Nebraska’s Pathways to Becoming an Early Childhood Educator

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Supportive Professional Environment

Skilled, Informed, and Diverse Workforce
Higher Educational Preparation

Highly Qualified Early Childhood Educators

Public Perception

Regulatory Oversight
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
Buffett Early Childhood Institute

First Five estimates that 20% of teachers of at-risk children are working in settings with quality standards. This means that they must have:

- Bachelor's degree and/or teaching certification with an endorsement in early childhood education and early childhood supplemental endorsement
- Elementary Education and 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

17 Nebraska programs

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
Required student teaching experiences, by age range

Nebraska Higher Education Inventory, 2015
# Required practicum experiences

<table>
<thead>
<tr>
<th></th>
<th>Three practica required</th>
<th>Four or more practica required</th>
<th>Mean number of hours typically required for completing a practicum course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate degree</td>
<td>11%</td>
<td>44%</td>
<td>65</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>27%</td>
<td>47%</td>
<td>55</td>
</tr>
</tbody>
</table>

*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?

- **Total estimated qualified workforce needed statewide to serve all Nebraska children at risk (Age 0-5) at high-quality standards**: 9,990
- **Additional estimated workforce needed to hold or obtain qualifications to provide high-quality services to at-risk children (0-5)**: 7,985 (80%)
- **Estimated workforce currently providing high-quality services to at-risk children (0-5)**: 2,005 (20%)

Calculation methodology available upon request

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Bachelor’s degree and beyond

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Less than high school degree
50+ adult education sites for GED
300+ high schools

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)

- HS or less: 17%
- Some college, no degree: 27.90%
- AA degree: 18.10%
- Bachelor's degree or higher: 37%

National Survey of Early Care and Education, 2013
• Unlicensed child care
• Family Home Care 1
• Family Home Care 2
• Center
• Preschool
## Minimum qualifications

<table>
<thead>
<tr>
<th>Role</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Child Care Home 1</td>
<td>16 years of age; pre-service training</td>
</tr>
<tr>
<td>Family Child Care Home 2</td>
<td>19 years of age; pre-service training</td>
</tr>
<tr>
<td>Center-based Teacher</td>
<td>18 years of age; High school diploma and 1500 verified clock hours in organized group activities with young children</td>
</tr>
</tbody>
</table>
The setting determines the qualification level of the teacher.
Percentage of bachelor’s degree or higher, by setting

- Center: 35.50%
- Licensed home: 15.70%
- Unlicensed home: 18.70%

National Survey of Early Care and Education, 2013
Teacher’s educational level, by age of child served

- Bachelor's Degree
- Associate's Degree
- Some College
- High School or Less

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.
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

- Bachelor: preservice only
- Bachelor: mixed
- Associate: preservice only
- Associate: mixed

Nebraska Higher Education Inventory
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

Nebraskas Higher Education Inventory
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)
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

- Civilian Labor Force, Men: $88,509
- Civilian Labor Force, Women: $56,174
- Elementary School Teacher: $56,130
- Kindergarten Teacher: $53,030
- School-Sponsored Pre-K Teacher: $42,848
- Head Start Teacher: $33,072
- All Other ECE Teachers: $28,912
Highly Qualified Early Childhood Educators

- Integrated System of Higher Educational Preparation Programs
- Public Commitment to Early Childhood Education
- Adequate Compensation & Sustainable Career Trajectories
- Integrated System of Regulatory Oversight
- Cohesive, Publicly Recognized Professional Identity
- Effective Certification & Licensing Requirements
Start early. Start well.