

Buffett
Early Childhood
Institute

at the University of Nebraska

Nebraska's Pathways to Becoming an Early Childhood Educator

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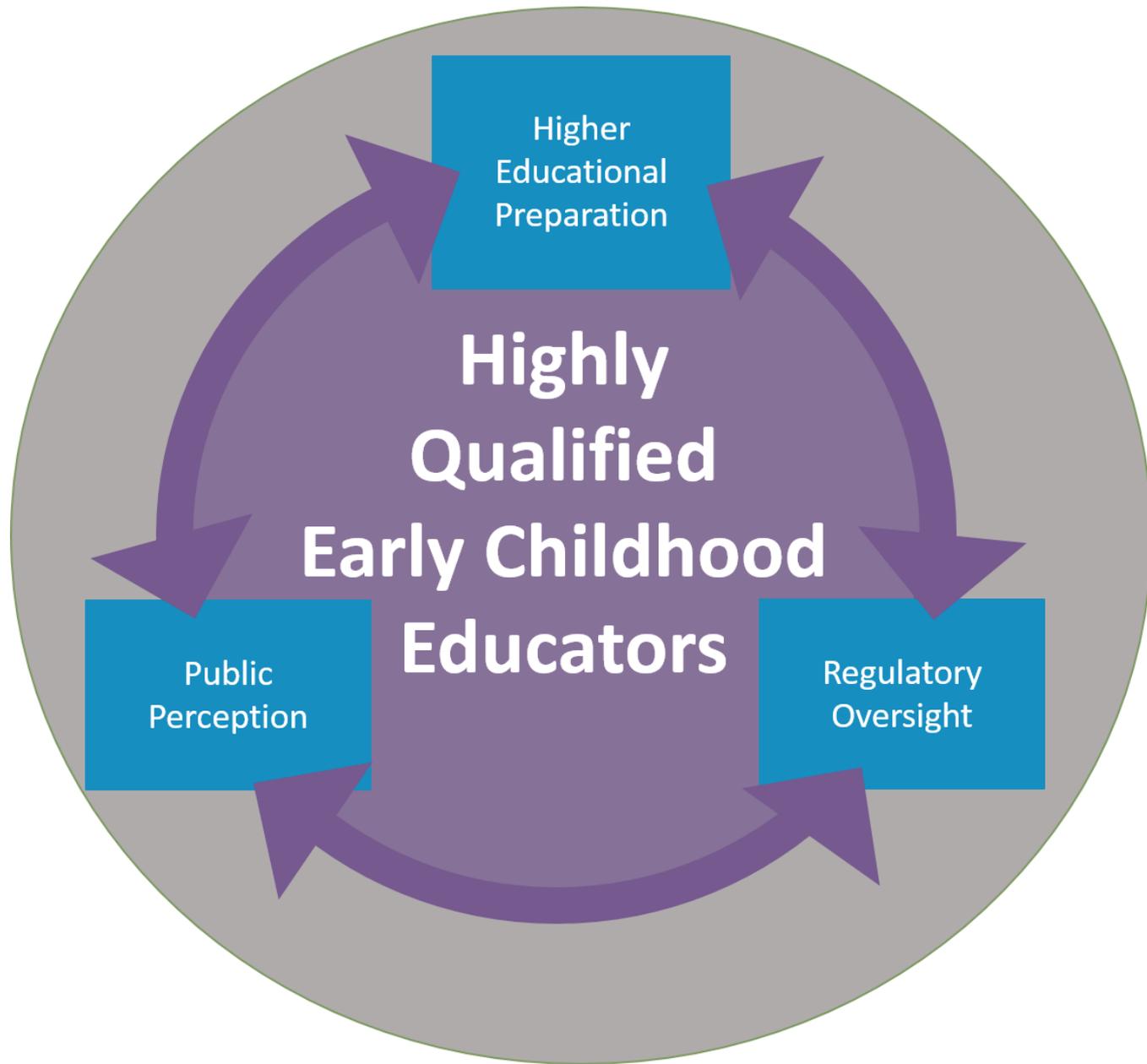


Start early. Start well.

Buffett Early Childhood Institute Workforce Development Program

Supportive Professional
Environment

Skilled, Informed,
and Diverse
Workforce



How many qualified early childhood professionals does Nebraska need to deliver high-quality services to all of its youngest children at risk?

9,990

Total estimated qualified workforce needed statewide to serve all Nebraska children at risk (Age 0-5) at high-quality standards



7,985 (80%)

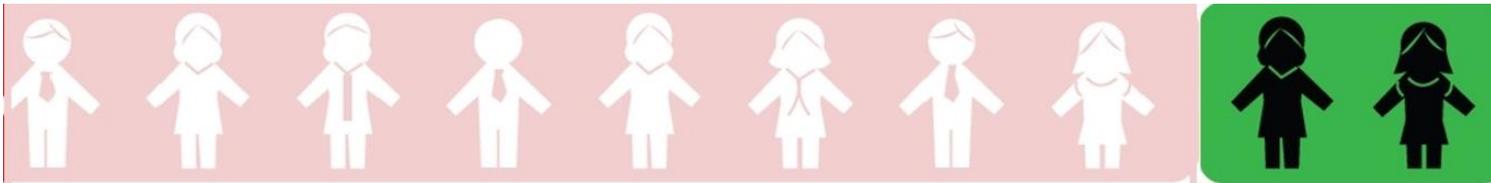
Additional estimated workforce needed to hold or obtain qualifications to provide high-quality services to at-risk children (0-5)

2,005 (20%)

Estimated workforce currently providing high-quality services to at-risk children (0-5)

Calculation methodology available upon request

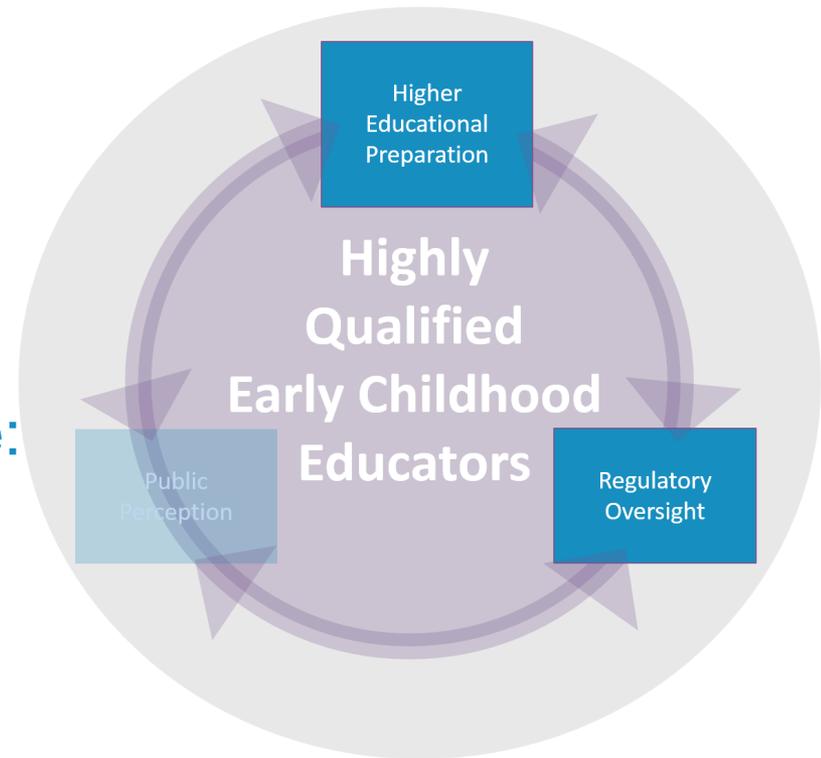
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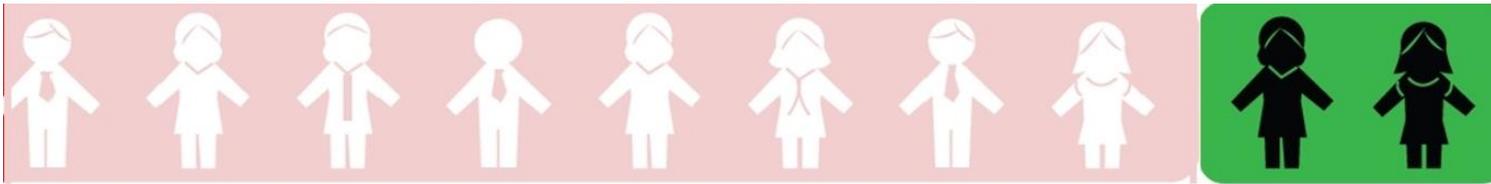


First Five estimates that 20% of teachers of at-risk children are working in settings with high-quality standards.

This means the educator must have:

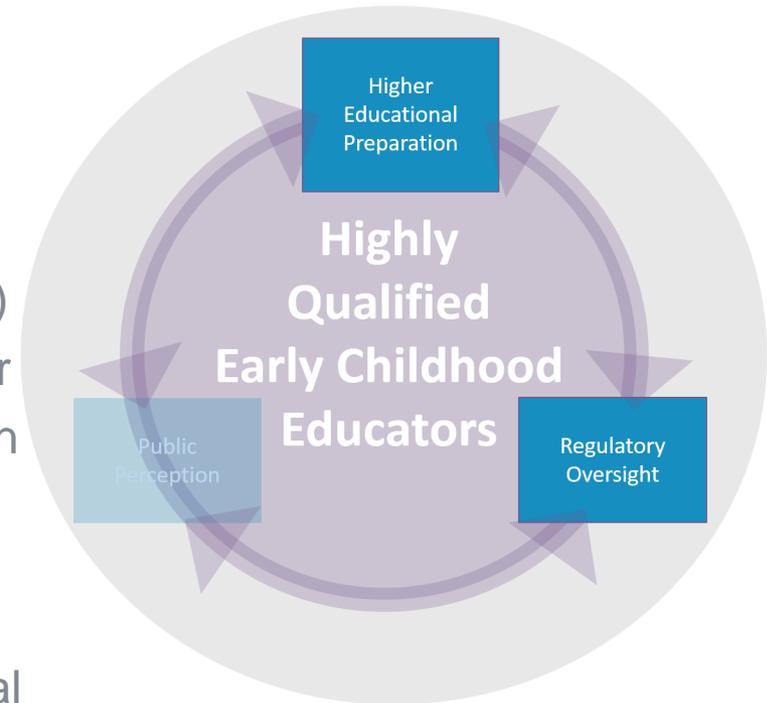
- bachelor's degree and/or
- teaching certification with an endorsement in early childhood



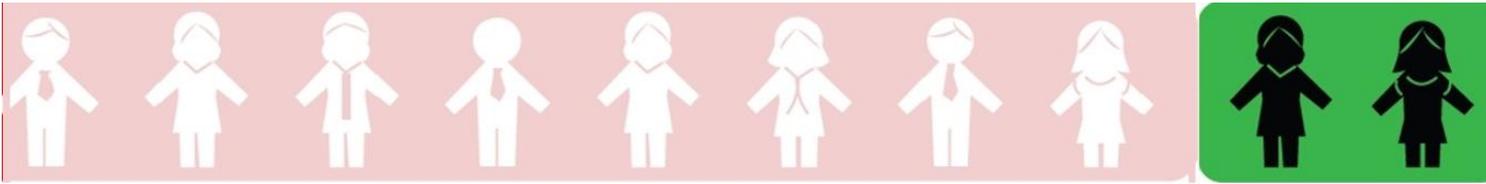


17 Nebraska programs

- Elementary Education and early childhood supplemental endorsement
- Early Childhood Inclusive
- Birth to 3rd Grade inclusive (age 3 to 3rd grade)
- Elementary Education—Early Childhood Minor
- Early Childhood Education—Special Education Minor
- Early Elementary—ECE minor
- Elementary Education and Early Childhood Education endorsement with ELL supplemental endorsement



Nebraska Higher Education Inventory, 2015



Higher Education Inventory found that the majority of programs are offering content consistent with recommended standards

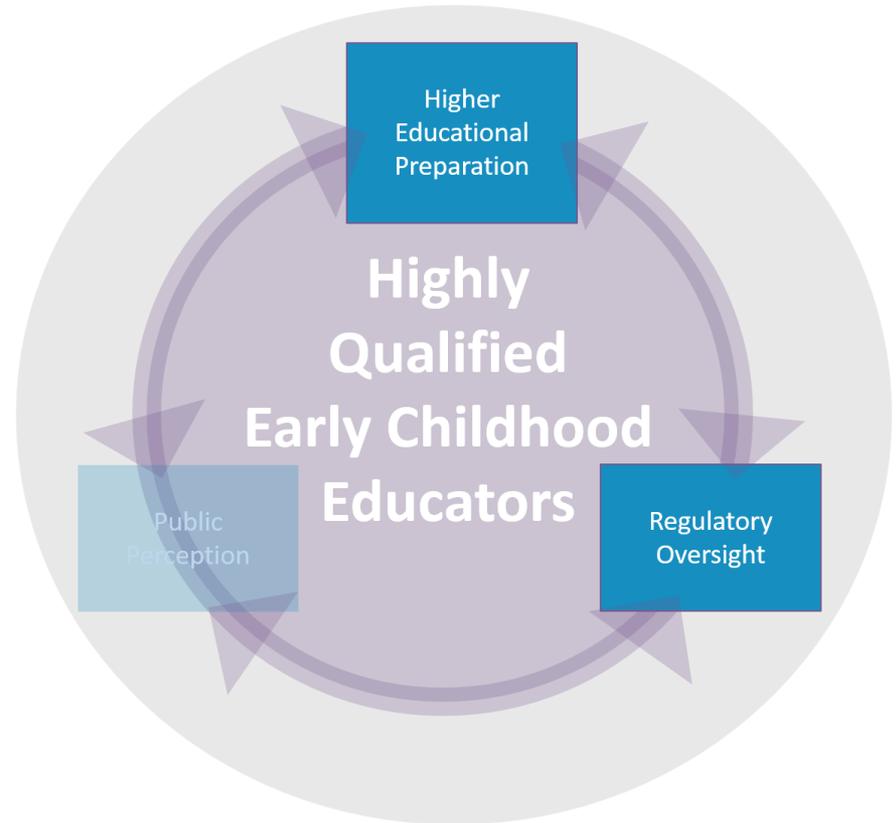
Only 64% of bachelor degree programs require coursework for teaching children with special needs from birth to two years.



Nebraska Higher Education Inventory, 2015



- Early Childhood Inclusive
- Elementary Education
- Early Childhood Education
- Early Childhood Special Education



Early Childhood Inclusive

Early Childhood Supplemental

Elementary

SPED:
Infants/Toddler &
Family (IFSPs) with
Public Schools

SPED: Preschool
(3-5) with IEPs,
with Public Schools

Infants/Toddler with
Public Schools

Preschool (3-5)
with Public Schools

Kindergarten

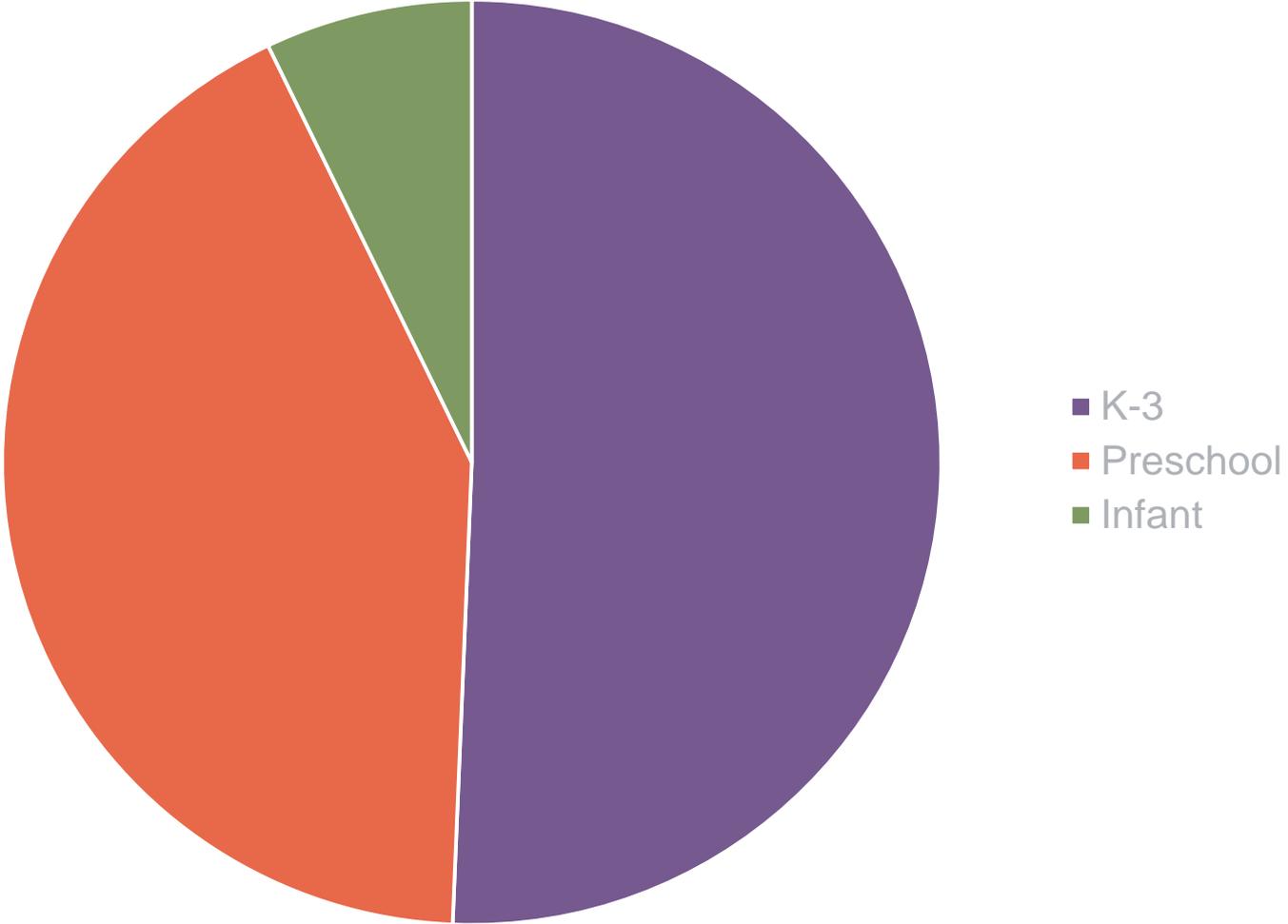
K-3 classroom

SPED K-3
classroom (IEPs)

Early Childhood Special Education

Special Education K-6

Required student teaching experiences, by age range



Nebraska Higher Education Inventory, 2015

Required practicum experiences

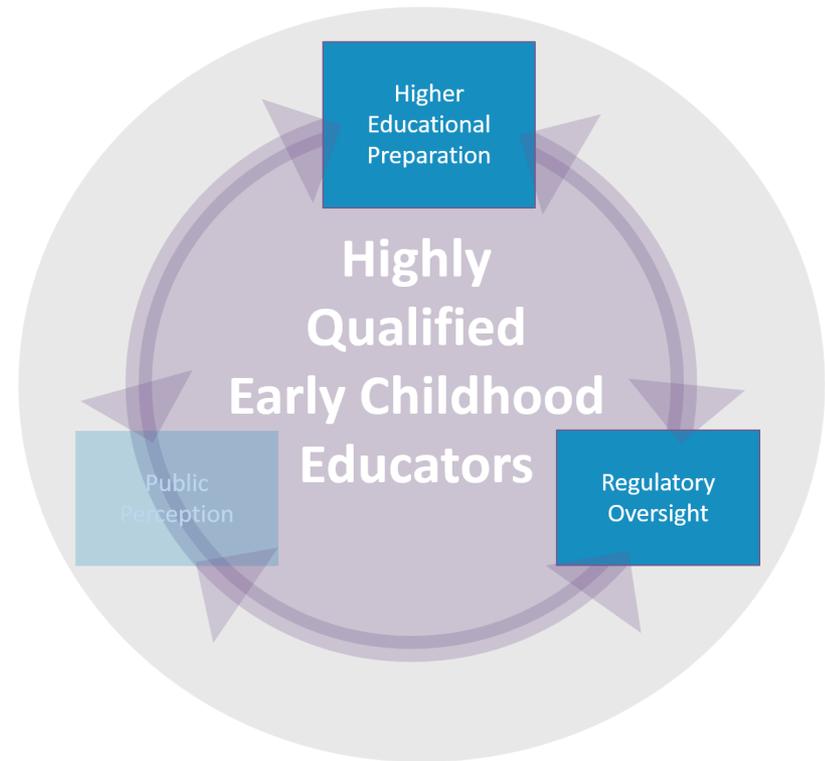
	Three practica required	Four or more practica required	Mean number of hours typically required for completing a practicum course
Associate degree	11%	44%	65
Bachelor degree	27%	47%	55

Nebraska Higher Education Inventory, 2015

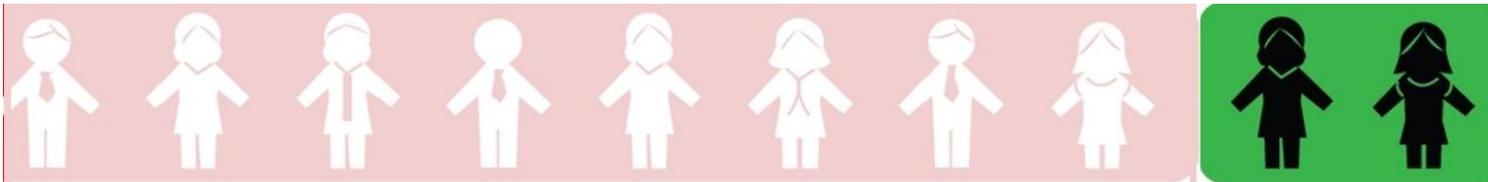


The 20%.....

- have a bachelor's degree which contained information consistent with established knowledge.
- probably student taught in a K-3 classroom.
- passed the Praxis II assessment required for their endorsement.

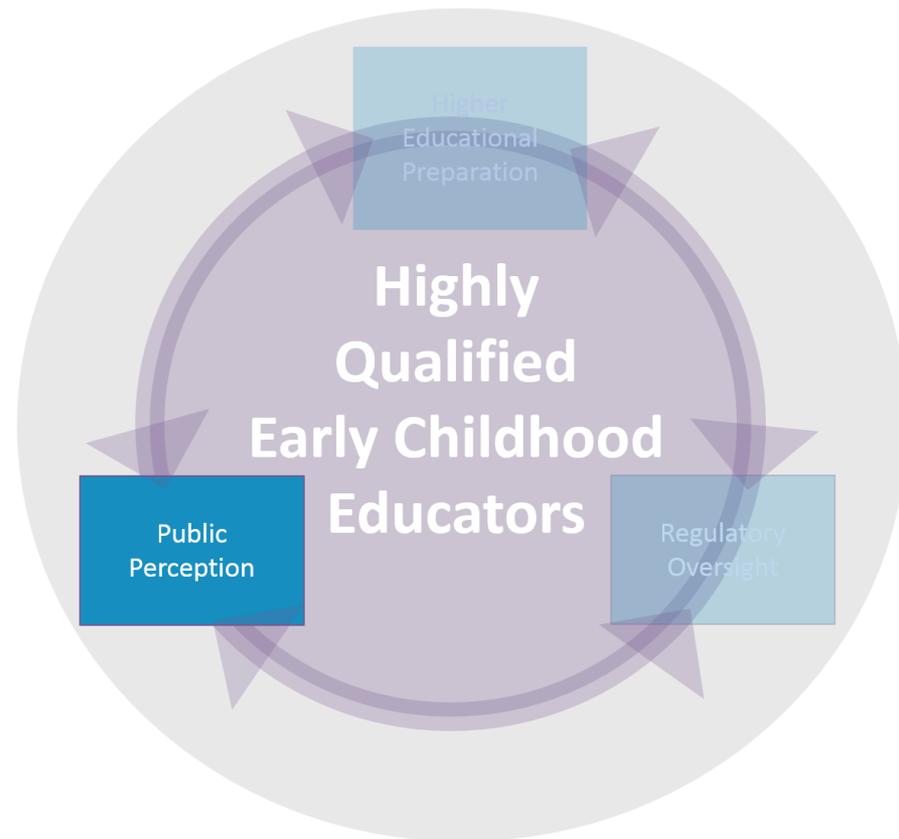


Do you consider this high quality?



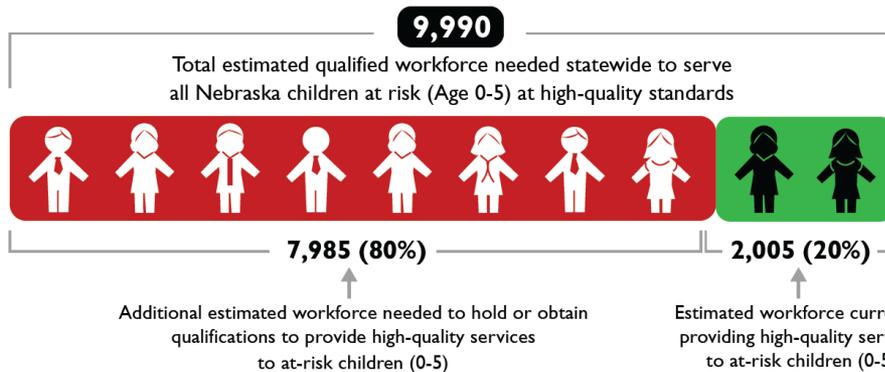
Teaching certificate = teacher

64% of Americans say they have “trust and confidence in the men and women who teach children in the public schools”
(Phi Delta Kappa/Gallup, Oct 2014)



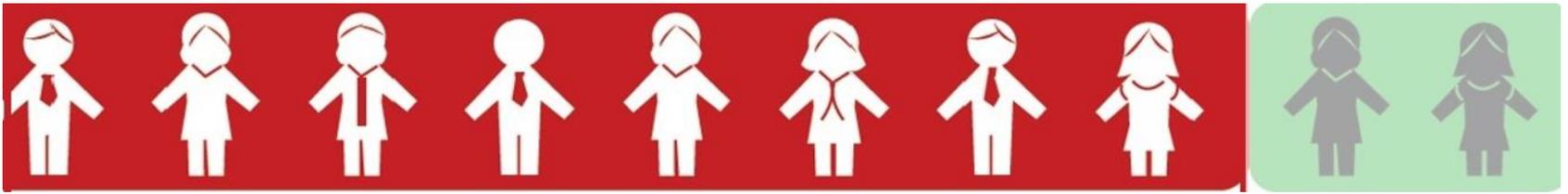


How many qualified early childhood professionals does Nebraska need to deliver high-quality services to all of its youngest children at risk?



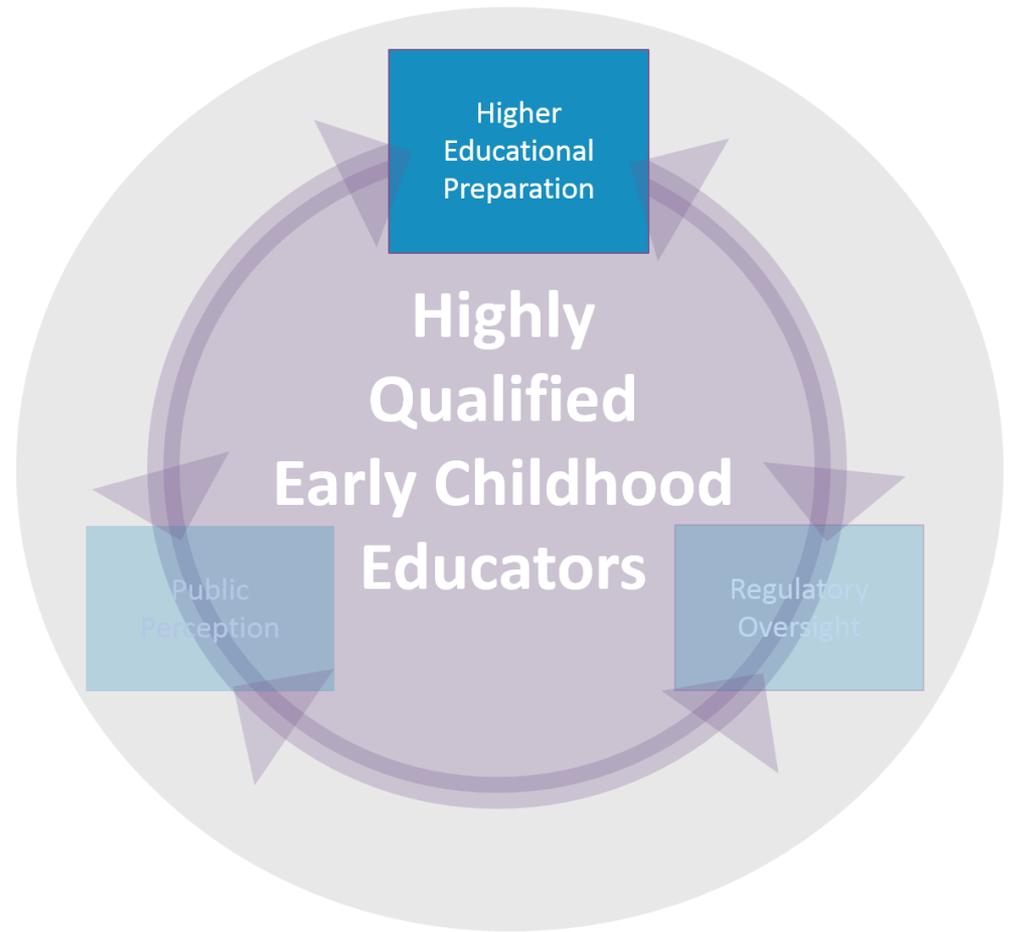
Calculation methodology available upon request

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Bachelor's
degree and
beyond

Less than high
school degree



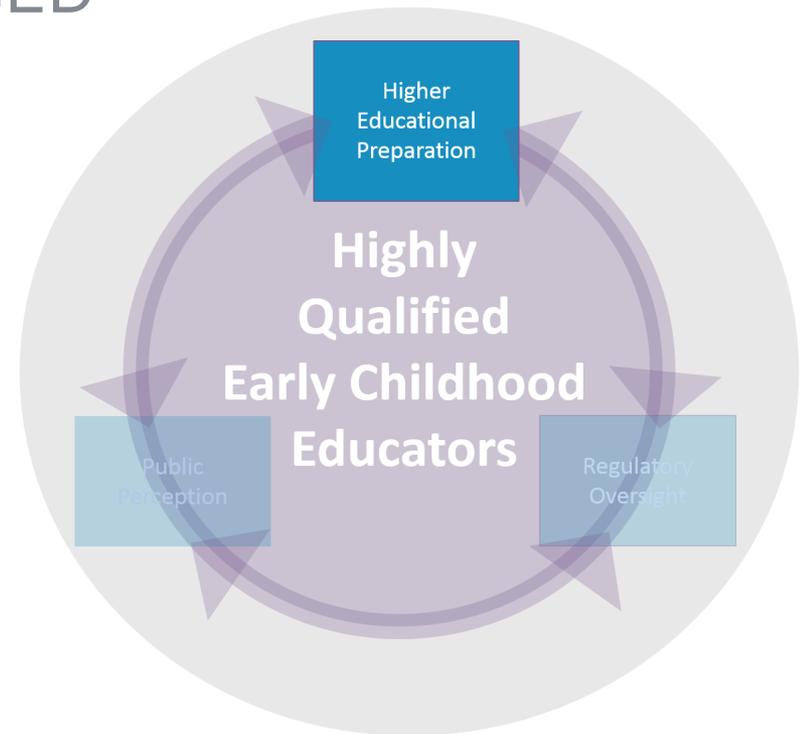


50+ adult education sites for GED
300+ high schools

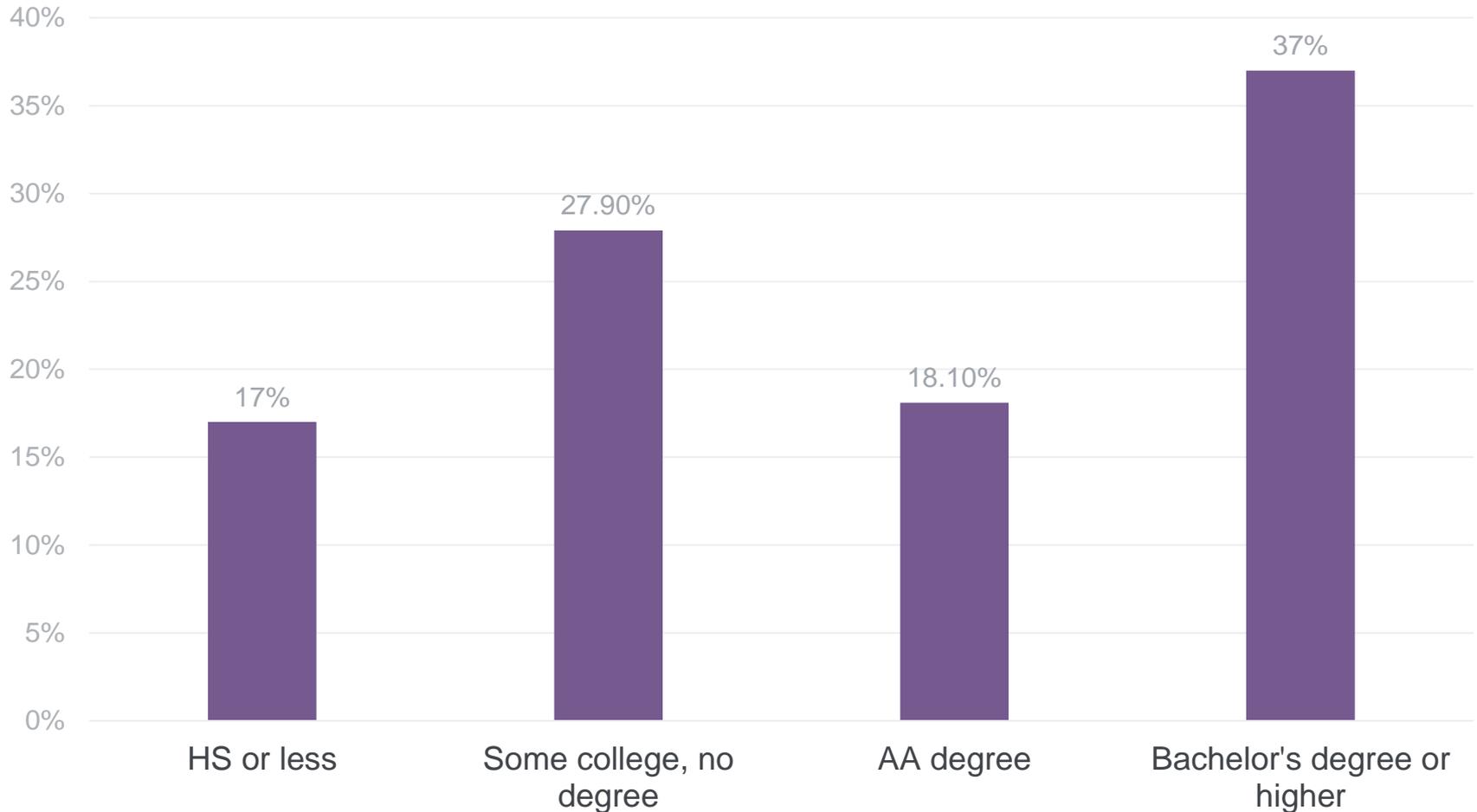
Early childhood degrees

12 associate degrees
3 bachelor degrees (without certification)
17 bachelor degrees with certification
10 graduate degrees

Psychology, social work, family science, etc, etc



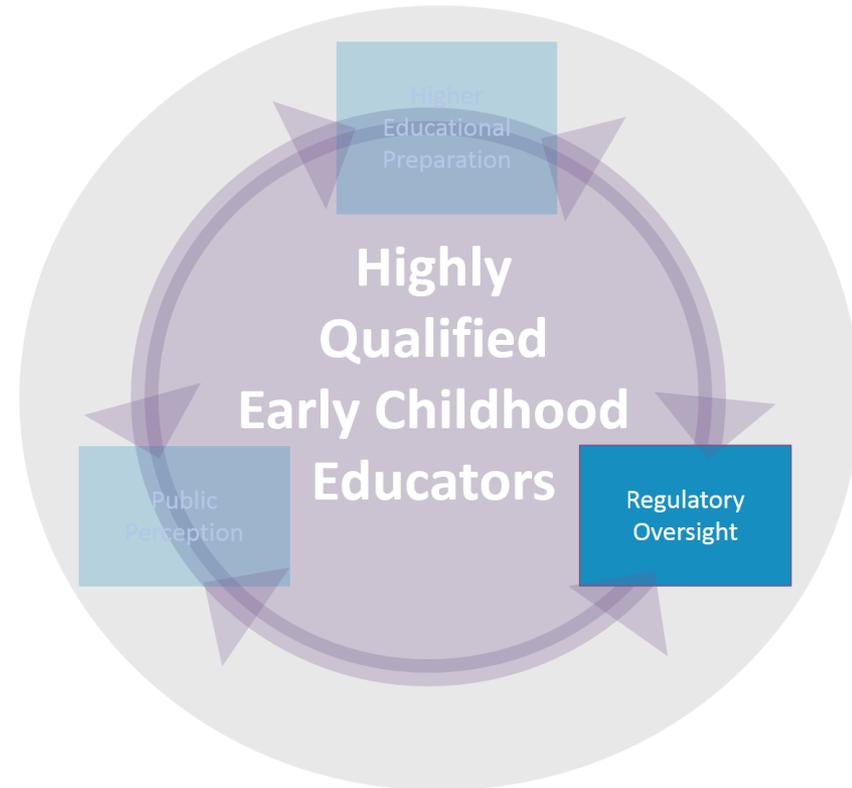
Teacher Educational Level (for children 0-5)



National Survey of Early Care and Education, 2013

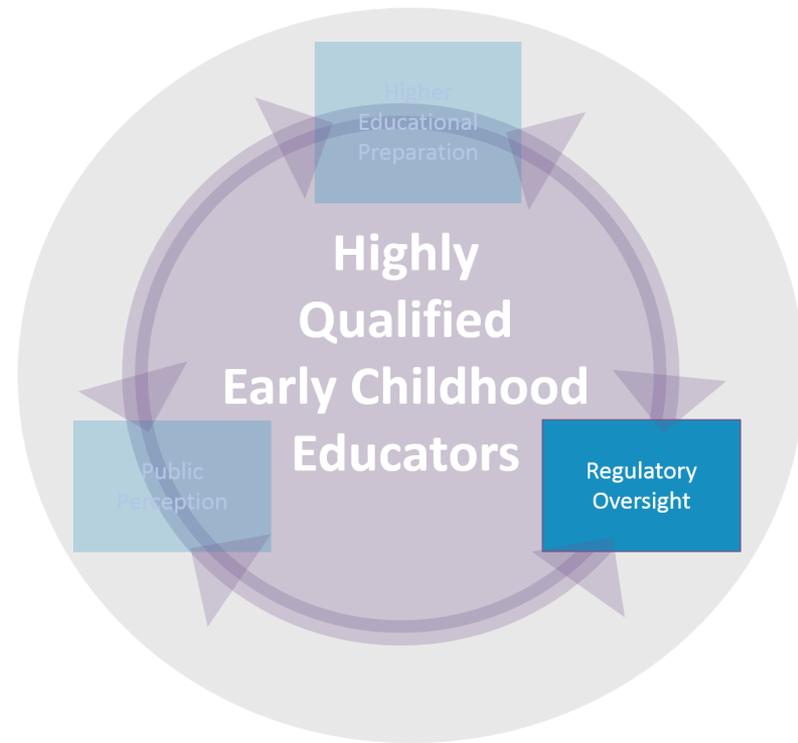


- Unlicensed child care
- Family Home Care 1
- Family Home Care 2
- Center
- Preschool



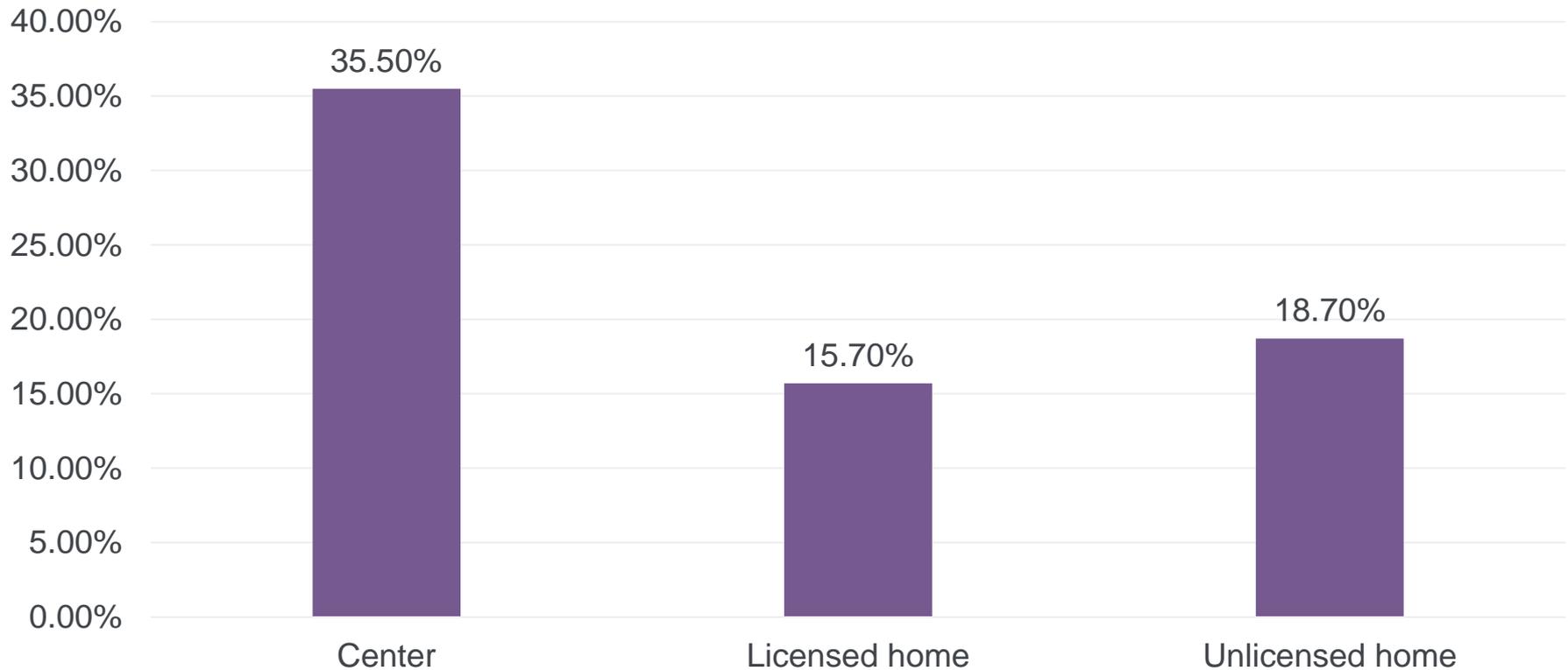


	Minimum qualifications
Family Child Care Home 1	16 years of age; pre-service training
Family Child Care Home 2	19 years of age; pre-service training
Center-based Teacher	18 years of age; High school diploma and 1500 verified clock hours in organized group activities with young children



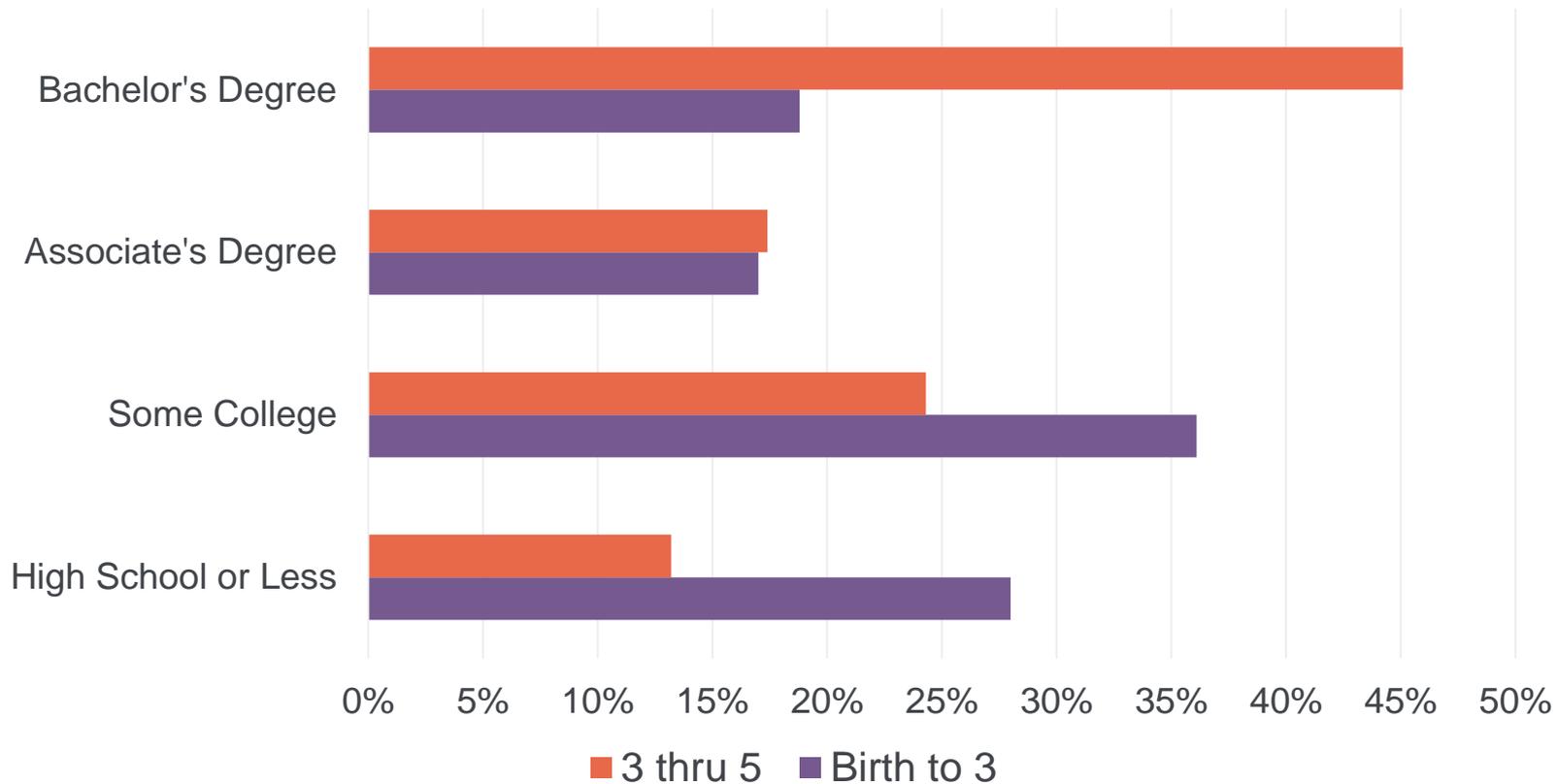
**The setting determines the
qualification level of the teacher.**

Percentage of bachelor's degree or higher, by setting



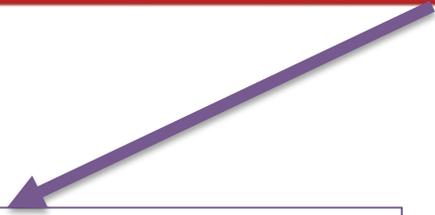
National Survey of Early Care and Education, 2013

Teacher's educational level, by age of child served

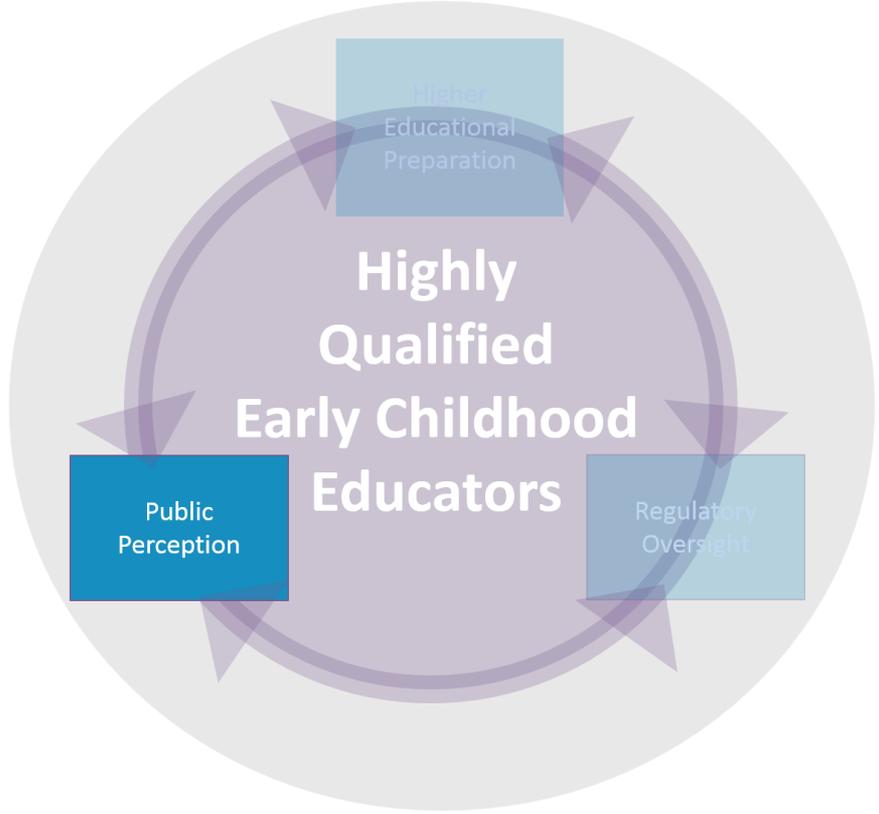


National Survey of Early Care and Education, 2013

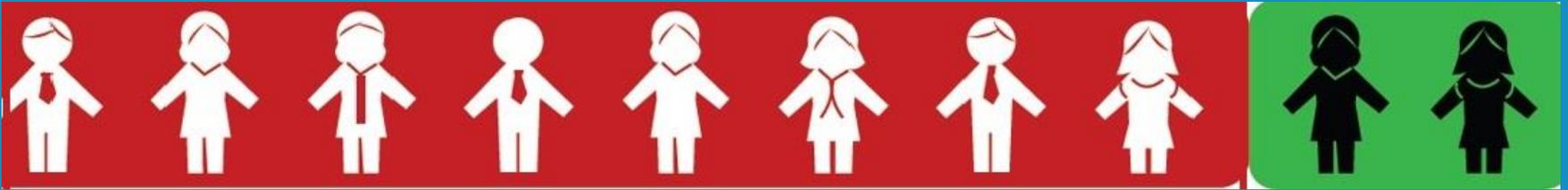
**Our youngest children have the
least qualified caregivers.**



- Childcare worker
- Daycare provider
- Nanny
- “lady down the street”
- Teacher
- Early childhood provider
- Preschool teacher
- Grandma
- Aunt Susie



No teaching certificate = Not teacher



We have a very distinct split in how adults who care for young children are prepared, regulated, and perceived.

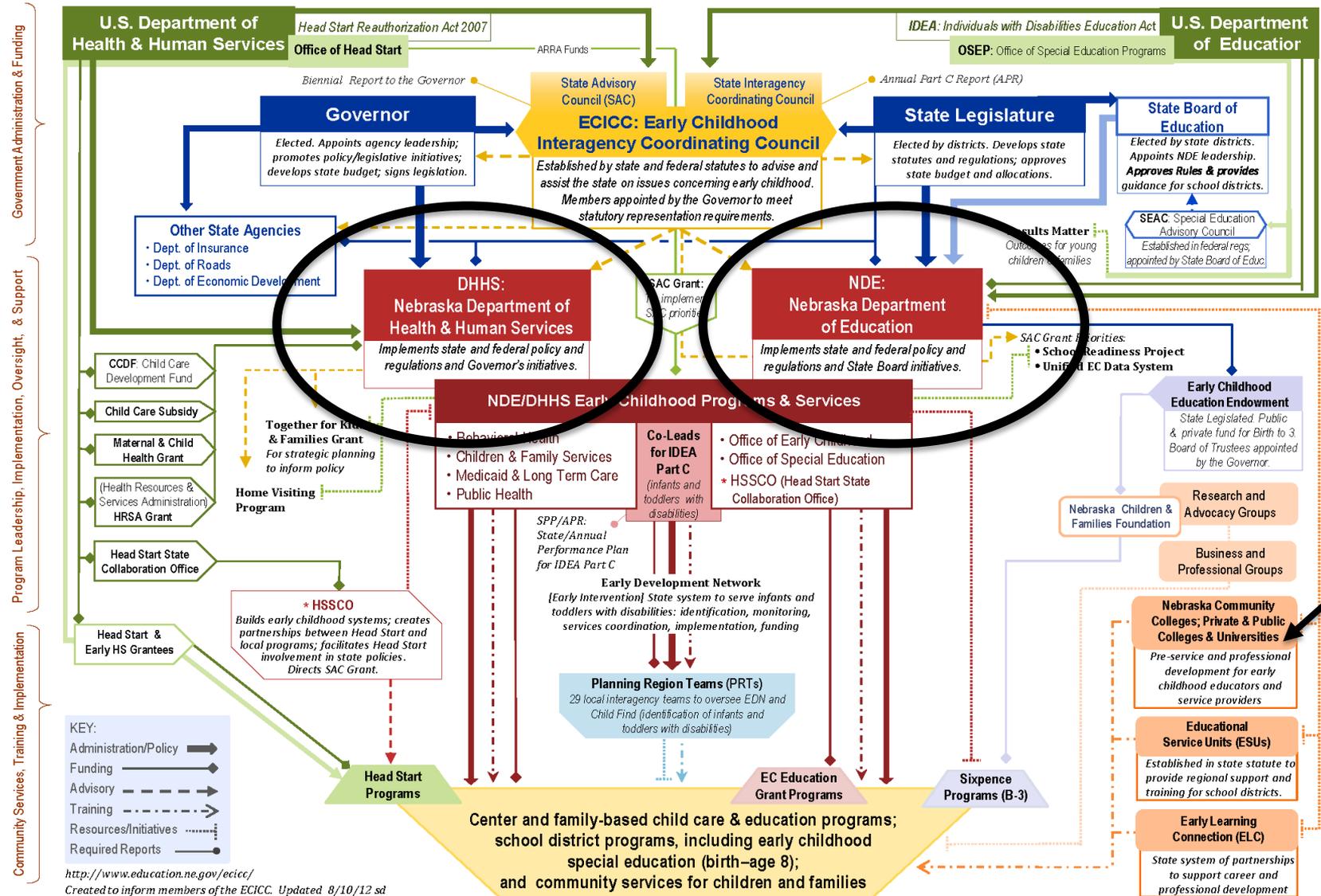
Early Childhood Interagency Coordinating Council

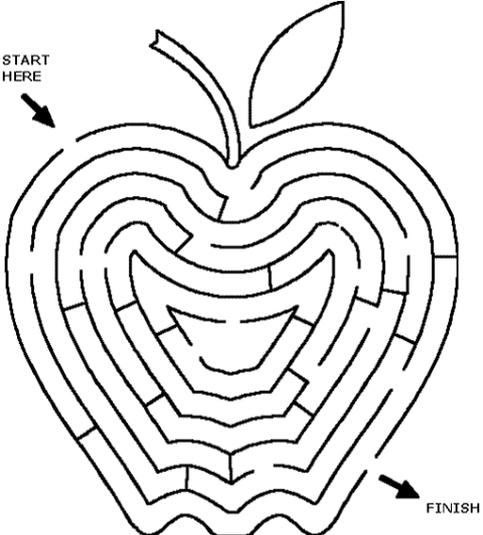
...to advise and assist collaborating agencies in carrying out the provisions of state and federal statutes pertaining to early childhood care and education initiatives under state supervision.

ECICC: A collaborative effort to advise state government on the improvement of services affecting young children and their families

Early Childhood Linkages and Relationships to ECICC

Policy, Funding, Training & Advisory Functions—Nebraska 2012





I love children!



ENTRY POINTS INTO 0-8 PROFESSIONAL ROLES

High School Graduates

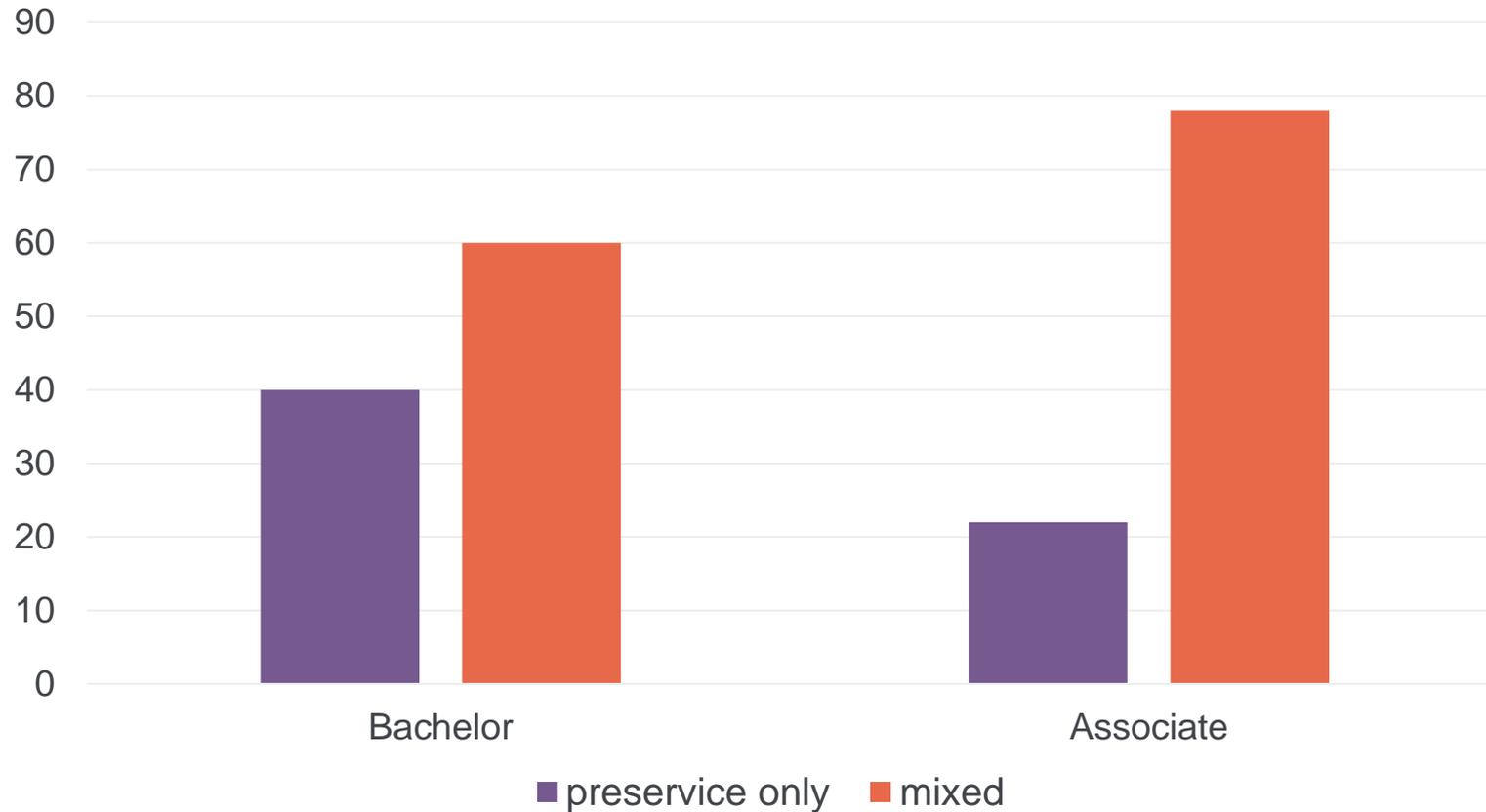
2-Year and 4-Year College Graduates Transitioning to Child Development and Early Learning Professions

Practicing Care and Education Professionals

Training or Practicing Health and Social Services Professionals

From high school to college in early childhood education

Targeted student populations



Practicum experiences

Most programs DID NOT structure field-based experiences differently for pre-service and experienced teachers.

Differentiation occurred in only

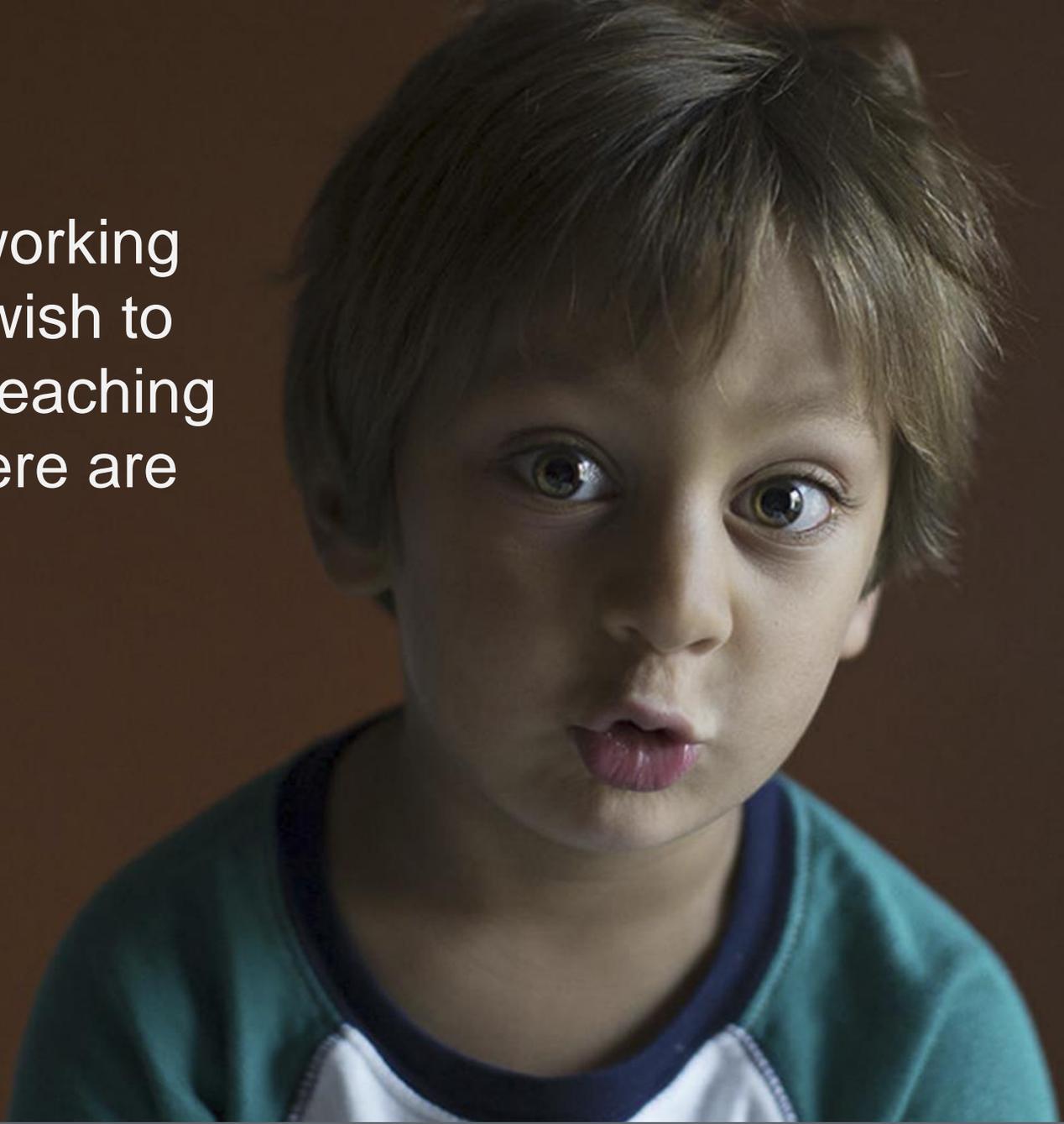
- $\frac{1}{4}$ of associate degree programs
- $\frac{1}{5}$ of bachelor degree programs

Articulation between programs

$\frac{2}{3}$ of associate degree programs reported articulation

$\frac{3}{4}$ of bachelor degree programs reported articulation

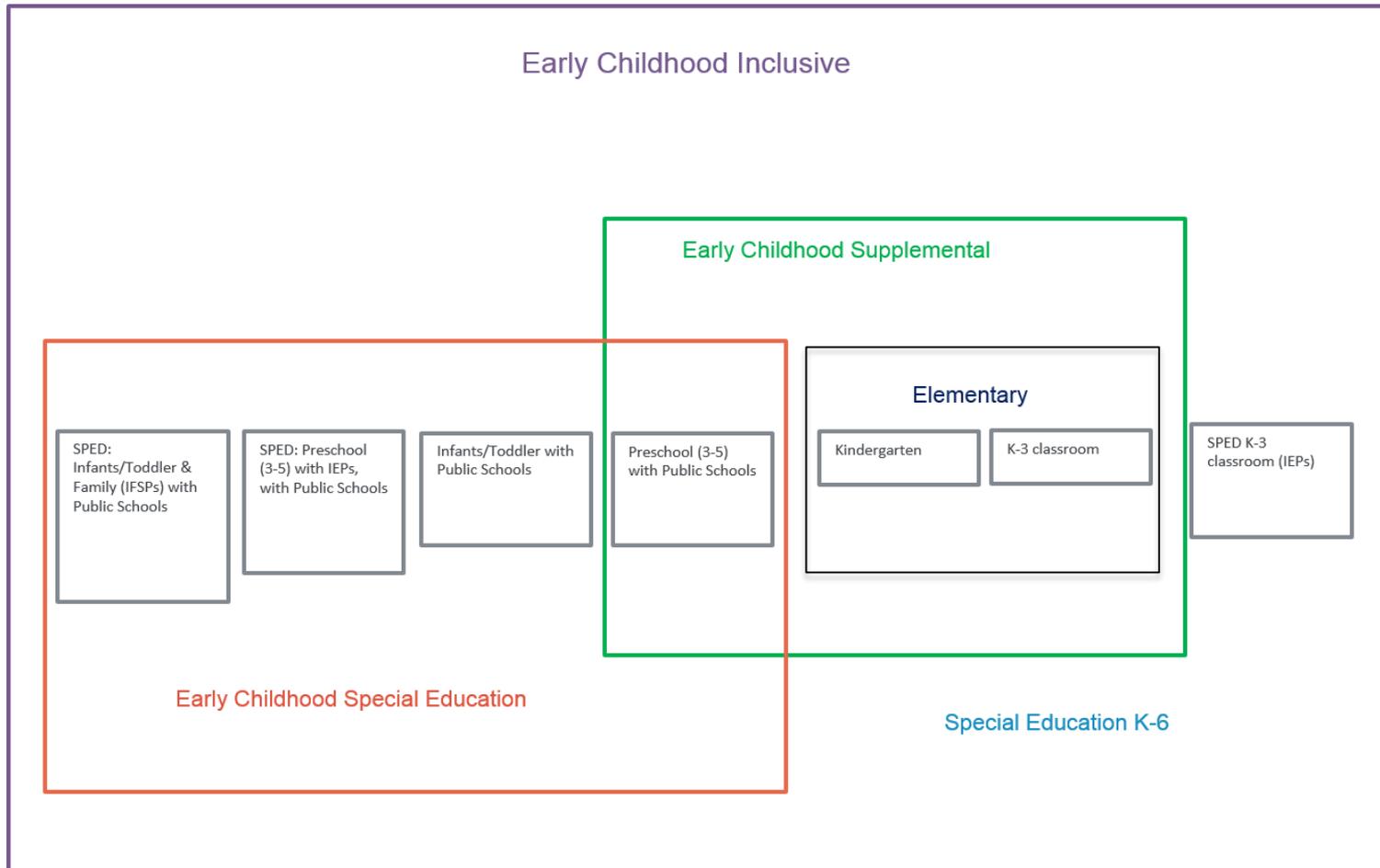
For individuals working in the field who wish to obtain an initial teaching endorsement there are many barriers.



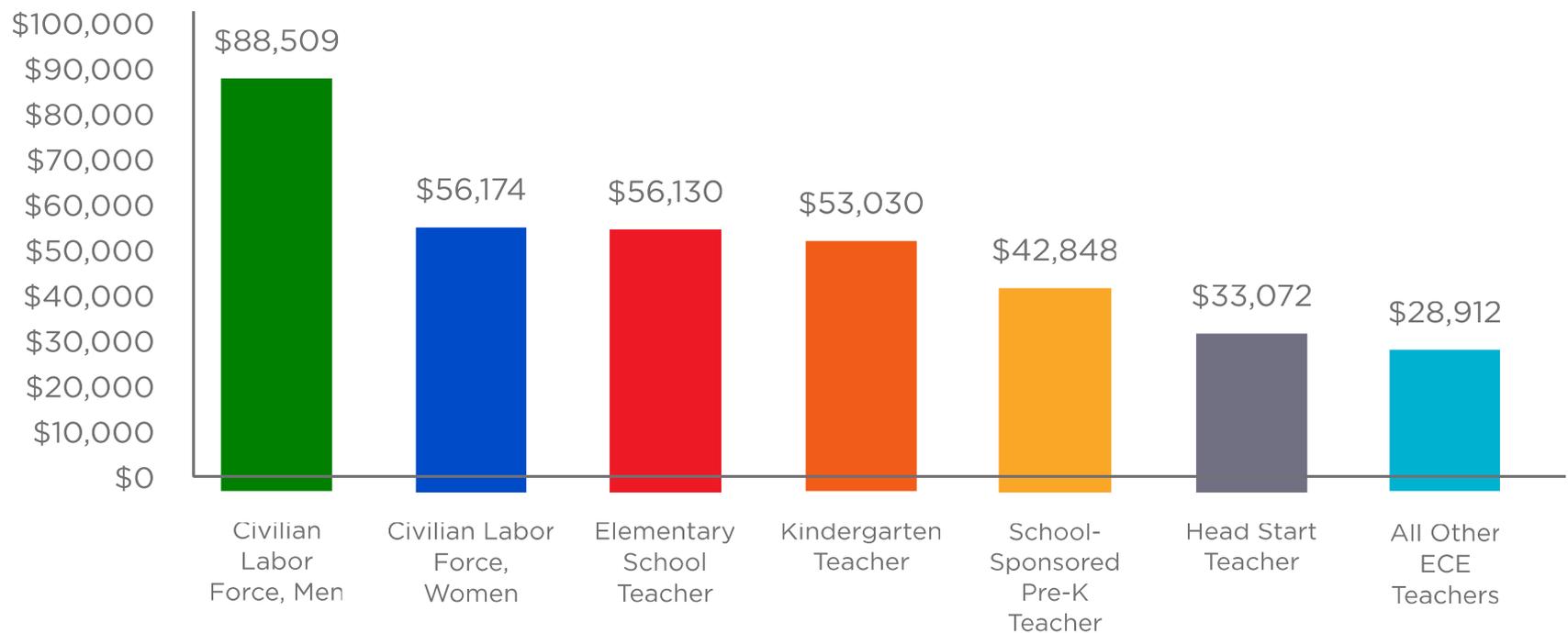
“To meet demand, Nebraska must also open pathways to child care workers who may have the requisite skills, but do not hold formal degrees in early education or child development. Currently, the system faces significant challenges in meeting the professional development needs of this potentially rich source of talent” (pg. 6)

Early Childhood Interagency Coordinating Council Report to the Governor, 2014

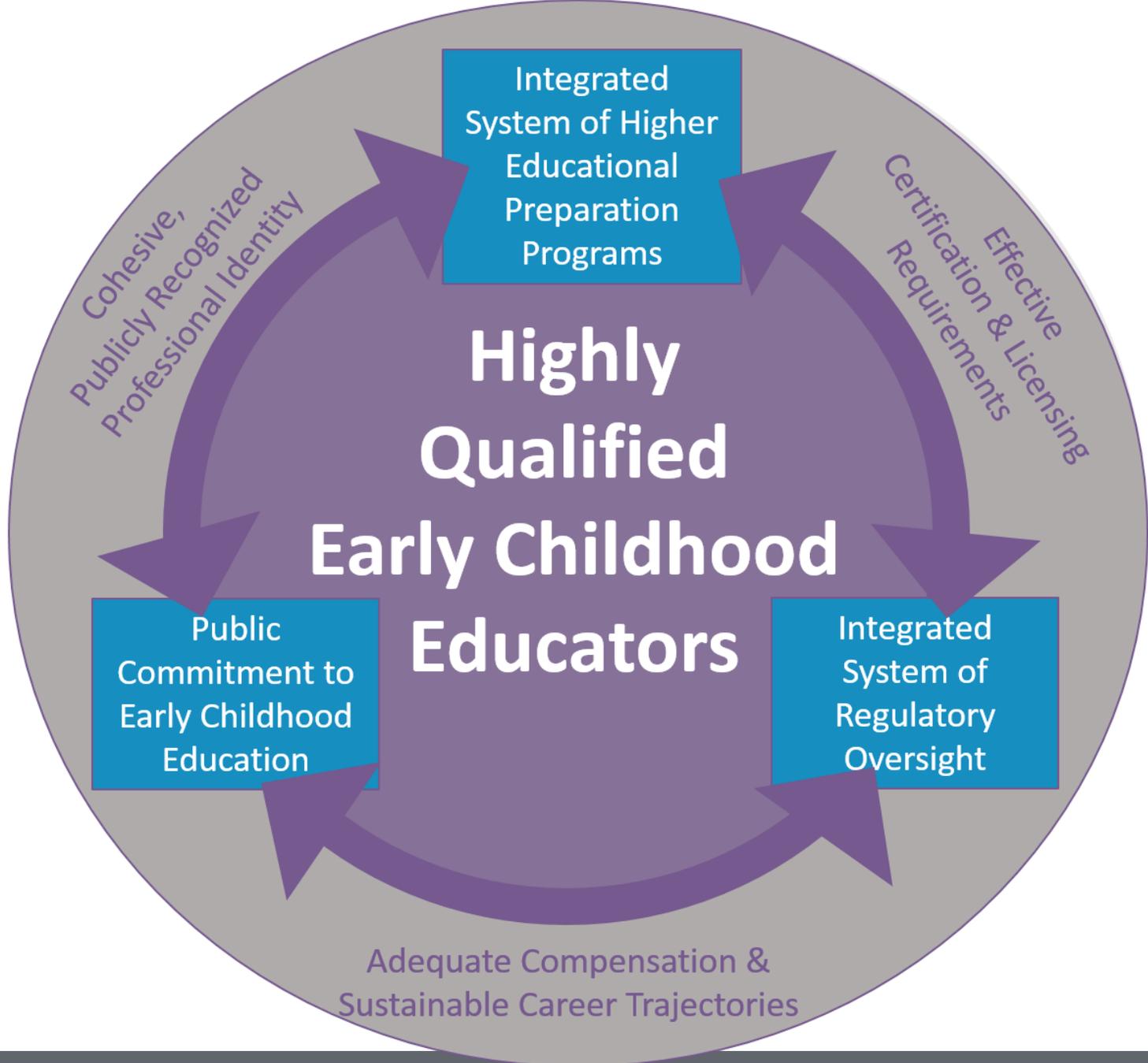
Which one of these endorsements will allow me to keep my job?



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



M. Whitebook, 2014





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