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.

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 29, 2022
CDA for Credit Ad Hoc Working Group

Welcome and Introductions

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

- 3.1.22

- Additions, changes, edits?

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:

3/29 Work through outstanding questions/issues.

NEXT

- Compare models to principles.
- Finalize possible "models" to share; how do we help others understand possible models? Any other guardrails, requirements, guidance, etc.
- How to share with the Consortium
- How to share with institutions

5/31/22 Recommendations to Consortium

1/31/23 Implementation

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.

Key Themes

Do we need to take 10 minutes to read?

Discussion

- Key Takeaways?

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?

Outstanding Questions

- Expired or "Old" CDA

- # of Credits

- Field Experiences:

- Transcripts:

- Timely

- Consistency

- Reprove vs Validate

- Transfer Credit

- Credit at 4-Year Institutions

- 15-hour ICCB Rule Re: PLA

- 4-year Perspectives

- Funding for CDA

- Training Quality/ List of Approved Trainers?

- Competencies Peppered Throughout Courses

- Different CDA Types

- Consistency Across Programs

- What do the suggested models "look like"?

- How do we make this transparent?

Outlined outstanding questions. A few times, I offered an answer for discussion.

Outstanding Questions

- Sometimes I offer recommendations based on prior discussions and interviews with other states/programs

- Go through question by question

- If we don't need discussion – agree and move on

- If we get "stuck", we can come back to a question

- Anyone can recommend asking for agreement or suggesting we come back to if we get stuck

Outstanding Questions

Expired or "Old" CDA	Will an expired CDA be awarded credit?	Up to the institution
	Does the credit expire if the CDA does?	No
	What if the CDA is "old" but has been renewed annually?	Credit will be awarded

Do we need to put any limitations around expired CDAs?

Outstanding Questions

Credits	How many credits are awarded for the CDA?	• 6 credits must be awarded upon enrollment • Additional credit could be awarded via PLA

NOTES: Student could apply for more credit but minimally whether they apply for more. Baseline. COME BACK TO…

Any CDA? Or difference b/t I/T or

Preschool or Family Child Care

**Come back after different kind of CDA credit.

And come back based on 15 ICCB Hours

6 must be awarded IN AN EARLY CHILDHOOD PROGRAM – credit counts in the program and appropriate to the program…..meaningful.

Let's think about a cap…

Outstanding Questions

Field Experiences	Can credit be given for field experiences, particularly embedded within courses? How would this be addressed w/ISBE and in audits?	Yes. Info about ISBE field experience and audit requirements.

Outstanding Questions

Transfer Credit	How will this credit be handled by 4-year institutions, if awarded at a 2-year institution? How do we ensure transfer credit?	Any credit that is a part of the AAS will transfer into the BA degree generally. We already said that this had to be meaningful and be a part of the degree.

Notes: Sounds like some institutions are being flexible; considering other degrees? What happens if credit not applicable to AA degree but applicable to AAS.

Need clarifying language here around including in AAS but may/not transfer well to other programs (AA, etc.)

Outstanding Questions: MODELS

Timely	What does "timely" mean? Credit has to be offered in a timely way?	Cannot be a part of many classes that finally culminates in credit*** Also consider agency policy. Clarification based on credit accumulation and admin rules to revisit.

Contingencies	Cannot be contingent on other factors (e.g., success in other courses, other sections of courses, etc.)	Might be able to get that additional credit w/PLA. But the PLA for other competencies is not required for that CDA credit..

Yes generally, but ICCB 15 hour issue needs addressing.

Outstanding Questions: MODELS

Consistency	Will there be any consistency across models, programs, institutions?	Come back to this one?
Consistency	How do we ensure transparency, even without consistency?	Come back to this one?

Outstanding Questions: MODELS

| 15 Hours Prior to PLA (ICCB Rule) | • Do students have to complete 15 hours at an institution before receiving credit for CDA?
• Does this policy apply, when considering the legislation?
• If the policy does apply, can EC programs receive a waiver? *** | |

Could update admin rules w/leg landscape. Need to consider other statewide policies around CDA. Explore HLC requirements around PLA credit broadly...and how credit can be used for completion and residency.
Documenting on transcript will be important. *

If alignment is based on competency – then credit for competency is the factor that should keep folks from seeking additional credit.

Outstanding Questions: MODELS

Reprove vs Validate	• We said we would NOT require students to re-prove competencies. • There has been discussion about "validating" competencies. What does this look like? • What's on/off the table?	Does this go back to - If 6 straight hours – no strings attached? - COME BACK TO THIS ONE.

Outstanding Questions: MODELS

Different CDA Types	Preschool Infant Toddler FCC Home Visiting	Options? Brainstorm….

Outstanding Questions: MODELS

Transcripts	How should this appear on transcripts?	

Outstanding Questions: MODELS

Training Quality/ List of Approved Trainers?	Going forward, should there be a list of approved trainers for those who wish to seek the CDA outside higher ed?	
Funding	Can scholarship funding (Gateways, ECACE) cover funding for the CDA? If so, which pieces?	

Outstanding Questions: MODELS

Credit at 4-Year Institutions	How will credit be awarded at 4-year institutions?	
4-year representation	Concerns about 4-year representation on the committee	

Outstanding Questions: MODELS

Competencies Peppered Throughout Courses	What are the options to award credit?	

Outstanding Questions: MODELS

Models for Discussion (may not be mutually exclusive)
- Are these the models we have discussed generally? What's missing?

1) Design/align 2 basic courses to CDA competencies and have 2 course(which are aligned to Gateways) that support students through content and portfolio. Credit is applied to those courses.

2) Offer credit for 2 courses that seem to best align (HSN? Intro? Methods? Field Placement? Other?)

3) Modularize courses and provide credit for those competencies

4) Offer credit for electives that are required for the AAS/BA in ECE

5) Offer standard # of credits and then additional credit for competencies within courses. In those courses, students could also 'test out' of other competencies.

NEXT STEPS

1) Homework – to what degree do these models align with our principles?

2) Next Meeting:

    1) Discussion of models

Public Comment

APPENDIX

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
- <u>CDA Already Earned</u>
- 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?

- <u>CDA on the Way</u>
- 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?

ECACE
EARLY CHILDHOOD ACCESS
CONSORTIUM FOR EQUITY

30

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.

Embodied in P.A. 102-0174

CDA Models

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 <u>count towards the next credential</u> 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, <u>to the degree possible, students should not have to "re-prove"</u> themselves through additional coursework and assessments for the competencies assessed through the CDA.

- Transfer of Credit: Students must be able to <u>transfer CDA credit to both 2-and 4-year</u> Consortium member institutions and have this credit count towards credentials and degrees.

- Transparency: How and what credit is awarded must be <u>transparent to current and potential students</u> and employers.

- Standard Number/Range of Credits: All institutions should award a <u>standard number or range of credits</u> 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 <u>timely and affordable </u>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 attended 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.

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?

Notes from Conversations with States and Institutions Providing Credit for the CDA

Updated 3.28.22

Please excuse typos! I recognize the format is very drafty.

Key Themes and Summary Information from State/Institution Interviews

Who did we talk to?
- States: Oklahoma, Nebraska, PA, MA
- Institutions: Scott (IA), Jefferson State (AL), Northshore (MA), Montgomery & Adriano Inst (MD)

Why offer credit? What are the benefits?
- Equity, path to those who might not have one, traditional higher education not accommodating to working adults
- Path to higher ed; many come back to get certificate and then AAS. (59% at one institution go on to AAS); carrot for next step
- Confidence from success and recognition of their competencies and experience
- Benefits our program – drives enrollment; untapped market of those not at our institution; alignment has supported the workforce and out program
- Importance of high-quality educators and a path to get there; foundational level of competency for workforce. Workforce doesn't have to take a year or two of courses to have a basic level of competency.
- Working adults bring valuable insight into our classes
- More turning to CDA; NAEYC is a strong supporter; aligned to NAEYC professional path, L1

Standard Hours for Credit for Prior CDA
- 6 generally (some 9, 1 offers 17)

Typical Substitution
- Health/Safety/Nutrition
- Intro to ECE
- Also, Methods – Pk or I/T and/or pk or I/T development

Reassess, reprove or validate?
- No generally. Most did not have them complete any additional tasks, portfolio review, assessment, etc.
- Many use PL form but no task
- 1 looks at portfolio, but not for decision making

Cost
- Varies: None, $50, Never the cost of a course

Meaningful Credit – Stack to Next Certificate or Degree
- Yes. Most talked about how this fit into certificate and degree programs.
- Some talk about how this continues to stack toward BA degree

CDA Along the Way
Do institutions offer this?
  Some do, some don't

How does this work? Are courses aligned with the CDA?

- Yes, courses are aligned to the CDA competencies
- Tend to cover the foundational information required for general competency (as opposed to everything needed about one particular topic)
- In some states, community colleges have agree on shared courses aligned to CDA competencies
- Most provide support for the portfolio – often within the courses themselves
    o Jeff state has courses aligned to the CDA, and the assignments build toward the portfolio.
- Many mentioned 8-week accelerated programs (JS, MD, MA)
- Some have faculty who are trained CDA PD Observers – so they can observe/assess one another's students
- Most mentioned keeping costs down, and some run this through continuing ed/non-credit to do so, and/or to make the process more timely and/or to be able to offer at times more convenient.

Portfolio Support
- Portfolio support is critical. Key piece of success
- Often built into the courses or an additional course

Funding
- State scholarship or CCAP typically covers

Credits
- Again, generally 6. Some offer more if they are providing the CDA.

How long?
- 1 – 2 semesters for programs designed to get students to and through (7-8 week accelerated, etc.)
- No one recommends spreading this out over many courses. It will take too long.

Credit vs Non-credit:
- Several offering through non-credit and then transfer, PL Form
- Some offer both modes (credit/non-credit)
- Some just credit pathway

NAEYC

Accredited:
- Some yes/some no

Key assessments in classes provided credit for?
- Some yes/some no

Support:
Many mentioned support of NAEYC for CDA; aligns w/L1 on their pathway. NAEYC is promoting CDA as a pathway into the field and for workforce to get foundation level of competency.

Which CDA Pathway?
- Preschool
- Infant Toddler
- Much more rare to see FCC.

	Oklahoma	IA – Scott	Alabama – Jeff State	Nebraska	PA Talked to State Non Profit that Support DOE and DHHS – PA Keys, on behalf of Dept of EC	MA Non-profit in MA; Will connect us to individual institutions. Didn't talk to State	MA: NorthShore	Maryland (Montgomery
Benefits Seen?	Students afraid to go into higher education; successful students tend to enroll in AAS – may be immediately or may be a year or so later, but gives them a sense of success. Then awarding the credits makes them feel competencies are valued.	• Pathway to AAS • Not all students confident to jump in • Allows for quick path to CDA	Child care can find staff with basic competencies. Path to higher education. More competent workforce Some students not ready to jump into higher ed;	Students afraid to go into higher education; successful students tend to enroll in AAS – gives them a sense of success. Awarding the credits makes them feel competencies are valued.	• Not all students confident to jump in • Allows for quick path to CDA and foundational level of competencies Students tend to go on to get certificates, degrees	Path from CDA to higher education. Avoid loss of time, money, and credit.	• Path to higher ed • Incremental step to certificate and then associate • Students see they can be successful • Significant percent (60%) go on to get AAS • Support incumbent wkfc	• Students have a path to higher ed. Those otherwise may not go to college. Issues of equity. Nationally 12+ years to get an AAS. Our pathways program is down to **average of 3.5 -4 yrs.** 7 week courses, online options + extensive support, winter/summer classes. Evening supports – can call faculty evenings and weekends. Someone on duty.	•
Why do you do it?	State can support students to foundational level of competency; increase workforce; Support a pathway to higher ed and recognize competency	Been doing it since 1996. Support a pathway to higher ed and recognize competency	Our goal is that there should be a qualified early childhood teacher on every corner and street in our world. We do all we can to further this.	Public schools now required paraprofessionals to have a CDA.	• Path to higher ed; • Untapped market • way to get students connected to higher education – those who would never have otherwise connected Institutions say that this brings to the class context that otherwise isn't there. Students w/this background bring real world experience and knowledge into the conversation	Driven by former Massachusetts speaker of the House	Pathways into higher ed Grant supported – statewide Recognizing significant training, experience, and prior knowledge Assured quality path to CDA Provides the carrot to get them to next step	Equity; Work w/a lot of minority immigrant and also other lower income w/no higher ed. This is an opportunity for those who otherwise may not have it. Majority of the workforce doesn't start at a 4-year. These women don't have access to a 4-year	
Statewide or institution only	Statewide	Institution only, but some others do something similar	Institution only but others do some as well	Statewide; institution by institution models	• Statewide scholarship; institution by institution models	State funding for institutions to develop programs and waive tuition	Institution only	Institution specific	
Other info/background				15 common courses across 2/4 year institutions; working on 2 more. This helps with alignment, articulation, and consistency	• Institutions that have been most successful are those that work with their workforce development office.	Lots of variation by institution. Goal was to recognize competencies that staff already have and to build in opportunities to get a CDA on the way as well.	Statewide grant provides funds for program development, tuition, student support, books	How do you make this happen? We hustle. I work with the other departments and programs. An insurance company to get CDA. A program with funding for small business. Funding for minority women in small business – FCC.	

	Oklahoma	IA – Scott	Alabama – Jeff State	Nebraska	PA Talked to State Non Profit that Support DOE and DHHS – PA Keys, on behalf of Dept of EC	MA Non-profit in MA; Will connect us to individual institutions. Didn't talk to State	MA: NorthShore	Maryland (Montgomery	
					They are used to doing this for military, CTE, other programs.	Want to ensure training for CDA was quality		People make this too complicated. They earned it – give them credit.	
CDA Already Earned									
CDA for those who have already earned it?	Yes – Clock Hour Pathway	Yes Usu from Cont Ed Side of House	Yes Must have training through an approved trainer. Must be CEU approved (Council mandate)	Institutions all over the place for which courses are included.	Some yes. Those working w/workforce dev side of institutions tend to do this and be more successful. They are familiar w/recognizing experience outside higher ed (military, EMTs, realtors, etc. Able to say – this is how to apply to…science	Some do, some do not	Yes Not a lot come in with this; most take CDA pathway	Yes Will accept from anywhere If all doing portfolio and assessment – why ont? CDA is now offered some places in their native language.	
If so, number of hours given for CDA Standard number of credit hours?	• 6 credit hours towards AAS • Standard number of hours (If CDA on the Way in credit bearing courses, students complete 9 hours that include CDA competencies)	• 18 credit hours • Though this too many • They are proficient in some pieces, having been working in programs but they seem less adept in lesson planning, accommodations, and Early Learning Standards.	• 9 Credit Hours	Varies by institution. Typically 6 - 9	• Varies	• 9 Credit Hours	• 6 if already have CDA (9 if earn through their program)	• 6 credit hours Typically come in from our non-credit side	•
What courses does this substitute for?	Each institution determines which courses the CDA is equivalent to (typically Intro, Health and Safety) Institutions see these as foundational competencies. Tend to cover intro and health and safety.	• ECE 133 – Health/Safety/Nutrition • 103 – Intro to EC • 170 Child growth and dev • 243 – Guiding behavior • 158 and 159 – Curriculum 1 & 2.	• Intro to ECE; • Materials/Methods for Teaching Children or Infant Toddler Programs; • Health & Safety	• Varies – typically intro to ece, Health and Safety and either preschool or I/T development	• Almost all do H/S/N and intro. Then it really depends.	• Intro to ECE; • Materials/Methods for Teaching Children or Infant Toddler Programs; • Health & Safety	• 6 credit hour field placement that focused on relationships w/children and families, some child dev, etc.	HSNutrition Intro to EC – core class Waive any field placements assoc w/course. We don't do Child Dev.	•

	Oklahoma	IA – Scott	Alabama – Jeff State	Nebraska	PA Talked to State Non Profit that Support DOE and DHHS – PA Keys, on behalf of Dept of EC	MA Non-profit in MA; Will connect us to individual institutions. Didn't talk to State	MA: NorthShore	Maryland (Montgomery
Are students reassessed for the work?	No	No – just complete a Prior learning form for each of the substituted courses	No – Prior Learning Form	No Depends on the institution. Some do not, some do. Charge – varies; never full cost of course, some charge $50/course; others more/less	Depends on the institution. Wide variability. Students struggle navigating. We have been trying to help students w/this via scholarship counseling.	No – Prior Learning Form	No -The have demonstrated competency w/national exam, portfolio, and 4 hr observation • Ask to bring in portfolio and sit down and talk to them about it. $50 fee	No. I look at certificate. Why reassess? Shows on the transcript as prior knowledge No cost to accept coursework. Why charge these women?
Credit be applied towards the AAS?	Yes -Many have a pathway that builds from CDA to certificate to AAS to BA	Yes	Yes Path from CDA to Certificate to AAS	Yes -stacks to cert and AAS	Depends on the institution	Yes -Path from CDA to Certificate to AAS	Yes, stackable to certificate , aas	Yes – builds to 1 year cert and then AAS
Can the CDA be earned w/any training/trainer	Yes – as long as the CDA can be verified But most students go through pathway below.	Yes, but most go through the Continuing Ed pathway	No – Only through approved CDA Training Groups	CDA can be earned w/any trainer State website publishes list of ~10 trainers Institutions decide if they take it.	Depends on the institution. IHEs are not uniformly supportive, so many individual programs negotiate w/CDA trainers to do this. Some programs have started working with institutions like University of Phoenix or other similar institutions b/c they recognize competencies and will work with those interested in CDA.	Trying to make access to higher education for CDA affordable and high quality	Yes – as long as they have the certificate	Yesv Cost for student? None. Why charge them? We are accepting their work.
Transfer into Bachelor's degree?	Agreements w/several institutions to accept CDA and AAS to BA, where they come in as a junior and complete the degree (only non-licensure)	BA Transfer w/several IHEs	BA transfer w/several 4-year IHEs	Varies; if student is going to a State 4-year College – yes; 3 colleges have 2+2 & students to come in w/junior status and all Gen Eds met	Depends….	Depends - State IHE has been great about working w/community colleges to take this and other coursework	CHECK THIS Yes – and 2+2 into Bachelor's w/state schools. Come in w/junior status	Depends.
CDA on the Way								
CDA on the Way?	Yes	No.	Yes	Yes – some Building an NDE/state model;	Some – not all State is working w/institutions to	Yes, MA has been offering grant funding to build CDA coursework into their	Yes – been offering for years.	yes

	Oklahoma	IA – Scott	Alabama – Jeff State	Nebraska	PA Talked to State Non Profit that Support DOE and DHHS – PA Keys, on behalf of Dept of EC	MA Non-profit in MA; Will connect us to individual institutions. Didn't talk to State	MA: NorthShore	Maryland (Montgomery	
	• Through Continuing Education and then 6 hours towards AAS • OR When you take 9 credit hours, meet the competencies for CDA. • Some institutions also offer this via a credit-bearing CTA route				provide more support for this. Some institutions have been very responsive. Some institutions don't want to align their programs or adjust their courses. Traditional – not responsive to real world needs. They believe their programs are proprietary.	programs. Not all look alike. Must give at least 9 hours of credit. Usual child dev, intro, 1 curriculum course	Important entryway into the program. (Also have a traditional pathway)		
How does the program work?	• Held on the weekends • Continuing ed offers 10 modules that provide training and lead to portfolio development • Portfolio support/embedded in coursework essential to student success • Ends in an assessment;	N/A	• 3 – 4 of the classes in the basic certificate support CDA (Intro to ECE; Materials/Methods for Teaching Children or Infant Toddler Programs; Health & Safety) • Each course is aligned to CDA competencies and assessments build towards portfolio • Assessments different depending on if working towards Prek or I/T • Offer 8 week accelerated courses • Every class requires 20 hours field experience – in the area pursuing (I/T, Prek) • **CDA Cohort Program: Post** education component -- Also track students, follow up, and offer support after coursework to ensure complete CDA – professional	3 shared courses All but 1 college on board Courses submitted to the Council for review (not required). • Agreement w/the Council to provide regular data/information.	All different. • Some using EarlyEDU courses and doing it non-credit and then articulating. Others building into courses.	• Institution by institution. Not a lot of comparability.	• Child Dev (3) • CDA + Portfolio (1 6 credit course) Earn CDA (Community College faculty are PDS trained and can do the observation of others' students. Build this into the fee. THEN – earn an additional 6 hour field placement • = 15 credit hours total	• Take CDA through non-credit side and transfer in or credit side • Non-credit portfolio class that doesn't transfer. • 60 clock hours Child Growth and Dev; 45 Pk/IT methods, 15 portfolio Online with massive, massive support. We re-did all the job descriptions for faculty. Most of our work is now coaching, counselling b/c courses all online. And, I direct both the credit and non-credit side. So, I can make it work. We share faculty. Hire on credit side but make very clear they work on both and coaching is key piece of the job. We got counseling dept to train advisors and faculty. Faculty walk thru whole process. We offer all through open ed resources to cut cotss. Lots of handholding – support students where they are	•

	Oklahoma	IA – Scott	Alabama – Jeff State	Nebraska	PA Talked to State Non Profit that Support DOE and DHHS – PA Keys, on behalf of Dept of EC	MA Non-profit in MA; Will connect us to individual institutions. Didn't talk to State	MA: NorthShore	Maryland (Montgomery	
			learning community, test prep,						
Support for Portfolio?	Yes – essential for students	N/A	Yes, embedded in courses; Students will likely not be successful without this support	Yes – 1 credit portfolio course	**Support for portfolio is essential to student success.** Some recognize this and provide support. Most have worked this into current coursework. Others require an additional class for portfolio, which is less beneficial to students and more expensive.	Some recognize this and provide support. Most have worked this into current coursework. Others require an additional class for portfolio, which is less beneficial to students and more expensive.	Yes – this is essential. This is a key piece of the course. Students need help with this.	CRITICAL PIECE Students must have support for this, and for other pieces. Coaching and mentoring and being available is key piece of this and all our pathways	
How long?	Depends on student	N/A	Depends on how many classes and prior experience -- 4 – 9 months	Depends on how quickly they take the coursework			2 semesters generally	1 semester non-credit side 1 – 2 semesters on the credit side; 7-week fully online – so could do 1 semester.	
NAEYC Accredited?	?	N/A	Yes + NAEYC Peer Reviewers + All trained CDA Assessors	1 community college is; doesn't seem to be an issue; working w/NAEYC around realignment	Our programs have worked w/NAEYC on this and haven't had problems…NAEYC is very supporting of the CDA and aligned pathways	Yes Working w/NAEYC around this.	Yes; naeyc has been very supportive of this. Don't put key assessments in field placement.	Yes. And yes – our key assessments are in there. We threw out our observation & assessment course b/c of new standards. And added in Children's lit to ease articulation. NAEYC very supportive and in favor of CDA. Not an issue at all.	
Financial support	CCAP Funds support the program. $4.35/clock hour – supports 90% of Tuition; 100% of books; 90% of the CDA assessment	N/A	Teach scholarship will cover coursework and pay for exam	Hoping to get TEACH to pay for the CDA application and coursework when they go to a shared system.	Yes – PAKeys supports application fees and coursework. Does NOT support PLA fees at institutions. Pretty steady renewals and enrollments during pandemic.	Grant to institutions $10m general revenue funding for grants to publics.	State grants to community colleges. Must apply through grant process through the state	TEACH will pay for credit and non credit CDA.	
How do you decide which	Typically substitutes for the Intro and H/S/N. Believe that meets the	N/A		Typically substitutes for the Intro to ECE and H/S/N and			This took a long time to decide at first, and some struggled with giving up		

	Oklahoma	IA – Scott	Alabama – Jeff State	Nebraska	PA Talked to State Non Profit that Support DOE and DHHS – PA Keys, on behalf of Dept of EC	MA Non-profit in MA; Will connect us to individual institutions. Didn't talk to State	MA: NorthShore	Maryland (Montgomery	
courses substitute?	competencies of these courses generally and CPR doesn't micromanage how we do this.			preschool or I/T development. CPR doesn't micromanage how we do this.			this course. Some have ownership of a course. But, we decided this was the best fit for these skills		
Other Comments			Other Comments	Frustrating for students and state not to have a central/shared model. Working towards this w/CDA roundable and NDE model – in partnership w/the Council.	Some IHEs have embedded this into programs and easily offer credit. Other institutions make this much harder than it has to be and make the courses much bigger than what's needed for CDA. They have higher level knowledge and skills in them. Then, the CDA students may not have full experience/skills.	State effort to support institutions to embed pathways and ensure HQ CDA. Models vary by institution. Grant funds support tuition and program redesign. Probably need to talk to individual institutions.	Some faculty have "their" courses. Hard to give up. But we agreed that they have earned competency. MAYBE not excellence – but competency. And, there are still many classes to get them where we want them to go. Also developed a full, competency based non-credit model (easier than dealing w/getting it accredited). Likely will share w/CCRRs and others. Students can move through at their own pace if they demonstrate competencies to move forward. Lots of activities and quizzes. We wanted to share something of high quality that didn't cost $1500. We think someone needs to do portfolio review w/students as well. Working on this piece.	We have to think about designing programs that serve students – not trying to shoehorn students into old models that work for institutions but not students. Higher has created barriers for students, and we need to dismantle them.	