

MOCK CHILD CARE REGULATORY COHERENCE FRAMEWORK:

A WEVISION EARLYED PROTOTYPE*

The child care regulatory ecosystem includes numerous government agencies and industry organizations that establish standards and expectations for child care settings and practitioners. While each serves a distinct purpose, together, they shape conditions that influence the experiences of children and families. Greater alignment across these entities can strengthen impact, reduce burden, and maximize the effectiveness of public investments.

This activity is designed to explore and assess a mock child care regulatory framework. The framework that follows provides a high-level view of key entities, their roles within the broader ecosystem, and potential opportunities for alignment, coordination, and leverage.

This framework is intended solely as a discussion tool. Common reference points (B1, B2 and ECE I, II, III) are included to facilitate discussions with greater clarity and coherence. This framework intentionally excludes Trusted Caregivers, as they operate outside child care facility and practitioner regulations. Instead, they meet families' caregiving expectations and comply with state and federal laws that protect children's wellbeing. See page 2 for more details.

Entities included in this framework may not have the mandate, interest, funding, or capacity to operate as depicted. This framework is not intended to represent all government agencies or industry organizations in the current child care regulatory ecosystem. Participation in this activity does not imply endorsement of its content or approach

I. Role Clarity

The entities listed below are focused on settings. They help ensure that settings have practitioners with qualifications that are aligned with their role.

Settings-Focused

B2. Intentional ECE Experiences

Government Standards and Regulatory System

- State Government Prek Monitoring and Compliance
- State Government Head Start/Early Head Start Monitoring and Compliance
- State Government QRIS Monitoring and Compliance
- State Government Child Care Subsidy Monitoring and Compliance

Industry Standards and Recognition System

- Accreditation of Early Childhood Education Programs/Environments
 - Accredited Professional Preschool Learning Environment (APPLE)
 - American Montessori Society School Accreditation
 - Association of Christian Schools International (ACSI)
 - Cognia
 - National Accreditation Commission for Early Care and Education Programs (NAC)
 - National Association for Family Child Care (NAFCC)
 - National Early Childhood Program Accreditation (NECPA)
 - NAEYC Early Learning Program Quality Assessment and Accreditation

The entities listed below are focused on practitioners. They help ensure that practitioners can provide experiences that are aligned with what settings require.

Practitioner-Focused

B2. Intentional ECE Experiences & B1. Safe and Nurturing ECE Experiences

Government Standards and Regulatory System

- State Educator Licensing Board for 0-5 Settings**
- State Educator Licensing Board for P-3rd Grade Settings
- Interstate Educator Licensing Compacts and Agreements**

Industry Standards and Recognition System

- Industry Model Standards and Scope for the ECE Profession
 - Commission on Professional Excellence in ECE (Unifying Framework with 3 levels of practitioners - ECE I, ECE II, ECE III)

**This entity does not currently exist.

Industry Standards and Recognition System

- Training Certificate "Clock Hours" Granting Organizations (ECE I - training hours for credential eligibility only, not credential)
 - Training Organizations (non-higher ed)
 - Associate Degree Early Childhood Teacher Educators (ACCESS)
 - National Association of Early Childhood Teacher Educators (NAECTE)
- Credential Granting Organizations
 - Council for Professional Recognition - Child Development Associate Credential (CDA, ECE I)
- Degree Granting Institutions
 - Associate Degree Early Childhood Teacher Educators (ACCESS, ECEII)
 - National Association of Early Childhood Teacher Educators (NAECTE, ECE III)
- Accreditation of ECE Degree Programs
 - NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs (ECE II & ECE III; also recognized by Council for Higher Education Accreditation)

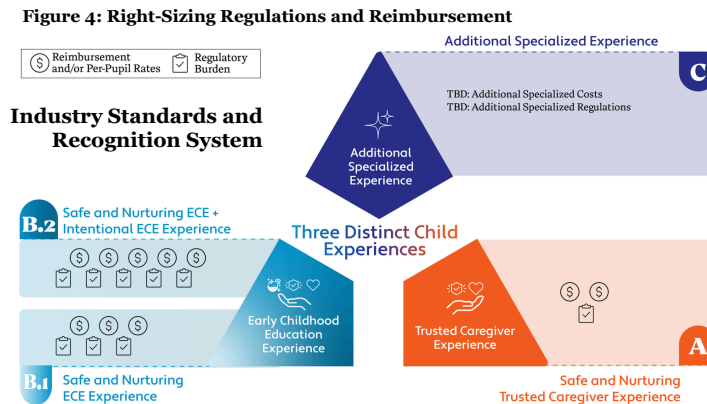
*DESIGNED FOR TRANSFORMATIVE DISCUSSIONS

II. Common Reference Point

The child care system is heavily fragmented. As a result, participants in this convening may use different terminology, perspectives, and mental models to describe their work. The reference points below were selected to facilitate discussions with greater clarity and coherence. Use of these reference points by participants should not be interpreted as an endorsement of their content, assumptions, or approach. This framework intentionally excludes Trusted Caregivers, as they operate outside child care facility and practitioner regulations. Instead, they meet families' caregiving expectations and comply with state and federal laws that protect children's wellbeing.

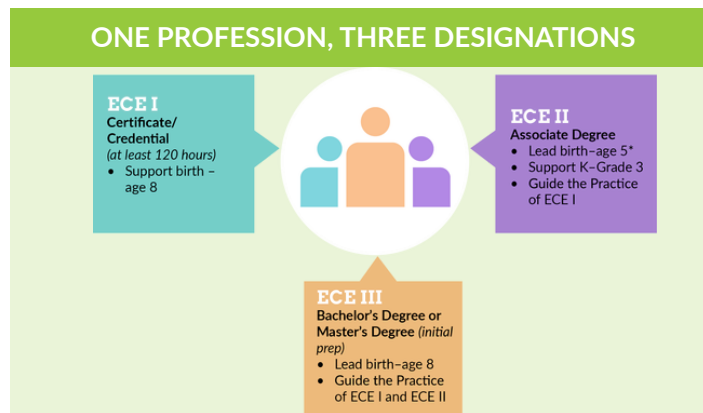
Common Reference Point for *Settings* Discussion

Source: WeVision EarlyEd — www.wevisionearlyed.org/news/remembering-the-child-in-child-care



Common Reference Point for *Practitioners* Discussion

Source: Unifying Framework for the Early Childhood Education Profession — www.commissionece.org/unifying-framework



Individuals serving in ECE I, II, and III roles may work as part of teaching teams and be prepared through programs of study in early childhood education that are aligned to the appropriate depth and breadth of the Professional Standards and Competencies. ECE I individuals must earn an industry-recognized national credential like the Child Development Associate® (CDA) national credential and other portable credentials. ECE II individuals must earn an early childhood education associate degree, and ECE III individuals must earn an early childhood education bachelor's degree or initial master's degree.

III. Opportunities to Lead and Leverage

Some entities focus on settings that serve children. Others focus on the practitioners that work in settings. The framework that follows provides a high-level overview of how standards, expectations and tools can be better leveraged across entities. By strengthening alignment and reciprocity between settings-focused and practitioner-focused entities, industry and government systems can reinforce efforts, leverage resources, and achieve greater impact.

