

EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY

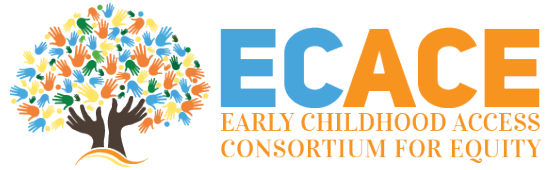
CONSORTIUM CHARTER

Background:

- Public Act 102-0174 (“Act”) establishes the Early Childhood Access Consortium (“Consortium”) for Equity to serve the needs of the incumbent early childhood workforce and their employers, to advance racial equity, and to streamline, coordinate, and improve the accessibility of degree completion pathways.
- Consortium membership is statutorily required for all public universities and community colleges that offer early childhood programs in Illinois.
- Only institutions that are accredited by the Higher Learning Commission and who are entitled to offer Gateways Credentials can become members of the Consortium.
- There is a pressing need to streamline, coordinate, and improve accessibility of degree completion pathways.
- There are conditions specified in the Act for all members of the Consortium.
- The public members of the Consortium must develop terms and agreements for the operation of the Consortium.

Terms:

1. This Preliminary Charter is for purposes of establishing and convening the eligible public institutions of the Consortium until such other terms may be adopted by the public members.
2. Public members of the Consortium agree to work toward implementation of all terms as enumerated in the Act, including:
 - a. to operate jointly and in cooperation through regional hubs and the statewide Consortium to provide streamlined paths for students to attain associate degrees, bachelor’s degrees, master’s degrees, and the appropriate Gateways Credentials;
 - b. to serve the incumbent workforce of working adults who require programs of study that offer flexibility in the times, locations, and format courses are offered;
 - c. to provide course offerings in online, hybrid, and in-person formats that are available to any student enrolled in a member institution in that regional hub when a particular course is not available at a student’s home institution; that such courses are accepted toward the student’s degree at any other member institutions; that course registration take place in consultation with the student’s academic advisor;
 - d. to participate in shared responsibilities through the Consortium and within and across regional hubs to expand access for students;
 - e. to accept transfer students in accordance with Section 130-10 of the Transitions in Education Act;



- f. to participate in the development of common and standardized methods for awarding credit for prior learning and to award such credit as is developed;
 - g. to provide support necessary for student access, persistence, and completion as a home institution unless otherwise provided by agreement among Consortium members;
 - h. to serve as the home institution for admissions, financial arrangements, registration, and advising services and to honor such arrangements across the Consortium as may be developed;
 - i. to work with regional pre-kindergarten through 12th grade and early childhood employers to determine demand throughout their region;
 - j. to participate in data-sharing agreements and to provide such data as may be required, including for the reporting set out in the Act;
 - k. to encourage students enrolled in an associate degree program to complete that degree prior to transferring to the bachelor's degree program;
 - l. to assist in the development of an approach to assigning college credit for incumbent workers with a Child Development Associate credential;
 - m. to strive to achieve institutional goals for enrollment and persistence or completion by members of the incumbent workforce, as outlined in the Act; and
 - n. to work to ensure that students have the most affordable options for advancing through and attaining their degree or credentials
3. Each public member institution will designate one representative to the Consortium, who will attend meetings of the Consortium, serve as the main point of contact for implementation discussions.
4. IBHE and ICCB will create, establish, and provide administrative support for the Consortium.
5. IBHE and ICCB will work with member institutions to establish geographic regional hubs, including public universities and the proximate community colleges responsible for serving each regional hub.