



Welcome to January 25, 2022, meeting of the Early Childhood Access Consortium for Equity. The meeting will begin at 1:00 p.m.

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 Q&A section by 2:30 p.m. The Q&A function is in the corner of the screen. We will call on you during the public comment period and ask that you keep your remarks to under two minutes.

If you have technical difficulties during the meeting, please contact David Antonacci at antonacci@ibhe.org.



January 25, 2022



**Illinois
State Board of
Education**



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



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
 - Q&A section (lower right corner of the screen)
 - By 2:30 p.m.
 - Remarks under 2 minutes
- If you are on the phone, please enter *3 at the time of public comment to raise your hand and we will add you to the list.

Welcome and Housekeeping

Welcome to members, presenters, state agencies, and the public.

Housekeeping: To engage in discussion

- **Raise your hand:** We will be using this feature throughout the meeting when we have discussion, due to such a large group of representatives.
- **Directions to Raise your Hand:** If you are a Consortium Representative and wish to speak, please raise your hand via the participant list. The participant list is a bubble, located on the bottom right of the screen. Click the icon at the bottom right of the box that opens. When you are finished, please lower your hand.
 - If you are a representative dialing in only, please press *3 to raise your hand.
- The chat feature will be disabled for this meeting so that all members of the public can access the discussion, even if they are dialing in by phone.



Agenda

- I. Call to Order, Welcome, and Housekeeping
- II. Guiding Principles Working Group Update
- III. Credit for the Child Development Associate (CDA) Credential (Action Item)
- IV. Institutional Teams: Discussion and Reflection
- V. Consortia Components
- VI. Updates: Consortium-related Work
- VII. Review of Minutes (Action)
- VIII. Public Comment

The Vision: Early Childhood Access Consortium for Equity

Create a consortium to better serve the needs of the incumbent workforce, early childhood students, and early childhood employers through streamlined, coordinated, and accessible pathways, while advancing racial equity.

- Expansion of educational pipelines and pathways.
- Allow students to take coursework at multiple consortium institutions when and where they need it, with seamless processes.
- 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.
- Recognize the experience, knowledge, skills, and abilities of the incumbent workforce.

Guiding Principles Working Group: Update

ECACE Consortium Guiding Principles (Brief Summaries)

- **Center Student Success:** Students are the Consortium's top priority, and we work to provide streamlined pathways, particularly for the incumbent workforce.
- **Share Leadership:** All members contribute to the success of the consortium; we seek consensus, if possible, we communicate to work through conflict; we function as a learning community; we make decisions based on these principles.
- **Behave as Equals:** All institutions are equal in the Consortium, and we respect prior learning and competencies from other institutions.
- **Respect and Accommodate Differences:** We recognize and accommodate institutional differences.
- **Simplify Student Navigation:** Key to the work is helping students navigate their pathway and supporting them along the way.

Credit for the CDA

CDA: Legislative Requirements

Public Act 102-0174, 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.

CDA for Credit

- National credential awarded through the Council for Professional Recognition, developed at a time of workforce shortage and a need to quickly upskill a workforce to have a foundational level of competency.
- An assessment of workforce competencies* through:
 - Portfolio
 - Test
 - Observation
- Additional requirements
 - Students must have 120 clock hours of training
 - Students must have 480 hours of experience

****Cross-walked to the Gateways Competencies; PK CDA meets 6 competencies.***

CDA for Credit, Working Group

Christi Chadwick, IBHE (convener)

Marcus Brown, ICCB (convener)

Ashley Nazarak, Carole Robertson Center for Learning

Brenda Smith, Skip-A-Long Child Dev. Serv.

Carolyn Beal, Southwestern Illinois Community College

Ireta Gasner, Start Early

Jason Dockter, Lincoln Land Community College

Jean Zaar, College of DuPage

Johnna Darragh Ernst, Heartland Community College

Joi Patterson, Governor's State University

Kate Connor, Truman College

Kelsey Swanson, CCRR of Midwestern Illinois

Linda O'Connell-Knuth, Waubonsee Community College

Lindsay Meeker, Western Illinois University

Marcy Mendenhall, SAL Family & Community Services

Melissa Bachelor, Lewis and Clark Community College

Melissa Johnson, Highland Community College

Melissa Szymczak, Joliet Junior College

Nichole Miller and Kelsey Ward, Children's Home and Aid

Rebecca Swartz, Southern Illinois University, Edwardsville

Early Agreements of the Working Group

- Our first priority is students/workforce, and we respect needs of other stakeholders including employers, higher ed institutions, 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, etc.

Survey Results

- As of this morning, 29 institutions completed the survey (Thank you!)
- 100% agreed/strongly agreed that the principles center student success; align with legislative; & align with guiding principles
- 100% agreed/strongly agreed that the Consortium should endorse the recommendations.

Center student success	Align with the intention of legislation	Align with Guiding Principles	Recommend endorsement of recommendations
Agree		Agree	Agree
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Strongly Agree	Strongly Agree	Strongly Agree	Agree
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Agree	Agree	Agree	Agree
Agree	Agree	Agree	Strongly Agree
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
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Agree	Agree	Agree	Agree
Strongly Agree	Strongly Agree	Strongly Agree	Agree
Strongly Agree	Strongly Agree	Strongly Agree	Agree

From the Field

- Early Childhood workforce shortage has been exacerbated by the pandemic.
- CDA allows for quick pathways to foundational level of competency AND allows staff to be alone with children AND be the lead teacher in some licensed programs.
- Increasing use of the CDA.
- Need a meaningful pathway for credential holders into higher education programs that recognize their competencies and prior learning.
- There are issues of equity for our workforce, as a majority of those with a CDA in Illinois are Black or Latinx.



Recommendations

The CDA for Credit Working Group shares these recommendations for consideration by the Consortium.

- 1) **Fundamental Principles:** Recommend that a set of fundamental principles should be adhered to by all Consortium member institutions.
- 2) **Best Practice Models:** Recommend that the group continue to meet over the next few months to study other state and institutional models for awarding credit for the CDA. The working group will then provide recommendations for best practice models and ways to operational CDA for credit in Illinois by May 31, 2022.
- 3) **Operationalize Credit for CDA:** Recommend that all ECACE member institutions must have in place a mechanism to award credit for the CDA that is built upon the fundamental principles no later than January 31, 2023.

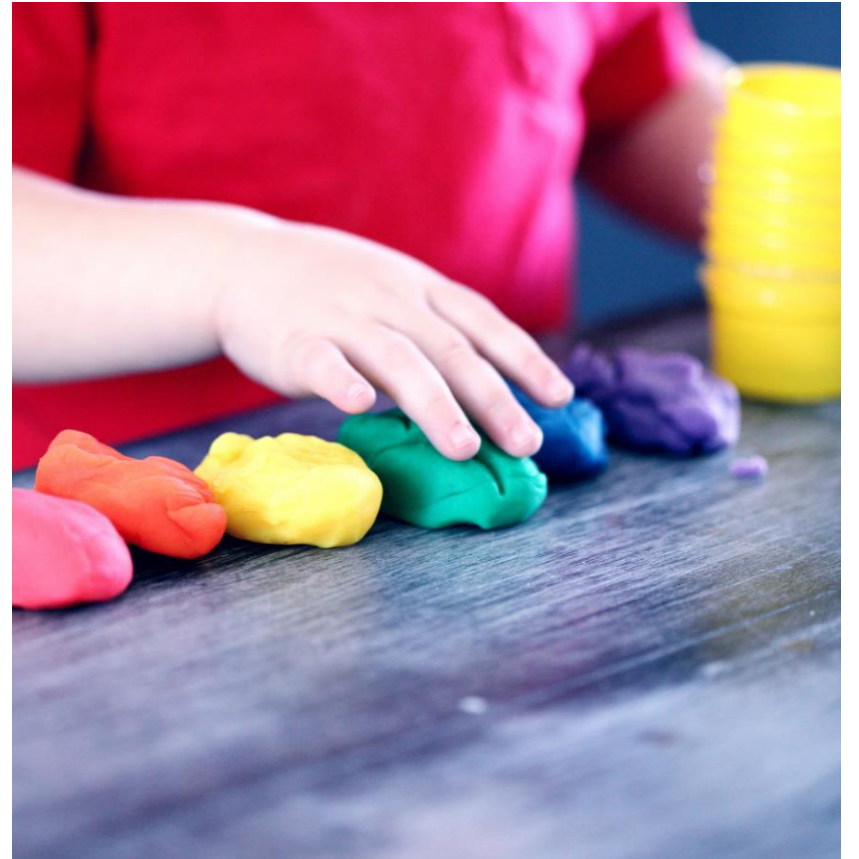
Fundamental Principles

- **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 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.



Fundamental Principles

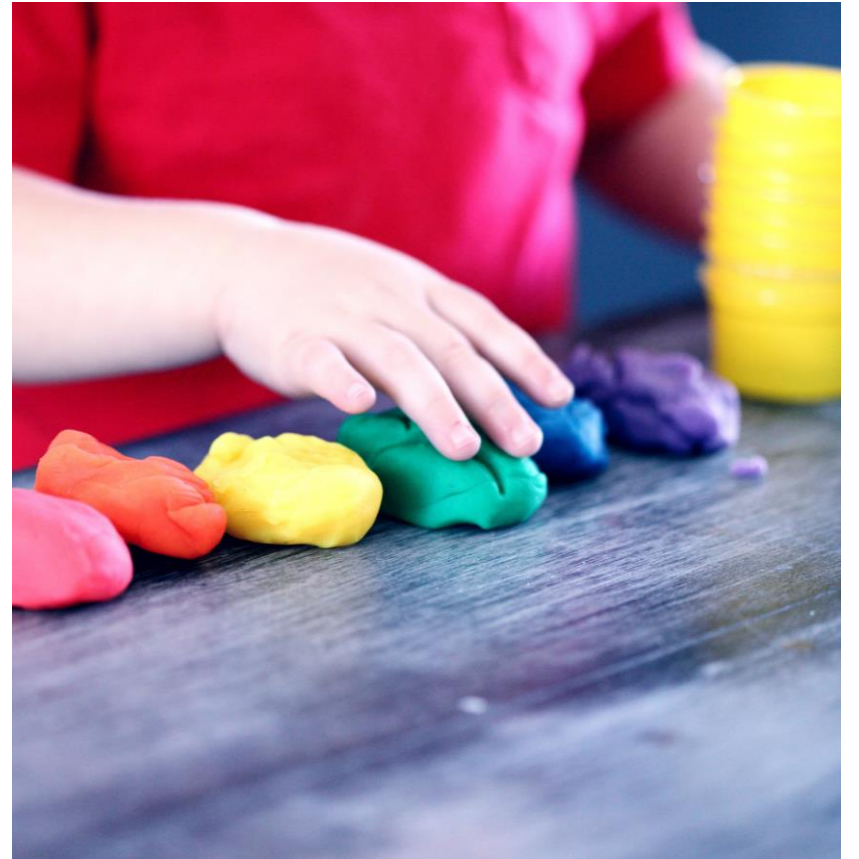
- **Transparency:** How and what credit is awarded must be transparent to current and potential students and employers.
- **Standard Number/Range of Credits:** All institutions should award a standard number or range of credits for the CDA. (The number of credits will be determined over the coming months 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 timely and affordable and must not cost the same (time or money) as taking a class.



Fundamental Principles

The working group believes these approaches are very valuable, but they may be optional.

- **CDA on the Way:** Students should be able to earn college credit while they work towards the CDA.
- **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.



Questions, Discussion

Voting Protocol

- After a motion and a second is made, we will move to a roll call.
- Roll call: We will call out institution names and ask for how each institution votes.
- Member institutions: Must respond verbally on behalf of their institution.
- Options for voting:
 - Yes
 - No
- Simple majority (51%) of the group, if a quorum is met



CDA Recommendations

Recommendations for endorsement by the Consortium.

- 1) **Fundamental Principles:** Recommend that a set of fundamental principles should be adhered to by all Consortium member institutions.
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Consortium Representative Role and Institutional Teams

Representatives and Institutional Teams

- **Representative:** Liaison with institution and representative in meetings; ensures Consortium is informed and ready
- **Institutional Teams:** Representatives across the institution who will help answer questions, weigh in on decisions, and make the work successful

Department Head, Dean, others..

Faculty Curriculum Early Childhood Representative(s)

Campus Coordinator

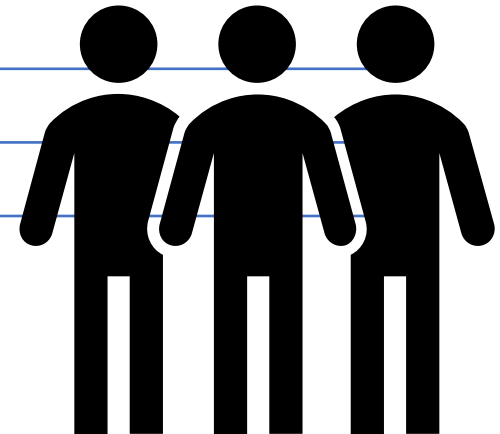
Distance Learning Director

Marketing Director

Registrar

Finance Officer for the Institution

Financial Aid Officer



Representatives and Institutional Teams

Reflection and Sharing: How did the meeting with the Institutional Teams go?

Jamboard Activity:

- 1) One positive outcome
- 2) One question from the group

Jamboard & Quick Share

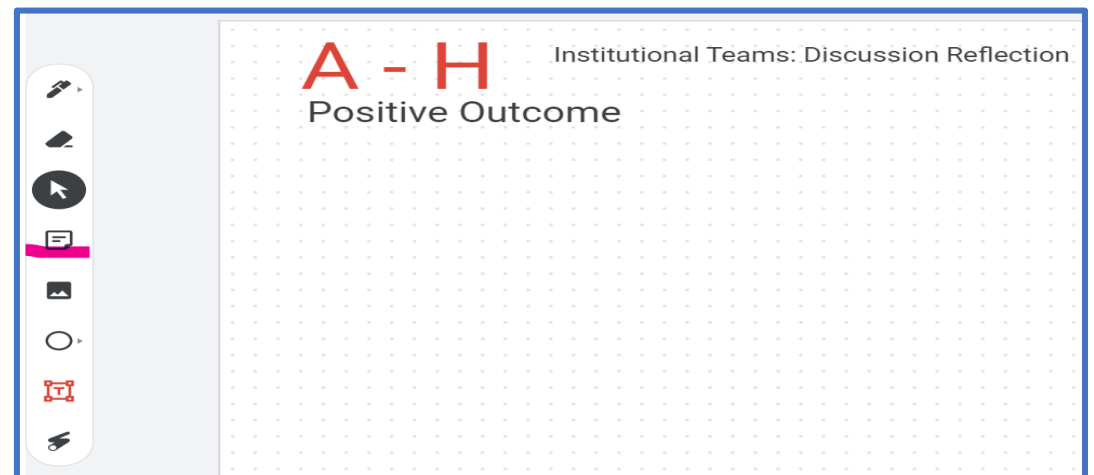
1. Go to the website

WEBSITE: <http://tiny.cc/yyrnuz>

2. Find the page with the first letter of your institution in the top left corner. The arrow at the top lets you advance to the next page.

A - H Institutional Teams: Discussion Reflection
Positive Outcome

3. Open a “sticky note” – from the tool bar on the left side; type your response.



The screenshot shows a Jamboard interface with a vertical toolbar on the left side containing icons for erasing, deleting, moving, creating sticky notes, adding images, zooming, and zooming out. The main workspace is a grid of dots with the text "A - H Institutional Teams: Discussion Reflection" and "Positive Outcome" written on it. A pink sticky note is attached to the text.

Higher Ed Consortia: What are they, and what do they have in common?

- An agreement among a group of post secondary institutions to work collaboratively toward a shared goal that can be ***accomplished better by working together than by working alone.***

What do they do?

- Offer students greater breadth and/or depth in academic course content than is possible at a single institution.
- Leverage resources at multiple institutions to deliver academic courses more efficiently.
- Increase access to academic courses for students who need flexibility in the traditional academic schedule.
- Allow for the creation of a defined pathway for students to accomplish academic goals.
- Provide cohesion to maximize individual institutional efforts, and also move the workforce forward in a way that no one institution is able.

Other Consortium-Related Updates

Institutional Funding

EXAMPLES OF ALLOWABLE ACTIVITIES AND EXPENDITURES

- Student academic or holistic support (including hiring of mentors/coaches)
- Student debt relief
- Faculty, staff, or consultant time
- Costs to adapt systems, structures, etc.
- Online course delivery and other technology-related expenses
- Meeting expenses such as travel or space rental
- Outreach materials or other communications-related expenses
- Costs associated with meeting reporting requirements

ISBE Part 25 Rules Posted for Comment

- ISBE Administrative Rules: Part 25
 - Sections related to early childhood endorsement are out for comment
 - Proposed changes driven by working group that met earlier this year
 - ISBE is looking forward to comments, particularly from working group member institutions
 - Comments Due January 30, 2022. Email to rules@isbe.net
 - For more information: ISBE Website, Proposed Rules and Amendments
 - <https://www.isbe.net/Pages/Proposed-Rules-and-Amendments.aspx>

PROPOSED AMENDMENTS FOR PART 25 (EDUCATOR LICENSURE)

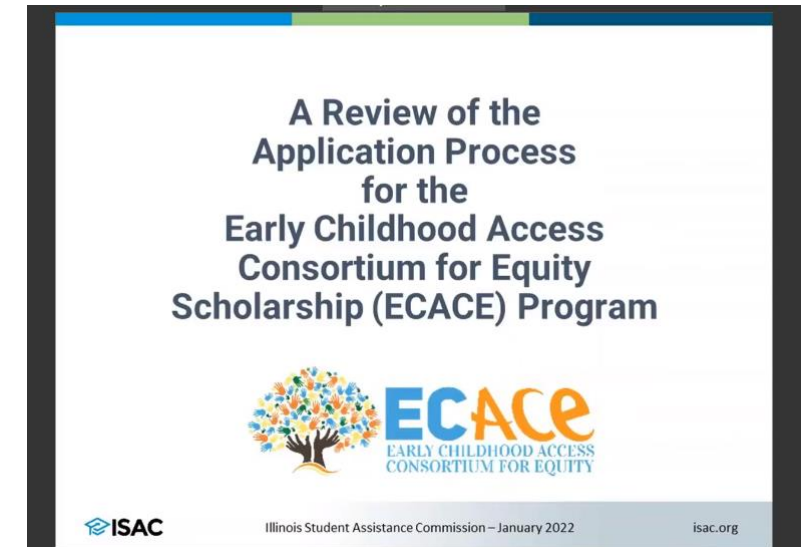
Text of Rulemaking 

Summary of Action

Public comment period ends on January 30, 2022.

Scholarship Update

- ISAC had received 367 applications as of 1/24/22
- New Materials:
 - VIDEO: Review of the ECACE Application Process walks students through how to apply for the scholarship.
<https://www.isac.org/ECACEscholarship>
 - FLYER: Can be used to promote the scholarship with multiple audiences (will share after this meeting)
- Priority application deadline is 3/1/22.



Scholarship: Program Eligibility

- **Need Information to Award Scholarships:** ISAC and Financial Aid Administrators needs specific information from your institution about which programs are eligible for students to attend with the scholarship.
- These must be early childhood programs that prepare students to be able to earn a Gateways ECE Credential and/or a Professional Educator License with an Early Childhood Endorsement.
- We recognize that some institutions have early childhood programs in multiple departments and colleges (e.g., education and family and consumer sciences).
- **We will be sending out a survey to gather this information. DUE: 2/7/22**
- *Please work with your institutional teams to collect this information. You will likely want to touch base with your Financial Aid Administrator, Deans, faculty and/or others.*

AAS Transfer Community of Practice

- We are working together to implement one aspect of the [legislation](#): Transfer of the AAS degree.
- We understand that we do not need to start from scratch.
 - There are those who have begun to implement models that can serve the consortium needs.
- We can learn from each other's expertise.
- The focus is on identifying promising and best practices around ensuring seamless transfer of the AAS in Early Childhood Education.
- Key to the work is a focus on how best to ensure students can complete their programs.



AAS Transfer: Opportunities and Challenges

- ISBE rules
 - Possible rule changes
 - General education requirements
 - Documenting field experience
- Pathway to the PEL
- Institutional standards; accreditation issues/concerns
- Operationalizing the process
 - Potential for course sharing
 - Dynamic curricular issues
- Clarity around what AAS and Gateways ECE Level 4 really means
- Communication of message to students and to institutional staff



AAS Transfer: Next Steps

- Establish meeting schedule.
- Review models currently being used.
- Identify implementation issues.
- Develop frameworks for best and promising practices to successful models.

Structure and Governance: Regional Hubs

PURPOSE: To support institutions through the implementation challenges that arise as they navigate the consortium relationships, thereby helping to spur greater interest in early childhood education programs and employment.

- Regional Hubs will function as **professional learning communities** where institutions can come together to share best practices and common challenges, as it relates to the implementation of the Early Childhood Access Consortium for Equity Act and serving the incumbent workforce at the center of this act.
- **Regional Hubs should pursue a variety of convening opportunities** including 2 year – 4-year, 2 year to 2-year, 4 year to 4-year, public to private, private to private. The Regional Hubs should represent a **collaborative space for problem solving**.
- Regional Hubs will be open to a **broad spectrum of two-year and four-year institutions** from a region to participate. For those institutions outside of a region, but with relationships in a particular region (e.g., SIUC and Harper College), they may choose to participate in that region as deemed appropriate. **Regional Hubs should be broadly porous and open for participation from multiple institutions across institutional types**.
- Regional Hubs will function as **an important student-centered connecting piece** between employers, the workforce, community partners, and institutions of higher education.
- Regional Hubs **should not be considered places to mediate disagreements between institutions of higher education**. This function falls to the ICCB and the IBHE, in consultation with the appropriate parties involved.

Structure and Governance Working Group

Outstanding Areas of Work

- Governance questions
- Protocols and bylaws
- Voting procedures



Questions, Discussion

Meeting Minutes

Next Steps and Next Meetings

Reminders:

- Meet with your institutional teams to discuss eligible program names and related CIP Codes; a survey will go out this week to Consortium Representatives. **Due Date: 2/7**

Future Meetings

- We will send invites later this week with dates/times through the end of the year.
- **Mentor/Coach “Job Description”** sending this soon (next week) for ideas about what the job could look like. This is in response to requests by institutions. Some pieces are more critical, and some more flexible.

Public Comment

For more information, please contact:

Christi Chadwick, Project Director, EC Consortium
Chadwick@ibhe.org

Marcus Brown, Deputy Director
for Academic Affairs & Student Success, ICCB
Marcus.Brown@illinois.gov

Appendix

Guiding Principle #1 (Strawman)

Center Student Success

- The first priority of the Consortium is student success.
- 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.

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.
- 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 Principle #3 - (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.

Guiding Principle #4 - (Strawman)

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.

Guiding Principle #5 - (Strawman)

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.

Discussion

Questions for Discussion

- What resonated with you?
- What's missing?
- What needs to be changed?
- What questions or wonderings do you have?