

# GATEWAYS TO OPPORTUNITY®

## Illinois Professional Development System

### PDAC Qualifications and Credentials (QC) Committee

November 2, 2020

1:30 PM — 3:00 PM

### ZOOM Meeting Minutes

Barbara Christmas	Diane King	Joyce Weiner	Pat Twymon	Tamara King
Barb Volpe	Elva DeLuna*	Julie Lindstrom	Sandy Young	Tami O'Daniel
Bela Mote*	Emma Vibber	Malia Owens	Sharyl Robin	Tammy Notter
Carole Franke	Heather Duncan	Melissa Johnson	Stephanie Hellmer	Teri Meisner
Carolyn Beal	Jamie Nichols	Melissa Szymczak	Stephanie Herling	Teri Talan*
Christy Allen	Johnna Darragh-Ernst	Pat Chamberlain	Sue Jackson	Tina Wiegel
Connie Shugart	Joni Scritchlow			

\*denotes tri-chairs

**Welcome** – Teri Talan and Bela Mote; tri-chairs

#### Approval of September 2, 2020 Minutes

- Motion to approve by Christy Allen
- Motion seconded by Sandy Young
- Motion passed and minutes approved

#### Credential Fee Waiver Impact

- Since June 2020, the Governor's Office of Early Childhood Development (GOECD) allocated Preschool Development Grant Birth – 5 (PDG B-5) funding to waive Gateways Credential fees.
- The waivers are for new and level advancement applications only and excludes the School-Age and Youth Development (SAYD) Credential.
- The impact of the waivers has had a significant positive impact on supporting the field to gain or advance their credential(s).
- As compared in the table below, nearly all credentials awarded were significantly higher than this time in 2019.
- The Family Child Care Credential is comparable but slightly below those awarded last year.

Gateways Credentials	Awarded June – October 2020	Awarded June – October 2019	Impact
ECE Credential	972	550	77%
Infant Toddler Credential	569	282	102%
Illinois Director Credential	293	141	108%
Family Child Care Credential	42	45	-
Family Specialist Credential	127	104	22%
Technical Assistance Credential	4	2	100%
TOTAL	2,007	1,124	79%

- **Question:** Why have less Family Child Care Credentials been awarded than last year?

- The FCC Credential is a specialization and needs additional education and training in ECE in addition to family child care specific education and training.
- Due to COVID-19, family child care providers have been significantly impacted. Gaining a credential is not high on their priority list during a pandemic.
- Trainings and coursework specific to family childcare are also in less abundance and are frequently canceled compared to the ECE Credential.
- Keep in mind, family child care providers may be applying. This chart only includes those that have been awarded.

#### **PDG B-5 Home Visitor Crosswalk Project – Dr. Johnna Darragh-Ernst**

- At the time the Gateways Family Specialist Credential was piloted in 2014, the Home Visiting Taskforce was unsure of its applicability to their workforce. Since then, the Home Visiting Taskforce has taken interest in determining professional career pathways for their workforce.
- With funding and support from GOECD using PDG B-5 funds, a crosswalk between the Gateways Family Specialist Credential, Ounce of Prevention (now Start Early) Home Visitor Competencies, and the Council for Professional Recognition Home Visitor CDA was complete. The purpose of this crosswalk was to determine if there is a credential pathway for Home Visitors in Illinois.
  - A statewide panel of 13 professionals with experience in these three areas was given the task to review and approve the crosswalk completed by two consultants.
  - General similarities across and between these three sets of competencies was completed in September.
  - The Crosswalk Presentation (Attachment A) and Appendix H (Attachment B) provide a summary of the aligned competencies.
  - Any potential lack of alignment was due to the differences across the continuum.
  - The Gateways Family Specialist Credential is leveled while the Ounce Home Visitor Competencies and the Home Visitor CDA are not.
  - Additionally, the Home Visitor CDA is targeted to those who work with families with children birth – five while the Family Specialist Credential and the Ounce Home Visitor competencies are not tied to an age group with families.
  - This crosswalk and analysis were shared with the Home Visiting Task Force Executive Committee in October. It will be in their hands to decide how they want to proceed in credentialing their Home Visitors.
    - Question: If they do not want to use the FSC to credential their staff, could they suggest a new Home Visiting Credential?
      - They certainly could but this would take funding and support to create and develop this specific credential.
  - The full depth of analysis is in the full report which is in the hands of the INCCRRA Marketing department.

#### **Role of Specialization Credentials**

- The entire Gateways Credential system has evolved over the years. Though the Illinois Director Credential was established first, the ECE and Infant Toddler Credentials were soon to follow.
- Since then, the ECE Credential has shifted into the core knowledge required for several other specialization Credentials.
- The ECE Career Lattice (Attachment C) indicates the specializations that can be attained once the ECE Credential foundation has been met. Those specializations include:
  - Infant Toddler Credential
  - Illinois Director Credential
  - Family Child Care Credential
    - A training only route was intentionally designed to be a steppingstone for family child care providers who have not yet met the ECE Credential Level 2

- Technical Assistance Credential
  - The ESL and Bilingual Credential is in pilot but will also be a specialization
- The SAYD Career Lattice (Attachment D) indicates the specializations that can be attained once the SAYD Credential foundation has been met. Those specializations include:
  - Illinois Director Credential
  - Family Child Care Credential
  - Technical Assistance Credential
- The Family Specialist Lattice (Attachment E) indicates the specializations that can be attained once the Family Specialist Credential foundation has been met. Those specializations include:
  - Technical Assistance Credential
    - If a Home Visitor Credential were created, this is the lattice it would be added to.
- The purpose of revisiting these career lattices is to ensure the QC Committee understands the role of specialization credentials.

### **Preparing for Credential Review – Procedures and Protocol**

- All Gateways Credentials are reviewed every five years to ensure alignment to current standards and practices (i.e. NAEYC, Illinois Professional Teaching Standards, Infant Toddler standards, etc.) for relevancy and any implications.
- The review is part of “policies & procedures” implemented by INCCRRA and authorized by IDHS.
- The Credential review process includes feedback from current credentialed providers, faculty, employers, etc.
- There will be an ad-hoc review group of eight to 10 people under the QC Committee. This ad-hoc committee is about a one-year time commitment.
  - If the ad-hoc committee has any changes to the credential requirements, it will bring through the PDAC process of approval prior to being submitted to IDHS.
- The next strategic plan will include a timeline for each Credential review group.
  - The small tweaks in competency language by the Faculty Fellows group is now in the competency modules that will be tested in 2021.

### **Shared Information/Data/Announcements**

- Recommendation status update:
  - Infant Toddler Mental Health – Credential Renewal Recommendation was approved at Steering on 10/14/2020. PDAC will review on 11/18/2020.
- Lunch and Learn – Training Opportunities, December 14 – 17, 2020.
  - This training will assist trainers of how to map their trainings to competencies.
- Strategic Plan Timeline
  - Planning will start at the February 24<sup>th</sup> QC Committee meeting.

### **Mark your Calendars – FY21 PDAC Qualifications & Credentials (QC) meeting dates:**

- Wednesday, February 24<sup>th</sup> 1:00 PM – 3:00 PM (Third Quarter)
- Thursday, April 8<sup>th</sup> 1:00 PM – 3:00 PM (April Meeting)
- Wednesday, May 26<sup>th</sup> 1:00 PM – 3:00 PM (Fourth Quarter)

### **Adjourn**

## CROSS WALKING THE HOME VISITOR COMPETENCIES, GATEWAYS FAMILY SPECIALIST CREDENTIALS, AND HOME VISITOR CDA

Lesley Schwartz, MIECHV Project Director

Dr. Johnna Darragh-Ernst

October 15th, 2020

Home Visiting Task Force Executive Committee

### AGENDA

Historical context & project background

How we did it – process of creating the crosswalk

What we found – major findings

What comes next – discussion of implications

## HISTORICAL CONTEXT & PROJECT BACKGROUND

- 2014 Gateways launched its pilot of the Family Specialist Credential.
- During its development, HVTF had questions regarding its applicability to the field.
- Currently, **200** individuals have the HV CDA in Illinois. As of October 8th, **837** individuals have the Family Specialist Credential.
- Head Start Home Visitors must have Child Development Associate (CDA) credential or a comparable credential or equivalent coursework as part of an associate's or bachelor's degree.
- DFSS (City of Chicago) will require Home Visitors and Home Visiting supervisors to have the Family Specialist Credential by 2024.
  - ISBE, MIECHV and DHS do not have specific requirements related to a HV Credential at this time.
- **2020 PDG B-5 funds were used to do a crosswalk of the Start Early (Ounce) HV Core Competencies, the Family Specialist Credential, and the Home Visitor CDA to identify alignment and gaps.**

## CROSSWALK DEVELOPMENT PROCESS

- Phase 1: Framework. Consultants provided a general overview of similarities/differences amongst each of the competency sets and proposed an analysis framework and alignment schema.
- Phase 2: Alignment. Competencies were aligned within the framework established in Phase 1, presented to panelists for review, and revised based on feedback gathered.
- Phase 3: Refinement and Representation. Final revisions, review, and decision-making regarding analysis representation.

## PHASE 1: FRAMEWORK

Goal: creation of a framework that provided early analysis and identification of commonalities amongst the competency sets.

Particularly critical as each of the competency sets had significant differences in purpose, education and experience requirements, and overall organization.

## COMPETENCY SET PURPOSE

Factor	Ounce Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA	Comparison
General overview	Provides professional development supports via training, technical assistance and coaching to the majority of home visiting programs in Illinois. These competencies are used to develop training content and technical assistance supports for professionals working in intensive home visiting programs.	Leveled, stackable credential, codified in state administrative rule credential designed for professionals who build strength-based relationships with families that strive to provide optimal child and family outcomes through a variety of direct service programs (i.e., Family Worker, Parent Educator, Home Visitor). Credential attainment based on attainment of college credit, training, and "family-related" work experience.	A national Credential process based on a core set of competency standards and assessment system developed to define, evaluate, and recognize the skills needed to both manage a program of Home Visits and offer support to parents.	Gateways to Opportunity® Family Specialist Credential and Home Visitor CDA are comprised of competencies within credentials; the Ounce Home Visitor Core Competencies are not tied to a credential.

## POPULATIONS SERVED

Factor	Ounce Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA	Comparison
Age range of children specified	N/A	N/A	Birth to five	Gateways to Opportunity® Family Specialist Credential and the Ounce Home Visitor Core Competencies focused on family unit across range of aged; the Home Visitor CDA specifies children ages birth to 5.

## EDUCATION REQUIREMENTS

Factor	Ounce Home Visitor Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA	Comparison
Education requirements	None. (Education requirements, if designated, are determined by the national home visiting model used by a home visiting program and/or by the funder of the program.)	<p>*Level 2 requires completion of HS diploma/GED for entry</p> <p>*Competencies are leveled (8 competencies at levels 2-4 can be attained through training; 12 at level 5; *Level 3 requires completion of Level 2 and 6 semester hours in 2 gen ed areas</p> <p>*Level 4-requires completion of associate's degree OR 60 college credit hours w/ 9 gen eds in math, eng, social science and completion of competencies at each previous level</p> <p>*Level 5 – requires completion of bachelors or graduate degree, completion of competencies at previous level</p>	<p>Completion of HS diploma/GED for entry</p> <p>120 hours training (10 hours in each of the six functional areas)</p> <p>Current CPR</p>	Ounce Home Visitor Core Competencies do not specify entry requirements and are not tied to college credit. Entry to Gateways to Opportunity® Family Specialist Credential at Level 2 accessible based on high school diploma/GED, requires college credit and attainment of leveled competencies; attainment of Home Visitor CDA requires 120 hours of training, accessible based on high school diploma/GED, does not require college credit.

## WORK EXPERIENCE REQUIREMENTS

Factor	Ounce Home Visitor Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA	Comparison
Work experience requirements	None. (The competencies are designed to scaffold learning and support home visitors wherever they are in their professional development, from beginner to advanced).	Level 2: 10 hours family-related observation OR 200 hours documented work exp Level 3: 20 hours family-related supervised exp OR 300 hours documented work exp Level 4: 100 hours family-related supervised exp OR 500 hours documented work exp Level 5: 200 hours family-related supervised exp OR 1200 hours documented work exp	480 hours of work experience in past three years	Home Visitor CDA and Gateways to Opportunity® Family Specialist Credential require work experience for credential attainment; Ounce Home Visitor Core Competencies are designed to support the work of home visitors in their current career trajectory.

## OVERALL ORGANIZATION

Factor	Ounce Home Visitor Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA	Comparison
Work experience requirements	None. (The competencies are designed to scaffold learning and support home visitors wherever they are in their professional development, from beginner to advanced).	Level 2: 10 hours family-related observation OR 200 hours documented work exp Level 3: 20 hours family-related supervised exp OR 300 hours documented work exp Level 4: 100 hours family-related supervised exp OR 500 hours documented work exp Level 5: 200 hours family-related supervised exp OR 1200 hours documented work exp	480 hours of work experience in past three years	Home Visitor CDA and Gateways to Opportunity® Family Specialist Credential require work experience for credential attainment; Ounce Home Visitor Core Competencies are designed to support the work of home visitors in their current career trajectory.



## OVERALL FRAMEWORK

- Tied to competency level as salient feature of Gateways credential
- Supported alignment at verb/object level
- Reflective of competency set content areas
- Flexible to support alignment at competency (full), content area (partial), and/or descriptor (partial)

## PHASE 2: ALIGNMENT

<p>2b. Practitioners <b>create</b> <i>reciprocal, productive interpersonal relationships</i> that recognize the contributions of family, program and community participants to the development, learning and wellbeing of young children and their families.</p> <p>2g. Practitioners <b>build</b> <i>positive relationships with families</i> by creating and consistently maintaining healthy professional boundaries.</p>	<p>IRE2: <b>Establishes</b> <i>reciprocal relationships with families</i>, demonstrating respect for family competence and resilience.</p> <p>*Identifies qualities and characteristics supportive of reciprocal relationships with families</p> <p>*Engages in interactions that demonstrate respect for family competence.</p> <p>*Engages in interactions that demonstrate respect for family resilience</p>	<p>Competency Goal IV: To establish positive and productive relationships with families</p> <p>Functional Area 11: Families</p> <p>Candidate <b>establishes</b> <i>a positive, responsive, and cooperative relationship with each family, engages in a two-way communication with families, encourages the parents to take leadership in personal and family education, and supports the relationship of the families with their children.</i></p> <p>11.1 Parents/families are <u>appreciated</u> and they are the center of the program</p> <p>11.2 Helps parents recognize that</p>
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## EMERGING CODING STRATEGIES

Coding strategy	Demarcation
Culturally responsive language	Blue
Language reflective of trauma-informed practice	Purple
Placed in multiple places on the document	Red

## PHASE 3: REFINEMENT AND REPRESENTATION

In addition to the final alignment review, the following coding categories were added to the crosswalk:

- Color coding to demonstrate full alignment between competencies
  - **Yellow**: Alignment between Gateways to Opportunity® Family Specialist Credential competencies and Ounce Home Visitor Core Competencies
  - **Gray**: Alignment between Ounce Home Visitor Core Competencies and Home Visitor CDA
  - **Blue**: Alignment between Gateways to Opportunity® Family Specialist Credential competencies, Ounce Home Visitor Core Competencies, and Home Visitor CDA
  - **Green**: Alignment between Gateways to Opportunity® Family Specialist Credential competencies and Home Visitor CDA
- Row at the end of the table that highlights overall alignment in content area.
- Creation of aligned competency chart with indicators of competency combinations required (if applicable)

## MAJOR FINDINGS

- The Gateways to Opportunity® Family Specialist Credential competencies and the Ounce Home Visitor Core Competencies had the greatest level of alignment across the education levels required by the Family Specialist Credential
- Full competency alignment (indicated by match between verb level and target object) included:
  - 8 Gateways to Opportunity® Family Specialist Credential competencies (n=39) fully aligned to 14 Ounce Home Visitor Core Competencies (n=48)
  - 6 Ounce Home Visitor Core Competencies fully aligned to 12 Home Visitor CDA (n=13)
  - 2 Gateways to Opportunity® Family Specialist Credential competencies aligned to 2 Home Visitor CDA competencies

## MAJOR FINDINGS

- Partial competency alignment (indicated by match between Family Specialist level descriptors and competencies included in other sets or content area) included:
  - All Ounce Home Visitor Core Competencies were aligned within Gateways to Opportunity® Family Specialist Credential competencies
  - Home Visitor CDA competencies were either foundational to or aligned with Ounce Home Visitor Core Competencies and Gateways to Opportunity® Family Specialist Credential competencies
- Reminder: Underlying frameworks varied in infrastructure and purpose, and therefore, full and partial alignment lens results have to be viewed with that caveat.

## DISCUSSION & NEXT STEPS

- Reactions and Questions
- Recommendations for Initial Next Steps
  - HVTF “endorsement” of the credential
  - Intersection with home visitor career pathways, compensation goals
  - Collaboration with higher education to make the credential accessible
  - Socializing information about the crosswalk, the credential

## Attachment B

### Appendix H

#### Summary: Ounce Home Visitor Core Competencies, Gateways to Opportunity® Family Specialist Credential, and Home Visitor CDA

##### Legend

X	Full alignment.
P	Partial alignment. For example, the content area may be related, but the <b>verb</b> in the competencies may not be aligned (such as identify, explain, use, create, recognize, address, build.) Please note that the level of alignment varies—some items are slightly aligned, while others have a high degree of alignment.

Ounce Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<b>Competency Area 1: Early Child and Adolescent Development</b>		
1a. Practitioners use current and emerging principles and theories, knowledge of developmental milestones and knowledge of developmentally appropriate practices as the foundation for all aspects of their work with young children and their families.	P	
1b. Practitioners <b>identify</b> the critical issues in child development and infant mental health, including brain development, attachment, emergent literacy and the developmental importance of play.	X	
1c. Practitioners <b>identify</b> the mutual influences and interdependence among all developmental domains, including those related to special needs.	X	
1d. Practitioners can <b>explain</b> the power and influence of the social, emotional, familial, cultural, community and physical contexts within which children develop.	X	
1e. Practitioners <b>use</b> their knowledge of early childhood development to support healthy early relationships between young children and their parents and/or other primary caregivers, both in their own work with children and as they collaborate with families on behalf of children.	P	X
1f. Practitioners can describe the growth and developmental changes of both adolescent males and females in the physical, social and emotional domains of development.	P	
1g. Practitioners can summarize and analyze how to utilize current and emerging principles, theories and knowledge of adolescent development as a foundation for their work with adolescent parents and their families.	P	
1h. Practitioners can explain the power and influence of the social, emotional, cultural, familial, community and physical contexts within which adolescents develop.	P	

Ounce Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
1i. Practitioners can describe how the developmental tasks of adolescence affect parenting and conversely, how parenting affects adolescent development.	P	
1j. Practitioners ethically implement, interpret, summarize and communicate information from a variety of age and developmentally appropriate informal and formal observation and assessment tools to obtain a holistic view of how each child develops and learns.	P	
<b>Competency Area 2: Dynamics of Family Relationships</b>		
2a. Practitioners demonstrate respect and appreciation for a family's social, cultural and linguistic diversity.	P	P
2b. Practitioners <b>create</b> reciprocal, productive interpersonal relationships that recognize the contributions of family, program and community participants to the development, learning and wellbeing of young children and their families.	X	X
2c. Practitioners <b>use</b> their knowledge of family systems, parenting and child development to distinguish the differences between healthy and unhealthy family dynamics.	X	
2d. Practitioners <b>recognize and address</b> the stressors that may negatively affect family interaction, such as poverty, homelessness, substance abuse and mental health issues.	X	
2e. Practitioners <b>recognize and address</b> the impact of disruption and unexpected changes on typical growth and development of family members.	X	
2f. Practitioners <b>encourage</b> appropriate and effective communication within families and <b>demonstrate</b> a range of communication techniques that are well-matched to the family's communication styles.	X	P
2g. Practitioners <b>build</b> positive relationships with families by creating and consistently maintaining healthy professional boundaries.	X	X
2h. Practitioners <b>collaborate</b> with parents and/or the child's primary caregivers to foster meaningful working relationships in support of parent-child relationships.	X	X
<b>Competency Area 3: Family and Community Relationships</b>		
3a. Practitioners can summarize the importance of positive, collaborative partnerships with families, colleagues, and community service agencies.	P	P
3b. Practitioners <b>demonstrate a working knowledge</b> of community resources, including formal social institutions and informal networks in the community that provide social, financial, health and other services to children and families.	P	X
3c. Practitioners recognize the influence of the social, cultural, environmental and linguistic characteristics of the communities in which families live when establishing a relationship with family members.	P	P
3d. Practitioners advocate for young children and their families, and exemplify the ethical and legal of their profession related to issues in early childhood education, family support and parent education.	P	

## Attachment B continued

Ounce Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
3e. Practitioners build collaborative working relationships with other professional staff, businesses and community agencies in an effort to provide seamless service delivery to families in the areas of family support, early childhood education and parenting education.	P	P
<b>Competency Area 4: Family Support and Parenting Education</b>		
4a. Practitioners identify the unique ways in which adults learn, acquire skills and adjust to change.	P	P
4b. Practitioners use a variety of teaching and adult learning strategies to support the learning needs of adolescents and adults.	P	
4c. Practitioners use a strength-based family centered approach when working with families to identify a family's social supports, goals, strengths, and needs.	P	
4d. Practitioners use a variety of creative methods and outreach strategies to encourage self-sufficiency in families in the areas of literacy, education and work experience.	P	P
4e. Practitioners recognize parenting as the primary mechanism for the transmission of culture and therefore present information about parenting skills and child development as it relates to the cultural background and parenting practices of individual families.	P	P
4f. Practitioners <b>provide</b> information and assistance as families expand their knowledge of child growth and development and parenting techniques, supporting the critical role of parents as primary teachers.	P	X
<b>Competency Area 5: Health and Safety</b>		
5a. Practitioners apply the principles of children's mental health, physical health and safety which are the foundations for development and learning in children, prenatal to age 5.	P	P
5b. Practitioners can identify the signs and symptoms of child abuse and neglect, including physical, emotional and sexual abuse, and neglect.	P	P
5c. Practitioners identify the characteristics, risk factors and family patterns that increase risk for abuse and neglect, including those which place young children and adolescents in imminent harm.	P	
5d. Practitioners recognize and address the issues that contribute to abuse and neglect, such as domestic violence, substance abuse and mental illness and state the consequences of these factors on the healthy development of children and adolescents.	P	
5e. Practitioners implement state statutes and procedures for reporting child abuse and neglect including the steps for making a report to the DCFS Child Abuse Hotline and the role of the mandated reporter within the context of strength-based relationship work.	P	P
5f. Practitioners provide and promote health, nutrition and safety practices and routines that recognize individual children's needs and abilities and are congruent with individual families' cultures, values, and preferences.	P	P
5g. Practitioners support families in obtaining a consistent medical provider to address all health issues from the prenatal period through early childhood, adolescence and adulthood.	P	

Ounce Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<b>Competency Area 6: Learning Environments</b>		
6a. Practitioners establish relationships with children and their families in support of development and learning, recognizing and promoting the primacy of the parent-child relationship as well as foster emerging relationships with other adults and with peers.	P	P
6b. Practitioners <b>create</b> environments and interactions that reflect knowledge of the ways in which infants and toddlers develop.	P	X
6c. Practitioners <b>employ observation, guidance and communication techniques</b> that assist children and/or parents to develop a positive sense of self and others and productive interactions with others.	P	X
6d. Practitioners construct a nurturing, supportive and challenging learning environment that emphasizes relationships, interactions, routines and play to encourage young children's social-emotional competence, problem solving, critical thinking and academic competence.	P	P
6e. Practitioners create learning environments that encourage collaboration, exploration, responsibility, initiative and independence.	P	P
6f. Practitioners provide multiple, varied developmentally, culturally and individually appropriate learning opportunities for members within the group setting.	P	
6g. Practitioners set clear methods and processes and prepare time and space to support the group process.	P	
6h. Practitioners create a participatory environment by managing group conflict, evoking creativity and recognizing diverse values and beliefs within a group.	P	
<b>Competency Area 7: Professional Development</b>		
7a. Practitioners <b>identify</b> themselves as professionals and as such <b>seek opportunities</b> for ongoing professional development in the forms of role-specific training, routine reflective supervision and the incorporation of current research into professional practice.	X	P
7b. Practitioners continually <b>reflect on and take responsibility for</b> their own values, choices and actions, including the judgments they make as they work with children and families.	X	P
7c. Practitioners first <b>identify</b> their own cultural beliefs and values to develop a non-judgmental approach to working with families whose background and/or current circumstances are different from their own.	X	
7d. Practitioners <b>articulate, routinely refine and put into practice</b> a personal and professional philosophy consistent with values about human diversity that are contained in early childhood and family policy guidelines.	X	
7e. Practitioners <b>use</b> a variety of positive interpersonal communication skills to maintain healthy relationships with colleagues, other agency staff and program participants.	X	



# Gateways to Opportunity® Early Childhood Educator Career Lattice

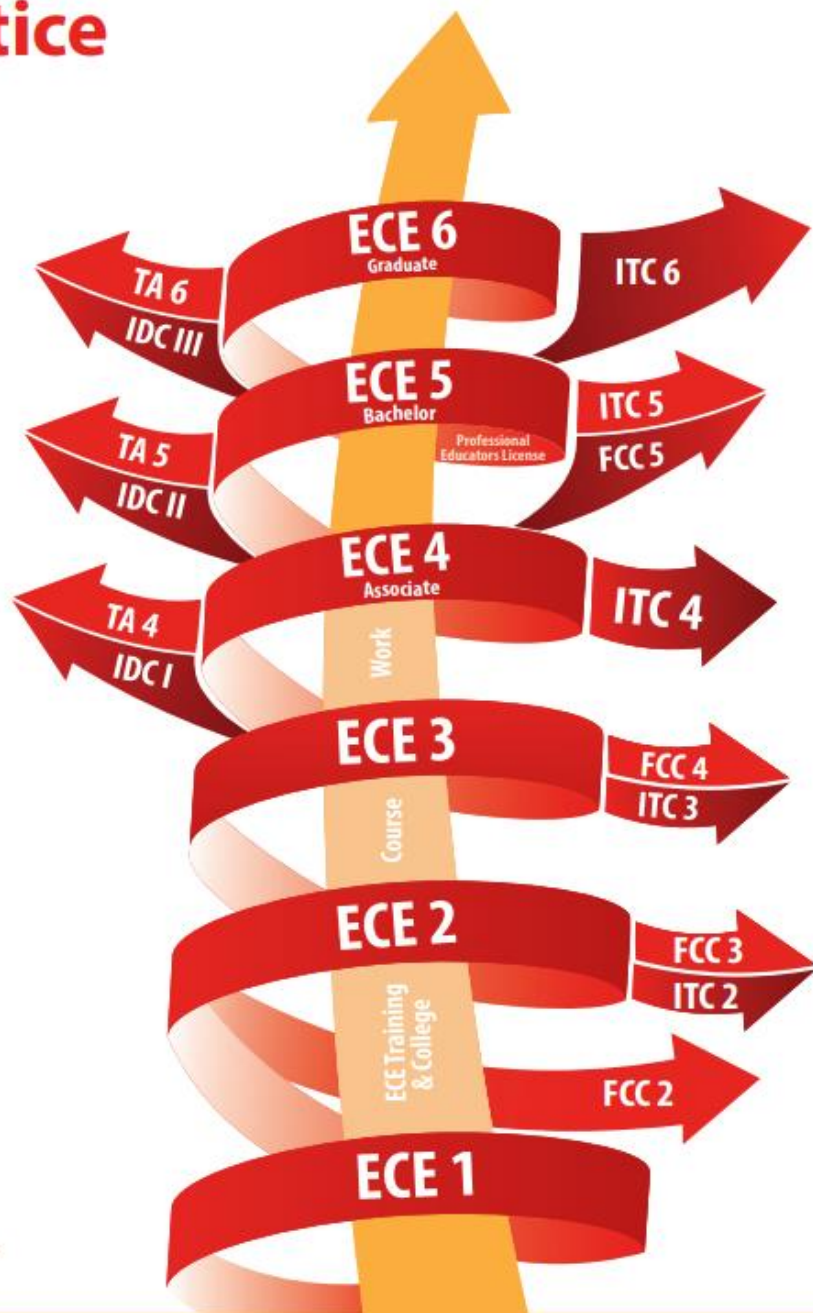
**ECE:** Foundational Early Childhood Educator requirements for all Credentials

**FCC:** Family Child Care Credential

**ITC:** Infant Toddler Credential

**IDC:** Illinois Director Credential

**TA:** Technical Assistance Credential



The ECE Credential is the foundation for these Gateways Credentials.



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More details on each Credential can be found at [www.ilgateways.com](http://www.ilgateways.com)

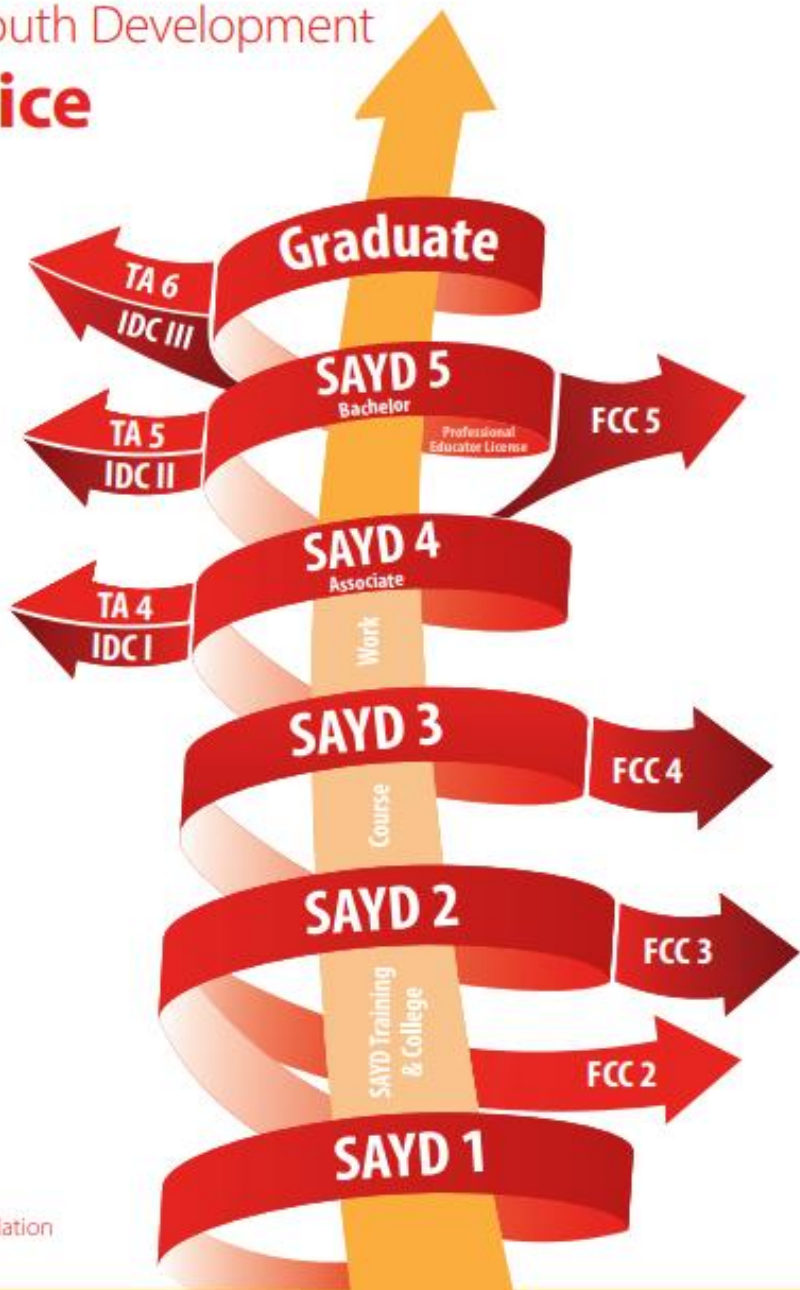
# Gateways to Opportunity® School-Age and Youth Development **Career Lattice**

**SAYD:** Foundational School-Age and Youth Development requirements for these Credentials

**FCC:** Family Child Care Credential

**IDC:** Illinois Director Credential

**TA:** Technical Assistance Credential



The SAYD Credential can be the foundation for these Gateways Credentials.



Gateways to Opportunity®  
Illinois Professional Development System



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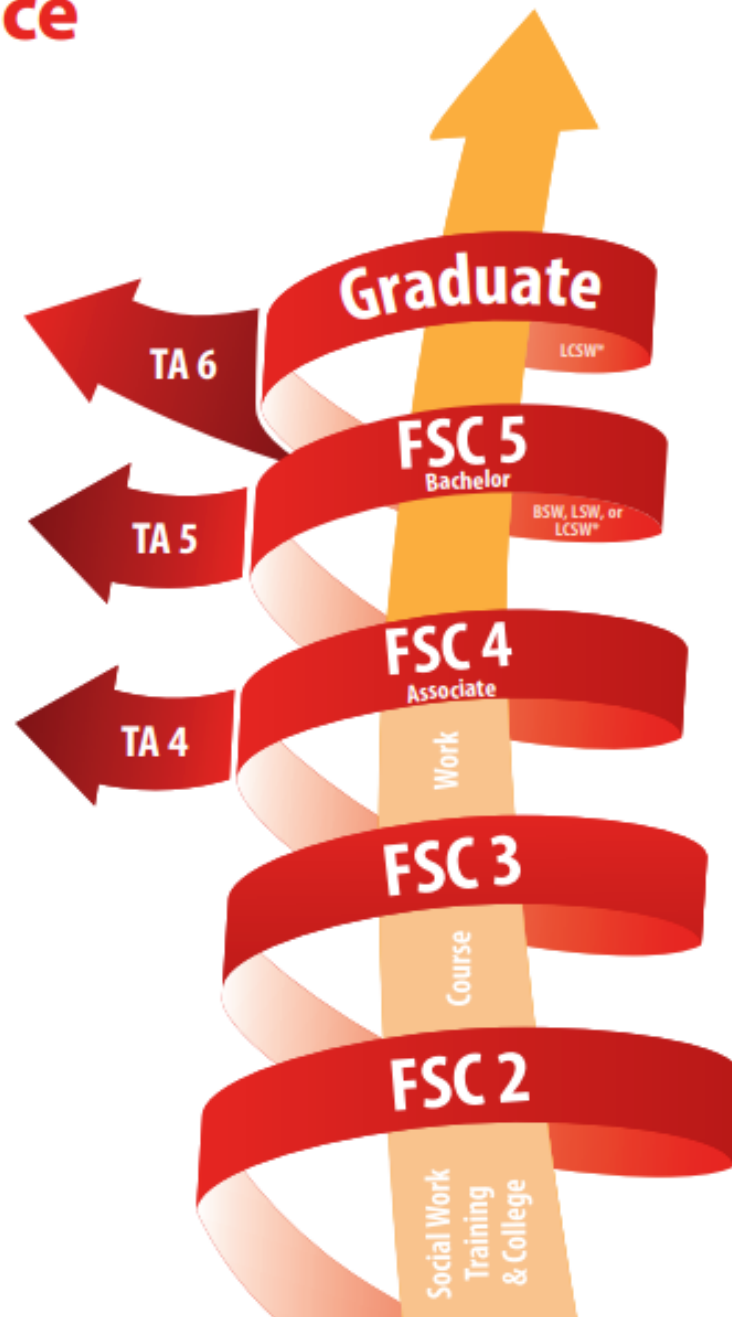
More details on each Credential can be found at [www.ilgateways.com](http://www.ilgateways.com)



# Gateways to Opportunity® Family Specialist Career Lattice

**FSC:** Foundational Family Specialist Credential requirements

**TA:** Technical Assistance Credential



*\*Bachelors degree in Social Work (BSW)  
Licensed Social Worker (LSW)  
Licensed Clinical Social Worker (LCSW)  
from a Nationally Accredited program (CSWE)  
is one way to achieve the FSC Credential*



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