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10200SB1832sam001

LRB102 16889 CMG 25858 a

1 AMENDMENT TO SENATE BILL 1832

2 AMENDMENT NO. \_\_\_\_\_. Amend Senate Bill 1832 by replacing  
3 everything after the enacting clause with the following:

4 "Section 5. The Public Community College Act is amended by  
5 adding Section 3-80 as follows:

6 (110 ILCS 805/3-80 new)

7 Sec. 3-80. Early childhood education bachelor of applied  
8 science degree.

9 (a) Illinois faces a shortage of qualified early childhood  
10 educators, with high vacancy rates in child care centers,  
11 community-based early childhood programs, and school-based  
12 classrooms across the State. Beyond addressing the current  
13 need, growing federal and State commitments to expanding early  
14 childhood services, including the recommendations put forth in  
15 the Governor's Illinois Commission on Equitable Early  
16 Childhood Education and Care Funding report in March 2021,

1 suggests that Illinois must be prepared to meet the growing  
2 demand for a qualified workforce to deliver these services in  
3 the coming years.

4 To meet this growing demand, the Illinois higher education  
5 system must support our incumbent early childhood workforce  
6 through credential and degree attainment. The workforce is  
7 overwhelmingly made up of women and women of color, and many  
8 are balancing full-time employment, family needs, and other  
9 responsibilities. Often, traditional bachelor degree programs  
10 are not accessible to place-bound, full-time working parents.

11 In Illinois, there is a history of partnership among early  
12 childhood providers, stakeholders, and higher education to  
13 identify workforce needs and strategies to help promote access  
14 to higher education and degree completion among the workforce.  
15 Illinois institutions of higher education have taken steps to  
16 demonstrate a commitment to the early childhood field, as well  
17 as underserved student populations. Hybrid program models,  
18 cohort program models, and scholarships and financial  
19 incentives for students help to promote access to many early  
20 childhood degree programs in Illinois.

21 Over the past 2 decades, Illinois has attempted numerous  
22 strategies to develop and support partnerships among  
23 institutions of higher education that are focused on the  
24 State's early childhood workforce. Through these broader  
25 initiatives, as well as many individual local partnerships,  
26 community colleges and public and private universities have

1 worked to implement articulation agreements, credit transfer  
2 agreements, and program delivery models, although not all  
3 partnerships have been maintained. Such initiatives include  
4 all of the following:

5 (1) In 2004, Illinois developed the Associate of Arts  
6 in Teaching (AAT) degree model to promote articulation  
7 among 2-year and 4-year institutions of higher education.  
8 However, with the challenges in credit transfer  
9 contributing to the limited viability and success of the  
10 degree model, the State Board stopped approving the AAT  
11 degree model and has worked across the higher education  
12 system to discontinue these programs.

13 (2) In 2013, Illinois dedicated federal Race to the  
14 Top funds to create the Early Childhood Educator  
15 Preparation Program Innovation (EPPI) Grant program. Among  
16 other goals, the EPPI Grant program aimed to foster the  
17 creation or further development of partnerships between  
18 2-year and 4-year preparation programs between  
19 institutions of higher education, promote articulation and  
20 alignment of curriculum between 2-year and 4-year  
21 programs, and support early childhood educator preparation  
22 programs in designing curriculum to incorporate new State  
23 standards and program requirements. While the EPPI Grant  
24 program led to some effective partnerships that still  
25 remain intact today, program evaluations found varying  
26 levels of partnership and that, in many cases, successful

1 agreements were contingent upon individual relationships  
2 or individual leaders within institutions.

3 (3) Through the Illinois Articulation Initiative  
4 (IAI), there are 3 early childhood courses approved for  
5 articulation among participating institutions. More than  
6 100 Illinois colleges and universities participate in the  
7 IAI, though challenges with inconsistent participation and  
8 recognition do exist.

9 (4) Most recently, the creation of competency-based  
10 education components for early childhood education will  
11 help ensure that higher education and credential programs  
12 are designed to prepare early childhood educators to  
13 demonstrate the same critical core competencies. The  
14 emphasis on core competencies could improve educator  
15 preparedness and could ease credit transfer and  
16 articulation processes moving forward.

17 These programs and partnerships continue to benefit many  
18 early childhood education students across the State, but  
19 overall, these efforts have not produced adequate early  
20 childhood degrees to meet the demands in the field. These  
21 types of initiatives are highly contingent upon relationships  
22 and partnerships between specific institutions and are often  
23 impacted if an institution experiences turnover or program  
24 changes. Furthermore, these partnerships often do not address  
25 the geographic, structural, and economic barriers the  
26 incumbent workforce often faces in accessing bachelor's degree

1 programs while working full-time in the field. These ongoing  
2 challenges are not new and have been noted in the development  
3 of these previous efforts.

4 As noted in the provisions of Public Act 101-654, the  
5 General Assembly recognizes the critical role of the early  
6 childhood workforce and, in response to challenges, including  
7 staffing shortages and barriers to higher education, calls  
8 upon the Board of Higher Education to better meet the needs of  
9 the early childhood workforce.

10 Illinois must seek evidence-based, systemic solutions to  
11 expand access to and completion of early childhood bachelor  
12 degrees, including the community college baccalaureate degree  
13 pathway pursuant to this Section. This pathway would  
14 complement existing and future innovations in higher  
15 education, including potential statewide consortium efforts,  
16 all aimed at expanding access to degree pathways and  
17 completion.

18 (b) A board of trustees may establish and offer a  
19 baccalaureate-level early childhood education program and  
20 confer a bachelor of applied science degree in early childhood  
21 education and a Professional Educator License with  
22 endorsements in early childhood education and early childhood  
23 special education if all of the following conditions are met:

24 (1) The board meets all of the requirements as set  
25 forth in subsection (c) of this Section and has been  
26 approved by the State Board to offer a bachelor of applied

1 science degree in early childhood education.

2 (2) After the program has been approved by the State  
3 Board, the Board of Higher Education shall consider the  
4 program for approval in a manner consistent with new  
5 bachelor's degree programs at public and private  
6 universities in this State.

7 (3) The program has been approved by the State Board  
8 of Education, pursuant to Section 21B-105 of the School  
9 Code and 23 Ill. Adm. Code 25.Subpart C.

10 (4) The board has identified and documented, in  
11 writing, unmet early childhood workforce needs. The State  
12 Board may develop guidance on documentation, which may  
13 include traditional labor market data, employer surveys,  
14 community needs assessments, or additional available data  
15 sources. The board shall publish on its Internet website  
16 and make publicly available the documentation and shall  
17 present the documentation to the State Board.

18 (5) The board meets all applicable accreditation  
19 requirements of the Higher Learning Commission.

20 (c) The board shall demonstrate that the community college  
21 district has the expertise, resources, and student interest to  
22 establish and offer a baccalaureate-level early childhood  
23 education program. An application for approval from the State  
24 Board shall include, but is not limited to, all of the  
25 following:

26 (1) The board shall describe the labor market need as

1 specified in paragraph (4) of subsection (b) of this  
2 Section.

3 (2) The board shall describe the program's purpose,  
4 its target population, related occupations, and career  
5 paths. The board shall describe how the program aligns  
6 with any relevant State or local strategic plans and  
7 initiatives.

8 (3) To prevent the duplication of services and  
9 programs, the board shall describe how the proposed  
10 program fills a gap in the early childhood education  
11 degree programs offered by other institutions of higher  
12 education by addressing all of the following:

13 (A) If there are any existing early childhood  
14 education bachelor degree programs offered in the  
15 surrounding region.

16 (B) If a similar bachelor's degree program is  
17 offered in the surrounding region, how the proposed  
18 program would complement rather than duplicate any  
19 existing programs in order to meet additional, unmet  
20 needs.

21 (C) If there are any current partnerships with  
22 other institutions of higher education created to  
23 promote access and transfer for early childhood  
24 education students. If there are current partnerships  
25 with other institutions of higher education, the board  
26 shall describe the partnership and how the proposed

1           program will complement the efforts of its existing  
2           partnerships and transfer agreements.

3           (D) How the proposed program will fill a gap in  
4           services for the target population. This may include  
5           program design, student support, affordability, or  
6           other relevant information.

7           (4) The board shall demonstrate student interest in  
8           the proposed program.

9           (5) The board shall demonstrate that the community  
10          college has developed quality curricula that align with  
11          federal, State, and local requirements and will prepare  
12          graduates with the appropriate level of skill to meet  
13          their educational goals.

14          (6) The board shall verify the community college has  
15          the fiscal resources in place or has budgeted for  
16          financial support for the program in a cost-effective  
17          manner.

18          (7) The board shall identify and document the faculty  
19          available for teaching the program, including the number  
20          of full-time faculty anticipated to teach in the program,  
21          and a description of their qualifications (including  
22          highest degree earned), teaching experience, professional  
23          experience, and licenses held. The board must also  
24          indicate how faculty are to be evaluated.

25          (d) All institutions of higher education that offer  
26          associate degrees or bachelor's degrees shall be informed of



1 the proposed community college baccalaureate-level degree  
2 program and shall be given the opportunity to comment on the  
3 proposed program. The State Board shall develop the process  
4 for notification and comment regarding the proposed program.  
5 This process shall allow for the community college proposing  
6 the program to be provided with the comments received. The  
7 community college shall be given the opportunity to respond to  
8 comments by providing clarification or proposed changes to the  
9 State Board and the Board of Higher Education.

10 (e) A community college district is prohibited from using  
11 semester credit hours generated in a baccalaureate degree  
12 program for grants received pursuant to Section 2-16.02 of  
13 this Act.

14 (f) A community college offering educator licensure must  
15 establish standards and procedures for the denial of  
16 recommendation for licensure, in compliance with Section  
17 21B-95 of the School Code.

18 (g) A candidate for educator licensure must successfully  
19 complete the applicable testing requirements under Section  
20 21B-30 of the School Code and any corresponding administrative  
21 rules prior to the issuance of an educator license and any  
22 endorsements.

23 (h) The community college district shall offer and  
24 maintain an associate degree in early childhood education or a  
25 related field.

26 (i) The State Board shall conduct a statewide evaluation

1 of all programs established under this Section. The results of  
2 the evaluation shall be reported, in writing, on or before  
3 July 1, 2028 to all of the following:

4 (1) The Board of Higher Education.

5 (2) The Speaker of the House of Representatives.

6 (3) The Minority Leader of the House of  
7 Representatives.

8 (4) The President of the Senate.

9 (5) The Minority Leader of the Senate.

10 (6) The Governor's Office of Management and Budget.

11 The evaluation shall include, but is not limited to, all  
12 of the following:

13 (A) The number of new programs established under this  
14 Section, including information identifying applicants,  
15 admissions, enrollments, demographic characteristics of  
16 students, and degree recipients.

17 (B) The extent to which the programs established under  
18 this Section fulfill identified workforce needs.

19 (C) Which community college districts applied for a  
20 program but were denied and why were they denied.

21 (D) The cost of each program, the funding sources that  
22 were used to finance the program, and the average cost to  
23 attain a bachelor's degree under the program.

24 (E) Time-to-degree rates and completion rates for each  
25 new program established under this Section.

26 (F) The extent to which the programs established under

1       this Section are in compliance with the requirements of  
2       this Section.

3       Boards of trustees shall submit the information necessary  
4       to conduct the evaluation required under this subsection (i),  
5       as determined by the evaluators, to the State Board.

6       (j) Prior to the publication of the statewide evaluation  
7       of community college baccalaureate programs in early childhood  
8       education as described in subsection (i) of this Section, the  
9       Board of Higher Education and the State Board may not  
10       authorize a community college baccalaureate-level degree  
11       program in any additional field of study."