



Facility Identification Code: _____

Facility Name: _____
(Please include on every page)

ENVIRONMENT RATING SCALE VALIDATION VISIT REQUIRED INFORMATION Centers, Head Start, PA Pre-K Counts & Group Homes

General Information

The total number of classrooms the ERS team will assess in your facility is determined by the quality initiatives in which your site participates. At least one classroom of each age group you serve will be assessed.

Since multiple classrooms will be assessed, the ERS Validation process may involve more than one day, and more than one ERS Assessor assigned to your facility. The ERS Validation visits will be scheduled within a one-month window.

Scheduling the ERS Validation Visit

In order to schedule the ERS Validation visit you must:

- Complete the attached facility information sheet
- Complete a classroom information sheet for **each** classroom in the facility. Be sure that 1 classroom sheet is completed for each classroom listed on the facility information sheet.
- Return this facility information sheet and all classroom information sheets to your regional key/Head Start/PA Pre-K Counts manager or specialist

The manager/specialist will forward the completed forms to the appropriate ERS assessor. The Assessor will contact you by phone or email to establish a one-month window in which the assessment(s) will occur. Once the one-month window is established, you must inform the assessor of any days within that period that your entire facility would not be available for an assessment (field trips, planned closures, etc.) You may have four of these "block out" days within the one-month window. No specific dates for the assessments will be given. The ERS Assessor will also inform you which ERS scales will be conducted, how many classrooms will be assessed, and how many days the assessor will be at your facility within that one-month timeframe.

Once the window has been established and block out dates agreed upon, no date changes will be made except for emergencies.

PLEASE NOTE: Effective May 1, 2009, window cancellations, requests to changes to the window and or black out dates and requests to delay windows could result in financial charges to the site before assessments can be completed.

If an emergency occurs and your facility is closed on any day falling within the above timeframe, please call Michele Bossers, the Environment Rating Scales Project Manager, at 484-256-8729. She will forward your message to the ERS Assessor.

What to expect in an ERS Validation Visit

To prepare for your visit, please assemble a sample of all communication materials for parents and staff including parent and employee handbooks, newsletters, weekly menu, etc. before the visit. Your facility contact or designee should provide the ERS Assessor with this communication material upon the assessors' arrival on the first day.

The ERS Assessor(s) will generally arrive at the site between 8:30 and 9:00, with the exception of some school age assessments. The ERS Assessor(s) will provide photo ID for admittance to the facility. The facility contact will show the ERS Assessor(s) all areas that parents, children and teachers have access to during facility operating hours.

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Picking the Classroom Sample

- Using the classroom information provided on the Validation Visit Form, the lead ERS Assessor will assign each classroom a number and all numbers will be entered in the random sample for site assessment.
- Your facility contact will draw all sample rooms that will be assessed within the one-month window. The assessor will decide which of the rooms drawn will be assessed on each day.

Conducting the ERS Validation Assessments

- Your facility contact will take the ERS Assessor(s) to the selected classroom(s) for that day and introduce the assessor(s) to the staff.
- The ERS Assessor(s) will spend approximately 4 hours of continuous observation.
- At the end of the observation, the ERS Assessor(s) will need to interview the classroom teacher. The preference is that the interview take place in a private area outside the classroom, but may occur in the classroom if staffing is a problem. Note: This may require after school age program staff to stay beyond closing hours.
- If possible, the ERS Assessor(s) will have access to private space for review of the observation data and may need to return to the classroom for additional observation following the review.
- The ERS Assessor(s) will notify the facility contact and/or classroom staff once the observation is complete.
- On additional assessment days, the ERS Assessor(s) will arrive at approximately 8:30 a.m. and notify the facility contact which of the remaining classrooms in the sample will be assessed on that particular day. The additional days of assessment will be conducted within the one-month window but may not necessarily be continuous days.
- The primary or secondary contact must be available on each day of each assessment.

ERS Validation Reports

If you are a STARS facility, the regional key will inform you of the outcome of the assessments and next steps in the STARS designation process. Programs not in STARS will receive assessment results through the mail. The materials you will receive include the following:

1. The cover letter provides general information about the standards and information on areas that should be addressed in a quality improvement plan, if applicable.
2. The Facility Report includes the average score for the facility across all scales and the average and subscale scores for each scale.
3. The Summary Report for each assessment provides more detailed information on the scores for individual assessments including a brief description of the rationale for scoring individual items.

Your regional key/Head Start/PA Pre-K Counts manager or specialist will contact you to discuss next steps

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**ENVIRONMENT RATING SCALE
VALIDATION VISIT REQUIRED INFORMATION
Centers, Head Start, PA Pre-K Counts & Group Homes
FACILITY INFORMATION SHEET**

Please complete the following information for the facility to be validated.

Date: _____ MPI # (required for PELICAN): _____ Certification #: _____
Facility Name: _____
Site Address <i>(Street address of site to be validated; no P.O. Box):</i> _____
City: _____ Zip: _____ County: _____
Primary Contact: _____ <i>First Name</i> <i>Last Name</i>
Phone Number: _____ Email Address: _____
Secondary Contact: _____ <i>First Name</i> <i>Last Name</i>
Alternate Phone Number: _____ Email Address: _____

Please check all quality initiatives in which your site is involved.

Keystone STARS: Choose One STAR 1 STAR 2 STAR 3 STAR 4 STAR 4 Accreditation

Head Start:

PA Pre-K Counts: Which classrooms have PA Pre-K Counts children?: _____

If certified, what is your facility's DPW regulated capacity? _____

What are your facility's hours of operation? _____ am – _____ pm

How many groups are there of children birth to 36 months (ITERS-R)? _____

How many groups are there of children 36 months to first day of first grade (ECERS-R)? _____

How many groups are there of children first grade and older (SACERS)? _____

Total number of groups *(This number should equal the # of ITERS-R + ECERS-R + SACERS)* _____

A random sample of a minimum of 1/3 of all groups will be assessed and at least one classroom of each age group served will be assessed. Since multiple classrooms will be assessed, the assessment process may involve more than one day. The total number of days is dependent on the number of classrooms and the age groups served.

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CLASSROOM INFORMATION SHEET

Please complete for each group of children in the facility. Make additional copies as needed.

Note: If different groups of children use the same physical space, complete a different Classroom Information Sheet for each group. For example, school age children in the afternoon may use the same classroom that the Pre-K uses during the morning. In this case, two Classroom Information Sheets should be completed; one for each group.

Age of children in this group (For example, 3's, 3-5): _____

Name of group (For example, Tigers): _____

Hours children attend: _____ - _____ Type of group (Circle one): **ITERS-R** **ECERS-R** **SACERS**

Do the children in the group use any additional spaces during a typical day? **Yes** **No**
(Do not consider common spaces used by all children such as a cafeteria or gross motor space)

If yes, please list other rooms or areas that the children in this group would use during a typical day (give approximate time frames and other classroom descriptions).

Number of children currently enrolled in group _____ Max. number of children allowed in this group _____

Max. number allowed in room by DPW Certification Regulations _____ Number of children with an IFSP or IEP _____

Youngest child's birthday: ____/____/____ Oldest child's birthday: ____/____/____

Number of teachers who work with this group _____

Teacher Initials	Title (Dir., GS, AGS, Aide, Lead Teacher, Assistant Teacher)	Highest level of Education	Course of study (if applicable)	# Years at facility	# Years in ECE	Available for the ERS interview
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>

Do teachers follow a curriculum with this group? **Yes** **No**
(Example: Creative Curriculum, developed by teachers, developed by site administrators) **If yes**, please explain.

For Child Care Settings with School-Age Children ONLY

	Hours Children in Attendance	Average Attendance	# of Kindergartners Usually in Attendance	# of 1 st Graders and Older Usually in Attendance
Before School	_____ - _____			
After School	_____ - _____			
Summer	_____ - _____			

If Kindergarten children are enrolled in the school age program, are they grouped separately or are they mixed in with the other school age children? _____ no Kindergarten children enrolled; _____ grouped separately; _____ mixed in with other school age children