



Governor's Office of
Early Childhood Development

Illinois Home Visitor Credential Crosswalk Report



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Home Visiting Credential Crosswalk Project

Background

The purpose of this project was to create a crosswalk demonstrating alignment between the Start Early Home Visitor Core Competencies, the Gateways to Opportunity® Family Specialist Credential competencies, and the Home Visitor CDA (Appendix A-C). This project was funded by the State of Illinois' federal Preschool Development Birth to Five (PDG B-5) Renewal Grant.

This project was coordinated by the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) in partnership with the Governor's Office of Early Childhood Development (GOECD). The following two-tiered model was used to coordinate crosswalk completion:

1. Panelists were selected to provide background/context to the project; reviewing and informing the ongoing work of the consultants through active participation in a series of four virtual meetings;
2. Expert consultants were selected to develop a crosswalk, integrating input from the panelists, of the Start Early Home Visitor Core Competencies, the Gateways to Opportunity® Family Specialist Credential competencies, and the Home Visitor CDA.

Panelist and Consultant Selection:

In early May, a call for panelists was distributed statewide. Individuals interested in participating in this collaborative effort submitted a resume or vitae by May 20th, 2020 detailing knowledge and experience specific to this initiative. Of the approximately 20 individuals expressing interest, 13 were selected as panel members, and two were selected as primary consultants (Dr. Johnna Darragh-Ernst – Distinguished Professor of Early Childhood Education at Heartland Community College and Cathryn Abraham – Early Childhood Consultant and CDA Home Visitor Professional Development Specialist and CDA Gold Star reviewer). Please see Appendix D for a full list of panel members.

The resulting panel included individuals with a broad range of home visitor expertise, including members of the Illinois' Home Visiting Taskforce, faculty, consultants, trainers, Head Start Directors, and representatives from the Illinois State Board of Education, Start Early (known as the Ounce of Prevention during the project), and the Council for Professional Recognition's Child Development Associate (CDA). The panelists were charged with:

- Reviewing an initial draft of crosswalk provided by the project consultants, providing ideas and recommendations to inform and advance crosswalk framework and initial alignment.
- Reviewing an increasingly comprehensive crosswalk provided by project consultants, providing feedback that informs final crosswalk development.
- Reviewing for consensus/approval the final crosswalk provided by project consultants.

Project Timeline:

Concurrent with and immediately following panel and consultant selection background information for the project was gathered and disseminated, an orientation for the consultants was provided, and meeting dates established. The project's virtual kickoff meeting was held Thursday, July 9th from 2:30 PM – 4:00 PM. This meeting provided an overview and guidance from GOECD to set the work direction and provide context/background to the consultants and panelists. The remaining meetings, focused on crosswalk decision-making and review processes, were scheduled and held as follows:

2nd meeting – Tuesday, July 28th 10:00 AM – 12:00 PM

3rd meeting – Tuesday, August 25th 10:00 AM – 12:00 PM

4th meeting – Wednesday, September 16th 1:00 PM – 3:00 PM

The crosswalk was finalized on September 30th, 2020.

Crosswalk Development Processes

Crosswalk development proceeded in three phases, each of which is described in additional detail below. During Phase 1 (Framework), the consultants provided a general overview of similarities/differences amongst each of the competency sets and proposed an analysis framework and alignment schema. Panelist feedback informed Phase 2 (Alignment). In this phase, 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) consisted of final revisions, review, and decision-making regarding analysis representation.

Phase 1: Framework

The crosswalk framework needed to be developed in such a way that commonalities amongst the competencies could be easily analyzed and identified. For analysis to be effective, panelists needed to develop a shared understanding of each competency set. This shared understanding was particularly critical as each of the competency sets had significant differences in purpose, education and experience requirements, and overall organization.

Purpose

Table 1 provides an overview of the purpose of each competency set. The Home Visitor CDA competencies are aligned to nationally-recognized credentials, and the Gateways to Opportunity® Family Specialist Credential competencies are aligned to state-recognized credentials. The Start Early Home Visitor Core Competencies are used in Illinois and throughout the United States but are not specifically tied to a credential.

Table 1: Competency Set Purpose

Factor	Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
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.

Populations Served

In addition to variance in purpose, there were differences amongst competency sets in populations served. The Home Visitor CDA serves families with children ages birth to five. The Gateways to Opportunity® Family Specialist Credential competencies and Start Early Home Visitor Core Competencies each focused on the knowledge and skills needed to support family units, with the ages of children included in the family unit not specified.

Education and Work Experience Required

The competency sets also varied in education and work experience required, summarized in Table 2. The Home Visitor CDA credential consists of 120 hours of training (10 hours each within six content areas) and requires completion of a high school diploma or GED for entry. The Gateways to Opportunity® Family Specialist Credential is leveled, requiring progressive levels of education (beginning with the completion of a high school diploma or GED for entry at Level 2 and culminating in the completion of all preceding competencies and attainment of a bachelor’s degree at Level 5). There are no educational requirements specified by the Start Early Home Visitor Core Competencies; however, these may be designated by the national home visiting model used by individual home visiting programs and/or by the funder of the program.

Both the Home Visitor CDA and Gateways to Opportunity® Family Specialist Credential require work experience for credential attainment. The Home Visitor CDA requires completion of 480 hours of work experience in the past three years, while work experience for Gateways to Opportunity® Family Specialist Credential attainment is designated by credential level, beginning with 10 hours family-related supervised experience OR 200 hours documented work experience at Level 2 and culminating in 200 hours family-related supervised experience OR 1200 hours documented work experiences at Level 5. The Start Early Home Visitor Core Competencies are designed to scaffold learning and support home visitors wherever they are in their professional development, from beginner to advanced, and do not include specific work or supervision requirements.

Table 2: Education and Work Experience Required

Factor	Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
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.)	<ul style="list-style-type: none"> *Level 2 requires completion of HS diploma/GED for entry. *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. *Level 4-requires completion of associates degree OR 60 college credit hours w/ 9 gen-eds in math, english, social science and completion of competencies at each previous level. *Level 5 – requires completion of bachelors or graduate degree, completion of competencies at previous level. 	<ul style="list-style-type: none"> *Completion of HS diploma/ GED for entry . *120 hours training (10 hours in each of the six functional areas). *Current CPR.
Work requirements	None. (The competencies are designed to scaffold learning and support home visitors wherever they are in their professional development, from beginner to advanced).	<ul style="list-style-type: none"> *Level 2: 10 hours family-related observation OR 200 hours documented work experience. *Level 3: 20 hours family-related supervised exp OR 300 hours documented work experience. *Level 4: 100 hours family-related supervised exp OR 500 hours documented work experience *Level 5: 200 hours family-related supervised exp OR 1200 hours documented work experience. 	<ul style="list-style-type: none"> *480 hours of work experience in past three years.

The factors noted above were most salient for the panelists in terms of creating the crosswalk framework. Additional similarities and differences amongst the competency sets are included in Appendix E.

Overall Organization

The overall organization of each competency set had two factors that were highly relevant when determining the framework. First, each of the competency sets varied in how competencies were arranged within content areas. For example, the Gateways to Opportunity® Family Specialist Credential competencies and Start Early Home Visitor Core Competencies were organized within seven content areas and the Home Visitor CDA in eight. Table 3 provides an overview of each of these content areas and their abbreviations (if applicable).

Table 3: Competency Content Areas

Factor	Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
Competency Areas	<ul style="list-style-type: none"> *Early child and adolescent development (10 competencies). *Dynamics of family relationships (8 competencies). *Family and community relationships (5 competencies). *Family support and parenting education (6 competencies). *Health and safety (7 competencies). *Learning environments (8 competencies). *Professional development (5 competencies). 	<ul style="list-style-type: none"> *Human Growth and Development (HGD, 2 competencies). *Health, Safety, and Well-being (HSW, 4 competencies). *Interactions, Relationships, and Environments (IRE, 5 competencies). *Observation and Assessment (OA, 7 competencies). *Curriculum or Program Design (CPD, 6 competencies). *Family and Community Relationships (FCR, 9 competencies). *Personal and Professional Development (PPD, 7 competencies). 	<ul style="list-style-type: none"> *Safe, healthy learning environment. *Advance physical and intellectual competence. *Support social and emotional development and provide positive guidance. *Establish positive and productive relationships with families. *Ensure a well-run, coherent and purposeful program, responsive to participant needs. *Maintain a commitment to professionalism. *And 13 additional functional areas.

The second organizational factor relevant to developing the framework was how competencies were defined and presented. The Gateways to Opportunity® Family Specialist Credential competencies, for example, included descriptors that serve to further define/contextualize each individual competency. Organization of the Home Visitor CDA included competency areas, functional areas, indicators, and examples. The Start Early Home Visitor Core Competencies were presented as individual competencies.

For alignment to proceed, panelists were challenged with establishing the most appropriate point of comparison amongst these varied organizational factors. It was decided that the Gateways competencies could not be evaluated in the absence of their descriptors, but that, where appropriate, the Start Early and Home Visitor CDA competencies could be aligned at the Gateways descriptor level. Please see Figure 1 for an example, where Start Early competencies are aligned to descriptors within one of the Gateways Family Specialist descriptors for competency CPD4.

Figure 1: Example of Competency/Descriptor Alignment Strategy

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential
	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. Note: this competency is Level 4 within the Gateways FSC Credential.
	*Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused.
	*Assesses family service plan formats and developmental processes in relation to approaches and resources that support family autonomy and addresses the family's diversity, strengths, functions, development, and transitions.
4b. Practitioners use a variety of teaching and adult learning strategies to support the learning needs of adolescents and adults. 4c. Practitioners use a strength-based family centered approach when working with families to identify a family's social supports, goals, strengths and needs.	*Develops home visit plans and parent group sessions that reflect agency purpose and different family service goals, incorporate a range of 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.

Resulting Framework

Alignment required designing a format that allowed panelists to see commonalities across content while still capturing each competency set's unique aspects. Initially, a format was proposed that captured the leveling within the Gateways to Opportunity® Family Specialist Credential competencies as this was a distinguishing and unique credential feature. Because of this decision, Gateways content areas were also used as an organizing structure. Figure 2 shows an example of the framework panelists reviewed at the second meeting.

Figure 2: Framework Example

Level	Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
2	HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains. *Identifies and describes developmental milestones. *Identifies and describes patterns of development. *Identifies and describes characteristics delays/disabilities .	1b. Practitioners identify the critical issues in child development and infant mental health, including brain development, attachment, emergent literacy and the developmental importance of play.	
		1c. Practitioners identify the mutual influences and interdependence among all developmental domains, including those related to special needs.	

This initial framework was approved and revised over time to include Level notations in the same cell as the FSC competencies, as opposed to as a separate column. In addition to these framework components, the consultants also presented alignment strategies for panelist review and approval. These initial strategies, as well as additional demarcations requested by the committee, are included in the next section.

Phase 2: Alignment

Creating the crosswalk required identifying commonalities amongst competencies and representing these commonalities within the established framework. There were several coding strategies used to support alignment. Initially, the focus was on ensuring alignment between the verb level and the verb object. For example, a competency that includes “applies” as the target verb is a higher-level verb than “understands,” and therefore, even if the object of those verbs were exactly the same, the two competencies would not align. Figure 3 provides an example of both the coding scheme used across the document to note verbs and objects as well as how this was applied.

Figure 3: Coding Scheme and Application

Bold: Verb

Italics: Object

Level	Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
2	<p>2b. Practitioners create <i>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.</i></p> <p>2g. Practitioners build <i>positive relationships with families by creating and consistently maintaining healthy professional boundaries.</i></p> <p>2h. Practitioners collaborate <i>with parents and/or the child's primary caregivers to foster meaningful working relationships in support of parent-child relationships.</i></p>	<p>IRE2: Establishes <i>reciprocal relationships with families, demonstrating respect for family competence and resilience.</i></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 Candidate establishes 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.</p> <p>11.1 Parents/families are appreciated and they are the center of the program.</p> <p>11.2 Helps parents recognize that they are the center of the program.</p> <p>11.3 Uses information about family's cultures, religion and childrearing practices in program experiences.</p> <p>11.4: Uses a variety of techniques, including information dissemination, referral, and brokering, to help families meet their young children's needs. (also placed pre-FCR1).</p>

Based on panelist feedback, additional coding strategies were applied over the course of the project. A brief description of each of these strategies is included in Table 4.

Table 4: Additional Coding Strategies Applied

Coding Strategy	Demarcation
Culturally responsive language	Blue
Language reflective of trauma-informed practice ²	Purple
Placed in multiple places on the document	Red

²Language regarding trauma-informed practice was established through cross-referencing the ICTC Childhood Trauma Professional Development Guide

Each of these strategies were noted at the beginning of the aligned table, with boxes providing an embedded call out each time the strategy was initially introduced. In addition, competencies that did not directly align were given relative placement, with competencies deemed more foundational placed earlier in the table representation and those considered advanced placed later.

Panelists were provided with opportunities to review alignment between meetings and confirm revisions as a whole group. At the culmination of this process, decisions were made regarding refinement and representation.

Phase 3: Refinement and Representation

The last meeting of the Home Visiting Credential Crosswalk Project focused on final review and revision and discussion of the work's most effective 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 Start Early Home Visitor Core Competencies.
 - **Gray:** Alignment between Start Early Home Visitor Core Competencies and Home Visitor CDA.
 - **Blue:** Alignment between Gateways to Opportunity® Family Specialist Credential competencies, Start Early 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).

Color coding within the master document assisted panelists in clearly noting alignment across each of the competency sets. At the end of each table, the additional row provided a brief summary based on content area (noting that content areas were defined in the original framework by the Gateways to Opportunity® Family Specialist Credential). The aligned competency chart provided representation of only aligned competencies (please see Appendix G).

At the culmination of the last team meeting, the following suggestions were made for clarity and consistency and applied to the crosswalk:

- The first (left-hand) column contains the Start Early Home Visitor Core Competencies.
- A different color was used for the header row of each of the final alignment tables.

Appendix F includes the final competency crosswalk, and Appendix G a chart of aligned competencies.

Appendix H provides a broad representation of competency set comparison. This chart is anchored by the Start Early Home Visitor Core Competencies. Full alignment on this chart represents a match between verb and object. Partial alignment indicates either alignment within content area and/or at the descriptor/indicator level. In this chart the level of alignment varies, from more minimal to a high degree.

Overall Summary

There are 49 Start Early Home Visitor Core Competencies, the Gateways to Opportunity® Family Specialist Credential has 40 competencies, and the Home Visitor CDA has six competency goals. Overall, the Gateways Family Specialist Credential competencies showed at least partial alignment with all of the 49 Start Early Home Visitor Core Competencies, while the Home Visitor CDA at had least partial alignment with 26 of the Core Competencies (see Appendix H). The competencies with full alignment are shown in Appendix G.

- In Gateways Content Area A (Human Growth and Development), there were two Gateways Family Specialist Credential competencies aligned to four Start Early Home Visitor Core Competencies.
- In Gateways Content Area B (Health, Safety, and Well-Being), there were two Gateways Family Specialist Credential competencies aligned to three Start Early Home Visitor Core Competencies, and one Start Early Home Visitor Core Competency aligned to one Home Visitor CDA functional area (competency).
- In Gateways Content Area C (Observation and Assessment), there was no alignment between competencies.
- In Gateways Content Area D (Curriculum or Program Design), there were there were two Start Early Home Visitor Core Competencies to eight Home Visitor CDA functional areas.
- In Gateways Content Area E (Interactions, Relationships, and Environments), there were there were two Start Early Home Visitor Core Competencies to two Home Visitor CDA functional areas. There was full alignment between Start Early Home Visitor Core Competencies, Gateways Family Specialist Credential competencies, and Home Visitor CDA.
- In Gateways Content Area F (Family and Community Relationships), there was no alignment between competencies.
- In Gateways Content Area G (Personal and Professional Development), there were six Gateways Family Specialist Credential competencies aligned to six Start Early Home Visitor Core Competencies and one Gateways Family Specialist Credential competency to one Home Visitor CDA competency.

Appendix A: Start Early Home Visitor Competencies



Professional Learning Network

Home Visitor Competencies

Competency Area 1: Early Child and Adolescent Development

Definition: The ability to understand and identify typical and atypical changes and expectations in early childhood and adolescent growth and development within the context of environment, culture and family systems.

- 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.
- 1b. Practitioners identify the critical issues in child development and infant mental health, including brain development, attachment, emergent literacy and the developmental importance of play.
- 1c. Practitioners identify the mutual influences and interdependence among all developmental domains, including those related to special needs.
- 1d. Practitioners can explain the power and influence of the social, emotional, familial, cultural, community and physical contexts within which children develop.
- 1e. Practitioners use 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.
- 1f. Practitioners can describe the growth and developmental changes of both adolescent males and females in the physical, social and emotional domains of development.
- 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.
- 1h. Practitioners can explain the power and influence of the social, emotional, cultural, familial, community and physical contexts within which adolescents develop.
- 1i. Practitioners can describe how the developmental tasks of adolescence affect parenting and conversely, how parenting affects adolescent development.
- 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.

Competency Area 2: Dynamics of Family Relationships

Definition: The ability to identify and understand interactions and communication between parents and young children, other members of individual families, and professional staff and families.

- 2a. Practitioners demonstrate respect and appreciation for a family's social, cultural and linguistic diversity.
- 2b. Practitioners create 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.

- 2c. Practitioners use their knowledge of family systems, parenting and child development to distinguish the differences between healthy and unhealthy family dynamics.
- 2d. Practitioners recognize and address the stressors that may negatively affect family interaction, such as poverty, homelessness, substance abuse and mental health issues.
- 2e. Practitioners recognize and address the impact of disruption and unexpected changes on typical growth and development of family members.
- 2f. Practitioners encourage appropriate and effective communication within families and demonstrate a range of communication techniques that are well-matched to the family's communication styles.
- 2g. Practitioners build positive relationships with families by creating and consistently maintaining healthy professional boundaries.
- 2h. Practitioners collaborate with parents and/or the child's primary caregivers to foster meaningful working relationships in support of parent-child relationships.

Competency Area 3: Family and Community Relationships

Definition: The ability to build effective professional relationships within community systems with and on behalf of young children and families.

- 3a. Practitioners can summarize the importance of positive, collaborative partnerships with families, colleagues and community service agencies.
- 3b. Practitioners demonstrate a working knowledge 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.
- 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.
- 3d. Practitioners advocate for young children and their families, and exemplify the ethical and legal standards of their profession related to issues in early childhood education, family support and parent education.
- 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.

Competency Area 4: Family and Community Relationships

Definition: The ability to support the personal and educational growth of individual family members in an effort to encourage self-sufficiency.

- 4a. Practitioners identify the unique ways in which adults learn, acquire skills and adjust to change.
- 4b. Practitioners use a variety of teaching and adult learning strategies to support the learning needs of adolescents and adults.
- 4c. Practitioners use a strength-based family centered approach when working with families to identify a family's social supports, goals, strengths and needs.
- 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.
- 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.
- 4f. Practitioners provide 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.

Competency Area 5: Health and Safety

Definition: The ability to promote and support the mental, physical and emotional health and well-being of all family members through all stages of development.

- 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.
- 5b. Practitioners can identify the signs and symptoms of child abuse and neglect, including physical, emotional and sexual abuse, and neglect.
- 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.
- 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.
- 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.
- 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.
- 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.

Competency Area 6: Learning Environments

Definition: The ability to understand both individual and group motivation and behavior to create and facilitate a learning environment that encourages positive social interaction, active engagement in learning and intrinsic motivation and self-esteem.

- 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.
- 6b. Practitioners create environments and interactions that reflect knowledge of the ways in which infants and toddlers develop.
- 6c. Practitioners employ observation, guidance and communication techniques that assist children and/or parents to develop a positive sense of self and others and productive interactions with others.
- 6d. Practitioners construct a nurturing, supportive and challenging learning environment that emphasizes relationships, interactions, routines and play to encourage young children’s socialemotional competence, problem solving, critical thinking and academic competence.
- 6e. Practitioners create learning environments that encourage collaboration, exploration, responsibility, initiative and independence.
- 6f. Practitioners provide multiple, varied developmentally, culturally and individually appropriate learning opportunities for members within the group setting.
- 6g. Practitioners set clear methods and processes and prepare time and space to support the group process.
- 6h. Practitioners create a participatory environment by managing group conflict, evoking creativity and recognizing diverse values and beliefs within a group.

Competency Area 7: Professional Development

Definition: The ability to recognize oneself as a professional and as such support and guide one's own professional development.

- 7a. Practitioners identify themselves as professionals and as such seek opportunities for ongoing professional development in the forms of role-specific training, routine reflective supervision and the incorporation of current research into professional practice.
- 7b. Practitioners continually reflect on and take responsibility for their own values, choices and actions, including the judgments they make as they work with children and families.
- 7c. Practitioners first identify 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.
- 7d. Practitioners articulate, routinely refine and put into practice a personal and professional philosophy consistent with values about human diversity that are contained in early childhood and family policy guidelines.
- 7e. Practitioners use a variety of positive interpersonal communication skills to maintain healthy relationships with colleagues, other agency staff and program participants.

Appendix B: Gateways to Opportunity®

Family Specialist Credential Competencies

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.	<p>*Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development</p> <p>*Distinguishes between positive and negative indicators of children's health and well-being, including intact physical and sensory systems</p> <p>*Distinguishes among indicators that represent optimal development and learning and those that may reflect delay, difference or disability</p>	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	O&A1: Identifies the impact and influence of external factors on assessment practices.	<ul style="list-style-type: none"> * 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	O&A2: 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.	<ul style="list-style-type: none"> * 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
4	O&A3: 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.	<ul style="list-style-type: none"> * 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

Level	Competency	Descriptor	Original FS Benchmarks
5	O&A4: 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.	<p>*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</p> <p>* Demonstrates and reflects on, or designs and defends, use of age-appropriate developmental screening of child as an avenue for assessing child's development</p> <p>* 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</p> <p>* 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</p>	C3, C4, C5, C6
5	O&A5: Analyzes information from informal and formal assessment tools to inform decisions about family service and curricular planning and implementation, intervention, monitoring, and evaluation.	<p>* 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</p> <p>* Demonstrates objective, descriptive observation of verbal and non-verbal behaviors and draws conclusions for interpreting other assessment information</p> <p>* 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</p>	C14, C15, C16
5	O&A6: Analyzes respectful, culturally and linguistically responsive formats for sharing observation and assessment information with families and other providers.	<p>* 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</p> <p>* Compares and contrasts formats for sharing from observations and assessments with family and other providers using respectful, understandable, family-centered language</p>	C17, C18
5	O&A7: Maintains legal, ethical, organized records of service delivery.	<p>* Organizes and maintains documentation of services provided to two different families, including data on individual and family progress on service goals</p> <p>* 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</p>	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.	<ul style="list-style-type: none"> *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.	<ul style="list-style-type: none"> * 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

Level	Competency	Descriptor	Original FS Benchmarks
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.	<ul style="list-style-type: none"> * 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 views of families, family development, and family systems 	A1, A2, A3, A5
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.	<ul style="list-style-type: none"> * 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.	<ul style="list-style-type: none"> * 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.	<ul style="list-style-type: none"> * 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
3	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
3	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

Level	Competency	Descriptor	Original FS Benchmarks
4	FCR5: Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence family functioning and development.	<p>*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.</p> <p>*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.</p> <p>*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.</p>	A8, A9, A10
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.	<p>*Designs and defends program policies and practices that demonstrate respect for family's preferred language and modes of communication</p> <p>* Designs and defends program policies and practices that provide access to information and welcome families into program environments</p> <p>* Designs and defends program policies and practices that facilitate family collaboration and partnership in services for children</p> <p>* 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</p> <p>* Compares and contrasts program policies and practices that facilitate opportunities for family collaboration and partnership in different types of child-focused program</p> <p>* 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</p> <p>*Compares and recommends program policies and practices that ensure family collaboration in program evaluation</p>	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.	<p>* 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</p> <p>* 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</p> <p>* Compares legal and ethical responsibilities related to confidentiality, cooperation, and collaboration, and recommends solutions for addressing potential dilemmas, using case study of community agencies</p> <p>* Compares and contrasts program policies and practices that support evaluating program from perspective of strengths-based and ecological systems standards</p>	F15, F16, F17, G11

Level	Competency	Descriptor	Original FS Benchmarks
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.	<ul style="list-style-type: none"> * 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.	<ul style="list-style-type: none"> * 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

Level	Competency	Descriptor	Original FS Benchmarks
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
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.

Appendix C: Home Visitor Child Development Associate Competencies

CDA Home Visitor Competency Goals and Functional Areas

Competency Goal I	To establish a safe and healthy learning environment
Functional Area 1: Safe	Candidate helps parents identify how to provide a safe environment and teaches them safe practices to prevent and reduce injuries.
<p>1.1 Home environments (indoor and outdoor) are safe for all children and adults.</p> <p>1.2 Well planned and well-organized emergency procedures and supplies are evidenced in the home.</p> <p>1.3 Helps families ensure that their homes, vehicles and outdoor play areas are safe for children at different stages of development.</p>	
Functional Area 2: Healthy	Candidate promotes good health and nutrition practices and helps parents learn how to maintain an environment that contributes to physical and mental wellness.
<p>2.1 Promotes good health in the children's home</p> <p>2.2 Helps parents and other adults to understand and consistently follow general hygiene practices.</p> <p>2.3 Encourages parents to prepare nutritious food for snacks and meals and help children learn to select and enjoy nutritious foods.</p> <p>2.4 Helps parents understand the need for exercise and rest for them and their children.</p>	
Functional Area 2: Learning Environment	Candidate helps parents understand how to use relationships, their physical space, materials, daily schedules, and home routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration and learning for their children, including children with disabilities and special needs.
<p>3.1 Home environment are developmentally appropriate for young children</p> <p>3.2 Developmentally appropriate materials are available.</p> <p>3.3 Daily schedule and weekly plan(s) are developmentally appropriate.</p> <p>3.4 Helps parents understand and incorporate their background, family structure, culture, and personal values in preparing, arranging and changing their home environment</p> <p>3.5 Helps parents to identify, select, and use toys, books, and equipment that match each child's abilities, interests, and preferred learning styles.</p> <p>3.6 Helps parents to understand children's needs for a variety in their schedules: active and quiet play, physical activity and rest, individual and group play.</p>	
Competency Goal II	To advance physical and intellectual competence
Functional Area 4: Physical	Candidate helps parents provide a variety of developmentally appropriate learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of their children.
<p>4.1. There is evidence, activities, materials and equipment to encourage parents to promote children of varying abilities to develop their large muscles.</p> <p>4.2 Activities and materials encourage parents to promote children of varying abilities to develop their small muscles.</p> <p>4.3 Activities and materials encourage parents to promote their children's sensory development</p> <p>4.4 Encourages parents to engage in physical activities that foster and promote children's physical development</p>	

Functional Area 5: Cognitive	Candidate encourages parents to use a variety of developmental learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving, and to lay the foundation for all later learning. Candidate educates parents in implementing curriculum that promotes children's learning of important mathematics, science, technology, social studies and other content areas.
<p>5.1 There is evidence that activities offered by parents encourage curiosity, exploration and discovery</p> <p>5.2 There is evidence that materials and equipment at the home stimulate children's thinking and problem solving</p> <p>5.3 Assist parents to enhance their own problem-solving and exploration skills and to encourage their children's questioning, probing, exploring, and problem solving skills</p> <p>5.4 Assist parents in understanding how children develop literacy and STEM skills and concepts children must acquire to foster this learning</p>	

Functional Area 6: Communication	Candidate helps parents to use a variety of developmentally appropriate learning experiences and teaching strategies to promote their children's language and early literacy learning, to help them communicate their thoughts and feelings verbally and nonverbally. Candidate helps parents promote dual language learning.
<p>6.1. There is evidence that materials in the home promote early literacy</p> <p>6.2. There is evidence that activities in the home promote language development.</p> <p>6.3 Helps parents to strengthen their communication skills and to communicate frequently with their children.</p> <p>6.4 Helps parents to use developmentally appropriate language with young children.</p> <p>6.5 Encourages families to maintain developmentally appropriate print rich home environments in which children learn about books, literature, and writing.</p>	

Functional Area 7: Creative	Candidate helps parents use a variety of developmentally appropriate learning experiences and teaching strategies for their children to explore music, movement, and the visual arts, and to develop and express their individual creative abilities.
<p>7.1. There is evidence of activities and materials provided to parents so they can encourage children to express themselves through the visual arts.</p> <p>7.2 There is evidence of activities and materials provided to parents so they may encourage children to dance, move and develop their musical abilities.</p> <p>7.3 there is evidence of activities and materials provided to parents so they can encourage children to develop their imagination.</p> <p>7.4 Helps parents realize that young children are creative and display vivid imaginations when given opportunities to freely and individually express themselves</p>	

Competency Goal III	To support social and emotional development and to provide positive guidance
Functional Area 8: Self	Candidate helps parents develop a warm, positive, supportive, and responsive relationship with each of their children, and helps parents and children to learn about and take pride in their individual and cultural identity.
<p>8.1 The home environment supports children's development of positive self-concepts</p> <p>8.2 Helps parents to value their own self-worth and to know, accept and appreciate each child and adult family member as an individual.</p> <p>8.3 Demonstrates sensitivity to differing cultural values and expectations concerning independence, autonomy and expression of feelings</p>	

Functional Area 9: Social	Candidate helps parents to ensure that each child functions effectively in the family, learns to express feelings, acquire social skills, and makes friends, and helps parents promote mutual respect among children and adults in their lives.
<p>9.1 The home environment provides opportunities for children to experience cooperation</p> <p>9.2 A non-biased environment is provided.</p> <p>9.3 Helps parents understand that children learn appropriate social skills by observing how other people act with each other</p> <p>9.4 Helps parents to understand and promote feelings of empathy and respect for others</p>	

Functional Area 10: Guidance	Candidate helps parents to provide a supportive environment, use effective strategies to promote their children's self-regulation, support acceptable behaviors, and effectively intervene for children with persistent challenging behaviors
<p>10.1. Spaces and materials in the home are intentionally arranged according to the children's developmental needs to promote positive interactions and limit disruptive behaviors.</p> <p>10.2 Helps parents to learn and use positive guidance techniques</p> <p>10.3 Helps parents to understand ways to gently guide children towards developing self-regulation and to establish methods for avoiding problems</p>	

Competency Goal IV	To establish positive and productive relationships with families
Functional Area 11: Families	Candidate establishes 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.
<p>11.1 Parents/families are appreciated and they are the center of the program</p> <p>11.2 Helps parents recognize that they are the center of the program</p> <p>11.3 Uses information about family's cultures, religion and childrearing practices in program experiences</p> <p>11.4 Uses a variety of techniques, including information dissemination, referral and brokering to help families meet their young children's needs</p>	

Competency Goal V	To ensure a well-run, coherent and purposeful program responsive to the needs of families in his/her caseload
Functional Area: Program Management	Candidate is a manager who uses and facilitates all available resources (in the community and elsewhere) to meet the needs and interests of the families. The Candidate is a competent organizer, planner, record keeper, communicator and cooperative team player.
<p>12.1 Candidate completes an action plan that addresses the family's goals.</p> <p>12.2 Candidate knows current local regulations regarding family support and education programs, child care, child abuse and neglect, and other relevant issues.</p> <p>12.3 Candidate knows the social service, health, and educational resources of the community and uses them when appropriate.</p>	

Competency Goal VI	To maintain a commitment to professionalism
Functional Area 13: Professionalism	Candidate makes decisions based on knowledge of research-based early childhood practices and adult learning promotes high quality childcare services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.
<p>13.1 Works with parents and other professionals as an advocate for children and families.</p> <p>13.2 Continues to seek knowledge and deeper understanding of the home visitation field.</p> <p>13.3 Identifies and recognizes areas of own professional growth and gains the needed skills to provide high quality home visits.</p>	

Appendix D: Panelists and Organizations Represented

Panelist	Role/Organization
Donna Emmons	Associate State Head Start Collaboration Director, Illinois Head Start Association (IHSA)
Alma Galvan	Site Coordinator, SGA Youth and Family Services
Bina Habibi	Early Head Start and Pre-K Director
Jon Korfmacher	Associate Professor, Erikson Institute
Lynn Liston	Infant/Early Childhood Mental Health Credential Project Director, Illinois Association for Infant Mental Health
Sarah Martinez	Senior Instructor, Erikson Institute
Antuanette Mester	Director of Early Childhood Education, St. Augustine College
Ana Maria Rodriguez-Sanchez	Professional Development Specialist, Council for Professional Recognition
Lesley Schwartz	Project Director, Maternal, Infant, and Early Childhood Home Visiting Program, Governor's Office of Early Childhood Development (GOECD)
Penny Smith	Principal Consultant, Illinois State Board of Education
Melissa Clucas Walter	Assistant Professor, Northern Illinois University
Christine Westerlund	Director of Professional Development, Illinois Association of Community Action Agencies (IACAA)
Kelly Woodlock	Vice President of National Home Visiting, Start Early (formerly The Ounce of Prevention Fund)

Consultants	Role/Organization
Cathy Abraham	Early Childhood Consultant
Johnna Darragh-Ernst	Distinguished Professor of Early Childhood Education, Heartland Community College

GOECD/INCCRRA Staff	Role/Organization
Stephanie Hellmer	Coordinator, INCCRRA
Joni Scritchlow	Senior Program Director, INCCRRA
Joanna Su	Manager of Strategic Planning Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV), Governor's Office of Early Childhood Development (GOECD)

Appendix E: Additional Competency Set Comparison Factors

Factor	Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
Cost	Trainings aligned to the core competencies are free to Illinois intensive home visiting programs funded by ISBE, DHS, MIECHV and DFSS. For other programs, fee for service is generally \$95 per training; \$25 per webinar	Training/credit costs vary based on institution/organization. 2020 cost of credential documentation review @ INCCRRA (transcripts, work experience, Registry data) \$65.00 (though presently waived).	\$450
Assessment	Formative assessments within training (knowledge checks, evaluations, polling); no summative assessment as not tied to college credit, credential or degree.	Assessment strategies for credit vary based on higher ed institution; accredited institutions include uniform parameters for awarding credit.	Summative assessment including observation/skill assessment, 60-point multiple choice test on basic child development, seven written papers, family surveys, portfolio review by trained CDA assessor
Delivery Model	In person and online self-paced courses; webinars; communities of practice Achieve OnDemand: online self-paced courses and webinars	Online or in-person pending on organization/higher ed institution	In-person, on-site experiences
Other notes	<p>Start Early Home Visitor learning experiences are accredited by IACET and aligned to the following state PD registries, certifications, organizations, and endorsements:</p> <ul style="list-style-type: none"> • Gateways to Opportunity • DONA International • Illinois Department of Financial and Professional Regulation: Social Worker Continuing Education Units • Illinois State Board of Education: Professional Educator Licensure <p>AOD learning experiences are accredited by IACET and aligned to the following state PD registries, certifications, organizations, and endorsements:</p> <ul style="list-style-type: none"> • Gateways to Opportunity • Child Development Associate (CDA) • Doula certification by DONA International • Lamaze Certified Childbirth Educator certification by Lamaze International • CFLE, certified family life educator by NCFR (National Council on Family Relations) • Alliance for the Advancement of Infant Mental Health • Head Start (relationship-based competencies to support family engagement) • Institute for the Advancement of Family Support Professionals • Save the Children DONA International • Achieve International 	<p>The Family specialist can be attained through direct and entitled routes; there are 5 entitled institutions that offer the FSC credential in Illinois (Northern Illinois Univ., Kennedy King College, Eastern Illinois University, Harry S. Truman College, Rockford University)</p> <p>*Individuals with a Bachelor's or graduate degree in Social Work from a nationally accredited program may qualify for the Family Specialist Credential Level 5.</p>	<p>The CDA is a nationally recognized credential</p> <p>*Renewed initially at 3 years, then every 5 years after that.</p> <p>*Renewal requires attainment of 4.5 CEUs, a 3 hour college credit course, of 45 hours clock training.</p> <p>Membership in an ECE Professional Organization</p> <p>Continued work in credential type (80 hours)</p>

Appendix F: Competency Crosswalk: Start Early Home Visitor Core Competencies, Gateways to Opportunity® Family Specialist Credential, Home Visitor CDA

Team goal: Collaborative review of the degree of alignment between the Start Early Home Visitor Core Competencies, the Gateways to Opportunity® Family Specialist Credential competencies, and the Home Visitor CDA credential competencies.

Blue: Culturally responsive language

Purple: Language reflective of trauma-informed practice*

Red: Placed in multiple places on document

Bold: Verb

Italics: Object

Yellow: Alignment between FSC and HV competencies

Gray: Alignment between HV competencies and HV CDA

Blue: Alignment between FSC, HV, and HV CDA

Green: Alignment between FSC and HV CDA

*Cross-referenced with ICTC Childhood Trauma Professional Development Guide

Per original team guidance, these tables are aligned to Gateways content areas.

Competencies placed at **bottom or top** of table segment seem related in general content area but not specifically matched to other competencies.

Content Area A: HUMAN GROWTH AND DEVELOPMENT

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>1b¹. Practitioners identify the <i>critical issues in child development and infant mental health</i>, including brain development, attachment, emergent literacy and the developmental importance of play.</p> <p>1c. Practitioners identify the <i>mutual influences and interdependence among all developmental domains</i>, including those related to special needs.</p>	<p>HGD1: Identifies and describes <i>theories of typical and atypical growth in all developmental domains</i>.</p> <p>*Identifies and describes developmental milestones</p> <p>*Identifies and describes patterns of development</p> <p>*Identifies and describes characteristics delays/disabilities</p> <p>Note: this competency is Level 2 within the Gateways FSC Credential</p>	
<p>1d. Practitioners can explain the power and influence of the social, emotional, familial, cultural, community and physical contexts within which children develop.</p> <p>2e². Practitioners recognize and address the impact of disruption and unexpected changes on typical growth and development of family members. (also aligned to HSW4)</p>	<p>HGD2 Identifies and describes <i>human development in the context of families and communities</i>.</p> <p>*Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development</p> <p>Note: this competency is Level 2 within the Gateways FSC Credential</p>	

1 Competency Area 1: Early Child and Adolescent Development

2 Competency Area 2: Dynamics of Family Relationships

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>2c. Practitioners use their knowledge of family systems, parenting and child development to distinguish the differences between healthy and unhealthy family dynamics. (also aligned to HSW3)</p> <p>Note: each example below refers to adolescent parents.</p> <p>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> <p>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. (also placed between CPD3/4)</p> <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. (also placed between CPD3/4)</p> <p>1h. Practitioners can explain the power and influence of the social, emotional, cultural, familial, community and physical contexts within which adolescents develop.</p> <p>1i. Practitioners can describe how the developmental tasks of adolescence affect parenting and conversely, how parenting affects adolescent development.</p>		
<p>Number of competencies</p> <ul style="list-style-type: none"> • 2 Gateways to Opportunity® Family Specialist Credential competencies • 10 Start Early Home Visitor Core Competencies Alignment between competencies • 2 Gateways to Opportunity® Family Specialist Credential competencies aligned to 4 Start Early Home Visitor Core Competencies 		

Content Area B: HEALTH, SAFETY, AND WELL-BEING

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
		<p>Note: CDA focused on home context; FSC and Start Early focused on home and broader context.</p> <p>Goal I. To establish and maintain a safe, healthy learning environment</p> <p>Functional Area 1: Safe</p> <p>Candidate helps parents identify <i>how to provide a safe environment</i> and teaches them <i>safe practices to prevent and reduce injuries</i>.</p> <p>1.1: Home environments (indoor and outdoor) are safe for all children and adults.</p> <p>1.2: Well planned and well-organized emergency procedures and supplies are evidenced in the home.</p> <p>1.3: Helps families ensure that their homes, vehicles and outdoor play areas are safe for children at different stages of development.</p> <p>Functional Area 2: Healthy</p> <p>Candidate promotes <i>good health and nutrition practices</i> and helps <i>parents learn how to maintain an environment that contributes to physical and mental wellness</i>.</p> <p>2.1: Promotes good health in the children’s home</p> <p>2.2: Helps parents and other adults to understand and consistently follow general hygiene practices.</p> <p>2.3: Encourages parents to prepare nutritious food for snacks and meals and help children learn to select and enjoy nutritious foods.</p> <p>2.4: Helps parents understand the need for exercise and rest for them and their children</p>

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>2d. Practitioners recognize and address the stressors that may negatively affect family interaction, such as poverty, homelessness, substance abuse and mental health issues.(Placed here due to recognize. Aligned to HSW4 per address.)</p>		
<p>5d³. 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. (placed here for recognize, HSW4 for address)</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>		
	<p>HSW1: Identifies factors within family, neighborhood and community environments <i>that support or impede the health, safety and well-being of the family and its individual members.</i></p> <p>For example:</p> <ul style="list-style-type: none"> • *density (dwelling units per acre) • *economic, social, and ethnic diversity • *crime rates and security from crime • *air and water quality • *functional attributes supporting day to day living • *transportation • *opportunities for social connection • *access to transit, parks, public spaces, shopping, schools • *prenatal and infancy programs • *early childhood education programs • *parent training programs • *family therapy or marital therapy services • *mentoring and tutoring programs • *before and after school programs • *food security <p>Note: this competency is Level 2 within the Gateways FSC Credential</p>	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>5b. Practitioners can identify the <i>signs and symptoms of child abuse and neglect</i>, including physical, emotional and sexual abuse, and neglect.</p>		<p>Competency Goal V: To ensure a well-run, coherent and purposeful program responsive to the needs of families in his/her caseload</p> <p>Functional Area 12: Program Management Candidate is a manager who uses and facilitates all available resources (in the community and elsewhere) to meet the needs and interests of the families. The candidate is a competent organizer, planner, record keeper, communicator, and a cooperative team player.</p> <p>12.1: Candidate completes an action plan that addresses the family's goals.</p> <p>12.2 Candidate knows current local regulations regarding family support and education programs, child care, child abuse and neglect, and other relevant issues.</p> <p>12.3: Candidate knows the social service, health, and educational resources of the community and uses them when appropriate. (also placed between PPD1-PPD2, HWS4)</p>
	<p>HSW2: Identifies <i>standards, policies, and procedures supportive of family living that foster physical and social well-being.</i></p> <p>*Identifies/describes indicators of physical well-being (such as health status and communicable diseases)</p> <p>*Identifies/describes standards, policies, and monitoring procedures for physical well-being</p> <p>*Identifies/describes indicators of social-emotional well-being (such as emotional distress and addiction)</p> <p>*Identifies/describes standards, policies, and monitoring procedures for social-emotional well-being</p> <p>Note: this competency is Level 4 within the Gateways FSC Credential</p>	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>2c. Practitioners use their knowledge of family systems, parenting and child development to distinguish the differences between healthy and unhealthy family dynamics. (also placed in HDG2)</p>	<p>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.</p> <p>*Analyzes conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>*Identifies areas of strength and challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety</p> <p><i>Note: this competency is Level 4 within the Gateways FSC Credential</i></p>	
<p>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>2e. Practitioners recognize and address the impact of disruption and unexpected changes on typical growth and development of family members. (also aligned to HDG2)</p> <p>NOTE: These competencies together align to HSW4</p> <p>2d. Practitioners recognize and address the stressors that may negatively affect family interaction, such as poverty, homelessness, substance abuse and mental health issues. (also placed above HSW1)</p>	<p>HSW4: Designs collaborative plans, policies and services, at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living.</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential</i></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>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. (placed here for address, pre-HSW1 for recognize)</p>	<p>*Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)</p>	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>3b⁴. Practitioners demonstrate a working knowledge of <i>community resources</i>, including formal social institutions and informal networks in the community that provide social, financial, health and other services to children and families.</p>	<p>*Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental health</p>	<p>Competency Goal V: To ensure a well-run, coherent and purposeful program responsive to the needs of families in his/her caseload</p> <p>Functional Area 12: Program Management Candidate is a manager who uses and facilitates all available resources (in the community and elsewhere) to meet the needs and interests of the families. The candidate is a competent organizer, planner, record keeper, communicator, and a cooperative team player.</p> <p>12.1: Candidate completes an action plan that addresses the family's goals.</p> <p>12.2 Candidate knows current local regulations regarding family support and education programs, child care, child abuse and neglect, and other relevant issues.</p> <p>12.3: Candidate knows the social service, health, and educational resources of the community and uses them when appropriate. (also placed between PPD1-PPD2, HSW1-HSW2)</p>
	<p>*Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routines</p>	
	<p>*Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health</p>	
	<p>*Identifies strengths and areas of challenge regarding programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them</p>	

Number of Competencies

- 4 Gateways to Opportunity® Family Specialist Credential competencies
- 10 Start Early Home Visitor Core Competencies (1 placed twice on this segment of the table; 9 unique Start Early Home Visitor Core Competencies)
- 4 Home Visitor CDA competencies (2 placed twice on this segment of the table; 2 unique Home Visitor CDA competencies)

Alignment between competencies

- 2 Gateways to Opportunity® Family Specialist Credential competencies aligned to 3 Start Early Home Visitor Core Competencies
- 1 Start Early Home Visitor Core Competency aligned to 1 Home Visitor CDA functional area (competency)

Content Area C: OBSERVATION AND ASSESSMENT

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
	<p>OA1: Identifies <i>data collection tools</i> based on standards of practice</p> <ul style="list-style-type: none"> *Identifies valid and reliable data collection tools by purpose *Identifies valid and reliable data collection tools by characteristic *Identifies standards of ethical data collection practices *Identifies standards of ethical data collection and confidentiality consideration *Identifies standards of ethical data collection that protect right of privacy <p>Note: this competency is Level 4 within the Gateways FSC Credential</p>	
	<p>OA2: Selects, utilizes, and evaluates <i>formal and informal approaches and tools</i> to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation.</p> <p>Note: this competency is Level 4 within the Gateways FSC Credential.</p>	
	*Identifies advantages and disadvantages of data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement	
	*Distinguishes among uses of different types of tools for addressing specific questions and information needs	
6c ⁵ . Practitioners employ observation, guidance and communication techniques that assist children and/or parents to develop a positive sense of self and others and productive interactions with others. (also placed above CPD1)	*Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<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> <p>(Placed pre-OA3 related to communication. Placed in OA4 measured as partnership/collaboration).</p>		
	<p>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</p> <p>* Incorporates and summarizes data from multiple sources,</p> <p>* Evaluates data collection methods for responsiveness to family characteristics and functioning, including child characteristics and functioning within context of the family system</p> <p><i>Note: this competency is Level 4 within the Gateways FSC Credential.</i></p>	
<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> <p>(Placed pre-OA3 related to communication. Placed in OA4 measured as partnership/collaboration).</p>		
	<p>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.</p> <p>* Collaboratively develops culturally and linguistically responsive program and interactive strategies with families to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles</p> <p>* Collaboratively designs age appropriate developmental screening with families as a tool for assessing children’s development and family perceptions of their child’s development and knowledge of normative child development.</p> <p>* Collaboratively develops culturally and linguistically responsive strategies with families to engage families and support problem-solving abilities in the assessment process</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
	<p>OA5: Analyzes information from <i>informal and formal assessment tools to inform decisions</i> about family service and curricular planning and implementation, intervention, monitoring, and evaluation</p> <p>*Develops a summary of family characteristics, functioning, and ecology from perspective of implications for developing and reviewing comprehensive family service plans</p> <p>*Analyzes advantages and disadvantages of human service tools utilization for developing family service plans</p> <p>*Recommends future approaches to service delivery within a specific human service agency</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
	<p>OA6: Analyzes <i>respectful, culturally and linguistically responsive formats for sharing observation and assessment information with families and other providers</i></p> <p>*Organizes results from initial and ongoing data collected across services and families</p> <p>* 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</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
	<p>OA7: Maintains <i>legal, ethical, organized records of service delivery.</i></p> <p>* Maintains organized, legal and ethical documentation of service delivery</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
<p>Number of competencies</p> <ul style="list-style-type: none"> • 7 Gateways to Opportunity® Family Specialist Credential competencies • 3 Start Early Home Visitor Core Competencies (1 placed twice in table section; 2 unique Start Early Home Visitor Core Competencies) • 0 Home Visitor CDA functional area <p>Alignment between competencies</p> <ul style="list-style-type: none"> • Not applicable 		

Content Area D: CURRICULUM OR PROGRAM DESIGN

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>6c. Practitioners employ <i>observation, guidance and communication techniques</i> that assist children and/or parents to develop a positive sense of self and others and productive interactions with others. (also placed in OA2, 3)</p>		<p>Note: CDA placed pre-CPD1 as focus on families within home in the context of their relationship with their child; Family Specialist and Start Early competencies noted below have a broader family service lens.</p> <p>Goal III. To support social and emotional development and to provide positive guidance.</p> <p>Functional Area 10: Guidance Candidate helps parents to provide a <i>supportive environment, use effective strategies to promote their children's self-regulation, support acceptable behaviors, and effectively intervene for children with persistent challenging behaviors.</i></p> <p>10.1. Spaces and materials in the home are intentionally arranged according to the children's developmental needs to promote positive interactions and limit disruptive behaviors.</p> <p>10.2 Helps parents to learn and use positive guidance techniques</p> <p>10.3 Helps parents to understand ways to gently guide children towards developing self-regulation and to establish methods for avoiding problems</p> <p>Note: Functional area 8 and Functional area 10 together align to 6c.</p> <p>Goal III. To support social and emotional development and to provide positive guidance</p>

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
		<p>Functional Area 8: Self Candidate helps parents develop a warm, positive, supportive, and responsive relationship with each of their children, and helps parents and children to learn about and take pride in their individual and cultural identity.</p> <p>8.1 The home environment supports children’s development of positive self-concepts</p> <p>8.2 Helps parents to value their own self-worth and to know, accept and appreciate each child and adult family member as an individual</p> <p>8.3 Demonstrates sensitivity to differing cultural values and expectations concerning independence, autonomy and expression of self. (also placed between IRE2-3)</p>
<p>4f⁶. Practitioners provide 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>		<p>Note: Each of these CDA functional areas together align to 4f.</p> <p>Goal 1: To establish a safe and healthy learning environment</p> <p>Functional Area 3 Learning Environment Candidate helps parents understand how to use relationships, their physical space, materials daily schedules, and home routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration and learning for their children, including children with disabilities and special needs.</p> <p>3.1 Home environments are developmentally appropriate for young children 3.2. Developmentally appropriate materials are available. 3.3. Daily schedule and weekly plan(s) are developmentally appropriate.</p>

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
		<p>3.4 Helps parents understand and incorporate their background, family structure, culture, and personal values in preparing, arranging and changing their home environment</p> <p>3.5. Helps parents to identify, select, and use toys, books, and equipment that match each child’s abilities, interests, and preferred learning styles.</p> <p>(Also placed pre-IRE1 and between IRE2-3)</p> <p>Goal II. To advance physical and intellectual competence</p> <p>Functional Area 4: Physical Candidate helps parents to provide a variety of developmentally appropriate learning experiences and teaching strategies to promote the physical development (fine and gross motor) of their children.</p> <p>4.1 There is evidence of activities, materials and equipment to encourage parents to promote children of varying abilities to develop their large muscles</p> <p>4.2 Activities and materials encourage parents to promote children of varying abilities to develop their small muscles</p> <p>4.3 Activities and materials encourage parents to promote their children’s sensory development.</p> <p>4.4 Encourages parents to engage in physical activities that foster and promote children’s physical development</p>

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
		<p>Functional Area 5: Cognitive Candidate encourages parents to use a <i>variety of developmental learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving, and to lay the foundation for all later learning.</i> Candidate educates parents in implementing curriculum that promotes children’s learning of important mathematics, science, technology, social studies and other content areas.</p> <p>5.1 There is evidence that activities offered by parents encourage curiosity, exploration and discovery 5.2 There is evidence that materials and equipment at the home stimulate children’s thinking and problem solving 5.3 Assist parents to enhance their own problem-solving and exploration skills and to encourage their children’s questioning, probing, exploring, and problem solving skills 5.4 Assist parents in understanding how children develop literacy and STEM skills and concepts children must acquire to foster this learning</p>

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
		<p>Functional Area 6: Communication Candidate helps parents to use a variety of developmentally appropriate learning experiences and teaching strategies to promote their children's language and early literacy learning to help them communicate their thoughts and feelings verbally and nonverbally. <i>Candidate helps parents promote dual language learning</i></p> <p>6.1. There is evidence that activities in the home promote early literacy. 6.2 There is evidence that activities in the home promote language development. 6.3 Helps parents to strengthen their communication skills and to communicate frequently with their children. 6.4. Helps parents to use developmentally appropriate language with young children. 6.5. Encourages families to maintain developmentally appropriate print rich home environments in which children learn about books, literature, and writing.</p> <p>Functional Area 7: Creative Candidate helps parents use a variety of developmentally appropriate learning experiences and teaching strategies for their children to explore music, movement, and the visual arts, and to develop and express their individual creative abilities.</p>

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
		<p>7.1. There is evidence of activities and materials provided to parents so they can encourage children to express themselves through the visual arts.</p> <p>7.2 There is evidence of activities and materials provided to parents so they may encourage children to dance, move and develop their musical abilities.</p> <p>7.3 there is evidence of activities and materials provided to parents so they can encourage children to develop their imagination.</p> <p>7.4 Helps parents realize that young children are creative and display vivid imaginations when given opportunities to freely and individually express themselves</p> <p>Functional Area 9: Social Candidate helps parents to ensure that each child functions effectively in the family, learns to express feelings, acquire social skills, and makes friends, and helps parents promote mutual respect among children and adults in their lives.</p> <p>9.1 The home environment provides opportunities for children to experience cooperation</p> <p>9.2 A non-biased environment is provided.</p> <p>9.3 Helps parents understand that children learn appropriate social skills by observing how other people act with each other</p> <p>9.4 Helps parents to understand and promote feelings of empathy and respect for others</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>		

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
	<p>CPD1: Identifies <i>culturally and linguistically appropriate family service strategies, programs and approaches.</i></p> <p>* Identifies culturally and linguistically responsive service-delivery programs and approaches which includes identification of approaches and programming strategies that are culturally and linguistically appropriate family- and child-focused</p> <p><i>Note: this competency is Level 3 within the Gateways FSC Credential.</i></p>	
<p>4a. Practitioners identify the unique ways in which adults learn, acquire skills and adjust to change.</p>		
<p>6g. Practitioners set clear methods and processes and prepare time and space to support the group process</p>		
	<p>CPD2: Describes <i>techniques, technologies, learning environments and methods</i> supportive of family competence, confidence and resilience and responsive to individual learning styles, strengths, and opportunities for growth.</p> <p>* Identifies and explains the legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions</p> <p>*Categorizes the broad purposes and goals of home visits and parent groups in a range of community-based child, family and parent-child programs</p> <p>*Compares and contrasts a selection of common home visiting and parent group curricula in relation to purposes, structures, formats, processes, strengths, weaknesses, and adherence to family-centered and strength-based values</p> <p><i>Note: this competency is Level 3 within the Gateways FSC Credential.</i></p>	
<p>1g. Practitioners can summarize and analyze how to utilize <i>current and emerging principles, theories and knowledge of adolescent development as a foundation for their work with adolescent parents and their families</i> (also placed in HGD)</p>		

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
	<p>CPD3: Analyzes the <i>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.</i></p> <p>* Analyses the impact of historic and current human service practices through utilizing the concepts and principles of major theories of human development, family functioning and family services</p> <p>*Analyses the impact of the characteristics of family, neighborhood, cultural and linguistic environments on individual and family development, learning, and functioning, including implications for family services</p> <p>*Analyses the impact of family service practices and approaches based on current and historical views of families, family development, and family systems</p> <p><i>Note: this competency is Level 4 within the Gateways FSC Credential.</i></p>	
<p>1a. Practitioners use <i>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. (also included in HGD; assumed knowledge/use encompasses families and children)</i></p>		
	<p>CPD4: Develops, implements and assesses--in collaboration with families--<i>content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and needs.</i></p> <p><i>Note: this competency is Level 4 within the Gateways FSC Credential.</i></p>	
	<p>* Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused</p>	
	<p>*Assesses family service plan formats and developmental processes in relation to approaches and resources that support family autonomy and addresses the family's diversity, strengths, functions, development, and transitions</p>	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>4b. Practitioners use a <i>variety of teaching and adult learning strategies</i> to support the learning needs of adolescents and adults.</p> <p>4c. Practitioners use a <i>strength-based family centered approach</i> when working with families to identify a family’s social supports, goals, strengths and needs.</p>	<p>*Develops home visit plans and parent group sessions that reflect agency purpose and different family service goals, incorporate a range of 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</p>	
<p>4f. Practitioners provide <i>information and assistance</i> as families expand their knowledge of child growth and development and parenting techniques, <i>supporting</i> the critical role of parents as primary teachers.</p> <p>6d. Practitioners construct a <i>nurturing, supportive and challenging learning environment</i> 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 <i>learning environments</i> that encourage collaboration, exploration, responsibility, initiative and independence.</p> <p>6f. Practitioners provide <i>multiple, varied developmentally, culturally and individually appropriate learning opportunities for members within the group setting.</i></p>	<p>*Develops 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</p>	
	<p>* Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services</p>	
	<p>CPD5: Creates, implements, and assesses a comprehensive, <i>cohesive system of family services that support family resilience and well-being</i> within the context of typical, everyday environments.</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
	<p>* Creates comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments using evidence-based and values-based standards</p>	
<p>4d. Practitioners use a variety of <i>creative methods and outreach strategies</i> to encourage self-sufficiency in families in the areas of literacy, education and work experience.</p>	<p>*Implement comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments</p>	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
	<p>*Uses evidence-based and values-based standards to evaluate comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments</p>	
	<p>CPD6: Evaluates and selects a broad range of <i>technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery</i> in relation to program standards and stated goals.</p> <p>* Identifies different purposes for using technology in human service programs, and classifies current technologies appropriate to each purpose</p> <p>*Selects appropriate technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
<p>Number of competencies</p> <ul style="list-style-type: none"> • 6 Gateways to Opportunity® Family Specialist Credential competencies • 14 Start Early Home Visitor Core Competencies • 8 Home Visitor CDA functional areas <p>Alignment between competencies</p> <ul style="list-style-type: none"> • 2 Start Early Home Visitor Core Competencies to 8 Home Visitor CDA functional areas 		

Content Area E: INTERACTIONS, RELATIONSHIPS, AND ENVIRONMENTS

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
		<p>Note: CDA placed here as focus on family environment, Family Specialist and Start Early competencies focused on broader environment.</p> <p>Competency Goal I: To establish and maintain a safe healthy learning environment</p> <p>Functional Area 3 Learning Environment</p> <p>Candidate helps parents understand how to use relationships, their physical space, materials daily schedules, and home routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration and learning for their children, including children with disabilities and special needs.</p> <p>3.1 Home environment are developmentally appropriate for young children</p> <p>3.2. Developmentally appropriate materials are available.</p> <p>3.3. Daily schedule and weekly plan(s) are developmentally appropriate.</p> <p>3.4 Helps parents understand and incorporate their background, family structure, culture, and personal values in preparing, arranging and changing their home environment</p> <p>3.5. Helps parents to identify, select, and use toys, books, and equipment that match each child's abilities, interests, and preferred learning styles.</p> <p>3.6. Helps parents to understand children's needs for a variety in their schedules: active and quiet play, physical activity and rest, individual and group play.</p> <p>(also placed pre-CPD1 and between IRE2-3)</p>

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
	<p>IRE1: Identifies <i>positive and negative indicators of mental and emotional health and healthy emotional environments.</i></p> <p>*Identifies positive indicators of family mental and emotional well-being within context</p> <p>*Identifies negative indicators of family mental and emotional well-being within context</p> <p>*Identifies family coping strategies and adaptations to adverse environmental conditions</p> <p>Note: this competency is Level 2 within the Gateways FSC Credential.</p>	
<p>2a. Practitioners demonstrate <i>respect and appreciation</i> for a family's social, cultural and linguistic diversity.</p> <p>3c. Practitioners recognize <i>the influence of the social, cultural, environmental and linguistic characteristics of the communities in which families live</i> when establishing a relationship with family members.</p>		
<p>2b. Practitioners create <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 build <i>positive relationships with families</i> by creating and consistently maintaining healthy professional boundaries.</p>	<p>IRE2: Establishes <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>Note: this competency is Level 2 within the Gateways FSC Credential.</p>	<p>Competency Goal IV: To establish positive and productive relationships with families</p> <p>Functional Area 11: Families</p> <p>Candidate establishes <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 appreciated and they are the center of the program</p> <p>11.2 Helps parents recognize that they are the center of the program</p> <p>11.3 Uses information about family's cultures, religion and childrearing practices in program experiences</p> <p>11.4: Uses a variety of techniques, including information dissemination, referral, and brokering, to help families meet their young children's needs.</p> <p>(also placed pre-FCR1)</p>

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>1e. Practitioners use their knowledge of early childhood development to <i>support healthy early relationships between young children and their parents and/or other primary caregivers</i>, both in their own work with children and as they collaborate with families on behalf of children.</p> <p>6a. Practitioners establish relationships with children and their families <i>in support of development and learning</i>, recognizing and promoting the primacy of the parent-child relationship as well as foster emerging relationships with other adults and with peers.</p>		<p>Goal III. To support social and emotional development and to provide positive guidance</p> <p>Functional Area 8: Self</p> <p>Candidate helps parents develop a <i>warm, positive, supportive, and responsive relationship</i> with each of their children, and helps parents and children to learn <i>about and take pride in their individual and cultural identity</i>.</p> <p>8.1 The home environment supports children’s development of positive self-concepts</p> <p>8.2 Helps parents to value their own self-worth and to know, accept and appreciate each child and adult family member as an individual.</p> <p>8.3 Demonstrates sensitivity to differing cultural values and expectations concerning independence, autonomy and expression of self. (also placed pre-CPD1)</p>
<p>6b. Practitioners create environments and interactions that reflect <i>knowledge of the ways in which infants and toddlers develop</i>.</p>		<p>Competency Goal I To establish and maintain a safe healthy learning environment</p> <p>Functional Area 3 Learning Environment</p> <p>Candidate helps parents <i>understand how to use relationships, their physical space, materials daily schedules, and home routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration and learning for their children, including children with disabilities and special needs</i>.</p> <p>3.1 Home environment are developmentally appropriate for young children</p> <p>3.2. Developmentally appropriate materials are available.</p> <p>3.3. Daily schedule and weekly plan(s) are developmentally appropriate.</p>

		<p>3.4 Helps parents understand and incorporate their background, family structure, culture, and personal values in preparing, arranging and changing their home environment</p> <p>3.5. Helps parents to identify, select, and use toys, books, and equipment that match each child’s abilities, interests, and preferred learning styles.</p> <p>3.6. Helps parents to understand children’s needs for a variety in their schedules: active and quiet play, physical activity and rest, individual and group play. (also placed pre-IRE1, pre-CPD1)</p>
	<p>IRE3: Creates <i>culturally, linguistically and individually appropriate opportunities for family engagement</i>, fostering healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children.</p> <p>*Identifies <i>culturally, linguistically and individually appropriate</i> curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children</p> <p>*Creates <i>culturally, linguistically and individually appropriate curriculum and program standards</i> supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children</p> <p><i>Note: this competency is Level 4 within the Gateways FSC Credential.</i></p>	
	<p>IRE4: Assesses <i>program standards and approaches</i> from the perspective of supporting family engagement in children’s development and learning.</p> <p>* Assesses program standards from the perspective of supporting family engagement in children’s development and learning</p> <p>*Assesses curricular approaches from the perspective of supporting family engagement in children’s development and learning</p> <p><i>Note: this competency is Level 4 within the Gateways FSC Credential.</i></p>	

	<p>IRE5: Analyzes program practices supportive of child and family development (e.g. transitions, consistency) within the classroom and community.</p> <p>* Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
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Number of competencies

- 5 Gateways to Opportunity® Family Specialist Credential competencies
- 8 Start Early Home Visitor Core Competencies
- 4 Home Visitor CDA functional areas (1 duplicated; 3 unique)

Alignment between competencies

- 2 Start Early Home Visitor Core Competencies to 2 Home Visitor CDA functional area
- 1 full alignment between Start Early Home Visitor Core Competencies, Gateways to Opportunity® Family Specialist Credential, and Home Visitor CDA

Content Area F: FAMILY AND COMMUNITY RELATIONSHIPS

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
		<p>Competency Goal IV: To establish positive and productive relationships with families</p> <p>Functional Area 11: Families Candidate establishes 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.</p> <p>11.1 Parents/families are appreciated and they are the center of the program</p> <p>11.2 Helps parents recognize that they are the center of the program</p> <p>11.3 Uses information about family's cultures, religion and childrearing practices in program experiences</p> <p>11.4: Uses a variety of techniques, including information dissemination, referral, and brokering, to help families meet their young children's needs. (also aligned to IRE2)</p>

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
	<p>FCR1: Identifies the influence of culture, language, social, and economic environments, via family and ecological systems theory, on family development.</p> <p>*Identifies the influence of culture, language, social, and socioeconomic environments on family development</p> <p>*Uses ecological and family system theories to support rationale for influence</p> <p>Note: this competency is Level 2 within the Gateways FSC Credential.</p>	
	<p>FCR2: Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture.</p> <p>* Identifies the role of cultural responsiveness in supporting positive relationships between families and providers</p> <p>*Identifies the influence of diversity on beliefs regarding interactions and relationships, physical mental health, safety and well-being</p> <p>Note: this competency is Level 3 within the Gateways FSC Credential.</p>	
<p>5g. Practitioners support families in <i>obtaining a consistent medical provider</i> to address all health issues from the prenatal period through early childhood, adolescence and adulthood.</p>		
	<p>FCR3: Develops, in partnership with families, <i>enhanced supports and access to resources to enhance family functioning and development</i> (e.g. formal and informal neighborhood and community assets).</p> <p>* Analyzes formal and informal neighborhood and community assets based on family needs.</p> <p>*Facilitates family access to formal and informal community assets</p> <p>Note: this competency is Level 4 within the Gateways FSC Credential.</p>	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
	<p>FCR4: Evaluates <i>program policies and practices</i> 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.</p> <p>* Evaluate program policies and practices based on incorporation of family and ecological system theories</p> <p>*Evaluate program policies and practices for their potential impact on family collaboration, trust and security, sharing information, and use of family services</p> <p><i>Note: this competency is Level 4 within the Gateways FSC Credential.</i></p>	
	<p>FCR5: Compares and contrasts <i>family, neighborhood and community risk, protective, and promotional relationship factors</i> that may influence family functioning and development.</p> <p>* 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, development, and access to resources</p> <p><i>Note: this competency is Level 4 within the Gateways FSC Credential.</i></p>	
	<p>FCR6: Designs <i>program policies and practices that promote family engagement and collaboration</i> through the provision of meaningful engagement opportunities, involvement in decision-making processes, and demonstrating respect for family's preferred language and modes of communication.</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
	<p>*Designs meaningful program practices that support family engagement and collaboration, including involvement in decision-making processes</p>	
<p>2f. Practitioners encourage <i>appropriate and effective communication within families</i> and demonstrate a range of <i>communication techniques</i> that are well-matched to the family's communication styles. (Placed within PPD3).</p>	<p>*Demonstrates respect for each family's preferred language and modes of communication</p>	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
	<p>FCR7: Develops, implements, and assesses—in partnership with families and other providers—<i>evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthens the family functioning</i> through their ability to access and manage resources, including the family’s role in parenting children.</p> <p>* Develops evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning *Implements evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning *Assesses evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
	<p>FCR8: Distinguishes between appropriate and inappropriate use of different communication technologies, and develops program standards related to these technologies.</p> <p>* Identifies appropriate use of communication technologies *Develops program standards supportive of appropriate use of communication technologies</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
	<p>FCR9: Integrates theory and research on human and family development, functioning, and family systems <i>to plan and develop a comprehensive and cohesive system of family supports</i> that build on and enhance family strengths to address family needs, concerns, priorities, and goals.</p> <p>* Plans a comprehensive and cohesive system of family supports that integrates theory and research and builds on and emphasizes family strengths to address family needs, concerns, priorities, goals</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
<p>Number of competencies</p> <ul style="list-style-type: none"> • 9 Gateways to Opportunity® Family Specialist Credential competencies • 2 Start Early Home Visitor Core Competencies • 1 Home Visitor CDA functional area <p>Alignment between competencies</p> <ul style="list-style-type: none"> • Not applicable. 		

Content Area G: PERSONAL AND PROFESSIONAL DEVELOPMENT

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
	<p>PPD1: Demonstrates professionalism in appearance, behavior, and disposition.</p> <p>*In interactions and communication</p> <p>*Ethics and responsibility</p> <p>*Reflection and flexibility</p> <p><i>Note: this competency is Level 2 within the Gateways FSC Credential.</i></p>	<p>Competency Goal VI To maintain a commitment to professionalism</p> <p>Functional Area 13: Professionalism</p> <p>Candidate makes decisions based on knowledge of research-based early childhood practices and adult learning promotes high quality childcare services and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.</p> <p>13.1: Works with parents and other professionals as an advocate for children and families.</p> <p>13.2: Continues to seek knowledge and deeper understanding of the home visitation field.</p> <p>13.3 Identifies and recognizes areas of own professional growth and gains the needed skills to provide high quality home visits.</p>
<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>		

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
		<p>Competency Goal V: To ensure a well-run, coherent and purposeful program responsive to the needs of families in his/her caseload</p> <p>Functional Area 12: Program Management:</p> <p>Candidate is a manager who uses and facilitates all available resources (in the community and elsewhere) to meet the needs and interests of the families. The candidate is a competent organizer, planner, record keeper, communicator, and a cooperative team player.</p> <p>12.1: Candidate completes an action plan that addresses the family's goals.</p> <p>12.2 Candidate knows current local regulations regarding family support and education programs, child care, child abuse and neglect, and other relevant issues.</p> <p>12.3: Candidate knows the social service, health, and educational resources of the community and uses them when appropriate.</p> <p>(also placed between HSW1-HSW2, HSW4)</p>
	<p>PPD2: Demonstrates professional conduct <i>consistent with codes of ethics and standards</i> (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.</p> <p>*Identifies legal and policy frameworks that underlie different family and child service systems</p> <p>*Demonstrates professional conduct consistent with codes and standards of legal entities, programs, and own profession, including those related to dignity and right to privacy.</p> <p>*Demonstrates behavior consistent with understanding professional roles during interactions with families, and states implications for family visits and other services</p> <p><i>Note: this competency is Level 2 within the Gateways FSC Credential.</i></p>	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
3d. Practitioners advocate for young children and their families, and exemplify the ethical and legal standards of their profession related to issues in early childhood education, family support and parent education		
3a. Practitioners can summarize the <i>importance of positive, collaborative partnerships with families, colleagues and community service agencies.</i>		
<p>7e⁷. Practitioners use a variety of <i>positive interpersonal communication skills</i> to maintain healthy relationships with colleagues, other agency staff and program participants. (PPD3 includes children – not listed here)</p> <p>Note: These competencies together align to HGD1</p> <p>2f. Practitioners encourage appropriate and effective communication within families and demonstrate a range of <i>communication techniques</i> that are well-matched to the family's communication styles. (placed within FCR6). (Note: children not specified)</p>	<p>PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills including active listening, questioning, and summarizing when interacting with children, families, and colleagues, and as a member of service teams</p> <p><i>Note: this competency is Level 3 within the Gateways FSC Credential.</i></p>	
	*Utilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent manner	
6h. Practitioners create a <i>participatory environment</i> by managing group conflict, evoking creativity and recognizing diverse values and beliefs within a group.	*Demonstrates collaborative approaches to problem-solving and conflict resolution	
<p>7a. Practitioners identify themselves as professionals and as such seek opportunities for <i>ongoing professional development</i> in the forms of role-specific training, routine reflective supervision and the incorporation of current research into professional practice.</p> <p>7c. Practitioners first identify their own cultural beliefs and values to develop a <i>non-judgmental approach</i> to working with families whose background and/or current circumstances are different from their own.</p>	<p>PPD4: Engages in reflective practice and the design of a professional development plan with the goal of <i>improving professional practice and fostering professional growth and cultural competence.</i></p> <p>* Reflects on professional values and related practices, including those for honoring diverse perspectives</p> <p>*Adjusts practices to address personal bias and to strengthen cultural and linguistic responsiveness</p> <p>*Creates a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence</p> <p><i>Note: this competency is Level 4 within the Gateways FSC Credential.</i></p>	

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>7b. Practitioners continually reflect on and take responsibility for their own <i>values, choices and actions</i>, including the judgments they make as they work with children and families.</p> <p>7d. Practitioners articulate, routinely refine and put into practice a <i>personal and professional philosophy</i> consistent with values about human diversity that are contained in early childhood and family policy guidelines.</p>	<p>PPD5: Articulates, reflects on, continually refines and puts into practice a <i>personal philosophy and values about human service delivery</i>.</p> <p>* Identifies personal characteristics, beliefs and values that influence participation in opportunities for personal growth, self-reflection, self-care, and personal safety</p> <p>*Articulates a professional philosophy of human service delivery</p> <p>*Demonstrates behavior congruent with underlying philosophy, beliefs and values</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
<p>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>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.</p> <p>* Participates collaboratively in the design of systems supporting human services including law and policy</p> <p>*Collaborates with others to guide and enhance family and child program policies and practices address structural inequities in society and human service systems</p> <p>*Analyzes advocacy organization activities at local, state, and national levels for adherence to strength-based, family-centered standards and practices</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential.</i></p>	
<p>Number of competencies</p> <ul style="list-style-type: none"> • 6 Gateways to Opportunity® Family Specialist Credential competencies • 11 Start Early Home Visitor Core Competencies • 2 Home Visitor CDA functional area <p>Alignment between competencies:</p> <ul style="list-style-type: none"> • 3 Gateways to Opportunity® Family Specialist Credential competencies to 6 Start Early Home Visitor Core Competencies • 1 Gateways to Opportunity® Family Specialist Credential competency to 1 Home Visitor CDA competency 		

Appendix G: Aligned Competencies

This document provides an overview of fully aligned competencies across the three competency sets.

Alignment between Start Early Home Visitor Core Competencies and Gateways to Opportunity® Family Specialist Credential	
Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential
<p>1b. Practitioners identify the <i>critical issues in child development and infant mental health</i>, including brain development, attachment, emergent literacy and the developmental importance of play. Note: These competencies together align to HGD1</p> <p>1c. Practitioners identify the <i>mutual influences and interdependence among all developmental domains</i>, including those related to special needs.</p>	<p>HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains. <i>Note: this competency is Level 2 within the Gateways FSC Credential</i></p>
<p>1d. Practitioners can explain the <i>power and influence of the social, emotional, familial, cultural, community and physical contexts within which children develop</i>.</p> <p>2e. Practitioners recognize and address the <i>impact of disruption and unexpected changes on typical growth and development of family members</i>. (also aligned to HSW4)</p>	<p>HGD2 Identifies and describes human development in the context of families and communities. <i>Note: this competency is Level 2 within the Gateways FSC Credential</i></p>
<p>2b. Practitioners create <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 build <i>positive relationships with families</i> by creating and consistently maintaining healthy professional boundaries.</p> <p>2h. Practitioners collaborate with parents and/or the child's primary caregivers to <i>foster meaningful working relationships</i> in support of parent-child relationships.</p>	<p>IRE2: Establishes <i>reciprocal relationships with families, demonstrating respect for family competence and resilience</i>. <i>Note: this competency is Level 2 within the Gateways FSC Credential</i></p> <p>Note: these competencies also listed on the table noting full alignment between FSC, Start Early HV, and HV CDA</p>
<p>7e. Practitioners use a <i>variety of positive interpersonal communication skills</i> to maintain healthy relationships with colleagues, other agency staff and program participants. (PPD3 includes children – not listed here) Note: These competencies together align to PPD3</p> <p>2f. Practitioners encourage <i>appropriate and effective communication within families</i> and demonstrate a range of <i>communication techniques</i> that are well-matched to the family's communication styles.</p>	<p>PPD3: Utilizes <i>effective, ethical, culturally competent communication and collaboration skills</i> including active listening, questioning, and summarizing when interacting with children, families, and colleagues, and as a member of service teams <i>Note: this competency is Level 3 within the Gateways FSC Credential</i></p>
<p>7a. Practitioners identify themselves as professionals and as such seek opportunities for <i>ongoing professional development</i> in the forms of role-specific training, routine reflective supervision and the incorporation of current research into professional practice.</p> <p>7c. Practitioners first identify <i>their own cultural beliefs and values</i> to develop a non-judgmental approach to working with families whose background and/or current circumstances are different from their own.</p>	<p>PPD4: Engages in <i>reflective practice and the design of a professional development plan</i> with the goal of improving professional practice and fostering professional growth and cultural competence. <i>Note: this competency is Level 3 within the Gateways FSC Credential</i></p>
<p>7b. Practitioners continually reflect on and take responsibility for their own <i>values, choices and actions</i>, including the judgments they make as they work with children and families.</p> <p>7d. Practitioners articulate, routinely refine and put into practice a <i>personal and professional philosophy</i> consistent with values about human diversity that are contained in early childhood and family policy guidelines.</p>	<p>PPD5: Articulates, reflects on, continually refines and puts into practice a <i>personal philosophy and values</i> about human service delivery. <i>Note: this competency is Level 4 within the Gateways FSC Credential</i></p>

Alignment between Start Early Home Visitor Core Competencies and Gateways to Opportunity® Family Specialist Credential

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential
<p>2c. Practitioners use their knowledge of family systems, parenting and child development to <i>distinguish the differences between healthy and unhealthy family dynamics</i>.</p>	<p>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.</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential</i></p>
<p>NOTE: These competencies together align to HSW4</p> <p>2e. Practitioners recognize and address the <i>impact of disruption and unexpected changes</i> on typical growth and development of family members. (also aligned to HDG2)</p> <p>2d. Practitioners recognize and address the stressors that may negatively affect family interaction, such as poverty, homelessness, substance abuse and mental health issues. (also listed above HSW1)</p>	<p>HSW4: Designs collaborative plans, policies and services, at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living.</p> <p><i>Note: this competency is Level 5 within the Gateways FSC Credential</i></p>

Alignment between Start Early Home Visitor Core Competencies and Home Visitor CDA Credential

Start Early Home Visitor Core Competencies	Home Visitor CDA Credential Competencies (functional area)
<p>3b. Practitioners demonstrate a working knowledge 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>	<p>Functional Area 12: Program Management Candidate is a manager who uses and facilitates all available resources (in the community and elsewhere) to meet the needs and interests of the families. The candidate is a competent organizer, planner, record keeper, communicator, and a cooperative team player.</p>
<p>6c. Practitioners employ observation, guidance and communication techniques that assist children and/or parents to <i>develop a positive sense of self and others and productive interactions with others</i>. (also placed in OA2, 3)</p>	<p>Functional Area 10: Guidance Candidate helps parents to provide a supportive environment, use effective strategies to promote their children's self-regulation, support acceptable behaviors, and effectively intervene for children with persistent challenging behaviors.</p> <p>Note: Functional area 8 and Functional area 10 together align to 6c.</p> <p>Functional Area 8: Self Candidate helps parents develop a warm, positive, supportive, and responsive relationship with each of their children, and helps parents and children to learn about and take pride in their individual and cultural identity.</p>

Alignment between Start Early Home Visitor Core Competencies and Home Visitor CDA Credential	
Start Early Home Visitor Core Competencies	Home Visitor CDA Credential Competencies (functional area)
4f. Practitioners provide <i>information and assistance</i> as families expand their knowledge of child growth and development and parenting techniques, supporting the critical role of parents as primary teachers.	<p>Note: Each of these CDA functional areas together align to 4f.</p> <p>Functional Area 3 Learning Environment Candidate helps <i>parents understand how to use relationships, their physical space, materials daily schedules, and home routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration and learning for their children, including children with disabilities and special needs.</i></p> <p>Functional Area 4: Physical Candidate helps <i>parents to provide a variety of developmentally appropriate learning experiences and teaching strategies to promote the physical development (fine and gross motor) of their children.</i></p> <p>Functional Area 5: Cognitive Candidate encourages <i>parents to use a variety of developmental learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving, and to lay the foundation for all later learning.</i> Candidate educates parents in implementing curriculum that promotes children's learning of important mathematics, science, technology, social studies and other content areas.</p> <p>Functional Area 6: Communication Candidate helps <i>parents to use a variety of developmentally appropriate learning experiences and teaching strategies to promote their children's language and early literacy learning to help them communicate their thoughts and feelings verbally and nonverbally. Candidate helps parents promote dual language learning</i></p> <p>Functional Area 7: Creative Candidate helps <i>parents use a variety of developmentally appropriate learning experiences and teaching strategies for their children to explore music, movement, and the visual arts, and to develop and express their individual creative abilities.</i></p> <p>Functional Area 9: Social Candidate helps <i>parents to ensure that each child functions effectively in the family, learns to express feelings, acquire social skills, and makes friends, and helps parents promote mutual respect among children and adults in their lives.</i></p>
1e. Practitioners use their knowledge of early childhood development to <i>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.</i>	<p>Goal III. To support social and emotional development and to provide positive guidance</p> <p>Functional Area 8: Self Candidate helps <i>parents develop a warm, positive, supportive, and responsive relationship with each of their children, and helps parents and children to learn about and take pride in their individual and cultural identity.</i></p>
6b. Practitioners create <i>environments and interactions</i> that reflect knowledge of the ways in which infants and toddlers develop.	<p>Functional Area 3 Learning Environment Candidate helps <i>parents understand how to use relationships, their physical space, materials daily schedules, and home routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration and learning for their children, including children with disabilities and special needs.</i></p>
Note: the competency listed below is also listed on the table noting full alignment between FSC, Start Early HV, and HV CDA	

Alignment between Start Early Home Visitor Core Competencies and Home Visitor CDA Credential	
Start Early Home Visitor Core Competencies	Home Visitor CDA Credential Competencies (functional area)
<p>2b. Practitioners create <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 build <i>positive relationships with families</i> by creating and consistently maintaining healthy professional boundaries.</p> <p>2h. Practitioners collaborate with parents and/or the child's primary caregivers to <i>foster meaningful working relationships</i> in support of parent-child relationships.</p>	<p>Competency Goal IV: To establish positive and productive relationships with families</p> <p>Functional Area 11: Families</p> <p>Candidate establishes <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>

Alignment between Gateways to Opportunity® Family Specialist Credential and Home Visitor CDA	
Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>PPD1: Demonstrates professionalism in <i>appearance, behavior, and disposition.</i></p> <p><i>Note: this competency is Level 2 within the Gateways FSC Credential</i></p>	<p>Competency Goal VI : To maintain a commitment to professionalism</p> <p>Functional Area 13: Professionalism</p> <p>Candidate makes decisions based on knowledge of research-based early childhood practices and adult learning promotes high quality childcare services and takes advantage of opportunities to improve knowledge and competence, both <i>for personal and professional growth and for the benefit of children and families.</i></p>
<p>Note: the competency listed below is also listed on the table noting full alignment between Gateways Family Specialist Credential competencies, Start Early Home Visiting Core Competencies, and Home Visitor CDA competencies</p>	
<p>IRE2: Establishes <i>reciprocal relationships with families, demonstrating respect for family competence and resilience.</i></p> <p><i>Note: this competency is Level 2 within the Gateways FSC Credential</i></p>	<p>Competency Goal IV: To establish positive and productive relationships with families</p> <p>Functional Area 11: Families</p> <p>Candidate establishes <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>

Alignment between Start Early Home Visitor Core Competencies, Gateways to Opportunity®

Family Specialist Credential, and Home Visitor CDA

Note: this information is also mapped into relevant tables above.

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
<p>2b. Practitioners create <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 build <i>positive relationships with families</i> by creating and consistently maintaining healthy professional boundaries.</p> <p>2h. Practitioners collaborate with parents and/or the child’s primary caregivers to <i>foster meaningful working relationships</i> in support of parent-child relationships.</p>	<p>IRE2: Establishes <i>reciprocal relationships with families</i>, demonstrating respect for family competence and resilience.</p> <p>Note: this competency is Level 2 within the Gateways FSC Credential</p>	<p>Competency Goal IV: To establish positive and productive relationships with families</p> <p>Functional Area 11: Families Candidate establishes a <i>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>

Appendix H: Crosswalk Summary

Summary: Start Early 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 verb 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.

Start Early Home Visitor Core Competencies	Gateways to Opportunity® Family Specialist Credential	Home Visitor CDA
Competency Area 1: Early Child and Adolescent Development		
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 identify 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 identify the mutual influences and interdependence among all developmental domains, including those related to special needs.	X	
1d. Practitioners can explain the power and influence of the social, emotional, familial, cultural, community and physical contexts within which children develop.	X	
1e. Practitioners use 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	
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	

Competency Area 2: Dynamics of Family Relationships		
2a. Practitioners demonstrate respect and appreciation for a family's social, cultural and linguistic diversity.	P	P
2b. Practitioners create 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 use their knowledge of family systems, parenting and child development to distinguish the differences between healthy and unhealthy family dynamics.	X	
2d. Practitioners recognize and address the stressors that may negatively affect family interaction, such as poverty, homelessness, substance abuse and mental health issues.	X	
2e. Practitioners recognize and address the impact of disruption and unexpected changes on typical growth and development of family members.	X	
2f. Practitioners encourage appropriate and effective communication within families and demonstrate a range of communication techniques that are well-matched to the family's communication styles.	X	P
2g. Practitioners build positive relationships with families by creating and consistently maintaining healthy professional boundaries.	X	X
2h. Practitioners collaborate with parents and/or the child's primary caregivers to foster meaningful working relationships in support of parent-child relationships.	X	X

Competency Area 3: Family and Community Relationships		
3a. Practitioners can summarize the importance of positive, collaborative partnerships with families, colleagues, and community service agencies.	P	P
3b. Practitioners demonstrate a working knowledge 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	
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

Competency Area 4: Family Support and Parenting Education		
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 provide 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

Competency Area 5: Health and Safety		
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	

Competency Area 6: Learning Environments		
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 create environments and interactions that reflect knowledge of the ways in which infants and toddlers develop.	P	X
6c. Practitioners employ observation, guidance and communication techniques 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	

Competency Area 7: Professional Development		
7a. Practitioners identify themselves as professionals and as such seek opportunities 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 reflect on and take responsibility for their own values, choices and actions, including the judgments they make as they work with children and families.	X	P
7c. Practitioners first identify 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 articulate, routinely refine and put into practice a personal and professional philosophy consistent with values about human diversity that are contained in early childhood and family policy guidelines.	X	
7e. Practitioners use a variety of positive interpersonal communication skills to maintain healthy relationships with colleagues, other agency staff and program participants.	X	