



Child Care Center Program Improvement Plan

Early Childhood Environment Rating Scale – Third edition (ECERS-3)

Program Name: _____ Date: _____ County: _____

Street (Mailing) Address: _____ City: _____ State: ___ Zip Code: _____

Phone: _____ Email: _____

Room Name: _____ Name of person completing form: _____

This plan is to be used in classrooms serving children 3 through 5 years of age.

Directions:

- 1) For each item fill in the boxes. Use the ECERS-3 book and self-assessment scoresheet as a guide. Be specific and give lots of detail.
- 2) In the **strengths** box, list 1-2 strengths. List the indicator number and the indicator description taken directly from the book. In parentheses, describe your current conditions (what you do now) that makes this a strength.
- 3) In the **area(s) for potential growth** box, list indicator number and description as taken directly from the book. In parentheses, describe your current conditions (what you do now).
- 4) Decide a **priority rating** for each indicator in the description of potential growth box. Write the priority rating in the box below the "P". High, Medium, or Low.
- 5) **Changes I will Make**- list indicator for reference and describe what changes are needed to meet the best practice in the indicator. If no changes will be made, describe how you will maintain the current conditions.
- 6) List the types of **resources** you will need to make the improvements under "changes I will make". If no changes will be made, list the resources you will need to maintain the current conditions. Resources might include money, volunteers, equipment or materials, support from the director, developing helpful hints, etc.
- 7) **Cost (C)**. Decide what the cost will be to make the improvements or maintain the current conditions. High, Medium, or Low.
- 8) **Expected completion date**. When you expect to complete the changes? Record in corresponding box.
- 9) **Follow-up** on your goals. Write the actual completion date and/or any progress or adjustments to the goal made.
- 10) **See Example** on page 2.

EXAMPLE

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ECERS-3 Item 2: Furnishings for care, play, and learning		
<p>Strengths: 5.2 Chairs and tables are child-sized for 75% of children. (11/12 children’s feet touch the floor and tables rest at children’s belly). 5.3 Two pieces of furniture designed for specific activity. (art easel and housekeeping kitchen furniture).</p>	<p>Areas for Potential Growth: 5.1 Ample furniture for routine care, play, and learning. (children each have a hook for belongings. Children’s belongings touch and are crowded with winter attire). 5.4 Furnishings accessible that provide a substantial amount of softness. (only softness is from rugs in 3 interest centers).</p>	<p>P: 2 1</p>
<p>Changes I will Make: 5.1 Have children use every other hook in the hallway and provide a tub for each child’s additional belongings, such as snowpants. 5.4 Add large cushion and pillows in the book area.</p>	<p>Resources I will need: 5.1 Money to purchase tubs. Create nametags for children to put on every other hook and on tubs, so children know what hook and tub belongs to them. 5.4 Money to purchase large cushion and pillows.</p>	<p>C: M M</p>
<p>Expected Completion Date: 5.1 05/01/22 5.4 06/01/22</p>	<p>Follow-up (changes made, date completed, what went well, what can we do better, etc.): 4/15/22 created names tags for tubs and hooks. 4/20/22 purchased tubs.</p>	

SUBSCALE 1: SPACE AND FURNISHINGS*P* (Priority): 1=High 2=Medium 3=Low**C* (Cost): H=High M=Medium L=Low*

ECERS-3 Item 1: Indoor space		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, what went well, what can we do better, etc.):	

ECERS-3 Item 2: Furnishings for care, play, and learning		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 3: Rom arrangement for play and learning		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 4: Space for privacy		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 5: Child-related display		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 6: Space for gross motor play		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ECERS-3 Item 7: Gross motor equipment		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 2: PERSONAL CARE ROUTINES

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ECERS-3 Item 8: Meals/ snacks		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 9: Toileting/ diapering		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 10: Health practices		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 11: Safety practices		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 3: LANGUAGE AND LITERACY

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ECERS-3 Item 12: Helping children expand vocabulary		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 13: Encouraging children to use language		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 14: Staff use of books with children		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 15: Encouraging children's use of books		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ECERS-3 Item 16: Becoming familiar with print		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 4: LEARNING ACTIVITIES

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ECERS-3 Item 17: Fine motor		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 18: Art		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 19: Music and movement		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 20: Blocks		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 21: Dramatic play		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 22: Nature/ science		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 23: Math materials and activities		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 24: Math in daily activities		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 25: Understanding written numbers		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 26: Promoting acceptance of diversity		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ECERS-3 Item 27: Appropriate use of technology		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 5: INTERACTION

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ECERS-3 Item 28: Supervision of gross motor		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 29: Individualized teaching and learning		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 30: Staff-child interaction		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 31: Peer interaction		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ECERS-3 Item 32: Discipline		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 6: Program Structure

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ECERS-3 Item 33: Transitions and waiting times		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 34: Free play		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ECERS-3 Item 35: Whole-group activities for play and learning		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

**Subscale and Item names from:

Harms, T., Clifford, R.M., and Cryer, D. (2015). *Early Childhood Environment Rating Scales, third edition (ECERS-3)*, New York, NY: Teachers College Press.

Based on the information in the ECERS-3 program improvement plan (pages 3-22 of this document), detail the top three goals for the classroom. Discuss any differences and similarities in the goals, and plans to move forward. Determine who will take responsibility for moving the goal forward and put their initial next to each goal.

Director's Top 3 Goals for the Classroom	Date	Initials

Teacher's Top 3 Goals for the Classroom	Date	Initials