



**ECACE**  
EARLY CHILDHOOD ACCESS  
CONSORTIUM FOR EQUITY

**March 18, 2022**



**Illinois  
State Board of  
Education**



**Governor's Office of  
Early Childhood Development**





## Agenda

- Welcome and Introductions
- Advisory Committee Role and Guiding Principles
- Education Pathways and the Early Childhood Incumbent Workforce
- ECACE Overview and Updates
- Public Comment
- Closing Announcements and Adjourn

# Ground Rules

We recognize both the value of collaborative and systems change work and the difficulty in engaging in this work. As such, we agree to operate per the ground rules below.

- Keep the early childhood workforce and young children and families at the center.
- Listen fully and thoughtfully.
- Commit to candid discussions of diverse ideas in an atmosphere of mutual respect.
- Suspend predetermined positions to allow the collective intelligence to emerge.
- Monitor your personal technology.
- Share your voice; yet monitor your airtime.
- Be solutions oriented.
- Make effort to reach consensus.
- Respect requests for confidentiality – both implicitly and explicitly stated.

# Early Childhood Access Consortium for Equity Act

Key pieces of Public Act 102-0174 include:

- Focus on the early childhood incumbent workforce – and employers, so they can best support children and families.
- Goals of advancing equity through streamlined, coordinated, and improved accessibility of degree and credential pathways.
- Establishment of a Consortium of higher education institutions.
- Establishment of the Advisory Committee to provide guidance on the operation of the Consortium.



**Gov. Pritzker: \$200M investment to strengthen early childhood workforce**

An additional \$30 million will provide coaches, mentors, and navigators the tools needed to help child care workers pursue their degrees.

# Advisory Committee Charge

**The charge of the advisory committee is to guide the operation of the Consortium, including:**

- Act as champions for the Consortium and purposes of PA 102-0174.
- Review reports submitted to the General Assembly and to the Governor on the progress made by the Consortium.
- Provide advice and recommendations to the lead agency(s) and higher education institutions as they meet their responsibilities as detailed in the Act.
- Provide a forum to bring together employers in the early childhood care and education industry, higher education, and other stakeholders to share perspective to best support the work of the Consortium.
- Provide consultation and feedback to the state agencies charged with setting new metrics and goals for the Consortium after the close of the 2024-2025 academic year.

# Advisory Committee Structure

## Co-Chairs:

- Illinois Board of Higher Education (IBHE)
- Illinois Community College Board (ICCB)
- Illinois State Board of Education (ISBE)
- Illinois Department of Human Services (IDHS)
- Governor's Office of Early Childhood Development (GOECD)

## Members:

- Community providers,
- School districts,
- Early childhood advocates,
- Legislators,
- State agencies,
- Unions,
- Public and private colleges and universities, and
- Other experts.



# Guiding Principles

We will work collaboratively to ensure that individual members of the workforce, providers, young children and families, and the broader state workforce remain our focus and that we intentionally consider how to balance the needs of each of these stakeholders.

To do so, we will be guided by the following principles.

- Illinois envisions a racially equitable, inclusive, and diverse workforce across early childhood education and care programs.
- The early childhood period offers a substantial opportunity to help children start with a sturdy foundation for learning; the adults surrounding and supporting children in the early years have the greatest impact on children's growth and development.
- Specialized knowledge and skills, demonstrated through the acquisition of degrees, credentials, and licensure, are necessary to work with young children and their families in early care and education settings.
- The Illinois economy depends on a having robust system of early care and education options for working families.

# Questions



# Education Pathways and the EC Workforce

Challenges and Opportunities

## Jamboard

Thinking about the EC Workforce and higher education...

- What do you know and want to know about **challenges** to accessing and completing higher education?
- What do you know and want to know about **opportunities and innovative solutions** to challenges to accessing and completing higher education?

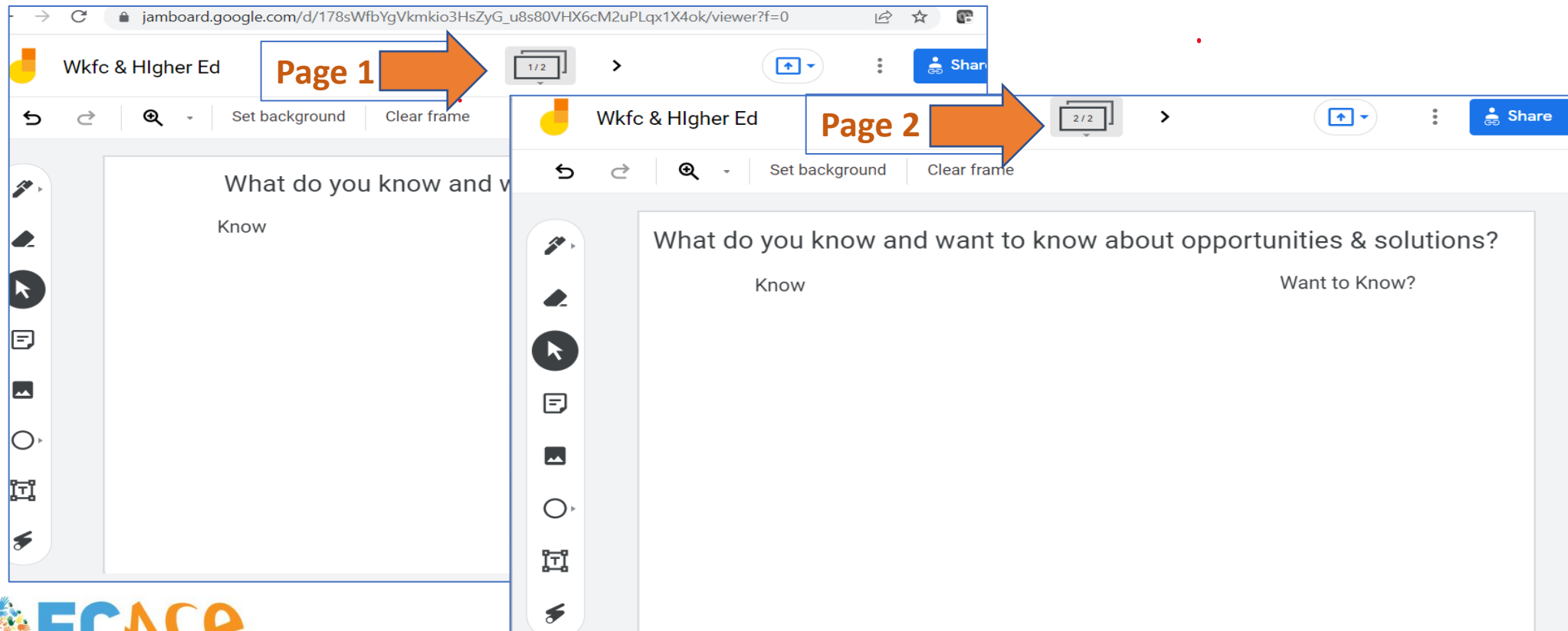
# Jamboard Directions

1. Go to the website

**WEBSITE:** [shorturl.at/zHITU](https://shorturl.at/zHITU)

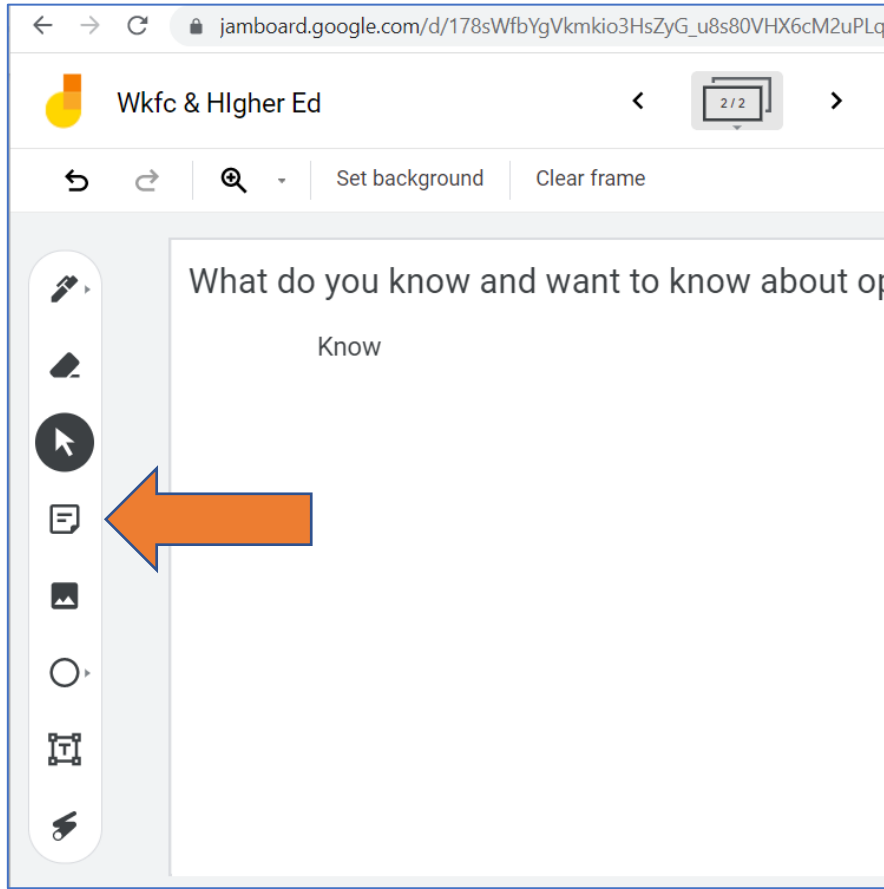
The link should be accessed by Advisory members only please, due to caps on the # of allowed participants. We will share the screen for all to see.

2. Find the two pages

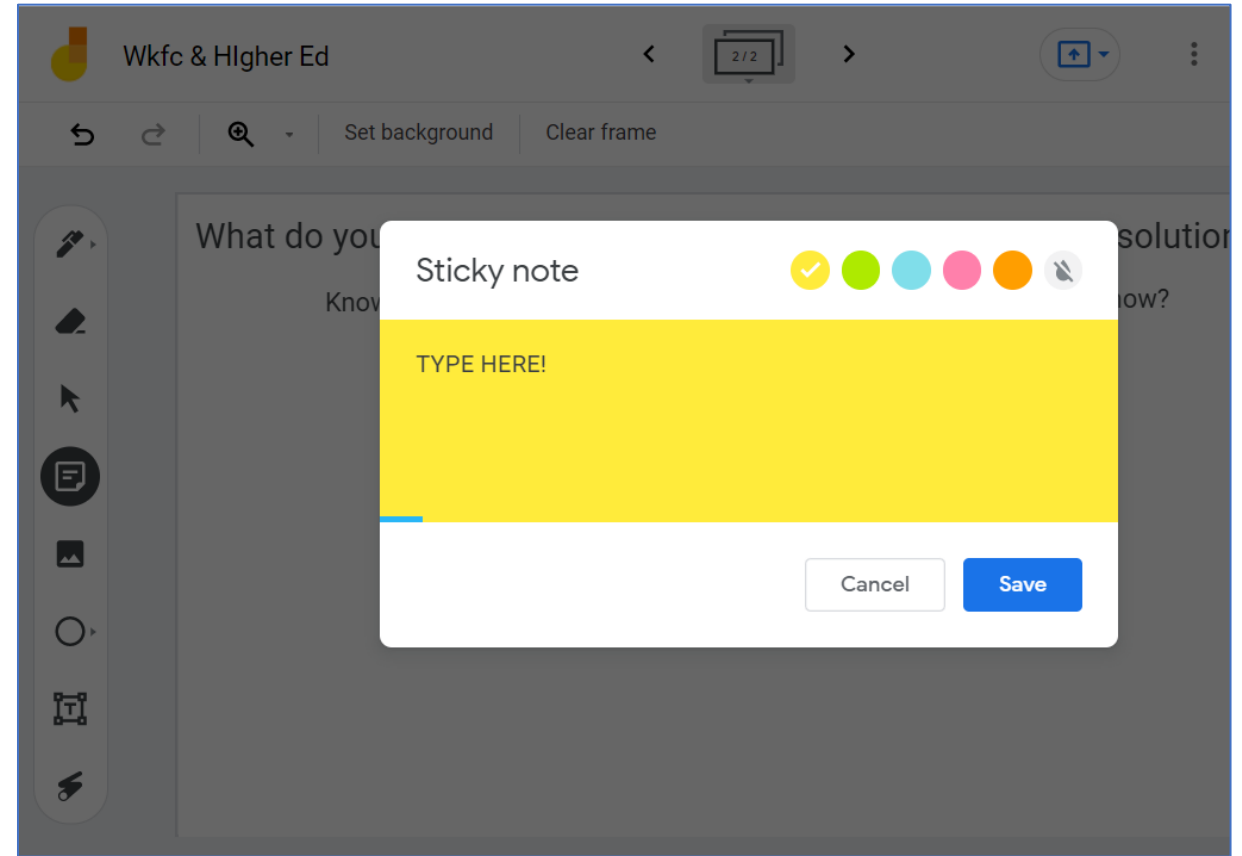


# Jamboard Directions

## 3. Find the Sticky Notes



## 4. Create a response



# PANEL: FROM THE FIELD

# Early Childhood Access Consortium for Equity

## The Vision

*Create a consortium of higher education institutions to streamline, coordinate, and improve accessibility and completion of degree pathways for the incumbent early childhood workforce.*

- Responsive to employer demand and workforce needs.
- Programs, pathways, and supports for the incumbent workforce.
- Access to coursework at multiple institutions – when and where it's needed.
- Credit for prior learning.
- Transfer without loss of credits or retaking coursework.

**Plus:** Immediate upskill of the incumbent workforce.



# Consortium Members

---

- Public colleges and universities with early childhood programs are required to participate; private institutions encouraged.
- Currently 63 institutions.
  - 11 public universities
  - 40 community colleges
  - 12 private, non-profit institutions
- All must be accredited, Gateways Entitled, and sign on to a set of agreements to participate.

A list of member institutions can be found at [www.ecace.org](http://www.ecace.org)





# Goals

---

- Goal: approximately 5000 students will enroll and persist and/or complete as of the 2024 – 2025 school year.
- Each institution has individual goals they are trying to meet.





## Full Transfer of Associate of Applied Science Degree

- Students with an AAS from a Gateways Entitled institution can transfer into a university with junior level status.
  - May not be required to take a total number of credits greater than those of those first starting a baccalaureate.
  - Institutions must accept credits awarded for prior learning.



# Credit for the CDA

---

- Consortium charged with determining how to assign college credit for the CDA.
- Both for those who currently have a CDA and going forward.
- A working group of 2/4 year institutions, providers, CCRRs, and advocates meeting weekly/bi-weekly since December.
- “Fundamental Principles” for awarding a CDA can be found on the ECACE Website.

# Supports for Immediate Upskill of the Workforce

## ECACE Scholarship:

- For Undergraduate Coursework (Associates, Bachelor's, Certificates leading to Gateways L2 – 5 (including PEL w/EC Endorsement)
- Tuition and fees
- Funding up to the “full cost of attendance”
- Find the link to the application for **this school year** (and other great materials) on ISAC's website [www.isac.org/ecacescholarship](http://www.isac.org/ecacescholarship)
- Application for fall 2022 will open in May.



A young child with dark, curly hair is sitting on a patch of green grass. The child is wearing a white dress with pink floral patterns and a large pink bow at the waist. They are looking towards the camera with a slight smile, and their right hand is near their mouth. To the right of the child is a large, light brown teddy bear with a white face and brown nose. The background is a soft-focus outdoor scene with green foliage and sunlight filtering through the trees, creating a bokeh effect.

# Student Supports Designed for Working Adults

- **Navigators hired through CCRRs** provide personalized assistance to help students access and enroll in institutions and hand off students to a program coach or mentor.
- **Program Coaches and/or Mentors** at institutions provide support to students to persist and complete their studies.
- **Relief for Financial Holds** for students who can't get transcripts or are barred from enrollment for past due balances.

# Questions

# Public Comment