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ECACE Advisory

May 23rd, 2023

WELCOME

Vote to Adopt Rules

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.

Approval of Meeting Minutes 2/21/23

Agenda

1. Welcome
2. Housekeeping
3. Workforce Presentation
   I. Danville ACC and Danville School District
4. Afton Needs Assessment – Results and Recommendations
5. Governor's Report
6. Expansion of Scholarships and Implications
7. State Presentations
8. Public Comment
9. Closing Comments – Next Meeting

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# Workforce Presentation

Danville ACC and Danville School District

Danville District #118
Early Childhood Program
Birth to 5

Our Mission

- **District 118 Mission**
  - To ensure that all District 118 students reach their fullest potential

- **Early Childhood Program Vision**:
  – We are committed to providing a safe, healthy learning environment where young children and families grow in a positive way.
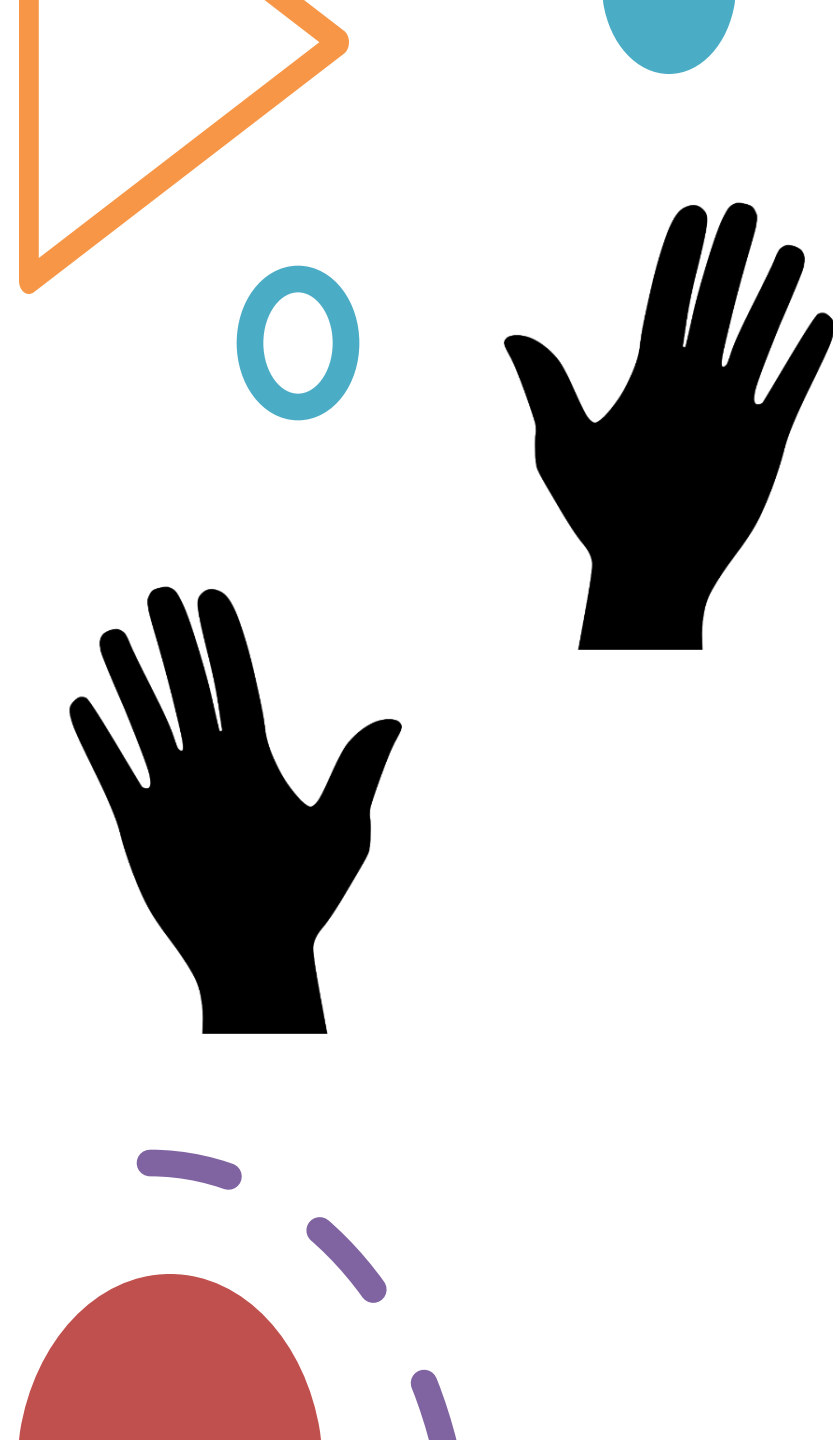
About Our Programs

- MIECHV

- Prevention Initiative

- Pre-School For All

- Pre-School For All Expansion

AND THEN THEY SAID "DON'T MAKE A MESS!"

Program Challenges

Staff Availability and Retention
Community Resources

Program Availability
Program Waiting List

Program Supports

❖ Make a Connection with the Family

❖ Build Family Relationships

❖ Listen and Support

Raise the Bar

- # Program Expansion
  - Full Day Classrooms
  - Expanding Early Childhood Programs throughout Vermilion County
  - Provide Supports/Resources at the Birth – Kindergarten Levels

- # Increasing Community Resources
  - Family Liaisons
  - Increase Parent Educators
  - Diaper Bank/Family Resources
  - Community Partnerships

Communication is KEY!

- Promote the Birth – 3 Program
  - Intake Coordinators
  - Recruitment
  - Community Partnerships
  - Program QR Codes
  - Transition Nights
  - Family Events
  - Kindergarten Blast Off Program

Opportunities for Success

- *Think Outside the Box*
- *District Support*

Current Program #'s

➢ *Birth to 3 Program – 90 Families*

➢ *PSFA Program – 594 Students*

➢ *PSFA Expansion – 52 Students*

➢ *FY 23 Program Referrals 312*

Our methodology included

Focus Groups

Survey

1:1 Interviews

Key Insights

Collaboration: Institutions have appreciated the collaboration ECACE has created and want more structured opportunities to work with and learn from each other.

Institution implementation: Institutions have made progress implementing positive changes and need more support on key topics including credit for prior learning and debt relief.

Infrastructure and support: State agency staff have provided many meaningful supports, though some institutions are experiencing challenges with fully benefitting from ECACE.

Institutions have made many meaningful changes

Institutional attention and growth

"We have been able to make ECE a priority program here and grow our course offerings to fit student need."

Institutional processes

"We've streamlined our application process but more work needs to be done in regards to student data tracking."

Increased staff

"Mentors have been super helpful. That group is the biggest bright spot."

Institution collaboration

"We have become more connected across programs and more nimble to address consortium requirements and student needs."

But, they have also experienced implementation challenges, partially due to:

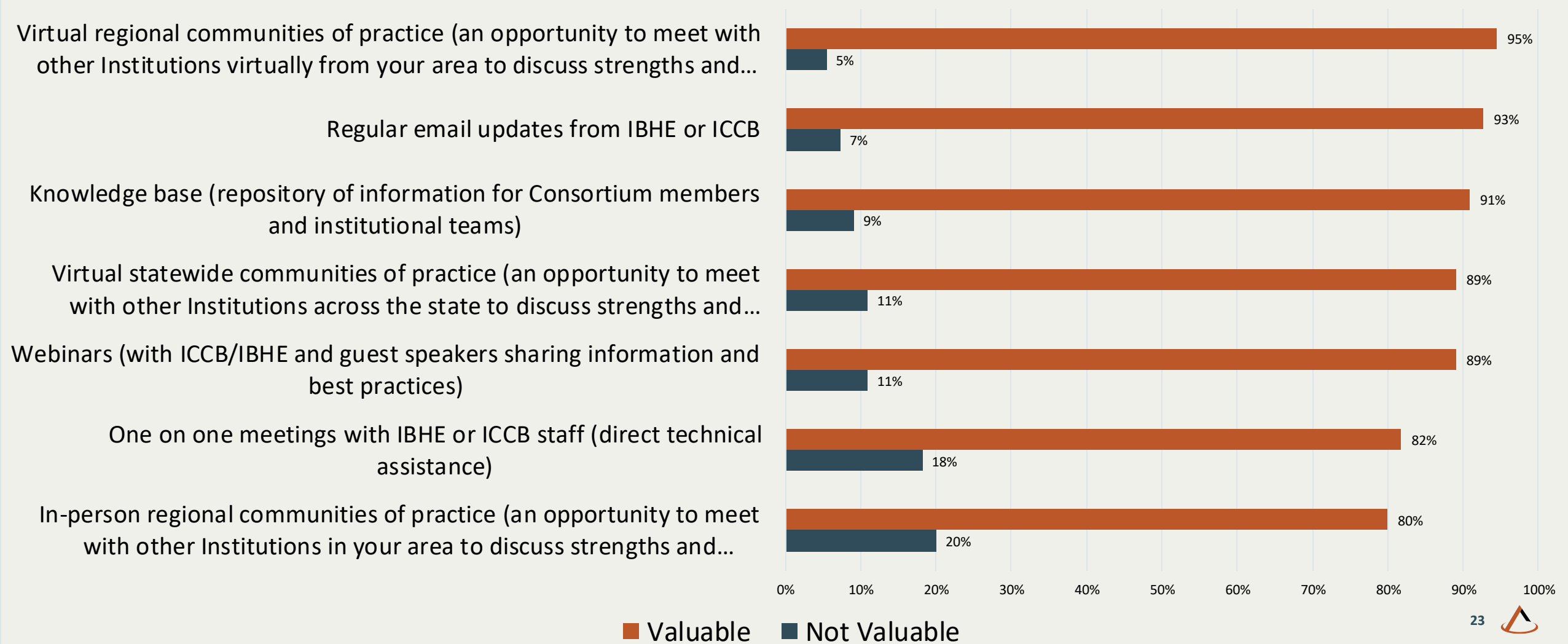**Lack of internal capacity** to sufficiently implement the work

And, institutions think technical assistance from ICCB or IBHE on these topics would be valuable

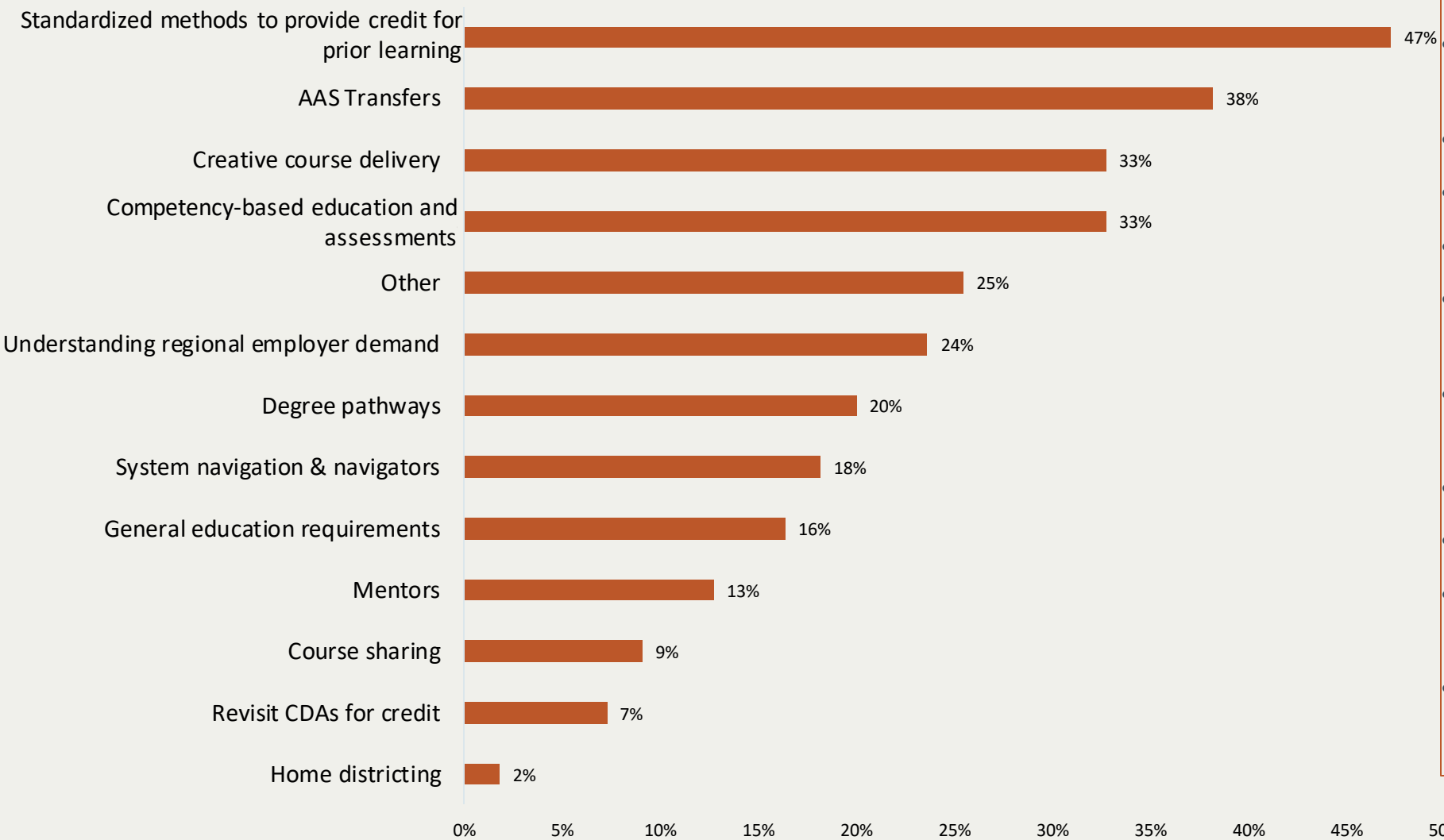Focus group participants also requested support with:

Institutions think many different types of support would be valuable

Virtual regional communities of practice (an opportunity to meet with other Institutions virtually from your area to discuss strengths and…
- Valuable: 95%
- Not Valuable: 5%

Regular email updates from IBHE or ICCB
- Valuable: 93%
- Not Valuable: 7%

Knowledge base (repository of information for Consortium members and institutional teams)
- Valuable: 91%
- Not Valuable: 9%

Virtual statewide communities of practice (an opportunity to meet with other Institutions across the state to discuss strengths and…
- Valuable: 89%
- Not Valuable: 11%

Webinars (with ICCB/IBHE and guest speakers sharing information and best practices)
- Valuable: 89%
- Not Valuable: 11%

One on one meetings with IBHE or ICCB staff (direct technical assistance)
- Valuable: 82%
- Not Valuable: 18%

In-person regional communities of practice (an opportunity to meet with other Institutions in your area to discuss strengths and…
- Valuable: 80%
- Not Valuable: 20%

Legend: ■ Valuable ■ Not Valuable

Institutions would like the Consortium to work on the following topics moving forward

Standardized methods to provide credit for prior learning — 47%
AAS Transfers — 38%
Creative course delivery — 33%
Competency-based education and assessments — 33%
Other — 25%
Understanding regional employer demand — 24%
Degree pathways — 20%
System navigation & navigators — 18%
General education requirements — 16%
Mentors — 13%
Course sharing — 9%
Revisit CDAs for credit — 7%
Home districting — 2%

Other includes:
- Extending funding x3
- Expansion of scholarship and new eligibility requirements x2
- Addressing industry wages x2
- Student Teaching
- Admission GPA
- Including navigators & mentors in Consortium meetings
- Credit for prior learning (not standardized)
- Debt Relief
- Retention strategies
- Culturally responsive teaching & learning standards
- Navigator goal setting & reporting on activates and outcomes

ICCB & IBHE have provided some strong infrastructure and supports

Staff have clearly communicated the mission and vision of ECACE

Consortium meetings are well-facilitated and engaging

Working groups are productive

Consortium staff are generally responsive to feedback

Many Consortium staff do their best to answer questions quickly

Create more opportunities for collaboration

Continue external collaboration efforts

Reporting on Consortium Work

Reporting Overview

The Consortium is required to report to the General Assembly, the Governor, and the ECACE advisory committee on progress made by the Consortium.

Two reports will be published per year (fall and spring)

First report: June 2023	Next report: October 2023

Reporting Overview

Data Sources:

Outreach Events and Participation

Between July and December 2022*, ECACE institutions reported hosting over 500 outreach events to engage the incumbent workforce.

Over 7800 members of the incumbent workforce participated

Recruitment fairs/open houses	Virtual and in-person sessions with childcare centers	Four-year institutions attending open houses at community colleges
Presentations and booths at conferences like Illinois AEYC	Collaborations between institutions and navigators	Partnering with local community organizations to host career fairs

Outreach Events and Participation

Additional Outreach From Institutions:
- Social media campaigns
- YouTube videos
- Newspaper articles
- Bulletin boards
- Websites
- Email blasts
- Direct mail

Outreach from Agencies/INCCRRA:
- Social media (ISAC, INCCRRA)
- Email blasts (INCCRRA)
- Newsletters (GOECD, INCCRRA)
- Direct mail (IDHS)

Outreach and Technical Assistance: Navigators

Between July and December 2022*, navigators reported extensive outreach to employers and workforce members. Navigators frequently visit workplaces to support staff to complete the FAFSA and scholarship applications.

Outreach	#
Information sessions	732
Meetings with higher education	497
Surveys of interest received	2,058
Follow-ups with interested workforce members	7,140
Outreach emails	31,961

Technical Assistance	#
Phone calls	4,667
Emails	17,762
In-person meetings	898
Virtual meetings	745

Engagement and Responsiveness to Employer Needs

Institutions:

- Including employers on early childhood program advisory boards

- Allowing students to complete student teaching in their workplace

- Partnering with school districts and community-based organizations for job placements

- Cohort programs at the workplace

- Direct outreach to child care

Institutions reported engaging with over 1000 employers between June and December 2022.

Academic and Holistic Supports

Mentors/Coaches:

- Intentionally and intensively supporting students to persist.
    - Regular outreach
    - Monitoring academic progress
    - Intervening when students are struggling with responsive supports
- Working with students when and where they need it
- Focusing on enrollment (warm welcome) to supports for completion
- Developing close relations inside the institution (student supports, registrars, financial aid, etc.) and outside the institution (navigators, employers, other institutions)

Hearing from institutions that mentors are making "all the difference" in terms of supporting students

Academic and Holistic Supports

Other Supports

- Writing tutors, sometimes embedded into courses
- Study groups – online and in person
- Content test prep and paying for practice (and real) tests
- Wrap around supports (child care, materials and supplies)
- Just in time and responsive interventions – tutors, mentoring, coaching
- Bilingual coaches
- Academic success plans
- General support to instill confidence, support students through family and life events, help students think about how to best tackle and balance work and school assignments
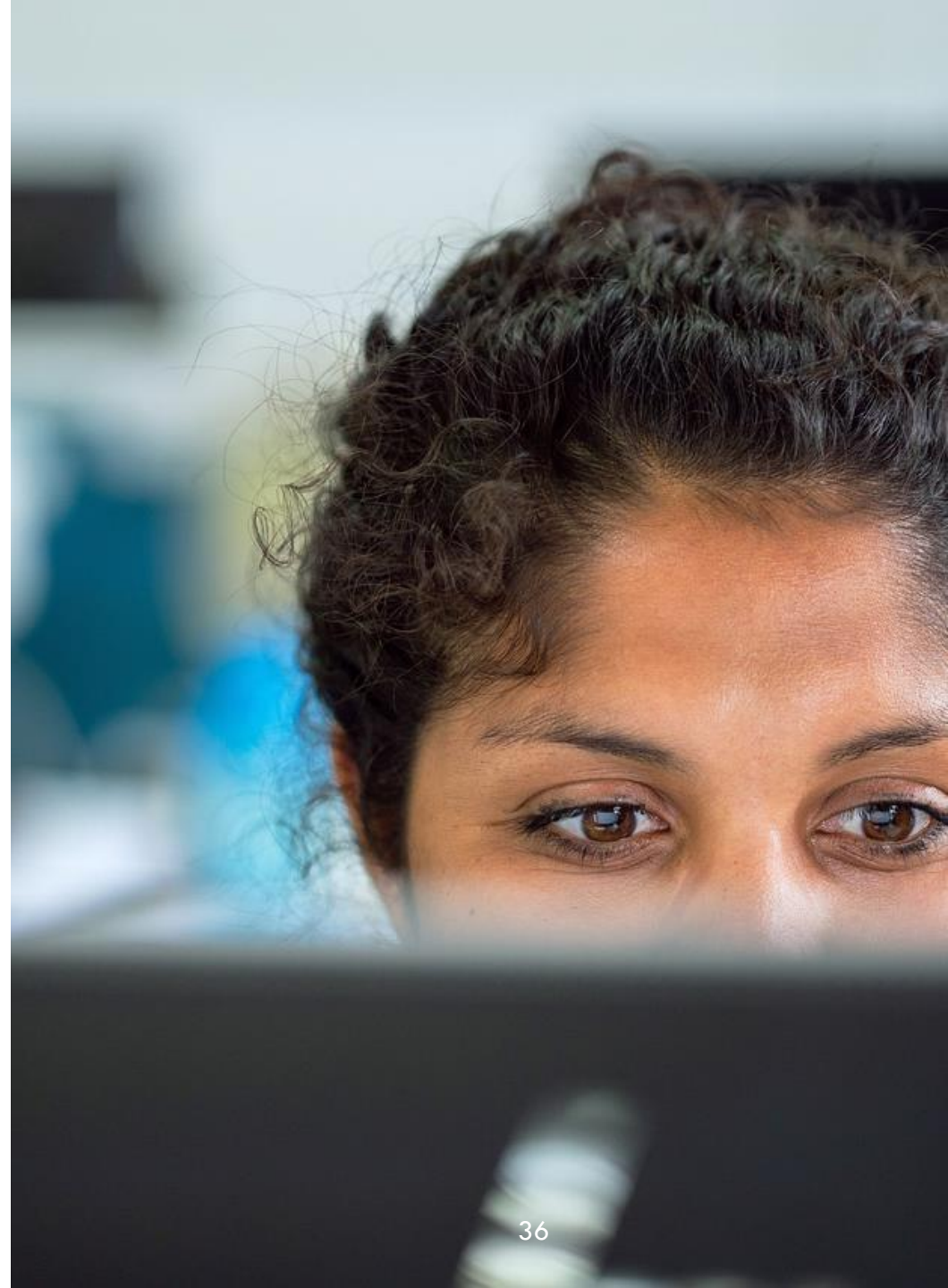
Programmatic Changes- Access & Modality

Exciting models and continuous improvement

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Bridging together the necessary information

- Several core aspects of the reporting requirements could not be addressed using existing information sources in isolation
  - The higher education agencies didn't have a way for systematically verifying the early childhood incumbency status of currently enrolled students
  - The reporting requirements (e.g., persistence) and the core work of the consortium highlighted the need for more student-centered measures as opposed to traditional institutional-centered measures (e.g., retention and graduation)

- All paths led to the Gateways Registry to get at incumbency status...
  - A process had already been established for verifying ECACE scholarship eligibility with eligible position types, etc.
  - Why not use that source and the existing operational definitions?

- ...and eventually to the Illinois Longitudinal Data System

Maximizing State Agency Data Systems and Illinois Longitudinal Data System Processes

- **IBHE**: Early Childhood Program Student-Level data deriving from IBHE Illinois Higher Education Information System

- **ICCB**: Early Childhood Program Student-Level data deriving from Centralized Data System

- **ISAC**: ECACE Scholarship Program Individual-Level Data

- **INCCRRA**: Gateways to Opportunity Credentials Individual-Level Data

- **ISBE:** Information on Paraprofessionals (to be added)

Combined ECACE Dataset at NIU Center for Governmental Studies
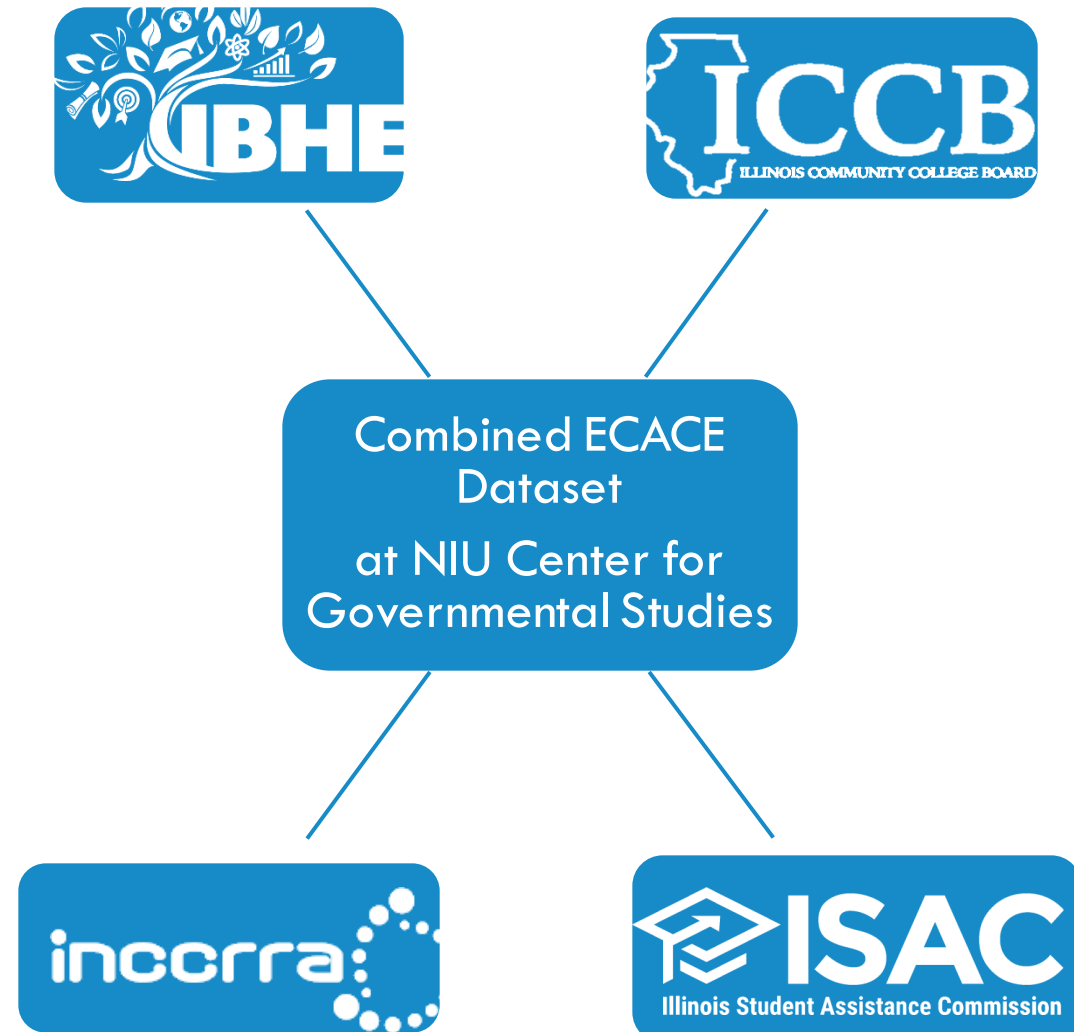
Utilizing the ECACE Dataset for Mandated Reporting (Public Act 102-0174) and Enhancing Program and Student Success

Combined ECACE Dataset

- ECE enrollment numbers for the fall and spring semesters
- Retention rates
- Persistence in relevant associate, baccalaureate, and credential programs
- Race, ethnicity, and federal Pell grant status disaggregation
- Completion numbers and rates
- Employer type
- Years worked
- Reported overall and by early childhood workforce **incumbency status**

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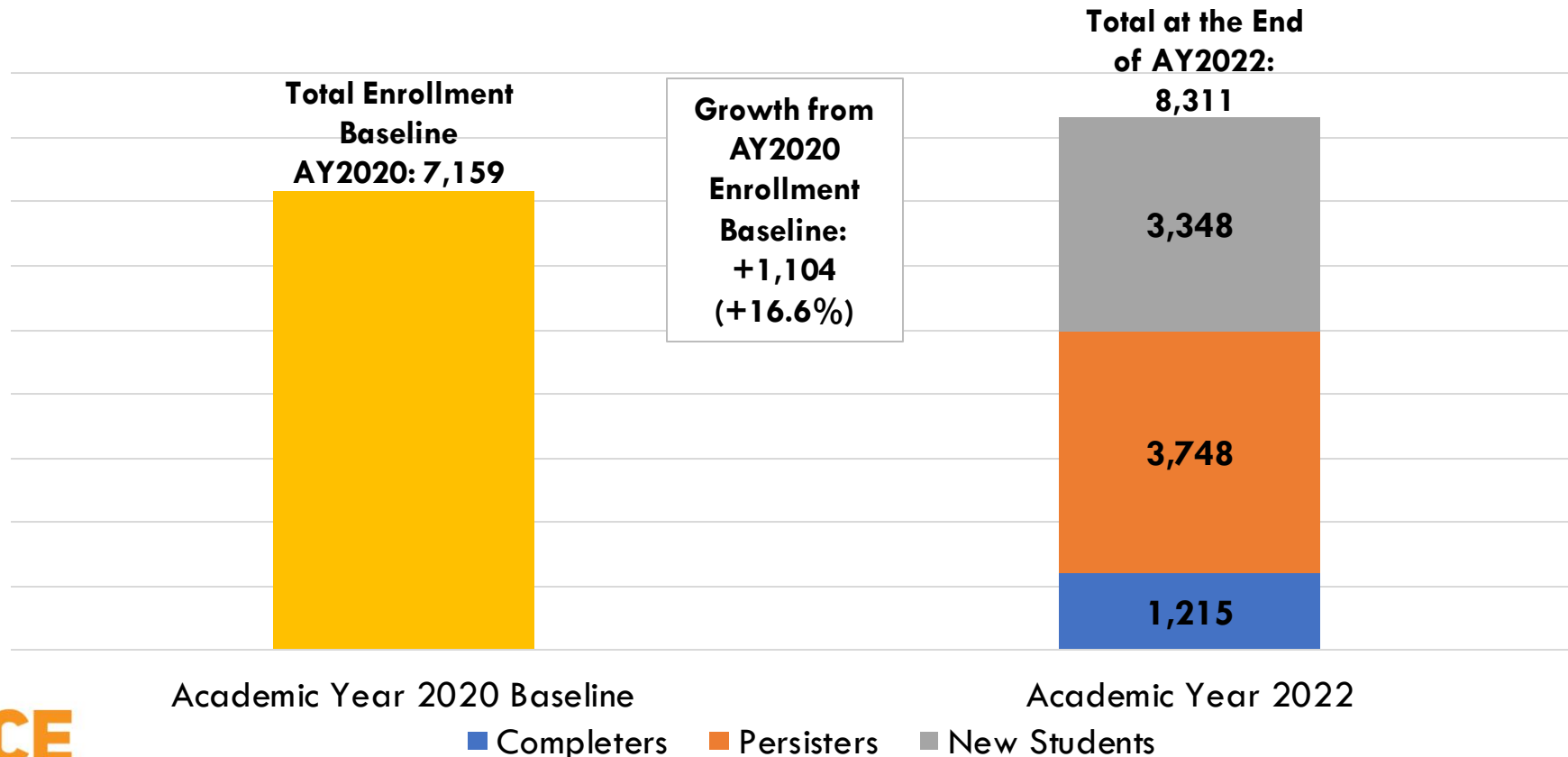EARLY CHILDHOOD ACCESS
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Centralized Demographic Dataset Administrator (CDDA)

- Handling the matching and the automation of reporting in partnership with IBHE, ICCB, and INCCRRA/DHS

- Housed at Northern Illinois University's Center for Governmental Studies since 2015

- Supported by all the state agencies participating in the Illinois Longitudinal Data System (ILDS): ISBE, ICCB, IBHE, DCEO, IDHS, ISAC, IDES, and DCFS

- Since 2015, has matched and provided identity resolution for nearly 217 million records representing 21.5 million individuals who touched one or more of the ILDS agencies

- Facilitates matching across disparate datasets
  - Creates a single ID that could be used for research across all agencies
  - Eliminates the need to share additional personally identifiable information, reducing risk

- Supports longitudinal research and data analysis

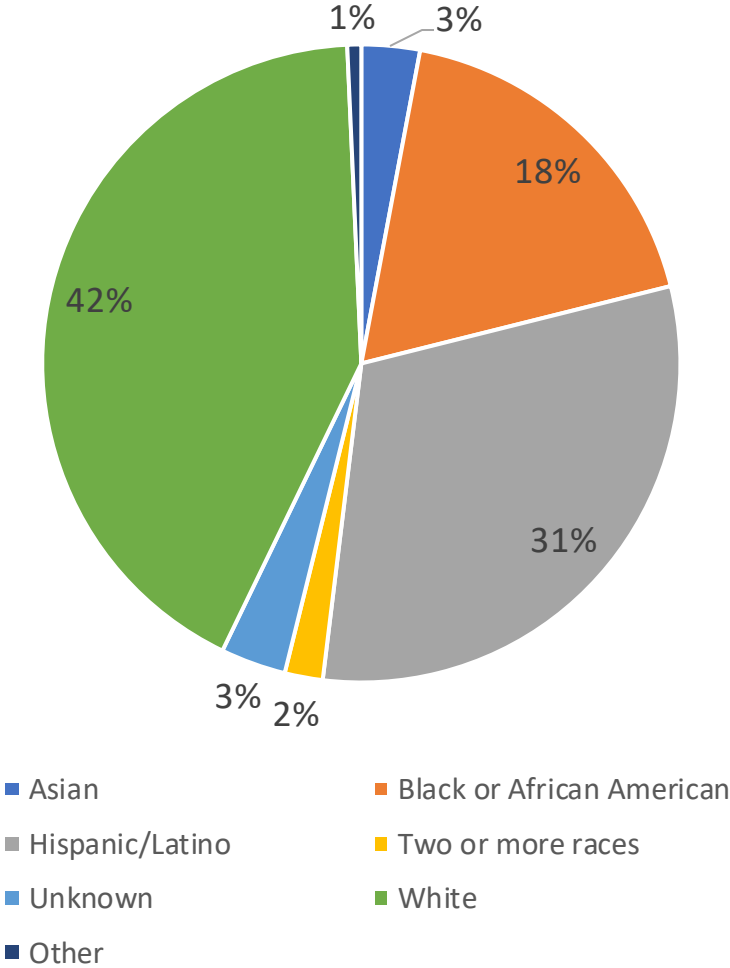# ICCB and IBHE ECACE Dataset Consisted of 7,159 Total ECE Students in AY20 (Preliminary Outcomes for AY22)

- Of note, in AY22, there were 330 ECE Scholarship recipients and an additional 171 applicants.

Overall ECACE Completions, Persistence, and New Students in AY2022:
All Entitled Institutions

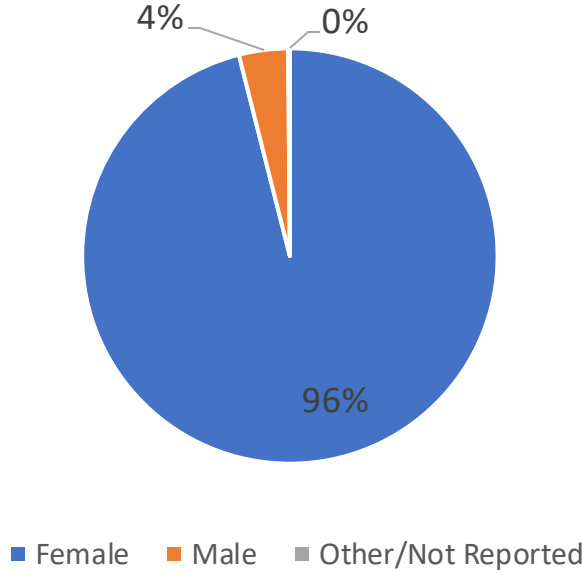**Total Enrollment Baseline AY2020: 7,159**

Growth from AY2020 Enrollment Baseline: +1,104 (+16.6%)

Total at the End of AY2022: 8,311

3,348

3,748

1,215

Academic Year 2020 Baseline   Academic Year 2022

■ Completers   ■ Persisters   ■ New Students

Demography of AY22 ECE Students
(Preliminary)

AY22 Race/Ethnicity

- 1%
- 3%
- 18%
- 42%
- 31%
- 3%
- 2%

Legend:
- Asian
- Black or African American
- Hispanic/Latino
- Two or more races
- Unknown
- White
- Other

AY22 Gender

- 4%
- 0%
- 96%

Legend:
- Female
- Male
- Other/Not Reported

AY22 Age

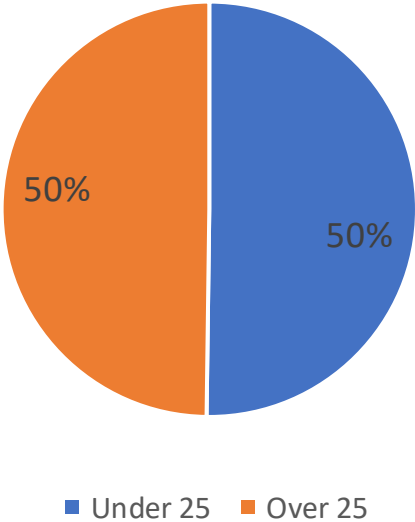- 50%
- 50%

Legend:
- Under 25
- Over 25

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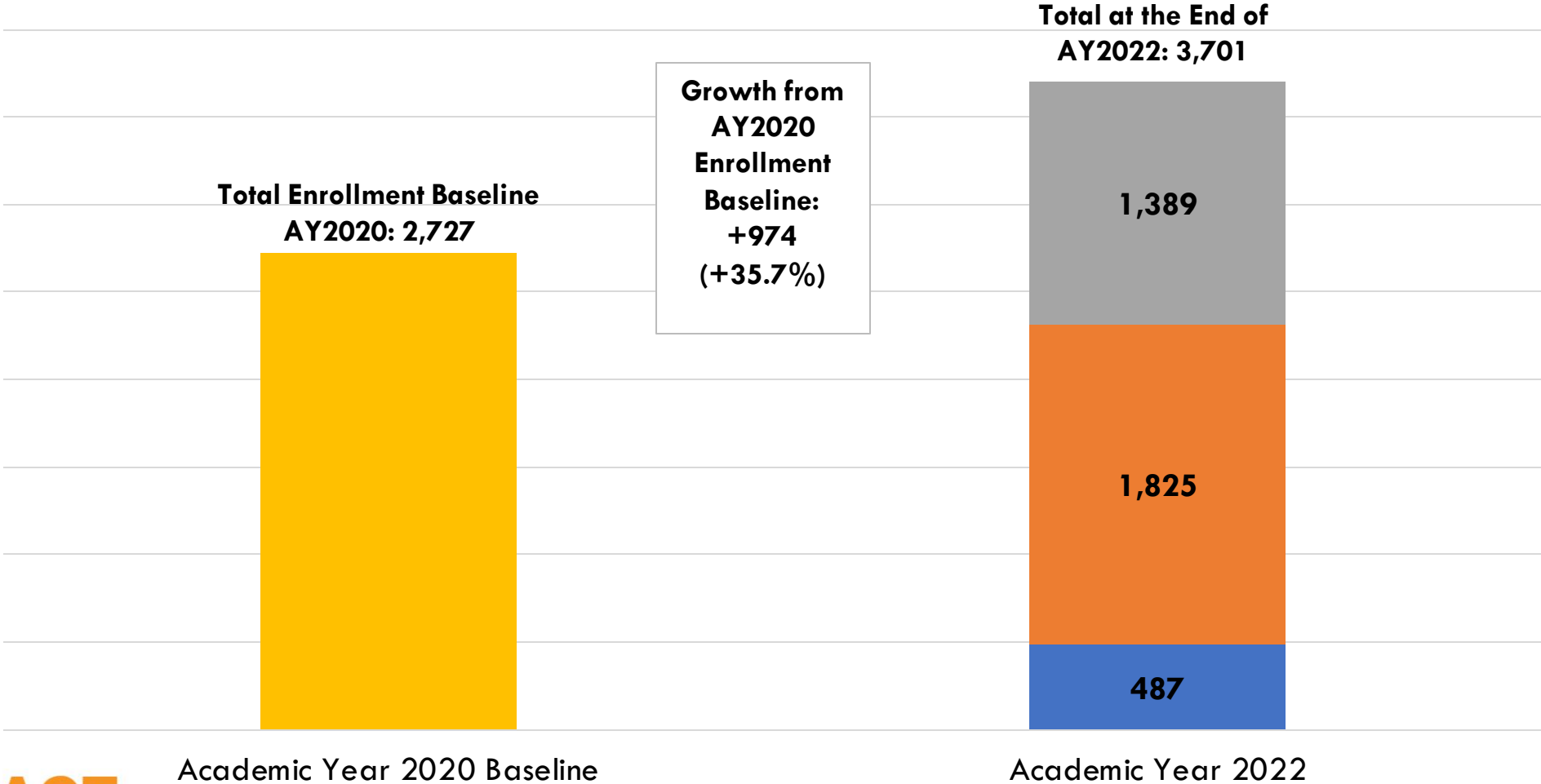EARLY CHILDHOOD ACCESS
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In AY 2022, 45% of Undergraduates Enrolled in Entitled Early Childhood Programs were Incumbent Members of the Workforce, up from 38% in AY2020 (Preliminary Results)

Early Childhood Incumbents Enrollment Share by Academic Year

Bar chart:
- 2020: 38.1%
- 2021: 43.6%
- 2022: 45.1%

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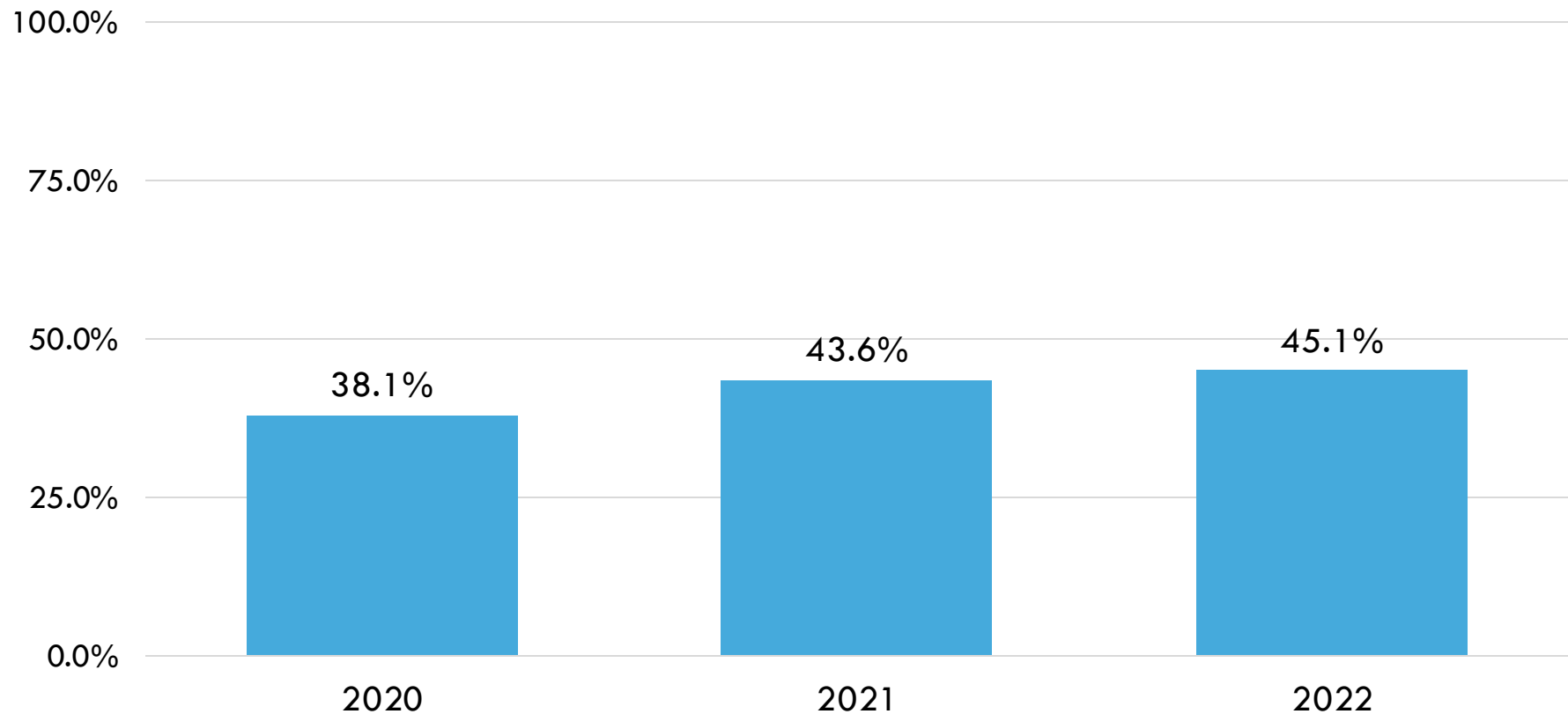
Based on INCCRRA Gateways Credentials, 2,727 Total ECE Students in AY20 Were in Incumbent Workforce (Preliminary Outcomes for AY22)

Overall ECACE Completions, Persistence, and New Students in AY2022: Incumbent ECE Students

Total at the End of AY2022: 3,701

Total Enrollment Baseline AY2020: 2,727

Growth from AY2020 Enrollment Baseline: +974 (+35.7%)

1,389

1,825

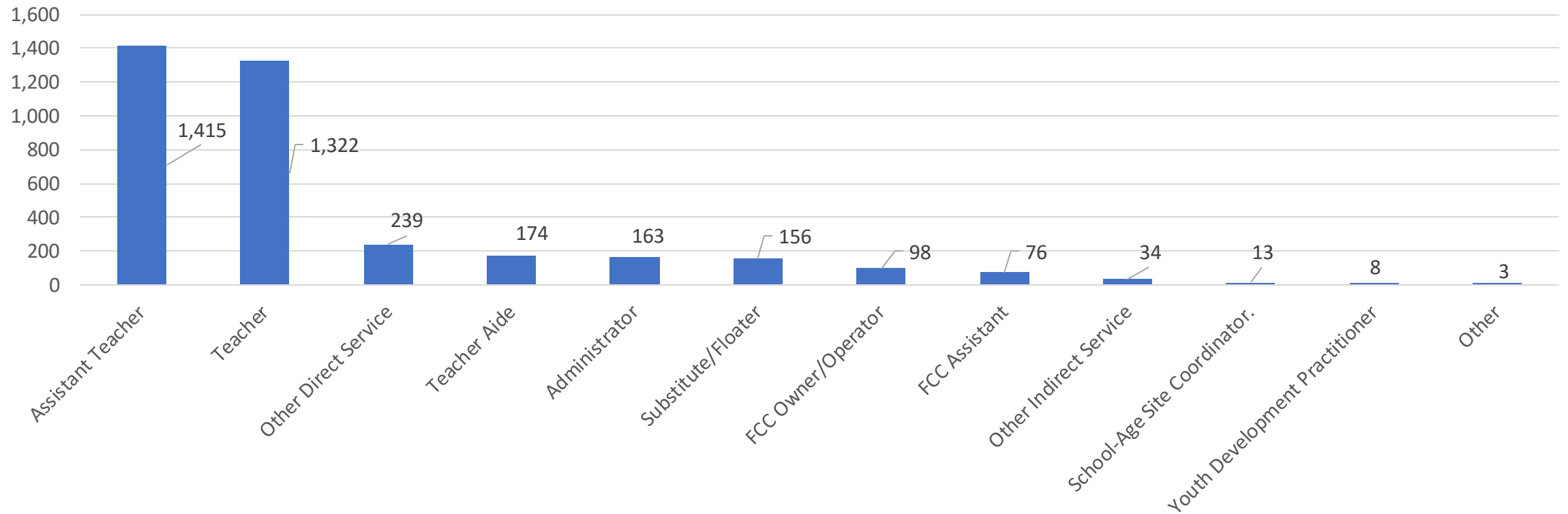487

Academic Year 2020 Baseline

Academic Year 2022

■ Completers   ■ Persisters   ■ New Students

Types of Gateway Credentials for ECE Students (Preliminary Results)

- 44 percent (N = 3,701) were identified as incumbent workers via Gateways Credentials in AY22

Highest Gateway Credential in AY22

Credential	Count
Assistant Teacher	1,415
Teacher	1,322
Other Direct Service	239
Teacher Aide	174
Administrator	163
Substitute/Floater	156
FCC Owner/Operator	98
FCC Assistant	76
Other Indirect Service	34
School-Age Site Coordinator.	13
Youth Development Practitioner	8
Other	3

Next Steps

- Finalizing and releasing the first annual report (will occur soon)

- Figuring out ways to automate the ingestion of new information (enrollment and completion records & Gateways registry information) and to automatically generate reports

- Producing the information regionally (CCR & R or Economic Development Regions)

- Thinking of ways to provide a value-add to the ECACE member institutions

- Fine-tuning our operational definition and measures of persistence (i.e., what to do with ECACE students who transfer to institutions outside the consortium, and/or switch majors?)

- The next required report highlighting fall 2022-23 will be available preliminarily in late summer/early fall

For more information, please contact:

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Eric Lichtenberger, IBHE Deputy Director
for Information Management and Research
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Q&A

- As you hear the reporting framework, what are some of your initial reactions to the data that is being collected and reported? What sticks out to you?

- What things did you hear that you think will be valuable to us continuing to report?

- Are there other things that you would be curious to hear back about, even if they are not included in the formal report? Is there information that you feel is missing?

- What other questions or thoughts do you have about reporting

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Expansion of Scholarships for Fall 2023

ECACE Scholarship Parameters

- Students must still be a part of the incumbent workforce and intend to work in a childcare/preschool/family childcare setting with children birth to five.

- Students must also be enrolled in an eligible program of study or pathway and be certified by the institution.

Expanding Eligibility

Expanded* Eligibility as of Fall 2023:

Still must be part of the incumbent workforce AND enrolled in eligible Gateways Entitled Institution

Early Childhood Access Consortium for Equity (ECACE) Scholarship

- Freshmen/sophomores at a 4-year institution
- Post-baccalaureate work
  - Professional Educator License (PEL)
  - Additional endorsements or letters of approval (EC, ESL, Bilingual, Special Ed)
  - Master's degree for those seeking teacher licensure (EC), endorsements
  - 2 courses for "teacher qualified" in a licensed center
- AA students pursuing early childhood at a 2-year institution

Applications available in late May for AY2024

Faculty Development

Early Childhood Faculty Preparation Grants

Grants to four four-year institutions to:

- **Expand educational pipelines** to increase the number **diverse** early childhood faculty in Illinois.

- Provide next generation faculty **with knowledge, skills, and abilities** in early childhood and pedagogy, with competencies needed **to support adult learners**.

- Promote **equitable opportunities** to access, persist, and complete graduate degrees by addressing financial, geographical, and systemic barriers.

Early Childhood Faculty Preparation Grantees

- University of Illinois Chicago
  - Created the position of "Faculty Partner" to provide mentoring and clinical experience as faculty at Chicago City Colleges.

- Illinois State University
  - Supervising faculty with specialized knowledge in teaching multilingual learners, and community engagement to work with diverse populations in teacher education.

- National Louis University
  - Coursework that can be applied to doctoral studies at NLU for those who wish to continue a doctoral degree.

- Lewis University
  - Specialized graduate coursework for Illinois Career and Technical Education teachers working in diverse communities to have qualifications to offer dual-credit programs for early childhood faculty.

Presentation about the Consortium

Public Comment

Closing Comments

Upcoming meetings:

Advisory Committee	August 22nd, 1-3
In-Person Consortium	October 27, 2023, 10 –3

Thank you!