

# Illinois Early Learning Council Meeting

May 11, 2026



# Welcome ELC

- ELC Members please share your name, agency or organization
- Part of the state you're located in
- What are you looking forward to this Summer?

# AGENDA

## AGENDA

- 5:00 p.m.: Welcome -Phyllis Glink & Martin Torres
- 5:05 p.m.: Brief Ad Hoc Committee Update— Committee Co-Chairs
- 5:10 p.m.: Status Update & Discussion
  - FY26 ECBG Update (15 minutes)
  - IDEC General Updates (20 minutes)
    - Home Visiting Appreciation Week Recap
    - EC Courses Work
    - Legislative update
    - EUNA Grants update
    - IDEC high level org structure
- 5:45 p.m.: Breakout groups re: Supporting a Seamless Transition
- 6:15 p.m. Agency Updates
  - ICCB, IBHE, ISBE, DHS, DPH, HFS
- 6:40 p.m. Public Comment & Adjournment



- **Please be on video** as much as possible to support overall engagement
- **Mute self** when not speaking
- **Use Chat feature or “raise hand”** button for questions or comments
- If you are experiencing an unstable connection, **switch to phone or close all other applications**
- **Public comment requests should be directed to Taylor Seal via chat**

# HOUSEKEEPING & PUBLIC COMMENT

# Illinois Early Learning Council Ad Hoc Committee Update

# Trump's "Mother's Day" Package

What does it do?

- Diminishes value of teachers and educators
- Makes safe and quality care harder for parents to find
- Makes care options harder for a diversity of providers to achieve
- Puts Faith and FFN care on "equal terms" with other providers for subsidies
- Says states can give higher benefits for married families

# Trump's "Mother's Day" Package

Today, the Trump Administration released 4 updates:

- 1) Posted Final Rule repealing Biden era CCDF rules. The final rule largely adopts the January 2026 proposed rule. Including repealing:
  - 7% caps on family co-payments
  - requirement to use some grants or contracts for direct services
  - requirement to pay child care providers prospectively
  - requirement to pay child care providers based on a child's enrollment rather than attendance

The final rule includes stronger discussion of fraud prevention.

- 2) Filed a Notice of Proposed Rule Making (NPRM) to repeal pay parity and salary scales for Head Start workforce (also Biden era rule)
- 3) Released a Dear Colleague Letter (DCL) highlighting licensing flexibility for faith based care and FFN to participate "on equal terms"
- 4) Released TANF Information Memorandum (IM) to make "...fuller use of their authority to transfer TANF fund to CCDF and clarifies that state may support needy two-parent families with children, including families with a working spouse and a spouse caring for a child at-home."

# ELC Ad Hoc Committee on Federal Resources and Programs

- Ad Hoc Committee began in July 2025 – had biweekly meetings; now moved to monthly cadence
- Topics have included:
  - Federal budget process
  - Federal bills update
  - Special topics and proposed changes related to – Higher Ed Accountability, General Services Administration, Head Start Standards, Child Care Development Fund proposed rulemaking
  - Relevant IL updates – Illinois Accountability Commission
- Next Meeting: **Thursday, May 21st, 11am -12pm**

# Status Update and Discussion

# FY26 ECBG Update

# FY26 Early Childhood Block Grant (ECBG) Update

ELC Full Committee

May 11<sup>th</sup>, 2026

# Agenda

**Today's update covers the ECBG quality investments ISBE made in FY26 — both recurring and one-time — and the impact on per-child funding parity**

Today we will:

- Provide an overview of historical quality investments
- Overview of FY26 overall funding levels
- Overview of FY26 quality investments
  - Recurring funding priority and impact
  - One-time funding priority and impact
- Next steps

# ISBE has continued to chip away at longstanding per-child funding inequities, shifting focus each year to the most underfunded providers

FY24	FY25	FY26
<ul style="list-style-type: none"><li>• Established new-grantee benchmarks: \$3,900/child (PFA), \$8,500/child (PFAE)</li><li>• Applied 1% across-the-board quality increase to all ECBG grantees</li></ul>	<ul style="list-style-type: none"><li>• Targeted quality dollars to bring non-school district providers up to per-child minimums</li><li>• Aligned PI Home Visiting salary floors with IDHS</li></ul>	<ul style="list-style-type: none"><li>• Shifted focus to lowest-funded school districts</li><li>• Emphasis on EBF Tier 1 districts</li></ul>

Quality investment funds accumulate through permanent declinations\* of slots. Available amounts fluctuate each year

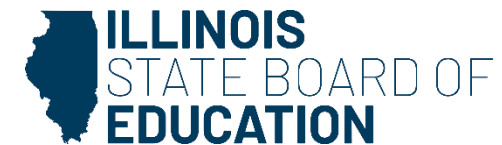
*\* Declinations refers to the practice of ECBG grantees requesting a partial or full reduction of the number of children to be served. Permanent declinations fund quality investments; one-year declinations fund hardship grants. Declinations can happen throughout the year*

# FY26 ECBG funding remained essentially flat year-over-year, consistent with the Governor's level-funding proposal

	PFA	PFAE	PI	Total
<b>FY25 Allotment*</b>	\$474.7M	\$72.5M	\$159.6M	\$706.8M
<b>FY26 Allotment**</b>	\$465.0M	\$72.7M	\$169.2M	\$706.9M
<b>FY26 Estimated Enrollment**</b>	90,575	8,197	19,777	118,549

**FY26 Total Grantees: PFA: 530 | PFAE: 103 | PI: 168**

*Today's update focuses on PFA and PFAE, where ISBE targeted FY26 quality and hardship investments funded through grantee declinations within the existing FY26 ECBG allotments*



\*FY25 figures reflect final program totals. \*\*FY26 figures reflect initial allotments awarded at the start of FY26 and do not reflect subsequent declinations or reallocations through May 2026.

# Together, FY26 investments deployed nearly \$9.2M to 158 grantees identified as among the most underfunded providers

## Recurring (Quality)

**Purpose:** Permanent per-child funding increases

**~\$3.86M**

**Grantees Reached:** ~40

**Funding Source:** Permanent declinations

## One-Time (Hardship)

**Purpose:** Immediate one-time relief

**~\$5.31M**

**Grantees Reached:** ~118

**Funding Source:** One-year declinations / non-recurring balances

Quality dollars permanently raise per-child funding levels. Hardship dollars provide one-time relief without changing ongoing funding rates.

# FY26 recurring quality dollars were targeted to the lowest-funded Tier 1 school districts, advancing equity for legacy grantees

~\$3.86M in recurring quality investments

*35 of the most underfunded Tier 1 PFA districts received recurring quality investments, with funding prioritized to make the greatest progress toward the \$3,900 benchmark.*

*Some grantees saw increases of up to \$2,000 more per child*

4

Non-school district PFA grantees brought up to the \$3,900 per-child minimum

35

Tier 1 PFA school districts below the \$3,900 benchmark, prioritized based on funding level

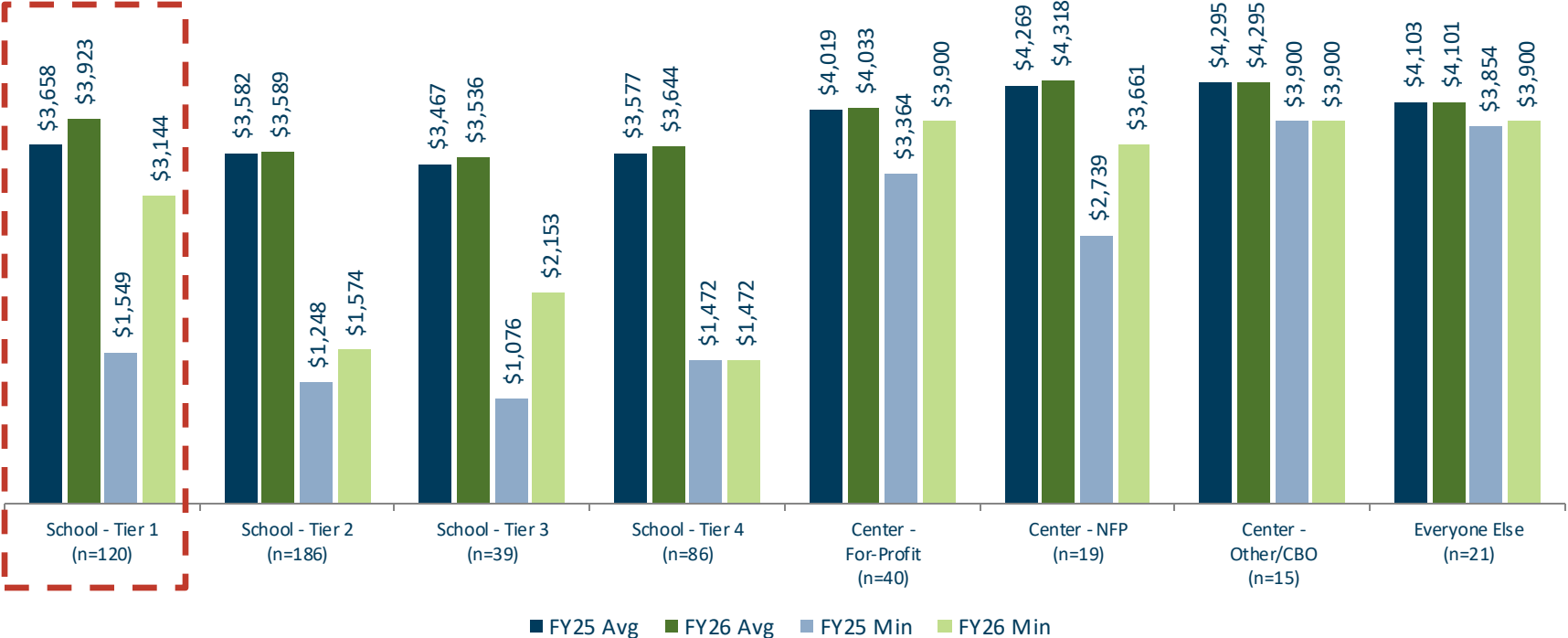
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PFAE grantee brought up to the \$8,500 per-child minimum

Numbers as of April 2026. CPS not eligible for these investments.

# FY26 quality dollars raised the per-child funding floor for Tier 1 school districts that receive PFA

PFA Funding Per-Child by Grantee Type — FY25 vs. FY26



**PFAE highlights:**

- PFAE Tier 1 average rose from \$8,369 to \$8,746 per child across 20 grantees.
- 1 PFAE grantee received a direct quality investment in FY26, lifted from ~\$5,142 to \$8,500 per child.

*Reflects continuing grantees in both FY25 and FY26, anchored to FY26 EBF tier classifications. Some grantee-level rate changes may reflect mid-year permanent declinations or slot reductions. Recurring quality investments only; excludes hardship grants and CPS.*



# FY26 hardship grants delivered one-time relief to the lowest-funded districts — separate from, and in addition to, recurring quality investments

~\$5.31M in one-time hardship investments

## Reach

**PFA:** 44 Tier 1 districts; 53 Tier 2 districts

**PFAE:** 6 Tier 1 districts; 15 Tier 2 districts

## Methodology

- Targeted lowest-funded ~25% of school district grantees
- Tier 1 districts received a larger percentage increase than Tier 2
- \$100,000 maximum award cap per grantee to extend reach

**Hardship dollars are one-time.**

They provide immediate relief but do not change ongoing per-child funding rates.

Numbers as of April 2026. CPS not eligible for these investments.

# Current Status and Looking Ahead

**FY27 ECBG Grant Application is available through the EUNA platform**

ISBE Program Consultants are working with IDEC and ECBG grantees on application requirements and subsequent application approvals for July 1, 2026 start dates.

**THANK YOU**  
earlychi@isbe.net

# IDEC UPDATE

51 Days until we are a unified early  
childhood agency



# National Home Visiting Week

April 20-24, 2026

## *Celebrating Home Visiting and the professionals that make the field special*

- IDHS-DEC and IDEC celebrated the second National Home Visiting Week with
  - A [proclamation from Governor Pritzker](#)
  - A [virtual meeting background](#)
  - Social amplification and a series of communications and activities to celebrate and support our grantees and staff.



# Early Childhood Courses for Licensing

Providers, workforce members, and licensing representatives report its not clear cut which early childhood courses teachers and directors can take to qualify them for their position.

## Overview:

- Child care teachers and directors are required to take certain courses to be qualified for their positions in a licensed day care program.
- Currently, there is very limited information in administrative rules about how to define what courses do and do not “count”.

## Providers report:

- Lack of clarity and transparency in what courses qualify
- Conflicting decisions across students, courses, and providers

## Licensing representatives report:

- Some courses are easy to determine whether they are eligible course
- Some courses are more difficult to assess, and more guidance would be useful

## Charges Via State Statute: 225 ILCS 10/9.1d (HB3446)

### IDEC's Charge (in collaboration w/IBHE, ICCB, DCFS):

- **Create a Process:** By **Jan 1, 2027**, create a process to:
  - Verify early childhood courses that qualify
  - Determine how to add and remove courses
  - Notify centers and distribute the list
  - Ensure an impartial review process
- **Publish:** By **Jan 1, 2027**, (*collect and*) publish on IDEC's website and regularly update a comprehensive list of early childhood courses that qualify
- **Seek Input and Feedback:** Seek input from stakeholders including child care providers, ECACE member institutions, EC advocates, EC students, and other stakeholders.
- **Train:** Train state agency staff

### Higher Ed's Charge:

- **Higher Ed:** Each institution of higher education shall submit, in the form and manner prescribed, information about their courses.

## EC Courses: Work to Date

**Discovery:** Substantial work to understand the current state, including interviews, focus groups, and work to understand what data is currently available

**Working Group:** Launched with State Partners (IBHE, ICCB, DCFS)

- An ad hoc committee has been meeting since December to support IDEC to better understand the issue and make recommendations for a process to identify courses
- Committee members include providers, advocates, subject matter experts, higher education, and state agencies
- Final meeting in May

**Next Steps:** Work to operationalize the recommendations

- Finalizing the process and rubric; re-test the rubric on available courses
- Review and categorize over 100,000 courses

# Legislation Update

- **Licensing Redesign** - SB3907 (Sen Morrison/Rep Mason) is on 2<sup>nd</sup> Reading in the Senate
  - Negotiations are ongoing
- ✓ **Background Checks Transition** - HB5099 (Rep Mason/ Sen Morrison) Passed the House and is on 2<sup>nd</sup> Reading in the Senate
- ✓ **Advisory Committee** - HB5204 (Rep Mason/ Sen Collins) Passed the House and is on 2nd Reading in the Senate



## HB5204: Amends the Illinois Early Learning Council Act.

- Provides that the Secretary of Early Childhood or the Secretary's designee shall serve as co-chairperson of the Council (nongovernment stakeholder to serve as co-chairperson).
- Provides that the governor shall appoint to the Council parents and caregivers of children 5 years of age or under.
- Provides that the Department of Early Childhood shall provide staffing and administrative support to the Council.
- Sets forth provisions concerning conflicts of interest.
- Amends the Early Childhood Access Consortium for Equity Act. Provides that specified members of the advisory committee to the Early Childhood Access Consortium shall be appointed by the Department of Early Childhood.

## Licensing Reform

*Ensuring children are safe when they're out of their family's care*

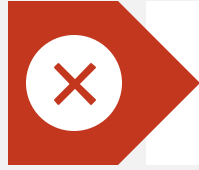
SB3907 (Sen. Morrison & Rep. Mason)

# Why is Child Care Licensing So Important?

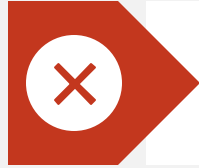
- Every state is required to have regulations for care settings that keep infants, toddlers, and children safe.
- Every year children experience everything from minor bumps and bruises to abuse, neglect, assault, and worse, in care settings.
- Parents believe government regulates preschool and care are regulated to keep their children safe.
- Licensing regulations are and have always been required as part of the \$2 Billion in state and federal funding for child care.

# The system is not organized for success.

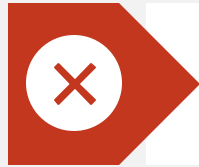
- In FY 25 there were **1,601 investigations** of licensed and unlicensed day cares.
- There were over **100 complaints** on the process.



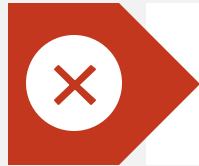
Licensing statute and rules are out of date, **still require “quarter in your pocket for a payphone”** if taking children for a walk.



**Background checks take too long**, and have to be redone every time an employee starts a new job.



There is too much paperwork; **Applications repeat the same questions** and take a long time to complete.



Licensed programs need more **intensive support** to maintain requirements.



Refer to early childhood educators as "Day Care workers".



**Current exemption framework is subjective and confusing**, burdening providers without being tied to children's safety.



Parents don't have assurance employees watching children have undergone appropriate background checks.

Effective July 1, 2027  
for providers & July 1,  
2028 for Park Districts

Modernize  
Statute

Improve  
Background  
Check Process

Streamline  
License  
Exemption

# SB3907

**reduces  
complexity that  
causes  
inconsistent  
enforcement**

## Professionalizes Industry

- Changes "day care" to "early care and education"

## Modernizes Statute

- Reduces confusion in the field and eliminates outdated day-care licensing requirements

## Provides Flexibility

- Background checks will follow the person, giving flexibility for faster hiring and to move staff between locations.

## Closes Loopholes

- Ensures all adults caring for children **in care** are checked in the Child Abuse and Neglect Tracking System and Sex Offender Registry

## Is Consistent and Clear

- Gives clearer direction to new providers wanting to start their businesses.

## Reduces Paperwork

- Reduces approval time for license exempt application
- 60+ pages to 4 items entered in a portal
- Providers receiving Child Care Assistance funding will shift from 2 applications to 1

**Focus:  
What's  
changing  
on  
July 1, 2026**

Parents  
& Families

No change to  
technology platforms  
currently in use

Providers

New unified Grants  
Management System  
(GMS) already in use;  
EC grantees  
sunsetting use of DHS  
and ISBE systems

All other tech stays  
the same July 1

CCR&Rs &  
Partners

CCR&R Workgroup to  
support short and  
long-term transitions

No change to  
technology platforms  
currently in use

State  
Agencies

IDEC using one  
unified GMS system;  
testing new systems  
for future release

# Early Childhood Grant Management Consolidation: EUNA Update

**IDEC is consolidating early childhood grant management services** from DHS and ISBE into a single, modernized system.

Pre Award	Evaluation & Review	Award	Post Award	Data and Reporting
Activities before funding is granted, including proposal development and submission	Assessment of the application for eligibility, quality, and alignment with grant criteria	Formal notification and acceptance of funding, including agreement on terms and conditions	Implementation of the funded project, managing compliance and financial oversight	Collection and analysis of financial reports and other grant-related data

Release 1 Go Live April 1 - **Successful**

Release 2 on April 15 - **Successful**

Started - 828 Applications

Submitted - 524 Applications

Not Started - 130 Applications



FAQs, videos and training available on Vidyard

site: <https://rooms.vidyard.com/rooms/ypmAyX94UOzsHaexu3qF1A>

# Overview | Early Childhood Services can be less burdensome, more efficient and equitable



Children and families experience difficulties with inputting the same info repeatedly, deciphering eligibility requirements, and accessing resources



Providers spend too much time on administration and experience challenges with sustaining multiple state funding streams



State cannot track funding for providers across multiple streams, deliver services equitably and efficiently, and view services a single child accesses or does not access

## ★ North Star

Illinois is on a path to be the best state in the country to raise a family with young children

## 📍 Short-term goal

Ensure seamless transition of services for parents & providers

## 🎯 Agency redesign priorities



- 1 Align programs and program standards toward kindergarten readiness
- 2 Bring data transparency to deliver equity and efficiency
- 3 Design 0-3 services to support families in the most critical years
- 4 Licensing & regulatory processes support the rich diversity of families and providers that serve them
- 5 Align funding streams at the state level, relieving complexity from local and shifting to the state

## What's different today than a year ago?

- Finalized impact bargaining with AFSME for the transition
- Strengthened language to protect and increase state access of data on all 291 contracts transferring
- Migrated all ISBE early childhood data to IDEC, over 1.5 billion records
- Awarded \$250K over two years from Shreiber Philanthropy as part of a partner project with the IL Community College Systems Foundation on EC Workforce
- Awarded \$250K from Early Childhood Governing and Financing Project (ECGFP) to continue the work on intermediary systems development
- Established agency-wide family engagement framework

# IDEC's budget includes staff, contracts, and direct service funds from transferring agencies



## ISBE

- 25 FTE
- 19 contracts transferring
- **\$748M** transferring in ECBG funds (GRF) used for both programs and operations

## DHS

- 172 FTE
- 21 DHS-DEC contracts transferring
- **\$3.5B** transferring in program funds
- **\$3.37M** GRF will transfer from central appropriations used for DEC-DHS staff

## DCFS

- 188 FTE
- 1 contract transferring, but establishing shared services
- **\$19.5M** transferring of operations funds; there are no program funds

## New IDEC Staff

Total staff of 43!

- **Kate Smith, Legislative Liaison, 4/1**
- **Heather Bosie, HR Specialist, 4/16**
- **Clara Schmidt, HR Specialist, 4/16**
- **Kolby Hinckle, HR Specialist, 5/1**
- **Public Information Officer starts next week, 5/18**
- **NEW: EI Billings & Payment Manager, 6/1**
- **Actively Hiring 44 positions , including 14 moving through DHS**

# Successful transition will involve three elements...

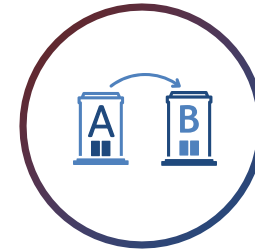
- > People
- > Process
- > Technology

# ... and each element is bucketed into one of three transition categories



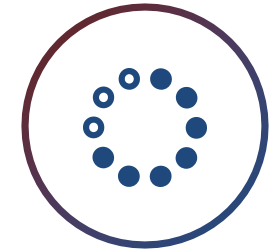
## Redesign, reform, and modernize

*Enhance outdated processes or systems to align to future needs, introducing new solutions where necessary for best-in-class results*



## Lift, shift, & integrate

*Seamlessly move existing processes, systems, & people into new environment to align with its vision & minimize disruption*



## Temporarily retain with transferring agencies

*Delay transition for selected functions, keeping them with the current agency until resources or dependencies are satisfied*

# Building organizational capacity and redesigning program service delivery is underway.

***51 days until program administration***



Today, we want to dig deeper into how we will be organizing our teams to drive equity, efficiency, and efficacy.

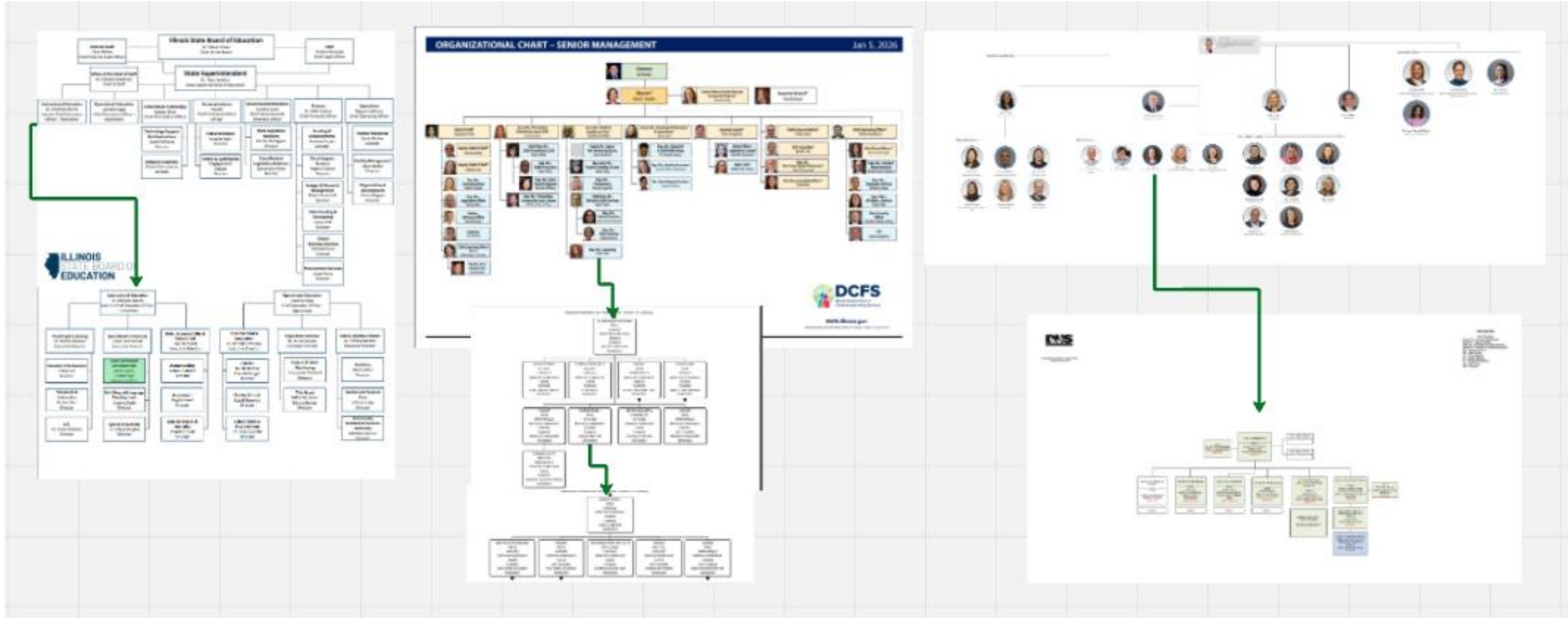
### *Org Design Principles*

- 1 **Embed community feedback loops** into ways of working
- 2 **Elevate teams and topics** that need more leadership attention
- 3 **Bring like activities together** in org, and minimize role duplication
- 4 **Establish clear ownership** – both internally and externally - of programs and functions
- 5 **Proactively counteract silos** and encourage cross-functional collaboration
- 6 **Drive to right size direct reports**

### *IDEC Guiding Principles*

- 1 Focus on aligning **services** toward children being **socially, emotionally, and academically prepared**
- 2 There is no such thing as an **“average” child type** or **“average” community**
- 3 Reduce **complexity** and **burden** for **families** and **providers**
- 4 Align around **services** and **functions**, not funding streams and compliance
- 5 Explore all pathways that could lead to greater **equity** and **efficiency** in service delivery and fiscal management
- 6 Recognize and design to elevate **joy** and minimize **harm** happening in the system, without causing more harm

# Early childhood programs are buried within transferring agencies



# There will be strong collaboration across each essential Division

**Secretary  
Teresa Ramos**

*Gubernatorial Appointed*

*Assistant Secretary  
Project Management &  
Operational Excellence*

*Assistant Secretary  
Education & Care*

*Ensures smooth execution of  
initiatives and drives  
organizational change*

*Ensures policy and IDEC's  
strategic plan advance  
early childhood goals*

**Secretary's Office**

*Director of Special  
Projects – Early  
Intervention*

*Private  
Secretaries*

**Programmatic divisions** **Operational divisions** **DoIT**

**Chief of Staff**

**Family &  
Community  
Systems**

*Listens to the  
field. Ensures  
families  
and communiti  
es are  
centered in  
decision-  
making.*

**Education &  
Care**

*Runs program  
grant  
management.  
Aligns and  
supports policy  
to ensure  
programs are  
effective,  
developmentall  
y appropriate  
and equitable.*

**Quality &  
Safety**

*Licenses child  
care  
programs,  
conducts  
inspections,  
runs  
compliance  
review,  
enforces  
minimum  
health & safety  
standards, and  
promotes  
continuous im  
provement*

**Data**

*Designs and  
implements  
an  
integrated,  
statewide  
data and  
analytics  
system that  
supports all  
early  
childhood  
programs  
and services*

**Fiscal**

*Manages  
IDEC's  
spending as  
budgeted.  
Ensures com  
pliance with  
state and  
federal laws  
and  
regulations*

**Legal**

*Ensures  
compliance  
with both  
state and  
federal laws  
and  
regulations*

**Operations**

*Ensures staff  
have the  
tools and  
resources  
needed to  
deliver  
exceptional  
services –  
from HR to  
Business  
Services and  
DEIA  
initiatives*

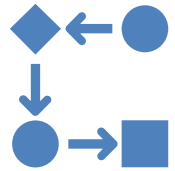
**Audit**

*Safeguards  
compliance  
and  
integrity  
through  
rigorous  
reviews  
and  
oversight*

**Tech**

*Delivers  
secure,  
modern  
solutions that  
improve  
experiences  
and access  
to essential  
services for  
families*





While **we have the foundational structure**, there are details about how we will work under this new structure that **we will fine tune together**.

Note: The Organization Structure continues to evolve. We will continue to share updates over the coming months, so don't be surprised if things change here and there.

# To build a strong foundation for Day One, IDEC is executing on 5 core workstreams

Position Descriptions & Organizational Chart	Contracts & Grants	Statutory Mandates	Technology	Standard Operating Procedures (SOPs) & Training
<p>Staff know what to do and how to do it day 1. Position descriptions are updated to reflect the merger of programs; Org chart is complete</p>	<p>Smooth transfer of contracts, with clear ownership and aligned FY27 recommendations – grounded in IDEC principles.</p>	<p>All statutory mandates have a clear division level owner and team owner</p>	<p>Ownership or access to legacy technology transition while new technology is implemented smoothly</p>	<p>Standard operating procedures explain to staff what should be done and how it should be done, in compliance with mandates, rules, and best practices.</p>
<p>125 total meetings about FY27 roles (with ~340 people) with transferring staff complete</p>	<p>~300 contracts reviewed; IGAs and MOUs being drafted, including for lead agency transfer</p>	<p>185 Statutory mandates have been identified and assigned across divisions; rulemaking transfer underway</p>	<p>Unified grants management system launched; Review and documentation of 55+ tech apps; email/file transfer prep ongoing</p>	<p>SOPs &amp; Intranet resource being created; trainings and support materials will start in late May and continue into June</p>

# Investing in operation infrastructure is as important or more important in the transition

- Evaluated & Benchmarked Agency Organization Structure against 8 peer states  
Colorado, Connecticut
- Other states did not take the time to prepare for the transition to a new agency.
- They lifted and shifted programs and relied on legacy agency technology.
- These states have not only been unable to achieve their vision but also encountered serious operational and programmatic obstacles.

# Supporting a Seamless Transition

Breakout groups

# Breakout Room Instructions

We will break into 4 rooms for 30 minutes to discuss questions related to the IDEC transition within these 4 buckets:

- *The “What” (Objective) - Ground in what is known / the facts.*
- *The “Gut” (Reflective) - Name your emotional and experiential responses.*
- *The “So What” (Introspective) - Move from ‘how we feel’ to ‘what this means for the ‘field’*
- *The “Now What” (Decisional) - Convert insights into actionable guidance.*



# Breakout Room Instructions

## Roles:

- Someone to read the questions from the chat
- A notetaker—a IDEC/ISBE team member is assigned to each group to be your notetaker
- Someone to report out



# AGENCY UPDATES

- ISBE
- ICCB
- IBHE
- DPH
- HFS

*IDEC, DCFS and DHS were highlighted updated throughout the presentation.*



- ICCB

## AGENCY UPDATES



# ECACE Updates

- Goal Setting for the ECACE
- Monthly Cohort Calls
- Statewide Engagement
- Shared work with IBHE

# ECACE Sustainability Monthly cohort calls

- Strengthening the Teacher Pipeline conversations
- AAS transfer pathways to PEL
- Child Development Associates updates
- Dual Credit offerings
- Apprenticeship programing
- Grow Your Own – Illinois Diverse Male Initiative
- Collaborations with DHS navigators
- AAS persistence and completion
- Student outreach and recruitment
- Advising incumbent worker students
- Community engagement and employer partnerships

# Statewide engagement

- Ad-hoc committee on courses for childcare licensure
- IAI major panel members for Early Childhood
- SEPLB board members from community college added
- Participation in ECACE working groups and communities of practice
  - Credit for Prior Learning
  - Sustainability goal setting
  - Multilingual teacher education
- Partner with Grow Your Own

# AGENCY UPDATES

- IBHE



# ECACE Updates

## ECACE Reports

[3<sup>rd</sup> Annual Report: Programmatic Overview](#) - The third annual ECACE report highlights of the ECACE Initiative in the 2023-24 Academic Year.

[Supplement to 3<sup>rd</sup> Annual Report: Data](#) - The supplemental report provides additional data on enrollment, persistence, and completion among incumbent early childhood students from July 1, 2023, through June 30, 2024 (AY 2023–24).

## Goals for ECACE 2.0\*

The ECACE Act requires the establishment of new statewide goals for the post-federal funding period. Targets have been established for enrollment, persistence, and completion. In addition, a set of qualitative goals have been established to define and strengthen the institutional practices, systems, and conditions necessary to support student success and workforce development.

**\*To be presented to leadership and voted on by the Consortium - 5/29/26 (ECACE Consortium Meeting)**

## AAS to BA Transfer Study - Columbia University's Community College Research Center (CCRC)

**Blog Post:** [How Illinois Is Increasing Access to Bachelor's Programs for Early Childhood Educators](#)

**Case Study on Best Practices:** CCRC is developing a case study series highlighting exemplar institutions that demonstrate strong practices in supporting seamless AAS-to-bachelor's degree transfer pathways in early childhood education. These examples will be shared across the Consortium as a resource to inform continuous improvement efforts, strengthen cross-institutional collaboration, and provide replicable strategies for advancing equitable transfer opportunities for early childhood educators.

# ECACE Updates

## Credit for Prior Learning

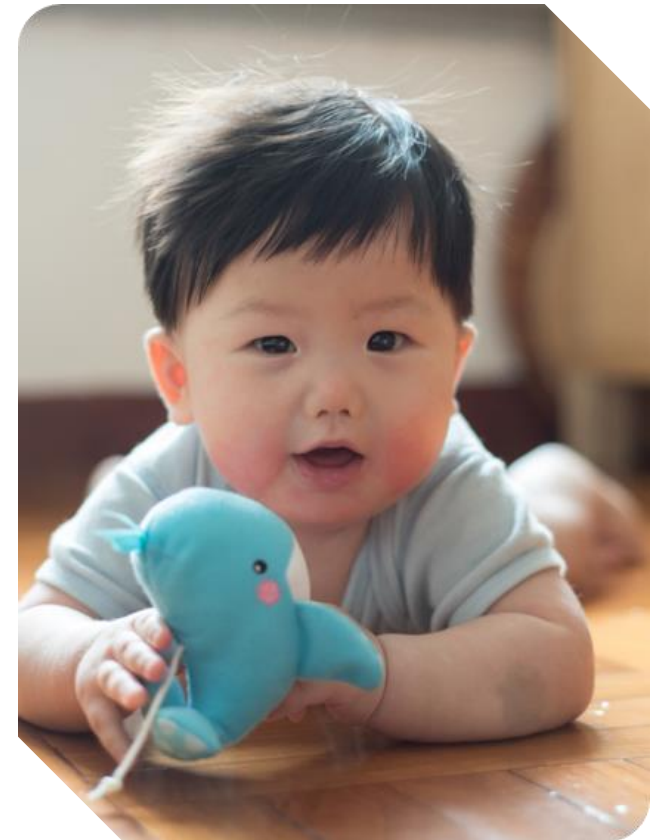
[Credit for Prior Learning \(CPL\) Policy and Practice Themes](#) were approved by the Consortium on 2/20/26. Current efforts are focused on dissemination and implementation planning to support alignment and adoption across Consortium institutions.

## Multilingual Pathways Project with UIC

The Multilingual ECE Teacher Preparation Working Group has met to discuss strategies for better serving Hispanic and multilingual students in early childhood educator preparation programs. Key areas of focus included developing multilingual courses and pathways, strengthening AAS-to-BA transfer opportunities, embedding bilingual/ELL supports, sharing resources and faculty expertise, and creating communities of practice across institutions. The group is currently identifying next steps related to pathway templates, course development, and ongoing collaboration.

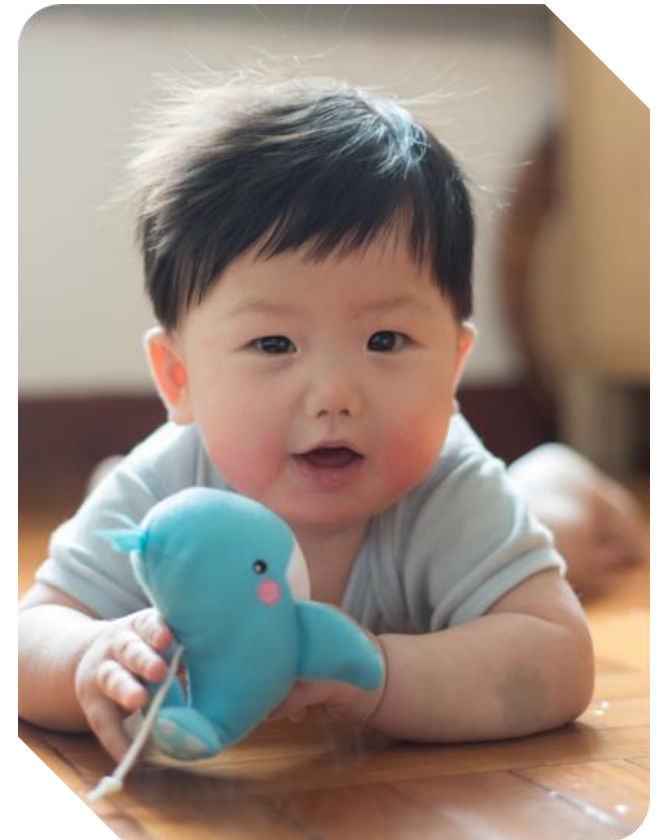
- DPH

## AGENCY UPDATES



- HFS

## AGENCY UPDATES



# PUBLIC COMMENT

## Tech Talks

Licensing – May 13, 2026 – 5:30-6:30  
PM

## Transition Update Meeting

- Monday, May 18, 2026 5:30 -6:30  
PM

## Transition Advisory Committee Meeting

- May 26, 2026 – 2:00-4:00 PM