

# Family Child Care Credential Pilot

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## Final Report

June 2016





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# History of the Gateways Family Child Care Credential

Family child care providers have professional development needs that are significantly different than the center based workforce (inclusive of teachers/teacher assistants and program directors/administrators). Family child care providers operate a business within their home while providing early and school-age care and education to children in a distinct family setting and environment. Many family child care providers who choose this career pathway are strong advocates for professional recognition and development. According to 2015 data from Child Care Aware, Illinois has one of the largest workforce populations of licensed family child care providers in the nation. Family child care providers began advocating for the development of a Family Child Care Credential to meet their unique needs around 2005.

Currently, there are around 9,000 Illinois Department of Children and Family Services (IDCFS) licensed family child care providers. There are approximately 75,000 license exempt family child care providers in Illinois who received Child Care Assistance Payments (CCAP) based on FY15 data. In a typical month, around 20,000 of these providers receive CCAP.

Gateways to Opportunity,<sup>®</sup> Illinois Professional Development System, includes a range of Credentials for the early and school-age care and education workforce. The Gateways Illinois Director Credential (IDC), designed for center based program administrators/directors, was established in 2001, with the ECE and Infant Toddler Credentials launching in 2007. Although there is applicability within these Credentials for the family child care provider workforce, these Credentials did not recognize the unique needs and specificity of family child care. After several years of dialogue and thoughtful deliberation, the Illinois Department of Human Services (IDHS) asked INCCRRA to convene a statewide focus group in 2012 of family child care providers to discuss the need for a Family Child Care Credential.

In preparation for a statewide focus group, during the fall of 2011 INCCRRA designed and conducted a survey to gauge interest in developing a Credential specific to family child care providers. This survey was emailed to approximately 5,000 family child care providers in the Gateways to Opportunity Licensed Family Child Care Provider Database. Data collected from the survey was analyzed in January of 2012. Findings indicated that 64% of survey respondents believed a Credential specific to family child care providers was needed.

Of key interest was ascertaining whether the Gateways to Opportunity Illinois Director Credential (IDC) could also meet the needs for family child care providers. During the decade from 2001 – 2011, many family child care providers applied for the Gateways IDC. The IDC was intentionally designed to validate the skills and knowledge required of center based program administrators. Data from the INCCRRA Data Tracking Program (DTP) which collects statewide Credential data, was gathered to answer the question as to whether the IDC was an effective Credential for family child care providers. Data collected from family child care providers who applied for an IDC clearly demonstrated there was a lack of alignment between the uniqueness of family child care providers and IDC component requirements. Both DTP and survey data showed evidence that the administrative requirements for the Illinois Director Credential were not responsive to the needs of the family child care provider workforce.

Under the direction of IDHS, on February 29, 2012, INCCRRA convened a statewide focus group comprised of family child care providers and other key individuals to further discussions related to potential development of a Credential for family child care providers. This statewide meeting included representation from several key groups:

- Family Child Care Providers
- Illinois Department of Human Services (IDHS)
- Child Care Resource and Referral (CCR&R)
- Higher Education Faculty
- Family Child Care Associations

The purpose of the statewide focus group was to consider the unique needs of family child care providers and review survey and other related data to determine if there was a need for a specific Credential to address this workforce. After much discussion, unanimous agreement was reached that a Credential distinctly designed for family child care providers was needed. Participants in the focus group clearly identified there was a need for a Credential to reflect the unique home business aspect and distinct environment of family child care, as well as raise awareness of family child care as a distinct profession.

The group came to consensus on these distinctive attributes of family child care:

- Family/home atmosphere and environment
- Combined personal and professional space
- Caregiver consistency
- Care for mixed age groups
- Provider is everything rolled into one position (accountant, nurse, cook, teacher, etc...)
- Administration—may be individual or with staff
- Environments, space is unique because each home is different
- Many providers work in isolation and have a strong need for networking with other providers
- Family child care providers are self-employed small business owners

As a result of this statewide focus group, a Family Child Care Credential Leadership Team was established. Co-Chairs for the Family Child Care Credential Leadership Team were identified as Diana Rosenbrock, Professional Development Coordinator at Collaboration for Early Childhood in Oak Park, and Maria Gandara, Family Child Care Provider in Chicago.

A Letter of Request was sent to the Illinois Department of Human Services (IDHS) on June 19, 2012 from the Family Child Care (FCC) Credential Leadership Team. The FCC Credential Leadership Team formalized the request to create a Family Child Care Credential as a part of Gateways to Opportunity, Illinois Professional Development System (Appendix A).

In August 2012, Gina Ruther, Acting Child Care Bureau Chief for the Illinois Department of Human Services (IDHS), finalized and signed approval for the development of a Family Child Care Credential to become part of Gateways to Opportunity, Illinois Professional Development System, administered by INCCRRA (Appendix B). The Gateways Family Child Care Credential would need to meet parameters and requirements as set forth by the Professional Development Advisory Council (PDAC), convened and

coordinated by INCCRRA, to ensure consistency in Credentials embedded within the state professional development (PD) system. Leadership would be provided by the Family Child Care Credential Committee and integrated within the existing PDAC structure. Effective October 2012, the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development wrote the Family Child Care (FCC) Credential into the Administrative Code. This administrative language was finalized and approved in 2010, effective retroactively to July 2009 (Appendix C).

The Family Child Care Credential Leadership Team evolved to become the Family Child Care Credential Ad-Hoc Committee under the direction of the Qualifications and Credentials (QC) Committee of PDAC. The mission of PDAC is to develop, support, and promote professional development systems for all early care and education, school-age, youth development, and family support practitioners. The goal of the QC Committee is to review, develop, and implement Credentials. A work plan and timeline for development of a Family Child Care Credential were designed pending secured funding (Appendix D).

## Credential Development

In November 2012, the PDAC FCC Credential Ad Hoc Committee began reviewing the process of Gateways Credential development. The Committee reviewed the Summary of Recommendations by the PDAC Steering Committee to IDHS regarding Career Lattice/Framework requirements for Credentials to become part of the Gateways system. Using existing Gateways to Opportunity Credentials to build new Credentials strengthens the work and helps to maximize IDHS resources.

The FCC Credential Committee brainstormed potential audiences for the proposed Gateways Family Child Care Credential, including but not limited to:

- Family Child Care Providers
- Family Child Care Assistants
- Licensed Family Child Care Providers
- License Exempt Family Child Care Providers
- Former providers working elsewhere in the field
- Licensing Representatives
- Coordinators – Home Network Coordinators
- CCR&R Staff
- Early Head Start Staff

All Gateways to Opportunity Credentials are based on seven Content Areas. These areas identify the knowledge, skills, and dispositions that ensure all practitioners are highly qualified to educate, nurture, and meet the needs of children and families in Illinois. The seven Content Areas are (Appendix E):

- Human Growth and Development
- Health, Safety, and Well-Being
- Observation and Assessment
- Curriculum or Program Design
- Interactions, Relationships, and Environments
- Family and Community Relationships

- Personal and Professional Development

Gateways Credentials may have additional Content Areas that meet specific needs of Credential audiences. In early 2013, the FCC Credential Committee began determining the need for family child care specific Content Areas. The Committee reviewed several resources to ensure key concepts of these established programs are represented in the Content Areas:

- Foundations of Family Child Care (training offered through Illinois Trainers Network)
- National Association of Family Child Care (NAFCC) Accreditation Standards
- New York State Association for the Education of Young Children Family Child Care Competencies
- Family Child Care Environment Rating Scale (FCCERS)
- Business Administration Scale (BAS)
- Gateways Illinois Director Credential (IDC) Content Area Descriptors
- Gateways ECE Credential Level 1
- Gateways SAYD Credential Level 1
- Gateways ECE and Infant and Toddler Credential (ITC) Content Area Descriptors and Benchmarks/Competencies

Based on this review, the Committee developed guidance for the Content Areas and corresponding descriptors to address the unique needs and qualities of family child care providers (Appendix E):

- Advocacy
- Technology
- Business
- Family Child Care Environment Management

The FCC Credential Committee recognized the lack of college coursework and quality trainings specific to family child care. Historically, development of Gateways Credentials has positively influenced the development of coursework at higher education institutions across the state. One goal in developing the Family Child Care Credential was to increase access and development of family child care coursework and trainings. The Gateways infrastructure is in place to partner with higher education in piloting Credentials. Trainings would also need to be developed to meet the Content Areas developed for the Family Child Care Credential.

On July 1, 2013, Illinois received a supplemental funding award for its Race to the Top (RTT) Early Learning Challenge Grant awarded in Round 2. The original RTT grant, awarded December of 2012, was for the timeframe of January 1, 2013 through December 31, 2016. The original grant application indicated four types of projects and programs including:

- Preparing students for college and career
- Building state capacity and support
- Building a workforce of highly effective teachers and leaders
- Building data systems that measure student success

This supplemental funding award, which began July of 2013, was a significant catalyst to the advancement of workforce Credentials in Illinois. The Governor's Office of Early Childhood (GOECD) worked with the Illinois Early Learning Council to gain approval to utilize a portion of the supplemental



funding to support the development, statewide piloting, and implementation of three new Credentials for the early care and education workforce:

- Family Child Care Credential
- Family Specialist Credential
- Technical Assistance Credential

The Governor's Office of Early Childhood Development contracted with INCCRRA to finalize the development and piloting of these new Gateways Credentials. The RTT supplemental funding was a critical resource to advancing the Family Child Care Credential, including costs for the statewide pilot and implementation. The FCC Credential Committee reviewed and adjusted the Credential development timeline in the summer of 2013 based on funding secured by the state's Race to the Top Early Learning Challenge grant deliverables. This funding put the development of the Gateways FCC Credential on the fast track.

On September 21, 2013, the FCC Credential Committee recommended the approval of the four Family Child Care Credential Content Areas. These four Content Areas were reviewed and approved for pilot by the PDAC Qualifications and Credentials (QC) Committee on October 4, 2013, followed by the PDAC Steering Committee on October 16, 2013, to become the cornerstone of the Gateways Family Child Care Credential.

In November 2013, there was a change in leadership; Sandra Cole, Family Child Care Provider from Springfield joined Diana Rosenbrock as co-chair of the Family Child Care Credential Committee.

From fall 2013 through spring of 2014, the FCC Credential Committee began developing the Family Child Care Credential Framework. The FCC Credential Framework was designed using existing Gateways Credential Frameworks as proven models. After much discussion and research, the Committee used the Illinois Director Credential (IDC) Framework as the template for this Credential. The Family Child Care Credential Framework includes education and training in the ECE and/or School-Age Content Areas as well as the previously mentioned Family Child Care Content Areas (Advocacy, Technology, Business, and Family Child Care Environment Management). It also includes work and practical experience in ECE and/or School-Age Settings and Family Child Care Environments, and professional contributions (Appendix F).

After much discussion in December 2012, and with direct guidance from IDHS, the Committee came to agreement that this Credential would be inclusive of both licensed and license exempt providers. When determining the age range for this Credential, the Committee examined IDCFS licensing requirements for family child care homes. In alignment with the IDC, the Committee decided to be inclusive of children, birth through 12 years of age.

The Committee discussed whether there was a need to develop a Gateways Family Child Care Credential Level 1, which would be a series of trainings similar to the ECE Credential Level 1 and SAYD Credential Level 1. After an in-depth review of the content, it was determined that ECE Credential Level 1 and SAYD Credential Level 1 meet the needs for someone entering the field and should be utilized as the base of the Gateways Family Child Care Credential. The Child Development Associate (CDA), Certified Childcare

Professional (CCP), and Montessori Credential (American Montessori Society) were also reviewed, and the Committee determined that they provide the necessary foundational knowledge for the Family Child Care Credential Level 2. These professional achievements should be acknowledged on the FCC Credential Framework.

In February 2014, Dr. Marie Masterson, Assistant Professor at Dominican University and Lisa Ginot, Assistant Director of Instruction with Erikson Institute's Early Math Collaboration and former Family Child Care Provider were hired as consultants to write the Gateways Family Child Care Credential Content Area descriptors and benchmarks/competencies. With direct guidance and oversight from the FCC Credential Committee, the consultants developed Content Area descriptors, performance area indicators, and knowledge, skills, and dispositions for Levels 2-4 and Level 5 of the Gateways Family Child Care Credential. This was a multi-step process involving several drafts, reviews, and revisions. These documents guide faculty at both two- and four-year higher education institutions with developing coursework that aligns with Credential requirements. The consultants also cross-walked the benchmarks/competencies to align with the Illinois Professional Teaching Standards (IPTS) and National Association for the Education of Young Children (NAEYC) Standards (Appendix G).

Post pilot, updates were made to the benchmarks/competencies to include Leadership in the Advocacy Content Area (Appendix H).

The existing Gateways to Opportunity Professional Development System recognizes the importance of both college coursework and trainings. In order for a training to be counted towards a Credential, it must meet the following quality criteria:

- The training must be over 7.5 hours in length; to allow for depth of content
- Focus on one Content Area
- Include an assessment component

Since coursework specific to family child care is not readily available statewide, inclusion of training in the FCC Credential Framework will allow providers flexibility in how they meet the education requirements. Including trainings may also drive the development of new trainings specific to family child care. The Committee felt it was important to include trainings at all levels of the FCC Credential to gain education required. The PDAC Steering Committee met on May 15, 2014 and provided guidance in relationship to the total amount of training that can count towards a Credential. This guidance was used by the FCC Credential Committee to determine how many points would be allowed from training at each level of the Credential:

- "Credential Approved Training not to exceed 30% of total points in "Education and Training" component area(s) OR not to exceed 6 points in one "Education and Training" component area."

On May 23, 2014, the FCC Credential Committee finalized the FCC Credential Framework and benchmarks/competencies and moved forward recommendations for the pilot. These recommendations were approved by PDAC Qualifications and Credentials (QC) Committee on June 4, 2014 followed by approval from the PDAC Steering on June 13, 2014, for purposes of the FCC Credential pilot.

# Gateways Credential Pilot Requirements

Gateways Credential pilots are conducted using these guidelines:

- Pilot must test both ways of achieving a Gateways Credential (Direct Route and Entitled Route as outlined in Administrative Rule—Section 50.730):
  - Direct Route: Gateways Credential pilots will include professionals working in the field who submit an application, college transcripts and portfolio which includes verified work experience and professional contributions.
  - Entitled Route: Gateways Credential pilots will include Higher Education Institutions who design programs/coursework to meet Credential requirements. Individuals who take these courses can apply to receive a Credential based on completion of this coursework.
- Pilot must be conducted “statewide” and ensure a geographically and ethnically diverse workforce sample.
- The pilot should “test” all levels of the Credential.
- Higher Education Institution “Entitlement” is awarded for three years.
  - Pilot institutions will have 3 years to modify program/coursework to meet any changes resulting from the pilot findings.

## Pilot Implementation

### Direct Route

In spring 2014, marketing tools were developed to share information about the Gateways FCC Credential pilot with providers throughout the state.

The Gateways Family Child Care Credential is a symbol of professional achievement. The FCC Credential approved Content Area descriptors, performance area indicators, knowledge, skills and dispositions as well as benchmarks/competencies, validates those who work in family child care, have the education and knowledge required to:

- Create a unique, high quality learning environment for children that accommodates multi-age groups
- Establish and maintain a successful home-based business
- Support the developmental needs of children
- Implement a developmentally appropriate curriculum
- Develop and maintain respectful, positive relationships with children and families

During August 2014, marketing for the Gateways Family Child Care Credential pilot began (Appendix I). Statewide messaging included: Committee member announcements, flyers, email blasts, presentations from Gateways staff, and word of mouth. Over 400 individuals contacted Gateways staff for information regarding the FCC Credential pilot and were sent an application. Upon receipt of the FCC Credential application welcome letters and additional information detailing FCC Credential requirements were sent (Appendix J). Each applicant was asked to submit official transcripts, training certificates and descriptions, professional contributions, and work experience in ECE and/or School-Age as well as work experience in family child care.

The initial goal was to have at least 100 direct route participants in the pilot. Between August 2014 and March 2016, 300 direct route pilot applications were received. Representation included; new and seasoned family child care providers, licensed and license exempt providers, assistants, and those in a support role for providers.

Education and training is a critical requirement to attain the FCC Credential. Credential applicants are required to submit official transcripts verifying coursework as part of the Credential application process. Course descriptions and/or syllabi for each course with applicability to FCC Credential education requirements were identified and gathered to share with the FCC Credential Committee for in-depth review and analysis. To support the large number of courses that needed to be reviewed, a subcommittee comprised of Committee members and higher education faculty met bi-weekly to review course descriptions for every course and training an applicant completed. The Committee used the Gateways FCC Credential Content Areas and benchmarks/competencies to analyze each course's content from accredited colleges and universities. From February 2015 through March 2016, the Committee met monthly, reviewing and categorizing over 1,600 courses and trainings.

Experience in family child care settings was critical to attain the FCC Credential. The Committee had decided that work experience could come in part from center care and part from family child care or could all be from family child care. During the pilot, 100% of work experience submitted for Committee review came from experience in family child care settings. The Committee decided to allow a combination of work experience to be inclusive of those that have transitioned to or from other work environments as well as to support higher education is providing practicums.

In January 2015, the FCC Credential Committee wanted to recognize and value key trainings in the state by integrating them into the FCC Credential. The Committee felt it was important to support family child care providers in their participation in professional development and ExceleRate® Illinois. They reviewed ExceleRate Illinois Bronze Circle training requirements for family child care. The majority of the trainings are offered online and in both English and Spanish. After careful review, a motion was made to allow completion of the ExceleRate Bronze Circle trainings in their entirety to be considered comparable to three points of education and training in the Family Child Care column at Level 2. The Committee submitted a recommendation to test this through the pilot. This recommendation was approved by PDAC Qualifications and Credentials Committee on February 12, 2015 and PDAC Steering Committee on March 19, 2015.

In June 2015, the Committee reviewed Credential applications and awarded the first Gateways Family Child Care Credentials. Required documentation for the Credential included official transcripts that verified education and training or college coursework in ECE and/or School-Age and Family Child Care Content Areas, ECE and/or School-Age and Family Child Care related work experience and professional contributions. Each applicant was given a unique identification number based on the order in which their application was received. Note: An updated work and practical experience form was created and implemented for testing in February 2016. The goal in revising the form was to streamline the process (Appendix K).

Professional contributions are defined within administrative rule as ways that Credential applicants

demonstrate leadership through active engagement in professional endeavors beyond the scope of their job descriptions. Effective January 12, 2015, it was decided that professional contributions would be required for the renewal of Gateways Credentials, but not to attain or earn an initial Credential. However, professional contributions should be “tested” during the pilot phase to ensure relevance.

During the last six months of 2015, the Committee awarded a total of 35 Family Child Care Credentials to direct route participants who included professional contributions as part of their application. This allowed the Committee to “test” the professional contribution component with a wide range of applicants. As of November 14, 2015, 167 FCC Credential applications included official transcripts, from which 35 (21%) had been awarded a Credential that included a review and test of professional contributions. The Committee decided the professional contributions component was sufficiently tested and exceeded a 20% threshold. Effective November 14, 2015 the FCC Credential Committee began approving FCC Credential eligibility based on education, training and work experience with professional contributions no longer required for initial Credential attainment.

Effective November 14, 2015 the Family Child Care Credential Committee began approving Credential eligibility based on education, training and work experience with professional contributions no longer required.

Between November 2015 and June 2016, 66 additional Gateways Family Child Care Credentials were awarded to professionals that applied before the March 31, 2016 deadline.

FCC Credential Levels	Professional Contributions June 2015–November 2015	Without Professional Contributions November 2015–June 2016	Total
Level 2	12	38	50
Level 3	9	14	23
Level 4	13	11	24
Level 5	1	3	4
<b>Total</b>	<b>35</b>	<b>66</b>	<b>101</b>

### Entitled Route

In June 2014, statewide messaging and Request for Proposals (RFP) were shared with two- and four- year higher education institutions throughout Illinois requesting their participation in the Gateways Family Child Care Credential pilot (Appendix L).

As part of the RFP, faculty completed a matrix demonstrating how their coursework would meet Credential competencies and requirements. The matrix submitted could include both coursework in existence, as well as new coursework that faculty designed specifically to meet Credential requirements for the pilot. From the RFP’s submitted and reviewed, the Committee selected the following six institutions to participate in the Entitled Route Family Child Care Credential pilot:

Harper College – Palatine

- Family Child Care Credential Levels 2-4

Parkland College – Champaign

- Family Child Care Credential Levels 2-4

Oakton Community College – Des Plaines

- Family Child Care Credential Levels 2-4

St. Augustine College – Chicago

- Family Child Care Credential Levels 2-4

National Louis University – Chicago

- Family Child Care Credential Level 5

Rockford University – Rockford

- Family Child Care Credential Level 5

As of June 2016, 28 total Entitled Route students applied for the Family Child Care Credential from which 11 have been awarded.

Entitled FCC Credential	Awarded	Institution
Level 2	5	Harper College, Oakton Community College, St. Augustine College
Level 3	1	Harper College, St. Augustine College
Level 4	5	St. Augustine College
Level 5	0	
<b>Total</b>	<b>11</b>	

Family Child Care Credential Entitled Applicants	
Awarded Credential (see above)	11
Currently Awaiting Committee Approval	0
Currently Enrolled In/Taking Coursework	17
Currently Ineligible – Need to take additional coursework or training/not yet enrolled	0
<b>Total</b>	<b>28</b>

In order to meet the unique needs of family child care providers and provide accessibility to coursework for the FCC Credential, institutions provided innovative opportunities to ensure success of their students.

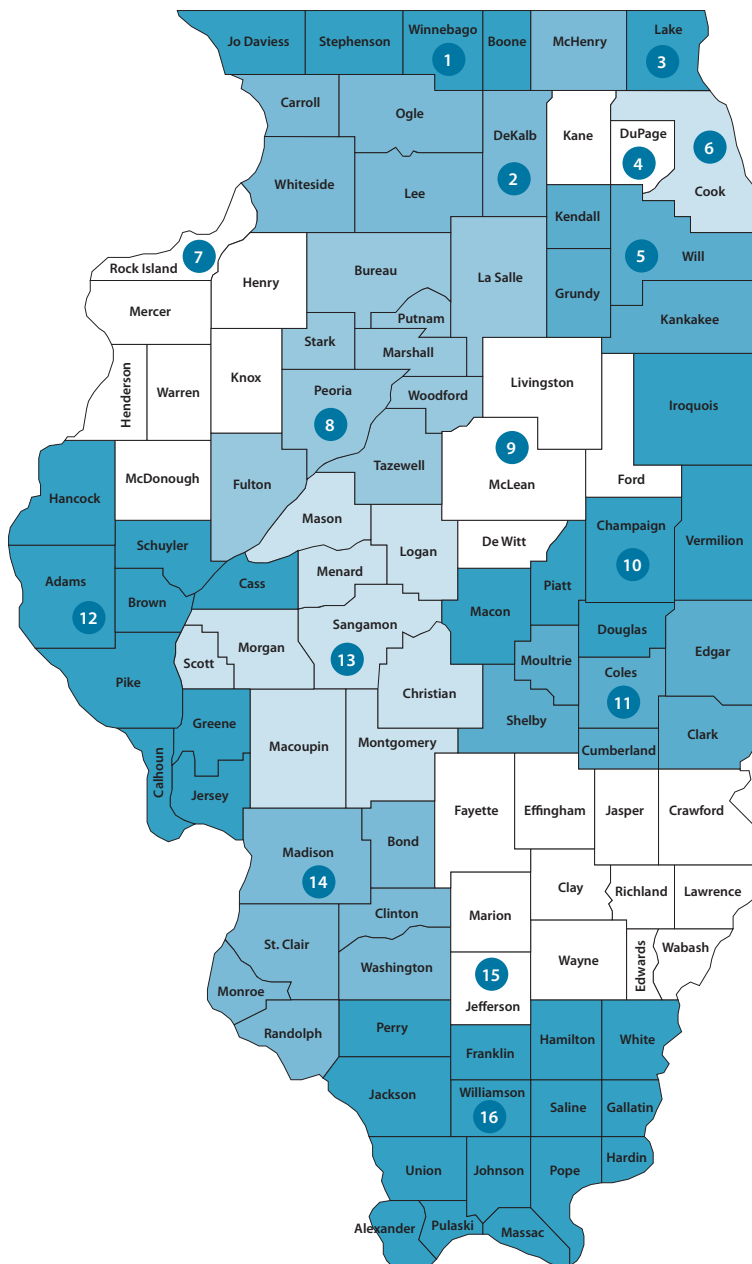
One institution tested a cohort model. There were in person and online components to accommodate the needs of family child care professionals who work long hours and often have difficulty making it to class. The cohort group consisted of approximately 25 students including family child care providers and center teachers/administrators. During the cohort, students will be able to complete their Bachelor’s degree and receive three Credentials. These three are: ECE Credential Level 5, Infant Toddler Credential Level 5, and either Illinois Director Credential Level I or II OR FCC Credential Level 5. Due to the timeline they are working under, most students will be completing the cohort in fall 2016 – winter 2017 quarters.

Another institution offered a course specific to family child care business and environment completely online. This online format allowed applicants from all over the state an opportunity to access family child care specific coursework. Many direct route applicants took advantage of this course to fulfill education requirements for the Credential.

## Diversity of FCC Credential Pilot Applicants

### Geographic Diversity

The state of Illinois is comprised of Child Care Resource and Referral (CCR&R) Agencies. Each CCR&R represents a grouping of counties in the state, referred to as a service delivery area (SDA). Using the 16 SDAs as a geographic lens, the chart below shows that Gateways Family Child Care Credential pilot applicants had excellent statewide geographic representation.



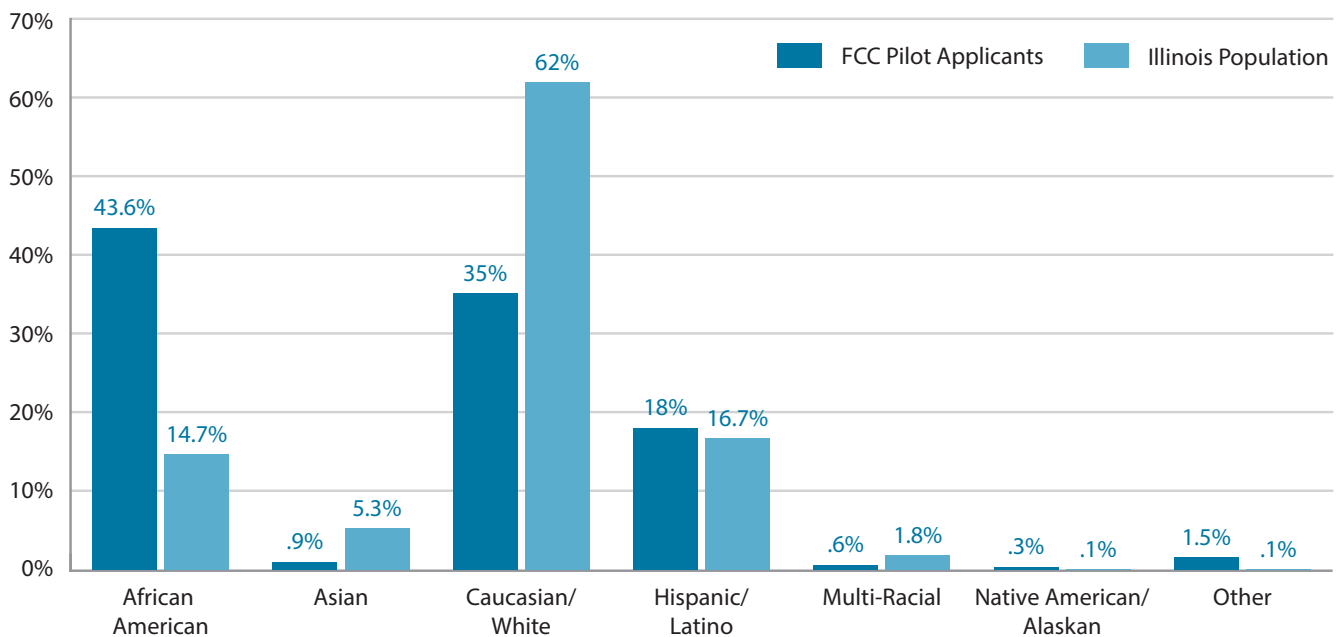
SDA	Total Applied	Awarded
1	4	1
2	12	7
3	14	6
4	5	3
5	6	1
6	174	66
7	9	3
8	3	0
9	16	4
10	16	2
11	0	0
12	4	0
13	29	7
14	8	4
15	19	6
16	8	2
N/A	1	0
<b>Total</b>	<b>328</b>	<b>112</b>

## Ethnic Diversity

Pilot applicants were also ethnically diverse. More than 60% of the professionals in Illinois who earned a Gateways Family Child Care Credential during the pilot were of ethnic minority. Compared to the state of Illinois, the minority population surpassed the majority in successfully obtaining a Family Child Care Credential.

FCC Credential Applicants	African American	Asian	Caucasian/ White	Hispanic/ Latino	Multi-Racial	Native American/ Alaskan	Other	Total
<b>Total</b>	143	3	115	59	2	1	5	328
<b>Percent</b>	43.6%	0.91%	35.06%	17.99%	0.61%	0.31%	1.52%	100%

## Ethnic Diversity of Family Child Care Credential Pilot Applicants Compared to Illinois Population



Source: [www.infoplease.com/us/census/data/illinois/demographic.html](http://www.infoplease.com/us/census/data/illinois/demographic.html)

## Gender

Applicants for the Gateways Family Child Care Credential were 94% female. This is comparable to the early childhood education workforce as a whole. Male applicants totaled 6% for the Credential which was much higher than the total average of men in ECE roles for the state of Illinois. According to Gateways Registry data, males equal about 3% of the early childhood workforce in Illinois. It is not uncommon in family child care homes to have husband and wife teams working together, and the entire family directly involved in the business.



FCC Credential Applicants	Female	Male	Total
Total	310	18	328
Percent	94%	6%	100%

## Age Range

In Illinois, the average age for workers in licensed center-based settings is 37 and the average age for licensed family child care providers is 46. During the pilot, 36% of applicants for the Gateways Family Child Care Credential were within this range.

FCC Credential Applicants	18-24	25-34	35-44	45-54	55-64	65-74	75 +	Other	Total
Total	5	41	77	118	68	16	2	1	328
Percent	1.52%	12.5%	23.47%	35.98%	20.73%	4.88%	0.61%	0.31%	100%

## FCC Credential Pilot Survey

During December 2015, a wide range of survey questions were developed by the FCC Credential Committee. The survey was designed to validate different aspects of the FCC Credential requirements and to capture information from participants to inform adjustments that might be needed prior to statewide implementation. It was designed to gather input from multiple perspectives: applicants who did (and did not) receive a Credential, and for applicants who applied either direct route or entitled route. A variation of the survey was developed for the higher education faculty who implemented the pilot at their institutions. The survey was initially sent to Family Child Care Credential applicants and faculty on February 23, 2016. Reminders to complete the survey were sent on March 1, 2016 with a completion date of March 6, 2016. Responses were categorized and analyzed as follows.

### Direct Route

When the survey launched on February 23, 2016, 55 Gateways Family Child Care Credentials had been awarded via the direct route. The response rate for this group was 65% (36) completed the survey. There were 193 applicants with pending applications, of which 29% (56) completed the survey. This gave a total overall response rate of 37% (92) completing the survey (see chart below). The survey was closed on March 8, 2016.

### Have you been awarded a Gateways Family Child Care Credential?

Response	Percentage	Count
Yes	39%	36
No	61%	56
Total		92

FCC Credential Direct Route - Combined

Applicants who answered yes to having been awarded the FCC Credential were then prompted to respond to which level they received and ease of Credential attainment. Although the majority of respondents that earned their Credential had received Level 2, there were responses for every Credential level tested during the pilot. The overall experiences of applying for the Credential were positive with 86% of those that earned the FCC Credential stating that it was an easy to neutral process.

### At what level?

Response	Percentage	Count
FCC Credential Level 2	41.6%	15
FCC Credential Level 3	27.8%	10
FCC Credential Level 4	27.8%	10
FCC Credential Level 5	2.8%	1
<b>Total</b>		<b>36</b>

FCC Credential Direct Route - Awarded

### Please rate the direct route pilot Credential experience from easy to difficult.

Response	Percentage	Count
Easy	27.8%	10
Somewhat Easy	30.5%	11
Neutral	27.8%	10
Somewhat Difficult	13.9%	5
Very Difficult	0%	0
<b>Total</b>		<b>36</b>

FCC Credential Direct Route - Awarded

Applicants that had not yet been awarded the FCC Credential when the survey launched were asked when they plan on completing their Credential and what has prevented them from earning it. Nearly 75% of pilot participants indicated that they will complete the FCC Credential requirements within the next 12 months. At the time the survey was launched, 41% of applicants indicated that time was the reason they have not yet completed the Credential requirements. Almost 36% indicated that lack of education and training requirements prevented them from earning the Credential. By June 2016, an additional 46 Family Child Care Credentials were awarded.

## When do you plan to complete the Family Child Care Credential after the pilot closes?

Response	Percentage	Count
0–6 months	64.2%	34
7–12 months	11.3%	6
12 months or longer	11.3%	6
I do not plan on completing the Family Child Care Credential	13.2%	7
<b>Total</b>		<b>53</b>

FCC Credential Direct Route - Not Awarded

## What has prevented you from earning the Family Child Care Credential?

Check all that apply.

Response	Percentage	Count
Time	41.5%	22
Lack of education and training to meet requirements	35.8%	19
Professional contributions	5.7%	3
Lack of family child care work experience	0.0%	0
I don't know	18.9%	10
I submitted my information for the Committee to review	30.2%	16
I have withdrawn from the pilot program	0.0%	0
<b>Total</b>		<b>53</b>

FCC Credential Direct Route - Not Awarded

The Family Child Care Credential requires a minimum of one point in Family Child Care Environment Management at all levels. For many applicants, this was the one Content Area they lacked formal education or training. If available, nearly 92% of applicants indicated they would participate in a 15-hour training to complete the one point required in this Content Area. This survey data confirms applicant concerns regarding the need for additional educational opportunities specific to family child care.

**For many Family Child Care Credential applicants, Family Child Care Environment Management has been challenging to complete. If available, would you be likely to participate in a 15 hour training to meet the minimum requirement in the Family Child Care Credential Content Area of Family Child Care Environment Management?**

Response	Percentage	Count
Yes	91.7%	44
No	8.3%	4
<b>Total</b>		<b>48</b>

FCC Credential Direct Route - Not Awarded

Gateways Credentials are built on seven Content Areas; Human Growth and Development, Health, Safety, and Well-Being, Observation and Assessment, Curriculum or Program Design, Interactions, Relationships, and Environments, Family and Community Relationships, and Personal and Professional Development. The Family Child Care Credential includes four additional Content Areas specific to family child care. All applicants were asked to indicate whether or not each of the four additional areas applied to the work of a family child care provider.

As the above chart below shows, when all applicants were asked about the four additional Content Areas developed for the FCC Credential, over 90% indicated they agree or somewhat agree that these Content Areas are applicable to work as a family child care provider.

**Please indicate whether each of the additional Content Areas apply to the work of a family child care provider.**

Content Area	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Total
Advocacy	55 (63.96%)	25 (29.07%)	3 (3.49%)	3 (3.49%)	86
Technology	67 (77.91%)	15 (17.44%)	2 (2.33%)	2 (2.33%)	86
Business	75 (91.2%)	8 (5.9%)	2 (2.9%)	1 (1.16%)	86
Family Child Care Environment Management	75 (87.21%)	10 (11.63%)	0 (0%)	1 (1.16%)	86

FCC Credential Direct Route - Combined

Education and training component requirement data was also collected during the survey. All applicants were asked to rate each level of the Family Child Care Credential from too high - too low. Although the majority of Family Child Care Credential applicants held degrees ranging from Associate degrees to Bachelor and Graduate degrees, the majority were lacking formal education and training in the FCC Credential Content Areas to qualify for the higher levels of the Credential. When examining the separate surveys, percentages were very similar in responses from those that had and had not been awarded a Credential.

**Are the education and training requirements for each level of the Family Child Care Credential appropriate to those working in family child care?**

**FCC Credential Level 5—Bachelor’s Degree plus 24 points in ECE and /or School-Age Content Areas (6 points may come from Credential approved training) and 15 points in Family Child Care Content Areas (6 points may come from Credential approved training)**

Response	Percentage	Count
Too high	53.75%	43
Too low	0%	0
Just right	46.25%	37
Total		80

FCC Credential Direct Route - Combined

As the chart above shows, more than half (approximately 54%) of all that responded thought the number of education and training hours required for the FCC Credential Level 5 were “too high.”

**FCC Credential Level 4—Associate Degree or 60+ semester hours with of credit bearing coursework which includes 3 semester hours English and 6 semester hours General Education with 21 points ECE and/or School-Age Content Areas (3 points may come from Credential approved training) and 9 points in Family Child Care Content Areas (6 points may come from Credential approved training)**

Response	Percentage	Count
Too high	40%	32
Too low	3.75%	3
Just right	56.25%	45
Total		80

FCC Credential Direct Route - Combined

As the chart above shows, approximately 56% of all that responded thought the number of education and training hours required for the FCC Credential Level 4 were “just right.”

**FCC Credential Level 3—3 semester hours of credit bearing English and 6 General Education with 12 points ECE and/or School-Age Content Areas (3 points may come from Credential approved training) and 6 points in Family Child Care Content Areas (6 points may come from Credential approved training)**

Response	Percentage	Count
Too high	25.93%	21
Too low	6.17%	5
Just right	67.9%	55
Total		81

FCC Credential Direct Route - Combined

As the chart above shows, approximately 68% of all that responded thought the number of education and training hours required for the FCC Credential Level 3 were “just right.”

**FCC Credential Level 2—High School Diploma or GED and 6 points ECE and/or School-Age Content Areas (3 points may come from Credential approved training) and 3 points in Family Child Care Content Areas (3 points may come from Credential approved training)**

Response	Percentage	Count
Too high	12.35%	10
Too low	8.64%	7
Just right	79.01%	64
Total		81

FCC Credential Direct Route - Combined

As the chart above shows, approximately 79% of all that responded thought the number of education and training hours required for the FCC Credential Level 2 were “just right.”

Applicants were then asked to comment on the work experience required in a family child care setting at each level. Although the majority felt it was just right, some thought it was too high and a few even thought it was too low. An analysis of submitted work experience verification forms clearly showed that all applicants exceeded work experience requirements. Data compiled from work experience forms indicated that family child care professionals work an average of 50 to 90 hours a week.

**Is the amount of work experience required for each level of the Family Child Care Credential sufficient?**

	Too high	Too Low	Just Right	Total
FCC Credential Level 5 – 3600 hours of supervised experience in Family Child Care	43 (53.75%)	0 (0.0%)	37 (46.25%)	80
FCC Credential Level 4 – 1200 hours of supervised experience in Family Child Care	32 (40.0%)	3 (3.75%)	45 (56.25%)	80
FCC Credential Level 3 – 600 hours of supervised experience in Family Child Care	21 (25.93%)	5 (6.17%)	55 (67.90%)	81
FCC Credential Level 2 – 200 hours of observation in Family Child Care	10 (12.35%)	7 (8.64%)	64 (79.01%)	81

FCC Credential Direct Route - Combined

In summary:

- Throughout the course of the Family Child Care Credential pilot, it was noted that the majority of applicants had completed some college and many had completed a degree at some level.
- Survey results showed that over half (54%) of both those who received, and did not receive, a Credential thought the education and training requirements for Level 5 were “too high.”
- Comparatively, survey results showed a larger percentage (56-79%) of both those who received, and did not receive a Credential, thought the education and training requirements at Levels 2-4 were “just right.”
- Survey data showed that almost 36% of those that did not receive the Credential felt that lack of training and education was the reason.

The survey question below was designed and asked of all applicants to gauge FCC Credential applicant knowledge of the Credential within ExceleRate Illinois Licensed Family Child Care Quality Standards. When the Committee was developing the Credential, ExceleRate Illinois was just beginning development family child care. When ExceleRate released requirements for Licensed Family Child Care and launched statewide in July 2015, the Family Child Care Credential was included as a Provider Qualification at the Silver and Gold Circles of Quality.

### **Are you aware of the inclusion of the Family Child Care Credential within ExceleRate Illinois Family Child Care Quality Standards?**

<b>Response</b>	<b>Percentage</b>	<b>Count</b>
Yes	66.3%	53
No	30.0%	24
I am unfamiliar with ExceleRate Illinois	3.7%	3
<b>Total</b>		80

FCC Credential Direct Route - Combined

In summary: 66% of FCC Credential applicants were aware of the inclusion of the Credential with ExceleRate Illinois Family Child Care Quality Standards. Only about 4% were not familiar with ExceleRate Illinois. ExceleRate Illinois embeds the Family Child Care Credential into Silver and Gold Circles of Quality (Appendix M).

ExceleRate Illinois is a statewide quality recognition and improvement system designed to make continuous quality improvement an everyday priority among early learning providers. The program establishes standards for helping infants, toddlers and preschool age children develop intellectually, physically, socially and emotionally. It provides a framework for early learning professionals to identify opportunities for improvement, increase their skills and take steps to make positive changes.

ExceleRate is a comprehensive system that includes:

- Licensed Family/Group Child Care Homes
- Licensed Child Care Centers
- Preschool for All and Prevention Initiative programs
- Head Start/Early Head Start programs

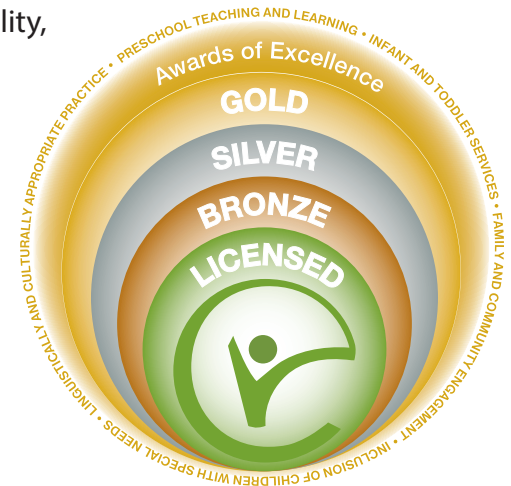
ExceleRate also provides standards, guidelines, resources and supports to help you make sensible changes that lead to better quality outcomes. (January 21, 2016. [www.excelerateillinoisproviders.com](http://www.excelerateillinoisproviders.com)).

ExceleRate Illinois uses a consistent set of standards organized into four domains:

1. Teaching and Learning
2. Family and Community Engagement
3. Leadership and Management
4. Qualifications and Continuing Education

Programs achieve one of the Circles of Quality below based on meeting standards under each of the four domains.

- The **Licensed Circle of Quality** is the foundational circle of quality, and recognizes compliance with the licensing standards of the State of Illinois Department of Children and Family Services.
- The **Bronze Circle of Quality** recognizes qualifications and professional development, with completion of a robust series of trainings. Bronze Circle trainings are aligned with the standards of ExceleRate Illinois, and prepare programs for success as they progress through the Circles of Quality.
- The **Silver Circle of Quality** recognizes completion of a rigorous self-assessment and implementation of a continuous quality improvement process, as verified by an independent assessor. Silver Circle programs meet or exceed specific quality benchmarks/competencies on learning environment and instructional quality, along with selected administrative standards; qualifications; and professional development.
- The **Gold Circle of Quality** recognizes programs which have demonstrated quality on all standards, as validated by an independent assessor. Gold Circle programs meet or exceed specific quality benchmarks/competencies on learning environment, instructional quality, and all administrative standards; group size and ratios; qualifications; and professional development.



## Entitled Route–Student Responses

Higher education institutions who align their coursework to meet Content Areas, benchmarks/competencies and framework requirements are entitled. Students who apply for a Credential based on having completed this coursework apply via entitled route. Six colleges and universities in Illinois agreed to implement the Family Child Care Credential. The pilot phase began in August 2014 and ended in March 2016 (18 months). Both two- and four- year higher education institutions were represented in the pilot: Harper College, Parkland College, Oakton Community College, St. Augustine College, National Louis University, and Rockford University.

Students attending these entitled institutions who earned a Credential, as well as students still in the process of completing coursework to earn a Credential were invited to complete the survey. Although the amount of entitled route Family Child Care Credentials awarded during the pilot was low,



the interest and desire to complete the Credential is high. With a relatively short timeline of 18 months, students and faculty both found completing the entire Credential pilot program a challenge.

**When do you plan to complete the Family Child Care Credential after the pilot closes?**

Response	Percentage
0–6 months	50%
7–12 months	0%
12 months or longer	50%
I do not plan on completing the Credential	0%

Overall, 50% of those that answered the entitled route student survey were currently working in family child care. 100% of the entitled student survey responses confirmed that they think having the Family Child Care Credential will adequately prepare them to become a family child care provider.

**Entitled Route–Faculty Responses**

To participate in the pilot, faculty submitted a Request for Proposal (RFP) which included a matrix, program layout, and grid to align coursework to the Family Child Care Credential requirements. Faculty support was crucial to the success of the pilot.

- Harper College—Dr. Tara Mathien and Wendy Mertes
- National Louis University—Lisa Downey, M.Ed
- Oakton Community College—Sheila Kerwin
- Parkland College—Nancy Gaumer, M.Ed
- Rockford University—Dr. Robin Miller Young and Kimberlee Wagner, M.A.T.
- St. Augustine College—Maria J. Vargas, Ed. D and Nellie Martínez, M.Ed

Faculty participated in webinars, telenets, and face to face meetings to share progress, raise concerns, and ensure success of the pilot. Faculty also completed a survey (results below).

**Please review the FCC Credential Framework. Are the requirements easy to understand?**

Response	Percentage	Count
Yes	83.3%	5
No	16.7%	1
Total		6

**Do the education and training requirements for each level of the Family Child Care Credential adequately prepare students to operate a quality family child care home?**

	Too high	Too Low	Just Right	My institution does not participate	Total
FCC Credential Level 5 – Bachelor’s Degree plus 24 points in ECE and/or School-Age Content Areas (6 points may come from Credential approved training) and 15 points in Family Child Care Content Areas (6 points may come from Credential approved training)	0 (0%)	0 (0%)	3 (50%)	3 (50%)	6
FCC Credential Level 4 – Associate Degree or 60+ semester hours of credit bearing coursework which includes 3 semester hours English and 6 semester hours General Education with 21 points ECE and/or School-Age Content Areas (3 points may come from Credential approved training) and 9 points in Family Child Care Content Areas (6 points may come from Credential approved training)	1 (16.7%)	0 (0%)	3 (50%)	2 (33.3%)	6
FCC Credential Level 3 – 3 semester hours of credit bearing English and 6 General Education and 12 points ECE and/or School-Age Content Areas (3 points may come from Credential approved training) and 6 points in Family Child Care Content Areas (6 points may come from Credential approved training)	0 (0%)	0 (0%)	4 (66.7%)	2 (33.3%)	6
FCC Credential Level 2 – High School diploma or GED and 6 points ECE and/or School-Age Content Areas (3 points may come from Credential approved training) and 3 points in Family Child Care Content Areas (3 points may come from Credential approved training)	0 (0.0%)	0 (0.0%)	4 (66.7%)	2 (33.3%)	6

As shown below, 50% of faculty that responded to the survey found challenges in placing students in family child care observations and practicums. While faculty searched for high quality family child care homes and providers willing to facilitate a practicum for another family child care provider, this often presented further challenges with licensing regulations for others in the home interacting with the children in care. There were also issues with finding quality providers in certain locations near the institution or student.

Some higher education institutions are allowing those working as family child care providers to complete their internship/practicum in their own family child care home. This is a benefit to family child care providers since they are also business owners. For many providers, if they had to close their business, they would be unable to continue their education.

**Did you have any challenges in placing students in “family child care” observations or practicums?**

Response	Percentage	Count
Yes	50%	3
No	50%	3
Total		6

**Is the amount of internship/practicum experience required in a family child care environment for each level of the Family Child Care Credential sufficient?**

	Too high	Too Low	Just Right	My institution does not participate	Total
FCC Credential Level 5 – 100 hours of supervised experience in Family Child Care	1 (16.7%)	0 (0%)	3 (50%)	2 (33.3%)	6
FCC Credential Level 4 – 50 hours of supervised experience in Family Child Care	0 (0%)	0 (0%)	4 (66.7%)	2 (33.3%)	6
FCC Credential Level 3 – 10 hours of supervised experience in Family Child Care	0 (0%)	0 (0%)	4 (66.7%)	2 (33.3%)	6
FCC Credential Level 2 – 5 hours of observation in Family Child Care	0 (0%)	0 (0%)	4 (66.7%)	2 (33.3%)	6

Gateways Credentials are built on seven Content Areas; Human Growth and Development, Health, Safety, and Well-Being, Observation and Assessment, Curriculum or Program Design, Interactions, Relationships, and Environments, Family and Community Relationships, and Personal and Professional Development. The Family Child Care Credential includes four additional Content Areas specific to Family Child Care: reference the list below.

**Do you think the education and training in these Content Areas adequately prepares students to work in family child care?**

Content Area	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Total
Advocacy	5 (83.3%)	1 (16.7%)	0 (0%)	0 (0%)	6
Technology	5 (83.3%)	1 (16.7%)	0 (0%)	0 (0%)	6
Business	5 (83.3%)	1 (16.7%)	0 (0%)	0 (0%)	6
Family Child Care Environment Management	5 (83.3%)	1 (16.7%)	0 (0%)	0 (0%)	6

**Are there any additional Content Areas or missing components that should be added to adequately prepare this workforce?**

Response	Percentage	Count
Yes	0%	0
No	100%	6
Total		6

**Are you aware of the inclusion of the Family Child Care Credential within ExceleRate Illinois Family Child Care Quality Standards?**

Response	Percentage	Count
Yes	83.3%	5
No	16.7%	1
Total		6

The faculty met on March 8, 2016 to discuss survey data and their experiences with the pilot. Recommendations from faculty were made for the Committee to consider for the final Family Child Care Credential requirements (Appendix N).

The Committee was able to review all survey results and faculty recommendations on April 9, 2016. The results of their review included the following final recommendations (Appendix O):

- Revise General Education requirements at Level 3 to “Three semester hours: Any Math, English, and General Education Electives (Psychology, Sociology, and Science, etc.) (These 9 hours must be credit bearing and non-developmental 100+)” to align with the ECE Credential Framework.
- Revise Content Areas required at Level 4 for Education and Training in ECE/School Age to “include a minimum of one point in each area.”
- Revise Content Areas required at Level 5 for Education and Training in ECE/School Age to “include a minimum of one point in each area.” Decrease points required in Family Child Care Content Areas from 15 to 12.

- Remove professional contributions at all levels from initial Credential attainment—required upon renewal.
- Recommend that completion of ECE Level 1 or SAYD Level 1 AND ExceleRate® Illinois Bronze Circle of Quality Training Requirements for Licensed Family Child Care in their entirety fulfill the requirements of “Education and Training in ECE/School Age” at Level 2 of the Family Child Care Credential.
- Revise the Advocacy Content Area and benchmarks/competencies to include Leadership.

## Summary: Overall Pilot Credential Process

The Gateways Family Child Care Credential pilot was conducted with a broad range of professionals currently working in family child care settings. The FCC Credential pilot partnered with two- and four-year higher education institutions and was supported by faculty across Illinois. The FCC Credential pilot validated Credential requirements. During the pilot, 112 Credentials were awarded which allowed the testing of all levels. Faculty and professionals working in the field, as well as PDAC FCC Credential Committee members provided robust input via survey and through anecdotal comments which were captured in this report. FCC Credential Committee members volunteered countless hours and remained dedicated throughout all stages of development. The FCC Credential Committee has developed a Credential specific to the unique needs of family child care professionals which will influence current providers, students, faculty, and institutions to prepare the family child care workforce of the future. Final recommendations from the Committee are attached (Appendix O). The Committee members and organizations that supported the development—through time and resources—of the Gateways Family Child Care Credential are included (Appendix P). The final framework is also attached (Appendix Q).

## Conclusion

The Family Child Care Credential is a symbol of professional achievement. The Credential validates that individuals working in family child care settings have the knowledge, skills, and experience to successfully support the developmental needs of children, develop positive relationships with families, and maintain a successful home-based child care business. Awarded by the Illinois Department of Human Services Bureau of Child Care & Development (IDHS), the Gateways Family Child Care Credential is embedded in state legislation. It is important that family child care professionals are educated in developmentally appropriate practice in early childhood and best business practices to ensure both the success of the children in their care and their business. Quality child care is in high demand all across the country and family child care keeps America working!



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# Appendix A

## Family Child Care Credential Leadership Team Letter to IDHS

June 19, 2012

Gina Ruther, Acting Chief  
Bureau of Child Care & Development  
Illinois Department of Human Services  
400 West Lawrence, 3-West  
Springfield, Illinois 62704

Dear Gina Ruther,

This letter is being written on behalf of the Family Child Care Credential Leadership Team. The FCC Credential Leadership Team was formed to guide the potential development of a Credential designed by and created for family child care providers. Specifically, we are requesting your approval to include the proposed “Family Child Care Credential” as part of Gateways to Opportunity—Illinois Professional Development System.

Currently, Illinois does not have a comprehensive research and competency- based Credential specifically designed to meet the needs of family child care providers. Illinois has a large number of family child care providers; approximately 10,000 Illinois Department of Children and Family Services licensed providers; whose professional development needs are significantly different than center based providers. In the recent Illinois Race-to-the-Top application, the need to develop a FCC Credential was clearly articulated. The Professional Development Advisory Council (PDAC) Strategic Plan, Phase V, specifically states the development of a FCC Credential is a goal for the Qualifications, Credentials and Pathways Committee. Additionally, family child care providers throughout Illinois have advocated for the development of a Credential that will meet their unique needs. Development of a FCC Credential will:

- Identify the unique skills, knowledge, and dispositions required to provide quality services to children and families in a family child care setting
- Provide a career pathway for family child care providers that will maximize their full professional development potential
- Increase statewide availability of trainings and coursework designed to support the family child care provider

Since 2005, family child care providers have requested a FCC Credential be developed. Both experienced and new to the field family child care providers have expressed this interest. Family child care providers recognize that attainment of a Gateways to Opportunity Family Child Care Credential will provide professional recognition among peers and serve as an indicator of quality to the families they serve.

The statewide kickoff was held on February 29, 2012. From that meeting, a Family Child Care Credential Leadership Team was identified. The next step in the process of Credential development indicates a



formal letter of inquiry must be sent to the Illinois Department of Human Services. We are officially requesting your permission to begin actively working on the development of a Family Child Care Credential as part of Gateways to Opportunity. If permission is granted the FCC Credential Leadership Team will work to maximize efficiency and minimize the cost of Credential development by building on the foundational knowledge already established through the Gateways to Opportunity ECE and Illinois Director Credential. In addition the FCC Credential Leadership Team will utilize the expertise of the PDAC Qualifications, Credentials, and Pathways Committee to assure consistency and integration into our current system.

Attached, please find a list of Leadership Team Members and their affiliation. We anticipate the FCC Credential Leadership Team may expand in order to ensure we have diverse representation and to include any constituents that IDHS and/or PDAC recognizes as partners. We (Maria Gandara and Diana Rosenbrock) will serve as Co-Chairs and be the primary contact persons for IDHS and the FCC Credential Leadership Team.

It is with great enthusiasm that we submit this letter of request to you to develop and incorporate a Family Child Care Credential as part of the Gateways to Opportunity—Illinois Professional Development System. On behalf of the Family Child Care Credential Leadership Team we thank you in advance for your support and consideration of our request.

Sincerely,



Maria Gandara and Diana Rosenbrock, Co-Chairs  
Family Child Care Credential Leadership Team

This letter of request may be shared with public and private entities including, but not limited to: Illinois Network of Child Care Resource & Referral Agencies, the Professional Development Advisory Council, and potential funders of private foundations.

#### **Family Child Care Credential Leadership Team**

Collectively the team members listed below have over 235 years of experience representing family child care:

- Faith Arnold, Licensed Family Child Care Provider
- Barbara Christmas, 4-C Community Coordinated Child Care
- Sandra Cole, Licensed Family Child Care Provider
- Maria Gandara,\* Chicago Public Schools
- Ideria Howard, Licensed Family Child Care Provider

- Sue Jackson, Community Child Care Connection
- Tosha Kelly-Rushton, Licensed Family Child Care Provider
- Tami O'Daniel, Licensed Family Child Care Provider
- Malia Owens, Skip-A-Long Child Development Services Home Child Care Network
- Chrisellen Pate, Licensed Family Group Home Child Care Provider
- Diana Rosenbrock,\* Collaboration for Early Childhood
- Patricia Twymon, Licensed Family Group Home Child Care Provider
- Toni Williams, Licensed Family Child Care Provider
- Penny Williams-Wolford, Licensed Family Child Care Provider

\*Denotes Co-Chairs

# Appendix B

## Illinois Department of Human Services (IDHS) Letter



Pat Quinn, Governor

Michelle R. B. Saddler, Secretary

100 South Grand Avenue, East ! Springfield, Illinois 62762  
401 South Clinton Street • Chicago, Illinois 60607

August 8, 2012

Ms. Maria Gándara and Ms. Diana Rosenbrock  
Family Child Care Credential Leadership Team Co-Chairs

Dear Maria and Diana:

I am in receipt of your letter dated June 19, 2012 requesting approval to include an Illinois Family Child Care credential in the Gateways to Opportunity Professional Development System, as developed by your team under the auspices of the Professional Development Advisory Council (PDAC). I applaud the Family Child Care Credential (FCCC) Leadership Team's drive in embarking on this extensive and time-consuming endeavor. I agree that it is a need in our Illinois system. I do approve this request and I appreciate your recognition of the need to build your work on the foundational knowledge already in that system.

The Gateways model for groups/credentials joining the structure is available from INCCRRA and outlines the process for new credential development and integration within the Gateways and PDAC structure. Of particular note are the general timeframes for when the Leadership Team would be somewhat "stand-alone" and when it would begin to merge into the credentialing structure. Other salient points are the general parameters for how INCCRRA could support the process. Staff at INCCRRA is quite stretched right now with the current volume of credential work, so any fundraising efforts the FCCC Leadership Team makes should include staff support at INCCRRA to ensure coordination with the larger system and use of INCCRRA's expertise in this area. You will need to work with Joni Scritchlow to determine what support INCCRRA staff can provide. If it would help you target and create a realistic fund raising plan, Joni has spread sheets on credential development costs during the first 5 years.

I look forward to receiving updates on your continuing work. Thank you again for your commitment to family child care providers.

Sincerely,

A handwritten signature in blue ink that reads 'Gina Ruther'.

Gina Ruther  
Acting Child Care Bureau Chief

cc: Linda Saterfield, DHS FCS Director  
Cass Wolfe, PDAC Chair  
Anne Wharff, DHS BCCD  
Joni Scritchlow, INCCRRA

# Appendix C

## Legislative and Administrative Rule

### Public Act 096-0864

HB0806 Enrolled LRB096 07449 NHT 17541 b

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois, represented in the General Assembly:**

Section 3. The Department of Human Services Act is amended by adding Section 10–65 as follows:

(20 ILCS 1305/10-65 new)

Sec. 10-65. Gateways to Opportunity.

- (a) Subject to the availability of funds, the Department of Human Services shall operate a Gateways to Opportunity program, a comprehensive professional development system. The goal of Gateways to Opportunity is to support a diverse, stable, and quality workforce for settings serving children and youth, specifically to:
- (1) enhance the quality of services;
  - (2) increase positive outcomes for children and youth; and
  - (3) advance the availability of coursework and training related to quality services for children and youth.
- (b) The Department shall award Gateways to Opportunity Credentials to early care and education, school-age, and youth development practitioners. The Credentials shall validate an individual's qualifications and shall be issued based on a variety of professional achievements in field experience, knowledge and skills, educational attainment, and training accomplishments. The Department shall adopt rules outlining the framework for awarding Credentials.
- (c) The Gateways to Opportunity program shall identify professional knowledge guidelines for practitioners serving children and youth. The professional knowledge guidelines shall define what all adults who work with children and youth need to know, understand, and be able to demonstrate to support children's and youth's development, school readiness, and school success. The Department shall adopt rules to identify content areas, alignment with other professional standards, and competency levels.

# **ADMINISTRATIVE CODE**

**TITLE 89: SOCIAL SERVICES**

**CHAPTER IV: DEPARTMENT OF HUMAN SERVICES**

**SUBCHAPTER a: GENERAL PROGRAM PROVISIONS**

**PART 50 CHILD CARE**

**SECTION 50.710 GATEWAYS TO OPPORTUNITY, THE ILLINOIS PROFESSIONAL DEVELOPMENT SYSTEM**

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**Section 50.710 Gateways to Opportunity, the Illinois Professional Development System**

- a) Subject to the availability of funds, the Department, through its agents, shall administer Gateways to Opportunity.
- b) Gateways to Opportunity is a professional development system designed to support a diverse, stable and quality workforce for settings serving children, youth and families specifically to:
- 1) Enhance the quality of services for children, youth and families;
  - 2) Increase positive outcomes for children, youth and families;
  - 3) Advance the availability of coursework and training related to quality services for children, youth and families; and
  - 4) Identify Core Professional Knowledge for practitioners in settings serving children, youth and families.
- c) The Department shall award Gateways to Opportunity Credentials to early care and education, school-age, youth development, and family support practitioners through two application routes, as outlined in Section 50.730.

(Source: Added at 36 Ill. Reg. 16085, effective October 29, 2012)

# **ADMINISTRATIVE CODE**

**TITLE 89: SOCIAL SERVICES  
CHAPTER IV: DEPARTMENT OF HUMAN SERVICES  
SUBCHAPTER a: GENERAL PROGRAM PROVISIONS  
PART 50 CHILD CARE  
SECTION 50.720 GATEWAYS TO OPPORTUNITY CREDENTIALS**

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## **Section 50.720 Gateways to Opportunity Credentials**

Credentialing, as set forth by this Part, is only for the purpose of validating an individual's qualifications. Credentials are awarded based on a variety of professional achievements in field experience, knowledge and skills, educational attainment and/or training accomplishments.

a) Gateways to Opportunity Early Care and Education (ECE) Credential

The ECE Credential is designed to identify and validate skills necessary to work in high quality early care and education programs. It is awarded based on educational and professional achievement in services for young children ages birth to eight years. The ECE Credential shall have six levels and each will be awarded for increasing acquisition of education and skills, including college coursework specifically related to the early development and learning of children ages birth to eight years.

b) Gateways to Opportunity Illinois Director Credential

The Illinois Director Credential is designed to identify and validate the skills necessary to administer high quality early childhood and/or school age care programs. It is awarded based on educational and professional achievement in the administration of early childhood and school age programs. The Illinois Director Credential shall have three levels and each will be awarded for increasing complexity of education and skills, including college coursework specifically related to the development of children ages birth to 12 years and program management.

c) Gateways to Opportunity Infant/Toddler Credential

The Infant/Toddler Credential is designed to identify and validate the skills necessary to work in high quality programs serving infants and toddlers ages birth to three years. It is awarded based on educational and professional achievement in infant/toddler services. The Infant/Toddler Credential shall have five levels and each will be awarded for increasing acquisition of education and skills, including college coursework specifically related to the care and development of children ages birth to three years.

d) Gateways to Opportunity School-Age/Youth Development Credentials

The School-Age/Youth Development Credentials are designed to identify and validate the skills necessary to work in high quality programs serving school-age children and youth ages five to 20

years. It is awarded based on educational and professional achievement in services for school-age children and youth. The School-Age/Youth Development Credentials shall have at least three levels, each being awarded for increasing acquisition of education and skill, including college coursework specifically related to the development of children and youth ages five to 20 years.

e) Gateways to Opportunity Family Specialist Credential

The Family Specialist Credential is designed to identify and validate the skills necessary to work in high quality family support service programs. It is awarded based on educational and professional achievement in services for families. The Family Specialist Credential shall have at least three levels, each being awarded for increasing acquisition of education and skill, including college coursework specifically related to services for families.

f) Gateways to Opportunity Family Child Care Credential

The Family Child Care Credential is designed to identify and validate the skills necessary to work in high quality family child care homes. The Credential is awarded based on educational and professional achievement in family child care. The Family Child Care Credential shall have at least three levels, each being awarded for increasing acquisition of education and skill, including college coursework specifically related to family child care.

(Source: Added at 36 Ill. Reg. 16085, effective October 29, 2012)

# **ADMINISTRATIVE CODE**

**TITLE 89: SOCIAL SERVICES  
CHAPTER IV: DEPARTMENT OF HUMAN SERVICES  
SUBCHAPTER a: GENERAL PROGRAM PROVISIONS  
PART 50 CHILD CARE  
SECTION 50.730 APPLICATION FOR CREDENTIALS**

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## **Section 50.730 Application for Credentials**

- a) The Gateways to Opportunity Credentials shall be available through two application routes:
- 1) The Direct Route Application Process  
The applicant submits an application, college transcripts, and a portfolio verifying experience and professional contributions to the Gateways to Opportunity Credential Office.
  - 2) The Entitled Route Program  
The applicant successfully completes approved college coursework that covers the Core Professional Knowledge for each specific Credential at the entitled education institution. An entitled education institution is a college or university that has aligned its coursework with specific Credential benchmarks based on State and national standards identified in Section 50.750(c) and meets additional Credential requirements through coursework. Applicants can find additional information about entitled education institutions at:  
[www.ilgateways.com/en/gateways-credential-entitlement-information](http://www.ilgateways.com/en/gateways-credential-entitlement-information).
- b) The applicant shall be responsible for providing all information and documentation required to demonstrate his or her qualifications for a particular Credential to the Gateways to Opportunity Credential Office, specifically:
- 1) A Credential Application, available from the Gateways to Opportunity Credential Office, 1226 Towanda Plaza, Bloomington, Illinois 61701;
  - 2) Official college transcripts from the higher education institutions; and
  - 3) A portfolio verifying experience and professional contributions.
- c) The Gateways to Opportunity Credential Application can be accessed at:  
[www.ilgateways.com/en/participant-application](http://www.ilgateways.com/en/participant-application).
- d) The information and documentation identified in Section 50.730(b) is reviewed according to the appropriate Credential Framework (see Section 50.740) that can be found at  
[www.ilgateways.com/en/gateways-to-opportunity-credentials](http://www.ilgateways.com/en/gateways-to-opportunity-credentials).
- e) The Department or its agents will notify applicants, in writing, of eligibility for a Credential within 60 days after receipt of all required documentation. Applicants that disagree with the Credential
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determination may request reconsideration by writing to the IDHS Bureau of Child Care and Development (BCCD), 400 W. Lawrence, Springfield, Illinois 62762, within 60 days after notification of the original determination. The final decision on eligibility for Credentials will be made by the Child Care Professional Development Manager in consultation with the BCCD Bureau Chief. The criteria used during reconsideration by DHS' Bureau of Child Care and Development will be the same Credential Framework used to determine eligibility. The Credential Framework is located in Section 50.740 and on the GTO website at [www.ilgateways.com/en/gateways-to-opportunity-credentials](http://www.ilgateways.com/en/gateways-to-opportunity-credentials).

(Source: Added at 36 Ill. Reg. 16085, effective October 29, 2012)

# Appendix D

## Gateways Family Child Care Credential Pilot Timeline

Timeline	
Identify Leadership Team	February 2012
Develop Content Areas	November 2012 – October 2013
Shared	QC – 10/4/13 Steering – 10/16/13
Obtain Consultant	January 2014
Develop Benchmarks/Competencies	October 2013 – March 2014
Shared	QC – 6/4/14 Steering – 6/13/14
Develop Framework	September 2013 – May 2014
Shared	QC – 6/4/14 Steering – 6/13/14
Partner with Higher Education	March 2014 – October 2014
Marketing Plan	March 2014 – July 2014
Pilot	August 2014 – March 2016
Revisions	March 2016 – June 2016
Final Approval	QC – 4/19/16 Steering – 5/18/16 PDAC* IDHS*
State-wide Roll-out	July 2016

Estimated dates for approval:

PDAC – June 24, 2016

Illinois Department of Human Service (IDHS) – June 2016

# Appendix E

## Gateways Family Child Care Credential Pilot Content Areas

### Gateways to Opportunity

#### Illinois Professional Development System

#### Family Child Care Credential: Content Areas

#### **Content Area A: HUMAN GROWTH AND DEVELOPMENT**

Family child care providers use current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with children, prenatal through age 8,\* and their families. Providers continuously acquire knowledge about how children develop and learn, and understand the mutual influences among different domains of development, and between the child and the contexts within which s/he develops. They view child development knowledge as the core of their professional practice, and engage in ongoing learning and reflection about developmental knowledge and theory. They apply these understandings as they plan and implement observations and teaching/learning interactions, and as a context for collaboration with families and other professionals on behalf of children.

#### **Content Area B: HEALTH, SAFETY, AND WELL-BEING**

Family child care providers understand that children's physical and mental health, safety, and well-being are the foundations for development and learning in children, birth through age 8.\* They acknowledge the value of creating a healthful environment to foster children's physical, cognitive, language, and social-emotional development. Providers collaborate with families and health professionals to provide safe, healthful environments, and to adjust health, nutrition, and safety routines to children's individual needs and abilities. They take responsibility for providing multiple opportunities for children to learn positive habits that will ensure their health, safety, and well-being.

#### **Content Area C: OBSERVATION AND ASSESSMENT**

Family child care providers' knowledge of individual children's development provides the framework for curriculum, teaching and learning interactions, and age-appropriate positive guidance. They understand the purposes, benefits and uses of assessment, including observation, as a way to understand children, as well as for evaluation and accountability. Professionals follow ethical practices when using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal observation and assessment practices to gather and share information on each child's skills, abilities, interests, and needs, birth through age 8.\* They evaluate and modify their own roles and practices as part of an ongoing cycle of self-reflection.

#### **Content Area D. CURRICULUM OR PROGRAM DESIGN**

Family child care providers have broad knowledge of appropriate learning contexts and developmentally appropriate, research-based curriculums that are designed for home child care settings with small, mixed-age groups of children birth through age 8.\* They understand the importance of promoting children's cognitive and intellectual development through rich conversations, interactive book reading, and active exploration of children's interests in the world. Providers recognize and value the

interdependence between children’s relationships with others and their construction of knowledge. They view engaging children in authentic learning as an ongoing collaborative, dynamic professional endeavor. They take responsibility for planning and providing emerging, bias-free, integrated learning opportunities and resources that build on each child’s current abilities and interests, and to expand competence in all developmental domains.

### **Content Area E. INTERACTIONS, RELATIONSHIPS, AND ENVIRONMENTS**

Family child care providers use responsive strategies and interactions to build sensitive and effective relationships with children from birth through age 8\* and their family members across a broad range of situations. They recognize the important teaching roles of the physical and social environments, and provide and support interactions that are nurturing, pleasant and intellectually stimulating. Within the context of warm, caring relationships, they foster children’s healthy social and emotional development. Interactions and relationships in family child care environments are responsive to each child’s abilities, interests, and needs, and reflect appreciation of family and community contexts.

### **Content Area F. FAMILY AND COMMUNITY RELATIONSHIPS**

Family child care providers understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning and well-being of children, birth through age 8,\* and their families.

### **Content Area G. PERSONAL AND PROFESSIONAL DEVELOPMENT**

Family child care providers identify themselves as professionals and conduct themselves as members of a significant, expanding, and changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They know and value the history and contributions of the profession and its related fields. They are committed to continual self-improvement and ongoing reflection on their practices. They exemplify the ethical standards of early childhood education and take responsibility for their own values, choices and actions. They honor diversity in culture, language, beliefs and practices.

### **Content Area H. ADVOCACY**

Family child care professionals ensure that the rights and needs of children and families within a community are promoted and upheld. They recognize the implications of local, state, and national trends and laws that affect the families of children, especially their access to high-quality care and education environments. They use experience, knowledge, and research to plan and work towards improvement within community, social, and political systems. They advocate on behalf of children and families by collaborating with other stakeholders.

### **Content Area I. TECHNOLOGY**

Family child care professionals will understand how to evaluate and choose appropriate technology resources for a range of business, communication, and educational purposes. A critical responsibility is

articulation of a clear policy on Internet safety, data security and privacy protection. Providers will stay current with technological applications to manage business functions and communicate with families. When making informed decisions about multiple electronic media, technology and toys, providers will consider what is age and developmentally appropriate, and what promotes learning. They limit children's overall time exposure, being careful to use virtual experiences to enhance but not to replace concrete materials and activities.

### **Content Area J. BUSINESS**

Family child care providers hold the administrative competencies necessary to build expertise and excellence in financial, ethical, legal, and regulatory oversight of their program, as well as provide planning and management to meet needed quality standards. Family child care providers are business professionals, effective in record-keeping, facilities operation, and communication as they set goals for ongoing quality improvement. They develop effective business plans to apply professional standards in business ethics, legal and regulatory oversight, and administrative management. They utilize knowledge of program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation in written goals and business practices.

### **Content Area K. FAMILY CHILD CARE ENVIRONMENT MANAGEMENT**

Family child care providers develop and implement a plan and routines for space and material arrangement, in order to effectively meet the needs of both their professional business and the family life that coexist in the home. They recognize the special nature of the social environment of family child care – small groups with a wide range of ages, often including siblings, with many children in the program for several years – and consider these factors when building positive, effective relationships with children and families.

\*Also may apply to children up to age 12 for those working in out-of-school settings.

Upon completion of the pilot and approved recommendations, the Advocacy Content Area was updated as follows:

### **Content Area H. LEADERSHIP AND ADVOCACY**

Family child care professionals ensure that the rights and needs of children and families within a community are promoted and upheld. They recognize the implications of local, state, and national trends and laws that affect the families of children, especially their access to high-quality care and education environments. They use experience, knowledge, and research to plan and work towards improvement within community, social, and political systems. They provide leadership and advocacy on behalf of children and families by collaborating with other stakeholders.

# Appendix F

## Gateways Family Child Care Credential Pilot Framework

### Gateways to Opportunity Family Child Care Credential Framework

Family Child Care Credential Levels	General Education Requirements	Education and Training in Early Care & Education and/or School Age	Education and Training in Family Child Care	Work and Practical Experience in Early Care & Education and/or School Age	Work and Practical Experience in Family Child Care	Professional Contributions in Family Child Care
<b>Level 5</b>	Bachelor's Degree	24 points in Gateways to Opportunity Content Areas (of level 2-4 benchmarks) – of which a maximum of 6 points may be from credential approved training <b>Must include:</b> areas noted below and Interactions, Relationships, and Environments	15 points in Family Child Care education and approved training, of which a maximum of 6 points may be from credential approved training <b>Must include all 4 of the Family Child Care Core Content Areas</b> (minimum of 1 point in each area)	200 hours of ECE and/or SA supervised experience <b>or</b> 1200 hours of documented ECE and/or SA work experience*	100 hours of supervised experience in Family Child Care <b>or</b> 3600 hours of documented Family Child Care work experience	Four professional contributions in three different areas within the last five years – one contribution must be in the area of program improvement
<b>Level 4</b>	Associate's Degree <b>or</b> 60+ semester hours (including the 9 semester hours listed at level 3)	21 points in Gateways to Opportunity Content Areas (of level 2-4 benchmarks) – of which a maximum of 3 points may be from credential approved training <b>Must include:</b> areas noted below and Observation and Assessment	9 points in Family Child Care education and approved training, of which a maximum of 6 points may be from credential approved training <b>Must include 3 of the Family Child Care Core Content Areas</b> (minimum of 1 point in each area)	100 hours of ECE and/or SA supervised experience <b>or</b> 600 hours of documented ECE and/or SA work experience*	50 hours of supervised experience in Family Child Care <b>or</b> 1200 hours of documented Family Child Care work experience	Two professional contributions in two different areas within the last five years – one contribution must be in the area of program improvement
<b>Level 3</b>	Three semester hours: English Six semester hours: General Education elective (Psychology, Sociology, etc) (These 9 credits must be transferrable)	12 points in Gateways to Opportunity Content Areas (of level 2-4 benchmarks) – of which a maximum of 3 points may be from credential approved training <b>Must include:</b> areas noted below and Curriculum and Program Design	6 points in Family Child Care education and approved training, of which all 6 points may be from credential approved training <b>Must include 2 of the Family Child Care Core Content Areas</b> (minimum of 1 point in each area)	10 hours of ECE and/or SA supervised experience <b>or</b> 400 hours of documented ECE and/or SA work experience*	10 hours of supervised experience in Family Child Care <b>or</b> 600 hours of documented Family Child Care work experience	One professional contribution in any area within the last five years
<b>Level 2</b>	High School Diploma or GED	6 points in ECE/SA Content Areas <b>Must include:</b> 3 points in Human Growth and Development and 3 points in Health Safety and Well-Being <b>or</b> a CDA, CCP, or Montessori Credential through AMS* 3 points may be from credential approved training	3 points in Family Child Care education and approved training, of which all 3 points may be from credential approved training <b>Must include:</b> 1 point in Family Child Care Environment Management	10 hours of ECE and/or SA observation <b>or</b> 200 hours of documented ECE and/or SA work experience*	5 hours of observation in Family Child Care <b>or</b> 200 hours of documented Family Child Care environment experience	Membership in a related professional organization
<b>Level 1</b>						
Gateways ECE Credential Level 1 and/or School-Age and Youth Development Credential Level 1 are awarded through completion of a 48 clock hour training available through local Child Care Resource and Referral Agencies Statewide						

\*Work and Practical Experience hours may be met in any of the following: family child care, center based, and/or school age programs



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Revised 7/8/2014

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# Appendix G

## Gateways Family Child Care Credential Benchmarks/Competencies

### Gateways Family Child Care Credential Benchmarks/Competencies for Levels 2-4

#### Content Area A: HUMAN GROWTH AND DEVELOPMENT

Family child care providers use current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with children, prenatal through age 8,\* and their families. Providers continuously acquire knowledge about how children develop and learn, and understand the mutual influences among different domains of development, and between the child and the contexts within which s/he develops. They view child development knowledge as the core of their professional practice, and engage in ongoing learning and reflection about developmental knowledge and theory. They apply these understandings as they plan and implement observations and teaching/learning interactions, and as a context for collaboration with families and other professionals on behalf of children.

Performance Area A1				
<i>Employs knowledge of concepts, principles, and theories of child development and learning, prenatal through age 8,* to develop and provide a cohesive teaching/learning environment that is appropriate developmentally, culturally, and individually.</i>				
Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
A1.1 Concepts and principles of human development and of major theories and theorists that guide study and practice related to children, prenatal through age 8,* across and within developmental domains, including stage theories and the role of social interaction, object play, and socio-dramatic play in child development and learning	Application	(Levels 2-4: A1) Articulates the relationship between theories of typical/ atypical growth, development, and learning, as well as care and education practices for children, birth through age 8*	2A	1A, 1B
		(Levels 2-4: A2) Provides examples of ways concepts and principles influence program planning and implementation	2B	1A, 1B

<p><b>A1.2</b> Holistic, developmental systems perspective on child development and learning, including interrelationships among domains of development and learning (e.g., language and learning, mental health and social-emotional adjustment) and the importance of culture, community and social contexts on children’s development</p>	<p>Comprehension</p>	<p>(Levels 2-4: A3) Explains the inter-relatedness of physical/motor, social/emotional, language/cognitive, and adaptive/living skills based on understanding of the children’s development in social and cultural contexts</p> <p>(Levels 2-4: A4) Demonstrates ways that developmental domains are interdependent and work together to influence the growth, development, and learning of children</p>	<p>2A, 1C</p> <p>1C</p>	<p>1B, 2A</p> <p>1B, 2A</p>
<p><b>A1.3</b> Continuity of child development, including continuity related to early and ongoing central nervous system development and to emotional well-being, from the prenatal period through age 8*</p>	<p>Knowledge</p>	<p>(Levels 2-4: A5) Articulates the continuity of central nervous system development and typical ranges of individual variations in emotional development of children</p>	<p>1B, 1C</p>	<p>1A</p>
<p><b>A1.4</b> Characteristics of social and physical environments that influence child development and learning, including those related to culture, language, and socioeconomic factors in family, community, and programs</p>	<p>Application</p>	<p>(Levels 2-4: A6) Demonstrates knowledge of the ways that developmental variations, family culture, language, socio-economic factors, and community environments influence a child’s growth and development</p> <p>(Levels 2-4: A7) Demonstrates an appreciation of the impact of family, culture, heredity, and environment on each child’s growth and development, Prenatal to age 8*</p>	<p>1A, 1E, 4L</p> <p>1A</p>	<p>1B</p> <p>1B</p>
<p><b>A1.5</b> Basic health, nutrition, illness, and safety needs of children, prenatal period through age 8,* in relation to other aspects of development and learning</p>	<p>Application</p>	<p>(Levels 2-4: A8) Articulates the interrelationship between children’s physical well-being (health, nutrition, illness, and safety needs) and the developmental domains (cognitive, social, emotional, language, and physical)</p>	<p>1A, 1C</p>	<p>1A, 1B</p>



## Performance Area A2

*Recognizes and interprets behavioral signals that provide information about typical and atypical development and learning in children prenatal period through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>A2.1</b> Developmental sequences in the physical/ motor, emotional, cognitive, language, and social domains	Application	(Levels 2-4: A9) Charts the milestones that indicate different stages in all developmental domains	N/A	1A
<b>A2.2</b> Developmental sequences and processes that may be unique to children acquiring English as a second language	Knowledge	(Levels 2-4: A10) Identifies how children develop language within the context of family, community, and culture	1C	1B
		(Levels 2-4: A11) Describes the relationship between children’s language development and social, cognitive, and emotional development	1E, 2H	1B
<b>A2.3</b> Physical and social environmental risk and protective factors that influence development and learning from the prenatal period through age 8*	Knowledge	(Levels 2-4: A12) Recognizes developmental consequences of stress and trauma, and the role of protective factors and resilience in children’s development and learning, especially social and emotional well-being	2E	1B
		(Levels 2-4: A13) Defines the critical role of early experiences and the importance of high quality care and education to children’s healthy development	1C	1B
<b>A2.4</b> Biological, health, and medical risk and protective factors that influence development and learning from the prenatal period through age 8*	Knowledge	(Levels 2-4: A14) Identifies ways in which biological, health, medical risk, and protective factors interact to influence the growth and development of children	1C	1B

<b>A2.5</b> Individual differences in personality and temperament and their influence on children's needs in interpersonal interactions, routines, and learning activities	Comprehension	(Levels 2-4: A15) Gives examples of ways individual differences in ability, attitudes, interests, and values impact children's growth and development	1C	1B
<b>A2.6</b> Characteristics and etiologies of common disabilities and their potential influences on sequences, characteristics, and processes of development and learning (e.g., development of guided reach in children with visual impairment)	Knowledge	(Levels 2-4: A16) Identifies the characteristics associated with developmental delays, developmental disabilities, and risk factors that influence growth and development  (Levels 2-4: A17) Identifies the unique patterns which distinguish typical from atypical development	1D  1G	1A, 1B  1A
<b>A2.7</b> Delays and developmental differences that may indicate a need for special services	Knowledge	(Levels 2-4: A18) Recognizes how knowledge of children's growth, development, and learning can be used to identify children in need of evaluation	7A	1C

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area B: HEALTH, SAFETY, AND WELL-BEING

Family child care providers understand that children’s physical and mental health, safety, and well-being are the foundations for development and learning in children, birth through age 8.\* They acknowledge the value of creating a healthful environment to foster children’s physical, cognitive, language, and social-emotional development. Providers collaborate with families and health professionals to provide safe, healthful environments, and to adjust health, nutrition, and safety routines to children’s individual needs and abilities. They take responsibility for providing multiple opportunities for children to learn positive habits that will ensure their health, safety, and well-being.

### Performance Area B1

*Complies with safety and health regulations and provides and evaluates environments and curriculum that meet the emotional and physical health needs of children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>B1.1</b> Personal and professional commitment to infusing health and fitness principles throughout planned activities and the learning environment	Application	(Levels 2-4: B1) Demonstrates skills for implementing basic health, safety, and nutritional practices on a daily basis	4I	1C
<b>B1.2</b> Basic health needs, and interrelationships among health, physical ability, and emotional well-being, including the effects of conflict, stress, and trauma on health and the diversity of cultural practices surrounding nutrition, health, and health care	Application	(Levels 2-4: B2) Demonstrates knowledge of individual physical health, mental health, nutritional, and safety needs of children and how those needs influence children’s growth and development	1L	1B
<b>B1.3</b> Standards and procedures for cleanliness and sanitation, including universal precautions related to health care monitoring, hand washing, surface cleanliness, and toileting and diapering	Analysis	(Levels 2-4: B3) Identifies ways to maintain an environment that is safe and free from potential physical dangers by identifying hazards, assessing risks, and taking appropriate corrective action	4I	1C

<p><b>B1.4</b> Procedures for monitoring physical and emotional well-being and health, including signs of communicable diseases, emotional distress, abuse, and neglect</p>	<p>Application</p>	<p>(Levels 2-4: B4) Demonstrates ability to recognize signs and symptoms of childhood diseases and physical, sexual, and psychological abuse or neglect</p>	<p>9R</p>	<p>1C</p>
<p><b>B1.5</b> Approaches to teaching children about dental health, disease prevention, and fitness, including modeling behaviors, using daily routines to provide skill instruction, (e.g., mealtime, cooking experiences, toileting) and sharing resources with families</p>	<p>Application</p>	<p>(Levels 2-4: B5) Demonstrates knowledge of ways to assist children and their families in making decisions that lead to healthy choices, health-promoting behaviors, and personal safety</p>	<p>8P, 9F</p>	<p>1C, 2C</p>
<p><b>B1.6</b> Regulations including required immunizations and procedures for providing first aid and CPR, and for responding to medical emergencies</p>	<p>Application</p>	<p>(Levels 2-4: B6) Prepares procedures for addressing health and safety regulations</p> <p>(Levels 2-4: B7) Demonstrates knowledge of ways to maintain children’s health and immunization records</p> <p>(Levels 2-4: B8) Demonstrates knowledge of emergency medical and first aid procedures</p>	<p>4I 9J 9C</p>	<p>6B 1C, 6B 1C, 6B</p>
<p><b>B1.7</b> Procedures for meeting individual health care needs related to medication and limitations on physical ability, as well as needs of children with seizure disorders and technology dependency, with consultation from parents and health professionals</p>	<p>Application</p>	<p>(Levels 2-4: B9) Demonstrates knowledge of appropriate resources for referral for a variety of conditions and situations</p> <p>(Levels 2-4: B10) Chooses appropriate health screenings and checklists and assessment for recording growth and development</p> <p>(Levels 2-4: B11) Demonstrates knowledge of health conditions of children and the role of the caregiver</p>	<p>1D, 8L, 8O 7A 4I</p>	<p>1C, 6C 3C, 3B 1C</p>

## Performance Area B2

*Promotes and provides safe emotional and indoor and outdoor physical environments for children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>B2.1</b> Basic physical and emotional needs of children and adults, and personal and professional commitment to creating safe, healthy care and education environments	Application	(Levels 2-4: B12) Produces strategies to meet each child's and adult's physical, emotional, and health needs through environmental and curricular policies and procedures	4E	1C
<b>B2.2</b> Signs of emotional distress, child abuse, and neglect in children, and responsibilities and procedures for reporting	Application	(Levels 2-4: B13) Relates to families, administrators, and colleagues the importance and responsibility of recognizing and reporting signs of emotional distress, child abuse, and neglect	9R, 9Q	6E
<b>B2.3</b> Principles and procedures for evaluating space, materials, and equipment for use by children of different ages and abilities	Application	(Levels 2-4: B14) Demonstrates strategies for conducting regular health and safety assessments of the environment, consistent with regulations and quality standards	4E	6B, 3B
<b>B2.4</b> Current regulations, standards, and guidelines related to safe environments for children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter)	Application	(Levels 2-4: B15) Demonstrates knowledge of essential components of safe and hygienic indoor and outdoor physical environments, including regulations, standards, and guidelines	4I	1C, 6B

<b>B2.5</b> Approaches for teaching children about safety (e.g., setting and enforcing behavioral expectations; modeling, discussing and providing skill instruction within daily routines; using pictures and diagrams of safety procedures; and sharing resources with families)	Application	(Levels 2-4: B16) Articulates strategies for providing opportunities for children, families and staff to practice safe behaviors through daily routines and activities	2N	1C, 4B
<b>B2.6</b> Procedures for achieving maximum independence in children with special needs (e.g., techniques for positioning and handling, and use of adaptive equipment and prosthetic devices) with consultation from parents and health professionals	Knowledge	(Levels 2-4: B17) Identifies strategies for collaborating with families and health personnel to identify each child's needs and ways of learning  (Levels 2-4: B18) Identifies procedures for planning strategies to accommodate all children, based on knowledge of children's needs and ways of learning	8K  7G, 7I	2C, 4B  4B, 1C

### Performance Area B3

*Promotes good nutrition and healthy eating habits in children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>B3.1</b> Nutritional needs of children, birth through age 8,* and the interrelationships among nutrition, physical health development (including Central Nervous System development), fitness, emotional well-being, and learning	Application	(Levels 2-4: B19) Articulates individual physical fitness, health, mental health, nutritional, and safety needs of children, such as allergies, special diets, medications, differing abilities, and specific medical conditions	1D, 1L	1B

<b>B3.2</b> Current regulations, standards, and guidelines related to healthy food preparation for children, including procedures for safe food handling	Application	(Levels 2-4: B20) Demonstrates knowledge of appropriate procedures related to healthy food preparation and safe food handling  (Levels 2-4: B21) Uses state and local regulations for meal preparation	4I  N/A	1C, 6B  6B
<b>B3.3</b> Health hazards in food, including choking and allergies, and appropriate selection and preparation of food for children	Analysis	(Levels 2-4: B22) Explains procedures related to responding to health needs of children related to emergency situations and food preparation	9C	1C, 6B
<b>B3.4</b> Approaches for teaching nutrition as a part of the ongoing curriculum and daily routine, incorporating foods from diverse cultures and providing opportunities to model and encourage healthy food choices, and sharing resources with families	Application	(Levels 2-4: B23) Employs ways to provide health and nutrition activities that are appropriate for all children and reflect diverse backgrounds and cultures of children and families	2A, 1L	4B
<b>B3.5</b> Individual nutritional needs of children with allergies or disabilities, with consultation from parents and health professionals	Application	(Levels 2-4: B24) Uses procedures for involving families and health professionals and using community resources in decision-making processes regarding the nutritional needs of children	8K	2C

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area C: OBSERVATION AND ASSESSMENT

Family child care providers' knowledge of individual children's development provides the framework for curriculum, teaching and learning interactions, and age-appropriate positive guidance. They understand the purposes, benefits and uses of assessment, including observation, as a way to understand children, as well as for evaluation and accountability. Professionals follow ethical practices when using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal observation and assessment practices to gather and share information on each child's skills, abilities, interests, and needs, birth through age 8.\* They evaluate and modify their own roles and practices as part of an ongoing cycle of self-reflection.

### Performance Area C1

*Implements, interprets, summarizes, and communicates information from a variety of age and developmentally appropriate, informal and formal observation and assessment tools and approaches, to inform decisions about curriculum and teaching/learning interactions, to support communication with others, and to inform programmatic decisions important in early childhood settings for children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
C1.1 Ongoing observation (e.g., anecdotal records, in-time records, time sampling) and other authentic assessment and documentation methods (e.g., pictures, portfolios, journals, work sampling) used to understand children's development and learning, to determine children's interests and needs, to inform initial and ongoing decisions about curriculum and teaching/ learning interactions, and to support communication with others	Comprehension	(Levels 2-4: C1) Describes the importance of using developmentally appropriate assessment procedures to inform instruction and care	7F, 7K	3C
		(Levels 2-4: C2) Describes various observational procedures used in program evaluation and to understand children's development and learning	7K	3C
C1.2 Published early childhood assessments, including commonly used norm-referenced measures; curriculum-referenced measures; behavioral checklists; environmental checklists; and child-child and child-adult observations	Knowledge	(Levels 2-4: C3) Names the various types of assessment procedures that are used for various purposes	7A	3C
		(Levels 2-4: C4) Selects appropriate types of assessment to meet specific purposes	7A, 7Q, 7R	3A, 3C



<p><b>C1.3</b> Variety of screening tools commonly used in early childhood settings and in the community to monitor young children's development and learning in multiple developmental domains and curriculum content areas, including development in home language whenever possible</p>	<p>Knowledge</p>	<p>(Levels 2-4: C5) Names reasons for using multiple measures when screening young children</p> <p>(Levels 2-4: C6) Describes a wide range of screening tools used to monitor children's development and learning</p>	<p>7A</p> <p>7A</p>	<p>3A</p> <p>3C</p>
<p><b>C1.4</b> Adaptations in observation and assessment approaches and instruments to obtain valid, reliable information about learning and development of children with special needs</p>	<p>None</p>	<p>None</p>	<p>None</p>	<p>None</p>
<p><b>C1.5</b> Formats for summarizing observation and assessment information into individual and group profiles for use in initial and ongoing planning of curriculum and instruction, and to contribute to IEP and IFSP development</p>	<p>Knowledge</p>	<p>(Levels 2-4: C7) Identifies formats according to appropriate uses and benefits</p> <p>(Levels 2-4: C8) States ways information can be used to inform planning, instruction, and development of IEPs and IFSPs</p>	<p>7E</p> <p>7G</p>	<p>3A</p> <p>3B</p>
<p><b>C1.6</b> Methods to organize and maintain paper, product, and technology-based documentation and records of children's progress in relation to individual goals, including those on the IEP and IFSP, and in relation to relevant national, state, and local standards such as the Illinois Early Learning and Development Standards, the Head Start Outcomes Framework, the Illinois Learning Standards, and program developed assessment tools</p>	<p>Knowledge</p>	<p>(Levels 2-4: C9) Names specific documentation procedures currently in use at local, state, and national levels</p> <p>(Levels 2-4: C10) Describes ways to organize information about each child</p>	<p>7N</p> <p>7M</p>	<p>3B</p> <p>3D</p>

<b>C1.7</b> Written, oral, and technology-based formats for sharing observation and assessment information with children, families, other professionals, and appropriate local and state agencies	Knowledge	(Levels 2-4: C11) Identifies various technology-based formats used to share assessment information and states the benefits and limitations of each	7O	3B
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## Performance Area C2

*Applies measurement concepts and principles in evaluating and selecting observation and assessment approaches and instruments that are age and developmentally appropriate for early childhood settings, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>C2.1</b> Potential influences of culture, primary language, age, and special needs on instrument selection, implementation, and interpretation of approaches, methods and instruments, and modifications and approaches to interpretation that take these influences into consideration	Knowledge	(Levels 2-4: C12) Describes assessment procedures that are responsive to cultural, linguistic, and environmental influences and unique characteristics of each child and family	7R	3B, 3D
		(Levels 2-4: C13) Identifies ways to reduce and/or eliminate influences that bias the assessment process and results	7C	3C, 3D
<b>C2.2</b> Assessment and observation methods, approaches and instruments that are appropriate for the purposes for which they are used with children from birth through age 8* (e.g., observing children's daily interactions; screening for special needs; planning curriculum for individual and group activities; monitoring children's progress; evaluating programs)	Knowledge	(Levels 2-4: C14) Describes differences in the purposes of different assessment and observation methods and approaches	7A	3A
		(Levels 2-4: C15) Identifies appropriate and inappropriate uses of assessment methods	7Q, 7R	3C

<b>C2.3</b> Holistic approach to observation and assessment that reflects understanding of multiple, interrelated developmental domains and contexts, including implications for assessing the abilities and needs of children with special needs	Knowledge	(Levels 2-4: C16) Recognizes the implications of multiple, interrelated developmental domains and contexts of observation and assessment	7A	1B, 3A
<b>C2.4</b> Measurement concepts (e.g. validity, reliability, usefulness) and the benefits and limitations of a variety of authentic and standardized approaches and instruments used in early childhood assessment	None	None	None	

### Performance Area C3

*Establishes assessment partnerships with families as a basis for understanding child characteristics and progress and for making decisions about curriculum and instruction for children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>C3.1</b> Potential influences of the assessment process on family involvement	Comprehension	(Levels 2-4: C17) Explains possible considerations for and/or barriers to involving families in the assessment process	7P	3C
		(Levels 2-4: C18) Describes ways to overcome barriers to family involvement in the assessment process	7R, 8D	3C
<b>C3.2</b> Roles and contributions of families and of different professional team members to the assessment process	Knowledge	(Levels 2-4: C19) Identifies the roles of different multi-disciplinary team members and family members who contribute to goal-setting and assessment processes	8K, 8O, 8Q, 9N	2C, 3D

<b>C3.3</b> Strategies for collaborating with families to acquire an understanding of children's and families' lives outside of the program (e.g., home language, priorities for child's education)	Application	(Levels 2-4: C20) Chooses methods for gathering information about children and families, including their home lives and priorities	7P	2C, 3D
<b>C3.4</b> Models and strategies for collaborating with families and other team members in planning, conducting, and evaluating the assessment process, including assessment related to development, learning, and development and revision of IEPs and IFSPs	Knowledge	(Levels 2-4: C21) Identifies ways to work collaboratively with multi-disciplinary teams and family members	8B, 8D	2B, 2C
		(Levels 2-4: C22) Describes ways to foster family involvement in the assessment and goal-setting process	8Q, 9L	2B, 2C, 3D

## Performance Area C4

*Maintains legal and ethical standards and requirements for confidentiality and privacy of assessment information, and for ensuring due process for children birth through age 8\* and their families.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>C4.1</b> Personal and professional commitment to maintaining legal and ethical requirements and responsibilities related to data collection and sharing of information with children, parents, school, and community, including those pertaining to children with special needs	Application	(Levels 2-4: C23) Articulates reasons for safeguarding confidentiality and privacy when keeping records related to children	9J	3C, 6B
		(Levels 2-4: C24) Informs others about importance of and procedures for following legal and ethical requirements related to gathering and sharing information about children	9Q	3B, 6B
<b>C4.2</b> Techniques and resources to maintain accurate, ethical records of children's development and learning	Comprehension	(Levels 2-4: C25) Gives examples of ways to maintain accuracy, current information, and integrity of children's records	9J	3B, 6B

<b>C4.3</b> Reasons, procedures and resources for referral of children for further assessment	Knowledge	(Levels 2-4: C26) Identifies conditions under which children may need further assessment, based on knowledge of child development and learning and is aware of appropriate resources	7I	3A
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## Performance Area C5

*Designs and implements evaluation of program for young children, birth through age 8,\* in relation to child and family responses to the program and to program standards.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>C5.1</b> Personal and professional commitment to active, ongoing participation in program evaluation.	Application	(Levels 2-4: C27) Articulates strategies for active involvement in data collection and interpretation for program evaluation	7N	6D
<b>C5.2</b> Models and instruments for collecting, summarizing, and interpreting information on program implementation in relation to quality standards.	Knowledge	(Levels 2-4: C28) Identifies appropriate models for conducting regular program evaluations in relation to standards for quality for early care and education settings	7E	3C, 6B
<b>C5.3</b> Strategies for collecting, summarizing, and interpreting children's and families' responses to the program, including children's progress in relation to learning standards and other goals, for use in judging program value and as a guide to continuous improvement.	Knowledge	(Levels 2-4: C29) Identifies ways to involve children and families in ongoing program evaluations that lead to improvements in the program and that reflect program goals	7P	3B

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area D. CURRICULUM OR PROGRAM DESIGN

Family child care providers have broad knowledge of appropriate learning contexts and developmentally appropriate, research-based curriculums that are designed for home child care settings with small, mixed through age groups of children birth through age 8.\* They understand the importance of promoting children’s cognitive and intellectual development through rich conversations, interactive book reading, and active exploration of children’s interests in the world. Providers recognize and value the interdependence between children’s relationships with others and their construction of knowledge. They view engaging children in authentic learning as an ongoing collaborative, dynamic professional endeavor. They take responsibility for planning and providing emerging, bias-free, integrated learning opportunities and resources that build on each child’s current abilities and interests, and to expand competence in all developmental domains.

### Performance Area D1

*Using a developmentally appropriate, research based curriculum for family child care, provides a comprehensive, holistic learning environment that is appropriate to a small, mixed through age group and that includes materials and activities from the range of sources that influence, guide and support the development and learning of children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
D1.1 Critical developmental goals for children, birth through age 8,* based on knowledge of children's development in the domains of emotions and relationships, social roles and interactions, language and communication, cognition, and physical development and health	Comprehension	(Levels 2-4: D1) Describes the unique developmental and learning needs of children in different age groups and with diverse abilities	1A	1A
		(Levels 2-4: D2) Describes the relationship between developmental and learning goals	1C	1A
D1.2 Key learning outcomes in the content disciplines, as appropriate for children from birth through age 8*	Knowledge	(Levels 2-4: D3) Identifies curriculum content for different age groups and the relationship to developmental practices	3Q	4C
D1.3 Goals that reflect knowledge, skills, and dispositions valued by families, communities, and society	Comprehension	(Levels 2-4: D4) Explains ways to involve families and others in assessing children’s developmental strengths and needs in developing individual and program goals	7P	2C

<p><b>D1.4</b> Goals that emerge from observations of children's interactions, interests, and relationships with ideas</p>	<p>Knowledge</p>	<p>(Levels 2-4: D5) Identifies ways that developmental needs/interests, language, and home experiences of all children can be used to inform curriculum</p>	<p>4E</p>	<p>3B</p>
<p><b>D1.5</b> Learning standards that govern or guide curriculum content in Illinois, birth through age 8, including the Illinois Early Learning and Development Standards, the Head Start Outcomes Framework, and the Illinois Learning Standards</p>	<p>Knowledge</p>	<p>(Levels 2-4: D6) Names relevant types of standards that guide curriculum content in Illinois, for different early care and education programs</p> <p>(Levels 2-4: D7) Describes how standards influence curriculum content choices in early care and education programs</p>	<p>7B</p> <p>3A</p>	<p>6B</p> <p>5C</p>
<p><b>D1.6</b> Common theoretical frameworks and curricular approaches used with children, birth through age 8,* including (a) their assumptions, rationales, research support, and distinguishing features, and (b) advantages and disadvantages for children of different ages, genders, interests, linguistic and cultural backgrounds, and needs</p>	<p>Knowledge</p>	<p>(Levels 2-4: D8) Describes various approaches used to design curriculum and identifies advantages and disadvantages</p>	<p>2J</p>	<p>4B, 4C</p>

## Performance Area D2

*Using a developmentally appropriate, research based curriculum for family child care, provides a program that addresses the central concepts, goals, tools of inquiry, structures and significant resources of the content disciplines, birth through age 8,\* and enables children to develop active, engaged relationships with the content of each discipline.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>D2.1</b> Components and sequences of emergent literacy, genres and authors of children's literature, and age appropriate, active strategies for engaging children in listening, speaking, reading, writing, and thinking	Comprehension	(Levels 2-4: D9) Gives examples of relevant and appropriate content for literacy for children, birth through age 8*  (Levels 2-4: D10) Describes appropriate methods for engaging children in literacy-rich experiences that support their development and learning	6A, 6Q  2Q, 6B, 6E, 6J	5A  4C, 5B
<b>D2.2</b> Major concepts, procedures, and reasoning processes of mathematics, and active, age-appropriate approaches for engaging children in everyday, concrete opportunities to construct a dynamic understanding of numbers, concepts of chance, and mathematical processes such as estimation, pattern recognition, spatial reasoning, and measurement and analysis of physical properties	Comprehension	(Levels 2-4: D11) Gives examples of relevant and appropriate content for math for children, birth - age 8  (Levels 2-4: D12) Describes appropriate methods for engaging children in mathematical experiences that support their development and their learning of mathematical concepts and skills	2I, 3A  5A, 5S	5A  4C, 5B
<b>D2.3</b> Principles of scientific inquiry and concepts in the physical, earth/space, and life sciences, and their interconnectedness in everyday environments, and dynamic, age-appropriate opportunities for children to explore and apply the scientific process	Comprehension	(Levels 2-4: D13) Gives examples of relevant and appropriate content for science for children, birth through age 8*  (Levels 2-4: D14) Describes appropriate methods for engaging children in scientific experiences that support their inquiry and development of scientific concepts and skills	2I, 3A  2B, 5A, 5S	5A  4C, 5B



<p><b>D2.4</b> Concepts and interrelationships among the social sciences (historical, geographical, economic, civic, political) in everyday life, and strategies to enhance children's understanding and use of concepts, through actively exploring cultural artifacts such as maps, differences among families and cultures, interrelationships among people, and roles of individuals and groups</p>	<p>Comprehension</p>	<p>(Levels 2-4: D15) Gives examples of relevant and appropriate content for the social sciences for children, birth through age 8*</p> <p>(Levels 2-4: D16) Describes appropriate methods for engaging children in social science experiences that promote their development as participants in a democratic society and global world</p>	<p>2I, 3A</p> <p>2I, 5A, 5S</p>	<p>5A, 4C</p> <p>4C, 5B</p>
<p><b>D2.5</b> Types and functions of technologies appropriate for young children, birth through age 8,* and approaches for teaching children to use technology (e.g., writing tools, digital cameras, computer programs) to gain knowledge for creative appreciation and expression, and for recreation</p>	<p>Comprehension</p>	<p>(Levels 2-4: D17) Gives examples of a variety of relevant and appropriate technologies and software appropriate for young children, birth through age 8*</p> <p>(Levels 2-4: D18) Describes ways to incorporate appropriate technologies as a learning tool to support children's learning and development in all areas, including those with diverse abilities and needs</p>	<p>2L, 5E</p> <p>2L, 3E, 3N, 5N</p>	<p>4B</p> <p>4C</p>
<p><b>D2.6</b> Content, function, and achievements of the fine and creative arts (dance, music, drama, visual arts) as media for communication, inquiry, and insight, the interrelationships among the arts and development of society, and active approaches to enhancing children's enjoyment, understanding, appreciation, participation, and expression of the arts</p>	<p>Comprehension</p>	<p>(Levels 2-4: D19) Gives examples of relevant and appropriate content for the fine and creative arts for young children, birth through age 8*</p> <p>(Levels 2-4: D20) Describes appropriate methods for engaging children in creative and fine arts experiences that support their abilities to express their ideas and emotions through artistic expression</p>	<p>2I, 3A</p> <p>3A, 5A, 5S</p>	<p>5A</p> <p>4C, 5B</p>

<b>D2.7</b> Principles of movement, fitness, and activity as elements central to physical and emotional well-being, and for providing engaging environments and activities that promote children's development of skills, dispositions, and habits that contribute to good health and safety	Comprehension	(Levels 2-4: D21) Gives examples of relevant and appropriate content for physical development and health for children, birth through age 8*	2D, 2I, 3A	5A
		(Levels 2-4: D22) Describes appropriate methods for engaging children in experiences that support their physical, emotional, and healthy well-being	3A, 5C	4C, 5B

### Performance Area D3

*Using a developmentally appropriate, research based curriculum for family child care, combines and integrates developmental and learning goals from multiple sources into integrated, dynamic, ongoing learning and discovery experiences that reflect the interests, abilities, backgrounds and needs of children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>D3.1</b> Short-term and long-term planning approaches for organizing curriculum content, learning contexts and activities	Application	(Levels 2-4: D23) Demonstrates knowledge of evidence-based practices for supporting children's development of skills and knowledge, by integrating curriculum content and incorporating children's experiences, interests, and abilities	1L, 3L	4C
<b>D3.2</b> Potential influences of age, ability, gender, culture, language, and socio-economic status on children's learning styles, understanding of curriculum	Comprehension	(Levels 2-4: D24) Discuss the effects of bias on children, families, and communities	1L, 2E	1B, 2A, 4D
		(Levels 2-4: D25) Discusses ways to differentiate learning activities that is a reflection of children's cultures, diverse abilities and special needs	1L, 3C, 5E	4A, 5C

<p><b>D3.3</b> Approaches for incorporating families' priorities and concerns into the learning environment and curriculum</p>	<p>Comprehension</p>	<p>(Levels 2-4: D26) Describes ways to foster partnerships with families in order to inform planning of curriculum and learning opportunities</p>	<p>8F</p>	<p>2C</p>
<p><b>D3.4</b> Approaches for involving children in building a curriculum and learning environment that is embedded within the broader array of desired learning, development and curricular goals</p>	<p>Knowledge</p>	<p>(Levels 2-4: D27) Identifies strategies for using ongoing assessments and observations of children's interests and abilities to inform curriculum planning for differentiated instruction</p> <p>(Levels 2-4: D28) Identifies ways for children to participate in planning and designing experiences and making choices about areas of study</p>	<p>5P, 7G</p> <p>5J, 5P</p>	<p>3C, 3D</p> <p>4A</p>
<p><b>D3.5</b> Strategies for evaluating and modifying curricular learning opportunities based on ongoing assessment of children's interests and on the progress of group and individual goals in developmental domains and content areas, in collaboration with families and with professionals from other disciplines</p>	<p>Knowledge</p>	<p>(Levels 2-4: D29) Identifies types of assessment and describes how assessment results are used to inform decision making and curriculum planning</p>	<p>5H, 7J</p>	<p>3A, 3C</p>

## Performance Area D4

*Using a developmentally appropriate, research based curriculum for family child care, modifies and adapts learning activities to incorporate individual learning goals that stem from individual differences in children's interests, family priorities and concerns, as well as individual needs related to factors such as English language learning, biological or environmental risk factors, and developmental delay or disability in children.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>D4.1</b> Approaches for collaborating with families and with professionals from other disciplines to develop comprehensive, integrated curriculum plans that accommodate and address individual needs and ensure that all children have access to the goals of the general curriculum	Knowledge	(Levels 2-4: D30) Describes ways to work with team members to plan curriculum that is adapted to meet the needs of children with diverse abilities	3P, 8K	3C, 3D
<b>D4.2</b> Legal and ethical responsibilities for developing and implementing the IEP, IFSP, and other individualized curriculum plans	Knowledge	(Levels 2-4: D31) Identifies appropriate team members, and their roles, who might participate in the development of the IEP, IFSP, and other individualized curriculum plans	8I, 8S	3D

## Performance Area D5

*Using research-based interaction processes, facilitates learning within the unique, multi through aged environment of the family child care setting, in order to enhance multi-modal engagement using curriculum, materials and environments.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>D5.1</b> Effective strategies for helping children engage deeply with questions and ideas fostering profound thinking by incorporating children’s natural curiosity about the world	Comprehension	(Levels 2-4: D32) Gives examples of relevant and appropriate questions to pose about daily life activities and the world around us, such as "I wonder if ..." "Why do..." "How many do we need?" "What do you notice?"	1J	4B
		(Levels 2-4: D33) Describes appropriate methods for engaging children in questions, conversations and activities that build on the children’s interests and ideas	2Q, 6S	5A
		Levels 2-4: D34) Describes appropriate methods for engaging children in learning experiences that promote their development as participants in a democratic society and global world	2Q, 5D	
<b>D5.2</b> Fully integrated learning experiences that include opportunities for children to learn and explore in different ways through multiple approaches and modalities (e.g., visual, kinesthetic, spatial, musical, natural, logical-mathematical, verbal, inter and intra-personal processes)	Comprehension	(Levels 2-4: D35) Gives examples of different types of learning and interacting with the world	5I	
		(Levels 2-4: D36) Describes effective techniques for engaging children in learning experiences that use multiple approaches and modalities	6J	4C

<p><b>D5.3</b> Key processes for exploring interests and ideas and making sense of the world, including asking questions, reasoning, solving problems, testing hypotheses, gathering and analyzing data, noticing and explaining patterns and structures, and comparing and describing quantity and number</p>	<p>Comprehension</p>	<p>(Levels 2-4: D37) Gives examples of relevant and appropriate discovery activities for children, birth through age 8*</p> <p>(Levels 2-4: D38) Describes appropriate methods for engaging children in exploring and making sense of the world that support the habit of inquiry and development of new concepts and skills</p>	<p>3Q</p> <p>5A</p>	<p>5B</p> <p>5C</p>
<p><b>D5.4</b> Key processes for supporting communication, language, and literacy development, including authentic conversations and use of quality children’s literature</p>	<p>Comprehension</p>	<p>(Levels 2-4: D39) Describes appropriate methods for engaging children in communication (e.g. reciprocal responding and serve and return interactions with infants; meaningful conversations and book reading with toddlers and preschoolers; answering questions, exploring ideas, and reading along with older children)</p> <p>(Levels 2-4: D40) Gives examples of relevant, engaging and high quality literature appropriate to children of different ages</p>	<p>6F-6L</p> <p>6Q</p>	<p>5C</p>

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area E. INTERACTIONS, RELATIONSHIPS & ENVIRONMENTS

Family child care providers use responsive strategies and interactions to build sensitive and effective relationships with children from birth through age 8\* and their family members across a broad range of situations. They recognize the important teaching roles of the physical and social environments, and provide and support interactions that are nurturing, pleasant and intellectually stimulating. Within the context of warm, caring relationships, they foster children's healthy social and emotional development. Interactions and relationships in family child care environments are responsive to each child's abilities, interests, and needs, and reflect appreciation of family and community contexts.

### Performance Area E1

*Employs observation, guidance and communication techniques that assist children to develop a positive sense of self and others, productive interactions with peers and adults, and healthy interactions with their environments, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
E1.1 Influence of culture, socioeconomic status, and individual differences such as age, ability, gender, temperament, and second language acquisition, on communication among children and between children and adults	Comprehension	(Levels 2-4: E1) Explains the multiple factors that impact and influence children's skills for interacting with others	4C	1B, 2A
		(Levels 2-4: E2) Cites strategies to encourage positive multi through aged peer relationships in the family child care by involving families, enhancing cultural awareness, valuing cultural diversity, and appreciating different abilities and learning approaches	1A, 1K, 1L	2A
E1.2 Characteristics of warm, responsive interpersonal relationships, consistent interactions, and predictable routines that provide a solid foundation for work with children and families and for supporting children's motivation to develop and learn	Knowledge	(Levels 2-4: E3) States ways that responsive relationships, consistent interactions, and predictable routines in care and education settings help support children's development and learning	4D	4A
		(Levels 2-4: E4) Names strategies to build trusting relationships between children and with children and their families	1K, 8P	2B

<p><b>E1.3</b> Consistent, predictable use of social groups, space, time, materials, transitions, rules, and routines to guide positive behavior and interactions, to promote emotional resilience and social skills, and to respond to behavioral needs</p>	<p>Comprehension</p>	<p>(Levels 2-4: E5) Gives examples that the physical setting, schedule, routines, and transitions can be used to promote positive behavior and interactions</p> <p>(Levels 2-4: E6) Describes ways that adult behaviors, attitudes, and interactions can promote children’s positive social emotional development and guide positive behavior</p>	<p>4M, 4P</p> <p>4A, 4G</p>	<p>1C, 4B</p> <p>4D</p>
<p><b>E1.4</b> Guidance strategies that reflect the professional understanding and belief that children need healthy, affirming support for developing their social-emotional identity</p>	<p>Comprehension</p>	<p>(Levels 2-4: E7) Describes and discusses guidance techniques and opportunities for social interaction that lead to young children’s healthy concept of self, self-regulation, and ability to interact appropriately with others</p>	<p>4D, 4K</p>	<p>1C</p>
<p><b>E1.5</b> Multiple developmentally and individually appropriate opportunities for children to express emotions and ideas in positive ways, to cooperate, and to resolve conflicts through listening, group discussion, and conflict resolution strategies</p>	<p>Application</p>	<p>(Levels 2-4: E8) Demonstrates ways to assist children in learning to express emotions in positive ways, solve problems, and make decisions</p>	<p>1B</p>	<p>4B</p>
<p><b>E1.6</b> Variety of strategies to teach behavioral skills appropriate to specific contexts and to children of different ages, including use of techniques such as functional analysis and individual guidance plans.</p>	<p>Knowledge</p>	<p>(Levels 2-4: E9) Identifies strategies in compliance with laws, policies, and ethical principles to teach appropriate behavioral skills</p> <p>(Levels 2-4: E10) Outlines specific strategies and techniques for addressing problem behaviors, including functional assessment and individual guidance plans</p>	<p>4A, 4F, 4G</p> <p>4H, 4O, 4Q</p>	<p>4B, 6B</p> <p>4B</p>



<b>E1.7</b> Cooperative home-program approaches that promote positive self-concept and help children learn productive behavior.	Knowledge	(L Levels 2-4: E11) Describes ways to collaborate with families to develop individually appropriate expectations for children’s behaviors	4H, 8Q	2C
		(L Levels 2-4: E12) Identifies strategies to communicate with families regarding areas of concern, developing cooperative strategies to address potential difficulties	8Q, 9L	2C
<b>E1.8</b> Creating positive emotional climate to foster children’s emotional well-being and relational attachment, such as frequent social conversations, joint laughter and affection	Comprehension	(L Levels 2-4: E13) Describes and discusses strategies to support emotional well-being and strengthen positive relationships	4L, 4M	1C

## Performance Area E2

*Employs observation, guidance and communication techniques that assist children to develop a positive sense of self and others, productive interactions with peers and adults, and healthy interactions with their environments, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>E2.1</b> Personal and professional commitment to maintaining a safe, interactive, individualized, exploratory care and learning setting for all children	Application	(Levels 2-4: E14) Employs developmentally appropriate ways to organize space into identifiable areas that encourage children's active involvement, initiative, responsibility, creativity, and growing sense of autonomy	4L, 4M	1C
<b>E2.2</b> Characteristics of indoor and outdoor environments that promote development and learning within and across developmental domains and curriculum areas birth through age 8,* including use of time, space, and activities (e.g., activities in which children employ skills from multiple domains, predictable routines and safety strategies, and use of developmentally and culturally appropriate materials)	Application	(Levels 2-4: E15) Chooses ways to plan and implement routines and activities that includes a variety of methods for developing children's curiosity, problem-solving skills, and decision-making abilities	4K	4C
<b>E2.3</b> Varied strategies, including those associated with English language acquisition, to assist children to understand, acquire, and use verbal and nonverbal means of communicating ideas and feelings	Knowledge	(Levels 2-4: E16) Identifies ways to show respect for variations in communication styles and home languages	1C, 6C	1B
		(Levels 2-4: E17) Describes ways to provide multiple opportunities for English language learning children to communicate	6C	2A
<b>E2.4</b> Varied strategies to assist children to develop skills in problem solving, inquiry, critical thinking, and creativity (e.g., listening, posing questions, providing resources)	Knowledge	(Levels 2-4: E18) Describes appropriate methods for developing children's intellectual curiosity, problem solving and decision making skills	2C	4C

<p><b>E2.5</b> Multiple ways to provide opportunities for children to explore and play creatively with space, materials, images, sounds, language, and ideas</p>	<p>Comprehension</p>	<p>(Levels 2-4: E19) Describes how children learn through their active interaction and exploration of their environment</p>	<p>4M, 5F, 5I</p>	<p>4B</p>
<p><b>E2.6</b> Developmentally appropriate ways of using technology to enhance development and learning</p>	<p>Knowledge</p>	<p>(Levels 2-4: E20) Lists a variety of assistive devices used with children with special needs</p> <p>(Levels 2-4: E21) Describes how technology is integrated to enhance development and learning</p>	<p>2O</p> <p>3E</p>	<p>4B</p> <p>4B</p>
<p><b>E2.7</b> Sources of current research and professional standards related to physical and social environments for teaching and learning</p>	<p>Comprehension</p>	<p>(Levels 2-4: E22) Gives examples of sources that provide information about standards related to physical and social environments</p>	<p>3A, 9A</p>	<p>5C, 6C</p>

## Performance Area E3

*Employs observation, guidance and communication techniques that assist children to develop a positive sense of self and others, productive interactions with peers and adults, and healthy interactions with their environments, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>E3.1</b> Major theories of teaching and learning as appropriate to children, birth through age 8,* including how children differ in their approaches to learning	Application	(Levels 2-4: E23) Relates how to use research, developmental theories, and professional resources inform decisions about using best practices that support children’s learning and development	2A, 2F, 3D, 3G	4D, 6C
		(Levels 2-4: E24) Uses strategies compatible with multiple intelligences to implement developmentally appropriate concepts and skills that guide each child toward desired developmental and learning outcomes	2I, 2J, 2P	5A
<b>E3.2</b> Developmentally, culturally, and individually appropriate activities, materials, and family and community resources that support exploration and acquisition of knowledge, skills, and dispositions within and across various cognitive domains, birth through age 8* (e.g., supporting developing literacy, encouraging enriched language, promoting concept development, planning individual and group projects, and providing material-rich learning activities)	Knowledge	(Levels 2-4: E25) Identifies ways to use the interests, abilities, and goals of children and families to plan appropriate learning experiences	1L	4B

<p><b>E3.3</b> Array of effective, developmentally, culturally, and individually appropriate interaction strategies that enable children to gain conceptual and practical knowledge, as appropriate to the content being taught and to the child, birth through age 8* (e.g., describing, questioning, identifying and clarifying misunderstanding, establishing bridges to prior experiences and knowledge, modeling, and using explicit instruction)</p>	<p>Comprehension</p>	<p>(Levels 2-4: E26) Gives examples of interaction strategies that enable children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills</p> <p>(Levels 2-4: E27) Distinguishes between learning content and acquiring related skills in specific content areas</p>	<p>2G</p> <p>2C</p>	<p>4B</p> <p>4C</p>
<p><b>E3.4</b> Variety of approaches for fostering learning within and across developmental domains and learning areas and for matching content and strategies to individual children's abilities, interests, and needs</p>	<p>Comprehension</p>	<p>(Levels 2-4: E28) Gives examples of methods that allow children to construct their own knowledge that include play, open-ended questioning, cooperative learning, and inquiry experiences</p> <p>(Levels 2-4: E29) Gives examples of ways to connect identified skills and concepts with activities that use individual children's abilities, interests, and needs</p>	<p>5I</p> <p>2N</p>	<p>4C</p> <p>4C</p>
<p><b>E3.5</b> Short- and long-term planning formats that reflect potential influences of age, ability, culture, gender, and socio-economic status on the instructional process (e.g., interactions and relationships between children and between children and adults, learning activities and opportunities that reflect the cultures represented in the home child care and in the community)</p>	<p>Knowledge</p>	<p>(Levels 2-4: E30) Identifies and discusses planning methods through which care and education programs and environments can reduce the effect of bias on children, families, and communities through use of anti-bias materials, literature, and appropriate experiences</p>	<p>1E, 1F, 4L</p>	<p>4C, 4D</p>

<p><b>E3.6</b> Variations in teaching/learning opportunities and strategies that address preferences in learning mode and build strengths across learning and performance skills</p>	<p>Comprehension</p>	<p>(Levels 2-4: E31) Discusses how different teaching/learning opportunities meet the individual needs of specific children, including children with special needs and talents, and diverse learning abilities</p> <p>(Levels 2-4: E32) Distinguishes ways to differentiate learning supports so as to allow each child to participate at his or her own level of interest and ability</p>	<p>3C</p> <p>1A, 1K, 1L</p>	<p>1A, 4C</p> <p>1A, 4C</p>
<p><b>E3.7</b> Approaches for evaluation and modification of teaching/learning interactions and environments to ensure that all children are engaged, productive, and learning</p>	<p>Knowledge</p>	<p>(Levels 2-4: E33) Identifies developmentally appropriate ways to use input from children in designing engaging environments</p> <p>(Levels 2-4: E34) Describes a variety of techniques and procedures to evaluate and modify program goals for children and families</p>	<p>3D</p> <p>4E</p>	<p>1C, 4B</p> <p>3A</p>

## Performance Area E4

*Designs, modifies, and adapts teaching/learning interactions and environments to incorporate individually-designed strategies for children with diverse learning approaches, needs, and abilities, birth through age 8,\* in order to address individual goals and outcomes and to ensure that all children have access to a full range of learning experiences in the curriculum.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>E4.1</b> Short-term and long-term planning formats that support collaboration with families and with professionals from different disciplines to develop comprehensive, integrated instructional plans that accommodate and address individual priorities and needs within the context of typical early childhood environments, routines, and activities (e.g., matrix planning).	Knowledge	(Levels 2-4: E35) Identifies the contributions to the learning environment that can be made by family and community members	8Q, 8T	2C, 4D
<b>E4.2</b> Teaching and environmental accommodations that promote participation in ongoing activities by children with diverse needs and abilities (e.g., modification of schedule, physical environment, activities, expected response mode).	Knowledge	(Levels 2-4: E36) Selects and identifies ways to use materials that stimulate each child and are suitable to individual learning styles, varying development levels, special needs, and language and cultures of children and families	3C	4C, 4D
		(Levels 2-4: E37) Identifies ways in which early childhood professionals and programs can adopt the principles of universal design to adapt learning environment to meet the needs of all children	4E, 4P	1C, 4D
		(Levels 2-4: E38) Matches specific adaptations to children’s needs and abilities	3D, 3J	1C, 4A, 4D

<b>E4.3</b> Common types of assistive technology used to enhance teaching and learning in children with disabilities, and to expand children's options for demonstrating learning.	Knowledge	(Levels 2-4: E39) Identifies various types of assistive devices appropriate for use with children	20	4B
		(Levels 2-4: E40) Identifies specific assistive technology that could be used to support specific children's learning and development	20, 3E	4B
<b>E4.4</b> Primary sources of information and assistance with the teaching/learning process in individual children who have diverse needs and abilities (e.g., children learning English as a second language, those living in crisis situations, and those with delays or disabilities).	Knowledge	(Levels 2-4: E41) Selects various sources of information that will provide assistance with planning for the teaching and learning environment of children with diverse needs and abilities	3P, 8C, 8F	1B
		(Levels 2-4: E42) Recognizes teacher-scaffolded and initiated instruction to complement child initiated learning	3P, 5E, 5H, 5K	4A



## Performance Area E5

*Uses research-based skills and strategies that assure responsive, sensitive, secure relationships and interactions, including proactive behavior guidance strategies that characterize a high-quality, positive climate in family childcare settings for children birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>E5.1</b> Uses authentic and natural observations of children in multiple situations (e.g., playing alone, interacting with peers, talking with adults, participating in group activities) over time (e.g., various times of day, watching development over time) to gain an accurate picture of each child's strengths, abilities, and progress; and uses these positive observational records to support caring communication with children and families	Knowledge	(Levels 2-4: E43) Describes the value of strength-based observations and records in supporting social, emotional, language, physical and cognitive development	4P, 4Q	3C
		(Levels 2-4: E44) Explains how to use strength-based, respectful, reciprocal conversation and focus to facilitate trust and collaboration with children and families	8Q	1E
<b>E5.2</b> Anticipates and prevents potential behavior problems through proactive redirection strategies, and adjusts time, schedules, environmental arrangement, materials, social interactions, and level of adult support to ensure a positive climate and pro-social engagement for children in mixed age setting	Knowledge	(Levels 2-4: E45) Explains the importance of evaluating social and physical environments, teacher supports, materials and schedules, in order to ensure each child's success in interactions, routines and activities	4J, 5F, 5P	1D, 4C
<b>E5.3</b> Guidance strategies that reflect the professional commitment to providing children with warm and responsive support for developing skills, recognizing the harmful consequences of physical punishment, including yelling, shaking, hitting, psychological abuse, threats or coercion	Comprehension	(Levels 2-4: E46) Describes and discusses positive guidance techniques and the need for responsive social interaction that leads to children's healthy concept of self, self-regulation, and developing social-emotional skills	4O, 5L	4A, 1F
		(Levels 2-4: E47) Describes the detrimental impact of punishment, psychological abuse, threats, and coercion in family child care settings	9A, 9B	1B

<p><b>E5.4</b> Strategies for recognizing and mitigating manifestations of stress in children, including sensitive responding to reactive behavior, using strategies for soothing and calming, and providing support for children and families encountering stress or trauma</p>	Comprehension	<p>(Levels 2-4: E48) Describes the causes, symptoms, and manifestations of stress in children</p> <p>(Levels 2-4: E49) Describes research-based strategies that mediate children’s stress-reactive behaviors, and describes strategies to calm, support and comfort</p>	<p>4I</p> <p>4D, 4E</p>	1D, 1F
<p><b>E5.5</b> Counter potential bias and discrimination by treating all children with equal respect and consideration and building positive self-identity by modeling and teaching the value of individual differences</p>	Knowledge	<p>(Levels 2-4: E50) Describes situations in which children may need modeling and support for respect and valuing of individual differences</p>	1A, 1F, 1K	1D, 2B
<p><b>E5.6</b> Consistent availability as a secure base for children, responding calmly to emotions, both positive (e.g., joy, pleasure, excitement) and negative, (e.g. anger, frustration, and sadness) and validating children’s feelings with sensitivity</p>	Knowledge	<p>(Levels 2-4: E51) Describes the need for children to experience a sensitive caregiver as a secure base, and to receive calm and caring support for a variety of emotions</p>	4L	1B, 2A
<p><b>E5.7</b> Self-reflection to identify personal factors that influence objectivity and implementation of research-based positive guidance strategies and expectations that are essential for calm and respectful responses that mediate risk factors for all children</p>	Comprehension	<p>(Levels 2-4: E52) Recognizes the contribution of personal and background experiences of teachers that inform guidance practices and adjusts/aligns strategies and skills with research-based foundations</p>	10D, 10E	1E, 4D
<p><b>E5.8</b> Cooperative home-program approaches that promote positive self-concept and help children learn to create healthy and productive solutions to behavior challenges</p>	Knowledge	<p>(Levels 2-4: E53) Describes ways to collaborate with families to develop individually appropriate expectations for children’s behaviors, establishing and maintaining regular, ongoing two-way conversation</p>	9E, 9K	4C, 1A

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area F. FAMILY AND COMMUNITY RELATIONSHIPS

Family child care providers understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning and well-being of children, birth through age 8,\* and their families.

### Performance Area F1

*Employs communication approaches and skills that form the basis of collaborative relationships on behalf of children, birth through age 8,\* and their families.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>F1.1</b> Skills for effective oral communication including active listening, establishing lines of communication, and matching communication style and level to the listener	Comprehension	(Levels 2-4: F1) Gives examples of effective verbal communication skills with children and adults, including adjusting to diverse communication styles and situations	1D, 1E, 9L	2A, 4A
<b>F1.2</b> Skills for effective use and interpretation of different forms of written communication common in care and education settings (e.g., program-home exchanges, newsletters, reports), including knowledge of formats, accurate portrayal of events, correct grammatical usage, and matching style to listener and to purpose of communication	Comprehension	(Levels 2-4: F2) Describes the benefits and limitations of a variety of communication formats, including oral, non-verbal, and written formats to engage families in effective and meaningful dialogue	1E, 8D, 9L	4A
<b>F1.3</b> Skills to work collaboratively with others in gaining perspectives, making decisions, solving problems, and resolving conflicts	Application	(Levels 2-4: F3) Demonstrates effective verbal, non-verbal and written communication skills with children and adults including those who may be culturally or linguistically diverse	1D, 1E	2B

## Performance Area F2

*Collaborates with families and provides multiple opportunities for program-family interaction and partnership, as appropriate to the age of the child and to the priorities and choices of families of children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>F2.1</b> Family systems theory, including family dynamics, roles and relationships, and theories and characteristics of family development	Knowledge	(Levels 2-4: F4) Describes how family context, including language, influences children's development and family priorities	1C	2A
		(Levels 2-4: F5) Describes how a child's identity is developed within the family and community setting	1A	2A
		(Levels 2-4: F6) Describes the importance of family interaction patterns and their impact on a child's development and learning	1C, 1E	2A
<b>F2.2</b> Sources of diversity that influence families' approaches to parenting and preferences for program-home collaboration, including differences that may be related to family structures, social, cultural, linguistic, or religious backgrounds, or to individual characteristics of the child or family	Comprehension	(Levels 2-4: F7) Discusses variations across cultures in terms of family strengths, expectations, values, and childrearing practices	1A	2A
		(Levels 2-4: F8) Gives examples of ways to show respect for life's diversities and influences on family's involvement in programs	3F, 9L, 9Q	2A
<b>F2.3</b> Roles and contributions of families at different steps of the program process (e.g., entry into the program, assessment, curriculum planning and implementation, and transition from program to next setting)	Comprehension	(Levels 2-4: F9) Recognizes and identifies family role and contributions to program processes. Develops reciprocal, productive interpersonal relationships that demonstrate the value of family contributions	8Q, 9Q	2C

<p><b>F2.4</b> Skills for collaborating with families to identify their priorities, concerns, and resources and to make decisions about their child's development and learning, including skills to demonstrate sensitivity to differences in family structures, backgrounds, and preferences for involvement, and to respect and support family decisions</p>	Comprehension	<p>(Levels 2-4: F10) Describes family priorities and strengths in setting goals for individual children and the program</p>	1L, 3F	2C
<p><b>F2.5</b> Variety of opportunities for home-program collaboration and participation in family-oriented services and opportunities, to address families priorities and concerns for their child and for themselves (e.g., observation of and assistance with program activities, decision making about program's structure, program evaluation, newsletters, home visits, and parenting classes that provide knowledge and skills to enhance their child's development and learning)</p>	Comprehension	<p>(Levels 2-4: F11) Gives examples of ways to engage in frequent contact and to collaborate with parents through a variety of communication strategies</p> <p>(Levels 2-4: F12) Describes ways to incorporate families' desires and goals for their children into the care and education setting</p>	3F, 8B, 8D  8B, 8D, 8P	2B  2B, 4A
<p><b>F2.6</b> Strategies for establishing communication and partnership with family members for whom English is not the home language</p>	Knowledge	<p>(Levels 2-4: F13) Identifies ways to involve families in their children's care and education, including communication in the home language of the child when possible</p> <p>(Levels 2-4: F14) Identifies resources for communicating with families in their home language</p>	1G  1G	2C, 4A  2C
<p><b>F2.7</b> Issues faced by families, including those of children with disabilities or developmental delays, and strategies for establishing partnerships that are responsive to families' unique priorities and concerns and to children's individual characteristics and needs</p>	Knowledge	<p>(Levels 2-4: F15) Recognizes challenges faced by families caring for children with diverse abilities</p> <p>(Levels 2-4: F16) Identifies ways to collaborate with families to involve them in their children's care and education</p>	8H, 8Q  8Q	2A  2C

<b>F2.8</b> Roles of children, families, teachers, other professional staff, and personnel from other community agencies and programs in developing, implementing, and evaluating individualized program such as the IFSP, IEP, or behavioral plan	Knowledge	(Levels 2-4: F17) Identifies the general procedures for and participants involved in the development of the IFSP, IEP, or behavioral plan, including the particular role of the family child care professional	8I, 8S	2C, 6B
<b>F2.9</b> Parent communication and connection to community resources	Knowledge	(Levels 2-4: F18) Identifies and shares community resources related to health, education, special needs, and literacy	8P	2C
		(Levels 2-4: F19) Identifies and provides opportunities for families and staff to participate in community resource events (e.g., health fairs, library events, medical training, etc.)	8Q	6C

### Performance Area F3

*Establishes and maintains positive team relationships with program, school, and agency personnel in order to support the development, learning, and well-being of children, birth through age 8, and their families.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>F3.1</b> Roles, responsibilities, and referral procedures for typical members of early childhood teams (e.g., teacher, speech therapist, social worker, service coordinator), including those defined by law and policy, and the resources and skills that each discipline brings to the team.	Knowledge	(Levels 2-4: F20) Defines the role of family members, community agencies, and other professionals as part of the early childhood team	8E	2C, 4A
		(Levels 2-4: F21) Describes the diverse resources and skills that various disciplines bring to the early childhood team	8F	6C

<p><b>F3.2</b> Models of team interaction (e.g., interdisciplinary, trans disciplinary) useful for accomplishing different program functions including assessment, planning, and implementation, and those related to inclusion of children with disabilities in school and community programs.</p>	<p>Knowledge</p>	<p>(Levels 2-4: F22) Describes the general procedures, advantages, and problems of working with a multi-disciplinary team for different purposes</p>	<p>8F</p>	<p>6C</p>
<p><b>F3.3</b> Skills for contributing to the team process, including those related to different team roles (e.g., team leadership, consultation with other team members) and functions (e.g., decision making, conflict resolution).</p>	<p>Knowledge</p>	<p>(Levels 2-4: F23) Describes skills essential for working effectively with a variety of teams, including interdisciplinary and trans disciplinary, for different purposes</p>	<p>8E, 8J</p>	<p>6C</p>
<p><b>F3.4</b> Skills for managing roles of personnel and volunteers, including role definition and organization, training, and supervision, using principles of adult learning and collaborative consultation.</p>	<p>Knowledge</p>	<p>(Levels 2-4: F24) Describes key skills for working effectively with colleagues, volunteers, and supervisors in a supervisory role</p>	<p>8H, 8J</p>	<p>4A</p>
<p><b>F3.5</b> Skills to reflect on oneself as a team member and on team process in relation to team functioning and to achieving goals for children, families, staff, and programs.</p>	<p>Application</p>	<p>(Levels 2-4: F25) Relates to others the importance of acquiring knowledge about, and being responsive to, the diversity and complexity of dynamic family systems</p> <p>(Levels 2-4: F26) Relates team functioning and its relationship to goal achievement for children, families, staff, and programs</p>	<p>8Q, 9L</p> <p>8N</p>	<p>6E</p> <p>6D</p>

## Performance Area F4

*Can identify across agency lines to enhance the wellbeing of children, birth through age 8, and their families, and builds relationships within the community to assess and address community-wide issues and needs, share experiences, and generate new ideas.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
F4.1 Structures, roles, and resources of early childhood programs, schools, and other agencies related to children and families within the larger community context.	Knowledge	(Levels 2-4: F27) Outlines ways the family and community members contribute to early care and education programs	8T	2C
		(Levels 2-4: F28) Identifies resources that support early childhood programs, schools, and agencies	8T	2C
F4.2 Models and procedures for interagency collaboration, including using policies and procedures for referral, accessing resources, and forming partnerships on behalf of children and families (e.g., interagency agreements, interagency councils).	Knowledge	(Levels 2-4: F29) Identifies strategies for developing collaborative relationships with agencies and other personnel working with children for maintaining high quality programs and services for children	8E	2B, 2C
F4.3 Legal issues and guidelines in education, including those related to children who have disabilities or who are at risk for learning or development, based on income or other child, family, or community factors.	Knowledge	(Levels 2-4: F30) Identifies rationales for policies, regulations, and safeguards to children with and without exceptional needs and their families	9B	6B
		(Levels 2-4: F31) Identifies strategies for implementing program policies and procedures and applicable local, state, and federal regulations including those related to special education	1D, 9B, 9R	6B



<p><b>F4.4</b> Array of local interagency committees, agency boards, and community groups concerned with the availability of education, health, and social services related to young children and their families, including children who have disabilities or other factors that put them at risk for learning or development (e.g., Early Intervention).</p>	Knowledge	(Levels 2-4: F32) Identifies appropriate community resources for information and referral	1G	6A
		(Levels 2-4: F33) Selects appropriate community resources for specific needs of families and children	1G	6A
		(Levels 2-4: F34) States one's professional role and identifies strategies for making referrals when necessary and appropriate	N/A	6A
<p><b>F4.5</b> Strategies for using the larger community as a resource for teaching and learning, including acquiring knowledge about resources in the community (e.g., people, places) and building reciprocal relationships that benefit community entities as well as the program.</p>	Comprehension	(Levels 2-4: F35) Describes the roles of family members, community agencies, and other community sources that can work together to create quality care and education programs	8B	2C, 6C
<p><b>F4.6</b> Short- and long-term planning formats that support collaboration with families and with professionals from different disciplines to develop comprehensive, integrated instructional plans that accommodate and address individual priorities and needs within the context of typical early childhood environments, routines, and activities (e.g., matrix planning).</p>	None	None	None	None
<p><b>F4.7</b> Views of human and family development and diversity that respect the interdependence among children, their families, their communities, and the larger society.</p>	Comprehension	(Levels 2-4: F36) Describes the various influences on families in relation to children, communities, and the larger society	1C	2A

<p><b>F4.8</b> Potential influences of differences in family structure and in social, cultural and linguistic backgrounds on what people value and what they do.</p>	<p>Comprehension</p>	<p>(Levels 2-4: F37) Cites examples of ways family structure and social, cultural, and linguistic backgrounds influence families in their interactions with each other and in their goals for their children</p>	<p>1A, 1C</p>	<p>1B, 2A</p>
<p><b>F4.9</b> Strategies to recognize, learn about, and demonstrate respect and sensitivity for the varied, individual talents and strengths of children, families, and team members, as well as for the multiple perspectives and actions that reflect differences in socioeconomic, ethnic, cultural and linguistic heritages, and contexts.</p>	<p>Application</p>	<p>(Levels 2-4: F38) Demonstrates ways to show respect for individual families relative to differences in family strengths, challenges, perspectives, and actions</p>	<p>9I</p>	<p>2A</p>

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area G. PERSONAL AND PROFESSIONAL DEVELOPMENT

Family child care providers identify themselves as professionals and conduct themselves as members of a significant, expanding, and changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They know and value the history and contributions of the profession and its related fields. They are committed to continual self-improvement and ongoing reflection on their practices. They exemplify the ethical standards of early childhood education and take responsibility for their own values, choices and actions. They honor diversity in culture, language, beliefs and practices.

### Performance Area G1

*Articulates, continually refines, and puts into practice a personal, professional philosophy consistent with values about human diversity that are contained in care and education and family policy and in early childhood professional guidelines, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
G1.1 Strategies to examine and understand one's own values and actions from a socio-cultural perspective, including potential influences of one's own family, social, cultural, and linguistic background on interactions with others	Comprehension	(Levels 2-4: G1) Discusses one's own philosophy of appropriate general and special care and education	1F, 9A	6D
		(Levels 2-4: G2) Explains cultural, linguistic, and individual influences on one's own philosophy and cultural competence	1F	6D

## Performance Area G2

*Employs knowledge of the care and education field in everyday interactions with children, families, other early childhood practitioners, and agencies and entities that govern, serve, and advocate for children, birth through age 12, and their families.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>G2.1</b> Field of childhood care and education, birth through age 8,* including the multitude of historical, philosophical, and social foundations that influence current thought and practice	Knowledge	(Levels 2-4: G3) Identifies historical, philosophical, theoretical, and social foundations that have influenced the family child care, early childhood, early childhood special education, and early intervention fields and identifies their influences on current thought and practice	9A	6A
<b>G2.2</b> Issues and trends in childhood education and care, including those related to children who are at risk for learning or development based on individual, family, or community factors	Knowledge	(Levels 2-4: G4) Describes current issues and trends related to children and families, professionals, and the field of family child care, early childhood, early childhood special education, and early intervention	9A, 9G	6A
<b>G2.3</b> Laws, regulations, and policies that govern services at different ages, birth through age 8, including those related to licensing and approval by governing bodies.	Comprehension	(Levels 2-4: G5) Explains legislation and public policies that affect children with and without exceptional needs, their families, and programs for children and the early childhood profession	9B	6A, 6B, 6E
		(Levels 2-4: G6) Discusses applicable state and federal regulations and procedural safeguards for children with and without exceptional needs	N/A	6B
		(Levels 2-4: G7) Explains the rationales for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse	N/A	6B

<b>G2.4</b> Professional standards and guidelines that govern and guide professional dispositions, behavior, thinking, and practice, including those of state and local agencies and of international, national, state, and local professional organizations.	Comprehension	(Levels 2-4: G8) Understands key skills of a professional (dispositions, behaviors, thinking, and practice) by identifying and interpreting knowledge in professional standards, guidelines and organizations	9D, 9G, 9H	6B
<b>G2.5</b> Basic principles of administration, organization, and operation of a variety of early childhood programs and agencies, including how these entities function in the community and how to utilize them as resources	Comprehension	(Levels 2-4: G9) Identifies programs and agencies within the community that can serve as resources for children and families	1G	6A
		(Levels 2-4: G10) Describes the organizational structures for the full range of early childhood programs, settings, and legal auspice	N/A	6A

### Performance Area G3

*Employs a variety of strategies to grow as a professional through reflection on the effects of one's own choices and actions on children, birth through age 12, their families, other team members, and one's own professional goals, and commits to lifelong learning and advancement of the profession.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>G3.1</b> Self-assessment and problem-solving strategies for reflecting on practice, including classroom observation, consideration of responses of children, families, and other team members to one's own actions, and evaluation of one's own beliefs and actions against professional standards	Comprehension	(Levels 2-4: G11) Explains ways to use self-reflection and feedback from others to improve practice	9K	6D
		(Levels 2-4: G12) Describes one's own beliefs about appropriate practices in relation to professional standards	N/A	6A, 6D

<b>G3.2</b> Opportunities for engaging in service efforts on behalf of children, families, care and education practitioners, and the family child care profession	Comprehension	(Levels 2-4: G13) Describes opportunities for professional service on behalf of inclusive, high-quality childhood care and education programs	9F, 9Q	6E
<b>G3.3</b> Opportunities for participating in development of the profession and the childhood care and education field, including opportunities at the program, local, state, and national levels and those available through professional organizations and through collegial activities in the school, program, or community	Comprehension	(Levels 2-4: G14) Identifies professional organizations and explains the roles of professionals and their contributions to the field and to the community	9O	6A
<b>G3.4</b> Opportunities and resources for training and professional development, including those available through professional literature; organizations; program, local, state, and national agencies or entities, and colleges and universities	Comprehension	(Levels 2-4: G15) Describes the purpose of, and identifies options for, professional growth activities	9D	6C
<b>G3.5</b> Opportunities for increasing resources available to the program or school, including those available through grant proposals or community partnerships and alliances	Knowledge	(Levels 2-4: G16) Identifies resources for supporting financial needs of programs	N/A	6A
<b>G3.6</b> Opportunities and strategies for initiating new projects or programs, and for contributing knowledge and expertise about teaching and learning to the profession	Knowledge	(Levels 2-4: G17) Identifies strategies to apply professional knowledge in the field to develop or add new projects or programs	9P	6C

## Performance Area G4

*Demonstrates professional conduct consistent with codes of ethics and standards outlined by legal entities and by the childhood care and education profession in relation to children, birth through age 8,\* their families, and care and education programs and services.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>G4.1</b> Communication strategies that demonstrate honesty, integrity and positive regard for others and their contributions, and respond to situations in a professionally appropriate, emotionally mature manner	Application	(Levels 2-4: G18) Demonstrates communication strategies with children, colleagues, and families that reflect knowledge of professional skills and ethical conduct	9I	4A, 6B
<b>G4.2</b> Standards of professional conduct for education as a profession and for early childhood education as a field, including those contained in the Illinois School Code and those outlined by professional organizations such as NAEYC	Knowledge	(Levels 2-4: G19) Describes key components of the codes of ethics for the early childhood and early childhood special education fields and ways the codes of ethics can be used to guide professional practices	9I	6B
<b>G4.3</b> Policies and procedures related to confidentiality and impartiality	Application	(Levels 2-4: G20) Articulates rationale for maintaining confidentiality and impartiality, including legal and ethical considerations	9J	6B
<b>G4.4</b> Professional dispositions and program standards related to personal appearance, hygiene, and work habits	Application	(Levels 2-4: G21) Demonstrates professional work habits including dependability, time management, independence, teamwork, and responsibility	9I	6B
<b>G4.5</b> Boundaries of professional responsibilities when working with children, families, and colleagues, as contained in or implied by program policy and procedures, professional standards, and law	Comprehension	(Levels 2-4: G22) Describes strategies to make program decisions based on professional standards	9K	6B

<b>G4.6</b> Planning and self-regulation strategies to accomplish personal and professional goals in a timely, intentional manner	Application	(Levels 2-4: G23) Prepares and carries out a professional development plan that evaluates own performance and set goals to advance knowledge in the field	9D, 9O	6C, 6D
<b>G4.7</b> Research and professional recommendations to ensure high quality interactions that mediate risk factors for children (e.g., enriched language conversations, positive climate, sensitive responding, higher level concept development, cultural respect)	Comprehension	(Levels 2-4: G24) Identifies and describes risk factors and the attributes of high-quality interactions that mediate these risks  (Levels 2-4: G25) Explains the contribution of enriched language interactions with adults and peers and impact of sensitive support and care  (Levels 2-4: G26) Describes plans to engage children in culturally relevant activities	1A, 1C  6S  3C	5A  5B  5C

\*Also may apply to children up to age 12 for those working in out-of-school settings.



## Content Area H. ADVOCACY

Family childcare professionals ensure that the rights and needs of children and families within a community are promoted and upheld. They recognize the implications of local, state, and national trends and laws that affect the families of children, especially their access to high-quality care and education environments. They use experience, knowledge, and research to plan and work towards improvement within community, social, and political systems. They advocate on behalf of children and families by collaborating with other stakeholders.

### Performance Area H1

*Understands and uses programs, laws and regulations that relate family child care licensing, food program, child protection, family services, and care and education generally.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
H1.1 Laws, regulations, and policies that govern services at different ages, birth-age 8,* including those related to licensing and approval by governing bodies	Comprehension	(Levels 2-4: H1) Describes legislation and public policies that affect children with and without exceptional needs, their families, care/education programs, and the family child care profession	9B	6A, 6E
		(Levels 2-4: H2) Discusses applicable state and federal regulations and procedural safeguards for children with and without exceptional needs	N/A	6B
		(Levels 2-4: H3) Describes the rationales for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse	N/A	6B
H1.2 Legislative policies and actions that impact families, family child care services, and other early care and education programs	Knowledge	(Levels 2-4: H4) Identifies organizations and legislative policies that advocate and lobby for rights and improvements for children, families, and early care and education programs	9B	6A
		(Levels 2-4: H5) Identifies websites related to professional interests in early care and education	9F	6B

<p><b>H1.3</b> Legal issues and guidelines in education, including those related to children who have disabilities or who are at risk for learning or development, based on income or other child, family, or community factors</p>	<p>Knowledge</p>	<p>(Levels 2-4: H6) Identifies rationales for policies, regulations, and safeguards for children with and without exceptional needs and their families</p> <p>(Levels 2-4: H7) Identifies strategies for implementing program policies and procedures and applicable local, state, and federal regulations including those related to special education</p>	<p>9B</p> <p>1D, 3A, 9B, 9R</p>	<p>6B</p> <p>6B</p>
<p><b>H1.4</b> Collaboration and inter-system alignment for school readiness initiatives, QRIS systems, transition from early childhood programs to school, and participation in district-wide quality improvement training events and resources</p>	<p>Knowledge</p>	<p>(Levels 2-4: H8) Identifies community connections and resources for ongoing participation in family child care quality improvement and alignment</p>	<p>8E</p>	

## Performance Area H2

*Has knowledge of and participates in various organizations and systems that work with and support children and their families.*

<p>Knowledge, Skills and Dispositions</p>	<p>Achievement Expectation</p>	<p>Level 2-4 Benchmarks/Competencies</p>	<p>IPTS</p>	<p>NAEYC Standards</p>
<p><b>H2.1</b> Inter-agency connections and how organizations (e.g. local government, professional groups, and education and service agencies) function in the community to support families and children</p>	<p>Comprehension</p>	<p>(Levels 2-4: H9) Identifies programs and agencies within the community that can serve as resources for children and families</p> <p>(Levels 2-4: H10) Describes the organizational structures for the full range of care and education programs, settings, and legal auspices</p>	<p>1G</p> <p>N/A</p>	<p>6A</p> <p>6A</p>

<p><b>H2.2</b> Opportunities for engaging in service and advocacy efforts on behalf of children, families, family child care providers, and the care and education profession</p>	<p>Comprehension</p>	<p>(Levels 2-4: H11) Describes the role of the professional as an advocate for inclusive, high quality care and education programs</p> <p>(Levels 2-4: H12) Develops a plan to expand advocacy involvement (e.g., develops goals, obtains active memberships, attends conferences to expand competency as advocate, connects meaningfully with other professionals to give service, and volunteers in policy making)</p>	<p>9F, 9Q</p>	<p>6E</p>
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### Performance Area H3

*Can communicate and collaborate across agency lines to enhance the wellbeing of children, birth-age 8\* and their families, and to build relationships within the community to assess and address community-wide issues and needs, share experiences, and generate new ideas.*

<p><b>Knowledge, Skills and Dispositions</b></p>	<p><b>Achievement Expectation</b></p>	<p><b>Level 2-4 Benchmarks/Competencies</b></p>	<p><b>IPTS</b></p>	<p><b>NAEYC Standards</b></p>
<p><b>H3.1</b> Structures, roles, and resources of care and education programs, schools, and other agencies related to children and families within the larger community context</p>	<p>Knowledge</p>	<p>(Levels 2-4: H13) Outlines ways the family and community members contribute to care and education programs</p> <p>(Levels 2-4: H14) Identifies resources that support care and education programs, schools, and agencies</p>	<p>8T</p> <p>8T</p>	<p>2C, 6A</p> <p>2C, 6A</p>
<p><b>H3.2</b> Models and procedures for interagency collaboration, including using policies and procedures for referral, accessing resources, and forming partnerships on behalf of children and families (e.g., interagency agreements, interagency councils)</p>	<p>Knowledge</p>	<p>(Levels 2-4: H15) Identifies strategies for developing collaborative relationships with agencies and other personnel working with children for maintaining high quality programs and services for children</p>	<p>8E</p>	<p>2B, 6A</p>

<b>H3.3</b> Array of local interagency committees, agency boards, and community groups concerned with the availability of education, health, and social services related to children and their families, including children who have disabilities or other factors that put them at risk for delays or disruptions in learning or development (e.g., Early Intervention)	Knowledge	(Levels 2-4: H16) Identifies appropriate community resources for information and referral	1G	6A
		(Levels 2-4: H17) Selects appropriate community resources for specific needs of families and children	1G	6A
		(Levels 2-4: H18) States one's professional role and identifies strategies for making referrals when necessary and appropriate	N/A	6A
<b>H3.4</b> Strategies for using the larger community as a resource for teaching and learning, including acquiring knowledge about resources in the community (e.g., people, places) and building reciprocal relationships that benefit community entities as well as the program	Comprehension	(Levels 2-4: H19) Describes the roles of family members, community agencies, and other community sources that can work together to create quality care and education programs	8B	2C, 6C
<b>H3.5</b> Opportunities for increasing resources available to the program or school, including those available through grant proposals or community partnerships and alliances	Knowledge	(Levels 2-4: H20) Identifies resources for supporting financial needs of programs	N/A	6A
<b>H3.6</b> Views of human and family development and diversity that respect the interdependence among children, their families, their communities, and the larger society	Comprehension	(Levels 2-4: H21) Describes the various influences on families in relation to children, communities, and the larger society	1C	2A

\*Also may apply to those working in out-of-school settings for children age 5-12.

## Content Area I. TECHNOLOGY

Family child care professionals will understand how to evaluate and choose appropriate technology resources for a range of business, communication, and educational purposes. A critical responsibility is articulation of a clear policy on Internet safety, data security and privacy protection. Providers will stay current with technological applications to manage business functions and communicate with families. When making informed decisions about multiple electronic media, technology and toys, providers will consider what is age and developmentally appropriate, and what promotes learning. They limit children’s overall time exposure, being careful to use virtual experiences to enhance but not to replace concrete materials and activities.

### Performance Area I1

*Maintains research-based and ethical standards in choosing and facilitating technology use for children, including safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
I1.1 Secure practices related to knowing and enforcing technology safety, including protection of children, identity, data, software, and Internet access and content	Knowledge	(Levels 2-4: I1) Identifies virus protection software programs		
		(Levels 2-4: I2) Identifies Internet child protection software to prevent access to inappropriate content when Internet is present	5N	3B
		(Levels 2-4: I3) Understands the need for password protection and security of digital files, portable storage devices, and protection of data related to business (e.g., child records, child and family identification and financial information, health records, assessment and observational records, and written records in the family child care program or obtained from families or professionals)	5O, 7N, 9S	4B, 6B
		(Levels 2-4: I4) Describes an example of a high security password for e-mail, business, banking, and website accounts related to personal and business transactions	9T	

<p><b>11.2</b> Developmentally appropriate technology use for children, including research related to children and the impact of technology sources on development, learning, and behavior</p>	<p>Knowledge</p>	<p>(Levels 2-4: I5) Identifies and evaluates appropriate technology for learning for children greater than two years of age</p> <p>(Levels 2-4: I6) Describes limitations of technology use in children’s language development and its influence on children’s behavior</p> <p>(Levels 2-4: I7) Identify high-quality technology resources (e.g., software, websites, applications, DVDs, camera, and digital media) that support learning and contain no violence or material unsuitable for children</p>	<p>2L</p> <p>5C, 4K</p> <p>4M, 5N</p>	<p>4B</p> <p>6C</p>
<p><b>11.3</b> Types and functions of technologies appropriate for children, birth through age 8,* and approaches for teaching children to use technology (e.g., writing tools, digital cameras, computer programs) to gain knowledge, for creative appreciation and expression, and for recreation</p>	<p>Comprehension</p>	<p>(Levels 2-4: I8) Gives examples of a variety of relevant and appropriate technologies and software appropriate for children, birth through age 8*</p> <p>(Levels 2-4: I9) Describes ways to incorporate appropriate technologies as a learning tool to support children’s learning and development in all areas, including those with diverse abilities and needs</p>	<p>2L, 5N, 5O</p> <p>3E, 3N</p>	<p>4B</p> <p>4C</p>
<p><b>11.4</b> Policies related to technology use for children (e.g., time record logs, content descriptions, parent communication) to foster best practice and cooperation between home and family child care program</p>	<p>Knowledge</p>	<p>(Levels 2-4: I10) Locates technology policy and assurances in handbook and family communications</p> <p>(Levels 2-4: I11) Describes procedures to include families in technology evaluation and planning</p>	<p>9T</p> <p>1G</p>	<p>2B</p>
<p><b>11.5</b> Record keeping and documentation systems, including reviewing and choosing appropriate technology to record children’s learning and development</p>	<p>Knowledge</p>	<p>(Levels 2-4: I12) Identifies a plan for record-keeping and documentation of children’s learning and development</p>	<p>2L</p>	<p>3B</p>

11.6 Technology to enhance family communication including sharing of professional resources and information about activities and events	Knowledge	(Levels 2-4: I13) Describes professional websites containing child development resources for families	8M	6A
		(Levels 2-4: I14) Identifies effective formats for communication with families (e.g. website, e-mail, secure electronic surveys, on-line visual communication systems)	9M	

## Performance Area I2

*Maintains research-based and ethical standards in choosing and facilitating technology use and security for program management, professional development, and quality improvement.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
12.1 Program management, including increasing competence in using evolving technology systems (e.g., business administration, record keeping, fiscal planning, and data management systems)	Comprehension	(Levels 2-4: I 15) Describes an improvement plan for use and security of technology systems, including human resource training in management of records, fiscal documents, and data	9M, 9S	
		(Levels 2-4: 1 16) Identifies trainings to improve skills in business technology and record keeping systems	2L	

<p><b>12.2</b> Effective and efficient technology systems to enhance and facilitate professional improvement goals (e.g. hardware, software, integrated business communication systems, phones, tablets, laptops, camera, digital media, and data processing systems)</p>	Comprehension	<p>(Levels 2-4: I 17) Describes methods of evaluation and needs assessment to identify hardware and software technologies that enhance business goals</p> <p>(Levels 2-4: I18) Understands the need for a fiscal plan and funding to purchase and install new technologies to enhance business effectiveness</p>	9D	
<p><b>12.3</b> Technology as a resource for professional development to improve the quality of service delivery for children birth through age 8* (e.g., access to webinars, professional development resources for teaching strategies, on-line research and resources materials) for family child care personnel and staff</p>	Knowledge	<p>(Levels 2-4: I19) Describes professional materials and resources to increase level of skills, and to enhance the quality of service delivery for children birth through age 8*</p>	5N, 8C	6E
<p><b>12.4</b> Progressive competency in changing technology resources with the goal of continual professional improvement aligned with research and best practice</p>	Knowledge	<p>(Levels 2-4:I20) Identifies the ways that ever-changing technology impact information sharing, risk management, cultural proliferation, business systems, and learning opportunities</p>	8E, 9A, 9G	6C

\*Also may apply to children up to age 12 for those working in out-of-school settings.



## Content Area J. BUSINESS

Family child care providers hold the administrative competencies necessary to build expertise and excellence in financial, ethical, legal, and regulatory oversight of their program, as well as provide planning and management to meet needed quality standards. Family child care providers are business professionals, effective in record-keeping, facilities operation, and communication as they set goals for ongoing quality improvement. They develop effective business plans to apply professional standards in business ethics, legal and regulatory oversight, and administrative management. They utilize knowledge of program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation in written goals and business practices.

### Performance Area J1

*Develops effective business plan for increasing competencies and application of professional standards in business ethics, legal and regulatory oversight, and administrative management.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
J1.1 Commitment to highest level of ethical standards, including responsibility for values, choices and actions; reflection on practice, and upholding professional standards and values	Comprehension	(Levels 2-4: J1) Articulates and exemplifies professional codes of ethical conduct (e.g., National Association for the Education of Young Children (NAEYC) and National After School Association (NASA) and National Association for Family Child Care (NAFCC))	4F, 8P	6B
		(Levels 2-4: J2) Identifies family child care practices by criteria of highest standards of practices within early childhood and special education fields	9B	
		(Levels 2-4: J3) Identifies continual self-improvement through set goals, action plans, and professional development	9I	

<p><b>J1.2</b> Laws, regulations, and policies that govern services at different ages, birth through age 8,* including those related to licensing and approval by governing bodies</p>	<p>Comprehension</p>	<p>(Levels 2-4: J4) Describes legislation and public policies that affect children with and without exceptional needs, their families, family child care and other programs for children, and the care and education profession</p> <p>(Levels 2-4: J5) Discusses applicable state and federal regulations and procedural safeguards for children with and without exceptional needs</p> <p>(Levels 2-4: J6) Describes the rationales for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse</p>	<p>9B</p> <p>N/A</p> <p>7N, 7P</p>	<p>6A, 6E</p> <p>6B</p>
<p><b>J1.3</b> Evaluating practices and ensuring compliance with requirements related to state and federal laws, including Americans with Disabilities Act, Illinois Department of Children, and Family Services Licensing Standards</p>	<p>Knowledge</p>	<p>(Levels 2-4: J7) Defines how to comply with Americans with Disabilities Act and other federal guidelines related to equal access and services for all children and families</p> <p>(Levels 2-4: J8) Defines how to comply with state laws and statutes related to Illinois Department of Children and Family Services Licensing Standards</p>	<p>1D</p> <p>9R</p>	

<p><b>J1.4</b> Framework and compliance with regulations related to local statutes, zoning and building codes, health and sanitation regulations, fire safety and emergency/disaster plans</p>	<p>Knowledge</p>	<p>(Levels 2-4: J9) Identify how to locate legal codes, inspection reports, local health, and requirements of police and fire agencies to maintain safety of people, facilities, equipment and materials</p> <p>(Levels 2-4: J10) Identifies emergency and disaster preparedness plans and communications with staff, children and families</p> <p>(Levels 2-4: J11) Identifies where to obtain CPR, AED, and First Aid information and locate safety and building codes, sanitation and health regulations</p>	<p>9B</p> <p>9C</p>	
<p><b>J1.5</b> Legal framework and requirements related to child custody and guardianship, child abuse prevention and reporting, family violence, and anti-discrimination laws and regulations</p>	<p>Knowledge</p>	<p>(Levels 2-4: J12) Identifies requirements of teachers related to Illinois child abuse and reporting</p> <p>(Levels 2-4: J13) Describes knowledge of staff and paid/unpaid mandates and skills related to Illinois child abuse prevention identification and reporting</p> <p>(Levels 2-4: J14) Describes and discusses family legal frameworks, including child custody and guardianship, family violence, and anti-discrimination</p>	<p>9B</p> <p>9R</p>	

## Performance Area J2

*Employs knowledge of program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation in written goals and business practices.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<p><b>J2.1</b> Business practices with goals toward self-improvement in financial management and components of business (e.g., capital outlay, record-keeping, risk management, tax law, and ongoing budget needs)</p>	<p>Knowledge</p>	<p>(Levels 2-4: J15) Writes and reviews goals related to fiscal management and financial components of business</p> <p>(Levels 2-4: J16) Identifies areas for self-improvement and gains knowledge related to risk-management, budget needs, and capital improvement</p> <p>(Levels 2-4: J17) Identifies business skills including terminology for book keeping, methods of accounting and budgeting, cash flow and money management</p>	<p>9J</p> <p>9K</p> <p>9J</p>	
<p><b>J2.2</b> Written business plan to include policies, fiscal oversight, record keeping, marketing and public relations</p>	<p>Analysis</p>	<p>(Levels 2-4: J18) Identifies professional knowledge to evaluate written policies related to fiscal management and record-keeping</p> <p>(Levels 2-4: J19) Analyze marketing materials that project a professional image</p>	<p>9D</p> <p>9M</p>	

<p><b>J2.3</b> Physical and digital organization systems to ensure best practices in documentation, learning materials, record keeping, attendance, food management</p>	<p>Comprehension</p>	<p>(Levels 2-4: J20) Describes organizational systems for record keeping, food management, attendance, and business management</p> <p>(Levels 2-4: J21) Summarizes written action plan for physical improvements and material needs</p>		
<p><b>J2.4</b> Best practices in human resources related to fair and equitable hiring and supervision for paid and unpaid personnel</p>	<p>Knowledge</p>	<p>(Levels 2-4: J22) Identifies human resource documents including schedules and legal requirements</p> <p>(Levels 2-4: J23) Describes fair, equitable, hiring, retention, attendance, and vacation practices, and identifies knowledge, skills and dispositions of high quality care and education</p>	<p>7N</p>	
<p><b>J2.5</b> Program operations to ensure effective use of space, indoor and outdoor safety, environmental psychology and child development</p>	<p>Knowledge</p> <p>Application</p> <p>Comprehension</p>	<p>(Levels 2-4: J24) Identifies equipment to meet children’s needs at differing ages and levels</p> <p>(Levels 2-4: J25) Demonstrates knowledge of financial and organizational systems for maintenance, repair and replacement needs, as well as inventory control</p> <p>(Levels 2-4: J26) Describes a nutritious food service financial plan to support children’s dietary needs and cultural practices, and plans space to divide home from family child care food service materials and supplies</p>		

<p><b>J2.6</b> Evaluation and self-improvement plan that includes separation of home and business resources, space, organization and time</p>	<p>Knowledge</p>	<p>(Levels 2-4: J27) Describes different ways to organize the environment to ensure boundaries between home and professional use of space, materials and time (e.g. schedules, dedicated space, calendar)</p> <p>(Levels 2-4: J28) Describes personal goals to reduce stress, avoid burnout, and achieve a balance between personal and professional obligations</p>	<p>9D</p>	
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\*Also may apply to children up to age 12 for those working in out-of-school settings.

**Content Area K. FAMILY CHILDCARE ENVIRONMENT MANAGEMENT**

Family childcare providers develop and implement a plan and routines for space and material arrangement, in order to effectively meet the needs of both their professional business and the family life that coexist in the home. They recognize the special nature of the social environment of family child care – small groups with a wide range of ages, often including siblings, with many children in the program for several years – and consider these factors when building positive, effective relationships with children and families.

<p><b>Performance Area K1</b></p>				
<p><i>Choose and organize materials, furniture and space so that children of different ages can play and explore safely during the childcare day and family members can eat, relax, or work as desired during evenings and weekends.</i></p>				
<p><b>Knowledge, Skills and Dispositions</b></p>	<p><b>Achievement Expectation</b></p>	<p><b>Level 2-4 Benchmarks/Competencies</b></p>	<p><b>IPTS</b></p>	<p><b>NAEYC Standards</b></p>
<p><b>K1.1</b> Organization and lay-out of space so that safety and appropriateness are ensured for a mixed through age group of children to learn and play together</p>	<p>Knowledge</p>	<p>(Levels 2-4: K1) Describes appropriate organization of space in a home for use by a mixed through age group of children</p>		

<b>K1.2</b> Learning materials that are safe for infants and toddlers, and interesting for older children to explore (e.g. blocks, balls, dolls, cloths, and toddler-safe art materials)	Knowledge	(Levels2-4: K2) Identifies materials that are both safe for infants and toddlers and interesting for older children to explore		
<b>K1.3</b> Methods for storing learning and exploration materials to keep younger children safe, and allow older children access (e.g. clear bins and shelves/counters above toddler height)	Comprehension	(Levels2-4: K3) Describes techniques for storing a variety of materials so that all children in a mixed through age group have access to appropriate materials and no children have access to un-safe materials		
<b>K1.4</b> Choice of furniture appropriate to people and purpose (e.g. child- and adult-sized chairs and tables)	Knowledge	(Levels2-4: K4) Identifies furniture that is appropriate for the various needs in a family child care program		
<b>K1.5</b> Strategies for arranging furniture to allow children of different ages to learn and play safely together (e.g. using a low shelf to separate a floor space for infants and using a higher table for older children to do puzzles, when these occupy shared space)	Comprehension	(Levels2-4: K5) Describes approaches to using furniture arrangement to create spaces that are safe and appropriate for mixed through age group of children		
<b>K1.6</b> Techniques for keeping business records (relating to children and families, finances, employees) organized, private and accessible (e.g. dedicated file drawer or box stored in reach or dedicated electronic files needing password)	Comprehension	(Levels2-4: K6) Describes how to keep business records organized, private and accessible, and why this is important		

## Performance Area K2

*Develop routines and schedules for transitioning between different uses of spaces at different times of the day.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<p><b>K2.1</b> Strategies for managing the family child care environment that take into account a provider's unique a) physical home environment b) provider family structure; and c) number and ages of children in provider's care</p>	Comprehension	<p>(Levels2-4: K7) Describes the importance of an environmental management plan to the smooth running of a family child care program in conjunction with the provider's family</p>		
<p><b>K2.2</b> Strategies for managing spaces that have multiple uses during the day, especially places where food is prepared and eaten, where children sleep, and where children are diapered or toileted</p>	Comprehension	<p>(Levels2-4: K8) Describes ways to transition between different uses of spaces during the child care day</p> <p>(Levels2-4: K9) Describes how to keep mealtime, snack, and toileting spaces hygienic and sleeping spaces peaceful, especially when they have other uses at other times</p>		
<p><b>K2.3</b> Areas for separating active from quiet play, responding sensitively to the needs of children and provider's family</p>	Knowledge	<p>(Levels 2-4: K 10) Describes strategies and plans to use the environment and materials to ensure child-chosen separate space for quiet activity</p>		
<p><b>K2.4</b> System for switching between child care and family use of the home, considering particularly the privacy needs of provider's family members and safety needs of children in care</p>	Comprehension	<p>(Levels2-4: K11) Describes effective techniques for switching between child care and family use of the home</p> <p>(Levels2-4: K12) Describes how routines and schedules can help to protect the privacy of provider's family members and the safety of children in provider's care</p>		



## Performance Area K3

*Recognize the special nature of the social environment of family childcare when applying knowledge from other domains to build a program community in which children and families feel a sense of belonging to a group where they are nurtured and appreciated.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>K3.1</b> Techniques for engaging children of a wide range of ages in play and learning activities at the same time in the same space	Comprehension	(Levels2-4: K13) Describes approaches to managing the many simultaneous activities of a small group of children of multiple ages (e.g. sitting on the floor by an infant having tummy time while talking to toddlers using blocks and preschooler working puzzles on the table)		
<b>K3.2</b> Strategies to support children of different ages to develop friendships with each other and to help and support each other	Knowledge	(Levels2-4: K14) Describes appropriate ways to help children of different ages find positive ways to interact with each other		
<b>K3.3</b> Variety of opportunities for child care families to participate in program activities and to interact with each other and with the provider's family	Comprehension	(Levels2-4: K15) Gives examples of ways to make daily contact effective and to collaborate with families through a variety of communication strategies		
	Knowledge	(Levels2-4: K16) Identifies ways to involve families in their children's development, care and education		

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Gateways Family Child Care Credential Benchmarks/Competencies for Levels 5

### Content Area A: HUMAN GROWTH AND DEVELOPMENT

Family child care providers use current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with children, prenatal through age 8,\* and their families. Providers continuously acquire knowledge about how children develop and learn, and understand the mutual influences among different domains of development, and between the child and the contexts within which s/he develops. They view child development knowledge as the core of their professional practice, and engage in ongoing learning and reflection about developmental knowledge and theory. They apply these understandings as they plan and implement observations and teaching/learning interactions, and as a context for collaboration with families and other professionals on behalf of children.

#### Performance Area A1

*Employs knowledge of concepts, principles, and theories of child development and learning, prenatal through age 8,\* to develop and provide a cohesive teaching/learning environment that is appropriate developmentally, culturally, and individually.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>A1.1</b> Concepts and principles of human development and of major theories and theorists that guide study and practice related to children, prenatal through age 8,* across and within developmental domains, including stage theories and the role of social interaction, object play, and socio-dramatic play in child development and learning	Evaluation	(Level 5: A1) Supports the application of concepts and principles from major theories in design of specific teaching/ learning environments and interactions	1A, 1B 1C, 1D 1E, 2A, 2I	1A, 1B
	Evaluation	(Level 5: A2) Describes and supports the most appropriate concepts and principles to apply at each developmental level children	1A, 1B 1C, 1D, 1E, 1F, 2A, 2I, 2N	

<b>A1.2</b> Holistic, developmental systems perspective on child development and learning, including interrelationships among domains of development and learning (e.g., language and learning, mental health and social-emotional adjustment) and the importance of culture, community and social contexts on children’s development	Analysis	(Level 5: A3) Compares and contrasts anecdotes of young children representative of various developmental levels and social contexts	1A, 1B, 1C, 1D, 1E, 2A, 2I	1B, 2A
	Evaluation	(Level 5: A4) Designs and supports a learning environment appropriate to accommodate the heterogeneous population of young children	1A, 1B, 1C, 1D, 1E, 1L, 4L, 4M, 4P	1B, 1C, 2A, 4B
<b>A1.3</b> Continuity of child development, including continuity related to early and ongoing central nervous system development and to emotional well-being, from the prenatal period through age 8*	Synthesis	(Level 5: A5) Integrates bonding and attachment theories and related research as it relates to continuity of care and emotional well-being during the early years with knowledge of central nervous system development	1C, 1D, 1E, 1L, 2A, 9A	1A, 1B, 2B
<b>A1.4</b> Characteristics of social and physical environments that influence child development and learning, including those related to culture, language, and socioeconomic factors in family, community, and programs	Synthesis	(Level 5: A6) Designs a learning environment to accommodate expectations based on the knowledge of the children’s culture, language, and socio-economic factors	1A, 1E, 1L, 4E, 4L	1A, 1B, 1C, 2A
<b>A1.5</b> Basic health, nutrition, illness, and safety needs of children, prenatal period through age 8,* in relation to other aspects of development and learning	Evaluation	(Level 5: A7) Recommends program guidelines based on most recent research and governing regulations on basic health, nutrition, illness, and safety needs, based on relation to children’s learning and development	1C, 4I	1A, 1B, 3A

## Performance Area A2

*Recognizes and interprets behavioral signals that provide information about typical and atypical development and learning in children prenatal period through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>A2.1</b> Developmental sequences in the physical/ motor, emotional, cognitive, language, and social domains	Analysis	(Level5:A8) Interprets normative development and identifies deviations of the normative sequence in all areas of development	1A, 1C, 1D, 1H, 2C	1A, 1B
<b>A2.2</b> Developmental sequences and processes that may be unique to children acquiring English as a non- primary language	Analysis	(Level 5: A9) Compares and contrasts developmental milestones and processes of children acquiring English as a non-primary language with those for whom English is a primary language	1C, 1E, 1J, 1L	1B, 2A, 3A
<b>A2.3</b> Physical and social environmental risk and protective factors that influence development and learning from the prenatal period through age 8*	Analysis	(Level 5: A10) Identifies the physical and social environmental risks and protective factors that exist within communities and influence development and learning	1C, 1D, 1E, 2H, 3C, 3K, 3M	1B, 2A
	Evaluation	(Level 5: A11) Recommends and defends specific program policies based on the influence of the interaction between physical and social environmental risks and biological factors for children in the program	1C, 1D, 1E, 2H, 3C, 3K, 3M	1B, 2A

<b>A2.4</b> Biological, health, and medical risk and protective factors that influence development and learning from the prenatal period through age 8*	Analysis	(Level 5: A12) Identifies biological, health, medical risk, and protective factors that potentially exist within communities and influence development and learning	1A, 1B, 1C, 1D, 2E, 3C	1B, 2A
	Evaluation	(Level 5: A 13) Provides a reasoned argument/ makes a judgment regarding the influence of the interaction between biological, health, and medical risks and physical and social factors for children in the program	1A, 1B, 1C, 1D, 2H, 3C	1B, 2A
<b>A2.5</b> Individual differences in personality and temperament and their influence on children's needs in interpersonal and instructional settings and interactions	Analysis	(Level 5: A14) Describes influences on instructional and interpersonal settings and interactions of individual differences in personality and temperament	1A, 1B, 1C, 1D, 1E, 2E, 3C, 3P	1A
	Synthesis	(Level 5: A15) Designs a flexible learning environment that accommodates individual differences in personality and temperament	1A, 1B, 1C, 1D, 1E, 2E, 3C, 3P	1B, 1C
<b>A2.6</b> Characteristics and etiologies of common disabilities and their potential influences on sequences, characteristics, and processes of development and learning (e.g., development of guided reach in children with visual impairment)	Synthesis	(Level 5: A16) Integrates knowledge of characteristics of common disabilities with the design of the learning environment and strategies to meet the special needs of all children	1C, 1D, 1E, 3J, 3O, 4D	1B, 1C, 4B
	Analysis	(Level 5: A17) Identifies the etiologies and characteristics of common disabilities that influence growth and development	1C, 1D, 3J, 3O	1A, 1B
<b>A2.7</b> Delays and developmental differences that may indicate a need for special services	Analysis	(Level 5: A18) Recommends, according to law, steps for further assessment and teaming to determine and seek special services	1D, 1G, 7J, 7K, 7L, 7M, 7N, 7O, 7P, 7Q, 7R	3A, 3B, 3C, 3D

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area B: HEALTH, SAFETY, AND WELL-BEING

Family child care providers understand that children’s physical and mental health, safety, and well-being are the foundations for development and learning in children, birth through age 8.\* They acknowledge the value of creating a healthful environment to foster children’s physical, cognitive, language, and social-emotional development. Providers collaborate with families and health professionals to provide safe, healthful environments, and to adjust health, nutrition, and safety routines to children’s individual needs and abilities. They take responsibility for providing multiple opportunities for children to learn positive habits that will ensure their health, safety, and well-being.

### Performance Area B1

*Complies with safety and health regulations, and provides and evaluates environments and curriculum that meet the emotional and physical health needs of children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>B1.1</b> Personal and professional commitment to infusing health and fitness principles throughout planned activities and the learning environment	Synthesis	(Level 5: B1) Integrates health and fitness opportunities that support children’s need for physical activity throughout the day	1A, 1B, 1C, 3C, 4A, 4B, 4C, 4I, 5A	1A, 1B, 1C, 4C
<b>B1.2</b> Basic health needs and interrelationships among health, physical ability, and emotional well-being, including the effects of conflict, stress, and trauma on health and the diversity of cultural practices surrounding nutrition, health, and health care	Analysis	(Level 5: B2) Identifies methods for assisting children in developing culturally appropriate decision-making and interpersonal skills that enable them to make healthy choices, establish health-promoting behaviors, and establish personal safety	1A, 1B, 1C, 1L, 3A, 3C, 3K	1C, 2A, 4B, 4C
<b>B1.3</b> Standards and procedures for cleanliness and sanitation, including universal precautions related to health care monitoring, hand washing, surface cleanliness, and toileting and diapering	Synthesis	(Level 5: B3) Formulates program policies and develops practices to create a sanitary environment that reduces the spread of infectious diseases	4I	1C
<b>B1.4</b> Procedures for monitoring physical and emotional well-being and health, including signs of communicable diseases, emotional distress, abuse, and neglect	Evaluation	(Level 5: B4) Assesses, defends, and recommends program policies that support ongoing monitoring of children’s behavior.	1A, 1B, 1C, 1D, 1E, 4F, 4I, 4Q	4A

<p><b>B1.5</b> Approaches to teaching children about dental health, disease prevention, and fitness, including modeling behaviors, using daily routines to provide skill instruction, (e.g., mealtime, cooking experiences, toileting) and sharing resources with families</p>	<p>Synthesis</p>	<p>(Level 5: B5) Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment</p> <p>(Level 5: B6) Creates a list of health-based community resources to be shared with colleagues and families</p>	<p>1A, 1B, 1C, 1D, 1E, 4E, 4I, 5B, 5C, 5D, 5E</p> <p>2K, 4I, 8F, 8H, 8I, 8J, 8K, 8L, 8O, 8P, 8Q, 8R, 8S, 8T, 9F, 9N</p>	<p>2A, 2B</p>
<p><b>B1.6</b> Regulations including required immunizations and procedures for providing first aid and CPR, and for responding to medical emergencies</p>	<p>Synthesis</p>	<p>(Level 5: B7) Designs steps to be followed when responding to children’s injuries or other emergencies</p> <p>(Level 5: B8) Creates methods for documenting responses to children’s medical needs and for informing parents</p>	<p>4I, 9C</p> <p>9J</p>	<p>1C, 2A, 2B</p> <p>1C, 2A, 2B, 2C</p>
<p><b>B1.7</b> Procedures for meeting individual health care needs related to medication and limitations on physical ability, as well as needs of children with seizure disorders and technology dependency, with consultation from parents and health professionals</p>	<p>Synthesis</p> <p>Analysis</p>	<p>(Level 5: B9) Creates methods for documenting specific needs of children, and for recording treatments received by children</p> <p>(Level 5: B10) Compares and contrasts instructions and required documentation for administration of different medicines and approved medical treatments</p>	<p>4I, 8J, 9J</p> <p>3O, 4I, 8Q, 9J</p>	<p>2A, 2B, 2C, 3B</p> <p>2A, 2B, 2C</p>

## Performance Area B2

*Complies with safety and health regulations, and provides and evaluates environments and curriculum that meet the emotional and physical health needs of children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>B2.1</b> Basic physical and emotional needs of children and adults, and personal and professional commitment to creating safe, healthy care and education environments	Evaluation	(Level 5: B11) Provides a reasoned argument for components that make a safe a safe and healthy environment for children and families	1C, 1D, 4G, 4I, 4K, 9L	1C, 2A, 2B, 2C
<b>B2.2</b> Signs of emotional distress, child abuse, and neglect in children, and responsibilities and procedures for reporting	Analysis	(Level 5: B12) Explains a variety of health appraisals that are appropriate for assessing children's emotional and physical health status  (Level 5: B13) Identifies steps to take for recognizing, documenting, and reporting suspected abuse	7A, 7B, 7C, 7D, 7E, 7H, 8O, 9L, 9M, 9R  9R	1B, 2A, 3B, 3C  1A, 1B, 2A, 2B, 2C, 3B, 3C, 6B
<b>B2.3</b> Principles and procedures for evaluating space, materials, and equipment for use by children of different ages and abilities	Evaluation	(Level 5: B14) Assesses risks, and takes appropriate action to design an environment that is safe and free from potential physical dangers by identifying hazards	4E, 4I	1C
<b>B2.4</b> Current regulations, standards, and guidelines related to safe environments for children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies, and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter)	Evaluation	(Level 5: B15) Assesses program practices related to safe environments to verify alignment with regulations, standards, and guidelines  (Level 5: B16) Formulates and communicates plans for responding to a variety of health and safety issues	4I, 8K  3O, 4E, 4I	5B  1C, 2A, 2B, 2C



<b>B2.5</b> Approaches for teaching children about safety (e.g., setting and enforcing behavioral expectations; modeling, discussing, and providing skill instruction within daily routines; using pictures and diagrams of safety procedures; and sharing resources with families)	Synthesis	(Level 5: B17) Designs age-appropriate learning opportunities to teach children about safety, and shares resources with families	1A, 1B, 1C, 1D, 1E, 4A, 4E, 4F, 4G, 4I, 4J, 4K, 4P, 8G, 8H, 8I, 8K, 8Q, 8S	1C, 2A, 2B, 2C, 4B, 5A, 5B, 5C
<b>B2.6</b> Procedures for achieving maximum independence in children with special needs (e.g., techniques for positioning and handling, and use of adaptive equipment and prosthetic devices) with consultation from parents and health professionals	Synthesis	(Level 5: B18) Adapts indoor and outdoor environments, in consultation with parents and health professionals, to maximize participation of children with special needs in activities	1A, 1B, 1C, 1D, 1E, 4E, 4I, 4P, 8G, 8H, 8I, 8K, 8S	1C, 2A, 2B, 2C, 4B, 6C

### Performance Area B3

*Promotes good nutrition and healthy eating habits in children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>B3.1</b> Nutritional needs of children, birth through age 8,* and the interrelationships among nutrition, physical health development (including Central Nervous System development), fitness, emotional well-being, and learning.	Analysis	(Level 5: B19) Analyzes a program's health and nutrition plans and adapts practices to assure the needs of all children are met	1D, 4I, 8Q	1A, 1B, 1C, 2A, 2B, 2C
<b>B3.2</b> Current regulations, standards, and guidelines related to healthy food preparation for children, including procedures for safe food handling.	Analysis	(Level 5: B20) Identifies and organizes steps to be followed when preparing and handling food	4I	1C

<b>B3.3</b> Health hazards in food, including choking and allergies, and appropriate selection and preparation of food for children.	Analysis	(Level 5: B21) Identifies and organizes plans for responding to food related emergencies  (Level 5: B22) Explains plans related to preventing and responding to health hazards and food to colleagues and families	9C  8B, 8K, 8P, 9C	1C, 2A, 2B, 2C, 1C  1C, 2A, 2B, 2C
<b>B3.4</b> Approaches for teaching nutrition as a part of the ongoing curriculum and daily routine, incorporating foods from diverse cultures and providing opportunities to model and encourage healthy food choices, and sharing resources with families.	Synthesis	(Level 5: B23) Utilizes families and community organizations as resources to plan active learning opportunities that are sensitive to food preferences and practices of individual families	1E, 8E, 8H, 8I, 8J, 8T	2A, 2B, 2C, 4B
<b>B3.5</b> Individual nutritional needs of children with allergies or disabilities, with consultation from parents and health professionals.	Synthesis	(Level 5: B24) Creates procedures to gather information from families about children's nutritional and health needs	1E, 3O, 8E, 8I, 8J, 8K, 8L, 8S	2A, 2B, 2C

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area C: OBSERVATION AND ASSESSMENT

Family child care providers' knowledge of individual children's development provides the framework for curriculum, teaching and learning interactions, and age-appropriate positive guidance. They understand the purposes, benefits and uses of assessment, including observation, as a way to understand children, as well as for evaluation and accountability. Professionals follow ethical practices when using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal observations to gather and share information on each child's skills, abilities, interests, and needs, birth through age 8.\* They evaluate and modify their own roles and practices as part of an ongoing cycle of self-reflection.

### Performance Area C1

*Implements, interprets, summarizes, and communicates information from a variety of age and developmentally appropriate, informal and formal observation and assessment tools and approaches, to inform decisions about curriculum and teaching/learning interactions, to support communication with others, and to inform programmatic decisions important in early childhood settings for children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>C1.1</b> Ongoing observation (e.g., anecdotal records, in-time records, time sampling) and other authentic assessment and documentation methods (e.g., pictures, portfolios, journals, work sampling) used to understand children's development and learning, to determine children's interests and needs, to inform initial and ongoing decisions about curriculum and teaching/ learning interactions, and to support communication with others	Evaluation	(Level 5: C1) Incorporates multiple authentic assessment techniques including various observation, assessment, and documentation procedures to gather information, evaluate, and assess children's development and learning	7A, 7C, 7E, 7F, 7H, 7K, 7Q, 7R	3A, 3B

<p><b>C1.2</b> Published early childhood assessments, including commonly used norm-referenced measures, curriculum-referenced measures, behavioral checklists, environmental checklists, and child-child and child-adult observations</p>	<p>Evaluation</p>	<p>(Level 5: C2) Evaluates and applies various types of assessment procedures that are used for various assessment instruments and procedures used for child progress monitoring purposes. (Measures used for these purposes include teacher-made instruments of constructed response and selected response formats; procedures and documentation protocols for formative and summative assessment, as well as, administration and interpretation of standardized instruments for screening, progress, monitoring, and summative assessment)</p>	<p>7A, 7C, 7D, 7F, 7H, 7I, 7K, 7Q, 7R</p>	<p>3A, 3B</p>
<p><b>C1.3</b> Variety of screening tools commonly used in early childhood settings and in the community to monitor young children's development and learning in multiple developmental domains and curriculum content areas, including development in home language whenever possible</p>	<p>Application</p>	<p>(Level 5: C3) Administers a range of screening tools used to monitor children's development and learning</p> <p>(Level 5: C4) Uses broad-based screening tools appropriate for identifying children who may need to be referred for additional assessment</p>	<p>7A, 7C, 7D, 7I, 7K, 7Q</p> <p>7A, 7C, 7E, 7F, 7G, 7H, 7O, 7P, 7Q, 7R</p>	<p>3B, 3C</p> <p>3B</p>
<p><b>C1.4</b> Adaptations in observation and assessment approaches and instruments to obtain valid, reliable information about learning and development of children with special needs</p>	<p>Evaluation</p>	<p>(Level 5: C5) Uses professional judgment to adapt observation and assessment approaches and instruments used to obtain valid, reliable information about learning and development of children with special needs</p>	<p>7A, 7C, 7E, 7H, 7Q, 7R</p>	<p>3A, 3B, 3C</p>
<p><b>C1.5</b> Formats for summarizing observation and assessment information into individual and group profiles for use in initial and ongoing planning of curriculum and instruction, and to contribute to IEP and IFSP development</p>	<p>Analysis</p> <p>Synthesis</p>	<p>(Level 5: C6) Selects reporting formats according to appropriate uses and benefits</p> <p>(Level 5: C7) Utilizes assessment information to inform planning, instruction, and development of IEPs and IFSPs</p>	<p>7A, 7C, 7E, 7M, 7N</p> <p>7G, 7J</p>	<p>3B, 3C</p> <p>3A, 3B, 3C, 3D, 4D, 5C</p>

<p><b>C1.6</b> Methods to organize and maintain paper, product, and technology-based documentation and records of children's progress in relation to individual goals, including those on the IEP and IFSP, and in relation to relevant national, state, and local standards such as the Illinois Early Learning and Development Standards, the Head Start Outcomes Framework, the Illinois Learning Standards, and program developed assessment tools</p>	<p>Analysis</p>	<p>(Level 5: C8) Examines and explains ways to document procedures in use at local, state, and national levels including those that are technology-based</p> <p>(Level 5: C9) Demonstrates ways to organize information about each child</p>	<p>7N</p> <p>7J, 7M, 7O</p>	<p>3B</p> <p>3A, 3B, 3C</p>
<p><b>C1.7</b> Written, oral, and technology-based formats for sharing observation and assessment information with children, families, other professionals, and appropriate local and state agencies</p>	<p>Analysis</p>	<p>(Level 5: C10) Selects written, oral, and technology based formats used to share assessment information</p>	<p>7O</p>	<p>2A, 2B, 2C, 3D</p>

## Performance Area C2

*Applies measurement concepts and principles in evaluating and selecting observation and assessment approaches and instruments that are age and developmentally appropriate for early childhood settings, birth through age 8.\**

<p><b>Knowledge, Skills and Dispositions</b></p>	<p><b>Achievement Expectation</b></p>	<p><b>Level 5 Benchmarks/Competencies</b></p>	<p><b>IPTS</b></p>	<p><b>NAEYC Standards</b></p>
<p><b>C2.1</b> Potential influences of culture, primary language, age, and special needs on instrument selection, implementation, and interpretation of approaches, methods and instruments, and modifications and approaches to interpretation that take these influences into consideration</p>	<p>Evaluation</p>	<p>(Level 5: C11) Uses professional judgment to describe and justify potential assessment procedures that are responsive to cultural, linguistic, and environmental influences and unique characteristics of each child and family</p>	<p>7C, 7H, 7O, 7Q, 7R</p>	<p>1B, 2A, 2B, 2C, 3A, 3B</p>

<b>C2.2</b> Assessment and observation methods, approaches, and instruments that are appropriate for the purposes for which they are used with children birth through age 8* (e.g., observing children's daily interactions, screening for special needs, planning curriculum for individual and group activities, monitoring children's progress, evaluating programs)	Application	(Level 5: C12) Demonstrates knowledge of appropriate and valid uses of assessment and observation methods, approaches, and instruments	7A, 7C, 7E, 7H, 7K, 7O, 7Q	3A, 3B, 3C, 3D
<b>C2.3</b> Holistic approach to observation and assessment that reflects understanding of multiple, interrelated developmental domains and contexts, including implications for assessing the abilities and needs of children with special needs	Evaluation	(Level 5: C13) Describes and defends the use of multiple measures of developmental domains and contexts from perspectives of holistic approach to assessment of children with special needs	7A, 7F, 7P, 7Q, 7R	1B, 2A, 2B, 2C, 3A, 3B, 3C, 3D
<b>C2.4</b> Measurement concepts (e.g. validity, reliability, usefulness) and the benefits and limitations of a variety of authentic and standardized approaches and instruments used in early childhood assessment	Analysis	(Level 5: C14) Compares and contrasts benefits and limitations of a variety of authentic and standardized approaches and instruments used in early childhood assessment, using common standards of measurement	7A, 7C, 7E, 7I, 7Q, 7R	3A, 3B, 3C

## Performance Area C3

*Establishes assessment partnerships with families as a basis for understanding child characteristics and progress and for making decisions about curriculum and instruction for young children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>C3.1</b> Potential influences of the assessment process on family involvement.	Synthesis	(Level 5: C15) Creates policies and procedures to facilitate family participation in the assessment process	7P, 7R, 8D	2A, 2B, 2C, 3D

<b>C3.2</b> Roles and contributions of families and different professional team members to the assessment process.	Synthesis	(Level 5: C16) Describes and defends evidence based roles and contributions of families and other team members who contribute to goal setting and the assessment process	8K, 8O, 8Q, 9N	2B, 2C, 3D
<b>C3.3</b> Strategies for collaborating with families to acquire an understanding of children's and families' lives outside of the program (e.g., home language, priorities for child's education).	Synthesis	(Level 5: C17) Formulates strategies for collaboration with families and recognizes how that information informs the assessment process	7F, 7P, 8P, 8Q	2B, 2C, 3D
<b>C3.4</b> Models and strategies for collaborating with families and other team members in planning, conducting, and evaluating the assessment process, including assessment related to development, learning, and development and revision of IEPs and IFSPs.	Evaluation	(Level 5: C18) Discriminates among the roles and contributions of families and team members in order to facilitate collaborative approaches with families and other team members	7H, 7J, 7P, 8B, 8D, 8Q, 9L	2B, 2C, 3D

## Performance Area C4

*Maintains legal and ethical standards and requirements for confidentiality and privacy of assessment information, and for ensuring due process for children birth through age 8\* and their families.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>C4.1</b> Personal and professional commitment to maintaining legal and ethical requirements and responsibilities related to data collection and sharing of information with children, parents, school, and community, including those pertaining to children with special needs.	Synthesis	(Level 5: C19) Formulates methods for maintaining legal and ethical regulations and responsibilities when keeping records related to children including those with special needs	7M, 7N, 9J	3B, 3C, 3D, 6B

<b>C4.2</b> Techniques and resources to maintain accurate, ethical records of children's development and learning.	Synthesis	(Level 5: C20) Formulates ways to maintain accurate, current information, and integrity of children's records	7M, 7N, 9J	3C
<b>C4.3</b> Reasons, procedures, and resources for referral of children for further assessment.	Analysis	(Level 5: C21) Follows legal and ethical procedures that explains the process for making recommendations for further assessment of child development and learning	7E, 7H, 7I, 7O, 7P, 7Q, 7R, 8C, 9J, 9Q	3A, 3D, 6B

## Performance Area C5

*Designs and implements evaluation of program for young children, birth through age 8,\* in relation to child and family responses to the program and to program standards.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>C5.1</b> Personal and professional commitment to active, ongoing participation in program evaluation.	Analysis	(Level 5: C22) Analyzes where program improvements are needed by utilizing information obtained through data collection	7B, 7G, 7I, 7K, 7N, 7M, 8K, 9A, 9K, 9M, 9N	3A, 3B, 4D, 5C
<b>C5.2</b> Models and instruments for collecting, summarizing, and interpreting information on program implementation in relation to quality standards.	Analysis	(Level 5: C23) Analyzes information gained from program evaluation to determine if standards are being met	3A, 3O, 4F, 7B, 7D, 7K, 9K, 9N, 9T	3A, 4D, 5C
<b>C5.3</b> Strategies for collecting, summarizing, and interpreting children's and families' responses to the program, including children's progress in relation to learning standards and other goals, for use in judging program value, and as a guide to continuous improvement.	Evaluation	(Level 5: C24) Evaluates program's data collection strategies to determine if they produce outcome sufficient information to inform program improvement that reflect program goals	7C, 7D, 7G, 7J, 7K, 8L, 9K, 9L, 9M, 9N, 9Q	3A, 4D, 5C

\*Also may apply to children up to age 12 for those working in out-of-school settings.



## Content Area D. CURRICULUM OR PROGRAM DESIGN

Family child care providers have broad knowledge of appropriate learning contexts and activities for children, birth through age 12. They understand the importance of promoting children’s cognitive and intellectual development through rich conversations, interactive book reading, and active exploration of children’s interests in the world. Providers recognize and value the interdependence between children’s relationships with others and their construction of knowledge. They view engaging children in authentic learning as an ongoing collaborative, dynamic professional endeavor. They take responsibility for planning and providing emerging, bias-free, integrated learning opportunities and resources that build on each child current abilities and interests, to expand competence in all developmental domains.

### Performance Area D1

*Provides a comprehensive, holistic curriculum that includes curriculum content from the range of sources that influence, guide, and support the development and learning of young children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
D1.1 Critical developmental goals for children, birth through age 8, based on knowledge of children's development in the domains of emotions and relationships, social roles and interactions, language and communication, cognition, and physical development and health	Analysis	(Level 5: D1) Describes and supports critical developmental goals for children, based on the unique developmental and learning needs of children in different age groups and with diverse abilities	1A, 1C, 1D, 1E, 3A, 3I, 3J, 3O, 4L	1A, 1B
		(Level 5: D2) Describes the relationship between developmental and learning goals	1A, 1C, 1D, 1E	1A, 1B
D1.2 Key learning outcomes in the content disciplines, as appropriate for children from birth through age 8*	Evaluation	(Level 5: D3) Justifies goals in curriculum content areas for different age groups, using evidence based and age-appropriate standards	3A, 3H, 3O, 3P, 3Q	4B, 4C, 5A
D1.3 Goals that reflect knowledge, skills, and dispositions valued by families, communities, and society	Evaluation	(Level 5: D4) Collaborates with families and others in assessing children’s developmental strengths and needs in developing individual and program goals	7P, 8P, 8Q	2A, 2B, 2C, 3A, 3D, 5C

<p><b>D1.4</b> Goals that emerge from observations of children's interactions, interests, and relationships with ideas</p>	<p>Evaluation</p>	<p>(Level 5: D5) Assesses curriculum plans to ensure that the developmental needs/interests, language, and home experiences of all children can be used to inform program goals</p>	<p>3K, 3M, 4E, 4K, 4R</p>	<p>2A, 2B, 2C, 3A, 3D, 5C</p>
<p><b>D1.5</b> Learning standards that govern or guide curriculum content in Illinois, birth through age 8,* including the Illinois Early Learning and Development Standards, the Head Start Outcomes Framework, and the Illinois Learning Standards</p>	<p>Synthesis</p>	<p>(Level 5: D6) Identifies and integrates standards that guide curriculum content in Illinois for different early care and education programs</p>	<p>3A, 7B</p>	<p>5C</p>
	<p>Evaluation</p>	<p>(Level 5: D7) Justifies and integrates standards to influence curriculum content choices in early care and education programs</p>	<p>3A</p>	<p>5A, 5B, 5C</p>
<p><b>D1.6</b> Common theoretical frameworks, curricular approaches, and published curricula used with young children, birth through age 8, including (a) their assumptions, rationales, research support, and distinguishing features, and (b) advantages and disadvantages for children of different ages, genders, interests, linguistic and cultural backgrounds, and needs</p>	<p>Evaluation</p>	<p>(Level 5: D8) Assesses advantages and disadvantages of different theoretical frameworks, curricular approaches, and published curricula from perspectives of appropriateness for young children of different ages, genders, interests, linguistic and cultural backgrounds, and needs</p>	<p>2B, 2C, 2E, 2J, 2M</p>	<p>5C</p>

## Performance Area D2

*Using a developmentally appropriate, research based curriculum for family child care, provides a program that addresses the central concepts, goals, tools of inquiry, structures and significant resources of the content disciplines, birth through age 8,\* and enables children to develop active, engaged relationships with the content of each discipline.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>D2.1</b> Components and sequences of emergent literacy, genres and authors of children's literature, and age appropriate, active strategies for engaging children in listening, speaking, reading, writing, and thinking	Analysis	(Level 5: D9) Selects relevant and appropriate language and literacy content for children, birth through age 8*	2Q, 6B, 6E, 6I, 6J	4B, 4C, 5A, 5C
<b>D2.2</b> Major concepts, procedures and reasoning processes of mathematics, and active, age-appropriate approaches for engaging children in everyday, concrete opportunities to construct a dynamic understanding of numbers, concepts of chance, and mathematical processes such as estimation, pattern recognition, spatial reasoning, and measurement and analysis of physical properties	Evaluation	(Level 5: D10) Selects and uses appropriate methods and instructional strategies for engaging children in literacy rich experiences that support their development and learning of language and literacy concepts and skills  (Level 5: D11) Selects relevant and appropriate math content for young children, birth through age 8	2B, 2D, 3A, 3D, 3Q  2A, 2B, 2C, 2I, 2N, 2O, 2P, 3A, 5A, 5S	5A, 5B, 5C  4B, 4C, 5C

<p><b>D2.3</b> Principles of scientific inquiry and concepts in the physical, earth/space, and life sciences and their interconnectedness in everyday environments, and dynamic, age-appropriate opportunities for children to explore and apply the scientific process</p>	<p>Evaluation</p>	<p>(Level 5: D12) Selects and uses appropriate methods and instructional strategies for engaging children in mathematical experiences that support their development and learning of mathematical concepts and skills</p> <p>(Level 5: D13) Selects relevant and appropriate science content for young children, birth through age 8</p>	<p>2B, 2D, 3A, 3D, 3Q</p> <p>2A, 2B, 2C, 2I, 2N, 2O, 2P, 2Q, 2R, 2S, 2T, 2U, 2V, 2W, 2X, 2Y, 2Z, 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3O, 3P, 5A, 5S</p>	<p>5A, 5B, 5C</p> <p>4B, 4C, 5B, 5C</p>
<p><b>D2.4</b> Concepts and interrelationships among the social sciences (historical, geographical, economic, civic, political) in everyday life, and strategies to enhance children's understanding and use of concepts, through actively exploring cultural artifacts such as maps, differences among families and cultures, interrelationships among people, and roles of individuals and groups</p>	<p>Evaluation</p>	<p>(Level 5: D14) Selects and uses appropriate methods and instructional strategies for engaging children in scientific experiences that support their inquiry, development, and learning of scientific concepts and skills</p> <p>(Level 5: D15) Selects relevant and appropriate social sciences content for young children, birth through age 8</p>	<p>2B, 2D, 3A, 3D, 3Q</p> <p>2A, 2B, 2C, 2I, 2N, 2O, 2P, 5A, 5S</p>	<p>5A, 5B, 5C</p> <p>4B, 4C, 5B, 5C</p>

<p><b>D2.5</b> Types and functions of technologies appropriate for young children, birth through age 8,* and approaches for teaching children to use technology (e.g., writing tools, digital cameras, computer programs) to gain knowledge, for creative appreciation and expression, and for recreation</p>	<p>Evaluation</p>	<p>(Level 5: D16) Selects and uses appropriate methods and instructional strategies for engaging children in social science experiences that support their development as participants in a democratic society and global world.</p> <p>(Level 5: D17) Selects and uses appropriate technologies as a learning tool to support learning and development in all areas for young children, birth through age 8, including those with diverse abilities and needs.</p>	<p>2K, 5N, 5O</p> <p>2O, 3E 3N</p>	<p>4B</p> <p>1A, 1B, 4B, 5C</p>
<p><b>D2.6</b> Content, function, and achievements of the fine and creative arts (dance, music, drama, visual arts) as media for communication, inquiry, and insight, the interrelationships among the arts and development of society, and active approaches to enhancing children's enjoyment, understanding, appreciation, participation, and expression of the arts</p>	<p>Evaluation</p>	<p>(Level 5: D18) Selects and uses appropriate methods and instructional strategies for helping children, including those with diverse abilities and needs, access and use technologies to support their development and learning across all areas</p> <p>(Level 5: D19) Selects relevant and appropriate fine and creative arts content for young children, birth through age 8</p>	<p>2B, 2D, 3A, 3D, 3Q</p> <p>2A, 2B, 2D, 2I, 2N, 2O, 2P, 2Q, 5A, 5S</p>	<p>5A, 5B, 5C</p> <p>4B, 4C, 5B, 5C</p>

<b>D2.7</b> Principles of movement, fitness, and activity as elements central to physical and emotional well-being, and for providing engaging environments and activities that promote children's development of skills, dispositions, and habits that contribute to good health and safety	Evaluation	(Level 5: D20) Selects and uses appropriate methods and instructional strategies for engaging children in fine and creative arts experiences that support their abilities to express their ideas and emotions through artistic expression	2B, 2D, 3A, 3D, 3Q	5A, 5B, 5C
		(Level 5: D21) Selects relevant and appropriate physical development, emotional development, and health content for young children, birth through age 8	2A, 2B, 2C, 2I, 2N, 2O, 2P, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5Q, 5R, 5S	4B, 4C, 5B

### Performance Area D3

*Using a developmentally appropriate, research based curriculum for family child care, combines and integrates developmental and learning goals from multiple sources into integrated, dynamic, ongoing learning and discovery experiences that reflect the interests, abilities, backgrounds and needs of children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>D3.1</b> Short- and long-term planning approaches for organizing curriculum content and experiences	Synthesis	(Level 5: D22) Selects and uses appropriate methods and instructional strategies for engaging children in experiences that support their physical, emotional, and healthy well-being	1B, 1L, 2D, 2E, 2F, 2G, 2H, 2I, 2N, 3B, 3L	1A, 1B, 4B, 4C, 5A, 5B, 5C
<b>D3.2</b> Potential influences of age, ability, gender, culture, language, and socio-economic status on children's understanding of curriculum	Synthesis	(Level 5: D23) Plans curriculum that differentiates instruction that is a reflection of children's cultures, diverse abilities, and special needs	1A, 1B, 1C, 1D, 1E, 1F, 1L, 3A, 3B, 3C, 3J, 3K, 5E	1A, 1B, 2A, 2B, 2C, 4B, 4C, 5A, 5B, 5C

<p><b>D3.3</b> Approaches for incorporating families' priorities and concerns into curriculum</p>	<p>Synthesis</p>	<p>(Level 5: D24) Designs procedures to collaborate with families</p>	<p>1D, 1L, 2N, 3H, 8D, 8Q, 8S</p>	<p>2A, 2B, 2C, 4A</p>
<p><b>D3.4</b> Approaches for involving children in building a curriculum that is embedded within the broader array of desired curriculum goals</p>	<p>Synthesis</p>	<p>(Level 5: D25) Uses and reflects on ongoing assessments and observations of children's interests and abilities to inform curriculum planning for differentiated instruction</p> <p>(Level 5: D26) Involves children in planning and designing experiences and making choices about areas of study</p>	<p>1D, 5J, 5P, 7G</p> <p>3M, 5F, 5J, 7L</p>	<p>3A, 3B, 3C, 5A, 5B, 5C</p> <p>4A, 5A, 5B</p>
<p><b>D3.5</b> Strategies for evaluating and modifying curriculum based on ongoing assessment of children's interests and on progress on group and individual goals in developmental domains and content areas, in collaboration with families and with professionals from other disciplines</p>	<p>Synthesis</p>	<p>(Level 5: D27) Uses and reflects on ongoing informal and formal assessment of children's performance and interests to inform decision-making and curriculum planning for individuals and groups; collaborates with families and professionals from other disciplines to plan for individual children</p>	<p>5H, 7J, 8Q, 8L</p>	<p>2A, 2B, 2C, 3A, 3B, 3C, 3D, 5A, 5B, 5C</p>

## Performance Area D4

*Using a developmentally appropriate, research based curriculum for family child care, modifies and adapts learning activities to incorporate individual learning goals that stem from individual differences in children's interests, family priorities and concerns, as well as individual needs related to factors such as English language learning, biological or environmental risk factors, and developmental delay or disability in children.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>D4.1</b> Approaches for collaborating with families and with professionals from other disciplines to develop comprehensive, integrated curriculum plans that accommodate and address individual needs and ensure that all children have access to the goals of the general curriculum	Synthesis	(Level 5: D28) Compares and contrasts approaches to collaborating with families and professionals from other fields to plan curriculum that is responsive to diverse needs of children	3F, 3K, 3L, 3O, 3P, 4E, 8K, 8L, 8T	2A, 2B, 2C, 5A, 5B, 5C
<b>D4.2</b> Legal and ethical responsibilities for developing and implementing the IEP, IFSP, and other individualized curriculum	Analysis	(Level 5: D29) Compares legal and ethical responsibilities for collaborating with other professionals and families in planning and implementing the IEP, IFSP, and other individualized curriculum	3O, 4F, 8I, 8K, 8S	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 3D



## Performance Area D5

*Using research-based interaction processes, facilitates learning within the unique, multi through aged environment of the family child care setting, in order to enhance multi-modal engagement using curriculum, materials and environments.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
D5.1 Effective strategies for helping children engage deeply with questions and ideas fostering profound thinking by incorporating children's natural curiosity about the world	Application	(Level 5: D30) Generates of relevant and appropriate questions to pose about daily life activities and the world around us, such as "I wonder if..." "Why do..." "How many do we need?" "What do you notice?"	1J	4B
		(Level 5: D31) Uses appropriate methods for engaging children in questions, conversations and activities that build on the children's interests and ideas	2Q, 6S	5A
		(Level 5: D32) Implements appropriate methods for engaging children in learning experiences that promote their development as participants in a democratic society and global world	2Q, 5D	
D5.2 Fully integrated learning experiences that include opportunities for children to learn and explore in different ways through multiple approaches and modalities (e.g., visual, kinesthetic, spatial, musical, natural, logical-mathematical, verbal, inter and intra-personal processes)	Application	(Level 5: D33) Uses of different types of learning and interacting with the world	5I	
		(Level 5: D34) Uses effective techniques for engaging children in learning experiences that use multiple approaches and modalities	6J	4C

<b>D5.3</b> Key processes for exploring interests and ideas and making sense of the world, including asking questions, reasoning, solving problems, testing hypotheses, gathering and analyzing data, noticing and explaining patterns and structures, and comparing and describing quantity and number	Application	(Level 5: D35) Creates relevant and appropriate discovery activities for children, birth through age 8*	3Q	
		(Level 5: D36) Implements appropriate methods for engaging children in exploring and making sense of the world that support the habit of inquiry and development of new concepts and skills	5A	5B, 5C
<b>D5.4</b> Key processes for supporting communication, language, and literacy development, including authentic conversations and use of quality children’s literature	Application	(Level 5: D37) Uses appropriate methods for engaging children in communication (e.g. reciprocal responding and serve and return interactions with infants; meaningful conversations and book reading with toddlers and preschoolers; answering questions, exploring ideas, and reading along with older children)	6F-6L	5C
		(Level 5: D38) Secures relevant, engaging and high quality literature appropriate to children of different ages	6Q	

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area E. INTERACTIONS, RELATIONSHIPS & ENVIRONMENTS

Family child care providers use responsive strategies and interactions to build sensitive and effective relationships with children from birth through age 8\* and their family members across a broad range of situations. They recognize the important teaching roles of the physical and social environments, and provide and support interactions that are nurturing, pleasant and intellectually stimulating. Within the context of warm, caring relationships, they foster children's healthy social and emotional development. Interactions and relationships in family child care environments are responsive to each child's abilities, interests, and needs, and reflect appreciation of family and community contexts.

### Performance Area E1

*Employs observation, guidance, and communication techniques that assist children to develop a positive sense of self and others, productive interactions with peers and adults, and healthy interactions with their environments, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>E1.1</b> Influence of culture, socioeconomic status, and individual differences such as age, ability, gender, temperament, and second language acquisition, on communication among children and between children and adults	Synthesis	(Level 5: E1) Creates services that define and justify differences in families and within the community	1A, 1K, 1L	2A, 2B, 2C
<b>E1.2</b> Characteristics of interpersonal relationships and interactions that provide a solid foundation for work with young children and families and for supporting children's motivation to develop and learn	Analysis	(Level 5: E2) Demonstrate and reflect on positive and respectful interaction skills with children, families, and colleagues	8L, 8P, 8K	2A, 2B, 2C, 4A
<b>E1.3</b> Consistent, predictable use of social groups, space, time, materials, transitions, rules, and routines to guide positive behavior and interactions, to promote emotional resilience and social skills, and to respond to behavioral needs	Analysis	(Level 5: E3) Explains the rationale for planning, implementing, and evaluating daily activities to support children's positive behaviors and interactions	4H, 4L, 4M, 4N, 4O, 4P, 4Q	1A, 1B, 2A, 2B, 2C, 4D, 5B

<b>E1.4</b> Guidance strategies that reflect the professional understanding and belief that children need healthy, affirming support for developing their social-emotional identity	Analysis	(Level 5: E4) Selects and arranges daily activities and explains how they support the development of children’s sense of self as an individual and as a member of a group	4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4O, 4P	1A, 1B, 1C, 2A, 2B, 2C, 5C
<b>E1.5</b> Multiple developmentally and individually appropriate opportunities for children to express emotions and ideas in positive ways, to cooperate, and to resolve conflicts through listening, group discussion, and conflict resolution strategies	Analysis	(Level 5: E5) Analyzes children’s responses to different situations in the early education and care setting, and adjusts the setting as appropriate to support children’s development	4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4O, 4P	4B, 4C, 5C
<b>E1.6</b> Variety of strategies to teach behavioral skills appropriate to specific contexts and to children of different ages, including use of techniques such as functional analysis and individual guidance plans	Evaluation	(Level 5: E6) Selects and justifies different strategies in compliance with laws, policies, and ethical principles to teach behavioral skills appropriate to specific contexts and to children of different ages and with different support needs	4A, 4B, 4C, 4D, 4E, 4F, 4G, 4O	4A, 4B, 4C, 5C, 6B
<b>E1.7</b> Cooperative home/ program approaches that promote positive self-concept and help children learn productive behavior	Synthesis	(Level 5: E7) Explains effectiveness of different approaches designed to support collaborations between home and program	4D, 4F, 4H, 4Q, 8L, 8Q, 8R, 9L	2A, 2B, 2C, 4A, 4B, 4C, 4D

## Performance Area E2

*Creates indoor and outdoor physical and social environments that encourage active participation, exploration, responsibility, initiative, and independence in children from birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>E2.1</b> Personal and professional commitment to maintaining a safe, interactive, individualized, exploratory early childhood setting for all children	Analysis	(Level 5: E8) Explains how one's personal and professional philosophies influence development and implementation of developmentally and individually appropriate indoor and outdoor physical and social environments	9A, 9F, 9I, 9K, 9P	1A, 1B, 2A, 2C, 4D, 5C, 6D
<b>E2.2</b> Characteristics of indoor and outdoor environments that promote development and learning within and across developmental domains and curriculum areas, birth through age 8,* including use of time, space, and activities (e.g., activities in which children employ skills from multiple domains, predictable routines and safety strategies, and use of developmentally and culturally appropriate materials)	Analysis	(Level 5: E9) Analyzes different indoor and outdoor environments and explains how they support children's learning and development in all areas	4I, 4L, 4M, 4P	1A, 1B, 1C, 4A, 4C, 5A, 5B, 5C
<b>E2.3</b> Varied strategies, including those associated with English language acquisition, to assist children to understand, acquire, and use verbal and nonverbal means of communicating ideas and feelings	Application	(Level 5: E10) Applies current research based strategies to ensure that all children have opportunities to communicate their ideas and skills	1J, 2H, 3A, 3C, 3O, 6C, 6F, 6S, 7C	4A, 4B, 4C, 4D
<b>E2.4</b> Varied strategies to assist young children to develop skills in problem solving, inquiry, critical thinking, and creativity (e.g., listening, posing questions, providing resources)	Analysis	(Level 5: E11) Explains ways different interaction and instructional strategies can be used to actively engage children's thinking	2C, 2M, 2N, 4B, 4C, 4D, 4K, 5A, 5F, 5I, 5L, 5S	4A, 4B, 4C, 4D, 5A, 5B, 5C

<b>E2.5</b> Multiple ways to provide opportunities for young children to explore and play creatively with space, materials, images, sounds, language, and ideas	Analysis	(Level 5: E12) Explains qualities of learning environments to support exploration and creative play with space, materials, images, sounds, languages, and ideas	1I, 1N, 4B, 4C, 4D, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5F, 5I	4A, 4B, 4C, 4D, 5A, 5B, 5C
<b>E2.6</b> Sources of current research and professional standards related to physical and social environments for teaching and learning	Analysis	(Level 5: E13) Identifies and compares sources of information on research and standards related to appropriate teaching/learning environments for young children	1C, 2F, 2I, 3E, 3G, 3N, 4B, 4C, 4D, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 9A	1A, 1B, 4A, 4B, 4C, 4D, 5A, 5B, 5C

## Performance Area E3

*Provides multiple, varied developmentally, culturally, and individually appropriate learning opportunities for children to acquire knowledge, skills, and dispositions that are integrated across curriculum and developmental domains, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>E3.1</b> Major theories of teaching and learning related to content areas, as appropriate to children, birth through age 8,* including how children differ in their approaches to learning	Analysis	(Level 5: E14) Explains the relationships between specific content knowledge and appropriate teaching strategies for young children	2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 3D, 3G	4A, 4B, 4C, 4D, 5A, 5B
<b>E3.2</b> Developmentally, culturally, and individually appropriate activities, materials, and family and community resources that support exploration and acquisition of knowledge, skills, and dispositions within and across content areas, birth through age 8* (e.g., use of an emergent curriculum, individual and group projects, and learning centers)	Synthesis	(Level 5: E15) Designs learning experiences that utilize a variety of resources, incorporate knowledge about children's abilities and experiences, and reflect knowledge about appropriate content and learning experiences for children	1A, 1B, 1C, 1D, 1E, 2I, 2J, 2N, 2P, 3K, 3L, 3Q, 4A, 4B, 4C, 4D, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q	1C, 2A, 2B, 5A, 5B, 5C

<p><b>E3.3</b> Array of effective, developmentally, culturally, and individually appropriate interaction strategies that enable children to gain conceptual and practical knowledge, as appropriate to the content being taught and to the child, birth through age 8 (e.g., describing, questioning, identifying and clarifying misunderstanding, establishing bridges to prior experiences and knowledge, modeling, and using explicit instruction)</p>	<p>Synthesis</p>	<p>(Level 5: E16) Designs learning experiences that utilize a variety of interaction strategies to support children’s abilities to ask questions, make connections with prior knowledge, and think critically</p>	<p>1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 4R, 4S, 5A, 5B, 5E, 5F, 5I, 5I, 5K, 5M, 5N, 5S</p>	<p>2A, 2B, 4A, 4B, 4C, 5A, 5B</p>
<p><b>E3.4</b> Variety of approaches for fostering learning within and across developmental domains and curriculum areas, and for matching content and strategies to individual children's abilities, interests, and needs</p>	<p>Synthesis</p>	<p>(Level 5: E17) Designs learning experiences that address multiple group and individual learning outcomes and approaches to learning</p> <p>(Level 5: E18) Plans learning experiences using knowledge of individual children’s abilities, interests, and needs</p>	<p>1A, 1B, 1C, 1D, 1E, 3L, 3M, 5B, 5E, 5I, 5K, 5M, 5S</p> <p>1H, 1L, 3J, 3K</p>	<p>1A, 1B, 1C, 2C</p> <p>1A, 1B, 1C, 2C</p>
<p><b>E3.5</b> Short- and long-term planning formats that reflect potential influences of age, ability, culture, gender, and socio-economic status on the instructional process (e.g., interactions and relationships between children and between children and adults, learning activities and opportunities that reflect the cultures represented in the program and in the community)</p>	<p>Evaluation</p>	<p>(Level 5: E19) Assesses various planning formats to determine their effectiveness and appropriateness to ensure the learning experiences are responsive to the needs and abilities of all children and families</p>	<p>1A, 1B, 1C, 1D, 1E, 1F, 3A, 3B, 3C, 3D, 3E, 3F, 3I, 3J, 3K, 3M, 3N, 3O, 3P, 3Q, 4L</p>	<p>2A, 2B, 2C, 4A, 4B, 4C, 4D, 5A, 5B, 5C</p>

<b>E3.6</b> Variations in teaching/learning opportunities and strategies that address preferences in learning mode and build strengths across learning and performance modes	Synthesis	(Level 5: E20) Adapts learning experiences based on children’s abilities to participate and individual learning styles to ensure differentiated instruction so that all children can be successful	3C, 3M, 3O, 3Q	1A, 1B, 1C, 4A, 4B, 4C, 4D, 5A, 5B, 5C
<b>E3.7</b> Approaches for evaluation and modification of teaching/learning interactions and environments to ensure that all children are engaged, productive, and learning	Synthesis	(Level 5: E21) Uses and reflects on a variety of approaches to evaluate the effectiveness and appropriateness of interactions and of the environment	4A, 4B, 4C, 4D, 4E, 4L, 4N, 5J, 5P, 7K	4A, 4B, 4C, 4D, 5C
		(Level 5: E22) Uses information to modify the teaching/learning process and the environment based on assessment of children’s engagement and learning	4E, 4F, 4G, 4H, 4L 4N, 4P, 4Q	1C, 4A, 4B, 4C, 4D, 5A, 5B, 5C

## Performance Area E4

*Designs, modifies, and adapts teaching/learning interactions and environments to incorporate individually-designed strategies for children with diverse learning approaches, needs, and abilities, birth through age 8,\* in order to address individual goals and outcomes and to ensure that all children have access to the early childhood curriculum.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>E4.1</b> Short- and long-term planning formats that support collaboration with families and with professionals from different disciplines to develop comprehensive, integrated instructional plans that accommodate and address individual priorities and needs within the context of typical early childhood environments, routines, and activities (e.g., matrix planning)	Evaluation	(Level 5: E23) Assesses which formats can be used to effectively involve families and professionals in planning appropriate environments for children that support development and learning	1T, 3B, 3C, 3D, 3F, 3O, 5Q, 8Q, 8S, 8T	1A, 1B, 2A, 2B, 2C, 4A, 4B, 4C, 4D, 5C



<p><b>E4.2</b> Teaching and environmental accommodations that promote participation in ongoing activities by children with diverse needs and abilities (e.g., modification of schedule, physical environment, activities, expected response mode)</p>	<p>Evaluation</p>	<p>(Level 5: E24) Assesses the effectiveness and appropriateness of a variety of strategies designed to meet the individual and specific needs of children, and to involve them in learning experiences</p>	<p>3D, 3F, 3I, 3P, 4L, 4P, 5N</p>	<p>1A, 1B, 2A, 2B, 4A, 4B, 4C, 4D, 5A, 5B, 5C</p>
<p><b>E4.3</b> Common types of assistive technology used to enhance teaching and learning in children with disabilities, and to expand children's options for demonstrating learning</p>	<p>Application</p>	<p>(Level 5: E25) Uses tools best suited to meet individual children's needs and abilities and to allow children to engage in and demonstrate their learning</p>	<p>2O, 3D, 3E, 3J, 3N, 3O, 3P</p>	<p>1A, 1B, 2A, 2B, 4A, 4B, 4C, 4D, 5A, 5B, 5C</p>
<p><b>E4.4</b> Primary sources of information and assistance with the teaching/learning process in individual children who have diverse needs and abilities (e.g., children learning English as a second language, those living in crisis situations, and those with delays or disabilities)</p>	<p>Analysis</p>	<p>(Level 5: E26) Collects and organizes information about potential resources, agencies, and organizations that can provide assistance for addressing the needs of children with diverse abilities and experiences</p>	<p>1D, 1L, 3P, 3Q, 8C, 8F, 8H, 8T, 9N, 9O</p>	<p>1A, 1B, 2A, 2B, 2C, 6C, 6E</p>

## Performance Area E5

*Uses research-based skills and strategies that assure responsive, sensitive, secure relationships and interactions, including proactive behavior guidance strategies that characterize a high-quality, positive climate in family childcare settings for children birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>E5.1</b> Uses authentic and natural observations of children in multiple situations (e.g., playing alone, interacting with peers, talking with adults, participating in group activities) over time (e.g., various times of day, watching development over time) to gain an accurate picture of each child's strengths, abilities, and progress; and uses these positive observational records to support caring communication with children and families	Application	(Levels 2-4: E27) Uses strength-based observations and records in supporting social, emotional, language, physical and cognitive development	4P, 4Q	3C
		(Levels 2-4: E28) Explains how to use strength-based, respectful, reciprocal conversation and focus to facilitate trust and collaboration with children and families	8Q	1E
<b>E5.2</b> Anticipates and prevents potential behavior problems through proactive redirection strategies, and adjusts time, schedules, environmental arrangement, materials, social interactions, and level of adult support to ensure a positive climate and pro-social engagement for children in mixed age setting	Application	(Levels 2-4: E29) Anticipates and prevents behavior problems by evaluating social and physical environments, teacher supports, materials and schedules, in order to ensure each child's success in interactions, routines and activities	4J, 5F, 5P	1D, 4C
<b>E5.3</b> Guidance strategies that reflect the professional commitment to providing children with warm and responsive support for developing skills, recognizing the harmful consequences of physical punishment, including yelling, shaking, hitting, psychological abuse, threats or coercion	Analysis	(Levels 2-4: E30) Uses positive guidance techniques and strategies for responsive social interaction that lead to children's healthy concept of self, self-regulation, and developing social-emotional skills	4O, 5L	4A, 1F
		(Levels 2-4: E31) Explains the detrimental impact of punishment, psychological abuse, threats, and coercion in family child care settings	9A, 9B	1B

<p><b>E5.4</b> Strategies for recognizing and mitigating manifestations of stress in children, including sensitive responding to reactive behavior, using strategies for soothing and calming, and providing support for children and families encountering stress or trauma</p>	<p>Analysis</p>	<p>(Levels 2-4: E32) Explains the causes, symptoms, and manifestations of stress in children</p> <p>(Levels 2-4: E33) Describes research-based strategies that mediate children’s stress-reactive behaviors, and describes strategies to calm, support and comfort</p>	<p>4I</p> <p>4D, 4E</p>	<p>1D, 1F</p>
<p><b>E5.5</b> Counter potential bias and discrimination by treating all children with equal respect and consideration and building positive self-identity by modeling and teaching the value of individual differences</p>	<p>Analysis</p>	<p>(Levels 2-4: E34) Explains situations in which children may need modeling and support for respect and valuing of individual differences</p>	<p>1A, 1F, 1K</p>	<p>1D, 2B</p>
<p><b>E5.6</b> Consistent availability as a secure base for children, responding calmly to emotions, both positive (e.g., joy, pleasure, excitement) and negative, (e.g. anger, frustration, and sadness) and validating children’s feelings with sensitivity</p>	<p>Analysis</p>	<p>(Levels 2-4: E35) Explains the need for children to experience a sensitive caregiver as a secure base, and to receive calm and caring support for a variety of emotions</p>	<p>4L</p>	<p>1B, 2A</p>
<p><b>E5.7</b> Self-reflection to identify personal factors that influence objectivity and implementation of research-based positive guidance strategies and expectations that are essential for calm and respectful responses that mediate risk factors for all children</p>	<p>Analysis</p>	<p>(Levels 2-4: E36) Evaluates the contribution of personal and background experiences of teachers that inform guidance practices and adjusts/aligns strategies and skills with research-based foundations</p>	<p>10D, 10E</p>	<p>1E, 4D</p>
<p><b>E5.8</b> Cooperative home-program approaches that promote positive self-concept and help children learn to create healthy and productive solutions to behavior challenges</p>	<p>Application</p>	<p>(Levels 2-4: E37) Collaborates with families to develop individually appropriate expectations for children’s behaviors, establishing and maintaining regular, ongoing two-way conversation</p>	<p>9E, 9K</p>	<p>4C, 1A</p>

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area F. FAMILY AND COMMUNITY RELATIONSHIPS

Family child care providers understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning and well-being of children, birth through age 8,\* and their families.

### Performance Area F1

*Employs communication approaches and skills that form the basis of collaborative relationships on behalf of young children, birth through age 8,\* and their families.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>F1.1</b> Skills for effective oral communication including active listening, establishing lines of communication, and matching communication style and level to the listener	Application	(Level 5: F1) Demonstrates effective oral communication skills with children, and with adults, that are responsive to diverse communication styles, abilities, and situations	1E, 9L, 9M	2A, 2B, 2C, 4A
<b>F1.2</b> Skills for effective use and interpretation of different forms of written communication common in early childhood settings (e.g., program-home exchanges, newsletters, reports), including knowledge of formats, accurate portrayal of events, correct grammatical usage, and matching style to listener and to purpose of communication	Evaluation	(Level 5: F2) Creates a variety of written communication products that can be used to communicate with children, family members, and other adults and which appropriately discriminate among the differing needs of the various audiences	1E, 8D, 9L, 9M	2A, 2B, 2C, 4A
<b>F1.3</b> Skills to work collaboratively with others in gaining perspectives, making decisions, solving problems, and resolving conflicts	Evaluation	(Level 5: F3) Models written, verbal, and non-verbal communication skills when collaborating with children, families, and community members who are culturally, linguistically, economically, and ability diverse and which appropriately discriminate among the differing needs of the various audiences	8J, 8Q, 8R, 9M	2A, 2B, 2C, 4A

## Performance Area F2

*Collaborates with families and provides multiple opportunities for program-family interaction and partnership as appropriate to the age of the child and to the priorities and choices of families of young children, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
F2.1 Family systems theory, including family dynamics, roles and relationships, and theories and characteristics of family development	Application	(Level 5: F4) Develops a family profile based on family systems theory	1A, 1C, 1E, 1I, 3O, 7P, 8L, 8Q, 8S, 9L, 9Q, 9I	2A, 2B, 2C
	Synthesis	(Level 5: F5) Integrates information about the family system to develop goals for the child and/or family	1A, 1C, 1E, 3O, 8Q, 8S	2A, 2B, 2C
F2.2 Sources of diversity that influence families' approaches to parenting and preferences for program-home collaboration, including differences that may be related to family structures, social, cultural, linguistic, or religious backgrounds, or to individual characteristics of the child or family	Application	(Level 5: F6) Demonstrates sensitivity when interacting with a diversity of children, family members, and other adults	1A, 2C, 1E, 1F, 3F, 8D, 8H, 8Q, 8S, 9L, 9Q, 9I	2A, 2B, 2C
		(Level 5: F7) Adapts communication style and practices to reflect diversity among children, family members, and other adults	1A, 1C, 1E, 8B, 8H, 8Q, 9I, 9L	2A, 2B, 2C
F2.3 Roles and contributions of families at different steps of the program process (e.g., entry into the program, assessment, curriculum planning and implementation, and transition from program to next setting)	Evaluation	(Level 5: F8) Assesses the family's strengths and vulnerabilities and selects strategies to facilitate participation at each step of the program process	3E, 3F, 3O, 7P, 8D, 8H, 8P, 8Q, 9L, 9M, 9N, 9R	2A, 2B, 2C
	Synthesis	(Level 5: F9) Formulates plans to capitalize on the family's importance as part of the team	1G, 3E, 3F, 3O, 7P, 8D, 8H, 8P, 8Q, 9L, 9M, 9N, 9R	2A, 2B, 2C

<p><b>F2.4</b> Skills for collaborating with families to identify their priorities, concerns and resources, and to make decisions about their child's development and learning, including skills to demonstrate sensitivity to differences in family structures, backgrounds, and preferences for involvement, and to respect and support family decisions</p>	Application	(Level 5: F10) Demonstrates use of strategies to promote effective collaboration with families, including assessment of family concerns and priorities, values, beliefs, and practices and for supporting family decisions	3E, 7P, 8Q, 9L	2A, 2B
<p><b>F2.5</b> Variety of opportunities for home-program collaboration and participation in family-oriented services and opportunities, to address families priorities and concerns for their child and for themselves (e.g., observation of and assistance with program activities, decision making about program's structure, program evaluation, newsletters, home visits and parenting classes that provide knowledge and skills to enhance their child's development and learning)</p>	Analyze	(Level 5: F11) Explains family options for participation in their child's program and other community-based opportunities	3E, 7P, 8D, 8P, 8Q, 9L	1A, 1B, 2A, 2B, 2C
	Application	(Level 5: F12) Illustrates different ways that family priorities, desires for participation, and goals for children can be addressed in early care and education settings	3E, 7P, 8D, 8P, 9L	1A, 1B, 2A, 2B, 2C
	Evaluation	(Level 5: F13) Differentiates the elements of various family-oriented services	8F	1A, 1B, 2A, 2B, 2C
<p><b>F2.6</b> Strategies for establishing communication and partnership with family members for whom English is not the home language</p>	Application	(Level 5: F14) Demonstrates strategies for using resources such as interpreters	1C, 1E, 8F, 8L, 8P, 8T	2A, 2B, 2C
		(Level 5: F15) Modifies strategies for communicating with families and other individuals for whom English is not the home language	1C, 1E, 1L, 8P	2A, 2B, 2C, 4A
<p><b>F2.7</b> Issues faced by families, including those of children with disabilities or developmental delays, and strategies for establishing partnerships that are responsive to families' unique priorities and concerns and to children's individual characteristics and needs</p>	Application	(Level 5: F16) Demonstrates a variety of strategies for identifying family concerns and priorities related to their child and family	3E, 3F, 3I, 8B, 8D, 8I, 8P, 8Q, 9L	2B, 2C

<b>F2.8</b> Roles of children, families, teachers, other professional staff, and personnel from other community agencies and programs in developing, implementing, and evaluating individualized programs such as the IFSP, IEP, or behavioral plan	Application	(Level 5: F17) Participates in individualized program planning meetings to develop IEPs, IFSPs, and behavior plans	1G, 3O, 8S, 8T	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 3D
	Synthesis	(Level 5: F18) Develops IEPs, IFSPs, or behavior plans for children and families	1G, 3O, 8S	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 3D
<b>F2.9</b> Parent communication and connection to community resources	Application	(Levels 2-4: F19) Connects families to community resources related to health, education, special needs, and literacy	8P	2C
		(Levels 2-4: F20) Provides opportunities for families and staff to participate in community resource events (e.g., health fairs, library events, medical training, etc.)	8Q	6C

### Performance Area F3

*Establishes and maintains positive team relationships with program, school, and agency personnel in order to support the development, learning, and well-being of children, birth through age 8,\* and their families.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>F3.1</b> Roles, responsibilities, and referral procedures for typical members of early childhood teams (e.g., teacher, speech therapist, social worker, service coordinator), including those defined by law and policy, and the resources and skills that each discipline brings to the team	Application	(Level 5: F21) Utilize knowledge of federal and state laws related to referral for early intervention, early childhood special education, and early elementary special education	1D, 3A, 8F, 8I, 8J, 8K, 8L, 8O, 8N, 9B, 9R	2A, 2B, 3C, 3A, 3B, 3C, 3D, 6B, 6C, 6E
	Evaluation	(Level 5: F22) Summarizes and compares the roles and diverse resources and skills that various disciplines bring to the early childhood team	3E, 7P, 8C, 8E, 8F, 8G, 8I, 8J, 8K, 8L, 8N, 8O	2A, 2B, 2C, 3A, 3B, 3C, 3D, 6B, 6C, 6E

<b>F3.2</b> Models of team interaction (e.g., interdisciplinary, trans disciplinary) useful for accomplishing different program functions including assessment, planning, and implementation, and those related to inclusion of children with disabilities in school and community programs	Application	(Level 5: F23) Participates as a member of an early childhood team	8B, 8E, 8F, 8K, 8N, 8S	2A, 2B, 2C, 3A, 3B, 3C, 3D, 6A, 6B, 6C, 6E
	Analysis	(Level 5: F24) Explains the different models of teaming including the roles and responsibilities of team members and the benefits of each model	8B, 8F, 8K, 8N, 8S	3A, 3B, 3C, 3D, 6B, 6C, 6E
<b>F3.3</b> Skills for contributing to the team process, including those related to different team roles (e.g., team leadership, consultation with other team members) and functions (e.g., decision making, conflict resolution)	Application	(Level 5: F25) Demonstrates effective collaboration skills when working with team members	2A, 2B, 2C, 3A, 3B, 3C, 3D, 6A, 6B, 6C, 6E	2B, 2C
<b>F3.4</b> Skills for managing roles of personnel and volunteers, including role definition and organization, training, and supervision, using principles of adult learning and collaborative consultation	Application	(Level 5: F26) Develop and justify a design for the roles and responsibilities for the adult in the classroom	8B, 8E, 8F, 8G, 9E, 9L	2A, 2B, 2C
	Evaluation	(Level 5: F27) Evaluates examples of effective and non-effective teams and articulate skills employed by effective teams	8F, 8G, 8I, 8J, 8K, 8L, 8N, 8O, 8R, 8S, 9E	2A, 2B, 2C, 6A, 6B, 6C, 6E
<b>F3.5</b> Skills to reflect on oneself as a team member and on team process in relation to team functioning and to achieving goals for children, families, staff, and program	Analysis	(Level 5: F28) Analyzes own role as a team member and the effectiveness of team functioning; points out strengths as well as difficulties and strategies for improvement	8E, 8F, 9E, 9F, 9K, 9O	2A, 2B, 2C, 6A, 6B, 6C, 6E



## Performance Area F4

*Collaborates across agency lines to enhance the wellbeing of children, birth through age 8, and their families, and builds relationships within the community to assess and address community-wide issues and needs, share experiences, and generate new ideas.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>F4.1</b> Structures, roles, and resources of early childhood programs, schools, and other agencies related to young children and families within the larger community context	Application	(Level 5: F29) Demonstrates knowledge of the structure, roles, and resources of early childhood programs, schools, and support agencies within the local community	1G, 8A, 8E, 8L, 8T, 9N	2A, 2B, 2C, 6A, 6B, 6C, 6D, 6E
<b>F4.2</b> Models and procedures for interagency collaboration, including using policies and procedures for referral, accessing resources, and forming partnerships on behalf of children and families (e.g., interagency agreements, interagency councils)	Application	(Level 5: F30) Participates effectively in interagency collaboration	8E	2A, 2B, 2C, 6A, 6B, 6C, 6D, 6E
		(Level 5: F31) Demonstrates and utilizes strategies for effective interagency collaboration	8E	2A, 2B, 2C, 6A, 6B, 6C, 6D, 6E
<b>F4.3</b> Legal issues and guidelines in education, including those related to children who have disabilities or who are at risk for learning or development, based on income or other child, family, or community factors	Comprehension	(Level 5: F32) Describes major components of federal and state laws related to young children with and without exceptional needs, or identified as at-risk, and their families	1D, 3A, 3O, 4F, 7H, 7N, 8I, 9B, 9R	2A, 2B, 2C, 6A, 6B, 6C, 6E
	Application	(Level 5: F33) Defends the rights of children with and without exceptional needs or identified as at-risk, and their families, as provided by federal and state laws	1D, 3A, 3O, 4F, 7H, 7N, 8I, 9B, 9R	6A, 6B, 6C, 6E

<p><b>F4.4</b> Array of local interagency committees, agency boards, and community groups concerned with the availability of education, health, and social services related to young children and their families, including young children who have disabilities or other factors that put them at risk for learning or development (e.g., Early Intervention)</p>	<p>Comprehension</p>	<p>(Level 5: F34) Provides information about community organizations, agencies, and individuals that serve young children and families, including young children with disabilities and who are at-risk</p>	<p>1G, 8A, 8E, 8T, 9N, 9P</p>	<p>2A, 2B, 2C, 6A, 6B, 6C, 6E</p>
<p><b>F4.5</b> Strategies for using the larger community as a resource for teaching and learning, including acquiring knowledge about resources in the community (e.g., people, places) and building reciprocal relationships that benefit community entities as well as the program</p>	<p>Application</p>	<p>(Level 5: F35) Establishes sample interagency agreements</p> <p>(Level 5: F36) Demonstrates effective strategies for communicating and collaborating with community agencies, organizations, and individuals</p>	<p>8B, 8L, 8T, 9N</p> <p>8B, 8E, 8L, 8T, 9N</p>	<p>2A, 2B, 2C, 6A, 6B, 6C, 6E</p> <p>2A, 2B, 2C, 6A, 6B, 6C, 6E</p>
<p><b>F4.6</b> Views of human and family development and diversity that respect the interdependence among children, their families, their communities, and the larger society</p>	<p>Application</p>	<p>(Level 5: F37) Modifies approaches to interactions with children based on an understanding of the context in which children and families live and demonstrates respect for interdependence among children, their families, their communities and the larger society</p>	<p>1C, 1E, 8A, 8B, 8D, 8O, 8P, 8Q, 9I</p>	<p>1A, 1B, 1C, 2A, 2B, 2C, 4A, 4B, 4C, 4D, 5C</p>
<p><b>F4.7</b> Potential influences of differences in family structure and in social, cultural and linguistic backgrounds on what people value and what they do</p>	<p>Analysis</p>	<p>(Level 5: F38) Identifies and explains potential influence of differences among families and cultures on practices within early care and education settings</p>	<p>1C, 1E, 8A, 8D, 8O, 8P, 8Q, 9I</p>	<p>1A, 1B, 1C, 2A, 2B, 2C</p>

<b>F4.8</b> Strategies to recognize, learn about, and demonstrate respect and sensitivity for the varied, individual talents and strengths of children, families, and team members, as well as for the multiple perspectives and actions that reflect differences in socioeconomic, ethnic, cultural and linguistic heritages, and contexts	Analysis	(Level 5: F39) Identifies and utilizes strategies to gain knowledge about children and families in early care and education settings	8B, 8F, 8P, 8Q, 9I, 9L	2A, 2B, 2C, 6B, 6C
	Application	(Level 5: F40) Applies knowledge gained about children and families to practices within early care and education settings	8C, 8P, 8Q, 9K, 9L, 9N, 9P, 9Q	1A, 1B, 1C, 2A, 2B, 2C, 4A, 4B, 4C, 4D, 5C, 6B, 6C, 6D

\*Also may apply to children up to age 12 for those working in out-of-school settings.

### Content Area G. PERSONAL AND PROFESSIONAL DEVELOPMENT

Family child care providers identify themselves as professionals and conduct themselves as members of a significant, expanding, and changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They know and value the history and contributions of the profession and its related fields. They are committed to continual self-improvement and ongoing reflection on their practices. They exemplify the ethical standards of early childhood education and take responsibility for their own values, choices and actions. They honor diversity in culture, language, beliefs and practices.

### Performance Area G1

*Articulates, continually refines, and puts into practice a personal, professional philosophy consistent with values about human diversity that are contained in care and education and family policy and in early childhood professional guidelines, birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>G1.1</b> Strategies to examine and understand one's own values and actions from a socio-cultural perspective, including potential influences of one's own family, social, cultural, and linguistic background on interactions with others	Evaluation	(Level 5: G1) Articulates the impact of own values and actions on appropriate general and special early childhood practices	1F, 9K, 9O	6A, 6B, 6D
	Synthesis	(Level 5: G2) Responds to feedback from others in a professional manner, with sensitivity to cultural, linguistic, and individual differences	1F, 9M, 9N	6B, 6C, 6D

## Performance Area G2

*Employs knowledge of the care and education field in everyday interactions with children, families, other early childhood practitioners, and agencies and entities that govern, serve, and advocate for children, birth through age 8,\* and their families.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>G2.1</b> Field of childhood care and education, birth through age 8,* including the multitude of historical, philosophical, and social foundations that influence current thought and practice	Analysis	(Level 5: G3) Demonstrates knowledge of ways the historical, philosophical, and social foundations of early care and education, early childhood special education, and early intervention fields influence current thought and practice	2A, 2B, 9A, 9Q	6A, 6B, 6D
<b>G2.2</b> Issues and trends in childhood education and care, including those related to children who are at risk for learning or development based on individual, family, or community factors	Synthesis	(Level 5: G4) Predicts ways current early care and education, early childhood special education, and early intervention trends will impact children and families	2A, 2B, 9A, 9G, 9Q	2A, 6A, 6C, 6D
<b>G2.3</b> Laws, regulations, and policies that govern services at different ages, birth through age 8, including those related to licensing and approval by governing bodies.	Analysis	(Level 5: G5) Explains how laws, regulations, and policies affect early care and education practices, practitioners, and children with and without exceptional needs, and those identified as at-risk, and their families	1D, 3A, 3O, 7H, 7N, 8I, 9B, 9C, 9R	2A, 2B, 6A, 6B, 6C, 6D
<b>G2.4</b> Professional standards and guidelines that govern and guide professional dispositions, behavior, thinking, and practice, including those of state and local agencies and of international, national, state, and local professional organizations	Evaluation	(Level 5: G6) Assesses and judges own professional practices in reference to applicable standards and guidelines	9K	6A, 6B, 6D

<b>G2.5</b> Basic principles of administration, organization, and operation of a variety of care and education programs and agencies, including how these entities function in the community and how to utilize them as resources	Analysis	(Level 5: G7) Determines types of early care and education settings that best meet specific needs of children and families	3O, 8A, 8E, 8L, 8T, 9L, 9N	1A, 1B, 2A, 2B, 2C, 6C
		(Level 5: G8) Prepares resource list of support agencies within the community as a reference for families	1G, 8A, 8E, 8L, 8T, 9M	1A, 1B, 2A, 2B, 2C, 6C

### Performance Area G3

*Employs a variety of strategies to grow as a professional through reflection on the effects of one's own choices and actions on children, birth through age 8,\* their families, other team members, and one's own professional goals, and commits to lifelong learning and advancement of the profession.*

<b>Knowledge, Skills and Dispositions</b>	<b>Achievement Expectation</b>	<b>Level 5 Benchmarks/Competencies</b>	<b>IPTS</b>	<b>NAEYC Standards</b>
<b>G3.1</b> Self-assessment and problem-solving strategies for reflecting on practice, including classroom observation, consideration of responses of children, families, and other team members to one's own actions, and evaluation of one's own beliefs and actions against professional standards	Evaluation	(Level 5: G9) Engages in self-assessment and reflection on professional practices with children, families, and colleagues	8A, 8E, 8L, 8P, 8Q, 8T, 9I, 9L	6A, 6D
	Analysis	(Level 5: G10) Explains ways to improve professional practices	9D, 9I, 9O, 9K	6A, 6B, 6C, 6D
	Synthesis	(Level 5: G11) Modifies professional practices based on self-evaluation	9D, 9I, 9K, 9O	6A, 6B, 6C, 6D
<b>G3.2</b> Opportunities for engaging in service efforts on behalf of children, families, care and education practitioners, and the family child care profession	Application	(Level 5: G12) Utilizes resources to inform self and others about opportunities to act as an advocate for children and families	8L, 8P, 8Q, 8T, 9E, 9F, 9Q	6A, 6B, 6C, 6E

<p><b>G3.3</b> Opportunities for participating in development of the profession and the childhood care and education field, including opportunities at the program, local, state, and national levels and those available through professional organizations and through collegial activities in the school, program, or community</p>	Application	(Level 5: G13) Participates in professional development opportunities at the local, state, or national levels	9O, 9P	6A, 6C
<p><b>G3.4</b> Opportunities and resources for training and professional development, including those available through professional literature; organizations; program, local, state, and national agencies or entities, and colleges and universities</p>	Evaluation	(Level 5: G14) Assesses the usefulness of different types of training and resources available for professional development	9D, 9E, 9I, 9O	6A, 6B, 6C, 6D, 6E
<p><b>G3.5</b> Opportunities for increasing resources available to the program or school, including those available through grant proposals or community partnerships and alliances</p>	Evaluation	(Level 5: G15) Assesses a variety of local, state, and national opportunities that can be accessed to provide resources for programs or schools	9N, 9P	6A, 6B, 6C, 6D, 6E
<p><b>G3.6</b> Opportunities and strategies for initiating new projects or programs, and for contributing knowledge and expertise about teaching and learning to the profession</p>	Evaluation	(Level 5: G16) Develops a well-reasoned professional development plan based on personal data and knowledge of the profession	9D, 9P	6A, 6B, 6C, 6D, 6E

## Performance Area G4

*Employs a variety of strategies to grow as a professional through reflection on the effects of one's own choices and actions on children, birth through age 8,\* their families, other team members, and one's own professional goals, and commits to lifelong learning and advancement of the profession.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>G4.1</b> Communication strategies that demonstrate honesty, integrity and positive regard for others and their contributions, and respond to situations in a professionally appropriate, emotionally mature manner	Application	(Level 5: G17) Interacts with others in a professional manner and to treat others with respect	9E, 9H, 9I, 9L, 9M	6A, 6B, 6C, 6D
<b>G4.2</b> Standards of professional conduct for education as a profession and early childhood education as a field, including those contained in the Illinois School Code and those outlined by professional organizations such as NAEYC	Analysis	(Level 5: G18) Distinguishes between personal preference and professional practice in situations or interactions dealing with colleagues, children, families, and community members	1F, 9I, 9K, 9S, 9T	2A, 2B, 2C, 6A, 6B, 6C, 6D
<b>G4.3</b> Policies and procedures related to confidentiality and impartiality	Analysis	(Level 5: G19) Explains guidelines to ensure confidentiality, privacy, and impartiality when sharing information with others	7H, 7N, 9B, 9J, 9S, 9R, 9T	6A, 6B, 6C
<b>G4.4</b> Professional dispositions and program standards related to personal appearance, hygiene, and work habits	Application	(Level 5: G20) Demonstrates professional dispositions and program standards related to personal appearance, hygiene, and work habits	9H, 9I	6A, 6B
<b>G4.5</b> Boundaries of professional responsibilities when working with children, families, and colleagues, as contained in or implied by program policy and procedures, professional standards, and law	Evaluation	(Level 5: G21) Makes and defends choices about specific approaches to utilizing professional guidelines for interacting with children, families, and colleagues	9I, 9K, 9L, 9M	2A, 2B, 2C, 6A, 6B, 6C, 6D

<b>G4.6</b> Planning and self-regulation strategies to accomplish personal and professional goals in a timely, intentional manner utilized	Analysis	(Level 5: G22) Analyzes progress toward meeting goals, on an ongoing basis	9K	6A, 6B, 6C, 6D
		(Level 5: G23) Prioritizes areas for seeking professional development	9K, 9O	6A, 6B, 6C, 6D, 6E
<b>G4.7</b> Role of personal and professional perspective or bias in interpreting and applying child development theory to interactions with children and families and to program planning	Evaluation	(Level 5: G24) Reflects on and analyzes one's personal and professional perspectives and assesses how those beliefs might bias interpretations of behavior and interactions with children and their families and program planning	1C, 1E, 1F, 8A, 8D, 8O, 8P, 8Q, 9I, 9K	2A, 2B, 2C, 6A, 6B, 6C, 6D, 6E

\*Also may apply to children up to age 12 for those working in out-of-school settings.



## Content Area H. ADVOCACY

Family childcare professionals ensure the rights and needs of children and families within a community are promoted and upheld. They recognize the implications of local, state, and national trends and laws that affect the families of children, especially their access to high-quality care and education environments. They use experience, knowledge, and research to plan and work towards improvement within community, social, and political systems. They on behalf of children and families by collaborating with other stakeholders.

### Performance Area H1

*Understands and uses programs, laws and regulations that relate family child care licensing, the food program, child protection, family services, and care and education generally.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>H1.1</b> Laws, regulations, and policies that govern services at different ages, birth through age 8,* including those related to licensing and approval by governing bodies	Application	(Level 5: H1) Assesses effects of laws, regulations, and policies regarding care and education practices, practitioners, and children with and without exceptional needs, and those identified as at-risk, and their families  (Level 5: H2) Advocates for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse	9B	5B, 5A
<b>H1.2</b> Legislative policies and actions that impact family child care services and other care and education programs	Application	(Levels 5: H3) Participates in organizations that advocate and lobby for rights and improvements for children, families, and care and education programs  (Level 5: H4) Joins and participates in listservs or mailing lists related to professional interests in care and education	9B  9F	6A  6B

<p><b>H1.3</b> Legal issues and guidelines in education, including those related to children who have disabilities or who are at-risk for learning or development, based on income or other child, family, or community factors</p>	<p>Understanding</p>	<p>(Level 5: H5) Describes major components of federal and state laws related to children with and without exceptional needs, or identified as at-risk, and their families</p> <p>(Level 5: H6) Defends the rights of children with and without exceptional needs or identified as at-risk, and their families, as provided by federal and state laws</p>	<p>1D, 3A, 9B, 9R</p>	<p>5E</p>
<p><b>H1.4</b> Collaboration and inter-system alignment for school readiness initiatives, QRIS systems, transition from Pre-K to school, and participation in district-wide quality improvement training events and resources</p>	<p>Application</p>	<p>(Level 5: H7) Assesses and makes use of community connections and resources for ongoing participation in family child care quality improvement and alignment</p>	<p>8E</p>	

## Performance Area H2

*Has knowledge of various organizations and systems that work with and support children and their families.*

<p>Knowledge, Skills and Dispositions</p>	<p>Achievement Expectation</p>	<p>Level 5 Benchmarks/Competencies</p>	<p>IPTS</p>	<p>NAEYC Standards</p>
<p><b>H2.1</b> Inter-agency connections and how organizations (e.g. local government, professional groups, and education and service agencies) function in the community to support families and children</p>	<p>Application</p>	<p>(Level 5: H8) Connects with programs and agencies within the community that can serve as resources for children and families</p> <p>(Level 5: H9) Analyzes the organizational structures for the full range of care and education programs, settings, and legal auspices</p>	<p>1G</p> <p>N/A</p>	<p>6A</p> <p>6A</p>
<p><b>H2.2</b> Opportunities for engaging in service and advocacy efforts on behalf of children, families, family child care providers, and the care and education profession</p>	<p>Application</p>	<p>(Level 5: H10) Utilizes resources to inform self and others about opportunities to act as an advocate for children and families</p>	<p>9F, 9O, 9Q</p>	<p>5E</p>

## Performance Area H3

*Can communicate and collaborate across agency lines to enhance the wellbeing of children, birth-age 12, and their families, and to build relationships within the community to assess and address community-wide issues and needs, share experiences, and generate new ideas.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>H3.1</b> Structures, roles, and resources of care and education programs, schools, and other agencies related to children and families within the larger community context	Application	(Level 5: H11) Produces a visual and/or written description of the structure, roles, and resources of care and education programs, schools, and support agencies within the local community	1G	2A, 5A
<b>H3.2</b> Models and procedures for interagency collaboration, including using policies and procedures for referral, accessing resources, and forming partnerships on behalf of children and families (e.g., interagency agreements, interagency councils)	Understanding	(Level 5: H12) Gives examples of effective models of interagency collaboration  (Level 5: H13) Describes strategies for effective interagency collaboration	8E	2C  6A
<b>H3.3</b> Array of local interagency committees, agency boards, and community groups concerned with the availability of education, health, and social services related to children and their families, including children who have disabilities or other factors that put them at risk for delays or disruptions in learning or development (e.g., Early Intervention)	Understanding	(Level 5: H14) Provides information about community organizations, agencies, and individuals that serve children and families, including children with disabilities and who are at-risk	1G	2A
<b>H3.4</b> Strategies for using the larger community as a resource for teaching and learning, including acquiring knowledge about resources in the community (e.g., people, places) and building reciprocal relationships that benefit community entities as well as the program	Application	(Level 5: H15) Establishes sample interagency agreements  (Level 5: H16) Demonstrates effective strategies for communicating and collaborating with community agencies, organizations, and individuals	8B  8E	2B, 2C  2B, 2C

<b>H3.5</b> Opportunities for increasing resources available to the program or school, including those available through grant proposals or community partnerships and alliances	Understanding	(Level 5: H17) Gives examples of a variety of local, state, and national opportunities that can be accessed to provide resources for programs or schools	9N, 9P	5C
<b>H3.6</b> Views of human and family development and diversity that respect the interdependence among children, their families, their communities, and the larger society	Application	(Level 5: H18) Modifies approaches to interactions with children based on an understanding of the context in which children and families live	8B	1C

\*Also may apply to those working in out-of-school settings for children age 5-12.

## Content Area I. TECHNOLOGY

Family child care professionals will understand how to evaluate and choose appropriate technology resources for a range of business, communication, and educational purposes. A critical responsibility is articulation of a clear policy on Internet safety, data security and privacy protection. Providers will stay current with technological applications to manage business functions and communicate with families. When making informed decisions about multiple electronic media, technology and toys, providers will consider what is what is age and developmentally appropriate, and what promotes learning. They limit children’s overall time exposure, being careful to use virtual experiences to enhance but not to replace concrete materials and activities.

### Performance Area I1

*Maintains research-based and ethical standards in choosing and facilitating technology use for children, including safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8.\**

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
I1.1 Secure practices related to knowing and enforcing technology safety, including protection of children, identity, data, software, and Internet access and content	Application	(Level 5: I1) Identifies and installs virus protection software programs	5N	3B
		(Level 5: I2) Identifies and installs Internet child protection software to prevent access to inappropriate content when Internet is present		
		(Level 5: I3) Password protects or locks digital files, portable storage devices, and technology applications containing data related to business (e.g., child records, child and family identification and financial information, health records, assessment and observational records, and written records related to each child in the family child care program or obtained from families or professionals	5O, 7N, 9S	4B, 6B
		(Level 5: I4) Protects with high level security password each e-mail, business, banking, and website accounts related to personal and business transactions	9T	

<b>11.2</b> Developmentally appropriate technology use for children, including research related to young children and the impact of technology sources on development, learning, and behavior	Application	(Level 5: I5) Applies research-based principles of developmentally appropriate practice when choosing technology for learning for children greater than two years of age	2L, 5C, 4K	4B
	Analysis	(Level 5: I6) Limits and uses technology for specific purposes only when it enhances children’s language development, learning and behavior, when over the age of two, and protects infants and toddlers from media viewing	4M	
	Analysis	(Level 5: I7) Chooses high-quality technology resources (e.g., software, websites, applications, DVDs, camera, and digital media) that support learning and ensures no violence or material unsuitable for young children	5N	6C
<b>11.3</b> Types and functions of technologies appropriate for young children, birth through age 8,* and approaches for teaching children to use technology (e.g., writing tools, digital cameras, computer programs) to gain knowledge, for creative appreciation and expression, and for recreation	Application	(Level 5: I8) Identifies and uses variety of relevant and appropriate technologies and software appropriate for young children, birth through age 8*	2L, 5N, 5O	4B
		(Level 5: I9) Selects and uses appropriate technologies as a learning tool to support children’s learning and development in all areas, including those with diverse abilities and needs	3E, 3N	4B
<b>11.4</b> Policies related to technology use for children (e.g., time record logs, content descriptions, parent communication) to foster best practice and cooperation between home and family child care program	Application	(Level 5: I10) Identifies and documents technology policy and assurances as part of handbook or family communication	9T	
		(Level 5: I11) Includes families in technology evaluation and planning	1G	2B

<p><b>I1.5</b> Record keeping and documentation systems, including reviewing and choosing appropriate technology to record children’s learning and development</p>	<p>Application</p>	<p>(Level 5: I12) Identifies and implements a plan for record-keeping and documentation of children’s learning and development</p>	<p>2L</p>	<p>3B</p>
<p><b>I1.6</b> Technology to enhance family communication including sharing of professional resources and information about activities and events</p>	<p>Application</p>	<p>(Level 5: I13) Shares professional websites containing child development resources for families</p> <p>(Level 5: I14) Develops and uses effective formats for communication with families (e.g. website, e-mail, secure electronic surveys, on-line visual communication systems)</p>	<p>8M</p> <p>9M</p>	<p>6A</p>

## Performance Area I2

*Maintains research-based and ethical standards in choosing and facilitating technology use and security for program management, professional development, and quality improvement.*

<p><b>Knowledge, Skills and Dispositions</b></p>	<p><b>Achievement Expectation</b></p>	<p><b>Level 5 Benchmarks/Competencies</b></p>	<p><b>IPTS</b></p>	<p><b>NAEYC Standards</b></p>
<p><b>I2.1</b> Program management, including increasing competence in using evolving technology systems (e.g., business administration, record keeping, fiscal planning, and data management systems)</p>	<p>Application</p>	<p>(Level 5: I15) Develops written improvement plan for use and security of technology systems, including human resource training in management of records, fiscal documents, and data</p> <p>(Level 5: I16) Participates in training to improve skills in business technology and record keeping systems</p>	<p>9M, 9S</p> <p>2L</p>	<p>6F</p>

<p><b>12.2</b> Effective and efficient technology systems to enhance and facilitate professional improvement goals (e.g. hardware, software, integrated business communication systems, phones, tablets, laptops, camera, digital media, and data processing systems)</p>	<p>Evaluation</p>	<p>(Level 5: I17) Participates in evaluation and needs assessment to identify hardware and software technologies that enhance business goals</p> <p>(Level 5: I18) Creates a fiscal plan and/or identifies funding to purchase and install new technologies to enhance business effectiveness</p>	<p>9D</p>	<p>6F</p>
<p><b>12.3</b> Technology as a resource for professional development to improve the quality of service delivery for children birth through age 8* (e.g., access to webinars, professional development resources for teaching strategies, on-line research and resources materials) for family child care personnel and staff</p>	<p>Evaluation</p>	<p>(Level 5: I19) Evaluates and chooses materials and resources to increase level of professional skills, and to enhance the quality of service delivery for children birth through age 8*</p>	<p>5N, 8C</p>	<p>6E</p>
<p><b>12.4</b> Progressive competency in changing technology resources with the goal of continual professional improvement aligned with research and best practice</p>	<p>Evaluation</p>	<p>(Level 5: I20) Evaluates and improves business and educational technology to stay current with improving technology information sharing systems, risk management, cultural proliferation, business systems, and effective learning opportunities</p>	<p>8E, 9A, 9G</p>	<p>6C</p>

\*Also may apply to children up to age 12 for those working in out-of-school settings.



## Content Area J. BUSINESS

Family child care providers hold the administrative competencies necessary to build expertise and excellence in financial, ethical, legal, and regulatory oversight of their program, as well as provide planning and management to meet needed quality standards. Family child care providers are business professionals, effective in record-keeping, facilities operation, and communication as they set goals for ongoing quality improvement. They develop effective business plans to apply professional standards in business ethics, legal and regulatory oversight, and administrative management. They utilize knowledge of program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation in written goals and business practices.

### Performance Area J1

*Develops effective business plan for increasing competencies and application of professional standards in business ethics, legal and regulatory oversight, and administrative management.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
J1.1 Commitment to highest level of ethical standards, including responsibility for values, choices and actions; reflection on practice, and upholding professional standards and values	Application	(Level 5: J1) Models and exemplifies professional codes of ethical conduct (e.g., National Association for the Education of Young Children (NAEYC) and National After School Association (NASA) and National Association for Family Child Care (NAFCC))	4F, 8P	6B
		(Level 5: J2) Implements professional practices using criteria of highest standards of practices within early childhood and special education fields	9B	
		(Level 5: J3) Demonstrates increasing self-improvement through set goals, action plans, and professional development	9I	

<p><b>J1.2</b> Laws, regulations, and policies that govern services at different ages, birth through age 8,* including those related to licensing and approval by governing bodies</p>	Evaluating	(Level 5: J4) Remains aware of changes in legislation and public policies that affect children with and without exceptional needs, their families, family child care and other programs for children, and the care and education profession	9B	6A, 6E
	Application	(Level 5: J5) Ensures compliance with applicable state and federal regulations and procedural safeguards for children with and without exceptional needs	N/A	6B
	Application	(Level 5: J6) Ensures fair and unbiased application of policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse	7N, 7P	
<p><b>J1.3</b> Evaluating practices and ensuring compliance with requirements related to state and federal laws, including Americans with Disabilities Act, Illinois Department of Children, and Family Services Licensing Standards</p>	Application	(Level 5: J7) Reviews, and maintains regular evaluation and compliance with Americans with Disabilities Act and other federal guidelines related to equal access and services for all children and families	1D	
		(Level 5: J8) Reviews and maintains regular evaluation of compliance with state laws and statutes related to Illinois Department of Children and Family Services Licensing Standards	9R	



## Performance Area J2

*Employs knowledge of program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation in written goals and business practices.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<p><b>J2.1</b> Business practices with goals toward self-improvement in financial management and components of business (e.g., capital outlay, record-keeping, risk management, tax law, and ongoing budget needs)</p>	<p>Application</p>	<p>(Level 5: J15) Writes and reviews goals related to fiscal management and financial components of business</p> <p>(Level 5: J16) Identifies areas for self-improvement and gains knowledge related to risk-management, budget needs, and capital improvement</p> <p>(Level 5: J17) Updates business skills including terminology for book keeping, methods of accounting and budgeting, cash flow and money management</p>	<p>9J, 9K</p> <p>9J</p>	
<p><b>J2.2</b> Written business plan to include policies, fiscal oversight, record keeping, marketing and public relations</p>	<p>Application</p>	<p>(Level 5: J18) Uses professional knowledge to improve written policies related to fiscal policies and record-keeping</p> <p>(Level 5: J19) Designs marketing materials that project a professional image</p>	<p>9D</p> <p>9M</p>	
<p><b>J2.3</b> Physical and digital organization systems to ensure best practices in documentation, learning materials, record keeping, attendance, food management</p>	<p>Application</p>	<p>(Level 5: J20) Reviews organizational systems for record keeping, food management, attendance, and business management to ensure accuracy</p> <p>(Level 5: J21) Develops written action plan for physical improvements and material needs</p>		

<p><b>J2.4</b> Best practices in human resources related to fair and equitable hiring and supervision for paid and unpaid personnel</p>	<p>Application</p>	<p>(Level 5: J22) Obtains and posts human resource documents including schedules and legal requirements</p> <p>(Level 5: J23) Practices fair, equitable, hiring, retention attendance, and vacation practices, and provides training for knowledge, skills and dispositions of high quality care and education</p>	<p>7N</p>	
<p><b>J2.5</b> Program operation to ensure effective use of space, indoor and outdoor safety, environmental psychology and child development</p>	<p>Application</p>	<p>(Level 5: J24) Plans budget that includes equipment to meet children’s needs at differing ages and levels</p> <p>(Level 5: J25) Implements a financial and organizational system for maintenance, repair and replacement, as well as inventory control</p> <p>(Level 5: J26) Develops a financial plan to support children’s nutrition, dietary needs and cultural practices, and plans space to divide home from family child care food service materials and supplies</p>		
<p><b>J2.6</b> Evaluation and self-improvement plan that includes separation of home and business resources, space, organization and time</p>	<p>Application</p>	<p>(Level 5: J27) Creates written plan related to organization of the environment to ensure boundaries between home and professional use of space, materials and time (e.g. schedules, dedicated space, calendar)</p> <p>(Level 5: J28) Develops personal goals to reduce stress and avoid burnout and achieve balance between personal and professional obligations</p>		

\*Also may apply to children up to age 12 for those working in out-of-school settings.

## Content Area K. FAMILY CHILDCARE ENVIRONMENT MANAGEMENT

Family childcare providers develop and implement a plan and routines for space and material arrangement, in order to effectively meet the needs of both their professional business and the family life that coexist in the home. They recognize the special nature of the social environment of family child care – small groups with a wide range of ages, often including siblings, with many children in the program for several years – and consider these factors when building positive, effective relationships with children and families.

### Performance Area K1

*Choose and organize materials, furniture and space so that children of different ages can play and explore safely during the childcare day and family members can eat, relax, or work as desired during evenings and weekends.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>K1.1</b> Organization and lay-out of space so that safety and appropriateness are ensured for a mixed through age group of children to learn and play together	Application	(Level 5: K1) Develops a plan for appropriate organization of space in a home for use by a mixed through age group of children		
<b>K1.2</b> Learning materials that are safe for infants and toddlers and interesting for older children to explore (e.g. blocks, balls, dolls, cloths, and toddler-safe art materials)	Evaluation	(Level 5: K2) Analyzes learning materials to determine those that are both safe for infants and toddlers and interesting for older children to explore		
<b>K1.3</b> Methods for storing learning and exploration materials to keep younger children safe and allow older children access (e.g. clear bins and shelves/counters above toddler height)	Application	(Level 5: K3) Develops a system for storing variety of materials so that all children in a mixed through age group have access to appropriate materials and no children have access to un-safe materials		
<b>K1.4</b> Choice of furniture appropriate to people and purpose (e.g. child- and adult-sized chairs and tables)	Application Evaluation	(Level 5: K4) Describes and justifies furniture choices that are appropriate for the various needs in a family child care program		

<b>K1.5</b> Strategies for arranging furniture to allow children of different ages to learn and play safely together (e.g. using a low shelf to separate a floor space for infants and using a higher table for older children to do puzzles when these occupy shared space)	Application Evaluation	(Level 5: K5) Develops and explains a plan to arrange furniture in a family child care program that creates spaces that are safe and appropriate for mixed through age group of children		
<b>K1.6</b> Techniques for keeping business records (relating to children and families, finances, employees) organized, private and accessible (e.g. dedicated file drawer or box stored in reach or dedicated electronic files needing password)	Application Evaluation	(Level 5: K6) Develops and analyzes plans for keeping business records organized, private and accessible and why this is important		

## Performance Area K2

*Develop routines and schedules for transitioning between different uses of spaces at different times of the day.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>K2.1</b> Strategies for managing the family child care environment that take into account a provider's unique a) physical home environment b) provider family structure; and c) number and ages of children in provider's care	Application Evaluation	(Level 5: K7) Develops and analyzes environmental management plans that ensure the smooth running of a family child care program		
<b>K2.2</b> Strategies for managing spaces that have multiple uses during the day, especially places where food is prepared and eaten, where children sleep, and where children are diapered or toiletied	Application  Evaluation	(Level 5: K8) Creates and explains routines for effective transitioning between different uses of space during the child care day  (Level 5: K9) Develops a plan to keep eating and toileting spaces hygienic and sleeping spaces peaceful, especially when they have other uses at other times		

<b>K2.4</b> Areas for separating active from quiet play, responding sensitively to the needs of children and provider's family	Application	(Level 5: K10) Implements strategies and plans to use the environment and materials to ensure child-chosen separate space for quiet activity		
<b>K2.3</b> System for switching between child care and family use of the home, considering particularly the privacy needs of provider's family members and safety needs of children in care	Application	(Level 5: K11) Designs and evaluates systems for switching between child care and family use of a provider's home		
	Evaluation	(Level 5: K12) Designs routines and schedules to protect the privacy of provider's family members and the safety of children in provider's care		

### Performance Area K3

*Recognize the special nature of the social environment of family childcare when applying knowledge from other domains to build a program community in which children and families feel a sense of belonging to a group where they are nurtured and appreciated.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>K3.1</b> Techniques for engaging children of a wide range of ages in play and learning activities at the same time in the same space	Application	(Level 5: K13) Implements strategies and plans for managing the many simultaneous activities of a small group of children of multiple ages (e.g. sitting on the floor by an infant having tummy time while talking to toddlers using blocks and preschooler working puzzles on the table)		
<b>K3.2</b> Strategies to support children of different ages to develop friendships with each other and to help and support each other	Application	(Level 5: K14) In a variety of appropriate ways, helps children of different ages find positive ways to interact with each other		



<p><b>K3.3</b> Variety of opportunities for child care families to participate in program activities and to interact with each other and with the provider’s family</p>	<p>Application</p>	<p>(Levels2-4: K15) Designs routines to make daily contact effective and to collaborate with families through a variety of communication strategies</p> <p>(Levels2-4: K16) Creates opportunities to involve families in their children’s development, care and education</p>		
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\*Also may apply to children up to age 12 for those working in out-of-school settings.

# Appendix H

## Revised Benchmarks/Competencies: Leadership and Advocacy

### Content Area H. LEADERSHIP AND ADVOCACY - Levels 2-4 (Revised)

Family child care professionals ensure that the rights and needs of children and families within a community are promoted and upheld. They recognize the implications of local, state, and national trends and laws that affect the families of children, especially their access to high-quality care and education environments. They use experience, knowledge, and research to plan and work towards improvement within community, social, and political systems. They provide leadership and advocacy on behalf of children and families by collaborating with other stakeholders.

#### Performance Area H1

*Understands and uses programs, laws and regulations that relate family child care licensing, food program, child protection, family services, and care and education generally.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
H1.1 Laws, regulations, and policies that govern services at different ages, birth-age 8,* including those related to licensing and approval by governing bodies	Comprehension	(Levels 2-4: H1) Describes legislation and public policies that affect children with and without exceptional needs, their families, care/education programs, and the family child care profession	9B	6A, 6E
		(Levels 2-4: H2) Discusses applicable state and federal regulations and procedural safeguards for children with and without exceptional needs	N/A	6B
		(Levels 2-4: H3) Describes the rationales for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse	N/A	6B

<p><b>H1.2</b> Legislative policies and actions that impact families, family child care services, and other early care and education programs</p>	<p>Knowledge</p>	<p>(Levels 2-4: H4) Identifies organizations and legislative policies that advocate and lobby for rights and improvements for children, families, and early care and education programs</p> <p>(Levels 2-4: H5) Identifies websites related to professional interests in early care and education</p>	<p>9B</p> <p>9F</p>	<p>6A</p> <p>6B</p>
<p><b>H1.3</b> Legal issues and guidelines in education, including those related to children who have disabilities or who are at risk for learning or development, based on income or other child, family, or community factors</p>	<p>Knowledge</p>	<p>(Levels 2-4: H6) Identifies rationales for policies, regulations, and safeguards for children with and without exceptional needs and their families</p> <p>(Levels 2-4: H7) Identifies strategies for implementing program policies and procedures and applicable local, state, and federal regulations including those related to special education</p>	<p>9B</p> <p>1D, 3A, 9B, 9R</p>	<p>6B</p> <p>6B</p>
<p><b>H1.4</b> Collaboration and inter-system alignment for school readiness initiatives, QRIS systems, transition from early childhood programs to school, and participation in district-wide quality improvement training events and resources</p>	<p>Knowledge</p>	<p>(Levels 2-4: H8) Identifies community connections and resources for ongoing participation in family child care quality improvement and alignment</p>	<p>8E</p>	

## Performance Area H2

*Has knowledge of and participates in various organizations and systems that work with and support children and their families.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTs	NAEYC Standards
<p><b>H2.1</b> Inter-agency connections and how organizations (e.g. local government, professional groups, and education and service agencies) function in the community to support families and children</p>	Comprehension	<p>(Levels 2-4: H9) Identifies programs and agencies within the community that can serve as resources for children and families</p> <p>(Levels 2-4: H10) Describes the organizational structures for the full range of care and education programs, settings, and legal auspices</p>	<p>1G</p> <p>N/A</p>	<p>6A</p> <p>6A</p>
<p><b>H2.2</b> Opportunities for engaging in service and advocacy efforts on behalf of children, families, family child care providers, and the care and education profession</p>	Comprehension	<p>(Levels 2-4: H11) Describes the role of the professional as an advocate for inclusive, high quality care and education programs</p> <p>(Levels 2-4: H12) Develops a plan to expand advocacy involvement (e.g., develops goals, obtains active memberships, attends conferences to expand competency as advocate, connects meaningfully with other professionals to give service, and volunteers in policy making)</p>	9F, 9Q	6E

## Performance Area H3

*Can communicate and collaborate across agency lines to enhance the wellbeing of children, birth-age 8\* and their families, and to build relationships within the community to assess and address community-wide issues and needs, share experiences, and generate new ideas.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
H3.1 Structures, roles, and resources of care and education programs, schools, and other agencies related to children and families within the larger community context	Knowledge	(Levels 2-4: H13) Outlines ways the family and community members contribute to care and education programs	8T	2C, 6A
		(Levels 2-4: H14) Identifies resources that support care and education programs, schools, and agencies	8T	2C, 6A
H3.2 Models and procedures for interagency collaboration, including using policies and procedures for referral, accessing resources, and forming partnerships on behalf of children and families (e.g., interagency agreements, interagency councils)	Knowledge	(Levels 2-4: H15) Identifies strategies for developing collaborative relationships with agencies and other personnel working with children for maintaining high quality programs and services for children	8E	2B, 6A
H3.3 Array of local interagency committees, agency boards, and community groups concerned with the availability of education, health, and social services related to children and their families, including children who have disabilities or other factors that put them at risk for delays or disruptions in learning or development (e.g., Early Intervention)	Knowledge	(Levels 2-4: H16) Identifies appropriate community resources for information and referral	1G	6A
		(Levels 2-4: H17) Selects appropriate community resources for specific needs of families and children	1G	6A
		(Levels 2-4: H18) States one's professional role and identifies strategies for making referrals when necessary and appropriate	N/A	6A

<b>H3.4</b> Strategies for using the larger community as a resource for teaching and learning, including acquiring knowledge about resources in the community (e.g., people, places) and building reciprocal relationships that benefit community entities as well as the program	Comprehension	(Levels 2-4: H19) Describes the roles of family members, community agencies, and other community sources that can work together to create quality care and education programs	8B	2C, 6C
<b>H3.5</b> Opportunities for increasing resources available to the program or school, including those available through grant proposals or community partnerships and alliances	Knowledge	(Levels 2-4: H20) Identifies resources for supporting financial needs of programs	N/A	6A
<b>H3.6</b> Views of human and family development and diversity that respect the interdependence among children, their families, their communities, and the larger society	Comprehension	(Levels 2-4: H21) Describes the various influences on families in relation to children, communities, and the larger society	1C	2A

## Performance Area H4

*Commitment to develop and demonstrate dispositions that reflect awareness of the needs of others and willingness to develop mature skills for leadership.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>H4.1</b> Skills for self-awareness, reflection, and professional growth in practice and service	Comprehension	(Level 2-4: H22) Explains steps in self-evaluation and reflection and sets goals based on self-observation data	7L, 9D, 9K	4B, 4D, 6B
<b>H4.2</b> Positive vision for excellence in research-based and culturally responsive practices	Comprehension	(Level 2-4: H23) Designs a vision statement with written plan to align culturally responsive practices with research-based standards	1E, 2F, 9A	2A, 6D
<b>H4.3</b> Communication skills of respect, collaboration and mediation that foster positive growth for self and others	Comprehension	(Level 2-4: H24) Explains positive steps in collaborative decision making, problem solving and goal setting	8D, 8L, 8R	2B, 1C, 6A

H4.4 Dispositions of caring, compassion and service and demonstrating these to others	Knowledge	Level 2-4: H25) Describes examples of service that extend caring and compassion to colleagues and families in the community	1K, 8Q, 9I	6E
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## Performance Area H5

*Identifies steps for action to promote quality, excellence, and professionalism within and on behalf of the early childhood community.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 2-4 Benchmarks/Competencies	IPTS	NAEYC Standards
H5.1 Knowledge of quality improvement initiatives	Knowledge	(Level 2-4:H26) Describes local and state quality improvement initiatives that impact family child care and locates sources for education and support	9D, 9N, 9P	4A
H5.2 Identifies best practices in the field through attendance at informal and formal avenues, including seminars and conferences	Knowledge	(Level 2-4: H27) Attends seminar, workshop, or conference related to quality improvement in family child care	9B	4B
H5.3 Identifies local community leaders and state early childhood initiatives, and describes decision-making processes that represent the best interest of children and families	Comprehension	(Level 2-4: H28) Describes local decision-making process and collaboration efforts, such as early intervention services, family service organizations, and home-visiting initiatives	4K, 8K, 9Q	2C

\*Also may apply to those working in out-of-school settings for children age 5-12.

**Content Area H. LEADERSHIP AND ADVOCACY – Level 5 (Revised)**

Family child care professionals ensure the rights and needs of children and families within a community are promoted and upheld. They recognize the implications of local, state, and national trends and laws that affect the families of children, especially their access to high-quality care and education environments. They use experience, knowledge, and research to plan and work towards improvement within community, social, and political systems. They provide leadership and advocacy on behalf of children and families by collaborating with other stakeholders.

**Performance Area H1**

*Understands and uses programs, laws and regulations that relate family child care licensing, the food program, child protection, family services, and care and education generally.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>H1.1</b> Laws, regulations, and policies that govern services at different ages, birth through age 8,* including those related to licensing and approval by governing bodies	Application	(Level 5: H1) Assesses effects of laws, regulations, and policies regarding care and education practices, practitioners, and children with and without exceptional needs, and those identified as at-risk, and their families  (Level 5: H2) Advocates for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse	9B	5B, 5A
<b>H1.2</b> Legislative policies and actions that impact family child care services and other care and education programs	Application	(Levels 5: H3) Participates in organizations that advocate and lobby for rights and improvements for children, families, and care and education programs  (Level 5: H4) Joins and participates in listservs or mailing lists related to professional interests in care and education	9B  9F	6A  6B



<p><b>H1.3</b> Legal issues and guidelines in education, including those related to children who have disabilities or who are at-risk for learning or development, based on income or other child, family, or community factors</p>	<p>Understanding</p>	<p>(Level 5: H5) Describes major components of federal and state laws related to children with and without exceptional needs, or identified as at-risk, and their families</p> <p>(Level 5: H6) Defends the rights of children with and without exceptional needs or identified as at-risk, and their families, as provided by federal and state laws</p>	<p>1D, 3A, 9B, 9R</p>	<p>5E</p>
<p><b>H1.4</b> Collaboration and inter-system alignment for school readiness initiatives, QRIS systems, transition from Pre-K to school, and participation in district-wide quality improvement training events and resources</p>	<p>Application</p>	<p>(Level 5: H7) Assesses and makes use of community connections and resources for ongoing participation in family child care quality improvement and alignment</p>	<p>8E</p>	

## Performance Area H2

*Has knowledge of various organizations and systems that work with and support children and their families.*

<p>Knowledge, Skills and Dispositions</p>	<p>Achievement Expectation</p>	<p>Level 5 Benchmarks/Competencies</p>	<p>IPTS</p>	<p>NAEYC Standards</p>
<p><b>H2.1</b> Inter-agency connections and how organizations (e.g. local government, professional groups, and education and service agencies) function in the community to support families and children</p>	<p>Application</p>	<p>(Level 5: H8) Connects with programs and agencies within the community that can serve as resources for children and families</p> <p>(Level 5: H9) Analyzes the organizational structures for the full range of care and education programs, settings, and legal auspices</p>	<p>1G</p> <p>N/A</p>	<p>6A</p> <p>6A</p>
<p><b>H2.2</b> Opportunities for engaging in service and advocacy efforts on behalf of children, families, family child care providers, and the care and education profession</p>	<p>Application</p>	<p>(Level 5: H10) Utilizes resources to inform self and others about opportunities to act as an advocate for children and families</p>	<p>9F, 9O, 9Q</p>	<p>5E</p>

## Performance Area H3

*Can communicate and collaborate across agency lines to enhance the wellbeing of children, birth-age 12, and their families, and to build relationships within the community to assess and address community-wide issues and needs, share experiences, and generate new ideas.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>H3.1</b> Structures, roles, and resources of care and education programs, schools, and other agencies related to children and families within the larger community context	Application	(Level 5: H11) Produces a visual and/or written description of the structure, roles, and resources of care and education programs, schools, and support agencies within the local community	1G	2A, 5A
<b>H3.2</b> Models and procedures for interagency collaboration, including using policies and procedures for referral, accessing resources, and forming partnerships on behalf of children and families (e.g., interagency agreements, interagency councils)	Understanding	(Level 5: H12) Gives examples of effective models of interagency collaboration  (Level 5: H13) Describes strategies for effective interagency collaboration	8E	2C  6A
<b>H3.3</b> Array of local interagency committees, agency boards, and community groups concerned with the availability of education, health, and social services related to children and their families, including children who have disabilities or other factors that put them at risk for delays or disruptions in learning or development (e.g., Early Intervention)	Understanding	(Level 5: H14) Provides information about community organizations, agencies, and individuals that serve children and families, including children with disabilities and who are at-risk	1G	2A
<b>H3.4</b> Strategies for using the larger community as a resource for teaching and learning, including acquiring knowledge about resources in the community (e.g., people, places) and building reciprocal relationships that benefit community entities as well as the program	Application	(Level 5: H15) Establishes sample interagency agreements  (Level 5: H16) Demonstrates effective strategies for communicating and collaborating with community agencies, organizations, and individuals	8B  8E	2B, 2C  2B, 2C

<b>H3.5</b> Opportunities for increasing resources available to the program or school, including those available through grant proposals or community partnerships and alliances	Understanding	(Level 5: H17) Gives examples of a variety of local, state, and national opportunities that can be accessed to provide resources for programs or schools	9N, 9P	5C
<b>H3.6</b> Views of human and family development and diversity that respect the interdependence among children, their families, their communities, and the larger society	Application	(Level 5: H18) Modifies approaches to interactions with children based on an understanding of the context in which children and families live	8B	1C

## Performance Area H4

*Provides leadership and guidance with dispositions that reflect awareness of the needs of others and displays mature skills for leadership.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>H4.1</b> Skills for self-awareness, reflection, and professional growth in practice and service	Application	(Level 5: H19) Models self-awareness, reflection, and professional growth in practice and service	7L, 9D, 9K	4B, 4D, 6B
<b>H4.2</b> Positive vision for excellence in culturally responsive and research-based practices	Application	(Level 5: H20) Provides positive vision for self and others to strive for excellence in culturally responsive research-based practices	1E, 2F, 9A	2A, 6D
<b>H4.3</b> Communication skills that foster respect, collaboration, and mediation to foster positive growth for self and others	Application	(Level 5: H21) Demonstrates communication skills that foster respect, collaboration, and mediation to foster positive growth for self and others	8D, 8L, 8R	2B, 1C, 6A
<b>H4.4</b> Dispositions of caring, compassion and service and demonstrating these to others	Application	(Level 5: H22) Sets an example by embodying the traits of caring, compassion and service and empowering these in others	1K, 8Q, 9I	6E

## Performance Area H5

*Takes action to promote quality, excellence, and professionalism within and on behalf of the early childhood community.*

Knowledge, Skills and Dispositions	Achievement Expectation	Level 5 Benchmarks/Competencies	IPTS	NAEYC Standards
<b>H5.1</b> Knowledge and support for of quality improvement initiatives	Application	(Level 5:H23) Exemplifies and supports ongoing quality improvement and professional growth among colleagues	9D, 9N, 9P	4A
<b>H5.2</b> Participation in informal and formal avenues, including seminars and conferences to promote best practices in the field	Application	(Level 5: H24) Shares expertise and best practices in the field through informal and formal avenues, including seminars and conferences	9P	4B
<b>H5.3</b> Leadership with local community leaders and state early childhood initiatives in collaborative decision-making processes that represent the best interest of children and families	Application	(Level 5: H25) Collaborates with local community leaders and state early childhood initiatives in decision-making processes to represent the best interest of children and families	4K, 8K, 9Q	2C

\*Also may apply to those working in out-of-school settings for children age 5-12.

# Appendix I

## Gateways Family Child Care Credential Pilot Marketing Handout

Join the  
Gateways to Opportunity®

Family Child Care  
Credential Pilot



Participate in the Pilot of the Gateways to Opportunity® Family Child Care Credential designed for professionals providing Family Child Care. Be the first in the state to receive this Credential. Participation is **free**. Contact us today – limited time opportunity.

### Components of a Gateways Credential:

- Education and training in Early Care and Education and/or School-Age and Family Child Care
- Work and practical experience in Family Child Care settings
- Professional contributions to the field of Family Child Care

Gateways to Opportunity Credentials were signed into law, effective July 1, 2009. Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.

Funds may be available to complete needed coursework. For more information or to participate in the Gateways Family Child Care Credential, please email [familychildcarecredential@inccra.org](mailto:familychildcarecredential@inccra.org).



# Appendix J

## Portfolio Documents



## Gateways to Opportunity<sup>®</sup> **Family Child Care Credential Pilot**

# General Information

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## Contact Information

### Gateways to Opportunity

1226 Towanda Plaza  
Bloomington, IL 61701  
Attention: TOdaniel

**Phone:** (866) 697-8278 (24 hour voicemail messaging) or (309) 829-5327 Ext: 353

**Fax:** (309) 828-1808

**E-mail:** [webmail@inccrra.org](mailto:webmail@inccrra.org)

**Web site:** [www.ilgateways.com](http://www.ilgateways.com)

**Business Hours:** 8:30–4:30

# General Information

## Gateways to Opportunity and INCCRRA

Gateways to Opportunity is a comprehensive statewide system, designed to support practitioners in continuing their professional development. Gateways to Opportunity provides links to education and training resources, awards Gateways Credentials to qualified practitioners, connects early care and education and school-age care professionals to compensation opportunities, and the Gateways Scholarship program. Professional Development Advisors are available through Gateways to Opportunity to assist any ECE and/or school-age care practitioner in Illinois with career guidance and professional development. The Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) administers Gateways to Opportunity.

## Credentials

Gateways to Opportunity Credentials are part of a comprehensive recognition system for early care and education, school-age, and youth development practitioners in Illinois. Gateways Credentials are awarded by the Illinois Department of Human Services Bureau of Child Care and Development. Gateways Credential requirements were developed by the statewide Professional Development Advisory Council which informs the development of Gateways to Opportunity. Some programs/agencies in Illinois utilize Gateways Credentials as meeting education qualifications for employment. Gateways to Opportunity Credentials were signed into law effective July 2009 and are awarded by the state of Illinois.

Each Credential within the Gateways to Opportunity Professional Development System has specific component requirements, including an education and training component. This component encompasses seven required Gateways content areas, as well as four additional areas specific to the Gateways Family Child Care Credential. Each Gateways Credential offers an interpretation of these content areas with descriptors that broaden these concepts and then relate those concepts to the specific age range or group served.

### Gateways Family Child Care Credential

The Gateways Family Child Care Credential validates practitioners' knowledge, skills, and experience required to:

- Create a unique, high quality learning environment for children that accommodates multi-age groups
- Establish and maintain a successful home-based business
- Support the developmental needs of children
- Implement a developmentally appropriate curriculum
- Develop and maintain respectful, positive relationships with children and families

It is awarded based on demonstrated knowledge and skills across the seven Gateways content areas, as well as four additional areas: Advocacy, Technology, Business, and Family Child Care Environment Management.

### Gateways to Opportunity Family Child Care Credential Content Areas

1. Human Growth and Development
2. Health, Safety, and Well-Being
3. Observation and Assessment
4. Curriculum or Program Design
5. Interactions, Relationships, and Environments
6. Family and Community Relationships
7. Personal and Professional Development

#### Additional Content Areas

1. Advocacy
2. Technology
3. Business
4. Family Child Care Environment Management



# Gateways Family Child Care Credential

## Family Child Care Content Areas

### **Human Growth and Development (HGD)**

Family childcare providers use current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with children, prenatal through age 8\*, and their families. Providers continuously acquire knowledge about how children develop and learn, and understand the mutual influences among different domains of development, and between the child and the contexts within which s/he develops. They view child development knowledge as the core of their professional practice, and engage in ongoing learning and reflection about developmental knowledge and theory. They apply these understandings as they plan and implement observations and teaching/learning interactions, and as a context for collaboration with families and other professionals on behalf of children.

### **Health, Safety, and Well-Being (HSW)**

Family childcare providers understand that children's physical and mental health, safety, and well-being are the foundations for development and learning in children, birth through age 8\*. They acknowledge the value of creating a healthful environment to foster children's physical, cognitive, language, and social-emotional development. Providers collaborate with families and health professionals to provide safe, healthful environments, and to adjust health, nutrition, and safety routines to children's individual needs and abilities. They take responsibility for providing multiple opportunities for children to learn positive habits that will ensure their health, safety, and well-being.

### **Observation and Assessment (OA)**

Family childcare providers' knowledge of individual children's development provides the framework for curriculum, teaching and learning interactions, and age-appropriate positive guidance. They understand the purposes, benefits and uses of assessment, including observation, as a way to understand children, as well as for evaluation and accountability. Professionals follow ethical practices when using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal observation and assessment practices to gather and share information on each child's skills, abilities, interests, and needs, birth through age 8\*. They evaluate and modify their own roles and practices as part of an ongoing cycle of self-reflection.

### **Curriculum and Program Design (CPD)**

Family childcare providers have broad knowledge of appropriate learning contexts and developmentally appropriate, research-based curriculums that are designed for home child care settings with small, mixed-age groups of children birth through age 8\*. They understand the importance of promoting children's cognitive and intellectual development through rich conversations, interactive book reading, and active exploration of children's interests in the world. Providers recognize and value the interdependence between children's relationships with others and their construction of knowledge. They view engaging children in authentic learning as an ongoing collaborative, dynamic professional endeavor. They take responsibility for planning and providing emerging, bias-free, integrated learning opportunities and resources that build on each child's current abilities and interests, and to expand competence in all developmental domains.

### **Interactions, Relationships, and Environments (IRE)**

Family childcare providers use responsive strategies and interactions to build sensitive and effective relationships with children from birth through age 8\* and their family members across a broad range of situations. They recognize the important teaching roles of the physical and social environments, and provide and support interactions that are nurturing, pleasant and intellectually stimulating. Within the context of warm, caring relationships, they foster children's healthy social and emotional development. Interactions and relationships in family child care environments are responsive to each child's abilities, interests, and needs, and reflect appreciation of family and community contexts.

*\*Also may apply to children up to age 12 for those working in out-of-school settings.*

# Gateways Family Child Care Credential

## Family Child Care Content Areas *(con't)*

### **Family and Community Relationships (FCR)**

Family childcare providers understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning and well-being of children, birth through age 8\*, and their families.

### **Personal and Professional Development (PPD)**

Family childcare providers identify themselves as professionals and conduct themselves as members of a significant, expanding, and changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They know and value the history and contributions of the profession and its related fields. They are committed to continual self-improvement and ongoing reflection on their practices. They exemplify the ethical standards of early childhood education and take responsibility for their own values, choices and actions. They honor diversity in culture, language, beliefs and practices.

### **Advocacy (ADV)**

Family childcare professionals ensure that the rights and needs of children and families within a community are promoted and upheld. They recognize the implications of local, state, and national trends and laws that affect the families of children, especially their access to high-quality care and education environments. They use experience, knowledge, and research to plan and work towards improvement within community, social, and political systems. They advocate on behalf of children and families by collaborating with other stakeholders.

### **Technology (TECH)**

Family childcare professionals will understand how to evaluate and choose appropriate technology resources for a range of business, communication, and educational purposes. A critical responsibility is articulation of a clear policy on Internet safety, data security and privacy protection. Providers will stay current with technological applications to manage business functions and communicate with families. When making informed decisions about multiple electronic media, technology and toys, providers will consider what is age and developmentally appropriate, and what promotes learning. They limit children's overall time exposure, being careful to use virtual experiences to enhance but not to replace concrete materials and activities.

### **Business (BUS)**

Family childcare providers identify themselves as professionals and conduct themselves as members of a significant, expanding, changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They honor diversity in cultures, values, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing professional development, and continually reflect on and take responsibility for their own values, choices and actions. They advocate for children, birth through age 8\*, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

### **Family Childcare Environment Management (FCEM)**

Family childcare providers develop and implement a plan and routines for space and material arrangement, in order to effectively meet the needs of both their professional business and the family life that coexist in the home. They recognize the special nature of the social environment of family child care – small groups with a wide range of ages, often including siblings, with many children in the program for several years – and consider these factors when building positive, effective relationships with children and families.

*\*Also may apply to children up to age 12 for those working in out-of-school settings.*

# Gateways Family Child Care Credential

## Professional Contributions—Instructional Guidelines

A Professional Contribution is an activity and/or endeavor that goes beyond the scope of a position of job duty. Each participant must document a specified number of professional contributions related to children, youth, and families, dependent on Gateways Credential level. Contributions to the field of family childcare can be no more than five years old from the date the portfolio is submitted to the Gateways to Opportunity office.

Professional Contribution examples and suggested documentation follow each area listed below. This list is not exclusive; other comparable activities may be considered. **Note: Professional Contributions can be no more than five years old.**

### 1. Program Improvement

#### Suggestions for students:

- Write a self-assessment
- Create a technology plan
- Write a Program Improvement Plan, including action plans, objectives and outcomes
- Create an original product that demonstrates developmentally appropriate practice in early care and education that can help improve early care and education
- Demonstrate an environmental change that can be shared with the early childhood community through photos and a written description
- Infuse Illinois Early Learning and Development Standards in developing an integrated curriculum
- Participate in writing a curriculum based on sound early childhood principles that can be shared

#### Suggestions for providers in the field:

- Provide evidence of bringing an early childhood program through Montessori, NAFCC Accreditation, Head Start or Early Head Start Peer Review; or was in charge of some component leading to accreditation
- Reflect on participation in self-assessment for accreditation
- Complete Self Assessment for the Quality Rating and Improvement System
- Create improvement plans including action plans, objectives and outcomes
- Serve as a consultant/mentor to other programs in the implementation of developmentally appropriate practices
- Serve as consultant in the design or renovation of indoor or outdoor environments children birth to age 12
- Create a tangible product that exhibits originality of thought and execution that helps to improve infant/toddler and early care and education programs as a whole

# Gateways Family Child Care Credential

## Professional Contributions—Instructional Guidelines *(con't)*

### 2. Service in a Professional Organization

#### Suggestions for students:

- Serve as an active member of a professional early childhood organization such as NAFCC and/or NAEYC
- Coordinate, serve on a committee, or help plan for an annual event such as Week of the Young Child
- Coordinate, serve on a committee, or plan part of a conference related to children and/or their families
- Serve on a committee to promote early childhood or family issues
- Hold elected office in college/university organization for educators
- Volunteer at an area ECE/ SAYD professional conference

#### Suggestions for providers in the field:

- Serve as an active member of a professional early childhood organization such as NAFCC and/or NAEYC
- Serve on a community board as a representative of early care and education
- Serve on a local, state, or national advisory board for an early childhood organization
- Serve on a local, regional, or statewide committee to promote early childhood issues
- Hold an elected office in a local, state, or national early childhood organization
- Serve on a committee for an early childhood organization to organize a conference, community-wide advocacy event or other major event
- Coordinate or help plan for an annual event such as Week of the Young Child

### 3. Presentations/Training

#### Suggestions for students:

- Present something from a course at a conference or training in the community
- Present at a high school or technical school career fair
- Self-Critique/Evaluate a presentation done for a course
- Teach as a graduate assistant

#### Suggestions for providers in the field:

- Serve as an adjunct instructor for a college course
- Present at staff meetings or to a co-worker
- Present at a professional conference
- Serve as a paid consultant/trainer
- Serve as an accreditation evaluator or observer
- Serve as a Credential advisor, trainer or representative

# Gateways Family Child Care Credential

## Professional Contributions—Instructional Guidelines *(con't)*

### 4. Advocacy

#### Suggestions for students:

- Write a letter to an elected official about an early childhood issue
- Arrange a food, clothing, or toy drive for a shelter, children's home, or disaster relief effort
- Serve as a community coordinator for an advocacy agency or event

#### Suggestions for providers in the field:

- Write a letter to legislature or government officials
- Write a letter on an early childhood issue that is printed in a local newspaper
- Provide testimony at a public hearing on infant-toddler issues and/or early care and education issues
- Serve as a bargaining committee liaison
- Provide consultation to an elected official about infant-toddler issues or about issues relating to children and their families
- Serve as a community coordinator, present or provide testimony for advocacy agency or event
- Advocate for developmentally appropriate practices within programs, organizations, and the community

### 5. Writing and Publication

#### Suggestions for students:

- Develop a handbook or manual (potentially part of a Professional Practice/Internship, etc.)
- Write a letter on an early childhood issue that was printed in the school, or local, newspaper
- Develop a parent resource manual of comprehensive services available to families

#### Suggestions for providers in the field:

- Write an article for program newsletter
- Write an article or book review that was published in an appropriate journal
- Serve as editor or regular contributor to an early childhood newsletter that is distributed in the community
- Author a book promoting developmentally appropriate practice
- Develop a new college-level course
- Develop new materials (e.g. handbook, manuals)

# Gateways Family Child Care Credential

## Professional Contributions—Instructional Guidelines (con't)

### 6. Research/Grant Writing

#### Suggestions for students:

- Write a grant proposal (even if grant is not actually applied for)
- Research a certain curriculum and provide written review of curriculum
- Conduct a research study on a topic related to children's development, as well as their care and education in a child care setting

#### Suggestions for providers in the field:

- Write a proposal for a grant even if grant is not fully funded
- Research and evaluation a specific curriculum usage
- Conduct a research study on a topic related to children's development, as well as their care and education in a child care setting
- Conduct a research study on children in some way that is published in a peer-reviewed journal
- Serve as chair of a major fundraiser for an early childhood or infant-toddler related endeavor
- Review proposals or serve as a reader for a foundation or other grant-making agency/organization
- Conduct a major fundraiser with a specific program enhancement plan



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**Family Child Care Credential  
Pilot Portfolio Forms**

PILOT

# Portfolio Forms

## Checklist

To obtain the Gateways Family Child Care Credential, all components listed below must be met and corresponding documentation submitted. Documentation includes official transcripts, completed experience verification forms, and/or completed Professional Contribution form.

### Level 5

- Bachelor's Degree
- 24 points (24 semester hours) in the Gateways ECE and/or School-Age Content Areas, which must include:
  - Interactions, Relationships, and Environments
  - Observation and Assessment
  - Curriculum and Program Design
  - Three points: Human Growth and Development
  - Three points: Health, Safety, and Well-Being*Six of the 24 points may come from Credential approved training*
- 15 points (15 semester hours) in the four Gateways Family Child Care Content Areas, with a minimum of one point in each area:
  - Advocacy
  - Technology
  - Business
  - Family Child Care Environment Management*Six of the 15 points may come from Credential approved training*
- 1200 hours of documented Work and Practical Experience in Early Care & Education and/or School-Age Care **OR** minimum of 200 hours of supervised experience in Early Care & Education and/or School-Age Care
- 3600 hours of documented Work and Practical Experience in Family Child Care **OR** minimum of 100 hours of supervised experience in Family Child Care
- Four Professional Contributions, in three different areas within the last five years – one contribution must be in the area of Program Improvement

***Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@incrra.org.)***



# Portfolio Forms

## Checklist

To obtain the Gateways Family Child Care Credential, all components listed below must be met and corresponding documentation submitted. Documentation includes official transcripts, completed experience verification forms, and/or completed Professional Contribution form.

### Level 4

- Associate's Degree **OR** 60+ semester hours including nine semester hours in the following:
  - Three semester hours in transferable English
  - Six semester hours in transferrable General Education Electives (Psychology, Sociology, etc.)
  
- 21 points (21 semester hours) in the Gateways ECE and/or School-Age Content Areas, which must include:
  - Observation and Assessment
  - Curriculum and Program Design
  - Three points: Human Growth and Development
  - Three points: Health, Safety, and Well-Being*Three of the 21 points may come from Credential approved training*
  
- Nine points (nine semester hours) in three of the Gateways Family Child Care Content Areas, with a minimum of one point in each area  
*Six of the nine points may come from Credential approved training*
  
- 600 hours of documented Work and Practical Experience in Early Care & Education and/or School-Age Care **OR** minimum of 100 hours of supervised experience in Early Care & Education and/or School-Age Care
  
- 1200 hours of documented Work and Practical Experience in Family Child Care **OR** minimum of 50 hours of supervised experience in Family Child Care
  
- Two Professional Contributions, in two different areas within the last five years – one contribution must be in the area of Program Improvement

***Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@incrra.org.)***

# Portfolio Forms

## Checklist

To obtain the Gateways Family Child Care Credential, all components listed below must be met and corresponding documentation submitted. Documentation includes official transcripts, completed experience verification forms, and/or completed Professional Contribution form.

### Level 3

- Three semester hours in English and six semester hours in General Education Electives (Psychology, Sociology, etc.)  
*These nine credits must be transferrable*
- 12 points (12 semester hours) in the seven Gateways ECE and/or School-Age Content Areas, which must include:
  - Curriculum and Program Design
  - Three points: Human Growth and Development
  - Three points: Health, Safety, and Well-Being*Three of the 12 points may come from Credential approved training*
- Six points (six semester hours) in two of the Gateways Family Child Care Content Areas, with a minimum of one point in each area  
*All six points may come from Credential approved training*
- 400 hours of documented Work and Practical Experience in Early Care & Education and/or School-Age Care **OR** minimum of 10 hours of supervised experience in Early Care & Education and/or School-Age Care
- 600 hours of documented Work and Practical Experience in Family Child Care **OR** minimum of 10 hours of supervised experience in Family Child Care
- One Professional Contribution, in any area within the last five years

***Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@incrra.org.)***

# Portfolio Forms

## Checklist

The Gateways Family Child Care Credential is offered at various levels tied to coursework and/or degrees. To obtain the Gateways Family Child Care Credential, all components listed below must be met and corresponding documentation submitted. Documentation includes official transcripts, completed experience verification forms, and/or completed Professional Contribution form.

### Level 2

- High School Diploma or GED
- Six points (six semester hours) in the Gateways ECE and/or School-Age Content Areas, which must include:
  - Three points: Human Growth and Development
  - Three points: Health, Safety, and Well-Being**OR** a CDA, CCP, or Montessori Credential through AMS  
*Three of the six points may come from Credential approved training*
- Three points (three semester hours) in the Gateways Family Child Care Content Areas, with a minimum of one point in each area  
Must include one point in Family Child Care Environment Management  
*All three points may come from Credential approved training*
- 200 hours of documented Work and Practical Experience in Early Care & Education and/or School-Age Care **OR** minimum of 10 hours of supervised experience in Early Care & Education and/or School-Age Care
- 200 hours of documented Work and Practical Experience in Family Child Care **OR** minimum of five hours of supervised experience in Family Child Care
- Membership in a related professional organization

***Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@incrra.org.)***

# Portfolio Forms

## Work & Practical Experience—Verification Form

Please complete and have this form signed by a supervisor, director, or the Human Resources department to validate your work experience providing direct service to children. **Use a separate form for each position.**

Please indicate which Gateways Credential you are applying for:

Family Child Care

### Personal Information

Participant Name: \_\_\_\_\_ Person ID: \_\_\_\_\_

Position: \_\_\_\_\_ Start Date (MO/YR): \_\_\_\_\_ End Date (MO/YR): \_\_\_\_\_

Hours per week: \_\_\_\_\_ x Weeks per year: \_\_\_\_\_ x # of years: \_\_\_\_\_ = Total Hours: \_\_\_\_\_

Please indicate the age groups served in this position.

Infants/Toddlers (0–3)    Preschool (3–5)    School-Age (5–12)

### Contact Information

Contact Name: \_\_\_\_\_

Company Name: \_\_\_\_\_

Company Address: \_\_\_\_\_

Company Phone: \_\_\_\_\_

### Signature and title of contact who can verify your work experience:

\_\_\_\_\_  
**Date:** \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge.

**Participant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

# Portfolio Forms

## Work & Practical Experience—Verification Form Family Child Care Providers

Family Child Care Providers (FCCP) must complete this form to verify experience for the Gateways to Opportunity Credentials. Please follow the steps below:

**Step 1:** Include copies of your Illinois Department of Children and Family Services (IDCFS) license for the years of experience to be counted toward a Gateways Credential.

**Step 2:** Please have two families with children in your program complete pages 4 and 5.

### Personal Information

Participant Name: \_\_\_\_\_

Name on License: \_\_\_\_\_

Address: \_\_\_\_\_ Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Ages of Children or Youth Served: \_\_\_\_\_

Total Hours in Business: \_\_\_\_\_

(Hours Per Week x By Weeks Per Year x By Number Of Years)

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

# Portfolio Forms

## Proof of Care Family Child Care Providers

Parent/Guardian Statement

Your Family Child Care Provider is applying for a Gateways to Opportunity program and must provide proof of caring for children. Thank you for taking the time to complete this form to support your Family Child Care Provider. If you have any questions while completing this form, please call the Gateways to Opportunity office at (866) 697-8278 and ask to speak with a Professional Development Counselor.

This form verifies that: (Name Of Provider) \_\_\_\_\_  
is the Family Child Care Provider (FCCP) for my child(ren).

### Parent/Guardian Contact Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### Please complete the following chart for your child(ren) (one row per child in care):

Name of Child	Current Age of Child	Hours Per Week Child is in the Care of this Family Child Care Provider	Weeks Per Year Child is in the Care of this Family Child Care Provider	Number of Years Child Has Been in the Care of this Family Child Care Provider
Jane Doe (sample)	5	20	40	3

Days of care (select all that apply):

Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday

Drop off time: \_\_\_\_\_:\_\_\_\_\_ am/pm

Pick up time: \_\_\_\_\_:\_\_\_\_\_ am/pm

Do your child(ren) still attend this program? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, when did they stop attending? \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge.

**You may receive a phone call from our office to verify the information provided.**

# Portfolio Forms

## Proof of Care Family Child Care Providers

**Parent/Guardian Statement**

Your Family Child Care Provider is applying for a Gateways to Opportunity program and must provide proof of caring for children. Thank you for taking the time to complete this form to support your Family Child Care Provider. If you have any questions while completing this form, please call the Gateways to Opportunity office at (866) 697-8278 and ask to speak with a Professional Development Counselor.

This form verifies that: (Name Of Provider) \_\_\_\_\_  
is the Family Child Care Provider (FCCP) for my child(ren).

### Parent/Guardian Contact Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Phone Number: \_\_\_\_\_

**Please complete the following chart for your child(ren) (one row per child in care):**

Name of Child	Current Age of Child	Hours Per Week Child is in the Care of this Family Child Care Provider	Weeks Per Year Child is in the Care of this Family Child Care Provider	Number of Years Child Has Been in the Care of this Family Child Care Provider
Jane Doe (sample)	5	20	40	3

Days of care (select all that apply):

Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday

Drop off time: \_\_\_\_\_:\_\_\_\_\_ am/pm

Pick up time: \_\_\_\_\_:\_\_\_\_\_ am/pm

Do your child(ren) still attend this program? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, when did they stop attending? \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge.

**You may receive a phone call from our office to verify the information provided.**

# Portfolio Forms

## Professional Contributions

For each contribution, please list activity, location, date, contact person, and contact phone number. Please also include a brief summary of each contribution that outlines the participants/audience and outcome for those impacted by the activity. Please limit comment to 150 words. This form must be completed and documentation for each contribution attached. Use additional forms, if needed.

### 1. Program Improvement

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 2. Service in a Professional Organization

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 3. Presentations/Trainings

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

***Please send copies of this form and all other documentation. Please do not send original documentation, as it will not be returned.***



# Portfolio Forms

## Professional Contributions

### 4. Advocacy

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 5. Writing and Publications

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 6. Research / Grants Writing

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

***Please send copies of this form and all other documentation. Please do not send original documentation, as it will not be returned.***

# Appendix K

## Revised Work Experience Form

# Gateways Family Child Care Credential

## Work & Practical Experience—Verification Form

Complete this form to verify experience as a family child care provider for the Gateways to Opportunity Family Child Care Credential.

### Step 1: Personal Information

Name: \_\_\_\_\_ Registry Member ID: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Please indicate age groups served (*mark all that apply*):

Infants/Toddlers (0–36 months)     Preschool (3–5)     School-Age (5–12)

Position (*mark all that apply*):

Family Child Care Provider/Owner    Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Family Child Care Provider Assistant    Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Other \_\_\_\_\_    Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Total hours worked in family child care: \_\_\_\_\_

(Hours Per Week x By Weeks Per Year x By Number Of Years)

### Step 2: Family Child Care Experience Verification

Please provide the names and contact information for two people that could verify your experience as a family child care provider. (Examples include: Employer (if a FCC Assistant), Current or past family child care clients, professional colleagues and neighbors you collaborate with.) Please note: we may contact to verify.

Contact 1: Name: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Affiliation to applicant (*How is this contact knowledgeable about your experience in family child care?*):

\_\_\_\_\_

Contact 2: Name: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Affiliation to applicant (*How is this contact knowledgeable about your experience in family child care?*):

\_\_\_\_\_

**Note:** Please include a copy of your current Illinois Department of Children and Family Services (IDCFS) license (optional).

**Participant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

# Appendix L

## Entitled Route Pilot RFP Marketing Flyer

### Gateways to Opportunity® Family Child Care Credential Pilot



### Share Your Expertise

Gateways Family Child Care Credential begins Fall 2014.

**The Family Child Care Credential is a symbol of professional achievement that validates the knowledge and skills, experience, and contributions required to:**

- Create a unique, high quality learning environment for children that accommodates multi-age groups
- Establish and maintain a successful home-based business
- Support the developmental needs of children
- Implement a developmentally appropriate curriculum
- Develop and maintain respectful, positive relationships with children and families

### Gateways to Opportunity

Gateways to Opportunity is a statewide professional development system, developed by the Professional Development Advisory Council (PDAC), that is designed to support Illinois early care and education, school-age, and youth development practitioners.

### Gateways to Opportunities Credentials

Gateways to Opportunity Credentials are symbols of professional achievement that validate knowledge and skills, experience, and contributions to the field of early care and education, infants and toddlers, administration, school-age, and youth development. Gateways Credentials were signed into law, effective July 1, 2009. Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.

### Gateways to Opportunity Entitled Institutions

Gateways to Opportunity awards entitlement status to higher education institutions that align their coursework with Credential requirements. Students who complete required courses and have met Gateways Credential Component requirements have up to two years to apply to receive their Credential(s).

For more information contact **Tami O'Daniel** at [todaniel@incrra.org](mailto:todaniel@incrra.org) or **(309) 829-5327, ext. 353**.

### Become a Gateways Family Child Care Credential pilot institution. Your participation will:

- Provide your institution the opportunity to offer feedback that will shape the final Credential.
- Provide your institution leadership in the field. Your program will set the standard for other institutions.
- Provide your institution exclusivity. Only those in the pilot will be able to offer these Credentials.
- Provide your institution a competitive edge to attract students.
- Provide your institution a professional preparation program designed to meet family service employer needs.



1226 Towanda Plaza | Bloomington, Illinois 61701 | (866) 697-8278 | [www.ilgateways.com](http://www.ilgateways.com)

Gateways to Opportunity is administered through Inccrra and funded by the Illinois Department of Human Services Bureau of Child Care and Development, the McCormick Foundation, and Grand Victoria Foundation. Gateways to Opportunity, the arch logo and Illinois Professional Development System are registered trademarks of Inccrra.

# Appendix M

## ExceleRate Illinois Family Child Care Provider Qualifications

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

	LICENSED	BRONZE	SILVER	GOLD
<b>4A.</b>	<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 ECE Credential Level 2 or higher <b>OR</b> FCC Credential Level 2 or higher, <b>OR</b> Illinois Director Credential 1 or higher, <b>OR</b> <u>CDA</u></p> <p><b>2018 GOAL FOR ALL FCC PROVIDERS:</b></p> <p>Gateways FCC Credential Level 4 or higher</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><b>FCC PROVIDERS THAT ARE NOT PART OF A FCC NETWORK:</b></p> <p>Associates degree or higher <b>AND</b> is working toward a BA degree in ECE</p> <p><b>OR</b></p> <p>Working toward a BA degree in related or unrelated field <b>AND</b> has Gateways ECE Credential Level 4 <b>AND</b>, if infants and toddlers in care, working toward Gateways Infant-Toddler Credential Level 3</p> <p><b>FCC PROVIDERS THAT ARE PART OF A FCC NETWORK:</b></p> <p>AA degree</p> <p><b>OR</b></p> <p>Gateways ECE Credential Level 3</p> <p><b>OR</b></p> <p>CDA <b>AND</b> collaborates with a state-approved consultant</p> <p><b>2018 GOAL FOR ALL FCC PROVIDERS:</b></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><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 state-approved consultant, if applicable</p> <p><b>OR</b></p> <p>Evidence from state-approved accrediting body</p>



## 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> 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> 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> 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><b>EVIDENCE:</b> Staff qualifications verified by Gateways Registry <b>OR</b> 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> Any <u>substitute</u> must have a Gateways ECE Credential Level 3 or higher OR Gateways FCC Credential Level 3 or higher</p> <p><b>EVIDENCE:</b> Staff qualifications verified by Gateways Registry <b>OR</b> Evidence from state-approved accrediting body</p>

### 16

\*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.**

# Appendix N

## Faculty Recommendations

### Recommendations/Suggestions from Faculty to FCC Credential Committee

#### Family Child Care Credential Framework

March 8, 2016

The Family Child Care Credential Entitled Route Faculty supports the following recommendations based on their conversations on March 8, 2016.

#### Education and Training in Family Child Care

Recommend: Decreasing point requirements in the Family Child Care Content Areas at Levels 4 and 5.

- Suggest: Lower point requirement from 15 points to 12 points at Level 5 and from 9 points to 6 points at Level 4.
- Rationale: This is in line with the Infant Toddler Credential and seems more realistic for students and institutions to achieve as there is currently a lack of family child care specific coursework. This may also allow for easier articulation and portability across institutions.

#### Content Areas and Benchmarks

Recommend: Eliminate Technology content area as previously discussed by the Family Child Care Credential Committee.

- Suggest: Cross-walk the Benchmarks from Technology with other content areas and embed what is missing throughout content areas. Such as: Curriculum or Program Design and Business.
- Rationale: Also, if decreasing point requirement, decreasing content areas also makes sense.

Recommend: Agree to expand the Advocacy content area to include Leadership and retitle to: Leadership and Advocacy.

- Suggest: Leadership and Advocacy go hand in hand. Leadership can easily be embedded through the Advocacy content areas.
- Rationale: Students preparing for a career as a family child care provider/owner should be aware of how to be a leader in the field and be able to advocate on behalf of themselves, children, families, and the field of family child care.

Recommend: Ensure with-in the Benchmarks that students will learn how to obtain IDCFS licensing. This may already be done. Check Benchmarks.

J1.2 Laws, regulations, and policies that govern services at different ages, birth through age 8,* including those related to licensing and approval by governing bodies	Comprehension	(Levels 2-4: J4) Describes legislation and public policies that affect children with and without exceptional needs, their families, family child care and other programs for children, and the care and education profession	9B	6A, 6E
		(Levels 2-4: J5) Discusses applicable state and federal regulations and procedural safeguards for children with and without exceptional needs	N/A	6B
		(Levels 2-4: J6) Describes the rationales for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse	7N, 7P	
J1.3 Evaluating practices and ensuring compliance with requirements related to state and federal laws, including Americans with Disabilities Act, Illinois Department of Children, and Family Services Licensing Standards	Knowledge	(Levels 2-4: J7) Defines how to comply with Americans with Disabilities Act and other federal guidelines related to equal access and services for all children and families	1D	
		(Levels 2-4: J8) Defines how to comply with state laws and statutes related to Illinois Department of Children and Family Services Licensing Standards	9R	

H1.1 Laws, regulations, and policies that govern services at different ages, birth through age 8,* including those related to licensing and approval by governing bodies	Comprehension	(Levels 2-4: H1) Describes legislation and public policies that affect children with and without exceptional needs, their families, care/education programs, and the family child care profession	9B	6A, 6E
		(Levels 2-4: H2) Discusses applicable state and federal regulations and procedural safeguards for children with and without exceptional needs	N/A	6B
		(Levels 2-4: H3) Describes the rationales for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse	N/A	6B
G2.3 Laws, regulations, and policies that govern services at different ages, birth through age 8, including those related to licensing and approval by governing bodies	Comprehension	(Levels 2-4: G5) Explains legislation and public policies that affect children with and without exceptional needs, their families, and programs for children and the early childhood profession	9B	6A, 6B, 6E
		(Levels 2-4: G6) Discusses applicable state and federal regulations and procedural safeguards for children with and without exceptional needs	N/A	6B
		(Levels 2-4: G7) Explains the rationales for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse	N/A	6B

Recommend: Look at the Observation and Assessment content area to be sure students are not just learning how to collect information, but also how they will use and apply this information. Cross walk to see if this is already reflected with-in the benchmarks. This is a recommendation that could go out to QC for ECE and ITC as well.

### Framework

Recommend: Clean-up framework and make easier to read.

- Faculty concurs, saying that they agree to support the Family Child Care Credential as a stand-alone Credential.



# Appendix O

## Final Gateways Family Child Care Credential Recommendations

Professional Development Advisory Council (PDAC)

### RECOMMENDATION FOR APPROVAL

**DATE:** April 9, 2016

**COMMITTEE MAKING RECOMMENDATION:** Gateways Family Child Care Credential Committee  
This framework was approved for purposes of the pilot by QC on June 4, 2014.

**RECOMMENDATION:** The committee is recommending the approval of the attached Gateways Family Child Care Credential framework. Thorough testing of each level and survey data has led to the following changes:

Level 3 – Revise General Education requirements to “Three semester hours: Any Math, English, and General Education Electives (Psychology, Sociology, and Science, etc.) (These 9 hours must be credit bearing and non-developmental 100+)” to align with the ECE Credential framework.

Level 4 – Revise content areas required at Level 4 for Education and Training in ECE/School Age to “include a minimum of one point in each area.”

Level 5 – Revise content areas required at Level 5 for Education and Training in ECE/School Age to “include a minimum of one point in each area.” Decrease points required in Family Child Care Content Areas from 15 to 12.

**ALL LEVELS:** Remove professional contributions from initial Credential attainment—required upon renewal.

### **RATIONALE:**

Level 3 – The general education requirements for Level 3 have been updated to reflect the ECE Credential for consistency.

Level 4 – Requiring one point in each of the ECE/School Age Content Areas is consistent with what is required for the ECE Credential. Pilot data indicated that most applicants have a minimum of one point in each content area at the Level 4.

Level 5 – Requiring one point in each of the ECE/School Age Content Areas is consistent with what is required for the ECE Credential. Pilot data indicated that most applicants have a minimum of one point in each content area at the Levels 5. Decreasing the points required in the Family Child Care Content Areas from 15 to 12 makes sense due to the four content areas. Higher education faculty came to consensus that 12 points across four content areas would allow for coursework to align with the Credential.

All Levels – Professional contributions are being removed to maintain consistency throughout Credentials.

\*Note: Level 2 recommendation is a separate document.

**DISPOSITION:**

PDAC Ad-Hoc Family Child Care Credential Committee

Approved: X Date: 4/9/16

Disapproved: Date:

PDAC Qualifications and Credentials Committee

Approved: X Date: 4/19/16

Disapproved: Date:

**DISPOSITION:**

PDAC Steering Committee

Approved: X Date: 5/18/16

Disapproved: Date:

**DISPOSITION:**

PDAC

Approved: X Date: 6/24/16

Disapproved: Date:

**DISPOSITION:**

IDHS, Bureau of Child Care and Development

Approved: X Date: 6/30/16 *AWS*

Disapproved: Date:

## Professional Development Advisory Council (PDAC)

### RECOMMENDATION FOR APPROVAL

**DATE:** April 9, 2016

**COMMITTEE MAKING RECOMMENDATION:** Gateways Family Child Care Credential Committee  
This framework was approved for purposes of the pilot by QC on June 4, 2014.

**RECOMMENDATION:** The committee is recommending the approval of the attached Gateways Family Child Care Credential Content Area Specific Education (and training, knowledge, skills, and dispositions benchmarks) for Levels 2-4 and Level 5. Included is a change to the Advocacy content area. This area has been revised to Leadership and Advocacy.

**RATIONALE:** The Gateways Family Child Care Credential was piloted using two comprehensive sets of performance area indicators and benchmarks. These were successfully tested at each level and validated with survey data from the pilot applicants and faculty. The guidance provided clear and consistent education and training requirements for all recipients of the Gateways Family Child Care Credential. The additions to the Advocacy content area, including Leadership, can be found in red.

As stated by the National Association of Family Child Care; "family child care providers are in a unique position to impact their community through relationships with parents and fellow child caregivers. In order to maximize the family child care role attaining leadership skills and having confidence in them is key."

#### **DISPOSITION:**

PDAC Ad-Hoc Family Child Care Credential Committee

Approved: X Date: 4/9/16

Disapproved: Date:

PDAC Qualifications and Credentials Committee

Approved: X Date: 4/19/16

Disapproved: Date:

#### **DISPOSITION:**

PDAC Steering Committee

Approved: X Date: 5/18/16

Disapproved: Date:

#### **DISPOSITION:**

PDAC

Approved: X Date: 6/24/16

Disapproved: Date:

**DISPOSITION:**

IDHS, Bureau of Child Care and Development

Approved: X

Date: 6/30/16

*AUS*

Disapproved:

Date:

## Professional Development Advisory Council (PDAC)

### RECOMMENDATION FOR APPROVAL

**DATE:** April 9, 2016

**COMMITTEE MAKING RECOMMENDATION:** Gateways Family Child Care Credential Committee

**RECOMMENDATION:** The Family Child Care Credential Committee recommends that completion of ECE Level 1 or SAYD Level 1 AND ExceleRate® Illinois Bronze Circle of Quality Training Requirements for Licensed Family Child Care in their entirety fulfill the requirements of “Education and Training in Early Care/School Age” at Level 2 of the Family Child Care Credential.

**RATIONALE:** Family Child Care Providers will need to complete two series of trainings which include 16 training modules (48 clock hours) of training for the ECE Level 1 or SAYD Level 1 and a minimum of 54.5 hours to complete ExceleRate Bronze Circle trainings in their entirety. Recognizing and valuing these trainings through integration into our Credential system will support family child care providers in their participation in both professional development and ExceleRate® Illinois. This will serve as an alternate pathway for providers and align systems, making it easier for providers to navigate and understand. (Currently, the ExceleRate Licensed Family Child Care Requirement for the Silver Circle of Quality is the ECE Credential Level 2 or higher, OR Family Child Care Credential Level 2 or higher, OR Illinois Director Credential I or higher, OR CDA. The goal for all Licensed Family Child Care Providers in 2018 is the Family Child Care Credential Level 4).

#### **DISPOSITION:**

PDAC Ad-Hoc Family Child Care Credential Committee

Approved: X                      Date: 4/9/16

Disapproved:                      Date:

PDAC Qualifications and Credentials Committee

Approved: X                      Date: 4/19/16

Disapproved:                      Date:

#### **DISPOSITION:**

PDAC Steering Committee

Approved: X                      Date: 5/18/16

Disapproved:                      Date:

#### **DISPOSITION:**

PDAC

Approved: X                      Date: 6/24/16

Disapproved:                      Date:

**DISPOSITION:**

IDHS, Bureau of Child Care and Development

Approved: X

Date: 6/30/16

*AWS*

Disapproved:

Date:

# Appendix P

## Gateways Family Child Care Credential Committee Members

Name	Organization/Agency	Title	Years of FCC Credential Committee
Anne Wharff	Illinois Department of Human Resources	Child Care Professional Development Manager	2012–Current
Barb Christmas	4-C: Community Coordinated Child Care	Quality Specialist	2012–Current
Chrisellen Pate		Family Child Care Provider	2012
Danyle Watkins	Lincoln Land Community College	ECE Coordinator/Instructor	2014–Current
Diana Rosenbrock*	Collaboration for Early Childhood	Early Childhood Consultant	2012–Current
Faith Arnold	SEIU	Family Child Care Provider	2012–Current
Ideria Howard		Family Child Care Provider	
Juliet Bromer	Erikson Institute and Herr Research Center for Children and Social Policy	Research Scientist	2012 - Current
Malia Owens	Skip- A-Long Home Child Care Network	Director	2012–Current
Maria Gandara		Family Child Care Provider	2012–2013
Marsha Hawley	Ounce of Prevention Fund	0-3 PDI Manager	
Melissa Johnson	Highland Community College	Coordinator, Early Childhood Education	2014–Current
Michelle Wagner		Family Child Care Provider	2014–Current
Miranda Lin	Illinois State University	Associate Professor, School of Teaching and Learning	2015–Current
Patricia Twymon		Family Child Care Provider	2012–Current
Penny Williams-Wolford	Collaboration for Early Childhood	Professional Development Coordinator	2012–Current
Sandra Cole		Family Child Care Provider	2012–Current
Sue Jackson	Community Connection Point	Family Child Care Quality Specialist	2012–Current

Tami O'Daniel		Family Child Care Provider	2012–2013
Tara Mathien	William Raney Harper College	Assistant Professor, Early Childhood Education Department	2014
Teri Talan	McCormick Center for Early Childhood Leadership (National Louis University)	Director of Research and Public Policy	2013–Current
Toni Williams		Family Child Care Provider	2012–Current
Tosha Kelly-Rushton		Family Child Care Provider	2012–Current

\*Current FCC Credential co-chairs

\*\*Past FCC Credential co-chair

INCCRRA staff provided support to the efforts of the Family Child Care Credential Committee from 2012–2016.

Name	Title	Years of FCC Credential
Joni Scritchlow	Senior Program Director	2012–Current
Tami O'Daniel	Program Specialist, Professional Opportunities and Development	2013–Current



# Appendix Q

## Final Gateways Family Specialist Credential Framework

### Gateways to Opportunity® Family Child Care Credential Framework

Family Child Care Credential	Education Requirements	Education and Training in ECE and/or School-Age	Education and Training in Family Child Care	Work and Practical Experience in ECE and/or School-Age	Work and Practical Experience in Family Child Care	Professional Contributions in Family Child Care
<b>Level 5</b>	Bachelor's Degree	24 points in ECE/School-Age Content Areas (of level 5 benchmarks) – of which a maximum of 6 points may be from Credential approved training(s)	12 points in Family Child Care Content Areas (of level 5 benchmarks) – of which a maximum of 6 points may be from Credential approved training(s) A minimum of 1 point in all 4 content areas	200 hours of ECE/School-Age supervised experience or 1200 hours of documented ECE/School-Age work experience*	100 hours of supervised experience in Family Child Care or 3600 hours of documented Family Child Care work experience	Required at Renewal
<b>Level 4</b>	Associate's Degree or 60+ semester hours (including the 9 semester hours listed at level 3)	21 points in ECE/School-Age Content Areas (of level 2-4 benchmarks) – of which a maximum of 6 points may be from Credential approved training(s)	9 points in Family Child Care Content Areas (of level 2-4 benchmarks) – of which a maximum of 6 points may be from Credential approved training(s) A minimum of 1 point in 3 content areas, including FCEM	100 hours of ECE/School-Age supervised experience or 600 hours of documented ECE/School-Age work experience*	50 hours of supervised experience in Family Child Care or 1200 hours of documented Family Child Care work experience	Required at Renewal
<b>Level 3</b>	Three semester hours: Any Math, English, and General Education electives (Psychology, Sociology, Science, etc.) (These 9 hours must be credit bearing and nondevelopmental 100 level+)	12 points in ECE/School-Age Content Areas (of level 2-4 benchmarks) – of which a maximum of 6 points may be from Credential approved training(s) A minimum of 1 point in Curriculum and Program Design and content areas noted in Level 2	6 points in Family Child Care Content Areas (of level 2-4 benchmarks) – of which a maximum of 6 points may be from Credential approved training(s) A minimum of 1 point in 2 content areas, including FCEM	10 hours of ECE/School-Age supervised experience or 400 hours of documented ECE/School-Age work experience*	10 hours of supervised experience in Family Child Care or 600 hours of documented Family Child Care work experience	Required at Renewal
<b>Level 2</b>	High School Diploma or GED	6 points in ECE/School-Age Content Areas (of level 2-4 benchmarks) – 3 points in Human Growth and Development and 3 points in Health, Safety, and Well-Being of which 3 points may be from Credential approved training(s) or a CDA, CCP, or Montessori Credential through AMS** or Completion of ECE Level 1 or SAYD Level 1 and ExcelRate® Illinois Bronze Circle of Quality Trainings	3 points in Family Child Care Content Areas (of level 2-4 benchmarks) – of which a maximum of 3 points may be from Credential approved training(s) A minimum of 1 point in Family Child Care Environment Management (FCEM)	10 hours of ECE/School-Age observation or 200 hours of documented ECE/School-Age work experience*	5 hours of observation in Family Child Care or 200 hours of documented Family Child Care environment experience	Required at Renewal
<b>Level 1</b>						

Guide: A point is equivalent to one semester hour of college credit.  
\*Work and Practical Experience hours may be met in any of the following programs: family child care, center based, and/or School-Age.  
\*\*American Montessori Society (AMS) Early Childhood and Infant Toddler Credentials.



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Revised 5/27/2016







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