

**POWER TO THE PROFESSION:**

**Decision Cycle 345+6**

**Draft 2**

1. American Federation of State, County and Municipal Employees
2. American Federation of Teachers
3. Associate Degree Early Childhood Teacher Educators
4. Child Care Aware of America
5. Council for Professional Recognition
6. Division for Early Childhood of the Council for Exceptional Children
7. Early Care and Education Consortium
8. National Association for Family Child Care
9. National Association for the Education of Young Children
10. National Association of Early Childhood Teacher Educators
11. National Association of Elementary School Principals
12. National Education Association
13. National Head Start Association
14. Service Employees International Union
15. ZERO TO THREE

# P2P Is About Young Children

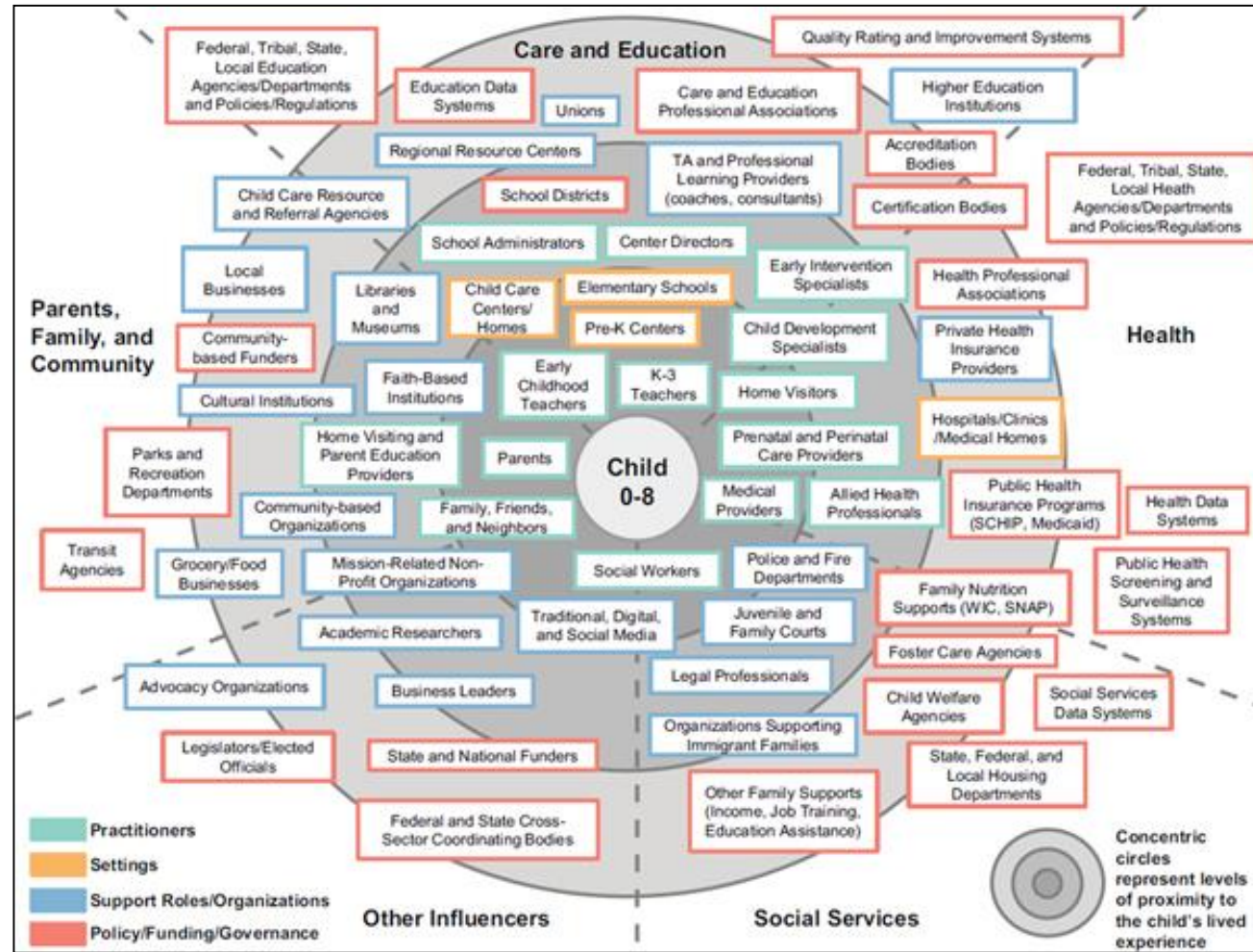
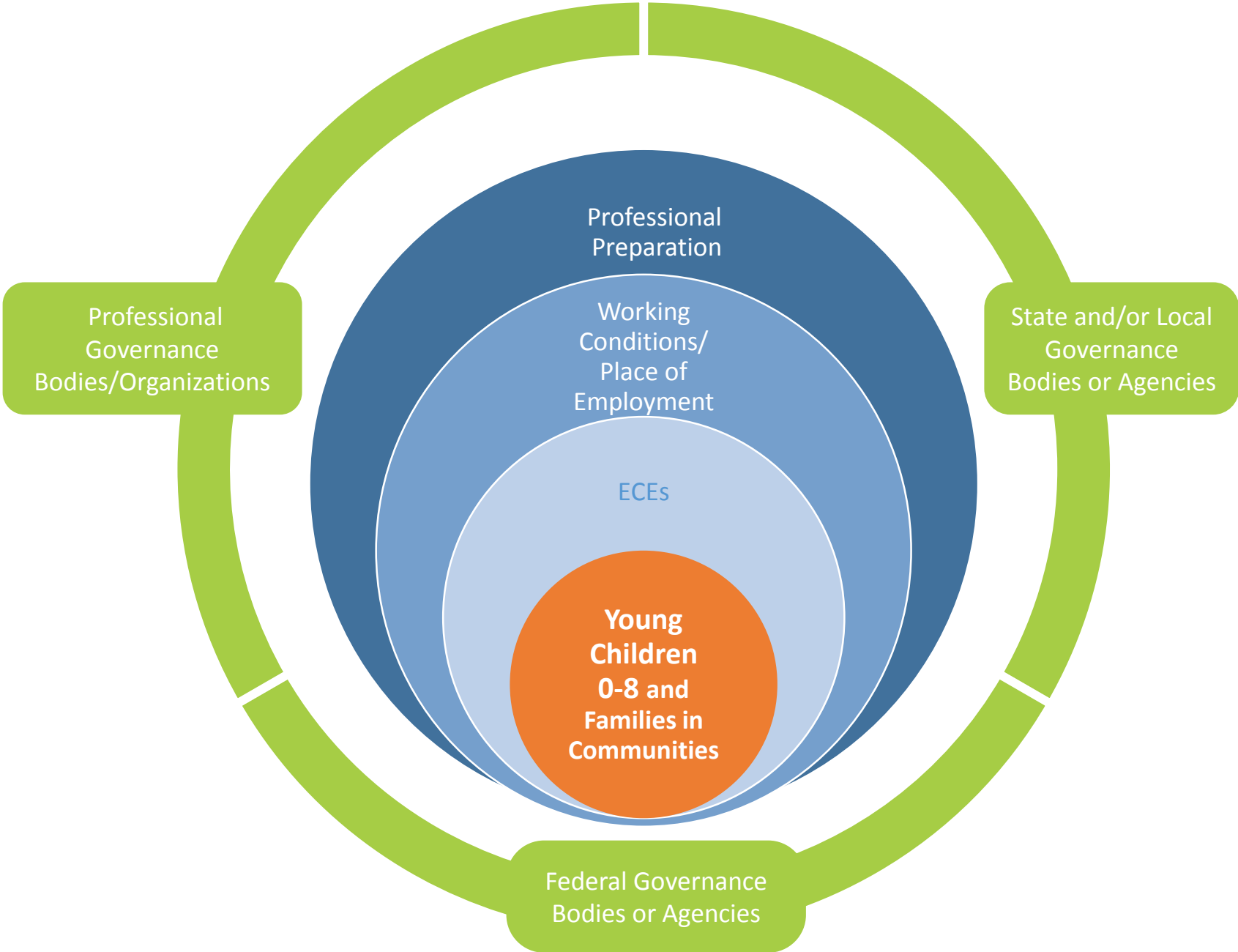


FIGURE 1-1 The complex landscape that affects children ages 0-8, Transforming the Workforce for Children Birth Through Age 8 A Unifying Foundation

# Many Factors Influence Young Children



# Educators Are Central

- Investing specifically in **early childhood educators** is the best thing we can do to improve early childhood education.
- When our current systems cause harm to educators, they can also harm children and their families.

# P2P Gives Young Children and Families the ECE Profession They Need

## The Current Profession

Underprepared

Inconsistently effective

Stratified diversity

Undercompensated

Unsupported

## The Profession They Need

Prepared

Effective

Diverse

Compensated

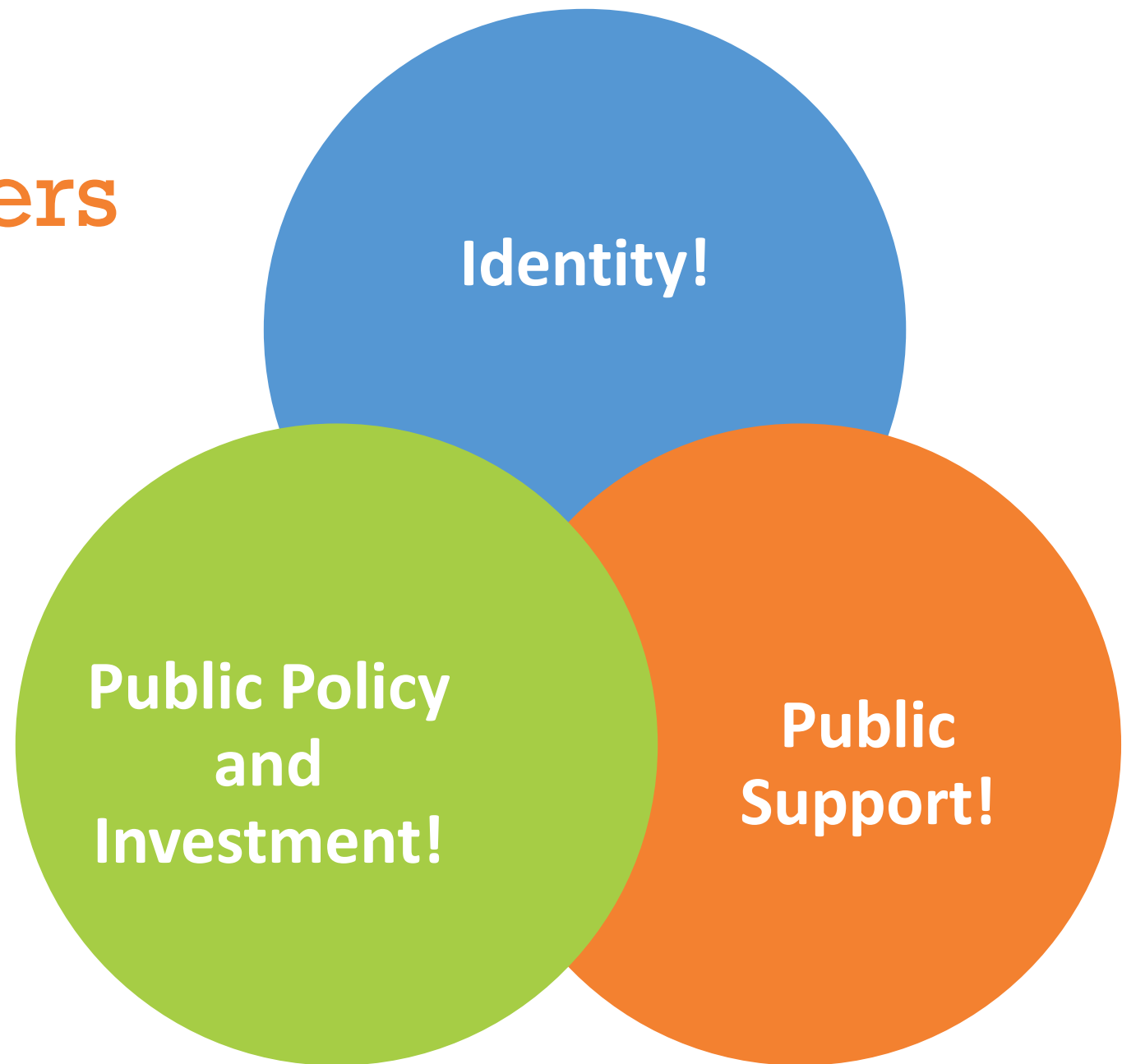
Supported

# Systemic Problems Require Systemic Solutions

## Systems Change:

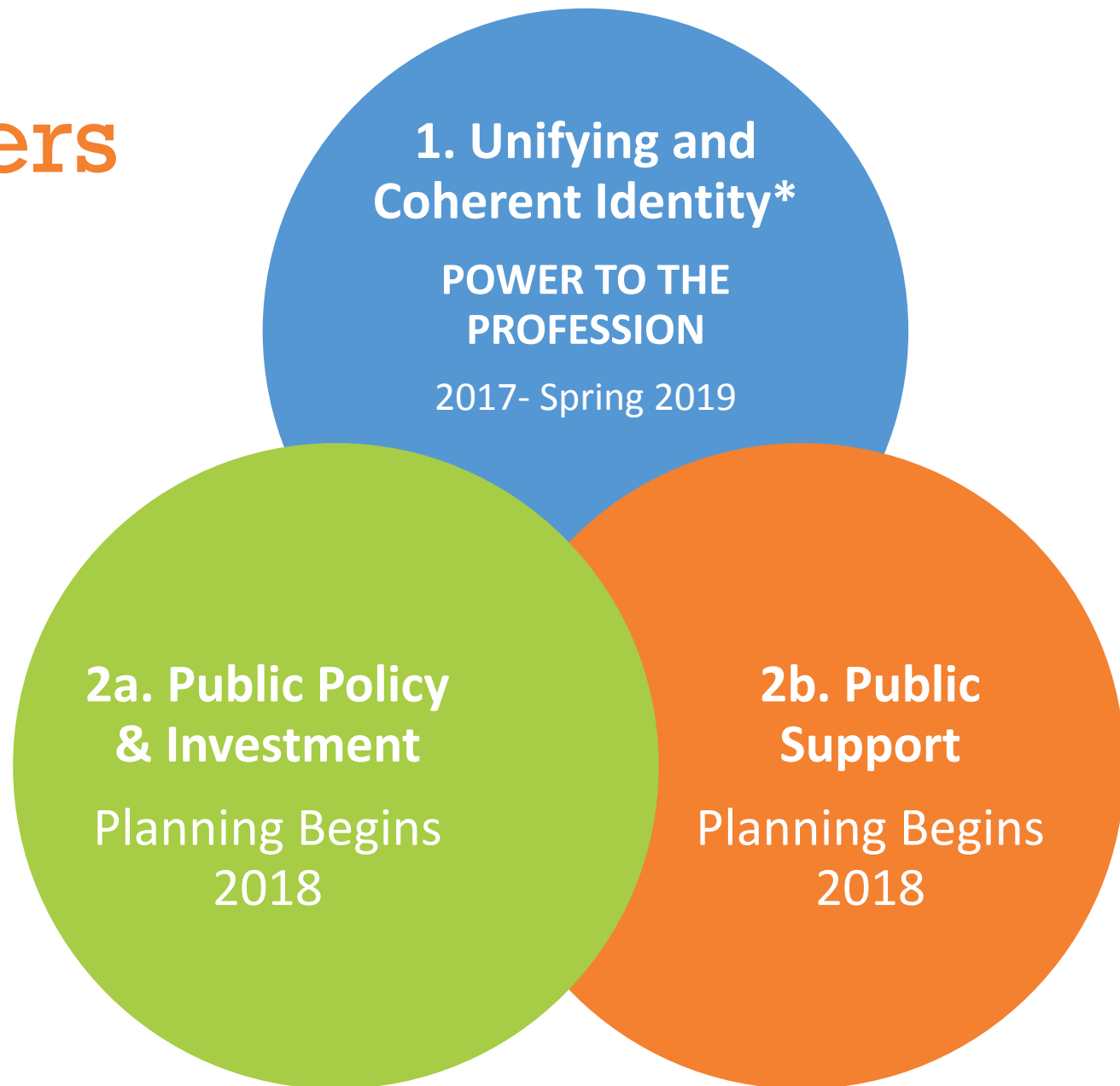
Fundamental change in policies, processes, relationships, and power structures, as well as deeply held values and norms as a pathway to achieve goals and make positive social gains sustainable at scale.

# Sequence Matters





# Sequence Matters



# P2P Driven by Leadership, Collaboration and Engagement



# Sharpening Our Equity Lens

## Professional Leadership and Collaboration

- Who's making the final decisions?
- How are decisions being made?

## Field Engagement

- Who's driving the decisions?
- Are all voices represented?
- How authentic is the engagement?
- Do voices have the same weight?

## Unifying and Coherent Identity

- Do decisions reduce or reinforce inequities?
- Who benefits most from the decisions being made?

# P2P Offers Multiple Ways to Engage

- Focus groups
- Surveys
- Expert interviews
- Conference calls and webinars
- Conference sessions
- Focused meetings and convenings
- Informal conversations
- Formal response letters



# Engaging the Field

- 65% of NAEYC Affiliates have featured Power to the Profession at conferences or engagements with their members
- Deep Dive Affiliates (Indiana, Iowa, New Mexico, New York, Wisconsin)
  - 500 outreach events
  - 11,000+ individuals engaged
- 4,967 survey respondents
  - 60% current practitioners
  - 21% identify as educators of color

# Engaging the Field

- Power to the Profession featured at national conferences and highly visible events:
- 88% of the stakeholder organizations that host national conferences
- 87% of the Task Force organizations that host national conferences

# Engaging the Field

Building political will and public awareness:

- 9 meetings with federal officials
- 10 media references
- 14 public blogs and policy papers
- 400+ tweets, reaching 57 million accounts



# Engaging the Field

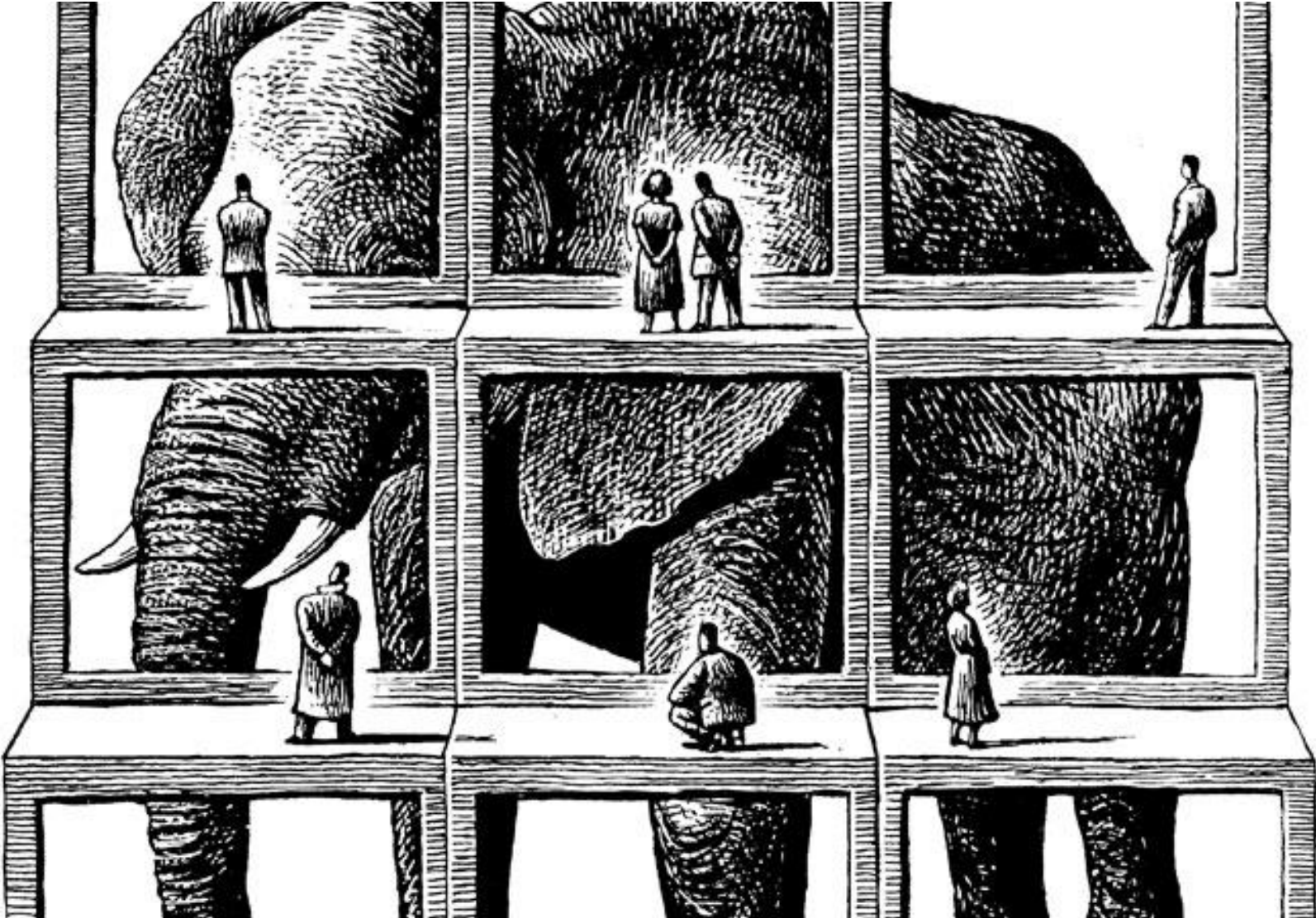
Intentional engagement with cultural and rural communities:

- Collaborations and conversations with a range of national and state organizations such as American Indian College Fund, National Black Child Development Institute, Latino Policy Forum, Education Trust, and others
- NAEYC Interest Forums, deep dive affiliates, and other partners have worked to intentionally engage educators from rural communities and communities of color, holding more than 15 focus groups from September – December 2018

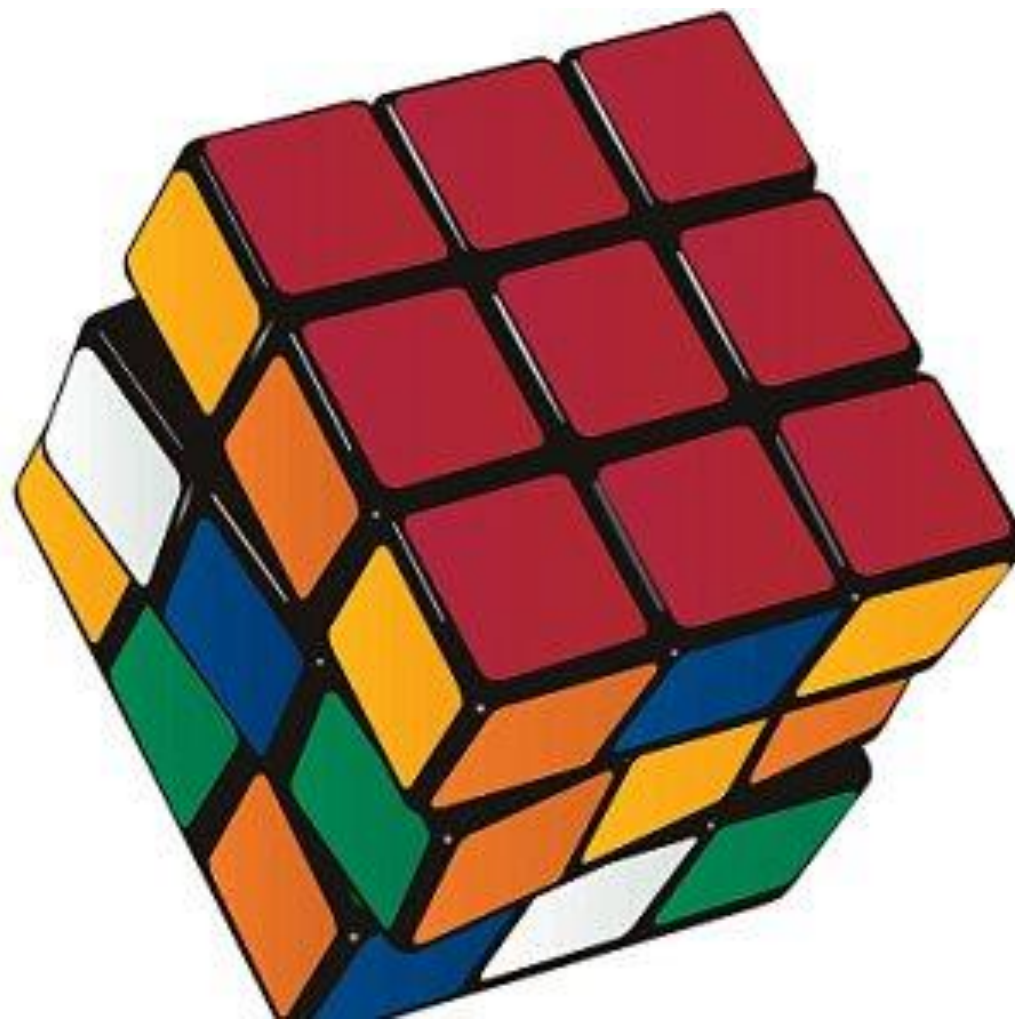
# P2P Has 8 Decision Cycles

1. Distinct Profession, Name, and Role in Society
2. Knowledge and Skills
3. Required Preparation and Qualifications
4. Professional Specializations
5. Professional Responsibilities
6. Compensation
7. Accountability
8. Infrastructure and Resources

# All Sectors, All Settings



# All Sectors, All Settings



# DC1: Name

**Individual:** Early Childhood Educator

**Profession:** Early Childhood Education Profession

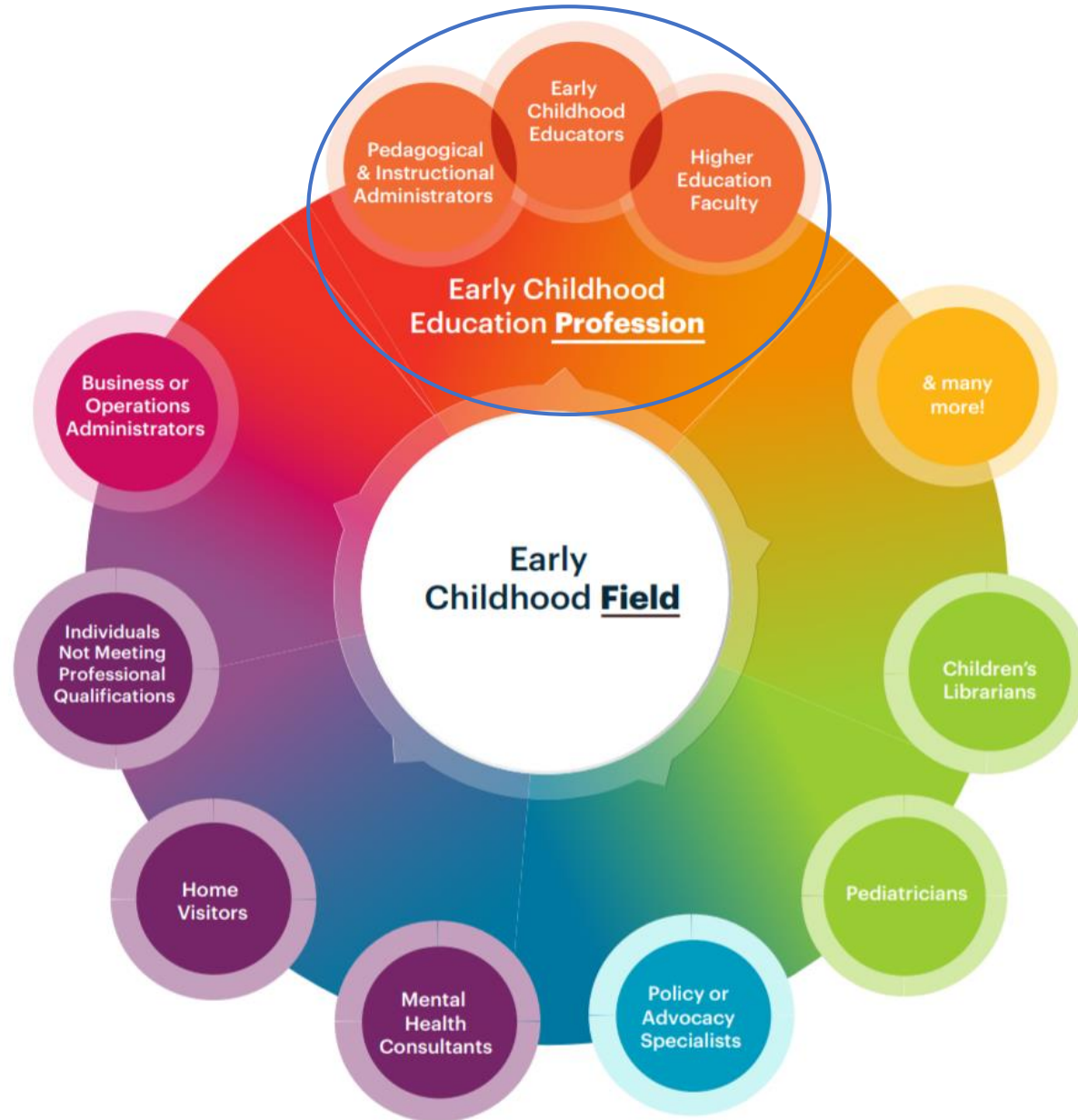
# DC1: Distinct Role in Society

## Early Childhood Educators

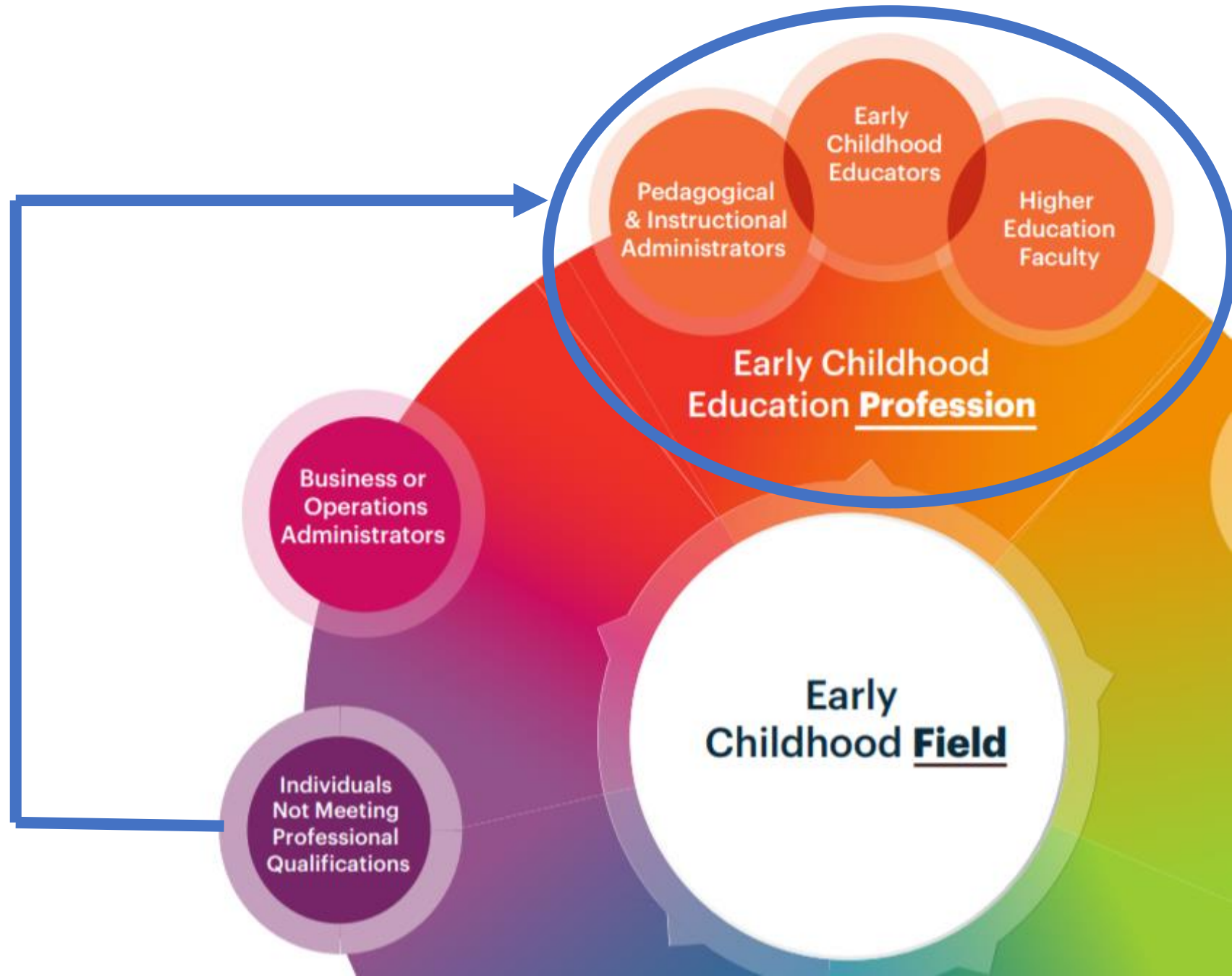
- Care for and promote the learning, development and well-being of children **birth through age eight**
- Practice in **all** early childhood education settings
- Meet the **guidelines of the profession**
- Are defined by their **mastery of knowledge, skills and competencies, as defined by the profession**



# DC1: Distinct Profession in the Early Childhood Field



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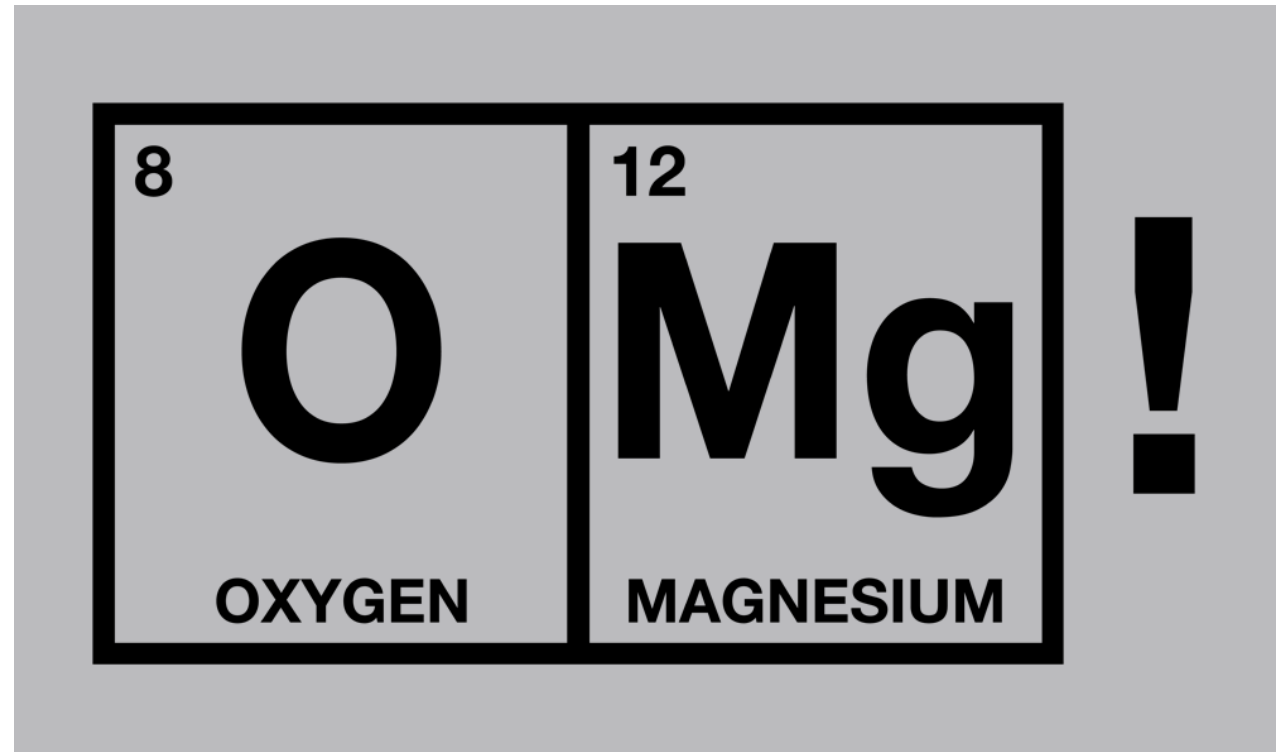




# DC2: Knowledge and Skills are Required to be Effective

Professional Standards  
and Competencies for the  
Early Childhood Educators  
(Draft 1 posted)

But What about  
Preparation,  
Responsibilities and  
Compensation?

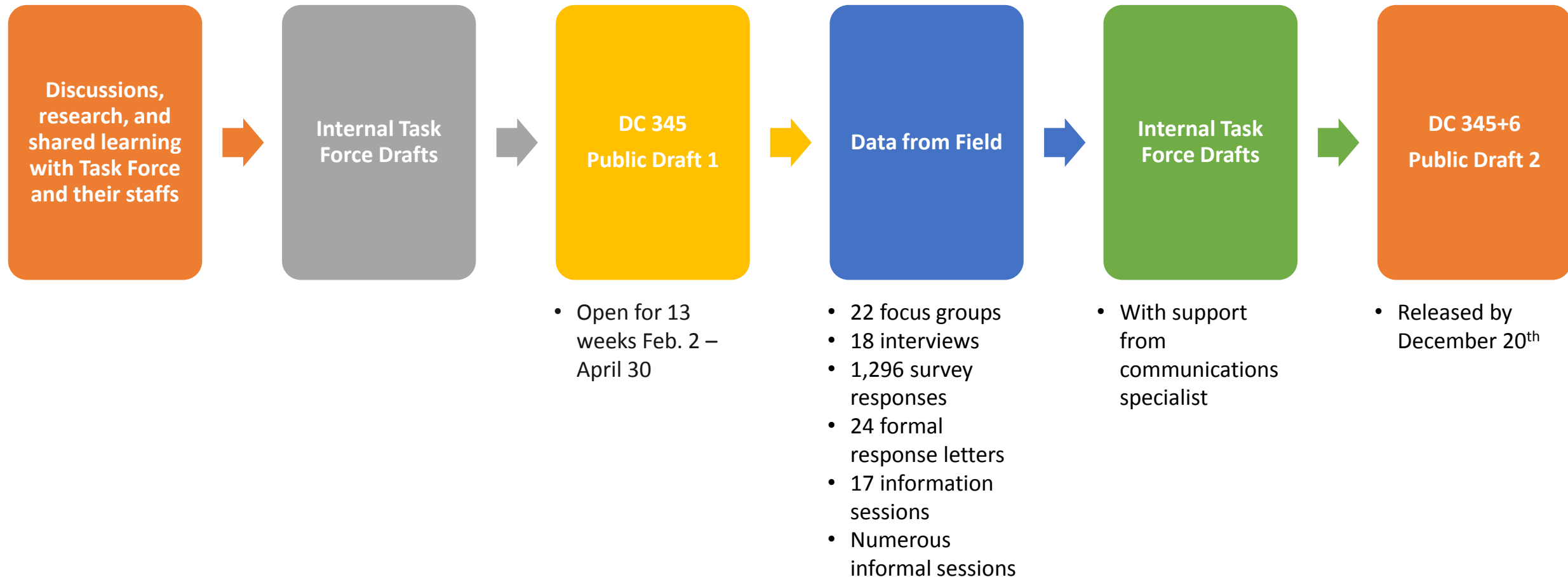


### 3: Preparation, Responsibilities and Compensation

*“A field that can’t debate important issues internally is ill-equipped to respond to pushback from external critics.”*

*Sara Mead*

# DC345+6 Discussion Draft 2: How Did We Get Here?



# DC345+6 Discussion Draft 2: What Did the Field Say?

- Majority comfortable or somewhat comfortable with direction
- Areas needing attention
  - Content Clarity
  - All Settings, All Sectors
  - Compensation
  - Implementation
  - Engagement
- See comparison chart

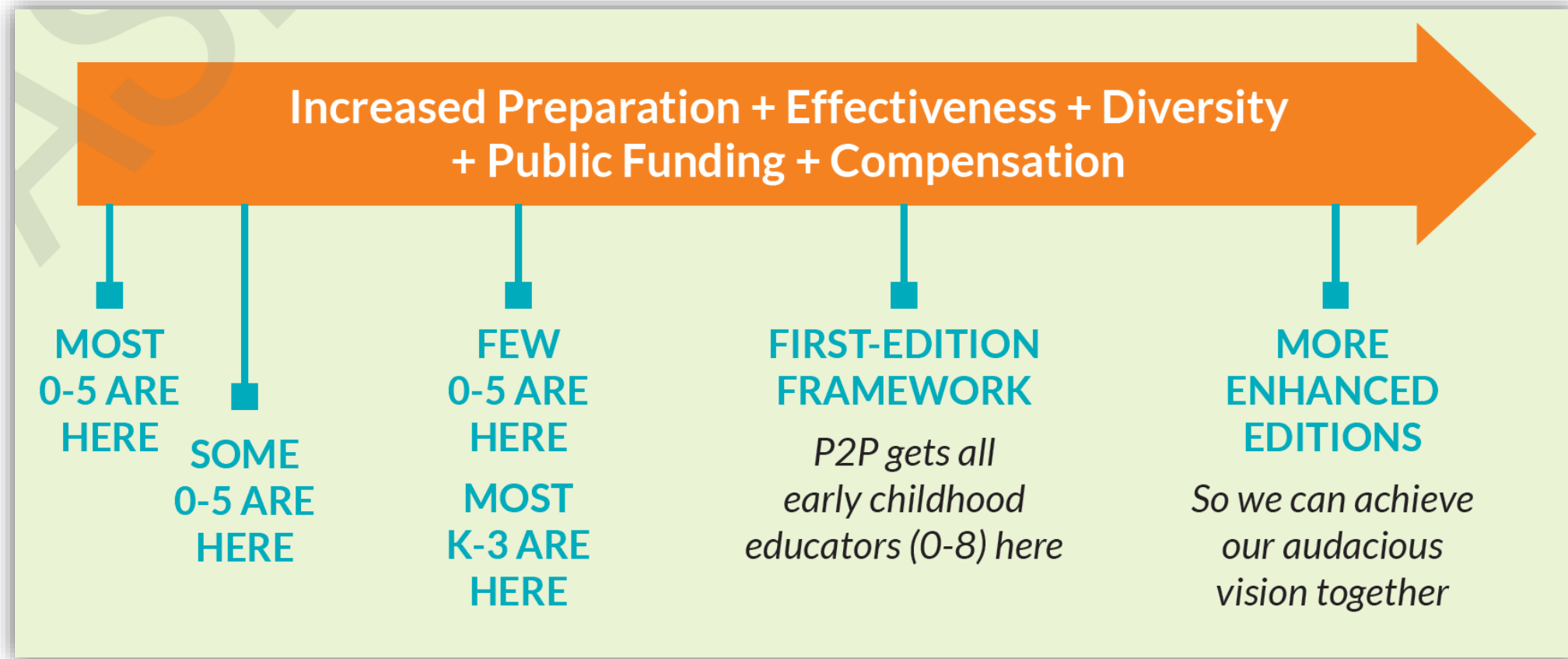
# Where We Are Now: Difficult Realities

- An **incoherent and inconsistent system** that fails to recognize differences in preparation, skills, and experience
- A **hodge-podge of preparation programs** of uneven quality
- Specializations that **reinforce fragmentation** without agreed-upon competencies
- **Undervalued, underfunded, and unequitable**

# Where We Are Going: Audacious Vision

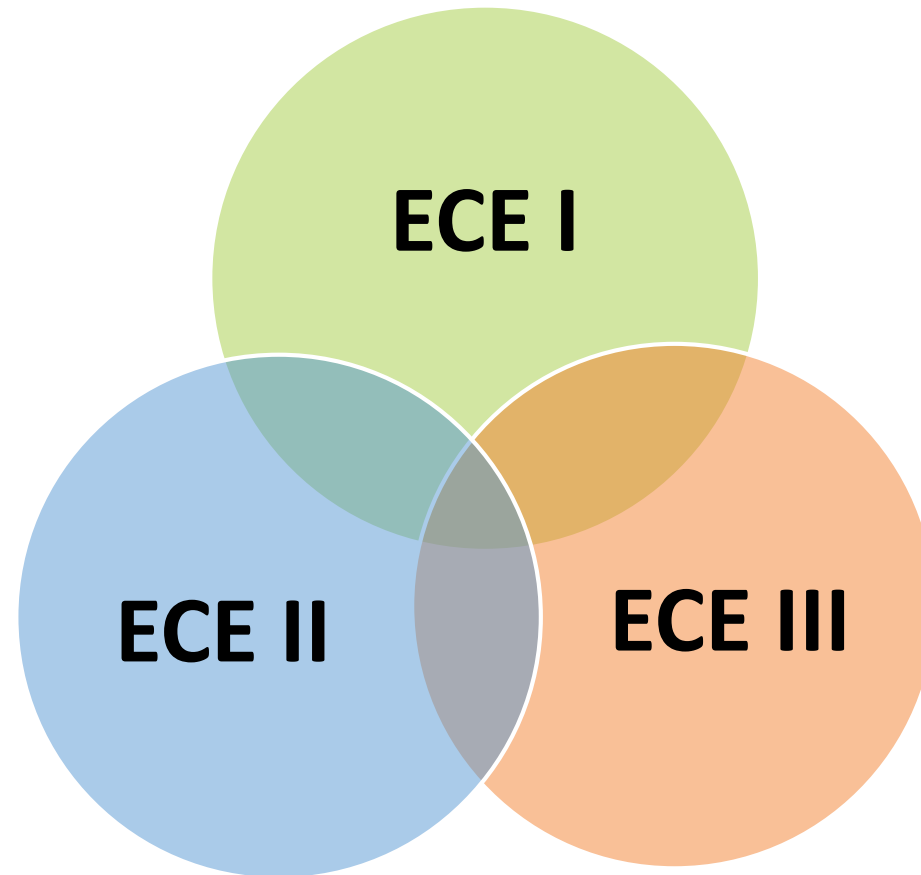
- Each and every child is supported by ECEs with recognized early childhood degrees and credentials;
- Early childhood educators at all levels of the profession are valued, respected, and well-compensated;
- Educators with lead responsibilities across settings and age bands have bachelor's degree in early childhood education at a minimum;
- ECEs have equitable access to affordable, high-quality professional preparation and development; and
- ECEs at all levels are well compensated from public funding

# Getting from Here to There: The Unifying Pathway

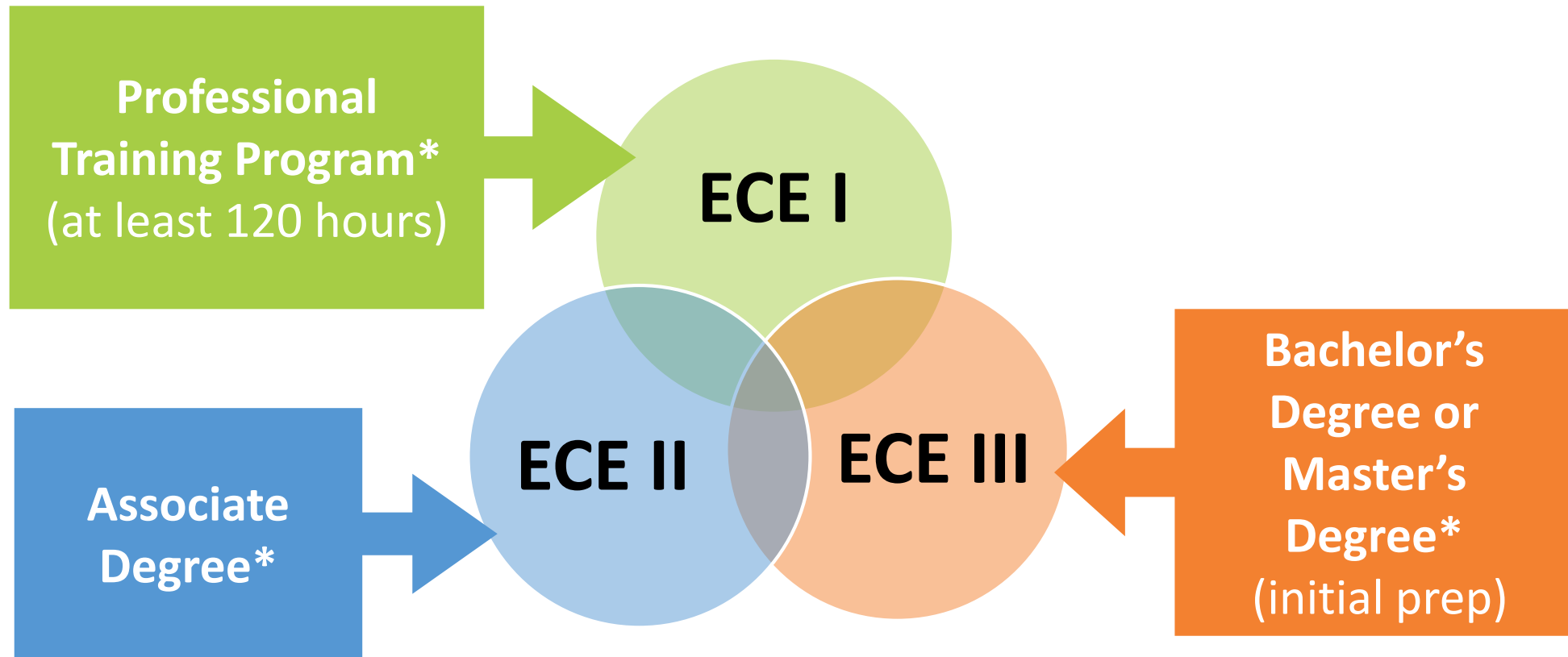




# DC 345+6: 1 ECE Profession, 3 Distinct and Meaningful Designations

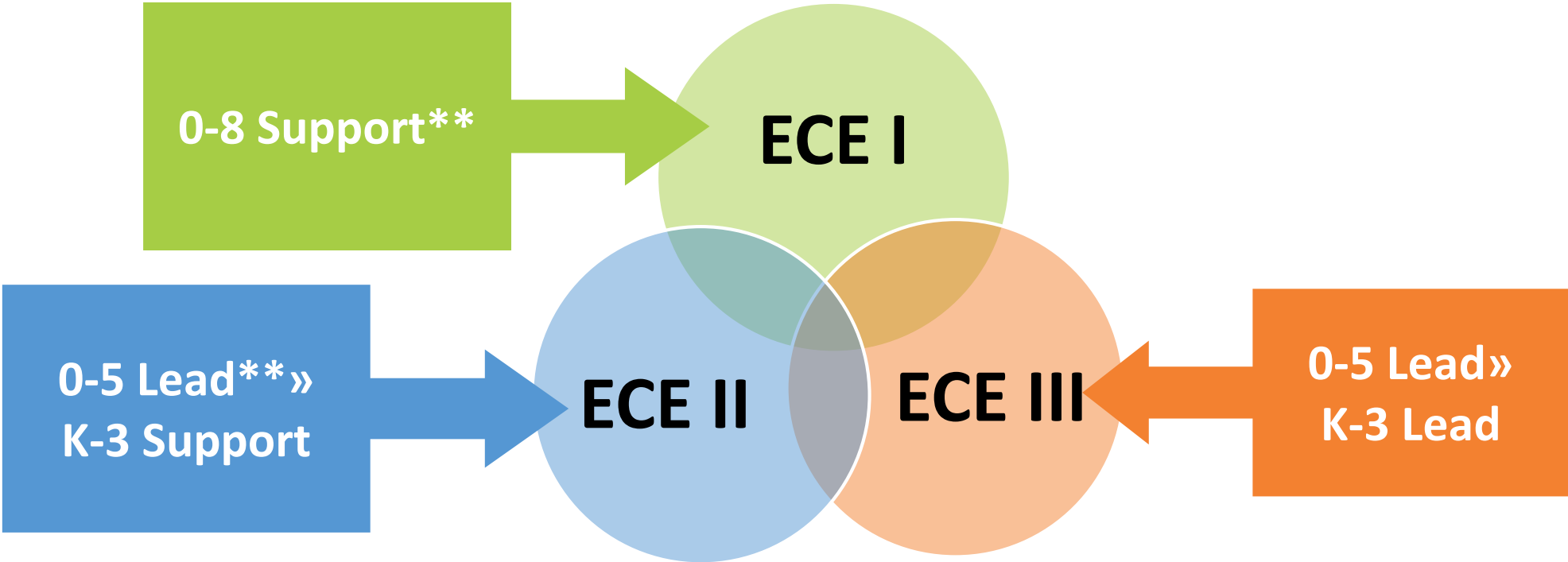


# DC 345+6: Primary Set of Preparation Programs



\*Organized programs of study in ECE; aligned with professional standards and competencies; others can be added if they meet same standards and accountability  
At this point, the Task Force is not defining preparation expectations for more advanced practice roles.

# Aligned Designations, Preparation and Responsibilities\*



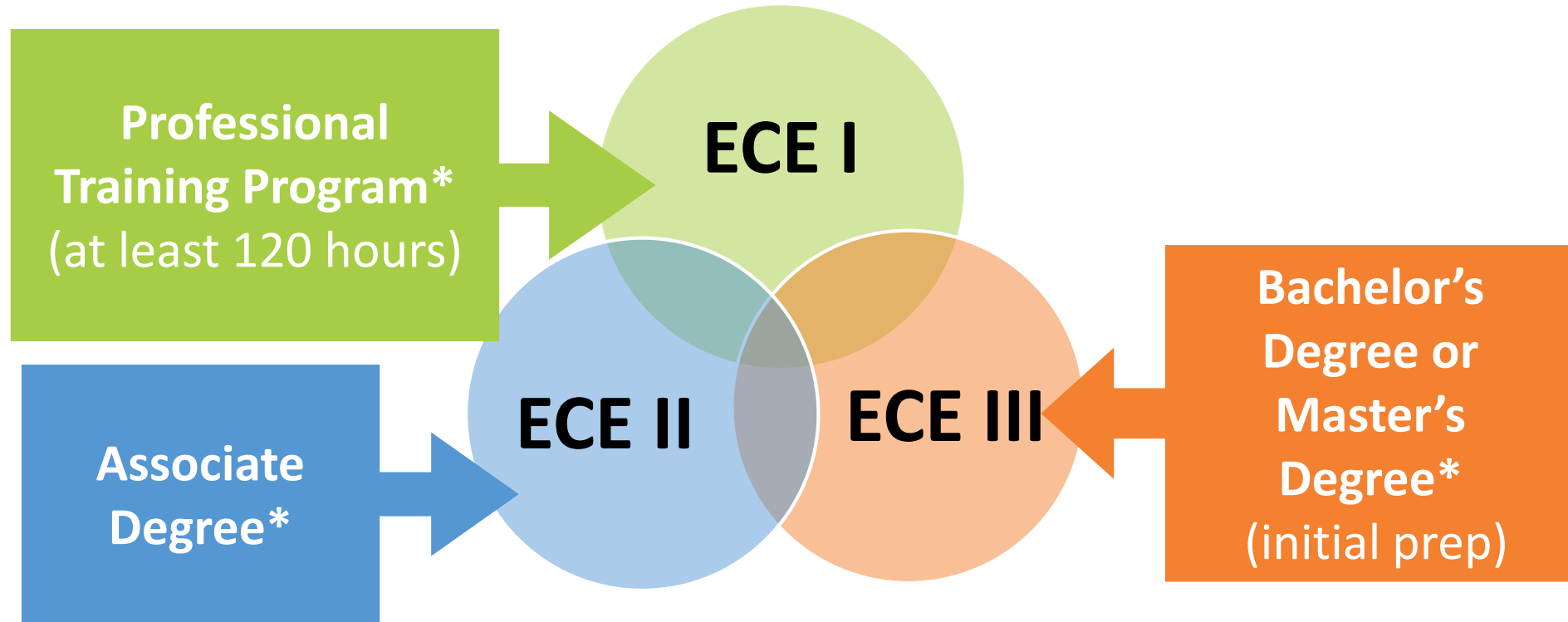
\*Prepared to work together in various configurations as part of a teaching team hence some overlap.

\*\*Additional and innovative guidance, support, and supervisory models will need to be explored, developed, and evaluated, particularly in support of early childhood educators working in family child care settings.

» Progression, not regression - in state-funded preschool programs (as defined by NIEER), provided in mixed-delivery settings and explicitly aligned with the K-12 public school system, *ECE III graduates must be the lead.*

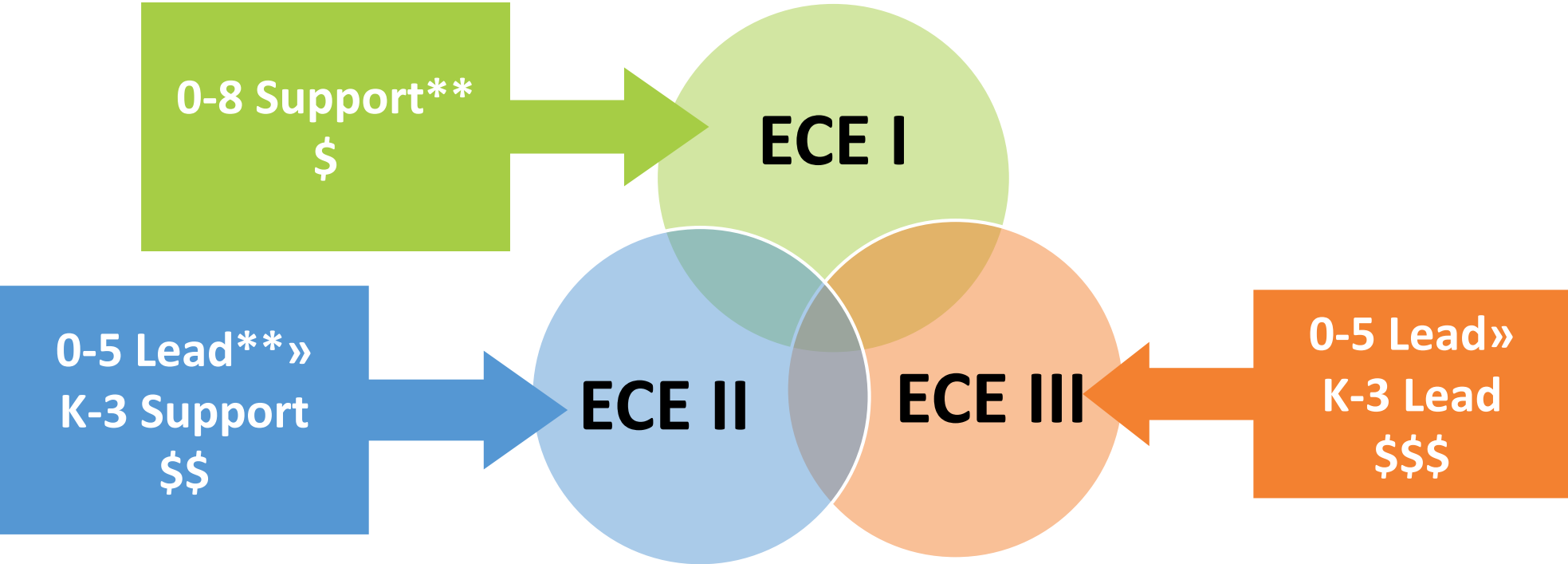
# Generalize First, Then Specialize

to complement and add onto the generalist foundation



\*Encourage accelerated pathways to specializations, such as blended programs.

# Comparable Compensation (including Benefits) for Comparable Qualifications, Experience, and Responsibilities



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» Progression, not regression - in state-funded preschool programs (as defined by NIEER), provided in mixed-delivery settings and explicitly aligned with the K–12 public school system, *ECE III graduates must be the lead.*

# Compensation Recommendations

- Additional state investment is necessary, but not sufficient.
- Increased federal support is essential.
- Not on the backs of parents or educators.

# Compensation Recommendations

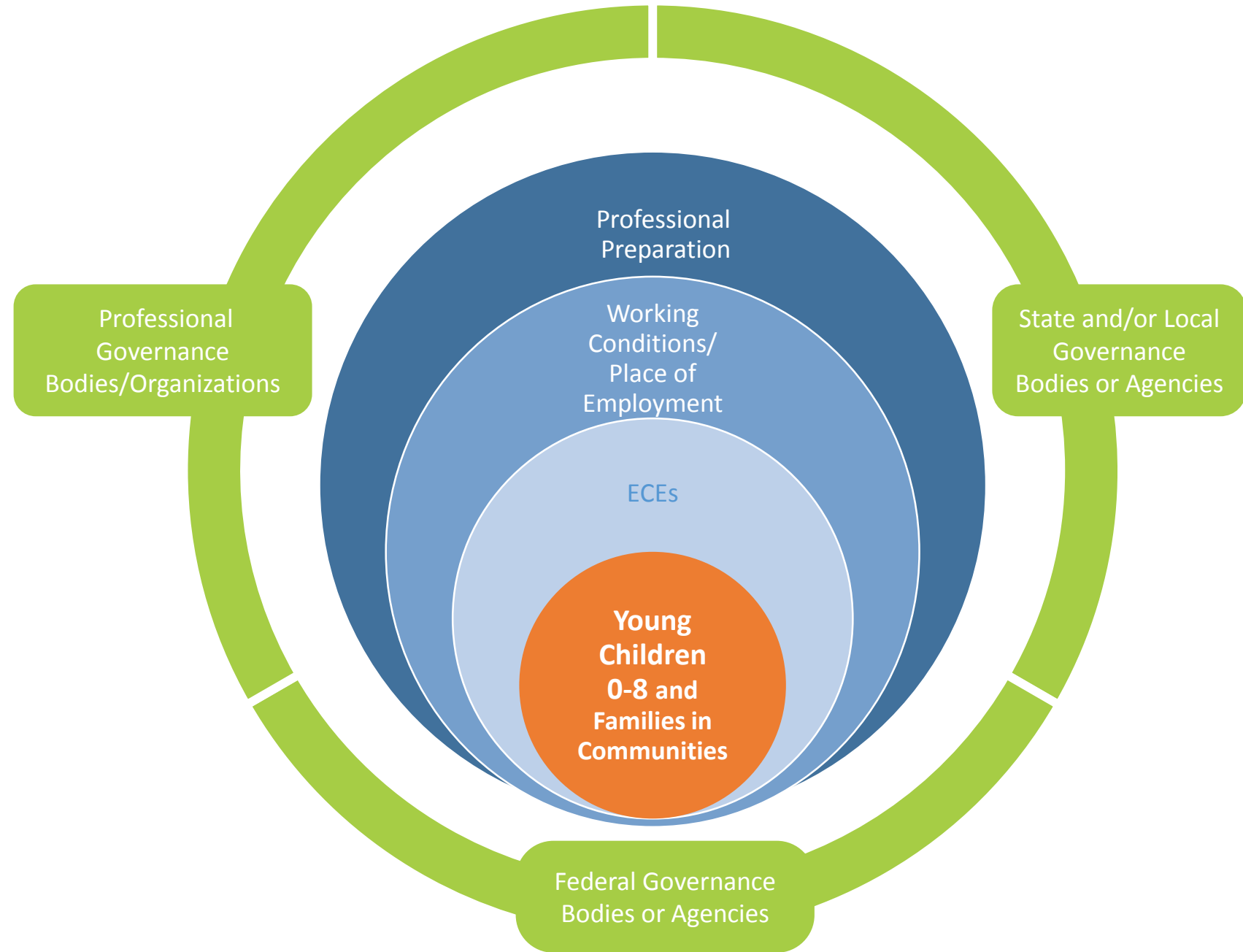
- **Recommendation 1:** **Comparable** for early childhood educators with comparable qualifications, experience, and job responsibilities, regardless of the setting of their job.
- **Recommendation 2:** Include the provision of an **adequate benefits** package.
- **Recommendation 3:** **Increase commensurate** with increased preparation and increased competency.
- **Recommendation 4:** Not differentiated on the basis of the ages of children served. Start with **public school salary scales but don't end here.**

# But Wait, More Decisions in the Queue!

1. Distinct Profession, Name, and Role in Society
2. Knowledge and Skills
3. Required Preparation and Qualifications
4. Professional Specializations
5. Professional Responsibilities
6. Compensation
7. **Accountability**
8. **Infrastructure and Resources**



# Accountability, Infrastructure, and Resources for the Entire System



**Questions? Comments? Reactions?**

# Your voice. Your profession.

1. Join the Power to the Profession [mailing list](#)
2. Complete the [online survey](#) to share your feedback on Decision Cycle 345+6 Discussion Draft 2
3. Download [additional materials and resources](#), including summaries and multiple resources in Spanish
4. Connect with Power to the Profession leaders during [Virtual Office Hours](#) to discuss your questions and feedback
5. Organize a Power to the Profession [discussion group](#) in your community

Learn more at [www.powertotheprofession.org](http://www.powertotheprofession.org)