



**Welcome to the March 1, 2022 meeting of the
CDA for Credit Ad Hoc Working Group.
The meeting will begin at 2:00 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:** If interested, please put your name, organization, and topic in the chat box by 2pm
- Remarks are limited to two minutes
- If you are on the phone, please enter *9 at the time of public comment and we will call on you.



March 1, 2022

**CDA for Credit Ad Hoc Working
Group**

Welcome and Introductions



**Illinois
State Board of
Education**



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





Agenda

Agenda:

- I. Welcome and Housekeeping
- II. Review Meeting Minutes
- III. Working Group Role and Charge
- IV. Timeline and Plan for Next Phase of Work
- V. Other State/Local Models
- VI. Outstanding Issues to Address
- VII. Next Steps
- VIII. Public Comment

MEETING MINUTES

Review and Approve

- 2.8.22
- Additions, changes, edits?

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: Provide recommendations for best practice models and ways to operational CDA for credit in Illinois by May 31, 2022.

Timeline:

2/8 Phase 2 of the work began

3/1 Dig into other models (state, program)

3/15 Where are we? Work through outstanding questions/issues. Compare models to principles.

Finalize possible “models” to share; how do we help others understand possible models? Any other guardrails, requirements, guidance, etc.

5/31/22 Recommendations to Consortium

1/31/23 Implementation

NEXT STEPS FOR OUR WORK

- 1) Explore some STATE & institution program models (MA, NE, CO, MD)
 - Who can do this? Organize? Participate? Complete the Chart?
- 2) Compare the models to our Fundamental Principles
 - To what degree do they align?
 - What components of these models align well to our work, our guiding principles, and center student success?
 - Which pieces of these models address some of our outstanding questions? What do we think about their approach?
- 3) What other models should we be considering, including IL ideas and models?
 - Are there any models that we don't agree with?
- 4) How best share these possible models and ideas w/the Consortium?

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
- **All must align to/adhere to our fundamental principles.**

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.
- **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.

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.

Parking Lot

Important to keep up with details and questions for later.

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

Or:

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

What's missing?

CDA Models

Other States/Areas/Programs

- A handful of states/programs have agreed to talk with us about their work around the CDA
 - Oklahoma ✓
 - Alabama – Jefferson State ✓
 - Scott - Iowa ✓
 - Michigan –nascent stage; encouraging institutions; ✓
 - Massachusetts – big recent initiative to fund for CDA for Credit Pathways ✓
 - Nebraska ✓
 - Pennsylvania ✓
 - North Shore in MA ✓
 - Maryland

North Shore in MA

- CDA on the Way in Degree Program AND Accept CDA

CDA on the Way

- Child Growth and Dev (3)

+ 6 Cr Hr CDA and Portfolio Course (open electives in AAS) – **portfolio support is key**

THEN → CDA

Then – Award credit for 6 credit hour field placement

= 6 credit hours for CDA + 6 field placement (Credit/waived for CDA)= 12 total hours

**Approximately 60% of CDA students go on to get AAS; of those, 50% go on to Salem to pursue a BA.

North Shore

Already have a CDA

- Credit awarded for 6 credit hour field placement (focus on relationships w/families, etc.)
- \$50 fee
- Sit down with each person and discuss their portfolio (no one turned away)

Non-credit Competency-Based CDA

Students move through competency-based education model at their own pace, as they demonstrate competencies. Those w/significant experience move through quickly. Sharing w/CCRRs, others. Needs to have a portfolio support component.

North Shore

Other Details

- State GRF funded grants support work, including tuition + CDA application fee
- Struggled to determine which courses they would award credit for; some didn't want to let go of the/their course
- Agreed that students have demonstrated competency, and for the occasional student that isn't stellar – we still have a lot of time w/them to get them to an Associates.
- NAEYC has been very supportive of CDA pathway

Nebraska

Context: Public schools now require min of CDA for paraprofessionals in ECE

Currently:

- Some offer credit for CDA
- 6 – 9 hours
- Typically Intro to ECE, Child Growth/Dev, Health/Safety
- Fee for credit -- ~\$50; no one charges cost of a course
- Lots of variation – hard for students and articulation efforts

Planning/Future:

- Agreed on three common courses for CDA (under review at CPR)
- Working to get TEACH to cover CDA application fee

MA

- Driven by legislature
 - Want increase opportunities for pathways to and through higher education, beginning with CDA WHILE recognizing competencies and skills students already have
 - CDA on the Way
 - Grant funding for
 - 9 hours – typically Intro to ECE; Materials/Methods for Teaching Children or Infant Toddler Programs; Health & Safety
 - Covers tuition, CDA application, etc.
 - Portfolio support is critical
 - Variation by institution
 - Some institutions providing strong 2+2 pathways w/junior level status
 - NAEYC very supportive of alignment

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NEXT STEPS

- 1) **Homework – to what degree do these models align with our principles? (either a survey or chart to complete...)**
 - Which pieces of these are valuable? Well aligned?
Which pieces are less valuable/interesting/helpful/aligned?
- 2) **Additional research (MD, another couple of community colleges)**
- 3) Meet in 2 weeks

Public Comment

Public Comment

Information from State/Program Conversations

What other questions need to be added to address outstanding questions and concerns?

- Benefits?
- Why do you do it?
- Statewide or institution only
- CDA Already Earned
- CDA for those who have already earned it? Y/N
- If so, number of hours given for CDA?
- If Yes, standard number of credit hours?
- What courses does this substitute for? Of, if competency based, how does this work?
- Are students reassessed for the work?
- Can credit be applied towards the AAS?
- Can the CDA be earned w/any training/trainer
- Transfer into Bachelor's degree?
- CDA on the Way
- CDA on the Way? Y/N
- How does the program work?
- Support for Portfolio?
- How long would it take to get the CDA?
- NAEYC Accredited?
- Financial support
- How do you decide which courses substitute?
- What is the process – what does the candidate submit?
- What is the cost to the applicant?
- Are competencies bundled across courses w/additional assessments?