

# A Guide to the North Carolina Pre-Kindergarten Temporary Assessment Process for the ECERS-R



The ECERS-R is consistent with North Carolina Foundations for Early Learning and Development. NC Pre-K ECERS-R assessments are incorporated into a facility's Star Rated License, including those completed for the Temporary Assessment Process during the pandemic. This process includes two components and differs from regular assessments, so it is very important to review resources at [ncrlap.org](http://ncrlap.org), to understand expectations for the Reflective Self-Study and the Modified Assessment.

The Modified ECERS-R assessment is still based on the licensed facility's entire operating hours, including any extended day or wrap around child care that is offered. The Temporary Assessment Process does not focus only on the 6.5 hour NC Pre-K program day.

## If you have NC Pre-K funding, what does this mean for your program?

- NC Pre-K classrooms, like any other classroom, must fully complete the Reflective Self-Study prior to the start of the scheduling window for Modified Assessments.
- When your Modified Assessment occurs, NC Pre-K classrooms are still included in random selection for the ECERS-R age group. If at least one NC Pre-K room is not selected, **ONE** NC Pre-K assessment will be scheduled to occur as quickly as possible, based on assessor availability. Ideally this will be the same day since multiple Modified Assessments can now occur on the same day, due to the shorter time needed in the classroom. The NC Pre-K room to be assessed will be randomly selected from any existing NC Pre-K rooms.
- NC Pre-K classrooms in the first year of operation are included in the random selection process as occurs during a typical Rated License assessment for any classrooms operating in licensed space.
- For any NC Pre-K room selected, the modified ECERS-R score is derived from the specific items scored during this process and will be applied to the Program Standards component of your Rated License, along with any other Modified Environment Rating Scale (ERS) scores based on the typical licensure process, *as long as* the Reflective Self-Study is fully completed. This information is also be applied to NC Pre-K program requirements.
- Except for low-score reassessments or NC Pre-K assessments for facilities where Rated License assessments occur during times when NC Pre-K is not in operation (i.e., summer), there is not a separate ERS assessment process for NC Pre-K classrooms. Any expansion or new NC Pre-K classrooms added after assessments are completed, will simply be included in the next regular assessment process, but are not assessed separately before that time.
- The Modified Assessment Report will be sent from NCRLAP to the program's DCDEE Child Care Consultant, typically within 10 working days following the last assessment at a facility and will be shared with you. NC Pre-K site administrators and teachers may use the results to determine if, and to what extent, program improvements are needed to maintain environment quality or improve certain program components.

### NC Pre-K Program Requirements, Improvement Plans, and Reassessments

If any NC Pre-K classroom scores less than a 5.0 on the ECERS-R, an Improvement Plan is required, based on NC Pre-K program requirements. Please refer to the North Carolina Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance, Section 7A (available at [nccildcare.ncdhhs.gov](http://nccildcare.ncdhhs.gov)) for specific details about NC Pre-K program requirements and improvement plans. Subsequent assessments for these classrooms will be scheduled during the next school year after the improvement plan is completed and the DCDEE Child Care Consultant submits a reassessment request to NCRLAP. NC Pre-K classrooms must achieve at least a 5.0 in order to continue to be an approved NC Pre-K site, as required by Child Care Rule 10A NCAC 09 .3002(b).