Revising and Implementing ECERS-3, ITERS-3 and FCCERS-3 State Perspectives

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BUILD/QRIS

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Agenda for Today

- Rethinking Quality -- Debby Cryer
- The Latest Data on FCCERS-R and update on FCCERS-3 – Dick
- State Transitions for ITERS-3 and ECERS-3 DeEtta, Asha & Jenny

Ideas from you:
- What do you think about our revised thinking about quality?
- What program improvement issues may come up with the 3rd Edition?
- Anything different in the transition for your state or locality/program?
- What is your reaction to the FCCERS-R scores? Similar to your state?
- Anything different in the transition for your state or locality/program?

Key similarities

- Format is identical with levels of quality, indicators, etc.
- Scored in same way (but score all indicators to the 7)
- Based on observation of what children receive from their environment
- Comprehensive view of quality
- Mixed-age groups

Key Differences between Revised and 3rd Editions

- Scores based on observation of ongoing home activity (3 hour time sample) with possibility of observing longer to collect non-interactional information

- No need for provider interview

Decreased emphasis on counting materials, more on how materials are used to encourage learning

More emphasis on interactions and the provider's role

Increased emphasis on engaging language and literacy

Defines time required for "accessible" based on age and ability of children being observed

- Young infants (unable to sit unsupported)

- Older infants (non-mobile)

- Toddlers

- Preschoolers (ECERS-3 ages 3-5), School-agers

Rescaling of various indicators that did not finely differentiate quality

- Much or Substantial Portion of the Day

- Supervision and Safety

- Handwashing and other sanitary practices

FCCERS-3 Added   and   Subtracted Items

*Helping children understand lang.	*Provisions for relaxation
*Encouraging vocabulary develop.	*Greeting/departing
*Respond. to Child Communication	*Nap/rest
*Encourage children to communicate	*Sand and water play
*Provider Use of books with children	*Prov. for children with disabilities
*Super. Gross Motor Play	*Parents and staff Subscale
*Providing physical warmth touch	

Background:
Preliminary work on FCCERS-R

- Collected and analyzed FCCERS-R (>1200) assessments conducted as part of State Quality Rating and Improvement Systems as described by Dick later in this session.

- Analyzed data to examine difficulty indices for each indicator.

- Allowed us to focus very specifically on scaling issues with the FCCERS in the revision process.

Groups planned to collect opinions from stake holders

- Provider Focus Group

- State QRIS personnel focus group (assessors, program improvement coaches)

- Presentations at other conferences (NAEYC PLI, NAFCC, BUILD)

Author try-outs

- Each author will do several paired observations with another author

- Debriefing to discuss differences in scores

- Revise or add explanations as needed

- Finalize draft for formal field test

Field Test

- Recruit assessors who are highly reliable in using ERS from 4 or more states

- Authors train assessors on FCCERS-3 (3-5 practice observations with debriefing)

- Collect data on 50-60 family child care homes

- Look at early data and determine whether any revisions are required before restarting data collection

Planned Analyses

- Indicator Difficulty Indices
- Item, Subscale and Total Score Descriptive Data
- High and low scoring items
- Intra-class correlations
- Item reliability (Cohen's Kappa)
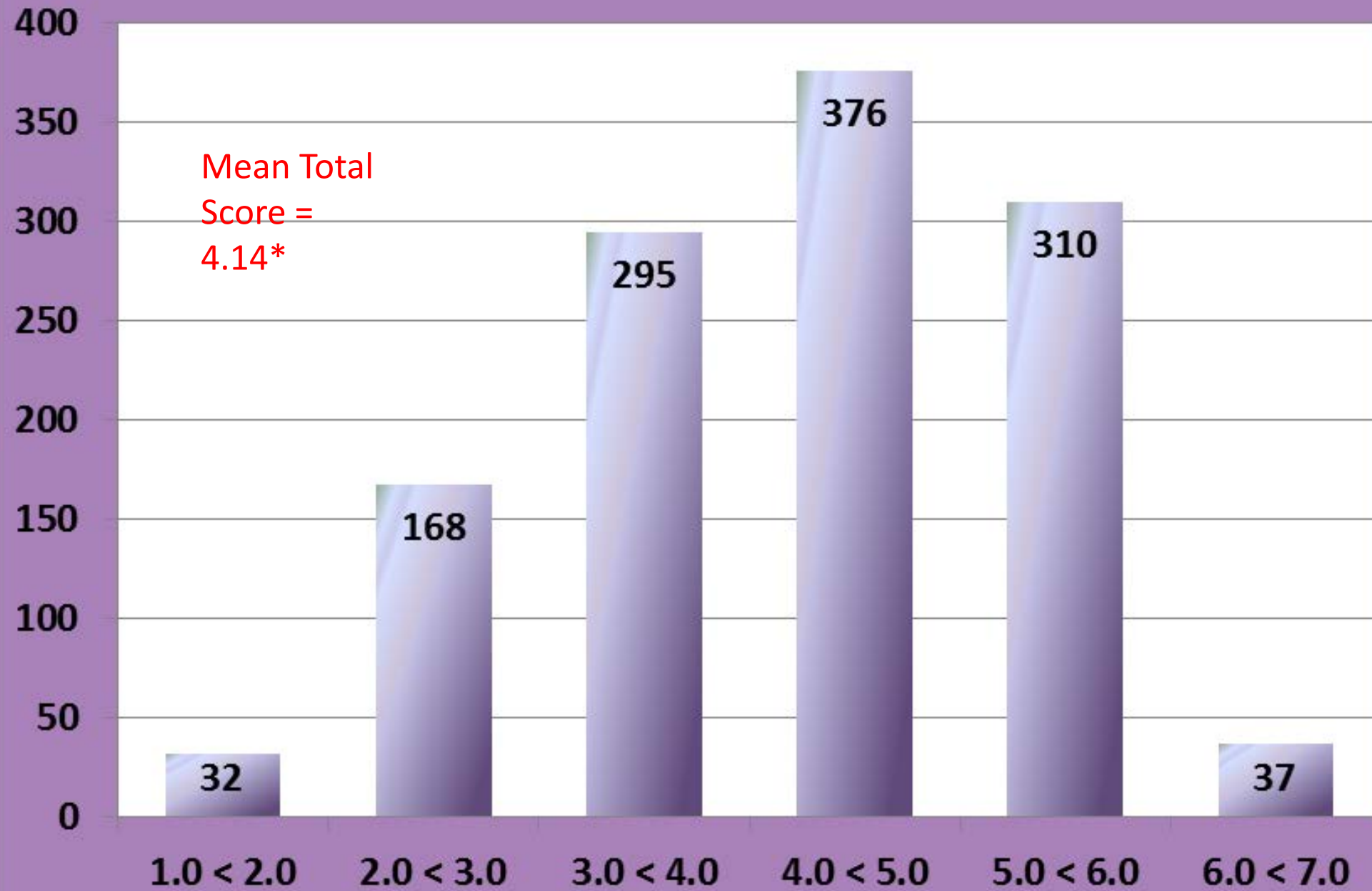- Internal Consistency (Cronbach's Alpha)

FCCERS-R Results in QRIS Initiatives: What are states finding in the real world?

- Data from Multiple State and Local Agencies involved in QRIS
- Over 1200 Assessments in Family Child Care Homes
- Compiled to help us with revision of the FCCERS-R
- Gives some hints at what FCCHs are doing well and identifying problem areas
- The data set is not a true representation of the USA, but does give us some idea of what is out there
- Provides us with great information on how the indicators, items, subscales and total score are working to measure quality

What have we found?

- There is a wide range of quality in the locations examined.
- We oversampled what we thought would be high quality FCCUs.
- While the average scores are not truly representative of the US, they are representative of the FCCHs in the individual locations and programs.
- Overall the scale seems to be working pretty well.
- But changes are needed to brings the FCCERS in line with changing expectations and practices in the field.

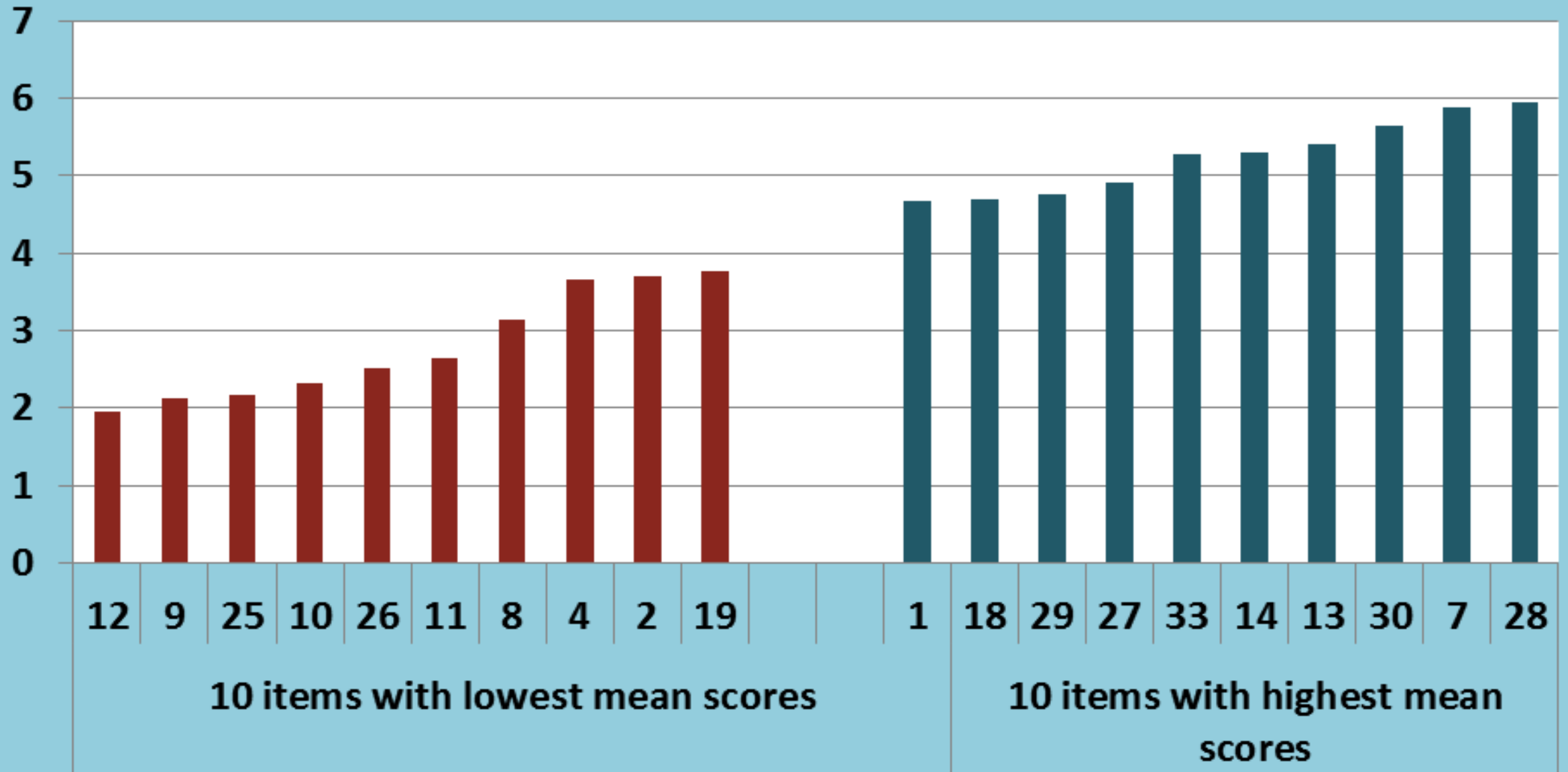Distribution of Observation Scores (N=1218)

Mean Total Score = 4.14*

Score Range	Count
1.0 < 2.0	32
2.0 < 3.0	168
3.0 < 4.0	295
4.0 < 5.0	376
5.0 < 6.0	310
6.0 < 7.0	37

	N	Missing	Mean	Std. Deviation	Min	Max	Range	Median
Subs Score 1	1218	0	4.19	1.24	1	6.83	5.83	4.17
Subs Score 2	1218	0	3.01	1.06	1	6.83	5.83	2.83
Subs Score 3	1218	0	4.92	1.46	1	7	6	5
Subs Score 4	1218	0	4.06	1.35	1	7	6	4.18
Subs Score 5	1218	0	5.32	1.48	1	7	6	5.75
Subs Score 6	1218	0	4.56	1.77	1	7	6	4.67
Subs Score 7	177	104	6.55	0.45	5	7	2	6.75

10 items with lowest mean scores

Item		Mean
12	**Safety practices**	1.95
9	**Meals/snacks**	2.13
25	**Use of TV, video, and/or computer***	2.17
10	**Diapering/toileting**	2.33
26	**Active physical play**	2.51
11	**Health practices**	2.64
8	**Nap/rest**	3.14
4	**Arrangement for indoor space for child care**	3.65
2	**Furniture for routine care, play, and learning**	3.71
19	**Blocks**	3.77

* Large Amounts of Missing Data (Most did not use any screen device)

10 items with highest mean scores

Item		Mean
1	Indoor space used for child care	4.67
18	Music and movement	4.7
29	Discipline	4.76
27	Supervision of play and learning	4.91
33	Group time	5.29
14	Helping children use language	5.31
13	Helping children understand language	5.41
30	Interactions among children	5.65
7	Greeting/departing	5.88
28	Provider-child interactions	5.96

Lowest and highest Mean scores for items

10 items with lowest mean scores	10 items with highest mean scores
12, 9, 25, 10, 26, 11, 8, 4, 2, 19	1, 18, 29, 27, 33, 14, 13, 30, 7, 28

Items 35-38 Adult Items are not included, Item 25 had large amount of missing data so also not included

Illinois Transition to ECERS-3

Jenny Metcalf

Illinois State Board of Education

ExceleRate Illinois

- Cross-sector – includes state funded preschool, child care and Head Start

- Tiered rating system – starts at the licensing level

- 2157 center-based and school-based programs participating at a level above licensing

ExceleRate™ ILLINOIS | Preparing Children for Success

ERS Scales

- Partnership with a state university to assess quality using ITERS and ECERS for many years

- Scores are used as part of QRIS rating

- State funded preschool programs   are using ECERS
monitored every three years

Why ECERS-3?

- Focus on interactions and learning opportunities
- State focus on continuous quality improvement- transition felt like a natural next step
- State preschool grant competition – all new programs would start with E3

Steps for Transition

- Sample comparison study

- Assessment team trained to reliability

- Provided overview training to all state technical assistance providers

- Strategic communication from agencies to get the word out to programs

- Provider trainings scheduled months in advance and throughout the year for providers

Timeline

- All programs were informed of transition in Fall 2016
- State funded preschool programs began implementing for the 17-18 school year
- Child Care programs implemented in phases depending on if the program was new or current
- Current programs were given a sample E3 report

Challenges

- Capacity for training with such high demand
- Concern about scores for QRIS ratings – will there be significant differences?
- Delay in preschool grant competition – concern in the field about how this will impact grant awards

Current Feedback

- Overall positive response to transition

- Programs and TA providers feel the tool is designed to better aid in continuous quality improvement efforts

- Initial review of scores shows similar if not higher results

Continuous Quality Improvement in Washington State

DeEtta Simmons and Asha Warsame
University of Washington

Quick facts about Family Childcare in Washington State

- **2435** family childcare centers in Washington participate in Early Achievers

- **4068** staff members in these family childcare programs

- **3540** speak English

- **2307** speak at least one other language

*this data is self-reported by individual providers. Some providers chose to leave the language unspecified.

Language in Family Childcare

Language Graph (2)

| Central WA Region Spanish 635 | Eastern WA Region Spanish 233 | King County Somali 594 | King County Other 128 |

King County Spanish 113 | Northwest WA Region Spanish
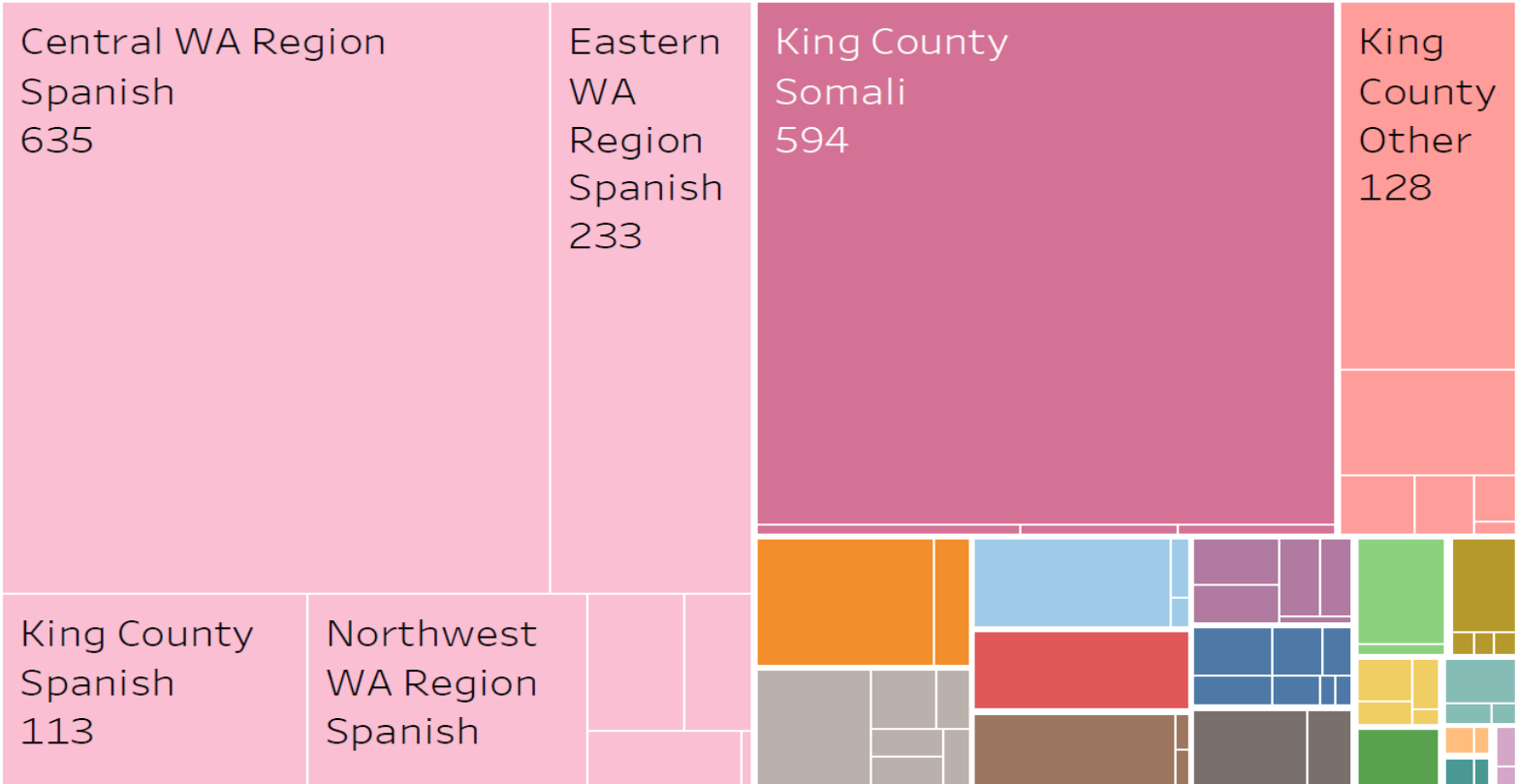
Language Name
- American Sign Language
- Amharic
- Arabic
- Cambodian
- Chinese-Cantonese
- Chinese-Mandarin
- French
- German
- Japanese
- Korean
- Oromo
- Punjabi
- Russian
- Somali
- Spanish
- Tagalog
- Ukrainian
- Vietnamese
- Other

Cultivate Learning conducts about 30% of assessments in a language other than English.

Why is Washington moving towards ERS-3?
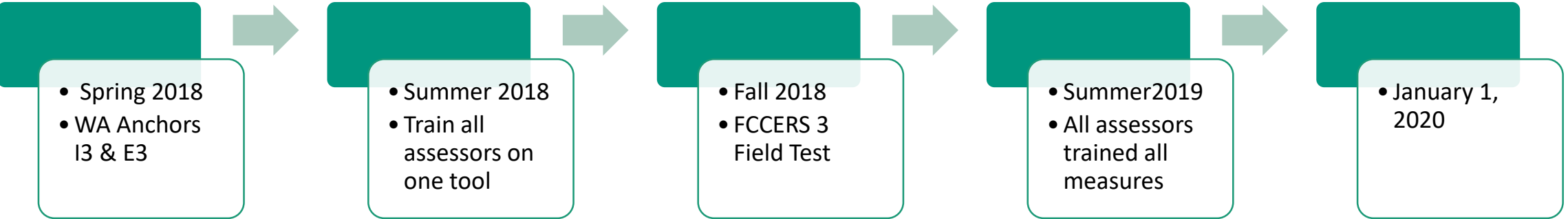
- Focus on interactions with learning materials
- More information about learning opportunities such as math and literacy
- Change to scaling of indicators
- No teacher interview
- Scoring all indicators

- ECERS-3 outcomes study
- Entirely based on observation
- Feedback from pilot and validation study teams
- Feedback from programs that participated in the validation study of ECERS-3

Tips for Managing Change

- Align timelines so change can be packaged together
- Communication cannot be overestimated
- Work with unique groups early on to identify challenge
- Develop a clear feedback cycle for stakeholders

Training Plan

- Spring 2018
- WA Anchors I3 & E3

- Summer 2018
- Train all assessors on one tool

- Fall 2018
- FCCERS 3 Field Test

- Summer2019
- All assessors trained all measures

- January 1, 2020

Coaches

- To prepare the coaches, we had our Professional Development specialists receive training by ERSI for the state in Early May to become Anchors.

- They will then set up trainings for WA state Coaches in each region.

A Comparative Analysis of the ECERS-R and ECERS-3

Jen Neitzel, Diane Early, John Sideris,
Chelsea Nehler, & Doré LaForett

DATA

- Analyzed extant data from six states that were considering a transition to ECERS-3 for their QRIS: Colorado, Georgia, Nevada, North Carolina, Pennsylvania, and Vermont.

- For all observations, two trained and reliable ECERS observers visited the classroom together and scored the two tools simultaneously.

- Total of 225 early childhood classrooms.

DIFFERENCE IN TOTAL SCORES
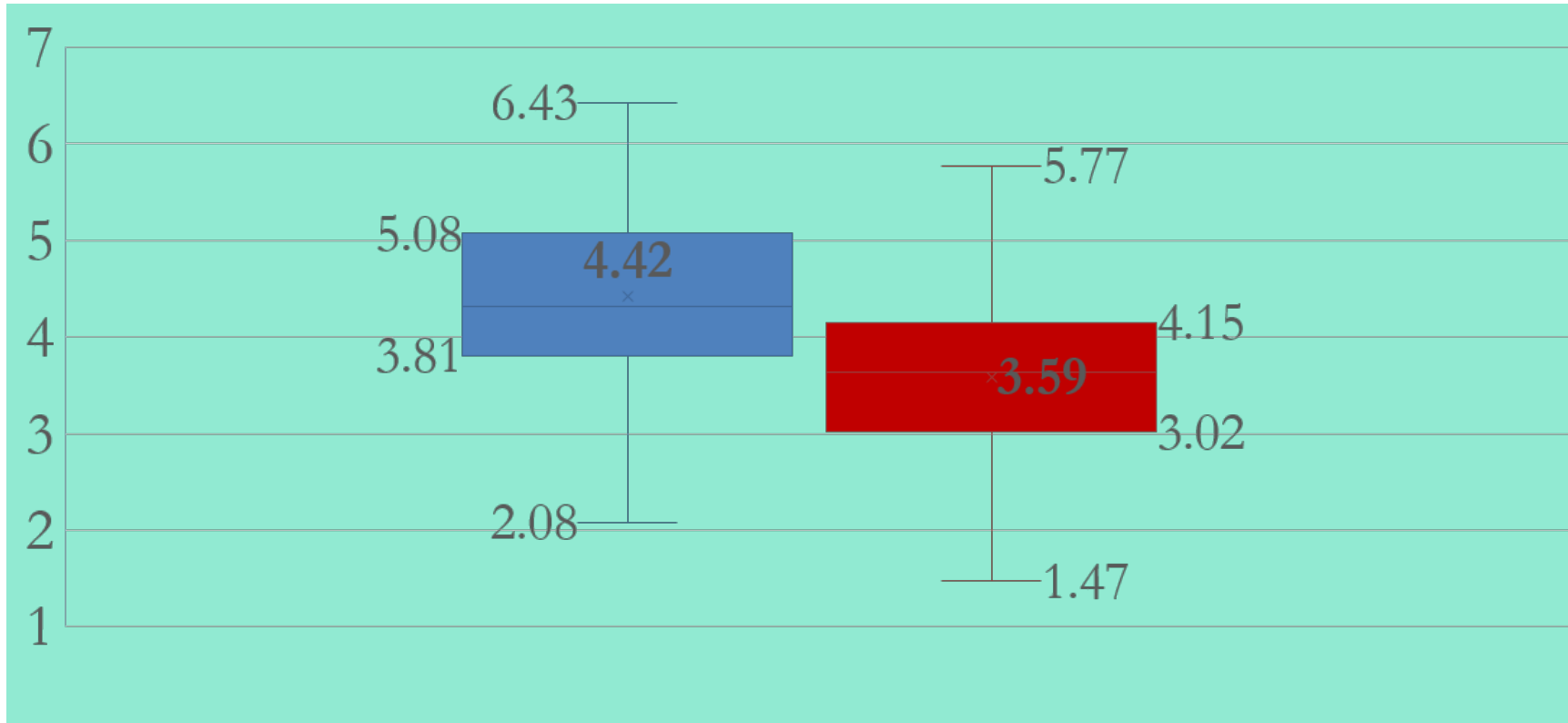
On average, ECERS-R total score (4.42) was .83 points higher than ECERS-3 (3.59) (t = -15.04***).
The SD for ECERS-R was .86. The SD for ECERS-3 was .82.

DIFFERENCES IN SUBSCALE SCORES
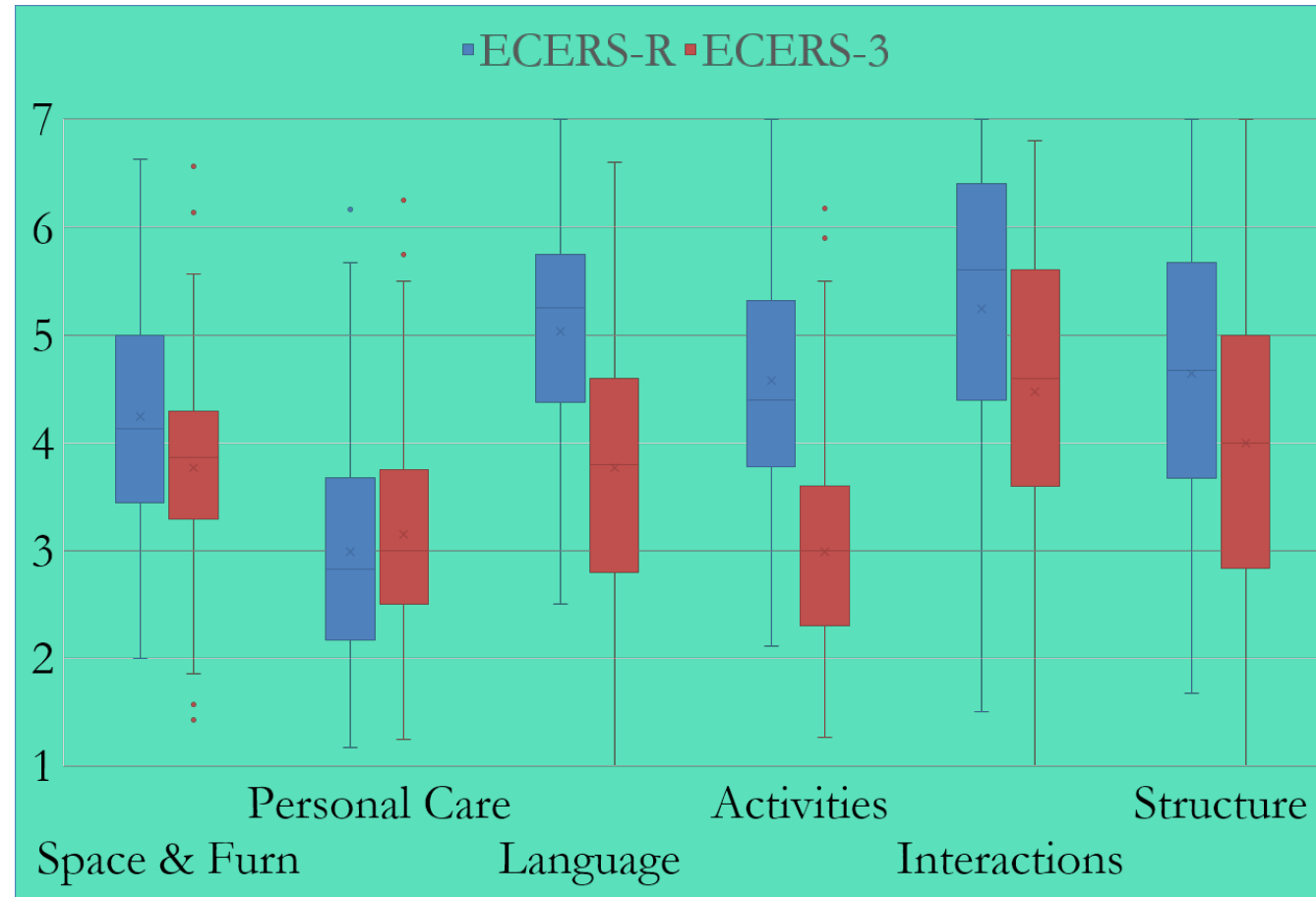
Space 4.25/3.77
Personal 2.99/3.15
Lang. 5.04/3.77
Activ. 4.59/2.99
Interact. 5.24/4.47
Struct. 4.64/4.00

On average, ECERS-R scores were significantly higher than ECERS-3 scores for all subscales, except Personal Care Routines where ECERS-3 was higher (all p values < .01).

SCORE DIFFERENCES: ECERS-R MINUS ECERS-3
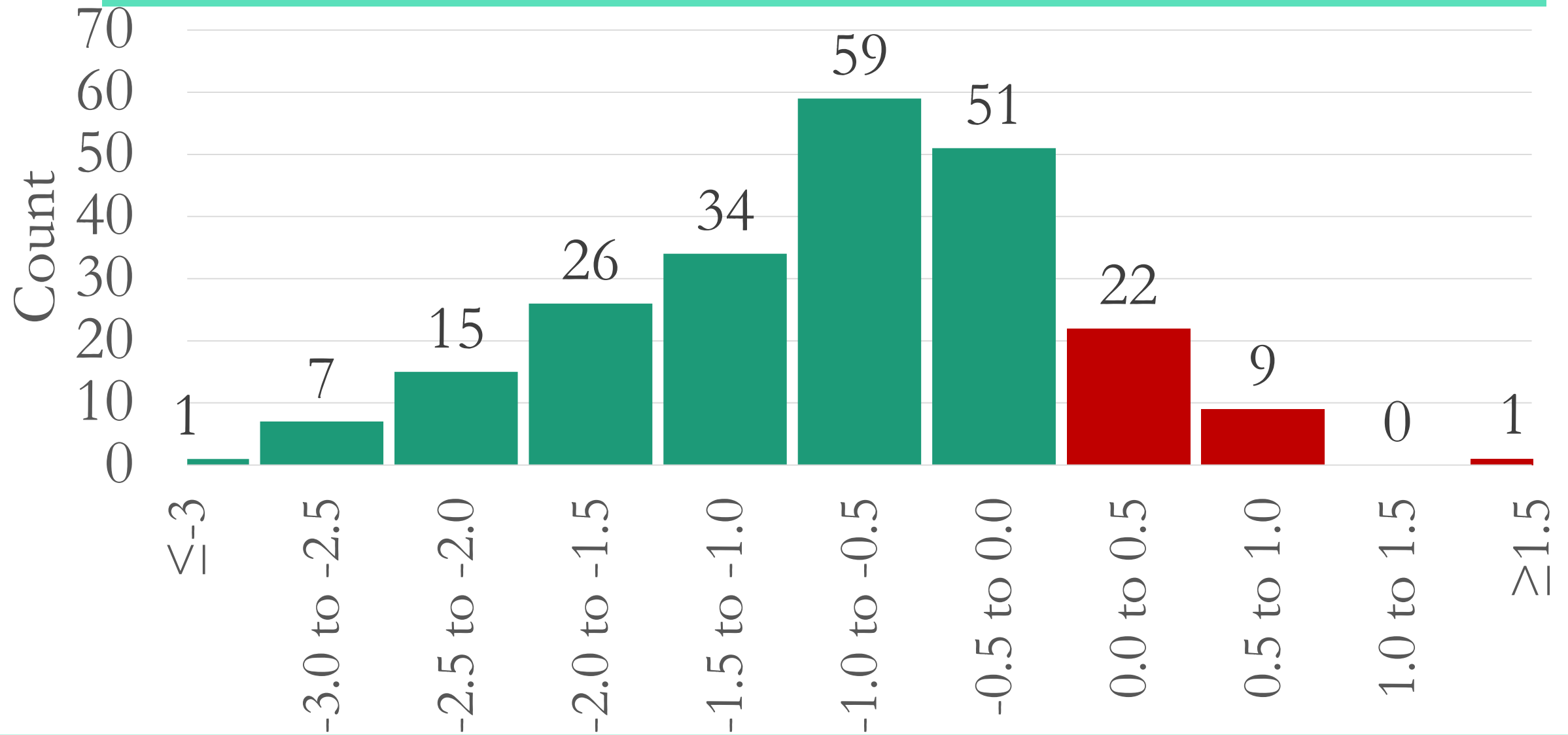
E-R was higher, except E-3 was higher than E-R in 32 classes.

QUESTIONS and DISCUSSION

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