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

<table>
<thead>
<tr>
<th>The Current Profession</th>
<th>The Profession They Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underprepared</td>
<td>Prepared</td>
</tr>
<tr>
<td>Inconsistently effective</td>
<td>Effective</td>
</tr>
<tr>
<td>Stratified diversity</td>
<td>Diverse</td>
</tr>
<tr>
<td>Undercompensated</td>
<td>Compensated</td>
</tr>
<tr>
<td>Unsupported</td>
<td>Supported</td>
</tr>
</tbody>
</table>
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.

Adapted from Srik Gopal & John Kania  https://ssir.org/articles/entry/fostering_systems_change
Sequence Matters

Identity!

Public Policy and Investment!

Public Support!
Sequence Matters

1. Unifying and Coherent Identity*
   POWER TO THE PROFESSION
   2017- Spring 2019

2a. Public Policy & Investment
   Planning Begins 2018

2b. Public Support
   Planning Begins 2018

*First edition; professions continuously evolve
P2P Driven by Leadership, Collaboration and Engagement

Leadership Task Force
15 national organizations that represent & engage with large groups of ECE professionals

The Field
Bring the voices of the field into the national conversation

Stakeholders
30+ national organizations with system-level influence

Bring the voices of the field into the national conversation
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

42 states and territories hosted events including:
- Information sessions
- Conference keynotes
- Focus groups
- Workshops
- Webinars
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
DC1: Distinct Profession in the Early Childhood Field
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?
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?

- Discussions, research, and shared learning with Task Force and their staffs
- Internal Task Force Drafts
- DC 345 Public Draft 1
  - Open for 13 weeks Feb. 2 – April 30
  - 22 focus groups
  - 18 interviews
  - 1,296 survey responses
  - 24 formal response letters
  - 17 information sessions
  - Numerous informal sessions
- Data from Field
- Internal Task Force Drafts
  - With support from communications specialist
- DC 345+6 Public Draft 2
  - Released by December 20th
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

Increased Preparation + Effectiveness + Diversity + Public Funding + Compensation

- Most 0-5 are here
- Few 0-5 are here
- First-edition framework: P2P gets all early childhood educators (0-8) here
- More enhanced editions: So we can achieve our audacious vision together
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.
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.
*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*. 

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

- **0-8 Support**
- **0-5 Lead**
- **K-3 Support**
- **K-3 Lead**

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

✓ Shared with the field for feedback.
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