



**ECACE**  
EARLY CHILDHOOD ACCESS  
CONSORTIUM FOR EQUITY

**ECACE Advisory Committee**

**February 21, 2023**



**Illinois  
State Board of  
Education**



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



## Ground Rules/Norms

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.

## State Focus on Early Childhood

- Governor Pritzker announced the launch of a new early childhood initiative to increase investment and transform the system.
- Senator Pacione-Zayas is chairing a new Senate Early Childhood Committee.

*“Of course, adding preschool seats only works if you have the staff to support them. That’s where the Early Childhood ACE Scholarship program comes in. Last year with the legislative leadership of Senator Cristina Pacione-Zayas, we began investing in community colleges and universities to build a pipeline of early childhood educators. Already nearly 1500 people are on a path to get up-skilled, and I propose to continue providing this opportunity for the next four years.”*

—Governor JB Pritzker



OFFICE OF Governor JB Pritzker

# LAUNCHING SMART START ILLINOIS

TRANSFORMING EARLY CHILDHOOD EDUCATION AND CARE FOR OUR YOUNGEST

- ✓ Creating more than 20,000 new Pre-K spots by December 2027 through the Early Childhood Block Grant
- ✓ Investing in the Early Intervention program to maintain services for families and give providers a raise
- ✓ Launching the Childcare Workforce Compensation Contract program, stabilizing funding for providers and raising wages for workers
- ✓ Expanding DHS and ISBE Home Visiting Programs, targeting the highest-need communities

ADDITIONAL INVESTMENTS INTO EARLY CHILDHOOD EDUCATION

- ✓ Funding scholarships and apprenticeships to expand the early childhood workforce
- ✓ Launching the Dolly Parton Imagination Library, a statewide literacy initiative
- ✓ Improving or expanding facilities for early childhood providers
- ✓ Investing in the Child Care Assistance Program (CCAP)



## Agenda

1. Welcome and Housekeeping
2. Consortium Reporting
3. Employer/Higher Education Partnerships
4. Updates
5. Meeting Minutes: Review and Approve
6. Public Comment
7. Next Steps

# Overview of Legislatively Required Information

[Public Act 102-0174](#), Section 30.

*The Consortium shall report to the General Assembly, to the Senate and House Committees with oversight over higher education, to the Governor, and to the **advisory committee** on the progress made by the Consortium.*

## Role of the Advisory

- Receive and review reports on the progress of the Consortium and ECACE work
- Provide feedback and help interpret the findings as needed

## Reporting & Requirements

- **Reporting must include, but is not limited to (in brief):** enrollment, retention, and completion data, broken down by race, ethnicity and federal Pell grant status.
- The Consortium set goals for the number of students to enroll AND persist or complete by September 2024:

Institution Type	Additional Students Enrolled and/or Completed
Community Colleges	3,500
Public Universities	983
Private Universities	450
<b>Total</b>	<b>4,933</b>

# Reporting & Requirements

## **Additional reporting requirements include:**

- Tuition, out-of-pocket costs for students, and student loans
- Outreach and recruitment plans
- Participation and engagement of workforce in outreach programs
- Academic and holistic support plans for ensuring student success
- Engagement of employers and their responsiveness
- Consortium budget
- Consortium institution contributions (or in-kind)

## **Other potential components:**

- ECACE Scholarship
- Programmatic work, including the development of AAS transfer paths, higher education credit for the CDA, and ensuring courses are available when, where, and how students need them

## Consortium Budget

ECACE is supported by ~\$200m in child care stimulus funding from the Illinois Department of Human Services over three years.

Agency	ECACE Budget
IBHE	\$39,599,971
ICCB	\$37,998,524
ISAC	\$120,000,000
IDHS Navigator Budget	\$5,983,266
<b>TOTAL</b>	<b>\$ 203,581,761</b>



# **ECACE Scholarship: FY22 and FY23, as of 12/31/22**

## Scholarship: FY22 and FY23 Data as of 12/31/22

### FY22:

- “Soft launch” year, as the scholarship application became available end of December 2021 and students notified of prequalification in March.
- Likely most students were already enrolled.

### FY23:

- Data is as of end of December.
- Institutions were still requesting payment for fall term.
- Students enroll on a rolling basis, and some potentially applied in December.
- Many students who applied this year didn't enroll in the fall.

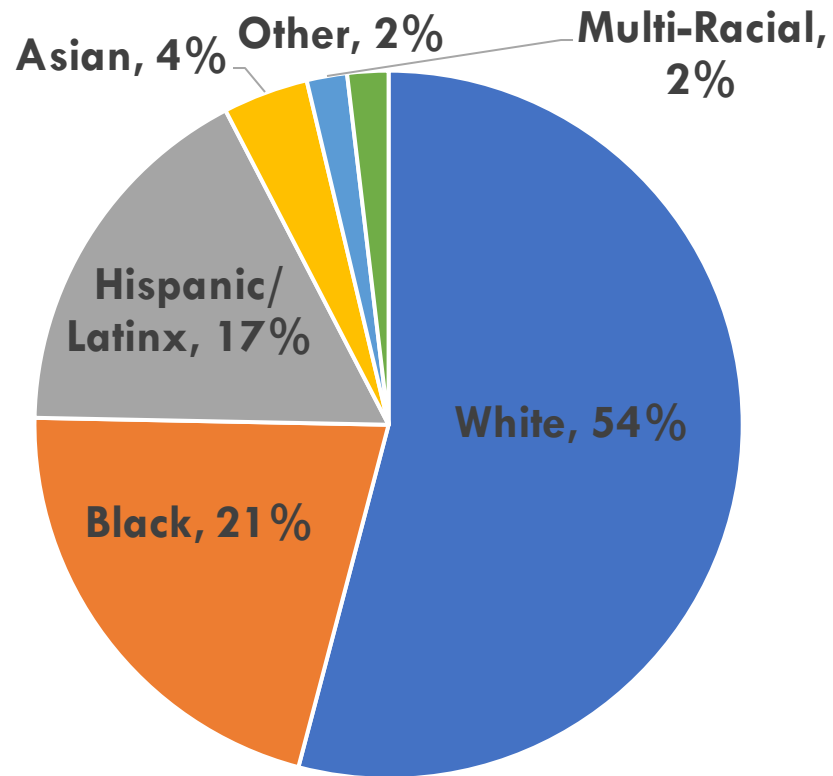
# Comparison of FY22 to FY23 Data **as of 12/31/22**

- Already more applications and awards in FY23 than in FY22.
- Significant number of student applications are still in process.

Applications	<table border="1"><thead><tr><th>FY22</th><th>FY23 As of 12/31/22</th></tr></thead><tbody><tr><td>905</td><td>2,587</td></tr></tbody></table>	FY22	FY23 As of 12/31/22	905	2,587	↑ Up ~150% from FY22
FY22	FY23 As of 12/31/22					
905	2,587					
Scholarships Funded	<table border="1"><thead><tr><th>FY22</th><th>FY23 As of 12/31/22</th></tr></thead><tbody><tr><td>412</td><td>1,026</td></tr></tbody></table>	FY22	FY23 As of 12/31/22	412	1,026	↑ Up 189% from FY22
FY22	FY23 As of 12/31/22					
412	1,026					
Amount Funded	<table border="1"><thead><tr><th>FY22</th><th>FY23 As of 12/31/22</th></tr></thead><tbody><tr><td>\$5,729,139</td><td>\$7,068,593</td></tr></tbody></table>	FY22	FY23 As of 12/31/22	\$5,729,139	\$7,068,593	↑ Up 23% from FY22
FY22	FY23 As of 12/31/22					
\$5,729,139	\$7,068,593					

Has since jumped to ~15m

## Licensed Center Demographics: Race (2020 Data)



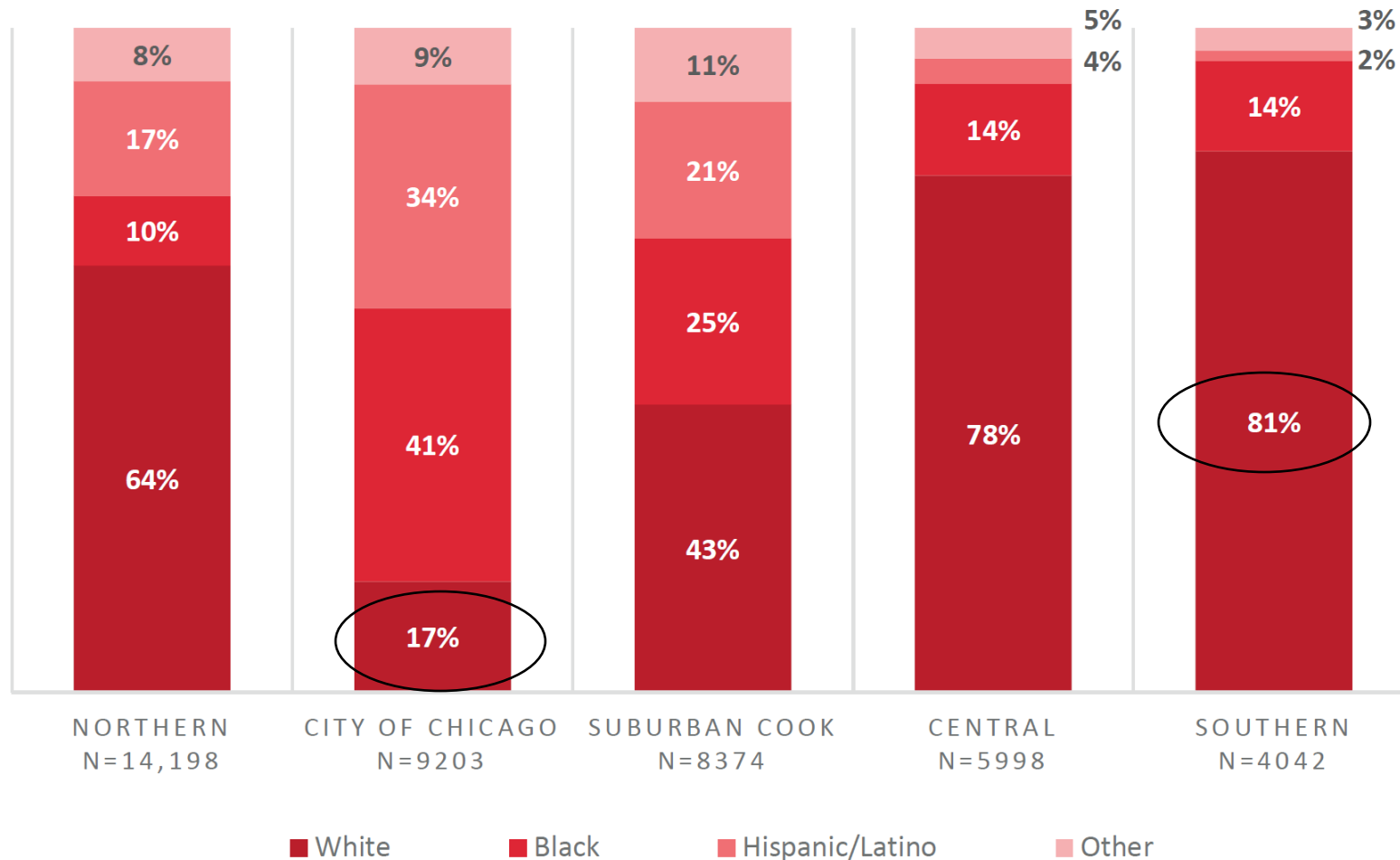
### % Persons of Color: 46%

- 21% Black
- 17% Latinx
- 4% Asian
- 4% Multi-Racial
- 2% Other

### Persons of Color by Position

- 39% of directors
- 42% of teachers
- 53% of assistants

# Licensed Center Demographics: Race and Region of IL (2020 Data)



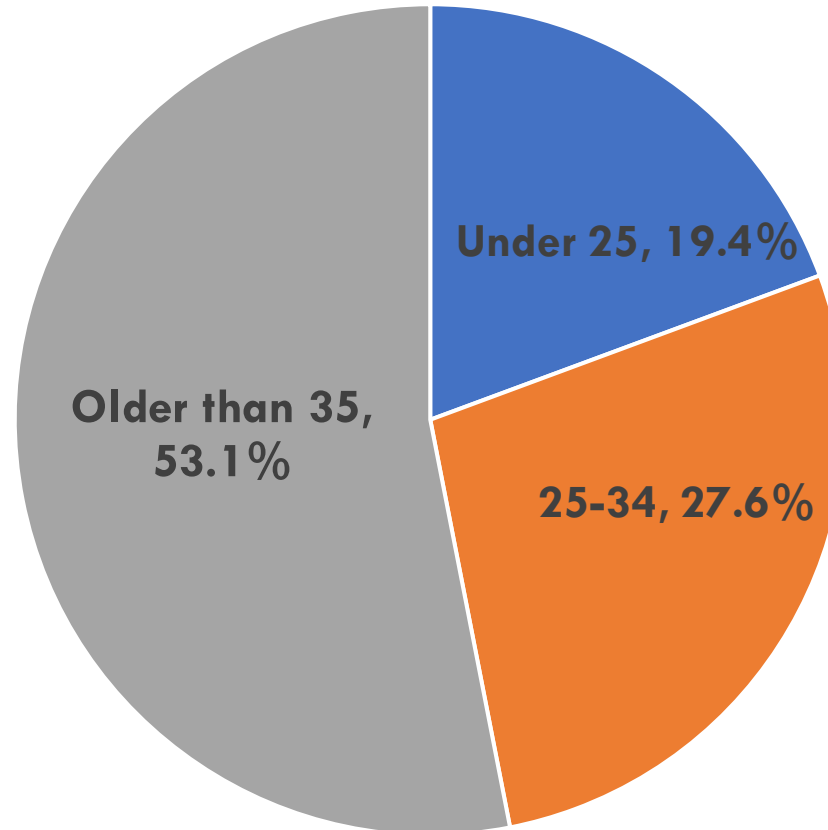
Race varies significantly by geographic region:

- 17% white in the City of Chicago
- 81% white in Southern Illinois

## Licensed Center Demographics: Age

### Age

- Median Age: 37
- 53% Over Age 35



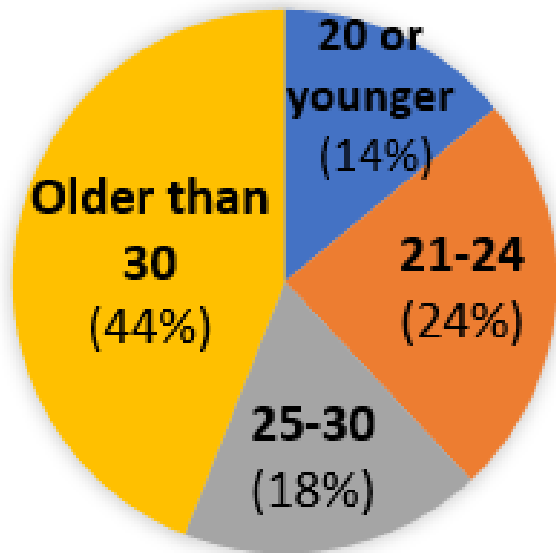
# Characteristics of SY 2021-22 Scholarship Recipients REGION

412 Students

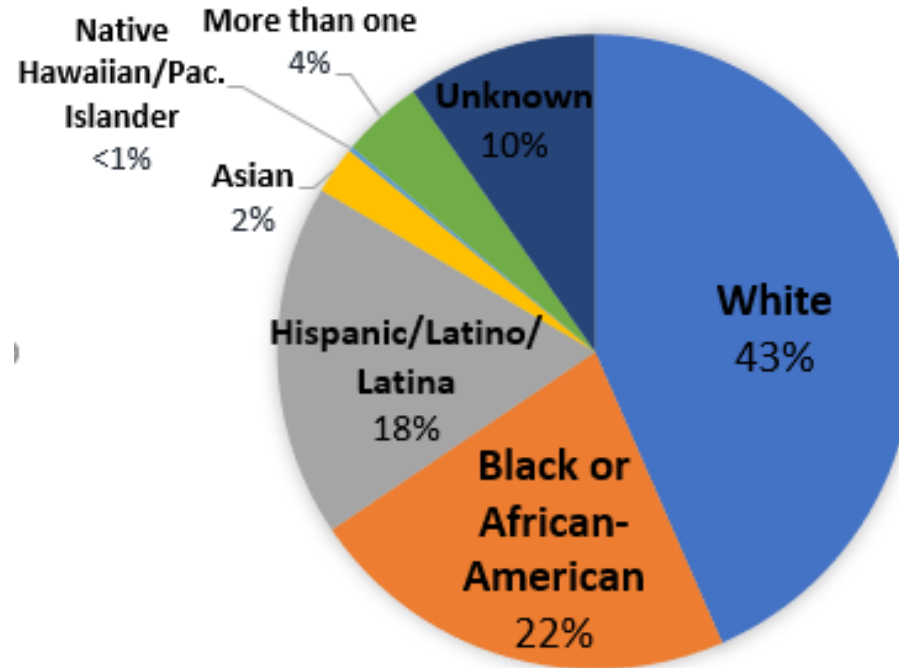
## INCOME

75% of recipients had an Expected Family Contribution (EFC) of less than \$10,000

## AGE

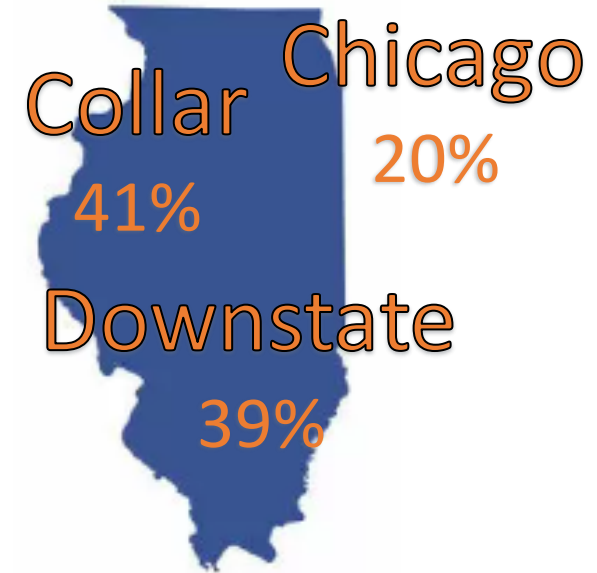


## RACE/ETHNICITY

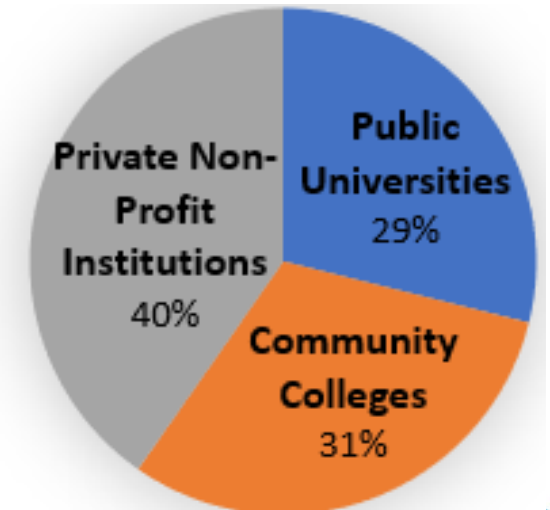


## GENDER

About 92% of recipients identified as female



## SECTOR



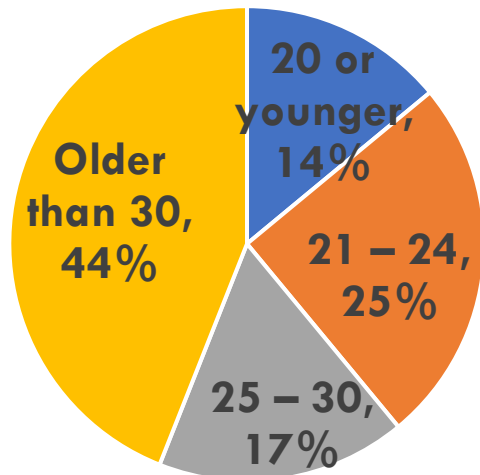
# Characteristics of SY 2022-23 Scholarship Recipients REGION

1026 Students

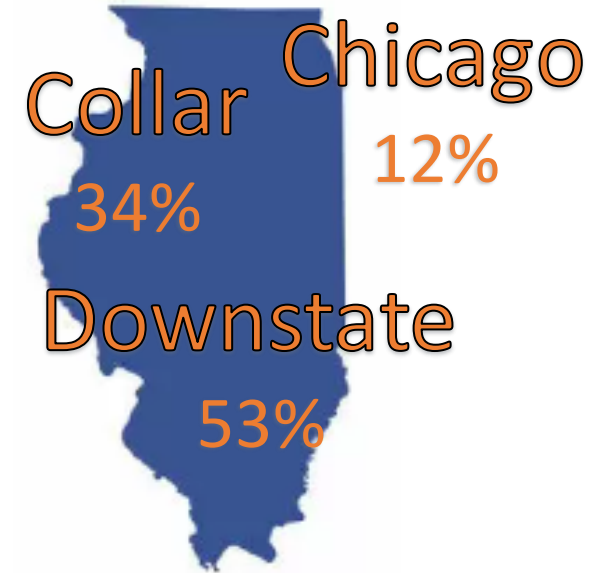
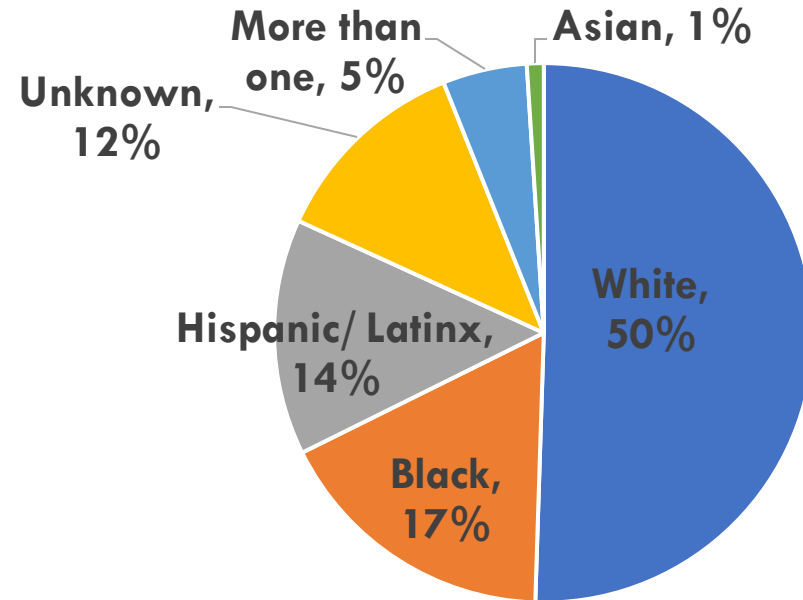
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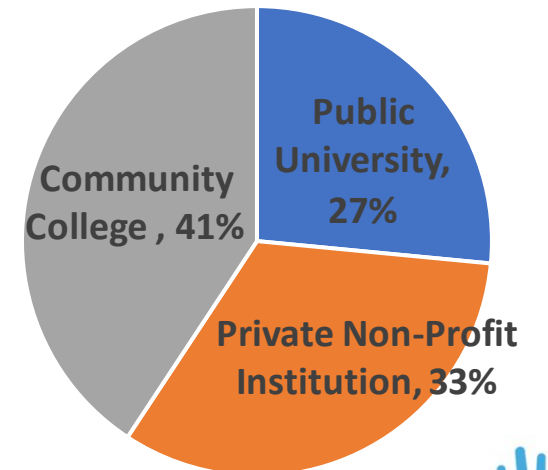
## AGE



## RACE/ETHNICITY



## SECTOR



## GENDER

About 89% of recipients identified as female  
(2% male, <1% non-binary, 9% unknown)



# Scholarship Eligibility Expansion

## Expanding Eligibility

Expanded\* Eligibility **as of Fall 2023:**

***\*Still must be part of the incumbent workforce AND enrolled in eligible Gateways Entitled program (if possible)***

- Freshmen/sophomores at 4-year institution
- Post-baccalaureate work
  - Professional Educator License (PEL)
  - Additional endorsements (EC, ESL, Bilingual, Special Ed)
  - Master's degree for those seeking teacher licensure
- AA students pursuing early childhood (limited instances, ICCB is putting together guidance; must be in Gateways Entitled programs)



# Breakout Session

# Breakout Session Questions

- 1. Reporting:** Considering the presentation today, which included information on reporting plan, the workforce data, and the scholarship. *What did you find most interesting? What are you hoping to learn more about?*
- 2. Expanding Access:** We would like to continue expanding those enrolling in programs and accessing the scholarship, including those who may be newly eligible. *As partners in this initiative, what are you doing (or what are you seeing others doing) to help students/workforce address barriers to going back to school and/or enrolling in programs?*
- 3. Partnerships:** The idea behind the Consortium is that we can do more and better by partnering together. *What partnerships have you been a part of (or seen) to help build our system so students can access and complete credentials and degrees? What partnerships would you like to see?*

## Responsiveness to Employers: Consortium

- **Advisory Committee:** Advising on Consortium operations
- **Child Development Associate (CDA):** Employers partnered with Consortium institutions and state agencies to provide recommendations for awarding higher education credit for an experience and training-based credential.
- Based on employer input, research, and interviewing other states, providing 6 semester hours of college credit, with no contingencies.



## Responsiveness to Employers: Institutions

Consortium institutions continue to be responsive to employers' needs when providing educational opportunities to their staff.

Some examples include:

- Creating policies that allow students to complete student teaching at their current place of employment.
- Supporting child care centers to fill open positions while recruiting for ECACE students.
- Working with employer partners to arrange clinical placements and student teaching experiences in programs with open positions.
- Developing *unique partnerships* with employers to support their staff to upskill.



Image by [Freepik](#)

## Responsiveness to Employers: Navigators

Regional navigators are placed at CCR&Rs to connect with employers and the workforce.

Navigators develop working relationships with interested employers and meet with their teams at times and locations that met their needs.

In the last year, navigators:

- Presented at over 732 informational sessions, many on-site
- Developed working relationships with directors.
  - Presented at scheduled staff meetings.
  - Worked 1:1 with staff members at convenient times.
  - Worked with directors' schedules to ensure classroom coverage.
- Built trust with employers concerned about losing staff.
- Visited home-based providers to provide 1:1 technical assistance.



# Employer and Institution Partnership Spotlight

Rachel Oppenheimer, Truman College

Darrell Brown, It Takes a Village



# Meeting Minutes

# Public Comment

# Future Meetings

## 2023 Meetings

- May 23
- August 22
- November 8