learning activities both in and outside the home, making connections with other families and programs, or becoming involved in pre-school decision-making.

PICCOLO: PICCOLO stands for "Parenting Interactions with Children: Checklist of Observations Linked to Outcomes." It is a reliable assessment designed to measure the quality of parent-child interactions in early childhood, originally developed by researchers at the Oregon Social Learning Center. The assessment is designed to be culturally sensitive and applicable to diverse populations, ensuring its relevance across a wide range of families and contexts.

The PICCOLO assessment focuses on four critical domains of parenting behaviors: Affection, Responsiveness, Encouragement, and Teaching. These domains are strongly associated with positive child development outcomes, such as cognitive, language, social, and emotional growth, all essential to school readiness. Furthermore, the PICCOLO assessment can serve as a valuable tool for ParentChild+ ELLs to guide their work with families. By identifying specific

areas of strengths, ELSs can tailor their support and interventions to meet the unique needs of each family. This targeted approach can help maximize the program's impact on child development outcomes and better prepare children for success in school and beyond.

By incorporating the PICCOLO assessment into ParentChild+, it is possible to gather valuable data on the quality of parent-child interactions as a pre-, mid-, and post-measure during the program's implementation. This information can be used to evaluate the program's effectiveness in enhancing supportive parenting behaviors and parent-child relationships.

PIEL: Assessments that identify and monitor how families support a toddler's learning experiences have historically been lacking. PIEL (Parental Involvement in Early Learning) produces PIEL reporting shows an average total score of parental involvement in early learning in the home according to three domains: Connecting & Communicating, Teaching & Interacting, and Creating Learning Opportunities. Currently, PIEL has both English and Spanish translations. The construct is a caregiver self-report measure that evaluates all the ways in which they demonstrate intentional, supportive actions to promote their child's development. This includes behaviors such as explaining things to toddlers; placing them in an environment where they can learn (e.g., playgrounds, play groups, or playdates); or, even ensuring that their basic health, mental health, and wellness needs are met. Research clearly shows that supportive parent-child interactions contribute to a child's social-emotional, cognitive, and language development. These developmental domains are of crucial importance to children's later academic, social, and emotional success.

ParentChild+ home visiting seeks to strengthen the pivotal role that caregivers play in fostering their young children's school readiness. Home visiting is a "two generational approach," or a parent mediated intervention, where program outcomes are stronger when the primary focus of the visit is the caregiver/parent. A caregiver-focused model emphasizes the family's support of the child's development. In this way, ELSs help parents identify ways to enjoy an activity with their child and guide them to observe and interpret the child's cues and respond to their interests, needs, or emerging skills. Focusing on the parent as the "first and more important teacher" sends a message of respect towards the caregiver as someone who provides developmentally supportive experiences for the child. During a home visit, ELSs provide encouragement and build on the family's strengths. A caregiver-focused model increases their confidence, knowledge, and motivation and, therefore, increases the number of supportive interactions they have with their children. As caregivers develop these skills over the course of the ParentChild+ program, they can more readily incorporate more developmentally supportive and learning opportunities into their everyday family routines (Roggman, 2008).

Mediated Outcomes: Child-Level Data (ASQ-3 and ASQ:SE-2)

Studies continue to show that families who are actively involved in their children's development and education are better equipped to support early developmental goals, then better prepared their children will be for school.

Using the Ages and Stages Questionnaires, Third Edition (ASQ-3) and the Ages and Stages Questionnaires: Social-Emotional (ASQ:SE-2) as a pre-, mid-, and post-assessment enables us to measure changes in a child's development and social-emotional functioning over their time in

ParentChild+ in conjunction with parents. This data, combined with other data sources at the family level, will continue to demonstrate the impact of our program. In its design, the ASQ relies on the involvement of parents, families, and caregivers. It is important to note that the ASQ-3 is listed on MIECHV (Maternal, Infant and Early Childhood Home Visiting) as valid tool for Measure 12 (Developmental Screening, Measure) and Measure 18 (Completed Developmental Referrals) for the “school readiness and achievement” performance indicator ([Performance Indicators and Systems Toolkit](#)).

These tools will provide ParentChild+ sites with outcomes data that will allow us to track and communicate our program’s core values and school readiness outcomes. For example, one of our core values is “Family Collaboration.” The ASQ-3/SE invite families to participate in decision-making and goal setting for their child; they engage families in two-way communication about child development; and they easily facilitate learning activities for the home and in the community. Furthermore, more than a screener or outcome measure, ASQ/ASQ-SE can also be used to clarify what child development looks like at each stage and support developmental progress. ASQ facilitates conversations and support for all families with their ELS (Early Learning Specialist) - not just when a child may have an area of concern.

The ASQ-3 provides scores for each of the five developmental areas it measures (communication, gross motor, fine motor, problem-solving, and personal-social), while the ASQ: SE-2 provides scores for social-emotional development (self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people). The scores indicate whether a child's development is on track, slightly delayed, or significantly delayed and whether they may be at risk for social-emotional difficulties. Both assessments at the pre-administration can identify specific areas where a child may need monitoring, which can help Coordinators and ELSs guide decisions about how best to support families in supporting their child's ongoing growth and learning and whether further evaluation, intervention, or referrals are needed.

Overall, ASQ-3 and ASQ-SE are more culturally and linguistically responsive tools that align with ParentChild+’s commitment to centering equity in our work. Though there are limitations with any assessment, the psychometric properties of these tools have been validated within multiple communities of color and contexts, which makes them more appropriate tools to assess children in ParentChild+. Data from these two measures will provide sites with more accurate information about the developmental progress of children with whom they work.

Site Preparation

Planning

1. We encourage sites to start planning for the pivot away from both CBT/PACT ASAP
2. There should be no missing data for families. This means:
 - Sites should plan to use the new tools for new families enrolling in the program as of August 2023.
 - Families whose baseline and/or mid-term assessments were completed using CBT/PACT will continue to use these assessments until they complete the program.
3. We understand that some sites may currently be required to use certain assessment measures under grant agreements, ParentChild+ will work with those sites and funders to co-construct a transition timeline.

4. For planning and budgetary reasons, sites may need to address this change with funders to establish new goals and data reporting plans for next year. National Center staff are available to support in this planning and conversations. Possible budgetary implications are outlined below.
5. Up until this point, we have not required sites who collect ASQ data via ASQ Online to enter the data into DAISY (it was previously optional). We are developing CSV file upload to DAISY so sites can directly upload data from ASQ Online. Until that DAISY update is finalized, sites may continue sending the National Center a report from ASQ Online.

Training

We understand the need for sites to be trained in embedding these tools in ParentChild+ and we will be providing training and resources as this transition rolls out. We will be offering training starting this summer on:

- How to partner with families regarding the administration of these tools.
- How to frame the results of the ASQ-3/ASQ:SE-2 to families.
- How to engage families around child development, developmental parenting, involvement in early learning, and goal setting more broadly.
- Sample scripts for ELSs to follow to introduce these tools to families.
- ParentChild+ is currently engaging in feedback loops with sites already utilizing these tools to insure we are providing all necessary support for staff training and implementation of the measures in the ParentChild+ context.
- The importance of data collection and entry of “referrals” and communicating much more intentionally about family referrals as a team.

Training will be informed and expanded based on the feedback loops that are underway:

- Site feedback on training needed and the burden on staff in terms of administration.

Updating management information system (DAISY) to updated data collection protocol

Data Entry

The **ASQ-3 Information Summary form** was made available to users in April 2023. The **ASQ:SE-2 Information Summary form** was made available to users in October 2023.

- The form will include pre, mid, and post program options. There will also be an additional option (“additional”) for program staff that wish to add additional ASQ-3 forms for other month intervals. Sites may administer ASQ-3 at different frequencies, and the data entry options will accommodate that variation.
- For families enrolled in ParentChild+ where a child is already diagnosed with a disability, ASQ screening may be redundant.
- Sites implementing the ParentChild+ model, but not administering ASQ for an “exempt” child, should aim to obtain ASQ scores from a partner agency (such as your local early intervention or EHS program). If this is not possible in your context, then program staff will identify their “exemption status” in DAISY to avoid the appearance of incomplete data entry. This would apply to children who have a diagnosis or a developmental delay.
- For additional information on “exemption” and how to determine if ASQ-3 and ASQ:SE-2 are not needed, please visit [this website](#).

The **PIEL measure** was made available to users in October 2023.

- The form will include pre, mid, and post program options. For items parents did not answer, a selection option is available in each dropdown.
- For families who began the program before the transition to the updated data collection protocol, CBT and PACT assessments should be entered until their program completion. Existing CBT and PACT assessments will be viewable in family records indefinitely. **The option to enter CBT and PACT assessments will be removed in July 2027.**

Data Reporting

The Assessment Graphic Report and Excel Export were revised to include ASQ-3, ASQ:SE-2, and PIEL data summaries in January 2024. **CBT and PACT data will be available in the Assessment Graphic Report and Excel Export until July 2028.**

Using ASQ Online or another database to enter ASQ-3 and ASQ:SE-2 screeners

Multiple agencies are in a pipeline of human services where the ASQ-3 and ASQ:SE-2 screeners are widely administered. For agencies who are using ASQ Online or another database to collect and enter ASQ-3 and ASQ:SE-2, users are not required to enter the ASQ-3 and ASQ:SE-2 Information Summary form in DAISY. Users are required to submit Excel or CSV files which include (a) unique identifiers of the family, for example DAISY ChildId or child name and date of birth, (b) month interval of screener, (c) the date the screener was completed (d) value scores of each domain (ASQ-3) or total score (ASQ:SE-2), and (e) follow up actions taken. Data files are to be submitted to the national center by January 31st of each year. For more details, please visit [this article](#).

Using data to inform practice and report program outcomes

ASQ-3 & ASQ:SE-2

ASQ-3 and ASQ:SE-2 were developed as a child development screener, but it is a tool that can provide outcomes. Both screeners will enable sites to report on items such as the % of children reaching a specified measure within a certain period, including:

- Over the course of the program, you can compare % of children who are in the “monitoring zone” (close to cutoff) to children who are now “on-schedule” (above cutoff). This shows a causal relationship with an accompanying narrative that would point to home visiting activities that provide a supportive learning environment.
- % of children above the cutoff (an ASQ score in any developmental area that falls above the statistically derived referral cutoff point).
- % of children in the monitoring zone (empirically derived score that indicates when a child’s performance is of concern and referral for further assessment is appropriate).
- % of children below the cutoff (a score in any developmental area that falls below the statistically derived referral cutoff point).

The role of **referrals** is essential with the adoption of ASQ-3 and ASQ:SE-2. When a child’s score on a measure such as the ASQ is below the cut off or when a parent’s concerns indicate that follow up to a community agency for further assessment is warranted, users must enter the referral made into DAISY to have a powerful additional data point to report (the % of children who received a referral based on an ASQ score).

PICCOLO

PICCOLO identifies parenting behaviors that support early child development, and shows what caregivers are comfortable doing with their children and what they think is important to do.

- PICCOLO reporting shows an average total score and score by domain (Affection, Responsiveness, Encouragement, and Teaching)
- PICCOLO reports % of measures below, at, and above average score by domain at pre, mid, and post program.

The objective of PICCOLO is to identify the caregiver's strongest-positive parenting behaviors. The ELS and caregiver should explore ways to engage in the behaviors the caregiver is already doing to support child development, through daily routines and in play with their child. Positive parenting behaviors are linked to better cognitive, social, and language development in children.

PIEL

PIEL identifies "parental involvement in early learning."

- PIEL reporting shows an average total score and score by domain (Connecting & Communicating, Teaching & Interacting, and Creating Learning Opportunities).
- PIEL reports average scores by domain at pre, mid, and post program.

The PIEL is used with children of a variety of ages who may be preparing for different milestones. Unfamiliar questions may be used as a talking point between ELS and parents to establish any background context or future goals that the family may have. The PIEL is intended to be a judgment-free measure, used not to assess the parent but to guide ParentChild+ in their program decision-making. An "ideal" score is not expected for individual parents. Rather, ELS may use the content of the PIEL to collaboratively set goals with parents for greater involvement in learning. In this regard, the PIEL can be used to talk to parents about the ways they want to encourage their toddler's learning and set goals according to parents' preferences, not the PIEL content.

Budgeting

Many sites will need to address the new ParentChild+ data protocol ASAP in writing to funders both for reporting and budgeting purposes. ParentChild+ staff will work with sites and be available for conversations with partners and funders.

PICCOLO/PIEL

- Sites should plan to use PICCOLO or PIEL, not both.
- ParentChild+ will provide free training for both measures.
- PICCOLO: See [here](#) for PICCOLO scoring sheets, \$30 for 25 scoring sheets. The Starter Kit with a User's Guide and scoring sheets is [here](#) and costs \$60.
- PIEL: A free resource for the ParentChild+ network. We currently have English and Spanish versions available; and plan to translate the PIEL into additional languages after the updated version is released in August 2023 (Arabic, Mandarin, Haitian-Creole).

ASQ-3/ASQ:SE-2

- Training offered by ParentChild+ covers the use of the tool in the home visiting context, including how to frame conversations with family.
- [ASQ-3](#) and [ASQ:SE-2](#) both have separate costs associated with them. For each, sites may opt to purchase Starter Kit, which includes both training materials as well as scoring sheets for \$295 each. Or you can opt to purchase only the scoring sheets for \$240 each. After the initial purchase, you can photocopy ASQ questionnaires, with no further purchases necessary.
- It is not necessary to buy the Materials Kit as you can purchase the objects needed to administer the ASQ-3 or any adaptation items in other ways (local dollar store for under \$40). Also, as a part of the relationship-building process, we encourage you to administer the ASQ-3 using objects already in a family's home. Therefore, unless you have a budget for it, it is not recommended to purchase the [ASQ-3 Material Kits](#) from Brookes Publishing
- Depending on the size and scale of your site, you should plan to budget a minimum of \$480 (two Questionnaires). Costs may increase from there. However, we are working with hubs of sites on cost-saving and resource-sharing measures.
- If you are not able to finance or budget for the ASQ-3 and ASQ:SE-2, please reach out to Jessica Faith, jfaith@parentchildplus.org.

One Pager: Snapshot of the ParentChild+ Assessment Protocol Transition

Family-Level Data: PIEL or PICCOLO

PIEL

- Sites currently using PACT will be transitioning to PIEL.
- PIEL is a self-report survey for families to complete.
- It is a strength-based measure currently used in many Early Head Start programs.
- PIEL was initially validated with a sample population that included ParentChild+ families in 2014 (Manz, 2014). The commencement of a second round of validation work is currently underway with ParentChild+ families.

PICCOLO

- Sites trained after 2018 are currently using PICCOLO and they will stay with PICCOLO; they do not need to transition to PIEL. PICCOLO is an observational measure approved by MIECHV for Measure 10: Parent-Child Interaction (Maternal, Infant and Early Childhood Home Visiting).
- PICCOLO identifies parenting behaviors that support early child development, and shows what caregivers are comfortable doing with their children and what they think is important to do. PICCOLO identifies parenting interactions that predict children's early social, cognitive, and language development.
- PICCOLO reporting shows an average total score and score by domain (Affection, Responsiveness, Encouragement, and Teaching) at pre-, mid-, and post-program.

Child-Level Data: ASQ-3 and ASQ:SE-2

- Sites should plan to phase in both tools, ASQ-3 and ASQ:SE-2 as early as August 2023.
- By Sept 2023, DAISY will be set up for ASQ-3/ASQ:SE-2 input. Reporting will be available shortly thereafter on DAISY.
- ASQ-3/ASQ:SE-2 are primarily developmental screeners, which provide a snapshot to ensure a child is developing on schedule. They are not diagnostic tools. Families are not required to answer items that are not compatible with their values.
- To address the time needed to complete screeners with families, ELSs should use a visit to complete the ASQ (e.g., completing the ASQ in partnership with the families would count towards or as a visit). Each of the three administrations of the ASQ would count as a visit.
- The ASQ-3 provides scores for each of the five developmental areas it measures (communication, gross motor, fine motor, problem-solving, and personal-social). ASQ:SE-2 provides scores for social-emotional development (self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people).
- As with other assessments, ParentChild+ will provide a model report.
- ASQ/ASQ-SE are both available in multiple languages:
 - Languages: <https://agesandstages.com/products-pricing/languages/#silk-tabs-0-1>
 - Translations: https://agesandstages.com/wp-content/uploads/2022/01/Translations-of-ASQ_10.2021.pdf