



HB 2878

**Early Childhood Access Consortium for Equity –
*Upskilling Incumbent Early Childhood Educators & Building a
Robust Workforce***

In a few words, what is it?

An agreement between all public universities and community colleges, as well as any private institutions that choose to participate – to cooperate, ***through regional hubs***, in order to improve access to associate's, bachelor's, and master's degrees and certificates, Gateways credentials and other licensure endorsements through ***locally designed pathways***.

Who is this for?

Consortium efforts will prioritize the **incumbent early childhood workforce**, which includes working adults who require programs of study that offer ***flexibility in times courses are offered, location and format.***

DIVERSITY

There is greater racial diversity among EC educators compared to teachers in public schools—47% vs. 16%. However, staff is predominately white in lead teacher and administrator positions.

BIPOC*

53% of assistant teachers

59% of FCC providers

64% of FCC assistants

*Black, Indigenous, and people of color

WHITE

62% of center administrators

58% of lead teachers



Regionally, racial diversity of teaching staff mirrors the population they teach.

EDUCATION

The majority of directors and teachers in licensed center-based programs have completed a college degree, often completing more education than required by licensing.

COMPLETED AN AA OR HIGHER

85% of directors

68% of teachers

SOME COLLEGE NO DEGREE

Of 1,600 teachers who have taken college courses,

NEARLY 50% have amassed 60+ credit hours—the equivalent of an AA.

What will it do?

- **Greater Access**—Course offerings within each regional hub are available to any student enrolled in a member institution if that course is not available at the student's home institution.
- **Universal Acceptance**—Courses taken at any member institution shall be accepted toward the student's degree at any other member institution.
- **Standardized Prior Learning Methods**—Awarding credit for prior learning and awarding college credit for completion a Child Development Associate (CDA) credential
- **Streamlined Admissions and Student Support**—Admissions, financial arrangements registration and advising will be functions of the home institution but honored across the consortium.
- **Local Design**—Member institutions working with their regional PK-12 and workforce peers to determine demand throughout the region.
- **Shared Agreements**—Development of other shared agreements and terms necessary to implement Consortium functions

Key Provision—Articulation for Associate of Applied Science (AAS) early childhood students

- A community college student who:
 - 1) earns the Gateways Level 4 ECE Credential as part of an AAS in Early Childhood degree,
 - 2) meets all requirements of the AAS degree, and
 - 3) has a GPA of at least 2.0 is eligible for transfer into a public university ECE baccalaureate program.
- Any Illinois community college graduate with an AAS in Early Childhood will be granted Junior-level status in an early childhood baccalaureate program at a public university.

Key Provision—Goal Setting

- **By July 1, 2021 or within 60 days of the enactment of this legislation, the IBHE Strategic Plan Educator Workforce subgroup on the Early Childhood Workforce must set goals for the consortium to reach by September 30, 2024.** These targets will be set for the **enrollment, persistence, and completion of members of the incumbent workforce** in associate, bachelor, and master degrees and Gateways Level 2, 3 or 4 credentials, and Professional Educator Licenses.

Key Provision—Reporting

- The Consortium will report twice a year to the **General Assembly and Governor** on progress.
- **Consortium Advisory Committee.** The legislation also establishes a Consortium Advisory Committee, which will meet quarterly and provide guidance on the Consortium operations. The Advisory Committee will be convened by Illinois Board of Higher Education, Community College Board, State Board of Education, Department of Human Services, and Governor's Office of Early Childhood Development, and the following members

Key Provision—Funding

- **Funding.** Initial and ongoing success of the consortium institutions in serving the incumbent workforce will require adequate and appropriate investments – to support institutions, and especially to support students. **Through the FY22 General Assembly appropriations process, \$110 million in federal child care stabilization funds were appropriated to ICCB, IBHE, and ISAC for early childhood higher education purposes, including investments to ensure the success of the Consortium**