### OVERVIEW OF CONTENT REVISIONS

**POWER TO THE PROFESSION**

**DECISION CYCLES 345+6**

<table>
<thead>
<tr>
<th>DC 345 Public Draft 1</th>
<th>What The Field Said: A Summary</th>
<th>DC 345+6 Public Draft 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY RECOMMENDATIONS</strong></td>
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| 3 professional designations | + Differentiate responsibilities  
+ Designations seem vague and may not be clear to the public | + 3 professional designations  
+ Strengthened distinctions and roles |
| 4 professional preparation programs | + Ensure quality assurance, competency alignment and higher ed capacity  
+ Differentiate the levels of preparation  
+ Include “freestanding” programs  
+ Include advanced preparation | + 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 | + Remove Montessori and Reggio as specializations  
+ Allow for programs to blend generalize and specialize preparation | + Removed Montessori and Reggio as specializations  
+ Enhanced language to include blended programs |
| **KEY COMMITMENTS** |                                |                         |
| Raise expectations for preparations across all settings and sectors | + Too status quo  
+ Too big of a lift from where we are  
+ Lack of a bold north star vision | + 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 | + Report recommended a bachelor’s  
+ Report recommended pathways and timelines to a bachelor’s  
+ Report said research on bachelor’s was inconclusive | + 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 | + Difficult to talk about qualifications without compensation  
+ Market cannot bear cost of recommendations | + 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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<td>Commitment to diversity, equity and inclusion</td>
<td>✗ Be more explicit about this commitment ✗ Don’t use deficit-based frame ✗ Honor the existing workforce ✗ Recommendations will reduce the diversity of the profession</td>
<td>✗ Elevated and integrated diversity and equity ✗ Used strengths-based frame ✗ Committed to grandfathering policies and flexible approaches to measuring competencies during implementation phase</td>
</tr>
<tr>
<td>P2P is about commitment to children</td>
<td>✗ Commitment to children, particularly diverse children and families, is lost or too light</td>
<td>✗ Began document with commitment to children ✗ Reinforced accountability to children and specifically diverse children and families</td>
</tr>
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**KEY PROCESSES**

| P2P is led by the field | ✗ Ensure diverse members of the field are engaged and informing the decisions ✗ Field needs more time | ✗ Translated materials into Spanish ✗ Extended framework timeline to Spring 2019 |
| Transparent (includes framing the contextual narrative to paint the full picture) | ✗ Content too dense and too qualitative ✗ Rationale for recommendations not clear or data informed | ✗ Included more precise and accessible language ✗ Included quantitative data ✗ Preparing companion resources |

NOVEMBER 2018