Overview of Power to the Profession
The overall project goal is to establish a shared framework of career pathways, knowledge and competencies, qualifications, standards, and compensation that unifies the entire early childhood education profession for ages birth to age 8 and across all settings. The shared framework will lead to a comprehensive policy and financing strategy for their systemic adoption and implementation.

As the framework is developed, work will also focus on policy strategy development and implementation to identify and develop policy levers that lay the foundation for state and federal adoption. A large-scale communications effort will facilitate broad-based feedback to inform the decision-making process and help to build public will to implement the framework.

Timeline
2016: Conceptualization and capacity building
2017 - 2018: Decision making and policy development
2019: Policy implementation

Concept of Decision Cycles
All the components of the framework for a unified profession are interconnected and dependent on one another. In order to manage this complexity of this national dialogue, we are structuring the initiative into a series of coordinated, iterative and strategic decision cycles. These cycles are designed to be predictable and intentionally sequenced to build on one another in order to lead to a unified framework.

The goal of using cycles to approach this conversation is to be able to focus on one aspect of the unified framework at a time without losing its connection to the whole. The outcome of each cycle will be a defining document for each element of the unified framework. However, each document has the possibility to be revisited at a later cycle as new insights and connections are revealed.

Anatomy of Decision Cycle
Step 1: Information gathering
Step 2: Review and synthesis of research
Step 3: Quarterly Task Force meeting
  Each Task Force meeting will end with a working draft statement on the topic of each cycle
Step 4: Review and feedback from the field
  Draft statement available for review 2 weeks after the Task Force meets
  Comment period on working draft open for 3 weeks
Step 5: Collect and analyze feedback from the field
Step 6: Implementation analysis
Step 7: Task Force deliberates on changes, makes recommendations for working draft 2
Step 8: Review and feedback from the field
  Draft statement available 3 weeks after first public comment period closes
  Comment period on working draft 2 open for 1 week
Step 9: Collect and analyze reaction to working draft 2
Step 10: Task Force approves final draft

Decision Cycle topics and key questions

Decision Cycle 1 (January - March 2017): Professional Identity and Boundaries
What is the name and responsibilities of our profession? What do they do that makes them part of the profession? What professional roles are part of the profession versus partners we engage and support?

Decision Cycle 2 (March - July 2017): General Competencies for all early childhood education professionals
What core knowledge and competencies do all early childhood education professionals need? How can these be tiered to reflect varying levels of mastery and differentiate what an educator knows, understands and demonstrates?

Decision Cycle 3 (July - October 2017): Specializations and specialized competencies within the early childhood education profession
What specializations are included in the early childhood education profession? What additional knowledge and competencies do these specialists need?

Decision Cycle 4 (October - December 2017): Competency Attainment Source
Which professional preparation settings provide adequate opportunities for competencies to be earned at each level of mastery?

Decision Cycle 5 (January - March 2018): Qualifications and Pathways
What degree and credential will be earned at each level of mastery? What are the performance expectations and intensity of supervision for each level?

Decision Cycle 6 (March - July 2018): Compensation Recommendations
What is comparable compensation across settings? What is appropriate given market variations across geographies?

Decision Cycle 7 (July - October 2018): Required Accountability and Quality Assurance
Should some sort of certification be required to distinguish professionals at each level of mastery? How will that certification be attained (degree and exam) and renewed? Will this
certification be revocable? What professional preparation programs should be approved to deliver competencies?

**Decision Cycle 8 (October - December 2018): Required Support and Infrastructure**

What supports (financial, personnel, policy) are needed to assist professionals in attaining their professional credentials? What resources do higher education need to meet the demand for accessible and high-quality degree programs? What ongoing system supports are needed to assist educators in maintaining their credentials and ensuring best practice? What entities or organizations are needed to execute this national system of professional preparation, certification, and accountability?

**2019:** Focus shifts to implementing unifying framework through federal and state model legislation.