DESIRED RESULTS

for Children and Families

IN THIS SECTION

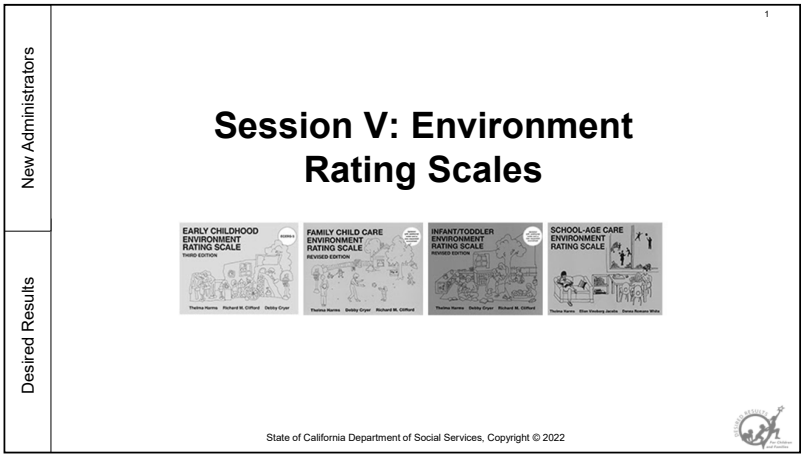
ENVIRONMENT RATING SCALE (ERS) **PAGES**

- Presenter Notes……..3-23
- Participant Power Point Handouts……25-29
- Activities and Handouts……...31-47

Introduction to the ERS Activity……31

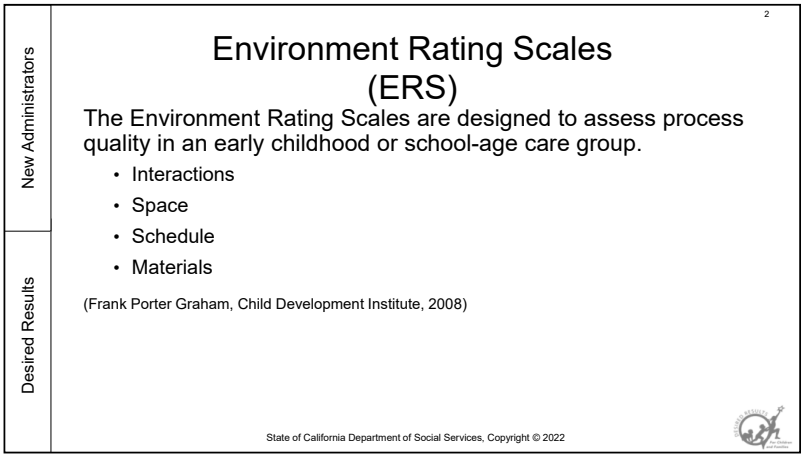
Inter-Rater Reliability Activity……33
Determining Inter-Rater Reliability Handout……34

ERS Summary of Findings Activity……35
ECERS-R Profile Handout……37
ERS Summary of Findings Handout……39-44
Management Bulletin 16-08……45-46
ERS Treasure Hunt……47



None

In this part of the training, participants will receive an introduction to the Environment Rating Scales to measure program quality in classrooms, child care home, and centers.
The four environment rating scales are:
Infant/Toddler (ITERS-R)
Early Childhood (ECERS-R)
School-Age Care (SACERS)
Family Child Care (FCCERS)

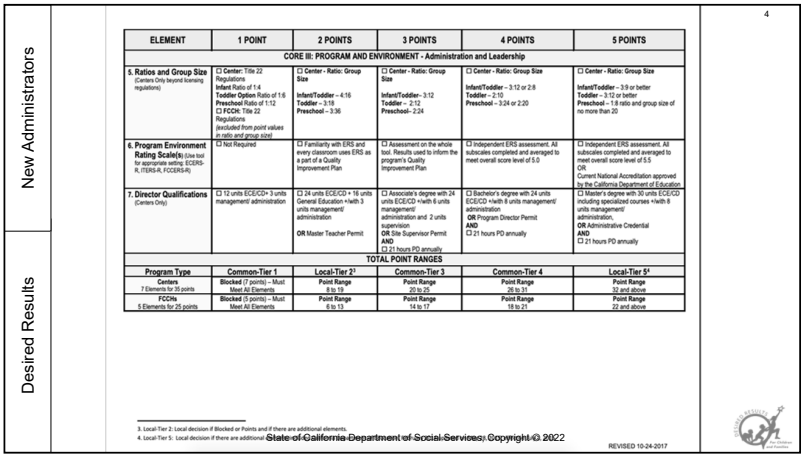


None

The Environment Rating Scales have good inter-rater reliability and validity and have been part of many research studies.
Process quality is what children directly experience in their programs that has a direct effect on their development, including the various interactions that go on in a classroom between staff and children and among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home (Whitebook, Howes & Phillips, 1995). https://www.ersi.info/scales.html

None

In order to provide care and education that will permit children to experience a high quality of life while helping them develop their abilities, a quality program must provide for the three basic needs of all children:
Protection of their health and safety
Supporting and guiding social/emotional development
Opportunities for intellectual and language stimulation and appropriate learning activities
No one component is more important than the others, nor can one substitute for another. It takes all three to create quality and education. Each of the three basic components or quality manifests itself in tangible forms in the program's environment, curriculum, schedule, supervision and interaction, and can be observed. These are the key aspects of process quality that are included in our environment rating scales.
https://www.ersi.info/scales.html



New Administrators

Desired Results

4

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ **Center:** Title 22 Regulations **Infant** Ratio of 1:4 **Toddler Option** Ratio of 1:6 **Preschool** Ratio of 1:12 ☐ **FCCH:** Title 22 Regulations *(excluded from point values in ratio and group size)*	☐ **Center - Ratio: Group Size** **Infant/Toddler** – 4:16 **Toddler** – 3:18 **Preschool** – 3:36	☐ **Center - Ratio: Group Size** **Infant/Toddler**- 3:12 **Toddler** – 2:12 **Preschool**- 2:24	☐ **Center - Ratio: Group Size** **Infant/Toddler** – 3:12 or 2:8 **Toddler** – 2:10 **Preschool** – 3:24 or 2:20	☐ **Center - Ratio: Group Size** **Infant/Toddler** – 3:9 or better **Toddler** – 3:12 or better **Preschool** – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management/ administration	☐ 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration **OR** Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration **OR** Program Director Permit **AND** ☐ 21 hours PD annually	☐ Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, **OR** Administrative Credential **AND** ☐ 21 hours PD annually
TOTAL POINT RANGES					
Program Type	**Common-Tier 1**	**Local-Tier 2[3]**	**Common-Tier 3**	**Common-Tier 4**	**Local-Tier 5[4]**
Centers 7 Elements for 35 points	**Blocked** (7 points) – Must Meet All Elements	**Point Range** 8 to 19	**Point Range** 20 to 25	**Point Range** 26 to 31	**Point Range** 32 and above
FCCHs 5 Elements for 25 points	**Blocked** (5 points) – Must Meet All Elements	**Point Range** 6 to 13	**Point Range** 14 to 17	**Point Range** 18 to 21	**Point Range** 22 and above

3. Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.
4. Local-Tier 5: Local decision if there are additional

State of California Department of Social Services) Copyright © 2022

REVISED 10-24-2017

None

The Environment Ratings scales is also a part of the Quality Rating Matrix.

New Administrators

Desired Results

5

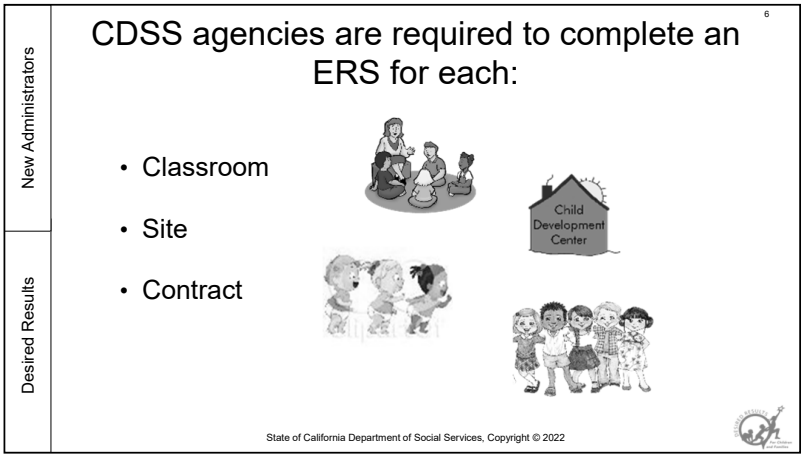
The Environment Rating Scales are...

a required tool for the Program Self-Evaluation and the ongoing continuous improvement process.

State of California Department of Social Services, Copyright © 2022

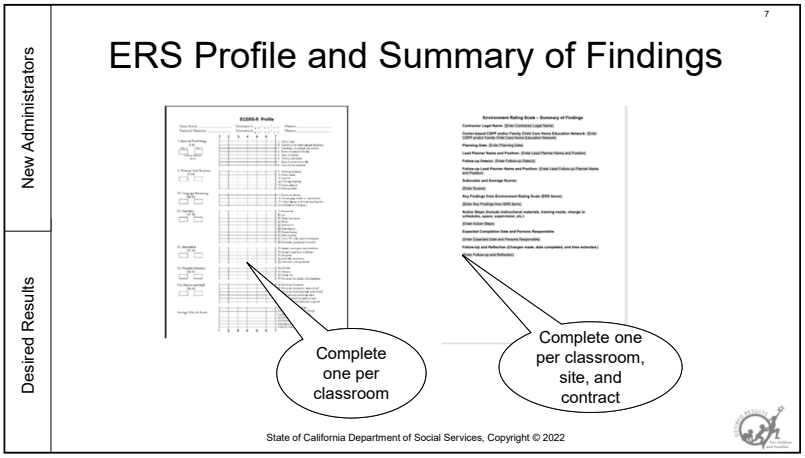
None

California adopted the Environment Rating Scales in 2001 as part of the Desired Results system.



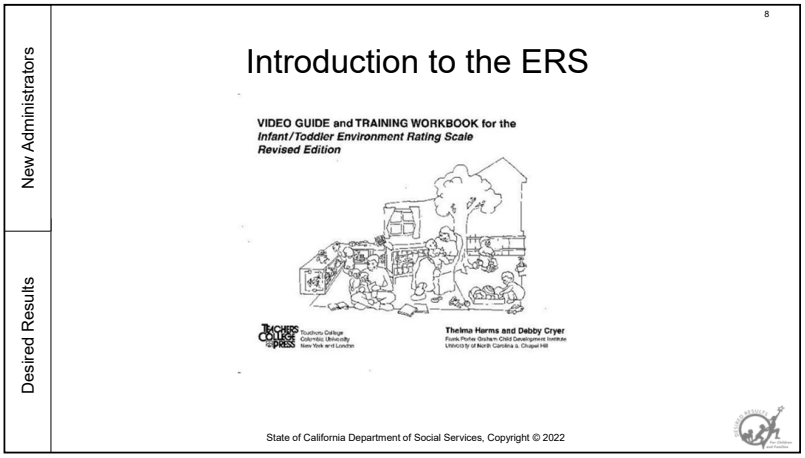
None

No matter the size of a program or agency, data is compiled at the classroom level for the Environment Rating Scale. Each program is responsible for the ERS data to be grouped by:
1st – classroom/ FFCHEN home
2nd – site / FFCHEN home
3rd – program or agency compiled by age group and contract.
Compile all the ITERS, ECERS, FCCERS and SACERS. Write a Summary of Findings for each one or write it by type on one sheet of paper.)



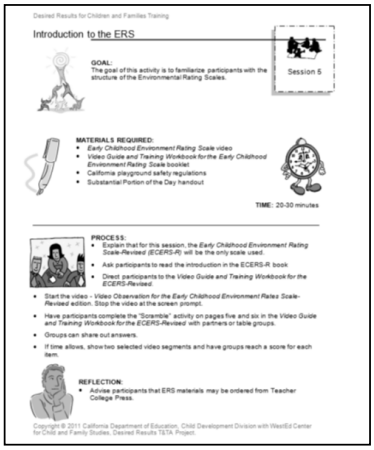
None

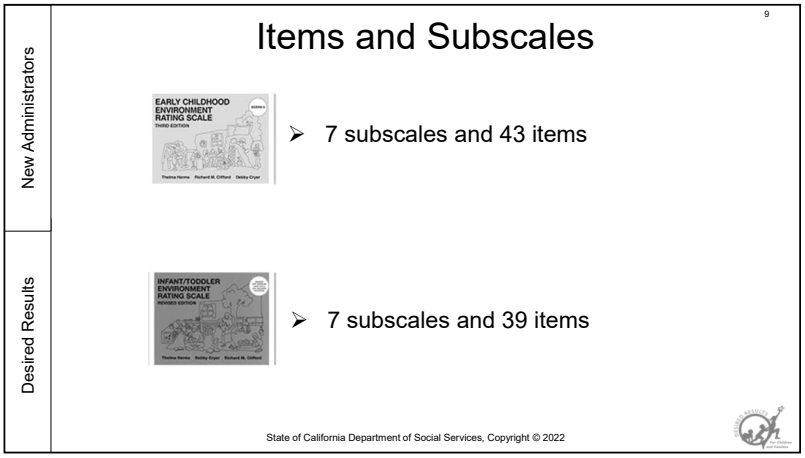
At the end of your age-appropriate ERS booklet, there is a profile sheet used to summarize scores across the assessment. After calculating the classroom score, classrooms will then complete an ERS Summary of Findings.



None

Activity: Introduction to the ERS
The video for this activity training workbook can be found on https://vimeo.com/20883172




New Administrators
Desired Results
9
Items and Subscales
EARLY CHILDHOOD ENVIRONMENT RATING SCALE
THIRD EDITION
Thelma Harms Richard M. Clifford Debby Cryer
➢ 7 subscales and 43 items
INFANT/TODDLER ENVIRONMENT RATING SCALE
REVISED EDITION
Thelma Harms Debby Cryer Richard M. Clifford
➢ 7 subscales and 39 items
State of California Department of Social Services, Copyright © 2022

None

New Administrators

Desired Results

10

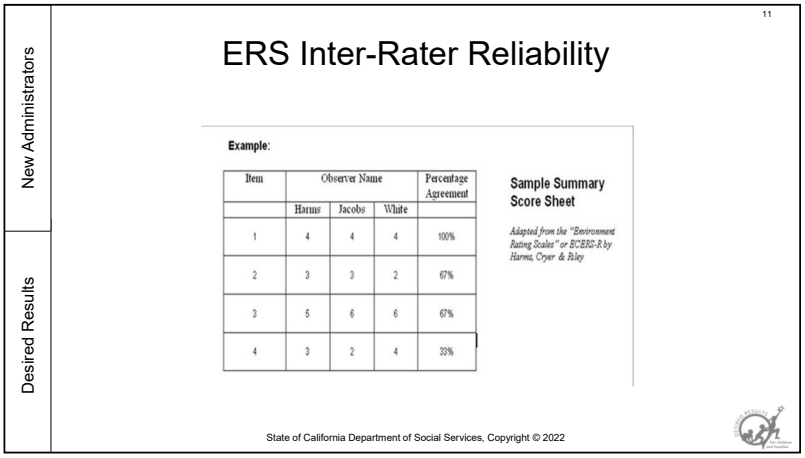
Items and Subscales (2)

- 7 subscales and 47 items

- 7 subscales and 38 items

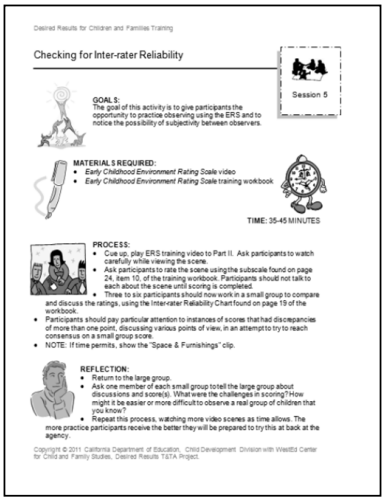
State of California Department of Social Services, Copyright © 2022

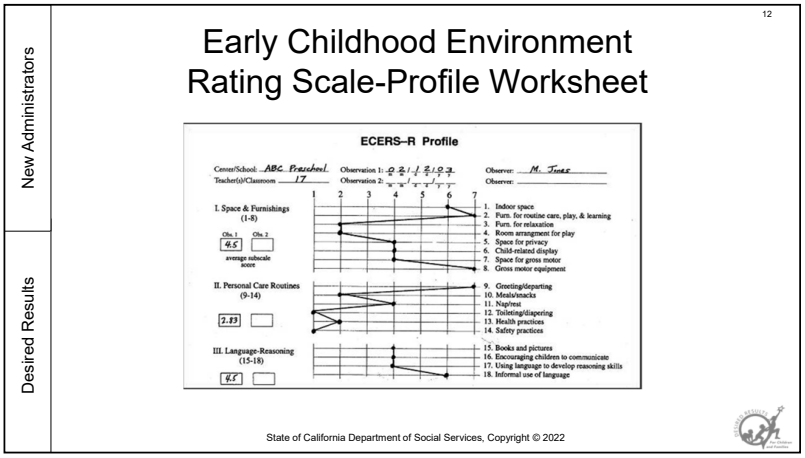
None



None

Activity: Inter-Rater Reliability

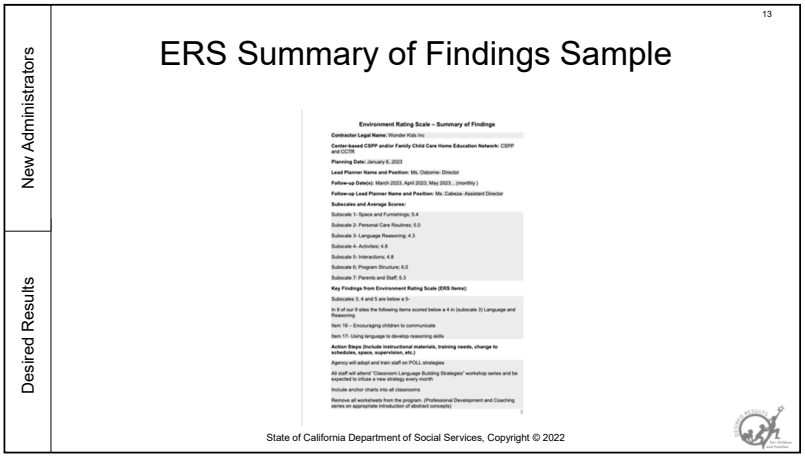




None

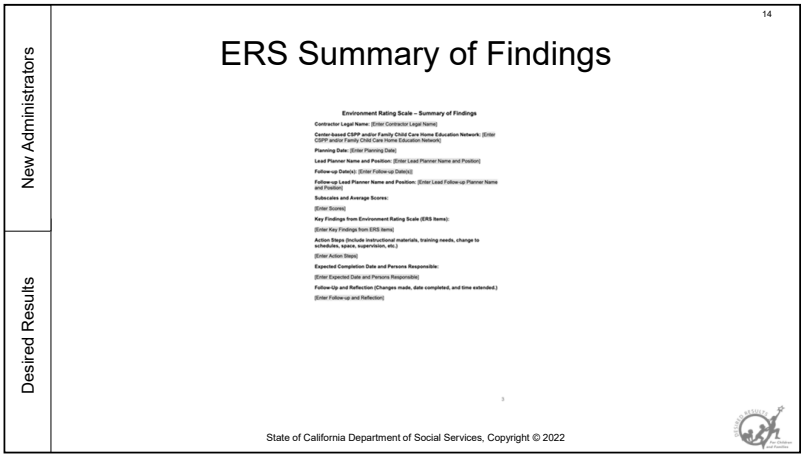
After teachers and administrators finish administering the ECERS, they plot the scores on this simple graph. This visual graph helps programs see which items and subscales fall below a score of “5.” Any item score below a “5” in classrooms requires identification and action steps on the classroom ERS Summary of Findings. Agency ERS Summary of Findings will identify sub-scale score averages (for all classrooms/FCC homes) below a “5” in the contract summary.

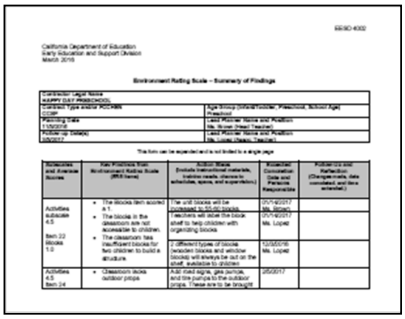
Trainer note: Ask participants to compute the average score for subscale II personal care routines. (Add the scores for each item and divide the sum by the number of items to compute the average subscale score.)



None

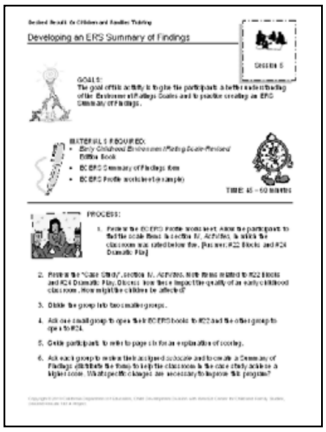
Activity: ERS Summary of Findings
Make sure activities are at the classroom level.

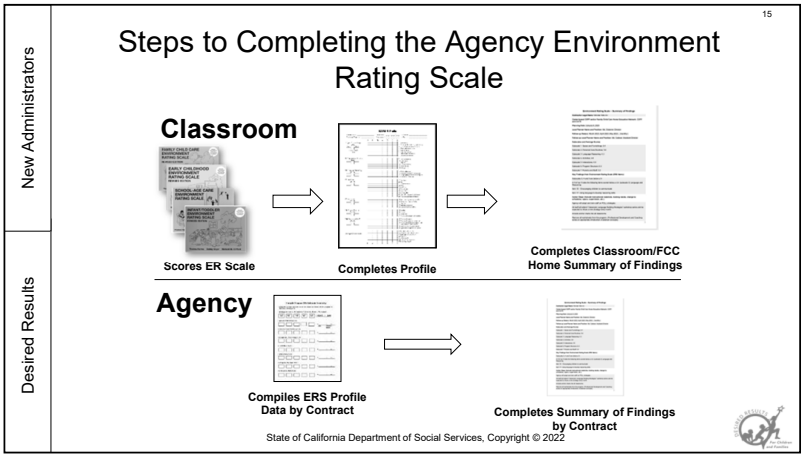




Trainer note: Call for the group's attention and ask volunteers to share key findings and action steps.

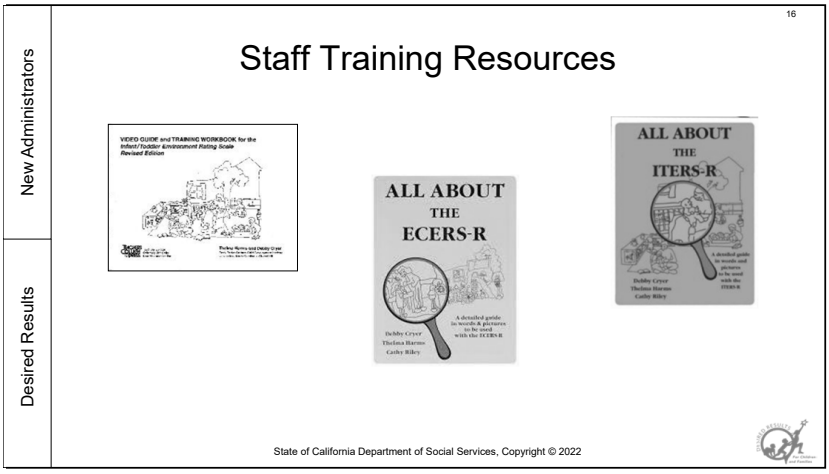
Each classroom will list items with a score below "5." Agencies will list sub-scale averages (for all classrooms) with a score below "5."





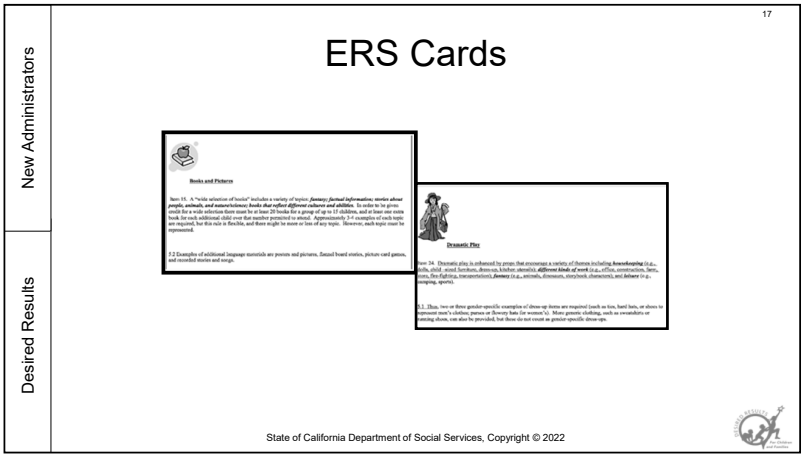
None

Trainer note: Click to display the steps in completing the ERS process.
Emphasize:
Agencies need to compile the classroom profiles data into one document and find the subscale average.
They then need to address all subscale averages that fall below a "5."
One comprehensive ERS Summary of Findings per contract goes to CDE with the agency's annual report.



None

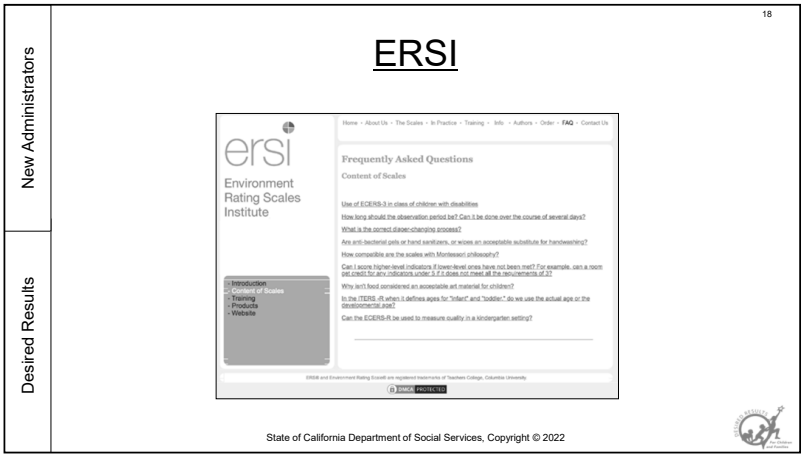
The video guide and training workbook are excellent resources for training staff. Many of the resource and referral agencies include them in their lending libraries. The books, *All About the ECERS* and *All About the ITERS* are also invaluable resources for staff. Many agencies provide training in California on the ERS.



None

ERS cards are available on the Desired Results website to download and print for free.

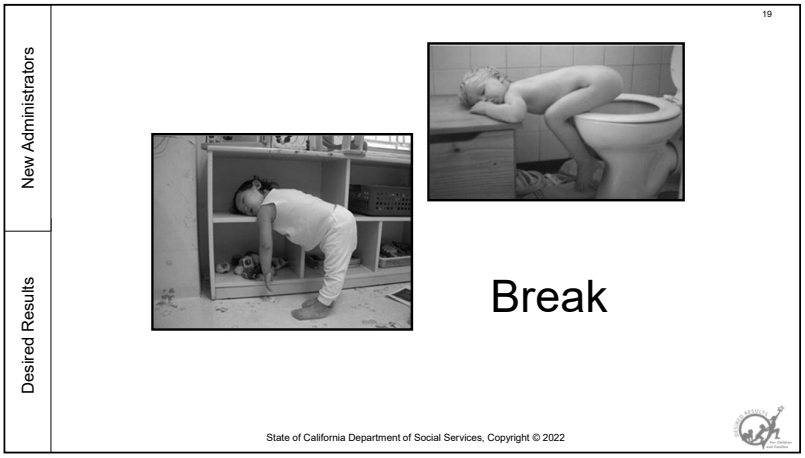
Trainer note:
Take participants to the website and show them where to get the ERS cards.



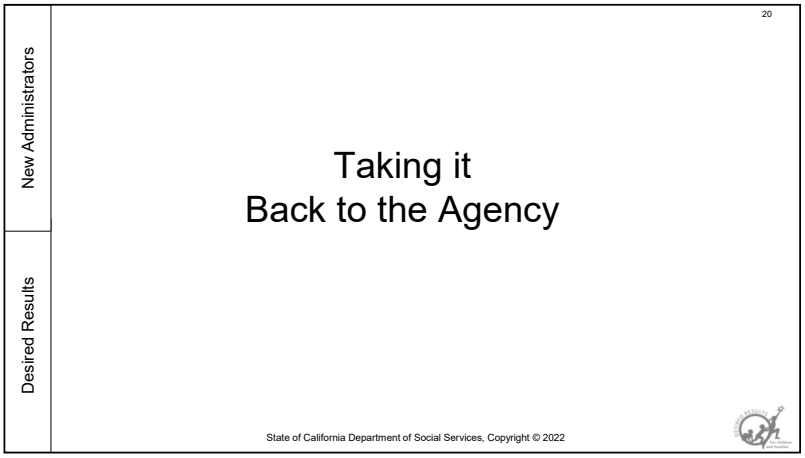
None

The ERSI site provides many more resources to support implementation of the Environment Rating Scales.

The Substantial Portion of the Day chart can be found in the booklet on the last page of the score sheet.

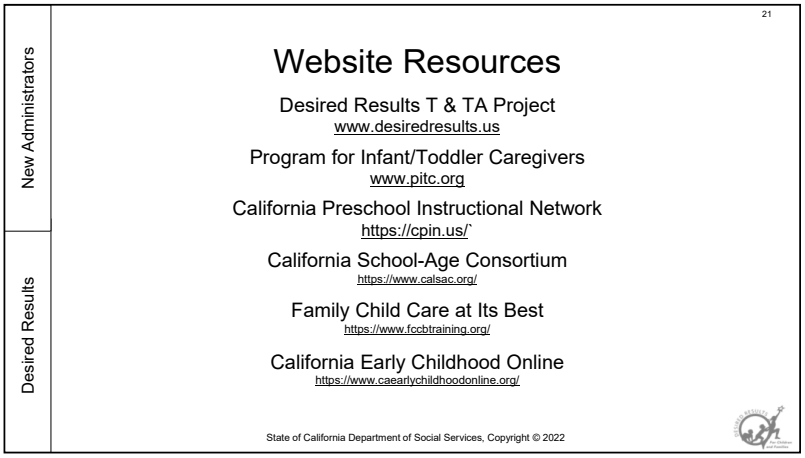

19
New Administrators
Desired Results
Break
State of California Department of Social Services, Copyright © 2022

None



None

Participants may now use the calendar pages to plan when they will:
Complete the ERS for the classroom
Group the ERS data
Complete the ERS Summary of Findings per classroom and agency



None

Trainer note: If internet is available demonstrate the websites.
If age-level experts are available, ask him/her to share information about the projects specific to their age level.

New Administrators

Desired Results

1

Session V: Environment Rating Scales

State of California Department of Social Services, Copyright © 2022

1

New Administrators

Desired Results

2

Environment Rating Scales (ERS)

The Environment Rating Scales are designed to assess process quality in an early childhood or school-age care group.

- Interactions
- Space
- Schedule
- Materials

(Frank Porter Graham, Child Development Institute, 2008)

State of California Department of Social Services, Copyright © 2022

2

New Administrators

Desired Results

3

Quality Programs

Quality programs must provide for the three basic needs all children have:

- Protection of their health and safety
- Building positive relationships
- Opportunities for stimulation and learning from experience

https://www.ersi.info/scales.html

State of California Department of Social Services, Copyright © 2022

3

New Administrators

Desired Results

4

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ Center: Title 22 Regulations **Infant** Ratio of 1:4 **Toddler Option** Ratio of 1:6 **Preschool** Ratio of 1:12 ☐ FCCHs: Title 22 Regulations *Preschool from point values in units and group size*	☐ Center - Ratio: Group Size **Infant/Toddler** - 4:16 **Toddler** - 3:18 **Preschool** - 3:36	☐ Center - Ratio: Group Size **Infant/Toddler** - 3:12 **Toddler** - 2:12 **Preschool** - 2:24	☐ Center - Ratio: Group Size **Infant/Toddler** - 3:12 or 2:8 **Toddler** - 2:10 **Preschool** - 3:24 or 2:20	☐ Center - Ratio: Group Size **Infant/Toddler** - 3:9 or better **Toddler** - 3:12 or better **Preschool** - 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management administration	☐ 24 units ECE/CD + 16 units General Education +with 3 units management administration **OR** Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +with 6 units management administration and 2 units supervision **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +with 8 units management administration **OR** Program Director Permit **AND** ☐ 21 hours PD annually	☐ Master's degree with 30 units ECE/CD including specialized courses +with 6 units management administration, **OR** Administrative Credential **AND** ☐ 21 hours PD annually
TOTAL POINT RANGES					
Program Type	**Common-Tier 1**	**Local-Tier 2[1]**	**Common-Tier 3**	**Common-Tier 4**	**Local-Tier 5[2]**
Centers 7 Elements for 35 points	**Blocked** (7 points) – Must Meet All Elements	**Point Range** 8 to 19	**Point Range** 20 to 25	**Point Range** 26 to 31	**Point Range** 32 and above
FCCHs 5 Elements for 25 points	**Blocked** (5 points) – Must Meet All Elements	**Point Range** 6 to 13	**Point Range** 14 to 17	**Point Range** 18 to 21	**Point Range** 22 and above

3. Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.
4. Local-Tier 5: Local decision if there are additional elements.

State of California Department of Social Services, Copyright © 2022

REVISED 10-24-2017

4

New Administrators

Desired Results

5

The Environment Rating Scales are...

a required tool for the Program Self-Evaluation and the ongoing continuous improvement process.

State of California Department of Social Services, Copyright © 2022

5

New Administrators

Desired Results

6

CDSS agencies are required to complete an ERS for each:

- Classroom
- Site
- Contract

State of California Department of Social Services, Copyright © 2022

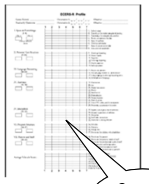
6

New Administrators

Desired Results

7

ERS Profile and Summary of Findings



Complete one per classroom

Complete one per classroom, site, and contract

State of California Department of Social Services, Copyright © 2022

7

New Administrators

Desired Results

8

Introduction to the ERS

VIDEO GUIDE and TRAINING WORKBOOK for the
Infant/Toddler Environment Rating Scale
Revised Edition

Thelma Harms and Debby Cryer

State of California Department of Social Services, Copyright © 2022

8

New Administrators

Desired Results

9

Items and Subscales

- 7 subscales and 43 items

- 7 subscales and 39 items

State of California Department of Social Services, Copyright © 2022

9

New Administrators

Desired Results

10

Items and Subscales (2)

- 7 subscales and 47 items

- 7 subscales and 38 items

State of California Department of Social Services, Copyright © 2022

10

New Administrators

Desired Results

11

ERS Inter-Rater Reliability

Example:

Item	Observer Name			Percentage Agreement
	Harms	Jacobs	White	
1	4	4	4	100%
2	3	3	2	67%
3	5	6	6	67%
4	3	2	4	33%

Sample Summary Score Sheet

Adapted from the "Environment Rating Scales" or ECERS-R by Harms, Cryer & Riley

State of California Department of Social Services, Copyright © 2022

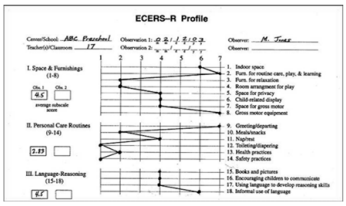
11

New Administrators

Desired Results

12

Early Childhood Environment Rating Scale-Profile Worksheet



State of California Department of Social Services, Copyright © 2022

12

New Administrators

Desired Results

13

ERS Summary of Findings Sample

State of California Department of Social Services, Copyright © 2022

13

New Administrators

Desired Results

14

ERS Summary of Findings

State of California Department of Social Services, Copyright © 2022

14

New Administrators

Desired Results

15

Steps to Completing the Agency Environment Rating Scale

Classroom

Scores ER Scale

Completes Profile

Completes Classroom/FCC Home Summary of Findings

Agency

Compiles ERS Profile Data by Contract

Completes Summary of Findings by Contract

State of California Department of Social Services, Copyright © 2022

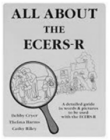
15

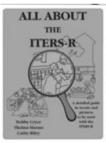
New Administrators

Desired Results

16

Staff Training Resources





State of California Department of Social Services, Copyright © 2022

16

New Administrators

Desired Results

17

ERS Cards

State of California Department of Social Services, Copyright © 2022

17

New Administrators

Desired Results

18

ERSI

State of California Department of Social Services, Copyright © 2022

18

New Administrators

Desired Results

19

Break

State of California Department of Social Services, Copyright © 2022

19

New Administrators

Desired Results

20

Taking it
Back to the Agency

State of California Department of Social Services, Copyright © 2022

20

New Administrators

Desired Results

21

Website Resources

Desired Results T & TA Project
www.desiredresults.us

Program for Infant/Toddler Caregivers
www.pitc.org

California Preschool Instructional Network
https://cpin.us/

California School-Age Consortium
https://www.calsac.org/

Family Child Care at Its Best
https://www.fccbtraining.org/

California Early Childhood Online
https://www.caearlychildhoodonline.org/

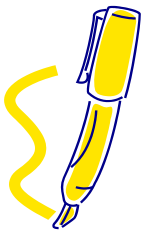
State of California Department of Social Services, Copyright © 2022

21

Introduction to the ERS

Session 5

GOAL:
The goal of this activity is to familiarize participants with the structure of the Environmental Rating Scales.



MATERIALS REQUIRED:
- *Early Childhood Environment Rating Scale* video
- *Video Guide and Training Workbook for the Early Childhood Environment Rating Scale* booklet
- California playground safety regulations
- Substantial Portion of the Day handout

TIME: 20-30 minutes

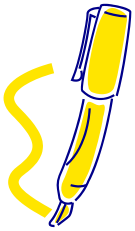
PROCESS:
- Explain that for this session, the *Early Childhood Environment Rating Scale-Revised (ECERS-R)* will be the only scale used.
- Ask participants to read the introduction in the ECERS-R book
- Direct participants to the *Video Guide and Training Workbook for the ECERS-Revised.*
- Start the video - *Video Observation for the Early Childhood Environment Rates Scale-Revised* edition. Stop the video at the screen prompt.
- Have participants complete the “Scramble” activity on pages five and six in the *Video Guide and Training Workbook for the ECERS-Revised* with partners or table groups.
- Groups can share out answers.
- If time allows, show two selected video segments and have groups reach a score for each item.

REFLECTION:
- Advise participants that ERS materials may be ordered from Teacher College Press.

Checking for Inter-rater Reliability

Session 5

GOALS:
The goal of this activity is to give participants the opportunity to practice observing using the ERS and to notice the possibility of subjectivity between observers.



MATERIALS REQUIRED:
- *Early Childhood Environment Rating Scale* video
- *Early Childhood Environment Rating Scale* training workbook

TIME: 35-45 MINUTES

PROCESS:
- Cue up, play ERS training video to Part II. Ask participants to watch carefully while viewing the scene.
- Ask participants to rate the scene using the subscale found on page 24, item 10, of the training workbook. Participants should not talk to each about the scene until scoring is completed.
- Three to six participants should now work in a small group to compare and discuss the ratings, using the Inter-rater Reliability Chart found on page 19 of the workbook.
- Participants should pay particular attention to instances of scores that had discrepancies of more than one point, discussing various points of view, in an attempt to try to reach consensus on a small group score.
- NOTE: If time permits, show the "Space & Furnishings" clip.

REFLECTION:
- Return to the large group.
- Ask one member of each small group to tell the large group about discussions and score(s). What were the challenges in scoring? How might it be easier or more difficult to observe a real group of children that you know?
- Repeat this process, watching more video scenes as time allows. The more practice participants receive the better they will be prepared to try this at back at the agency.

Determining Inter-Rater Reliability

To complete the information portion of the Inter-rater Reliability Summary Score Sheet Form

Complete the information section of the form including: date, center/FCC home room, teachers/provider, and observers.

List the names of the observers in separate observer columns.

List all of the scores given to the items from the ERS score sheet in the corresponding column.

To decide on the score

Discuss the ratings with the other observers. If the observers' scores for each item are the same or within one point above or below each other, proceed to the next scored item. If the difference between scores is greater than one point above or below, have each observer describe the reasons for the differences in the ratings. Strive to reach consensus on the score that most accurately describes each item.

To calculate the percent agreement

Count the number of raters with the same score.

Decide which score is agreed upon by most of the raters.

Divide the largest number of raters agreeing on a single score by the total number of raters.

Multiply that number by 100.

List the percentage in the percentage agreement column.

Example:

Item	Observer Name			Percentage Agreement
	Harms	Jacobs	White	
1	4	4	4	100%
2	3	3	2	67%
3	5	6	6	67%
4	3	2	4	33%

Sample Summary Score Sheet

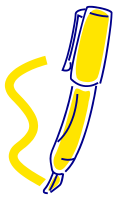
Adapted from the "Environment Rating Scales" or ECERS-R by Harms, Cryer & Riley.

Developing an ERS Summary of Findings

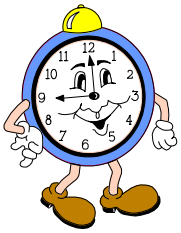
Session 5

GOALS:
Participants will have a better understanding of the Environment Ratings Scales and practice creating an ERS Summary of Findings.

MATERIALS REQUIRED:



- *Early Childhood Environment Rating Scale-Revised* Edition Book
- ECERS Summary of Findings form
- ECERS Profile worksheet (example)



TIME: 45 – 60 minutes

PROCESS:

1. Review the ECERS Profile worksheet. Allow the participants to find the scale items in section IV, *Activities,* in which the classroom was rated below five. [Answer: #22 Blocks and #24 Dramatic Play]
2. Review the "Case Study", section IV, *Activities*. Note items related to #22 Blocks and #24 Dramatic Play. Discuss how these impact the quality of an early childhood classroom. How might the children be affected?
3. Divide the group into two smaller groups.
4. Ask one small group to open their ECERS books to #22 and the other group to open to #24.
5. Guide participants to refer to page 6 for an explanation of scoring.
6. Ask each group to review their assigned *subscale* and to create a summary of findings (distribute the form) to help the classroom in the case study achieve a higher score. What specific changes are necessary to improve this program?

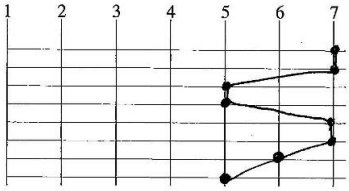
REFLECTION:

- Call for the groups' attention and ask volunteers to share their key findings and action steps.
- Point out that each classroom will list items with a score below "5." Agencies will list subscale averages (for all classrooms) with a score below "5."

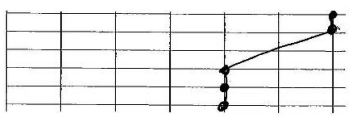
ECERS-R Profile

Center/School: TMC Preschool | Observation 1: 09/24/07 (m m d d y y) | Observer(s): Site Supervisor

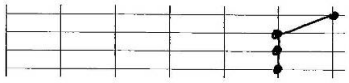
Teacher(s)/Classroom: 1 | Observation 2: __/__/__ (m m d d y y) | Observer(s): _____



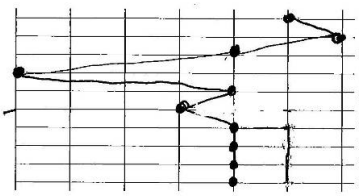
I. Space & Furnishings (1–8) — Obs. 1: 6.1 — Obs. 2: ____ — average subscale score
1. Indoor space
2. Furn. for routine care, play & learning
3. Furn. for relaxation
4. Room arrangment for play
5. Space for privacy
6. Child-related display
7. Space for gross motor
8. Gross motor equipment



II. Personal Care Routines (9–14) — 5.8
9. Greeting/departing
10. Meals/snacks
11. Nap/rest N/A
12. Toileting/diapering
13. Health practices
14. Safety practices

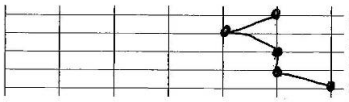


III. Language-Reasoning (15–18) — 6.2
15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Informal use of language

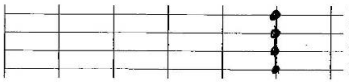


IV. Activities (19–28) — 4.8
19. Fine motor
20. Art
21. Music/movement
22. Blocks — no floor space, few blocks, blocks not accessible to children - in teacher cupboard
23. Sand/water
24. Dramatic play
25. Nature/science
26. Math/number
27. Use of TV, video, and/or computers
28. Promoting acceptance of diversity

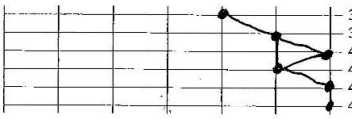
Only housekeeping props available, no outdoor props



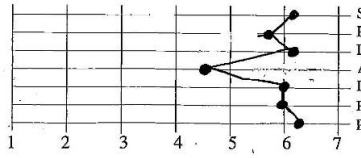
V. Interaction (29–33) — 6.0
29. Supervision of gross motor activities
30. General supervision of children
31. Discipline
32. Staff-child interactions
33. Interactions among children



VI. Program Structure (34–37) — 6.0
34. Schedule
35. Free play
36. Group time
37. Provisions for children with disabilities



VII. Parents and Staff (38–43) — 6.3
38. Provisions for parents
39. Provisions for personal needs of staff
40. Provisions for professional needs of staff
41. Staff interaction and cooperation
42. Supervision and evaluation of staff
43. Opportunities for professional growth



Average Subscale Scores
SPACE & FURNISHINGS
PERSONAL CARE
LANGUAGE-REASONING
ACTIVITIES
INTERACTION
PROGRAM STRUCTURE
PARENTS & STAFF

Copyright © 2012 California Department of Education, Child Development Division with WestEd Center for Child and Family Studies, Desired Results T&TA Project.

Instructions and Template for Completing the Environment Rating Scales – Summary of Findings

California Department of Education
Early Education Division
EED-4002, March 2022

Environment Rating Scale (ERS) Instructions

Complete the Early Childhood Environment Rating Scale-Revised (ECERS-R) for each California State Preschool Program (CSPP) center-based classroom and/or the Family Childcare Environment Rating Scale-Revised (FCCERS-R) Family Child Care Home Education Network (FCCHEN) home.

Contractor Information Instructions

- Contractor Legal Name
- Center-Based CSPP and/or FCCHEN home
- Planning Date–this is the date the first four columns of the form are completed
- Lead Planner Name and Position
- Record the Follow-up Date(s)–these dates indicate when the Action Steps have been reviewed
    - The Follow-up Date(s) will also indicate when reflections are recorded (see Follow-up and Reflection below)

Subscale and Average Score Instructions

- Each classroom or FCCHEN home is to complete the entire ERS
- Average the ERS subscale scores for all of the classrooms and/or FCCHEN homes
- If the contract has multiple sites, average subscale scores by:
    - Site, and program level
- CSPP, FCCHEN contractors will average subscale scores for family child care homes in the network

Key Findings from the Environment Rating Subscales Instructions

- Select the items that indicate a need for improvement in each subscale with an average score below *five (5)*
    - These Items are the key findings or trends identified as needing improvement after a review of all completed environment rating scales

- For those contractors with only subscale averages of *five (5)* or higher
    - Select one item that indicates a need for improvement from each of the two lowest scoring subscales

Action Steps Instructions

- Develop and write attainable Action Steps to improve each key finding, or item
    - Include multiple action steps, such as modifications and/or changes to instructional materials, training, schedules, space, supervision, etc.

Expected Completion Date and Persons Responsible Instructions

- Enter the date when the Action Steps will be completed
- Identify the person(s) who will be responsible for each Action Step

Follow-Up and Reflection Instructions

- This column will be blank when the Summary of Findings is first completed
- Periodically review the status of all the Action Steps, completion dates, persons responsible, and follow-up
- Record modifications or changes needed to complete the Action Steps, and expected completion dates
- Reflect on the results and record progress or changes made to the key finding(s)

Environment Rating Scale – Summary of Findings

Contractor Legal Name: [Enter Contractor Legal Name]

Center-based CSPP and/or Family Child Care Home Education Network: [Enter CSPP and/or Family Child Care Home Education Network]

Planning Date: [Enter Planning Date]

Lead Planner Name and Position: [Enter Lead Planner Name and Position]

Follow-up Date(s): [Enter Follow-up Date(s)]

Follow-up Lead Planner Name and Position: [Enter Lead Follow-up Planner Name and Position]

Subscales and Average Scores:

[Enter Scores]

Key Findings from Environment Rating Scale (ERS Items):

[Enter Key Findings from ERS items]

Action Steps (Include instructional materials, training needs, change to schedules, space, supervision, etc.)

[Enter Action Steps]

Expected Completion Date and Persons Responsible:

[Enter Expected Date and Persons Responsible]

Follow-Up and Reflection (Changes made, date completed, and time extended.)

[Enter Follow-up and Reflection]

Environment Rating Scale – Summary of Findings

Contractor Legal Name: Wonder Kids Inc

Center-based CSPP and/or Family Child Care Home Education Network: CSPP and CCTR

Planning Date: January 6, 2023

Lead Planner Name and Position: Ms. Osborne- Director

Follow-up Date(s): March 2023, April 2023, May 2023, , (monthly)

Follow-up Lead Planner Name and Position: Ms. Cabeza- Assistant Director

Subscales and Average Scores:

Subscale 1- Space and Furnishings; 5.4

Subscale 2- Personal Care Routines; 5.0

Subscale 3- Language Reasoning; 4.3

Subscale 4- Activities; 4.8

Subscale 5- Interactions; 4.8

Subscale 6; Program Structure; 6.0

Subscale 7: Parents and Staff; 5.3

Key Findings from Environment Rating Scale (ERS Items):

Subscales 3, 4 and 5 are below a 5-

In 8 of our 9 sites the following items scored below a 4 in (subscale 3) Language and Reasoning

Item 16 – Encouraging children to communicate

Item 17- Using language to develop reasoning skills

Action Steps (Include instructional materials, training needs, change to schedules, space, supervision, etc.)

Agency will adopt and train staff on POLL strategies

All staff will attend “Classroom Language Building Strategies” workshop series and be expected to infuse a new strategy every month

Include anchor charts into all classrooms

Remove all worksheets from the program. (Professional Development and Coaching series on appropriate introduction of abstract concepts)

Expected Completion Date and Persons Responsible:

Ongoing with check ins every two months for progress- Site directors will report on how individual teachers are implementing the new strategies and knowledge on a monthly basis to the assistant director.

Expected to be competed April 2023

Follow-Up and Reflection (Changes made, date completed, and time extended.)

[Enter Follow-up and Reflection]

Management Bulletin 16-08

Early Education and Support Division

Subject: Early Childhood Environment Rating Scale, Revised Edition

Number: 16-08

Date: July 2016

Expires: Until Rescinded

Authority: California *Education Code, S*ection 8203 and *California Code of Regulations*, Title 5 sections 18270.5(f)(1) and 18281.

Attention: Executive Officers and Program Directors of any early education and support program or entity interested in applying for California State Preschool Program funding

Purpose

The purpose of this Management Bulletin (MB) is to clarify the use of *the Early Childhood Environment Rating Scale, Revised Edition* (ECERS-R) for California Department of Education (CDE), Early Education and Support Division (EESD) contractors. This MB only applies to contractors providing center-based services to preschool age children.

Authority

California Code of Regulations, Title 5 Section 18281, require contractors operating center-based programs to use the environment rating scale as defined in subsection 18270.5. Subsection 18270.5(f)(1) defines the early childhood environment rating scale as the ECERS-R.

Background

The ECERS-R is a tool that is used by the EESD to assess the classroom environment of center-based programs as part of the requirements for quality elements of CDE subsidized child care contracts. The tool is also used by the California Quality Rating and Improvement System (CA-QRIS) as one of the elements rated for quality.

A new tool, *Early Childhood Environment Rating Scale, Third Edition* (ECERS-3), has emerged, and the EESD has evaluated it and reached some conclusions about its use by EESD. ECERS-3 is significantly different from the ECERS-R in both content and administration. The use of the ECERS-3 will require training and regulatory changes.

Directives

The EESD is requiring CDE/EESD contractors to continue using the ECERS-R as specified in regulation until further notice.

The reason for continued use of ECERS-R is to align our practices with the CA-QRIS.

Additionally, the EESD has trained and ensured that Field Services Office (FSO) staff are reliable raters on the ECERS-R tool. Each classroom they rate may be shared with the local CA-QRIS administering agency and should be used for rating purposes. Likewise, FSO staff will utilize current ECER-R scores issued by reliable assessors in CA-QRIS counties for program compliance reviews. This will reduce duplication of ratings by multiple observers and will align EESD's practices with those of other pertinent entities.

If you have any questions regarding the information in this management bulletin, please contact your assigned Early Education and Support, Field Services Consultant at http://www.cde.ca.gov/sp/cd/ci/assignments.asp or by phone at 916-322-6233.

Return to Top

This Management Bulletin is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this Management Bulletin that is not supported by a specific statutory and/or regulatory requirement is not prescriptive pursuant to California *Education Code* Section 33308.5.

Questions: Early Education and Support Division | 916-322-6233

Last Reviewed: Thursday, July 14, 2016

Treasure Hunt

Environmental Rating Scale

Find the answers on the FAQ pages of the
Environmental Rating Scale Institute website:
http://www.ersi.info/faq.html

1. How long should the observation period be?

2. Is there a checklist of suggested classroom materials?

3. Are anti-bacterial gels, hand sanitizers, or wipes an acceptable substitute for hand washing?

4. Can I make copies of the scales?

5. Is food considered an acceptable art material for children? Why or why not?