Welcome to the May 24, 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.

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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
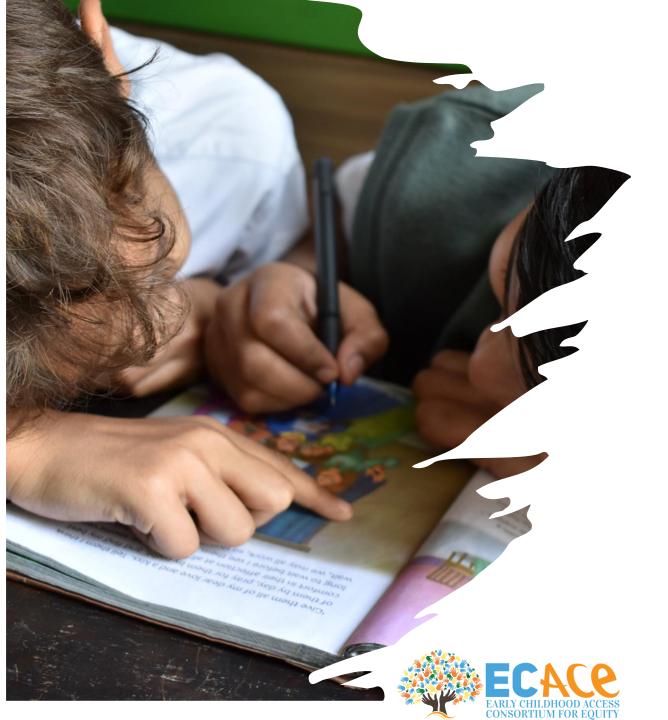- If you are on the phone, please enter *9 at the time of public comment and we will call on you.

Agenda

I. Welcome and Housekeeping

II. Review Meeting Minutes

III. CDA Framework & How Did We Get Here?

IV. Outstanding Issues to Address

V. Consortium: By Due Date and June Meeting

VI. Next Steps

VII. Public Comment

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Legislation and Charge

To the degree possible, speak up beyond the chat

Step up if you don't usually. If you talk a lot, step back

Respect thoughts and ideas of others

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:

January 2022 – Consortium approved principles, date to come back to, and implementation timeline for CDA recommended by the group

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

1/31/23 Implementation

In case we need more time on the calendar

- Today until 4pm
- Thursday – 2 – 3:30
- Friday – open before noon
- ~~Monday 12 – 3~~

Where we are headed

- Tickled pink that this work is seriously moving forward in a collaborative way and that we are deliberately pushing for greater inclusion and equity.

- Glad to see that we're removing barriers as students navigate institutions...

- I'm excited about the recognizing the CDA prior knowledge accelerates students to completing their programs.

- I am excited for those older workforce members to receive 6 hours of higher education credit. This will be a great source of encouragement to continue their education.

The Importance of smaller steps. Love It

Advisory

Employer, 1 2-year, 1 4-year, ICCB, IBHE

- Employer perspective and context
- Fundamental principles and stickiness of the work
- Not one model – institutions will vary
- Huge amount of work contributed by the working group
- General Framework
  - 6 credit hours, not contingent
  - Any early childhood – elective, core, related
  - In order to allow for faculty to address multiple CDAs, phased in approach
  - Some exceptions
- Group continues to work….Consortium in June

Where Have We Landed So Far?

Looked to the guiding principles of the consortium to ground ourselves and put together some shared agreements. We reflected on the "Why" – why is this important for our workforce?

- 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

Where are We

Fundamental Principles

- Meaningful credit that can be applied to the next certificate and AAS

- 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

Research on Other States and Institutions

- **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

Research on Other States and Institutions

Standard Hours for Credit for Prior CDA
- 6 generally (some 9, 1 offers 18) + Rasmussen offers 9?

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 **<u>not</u>** 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

Time: Upon arrival

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

Digging Into Issues

Outstanding Issues -- Examples

- Expired CDA,

- transcripts,

- transparency,

- Field experience, ISBE requirements

- Credit – generally landed on 6 hours

- Whether this applied to 2 and 4 year institutions (yes, with exceptions)

- Grappled with ICCB policy around 15 hours and discussed a recommendation that ICCB and IBHE review policy in light of the CDA

- EXCEPTIONS – Already have AAS or language around L2 (to be nailed down), expired, already awarded, awarded another CDA?

Discussing "Models"

Throughout, we have looked at and discussed models such as:

1) Electives (Jean and Melissa's Presentation)

2) Modules (Johnna)

3) Core Courses (CCC, other states)

- Redesign
- "Best Fit" (Kate/CCC, many other states)

4) Standard credits + model: (Kate/CCC)

Standard credits + additional for competencies met through PLA or other

5) Some combination of the above

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.)

Multiple Models

To be responsive to institutional needs, we suggested a phased approach for CDA.

- Instead of all being implemented by 1/31/23
  - Only Prek required
  - Infant Toddler by 1/31/24
  - FCC not required at this time
  - Home visiting not purview of this committee….

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

AND, we received the competencies from the Council for Professional Recognition

- Same competencies for the CDA allows for same credit to be provided

Agreed Upon a Compromise - Framework

No one voted a 0, 1, or 2. The lowest vote was 2.5.

- 2.5 = 1
- 3 = 1
- 3 – 3.5 = 1
- 3 – 4 = 2
- 4 or 4 – 4.5 = 6

A fist means, "I vote NO." or in consensus it means , "I object and will block consensus (usually on moral grounds)."

1 finger means, "I'll just barely go along." or, "I don't like this but it's not quite a no." or, "I think there is lots more work to do on this proposal." In consensus this indicates standing aside, or not being in agreement but not blocking the consensus.

2 fingers means "I don't much like this but I'll go along."

3 fingers means, "I'm in the middle somewhere. Like some of it, but not all."

4 fingers means, "This is fine."

5 fingers means, "I like this a lot, I think it's the best possible decision."

Sticking Points

- General Framework
  - 6 credit hours, not contingent
  - Any early childhood – elective, core, related
  - In order to allow for faculty to address multiple CDAs, phased in approach X
  - Some exceptions

Where do we go from here?