

# Gateways to Opportunity®

## School-Age and Youth Development (SAYD) Credential Entitled Application Introduction

The information provided in this document is designed to support institutions in becoming a Gateways to Opportunity Entitled Program and in maintaining program entitlement. Information provided includes an overview of the Gateways to Opportunity School-Age and Youth Development Credential and processes required to gain and maintain entitlement.

Careful review of this document will support faculty knowledge of their role in attaining and maintaining entitlement for the Gateways SAYD Credential. Information provided in this document, in addition to an overview of the Gateways SAYD Credential and the Gateways SAYD Competencies, includes:

- Entitled application processes
- Annual reporting requirements
- Candidate credentialing processes
- Entitling assurance processes
- Course substitution procedures

### Overview: Gateways to Opportunity School-Age and Youth Development Credential

The Gateways to Opportunity School-Age and Youth Development Credential reflects professional attainment of knowledge, skills, and dispositions needed to support high-quality practice within school-age and youth programs. The Credential reflects multiple professional standards considered essential for professional practice within the field, and influence all levels of training, education and role responsibilities in Illinois.

### Standards, Guidelines, and Program Outcomes Informing Gateways to Opportunity SAYD Credential

- Illinois Professional Teaching Standards (IPTS)
- National Afterschool Association Standards (NAA)
- Council on Accreditation After School and Youth Development Standards (COA)
- ACT Now Quality Standards
- Gateways to Opportunity Credentials

Additional program quality guidelines, program outcomes, and professional standards informing the Gateways to Opportunity SAYD Credential include, but are not limited to:

- Illinois Department of Human Services (IDHS)
- Teen REACH
- 21st Century Learning Communities
- ACT Now Coalition
- After School Matters
- Illinois Afterschool Network (IAN)
- Illinois Afterschool Partnership
- Illinois Alliance of Boys & Girls Clubs
- Illinois Board of Higher Education (IBHE)
- VOICES for Illinois Children
- Illinois Head Start State Collaboration Office (HSSCO)
- Strengthening Families Illinois

## The Role of Competencies within the Gateways to Opportunity SAYD Credential

The Gateways to Opportunity SAYD Credential is comprised of 67 SAYD Competencies. Competencies reflect knowledge, skills, and dispositions expected at different levels of employment within the early childhood field.

Level 2 Competencies represent foundational knowledge, skills, and dispositions within the field. Competencies included at Levels 3, 4, and 5 build on this foundation. These competencies are organized under the seven Gateways Content Areas, which include:

- Human Growth & Development (HGD)
- Health, Safety, & Well-Being (HSW)
- Observation & Assessment (OA)
- Curriculum or Program Design (CPD)
- Interactions, Relationships, & Environments (IRE)
- Family & Community Relationships (FCR)
- Personal & Professional Development (PPD)

In addition, the SAYD Credential includes one additional Content Area:

- Advocacy & Policy (AP)

## Levels of Entitlement

The Gateways SAYD Competencies align with different levels of entitlement within the Gateways to Opportunity SAYD Credential.

***The Gateways to Opportunity SAYD Credential is available for alignment within community colleges at Levels 2, 3, and 4.***

- Institutions aligned with Level 2 are required to demonstrate where Level 2 Gateways SAYD Competencies are assessed within their curriculum
- Institutions aligned with Level 3 are required to demonstrate where Level 2 and Level 3 Gateways SAYD Competencies are assessed within their curriculum
- Institutions aligned with Level 4 are required to demonstrate where Level 2, 3, and 4 Gateways SAYD Competencies are assessed within their curriculum.

***The Gateways to Opportunity SAYD Credential is available for alignment within universities at Levels 2, 3, 4, and 5.***

- Universities are entitled at Level 5, and are required to demonstrate where Level 2, 3, 4 and 5 Gateways SAYD Competencies are assessed within their curriculum.

## Entitlement Processes

Institutions seeking Gateways to Opportunity School-Age and Youth Development Credential Entitlement are required to demonstrate how their program plan, content, and assessment practices align with the Gateways SAYD Competencies. Demonstrating alignment with competencies includes (1) documenting how current course objectives align and (2) describing how competencies are assessed within the program.

## Competency Alignment within School-Age and Youth Development Coursework

Illinois SAYD faculty are required to demonstrate how their current course content aligns with the Gateways SAYD Competencies. To determine alignment, faculty will need to carefully consider course content and objectives. It is important to note that competencies represent a composite of knowledge, skills, and dispositions, while course objectives are often a more micro-level representation of knowledge, skills, and dispositions. Therefore, several course objectives might fit within one Gateways SAYD Competency.

A master list of Gateways SAYD Competencies and Descriptors is provided at <http://www.ilgateways.com/professional-development/higher-education-programs/becoming-entitled-sayd>. Note that competencies are arranged by level, which is indicated in the horizontal column at the top of the (title) page, as well as by color.

- Level 2 competencies are indicated by the color yellow
- Level 3 competencies are indicated by the color green
- Level 4 competencies are indicated by the color orange
- Level 5 competencies are indicated by the color blue

Because competencies are arranged by level, it is essential to consider the sequencing of content when aligning programs and the School-Age and Youth Development Credential.

## Leveled Competency Implications for Program Planning

Faculty designing courses within a competency-based framework must consider several factors. Leveled competencies imply a progression across courses. Each competency included in a Gateways Content Area may not be included within the same course, however, it is assumed that foundational competencies (Level 2, for example) are included in course/content sequencing prior to the assessment of higher level competencies (Level 4, for example). As faculty pursue Gateways to Opportunity SAYD Credential entitlement, it is important to consider competency levels and appropriately sequencing of competencies within their curriculum.

As noted, institutions are required to submit the Gateways SAYD Competency Alignment Table when applying for Gateways to Opportunity SAYD Credential entitlement. The Entitled Application provides an alignment table (Competency Alignment Table) for use in this process.

- Institutions entitled at Level 2 are required to complete this table for each competency in each content area at Level 2. Level 2 competencies are noted in yellow.
- Institutions entitled at Level 3 are required to complete this table for each competency in each content area at Level 2 and Level 3. Level 2 competencies are noted in yellow. Level 3 competencies are noted in green.
- Institutions entitled at Level 4 are required to complete this table for each competency in each content area at Level 2, Level 3 and Level 4. Level 2 competencies are noted in yellow. Level 3 competencies are noted in green. Level 4 competencies are noted in orange.
- Institutions entitled at Level 5 are required to complete this table for each competency in each content area at Level 2, Level 3, Level 4, and Level 5. Level 2 competencies are noted in yellow. Level 3 competencies are noted in green. Level 4 competencies are noted in orange. Level 5 competencies are noted in blue.

**Articulation Application:** When a community college is articulating competencies with a four-year institution, they are required to meet the Level 5 competencies within the articulating competency area. For example, if a community college is articulating Child and Adolescent Development, reporting requirements will include a description of how Level 2-5 Competencies are assessed.

In addition to program sequencing and assuring that competencies are aligned to credentials at appropriate levels, faculty need to align course and objectives to the Gateways SAYD Competencies. As noted previously, competencies represent a composite of knowledge, skills and dispositions. Course objectives, comparatively, are often a more micro-level representation of knowledge, skills, and dispositions. Therefore, several course objectives might fit within one Gateways SAYD Competency.

### Entitlement Process: New Institutions

Institutions initially seeking Gateways to Opportunity School-Age and Youth Development Credential Entitlement are required to submit the following, which are each explained in more detail below:

- Entitled Application Form
  - Competency Alignment Table
  - Program Layouts
  - Current Plan of Study for Credential-Related Degrees and Certificates
  - Course Delivery
  - Institutional Procedure for Credential Attainment
  - Program Articulation Agreements
  - Course Substitution Procedure
  - Non-Course Requirements
  - Institutional Assurances & Signatures
  - Program Syllabi



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