



GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

DIVERSE WORKFORCE SUPPORTS FOR EQUITY



Table of Contents

Introduction	02
Gateways Diverse Workforce Supports for Equity ECE Credential.....	02
Competency-Based Education For Spanish Speakers.....	03
Background	04
Process	05
Implementation Findings.....	06
Student surveys	07
Faculty Surveys and Interviews	07
Prior Learning Assessment (PLA)	10
Impact on the Field of Early Childhood Education	10
Next Steps.....	11
Appendix A ECE Level 2-5 Entitled Institutions.....	13
Appendix B Project Calendar	14
Appendix C Request for Proposals.....	16
Appendix D Sample Gateways ECE Credential Competency-Based Curriculum Module in Spanish.....	20
Appendix E Student Survey Questions	31
Appendix F Student and Faculty Survey Response Data.....	36
Appendix G Student Survey Data Results	37
Appendix H Faculty Survey Questions	46
Appendix I Faculty Survey Results	48
Appendix J Faculty Interview Questions	52
Appendix K Gateways to Opportunity® Early Childhood Educator Career Lattice.....	53

Introduction

This report is being prepared for the early childhood education field, as well as for the funders of this project. The Illinois Governor's Office of Early Childhood Development (GOECD) allocated federal funding through the Preschool Development Birth to Five (PDG B-5) Renewal Grant to the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) to design and oversee this work.

Gateways Diverse Workforce Supports for Equity ECE Credential

The number of English Learners (ELs) in Illinois has been growing rapidly. "In 2019, EL represented 12% of Illinois learners—a growth of 58% from 2005 to 2018. Of this group, 76% are Spanish speaking and most will need bilingual services." (Vonderlack-Navarro, R. Méndez, E. 2020 Illinois Bilingual Teacher Shortage, Latino Policy Forum). The largest percentage of English Learners (ELs) are represented in the birth to third grade population. These children can be found throughout the state, not only in urban areas. The number of ELs being served has increased with the number of publicly funded pre-K sites, and these young children are also being served in licensed family child care settings and licensed child care centers. The workforce shortage that existed before the pandemic has become even more acute, creating an urgent need to recruit and train additional practitioners to meet the needs of these young ELs. Research has shown that by providing high quality instruction for ELs in pre-K, children will be better prepared for kindergarten for future success in school (de la Torre, M., Freire, S., & Blanchard, A. (2021). English Learners in Chicago Public Schools: An exploration of the influence of pre-k and early grade years. Chicago, IL: University of Chicago Consortium on School Research).

In Illinois, more than 13% of licensed family child care providers and assistants and 10% of assistant teachers in licensed centers reported speaking Spanish or another language as their primary language and English as a second language (See the *Illinois' Early Childhood Workforce 2020 Report* https://www.inccrra.org/images/datareports/Illinois_Early_Childhood_Education_Workforce_2020_Report.pdf). Yet both incumbent and potential educators who speak Spanish face challenges in beginning on a pathway that would lead them to attaining credentials in the early childhood field. Some have had limited or no college experience, others are not confident in using their English skills for academic purposes, still others are concerned about juggling all of their other responsibilities and the time and money it takes to attend college classes.

Illinois children and families need a multilingual workforce, and English learners need flexible, accessible learning pathways that are responsive to what they know and are able to do and support them in acquiring needed knowledge and skills. Learning pathways that offer the ability to move more quickly when the subject matter is familiar, 24/7 access to course assignments, and materials and technology support in a comprehensible language is essential. English learners may prefer online, site-based learning and/or flexible learning modalities. In addition, well-constructed assessment of prior learning that provides college credit and supports credential and degree attainment is an important tool in creating individual pathways that are respectful of and responsive to existing learner knowledge and skill. For Illinois to expand the diversity in the early educator pipeline, there is a need to maximize technology to increase coursework access with equity in mind, building opportunities for the existing and potential Spanish speaking workforce to demonstrate competency based on a prior learning assessment (PLA) through carefully calibrated and thoughtfully designed assessment in Spanish. "Research results are promising, showing that adult students who earn credit for prior learning have better academic outcomes compared with their peers who do not earn such credit." (Gateways to Opportunity® Infant Toddler Credential (ITC) Competency RFP). The implementation

of a Gateways ECE Credential Level 2 competency-based, modularized curriculum in Spanish, allows an individualized learning journey based on prior learning and will strengthen the linguistic and cultural diversity of the early educator pipeline, making higher education and Gateways Credentials more accessible to those both new to and currently serving in the early childhood workforce.

The goals for the Gateways to Opportunity® Diverse Workforce Supports for Equity project are to increase early childhood teacher preparation pathways by increasing workforce access to on-line early childhood competency-based modularized curriculum in Spanish, to pilot those modules, and to expand the future potential for PLAs in Spanish.

Competency-Based Education for Spanish Speakers

There is strong, research-based evidence for the growth of Competency-Based Education (CBE), as noted in a report released in 2019 by the Lumina Foundation. Specifically, out of the 601 higher education institutions surveyed in the Lumina Foundation study, 62% have or are adopting competency-based approaches and 23% are interested, with only 15% not interested. These research results speak to the rising need for clear, measurable, and career-aligned competencies. Furthermore, CBE supports diversity and access to learning, which is the goal of this project. From the same Lumina Foundation report mentioned above, it was found that “CBE offers learners clear and transparent credentialing pathways within a flexible and personalized format” (Krass, 2017, p. 5). It was found that, “By making competence a necessary component of completion, learners engage in deeper learning and graduate prepared for future education or employment opportunities. At scale, this type of teaching and learning could help close equity gaps while raising college completion rates and improving graduates’ lifetime outcomes and earnings” (p. 5).

This Spanish language for the Gateways ECE Credential Level 2 project builds upon the existing Illinois competency-based teacher preparation modules in early childhood. By expanding upon the current work that has been tested extensively in English, Illinois will take another step toward creating equitable pathways for Spanish speaking educators. The Gateways ECE Credential Level 2 modules (including introductory information, learning activities, resources, formative, and summative assessments) were translated and adapted to make them accessible to Spanish speaking learners. This report lays out the process and outcomes of the development and piloting of the Spanish language adaptations to competency-based curriculum and the Spanish Prior Learning Assessment (PLA). Illinois’ early childhood education programs continue to be leaders in transitioning from standards-based to competency-based educator preparation by increasing access for a new group of teacher candidates whose access has been limited.

Background

This project is situated within the work completed at the State level focused on the Gateways to Opportunity® ECE Credential competencies. In Illinois, 100% of all Higher Education Institutions have aligned their early childhood coursework and programs with the Gateways ECE Credential competencies. The Gateways ECE Credential is offered at 43 two-year and 33 four-year early childhood and child development programs. (See Appendix A for a listing of higher education institutions that offer Gateways ECE Credentials Levels 2-5).

Attainment of the Gateways Credentials requires college credit or stacking a combination of high-quality Credential-approved training and college credit with supervised practicum(s) and/or accumulated work experience. Gateways Credential attainment can be an end point within itself and is combined with a degree at various levels. All Gateways Credentials are awarded by the Illinois Department Human Services (IDHS) Division of Early Childhood, administered through the Illinois Network of Child Care Resource and Referral Agency (INCCRRA), and are in legislative rule. While there are core Credentials spanning from early childhood (ECE) to school age and youth, and various specializations that build off those core Credentials, the work completed in this project focused solely on ECE Credential Level 2.

Mirroring the Gateways ECE Credential competency-based curriculum design process (see report: Illinois Gateways to Opportunity® ECE Credential Competency Pilot <https://www.ilgateways.com/docman-docs/professional-development/2256-gateways-to-opportunity-combined-ece-credential-competency-pilot-and-ece-competency-prior-learning-assessment-pilot-report/file>), this project focused on identifying Spanish resources for the existing 12 ECE competencies in the Level 2 curriculum modules. With funding from the GOECD, INCCRRA's overarching goals for this project included:

- Promote equitable opportunities to access the Gateways ECE Credential Level 2 competency-based modules in Spanish to honor and increase the rich diversity of early childhood educators
- Address workforce equity for Spanish speaking early childhood educators to earn a Gateways ECE Credential Level 2
- Implement the 12 ECE Credential Level 2 competency-based curriculum modules in Spanish to accelerate degree and credential completion for English learners or supporting English learner success?
- Foster innovation at Illinois higher education institutions through incentivizing competency-based, online accessible mini-course sequences in Spanish
- Build the degrees and credentials of the incumbent and potential multilingual workforce so that they might increase their knowledge, skills, advance their employment and compensation opportunities, and increase the quality of the education and care the children and families in their programs receive
- Promote workforce advancement using the state-recognized stackable Gateways ECE Credential competency structure for the Spanish speaking early childhood educators
- Provide opportunities to develop innovative and comprehensive assessments of prior learning for Spanish speaking educators which research shows supports diverse student success, thereby supporting institutional success through student completion

The leadership team for this project included input and direction from GOECD with project vision, oversight, and management from Joni Scritchlow, Stephanie Helmer, and Julie Lindstrom at INCCRRA. The project leadership team also included two lead state consultants: Patricia Chamberlain, Adjunct Faculty, Erikson Institute and Co-Chair of the Early Childhood Bilingual Advisory Council of the Illinois State Board of Education and Dr. Johnna Darragh-Ernst, Distinguished Professor and Project Director of Competency-Based Pathways at Heartland Community College. Dr. Luisiana Meléndez, Clinical Professor and Director of Bilingual/ESL Certificate Program at Erikson Institute provided extensive technical language support for the project. National consultants included Dr. Tiffany Freeze, Principal Consultant at Competency-Based Education Network (C-BEN), who led the Prior Learning Assessment (PLA) in Spanish aspect, in partnership with Carlos Rivers, Consultant at C-BEN, who led the data analysis work.

Process

INCCRRA offered a competitive PDG B-5 Federal grant opportunity to two- and four- year higher education institutions (HEIs) in Illinois to offer innovative, individualized, online mini-courses in Spanish built from the Gateways ECE Credential Level 2 competencies. Through these grants, the state sought to 1) expand and provide innovative pathways for Spanish speaking early childhood educators; 2) utilize the stackable ECE Level 2 competency modules that have been adapted and translated into Spanish; and 3) provide prior learning assessment (PLA) opportunities for the workforce (as applicable). The collective goal was to expand access to, and build a pipeline for, Spanish speaking early childhood educators and to address a need to increase the knowledge and competencies of the diverse Illinois early childhood workforce.

The overall project calendar and pilot process is located in Appendix B and will also be outlined in this section. The project was launched on April 15, 2022, when the Request for Proposals (Appendix C) was sent out to 43 Illinois higher education institutions (33 two-year programs, 10 four-year and graduate programs) that were entitled to offer the Gateways ECE Credential Level 2. In addition to the ECE entitlement, eligible programs had to be currently offering a program of study that included use of technology in instruction and/or assessment. Willingness to implement Prior Learning Assessments (PLAs) aligned to the competencies was a priority. These higher education institutions also agreed to participate in piloting the modules developed from this project in the fall of 2022 and to capture relevant data to inform future implementation. The application deadline was May 20, 2022. Members of the State Competency Leadership team served as reviewers and scored the applications resulting in the selection of three institutions at the associate's level and at the baccalaureate level. All institutions were notified of their application's status by May 27, 2022.

The Leadership Team met for an initial planning meeting on May 4, 2022. The project Leadership Team was composed of INCCRRA staff, state, and national consultants. At this meeting, processes and timelines for the work plan and biweekly meeting dates were established that would ensure all work would be completed by the December 30, 2022, deadline. Work began in May to translate and adapt the modules, review permissions for existing ECE resource materials, obtain permission for the use of the material in English and in Spanish and identify open educational resource (OER) materials. A report entitled Permissions and Material Modification Processes and Results: Gateways to Opportunity® Infant Toddler and ECE Credentials Competency-based Education Curriculum Modules, details the process of finding replacements and designing the Prior learning assessment process in Spanish. This report can be found [here](#).

The project launch meeting with the higher education institutions was held on June 15, 2022. At the launch meeting, representatives from each of the three selected institutions (National Louis University-4-year, Western Illinois University-4 year, and College of Lake County-2 year) were provided guidance, an overview of the project, the projected work plan, and contracts were executed.

Participating institutions began recruiting learners in collaboration with Early Childhood Access Consortium for Equity (ECACE), school districts, child care agencies, their respective marketing teams, existing parent mentor program and word of mouth. The 12 curriculum modules leading to the Gateways ECE Credential Level 2 were designed in 2020 and were pilot tested in 2021. An external consultant was contracted to translate the original 12 ECE competency-based curriculum modules into Spanish in early 2022. They were reviewed and revised by an expert and native Spanish speaker with content expertise, Dr. Luisiana Meléndez. From June to August of 2022, each English language assessment, learning activity, and resource was reviewed by the consultants and translated, adapted, replaced, or eliminated. Considerations that guided the decision-making process regarding the use of the material were readability, format, adaptability (e.g., case studies), open-source access, availability, cultural and linguistic appropriateness, and the quality of alternate material. The following list details the methods that were used to develop the Spanish modules.

- a. Using original resources written in Spanish
- b. Using resources translated by websites
- c. Using resources translated using google translate
- d. Using related documents aligned with competency content in Spanish that reflected a more cultural and linguistic specific lens
- e. Using videos in Spanish that aligned with the content of the modules
- f. Using videos with Spanish subtitles
- g. Using transcripts of videos translated into Spanish

The 12 modules (See sample module in Appendix D) were released in August to the piloting institutions and were loaded into each institution's Learning Management System (LMS). Institutions offered the translated and adapted ECE Credential Level 2 competency-based curriculum modules to their Spanish speaking learners from September through December 2022. Surveys were developed to provide specific feedback from both faculty and learners about each module's content and use. The surveys can be found in Appendix E and detailed survey data can be found in Appendix F. In the Implementation Findings section below, an analysis will be provided. Each institution provided a variety of supports to their learners for making their experience more successful including:

- tutorials on technology
- coaching on time management skills
- flexibility in turning in assignments
- access to English modules in addition to the Spanish modules
- offering face to face meetings
- scheduling virtual meeting regularly
- one on one support

Monthly faculty meetings were held from September through December (see Appendix B for dates). During this time, INCCRRA provided updates, faculty shared updates on their progress, asked questions and shared ideas. In addition to the monthly meetings and module surveys, each faculty team was interviewed by the consultants to obtain more qualitative data about their experience with the Spanish language modules for ECE Credential Level 2 competencies. See Appendix H for a copy of the questions. The interviews were conducted in early December by Patricia Chamberlain and Dr. Johnna Darragh-Ernst. A discussion of the results can be found in the following section, Implementation Findings.

Implementation Findings

Since this was a pilot, it was crucial to collect feedback from both learners and faculty on each of the modules to determine if any revisions were needed. Learners and faculty completed individual surveys after each module was completed (see Appendix E for the student survey and Appendix H for the faculty survey). A relatively high student response rate of 41% provided specific information about both the content and the use of the modules. The faculty encouraged completion of the student surveys by offering extra credit, using reminders, and monitoring their learners' response rates using information from the INCCRRA staff. Response rates ranged from a low of 18% to a high of 60%.

Student surveys

Highlights from the student survey results are as follows (see Appendix G for complete data). The target population for this project was both incumbent and potential members of the workforce who spoke Spanish or were multilingual. In this pilot group, 96% of all student respondents identified Spanish as their first language, and only 5% considered both English and Spanish as their first languages. The majority, 57%, of the respondents had completed high school. Twenty percent had already attained some college credit and 16% had at least a bachelor's degree from other countries, some in education and others were changing fields. The characteristics of each institution's participants varied widely in terms of training and professional experience. For example, one institution had mostly early childhood practitioners in their cohort, and another had very few practitioners in their cohort. It was interesting to note that the overall group was almost equally divided into thirds when considering their experience in the ECE field: 33% of student respondents had never worked in the ECE field, while 67% had. Of those who had worked in the ECE field, 38% had worked for one to three years, and the remaining 30% had worked in ECE for more than four years. This is an important lens to use when analyzing the survey findings.

Ninety-seven percent of all the learners were satisfied with the content and the evaluation materials contained in the modules. The results indicated that the materials in the pilot met the needs of the diverse experiential, academic, and linguistic backgrounds of participants. Learners reported that the instructions, activities, and formative and summative assessments were easy to understand. The mix of translation and adaptation approaches used, in general, met the needs of the learners. The learners overwhelmingly reported feeling extremely well-supported by their instructors in many different ways. The two most frequent supports were feedback related to the assessments (72%) and getting assistance with understanding concepts (58%). Additionally, about one out of every three learners received specific support in using technology. Other comments were captured and put into this word cloud. The importance of having access to the materials in Spanish was mentioned with the most frequency but other frequent comments related to quality, comprehensibility, and the format which suggest that the design of this project met the student's needs. It is clear that there was substantial interest in the use of Spanish language materials to train more diverse, multilingual early childhood educators. As one student said "Estoy lista para tomar las siguientes clases."/I'm ready to take the next classes.



Faculty Surveys and Interviews

Faculty responses to the survey included four to seven responses per question per module (see Appendix I for complete survey data results). One hundred percent of all faculty respondents agreed that the Spanish learning resources (instructions, readings, activities, formative, and summative assessments) in the modules provided learners with the information needed to demonstrate mastery of the competency assessment. Ninety-seven percent of all faculty respondents agreed that the faculty workload to teach and assess the competencies was reasonable, as compared to the English version taught for this course. Ninety-eight percent of all faculty respondents would recommend this Spanish language competency module to other faculty and/or institutions. The word cloud below captures some additional themes related to the project. Spanish was mentioned most often and refers to both the helpfulness of having Spanish materials and the need for more. The faculty expressed the need for revisions to ensure culturally and linguistically

for fortaleza). There were also few instances when the preferred term varied by country and so there was variation in comprehensibility depending on the learner's country of origin. Supporting dual and multilingual learners in the pilot, therefore, requires a nuanced examination of need for revision vs. need for additional supports.

- Human Growth and Development (HGD) was used as the first module used by most of the institutions. This module contains a great deal of information and has a very heavy linguistic and conceptual load. It was difficult for many learners to tackle the content while also learning new study and technology skills and fitting it all into their lives. It was recommended that starting with Interactions, Relationships, and Environments (IRE) might allow learners to connect to the material in a more experiential way that reflects their cultural and linguistic knowledge and skills and make for a less stressful entry into the world for ECE.
- The majority of the learners in these three cohorts wanted to continue their studies in Spanish. There are a few options for some of the learners to continue. National Louis University is developing modules for Gateways to Opportunity® ECE Credential Levels 3, 4, and 5 that should be ready by late Spring of 2023. One community foundation in Lake County has funded the continuation of the project for ECE Credential Level 3 with scholarships and other supports for county residents. One faculty member stated that she could fill 100 spots right now if there was funding available. Potential candidates from other communities heard about the project and tried to get into the pilot cohorts unsuccessfully but there appears to be a demand even though this project was not widely publicized. More institutions will be needed to meet the demand.
- The faculty meetings were mentioned during the interviews as an important support provided during this project. It promoted a space where participants could share, problem solve, build relationships, ask questions, and make suggestions in a collaborative way. Certainly, more time would have been beneficial to discuss specific instructional ideas as well as operational ideas. Some examples of ideas that emerged during the discussions were the need; to reformat charts, to identify or develop more culturally and linguistically appropriate case studies, and to translate the content area titles. Moving forward, faculty felt that a faculty-led CoP could support the development of more culturally and linguistically responsive resources and processes.

Faculty and Student Consensus in Findings

The majority of the learners used the Spanish language materials exclusively, but English was provided either as a resource or in a side by side configuration. The faculty reported appreciating the English resources especially when the Spanish translations were not high quality because they could use the English to clarify their understanding of the content.

Both faculty and learners reported the need for additional videos that represented the language and culture of the children with whom they would be working. While many of the videos had subtitles available, learners needed a tutorial to use the technology to access them. While some Spanish transcripts were provided for the videos, it was difficult for learners to manage the transcripts and the videos in English. The need for authentic videos is again underscored.

Both faculty and learners suggested that Human Growth and Development (HGD)1 and Personal and Professional Development (PPD)1 were the highest priority for revisions. The translated material was of most concern in these two modules although there were some resources in other modules that were mentioned by either faculty or learners that could be revised as well.

Prior Learning Assessment

The creation of a simulation-based Prior Learning Assessment (PLA) for college credit directly aligned with the Illinois Gateways to Opportunity® ECE Credential Level 2 competencies was completed in 2021. In fall of 2022, a competency-based simulation instrument in both English and Spanish versions was piloted that assessed incumbent early childhood workforce members' prior learning for awarding college credit. Some of the learners from the institutions that piloted the Spanish language modules also participated in the Spanish PLA pilot. The Gateways website includes more detailed information and findings from the Gateways to Opportunity® ECE Credential Level 2 Prior Learning Assessment Pilot Report. This report can be found [here](#).

Impact on the Field of Early Childhood Education

Over 25% of the early childhood population in Illinois are English Learners (ELs), the majority of whom speak Spanish. This project recognized the untapped talent that resides in our communities and sought to encourage the community members to join the workforce to contribute to the success of our youngest ELs. The quality of the work that was seen by faculty, the motivation of learners to continue their studies and the collegiality that developed within cohorts, is a testament to the importance and the power of growing this opportunity across the state.

Learners who shared their personal experiences during this pilot emphasized the power of engaging Spanish speaking educators in improving the outcomes of the young children with whom they work. One woman explained that she had been working for seven years in an early childhood setting and she was very comfortable doing that work. She was delighted to participate in this project because it pushed her out of her comfort zone. She admitted it was “a little complicated” in the beginning but once she got past the early stages she was motivated to continue to work because she learned so many new things that could be used in her everyday practices. She noted the support from her teacher was critical in getting her to the finish line. Her plan is to continue to study until she attains a Gateways ECE Credential Level 6 (graduate degree related). Another student mentioned a video she saw that addressed how educators can support a child's growing independence across the age levels. She described how her work with infants was changed when she learned these new ideas and how they related to other age groups. Learning about early childhood theorists was particularly engaging for her. She enjoyed putting her learning into practice right away.

In this project, and in the work leading up to it described above, Illinois leads the way in providing a model for how focused competencies can become the basis for preparing a workforce that has attained and can show the knowledge, skills, and dispositions required to be effective educators in Spanish. The content and learning activities in the modules draw upon research, theory and examples of best practices to support learners' understanding and growth in their competencies. The summative assessments are performance based, allowing learners to apply their knowledge and skills to a real-world context. Taken singly or together, the modules provide a repository of curriculum resources and assessments that can be used in the preparation and professional development of Spanish speaking early childhood educators.

In this pilot, over 60 learners were provided an on-ramp and a clear pathway to an ECE Credential that enhances professional development and program quality for those working with the Spanish speaking children and their families. But it did so much more. During the final faculty meeting, participants were asked to share two words about this project. They mentioned “equity, access, language elevation, privilege, breaking barriers, identity affirming, innovative, cutting edge.” The project had a powerful influence on both the faculty and the learners. Faculty reported watching their learners blossom with newfound confidence and pride in their accomplishments. There were many more candidates who were interested than could be accommodated in this pilot project.

Next Steps

As the project came to an end, many opportunities surfaced to build upon the work that was completed. Information collected from the translation and adaptation process, the faculty meeting discussions, the faculty interviews, and the student and faculty module surveys provided many rich opportunities to learn lessons that can guide future development and implementation of the Spanish language competency-based curriculum modules. This section will outline urgent and immediate recommendations for the State of Illinois, followed by recommendations that are divided into three sections; those specific to the modules, those for institutions, and those for the Illinois state system.

This work was responsive to and reflective of the state's investment in supporting diverse populations and ensuring equity. Providing educational pathways that broaden the multilingual workforce is good for practitioners, good for children, good for families, and good for our communities. This pilot demonstrated the importance of this work and the pressing need for pathways for multilingual educators to be created. Our most immediate and pressing recommendations include:

1. Expand the number of Illinois higher education institutions who are offering the Gateways ECE Credential Level 2 in Spanish and increase the number of participating learners at existing institutions. Statewide opportunities exist for institutions to take advantage of funding already being provided via ECACE and ICCB/IBHE/IDHS to engage with and expand services to Spanish speaking students
2. Establish statewide Communities of Practice via existing faculty leadership groups (e.g., ACCESS and ILCATE) to engage full and part-time faculty, to expand and enhance skills sets, and to support ongoing professional development

Module Recommendations

As the survey and interview data from the piloting faculty and learners indicate, the following revisions of the Spanish competency-based modules were suggested to improve the experience of future learners with the highest priority being Human Growth and Development (HGD)¹ and Personal and Professional Development (PPD)¹. The highest priority revisions are now underway and are expected to be accessible to higher education institutions in Illinois by late Spring 2023 through the Gateways to Opportunity[®] website:

1. Ensure all assessments and resources are culturally and linguistically responsive
2. Develop additional supports for academic vocabulary
3. Provide guidance to faculty regarding the selection and utilization of resources and formative assessments to meet the individual needs of learners
4. Ensure all translated materials support learner's developing knowledge of academic language
5. Develop an introductory module that addresses basic technology, appropriate citation strategies, and study skills

Institution Recommendations

1. Sequence presentation of competency-based curriculum modules to engage incumbent workforce immediately with competency work that connects directly with their lived experience (for example, interaction, relationship, and environments) rather than material that has a very heavy conceptual and linguistic load (for example, human growth and development)
2. Maintain rigorous use of academic Spanish vocabulary in the modules with appropriate, individualized learner supports provided
3. Ensure online learning pathways include varied supports individualized to learner needs, including, where needed, opportunities for virtual and face-to-face interactions
4. Ensure parity between learning experiences and use of Spanish and English. The existence of high quality resources is critical to ensuring educational access for Spanish speakers and elevating the value of the Spanish language for both the teacher candidates and the children and families with whom they will work

System Recommendations

1. Continue to deepen the linguistically and culturally responsive approach in the revision of modules. Increased investment in and attention to the development and refinement of culturally and linguistically responsive resources, as well as expansion of the use of multiple approaches that are responsive to learner needs (e.g., side by side English/Spanish, translanguaging, Spanish only, and an ESL approach) is critical
2. Ensure a well-defined pathway for Credential attainment is developed for the Gateways ECE Credential Levels 2 - 5 inclusive of Illinois' multilingual workforce. This pathway should thoughtfully consider existing barriers (e.g., the content test), reflect best practice in competency-based education (including Prior Learning Assessment in Spanish), and have continuity between each of the levels

This project was made possible by grant number 90TP0001-01-00. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families.

Appendix A

ECE Level 2-5 Entitled Institutions

Black Hawk College	Lincoln Trail College
Blackburn College	Loyola University Chicago
Chicago State University	McHenry County College
City Colleges of Chicago	Millikin University
College of DuPage	Moraine Valley Community College
College of Lake County	Morton College
Columbia College Chicago	National Louis University
Concordia University Chicago	Northeastern Illinois University
Danville Area Community College	Northern Illinois University
DePaul University	Northern Illinois University SEED
Dominican University	Northern Illinois University - HDFS
Elgin Community College	Oakton Community College
Erikson Institute	Olivet Nazarene University
Frontier Community College	Olney Central College
Governors State University	Parkland College
Greenville University	Prairie State College
Harper College	Quincy University
Heartland Community College	Rasmussen University
Highland Community College	Rend Lake
Illinois Valley Community	Richland Community College
Illinois Central College	Rockford University
Illinois State University	Rock Valley College
John A . Logan College	Roosevelt University
John Wood Community College	Saint Xavier University
Joliet Junior College	Sauk Valley Community College
Kankakee Community College	South Suburban College
Kaskaskia College	Southern Illinois University Carbondale
Kishwaukee College	Southwestern Illinois College
Lake Land College	St . Augustine College
Lewis University	Triton College
Lewis and Clark Community College	Waubensee Community College
Lincoln Land Community College	Western Illinois University

Appendix B

Project Calendar

April 2022

- April 15 Request for Proposal to pilot the Spanish modules is released

May 2022

- May 4 Project leadership planning meeting: discussion of project's organizational structure
- May 20 Proposals due
- May 27 All institutions submitting proposals are notified of their status

June 2022

- June 1 Project leadership meeting
- June 15 Project leadership meeting
Project Launch meeting with three schools selected to pilot
- June 29 Project leadership meeting

July 2022

- July 13 Project leadership meeting

August 2022

- August 10 Project leadership meeting
- August 17 Monthly Faculty Meeting
- August 22 Project leadership meeting
- August 24 Project leadership meeting

September 2022

- September 7 Project leadership meeting
Monthly Faculty Meeting
- September 21 Project leadership meeting
- September 22 Project leadership meeting

October 2022

- October 5 Project leadership meeting
- October 19 Project leadership meeting
- October 26 Monthly Faculty Meeting

November 2022

- November 2 Project leadership meeting
- November 16 Project leadership meeting
Monthly Faculty Meeting
- November 30 Project leadership meeting

December 2022

- December 1 - 7 Faculty Interviews
- December 14 Project leadership meeting
Monthly Faculty Meeting
- December 28 Project leadership meeting

Appendix C

Request for Proposal



Governor's Office of
Early Childhood Development



TO: Illinois Higher Education Community

FROM: Governor's Office of Early Childhood Development and
Illinois Network of Child Care Resource and Referral Agencies

DATE: April 15, 2022

RE: Request for Proposal: *Illinois Gateways to Opportunity® Diverse Workforce Supports for Equity Project*

Due Date: May 20, 2022 @ 4:00PM

Gateways to Opportunity® Diverse Workforce Supports for Equity Project RFP

The Illinois Governor's Office of Early Childhood Development received federal funds through the Preschool Development Birth through Five (PDG B-5) Renewal Grant to offer grant opportunities via RFP to Illinois higher education institutions to participate in the implementation of the Gateways ECE Credential Level 2 competency-based curriculum in Spanish. The grant will be funded through the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). It is anticipated that three or four higher education institutions will be selected to participate in this project which ends December 30, 2022. INCCRRA seeks proposals from two- and four-year, public, and private, higher education institutions in Illinois who are currently entitled for the Gateways ECE Credential Level 2, serve Spanish speaking students, and will implement the ECE Credential Level 2 competency-based curriculum modules in Spanish.

The 12 curriculum modules that were designed in 2021, piloted/tested in 2022 that lead to the Gateways ECE Credential Level 2, have been translated into Spanish. Institutions will offer the translated ECE Credential Level 2 modules to their Spanish speaking students. Spanish ECE Credential Level 2 competency-based curriculum modules will provide greater access and equity to the state's highly diverse Spanish speaking workforce.

As the nation addresses the recommendations in the Institute of Medicine and National Research Council's report, *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*¹, long-term support for multilingual learners is needed. Bilingual professionals are foundational in maintaining strong cultural environments and evidencing competencies necessary to support bilingual children and families. "Care and education professionals are well positioned to share with families the benefits of bilingualism or multilingualism, as well as to celebrate the linguistic diversity in their classrooms with the children themselves."

Parallel to the need to increase opportunities for the incumbent workforce to increase their competence, there is also a need to support higher education programs in meeting the needs of Spanish speaking working adults. Early childhood educators may face a variety of barriers to gain an ECE Credential and degree completion, such as limited income, young children to care for, English as a second language, and other obligations that make attending traditional classes challenging. Conventional higher education programs are not typically designed to support Spanish speaking early childhood educators. Generally, early childhood educators who want to gain a specific skillset undergirded by relevant education and learning, must complete an entire course which may include content duplicative to what the learner already knows and can demonstrate. Traditional higher education programs are based on seat time and may not be as inviting or accessible for adult learners (the "working" workforce) who have evidenced skillsets and knowledge.

According to Illinois' Early Childhood Education Workforce – 2020 Report², Spanish is the primary language for nearly 17% of licensed center teacher/assistant teachers and 33% of licensed family child care providers/assistants. The Gateways ECE Credential Level 2 competencies are foundational, and teacher preparation pathways are needed for multi-lingual early childhood educators.

¹ *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*

² *Illinois' Early Childhood Education Workforce – 2020 Report*

Adult learners often have the capacity to move more quickly through course content that relates directly to their work experiences and knowledge and benefit when more time can be spent when needed to gain new skills, knowledge, and to evidence newly gained competence. For Spanish speaking teachers and assistant teachers attempting to achieve the ECE Credential, they need coursework and robust student supports offered in Spanish. Access to competency-based curriculum offered in Spanish is limited or non-existent.

The strength of the well-scaffolded Gateways to Opportunity Credentials, codified in administrative rule and competency aligned, is evidenced by pathways at Illinois higher education institutions. In Illinois, 100% of Higher Education Institutions have aligned their early childhood coursework and programs with the Gateways ECE Credential competencies. The translated ECE Credential Level 2 curriculum will increase student access and provide critically needed supports to Spanish speaking students in Illinois. Links to ECE Credential Level 2 assessments can be found here: <https://www.ilgateways.com/professional-development/higher-education-programs/ece-toolbox>.

For Illinois to expand the pipeline for Spanish speaking early educators, there is a need to maximize technology and Spanish curriculum to increase coursework access. There is also a need to build in opportunities for the existing workforce to demonstrate competence based on an assessment of prior learning that honors their native language. "Research results are promising, showing that adult students who earn credit for prior learning have better academic outcomes compared with their peers who do not earn such credit."³ National attention will be focused on Illinois higher education institutions who undertake this project.

Through this Gateways to Opportunity Illinois Diverse Workforce project, GOECD, and INCCRRA seek to increase workforce access to virtual, competency-based modules in Spanish and to expand the future potential for prior learning assessments (PLA).

Eligible Institutions:

Institutions must be authorized to operate in the state of Illinois; hold institutional accreditation through the Higher Learning Commission; have campuses physically located in Illinois; have supports in place for Spanish speaking students; and be currently entitled by INCCRRA for the Gateways ECE Credential Level 2. Implementation of the Gateways ECE Credential competency modules, translated into Spanish, is required.

Grant Period:

The grant period will be May 2022 to December 30, 2022.

Application Deadline:

Applications must be received by 4:00 pm on May 20, 2022, to be considered for funding. The application materials may be submitted via email to GatewaysRFP@inccrra.org or sent to INCCRRA at 1226 Towanda Plaza, Bloomington, IL 61701. INCCRRA will announce decisions in partnership with GOECD on or before May 27, 2022.

Contact:

Contact GatewaysRFP@inccrra.org with any questions.

Background and Program Specifications

Competency-based education and learning is reflected in national trends as a flexible, responsive, and adaptive model in response to workforce pathway needs. "Competency-based education" allows students to move flexibly through an education program that's designed to make sure they know and can do what's expected of graduates. Though many types of students can benefit from a competency-based approach, its flexibility is especially attractive to working adults"⁴. INCCRRA is offering a competitive grant opportunity to two- and four- year institutions of higher education (IHEs) in Illinois to offer innovative, individualized online minicourses in Spanish built from the Gateways ECE Credential competencies. Through these grants, the state seeks 1) to expand and provide innovative pathways for Spanish speaking early childhood educators 2) utilize the stackable ECE Level 2 competency modules that have been translated into Spanish 3) provide prior learning assessment (PLA) opportunities for the workforce (as applicable). The collective goal is to expand access to, and build a pipeline for, Spanish speaking early childhood educators and to address a need to increase the knowledge and competencies of the diverse Illinois early childhood workforce.

Higher education institution capacity to expand utilization of stackable course content with well-designed, comprehensive assessments of competencies, and in the development of opportunities to support the diverse workforce through assessment of prior learning varies widely.

³ Hayward and Williams 2014; Klein Collins 2010 - Credit for Prior Learning Charting Institutional Practice for Sustainability 2015).

⁴ Judy Heiman, California Edge Coalition (<https://caedge.org/>)

Grants will be made to Illinois Higher Education Institutions who successfully address the criteria in the RFP and who are open to offering a pathway meeting the needs of Spanish speaking students to earn an ECE Credential Level 2. The intention of this RFP opportunity is to award \$100,000 – \$200,000 grants to three or four higher education institutions representative of public and private, two- and four-year, who support represent Illinois’ Spanish speaking students.

Goals of the Gateways Diverse Workforce Supports for Equity RFP

The primary goals of the grant are to:

- Promote equitable opportunities to access the ECE Credential Level 2 competency modules in Spanish to honor and increase the rich diversity of early childhood educators
- Address workforce equity for Spanish speaking early childhood educators to earn an ECE Credential Level 2
- Implement the 12 ECE Credential Level 2 competency-based curriculum models in Spanish to accelerate degree and credential completion to support student success
- Encourage the Gateways ECE Credential competencies to be met through stackable course structure/modules
- Foster innovation at Illinois higher education institutions through incentivizing competency-based, online accessible minicourse sequences in Spanish
- Build the degrees and credentials of the incumbent multi-lingual workforce so that they might increase their knowledge, skills, advance their employment and compensation opportunities, and increase the quality of the education and care the children and families in their programs receive
- Promote workforce advancement using the state-recognized stackable Gateways ECE Credential competency structure for the Spanish speaking early childhood educators
- Provide opportunities to develop innovative and comprehensive assessments of prior learning for Spanish speaking educators which research shows supports diverse student success, thereby supporting institutional success through student completion

Project Description:

Faculty from Illinois Higher Education Institutions will implement the Gateways ECE Credential Level 2 competency-based curriculum modules in Spanish. The term “modularization” is being used to describe segmenting by competency of traditional course curriculum into smaller components of expected learning. It is expected that this modularization will continually be situated within the larger, integrated whole of learning expectations. The ECE Credential Level 2 competencies with corresponding curriculum and assessments have been translated into Spanish utilizing existing rubrics developed through previous Illinois collaborative work. Additionally, consultative leadership will be provided by GOECD, and INCCRRA. The Gateways ECE Credential framework and competencies can be found at <https://www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/1280-ececompetency-framework>. More information on the development and history of the Gateways ECE Credential Competencies is located: <https://www.ilgateways.com/professional-development/higher-education-programs/ece-toolbox>.

Anticipated outcomes:

Gateways ECE Credential Level 2 competency-based curriculum modules have been translated into Spanish. Higher education institutions selected to do this work will implement the ECE Credential Level 2 competency curriculum modules for their Spanish speaking early childhood educators. The design will incorporate prior learning assessment (PLA) opportunities as applicable. Spanish speaking students will be able to demonstrate knowledge leading to a Gateways ECE Credential Level 2.

Grant Funding:

Funding from the PDG B-5 Federal grant will support two and four-year higher education institutions to implement Gateways ECE Credential Level 2 competency curriculum in Spanish. Three or four institutions will be selected to receive \$100,000 – \$200,000 dependent on budget submitted to support institution needs.

Project Timeline:

2022: Faculty will implement Spanish ECE Credential Level 2 curriculum modules, including online accessibility and incorporate assessments of prior learning (as applicable) between May and December 2022.

RFP Timeline:

Applications will be accepted via mail or email no later than 4 pm on May 20, 2022. Selection will be based on the application submitted and ability to meet priorities as stated. Applications will be reviewed by designated state agency representatives. The Governor’s Office of Early Childhood Development will approve the final decision. Funding awards of \$100,000 – \$200,000 will be made to each selected higher education institution and must be fully expended by the close of the grant. The institution’s president and dean must both sign the application. All documents and information must be included before submitting to INCCRRA.

Grant Requirements:

Successful applicants will:

- Be a Gateways ECE Credential Level 2 entitled institution
- Implement the ECE Credential Level 2 competency curriculum modules in Spanish
- Currently offer an early childhood program of study that includes use of technology (e.g., offers virtual or hybrid leadership courses, use of technology in assessment structure etc.)
- Currently serve multi-lingual, Spanish speaking students and have resources/supports available
- Outline ways in which participation in this project will support and advance institutional goals for their students
- Outline a teacher preparation pathway for Spanish speaking students to advance ECE credential Levels and degree completion
- Demonstrate how this funding will provide opportunities that would be challenging to achieve otherwise
- Applications must be received by INCCRRA no later than May 20, 2022, at 4 pm.
- Agree to participate in implementing the modules developed

Priority:

- Capacity to implement Gateways ECE Credential Level 2 modules to Spanish speaking students in 2022
- Have early childhood faculty or faculty colleagues (i.e., translators) who speak Spanish involved in this project
- Offer the Gateways ECE Credential through stackable course structure
- Priority will be given to institutions that demonstrate faculty expertise or desire to expand educational resources for Spanish speaking students and increase the number of multi-lingual students served
- Outline a teacher preparation pathway for Spanish speaking students to advance ECE credential Levels and degree completion
- Priority will be given to institutions who can demonstrate a fit with their institutions future vision for advancing or supporting competency-based education and learning
- Currently offering online early childhood course(s)
- Demonstration of institutional commitment and innovations that support diverse early Spanish speaking early childhood educators

Gateways to Opportunity Entitled Higher Education Institution Background:

Include a brief summary about the institution that provides demographics, number of Spanish speaking students, current teacher preparation coursework available in Spanish, use of technology, and any other information relevant to this project. The cover sheet should be on your institution's letterhead and specify contact information.

Proposals should satisfy the following criteria:

- This opportunity is only open to institutions that are willing to offer the Gateways ECE Credential Level 2 Spanish competency-based curriculum modules in 2022
- The higher education institution must offer time for their faculty/translators to devote the needed hours for the project budget submitted
- Outline a teacher preparation pathway for Spanish speaking students to advance ECE credential Levels and degree completion
- Evidence current supports and resources for Spanish speaking students designed to ensure student success
- Demonstrate innovative strategies that support adult learners, especially for those with English as a second language
- A budget that specifies amount needed for institutional success (grant awards will range between \$100,000 – \$200,000)

Gateways to Opportunity®:

Gateways to Opportunity is a statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth, and families. Gateways Credentials were signed into law, effective July 1, 2009. Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.

Announcement:

Selections for this program will be announced jointly by GOECD and INCCRRA on or before May 27, 2022. Upon notification of acceptance, a Memorandum of Understanding (MOU) will need to be signed by the partnering institution. Work will conclude December 30, 2022.

The project described was supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0001-01-00, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

Appendix D

Sample Module in Spanish

Módulo de competencias: IRE1

Total de horas para completar todo el módulo (actividades de aprendizaje de las sub-competencias + evaluación sumativa): **8.5 horas**

Enunciación de la competencia:

ECE IRE1: describe el papel del entorno en apoyar el desarrollo de los niños

Descripción de competencia:

¿Alguna vez ha estado en algún lugar y pensó, "esto se siente acogedor" o "no me gusta estar aquí"? El entorno que nos rodea puede tener un efecto profundo en los adultos, pero este es aún más pronunciado en los niños pequeños. Un primer paso para apoyar el desarrollo de los niños es asegurarse de que los niños interactúen con un entorno que fomente su crecimiento integral. En este módulo, describirá el papel que juega el entorno en el aprendizaje y desarrollo de los niños. Las actividades de aprendizaje lo ayudarán a comprender mejor cómo el entorno puede beneficiar a individuos y grupos, y cómo este puede fomentar un sentido de pertenencia y comunidad en el salón de clases.

Subcompetencias:

- **Sub-competencia 1.** Describe, utilizando ejemplos, el proceso de toma de decisiones sobre los entornos interiores y exteriores a fin de que estos sirvan para apoyar el aprendizaje y el desarrollo de los niños.
- **Sub-competencia 2.** Describe, utilizando ejemplos, cómo las opciones de entornos interiores y exteriores pueden ayudar a promover un sentido de pertenencia y comunidad en el salón de clases.

Evaluación sumativa de las competencias

Tiempo estimado para completar la evaluación sumativa: 4 horas

Tipo de evaluación: respuesta escrita

Descripción de la evaluación sumativa: la evaluación requiere la descripción del papel que juega el entorno en promover el desarrollo de los niños. Los estudiantes crearán una tabla o cuadro que destaque cómo el entorno puede apoyar diferentes áreas de desarrollo en diferentes grupos etarios. A continuación de la tabla o cuadro debe incluirse un resumen de la información recopilada en la tabla.

Instrucciones de la evaluación: esta evaluación tiene dos partes. En la primera parte, desarrollará un cuadro o tabla que estableciendo las conexiones entre diversos factores ambientales (distribución, organización y accesibilidad del espacio, materiales, mensajes escritos, verbales, y visuales) y el desarrollo y aprendizaje de los niños en cada uno de los siguientes tres grupos etarios: infantes y niños menores de tres años, niños en edad preescolar y niños en edad escolar. En la segunda parte, utilizará la información compilada en el cuadro para escribir uno a dos párrafos resumiendo en detalle el papel del entorno en cuanto a la promoción del desarrollo y el aprendizaje de los niños en cada uno de estos grupos etarios: bebés/niños menores de tres años, niños en edad preescolar y niños en edad escolar. Tenga en cuenta que cada resumen por grupo etario debe ser de uno a dos párrafos en extensión.

Parte 1. Complete la siguiente información. Los ejemplos relacionados con el entorno deben incluir cómo los diversos componentes ambientales (como la disposición, los materiales, la organización y la accesibilidad, los mensajes escritos, verbales y visuales) apoyan el desarrollo y el aprendizaje de los niños. La cantidad de ejemplos que incluya puede variar según la edad del niño y el área de desarrollo.

- **Desarrollo de infantes y niños** menores de tres **años** : Desarrollo Físico
 - **Ejemplo de opciones en el entorno interior que apoyan el desarrollo y el aprendizaje:**
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
 - Ejemplo de opciones en el entorno exterior que apoyan el desarrollo y el aprendizaje
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
- Desarrollo Cognitivo **Ejemplo de opciones en el entorno interior que apoyan el desarrollo y el aprendizaje**
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
- **Ejemplo de opciones en el entorno exterior que apoyan el desarrollo y el aprendizaje**
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
- Desarrollo Socioemocional
 - Ejemplo de opciones en el entorno interior que apoyan el desarrollo y el aprendizaje
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
 - Ejemplo de opciones en el entorno exterior que apoyan el desarrollo y el aprendizaje
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
- **Preescolar: área de desarrollo**
 - Desarrollo Físico
 - Ejemplo de opciones en el entorno interior que apoyan el desarrollo y el aprendizaje físico
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes

- **Ejemplo de opciones en el entorno exterior que apoyan el desarrollo y el aprendizaje**
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
- Desarrollo Cognitivo
 - Ejemplo de opciones en el entorno interior que apoyan el desarrollo y el aprendizaje
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
 - Ejemplo de opciones en el entorno exterior que apoyan el desarrollo y el aprendizaje
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
- Desarrollo Socioemocional
 - **Ejemplo de opciones en el entorno interior que apoyan el desarrollo y el aprendizaje**
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
 - Ejemplo de opciones en el entorno exterior que apoyan el desarrollo y el aprendizaje
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
- **Edad Escolar:**
 - Desarrollo Físico
 - Ejemplo de opciones en el entorno interior que apoyan el desarrollo y el aprendizaje
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
 - Ejemplo de opciones en el entorno exterior que apoyan el desarrollo y el aprendizaje
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes

- Desarrollo Cognitivo
 - **Ejemplo de opciones en el entorno interior que apoyan el desarrollo y el aprendizaje**
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
 - Ejemplo de opciones en el entorno exterior que apoyan el desarrollo y el aprendizaje
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
- Desarrollo Socioemocional
 - **Ejemplo de opciones en el entorno interior que apoyan el desarrollo y el aprendizaje**
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes
 - Ejemplo de opciones en el entorno exterior que apoyan el desarrollo y el aprendizaje
 - Distribución
 - Materiales
 - Organización y accesibilidad
 - Mensajes verbales y escritos
 - Imágenes

Parte 2. Escriba uno o dos párrafos describiendo cómo el entorno físico y el ambiente socioemocional pueden contribuir a crear y mantener un sentido comunitario en el salón de clases. Asegúrese de que su descripción incluya:

- ejemplos de alternativas ambientales (p. ej., distribución, organización y accesibilidad del espacio, materiales, mensajes verbales y escritos e imágenes) en los entornos interiores y exteriores
- ejemplos del entorno social : interacciones adulto-niño y niño-niño
- ejemplos del entorno temporal: rutina diaria y horarios

La evaluación se calificará según la siguiente rúbrica, que también se puede [encontrar aquí](#) en 'Master Rubrics'

Competencia	Competente				No se puede evaluar
	Criterios de la lista de verificación				
IRE1 : describe el papel del entorno en el apoyo al desarrollo de los niños Códigos posibles: D = describe, P = proporciona un ejemplo de	O-3	3-5	K-3	Se incorporan consideraciones acerca del papel de los entornos interiores para el desarrollo (individual y grupal) de los niños ..	
				distribución	
				materiales	
				organización y accesibilidad	
				mensajes escritos y verbales	
				imágenes	
	O-3	3-5	K-3	Se incorporan consideraciones acerca de cómo las opciones de entornos exteriores apoyan el aprendizaje (individual y grupal) de los niños..	
				distribución	
				materiales	
				organización y accesibilidad	
				mensajes escritos y verbales	
				imágenes	
	O-3	3-5	K-3	Se incorporan consideración de cómo las opciones de entornos exteriores apoyan el sentido de comunidad en el salón de clases I	
				disposición	
			materiales		
			organización y accesibilidad		
			mensajes escritos y verbales		

Actividades y recursos de aprendizaje

Tiempo total para completar todas las actividades de aprendizaje de las subcompetencias: 4.5 horas

Sub-competencia N.º 1 [5 actividades de aprendizaje]

Describe con ejemplos, cómo las decisiones acerca de los entornos interiores y exteriores toman en cuenta y apoyan y el aprendizaje de los niños

Actividad 1:

Inicio. Tómese un momento para reflexionar sobre los entornos que mejor conoce. Por ejemplo, ¿Cómo es su casa? ¿Cuáles son las características ambientales de su tienda favorita? ¿Cómo le hacen sentir estos entornos? En esta actividad, completará un módulo de capacitación de IRIS que explora cómo los entornos físicos, sociales y temporales toman en cuenta y apoyan el desarrollo y aprendizaje de los niños. Para su evaluación, deberá responder las preguntas que se incluyen en el módulo.

Materiales:

En esta capacitación de IRIS, aprenderá sobre los entornos de la primera infancia respondiendo a la pregunta: ¿Qué puede hacer el maestro para que el entorno del salón de clases sea más propicio para el aprendizaje y el desarrollo de los niños? Para completarla, vaya a este sitio web: [¿Qué pueden hacer los maestros para que el entorno del aula sea más propicio para el aprendizaje y el desarrollo de los niños?](#) Usando la barra de enlaces en el lado izquierdo de la página, lea las páginas 1 a 5:

- o Página 1: Entornos de la primera infancia
- o Página 2: Entorno físico
- o Página 3: Entorno social
- o Página 4: Entorno temporal
- o Página 5: En conjunto
- o Siga con la Página 'Envolver' para completar el módulo IRIS.

Evaluación formativa: Complete las preguntas 1-4 en este artículo del reflexivo: [Entornos de la Primera Infancia: Diseño de aulas eficaces](#) y sus respuestas a los docentes de su curso según sus instrucciones.

Actividad 2:

Inicio. Probablemente haya escuchado la frase "juegue durante toda su vida". De niño/a, es posible que lo hayan animado a "ir a jugar afuera" o "jugar con sus amigos/as". ¿Sabía que jugar es increíblemente importante para fomentar un desarrollo y aprendizaje saludables? El entorno que diseña como maestro de la primera infancia establece un contexto importante para el desarrollo y el aprendizaje. Idealmente, este entorno promueve el juego de los niños como medio principal del desarrollo y el aprendizaje. En esta actividad, se explorará la importancia del juego para fomentar el desarrollo y el aprendizaje de los niños pequeños y el papel del entorno en facilitar el juego.

Materiales:

1. Este capítulo contiene una descripción general de la teoría y las etapas del juego, su impacto en el desarrollo y el aprendizaje de los niños pequeños y también proporciona ejemplos de cómo se puede organizar el entorno de la primera infancia para estimular el juego. Lea el capítulo aquí: [El juego y el entorno de aprendizaje](#)
2. Este artículo analiza las investigaciones sobre el juego y el desarrollo del cerebro y describe cómo los educadores de la primera infancia pueden guiar el juego de los niños a fin de alcanzar objetivos en el aprendizaje de estos. Lea el artículo aquí: [El caso de la ciencia del cerebro y el juego guiado: una historia en desarrollo](#)

3. Este breve artículo describe las mejores prácticas para incorporar y fomentar el juego en el entorno de aprendizaje. Lea el artículo aquí: [Aspectos clave del juego en la educación temprana](#)

Evaluación formativa: esta actividad le brinda la oportunidad de sintetizar lo que ha aprendido sobre el juego y cómo fomenta el desarrollo y el aprendizaje de los niños pequeños. Incluya en su respuesta un resumen de la importancia del juego para el desarrollo y aprendizaje de los niños. Luego, usando ejemplos, describa cómo el entorno puede apoyar o socavar el juego de los niños. Además, responda a lo expuesto por dos de sus colegas,

Actividad 3:

Inicio. En la primera actividad exploró cómo los entornos bien diseñados influyen en el desarrollo y el aprendizaje de los niños. En esta actividad, aprenderá cómo ciertos componentes ambientales específicos apoyan el desarrollo saludable de bebés y niños menores de tres años.

Materiales:

Los materiales de este módulo están vinculados a Virtual Lab School (VLS).

"El desarrollo físico proporciona a los bebés y niños menores de tres años las habilidades y destrezas para explorar e interactuar con el mundo que les rodea. Un entorno propicio para este tipo de desarrollo es un entorno seguro e interesante, que fomenta simultáneamente el movimiento y la exploración. Esta lección ofrece información sobre alternativas para crear entornos y experiencias que apoyen el continuo crecimiento y desarrollo físico de los bebés y niños menores de tres años". Obtenga más información aquí:

- [Apoyando el desarrollo físico: entornos y experiencias](#)
- [Desarrollo de motricidad fina para bebés/niños pequeños](#)
- [Desarrollo motor grueso Bebés Niños pequeños](#)

"Usted tiene un papel importante en garantizar que los entornos de su programa sean de alta calidad y apropiados para el desarrollo de los niños y jóvenes bajo su cuidado. Esta lección lo ayudará a trabajar con otros adultos para diseñar entornos estimulantes para niños de todas las edades." Obtenga más información aquí:

- [Uso de un enfoque de "puedo hacerlo" para garantizar que la instrucción diferenciada apoye intencionalmente las necesidades de los estudiantes de idiomas](#)
- [Afirmación del idioma, la cultura y la identidad](#)

"Es importante proporcionar una variedad de experiencias para apoyar las habilidades de comunicación y el lenguaje de los niños. Esta lección describe cómo puede crear entornos ricos en lenguaje y comunicación que incluyen interacciones y experiencias estimulantes". Obtenga más información aquí:

- [Afirmación del idioma, la cultura y la identidad](#)
- [Apoyando la Comunicación de los Niños: Ambientes y Experiencias](#)
- [Bebés bilingües brillantes](#)

"Los espacios y los materiales pueden ser grandes impulsores de la creatividad. En esta lección, aprenderá sobre la importancia de organizar y seleccionar cuidadosamente los materiales que promueven la creatividad. Aprenderá a elegir materiales culturalmente sensibles y que satisfagan las necesidades creativas de todos los niños". Obtenga más información aquí: [Cultivando la Creatividad y la Innovación: Ambientes y Materiales](#)

"Es esencial ofrecer una variedad de experiencias para apoyar el desarrollo socioemocional de los bebés y niños menores de tres años . Esta lección describe cómo puede crear interacciones y experiencias estimulantes que promuevan el desarrollo socioemocional". Obtenga más información aquí: [Desarrollo Socioemocional: Experiencias y Actividades](#)

Evaluación formativa: usted está trabajando en un salón de clases con bebés y niños menores de tres años . En su primer día de trabajo, su nueva compañera de trabajo le dice que le gustaría reorganizar el salón para que se parezca a un diseño "adorable" que vio en Pinterest. Cuando ella le muestra la imagen, a usted le preocupa que muchos aspectos de ese salón de clase , si bien son atractivos, no resultan apropiados para la promoción del desarrollo de los niños de clase. Escriba de tres a cuatro párrafos o cree una presentación de audio grabada de uno a dos minutos de duración destacando cómo los entornos interiores y exteriores pueden apoyar el desarrollo y el aprendizaje de bebés y niños menores de tres años . Asegúrese de incluir ejemplos específicos para cada área de desarrollo y aprendizaje.

Actividad 4:

Inicio. Los niños en edad preescolar también se benefician de los entornos bien diseñados. Si bien los componentes ambientales necesarios pueden variar, la atención al entorno y al apoyo que este ofrece para el desarrollo y el aprendizaje son fundamentales. En esta actividad, tendrá la oportunidad de explorar diferentes opciones para la creación de entornos y considerar su impacto en el desarrollo y aprendizaje preescolar.

Materiales:

Los materiales de este módulo están vinculados a Virtual Lab School (VLS).

"Es importante proporcionar una variedad de oportunidades interiores para apoyar el desarrollo físico de los niños. Esta lección describe cómo puede involucrar a los niños en edad preescolar en experiencias en espacios interiores que contribuyan significativamente a su desarrollo físico". Obtenga más información aquí:

- [Apoyando el desarrollo físico: ambientes interiores y experiencias](#)
- [Teacher Additional Thoughts](#)

"Las experiencias en entornos exteriores son tan importantes como las de interiores para promover el desarrollo físico de los niños. Esta lección describe cómo puede involucrar los niños en espacios exteriores que ofrezcan experiencias significativas para la promoción de su desarrollo físico". Obtenga más información aquí: [Apoyando el desarrollo físico: ambientes y experiencias al aire libre](#)

"La forma en que organiza el entorno y materiales de aprendizaje en el salón de clase ayudan a sentar las bases para el desarrollo cognitivo de los niños. Esta lección destaca los entornos y los materiales que promueven el desarrollo cognitivo de los bebés y niños menores de tres años e incluye información sobre cómo apoyar las necesidades y antecedentes particulares de los bebés y niños pequeños bajo su cuidado". Obtenga más información aquí:

- [Apoyo al desarrollo cognitivo: entornos y materiales](#)
- [Good Morning and Book Time](#)

"Los años de preescolar son una época de tremendo crecimiento en la expresión creativa. Este curso lo ayudará a aprender a planificar experiencias en entornos interiores y exteriores que promuevan la creatividad de los niños. Así mismo conocerá cómo seleccionar materiales culturalmente sensibles para todos los alumnos. El curso también aborda el papel de usted, como maestro preescolar, en promover la creatividad en su lugar de trabajo". Obtenga más información aquí: [Expresión creativa](#)

"El sentido de identidad de los niños en edad preescolar se forma a medida que interactúan con sus familiares , maestros y compañeros. En este curso, aprenderá cómo los niños pequeños desarrollan el sentido de su propia identidad. También aprenderá sobre la relevancia del contexto cultural en que se desarrollan los niños y cómo usted puede utilizar el entorno y ciertas experiencias y actividades para promover una autoimagen saludable en niños en edad preescolar. También se tratará la importancia de la capacidad para adaptarse como maestro de preescolar y acerca de prácticas de autocuidado y reducción del estrés". Obtenga más información aquí:

- [Entendimiento propio y cultural](#)
- [Hoja Informativa Nueve: Qué es ;Autocuidado?](#)
- [The Bakery - Apoyando a los niños para que tengan éxito en el Centro de Juegos Dramáticos](#)

Evaluación formativa: las lecturas y los videos de las actividades anteriores subrayan la importancia de los entornos y los materiales para apoyar el desarrollo saludable y el aprendizaje de los niños en edad preescolar. En esta evaluación se le pide que identifique y describa dos opciones ambientales claves para cada una de estas áreas de desarrollo: físico, cognitivo y socioemocional.

Revise cuidadosamente las respuestas de sus compañeros de clase antes de crear su propia respuesta , ya que debe añadir opciones que no hayan sido mencionadas en las contribuciones de sus compañeros.

Actividad 5:

Inicio. Las necesidades de los niños pequeños cambian a medida que estos crecen. Para apoyar estos cambios, los entornos en los que crecen y se desarrollan los niños también deben cambiar. En esta actividad, examinará varios recursos que resaltan el impacto de las opciones ambientales en el desarrollo y el aprendizaje de los niños en edad escolar.

Materiales:

Los materiales de este módulo están vinculados a Virtual Lab School (VLS).

"Los años de edad escolar constituyen un momento importante de actividad física y desarrollo. En este curso, aprenderá sobre los beneficios de un estilo de vida activo, los hitos de desarrollo característicos de esta etapa, y la importancia de las actividades "adecuadas". También aprenderá sobre la imagen corporal y cómo reconocer las señales de que un niño en edad escolar puede estar teniendo dificultades con su imagen corporal". Obtenga más información aquí: [Desarrollo físico](#)

"Este curso facilitará una comprensión básica del desarrollo cognitivo en niños en edad escolar destacando la Teoría de las Inteligencias Múltiples de Howard Gardner. Aprenderá sobre los niños en edad escolar como estudiantes con preferencias cognitivas de , análisis lógico,, visuales y espaciales, musicales, socioemocionales, kinestésicas, naturalistas, o de lenguaje". Obtenga más información aquí: [Desarrollo cognitivo](#) y [Escenarios-Ejemplos](#)

"La expresión creativa es una parte importante del desarrollo general de los niños en edad escolar. En este curso, aprenderá a planificar experiencias creativas apropiadas para el desarrollo de los niños en esta etapa . Además, se familiarizará con actividades orientadas tanto a procesos como a productos. También se abordará la selección de materiales creativos y cómo fomentar la creatividad en su lugar de trabajo". Obtenga más información aquí:

- [What is a Maker Space?](#)
- [Cultivando la creatividad y la innovación](#)

"Muchos factores juegan un papel en el desarrollo de la identidad de los niños en edad escolar. En este curso, aprenderá a colaborar con las familias para apoyar el desarrollo de un autoconcepto positivo. También aprenderá sobre la importancia de la diversidad para el desarrollo de un carácter positivo, y cómo apoyar los intereses emergentes de los niños. También se discutirán las oportunidades y desafíos únicos que enfrentan las familias militares. Así mismo el curso trata sobre las prácticas de autocuidado y la reducción del estrés". Obtenga más información aquí: [Entendimiento propio y cultural](#)

Evaluación formativa: como ha estado aprendiendo, las necesidades ambientales de aprendizaje evolucionan a medida que evoluciona el desarrollo de los niños. Para su evaluación formativa, identificará dos factores ambientales en las áreas de desarrollo físico, cognitivo, y socioemocional respectivamente, presentes en los niños en edad escolar y cómo se diferencian de los factores ambientales que inciden en esas mismas áreas de desarrollo en los niños de edad preescolar, Para cada uno de los factores que identifique, proporcione una breve explicación (1 a 2 oraciones) de cómo esta información puede cambiar dependiendo del contexto en que están desarrollándose los niños.

Subcompetencia N.º 2 [2 actividades de aprendizaje]

Describe, con ejemplos, cómo las opciones de entornos interiores y exteriores contribuyen a desarrollar una comunidad dentro del salón de clases.

Actividad 1:

Inicio. Los niños pequeños aprenden mejor en grupos de distintos tamaños. En los artículos a continuación, leerá sobre consideraciones a tomar en cuenta al planificar los ambientes para interacciones individuales, en grupos pequeños o de todo el grupo. Como leerá en estos artículos, diferentes composiciones grupales contribuyen a crear un sentido de comunidad dentro del salón de clases. Considere esta información cuando planifique interacciones en entornos interiores y exteriores para niños pequeños. Preste atención a las consideraciones a tener en cuenta a la hora de planificar las interacciones en los diferentes entornos.

Materiales:

"Este documento presenta recomendaciones acerca de los cuales son las mejores prácticas en cuanto al uso de grupos durante la primera infancia. Utilice este enlace descargable: [De la Hora del Círculo a los Grupos Pequeños: Satisfaciendo las Necesidades de los Niños](#)

¿Por qué es tan importante crear una comunidad en el salón de clases? Obtenga más información aquí: [Regreso a la escuela: por qué es tan importante crear una comunidad en el aula](#)

Evaluación formativa: las lecturas proporcionadas incluyen múltiples ideas sobre cómo crear un sentido de comunidad en la primera infancia. Enumere y describa brevemente cuatro de las estrategias sugeridas y cómo se pueden usar para promover el surgimiento de un sentido de comunidad. Envíe sus respuestas según las instrucciones proporcionadas por el docente de su curso.

Actividad 2:

Inicio. La comunidad de un salón de clases es difícil de definir. De alguna manera, uno reconoce que existe una comunidad cuando la ve... que los niños se respetan unos a otros, hay una sensación de calma y uno puede mirar alrededor del entorno y ver oportunidades para que los niños estén solos, participen, reflexionen y desarrollen relaciones prósperas. Si bien la comunidad puede ser difícil de definir, las decisiones que los educadores toman dentro del entorno del salón de clase desempeñan un papel clave en cómo emerge y se consolida el sentido de comunidad. Por ejemplo, la atención que se da a los horarios, las rutinas y las transiciones, y cómo estas se comunican verbalmente, por escrito, y a través de imágenes. Cada una de estas opciones, a su vez, desempeña un papel importante en el apoyo al desarrollo social y emocional de los niños. En esta actividad, tendrá la oportunidad de explorar los fundamentos para crear un sentido de comunidad en el salón de clases e identificar cómo cada uno de estos componentes fomenta este sentido de comunidad.

Materiales:

Los materiales de este módulo están vinculados a Virtual Lab School (VLS).

"Esta lección destaca la importancia de ser un maestro de preescolar receptivo y brinda información sobre cómo promover la competencia socioemocional cuando se interactúa con niños, familias y colegas. Un punto clave de este aprendizaje es la autorreflexión y las relaciones colaborativas y de apoyo mutuo". Obtenga más información aquí: [Promoción del desarrollo socioemocional: la maestra de preescolar](#)

"Las habilidades socioemocionales son esenciales para el desarrollo saludable de los niños en edad preescolar. En este curso, aprenderá sobre los hitos socioemocionales y qué hacer si tiene alguna inquietud sobre el desarrollo socioemocional de un niño. Este curso también abordará el impacto que tiene la calidad de los entornos en el desarrollo socioemocional, así como el papel que usted desempeña como maestro de preescolar receptivo y edificante". Obtenga más información aquí: [Desarrollo social y emocional](#)

"Una actitud positiva afecta las relaciones que usted desarrolla con los niños en edad escolar y las relaciones que estos desarrollan entre sí. En este curso, aprenderá sobre los comportamientos típicos de la edad escolar y los enfoques positivos que puede usar en situaciones desafiantes. También aprenderá cómo el uso de horarios y rutinas puede incrementar las interacciones positivas. También se abordará el trabajo con familias en situaciones difíciles". Obtenga más información aquí: [Orientación positiva](#)

Evaluación formativa: como ha aprendido, hay una variedad de factores que influyen a la creación de un sentido de comunidad dentro de los diferentes entornos de la primera infancia. Identifique cinco opciones ambientales que ha aprendido durante el curso que tienen el potencial de tener un efecto positivo en la creación y consolidación del sentido de comunidad. Describa cómo se puede implementar cada opción dentro de contextos de entornos interiores o exteriores, y explique brevemente (1 a 2 oraciones) el efecto de cada opción sobre sentido de comunidad en cada uno de los entornos interiores y exteriores considerados

Appendix E

Student Survey (Spanish)

Instrucciones: Acaba de completar un módulo que tiene como propósito desarrollar conocimientos y destrezas relacionadas con la educación temprana/inicial. Este módulo es parte de un piloto subvencionado por la Red de Agencias de Recursos y Referimientos de Cuidado Infantil de Illinois (INCCRRA por sus siglas en inglés). En todo Illinois, estudiantes del área de educación inicial de otras instituciones de educación superior están usando estos módulos con el propósito de que los nuevos profesionales de la educación inicial tengan la oportunidad de obtener credenciales para apoyar efectivamente a los niños pequeños y sus familias.

Debido a que estos módulos sobre la educación de educación inicial en español están en un período de prueba, nos interesa conocer sus impresiones. Sus comentarios servirán para ayudarnos a mejorar estos módulos y recursos en español. Agradecemos el tiempo dedicado a completar esta encuesta, y le aseguramos que sus comentarios contribuirán a que podamos ofrecer una experiencia de aprendizaje positiva a futuros estudiantes.

Al completar esta encuesta, concéntrese únicamente en el módulo que completó recientemente, incluyendo las actividades y recursos del módulo así como la evaluación parte del módulo. **Esta encuesta no es una evaluación de su instructor o de la clase completa; solo se refiere a los recursos en español del módulo que usted acaba de completar.**

PREGUNTAS DE LA ENCUESTA PARA ESTUDIANTES

¡Gracias por ayudar a su universidad a poner en prueba los módulos en español de la Credencial en Educación Inicial de Nivel 2 de Gateways to Opportunity! Sus comentarios son muy importantes, ya que servirán para introducir cambios que beneficiaran a futuros estudiantes.

1. Seleccione la institución donde completó este módulo.
 - College of Lake County
 - Western Illinois University
 - National Louis University
2. Califique su satisfacción general con el contenido y los materiales de evaluación de este módulo en español. 4= Totalmente satisfecho/ 3=Satisfecho/ 2= Insatisfecho/ 1=Totalmente insatisfecho
3. El español de los recursos de aprendizaje y las evaluaciones formativas incluidas en este módulo fueron fáciles de entender. 4=Totalmente de acuerdo//3=De acuerdo/ 2= En desacuerdo/ 1=Totalmente en desacuerdo/ Comentarios
4. El español de las instrucciones relacionadas con la competencia que el módulo tiene como objetivo desarrollar y el español utilizado en la evaluación fue fácil de comprender . 4=Totalmente de acuerdo/3=De acuerdo/ 2= En desacuerdo/ 1=En desacuerdo agregar/Comentarios
5. ¿Cuáles de las siguientes opciones se utilizaron en su curso?
 - a. Solo español
 - b. Español con acceso a materiales en inglés
 - c. Alternancia de materiales en español e inglés

6. De los tres modelos posibles (solo en español, español con acceso a materiales en inglés, alternancia de materiales en español e inglés), indique qué tan eficaz fue el modelo que usted usó en cuanto a acceder y comprender el contenido requerido. 4= Muy eficaz/ 3=Eficaz/ 2=Ineficaz/1=Muy ineficaz/Comentarios
7. ¿Los videos, fotos, etc. eran representativos de diferentes grupos culturales?
- Sí, todos
 - Sí, la mayoría
 - Algunos
 - Ninguno
8. ¿Los videos y subtítulos eran fácil de entender?
- Sí, todos
 - Sí, la mayoría
 - Algunos
 - Ninguno
9. ¿Cuántas horas en total dedicó a completar el módulo?
- Menos de 1 hora
 - 1-4 horas
 - 5-10 horas
 - 10-15 horas
 - 15-20 horas
 - Más de 20 horas
10. ¿Qué tipo de apoyo le brindó su instructor a lo largo de este módulo? Seleccione todas las opciones que correspondan.
- Comentarios sobre las evaluaciones
 - Comentarios a mis respuestas en el foro de discusión virtual
 - Ayuda para entender la traducción de un término
 - Ayuda individual
 - Ayuda en grupos pequeños
 - Horas hábiles
 - Apoyo relacionado con tecnología
 - Apoyo para la comprensión de un concepto o idea
 - Otro (especifique)
11. ¿Qué otros comentarios sobre esta experiencia le gustaría compartir? Podría referirse a cosas como la calidad de los recursos en español, la facilidad para abrir documentos virtuales, o cualquier otro punto.

Información demográfica/adicional

12. Especifique su origen étnico (menú desplegable).
13. ¿De qué manera se identifica como bilingüe? Seleccione todas las opciones que correspondan.
- El inglés es mi primer idioma
 - El español es mi primer idioma
 - Considero tanto inglés como el español mis primeros idiomas
 - Otro

14. ¿Cuál es el grado o nivel escolar más alto que ha completado? Si actualmente está cursando estudios, indique el título más alto recibido:
- Algo de preparatoria o de educación secundaria, pero sin diploma
 - Graduado/a de escuela preparatoria/secundaria o diploma equivalente (GED)
 - Algún crédito universitario, sin título
 - Formación comercial/técnica/profesional
 - Diploma básico de dos años
 - Licenciatura
 - Maestría
 - Doctorado
 - ¿Completó sus estudios en los Estados Unidos?
 - ¿Completó sus estudios en otro país?
 - ¿Completó sus estudios en los Estados Unidos y en otro país?
15. ¿Trabaja actualmente o ha trabajado anteriormente en el campo de educación inicial?
- No trabajo/nunca he trabajado en el campo de la educación inicial
 - He trabajado en el campo de educación inicial por menos de un año
 - He trabajado en el campo de educación inicial entre 1 y 3 años
 - He trabajado en el campo de educación inicial entre 4 y 7 años
 - He trabajado en el campo de educación inicial entre 8 y 10 años
 - He trabajado en el campo de educación inicial durante 10 años o más

Student Survey (English)

Instructions: *You just completed a competency module that is being piloted as part of a grant your institution has with the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). Across the state, Spanish speaking early childhood students at other institutions are also using these modules in an effort to elevate the field and ensure all early childhood professionals entering the field have the competencies needed to support young children and families.*

Because the early childhood modules are currently being piloted in Spanish, we are interested in your feedback to help us improve the Spanish language resources. Please take your time to complete this survey, knowing that your feedback will contribute to a positive learning experience for future students.

*As you complete this survey, only focus on the competency module you recently completed. This includes the assessment and the competency module activities & resources. **The survey is not an evaluation of your instructor or the full class; the survey is only focused on the Spanish language resources of the competency module's curriculum.***

STUDENT SURVEY QUESTIONS

Thank you for helping your higher education institution pilot the Gateways to Opportunity ECE Credential Level 2 competency modules in Spanish! Your feedback is important to us and will inform changes for future students.

1. Please select the institution where you completed this module.
 - College of Lake County
 - Western Illinois University
 - National Louis University

2. Rate your overall satisfaction of the content and assessment materials in Spanish in this module (4 Level Extremely Satisfied//Extremely Dissatisfied).
 3. The Spanish of the learning resources and formative assessments in this module were easy to understand (4-Level Strongly Agree//Disagree with option to add comment).
 4. The Spanish of the instructions for this competency and assessment were easy to understand (4-Level Strongly Agree//Disagree with option to add comment)
 5. Which of the following models were used in your coursework?
 - Spanish only
 - Spanish with access to English materials
 - Alternating Spanish and English materials
 6. Of the three possible models (Spanish only, Spanish with access to English materials, alternating Spanish and English material), please indicate how effective the model you used was in supporting your ability to access the required content? (4-Level Very Effective with option to add comment)
 7. Were videos, pictures, etc. culturally representative?
 - Yes, all of them
 - Yes, most of them
 - Some of them
 - None of these
 8. Were videos, pictures, etc. linguistically representative?
 - Yes, all of them
 - Yes, most of them
 - Some of them
 - None of them
 9. How many total hours did you spend on completing the entire competency module?
 - Less than 1 hour
 - 1-4 hours
 - 5-10 hours
 - 10-15 hours
 - 15-20 hours
 - Over 20 hours
 10. What kind of support did your instructor provide to you throughout this module? Select all that apply.
 - Feedback on the assessments
 - Discussion responses
 - Help understanding a translated term
 - 1:1 assistance
 - Small group assistance
 - Office hours
 - Technology support
 - General support for understanding a concept or idea
 - Other (please specify)
 11. What other feedback about this learning experience would you like to share? This might include things like quality of Spanish resources, opening documents or any other feedback. (Open response)
-

Demographic/Additional Info

12. Please specify your ethnicity (drop-down menu).
13. How do you identify as bilingual? Select all that apply.
- English is my first language
 - Spanish is my first language
 - English and Spanish are my first languages
 - Other
14. What is the highest degree or level of school you have completed? If currently enrolled, highest degree received:
- No schooling completed
 - Some high school, no diploma
 - High school graduate, diploma, or the equivalent (GED)
 - Some college credit, no degree
 - Trade/technical/vocational training
 - Associate degree
 - Bachelor's degree
 - Master's degree
 - Doctoral degree
 - Did you complete your schooling in the U.S.?
 - Did you complete your schooling in another country?
 - Did you complete your schooling in the U.S. and another country?
15. Do you currently work, or have you previously worked in the early childhood field?
- I do not work/have never worked in the early childhood field
 - I have worked in the early childhood field for less than one year
 - I have worked in the early childhood field for 1-3 years
 - I have worked in the early childhood field for 4-7 years
 - I have worked in the early childhood field for 8-10 years
 - I have worked in the early childhood field for 10 or more years

Appendix F

Student and Faculty Survey Response Data

Spanish ECE Module Testing Student & Faculty Survey Responses Table

Spanish ECE Module Testing	# Of Student Responses	N	% Of Student Response Rate	# Of Faculty Responses
HGD1	41	74	55%	7
HGD2	37	62	60%	6
HGD3	33	62	53%	2
HSW1	23	62	37%	2
HSW2	22	60	37%	3
IRE1	32	62	52%	3
IRE2	23	62	37%	3
FCR1	24	62	39%	3
FCR2	15	60	25%	3
FCR3	11	61	18%	4
PPD1	35	60	58%	1
PPD2	34	58	59%	2

Appendix G

Student Survey Data Results

Q1: Spanish ECE Module Testing Student Survey Data Collection by Competency & Question

IL Competencies	ECE Competency Survey	College of Lake County		Western Illinois University		National Louis University		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses	
Family & Community Relationships	ECE FCR 1 Survey	50.00%	12	16.67%	4	33.33%	8	24
	ECE FCR 2 Survey	0.00%	0	26.67%	4	73.33%	11	15
	ECE FCR 3 Survey	0.00%	0	36.36%	4	63.64%	7	11
Human Growth & Development	ECE HGD 1 Survey	29.27%	12	43.90%	18	26.83%	11	41
	ECE HGD 2 Survey	32.43%	12	51.35%	19	16.22%	6	37
	ECE HGD 3 Survey	33.33%	11	42.42%	14	24.24%	8	33
Personal & Professional Development	ECE PPD 1 Survey	28.57%	10	42.86%	15	28.57%	10	35
	ECE PPD 2 Survey	33.33%	12	47.22%	17	19.44%	7	36
Interactions, Relationships, & Environments	ECE IRE 1 Survey	50.00%	16	18.75%	6	31.25%	10	32
	ECE IRE 2 Survey	52.17%	12	17.39%	4	30.43%	7	23
Health, Safety, & Well-Being	ECE HSW 1 Survey	39.13%	9	30.43%	7	30.43%	7	23
	ECE HSW 2 Survey	36.36%	8	27.27%	6	36.36%	8	22

Q2: Qualify your General Satisfaction with the Content & Evaluation Material of the Spanish Module

IL Competencies	ECE Competency Survey	4= Strongly Satisfied		3=Satisfied		2= Unsatisfied		1=Strongly Unsatisfied		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	58.33%	14	37.50%	9	4.17%	1	0.00%	0	24
	ECE FCR 2 Survey	46.67%	7	46.67%	7	6.67%	1	0.00%	0	15
	ECE FCR 3 Survey	54.55%	6	45.45%	5	0.00%	0	0.00%	0	11
Human Growth & Development	ECE HGD 1 Survey	70.73%	29	29.27%	12	0.00%	0	0.00%	0	41
	ECE HGD 2 Survey	70.27%	26	27.03%	10	2.70%	1	0.00%	0	37
	ECE HGD 3 Survey	72.73%	24	24.24%	8	3.03%	1	0.00%	0	33
Personal & Professional Development	ECE PPD 1 Survey	68.57%	24	25.71%	9	5.71%	2	0.00%	0	35
	ECE PPD 2 Survey	47.22%	17	50.00%	18	0.00%	0	2.78%	1	36
Interactions, Relationships, & Environments	ECE IRE 1 Survey	62.50%	20	34.38%	11	3.13%	1	0.00%	0	32
	ECE IRE 2 Survey	65.22%	15	34.78%	8	0.00%	0	0.00%	0	23
Health, Safety, & Well-Being	ECE HSW 1 Survey	65.22%	15	34.78%	8	0.00%	0	0.00%	0	23
	ECE HSW 2 Survey	68.18%	15	31.82%	7	0.00%	0	0.00%	0	22

Q3: The Spanish Learning Resources and the Formative Evaluations included in the Modules were easy to Understand.

IL Competencies	ECE Competency Survey	4= Strongly Agree		3=Agree		2= Disagree		1=Strongly Disagree		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	54.17%	13	41.67%	10	4.17%	1	0.00%	0	24
	ECE FCR 2 Survey	46.67%	7	33.33%	5	13.33%	2	6.67%	1	15
	ECE FCR 3 Survey	45.45%	5	54.55%	6	0.00%	0	0.00%	0	11
Human Growth & Development	ECE HGD 1 Survey	58.54%	24	31.71%	13	4.88%	2	2.44%	1	40
	ECE HGD 2 Survey	67.57%	25	27.03%	10	5.41%	2	0.00%	0	37
	ECE HGD 3 Survey	63.64%	21	30.30%	10	3.03%	1	3.03%	1	33
Personal & Professional Development	ECE PPD 1 Survey	60.00%	21	28.57%	10	8.57%	3	0.00%	0	34
	ECE PPD 2 Survey	41.67%	15	50.00%	18	5.56%	2	2.78%	1	36
Interactions, Relationships, & Environments	ECE IRE 1 Survey	56.25%	18	37.50%	12	6.25%	2	0.00%	0	32
	ECE IRE 2 Survey	65.22%	15	30.43%	7	4.35%	1	0.00%	0	23
Health, Safety, & Well-Being	ECE HSW 1 Survey	60.87%	14	34.78%	8	4.35%	1	0.00%	0	23
	ECE HSW 2 Survey	54.55%	12	45.45%	10	0.00%	0	0.00%	0	22

Q4: The Spanish instructions related to the competency within the Module objectives and the Spanish utilized in the evaluation were easy to understand

IL Competencies	ECE Competency Survey	4= Strongly Agree		3=Agree		2= Disagree		1=Strongly Disagree		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	45.83%	11	54.17%	13	0.00%	0	0.00%	0	24
	ECE FCR 2 Survey	46.67%	7	40.00%	6	13.33%	2	0.00%	0	15
	ECE FCR 3 Survey	45.45%	5	54.55%	6	0.00%	0	0.00%	0	11
Human Growth & Development	ECE HGD 1 Survey	68.29%	28	26.83%	11	2.44%	1	2.44%	1	41
	ECE HGD 2 Survey	67.57%	25	27.03%	10	5.41%	2	0.00%	0	37
	ECE HGD 3 Survey	57.58%	19	39.39%	13	3.03%	1	0.00%	0	33
Personal & Professional Development	ECE PPD 1 Survey	57.14%	20	28.57%	10	14.29%	5	0.00%	0	35
	ECE PPD 2 Survey	41.67%	15	47.22%	17	8.33%	3	2.78%	1	36
Interactions, Relationships, & Environments	ECE IRE 1 Survey	62.50%	20	31.25%	10	6.25%	2	0.00%	0	32
	ECE IRE 2 Survey	69.57%	16	30.43%	7	0.00%	0	0.00%	0	23
Health, Safety, & Well-Being	ECE HSW 1 Survey	52.17%	12	47.83%	11	0.00%	0	0.00%	0	23
	ECE HSW 2 Survey	63.64%	14	36.36%	8	0.00%	0	0.00%	0	22

Q5: Which of the following options were used in your course?

IL Competencies	ECE Competency Survey	Only Spanish		Spanish with access to English Material		Material both in English and Spanish		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses	
Family & Community Relationships	ECE FCR 1 Survey	41.47%	10	50.00%	12	8.33%	2	24
	ECE FCR 2 Survey	33.33%	5	53.33%	8	13.33%	2	15
	ECE FCR 3 Survey	27.27%	3	54.55%	6	18.18%	2	11
Human Growth & Development	ECE HGD 1 Survey	34.15%	14	39.02%	16	26.83%	11	41
	ECE HGD 2 Survey	37.84%	14	45.95%	17	16.22%	6	37
	ECE HGD 3 Survey	45.45%	15	48.48%	16	6.06%	2	33
Personal & Professional Development	ECE PPD 1 Survey	51.43%	18	48.57%	17	0.00%	0	35
	ECE PPD 2 Survey	25.00%	9	58.33%	21	16.67%	6	36
Interactions, Relationships, & Environments	ECE IRE 1 Survey	46.88%	15	37.50%	12	15.63%	5	32
	ECE IRE 2 Survey	52.17%	12	43.48%	10	4.35%	1	23
Health, Safety, & Well-Being	ECE HSW 1 Survey	30.43%	7	60.87%	14	8.70%	2	23
	ECE HSW 2 Survey	45.45%	10	40.91%	9	13.64%	3	22

Q6: Of the three possible models (Only Spanish, Spanish to access to English Material, alternate material English/Spanish), indicate how efficient was the model you used in terms of accessing and understanding the required content.

IL Competencies	ECE Competency Survey	4= Very Effective		3= Effective		2= Ineffective		1=Very Ineffective		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	41.67%	10	58.33%	14	0.00%	0	0.00%	0	24
	ECE FCR 2 Survey	26.67%	4	73.33%	11	0.00%	0	0.00%	0	15
	ECE FCR 3 Survey	45.45%	5	36.36%	4	0.00%	0	0.00%	0	9
Human Growth & Development	ECE HGD 1 Survey	47.50%	19	45.00%	18	7.50%	3	0.00%	0	40
	ECE HGD 2 Survey	64.86%	24	35.14%	13	0.00%	0	0.00%	0	37
	ECE HGD 3 Survey	54.55%	18	42.42%	14	3.03%	1	0.00%	0	33
Personal & Professional Development	ECE PPD 1 Survey	60.00%	21	31.43%	11	8.57%	3	0.00%	0	35
	ECE PPD 2 Survey	33.33%	12	58.33%	21	2.78%	1	2.78%	1	35
Interactions, Relationships, & Environments	ECE IRE 1 Survey	53.13%	17	43.75%	14	3.13%	1	0.00%	0	32
	ECE IRE 2 Survey	56.52%	13	39.13%	9	4.35%	1	0.00%	0	23
Health, Safety, & Well-Being	ECE HSW 1 Survey	47.83%	11	47.83%	11	4.35%	1	0.00%	0	23
	ECE HSW 2 Survey	59.09%	13	40.91%	9	0.00%	0	0.00%	0	22

Q7: Were the videos, photos, etc., representative of different cultural groups?

IL Competencies	ECE Competency Survey	Yes, all of them		Yes, most of them		Some of them		None of them		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	58.33%	14	37.50%	9	4.17%	1	0.00%	0	24
	ECE FCR 2 Survey	33.33%	5	46.67%	7	20.00%	3	0.00%	0	15
	ECE FCR 3 Survey	63.64%	7	27.27%	3	9.09%	1	0.00%	0	11
Human Growth & Development	ECE HGD 1 Survey	41.46%	17	48.78%	20	9.76%	4	0.00%	0	41
	ECE HGD 2 Survey	72.97%	27	21.62%	8	5.41%	2	0.00%	0	37
	ECE HGD 3 Survey	57.98%	19	33.33%	11	9.09%	3	0.00%	0	33
Personal & Professional Development	ECE PPD 1 Survey	62.86%	22	28.57%	10	8.57%	3	0.00%	0	35
	ECE PPD 2 Survey	50.00%	18	44.44%	16	5.56%	2	0.00%	0	36
Interactions, Relationships, & Environments	ECE IRE 1 Survey	59.38%	19	37.50%	12	0.00%	0	3.13%	1	32
	ECE IRE 2 Survey	56.52%	13	39.13%	9	4.35%	1	0.00%	0	23
Health, Safety, & Well-Being	ECE HSW 1 Survey	47.83%	11	47.83%	11	4.35%	1	0.00%	0	23
	ECE HSW 2 Survey	59.09%	13	40.91%	9	0.00%	0	0.00%	0	22

Q8: Were the videos, photos, etc., representative of different cultural groups?

IL Competencies	ECE Competency Survey	Yes, all of them		Yes, most of them		Some of them		None of them		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	50.00%	12	41.67%	10	8.33%	2	0.00%	0	24
	ECE FCR 2 Survey	33.33%	5	46.67%	7	20.00%	3	0.00%	0	15
	ECE FCR 3 Survey	45.45%	5	45.45%	5	9.09%	1	0.00%	0	11
Human Growth & Development	ECE HGD 1 Survey	51.22%	21	24.39%	10	24.39%	10	0.00%	0	41
	ECE HGD 2 Survey	64.86%	24	24.32%	9	10.81%	4	0.00%	0	37
	ECE HGD 3 Survey	60.61%	20	33.33%	11	6.06%	2	0.00%	0	33
Personal & Professional Development	ECE PPD 1 Survey	54.29%	19	28.57%	10	17.14%	6	0.00%	0	35
	ECE PPD 2 Survey	33.33%	12	41.67%	15	22.22%	8	2.78%	1	36
Interactions, Relationships, & Environments	ECE IRE 1 Survey	56.25%	18	31.25%	10	9.38%	3	3.13%	1	32
	ECE IRE 2 Survey	60.87%	14	30.43%	7	8.70%	2	0.00%	0	23
Health, Safety, & Well-Being	ECE HSW 1 Survey	52.17%	12	34.78%	8	13.04%	3	0.00%	0	23
	ECE HSW 2 Survey	59.09%	13	40.91%	9	0.00%	0	0.00%	0	22

Q9: How many hours did you dedicate to complete the module?

IL Competencies	ECE Competency Survey	Less than 1 Hour		1-4 Hours		5-10 hours		15-20 hours		More Than 20 hours		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	12.50%	3	25.00%	6	33.33%	8	20.83%	5	8.33%	2	24
	ECE FCR 2 Survey	20.00%	3	20.00%	3	26.67%	4	33.33%	5	0.00%	0	15
	ECE FCR 3 Survey	27.27%	3	18.18%	2	45.45%	5	9.09%	1	0.00%	0	11
Human Growth & Development	ECE HGD 1 Survey	4.88%	2	36.59%	15	31.71%	13	12.20%	5	14.63%	6	41
	ECE HGD 2 Survey	10.81%	4	35.14%	13	16.22%	6	21.62%	8	16.22%	6	37
	ECE HGD 3 Survey	9.09%	3	36.36%	12	21.21%	7	18.18%	6	15.15%	5	33
Personal & Professional Development	ECE PPD 1 Survey	5.71%	2	40.00%	14	28.57%	10	17.14%	6	8.57%	3	35
	ECE PPD 2 Survey	5.56%	2	41.67%	15	36.11%	13	11.11%	4	5.56%	2	36
Interactions, Relationships, & Environments	ECE IRE 1 Survey	6.25%	2	40.63%	13	40.63%	13	6.25%	2	6.25%	2	32
	ECE IRE 2 Survey	8.70%	2	47.83%	11	30.43%	7	13.04%	3	0.00%	0	23
Health, Safety, & Well-Being	ECE HSW 1 Survey	8.70%	2	43.48%	10	21.74%	5	17.39%	4	8.70%	2	23
	ECE HSW 2 Survey	13.64%	3	36.36%	8	27.27%	6	13.64%	3	9.09%	2	22

Q10: What type of support did you receive from your instructor throughout the module? Select all options that apply.

ECE Competency Survey	Comments on Evaluations		Comments on my answers to Virtual Discussion		Help understanding a translated term		Individual Help		Help in Small Groups		Office Hours		Help with Technology		Help with the comprehension of a concept or idea		Total Survey Responses
	Responses		Responses		Responses		Responses		Responses		Responses		Responses		Responses		
ECE FCR 1 Survey	75.00%	18	58.33%	14	54.17%	13	41.67%	10	41.67%	10	33.33%	8	33.33%	8	54.17%	13	24
ECE FCR 2 Survey	80.00%	12	53.33%	8	40.00%	6	40.00%	6	40.00%	6	40.00%	6	20.00%	3	80.00%	12	15
ECE FCR 3 Survey	81.82%	9	54.55%	6	54.55%	6	36.36%	4	36.36%	4	36.36%	4	27.27%	3	72.73%	8	11
ECE HGD 1 Survey	68.29%	28	53.66%	22	51.22%	21	36.59%	15	34.15%	14	39.02%	16	24.39%	10	63.41%	26	41
ECE HGD 2 Survey	62.16%	23	59.46%	22	59.46%	22	45.95%	17	51.35%	19	45.95%	17	35.14%	13	67.57%	25	37
ECE HGD 3 Survey	63.64%	21	66.67%	22	48.48%	16	48.48%	16	57.58%	19	36.36%	12	33.33%	11	63.64%	21	33
ECE PPD 1 Survey	74.29%	26	65.71%	23	51.43%	18	42.86%	15	57.14%	20	37.14%	13	37.14%	13	51.43%	18	35
ECE PPD 2 Survey	77.78%	28	55.56%	20	55.56%	20	41.67%	15	44.44%	16	30.56%	11	30.56%	11	36.11%	13	34
ECE IRE 1 Survey	75.00%	24	50.00%	16	34.38%	11	46.88%	15	34.38%	11	43.75%	14	18.75%	6	34.38%	11	32
ECE IRE 2 Survey	69.57%	16	65.22%	15	43.48%	10	47.83%	11	39.13%	9	56.52%	13	30.43%	7	47.83%	11	23
ECE HSW 1 Survey	65.22%	15	52.17%	12	39.13%	9	34.78%	8	52.17%	12	39.13%	9	34.78%	8	73.91%	17	23
ECE HSW 2 Survey	72.73%	16	59.09%	13	31.82%	7	31.82%	7	50.00%	11	36.36%	8	27.27%	6	54.55%	12	22

Q11: What other comments about this experience would you like to share? You could refer to things like the quality of Spanish resources, ease of opening virtual documents or anything else? Word cloud format below.

Word	Count	Relevance
Spanish	29	1
information	23	0.81
excellent	22	0.78
module	22	0.78
teacher	22	0.78
resource	21	0.74
quality	20	0.71
video	20	0.71
translation	18	0.65



II. Spanish ECE Module Testing Student Survey Relevant Self-Reported Demographic Data

Q12: In what way do you identify as bilingual? Select all options that apply.

IL Competencies	ECE Competency Survey	English is my first language		Spanish is my first language		I consider English and Spanish as my first languages		Other		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	0.00%	0	100.00%	24	4.17%	1	0.00%	0	24
	ECE FCR 2 Survey	0.00%	0	100.00%	15	0.00%	0	6.67%	1	15
	ECE FCR 3 Survey	0.00%	0	100.00%	11	0.00%	0	9.09%	1	11
Human Growth & Development	ECE HGD 1 Survey	2.44%	1	92.68%	38	7.32%	3	4.88%	2	41
	ECE HGD 2 Survey	0.00%	0	89.19%	33	13.51%	5	2.70%	1	37
	ECE HGD 3 Survey	0.00%	0	90.91%	30	12.12%	4	6.06%	2	33
Personal & Professional Development	ECE PPD 1 Survey	2.86%	1	94.29%	33	8.57%	3	2.86%	1	35
	ECE PPD 2 Survey	0.00%	0	91.67%	33	11.11%	4	2.78%	1	38
Interactions, Relationships, & Environments	ECE IRE 1 Survey	0.00%	0	100.00%	32	3.13%	1	3.13%	1	32
	ECE IRE 2 Survey	4.35%	1	95.65%	22	4.35%	1	0.00%	0	23
Health, Safety, & Well-Being	ECE HSW 1 Survey	0.00%	0	100.00%	23	0.00%	0	4.35%	1	23
	ECE HSW 2 Survey	0.00%	0	100.00%	22	0.00%	0	0.00%	0	22

Q13: What is the highest grade or educational level that you have completed? If you are currently studying, please indicate your highest degree.

ECE Competency Survey	Some High School Responses	Graduated from High School Responses	Some College Credit Responses	Technical Career Responses	Two-Year Degree		Bachelors		Masters		Doctorate		Total Survey Responses		
					Responses	Percentage	Responses	Percentage	Responses	Percentage	Responses	Percentage		Responses	Percentage
ECE FCR 1 Survey	4.17%	1	66.67%	16	16.67%	4	4.17%	1	0.00%	0	16.67%	4	0.00%	0	24
ECE FCR 2 Survey	13.33%	2	53.33%	8	6.67%	1	6.67%	1	0.00%	0	26.67%	4	0.00%	0	15
ECE FCR 3 Survey	18.18%	2	45.45%	5	9.09%	1	0.00%	0	0.00%	0	36.36%	4	0.00%	0	11
ECE HGD 1 Survey	7.32%	3	60.98%	25	21.95%	9	4.88%	2	2.44%	1	14.63%	6	0.00%	0	41
ECE HGD 2 Survey	5.41%	2	59.46%	22	27.03%	10	8.11%	3	2.70%	1	10.81%	4	0.00%	0	37
ECE HGD 3 Survey	6.06%	2	57.58%	19	24.24%	8	9.09%	3	6.06%	2	12.12%	4	0.00%	0	33
ECE PPD 1 Survey	5.71%	2	62.86%	22	28.57%	10	5.71%	2	2.86%	1	8.57%	3	0.00%	0	35
ECE PPD 2 Survey	8.33%	3	47.22%	17	22.22%	8	2.78%	1	11.11%	4	11.11%	4	0.00%	0	38
ECE IRE 1 Survey	6.25%	2	56.25%	18	21.88%	7	0.00%	0	3.13%	1	15.63%	5	0.00%	0	32
ECE IRE 2 Survey	4.35%	1	69.57%	16	17.39%	4	0.00%	0	4.35%	1	13.04%	3	0.00%	0	23
ECE HSW 1 Survey	13.04%	3	56.52%	13	21.74%	5	4.35%	1	0.00%	0	17.39%	4	0.00%	0	23
ECE HSW 2 Survey	18.18%	4	45.45%	10	27.27%	6	4.55%	1	0.00%	0	18.18%	4	0.00%	0	22

Q13-2: What is the highest grade or educational level that you have completed? If you are currently studying, please indicate your highest degree.

IL Competencies	ECE Competency Survey	Did you Complete your studies in the USA?		Did you Complete your studies in another country?		Did you Complete your studies in USA and another country?		
		Responses	Percentage	Responses	Percentage	Responses	Percentage	
Family & Community Relationships	ECE FCR 1 Survey	2	8.33%	2	8.33%	2	0.00%	0
	ECE FCR 2 Survey	1	6.67%	1	26.67%	4	0.00%	0
	ECE FCR 3 Survey	2	18.18%	2	9.09%	1	0.00%	0
Human Growth & Development	ECE HGD 1 Survey	4	9.76%	4	17.07%	7	7.32%	3
	ECE HGD 2 Survey	2	5.41%	2	13.51%	5	5.41%	2
	ECE HGD 3 Survey	1	3.03%	1	15.15%	5	9.09%	3
Personal & Professional Development	ECE PPD 1 Survey	4	11.43%	4	11.43%	4	2.86%	1
	ECE PPD 2 Survey	0	0.00%	0	11.11%	4	0.00%	0
Interactions, Relationships, & Environments	ECE IRE 1 Survey	3	9.38%	3	18.75%	6	0.00%	0
	ECE IRE 2 Survey	2	8.70%	2	13.04%	3	0.00%	0
Health, Safety, & Well-Being	ECE HSW 1 Survey	2	8.70%	2	30.43%	7	4.35%	1
	ECE HSW 2 Survey	2	9.09%	2	22.73%	5	4.55%	1

Q14: Do you currently or have worked in the past in the Early Childhood Education (ECE) field?

ECE Competency Survey	I have never worked in the ECE Field		Worked in the ECE field for less than 1 year		Worked in the ECE field between 1-3 years		Worked in the ECE field between 4-7 years		Worked in the ECE field between 8-10 years		Worked in the ECE field 10+ years		Total Survey Responses
	Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses	Responses	
ECE FCR 1 Survey	29.17%	7	8.33%	2	33.33%	8	12.50%	3	4.17%	1	12.50%	3	24
ECE FCR 2 Survey	73.33%	11	13.33%	2	13.33%	2	0.00%	0	0.00%	0	0.00%	0	15
ECE FCR 3 Survey	63.64%	7	18.18%	2	18.18%	2	0.00%	0	0.00%	0	0.00%	0	11
ECE HGD 1 Survey	29.27%	12	17.07%	7	21.95%	9	21.95%	9	7.32%	3	4.88%	2	41
ECE HGD 2 Survey	27.03%	10	10.81%	4	32.43%	12	18.92%	7	8.11%	3	8.11%	3	37
ECE HGD 3 Survey	30.30%	10	9.09%	3	27.27%	9	24.24%	8	12.12%	4	9.09%	3	33
ECE PPD 1 Survey	34.29%	12	11.43%	4	31.43%	11	17.14%	6	5.71%	2	5.71%	2	35
ECE PPD 2 Survey	22.22%	8	16.67%	6	25.00%	9	25.00%	9	2.78%	1	11.11%	4	36
ECE IRE 1 Survey	25.00%	8	9.38%	3	28.13%	9	21.88%	7	3.13%	1	12.50%	4	32
ECE IRE 2 Survey	26.09%	6	8.70%	2	34.78%	8	21.74%	5	4.35%	1	4.35%	1	23
ECE HSW 1 Survey	26.09%	6	8.70%	2	26.09%	6	26.09%	6	13.04%	3	4.35%	1	23
ECE HSW 2 Survey	18.18%	4	13.64%	3	27.27%	6	27.27%	6	13.64%	3	4.55%	1	22

Appendix H

Faculty Survey Questions

Encuesta del módulo de docentes

Instrucciones: complete la siguiente encuesta acerca del módulo que acaba de facilitar. Por favor añada comentarios adicionales según sea necesario. Su aporte es de suma importancia, ya que queremos evaluar la eficacia del contenido del módulo. Mantenga sus respuestas centradas en los recursos de aprendizaje en español específicos a cada módulo/competencia.

Elementos de la encuesta

1. Los recursos de aprendizaje en español (instrucciones, artículos, sitios web, etc.) de este módulo ofrecen a los estudiantes la información necesaria para adquirir y demostrar la(s) competencia(s) particulares a este módulo. 4 = Totalmente de acuerdo//3=De acuerdo , 2= En desacuerdo 1=Totalmente en desacuerdo/Comentarios.
2. El contenido en español de las actividades formativas y las evaluaciones de este módulo proporcionan a los estudiantes la información necesaria para poner en práctica los conocimientos requeridos en la enunciación de la competencia. 4=Totalmente de acuerdo//3= De acuerdo /2=En desacuerdo/1= Totalmente en desacuerdo/Comentarios.
 - a. Si su respuesta es en desacuerdo o totalmente en desacuerdo, por favor responda a la siguiente pregunta adicional:
 - i. ¿Cuáles revisiones recomendaría en cuanto los recursos en español incluidos en las actividades formativas y las evaluaciones? (Sea específico)
3. Califique su satisfacción general con el contenido y la evaluación de este módulo en español. (4=Totalmente satisfecho/3=Satisfecho 2= Insatisfecho /1-Totalmente insatisfecho)
4. Recomendaría este módulo en español a otros docentes o instituciones?
1=Muy improbable/.....10=Muy probable
5. ¿Qué otros comentarios relacionados con el contenido cultural y lingüístico de este módulo o acerca de su experiencia con este module piloto le gustaría compartir?
6. En comparación con la versión en inglés utilizada para este curso, la carga de trabajo del/ de los docente(s) para enseñar y evaluar esta competencia fue razonable. 4=Totalmente de acuerdo//3=De acuerdo, 2= En desacuerdo, 1= Totalmente en desacuerdo/Comentarios.
 - a. Si su respuesta es en desacuerdo o totalmente en desacuerdo, por favor responda a la siguiente pregunta adicional:
 - i. ¿Cuáles revisiones recomendaría? (Sea específico)
7. ¿Los estudiantes usaron o tuvieron acceso al módulo en inglés?
 - No, solo al módulo en español
 - Sí necesario: español con acceso a recursos en inglés
 - Sí, alternando recursos en español e inglésComente la eficacia de esta elección

Faculty Module Survey

Instructions: Please complete the following competency module survey and provide additional comments as needed. Your input is of utmost importance as we measure the efficacy of the content. Keep your responses focused on the Spanish learning resources for each specific competency module.

Survey Items

1. The Spanish learning resources (instructions, context setting, articles, websites, etc.) in this module provided students with the information needed to demonstrate mastery on the competency assessment. (4-Level Strongly Agree//Disagree with option to add comment.)
2. The Spanish information provided related to the formative activities and assessments in this module provided students with necessary information to practice the skills needed to achieve the competency assessment. (4-Level Strongly Agree//Disagree with option to add comment. If Disagree or Strongly Disagree, require responses to the following):
 - a. What revisions, if any, do you recommend to the Spanish resources of the formative activities and assessments? (Be specific)
3. Rate your overall satisfaction with the Spanish content and assessment in this module. (4 Level Extremely Satisfied//Extremely Dissatisfied)
4. I would recommend this Spanish language competency module to other faculty and/or institutions. (Net Promoter Score, 10 point scale with 10 as highly likely)
5. What other feedback related to the cultural and linguistic content of this competency module and/or your experience piloting the module would you like to share (if applicable)?
6. The faculty workload to teach and assess this competency was reasonable, as compared to the English version taught for this course. (4-Level Strongly Agree//Disagree with option to add comment/explain. Prompt if rating is disagree/strongly disagree to explain.)
7. Did students use or have access to the module in English?
 - No, Spanish language resources only
 - Yes, if needed - Spanish with access to English language resources
 - Yes, Alternating Spanish and English language resources
 - Comment on the effectiveness of this choice.

Appendix I

Faculty Survey Results

Spanish ECE Module Testing Faculty Survey Data Collection by Competency & Question

Q1: The Spanish learning resources (instructions, context setting, articles, websites, etc.) in this module provided students with the information needed to demonstrate mastery on the competency assessment.

IL Competencies	ECE Competency Survey	4= Strongly Agree		3=Agree		2= Disagree		1=Strongly Disagree		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	100.00%	3	0.00%	0	0.00%	0	0.00%	0	3
	ECE FCR 2 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
	ECE FCR 3 Survey	75.00%	3	25.00%	1	0.00%	0	0.00%	0	4
Human Growth & Development	ECE HGD 1 Survey	42.86%	3	57.14%	4	0.00%	0	0.00%	0	7
	ECE HGD 2 Survey	66.67%	4	33.33%	2	0.00%	0	0.00%	0	6
	ECE HGD 3 Survey	100.00%	2	0.00%	0	0.00%	0	0.00%	0	2
Personal & Professional Development	ECE PPD 1 Survey	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
	ECE PPD 2 Survey	50.00%	1	50.00%	1	0.00%	0	0.00%	0	2
Interactions, Relationships, & Environments	ECE IRE 1 Survey	100.00%	3	0.00%	0	0.00%	0	0.00%	0	3
	ECE IRE 2 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
Health, Safety, & Well-Being	ECE HSW 1 Survey	0.00%	0	100.00%	2	0.00%	0	0.00%	0	2
	ECE HSW 2 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3

Q2: The Spanish information provided related to the formative activities and assessments in this module provided students with necessary information to practice the skills needed to achieve the competency assessment.

IL Competencies	ECE Competency Survey	4= Strongly Agree		3=Agree		2= Disagree		1=Strongly Disagree		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
	ECE FCR 2 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
	ECE FCR 3 Survey	50.00%	2	50.00%	2	0.00%	0	0.00%	0	4
Human Growth & Development	ECE HGD 1 Survey	57.14%	4	42.86%	3	0.00%	0	0.00%	0	7
	ECE HGD 2 Survey	66.67%	4	33.33%	2	0.00%	0	0.00%	0	6
	ECE HGD 3 Survey	50.00%	1	50.00%	1	0.00%	0	0.00%	0	2
Personal & Professional Development	ECE PPD 1 Survey	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
	ECE PPD 2 Survey	50.00%	1	50.00%	1	0.00%	0	0.00%	0	2
Interactions, Relationships, & Environments	ECE IRE 1 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
	ECE IRE 2 Survey	33.33%	1	66.67%	2	0.00%	0	0.00%	0	3
Health, Safety, & Well-Being	ECE HSW 1 Survey	0.00%	0	100.00%	2	0.00%	0	0.00%	0	2
	ECE HSW 2 Survey	100.00%	3	0.00%	0	0.00%	0	0.00%	0	3

Q3: Rate your overall satisfaction with the Spanish content and assessment in this module.

IL Competencies	ECE Competency Survey	4= Strongly Satisfied		3=Satisfied		2= Unsatisfied		1=Strongly Unsatisfied		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	100.00%	3	0.00%	0	0.00%	0	0.00%	0	3
	ECE FCR 2 Survey	100.00%	3	0.00%	0	0.00%	0	0.00%	0	3
	ECE FCR 3 Survey	75.00%	3	25.00%	1	0.00%	0	0.00%	0	4
Human Growth & Development	ECE HGD 1 Survey	42.86%	3	57.14%	4	0.00%	0	0.00%	0	7
	ECE HGD 2 Survey	66.67%	4	33.33%	2	0.00%	0	0.00%	0	6
	ECE HGD 3 Survey	50.00%	1	50.00%	1	0.00%	0	0.00%	0	2
Personal & Professional Development	ECE PPD 1 Survey	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
	ECE PPD 2 Survey	50.00%	1	50.00%	1	0.00%	0	0.00%	0	2
Interactions, Relationships, & Environments	ECE IRE 1 Survey	100.00%	3	0.00%	0	0.00%	0	0.00%	0	3
	ECE IRE 2 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
Health, Safety, & Well-Being	ECE HSW 1 Survey	50.00%	1	50.00%	1	0.00%	0	0.00%	0	2
	ECE HSW 2 Survey	100.00%	3	0.00%	0	0.00%	0	0.00%	0	3

Q4: Would recommend this Spanish language competency module to other faculty and/or institutions. 10 point scale with 10 as highly likely

IL Competencies	ECE Competency Survey	Likelihood	
		Responses	Responses
Family & Community Relationships	ECE FCR 1 Survey	99.66%	3
	ECE FCR 2 Survey	99.66%	3
	ECE FCR 3 Survey	95.75%	4
Human Growth & Development	ECE HGD 1 Survey	94.57%	7
	ECE HGD 2 Survey	99.16%	6
	ECE HGD 3 Survey	100.00%	2
Personal & Professional Development	ECE PPD 1 Survey	100.00%	1
	ECE PPD 2 Survey	100.00%	2
Interactions, Relationships, & Environments	ECE IRE 1 Survey	100.00%	3
	ECE IRE 2 Survey	99.66%	3
Health, Safety, & Well-Being	ECE HSW 1 Survey	91.50%	2
	ECE HSW 2 Survey	100.00%	3

Q5: What other feedback related to the cultural and linguistic content of this competency module and/or your experience piloting the module would you like to share (if applicable)?

Relevant Word Statistics

IL Competencies	ECE Competency Survey	Likelihood
Spanish	6	1
student	5	0.82
video	4	0.65
academic language	3	0.56
module	3	0.47
case study	2	0.36
English version	2	0.36
more support	2	0.36
English	2	0.29
glossary	2	0.29



Q6: The faculty workload to teach and assess this competency was reasonable, as compared to the English version taught for this course.

IL Competencies	ECE Competency Survey	4= Strongly Agree		3=Agree		2= Disagree		1=Strongly Disagree		Total Survey Responses
		Responses	Responses	Responses	Responses	Responses	Responses			
Family & Community Relationships	ECE FCR 1 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
	ECE FCR 2 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
	ECE FCR 3 Survey	50.00%	2	25.00%	1	0.00%	0	25.00%	1	4
Human Growth & Development	ECE HGD 1 Survey	42.86%	3	57.14%	4	0.00%	0	0.00%	0	7
	ECE HGD 2 Survey	66.67%	4	33.33%	2	0.00%	0	0.00%	0	6
	ECE HGD 3 Survey	50.00%	1	50.00%	1	0.00%	0	0.00%	0	2
Personal & Professional Development	ECE PPD 1 Survey	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
	ECE PPD 2 Survey	50.00%	1	50.00%	1	0.00%	0	0.00%	0	2
Interactions, Relationships, & Environments	ECE IRE 1 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
	ECE IRE 2 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3
Health, Safety, & Well-Being	ECE HSW 1 Survey	50.00%	1	50.00%	1	0.00%	0	0.00%	0	2
	ECE HSW 2 Survey	66.67%	2	33.33%	1	0.00%	0	0.00%	0	3

Q7: Did students use or have access to the module in English?

IL Competencies	ECE Competency Survey	No, Spanish language resources only		Yes, if needed - Spanish with access to English language resources		Yes, Alternating Spanish and English language resources		Total Survey Responses
		Responses		Responses		Responses		
Family & Community Relationships	ECE FCR 1 Survey	33.33%	1	33.33%	1	33.33%	1	3
	ECE FCR 2 Survey	33.33%	1	33.33%	1	33.33%	1	3
	ECE FCR 3 Survey	25.00%	1	25.00%	1	50.00%	2	4
Human Growth & Development	ECE HGD 1 Survey	57.14%	4	42.86%	3	0.00%	0	7
	ECE HGD 2 Survey	66.67%	4	33.33%	2	0.00%	0	6
	ECE HGD 3 Survey	50.00%	1	50.00%	1	0.00%	0	2
Personal & Professional Development	ECE PPD 1 Survey	0.00%	0	100.00%	1	0.00%	0	1
	ECE PPD 2 Survey	50.00%	1	50.00%	1	0.00%	0	2
Interactions, Relationships, & Environments	ECE IRE 1 Survey	33.33%	1	33.33%	1	33.33%	1	3
	ECE IRE 2 Survey	33.33%	1	33.33%	1	33.33%	1	3
Health, Safety, & Well-Being	ECE HSW 1 Survey	0.00%	0	100.00%	2	0.00%	0	2
	ECE HSW 2 Survey	33.33%	1	66.67%	2	33.33%	1	4

Appendix J

Faculty Interview Questions

1. To what extent did the use of the ECE competency modules in Spanish provide your students with the knowledge and skills needed to support the objectives and outcomes of your program(s)?
2. Did you use the formative and summative assessments and resources in the ECE competency modules in Spanish?
3. How was the inclusion of these ECE competency modules in Spanish received by faculty? What were perceived advantages and disadvantages?
4. To what extent were the ECE competency modules in Spanish culturally and linguistically responsive. How did the use of academic language and support change over time?
5. How was the use of the ECE competency modules in Spanish received by students? What were perceived advantages and disadvantages? Did you offer English as an option for competency work? If, yes, to what extent did students use the English modules? How were they used?
6. Describe any operational impacts of the use of the competency modules in Spanish on your institutional processes and policies.
7. To what extent did the use of these modules support the program completion of ECE Level 2 credential. What other factors influenced the completion rate?
8. Have the use of the ECE competency modules in Spanish impacted students' desire to continue to work toward higher-level credentials?
9. As you reflect on the pilot, what would you have done differently or what do you wish was done differently?
10. Based on your experience with the pilot, would you recommend that your institution continue to incorporate the competency-based education modules in Spanish into your programs? Why or why not?
11. What elements of the professional learning community that met monthly were most helpful? What do you wish we would have done that we did not do?

Gateways to Opportunity® Early Childhood Educator Career Lattice

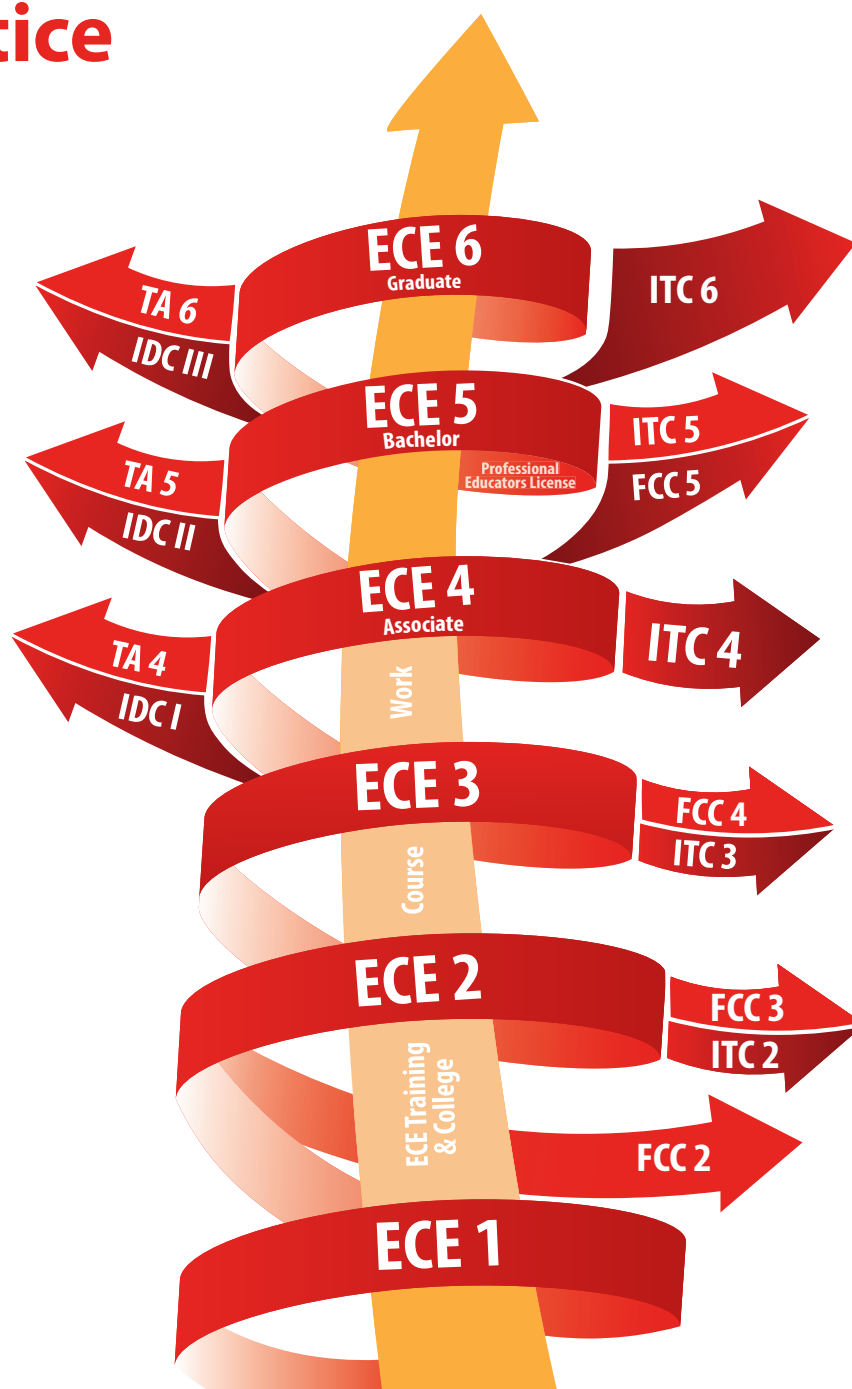
ECE: Foundational Early Childhood Educator requirements for all Credentials

FCC: Family Child Care Credential

ITC: Infant Toddler Credential

IDC: Illinois Director Credential

TA: Technical Assistance Credential



The ECE Credential is the foundation for these Gateways Credentials.



Gateways to Opportunity is administered through Inccra and funded by the Illinois Department of Human Services Bureau of Child Care and Development and the McCormick Foundation. Gateways to Opportunity, the arch logo and Illinois Professional Development System are registered trademarks of Inccra. PD232 © 2017 INCCRA

More details on each Credential can be found at www.ilgateways.com



1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | www.ilgateways.com

Gateways to Opportunity is administered through INCCRRA and funded by the Illinois Department of Human Services' Division of Early Childhood and the McCormick Foundation. Gateways to Opportunity, the arch logo and Illinois Professional Development System are registered trademarks of INCCRRA. PD367© 2023 INCCRRA