



**Welcome to the May 10, 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.



MAY 10, 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. CDA Framework
- IV. Outstanding Issues to Address
- V. Next Steps
 - a. Planning for Advisory and Consortium
- VI. Public Comment

MEETING MINUTES

Review and Approve

- 5.3.22
- 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:

5/10 – Framework, outstanding issues

5/19 – Present to Advisory Committee – 2-3 working group members

5/24 – Finalize recommendations

5/31/22 Recommendations to Consortium

6/14/22 June Consortium Meeting – review, approve, endorse

What does “roll out” look like? How do we get other institutions prepared?

1/31/23 Implementation

ECACE Advisory Committee

Draft agenda for this section:

3 presenters

1) Employer/ representative

- Issues, context, landscape, why this is an important opportunity

2) 2 IHEs

- Legislative requirements
- Fundamental principles
- CDA Framework
- Challenges and opportunities
- Timeline – Consortium and implementation

Wkfc/Students

Employers

Students would obtain a base level credit somehow aligned to required degree pathway coursework that gives them a jumpstart to be successful on a degree pathway. The

Individuals gain confidence to move on and pursue either college certificate or degree - leading to higher quality care and educational children are

The CDA becomes on-ramp towards college education in the field. Multiple on- and off-ramps.

Students have an entry point into higher ed that is more comfortable for them - building a sense of success that can translate into more degree achievers

Bridge between CDA and college degree.

mentoring relationship to the teach needs

students use awarded col credit as stepping stone to continue their education

What they know and are able to do is recognized by higher ed as valuable.

demonstrated competence--as a stakeholder, knowledge of what employees know and are able to do and clear pathway to higher credentials

credit obtained through CDA is a springboard for college enrolment

Can early childhood courses for credit lead to a CDA so that they earn a CDA and Gateway credentials on the way to earning a PEL

receive credit for the many years of experience. Only needing early childhood. Older generations that don't want to go back or attend schooling.

A pipeline that feels empowered and supported.

Opportunities for High School and Community-Based Grow Your Own Programs that Start with CDA and partnerships.

have the CDA count towards the AAS and shorten the remaining coursework

The comp and experience earn them credit without having to prove it again

Students progress towards an advanced credential.

The ideal outcome for a student is to have achieved a "concrete" step on a pathway which supports both retention and growth in the ECE field.

Speed to graduation

that easily transfers

Students have a sense upfront of how much credit their CDA will be "worth" and this is generally consistent across individuals, and across the state

Accessibility, pay equity

Clearer "on ramp" into the field

clear pathway that is responsive to knowledge and skills

For all PLA credit pathways, including CDA, experience with children in a credentialed program more solidly defined would provide a level of cross-checking.

same credit hours, regardless of institution.

credit transfers to other higher ed institutions (2 or 4 year) and I don't have to repeat those courses

Equity -- a way to access higher education for those who have been disenfranchised

are the...
ions for providing credit for
A for the "end users"
...islation?

Employers would feel confident that they will be able to retain their teachers if they get college credit, instead of fearing they will quit and move to public schools or other sites

The CDA was a simple process to complete. right now it can be very convoluted

pipeline with incentives for retention

Competencies

We have ready workforce

More knowledgeable staff working with our children

knowledgeable staff

Clearer "on ramp" into the field

Enhanced knowledge and preparation for staff.

Build staff credentials - working towards and/or maintaining quality rating

Employers can better understand and predictably plan for additional upskilling

Employer can recruit a staff member, get them through CDA and support them in moving right into a

A step forward on a progressive pathway leading to retention and job satisfaction in the field.

Up skill staff quickly, pathway programs

Workforce to open classrooms and enroll children and families on waitlists

Leading to more qualified employees.

Will employers have the ability to pay more to retain educators?

If CDA is embedded through dual credit programs, students could be ready upon high school graduation.

We could open more classrooms to meet the demand from our communities

able to staff up quickly

Children are safe and creative learning environments

CCR&Rs to support employees to obtain their CDAs and develop a higher ed pathway

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Why Credit for CDA

- 1) Competency has been assessed and a certificate awarded
- 2) Equity, access – for those who have been disenfranchised, not been able to access higher ed, believe they cannot access higher ed
- 3) Those awarded credit for prior learning tend to be more likely to continue their education and complete degrees and credentials
- 4) Confidence and success to encourage them to continue and believe they can be successful in the higher ed system
- 5) On ramp into higher education, particularly for those who might not otherwise enroll
- 6) Progress toward a credential
- 7) Need to quickly upskill staff and have more qualified employees with a foundational level of competency
- 8) Legislation requires it

A young child with dark hair is focused on playing with wooden blocks on a table. The child is wearing a dark blue shirt and is holding a yellow block. The background is a soft, out-of-focus indoor setting.

FUNDAMENTAL PRINCIPLES

In Brief

- Meaningful credit that can be applied to the next certificate and degree (AAS, BA, etc.)
- Students do not have to “re-prove” themselves for the competencies they have; institutions recognize and provide credit for this
- The process is transparent to the student
- Standard range or number of credits
- Timely and affordable

CDA Framework

CDA Framework

Awarding credit for those with a CDA is to recognize foundational levels of competency and to serve as an on-ramp into higher education. Regardless of where a student starts or plans to start their higher education journey, each college or university must develop a process to award credit for an earned CDA

Plan:

- Walk through the framework bullet by bullet
 - What do you like about this?
 - What concerns you or what's challenging? Are these insurmountable? Are there things that you need support from State agencies around?
 - Can we live with this?
- No more than 10 minutes on any individual topic/bullet
- IBHE and ICCB's role – nudge, push, ask hard questions....

CDA Framework

Both 2 and 4-year institutions must provide credit for the CDA; CDA assigned to entry to level 2 courses/competencies.

- And, as such...if already has an AAS and transfer – no
- If beginning student – yes.
 - What if no AAS or courses not satisfied? If for some reason not satisfied, provide credit. *Individual exception*
 - AA – case by case basis – institutions
 - LEVEL2 – award beyond a L2?
 - CDA credit must be provided for coursework similar to L2 competencies; introductory level courses...

CDA Framework

- 6 hours of credit, not contingent upon the completion of other anything else, coursework, assessments **for active CDAs (expired – up to an institution)**
- **When they show up with an active CDA, they get this. They can get additional credit through PLA or other, but this is what they get when they arrive.**

CDA Framework

- Credit must be in early childhood or related course (child development, human development, etc. would be included). This cannot be a general education course, unless the course is early childhood related (e.g., child development, human development).
- It is recommended but not required that credit be given for core courses that contain the appropriate competencies, as the intention is to recognize competencies met and not require students to have to repeat coursework for competencies achieved.

CDA Framework

- Credit must apply to the degree or certificate towards which the student is working. (AAS, BA, etc.)

CDA Framework

- Institutions will begin providing credit for CDA in preschool in Feb 2023 and Infant Toddler in Feb 2024; family child care is optional at this time. See below for active CDAs in IL as of March 2022.

Specialty Type	Total Active
FCC	726
HV	66
IT	2,394
PS	1,936
Sum:	5,122

CDA Framework

- Both 2 and 4-year institutions must provide credit for the CDA
 -
- Exceptions to awarding credit include:
 - Credit for the CDA competencies has already been awarded at another institution
 - The student has already completed an AAS degree
 - The student has already completed courses which include the same competencies (and would have been awarded for credit) {Would this hold true for an elective?}

Models – or some combination of these...

- 1) **Redesign** – Redesign the EC program and create 2 courses that align to CDA competencies (Prior CDA or on the way) – Jefferson State, MD
- 2) **Best fit** – which courses are the best fit for providing credit for CDA? (HSN? Intro? Methods? Field Placement? Other?) – close enough – MA, OK, NE -- CCC
- 3) **Modularized courses:** provide credit for those competencies -- at least 6 credits
- 4) **Early Childhood Elective/electives:** provide credit towards an ‘early childhood’ elective(s) required for the certificate, AAS, BA degree – **Proposed at the beginning**
- 5) **+ Model: CCC**
 - 1) Provide x credits upon enrollment (minimum)
 - 2) + additional credit if they can “test out” of other competencies (Example: Provide credit for HSN and Intro + opportunity for additional credit through PLA of non-CDA aligned competencies.)

Additional Pieces

- Recommendation to ICCB and IBHE to review administrative rules around credit for prior learning to allow for immediate credit for the CDA

What's missing?

- Scholarships pay for costs associated with credit for CDA (prior or on the way?)
- Recommend the state develop a CDA training/trainer approval process to highlight high-quality CDA training
- Add in additional details about decisions/discussion (transcripts, timely, field experience, etc.)

What else?

Next Week

- Add in additional details about decisions/discussion (transcripts, timely, field experience, etc.)
- Scholarships pay for costs associated with credit for CDA (prior or on the way?)
- Recommend the state develop a CDA training/trainer approval process to highlight high-quality CDA training

What else?

Discussion of Institutional Work

How are YOU planning to provide credit for CDA?