

Careers in Early Childhood

A NATIONAL DIRECTORY



© 2018 Child Care Services Association

FIFTH EDITION

CAREERS IN EARLY CHILDHOOD

A NATIONAL DIRECTORY

Fifth Edition

CONTENTS

Table Of Contents	i
Careers in Early Childhood.....	1
Glossary	2
Teachers of Young Children: Child Care, Head Start & Pre-K Programs	3
Family Child Care Educators	4
Administrators/Directors Of Center-Based Programs.....	5
Family Specialists/Counselors.....	6
Technical Assistance Specialists.....	7
Professional Development Specialists And Trainers.....	8
Consultants.....	9
Researchers	9
Early Childhood Program Officers	10
Program Managers	11
Higher Education Faculty	12
Regulators	13
Sales Representatives.....	13
Financial Aid Sources	14
References	15



This document was produced by the T.E.A.C.H. Early Childhood® (T.E.A.C.H.) National Center and Child Care Services Association (CCSA). T.E.A.C.H. National Center works toward improving the education, compensation and career pathways for the early childhood workforce by developing replicable programs and strategies that are being implemented in states across the country. Through direct services, research and advocacy, CCSA promotes high-quality early care and education. To learn more, please visit the T.E.A.C.H. National Center website at teachnationalcenter.org. To learn more about CCSA, go to childcareservices.org.

This Directory was funded in part by the W.K. Kellogg Foundation and the W. Clement & Jessie V. Stone Foundation. We thank them for their support but acknowledge that the findings and conclusions presented in this Directory are those of the authors alone and do not necessarily reflect the opinions of these organizations.

PO Box 901, Chapel Hill, NC 27514
919-967-3272 – telephone
919-442-1988 – facsimile

CAREERS IN EARLY CHILDHOOD

We at the T.E.A.C.H. Early Childhood® National Center are excited to release the newest edition of *Careers in Early Childhood*. In here you will find descriptions of the many career options we have in early childhood education. For each career we provide updated information on the qualifications needed and the salary ranges that can be expected. This edition has added a new feature. For 10 of the profiled careers, you will meet real people from across the country working in these careers, learn about their education earned, their early childhood career pathways and hear in their own voices what they love about the work that they do. This guide also provides some important linkages to resources that can support continuing education.

The public now widely accepts the science about the importance of the first 5 years in terms of building brain architecture, being the foundation for lifelong learning and school success, and providing a strategic period for investments. And the public is also now beginning to recognize the importance of early childhood educators in the lives of young children. Yet our systems of professional standards, funding, compensation, higher education and recognition have not caught up with the science.

Too often these systems fail to recognize the depth and breadth of the careers in early childhood education and often fail to see the opportunities to affect positive outcomes for children and families through the many careers available to early childhood professionals. With this limited view, we often discourage students from entering the field because of the low wages so many early educators earn. We must change that view. We must continually work to address the issue of compensation and make it a priority. But at the same time, we must hold up the incredible opportunities for meaningful and fulfilling careers in our field. Early educators with early childhood degrees and experience in the classroom have lots of opportunities to either remain in the classroom or to explore other careers that allow them to affect young children and their families in different ways.

Like some of the people profiled in this guide, I started as a teacher making very little money working a classroom of two-year-olds. It is from that beginning and my own career pathways that I realized the importance of the field of early childhood education and the absolute necessity to have the best educated, competent and effective early educators working in classrooms, homes, community agencies, colleges and universities and state and federal agencies across the country. Join me in raising our voices about the incredible career opportunities our field has to offer and the need for better compensation and recognition for those who educate our young children every day.

Sue Russell,
Executive Director
T.E.A.C.H. Early Childhood®
National Center



GLOSSARY

OF SELECTED EARLY CHILDHOOD WORK ENVIRONMENTS

- **PUBLIC PRE-KINDERGARTEN (PRE-K) PROGRAMS** serve children ages 3 to 5 years, may be targeted to specific children and may be offered to families in a public school, non-profit and/or for-profit private facility. Some of these programs operate for half of the day while others follow regular school hours. In addition, some programs may provide wrap-around services to care for children after school. Funds for public Pre-K programs come from local, state or federal governments, and parents may pay no fee or a fee adjusted to their income.
- **CHILD CARE CENTERS** provide care and education for children ages birth to five, and may include before- and after-school care and summer care for preschool or school-age children. Centers vary by size, ages of children served and mission. Most centers operate for more than four hours per day. Centers may be operated by non-profit agencies, for-profit owners or corporations, and are typically regulated by a public agency. Funding primarily comes from parent fees with some parents able to receive government assistance.
- **FAMILY CHILD CARE HOMES** serve small numbers of children and are usually regulated by a public agency that is responsible for overseeing the provision of child care and/or school-age services. Funding comes primarily from parent fees, the subsidized child care system and the Child and Adult Care Food Program.
- **HEAD START** programs provide developmentally appropriate early learning activities plus health, nutrition, early intervention and family support services. Most Head Start programs serve three and four-year-old children from low-income families in both center-based and home-based settings. Early Head Start is limited to children from birth to three. Head Start centers traditionally operate four to six hours a day for nine months of the year. Some centers provide services all day, year-round. Others provide seasonal programs for children of migrant families. Head Start programs may be operated by public schools or other non-profit community organizations. In some communities you may find Head Start and/or Early Head Start classrooms within licensed child care programs. Funding primarily comes from the federal government and parents pay no fees.
- **CHILD CARE RESOURCE AND REFERRAL (CCR&R) AGENCIES** help families find the child care they need and educate families and the community about early care and education availability, quality and costs. CCR&R agencies also help child care providers improve quality through training, technical assistance and other supportive services. Many CCR&R agencies also provide financial assistance for families needing help paying the full fees charged for child care or information on where to find assistance with child care fees.
- **IN-HOME CARE** usually is provided to the children of a single family in that family's own home. Sometimes in-home caregivers live with the family and/or may be related to the family. These caregivers may or may not be related to the children in care and depending on state law, may be required to be regulated or licensed. Funding for in-home care comes primarily from parent fees.
- **PRIVATE PRESCHOOL PROGRAMS** may be based in a center, place of faith or in the community. They may provide early education programs that typically offer educational enrichment and social interactions for children ages two to five years. These programs usually operate on a part-day basis, two to five days per week. Funding comes primarily from parent fees.

TEACHERS OF YOUNG CHILDREN:

CHILD CARE, HEAD START & PRE-K PROGRAMS

The job of teaching preschool children in a center-based program can be both extremely rewarding and challenging. Between birth and kindergarten age, children experience remarkable developmental changes. An infant teacher's daily activities are very different from those of a teacher of four-year-olds. Teachers may work with typically and atypically developing children. As well as a commitment to learning how to best educate and care for the young child, teaching young children requires that you have knowledge about and learned skills in:

1. understanding children's growth and development,
2. planning activities for children in a creative learning environment,
3. securing a safe and healthy place for children to play and learn,
4. communicating with an increasingly diverse population of children, their families and community professionals, and
5. effectively managing groups.

Within any center-based setting, teachers may hold a variety of positions. Beginning teachers are often called Assistant Teachers or Teaching Assistants, and work under the supervision of a more educated, experienced teacher. In larger programs, teachers with more education and experience may earn the title of Lead Teacher. This position entails more planning and supervision of other teachers, as well as center administrative responsibility. All individuals who work directly with young children should be certified in CPR and first aid and have a criminal background check, in addition to having coursework, credentials or degrees in early childhood education and/or a degree in early childhood special education.

Teaching young children in center-based programs can vary by setting. The type of agency that operates the program can make a big difference in what is expected of teachers and what teachers can expect in terms of compensation, career advancement, work environment and the quality of early care and education provided to the children. Most commonly, teachers are found working in child care centers. These centers may be operated by Head Start programs, places of faith, schools, colleges, mental health agencies, non-profit groups, non-child care employers/industry, chains/corporations, or for-profit providers. Some programs operate only a few hours a day, a few days a week; others are open twelve hours or more a day, five days a week. Most operate under state or federal regulations. In many states, these programs can choose to be a part of the state's Quality Rating System to show they provide higher quality early care and education. There is increasing interest in and funding for Pre-Kindergarten programs focused on helping three- and four-year-olds acquire the skills they will need to start school. Pre-K programs are found in diverse settings and often have state or federal funding. Some are targeted to children at risk for school failure. Others are universally available. Teachers in those settings often earn substantially more than teachers working in traditional child care centers and must have higher levels of education and/or a teaching license.

Job possibilities at:

- Child care centers
- Private preschool programs
- Head Start programs
- Publicly-funded Pre-Kindergarten programs

Recommended education:

- Child Development Associate (CDA) Credential
- Associate's degree in Early Childhood Education/Child Development
- Bachelor's degree in Early Childhood Education/Child Development

Typical salary range:

\$17,490 – \$54,780

Special Education Teacher:

\$36,890 – \$82,960



MICHELE MILLER-COX

Infant-Toddler Teacher, SAS Montessori School, Cary, NC

Highest Level of Education: BS, Early Childhood Education; MA, Adult Education and Training

Former Career Pathway: Teacher, Family Child Care Educator/Owner, Early Childhood Adjunct Instructor

"No matter where I am, I find myself always sharing my knowledge and expertise. This is the reason I love the work I do, because I get to help people (small to old) reach their fullest potential in school and in life."

FAMILY CHILD CARE EDUCATORS

Family child care educators may work with young children in a child's home or in their own home. They may work with as few as one child or care for several children at one time. Within the home setting, the educator has the responsibility of providing a safe and stimulating environment (both indoors and outdoors) for children, planning developmentally appropriate activities, ensuring that the children are given nutritious meals, communicating with parents about the program and their children, setting and collecting fees, and managing and marketing a small business.



Often, parents see the home setting as a friendly, comfortable, and natural environment for the care of young children. Many family child care educators begin this career because they have a preschool child of their own and want additional income for themselves and a social experience for their child. In some states, home-based settings have either no or only minimal regulations to meet, depending on the number of children served and the hours of operation. In others, family child

care homes are required to be licensed and may be able to meet higher standards associated with a state's Quality Rating System. Many family child care homes do not focus on a specific age group and serve children from infancy up to age 12.

Family child care homes receive funding from parent fees, may participate in the Child and Adult Care Food Program to help support adequate nutrition for the children, and may also receive reimbursement for families who receive public or private child care assistance. Most in-home caregivers, often called nannies, operate solely on parent fees. Because of the limited number of children that can be cared for in a home setting, additional sources of revenue can enhance the educator's earning potential.

Job possibilities at:

- Private homes

Recommended education:

- Child Development Associate (CDA) Credential
- Associate's degree in Early Childhood Education/Child Development
- Bachelor's degree in Early Childhood Education/Child Development

Typical salary range:
\$15,600 – \$36,200



ROCHELLE SANDERS

Family Child Care Educator/Owner, Durham, NC

Highest Level of Education: MEd, Birth-Kindergarten Interdisciplinary Studies

Career Pathway: Family Child Care Educator/Owner

“For me early child education is about legacy. What I do with the children and families today will transcend time. What I do as an educated, early educator is to impact the children and families in excellence.”

ADMINISTRATORS/DIRECTORS OF CENTER-BASED PROGRAMS

Early care and education center administrators/directors have the challenging job of ensuring that center-based programs offer developmentally appropriate experiences for the children, support families' needs, and operate with sound administrative and fiscal management. The job of a center administrator often requires both formal education and learned skills. The administrator/director must have the combined skills of a mentor, social worker, early childhood educator, nutritionist, accountant, human resources manager, secretary, and program administrator. An advanced degree in early childhood program administration can provide the variety of training necessary to master this position.

A child care administrator/director must ensure that:

1. **the program maintains all of the required local, state and federal standards,**
2. **teachers are appropriately screened, educated, well-trained, and provide developmentally appropriate education and care,**
3. **children are always properly supervised, even when the regular classroom teacher is unable to come to work,**
4. **childrens' nutritional needs are met, even when the cook is sick or parents have forgotten to pack a lunch,**
5. **the center establishes and collects tuition or fees,**
6. **the center has ample enrollment and seeks available resources to support operating expenses, professional, well-paid staff, nutritious meals, creative learning environments and other needs,**
7. **the program maintains healthy, safe and stimulating indoor and outdoor environments,**
8. **parents are involved with the center and able to communicate their needs and concerns,**
9. **the center meets its financial obligations, including paying teachers and other staff a worthy wage and benefits, and**
10. **the center represents itself in the community through work with other agencies.**

If the center is very large, the administrator may have an assistant administrator/director to help meet these responsibilities. Administrator/directors work in centers operated by Head Start, places of faith, schools, mental health agencies, non-profit corporations, or for-profit providers. Some are part-time programs; others are open twelve hours a day or more. Some operate under state or federal regulations; others operate without any outside regulations. Some serve less than a dozen children while others serve hundreds in multiple sites. Some programs that operate full-time, year-round may only have part-time administrators/directors. These differences help determine what is expected of administrators/directors and what they can expect to earn.

Job possibilities at:

- Child care centers
- Private preschool programs
- Head Start programs
- Publicly-funded Pre-Kindergarten programs

Recommended education:

- Associate's degree in Early Childhood Education/Child Development with coursework in administration
- Bachelor's degree in Early Childhood Education/Child Development with coursework in administration
- Graduate degree in Early Childhood Program Leadership and Administration

Typical salary range:
\$29,980 – \$85,240



KAREN FRIEDRICH CROW

Director, Day Early Learning Center at Fort Harrison, Indianapolis, IN

Highest Level of Education: BA in ECE with minor in Exceptional Needs ECE

Career Pathway: Toddler Teacher, Pre-K Teacher, Assistant Director

“Every day I receive the gift of being able to make a difference in the lives of children in partnership with their families and with an incredible team of teachers and support staff. Knowing that I am making an impact provides me with the impetus to continue learning, as what we understand about children’s development is ever-changing. My goal is to always make the right choices each day for children, families and teachers.”

FAMILY SPECIALISTS/ COUNSELORS

Family specialists/counselors include a wide variety of early childhood professionals who help individuals access the resources they need to care for themselves and/or their children. Some families may only need help finding a child care, Head Start or Pre-K placement. Other individuals, faced with economic barriers, may need support services to pay for child care or college. Occasionally, families may experience health, developmental or emotional crises that require special intervention services. A family specialist may provide information and education, refer families to services, assess eligibility for funds to pay for services, or deliver direct counseling and support services.

Family specialists/counselors need to have a basic understanding of child and family development, child care licensing regulations, knowledge of community resources (private and public) and the ability to communicate this information to parents. Family specialists/counselors may provide services in the child's home, the early care and education setting or in an agency office. Some have particular content expertise, such as child care referral counselors who help families learn about the various types of child care and what is available in their community, or child care social workers who assess eligibility for child care subsidy. Others may need to know about a wide range of education and support services and be able to respond to the diverse needs of the individuals they serve. For example, the family services coordinator within a Head Start program may need to help families find appropriate housing, access transportation to work, locate employment, enroll in college or provide counseling needed as the result of a divorce or separation. An education counselor must have knowledge, not only about higher education, but about the array of community services available to support low income students.

Family specialists/counselors may need to assess community needs for services as well as individual family needs. Often, they visit families at their homes or provide families with transportation to obtain needed services. They may also provide parenting education and coaching during home visits or through workshops in the community. They may offer educational activities and materials and model their use during these home visits. Family specialists/counselors must be respectful of cultural diversity and sensitive to individual needs of families. In addition, family specialists/counselors must be both good listeners and effective communicators, as well as have the ability to collaborate with service providers and other family specialists/counselors in the community to ensure that families get all the services they need. Lastly, they must have good documentation skills. Often the data they collect through interactions with families is used to document changing community needs, gaps in services and to shape new services/supports to meet those needs.

Job possibilities at:

- Child care resource and referral agencies
- Head Start programs
- Local departments of social services
- Health and mental health agencies
- Community agencies

Recommended education:

- Bachelor's or Graduate degree in Early Childhood Education/ Child Development, Public Health, Social Work or Nursing

Typical salary range:
\$24,660 – \$55,910



MARIANNE RODRIGUES

T.E.A.C.H. Counseling Specialist, Iowa Association for the Education of Young Children

Highest Level of Education: Bachelor's Degree in ECE; MS Early Childhood Education anticipated December 2019

Former Career Pathway: Public Relations/Communication (significant career shift), Family Child Care Educator, CCR&R Trainer

"I am passionate about our early care and education teachers being the best they can be through early childhood education, best practice and quality professional development."

TECHNICAL ASSISTANCE SPECIALISTS

Technical assistance (TA) is consultation provided either on the phone, by email, or on-site in response to a staff question, to follow up about an observation occurring during an on-site visit, or to help improve the quality or administration of a program.

Early Childhood TA specialists assist an individual classroom, multiple classrooms and/or entire programs to start up, address corrective action requirements, and/or achieve higher program quality. TA Specialists work with programs for varying lengths of time to help them use research-based teaching practices designed for children at different stages of development. Specialists may also work with program administrators to strengthen business knowledge and skills and work with community stakeholders to reach common goals.

Providing on-site TA and support is an interesting, exciting and rewarding job. Persons who characterize themselves as self-directed and organized, energetic, and willing to learn will be the most likely to succeed in this role. A number of states are beginning to require approval or certification of those who provide technical assistance to early care and education program staff.

Topic specialists provide resources, training, and technical assistance to teachers and programs to support the use of best practices in a particular area. Examples of specialty areas include early intervention, accreditation, outdoor learning, child health, school-age care, child behavior, curriculum and infant toddler care. Specialists provide on-site technical assistance, mentoring and training for teachers to increase their awareness of effective teaching strategies and the resources available to them. A specialist's work may be very narrowly defined (i.e., to support the needs of a particular child, direct intervention or planning small group activities) or it may be broader, such as improving the quality of infant classes in a program.

Specialists must be willing to continually seek out, learn about and share available resources. This task requires collaboration with consultants, early care and education programs, technical assistance personnel and local community services. They may also help collect and compile data using simple survey tools, project evaluation and quarterly reporting on the services provided. Working as a topic specialist requires ongoing training to keep abreast of the latest research.

All early childhood technical assistance specialists must possess effective oral and written communication skills, have computer experience and be comfortable working with colleagues and a diverse client population both internal and external to the organization. This role requires an in-depth understanding of state child care licensing and programmatic requirements. Specialists must be able to juggle many responsibilities while paying close attention to detail. Often this role requires managing both administrative work and a large caseload of technical assistance and trainings. A number of states are beginning to require topic specialists to have a specific approval or certification and best practices to inform their work. Continuing topic education may lead to the specialist developing written articles for use in an agency newsletter or as a supplement for training on a specific content area.

Job possibilities at:

- Child care resource and referral agencies
- Professional associations
- Public and non-profit agencies
- Local health departments

Recommended education:

- Bachelor's or Graduate degree in Early Childhood Education/ Child Development, or Child Psychology
- A degree in Youth Development, Education or Recreation for those planning to work with school-age children
- Additional advanced coursework or certificate in the specialty area

Typical salary range:

\$30,560 – \$73,620



ELIZABETH COAKLEY

Better Beginnings Coordinator, C B King Memorial School, McGhee, AR

Highest Level of Education: MS Early Childhood Studies

Former Career Pathway: Toddler Teacher, Pre-K Teacher, Program Coordinator, Data Tech, Better Beginnings Coordinator, Adjunct Instructor, Early Care and Education Project Trainer.

"I love learning something new and sharing it with others, whether it's a child or an adult. Seeing the pure joy in knowing you had a hand in their learning makes it all worthwhile. I was designed to teach and teach I must."

PROFESSIONAL DEVELOPMENT SPECIALISTS AND TRAINERS

Professional development specialists or trainers help teachers and administrators develop, plan and achieve continuous learning goals. Some professional development specialists serve in a significant coordination role, helping ensure that there is a comprehensive array of professional development offerings to meet the needs of the early childhood workforce in their community, region or state. These specialists do research to assess the needs and desires of the workforce. They then are able to create professional development opportunities that align with those needs, whether they are offered at the program, community or state level. These specialists assure that the professional development activities are accessible, high quality and affordable and may offer community calendars with various options. Professional development specialists must possess good written and oral communication skills and be able to (1) collaborate, plan and partner with other agencies or institutions providing professional development, (2) describe the learning objectives for any offered professional development and (3) evaluate the effectiveness of any offered professional development.

Professional development specialists may also provide workshops, webinars and courses based on their personal areas of expertise and education. Topics may vary from basic health and safety to more advanced subjects, like assessing children's development or using certain types of classroom and teaching improvement tools. They may focus on a particular age group, like infants and toddlers, or on a particular area of development, such a social/emotional well-being. Training opportunities may be offered at conferences, in stand-alone workshops or in early care and education programs. Prior experience with teaching young children or administering an early childhood program in addition to formal education is extremely helpful. Most importantly, professional development specialists know state and federal standards of best practice, meet their state's approval standards for trainers and continue their own professional development to stay abreast of current developments in the early childhood education field.

Job possibilities at:

- Colleges/Universities
- High schools
- Child care resource and referral agencies
- Professional associations
- Public and non-profit agencies
- Self-employment

Recommended education:

- Bachelor's or Graduate degree in Early Childhood Education/ Child Development or Youth Development

Typical salary range:

\$30,560 – \$73,620



KIMBERLY REESE

Education Coordinator, Childcare Resource Network, Fort Payne, AL

Highest Level of Education: BS, Human Environmental Science, Early Childhood Education

Career Pathway: Toddler Teacher, Preschool Teacher, Assistant Director, OSR Pre-K Auxiliary Teacher, OSR Pre-K Teacher

"I find my career challenging yet rewarding. Improving children's early developmental and educational experiences is a passion of mine. Our children are our treasure and future. Children deserve the very best from the adults and programs that impact them and their families."

CONSULTANTS

Consultants provide information and assistance to early care and education programs, business and industry, communities, elected public policy officials, and state and federal agencies. This information can help them develop programs, regulations and public policies that will enhance or improve access to, and the quality of, early care and education.

Consultants usually travel to the organization in need of their services to help them evaluate needs, provide resources, share tools or strategies, and provide guidance on a strategic plan of action. Consultants may also work with employers interested in providing family-friendly policies or programs like on-site child care, flex benefits including child care resource and referral services, and child care tuition subsidies.

Early childhood systems consultants need a foundation in early childhood education/child development and early childhood program administration as well as an in-depth understanding of the funding bodies and agencies/systems supporting child care in the area being served.

Public policy consultants need a strong foundation in the workings of the early childhood system and how regulation and policy are created and affected. Consultants who work with businesses or other employers may need special knowledge about market research, human resources management, employee benefits, specific products and services, and how the employing organization makes decisions and determines needs.

Job possibilities at:

- Public, private for-profit and non-profit agencies
- Self-employment

Recommended education:

- Bachelor's or Graduate degree in Early Childhood Education/Child Development, Human Services or a related field
- Bachelor's or Graduate degree in Business Administration with a minimum of 18 credits in Early Childhood Education/Child Development

Typical salary range:

Daily Rate: \$200 – \$1100

RESEARCHERS

Researchers specializing in the area of early childhood conduct studies and evaluate services and practices to understand (1) what practices lead to high quality early childhood classroom or home environments and positive outcomes for young children, (2) the demographics, qualifications and needs of the early childhood workforce, or (3) how different public policies impact different aspects of the early care and education system. In this role, an early childhood researcher may develop data collection tools, manage data collection activities, collect qualitative data, conduct quantitative analyses, and write reports and grant proposals for outside funding.

Depending on seniority, responsibilities may also include developing and leading new projects, maintaining client relations, designing research and evaluation studies, presenting findings to outside audiences, writing grant proposals for outside funding, participating in professional scientific meetings and scholarly activities, and publishing findings in peer reviewed publications. Researchers should also have excellent outreach, research, data analysis and grant and report writing skills, as well as a strong foundation in early childhood education. Researchers may also need specialized training on standardized classroom or early childhood program evaluation tools.

Job possibilities at:

- Colleges/Universities
- Government and state agencies
- Non-profit and for-profit research organizations

Recommended education:

- Graduate degree or PhD in Child Development or Early Childhood Education or related area with knowledge of, and experience in, Early Childhood Education

Typical salary range:

\$32,540 – \$122,340



MARCY WHITEBOOK

Co-Director, Center for the Study of Child Care Employment, University of California, Berkeley, CA

Highest Level of Education: PhD in Developmental Studies in Education

Former Career Pathway: Infant-Toddler Teacher, Preschool Teacher, Program Director, Teacher Educator, Researcher and Policy Analyst, Women's Rights and Teacher Advocate throughout

"I use data to demonstrate how our current ECE system fuels economic insecurity and reinforces gender and racial inequities for teachers, children and families and why and how it must change. Working closely with colleagues committed to rights, raises and respect for ECE teachers and providers, I continue to learn and am challenged to be creative."

EARLY CHILDHOOD PROGRAM OFFICERS



Program officers work within early childhood funding initiatives (e.g. Smart Start), community agencies (e.g. United Way), state agencies and foundations' research projects or programs. They take the lead in working with other staff, consultants and the funders to determine specific priorities and intended outcomes of grant making and/or special funding initiatives. Program officers often oversee the implementation and evaluation of projects that are selected to receive grant funding.

Tasks include reviewing and analyzing grant proposals, conducting interviews and site visits with applicants, preparing written reports and recommendations to the agency director, trustees or board members, and monitoring the results of previous grants. These tasks require a strong working knowledge of the field of early childhood. Internal work may include helping develop policies and procedures and providing staff support to the funder's board.

Program officers may also participate in or lead collaborative efforts with other funders and community groups designed to address funder or community priorities. They may also represent the foundation or organization at community meetings, conferences and other events. They may be called upon to raise resources for special projects as well. Program officers may be requested to assist organizations and individuals requesting information or advice about resource development, program development and/or non-profit management issues. Program officers must be able to work with team members and independently in representing the funder in local, state, national and international forums. Strong written and oral communication and technology skills are required.

Job possibilities at:

- Foundations
- Public and non-profit agencies

Recommended education:

- Graduate degree in Public Policy, Business Management, Early Childhood Education/Child Development, or Human Services with 3 – 5 years of professional experience

Typical salary range:

\$42,390 – \$142,030



KINAH HARRISON

National Program Officer, WK Kellogg Foundation, Battle Creek, MI

Highest Level of Education: Masters of Non-profit Management

Former Career Pathway: Early Childhood Educator, Assistant Principal, United Way Program Leader

“I have the privilege to partner with and support amazing organizations driving sustainable change for children and families in communities across the country.”

The need for child care in America is great, yet the workforce is among the lowest paid in the American economy. America's economy is dependent in no small measure on the 2 million educators who comprise the early childhood workforce. Without this largely female workforce, millions of working parents with no or few high-quality child care options would be unable to participate in the US labor force—the economic insecurity, linked to low wages, remains endemic among those who care for and education young children.

PROGRAM MANAGERS

Program managers work in a variety of early childhood settings. They may have responsibility for coordinating a single specialty area or a number of areas. This latter position is often referred to as upper-level management, while single area coordinators are often mid-level managers. Knowledge of child development, a specific area of early childhood, administrative skills, the ability to work with diverse populations of people and other organizations, and in some cases personnel, supervision, and budgeting skills are important for administrators of early childhood programs.

Upper-level managers provide the organization with a vision by setting goals and priorities. They have the final responsibility of ensuring that timelines are met, records are maintained, reasonable budgets are created and managed appropriately, there is adequate staff, and that staff are given the proper guidance to keep the organization running smoothly. The administrator in this position is also the agency spokesperson responsible for representing the organization to the community. Examples of upper-level managers are: an executive director of a child care resource and referral organization, a director of a multi-site Head Start program, or the chief of a public early childhood agency.

Mid-level managers are often called program or project coordinators. These coordinators have responsibility for managing a single specialty area. Many of their duties are similar to upper-level managers except that they are responsible for a smaller area and may not determine or manage the budget. In addition, many of these coordinators have no staff members to assist them with program operation. This is particularly true in smaller, non-governmental organizations. In that case, the program coordinator must provide actual service delivery, as well as make sure that all of the administrative parts of the program are in place. Examples of mid-level managers are a provider services coordinator who works at a child care resource and referral agency, a coordinator of a T.E.A.C.H. Early Childhood® scholarship program or a child care coordinator who works in a local department of social services.

Job possibilities at:

- Child care resource and referral agencies
- Professional associations
- Public agencies
- Non-profit agencies

Recommended education:

- Bachelor's or Graduate degree in Early Childhood Education/ Child Development, Human Services or a related field
- Bachelor's or Graduate degree in Business Administration with a minimum of 18 credits in Early Childhood Education/ Child Development

Typical salary range:
\$27,760 – \$138,290



LIANNE BETANCOURT

Contract Manager, The Children's Trust, Miami, FL

Highest Level of Education: MS Early Childhood Education

Career Pathway: Assistant Teacher, Lead Preschool Teacher, Quality Improvement Specialist

“As a contract manager, I have the privilege of working with various early childhood organizations, agencies, and providers to support them at the systemic and programmatic level. My experience in the classroom has paved the path for this position as I have come ‘full circle’ within the field of early childhood. It is these experiences that I use as my practical guide to managing my contracts.”

HIGHER EDUCATION FACULTY

Faculty members within early childhood departments at community colleges and universities have a critical role to play in ensuring that the early childhood workforce has the knowledge, skills and competencies to meet the needs of the young children and families they serve.

These adult educators must have:

1. an understanding of adult learning and effective teaching practice,
2. the ability to meet the needs of a diverse student population,
3. the knowledge and skills needed to develop and teach the required courses in classrooms on campus, in communities and/or online,
4. advanced education and, ideally,
5. prior experience teaching young children.

With an increasingly diverse US population, faculty need to recognize the unique needs of children and families and how to translate those needs into their course offerings. Faculty are often also called upon to serve as advisors for students as they sign up for courses. In that role it is critical to understand the student's particular history and goals, assuring the student a successful pathway in higher education. Faculty also may be asked to help their early childhood education department meet the standards for their college or university's regional accreditation and/or accreditation for their early childhood department through the National Association for the Education of Young Children. **Transforming the Workforce for Children Birth Through Age 8**, challenges our early childhood departments to significantly improve the content and quality of early childhood higher education, creating more interdisciplinary collaboration and ensuring students are learning and can demonstrate the competencies of highly effective teachers. Thus, it is critical that faculty engage in continuous learning, planning and evaluation.

Job possibilities at:

- Colleges/Universities
- Government and state agencies
- Non-profit and for-profit research organizations

Recommended education:

- PhD in Child Development or Early Childhood Education or related area with knowledge of, and experience in, Early Childhood Education

Typical salary range:
\$32,540 – \$122,340



ANA DE HOYOS O'CONNOR

Associate Professor, San Antonio College,
Early Childhood Program

Highest Level of Education: MA Early
Childhood Education

Former Career Pathway: Toddler Teacher,
Pre-K Teacher, EC Intervention Specialist,
Head Start Coach

“Variety is the best word to describe why I love what I do. Our field continues to challenge, encourage, and inspire me to do what is best for children, teachers and families.”

REGULATORS

Regulators ensure that early childhood programs of all kinds comply with the appropriate federal, state or local requirements. The job of a regulator involves visiting programs to assess their compliance with applicable local, state or federal standards. Often regulators provide technical assistance and training to program staff to help them meet the necessary requirements. In some cases, regulators must also investigate early childhood programs that have been reported for noncompliance.

All regulators of early childhood programs must possess an understanding of how children develop, how to plan and implement appropriate early childhood activity plans, how to develop an operating budget, how to use effective group management skills, how to implement basic health and safety practices, and where to seek resources to support families, children and program needs. Regulators must also know the specific rules that are mandated in their specific regulatory arena. Finally, regulators must possess good communication and interpersonal skills to work with the people they are charged with monitoring. This job requires expertise at balancing the need to protect the welfare of children with the need to reassure teachers and administrators/coordinators who are trying to provide quality early experiences for children and families.

Most regulators work for federal, state or local government entities. Early childhood regulators working at the state level are typically assigned territories or regions, which means that their jobs may require substantial travel. A child care licensing agent may work for a public agency and monitor licensed or regulated programs. Other state agencies also employ staff to focus on a particular area or need. For example, a regulator working within a health department may monitor programs that serve children with diverse abilities. At the local level a social worker may be assigned to investigate abuse or neglect referrals within child care programs.

Job possibilities at:

- Child and Adult Care Food Program (CACFP)
- Child care licensing
- State Pre-Kindergarten offices
- County/state departments of social services or education
- Office of Head Start

Recommended education:

- Graduate degree in Early Childhood Education/Child Development/Social Work

Typical salary range:

\$28,330 – \$90,900

SALES REPRESENTATIVES

Sales representatives develop, market and sell consumable supplies that may be used by or in the care and teaching of young children, such as art materials, equipment, books, toys, food, cleaning products, and other merchandise.

People who work in the merchandising field may promote their products at state or local conferences, through organizational newsletters, in catalogs or in stores. While most early childhood products are sold by private enterprises, some non-profit organizations develop materials and provide information or training on early childhood products.

The sale of early childhood products may be enhanced by knowledge of child development and a background in sales and/or marketing or business management.

Job possibilities at:

- Corporations or for-profit companies
- Non-profit organizations

Recommended education:

- Bachelor's degree in Early Childhood Education/Child Development or Human Services with coursework in business, sales and/or marketing

Typical salary range:

\$28,550 – \$86,100

FINANCIAL AID SOURCES

T.E.A.C.H. EARLY CHILDHOOD® SCHOLARSHIPS

The T.E.A.C.H. Early Childhood® Program provides scholarships to early childhood teachers, directors and family child care providers working in licensed centers or homes. These comprehensive scholarships help support tuition, books and travel costs, paid release time and compensation incentives for coursework completion (T.E.A.C.H. Early Childhood® Overview, <https://bit.ly/2Rmes3X>). T.E.A.C.H. scholarship participants complete coursework leading to early childhood credentials, degrees or teacher licensure. Created in 1990 in North Carolina, T.E.A.C.H. scholarships are available in 20 states and the District of Columbia. To learn more, go to: teachecnationalcenter.org or call the T.E.A.C.H. Early Childhood® National Center at 919-967-3272.

GRANTS AND SCHOLARSHIPS

Grants and scholarships are forms of financial assistance that do not have to be repaid. All colleges and universities have a financial aid or financial assistance office. When asking for information about a program of study, ask also that a financial assistance packet be sent to you. The financial aid office and the academic program department office will know about the availability of many grants or scholarships. Some websites to begin your scholarship search include, but are not limited to: collegescholarships.org, scholarships.com, fastweb.com, cappex.com, and bigfuture.collegeboard.org. Below is a short profile of some grants that may be available to you.

Federal Pell Grants: Pell Grants are awarded to students with financial need who are either undergraduates or pursuing a teacher certification. Visit <https://bit.ly/1QFDTVH> to learn more.

Federal Supplemental Educational Opportunity Grant: The FSEOG is a grant for between \$100 – \$4000 per year for undergraduate students with exceptional financial need. Funding availability is dependent upon the school. Visit <https://bit.ly/1o6VnEz> to learn more.

TEACH Grant: With a TEACH Grant, students who are planning to pursue a career in education can be given up to \$4000 per year. To receive a TEACH Grant, students must commit to teach in a low-income school (not child care setting) in a high need field for at least four years within the eight years after they graduate or the grant will be converted to a loan that must be repaid. Visit <https://bit.ly/1n7ICuE> to learn more.

Go to studentaid.ed.gov to learn more about federal student aid grants. The availability of certain grants is subject to change year to year with changes to state and federal legislation.

LOANS

Low interest loans may be another way to finance your education. There are many types of loans to consider. They are often available through the educational institution, from local banks or other lending institutions. Federal student loans may be subsidized, meaning students receiving financial aid don't pay interest on the loan until after graduation. Your school's financial aid office should also be able to help you begin your search. For more information about subsidized and unsubsidized federal student loans, go to: studentaid.ed.gov.

LOAN FORGIVENESS

Jobs in teaching or public service may qualify you for student loan forgiveness, because of the great benefit these occupations provide to your community. This means that after a certain period of time working in these fields and a certain amount of payments, you will no longer have to repay the loan. Two loan forgiveness programs are profiled below. The availability of these programs is subject to change year to year with changes to federal law.

Public Service Loan Forgiveness: The PSLF forgives Direct Loans after 120 payments have been made while working in public service. Your employer may be a government organization or a non-profit, including an early care education setting. Visit <https://bit.ly/1LFEOsD> to learn more.

Teacher Loan Forgiveness: After teaching full-time for five academic years in a school or educational service agency that serves a significant amount of low-income families, you could receive loan forgiveness up to \$17,500 towards Direct Subsidized and Unsubsidized Loans and Subsidized and Unsubsidized Federal Stafford Loans. Visit <https://bit.ly/1p100Ad> to learn more about the program and which schools qualify.

TAX CREDITS

The American Opportunity Tax Credit is a tax credit for students enrolled at least half-time for up to five years of college, and can bring down the amount of taxes you owe during the first five years of higher education by up to \$2,500. It is also partially refundable, even when your taxes drop to zero. Visit irs.gov/credits-deductions/individuals/aotc to learn more.

LINKS

- **Financial Aid Home Page:** finaid.org
- **Federal Student Aid:** fafsa.ed.gov
- **National Student Loans:** nsls.ed.gov
- **Scholarship Search:** fastweb.com, collegescholarships.org, scholarships.com, cappex.com, and bigfuture.collegeboard.org
- **Loans, Scholarships:** salliemae.com
- **Financial Aid, Scholarships:** collegeboard.com
- **US Dept. of Post-Secondary Education:** ed.gov/students/prep/college

REFERENCES SALARY FIGURES COMPILED FROM THE FOLLOWING SOURCES:

BUREAU OF LABOR STATISTICS

TEACHERS OF YOUNG CHILDREN

- <https://www.bls.gov/oes/current/oes399011.htm> (Childcare Workers)
- <https://www.bls.gov/oes/current/oes252011.htm> (Preschool Teachers, Except Special Education)
- Special Education Teacher salaries come from data tables created in the Occupational Employment Statistics Query System (OESQS). Data table created using “Special Education Teachers, Preschool,” as the occupation and “Child Day Care Services,” as the industry.

ADMINISTRATORS/DIRECTORS OF CENTER-BASED PROGRAMS

- <https://www.bls.gov/oes/current/oes119031.htm> (Education Administrators, Preschool and Childcare Center/Program)

FAMILY SPECIALISTS/COUNSELORS

- Salaries come from OESQS. Data table created using “Child, Family, and School Social Workers” as occupation, and “Child Day Care Services” as industry.

TECHNICAL ASSISTANCE SPECIALISTS

- Salaries come from OESQS. Data table created using “Training and Development Specialists” as occupation, and “Social Advocacy Organizations” as industry.

PROFESSIONAL DEVELOPMENT SPECIALISTS AND TRAINERS

- Salaries come from OESQS. Data table created using “Training and Development Specialists” as occupation, and “Child Day Care Services” as industry.

CONSULTANTS

- Yearly salaries to help estimate daily rate come from OESQS. Data table created using “Management Analysts” as occupation, and “Social Advocacy Organizations” as industry.

EARLY CHILDHOOD PROGRAM OFFICERS

- Salaries come from OESQS. Data table created using “Social and Community Service Managers” as occupation, and “Grantmaking and Giving Services” as industry.

PROGRAM MANAGERS

- Salaries come from OESQS. Data table created using “General and Operations Managers” as occupation, and “Child Day Care Services,” as industry.

HIGHER EDUCATION FACULTY AND RESEARCHERS

- <https://www.bls.gov/oes/current/oes251081.htm> (Education Teachers, Postsecondary)

REGULATORS

- Salaries come from OESQS. Data table created using “Compliance Officers” as occupation, and “Child Day Care Services” as industry.

SALES REPRESENTATIVES

- Salaries come from OESQS. Data table created using “Sales Representatives” as occupation, and “Child Day Care Services,” and “Elementary and Secondary Schools” as industries.

CENTER FOR THE STUDY OF CHILD CARE EMPLOYMENT (CSCCE)

FAMILY CHILD CARE EDUCATORS

- <http://cscce.berkeley.edu/early-childhood-workforce-2018-index/> (Self Employed Home Care Providers, Page 6)

PAYSCALE.COM

FAMILY CHILD CARE EDUCATORS

- https://www.payscale.com/research/US/Job=Infant_%2f_Toddler_Babysitter/Hourly_Rate (Infant/Toddler Babysitters)

CONSULTANTS

- https://www.payscale.com/research/US/Job=Public_Policy_Analyst/Salary (Public Policy Analyst)
- https://www.payscale.com/research/US/Job=Education_Analyst/Salary (Education Analyst)

EARLY CHILDHOOD PROGRAM OFFICERS

- https://www.payscale.com/research/US/Job=Program_Officer%2C_Foundation/Salary (Program Officers, Foundation)

CONSULTANT JOURNAL

CONSULTANTS

- Daily rate estimated with help from <http://consultantjournal.com/blog/setting-consulting-fee-rates>.



© 2018 Child Care Services Association

T.E.A.C.H. Early Childhood®
National Center
PO Box 901
Chapel Hill, NC 27514



NONPROFIT ORG
US POSTAGE
PAID
CHAPEL HILL, NC
PERMIT NO.