EFQ & the ECERS-3

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 now uses the Early Childhood Environmental Rating Scale- Third Edition (ECERS-3) to assess the quality of the overall learning environment. The ECERS-3 builds upon the importance of the variety of materials accessible to children with an enhanced focus on teaching and interactions between all staff and children. The ECERS-3 includes 6 subscales: Space and Furnishings, Personal Care Routines, Language and Literacy, Learning Activities, Interaction, and Program Structure.

This chart outlines how the practices listed in the EFQ align with the ECERS-3. The chart illustrates the EFQ practices that are **Strongly Connected**, and the practices that are **Somewhat Connected** to the ECERS-3 tool. **Strongly Connected** practices correlate to practices that are observed using the ECERS-3 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-3) 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-3 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 and Literacy (ECERS-3). EFQ practices can be strongly or somewhat connected to more than one item within each subscale.

ECERS-3 Subscale

Leadership Teams — Early Childhood Framework for Quality Elements

	Space and Furnishings		Personal Care Routines		Language and Literacy		Learning 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
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	2.6	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

ECERS-3 Subscale

Teaching Teams — Early Childhood Framework for Quality Elements

Element	Space and Furnishings – Strongly Connected	Space and Furnishings – Somewhat Connected	Personal Care Routines – Strongly Connected	Personal Care Routines – Somewhat Connected	Language and Literacy – Strongly Connected	Language and Literacy – Somewhat Connected	Learning Activities – Strongly Connected	Learning Activities – Somewhat Connected	Interaction – Strongly Connected	Interaction – Somewhat Connected	Program Structure – Strongly Connected	Program Structure – Somewhat Connected
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	2.7, 2.8, 2.11	2.10	2.7, 2.9, 2.10, 2.12		2.7, 2.8	2.10, 2.11	2.7, 2.8, 2.10, 2.11		2.7, 2.8, 2.10, 2.11, 2.12		2.7, 2.8, 2.9, 2.10, 2.12, 2.11	
3. Advance play-based learning and responsive instruction		3.6, 3.7	3.8		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		4.7		4.7, 4.9, 4.10, 4.11		4.7, 4.9, 4.10, 4.11		4.7, 4.9, 4.10, 4.11		4.7, 4.9, 4.10, 4.11		4.7, 4.9, 4.10
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