



Buffett
Early Childhood
Institute
at the University of Nebraska

Nebraska Early Childhood Workforce Survey

Presentation of Findings and
Panel Discussion

September 6, 2017



Early Childhood Workforce Development

Committed to building a strong coalition of skilled, knowledgeable, and diverse professionals who are prepared to advance children's development from birth through age 8.



Demand for Early Childhood Care and Education

1. **Nearly 80% of children <6 are in paid child care**
2. **62% of mothers with infants are in the labor force**
3. **84% of counties don't have enough child care slots to meet demand**

Nebraskans' Attitudes Concerning Early Childhood

1. 68% of Nebraskans believe that early care and education has a significant impact on children's long-term success
2. 67% of Nebraskans believe the state should make early care and education a higher priority than it is today.
3. Nearly half of Nebraskans believe that teachers and caregivers are paid too little.

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Nebraska Early Childhood Workforce Survey: A Focus on Providers and Teachers



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Nebraska Early Childhood Workforce Survey: *Authors*



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Nebraska Early Childhood Workforce Survey: *Overview*

- Largest and most comprehensive survey of the state's early childhood workforce ever conducted
- Focuses on the lives and the working conditions of the professionals who care for and educate our youngest citizens

Nebraska Early Childhood Workforce Survey: *Settings*

1. Licensed home-based providers
2. Licensed child care center teachers
3. Public PreKindergarten teachers
4. Kindergarten to Grade 3 teachers

Methodology

- **Random sample**

Program administrators randomly distributed surveys to staff

- **Data collection**

May-August 2015 for homes and centers

Nov-Feb 2016 for PreK and K-3

- **Over 1,600 educators participated**



Key Findings

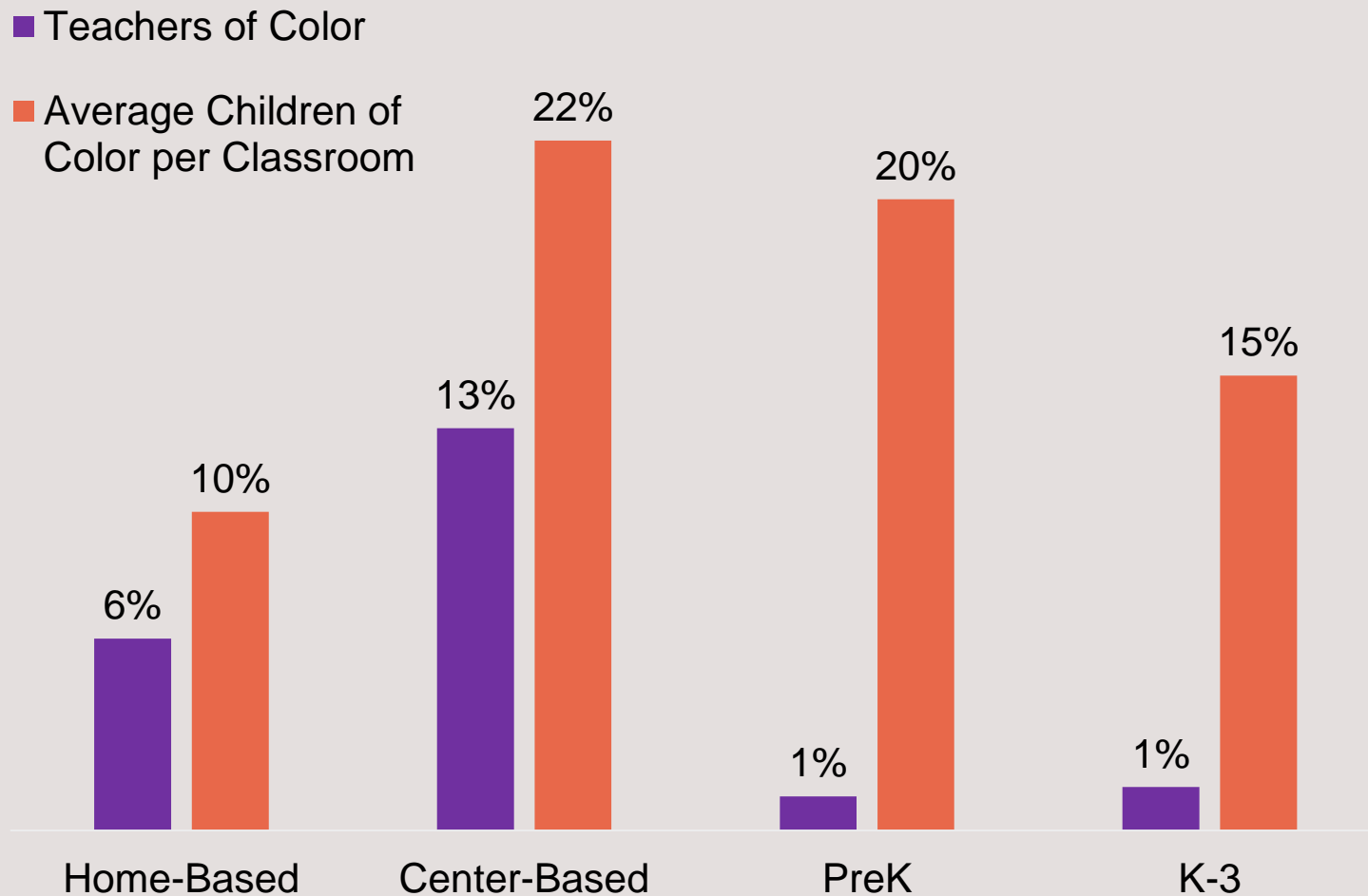
Nebraska Early Educators Demonstrate a Commitment to the Field

- Teachers tend to have considerable experience in the field
- They report engaging in various trainings throughout the year
- Among teachers with degrees, most majored in education-related fields

Nebraska Early Educators are Demographically Homogeneous

- Nearly all teachers are female
- Average age ranges from 36 – 48 years
- The vast majority of teachers are white

Contrast in Racial and Ethnic Diversity Among Children and Early Childhood Teaching Staff



Better and More Consistent Training is Needed to Ensure Teachers Feel Well-Prepared

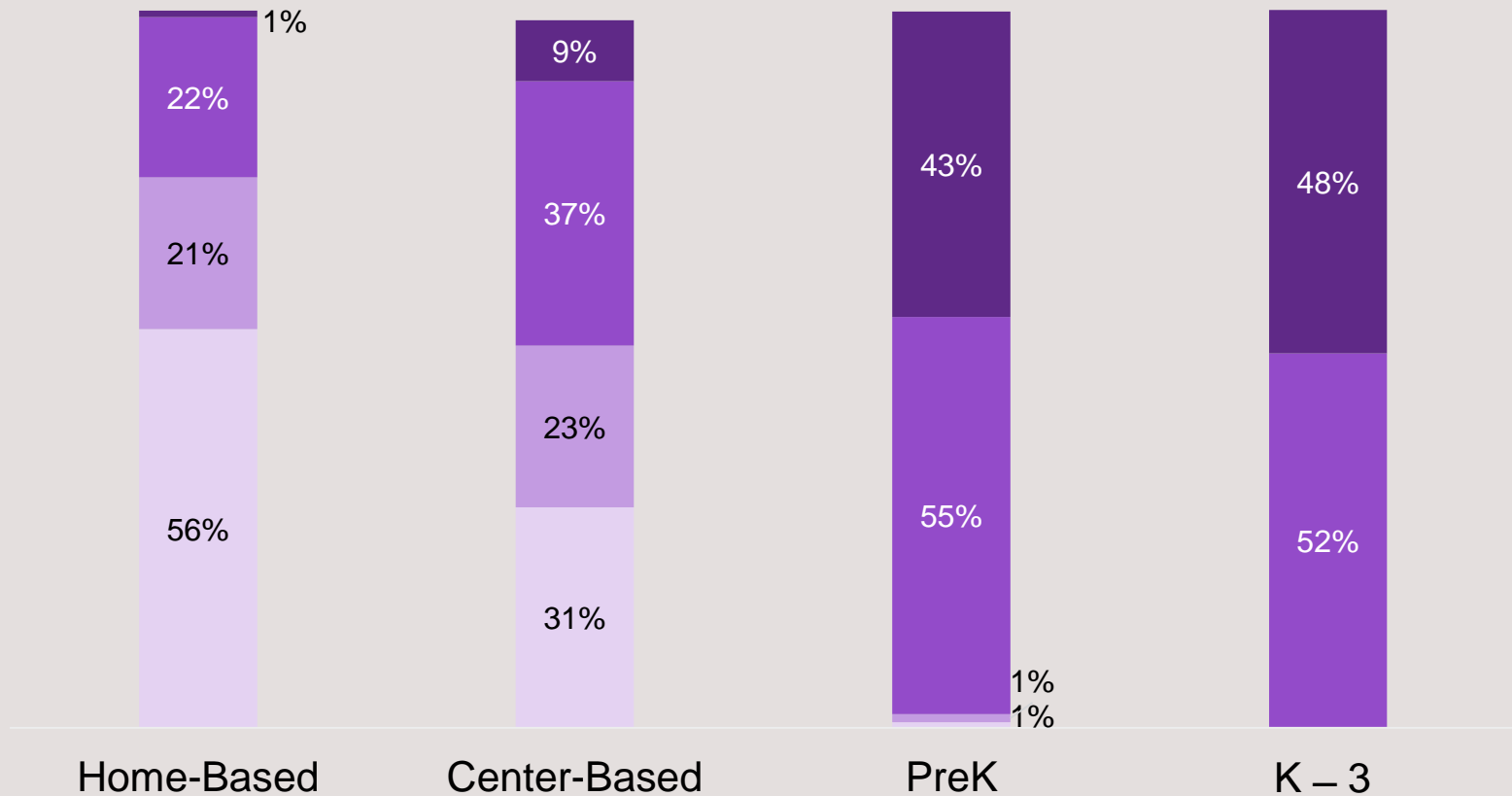
- Only half to three-quarters of teachers felt well-prepared to teach at the beginning of their careers
- Across all settings, teachers felt better prepared to work with children than with families

Teachers' Education Across Settings Shows Great Variability

- Nearly all PreK and K-3 teachers had bachelor's or graduate degrees
- Only 46% of center-based teachers and 23% of home-based providers had these degrees
- Generally, urban educators had higher educational attainment than rural teachers

Educational Attainment of Early Childhood Teachers By Setting

■ HS Diploma or GED ■ Associate's ■ Bachelor's ■ Graduate



Compensation Varies by Setting and by Educational Attainment

- Median annual pay varies by setting:

Home-based = \$25,980

Center-based = \$18,706

PreK = \$36,000

K-3 = \$41,000

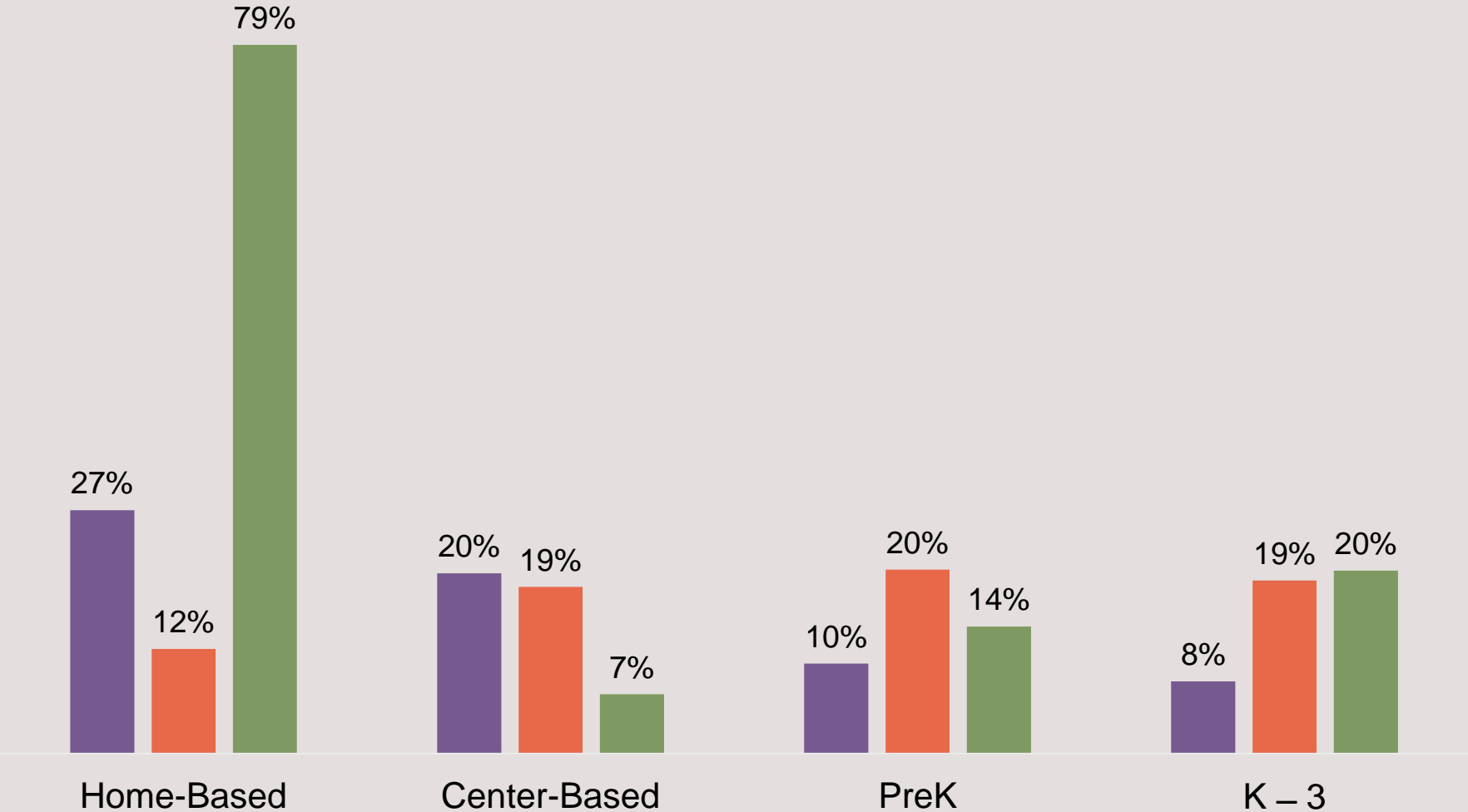
- Degree attainment affects salary by setting:

No impact of degree on salary for home- or center-based teachers.

PreK and K-3 teachers with graduate degrees earned more than teachers with bachelor's degrees alone.

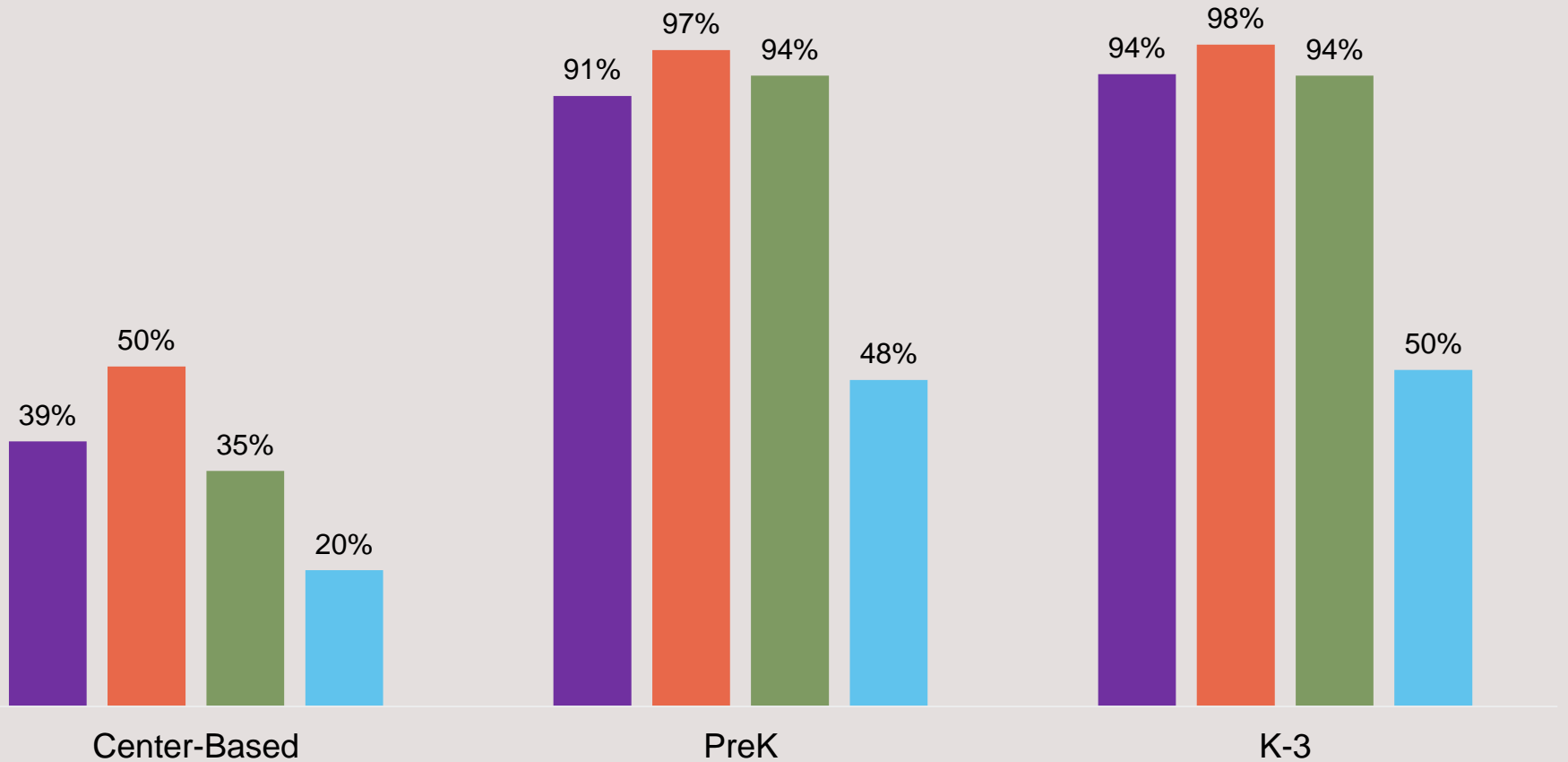
Making Ends Meet in Child Care

■ Utilizing Public Assistance ■ Holding Second Jobs ■ Working 40+ Hours/Week

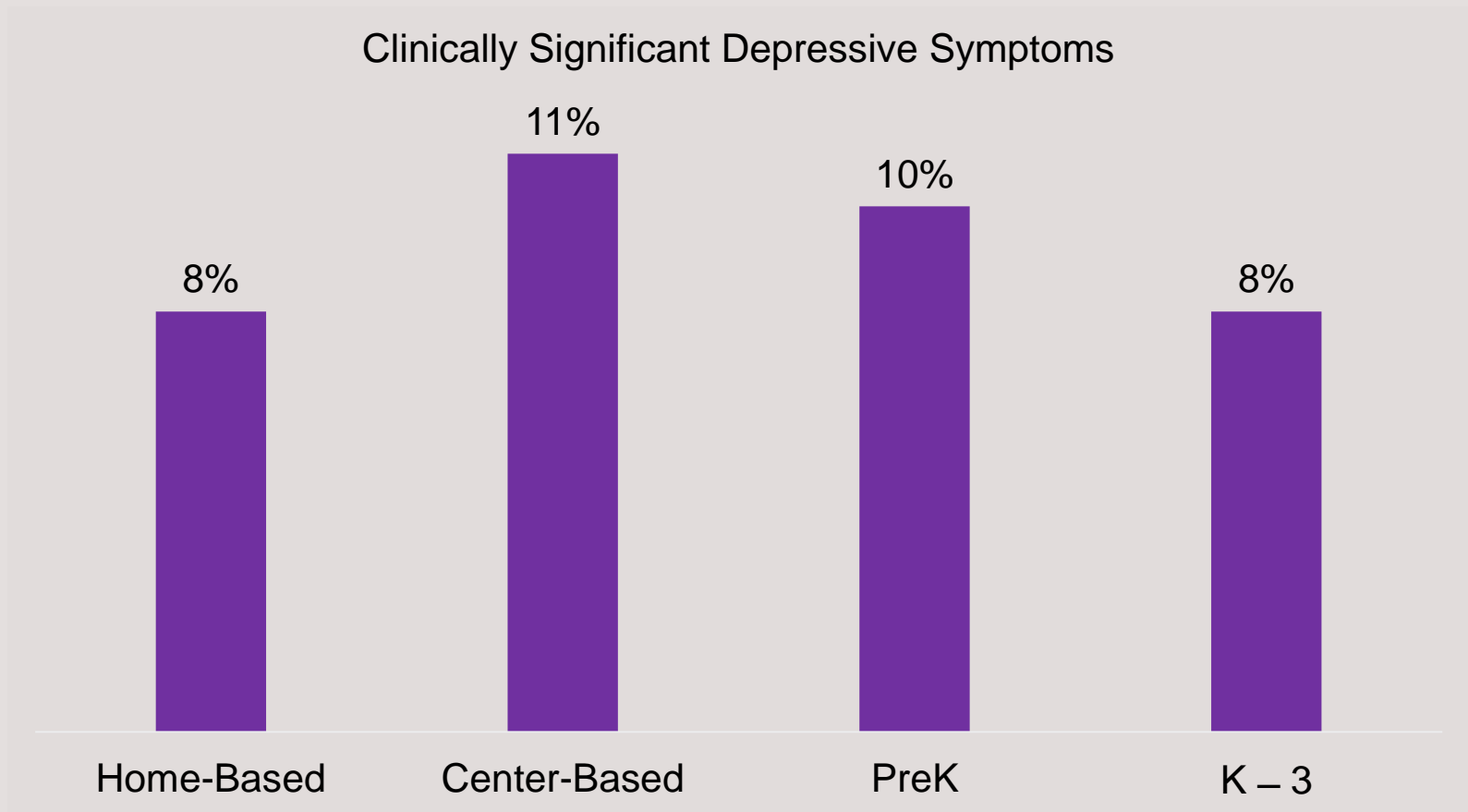


Benefits Are Variable

■ Health Insurance ■ Sick Leave ■ Retirement Benefits ■ Paid Maternity Leave



Psychological Well-Being of the Early Childhood Workforce in Nebraska



Conclusions

- Support
- Wages and working conditions
- The path forward



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Start early. Start well.