

# Gateways to Opportunity® Illinois Director 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	
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

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## 4.) Competency Alignment Table

Each Competency is included within the following 10 Gateways to Opportunity IDC Administrative Content Areas and leveled through a color-coded system.

1. LFM: Legal and Fiscal Management
2. HRD: Human Resources Development
3. MPR: Marketing and Public Relations
4. POFM: Program Operations and Facilities Management
5. EP: Educational Programming
6. FP: Family Partnerships
7. PPS: Personal and Professional Self-Awareness
8. LA: Leadership and Advocacy
9. OWC: Oral and Written Communication
10. T: Technology

Level I = Beige	Level II = Blue	Level III = Purple
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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 IDC Toolbox found [HERE](#).**

*\*If there is a course substitution, please indicate “or” when listing the alternative course and add the prefix to the assessments.*

Example of IDC Competency Alignment Table			
IDC Competency		List course in which proficiency of the competency is assessed	List final assessment name & specify type
Level I – Administrative Leadership			
Legal & Fiscal Management	<b>LFM1:</b> Develop procedures and implement best practices in alignment with federal and state mandates.	CD 220	Legal & Fiscal Policies & Procedures Project
	<b>LFM2:</b> Develop fiscal policies and procedures and implement best practices to support sound fiscal operations.	CD 220 and CD221	CD 220 Legal and Fiscal Policies and Procedures Project CD 221 Unit #2 Exam

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**Illinois Director Credential Competency Alignment Table**

<b>IDC Competency</b>		List course in which proficiency of the competency is <b>assessed</b>	List final assessment name & specify type
<b>Level I – Administrative Leadership</b>			
<b>Legal &amp; Fiscal Management</b>	<b>LFM1:</b> Develop policies and procedures and implement best practices in alignment with federal, state, and local mandates.		
	<b>LFM2:</b> Develop fiscal policies and procedures and implement best practices to support sound fiscal operations.		
<b>Human Resources Development</b>	<b>HRD1:</b> Develop and implement written policies in accordance with best practice for hiring, onboarding, and mentoring staff in accordance with legal mandates and professional standards.		
<b>Marketing &amp; Public Relations</b>	<b>MPR1:</b> Develop and/or implement strategic marketing and public relations strategies that build or sustain a high-quality program.		
<b>Program Operations &amp; Facilities Management</b>	<b>POFM1:</b> Develop plans and procedures that ensure healthy, nutritious, and safe program and facility operations.		
	<b>POFM2:</b> Design, arrange, and evaluate the effective use of space based on principles of environmental psychology, safety, and child development.		
Comments (if applicable):			

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IDC Competency	List course in which proficiency of the competency is <b>assessed</b>	List final assessment name & specify type
<b>Level I - Pedagogical Leadership</b>		
<b>Educational Programming</b>	<b>EP1:</b> Describe, plan, and implement instructional strategies, curriculum, and environmental plans that reflect evidence-based practice that supports and enhances the development and learning of young children.	
	<b>EP2:</b> Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program.	
	<b>EP3:</b> Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.	
<b>Family Partnerships</b>	<b>FP1:</b> Create processes, procedures, and program plans that support and enhance family functioning, cultivate respectful, responsive relationships, foster family engagement, support family goal setting, and facilitates bidirectional communication.	
Comments (if applicable):		
<b>Level I - Leadership Essentials</b>		
<b>Personal &amp; Professional Self-Awareness</b>	<b>PPS1:</b> Identify strategies to support personal and professional development.	
	<b>PPS2:</b> Develop and demonstrate effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy.	

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	<b>IDC Competency</b>	List course in which proficiency of the competency is <b>assessed</b>	List final assessment name & specify type
<b>Level I – Leadership Essentials</b>			
<b>Oral &amp; Written Communication</b>	<b>OWC1:</b> Design and disseminate effective external communication artifacts.		
<b>Technology</b>	<b>T1:</b> Demonstrate technological literacy.		
Comments (if applicable):			
<b>Level II – Administrative Leadership</b>			

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<b>IDC Competency</b>		List course in which proficiency of the competency is <b>assessed</b>	List final assessment name & specify type
<b>Legal &amp; Fiscal Management</b>	<b>LFM3:</b> Develop and/or implement policies and practices that align funding stream requirements and long-term fiscal health, equitable compensation for staff, and high-quality services for children and families.		
<b>Level II – Administrative Leadership</b>			
<b>Human Resources Development</b>	<b>HRD2:</b> Evaluate, select, and implement best practices for developing, orienting, supporting, and documenting an active and engaged governing/advisory board.		
	<b>HRD3:</b> Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement.		
	<b>HRD4:</b> Implement, evaluate, and adapt teaching team application of evidence-based practice using reflective supervision designed to enhance professional staff interactions, promote individualized staff development, and facilitate collaboration within the context of unique roles.		

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<b>IDC Competency</b>		List course in which proficiency of the competency is <b>assessed</b>	List final assessment name & specify type
<b>Marketing &amp; Public Relations</b>	<b>MPR2:</b> Collaborate with families and stakeholders in the ongoing development, implementation, assessment, and revision of the center’s strategic/business plan.		
Comments (if applicable):			
<b>Level II – Pedagogical Leadership</b>			
<b>Educational Programming</b>	<b>EP4:</b> Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals.		
	<b>EP5:</b> Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.		
	<b>EP6:</b> Develop, implement, interpret, and evaluate child assessment policies and practices.		
	<b>EP7:</b> Aggregate and analyze data to identify opportunities for program improvement and to inform program goals.		



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<b>IDC Competency</b>	List course in which proficiency of the competency is <b>assessed</b>	List final assessment name & specify type
Comments (if applicable):		
<b>Level II – Leadership Essentials</b>		
<b>Personal &amp; Professional Self-Awareness</b>	<b>PPS3:</b> Develop and implement reflective and intentional administrative practices.	
<b>Level II – Leadership Essentials</b>		
<b>Leadership &amp; Advocacy</b>	<b>LA1:</b> Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered.	
	<b>LA2:</b> Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts.	
<b>Oral &amp; Written Communication</b>	<b>OWC2:</b> Demonstrate formal presentation skills in professional forums.	
	<b>OWC3:</b> Develop and/or implement policies supportive of effective internal communications.	

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	<b>IDC Competency</b>	List course in which proficiency of the competency is <b>assessed</b>	List final assessment name & specify type
<b>Technology</b>	<b>T2:</b> Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children’s learning in the classroom.		
	<b>T3:</b> Develop and/or implement technology policies and appropriate technologies to manage administrative functions.		
Comments (if applicable):			
<b>Level III – Administrative Leadership</b>			
<b>Legal &amp; Fiscal Management</b>	<b>LFM4:</b> Analyze and adapt, based on best practice, the effectiveness of operating budgets, resource allocation, and the utilization of blended funding streams.		
<b>Marketing &amp; Public Relations</b>	<b>MPR3:</b> Evaluate the cost-benefit of marketing and/or public relations strategies in order to achieve desired goals.		

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	<b>IDC Competency</b>	List course in which proficiency of the competency is <b>assessed</b>	List final assessment name & specify type
<b>Program Operations &amp; Facilities Management</b>	<b>POFM3:</b> Implement organizational systems that ensure healthy, nutritious, and safe program and facility operations.		
Comments (if applicable):			
<b>Level III – Pedagogical Leadership</b>			
<b>Educational Programming</b>	<b>EP8:</b> Develop, implement, and evaluate system for providing feedback and support to teaching staff.		
<b>Educational Programming</b>	<b>EP9:</b> Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program.		

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	<b>IDC Competency</b>	List course in which proficiency of the competency is <b>assessed</b>	List final assessment name & specify type
	<p><b>EP10:</b> Utilize aggregate data to inform program planning and improvement, advocacy supportive of funding and policy changes, and collaborative community partnerships that support community/program teaching and learning goals.</p>		
	<p><b>FP2:</b> Develop, implement, and assess organizational systems that support and enhance family relationships, family goal setting, and promote meaningful family engagement.</p>		
<b>Family Partnerships</b>	<p><b>FP2:</b> Develop, implement, and assess organizational systems that support and enhance family relationships, family goal setting, and promote meaningful family engagement.</p>		
<p>Comments (if applicable):</p>			

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	<b>IDC Competency</b>	List course in which the proficiency of the competency is assessed	List final assessment name & specify type
<b>Level III – Leadership Essentials</b>			
<b>Personal &amp; Professional Self-Awareness</b>	<b>PPS4:</b> Develop, implement, and assess plans that support personal and professional development as well as the status of the profession.		
<b>Level III – Leadership Essentials</b>			
<b>Leadership &amp; Advocacy</b>	<b>LA3:</b> Engage staff, families, community stakeholders, and professional organizations in support of high quality early childhood services for young children and their families.		
	<b>LA4:</b> Advocate for effective early childhood and school age systems and the advancement of the field.		
<b>Oral &amp; Written Communication</b>	<b>OWC4:</b> Demonstrate effective communication and collaboration skills that reflect visionary leadership and supporting others in developing as professionals.		

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	<b>IDC Competency</b>	List course in which the proficiency of the competency is <b>assessed</b>	List final assessment name & specify type
	<b>OWC5:</b> Demonstrate advanced written communication skills.		
Comments (if applicable):			

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### 5.) Program Layout

The Program Layout is used to show which courses are required at each level of the credential, and in which courses supervised experience resides. Additionally, possible course substitutions should be listed on the layout as well.

Entitled Community Colleges: Please complete the level 1 Program Layouts

Entitled University: Please complete the level 1 & 2 Program Layouts. The level 3 Program Layout should only be filled out if you have a graduate level

**This section is an example of the competency Alignment Table.**

**Gateways to Opportunity: Illinois Director Credential—Level I**  
**Education Requirements must result in Associate’s Degree and (ECE or SAYD) Credential Level 3 or Higher**  
**(Please only list courses that meet IDC competencies and/or ECE/Admin experience hours)**

Course Prefix & Number	Course Title	Credit Hours	Practical ECE Experience Hours Embedded Within This Course (100 Minimum for level 1)	Practical Admin Experience Hours Embedded Within This Course (300 Minimum for level 1)	Traditional (T), Hybrid (H) or Online (O)?
ECE 220	Legal and Fiscal Management in ECE Administration	3			T, H, & O
ECE 221	Administration of ECE Programs	3			T
ECE 230	ECE Practicum	4		100	
ECE 232	Director’s Practicum	6		300	H, O
		Total: 16	Total:100	Total:300	

Example

**Helpful Tips:**

- Please only list courses that are required for competencies and/or supervised experience hours.
- Because credentials are stackable, please include courses required at the lower levels on IDC Credential Levels II and higher.

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## Gateways to Opportunity: IDC Credential—Level I

General Education Requirements must result in an Associate’s Degree and (ECE or SAYD) Credential Level 3 or Higher

**(Please only list courses that meet IDC competencies and/or ECE/Admin experience hours)**

*\*If there is a course substitution, please indicate “or” when listing the alternative course*

Course Prefix & Number	Course Title	Credit Hours	Practical ECE Experience Hours Embedded Within This Course (100 Minimum for level 1)	Practical Admin Experience Hours Embedded Within This Course (300 Minimum for level 1)	Traditional(T), Hybrid (H) or Online (O)?
		Total:	Total:	Total:	

**Explanation of Practicum/Internship (e.g. age group, placement):**



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## Gateways to Opportunity: IDC Credential—Level II

General Education Requirements must result in a Bachelor’s Degree and (ECE or SAYD) Credential Level 4 or Higher

**(Please only list courses that meet IDC competencies and/or ECE/Admin experience hours)**

*\*If there is a course substitution, please indicate “or” when listing the alternative course*

Course Prefix & Number	Course Title	Credit Hours	Practical ECE Experience Hours Embedded Within This Course (100 Minimum for level 2)	Practical Admin Experience Hours Embedded Within This Course (300 Minimum for level 2)	Traditional(T), Hybrid (H) or Online (O)?
		Total:	Total:	Total:	

**Explanation of Practicum/Internship (e.g. age group, placement):**

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## Gateways to Opportunity: IDC Credential—Level III

**General Education Requirements must result in a Master’s Degree and (ECE or SAYD) Credential Level 5 or Higher  
No Practical Hours (ECE or Administrative) at this level, though 6,000 work experience hours are needed**

*\*If there is a course substitution, please indicate “or” when listing the alternative course*

Course Prefix & Number	Course Title	Credit Hours	Traditional(T), Hybrid (H) or Online (O)?
		Total:	

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## 6.) Description of Institutional Procedure for Credential Attainment

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:

- Specific courses identified for each level of credential entitlement
- Institutional system for tracking students moving through the credential
- Identified position at your institution responsible for official reporting of completers to Gateways (for example, the registrar, records office official, license office etc.). Completers should be reported to Gateways each semester.
- Communication processes with completing students, that outline how students will be notified that they have earned 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 articulation agreements here:**

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## 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.

## 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

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Person Completing Application (please print name & title)

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Signature & Date

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Institutional Official (please print name & title)

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Signature & Date

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