

OVERVIEW OF CONTENT REVISIONS

POWER TO THE PROFESSION

DECISION CYCLES 345+6

DC 345 Public Draft 1	What The Field Said: A Summary	DC 345+6 Public Draft 2
KEY RECOMMENDATIONS		
3 professional designations	<ul style="list-style-type: none"> ➔ Differentiate responsibilities ➔ Designations seem vague and may not be clear to the public 	<ul style="list-style-type: none"> ➔ 3 professional designations ➔ Strengthened distinctions and roles
4 professional preparation programs	<ul style="list-style-type: none"> ➔ Ensure quality assurance, competency alignment and higher ed capacity ➔ Differentiate the levels of preparation ➔ Include “freestanding” programs ➔ Include advanced preparation 	<ul style="list-style-type: none"> ➔ 4 professional preparation programs ➔ Linked to draft competencies ➔ Showed connections to Decision Cycles 7&8 ➔ Committed to exploring freestanding programs during implementation phase ➔ Strengthened distinctions and explained the lessened but intentional fragmentation ➔ Clarified focus on initial roles for now
Generalize before specialize	<ul style="list-style-type: none"> ➔ Remove Montessori and Reggio as specializations ➔ Allow for programs to blend generalize and specialize preparation 	<ul style="list-style-type: none"> ➔ Removed Montessori and Reggio as specializations ➔ Enhanced language to include blended programs
KEY COMMITMENTS		
Raise expectations for preparations across all settings and sectors	<ul style="list-style-type: none"> ➔ Too status quo ➔ Too big of a lift from where we are ➔ Lack of a bold north star vision 	<ul style="list-style-type: none"> ➔ Described status quo, attending to the difficult realities facing the field ➔ Added audacious vision ➔ Positioned DC 345+6 as the “bridge” between status quo and audacious vision ➔ Positioned DC 345+6 as the first-edition unifying framework
Informed by Transforming the Workforce Report	<ul style="list-style-type: none"> ➔ Report recommended a bachelor’s ➔ Report recommended pathways and timelines to a bachelor’s ➔ Report said research on bachelor’s was inconclusive 	<ul style="list-style-type: none"> ➔ Reiterated value of bachelor’s, vision of building towards a bachelor’s for all, and the importance of associate & 120 hours (both/ and) ➔ Strengthened distinction between bachelor’s and associate
Commitment to comparable compensation	<ul style="list-style-type: none"> ➔ Difficult to talk about qualifications without compensation ➔ Market cannot bear cost of recommendations 	<ul style="list-style-type: none"> ➔ Added Decision Cycle 6 ➔ Defined comparable compensation ➔ Made the case for public funding as a necessity for P2P implementation and the reason for why P2P is structured as a profession-led initiative for definition, accountability, and compensation

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Commitment to diversity, equity and inclusion	<ul style="list-style-type: none"> ➔ Be more explicit about this commitment ➔ Don't use deficit-based frame ➔ Honor the existing workforce ➔ Recommendations will reduce the diversity of the profession 	<ul style="list-style-type: none"> ➔ Elevated and integrated diversity and equity ➔ Used strengths-based frame ➔ Committed to grandfathering policies and flexible approaches to measuring competencies during implementation phase
P2P is about commitment to children	<ul style="list-style-type: none"> ➔ Commitment to children, particularly diverse children and families, is lost or too light 	<ul style="list-style-type: none"> ➔ Began document with commitment to children ➔ Reinforced accountability to children and specifically diverse children and families
KEY PROCESSES		
P2P is led by the field	<ul style="list-style-type: none"> ➔ Ensure diverse members of the field are engaged and informing the decisions ➔ Field needs more time 	<ul style="list-style-type: none"> ➔ Translated materials into Spanish ➔ Extended framework timeline to Spring 2019
Transparent (includes framing the contextual narrative to paint the full picture)	<ul style="list-style-type: none"> ➔ Content too dense and too qualitative ➔ Rationale for recommendations not clear or data informed 	<ul style="list-style-type: none"> ➔ Included more precise and accessible language ➔ Included quantitative data ➔ Preparing companion resources

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