



**ECACE**  
EARLY CHILDHOOD ACCESS  
CONSORTIUM FOR EQUITY

CDA for Credit  
Working Group Meeting  
May 10, 2022  
Minutes

A meeting of the Early Childhood Access Consortium for Equity CDA for Credit Working Group was called to order at 2:00 p.m. via telephone and video conference as permitted by Public Act 101-0640.

Participating in the meeting were: Christi Chadwick, Illinois Board of Higher Education; Marcus Brown, Illinois Community College Board; Allison Decker, Illinois Community College Board; Melissa Johnson, Highland Community College; Johnna Darragh Ernst, Heartland Community College; Nichole Miller, Children's Home & Aid; Melissa Szymczak, Joliet Junior College; Marlena Constant, SDA 13; Lindsay Meeker, Western Illinois University; Zach Allen; Beth White, Illinois State University; Marcy Mendenhall, SAL Family and Community Services; Jean Zaar, College of DuPage; Kate Connor, City Colleges of Chicago (Truman College); Joi Patterson, Governors State University; Linda O'Connor-Knuth; Ireta Gasner, Start Early; Beth Smaka, Sauk Valley Community College; Ashley Nazarek; Amanda Gnad; Maria Sotomayor; A'riel Pennix; Melissa Batchelor, Lewis & Clark Community College; Carloyn Beal, Southwestern Illinois College; and Rebecca Swartz, Southern Illinois University at Edwardsville.

ECACE Project Director Christi Chadwick opened the meeting by providing Open Meetings Act and public comment provisions.

Chadwick indicated that the navigators present were Marlena Constant; A'riel Pennix; and Maria Sotomayor.

Chadwick turned to adoption of the meeting minutes. There was brief discussion on the remaining schedule for clarification purposes. A change was made to what Kate Connor indicated about CDA outcomes (change from 4 to 3), and alignment. Motion to approve by Linda O'Connell Knuth, which was seconded by Ireta Gasner.

The following schedule was presented again for review:

- Finalize recommendations on May 24<sup>th</sup>.
- Present to Consortium on May 31<sup>st</sup>.
- Consortium meeting on June 14<sup>th</sup>.
- 'Roll out' for institutions some point thereafter.
- January 31, 2023 implementation.

Chadwick reviewed what the May 19<sup>th</sup> Advisory Committee presentation will look like, with an employer and 2 higher education institutional representatives.

Marcus Brown said it will be easier to frame this as a statewide process and not what would work for each individual institution. There will be a little rub for everyone. We need it to be as representative for the system as we can, but make it work as a statewide entity.

Chadwick proceeded with the discussion on framework for the CDA. She referred to the group's jam board before sharing a slide with a list of items indicating why credit for CDA is important.

Chadwick then compared the listed items to the fundamental principles. She suggested going through the framework bullet by bullet and reiterated that IBHE and ICCB's role is to nudge to get the group to land.

Issues discussed included:

- Ensuring students don't get duplicative credit if they transfer
- Degree to which institutions have flexibility
- Whether and when students at 4-year institutions would get credit.
- The degree to which institutions' credit will align with gateways competencies
- How to use the CDA as an on ramp to further higher education credit
- The degree to which elective credit could be used for CDA credit
- The degree to which credit can be contingent upon other factors; the intent of the legislation is to provide credit for competencies, not ask students to reprove themselves
- Employers and workforce needs and degree to which workforce needs this as a stepping stone into higher education. Students will go to other institutions to get what they need – including private ones. Our system needs the CDA to thrive, if not survive.
- Policies and procedures are needed for award, and in the case of misconduct – the credit need not be provided.
- Employers mentioned field is really in need of this. She has multiple people going through CDA cohorts right now, and they will and are going elsewhere.
- Recognizing the students' competencies and institutions' ability to quickly redesign

The group agreed that any credit needed to be in early childhood or related.

The group discussed the intent of the legislation and whether some kind of "guarantee" is what was intended.

Brown offered his assessment:

1. Both 2 and 4-year institutions must provide credit.
2. CDA credit should be assigned and aligned with Level 2 competencies and coursework. If we say that, are we ok saying students are assigned 6 credit hours for the CDA? So, we are keeping in that Level setting for the course but also figuring out how we make that happen.

Chadwick said it seemed like the group was aligned on most of the framework aspects but wondered where they landed on the Infant/Toddler and Preschool timeline piece. Gasner said they were willing to live with a delay in Infant/Toddler if that would help move things along.

Chadwick then indicated there are a few choices the group could now consider:

1. Do a vote and see if everyone can live with the framework as is and continue to move forward.
2. Come back next Tuesday (May 17<sup>th</sup>) before the May 19<sup>th</sup> Advisory Committee meeting.
3. Meet again on May 24<sup>th</sup> prior to the May 31<sup>st</sup> Consortium meeting.

There was a discussion about the degree to which the competencies for preschool and infant toddler are the same; many believed they were.

Chadwick proceeded to take a vote of the group members as follows. The result of the vote is as follows. (Scale of 1 – 5; 5 is love it and 1 is can't live with it.)

- **5:** 0 votes
- **4-4:5:** 1 vote
- **4:** 5 votes
- **3-4:** 1 vote
- **3-3.5:** 1 vote
- **3:** 4 votes
- **2:** 0 votes
- **1:** 0 votes

There was brief discussion on next steps. Chadwick said the group will move forward on the framework. On May 24<sup>th</sup>, they need to think about going from framework to implementation.

There was no public comment.

The meeting adjourned at 3:44 p.m.