ECACE
EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY

CONSORTIUM MEETING

10.27.23
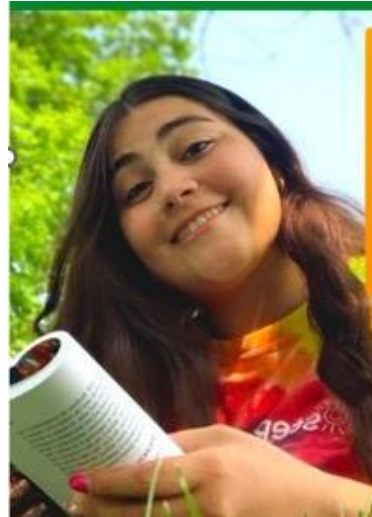
WIFI:

- **NIU Visitor**
- **Register for Guest Access**

Public Comment: Please sign up at the registration table

IBHE

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

ISAC
Illinois Student Assistance Commission

IDHS

Illinois
State Board of
Education

Meeting Minutes

AGENDA

- Welcome, Housekeeping, and Opening Remarks

- Four-Year Program Design Community of Practice Presentation and Discussion of Future Communities of Practice

- ECACE Updates

- Lunch and Elevating the Work of Mentors

- Smart Start Illinois, Program Enrollment Data, and the EC Workforce Pipeline

- Two-Year Institution Highlight

- Institution Successes, Innovations, and Work

- Next Steps and Adjourn

Goals:
- Celebrate how far ECACE has come.

- Reground in the Consortium's purpose, components, and collective approach to this work.

- Discuss how the Consortium can work together collectively and individually to meet the goals of the Consortium and Smart Start and what will be required to meet these goals.

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Good work by individual entities and bright spots of innovation, but challenges for some students still exist
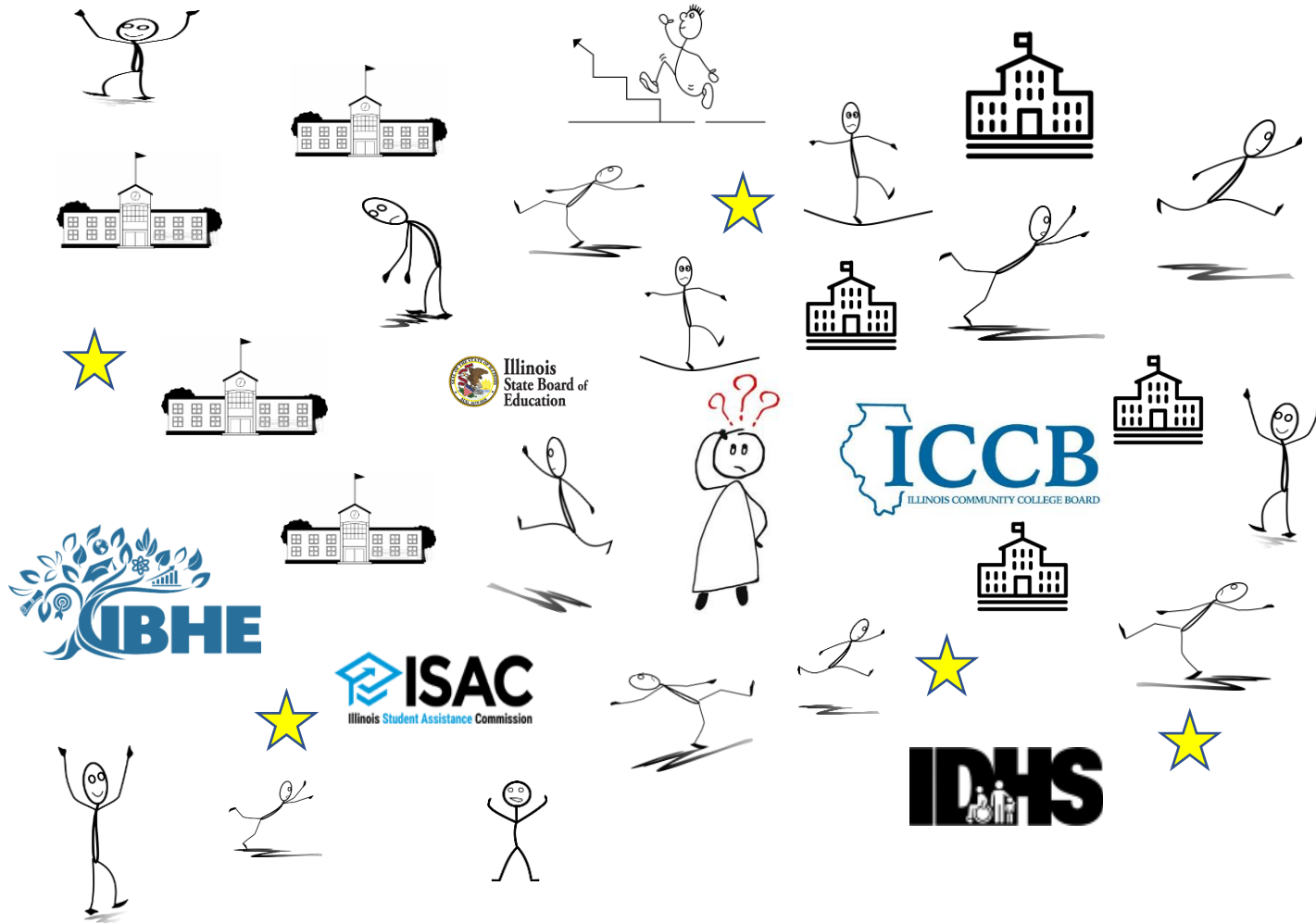
- **Bumpy and curvy pathways**
- **Course loss, extended programs, replicated experiences**
- **Courses at times, formats, locations that the EC workforce can't access**
- **Insufficient funding and supports to access and complete degrees and credentials**
- **Lack of support to navigate the complex EC and higher ed systems**

Consortium Body

We can do more together than as individual institutions

Institution
Institution
Institution
Institution
Institution
Institution

Consortium Body
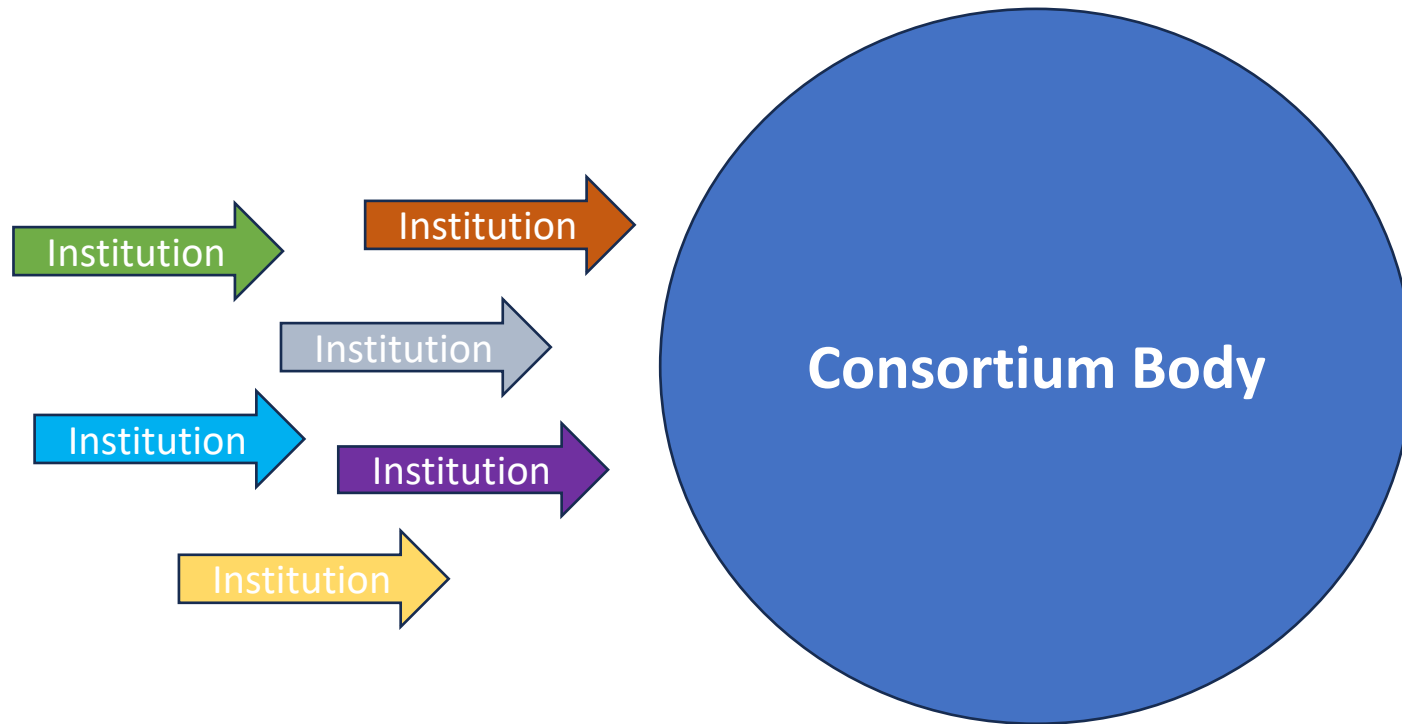
- Every institution has an equal voice and one seat at the table

- When discussions are had and decisions are made, we want to make sure that we are hearing from each institution and every institution has the same platform from which to speak

- Everyone is valued for their unique contribution and perspective

- We keep students at the center

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Guiding Principles

- Foundation for decisions, processes, policies

- Outline how we operate collectively

Principle 1: Center Student Success

Principle 2: Share Leadership
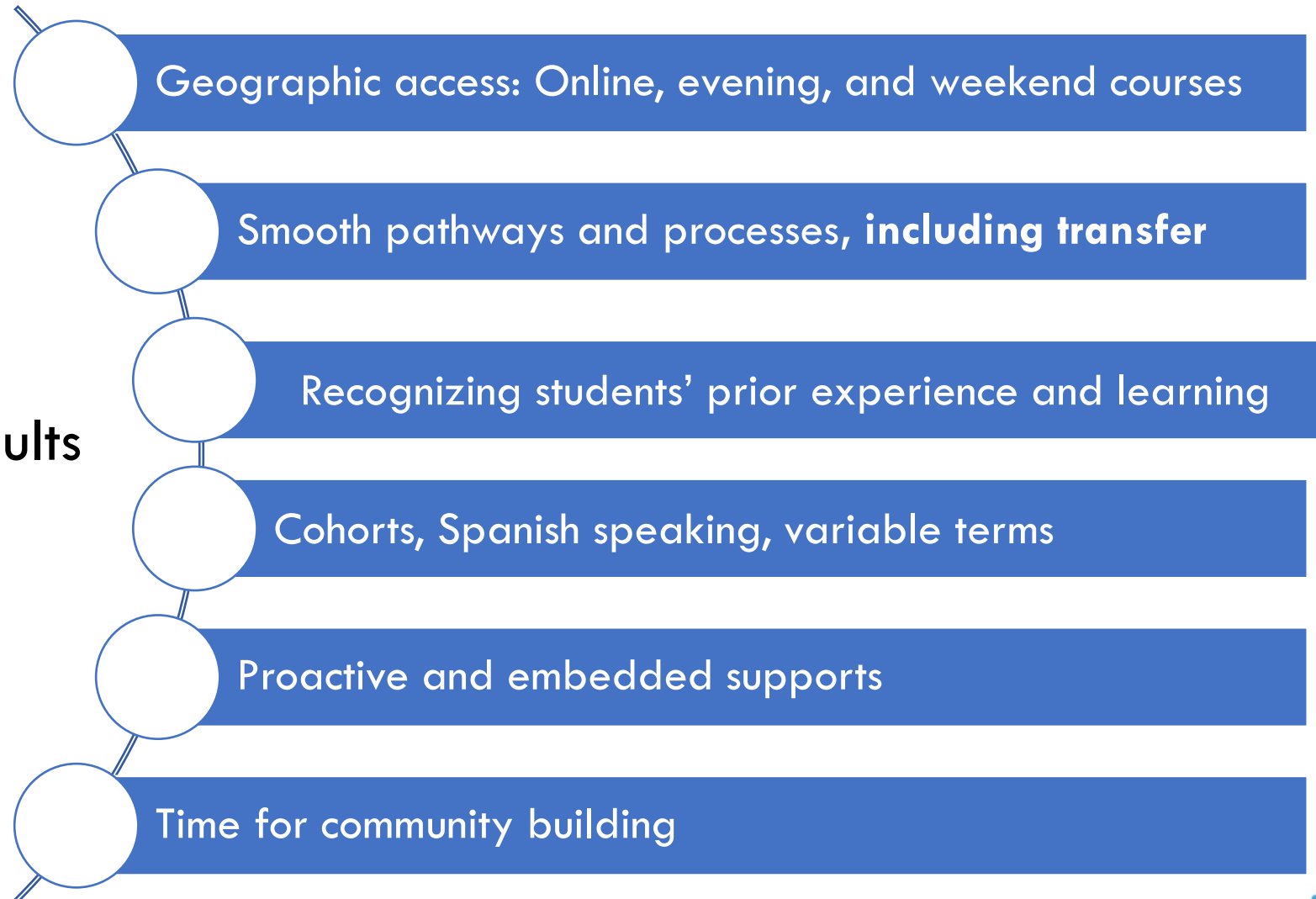
Principle 3: Behave as Equals

Principle 4: Respect Consortium Agreements, While Accommodating Institutional Differences

Principle 5: Simplify Student Navigation

Supporting when, where, and how students it

Consortium institutions providing working adults with what they need

- Geographic access: Online, evening, and weekend courses
- Smooth pathways and processes, **including transfer**
- Recognizing students' prior experience and learning
- Cohorts, Spanish speaking, variable terms
- Proactive and embedded supports
- Time for community building

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Mentors and Navigators

The relationships between mentors and navigators is an important one. Navigators guide students to the door. Mentors greet students at the door and serve as the "guide on the side" inside the institution.*

- Find an institution and program that meets student's need
- Support enrollment
- Support completion of the FAFSA and scholarship applications
- Embedded within community organizations w/provider relationships

Navigator   Mentor
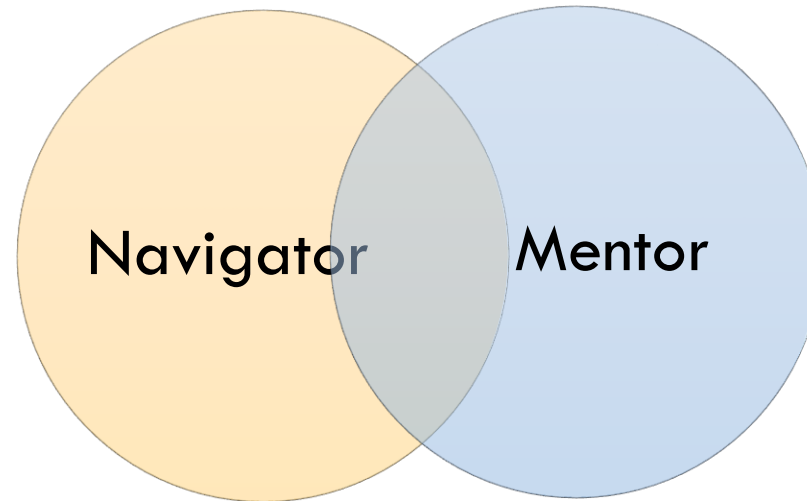
- Support enrollment (and recruitment)
- Internal support with financial aid, scholarship
- Academic & holistic supports
- Proactive advising & coaching for persistence and completion
- Debt relief
- Make connections across the institutions

*Not all students come through navigators. Institutions may also be playing the role of the recruiter.

We Can Do More Together

Cross Sector Advisory

- IBHE
- ICCB — Illinois Community College Board
- Illinois State Board of Education
- IDHS — Illinois Department of Human Services
- ISAC — Illinois Student Assistance Commission

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1 Consortium

61 Institutions

Benefits

- **EC Workforce**
- Employers
- Children & Families
- Higher Ed
- Broader Workforce

Workforce Supports

| Scholarships & COA — ISAC Illinois Student Assistance Commission | Navigators, Mentors | Relief for Financial Holds |

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Discussion

1. How have the collective ECACE components impacted students and institutions?

2. What is the benefit of having leadership meet across institutions in a Consortium?

3. Internally and externally, what new partnerships or relationships have you developed or strengthened due to ECACE?

Turn and talk to your table or neighbor – about 10 minutes

Program Redesign Community of Practice

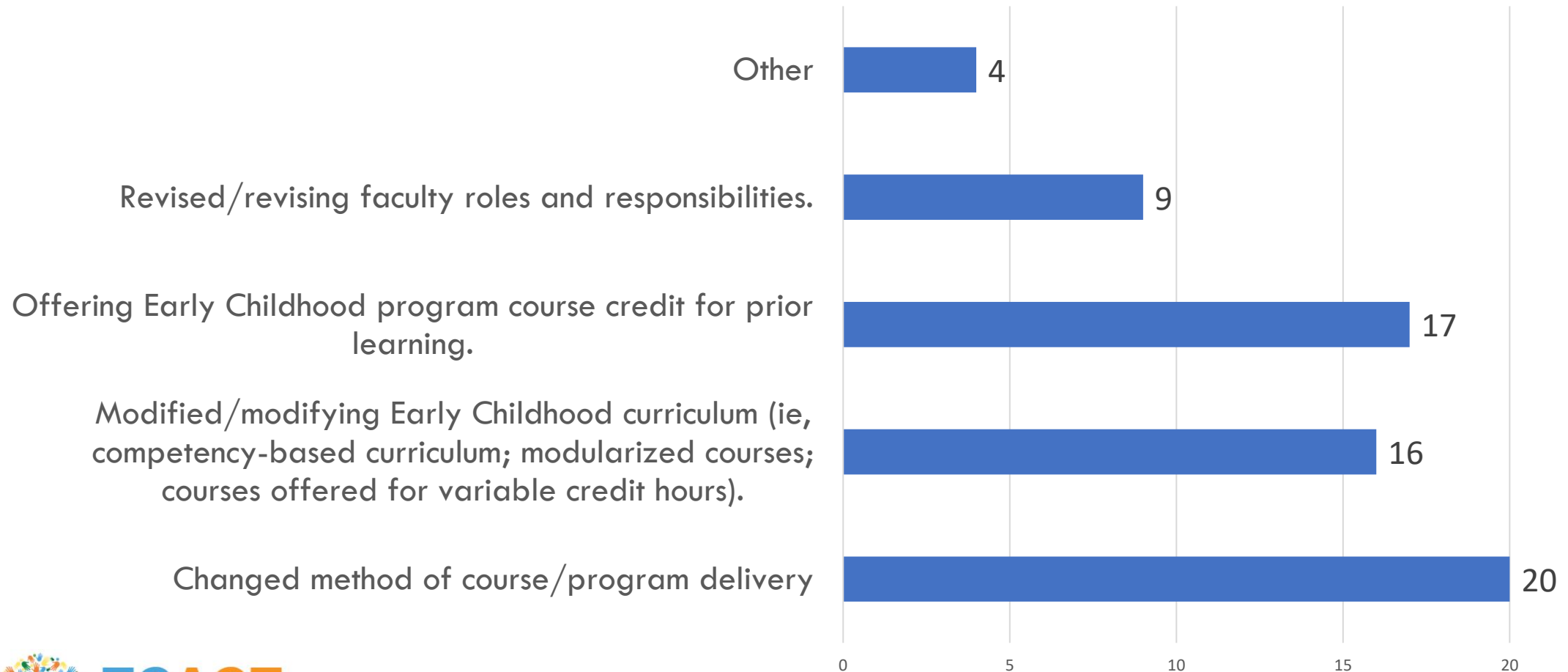# Program Design Community of Practice

- Purpose of Program Redesign
  - Creating equitable and sustainable pathways, including transfer pathways, for working adults
  - Improving persistence and completion by personalizing/individualizing pathways
  - Aligning with previous learning and experience
  - Building flexibility into the curriculum/program
  - Building on AAS transfer work

- Goals of the Program Redesign Community of Practice
  - Establishing a space to explore ways to create individualized learning pathways
  - Creating a community that will foster the program redesign work
  - Identifying program redesign strategies and best practices in implementing them

Program Design CoP: Organization and Activities

- Large Group – Exploring Topics Of Mutual Interest
    - Retreat, June 20: types of redesign; conversation with ISBE
    - Guest speakers and discussions: faculty roles and responsibilities, Credit for Prior Learning

- Interest groups
    - Organized by strategies in program redesign
        - Modularization
        - Competencies
        - Variable credits
        - Prior learning assessment
    - Biweekly meetings via Zoom, July and August
   - Each group led by two facilitators with expertise/experience in the redesign strategy

Program Design Process & Progress Survey

What program redesign strategies have you included or plan to include?


Strategy	Value
Other	4
Revised/revising faculty roles and responsibilities.	9
Offering Early Childhood program course credit for prior learning.	17
Modified/modifying Early Childhood curriculum (ie, competency-based curriculum; modularized courses; courses offered for variable credit hours).	16
Changed method of course/program delivery	20

Program Design Progress

Where are you in the process of modifying Early Childhood curriculum?

Where are you in the process of offering credit for prior learning?
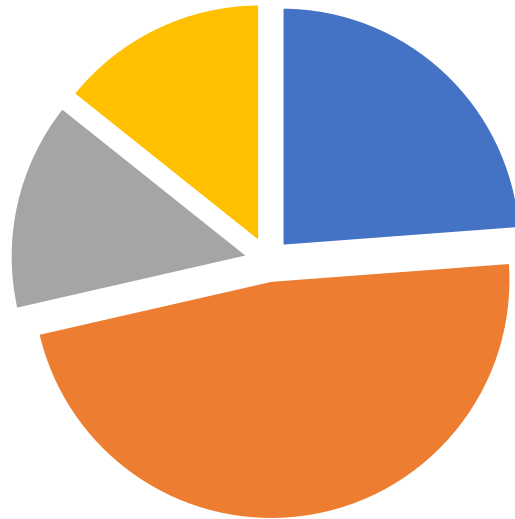
- Complete and students are enrolled
- In progress and students are enrolled in redesigned courses
- In progress, but no students have been enrolled
- Modifications are planned but have not begun
- No modifications have been planned
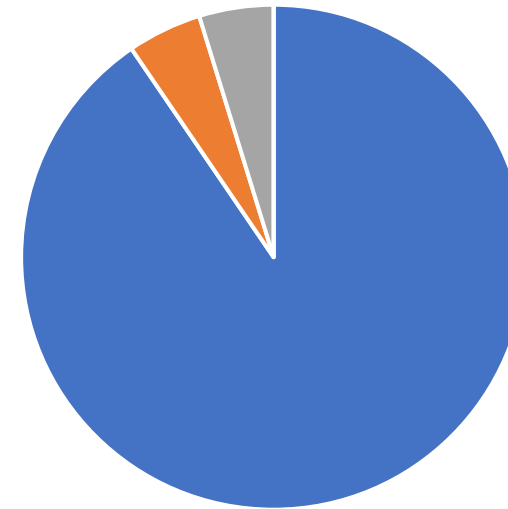
- Processes are in place and students receive credit for prior learning
- Processes are in progress
- Processes have not been developed
- No processes have been planned

15

Today's Panel

Katy Hisrich, Governors State University

Associate Professor of Education

Early Childhood Program Chair

Lindsay Maldonado, Northeastern Illinois University

Assistant Professor of Teacher Education

ECACE Principal Investigator

Communities of Practice Discussion

- **Topic:** What topics are priority for a community of practice to tackle?

- **Participants:** Who needs to be at the table for those communities of practice

- **Resources and Support:** What kind of information or resources are needed to make this community of practice successful?
  - What do you need from state agencies?
  - What can you provide to each other?

- **Frequency:** How frequently would this community of practice meet?

- **Lead/Support/Participate:** Would you volunteer to lead or participate in this community? If so, put your name here!

Communities of Practice Discussion

- Discussion
  - 11:15 - 11:40
    - Questions for consideration are on the tables
    - Please assign a facilitator and note taker

  - 11:40 Consortium Share Out

- Guests:
  - Break out rooms
  - Be back at **11:40** for share out, then updates and lunch directions

Updates:
Communications and Knowledge Base

SEE HOW WE FLOW

FCG | FLOWERS
COMMUNICATIONS GROUP

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October, 2023

MEET THE TEAM

MICHAEL L. ROYSTON

Vice President,
Integrated Marketing Communications

A "creative-minded account guy" with almost 20 years of ad industry experience, Mike will serve as account lead

JEFF ROBEY

Vice President, Paid Media

Known for innovative and effective media strategies, plans and custom programs, Jeff will serve as lead media planner/buyer

MARK-ANTHONY MARSHALL

Media Engagement Specialist

An innovative, results-oriented leader with a focus on integrated marketing initiatives for multicultural consumers. Zeline will serve as assistant media planner/buyer.
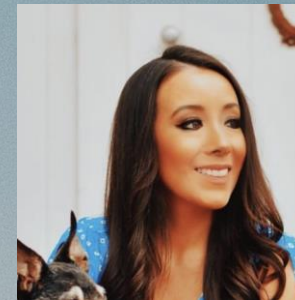
JULES CÁCERES

Account Supervisor, Integrated Marketing

Dedicated liaison between Flowers agency and ECACE team. Handles day-to-day activities of the account team, client project, and account management.

EVA PAREJA

Senior Project Manager

Known as the one that keeps momentum, Eva will be responsible for managing all creative requests, developing timelines and tracking budget, as well as assisting with Spanish translation of creative assets

HELEN RABADAN

Art Director

A visual communicator focused on digital solutions and branding. From concept to execution, Helen will come to the table with fresh ideas and solutions.

Project Description:

Design and implement a communications plan to highlight the successes, promote continued financial support, and continue to support the work of the ECACE.

Objectives
- Inform the public that system change is shifting the way higher education institutions invite, support, and serve the adult working student to succeed in the field of early childhood education.
- Highlight the Consortium as an effective way to create collaborative strategies that meet the needs of the current workforce and their employers.
- Educate stakeholders about how supporting the work of the Consortium will allow this work to expand the partnerships that have been successful and continue the program model changes essential for higher education.

Why Use the ECACE Consortium Knowledge Base?

1. Find meeting times and locations in one place.

2. Connect with other consortium members.

3. Share ideas and trade effective practices with likeminded colleagues.

4. Download ECACE materials.

5. Ask questions and find answers!

https://continuingeducation.uis.edu/login/index.php

Lunch and Break

Lunch and mentor discussion: 12 – 12:30

Break: 12:30 – 12:45

Consortium Representatives please switch seats (see the color on your name tags) when you return at 12:45.

Progress Towards Consortium and Smart Start Goals

Ambitious Goals

State Goal: Approximately 5000 students will enroll and persist and/or complete as of the 2024 – 2025 school year.

• Each institution set ambitious goals to support the Consortium to collectively reach and serve the incumbent workforce.
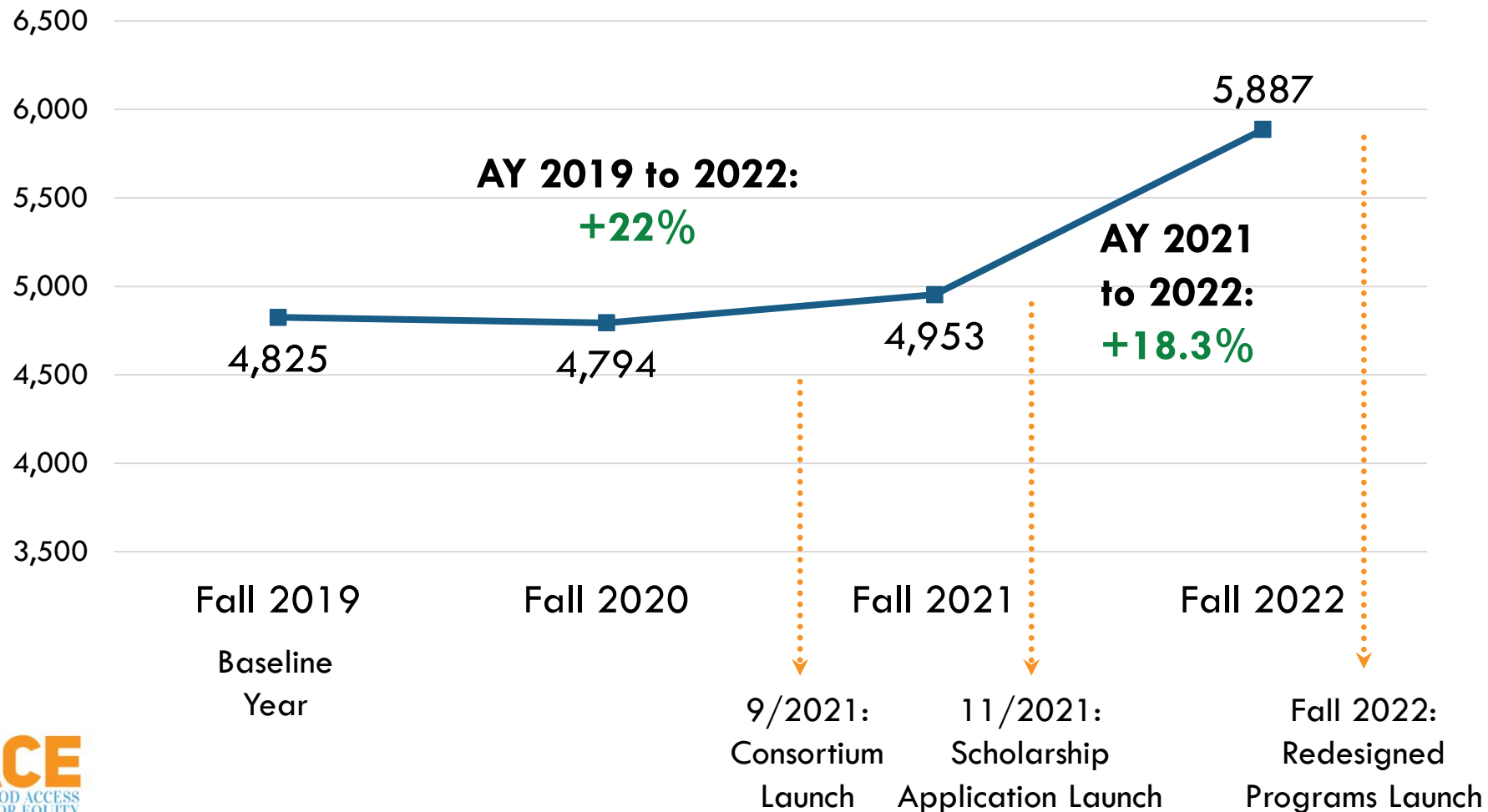
Smart Start: Preschool Deserts

Consortium early childhood programs Fall 2022 enrollment up 18% from Fall 2021 and 22% from Fall 2019. (preliminary data)

Fall 2022 is preliminary draft data

Fall Enrollment Change in Early Childhood Programs,
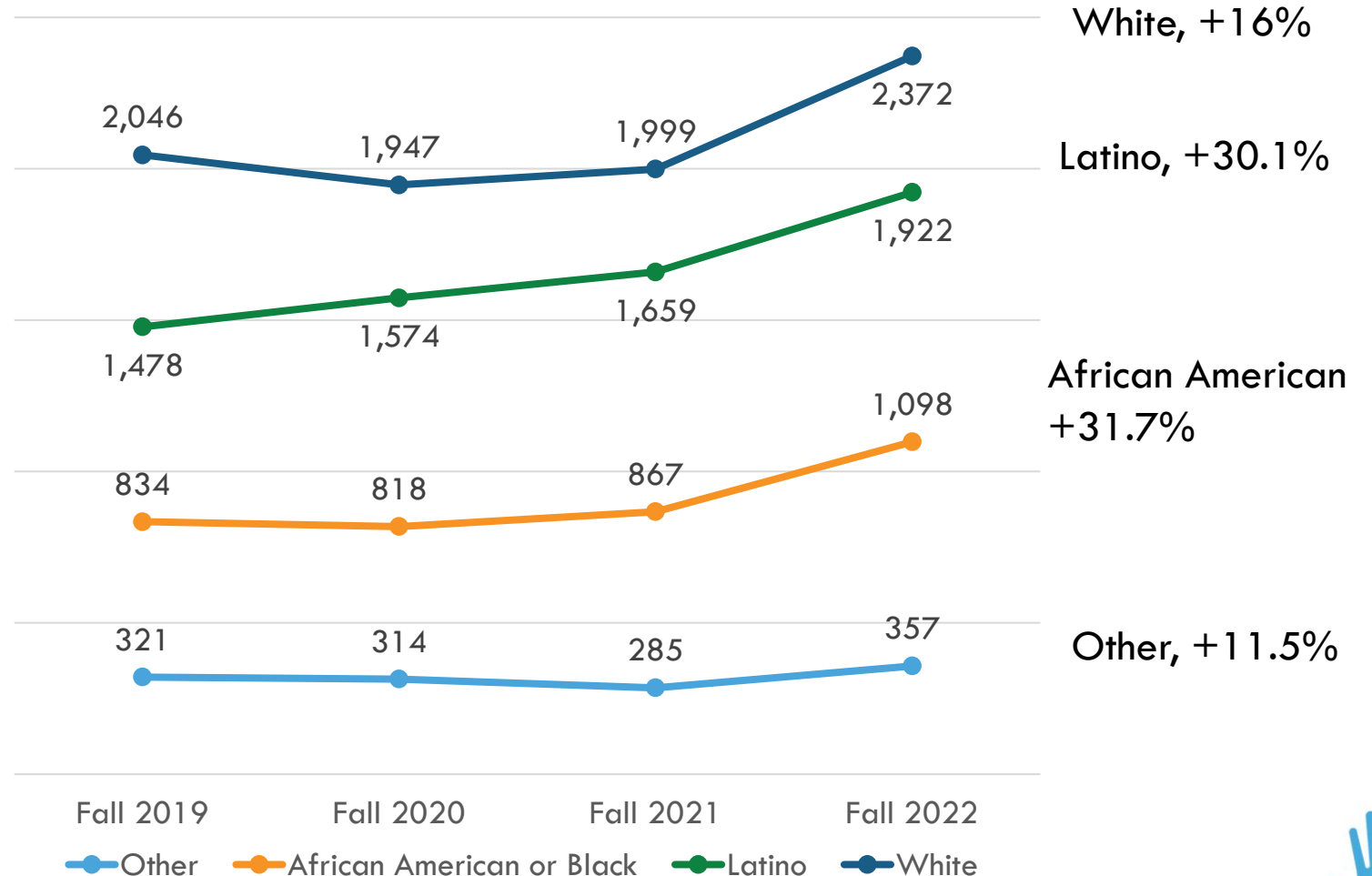Fall 2019 – Fall 2022

AY 2019 to 2022:
+22%

AY 2021 to 2022:
+18.3%

5,887

4,825

4,794

4,953

Fall 2019

Fall 2020

Fall 2021

Fall 2022

Baseline Year

9/2021: Consortium Launch

11/2021: Scholarship Application Launch

Fall 2022: Redesigned Programs Launch

Enrollment increased for White, Latino, and African American/Black students from Fall 2019 to Fall 2022.

Enrollment increased for:
- White (+16.0%)
- Latino (+30.1%)
- African American (+31.7%)
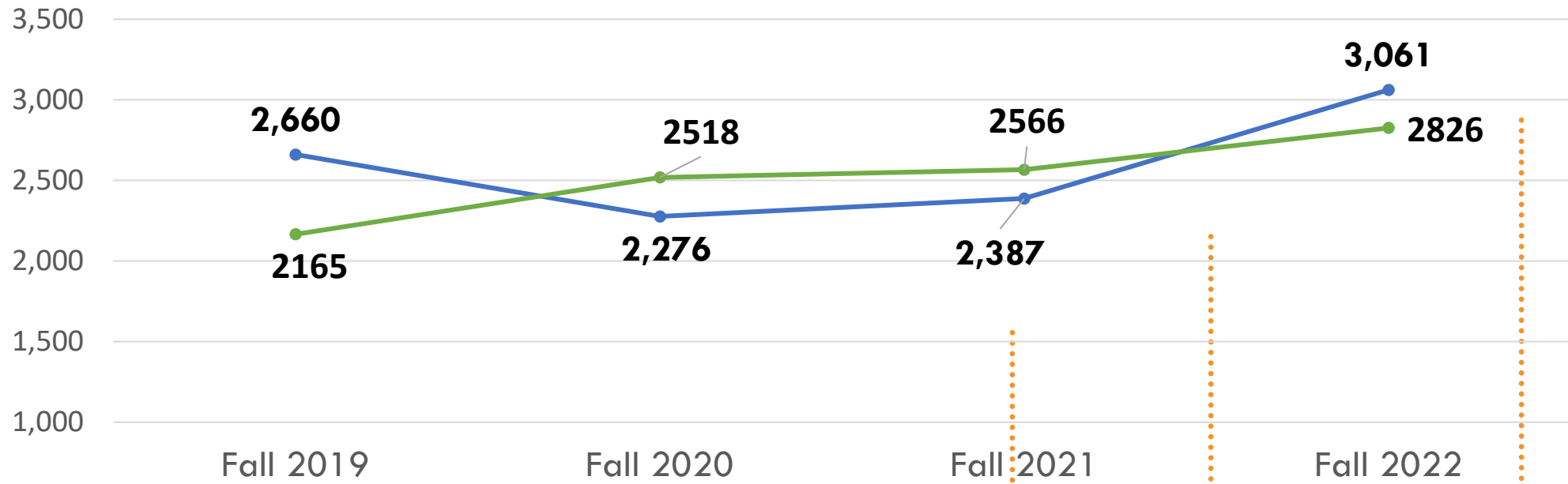- Other (+11.5%)

Fall 2022 is preliminary draft data

Fall Enrollment Change in Early Childhood Programs, by Race
Fall 2019 – Fall 2022

White, +16%

Latino, +30.1%

African American +31.7%

Other, +11.5%

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
White	2,046	1,947	1,999	2,372
Latino	1,478	1,574	1,659	1,922
African American or Black	834	818	867	1,098
Other	321	314	285	357

—●— Other ——●—— African American or Black ——●—— Latino ——●—— White

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Community college and four-year programs grew at different rates from Fall 2019 – Fall 2022.

Fall 2022 is preliminary draft data

Fall Enrollment Change in Early Childhood Programs,
Fall 2019 – Fall 2022, Community Colleges and 4-Year Institutions

Baseline Year

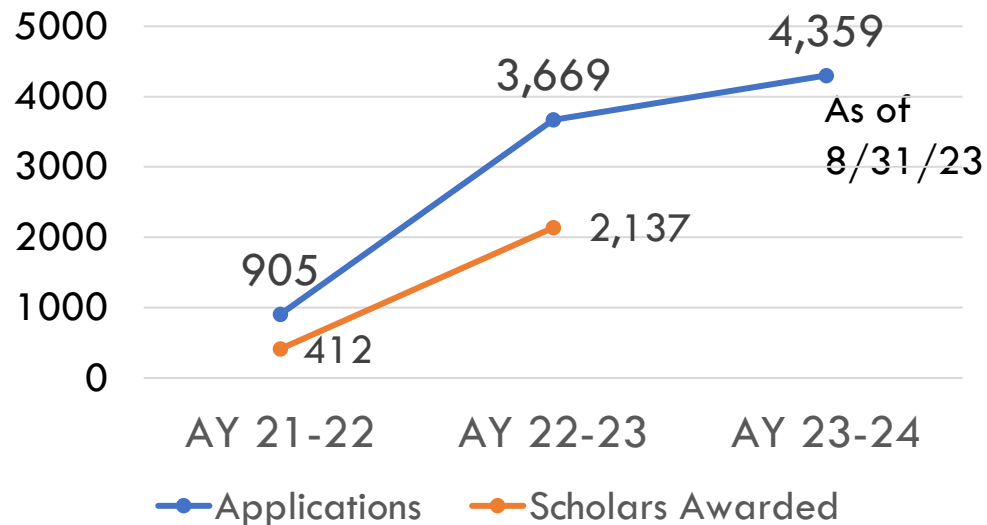9/2021: Consortium Launch

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Fall 2022: Redesigned Programs Launch

Community Colleges: 2,660 (Fall 2019), 2,276 (Fall 2020), 2,387 (Fall 2021), 3,061 (Fall 2022)

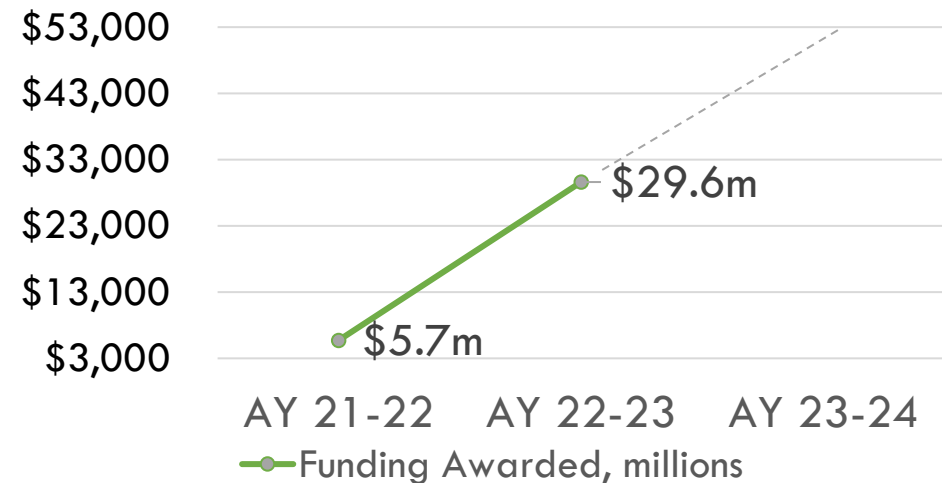Four-Year Institutions: 2165 (Fall 2019), 2518 (Fall 2020), 2566 (Fall 2021), 2826 (Fall 2022)

ECACE Scholarship applications and awards have grown substantially.

- In AY 22-23, over 3,600 applications led to nearly $30m in funding to over 2,000 students.

- As of end of August 2023, ISAC received 17% more applications than in all of AY 22-23.

Applications & Awards

Funding Awarded (millions)

Note: AY 23- 24 awards amounts are not yet available, as institutions are verifying eligibility and requesting payment for fall.

ECACE Scholarship Updates

As of 10/12/2023....

- 4800 Applications received
- 3800 students prequalified
- $20,000,000 paid

"I thought that I would go back and finish my degree in a few more years, but once I heard about the ECACE scholarship, **I jumped at the chance to go back and finish.**

Without this scholarship, there is no way that I would be able to afford to go back and complete my education at the university level."

Adia Walker, ECACE Scholarship Recipient at Northern Illinois University

ECACE Scholarship Updates

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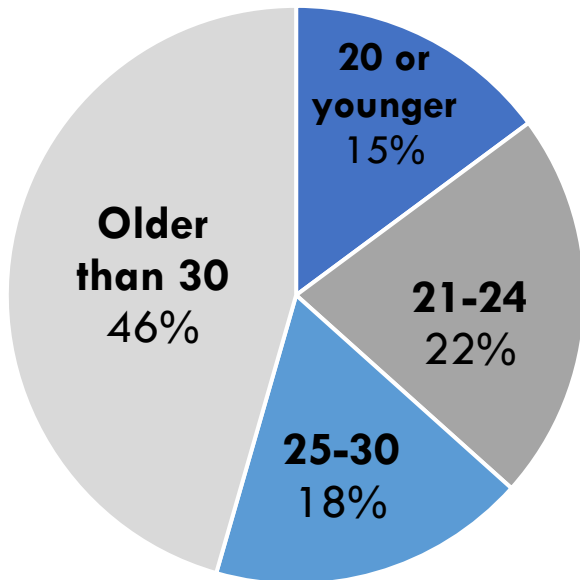Adia Walker, ECACE Scholarship Recipient at Northern Illinois University

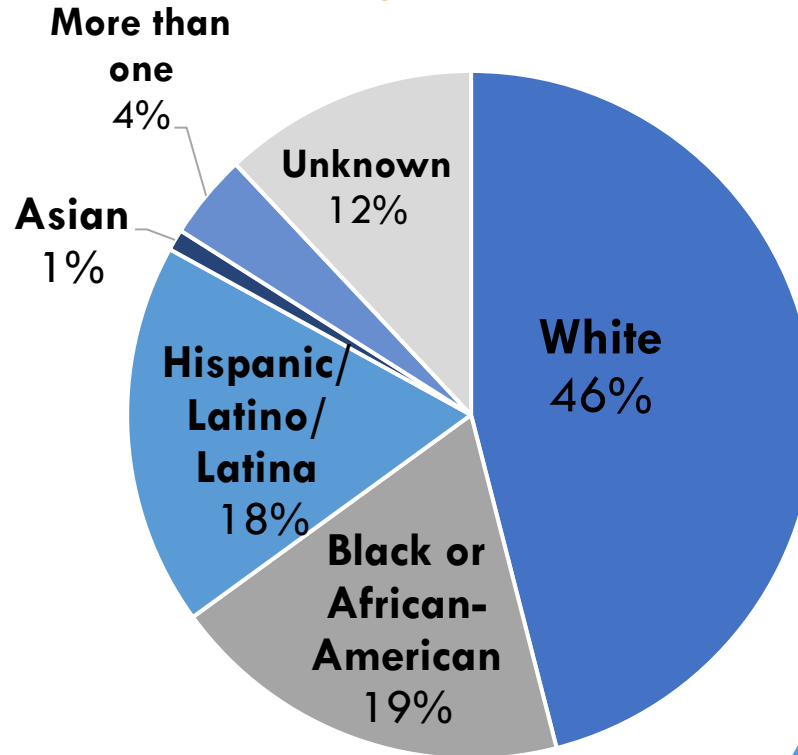# Characteristics of AY 2022-23 Scholarship Recipients
2,137 Students

REGION

Collar 33%

Chicago 17%

Downstate 50%

INCOME

76% of recipients had an Expected Family Contribution (EFC) of less than $10,000

RACE/ETHNICITY

More than one 4%

Asian 1%

Unknown 12%

White 46%

Hispanic/Latino/Latina 18%

Black or African-American 19%

AGE

20 or younger 15%

Older than 30 46%

21-24 22%

25-30 18%

GENDER

About 89% of recipients identified as female, 2% male, 9% other/missing.

SECTOR

Public Universities 26%

Community Colleges 43%

Private 4-Years 31%

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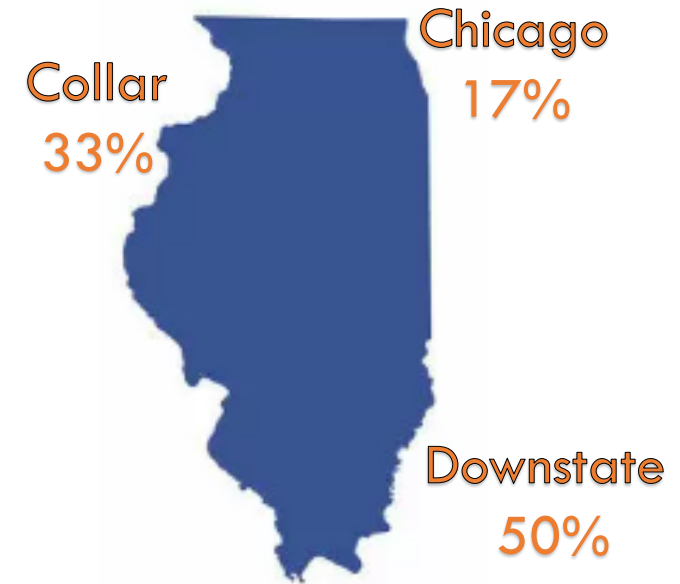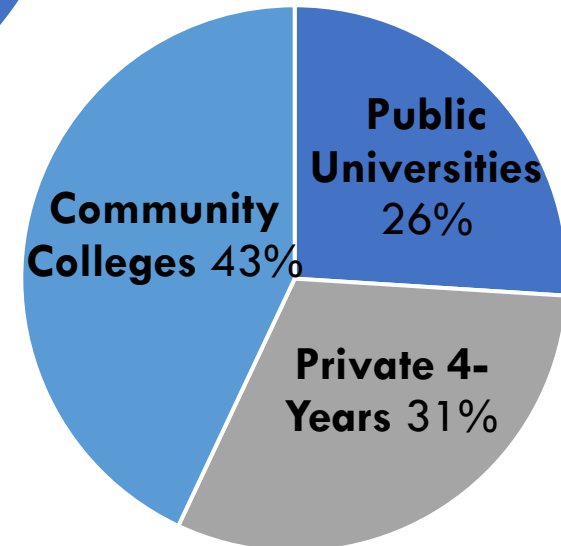
Smart Start and Consortium Goals

- Discussion
  - 1:05 – 1:40
  - Break – 1:40 – 1:50
  - 1:50 Consortium Share Out

- Guests:
  - Break out rooms
  - Be back at 1:50 for share out

Smart Start and Consortium Goals

Goals, Deserts: How can the Consortium support Smart Start goals, specifically those that pertain to the EC workforce?

- How can the Consortium address preschool deserts? Higher education deserts?
- (And in Chicago, city goals to increase the number of qualified workforce members w/BA + PEL and AAS?)

EC Program Data: What's data telling us about how we as a Consortium are moving towards addressing Consortium and Smart Start goals?

- Is this reflective of the data in your program? For the incumbent workforce in your program?
- What does the data tell us about potential enrollment/transfer patterns in the next two to four years?

Supports This Year: What needs to happen this year so that we can move towards meeting these goals?

Future Work: What needs to happen after this year (or continue to happen) to continue to support meet state and local goals, Consortium goals (2.0), and workforce needs?
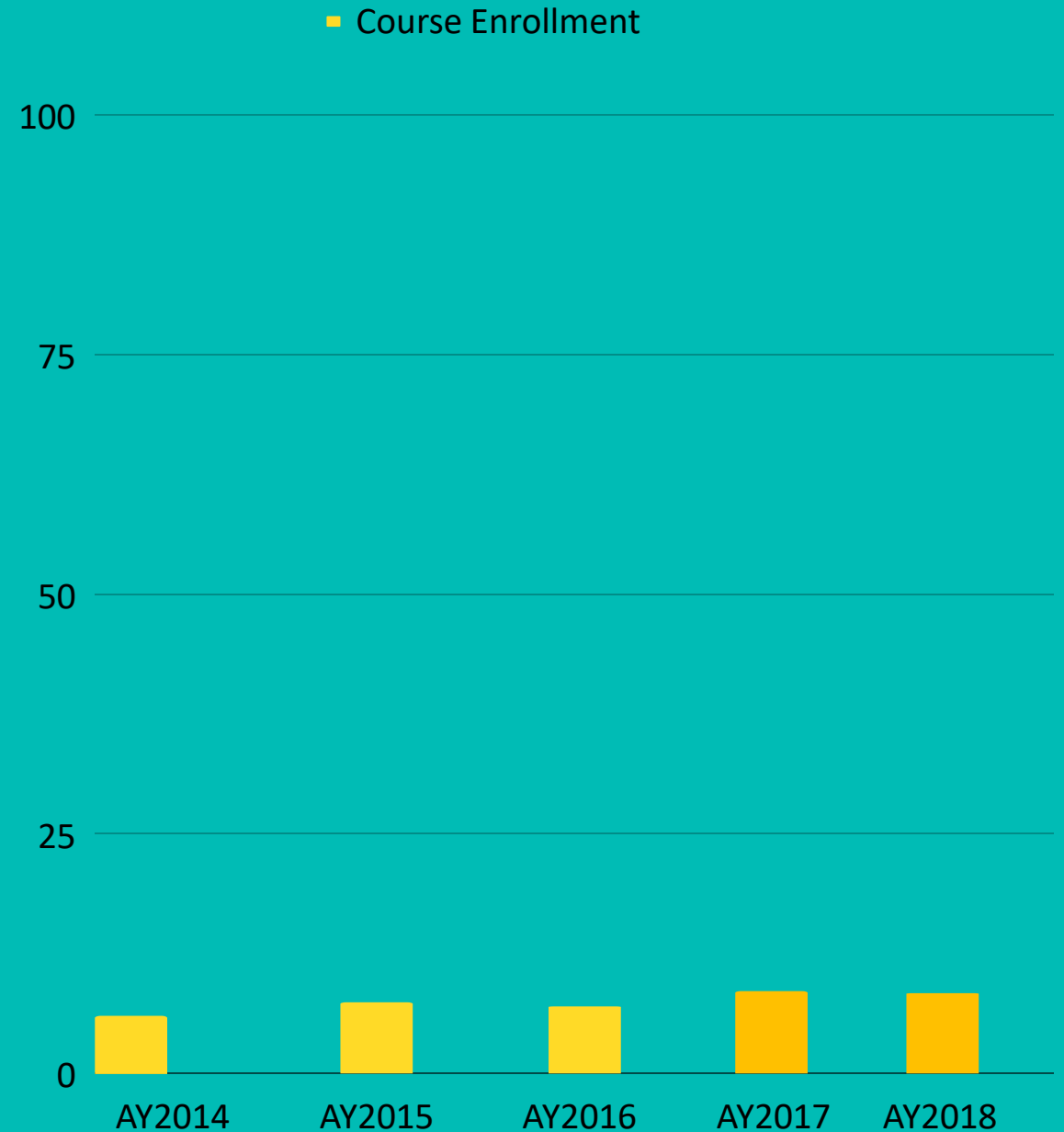
early childhood education

ECACE Consortium 10/27/23

early childhood education

In 2019 Parkland College ended the AAS and certificate programs in Child Development

- Fewer than ten students in coursework at any one time
- Students stopping out frequently
- Only full-time faculty member retiring
- Cost of education high in comparison to available wage
- Interest seemed limited to individuals returning to complete work need for directorships

PARKLAND COLLEGE

Course Enrollment

	AY2014	AY2015	AY2016	AY2017	AY2018
Course Enrollment	~8	~9	~8	~11	~10

early childhood education

In Spring 2022, 16 students were enrolled in three Child Development courses at Parkland.

We re-established our AAS in Summer 2022. Since then we have seen enormous growth in our program.

We currently have 95 students in the ECE AAS program and 104 total students registered for ECE courses. We are offering 7 courses this fall, with 10 total sections.
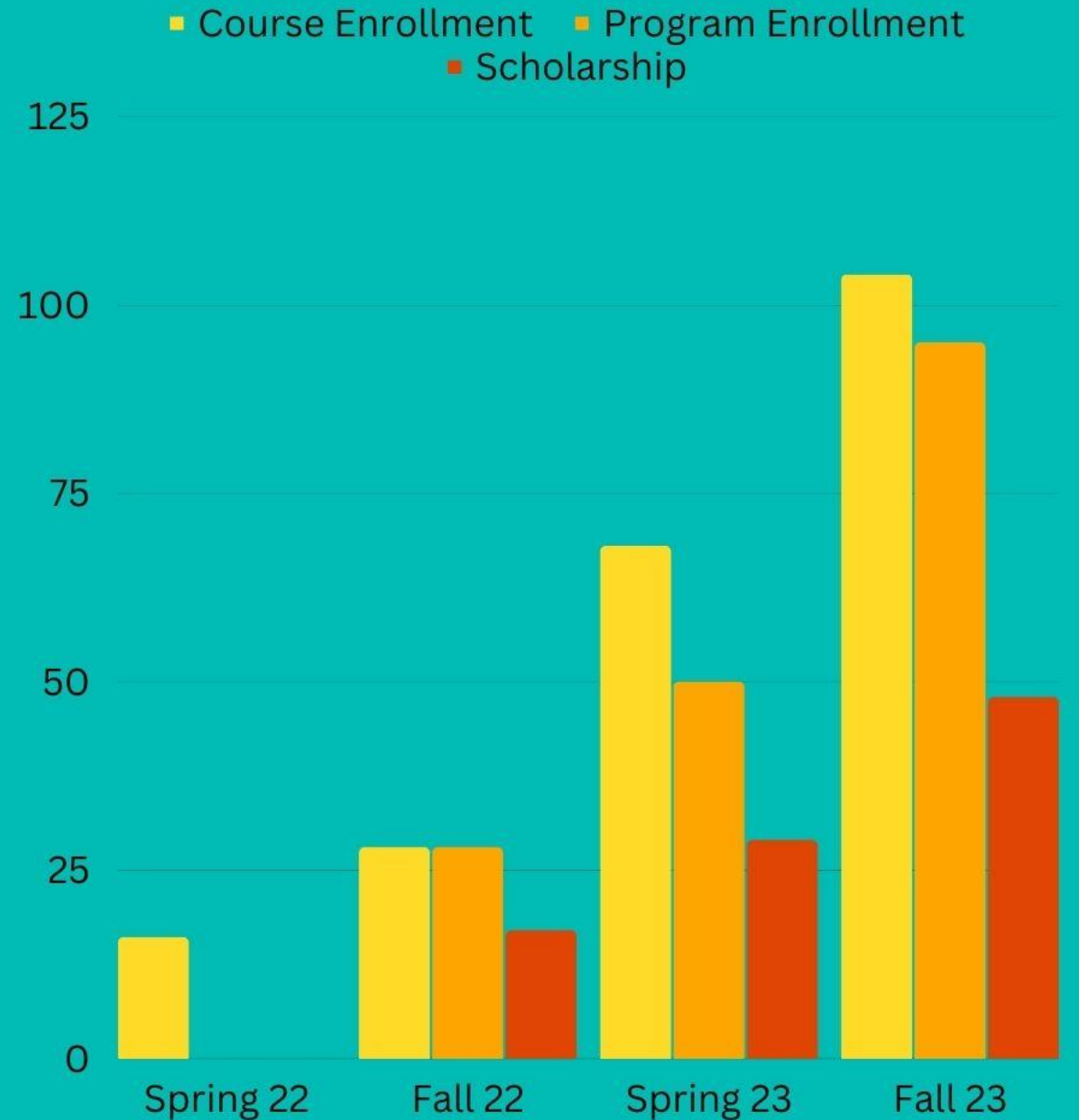
What's working? woke?

Updating course requirements and class scheduling:
- All courses offered in evening, hybrid, online & flex, 8 & 13-week schedules
- Math requirement dropped - built into ECE courses (worked with local 4-years)
- Incorporating Gateways competencies into CIFs

Working with Navigators:
- Met monthly with Navigators beginning in February 2022
- Navigators have visited more than 90 sites, multiple times
- Hosted Open House at Parkland CDC, invited 4-year institutions
- Collaborative meetings with Parkland Advising and Financial Aid
- Navigators presented at HS Open Houses
- Scholarship Night, Advising Nights

What's working?

Student services and supports:
- Coach/Mentor
  - All students meet individually at least once each semester with ECE Coach Mentor to review program progress, plan courses, etc.
  - Advising Nights each semester
- All students receive a laptop to keep
  - Must first complete online Digital Literacy Module
- Purchased all student textbooks for loan through Learning Commons
- Stipends available for costs not covered by ECACE Scholarship
- All students receive an NAEYC membership, and Teaching Young Children subscription

What's ahead?

- Closer collaboration with Parkland Child Development Center
- Continued relationship with Navigators

    What happens after June 30?

- Support for ESL students to join the program
  - Large local population of Spanish and French speakers working in childcare -

    How can we serve them?

- Increased engagement with high schools
- More messaging in community about importance of ECE profession - and need

Questions? Achamley@parkland.edu

What's working?

Outreach:
- Social media promotion
- Meeting with District 505 Family & Consumer Sciences teachers
- Parkland Child Development Center and campus tours for local Family & Consumer Sciences classes
- Attendance at community events
- Meetings with local public media education staff, United Way, Unit 4

Equipment Investments/Additional Staff:
- Dedicated classroom with moveable furniture, equipment storage, sink, smartboard, etc.
- Replenishing books and supplies
- Added an adjunct to take on some Coach/Mentor responsibilities

Institutions: Successes, Innovations, Exciting Work

Discussion – Turn and Talk – *20 minutes*

Guests: Stay in the room for this short discussion

What successes or innovations or exciting work has been happening at your institution? What would you like to share with others?

Institutions: Successes, Innovations, Exciting Work

Discussion – Turn and Talk – **20 minutes**

Guests: Stay in the room for this short discussion

What successes or innovations or exciting work has been happening at your institution? What would you like to share with others?

Public Comment

Remarks under 2 minutes

Summarizing the Day

What was the moment of the day that was most meaningful to you?

Consortium Meeting Exit Survey
10/27/2023

http://bit.ly/48WwJhn