



Welcome to the December 20, 2021 meeting of the CDA for Credit Ad Hoc Working Group. The meeting will begin at 9:00 am.

Members of the general public will remain muted throughout the meeting and will have the opportunity to comment during the public comment period.

To make a comment, please leave your name, the organization you represent, and the topic you would like to address in the chat box at the bottom of the screen. We will call on you during the public comment period and ask that you keep your remarks to under two minutes.



ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

RECORDING

Open Meetings Act

The meeting today is being conducted via video conference pursuant to Public Act 101-0640. As conveners, we have determined that an in-person meeting is not practical nor prudent due to the disaster.

Consistent with the requirements, I note for the record that I, Christi Chadwick, Project Director for the ECACE Consortium, am physically present at the IBHE office in Springfield. We have posted notice of this meeting in accordance with the Open Meetings Act.

In addition, I want to note this meeting is being recorded. Minutes of the meeting will be prepared and, after approval, will be made available to the public on the ECACE website.

<https://www.ecace.org>

Public Comment

- Public Comment
 - Enter your name, organization, and topic
 - Q&A section (lower right corner of the screen)
 - By 9:45 p.m.
 - Remarks under 2 minutes
- If you are on the phone, please enter *9 at the time of public comment to raise your hand and we will add you to the list.



December 20, 2021
CDA for Credit Ad Hoc Working
Group

Welcome and Introductions



Illinois
State Board of
Education



Governor's Office of
Early Childhood Development





Agenda

- Understand the charge and the work
 - Learn about work happening around the state
 - Determine a strategy to develop recommendations to the Consortium about the CDA for Credit.
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- I. Welcome and Housekeeping
 - II. Working Group Role and Charge
 - III. Background Information on the CDA
 - a. National Work
 - b. State Work
 - IV. Working Group Approach to the Work
 - V. Next meeting/next steps
 - VI. Public Comment

Charge of the Consortium

From the preamble:

- - Efforts and partnerships often do not address the geographic, structural, and economic barriers the incumbent workforce often faces.

Purpose of the Consortium:

- Serve the needs of the incumbent workforce and employers
 - While advancing equity and streamlining, coordinating, and improving accessibility to degree completion pathways
 - FOR upskilling and sustained expansion of educational pipelines at Illinois Institutions of Higher Education

Pertinent Language:

- By January 31, 2022, the **Consortium shall decide** how to assign college credit for the incumbent workers who HAVE a CDA and for future workers obtaining a CDA.
- The Consortium will.....The development of standardized methods for awarding credit for prior learning



Charge of this Workgroup

Bring recommendations for an approach or approaches to the Consortium for consideration by 1/25/21 at the latest.

- This body is not a decision-making body.
- This is an ad hoc group pulled together to be a critical thought partner.
- The Consortium is under no obligation to accept the working group's recommendations, though we know they will be very interested.
- The working group is strongly discouraged from recommending something that would not be aligned with the ECACE Public Act or would not further advance credential and degree attainment of the incumbent early childhood workforce.

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The Vision: Early Childhood Access Consortium for Equity

Create a consortium to streamline, coordinate, and improve accessibility of degree completion pathways for incumbent early childhood workforce and employers.

- Allow students to take coursework at multiple consortium institutions when and where they need it.
- Transfer community colleges AAS degrees in their entirety to a participating four-year school so that students do not have to retake coursework or extra credit hours.
- Establish seamless processes for students so that they do not have to navigate multiple institutions.
- Recognize and provide credit for the experience, knowledge, skills, and abilities of the incumbent workforce.

ECACE Consortium Guiding Principles

- Center Student Success (Top Priority)
- Share Leadership
- Behave as Equals
- Respect and Accommodate Differences
- Simplify Student Navigation

Guiding Principles #1 &2 (Strawman)

Center Student Success

- The first priority of the Consortium is student success; the student is at the center of all decisions.
- The Consortium serves higher education students at all levels.
- Consortium members operate jointly to provide streamlined paths to degrees.
- The Consortium gives priority focus to the incumbent early childhood workforce.

Share Leadership

- All members contribute to and benefit from the Consortium.
- These Principles are the foundation for Consortium policies.
- Consortium governance is shared at all levels.
- Decisions are made considering the interests of all stakeholders.
- The Consortium is a learning community, a forum for creative problem solving and innovative solutions.
- We strive for agreement through consensus building.
- Communication is the first step in resolving conflict.



Guiding Principles #3, 4, 5 - (Strawman)

Behave as Equals

- Communication among and between members is essential.
- We value the expertise of faculty teaching at all member institutions.
- We recognize and honor the learning and competencies of students.
- Students admitted to ECACE programs are accepted by all members for enrollment in Consortium courses.

Respect and Accommodate Institutional Differences

- Respect and support each member's accreditation and Gateways entitlement.
- Respect and accommodate differences in faculty workload, administrative procedures, and institutional culture.

Simplify Student Navigation

- Differences in administrative procedures are transparent to learners.
- Home institutions provide student services for their students.
- Teaching institutions provide services that support students enrolled in their courses (i.e., access to LMS, library, tech support).
- We strive to provide seamless pathways to credential attainment.

CDA for Credit

By January 31, 2022, the Consortium shall decide how to assign college credit for the incumbent workers who have a Child Development Associate (CDA) credential and for future workers obtaining the CDA.

- Child Development Associate (CDA):
- Nationally recognized credential base on set of core competencies
 - includes requirements for training (120 hours, at least 10 in each of the 8 areas) and experience (480 hours)
 - Competencies assessed through a standardized exam, an observation, and a portfolio
- Increasingly popular in Illinois due to the workforce shortage
- We need to determine ways to award college credit (***that leads to a Gateways credential and degree***) for attaining the CDA credential

Prior and Current Work Around CDA

- Alignment to Gateways Competencies (6 competencies and points toward L2)
 - Crosswalked to NAEYC Professional Preparation Standards
 - Various institutions have developed methods to provide credit
 - Need a way to give credit for prior CDA and those seeking CDA going forward
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- Johnna - CDA/Gateways crosswalk process
 - Melissa Johnson/Jean Zaar
 - Melissa Bachelor
 - Lindsay Meeker
 - Kate Connor

Organizing the Work

In January, we have three weeks before next Consortium meeting, where recommendations must be presented.

- Ideally, these would be sent out ahead of time (1/20?) for review by institutional teams
- Can we meet 3 times in January and finalize recommendations?

What will the work and work cadence look like?

What do we need to know/learn more about? (what, how, how much, when, who)

What decisions do we need to make?

What roles can individuals play in moving this forward?

At what point should credit be awarded? How does the ICCB policy around prior learning impact this work?

Organizing the Work

My questions?

- 1) Does the CDA completely cover the competencies listed on the EC Framework? Was the crosswalk done for Preschool or I/T? Is there a lot of variation across the two (three) tracks?
- 2) How do we leverage points/competencies accepted by Gateways?
- 3) What things need to be more “standard” across institutions, and what should be more flexible?
- 4) Are there an unlimited number of options for awarding credit or a handful?
- 5) Is there a difference b/t approaches for awarding credit for those who already have it vs those who are seeking it?

Public Comment

CDA for Credit, continued

- 1) How much credit are we looking to grant for the CDA and will it be standardized for all IL institutions?
- 2) Will there be any kind of statewide consideration of a "cap" on prior learned credit/will incumbent workers be able to complete PLA and CDA for cumulative credit?
- 3) We know that the CDA is not leveled, much like the Ounce Home Visitor Competencies and The Home Visitor CDA...are there considerations around the Home Visitor Competencies at all? - not that the Home Visitor Credential discussion is new to this group at all, but I just attached the Home Visitor Crosswalk Report so it's an easy grab.
- 4) The National Center on Childcare Professional Development Systems and Workforce Initiatives did a study on states with credentialing systems, including IL, and provided a crosswalk of how each state's systems aligned to CDA. I know IL has done more recent work in groups for a more clear alignment that I am sure we will talk about, but this 2014 study found that while there is a great deal of crossover, there are some areas of Gateways that are not covered as closely in CDA and the topics are slightly different. Our community college courses are not set up to meet only Level 1 credentials then move on to Level 2 so granting a particular course or even module based on competencies may feel difficult...we will need guidance on that.
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- [Illinois Home Visitor Credential Crosswalk Report](#)
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- [Preschool Credential Crosswalk \(hhs.gov\)](#) : old - we know IL has had working reports including PDAC in 2020 since but this provides a nice visual layout including other states
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- [Infant Toddler Crosswalk \(hhs.gov\)](#): same story...old but provides a nice visual

CDA

IDEAS FOR CONSIDERATION

CDA IN LEGISLATION

- (10) Development of other shared agreements and terms necessary to implement the Consortium and its responsibilities.
- By January 31, 2022, the Consortium shall decide how to assign college credit for the incumbent workers who have a Child Development Associate (CDA) credential and for future workers obtaining a CDA.

CDA WORK AND CONSORTIUM GUIDING PRINCIPLES

- **Principle 1: Center Student Success**

- The first priority of the Consortium is centering student success.
- Consortium members operate jointly and in cooperation to provide streamlined paths to early childhood credentials and degrees.

- **Principle 2: Share Leadership**

- The Guiding Principles serve as the foundation for all Consortium policies.
- Decisions are made considering the interests of students and employers, the Consortium and members.
- The Consortium is a learning community and serves as a forum for creative problem solving and testing innovative approaches.

GUIDING PRINCIPLES CONTINUED

- **Principle 3: Behave as Equals**

- We value the expertise of faculty at all consortium institutions.
- We recognize and honor the learning and competencies of students at all member institutions.
- Students admitted to Consortium programs are accepted by all Consortium members for enrollment in Consortium courses.

- **Principle 4: Respect and Accommodate Institutional Differences**

- We respect and support each member's accreditation status and Gateways entitlement.
- We respect, support, and accommodate institutional differences, such as faculty workload, administrative and internal financial procedures, and institutional culture.

GUIDING PRINCIPLES CONTINUED

- **Principle 5: Simplify Student Navigation**
- We strive to provide seamless pathways to credential attainment regardless of where within the Consortium students take courses.
- Differences in procedure from one institution to another are transparent to the learners.

THE CDA

The CDA is...

Nationally Recognized Training

Credentials are awarded for specialized age grouping (infant/toddler, preschool, family child care)

The CDA is not...

College course approved by ICCB

Broadly focused on birth-8



THE CDA

The CDA is...	The CDA is not...
Demonstration of achievement in 6 core CDA competencies and 13 functional areas within those competency goals	Demonstration of achievement of the college course objectives for a particular course or inclusive of NAEYC key assessments *all required for accreditation
Aligned to 6 different Gateways Competencies (HSW 1, 2; IRE 1,2; FCR 1; PD 1)	Aligned to college course objectives or Gateways competencies for a particular course

OPTIONS FOR HOW COLLEGES MAY AWARD CREDIT FOR CDA

- DEVELOP A PLA TO MEET THE COURSE OBJECTIVES OF AN ELECTIVE COURSE TO AWARD CREDIT (i.e. play and learning course, creative activities course, independent study, special topics, etc.)
- REVISE OR CREATE AN ELECTIVE COURSE TO INCLUDE CDA COMPETENCIES WITHIN THE COURSE OBJECTIVES

BENEFITS OF AWARDING ECE ELECTIVE CREDIT FOR THE CDA

- This elective option most closely respects the Guiding Principles of the Consortium as previously shared, especially given the time restraints
- Eliminates confusion and issues with transfer
- Counts toward DCFS qualifications
- Most programs include ECE electives in their degree
- Much quicker implementation process for institutions

ADDITIONAL OPTIONS FOR CONSIDERATION

The following are options institutions may choose to consider, but they will take considerably more time to implement...

- Embedding CDA competencies within core courses so students complete CDA requirements while also completing college courses
- Developing a PLA for the CDA for a core course (must ensure course objectives are met and any NAEYC key assessments are included) *may not be as seamless to transfer

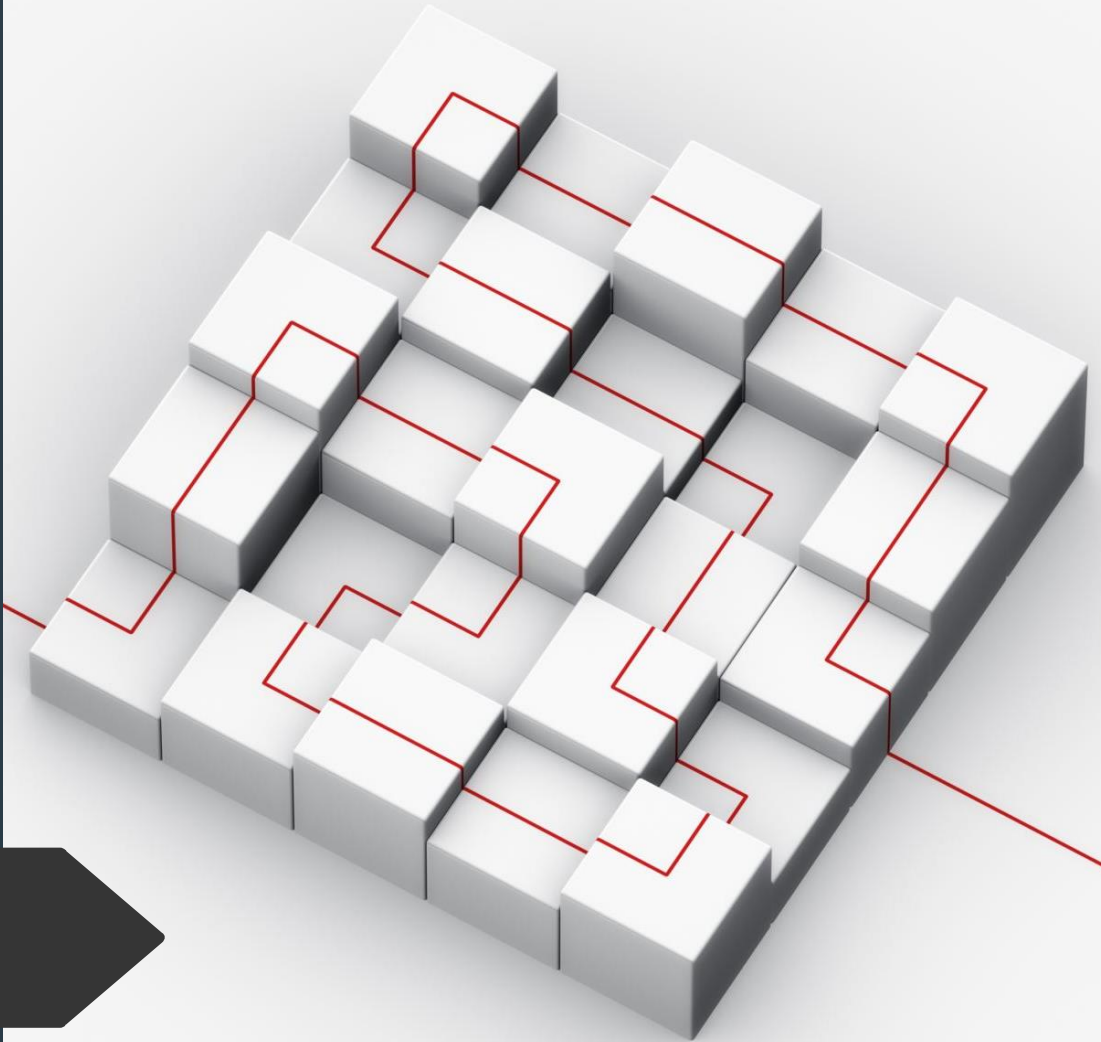
FUTURE CONSIDERATIONS

- Revisit how the CDA aligns to Gateways competencies. Are there more???
- Develop a position(s) at ICCB or across institutions who has expertise in the CDA and Higher Education that could lead collaboration amongst early childhood faculty across the state for CDA PLA
- Exploring the possibility of funding and supporting the CDA in High Schools as a pathway in the Program of Study to be awarded as dual credit elective(s) in Early Childhood Education/Child Development

HOW DO WE KNOW IF WE'VE MET THE
LEGISLATION MANDATE?



CDA - Gateways to
Opportunity®
Framework
Alignments




Initial CDA alignment work

- ▶ Initial CDA to core course-based alignment created in 2015 – initial work part of Heartland Equity and Inclusion Grant.
- ▶ Hours of formal education related to the content areas specified by the CDA National Credentialing Program were embedded in
 - ▶ Intro to ECE,
 - ▶ Child Growth and Development,
 - ▶ Early Childhood Curriculum Development,
 - ▶ Observation and Assessment of the Young Child,
 - ▶ Child Development Practicum,
 - ▶ Health Safety and Nutrition, and
 - ▶ Child, Family and Community

Competency Impact

- ▶ As benchmarks moved to competencies, and competencies were aligned to leveled credentials, competencies within the Child Development Associate Preschool (CDA) were aligned Gateways ECE Competencies.
- ▶ Competency alignment on the framework includes HSW1, HSW2, IRE1, IRE2, FCR1 and PPD1 (6 of 12 competencies).
- ▶ These were reviewed by the Qualifications and Credentials Committee and approved by broader PDAC.



Additional CDA framework alignments

- ▶ The Infant Toddler Childhood Development Associate (CDA) meets Gateways® Infant Toddler Credential competencies: ITC HSW1, ITC HSW2, ITC IRE1, ITC IRE2, ITC IRE 3, ITC FCR3, ITC PPD2 plus ECE FCR1 and ECE PPD1
- ▶ The Home Visitor Child Development Associate (CDA) meets Gateways® Family Specialist Credential competency: FSC FCR1
- ▶ The Family Child Care CDA meets Gateways® Family Child Care Credential competencies: LA1, BUS1, EM1, EM3, EM4 and ECE FCR1 and ECE PPD1