ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

Consortium Meeting

2.26.24

PLEASE PUT YOUR NAME AND SOMETHING INTERESTING HAPPENING IN YOUR PROGRAM OR WORK OR A BRIEF SUCCESS STORY YOU WANT TO SHARE

AGENDA

- Welcome, Housekeeping, and Opening Remarks

- Minutes

- Updates

- ECACE in FY25 and Beyond

- Working Group: Creative Course Delivery

- Communications Campaign: Early Childhood Workforce

- Public Comment

Guiding Principles

Foundation for decisions, processes, policies

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

ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

Meeting Minutes

Updates

Mid-Year Report Demonstrates Leading Indicators of Progress

[Mid-year Report](#) published January 2024

Includes information on:

- Institutional and Navigator Outreach and Engagement
- ECACE Scholarship
- Job Information for Incumbent Workforce

Enrollment, persistence, and completions: This is not yet available for AY 2023 but will be a part of the annual report.

Institutions are actively engaging and recruiting ECEC workforce members.

Institutions engaged in significant outreach and community partnerships.

- Recruitment events
- Visiting local child care programs
- Partnering with local CCR&Rs and community organizations
- Including employers on advisory boards

Consortium Institution Engagement with the Workforce and Employers, AY23

Activity	Number
Outreach Events Held by Higher Education Institutions	1,725
Workforce Members Participating in Outreach Events	26,305
Employers with Which Institutions Engaged	6,016

[1] This may not be an unduplicated count of employers, and this represents an aggregate of the number of employers with which institution reported engaging. Some institutions may be engaging the same employers.

ECACE Navigators are developing strong relationships with communities, the workforce, and institutions of higher education.

Over 30 regionally based navigators are recruiting students to Consortium institutions.

Navigators spend much of their time in communities, in programs, and engaging with local partners.

Navigator Outreach and Technical Assistance, AY22-23

Activity	Number
Emails for Outreach or Technical Assistance	79,263
Phone Calls	7,720
Information Sessions	1,209
Meetings with Employers (Child Care, School Districts) for Outreach	1,092
Meetings for Technical Assistance	4,249
Meetings with Colleges and Universities	802

[1] This may not be an unduplicated count of employers, and this represents an aggregate of the number of employers with which institution reported engaging. Some institutions may be engaging the same employers.

ECACE Scholarship

AY 2022 – 2023:

- **$30m in scholarships to over 2,100 members of the incumbent workforce.**

AY 2024:

As of the end of January:

- 5,937 applications received
- 5,161 students prequalified
- 3,575 scholarships awarded
- $37.9m disbursed (increased significantly since this time)

From scholarship launch through January 2024, ISAC provided scholarships to over 3,900 individual, unduplicated students

"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

Annual Report

Next Report: 2nd Annual report

- Target for Release: Late Spring, 2024

- Contents
  - Enrollment, persistence, and completions of incumbent workforce for AY 2023
  - Outreach to and participation of the ECEC workforce and employers
  - Tuition, net price, and student loans
  - Employer type and years worked
  - Evidence of responsiveness to the needs of employer partners
  - Consortium budget
  - Member contributions
  - Institutions' work to support students (mentors, supports, etc.)

Department of Early Childhood

Legislation (SB3777/Lightfoot and HB5451/Canty) introduced to create a Department of Early Childhood

- Establishment of the Department of EC as of July 1, 2024

  - Agency will build a structure for staffing and operations

  - Continue to engage stakeholders

  - Work with stakeholders to design the integrated system

- Proposes to move programs to the new agency on July 1, 2026

Significant engagement of stakeholders is happening now to provide input into the new agency

- Transition Advisory Council and Bi-Weekly Listening Session times/links can be found on the GOECD calendar. https://oecd.illinois.gov/events/list.html

ECACE Act: Proposed Revisions

ECACE Advisory: To provide guidance on Consortium operations

- GOECD Appointees now to be appointed by IDHS (and eventually Department of Early Childhood)
- From 4 meetings/year to 2 meetings/year

Reporting

- From 2 reports/year to 1 report/year

Regional Hubs

- Remove language from legislation

Scholarship

- Add ECACE Scholarship to state statute

ECACE Consortium Work: AY 2025 and Beyond

Governor's Proposed Budget for FY25: ECACE

Current Funding: ECACE has been funded through one-time federal Covid-relief funds, which expire this year. Funding was allocated to:

- In the short-term, support the workforce to upskill and learn what works, **AND**
- Build an infrastructure, policies, processes, and systems for long-term sustainability.

- **FY25:** Governor Pritzker included $5m for the ECACE scholarship in his budget, proposing state funds be used to replace discontinued federal funds.

- **Legislative Creation of the Scholarship:** ISAC, IBHE, and ICCB have proposed changes to the ECACE Act that will create and allow the state to fund an ECACE Scholarship.

- **Next steps:**
  - General assembly will develop a budget, taking into account the Governor's proposed budget. Budgets are typically/often approved by end of May.
  - General assembly will consider proposed changes to the ECACE Act.

Governor's Proposed Budget for FY25

- **Higher Education Operating Budgets**: 2% ($30.6m) increase to public universities and community colleges

- **MAP:** Proposed increase of $10m (77% increase in 6 years)

- **Other Scholarships:** Maintenance of Minority Teachers of Illinois (MTI), Golden Apple, and Gateways Scholarship

Other Early Childhood

- Dept of Early Childhood: $13m

Smart Start

- $75m increase in ECBG (e.g,. Preschool for All) – *to address preschool deserts* and increase by 5,000 slots (which will mean additional teachers and assistants needed)

- $200m in funding for Early Childhood Workforce Compensation Contracts

Questions?

ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

Vision for the Consortium

Collectively and individually address opportunities and barriers for the early childhood workforce to access, persist, and complete credentials and degrees.

WE CAN DO MORE TOGETHER THAN ALONE

ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

TOGETHER:

A collective group to streamline, coordinate, and improve accessibility and completion of degree pathways, while advancing equity.

- Systems responsive to EC workforce needs

- Accessible programs, pathways, and supports

- Transfer without credit loss

- Coursework at multiple institutions, without the hassle of navigating both systems.

- Recognizing competencies - knowledge, skills, and abilities of the incumbent workforce.

- Flexible and personalized paths to completion and credit for prior learning.

- Access to coursework when and where it's needed - not limited by geography, time, format.
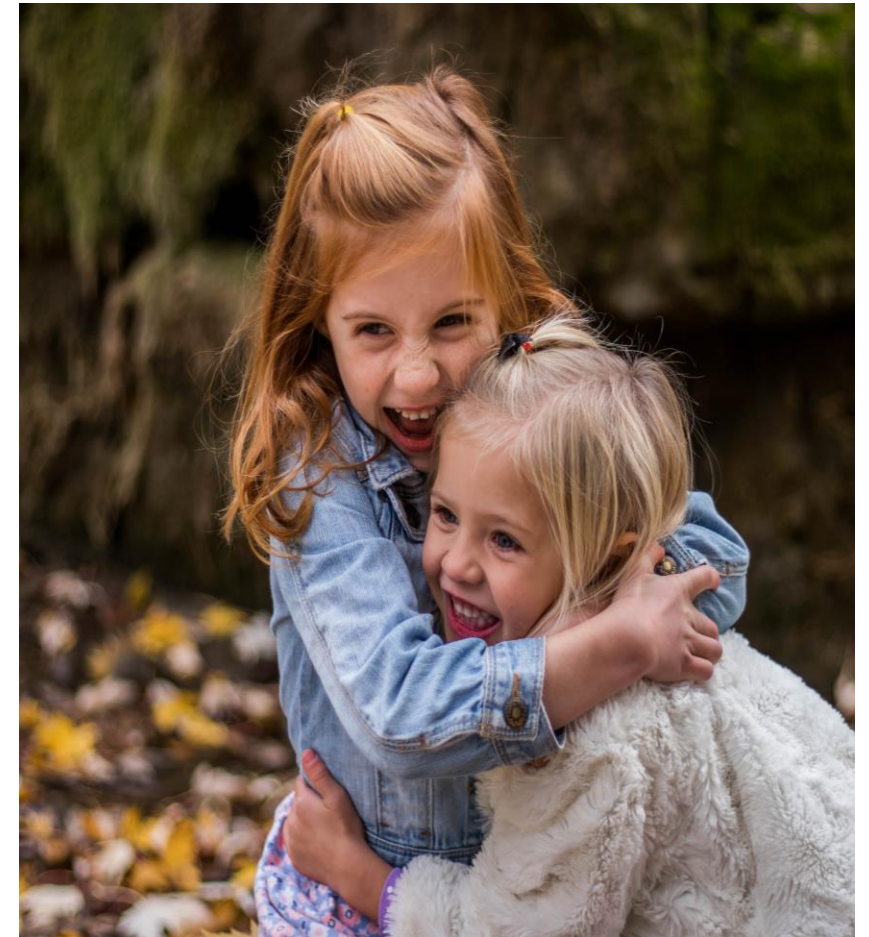
Embodied in P.A. 102-0174

Key Pieces of Work for the Consortium

The items below are some key pieces of work for the Consortium that will continue.

- **Consortium:** Create a Consortium of 2- and 4-year colleges and universities ✓

- **AAS:** Seamless Transfer of the AAS and Gateways Level 4 ✓

- **CDA:** Develop a process for awarding credit for CDA by January 31, 2022 ✓

- **Employers:** Working with employers to assess regional demand ✓

- **Student Support:** For access, persistence, and completion ✓

- **Prior Learning:** Develop standardized methods for awarding credit for prior learning

- **Affordable Options:** Ensure students have the most affordable options for advancing through and attaining degrees or credentials

- **Ensuring Course Availability:** Provide course offerings online, hybrid, and in person formats available *to any student enrolled in a member institution* when not available at a home institution

Embodied in P.A. 102-0174

Key Pieces of Work for the Consortium
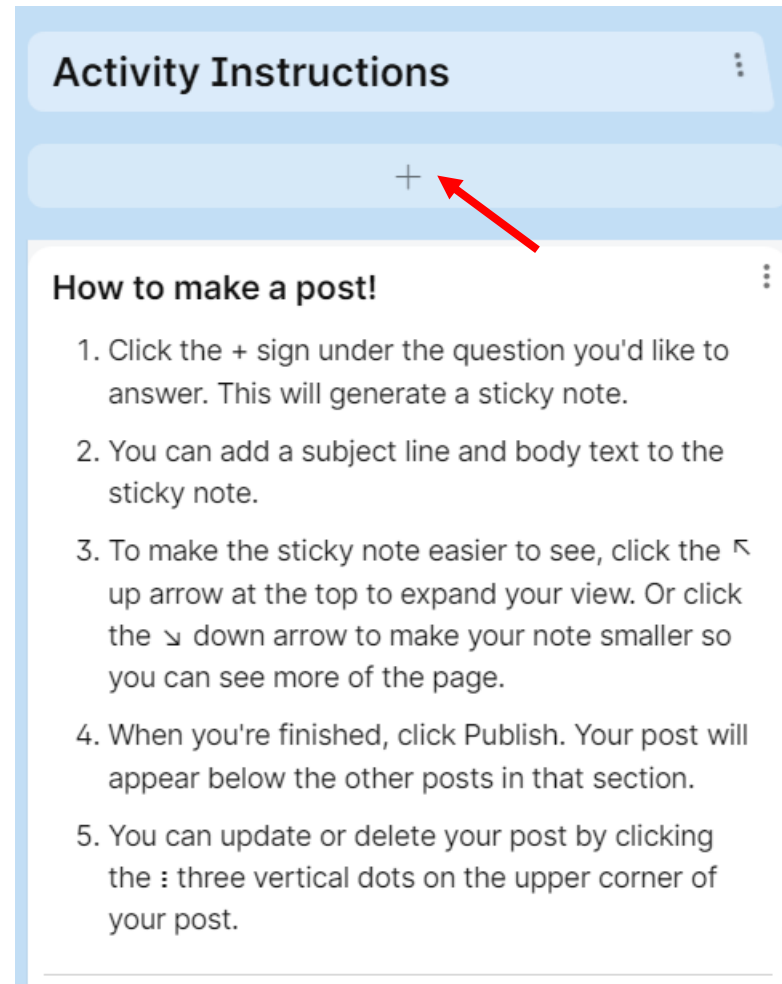
The items below are some key pieces of work for the Consortium that will continue.

- **Reporting:** All items listed in legislation(enrollment, persistence, completion, outreach)
- **Goals:**
  - Work towards goals to enroll and persist or complete by September 2024
  - Future Goals:
    - IBHE, ICCB, ISBE, IDHS, and GOECD, in consultation with the advisory committee, **shall determine new metrics and goals** for the Consortium
    - To be instituted after the close of the 2024-2025 academic year and going forward
- **Convening:**
  - ICCB and IBHE will continue to convene the Consortium, working groups, communities of practice, the Advisory Committee, etc.

White Board Activity: Directions

LINK https://bit.ly/3SQ4CJt
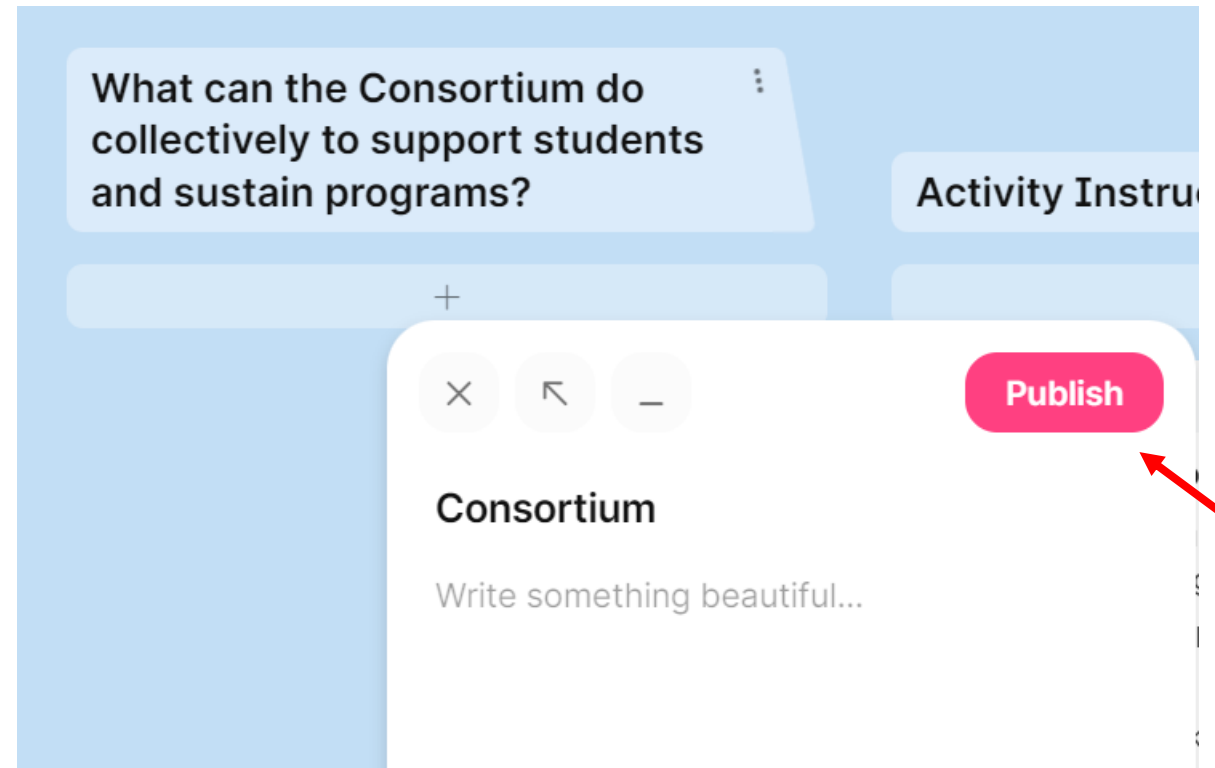
Activity Instructions

+

How to make a post!

1. Click the + sign under the question you'd like to answer. This will generate a sticky note.

2. You can add a subject line and body text to the sticky note.

3. To make the sticky note easier to see, click the ↖ up arrow at the top to expand your view. Or click the ↘ down arrow to make your note smaller so you can see more of the page.

4. When you're finished, click Publish. Your post will appear below the other posts in that section.

5. You can update or delete your post by clicking the : three vertical dots on the upper corner of your post.

What can the Consortium do collectively to support students and sustain programs?

+

× ↖ —

Publish

Consortium

Write something beautiful...

Activity Instru

ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

21

Consortium Work: FY25 and Beyond

Whiteboard activity

1) What can you and your institution do to sustain what's been built into FY25 and beyond? Who can help you do this?

2) What can the Consortium do collectively to:

- Support and sustain programs and

- Ensure continued access, persistence, and completion of credentials and degrees for the early childhood workforce?

Link to this activity: https://bit.ly/3SQ4CJt

hernandez96 + 44 • 7d

Consortium Work: FY25 and Beyond

What can you and your institution do to maintain what's been built through ECACE? Who can help with this?

Tutoring

McHenry County College will continue to institutionally support an ECE Tutor, which we didn't have before the consortium began.

♡ 0

We plan to continue to offer online and evening accessible courses.

♡ 2

We will maintain program updates and PLA efforts. All of which are supporting time to completion for the field.

♡ 2

BHC-Continue with variety of instructional modalities offered to meet student needs

♡ 0

Sustained Mentor Support

We will continue to staff fulltime ECE mentors.

♡ 4

CDA

We will continue to award credit for the CDA as established by the consortium.

♡ 3

What can the Consortium do collectively to support students and sustain programs?

Funding

Continue to pursue opportunities for funding - federal, state, local, private, etc.

♡ 8

State agency support

Highlighting the power of the work and encouraging IHEs to maintain gains- may help keep positions that are essential to the sustainability of enrollment gains and retention increases.

♡ 2

Meetings

Continue to hold meetings. They foster collaboration and intentional discussion to support the advancement of the ECE field.

♡ 3

Meetings

Support ECE IHEs in coming together to continue to support and grow practice

♡ 0

Computer access

Could we find a way to collectively put computer purchases together for better pricing? Students really benefited from having assigned computers.

♡ 0

Activity Instructions

📌 Pinned

How to make a post!

1. Click the + sign under the question you'd like to answer. This will generate a sticky note.

2. You can add a subject line and body text to the sticky note.

3. To make the sticky note easier to see, click the ↖ up arrow at the top to expand your view. Or click the ↘ down arrow to make your note smaller so you can see more of the page.

4. When you're finished, click Publish. Your post will appear below the other posts in that section.

5. You can update or delete your post by clicking the ⋮ three vertical dots on the upper corner of your post.

♡ 0

ILCCO

We will maintain the expanded list of ECE courses offered through ILCCO.

♡ 3

Course Delivery

We will continue to explore additional and FLEX delivery classes.

♡ 2

Variety of Course Modalities

Continue to provide a variety of modalities in courses and continue to use ILCCO when a course in not being offered in our institution during the semester.

♡ 1

Hyflex Learning and continuing hybrid

We will keep offering hyflex learning for all the students who cannot leave the childcare facilities. They can watch the zoom recordings from the website HUB

♡ 2

Offer a variety of ECE courses in multiple delivery modes

♡ 0

Work out 2+2 for AAS to 4-year

♡ 2

Add new ECE courses to ILCCO

♡ 1

Partnerships

The partnerships we build with other institutions and employers will endure.

♡ 1

Gateways Credentials

Funding for Gateways credential applications.

♡ 1

Funding

Many of the individuals would not have the pathway to a degree without the funding.

♡ 1

Laker Louie Jr Off-site sustainability

We will partner with businesses and search additional funding sources.

♡ 0

Continued Networking

Keep the collaboration and updates going.

♡ 2

Find funding to support mentors. Without the work of the mentors, this is NOT sustainable!

♡ 6

develop statewide methods for assessing student competencies for both PLA and CBE credit attainment

♡ 2

NAEYC

I'd love to see the consortium work with NAEYC to collaborate on sources and facilitate accreditation for programs and centers.

♡ 2

Funding

♡ 1

Community Partnerships

We will continue to work closely with community partners to find ways for students to complete Student Teaching/Internships in paid positions.

♡ 2

Coursework

Provide innovative ways to provide coursework for those in the field.

♡ 0

We will continue to provide "Bring the Learning to You" courses offerings at childcare centers in a cohort basis.

♡ 0

We will continue offering fully accessible programming that maintains the systems built for transferable coursework and PLA.

♡ 0

We plan to access other avenues of funding through other grants, Workforce Education, Brightpoint, and Gateways to support student completion, retention and persistence

♡ 0

Individualized Pathways

Continue to offer individualized pathways that are responsive and respectful to the knowledge and skills of the incumbent workforce.

♡ 0

Hire full-time ECE faculty, which would require administrative support

♡ 0

Funding

Funding for mentors/coaches and tutors

♡ 2

Mentors

Mentors made the most impact in student success and completion. Without institutional funding, this will be a major loss and a step backward

♡ 3

Mentor/Coaches

Brainstorm ways to make this a sustainable project at the college. Encourage administration to fund this.

♡ 1

Continue to hold the meetings. Networking and discussing what others are doing has helped us.

♡ 2

collective work?

Are there things we can do together? Share information or curriculum?

♡ 0

Ease any reporting or surveys

♡ 0

Funding for mentors and encouragement to college/university administrators to support this work.

♡ 1

Those of us at private institutions have been honored to be a part of this work. We hope the scholarship will continue to be available to support the students who choose the private colleges and universities

♡ 0

Hire full-time ECE faculty, which would require administrative support

♡ 0

ECE courses

SRC will continue to have an ECE program in general. The program did not exist until ECACE came about.

♡ 0

Improve quality of online ECE course offerings via QM

♡ 1

Internships

We will continue to allow students to complete internships at their places of employment.

♡ 0

Continue to offer courses at times that best fit incumbent workers schedules to encourage attendance and completion

♡ 3

Course Offering Flexibility

We will prioritize course schedules that provide flexibility for the incumbent workforce.

♡ 0

We will continue to offer online modalities and Prior Learning Assessment for course credit. We will also explore grant opportunities to continue Mentor/Coach position.

♡ 1

We are currently looking for additional grant/institutional funds to sustain a minimum of one

Those of us at private institutions have been honored to be a part of this work. We hope the scholarship will continue to be available to support the students who choose the private colleges and universities continue to have access to those scholarship funds. If funding is provided for mentors and other supports we, again hope that our participation is supported.

♡ 6

Support

...innovative pathways that will continue to grow the number in the field. Also, brings attention to the need for these staff members to support children's development.

♡ 1

Mentor Continuation

Support the funding for the mentors that have made a huge difference in enrollment and degree completions. There positions are essential for the consortium work

♡ 0

Funding

The growth of our program could not have been possible without the utilization of the mentor position. Having a single faculty for early childhood, we have seen that the mentor has increased enrollment and persistence.

♡ 0

Collaborative discussions

One of the most valuable parts of the ECACE experience has been the chance to connect with other institutions and faculty and learn what is working elsewhere.

♡ 1

In lieu of funding, the meetings and the

We are currently looking for additional grant/institutional funds to sustain a minimum of one mentor and also consider ways to reduce the cost of student teaching supervisors through the use of tech options to be able to find dollars for the supports that students are saying are most essential for them.

♡ 0

We will continue to offer online courses.

♡ 0

Make PLA and CBE options a priority in ECE

♡ 1

We'll continue Flex courses, 8-week courses, & bilingual offerings

♡ 0

Online Program

GSU will continue to offer an online option for Early Childhood Students (created as part of this project) and continue to review other options for making access to courses easier

♡ 0

Hire a mentor to support ECE students in a consistent way.

♡ 0

Partnership

Continue to leverage existing partnerships (and emerging ideas) established through ECACE

♡ 0

What can we do to maintain?

Continue our high touch with students. Encourage the high level of communication that have been established across the college. TRIO may become a more focused support system for our program.

♡ 1

In lieu of funding, the meetings and the opportunity to gather as universities across the state all with the same mission are very beneficial.

♡ 1

Funding

Provide a space where we can continue to explore avenues of funding for students and mentors

♡ 0

Collaboration

Continue to provide opportunities for programs to work together and learn from each other.

♡ 1

Provide faculty support

Holding a conference for ECE faculty is helpful for professional development.

♡ 1

Continued access to state leaders in ECACE for updates on legislation, funding, etc that impacts us is helpful.

♡ 0

Consortium Updates

As Consortium members and institutions come across resources that would be beneficial to early childhood students, share that. For example, other funding and scholarship opportunities.

♡ 0

Support apprenticeship models, and help community ECE programs meet the upskilling of their employees within Smart Start

♡ 0

♡ 0

Classroom

We will utilize the newly renovated classroom space to recruit new students into the early childhood workforce and provide a high quality teacher preparation program.

♡ 1

Free Tutoring will continue to be provided at IECC.

♡ 0

External Funding

We will continue to seek donors and grants to support the incumbent early childhood workforce.

♡ 0

We, at Blackburn College, have had numerous conversations about developing totally online courses for the general education requirements for our students. In addition we plan to continue to support our students trough the admissions and financial aid process. Our instructors have done great work in course development and alignment with national standards and Gateways competencies.

♡ 0

PLA including a variety of Prior Learned Crefit options will continue.

♡ 1

Mentors

We would like to maintain the mentors, if we can find the institutional funds to do so.

♡ 0

crowdsource funding options

♡ 0

Commit to keeping mentors on staff and supporting students with technology and other needs.

We will keep our mentors on staff and through other grants and institutional funds supply students with the resources they need. We're also looking to expand tutoring services.

♡ 0

Funding for scholarships and mentors

♡ 0

PLA

Full implementation of statewide PLA for consistency.

♡ 1

Figure out funding. Our institutions are not going to allocate funding for ECE programs and this will be unfunded mandate

♡ 0

Shift the focus

from "transforming the workforce" to "transforming the system-- so it better supports the workforce"

♡ 2

Funding

The consortium as a group can provide opportunities for current ECACE students to finish what they started.

♡ 0

Yes, Finding Money Is Key...

...as is finding ways to maintain the essence of the

Coach/CDA/Online Program

We plan to keep our Coach/Mentor in a part-time capacity to help support ECE students.

We will continue to offer six credits for the CDA through CPL.

Our program will be fully online next year. We will continue to offer the new Early Childhood Small Business Certificate for those interested in starting their own daycare.

♡ 0

We will revise our curriculum that leads to PEL to better meet the needs of students.

If the College of Liberal Arts and Sciences agrees to offer their courses online, we would like offer the PEL for ECACE online. But, we can't do so without CLAS's involvement.

♡ 0

Seek additional grant options this spring.

♡ 0

We will continue to adapt our course modalities and timing to best meet our students' needs. And we'll continue to offer as much mentoring support as possible.

♡ 0

Courses

Continue to offer various courses in either evening, hybrid, and online options. Will also continue, hopefully, with offering Spanish/Bilingual ECE courses.

♡ 0

We will continue to offer online, evening

Yes, Finding Money Is Key...

...as is finding ways to maintain the essence of the Consortium: Keeping us IHEs in collaboration and coordination. We've more joint efforts to plan and do, regionally and by institution type.

♡ 1

Connect with Presidents/Provosts from all IHEs

A consistent and clear message to all institutions that the work of the Consortium is expected to continue when funding ends. Institutions should be encouraged by the Consortium to work closely with their institutions reps. to develop a plan for funding and providing internal supports in order to meet the legislative requirements.

♡ 1

Mentor Funding

Fund the mentor positions along with the scholarship

♡ 1

Apprenticeship

Prioritize scholarships for DOL registered apprenticeship completion. These students are completing certificate and credentials while working and earning money. It is a valuable model that needs to be supported. The tuition cannot fall on the backs of the employers, which is the biggest barrier to apprenticeships working.

♡ 1

We will continue to offer online, evening and day classes. We hope to continue to partner with community ECE programs to connect them with dual credit graduates that would be possible teachers.

♡ 0

Strategic Partnerships with Employers

to ensure that places of work are also places for continuous professional development of the workforce

♡ 0

We will look for additional grants to apply for as well.

♡ 0

Wraparound Student Services @ DePaul

We will be shifting our ECACE responsibilities to students to our existing staff who do academic advising/curriculum mapping, mental health wellness, and academic tutoring. Our ECE Program Director will be assuming responsibility for some of what the Mentor has been doing in terms of group student check-ins.

♡ 0

Modalities

We were already offering online, hybrid and evening courses prior to ECACE, so this is not new. We will continue.

♡ 0

SIUE-Continue working with partner districts and centers on smoothest pathways to licensure through co-authoring grant proposals, ongoing action planning, and ongoing course modality for optimal access (evening, hybrid and hyflex). Continue to work with Vice President for

SIUE-Continue working with partner districts and centers on smoothest pathways to licensure through co-authoring grant proposals, ongoing action planning, and ongoing course modality for optimal access (evening, hybrid and hyflex). Continue to work with Vice President for Academic Innovation & Chancellor's Office to lobby for campus funding for sustained advising and mentoring.

♡ 0

Residency models

Continue to grow and add residency models to support students who need to remain fully employed while returning to school

♡ 0

Online Modality

Continue to offer Early Childhood and Child Devlopment programs in an online modality and to provide opportunities for students with previous experience to utilize the "Prior Learning Credit" option.
Continue to partner with our local community college and develop clean pathways for a candidate to move from one institution to our institution.
Continue to explore other scholarship opportunities for our candidates.
Help the current ECACE candidates persist and meet their goals toward a bachelor's degree.

♡ 1

We will desperately need Presidents/Provosts to be strongly encouraged to think about reallocation for this prioritization and to reinforce the issue of the legislation still being required and FY25 ECACE work including reporting still being required.

♡ 0

maintain mentor model in Advising

try to maintain the mentoring model with ECE student (and other) student advisors

♡ 0

PLA

PLA credit has been institutionalized at IECC.

♡ 1

Funding

Funding to continue efforts would be very beneficial.

♡ 0

Our program will remain online.

♡ 0

Course offerings

We can provide day, evening & weekend courses in hybrid, in-person & online options as well as accelerated courses to help students complete their certificates/degrees quickly & successfully.

♡ 0

Support

Support student persistence by reallocating resources in student services to areas for advisors to specialize knowledge

♡ 0

PLA

We've developed our own PLA for an ECE course and will continue to work on the same for other courses.

♡ 0

Creative Course Delivery Working Group

Collaborative Course Delivery Work Group

Why a working group?

- Consider whether there are ways that institutions can work together to solve common issues.
  - All institutions unable to provide access to students online, hybrid, HyFlex, and in person
  - Insufficient students for a cohort
  - Courses not available when students need them
  - Student teachers from online programs across the state may lack access to in-person supervision and mentoring

ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

Collaborative Course Delivery Work Group

Charge:

The creative course delivery working group will identify and recommend ways that Consortium member institutions can jointly and cooperatively provide streamlined paths so that students:

- Can access, persist, and complete credentials in a timely fashion

- Do not lag in program completion

- Are able to access courses when, where, and how they need them

- Are able to access supports needed to be successful

Collaborative Course Delivery Work Group

The Creative Course Delivery Work Group will:

- Ascertain programmatic needs where collaborations can provide more streamlined and student-centered experiences and strengthen and enhance programs.

- Consider the approaches that can address those needs most effectively, taking into account the impacts on students and the participating institutions.

- Make recommendations for creative collaborative arrangements that will address student and programmatic needs.

Collaborative Course Delivery Work Group: Timeline and Membership

Meetings:
- March 15 Kickoff
- Every 2 – 3 weeks, 1. 5 hours, Fridays; time TBD
- Virtual

Presenting to the Consortium:
- Sharing work and discussions at the April 29, 2024 virtual meeting
- Present work and initial recommendations at the June 26, 2024 in person meeting

Membership:
- Two- and four-year institutions
- Variety of roles, including faculty and administrators
- Work Group members selected by the institutional teams

Next Steps:
- ECACE will send out an email/survey for those interested in participating
- ECACE team will select participants to ensure a manageable group size and diverse representation of participants.

ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

Real Life Influencer
Campaign Overview

**INCCRRA–Workforce Recruitment Campaign
ECACE Consortium Meeting February 26, 2024**

campaign summary

overview

The newest campaign, "Real- Life Influencer" was a natural extension of the Illinois Cares for Kids work completed in '22-'23. The campaign features 7, real ECEC providers from across the state who work in Child Care, Home Visiting and Early Intervention.

This campaign aims to address the current staff shortage in the Early Childhood Education & Care field by featuring real providers, doing what they love and encouraging others to join a new career that has influence & impact.
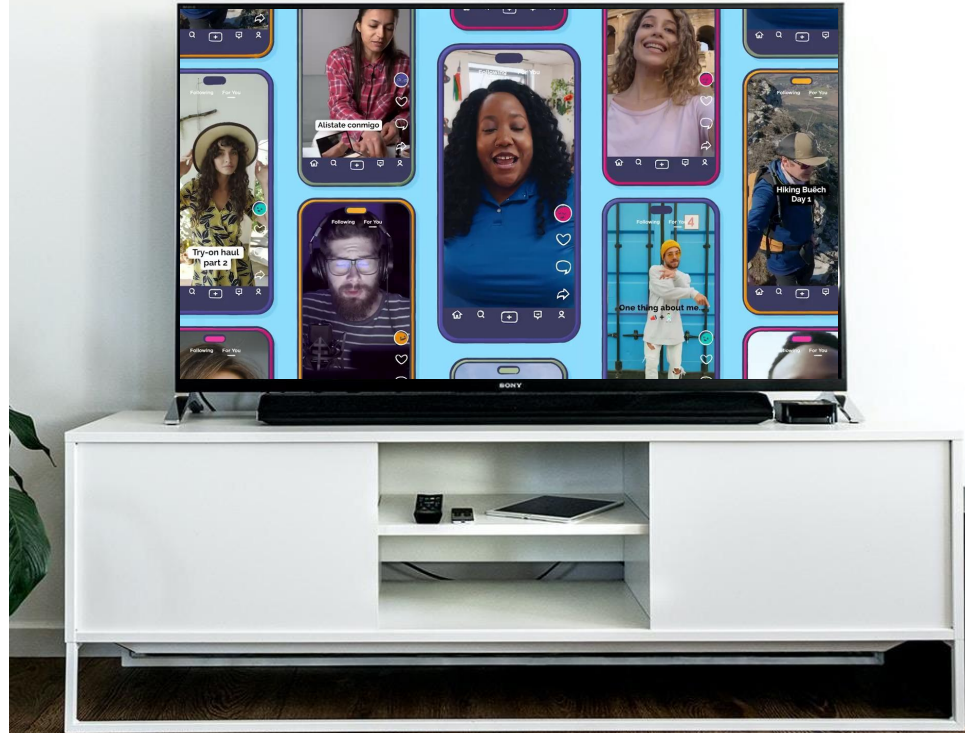
audience & measurement

audience

Illinois job seekers who…
- Come from all racial and ethnic backgrounds
- May or may not be familiar with ECEC jobs

And meet at least one of the following criteria…
- Recent Grads & Part Time Students
- EI & HV Professionals
- Hourly Workers
- Parents Re-entering Job Market
- Retired & Semi Retired Educators
- Spanish Speaking

measurement

This campaign is optimized to drive awareness of Early Childhood Education & Care as a field, as well as specific awareness of careers in Child Care, Home Visiting & Early Intervention. Total media impressions, site traffic & click through rate will be measured on applicable ads.
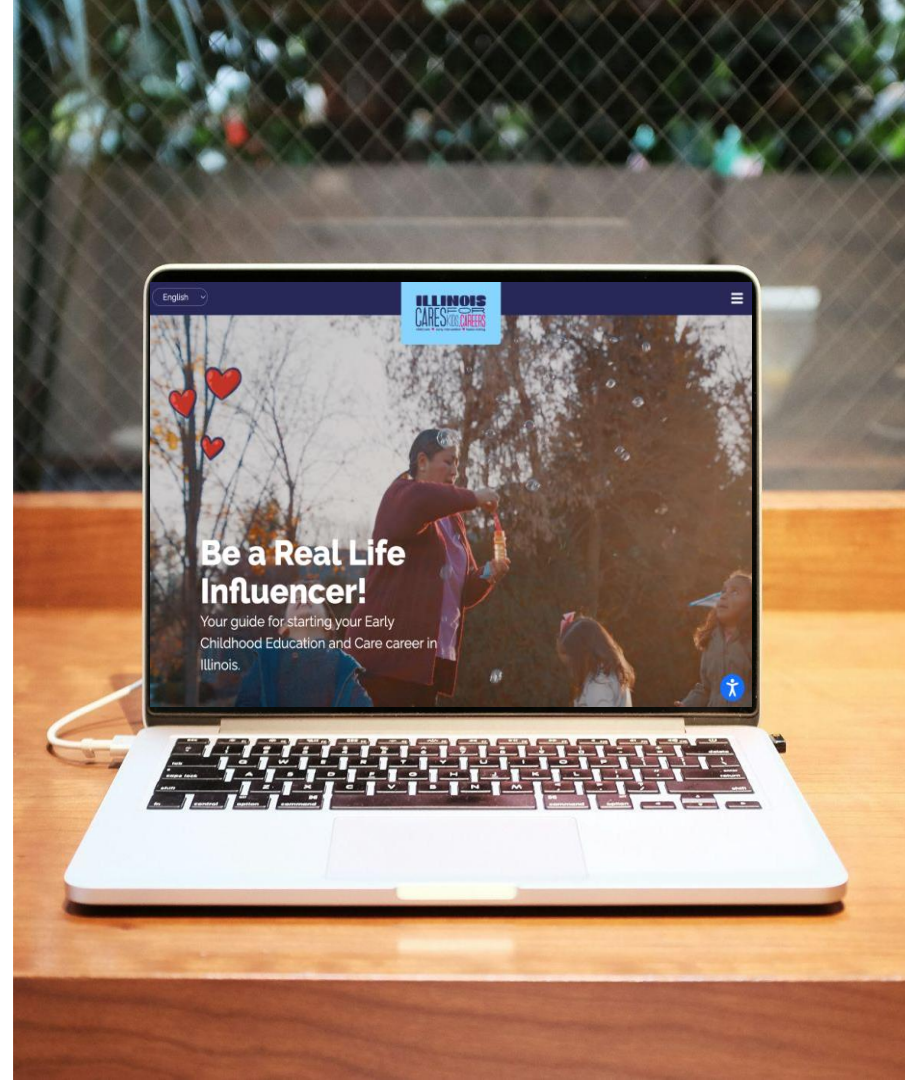
find our campaign

on advertising channels

- Connected TV (Streaming Networks)
- TikTok
- Terrestrial Radio & Streaming Audio (Spotify, Pandora)
- Digital Out Of Home (Billboards, Transit / Subway, Bus Stations)
- Programmatic Display
- Programmatic Native
- Google
- Social Media (Meta & Linkedin)

on social media

TikTok: @illinoiscaresforkids
Facebook: Gateways to Opportunity
Facebook: Illinois Cares for Kids
Youtube: Illinois Cares for Kids
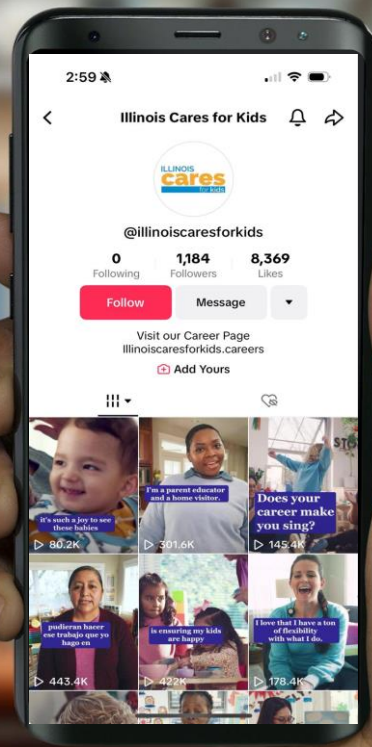
ECACE within the campaign
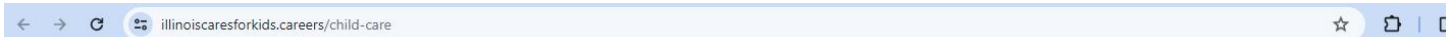
Looking for tuition assistance?

The Gateways Scholarship puts a career in Early Childhood Education and Care within reach.

Child Care professionals make a positive impact in a child's life during the most critical stages of their growth & development. Child Care professionals operate and support safe, secure environments for children that allow parents to work, go to school, and add value to their communities.

The Gateways Scholarship Program, Early Childhood Access Consortium for Equity Scholarship & the Chicago Early Learning Scholarship will pay a portion of tuition for eligible professionals working in early care and education or school age programs who want to earn college credit, credentials, or degrees.

Learn more about the Early Childhood Education (ECE) or child development (CD) required, in either an associates, bachelors, or masters degree program or in a specialized certificate, endorsement, or credential program. Use our handy Frequently Asked Questions list to find answers to the most common questions.

LEARN MORE

creative samples
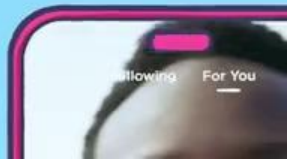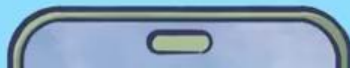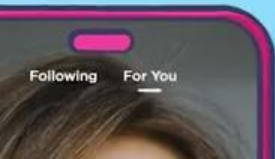
provider tiktoks

JACQUELINE

KIMBERLY

LATRICE

LAUREN

My name is Jacqueline Sanchez

What I love most about my job?

digital out of home

social media

Illinois Cares for Kids
Sponsored

Giggles make learning fun! Visit Illinoiscaresforkids.careers to see how Home Visiting can be your career!

ILLINOIS CARES *for* **KIDS.CAREERS**
child care ♥ home visiting ♥ early intervention

Start your career in Home Visiting!

Be a real-life influencer

Learn More

68   59 Comments
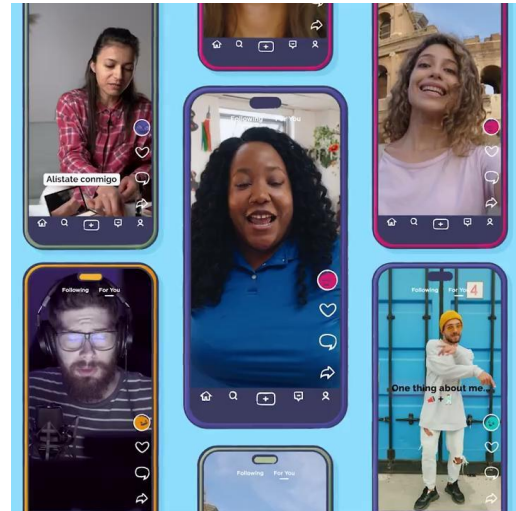
display

ILLINOIS CARES for KIDS.CAREERS
LEARN MORE

ILLINOIS CARES for KIDS.CAREERS
LEARN MORE

ILLINOIS CARES FOR KIDS.CAREERS/ES
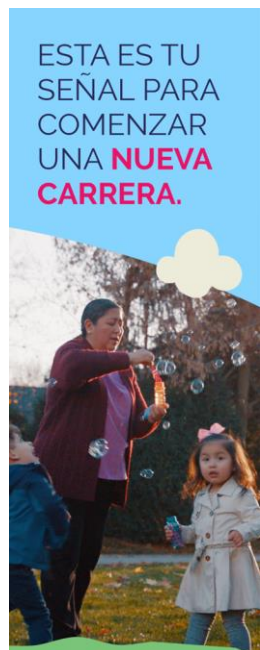MAS INFORMACIÓN

ILLINOIS CARES FOR KIDS.CAREERS/ES
MAS INFORMACIÓN

ILLINOIS CARES FOR KIDS.CAREERS
LEARN MORE

ILLINOIS CARES FOR KIDS.CAREERS
LEARN MORE

CARRERAS QUE TIENEN UN GRAN IMPACTO
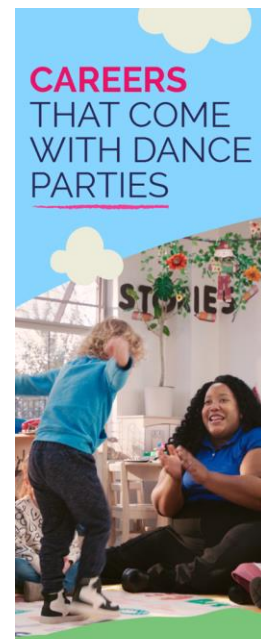ILLINOIS CARES FOR KIDS.CAREERS/ES
MAS INFORMACIÓN

ESTA ES TU SEÑAL PARA COMENZAR UNA NUEVA CARRERA.
ILLINOIS CARES FOR KIDS.CAREERS/ES
MAS INFORMACIÓN
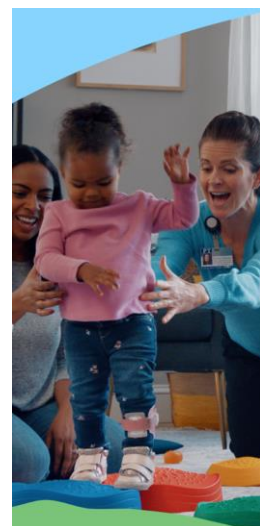
CAREERS THAT MAKE MILESTONES HAPPEN
ILLINOIS CARES FOR KIDS.CAREERS
LEARN MORE

CAREERS THAT COME WITH DANCE PARTIES
ILLINOIS CARES FOR KIDS.CAREERS
LEARN MORE

Questions?

INCCRRA–Workforce Recruitment Campaign

Upcoming Consortium Meetings

- April 29, 2024: Virtual **Consortium Meeting** (11 – 1)

- June 26, 2024: In-person **Consortium Meeting**

- June 27, 2024: In-person **ECACE Event**
  - Time to celebrate, learn, share, and look forward to FY25
  - Beyond Consortium Representatives (~4/institution), to include navigators, mentors, state agency representatives
  - Springfield: Wyndham Hotel
  - Will be opportunities to share and showcase your work

please tell your fiscal folks now that you will have a travel reimbursement coming on June 28$^{Th!)}$