

## FCCERS-R: Overview

### WHAT DO I NEED TO KNOW?

Interactions between caregivers and children must have a sufficient level of social, language, and cognitive stimulation to have a positive impact on children's academic and social outcomes (Fuller, et al, 2010; Miervino, 2014). Children need language nutrition – language exposure that is *rich in both quantity and quality* as providers talk, interact, and read with children (Weldon 2014). A quality program must provide for the three basic needs all children have:

- Protection of their health and safety
- Building positive relationships
- Opportunities for stimulation and learning from experience

### WHERE DO I START?

As you plan next steps in quality improvement, lower level indicators present practices that are not adequate for the care and teaching of young children. The items at level 7 represent minimum requirements for high-quality practice; therefore, providers should aim for the highest level of quality:

- Items at level 1 represent inadequate quality care
- Items at level 3 represent minimal quality care \*a score of 3 and under
- Items at level 5 represent good quality care \* a score of 3 to less than 5
- Items at level 7 represent excellent care \* a score of five and above

### WHERE DO I FIND ADDITIONAL INFORMATION?

The Frank Porter Graham Child Development Institute website for the Environment Rating Scales provides extensive information for quality specialists and providers: <http://ers.fpg.unc.edu/>.

- See explanation of terms and updates from ERSI: [https://www.ersi.info/fccers\\_notes.html](https://www.ersi.info/fccers_notes.html)
- See supplementary materials available: [https://www.ersi.info/fccers\\_supmaterials.html](https://www.ersi.info/fccers_supmaterials.html)

Reference: Harms, T., Clifford, R., and Cryer, D. (2007). *Family Child Care Environment Rating Scale, Revised Edition*, New York: Teachers College Press.

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