



**Welcome to the April 2022 meeting of the  
Early Childhood Access Consortium for Equity.  
The meeting will begin at 1:00 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 Q&A section by **1:30pm**. The Q&A function is in the corner of the screen. We will call on you during the public comment period and ask that you keep your remarks to under two minutes.

If you have technical difficulties during the meeting, please contact David Antonacci at [antonacci@ibhe.org](mailto:antonacci@ibhe.org) or via text to 217-720-5269.



Illinois  
State Board of  
Education



Governor's Office of  
Early Childhood Development



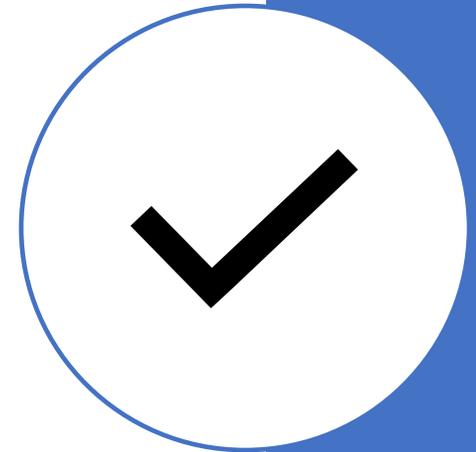


## Agenda

- I. Call to Order, Welcome, and Housekeeping
- II. Minutes: Review and Approval
- III. Working Group Updates:
  - I. Guiding Principles: Recommended for Approval
  - II. Credit for the CDA
  - III. AAS Transfer Community of Practice
- IV. Updates on Other Related Work
- V. Q/A on ECACE Grants Public Comment

## MEETING MINUTES

- After a motion and a second is made, we will ask for any corrections or discussion.
- Roll call: We will call out institution names and ask for how each institution votes.
- Member institutions: Must respond verbally on behalf of their institution.
- Options for voting:
  - Yes
  - No





# Guiding Principles

# GUIDING PRINCIPLES

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- *Foundation for decisions, processes, policies*
- *Set the stage for how we operate collectively and individually*



## GUIDING PRINCIPLES: INTRODUCTION

The Early Childhood Access Consortium for Equity (ECACE) is a consortium of Illinois higher education institutions that work collaboratively toward our shared goal of creating more accessible and equitable early childhood higher education opportunities.

Our work will create more seamless educational pathways for early childhood student access and success, benefitting not only the students but leading to a strong, well-qualified workforce to better support providers and employers in the state, young children and families in their care, and the broader workforce generally.

# GUIDING PRINCIPLES

## Principle 1: Center Student Success

- The first priority of the Consortium is student success.
- The Consortium serves early childhood higher education students at all levels and institutional settings.
- Consortium members acknowledge and seek to address historical and current barriers to degree completion and licensure.
- Consortium members operate **collaboratively** to provide streamlined paths to **advancing early childhood credentials and/or** degrees.
- The Consortium gives priority focus to meeting the needs of the incumbent early childhood workforce.

# GUIDING PRINCIPLES

## Principle 2: Share Leadership – **NO CHANGES**

- All members contribute to and benefit from the Consortium.
- These Principles are the foundation for Consortium policies.
- Consortium governance is shared at all levels (administrators, faculty, etc.)
- Decisions are made considering the interests of students, employers, and all other 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

## Principle 3: Behave as Equals

- Consortium members consciously share power and decisions about the work.
- 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 (regardless of home institution).
- Students admitted to ECACE programs are accepted by all members for enrollment in Consortium courses, and institutions shall document course records as appropriate.

# GUIDING PRINCIPLES

## Principle 4: Respect **Consortium Agreements While Accommodating** Institutional Differences

- We respect and support each member's accreditation status and Gateways entitlement.
- We respect and accommodate institutional differences **in things like** faculty workload, administrative and internal financial procedures, **admission requirements**, and institutional culture.
- **We work together, collaboratively, within our differences to develop policies, procedures, systems, and decisions that benefit students and the Consortium as a whole to ensure student success.**

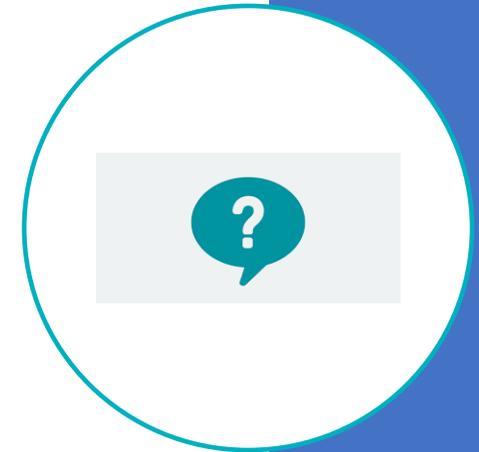
# GUIDING PRINCIPLES

## Principle 5: Simplify Student Navigation – NO CHANGES

- 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.
- While home institutions have primary responsibility for student services, Consortium member teaching institutions provide supports so students can be successful.

## GUIDING PRINCIPLES

**Comments or Questions?**



# AAS Transfer Work and Community of Practice

# Opportunities

We are hearing about a lot of exciting work happening around the full transfer of the AAS Degree.

## EXAMPLES

- 1) Structure to Recognize Achievement of Gateways Level 4 Competencies
  - Gen Ed Core Curriculum + Level 5 competencies (2) + Concentration (licensure, infant/toddler, etc.)
  - + EITHER licensure or infant toddler or ESL/Bilingual, etc.
- 2) Embed Gen Eds within Content Courses (Math methods, social studies methods)
- 3) Recognize prior field placement
- 4) Programs at time, locations, formats that meet student needs

# Grappling With

## With change and innovation comes challenges.

- Slow or Challenging Institutional Processes:
  - Moving innovations and non-traditional approaches through the Academic Senate and other institutional processes (slow, getting stuck)
- Registrars:
  - Unaware of the work
  - Challenges w/incorporating innovations in current audit systems and processes
- Gen Eds:
  - No alignment across 2-year colleges, difficult to ensure foundational gen eds
  - Institution won't "allow" programs to waive or embed Gen Eds in other courses
- Timing:
  - Redesign, and internal and external processes create timing challenges



## Mural Activity

What solutions do you have to offer other institutions?

# Mural: Similar to Jamboard

What Solutions Can You Offer?

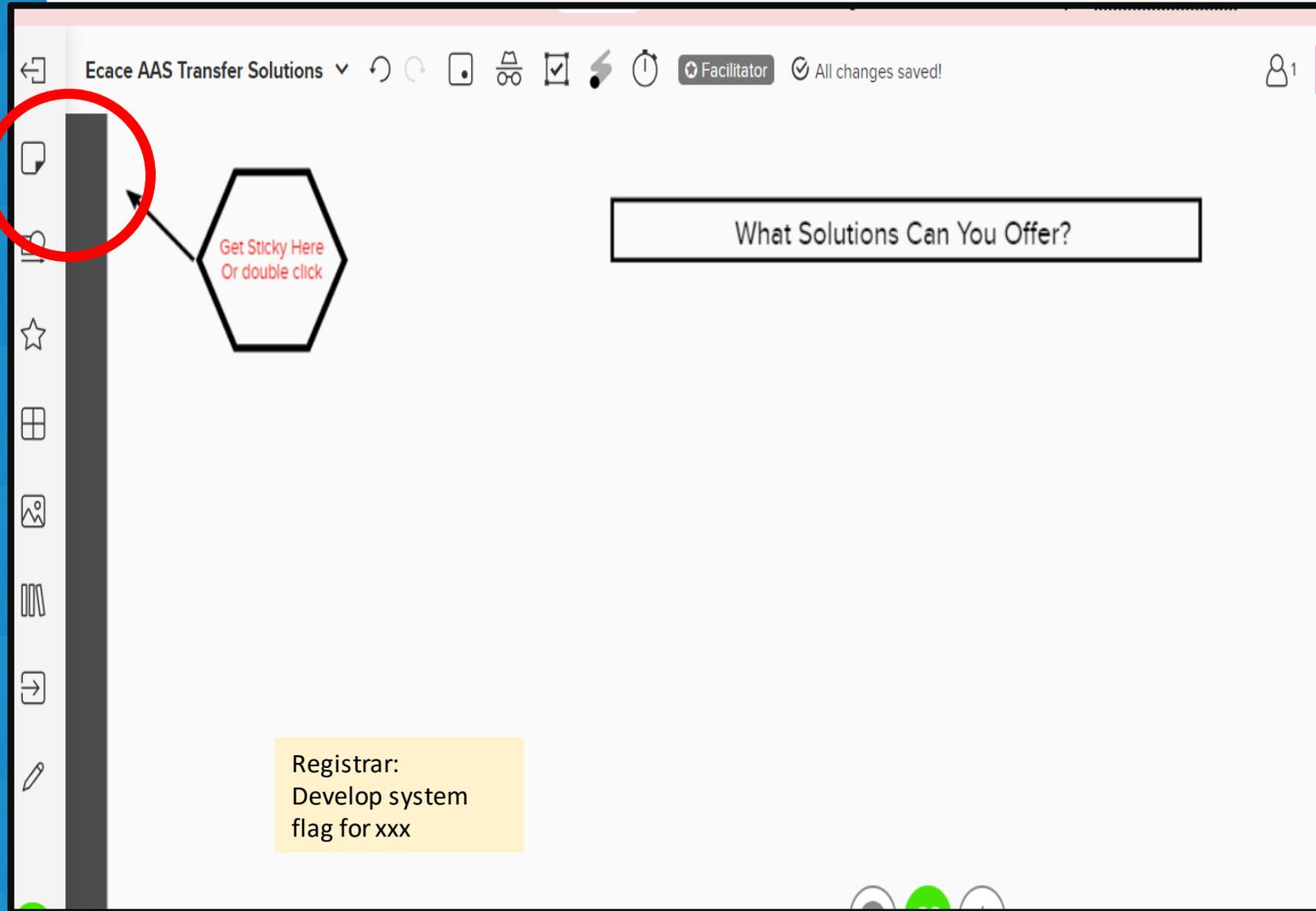
Welcome to the mural  
**Ecace AAS Transfer Solutions**

 Your name (optional)

Your email (optional)

**Enter as a visitor**

# Mural: Similar to Jamboard



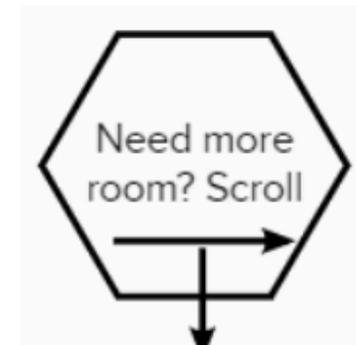
1. Go to the website

<https://tinyurl.com/2p82skhn>

2. Either sign in or Click Join as a Visitor at the Bottom

3. Click on the text box on the left side or double click the white area

4. Create a sticky and enter your response





# Credit for the CDA

# Credit for the CDA

- Consortium charged with determining how to **assign college credit** for the National CDA (current and future)
- **CDA**: An assessment of competencies through a portfolio, test, and observation + 120 clock hours of training +480 hours of experience
- Working group of 2/4 year institutions, providers, CCRRs, and advocates meeting weekly/bi-weekly since December
- “Fundamental Principles” for awarding a CDA approved by the Consortium in January.





# FUNDAMENTAL PRINCIPLES

## In Brief

- Meaningful credit that can be applied to the next certificate and AAS
- Students do not have to “re-prove” themselves for the competencies they have; institutions recognize and provide credit for this
- The process is transparent to the student
- Standard range or number of credits
- Timely and affordable

## Challenges

- For some institutions, credits are peppered throughout their courses, as courses are organized by topic, not by level of competency.
  - How do you offer meaningful credit for a partial course?
- When recommending state policies and models, how should these be designed for both innovation and accountability?
- How do we keep the incumbent workforce (and the legislation) at the center while recognizing institutional and state rules and challenges?
  - To what degree should programs and/or policies change for those w/the CDA?
  - What rules and processes need to be addressed to make this successful?



## Next Steps

- To what degree do suggested models align with our fundamental principles?
- What models offer credit for student competencies?
- **By May 31**, provide models and best practices to the Consortium
- **June 19**: Consortium reviews models and endorses
- **Feb 2023**: All institutions implement credit for CDA

# ECACE Scholarship

For more information, follow up  
with financial aid administrator at your institution!

**Conception to Launch:** Envisioned, mapped out, and launched through State government processes, with a cross-institutional team in < 6 months

**Funding:** Includes tuition & fees\*, and funding for up to the full cost of attendance

**Status** (as of Monday):

- ~723 applications
- ~512 prequalified (letters were sent to students and names to FAAs)
- Payment requests from 6 institutions for ~\$496k and approximately 83 students.

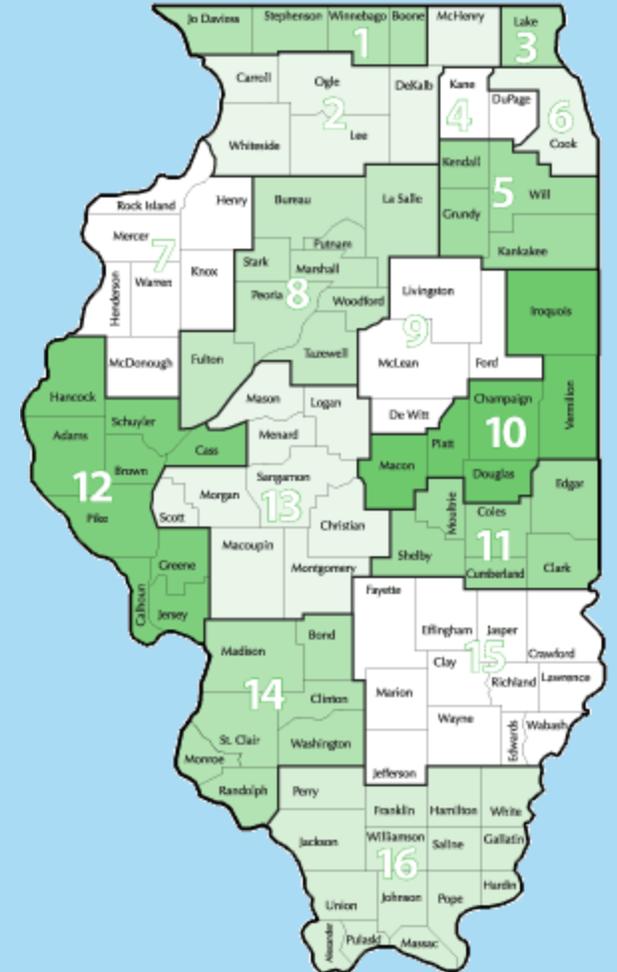
**Fall Scholarships:** Applications released in May

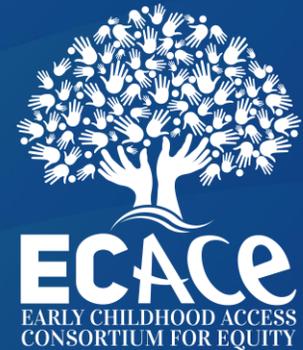
# Navigators

**Goal:** 36 regionally-based navigators at 16 CCRRs to provide personalized assistance to students to access higher education and provide a warm handoff to institutions

- ~20 hired to date
- Onboarding and training has begun
- Connections to began last week to institutions' single point of contact for 2-years (A few are missing these)
- Connections to 4-years: Upcoming

Click to add text





# Q/A: Institutional ECACE Grants

# Public Comment

# Next Steps

June 14: Next Consortium Meeting

- CDA for Credit
- Overview/update on the ECACE Advisory

Other scheduled meetings:

- October 11, 2022

May schedule additional update meetings



**For more information, please contact:**

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