

ExceleRate Illinois for Licensed Family Child Care includes 17 standards spread across the following four domains:

### 1. Teaching & Learning

Daily activities and interactions within the FCC home are indicators that a provider is offering an environment and experiences that are safe, healthy, and stimulating for children across ages and developmental abilities. This includes offering both indoor and outdoor activities to support varied learning experiences. To ensure that young children's experiences are developmentally and age appropriate, providers are expected to incorporate a comprehensive curriculum and child assessment system that are aligned with the Illinois Early Learning Guidelines for Birth to Three and Illinois Early Learning and Development Standards for ages three to five. By providing necessary adaptations to a child's experience, a high quality environment allows each and every child, including those with special needs, to learn, grow and develop.

### 2. Family & Community Engagement

Family engagement in children's early learning experiences is a key dimension of how early childhood settings can positively impact child and family well-being. Responsive and reciprocal provider-family relationships in early care and education settings may lead to greater family engagement and involvement both in and out of the child's home. Family child care providers can build these collaborative relationships with families through the following practices: regular, effective two-way communication and collaborative decision-making about children's learning experiences; connecting families to available community resources and building a sense of community among families as well as supporting families' needs and interests. In addition, helping families navigate transitions also provides meaningful support to children so that they can continue to succeed as they progress in their learning, growth and development.

### 3. Leadership & Management

Research demonstrates that strong leadership and sound business practices are essential to the sustainability of quality care and education provided in family child care. This is accomplished by incorporating sustainable and sound business practices, regularly assessing overall program operations, and establishing program goals to continually improve the quality of the FCC home. Careful attention to the provider-to-child ratio, size and age range of the group in a FCC home are additional critical factors to ensure the home maintains a high-quality environment where all children can learn and develop.

### 4. Qualifications & Continuing Education

High-quality family child care is implemented by providers who have the formal and relevant education and professional preparedness to manage the child care home, sustain sound business administration, lead any assistants in providing the most up-to-date practices for educational development, and engage with children and families in a mixed-age setting.

This chart provides an overview of the standards at each Circle of Quality for Licensed Family Child Care (FCC) and Group Homes.

## 1. Teaching & Learning

### 1A.

LEARNING ENVIRONMENT

	LICENSED	BRONZE	SILVER	GOLD
	<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider completes ExceleRate-approved training on the use of the <u>Family Child Care Environment Rating Scale - Revised (FCCERS-R)</u> for program design and continuous improvement</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on <u>*FCCERS-R</u> verified by Gateways Registry</p>	<p>FCC provider demonstrates a commitment to continuously improving the quality of the learning environment by completing self-assessment of FCC environment quality</p> <p><b>EVIDENCE:</b></p> <p>Documentation of <u>*FCCERS-R</u> self-assessment and <u>CQIP</u> to address any subscale score below 4.5</p> <p><b>AND</b></p> <p><u>*FCCERS-R</u> average overall score of at least 4.0-4.5 or higher (excluding Personal Care Routines subscale and Active Physical Play item #26) verified by scores submitted from state-approved assessor</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>	<p>FCC provider demonstrates a high quality learning environment</p> <p><b>EVIDENCE:</b></p> <p><u>*FCCERS-R</u> average overall score of at least 4.5 or higher (excluding Personal Care Routines subscale and Active Physical Play item #26) verified by on-site assessment by state-approved assessor</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>

\*Note: To be prepared for FCCERS-R assessment, FCC provider completes ExceleRate-approved training on FCCERS-R verified by Gateways Registry.

A definition of terms underlined can be found in the glossary on pages 19 and 20.

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## 1. Teaching & Learning

### 1B.

SAFE AND HEALTHY ENVIRONMENT

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider and, if applicable, assistant complete ExceleRate-approved training on supervision of mixed ages and home safety in family child care</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on supervision of mixed ages and home safety in family child care verified by Gateways Registry</p>	<p>FCC provider maintains a healthy and safe home environment for all children in care</p> <p>FCC provider uses screen time appropriately. Screen time includes all electronic media such as television, video, games, computers, tablets, smart phones, or any other screened electronic devices</p> <p><b>EVIDENCE:</b></p> <p>FCC provider completes <u>CCAT-R</u> Health &amp; Safety Checklist every 3 months and maintains log that is verified by state-approved assessor  <b>AND</b> <u>FCCERS-R</u> score of at least 5.0 on “use of TV, video, and/or computer” item (#25) verified by state-approved assessor  <b>OR</b> Evidence from state-approved accrediting body</p>	<p>FCC provider maintains a healthy and safe learning and home environment for all children in care</p> <p>FCC provider uses screen time appropriately and has a written policy regarding screen time. Screen time includes all electronic media such as television, video, games, computers, tablets, smart phones, or any other screened electronic devices</p> <p>No screen time for children under 2 years of age</p> <p><b>EVIDENCE:</b></p> <p>FCC provider completes <u>CCAT-R</u> Health &amp; Safety Checklist every 3 months and maintains log that is verified by state-approved assessor  <b>AND</b> <u>FCCERS-R</u> score of at least 5.0 on “use of TV, video, and/or computer” item (#25) verified by state-approved assessor  <b>OR</b> Evidence from state-approved accrediting body</p>

3 A definition of terms underlined can be found in the glossary on pages 19 and 20.

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## 1. Teaching & Learning

### 1C.

INTERACTIONS

	LICENSED	BRONZE	SILVER	GOLD
	<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider completes ExceleRate-approved training on the use of the FCCERS-R<sup>1</sup> for program design and continuous improvement</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on <u>FCCERS-R</u> verified by Gateways Registry</p>	<p>FCC provider demonstrates developmentally appropriate interactions and practices and responds to developmental level of all children in care regardless of age or ability. Establishes consistent routines, daily schedule, and lesson plans</p> <p><b>EVIDENCE:</b></p> <p><u>FCCERS-R</u> score: 4.0 on “Listening and Talking” and “Interaction” subscales verified by scores submitted from state-approved assessor</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>	<p>FCC provider demonstrates high-quality, developmentally appropriate interactions and practices and responds to developmental level of all children in care regardless of age or ability</p> <p><b>EVIDENCE:</b></p> <p><u>FCCERS-R</u> score: 4.75 on “Listening and Talking” and “Interaction” subscales verified by scores submitted from state-approved assessor</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>

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## 1. Teaching & Learning

### 1D.

CURRICULUM AND CHILD ASSESSMENT

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider completes ExceleRate-approved training on: <u>Illinois Early Learning Guidelines (IELG)</u>/ <u>Illinois Early Learning and Development Standards (IELDS)</u></p> <p><b>AND</b></p> <p>Overview of curricula, OR training on implementation of curriculum OR training on a specific curriculum aligned with <u>IELG/IELDS</u> and addresses mixed ages</p> <p><b>AND</b></p> <p>ExceleRate-approved introductory training on assessment tools</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on <u>IELG/IELDS</u> and overview of curricula OR training on implementation of curriculum OR training on a specific curriculum aligned with <u>IELG/IELDS</u> verified by Gateways Registry</p> <p><b>AND</b></p> <p>Documentation of completion of ExceleRate-approved training on assessment tools verified by Gateways Registry</p>	<p>FCC provider identifies a curriculum and assessment tool aligned with <u>IELG/IELDS</u>. Curriculum must address working with mixed age groups if provider is licensed to care for mixed ages of children</p> <p><b>EVIDENCE:</b></p> <p>Identification of curriculum and assessment tool that is aligned with <u>IELG/IELDS</u>. Verified by state-approved assessor.</p> <p><b>AND</b></p> <p>Completion of ExceleRate-approved training on:</p> <ul style="list-style-type: none"> <li>- <u>IELG/IELDS</u></li> <li>- Curriculum implementation OR training on a specific curriculum</li> </ul> <p>Training verified by Gateways Registry</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>	<p>FCC provider implements curriculum and assessment tool aligned with <u>IELG/IELDS</u>. Curriculum and lesson plans must address working with mixed age groups if provider is licensed to care for mixed ages of children</p> <p><b>EVIDENCE:</b></p> <p>Use of selected curriculum and assessment tool that is aligned with <u>IELG/IELDS</u>. Verified by state-approved assessor.</p> <p><b>AND</b></p> <p>Evidence of lesson plans that include mixed age groups as appropriate to ages enrolled in home. Verified by state-approved assessor.</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>

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## 1. Teaching & Learning

### 1E.

CHILD SCREENING

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider completes ExceleRate-approved training on screening tools</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on screening tools verified by Gateways Registry</p>	<p>FCC provider has written policies and procedures in place to ensure all children (birth to age 5) are screened annually using an approved screening tool for the purpose of identifying special needs; parents are provided screening results and information on where they can go for additional evaluation and services*</p> <p><b>EVIDENCE:</b></p> <p>Documentation of policies and procedures for screening children and sharing results with parents; parent-signed permission forms to conduct screening. Verified by state-approved assessor <b>AND</b> Documentation of completion of ExceleRate-approved training on screening tools if FCC provider conducts screening verified by Gateways Registry</p>	<p>FCC provider has written policies and procedures in place to ensure all children (birth to age 5) are screened annually using an approved screening tool for the purpose of identifying special needs; parents are provided screening results and information on where they can go for additional evaluation and services*</p> <p><b>EVIDENCE:</b></p> <p>Documentation of policies and procedures for screening children and sharing results with parents; parent-signed permission forms to conduct screening; sample of screening results. Verified by state-approved assessor <b>AND</b> Documentation of completion of ExceleRate-approved training on screening tools if FCC provider conducts screening verified by Gateways Registry</p>

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\*Note: Screenings may be conducted by a community consultant, Child and Family Connections, or Location Education Agency OR by the FCC provider. If FCC provider screens children, FCC provider must have received ExceleRate-approved training on approved screening tools and implementation.

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# 1. Teaching & Learning

## 1F.

INCLUSION OF CHILDREN WITH SPECIAL NEEDS

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider and, if applicable, assistant complete ExceleRate-approved training on inclusion of children with special needs</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on inclusion of children with special needs verified by Gateways Registry</p>	<p>FCC provider has knowledge of community resources concerning children with special needs</p> <p><b>AND</b></p> <p>FCC provider and if applicable, assistant, complete ExceleRate-approved training on inclusion of children with special needs</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on inclusion of children with special needs verified by Gateways Registry</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>	<p>FCC provider submits annual data on number of children with special needs served</p> <p><b>AND</b></p> <p>For children with IFSPs/IEPs, FCC provider encourages parent to share information from IFSP/IEP meeting</p> <p><b>AND</b></p> <p>FCC provider and any assistants complete ExceleRate-approved training on inclusion of children with special needs</p> <p><b>EVIDENCE:</b></p> <p>If the FCC provider has a child with a special need in care, provide documentation of policies and procedures for sharing <u>IFSP/IEP</u> meeting information with providers and parents. Verified by state-approved assessor.</p> <p><b>AND</b></p> <p>Documentation of completion of ExceleRate-approved training on inclusion of children with special needs verified by Gateways Registry</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>

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## 1. Teaching & Learning

### 1G.

LINGUISTICALLY AND CULTURALLY APPROPRIATE PRACTICE

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider and, if applicable, assistant complete ExceleRate-approved training on diversity that addresses the relationship between culture, race, and language development and usage</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on cultural/linguistic/racial diversity verified by Gateways Registry</p>	<p>FCC provider completes a self-assessment of its linguistically and culturally appropriate policies and practices</p> <p><b>AND</b></p> <p>Creates a written <u>CQIP</u> based on assessment results</p> <p><b>AND</b></p> <p>Children are encouraged to use their home language in play and learning experiences</p> <p><b>EVIDENCE:</b></p> <p>Self assessment using <u>FCCERS-R</u> “Promoting Acceptance of Diversity” (item #24)</p> <p><b>AND</b></p> <p>Continuous Quality Improvement Plan</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>	<p>FCC provider implements evidence-based policies, practices, curriculum and assessments that support the development of linguistically/racially/culturally diverse children &amp; families</p> <p><b>AND</b></p> <p>Children are encouraged to use their home language in play and experiences</p> <p><b>EVIDENCE:</b></p> <p><u>FCCERS-R</u> score of 4.0 or higher on “Promoting Acceptance of Diversity” (item #24) verified by state-approved assessor</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>



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## 2. Family & Community Engagement

### 2A.

FAMILY-PROVIDER COMMUNICATION AND COLLABORATION

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider completes ExceleRate-approved training on family engagement and communication strategies</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on family engagement and communication strategies verified by Gateways Registry</p>	<p>FCC provider engages in two-way communication with families and offers at least two modes of communication for families to choose from; Communication is available in families preferred mode and language; Provider offers a minimum of two conferences with each family per year; Provider seeks family input regarding goals for children and daily routines</p> <p><b>EVIDENCE:</b></p> <p>Documentation of two <u>communication modes</u> and preferences; Evidence of daily communication with families in their preferred language; conference notes showing discussion of goals and family input, as well as calendar showing conference schedule  <b>AND</b> _____                      Verification by state-approved assessor  <b>OR</b> _____                      Evidence from state-approved accrediting body</p>	<p>FCC provider engages in two-way communication with families and offers at least three modes of communication for families to choose from; Communication is available in families preferred mode and language; Provider offers a minimum of two conferences with each family per year; Annual family surveys are used to gather family feedback about the program and to implement program quality improvements; Provider has a daily plan of communication with families and seeks family input regarding goals for children and daily routines</p> <p><b>EVIDENCE:</b></p> <p>Documentation of three <u>communication modes</u> and preferences; Evidence of daily communication with families in their preferred language; Conference notes showing discussion of goals and family input, as well as calendar showing conference schedule; Documentation of completed annual family surveys  <b>AND</b> _____                      Verification by state-approved assessor  <b>OR</b> _____                      Evidence from state-approved accrediting body</p>

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## 2. Family & Community Engagement

### 2B.

CONNECTING AND SUPPORTING FAMILIES

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider completes ExceleRate-approved training on developing and enhancing supports for families</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on developing and enhancing supports for families verified by Gateways Registry</p>	<p>FCC provider offers current information and referrals as needed to families regarding community resources. FCC provider implements a minimum of two family supports monthly. Opportunities are planned for child care families to get to know each other through at least two informal/formal gatherings annually</p> <p><b>EVIDENCE:</b></p> <p>Evidence of a current list of local community services and organizations; Documentation of at least two <u>family supports</u>  <b>AND</b>                      Documentation of at least two family informal/formal gatherings annually  <b>AND</b>                      Verification by state-approved assessor  <b>OR</b>                      Evidence from state-approved accrediting body</p>	<p>FCC provider offers current information and referrals as needed to families regarding community resources; FCC provider implements a minimum of three family supports monthly. Opportunities are planned for families within the child care home to get to know each other through at least three informal/formal gatherings annually</p> <p><b>EVIDENCE:</b></p> <p>Evidence of current list of local community services and organizations; Documentation of at least three <u>family supports</u>  <b>AND</b>                      Documentation of at least three informal/formal gatherings annually  <b>AND</b>                      Verification by state-approved assessor  <b>OR</b>                      Evidence from state-approved accrediting body</p>

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## 2. Family & Community Engagement

### 2C.

TRANSITIONS

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider completes ExceleRate-approved training on transition strategies</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on transition strategies verified by Gateways Registry</p>	<p>FCC provider implements policies and practices to provide general information about transitions and engages families in discussions and/or activities addressing child and family transitions</p> <p><b>EVIDENCE:</b></p> <p>Documentation of transition policy and procedures verified by state-approved assessor  <b>OR</b>                      Evidence from state-approved accrediting body</p>	<p>FCC provider implements a written plan of activities and strategies that facilitate the transition of children and families into and out of the FCC home, other early learning environments, community services, and school settings including transition to Kindergarten</p> <p><b>EVIDENCE:</b></p> <p>Implementation and communication of transition plans verified by state-approved assessor  <b>OR</b>                      Evidence from state-approved accrediting body</p>

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### 3. Leadership & Management

#### 3A.

BUSINESS ADMINISTRATION

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider completes ExceleRate-approved introductory training on the <u>Business Administration Scale (BAS)</u></p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on <u>BAS</u> verified by Gateways Registry</p>	<p>FCC provider demonstrates commitment to quality improvement and sustainability of business practices</p> <p><b>EVIDENCE:</b></p> <p>Documentation of <u>BAS</u>* self-assessment &amp; <u>CQIP</u> to address any items below 4.0  <b>AND</b> —                      Verification of Fiscal Management, Record Keeping and 2 additional provider-selected items by state-approved assessor  <b>OR</b> —                      Evidence from state-approved accrediting body</p>	<p>FCC provider demonstrates high-quality and sustainable business practices</p> <p><b>EVIDENCE:</b></p> <p><u>BAS</u>* average overall score 5.0 or higher on these items: Fiscal Management, Risk Management, and Record Keeping <b>AND</b> 3 additional provider-selected <u>BAS</u>* items. Scores verified by state-approved assessor  <b>OR</b> —                      Evidence from state-approved accrediting body</p>

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\*Note: To be prepared for BAS verification provider completes ExceleRate approved training on the use of the Scale verified by Gateways Registry

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### 3. Leadership & Management

#### 3B.

RATIOS

	LICENSED	BRONZE	SILVER	GOLD
	<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p>	<p>FCC provider meets State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p>	<p>FCC provider meets State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p>	<p><b>FCC HOME*</b> 1 adult to 6 children with no more than 2 children under 2 years of age</p> <p><b>FCC GROUP HOME*</b> 2 adults to 12 children with no more than 6 children under 30 months; no more than 4 children under 15 months</p>
	<p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>	<p><b>EVIDENCE:</b></p> <p>Ratios and group size verified by state-approved assessor and FCC provider qualifications verified by Gateways Registry</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>

\*FCC providers may be exempted from the ratio and group size requirements if they have an average score on the FCCERS-R of 5.0 or higher **AND** FCC provider holds a Gateways Infant-Toddler Credential Level 3 or higher if infants and toddlers are in care

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### 3. Leadership & Management

#### 3C.

CONTINUOUS QUALITY IMPROVEMENT

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p>	<p>FCC provider completes ExceleRate-approved training on continuous quality improvement planning</p>	<p>FCC provider develops and implements written <u>CQIP</u> using self-assessment results</p>	<p>FCC provider demonstrates progress towards meeting objectives of its <u>CQIP</u> based on self-assessment results</p>
<p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on continuous quality improvement planning verified by Gateways Registry</p>	<p><b>EVIDENCE:</b></p> <p>Submit <u>CQIP</u> <b>OR</b> — Evidence from state-approved accrediting body</p>	<p><b>EVIDENCE:</b></p> <p>Demonstrate progress made on implementation of self-assessment and <u>CQIP</u> verified by state-approved assessor <b>OR</b> — Evidence from state-approved accrediting body</p>

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## 4. Qualifications & Continuing Education

### 4A.

FCC PROVIDER QUALIFICATIONS

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider meets State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>Gateways FCC Credential Level 4 or higher</p> <p>*Currently, the enforcement of Standards 4A and 4B is delayed while we analyze programs' CQIP plans and progress. Programs not in full compliance are required to include concrete, achievable goals and action steps in their CQIP and also to describe their progress in the annual report. Please make every effort to support your staff and your own efforts to attain the required credentials as quickly as possible. Further information will be announced when the analysis of CQIP plans is complete.</p> <p><b>EVIDENCE:</b></p> <p>FCC provider qualifications verified by Gateways Registry</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>	<p>BA degree or higher</p> <p><b>AND</b></p> <p>Gateways FCC Credential Level 5</p> <p><b>OR</b></p> <p>Gateways FCC Credential Level 4 and collaborates with a state-approved consultant</p> <p>*Currently, the enforcement of Standards 4A and 4B is delayed while we analyze programs' CQIP plans and progress. Programs not in full compliance are required to include concrete, achievable goals and action steps in their CQIP and also to describe their progress in the annual report. Please make every effort to support your staff and your own efforts to attain the required credentials as quickly as possible. Further information will be announced when the analysis of CQIP plans is complete.</p> <p><b>EVIDENCE:</b></p> <p>FCC provider qualifications verified by Gateways Registry or Gateways Basic Transcript Review</p> <p><b>AND</b></p> <p>Documentation of collaboration with a <u>state-approved consultant</u>, if applicable</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>

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## 4. Qualifications & Continuing Education

### 4B.

FCC ASSISTANT AND SUBSTITUTE QUALIFICATIONS  
(NOT APPLICABLE IF NO ASSISTANTS OR SUBSTITUTES)

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>Meets State of Illinois (DCFS) Licensing Standards on FCC assistant qualifications</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>Any assistant required for licensing ratios must have a Gateways ECE Credential Level 1 or higher OR a Gateways FCC Credential Level 2 or higher, OR <u>CDA</u>*</p> <p><b>AND</b></p> <p>Any <u>substitute</u> must have either a Gateways ECE Credential Level 2 or higher OR Gateways FCC Credential Level 2 or higher OR <u>CDA</u></p> <p>*Currently, the enforcement of Standards 4A and 4B is delayed while we analyze programs' CQIP plans and progress. Programs not in full compliance are required to include concrete, achievable goals and action steps in their CQIP and also to describe their progress in the annual report. Please make every effort to support your staff and your own efforts to attain the required credentials as quickly as possible. Further information will be announced when the analysis of CQIP plans is complete.</p> <p><b>EVIDENCE:</b></p> <p>Staff qualifications verified by Gateways Registry</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>	<p>Any assistant required for licensing ratios must have a Gateways ECE Credential Level 2 or higher OR Gateways FCC Credential Level 2 or higher**</p> <p><b>AND</b></p> <p>Any <u>substitute</u> must have a Gateways ECE Credential Level 3 or higher OR Gateways FCC Credential Level 3 or higher</p> <p>*Currently, the enforcement of Standards 4A and 4B is delayed while we analyze programs' CQIP plans and progress. Programs not in full compliance are required to include concrete, achievable goals and action steps in their CQIP and also to describe their progress in the annual report. Please make every effort to support your staff and your own efforts to attain the required credentials as quickly as possible. Further information will be announced when the analysis of CQIP plans is complete.</p> <p><b>EVIDENCE:</b></p> <p>Staff qualifications verified by Gateways Registry</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>

\*If new assistant hired begins Gateways ECE Credential Level 1 training within 3 months and completes it in one year

\*\*If new assistant hired begins Gateways ECE Credential Level 2 within 3 months and completes it in one year

A definition of terms underlined can be found in the glossary on pages 19 and 20.



This chart provides an overview of the standards at each Circle of Quality for Licensed Family Child Care (FCC) and Group Homes.

## 4. Qualifications & Continuing Education

### 4C.

FCC PROVIDER PEER SUPPORT

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider demonstrates participation in a professional provider association, training cohort or professional peer support group</p> <p><b>EVIDENCE:</b></p> <p>Documentation may include: business-related email contact with FCC peers, minutes of meetings, proof of membership to an association, or evidence of participation in professional networking activities verified by state-approved assessor</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>	<p>FCC provider demonstrates active and ongoing participation as a member of a professional provider association, training cohort, or professional peer support group</p> <p><b>EVIDENCE:</b></p> <p>Documentation may include: proof of attendance at meetings, evidence of participation in professional networking activities verified by state-approved assessor</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>

This chart provides an overview of the standards at each Circle of Quality for Licensed Family Child Care (FCC) and Group Homes.

## 4. Qualifications & Continuing Education

### 4D.

ONGOING PROFESSIONAL DEVELOPMENT

LICENSED	BRONZE	SILVER	GOLD
<p>State of Illinois Department of Children and Family Services (DCFS) Licensing Standards</p> <p><b>EVIDENCE:</b></p> <p>Meets State of Illinois (DCFS) Licensing Standards</p>	<p>FCC provider completes ExceleRate-approved training on developing Individualized Professional Development Plans</p> <p><b>EVIDENCE:</b></p> <p>Documentation of completion of ExceleRate-approved training on individualized professional development planning verified by Gateways Registry</p>	<p>FCC provider and any assistants required for licensing ratios have individualized, written professional development plans</p> <p><b>AND</b></p> <p>FCC provider has a minimum of 20 hours of professional development per year <b>AND</b> any assistant required for licensing ratios has 10 hours of professional development per year</p> <p><b>EVIDENCE:</b></p> <p>Professional development plans and hours of professional development verified by state-approved assessor</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>	<p>FCC provider and any assistants required for licensing ratios have individualized, written professional development plans</p> <p><b>AND</b></p> <p>FCC provider and any assistants required for licensing ratios each have a minimum of 20 hours of professional development per year including a minimum of 5 hours Gateways Registry-approved training per year for FCC provider</p> <p><b>EVIDENCE:</b></p> <p>Professional development plans and hours of professional development verified by state-approved assessor and Gateways Registry</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>

## Glossary

**Family Child Care Environment Rating Scale – Revised (FCCERS-R)** – User-friendly tool used to assess the quality of the family child care home environment.

**Continuous Quality Improvement Plan (CQIP)** – Plan developed to assist providers in identifying and achieving improvements to strengthen their program.

**Child Care Assessment Tool for Relatives (CCAT-R)** – A 1 page health/safety checklist created for relative caregivers. Topics covered include: Food Prep, Environment, Routines, Outdoor Play.

**Illinois Early Learning Guidelines for Children (IELG)** – For children birth to age 3: Provide early childhood professionals and policy makers a framework for understanding child development by presenting information on what children know and should do and what development looks like in everyday life. The main goal of the Guidelines is to offer early childhood professionals a cohesive analysis of children’s development with common expectations and common language. These Guidelines also provide suggestions and ideas on how to create early experiences that benefit all children’s learning and development.

**Illinois Early Learning & Development Standards (IELDS)** – For children Preschool age to Kindergarten Enrollment Age: Developmentally appropriate set of goals and objectives for young children. Early learners must develop basic skills, understandings, and attitudes toward learning before they can be successful in the K-12 curriculum.

**Individual Family Service Plan (IFSP)** – Plan developed through the Early Intervention Child & Family Connections office for children 0 to 3 years of age after testing shows a delay in movement, learning, dealing with others, behavior, and/or self-help skills.

**Individual Education Plan (IEP)** – Developed in coordination with the local school district for children 3 to 21 years of age. An IEP focuses on special education and related services in schools. It includes information on the child’s present levels of academic learning as well as future goals the parent and teacher have for the child.

**Modes of communication** – Refers to the variety of ways that the provider and parent communicate. This may include face to face conversations, newsletters, bulletin board, notes that go home with children, website, email, phone calls, parent conferences, planned social activities (eg. holiday celebrations), Facebook.

**Family supports** – Refers to the variety of ways that a provider can be responsive to a family needs. This may include: children’s book/toy lending library, referrals to community resources, sick care for children, extended care during evenings or weekends, social functions for families, transportation to/from the home.

**Business Administration Scale (BAS) 2nd Edition** – Tool used to assess the quality of business practices within the family child care environment.

**FCC Network** – An Illinois Department of Human Services (IDHS), Illinois State Board of Education (ISBE) or Head Start FCC network serves as a means of providing peer support, sharing resources, and enhancing professionalism. The goal of the network is to improve the quality of family child care in a specific area, neighborhood, or community by supporting family child care providers. Networks are staffed with paid personnel who offer regular supports and services to meet the unique needs of FCC providers within the network.

## Glossary

**State-approved consultant** – Includes Child Care Resource and Referral staff (Quality Specialists, Infant Toddler Child Care Specialists, and Mental Health Consultants), and FCC network coordinators.

**Substitute** – An individual meeting DCFS licensing requirements who is serving as a replacement for the actual FCC provider for more than 30 days within a calendar year.

**Child Development Associate Credential (CDA)** – Designed for those individuals who are working with young children in all settings. The CDA will prepare you to meet the specific needs of children and work with parents and other adults to nurture children’s physical, social, emotional, and intellectual growth in a child development framework.