

— A CCR&R's Guide to —
**POWER TO THE
PROFESSION**

What CCR&Rs Need to Do
Internally for Power to the
Profession

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In this e-book we'll explore how CCR&Rs can prepare staff for Power to the Profession.

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INTRODUCTION

ABOUT THIS E-BOOK

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About this E-book

Power to the Profession is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge and competencies, qualifications, standards, and compensation.

The purpose of this e-book is to provide ideas and suggestions on how to talk about and plan for Power to the Profession in your Child Care Resource and Referral (CCR&R) agency. Power to the Profession will not only shape the early care and education profession, but it will also impact how CCR&R agencies conduct business in the future.

This e-book is organized into two sections. The first section talks about ways you can help your staff understand what Power to the Profession is all about. After you and your staff understand the goals and recommendations of Power to the Profession, move to the second section to find out how you can begin to strategically think about and plan to implement the recommendations of Power to the Profession as a CCR&R agency. Each section gives tips and ideas about how to have these internal conversations and how to think about planning for implementation of the Power to the Profession recommendations.

We hope these ideas and tips on how you and your staff can begin to think about how to communicate and plan for Power to the Profession are helpful. We'd love to hear how you are talking about Power to the Profession internally. Please email your comments, ideas, and suggestions to us at: P2P@usa.childcareaware.org.

CHAPTER 1

INFORM & EDUCATE YOUR STAFF ABOUT POWER TO THE PROFESSION

CHAPTER 1

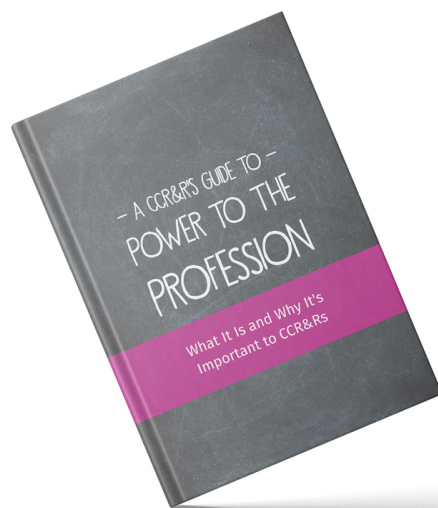
Inform and Education Your Staff about Power to the Profession

How can I help my staff understand the goals of Power to the Profession?

Involving staff in conversations about Power to the Profession is a critical step in understanding the initiative. The following ideas can be addressed across several staff meetings or even a staff retreat. The important point is to continue to have these conversations; they should not be rushed. It's important you and your staff have a deep understanding of the Power to the Profession because it can impact how CCR&Rs do their work in the future.

Idea # 1: Read Child Care Aware® of America's (CCAoA) first e-book on Power to the Profession

The best way to make sure you and your staff understand Power to the Profession is to read through the first e-book, [A CCR&R's Guide to Power to the Profession: What is It and Why It's Important to CCR&Rs](#). This e-book discusses the initiative, its goals, the process by which recommendations are made, and the role of CCR&Rs in this initiative.



Idea #2: Visit the Power to the Profession website

Have your team watch some of the videos on the [Power to the Profession website](#). We recommend watching the [Power to the Profession Introduction](#) video and [Join the Power to the Profession Movement](#) video.

After they have viewed these videos, have them read the summary of the most current [Decision Cycles 3, 4, and 5](#) and watch the [video](#).

Future recommendations and Decision Cycles will be posted on this website, so it is important to bookmark it and check back frequently!

Idea #3: Engage your staff

After your staff reviews the videos and documents, engage them in a discussion to help them better understand the goals and recommendations of the initiative. If your agency has a board of directors, consider involving them in the conversation as well.

Because there is so much to understand about Power to the Profession, we recommend spreading the discussion over several staff meetings. Here are some sample questions you can use to launch the conversation and move it forward.



Sample Discussion Questions

Tips for having creative staff conversations about Power to the Profession:

- Consider having post-it notes around the room with these questions. Staff can write their thoughts, ideas and questions on the notes.
- Use these questions as a study guide. Divide your team into small groups and have each group discuss 1-2 questions and report back to the whole team.
- Assign different sections of the Decision Cycle recommendations to staff in advance. Have them prepare a creative presentation to educate the rest of your team.

Whichever option you choose, make sure someone takes notes. If questions come up that you can't answer, contact CCAoA at P2P@usa.childcareaware.org.

Staff Meeting 1: Purpose of Power to the Profession

1. What is your initial reaction to Power to the Profession? Why is it important to define the early childhood education field as a profession? The recommendations from Decision Cycle 1 can help you think through this.
2. How would you explain the difference between someone who is in the early childhood education field vs. someone who is in the early childhood profession? Use this infographic to help explain and visualize this.
3. How do you feel about the proposed name "early childhood educator" as the term to recognize professionals in the field?
4. How do the definitions of the early childhood education field and early childhood educator impact your CCR&R staff?
5. How can staff begin adopting some of this terminology into conversations and written materials?

Staff Meeting 2: Understanding Early Childhood Educator Qualifications, Preparation, and Specializations

1. What is your reaction to the three proposed levels of an early childhood educator? The recommendations from Decision Cycles 3, 4, and 5 can help you think through this.
2. Given these designations, what will it take for your staff to have the training and credentials to meet these levels?
3. How does this proposed structure align with your state's career lattice or ladder?
4. How can you communicate these three levels to child care providers in your area?

Proposed Designation	Preparation*	Inform and Support Implementation of ECE Practices (with supervision)**	Design and Monitor Implementation of ECE Practices
ECE 1	Training Programs (at least 120 hours)	✓ (0-3rd Grade settings)	
ECE 2	Associate's Degree	✓ (0-Pre-K settings) (K-3rd Grade settings)	✓ (0 - Pre-K settings)
ECE 3	Bachelor's Degree -OR- Master's Degree (initial preparation - non-ECE Bachelor's Degree)		✓ (0 - 3rd Grade settings)

* Organized programs of study in ECE

Staff Meeting 3: Compensation

Note: Recommendations from Decision Cycle 6 will be released soon.

After reviewing the recommendations regarding compensation, what will your CCR&R agency need to do to implement these recommendations?

1. How can your staff think about communicating these recommendations to the providers with whom they work? What are the key messages for staff to understand?
2. How can your CCR&R agency prepare for the type of changes that will need to happen in order to address these recommendations? Can you offer business trainings for child care providers to help them work through their budgets?

Staff Meeting 4: Accountability, Quality Assurance, Required Support and Infrastructure

Note: Recommendations from Decision Cycles 7 & 8 will be released soon.

1. How do the accountability structures outlined in the recommendations align with your current practices? What will your agency need to do to support CCR&R staff in order to implement these accountability structures?
2. How can your staff think about communicating these recommendations to the providers with whom they work? What type of training or preparation will they need?
3. What resources currently exist within your CCR&R and/or community that can help build and sustain the early childhood education profession? What resources will we need to develop?

Idea #4: Invite Child Care Aware® of America to lead a webinar with your staff

Contact CCAoA at P2P@usa.childcareaware.org to schedule an interactive Power to the Profession overview webinar with your staff. This can be a great opportunity for them to pose questions to national staff members about the initiative.



Idea #5: Invite your local AEYC chapter or state association to talk to your staff

Power to the Profession is a national collaborative initiative led by representatives from 15 national organizations. The National Association for the Education of Young Children (NAEYC) is one of the task force members along with CCAoA and is actively helping to shape this initiative. Many local AEYC chapters may be involved with Power to the Profession. Contact your local chapter to see if a representative can come speak to your staff.

Idea #6: Stay informed about future recommendations from Power to the Profession

Encourage your staff to [sign up](#) to receive updates on future recommendations from the Power to the Profession task force. This will include opportunities for staff to comment on future recommendations so CCR&Rs can weigh in on matters that can shape our field over the next generation.

You can also encourage your staff to sign up for future webinars from CCAoA on Power to the Profession. Consider joining CCAoA's [online Community of Practice on the Power to the Profession](#).

CHAPTER 2

PLANNING FOR POWER TO THE PROFESSION

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Planning for Power to the Profession

Once staff has a good understanding of the goals and recommendations that the task force has developed, the next step is to think about how your CCR&R agency can begin to think about planning to implement the recommendations.

Following are some questions for you and your staff to discuss internally as you consider how Power to the Profession will impact your agency.

How will the professional development opportunities offered by my CCR&R be impacted by Power to the Profession?

Given the recommendation for three designations of an early childhood educator (see graphic under Staff Meeting 2), think about where your CCR&R fits within that structure.

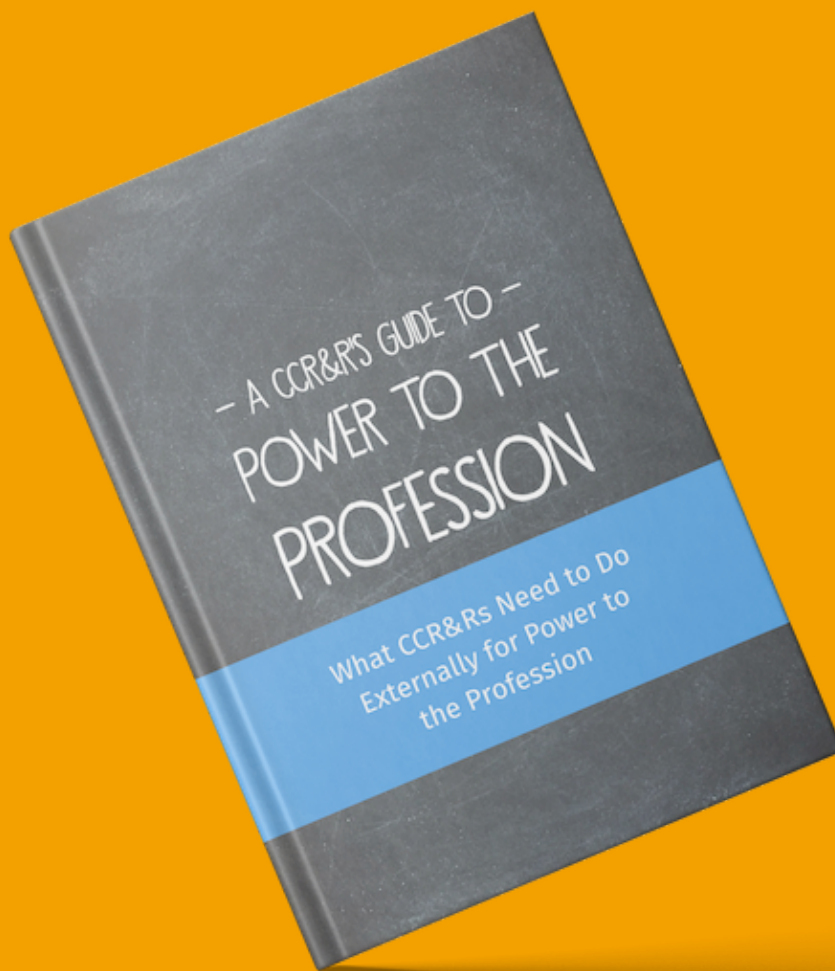
1. Do your current professional development staff members hold a bachelor's degree or higher in early childhood education? If not, what will you need to do to prepare your staff to earn those credentials?
2. What assistance can your agency offer or what community partnerships could you develop to help staff achieve higher credentials?
3. For future professional development staff, what strategies will you use to hire individuals that have these credentials?
4. With whom do you currently partner to offer professional development opportunities to early childhood educators in your community? What qualifications do their staff have?

How will our agency plan to communicate the recommendations from Power to the Profession?

1. What internal strategies will you use to communicate information about Power to the Profession? Is there a staff member or two that is interested in becoming the agency champion around Power to the Profession?
2. How can you develop a plan to reach early childhood providers whose voices aren't normally heard in these conversations, including family child care providers, rural providers, school-based programs, providers who speak a language other than English?

The [next e-book in our e-book series](#) will focus on how you can share information about Power to the Profession with the early childhood educators, community partners, and other interested stakeholders in your community.

We want to hear from you on how you are internally talking about Power to the Profession and what ideas you are using to help your staff understand this initiative. Please let us know by contacting us at P2P@usa.childcareaware.org and we may highlight your agency in a future e-book or blog on our website!



LEARN MORE!

Find out what CCR&Rs like you need to do externally for Power to the Profession by downloading the next e-book in our Power to the Profession series for CCR&Rs.

[DOWNLOAD THE E-BOOK](#)