Readiness to Learn

Guide to Navigating the RTL Data Collection Website and the Companion Forms

Revised September 2011

Area Health Education Center of Eastern Washington
Readiness To Learn

WASHINGTON STATE UNIVERSITY
SPOKANE

This guide is designed to help you navigate the Readiness to Learn Data Collection Website. The site can be found at http://www.rtl.spokane.wsu.edu.

If you have any questions about the website and its navigation or about data collection procedures, you can contact:

Natalie Turner
RTL Evaluation Project Director
509-358-7563
naturner@wsu.edu

Jeff Winikoff
RTL Evaluation Team
509-358-7603
winikoff@wsu.edu

Table of Contents

Readiness to Learn Introduction

Readiness to Learn (RTL) serves children at risk of academic failure because of social, personal, and family concerns outside of the school. Delivered through 28 local consortia, RTL reached almost 6,000 children and their families in the 2009-2010 academic year. Supports to these children are delivered through distinctive partnerships between schools and communities tailored to the unique needs of each community.

The level of need in the children served by RTL is great. Primarily a program for young children, RTL children face a complex mix of barriers to successfully engaging in learning. Homelessness or homeless risk, severe poverty, mental health and domestic violence are among the problems children confront daily as they attempt to succeed in school. In over half of the children, early indicators of academic failure are present.

Using a variety of specific strategies adapted to the child, RTL provides a mix of coordination of and linkage to community services in addition to direct support services provided by RTL staff.

Evaluation Introduction

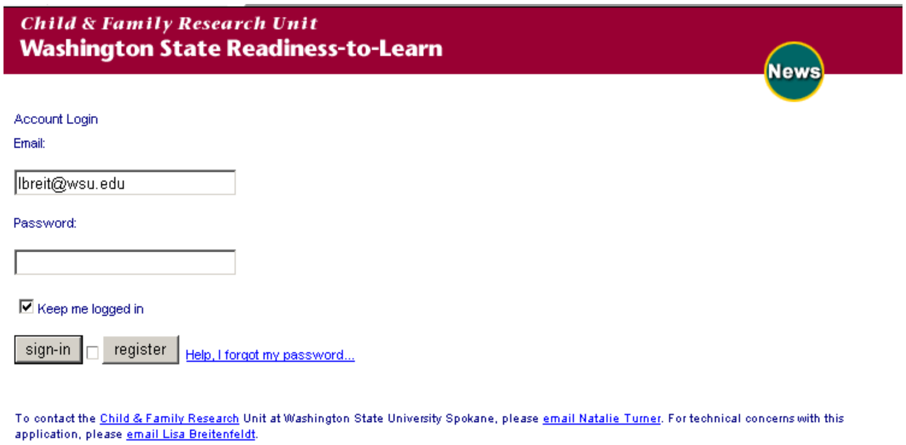
The evaluation relies on the individual RTL worker as a principal source of information about the experience of children and families receiving RTL support activities. The principal components of the evaluation focus on the individual child's status and progress. This evaluation encompasses an "Intent to Serve" model; if the RTL worker has identified supports that are needed for a child at risk of academic failure because of social, personal, and family concerns outside of the school and *intends* to deliver or refer those supports, then that child should be enrolled into the system. Once enrolled, the RTL worker should attempt to collect the full set of evaluation data forms.

These measures include:

1. Demographic information about the child and family and descriptive information about the referral.
2. Information about the child and family's needs.
3. Service and linkage/referral actions (type, frequency) taken on behalf of the child and family.
4. Grade Level Expectations (GLE) status of child as assessed by the teacher at baseline and end of year.
5. Strengths and Difficulties Questionnaire (SDQ) as assessed by the parent, teacher and/or older child at baseline and end of year.
6. Review of school records to provide additional measures of child progress.
7. Tracking of services provided to groups.
8. Tracking of services and referrals provided to non-enrolled students and families.

Logging In

The RTL website address is http:\\rtl.spokane.wsu.edu. Clicking the link “RTL Application to Enter Data” will get you to the entry page. If you have not yet registered, click “register” to get to the registration page. The “News” button near the top right does not require a login password to use, and will take you to a page with updates and RTL forms to download.



If you have already registered and have a password, this is the page you will use to get to the ‘My RTL Home’ page.

News

The News section is accessible without a password or login. This page will have:

- The latest forms to download
    - PDF version
    - Spanish versions where available
- Other relevant documents or links for the evaluation of Readiness To Learn

How to Register

If you not yet a registered user, click the “register” button. This will take you to the registration page. It is here that you create an identity for yourself to access the RTL website. Your RTL consortium has a site Registration Key (series of numbers, text and other characters). If you do not have the key, it can be obtained from your RTL coordinator. The key is quite long, so if you have the key in an email from your site director, you can just copy and paste it into the “Registration Key” box.

In the “Display Name” box, type the name that you will be identified with on the web site pages.

Once you have entered your e-mail address, a display name, and the registration key, hit the “Submit” button. An email will be sent to your email address with your new password. We recommend that you copy and paste the password from your email into the webpage.

Use your full email address and your new password to access the system. You can change your password by clicking the “Welcome” link located just below the green “News” button on the “My RTL Home” page.

Key Fields:
Email: You must use a valid email address; this field cannot be left blank.
Display name: Enter the name that you wish to be displayed when you log in.
Registration Key: Contact your Project Administrator for the key; this field cannot be left blank.

Forgotten passwords:

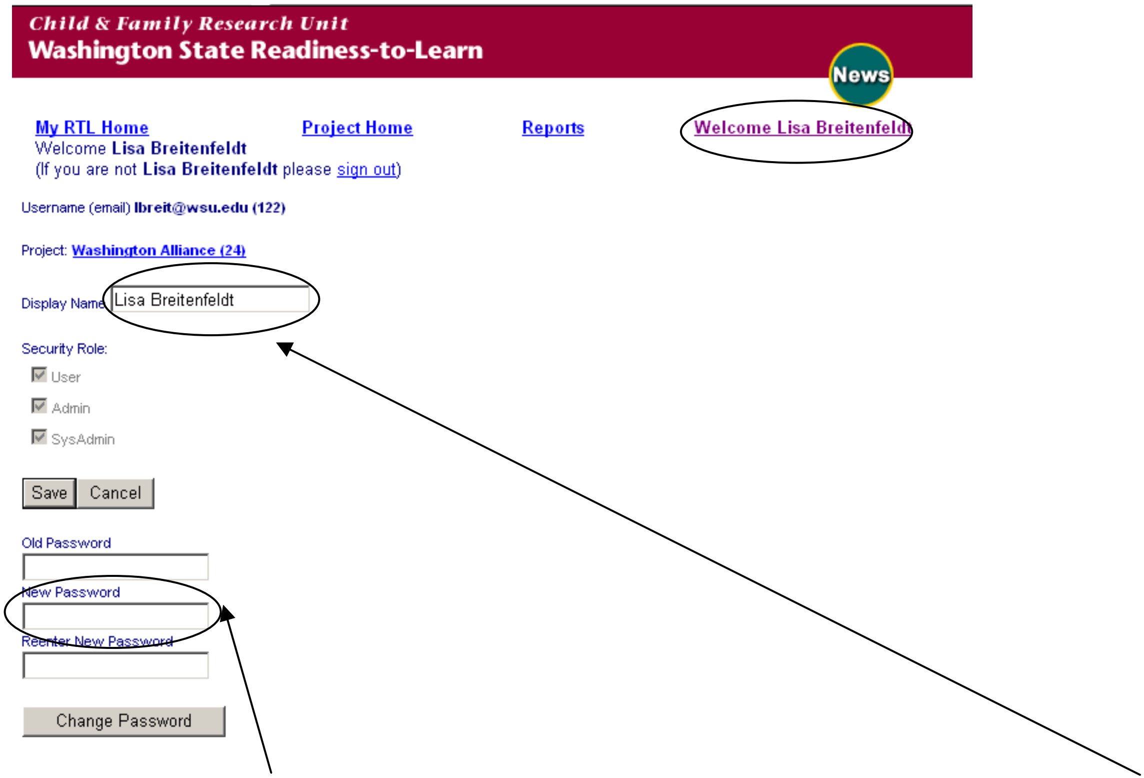
If you forget your password, on the login page click ‘Help, I forgot my password…’ next to the ‘register’ button near the bottom of the page. You will be forwarded to another page that will ask for your email address. Be sure to enter your full correct email address (e.g. ‘you@rtlschool.edu’).

A new password will be emailed to you. Check your email and then copy and paste the new password into the account login page along with your full email address, and select the ‘sign-in’ button. You can then change your password to something more user friendly after you have signed in.

We at WSU do not have access to your password –you must follow the steps above if you have forgotten it.

Changing your Password

To change your password, click on “Welcome (your name)” on the “My RTL Home” page.



Your new password must be at least 6 characters. You can also change your Display Name on this page.

Keep me logged in:

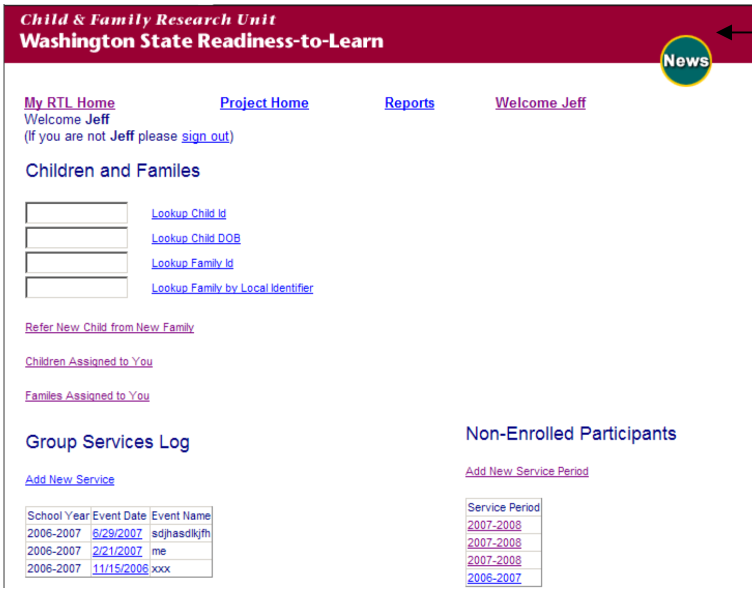
This function allows you to browse beyond the RTL application and keep you logged in when you return to the application (unless you have timed out).

My RTL Home

Once you have successfully logged in, you will be directed to your “My RTL Home” page. It is on this page that you that you begin data collection. By clicking the ‘My RTL Home’ link at the top of the page, you will always be returned to this page.

The “Project Home” link will take you to a page with a listing of all the children enrolled in your RTL project.

The “Welcome” link will take you to the page where you can change your password and your display name.



You can always return to the "My RTL Home" page by clicking the red Readiness-to-Learn banner on top of any page .

At the top of the page are four search boxes to help you navigate to your assigned case load:

- Lookup ChildID
- Lookup Child DOB
- Lookup FamilyID
- Lookup Family by Local Identifier

Below this is the link to use for referring a New Child from a New Family

Below new child referral link are links to full lists of your assigned case load:

- Children Assigned to You
  - ChildIDs are listed in ascending order, with their family ID listed to the right
- Families Assigned to You
  - Families are listed in order of their entry to the system, with the ChildIDs in each family listed to the right

Near the bottom of this page are links to:

- Group Services Log (see page 20)
- Non-Enrolled Participants (see page 21)

Referring children

Refer New Child from New Family

Click here to start the process of entering a child who has no other siblings enrolled in RTL. When you click this link, you will open the "Child Characteristics" page. This page generates a new referral.

<u>Key Fields:</u>

Child Id: This number is generated by the system after you have completed this page.

Currently Assigned To: Your name should appear here.

Birthdate: Note the format for the child's date of birth (mm/dd/yyyy). It cannot be after the date of referral.

Gender: Select Male or Female

Is English the primary language spoken in the household: This is not necessarily the child's primary language, but is the language that is spoken most often in the home.

Is Child's Primary Language English: Select Yes or No.

Race (check all that applies): Check the race that describes this child. If the child's background is multi-racial, check all that apply.

Referral Date: This is the date that the referral was made (mm/dd/yyyy). It cannot be after today's date.

Project: This is the project to which you are affiliated. It is generated by the system.

District: Enter school district from the drop down menu.

School: Enter the school from the drop down menu, or Alternative Placement, Dropped Out, Home School, Not Enrolled, Pre-School, or Private School.

Grade: Enter the grade that the child is presently enrolled in.

Or Under Age 5: Click here if the child is under age 5. The child may be attending a preschool located in a regular school building or another preschool or may not be attending any preschool.

Number Living in Household: Enter number of individuals living in the child's household.

Living situation (*check one*): Select from the list the living situation of the child. If "Other" is selected, please specify in the "Comments" box.

Participating Special Program (check all that apply): Check all the special programs that the child is participating in. If "Other" is selected, please specify in the "Comments" box.

Primary Referral Source (check one): Select from the list the primary source of this referral. If "Other" is selected, please specify in the "Comments" box

Reason(s) for Referral (*one or more must be checked*): Select at least one from this first list of 7 possible reasons for referral. One of these seven must be checked. The first six are identified academic reasons for referral. If a child is being referred for a reason other than one of these six, the early intervention box must be selected and at least one reason from the Additional Reasons list must be checked. You may check both an Academic Reason(s) and an Additional Reason(s).

Once you have completed this page, click “Save” and you will be returned to “Child Characteristics” page for that child. ***You should record both the Child Id number and the Family Id number in your personal records for future reference.***

Referring a New Child to an Existing Family

If a child is referred to RTL who already has siblings enrolled, you will add this child to an existing family. To do this, go to the ‘Families Assigned to You’ page and find the Child Id for the child who is already enrolled in RTL from your list of assigned children. Below that child’s Id, click “Refer New Child”. You will follow the same steps to enroll the new child as is outlined above in “Refer a new child from a new family”. This child will be assigned an Id by the system and will be associated with the existing family.

Children Already Enrolled/Referral Update

If a child was previously enrolled in RTL, you will see that Child’s Id on your child and family case list. **If you are continuing services to this child this year (2010-2011), you must update the child’s referral by clicking “Add Updates” under the previous referral date*.** You will also change any other information on the form at this time (new school, new grade, etc.) Referral Updates should only be done at the beginning of the academic year for continuing children, or at the time when the child returns to RTL. The data system will allow only one referral (new or update) per child per year.

***<u>You cannot enter any data on a returning child until you have completed a referral update</u>.**

Forms -Child

Demographics and Referral (Child Characteristics)

You will now see the child characteristic information that you just entered for this child. Towards the bottom of the page, you will see an area titled “Referrals for this child”.

In the Referral column, you will see the date of the referral you just entered. At this point, the information you entered should not be altered unless you found you had made a mistake in the input of the information.

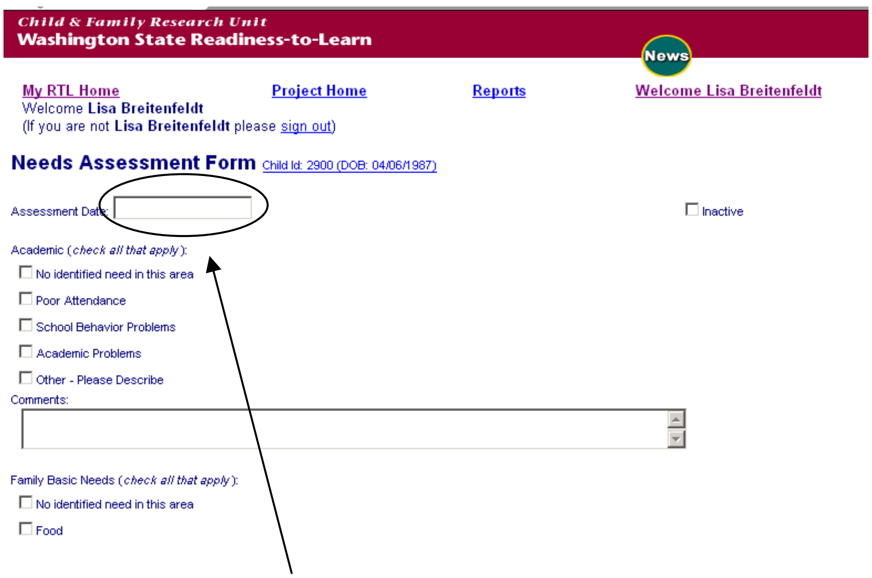
Once you have entered the referral for a child, you can begin entering data from other forms, such as Needs Assessment and Services. You do this by clicking “Add New” or
“Add Initial” under each form.

A new feature last year is the "Hidden" check box. Checking this box "hides" a child from your list of children. You can use this feature to reduce the size of the list of Child Ids you see by hiding the Ids of children you are not working with this year. You will notice that on the page listing your Child Ids, near the top of the list is a box that says "Show Hidden". When this box is checked, Child Ids that have been "hidden" will reappear. However, to "un-hide" a Child Id, you must go to that child's Child Characteristic page, un-click the "Hidden" box, and save. Child Ids you hide will NOT be deleted from the system, but only from your view.

Needs Assessment

The Needs Assessment form should be filled out as soon as possible after a child has been referred to RTL. You will only enter one needs assessment per year (New for new RTL students or Followup for returning students).

When this form opens, you will see the child's ID and date of birth.



In the "Assessment Date" field, enter the date the Needs Assessment was completed.   Please use the format mm/dd/yyyy.

This form is divided into 4 domains that coincide with other evaluation information gathered throughout the year to track the child's progress. They are: Academic Needs, Family Basic Needs, Health Needs and Social/Emotional Needs.

The final section, Cultural Factors, should be completed when there are cultural factors that need to be considered in assessing needs and providing supports and services. If no cultural factors are identified, check "None".

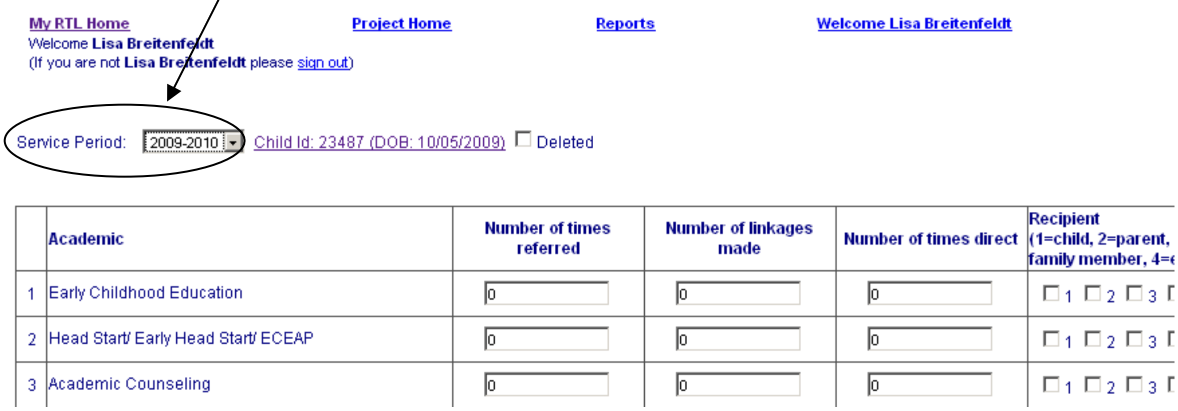
Key Fields:

- Check all items that apply
- At least one item must be checked in each domain; if none apply, you must check the box next to the domain title stating "No identified need in this area" or "N/A"
- Give relevant details if "Other" is checked in any section

Only one Needs Assessment is completed per year.

Services

The Services page is where information on supports to an individual RTL enrolled child is collected. You will see the “Service Period” box. Select the service period in which the support was either referred out, or provided by RTL directly. This form will be completed once per year; we recommend returning to the same form often to make updates as they occur. Please note that you cannot enter services/supports unless they occurred during the present service period or before. In other words, you cannot post date services.



My RTL Home | Project Home | Reports | Welcome Lisa Breitenfeldt

Welcome **Lisa Breitenfeldt**

(If you are not **Lisa Breitenfeldt** please sign out)

Service Period: 2009-2010 Child Id: 23487 (DOB: 10/05/2009) Deleted

	Academic	Number of times referred	Number of linkages made	Number of times direct	Recipient (1=child, 2=parent, family member, 4=e
1	Early Childhood Education	0	0	0	1 2 3
2	Head Start/ Early Head Start/ ECEAP	0	0	0	1 2 3
3	Academic Counseling	0	0	0	1 2 3

The service categories correspond to the Needs Assessment categories.

<u>Support/Service Counts in Key Fields:</u>

- If you refer a child or family to a service or support outside of RTL, count that in the “Number of times referred” column.
- After a child or family has been referred to a service, enter Number of linkages made if you know that the referral led to a contact with the referred service.
- If a service or support is provided directly by RTL staff then it should be counted in the “Number of times direct” column.

These counts are cumulative throughout the year. You may be accessing this page more than once during the year. If, for example, you refer a child for tutoring at the beginning of the year, enter the service at the time you refer them, and then later in the same year you refer them again for tutoring, you would need to change the “1” in the “Number of time referred” column to a “2”.

Also be sure to check the box that corresponds to the recipient of the service. This is a required field. If you check the “entire family” box, the information will be attached in the database to each member of the family enrolled. You do not need to enter the information individually for each RTL enrolled child in the family. To avoid possible duplication, it is recommended that you enter services provided to the entire family on the services page for the first child referred. If you enter several children from a family who were referred on the same day, enter the family services on the page for the youngest child.

Once the form is saved you will see a line with the service period for which you have entered supports. You can click on this link at any time to update the information in this form or add additional supports that are referred, linked or provided.

Grade Level Expectations (GLE)

Grade Level Expectation (GLE) forms are to be completed by the child's teacher for students in grades K through 12. For elementary school children, the child's primary teacher should be asked to complete the form. For middle and high school students the GLE Form should be completed by the student's English teacher for the Reading section and the student's Math teacher for the Mathematics section. If you collect information on a middle or high school student from more than one teacher, enter this information as one GLE form. In other words, combine the information from both teachers on one form for entry.

If a child is enrolled in RTL prior to the beginning of the last term of the school year, the teacher should complete the GLE Initial form as soon after enrollment as is possible and then the Follow Up GLE at the end of the school year. If a child is enrolled after the beginning of the last term of the school year, it is not necessary to complete the Follow Up at the end of the school year. If the child carries over in RTL to the next year and an initial GLE form was completed, the teacher should complete the GLE Follow Up form at the end of the next school year. If a child changes schools prior to the end of the school year, have the teacher complete the form within 30 days after the child has left. There must be a minimum of 45 school days between the Initial and Follow Up.

For this evaluation, only Mathematics and Reading content areas are being collected.

If the teacher needs assistance with the GLE's, please direct them to the following site: http://www.k12.wa.us/ealrs/default.aspx

You will complete the first page and top line on the second page prior to giving the form to the respondent. Have the teacher then complete the form and return it to you. To insure the highest quality data, you may wish to review the form once it is returned to insure that all items have a response. If the form is incomplete, you may wish to review the form with the teacher, asking them to complete any items they left blank.

Each consortium can choose to:

1) **Directly enter these forms into the database, <u>or</u>**
2) **Send to WSU for data entry**

But not both –Please decide at the beginning of the academic year and either send in all of your GLEs to WSU or enter them all onsite. **WSU cannot receive names or any identifying information on these sheets –you must take the cover sheet off if you choose to mail the forms to WSU.**

We ask that you return completed GLE forms to:

RTL Evaluation/AHEC
WSU-Spokane
PO Box 1495
Spokane, WA 99210

You may wish to photocopy the completed forms for your records and as a back up in the event that forms sent to WSU for evaluation are lost in transit.

Academic Status

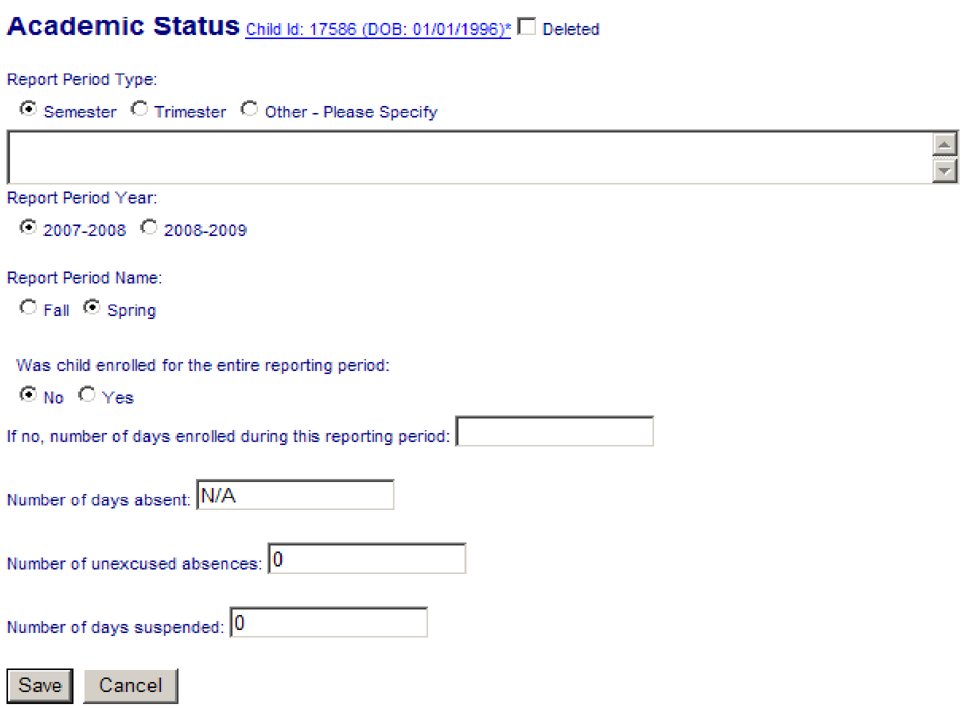
The information on this page is collected at the beginning of a child's involvement with RTL and then again at the end of each school year in which they are concurrently served. For returning students who already have baseline information collected and entered you will only need to collect and enter this information at the end of the school year.

Initial Academic Status: This is information from the report period (semester, trimester or other) *prior* to referral to RTL.

If a child is referred into RTL during the first term of the year the data for this page should be collected for the last term of the previous school year.

If a child is referred into RTL after the beginning of the second term (semester or trimester) of the current school year, data is gathered for the first term of the current school year.

Follow up Academic Status: This is information gathered at the end of the current academic year (last semester or trimester). For any student where end of year data is not available you will collect and enter information from the last completed term.



Academic Status Child Id: 17586 (DOB: 01/01/1996)* Deleted

Report Period Type:

Semester Trimester Other - Please Specify

Report Period Year:

2007-2008 2008-2009

Report Period Name:

Fall Spring

Was child enrolled for the entire reporting period:

No Yes

If no, number of days enrolled during this reporting period:

Number of days absent: N/A

Number of unexcused absences: 0

Number of days suspended: 0

Save Cancel

Key Fields

Report Period Type: Select the type of report period for the information you are entering. If you select "Other", please specify.

Report Period Year: Select the year in which the Report Period Type selected occurs.

Report Period Name: This is specific to the Report Period Type selected above. If Semester was selected as the Report Period Type, you will choose between Fall and Spring. If Trimester is selected, Fall, Winter, or Spring are your choices. If you select "Other" as the Report Period Type, you must click Report period end date and enter the date below. You must also enter the number of days in the reporting period.

Was the child enrolled for the entire reporting period: If the child was enrolled for less than the entire reporting period, enter the number of days the child was enrolled during this reporting period.

Number of days absent: Enter the TOTAL number of days that the child was absent from school during the reporting period. This includes both excused and unexcused absences.

Number of unexcused absences: Enter the number of absences deemed by district policy to be unexcused. This number will always be less than or equal to the "Number of days absent".

Number of days suspended: Enter the number of days the child was suspended from school during the reporting period.   Include both In-School and Out-of-School suspensions.

*Strengths and Difficulties Questionnaire (SDQ)**

The SDQ is a social-emotional questionnaire about 3-17 year olds. There are three formats for completing the SDQ: Parent SDQ, Teacher SDQ, and Self SDQ. The SDQ is an instrument that is self administered. A parent, teacher, and/or a child age 11 to 17 can complete the SDQ. The Initial SDQ asks the respondent to base their responses on the last six months.

The SDQ should be administered after some degree of relationship has been established with the child and/or parent.

The SDQ is available in a number of languages. Both English and Spanish versions are available on the RTL website directly. If you need the SDQ in another language, please contact your RTL Coordinator for assistance.

The SDQ is completed at the beginning of a child's participation and again at the end of the academic year. If the child returns for subsequent years, only a follow up SDQ is necessary at the end of each academic year. The data entry system limits entry of follow up SDQs to only one per year.

The SDQ is completed by the Parent, Teacher, and Student (if appropriate). You should fill out the first page and top line on the second page prior to giving the form to the respondent. Have the respondent then complete the form and return it to you. To insure the highest quality data, you may wish to review the form once it is returned to insure that all items have a response. If the form is incomplete, you may wish to review the form with the teacher, asking them to complete any items they left blank. If too many statements are lacking a response, the form will not contribute to the data because it will be deemed invalid.

Each consortium can choose to:

1) **Directly enter these forms into the database, <u>or</u>**
2) **Send to WSU for data entry**

But not both –Please decide at the beginning of the academic year and either send in all of your GLEs to WSU or enter them all onsite. **WSU cannot receive names or any identifying information on these sheets –you must take the cover sheet off if you choose to mail the forms to WSU.**

We ask that you return completed SDQ forms to:

RTL Evaluation/AHEC
WSU-Spokane
PO Box 1495
Spokane, WA 99210

You may wish to photocopy the completed forms for your records and as a back up in the event that forms sent to WSU for evaluation are lost in transit.

The SDQ is employed as part of the Readiness To Learn statewide evaluation. The evaluation team will provide aggregated program data describing SDQ results. The SDQ is only to be used for evaluation purposes and individual child scores will not be provided.

Parent SDQ

The Parent SDQ is completed by the child's primary caregiver. In many cases, this would be the child's parent, but the Parent SDQ could also be completed by another person who provides most of the child's daily care. If the respondent is unable to read the form, it is acceptable to read the form to them. However, it is important that the form be read as printed to ensure that it is administered in a standard way for all participants.

Spanish versions are available.

The Parent SDQ should be completed as close to the beginning of the child's involvement with RTL as is possible. A child or family that is in crisis at that time should not be asked to complete the SDQ. It is acceptable to wait until the worker is satisfied that completing the SDQ will not put any further burden on the caregiver.

Teacher SDQ

The Teacher SDQ is completed by the child's teacher. For students who have more than one teacher, the worker should attempt to determine if the child has a teacher who is quite familiar with the child and is willing and capable of completing the SDQ for that child. If possible, it would be appropriate to ask the child who they feel might be the best respondent for them. Ask this teacher to complete the SDQ on the child.

Self SDQ

The Self SDQ is given only to those children aged 11-17 who are capable of completing it. As was noted in the Parent SDQ description, this instrument should not be administered to a child in distress. It is acceptable to wait for a more appropriate time to administer it. It also acceptable to read the SDQ to the student, being careful not to change the way each item is written if the student is unable to read the form.

Spanish versions are available.

It is not mandatory to get the SDQ completed by all possible reporters. More information gathered from a variety of informants will give a more valid description of the child's strengths and difficulties at the time of administration. However, you may not, for a variety of reasons, get an SDQ from all possible informants.

Follow-up SDQ

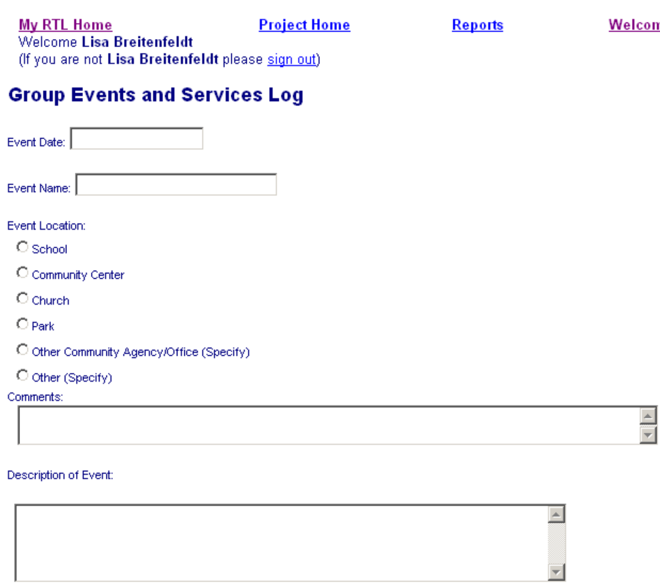
The follow-up versions of the SDQ include not only the 25 basic items and the impact questions, but also two additional follow-up questions. The follow-up SDQ forms, unlike the Initial SDQ, ask for the respondent to base their responses on the last month. Follow-up versions also omit the question about the chronicity of problems.

WSU Spokane and Readiness to Learn have received copyright permission from the author to use the specific SDQ Forms that are presented in this manual and for download on our website. Many of these forms are available in languages other than English –please contact your site supervisor for access to these forms.

For more information on the SDQ, please visit: http://www.sdqinfo.com/

Group Services Log

The Group Services Log can be found near the bottom of the "My RTL Home" page by clicking 'Add New Service' link. Some of the participants in a group activity might also be engaged in RTL more formally. If that is the case, they can be counted twice: Once in the group services log, and also under "Services" on the child's page on your "My RTL Home" page.


My RTL Home Project Home Reports Welcome Lisa Breitenfeldt
Welcome Lisa Breitenfeldt
(If you are not Lisa Breitenfeldt please sign out)

Group Events and Services Log

Event Date:

Event Name:

Event Location:
- School
- Community Center
- Church
- Park
- Other Community Agency/Office (Specify)
- Other (Specify)

Comments:

Description of Event:

Key Fields:

Event Date: The date on which the event was held. Please use the mm/dd/yyyy format. This field is required.

Event Name: Enter the name of the event, or if there was no name, enter 'NA'.

Event Location: Check one. Please use the "Comments" box to specify the event location if needed. This field is required.

Description of Event: Please give a brief description of the event. This field is required.

Audience: Check all that apply. If the audience was other than those listed, please check "Other" and describe the audience in the "Comments" box. This field is required.

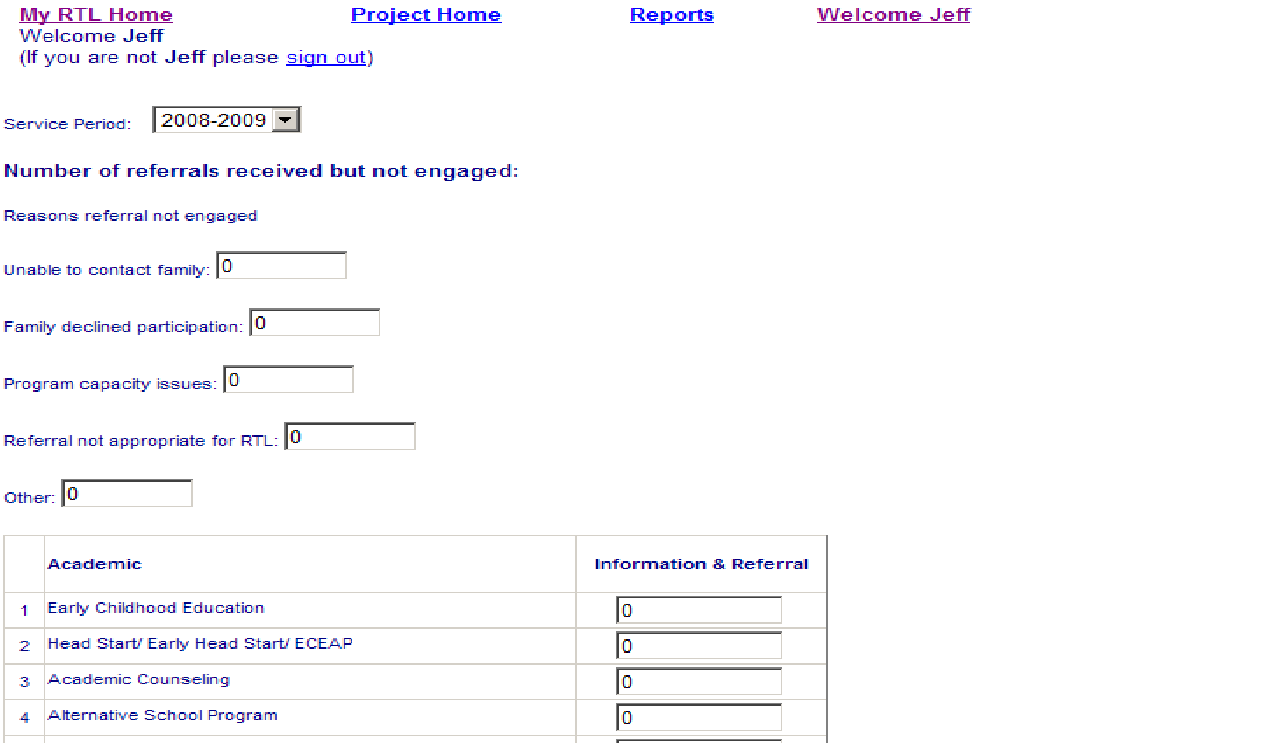
Primary Purpose of Event: Check all that apply. If the purpose of the event is not listed, check the "Other" box and specify in the "Comments" box. This field is required.

Number of Participants: Number of individuals that attended the event. This field is required. If an event was held more than once (for instance, a parenting group), enter the average number of participants at each meeting.

Number of Times Met: Enter 1 if the group met only once. Enter the number of times a group met if it met several times and targeted the same audience over time. This field is required.

Non-Enrolled Participants

It is on this page that you will enter those supports provided to individuals or families who are not engaged more formally with RTL. For example, a community member calls the school for information about Early Childhood Education. The RTL worker refers the family to 3 or 4 different ECE providers. This is the end of the contact that the RTL worker has with that family. Enter 1 in the Information and Referral box associated with Early Childhood Education.


My RTL Home | Project Home | Reports | Welcome Jeff

Welcome **Jeff**
(If you are not **Jeff** please sign out)

Service Period: 2008-2009

Number of referrals received but not engaged:

Reasons referral not engaged

Unable to contact family: 0

Family declined participation: 0

Program capacity issues: 0

Referral not appropriate for RTL: 0

Other: 0

	Academic	Information & Referral
1	Early Childhood Education	0
2	Head Start/ Early Head Start/ ECEAP	0
3	Academic Counseling	0
4	Alternative School Program	0

Key fields:

Number of referrals received but not engaged: enter the number of referrals that were not formally engaged in RTL under the appropriate reason.

Information & Referral: This section is very similar to the Service form. It is arranged in categories. Each category lists several services related to that category. In the Information & Referral column, enter the number of times you made a referral to that service. This form covers the entire year, so you will possibly be updating this information throughout the year.

Troubleshooting

If you are experiencing any problems or have questions regarding the use of the RTL Evaluation Website, we recommend:

Contacting anyone on the WSU Spokane Evaluation Team

- Natalie Turner 509-358-7563 naturner@wsu.edu
- Jeff Winikoff 509-358-7603 winikoff@wsu.edu