

Early Childhood Interagency Coordinating Council

Report from

Quality Child Care Worthy Wage
Task Force

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Table of Contents
Quality Child Care/Worthy Wage Task Force
Early Childhood Interagency Coordinating Council

Section Title	Page
I. Introduction: Toward a Quality Early Childhood Care and Education System	4
A. Vision for Early Care and Educations	5
B. Assessment of the Current Early Childhood Care and Education System	7
II. Priorities Established By the Quality Child Care Worthy Wage Task Force	9
A. Governance	9
Recommendations	12
B. Public/Private Partnerships and Economic Impact of Early Care and Education	13
Recommendations	17
C. Quality Child Care/Worthy Wage	17
1. Entry Level Credential	18
Recommendations	21
2. Salary Model and Supplemental Wage Compensation	21
Recommendations	28
Resources	29
Quality Child Care Worthy Wage Task Force Membership	32
Appendix A: Detailed Charts on Current System	33
Appendix B: State Examples of Governance in Early Childhood Education	56
Appendix C: State Examples of Public/Private Partnerships	62

Appendix D: State Examples of Credentialing Systems	65
Appendix E: State Examples of Wage Supplementation Programs	70
Appendix F: Kentucky's Core Competencies	72
Appendix G: New Mexico's Core Competencies	75
Appendix H: North Carolina and Draft Nebraska Salary Models	81

I. Introduction: Toward a Quality Early Childhood Education System

Introduction

In September 2002, the Early Childhood Interagency Coordinating Council (ECICC) chartered a task force of its members to develop recommendations to the Governor and Legislature on ways the state can improve the quality of care and education for all young children and specifically to examine what wage initiatives might assist in that improvement.

Work of Task Force

The Quality Child Care/Worthy Wage Task Force met to examine Nebraska's current early care and education system, determine what elements would be essential for a quality early care and education system to exist in Nebraska, and examine what initiatives have been developed around the country to improve early care and education.

Three focus areas were selected to highlight: governance, public/private partnerships, and worthy wage. The recommendations from the task force will focus on those three areas.

Toward a Quality Early Childhood Education System

In the ideal, policy makers, legislators, and state agencies would find it easy to support investments in early care and education for Nebraska's young children. Most policy makers understand the first five years of a child's life help create the foundation for the productive, smart and healthy adult of the future. Policy makers understand that foundation will lead to smart, healthy, and productive adults who help build a great economic future for the state.

Changing social, economic and demographic factors have resulted in increased demands for quality early care and education services. More parents are in the workforce and fewer families have a full-time caregiver available to help nurture and support children. The early care and education system must provide quality services to ensure that children are safe, healthy, developing strong motor, cognitive, and social/emotional skills for use in life.

Societal Factors that Demand the Need for Quality Early Childhood Services

The *National Economic Impacts Study* (1) discussed the changes in parental participation in the workforce. Their findings were:

- Less than 15 percent of American families currently fit the traditional model of husband as wage-earner and wife as homemaker.

- Approximately, 15 percent of the almost one-third of children who are cared for by only one parent live with their father
- Nationally, father-headed families are the fastest growing of all family types.
- In 2000, 65 percent of women with children under age six; 72 percent of women with children aged three to five; 61 percent with children under age three; and 59 percent of women with children under age one were in the workforce, with most working full-time.
- Whether by choice or by need, women play a crucial role in financially supporting their families. Approximately 55 percent of working women are responsible for half or more of the household's income with almost 20 percent the sole family provider.

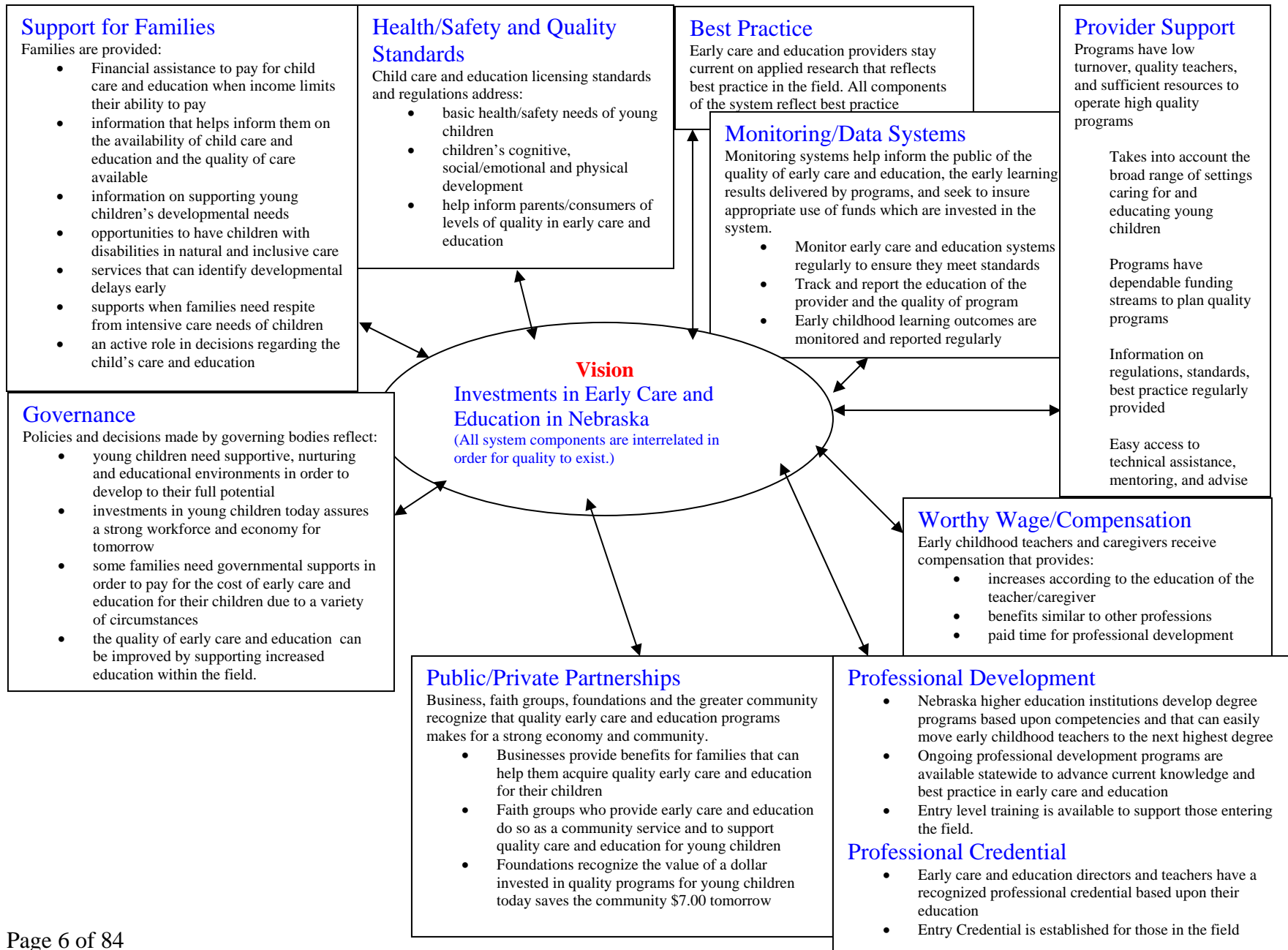
Nebraska ranks second in both the nation and the region in women's labor force participation. Among Nebraska women with children under age 6, 70 percent are in the workforce. (2)

For many families, in order to maintain the standard of living they had as children, both parents must work. Families having two wage earners have become an economic reality and the need for quality early care and education has become imperative. Since both parents work care should be taken about the social infrastructure needed to support young children during the hours that parents work.

Young children need dependable care, consistent care, and care that can help create a sense of trust and confidence for the young child to navigate through the world. Children need care that helps prepare them by encouraging talk, play, imagination, building, and learning to read and problem solve.

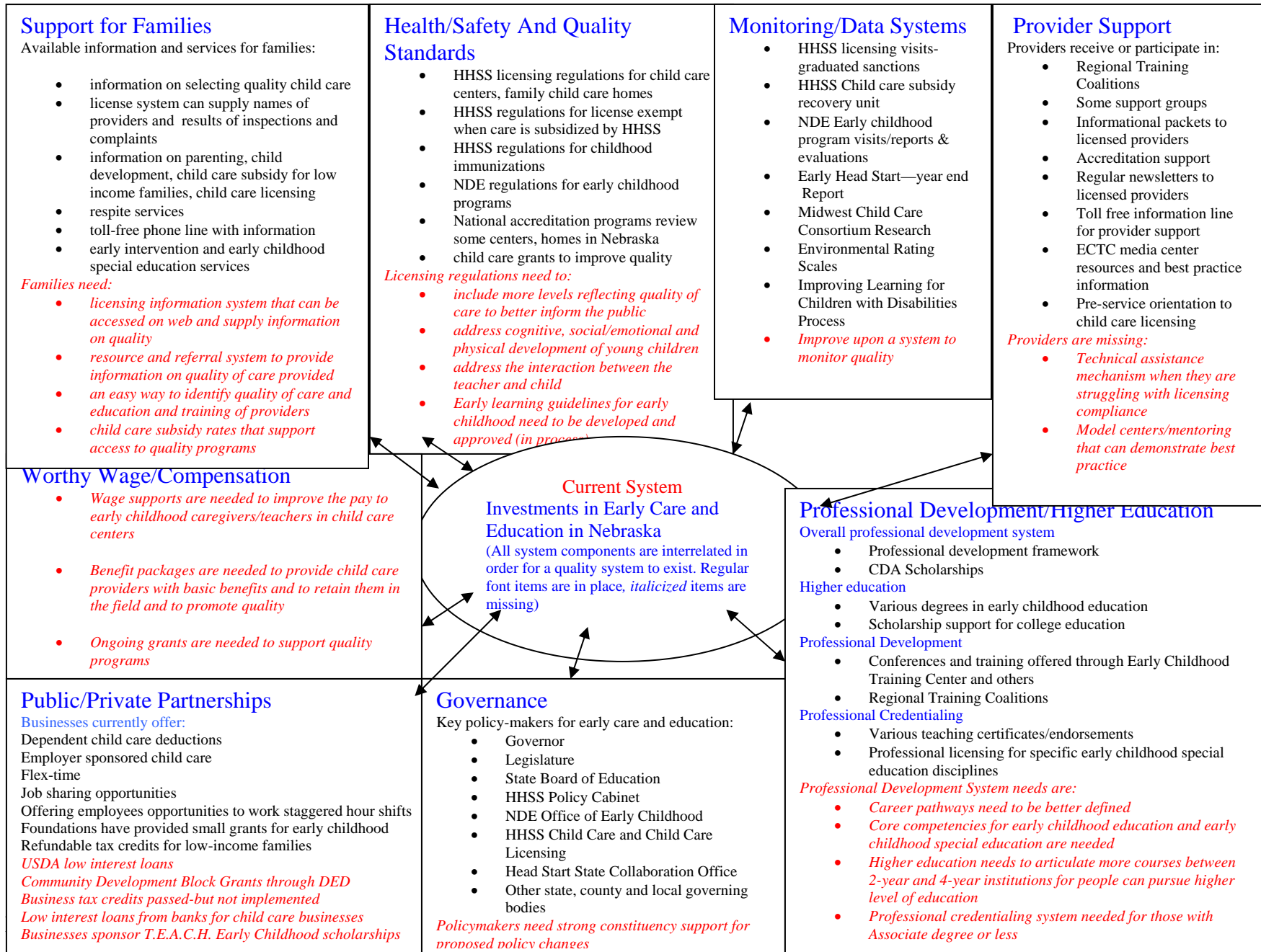
A. The Vision

The Quality Child Care/Worthy Wage Task Force created a vision for what a well planned and intentional early childhood system of care and education might include. The chart that follows represents their vision for an early care and education system in Nebraska. The vision described contains elements that the task force believes are essential to maintaining a quality early childhood care and education system.



B. Assessment of Current Early Care and Education System

Nebraska has developed key elements of early childhood care and education infrastructure in order to rapidly respond to the change in family and society. The following page displays the assessment done by the Quality Child Care/Worthy Wage Task Force on the current system of care and education in Nebraska. The regular font items in each of the elements reflect what is currently in place in Nebraska and the italicized items reflect what is missing from Nebraska's system of early care and education. Appendix A contains the detailed charts on each of the elements as well as information on what other states have done to respond to these essential elements of an early care and education system. The Quality Child Care Worthy Wage Task Force wants policy makers to understand the importance of maintaining all elements of the system in order for quality to truly exist. The task force also recognizes that it is impossible to address all system deficiencies at this time. The task force chose to focus on three priority areas, they are: governance, public/private partnerships, and quality child care/worthy wage.



II. Priorities Established By the Task Force:

The Quality Child Care Worthy Wage Task Force believes Nebraska must on three priorities in order to advance quality care and education in Nebraska. The task force urges Nebraska to develop a future early care and education system to achieve the following vision:

A. Governance: Governing bodies can confidently support quality early care and education initiatives, knowing that there is sufficient public will behind the effort.

B. Public/Private Partnerships: The business community throughout the state vocalizes both awareness of and support for quality early care and education. The larger community endorses quality early care and education today in order to have a strong workforce tomorrow. Business and community leaders also recognize that quality early care and education programs are an important economic development issue for building strong and healthy communities.

C. Quality Child Care/Worthy Wage: The state provides, minimally, a wage model that helps establish norms in wages for early childhood care and education providers. Optimally, the state should create a strategic plan that will develop, with state dollars, a wage supplementation plan that would ensure early care and education teachers receive wages based upon their education, experience, and longevity.

A. Governance

In the Voices for America's Children report, *Early Learning Left Out* (3), a comparison of public investments in the education and development of children was made by three age groupings. The three groupings were---the early years (roughly 0-5), the school-aged years (roughly 6-18), and the college-aged years (roughly 19-23). The report examined the state, federal, and school district spending of 12 states across the country. The findings were:

- While 85% of a child's core brain structure is formed by age three, less than 4% of public investments on education and development have occurred by that time.
- On a per child basis, public investments in education and development are more than seven times greater during the school-aged years (\$5,410 per child) than during the early learning years (\$740 per child).
- On a per child basis, public investments in education and development are nearly five times greater during the college-aged years (\$3,664 per youth/young adult) than during the early learning years.

- This means that for every dollar society invests in the education and development of the school-aged child, society invests only 13.7 cents in that child during the earliest learning years—a major investment gap.
- State investments in education and development in the earliest learning years constitute a very small percentage of overall public expenditures, in many states less than 1%.

The Role of Governance

Governance is the leadership and policy development necessary to establish systems, monitor systems, advocate on behalf of quality, affordability, and accessibility.

Nebraska's Governance System and its Response

Nebraska has a variety of governance bodies that have assumed leadership for improving quality early care and education systems. The Office of the Governor, the Legislature, the State Board of Education, the Nebraska Department of Education, the Health and Human Services System, and the Head Start State Collaboration Office have initiated efforts to improve the quality of early care and education. Additionally, the community leadership of the Greater Omaha Chamber of Commerce in partnership with the state agencies has influenced efforts to improve the quality of early care and education.

Some examples of recent successes initiated by policymakers in Nebraska have been:

- Legislature: Expanded funding for early childhood program grants through the Nebraska Department of Education
- Governor/NDE/HHS: Establishment of the T.E.A.C.H. Early Childhood® NEBRASKA scholarship program for early childhood providers to attend college.
- Governor/NDE/HHS: Establishment of the early childhood mental health initiative
- State Board of Education: Established goals and policy on early childhood in the *Creating Equitable Opportunities for an Essential Education for all Students* publication.
- HHSS maintained child care subsidy to low-income families without need for a waiting list. (Many states have huge waiting lists that prevent families from accessing child care subsidies.)
- NDE/HHS: Development of the Early Learning Guidelines for ages three-five.

- Greater Omaha Chamber of Commerce: Development of quality child care programs in conjunction with Omaha businesses, encouragement of accreditation within the Metro Omaha area, and push for business tax credits in the legislature.

Some policy makers in Nebraska have expressed frustration at their efforts to improve the quality of early care and education in Nebraska. Some of their frustrations have been regarding the absence of united agreement and support from the early childhood field for those efforts that will improve the quality of services provided.

Some early childhood providers have voiced opposition to policy changes. The early childhood field remains a diverse field with very different passions about the work that they do. Some early childhood providers are small businesses operated out of their home, are fiercely independent, preferring limited government regulation of their work. Some providers have served children for many years without formal education, and have years of training and independent reading and study on child development and care. Finally, there are those in the field who have achieved Associate Degrees, Bachelors Degrees, and even Master's Degrees. All of these providers care deeply about the work that they do and believe strongly on how best to build the future of the field.

Despite the occasional voiced opposition of providers some early care and education policy improvements have moved forward, including those listed previously. Each of these efforts has developed out of the commitment of a few policy makers to address some parts of the system. Many of them have passed and have made their impact on the system. There is still additional work that needs to be done to improve the quality of early care and education. Creating a comprehensive strategic plan addressing quality care and education will help advance that work. However, in order for comprehensive strategic planning and system development to occur, policy makers need to know that there is wide support for the changes proposed and that the early care and education field will need to be part of the strategic planning effort.

Sharon Kagan reported in *Supporting Quality Early Childhood Care and Education: Addressing Compensation and Infrastructure*(4) that ideally the system of governance would:

- Coordinate all the individual elements of the infrastructure;
- Establish accountability mechanisms that assure the quality of care in every community, including appropriate assessment of child outcomes and staff competence;
- Engage in long-range planning across all early care and education programs.

In another article by Kagan, *Back to Basics: Essential Components of an American Early Care and Education System* (5), she states:

“Lacking clear direction, often policy initiatives focus on one element of the system one year, and another element the next year. There is limited long-term planning; replicating the episodic nature that has so long characterized early care and education program

development. Having a clear definition and clear direction will reduce the helter-skelter approach to policy.”

Task Force Belief Statement on Governance

The Quality Child Care/Worthy Wage Task Force believes it is essential that Nebraska maintain effective and collaborative leadership for early care and education. The first recommendation is meant to ensure that “coordination of the infrastructure” and “accountability mechanisms” that Kagan talks about is in place. The Quality Child Care/Worthy Wage Task Force also believes it is important that the “long-range planning” across all early care and education programs is essential. The Task Force felt that the Together for Kids and Families strategic planning mechanism would be an important effort toward that “long range planning”. Additionally, the State Board of Education Policy Study on Early Childhood offers potentially useful information to utilize in planning for quality early childhood care and education services.

The Quality Child Care/Worthy Wage Task Force examined the various state initiatives for leadership within early care and education. Appendix B includes a discussion of what other states have done to establish that comprehensive vision for early care and education. The task force believes that they were many things to be learned from other states efforts. Three of the key ideas were:

1. There are a variety of ways to bring both the state and local communities together to improve quality care and education. Some of the more effective efforts have included a local/community engagement piece with responsibility for planning and fund distribution at the local level.
2. All efforts have a clear vision and strategic plan driving their efforts.
3. Private sector partners need to be fully engaged in order to have broad support.

Recommendations related to Governance:

1. Continued support from the Governor for a strong and effective leadership team with collaborative working relationships between the Nebraska Department of Education and Health and Human Services System related to the strategic planning and administration of early childhood services and support systems in Nebraska.
2. Recognition by the Governor of the Together for Kids and Families strategic planning effort as a comprehensive strategic planning effort for early childhood services and support systems in Nebraska. This initiative is funded by the U. S. Department of Health and Human Services and is collaboration between NDE and HHS. The Together for Kids and Families strategic planning effort should be embraced as an important vehicle through which Nebraska will establish one “vision” for all young children.

3. Recognition by the Governor of the 2004-2005 Nebraska Early Childhood Policy Study as an important initiative for developing recommendations to inform future policy decisions by the State Board of Education and its policy partners. The study's leadership team and process will assure coordination of state level efforts through cross-representation of the early childhood field and schools, including the Early Childhood Interagency Coordinating Council, the Together for Kids and Families advisory team, HHS and NDE.

B. Public/Private Partnerships and Economic Impact of Early Care and Education

The early care and education field contributes to the economy both as a major employment sector within the state and as the workforce that enables many parents to work in high income positions. Both government and business benefit from the important role the early care and education field play in the economy. Public and private partnerships will be needed to help improve the quality of early care and education and to ensure that fields contributions build a healthy economy both today and tomorrow.

Economic Impact of Early Care and Education

The *National Economic Impact Study (1)* published in 2002 found substantial contributions of the child care sector to the economy. The key findings were:

“Quality child care contributes to labor productivity in three primary ways, as follows:

- Increased labor force participation—both in terms of number of jobs and quantity of hours worked—by providing mothers and fathers the opportunity to engage in work outside the home. Child care enables parents to pay a portion of their income to providers in exchange for the opportunity to keep the remainder of their pay check.
- Higher income, by permitting parents to maintain job skills and continuous employment experience. Child care enables parents, particularly mothers, to keep their jobs longer, and reduce potentially wage and skill-reducing absences.
- Lower absenteeism and turn-over rates by providing parents with the peace of mind that their children are receiving responsible care....Child care contributes to a stable and consistent workforce.

The Mid-America Regional Council, in March 2003, published an Economic Development Strategy for Kansas using the Cornell Methodology *Recognizing the Economic Importance of Child Care* (6). Kansas reports:

- Child care in Kansas is over a \$500 million dollar industry.
- The child care industry in Kansas is made up of over 8,645 small businesses.
- Regulated child care establishments employ over 14,000 workers---about as many as the state's hotel industry and important agricultural industries like feed grains, food grains and meat-packing plants.
- Regulated child care establishments serve over 100,000 Kansas children.
- Working families who rely on child care earn almost \$1.98 billion a year.

The report states, "The ripple effects of quality child care aren't just short term; they move through generations. While the industry provides vital support for our current workforce, high-quality child care programs also help build the future workforce by giving children the early education guidance they need to prepare for school and become successful employees and citizens."

The *National Economic Impacts of the Child Care Sector Study* (1) study indicates early care and education is a contributing economic force in communities and across the nation. Their findings:

- In 2001, Americans spent approximately \$38 billion a year on licensed child care programs, excluding care provided at unlicensed and informal facilities....the sector creates enough income to support approximately 2.8 million direct, indirect, and induced jobs, on which about one-third are in the child care industry itself. In addition, the sector generates almost \$9 billion in tax revenues.
- The licensed child care industry directly employs more Americans than public secondary schools, and is directly responsible for twice as many jobs as the farming sector.
- Child care provides an essential infrastructure which enable mothers and fathers to be employed outside the home, and earn necessary income. By making it possible for parents to work, the formal child care sector enable Americans to earn more than \$100 billion annually.
- The additional wages supported by the child care sector, in turn, have substantial impact on the national economy, engendering almost \$580 billion in total labor income, approximately \$69 billion in tax revenues, and supporting more than 15 million jobs.

- For every dollar spent on the formal child care sector alone generates \$15.25 in additional earnings by parents.
- Substantial evidence demonstrates that the economic benefits of child care far exceed its costs. For example, quality child care has been shown to contribute to reductions in special education costs; lower school drop-out rates; decreased levels of criminal activity; and increased earning power, including reduced risks of poverty.
- Accessible, affordable child care is essential to economic prosperity. By the year 2010 the U. S. is expected to add another 1.2 million children aged four and under, a 6 percent increase. Unless the formal child care sector likewise adds sufficient, affordable capacity, parents will not be able to fully participate in the U.S. economy.

The child care industry is unique in the variety of forms that make it up. Approximately, 70 percent of child care providers are small businesses classified as for-profit, however, few of them generate revenue that other small businesses realize. Another portion of the industry is large for-profit corporations. In addition, there are nonprofit centers, and publicly supported programs such as the federal Head Start programs and state funded early childhood programs supported partially with state and federal dollars.

Estimated Number of Licensed Child Care Provider Nationally	Number of facilities
Family Day Care Providers/Homes	306,246
Child Care Centers	113,298
Public Sector Agencies	55,000
Churches	23,000
Hospitals	900
U. S. Military Bases (Worldwide)	639
Colleges and Universities	1,400
Community Service Organizations	2,000
Total	500,143

Source: National Economic Impacts of the Child Care Sector, Fall 2002

The variety of organizational forms in the early childhood care and education sector has complicated people's search for solutions to help ensure that quality early care and education for young children is routinely offered.

The *National Economic Impacts Study* also indicates that families pay approximately 60 percent of the total annual estimated expenditures on child care nationwide, with the public sector (federal, state, and local) paying about 39 percent, and private sector businesses and nonprofits contributing just 1 percent. In contrast, families pay approximately 23 percent of the costs of public college education, and the private sector makes substantially greater investments in higher education than in early care.

Fees for child care have been increasing at an average rate of 7 percent a year, a higher-than-inflation price increase. The child care inflation rate in part reflects the growing demand for higher quality care as represented by rising wages and higher facility costs.

The public sector share for child care translates into approximately \$15 billion annually. The majority of federal funds that subsidize children come from three programs: the Child Care Development Fund, Temporary Aid to Needy Families, and Head Start. In addition, states pay for a variety of child care programs, including pre-school initiatives.

Engaging Others in Supporting Quality Early Care and Education

Several states have developed some strong partnerships between the public and private sector to improve the quality of early care and education. Appendix C has examples of public/private partnerships that are making a difference.

Nebraska will need to develop intentional and thoughtful strategies in order to grow a high quality early care and education system to prepare the workforce for the future. Successful strategies will need to engage both the public and private sector. Other states have demonstrated that there are economic incentives for the state, for businesses and corporations, and for working parents to increase investments in stable and high-quality early care and education programs. Nebraska's current investments fall short of ensuring that all children and families have access to high quality early care and education. There are opportunities for further investments by both the public and private sector to advance quality early care and education in Nebraska.

Task Force Belief Statement on Public/Private Partnerships and Economic Impact of Early Care and Education

The Quality Child Care/Worthy Wage Task Force believes it is important to advance Nebraska's efforts to have strong public/private partnerships addressing early childhood care and education. There has been significant past involvement from leaders in the private sector in the Governor's Business Council on Child Care Financing. The Greater Omaha Chamber of Commerce continues to play an active role in addressing quality child care in the Metropolitan Omaha area. Columbus leaders have also actively examined the quality of early care and education in that community. Further work must be done to make the case for the economic impacts of the child care industry and the need for private/corporate involvement in quality early care and education. All Nebraskans need to appreciate the value the early care and education sector provides to ensure the future economic strength of Nebraska.

Recommendations related to Public/Private Partnerships and Economic Impact of Early Care and Education

- 1) Establish a task force to conduct a Child Care Economic Impact Study using the Cornell Methodology. (5)
 - a) The task force should include representatives from the Department of Labor, Department of Economic Development, Department of Education, the Health and Human Services System, and the State Chamber of Commerce.
 - b) The study should include an examination of public/private partnerships that currently exist in Nebraska and provide best practice information on those successful partnerships.
- 2) Appoint representatives from the Department of Labor and the Department of Economic Development to the Early Childhood Interagency Coordinating Council.
- 3) Enact the tax credits for businesses related to child care (Nebraska Revised Statutes 77-27,222) earlier than 2007.
- 4) Provide a progress report on actions taken in response to the Governor's Business Council on Child Care Financing report. (6)
- 5) Develop private sector funding to support incentives for early childhood programs that have achieved accreditation.
- 6) Recruit representatives for the Governor's Business Council on Child Care Financing and other knowledgeable business leaders to educate other business leaders on the importance and value of investments in quality early childhood care and education.

C. Quality Child Care/Worthy Wage

Improving the Quality of Early Care and Education through Career Development

Nebraska has active working elements of a career development system. The two-year and four-year colleges have developed degrees in early childhood education. Strong collaborations between the two-year colleges have led to the development of a set of ten core courses that anyone obtaining an Associates of Arts degree in early childhood will complete. The Nebraska Framework for Early Childhood Professional Development published in 1998 identified a progression of education for people in early childhood to consider as they develop their early childhood career (often times called a career ladder or career lattice). Intensive training programs recently offered in Nebraska have been

approved for college credit to help those in the field work toward their early childhood education degree. The T.E.A.C.H. Early Childhood® NEBRASKA program has provided scholarships for people working full-time in early childhood to take college courses that would move them toward an early childhood degree.

Nebraska has established teacher certification requirements for teachers providing early care and education within a public school setting (Rule 11). However, Nebraska has no entry level credential for those working in the early childhood education field that operates outside the jurisdiction of a public school. The only educational requirements, cited by child care licensing standards are for child care center directors where centers have more than 22 children. When centers have more than 22 children the center directors are required to have a high school diploma. Centers with less than 22 children do not require the director to have a high school diploma. Child care center teachers and family child care home providers have age requirements, but no educational requirements for entry into the field. Nebraska does have ongoing training requirements for all teachers and directors in a child care program. All are required to complete 12 clock hours of training each year. The training can be self-study (watching videotapes or reading books) or attending training programs.

1. Development of an Entry Credential with Core Competencies

Other States have become very active in requiring that people working in early care and education have specialized training in order to work in a licensed early childhood program.

Role	Number of states
	Specialized Pre-Service Training Required
Child Care Teacher	20
Child Care Director	38
Small Family Child Care Home Provider	11
Large Family Child Care Home Director	12

Source: Adapted from Staff Qualifications in Early Childhood Education 2003, National Association for the Education of Young Children, June 2003

- Rhode Island requires teachers in child care centers to have a higher education degree.
- Two states, Indiana and Pennsylvania, require directors of child care centers to have a higher education degree.
- No states require family child care providers to have a higher education degree.
- All 50 states require a Kindergarten teacher to have a minimum of a bachelor's degree. (9)

Findings from the Midwest Child Care Research Consortium (10) show that providers who have 8 or more Child Care Assets are far more likely to provide good quality child care than those with fewer Assets, across four Midwestern States. (Nebraska was one of the four states that participated in the study.)

The Midwest Child Care Research Consortium encourages states to:

- *Increase Assets within the child care labor force to improve quality.*
- *Require all providers who receive federal child care subsidies to acquire 4 or more assets, including First Aid and CPR Certification.*
- *Move Quality statewide from the minimal to good range. Provide supports to providers can obtain 8 or more assets. As a state it will be necessary to invest in many types of assets to reach this goal.*

Some of the Assets that relate to establishing an entry level credential include:

- Completing an one year degree or more
- Completing a Child Development Associate certificate
- Completing 24 hours of child care-related training or more
- Completing CPR and First Aid within the past 2 years
- Completing a form of intense training (a multi-meeting program of training guided by curriculum, e.g. High/Scope, HeadsUp! Reading, Creative Curriculum training.)
- Attending a child care or early education regional, state, or national conference.

State requirements for teacher pre-service training or education in private early childhood education centers.

The chart below details the pre-service educational or training requirements that have been put in place in other states in the country.

No requirements	Alaska, Arizona, Arkansas, Colorado, Connecticut, Idaho, Indiana, Iowa, Kentucky, Louisiana, Maine, Michigan, Mississippi, Missouri, Nebraska, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Utah, Virginia, West Virginia, Wyoming
10 clock hours or less of training	Georgia (10 hours in 1 st year) , Montana (8 hours in 1 st year), Nevada (3 hours within 1 st year), Texas (8 hours)
11-20 hours of training	Alabama (12 hours), Washington (20 hours)

More than 20 hours	Delaware (60 hours plus 1 year experience), Florida (40 hours), Maryland (90 hours plus 1 year experience), Wisconsin (2 non-credit ECE courses plus 80 days experience)
Child Development Associate (CDA)/Certified Child Care Professional	District of Columbia, Hawaii (plus 1 year experience), Florida (40 hours), Maryland (90 hours plus 1 year experience), Wisconsin (2 non-credit ECE courses plus 80 days experience)
College coursework in Early Childhood or equivalent	California (6 semesters), Massachusetts (2 year vocational child care course), Vermont (12 credits plus 3 years experience)
Associate's degree (AA) in early childhood or equivalent	New Hampshire (2 year vocational child care course)
Bachelor's (BA) degree	Rhode Island (must meet standards for state Early Childhood Certificate) with 24 Early childhood education credits and 6 credits in student teaching.

Source: States' Efforts in Improving the Qualifications of Early Care and Education Teachers, National Institute for Early Education Research (11)

Several states have developed a voluntary career lattice that describes the education, experience, and/or skills necessary to increase one's teaching qualifications. California's Child Development Permit Matrix, Colorado's Early Childhood Professional Credential Career Lattice, Montana's Early Care and Education Career Path, and Kentucky's three new early childhood credentials, and Oregon's Professional Development Registry are discussed in Appendix D as possible voluntary systems for early childhood credentialing. Appendix F and G detail the core competencies required for entry credentials in Kentucky and New Mexico respectively.

Task Force Belief Statement on Early Childhood Credentialing

The Quality Child Care/Worthy Wage Task Force examined the variety of credentialing systems offered in the early childhood field. The task force believes that having a variety of recognized credentials in the early childhood system would help provide incentives for those people working in the field to pursue further professional development and education. The Midwest Child Care Research Consortium provides specific ASSETS that need to be considered as Nebraska moves forward with development of an entry level credential. The task force believes it is most important that more specific entry level knowledge requirements be developed and proposes establishment of an entry level credential as essential to assure minimum educational standards for those working in the early childhood field in Nebraska.

Recommendation for Credentialing to improve Quality of Early Childhood Care and Education

Develop an entry level credential with identified core competencies for early childhood teachers as a requirement to work in a licensed program. The entry level credential should be obtained within one year of beginning work in a child care program. The entry level credential should allow providers to complete a designated training/education program or an option for testing out of the program based upon a caregiver/teacher's current knowledge and expertise.

Developing a Salary Model or Supplemental Wage Compensation System

Need to Improve Quality and Compensation in Early Childhood

Steven Barnett in his article *Low Wages=Low Quality* (12) indicates research has demonstrated:

- Poor pay and scant benefits prevent preschool programs from hiring and keeping highly effective teachers.
- Inadequate teacher compensation lowers preschool program quality and leads to poorer cognitive, social, and emotional outcomes for children.
- Preschool teachers are poorly paid compared to all workers and especially so compared to professionals with similar qualifications.
- Public policies to improve teacher compensation together with higher standards and accountability can improve preschool program quality and child outcomes.
- State policies to encourage improvements in preschool teacher quality and reduce turnover are too poorly funded to produce large, widespread gains.

Barnett further indicates that in 2002 the median American preschool teacher's salary was \$21,332. The median salary for teacher assistants was \$16,299. High turnover within the profession also harms educational quality. Annual turnover rates of 25-50% are common among preschool teachers.

Making the Connection between Quality, Education and Compensation

- Quality in child care centers around the country is often mediocre. For example, of more than 400 centers studied in four states, only 8% of infant classrooms and 24% of preschool classrooms were of good or excellent quality. Ten percent of preschool programs and 40% of infant programs were rated as having poor quality. (12)

- Research suggests that the education of staff is positively related to the quality of care. However, two recent studies found that only a small percentage of teachers in child care programs have a bachelor’s degree or higher. (13)
- Child care center staff turnover is high, ranging from 25-50% a year. This means that centers are constantly orienting and training staff. (14)
- Child care center staff compensation, including wages and benefits is exceptionally low, with child care staff among the lower paid of all classes of workers in the US. (13)

Some of the key findings from the 2002 Midwest Child Care Research Consortium Report, *Child Care Characteristics and Quality in Nebraska* (15) were:

- About 37% of Nebraska’s child care was found to be “good” quality. 49% was of “minimal” quality and 14% was “poor” quality.
- In Nebraska, the child care *literacy environments* are substandard.
- Care in family child care for Nebraska’s children who receive *subsidies* is lower quality than care observed in family child care at large.
- *Early Head Start child care partners* had higher observed quality care than other providers on average, and, in Nebraska the relationship held up for infant/toddler center-based partners.
- The relationship between child care quality and high levels of education, found in many other studies, also exists within most groups of providers for Nebraska. The relationship is strong for family child care and less strong for center-based care.
- In Nebraska, there was a strong relationship between having a *CDA* certificate and quality in all forms of care.

Full Cost of Quality

Many families rely on early childhood programs in order to remain in the workforce. Families and society need to recognize the importance of providing quality early childhood services in order for families and society to benefit. Early childhood services have primarily been an arrangement between the parent and the service provider. Many families have limited financial resources which profoundly affects their ability to afford the quality program needed for their child.

Early childhood providers recognize that families have limited resources and are reluctant to raise their prices understanding the impact it will have on the families' income. Programs leave their rates low, which leads to inadequate compensation for staff, since personnel are the largest percentage of program budget. Low wages and poor working benefits make it difficult to attract and retain qualified staff. Staff who remain in the field have little incentive to seek additional training and professional development.

The *Full Cost of Quality* (16) report indicates:

“Reaching the full cost of quality in early childhood programs will require breaking the vicious cycle of a lack of public understanding, inadequate public standards governing early childhood services, the lack of resources, inadequate compensation, high rates of turnover, and unacceptable quality for children....Most important, the perception that parents alone are expected to bear the costs for providing early childhood programs must change. High quality early childhood programs benefit all sectors of society, now and in the future. It is time that the costs of their provision be borne more equitable by all segments of society.”

The 1998 Kansas City Summit on Child Care Financing (17) prepared a data appendix utilizing the model in the *Reaching the Full Cost of Quality Report*. Kansas City examined what the full cost of quality would be if staff in early care and education programs were adequately paid for their work. The model assumed that average wages for a teacher with a bachelor's degree from a four-year college would be \$26,881 and salary for an assistant teacher of \$18,533. The average costs for each child enrolled in the program would be \$7,305 or \$140 per week. The range depending on the age of the child and appropriate child/teacher ratios averaged from \$203 per week to \$126 per week. (Keep in mind these fees were based upon 1998 data. It is likely that the full cost of quality would be even higher today.)

In order to establish a high quality early care and education system Nebraska needs to address the four parameters established by the National Association for the Education of Young Children (16). The four parameters that must be addressed are:

- a. Foster **good relationships between children and adults** by limiting group size and the number of children per adult, promoting continuity for children, and enhancing staff-parent relationships;
- b. Ensure that educational personnel have **qualifications** reflecting the **specialized preparation and knowledge** needed to work effectively with young children and their families;
- c. Provide **adequate compensation** (salaries and benefits) to attract and retain qualified staff; and

d. Establish an **environment that enhances children’s ability to learn** in a safe and stimulating setting and provides good working conditions for adults.

The Midwest Child Care Research Consortium (18) findings indicate:

In Nebraska and the Midwest, early childhood professionals receiving higher compensation, including wages and benefits, provided higher observed quality of care. Teachers receiving higher levels of compensation were more likely to provide positive developmental experiences for young children, such as activities promoting language and literacy, large and small motor (muscle) development, music, movement, and artistic expression, learning activities, and good social relationships. Such teachers were also more likely to be warm and nurturing and provide a safe and healthy environment for young children.

Current wages and turnover in Nebraska and education of providers

Nebraska wages for early care and education teachers vary across the state and across the types of programs that they work within. According to the Nebraska Department of Labor (19), people whose position in early care and education is described as child care worker are the lowest paid of all early care and education teachers. Information in the tables that follow describe the entry wages for child care teachers, preschool teachers, early childhood program directors, and kindergarten teachers across the state (19).

Classification of Worker	Average Hourly	Average Annual	Entry wage	Experienced Wage
Child Care Worker	\$7.65	\$15,905	\$6.21 per hour	\$8.36 per hour
Preschool Teacher	\$9.41	\$19,575	\$6.62 per hour	\$10.81 per hour
Educational Administration/Preschool Program	\$16.87	\$35,092	\$8.81 per hour	\$43,472 per year
Kindergarten teachers	N/A	\$38,863	\$27,853 per year	\$44,368 per year
Special Education Teachers	N/A	\$38,481	\$26,496 per year	\$44,474 per year

The *Low Wages=Low Quality Article* (12) indicates that Head Start Teacher salaries in 2001-2002 were significantly higher than salaries received by others working in early care and education. The federal support of this program and emphasis on having early childhood education and or credentials have increased these salaries over time. Head Start Teachers with a CDA average \$19,004, teachers with an Associate’s degree receive \$21,049 and those with a bachelor’s degree receive \$25,884.

Omaha Metropolitan Area Early Care and Education Wages

The Greater Omaha Chamber of Commerce (20) conducts the EQUIP survey of early care and education programs every two years regarding wages, tenure, and education of teachers within the Metropolitan Omaha area. Below are their 2003 findings on wages, hours, tenure, education, and turnover rates:

Salary/Hours/Tenure

	Lead Teachers	Teachers	Assistant Teachers	Center Directors	Home Directors
Wages	\$9.96/hour	\$8.15/hour	\$7.43/hour	\$31,988/year	\$24,871/year
Hour/Week	34	31	24	40+	N/A
Tenure (years)	4.1	2.85	1.5	6.2	10.28

Turnover Rates

Turnover (Centers)	Lead Teachers	Teachers	Assistant Teachers
Average % Turnover	28.7%	28.4%	83.6%
Range for all categories	3.0-180%		

Provider Education

	Lead Teachers	Teachers	Assistant Teachers	Center Directors	Home Directors
H.S. or Less	23.1%	23.4%	55.0%	7.8%	29.0%
CDA/AA or some college	32.2%	48.6%	41.8%	24.7%	55.0%
Bachelor's +	44.7%	28.0%	3.2%	67.6%	16.0%

Columbus Information—2001 (21)

Columbus conducted a study similar to the EQUIP survey of child care providers within the Columbus, Nebraska area. Columbus is currently conducting a survey of employees regarding child care. The results of this study should be available in June or July of 2004. Their findings on wages and education are below:

	Wage range
Family child care home	\$500-\$2,000 per month before expenses
Assistant Teachers	\$5.38 per hour
Center Teachers	\$5.25-\$7.75 per hour
Center Directors	\$12,000-\$26,250 per year

2001 Education Level of Providers in Columbus, Nebraska

	Family Home Providers	Center Directors	Center Teachers	Center Assistant Teachers/Aides
Did not graduate from high school	4%			3%
High school/GED	54%		26%	84%
Some College	23%	22%	46%	6%
College Certificate/Diploma	4%			
Associates Degree	15%	22%	14%	
Bachelors Degree		44%	14%	
Masters Degree		11%		

What Parents Pay

The 2000 Children Defense Fund’s Report, *The High Cost of Quality Care: Out of Reach for Many Families* (22) indicates:

- Child care for a 4-year old in a child care center averaged \$4,000 to \$6,000 per year. Families with younger children or with more than one child face even greater costs.
- Non-poor families, on average spend 7 percent of their income on child care.
- Many low-income families have no choice but to place their children in lower cost, often lower quality care. As a result, too many children are cared for in unstimulating or even unsafe settings....

Using the 1998 information from the Kansas City data appendix to the *Reaching the Full Cost of Quality report*, a person could assume that the average cost for a child in a quality early care and education programs is around \$140 per week. The average fees charged to parents in 2003 for early care and education in Omaha is \$ 105.75 in child care centers and \$87.38 in homes; and in Columbus is \$107.10 for a child care center \$100.80 for child care home, then Nebraska is falling short of paying for the full cost of quality. The fact that parents are paying less indicates that care is being provided at a lower cost based upon the reality that teachers accept wages that fall far below the \$26,811 salary for a bachelors prepared teacher, that programs are hiring teachers with less education, or that programs are cutting programmatic and equipment costs that can provide that rich stimulating and educational environment necessary for young children. Below is the current breakdown of fees parents are paying for various types of care based upon the Omaha Equip survey completed in 2003 and the Columbus survey completed in 2001.

Omaha Child Care Fees (Weekly) 2003 (20)

	Centers	Centers	Homes	Homes
	Mean	Median	Mean	Median
Infants	\$127.00	\$125.00	\$92.43	\$95.00
Toddlers	\$109.00	\$115.00	\$89.71	\$90.00
Preschool	\$100.00	\$95.00	\$80.01	\$85.00
Kindergarten	\$87.00	\$90.00	N/A	N/A
School Age			\$53.20	\$45.00

Columbus Child Care Rates—2001 (21)

	Child Care Homes*	Child Care Centers*
Infants	\$115.20 per week	\$114.75
Toddlers		107.10
Preschoolers		\$99.45
School-aged		\$54.00
All other ages	\$86.40 per week	

* Based on an average of 45 hours per week. Columbus study reported as hourly rates.

Other State Compensation Initiatives

The Quality Child Care/Worthy Wage Task Force recognized that early care teachers are being paid well below the expected wage for a quality program. The Quality Child Care/Worthy Wage Task Force recognized that parents are paying all that they can to provide for a quality child care program and that there needs to be a shared responsibility for payment of quality child care. A shared responsibility should include parents, the federal government, state government, and local government contributing to the support of a quality early care and education system. The Quality Child Care/Worthy Wage Task Force examined what other states have done to help enhance the wages provided to early care and education teachers in order to improve the quality. Appendix E details the various supplemental compensation initiatives that states have utilized.

Task Force Belief Statement on Salary Model or Supplemental Wage Compensation System

The Quality Child Care Worthy Wage Task Force believes that most current compensation for early care and education teachers falls short of the demands of the job and will not ensure quality care for young children. The average wage for an early care and education provider (child care provider) in Nebraska is \$7.65 (19) based on the December 2003 Nebraska Department of Labor information. The Midwest Research Consortium Study provides significant evidence that education and compensation have everything to do with the predictable quality of the program. Task Force members recognize that families are paying all that they can to provide for the care of their children and that additional funding support is needed to improve the quality of early care and education programs. The Quality Child Care Worthy Wage Task Force believes a salary

model could help programs implement salaries that recognize both education and longevity. The Task Force also believes that a supplemental wage program for early childhood teachers and caregivers is one of the better ways to improve the quality of early care and education in Nebraska.

Recommendations for Salary Model and Supplemental Compensation System

- 1) Establish a voluntary, worthy wage model recognizing both years of service and level of education for staff in child care and early childhood education programs. (Sample from North Carolina (23) and discussion draft for Nebraska can be found in Appendix H.)
- 2) Implement a wage supplementation program based upon education and years of service that helps pay early care and education teachers' better wages.

Summary

The Quality Child Care/Worthy Wage Task Force worked diligently over the last eighteen months to examine a variety of efforts that might impact the quality of early care and education in Nebraska. The recommendations made with this report are meant to move Nebraska forward in its effort to provide quality early care and education for children at a time of an uncertain economic forecast. In addition, creating the public will to support a supplemental wage program needs to be addressed. Implementation of recommendations submitted by the Public Awareness Task Force of the Early Childhood Interagency Coordinating Council can help create stronger public support for these recommendations.

If Nebraska pursues these recommendations they will:

- Understand the economic impact that early care and education makes;
- Understand the importance of building greater public will to support early care and education;
- Create a unified vision and strategic plan for advancing early care and education;
- Help communities and the public understand what wages should be offered to early care and education providers based upon their education and longevity in the field;
- Establish a strategy for implementing an initiative that supplements early care and education workers wages and recognizes their efforts to improve their education and their care for children.

The task force believes that all recommendations proposed are essential to improve the quality of early care and education for children in Nebraska.

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Quality Child Care Worthy Wage Task Force Membership

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Appendix A--Nebraska Quality Early Childhood Care and Education System—Health/Safety And Quality Standards

Vision Statements	What's in Place in Nebraska	What is Missing in Nebraska	Other Strategies to Consider
<p>Early childhood care and education licensing standards and regulations address:</p> <ul style="list-style-type: none"> • Basic health/safety needs of young children • Children’s cognitive, social/emotional and physical development • Help inform parents/consumers of levels of quality in early care and education <p>Best Practice:</p> <ul style="list-style-type: none"> • Standards are communicated and enforced consistently from one area of the state to another. • Both staff responsible for enforcing standards, and program responsible for meeting standards have a common understanding of the requirements. • Standards address key physical, cognitive, and 	<ul style="list-style-type: none"> • Licensing regulations for child care homes and child care centers (HHSS) • Licensing regulations for license exempt early childhood providers (HHSS) who accept Child Care Subsidy • Regulations for childhood immunization (HHSS) • Tiered reimbursement system (higher rate for those accredited programs) • Regulations for early childhood education programs operated through schools (NDE, Rule 11) • Voluntary system of national accreditation programs review some centers, homes in Nebraska (NAEYC, NFCCA, NESACA) • Child care grants to 	<ul style="list-style-type: none"> • Licensing regulations need to address cognitive, social/emotional and physical development of young children • Licensing system needs to reflect more levels of quality to better inform the public • Licensing regulations need to address the interaction between the teacher and the child 	<ul style="list-style-type: none"> • Colorado Educare Program—(Voluntary System) Provides a four star quality rating system based upon: Classroom environment Parent involvement Teacher credentials Adult/child ratios Accreditation • North Carolina—Stars program (Licensing System). Scores relate to staff education, program standards, and compliance history • State Tiered Strategies

<p>social emotional development of young children</p> <ul style="list-style-type: none">• Subsidy systems support high quality care for children living at or near the poverty level• Children with special needs are served in high quality natural and inclusive settings with supportive services teaching adaptations that address their needs	<p>improve quality of programs (HHSS)</p> <ul style="list-style-type: none">• Child care health consultants• Head Start performance measures		
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Support for Families

Vision Statement	What's In Place in Nebraska	What is Needed	Other Strategies to Consider
<p>Families are provided:</p> <ul style="list-style-type: none"> • Financial assistance to pay for child care and education when income limits their ability to pay • Information that helps inform them on the availability of child care and education and the quality of care available • Information on supporting young children's developmental needs • Opportunities to have children with disabilities in natural and inclusive care • Services that can identify developmental delays early • Supports when families need respite from intensive care needs of children • An active role in decisions regarding the 	<p>Available information and services for families:</p> <ul style="list-style-type: none"> • Child Care Subsidy system (provided to those families at or below 120% of poverty and for those transitioning off TANF 185% of poverty) • Child care subsidy reimbursement rate higher when center or home is accredited and current established rate is higher than basic subsidy rate. • Information on selecting quality child care ("The Right Place" brochure and video) • Website information on accredited programs, selection of quality settings, state subsidy for child care, child care licensing (ECTC, HHSS, NDE) • Nebraska Resource 	<p>Families need:</p> <ul style="list-style-type: none"> • Licensing information that can be accessed on the web and supply information on the quality of early childhood care and education providers • Resource and referral system that can provide information on quality of care provided • An easy way to identify quality of care and education and training of providers • Child care subsidy rates that support access to quality programs 	<ul style="list-style-type: none"> • Oregon's Child: Everyone's Business • Hawaii's Good Beginnings Alliance

<p>child’s care and education</p> <p>Best Practice:</p> <ul style="list-style-type: none"> • Families have access to understandable information about the quality of care provided through early childhood programs so that they can weigh cost and quality in their decision to seek care for their children. • Families on subsidy have access to high quality early childhood care regardless of ability to pay • Children with medical conditions and/or developmental delays are identified early and family supports are readily available. • Early childhood providers are able to provide support, information and actively engage families 	<p>Referral System— access to basic information regarding care and parent supports</p> <ul style="list-style-type: none"> • Licensing system can supply names of providers and results of inspections and complaints • Information on parenting, child development, child-care subsidy for low income families • Information on parenting, child development, child care subsidy for income families (Learning from Birth Packets) • Respite services • Toll-free phone line with information • Early intervention and early childhood special education services • Early intervention and services coordination 		
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in the care and education of their children.	<ul style="list-style-type: none">• Developmental TIPS (Tracking Infant Progress statewide to identify developmental delays/disabilities)• ChildFind		
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Governance

Vision Statement	What is Currently in Place	What is Needed	What Others Have Done
<p>Policies and decisions made by governing bodies reflect:</p> <ul style="list-style-type: none"> • Young children need supportive, nurturing and educational environments in order to develop to their full potential • Investments in young children today assures a strong workforce and economy for tomorrow • Some families need governmental supports in order to pay for the cost of early care and education for their children due to a variety of circumstances • The quality of early care and education can be improved by supporting increased education within the field 	<p>Key policy making bodies within the early childhood care and education field:</p> <ul style="list-style-type: none"> • Governor • Legislature • State Board of Education • HHSS Policy Cabinet • NDE Office of Early Childhood • HHSS Office of Economic and Family Support • HHSS Credentialing Division • Head Start State Collaboration Office • Other state, county and local governing bodies 	<ul style="list-style-type: none"> • Unified voice from the early childhood field that supports improved quality • Policymakers need strong constituency support for proposed policy changes • Affordable system changes that do not dramatically increase the tax base and/or identify possible efficiencies in delivery to realize some savings that can be moved to other areas of need 	<ul style="list-style-type: none"> • Engage in long-range planning across all early care and education programs • California Partnership for Early Care and Education • North Carolina Partnership for Children • Kentucky KIDS Now

<p>Best Practice:</p> <ul style="list-style-type: none"> • An early childhood partnership is forged that includes active involvement from family child care homes, child care centers, public schools and ESU's, and Head Start programs. • Early childhood providers share a few agreed upon strategies for improving the quality of care provided to children. • Early childhood field regularly informs policymakers on what changes can improve the quality of early childhood education. • Policymakers know several key people to contact as early childhood experts who can help inform their work. • Early childhood field can describe cost 			
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<p>effective changes that can improve the early childhood system.</p> <ul style="list-style-type: none">• There is a mechanism in place in Nebraska to mobilize the voices of the early childhood field to advocate on their own behalf.• Policy makers receive consistent messages from the early childhood field regarding changes in professional development and standards within the early childhood field.			
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Public/Private Partnerships

Vision Statement	What's Available In Nebraska	What Is Needed	Other Strategies to Consider
<p>Business, faith groups, foundations and the greater community recognize that quality early care and education programs make for a strong future creating both a thriving economy and community.</p> <ul style="list-style-type: none"> • Businesses provide benefits for families that can help them acquire quality early care and education for their children • Faith groups provide early care and education as a community service and to support quality care and education for young children • Foundations recognize the value of a dollar invested in quality programs for young child today save the community \$7.00 in costs tomorrow 	<p>Businesses currently offer:</p> <ul style="list-style-type: none"> • Dependent child care deductions • Employer sponsored child care • Flex-time so parents can be home with their children • Job sharing opportunities so parents can be home with their children <p>Some faith communities currently offer:</p> <ul style="list-style-type: none"> • Licensed early childhood programs in their facilities <p>Some Foundations have provided:</p> <ul style="list-style-type: none"> • Small grants for early childhood programs • Development of Educare program to serve low-income children in metro Omaha 	<ul style="list-style-type: none"> • Actively engage the business community, faith community and philanthropic community to value the importance of early childhood brain development and high quality care. • Provide collaborative skill-building services to the early childhood field so that they can work well with private sector/government partners. • Encourage more of the practices in place in some businesses (what currently exists) • Business child care tax credit needs to be implemented • Low interest loans could be available for child care businesses • Businesses sponsor 	<ul style="list-style-type: none"> • Colorado Educare Program • Connecticut Child Care Facilities Financing Program • Community Investment Collaborative for Kids • Illinois Facilities Fund • Delaware's Early Success Program • Georgia's Early Learning Initiative

<p>Best Practice:</p> <ul style="list-style-type: none"> • Early childhood field values the importance of working with business and government to improve the quality of early childhood care and education. • Business leaders regularly partner with early childhood programs to support quality care. • Businesses appreciate the economic impact the early childhood field has for business growth and development. • Businesses provide grants, child care subsidies and pre-tax accounts for employees. • Government and business work in partnership with the early childhood field to improve the education provided to young children. 	<ul style="list-style-type: none"> • USDA low interest loans • Department of Economic Development Block Grants • Refundable tax credits to lower-income families • Business tax credit for on-site child care that has been available for several years. 	<p>T.E.A.C.H. Early Childhood scholarships for early childhood teachers</p> <ul style="list-style-type: none"> • More foundations provide support to early childhood programs 	
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- Financial institutions provide financial support for buildings that provide quality learning environments for young children.

Worthy Wage/Compensation

Vision Statement	What's Currently in Place	What is Needed	Other Strategies to Consider
<p>Early childhood teachers and caregivers receive incentive compensation that provides:</p> <ul style="list-style-type: none"> • Increases in compensation according to the education of the teacher/caregiver • Access to benefits similar to other professions • Paid time off for professional development <p>Best Practice:</p> <ul style="list-style-type: none"> • Early childhood professionals are compensated based upon their education, years of experiences, and results in child outcomes. • Early childhood professionals are provided with benefits compensation commensurate with other educational 	<ul style="list-style-type: none"> • Average wage of early childhood teachers/caregivers in Nebraska is \$7.00 per hour. • Approximately half of early childhood teachers (caregivers) working in child care centers (51.4%) receive health insurance for themselves. • One third of early childhood teachers working in child care centers (33.3%) receive retirement benefits. • Nearly three-quarters (73%) of early childhood teachers working in centers receive paid sick days. • About two thirds (67.4%) of early childhood teacher working in centers received paid days to attend training. 	<ul style="list-style-type: none"> • Increase salaries/wages for early childhood professionals. • Benefit packages are needed to provide child care providers with basic benefits, to retain them in the field and to promote quality • Ongoing grants are needed to support quality programs 	<ul style="list-style-type: none"> • Wisconsin R.E.W.A.R.D.S. Program • Oklahoma REWARD Program • North Carolina W.A.G.E.S. Program • California CARES (Compensation and Recognition Enhances Stability) • Oregon Cares • San Francisco Wages Plus • Boise Cares • Georgia Incentive\$ • Illinois Great START (Strategy to Attract and Retain Teachers) • T.E.A.C.H. Early Childhood® Health Insurance Program • North Carolina model salary schedule

<p>professionals.</p> <ul style="list-style-type: none">• Early childhood programs know about, and have access to many grant/compensation programs in order to make operating a quality program a viable reality.• Early childhood programs actively pursue the quality funding opportunities available for them.• Early childhood programs have a consistent high quality professional staff available from one year to the next.			
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Monitoring/Data Systems

Vision Statement	What's in Place in Nebraska	What's Needed	Other Strategies to Consider
<p>Monitoring systems help inform the public of the quality of early care and education and the early learning results delivered by programs.</p> <ul style="list-style-type: none"> • Monitor early care and education systems regularly to ensure they meet standards • Track and report the education of the provider and the quality of the program • Early childhood learning outcomes are monitored and reported regularly <p>Best Practice:</p> <ul style="list-style-type: none"> • Any data tracked is meaningful, informing, and regularly communicated back to the early childhood field. • Both the state and individual early childhood care and 	<p>HHSS licensing monitoring system includes:</p> <ul style="list-style-type: none"> • Regular unannounced visits • Graduated sanctions • Administrative hearing process <p>HHSS child care subsidy recovery unit makes sure all payments are appropriate</p> <p>State NDE operated early childhood programs:</p> <ul style="list-style-type: none"> • Receive regular visits • Provide written reports on program progress <p>Early Head Start year end report</p> <p>Studies/Research on practice:</p> <ul style="list-style-type: none"> • Midwest Consortium Research—Child Care Characteristics and Quality in Nebraska Report • Environmental Rating Scales—Assessing 	<ul style="list-style-type: none"> • Improve upon a system to monitor quality • Early childhood learning guidelines. • Data systems that track progress in addressing early learning guidelines • Data system that can track the salary, education of the provider, and the quality of the program through a single system • Common instrument utilized by all to assess quality • Family/parent feedback results on the quality of care, cost of care 	

<p>education providers can describe the results/outcomes of their work.</p> <ul style="list-style-type: none"> • There are an agreed upon set of data elements that are regularly reported and monitored across the system. • The level of quality expected and provided across the early childhood system are understood and communicated. • Early childhood providers regularly monitor their indicators of quality and make adjustments in their services and programs as new information becomes available. 	<p>quality of care.</p> <ul style="list-style-type: none"> • Improving Learning for Children with Disabilities Process • Early Head Start year end reports • Head Start Annual Program reports and outcome measures • T.E.A.C.H. Early Childhood program evaluation 		
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Provider Support

Vision Statement	What's In Place In Nebraska	What's Needed	Other Strategies to Consider
<p>Providers have low turnover, quality teachers, and sufficient resources to operate high quality programs.</p> <ul style="list-style-type: none"> • Programs have dependable funding streams to plan quality programs • Information on regulations, standards, and best practice are regularly provided and integrated into early childhood programs • Programs have easy access to technical assistance, mentoring, and advise <p>Best Practice:</p> <ul style="list-style-type: none"> • Early childhood programs who want to pursue high quality services have tools to do so. • Applied research is regularly provided to the early childhood field 	<p>Providers receive or participate in:</p> <ul style="list-style-type: none"> • Regional Training Coalitions • Some support groups across the state to assist early childhood providers • Accreditation support for those programs who decide to pursue accreditation • Informational packets mailed regularly to licensed providers and license exempt providers • Newsletter regularly sent to all licensed providers (Kaleidoscope) • Toll free information line for provider support through ECTC (Child Line) • ECTC media resources to assist early childhood providers 	<p>Providers are missing:</p> <ul style="list-style-type: none"> • Technical assistance mechanism when they are struggling with licensing/quality compliance issues • Technical assistance that helps early childhood programs weigh their options for making their programs more financially viable. • Model centers/mentoring are available and can demonstrate best practice to other early childhood providers. <p>Programs need:</p> <ul style="list-style-type: none"> • Nebraska to better recognize and promote early childhood program that provide excellent care • Nebraska to better recognize early childhood professionals 	<ul style="list-style-type: none"> • Wisconsin Centers for Excellence Initiative • Wisconsin Child Care Mentor Project • California Early Childhood Mentor Program

<p>to help inform their work.</p> <ul style="list-style-type: none"> • Mentoring/support systems are in place to help programs see excellent care in action and duplicate the practice in their programs. • Early childhood programs have financial management and human resource management skills that can help them deliver high quality programs. 	<ul style="list-style-type: none"> • ECTC Training Calendar provides upcoming training, location • Financial support for working toward accreditation • Pre-service training on licensing regulations 	<p>that provide excellent care for young children</p>	
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Professional Development/Higher Education/Professional Credential

Vision Statements	What's Currently in Place	What's Needed	Other Strategies to Consider
<p>Pre-service education: Nebraska higher education institutions develop degree programs based upon competencies and that are fully articulated between two-year degree institutions and four-year degree institutions.</p> <p>Ongoing Professional Development:</p> <ul style="list-style-type: none"> Professional development programs are available statewide to advance current knowledge and best practice in early care and education. All staff should participate in yearly ongoing professional development activities <p>Professional Credential Early care and education directors and teachers have a recognized professional credential based upon their education.</p>	<p>Overall Professional Development System:</p> <ul style="list-style-type: none"> Professional Development Framework written in 1998 Head Start training/education requirements defined at the national level Child Development Associate credential nationally defined and recognized CDA scholarship support <p>Higher education:</p> <ul style="list-style-type: none"> AA, AAS, BA, and Master's degrees in early childhood education Scholarship support for associate degree (T.E.A.C.H. Early Childhood® NEBRASKA) Natural Allies 	<p>Overall Professional Development System:</p> <ul style="list-style-type: none"> Professional Development Framework needs to be updated Career pathways need to be better defined Core competencies for early childhood education and early childhood special education are needed <p>Higher education:</p> <ul style="list-style-type: none"> Higher education needs to articulate more courses between 2-year and 4-year institutions so early childhood teachers can easily pursue a higher degree Additional financial resources needed for T.E.A.C.H. Early Childhood® NEBRASKA program to provide additional associate degree 	<ul style="list-style-type: none"> Early childhood educator professional credentialing system Georgia Professional Development Registry Oregon Professional Development Registry San Francisco Child Development Permit Matrix Colorado Early Childhood Professional Credential Kentucky Early Childhood Professional Development Framework New Mexico Career Lattice and Higher Education Early Childhood Articulation Task Force North Carolina Institute for Early Childhood Professional Development

<ul style="list-style-type: none"> • Staff should have a range of formal qualifications, with a portion of center teachers and family child care teachers holding bachelor's degrees and administrator's holding advanced degrees • Entry-level positions should be maintained so that preservice qualifications do not become a barrier to individuals from low socioeconomic backgrounds or minority groups seeking to enter the field. <p>Best Practice:</p> <ul style="list-style-type: none"> • Early childhood professionals understand the career pathways and make informed choices regarding their future education and development. 	<p>(Developing associate degree early childhood curriculum that addresses working with children with disabilities)</p> <p>Ongoing Professional Development</p> <ul style="list-style-type: none"> • First Connections (Internet course on infant/toddler development/care) • HeadsUp Reading (distance education on early language and literacy) • SpecialCare Training (Training for early childhood teachers on working with children with disabilities) • Taking the Lead Training (Developing leadership skills in the early childhood field) • Management Training Program (Skills for operating/managing an early childhood 	<p>scholarships, and support bachelor's degree scholarships</p> <p>Professional Credential:</p> <ul style="list-style-type: none"> • Director's professional credential needed • Professional credential needed for those with an associate degree or less <p>Ongoing Professional Development:</p> <ul style="list-style-type: none"> • Predictable ongoing funding needed for training initiatives from year to year 	
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<ul style="list-style-type: none"> • Children well trained and educated early childhood professionals who can advance their intellectual, social/emotional and physical development. • The early childhood field has a clearly defined set of professional credentials that recognize their education and expertise. • The early childhood field values lifelong learning and embraces opportunities for continuing education and development. 	<p>program)</p> <ul style="list-style-type: none"> • Environmental Rating Scales Training (Quality indicators in an early childhood program) • High Scope Training • Variety of conferences: Early Connections, Infant Toddler, Regional Early Childhood Conferences • Child Care Health Consultant Training • School-age care modules (under development) • Early childhood mental health (piloted and under development) • Home Visitation Training • Various training brokered by ECTC for early childhood providers/regions across the state • Child care orientation training (HHSS) 		
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	Professional Credential System <ul style="list-style-type: none">• Child Development Associate (CDA)• Teaching endorsements• Early childhood education unified• Early childhood special education		
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Definitions of Acronyms in the document:

AA-Associate of Arts Degree typically given by a 2-year institution of higher education

AAS- Associate of Applied Sciences degree from a 2-year institution of higher education

BA-Bachelor's of Arts degree from a 4-year institution of higher education

CDA-Child Development Associate. The national credential for early childhood education teachers.

CARES- Compensation and Retention Encourage Stability—a program that originated in California as a wage supplement to early childhood care givers.

ECTC- Early Childhood Training Center, a statewide project of the Nebraska Department of Education

HHSS- Nebraska Health and Human Services System

NAEYC- National Association for the Education of Young Children, the national organization that accredits early childhood centers and preschools.

NDE- Nebraska Department of Education

NFCCA- National Family Child Care Association, the national organization that accredits family child care homes.

NSACA- National School Age Care Alliance, the national organization that accredits school age care programs.

R.E.W.A.R.D.S.- Rewarding Education with Wages and Respect for Dedication. The wage supplement program offered through the states of Wisconsin and Oklahoma.

TANF- Temporary Assistance to Needy Families- The program administered by the state to support low income families for a short period of time.

T.E.A.C.H.- Teacher Education and Compensation Helps. The program started in North Carolina to provide scholarship support for those early childhood educator who agree to pursue a college education with a bonus provided upon completion of the credits and a agreement to remain in the current work setting for an additional year. The program is now offered in twenty-two states.

W.A.G.E.S. – A salary supplement for child care teachers, directors, and family child care providers in North Carolina.

Appendix B

National and State Examples of Strong Governance and Leadership for Early Childhood

Several states have implemented comprehensive planning to improve the quality of early care and education.

State	How Organized/ Accomplishments
California Partnership for Early Care and Education (24)	<p>How Organized: Initiated by the Child Development Policy Institute Involved eighteen organizations that were involved in early childhood care</p> <p>Representatives of the Child Development Division of the California Department of Education served as advisors</p> <p>Accomplishments: Responded in a unified voice to the governor’s proposed realignment for early childhood funding.</p> <p>Effectively responded to the Governor’s proposal for realignment for the budget year and create a fiscal response to the budget crisis.</p> <p>Formed subcommittees and quickly worked to address the primary areas of impact from the proposed realignment and to identify any potential targeted savings.</p> <p>Partnership developed a list of proposed savings as an alternative to realignment.</p>

<p>Delaware's Early Success Program (25)</p>	<p>How Organized: Statewide effort to coordinate a system of care for young children</p> <p>Partners include: State government agencies</p> <p>Private businesses</p> <p>Child Care resource and referral</p> <p>Family and Workplace connection</p> <p>Early care and education providers, parents, legislators, higher education and community advocates.</p> <p>Accomplishments:</p> <p>Established a vision for early care and education</p> <p>Addresses the following areas:</p> <ul style="list-style-type: none"> Creating a statewide governance structure Maximizing financing Following best-practice methods to enhance quality Utilizing outcome –based evaluation Linking training opportunities to academic credit Licensing individual and facility providers of care to young children; Engaging families by providing parents with knowledge and encouragement
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<p>Hawaii’s Good Beginnings Alliance (26)</p>	<p>How Organized: Established by state legislation.</p> <p>Organized as Private nonprofit corporation to coordinate policy, disburse public funds, and implement community plans.</p> <p>Community Councils at the local level. Membership includes: families, organizations representing families, providers of early childhood services, business and local government.</p> <p>Interdepartmental Council is made up of state agency directors from departments of education, human services, labor and industrial relations, business, economic development, tourism, business and philanthropic communities.</p> <p>Accomplishments:</p> <p>Four community councils established.</p> <p>Developed annual awards ceremony to recognize outstanding early childhood professionals.</p> <p>Established statewide goal for the program—“All of Hawaii’s children will be safe, healthy, and ready to succeed”.</p> <p>Received funding through Packard Foundation.</p> <p>Established early childhood careers registry.</p> <p>Created the Hawaii Early Education Fund with both corporate and individual support. Funds support promising early childhood programs.</p> <p>Received Grant-in-Aid funding from Hawaii State Legislature.</p> <p>Established T.E.A.C.H. Early Childhood® Hawaii.</p> <p>School Readiness Task Force Established. Strategic Plan Adopted.</p>
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<p>Indiana’s Building Bright Beginnings (27)</p>	<p>How Organized: Initiative of the Governor and First Lady of Indiana.</p> <p>Indiana’s coordinated effort to improve the healthy development of young children from birth through four.</p> <p>Key efforts to support: Responsible parenting Health and protection Quality child care and early education Community mobilization</p> <p>Led by the Building Bright Beginnings State Advisory Council, consisting of representatives from various state government agencies, provides direction for this effort. Agencies included are: Department of Health Human Resource Investment Council Department of Education Criminal Justice Institute Department of Corrections Commission for Women Family and Social Services Administration Department of Workforce Development Department of Environmental Management.</p> <p>Accomplishments: Distributed 400,000 “Guides to Raising a Healthy, Happy Baby” to parents and others with young children. The guide is now available in Spanish.</p> <p>Education citizens about the importance of young children’s healthy development through radio public service announcements and commercials. Encouraged parents to “Seek and Demand Quality Child Care” and to protect against environmental threats through a multi-media campaign.</p> <p>Established the Community Mobilization Task Force which developed a statewide plan to engage communities in promoting and improving early childhood programs.</p> <p>Established ongoing recycling campaign in all 92 counties with a \$106,000 funding to education families on how to reduce exposure to lead and provide lead inspection in 2,000 homes.</p>
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	<p>Implemented a 5-star recognition program within child care facilities to raise parent awareness of the facilities environmentally safe track record.</p>
<p>Kentucky Kids (Kentucky Invests in Developing Success) Now (28)</p>	<p>How Organized: Governor established Office of Early Childhood Development within Governor’s Office.</p> <p>Governor initiated legislation.</p> <p>Legislation passed both chambers without one dissenting vote. Including funding.</p> <p>Three major areas of focus: Assure maternal and child health</p> <p>Support families</p> <p>Enhance Early Care and Education</p> <p>Accomplishments:</p> <p>A healthy public campaign emphasizes healthy lifestyle choices for pregnant women.</p> <p>Funds are provided to cover immunization and comprehensive eye exams for low-income children who lack health insurance. All newborns receive auditory screenings before leaving the hospital.</p> <p>Voluntary home visiting program for first time parents.</p> <p>Regional mental health centers provide support to early care and education programs.</p> <p>Establish a star rating system to assess quality of care.</p> <p>Programs that participate in the program receive monetary incentives if they maintain their quality.</p> <p>Scholarship assistance for early childhood providers.</p> <p>Defined core content for early care and education.</p> <p>Established credentials for those working in early care and education.</p>

<p>North Carolina Partnership for Children (Smart Start) (29)</p>	<p>How Organized: Begun as a task force created by the Governor to address the high percentage of working mothers, insufficient child care regulations, poor quality of child care, and low SAT scores.</p> <p>Initiative established based upon the belief that changes needed to come from local communities where children and families lived.</p> <p>State initiative that provides support to county-level Smart Start partnerships</p> <p>Provides funding and technical assistance to county partnerships on program development, administration, organization development, communication, fiscal management, technology, contracts management, and fund raising.</p> <p>County partnerships must have broad-based community participation.</p> <p>Accomplishments: Offered higher-quality child care to more than 100,000 children;</p> <p>Provided training and education to more than 26,000 child care teachers, including more than 7,000 through T.E.A.C.H. scholarships;</p> <p>Provided preventive health care to more than 97,000 children;</p> <p>Provided parenting and health care education to more than 60,000 parents;</p> <p>Provided child care subsidies to over 50,000 children; and</p> <p>Created more than 33,500 spaces in child care and education programs.</p>
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Appendix C-National and State Examples of Effective Public/Private Partnerships

State	Public/Private Partnership/Accomplishments
Arkansas (30)	<p>Partnership: Conagra—Paul’s Place</p> <p>Partners: ConAgra, Northwest Arkansas Head Start, Northwest Arkansas Child Care, Inc.; Northwest Economic Development District; Federal Head Start; Arkansas Governor’s Office, Farmer’s Home Administration</p> <p>Accomplishments: Developed a quality child care program to serve 150 children. Half of the slots are for children of ConAgra’s Butterball Turkey plant, the other are open to the community. The center operates from 5:00 AM until 10:00 PM. The program uses operational funds from ConAgra to help fund the program. In other communities the ConAgra Foundation has helped support early childhood programs. Butterball provides the majority of the funds for the center and the Farmer’s Home Administration provided a loan to construct the \$600,000 building. The plant covers the day-to-day expenses for the center which totals \$250,000 per year. For Butterball employees the plan also pays one-half of the \$67.00 weekly fee.</p> <p>Butterball measures the centers effectiveness by looking at its bottom line. Among employees using the center, turnover is half the normal rate. The lower turnover rate reduces company operating costs for recruiting, training, and lost work hours.</p>
Colorado (31)	<p>Partnership: Educare of Colorado</p> <p>Partners: The Boettcher Foundation, the Temple Hoyne Buell Foundation, the Annie E. Casey Foundation, Chambers Family Fund, Clayton Foundation, Colorado Trust, Daniels Fund, The Denver Foundation, Donnell-Kay Foundation, 1st Bank of Colorado, Gannett Foundation, Helen K. and Arthur E. Johnson Foundation, the Gay and Lesbian Fund for Colorado</p> <p>Accomplishments: Established a 4-star Quality Rating System to measure quality in all licensed center and home child care settings for children births to kindergarten. The 4-star quality rating system was developed by a diverse group of early childhood educators and advocates. The program allows parents to better identify quality and choose quality care for their children. The program also helps child care providers better understand ways they can improve the quality of their programs.</p>
Connecticut (32)	<p>Partnership: Connecticut Child Care Facilities Loan Fund (CCFLF)</p> <p>Partners: Connecticut Department of Education, Connecticut Department of Social Services, Connecticut Health and</p>

	<p>Education Facilities Authority and seven major banks.</p> <p>Accomplishments: Created a public private partnerships to provide access to capital for Connecticut’s child care providers. CCFLF provided three loan programs, to assist the various types of child care providers. The three loan programs are: guaranteed loans, small direct loans, and tax-exempt financing. Loans range from \$25,000 to \$500,000.</p>
Georgia (33)	<p>Partnership: Georgia Early Learning Initiative</p> <p>Partners: Office of the Governor, United Ways of Georgia, Joseph B. Whitehead Foundation, Georgia Chamber of Commerce</p> <p>Accomplishments: Created to improve the quality of early childhood education programs in Georgia. Founding beliefs: Higher quality programs significantly enhance a child’s readiness for school. Established INCENTIVE\$ program—a statewide salary supplement program, paid directly to early childhood educators, designed to encourage continued education and increase staff retention. Provide T.E.A.C.H. Early Childhood® Georgia scholarships to child care teachers/caregivers who attend college in early childhood education. Provide tiered reimbursement to licensed child care centers, and family child care providers who choose to increase the quality of their programs.</p>
Illinois (34)	<p>Partnership: Illinois Facilities Fund (IFF)</p> <p>Partners: Illinois Department of Children and Family Services, City of Chicago, National and local foundations, financial institutions, community development corporations and other community organizations, child care providers.</p> <p>Accomplishments: The IFF is a community lender that provides low-interest loans and technical assistance to nonprofits, including child care providers, for facilities renovation and construction. The IFF accomplishes its work by pulling together the public and private-sector resources and expertise necessary to support capital improvements.</p> <p>Constructed seven family resource and child care centers serving 1,385 children in low-income neighborhoods. Provided low-cost loans to 23 child care center for new construction and improvements. Financed and developed two new family resource center in Chicago with the capacity to serve approximately 140 infants</p>

	<p>and toddlers, 200 pre-school children, and 50 school-age children; Assembled the \$41 million Children’s Capital Fund, which is expected to increase licensed child care capacity in Chicago by 5,000 spaces.</p>
Nebraska (35)	<p>Partnership: Educare of Omaha Partners: The Susan A. Buffett Foundation, Nebraska Department of Education, Nebraska Health and Human Services System, Omaha Public Schools, Other Private Donors Accomplishments: Developed a state-of-the art early childhood center that provides all-day, year-long care and education for economically disadvantaged children from birth to age five. Partnership: Omaha 2000 Early Childhood Education Center Partners: Greater Omaha Chamber of Commerce, Bright Horizons, ConAgra Foundation, Peter Kiewit Foundation, United Way of the Midlands, and other donors. Accomplishments: This early childhood center was developed to serve the entire community. The center serves as a model for high quality, comprehensive, family-centered early childhood and parenting education for children and families. Partnership: Here We Grow Child Development Center Partners: Western Nebraska Community College, and Here We Grow Child Development Center, Panhandle Community Services, Panhandle Substance Abuse Council, Sidney Public Schools. Accomplishments: Established a high quality early childhood center for young children in Sidney. Center serves both employees and the larger community.</p>
National (36)	<p>Partnership: Community Investment Collaborative for Kids (CICK) Partners: U. S. Department of Health and Human Services, National Head Start Association, Community Development Corporations, Chase Manhattan Bank, Citicorp Foundation and the Freddie Mac Foundation Accomplishments: CICK is a national initiative that seeks to improve and expand child care facilities through the development of innovative financing strategies for facility construction and renovation. A program of Local Initiative Support Corporation (LISC), the goal is to increase the supply of quality child care where it is most needed-in low-income communities facing greatest demands for child care as a result of welfare reform. The project supported the financing and development of 28 child care projects, representing almost \$22 million in development value, serving almost 1900 children.</p>

Appendix D
California’s Child Development Permit Matrix

California’s “Child Development Permit”(11) matrix—available in English, Chinese, and Spanish has six levels ranging from assistant teacher to program director. Level One reflects the licensure regulations to begin teaching in private ECE setting, which requires six units of college coursework in Early Childhood Education or Child Development. Competencies are articulated in an extensive guidebook authored by the Advancing Career in Child Development Project (1999) through Pacific Oaks College

Title	Education	Experience	5-Year Renewal Requirements
Assistant	6 units/credits Early Childhood Education or Child Development	None	105 hours of professional growth
Associate Teacher	12 units ECE/CD, including core courses or a CDA	50 days of 3+ hours/day within 2 years	Must meet teacher requirements with 10 years
Teacher	24 units ECE/CD including core courses +16 general education units or AA or higher in ECE or related field, with 3 semester units supervised field experience in ECE setting.	175 days of 3+ hours/day within 4 years	105 hours of professional growth
Master teacher	24 units ECE/CD including core courses + 16 general education units +6 specialization units +2 units adult supervision	350 days of 3+ hours/day within 4 years	105 hours of professional growth
Site supervisor	AA (or 60 units) with 24 units ECE/CD including core courses + 6 units administration + 2 units adult supervision	350 days of 3+ hours/day within 4 years, including at least 100 days supervising adults	105 hours of professional growth
Program Director	BA with 24 units ECE/CD including core courses + 6 units	Site supervisor status + 1 program year of site	105 hours of professional growth

	of administration + 2 units adult supervision	supervisor experience	
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Colorado’s Early Childhood Professional Credential Career Lattice (11)

Colorado has no regulatory minimum pre-service requirement to being teaching in a private ECE setting, the state does have a voluntary, six level Early Childhood Professional Credential, which ranges from completion of coursework regarding Colorado’s Core Knowledge and Standards to a Doctoral Degree. The education requirement for each level is derived from Colorado’s Core Knowledge and Standards: A Guide for Early Childhood Professional Development. Level I can be held for three years before renewal is needed; Levels II through VI must be renewed after five years.

Level	Education	Experience	Renewal Requirements
I	90 hours of training or coursework	None	Training and/or coursework covering Level II
II	Training and/or coursework that covers Levels I and II	2 years	6 semester credit hours
III	AA degree	1 year	6 semester credits
IV	BA degree	1 year	6 semester credit hours
V	Master’s degree	2 years	6 semester credit hours or major professional contribution
VI	Doctoral degree	2 years	6 semester credit hours or major professional contribution

Montana’s Early Care and Education Career Path (11)

Montana’s Early Education and Career Path ranges from a pre-professional level that reflects the current licensing requirements to be an ECE teacher, to a doctorate in Early Childhood Education or Child Development. With the exception of the pre-professional level, which requires minimum training of 8 hours per year, all level require a minimum of 15 hours of ongoing training each year. In addition, Levels III through VIII require membership in a professional early childhood organization.

Level	Minimum Training	Experience Required
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Pre-Professional	8 hours orientation plus CPR/First Aid Certification	Currently working in an early childhood setting
I	8 hours orientation plus CPR/First Aid certification and high school diploma or GED	Minimum of 500 hours working in an early childhood setting
II	CPR/First Aid certification and high school diploma or GED + 60 hour approved training	Minimum of 500 hours working in an early childhood setting
III	CDA credential + 120 hours approved training	Minimum of 1000 hours working in an early childhood setting
IV	CDA credential+ 20 or more college credits in ECE, or 1 year certification requiring 30 college credits	Minimum of 2000 hours working in an early childhood setting
V	AA degree in ECE/CD, including 20 credits in ECE and 300 hours supervised teaching experience	Minimum of 1000 hours working in an early childhood setting
VI	BS/BA degree in ECE/CD or related field with Montana EC Permissive Special Competency	Minimum of 1000 hours working in an early childhood setting
VII	Master's degree in ECE/CD or related field with ECE emphasis	Minimum of 1000 hours working an early childhood setting.
VIII	Doctorate in ECE/CD or related field with ECE emphasis	Minimum of 1000 hours working in an early childhood setting

Kentucky's Credentials for Early Childhood Education (37)

Kentucky has created three credentials for Early Childhood Education as part of the KIDS Now Partnership. The three credentials have been created to acknowledge the differing competencies and skill areas that are required for different aspects of the early childhood profession. The Commonwealth Child Care Credential is designed to recognize those who want to exceed the minimum training required by Child Care Licensing Regulations. All credentials are awarded by the Cabinet for Family and Children and the Governor's Office of Early Childhood Development.

Credentials	Requirements	Content	Ongoing
Commonwealth Child Care Credential	60 clock hours of instruction, including field	14 hours in child growth and development; 15 in learning environment/curriculum; 9 in	15 hours of additional training each

	assignments	health, safety and nutrition; 7 in family and community partnerships; 4 in child assessments; 6 in professional development; 5 in program management/evaluation	year
Director's Credential	12 college credit hours distributed in required areas	Regulations and laws; ethics; programming, supervision and staff development; health, safety and nutrition; financial management and marketing; community collaboration/resource management	15 hours of additional training each year
Trainer's Credential (Must be 21 years old)	Meet education requirements by level, participation in orientation and seminar	Child growth and development; learning environments/curriculum; health, safety and nutrition; family and community partnerships; child assessment; professional development/professionalism; program management/evaluation	Annual trainer updates and 45 hours of additional training every 3 years

A complete listing of Kentucky's early childhood core competencies identified for the Commonwealth Child Care Credential can be found in Appendix B.

New Mexico's Career Lattice and Credentialing System (38)

New Mexico's Career Lattice was established around a set of seven areas of competency with multiple indicators for essential knowledge needed to work with young children and families. The system is also fully articulated between two-year and four-year colleges and recognizes each level of learning as counting toward the next level of learning.

Appendix C provides complete information about the competencies required for the New Mexico entry level credential.

Levels	Preparation Programs	Credentials
45-hour entry level course	Training and technical assistance programs, community colleges, colleges and universities	Certificate (Office of Child Development)
Child Development Associate	Community colleges, private/non-profit training organizations, colleges and universities	National Credential (Council for Early Childhood Professional Recognition)
1-year vocational	Technical-vocational schools,	Certificate (Office of Child

certificate	community colleges	Development)
Associate of Arts Degree	Technical-Vocational Schools, community colleges, universities	Certificate (Office of Child Development)
Bachelor's Degree	Colleges/Universities	License (State Department of Education)
Mater of Arts Degree in Early Childhood	Colleges/Universities	License (State Department of Education)

Appendix E-Wage Initiatives

State	Compensation Initiative/How it Works
California (39)	<p>San Francisco CARES Child Care Stipend program Purpose: Provide wage incentives to teachers who pursue formal education and remain within the early childhood program. How it works: Must work in licensed facility for at least 1 year, supplements range from \$500-\$4,500 depending on education, additional stipends go to providers with a second language or a graduate degree that supplement is \$500. Centers who pay less than \$7.50 per hour must bring wages up before receiving funds.</p>
Georgia (40)	<p>Incentive\$ Purpose: reward teachers of children five and under for staying on the job and increasing their level of skills and knowledge through formal education. How it works: Must work in licensed child care center or home, work at least 25 hours per week, earn less than \$14.45 per hour, stayed employed at the same location for at least 12 consecutive months, serve at least 25% subsidized children. Annual supplement amount ranges from \$400-\$2,000 depending on education.</p>
North Carolina (41)	<p>WAGES\$ Purpose: Improve child care by reducing turnover and encouraging the continued education of teachers, directors, and family child care providers. How it works: Any teacher or family child care provider earning less than \$14.45 per hour or any director earning less than \$15.00 per hour may be eligible for a salary supplement. Supplements range from \$200 per year-\$4,000 per year depending on education and length of service.</p> <p>Salary Model for Establishing a Salary Schedule for Child Care Teachers Purpose: The model salary schedule is voluntary and is intended to help communities and child care programs work toward creating better and more strategic compensation for the early childhood workforce. How it works: The model for a salary schedule links the level of attained education and the level of responsibility of those teaching young children. The model is meant to be a beginning place for communities to discuss the low wages and low market rates for early childhood care. The salaries proposed are still not equivalent to those earned by teachers in public schools. The model recognizes increased education within all job types. Teachers with degrees are paid significantly more than those who do not have them. Second, the model recognizes longevity by a standards 3 % increase in each education level.</p>

Oklahoma (42)	<p>Oklahoma R.E.W.A.R.D.</p> <p>Purpose: Provide children with more stable relationships and better-educated teachers by rewarding education and continuity of care.</p> <p>How it works: Provides salary supplements once every six months to teachers who remain in their program. Supplements range from \$200 annually-\$2,000 annually for teachers and from \$400-\$1200 annually for directors working at least 20 hours per week in licensed programs. Must make below a certain salary level to be eligible.</p>
Wisconsin (43)	<p>Child Care R.E.W.A.R.D.S. (Rewarding Education with Wages and Respect for Dedication)</p> <p>Purpose: Improve child care quality by reducing turnover, retaining staff who have attained identified educational levels, and encouraging continued education of teachers, directors and family child care providers.</p> <p>How It Works: Provide wage supplements based on level of education, longevity</p> <p>Amount of wage supplement: \$875-\$1,750 awarded to teachers based upon education and longevity in the field.</p> <p>Number participating: 1427 teachers</p> <p>Total Costs: \$1,888,250</p>

Appendix F
Early Childhood Core Competencies—Kentucky
Entry Commonwealth Child Care Credential (37)

I. Child Growth and Development	<ul style="list-style-type: none"> a. Discuss at least three general principles of development that provide the basis for planning age appropriate programs for young children. b. Describe basic behavioral characteristics of children of various ages and stages, including the social/emotional , physical/motor, adaptive, communicative, and cognitive areas of development. c. Demonstrate knowledge that children are diverse with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles through incorporating this knowledge into interactions with children at home and in centers.
II. Healthy, Safety and Nutrition	<ul style="list-style-type: none"> a. Follow regulations regarding health, safety, and sanitation across multiple settings. b. Practice procedures for emergencies including first aid and CPR and making adaptations for children with special needs. c. Demonstrate proper techniques of preventing communicable diseases including hand washing. d. Demonstrate appropriate response and documentation of children’s injuries. e. Follow written procedures for administration of medication f. Practice principles for SIDS prevention. g. Verbalize and demonstrate procedures for supervising children’s activities to prevent illness and injury. h. Demonstrate basic principles of oral health in children. i. Follow program procedures for mealtime.
III. Professional Development and Professionalism	<ul style="list-style-type: none"> a. Maintain confidentiality. b. Demonstrate dependable, responsible behavior including teamwork. c. Participate in professional development as required for each level to improve performance and to expand personal knowledge of child development, interdisciplinary practice, and family-centered service. d. View self as a learner. e. Demonstrate job satisfaction and genuine interest in young children and their families. f. Understand and comply with regulations and licensing standards. g. Develop and implement a written professional development plan.
IV. Learning Environments and Curriculum	<ul style="list-style-type: none"> a. Demonstrate use of materials, such as blocks, etc., for play. b. Maintain materials and equipment in arranged environments to allow and encourage appropriate independence, promote physical

	<p>development, and encourage appropriate curriculum.</p> <p>c. Follow established routines for adults and children in regard to diapering, toileting, eating, dressing, tooth brushing, sleeping, and general hygiene.</p> <p>d. Respond positively to children’s attempts to communicate.</p> <p>e. Use and respond to verbal and nonverbal communication techniques.</p> <p>f. Encourage children to engage in meaningful conversation.</p> <p>g. Use non-biased activities and materials.</p> <p>h. Support children in making choices individually and cooperatively.</p> <p>i. Support children in opportunities to be successful at meaningful tasks (i.e. using child sinks or small, manageable, stable pitchers for pouring).</p> <p>j. Support a variety of activities which promote large and small muscle development.</p> <p>k. Support children’s use of a variety of age appropriate art materials and experiences.</p> <p>l. Support children’s use of developmentally appropriate music experiences.</p> <p>m. Support children’s opportunities to explore their senses (i.e. sand and water play, art and music experiences, exploring textures.)</p> <p>n. Support an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc.</p> <p>o. Engage children in play that encourages curiosity, exploration, and problem solving.</p> <p>p. Support planned math, science, and nature exploration in response to children’s emerging interests.</p> <p>q. Encourage the development of cognitive skills by providing concrete experiences.</p> <p>r. Foster children’s sense of security.</p> <p>s. Communicate frequently with each child verbally (i.e. calm voices, smiles, touch, embraces, child’s eye level.)</p> <p>t. Demonstrate behavior that communicates the importance of each child.</p> <p>u. Avoid corporal punishment including but not limited to shaking, spanking, humiliating or harassing language.</p> <p>v. Treat all children equitably and fairly.</p> <p>w. React consistently to children’s behavior.</p> <p>x. Follow basic daily schedule that is familiar to children.</p> <p>y. Support children’s transition between activities.</p> <p>z. Cooperate with team members to implement daily activities.</p> <p>aa. Collaborate daily with team members to share child-related information.</p>
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	ab. Conduct informal daily communications with parents.
V. Child Assessment	<p>a. Assist with collection of information about each child's development.</p> <p>b. Assist with supervision in the use of appropriate assessment methods of children's social/emotional, physical, communication, and cognitive development.</p> <p>c. Participate as a team member in planning, coordinating, and implementing assessment procedures.</p>
VI. Family and Community Partnerships	<p>a. Demonstrate confidentiality relative to all aspects of the lives of individual children and their families.</p> <p>b. Follow the center's plan for maintaining written and verbal daily communication with families.</p> <p>c. Show a warm welcoming, attitude toward families and their involvement in the life of the center, child care home, or school.</p> <p>d. Respond empathetically and knowledgeably to parents' feelings and concerns regarding child care, guidance, and their child's development, in the home language whenever possible.</p> <p>e. Provide relevant information to families regarding community resources.</p> <p>f. Collaborate with families to support transition.</p> <p>g. Utilize community resources to enrich curriculum.</p>
VI. Program Management and Evaluation	a. Adhere to program policies and licensing regulations.

Appendix G
New Mexico's Core Competencies for the Entry Level Credential (38)

Common Core Competency Areas	Knowledge Required
I. Child Growth, Development and Learning	<p>a. Discuss in general terms the growth and development of children from birth through age 8.</p> <p>b. Observe children of various ages and discuss the general characteristics of growth and development.</p> <p>c. Discuss biological and environmental factors that influence and foster the healthy growth and development of children.</p> <p>d. Discuss the unique developmental progress and ways of learning of infants, toddlers, preschoolers and school-age children.</p> <p>e. Discuss individual differences, including risk factors that may affect development and learning.</p> <p>f. Discuss the similarities among children who are developing typically and those with developmental delays or those at risk for developmental delays.</p> <p>g. Discuss in general terms the domains of development for infants, toddlers, preschoolers, and school-age children.</p> <p>h. Observe children of various ages and discuss inter-relatedness of physical/motor, social/emotional, language/cognitive and adaptive/living skills in early childhood education.</p> <p>i. Discuss how children develop within the context of family, community and culture.</p> <p>j. Discuss the functions of language in all developmental domains of infants, toddlers, preschoolers, and school-age children.</p> <p>k. Discuss the language abilities of infants, toddlers, preschoolers, and school-age children in the context of family and culture.</p> <p>l. Discuss how children develop communication skills.</p> <p>m. Discuss the multiple forms of communication used by infants, toddlers, preschoolers, and school-age children.</p> <p>n. Discuss how children express their feelings.</p> <p>o. Discuss how emotions, behaviors, and communication are interdependent.</p> <p>p. Discuss the meaning of self-regulatory capacity.</p> <p>q. Discuss the factors that influence self-regulatory capacity.</p>
II. Health, Safety, and Nutrition	<p>a. Identify and discuss basic physical health, emotional well-being, and nutritional and safety needs of young children.</p> <p>b. Implement basic healthy, safety, and nutritional practices, including emergency procedures, with young children as required by regulation.</p>

	<p>c. Observe and discuss potential environmental hazards and risks and take corrective measures to ensure children’s safety.</p> <p>d. Identify and discuss aspects of the indoor and outdoor environments that promote young children’s physical and emotional well-being.</p> <p>e. Discuss the role of the early childhood professional and program in facilitating children’s health.</p> <p>f. Identify and discuss possible signs of wellness and illness in young children.</p> <p>g. Recognize signs of illness, distress, and possible risks to children’s health and alert appropriate program personnel.</p> <p>h. Identify possible signs of emotional distress, child abuse, and neglect in young children.</p> <p>i. Describe appropriate reporting procedures and legal obligation to do so.</p> <p>j. Implement reporting procedures as required by law.</p> <p>k. Identify local resources available to children and families that address problems of emotional distress, child abuse, and neglect.</p> <p>l. Identify and describe healthy and appropriate behaviors for young children in areas such as hand washing, toileting procedures, nose-wiping, hair-brushing, face-washing, tooth-brushing, eating habits, and rest/sleep routines.</p> <p>m. Identify and discuss ways in which early childhood programs and professionals as well as parents and families can encourage the development and reinforcement of healthy behaviors in young children.</p> <p>n. Identify and discuss the varied signs of fatigue in young children.</p> <p>o. Describe how early childhood professionals and programs can ensure the time and space for quiet activities, rest, and sleep as needed by young children.</p> <p>p. Identify appropriate health and nutrition community resources.</p> <p>q. Discuss appropriate health care and nutrition activities for young children that are relevant to the diverse cultures in New Mexico.</p> <p>r. Identify and discuss healthy choices and healthy-promoting behaviors appropriate for children of various ages.</p>
<p>III. Family and Community Collaboration</p>	<p>a. Discuss and identify ways to establish collaborative relationships with those involved with children in early childhood settings.</p> <p>b. Welcome family and community visitors. Maximize safety of children by using sign-out sheets and secure physical boundaries.</p> <p>c. Identify and discuss a variety of strategies early childhood</p>

	<p>professionals and programs use for communicating with all families.</p> <p>d. Discuss variations across cultures in terms of family strengths, expectations, values, and childrearing practices.</p> <p>e. Discuss the importance of using and valuing languages of the children and families enrolled in the program.</p> <p>f. Define the meaning of a family system.</p> <p>g. Discuss the causes of family stress.</p> <p>h. Discuss the legitimacy of all families' goals and priorities for their children and their implications for early childhood programs.</p> <p>i. Discuss ways family members can support children's emergent literacy.</p> <p>j. Discuss the contributions to the learning environment that can be made by family and community members.</p> <p>k. Discuss community resources for promoting child and family literacy.</p> <p>l. Discuss applicable state and federal regulations and procedural safeguards.</p> <p>m. Discuss the importance of communicating with families about regulations and safeguards.</p>
<p>IV. Curriculum Development and Implementation</p>	<p>a. Define and discuss the term "developmentally appropriate".</p> <p>b. Discuss in general terms, how and what young children learn through play.</p> <p>c. Discuss developmentally appropriate programs and environments for infants, toddlers, preschoolers, and children in the primary grades.</p> <p>d. Discuss in general terms the developmental domains of young children (physical, motor, language, cognitive, social, emotional).</p> <p>e. Discuss ways that play supports young children's learning.</p> <p>f. Discuss various content areas in early childhood education curriculum.</p> <p>g. Discuss in general terms the components of reading and writing in early childhood.</p> <p>h. Discuss, in general terms, components of an integrated curriculum.</p> <p>i. Discuss the IEP/IFSP process and how it impacts curriculum content.</p> <p>j. Identify appropriate team members who might participate in the IEP/IFSP process.</p> <p>k. Discuss the term "anti-bias".</p> <p>l. Discuss examples of bias in society.</p> <p>m. Observe and discuss basic elements of quality program models and learning environments for children birth through age eight.</p>

	<p>n. Observe and discuss how young children, birth through age eight actively interact with their environment.</p> <p>o. Observe, identify, and discuss how elements of the learning environment support children’s active exploration of their environment.</p> <p>p. Discuss the meaning of the term “guidance”.</p> <p>q. Discuss the use of developmentally appropriate and inappropriate guidance techniques with children birth through age eight.</p> <p>r. Discuss how adults influence the ways young children view and value themselves.</p> <p>s. Describe ways that children make decisions in the learning environment.</p> <p>t. Discuss ways children construct their own knowledge through various strategies that include decision-making problem solving, and inquiry experiences.</p> <p>u. Discuss the ways that children’s unique creative expression is encouraged through the learning environment.</p> <p>v. Discuss the importance of emphasizing the creative process over the final product.</p> <p>w. Discuss the importance of self-selection of activities by children of various ages.</p> <p>x. Discuss ways of structuring environments for encouraging children to self select activities.</p> <p>y. Discuss appropriate daily schedules for children of various ages.</p> <p>z. Discuss the influence of physical setting, schedule, routines, and transitions on children’s behavior.</p> <p>aa. Discuss ways that the physical setting, schedule, routines, and transitions, can be used to promote children’s development, and learning.</p> <p>ab. Discuss show and what children learn through play.</p> <p>ac. Discuss elements of developmentally appropriate practices.</p> <p>ad. Discuss ways adults can facilitate play in early learning environments.</p> <p>ae. Discuss the sequence of oral language development.</p> <p>af. Discuss language as communication and particularly the link between oral language and early reading and writing.</p> <p>ag. Observe various adult-child and child-child interactions and discuss how those interactions help young children develop expressive language and thought.</p> <p>ah. Discuss the importance of reading to children and encouraging children to use books.</p> <p>ai. Discuss a variety of strategies that facilitate the development of literacy skills.</p>
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	<p>aj. Discuss developmentally appropriate software for young children at each developmental level.</p> <p>ai. Discuss a variety of assistive devices used with children with special needs.</p> <p>aj. Discuss the various roles of adults in early childhood programs.</p> <p>ak. Discuss ways to develop a team approach.</p> <p>al. Discuss the difference between child and adult communication skills.</p> <p>am. Discuss the importance of continues improvement of one’s own communication skills.</p>
<p>V. Assessment of Children and Evaluation of Programs</p>	<p>a. Discuss ways that early childhood professionals learn about each child as an individual through the use of various assessment procedures.</p> <p>b. Discuss the meaning and importance of confidentiality of all information pertaining to the program and participants.</p> <p>c. Discuss the importance of maintaining precise, accurate, and complete records.</p> <p>d. Identify the processes and participants involved in IFSP and IEP including the particular role of the early childhood professional.</p> <p>e. Identify and discuss the general ways in which a child’s language and culture influence the assessment process and results.</p> <p>f. Discuss the influence of environmental factors on the assessment process.</p> <p>g. Identify and discuss ways in which programs and early childhood professionals can involve families and other professionals in assessing children’s developmental strengths and needs in setting individual and program goals.</p> <p>h. Discuss the need to communicate assessment results in a way that is responsive to family members’ level of understanding.</p> <p>i. Discuss the importance of providing families with assessment results in a timely fashion.</p> <p>j. Discuss the importance of providing information to assist families in understanding the development of their children.</p> <p>k. Discuss the importance of identifying and involving all stakeholders in program evaluations.</p> <p>l. Discuss the importance of specifying program components and program goals.</p> <p>m. Discuss the importance of regularly evaluating and modifying program goals for children and families.</p> <p>n. Identify individuals who should be involved in evaluation of program goals.</p> <p>o. Define and discuss the terms “formative evaluation” and</p>

	<p>“summative evaluation”.</p> <p>p. Discuss the importance of using both formative and summative evaluations.</p> <p>q. Discuss self-evaluation techniques.</p>
VI. Professionalism	<p>a. Discuss and reflect on NAEYC’s professional code of ethics.</p> <p>b. Identify and discuss various services available to children birth through eight years of age.</p> <p>c. Discuss the importance of confidentiality.</p> <p>d. Discuss the importance of collaboration among colleagues and families in early care and education settings.</p> <p>e. Identify and discuss the role of the adult in early care and education.</p> <p>f. Define the term “inclusion”.</p> <p>g. Define the term “cultural and linguistic diversity”.</p> <p>h. Discuss various local and regional cultures and languages.</p> <p>i. Define and discuss the importance of critical self-reflection.</p> <p>j. Discuss how early care and education programs differ culturally, historically, and philosophically.</p> <p>k. Define the term “advocacy”.</p> <p>l. Define and accept the follow of the professional as an advocate for quality early childhood programs.</p> <p>m. Identify multiple resources for services for children and their families.</p> <p>n. Identify various disciplines that provide related services within the learning environment to children and families.</p> <p>o. Define the term “professionalism”.</p> <p>p. Identify professional organizations.</p> <p>q. Discuss opportunities for ongoing professional development.</p> <p>r. Discuss the importance of collaboration among all adults who work in the early childhood program.</p>

Appendix H
Salary Models from North Carolina and Draft for Nebraska (23)

North Carolina Salary Model (First 4 years)

Assistant Teacher/Teacher's Aid	Years on Job				
	0	1	2	3	4
High School Only	6.50	6.70	6.90	7.10	7.32
N. C. Early Childhood Credential	6.75	6.95	7.16	7.38	7.60
6 sem or 9 qtr.hrs in ECE/CD	6.75	6.95	7.16	7.38	7.60
CDA Credential	7.00	7.21	7.43	7.65	7.88
Early Childhood Certificate or Equivalent	7.00	7.21	7.43	7.65	7.88
24 sem. Or 35 qtr. Hrs toward AAS in ECE	7.25	7.47	7.69	7.92	8.16
Early Childhood Diploma	7.50	7.73	7.96	8.20	8.44
AAS with non-ECE or CD major	7.50	7.73	7.96	8.20	8.44
70 sem. hrs of general education coursework	7.50	7.73	7.96	8.20	8.44
36 sem. or 54 qtr. hrs in related field plus CDA	7.50	7.73	7.96	8.20	8.44
45 sem or 68 qtr hrs toward AAS in ECE	8.00	8.24	8.49	8.74	9.00
45 sem. Or 68 qtr. Hrs in related field plus 18/27 hrs in ECE	8.00	8.24	8.49	8.74	9.00
AAS in early childhood education or child dev.	8.50	8.76	9.02	9.29	9.57
AAS in any field plus 30 sem. Hrs in ECE/CD	8.50	8.76	9.02	9.29	9.57
BA/BS with non-ECE or CD major	8.50	8.76	9.02	9.29	9.57
BA/BS in related field plus 18/27 hrs in ECE/CD	9.50	9.79	10.08	10.38	10.69
90 sem hrs toward BA/BS in ECE/CD	9.50	9.79	10.08	10.38	10.69
BA/BS in early childhood education or child dev.	10.50	10.82	11.14	11.47	11.82
BA/BS in related field plus 24/36 hrs in ECE/CD	10.50	10.82	11.14	11.47	11.82

Lead Teacher	Years on Job				
	0	1	2	3	4
N. C. Early Childhood Credential	8.00	8.24	8.49	8.74	9.00
6 sem or 9 qtr.hrs in ECE/CD	8.00	8.24	8.49	8.74	9.00
CDA Credential	8.50	8.76	9.02	9.29	9.57
Early Childhood Certificate or Equivalent	8.50	8.76	9.02	9.29	9.57
24 sem. Or 35 qtr. Hrs toward AAS in ECE	9.00	9.27	9.55	9.83	10.13
Early Childhood Diploma	9.50	9.79	10.08	10.38	10.69
AAS with non-ECE or CD major	9.50	9.79	10.08	10.38	10.69
70 sem. hrs of general education coursework	9.50	9.79	10.08	10.38	10.69

36 sem. or 54 qtr. hrs in related field plus CDA	9.50	9.79	10.08	10.38	10.69
45 sem or 68 qtr hrs toward AAS in ECE	10.00	10.30	10.61	10.93	11.26
45 sem. Or 68 qtr. Hrs in related field plus 18/27 hrs in ECE	10.00	10.30	10.61	10.93	11.26
AAS in early childhood education or child dev.	10.50	10.82	11.14	11.47	11.82
AAS in any field plus 30 sem. Hrs in ECE/CD	10.50	10.82	11.14	11.47	11.82
BA/BS with non-ECE or CD major	10.50	10.82	11.14	11.47	11.82
BA/BS in related field plus 18/27 hrs in ECE/CD	11.50	11.85	12.20	12.57	12.94
90 sem hrs toward BA/BS in ECE/CD	11.50	11.85	12.20	12.57	12.94
BA/BS in early childhood education or child dev.	12.50	12.88	13.26	13.66	14.07
BA/BS in related field plus 24/36 hrs in ECE/CD	12.50	12.88	13.26	13.66	14.07
MA/MS in Early Childhood or Child dev.	13.50	13.91	14.32	14.75	15.19

Master/Mentor Teacher	Years on Job				
	0	1	2	3	4
45 sem or 68 qtr hrs toward AAS in ECE	10.61	10.93	11.26	11.59	11.94
45 sem. Or 68 qtr. Hrs in related field plus 18/27 hrs in ECE	10.61	10.93	11.26	11.59	11.94
AAS in early childhood education or child dev.	11.14	11.47	11.82	12.17	12.54
AAS in any field plus 30 sem. Hrs in ECE/CD	11.14	11.47	11.82	12.17	12.54
BA/BS with non-ECE or CD major	11.14	11.47	11.82	12.17	12.54
BA/BS in related field plus 18/27 hrs in ECE/CD	12.20	12.57	12.94	13.33	13.73
90 sem hrs toward BA/BS in ECE/CD	12.20	12.57	12.94	13.33	13.73
BA/BS in early childhood education or child dev.	13.26	13.66	14.07	14.49	14.92
BA/BS in related field plus 24/36 hrs in ECE/CD	13.26	13.66	14.07	14.49	14.92
MA/MS in Early Childhood or Child dev.	14.32	14.75	15.19	15.65	16.12

A Model for a Salary Schedule for Nebraska's Teachers of Young Children

Assistant Teacher/Teacher's Aid

	Years on the Job					
	0	1	2	3	4	5
High School Only	6.50	6.76	7.03	7.31	7.60	7.90
CDA Credential	6.69	6.97	7.25	7.53	7.83	8.15
24 semester or 35 quarter Hours toward AAS in ECE	6.96	7.24	7.52	7.83	8.14	8.47
AAS with non-ECE or CD major	7.37	7.66	7.97	8.29	8.62	8.97
AAS in ECE	8.50	8.76	9.02	9.29	9.57	9.85
BA/BS with non-ECE or CD major	9.50	9.79	10.08	10.38	10.69	11.01
BA/BS in ECE	10.75	11.18	11.62	12.09	12.57	13.07

Teacher

	Years on the job					
	0	1	2	3	4	5
High School Only	7.00	7.28	7.57	7.87	8.18	8.50
CDA Credential	8.50	8.76	9.02	9.29	9.57	9.85
24 semester or 35 quarter Hours toward AAS in ECE	9.00	9.27	9.55	9.83	10.13	10.43
AAS with non-ECE or CD major	9.50	9.79	10.08	10.38	10.69	11.01
AAS in ECE	11.00	11.44	11.90	12.37	12.86	13.38
BA/BS with non-ECE or CD major	12.50	13.00	13.52	14.06	14.62	15.21
BA/BS in ECE	13.39	13.92	14.47	15.05	15.66	16.28
Masters Degree non-ECE	12.87	13.39	13.92	14.48	15.06	15.66
Masters Degree in ECE	13.50	13.91	14.32	14.75	15.19	15.65

Family Child Care Home Director

Year on the Job

	0	1	2	3	4	5
High School Only	8.00	8.24	8.49	8.74	9.00	9.27
CDA Credential	8.50	8.76	9.02	9.29	9.57	9.85
24 semester or 35 quarter Hours toward AAS in ECE	9.00	9.27	9.55	9.83	10.13	10.43
AAS with non-ECE or CD major	9.50	9.79	10.08	10.38	10.69	11.01
AAS in ECE	11.00	11.44	11.89	12.37	12.87	13.38
BA/BS with non-ECE or CD major	12.50	13.00	13.52	14.06	14.62	15.20
BA/BS in ECE	13.39	13.93	14.48	15.06	15.66	16.29
Masters Degree non ECE	12.87	12.88	13.26	13.66	14.07	14.49
Masters Degree in ECE	14.46	15.04	15.64	16.26	16.92	16.28

Child Care Center Director

Year on the job

	0	1	2	3	4	5
High School Only	9.00	9.36	9.73	10.12	10.53	10.95
CDA Credential	10.00	10.30	10.61	10.93	11.26	11.59
24 semester or 35 quarter Hours toward AAS in ECE	10.50	10.82	11.14	11.47	11.82	12.17
AAS with non-ECE or CD major	10.75	11.18	11.62	12.09	12.58	13.08
AAS in ECE	11.50	11.91	12.39	12.89	13.40	13.94
BA/BS with non-ECE or CD major	13.04	13.56	14.10	14.66	15.25	15.86
BA/BS in ECE	15.41	16.03	16.67	17.33	18.03	18.75
Masters Degree non-ECE	14.59	15.17	15.77	16.41	17.06	17.75
Masters Degree in ECE	17.18	17.86	18.58	19.32	20.10	20.90

Assistant Teacher salary figures loosely based upon Nebraska Teacher Aide salary. BA/BS salary figures loosely based upon Nebraska Department of Labor December 2003 estimates for preschool/kindergarten teachers. Director figures loosely based upon Nebraska Department of Labor December 2003 estimates for educational administrators/preschool and child care program. Adapted from North Carolina Model Salary Schedule.