GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Competencies of the FS Credential (Levels 2-5) ©

Content Area A: HUMAN GROWTH AND DEVELOPMENT

Family specialists view family systems knowledge and human development across the lifespan as the core of their professional practice. They engage in ongoing learning and reflection about family knowledge and theory, and understand typical and atypical functioning and development within the context of family, culture and society. They use their understanding to plan and implement assessment and services. Knowledge of family functioning and human development inform collaboration with families and other team members on behalf of the whole family and individual family members, including children.

Level	Competency	Descriptor	Original FS Benchmarks
2	HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains.	*Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development *Distinguishes between positive and negative indicators of children's health and well-being, including intact physical and sensory systems *Distinguishes among indicators that represent optimal development and learning and those that may reflect delay, difference or disability	A4, B13, B15
2	HGD2: Identifies and describes human development in the context of families and communities.	*Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development	A4

Content Area B: HEALTH, SAFETY, AND WELL-BEING
Family specialists understand that physical health, mental health, and safety are the foundations of individual and family functioning, development and well-being. They acknowledge the critical importance of the family environment to the health, safety and well-being of all family members, including children. They collaborate with families and other professionals to facilitate safe, healthy environments. They adapt supports and interventions to family's strengths, assets, needs, concerns, priorities and goals within cultural, linguistic, and socioeconomic contexts. They facilitate multiple opportunities for family members to strengthen protective factors, fulfill family functions, and gain knowledge and skills to support current and future well-being of the family and each of its members, including those of their children.

Level	Competency	Descriptor	Original FS Benchmarks
2	HSW1: Identifies factors within family, neighborhood and community environments that support or impede the health, safety and well-being of the family and its individual members.	*Distinguishes among family, neighborhood and community environments that support or impede health, safety and well-being of the family and its individual members, using case descriptions of specific environments	B1
4	HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being.	*Critiques policies and practices in place in case study or actual service program from perspective of standards and required procedures for ensuring cleanliness and sanitation, including health care monitoring and universal precautions *Distinguishes among monitoring procedures and indicators that represent physical well-being (such as health status and communicable diseases) and emotional well-being (such as emotional distress and addiction)	B4, B5
5	HSW3: Analyzes conditions within family, neighborhood and community environments for their ability to support or impede the health, safety and well-being of the family and its individual members.	*Completes analysis of physically healthy conditions in family or child environment, including nutrition, sanitation, and safety, and critiques results based on standards of practice for that setting	B10
5	HSW4: Designs collaborative plans, policies and services, at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living.	*Develops and defends plan for teaching family members about health and wellness, identifies appropriate, supportive family resources, and identify procedures for modeling related skills and strategies within context of daily routines *Develops and defends plan for teaching family members about social and emotional development and mental health, including requirements for mandated reporting) *Designs and defends an array of appropriate community services, based on case study of an individual family within a specific neighborhood, addressing specified goals related to health, education, and social services *Distinguishes and critiques programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them	B6, B7, B8, G2

Content Area C: OBSERVATION AND ASSESSMENT
Knowledge of families and human development provides the framework for family services. Family specialists understand the purposes of formal and informal observation and assessment in family service settings and employ a strength-based approach to assessment of family strengths, assets, concerns, priorities and goals. They view observation and assessment as a way to understand each family and its members (e.g., single-parent families, multi-generational families) and the family context (e.g., risk and protective factors), as frameworks for engaging, collaborating and developing a framework for intervention with families and other service providers, and as a means for program evaluation and accountability. They take responsibility for using a variety of developmentally, culturally, linguistically, and individually appropriate formal and informal observations and assessments to gather and share information on family strengths and assets as well as family concerns, priorities and goals. They obtain research-based assessment information using repeated, multiple measures and sources. They interpret information holistically and use it to inform services, to monitor service provision and progress toward shared goals based on family priorities, and to reflect on and modify their own roles and practices.

Level	Competency	Descriptor	Original FS Benchmarks
4	OA1: Identifies the impact and influence of external factors on assessment practices.	* Distinguishes purposes and characteristics of different types of data collection tools * Demonstrates understanding of specific standards of practice such as ethical data collection, confidentiality, and right of privacy, based on case study or actual practice	C7, C12
4	OA2: Evaluates and selects engaging and collaborative formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation.	* States advantages and disadvantages of different types of data collection tools and of specific assessments, in relation to purpose and focus of assessment, and distinguishes among uses of different types of tools for addressing specific questions and information needs * States advantages and disadvantages of selected, commonly used data collection tools, including both formal and informal tools, and selects appropriate tools to address specific questions and information needs * Employs concepts of validity, reliability, and usefulness to defend the selection of specific assessment instruments * Employs principles of family-centered practice and environmental relevance to evaluate the selection of specific assessment instruments * Given a case study description of a family, chooses and defends selection of specific tools to gather information on child, family, and environment, based on measurement principles, evidence base, and standards of practice in assessment and measurement	C8, C9, C10, C11, C13

Level	Competency	Descriptor	Original FS Benchmarks
4	OA3: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and frequent data collection methods that are valid, reliable, legal and ethical and responsive to family characteristics and functioning, including child characteristics and functioning within context of the family system.	* Critiques programmatic practices in observation and assessment in comparison to recommended practices in observation and assessment, based on case study or actual practice * Incorporates and summarizes data from multiple sources, based on case study or actual practice, and reflects on importance of multiple perspectives for understanding families and for service planning	C1, C2
5	OA4: Develops engaging and collaborative assessment partnerships with families designed to understand family strengths, assets, concerns, priorities and goals, including those related to parenting their children.	*Demonstrates and reflects on, or designs and defends, program and personal strategies used to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles * Demonstrates and reflects on, or designs and defends, use of age-appropriate developmental screening of child as an avenue for assessing child's development * Demonstrates and reflects on, or designs and defends, use of age-appropriate developmental screening of child as an avenue for assessing family perceptions of their child's development and knowledge of normative child development * Demonstrates and reflects on, or designs and defends, strategies used to engage families with diverse knowledge, skills, and problem solving abilities in the assessment process	C3, C4, C5, C6
5	OA5: Analyzes information from informal and formal assessment tools to inform decisions about family service and curricular planning and implementation, intervention, monitoring, and evaluation.	* Demonstrates objective, reliable administration of a variety of common assessment tools used to gather different kinds of information in human service programs and draws conclusions about advantages and disadvantages of tools for developing a family service plan * Demonstrates objective, descriptive observation of verbal and non-verbal behaviors and draws conclusions for interpreting other assessment information * Develops a summary of family characteristics, functioning, and ecology from perspective of implications for developing and reviewing a comprehensive family service plan, given case study or actual practice result	C14, C15, C16
5	OA6: Analyzes respectful, culturally and linguistically responsive formats for sharing observation and assessment information with families and other providers.	* Analyzes different written formats for sharing assessment and observation information with families and other providers, from the perspective of demonstrating respect for family understandings, abilities, values, and strengths * Compares and contrasts formats for sharing from observations and assessments with family and other providers using respectful, understandable, family-centered language	C17, C18
5	OA7: Maintains legal, ethical, organized records of service delivery.	* Organizes and maintains documentation of services provided **to two** different families, including data on individual and family progress on service goals * Organizes and analyzes results from initial and ongoing data collected across services and families, and makes recommendations for future approaches to service delivery within a specific human service agency	C20, C21

Content Area D: CURRICULUM OR PROGRAM DESIGN

Family specialists have broad knowledge of human development, human services, and approaches for supporting and enhancing family functioning and development, including evidence-based and recommended practices. They value families and family functioning and recognize the interdependence among family members as well as between families and individual family members and their multiple environments. They view curriculum and program design as a collaborative, dynamic, and evolving professional endeavor that encompasses and interacts with multiple areas of functioning, relationships, and environments. They collaborate with families to use assessment results to plan and provide comprehensive, cohesive programs that are family-driven, build on family strengths, and are individualized to the family, its structure, and its members, including services for children.

Level	Competency	Descriptor	Original FS Benchmarks
3	CPD1: Identifies culturally and linguistically appropriate family service strategies, programs and approaches.	*Compares and contrasts the philosophies, major concepts, and approaches to intervention of a range of family- and child-focused prevention and intervention services * Distinguishes and categorizes broad purposes and goals of a range of community-based child and family programs	D1, D3
3	CPD2: Describes techniques, technologies, learning environments and methods supportive of family competence, confidence and resilience and responsive to individual learning styles, strengths, and opportunities for growth.	* Identifies standards for family engagement and collaboration from perspective of adult learning, including principles related to strengthening and promoting family competence, confidence and resilience, as reflected in family service plan * Compares and contrasts strategies that support culturally and linguistically responsive partnerships with families in developing family service plans *Distinguishes among and compare the legal, policy and research frameworks that underlie different perspectives on home visiting *Distinguishes among and compares the legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions * Distinguishes and categorizes broad purposes and goals of home visits in a range of community-based child, family and parent-child programs * Distinguishes among the structures, events, and processes used to support a range of purposes of home visiting * Compares and contrasts a selection of common home visiting curricula in relation to purposes, formats, strengths, weaknesses, and adherence to family-centered and strength-based values * Distinguishes and categorizes broad purposes and goals of different types of parent groups in a range of community-based child, family and parent-child programs *Distinguishes among the structures, events, and processes used in parent groups designed to address different purposes * Contrasts and assesses the purposes, formats, strengths, weaknesses of a range of common parent group curricula, including analysis for adherence to family-centered and strength-based values	D5, D6, D10, D17, D11, D12, D13, D18, D19, D20
4	CPD3: Analyzes the impact of theoretical constructs and historical human service concepts and principles of family functioning, sociocultural contexts, family development, and family systems on family service practice.	* Compares and contrasts how historic and current human service practices were/are influenced by the concepts and principles of major theories of human development * Compares and contrasts how historic and current human service practices were/are influenced by concepts and principles of family functioning and family services * Compares and contrasts how characteristics of family, neighborhood, cultural and linguistic environments influence individual and family development, learning, and functioning, including implications for family services * Compares and contrasts family service practices and approaches, based on current and historical	A1, A2, A3, A5

Level	Competency	Descriptor	Original FS Benchmarks
		views of families, family development, and family systems	
4	CPD4: Develops, implements and assesses--in collaboration with families--content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and needs.	* Designs, compares, and defends, in a culturally and linguistically appropriate manner, characteristics and components of family service plans developed in parent/family-focused and child-focused programs, using case study of child, family, program, and neighborhood * Assesses a family service plan format and development process in relation to approaches and resources that support family autonomy and addresses the family's diversity, strengths, functions, development, and transitions, using information from case study of a collaborative assessment process * Assesses service coordination plans and activities from a best practice perspective of practices that emphasize family strengths, considering neighborhood, community, and programmatic strengths, resources, and services * Designs and defends series of home visit plans that incorporate a range of home visiting strategies to establish partnerships with families, maintain family engagement, engage families in reflection and autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomes * Designs and defends home visiting plans and activities from perspective of consistency with purposes of different agencies and family service goals *Produces and defends appropriate professional responses to case studies of common dilemmas in home visiting * Designs and defends parent group sessions that incorporate a range of strategies used in leading parent groups of different types to establish partnerships with families, maintain family engagement, engage families in problem solving, reflection and autonomous decision making, ensure collaboration around specific purposes, including strategies that address specific skill-focused outcomes * Designs and defends parent-child group sessions that focus on the parent-child relationship, from perspective of recognizing and building competence, confidence, and resilience in parenting and facilitate carry-over and consistency among different types of intervention programs * Recommends appropriate professional responses to case studies of common dilemmas in planning and leading parent and parent-child group groups	D7, D8, D9, D14, D15, D16, D21, D22, D23

Level	Competency	Descriptor	Original FS Benchmarks
5	CPD5: Creates, implements, and assesses a comprehensive, cohesive system of family services that support family resilience and well-being within the context of typical, everyday environments.	* Compares evidence-based and values-based standards and practices within each of family services and child services, and contrasts evidence and values underlying family-service and child-service practices * Critiques a family service system, based on case study or actual site, from perspective of a family systems approach * Critiques a family service system, based on case study or actual site, using a developmental systems perspective on normative and atypical family functioning	A6, A7, D4
5	CPD6: Evaluates and selects a broad range of technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals.	* Distinguishes among different purposes for using technology in human service programs, and classifies current technologies appropriate to each purpose * Compares and contrasts common technologies used by family specialists in different types of human service programs, and critiques from perspective of program standards and goals of a specific service program * Recommends appropriate professional responses to case studies of common dilemmas in using technology for different purposes in human service programs	D24, D25, D26

Content Area E: INTERACTIONS, RELATIONSHIPS, AND ENVIRONMENTS

Family specialists use their understanding of culturally, linguistically and individually appropriate interactions, relationships, and environments to ensure that family services are responsive to and respectful of each family and its individual members, and reflect appreciation of family and community strengths and assets. They use interpersonal interactions that engage, support and guide each family and family member toward strength-based outcomes. They recognize the important roles of the physical, psychological and social environments in which families live and function, and strive to provide and support programmatic and home environments that are safe, nurturing, and supportive of growth toward healthy, autonomous family functioning within the contexts of natural, inclusive environments. Environments, relationships, and interactions reflect strength-based culturally and linguistically responsive values about families and family services. They work with families and other providers to integrate services into meaningful, typical family settings and events in home and community.

Level	Competency	Descriptor	Original FS Benchmarks
2	IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context.	* Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments, including family coping and adaptations to adverse environmental conditions	B11
2	IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience.	* Demonstrates and reflects on, and/or designs and defends, program and personal strategies to establish bi-directional partnerships with families and to demonstrate respect for family competence and resilience	E11
4	IRE3: Creates culturally, linguistically and individually appropriate opportunities for family engagement that foster healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children.	* Compares and contrasts program practices to support helping relationships conducive to providing families with the resources they need to be self-sustaining in fulfilling family functions * Recognizes and defend strategies that foster positive family engagement, interactions, and natural supports * Demonstrates and reflects on, and/or designs and defends, program and personal strategies used to gain family trust, respect family communication, acknowledge strengths and assets, and maintain confidentiality	E6, E7, E10
4	IRE4: Assesses program standards and curricular approaches from the perspective of supporting family engagement in children's development and learning.	* Assesses program standards and approaches from perspective of supporting family engagement in children's development and learning, based on case study or practicum/work site	E12
5	IRE5: Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community.	*Compares and contrasts program practices that support family and child transitions to new environments and programs * Compares and contrasts program practices that support consistency across child learning and developmental environments and programs, and between and among providers and families	E8, E9

Content Area F: FAMILY AND COMMUNITY RELATIONSHIPS

Family specialists use current and emerging principles, theories, and knowledge of individual and family development, family functioning and the family system as a foundation for all aspects of their work with families. They understand how interactions among family members as well as between family and the contexts within which they live influence their functioning and development as a family. They understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect diverse perspectives, including those reflecting cultural and linguistic diversity, and demonstrate integrity in conveying their own professional perspectives and values. They use their knowledge of family and social systems to create reciprocal interpersonal relationships that recognize, support, and promote the contributions of family, program, and community participants to the development, learning, and well-being of families and family members. They use their knowledge of community capacity, assets and dynamics to access and ensure a comprehensive, cohesive system of service delivery for each family and its individual members, including children.

Level	Competency	Descriptor	Original FS Benchmarks
2	FCR1: Identifies the influence of culture, language, social, and economic environments, via family and ecological systems theory, on family development.	* Demonstrates and reflects on, or designs and defends, program and personal approaches that demonstrate responsiveness to and respect for diverse beliefs and preferences	F4
3	FCR2: Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture.	* Compares and contrasts potential influences of different forms of diversity on beliefs about appropriate interactions and relationships among and between families and providers * Analyzes potential influences of diversity on beliefs about physical and mental health, safety and well being * Analyzes potential influences of diversity on beliefs about services related to physical and mental health, safety, and well being	B2, B3, F3
4	FCR3: Develops, in partnership with families, enhanced supports and access to resources to enhance family functioning and development (e.g. formal and informal neighborhood and community assets).	* Completes map of neighborhood and community assets appropriate to families and children at different levels of development and with different needs, including own (or case study) organization and role as part of community system * Produces and defends program and professional strategies to facilitate family access to formal and informal neighborhood and community assets, in response to family priorities, needs, and characteristics, based on case study or family in practicum/work site	F10, F11
4	FCR4: Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family collaboration, trust and security, sharing information, and family use of services.	* Distinguishes policies and practices that reflect family and ecological systems theories as a foundation of family services, and compares possible influences of specific policies and practices on trust and security, sharing information, and family use of services * Distinguishes policies and practices that support collaboration and partnerships as a foundation of family service systems, and compares possible outcomes of specific policies and practices	F1, F2
4	FCR5: Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence family functioning and development.	*Compares and contrasts risk, protective and promotional relationship factors within the nuclear and extended family environment in relation to their potential implications for family functioning and development. *Compares and contrasts risk, protective and promotional relationship factors within the nuclear and extended family environment in relation to their potential implications for families' access to resources. *Compares and contrasts risk, protective and promotional relationship factors in neighborhood and community environments in relation to their potential implications for families' access to resources.	A8, A9, A10

Level	Competency	Descriptor	Original FS Benchmarks
5	FCR6: Designs program policies and practices that promote family engagement and collaboration through the provision of meaningful engagement opportunities, involvement in decision-making processes, and demonstrating respect for family's preferred language and modes of communication.	*Designs and defends program policies and practices that demonstrate respect for family's preferred language and modes of communication * Designs and defends program policies and practices that provide access to information and welcome families into program environments * Designs and defends program policies and practices that facilitate family collaboration and partnership in services for children * Designs and defends program policies and practices that illustrate opportunities for families to participate in leadership and advocacy activities and to gain competence and confidence in those roles * Compares and contrasts program policies and practices that facilitate opportunities for family collaboration and partnership in different types of child-focused program * Identifies and reflects on policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program, based on case study or community program *Compares and recommends program policies and practices that ensure family collaboration in program evaluation	F5, F6, F7, F8, F12, G10, G12
5	FCR7: Develops, implements, and assesses--in partnership with families and other providers—evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthens the family functioning through their ability to access and manage resources, including the family's role in parenting children.	* Distinguishes and prioritizes program and professional strategies and activities for monitoring service provision within and across providers and agencies, using case study of community agencies * Distinguishes and prioritizes strategies for building team capacity and positive working relationships that enhance comprehensive, cohesive integration of family services, using case study of community agencies * Compares legal and ethical responsibilities related to confidentiality, cooperation, and collaboration, and recommends solutions for addressing potential dilemmas, using case study of community agencies * Compares and contrasts program policies and practices that support evaluating program from perspective of strengths-based and ecological systems standards	F15, F16, F17, G11
5	FCR8: Distinguishes between appropriate and inappropriate use of different communication technologies, and develops program standards related to these technologies.	* Distinguishes between appropriate and inappropriate use of different communication technologies, and develops program standards related to these technologies	G7
5	FCR9: Integrates theory and research on human and family development, functioning, and family systems to plan and develop a comprehensive and cohesive system of family supports that build on and enhance family strengths to address family needs, concerns, priorities, and goals.	* Completes case study of individual family (case study or practicum/work site) using indicators of environmental and relational conditions related to children's development and learning, and state hypotheses to inform assessment and service planning * Completes case study assessment of parent-child relationship (videotaped or live interaction) using indicators of attachment and positive parent-child interaction, and state hypotheses to inform assessment and service planning	B12, B14

Content Area G: PERSONAL AND PROFESSIONAL DEVELOPMENT

Family specialists identify themselves as professionals and conduct themselves as members of a vital, expanding, and changing profession. Their professional attitudes evolve with experience, reflection, professional development, and advances in the profession. They value and honor diversity in cultures, languages, beliefs, abilities, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing personal and professional development, and continually reflect on and take responsibility for their own values, choices and actions. They advocate for strong families and communities and exemplify the ethical standards of the profession in their personal and professional interactions and activities.

Level	Competency	Descriptor	Original FS Benchmarks
2	PPD1: Demonstrates professionalism in appearance, behavior, and disposition.	*Recommends appropriate program professional responses to case studies of common dilemmas that arise in helping relationships and relationship-based programs	F9
2	PPD2: Demonstrates professional conduct consistent with codes of ethics and standards (e.g., family support principles) outlined by legal entities, by the profession, and by family and child programs and services, including those related to dignity and right to privacy.	* Demonstrates and reflects on own adherence to codes and standards of legal entities, programs, and own profession * Demonstrates and reflects on effects of own choices and actions on families and team members, including effects of own beliefs, knowledge, skill, and professional goals * Identifies and prioritizes personal strategies to participate in and advance the profession * Distinguishes among the legal and policy frameworks that underlie different family and child service systems * Distinguishes between own roles and those of cultural and linguistic liaisons during interactions with families, and state implications for family visits and other services *Compares and contrasts roles of family specialists and other disciplines in family- and child-focused programs that include family well-being as a program goal, using case studies	B9, D2, E13, G4, G5, G6
3	PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams. .	* Demonstrates communication skills such as active listening, questioning, and summarizing, and appraises own skills from perspective of facilitating perceptions of family and self as competent and productive * Demonstrates communication strategies to solicit, listen to, and demonstrate values, and appraises own strategies from perspective of honoring multiple perspectives * Demonstrates and defends communication strategies for conveying own professional values and perspectives in an open, respectful, and transparent manner * Demonstrates collaborative approaches to problem-solving and conflict resolution and appraises own strategies from perspective of supporting family understanding and autonomy * Assesses approaches to gathering information on family preferences, including those related to culture, language, and potential perceptions of bias, and designs personal standards for evaluating and adapting own interactions and relationships in response to individual differences	E1, E2, E3, E4, E5
3	PPD4: Engages in reflective practice and the design of a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence.	* Reflects on professional values and related practices, including those for honoring diverse perspectives, and for recognizing influence of own experience and levels of expertise on professional practice. Adjusts practices to address personal bias and to strengthen cultural and linguistic responsiveness	G3

Level	Competency	Descriptor	Original FS Benchmarks
4	PPD5: Articulates, reflects on, continually refines and puts into practice a professional philosophy and values that drive personal professional beliefs about human service delivery.	* Articulates personal philosophy about human service delivery and reflect on personal characteristics and values that influence participation in opportunities for personal growth, self-reflection, self-care, and personal safety.	G1
5	PPD6: Designs and participates in collaborative systems and proactive, visionary leadership that address structural inequities in society and human service systems and support family cohesion and well-being.	* Compares and contrasts sources of reliable, timely professional information on law, policy and practices that guide and enhance family and child program policies and practices * Critiques advocacy organization and activities at local, state, and national levels for adherence to strength-based, family-centered standards and practices. Works to mitigate inequities	G8, G9
5	PPD7: Designs and participates in collaborative systems and proactive, visionary leadership addresses structural inequities in society and human service systems and mitigates against family cohesion and well-being.	*Compares and contrasts sources of reliable, timely professional information on law, policy and practices that guide and enhance family and child program policies and practices * Critiques advocacy organization and activities at local, state, and national levels for adherence to strength-based, family-centered standards and practices. Works to mitigate inequities * Identifies and reflects on policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program, based on case study or community program *Critiques written standards and requirements of an operating family service program in comparison to legal and ethical standards required by funders and recommended by a relevant professional organization * Compares and contrasts program and community policies and practices that facilitate collaborative relationships among community programs in assessing and identifying community-wide needs and creating solutions to address community-wide goals, including coordinating and sharing resources * Recommends appropriate program and professional responses to case studies of common dilemmas that arise in ensuring collaborative partnerships that cross personnel and agencies	C19, F13, F14, G8, G9, G10

Definitions

Family: A social unit consisting of one or more adults together with the children they care for.

Parent: A mother, father, or any other adult, such as foster parent, grandparent, other relative, or guardian, who has primary and legal responsibility for providing a child with a physically, emotionally, and psychologically nurturing environment, and for making important decisions that have a permanent effect on the life and development of the child.

Home Visiting: Home visiting refers to a continuum of services offered through visits where families primarily reside, which may occur elsewhere.