



**Welcome to the February 10, 2022 meeting of the Guiding Principles Ad Hoc Working Group. The meeting will begin at 3:00 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 Instructions:

Enter your name, organization, and topic in the Chat box (lower right corner of the screen) by 3:30 p.m.

Please keep your 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.





**February 10, 2022**  
**Guiding Principles Working Group**

**Welcome and Introductions**



**Illinois  
State Board of  
Education**



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



# Agenda

- I. Welcome and Housekeeping
  - I. Review and Approval of Meeting Minutes
- II. Working Group Role and Charge
- III. Review and Discuss Guiding Principles and Feedback Received
- IV. Recommendations
- V. Next Steps
- VI. Public Comment

## Focus and Charge

- Develop a set of Guiding Principles to share with the Consortium
  - Can build on what's been developed and feedback from other institutions
  - Can tweak or reframe or....
- Optional: Create a Vision Statement for the Consortium

## Focus 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.

# Focus and Charge

## Section 20. The Consortium shall cooperate in all of the following

(Summarized)

- Provide courses (online, hybrid, in person) in a way adults learners can access them and
- Make available to any student enrolled in a member institution when course not available at the 'home' institution; admission and such through the home institution
- Share responsibilities to expand access.
- Recognizing knowledge, skills, and abilities of the workforce and prior learning credit
- Supports necessary for access, persistence, and completion
- Work with employers @ demand
- CDA for credit
- Data agreements (for reporting and to share info on student coursework if needed)
- ALSO – language about smooth AAS transfer to BA degrees without loss of coursework

## Feedback (Other than no comment or looks great)

1) Add a sentence to Princ. 1 about acknowledging and addressing barriers to completion



2) Should there be references to benefits to children and families within the guiding principles?



*Quality practices to provide quality care to our youngest children is not mentioned. I fear assumptions on the concepts as assuming a 'given' often becomes overlooked entirely. Therefore, acknowledging and supporting academic rigor and quality standards will ultimately benefit the children and families of Illinois.*

**3) Institutional Data structures to record credits for students taking courses at other sites**

*My other concern is regarding institutional data structures to record credits for students taking courses at many sites. As all things Consortium are set forth, this will be a collaborative process. I don't see a principle where this fits congruently.*

# Guiding Principles: Strawman

# ECACE Consortium Guiding Principles

- Center Student Success
- Share Leadership
- Behave as Equals
- Respect and Accommodate Differences
- Simplify Student Navigation



# Guiding Principle #1 (Strawman)

## 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 **jointly 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 Principle #2 (Strawman)

### 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 (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 Principle #3 - (Strawman)

### 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 shall document course record as appropriate.

## Guiding Principle #4 - (Strawman)

### Respect Consortium Agreements While Accommodating Institutional Differences

- Respect and support each member's accreditation and Gateways entitlement.
- Respect and accommodate differences **such as** faculty workload, administrative procedures, **admission requirements**, and institutional culture.
- Accomplish goals better working together than individually; – strength in collaboration for best interest of everyone.
- We will work together collaboratively, within our differences, to develop policies, procedures, systems, and decisions that benefit students and the body as a whole to ensure student success.
- “respects individual institutional autonomy as well as the common practices of the consortium”

## Guiding Principle #4 - (Strawman)

### Respect and Accommodate Institutional Differences

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

## Guiding Principle #5 - (Strawman)

### Simplify Student Navigation

- We strive to provide increased access and seamless pathways to credential attainment, regardless of where the students take courses.
- Differences in administrative procedures from one institution to another are transparent to learners.
- While home institutions have primary responsibility for student services, Consortium member institutions will work collaboratively to support students as needed to be successful.

## Feedback (Other than no comment or looks great)

1) **Add a sentence to Princ. 1 about acknowledging and addressing barriers to completion** ✓

2) **Should there be references to benefits to children and families within the guiding principles?** ✓

*Quality practices to provide quality care to our youngest children is not mentioned. I fear assumptions on the concepts as assuming a 'given' often becomes overlooked entirely. Therefore, acknowledging and supporting academic rigor and quality standards will ultimately benefit the children and families of Illinois.*

3) **Institutional Data structures to record credits for students taking courses at other sites** ✓

*My other concern is regarding institutional data structures to record credits for students taking courses at many sites. As all things Consortium are set forth, this will be a collaborative process. I don't see a principle where this fits congruently.*

# ECACE Consortium Guiding Principles

- Center Student Success
- Share Leadership
- Behave as Equals
- **Respect and Accommodate Differences**
- Simplify Student Navigation

## ECACE Consortium Guiding Principles

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.



# 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 the experience, knowledge, skills, and abilities of the incumbent workforce.

## Next Steps

### Next Steps?

- Meet Again?

### Consortium Meeting

- How to share this at the Consortium Meeting?
- Who should present?

### Public Comment

# Public Comment

# APPENDIX