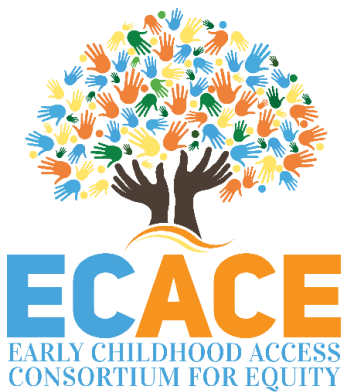


January 2024



# EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY

MID-YEAR REPORT

## Early Childhood Access Consortium for Equity

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The Illinois Early Childhood Access Consortium for Equity ([ECACE](#)) Initiative is a groundbreaking effort by 62 Illinois public and private [colleges and universities](#), five state agencies, sixteen community-based agencies and other stakeholders to meet the state’s workforce needs in early childhood education and care settings (ECEC) through increased and equitable access to higher education credentials.<sup>1,2</sup> In February of 2023, Governor Pritzker announced Smart Start Illinois an early childhood initiative that will, among other things, provide every Illinois child with access to preschool. To expand access to more children, the state will need substantially more well-prepared teachers and assistant teachers with credentials and degrees. The Early Childhood Access Consortium for Equity is a key partner in growing the number of well-qualified professionals to work in newly funded ECEC settings and supporting the retention and educational advancement of the incumbent workforce as envisioned in Smart Start Illinois.

The ECACE Initiative is centered on ensuring the success and progression of working adults through academic programs that increase their skills and postsecondary credential attainment while providing a seamless transition from one institution to the next. The ECACE Initiative is administered by the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) in partnership with multiple state agencies, including the Illinois Department of Human Services (IDHS), the Illinois State Board of Education (ISBE), and the Illinois Student Assistance Commission (ISAC). The [Early Childhood Access Consortium for Equity Act](#) delineates annual and mid-year [reporting requirements](#) pertaining to the work of the Consortium and ECACE Initiative.

This mid-year report provides updates on several aspects of ECACE, including the ECACE Scholarship uptake for Academic Year 2022-23, outreach to and participation from the ECEC workforce, and engagement and responsiveness to ECEC employers. Additionally, the report includes information about job roles, setting, and tenure for the ECEC incumbent workforce attending Consortium institutions during Academic Years 2020, 2021, and/or 2022.

Collectively, this information demonstrates that in the short time since the launch of ECACE, Consortium higher education institutions have built and strengthened partnerships with communities and employers, and the ECEC workforce is responding by enrolling in colleges and universities to upskill. The ECACE Scholarship has experienced overwhelming interest – 3,900 students representing 95% of Illinois counties have benefitted from the scholarship since awards began in March 2022 through end of December 2023. Not only is there a tremendous response to the scholarship, but racial/ethnic composition of the scholarship largely mirrors the ECEC workforce. Institutions are attracting mostly teachers and assistant teachers, which will support Illinois to have the strong pipeline of well-qualified educators needed to meet the goals of Smart Start Illinois. Students historically unable to access higher education are going to school and are sharing stories of impact on their lives. In the words of one student:

*Working in early childhood education can be very difficult. We often feel underpaid, overworked, and underappreciated. With ECACE, I finally feel like someone sees us, understands our needs, and is ready to help. Words cannot express how thankful I am for this opportunity. Early childhood education is extremely important, and I am relieved to see that our value, and the value of our work, is finally being given the proper recognition.*

– ECACE Student

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<sup>1</sup> At the time of the report publication, the Consortium comprises 62 institutions. In AY 2022-23, however, the Consortium had 61 institutions, and their work is reflected in the report.

<sup>2</sup> The ECACE initiative included the Governor’s Office of Early Childhood Development prior to the office sunseting in September 2023.

## WORKFORCE OUTREACH AND PARTICIPATION AND ENGAGING EMPLOYERS

The recruitment of 3,900 students for the ECACE scholarship is due to significant outreach, engagement, and relationship building with ECEC workforce members and employers by colleges and universities, navigators, state agencies, and others. ECEC workforce members returning to school tend to be adult learners, often working full-time. During the outreach process, colleges, universities, and navigators support workforce members to consider how upskilling may be possible, while balancing work and family obligations.

### *Outreach By Consortium Colleges and Universities, Academic Year 2022-23*

Consortium institutions are actively engaging and building relationships with communities, employers, and workforce members to encourage enrollment in early childhood higher education programs. During Academic Year 2022-23, ECACE colleges and universities reported hosting 1,725 recruitment events, including activities like recruitment fairs, open houses, and on-site and virtual sessions with area child care centers and community organizations. Many of these events were conducted by institutional ECACE mentors, coaches, recruitment specialists, and other similar student support staff who not only recruit students but also build the confidence of workforce members to recognize that, as adult learners, they can succeed in higher education. Recruitment and outreach events drew 26,305 participants from the incumbent workforce. During Academic Year 2022-23, institutions prioritized engaging with and responding to about 6,016 employers through meeting with local directors and school superintendents, attending on-site events at child care centers, and hosting advisory boards that prioritize employer participation. See Figure 1 below for information about key outreach activities.

*Figure 1. Consortium Institution Engagement with the Workforce and Employers, AY22-23*

Activity	Number
Outreach Events Held by Higher Education Institutions	1,725
Workforce Members Participating in Outreach Events	26,305
Employers with Which Institutions Engaged <sup>3</sup>	6,016

### *Higher Education Navigator Outreach*

The more than 30 regionally based ECACE Higher Education Navigators occupy an important community-facing role designed to recruit and connect incumbent ECEC workforce members to Consortium institutions. Embedded within community organizations, navigators' responsibilities include engaging in outreach to workforce members and employers and providing personalized technical assistance for workforce members to access higher education.

During Academic Year 2022-23, navigators received and responded to 3,605 interest forms completed by workforce members interested in learning more about going to college and/or the ECACE Scholarship. In addition, they sent 79,263 emails to engage the workforce and to provide technical assistance. They hosted 1,209 information sessions, conducted 1,092 meetings with employers, and held 4,249 in person and virtual meetings to provide technical assistance to workforce members to apply for federal financial aid, apply for the ECACE Scholarship, and access debt relief funding that might prevent enrollment at institutions. Similar to institution mentors and recruiters, navigators provide significant support; they have found that some ECEC workforce members need encouragement and multiple engagements to gather the confidence needed to enroll. Navigators also held 802 meetings with higher education institutions to develop relationships, gather information and materials, and ensure a smooth transition and enrollment for students.

<sup>3</sup> 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.

Figure 2. 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

### State Outreach

The State conducted outreach to provide employers and potential students with information about the ECACE Scholarship, navigators, and other supports to go to college. This included ISAC developing ECACE Scholarship flyers in both English and Spanish, which were distributed by institutions, navigators, agencies, and other partners to promote the scholarship. In the fall of 2022, IDHS supported ECACE by placing scholarship and navigator flyers in a Child Care Assistance Program (CCAP) mailing. The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) provided support by including information in two quarterly electronic newsletters with a distribution list of approximately 10,000 directors and sending two email “blasts” to approximately 50,000 individuals in the Gateways to Opportunity® Registry (Gateways Registry). Lastly, IBHE, ICCB, and ISAC, with the support of INCCRRA, posted on social media and partnered together for a campaign across multiple platforms, encouraging ECEC workforce members to apply for the ECACE Scholarship and highlighting the stories of students who have enrolled in ECACE programs.

Collectively the work of institutions, navigators, state agencies, and other partners has led to the significant uptake in the ECACE Scholarship.

### ECACE SCHOLARSHIP, ACADEMIC YEAR 2022-23

ECACE has awarded scholarships to 3,900 individual students in 95% of the counties across Illinois from its first award in March of 2022 through December 2023. Available to qualified ECEC incumbent workforce members, the ECACE Scholarship is a cornerstone of the ECACE Initiative. Administered by ISAC in partnership with IBHE and ICCB, the ECACE Scholarship provides up to the full cost of attendance at Consortium institutions.<sup>4</sup> The scholarship seeks to address the often-prohibitive cost of attending higher education. The early childhood workforce overall earns low wages and need significant support provided by the ECACE Scholarship to pay for the cost of going to college, which spans beyond tuition and fees and includes expenses such as books and supplies, housing, transportation, and more. In the words of one scholarship recipient:

*The scholarship allows me to work and go to school at the same time. Being an adult learner is hard enough. It takes courage. It feels great to not worry about the financial aspect of going back to school.*

– ECACE Scholarship Recipient

Academic Year 2022-23 was the first full year of the ECACE Scholarship, and scholarship uptake increased dramatically from the first “soft launch” year, Academic Year 2021-22. In Academic Year 2022-23, ISAC received 3,669 applications leading to approximately \$29.6 million in scholarships to 2,137 students. Applications and awards were significantly more than in the first year, in which \$5.7 million in scholarship funds were distributed to 412 members of the incumbent workforce.

<sup>4</sup> For AY 2022-23, the scholarship was capped at the total cost of attendance for the most expensive public institution.

Figure 3. ECACE Scholarship Applications, Awards, and Funding, Academic Years 2022, 2023, and 2024, as of 12/31/23

	AY21-22	AY22-23	AY23-24 As of 12/31/23	Total As of 12/31/23
Applications	905	3,669	5,624	10,198*
Scholarships Awarded	412	2,137	3,405	3,900**
Scholarship Funding	\$5.7m	\$29.6m	\$29.8m	\$65.1m

\*As of 12/31/23, 10,198 applications had been submitted. This does not represent an unduplicated count of students. Students apply annually for the scholarship and may have submitted up to three applications since the scholarship's inception.

\*\*Approximately 3,900 students had been awarded scholarships as of the end of December 2023. The total column represents an unduplicated count of students.

Scholarship recipients are from a variety of diverse backgrounds and academic standings, as the report reflects, with approximately 46% White, 19% Black or African American, and 18% Hispanic/Latina/Latino.<sup>5</sup> In AY 2024, through the end of December 2023, more than \$29m has been awarded thus far. Payments for Spring term are anticipated to begin in January 2024, as students' enrollment is verified.

### EMPLOYMENT INFORMATION FOR ECEC INCUMBENT WORKFORCE MEMBERS AT CONSORTIUM INSTITUTIONS

The Consortium seeks to better understand the employment experience of students who are ECEC incumbent workforce members; this will tell us more about who is enrolling and may help institutions better tailor curriculum. The analysis in this report focuses on workforce members who enrolled or completed early childhood degrees at Consortium institutions from Academic Year 2019-20 through Academic Year 2021-22. These findings are considered “baseline” data, as they represent time prior to the Consortium launch and during the first, soft launch year. This analysis looks at employment information (position, tenure, and employer type) for those students included in the first annual report, which focused on enrollment changes over time. To report student ECEC employment, IBHE and ICCB implemented an innovative cross-agency data matching project, which included data from three state agencies – IBHE, ICCB, and ISAC – and data from the Gateways Registry maintained by INCCRRA. It should be noted that the Gateways Registry may not be inclusive of all early childhood work experience, so the following information is likely an underestimate of one's total experience or tenure in the field.

Overall, most students working in ECEC and enrolled at a Consortium institution were teachers and assistant teachers and together accounted for 76.8% of ECEC incumbent workforce members at Consortium institutions. Students in the ECEC workforce averaged 6.9 years in the field overall (as measured by their first position in the Gateways Registry) and 1.6 years in their most recent position. The vast majority of ECEC workforce members who were Consortium students (88%) worked in child care settings in their most recent position.

#### Conclusion

The Consortium has done significant work since its inception in the summer of 2021 to recruit students and support them to seek credentials and degrees. Institutions (including mentors and ECACE recruiters and outreach specialists), navigators, and others have built strong relationships with communities and employers. In addition, they have worked closely with the ECEC incumbent workforce to support them to upskill, including helping them select and enroll in an institution, apply for financial aid and the ECACE scholarship, and navigate the complex systems of early childhood and higher education. As a result, over 2,100 students received an ECACE Scholarship in Academic Year 2022-23, and over 3,900 individual students have received a scholarship since first awards in March 2021 through early January 2024. These students are progressing towards certificates and degrees in early childhood, which will prepare them for positions such as early childhood teachers and assistant teachers.

<sup>5</sup> The race/ethnicity of 12% of scholarship students is unknown.

As noted in the last report, enrollment increased 17.9% from Academic Year 2019-20 to Academic Year 2021-22. While data is not yet available for Academic Year 2022-23 and Academic Year 2023-2024, if the scholarship volume is an indicator, state agencies anticipate seeing increased enrollment from Academic Year 2021-22. Data from Academic Years 2020, 2021, and 2022 found that most ECEC workforce members at Consortium institutions are serving in teacher and assistant teacher positions. We anticipate that this will continue to be the case in Academic Year 2022-23 and Academic Year 2023-24, and supporting these students through completion will be critical to the success of Smart Start Illinois. As the state increases access to preschool for young children, Illinois must ensure that teachers and assistants are well-qualified to work within these high-quality, state-funded programs. The ECACE initiative is designed to make sure this happens.



## INTRODUCTION

The Illinois Early Childhood Access Consortium for Equity ([ECACE](#)) Initiative is a groundbreaking effort by 62 Illinois public and private [colleges and universities](#), five state agencies, sixteen community-based agencies and other stakeholders to meet the state’s workforce needs in early childhood education and care settings (ECEC).<sup>6,7</sup> Key to the work is increasing access and equitable opportunities to complete higher education credentials. In February of 2023, Governor Pritzker announced Smart Start Illinois, an early childhood initiative that will, among other things, provide every Illinois child with access to preschool. To expand access to children, the state will need substantially more well-prepared teachers and assistant teachers with credentials and degrees. The Early Childhood Access Consortium for Equity is a key partner in growing the number of well-qualified professionals to work in newly funded ECEC settings and supporting the retention and educational advancement of the incumbent workforce as envisioned in Smart Start Illinois.

The ECACE Initiative is centered on ensuring the success and progression of working adults through academic programs that increase their skills and postsecondary credential attainment while providing a seamless transition from one institution to the next. The ECACE Initiative is administered by the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB), in partnership with multiple state agencies, including the Illinois Department of Human Services (IDHS), the Illinois State Board of Education (ISBE), and the Illinois Student Assistance Commission (ISAC). Each of the collaborative partners has a stake and role in ensuring a strong ECEC workforce to support children and families in Illinois.

The [Early Childhood Access Consortium for Equity Act](#) delineates annual and mid-year reporting requirements pertaining to the work of the Consortium and ECACE Initiative. [Section 30 of the Act](#) requires the Consortium to “report to the General Assembly, the Senate and House Committees with oversight over higher education, the Governor, and the Advisory Committee on the progress made by the Consortium.” In August 2023, the Consortium published its first Annual report. This mid-year report provides updates on several aspects of ECACE, including:

- **Academic Year 2022-23**
  - **ECACE Scholarship Uptake:** This includes information about scholarship applications, scholarship awards, and funding disbursed in Academic Year 2022-23.
  - **Outreach and Participation:** This section includes information about outreach of institutions and higher education navigators to the ECEC workforce and workforce members’ participation in outreach. Additionally, this section includes information about institutions’ engagement with and responsiveness to early childhood employers.
- **Academic Years 2021 – 2022**
  - **Position, Years Experience, and Employer Type/Job Site of Consortium Students:** Through additional data matching and analyses, state agencies were able to learn more about the employment history of ECEC incumbent workforce members enrolled in Consortium early childhood programs in Academic Years 2020, 2021, and 2022.

## WORKFORCE OUTREACH AND PARTICIPATION AND ENGAGING EMPLOYERS

As detailed later in this report, the ECACE Scholarship has experienced exponential growth since its inception. This growth is a result of comprehensive outreach efforts to communities, the workforce, and employers by higher education colleges and universities, navigators, and state agencies to recruit early childhood workforce members to upskill. ECEC workforce members returning to school tend to be adult learners, often working full

<sup>6</sup> At the time of the report publication, the Consortium comprises 62 institutions. In AY 2022-23, however, the Consortium had 61 institutions, and their work is reflected in the report.

<sup>7</sup> The ECACE initiative included the Governor’s Office of Early Childhood Development prior to sunseting in September 2023.

time. During the outreach process, institutions, and navigators support workforce members to consider how upskilling may be possible, while balancing work and family obligations.

### ***Outreach By Consortium Colleges and Universities, Academic Years 2022-23***

Consortium institutions conducted significant outreach to early childhood workforce members and employers last year. During Academic Year 2022-23, ECACE colleges and universities reported hosting over 1,725 events to recruit students. Many of these events were conducted by institutional ECACE mentors, coaches, early childhood recruitment specialists, and other similar student support staff. Events included recruitment fairs, open houses, and on-site and virtual sessions with area child care centers and community organizations. Institutions also presented and hosted resource tables at early childhood conferences, including the Illinois Association for the Education of Young Children (ILAEYC) and the Region V Head Start Conference, to recruit and share information. Some institutions worked with navigators or other community partners, such as regional Birth to Five Illinois Councils to co-host community events. These events drew 26,305 participants from the incumbent workforce.

Additional outreach efforts by institutions include meeting with local directors and school superintendents, attending local early childhood collaboration meetings, and participating in interviews with local media to market the ECACE Scholarship and institutional programs. Many institutions launched marketing campaigns, either through social media or more traditional news outlets. Institutions not only recruit students but provide coaching and technical assistance to support individual ECEC workforce members to enroll and access financial aid. Institutions report that often this means working with students to build their confidence and recognize they can be successful in higher education as an adult learner. Figure 4 represents some of the outreach efforts by Consortium colleges and universities in Academic Year 2022-23. However, this does not capture many one-on-one meetings institutions have with students through the enrollment process.

*Figure 4. Consortium Institution Engagement with the ECEC Workforce and Employers, Academic Year 2022-23*

<b>Activity</b>	<b>Number</b>
Outreach Events Held by Consortium Institutions	1,725
Workforce Members Participating in Outreach Events	26,305
Employers with Which Institutions Engaged <sup>8</sup>	6,016

During Academic Year 2022-23, institutions prioritized engaging with and responding to employers to build relationships with communities, recruit workforce members, and to ensure alignment of curriculum to workforce needs. Consortium institutions reported engaging with 6,016 employers. All two-year institutions and many four-year Consortium institutions have advisory boards on which employers sit to provide guidance on program structure, design, and outcomes. Visiting community-based programs has proven to be a successful way for Consortium institutions to build relationships with employers while engaging with potential students. Some institutions have assisted employers in filling open positions, which benefits both employers and students who need work experience to qualify for the ECACE Scholarship.

### ***Higher Education Navigator Outreach***

ECACE Higher Education Navigators occupy an important community-facing role designed to recruit and connect incumbent ECEC workforce members to Consortium institutions. More than 30 navigators are employed within regionally based Child Care Resource and Referral Agencies (CCR&Rs) across the state. Navigators' responsibilities include engaging in outreach to workforce members and employers and providing personalized technical assistance for workforce members to access higher education.

<sup>8</sup> This is likely an overestimate of total number of employers engaged, as this represents the aggregate of the number of employers with which individual institutions reported engaging. Some institutions may have engaged the same employers. Unduplicated data is not available.

During Academic Year 2022-23, navigators received and responded to 3,605 interest forms completed by workforce members interested in learning more about going to college and/or the ECACE Scholarship. In addition, they sent nearly 79,263 emails to engage the workforce and to provide technical assistance and support. During this time, they also hosted over 1,209 information sessions through activities such as hosting tables and booths at college and career fairs, providing presentations at local advisory committees, and partnering with regional two- and four-year institutions for recruitment events. Navigators also held 802 meetings with higher education institutions to develop relationships, gather information about available courses and services, and to ensure seamless transitions and enrollment for students.

An important role of the navigator includes visiting child care centers and school districts to conduct outreach and provide information about supports like navigators, the ECACE Scholarship, and debt relief funds. Navigators conducted 1,092 such meetings in Academic Year 2022-23. Like institution mentors and recruiters, navigators provide significant coaching. They have found that ECEC workforce members often need encouragement and multiple engagements to gather the confidence needed to enroll.

Figure 5. Navigator Outreach and Technical Assistance, Academic Year 2022-23

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

Personalized technical assistance to workforce members was provided through 4,249 meetings, including both virtual (1,309) and in-person (1,868) meetings. Technical assistance included support for things like applying to an institution, completing the FAFSA and ECACE Scholarship application, and connecting with institutional resources, including mentors.

**State Outreach**

The State conducted outreach to provide employers and potential students with information about the ECACE Scholarship, navigators, and other supports to go to college. ISAC created flyers in both English and Spanish. Institutions, navigators, state agencies, and other partners used these flyers and other informational materials at events with workforce members, in outreach to early childhood provider locations, for postings in public locations, and in emails and mailings to the workforce. In the fall of 2022, IDHS supported ECACE by placing scholarship and navigator flyers in a Child Care Assistance Program (CCAP) mailing. Additionally, ECACE placed articles in two quarterly electronic newsletters published by the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). These newsletters targeted 10,000 directors of licensed child care centers. In addition, INCCRRA distributed information via email about ECACE opportunities on two occasions to approximately 50,000 individuals in the Gateways to Opportunity® Registry (Gateways Registry) that reported holding less than a bachelor’s degree. Lastly, IBHE, ICCB, and ISAC, with the support of INCCRRA, posted on social media and partnered together for a campaign across multiple platforms, encouraging ECEC workforce members to apply for the ECACE Scholarship and highlighting the stories of students who have enrolled in ECACE programs.

Collectively the work of institutions, navigators, state agencies, and other partners has led to the significant uptake in the ECACE Scholarship and increased enrollment in early childhood programs.

**ECACE SCHOLARSHIP, ACADEMIC YEAR 2022-23**

ECACE has awarded scholarships to 3,900 individual students in 95% of the counties across Illinois from its first award in March of 2022 through December 2023. Launched mid-year in Academic Year 2021-22, the ECACE

Scholarship is a cornerstone of the ECACE Initiative. The Illinois Student Assistance Commission (ISAC) administers the ECACE Scholarship in partnership with IBHE and ICCB. The ECACE Scholarship addresses the often-prohibitive cost of attending higher education, which spans beyond tuition and fees and includes expenses such as books and supplies, housing, transportation, and more. The scholarship covers up to the full cost of attendance (COA) after other scholarships and grants are applied to students' accounts.<sup>9</sup> The scholarship is available to qualified ECEC incumbent workforce members seeking an early childhood degree or credential at Consortium institutions. In the words of one scholarship recipient:

*The scholarship allows me to work and go to school at the same time. Being an adult learner is hard enough. It takes courage. It feels great to not worry about the financial aspect of going back to school.*

– ECACE Scholarship Recipient

Academic Year 2022-23 was the first full year of the ECACE Scholarship, and scholarship uptake increased dramatically from AY 2021-22. In Academic Year 2022-23, ISAC received 3,669 applications leading to \$29.6 million in scholarships to 2,137 students. Applications and awards were significantly more than in the first year, in which \$5.7 million in scholarship funds were distributed to 412 members of the incumbent workforce. Awards ranged in size, and the per pupil average award was \$13,828. Community college awards were \$8,588/student on average. Four-year institution average per pupil awards were \$17,721 and \$18,360 at private and public institutions, respectively.

Figure 6. ECACE Scholarship Applications, Awards, and Funding, Academic Years 2022, 2023, and 2024, as of 12/31/23

	AY21-22	AY22-23	AY23-24 As of 12/31/23	Total As of 12/31/23
Applications	905	3,669	5,624	10,198*
Scholarships Awarded	412	2,137	3,405	3,900**
Scholarship Funding	\$5.7m	\$29.6m	\$29.8m	\$65.1m

\*As of 12/31/23, 10,198 applications had been submitted. This does not represent an unduplicated count of students. Students apply annually for the scholarship and may have submitted up to three applications since the scholarship's inception.

\*\*Approximately 3,900 students had been awarded scholarships as of the end of December 2023.

The total column represents an unduplicated count of students.

### Income and Age of Scholarship Recipients

Characteristics of scholarship recipients during the school year during AY 2022-23 highlight the fact the people who are benefiting from the scholarship are those with financial need. During the second year of the scholarship funding, 76% of recipients had an Expected Family Contribution (EFC) of less than \$10,000. EFC is a measure of the amount a college student and/or their family might be able to pay towards their college education. This demonstrates that recipients needed this scholarship to facilitate their success in pursuing higher education. Wages of the incumbent early childhood workforce are low compared to many other occupations, and the scholarship provides a stopgap in funding that traditional financial aid cannot provide alone.<sup>10</sup>

<sup>9</sup> For AY 2022-23, the scholarship was capped at the total cost of attendance for the most expensive public institution.

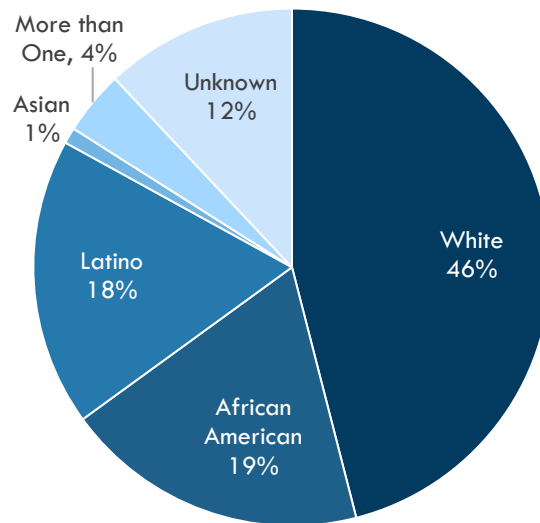
<sup>10</sup> Dade, A., and McLean, C (2023). The Early Educator Workforce Crisis How Legislators Can Make a Difference for Kids, Families, and Educators. Center for the Study of Child Care Employment. <https://csce.berkeley.edu/wp-content/uploads/2023/03/fact-sheet-The-Early-Educator-Workforce-Crisis-How-Legislators-Can-Make-a-Difference-for-Kids-Families-and-Educators-2023-03-13.pdf>

ECACE Scholarship recipients tend to be adult learners and are on average older than traditional college students. Approximately 46% of ECACE Scholarship students are older than 30. Whereas, in 2019, less than 15% of undergraduate students nationally were over age 30.<sup>11</sup>

### Race/Ethnicity and Gender of Scholarship Recipients

The race and ethnicity of ECACE Scholarship recipients largely mirror workforce members working in licensed child care settings.<sup>12</sup> In Academic Year 2022-23, most ECACE Scholarship recipients, approximately 46%, were White. The next highest categories of recipients were Black/African American (19%) and Hispanic/Latina/Latino (18%). Approximately 12% did not provide a race/ethnicity or marked unknown, which is a noteworthy percentage of the overall recipients. Recipients reported their gender as 89% female, 9% other/unknown and 2% male.

Figure 7. Race/Ethnicity of ECACE Scholarship Recipients, Academic Year 2022-23



### Region of Illinois and Sector

Of the scholarship recipients in Academic Year 2022-23, 50% resided downstate, 33% resided in collar counties of Chicago, and 17% resided in Chicago. The higher uptake in downstate and collar county communities may be due, in part, to historical differences in scholarship availability between Chicago and other areas of the state.<sup>13</sup> See Appendix A and Appendix B for scholarship awards by county, economic development region, and IDHS' Service Delivery Areas (SDAs). Recipients across the state utilized scholarship funds at Consortium institutions, including community colleges (44%), private four-year institutions (30%), and public universities (26%).<sup>14</sup>

<sup>11</sup> Fifteen percent of undergraduate students are over 25 years of age, and 5% were over 35 years of age. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2020, Fall Enrollment component. See Digest of Education Statistics 2021, table 303.50. Fall 2019 data. <https://nces.ed.gov/programs/coe/indicator/csb/postsecondary-students>

<sup>12</sup> Data aggregated across teachers, assistant teachers, and directors in licensed child care centers in Illinois. Whitehead, J. (2021). Illinois' Early Childhood Workforce 2020 Report. Bloomington, IL: INCCRRA. [https://www.inccrra.org/images/datareports/Illinois\\_Early\\_Childhood\\_Education\\_Workforce\\_2020\\_Report.pdf](https://www.inccrra.org/images/datareports/Illinois_Early_Childhood_Education_Workforce_2020_Report.pdf)

<sup>13</sup> In 2018, the City of Chicago launched the Chicago Early Learning Workforce Scholarship, which provides significant scholarship funding to those working or interested in working in early childhood settings.

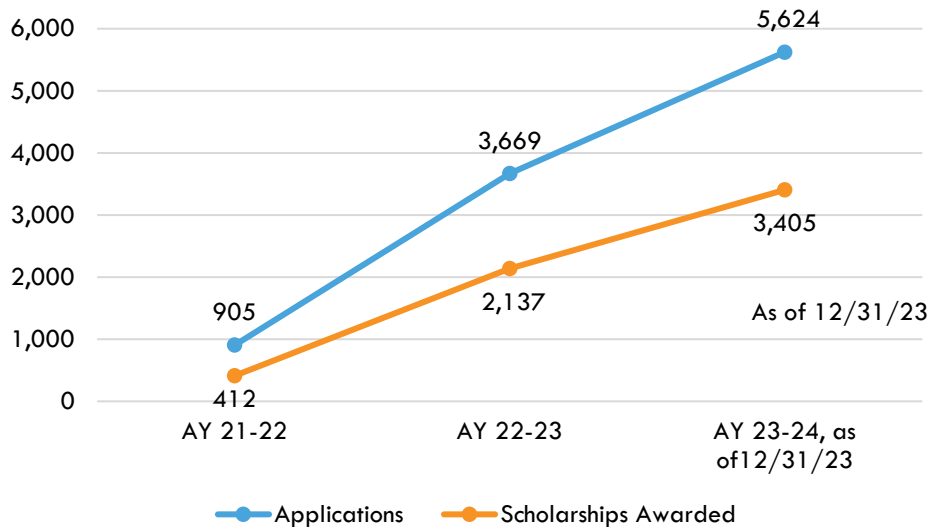
<sup>14</sup> It's particularly interesting to note but unclear why most scholarship students are at four-year institutions, as state data indicates significantly more workforce members have with no degree (approximately 20,000 in licensed centers) than those with an Associates degree who need a Bachelor's degree (approximately 8,000 in licensed centers.) And, in this year of the scholarship, those with less than 60 hours were not eligible to attend four-year institutions. It may be that students with 60+ hours and no degree have chosen to go to a university at this point in their educational career. Or, it may be that, at this point in time, more students with an associate degree are interested in pursuing an additional/Bachelor's degree. Data on workforce members is from Spring 2020 and provided by INCCRRA to IBHE in Spring of 2021.

## Academic Year 2023-2024 Scholarships

Though still early in the academic year, there is already evidence that interest in and uptake of the ECACE Scholarship will exceed that of Academic Year 2022-23, as navigators, mentors, and institutions work together to ensure increased access to credentials and degrees. ECACE Scholarship applications and awards in the current academic year (Academic Year 2023-24) are higher than all of last academic year, with 5,624 applications submitted as of December 31, 2023.

Awards for the scholarship are in progress, and awards will continue to be made through the academic year. Figure 8 demonstrates the increase of ECACE Scholarship applications and awards from Academic Year 2021-22 to the current year, AY 2023-24.

Figure 8. ECACE Scholarship Applications and Awards, Academic Years 2022 – 2024



This academic year, as of December 31, 2023, ISAC has distributed \$29.8m to 3,405 students for Fall 2023, more than in all of Academic Year 2022-23. It is difficult to predict total spending for the current year. However, we do know that the total amount of scholarships funded will be significantly higher than last year. Not only are applications and awards already higher than last year, but we also anticipate that the per student cost will be higher. The ECACE Scholarship eligibility was expanded to include graduate students and some non-degree students, who often do not qualify for federal grants.

## EMPLOYMENT INFORMATION FOR ECEC WORKFORCE MEMBERS AT CONSORTIUM COLLEGES AND UNIVERSITIES

The Consortium seeks to better understand the employment experience of ECEC incumbent workforce members seeking credentials and degrees in early childhood at Consortium institutions. The following analysis focuses on workforce members who enrolled or completed early childhood degrees at Consortium institutions from Academic Year 2019-20 through Academic Year 2021-22. This data is considered “baseline” data, as this was for years prior to and during the first, soft-launch year of the Consortium only. This analysis looks at employment information (position, tenure, and employer type) for those students included in the first annual report, which focused on the change in enrollment of the incumbent workforce members of the ECEC workforce at ECACE member institutions in early childhood programs from Academic Year 2019-20 (baseline year) to Academic Year 2021-22, the first year of the ECACE Initiative.

### Methodology and Data

To report on enrolled student/incumbent workforce member employment, IBHE and ICCB implemented an innovative cross-agency data matching project, which included data from three state agencies – IBHE, ICCB, and ISAC – and INCCRRA. The data matching project included early childhood enrollment and completion information at the student level from IBHE’s Illinois Higher Education Information System and ICCB’s Centralized

Data System, ECACE Scholarship information from ISAC, and employment information from the Gateways Registry. Matching enrollment data with employment data from the Gateways Registry allowed the Consortium to identify those incumbent workforce members that have been employed in child care settings who are enrolled in Consortium higher education programs.<sup>15</sup> All ECEC workforce members at Consortium institutions were included in this analysis in an effort to develop baseline information on position, tenure, and employer type. In future iterations of this report the information will be limited to ECACE students who enrolled or completed certificates/degrees after the Consortium was established.

It should be noted that the Gateways Registry may not be inclusive of all early childhood work experience, so the following information is likely an underestimate of one's total experience or tenure in the field. The Registry was launched in 2009, but registering only became a requirement in 2012. So early childhood work experience prior to 2012 may not be included in the Registry. Although there are a limited number of matched employment records in the Gateways Registry dating all the way back to 2000, only 2.9% of the matched employment records in the registry reflect job start dates prior to 2014. The vast majority of matched employment records in the Gateways Registry (97.1%) are from 2014 forward, which aligns with when registering became mandatory.

This report addresses the following questions:

- What position did Consortium students hold in their most recent job in an early childhood education and care setting?
- How long have students/incumbent workforce members been working in their most recent jobs, as reported in the Gateways Registry?
- In what setting were students/incumbent workforce members employed in their most recent job?
- What is the total tenure of students/incumbent workforce members in the early childhood field, based on when they started their first job identified within the Gateways Registry?

### **All ECACE Member Institutions**

The section below provides information about ECEC workforce members at all Consortium institutions in AYS 2020, 2021, and 2022, including information about past job positions, experience in the field, and the type of setting in which they most recently worked.

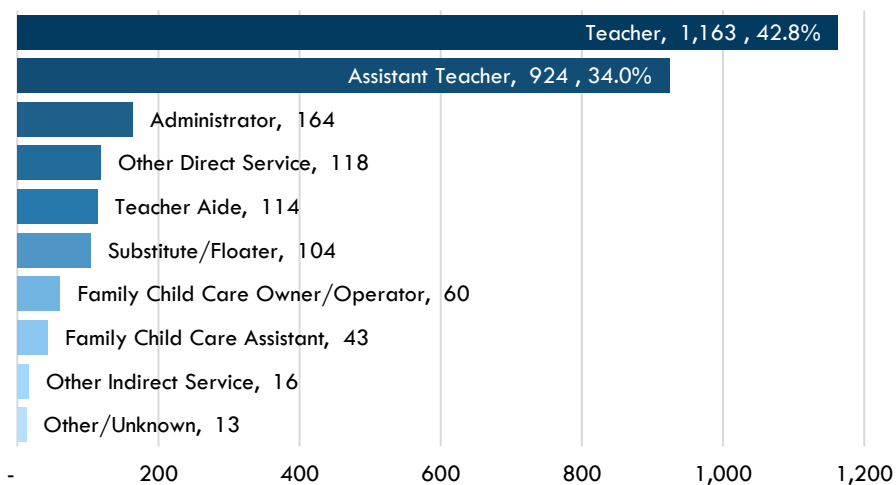
#### *Position Type*

As seen in Figure 9, teachers and assistant teachers comprise the two largest groups of students by a considerable margin and together accounted for 76.8% of students who were incumbent workforce members at Consortium institutions. Slightly more students reported being teachers (1,163) than assistant teachers (924). The next largest groups comprise administrators (6.0%), those in other direct service positions (4.3%), teacher aides (4.2%), and substitute teachers (3.8%). Family child care owners/operators, family child care assistants, those providing indirect services, and those falling into the "other/unknown" category together comprised slightly less than 5.0% of the overall group combined. Overall, enrolled students reflect those working in child care settings, with a primary focus on education and care, administration, and support services.

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<sup>15</sup> Those working in family or community based child care settings in Illinois are required to enter their employment information in the Gateways to Opportunity Registry. The Consortium was not able to access ISBE data, which would enable the Consortium to include information on enrollment of the incumbent workforce in a school/district setting. An agreement to facilitate the sharing of this information is near final execution, and there are plans to include information from ISBE on ECEC paraprofessionals working in school district settings in future reports.

Figure 9. Distribution of Overall Enrolled ECEC Workforce Population by Position Type, (N=2,719)



Note: The "other/unknown" category includes the following position categories: unknown, other, youth development practitioners, and school-age site coordinators.

### Employment Tenure

Figure 10 illustrates the average number of years since students' first reported position in the Gateways Registry (as a proxy for years worked in the field) and the average number of years in their most recent position, as reported in the Gateways Registry.<sup>16</sup> Overall, enrolled students who are ECEC workforce members averaged 6.9 years in the field and 1.6 years in their most recent position. Again, enrolling in the Gateways Registry was not required until 2012, and most data in the matched data set were for 2014 or later. Therefore, employment prior to that time may not be included in the Registry. Additionally, this data is for students enrolled in Academic Years 2020, 2021, 2022. Therefore, tenure in the field may be an underestimate and may not be representative of the overall workforce.

Students who worked as administrators and family child care owners and operators have the greatest number of years in the field at 14.0 and 12.0 years, respectively. Family child care owners (2.6 years) and family child care assistants (2.2 years) have the greatest number of years in their most recent position and are the only two groups with two or more years of experience in their most recent position. Students serving as assistant teachers, family child care assistants, and substitute teachers averaged the least amount of time in the field, all less than five years on average.

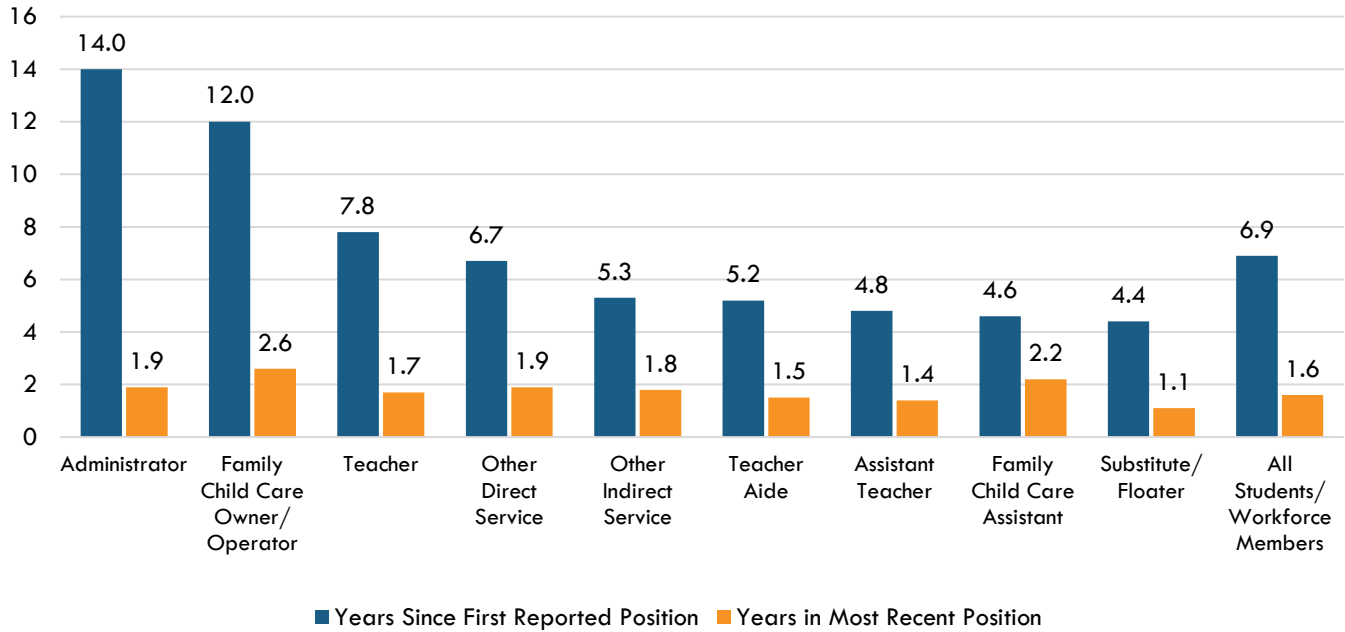
It is noteworthy but unclear why family child care owners on average have 12 years in the field but only 2.6 in their most recent position. It could be that many of these students have worked in the field for years and only relatively recently opened their own home child care business. Again, this data is for enrolled students and may not represent the overall workforce.

To summarize, the data shows that tenure in recent positions and in the field for Consortium students varies substantially by position, with those students in administrative and ownership positions having the longest tenure in the field.

<sup>16</sup> Most recent position means a person's most recent job title, not most recent employer. A person with two years in most recent position may have been employed longer in another role in their workplace.



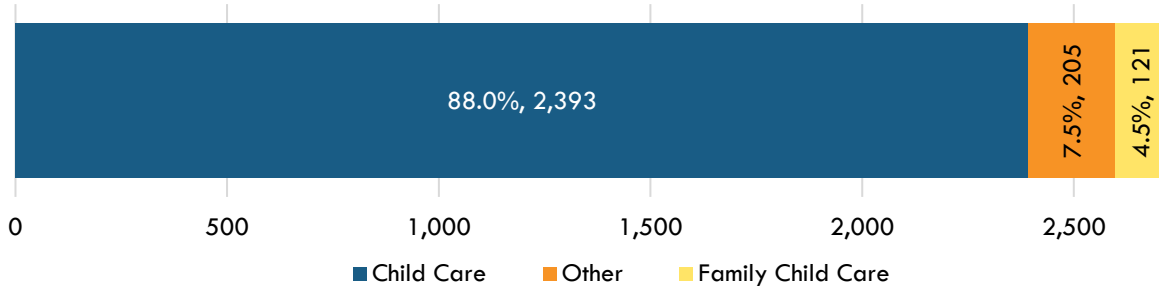
Figure 10. Job Tenure in the Field for ECEC Workforce Members in Early Childhood Programs at Consortium Institutions



Employer Type/Job Setting

The vast majority of ECEC workforce members who are Consortium students (88%) worked in child care settings in their most recent role/position. As depicted in Figure 11, an additional 4.5% worked in family child care settings, and 7.5% fell into the “other” category, which included those with a not applicable or missing employer type in the Gateways Registry.

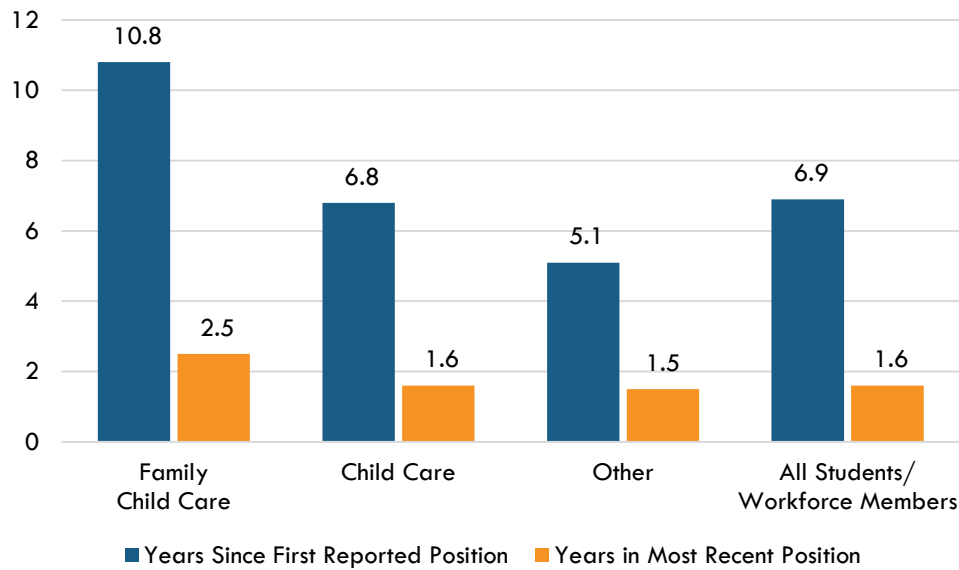
Figure 11. Distribution of ECEC Workforce Members from Consortium Institutions by Employer Type, (N=2,719)



Although they comprised the smallest group (4.5%), those working in family child care had the longest average experience in the field and in their most recent job (see Figure 12). Those working in child care settings, which represented 88% of these students, averaged 6.8 years of experience in the field and 1.6 years of experience in their most recent position. It is unclear why time in position for those working in child care is so low. A Fiscal Year 2021 report from INCCRRA indicated turnover rates for teachers and assistants in Illinois child care centers were 69.7% and 67.5% respectively.<sup>17</sup> Therefore, low rates in position could be reflective of advancing to higher roles, potentially related to educational advancement. Or, it could be reflective of in-field turnover with students moving to new positions.

<sup>17</sup> INCCRRA (2021). Illinois Salary and Staffing Survey of Licensed Child Care Facilities, FY2021. <https://www.dhs.state.il.us/OneNetLibrary/27897/documents/Child%20Care/FY21SSsv.7.IDHS.FINAL.pdf>

Figure 12. Job Tenure by Employer Type for ECEC Workforce Members from Consortium Institutions



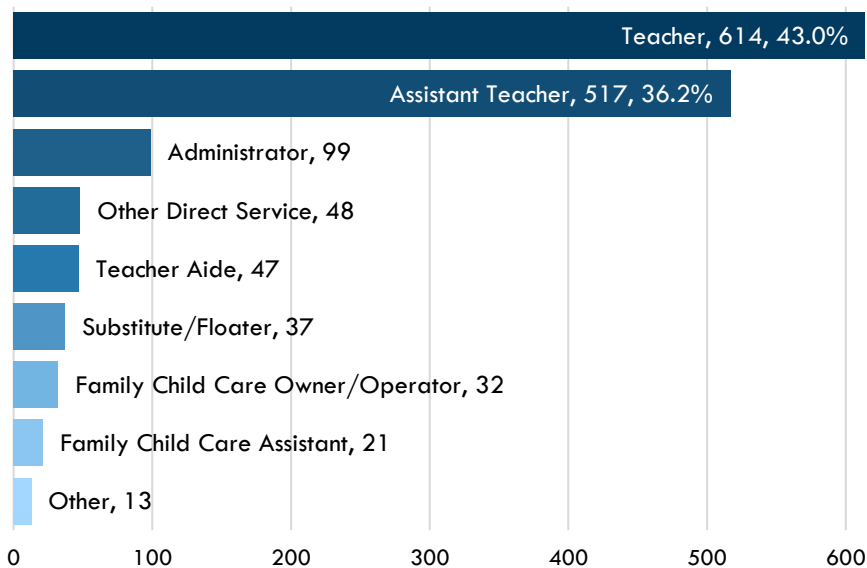
### ECEC Workforce Members in Early Childhood Programs at Illinois Community Colleges

The section below provides information about ECEC workforce members at Illinois community colleges in AYs 2020, 2021, and 2022, including information about past job positions, experience in the field, and the type of setting in which they last worked.

#### Position Type

As shown in Figure 13, 1,428 students from early childhood programs at Illinois community colleges held ECEC positions identified within the Gateways Registry. The greatest numbers were observed in the teacher and assistant teacher roles, with 614 and 517 individuals, respectively. Together teachers and assistant teachers accounted for nearly four out of every five of incumbent workforce members in an early childhood program at Illinois community colleges (79.2%). The next largest groups were administrators at 6.9% and those providing other direct services at 3.4%. Together, family child care owners/operators and family child care assistants made up 3.7% of the ECEC workforce members at Illinois community colleges.

Figure 13. Distribution of ECEC Workforce Members at Illinois Community Colleges by Gateways Position Type (N=1,428)

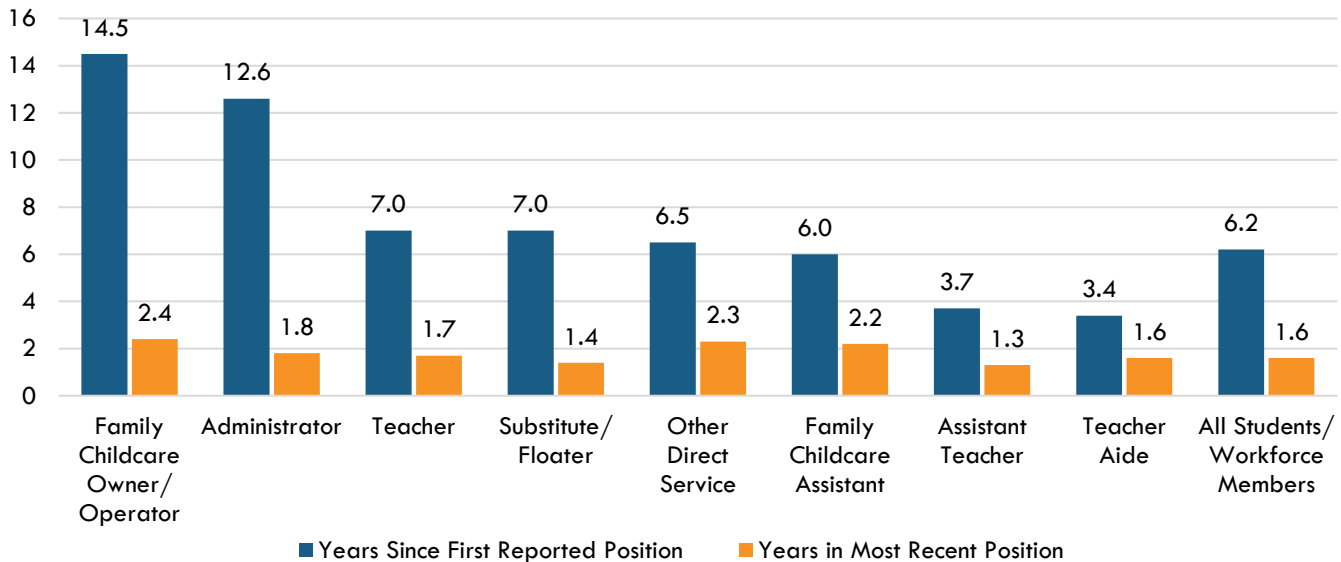


## Employment Tenure

The Consortium sought to better understand the ECEC employment experience of students enrolled in early childhood programs at community colleges, including how long they have worked in their current position and in the ECEC field. The overall average number of years in the most recent job across all positions was 1.6 years, and the average number of years of experience in the field was 6.2 years. As illustrated in Figure 14, teachers averaged 1.7 years in their most recent position and 7.0 years overall, while assistant teachers averaged 1.3 years and 3.7 years overall. Family child care operators, totaling 32 individuals, averaged 2.4 years in their most recent position and 14.5 years in the field.

Administrators, with 99 individuals, had an average tenure of 12.6 years in the field and 1.8 years in their most recent position, while those in the family child care assistant role, numbering 21 individuals, had an average of 2.2 years in their most recent job.

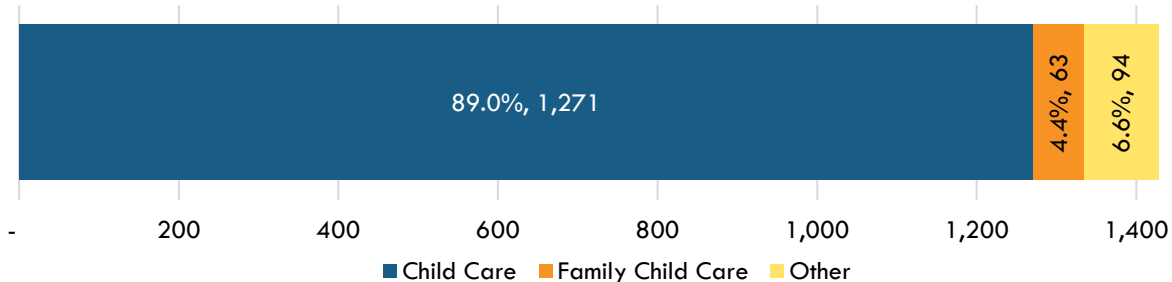
Figure 14. Job Tenure for ECEC Workforce Members in Early Childhood Programs at Illinois Community Colleges



## Employer Type/Job Setting

Of the 1,428 ECEC workforce members from Illinois community colleges, most (89%) were employed in child care settings, while 63 individuals (4.4%) were employed in family child care settings. The remainder, or 6.6%, fell into the “other” category indicating the employer type was missing or not applicable.

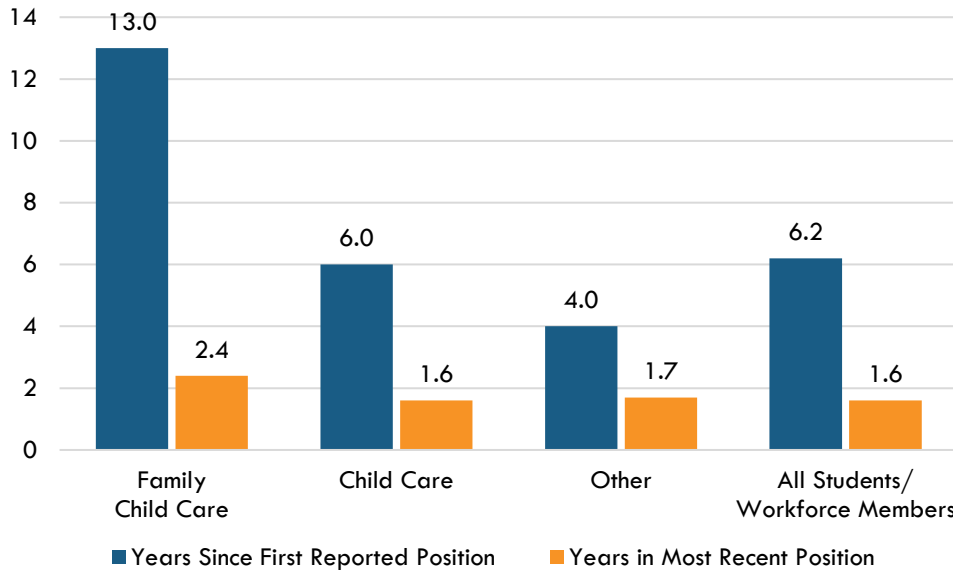
Figure 15. Distribution of Enrolled ECEC Workforce Members at Illinois Community Colleges by Employer Type (N=1,428)



As illustrated in Figure 16, the average number of years spent in the most recent job within the Gateways Registry was 1.6 for ECEC incumbent workforce members at Illinois community colleges, with total field experience of 6.2 years, with variation among different employer types. Those working in a family child care setting demonstrated the longest job tenure in their most recent job at 2.4 years and 13.0 years in the field.

These statistics provide insight into the job length trends within different employer types for Consortium students.

Figure 16. Job Tenure by Employer Type for ECEC Workforce Members at Illinois Community Colleges



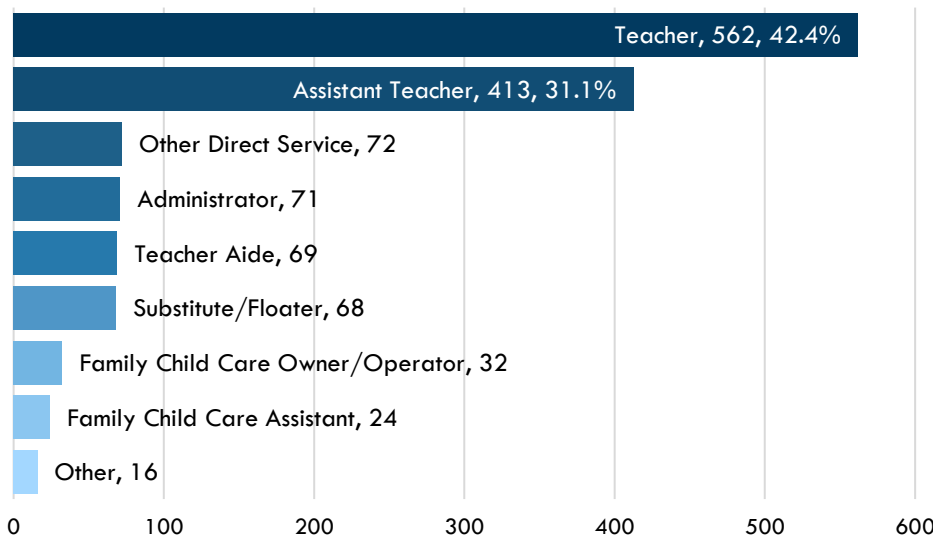
**ECEC Workforce Members in Early Childhood Programs at Consortium Four-Year Consortium Institutions**

The section below provides information about ECEC workforce members at public and private four-year colleges and universities, including information about past job positions, experience in the field, and the type of setting in which they last worked.

*Position Type*

As depicted in Figure 17, of the 1,327 ECEC workforce members from ECACE four-year institutions teachers comprised 42.4%, followed by assistant teachers at 31.1%. Together teachers and assistant teachers made up 73.5% of ECEC workforce members at Consortium four-year institutions. Additionally, there were four groups of similar size, each constituting slightly more than five percent, including: those providing other direct services (5.4%); administrators (5.4%); teacher’s aides (5.2%); and substitute teachers (5.1%).

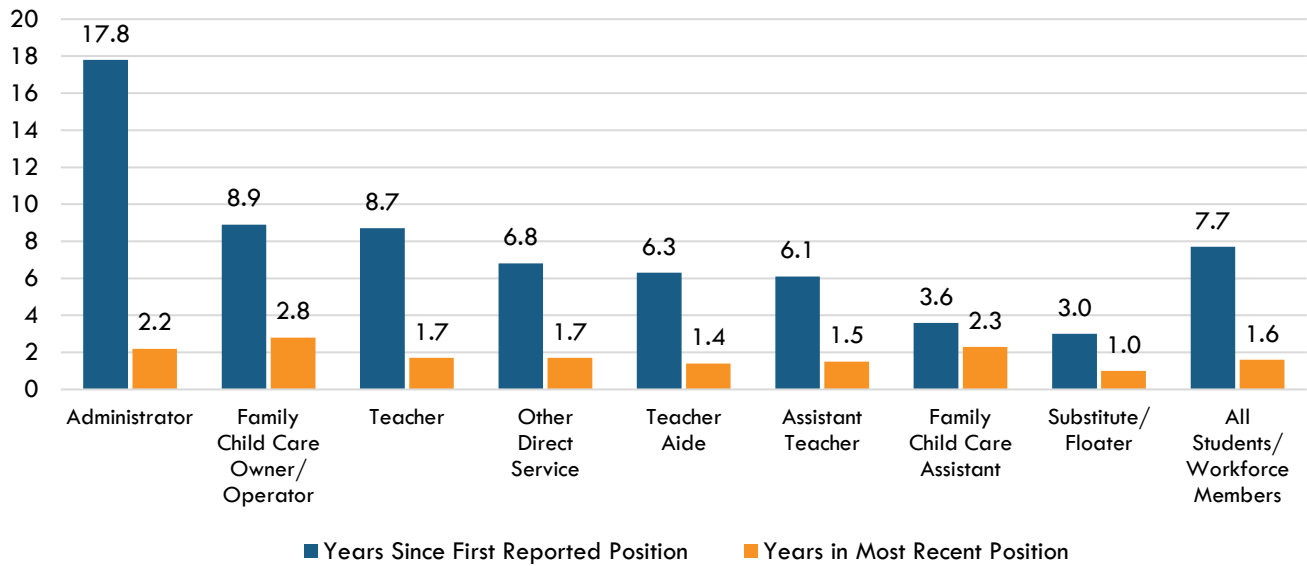
Figure 17. Distribution of the Enrolled ECEC Workforce Members at ECACE Four-Year Institutions by Position Type (N=1,327)



## Employment Tenure

Figure 18 illustrates notable variation in experience across different roles for ECEC workforce members enrolled at Consortium four-year institutions. Administrators had the highest average field experience at 17.8 years and averaged 2.2 years in their most recent position. Family child care operators had the second greatest total early childhood tenure at 8.9 years and the greatest experience in their most recent job at 2.8 years. Teachers, which comprised the largest group at 562, averaged 8.7 years in the field and 1.7 years in their most recent position. The two groups with the shortest overall field experience were in support positions: family child care assistants (3.6 years) and substitutes/floaters (3.0 years).

Figure 18. Job Tenure for ECEC Workforce Members from Consortium Four-Year Institutions



As shown in Figure 19, the vast majority of ECEC workforce members from Consortium four-year institutions (86.5%) worked in child care settings and 4.7% were in family child care settings. An additional 8.8% fell into the “other” category, which generally indicated a missing or not applicable employer setting.

Figure 19. Distribution of the ECEC Workforce Members at Consortium Four-Year Institutions by Employer Type (N=1,327)

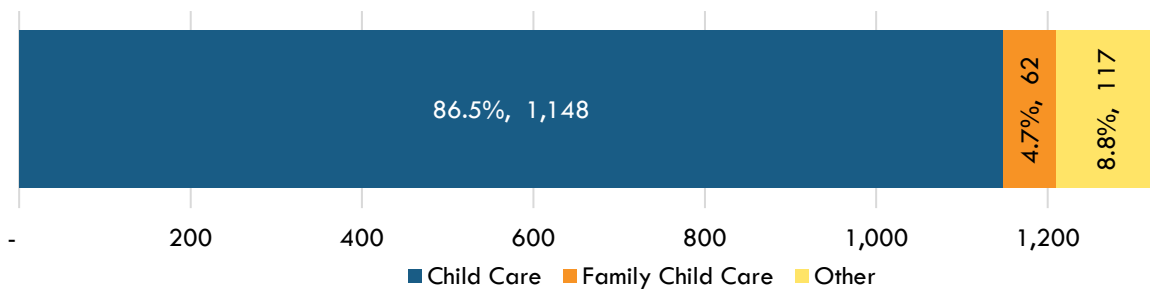
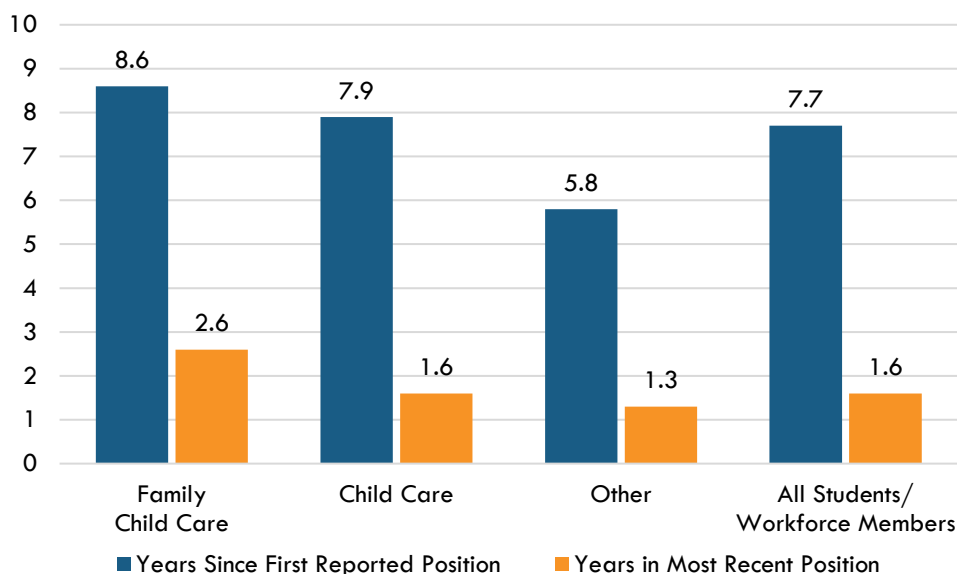


Figure 20 depicts some slight variation in total early childhood employment tenure and the length of time in the most recent position by employer setting. As previously noted, child care was the most noted employer type, representing 1,148 ECEC workforce members from Consortium four-year institutions. Those working in child care settings averaged 1.6 years in their most recent position and 7.9 years of total experience in the field. Those working in family child care, a relatively smaller group comprising 62 students, averaged 2.6 years in their most recent position and 8.6 years in the field. The “other” category, comprising 117 students, had the shortest average length of time in their most recent position (1.3 years) and in the field (5.8 years).

Figure 20. Job Tenure by Employer Type for ECEC Workforce Members from Consortium Four-Year Institutions



## CONCLUSION

The Consortium has done significant work since its inception in the summer of 2021. Institutions (including their mentors, ECACE recruiters, and outreach specialists), navigators, and others have done much work to reach out to the ECEC incumbent workforce to support them to go to college, including helping them select and enroll in an institution, apply for financial aid and the ECACE scholarship, and navigate the complex systems of early childhood and higher education. As a result, over 2,100 students received an ECACE Scholarship in Academic Year 2022-23.

As noted in the last report, enrollment increased 17.9% from Academic Year 2019-20 to Academic Year 2021-22. While data is not yet available for enrollment rates for incumbent workforce members in Academic Year 2022-23, if the scholarship volume is an indicator, state agencies anticipate seeing increased enrollment from Academic Year 2021-22.

Data from Academic Years 2020, 2021, and 2022 found that most ECEC workforce members at Consortium institutions are serving in teacher and assistant teacher positions. We anticipate that this will continue to be the case in Academic Year 2022-23 and Academic Year 2023-24, and supporting these students through completion will be critical to the success of Smart Start Illinois. As the state increases access to preschool for young children, Illinois must ensure that teachers and assistants are well-qualified to work within these high-quality, state-funded programs. The ECACE initiative is designed to make sure this happens.

**APPENDIX A: SCHOLARSHIP AWARDS BY ILLINOIS ECONOMIC DEVELOPMENT REGION**

Region/County	# of Recipients	% of Total Recipients
<b>Region 1: Central Counties (12)</b>		
Cass	1	0.05%
Christian	6	0.28%
Greene	3	0.14%
Logan	6	0.28%
Macon	13	0.61%
Macoupin	12	0.56%
Menard	1	0.05%
Montgomery	10	0.47%
Morgan	3	0.14%
Sangamon	34	1.59%
Scott	5	0.23%
Shelby	4	0.19%
<b>Region 1 Total</b>	<b>98</b>	<b>4.59%</b>
<b>Region 2: East Central Counties (6)</b>		
Champaign	56	2.62%
Douglas	2	0.09%
Ford	2	0.09%
Iroquois	16	0.75%
Piatt	4	0.19%
Vermilion	13	0.61%
<b>Region 2 Total</b>	<b>93</b>	<b>4.35%</b>
<b>Region 3: North Central Counties (10)</b>		
De Witt	1	0.05%
Fulton	5	0.23%
Livingston	9	0.42%
Mason	1	0.05%
McLean	43	2.01%
Peoria	23	1.08%
Tazewell	9	0.42%
Woodford	7	0.33%
Marshall	-	0.00%
Stark	-	0.00%
<b>Region 3 Total</b>	<b>98</b>	<b>4.59%</b>

Region/County	# of Recipients	% of Total Recipients
<b>Region 4: Northeast Counties (10)</b>		
Cook	615	28.78%
DeKalb	30	1.40%
DuPage	87	4.07%
Grundy	10	0.47%
Kane	79	3.70%
Kankakee	111	5.19%
Kendall	32	1.50%
Lake	56	2.62%
McHenry	44	2.06%
Will	137	6.41%
<b>Region 4 Total</b>	<b>1,201</b>	<b>56.20%</b>
<b>Region 5: Northern Stateline Counties (4)</b>		
Boone	4	0.19%
Ogle	10	0.50%
Stephenson	34	1.59%
Winnebago	44	2.06%
<b>Region 5 Total</b>	<b>92</b>	<b>4.31%</b>
<b>Region 6: Northwest Counties (10)</b>		
Bureau	16	0.75%
Carroll	16	0.75%
Henry	10	0.47%
LaSalle	40	1.90%
Lee	10	0.47%
Mercer	2	0.09%
Putnam	1	0.05%
Rock Island	34	1.59%
Whiteside	23	1.08%
Jo Daviess	-	0.00%
<b>Region 6 Total</b>	<b>152</b>	<b>7.11%</b>

Region/County	# of Recipients	% of Total Recipients
<b>Region 7: Southeastern Counties (13)</b>		
Clark	1	0.05%
Coles	13	0.61%
Crawford	1	0.05%
Cumberland	3	0.14%
Edgar	3	0.14%
Effingham	11	0.51%
Fayette	8	0.37%
Jasper	3	0.14%
Lawrence	1	0.05%
Marion	14	0.66%
Richland	2	0.09%
Clay	-	0.00%
Moultrie	-	0.00%
<b>Region 7 Total</b>	<b>60</b>	<b>2.81%</b>
<b>Region 8: Southern Counties (19)</b>		
Alexander	1	0.05%
Edwards	1	0.05%
Franklin	21	0.98%
Hamilton	3	0.14%
Jackson	18	0.84%
Jefferson	16	0.75%
Perry	4	0.19%
Pulaski	1	0.05%
Saline	18	0.84%
Union	2	0.09%
Wayne	8	0.37%
White	3	0.14%
Williamson	24	1.12%
Gallatin	-	0.00%
Hardin	2	0.09%
Johnson	-	0.00%
Massac	-	0.00%
Pope	-	0.00%
Wabash	-	0.00%
<b>Region 8 Total</b>	<b>120</b>	<b>5.71%</b>

Region/County	# of Recipients	% of Total Recipients
<b>Region 9: Southwestern Counties (9)</b>		
Bond	7	0.33%
Clinton	12	0.56%
Jersey	1	0.05%
Madison	70	3.28%
Monroe	9	0.42%
Randolph	6	0.28%
St. Clair	47	2.20%
Washington	4	0.19%
Calhoun	-	0.00%
<b>Region 9 Total</b>	<b>156</b>	<b>7.30%</b>
<b>Region 10: West Central Counties (9)</b>		
Adams	27	1.26%
Brown	1	0.05%
Hancock	3	0.14%
Knox	2	0.10%
McDonough	3	0.14%
Pike	5	0.23%
Schuyler	4	0.19%
Warren	2	0.09%
Henderson	-	0.00%
<b>Region 10 Total</b>	<b>47</b>	<b>2.20%</b>
<b>No Illinois Region: Bordering Counties</b>		
Fayette, KY	1	0.05%
Ingham, MI	1	0.05%
Jasper, IN	1	0.05%
Jefferson, MO	1	0.05%
Kenosha, WI	2	0.09%
Lake, IN	8	0.37%
Porter, IN	1	0.05%
St. Louis, MO	3	0.14%
<b>No Illinois Total</b>	<b>18</b>	<b>0.84%</b>



**APPENDIX B: SCHOLARSHIP AWARDS BY IDHS SERVICE DELIVERY AREA**

Service Delivery Area/County	# of Recipients	% of Total Recipients
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Service Delivery Area 1		
Boone	4	0.19%
Stephenson	34	1.59%
Jo Daviess	0	0.00%
Winnebago	44	2.06%
<b>Total</b>	<b>82</b>	<b>3.84%</b>

Service Delivery Area 2		
Carroll	16	0.75%
DeKalb	30	1.40%
Lee	10	0.47%
McHenry	44	2.06%
Ogle	10	0.47%
Whiteside	23	1.08%
<b>Total</b>	<b>133</b>	<b>6.22%</b>

Service Delivery Area 3		
Lake	56	2.62%
<b>Total</b>	<b>56</b>	<b>2.62%</b>

Service Delivery Area 4		
DuPage	87	4.07%
Kane	79	3.70%
<b>Total</b>	<b>166</b>	<b>7.77%</b>

Service Delivery Area 5		
Grundy	10	0.47%
Kankakee	111	5.19%
Kendall	32	1.50%
Will	137	6.41%
<b>Total</b>	<b>290</b>	<b>13.57%</b>

Service Delivery Area 6		
Cook	615	28.78%
<b>Total</b>	<b>615</b>	<b>28.78%</b>

Service Delivery Area/County	# of Recipients	% of Total Recipients
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Service Delivery Area 7		
Henry	10	0.47%
Henderson	0	0.00%
Knox	2	0.09%
McDonough	3	0.14%
Mercer	2	0.09%
Rock Island	34	1.59%
Warren	2	0.09%
<b>Total</b>	<b>53</b>	<b>2.48%</b>

Service Delivery Area 8		
Bureau	16	0.75%
Fulton	5	0.23%
LaSalle	40	1.87%
Marshall	0	0.00%
Peoria	23	1.08%
Putnam	1	0.05%
Stark	0	0.00%
Tazewell	9	0.42%
Woodford	7	0.33%
<b>Total</b>	<b>101</b>	<b>4.73%</b>

Service Delivery Area 9		
De Witt	1	0.05%
Ford	2	0.09%
Livingston	9	0.42%
McLean	43	2.01%
<b>Total</b>	<b>55</b>	<b>2.57%</b>

Service Delivery Area 10		
Champaign	56	2.62%
Douglas	2	0.09%
Iroquois	16	0.75%
Macon	13	0.61%
Piatt	4	0.19%
Vermilion	13	0.61%
<b>Total</b>	<b>104</b>	<b>4.87%</b>

Service Delivery Area/County	# of Recipients	% of Total Recipients
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**Service Delivery Area 11**

Clark	1	0.05%
Coles	13	0.61%
Cumberland	3	0.14%
Edgar	3	0.14%
Moultrie	0	0.00%
Shelby	4	0.19%
<b>Total</b>	<b>24</b>	<b>1.12%</b>

**Service Delivery Area 12**

Adams	27	1.26%
Brown	1	0.05%
Calhoun	0	0.00%
Cass	1	0.05%
Greene	3	0.14%
Hancock	3	0.14%
Jersey	1	0.05%
Pike	5	0.23%
Schuyler	4	0.19%
<b>Total</b>	<b>45</b>	<b>2.11%</b>

**Service Delivery Area 13**

Christian	6	0.28%
Logan	6	0.28%
Macoupin	12	0.56%
Mason	1	0.05%
Menard	1	0.05%
Montgomery	10	0.47%
Morgan	3	0.14%
Sangamon	34	1.59%
Scott	5	0.23%
<b>Total</b>	<b>78</b>	<b>3.65%</b>

**Service Delivery Area 14**

Bond	7	0.33%
Clinton	12	0.56%
Madison	70	3.28%
Monroe	9	0.42%
Randolph	6	0.28%
St. Clair	47	2.20%
Washington	4	0.19%
<b>Total</b>	<b>155</b>	<b>7.25%</b>

Service Delivery Area/County	# of Recipients	% of Total Recipients
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**Service Delivery Area 15**

Crawford	1	0.05%
Clay	0	0.00%
Edwards	1	0.05%
Effingham	11	0.51%
Fayette	8	0.37%
Jasper	3	0.14%
Jefferson	16	0.75%
Lawrence	1	0.05%
Wabash	0	0.00%
Wayne	8	0.37%
Marion	14	0.66%
Richland	2	0.09%
<b>Total</b>	<b>57</b>	<b>2.67%</b>

**Service Delivery Area 16**

Alexander	1	0.05%
Franklin	21	0.98%
Gallatin	0	0.00%
Hamilton	3	0.14%
Hardin	2	0.09%
Johnson	0	0.00%
Jackson	18	0.84%
Massac	0	0.00%
Perry	4	0.19%
Pope	0	0.00%
Pulaski	1	0.05%
Saline	18	0.84%
Union	2	0.09%
White	3	0.14%
Williamson	24	1.12%
<b>Total</b>	<b>105</b>	<b>4.91%</b>

**Out of State Awards**

Fayette, KY	1	0.05%
Ingham, MI	1	0.05%
Jasper, IN	1	0.05%
Jefferson, MO	1	0.05%
Kenosha, WI	2	0.09%
Lake, IN	8	0.37%
Porter, IN	1	0.05%
St. Louis, MO	3	0.14%
<b>Total</b>	<b>18</b>	<b>0.84%</b>

<b>Grand Total</b>	<b>2137</b>	<b>100.00%</b>
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