Welcome to the December 20, 2021 meeting of the CDA for Credit Ad Hoc Working Group.
The meeting will begin at 9:00 am.

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.

Consistent with the requirements, I note for the record that I, Christi Chadwick, Project Director for the ECACE Consortium, am physically present at the IBHE office in Springfield. 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 3:30 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 3, 2022
CDA for Credit Ad Hoc Working Group

Welcome and Introductions

Agenda

- Align on the charge and work
- Discuss approach to the work
- Continue to learn about CDA work in the state and nation
- Brainstorm ideal elements of credit for CDA

- I. Welcome and Housekeeping

- II. Working Group Role and Charge

- III. Background Information on the CDA

- Ideal Elements for "End Users"

- IV. State Work

- V. Next meeting/next steps

- VI. Public Comment

Legislation and Charge

- **Impetus and Vision of the Legislation**: Support the early childhood workforce to more successfully access, persist, and complete credentials and degrees.

    - Key Piece of the Legislation and Consortium: *Recognize and provide credit for the experience, knowledge, skills, and abilities of the incumbent workforce.*

- **CDA in Legislation**: The Consortium must "decide how to **_assign_** college credit for the incumbent workers who have a Child Dev. Associate (CDA)" by January 31, 2022 AND charged with the "development of standardized methods for awarding credit for prior learning."

- **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.

Embodied in P.A. 102-0174

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.)

Embodied in P.A. 102-0174

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

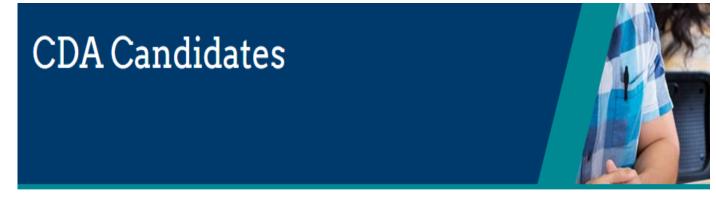 - E.g., Six competencies met through CDA assessment

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:

Zoom Out

Parking Lot

- Parking Lot for Questions and Ideas

Important to keep up with details and questions for later.

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

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

1) Institutions must have a way to assign credit for the CDA.

Jam Board

Begin by brainstorming:

What are the ideal outcomes and conditions for providing credit for the CDA for the "end users" that were highlighted in legislation?

https://jamboard.google.com/d/1BHR7FNctMIhsTS4pSdAG_SrKV3PG4Ux1E70OEjcG47Q/edit?usp=sharing

tinyurl.com/2p85yj2n

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

1) Institutions must have a way to assign credit for the CDA.

What can we begin to add to this list?

State Work, Continued

- Lewis and Clark

- Carole Robertson Center for Learning
- SAL Family and Community Services

- Others?

State Work, Continued

- Any key takeaways?

- Anything we need to add to our list of fundamentals?

- Anything else we need to know more about?

Next Steps

Next Steps:

- Add to our list of fundamental components/principles/tenets, etc. (by Jan 25th)
- Learn more about work of other states, institutions, etc.

Upcoming Meeting

1/11/22 @ 1pm

1/18/22 at 2pm

Public Comment

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.