Gateways to Opportunity® **School-Age & Youth Development (SAYD)** Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES IN SCHOOL-AGE & YOUTH DEVELOPMENT (AGES 5 THROUGH 16)	WORK & PRACTICAL EXPERIENCE WITH SCHOOL-AGE & YOUTH
LEVEL 5	Bachelor's Degree	*Must meet all previous level competencies plus:* SAYD Human Growth and Development (HGD7) SAYD Health, Safety, and Well-Being (HSW8, HSW9) SAYD Observation and Assessment (OA7 , OA8) SAYD Curriculum or Program Design (CPD9, CPD10, CPD11) SAYD Interactions, Relationships, and Environments (IRE9) SAYD Family and Community Relationships (FCR8, FCR9, FCR10) SAYD Personal and Professional Development (PPD5, PPD6, PPD7) SAYD Advocacy and Policy (AP6)	Minimum of 180 hours of SAYD supervised experience *or* 1,000 total hours of documented SAYD work experience
		A Professional Educator License with endorsement in Elementary Education meets these requirements	
LEVEL 4	Associate's Degree *or* 60+ semester hours with *(9 semester hours of English, Social Science, and any Math or Science)* *(These 9 hours must be credit bearing and nondevelopmental 100 level +)*	*Must meet all previous level competencies plus:* SAYD Human Growth and Development (HGD6) SAYD Health, Safety, and Well-Being (HSW6, HSW7) SAYD Observation and Assessment (OA4, OA5, OA6) SAYD Curriculum or Program Design (CPD5, CPD6, CPD7, CPD8) SAYD Interactions, Relationships, and Environments (IRE7, IRE8) SAYD Family and Community Relationships (FCR5, FCR6, FCR7) SAYD Personal and Professional Development (PPD4) SAYD Advocacy and Policy (AP4, AP5)	100 total hours of SAYD supervised experience *or* 500 total hours of documented SAYD work experience
LEVEL 3	High School Diploma or GED and 6 semester hours *(in 2 areas - English, Social Science, any Math or Science)* *(These 6 hours must be credit bearing and nondevelopmental 100 level +)*	*Must meet all previous level competencies plus:* SAYD Human Growth and Development (HGD3, HGD4, HGD5) SAYD Health, Safety, and Well-Being (HSW2, HSW3, HSW4, HSW5) SAYD Observation and Assessment (OA1, OA2, OA3) SAYD Curriculum or Program Design (CPD2, CPD3, CPD4) SAYD Interactions, Relationships, and Environments (IRE3, IRE4, IRE5, IRE6) SAYD Family and Community Relationships (FCR3, FCR4) SAYD Personal and Professional Development (PPD3) SAYD Advocacy and Policy (AP3)	10 hours of SAYD supervised experience *or* 400 total hours of documented SAYD work experience
LEVEL 2	High School Diploma or GED	**Options:** SAYD Human Growth and Development (HGD1, HGD2) SAYD Health, Safety, and Well-Being (HSW1) SAYD Curriculum or Program Design (CPD1) SAYD Interactions, Relationships, and Environments (IRE1, IRE2) SAYD Family and Community Relationships (FCR1, FCR2) SAYD Personal and Professional Development (PPD1, PPD2) SAYD Advocacy and Policy (AP1, AP2) **OR** Completion of SAYD Credential Level 1 and HGD2, IRE2, FCR1, PPD2, and AP2	5 hours of SAYD observation *or* 200 hours of documented SAYD work experience
LEVEL 1	Level 1 SAYD Credential is awarded through completion of a 48 clock hour training available through local Child Care Resource & Referral Agencies statewide. SAYD Level 1 meets these SAYD competencies: HGD1, HSW1, CPD1, IRE1, FCR2, PPD1, and AP1.		
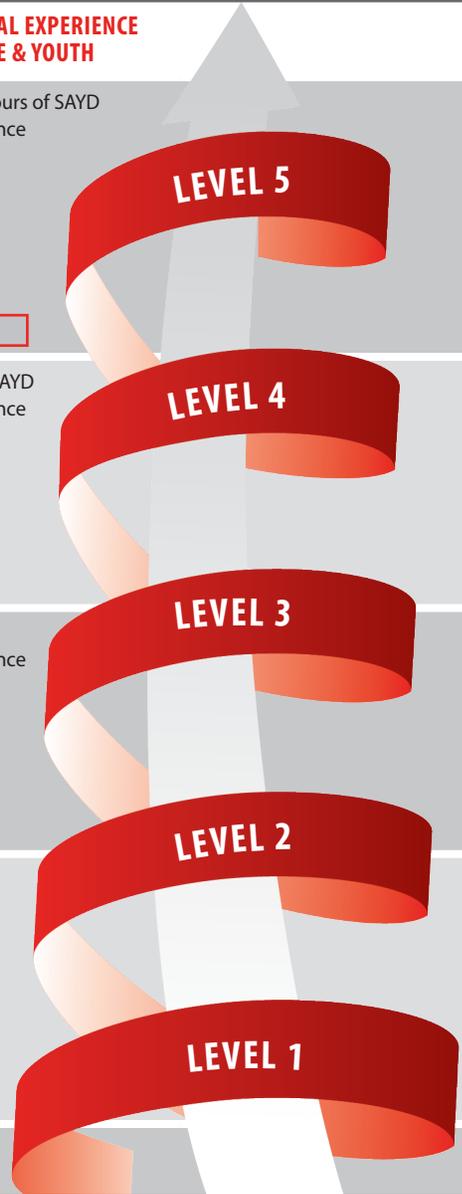
Up to 6 competencies (total) may be documented through credential approved training for Level 2
Up to 12 competencies (total) may be documented through credential approved training for Level 3
Up to 16 competencies (total) may be documented through credential approved training for Level 4
Up to 20 competencies (total) may be documented through credential approved training for Level 5

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | www.ilgateways.com

Administered through INCCRRA

Gateways to Opportunity is administered through INCCRRA and funded by the Illinois Department of Human Services' Division of Early Childhood and the McCormick Foundation.

School-Age & Youth Development (SAYD) Credential Competencies

SAYD HGD | Human Growth and Development

1 Identifies and defines concepts, principles, and theories of SAY development, learning, and well-being.

2 Identifies unique patterns of development and learning and the holistic consequences of risk and resilience factors in influencing SAY development, learning, and well-being.

3 Describes the interrelationship between family culture, language, environmental context (including stress, trauma, protective factors, bias and resilience), ability, biological factors, and protective factors how these factors influence SAY development, learning, and well-being.

4 Describes contextual influences on SAY development, learning, and well-being, including structural biases and models for work.

5 Describes and develops strategies supportive of SAY asset development designed to nurture motivation and resilience.

6 Recognizes diverse patterns of development and learning and the holistic consequences of risk and resilience factors influencing SAY development, learning, and well-being across varied developmental contexts and the developmental trajectory.

7 Utilizes evidence-based practice to reflect on the outcomes of SAY development, learning, and well-being.

SAYD HSW | Health, Safety, and Well-Being

1 Describes programming elements (local, state, and federal standards, regulations, and guidelines) that ensure the health, safety, fitness, and well-being of SAY within the context of the program and home environment.

2 Develops programing strategies based on current standards, regulations, and guidelines to provide physical, emotional, and environmental safety to SAY.

3 Describes practices that support equality, shared power, and social justice.

4 Creates learning opportunities that support SAY in: making healthy, ethical, and responsible choices; engaging in activities to support a healthy lifestyle; treating themselves and others with respect; respecting their own and the bodies of others; engaging in respectful relationships; and in critically processing and responding to the context in which they are growing and developing.

5 Creates learning opportunities that support SAY in developing a positive sense of identity and positive relationships.

6 Creates respectful environments supportive of SAY learning, development, and well-being.

7 Supports SAY in developing goals and engaging in healthy decision-making models in personal relationships, self-representation, school, work, and media consumption.

8 Develops and/or implements strategies and program policies to nurture the physical health, safety, and wellness of SAY.

9 Models and advocates for principles and practices that support equality and social justice.

SAYD OA | Observation and Assessment

1 Describes evidence-based practices for SAY observation, assessment, and reporting.

2 Identifies appropriate SAY assessment strategies, models, and frameworks reflective of ethical, contextual, and appropriate collaborative data collection and interpretation to support individual and program success.

3 Identifies and collaboratively interprets a variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for SAY.

4 Selects and implements observation and assessment strategies to monitor the progress of SAY.

5 Chooses, implements, and appropriately communicates goals and plans supportive of positive development for SAY.

6 Partners with SAY and families to conduct and present the results of participatory, empowering evaluation that identifies current areas of strength, desired goals, and areas of potential growth.

7 Analyzes, evaluates, shares, and adapts valid and reliable observation and assessment data to identify the learning and development SAY goals and outcome development and collaboratively support developmental progression and goal attainment.

8 Integrates systematic evaluation and procedural frameworks into SAY programming.

SAYD CPD | Curriculum or Program Design

1 Identifies and selects materials, strategies and technologies designed to meet the developmental needs of SAY.

2 Designs learning opportunities that support the healthy development, learning, and well-being of SAY.

3 Implements strategies that support SAY in identifying and developing positive roles and relationships with others.

4 Develops and implements activities that collaboratively engage SAY in learning about their own talents, skills, and abilities, as well as those of others.

5 Applies standards, best practice, teaching and learning paradigms, activities, processes, and programs--in collaboration with SAY, families and colleagues-- to continually improve program quality for SAY.

6 Plans, creates, implements, and adapts methods, resources and strategies to match school-age and youth preferred styles, developmental, cultural and linguistic levels, and information to be addressed.

7 Implements and models group work knowledge and skills to build cohesive programs and strong participation with SAY.

8 Develops and implements strategies to assist SAY in developing social competence, negotiating conflict, and achieving personal positive goals.

9 Incorporates and evaluates standards, technologies, and programs to continually improve program quality for SAY.

10 Creates and evaluates programs based on established experiential models.

11 Develops and applies strategies to build cohesive programs and strong participation for SAY.

SAYD IRE | Interactions, Relationships, and Environments

1   Establishes and models communication with all SAY that is positive, respectful and authentic.

2   Engages in interactions that support positive and future-oriented relationships with SAY.

3   Supports SAY in being active and engaged within their local community and the larger world through service learning, exposure to current events, and informed advocacy.

4   Identifies and supports communication strategies and skills with SAY, based on evidence-based practice.

5   Cultivates relationships within an experiential learning environment to support SAY skills development in the areas of identifying and reflecting on issues that are relevant and personally meaningful to them.

6   Creates a respectful environment of high support and high challenge to support SAY positive interactions, goal attainment, decision-making, and problem-solving.

7   Partners with SAY, professionals, and other family members to incorporate ethical, respectful, and empowering individualized strategies and activities within SAY settings that scaffold skill development and connect individual strengths and interests with future goals.

8   Creates culturally responsive learning environments and experiential activities to build SAY competencies and capacities and develop SAY life skills and reflection strategies.

9   Designs and evaluates inclusive, democratic learning environments that empower SAY, staff, and family members.

SAYD FCR | Family and Community Relationships

1   Identifies contextual factors that influence families and the role of the practitioner in providing respectful, responsive supports.

2   Identifies the role of the community in influencing and supporting SAY and their families.

3   Identifies and utilizes communication and collaboration strategies to strengthen SAY, SAY programs, family, and community connections.

4   Collaborates with community organizations and allies to support and promote the positive developmental trajectories of SAY and their families.

5   Collaborates with SAY and families when creating programs, environments, and curriculum.

6   Develops a professional plan for creating and maintaining collaborative relationships with families, schools, and community organizations.

7   Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual Education Program process, as appropriate.

8   Designs and advocates for, in partnership with families and community-based organizations, appropriate services for SAY.

9   Engages in strategies that are responsive to an identified SAY community need.

10 Cultivates community relationships through developing skills as community members, engaging in relationship-building skills, participating in decision-making processing, understanding one's rights and responsibilities as a community member.

SAYD PPD | Personal and Professional Development

1 Identifies knowledge, attributes, skills, characteristics, and qualities for SAY practitioners to be supportive of the ongoing development, learning, and well-being of SAY and their families.

2 Fulfills the legal, regulatory, and ethical requirements of practitioners within the SAY field.

3 Identifies the importance of and strategies designed to support ongoing professional development.

4 Utilizes reflection and a range of supports and strategies to support ongoing development as a practitioner within the SAY field.

5 Collaborates with others to support and enhance the lives of SAY, their families, and the school-age and youth development field.

6 Evaluates and disseminates current program and agency practices that exemplify evidence-based practice and relevant legal requirements and standards.

7 Connects how one's philosophical stance, perception of SAY and intentional practice influence professional strategies when working with SAY.

SAYD AP | Advocacy and Policy

1 Identifies the implications of public policy and advocacy with regard to professional practice.

2 Describes and demonstrates commitment to advocacy as an integral SAY practitioner skill.

3 Advocates and promotes the rights of SAY and their families.

4 Utilizes experience, knowledge, and research to plan and lead positive change and advocacy through collaborative partnerships for SAY and families.

5 Facilitates the development of SAY and their families as advocates.

6 Develops coordinated responses to existing and emerging challenges for school-age and youth and their families.