

DESIRED RESULTS

for Children and Families



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ENVIRONMENT RATING SCALE (ERS)

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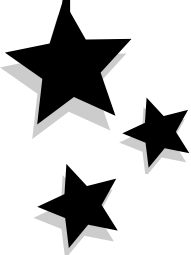
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New Administrators	<div>1</div> <div> <h2>Session V: Environment Rating Scales</h2> <p>State of California Department of Social Services, Copyright © 2022</p> </div>
Desired Results	

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)

New Administrators	<p style="text-align: right;">2</p> <h2 style="text-align: center;">Environment Rating Scales (ERS)</h2> <p>The Environment Rating Scales are designed to assess process quality in an early childhood or school-age care group.</p> <ul style="list-style-type: none"> • Interactions • Space • Schedule • Materials <p>(Frank Porter Graham, Child Development Institute, 2008)</p>
Desired Results	<p style="text-align: center;">State of California Department of Social Services, Copyright © 2022</p> 

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>

New Administrators	<div>3</div> <h2>Quality Programs</h2> <p>Quality programs must provide for the three basic needs all children have:</p> <ul style="list-style-type: none"> • Protection of their health and safety • Building positive relationships • Opportunities for stimulation and learning from experience <p>https://www.ersi.info/scales.html</p> <p>State of California Department of Social Services, Copyright © 2022</p> 
Desired Results	

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>

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

Desired Results

New Administrators

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE II: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Center Only based on current regulations)	C1 Center: Tier 22 Regulations Infant Ratio of 1:4 Toddler/Infant Ratio of 1:8 Preschool Ratio of 1:12 C2 CCOR: Tier 22 Regulations (Excluded from point values # ratios and group size)	C1 Center - Ratio: Group Size Infant/Toddler - 4:16 Toddler - 3:18 Preschool - 3:36	C1 Center - Ratio: Group Size Infant/Toddler - 3:12 Toddler - 2:12 Preschool - 2:24	C1 Center - Ratio: Group Size Infant/Toddler - 3:12 or 2:8 Toddler - 2:12 Preschool - 2:24 or 2:20	C1 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 25
6. Program Environment Rating Scale(s) (see tool for appropriate rating ECERS-R, FICORS, POCORS)	C1 Not Required	C2 Familiarity with ERG and every classroom uses ERG as a part of a Quality Improvement Plan	C3 Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	C4 Independent ERG assessment. All subcategories completed and averaged to meet overall score level of 5.0	C5 Independent ERG assessment. All subcategories 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 (Center Only)	C1 12 units ECE/CD - 3 units management/administration	C2 24 units ECE/CD + 18 units General Education + health 3 units management/administration OR Master Teacher Permit OR Site Supervisor Permit AND C3 21 hours PD annually	C3 Associate's degree with 24 units ECE/CD + health 3 units management/administration and 2 units supervision OR Program Director Permit AND C4 21 hours PD annually	C4 Bachelor's degree with 24 units ECE/CD + health 3 units management/administration OR Program Director Permit AND C5 21 hours PD annually	C5 Master's degree with 30 units ECE/CD including specialized courses + health 3 units management/administration OR Administrative Credential AND C6 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 ⁴
Centers (7 Elements for 35 points)	Blocked (7 points) - Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 24	Point Range 25 to 31	Point Range 32 and above
ECORs (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 Pointed and if there are additional elements.

4. Local-Tier 5: Local decision if there are additional elements.

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REVISED 10-24-2017

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


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

DESIRED RESULTS TRAINING

SESSION 3: DRDP
Handout





New Administrators	<div>5</div> <div>The Environment Rating Scales are...</div> <div>a required tool for the Program Self-Evaluation and the ongoing continuous improvement process.</div>
Desired Results	<div><div><div>EARLY CHILDHOOD ENVIRONMENT RATING SCALE THIRD EDITION Thomas Horne, Richard M. Clifford, Debby Cryer</div><div>FAMILY CHILD CARE ENVIRONMENT RATING SCALE REVISED EDITION Thomas Horne, Debby Cryer, Richard M. Clifford</div><div>INFANT/TODDLER ENVIRONMENT RATING SCALE REVISED EDITION Thomas Horne, Debby Cryer, Richard M. Clifford</div><div>SCHOOL-AGE CARE ENVIRONMENT RATING SCALE Thomas Horne, Ellen Vondra, Jacula, Debra Roberts White</div></div><div>State of California Department of Social Services, Copyright © 2022</div><div></div></div>

None

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	<p>CDSS agencies are required to complete an ERS for each:</p> <ul style="list-style-type: none"> • Classroom • Site • Contract    
Desired Results	

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 ITTERS, ECERS, FCCERS and SACERS. Write a Summary of Findings for each one or write it by type on one sheet of paper.)

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout



New Administrators	<h3>ERS Profile and Summary of Findings</h3>  <p>The image shows two documents side-by-side. The left document is the 'ERS Profile' which is a large table with multiple columns and rows for recording scores. The right document is the 'Summary of Findings' which contains a list of categories and a space for notes. Two callout boxes point to the documents: one pointing to the 'ERS Profile' and another pointing to the 'Summary of Findings'.</p>
Desired Results	<p>Complete one per classroom</p> <p>Complete one per classroom, site, and contract</p> <p>State of California Department of Social Services, Copyright © 2022</p>

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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	<p>8</p> <h3>Introduction to the ERS</h3> <p>VIDEO GUIDE and TRAINING WORKBOOK for the <i>Infant/Toddler Environment Rating Scale</i> Revised Edition</p>  <p>TEACHER COLLEGE PRESS Rutgers Center Columbia University New York and London</p> <p>Thelma Harms and Debby Cryer Frank Porter Graham Child Development Institute University of North Carolina at Chapel Hill</p> <p>State of California Department of Social Services, Copyright © 2022</p> 	None

Activity: Introduction to the ERS

The video for this activity training workbook can be found on <https://vimeo.com/20883172>

Desired Results for Children and Families Training

Introduction to the ERS

GOAL:
The goal of this activity is to familiarize participants with the structure of the Environment 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 Rating Scale-Revised edition. Stop the video at the screen prompt.
- Have participants complete the "Examine" 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.




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DESIRED RESULTS TRAINING

SESSION 3: DRDP
Handout

New Administrators	<div>Items and Subscales</div> <div>9</div> <div>➤ 7 subscales and 43 items</div>
Desired Results	<div>➤ 7 subscales and 39 items</div> <div>State of California Department of Social Services, Copyright © 2022</div> <div></div>


None

New Administrators	<div>10</div> <div>Items and Subscales (2)</div> <div><div></div><div>➤ 7 subscales and 47 items</div></div>
Desired Results	<div><div></div><div>➤ 7 subscales and 38 items</div></div> <div>State of California Department of Social Services, Copyright © 2022</div> <div></div>

None

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	ERS Inter-Rater Reliability																												
	<p>Example:</p> <table border="1"> <thead> <tr> <th rowspan="2">Item</th> <th colspan="3">Observer Name</th> <th rowspan="2">Percentage Agreement</th> </tr> <tr> <th>Harris</th> <th>Jacobs</th> <th>White</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> <td>4</td> <td>4</td> <td>100%</td> </tr> <tr> <td>2</td> <td>3</td> <td>3</td> <td>2</td> <td>67%</td> </tr> <tr> <td>3</td> <td>5</td> <td>6</td> <td>6</td> <td>67%</td> </tr> <tr> <td>4</td> <td>3</td> <td>2</td> <td>4</td> <td>33%</td> </tr> </tbody> </table> <p>Sample Summary Score Sheet</p> <p><i>Adapted from the "Environment Rating Scales" or ECERS-R by Harris, Cryer & Riley</i></p>		Item	Observer Name			Percentage Agreement	Harris	Jacobs	White	1	4	4	4	100%	2	3	3	2	67%	3	5	6	6	67%	4	3	2	4
Item	Observer Name			Percentage Agreement																									
	Harris	Jacobs	White																										
1	4	4	4	100%																									
2	3	3	2	67%																									
3	5	6	6	67%																									
4	3	2	4	33%																									
Desired Results	<p>State of California Department of Social Services, Copyright © 2022</p> 																												

None

Activity: Inter-Rater Reliability

Desired Results for Children and Families Training

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 other about the scene until scoring is completed.
- Three to six participants should form 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 scores(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.

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DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	<h3>Early Childhood Environment Rating Scale-Profile Worksheet</h3> <p>Center/School: <u>ABC Preschool</u> Observation 1: <u>2/1/21</u> Observer: <u>M. Jones</u> Teacher(s)/Classroom: <u>17</u> Observation 2: <u>2/1/21</u> Observer: <u></u></p> <p>ECERS-R Profile</p> <p>I. Space & Furnishings (1-9)</p> <p>Obs. 1: <u>6.5</u> Obs. 2: <u></u> average subscale score: <u></u></p> <p>II. Personal Care Routines (9-14)</p> <p>Obs. 1: <u>2.83</u> Obs. 2: <u></u> average subscale score: <u></u></p> <p>III. Language-Reasoning (15-18)</p> <p>Obs. 1: <u>6.7</u> Obs. 2: <u></u> average subscale score: <u></u></p> <p>State of California Department of Social Services, Copyright © 2022</p>
	<p>Desired Results</p>


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.)

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout


New Administrators	<div data-bbox="311 380 846 422">ERS Summary of Findings Sample</div> <div data-bbox="927 352 943 367">13</div>
Desired Results	<div data-bbox="461 457 690 772"> <p>Environment Rating Scale - Summary of Findings</p> <p>Contractor Legal Name: Wonder Kids Inc</p> <p>Center Name: DRDP and/or Family Child Care Home Education Network: DRDP and/or CCRS</p> <p>Planning Cycle: January 6, 2023</p> <p>Lead Planner Name and Position: Ms. Catherine Director</p> <p>Follow-up Date(s): March 2023, April 2023, May 2023, (monthly)</p> <p>Follow-up Lead Planner Name and Position: Ms. Catherine Assistant Director</p> <p>Subdomains and Average Scores:</p> <p>Subdomain 1: Space and Furnishings: 5.4</p> <p>Subdomain 2: Personal Care Routines: 5.2</p> <p>Subdomain 3: Language/Thinking: 4.2</p> <p>Subdomain 4: Activities: 4.8</p> <p>Subdomain 5: Interactions: 4.9</p> <p>Subdomain 6: Program Structure: 4.5</p> <p>Subdomain 7: Parents and Staff: 5.3</p> <p>Key Findings from Environment Rating Scale (ERS items)</p> <p>Subdomain 1: 4 and 5 are below 4.5</p> <p>in 8 of 10 items the following items scored below 4.5 in (Subdomain 3) Language and Thinking</p> <p>Item 16 - Encouraging children to communicate</p> <p>Item 17 - Using language to develop reasoning skills</p> <p>Actions: Share descriptive observational materials, training needs, change to curriculum, space, supervision, etc.)</p> <p>Agency will attend and train staff on PLOL strategies</p> <p>All staff will attend "Classroom Language Building Strategies" workshop series and be expected to infuse in new strategy every month</p> <p>Include another staff into all observations</p> <p>Review all workbooks from the program. (Professional Development and Coaching series on appropriate introduction of observed concepts)</p> </div> <div data-bbox="423 785 735 802">State of California Department of Social Services, Copyright © 2022</div> <div data-bbox="902 758 959 808">  </div>

None

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

DESIRED RESULTS TRAINING


SESSION 3: DRDP Handout

New Administrators	<h3>ERS Summary of Findings</h3> <p>Environment Rating Scale - Summary of Findings</p> <p>Contractor Legal Name: (State Contractor Legal Name) Center Name: DRDP and/or Family Child Care Home Education Network (State DRDP and/or Family Child Care Home Education Network) Planning Date: (State Planning Date) Lead Planner Name and Position: (State Lead Planner Name and Position) Follow-up Planner Name and Position: (State Follow-up Planner Name and Position) Follow-up Lead Planner Name and Position: (State Follow-up Lead Planner Name and Position) Subscale and Average Scores: (State Scores) Key Findings from Environment Rating Scale (ERS Items): (State Key Findings from ERS Items) Action Steps (Include individual materials, training needs, change in materials, space, equipment, etc.): (State Action Steps) Expected Completion Date and Person Responsible: (State Expected Date and Person Responsible) Follow-up and Reflection (Changes made, date completed, and time estimated): (State Follow-up and Reflection)</p>	14
		<p>State of California Department of Social Services, Copyright © 2022</p> 

California Department of Education Early Education and Support Division March 2016		6630-000						
<h3>Environment Rating Scale - Summary of Findings</h3>								
<table border="1"> <tr> <td>Contractor Legal Name</td> <td>Center Name</td> </tr> <tr> <td>Planning Date</td> <td>Lead Planner Name and Position</td> </tr> <tr> <td>Follow-up Planner Name and Position</td> <td>Follow-up Lead Planner Name and Position</td> </tr> </table>			Contractor Legal Name	Center Name	Planning Date	Lead Planner Name and Position	Follow-up Planner Name and Position	Follow-up Lead Planner Name and Position
Contractor Legal Name	Center Name							
Planning Date	Lead Planner Name and Position							
Follow-up Planner Name and Position	Follow-up Lead Planner Name and Position							
<p>Trainers can be expected to be able to do the following:</p>								
Subscale and Average Score	Key Findings from Environment Rating Scale (ERS Items)	Expected Completion Date and Person Responsible						
Activities subscale	<ul style="list-style-type: none"> The room is not suitable for the children's activities. The room is not suitable for the children's activities. 	0/5						
Item 10	<ul style="list-style-type: none"> The room is not suitable for the children's activities. 	0/5						
Item 11	<ul style="list-style-type: none"> The room is not suitable for the children's activities. 	0/5						
Item 12	<ul style="list-style-type: none"> The room is not suitable for the children's activities. 	0/5						
Item 13	<ul style="list-style-type: none"> The room is not suitable for the children's activities. 	0/5						
Item 14	<ul style="list-style-type: none"> The room is not suitable for the children's activities. 	0/5						

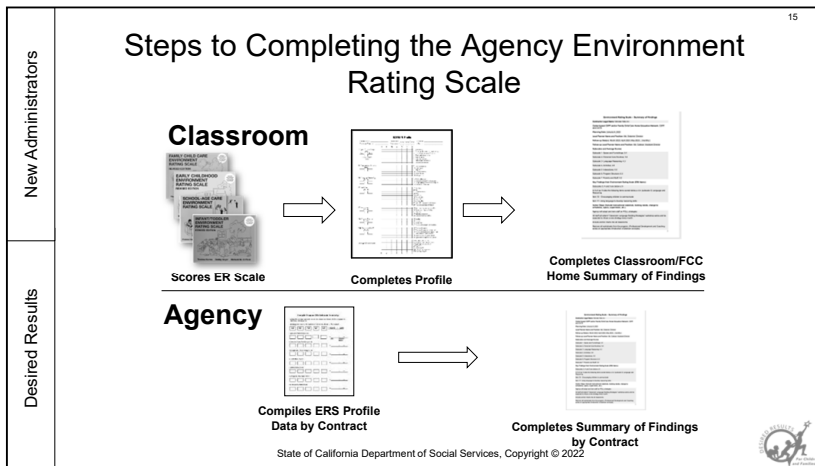
Trainer note: Call for the group's attention and ask volunteers to share key findings and action steps.

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

<p>Desired Results for Children and Families Training</p> <h3>Developing an ERS Summary of Findings</h3> <p>GOALS: The goal of this activity is to help the participants learn how to use the ERS to identify strengths and areas for improvement in their classrooms.</p> <p>MATERIALS & EQUIPMENT: • ERS (Environment Rating Scale) forms • ERS (Environment Rating Scale) forms • ERS (Environment Rating Scale) forms</p> <p>TIME: 45 - 60 minutes</p> <p>PROCESS:</p> <ol style="list-style-type: none"> 1. Review the ERS (Environment Rating Scale) form with the participants to ensure they understand the items and the scoring system. 2. Divide the group into two teams: one team will be responsible for the "Activities" subscale and the other team will be responsible for the "Space and Furniture" subscale. 3. Ask each team to go to their respective subscale and identify the items that they think are the most challenging to implement. 4. Ask each team to share their findings with the other team. 5. Ask each team to develop a plan to address the challenges they identified. 6. Ask each team to present their plan to the other team. 	
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DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout



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.

DESIRED RESULTS TRAINING

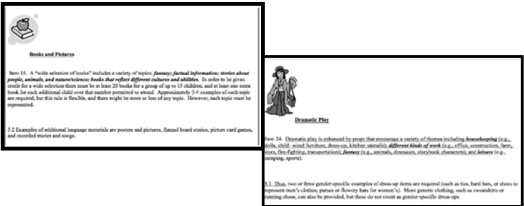
SESSION 3: DRDP Handout

New Administrators	<div data-bbox="349 375 745 417" data-label="Section-Header"> <h3>Staff Training Resources</h3> </div> <div data-bbox="219 464 414 615" data-label="Image"> </div> <div data-bbox="487 516 638 709" data-label="Image"> </div> <div data-bbox="734 455 881 648" data-label="Image"> </div>
Desired Results	<div data-bbox="1157 405 1247 436" data-label="Text"> <p>None</p> </div> <div data-bbox="384 789 709 808" data-label="Text"> <p>State of California Department of Social Services, Copyright © 2022</p> </div> <div data-bbox="878 764 938 814" data-label="Image"> </div>

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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	ERS Cards	17
Desired Results	 <p>State of California Department of Social Services, Copyright © 2022</p>	None

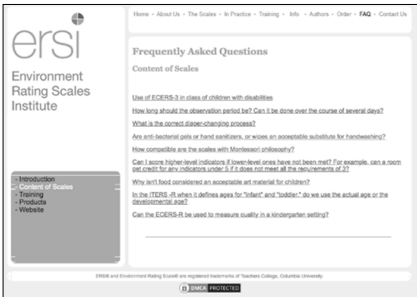
ERS cards are available on the Desired Results website to download and print for free.

Trainer note:

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

DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	<div><h1>ERSI</h1></div>
Desired Results	




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.

DESIRED RESULTS TRAINING

SESSION 3: DRDP
Handout

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

None

New Administrators	<div>20</div> <div>Taking it Back to the Agency</div> <div>State of California Department of Social Services, Copyright © 2022</div>
Desired Results	


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


DESIRED RESULTS TRAINING

SESSION 3: DRDP Handout

New Administrators	<div>21</div> <h3>Website Resources</h3> <p>Desired Results T & TA Project www.desiredresults.us</p> <p>Program for Infant/Toddler Caregivers www.pitc.org</p> <p>California Preschool Instructional Network https://cpin.us/</p> <p>California School-Age Consortium https://www.calsac.org/</p> <p>Family Child Care at Its Best https://www.fccbtraining.org/</p> <p>California Early Childhood Online https://www.caearlychildhoodonline.org/</p> <p>State of California Department of Social Services, Copyright © 2022</p> 
Desired Results	

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	<div>1</div> <h2>Session V: Environment Rating Scales</h2>  <p>State of California Department of Social Services, Copyright © 2022</p>

1

New Administrators	<div>2</div> <h2>Environment Rating Scales (ERS)</h2> <p>The Environment Rating Scales are designed to assess process quality in an early childhood or school-age care group.</p> <ul style="list-style-type: none"> • Interactions • Space • Schedule • Materials <p>(Frank Porter Graham, Child Development Institute, 2008)</p> <p>State of California Department of Social Services, Copyright © 2022</p>

2

New Administrators	<div>3</div> <h2>Quality Programs</h2> <p>Quality programs must provide for the three basic needs all children have:</p> <ul style="list-style-type: none"> • Protection of their health and safety • Building positive relationships • Opportunities for stimulation and learning from experience <p>https://www.ersi.info/scales.html</p> <p>State of California Department of Social Services, Copyright © 2022</p>

3

New Administrators	Desired Results	<p>4</p>

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE 4: PROGRAM AND ENVIRONMENT Administration and Leadership					
1. Ratio and Group Size Compliance: Infant/Toddler: 1:6 Preschool: 1:10 C: 100% P: 100% Preschool: 1:10 C: 100% P: 100%	2. Center Ratio Group Size Infant/Toddler: 4:10 Preschool: 1:10 C: 100% P: 100%	3. Center Ratio Group Size Infant/Toddler: 3:10 Preschool: 1:10 C: 100% P: 100%	4. Center Ratio Group Size Infant/Toddler: 3:10 Preschool: 1:10 C: 100% P: 100%	5. Center Ratio Group Size Infant/Toddler: 3:10 Preschool: 1:10 C: 100% P: 100%	6. Center Ratio Group Size Infant/Toddler: 3:10 Preschool: 1:10 C: 100% P: 100%
2. Program Environment Rating Scale: 1-5 C: 100% P: 100%	3. Director Qualifications C: 100% P: 100%	4. Director Qualifications C: 100% P: 100%	5. Director Qualifications C: 100% P: 100%	6. Director Qualifications C: 100% P: 100%	7. Director Qualifications C: 100% P: 100%
Program Type Common Tier 1 Local Tier 2 Common Tier 3 Local Tier 4 Common Tier 5 Local Tier 6	Program Type Common Tier 1 Local Tier 2 Common Tier 3 Local Tier 4 Common Tier 5 Local Tier 6	Program Type Common Tier 1 Local Tier 2 Common Tier 3 Local Tier 4 Common Tier 5 Local Tier 6	Program Type Common Tier 1 Local Tier 2 Common Tier 3 Local Tier 4 Common Tier 5 Local Tier 6	Program Type Common Tier 1 Local Tier 2 Common Tier 3 Local Tier 4 Common Tier 5 Local Tier 6	Program Type Common Tier 1 Local Tier 2 Common Tier 3 Local Tier 4 Common Tier 5 Local Tier 6





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New Administrators	Desired Results	<p>5</p>

The Environment Rating Scales are...

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





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New Administrators	Desired Results	<p>6</p>

CDSS agencies are required to complete an ERS for each:

- Classroom
- Site
- Contract

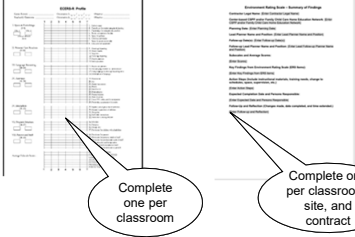
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6

New Administrators

Desired Results

ERS Profile and Summary of Findings



Complete one per classroom

Complete one per classroom, site, and contract

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New Administrators

Desired Results

Introduction to the ERS

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




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New Administrators

Desired Results

Items and Subscales



➤ 7 subscales and 43 items



➤ 7 subscales and 39 items


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New Administrators

Desired Results

Items and Subscales (2)




➤ 7 subscales and 47 items



➤ 7 subscales and 38 items

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New Administrators

Desired Results

ERS Inter-Rater Reliability


Example:

Item	Observer Name			Percentage Agreement
	Horne	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-3 by Harms, Oyer & Riley

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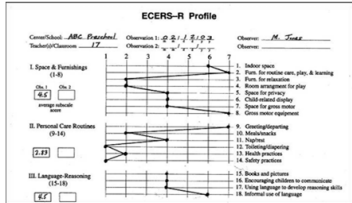


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New Administrators

Desired Results

Early Childhood Environment Rating Scale-Profile Worksheet



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New Administrators

Desired Results

13

ERS Summary of Findings Sample

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13

New Administrators

Desired Results

14

ERS Summary of Findings

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New Administrators

Desired Results

15

Steps to Completing the Agency Environment Rating Scale

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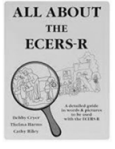

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ERS - 28

New Administrators

Desired Results

Staff Training Resources

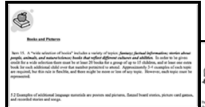

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New Administrators

Desired Results

ERS Cards


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17

New Administrators



Desired Results

ERSI



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New Administrators	 

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New Administrators	<p>Taking it Back to the Agency</p>

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New Administrators	<p>Website Resources</p> <p>Desired Results T & TA Project www.desiredresults.us</p> <p>Program for Infant/Toddler Caregivers www.pitc.org</p> <p>California Preschool Instructional Network https://cpin.us/</p> <p>California School-Age Consortium https://www.calisac.org/</p> <p>Family Child Care at Its Best https://www.fccbraining.org/</p> <p>California Early Childhood Online https://www.caecitychildhoodonline.org/</p>

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Introduction to the ERS

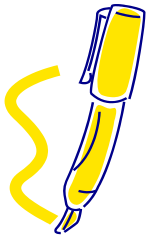


GOAL:

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



Session 5



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 Rating 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

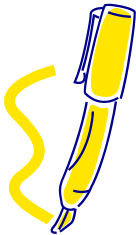


Session 5



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



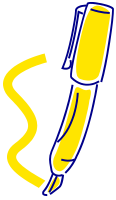
GOALS:

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



Session 5

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 Observer(s): Site Supervisor
 Teacher(s)/Classroom: 1 Observation 2: 10/1/07 Observer(s):

Obs. 1 Obs. 2
6.1
 average subscale score

I. Space & Furnishings (1-8)

Item	Obs. 1	Obs. 2
1. Indoor space	5	6
2. Furn. for routine care, play & learning	5	6
3. Furn. for relaxation	5	6
4. Room arrangement for play	5	6
5. Space for privacy	5	6
6. Child-related display	5	6
7. Space for gross motor	5	6
8. Gross motor equipment	5	6

II. Personal Care Routines (9-14)

Item	Obs. 1	Obs. 2
9. Greeting/departing	5	6
10. Meals/snacks	5	6
11. Nap/rest	5	6
12. Toileting/diapering	5	6
13. Health practices	5	6
14. Safety practices	5	6

III. Language-Reasoning (15-18)

Item	Obs. 1	Obs. 2
15. Books and pictures	5	6
16. Encouraging children to communicate	5	6
17. Using language to develop reasoning skills	5	6
18. Informal use of language	5	6

IV. Activities (19-28)

Item	Obs. 1	Obs. 2
19. Fine motor	5	6
20. Art	5	6
21. Music/movement	5	6
22. Blocks	5	6
23. Sand/water	5	6
24. Dramatic play	5	6
25. Nature/science	5	6
26. Math/number	5	6
27. Use of TV, video, and/or computers	5	6
28. Promoting acceptance of diversity	5	6

ONLY Housekeeping props available, no outdoor props

few blocks no floor space, blocks not accessible to children in teacher cupboard

V. Interaction (29-33)

Item	Obs. 1	Obs. 2
29. Supervision of gross motor activities	5	6
30. General supervision of children	5	6
31. Discipline	5	6
32. Staff-child interactions	5	6
33. Interactions among children	5	6

VI. Program Structure (34-37)

Item	Obs. 1	Obs. 2
34. Schedule	5	6
35. Free play	5	6
36. Group time	5	6
37. Provisions for children with disabilities	5	6

VII. Parents and Staff (38-43)

Item	Obs. 1	Obs. 2
38. Provisions for parents	5	6
39. Provisions for personal needs of staff	5	6
40. Provisions for professional needs of staff	5	6
41. Staff interaction and cooperation	5	6
42. Supervision and evaluation of staff	5	6
43. Opportunities for professional growth	5	6

Average Subscale Scores

Subscale	Obs. 1	Obs. 2
SPACE & FURNISHINGS	6.1	6.1
PERSONAL CARE	5.8	5.8
LANGUAGE-REASONING	6.2	6.2
ACTIVITIES	4.8	4.8
INTERACTION	6.0	6.0
PROGRAM STRUCTURE	6.0	6.0
PARENTS & STAFF	6.3	6.3

Instructions For Environment Rating Scales – Summary of Findings

- **Complete the Environment Rating Scale (ERS) as directed in the ERS instructions** <http://www.ersi.info/ecers.html>.

Complete one for each contract type and/or Family Child Care Home Education Network (FCCHEN). Contractors serving children in family child care homes should complete the ERS Summary of Findings for the FCCHEN. The ERS Summary of Findings is used to complete the PSE Annual Report.

- **Enter the required contractor information at the top the EESD 4002:**
- Contractor Legal Name
 - Contract Type and/or FCCHEN
 - Age Group
 - 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)
- **Enter the Subscale and Average Score.**
- Each classroom or FCCHEN is to complete the entire ERS items
 - Average all ERS subscale scores for all of the classrooms and/or FCCHEN
 - If the contract has multiple sites, average subscale scores by:
 - Site and then at the program level
 - A FCCHEN will average subscale scores for family child care homes in the network

➤ **Enter Key Findings from the Environment Rating Subscales.**

- Select two Items that indicate a need for improvement in each Subscale listed with an average score below “5.0”
 - 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 “5.0” or higher
 - Select one Item that indicates a need for improvement from each of the two lowest Subscales

➤ **Enter Action Steps.**

- 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, and supervision

➤ **Enter Expected Completion Date and Persons Responsible.**

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

➤ **Enter Follow-Up and Reflection.**

- 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	
Contract Type and/or FCCHEN	Age Group (Infant/Toddler, Preschool, School Age)
Planning Date	Lead Planner Name and Position
Follow-up Date(s)	Lead Planner Name and Position

This form can be expanded and is not limited to a single page

Subscales and Average Scores	Key Findings from Environment Rating Scale (ERS Items)	Action Steps (Include instructional materials, training needs, change to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, and time extended.)

Environment Rating Scale – Summary of Findings

Contractor Legal Name HAPPY DAY PRESCHOOL	
Contract Type and/or FCCHEN CCSP	Age Group (Infant/Toddler, Preschool, School Age) Preschool
Planning Date 11/3/2016	Lead Planner Name and Position Ms. Brown (Head Teacher)
Follow-up Date(s) 3/3/2019	Lead Planner Name and Position Ms. Lopez (Assoc. Teacher)

This form can be expanded and is not limited to a single page

Subscales and Average Scores	Key Findings from Environment Rating Scale (ERS Items)	Action Steps (Include instructional materials, training needs, change to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, and time extended.)
Activities subscale 4.5	<ul style="list-style-type: none"> The Blocks item scored a 1. The blocks in the classroom are not accessible to children. 	The unit blocks will be increased to 55-60 blocks. Teachers will label the block shelf to help children with organizing blocks	01/14/2017 Ms. Brown	
Item 22 Blocks 1.0	<ul style="list-style-type: none"> The classroom has insufficient blocks for two children to build a structure. 	2 different types of blocks (wooden blocks and window blocks) will always be out on the shelf, available to children	01/14/2017 Ms. Lopez	
Activities 4.5	<ul style="list-style-type: none"> Classroom lacks outdoor props 	Add road signs, gas pumps, and tire pumps to the outdoor props. These are to be brought	12/3/2016 Ms. Lopez	
Item 24			2/5/2017	

Dramatic Play 4.0		out very time the bikes and scooters are out.		
		Create an outdoor dramatic play area under the awning. Include a couch, a table, sink, and refrigerator.	2/20/2017	



[Home](#) / [Specialized Programs](#) / [Child Development](#) / [Contractor Information](#)

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*, Section 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?

