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

- **Teachers of Color**
- **Average Children of Color per Classroom**

<table>
<thead>
<tr>
<th></th>
<th>Home-Based</th>
<th>Center-Based</th>
<th>PreK</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Color</td>
<td>6%</td>
<td>13%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Average Children of Color per Classroom</td>
<td>10%</td>
<td>22%</td>
<td>20%</td>
<td>15%</td>
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</tbody>
</table>
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

- **Home-Based**
  - HS Diploma or GED: 56%
  - Associate's: 22%
  - Bachelor's: 1%
  - Graduate: 1%

- **Center-Based**
  - HS Diploma or GED: 31%
  - Associate's: 37%
  - Bachelor's: 23%
  - Graduate: 9%

- **PreK**
  - HS Diploma or GED: 31%
  - Associate's: 43%
  - Bachelor's: 55%
  - Graduate: 1%

- **K – 3**
  - HS Diploma or GED: 21%
  - Associate's: 48%
  - Bachelor's: 52%
  - Graduate: 1%
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

<table>
<thead>
<tr>
<th>Type</th>
<th>Utilizing Public Assistance</th>
<th>Holding Second Jobs</th>
<th>Working 40+ Hours/Week</th>
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</thead>
<tbody>
<tr>
<td>Home-Based</td>
<td>27%</td>
<td>12%</td>
<td>79%</td>
</tr>
<tr>
<td>Center-Based</td>
<td>20%</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td>PreK</td>
<td>10%</td>
<td>14%</td>
<td>20%</td>
</tr>
<tr>
<td>K – 3</td>
<td>8%</td>
<td>19%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Benefits Are Variable

Health Insurance  Sick Leave  Retirement Benefits  Paid Maternity Leave

Center-Based
- Health Insurance: 39%
- Sick Leave: 50%
- Retirement Benefits: 35%
- Paid Maternity Leave: 20%

PreK
- Health Insurance: 91%
- Sick Leave: 97%
- Retirement Benefits: 94%
- Paid Maternity Leave: 48%

K-3
- Health Insurance: 94%
- Sick Leave: 98%
- Retirement Benefits: 94%
- Paid Maternity Leave: 50%
Psychological Well-Being of the Early Childhood Workforce in Nebraska

- Clinically Significant Depressive Symptoms
  - Home-Based: 8%
  - Center-Based: 11%
  - PreK: 10%
  - K – 3: 8%
Conclusions

- Support
- Wages and working conditions
- The path forward
Buffett Early Childhood Institute

at the University of Nebraska

Start early. Start well.