

APPROVED 6.14.22

Minutes

Early Childhood Access Consortium for Equity Meeting

April 19, 2022

Submitted for: Action

Summary: Minutes of the April 19, 2022 Early Childhood Access Consortium for Equity held via video conference and telephone, as permitted by Public Act 101-0640.

Action Requested: ECACE approve the minutes of the April 19, 2022 Consortium meeting.

Minutes

Early Childhood Access Consortium for Equity Meeting

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A meeting of the Early Childhood Access Consortium for Equity (ECACE) was conducted via telephone and video conference as permitted by Public Act 101-0640. Ginger Ostro and Brian Durham determined that an in-person meeting was not practical nor prudent due to the disaster. The meeting was recorded, and the recording may be found on the ECACE website.

The following institutions and their representatives were present.

Institution	Voting Member	Institution	Voting Member
Black Hawk College	Amy Maxeiner	Lincoln Land Community College	Jason Docker
Blackburn College	Cindy Rice	McHenry County College	Dawn Katz
Chicago State University	Carolyn Theard-Griggs	Moraine Valley Community College	Pam Haney
College of DuPage	Jean Zaar	Morton College	Michael Rose
Danville Area Community College	Penny McConnell	National Louis University	Lisa Downey
DePaul University	Marie Donovan	Northern Illinois University	Laurie Elish-Piper
Dominican University	Jacob Bucher	Oakton Community College	Marc Battista
Eastern Illinois University	Laretta Henderson	Olive Harvey College	Brandon Nichols
Elgin Community College	Peggy Heinrich	Olivet Nazarene University	Lance Kilpatrick
Harper College	Kathleen Nikolai	Parkland College	Nancy Sutton
Heartland College	Johnna Darragh-Ernst	Prairie State College	Janice Kaushal
Highland Community College	David Naze	Rend Lake College	Kim Wilkerson
Illinois Central College	Andrianna Smyrniotis	Richland Community College	Jessica Pickel
Illinois Eastern Community College	Robert Conn	Rock Valley College	Amanda Smith
Illinois State University	Amy Hurd	Rockford University	Gina Braun
Illinois Valley Community College	Tammy Landgraf	Roosevelt University	Tom Phillion
John Wood Community College	April Darringer	Southern Illinois University Carbondale	Christie McIntyre

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Joliet Junior College	Melissa Szymczak	Southern Illinois University Edwardsville	Natasha Flowers
Judson University	Dr. Joy Towner	Southwestern Illinois College	Carolyn Beal
Kankakee Community College	Kiana Battle	St. Xavier University	Natalie Phillips
Kaskaskia College	Julie Obermark	Triton College	Susan Campos
Kishwaukee College	Judson Curry	Truman College	Kate Connor
Lake Land College	Jon Althaus	University of Illinois, Urbana Champaign	Nancy Latham
Lewis & Clark Community College	Michael Sundblad	Waubonsee Community College	Sharon Garcia
Lewis University	Kip Kline	Western Illinois University	Francis Godwyll

Conveners: Others present include the following from the convening agencies.

Illinois Board of Higher Education: Ginger Ostro, Stephanie Bernoteit, Sophia Gelhausen-Anderson, Christi Chadwick, Jennifer Hernandez

Illinois Community College Board: Marcus Brown, Allison Decker, Amanda Lemanski

I. Call to Order, Welcome and Housekeeping

Ginger Ostro called the meeting to order at 1:00 pm. She went over the Open Meetings Act guidelines and the instructions to leave a question in the Q & A section.

Ostro introduced new staff members and went over the agenda and specified the vision of the Early Childhood Access Consortium for Equity.

Marcus Brown advised that minutes from the January 25th meeting were sent via email and asked the group to review for accuracy. Amy Maxeiner moved to approve the minutes and Marie Donovan seconded the motion. There was a quorum for the meeting and role was taken.

II. Guiding Principles Update

The group then reviewed the updates and changes recommended to the Guiding Principles. Christi Chadwick reminded the group that the Guiding Principles were established and brought to the December meeting as an early draft. These are to serve as the foundation for decisions, processes, and policies. The group wanted an introduction added to the Guiding Principles that incorporated the reference to children and families and other important stakeholders. Chadwick went through other changes and updates to the five Guiding Principles. Andrianna Smyrniotis had a comment about Principle 1. She wanted to clarify that the goal was pertaining to degrees and not credentials. Chadwick advised that the work of the Consortium supports both credential and degrees if there is advancement. Jean Zaar had a question about record-keeping for courses. Chadwick advised that

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this deals with the principles in which the consortium will work and if students are accessing courses from other institutions that the information will be accessible and clearly documented. The working group would like to recommend that these revisions be adopted as part of the consortium. There were no concerns or objections to the Guiding Principles. As such, these are considered adopted by the Consortium.

III. AAS Transfer Community of Practice

Ginger Ostro discussed the AAS transfer work and Community of Service. She advised that there has been great work made towards the AAS transfer process, including embedded general education courses/content, recognition of field placement/experience, and flexible modalities and course scheduling that better meet student schedules. Challenges include slow institutional processes, registrars not being aware of the work, issues with general education alignment, and timing issues. The group was asked to participate in an activity to answer a few questions regarding challenges and solutions. Marcus Brown highlighted some of the common themes in the comments submitted, one of which included registrar involvement and the need to be more included in the process and expectations. There were also comments about cohorts for students based on shared outcomes and courses and the need for a short video to communicate information to all stakeholders.

IV. Credit for the Child Development Associate Degree

Christi Chadwick provided an update on the CDA for credit work and progress that the working group had made. The Fundamental Principles for awarding a CDA were approved by the Consortium in January. A standard number of credits will be awarded across institutions as a result. Challenges include how to offer meaningful credit, how can these be designed for both innovation and accountability, and how to keep the incumbent workforce at the center of this initiative while recognizing institutional and state rules/policies. Next steps for the CDA group include reviewing models in other states and developing frameworks that align with the fundamental principles. By May 31st, the group should present a model to the Consortium and by January 2023, institutions will have a process in place to award credit for the CDA.

V. ECACE Scholarship

Marcus Brown provided an update about the ECACE scholarship. He went over funding, the status of applications, and fall scholarship dates. Students can still apply for this year with a 2021-22 FAFSA and scholarship application. Fall scholarships will open in May.

Brown also provided an update on the Navigators. There have been 20 individuals hired, onboarding and training has begun, connections have developed to institutions, and connections to 4-year institutions are planned. Orientation has already occurred for many of the applicants and future training is being developed. Marie Donovan had a question regarding Navigators and if they will service 2- and 4-year institutions. Marcus advised that the Navigator role applies to both types of institutions.

VI. ECACE Grant

Chadwick advised a survey was sent regarding the grant and IGA. There was a question about the percentage of funds that can be used for marketing. Per DHS the budget must be reasonable and

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there should be alignment to the implementation plan. The budgets sent out are three-year funds, they can be moved across categories for IBHE. They need to align to implementation plans.

For community colleges the plan is divided out into the 3 years so each year an annual budget is needed, but funds carry over from year to year. This includes allocations for ILCCO and mentors. There may be slight adjustments to year 2 based on individual targets and ability to collapse into one funding source.

Another question was if institutions had the ability to spend significantly more in year 1 than year 2 and 3. If this is specifically addressed in the plan it should be allowed.

A question was presented about the student debt and/or holds funds. Chadwick advised that many in the incumbent workforce are unable to enroll or retrieve a transcript because of financial holds or outstanding debt. Funds can be used to eliminate barriers to enrollment. The money could be transferred directly to the college in question to allow the student to enroll. Brown advised that for community colleges, there will be separate guidance coming to address the student debt and financial hold use of funds.

There was a question about moving funds between funding categories. Brown advised that as of now, that is not allowable for the community colleges, and it is allocated into 3 separate funding lines; this may change in year 2.

Anna Helwig had a question regarding indirect costs and if that applies to the \$356,000 or across the total of funds. Marcus introduced the Senior Director for Financial Compliance and Grants Management, William Dart. He advised that indirect is 10% of the total award amount. Additional questions came in regarding mentors and coaches and whether they had to have the official title of "mentor or coach." The funds must be used to fund the position effectively with the expectation that the funding for an existing position will include 50% of time devoted to ECE work. There should be documentation if there is not a full-time person designated as the mentor or coach. If you serve more students than you planned in the goals and the answer is no. Chadwick advised there is a set amount of funding and that cannot be changed at this time. Submission deadlines are asap and the budget and implementation plan by May 2nd. Brown advised that we are intending a 30-day turnaround between budget submission and implementation plans.

There was a question about goals and how to track students who complete multiple credentials. Brown advised that the stackable credential attainments will be counted as completion milestones. These do need to be documented well and tied to institutional credentials.

Helwig had a question regarding when agreements would be received from ICCB. William Dart advised the application and budget would be submitted first and then the additional information would follow. A question was submitted asking if someone could be paid to manage the grant. Chadwick and Brown advised that the funding for indirect costs could apply to that scenario, but the work would really need to specifically be tied to the grant work and negotiated with the appropriate agency (IBHE or ICCB). There were additional questions about scholarship funding such as the ability to use institutional funding for scholarships. The answer is no, those would need to go through ISAC. Similarly, can these be used for students not in the incumbent workforce. That would not be allowed as the intention of the legislation is to serve the incumbent workforce.

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Another question was submitted asking if scholarships could be used for students who are not eligible for ECACE. Chadwick and Brown advised that generally that would not be allowed since these are federal funds.

Brown went over information regarding ILCCO and how the funds can be used. ILCCO funds are used to expand online offerings and add courses to course-sharing platform. It would be acceptable to add general education courses related to early childhood.

A member had a question regarding the use of funding to lead regional hubs. Chadwick advised that currently there should not be budgeted funds since the hubs are not in place. It was advised that stipends can be offered to students if it increases enrollment goals, persistence, completion, etc.

There was a point of clarification around institutions using funds for staff professional development. The response from the agencies was that if it is relevant to ECE funding it would be allowable, but it cannot be used broadly.

Chadwick and Brown addressed questions about grant funding, advising that some of the more common uses would be centered around adjuncts, release time for staff, additional student support and outreach, curriculum alignment, clear pathways, and other related activities. It is important to be mindful of how the funds are targeted and how that aligns with the implementation plan.

Tammy Landgraf had a question about the money to students, incentives to complete, and which students that applies to. Brown advised the focus should remain on incumbent workers since that is the targeted area cited in the legislation.

April Darringer had a question about mentors. Brown advised that the mentor award is an annual award, and ILCCO is divided out between year one and two with no funding in year three.

V. Public Comment

There was no public comment.

Chadwick presented the Next Steps and Next Meetings slide. Chadwick and Ostro thanked the group for their work and partnership.

Meeting adjourned.