

## EFQ & The ECERS-R

The Division of Early Childhood Education (DECE) is focused on developing high quality early childhood programming in New York City. The Early Childhood Framework for Quality (EFQ) was developed to guide program practices in a way that advances positive outcomes for all children and families. The EFQ is comprised of 6 Elements, which are high-level, research-based principles of early childhood quality. Each Element identifies several Practices, or actions that can be taken by program leadership and teaching teams to demonstrate these principles. The Elements and Practices are applicable to all early childhood age groups and program types.

The DECE uses the Early Childhood Environmental Rating Scale- Revised (ECERS-R) to assess the quality of the overall learning environment. ECERS-R looks at the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, 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. ECERS-R includes 6 subscales: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, and Program Structure.

This chart outlines how the practices listed in the EFQ align with the ECERS-R. The chart illustrates the EFQ practices that are **Strongly Connected**, and the practices that are **Somewhat Connected** to the ECERS-R tool. **Strongly Connected** practices correlate to practices that are observed using the ECERS-R and are necessary for a site to have in place to perform well on the scale. For example, *2.4 ensure all program spaces are safe and welcoming, and meet the needs of children, families, and staff* (EFQ), is **Strongly Connected** to Personal Care Routines (ECERS-R) because this subscale focuses strongly on health and safety practices. **Somewhat Connected** practices are not directly measured in the scale and may not be necessary to have in place for a program to perform well on the scale, but these practices may have some indirect influence on how staff performs on the ECERS-R scale. For Example, *3.10 regularly collaborate with other staff within and across classrooms to reflect and plan for instruction* (EFQ), is **Somewhat Connected** with Language Reasoning (ECERS-R). EFQ practices can be strongly or somewhat connected to more than one item within each subscale.

# Leadership Teams

		ECERS-R Subscale											
		Space and Furnishings		Personal Care Routines		Language and Reasoning		Activities		Interaction		Program Structure	
		STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED
Early Childhood Framework for Quality Elements	1. Respect and Value Differences			1.1		1.2	1.1, 1.3, 1.5	1.2, 1.3, 1.5	1.1, 1.6	1.1, 1.2, 1.3	1.6	1.5, 1.6	1.1, 1.2, 1.3
	2. Create Safe and Positive Environments	2.4, 2.5	2.6	2.3, 2.4, 2.6	2.5	2.5	2.2	2.3, 2.5		2.1, 2.2, 2.6		2.3, 2.6	2.4, 2.5
	3. Advance play-based learning and responsive instruction		3.1, 3.2			3.1, 3.2, 3.3	3.4	3.1, 3.2	3.3, 3.4	3.1, 3.2	3.3, 3.4	3.1, 3.2, 3.5	3.3, 3.4
	4. Promote families' roles as primary caregivers, teachers, and advocates			4.5	4.1, 4.2							4.2, 4.5	4.6
	5. Work collaboratively towards continuous quality improvement		5.1, 5.2 5.3, 5.4, 5.5, 5.6		5.1, 5.2 5.3, 5.4, 5.5, 5.6		5.1, 5.2 5.3, 5.4, 5.5, 5.6		5.1, 5.2 5.3, 5.4, 5.5, 5.6		5.1, 5.2 5.3, 5.4, 5.5, 5.6		5.1, 5.2 5.3, 5.4, 5.5, 5.6
	6. Demonstrate Strategic Leadership		6.1, 6.2, 6.3, 6.4, 6.5, 6.6		6.1, 6.2, 6.3, 6.4, 6.5, 6.6		6.1, 6.2, 6.3, 6.4, 6.5, 6.6		6.1, 6.2, 6.3, 6.4, 6.5, 6.6		6.1, 6.2, 6.3, 6.4, 6.5, 6.6		6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Darker=Strong Connection; Lighter= Somewhat Connected

# Teaching Teams

		ECERS-R Subscale											
		Space and Furnishings		Personal Care Routines		Language and Reasoning		Activities		Interaction		Program Structure	
		STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED
Early Childhood Framework for Quality Elements	1. Respect and Value Differences	1.10		1.7	1.8	1.10		1.7, 1.8, 1.10	1.9	1.7, 1.8, 1.9, 1.10		1.10	1.7, 1.8, 1.11
	2. Create Safe and Positive Environments	2.8, 2.11		2.7, 2.9, 2.10, 2.12		2.8	2.10, 2.11	2.8, 2.10, 2.11		2.7, 2.8, 2.10, 2.11, 2.12	2.8	2.8, 2.9, 2.10, 2.12, 2.11	2.7
	3. Advance play-based learning and responsive instruction		3.6, 3.7			3.6, 3.7, 3.8, 3.9	3.10	3.6, 3.7, 3.8, 3.9	3.10	3.6, 3.7, 3.8, 3.9	3.10	3.6, 3.7, 3.8, 3.9	3.10
	4. Promote families' roles as primary caregivers, teachers, and advocates			4.8	4.7, 4.9, 4.10, 4.11		4.9, 4.10, 4.11, 4.12		4.9, 4.10, 4.11, 4.12, 4.8		4.9, 4.10, 4.11, 4.12		4.9, 4.7, 4.12
	5. Work collaboratively towards continuous quality improvement		5.7, 5.8, 5.9, 5.10, 5.11, 5.12		5.7, 5.8, 5.9, 5.10, 5.11, 5.12		5.7, 5.8, 5.9, 5.10, 5.11, 5.12		5.7, 5.8, 5.9, 5.10, 5.11, 5.12		5.7, 5.8, 5.9, 5.10, 5.11, 5.12		5.7, 5.8, 5.9, 5.10, 5.11, 5.12
	6. Demonstrate Strategic Leadership		6.7, 6.8, 6.9, 6.10, 6.11		6.7, 6.8, 6.9, 6.10, 6.11		6.7, 6.8, 6.9, 6.10, 6.11		6.7, 6.8, 6.9, 6.10, 6.11		6.7, 6.8, 6.9, 6.10, 6.11		6.7, 6.8, 6.9, 6.10, 6.11

Darker= Strongly connected; Lighter= Somewhat Connected