Welcome to the May3 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.

May 3, 2022
CDA for Credit Ad Hoc Working Group

Welcome and Introductions

Agenda

Agenda:

I. Welcome and Housekeeping

II. Review Meeting Minutes

VI. Models

VII. Outstanding Issues

VIII. Next Steps

- Timeline

- Planning for Advisory and Consortium

VIV. Public Comment

MEETING MINUTES

Review and Approve

- 4.12.22

- 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:

5/3 – Review models and compare to principles;

5/10 – Finalize outstanding issues

5/19 – Present to Advisory Committee – 2 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

The Board of Higher Education, the Illinois Community College Board, the Illinois State Board of Education, the Illinois Department of Human Services, and the Illinois Governor's Office of Early Childhood Development *shall jointly convene a Consortium advisory committee to provide guidance on the operation of the Consortium.*

Co-Chairs:

- Illinois Board of Higher Education (IBHE)
- Illinois Community College Board (ICCB)
- Illinois State Board of Education (ISBE)
- Illinois Department of Human Services (IDHS)
- Governor's Office of Early Childhood Development (GOECD)

Members:

- Community Providers
- School Districts
- Early Childhood Advocates
- Legislators, including Senator Pacione-Zayas
- State Agencies
- Unions
- Public and private colleges and universities
- Other experts

Full list of members at https://www.ecace.org

ECACE Advisory Committee

- Meeting with Steering on Thursday to walk through the agenda
  - State agencies that co-chair the advisory + ISAC

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
   - Where we are so far w/models and recommendations
   - Challenges and opportunities
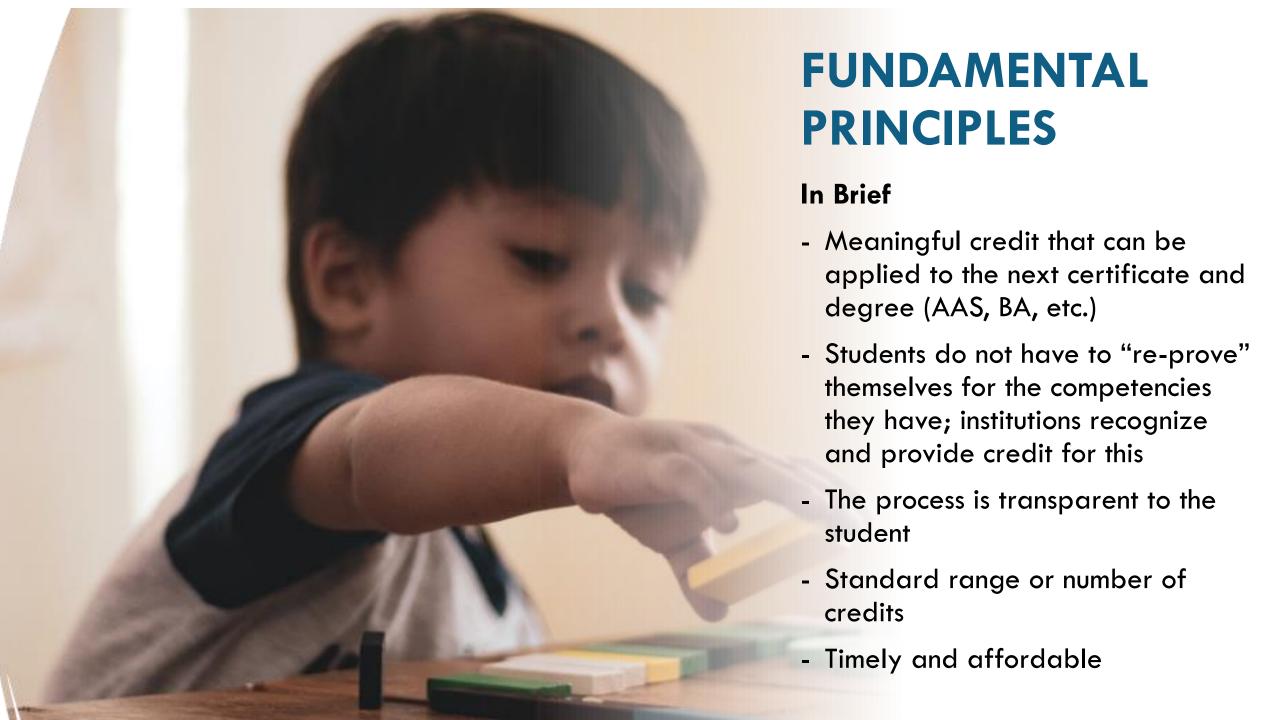   - Timeline – Consortium and implementation

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.

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

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.

PRESENTATION

- Kate Connor presented on her thinking for curriculum crosswalks