



February 18, 2022
AAS Transfer Working Group

Welcome and Introductions



Illinois
State Board of
Education



Governor's Office of
Early Childhood Development





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. Notice of this meeting has been posted in accordance with the Open Meetings Act.

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:** Members of the general public will remain muted throughout the meeting and will have the opportunity to comment during the public comment period. If interested, please put your name, organization, and topic in the chat box by 12:00 pm
- 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.



Agenda

- Welcome and Housekeeping
- Working Group Guiding Principles
- Overview of Gateways Entitlement Levels 4 & 5
- Presentation of Pathways
 - Joliet Junior College and Lewis University
 - National Louis University
- Discussion: Opportunities and Challenges
- Recommended Next Steps and Next Meeting
- 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.
- *(No one intentionally creates the barriers, but the Consortium provides a vehicle to intentionally dismantle these institutional barriers to equity, access, and student success.)*

Purpose of the Consortium:

- Serve the needs of the incumbent workforce –not only for the workforce but for employers, children and families, and our state’s workforce writ large
 - While advancing equity – 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:

- Transfer into an early childhood education baccalaureate program at a public university if the student meets all of the requirements of the AAS degree program, is transferring from a program entitled to offer the Gateways ECE Credential Level 4, and earns a minimum grade point average of a 2.0 on a 4.0 scale.

Opportunity

- Illinois is facing deep challenges ensuring a stable system of childcare and preschool for children, families, providers, and the workforce.
- We are at a critical juncture for early childhood, with a tremendous amount of work happening at the state (and national) level to transform the early childhood system.
- State has committed to investing \$200m in child care dollars (not higher ed dollars) to this work as a way to support the incumbent workforce AND to invest in the higher ed infrastructure in the state.
- We know that compensation is a critical factor, and this is getting a lot of state and national attention.
- Nothing about the timing is ideal, but we have an opportunity.

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.



Current State: Student A (w/ ISBE gened requirements)

AAS + addtl. Credit

Total transfer credit: 105 QH

- 11 ECE classes (55 QH)
- 10 Geneds (50 QH)

Registrar office review:

- accepted **7 ECE** classes
- accepted **9 Geneds**

Academic Advisor/Faculty review

- Found **four** ECE equivalencies that weren't in articulation agreement
- Waived **one** gened (college success course)

Remaining courses to take (75 QH)

6 Gen Eds (30 QH)

- ❖ Physics and/or Chemistry
- ❖ Geography
- ❖ Humanities
- ❖ 2 math classes
- ❖ Social/Behavioral Science

8 ECE Classes (45 QH)

- ❖ ESL/Bilingual (2) (10 QH)
- ❖ SPE (2) (10 QH)
- ❖ Methods (3) (15 QH)
- ❖ Student Teaching (1) (10 QH)



Leveraging the competencies and the removal of ISBE content specific courses

