



PDAC Steering Committee

October 11, 2017

10:00AM – 3:00PM

Beth Knight	Johnna Darragh Ernst	Lisa Downey
Dawn Thomas	Joni Scritchlow	Marsha Hawley
Deb Widenhofer	Joyce Weiner	Olga Torres
Debbie Jaye	Julie Lindstrom	Sharyl Robin
Diana Rosenbrock	Lauri Morrison Frichtl	Stephanie Bernoteit
Joellyn Whitehead	Laurie Rhodes	Tammy Notter

Welcome – Marsha Hawley and Deb Widenhofer welcomed attendees to the meeting.

Review and Approval of the Minutes (Attachment 1)

- August 16, 2017
 - Diana Rosenbrock moved to accept the minutes.
 - Joyce Weiner seconded the motion.

Recap of the PDAC joint ACCESS and ILAECTE meeting

- Compensation:
 - Need to educate people on blended funding.
 - One time funding is not sustainable.
 - Need to make bold steps.
 - Use Power to the Profession as a lever for compensation.
- Research Topics:
 - Importance of research regarding social and emotional issues.
 - Research projects at ICAM, NIU and SIUE
- ECE Workforce Data:
 - Need to share ECE data with decision makers outside of ECE.
- Community College:
 - How to use data for both Chicago and other areas of the state.
- i2I Focus on Workforce Development and Raising Awareness:
 - How to better coordinate and implement apprenticeships for students.
 - Need to address barriers that students face.
- Gateways Higher Education Forum:
 - The Forum will take place on April 19 and 20, 2018 and will use an RFP process for presentations.

Gateways Credentials and Competencies

- Diana Rosenbrock reviewed the latest version of the ECE Framework. **(Attachment 2)**
- Committee members broke into groups to review the Family Child Care, Family Specialist, School-Age and Youth Development, Technical Assistance, Illinois Director and Infant Toddler Credential Frameworks.

- Suggested changes will be shared with the INCCRRA marketing department.
- The Career Lattice was reviewed for additional edits. **(Attachment 3)**
 - Joni will reach out to Teri Talan regarding NAEYC's use of the term educator and if it should remain on the document.
- Competency Updates
 - Higher Education Institutions are aligning their coursework and securing approval of changes within their higher education structure regarding the competencies.
 - Frameworks have been re-designed for the competencies.
 - The training system will begin to review and incorporate competencies.
 - Final step in competencies is communicating with the field.
 - Between January 2018 and July 2018 INCCRRA will begin to market to the field.
 - In 2019 (potentially July 1, 2019) credentials will be awarded using competencies for all routes.
 - Will use document in paper form to have a record of the process. The collected information can be a useful tool for other entities who are also working on competencies.
 - Stephanie Bernoteit, Brad White, Nancy Latham, and Johnna Darragh-Ernst are documenting the process for designing, testing and vetting the competencies that undergird the frameworks.
 - The collected information can be a useful tool for other entities who are also working on competencies.

Senate Bill 1829 Long Term Strategies

- The ELC Quality Committee made a series of recommendations regarding SB 1829.
 - A proposed recommendation includes a teacher who holds a current Gateways to Opportunity ECE Credential Level 5 could work in a Preschool For All classroom with the caveat that they will obtain the PEL with the Early Childhood endorsement within five years of hire.
 - An additional proposed recommendation includes 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 Early Childhood endorsement within five years of hire.
- The SB 1829 Ad Hoc Committee will hold a telenet on November 7, 2017 to review long term pipeline implications. If you are interested in continuing the work you are invited to join the Ad Hoc Committee.

ECE Pipeline

- **Latino Policy Forum and The Ounce of Prevention Recommendation (Attachment 4)**
 - Goal to diversify the workforce and create pathways.
 - The document is concentrated in three categories:
 - What can we do for non-licensed Early Childhood assistants and lead teachers
 - What can we do for people to make the pathways towards the Professional Educator Licensed with a bilingual ESL endorsement
 - Compensation
 - Joyce highlighted page 3 section 2. ISBE and IDHS will advance data sharing capacity between the Gateways to Opportunity Registry and the Educator Licensure Information System (ELIS) to document course credits, ensuring that students have an accurate record of completed courses taken at various points throughout their academic careers.

- Joyce highlighted page 4 section 5. Waiving the Test of Academic Proficiency (TAP) if a candidate's GPA is 2.75 or above in college-level coursework earned at a regionally accredited institution.
- **Children's Cabinet Priorities**
 - **IDHS**
 - The federal deadline for completing the health and safety required trainings was extended for those providers participating the Child Care Assistance Program.
 - The licensed exempt monitoring program was extended.
 - Secretary Dimas called for the reconvening of the Child Care Advisory Council.
 - Governor Rauner restored income eligibility to 185% of the federal poverty level.
 - **DCFS Utilization of Credentials (as of October 1, 2017)**
 - Since February for licensed center staff - 7,248 Level 1 credentials have been awarded.
 - Since February licensed family child care - 1,395 Level 1 credentials have been awarded.
 - Since February licensed exempt center staff - 289 Level 1 credentials have been awarded.
 - Since February licensed exempt family child care - 707 Level 1 credentials have been awarded.
 - Since February high school students - 1,224 Level 1 credentials have been awarded.
 - Other - 1,432 Level 1 credentials have been awarded.
 - **Prior Learning Assessment**
 - At the state level PLA has connections to the state board's work towards their Every Student Succeeds Act (ESSA) plan, their competency based high school pilot, and has connection to apprenticeship work of the children's cabinet with some multiple intersecting state level initiatives that are calling for creating some frames for thinking about Prior Learning Assessment.
 - Johnna Darragh Ernst share plans to do a pilot for Family Child Care practitioners with Christy Allen, Tami O'Daniel and others at Heartland. Cohort would help practitioners to get their FCC Level 3, but also their ECE Level 3.

PDAC Strategic Planning

- **PDAC Steering Member Survey**
 - From surveys returned: 7 current PDAC Steering members will sun-set from credential committees, 6 members will retire between 2019-2023, and 7 are thinking of semi-retirement.
 - On average current members have been on PDAC Steering - 5.5 years.
 - Current Steering members top areas of expertise (in order of expertise):
 - Preschool (3 and 4 year olds)
 - Birth to Three/Infants and Toddlers
 - ECE Birth to age 8
 - Coaching/mentor/trainer
 - Child Care Center
 - Use of a Tri-Chair system should be utilized during transitions.
 - Top areas to prioritize for the Strategic Plan:
 - Compensation

- Moving trainings to a competency basis
- Integration of competencies into professional development system

Retreat

- Using the data from the survey, PDAC Steering members should come to the retreat looking at how the survey information shapes the work of the committee they participate in individually and collectively.
- Do we need a facilitator for the retreat?
 - Consensus that a facilitator is a good idea, so all members can participate in the retreat.
 - Please forward potential facilitator names to Joni by November 1st.
 - Steering members need to review the current Strategic Plan and the member survey before the retreat.
 - Before the December 13th Steering telenet committee members should review their committee rosters to begin to identify potential leadership candidates.
 - Before the December 13th Steering telenet committee members should forward to Joni any articles that they feel would be important to a future strategic plan or help educate the committee.

Statewide Updates in Relation to PDAC

- Illinois Head Start Association
 - Many Head Start sites have been affected by the recent hurricanes, including sites in Puerto Rico.
- Illinois Department of Human Services
 - No additional report.
- Illinois Board of Higher Education
 - The IBHE Data Points Fall 2017 Enrollment Snapshot for Illinois Public Universities and IBHE Data Points Out of State Schools documents are available on the IBHE website <http://www.ibhe.org/DataPoints/default.htm>
 - The Data Point Out of State Schools document will be expanded before the end of the year to include additional out of state schools.
 - It is important to remember that the overall population in Illinois is decreasing, so there are fewer age eligible high schools students to enter the higher education pipeline.
 - Illinois Proud (Attachment 6)
 - Illinois is among the national leaders in the rate of bachelor's degree completion among transfer students from community colleges. Illinois has a 48% completion rate compared to the national average of 42%.
 - Illinois public universities are among the national leaders in completion rates for adult learners, second only to Virginia. Virginia's completion rate is 66.7% while Illinois's rate is 65.8%.
 - Please feel free to share this document with your state representatives.
- Illinois Council for Development Disabilities (ICDD) had a grant opportunity to support individuals with disabilities across their lifespan. The grant was awarded to Illinois State University (ISU) (partnership consists of ISU, the Ounce of Prevention, Heartland Community College, IBHE, INCCRRA, and ISBE) to support practitioner knowledge, skills, and competencies in inclusive practices. Currently, reviewing the ECE competencies and looking at where in the competencies there is rich material regarding inclusive practices, will pilot these with assessments and toolboxes to support faculty incorporation to strategically insure teachers have the knowledge and skills to support each and every child.

- DCFS Licensing Advisory Council
 - Regional Forums were held last week at approximately 15 sites across the state hosting licensed childcare centers and licensed homes. Emphasis was on health and safety, with time spent on director qualifications that came into effect on July 1, 2017.
 - Policy guides are being developed around lead testing and expulsion.
 - The Early Learning Health subcommittee has a series of recommendations coming that could impact DCFS.

Committee Updates

- Debbie Jaye announced that the Financial Supports Committee is reviewing a newspaper article which says child care is one of the jobs that would be least likely to be replaced by automation.

Upcoming Meetings

- Members were encouraged to attend the PDAC Annual Meeting on November 17, 2017 with presenters Jorge Garcia and Dr. Aisha Ray.
- A telenet was added to the Steering Committee calendar. A telenet will be held on Wednesday, May 2nd from 10:00AM until noon to review the Strategic Plan. Committee members were encouraged to mark their calendars. Staff will send out a notice following the meeting.



Gateways to Opportunity® ECE Credential Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES IN EARLY CARE AND EDUCATION	WORK & PRACTICAL EXPERIENCE IN EARLY CARE & EDUCATION AND PROFESSIONAL CONTRIBUTIONS	
LEVEL 6	Graduate Degree	<i>Must meet all previous level competencies plus:</i> Mastery in at least 3 of the 7 ECE Level 6 Skill Areas	6,000 hours of documented ECE related experience and Six professional contribution in three different areas within the last five years	MASTER TEACHER
LEVEL 5	Bachelor's Degree	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD5, HGD6) Health, Safety, and Well-Being (HSW7, HSW8) Observation and Assessment (OA7, OA8) Curriculum or Program Design (CPD10) Interactions, Relationships, and Environments (IRE6, IRE7) Family and Community Relationships (FCR7) Personal and Professional Development (PPD7, PPD8, PPD9, PPD10) (Up to 11 competencies may be documented through training)	Minimum of 200 hours of ECE supervised experience or 1,200 total hours of documented ECE work experience	LEAD TEACHER
	A Professional Educator License with endorsement in Early Childhood Education meets these requirements			
LEVEL 4	Associate's Degree or 60* semester hours (including the 9 semester hours listed at level 3)	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD4) Health, Safety, and Well-Being (HSW6) Observation and Assessment (OA4, OA5, OA6) Curriculum or Program Design (CPD4, CPD5, CPD6, CPD7, CPD8, CPD9) Interactions, Relationships, and Environments (IRE5) Personal and Professional Development (PPD5, PPD6) (Up to 6 competencies may be documented through training)	100 total hours of ECE supervised experience or 600 total hours of documented ECE work experience	TEACHER
LEVEL 3	Three semester hours: Any Math, English, and General Education electives (Psychology, Sociology, Science, etc.) (These 9 hours must be credit bearing and nondevelopmental 100 level+)	<i>Must meet all previous level competencies plus:</i> Health, Safety, and Well-Being (HSW3, HSW4, HSW5) Observation and Assessment (OA1, OA2, OA3) Curriculum or Program Design (CPD1, CPD2, CPD3) Interactions, Relationships, and Environments (IRE3, IRE4) Family and Community Relationships (FCR4, FCR5, FCR6) Personal and Professional Development (PPD3, PPD4) (Up to 5 competencies may be documented through training)	10 hours of ECE supervised experience or 400 total hours of documented ECE work experience	ENTRY-LEVEL TEACHER
LEVEL 2	High School Diploma or GED	Human Growth and Development (HGD1, HGD2, HGD3) Health, Safety, and Well-Being (HSW1, HSW2) Interactions, Relationships, and Environments (IRE1, IRE2) Family and Community Relationships (FCR1, FCR2, FCR3) Personal and Professional Development (PPD1, PPD2) (Up to 3 competencies may be documented through training)	10 hours of ECE observation or 200 hours of documented ECE work experience	ASSISTANT TEACHER
LEVEL 1	Level 1 ECE Credential is awarded through completion of a 48 clock hour training available through local Child Care Resource & Referral Agencies statewide or 16 modules online.			

*The Child Development Associate (CDA) meets HSW1, HSW2, IRE1, IRE2, FCR1 and PPD1.



GATEWAYS TO OPPORTUNITY®
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1 of 4



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

All early childhood programs require teachers and program/school leaders to have specialized knowledge and experience in creating linguistically and culturally responsive learning environments that 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 it was difficult to hire bilingual staff. 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.

Comment [WJ1]: Citation needed

In 2017, Illinois leaders accelerated timelines attached to projects addressing 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 Senator Toi Hutchinson sponsored SB 1829 focused specifically 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 who produced the recommendations in this document (see Appendix A for project and purpose description). The following recommendations address strategies for enhancing the preparation of non-licensed educators and increasing the number of licensed educators that are culturally and linguistically responsive.

Recommendations for Preparation of Non-Licensed ECE Workforce

1. Associate and Non-Licensure BA Degree Candidates Require Access to ECE Bilingual/ESL Content

- ✓ The Illinois Community College Board (ICCB), Illinois State Board of Education (ISBE), early childhood bilingual experts and stakeholder groups will design a statewide bilingual/ESL

¹

1 | Sept. 18, 2017



credential that articulates between the AA and BA levels to provide teachers in non-Preschool for All settings linguistically and culturally responsive pedagogy.

Action steps to meet recommendation:

- Early childhood entities which may include higher education experts, Early Learning Council or INCCRRA members, will work with governmental agencies to convene an ad hoc committee to develop a Bilingual/ESL Credential 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 will work to design a credential that meets the language and literacy development needs of young learners who are simultaneously acquiring two or more languages making 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 credential will contain ISBE required content included in *Foundations of Bilingual Education and Cross-cultural Studies for Teaching Limited-English Proficient Students* that will equate to a Bilingual/ESL credential at the Associate Degree level.
 - Coursework will be aligned with ISBE ESL/Bilingual endorsement standards, IL Early Learning and Development Standards, and relevant competencies pertaining to the understanding of the cognitive/linguistic developmental pathways of young dual language learners and emergent bilinguals.
 - IBHE will encourage Higher Education Institutions (HEI) to allow non-licensure ECE BA candidates to earn a Bilingual/ESL credential by making available *Cross-Cultural/Family and Culture and ESL/Bilingual methods* to candidates in non-licensure programs.
- ✓ IBHE, ICCB, and ISBE must ensure that courses approved by the Illinois Articulation Initiative (IAI) Early Childhood Panel include pedagogy, theory, and experiences for strengthening multi-language 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. Teacher Candidate Pathways and Data Storage

- ✓ ISBE should expand the Educator Licensure Information System (ELIS) to allow for the AA Bilingual/ESL credential to be stored for future articulation towards a Bilingual/ESL endorsement and Professional Educator Licensure. By saving data in ELIS, students can be sure not to lose credit for courses taken at various points throughout their academic careers.



- ✓ ISBE should allow candidates to (1) take the ISBE language assessment at any time and (2) provide proof of the State Seal of Biliteracy and have the foreign language passage score be saved in ELIS for later use when candidates apply for 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. Educational and Professional Development Opportunities

- ✓ IBHE should devote a meaningful percentage of “Grow Your Own” funding to ECE and Bilingual/ESL degree and endorsement programs.

Action steps to meet recommendation:

- IBHE, with relevant stakeholders, should create an RFP process directed to geographically diverse cohort models with partnerships that include school districts/community-based providers and HEIs. These cohorts should be specifically designed to provide access for ECE staff with bilingual skills to pursue ECE credentials and degrees as well as the Bilingual/ESL endorsement or credential.
 - Cohorts applying for Grow Your Own funds should design flexible spending opportunities that both 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 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, that are needed to earn a degree or credential or for **program expenses** such as hiring substitute teachers to provide coverage for programs while colleagues attend class.
- ✓ ISBE should explicitly encourage the use of job-embedded coaching in school and community based settings for short-term professional development support that will strengthen collaborative teaching dyads and linguistically and culturally responsive practices between ECE assistant and lead teachers in the classroom. Funding sources may include the Early Childhood Block Grant (ECBG), City of Chicago, and federal Title funding.

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

4. Expansion of ISBE Short-Term Approval for Teachers



- ✓ 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 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 hire.
 - These recommendations to ISBE were accepted by the Illinois Early Learning Council on August 28, 2017
- 5. **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 Professional Educators License**
- ✓ ISBE must broaden the menu of options that meet entry requisites into teacher preparation programs:
 - Evidence of a BA from an accredited institution; or
 - Students have maintained a B average in college-level coursework earned at a regionally accredited institution; or
 - Passing the Test of Academic Proficiency (TAP), SAT, or Act Plus Writing, applicable content area test(s), or the Assessment of Professional Teaching (APT). Currently ACT and SAT scores are also accepted as alternatives to passing the TAP.
 - 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 B average in college level coursework would be new options for meeting program entry requisites. These options validly reflect a candidate's ability to successfully complete college coursework over time.
- ✓ 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.
- ✓ 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 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 of increasing the pool of teachers within the 5-year timeline.

Recommendations for Early Childhood Teacher Compensation – Foundational Issue

- ✓ ISBE should promote the adoption of parity policies or provide incentives that require ISBE providers to align salary ranges for licensed ECE teachers with local public school pay scales for positions requiring similar qualifications.
- ✓ Early childhood advocates and governmental entities should work to identify mechanisms for increasing compensation for non-licensed teachers and teacher assistants who are bilingual and possess the proper credentials. Bilingualism is a valuable, marketable skill.

CRITICAL RECOMMENDATIONS FROM THE FIELD TO SUPPORT COHORT MODELS:

- Based on 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 government agencies foster partnerships between school districts/community providers and HEIs to jointly develop cohort models.
- In addition to individual teacher scholarships, priority should be given to allocating funding to these cohort partnerships to create supports that promote candidate completion. School districts and community based providers require additional resources to support candidates with:
 - 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 counseling for teacher candidates with a 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 collaborated to convene various stakeholders, including advocates, funders, governmental agencies, higher education, and community-based providers, for a finite time period (May-September 2017). The group worked to develop recommendations aimed at 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 past initiatives conducted in Illinois which increased the bilingual workforce.
- Prioritizing the perspectives of ECE providers in the discussions to aid in the formation of recommendations to ensure their practicality.

Purpose:

The following recommendations are intended to inform and support the work of 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 entitled higher education institutions (HEIs).
- Incentivizing the recruitment and retention of bilingual ECE teachers and staff, which includes support for additional education and the 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.