

**Welcome to the April 12 meeting of the CDA for  
Credit Ad Hoc Working Group.  
The meeting will begin at 2:00 pm.**

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. 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:** If interested, please put your name, organization, and topic in the chat box by 2pm
- Remarks are limited to two minutes
- If you are on the phone, please enter \*9 at the time of public comment and we will call on you.



**April 12, 2022**

**CDA for Credit Ad Hoc Working  
Group**

***Welcome and Introductions***



**Illinois  
State Board of  
Education**



**Governor's Office of  
Early Childhood Development**





## Agenda

Agenda:

- I. Welcome and Housekeeping
- II. Review Meeting Minutes
- VI. Outstanding Issues to Address
- VII. Potential Models
- VIII. Next Steps
- VIV. Public Comment

# MEETING MINUTES

Review and Approve

- 3.29.22
- Additions, changes, edits?

## Legislation and Charge

**Charge of the Ad Hoc Working Group:** Provide recommendations for best practice models and ways to operational CDA for credit in Illinois by May 31, 2022.

### Timeline:

**4/19/22** Update on work: progress, things grappling with

-- Anyone want to present? If not, we can....

**5/31/22** Recommendations to Consortium ***(3 meetings left after this one)***

**6/14/22** June Consortium Meeting – review, approve, endorse

**1/31/23** Implementation

## Areas of Agreement

- Our first priority is students/workforce, and we respect needs of other stakeholders including employers, etc.
- May not be **one** single model that this working group recommends
  - For example, there may be:
    - Variation by institution
    - Variation by whether student already has a CDA or is seeking a CDA
- May be some things that are fundamental and some that are more flexible, optional, agreed upon
- **All must align to/adhere to our fundamental principles.**



# Key Themes

Do we need to take 10 minutes to read?

Discussion

- Key Takeaways?

# Parking Lot

Important to keep up with details and questions for later.

[https://jamboard.google.com/d/1mvAntREMf3\\_qyn2ZJDZsgEREdxE-l6c-c55YETfnPto/edit?usp=sharing](https://jamboard.google.com/d/1mvAntREMf3_qyn2ZJDZsgEREdxE-l6c-c55YETfnPto/edit?usp=sharing)

Or:

<https://tinyurl.com/2vues8vv>

What's missing?

# Outstanding Questions

- Expired or “Old” CDA ✓
- # of Credits – started, come back to
- Field Experiences: ✓
- Transcripts:
- Timely – Yes, but still pieces to address
- Consistency
- Reprove vs Validate
- Transfer Credit ✓
- Credit at 4-Year Institutions
- 15-hour ICCB Rule Re: PLA – started discussion, ICCB
- 4-year Perspectives
- Funding for CDA
- Training Quality/ List of Approved Trainers?
- Competencies Peppared Throughout Courses
- Different CDA Types
- Consistency Across Programs
- What do the suggested models “look like”?
- How do we make this transparent?

## Outstanding Questions

- Sometimes I offer recommendations based on prior discussions and interviews with other states/programs
- Go through question by question
- If we don't need discussion – agree and move on
- If we get “stuck”, we can come back to a question
- Anyone can recommend asking for agreement or suggesting we come back to if we get stuck

# Outstanding Questions

Field Experiences



Can credit be given for field experiences, particularly embedded within courses?

How would this be addressed w/ISBE and in audits?

Yes.

Info about ISBE field experience and audit requirements.

# Outstanding Questions

Expired or “Old”  
CDA



Will an expired CDA be awarded credit?

Up to the institution


Does the credit expire if the CDA does?

No, generally but would align around expired credit for coursework at academic institutions

What if the CDA is “old” but has been renewed tri-annually?

Credit will be awarded

# Outstanding Questions

Transfer Credit 	How will this credit be handled by 4-year institutions, if awarded at a 2-year institution? How do we ensure transfer credit?	Any credit that is a part of the AAS will transfer into the BA degree generally.  We already said that this had to be meaningful and be a part of the degree.
--	--	---

Notes: Sounds like some institutions are being flexible; considering other degrees? What happens if credit not applicable to AA degree but applicable to AAS.

Need clarifying language here around including in AAS but may/not transfer well to other programs (AA, etc.)

**All institutions required to provide credit, regardless of program**

# Outstanding Questions

Credits	How many credits are awarded for the CDA?	<ul style="list-style-type: none"><li>• 6 credits must be awarded upon enrollment</li><li>• Additional credit could be awarded via PLA</li></ul>
---------	---	--

NOTES: Student could apply for more credit but minimally whether they apply for more. Baseline. **COME BACK TO...**

Any CDA? Or difference b/t I/T or  
Preschool or Family Child Care

\*\*Come back after different kind of CDA credit.

And come back based on 15 ICCB Hours

6 must be awarded IN AN EARLY CHILDHOOD PROGRAM – credit counts in the program and appropriate to the program.....meaningful.

Let's think about a cap...



## Outstanding Questions: MODELS

Timely

What does “timely” mean? Credit has to be offered in a timely way?

**Proposal to amend:**

Students awarded credit must meet residency requirement to earn academic credentials. (for AAS) 25% before certificate seeking students at college.

*Flag around hubs and sharing/accessing coursework  
Credit in escrow; hold this for credits to receive*

*state colleges will need to mirror an academic policy that outlines the opportunity for students to utilize PLA, which includes the use of the CDA, at the point of enrollment to the institution -- for credit towards their credential in the field of ECE*

*Review and revise as appropriate the awarding of*

Cannot be a part of many classes that finally culminates in credit\*\*\*

*Also consider agency policy.  
Clarification based on credit accumulation and admin rules to revisit.*

*\*Need to come back to.*

*Is it timely to hold in limbo?*

Contingencies

Cannot be contingent on other factors (e.g., success in other courses, other sections of courses, etc.)

Might be able to get that additional credit w/PLA. But the PLA for other competencies is not required for that CDA credit.

*Yes generally, but ICCB 15 hour is outstanding issue. AP courses – awarded directly b/c standardization around how awarded. National consistency. As considering change to policy.*

## Outstanding Questions: MODELS

Consistency	Will there be any consistency across models, programs, institutions?	Come back to this one?
Consistency	How do we ensure transparency, even without consistency?	Come back to this one?

## Outstanding Questions: MODELS

15 Hours Prior to PLA (ICCB Rule)

- Do students have to complete 15 hours at an institution before receiving credit for CDA?
- Does this policy apply, when considering the legislation?
- If the policy does apply, can EC programs receive a waiver? \*\*\*

*Could update admin rules w/leg landscape. Need to consider other statewide policies around CDA. Explore HLC requirements around PLA credit broadly...and how credit can be used for completion and residency.*

*Documenting on transcript will be important. \**

*If alignment is based on competency – then credit for competency is the factor that should keep folks from seeking additional credit.*

*May need to look into how this is done for AP courses.*

# Outstanding Questions: MODELS

Reprove vs  
Validate

- We said we would NOT require students to reprove competencies.
- There has been discussion about “validating” competencies. What does this look like?
- What’s on/off the table?

Come back to.

Validating the document that they have the CDA and their certificate. The competencies they have met. Not asking to reprove CDA competencies.

If more flexibility – creative ways for paths for students.

This piece is particular to knowledge of CDA competencies.

We are in agreement here.

Where we are stuck is around contingencies and guarantee of award...?And around variability that we also want programs to have to meet these competencies. Tension points – don’t want to stifle innovation



# Outstanding Questions: MODELS

Different CDA Types	Preschool Infant Toddler FCC Home Visiting	Options?  Brainstorm....
---------------------	---	--------------------------------

## Outstanding Questions: MODELS

### Transcripts

How should this appear on transcripts? How can we address institution hopping?

Depends on the school. Call out here: Want to be clear: Awarded through specific PLA policy like the CDA.  
**MARCUS – Credit for CDA needs to be indicated as such.**

Agreed consortial model across (CCC) –  
Credit awarded through PLA for CDA should be documented on the transcript. Need to note this way.  
Big worry – make residency at one institution. Put something in the policy. Have to have a home institution to meet the requirement.

Min of 25% of degree awarding the degree –  
(Accreditation)

Meet residency requirement of the home institution.

Bigger issue. Need a policy in place. \*\*Bigger Consortium



# Outstanding Questions: MODELS

Training Quality/  
List of Approved  
Trainers?

Going forward, should there be a list of approved trainers for those who wish to seek the CDA outside higher ed?

Funding

Can scholarship funding (Gateways, ECACE) cover funding for the CDA? If so, which pieces?

## Outstanding Questions: MODELS

Credit at 4-Year Institutions	How will credit be awarded at 4-year institutions?	
4-year representation	Concerns about 4-year representation on the committee	



# Outstanding Questions: MODELS

Competencies Peppered  
Throughout Courses

What are the options to award  
credit?

## Outstanding Questions: MODELS

Models/approaches for Discussion (may not be mutually exclusive)

- Are these the models we have discussed generally? What's missing?

- 1) Students receive credit for X courses that are aligned to the CDA competencies and support students through content and portfolio. (Courses may need to be redesigned to align.)
- 2) Credit for X courses that seem to best align in current curriculum (HSN? Intro? Methods? Field Placement? Other?)
- 3) Modularized courses with credit for those competencies attained
- 4) Offer credit for electives that are required for the AAS/BA in ECE **What if already have electives? What if student is in an AA program?**
- 5) Offer standard # of credits (some version of above) and then award additional credit for competencies within other courses. In those courses, students could also 'test out' of other competencies and receive credit for those competencies. (Beyond CDA credit awarded.)
- 6) -- what if it's across multiple courses? How many is too many? How get over the hump?



ECACE

Financial aid – not responsible for 3 credit hours of new instruction. What are other creative ways and options?

## NEXT STEPS

- 1) Homework – to what degree do these models align with our principles?
- 2) Next Meeting:
  - 1) Discussion of models

# Public Comment

# APPENDIX

# Information from State/Program Conversations

What other questions need to be added to address outstanding questions and concerns?

- Benefits?
- Why do you do it?
- Statewide or institution only
- CDA Already Earned
- CDA for those who have already earned it? Y/N
- If so, number of hours given for CDA?
- If Yes, standard number of credit hours?
- What courses does this substitute for? Of, if competency based, how does this work?
- Are students reassessed for the work?
- Can credit be applied towards the AAS?
- Can the CDA be earned w/any training/trainer
- Transfer into Bachelor's degree?
- CDA on the Way
- CDA on the Way? Y/N
- How does the program work?
- Support for Portfolio?
- How long would it take to get the CDA?
- NAEYC Accredited?
- Financial support
- How do you decide which courses substitute?
- What is the process – what does the candidate submit?
- What is the cost to the applicant?
- Are competencies bundled across courses w/additional assessments?

## Legislation and Charge

- Section 15 (b) The purpose of the Consortium is to serve the needs of the incumbent early childhood workforce and the employers of early childhood educators and to advance racial equity while meeting the needs of employers by streamlining, coordinating, and improving the accessibility of degree completion pathways for upskilling and the sustained expansion of educational pipelines at Illinois institutions of higher education.
- Section 20 (b) (10) 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.***
- Section 20 (b)(4) The Consortium shall cooperate in all of the following:  
.....The development of standardized methods for awarding credit for prior learning.

# CDA Models



# FUNDAMENTAL PRINCIPLES

- **Meaningful Credit for the CDA:** Programs must provide a clear pathway from the CDA to higher level credentials and degrees, and credit awarded must count towards the next credential and degree, in a way that shortens the pathway to graduation
- **Recognizing Acquired Competencies:** Programs must recognize the knowledge, skills, and abilities that the workforce has and for which they have been assessed, and, to the degree possible, students should not have to “re-prove” themselves through additional coursework and assessments for the competencies assessed through the CDA.
- **Transfer of Credit:** Students must be able to transfer CDA credit to both 2-and 4-year Consortium member institutions and have this credit count towards credentials and degrees.
- **Transparency:** How and what credit is awarded must be transparent to current and potential students and employers.
- **Standard Number/Range of Credits:** All institutions should award a standard number or range of credits for the CDA. (The number of credits will be determined over the coming months and informed by practices of other states.)
- **Timely and Affordable:** Awarding credit to those who already hold the CDA when they come to a higher education institution must be timely and affordable and must not cost the same (time or money) as taking a class.

## Important but Optional

- **CDA on the Way:** Students should be able to earn college credit while they work towards the CDA. Early Childhood coursework and embedded competencies could be sequenced so that students can attend higher education programs and, early in the program, meet the educational requirements and have the required competencies to be awarded the CDA. In addition, programs could embed activities needed to complete the portfolio within these courses
- **Embedding CDA within High School Dual Credit Programs:** Programs might consider working with area high schools to establish dual credit programs that embed CDA competencies within the work. At graduation, it would be possible to earn the CDA at the same time as the high school diploma, which would allow students to be “workforce ready” upon graduation. Competencies toward the Level 2 Credential could also be partially met, putting them on a pathway to higher credentials and degrees.

# NEXT STEPS FOR OUR WORK

- 1) Explore some STATE & institution program models (MA, NE, CO, MD)
  - Who can do this? Organize? Participate? Complete the Chart?
- 2) Compare the models to our Fundamental Principles
  - To what degree do they align?
  - What components of these models align well to our work, our guiding principles, and center student success?
  - Which pieces of these models address some of our outstanding questions? What do we think about their approach?
- 3) What other models should we be considering, including IL ideas and models?
  - Are there any models that we don't agree with?
- 4) How best share these possible models and ideas w/the Consortium?