

**Minutes
Early Childhood Access Consortium for Equity Meeting
January 25, 2022**

Submitted for:	Action
Summary:	Minutes of the January 25, 2022 Early Childhood Access Consortium for Equity held via video conference and telephone, as permitted by Public Act 101-0640.
Action Requested:	ECACE approve the minutes of the January 25, 2022 Consortium meeting.

Minutes
Early Childhood Access Consortium for Equity Meeting
January 25, 2022

A meeting of the Early Childhood Access Consortium for Equity (ECACE) was conducted via telephone and video conference as permitted by Public Act 101-0640. Ginger Ostro and Brian Durham determined that an in-person meeting was not practical nor prudent due to the disaster. The IBHE's Executive Deputy Director was physically present at the IBHE offices. The audio of the meeting was recorded and may be found on the ECACE website.

The following institutions and their representatives were present.

Institution	Voting Member
Black Hawk College	Amy Maxeiner
Blackburn College	Cindy Rice
Chicago State University	Carolyn Theard-Griggs
College of DuPage	Jean Zaar
Danville Area Community College	Penny McConnell
DePaul University	Marie Donovan
Dominican University	Jacob Bucher
Eastern Illinois University	Laretta Henderson
Elgin Community College	Peggy Heinrich
Harper College	Kathleen Nikolai
Heartland College	Johnna Darragh-Ernst
Highland Community College	David Naze
Illinois Central College	Andrianna Smyrniotis
Illinois Eastern Community College	Robert Conn
Illinois State University	Amy Hurd
Illinois Valley Community College	Tammy Landgraf
John Wood Community College	April Darringer
Joilet Junior College	Melissa Szymczak
Judson University	Dr. Joy Towner
Kankakee Community College	Kiana Battle
Kaskaskia College	Julie Obermark
Kishwaukee College	Judson Curry
Lake Land College	Jon Althaus
Lewis & Clark Community College	Michael Sundblad
Lewis University	Kip Kline

Institution	Voting Member
Lincoln Land Community College	Jason Docker
McHenry County College	Dawn Katz
Moraine Valley Community College	Pam Haney
Morton College	Michael Rose
National Louis University	Lisa Downey
Northern Illinois University	Laurie Elish-Piper
Oakton Community College	Marc Battista
Olive Harvey College	Brandon Nichols
Olivet Nazarene University	Lance Kilpatrick
Parkland College	Nancy Sutton
Prairie State College	Janice Kaushal
Rend Lake College	Kim Wilkerson
Richland Community College	Jessica Pickel
Rock Valley College	Amanda Smith
Rockford University	Gina Braun
Roosevelt University	Tom Phillion
Sauk Valley Community College	Jon Mandrell
Southern Illinois University Carbondale	Christie McIntyre
Southern Illinois University Edwardsville	Natasha Flowers
Southwestern Illinois College	Carolyn Beal
St. Xavier University	Natalie Phillips
Triton College	Susan Campos
Truman College	Kate Connor
University of Illinois, Urbana Champaign	Nancy Latham
Waubonsee Community College	Sharon Garcia
Western Illinois University	Francis Godwyll

Conveners: Others present include the following from the convening agencies.

Illinois Board of Higher Education:	Ginger Ostro, Stephanie Bernoteit, Sophia Gehlhausen, Christi Chadwick
Illinois Community College Board:	Brian Durham, Marcus Brown, Mackenzie Montgomery, Matt Berry

I. Call to Order, Welcome, and Housekeeping

Brian Durham called the meeting to order at 1:00 pm. He advised of the Open Meetings Act guidelines and that the meeting is being recorded. Durham also specified the public comment process.

Ginger Ostro went over the meeting agenda and specified the vision of the Early Childhood Access Consortium for Equity. There was a quorum for the meeting.

II. Guiding Principles Update

Carol VanNahmen provided a summary of the Guiding Principles of the Consortium. It was stated that the working groups were able to get through 4 of the guiding principles and will continue to review and consider recommendations as the work progresses. The primary outcome is that we want the work to benefit the students and the families that are being served.

III. Credit for the Child Development Associate Degree

Ostro explained the legislative requirements surrounding the CDA. The Consortium will decide how to assign college credit for the incumbent workers who have a CDA credential and for future workers obtaining a CDA by January 31, 2022.

Chadwick provided a definition of the CDA and the necessary requirements. This is an assessment of workforce competencies which include a portfolio, test, observation, 120 clock hours of training and 480 hours of experience. The working group made early agreements which were priority is students, there may not be one single model that works, and there will be some things that are fundamental, and others are optional. 29 institutions completed the survey as of this morning. The results show that 100% agreed or strongly agreed that the principles center student success and align with legislation. 100% also agreed that the Consortium should endorse the recommendations.

Christi Chadwick introduced Marcy Mendenhall to provide an update from the field. She advised that the CDA allows for quick pathways to foundational level of competency and allows staff to be alone with children and act as the lead teacher in some licensed programs. Mendenhall also reiterated that there are issues of equity for the workforce, with a majority of those holding a CDA being Black or Latinx. We should empower staff members to continue their education and/or build upon their credentials. We need to ensure that we have equity within the process. There is an opportunity to correct what may have been done historically.

Chadwick went over recommendations from the CDA for Credit Working Group and introduced Lindsay Meeker to present. Meeker advised that the recommendations are 1) recommend the fundamental principles, 2) best practice models will be provided by the working group by May 31, 2022 and 3) operationalize credit for CDA and have an awarding mechanism in place by January 31, 2023. Meeker advised that there needs to be a clear pathway from the CDA to higher level credentials. The goal is to

make sure we maintain high-quality programs, but not create new inequities. Students must also be able to transfer these credits to 2- and 4- year Consortium institutions.

Johnna Darragh Ernst from Heartland Community College continued the discussion of fundamental principles, noting that transparency is important in how and what credit is awarded in this situation. There also must be a standard number or range of credits for the CDA and the awarding of credit should be timely and affordable. There are also approaches that the group discussed as optional, but valuable approaches. One is CDA on the Way and embedding the CDA within high school dual credit programs.

Lindsay Meeker specified that the competencies can fall across multiple courses and the group has done research and the commonality is the 6-10 credit hour range for awarding credit.

Mendenhall advised that there are staff shortages that are preventing students from being serviced. On the front line, there must be assistance to care and education these students.

Chadwick opened the meeting up for questions. There was a question from Francis Godwyll regarding the timely and affordable statement. If you are already awarded credit already, how can it be the same time and money? Marcus Brown addressed the question and explained that as students come in, they should not be charged tuition-to-tuition dollars for the price of the CDA. The idea is not to overcharge the students and to keep the CDA affordable. Godwyll noted that he didn't completely understand the language surrounding the CDA awarding of credit. Chadwick stated that it was important to recognize competencies and abilities that students already had. The working group thought of this more of an articulation. How do you value these competencies and work experience if it has already been assessed? We should think about awarding credit in a way that will be meaningful for students and remove barriers. Brown verified that this is part of the institutional pathway that is tied to the process and we want to make it clear that there is a threshold when thinking about what the cost should be for students going through this process. There are appropriate models and frameworks that should be considered. Chadwick also spoke to the timely piece and advised that there should be ways to help students achieve these goals in a way that does not delay their progress.

Andrianna Smyrniotis asked about the scholarship and clarified that the scholarship will remove some of the cost barriers. If there is going to be college credit given and how would we address the potential of people patchworking together credits? Marcus Brown advised that the scholarships support tuition-driven programs. In the CDA model, the scholarship does not apply. Institutions may choose to make best use of the CDA and bring the credential into their program. One of the ways to think about it is to think of the alignments with Gateways competencies. The group is not quite ready to make final recommendations. Meeker also advised that the recommendation was made for continued work because we know programs are complex and differ across courses and outcomes. We do know the CDA subject areas are similar. We need to examine curricula and determine how institutions would like to move forward. There are states doing this right now and we have some ability to borrow these ideas and frameworks based on their experiences. Darragh Ernst agreed with Meeker regarding competencies and overall discussions the notion of flexibility.

Robert Conn asked how the CDA align to Gateways competencies. They didn't fully adopt competencies, but embedded competencies within curriculum. How will these courses from the 2- year institution transfer seamlessly to the 4-year institutions? Chadwick advised that the working group has struggled

with this issue as well and there are still items to address. The legislation states that we must decide how to make it work and we need to figure out how to get there.

Ernst Darragh spoke to the competencies and the alignment between the CDA and ECE competencies. Because there is this alignment and everyone's courses are aligned to competencies, this can give an indicator where that might be found within the courses. Melissa Szymczak advised that she is a member of the CDA Working Group and at her institution they have aligned competencies and they are mindful of the timeliness aspect and desire to allow current workforce to gain access soon. They are deciding what will be the best fit for their institution and community. Jean Zaar is also a member of the working group and she advised that a key takeaway is that we should consider what has already been assessed through the CDA and these are embedded in different courses across the state. We are going to be bringing suggestions of best practices and we need to stress that institutions have the autonomy to choose how they will give credit for the CDA. Community Colleges are mindful of the process and how this will transfer seamlessly. One of the things institutions should consider is elective credit and other degree processes. There are valid ways that this has been done in other states that we can build upon.

Chadwick advised that additional time is needed to bring best practice models back to the group for recommendations. There must be a process in place by January 2023 to award the credit that meets the intent of the legislation.

Ostro expressed appreciation for the CDA working group recommendations and walked through voting protocols for the Consortium. She noted that the Governing Principles may suggest changes to the voting procedure, but for now, the procedures include a motion, second, and verbal roll call vote. The quorum is a majority (51%).

Durham presented the working group recommendations for endorsement and asked for a motion. Kate Connor moved to accept the recommendations. Marie Donovan seconded. Sophia Gehlhausen Anderson called roll.

The motion to accept the CDA working group recommendations passed unanimously among those in attendance. The recorded votes have been appended to the minutes.

IV. Institutional Teams: Discussion and Reflection

Marcus Brown introduced the discussion on Consortium representatives and the role of institutional teams. He led the group to a Jamboard activity to reflect on the positive outcomes and questions that representatives had after their meetings with their institutional teams. Brown highlighted some reflections from the Jamboard, including working with team members that representatives did not previously work with often, working better with partners, and how other components of the legislation will work.

Francis Godwyll noted that he had questions about funding and the commitments institutions must make and timelines for the work.

Brown said that the role of institutional teams going forward will be important to moving work forward.

V. Consortium Components

Carol VanNahmen presented on consortia in higher education, what they are and what they have in common. She said that there is a nation inventory of consortia at <https://www.wcet.wiche.edu>. She noted that consortia are diverse and span different sectors and scales, depending on their purpose, which may include sharing courses or degrees, exchanging courses. VanNahmen laid foundational definitions for this consortia, beginning with shared principles and collaboration to work toward a shared vision. She noted that consortia are not a new administrative overlay, as this is respectful of institutional differences.

VanNahmen said that there are benefits to institutions for joining this consortium and that the ultimate vision is to benefit students, including students increasing their breadth and depth of education when receiving instruction from different institutions with different specialty courses, as well as allowing working students flexibility of fitting courses into their busy lives.

Brown asked for questions. VanNahmen called back to the questions around the details of the work and how those decisions can be reflected in a policy and procedures manual for the consortium.

VI. Updates: Consortium-related Work

Gehlhausen-Anderson presented on other consortium updates, including the progress toward UIGA execution and the Institutional Funding: Examples of Allowable Expenses slide, ISBE Part 25 Rules Posted for Public Comment slide and Scholarship Update slide. She noted that the priority deadline of March 1, 2022 is for students applying for scholarships that cover the current 2021-22 academic year.

Brown noted that institutions providing information on their degree and certificate programs will allow the agencies to determine student eligibility, since only students in early childhood education programs are eligible. Institutions will provide this information via survey by February 7, 2022.

Brown presented the AAS Transfer slides regarding the role of the AAS Transfer Community of Practice and the opportunities and challenges of working across institutions with admissions and registrars to allow for the full transfer of the Associate of Applied Science degree. He said that part of the process of implementing the full transfer of the AAS will be understanding the competencies students gain through the AAS and Gateways Level 4 mean and how those transfer into the bachelor's degree and Level 5.

Durham presented the Structure and Governance Working Group slides. He said that the group concluded that the legislation includes geographic regional hubs, but that there are partnerships that extend across geographic boundaries and that the group did not want to hinder those relationship. He said regional hubs will be work that happens further in the future as porous groups that allow for organization and broad participation. Durham noted that there will likely be conversations convened between institutions within and between two and four year sectors.

The conversation was opened for discussion. Laurie Elish-Piper asked about the priority scholarship deadline. Brown answered that summer should be included in the current academic year (an academic year beginning in fall and ending in summer).

Melissa Szymczak asked if any degrees that follow/include Gateways Credentials are included in the scholarship. Brown answered that at this time, only the AAS is included due to tracking issues with the Associate of Arts degree in early childhood. Chadwick noted also that not all Gateways Credentials are included, such as family support specialist. ECE, Infant-Toddler, and Director credentials are included.

Andrianna Smyrniotis asked if there was a time limit on the scholarship. Brown answered that students can apply every year in which they are eligible. Chadwick added that these scholarship funds are time-limited federal dollars for three years.

Jean Zaar asked about stackable credentials, certificates that lead to the AAS. Brown said that those Gateways-aligned certificates are eligible, as long as that is the declared major for financial aid purposes if students are pursuing more than one program simultaneously.

Amy Maxiener asked about returning students from year to year, and Brown noted that students should apply in a timely way to ensure that they are prioritized as intended by ISAC.

Laurie Elish-Piper asked for an update on ECACE navigators. Chadwick said there will likely be critical mass of navigators by February, as all child care resource and referral agencies are in the process of posting and hiring for positions.

Chadwick called for review and approval of meeting minutes from the prior meeting. She noted that only Consortium representatives can vote, not designees.

Marie Donovan moved to approve the meeting minutes. Francis Godwyll seconded. Motion passed and minutes were approved unanimously by all who voted. The recorded votes have been appended to the minutes.

VII. Public Comment

Tim Harrington from Governors State University submitted a written public comment regarding whether there are crosswalks showing how credit will be given for the CDA and whether credit will only be given in the professional education course area.

Chadwick presented the Next Steps and Next Meetings slide. Chadwick and Ostro thanked the group for their work and partnership.

Meeting adjourned.

Voting Record January 25, 2022

Institution	Voting Member	CDA VOTE	MINUTES
Black Hawk College	Amy Maxeiner	Y	Y
Blackburn College	Cindy Rice	Y	Y
Chicago State University	Carolyn Theard-Griggs	Y	Y
College of DuPage	Jean Zaar	Y	Y
Danville Area Community College	Penny McConnell	Y	Y
DePaul University	Marie Donovan	Y	Y
Dominican University	Jacob Bucher	Y	-
Eastern Illinois University	Laretta Henderson	Y	-
		Y	Y
Elgin Community College	Peggy Heinrich		
Harper College	Kathleen Nikolai	Y	Y
		Y	Y
Heartland College	Johnna Darragh-Ernst		
Highland Community College	David Naze	Y	Y
Illinois Central College	Andrianna Smyrniotis	Y	Y
Illinois Eastern Community College	Robert Conn	Y	Y
Illinois State University	Amy Hurd	Y	Y
Illinois Valley Community College	Tammy Landgraf	Y	Y
John Wood Community College	April Darringer	Y	Y
Joilet Junior College	Melissa Szymczak	Y	Y
Judson University	Dr. Joy Towner	Y	Y
Kankakee Community College	Kiana Battle	Y	Y
Kaskaskia College	Julie Obermark	Y	Y
Kishwaukee College	Judson Curry	Y	Y
Lake Land College	Jon Althaus	Y	Y
Lewis & Clark Community College	Michael Sundblad	Y	Y
Lewis University	Kip Kline	Y	Y
Lincoln Land Community College	Jason Docker	Y	Y
McHenry County College	Dawn Katz	Y	Y
Moraine Valley Community College	Pam Haney	Y	Y
Morton College	Michael Rose	-	Y
National Louis University	Lisa Downey	Y	Y
Northern Illinois University	Laurie Elish-Piper	Y	Y
Oakton Community College	Marc Battista	Y	Y
Olive Harvey College	Brandon Nichols	-	-
Olivet Nazarene University	Lance Kilpatrick	Y	Y

Parkland College	Nancy Sutton	Y	Y
Prairie State College	Janice Kaushal	Y	-
Rend Lake College	Kim Wilkerson	Y	Y
Richland Community College	Jessica Pickel	Y	Y
Rock Valley College	Amanda Smith	Y	Y
Rockford University	Gina Braun	Y	Y
Roosevelt University	Tom Phillion	Y	Y
Sauk Valley Community College	Jon Mandrell	Y	Y
Southern Illinois University Carbondale	Christie McIntyre	Y	-
Southern Illinois University Edwardsville	Natasha Flowers	Y	Y
Southwestern Illinois College	Carolyn Beal	Y	Y
St. Xavier University	Natalie Phillips	Y	Y
Triton College	Susan Campos	Y	Y
Truman College	Kate Connor	Y	Y
University of Illinois, Urbana Champaign	Nancy Latham	Y	Y
Waubensee Community College	Sharon Garcia	Y	Y
Western Illinois University	Francis Godwyll	Y	Y