



**Welcome to the January 11 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.



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

- Public Comment
 - Enter your name, organization, and topic
 - Chat box (lower right corner of the screen)
 - By 2:00 p.m.
 - 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.



January 11, 2022

**CDA for Credit Ad Hoc Working
Group**

Welcome and Introductions



**Illinois
State Board of
Education**



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





Agenda

Objectives

- Determine fundamental principles for CDA for Credit
- Discuss recommendations for 1/25

I. Welcome and Housekeeping

II. Working Group Role and Charge

III. Ideal Elements and Fundamental Principles

IV. State Work (IL, other states)

V. Next meeting/next steps

VI. Public Comment

Legislation and Charge

Extending the meeting

- If needed, can the group stay an additional ½ hour?
- Raise your hand if you can stay

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.

Legislation and Charge

Charge of the Ad Hoc Working Group: Bring recommendations for an approach or approaches to the Consortium for consideration by 1/25/22 at the latest.

Timeline:

1/11: Discuss ideals to fundamental principles, timeline to develop models and make other critical decisions, date by which models will be operationalized

1/18 Agree on fundamental principles, timeline, and date to operationalize

1/21 Send recommended language to the Consortium for early review

1/25 Consortium reviews the recommendations and discusses whether to accept them or not.
(Decides)

BY 1/31 Decisions sent to the legislature

XXX Date: Finish work on potential models

XXX Date: Bring best practice models to Consortium

XXX Date: Institutions operationalize models

End-Users Mentioned in Legislation: Challenges and Opportunities

Workforce

- Substantial economic, geographical and structural barriers to higher education
- Require flexible programs in format, time, location
- Ensure most affordable options for attaining a credential or degree
- References to competencies and credit for prior learning to increase credit transfer and recognize life learning outside traditional academic setting

Employers

- Work with employer partners to determine demand
- High vacancy rates in centers, programs, schools (Exacerbated by the pandemic)

Children, families, community

- Benefit from access to increasingly qualified workforce and care

State

- Shortage of early educators
- Essential infrastructure for state and other industries
- Growing state and federal commitments to expand early childhood services and demand for qualified workforce (EC Funding Commission and BBB, etc.)

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

Parking Lot

Important to keep up with details and questions for later.

Put them on the JamBoard –

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

Or:

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

Moving from Ideal to Fundamental or Key Element or....

What are the fundamental principles, or tenants, or pillars?

- 1) Must have a way to assign credit for the CDA. – **Required by Statute**
- 2) What else is on this list that we recommend to the Consortium? What are fundamental principles to follow for each model? What must be included vs what is optional?

My role today is to: 1) Ask why and why not and 2) Ask hard questions, nudge thinking and 3) Clarify perspectives

Statements for Discussion

Discuss the statements one/several at a time

- What is the potential for meeting the conditions of the legislation and our guiding principles?
- How might including this benefit the student? How might leaving this out not benefit the student and/or neglect to remove barriers?
- What changes might be needed to the language of the statement?
- What challenges are there in including this statement?
- Does this rise to the level of a fundamental principle?

Parking Lot:

- All the details needed to figure out to make this happen. PLEASE ADD!!



Results from Survey As of 10:30 – NOT A VOTE, JUST A PULSE CHECK

Credit for CDA must be A clear pathway/on ramp/foundational step towards credentials and degrees. The credit counts towards the next credential and degree (e.g., AAS, Gateways Credential, Bachelo...	Competencies /KSAs the workforce already has, and for which they have been assessed, are recognized	Students should not have to "re-prove" themselves (to the degree possible)	Students can transfer credit to other 2/4 year institutions and have it "count" towards the credential/degree	Credit that will be awarded for the CDA is transparent to the student; students know what they will earn.	There are a standard number of credit hours awarded for the CDA.	Awarding credit for the CDA must be timely and affordable and cannot cost the same as taking a class. (if awarded after student earns CDA)	CDA on the Way: Students can earn college credit as they work towards the CD	Students can earn at the same time: High School + CDA + Dual Credit
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Red == Essential

Green = Important

Yellow = Barriers

Blue: Somewhat helpful

White: Optional

Statements – Those most considered Essential/Important

- *Credit for CDA - A clear pathways/on ramp/foundational step towards credentials and degrees. The credit counts towards the next credential and degree, and shortens the pathway to that credential/degree. (e.g, not credit towards nothing)*
- Competencies /KSAs the workforce already has, and for which they have been assessed, are recognized
- To the degree possible, students do not have to “re-prove” themselves.
- *Students can transfer credit to other 2/4 year institutions and have it “count” towards the credential/degree*
- *Credit that will be awarded for the CDA is transparent to the student; students know what they will earn.*
- *There are a standard number of credit hours awarded for the CDA.*
- *Awarding credit for the CDA must be timely and affordable and cannot cost the same (time or money) as taking a class (if awarded based on prior CDA)*
- CDA on the Way: Students can earn college credit as they work towards the CDA
- High School + CDA + Dual Credit

Stepping Stone

- *Credit for CDA (13/16)*- A clear pathway/on ramp/foundational step towards credentials and degrees. The credit counts towards the next credential and degree, and shortens the pathway to that credential/degree. (e.g, not credit towards nothing)

Discuss the statements one at a time (or bundled if appropriate)

- What is the potential for meeting the conditions of the legislation and our guiding principles?
- How might including this benefit the student? How might leaving this out not benefit the student and/or neglect to remove barriers?
- What changes might be needed to the language of the statement?
- What challenges are there in including this statement?

Acknowledging Competencies

- Competencies /KSAs the workforce already has, and for which they have been assessed, are recognized (9/16)
- To the degree possible, students do not have to “re-prove” themselves. (11/16) + 1 Barrier

Transparency and Articulation

Highest Number of Votes

- Students can transfer credit to other 2/4 year institutions and have it “count” towards the credential/degree (14/16)
- Credit that will be awarded for the CDA is transparent to the student; students know what they will earn. (16/16)
- There are a standard number of credit hours awarded for the CDA. (14/16) + 1 barrier

Timely/Affordable, CDA on the Way

- Awarding credit for the CDA must be timely and affordable and cannot cost the same as taking a class, if awarded after student earns CDA ((13/16)
- CDA on the Way: Students can earn college credit as they work towards the CDA (10/16)
- High School + CDA + Dual Credit (11/16)

Further Recommendations

- 1) Fundamental Principles of any model
- 2) Mapping out models – timeline for this
- 3) Operationalizing Model – timeline for this

Next Steps

Next Steps:

- Finalize Fundamentals/Recommendations
- Dates to recommend for models and operationalizing models

Upcoming Meeting:

1/18/22 at 2 – 4pm

Do we need another meeting?

Public Comment

CDA

- Nationally recognized credential that awards credit for demonstrated competency in three ways:
 - Portfolio
 - Standard assessment
 - Observation
- Must demonstrate competency in **all (10) areas to achieve the CDA (pd hours required to maintain)**
- Team of faculty cross-walked the Gateways Competencies to the CDA competencies and found alignment to 6 key ECE competencies
 - E.g., Six competencies met through CDA assessment

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.



HISTORY OF THE CDA

- Grew out of a crisis to provide Head Start assistant teachers and child care teachers with competencies and a credential.
- Need for a large cadre to quickly upskill and get the competencies needed to work with young children.
- Many Early Childhood leaders including NAEYC, Ed Zigler, Jenni Klein, Sue Bredekemp, Marilyn Smith led the work.
- NAEYC administered the CDA for a time before it established the Council.



CDA Candidates

🏠 CDA Candidates

The Child Development Associate (CDA) Credential™ is a widely recognized credential in early childhood education administered by the [Council for Professional Development](#). The CDA Credential guides early child care professionals as they work toward becoming qualified teachers of young children. Obtaining a CDA is an important accomplishment and one that develops well informed practitioners knowledgeable in child development and best practices for teaching young children.

NAEYC has published many resources that support early childhood educators in their continued learning about best practices and the latest research in the early childhood field. NAEYC was a part of the original Child Development Associate (CDA) Consortium and we proudly continue to support and encourage the CDA credential. NAEYC provides many [member benefits](#) and [membership options](#) that support teachers in their continues learning such as: