



**Welcome to the January 18 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 3:00 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

- Finalize recommendation for the Consortium for 1/25 meeting

Agenda:

- I. Welcome and Housekeeping
- II. Working Group Role and Charge
- III. Fundamental Principles
- IV. Recommendations
- V. Consortium Meeting
- VI. Next meeting/next steps
- VII. Public Comment

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 or features of models

XXX Date: Bring best practice models to Consortium

XXX Date: Institutions operationalize models

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>

Recommendations for Consortium (1/25/22)

Recommendations

- 1) Fundamental Principles
- 2) DATE: Return to Consortium w/more specifics, models.
- 3) DATE: Consortium institutions operationalize models/assign credit for CDA

Fundamental Principles, Required for Consortium Institutions

- **Meaningful Credit for the CDA:** Programs must provide a clear pathway from the CDA to higher level credentials and degrees, and **credit awarded must count towards the next credential and degree**, in a way that shortens the pathway to graduation.
- **Recognizing Acquired Competencies:** Programs must recognize the knowledge, skills, and abilities that they that the workforce has and for which they have been assessed, and, **to the degree possible, students should not have to “re-prove” themselves through additional coursework and assessments for the competencies assessed through the CDA.**
- **Transfer of Credit:** Students must be able to **transfer CDA credit to both 2-and 4-year Consortium member institutions** and have this credit count towards credentials and degrees.
- **Transparency:** How and what credit is awarded must be **transparent to current and potential students** and employers.
- **Standard (another term?) Number/Range of Credits:** All institutions should award a **standard number/range of credits** for the CDA “And allow for assessment of additional outcomes in courses not covered by the CDA. (The number of credits will be determined over the coming months.) -- **we need to also figure out how many and what this look like....**
- **Timely and Affordable:** Awarding credit to those who already hold the CDA when they come to a higher education institution must be **timely and affordable** 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 attend 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.

Recommended Dates

- Return to Consortium with more information, details, models etc.
 - How about by 5/31/22? 4 months

When do institutions need to implement?

Jan 31, 2023? (Classes start back mid-Feb, so maybe before then.)

Consortium Meeting

- How to best approach this at the Consortium Meeting?
- How do we make sure that the group understands the work, discussion, and deliberation behind the decisions?
- Who should present the fundamental principles?
- We likely need to have a “roll call” for this decisions. How do we make sure that representatives are ready to make this decision for their institution? And that their institutional teams are included in the decision?

Next steps --

- A handful of states/programs have agreed to talk with us about their work around the CDA
 - Oklahoma
 - Nebraska
 - Alabama – Jefferson State
 - Michigan
 - Colorado
 - Maybe Massachusetts

Meeting cadence?

Public Comment