

The Rhode Island Notes: FCCERS-R in English 7/31/17

BrightStars manages all of the reliable assessors for the Environmental Rating Scales. Part of this management is to ensure that all assessors remain reliable on the tools. This reliability is two-fold. First, each assessor will have a reliability check on their tenth observation. This consists of conducting an ERS in tandem with the Senior Assessment Specialist. Second, each assessor is also reliable to the pool of assessors. Together they have created the Rhode Island Notes.

The Rhode Island Notes are a running record of Environment Rating Scale (ERS) consensus decisions BrightStars' reliable assessors have made following ERS-related questions or discussions. These notes support Rhode Island in having a cohesive assessment system that provides a comparable program experience regardless of the assessor who visits the program. Although these notes may be useful as reference on particular topics, The Rhode Island Notes do not replace either formal ERS reliability training or the Notes for Clarification provided by the ERS authors, and may be subject to change as the Environment Rating Scales are updated.

BrightStars encourages all programs and providers who are preparing for their ERS site visit to review the tool, the tool's All About book, the tool's Notes for Clarification, and the RI Notes.

Date	Type	Item #/ Standard	Item Name	Indicator (if applicable)	Clarification notes
10/13/2014	ERS - FCCERS-R	0	General Notes	<i>Access</i>	Materials for school age children do not have to be accessible if no SA children are present. Ask provider to show materials if not in view.
12/22/2013	ERS - FCCERS-R	0	General Notes	<i>Much of the day</i>	If a provider redirects children from an activity of their choice to an activity of her choice, do not count against much of the day if the children are allowed to play with materials in their own way and quickly engage.
2/19/2015	ERS-FCCERS-R	0	General Notes	<i>Much of the Day</i>	Do not count any time after the required 3 hours for ERS observations against a program for MoD. However, mention the MoD issues as a side note on the report if the program would have lost credit after the 3 hour mark.
10/13/2014	ERS - FCCERS-R	1	Indoor space used for child care	<i>3.4 Space is reasonably clean and well maintained.</i>	Look for dust; walls and rugs must not be visibly dirty.

5/2/2014	ERS - FCCERS-R	2	Furniture for routine care, play, and learning	<i>3.2 Enough furniture for play and learning for all ages/abilities of children enrolled.</i>	If cubbies do not have "dividers," then hooks need to be far apart. Cubbies can be shared among siblings. BS will allow sharing between up to 2 siblings.
10/13/2014	ERS - FCCERS-R	2	Furniture for routine care, play, and learning	<i>3.2 Enough furniture for play and learning for all ages/abilities of children enrolled.</i>	If materials are stored on high shelves or out of reach, they are only considered accessible during the times the provider has taken them out and children can reach and use them. Must take into account "Much of the Day" as materials that are only accessible for a limited time cannot be considered accessible for much of the day. However, if there are sufficient numbers and variety of other materials within children's reach these materials may not be needed for MOD.
11/17/2014	ERS - FCCERS-R	2	Furniture for routine care, play, and learning	<i>3.2 Enough furniture for play and learning for all ages/abilities of children enrolled.</i>	It is recommended that programs get appropriate cubbies that are large enough to hold children's possessions without touching. Bags provide dubious protection and must not touch one another. BS will accept bags only if they are non-porous and completely sealed (grocery bags are not acceptable.)
9/26/2016	ERS - FCCERS-R	2	Furniture for routine care, play, and learning	5.1 Most tables/chairs used for eating, play, and learning activities made suitable to children's size.	Please note that this indicator does not require that items meet the definition of "child-sized" which is found in other scales. This indicator considers whether available furniture has been adjusted through the use of things like cushions or booster seats to meet children's needs.

1/2/2015	ERS - FCCERS-R	3	Provision for relaxation and comfort	<i>5.2 Children using soft furnishings for relaxation are protected from active play.</i>	5.2 Can still be given credit even if 5.1 is scored NO as children may have access to some furnishings even if not for much of the day.
10/13/2014	ERS - FCCERS-R	4	Arrangement of indoor space for child care	<i>3.2 Arrangement of space allows adequate supervision of children without major difficulties.</i>	Children cannot be left alone. Lapses of no longer than 3 minutes can occur but children must be within hearing range, and children 18-24 months must be somewhere safe, like an appropriate play or sleeping structure such as a crib. These lapses can never occur during high-risk activities and infants under 18 months can never be left alone/unsupervised.
4/22/2015	ERS-FCCERS-R	7	Greeting/departing	<i>3.1 Most children greeted warmly.</i>	New staff entering the FCC home (such as assistants) must greet at least some of the children when the staff arrives.
10/13/2014	ERS - FCCERS-R	7	Greeting/departing.	<i>3.4 Some sharing of child related information between parents and provider.</i>	Information shared does not have to be about child in all cases. (i.e. If child is dropped off by a relative, information shared can be about the child's parents).
4/22/2015	ERS-FCCERS-R	9	Meals/snacks	<i>3.2 Well-balanced age-appropriate food served for meals and snacks.</i>	Children of all ages must be offered water between meals.
10/13/2014	ERS - FCCERS-R	16	Fine motor	<i>3.1 Some appropriate fine motor materials for each age group, accessible for daily use. 5.1 Many and varied appropriate fine motor materials for each age group accessible for much of the day.</i>	SA materials do not have to be accessible if No SA children are present during the observation. Ask provider to show you school age materials if none are accessible and proceed with interview questions about the use for this materials.

10/13/2014	ERS-FCCERS-R	19	Blocks	<i>5.3 Enough space provided for block play, out of traffic, with a steady surface.</i>	There can be other materials stored in this area and credit can be given as long as there is no conflict among children due to space restrictions.
10/13/2014	ERS-FCCERS-R	20	Dramatic play	<i>3.2 Some appropriate materials accessible for each age group.</i>	School age material do not need to be accessible unless SA children are present. Ask provider to see materials if not in view.
10/13/2014	ERS-FCCERS-R	23	Sand and water play	<i>3.2 supervision of sand/water play is appropriate for ages and abilities of children.</i>	If not observed base supervision on what you see.
10/13/2014	ERS-FCCERS-R	24	Promoting acceptance of diversity	<i>3.1 At least 3 examples of racial/cultural diversity observed in materials.</i>	All 3 examples or diversity can be found within the same book.
