

Buffett Early Childhood Institute

at the University of Nebraska

Implementation – Strengthening and Expanding the Workforce

Nebraska's story

Susan L. Sarver



Nebraska ECE Workforce by the Numbers

- Nearly 80% of children < 6 are in paid care
- 62% of mothers with infants are in the labor force
- 11 counties have no licensed child care; 84% do not have enough child care slots to meet demand
- Mean annual salary for child care professionals is \$19,620
- Nearly 20% of child care professionals and K 3 teachers hold a second job
- Nearly half of Nebraskans believe that teachers and caregivers are paid too little



Nebraska early childhood programs and initiatives

include but are not limited to...

NE Core Competencies

> Sixpence Program

Mandatory Training BUILD/CEELO,
NE Learning
Table

NE Higher
Education And
Teaching
Certification

Moving the Needle on Compensation

State Prekindergarten

IDEA Part C and B

NDE Teacher and Principal Performance Framework

Superintendents' Early Childhood Plan SUTQ

AQuesTT

ECICC

2020 and 2026 Goals (State Board)





Workforce
Planning and
Development
Program

Buffett Early Childhood Institute

University of Nebraska

Collaborative initiatives in partnership with NE stakeholders

Nebraska Early Childhood Workforce Commission

National
Academy of Medicine
(NAM) Team





Nebraska Commission Vision of a Skilled, Informed, and Diverse Workforce



Communities:

- * have adequate labor supply supporting economic development *
- * have more qualified applicants / providers * have low turnover * have increased capacity *
- * elevate the professional status of the workforce * have resources for parents * are involved *

Policy and regulatory systems:

* use a common language * have a common definition of qualified *

* have a set of core competencies across settings * have a collective vision and approach to working across agencies * are attentive to differential needs in rural and urban settings * coordinate communication and marketing across constituencies *

The workforce:

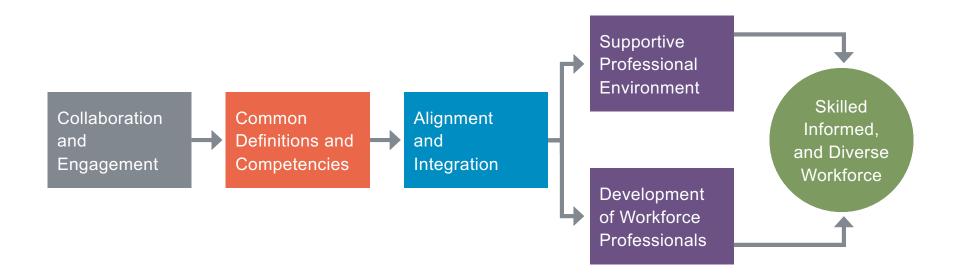
* has more knowledge of child development * has a global knowledge base * uses age-appropriate interactions and communication * no longer has stark demarcation of education levels across age settings * mirrors the sociocultural diversity of the population served * is adequately compensated with a livable wage across settings * is supported personally and professionally *

Every child:

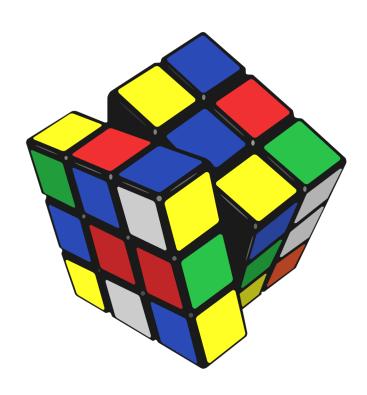
* has an adult that understands varied approaches to learning * has engaged parent(s)/guardian(s) * has multiple persons with multiple skill levels that coalesce around her/him

* thrives *

Blueprint for Transforming Nebraska's Early Childhood Workforce



The process is not linear

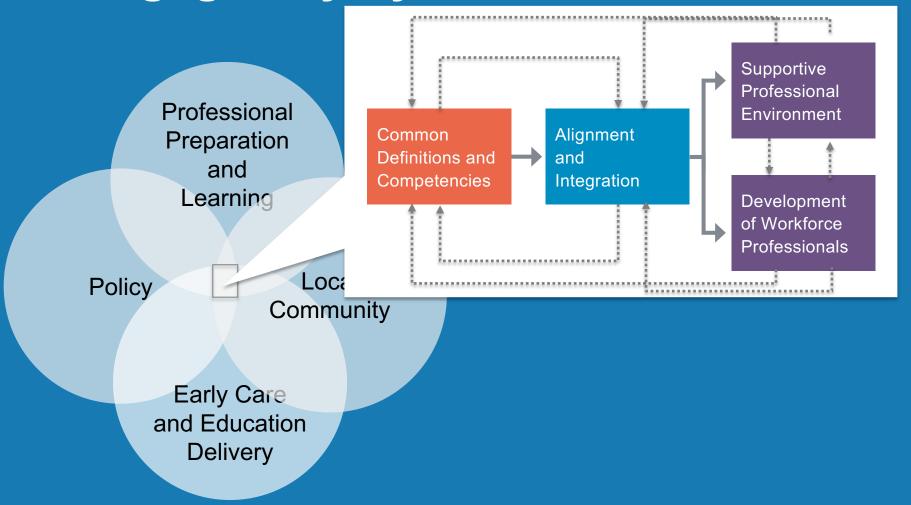




Collaboration and Engagement

Collaboration and Engagement Delivery

Engage Key Systems



Lessons learned and effective strategies

- Outside neutral facilitator
- Item of importance to commission members
- Deliberate invitations and process
- Intentionally building relationships

Lessons Learned and Effective Strategies

- Highlight importance of quality
- Don't leave out K-3 field
- Build on existing strengths
- Brain Architecture <u>Game</u>











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2018 Accomplishments

Nebraska Early Childhood Workforce Commission

Problem Statement

The skills and knowledge of caregivers, teachers, and others who interact with young children are essential for realizing the short- and long-term benefits of early care and education.

Action Statement

To attract and retain highly qualified professionals to early childhood settings, we must ensure that they are prepared adequately for their work, compensated appropriately, and supported by a sustained public commitment.

Qualifications

Ensure that each member of Nebraska's early childhood workforce has the **specialized knowledge and skills** to be highly effective with young children.

Funding

We must generate sustainable revenue sources so that Nebraska's early care and education settings are able to recruit, adequately compensate, and retain highly qualified professionals.

Public Will and Commitment

We must educate Nebraskans about the critical importance of the early years and the central role that caregivers and teachers play in order to build **public will and commitment** for supporting early childhood investments.

A few big take-aways

- 1. Emergent process
- 2. Trust the partners and the process
- 3. Strategic communications from the beginning
- 4. Sustainability of the process and the end vision
- 5. Equity
- 6. Essential to have practitioners at the table
- Share meeting evaluations good and bad
- 8. Homework assignments
- 9. Build on strengths
- 10. Plan of action

Shameless self-promotion

Documenting and engaging a multi-system group to transform the early childhood workforce

NAEYC PLI Monday, 4:45pm JW Grand Ballroom, Salon 7



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Start early. Start well.

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