

THE CHILD CARE QUALITY RATING SYSTEM (QRS) ASSESSMENT



Illinois Quality Counts

QRS Profile

April 2010



MATHEMATICA
Policy Research, Inc.



Illinois Quality Counts

QRS Profile

Prepared for:**Office of Planning, Research and Evaluation**

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Policy Research, Inc.



Child Care Quality Rating System (QRS) Assessment Study

PROFILE

Site:	Illinois
Program Name:	Illinois Quality Counts
Respondents:	Holly Knicker, Illinois Department of Human Services
Information Reviewed and Finalized:	March 18, 2010

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Illinois – Quality Counts

Program Information

This section provides general information about the QRS including the location, numbers and types of programs participating in the QRS, and goals.

Site name:	Illinois
Program name:	Quality Counts
Service area:	Statewide
Pilot:	No
Date full program launched:	2007
Voluntary:	Yes
Website:	http://www.inccrra.org
Eligible programs:	Center-based programs, licensed family/group child care, school-aged programs, license-exempt family child care.
Total numbers of programs participating:	529 (August 2009 data)
Number of participating child care centers:	259
Number of participating family child care programs:	121 (licensed family/group homes)
Number of other programs participating:	149 (license exempt family child care)
Percent of total programs enrolled in QRS:	Information not available
Percent of programs at each rating level:	(August 2009 data) Centers: 259 1 Star-12%, 2 Star-32%, 3 Star-56%, 4 Star-0.3% Licensed FCC:121 1 Star-19%, 2 Star-6%, 3 Star-75%, 4 Star-0 License Exempt FCC: 149 Tier 1-65%, Tier 2-19%, Tier 3-16%
Goals:	...assists Illinois child care programs in providing quality care for children and their families.
Language from statute:	N/A

Rating Details

This section provides details about how the rating component is structured and the process that is used to rate programs.

Rating structure:	Building block
Number of levels:	3 training tiers for license-exempt family child care, 4 star levels for licensed programs.
Length of time rating is valid:	For licensed programs, the rating is valid for 3 years, although annual reports are required (document verification).
Rating process:	Licensed programs apply for a particular Star level. Document verification and observation are used to collect information. If the requirements of a particular Star are met, the program is assigned that rating. License exempt family child care programs attend required training and apply for the appropriate tier.
Method of combining points:	License exempt programs must meet the requirements for the previous tier before moving on to the next.
Method used to assess programs for infants/toddlers:	The method for addressing infants and toddlers is the use of the Infant Toddler Environment Rating Scale-Revised
Method used to assess programs for school-aged children:	The method for addressing school-aged children is the use of the School-Aged Care Environment Rating Scale.
Different process used to assess family child care:	Standards are different for licensed and license-exempt family child care. Licensed family child care method is through the use of the Family Child Care Environment Rating Scale –Revised or national accreditation.
Different process used to assess Head Start/Early Head Start:	N/A
Different process used to assess accredited programs:	Yes, accredited programs are recognized at star levels 3 and 4.
Events that trigger re-rating:	Change of location, provider re-application and annual renewal.
Appeal process:	Yes
Availability of technical assistance for rating process:	Yes
Description of technical assistance for rating process:	QRS specialists at each R&R offer orientations, answer questions, and provide onsite help with preparation for rating or to improve rating. Training is offered, but QRS specialists don't offer assistance at the level of paperwork/organizing documents.

Availability of technical assistance for preparatory process:	No
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Quality Indicators for Center-Based Programs

This section describes the indicators used in a QRS to assess the quality of center-based programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and the category labels used in the profile may differ from the site-specific category names used in a QRS.

Number of site-specific indicator categories:	4
Site-specific names of categories used in the QRS:	Regulatory Compliance Learning Environment Program Administration Staff Qualifications & Training

Licensing Compliance (centers)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes
Licensing equivalent to the first level:	No, there are additional requirements at Level 1. (License in good standing required at all levels)
Licensing compliance referred to within:	Regulatory Compliance
Source of evidence:	Documentation submitted and verification with state licensing list
Comments:	Licensed programs must operate full day, 9 months/year. Licensed school-age programs must operate 9 months per year.

Ratio and Group Size (centers)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	No
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Health and Safety (centers)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No
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Curriculum (centers)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	No
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Environment (centers)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	Yes
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	Yes
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Range of recognized ERS scores:	3.0-5.0
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Description:	Star 1: 3.0
	Star 2: 3.5
	Star 3: 4.25 or current national accreditation
	Star 4: 5.0 and current national accreditation

Additional indicators related to the environment (e.g., activities, interactions, specific features):	None
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	Learning Environment
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Environment source of evidence:	Documentation submitted, observation
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Child Assessment (centers)

Indicators in this section refer to processes in place to assess, observe or monitor children's

development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	No
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Staff Qualifications (centers)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for teachers include:	Education (Great START level)
Indicators for directors include:	Education (Great START level)
Directors qualifications related to administration and management	No
Bachelors degree indicator for director:	No
Bachelors degree indicator for teacher:	No
Bachelors degree indicator for assistant teacher:	No
Description:	<p>Star 1: -10% of staff meet Great START education levels (for Great START eligible positions)</p> <p>Star 2: -20% of staff meet Great START education levels (for Great START eligible positions)</p> <p>Star 3: -25% of teaching staff meet Great START education levels for teachers</p> <p>Star 4: -30% of teaching staff meet Great START education level 6 or above for teachers -30% of staff have current certification in CPR and First Aid.</p>
Staff qualifications referred to within:	Staff Qualifications & Training
	Documentation submitted
Comments:	Great START is a wage supplement program in Illinois. It uses a 10-level scale (outlining different levels of education) to determine which staff/providers are eligible for the supplement and the amount of supplement they receive. The scale begins at level 1 with 6 semester hours in early childhood education. Only assistants and family child care are eligible to meet criteria at level 1. Level 10 is a Master's degree or an Illinois

Director's Credential III, and all staff (including directors) are eligible to achieve level 10. Each level defines an educational or training criteria and the job title (assistant, teacher, family child care provider, family group care provider, and directors in licensed programs) for those who are eligible at that level. The levels define increasingly advanced education requirements (see the criteria at the end of this document).

Family Partnership (centers)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnership indicators included:	Yes
Description:	<p>Indicators related to family partnerships are included in the Program Administration Scale (overlap with Administration and Community Involvement)</p> <p>Star 2: Programs receive information on the Program Administration Scale (PAS).</p> <p>Star 3: Current national accreditation in good standing OR PAS Rating of 4.25.</p> <p>Star 4: Current national accreditation in good standing AND a PAS Rating of 5.0.</p>
Family partnership referred to within:	Program Administration
Family partnership source of evidence:	Observation

Administration and Management (centers)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included:	Yes
Description:	<p>Star 1: Programs receive information including professional development and program resources; developmental screening information.</p> <p>Star 2: Programs receive information on the Program Administration Scale (PAS).</p> <p>Star 3: Current national accreditation in good</p>

standing OR PAS Rating of 4.25.

Star 4: Current national accreditation in good standing AND a PAS Rating of 5.0.

Administration and management referred to within: Program Administration

Administration and management source of evidence: Observation

Cultural/Linguistic Diversity (centers)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included: No

Accreditation (centers)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. The National Association for the Education of Young Children (NAEYC) accreditation, the National Early Childhood Program Accreditation (NECPA), the National Accreditation Commission for Early Care and Education Programs (NAC) and the Council on Accreditation (COA) are commonly included accreditation systems used in QRSs for center-based programs.

Accreditation included: Yes

If yes, accreditation is: One criterion in the rating

Comments: At Star Level 3, accreditation is an option for the Learning Environment indicator. (If a center is not accredited at Level 3, a program must achieve a 4.25 on the ERS for Learning Environment, as well as a 4.25 on the Program Administration Scale (PAS) for Program Administration). Accreditation is an option at Level 3, and a requirement at Level 4. At Level 4 programs need to have a score of 5.0 on the ERS and PAS plus accreditation.

Community Involvement (centers)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included: Yes

Comments: Indicators related to community involvement are included in the Program Administration Scale (PAS)

Provisions for Children with Special Needs (centers)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No
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Indicators for Family Child Care Programs

This section describes the indicators used in a QRS to assess the quality of family child care programs. The indicators are divided into the following categories: licensing compliance, ratio and group size, health and safety, curriculum, environment, child assessment, staff qualifications, family partnership, administration and management, cultural/linguistic diversity, accreditation, community involvement and provisions for children with special needs. A QRS may not have indicators in one or more of these categories, and these category labels may not be used in their QRS.

Number of site-specific indicator categories:	4
Site-specific names of categories used in the QRS:	Regulatory compliance Learning Environment Program Administration Staff Qualifications & Training

Licensing Compliance (family child care)

Licensing requirements frequently serve as a minimal set of provisions to ensure that care and education environments are safe, healthy and provide for children's basic needs. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Licensing compliance included:	Yes
Licensing required for enrollment:	Yes, except for license-exempt family child care.
Licensing equivalent to the first level:	No
Licensing compliance referred to within:	Regulatory Compliance
Source of evidence:	Contractor checks state licensing list.
Comments:	Licensed programs must have been licensed for one year before they are eligible to apply. Licensed-Exempt Family Child Care Homes must apply for a particular Training Tier in order to participate in QRS.

Ratio (family child care)

Ratio and group size requirements are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Ratio and group size indicators included:	No
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Health and Safety (family child care)

Provisions for health and safety are frequently established in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Health and safety indicators are also included in the Environment Rating Scales which are used in some QRSs.

Health and safety indicators included:	No
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Curriculum (family child care)

A curriculum is a written document that provides a plan for intentional activities and interactions in an early childhood program. Indicators described in this section refer to requirements for the use of particular curricula or to demonstration that certain features of curriculum are in place. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Curriculum indicators included:	No
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Environment (family child care)

Indicators in this section refer to features of the classroom environment. Further details about Observational Measures included in the QRS are included in a section below. In addition, provisions for the environment may be described in state licensing regulations. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Environment indicators included:	Yes
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Environment Rating Scales (ERS) included:	Yes
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Average ERS score required for the lowest rating:	3.0-5.0
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Description:	<p>Star 1: 3.0</p> <p>Star 2: 3.5 and receive information on National Association for Family Child Care (NAFCC) accreditation</p> <p>Star 3: 4.25 or current NAFCC accreditation</p> <p>Star 4: 5.0 and current NAFCC accreditation</p>
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Additional indicators related to the environment (e.g.	None
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activities, interactions, specific features):

Environment referred to within:	Learning Environment
Environment source of evidence:	Observation for ERS, documentation submitted for accreditation

Child Assessment (family child care)

Indicators in this section refer to processes in place to assess, observe or monitor children's development on a regular basis. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Child assessment indicators included:	No
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Staff qualifications (family child care)

Indicators in this section refer to specific educational or training requirements for staff. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Staff qualification indicators included:	Yes
Indicators for family child care providers include:	<p>Education, Training</p> <p>Great START education level for licensed providers.</p> <p>License-exempt family child care homes must apply for a particular Training Tier in order to participate in QRS.</p>
Family child care qualifications related to administration and management	No
Bachelors degree indicator for family child care provider:	No

Description:	<p><u>Licensed Providers</u></p> <p>Star 1: IDCFS License in good standing</p> <p>Star 2: 25 hours of training annually (<i>primary provider only</i>)</p> <p>Star 3: Current NAFCC accreditation in good standing or 30 hours of training annually (<i>primary provider only</i>)</p> <p>Star 4: Great START education Level 1 or above and all staff current certificate in CPR/First Aid.</p>
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License-exempt family child care homes

Must apply for a particular Training Tier in order

to participate in QRS.

Training Tier 1

Tier Contact Hours: 12

Required Training Modules:

- 3 hrs= Overview of child Development
- 3 hrs= Health Issues for Group Care
- 3 hrs= Nutrition Issues for Group Care
- 3 hrs= Safety Issues for Group Care

Training Tier 2

Tier Contact Hours: Tier 1 PLUS 12 contact hours

- 3 hrs= Observation and Guidance
- 3 hrs= Learning Happens in Relationships
- 3 hrs= Family and Community Relationships
- 3 hrs= Personal and Professional Development

Training Tier 3

Tier Contact hours: Tier 1 & 2 PLUS 24 contact hours

- 3 hrs= Child Growth & Development (Birth-8 mos.)
- 3 hrs= Child Growth & Development (8-18 mos.)
- 3 hrs= Child Growth & Development (18-36 mos.)
- 3 hrs= Preschool Child, Social & Emotional Development
- 3 hrs= Preschool Child, Physical Development
- 3 hrs= Preschool Child, Language Development
- 3 hrs= Preschool Child, Cognitive Development
- 3 hrs= School Age Development

Provider Qualification & Training

Staff qualifications source of evidence

Documentation submitted

Comments:

For more details on the Great START education levels, see the criteria at the end of this document.

Family Partnership (family child care)

Indicators in this section refer to activities and strategies to involve and engage families. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Family partnership indicators included:	Yes
Description:	<p>Indicators related to family partnerships are included in the Business Administration Scale (overlap with Administration and Community Involvement)</p> <p>Star 2: Programs receive information on the Business Administration Scale (BAS).</p> <p>Star 3: Current national accreditation in good standing OR BAS Rating of 4.25.</p> <p>Star 4: Current national accreditation in good standing AND a BAS Rating of 5.0.</p>
Family partnership referred to within:	Program Administration
Family partnership source of evidence:	Observation

Administration and Management (family child care)

Indicators in this section refer to features of the administration and management of the program. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Administration and management indicators included:	Yes
Description:	<p>Star 1: Programs receive information including professional development and program resources; developmental screening information.</p> <p>Star 2: Programs receive information on the Business Administration Scale (BAS).</p> <p>Star 3: Current national accreditation in good standing OR BAS Rating of 4.25.</p> <p>Star 4: Current national accreditation in good standing and BAS Rating of 5.0.</p>
Administration and management referred to within:	Program Administration
Administration and management source of evidence:	Documentation submitted, observation

Cultural/Linguistic Diversity (family child care)

Indicators in this section refer to provisions for responsiveness to cultural and linguistic diversity. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Cultural/Linguistic Diversity indicators are also included in the Environment Rating Scales which are used in some QRSs.

Cultural/linguistic diversity indicators included:	No
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Accreditation (family child care)

Indicators described in this section refer to accreditation by a national accrediting body. Accreditation is a process in which programs demonstrate that they meet standards set forth by the accrediting body. The standards are determined by the accrediting body. There is not a common set of standards used for early childhood program accreditation. Accreditation by the National Association of Family Child Care is a commonly included accreditation used in QRSs for family child care programs.

Accreditation included:	Yes
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If yes, accreditation is:	One criterion in the rating
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Comments:	At Star Level 3, accreditation is an option for the Learning Environment indicator. If a home is not accredited at Level 3, a program must achieve a specific score on the ERS for <i>Learning Environment</i> , as well as a Business Administration Scale (BAS) score for <i>Program Administration</i> . Accreditation is an option at Level 3, and a requirement at Level 4. At Level 4, programs need to have a score of 5.0 on ERS and BAS plus accreditation.
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Community Involvement (family child care)

Indicators described in this section refer to the type or frequency of involvement in the community. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>.

Community involvement indicators included:	Yes
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Comments:	Indicators related to community involvement included in the Business Administration Scale (BAS)
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Provisions for Children with Special Needs (family child care)

Indicators described in this section refer to provisions for children with special needs and the extent to which programs meet standards for inclusion of children with disabilities or other limiting conditions. All QRS quality indicators described in this profile are beyond those required by licensing. Details on the licensing requirements for a specific state can be found at: <http://nrckids.org/STATES/states.htm>. Provisions for Children with Special Needs indicators are also included in the Environment Rating Scales which are used in some QRSs.

Indicators that specify provisions for children with special needs included:	No
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Application Process

Information in this section describes specific features of the application process in the QRS.

Requires self-assessment tool:	No
Describe self-assessment tool:	Center administrators and licensed family child care providers are required to go through ERS training and are encouraged to use ERS materials for self-assessment.
Availability of preparatory process:	Yes
Describe preparatory process:	An orientation is required for the center administrator and the primary provider for both licensed and exempt family child care homes. The center administrator and the licensed home provider also must attend ERS training. If applying at star level 3 or 4, the center administrator must attend the PAS training and the licensed home provider must attend the BAS training.
Requires orientation:	Yes
Describe orientation :	Providers interested in applying to QRS must attend an orientation session prior to application. During this session, they learn about the statewide quality rating system including eligibility requirements, application process and supports/resources available.
	Less than two months for license- exempt family homes. 3 to 6 months for licensed programs.
Can apply for particular rating:	Yes
Describe apply for particular rating:	Licensed programs apply for the Star Level they feel is attainable. If the program is not eligible for the Star Level applied for, a QRS counselor will review all the documentation and determine if the program is eligible for a lower Star Level. License exempt home providers attend the required training and submit the application.

Outreach

This section describes the strategies that a QRS uses to disseminate information to parents, providers/programs, and the public.

Outreach to parents:	Yes
Method of outreach to parents:	Website
Outreach to providers:	Yes

Method of outreach to providers:	Website, written materials mailed out and disseminated through QRS contractors/partners
Outreach to public:	Yes
Method of outreach to public:	Website
Percent of budget dedicated to marketing:	None. However, there is some marketing through INCCRRA to providers.

Use of Observational Tools

The information in this section provides further detail about observational tools used in the QRS.

Observational tools used:	ECERS-R, FCCERS-R, ITERS-R, SACERS
Describe how scores are used in the rating:	<u>Licensed Centers and FCC</u> Star 1: ERS 3.0 Star 2: ERS 3.5 Star 3: ERS 4.25 Star 4: ERS 5.0
Frequency of observational assessment:	Every three years unless they re-apply, or are on a national accreditation timeline.
Method for choosing classrooms to observe:	Classrooms are chosen by random selection. A classroom must have at least 2/3 of maximum capacity in order to be assessed.
Percent of classrooms observed in child care centers:	33% of classrooms are observed, with a minimum of one classroom per age group.
Training for observers:	Initial trainers are trained by authors in North Carolina to become anchors. Anchors then train others to reliability.
Initial reliability required:	The initial reliability requirement is 80%.
Ongoing reliability required:	Anchor does reliability checks every 8 th visit.

Improvement Process

This section provides information about the strategies used to provide or support quality improvement in the QRS.

Training available that is linked to QRS:	Yes
Content of linked training:	Environmental Assessment, Program Administration Assessment/ Business Administration Assessment
Total duration of training:	5 to 10 hours (2 to 3 trainings) for licensed providers, 14 to 50 hours (at least five trainings) for license-exempt providers
Trainer approval process:	Yes

Target population for training:	All providers
Onsite assistance available that is linked to QRS:	Yes
Content of linked onsite assistance:	Environmental Assessment, Support in Navigating QRS
Onsite assistance frequency	As requested by provider
Length of onsite sessions	Varies
Total duration of onsite assistance:	Varies
Formal approval for onsite assistance provider:	No
Target population for onsite assistance:	All providers

Financial Incentives

A variety of strategies may be used to provide financial incentives to providers to participate in the QRS or to support quality improvement efforts. This section provides information about different financial incentives.

Tiered reimbursement: If a provider serves children eligible for the IDHS Child Care Assistance Program (CCAP) and is approved for QRS, they receive a quality add-on to the CCAP standard daily reimbursement rate for each CCAP child they care for.

Licensed Centers and FCC CCAP Rate

Star 1: 5%

Star 2: 10%

Star 3: 15%

Star 4: 20%

License-exempt FCC CCAP Rate

Tier 1: 10%

Tier 2: 15%

Tier 3: 20%

Quality award/bonus:	No
Startup award:	No
Scholarship (T.E.A.C.H)	The Gateways to Opportunity Scholarship Program is available.
Wage enhancement	Great START Wage Supplement Program is available.
Retention bonus:	Incentives for retention are available through the Gateways to Opportunity Professional Development Network.
Improvement grants:	Some grants are available, but they are not exclusive to QRS.
Comments on financial incentives:	The scholarship, wage enhancement, retention

bonus, and improvement grants are not incentives tied to QRS participation. Programs do not have to be rated to be eligible.

Administration Details

This section provides details about the QRS administration and funding.

QRS lead :	Illinois Department of Human Services
QRS lead type:	State agency
Overall funding amount for most recent fiscal year:	Information not available
Overall funding sources:	Child Care and Development Fund, Illinois Department of Human Services (IDHS)
Administration funding for most recent fiscal year:	Information not available
Administration funding source:	Child Care and Development Fund
Quality improvement funding for most recent fiscal year:	IDHS paid approximately \$7.3 million in CCAP quality add-ons in FY09 for QRS.
Quality improvement funding source:	Child Care and Development Fund, IDHS
Evaluation funding for most recent fiscal year:	N/A
Evaluation funding source:	N/A

Partners

This section provides information about the roles and responsibilities of partners in the QRS.

Partner 1 type:	University
Partner 1 name:	National Louis University
Partner 1 function:	Conducts observational assessments.
Work plan in place:	Yes
Partner 2 type:	Illinois Network of Child Care Resource & Referral Agencies (INCCRRA)
Partner 2 name:	Collect and validate information/documentation for QRS eligibility, provide technical assistance and quality improvement services, manage communication or information dissemination, and provide system navigation support.
Partner 2 function:	
Work plan in place:	Yes
Partner 3 type:	Child Care Resource and Referrals
Partner 3 name:	Coordinate and provide the QRS related trainings. In addition, QRS Specialists housed at the CCR&Rs provide technical assistance and help providers develop program improvement plans to be successful in the QRS process.
Partner 3 function:	

Work plan in place:	Yes
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Linkage of QRS with Other Systems

This section provides information about how the QRS is linked with other systems/standards including child care subsidies, professional development, state early learning guidelines, and core knowledge /competencies for providers.

Child care subsidies :	Yes
Description:	Providers must serve children receiving subsidies in order to participate. Add-ons for tiered reimbursements are available.
Professional development:	Yes
Description	Gateways to Opportunity
Incorporation of other standards:	No

Evaluation

Status of evaluation :	No formal evaluation to date.
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Key Contacts

Category :	Overall management
Contact name:	Megan Fitzgerald
Organization:	Illinois Department of Human Services
Email:	Megan.fitzgerald@illinois.gov
Phone:	

References

Illinois Department of Human Services (2010). Quality Rating System Training Tiers. License-Exempt Family Child Care Homes.

Illinois Department of Human Services (2010). Quality Rating System Star Levels Licensed Center-Based Programs.

Illinois Department of Human Services (2010). Quality Rating System- Star Levels Licensed Family Child Care Homes

Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) (2009). Quality Counts Quality Rating System Application for Illinois DCFS Licensed Family/Group Home Child Care Providers.

Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) (2009). Quality Counts Quality Rating System Application for Illinois DCFS Licensed Child Care Center-Based Programs.

Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) (2009). Quality Counts Quality Rating System Application for License-Exempt Family Child Care Providers.

Illinois Department of Human Services
Quality Rating System- Star Levels
LICENSED CENTERS

	★	★★	★★★	★★★★
CCAP Rate Add-on	5 percent	10 percent	15 percent	20 percent
Regulatory Compliance	*IDCFS license in good standing	*IDCFS license in good standing	*IDCFS license in good standing	*IDCFS license in good standing
Learning Environment	ERS Rating of <u>3.0</u>	ERS Rating of <u>3.5</u> Receive information packet on national accreditations	** Current national accreditation in good standing OR ERS Rating of <u>4.25</u>	**Current national accreditation in good standing AND ERS Rating of <u>5.0</u>
Program Administration	Receive information packet: professional development and program resources; developmental screening information	Receive information on the Program Administration Scale (PAS)	**Current national accreditation in good standing OR PAS Rating of <u>4.25</u>	**Current national accreditation in good standing AND PAS Rating of <u>5.0</u>
Staff Qualifications & Training***	10% of staff meet Great START education levels (for Great START eligible positions)	20% of staff meet Great START education levels (for Great START eligible positions)	25% of <u>teaching</u> staff meet Great START education levels for teachers.	30% of <u>teaching</u> staff meet Great START education level 6 or above for teachers. 30% of staff have current certification in CPR & First Aid

* Day Care Information Line is contacted for violations.

** Level 3 & 4: Recognized national accreditations are: National Association of the Education of Young Children (NAEYC), National Early Childhood Program Accreditation (NECPA), National Association of Child Care Professionals (NACCP), National AfterSchool Association (NAA). Validation by the Administration of Children and Families as in compliance with the Head Start Program Performance Standards (HSPPS) may also be accepted if a program site was visited during last review. If various age groups are cared for, must have a minimum of one national accreditation for the largest age group(s) in care.

***Staff is defined as permanent full time or part time, not substitute or temporary.

Illinois Department of Human Services
Quality Rating System- Star Levels
LICENSED FAMILY CHILD CARE HOMES

	★	★★	★★★	★★★★
CCAP Rate Add-on	5 percent	10 percent	15 percent	20 percent
Regulatory Compliance	IDCFS license in good standing *	IDCFS license in good standing *	IDCFS license in good standing *	IDCFS license in good standing *
Learning Environment	ERS Rating of <u>3.0</u>	ERS Rating of <u>3.5</u> Receive information on National Association for Family Child Care (NAFCC) accreditation	Current NAFCC accreditation in good standing OR ERS Rating of <u>4.25</u>	Current NAFCC accreditation in good standing AND ERS Rating of <u>5.0</u>
Program Administration	Receive information packet: professional development and program resources; developmental screening information	Receive information on Business Administration Scale (BAS)	Current NAFCC accreditation in good standing OR BAS Rating of <u>4.25</u>	Current NAFCC accreditation in good standing AND BAS Rating of <u>5.0</u>
Provider Qualifications & Training	Meet IDCFS Licensing Standards	25 hours of training annually** (primary home provider only)	Current NAFCC accreditation in good standing OR <u>30</u> hours of training annually (primary home provider only)	Great START education Level 1 or above AND all staff current certificate in CPR & First Aid.***

* Day Care Information Line is contacted for violations.

** Definition & examples of accepted training on INCCRRA website.

*** All staff defined as permanent full time and part time, not substitute or temporary.

Illinois Department of Human Services
Quality Rating System- Training Tiers
LICENSE-EXEMPT FAMILY CHILD CARE HOMES

			TRAINING TIER 3
CCAP Rate Add-On	10%	15%	20%
Tier Contact Hours	12 contact hours	Tier 1 PLUS 12 contact hours	Tiers 1 & 2 PLUS 24 contact hours
Required Training Modules	3 hrs = Overview of Child Development	3 hrs = Observation and Guidance	3 hrs = Child Growth & Development, (Birth – 8 mos.)
	3 hrs = Health Issues for Group Care	3 hrs = Learning Happens in Relationships	3 hrs = Child Growth & Development, (8 – 18 mos.)
	3 hrs = Nutrition Issues for Group Care	3 hrs = Family and Community Relationships	3 hrs = Child Growth & Development, (18 – 36 mos.)
	3 hrs = Safety Issues for Group Care	3 hrs = Personal and Professional Development	3 hrs = Preschool Child, Social & Emotional Development
			3 hrs = Preschool Child, Physical Development
			3 hrs = Preschool Child, Language Development
			3 hrs = Preschool Child, Cognitive Development
			3 hrs = School Age Development

NOTES:

- To receive the listed CCAP rate add-on, a provider must complete Training Tiers in order.
- A provider must complete training in any one tier within a 2-year timeframe.
- The quality add-on takes effect the month after a provider is found eligible for a Training Tier.
- All 3-hour training modules are part of the Level 1 Credential training.
- Completion of all three Training Tiers will result in award of the Gateways to Opportunity Level 1 Credential.

Great START Education Levels

For QRS, the Education qualifications used are showed in this weighted supplement scale:

Level	Option	Education	Eligibility(2)
1		6 semester (9 quarter) hours in ECE/CD (1)	A/FCC
2	A	CDA	A/FCC
2	B	CCP	A/FCC
2	C	Montessori Credential (AMS or AMI)(4)	A/FCC
2	D	12 sem hrs (18 qtr) towards a degree (9 sem hrs in ECE/CD)	A/FCC
3	A	24 sem. (36 qtr) hrs towards an Associates Degree in ECE/CD	A/FCC/G
3	B	24 sem. (36 qtr) hrs related field (9 sem hrs ECE/CD)	A/FCC/G
3	C	CDA/CCP/Montessori Credential + 12 sem (18 qtr) hrs towards a degree	A/FCC/G/T
4	A	Approved Community College Early Childhood Certificate	A/FCC/G
4	B	36 sem. (54 qtr) hrs towards Associates Degree in ECE/CD	A/FCC/G
4	C	36 sem. (54 qtr) hrs towards a degree in related field (12 sem hrs in ECE/CD)	A/FCC/G
5	A	48 sem. (72 qtr) hrs towards Associates Degree in ECE/CD	A/FCC/G
5	B	48 sem. (72 qtr) hrs towards a degree in related field (15 sem. hrs in ECE/CD)	A/FCC/G
5	C	Associates Degree with non ECE/CD major (15 sem (22 qtr) hrs in ECE/CD)	A/FCC/G/T
5	D	60 sem. (90 qtr) hrs towards a degree in unrelated field (15 sem. hrs in ECE/CD)	A/FCC/G/T
6	A	Associates Degree in ECE/CD	A/FCC/G/T/D
6	B	Associates Degree in any field with 18 sem (27 qtr) hrs in ECE/CD; (21 sem hrs for Dir.)	A/FCC/G/T/D
6	C	60 sem. hrs (90 qtr) towards a degree in ECE or related field (15 sem hrs ECE/CD; 21 sem hrs for Dir.)	A/FCC/G/T/D
6	D	90 sem. hrs (134 qtr) towards a degree in an unrelated field (15 sem. hrs in ECE/CD; 21 sem hrs for Dir.)	A/FCC/G/T/D
6	E	Illinois Directors Credential I	A/FCC/G/T/D
7	A	72 sem. hrs (107 qtr) towards Bachelors Degree	A/FCC/G/T/D

		in ECE/CD (18 sem hrs in ECE/CD; 21 for Dir.)	
7	B	90 sem. hrs (134 qtr) towards a Bachelors Degree in related field (18 sem hrs in ECE/CD; 21 for Dir.)	A/FCC/G/T/D
7	C	Bachelors Degree in unrelated field (18 sem (27 qtr) hrs in ECE/CD; 21 sem hrs for Dir.)	A/FCC/G/T/D
8	A	90 sem. hrs (134 qtr) towards a Bachelors Degree in ECE/CD (24 sem hrs. (36 qtr) hrs in ECE/CD)	A/FCC/G/T/D
8	B	Bachelors Degree in related field (24 sem (36 qtr) hrs in ECE/CD)	A/FCC/G/T/D
8	C	Bachelors Degree in unrelated field (30 sem (45 qtr) hrs in ECE/CD)	A/FCC/G/T/D
8	D	Illinois Directors Credential II	A/FCC/G/T/D
9	A	Bachelors Degree in ECE/CD	A/FCC/G/T/D
9	B	Masters Degree in unrelated field (30 sem (45 qtr) hrs in ECE/CD)	A/FCC/G/T/D
10	A	Masters Degree in ECE/CD	A/FCC/G/T/D
10	B	Illinois Directors Credential III	A/FCC/G/T/D