Nebraska Early Childhood Workforce Survey Webinar
October 2017

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Amy Roberts, Ph.D.
Jacqueline Jones, Ph.D.
Presenters

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Director of Workforce, Planning, & Development, Buffett Early Childhood Institute

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Research Assistant Professor, Buffett Early Childhood Institute

Jacqueline Jones  
President and CEO, Foundation for Child Development
About the Institute

• Four Campus
• Birth – age 8
• Urban and Rural
• Applied research, training/ professional development, outreach, and policy
Early Childhood Workforce Development Program

Committed to building a strong coalition of adults who care for, teach, nurture, and advance children’s development through meaningful relationships and enduring experiences from birth through age 8.
79% of children <6 are in paid child care in Nebraska
Nebraska Early Childhood Workforce Survey: A Focus on Providers and Teachers
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 center teachers
3. Public PreKindergarten teachers
4. Kindergarten to Grade 3 teachers

Birth  
Grade 3
Methodology
Stratified Random Sampling
Data Collection

**Home-Based**
Admin + Teacher Survey

- Teacher Survey (Infant)
- Teacher Survey (Toddler)

**Center-Based**
Admin Survey

- Teacher Survey (PreK)

May-Aug. 2015

**Pre-K Program**
Admin Survey

- Teacher Survey


**K-3 Schools**
Admin Survey

- Teacher Survey (1st Grade)
- Teacher Survey (2nd Grade)
- Teacher Survey (3rd Grade)
- Teacher Survey (Kindergarten)
Current Report Focuses on Teachers/Providers

Home-Based
Admin + Teacher Survey

Center-Based
Admin Survey

Teacher Survey (Infant)

Teacher Survey (PreK)

Teacher Survey (Toddler)

Pre-K Program
Admin Survey

Teacher Survey

Teacher Survey (1st Grade)

Teacher Survey (Kindergarten)

Teacher Survey (2nd Grade)

Teacher Survey (3rd Grade)

K-3 Schools
Admin Survey

May-Aug. 2015

## Response Rates

<table>
<thead>
<tr>
<th>Setting</th>
<th>Respondents</th>
<th>Response Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home-Based</td>
<td>403</td>
<td>38%</td>
</tr>
<tr>
<td>Center-Based</td>
<td>371</td>
<td>n/a</td>
</tr>
<tr>
<td>Pre-K</td>
<td>272</td>
<td>67%</td>
</tr>
<tr>
<td>K-3</td>
<td>594</td>
<td>56%</td>
</tr>
<tr>
<td>Total</td>
<td>1,640</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Results
Results

• Location, auspice, child characteristics
• Demographics
• Degree, training, tenure, and child-centered beliefs
• Professional development and continuing education
• Compensation, benefits, and public assistance
• Stress & depression
Results

- Location, auspice, child characteristics
- Demographics
- Degree, training, tenure, and child-centered beliefs
- Professional development and continuing education
- Compensation, benefits, and public assistance
- Stress & depression
Educators responded from various regions of the state

<table>
<thead>
<tr>
<th>Urbanicity</th>
<th>Home-Based</th>
<th>Center-Based</th>
<th>PreK</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban/Metropolitan</td>
<td>40%</td>
<td>60%</td>
<td>37%</td>
<td>30%</td>
</tr>
<tr>
<td>Large Town/Micropolitan</td>
<td>34%</td>
<td>28%</td>
<td>30%</td>
<td>39%</td>
</tr>
<tr>
<td>Small Town/Rural</td>
<td>26%</td>
<td>12%</td>
<td>33%</td>
<td>31%</td>
</tr>
</tbody>
</table>
“Average” Classrooms:

<table>
<thead>
<tr>
<th>Category</th>
<th>Home-Based</th>
<th>Center-Based</th>
<th>PreK</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP/IFSP</td>
<td>3%</td>
<td>6%</td>
<td>19%</td>
<td>12%</td>
</tr>
<tr>
<td>Free or Reduced Lunch</td>
<td>11%</td>
<td>25%</td>
<td>39%</td>
<td>34%</td>
</tr>
<tr>
<td>ELL</td>
<td>4%</td>
<td>10%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Children of Color</td>
<td>10%</td>
<td>22%</td>
<td>20%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Results

• Location, auspice, child characteristics
• **Demographics**
  • Degree, training, tenure, and child-centered beliefs
  • Professional development and continuing education
  • Compensation, benefits, and public assistance
• Stress & depression
Educators are demographically homogenous

<table>
<thead>
<tr>
<th>Urbanicity</th>
<th>Home-Based</th>
<th>Center-Based</th>
<th>PreK</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>White</td>
<td>94%</td>
<td>87%</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Avg. Age</td>
<td>48</td>
<td>37</td>
<td>39</td>
<td>42</td>
</tr>
</tbody>
</table>
Results

- Location, auspice, child characteristics
- Demographics
- **Degree, training, tenure, and child-centered beliefs**
- Professional development and continuing education
- Compensation, benefits, and public assistance
- Stress & depression
Educational Attainment Varies By Setting

- Home-Based:
  - HS Diploma or GED: 56%
  - Associate's: 21%
  - Bachelor's: 22%
  - Graduate: 1%

- Center-Based:
  - HS Diploma or GED: 37%
  - Associate's: 23%
  - Bachelor's: 9%
  - Graduate: 1%

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

- K – 3:
  - HS Diploma or GED: 1%
  - Associate's: 1%
  - Bachelor's: 52%
  - Graduate: 48%
Educational Attainment Varies by Urbanicity

- **K-3**: Urban 60%, Large Town 49%, Rural 33%
- **PreK**: Urban 43%, Large Town 46%, Rural 38%
- **Center-Based**: Urban 41%, Large Town 32%, Rural 28%
- **Home-Based**: Urban 25%, Large Town 23%, Rural 16%
Teachers Did Not Consistently Feel Well Prepared to Teach Children

<table>
<thead>
<tr>
<th>Setting</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>72%</td>
</tr>
<tr>
<td>PreK</td>
<td>73%</td>
</tr>
<tr>
<td>Center-Based</td>
<td>64%</td>
</tr>
<tr>
<td>Home-Based</td>
<td>57%</td>
</tr>
</tbody>
</table>

Goal: 100%
Teachers Felt Less Prepared to Work with Families than Children

<table>
<thead>
<tr>
<th></th>
<th>Families</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>44%</td>
<td>72%</td>
</tr>
<tr>
<td>PreK</td>
<td>53%</td>
<td>73%</td>
</tr>
<tr>
<td>Center-Based</td>
<td>47%</td>
<td>64%</td>
</tr>
<tr>
<td>Home-Based</td>
<td>55%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Goal: 100%
Teachers have considerable experience in the field

<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>Avg. Years of Experience</td>
<td>19</td>
<td>12</td>
<td>14</td>
<td>17</td>
</tr>
</tbody>
</table>
Results

• Location, auspice, child characteristics
• Demographics
• Degree, training, tenure, and child-centered beliefs
• Professional development and continuing education
• Compensation, benefits, and public assistance
• Stress & depression
Although educators engage in various trainings, they are not utilizing/not aware of valuable scholarships.

<table>
<thead>
<tr>
<th>T.E.A.C.H.</th>
<th>Home-Based</th>
<th>Center-Based</th>
<th>PreK</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Don’t Know About It</td>
<td>27%</td>
<td>38%</td>
<td>44%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Results

- Location, auspice, child characteristics
- Demographics
- Degree, training, tenure, and child-centered beliefs
- Professional development and continuing education
- **Compensation, benefits, and public assistance**
- Stress & depression
Earnings Vary by Setting

Median Hourly Wage

- Home-Based
- Center-Based
- PreK
- K – 3

Education Levels:
- High School Diploma
- Associate's
- Bachelor's
- Graduate

Earnings vary significantly by setting and education level.
Supplementing Low Wages

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

<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>Utilizing PA</td>
<td>27%</td>
<td>20%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Holding S. Job</td>
<td>12%</td>
<td>19%</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>Working 40+</td>
<td>79%</td>
<td>7%</td>
<td>14%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Buffer Early Childhood Institute
Benefits Are Variable

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

<table>
<thead>
<tr>
<th></th>
<th>Center-Based</th>
<th>PreK</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>39%</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>Insurance</td>
<td>50%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>Sick</td>
<td>35%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Leave</td>
<td>20%</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>Retirement Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid Maternity Leave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data is variable across different levels.
Results

• Location, auspice, child characteristics
• Demographics
• Degree, training, tenure, and child-centered beliefs
• Professional development and continuing education
• Compensation, benefits, and public assistance

• **Stress & depression**
Depressive Symptoms Experienced Across Settings

Clinically Significant Depressive Symptoms

- Home-Based: 8%
- Center-Based: 11%
- PreK: 10%
- K – 3: 8%
Conclusions & Recommendations
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
Greater Racial and Ethnic Diversity Is Needed Among All Early Childhood Teaching Staff

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Teachers of Color</th>
<th>Average Children of Color per Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home-Based</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
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<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>PreK</td>
<td>1%</td>
<td>20%</td>
</tr>
<tr>
<td>K-3</td>
<td>1%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Implications for Training and Higher Education
Livable wages and employer-sponsored benefits are needed to avoid reliance on public assistance and second jobs.
We must support the psychological well-being of the workforce.
Efforts must be **systematic** and **sustained** and require the **creative** thinking and **commitment** of stakeholders, policymakers, and the public.
How can the science of children’s health, learning, and development inform how the workforce supports children from birth through age 8?
Children are already learning at birth.

Development and learning in the early years is rapid and cumulative – and is the foundation for lifelong progress.

Adults who provide for the care and education of children birth through age 8 bear a great responsibility for their health, development, and learning.
Just when consistent, continuous support is so important, the systems and services that children encounter – and the systems that support the adults who work with them – are fragmented.

Practices and policies have often not kept pace with what we know about the sophisticated knowledge and competencies required to provide high-quality care and education for children birth through age 8.

High-quality practice requires more than individual mastery of competencies.
The Science: 4 Categories of Insight

• The rapidity of brain development
• The interplay of genes and environment
• The impact of stress on development
• Individual differences in sensitivity to environments
Overview of Recommendations: A Blueprint for Action

**UNIFYING FOUNDATION:**
- Essential features of child development and early learning
- Principles to support quality professional practice
The Vision:

A care and education workforce for children birth through age 8 that is unified by:

– A foundation of the science of child development and early learning,
– Shared knowledge and competencies, and
– Principles to support quality professional practice at the individual, setting, systems, and policy levels.
A Unifying Foundation: Principles to Support Quality Practice

Professionals need:
• foundational and specific competencies.
• to be able to support diverse populations.

Professional *learning systems* need:
• to develop and sustain professional competencies.
A Unifying Foundation: Principles to Support Quality Practice

• Practice environments need to enable high-quality practice.

• Systems and policies need to align with the aims of high-quality practice.

• Professional practice, systems, and polices need to be adaptive.
Competencies

Shared competencies for all professionals who provide direct, regular care and education for young children:

• Core Knowledge Base
• Practices to Help Children Learn
• Working with Diverse Populations of Children
• Developing and Using Partnerships
• Continuously Improving Quality of Practice
Competencies

In addition, for leaders and administrators:

- Practices to Help Children Learn
- Assessment of Children
- Fostering a Professional Workforce
- Assessment of Educators
- Developing and Fostering Partnerships
- Organizational Development and Management
Current Work

Power to the Profession (NAEYC):
• 15 ECE Professional Organizations

National Academy of Medicine:
• State Teams and Discussion Paper

National Association of State Boards of Education

National League of Cities

Philanthropic Community
Challenge to the Field

Use the IOM report’s synthesis of current science and its proposed recommendations to:

• Define itself,
• Demand appropriate preparation & compensation, and
• Outline the critical elements for professional monitoring and accountability systems.
Call to Action

This report calls for a commitment to the pathways that will lead us to the systems and policies that we need (rather than making do within the systems and policies that we have).

This is not fast, easy, or cheap. It will require a strategic, progressive trajectory to transform the professional landscape, accompanied by significant commitment, mobilization of resources, and innovations in financing.

But the status quo will perpetuate today’s fragmented approach, resulting in less than adequate support for children’s development and learning.
buffettinstitute.nebraska.edu

Buffett Early Childhood Institute
at the University of Nebraska

Start early. Start well.

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