GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Gateways Family Child Care (FCC) Competencies©

Content Area: Leadership & Advocacy (LA)

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.

Leadership & Advocacy				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
FCC LA1: Identifies policies, legislation, issues and trends, and community connections and resources supportive of children, families, family child care programs, and the family child care professional.	• Describes legislation and public policies that affect children with and without exceptional needs, their families, care/education programs, and the family child care profession. • Identifies community connections and resources for ongoing participation in family child care quality improvement and alignment. • 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.	6a; 6e; 6c	8E; 9A; 9B; 9G	(FCC Levels 2-4: H1; H8; G4)
FCC LA2: Identifies strategies that support the development of collaborative relationships between family child care programs, families, and community agencies.	• States one's professional role and identifies strategies for making referrals when necessary and appropriate. • Describes the roles of family members, community agencies, and other community sources that can work together to create quality care and education programs. • Identifies resources for supporting financial needs of programs. • Identifies strategies for developing collaborative relationships with agencies and other personnel working with children for maintaining high quality programs and services for children.	2c; 2b; 6a; 6c;	8b; 8e;	(FCC Levels 2-4: H15; H18; H19; H20)
FCC LA3: Identifies strategies that support the development of collaborative partnerships between family child care programs, families, and community agencies.	• Gives examples of effective models of interagency collaboration. • Describes strategies for effective interagency collaboration. • Provides information about community organizations, agencies, and individuals that serve children and families, including children with disabilities and who are at-risk. • Gives examples of a variety of local, state, and national opportunities that can be accessed to provide resources for programs or schools. • Establishes sample interagency agreements. • Demonstrates effective strategies for communicating and collaborating with community agencies, organizations, and individual.	2a; 2b; 2c; 5c; 6a	1G; 8B; 8E; 9N; 9P; 9Q	(FCC Level 5: H2; H12; H13; H14; H15; H16; H17

Leadership & Advocacy				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
FCC LA4: Advocates for policies, regulations, and safeguards that support family child care quality improvement, alignment and high quality programming that is responsive to the development and learning of all young children and families served within family child care homes.	• Advocates for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse. • Participates in organizations that advocate and lobby for rights and improvements for children, families, and care and education program. • Assesses and makes use of community connections and resources for ongoing participation in family child care quality improvement and alignment. • Provides positive vision for self and others to strive for excellence in culturally responsive research. • Demonstrates communication skills that foster respect, collaboration, and mediation to foster positive growth for self and others.	1c; 2a; 2b; 2c; 6a; 6c; 6d; 6e	1E; 2F; 4K; 8D; 8E; 8K; 8L; 8R 9B; 9Q	(FCC Levels 2-4 H25) (FCC Level 5: H2; H7; H20; H21; H24)
FCC LA5: Demonstrates professionalism through participation in collaborative decision-making and extending caring and compassion to colleagues and families in the community.	• Explains positive steps in collaborative decision making, problem solving and goal setting. • Describes examples of service that extend caring and compassion to colleagues and families in the community.	1b; 2c; 4b; 6a	4K, 8K, 8L, 8R, 9Q	(FCC Levels 2-4: H25) (FCC Level 5: H24)
FCC LA6: Provides leadership and guidance by demonstrating dispositions reflective of the needs of others, and displays mature family child care skills for leadership.	• Models self-awareness, reflection, and professional growth in practice and service. • Sets an example by embodying the traits of caring, compassion and service and empowering these in others.	4b, 4d, 6b, 6e	1K, 7L, 8Q, 9D, 9I, 9K	(FCC Level 5: H19, H22
FCC LA7: Advocates for quality, excellence, and professionalism within and on behalf of the family child care community.	• Describes local and state quality improvement initiatives that impact family child care and locates sources for education and support. • Attends seminar, workshop, or conference related to quality improvement in family child care. • Describes local decision-making process and collaboration efforts, such as early intervention services, family service organizations, and home-visiting initiatives. • Exemplifies and supports ongoing quality improvement and professional growth among colleagues. • Shares expertise and best practices in the field through informal and formal avenues, including seminars and conferences. • Collaborates with local community leaders and state early childhood initiatives in decision-making processes to represent the best interest of children and families.	2c, 4a, 4b, 6a, 6c	1P, 4K, 8K, 9D, 9O, 9N, 9P, 9Q	(FCC Level 5: H23, H24, H25, H26; H27)

Content Area: Business (BUS)

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.

Business				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
FCC BUS1: Identifies describes and implements at a basic level procedures and practices that ensure safety, protection and health in the family child care environment.	• Defines how to comply with state laws and statutes related to Illinois Department of Children and Family Services Licensing Standards. • 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. • Identifies emergency and disaster preparedness plans and communications with staff, children and families. • Identifies where to obtain CPR, AED, and First Aid information and locate safety and building codes, sanitation and health regulations. • Identifies requirements of teachers related to Illinois child abuse and reporting. • Describes and discusses family legal frameworks, including child custody and guardianship, family violence, and anti-discrimination. • Reviews and maintains regular evaluation of compliance with state laws and statutes related to Illinois Department of Children and Family Services Licensing Standards. • Displays legal codes and inspection reports, and cooperates fully with local health, police and fire agencies to maintain safety of people, facilities, equipment and materials. • Reviews and maintains regular evaluation of compliance with state laws and statutes related to Illinois Department of Children and Family Services Licensing Standards.	6b	9B; 9C; 9R	(FCC Levels 2-4: J8, J9, J10, J11, J12, J14) (FCC Level 5: J8, J9
FCC BUS2: Describes appropriate identification and evaluation strategies for business, security, and technology systems supportive of family child care business management.	• Describes an improvement plan for use and security of technology systems, including human resource training in management of records, fiscal documents, and data. • Identifies trainings to improve skills in business technology and record keeping systems. • Describes methods of evaluation and needs assessment to identify hardware and software technologies that enhance business goals. • Understands the need for a fiscal plan and funding to purchase and install new technologies to enhance business effectiveness. • Describes professional materials and resources to increase level of skills, and to enhance the quality of service delivery for children birth through age 8*. • Identifies the ways that ever-changing technology impact information sharing, risk management, cultural proliferation, business systems, and learning opportunities.	6c, 6e, 6f	2L, 5N, 8C, 8E, 9A, 9D, 9G, 9M, 9S	(FCC Levels 2-4: I15, I16, I17, I18, I19, I20)

Business				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
FCC BUS3: Describes relevant standards of practices, codes of conduct, state and federal regulations and procedural safeguards, and outlines family child care plans for compliance.	• 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). • Identifies family child care practices by criteria of highest standards of practices within early childhood and special education fields. • Identifies continual self-improvement through set goals, action plans, and professional development. • Discusses applicable state and federal regulations and procedural safeguards for children with and without exceptional needs. • Describes the rationales for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse. • Defines how to comply with Americans with Disabilities Act and other federal guidelines related to equal access and services for all children and families. • Describes knowledge of staff and paid/unpaid mandates and skills related to Illinois child abuse prevention identification and reporting.	6b	1D, 4F, 7N, 7P, 8P, 9B, 9I, 9R	(FCC Levels 2-4: J1, J2, J3, J5, J6, J13)
FCC BUS4: Develops effective fiscal, organizational, and financial goals and plans, marketing materials, and human resource documents to successfully operate family child care programs.	• Identifies areas for self-improvement and gains knowledge related to risk-management, budget needs, and capital improvement. • Identifies business skills including terminology for book keeping, methods of accounting and budgeting, cash flow and money management. • Identifies professional knowledge to evaluate written policies related to fiscal management and record-keeping. • Analyze marketing materials that project a professional image. • Describes organizational systems for record keeping, food management, attendance, and business management. • Summarizes written action plan for physical improvements and material needs. • Identifies human resource documents including schedules and legal requirements. • Describes fair, equitable, hiring, retention, attendance, and vacation practices, and identifies knowledge, skills and dispositions of high quality care and education. • 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. • 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). • Describes personal goals to reduce stress, avoid burnout, and achieve a balance between personal and professional obligations. • Describes how to keep business records organized, private and accessible, and why this is important.	6a, 6b, 6c	7N, 9D, 9J, 9K, 9M, 9O	(FCC Levels 2-4: J16, J17, J18, J19, J20, J21, J22, J23, J26, J27, J28, K6)

Business				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
FCC BUS5: Develops effective family child care business plan for increasing competencies and application of professional standards in business ethics, legal and regulatory oversight, and administrative management.	• 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). • Implements professional practices using criteria of highest standards of practices within early childhood and special education fields. • 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. • Ensures compliance with applicable state and federal regulations and procedural safeguards for children with and without exceptional needs. • Ensures fair and unbiased application of policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse. • 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. • Knows and rehearses emergency and disaster preparedness plans and communications with staff, children and families. • Renews CPR, AED, and First Aid certifications, and stays current with safety and building codes, sanitation and health regulations. • Maintains current training certificates related to Illinois child abuse and reporting. • Trains staff and paid/unpaid in mandates and skills related to Illinois child abuse prevention identification and reporting. • Trains staff in family legal frameworks, including child custody and guardianship, family violence, and anti-discrimination laws.	6a, 6b, 6e	1D, 4F, 7N, 8P, 9B, 9C, 9R	(FCC Level 5: J1, J2, J4, J5, J6, J7, J10, J11, J12, J13, J14)

5

Business				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
FCC BUS6: Uses professional knowledge to implement and evaluate program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation in written goals and business practices in family child care settings.	- Writes and reviews goals related to fiscal management and financial components of business. - Writes and reviews goals related to fiscal management and financial components of business. - Demonstrates knowledge of financial and organizational systems for maintenance, repair and replacement needs, as well as inventory control. - Identifies areas for self-improvement and gains knowledge related to risk-management, budget needs, and capital improvement . - Updates business skills including terminology for book keeping, methods of accounting and budgeting, cash flow and money management. - Uses professional knowledge to improve written policies related to fiscal policies and record-keeping. - Designs marketing materials that project a professional image. - Reviews organizational systems for record keeping, food management, attendance, and business management to ensure accuracy. - Develops written action plan for physical improvements and material needs. - Obtains and posts human resource documents including schedules and legal requirements. - Practices fair, equitable, hiring, retention attendance, and vacation practices, and provides training for knowledge, skills and dispositions of high quality care and education. - Plans a budget that includes equipment to meet children's needs at differing ages and levels. - Implements a financial and organizational system for maintenance, repair and replacement, as well as inventory control. - 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. - Creates a 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). - Develops personal goals to reduce stress and avoid burnout and achieve balance between personal and professional obligations.	6a, 6c	9D, 9J, 9K, 9M	(FCC Levels 2-4: J15, J25) (FCC Level 5: J15, J16, J17, J18, J19, J20, J21, J22, J23, J24, J25, J26, J27, J28)

Business				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
FCC BUS7: Uses research-based and ethical standards in choosing and facilitating technology use and security for family child care program management, professional development, and quality improvement.	• Develops written improvement plan for use and security of technology systems, including human resource training in management of records, fiscal documents, and data. • Participates in training to improve skills in business technology and record keeping systems. • Participates in evaluation and needs assessment to identify hardware and software technologies that enhance business goals. • Creates a fiscal plan and/or identifies funding to purchase and install new technologies to enhance business effectiveness. • 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*. • 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 .	6c, 6e, 6f	2L, 5N, 8C, 8E, 9A, 9D, 9G, 9M, 9S	(FCC Level 5: I15, I16, I17, I18, I19, I20

Content Area: FAMILY CHILD CARE ENVIRONMENT MANAGEMENT (FCEM)

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.

Family Child Care Environment Management				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
FCC FCEM 1: Identifies and describes materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the child care day and family members to eat, relax, or work as desired during evenings and weekends.	• Describes appropriate organization of space in a home for use by a mixed age group of children. • Identifies materials that are both safe for infants and toddlers and interesting for older children to explore. • Describes techniques for storing a variety of materials so that all children in a mixed age group have access to appropriate materials and no children have access to unsafe materials. • Identifies furniture that is appropriate for the various needs in a family child care program. • Describes approaches to using furniture arrangement to create spaces that are safe and appropriate for mixed through age group of children. • Identifies equipment to meet children's needs at differing ages and levels. • Analyzes learning materials to determine those that are both safe for infants and toddlers and interesting for older children to explore.	6a		(FCC Levels 2-4: K1, K2, K3, K4, K5, J24) (FCC Level 5: K2)

Family Child Care Environment Management				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
FCC FCEM2: Explains routines and schedules for transitioning between different uses of family child care spaces at different times of the day.	• 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. • Describes ways to transition between different uses of spaces during the child care day. • Describes how to keep mealtime, snack, and toileting spaces hygienic and sleeping spaces peaceful, especially when they have other uses at other times. • Describes strategies and plans to use the environment and materials to ensure child-chosen separate space for quiet activity. • Describes effective techniques for switching between child care and family use of the home. • 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. • Develops and analyzes plans for keeping business records organized, private and accessible and why this is important.	6a		(FCC Levels 2-4: K7, K8, K9, K10, K11, K12) (FCC Level 5: K6)
FCC FCEM3: Describes and explains the social environment of family child care to build a program community where children and families feel a sense of group belonging where they are nurtured and appreciated.	• 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). • Describes appropriate ways to help children of different ages find positive ways to interact with each other. • Gives examples of ways to make daily contact effective and to collaborate with families through a variety of communication strategies. • Identifies ways to involve families in their children's development, care and education. • Cites strategies to encourage positive multi-aged peer relationships in the family child care by involving families, enhancing cultural awareness, valuing cultural diversity, and appreciating different abilities and learning approaches.	2a, 2c, 6a	1A, 1K, 1L	(FCC Levels 2-4: K13, K14, K15, K16, E2)
FCC FCEM4: Chooses and organizes materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the child care day and family members to eat, relax, or work as desired during evenings and weekends.	• Develops a plan for appropriate organization of space in a home for use by a mixed through age group of children. • 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. • Describes and justifies furniture choices that are appropriate for the various needs in a family child care program . • 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.	6a		(FCC Level 5: K1, K3, K4, K5)

Family Child Care Environment Management				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
FCC FCEM 5: Develops routines and schedules for transitioning between different uses of family child care spaces at different times of the day.	• Develops and analyzes environmental management plans that ensure the smooth running of a family child care program. • Creates and explains routines for effective transitioning between different uses of space during the child care day. • Develops a plan to keep eating and toileting spaces hygienic and sleeping spaces peaceful, especially when they have other uses at other times. • Implements strategies and plans to use the environment and materials to ensure child-chosen separate space for quiet activity. • Designs and evaluates systems for switching between child care and family use of a provider's home. • Designs routines and schedules to protect the privacy of provider's family members and the safety of children in provider's care.	2b, 6a		(FCC Level 5: K7, K8, K9, K10, K11, K12)
FCC FCEM6: Identifies selection and incorporation guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*.	• Identifies virus protection software programs. • Identifies internet child protection software to prevent access to inappropriate content when Internet is present. • 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). • Describes an example of a high security password for e-mail, business, banking, and website accounts related to personal and business transactions. • Describes limitations of technology use in children's language development and its influence on children's behavior. • 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. • Uses a variety of relevant and appropriate technologies and software appropriate for children, birth through age 8*. • 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. • Locates technology policy and assurances in handbook and family communications. • Describes procedures to include families in technology evaluation and planning. • Identifies a plan for record-keeping and documentation of children's learning and development. • Describes professional websites containing child development resources for families.	2b, 3b4b, 4c, 6a, 6c	1G, 2L, 3E, 3N, 4K, 4M, 5C, 5N, 5O, 7N, 8M, 9M, 9T	(FCC LEVELS 2-4: I1, I2, I3, I4, I6, I7, I8, I9, I10, I11, I12, I13, I14)

Family Child Care Environment Management				
FCC Specific Competency	Competency Descriptors	NAEYC	IPTS	Original FCC Benchmarks
	• Identifies effective formats for communication with families (e.g. website, e-mail, secure electronic surveys, on- line visual communication systems).			
FCC FCEM7: Chooses developmentally appropriate technology for use in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*.	• Applies research-based principles of developmentally appropriate practice when choosing technology for learning for children greater than two years of age. • 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. • 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. • Identifies and uses variety of relevant and appropriate technologies and software appropriate for young children, birth through age 8*. • 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.	4b, 6C	2L, 3E, 3N, 4K, 4M, 5C, 5N, 5O	(FCC Level 5: I5, I6, I7, I8, I9)
FCC FCEM8: Chooses appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible.	• Identifies and documents technology policy and assurances as part of handbook or family communication. • Includes families in technology evaluation and planning. • Identifies and implements a plan for record-keeping and documentation of children's learning and development Seems misplaced. • Shares professional websites containing child development resources for families • Develops and uses effective formats for communication with families (e.g. website, e-mail, secure electronic surveys, on-line visual communication systems.	2b, 3b, 6a	1G, 2L, 8M, 9M, 9T	(FCC Level 5: I10, I11, I12, 113, I14,
FCC FCEM 9: Creates a social environment of family child care to build a program community where children and families feel a sense of group belonging where they are nurtured and appreciated.	• 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 table. • In a variety of appropriate ways, helps children of different ages find positive ways to interact with each other. • Designs routines to make daily contact effective and to collaborate with families through a variety of communication strategies. • Creates opportunities to involve families in their children's development, care and education.	2c, 4b, 4c	8Q, 9L	(FCC Levels 2-4: K15, K16) (FCC Level 5: K13, K14)

Level 2 Yellow, Level 3 Green, Level 4 Orange, Level 5 Blue