

# Gateways to Opportunity® Family Specialist Credential (FSC) Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES FOR FAMILY SPECIALISTS	WORK & PRACTICAL EXPERIENCE DIRECTLY SERVING FAMILIES USING A STRENGTH BASED MODEL
<b>LEVEL 5</b>	Bachelor's Degree	<b>Must meet all previous level competencies plus:</b> FSC Health, Safety, and Well-Being (HSW3, HSW4) FSC Observation and Assessment (OA4, OA5, OA6, OA7) FSC Curriculum or Program Design (CPD5, CPD6) FSC Interactions, Relationships, and Environments (IRE5) FSC Family and Community Relationships (FCR6, FCR7, FCR8, FCR9) FSC Personal and Professional Development (PPD6, PPD7)	Minimum of 200 hours of family-related supervised experience <b>or</b> 1,200 total hours of documented family-related work experience
Bachelor's or Graduate Degree in social work from a nationally accredited program meets these requirements			
<b>LEVEL 4</b>	Associate's Degree <b>or</b> 60+ semester hours with (9 semester hours of English, Social Science, and any Math or Science)  <i>(These 9 hours must be credit bearing and non-developmental 100 level +)</i>	<b>Must meet all previous level competencies plus:</b> FSC Health, Safety, and Well-Being (HSW2) FSC Observation and Assessment (OA1, OA2, OA3) FSC Curriculum or Program Design (CPD3, CPD4) FSC Interactions, Relationships, and Environments (IRE3, IRE4) FSC Family and Community Relationships (FCR3, FCR4, FCR5) FSC Personal and Professional Development (PPD5)	100 total hours of family-related supervised experience <b>or</b> 500 total hours of documented family-related work experience
<b>LEVEL 3</b>	High School Diploma or GED and 6 semester hours (in 2 areas - English, Social Science, any Math or Science)  <i>(These 6 hours must be credit bearing and non-developmental 100 level +)</i>	<b>Must meet all previous level competencies plus:</b> FSC Curriculum or Program Design (CPD1, CPD2) FSC Family and Community Relationships (FCR2) FSC Personal and Professional Development (PPD3, PPD4)	20 hours of family-related supervised experience <b>or</b> 300 total hours of documented family-related work experience
<b>LEVEL 2</b>	High School Diploma or GED	FSC Human Growth and Development (HGD1, HGD2) FSC Health, Safety, and Well-Being (HSW1) FSC Interactions, Relationships, and Environments (IRE1, IRE2) FSC Family and Community Relationships (FCR1) FSC Personal and Professional Development (PPD1, PPD2)	10 hours of family-related observation <b>or</b> 200 hours of documented family-related work experience



**In addition to meeting required competencies through college coursework;**  
**Up to 8 competencies (total) may be documented through credential approved training for Levels 2-4**  
**Up to 12 competencies (total) may be documented through credential approved training for Level 5**

*The Home Visitor Child Development Associate (CDA) meets FSC FCR1.*  
*The Illinois Association of Community Action Agencies (IACAA) Family and Community Development Certification meets these FSC competencies: OA2, CPD1, IRE2, FCR1, FCR2, PPD2 and PPD3.*

# Family Specialist Credential (FSC) Competencies

## FSC HGD | Human Growth and Development

- 1 Identifies and describes theories of typical and atypical growth in all developmental domains.
- 2 Identifies and describes human development in the context of families and communities.

## FSC HSW | Health, Safety, and Well-Being

- 1 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.
- 2 Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being.
- 3 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.
- 4 Designs collaborative plans, policies and services, at the individual, family, and community level that foster physically and emotionally healthy approaches to family living.

## FSC OA | Observation and Assessment

- 1 Identifies data collection tools based on standards of practices.
- 2 Selects, utilizes, and evaluates formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation.
- 3 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.
- 4 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.
- 5 Analyzes information from informal and formal assessment tools to inform decisions about family service and curricular planning and implementation, intervention, monitoring, and evaluation.
- 6 Analyzes respectful, culturally and linguistically responsive formats for sharing observation and assessment information with families and other providers.
- 7 Maintains legal, ethical, organized records of service delivery.

## FSC CPD | Curriculum or Program Design

- 1 Identifies culturally and linguistically appropriate family service strategies, programs and approaches.
- 2 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.
- 3 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.
- 4 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.
- 5 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.
- 6 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.

## FSC IRE | Interactions, Relationships, and Environments

- 1 Identifies positive and negative indicators of mental and emotional well-being of families within their context.
- 2 Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience.
- 3 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.
- 4 Assess program standards and curricular approaches from the perspective of supporting family engagement in children's development and learning.
- 5 Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community.

## FSC FCR | Family and Community Relationships

- 1 Identifies the influence of culture, language, social, and economic environments, via family and ecological systems theory, on family development.
- 2 Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture.
- 3 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).
- 4 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.
- 5 Compares and contrasts family, neighborhood and community risk, protective and promotional relationship factors that may influence family functioning and development.
- 6 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.
- 7 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.
- 8 Distinguishes between appropriate and inappropriate use of different communication technologies, and develops program standards related to these technologies.
- 9 Integrates theory and research on human and family development, functioning, and family systems to plan a comprehensive and cohesive system of family supports that build on and enhance family strengths to address family needs, concerns, priorities, and goals.

## FSC PPD | Personal and Professional Development

- 1 Demonstrates professionalism in appearance, behavior, and disposition.
- 2 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.
- 3 Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams.
- 4 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.
- 5 Articulates, reflects on, continually refines and puts into practice a personal philosophy and values that drive personal professional beliefs about human service delivery.
- 6 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
- 7 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.