



Careers in Early Childhood

A NATIONAL DIRECTORY



FOURTH EDITION

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CAREERS IN EARLY CHILDHOOD

A National Directory

Fourth Edition

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This document was produced by the T .E .A .C .H . Early Childhood® National Center and Child Care Services Association (CCSA). Through direct services, research and advocacy, CCSA works to promote high-quality early care and education. T .E .A .C .H . Early Childhood® Projects award educational scholarships to the early childhood workforce in 24 states and the District of Columbia. The Child Care WAGE\$® Project provides salary supplements to early educators in five states. To learn more, please visit the T .E .A .C .H . Early Childhood® National Center's website at www.teachearlychildhoodnationalcenter.org.

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CAREERS IN EARLY CHILDHOOD

This directory was created to introduce you to the variety of careers in the early childhood field. As larger numbers of children live in families where all parents work, more early childhood professionals are needed to educate and care for these children. Families also need people to help them find the right early care and education program and assistance paying for it. In addition, our society has become more concerned about how this experience affects young children and what quality early care and education really means. These concerns have led to an increase in resources to support improving the quality of programs for young children and have simultaneously increased employment opportunities. Today, we need more researchers to find out what produces quality child care programs; we need more professional development specialists and technical assistance consultants to help early childhood programs and partners use the information researchers have found; we need more facility regulators to make sure child care, Head Start and Pre-K programs are meeting the requirements for quality; and we need more administrators to help the workforce meet the needs of increasingly diverse children and families.

A sampling of different types of employment opportunities in the early childhood field according to the population served or supported by each is provided in the first section of this directory. As you read each position description, note that there may be different types of jobs in each category, each with its own specific responsibilities, requirements and salaries. In addition, the increasingly diverse families and workforce mean that there are greater needs for multi-lingual professionals with some positions reserved exclusively for people with those skills.

Education opens the door to more career opportunities, increased earnings, and to becoming a certified and/or licensed early childhood professional. Both associate and bachelor's degree programs offer an array of educational opportunities... on campus, online and in local communities. A list of loan and scholarship options follows in the latter part of the directory to help you find resources to pay for your education. It is suggested that readers determine if a program is regionally accredited prior to enrollment. For a list of regionally accredited college and university programs, go to: www.chea.org/Directories/regional.asp. Readers are also encouraged to contact one or more of the following persons to seek guidance on applying for financial aid: a high school guidance counselor, the college's financial aid office, student advisement center and/or early childhood department chair/coordinator. If you are seeking training opportunities, readers are encouraged to contact local resources for non-credit bearing opportunities including the local, regional or statewide child care resource and referral agency, the state agency that regulates child care facilities, nonprofit agencies that oversee funding for child care quality, and business groups such as a small business center and SCORE (Service Corps of Retired Executives, www.score.org).

A recent report from the Institute of Medicine (IOM)/National Research Council, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, validates the importance of the early years in setting a trajectory for success in school, career and life and strategically links what children need with what the early childhood workforce should know and be able to do (<http://www.iom.edu/Reports/2015/Birth-To-Eight.aspx>).

Early childhood is a critical time in the lives of children. Careers in early childhood can provide a rewarding opportunity for those who choose to make their life's work focus on that period of child and family development. There are lots of opportunities in the field of early childhood to move between and among different careers. The key to having this mobility is often found in one's education. A bachelor's degree in early childhood education opens the door for almost every career described herein. It is also the minimum education standard for lead teachers recommended in the IOM report. Many in our field begin their careers in the classroom working directly with you children and families, but later move to jobs that use that experience and knowledge to work on behalf of young children. Whether you are a student considering a career in early childhood or an early childhood professional considering your career options, we hope that this directory will inspire you with the many available career opportunities.

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, nonprofit 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 nonprofit agencies, for-profit owners or corporations, or government agencies. 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 licensed or registered 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 3- and 4-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 4-6 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 nonprofit 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 choices, quality and issues. 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 2 to 5 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, and Pre-K-Based Programs

The job of teaching preschool children in a center-based program can be both extremely rewarding and challenging. Between birth and the time a child is ready to go to kindergarten, children experience remarkable developmental changes. The daily activities of a teacher of infants are very different than those of a teacher of four-year-olds. Teachers may work with typically and atypically developing children. Yet all teachers need certain skills and knowledge to perform their jobs well. Teaching young children requires that you have knowledge about and learned skills in:

1. how children grow and develop,
2. planning activities for children in a creative learning environment,
3. securing a safe and healthy place for children to play,
4. how to communicate with an increasingly diverse population of children and their families,
5. effective group management strategies, and
6. a commitment to learning how to best educate and care for the young child.

Within any center-based setting, teachers may be found in a variety of positions. The beginning teacher may be called an Assistant Teacher or Teacher's Aide and work with and under the supervision of a more educated, experienced teacher. Sometimes in larger programs a teacher who has more education and experience is given the title of Lead or Mentor/Master Teacher. This position may entail 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 record check, in addition to having coursework, credentials or degrees in early childhood education.



Teaching young children in center-based programs can vary by auspice or setting. Most commonly, teachers are found working in child care centers. These centers include those operated by Head Start programs, places of faith, schools, colleges, mental health agencies, nonprofit 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. Some operate under state or federal regulations; others operate without any external oversight. The auspice of 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. In many states these programs can choose to be a part of the state's Quality Rating System to demonstrate the provision of higher quality early care and education.

There is increasing interest in and funding for prekindergarten programs focused on helping three- and four-year-olds acquire the skills for success in schools. 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 prekindergarten 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

\$16,430 – \$49,660

PROVIDERS OF HOME-BASED SERVICES



Providers of home-based services 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 teacher 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 the home setting provides a more natural environment for the care of young children that is seen as more friendly and comfortable by parents. Many women 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 care for children of different ages, extending from infancy through school age.

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 teachers' 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

\$11,500 – \$35,000

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, are supportive of the needs of families, and operate with sound administrative and fiscal management. The job of a center administrator often requires both formal education and learned skills. Administrators/directors must be able to manage the program and lead the staff in offering stimulating, enriching and nurturing early learning experiences. In addition, 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 to operate a dynamic education and human service. 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. the teachers working with the young children are appropriately screened, educated, well-trained, and provide the children developmentally appropriate education, care and supervision;
3. children are always properly supervised, even when the regular classroom teacher is unable to come to work;
4. the nutritional needs of the children are met, even when the cook is sick or parents have forgotten to pack a lunch;
5. the center has ample enrollment to sustain the budget;
6. tuition or fees are established and collected;
7. available resources to support operating expenses, increase professional development levels of staff, provide nutritious meals and subsidize tuition are continuously sought;
8. a healthy, safe and stimulating indoor and outdoor environment is provided and maintained;
9. parents are able to become involved with the center and to communicate their needs and concerns;
10. financial obligations of the center are met, including paying teachers and other staff a worthy wage and benefits; and
11. the center is represented in the community through work with other community agencies.

If the center is very large, the administrator may have an assistant administrator/director to help meet some or all of these responsibilities. The position of administrator/director and assistant administrator/director can be found in centers operated by Head Start, places of faith, schools, mental health agencies, nonprofit 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 prekindergarten programs

Recommended education

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

Typical salary range

\$27,110 – \$72,220



PROFESSIONAL DEVELOPMENT COORDINATORS

Professional development coordinators help teachers and programs assess, plan and achieve personal professional development goals. They serve as community leaders and catalysts for professional development opportunities to meet the needs of the early childhood and school-age workforce. Professional development coordinators use research-derived data to regularly assess the professional needs of the early childhood workforce in the community. They serve as liaisons between early childhood and school-age educators and existing educational systems. They ensure that professional development activities are available, accessible, high quality and relevant to subjects or content areas that reflect research-based and appropriate early childhood and/or school-age practices. T.E.A.C.H. Early Childhood® and Child Care WAGE\$® coordinators and counselors routinely provide career and professional development counseling to the early childhood workforce.

Professional development coordinators must possess good written and oral communication skills; be able to collaborate, plan and partner with other agencies and institutions providing professional development opportunities; be able to provide professional development opportunities on a wide variety of topics; know how to provide follow-up support; and document and evaluate services provided. Professional development coordinators also advocate for policies, standards, practices and efforts necessary for ensuring and retaining a well-educated, compensated, and skilled early childhood workforce. A number of states are beginning to require certification or approval of those who provide training to early care and education program staff.

Job possibilities at:

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

Recommended education

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

Typical salary range

\$26,450 – \$108,640

INSTRUCTORS AND TRAINERS

Those who teach the personnel working in settings with young children have the important responsibility of giving the field the necessary knowledge and skills to be effective. Whether working as a faculty member in a college, as a trainer in a CCR&R agency, or as an independent training consultant, these adult educators must have an understanding of adult learning and effective teaching strategies, as well as special knowledge about the subjects they are teaching. Prior experience working with young children and families is often helpful. Instructors and trainers provide important information to potential and practicing early childhood professionals, parents and the public on a variety of topics such as child development, early literacy, facility regulatory requirements, developmentally appropriate and effective practices, behavior management strategies, diversity in all its forms (ability, cultural, linguistic and ethnic), program administration, working with parents, inclusion of all children, and local, state and national early childhood policy issues and current research. Both formal education and training may be provided in high schools, individual child care programs, at workshops or conferences, and through courses offered at colleges and universities. A number of states are beginning to require certification or approval of those who provide training to early care and education program staff.



TECHNICAL ASSISTANCE SPECIALISTS



Technical assistance (TA) is defined as consultation provided either on the phone, by email, or on-site that occurs in response to a staff question, an observation occurring during an on-site visit, or as part of a quality-improvement activity*.

TA specialists provide assistance for an individual classroom, multiple classrooms and/or an entire program to start-up, address corrective action requirements, and/or achieve higher quality. Specialists of TA work with programs for varying lengths of time to share and support the implementation of research-based and developmentally appropriate teaching strategies and practices. Specialists may also work

with program administrators to strengthen business knowledge and skills and work with community stakeholders to reach common goals.

TA specialists must possess good oral and written communication skills and have a deep level of knowledge about facility licensing, early childhood education classroom and program assessment tools, and community resources available to address identified needs.

Providing on-site TA and support is an interesting, exciting and rewarding job. It can also be physically tiring and emotionally draining. Not everyone is well suited to be a TA specialist. 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.

* *Opening the Door to Quality. The National Child Care Resource & Referral Association. Washington, DC. 2005.*

REGULATORS

Regulators have the job of ensuring 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 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, where to seek resources to support families, children and program needs, effective group management skills, and basic health and safety practices. 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 program consultant may work for a public agency and monitor licensed or regulated programs. Other state agencies also employ consultants to focus on a particular area or need. For example, a program consultant 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 care resource and referral agencies
- Professional associations
- Public and non-profit agencies

Recommended education

- Graduate degree in Early Childhood Education/Child Development

Typical salary range

\$40,000 – \$60,000

Job possibilities at:

- Child and Adult Care Food Program (CACFP)
- Child care licensing
- State prekindergarten 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

\$34,000 – \$62,500

TOPIC SPECIALISTS

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 and mentor and train teachers to increase awareness of available resources and effective strategies. The work of a specialist 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 classroom quality or the availability of particular services or programs.

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 be involved in the collection and compilation of 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 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.

Topic 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 the management of both administrative work and what may be a large caseload of technical assistance and trainings. A number of states are beginning to require approval or certification of those who provide this specialized type of professional development or technical assistance.

Job possibilities at:

- Child care resource and referral agencies
- Professional associations
- Public and nonprofit 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 in the specialty area

Typical salary range

\$26,420 – \$67,030



PROGRAM MANAGERS

Program managers are found 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, in some cases personnel, supervision and budgeting skills, and the ability to work with diverse populations of people and other organizations 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 such as the provider services component. 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, nongovernmental 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
- Nonprofit 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

\$27,730 – \$119,980



FAMILY SPECIALISTS/ COUNSELORS

Family specialists/counselors include a wide variety of early childhood professionals who help families access the resources they need to care for their children. Today's families are often faced with challenges that require the help of community agencies. Some families may only need help finding a child care, Head Start or Pre-K placement. Other families, faced with economic issues, may need support services to pay for child care. 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 family support services and be able to respond to the varying needs of families in their caseloads. For example, the family services coordinator within a Head Start program may need to help families with such diverse needs as finding appropriate housing, accessing transportation to work, locating employment, finding child care for younger siblings or providing counseling needed as the result of a divorce or separation.

Family specialists/counselors may need to assess community needs for services as well as individual family needs. Often they may need to visit families at their homes or provide families with transportation to obtain needed services. Some family specialists may provide parenting education and coaching during home visits or through workshops in the community. Other family specialists may provide educational activities and materials and model their use during home visits as well.

Family specialists/counselors must be respectful of cultural diversity and sensitive to the individual needs of families. In addition, family specialists/counselors must be both a good listener and effective communicator, 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. They also need to 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

\$19,070 – \$69,140

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 developed tools or strategies, and provide guidance on future direction. Consultants may also work with employers who may be 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 nonprofit 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

Annually: \$35,000 – \$90,000

Daily Rate: \$200 – \$2,000

RESEARCHERS

Researchers specializing in the area of early childhood conduct studies and evaluate services and practices that impact the outcomes of young children and early childhood programs that serve them and their families. 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:

- Universities
- Government and state agencies
- Nonprofit and for profit research organizations

Recommended education

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

Typical salary range

\$39,790 – \$127,590

SALES REPRESENTATIVES

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

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 nonprofit 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, a background in sales and/or marketing or business management.

Job possibilities at:

- Corporations or for-profit companies

Recommended education

- Bachelor's degree in Early Childhood Education/ Child Development or Human Services

Typical salary range

\$32,090 – \$71,000

EARLY CHILDHOOD PROGRAM OFFICERS

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

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 the monitoring of the results of previous grants. These tasks require a strong working knowledge of the field of early childhood. Internal work may include participation in the development of policies and procedures and the provision of staff support to the board.

Job possibilities at:

- Foundations
- Public and nonprofit 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

\$41,000 – \$131,200



Program officers may also participate in, and provide leadership to, collaborative efforts involving other funders and community groups designed to address issues of importance to the funder and the broader community. They may also represent the foundation or organization at community meetings, conferences and other events. They may be called upon to raise resources for initiatives as well. Program officers may be requested to provide assistance to organizations and individuals requesting information or advice about resource development, program development and/or nonprofit 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.

FINANCIAL AID SOURCES

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

The T.E.A.C.H. Early Childhood® Project 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](#)). T.E.A.C.H. scholarship participants take 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 24 states and the District of Columbia. To learn more, go to: www.teachecnationalcenter.org or call the T.E.A.C.H. Early Childhood® National Center at 919-967-3272.

GRANTS AND SCHOLARSHIPS

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 mailed to you as well. The financial aid office and the academic program department office will know about the availability of many grants or scholarships. To learn more about federal student aid grants such as PELL, go to: www.studentaid.ed.gov

LOANS

Low interest loans may be another way to finance your education. They are often available through the educational institution, from local banks or other lending institutions. Your school's financial aid office should also be able to help you begin your search. For more information about federal student loans, go to: www.studentaid.ed.gov

TAX CREDITS

The American Opportunity Credit provides a tax credit per eligible student per year for higher education expenses for the first four years of post-secondary education. For more information on this credit, go to: www.irs.gov/uac/American-Opportunity-Tax-Credit. In addition, the Lifelong Learning Tax Credit provides a tax credit per taxpayer for education expenses. For more information, go to: www.irs.gov/publications/p970/ch03.html

ADDITIONAL LINKS:

- Financial Aid Home Page: www.finaid.org
- Federal Student Aid: www.fafsa.ed.gov
- National Student Loans: www.nslids.ed.gov
- Scholarship Search: www.fastweb.com
- Loans, Scholarships: www.salliemae.com
- Financial Aid, Scholarships: www.collegeboard.com
- US Dept. of Post Secondary Education: www2.ed.gov/students/prep/college/index.html



All Web addresses valid as of January 2015.

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Salary figures compiled from the following sources:

SALARY WEBSITES

Indeed

- www.indeed.com/salary?q1=Professional+Development+Coordinator&l1= (Professional Development Coordinator)
- www.indeed.com/salary?q1=Early+Childhood+Technical+Assistance+Specialist&l1= (Early Childhood Technical Assistance Specialist)
- www.indeed.com/salary?q1=Early+Education+Technical+Assistance+Specialist&l1= (Early Education Technical Assistance Specialist)
- www.indeed.com/salary?q1=technical+assistance+specialist&l1= (Technical Assistance Specialist)
- www.indeed.com/salary?q1=early+childhood+specialist&l1=&tm=1 (Early Childhood Specialist)
- www.indeed.com/salary?q1=early+education+specialist&l1=&tm=1 (Early Education Specialist)
- www.indeed.com/salary?q1=program+coordinator&l1=&tm=1 (Program Coordinator)
- www.indeed.com/salary?q1=family+specialist&l1=&tm=1 (Family Specialist)
- www.indeed.com/salary?q1=Early+Childhood+Consultant&l1= (Early Childhood Consultant)
- www.indeed.com/salary/Education-Consultant.html (Education Consultant)
- www.indeed.com/salary/Program-Officer.html (Program Officer)
- www.indeed.com/salary?q1=Early+Childhood+Program+Officer&l1= (Early Childhood Program Officer)

Simply Hired

- www.simplyhired.com/salaries-k-professional-development-coordinator-jobs.html (Professional Development Coordinator)
- www.simplyhired.com/salaries-k-early-childhood-technical-assistance-specialist-jobs.html (Early Childhood Technical Assistance Specialist)
- www.simplyhired.com/salaries-k-early-education-technical-assistance-specialist-jobs.html (Early Education Technical Assistance Specialist)
- www.simplyhired.com/salaries-k-technical-assistance-specialist-jobs.html (Technical Assistance Specialist)
- www.simplyhired.com/salaries-k-early-education-specialist-jobs.html (Early Education Specialist)
- www.simplyhired.com/salaries-k-early-childhood-specialist-jobs.html (Early Childhood Specialist)
- www.simplyhired.com/salaries-k-program-coordinator-jobs.html (Program Coordinator)
- www.simplyhired.com/salaries-k-family-specialist-jobs.html (Family Specialist)
- www.simplyhired.com/salaries-k-early-childhood-consultant-jobs.html (Early Childhood Consultant)
- www.simplyhired.com/salaries-k-education-consultant-jobs.html (Education Consultant)
- www.simplyhired.com/salaries-k-program-officer-jobs.html (Program Officer)
- www.simplyhired.com/salaries-k-early-childhood-program-officer-jobs.html (Early Childhood Program Officer)

CHILD CARE AWARE OF AMERICA

- <http://usa.childcareaware.org/advocacy/reports-research/statefactsheets/>

CENTER FOR THE STUDY OF CHILD CARE EMPLOYMENT (CSCCE)

- www.irle.berkeley.edu/cscce/wp-content/uploads/2014/11/ReportFINAL.pdf

NATIONAL SURVEY OF EARLY CHILD CARE AND EDUCATION (NSECE)

- www.acf.hhs.gov/sites/default/files/ece/nsece_wf_brief_102913_0.pdf

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CHILD CARE SERVICES ASSOCIATION (CCSA)

- www.childcareservices.org/_downloads/research/WorkforceReport2013/WorkforceReport_2013.pdf

BUREAU OF LABOR STATISTICS

- www.bls.gov/oes/current/naics4_624400.htm (Child Day Care Services)
- www.bls.gov/oes/current/oes399011.htm (Child Care Workers)
- www.bls.gov/oes/current/oes252011.htm (Pre-School Teachers)
- www.bls.gov/oes/current/oes119031.htm (Education Administrators, Preschool and Childcare Center/Program)
- www.bls.gov/oes/current/oes251081.htm (Education Teachers, Postsecondary)
- www.bls.gov/oes/current/oes253097.htm (Teachers and Instructors)
- www.bls.gov/oes/current/oes259031.htm (Instructional Coordinators, Including Consultants)
- www.bls.gov/oes/current/oes131151.htm (Training and Development Specialists)
- www.bls.gov/oes/current/oes131041.htm (Compliance Officers)
- www.bls.gov/oes/current/oes111021.htm (General and Operations Managers)
- www.bls.gov/oes/current/oes113011.htm (Administrative Service Managers)
- www.bls.gov/oes/current/oes119151.htm (Social and Community Service Managers)
- www.bls.gov/oes/current/oes211021.htm (Child, Family, and School Social Workers)
- www.bls.gov/oes/current/oes211019.htm (Other Counselors)
- www.bls.gov/oes/current/oes211093.htm (Social and Human Service Assistants)
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- www.bls.gov/oes/current/oes211012.htm (Educational, School, Guidance, and Vocational Counselors)
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- www.bls.gov/oes/current/oes193041.htm (Sociologists)
- www.bls.gov/oes/current/oes413099.htm (Sales Representatives, Services)

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- www.thechildrensforum.com/downloads/publications/WF_Study_May8.pdf

THE QUALITATIVE REPORT

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