Power to the Profession

Minnesota’s Future Policy Hour
December 2017
MN Association for the Education of Young Children (MnAEYC) &
MN School-Age Care Alliance (MnSACA)

- State affiliate of NAEYC & NAA
- Promote quality, support professionals
- Accreditation, Professional Development, Policy & Advocacy
Seize the Moment

1. Solid Research
2. Leadership and Prioritization
3. Public Interest and Visibility
What We Want & Need

• Effective practices
• Significant public investment
• Comparable compensation
• Diverse professionals at all levels
• High-quality and accessible preparation programs
• Professional autonomy
• Profession-led policies
• Professional respect and status
What We Have
Internal Confusion

- Varying nomenclature
- Varying competencies
- Varying preparation
- Varying qualifications
- Varying compensation
- Varying working conditions
- Varying expectation for practice
- Varying performance
- Varying accountability
What We Have: External Confusion

1. “The two primary qualifications for a child care worker should be common sense and a warm and loving heart.”

2. “It really isn't rocket science. Seems to me like at least a two year degree/certificate should be warranted.”

3. “Yes, they should have college degrees and a professional culture. However, the government must be responsible for paying them, for all children, not just the poor.”
What We Have:
External Confusion

Confusion about who we are:
• lead teacher
• child care providers
• homecare providers
• assistant teachers
• providers
• teachers
• child care worker
• Early childhood workforce
• preschool teachers

Confusion about what we do:
• early learning
• child care
• daycare
• care and education of children from birth through age 8
Power to the Profession

A Three-Pronged Approach

- The Image of the Profession
- Defining and Growing the Profession
- Investing in the Profession
Who is Leading P2P?

**Task Force**
15 National Organizations who 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
Task Force

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
Stakeholders

Includes organizations, like

- American Association of Colleges for Teacher Education
- Council of Chief State School Officers
- McCormick Center for Early Childhood Leadership
- Military Child Education Coalition
- National Black Child Development Institute
- National Council of La Raza
- National League of Cities
Core Components of a Profession

1. Name
2. Distinct role in society
3. Distinct responsibilities
4. A Code of Ethics
5. Expectations and standards for practice
6. Competencies
7. Educational requirements for professional entry
8. Examination or assessment requirements for professional entry
9. Experience, practicum, or clinical requirements for professional entry
10. Accreditation of Professional Preparation Programs in Higher Education Institutions or Other Approved Sources (connected to #7)
11. Government agency that issues license to practice (Initial and Renewal)
12. Government agency that penalizes licensed professionals who violate professional norms or threaten public safety
How Do We Get There
8 Decision Cycles
January 2017-December 2018

1. Professional Identity and Boundary
2. Competencies (General)
3. Competencies (Specialized)
4. Competency Attainment Source
5. Qualifications and Pathways
6. Compensation Recommendation
7. Required Accountability and Quality Assurance
8. Required Support and Infrastructure
Summary of Decisions Made to Date
Summary of Decision Cycle 1
The ECE Profession in the EC Field
Summary of Decision Cycle 1
Responsibilities of the ECE Profession

1. Planning and implementing intentional, developmentally appropriate learning experiences (curriculum) that promote the Social-Emotional Development, Physical Development and Health, Cognitive Development, and General Learning Competencies of each child served

2. Establishing and maintaining a safe, caring, inclusive, and healthy learning environment

3. Observing, documenting, and assessing children’s learning and development using guidelines established by the profession

4. Developing reciprocal, culturally responsive relationships with families and communities
Summary of Decision Cycle 1
Responsibilities of the EC Profession

• 5. Advocating for the needs of children and their families
• 6. Advancing and advocating for an equitable, diverse and effective early childhood education profession
• 7. Engaging in reflective practice and continuous learning

Their responsibilities, as well as accountability to those responsibilities, are consistent across all early childhood education settings that support young children birth through age eight.
Summary of Decision Cycle 2

Competencies that Define the ECE Profession

• Do not develop professional standards and competencies from a blank slate

• Start with the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs* and make some important revisions
Up Next
Decision Cycles 3, 4 & 5

- Preparation
- Scope of Practice/Responsibilities
- Uniformed Designations
Decision Cycle 3, 4 & 5 Timeline

• Survey will be available soon.
• Will be open through April.
Critical Questions for Cycles 3, 4 & 5

• How should the profession be structured?
  – Multiple designations within the ECE profession
  – One designation within the ECE Profession
• What preparation programs should be elevated and supported to prepare early childhood educators?
• Given the duration of these programs and the depth and breadth of the competencies, what are the reasonable expectations for these programs?
• What should be the designation and distinct responsibilities of members of the early childhood education profession?
• How should specialization within the profession be structured?
How You Can Get Involved

• Respond to P2P working drafts and give input; share with your networks
• Collaborate during 2018 State Legislative Session
• Collaborate on gubernatorial candidate engagement
• Advance the coordination and sustainability of MN workforce efforts
• Partner on the ground for community events
Visit our website at:

www.mnaeyc-mnsaca.org/profession

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