The Evolution of the Environment Rating Scales:

ECERS-3: Next Generation Thinking for QRIS
2014 – Our Anniversary

Celebrating 20 Years of working with you!
Agenda

Thelma Harms  Introduction to ECERS-3
Dick Clifford  Ongoing Research
Cody Carlton  Training Opportunities
Tricia Sifford  Software for the ERS
Mark Branagh  QRIS Data System - Q-Star
Are you…?

• With a state agency with responsibility for early childhood policy & programs?
• Manager or administrator overseeing a QRIS?
• Provider of quality improvement PD/TA?
• Early education program administrator or staff member?
• Analyst, researcher, evaluator?
• Higher education faculty?
• Early childhood advocate?
• Other?
Have you…?

- Been trained on any of the Environment Rating Scales (ERS)?
- Conducted observations with any of the scales?
- Used any of the ERS data for research or evaluation?
- Used ERS data in quality improvement projects?
Introduction to ECERS-3:

Thelma Harms
Assessing Learning Environments for Young Children

• The goal of the ECERS since 1980 has been to provide a reliable and valid measure of global quality in early learning environments.

• ECERS assesses a learning environment’s ability to support all the basic developmental needs of children
  • Health & Safety Provisions
  • Social Emotional Support & Guidance
  • Stimulating Language & Learning Experiences

• It addresses the balance of child-initiated, teacher-stimulated and teacher-directed activities in the context of a healthy, safe, nurturing environment.

• These concepts have guided our work on all ERS instruments.
Current Status of ERS

- ERS Instruments widely used in the US for a variety of purposes.
  - QRIS systems in 36 states for Quality Rating and Technical Assistance
  - Community/technical colleges/universities
  - Self assessment for individual programs and teachers
  - Research and Evaluation

- Widespread use in other countries.
  - Translation into more than 20 languages with formal publication and use in 16 countries on every continent (except Antarctica).
  - Used for research and evaluation (e.g., World Bank use in several countries, national studies as well as by Local Authorities in UK, national ministry in Brazil, multi-country comparisons in EU)
  - Training institutions (Bahrain, Canada, China, Portugal, and many more)
  - International ECERS Network – a professional organization with annual meetings
ECERS Use in Diverse Programs

• ECERS has been used in a very wide range of programs; of different type, using a variety of curricula

• ECERS-R has been shown to be sensitive to the needs of low income and minority children in the US (Burchinal & Cryer, 2003)

• It has been used successfully in countries as diverse as China, Japan, Germany, Brazil, Chile, Australia, Saudi Arabia and Israel
The Next Generation – ECERS-3

Building on the widespread usage and feedback from the field, as well as from extensive research and program improvement efforts, we have developed an improved assessment tool, ECERS-3.

ECERS-3 is the first major revision of the ECERS-R since 2005
Smooth Transition from ECERS-R to ECERS-3

- Continued availability and support for ECERS-R
- Training, research, and technical support for ECERS-3
- Software support for both ECERS-R and ECERS-3
What stays the same?

• ECERS 3 continues the primary intent to measure global quality of learning environments for preschool / kindergarten aged children

• It covers the broad range of developmental needs of children including language and cognitive, social-emotional and physical development as well as concern for children’s health and safety

• ECERS-3 continues to focus on the productive use of time (with greatly simplified time calculations)

• It looks very much like ECERS-R with indicators grouped into items and conceptually derived subscales

• It can be scored in exactly the same manner as ECERS-R
LANGUAGE AND LITERACY

12. Helping children expand vocabulary

1.1 Staff use very limited vocabulary with the children. (Ex., specific names for objects and actions rarely used; few descriptive words used; "this," "that," "it," used in place of more exact words). *

1.2 Staff teaching of words is not related to children’s actual experience (Ex., calendar used to teach days of week but days of week not used in conversations about when things happen; weather words used when doing weather chart but not when children actually experience weather).

1.3 Staff do not use the opportunities provided by classroom materials, display or other concrete experiences to introduce words. *

3.1 Staff sometimes use the names for people, places, things, and actions as children experience them in routines or play, throughout the observation (Ex, name foods for lunch, name the objects children use and actions they take). *

3.2 Words that describe people, places, things, and actions are sometimes used within a meaningful context for the children (Ex., “You’re wearing a soft blue shirt.” “Today we are having square crackers.” “You are walking so quietly.”). *

3.3 Staff sometimes use the opportunities provided by classroom materials, display or other concrete experiences to introduce words. *

5.1 Staff frequently use specific words for people, places, things, actions and descriptive words as children experience routines and play.*

5.2 Staff sometimes correctly explain the meaning of unfamiliar words in a way children can understand (Ex., “Fog is really tiny bits of water and that is why it feels wet.”; “When I say that I am concerned, it means that I care what happens to you.”).*

Observe twice

5.3 Staff frequently use the opportunities provided by materials, display, activities, or other meaningful experiences to introduce words. *

5.4 Special accommodations are observed for children to suit their diagnosed disabilities or family language needs (Ex., demonstrates with hands the meaning of words; says words in two languages; uses a language board or computer technology; uses signing with speech). * NA permitted

7.1 Staff generally use a wide range of words to specify more exactly what they talk about, appropriate to ages and abilities of the children.*

7.2 Staff introduce new themes or topics of interest to provide a wide and interesting range of new words. *

7.3 Staff add information and ideas to expand children’s understanding of the meaning of words children use.* Observe twice

Notes for Clarification

*In scoring, consider only the staff who are usually in the classroom working with the children. For the definition of “staff”, see Explanation of Terms Used Throughout the Scale.

Exposure to adult language is a necessity for children’s positive language development. Therefore, to give credit for any indicator, all children should generally be well exposed to what is required. If there are long periods with little or no exposure to language from the staff, such as a lack of staff circulation among children during free play, do not give credit. There should be some language experiences for children during gross motor times, but less is expected than during other play or routines. Consider the language used by all staff usually in the classroom when scoring. To give credit, requirements should represent the regular...
Key Differences between ECERS-R and ECERS-3

• More emphasis on interactions and the teacher’s role

• **Decreased emphasis on counting materials**, more on how they are used in teaching activities

• **Greater reliance on observation of ongoing classroom activity**

• Eliminates need for teacher interview

• **Eliminates Parents and Staff subscale** to allow more time to focus on actual classroom practices

• Utilizes **current research** to determine where the indicators lie on the spectrum of quality (improved scaling)

• Increased emphasis on engaging **language, literacy, and math experiences** with many new items and indicators
Three New Math Items

• **Math materials and activities**
  Not just about access to materials, but instead about how staff use and teach with the materials in a way that engages children.

• **Math in daily events**
  Making children aware of how math is useful in daily life and activities.

• **Understanding written numbers**
  Introducing printed numbers to children in a meaningful way.
Five New Language & Literacy Items

• Helping children to expand vocabulary
  Helping children learn new words through a variety interactions & experiences

• Encouraging children to use language
  Fostering communication skills through interactions with staff & one another

• Staff use of books with children
  Stimulating the desire to read by engaging children in the use of books for enjoyment and information

• Encouraging children’s use of books
  Providing and encouraging the use of a wide range of interesting books for children to use on their own

• Becoming familiar with print
  Making the connection between the spoken and printed word in meaningful ways throughout the day
ECERS-3: Current Status of the Research

Dick Clifford
ECERS-3: Current Status

• New items and indicators have been written
• Pilot testing is complete
• First field test conducted in late 2013, indicating that additional revisions were needed
• A second field test is underway and will be completed by the end of July
• Camera ready copy will be provided to TC Press in August 2014
• Published version will be out in late 2014
Smooth Transition from ECERS-R to ECERS-3

• **Continued support for ECERS-R**
  – ECERS-R will continue to be available from TCP
  – There will continue to be training for the ECERS-R
  – Research will continue into effective use of the ECERS-R (eg Virtual Subscales)

• **Training, Research, and Technical Support for ECERS-3**
  – Convening an ERS Working Conference for users, trainers, and other interested parties in early 2015

• **Software support for both ECERS-R and ECERS-3**
  – ERS Data system already has the ECERS-3 implement for our testing
  – New online scoring tools will be released
Improving Predictive Power

- Researchers in the field argue that environmental assessments, including the ECERS-R and CLASS, demonstrate small to moderate predictive validity and that more work needs to be done to improve our ability to measure quality in a way that has higher levels of association with child outcomes (Burchinal, Kainz & Cai, 2011; Gordon, 2012).

We believe that the ECERS-3 will do just that.
ECERS-3 Reliability

• Study underway in 4 states – NC, GA, LA, & PA
• Data collectors all experienced ERS assessors
• States and Data collectors all volunteered their time for this work
• Data collection will be complete by July 30
• Preliminary results are quite positive
• We were able to get these experienced assessors all reliable with moderate retraining and in field reliability checks
• Data collected to date shows high levels of inter rater reliability with nearly every single observation above 85% within one point
Comparability

• A small test of the comparability between ECERS-R and ECERS-3 is planned for the fall of this year

• We will pair trained ECERS-3 assessors and ECERS-R assessors (not familiar with ECERS-3) do assessments in the same classrooms

• This will provide at least preliminary guidance on how scores between the two editions of ECERS compare with one another to help agencies plan for a transition
Validity

• Proposal for a major study of ECERS-3 will be submitted to US Department of Education next month

• It involves three states collecting approximately 300 observations each using ECERS-3

• It is an independent study to be conducted by researchers other than the authors to provide for an unbiased assessment of validity

• It will test both the general validity and reliability of the ECERS-3 and also test of the newly developed “virtual” or indicator based subscales to see if they are maintained in the ECERS-3
ECERS-R New Virtual Subscales

- Study reported on earlier in this conference
- A large scale analysis of some 8300 ECERS assessments from many states in the US
- Found 16 subscales based on indicator level data that improve predictive validity and precision in these predictions
- These subscales have been found to be useful for both state personnel as well as professional development and technical assistance providers
- Findings of this work have been useful in guiding our work on ECERS-3
ECERS-R: Enhanced Scoring System

Simply put, they are new measures of quality derived from existing ECERS-R Indicator Level data

These new measures include:

- Creativity
- Fine Motor
- Gross Motor
- Grouping
- Individualization
- Independence
- Engagement
- Physical Environment

- Diversity
- Language/Literacy
- Science/Math
- Social-Emotional Development
- Supervision
- Teaching
- General Health & Safety
- Supervision to Promote Health and Safety
Questions / Discussion
Environment Rating Scales
Training Opportunities

Cody Carlton
ECERS-3 Training

• ERSI live training in Chapel Hill as well as on-site
  – Short course and supervised Field Practice
  – Introductory training available as part of the ERS Users’ Conference in Early 2015

• Online Training available with the release of the ECERS-3
  – Introductory course
  – Advanced level training
  – Training available for
    • assessors
    • providers
    • administrators/directors
    • college students
    • Technical assistance specialists
ECERS-3 On-line Training Topics

• Introductory training

• Transitioning from ECERS-R to ECERS-3
  – For assessors
  – For providers, with specific topics focusing on the new Items
  – For policy makers, with strategies for transitioning

• Advance level training for assessors and technical assistance specialists
Current ERS Training

Scales:
ECERS-R, ITERS-R, FCCERS-R, SACERS Updated

Training Levels
Level 1 – Live Introductory Training (1 day)
Level 2 – Online Introductory Courses (English and Spanish)
Level 3 – Live Basic Training (Short Course – 3 days)
Level 4 – Live Training to Reliability with the Authors
Level 5 – Summary Report Writing
Level 6 – In-Depth Course (8 days)
Level 7 – Training to Certified Reliability for Local Anchor
Online Introductory Courses (English and Spanish 4 hours each)

• **ERS 101**
  Basic introduction to the ERS family of instruments

• **ECERS-R 101**
  Overview of the ECERS-R with scoring practice

• **FCCERS-R 101**
  Overview of the FCCERS-R with scoring practice

• **ITERS-R 101**
  Overview of the ITERS-R with scoring practice

• **SACERS Updated 101**
  Overview of the SACERS Updated with scoring practice

• **More courses coming soon!**
ERS Data System:
Software for the Environment Rating Scales

Tricia Sifford
Feedback from ECERS-3 field test

“Providers will really appreciate the better range of quality values that ECERS-3 provides.”

“Language and literacy items are great addition to an already great instrument!”

“The new 3 year old cutoff in the instrument works so much better.”

“Impediments to a more distributed scoring in Supervision of Gross Motor, Safety, Health Practices & Personal Care have been addressed.”

“The notes for clarifications are more detailed and very helpful.”

“Love that interactions are not just a subscale but are now embedded throughout the instrument.”

“Great to see the shift of emphasis from materials to practice.”

“No longer relying on information gathered from the staff interview strengthens the scale.”
ERS Data System
Software for the Environment Rating Scales
Paper version of the scales...

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Minimal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

### 6. Child-related display

1.1 No materials displayed for children.

1.2 Inappropriate materials for predominant age group (Ex. materials in preschool classroom designed for older school-aged children or adults; pictures showing violence).

3.1 Appropriate* materials for predominant age group (Ex. photos of children; nursery rhymes; beginning reading and math for older preschoolers and kindergartners; seasonal displays).

3.2 Some children’s work displayed.

5.1 Much of the display relates closely to current activities and children in group. (Ex. artwork or photos about recent activities).†

5.2 Most of the display is work done by the children.

5.3 Many items displayed on child’s eye level.

7.1 Individualized children’s work predominates.‡

7.2 Three-dimensional child-created work (Ex. playdough, clay, carpentry) displayed as well as flat work.

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**Notes for Clarification**

* Appropriate means suitable for the developmental level of the age group and the individual abilities of the children. This concept is also referred to as developmentally appropriate and is used in a number of items in the scale.

† Recently completed artwork that does not relate to other things going on in the room does not count for this indicator.

‡ Individualized work means that each child has selected the subject and/or media and has carried out the work in his or her own creative way. Thus, individualized products look quite different from one another. Projects where children follow a teacher’s example and little creativity is allowed are not considered individualized work.
Electronic version of the scales...

1.1 No materials displayed for children.

1.2 Inappropriate materials for predominant age group (Ex. materials in preschool classroom designed for older school-aged children or adults; pictures showing violence).

3.1 Appropriate materials for predominant age group (Ex. photos of children; nursery rhymes; beginning reading and math for older preschoolers and kindergartners; seasonal displays).

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7.2 Three-dimensional child-created work (Ex. playdough, clay, carpentry) displayed as well as flat work.
The software automatically scores based on how the indicators are scored.
Handwritten notes are automatically converted to typed text.

write directly on the tablet...
## Built-in Worksheets Calculate Key Values

### 1.1, 3.1, 3.2 Handwashing observations

<table>
<thead>
<tr>
<th></th>
<th>Overall Adult</th>
<th>Overall Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Handwashing % calculated</td>
<td>89%</td>
<td>85%</td>
</tr>
</tbody>
</table>

### Upon arrival in class or entry from outdoors:

- **Adult**
  - Yes: 3
  - No: 0
  - Percentage: 100%

- **Child**
  - Yes: 15
  - No: 1
  - Percentage: 94%

### After sand or messy play:

- **Adult**
  - Yes: 2
  - No: 0
  - Percentage: 100%

- **Child**
  - Yes: 7
  - No: 1
  - Percentage: 88%

### Before/after shared water play, moist art/sensory materials (ex. Playdough):
Assessors can write notes/diagrams directly in the software to justify scoring.

**SPACE AND FURNISHINGS**

2. Furniture for routine care, play and learning

5.1 Child-sized?

<table>
<thead>
<tr>
<th></th>
<th>12</th>
<th>15</th>
<th>80.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 child-sized</td>
<td>0 children</td>
<td>(2 child-sized)</td>
<td></td>
</tr>
</tbody>
</table>

- One child fell out of chair twice during assessment.

![Diagram of furniture and notes]
• Includes suggested questions from the authors

Do you ever set up activities for just one or two children, away from the activities for the rest of the children? If so, please give examples.

• Includes additional notes for clarification

“Staff” here refers to the regular teaching staff in the room. Specialists who come into the room specifically to work with one or two children do not count for this indicator. See “Explanation of Terms Used Throughout the Scale” on p. 7 for definition of staff.

Automatically updated whenever the authors make changes
I. Preparing for Diapering

To minimize contamination outside of the diapering area, prepare for a diaper change before bringing the child to diapering area, for example, by having ready:

- Changing table paper (if used) to cover the table from the child's shoulders to heels (in case it becomes soiled and must be folded over to give a clean surface during the change)
- Enough wipes for the diaper change (including wiping the bottom and hands after taking the soiled diaper away from the child's skin)
- A clean diaper, plastic bag for soiled clothes, and clean clothes if soiled clothing is anticipated
- Non-porous gloves if they will be used, and a dab of diaper cream on a disposable piece of paper or tissue if cream is being used

Supplies should have been removed from their containers and placed near, but not directly on, the diapering surface before starting the diaper change.

II. Diapering Procedure

1. Prepare for diapering as indicated above.
2. Place child on diapering table. Remove clothing to access diaper. If soiled, place clothes into plastic bag.
3. Remove soiled diaper and place into lined, hands-free trash container. (To limit odor, seal in a plastic bag before placing into trash container.)
Playground Information to Use with the Environment Rating Scales

Based on information from the U.S. Consumer Product Safety Commission (CPSC), Public Playground Safety Handbook, Pub. No. 325, information from the American Society for Testing and Materials Standards (ASTM), Standard Consumer Safety Performance Specification for Public Use Playground Equipment for Children 6 Months through 23 Months, F 2373-05, and information from ASTM Standard Safety Performance Specification for Fences/Barriers for Public, Commercial, and Multi-Family Residential Use Outdoor Play Areas, F2049. These guidelines are a basic overview of areas to review when scoring playground and safety items in the ECERS-R, ITERS-R, FCCERS-R, or SACERS. This list is not to be used as a comprehensive guide for playground assessment.

Fall Zones – A fall zone is the area around and under gross motor climbing, sliding, or swinging equipment where protective surfacing is required to prevent injury from falls. The fall zone should be cleared of items that children may fall onto or run into.

Protective Surfacing – Protective surfacing is intended to cushion falls and prevent serious injuries from any equipment used indoors and outdoors. The amount of a consistent type of surfacing required is based on the fall height of the equipment, which is the height of the highest designated play surface on the equipment. Equipment having a fall height of 18” or less is not required to have protective surfacing; however, no equipment should be placed over concrete, asphalt, stone, ceramic tile, or similar hard surfaces. The surfaces under and around play equipment should be soft enough to cushion falls, which are the most frequent causes of injuries on playgrounds. Common indoor surfaces (such as rugs, tumbling mares, or carpet) and common outdoor surfaces (such as grass or dirt) are not a adequate cushioning for gross motor equipment with a fall height greater than 18” even when the equipment is not anchored. For specifics on surfacing depth for different loose-fill materials, see the chart below. When the surfacing in much-used areas becomes displaced (e.g., under swings, at slide exits), it should be raked back or replaced to maintain correct depth. For poured or installed foam or rubber surfaces, the materials must meet the ASTM F1292 requirements, which can be verified through a written statement from the manufacturer.

Minimum compressed loose-fill surfacing depths:

<table>
<thead>
<tr>
<th>Inches</th>
<th>Of Loose-Fill Material</th>
<th>Protects To Fall Height (feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Shredded/recycled rubber</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Sand</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Pea gravel</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Wood gravel</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Wood chips</td>
<td>10</td>
</tr>
</tbody>
</table>

Equipment Spacing – Fall zones for climbing equipment should extend at least 6 ft on all sides for preschoolers and school-agers and at least 3 ft on all sides for infants and toddlers. Spacing between pieces of equipment must allow children to circulate around or fall from play structures...
Coming soon....

Text from the All About Books will be incorporated into the software.

In partnership with Kaplan Early Learning Company
Create a comprehensive summary report with the simple tap of your pen.
A summary report can be generated in less than one hour.
### Strengths: Items with Scores of 5 and Above

Items with scores of 5 and above are described in this section. Scores in this range are considered by the Environment Rating Scales to reflect developmentally appropriate practices ranging in quality from “Good” (5 points) to “Excellent” (7 points). These items are considered to be strengths because they promote and support positive child development.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Care Routines</strong></td>
<td></td>
</tr>
<tr>
<td>9. Greeting/departing</td>
<td>7</td>
</tr>
<tr>
<td><strong>Interaction</strong></td>
<td></td>
</tr>
<tr>
<td>32. Staff-child interactions</td>
<td>6</td>
</tr>
<tr>
<td><strong>Program Structure</strong></td>
<td></td>
</tr>
<tr>
<td>36. Group time</td>
<td>7</td>
</tr>
</tbody>
</table>

### Areas of Potential Growth: Items with Scores Less Than 5

Items with scores below 5 are considered by the Environment Rating Scales to reflect practices that are less than developmentally appropriate. The “Areas of Potential Growth” section also provides detailed information about the rationale for scoring certain indicators. This detail can help you understand how the assessor arrived at each item score in this section.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Indicator Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space and Furnishings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Indoor space</td>
<td>2</td>
<td>3.4 Space reasonably clean and well maintained. At 11:41 am, milk was spilled on the floor. At noon, it was still on the floor.</td>
</tr>
<tr>
<td>2. Furniture for routine care, play, and</td>
<td>4</td>
<td>5.1 Most furniture is child-sized. The child-sized furniture percentage was 72.7%. One child could not touch her feet to the floor. Three children's diagonals did not meet the middle of the table.</td>
</tr>
<tr>
<td>learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Furnishings for relaxation and comfort</td>
<td>3</td>
<td>5.1 Cozy area accessible to children for a substantial portion of the day. The substandard portion of the day (SPOD) for a program of this length is 4 hours. Materials were accessible for 3 hours and 15 minutes.</td>
</tr>
<tr>
<td>4. Room arrangement for play</td>
<td></td>
<td>5.3 Most soft furnishings are clean and in good repair. The pillows were stained and dirty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 Visual supervision of play area is not difficult. When standing at the sink, staff couldn’t see into the cozy area because of tall shelf. When standing or sitting in the cozy area, staff couldn’t see into dramatic play area. When standing by the door, staff couldn’t see the block area or the dramatic play area. When seated in the block area of three and four year old room, staff could not see two children sitting between a hutch and makeup table in the dramatic play area.</td>
</tr>
</tbody>
</table>
Once an assessment is complete, a quality improvement plan can be easily created

ECERS-R Quality Improvement Plan

Facility: American Idol Child Development Center
Classroom: Jasmínas
Address: 111 Studio Drive
Los Angeles, CA 11111
Planning Date: 08/31/2007
TA Specialist: Cody Carlton, Trainer Supreme!!
Planners: Paula Abdul, Apprentice Teacher/Aide
Simon Cowell, Teacher
Ryan Seacrest, Director

Overall Strengths:
Great interactions between teaching team and children throughout the observation! A wide variety of materials accessible to the children.

Classroom Plans of Action: This section shows all existing plans of action for the classroom. The information is organized by subscale and includes plans for those items/indicators identified by the TA Specialist and Planners as requiring change.

<table>
<thead>
<tr>
<th>Space and Furnishings</th>
<th>Item</th>
<th>Description of Concern</th>
<th>Plan of Action</th>
<th>Priority/Target Date/Person(s) Responsible</th>
<th>Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indoor space</td>
<td>5.3</td>
<td>Materials</td>
<td>Go to Home Station and purchase adapters for door handles, converting them to levers.</td>
<td>Low</td>
<td>09/13/2007</td>
</tr>
</tbody>
</table>
ERS Data System Summary

• Use a Tablet PC to conduct mobile assessments
  – Incredibly efficient
  – No internet connection required

• Two versions:
  – QR: Quality Rating (High stakes assessments)
  – TA: Technical Assistance (Program improvement)

• Comprehensive Assessment Summary Report in under an hour

• QIP’s based on classroom assessments

• Upload assessments to the web server
  – Supervisor review for high stakes assessments

• Data Analysis
  – User reporting portal
  – Comprehensive Analytics services

• Seamless link to our QRIS Data System
Q-Star
QRIS Data System

Mark Branagh
Elements of a Well Designed QRIS Data System...

• Informs and guides policy and decision making

• Provides effective program monitoring

• Creates system-wide efficiencies helping partners to do their jobs more productively

• Links & unifies all of the various QRIS partners
Bringing QRIS Teams Together

- Technical Assistance
- Assessment
- Quality Rating
Linking QRIS Partners

- Licensing
- Registry
- QRIS
- LMS
- Providers
- Parents
- K-12
Q-Star Process Efficiencies

- Application and renewals – forms / web based approach
- Verification process – online portfolio / mobile on-site verification
- Assessment – mobile assessment tools: ERS, PAS/BAS, custom
- Quality Rating – calculates rating from multiple data sources
- Technical Assistance – tie QIP’s to assessment, track effort and progress
- Communicating with stakeholders - providers and parents
- Links with multiple data systems
A QRIS Data System is only as good as the questions it helps answer

• Why do some facilities progress while others do not?
  – What factors are key for success?
  – What are the barriers to progress?
  – Are there regional or program type differences?

• How effective is the Technical Assistance being provided?
  – What effect do various TA organizations have on improving the providers’ rating?
  – What level of resources are being expended?
    • Grants & awards, training, site visits etc.
  – Where should we help focus their efforts?

• What policy level priorities and adjustments should be considered?
1. While many QRIS have much in common – no two are quite the same in terms of content, teams, and process

2. Process is every bit as important as content. The roles, responsibilities, and interconnection between the individuals involved in the process are the key to a well designed QRIS

3. It’s important to keep the local process intact rather than asking our clients to conform to our process

4. QRIS systems evolve

5. QRIS systems need a low cost, rapid way to update the software without requiring extensive (expensive) changes to the data system

6. Need to “play well” with other existing data systems
To schedule an **ERS Data System demo**
please contact Tricia Sifford
Tricia.Sifford@BranaghGroup.com
877-377-8258 ext. 513

To schedule a **Q-Star demo**
please contact Heather Boser
Heather.Boser@BranaghGroup.com
877-377-8258 ext. 514