ECACe
EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY

Welcome to the February 8, 2022 meeting of the CDA for Credit Ad Hoc Working Group.
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 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.

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.

February 8, 2022
CDA for Credit Ad Hoc Working Group

Welcome and Introductions

Agenda

- Welcome and Housekeeping

- Review Meeting Minutes

- Working Group Role and Charge

- Timeline and Plan for Next Phase of Work

- Outstanding Issues to Address

- Other State/Local Models

- Next Steps

- Public Comment

MEETING MINUTES

Review and Approve

- 1/11/22
- 1/18/22

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.

Embodied in P.A. 102-0174

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:

1/25   Consortium approved the recommendations (fundamental principles, continued work of the working group, and implementation by 1/31/23.

2/8   Phase 2 of the work begins!

……Need to figure out cadence of work today!

5/31/22 Recommendations to Consortium

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.

Areas of Agreement

- Meaningful Credit for the CDA: Programs must provide a clear pathway from the CDA to higher level credentials and degrees, and credit awarded must <u>count towards the next credential</u> 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, <u>to the degree possible, students should not have to "re-prove"</u> themselves through additional coursework and assessments for the competencies assessed through the CDA.

- Transfer of Credit: Students must be able to <u>transfer CDA credit to both 2-and 4-year</u> Consortium member institutions and have this credit count towards credentials and degrees.

- Transparency: How and what credit is awarded must be <u>transparent to current and potential students</u> and employers.

- Standard Number/Range of Credits: All institutions should award a <u>standard number or range of credits</u> 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 <u>timely and affordable</u> 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 attended 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.

Parking Lot

Important to keep up with details and questions for later.

https://jamboard.google.com/d/1mvAntREMf3_qyn2ZJDZsgEREdxE-l6c-c55YETfnPto/edit?usp=sharing

Or:

https://tinyurl.com/2vues8vv

What's missing?

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?

CDA Models

Other States/Areas/Programs

- A handful of states/programs have agreed to talk with us about their work around the CDA

  - Oklahoma ✔

  - Alabama – Jefferson State ✔

  - Scott - Iowa ✔

  - Michigan –nascent stage; encouraging institutions; ✔

  - Massachusetts – big recent initiative to fund for CDA for Credit Pathways

  - Nebraska

  - Colorado

  - Maryland

Information from State/Program Conversations

- Benefits?
- Why do you do it?
- Statewide or institution only
- <u>CDA Already Earned</u>
- 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?

- <u>CDA on the Way</u>
- 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?

16

Oklahoma

- CDA on the Way in Degree Program AND Credit for Clock Hour CDA

- Credits: Lead to Certificates and AAS

  - 6 for Clock Hours

  - 9 Hours of Credit Will → CDA Competencies

- What courses?

  - Institution by institution (generally Intro and H/S/N)

- Reassessed for the Work (if clock hours?)

  - No

- Any trainer can offer CDA?

  - Yes, but so many institutions offer the clock hour pathway through continuing ed and receive financial support, that most go that route

Oklahoma

- CDA Clock Hours through IHEs
    - 10 modules over weekends (120 hours)
    - Covers the educational component and portfolio development
    - Culminates In an assessment

Financial Support for CDA Clock Hours

- 90% of Tuition ($4.35/clock hour); 100% books; 90% of CDA assessment

Scott Community College in Iowa

Prior CDA Only (no on the way)

- Continuing Ed Department offers a program for the CDA (clock hours)

- Credits
  - 18 credit hours for the CDA
  - However, the person we spoke with thought that it was likely too many, with lower levels of competency seen around things like curriculum and lesson planning.

- Courses for Which Credit is Provided
  - ECE 133 – Health/Safety/Nutrition
  - 103 – Intro to EC
  - 170 Child growth and dev
  - 243 – Guiding behavior
  - 158 and 159 – Curriculum 1 & 2

Scott Community College in Iowa

Prior CDA Only (no on the way)

Continuing Ed Department offers a program for the CDA (clock hours)

- Credits
  - 18 credit hours for the CDA (Leads to certificates and AAS)
  - However, the person we spoke with thought that it was likely too many, with lower levels of competency seen around things like curriculum and lesson planning.
- Courses for Which Credit is Provided
  - ECE 133 – Health/Safety/Nutrition
  - 103 – Intro to EC
  - 170 Child growth and dev
  - 243 – Guiding behavior
  - 158 and 159 – Curriculum 1 & 2.
- Reassessed for any competencies/work? NO

- Accept ANY training – yes, but generally from Continuing Education (Eastern IA CC CE Dept)

Jefferson State (AL)

"There should be a qualified early childhood teacher on every corner and street in our world".

- Already Have CDA <u>AND</u> CDA on the Way

- Credits:

  - - 9 Credit Hours (towards the Basic Certificate, which leads to the AAS)

- Courses:

  - Intro to ECE;
  - Materials/Methods for Teaching Children **_or_** Infant Toddler Programs;
  - Health & Safety

- Reassessed for Work/Competencies? NO

- Accept any training – NO

  - Only those approved for CEUs; approved training list
  - May or may not approve others

Jefferson State (AL)

CDA on the Way

- Three courses meet educational requirements for CDA and assessments lead to portfolio development; assignments tailored to the population for which seeking CDA
- 8-week accelerated courses, all requiring 20 hours field experience
- CDA Cohort Program
  - After education component – opportunity for the cohort program
  - Track students, follow up, offer support, professional learning community, test prep, etc.

- Time to completion/CDA –
  - Depends on the number of courses – could do in 4 months, if already have prior experience; typically 6 – 9.

- Financial Support
  - Teach scholarship will cover coursework and pay for exam (at some % - not sure if 100%)

NEXT STEPS

1) **Homework – to what degree do these models align with our principles? (either a survey or chart to complete…)**

   - Which pieces of these are valuable? Well aligned?

   - Which pieces are less valuable/interesting/helpful/aligned?

2) **Additional STATE research** (MA, Nebraska, MD, CO)

   - Nebraska on Friday at 9am
   - MA – lots of reading materials
   - MD and CO – reaching out to

   - Which CDA are we talking about? Preschool or Infant/Toddler
   - Do credits lead to a PEL?
   - Understand the way HSN – only meets x competencies but more into the class to bring to L5 b/c transferable class.

3) Meet again in 2 weeks? Set these up every 2 weeks and cancel as needed?

ECACe
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

Public Comment

Public Comment