



**PDAC Higher Education Committee Agenda
October 20, 2017
10:00AM – 3:00PM**

Bethany Patten	Julie Lindstrom	Patricia Chamberlain
Cathy Main	Karen McCarthy	Patricia Steinhaus
Dawn Thomas	Kate Connor	Rebecca Pruitt
Diane King	Lisa Downey	Robin Miller Young
Johnna Darragh Ernst	Melissa Johnson	Sarah Sebert
Joni Scritchlow	Melissa Szymczak	Stephanie Bernoteit
Joyce Weiner	Nancy Latham	

Welcome and Introductions – Cathy Main and Stephanie Bernoteit, Co-Chairs

- Cathy and Stephanie welcomed those in the room and on the phone to the meeting.

Approval of the Minutes

- **December 19, 2016 (Attachment 1)**
 - Minutes were approved.

Committee Placement within PDAC

- Stephanie Bernoteit reviewed the organizational chart regarding PDAC committees and where the Higher Education Committee is placed. (Effective spring 2017)
- The committee will continue to be called the PDAC Higher Education Committee unless other suggestions are put forward.

i2I survey and preliminary findings

- The i2I team is in the process on working on the final report of recommendations based on the work of the group.
- Report centered around three ideas: qualifications, pathways and data systems.
- Qualifications:
 - Two recommendations: Adopt PDAC recommendations with regards to the gradual increase of qualifications for childcare workers within DCFS licensing.
 - Purpose and need for all funding streams and systems to have a unified qualifications system.
- Pathways:
 - Build on the work of the EPPI grants to assist in increasing access and opportunities.
- Data:
 - Trying to align to data work group of the Children’s Cabinet.
 - Need more robust research agenda, regarding looking at issues and how we implement policy.
- Question: Could elements of this report that could be packaged into a press release that is disseminated and tailored for specific college newsletters? The GOECD website could also host this report.

Illinois Early Childhood Workforce Hiring Survey

- Data was gathered to create a comprehensive picture of the Illinois Early Childhood Workforce.
- Survey sent to more than 700 hiring managers.

- Survey validated that managers are struggling to fill positions.
 - 37% of ECE positions turned over (percent of positions available over 12 months) or remained unfilled.
- Compensation (benefits and pay) and qualifications are barriers to hiring quality staff.
- Challenges indicate a vicious cycle that impacts programs quality.
- The research study will be shared on the GOECD website.
- Classification of Instructional Program (CIP) Code is a federal code that supports the accurate tracking and reporting of fields of study and program completion activity. The committee would like to come up with a singular code/term that all can use, also the Statement Occupational Code (SOC) should also be included.
 - This topic might be a good use of a work group to address issues and come up with action steps for the Illinois State Board of Education (ISBE) and/or Illinois Community College Board (ICCB). Cathy can also include in her workforce report concerns about the CIP/SOC codes.

IERC Illinois Publication

- Stephanie is working with the Illinois Education Research Council (IERC) to document the efforts of transforming the Gateways Credential Benchmarks to Competencies.
 - The document will create a record for internal stakeholders of the content analysis and vetting process.
 - The document will show competency development is process and the competencies must include steps to test those competencies for measurability, to design assessments, or tools to test the competencies.
 - The document will be helpful in implementation across different systems such as state licensure, credentialing, and preparation and professional development.
- Document will be placed online in December 2017.

Senate Bill 1829

- The Illinois Early Learning Council (ELC) Quality Committee set up an Ad Hoc to look into the concerns regarding filling teaching spots in PFA classrooms per a request from Senator Toi Hutchinson.
- Guiding principles for the Ad Hoc Committee included: **(Attachment 2)**
 - Ensuring well-qualified teachers for all children enrolled in a PFA program regardless of setting (public schools, Head Start, community-based organizations).
 - Committed to finding both short-term solutions and long-term solutions to the teacher shortage.
 - The Ad Hoc Committee will begin meeting in November to discuss long term solutions.
- The proposed recommendations **(Attachment 3)** were approved by the ELC and have been moved to the Illinois State Board of Education for review and possible approval and implementation.
 - The document is now with the legal department at ISBE.

Latino Policy Forum/The Ounce of Prevention Recommendation (Attachment 4)

- The Latino Policy Forum and The Ounce of Prevention convened a group to look at recommendations on how to build connections that allow people who are linguistically and culturally diverse to have access to courses leading to credentials and degrees.
- Need to take advantage that early childhood is a current focal point of the Children's Cabinet.
- The recommendations are specifically about recruiting linguistically diverse candidates into the ECE field, increasing access to the field.

- The Ounce highlighted Recommendation Action Steps for the continuity between efforts across the field and across the state.
 - A recommendation for an ESL Bilingual Credential using the Gateways Credentialing system for ESL Bilingual Endorsement using competencies is needed. This recommendation of a credential is included in the i2I report.

Illinois Council on Development Disabilities (ICDD) proposal

- A grant was awarded from ICDD for a project called High Quality Inclusive Practices within the Illinois Professional Development System.
- Partners in the project include: Illinois State University, Heartland Community College, The Ounce of Prevention, INCCRRA and others.
- The project is designed to take the competencies, informed by benchmarks, and consider what resources, toolboxes, opportunities and guidance can be developed that support faculty and trainers in their ability to highlight and access practices that support high quality inclusion.
- The project will analyze the early childhood preparation landscape and how to support enhanced methods.
- The project will explore content alignment supportive of inclusive practices and cross-walk the competencies with different inclusion standards and evidence based practice guidelines.

Children’s Cabinet Priorities

- EC Workforce Development
- Lead
- Workforce Readiness
- Cabinet currently looking at expanding the pipeline of educators, building out a pathway of educators and making more cohesive the data landscape across the early childhood workforce system at large (funding stream and setting).
- There was a first round of projects (12-18 months in length) and then a new round of projects would be introduced.
 - New projects should be selected at the March 2018 cabinet meeting.
 - Will be looking at sustainability for these first three priorities.

ECE Career Lattice and ECE Credential Framework

- The ECE credential becomes a requirement for all of the other credentials listed on the Credential Framework.
- Level 1 on the ECE Framework uses training as foundational knowledge. It is used as a platform to begin the Career Lattice and reach ECE Level 2. The ECE Level 1 Credential meets several competencies.
- IDHS was specific in using training as a way to achieve the ECE Level 1 Credential and as an entry point.

Updates from Higher Education Partners

- ISBE – Karen McCarthy
 - Preschool For All Expansion Grant RFP’s are still in the routing stage within the department.
 - The Prevention Initiative RFP has been posted. The intent to apply deadline is October 31, 2017 with proposals due November 29, 2017.
 - Regarding the FY19 Re-Competition the plan is to post the Preschool for All, Preschool for All State Expansion and Prevention Initiative in late fall and/or early winter.
 - Kindergarten individual Development Survey (KIDS) – 40 days of attendance are coming into play so teachers need to log in post assessments. ISBE hopes to be able to generate reports from this data.

- A KIDS summit will be held on December 14, 2017.
- Illinois has joined a consortium regarding the Pyramid Model.
- IAI –Pat Steinhaus
 - The IAI Panel has aligned three courses to competencies.
 - The IAI Panel has talked about an additional course that will meet the(Bilingual/ESL endorsement.
- ACCESS – Melissa Johnson
 - Two- year institutions are engaged in aligning their ECE programs to competencies.
 - Currently scheduling a February ACCESS meeting.
- ILAECTE – Rebecca Pruitt
 - As a board, ILAECTE is exploring different ways to engage meaningfully in state level committees to extend higher education’s voice.
- HERO – Sarah Sebert
 - New website is located at www.eclearningil.org .

Announcements

- Committee members were reminded the Gateways Higher Education Forum will be held at the DoubleTree Hotel in Bloomington on April 19th and April 20th 2018.
- The Higher Education Committee will meet by telenet on January 19, 2018 and April 6, 2018.

PDAC Housekeeping

- Committee members were asked to review the PDAC Policy and Procedure document in their meeting folder.
- Those who have not filled out their PDAC forms were asked to return those along with the travel reimbursement forms in the meeting folders.

Adjourn



Revised Guiding principles for SB 1829 Ad Hoc Committee recommendations:

1. We are committed to ensuring well-qualified teachers for all children enrolled in a PFA program regardless of setting (public schools, Head Start, community-based organizations).
2. We are committed to a coherent set of policies and rules for all PFA programs struggling to address a teacher shortage (teachers with PEL in ECE).
3. We are committed to finding both short-term solutions (e.g., expansion of the emergency rules) and long-term solutions (e.g., alternative licensure; changes/alternatives to the TAP) solutions to the teacher shortage.
4. Recommendations for long-term solutions will include **total** compensation parity for comparably qualified PFA teachers (with PEL in early childhood education) working in the public and private sectors.
5. Recommendations for solutions will be evidence-based.

Reviewed 7.26.17

Addition noted in red

Illinois Early Learning Council Quality Committee Recommendations re: Senate Bill 1829

These recommendations from the Quality Committee of the Early Learning Council are in response to the concerns raised in Senate Bill 1829. This work was done at the request of Senator Hutchinson (letter attached) and the Illinois Early Learning Council Executive Committee. The recommendations are designed to address the challenges in hiring qualified staff by increasing the pool of available teachers for Preschool For All (PFA) classrooms outside of public schools and would expand the Emergency Rule cited below.

Currently: A teacher of preschool children in the PFA program may alternatively meet one of the following requirements:

1. A teacher must hold a current Professional Educator License (PEL) with an Early Childhood endorsement, or
2. Under ISBE Emergency Rules 25.430 *Short-Term Approval for Teachers at All Grade Levels*— A teacher must hold a current PEL and have passed the ECE content test or have 9 semester hours of ECE course content.

Proposed Additions:

3. A teacher must hold a current Illinois Gateways to Opportunity ECE Credential Level 5 and obtain a PEL with an Early Childhood endorsement within five years of hire, or
4. A teacher must hold a (provisional) Type 29 Transitional Bilingual License and have passed the ECE Content Test or have 9 semester hours of ECE course content and obtain a PEL with an Early Childhood endorsement within five years of hire.

ISBE modified Part 25 of the current rules on short term assignments so that a teacher with nine credit hours in a content area may teach in that content area and the teacher has three years to complete the coursework requirements for the endorsement. In order to ensure that districts have the greatest flexibility, districts can either use the nine-hour requirement or successful completion of an appropriate content test.

The Illinois Gateways to Opportunity ECE Credential Level 5 requires a bachelor's degree and 30 semester hours of ECE content. There has been significant work on the development of a coherent system of ECE credentials, based on competencies and shared assessments. The Illinois Gateways Credentials already are in Administrative Rule, allowing for the systemic embedding of these credentials into early childhood program requirements. ISBE recognized the credential's concentration of ECE content knowledge when it required, through Part 26, that all Illinois teacher preparation programs leading to a Professional Educator License with an early childhood endorsement must integrate the Gateways ECE Credential Level 5 content into their approved programs by July 2019.

The Illinois State Board of Education (ISBE) allows the Type 29 Transitional Bilingual License as a pathway to teaching transitional bilingual courses in a Pre-K through Grade 12 setting and English as a Second Language (ESL) in Kindergarten through Grade 6. Allowing PFA programs to employ Type 29 teachers as provisional educators recognizes that home language serves as an essential medium for a child to meaningfully access ECE experience. To ensure consistency in quality through early childhood specific preparation, it is proposed that PFA Rules accept the Type 29 licensure with the additional requirement that either the teacher have 9 semester hours of ECE course content or pass the ECE Content Test.

See link <https://www.isbe.net/Pages/Educator-License-with-Stipulations.aspx>



Recommendations to Boost the Number of Linguistically and Culturally Diverse Early Childhood Workforce Professionals

Early childhood programs require teachers and program/school leaders who have specialized knowledge and experience in creating linguistically and culturally responsive learning environments and can support healthy development for each child across all domains of learning, including cognitive, reasoning, and social/emotional development.

Projected student growth from 2005-2020 will largely come from the children of immigrants.¹ Preliminary findings from the Illinois Early Childhood Workforce Hiring Survey (2017) highlight that the most difficult position to hire is a lead teacher who is licensed by the Illinois State Board of Education (ISBE). Of the 706 respondents surveyed, 42 percent claimed the need for bilingual staff and 15 percent needed more than two bilingual positions filled. More than half of respondents (55%) claimed that there is a limited pool of candidates making it difficult to hire bilingual staff. The implementation of mandated bilingual instruction (2010) for some children in state funded Preschool for All programs has been delayed by the shortage of bilingual, licensed teachers. Without staff with the capacity to provide linguistically and culturally responsive early learning environments, Illinois cannot ensure school readiness and equitable services to these children and families.

In 2017, Illinois leaders accelerated efforts to address the state's increased need for a well-prepared early childhood education (ECE) workforce, defined as birth through age eight. The Governor's Children's Cabinet declared this a key priority; the Governor's Office of Early Childhood Development created a multipronged work plan to address the concern; and legislation introduced into the Illinois General Assembly (SB1829) focused on the shortage of teachers within community-based organizations. The Early Learning Council also charged its Quality Committee to develop recommendations specific to the shortage of licensed teachers in ECE settings. In addition, the Latino Policy Forum and Ounce of Prevention convened a group of experts to draft the recommendations in this document (see Appendix A for project and purpose description). The following recommendations address strategies for increasing the number of both non-licensed and licensed educators that are culturally and linguistically responsive.

Recommendations for Preparation of Non-Licensed ECE Assistant and Lead Teachers

1. Issue Identification: Associate and non-licensure BA Degree programs have not been required to include ECE Bilingual/ESL pedagogy within their curricula.

- ✓ **Recommendation:** The Illinois Community College Board (ICCB), Illinois State Board of Education (ISBE), Illinois Board of Higher Education (IBHE), early childhood bilingual experts,

¹ Fry, R. (2008). The Role of Schools in English Language Learner Achievement Gap. Washington, D.C.: Pew Hispanic Center. Available at <http://www.pewhispanic.org/files/reports/89.pdf>



and stakeholder groups should design a statewide Bilingual/ESL credential that articulates between the AA and BA levels to provide teachers in non-Preschool for **All** settings linguistically and culturally responsive training.

Recommended action steps:

- Early childhood entities which may include higher education experts, Early Learning Council, Illinois Department of Human Services (IDHS), ICCB, ISBE, Professional Development Advisory Council (PDAC), or Illinois Network for Child Care Resource & Referral Agency (INCCRRA) members, and other expert stakeholders should work to convene an ad hoc group to develop a Bilingual/ESL Credential that can be earned at the Associate degree level. This process may require short-term financial support to develop, pilot, and implement this model.
- The ad hoc group should work to design a credential that meets the language and literacy development needs of very young learners who are simultaneously acquiring two or more languages which makes their language acquisition instructionally different from Bilingual/ESL endorsements which are typically tailored to older children who already have proficiency in their home language.
 - The Bilingual/ESL credential should contain ISBE required content currently included in *Foundations of Bilingual Education and Cross-cultural Studies for Teaching Limited-English Proficient Students*.
 - Bilingual/ESL endorsement (BA level) and credential (AA level) content and the early childhood competencies that support them may be embedded in existing college level courses leading to degrees or Gateways ECE credentials.
 - Coursework should align with ISBE Bilingual/ESL endorsement standards, IL Early Learning and Development Standards, and relevant IDHS and Gateways competencies pertaining to the understanding of the cognitive, linguistic, and developmental pathways of young dual language learners and emergent bilinguals.
- IBHE and ISBE should permit non-licensed, BA degreed early childhood teachers to earn a Bilingual/ESL endorsement to ensure quality instructional practices with linguistically and culturally diverse students. Currently courses leading to a Bilingual/ESL endorsement are only available to PEL holders.
 - ✓ Higher Education Institutions (HEI) should allow non-licensure track BA candidates to earn a Bilingual/ESL endorsement by making coursework available to all interested candidates.
 - ✓ Already entitled Bilingual/ESL endorsement programs must be designed to include content regarding the language and literacy development of children aged six and under that reflects best practices for emergent bilinguals.



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- ✓ **Recommendation:** IBHE, ICCB, and ISBE should ensure that course frameworks approved by the Illinois Articulation Initiative (IAI) Early Childhood Panel address pedagogy, theory, and experiences for strengthening multi-lingual and biliteracy development and culturally responsive practices. The Illinois Articulation Initiative is a statewide transfer agreement



covering courses that are transferable among more than 100 participating colleges or universities in Illinois.

2. Issue Identification: ECE course credits have not been consistently accepted between 2-and 4-year degree and credential programs resulting in students being required to repeat some coursework.

- ✓ **Recommendation:** ISBE and IDHS will advance data sharing capacity between the Gateways to Opportunity Registry and the Educator Licensure Information System (ELIS) to store course credits, ensuring that students have an accurate record of completed courses taken at various points throughout their academic careers. This data can support course transfer between institutions.

Recommended actions steps:

- All ECE degrees and credentials will be based on Gateways ECE competencies to promote equivalent and transferable course content across 2 and 4-year HEIs.
- INCCRRA will request that IDHS and ISBE work to align their data bases and technology.
- INCCRRA, IDHS, and ISBE will develop protocol for entering AA level Bilingual/ESL credential in joint data bases for future articulation towards a Bilingual/ESL endorsement with a Professional Educator Licensure.
- ISBE should allow teacher candidates to (1) take the ISBE language assessment at any time and (2) provide proof of the State Seal of Biliteracy to ISBE using the foreign language passage score, saved in ELIS or the Gateways Registry, for later application towards a Bilingual/ESL Endorsement. The Seal of Biliteracy requires that students demonstrate proficiency in both English and another language in the four domains of speaking, writing, listening and reading.

3. Issue Identification: There is a lack of sufficient systemic supports to fund diverse cohort models of teacher candidates. There is a need for public and private funders to foster partnerships between school districts, community providers, and HEIs to jointly implement teacher preparation cohorts that provide financial and academic supports.

- ✓ **Recommendation:** Funding models must prioritize investment in diverse cohort models for ECE and Bilingual/ESL degree and endorsement programs developed for working adult candidates.

Recommended action steps:

- IBHE, with relevant stakeholders, should identify initiatives to support geographically diverse cohort models with partnerships that include school districts/community-based providers and HEIs. These cohorts should provide access for ECE staff with bilingual skills to pursue Gateways to Opportunity ECE credentials and college degrees as well as the Bilingual/ESL endorsement or credential.



- Cohorts applying for career development funds should design flexible spending opportunities that school and community-based staff can access to support ECE credential and degree acquisition. Flexible spending options may include combined financial resources from entities such as Grow Your Own funds, school districts, community-based organizations, philanthropic or private entities, the higher education partner, and/or the student.
 - Resources may be used for **student supports**, including cost of courses, books, or other supports such as tutoring, needed to earn a degree/credential or for **program expenses**, such as hiring substitute teachers to provide coverage for programs while colleagues attend class.
- ✓ **Recommendation:** ISBE should explicitly encourage the use of job-embedded coaching in school and community based settings for short-term professional development support in order to strengthen linguistically and culturally responsive instructional practices between ECE assistant and lead teachers in the classroom. Funding sources may include the Early Childhood Block Grant (ECBG), City of Chicago, private philanthropic dollars, Grow Your Own, or federal Title funding.

Recommendations to Increase the Number of ECE Professionally Licensed Educators with a Bilingual/ESL Endorsement

4. **Issue Identification:** There is a lack of ECE teachers who hold a PEL and a more significant shortage of teachers who hold a PEL with the Bilingual/ESL endorsement. Access to teacher licensure and endorsement programs must be expanded to attract candidates who can meet the growing need for early childhood Bilingual/ESL teachers.
- ✓ **Recommendation:** Request that ISBE proceed with rule making actions to expand already enacted ISBE Emergency Rules in Section 25.430 Short-Term Approval for Teachers at all Grade Levels to include the following:
- A teacher must hold a current Illinois Gateways to Opportunity ECE Credential Level 5 and obtain a Professional Educator's License (PEL) with an Early Childhood endorsement within five years of hire, or
 - A teacher must hold a Type 29, an Educator License with Stipulations Endorsed as a Transitional Bilingual Educator ESL (TBE), and have passed the ECE Content Test or have 9 semester hours of ECE course content and obtain a PEL with an Early Childhood endorsement within five years of rule enactment.
 - These recommendations to ISBE were accepted by the Illinois Early Learning Council on August 28, 2017
 - Only accredited HEIs in IL may be entitled for Gateways to Opportunity credentials awarded through the IDHS



5. **Issue Identification:** Many potential teacher candidates face obstacles in their pursuit of teacher licensure. Challenges in the current licensure system must be addressed in order to expand the number of candidates eligible to enter teacher preparation coursework leading to a PEL.
- ✓ **Recommendation:** ISBE must broaden the menu of options that meet entry requirements into teacher preparation programs leading to a PEL. Current options for program entry include passing the Test of Academic Proficiency (TAP), SAT, or Act Plus Writing, and applicable content area test(s). Additional options may include:
- Waiving the TAP if a candidate's GPA is 2.75 or above in college-level coursework earned at a regionally accredited institution; or
 - Evidence of a having earned a bachelor's degree with a 2.75 GPA from an accredited institution;
 - The Test of Academic Proficiency (TAP) is a significant barrier that eliminates many qualified and diverse candidates. Currently, less than one-third of test-takers across candidate demographics pass all four sections of the TAP on the first attempt. Admittance into a teacher preparation program for candidates who have earned a BA or have maintained a 2.75 GPA in college level coursework would be new options for meeting program entry requisites. These options reliably reflect a candidate's ability to successfully complete college coursework over time.
- ✓ **Recommendation:** Expedite ISBE and IBHE approval of HEI proposals for (1) alternative certification and (2) subsequent endorsement programs for teachers holding PELs and seeking early childhood endorsements and Bilingual/ESL endorsements.
- ✓ **Recommendation:** Request that ISBE set a numeric goal for increasing the Bilingual/ESL endorsed ECE PEL statewide over the next five years, prior to the expiration of Section 25.430 Emergency Rules.
- ISBE should establish a mechanism to monitor progress in increasing the number of ECE PEL with Bilingual/ESL endorsements. Progress should be assessed after 2.5 years to ensure the field is on track for increasing the pool of teachers within the 5-year timeline.

Recommendations for Early Childhood Teacher Compensation

6. **Issue Identification:** A critical barrier to ECE teacher retention is low compensation, including limited benefits for assistant and lead teachers.
- ✓ **Recommendation:** ISBE should promote policies through Requests for Proposals and other channels that endorse compensation parity and provide incentives for ISBE providers to align



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salary ranges for licensed ECE teachers with local public school salary scales for positions requiring similar qualifications.

- ✓ **Recommendation:** Early childhood advocates, IDHS and ISBE should work to identify mechanisms for increasing compensation for non-licensed EC teachers and teacher assistants.
- ✓ **Recommendation:** Assistant and lead teachers who interact with children and families and can provide instruction in both English and another language should receive additional compensation for their bilingual skills.

CRITICAL INSIGHTS FROM THE FIELD TO SUPPORT COHORT MODELS:

- Because of poor compensation in the early childhood field, a variety of financial supports, such as Gateways to Opportunity Scholarships and funded cohort models, are needed to increase the number of candidates able to complete coursework leading to degrees and credentials.
- ECE cohort models are successful when governmental agencies foster partnerships between school districts/community providers, and HEIs to jointly develop and implement programs.
- In addition to offering individual teacher scholarships, priority should be given to funding cohort partnerships that focus on supports needed for candidate completion. School districts and community-based providers require funding for resources such as:
 - Book fees or lending libraries
 - Tuition costs
 - Access to on-line/in-person hybrid course models
 - Staff release time and substitute coverage
 - Daycare and meals on site for the families of staff who are pursuing higher education
 - Transportation to classes or on-site cohorts
- Effective cohort partnerships include focused academic counseling for teacher candidates with a consistent, designated contact person from the HEI or community organization:
 - To ensure buy-in from the district/community provider
 - To assist with the careful selection of candidates
 - To provide academic tutoring and other supports for teaching requisites
- Institutions of higher education must be responsive to cohorts by providing:
 - Intensive advising
 - Access to other college/university services, such as writing and computer supports
 - Hybrid models of face-to-face and online coursework
 - Condensed class schedules or class offerings at the work site,
 - Course offerings during evenings and weekends



Appendix A

Work Group Project:

The Latino Policy Forum and the Ounce of Prevention convened stakeholders, including advocates, funders, governmental agencies, higher education faculty, and community-based providers, for a finite time period (May-September 2017). The group developed recommendations for increasing the number of qualified ECE educators prepared to serve linguistically and culturally diverse children. Key priorities of these meetings included the following:

- Reviewing successful state initiatives that increased the bilingual workforce, and
- Prioritizing views of ECE providers to aid in the creation of practical recommendations.

Purpose:

The recommendations are intended to inform and support the Governor's Children Cabinet, Illinois State Board of Education, the Illinois Board of Higher Education, the Governor's Office of Early Childhood Development, the Illinois Department of Human Services, Illinois Network of Child Care Resource and Referral Agencies and the City of Chicago. The presentations and discussions focused on three key issue areas:

- Determining the supply and demand of ECE licensed teachers with bilingual/ESL endorsements
- Promoting competencies for successfully working with multilingual and multicultural children into AA and BA teacher preparation coursework and within the Illinois Gateways to Opportunities credentialing system. These linguistic and cultural competencies would be fully integrated within early childhood degrees and credentials at HEIs.
- Incentivizing the recruitment and retention of bilingual ECE teachers and staff, including support for further education with recognition that poor compensation is a leading barrier to growing the early childhood workforce.
 - Despite the increase in demand for early childhood teachers, ECE workforce wages have remained relatively stagnant over the last two decades.