

# POWER TO THE PROFESSION:

## Decision Cycles 7+8

# Presenters

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# 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.

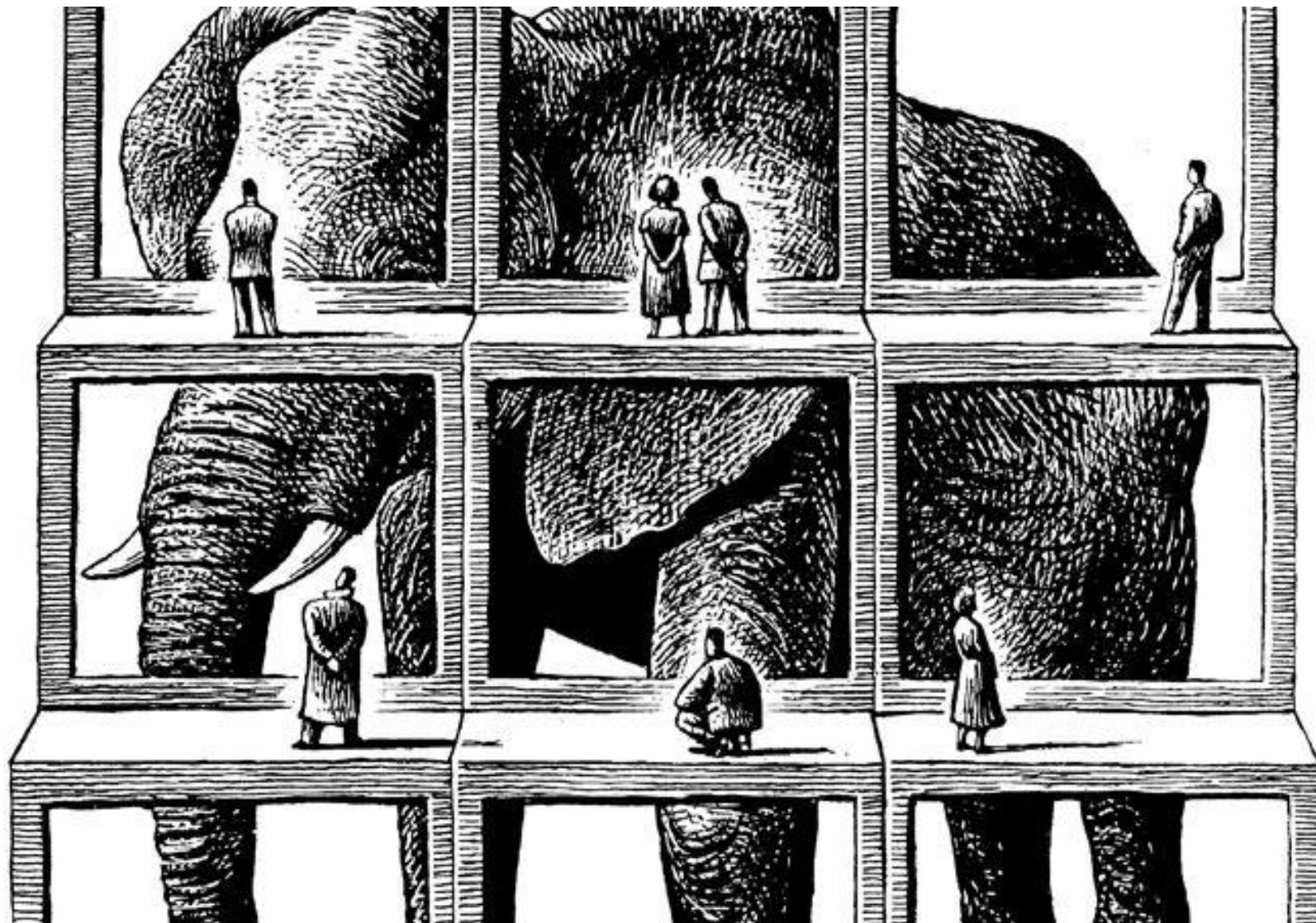
# Our Audacious Vision

Each and every child, beginning at birth, has the opportunity to benefit from high-quality early childhood education, delivered by an effective, diverse, well-prepared, and well-compensated workforce.

# 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

# All Sectors, All Settings



# P2P Driven by Leadership, Collaboration and Engagement

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



# Sharpening Our Equity Lens

## Professional Leadership and Collaboration

- Who is making decisions?
- How are decisions being made?

## Field Engagement

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



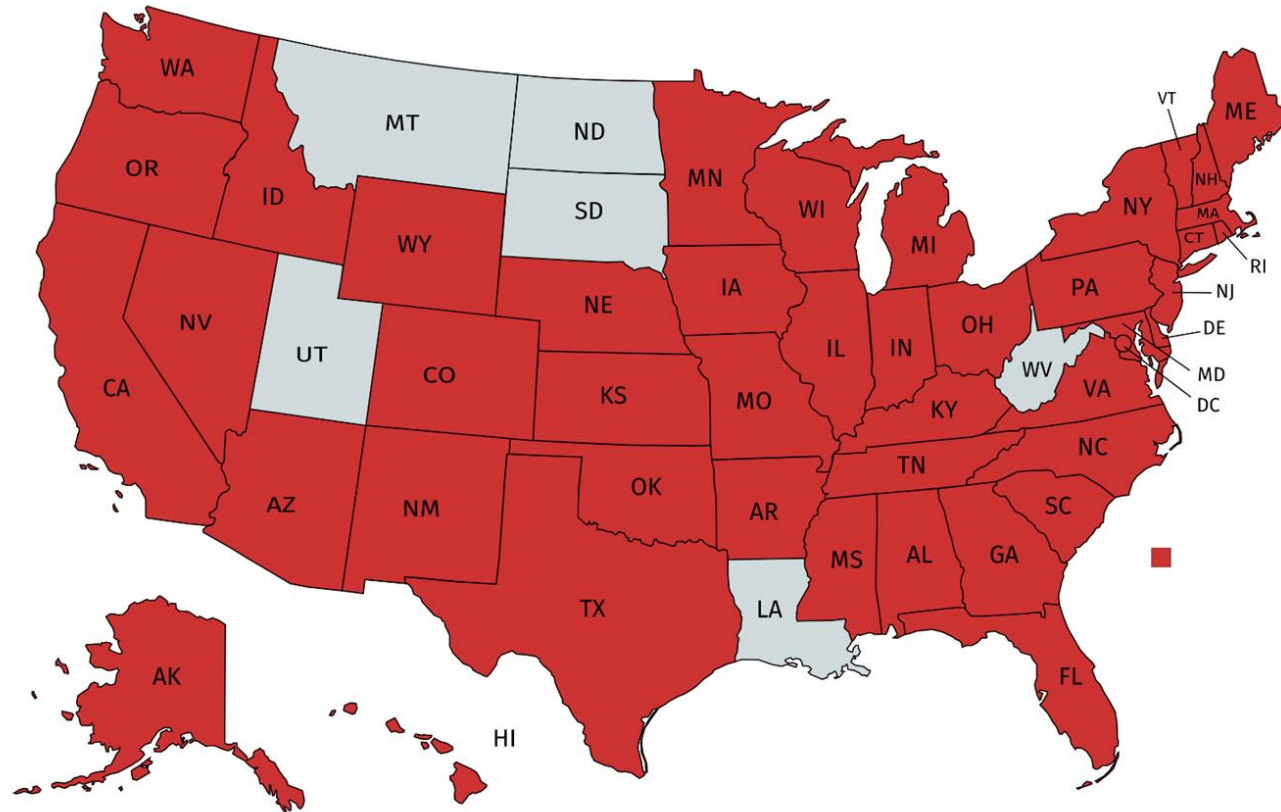
# Implementation Commitments

- We will not advocate for increased educational requirements without advocating for funding to provide requisite supports and attendant compensation.
- We will not advocate for new regulations without advocating for funding and time to implement the regulations.
- We will not advocate for policies that disproportionately and negatively impact educators from communities of color.

# Implementation Commitments

- We will advocate for policies that mitigate unintended consequences and create meaningful pathways for advancement.
- We will advocate to establish and implement timelines that recognize the challenges faced by the existing workforce to realistically meet new regulations and requirements.
- *(New from DC 7+8): We will advocate for implementation plans and timelines that recognize the particular challenges that family child care and other community-based providers face so as not to contribute to or worsen their widespread decline.*

# Committed to Depth and Breadth



**46 states and territories** hosted P2P focused events including:

- Key informant interviews
- Information sessions
- Conference keynotes
- Focus groups
- Workshops
- Webinars

# An Initiative for the Profession Informed by the Profession

- **Broad-based engagement**

- Online surveys
  - Nearly 6,000 respondents (60% current practitioners; 21% identify as POC)
- National and state conference presentations and conversations
  - Includes 47 of 52 NAEYC Affiliates
- Outreach events
  - Deep Dive states (Indiana, Iowa, New Mexico, New York, Wisconsin) have held 500 outreach events that engaged 11,000+ individuals
- Public Awareness
  - Blogs, traditional media, social media (includes reach of 57 million accounts)

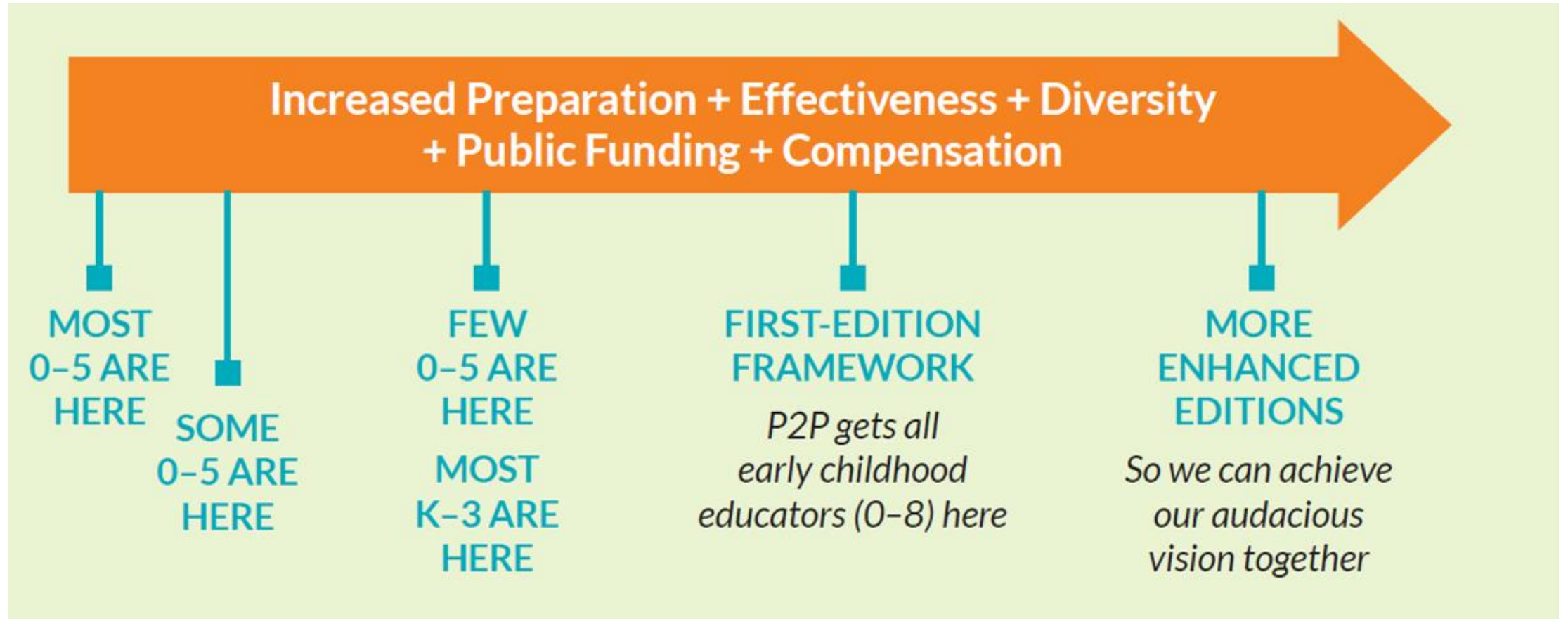
- **Intentional engagement**

- 20+ focus groups reaching more than 400 educators
  - Educators from communities of color, educators whose first language is Spanish, educators from rural communities, and educators working in family child care settings

# Moving toward our vision

Power to the Profession Decision Cycles 1 – 6

# Getting from Here to There: The Unifying Pathway



# 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

# DC1: Name

## Individual:

Early Childhood Educator

## Profession:

Early Childhood Education  
Profession

### Creating a Profession from a Much Larger Field





# DC1: Distinct Role in Society

## Early Childhood Educators

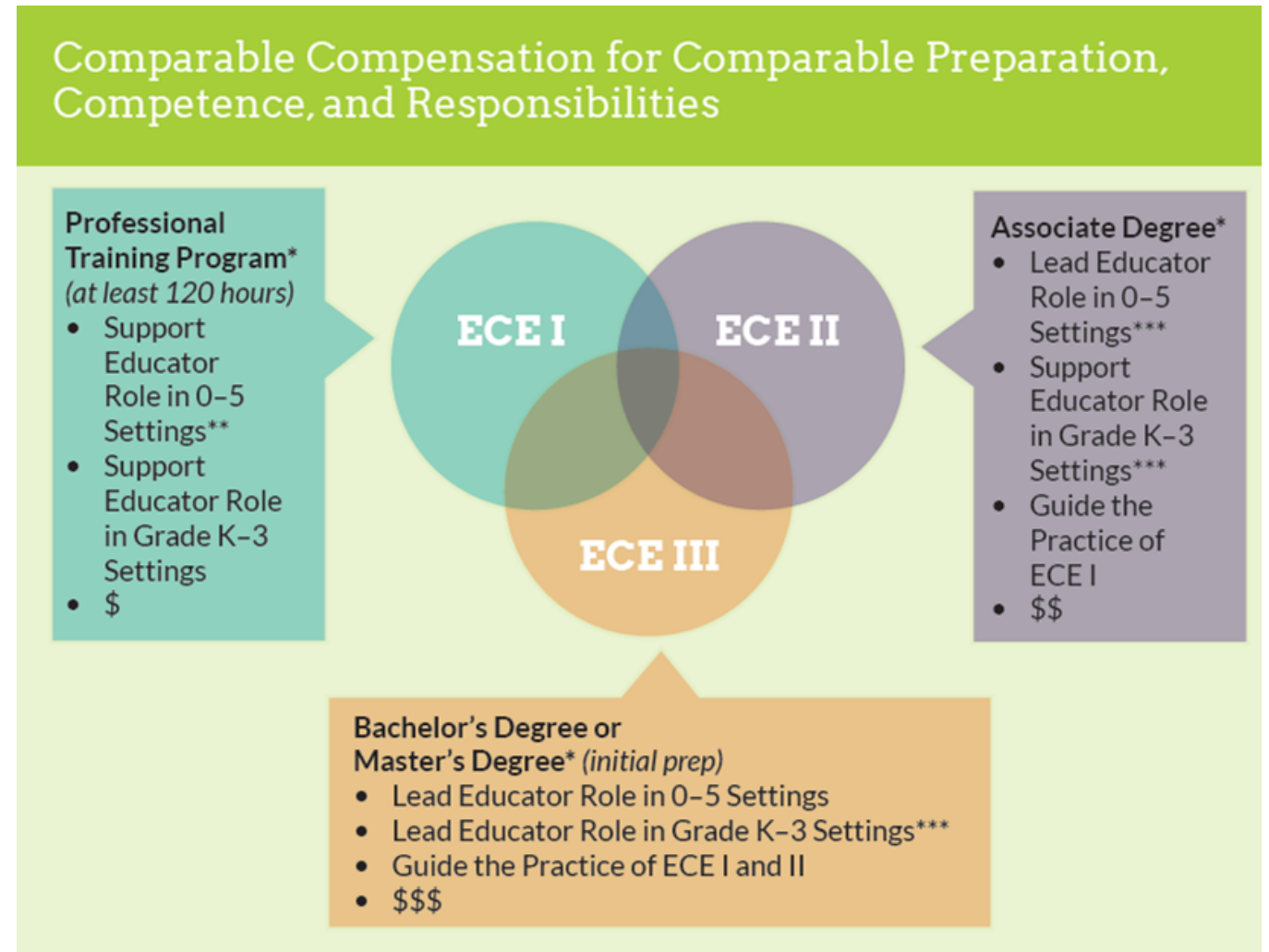
- Care for and promote the learning, development and well-being of children birth through age eight
- Practice in all early childhood education settings
- Meet the guidelines of the profession
- Are defined by their mastery of knowledge, skills and competencies, as defined by the profession

## DC 2: Shared Standards and Competencies

- DC 2 launched the process to create agreed-upon, unified Professional Standards and Competencies for Early Childhood Educators
- Progressing simultaneously to the rest of the Decision Cycle work with workgroups and field engagement
- In developing unified competencies, Task Force recommended:
  - Do not start with a blank slate; begin with the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs* and leverage standards from other national organizations
  - Make critical revisions to address gaps identified
  - Rebrand and elevate

# DC 345+6: Pathways, Preparation and Compensation

- Cacophony of labels and roles is reduced to three distinct and meaningful designations: ECE I, ECE II, and ECE III, united within one profession.
- Each preparation program will be responsible for preparing candidates who know, understand, and can implement the professional standards and competencies as defined by the profession, and leveled to be aligned with the three scopes of practice.
- Progression, not regression: in state and district funded preschool programs provided in mixed-delivery settings and explicitly aligned with the K–12 public school system, *ECE III graduates must be the lead*.



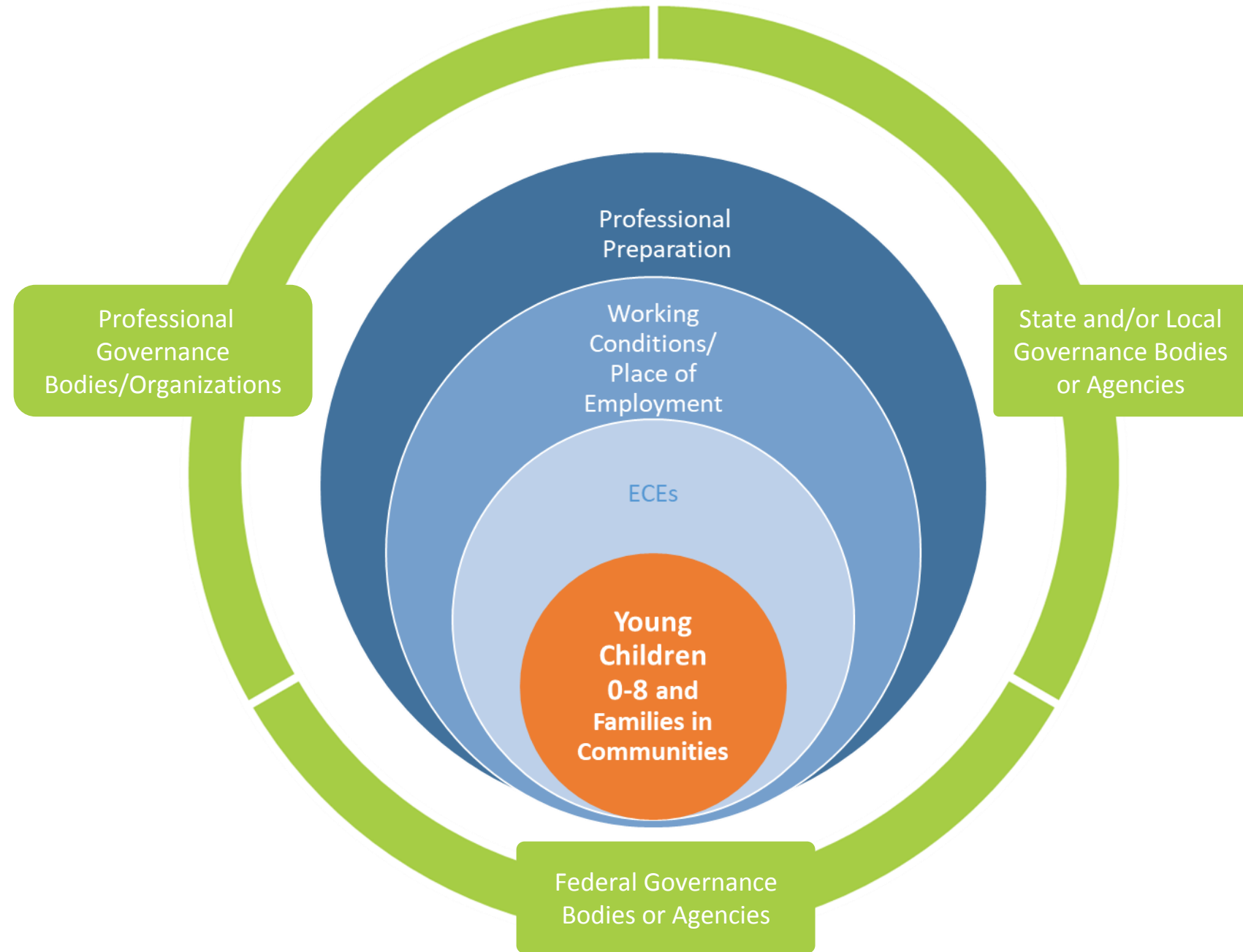
# Compensation Recommendations

- **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.**

# Preparing for Decision Cycles 7 and 8

Building a system of resources, supports and infrastructure to support early childhood educators.

# Accountability, Infrastructure, and Resources for the Entire System



# Where we are now

- A fragmented, isolated, and under-resourced system that does not support the effectiveness of early childhood educators.
- What early childhood educators have to know and be able to do, how they are prepared, how they are compensated, and how they and the institutions that are supposed to support them are held accountable vary dramatically.
- Variation across:
  - Professional preparation programs
  - Licensing requirements
  - Employer guidelines and expectations
  - States and settings

# Where we are going

- A unified, coherent, accountable, and well-resourced system that supports the effectiveness of early childhood educators
- Clear, consistent, and right-sized roles that allow the profession itself to take the lead in defining roles and responsibilities for preparation and practice



# Where we are going

“As a profession, early childhood educators welcome increased, clear, and consistent accountability that is aligned with our definitions of professional competencies and which results in increased compensation.

We understand that we can only expect the significant, sustained increases in public finances needed to move the profession forward if we are willing to be accountable for their effective use.

At the same time, we also understand that we can only be held accountable if we have necessary and sufficient supports, resources, and infrastructure.”



# Learning from Other Professions:

Members of  
the Profession

Preparation  
Programs

Employers

Professional  
Organizations

State  
Government

Federal  
Government

# Decision Cycles 7 and 8

## Core Recommendations

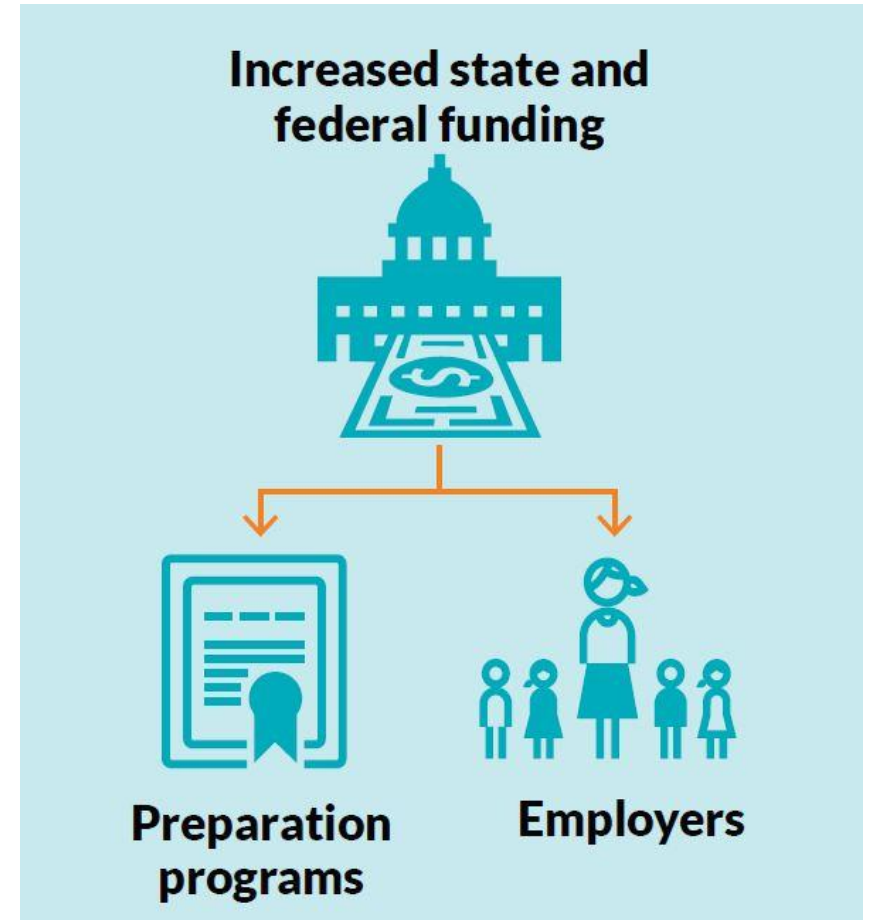
# Recommendation 1

All early childhood educators will hold a license to practice and will be funded and supported by professional preparation programs, employers, professional governance, states, and the federal government in order to obtain the license. Licensure pathways are accessible, affordable, efficient, and high quality.



# Recommendation 2

Professional preparation programs and employers will be held accountable for supporting the early childhood education profession, as public funding is increased to allow them to meet these expectations.



# Professional Preparation Programs

- Ensure that completers of the programs can demonstrate mastery of the Professional Standards and Competencies for Early Childhood Educators.
- Assure quality, increase coherence, and reduce bureaucracy via accreditation
  - Approval of accreditation and recognition bodies from Professional Governance Body
- Create seamless articulation strategies to address pathways and reduce duplication
- *This means public funding must be directed towards critical supports such as:*
  - *Building the faculty pipeline and increasing capacity (i.e., better faculty:student ratios, more access to professional development)*
  - *Better data and technology systems*
  - *Students having access to high quality field experience sites*
  - *Supports for accreditation and other quality improvement efforts*
  - *Supports for students, including wrap-around supports, advising, and cohort models*

# Employers

- Provide salaries comparable to the public K-12 education sector for similarly qualified employees and competitive benefits packages that include paid leave, medical insurance, and retirement savings.
- Hire qualified staff to perform responsibilities that are within their designated scope, with a priority of hiring a diverse workforce that reflects the population served
- Implement work schedules, materials and staffing models that lead to effective development and education of young children and well-being of employees.
- *This means employers need public funding to allow for recruiting and retaining staff with the credentials outlined in the P2P recommendations, to increase the presence of diverse ECEs in administrative roles, access to professional development, and more.*

# Recommendation 3

Create a clearly delineated governance structure that supports both professional autonomy and self-governance as well as federal and state government funding, legislation, and regulations.

→ Create an initial Professional Governance Body (PGB) that will immediately support the implementation of the P2P recommendations and advance the long-term sustainability of the profession.



# Semi-Autonomous with Independent Decision-Making Authority

- Organized around five core principles:
  - publicly accountable and rooted in the profession
  - equally shared power
  - transparency
  - maximum funding for the profession
  - leveraged resources
- Initially hosted at NAEYC
  - legal, administrative, financial, and programmatic infrastructure
  - independent structural review within the first three years

# Role of Federal and State Government

- Use targeted funding, legislation, and smart regulation to advance the recommendations of P2P, particularly for members of the profession, professional preparation programs, and employers.
- As the profession takes on more responsibility, the federal and state roles will evolve to focus on regulating practice and targeting investments to ensure quality of life, safety, and accountability.
- Expect they will engage with and be responsive to members of the profession and professional organizations (such as associations and unions), and address barriers to membership in such organizations.

What questions do you have?

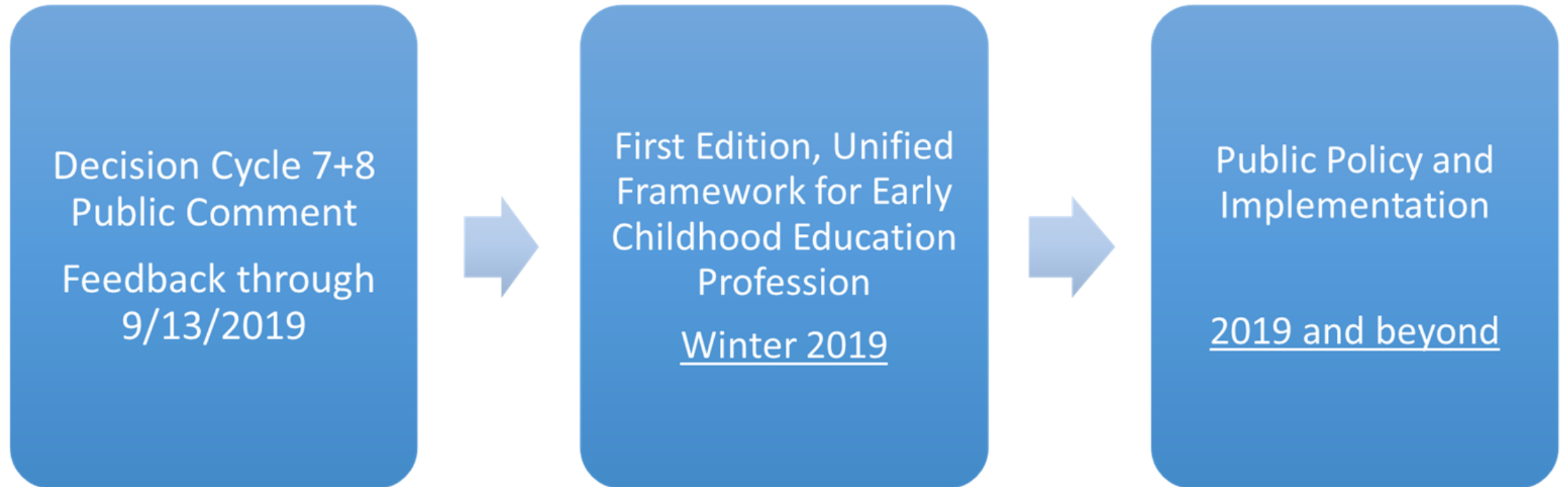
Next steps

# Help lead the conversation

1. Read the draft in [English](#) and/or en [Español](#)
  - Other tools and resources: [Frequently Asked Questions](#), [Facilitator's Guide](#) (coming soon!)
2. **Share the draft with others and engage your networks**
  - Include P2P through your convenings, newsletters, and on social media
  - Host in-person and online discussion groups with your constituents
3. Tell us what you think
  - Take and share the [online survey](#) with partners and others
  - Send your individual and/or organizational perspectives to [p2p@naeyc.org](mailto:p2p@naeyc.org)
  - [Sign up](#) for virtual Office Hours

**Feedback is welcomed through September 13, 2019**

# Power to the Profession Timeline



# Thank you!

[www.powertotheprofession.org](http://www.powertotheprofession.org)

[p2p@naeyc.org](mailto:p2p@naeyc.org)

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