



NAEYC Power to the Profession Decision Cycles 3, 4, 5 & 6
Feedback from the
National Association of Early Childhood Specialists
In State Departments of Education (NAECS-SDE)

Dear Power to the Profession (P2P) Task Force Members,

Thank you for continuing to engage the NAECS-SDE as a stakeholder providing feedback on this and upcoming decision cycles. We can clearly see the differences between drafts as outlined in the overview of content revisions and offer the following considerations as you continue to discuss this important work.

Page 14 of the draft document supports the public preschool funding efforts in reaching and maintaining an ECE III designation and we thank you for this acknowledgment. We encourage the task force to consider the federal Head Start, federal Preschool Development Grant, as well as local efforts to phase in a required ECE III designation for lead teacher. Broadening the language on page 14 to include federal and local efforts would strengthen the public policy message addressing compensation and accountability as a social policy issue. The sentence on page 14 where you mention cities and states could be expanded to say:

Federal, state and local early care and education initiatives have led the way in instituting and expanding public program...

In addition, expanding the same sentiment in the middle of the third paragraph on page 14 could be a simple edit:

Leading the way, federal, state and local state-funded preschool programs...

Such additions illuminate the alignment of efforts being made at all levels. Alignment is important but must go beyond the surface of high-level statements and delve deeper into structural alignment that mutually supports progress across systems. We mention this because states rely upon national systems, supports, and accountability structures to build state systems of supports for children, families, and the workforce. We look to systems such as NAEYC's child level program accreditation and higher education institution accreditation systems to be based on best research and practice as a foundation for the criteria and accountability of the accreditation systems themselves. As the P2P work continues, please consider close connections to re-shape NAEYC's accreditation systems for better structural alignment to support the audacious P2P vision at the same time enhance accountability as a national entity in partnership with state efforts of accountability.

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The NAECS-SDE membership manage diverse work; including Quality Rating and Improvement Systems (QRIS) development, higher education program design and assessment, technical assistance systems development for early care and education settings, Birth to Three Intervention, IDEA part B, family support services, as well as all things elementary grades. We work diligently within and across states to utilize national systems in ways to support state work when it makes sense to do so. As states look to revise policies and practices that support children, families, and the early childhood workforce, we will consider the upcoming NAEYC shift in child program and higher education accreditation systems.

As we continue to provide feedback on the P2P decision cycles, please feel free to reach out to us for examples of current state work that could inform further conversation in your next drafts.

If you have questions about our feedback, feel free to contact Deb Adams at Deborah.Adams@ct.gov or Lauren Zbyszinski at Lauren.Zbyszinski@tea.texas.gov .

Sincerely,

NAECS-SDE Policy Committee, on behalf of our members