



**Commission on
Professional Excellence
in Early Childhood Education**

Moving Forward: Building the Future of the ECE Profession

**Child Care Aware of
America Symposium**

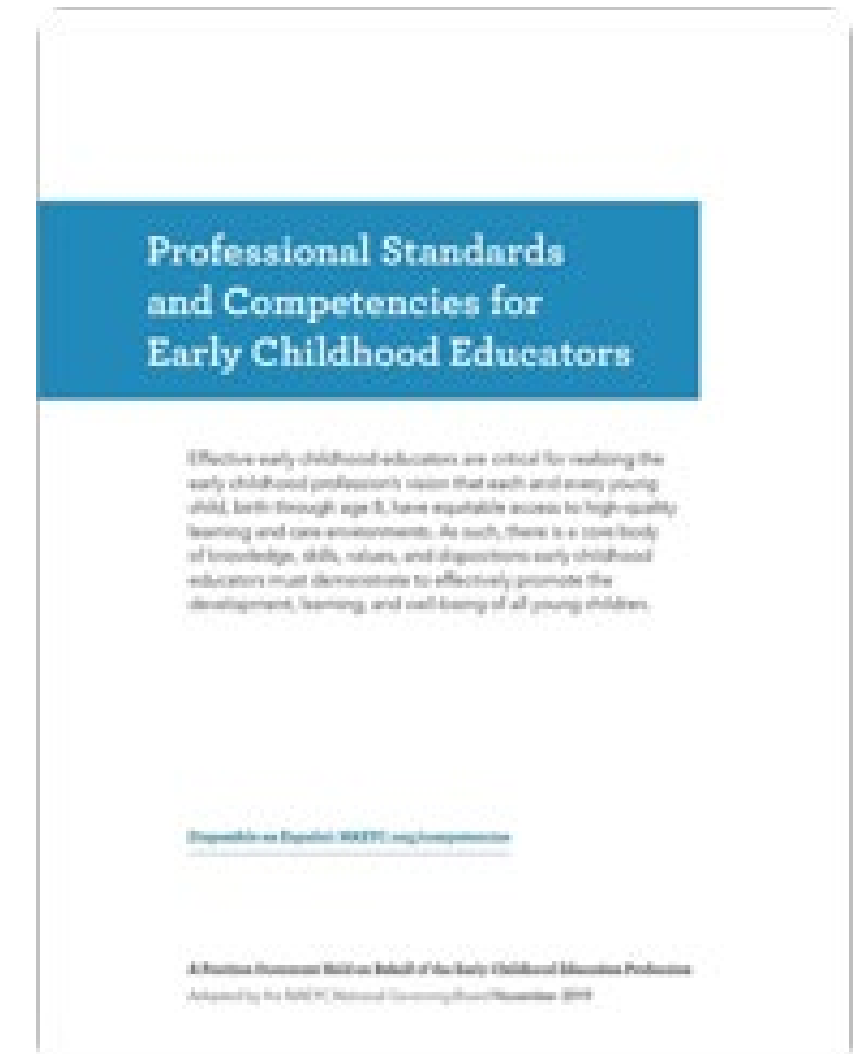
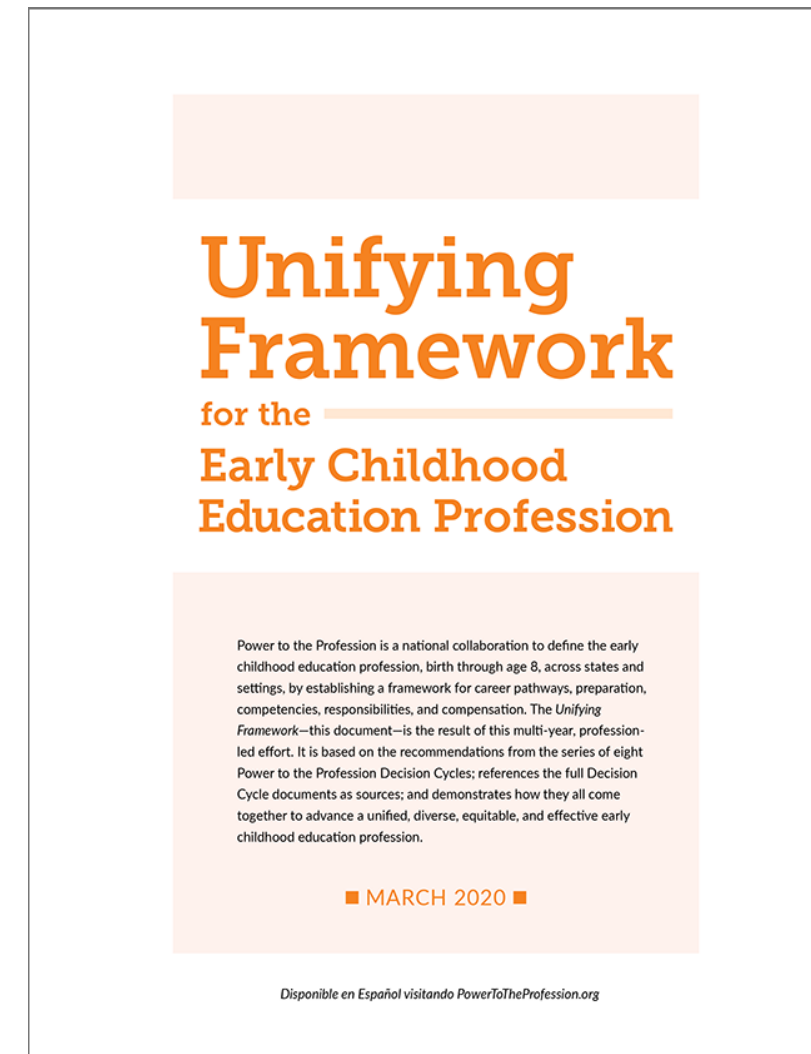
May 2024

- Susan Gale Perry, Child Care Aware of America
- Michelle Kang, National Association for the Education of Young Children
- Sarah LeMoine, Zero to Three
- Calvin Moore, Council for Professional Recognition
- Mary Harrill, NAEYC (facilitator)

Presenters

What is the Unifying Framework?

- Roadmap for an inclusive, equitable future that **values and invests in the essential early childhood education profession for its skilled and important work.**
- An ambitious **vision with near-term recommendations** rooted in the realities of the current ECE workforce and ECE pathways landscape.
- Balancing act attending to the needs and strengths of the **current ECE workforce while building a clear and sustainable system for the future workforce.**



Supporting An Autonomous ECE Profession

“In order to support the implementation of the Unifying Framework, there must be a **cohesive, profession-led governance structure**. This will require leveraging the multiple professional organizations and individuals that contribute to the early childhood education profession. The [P2P] Task Force recommends the creation of a clearly delineated governance structure that **supports professional autonomy and self-governance**, while collaborating with federal and state governments on funding, legislation, and regulations.”

- Unifying Framework for the Early Childhood Education Profession

For the Profession, With the Profession

Development of the Unifying Framework was led by a task force of 15 national ECE membership organizations and involved multiple, iterative rounds of English and Spanish feedback with 11,000+ individuals.

- **Surveys**
 - More than 6,300 respondents

- **Focus groups**
 - Broad-based engagement in 48 states
 - 175 focus groups reaching more than 3,400 individuals
 - 20+ targeted groups reaching more than 440 educators in 12 states, DC, and Puerto Rico
 - Educators from communities of color, educators whose first language is Spanish, educators from rural communities, and educators working in family child care settings

- **Public Awareness**
 - Blogs, events, traditional media, social media

Primary Duties

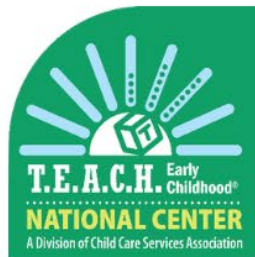
- Hold the standards, competencies, and guidelines of the profession
- Set the parameters for quality assurance of individuals and professional preparation programs
- Coordinate with state and federal bodies to promote alignment with the profession's recommendations

Commission on Professional Excellence

www.commissionece.org

11 Educator
Members Joined in
December 2022

The Commission is a
semi-autonomous
body initially hosted at
NAEYC



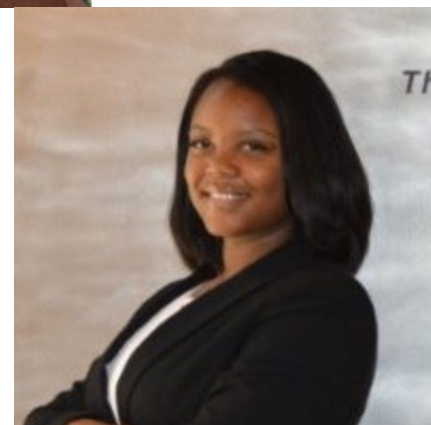
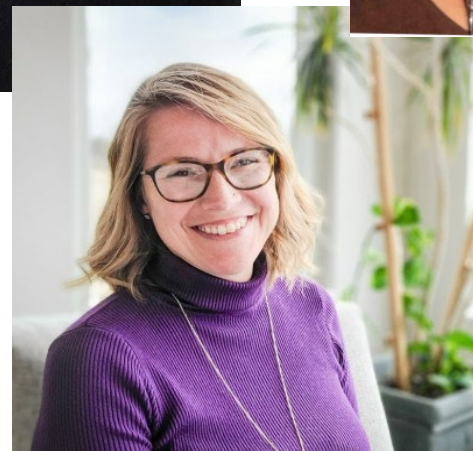
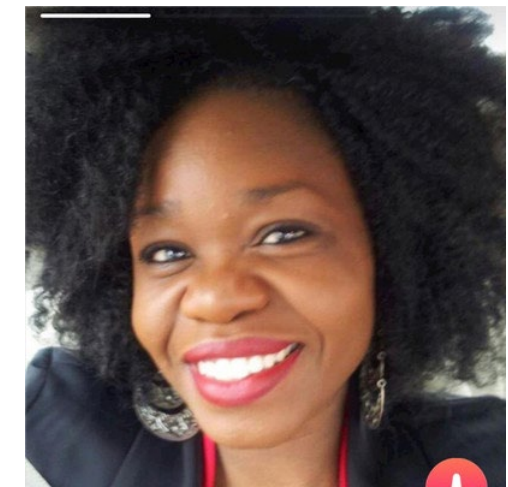
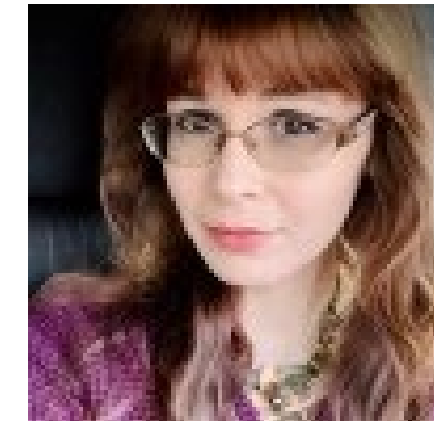
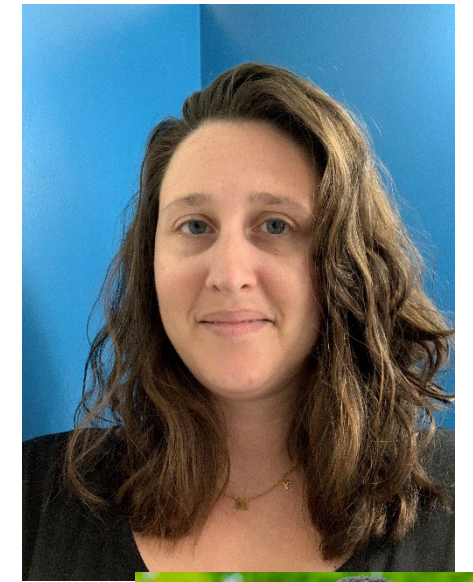
Supporting the
Nation's Early Childhood &
Out-of-School-Time Workforce!



National Indian Child Care Association



Commissioners!



Guiding Principles

- Publicly accountable and rooted in the profession
- Equally shared power
- Transparency
- Lean operations
- Leveraged resources

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 or requirements for early childhood educators without advocating for **increased funding and capacity supports** so that programs, institutions, and educators across all settings can implement them.

We will not advocate for policies that advance the early childhood education profession without doing the work to **mitigate unintended consequences** and create meaningful pathways for advancement.

Implementation Commitments

Implementation Commitments

- We will not advocate for policies that disproportionately and negatively impact educators from communities of color.
- We will not advocate for new regulations or requirements for early childhood educators without advocating to establish and implement **realistic timelines** that recognize the challenges faced by the existing workforce, across all settings.
- We will not advocate for new regulations or requirements for early childhood educators without advocating 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.



Increasing Qualifications, Centering Equity

Experiences and Advice from
Early Childhood Educators of Color

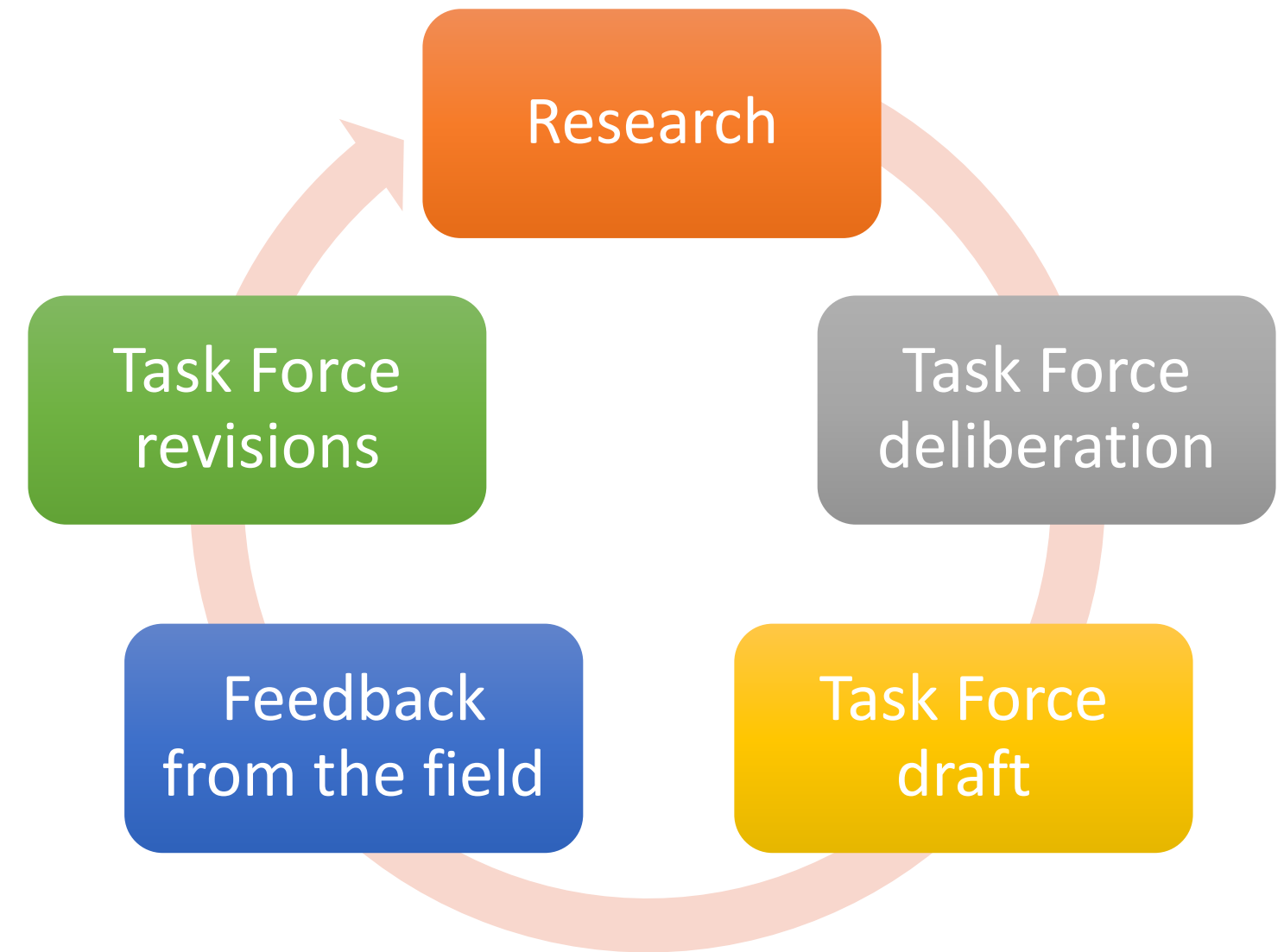
naeyc

National Association for the
Education of Young Children

In collaboration with
The Education Trust

What Does the Unifying Framework Address?

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 recommendations were developed through a Decision Cycle process described in the graphic above

Early Childhood Educators

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

Creating a Profession from a Much Larger Field



Professional Compensation

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.

Recommendation 5: The federal government is the financial backbone of the profession

One Profession, Three Designations

Birth through Age 8 License to Practice

ECE I Designation

\$

ECE II Designation

\$\$

ECE III Designation

\$\$\$

Completion of (at least)
120 clock hours of an ECE
preparation program

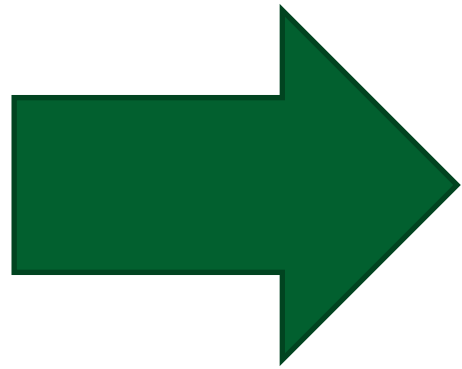
ECE Associate Degree

ECE Baccalaureate
Degree or ECE Initial
Master's Degree

Supports and Accountability for ECE Professional Preparation Programs

Necessary Supports and Infrastructure for ECE Professional Preparation Programs

- For Faculty
- For Programs
- For Students
- Investment from Higher Ed Leadership



As public funding increases and as access to core infrastructure and supports for ECE Higher Ed Programs increases, programs must meet three expectations

Earn accreditation or recognition from an early childhood professional preparation accreditation or recognition

Ensure that graduates can successfully demonstrate proficiency in the *Professional Standards and Competencies*

Advance seamless articulation strategies

The leadership and engagement of family child care organizations and individuals helps ensure that the design, language, and implementation of the *Unifying Framework* was, is, and will be explicitly and intentionally inclusive of family and home-based child care.

The goal is to ensure that current and future educators working in family child care settings have equitable access to (and are not excluded from) a resourced system in which they are fairly compensated, operate with professional autonomy, and are valued and supported.

Commission's FCC Committee

Emerging areas of work

- Models and recommendations for supervision
- Essential areas of competency for FCC that aren't pedagogical
- Promising practices and recommendations specific to FCC in equitably accessing and completing professional preparation programs
- Guidance to states aligning with the Unifying Framework about how to address connections to FFN

Highlights from the Summary of Professional Licensure Legislation

- ✓ Mirrors the Unifying Framework and the Professional Standards and Competencies
- ✓ Provides guidance for establishing a state ECE Licensing Board
- ✓ Establishes key elements and processes for early childhood educator licensure, including:
 - Initial licensure qualifications for ECE I, II and III
 - Transitional
 - Reciprocal
 - Provisional
 - Renewal
 - Core competencies
 - Waiver of requirements
 - Licensure lattice
 - Continuing education
 - Specialization



Professional Licensure for Early Childhood Educators Summary of Legislation

This document provides a high-level summary of the Commission for Professional Excellence's draft licensure legislation that is intended to serve as a model for states considering moving towards professional licensure for early childhood educators. It is grounded in the recommendations from the *Unifying Framework for the Early Childhood Education Profession*, which lays out a comprehensive, collective vision for moving towards the diverse, equitable, effective, well-prepared, and well-compensated early childhood education profession that our nation needs to ensure families have access to quality early learning and care options for their children.

Highlights from the Guiding Principles

- ✓ The assessments are intended to act in concert with the other elements of licensure (accredited preparation programs, practicum experience, etc.). They are intended to assess entry level knowledge across the birth through age eight continuum and across all practice settings.
- ✓ Licensure assessments must be affordable; and not reinforce cultural, gender, racial, age, ability, family structure and linguistic biases.
- ✓ The content of the assessments must be aligned to the *Professional Standards and Competencies*.
- ✓ Assessments and the complete path to licensure must be accompanied by robust student support materials and resources that guide the candidate through the process.



Professional Licensure and Assessment Principles for Decision Making

This document is intended to guide the decision making of the Commission as it either establishes or adopts professional entrance assessments for each of the three levels of the ECE Profession. It is intended as an internal working document and is grounded in the vision of the Unifying Framework for the Early Childhood Education Profession, which states:

What is the Unifying Framework Driving Toward?

Creating a birth –
age 8 ECE
Workforce

All components of
the ECE system
are centered on
early childhood
educators and *the
Professional
Standards and
Competencies*

Every early
childhood
educator is
licensed to
practice

Access to and
support for ECE
higher education
is increased

Right-sizing the
profession and
(federal and state)
government roles

**Fair and
equitable
compensation
for all early
childhood
educators**

Unifying Framework Implementation Underway

Aligning to the
ECE I, II and III
Designations

Vermont

Missouri

District of Columbia

Investing in
Higher Ed
Faculty and
Accreditation

New Mexico

Michigan

Alabama

Pennsylvania

District of Columbia

Connecticut

Attending to
Compensation

Delaware

Minnesota

Connecticut

Louisiana

District of Columbia

Attending to
Benefits

Washington

Washington, DC

Kentucky

Rhode Island

Vermont

Adopting the
Professional
Standards and
Competencies

Pennsylvania

Iowa

South Carolina

Washington

Rhode Island



**Commission on
Professional Excellence
in Early Childhood Education**

“Our vision is that each and every child, beginning at birth, has the opportunity to benefit from high quality, affordable early childhood education, delivered by an effective, diverse, well-prepared, and well-compensated workforce.”

-Unifying Framework for the Early Childhood Education Profession

RAISING
CHILD CARE,
RAISING
AMERICA
MAY 19-22

Thank You

Please fill out our survey.

