FISCAL YEAR 2023

EARLY CHILDHOOD EDUCATION IMPLEMENTATION PLAN

**PROJECT DESCRIPTION**

There is a pressing need to streamline, coordinate, and improve accessibility of degree completion pathways. Created by the Early Childhood Access Consortium for Equity Act (PA 102-0174) and signed into law on July 28, 2021, the purpose of the Early Childhood Access Consortium for Equity (ECACE) is to: serve the needs of the incumbent early childhood workforce and the employers of early childhood educators and to advance racial equity while meeting the needs of employers by streamlining, coordinating, and improving the accessibility of degree completion pathways for upskilling and the sustained expansion of educational pipelines at Illinois institutions of higher education.

Consortium membership is statutorily required for all community colleges that offer gateways entitled early childhood programs in Illinois. As a part of this effort, every community college is being provided with resources to meet its obligations under consortium membership and the mandates of the law. The goal is to streamline paths to degrees, licenses, and credentials to members of the early childhood incumbent workforce in the field of early childhood (EC) education. Funds tied to this implementation plan are supplementing the mandate of participation.

This plan represents the programmatic elements that are necessary for each institution to execute this plan. The plan should track closely, where appropriate, with the budget submitted for FY2023, and beyond. The plan elements themselves are tied directly to the Intergovernmental Agreement (IGA) being executed for each college in order to access funding.

For FY2023 a college’s implementation plan must be approved to access funds. This is in addition to an approved GATA Uniform Budget Application, a GATA budget, and a signed IGA amendment, all of which will be forthcoming in FY23. *Note that for FY2022, Colleges are only required to submit the* [*GATA Uniform Grant Application*](http://www2.iccb.org/iccb/wp-content/pdfs/grants/Uniform_Grant_Application%20-%20ECACE.pdf) *and the* [*GATA Budget*](http://www2.iccb.org/iccb/wp-content/docs/grants/GATA%20Budget%20ECACE.xlsx)*, along with a subsequently signed IGA, to access funds.*

Please provide comprehensive answers to each of the questions listed below as you develop your plan FY23 Implementation plan.

**This FISCAL YEAR 2023 EARLY CHILDHOOD EDUCATION IMPLEMENTATION PLAN is due by COB June 3, 2022.**

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| FISCAL YEAR 2023  EARLY CHILDHOOD EDUCATION IMPLEMENTATION PLAN | | | | | | | |
| Lead Programmatic Contact | | |  | | | email: |  |
| Lead Fiscal Contact | | |  | | | email: |  |
| FY23 Proposed Budget Amount (This should reconcile with your GATA budget submission) | | |  | | | | |
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| Please provide comprehensive answers to each of the questions listed below as you develop your plan FY23 Implementation plan. | | | | | | | |
| 1. **Provide capacity-building** | | | | | | | |
| *Question 1: Describe how your college will support the development, support and implement an AAS curriculum that meets the Gateways competencies and where appropriate and relevant, is accredited by the National Association for the Education of Young Children (NAEYC).* | | | | | | | |
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| *Question 2: Describe how will your college work with you partner universities to reinforce this requirement cited below, to adjust to specific challenges related to this requirement, and otherwise partner to ensure transfer pathways for the AAS meet the standards of legislation and provide seamless transfer to consortium member institutions for completion of baccalaureate programs?*  Note: The [Early Childhood Access for Equity Consortium Act](https://www.ilga.gov/legislation/publicacts/fulltext.asp?name=102-0174&GA=102&SessionId=110&DocTypeId=HB&DocNum=2878&GAID=16&SpecSess=&Session=) mandates the transfer of the AAS, without the need for additional coursework to receiving universities. Per the legislative language: “A public university may not require students transferring pursuant to this Section to repeat courses taken and completed successfully at the community college and applied toward the associate degree granted pursuant to subsection (a) of this Section. All courses completed successfully in the AAS degree program must count toward baccalaureate degree completion. Students entering with an AAS may not be required to take a total number of credits greater than those students first starting in a baccalaureate degree program. This includes any courses in which credit for prior learning was used to determine course equivalency and credit was awarded by the evaluating institution. Additional coursework may be required if a student is seeking to add one or more endorsements to the student's Illinois Professional Educator License.” | | | | | | | |
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| 1. **Recruitment and Retention Grants** | | | | | | | |
| *Question 3: Describe how your college will support prospective students in addressing barriers resulting from past due balances such as embargoed transcripts or to meet emergency needs that are barriers to students’ continued progress.*  Note: There are current, unallocated funds set aside, at approximately a maximum of $500 / student to assist with addressing these barriers. The allocation method for these funds is still being determined but colleges should address how they would work to help students meet these needs using these anticipated funds and funds already planned. | | | | | | | |
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| *Question 4: Provide a summary of the services, supports, and efforts the institution will use to mitigate barriers to student success.* | | | | | | | |
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| 1. **Regional Hubs:**   Note: Institutions will be required to participate in regional hubs as established and appropriate to service area and assist in expansion of campus and regional partnerships. Hubs will be established through the Consortium process. | | | | | | | |
| **Check (“X”) the Box to Certify Institutional Agreement** | |  | | | Grantee agrees that they will participate in the development, implementation, and collaboration efforts of the Regional Hubs once they are finalized, per requirement of the ECACE Act. | | |
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| 1. **Support student outreach campaign:** Colleges will recruit members of the incumbent workforce to complete higher education credentials (associate, bachelor’s, and master’s degree programs, certificates, Gateways credentials, and other licensure endorsements in early childhood education) in conjunction with INCCRRA, CCR&Rs and aligned with other agencies’ efforts. | | | | | | | |
| *Question 5: Describe the set of activities your college will use to engage with and recruit members of the incumbent workforce into your Gateways Entitled ECE programs.*   * *Be sure to reference existing student and new student engagement.* * *Be sure to include how you plan to inform students about ECE scholarship opportunities.* * *Be sure to link/ share sample recruitment and outreach materials (if developed) or provide examples of what you intend to develop as a part of this project.* | | | | | | | |
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| *Question 6: Describe your institution’s current and anticipated interactions with The Illinois Network of Child Care Resource and Referral Agencies (*[*INCCRRA*](https://www.inccrra.org/about/what-is-inccrra)*) and The Child Care Resource and Referral (*[*CCR&R*](https://www.inccrra.org/about/sdasearch)*) System.* | | | | | | | |
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| *Question 7: What institutional reporting mechanisms will you establish and utilize to determine the effectiveness of your recruitment efforts?* | | | | | | | |
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| 1. **Financial Aid Policies**: Community Colleges must ensure that all appropriate policies and agreements are in place that address students attending multiple institutions. Institutions should be prepared to submit copies to ICCB of said agreements as needed. | | | | | | | |
| *Question 8: Describe how will students attending multiple institutions be made aware of any institutional process for informing the college that they will be attending more than one institution?*   * *Be sure to reference connections to and between Navigators and Coaches / Mentors.* | | | | | | | |
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| *Question 9: Describe the processes that will be in place to receive aid for attendance at more than one institution?*   * *Be sure to address how your institution maintains financial aid policy/agreements? Does the institution have additional methods for those attending multiple institutions?* | | | | | | | |
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| 1. **Coaches/Mentors for students at IHEs:** Coaching and mentoring activities include additional academic support, cohort activities to build a sense of belonging and to enhance retention individual follow-up and support, professional networking, and activities that facilitate connections between the candidate’s place of employment and what is being learned in the program of study**.** | | | | | | | |
| *Question 10: Describe how you have developed (or will develop) this role at your institution? If integrated with another role, how will your account for time and effort for early childhood programming?* | | | | | | | |
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| *Question 11: Discuss how you determine what academic supports are needed?*   * *This question should be addressed both generally and also specifically as it relates to the role of the Coaches/Mentors.* | | | | | | | |
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| 1. **Student Enrollment, Persistence, Advancement and Completion Target:** Institutions will ensure the enrollment, persistence, and advancement of students based upon proposed student targets. To be counted toward the target, students must be enrolled and persisting or have completed associate degrees in early childhood and/or certificates leading to a Gateways credential by September 30, 2024.   Note: ICCB will work with institutions individually to share / finalize their expected institutional goals. | | | | | | | |
| *Question 12: How do you anticipate modifying recruitment processes to meet enhanced performance targets?* | | | | | | | |
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| *Question 13: How do you plan to determine the effectiveness of this activity? What data will be collected to ensure students are enrolling, persisting and advancing in the program?*   * *Be sure to address continuous monitoring of performance and mechanisms for adjustments to processes as performance becomes apparent.* | | | | | | | |
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| 1. **Expand course sharing offerings through the Illinois Community College Online (ILCCO):** Colleges not currently participating in ILCCO course sharing may use funds to help develop the internal mechanisms and strategies to begin participation in ILCCO course sharing.   Note: All colleges are expected to work to put ECE and General Education Coursework on the ILCCO platform | | | | | | | |
| **What ECE courses do you have available (or anticipate making available) on the ILCCO platform?** | | | |  | | | |
| **What GECC courses do you have available (or anticipate making available) on the ILCCO platform?** | | | |  | | | |
| **Check (“X”) the Box to Certify Institutional Agreement** |  | | | In consultation with the ICCB and ILCCO, our institution agrees to engage in activities to modify institutional processes as it relates to making courses available on ILCCO. | | | |
| **Check (“X”) the Box to Certify Institutional Agreement** |  | | | Our institution agrees to engage in and participate in training on the ILCCO Online Course Exchange course sharing system. | | | |
| **Check (“X”) the Box to Certify Institutional Agreement** |  | | | Our institution agrees to participate in professional development activities for ECE faculty and other faculty as appropriate, sponsored by the ICCB, ILCCO, or other partners, as it relates to the development and teaching of online ECE courses and GECC courses and the integration of ECE and GECC courses into ILCCO. | | | |
| 1. **Describe any additional proposed activities related to the grant** | | | | | | | |
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