

POWER TO THE PROFESSION:

Focus on Decision Cycle 3 4 5 + 6



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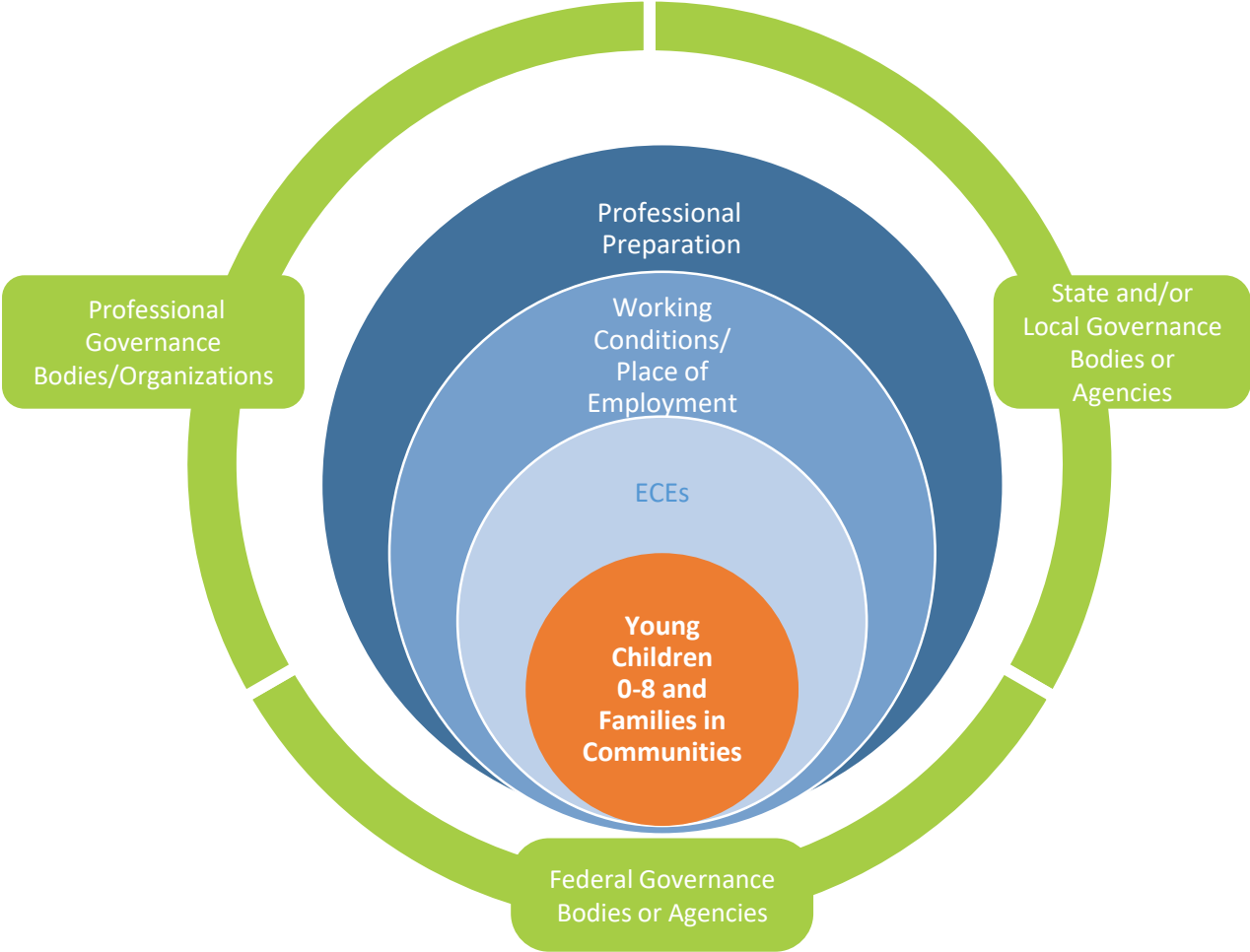
- 1. American Federation of State, County and Municipal Employees**
- 2. American Federation of Teachers**
- 3. Associate Degree Early Childhood Teacher Educators**
- 4. Child Care Aware of America**
- 5. Council for Professional Recognition**
- 6. Division for Early Childhood of the Council for Exceptional 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**



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Many Factors Influence Young Children



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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.



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



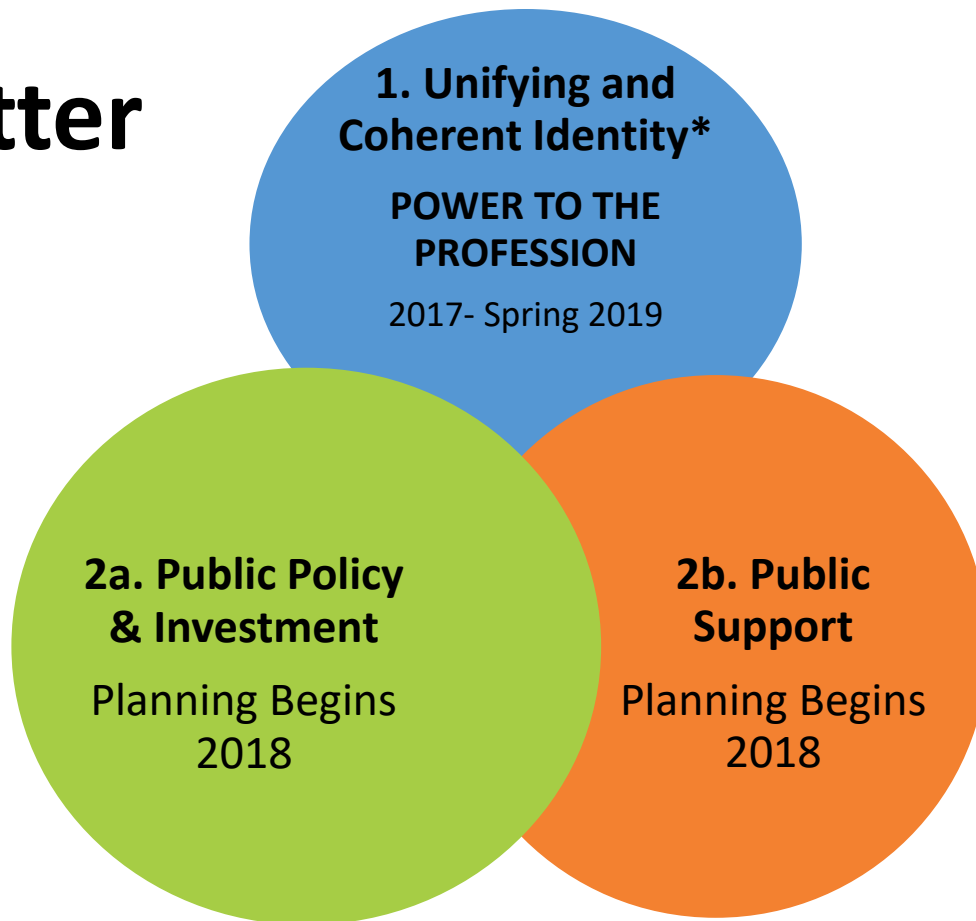
Systemic Problems Require Systemic Solutions

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.

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

Sequence Matter



*First edition; professions continuously evolve



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P2P Driven by Leadership, Collaboration and Engagement



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Sharpening Our Equity Lens

Professional Leadership and Collaboration

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

Engagement

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

Coherent Identity

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

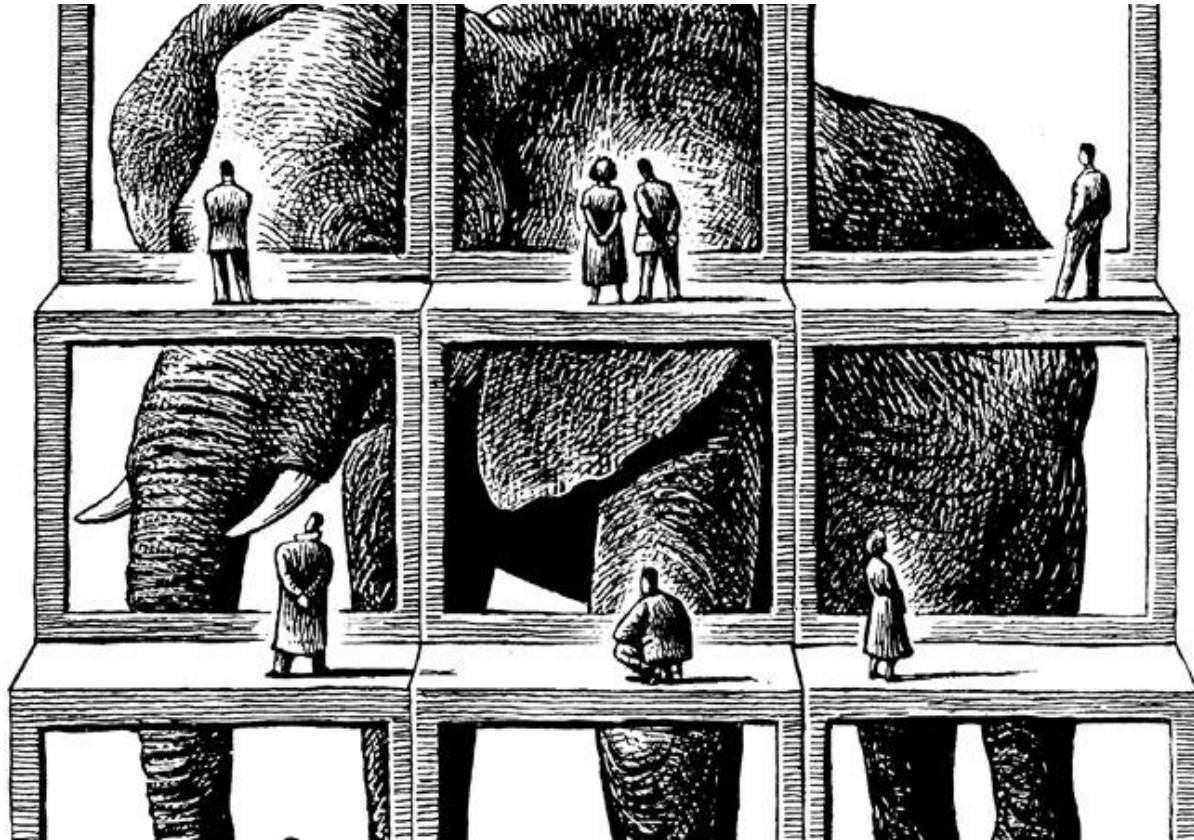


P2P Has 8 Decision Cycles

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



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DC1: Name

Individual: Early Childhood Educator

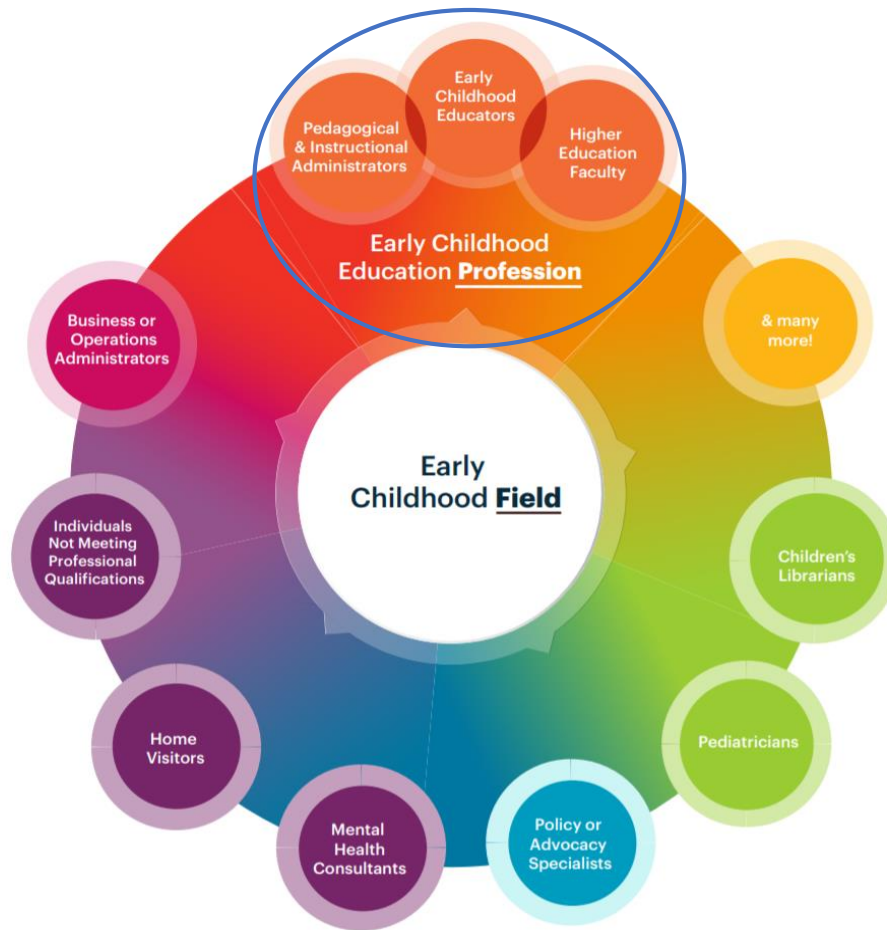
Profession: Early Childhood Education Profession

DC1: Distinct Role in Society

Early Childhood Educators

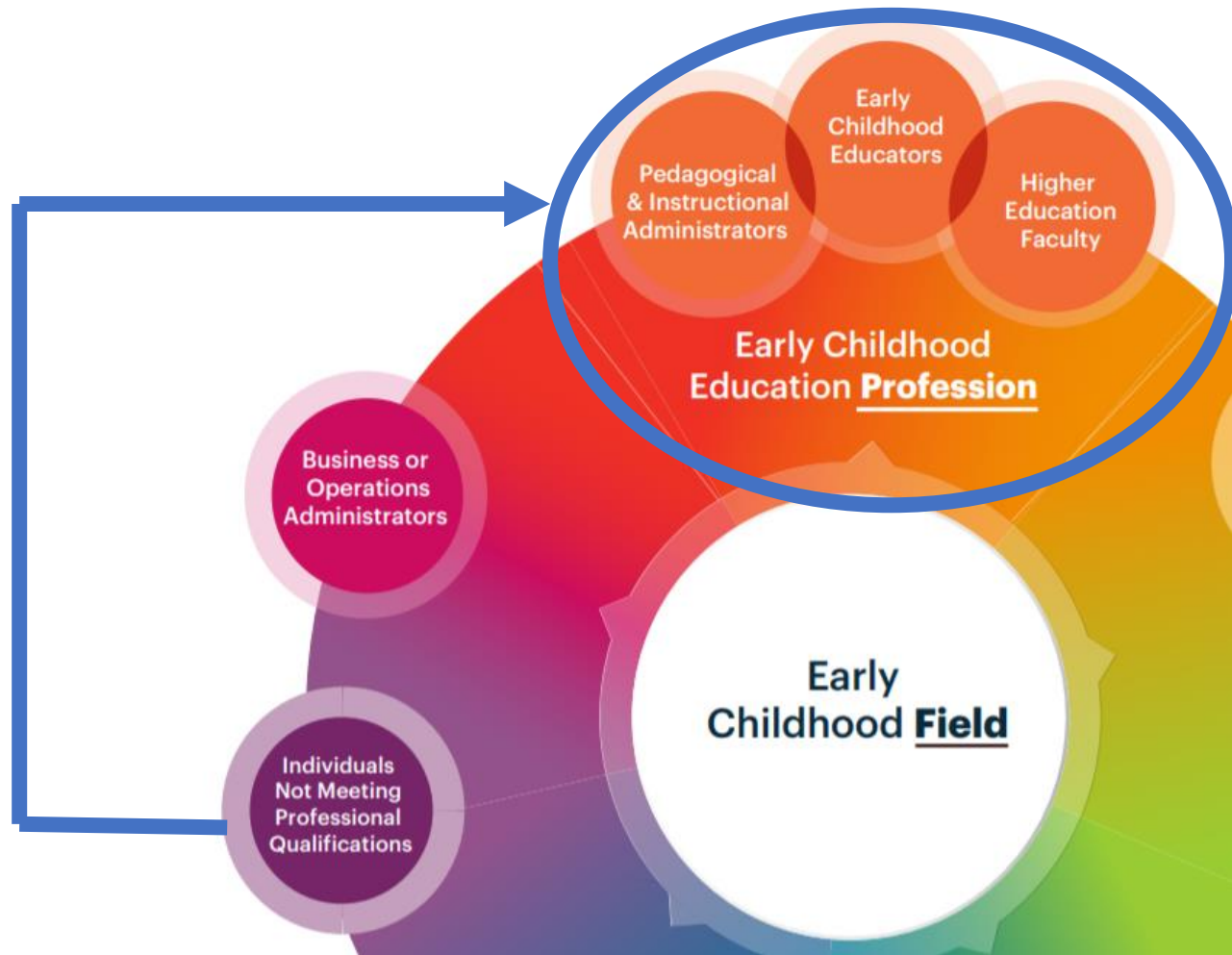
- Care for and promote the learning, development and well-being of children birth through age eight
- Practice in all early childhood education settings
- Meet the guidelines of the profession
- Are defined by their mastery of knowledge, skills and competencies, as defined by the profession

DC1: Distinct Profession in the Early Childhood Field



Decision Cycle 1

DC1: Distinct Profession in the Early Childhood Field



Decision Cycle 1



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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)

3: Preparation, Responsibilities and Compensation

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

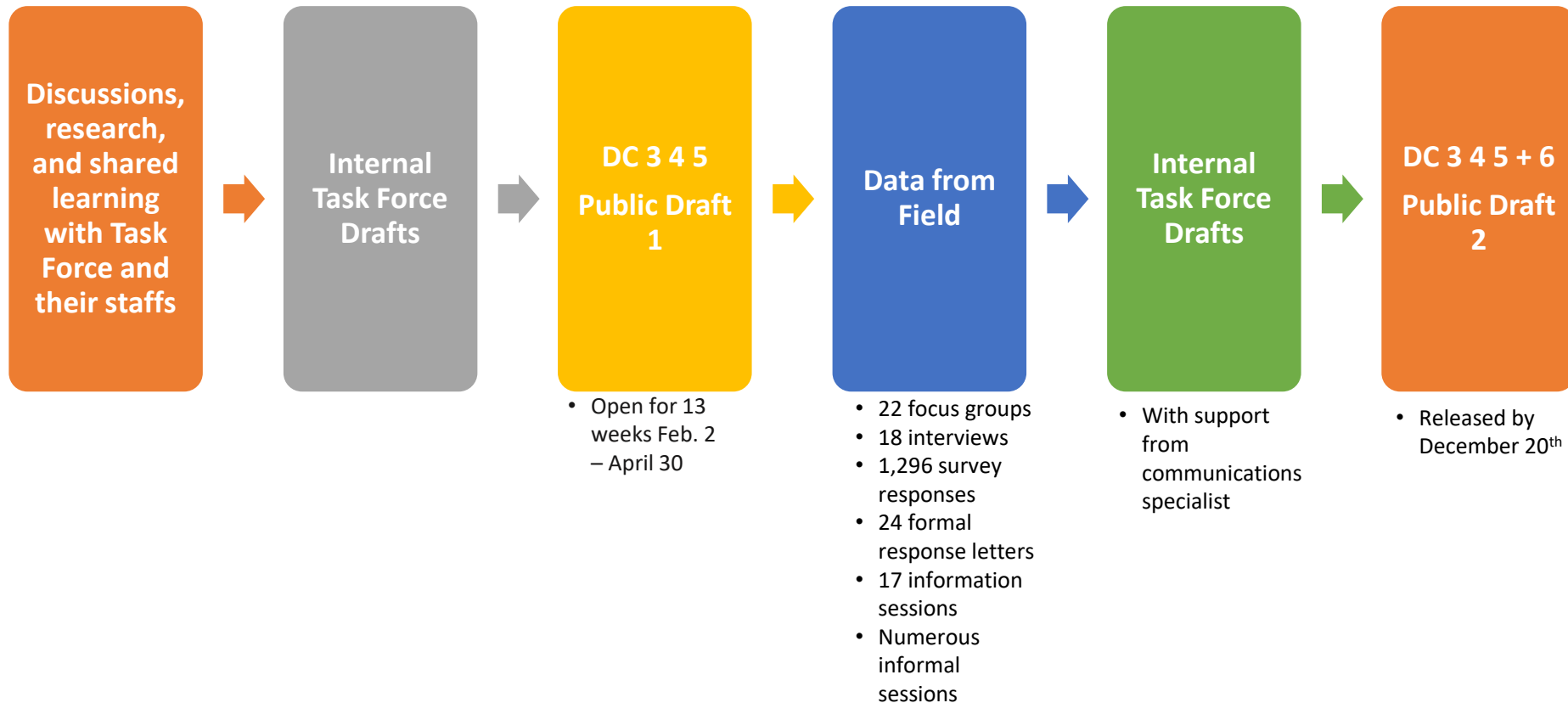
Sara Mead



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



Where We Are Now: Difficult Realities

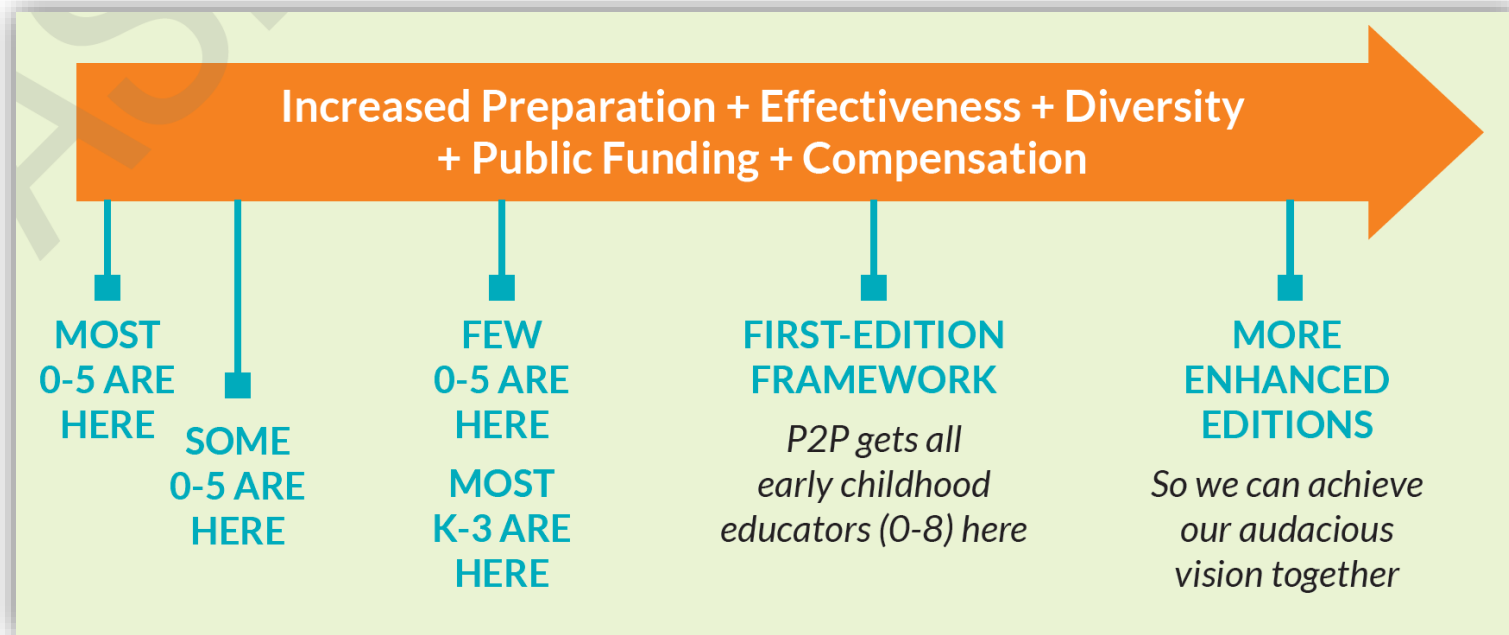
- An incoherent and inconsistent system that fails to recognize differences in preparation, skills, and experience
- A hodge-podge of preparation programs of uneven quality
- Specializations that reinforce fragmentation without agreed-upon competencies
- Undervalued, underfunded, and unequitable



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

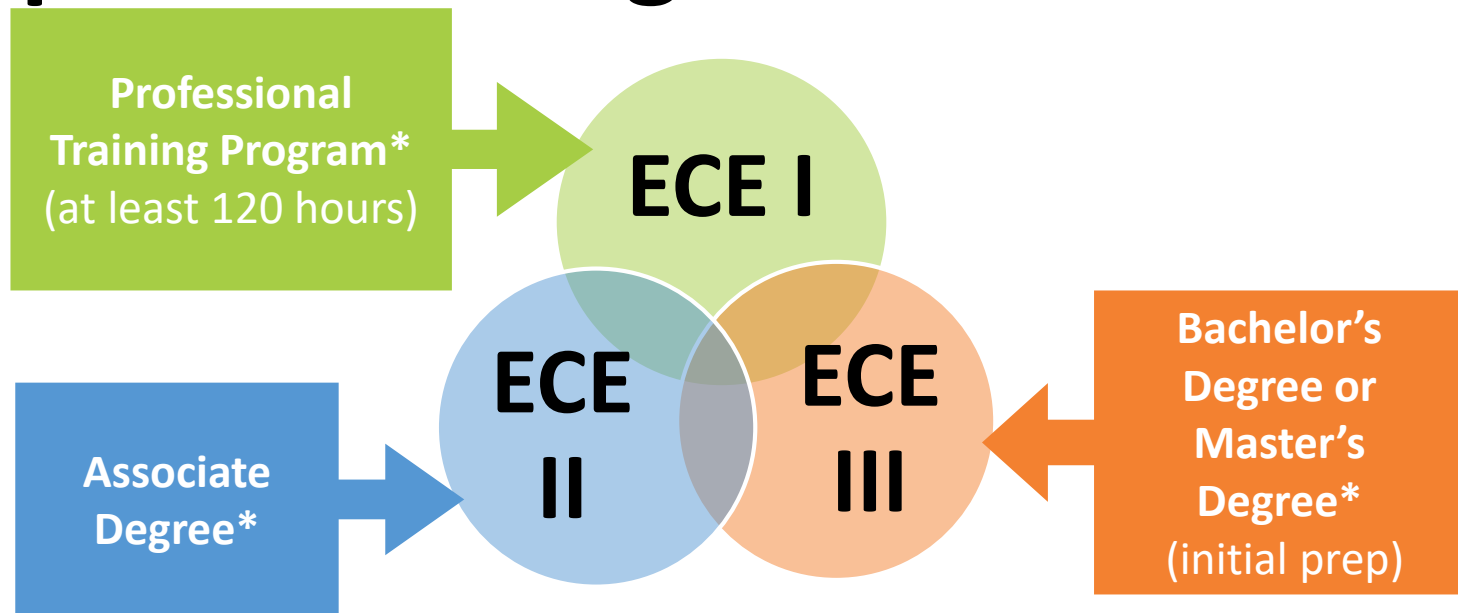
Getting from Here to There: The Unifying Pathway



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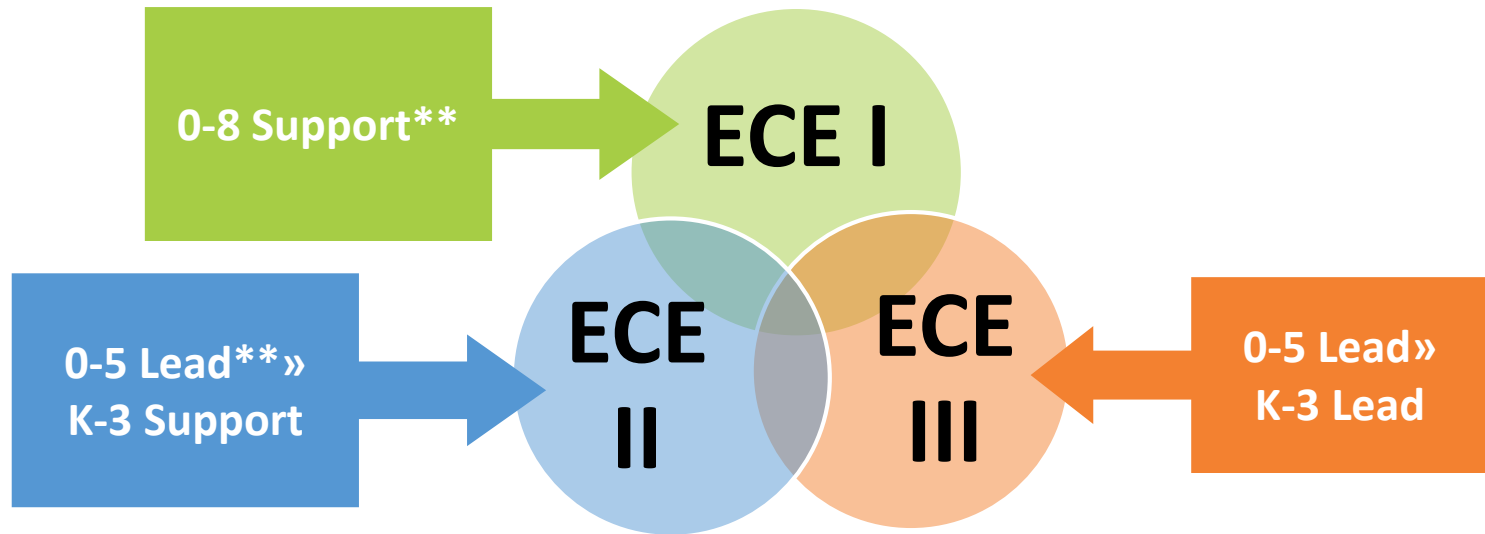
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DC 3 4 5 + 6: Primary Set of Preparation Programs



*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*



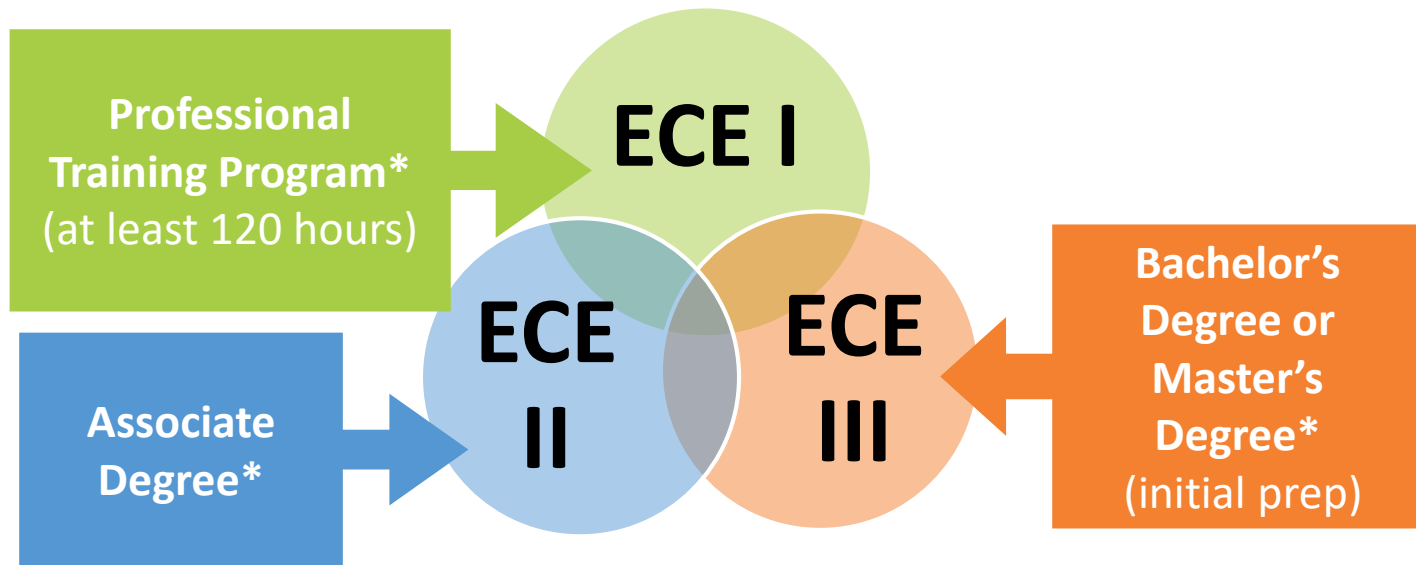
*Prepared to work together in various configurations as part of a teaching team hence some overlap.

**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.*

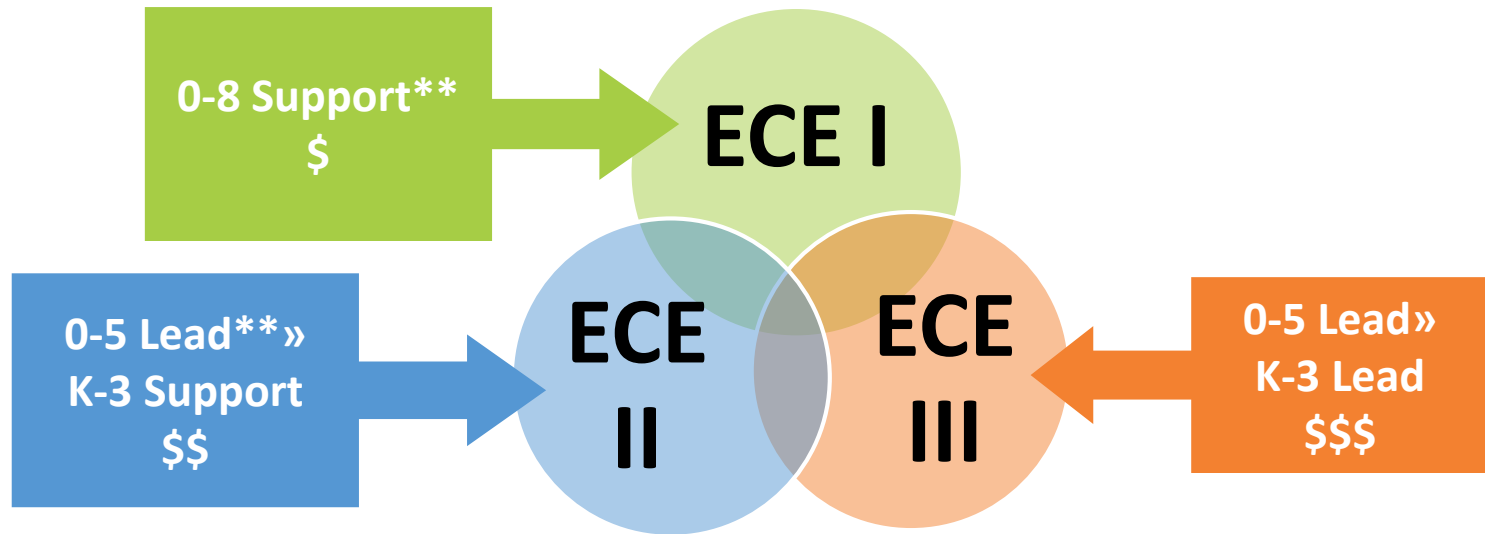
Generalize First, Then Specialize

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



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

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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.

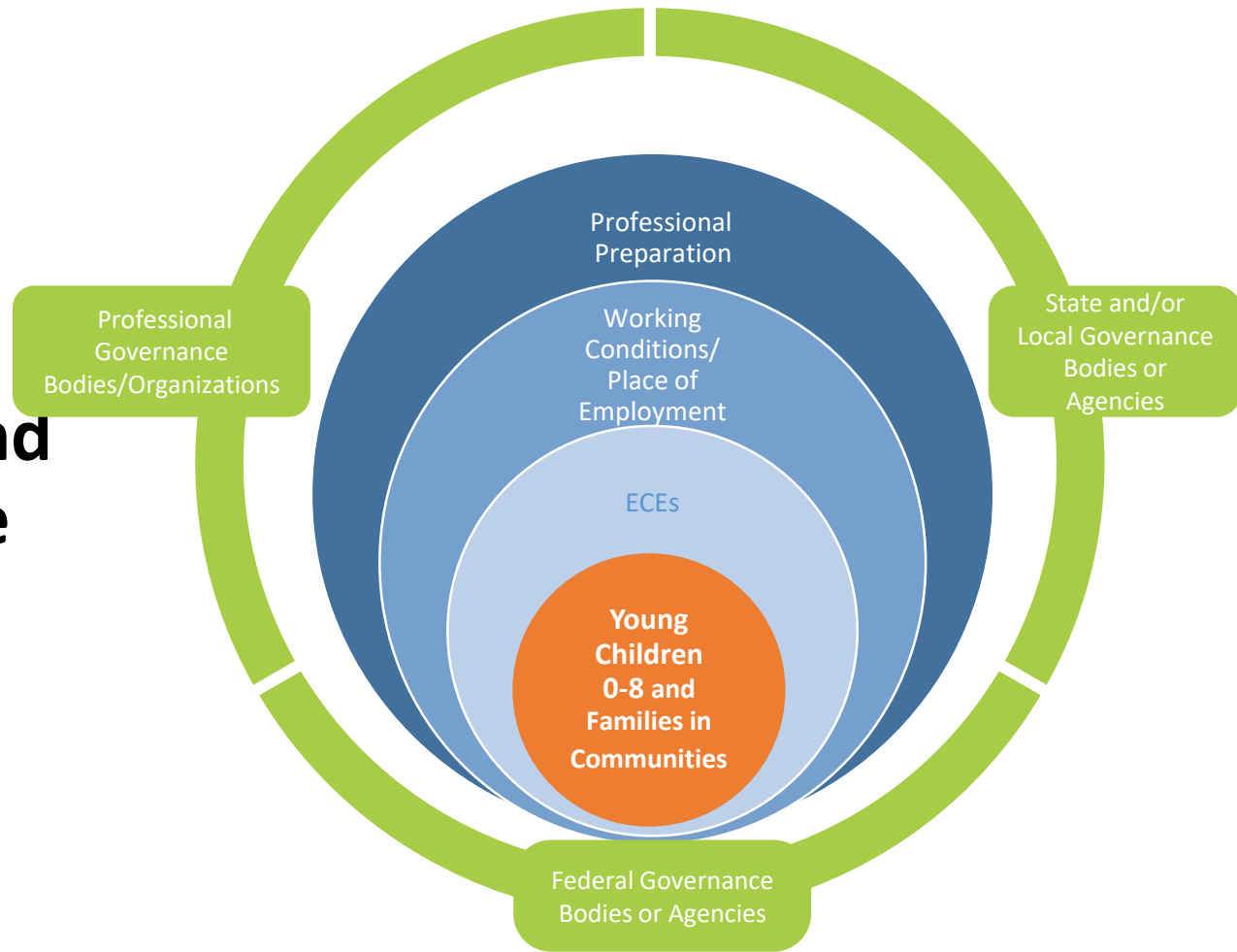


But Wait, More Decisions in the Queue!

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?



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