Gateways to Opportunity® ECE Credential Entitled Application

Please complete each section of the application and return via e-mail to the Gateways to Opportunity Higher Education Liaison

1. Applying Institution

Institution Name	
Mailing Address Line#1	
Mailing Address Line #2	
Primary Faculty Contact	
Department	
Title	
Email	
Phone Number	
Dean Contact	
Dean's Email	
Date of Application	

2. Student Information

Projected annual enrollment per year	
Projected annual completers per year	

3. Faculty Information

Faculty Name/Title	Email Address	Part-Time/Full-Time/Adjunct	Courses Taught in Program

Gateways to Opportunity® ECE Credential Entitled Application

4. ECE Competency Alignment Table

Each Competency is included within the following 7 Gateways to Opportunity ECE Content Areas and leveled through a color-coded system:
1. CPD: Curriculum or Program Design
2. FCR: Family and Community Relationships
3. HGD: Human Growth and Development
4. HSW: Health, Safety, and Nutrition
5. IRE: Interactions, Relationships, and Environments
6. OA: Observation and Assessment
7. PPD: Personal and Professional Development

Level 2 = Yellow • Level 3 = Green • Level 4 = Orange • Level 5 = Blue

Please indicate the course where the competency is primarily assessed and list the final assessment used to determine the proficiency for each targeted competency. **Example Assessments can be found in the ECE Toolbox by clicking here.**

If there is a course substitution, please indicate "or" when listing the alternative course and add the prefix to the assessments (see example below).

ECE Competency Alignment Table

ECE Competency	List course in which proficiency of the competency is **assessed**	List final assessment name & specify type
(Yellow = Level 2) Level 2 = 1... encies		
Human Growth & Development HGD1: Identifies and describes theories of typical and atypical grow... opmental domains and the interaction between individual and contextual factors o... and learning.	ECE 102 – Child, Growth & Development	Developmental Child Case Study Portfolio
HGD2: Describes the interrelationship between d... domains, holistic well-being, and adaptive/living skills.	ECE 102 – Child Growth & Development **OR** ECE 105 – Human Growth and Development	ECE 102 – Developmental Case Study Portfolio **OR** ECE 105 – Developmental Profile

Example

2022

Gateways to Opportunity® ECE Credential Entitled Application

ECE Competency Alignment Table

ECE Competency		List course in which proficiency of the competency is **assessed**	List final assessment name & specify type
(Yellow = Level 2)	**Level 2 = 12 Competencies**		
Human Growth & Development	**HGD1:** Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.		
	HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills.		
	HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning.		
Health Safety & Well Being	**HSW1:** Articulates components of a safe and healthy environment.		
	HSW2: Maintains a safe & healthy environment.		
Interactions, Relationships & Environments	**IRE1**: Describes the role of the environment in supporting children's development.		
	IRE2: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes.		
Family & Community Relationships	**FCR1:** Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.		
	FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education.		
	FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.		
Personal & Profes	**PPD1:** Demonstrates professionalism in image, behavior, and disposition.		

Gateways to Opportunity® ECE Credential Entitled Application

ECE Competency	List course in which proficiency of the competency is **assessed**	List final assessment name & specify type
(Yellow = Level 2) Level 2 = 12 Competencies		
PPD2: Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields.		

Comments (if applicable):

	ECE Competency	Course in which proficiency of the competency is **assessed**	List assessment name & specify type
(Green = Level 3)	Level 3 = 16 Additional Competencies		
Health, Safety & Well-Being	**HSW3:** Creates a healthy and safe environment.		
	HSW4: Assesses healthy and safe early childhood environments.		
	HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.		
Observation & Assessment	**OA1:** Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process.		
	OA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.		
	OA3: Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.		
Curriculum or	**CPD1:** Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data.		

Gateways to Opportunity® ECE Credential Entitled Application

ECE Competency		Course in which proficiency of the competency is **assessed**	List assessment name & specify type
(Green = Level 3)	**Level 3 = 16 Additional Competencies**		
	CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally teaching strategies and curricular planning.		
	CPD3: Plans, implements, and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs.		
Interactions, Relationships & Environments	**IRE3:** Identifies factors that contribute to positive interactions with the environment.		
	IRE4: Designs learning environments and activities supportive of healthy development and learning.		
Family & Community Relationships	**FCR4:** Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families.		
	FCR5: Describes culturally and linguistically responsive communication and collaboration strategies, which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting.		
	FCR6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals.		
Personal & Professional Development	**PPD3**: Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations.		
	PPD4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues and as a member of early childhood teams.		
Comments: (if applicable)			

Gateways to Opportunity® ECE Credential Entitled Application

ECE Competency	List course in which proficiency of the competency is **assessed**	List final assessment name & specify type
(Orange = Level 4) — **Level 4 = 14 Additional Competencies**		
Human Growth & Development — **HGD4:** Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes processes of first and second language acquisition.		
Health, Safety, & Well-Being — **HSW6:** Collaborates with families and community organizations to support children's healthy development and learning.		
Observation & Assessment — **OA4:** Identifies the impact and influence of external factors on assessment practices.		
OA5: Evaluates and selects appropriate strategies for collecting, measuring, disseminating, and utilizing observation, screening, and assessment data, which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.		
OA6: Implements and adapts effective observation, screening, and recording assessment strategies that engage families and inform group and individual planning and instruction.		
Curriculum or Program Design — **CPD4:** Describes appropriate methods supportive of young children's development and learning.		
CPD5: Describes appropriate content supportive of young children's development and learning.		
CPD6: Selects appropriate content, aligned with relevant standards.		
CPD7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally, appropriate content.		

Gateways to Opportunity® ECE Credential Entitled Application

ECE Competency	List course in which proficiency of the competency is **assessed**	List final assessment name & specify type
(Orange = Level 4) Level 4 = 14 Additional Competencies		
CPD8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests.		
CPD9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children.		
IRE5: Creates engaging environments that meet the diverse development and learning needs of each child.		
PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth.		
PPD6: Creates a professional philosophy that guides development as a practitioner and advocate.		

Interactions, Relationships, &Environments (row label for IRE5)

Personal & Professional Development (row label for PPD5 and PPD6)

Comments (if applicable):

ECE Competency	List course in which proficiency of the competency is **assessed**	List final assessment name & specify type
(Blue = Level 5) Level 5 = 14 Additional Competencies		
HGD5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice and children's learning and development.		
HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning.		

Human Growth & Development (row label for HGD5 and HGD6)

2022

Gateways to Opportunity® ECE Credential Entitled Application

ECE Competency	List course in which proficiency of the competency is **assessed**	List final assessment name & specify type
(Blue = Level 5) Level 5 = 14 Additional Competencies		
Health, Safety, & Well-Being — **HSW7:** Identifies plans and procedures that support healthy and safe early childhood program practices.		
HSW8: Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices.		
Observation & Assessment — **OA7**: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives.		
OA8: Utilizes assessment data to support child development and learning and program development.		
Curriculum or Program Design — **CPD10:** Creates and assesses program policies, procedures, and plans using Current research, theory and knowledge of children to optimize healthy child development and learning.		
Interactions, Relationships, & Environments — **IRE6:** Considers the relationship between Curriculum, relationships, and child development and learning in analyzing environments.		
IRE7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines.		
Family & Community Relationships — **FCR7:** Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members.		
Personal & Profess — **PPD7:** Understands processes, procedures and identified roles within successful early childhood teams.		

Gateways to Opportunity® ECE Credential Entitled Application

ECE Competency	List course in which proficiency of the competency is **assessed**	List final assessment name & specify type
Level 5 = 14 Additional Competencies (Blue = Level 5)		
PPD8: Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning.		
PPD9: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings.		
PPD10: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served.		
Comments (if applicable):		

5.) Program Layout

Gateways to Opportunity® ECE Credential Entitled Application

The Program Layout is the tool used to show which courses are required at each level of the credential and in which courses supervised experience resides.

Competencies stackability up to the highest level (Level 5) are based on the attainment of foundational competencies needed prior to developing higher-level competencies (e.g., Level 3 will need to meet the competencies of Level 2 and Level 3).

(Associate's degree): Please complete the level 2, 3, & 4 Program Layouts
(Bachelor's/Graduate degree): Please complete the level 2, 3, 4, and 5 Program Layouts

Please indicate all courses required to primarily assess competencies for each level. Please include any possible course substitutions (see example below).

Gateways to Opportunity: ECE Credential—Level 2
List all the courses listed to assess the competencies at level 2.

Course Prefix & Number	Course Title	Credit Hours	Supervised ECE **Observation** Hours Embedded Within This Course	Traditional (T), Hybrid (H) or Online (O)	Semesters Course is Offered
ECE 102	Child, Growth and Development		10	T & O	
ECE 105	Human Growth and Development		10	H	
		Total: 6	Total: 20		
When listing a course substitution ↓					
ECE 102 ECE 105	Child Growth and Development **OR** ← Human Growth and Development	3 OR 3	10 OR 10	T&O T	
When listing a course for experience hours only ↓					
TCH 350 TCH 400	Field Practicum II: Non-Licensure Students (listed for experience hours only) **OR** Student Teaching: Licensure Students (listed for experience hours only)	6 12	250 400	T	
When there are no total supervised experience hours (e.g., online program) ↓					
		Total: 6	Total: Students will need to submit the 200 field experience hours.		

Example

Gateways to Opportunity® ECE Credential Entitled Application

Gateways to Opportunity: ECE Credential—Level 2
List all the courses that assess the competencies at <mark>level 2</mark>.

Course Prefix & Number	Course Title	Credit Hours	Supervised ECE **Observation** Hours Embedded Within This Course	Traditional (T), Hybrid (H) or Online (O)	Semesters Course is Offered
		Total:	Total:		

Additional Requirements for ECE Level 2:
- Education Requirements: High School Diploma or GED
- 10 Hours of Supervised Observation Hours or 200 ECE Work Experience Hours

2022

Gateways to Opportunity® ECE Credential Entitled Application

Gateways to Opportunity: ECE Credential—Level 3
List all the courses that assess the competencies at <mark>level 2</mark> and <mark>level 3</mark>.

Course Prefix & Number	Course Title	Credit Hours	Supervised **Experience** Hours Embedded Within This Course	Traditional (T), Hybrid (H) or Online (O)?	Semesters Course is Offered
		Total:	Total:		

*Some of these courses will have been listed on the previous page (insert page numbers)

Additional Requirements for ECE Level 3:
- 9 Total Semester Hours: Any Math (3), English (3), and General Education Elective (3)
  (Must be credit bearing and non-developmental 100 level or above)
  - 10 Supervised Experience Hours or 400 ECE Work Experience Hours

2022

Gateways to Opportunity® ECE Credential Entitled Application

Gateways to Opportunity: ECE Credential —Level 4
List all the courses that assess the competencies at level 2, level 3, and level 4.

Course Prefix & Number	Course Title	Credit Hours	Supervised Experience Hours Embedded Within This Course	Traditional (T), Hybrid (H) or Online (O)?	Semesters Course is Offered
		Total:	Total:		

Description of Practicum/Internship (specify age group):

Additional Requirements for the ECE Level 4:
Associate's Degree <u>or</u> 60 Semester Hours (including the 9 semester hours listed at level 3)
100 Supervised Experience Hours or 600 ECE Work Experience Hours

2022

Gateways to Opportunity® ECE Credential Entitled Application

Gateways to Opportunity: ECE Credential—Level 5
List all the courses that assess the competencies at level 2, level 3, level 4, and level 5.

Course Prefix & Number	Course Title	Credit Hours	Supervised Experience Hours Embedded Within This Course (200 Minimum for level 5)	Traditional (T), Hybrid (H) or Online (O)?	Semesters Course is Offered
			Total:		

Description of Practicum/Internship (specify age group):

Additional Requirements for the ECE Level 5:
Bachelor's Degree
200 Supervised Experience Hours or 1200 ECE Work Experience Hours

2022

6.) Student Completer Communication:
Describe the institutions internal system for tracking, notification, and communication of completion. Ideally designed as an institutionally centric system, this system should include the following:

- Institutional system for tracking students moving through the credential
- Identified position at your institution responsible for official reporting of the number of completers to Gateways (for example, the registrar, records office official, license office etc.). The number of completers should be reported to Gateways each semester.
- Communication processes with completing students that ensure students apply to Gateways receive their credential.

Please note: Institutional processes are likely to vary based on the unique capacities of each institution. Programs may elect to designate that the registrar forward a list of completers to the individual responsible for Gateways Entitlement within the institution, who then forwards that list to Gateways, for example, or designate an individual within the institution who is responsible for determining completion and then forwarding the information to Gateways. Entitled institution responsibility includes outlining and implementing a process that is reflective and responsive to unique institutional needs.

Please Describe Internal System Here:

7.) Program Articulation
List below any articulation agreements with partner institutions (and provide a copy of all articulation agreements with your report).
Please list all institutions with which you have an articulation agreement here:

8.) Program Syllabi
All Current course syllabi referred to in the competency alignment table **must be attached to the application form**. If a course is being substituted, the course syllabi of the course that is meeting targeted competencies, not originally included in your application, must also be included.

Gateways to Opportunity® ECE Credential Entitled Application

9.) Institutional Assurance & Signatures

Provide signatures of the appropriate Institutional Official (Department Chair/Dean level or above) should be provided below. This signature, on behalf of the submitting institution assures the following:

- All information and supporting documentation in the application above is correct and reflects Current practices.
- Gateways will be notified on all substantive changes in program requirements, offerings or clinical/observation hours deviating from what is described in this application.
- The institution has implemented and maintains a procedure for tracking credential completers
- Records will be maintained for all credentialing students including record of course substitutions allowed

_____   _____

Person Completing Application (please print name & title)   Signature & Date

_____   _____

Institutional Official (please print name & title)   Signature & Date