Problems and Challenges For Nebraska’s Early Childhood Workforce

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Mission

To transform the lives of young at-risk children by improving their learning and development.
Signature Programs
Early Childhood
Workforce Development Program
Workforce Program Goals

1. Collaborate with institutions of higher education and with the state dept. of education
2. Build the quality and size of the early childhood workforce by improving practitioners’ skills and knowledge particularly with at-risk children and families
3. Influence public policy through high-quality evidence and best practice
4. Add to the evidence base
Why We Are Here Today

Start Early.
Start Well.
Transforming the Workforce

1. Identify the **challenges** we’re facing.
2. Focus on the IOM committee **recommendations**.
3. Share **results** from the Nebraska *Higher Education Inventory*.
4. Discuss **pathways** for becoming an early childhood educator.
5. Clarify **goals and practices** to be implemented by the higher education community and state regulatory agencies.
6. Strengthen the **network** of professionals in Nebraska concerned with ECE.
Obama proposal reflects shift in views on early childhood education
Mike Krzyzewski,
Duke Men’s Basketball Coach
“At-risk kids who can’t access high-quality preschool experiences face an early deficit of their own — except the stakes are much higher than the outcome of a basketball game.”

Mike Krzyzewski, Duke Men’s Basketball Coach
Children Age 0-5 At Risk of Failing in School: 2008–2012

Percentage of County 0-5 Population At Risk

- 51% +

153,463
Number of Children Age 0-5 in Nebraska

62,287 (41%)
Number and Percentage of Children Age 0-5 in Nebraska At Risk of Failing in School

U.S. Census Bureau; American Community Survey, 2012 American Community Survey 5-Year Estimates, Tables B17024; generated by First Five Nebraska; using American Factfinder; <http://factfinder2.census.gov>; (20 March 2014).
Problems and Challenges

1. Shortage of highly qualified educators for children, especially those at-risk, birth through grade 3

2. Professional identity is unclear and often not publically respected or rewarded

3. Licensing and certification lacks clear direction and coordination

4. Higher ed. preparation programs are fragmented and uneven
Shortage of Highly Qualified Early Childhood Educators
Early Childhood Teachers and Caregivers in Nebraska

Qualified early childhood staff CURRENTLY SERVING AT-RISK CHILDREN in settings recognized as meeting quality standards

ADDITIONAL qualified early childhood staff needed to ensure that ALL at-risk 0 to 5 years old children can participate in quality programs with appropriate staff-to-child ratios

Source: First Five Nebraska, 2015
Shortage of Highly Qualified Early Childhood Educators

Public Commitment
Average Annual Per Pupil Expenditure (Federal/State Dollars)

- High School: $10,000
- Preschool: $5,000
- Birth - 3: $300

Average Annual Salaries for U.S. Labor Force Participants with Bachelor's Degrees or Higher, 2012

<table>
<thead>
<tr>
<th>Position</th>
<th>Average Salary</th>
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</thead>
<tbody>
<tr>
<td>Civilian Labor Force, Men</td>
<td>$88,509</td>
</tr>
<tr>
<td>Civilian Labor Force, Women</td>
<td>$56,174</td>
</tr>
<tr>
<td>Elementary School Teacher</td>
<td>$56,130</td>
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<tr>
<td>Kindergarten Teacher</td>
<td>$53,030</td>
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<tr>
<td>School-Sponsored Pre-K Teacher</td>
<td>$42,848</td>
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<tr>
<td>Head Start Teacher</td>
<td>$33,072</td>
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<tr>
<td>All Other ECE Teachers</td>
<td>$28,912</td>
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</table>

Source: M. Whitebook, 2014
Percentage of ECE Teachers with Bachelor's Degree

National Survey of Early Care and Education (NSECE, 2013)
Shortage of Highly Qualified Early Childhood Educators
# Matching Certification Programs and Jobs

<table>
<thead>
<tr>
<th></th>
<th>Inclusive Early Childhood Education</th>
<th>ECE Supplemental</th>
<th>ECSE (Early Childhood Special Education)</th>
<th>ELED K-6</th>
<th>SPED K-6</th>
<th>Early Intervention Specialist</th>
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<tbody>
<tr>
<td>SPED: Infants &amp; Toddlers with IFSPs</td>
<td>X</td>
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<tr>
<td>SPED: ages 3-5 with IFSPs/IEPS</td>
<td>X</td>
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<tr>
<td>Infants &amp; Toddlers</td>
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<td>Preschool, ages 3-5</td>
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<td>Kindergarten</td>
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<td>Grades K-3</td>
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<tr>
<td>SPED Grades K-3</td>
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<td>X</td>
<td>X</td>
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<td>***</td>
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</tbody>
</table>

* OK for Rule 51 only if individual also holds a SPED endorsement in addition to the EL ED Endorsement.

** Can work in a team/co-teacher in Kindergarten, but can't be Teacher of Record.

*** Has to be earned concurrently with a SPED K-6 or K-12.
Endorsements Issued by Nebraska, 2010 - 2014

- Early Childhood Inclusive
- ECE Sup
- ELED

Nebraska Department of Education, 2013-2014
Endorsements by Grade, Nebraska
PK - 3 Teaching Force 2013 - 14

Nebraska Department of Education, 2013-2014
Shortage of Highly Qualified Early Childhood Educators

- Higher Educational Preparation
- Public Commitment
- Regulatory Oversight
Problems Facing Educator Preparation Programs

1. Uneven connections between coursework, clinical experiences, and supervision.
2. Little integration across birth – Grade 3.
3. Narrow application of child development principles to the classroom.
4. Shortage of professional development opportunities for faculty.
5. Ineffective communication between higher ed. and state department of education.
What Lies Ahead?
What We Need to Build a High-Quality Workforce

• Comprehensive, developmentally informed, and practical professional preparation, 0 - 8
• Effective and responsive certification and licensing requirements, inclusive of 0 – 8, and reliable communication between IHEs, SEA, LEAs, and early childhood practitioners
• Policies that enhance the status, working conditions, and knowledge base of teachers and caregivers in the early years in order to achieve adequate compensation and sustainable career trajectories for teachers and caregivers
Vision

Nebraska will become the best place in the nation to be a baby