

# Getting Ready for the Silver Circle of Quality–Child Care Center

Working towards and/or maintaining an ExceleRate® Illinois Circle of Quality is a process with many parts. To assist programs in achieving their goal, this checklist is provided to be used as a working document- along with the ExceleRate Illinois Silver Circle of Quality Standards - to help track the progress. While all areas are important, the following three areas are highlighted due to the amount of time needed to accomplish the domain/standard.

Please refer to the following documents/resources as you use the checklist:

- 1 **Silver Circle of Quality Standards**  
<http://www.exceletrateillinoisproviders.com/docman/resources/3-silver-exceletrate-illinois-chart/file>
- 2 **Training Grid–Required Training for Licensed Child Care Centers**  
<http://www.exceletrateillinoisproviders.com/docman/resources/24-training-requirement-grid/file>
- 3 **Provider Resources–includes additional resources by standard**  
<http://www.exceletrateillinoisproviders.com/resources/resources-by-standard>

## Required Training

For the Silver Circle of Quality the following training is required. Please check your local CCR&R’s training calendar or the state wide training calendar for availability. For complete details refer to the Training Grid & the Silver Circle of Quality Standards. Completion of required training is verified by INCCRRA and must appear on Section 3, 4, or 5 of the staff members Professional Development Record (PDR).

Domain/Standard	Required Attendees (minimum)	Topic/Title
NA	Administrator	ExceleRate Illinois Orientation
1A	Administrator 50% of teaching staff	An Introduction to the Environment Rating Scales
1A	Administrator 50% of preschool teaching staff	ECERS-3 Training
1B	50% of teaching staff	Training on a specific curriculum <b>or</b> Off the Shelf and Into Practice: Using Your Curriculum Every Day
1F	Administrator 50% of teaching staff	Welcoming Each & Every Child <b>or</b> Special Care
3A	Administrator	Getting Ready for the Program Administration Scale (PAS)

## Credentials

Domain/Standard	Director Qualifications	Staff Qualifications
4A	Gateways Illinois Director Credential Level I or higher <b>or</b> Illinois Principal Endorsement	
4B		At least 30% of teaching staff have a minimum of a Gateways ECE Credential Level 3 <b>and</b> 30% of teaching staff in infant-toddler classrooms have a Gateways Infant Toddler Credential Level 2

**Recommendation Only:** it is suggested that programs encourage all teaching staff apply for credentials. This is beneficial to programs if/when staff turnover occurs.

## Policies & Procedures

Review the following domain/standard for complete information on what is required.

Domain/Standard	Topic
1D	Child Screening
1F	Inclusion of Children with special needs
2B	Transitions
4C	Staff development

Teaching and Learning				
1A. Learning Environment	Evidence—please note: Portfolio is reviewed on-site during Part 1 of Verification visit	Submit w/ Application	Include in Portfolio	Completed
Program completes self-assessment using ITERS-R, ECERS-3 & SACERS-U	Self-assessment for each classroom	✓	✓	
Continuous Quality Improvement Plan (CQIP) developed to address any subscale below 4.5 and/or any classroom score below 4.0	Documentation of CQIP	✓	✓	
Program overall score is between 3.25-4.5	Verified on-site by state approved assessor – Part 2 of on-site verification visit	NA	NA	NA
No classroom score below 3.0	Verified on-site by state approved assessor – Part 2 of on-site verification visit	NA	NA	NA
1B. Curriculum				
Program implements a curriculum that is aligned with the IELG/ IELDS <a href="http://www.excelerateillinoisproviders.com/resources/resources-by-standard">http://www.excelerateillinoisproviders.com/resources/resources-by-standard</a>	Aligned curriculum chosen and available on-site for use <i>Narrative is accepted at application if not currently using an aligned curriculum.</i>		✓	
1C. Instructional Quality				
Program completes self-assessment using ITERS-R, ECERS-3 & SACERS-U	Self-assessment for each classroom	✓	✓	
CQIP developed to address any classroom with less than 3.0 on the following subscales: Interactions (ECERS-3 28-32; ITERS 25-28) Language Reasoning (ECERS-3 12-16) Listening and Talking (ITERS 12-14)	Documentation of CQIP	✓	✓	
ERS Average score of at least 4.0 on the three subscales above.	Verified on-site by state approved assessor – Part 2 of on-site verification visit	NA	NA	NA
1D. Child Screening				
Program has policies and procedures in place to ensure that: <ul style="list-style-type: none"> <li>• all children (birth-5 years) are screened at least annually for the purpose of identifying special needs</li> <li>• All parents are provided screening results</li> <li>• Parents in need of additional information are provided resources on additional evaluation and services</li> </ul>	Review of policies and procedures		✓	
1E. Child Assessment				
Program chooses child assessment tool that aligns with IELG/IELDS <a href="http://www.excelerateillinoisproviders.com/resources/resources-by-standard">http://www.excelerateillinoisproviders.com/resources/resources-by-standard</a>	Aligned child assessment tool chosen and available on-site for use		✓	
1F. Inclusion of Children with Special Needs				
Program has policies and procedures in place for supporting inclusion of children with special needs	Review of policies and procedures		✓	

Family and Community Engagement				
2A. Family & Community engagement	Evidence—please note: Portfolio is reviewed on-site during Part 1 of Verification visit	Submit w/ Application	Include in Portfolio	Completed
Program implements at least five family supports (refer to PAS Item #17, p 42 for examples)	Documentation of family supports offered		✓	
Program implements two parent-staff conferences per year	Review of policies and practices. Documentation that a minimum of two conferences were recently offered.		✓	
2B. Transitions	Evidence			Completed
Program implements policies and practices to provide general information about transitions and engages families in discussions and/or activities addressing child and family transitions	Review policies and practices		✓	
Leadership & Management				
3A. Program Administration	Evidence—please note: Portfolio is reviewed on-site during Part 1 of Verification visit	Submit w/ Application	Include in Portfolio	Completed
Administrator completes PAS self-assessment	PAS Self-Assessment	✓	✓	
Administrator completes a CQIP to address any subscale score below 4.5	Documentation of CQIP completion	✓	✓	
Administrator chooses three (3) PAS subscales for verification <ul style="list-style-type: none"> <li>• Human Resource Development</li> <li>• Personnel Cost and Allocation</li> <li>• Center Operations</li> <li>• Fiscal Management</li> <li>• Program Planning &amp; Evaluation</li> <li>• Marketing &amp; Public Relations</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate three (3) subscales on application</li> <li>• Director interview – approximately 30 minutes - Part 1 of on-site verification visit</li> <li>• Review documentation as needed for PAS - Part 1 of on-site verification visit</li> </ul>		✓	
3B. Group Size and Staff/Child Ratios				
Program meets State of Illinois Department of Children and Family Services (DCFS) licensing standards on group size & staff/child ratios	Copy of current license	✓		
3C. Continuous Quality Improvement				
Program develops & submits CQIP based on self-assessment results	Documentation of CQIP completion in other standards 1A, 1C, 3A and/or 3D	✓		
3D. Linguistically & Culturally Appropriate Practice				
Program completes self-assessment of linguistically and culturally appropriate policies and practices. Program may use ITERS-R #24, ECERS-3 #26, SACERS-U #26 or other tools as listed on the website	Review self-assessment <i>If using ERS, self-assessment per classroom should be included in portfolio</i>		✓	
Program creates CQIP based on self-assessment	Review CQIP completion		✓	

Qualifications & Continuing Education				
4A. Director Qualifications	Evidence—please note: Portfolio is reviewed on-site during Part 1 of Verification visit	Submit w/ Application	Include in Portfolio	Completed
Director has Gateways Illinois Director Credential Level I or higher	<ul style="list-style-type: none"> <li>• ExceleRate system administrators recognize that achieving the required Credentials in some cases is a major leap in an environment where programs are struggling to maintain DCFS qualified teachers, managing staff turnover, and more. For this reason, we have continued to delay the enforcement of Standards 4A and 4B. Programs must continue completing a Continuous Quality Improvement Plan (CQIP) including concrete, achievable goals and action steps the program is making towards meeting the Credential requirements.</li> <li>• Director qualifications verified by Gateways Registry</li> </ul>	*		
4B. Staff Qualifications				
At least 30% of teaching staff have a minimum of a Gateways ECE Credential Level 3	<ul style="list-style-type: none"> <li>• ExceleRate system administrators recognize that achieving the required Credentials in some cases is a major leap in an environment where programs are struggling to maintain DCFS qualified teachers, managing staff turnover, and more. For this reason, we have continued to delay the enforcement of Standards 4A and 4B. Programs must continue completing a Continuous Quality Improvement Plan (CQIP) including concrete, achievable goals and action steps the program is making towards meeting the Credential requirements.</li> <li>• Staff qualifications verified by Gateways Registry</li> </ul>	*		
At least 30% of teaching staff in infant-toddler classrooms have a Gateways Infant Toddler Credential Level 2	<ul style="list-style-type: none"> <li>• ExceleRate system administrators recognize that achieving the required Credentials in some cases is a major leap in an environment where programs are struggling to maintain DCFS qualified teachers, managing staff turnover, and more. For this reason, we have continued to delay the enforcement of Standards 4A and 4B. Programs must continue completing a Continuous Quality Improvement Plan (CQIP) including concrete, achievable goals and action steps the program is making towards meeting the Credential requirements.</li> <li>• Staff qualifications verified by Gateways Registry</li> </ul>	*		
4C. Staff Development				
Program has written, individualized professional development plans for all classroom teaching staff	Individualized professional development plans (IPDP)		✓	
Program has proof of 20 hours of professional development for all classroom teaching staff	Review of policy and procedures for teaching staff to attain 20 hours of professional development, including how program tracks each teacher's hours		✓	

**\*Programs can have staff submit credential applications to INCCRRA at any time. Once a program's ExceleRate application is submitted, INCCRRA will verify staff within the Gateways Registry, based on the staff/classroom listings on the Center application.**

**Provider has worked with the IDCFS licensing representative to clear all violations prior to submitting the application.**

*To check if your program has violations please visit <https://sunshine.dcf.illinois.gov/>*

Yes

No

**Provider has an organized Program Portfolio inclusive of information above (all information in the “Include in Portfolio” column)**

*If no, your program is not yet ready to apply for the Silver Circle of Quality.*

Please contact your CCR&R Specialist for technical assistance to complete your portfolio.

Yes

No

