



**NORTHEAST  
COMMUNITY  
COLLEGE**

## **Early Childhood Education**

### **7-Year Comprehensive Program/Discipline Review**

**2024-2025**

Early Childhood Education	
Academic Year <u>2024-2025</u>	
<b>Division</b>	Business and Humanities
<b>Department/Program</b>	Early Childhood Education
<b>Dean &amp; Program Director (if applicable)</b>	Lisa Guenther, Program Director Dr. Wade Herley, Dean
<b>Prepared by</b>	Lisa Guenther
<b>Credentials awarded by Program (list credit and non-credit)</b>	Associate of Arts Associate of Applied Science Child Development Associate Certificate (CDA) Early Childhood Education Certificate
<b>Faculty (List/Indicate Full-time and Part-time)</b>	<b>Full-Time Faculty</b> Lisa Guenther  <b>Adjunct Faculty</b> Joshua Becker Kandyce Charron Aimee Clausen Kristine Herley Monica Pickinpaugh Cheryl Timm Sharyn Thomas

## I. Program Overview

Nebraska is one of the top three states with parents in the workforce with 76% of parents working. Nebraska has a great need for quality childcare. Northeast Early Childhood Education is part of the solution. The program works with home providers and childcare centers in the service area to educate and recruit workers and to share job opportunities. Quality childcare meeting the needs of the Northeast 20-county area is the program objective.

### A. Program Description/Mission

**Degree Options:** The Associate of Arts in Early Childhood Education is intended for students who want to pursue a career working with children and wish to continue their education at a four-year college. This degree includes early childhood courses and general education classes that meet bachelor's degree requirements for careers in early childhood, early childhood inclusive education, or elementary education with an endorsement in early childhood.

The Associate of Applied Science in Early Childhood Education will prepare students to directly enter the workforce as a nanny, paraprofessional, childcare provider in a childcare center or home. The Associate of Applied Science degree will prepare graduates for employment opportunities that allow for advancement to leadership positions in childcare centers or to start their own childcare business.

The Early Childhood Education Certificate prepares students for entry-level positions in childcare and satisfies the 120 clock hours of professional early childhood education course work required for the Child Development Associate Certificate (CDA) credentialing awarded

by the Council of Professional Recognition.

To earn a CDA in Infant and Toddler (Birth-36 months), Preschool (3-5 years), and Family Child Care, candidates must also obtain 480 hours of experience working with young children and prepare a CDA professional portfolio, complete a written test, and be observed by a trained Professional Development Specialist. The CDA Certificate is valid for five years. All coursework in the Early Childhood Education Certificate program will apply as full credit toward the Associate of Arts Degree, or the Associate of Applied Science Degree in Early Childhood Education.

The goal of the Child Development Associate Certificate (CDA) and the Early Childhood Education Certificate is to have individuals gain experience in the professional field of Early Childhood Education. With this experience and child development knowledge gained through the course learning it is hoped the individual will realize this is their chosen profession and pursue further degree attainment in either the Associate of Arts Degree or the Associate of Applied Science Degree.

In the Associate of Applied Science and the CDA certificate, students are encouraged to complete HLTH 5131 Pediatric Basic Life Support and First Aid, required for childcare providers. Students receive this training in the centers where they are working or gaining experience working with children as it is a part of the childcare center training for staff.

In addition to project-based learning classes, students gain experience by working in childcare centers and schools. Childcare providers require a criminal background check prior to employment. Students must submit a background check in ECED 1220, Pre-Practicum course, before enrolling in Early Childhood Education Practicum courses. Individuals with a criminal record may not be eligible for employment and may not register for our Practicum courses.

Students are also trained in Safe With You training. This Nebraska Department of Education training course is required of all childcare providers in the state of Nebraska. Northeast Community College provides this training for all students in the Infant and Toddler Development course. Northeast Community College also offers this training to childcare providers in our area. Safe With You certification is valid for five years.

Northeast Early Childhood Education takes great pride in being part of the solution for quality childcare in our 20-county area, Nebraska and beyond. We instruct students in surrounding states, including South Dakota and Iowa. The Nebraska Chamber sites “strengthening Nebraska’s childcare industry,” as their second greatest need. Northeast Community College Early Childhood Education is part of the Aksarben Foundation, the Buffett Institute, Growing Nebraska, Norfolk Family Coalition, Norfolk Childcare Collaborative, and the Siouxland Growing Community Connections. The goal of these groups is to make Nebraska the best place to be a baby and a growing child.

Early Childhood Education courses are offered in either the Hyflex modality, which has been renamed Blendflex, or online delivery modality. Hyflex/ Blendflex began in 2020 and provides students the choice of learning through zoom attendance, face-to-face instruction, or online. All students complete their assignments through the online Canvas course shell.

To date, 425 students have been taught using this model. This teaching methodology meets the needs of our society as people providing quality childcare may attain their degree while also working in the field. Also, learners who need face-to-face instruction or zoom option can get more direction and explanation if needed. Hyflex/Blendflex course modality in the Northeast Early Childhood Education has a 93.41% success rate with only 6% of students who are not successful.

Northeast Early Childhood Education courses are in the Agriculture Allied Health building. Classes are in the Early Childhood Education lab until construction is complete. Once Maclay opens for classes, the Early Childhood Education classes will be in the original Agriculture Allied Health classroom next to the lab. The Early Childhood Education lab will be used for the original purpose, child learning and observation to enhance knowledge of childcare. Students currently gain experience working with children in the four practicum courses we offer, and the many volunteer and community projects we are involved in. The Northeast Early Childhood Education lab has an observation window ideal for behavioral, instructional, and observational learning.

**Guided Pathways:** The Early Childhood program has Dual Credit high school students, traditional college students and non-traditional students working in the early childhood career field while pursuing a degree. Students earning an Early Childhood Education Certificate or a CDA Certificate can easily pursue an Associate of Arts or an Associate of Science degree with those credits. Students are intentionally advised for their college pathway considering their career goals and pathway.

**enVISION:** Early Childhood Education has been empowering students, families, and communities to achieve academic and workforce development goals. Championing student success to help fill the childcare needs of our region and beyond is what we do. Course delivery methods, degree program offerings, getting the word out about our quality classes leads to this outcome. Continuous improvement using our Advisory Committee, ongoing commitment to professional associations and groups is one of our hallmarks. Being mindful stewards of resources is evident in the number of students we serve in their four pathway options. We partner and collaborate with professional, workplace, and statewide policy makers. We aspire to create an inclusive, diverse culture for not only all our students but the children and families of our region. Northeast Early Childhood Education is part of the solution to make Nebraska the best place to be a baby and a child.

## B. Accreditation

The CDA Certification process required each Northeast course included in the certificate to be studied and proven to be the quality the CDA Council accepted. The work Northeast Community College completed was replicated by other community colleges in Nebraska for their CDA Certification acceptance. Other Nebraska community colleges that offer CDA Certification include Central Community College, Little Priest Tribal College, Metropolitan Community College, Mid-Plaines Community College, Nebraska Indian Community College, Southeast Community College Area, Western Nebraska Community College.

Lisa Guenther is a Professional Development Specialist for the CDA Certification process.

This requires training and recertification every two years.

Lisa Guenther is trained to present the Nebraska Department of Education Safe With You training. This requires certification updates yearly and retraining as required by Nebraska.

## **II. Program Support and Partnerships**

### **A. Program Advisory Committee**

The Early Childhood Education advisory committee is a robust group of committed individuals in the childcare profession and business community. These members agree to participate in the advisory committee, collaborate, share information, knowledge, and workforce trends. The advisory committee evaluates our students in practicum classes, community programs where our students volunteer, and the work our students provide for the workforce. They offer suggestions that are followed for our students' career learning. We are thankful to have these professionals as a part of our advisory committee, which meets the first Monday evening every February.

Dr. Wade Herley	Northeast Community College Business & Humanities Dean
Dr. Charlene Widener	Northeast Community College Vice President of Educational Services
Kimberly Anderson	Northeast Community College Associate Dean of Apprenticeship
Lisa Reifenrath	Northeast Community College Director of Advising Services
Shavon Bonner	Fits & Giggles Director
Leslie Baker	Early Childhood Education Trainer/Coach/Consultant
Brandy Price	ABC 123 Childcare and Learning Center Owner/Director
Cassie Hill	Kings Kids Director
Melissa Jantz	Little Panther Preschool
Merisa Nathan	Early Childhood Community Coordinator
Kathy Amen	Amen 4 Kids Owner/Director
Chad Bryant	Helping Hands Childcare Director
Kelsey Schnoor	St. John's Childcare Early Childhood Director
Beth Shashikant	Project Coordinator Norfolk Childcare Collaborative
Tammy Day	Daycos, Norfolk Childcare Collaborative
Angie Stenger	Growing Nebraska Executive Director
Lisa Guenther	Northeast Community College Early Childhood Education Instructor

### **B. Community Partnerships**

Community partnerships with Northeast Early Childhood Education include practicum sites for the four practicum classes offered: Infant, Toddler, Preschool and School Age. Students may complete their practicum classes at the site they are working provided they clock 45 hours working with the practicum age of the child course they are enrolled in. Students have also gained employment after their practicum work in the location they were placed for their practicum.

Practicum sites must be licensed childcare/preschool locations. The site locations vary from semester to semester with the students in each practicum because students can use their place of work, the area they live, and the location they request.

The following sites were used for fall 2024 practicum students. Several sites have more than one practicum student at their location. This is a good example of the areas our students reside in.

#### **Fall 2024 Practicum Locations**

- Bright Steps Playcare, Baltic, South Dakota
- Everyday Adventures Childcare, Wahoo, Nebraska
- Fullerton Future Inc., Fullerton, Nebraska
- Helping Hands Child Care Center, Norfolk, Nebraska
- Kings Kids Childcare, Norfolk, Nebraska
- Laugh & Learn Childcare, Norfolk, Nebraska
- Little Bee's, Bloomfield, Nebraska
- Little Sprouts, Pender, Nebraska
- Sandhills First Steps, Burwell, Nebraska
- Sacred Heart ELC, Norfolk, Nebraska
- Scooby Snax & Backpacks Childcare LLC, North Platte, Nebraska
- St. John's Early Learning Center, Battle Creek, Nebraska
- Tabor Tots, Wausa, Nebraska
- Tiny Toes, Hartington, Nebraska

#### **Community Professional Activities**

- Northeast Early Childhood Education is involved in as a participating member and in attendance at meetings with the following community professional groups:
- Power of Preschool
- Norfolk Family Coalition
- Norfolk Childcare Coalition
- Madison County Early Childhood Coalition
- Siouxland Growing Community Connections

#### **Statewide Professional Activities**

- Northeast Early Childhood Education is involved in as a participating member and in attendance at meetings with the following Nebraska professional groups:
- Buffett Foundation
- Aksarben Institute
- Northeast Nebraska Growing Nebraska
- First Five Nebraska

#### **Early Childhood Education Membership**

- Child Development Associate (CDA) National Credentialing Program
- National Association for the Education of Young Children (NAEYC)

#### **Community Volunteer Work**

- Read Aloud Norfolk
- Prime Time Family Reading Time
- Elkhorn Valley Museum Children's area expansion

### **C. Post-Secondary Partnerships**

#### **Transfer Agreements with Norfolk Community College:**

- Wayne State College
- University of Nebraska Kearney
- College of Saint Mary
- Midland University

In addition, the Northeast Early Childhood Education instructor participates in the Nebraska Community College Statewide Syllabus Review. This review allows for the seamless transfer of these courses to Nebraska colleges and universities. The following 17 courses are including in the review/transfer process:

- ECED 1050 Expressive Arts
- ECED 1060 Observation, Assessment & Guidance
- ECED 1110 Infant & Toddler Development
- ECED 1120 Preschool Childhood Development
- ECED 1150 Introduction to Early Childhood Education
- ECED 1160 Early Language & Literacy
- ECED 1220 Pre-Practicum
- ECED 1230 CHOOOL Age Child Development
- ECED 1260 Early Childhood Health, Safety & Nutrition
- ECED 1610 Infant Practicum
- ECED 1620 Toddler Practicum
- ECED 1630 Preschool Practicum
- ECED 1640 School Age Practicum
- ECED 2050 Children with Exceptionalities
- ECED 2060 Early Childhood Education Curriculum Planning
- ECED 2070 Family & Community Relationships
- ECED 2450 Early Childhood Administration

### **D. K-12 Partnerships/Activities**

Fridays@Northeast program is an opportunity for high school juniors and seniors to gain dual credit through high school and college Early Childhood Education classes are organized so high school students can participate in learning in two fall and two spring courses at Northeast. These classes apply to the Early Childhood Certificate, CDA Certificate, AAS degree, or AA degree attainment. We work closely with the high school students and their counselors for these students to have a positive college experience while being successful learning the objectives of our college courses. Fall classes offered are Introduction to Early Childhood Education and Infant and Toddler Development. Spring classes offered are Preschool Child Development and Health, Safety, and Nutrition.

Fall 2017 – Fall 2024, 95 high school students have taken advantage of the Fridays@Northeast classes with an overall success rate of 87.59%.

### **Outreach and Recruiting Activities**

- 9<sup>th</sup> Grade Career Day  
2024 – 60 students  
2025 – 72 students
- Campus Wide Career Days
- Campus Visits
  - August 2023-July2024: 19
  - August 2022-July 2023: 18
  - August 2021-July 2022: 15
  - August 2020-July 2021: 16
- Experience Northeast Career Day
- Wayne State College Career Day\*
- Norfolk Public School 8<sup>th</sup> Grade Career Day

The unique value and benefits of attending Northeast Community College are shared with prospective students and their family in these visits and any opportunity that is made available to the Early Childhood Education instructor. Pathway options, Early Childhood Education Club, small class sizes, low tuition costs, no cost parking, and other college experience advantages are explained.

\*The Wayne State College High School Career Day is during the college's fall break. A Wayne State Early Childhood Education faculty member chooses not to present so the past two fall Career Day sessions they have asked me to present. It is a pleasure to present about Early Childhood Education and the four career pathways and benefits Northeast Community College has to offer at the Wayne State College High School Career Day.

### **E. Other Activities and Partnerships**

#### **Apprenticeship**

Early Childhood Development Apprenticeship is for people of all ages who want to break into a new career. Students secure paid employment while training through a combination of classroom and on-the-job learning experiences.

#### **Advising**

Early Childhood Education sophomore students with 30 credits or more are assigned to Lisa Guenther as their advisor. Advising includes planning and registering for classes, career plans, college plans and life goals.

Guided Pathways meet the needs of the students while guiding them through the courses they need to attain their degree. Lisa Guenther was the advisor for 59 students for the 2023-2024 school year, and 41 students for the 2024-2025 school year. She is the only Early Childhood Education advisor for the sophomore students in this program.

#### **SkillsUSA**

Early Childhood began work with SkillsUSA in spring of 2023 by becoming a volunteer judge at the state competition. Knowledge gained from this experience enhanced the SkillsUSA coaching for the 2023-2024 season. Northeast Early Childhood Education

had our top two students participating in the State SkillsUSA competition in spring 2024. One state Gold medalist qualified for the National SkillsUSA competition summer of 2024. One of our students earned the Gold medal at the state competition. The Early Childhood Education qualifying student traveled and competed in the National SkillsUSA competition. The leadership, teaching practices and confidence gained by our students through this state and national competition is justification to continue the work required for SkillsUSA.

#### **Grant Involvement**

##### **ATE NSF Grant**

Advanced Technological Education (ATE) National Science Foundation Grant includes work by assisting in writing and development of lesson plans for educators to use when teaching students.

##### **Dollar General Grant**

Dollar General awarded a grant for Joy of Reading Library Kits. Kits contain a quality children's literature book, readymade children's activity pages and learning ideas, and lesson plan ideas for adults working with children. Four sets, with 12 books each, have been created. These kits are rotated to the 20-county area public libraries, schools, preschools, and childcare centers.

The Northeast Institutional Effectiveness Standing Committee awards grants. Early Childhood Education was awarded a grant to purchase children's books to give away at the Springtacular family event.

##### **Innovation Mini Grants**

Northeast Community College awards Innovation Mini Grants. I have been a part of three of these Grants:

- Hawks Stress Management which included the Little Library on our Northeast Campus. Our Early Childhood Education Club is responsible for the care of upkeep of the Little Library.
- Seed Library Innovation Mini Grant which included the Children's Read Aloud event for families.
- Look to the Stars: Library Telescope Program which included the Children's Read Aloud event for families.

### **III. Continuous Improvement**

#### **A. Program Improvement**

Continuous improvement is the basis of all early childhood education class learning objectives and outcomes. Suggestions from the Advisory Committee, practicum locations, and people in the profession employing our students are gained and used to improve our classes. Examples of this include offering all early childhood education classes online or Hyflex/Blendflex delivery method. The 2020 Advisory Council stressed the need to offer all classes online. Students were needed in the childcare field and

working a distance from campus while attaining their degree. With one full-time faculty and at the time six adjunct faculty, there were not enough faculty to cover classroom based and online based delivery methods. Thus, Hyflex/Blendflex instruction answered that need.

Another example of continuous improvement was including a social media alert to students to draw awareness to their social media presence. Social media posts and activities are viewed and checked by future employees. Unprofessional activity can keep a person from gaining a job interview and a job offer. This information is now included in an assignment in each class with the student acknowledging the potential actions taken against them because of their social media presence.

Soft skills, interpersonal skills, essential skills, and noncognitive skills are all terms used to label communication. Employers, Advisory Committee members and people our students interact with mention the need for these communication skills in our society today. Technology is a tool everyone uses. Technology has many positive benefits including collaboration, student engagement, productivity, information access, personalized learning, and preparing students for the future. Technology also has cultured a society where verbal and facial communication skills need to be nurtured. Early childhood education students role play, practice, and are aware of the importance of all forms of communication when dealing with children, the children's families, and their future and current employers.

Students further learn soft skills at an Etiquette Dinner. This formal setting learning opportunity is hosted and funded by the Early Childhood Education Club. Students wear professional clothing and are schooled in formal etiquette at this four-course meal. An etiquette coach is hired to present the lesson at the Hawk's Point catered, on campus meal.

Portfolio completion is the capstone project of all Early Childhood Education students. This project is completed in courses of our Early Childhood Education program. Once complete, the students have a career portfolio for any job opportunity they want to pursue. This portfolio is a document that students will add to as they gain job experience and as their job opportunities change.

### **Professional Development**

Professional Development is a goal of Northeast Community College. Keeping current of research findings, trends, and student and societal needs is vital. As part of professional development, the Early Childhood Education faculty member has attended the Council for Professional Recognition, CDA, conference for two reasons. The first being to gain as much information as possible for our students earning their CDA, and other pathways. Second, as a trained and certified Professional Development Specialist, PDS, for the CDA, it is important to keep current on trends and best strategies. This conference for continued professional development was attended in the fall of 2022 and 2023.

The goal of the National Association for the Education of Young Children is to promote high-quality learning by connecting practice, policy, and research. This national

collaborative defines the early childhood education profession, unifying recommendations on educator roles, and responsibilities.

The association aligns preparation and pathways, professional compensation, and is a supportive infrastructure with shared accountability. This conference for continued professional development was attended in fall 2024.

## **B. Instructor Professional Development Activities**

### **Lisa Guenther**

- Safe With You Trainer yearly recertification, 2020, 2021, 2022, 2023, 2024
- Council for Professional Recognition Professional Development Specialist recertification, 2022, 2024
- National Association for the Education of Young Children Conference, November 2024
- Nebraska Thriving Children, Families, and Community, September 2021, 2022, 2023, 2024
- National ATE Principal Investigators' Conference, October 2023
- Raising Academic Integrity Standards in Education certification, August 2023
- Emotional Poverty Workshop, September 2023
- Professional Teachers Conference, July 2023
- Early Educations Leadership Conference, October 2022, 2023
- Nebraska Career Education Conference & Presenter, June 2022

### **Adjunct In-Service Professional Development Activities**

Each July, adjunct faculty are required to attend the adjunct in-service. This in-service includes curriculum updates, technology updates, safety and security training, and specific program updates.

Adjunct instructors meet with Lisa Guenther for specific instruction and course updates as part of this in-service.

Lisa Guenther also met individually with each adjunct faculty member during the 2023-2024 academic year. This individualized professional development meeting was specific for each adjunct faculty member's needs and questions.

### **Noncredit Course Work**

Noncredit course work includes our Early Childhood Education Club. The club is free to all early childhood education students. We have a private Facebook page where students request membership and are admitted being a part of the group. Meetings are held with guest speakers in the childcare profession sharing their expertise and knowledge. Volunteer opportunities are conducted by the club members. These include Prime Time Family Reading preschool childcare, Spooktacular, Springtacular, and Read Across American Family Reading Night. An explanation of each volunteer opportunity follows:

Prime Time Family Reading Time is a Humanities Nebraska sponsored event. Families are invited to come to an area elementary for an evening meal, storytelling, modeling,

and book sharing. Our students provide preschool child care while the school age children and their parents enjoy a read aloud activity. The goal of Prime Time Family Reading is for families to gain the habit of reading aloud nightly at home. This is a six-week program that is hosted at Grant, Westside, Jefferson Elementary Schools, and the Norfolk Public Library.

Spooktacular is a Northeast Community College Club activity for families. Families are invited to wear their Halloween costumes and come to the Pohlman Agriculture Complex for a night of games, prizes, and treats. The Early Childhood Education Club uses their funds to purchase Scholastic books to give to each child. The club also provides games where children can earn prizes. One club member makes balloon animals to give to the children. Parents in attendance are given a stress ball.

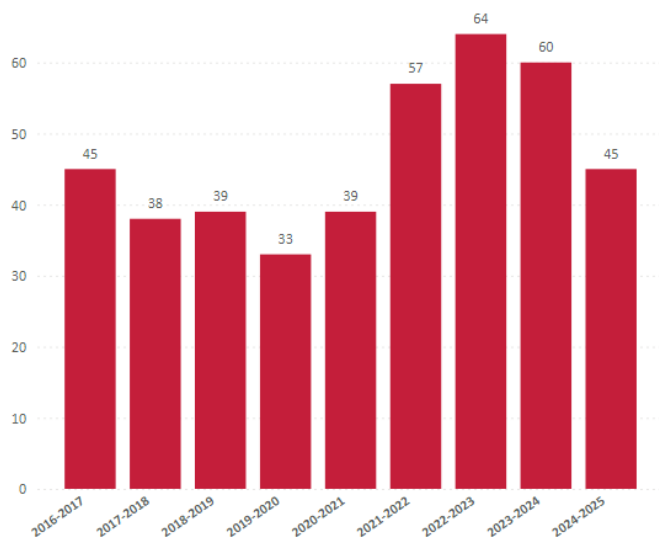
Springtacular is a Power of Preschool event sponsored by the Northeast Early Childhood Education. Families are invited to the Pohlman Agriculture Complex for a free night of games, prizes, treats, and a meal. Area childcare providers, community groups and family resource groups share information with the families. The Early Childhood Education Club uses its funds to purchase Scholastic books to give to each child. The club also provides a game for children earning a game prize. One club member makes balloon animals to give to the children. Parents in attendance are given a stress ball.

Across America Family Reading Night is part of a Northeast Innovative Mini Grant. Jen Ippensen, Northeast librarian, and the early childhood education instructor work together to write the grant. There is a different learning theme each year. A Read Aloud pajama party for our area families is hosted. Read Aloud book sharing, bedtime snacks and take-home prizes are a part of the pajama party Read Aloud activity. Jazzy, the Northeast mascot, greets the families when they come. Families are given the book that was read aloud as they leave. March 2024 theme was, THE BAD SEED. March 2025 theme will be STARS.

#### **IV. Program Demand and Efficiency**

**Enrollment:** The following graph shows enrollment per academic period from Fall 2016 for all Early Childhood Education pathways, AA, AAS, CDA Certificate, Certificate. Historically enrollment peaked in 2022-2023. Overall Northeast enrollment declined in 2024-2025 which is also realized in Early Childhood Education. It appeared there were fewer students enrolling at Northeast Community College, as trends ebb and flow.

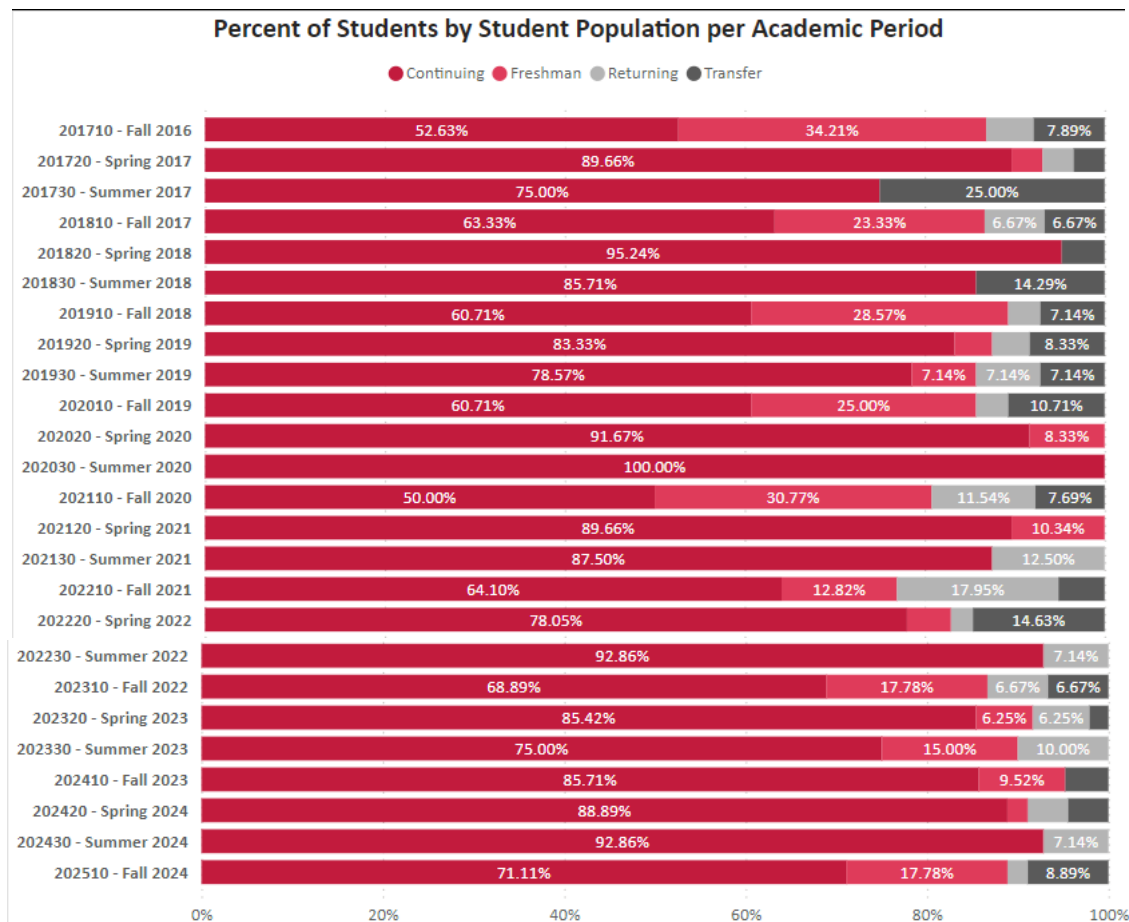
Enrollment per Academic Year



*\*Power BI data, Enrollment and Student Demographics, Enrollments*

The following graph shows a higher-than-average percentage of continuing students in the Early Childhood Education program area. There are multiple contributing factors:

- Students have completed some college credits in previous semesters.
- Students are non-traditional, part-time students working full-time while attaining their degree. This contributes to our students being part of the solution for the need for quality childcare providers.



*\*Power BI data, Percent of Student-by-Student Population per Academic Period*

**Program Completions:** The following graph shows program completion numbers of Early Childhood Education students earning their AA, AAS, and Certificate pathways. Note the increase in graduates in spring 2023. The committee work done with local, and state organizations, attending meetings promoting our Northeast Early Childhood Education program, participating in all available campus career days, Wayne State College Career Day, and various high school career days when invited has attributed to the increase in graduates. These tactics continue. Another factor is the increase in the graduation number is offering Early Childhood Education courses hyflex/blendflex. This course delivery method allows students to work while continuing their education and attaining their degree.

# Early Childhood 7-Year Report

	2017	2018	2019	2020	2021	2022	2023
Number of Graduates	13	24	23	15	22	19	35
AA	9	17	14	9	17	10	16
AAS	4	7	9	6	5	8	15
Certificate	0	0	0	0	0	1	4
Continuing Education	5	9	4	5	4	6	5

*\*Northeast Career Services*

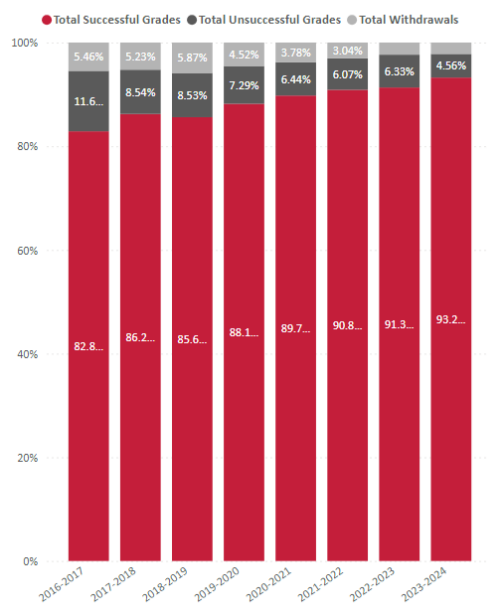
## Note:

2023: One graduate completed a certificate in Early Childhood and an Associate of Arts degree in Social Work. This graduate is reported under Social Work in the Graduate Report.

\*\* Wage information is omitted due to the low number of responses collected.

The following graph shows high percentages of total successful Early Childhood Education student grades. The total unsuccessful grades and withdrawals have decreased from the 2016-2017 school year.

Percent of Course Outcomes by Academic Year



*\*Power BI Percent of Course Outcomes by Academic Year data*

## Industry Outlook for the 20-county region/Nebraska:

We Care for Kids, a part of Nebraska Extension program, states, “Nebraskans are experiencing a childcare crisis that also affects employers and the state’s economy.”

A recent statewide public opinion survey of registered voters in Nebraska commissioned by Nebraska Extension and We Care for Kids reveals a childcare and education crisis that is hurting families, employers, and Nebraska’s reputation as a great place to live, work and raise a family.

Survey results include:

- 49% say the availability of quality and affordable childcare has gotten worse since the start of the pandemic.
- 58% have either experienced or know women who has had to miss work because of the problem.
- 49% have either experienced or know someone who has had to cut back on other household essentials to pay for childcare.
- 32% have either experienced or know someone who has refused a job opportunity because it would increase childcare expenses.
- 31% of parents of children five and under said that they left the workforce because they couldn’t find affordable childcare, as did 23% of all parents. 84% say the lack of childcare in Nebraska is a problem that will not solve itself and want Nebraska to come tougher to solve the problem and invest in solutions.
- 74% say the lack of childcare and early learning options is making it hard for Nebraska businesses to hire new employees and grow.
- 92% believe affordable, quality childcare and early learning is an important part of keeping Nebraska a great place to live and raise a family.

According to the U.S. Chamber of Commerce, Nebraska has a severe labor shortage with 54 available workers for every 100 open jobs.

Cates, L. & Ferguson, S. (2023, February 20) Understanding America’s Labor Shortage the Most Impacted States.

“The lack of quality, affordable childcare is causing parents to leave the workforce or turn down opportunities,” First Five Nebraska quotes.

### **Workforce Trends / Major Employers**

Recommendations for the quality childcare shortage in Nebraska, published in the Nebraska Examiner, March 28, 2024 issues, include:

- Promote incentives for providers to start childcare operations in “child care deserts.” (counties without any childcare available)
- Ensure that subsidy payments reflect providers’ true costs of operation. That

includes updating the public subsidy program to pay providers based on enrollment rather than daily attendance.

- Keep or increase current gross income eligibility for the state childcare subsidy. Currently, the subsidy is available for families with household incomes of up to **185%** of the federal poverty level. That eligibility level is set to sunset in 2026, and Voice for children recommends eliminating that sunset date so that eligibility won't return to 130% of the federal poverty level.

Major employers are all childcare, preschool, in home and center based locations in our 20 county area. With the childcare shortage most childcare providers are employing our students. Currently on our Early Childhood Education Club Facebook page we have nine employment opportunities listed this past month for our students.

### Program Efficiency

The two reports to follow are an overview of credit hours and FTE from 2019 through 2024. The Early Childhood Education budget cost center includes one full-time faculty. Adjunct faculty are used to help offset need. The five-year average department cost per FTE (\$3,987) is significantly lower than the Northeast average (\$7,689) while the student credit hour per faculty FTE (3.71) is lower than the Northeast average (4.14). The strategy for improvement is to continue to share our Early Childhood Education program's quality classes, blendflex course delivery methods for working students, and comparatively low tuition rates. Continue the work we are doing for our students.

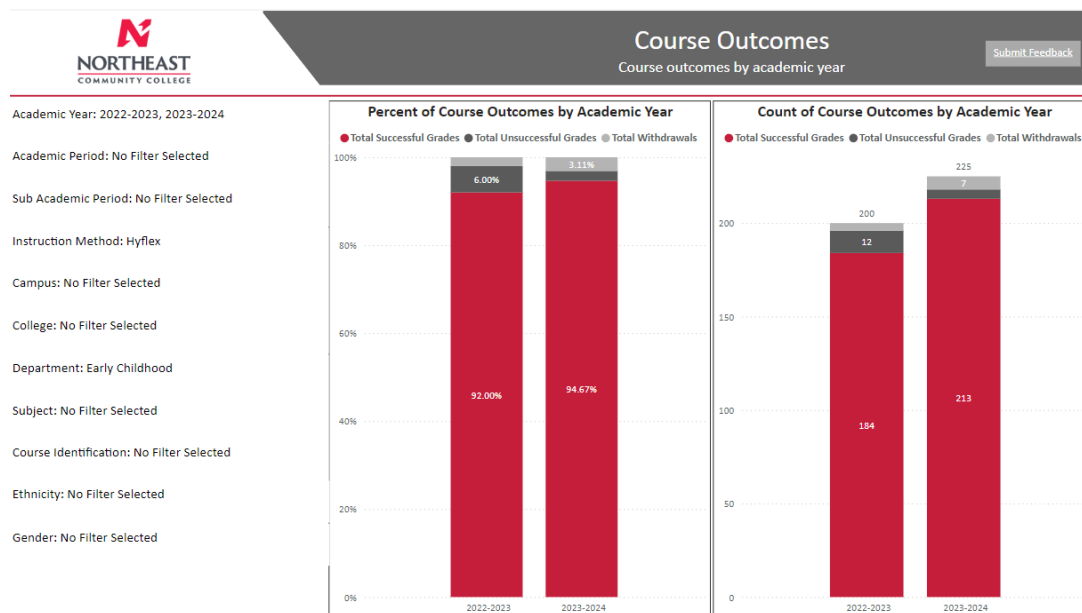
#### Faculty FTE

Fiscal Year	Faculty FTE	Credit Hours	Credit Hour/Faculty FTE
2019-20	3.41	1,072.50	314.94
2020-21	2.91	1,142.50	393.27
2021-22	3.71	1,366.00	367.80
2022-23	4.39	1,529.00	348.45
2023-24	4.16	1,465.00	352.27
<b>Total</b>	<b>3.71</b>	<b>1,315.00</b>	<b>354.04</b>


\*Power BI Faculty FTE

Fiscal Year	Dept Cost Per FTE
2019-20	\$4,427
2020-21	\$3,737
2021-22	\$3,803
2022-23	\$3,909
2023-24	\$4,059
<b>Total</b>	<b>\$3,987</b>

## Hyflex 2022-2024



Course outcomes have improved the two years hyflex has been in place.



# Course Statistics Summary

Course enrollment, fill rate, and outcome summary

Submit Feedback

Academic Year: 2022-2023, 2023-2024

Academic Period: No Filter Selected

Sub Academic Period: No Filter Selected

Instruction Method: Hyflex

Campus: No Filter Selected

College: No Filter Selected

Department: Early Childhood

Subject: No Filter Selected

Course Identification: No Filter Selected

Ethnicity: No Filter Selected

Gender: No Filter Selected

Total Distinct Students						Average Fill Rate					
151						83.17%					
Course Identification	Maximum Enrollment	Post-Census Enrollment	Fill Rate	Successful Grades (ABC/P)	Successful %	Unsuccessful Grades (DF)	Unsuccessful %	Withdrawn	Withdrawn %	Total Unsuccessful (DFW)	Audited
ECED1110	80	67	83.75%	65	97.01%	2	2.99%	0	0.00%	2	0
ECED1120	36	25	69.44%	25	100.00%	0	0.00%	0	0.00%	0	0
ECED1150	80	60	75.00%	52	86.67%	5	8.33%	3	5.00%	8	0
ECED1160	50	53	106.00%	52	98.11%	1	1.89%	0	0.00%	1	0
ECED1220	69	40	57.97%	36	90.00%	2	5.00%	2	5.00%	4	0
ECED1230	49	45	91.84%	43	95.56%	1	2.22%	1	2.22%	2	0
ECED1260	49	35	71.43%	31	88.57%	2	5.71%	2	5.71%	4	0
ECED2060	49	52	106.12%	48	92.31%	3	5.77%	1	1.92%	4	0
ECED2500	49	48	97.96%	45	93.75%	1	2.08%	2	4.17%	3	0
Overall Total	511	425	83.17%	397	93.41%	17	4.00%	11	2.59%	28	0

Average fill rate has gone up almost half.

## Course Statistics Detail

Course enrollment, fill rate, and outcome detail

[Submit Feedback](#)

Academic Year: 2022-2023, 2023-2024

Academic Period: No Filter Selected

Sub Academic Period: No Filter Selected

Instruction Method: Hyflex

Campus: No Filter Selected

College: No Filter Selected

Department: Early Childhood

Subject: No Filter Selected

Course Identification: No Filter Selected

Ethnicity: No Filter Selected

Gender: No Filter Selected

Total Distinct Students						Average Fill Rate					
151						83.17%					
CRN	Instruction Method	Maximum Enrollment	Post-Census Enrollment	Fill Rate	Successful Grades (ABC/P)	Successful %	Unsuccessful Grades (DF)	Unsuccessful %	Withdrawn	Withdrawn %	Audit
11462	Hyflex	25	25	100.00%	24	96.00%	1	4.00%	0	0.00%	0
11988	Hyflex	15	11	73.33%	10	90.91%	1	9.09%	0	0.00%	0
13442	Hyflex	25	20	80.00%	16	80.00%	3	15.00%	1	5.00%	0
14769	Hyflex	15	11	73.33%	10	90.91%	1	9.09%	0	0.00%	0
10374	Hyflex	25	26	104.00%	25	96.15%	1	3.85%	0	0.00%	0
10373	Hyflex	25	11	44.00%	10	90.91%	1	9.09%	0	0.00%	0
13884	Hyflex	25	26	104.00%	25	96.15%	1	3.85%	0	0.00%	0
11462	Hyflex	25	21	84.00%	21	100.00%	0	0.00%	0	0.00%	0
11988	Hyflex	15	10	66.67%	10	100.00%	0	0.00%	0	0.00%	0
13442	Hyflex	25	22	88.00%	19	86.36%	1	4.55%	2	9.09%	0
14769	Hyflex	15	7	46.67%	7	100.00%	0	0.00%	0	0.00%	0
10374	Hyflex	25	27	108.00%	27	100.00%	0	0.00%	0	0.00%	0
10373	Hyflex	24	14	58.33%	13	92.86%	1	7.14%	0	0.00%	0
13884	Hyflex	24	26	108.33%	23	88.46%	2	7.69%	1	3.85%	0
24663	Hyflex	20	9	45.00%	9	100.00%	0	0.00%	0	0.00%	0
20578	Hyflex	24	20	83.33%	18	90.00%	1	5.00%	1	5.00%	0
24665	Hyflex	24	18	75.00%	16	88.89%	2	11.11%	0	0.00%	0
20582	Hyflex	24	23	95.83%	21	91.30%	0	0.00%	2	8.70%	0
24663	Hyflex	16	16	100.00%	16	100.00%	0	0.00%	0	0.00%	0
21430	Hyflex	20	15	75.00%	13	86.67%	0	0.00%	2	13.33%	0
20578	Hyflex	25	25	100.00%	25	100.00%	0	0.00%	0	0.00%	0
24665	Hyflex	25	17	68.00%	15	88.24%	0	0.00%	2	11.76%	0
20582	Hyflex	25	25	100.00%	24	96.00%	1	4.00%	0	0.00%	0

Enrollment is higher with hyflex compared to before it was implemented.

## Course Administration Detail

Course enrollment, fill rate, and meeting time details

[Submit Feedback](#)

Academic Year: 2022-2023, 2023-2024

Academic Period: No Filter Selected

Sub Academic Period: No Filter Selected

Instruction Method: Hyflex

Campus: No Filter Selected

College: No Filter Selected

Department: Early Childhood

Subject: No Filter Selected

Course Identification: No Filter Selected

Ethnicity: No Filter Selected

Gender: No Filter Selected

Total Distinct Students					Average Fill Rate				
151					83.17%				
Academic Period	Course Identification	Sub Academic Period	Subject	CRN	Instruction Method	Maximum Enrollment	Post-Census Enrollment	Start Date	End Date
Fall 2022	ECED1110	Second 8 Weeks	Early Childhood	11462	Hyflex	25	25	10/18/2022	12/14/2022
Fall 2022	ECED1110	Full Term	Early Childhood	11988	Hyflex	15	11	8/22/2022	12/14/2022
Fall 2022	ECED1150	First 8 Weeks	Early Childhood	13442	Hyflex	25	20	8/22/2022	10/14/2022
Fall 2022	ECED1150	Full Term	Early Childhood	14769	Hyflex	15	11	8/22/2022	12/14/2022
Fall 2022	ECED1160	First 8 Weeks	Early Childhood	10374	Hyflex	25	26	8/22/2022	10/14/2022
Fall 2022	ECED1220	First 8 Weeks	Early Childhood	10373	Hyflex	25	11	8/22/2022	10/14/2022
Fall 2022	ECED2060	Second 8 Weeks	Early Childhood	13884	Hyflex	25	26	10/18/2022	12/14/2022
Fall 2023	ECED1110	Second 8 Weeks	Early Childhood	11462	Hyflex	25	21	10/17/2023	12/13/2023
Fall 2023	ECED1110	Full Term	Early Childhood	11988	Hyflex	15	10	8/21/2023	12/13/2023
Fall 2023	ECED1150	First 8 Weeks	Early Childhood	13442	Hyflex	25	22	8/21/2023	10/13/2023
Fall 2023	ECED1150	Full Term	Early Childhood	14769	Hyflex	15	7	8/21/2023	12/13/2023
Fall 2023	ECED1160	First 8 Weeks	Early Childhood	10374	Hyflex	25	27	8/21/2023	10/13/2023
Fall 2023	ECED1220	First 8 Weeks	Early Childhood	10373	Hyflex	24	14	8/21/2023	10/13/2023
Fall 2023	ECED2060	Second 8 Weeks	Early Childhood	13884	Hyflex	24	26	10/17/2023	12/13/2023

Statistics before hyflex 2019-2022

## Course Outcomes

Course outcomes by academic year

Submit Feedback

Academic Year: 2019-2020, 2020-2021, 2021-2022

Academic Period: No Filter Selected

Sub Academic Period: No Filter Selected

Instruction Method: No Filter Selected

Campus: No Filter Selected

College: No Filter Selected

Department: Early Childhood

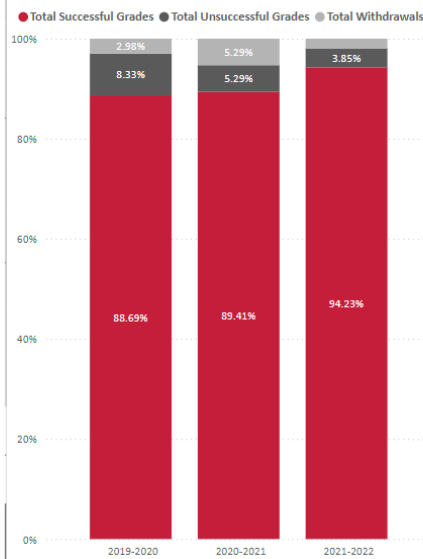
Subject: No Filter Selected

Course Identification: ECED1110, ECED1150, ECED1160...

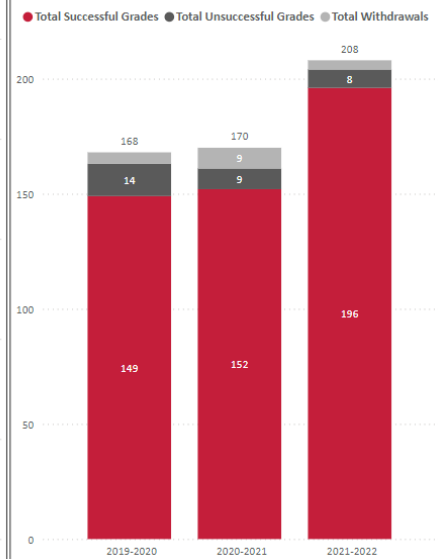
Ethnicity: No Filter Selected

Gender: No Filter Selected

Percent of Course Outcomes by Academic Year



Count of Course Outcomes by Academic Year



## Course Statistics Summary

Course enrollment, fill rate, and outcome summary

Submit Feedback

Academic Year: 2019-2020, 2020-2021, 2021-2022

Academic Period: No Filter Selected

Sub Academic Period: No Filter Selected

Instruction Method: No Filter Selected

Campus: No Filter Selected

College: No Filter Selected

Department: Early Childhood


Subject: No Filter Selected


Course Identification: ECED1110, ECED1150, ECED1160...

Ethnicity: No Filter Selected

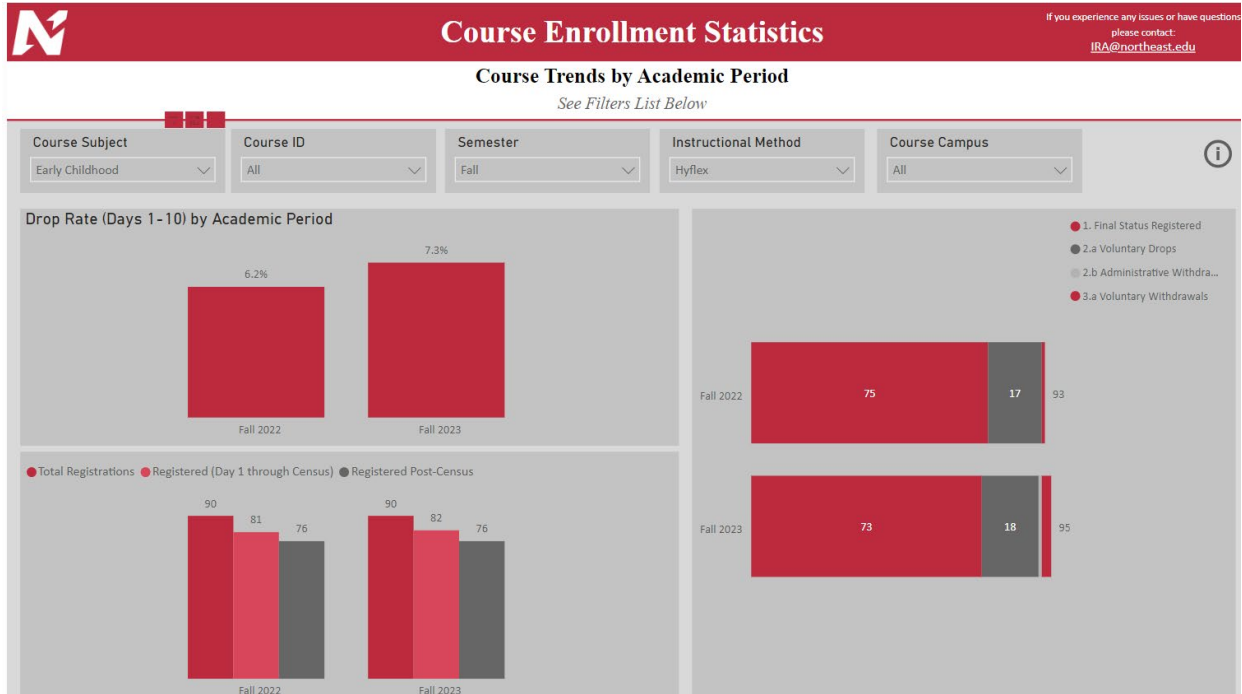
Gender: No Filter Selected

Total Distinct Students						Average Fill Rate					
297						48.23%					
Course Identification	Maximum Enrollment	Post-Census Enrollment	Fill Rate	Successful Grades (ABC/P)	Successful %	Unsuccessful Grades (DF)	Unsuccessful %	Withdrawn	Withdrawn %	Total Unsuccessful (DFW)	Audit
ECED1110	350	181	51.71%	173	95.58%	7	3.87%	1	0.55%	8	0
ECED1150	346	190	54.91%	168	88.42%	16	8.42%	6	3.16%	22	0
ECED1160	108	41	37.96%	39	95.12%	0	0.00%	2	4.88%	2	0
ECED1220	159	68	42.77%	56	82.35%	6	8.82%	6	8.82%	12	0
ECED2060	169	66	39.05%	61	92.42%	2	3.03%	3	4.55%	5	0
Overall Total	1132	546	48.23%	497	91.03%	31	5.68%	18	3.30%	49	0

		<b>Course Statistics Detail</b> Course enrollment, fill rate, and outcome detail										<a href="#">Submit Feedback</a>
Academic Year: 2019-2020, 2020-2021, 2021-2022		Total Distinct Students					Average Fill Rate					
		297					48.23%					
Academic Period: No Filter Selected		CRN	Instruction Method	Maximum Enrollment	Post-Census Enrollment	Fill Rate	Successful Grades (ABC/P)	Successful %	Unsuccessful Grades (DF)	Unsuccessful %	Withdrawn %	Audit
Sub Academic Period: No Filter Selected		11462	Classroom based	25	7	28.00%	6	85.71%	1	14.29%	0	0.00%
Instruction Method: No Filter Selected		11988	Classroom based	25	11	44.00%	11	100.00%	0	0.00%	0	0.00%
Campus: No Filter Selected		15734	Hybrid	17	4	23.53%	4	100.00%	0	0.00%	0	0.00%
College: No Filter Selected		15735	Dual Credit Hybrid	12	5	41.67%	5	100.00%	0	0.00%	0	0.00%
Department: Early Childhood		10372	Online	22	20	90.91%	17	85.00%	2	10.00%	1	5.00%
Subject: No Filter Selected		13442	Classroom based	25	13	52.00%	12	92.31%	1	7.69%	0	0.00%
Course Identification: ECED1110, ECED1150, ECED1160...		15502	Dual Credit Hybrid	12	3	25.00%	3	100.00%	0	0.00%	0	0.00%
Ethnicity: No Filter Selected		15736	Hybrid	17	7	41.18%	7	100.00%	0	0.00%	0	0.00%
Gender: No Filter Selected		10374	Classroom based	25	5	20.00%	5	100.00%	0	0.00%	0	0.00%
		10373	Classroom based	25	17	68.00%	13	76.47%	3	17.65%	1	5.88%
		13884	Hybrid	25	12	48.00%	12	100.00%	0	0.00%	0	0.00%
		11988	Classroom based	25	21	84.00%	21	100.00%	0	0.00%	0	0.00%
		15734	Hybrid	17	7	41.18%	6	85.71%	1	14.29%	0	0.00%
		15735	Dual Credit Hybrid	12	5	41.67%	5	100.00%	0	0.00%	0	0.00%
		10372	Online	22	15	68.18%	10	66.67%	4	26.67%	1	6.67%
		13442	Classroom based	25	16	64.00%	16	100.00%	0	0.00%	0	0.00%
		15502	Dual Credit Hybrid	12	3	25.00%	3	100.00%	0	0.00%	0	0.00%
		15736	Hybrid	17	13	76.47%	11	84.62%	0	0.00%	2	15.38%
		10374	Classroom based	25	8	32.00%	8	100.00%	0	0.00%	0	0.00%
		16516	Online	15	9	60.00%	9	100.00%	0	0.00%	0	0.00%
		10373	Classroom based	25	14	56.00%	9	64.29%	2	14.29%	3	21.43%
		13884	Classroom based	25	10	40.00%	9	90.00%	1	10.00%	0	0.00%
		11462	Hybrid	25	14	56.00%	13	92.86%	0	0.00%	1	7.14%
		11988	Hybrid	25	6	24.00%	6	100.00%	0	0.00%	0	0.00%
		14767	Dual Credit Hybrid	25	1	4.00%	1	100.00%	0	0.00%	0	0.00%
		14973	Dual Credit Online	12	8	66.67%	7	87.50%	1	12.50%	0	0.00%

		<b>Course Administration Detail</b> Course enrollment, fill rate, and meeting time details										<a href="#">Submit Feedback</a>
Academic Year: 2019-2020, 2020-2021, 2021-2022		Total Distinct Students					Average Fill Rate					
		297					48.23%					
Academic Period: No Filter Selected		b Academic Period	Subject	CRN	Instruction Method	Maximum Enrollment	Post-Census Enrollment	Start Date	End Date	Meeting Days	Meeting Times	Meeting Part of Day
Sub Academic Period: No Filter Selected		I Term	Early Childhood	11462	Classroom based	25	7	8/19/2019	12/13/2019	Mon Weds	0935-1050	Morning
Instruction Method: No Filter Selected		I Term	Early Childhood	11988	Classroom based	25	11	8/19/2019	12/13/2019	Tues Thurs	0935-1050	Morning
Campus: No Filter Selected		I Term	Early Childhood	15734	Hybrid	17	4	8/19/2019	12/13/2019	Fri	1030-1145	Morning
College: No Filter Selected		al Credit	Early Childhood	15735	Dual Credit Hybrid	12	5	8/19/2019	12/13/2019	Fri	1030-1145	Morning
Department: Early Childhood		st 8 Weeks	Early Childhood	10372	Online	22	20	8/19/2019	10/11/2019	-	-	Varying
Subject: No Filter Selected		I Term	Early Childhood	13442	Classroom based	25	13	8/19/2019	12/13/2019	Tues Thurs	0800-0915	Morning
Course Identification: ECED1110, ECED1150, ECED1160...		al Credit	Early Childhood	15502	Dual Credit Hybrid	12	3	8/19/2019	12/13/2019	Fri	0900-1015	Morning
Ethnicity: No Filter Selected		I Term	Early Childhood	15736	Hybrid	17	7	8/19/2019	12/13/2019	Fri	0900-1015	Morning
Gender: No Filter Selected		I Term	Early Childhood	10374	Classroom based	25	5	8/19/2019	12/13/2019	Mon Weds	1435-1550	Afternoon
		ond 8 Weeks	Early Childhood	10373	Classroom based	25	17	10/16/2019	12/13/2019	Mon Weds	1200-1250	Afternoon
		I Term	Early Childhood	13884	Hybrid	25	12	8/19/2019	12/13/2019	Mon	1300-1415	Afternoon
		I Term	Early Childhood	11988	Classroom based	25	21	8/17/2020	11/25/2020	Tues Thurs	0935-1050	Morning
		I Term	Early Childhood	15734	Hybrid	17	7	8/17/2020	11/25/2020	Fri	1030-1145	Morning
		al Credit	Early Childhood	15735	Dual Credit Hybrid	12	5	8/17/2020	11/25/2020	Fri	1030-1145	Morning
		st 8 Weeks	Early Childhood	10372	Online	22	15	8/17/2020	10/2/2020	-	-	Varying
		I Term	Early Childhood	13442	Classroom based	25	16	8/17/2020	11/25/2020	Tues Thurs	0800-0915	Morning
		al Credit	Early Childhood	15502	Dual Credit Hybrid	12	3	8/17/2020	11/25/2020	Fri	0900-1015	Morning
		I Term	Early Childhood	15736	Hybrid	17	13	8/17/2020	11/25/2020	Fri	0900-1015	Morning
		I Term	Early Childhood	10374	Classroom based	25	8	8/17/2020	11/25/2020	Mon Weds	1435-1550	Afternoon

Hyflex data



**Course Enrollment Statistics** If you experience any issues or have questions please contact: [IRA@northeast.edu](mailto:IRA@northeast.edu)

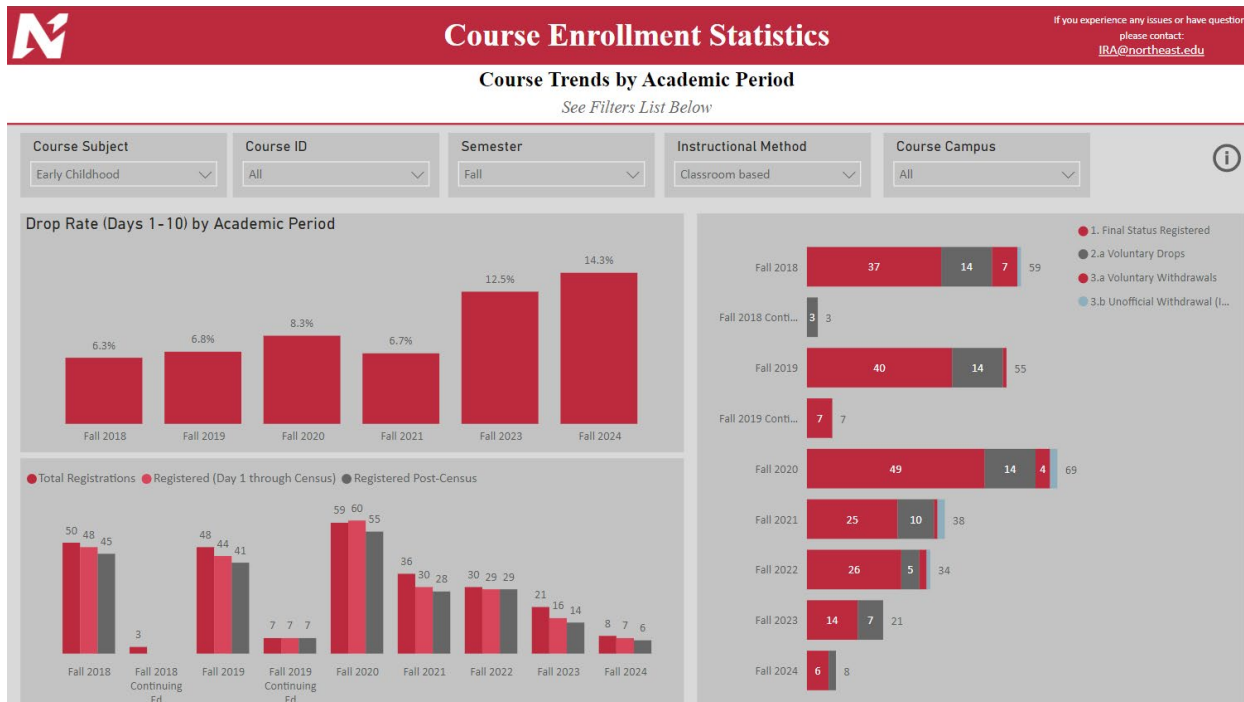
**Course Trends by Academic Period**  
See Filters List Below

Course Subject: Early Childhood | Course ID: All | Semester: Fall | Instructional Method: Hyflex | Course Campus: All

Course Subject	Total Registrations	Drops Prior to Day 1	Registered (Day 1 through Census)	Pre-Census Voluntary Drops	Pre-Census Administrative Withdrawals (Drops)	Registered Post-Census	Post-Census Administrative Withdrawals (UW/UF)	Post-Census Voluntary Withdrawals
Early Childhood	158	25	142	10	1	131		4
ECED1110 - Infant/Toddler Development	83	12	71	3	1	67		
Fall 2022	44	6	38	2		36		
Fall 2023	39	6	33	1	1	31		
ECED1150 - Intro to Early Childhood Educ	75	11	64	5		59		3
Fall 2022	41	7	34	3		31		1
Fall 2023	35	4	31	2		29		2
ECED1160 - Early Language and Literacy	60	6	54	1		53		
Fall 2022	28	2	26			26		
Fall 2023	32	4	28	1		27		
ECED1220 - Pre-Practicum	30	3	27	2		25		
Fall 2022	14	3	11			11		
Fall 2023	16		16	2		14		
ECED2060 - Early Chhd Ed Curriculum Plan	58	5	53	1		52		1
Fall 2022	30	4	26			26		
Fall 2023	28	1	27	1		26		1
<b>Total</b>	<b>158</b>	<b>25</b>	<b>142</b>	<b>10</b>	<b>1</b>	<b>131</b>		<b>4</b>

Drop Rates between day 1 and 10 have decreased with Hyflex compared to classroom-based instruction. Drop before Day 1 rates have also decreased with Hyflex over classroom-based instruction.

### Classroom based before Hyflex

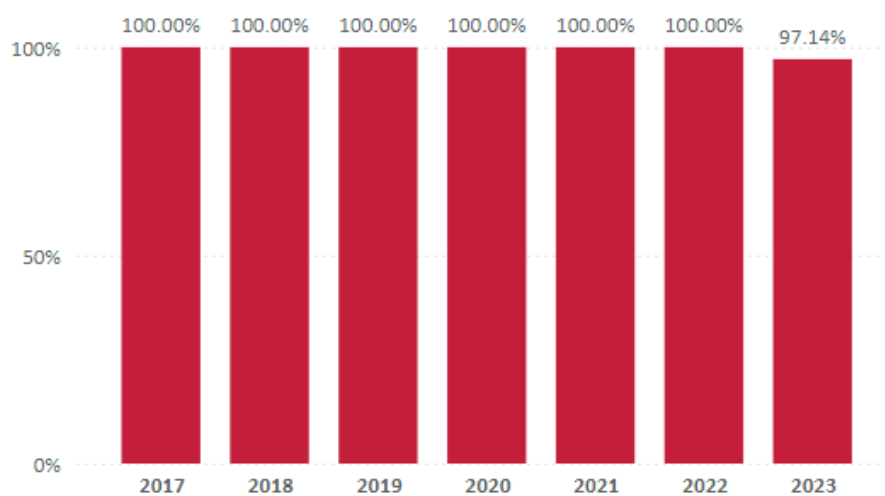


## V. Contributions to the Region

### Graduate survey data – Percent Employed in 20-County Region and Nebraska

The following graph shows a high percentage of Northeast Early Childhood Education students are employed or continuing their education.

Percent of Students Employed or Continuing Education

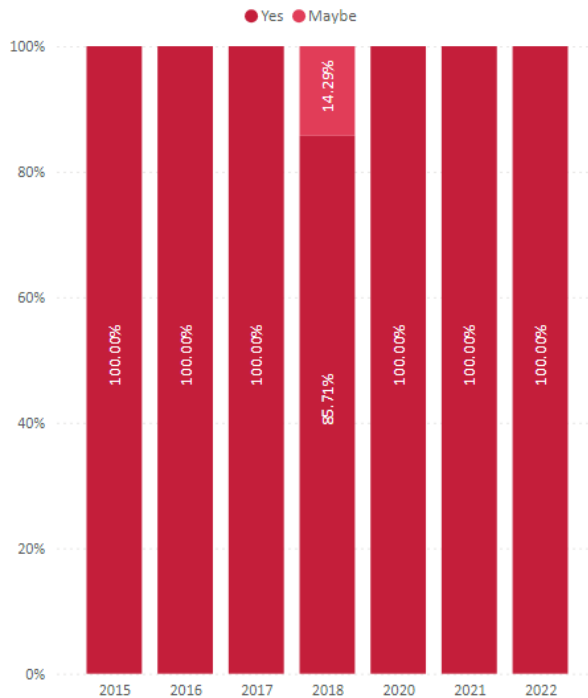


\*Power BI data, Percent of Students Employed or Continuing Education

### Employer Survey—Percent who Would Hire our Graduates and Preparedness for the Field

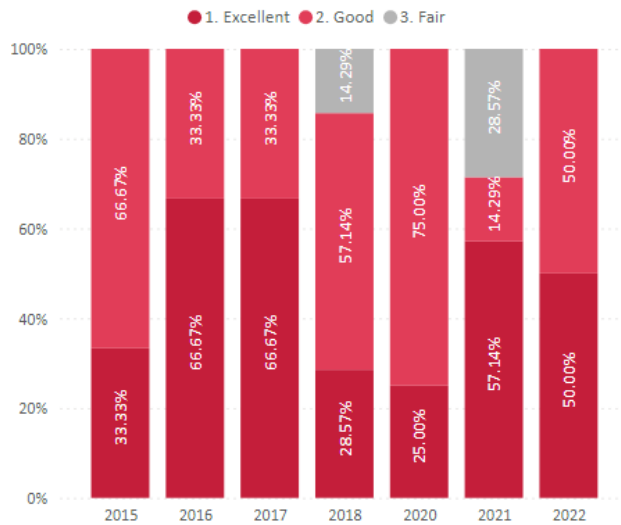
The following graph shows the overall employment assessment of graduates from the Early Childhood Education program and how prepared they were to work in their field after graduation. Data was not available for 2019 as employer surveys were not conducted in 2020 due to the Covid-19 pandemic.

Consider Hiring Northeast Grads in the Future?



*\*Power BI data, Employer Survey*

### Overall (Job Preparation)

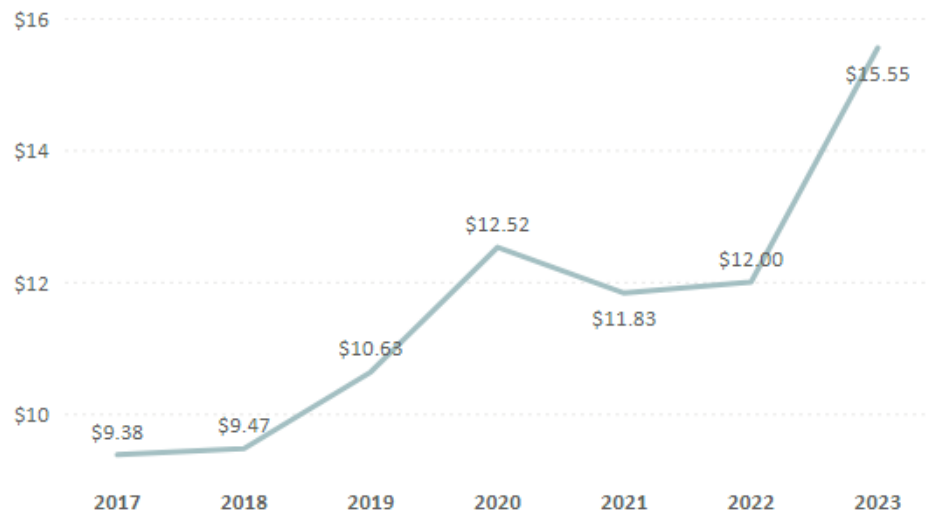


The following graph shows the overall employment assessment for job preparation of our grades. All employers asked rated our students excellent or good in five of the seven years data has been collected. Data was not available for 2019 as employer surveys were not conducted in 2020 due to the Covid-19 pandemic.

### Wage Analysis

The following graph shows the average reported wages for childcare workers. Salary, benefits, and tax incentives are all being studied for increase by the Nebraska Legislature, Buffett Foundation, Aksarben Institute, Nebraska Chamber, and First Five Nebraska.

### Average Wages Reported



*\*Power BI Graduate Survey*

### Employee Survey

The following two graphs show the results of an Early Childhood Education graduate survey and where graduates are employed. Most are employed in Nebraska and our 20-county region in the field of childcare.

Company	Total Graduates	Employed in NE
Self Employed	8	6
Helping Hands Childcare	4	4
Little Sprouts Child Development Center	3	3
Amen 4 Kids	2	2
Fits and Giggles Daycare	2	2
In His Arms Community Childcare	2	2
Milestones Learning Center& Childcare, Inc.	2	2
NENCAP Headstart	2	2
Norfolk Public Schools	2	2
Northeast Nebraska Community Action Partnership	2	2
Northern Hills Child Care Center	2	2
Northern Hills Childcare Center	2	2
Sacred Heart Early Learning Center	2	2
Sherry's House Child Care & Preschool	2	2
Westside Daycare, Inc.	2	2
BankFirst	1	1
Bright Beginnings	1	1
Brittany's Child Care Center	1	1
Brogi's	1	1
Cardinal Kids Learning Center	1	1
Central Nebraska Community Action Partnership	1	1
Children's Chalet, Inc.	1	0
Children's Respite Care Center	1	1
Christ Lutheran Early Childhood Community	1	1
CKC Afterschool Program	1	1
Columbus Public Schools	1	1
Dakota City Elementary	1	1
ESU 8	1	1
First Lutheran Church Early Learning Center	1	1
Glik's Boutique	1	1
Goddard School	1	1
Gordon-Rushville Public Schools	1	1
Head Start	1	1
Home daycare	1	1
Home Grown Daycare	1	1
KidLogic Child Care & Preschool, Inc.	1	1
King's Kids Child Care & Preschool	1	1
Little Bees Daycare Center	1	1
Little Disciples Christian Child Development Center	1	1
Little Disciples Christian Childcare	1	1
Little Disciples Christian Childcare, Inc.	1	1
Little Lambs Preschool	1	1
Little Panthers Preschool	1	1
Luv Bugs	1	1
Madison Public Schools	1	1
Milestone Learning Center & Childcare	1	1
Milestones Learning & Care Center	1	1
Milestones Learning Center & Childcare	1	1
Munchkins on Main Daycare Center	1	1

Norfolk Public Schools - Whee After 3	1	1
Norm Waitt Sr. YMCA	1	1
Northern Hills Childcare	1	1
Northern Hills Childcare Center & Preschool	1	1
Northstar Services	1	1
Northwest Community Action Partnership	1	1
Oakland-Craig Public Schools	1	1
Park Center Daycare	1	1
Paulyns Dance Studio	1	1
Pearl Academy	1	1
Plankinton School District	1	0
Ponca Tribe of Nebraska	1	1
Rainbow World	1	1
Rainbow World Preschoool and Child Development Center	1	1
Ready, Set, Grow Daycare	1	1
Sergeant Bluff-Luton Elementary	1	0
Sinclair	1	0
Sioux Soccer	1	1
Siouxland Christian School	1	0
Small Beginnings Child Care LLC	1	1
St. John Lutheran Child Development Center	1	1
St. Ludger Elementary School	1	1
St. Peter's Childcare	1	0
Stanton Health Center	1	1
Stanton Municipal Pool	1	1
Studio B Dance	1	1
The Salvation Army of the Black Hills	1	0
Thurston County Attorney's Office	1	1
Tiny Treasures Day Care Center	1	1
Tonya's Tiny Town	1	1
Truss Craft	1	1
Unity Eye Centers	1	1
USD Headstart	1	0
Wayne Community Schools - Early Learning Center	1	1
Wesley Center, Inc.	1	1
Wesley Child Care Center, Inc.	1	1
Winnebago Tribe of Nebraska	1	1
Winside Public Schools	1	1
<b>Total</b>	<b>111</b>	<b>101</b>

*\*Power BI Graduate Survey*

## Total Graduates Employed by State



*\*Power BI Graduate Survey*

### Norfolk Area Childcare Collaborative

Seven businesses are currently part of this collaborative:

1. Continental
2. Daycos
3. Elkhorn Valley Bank
4. Flood Communications
5. Norfolk Medical Group
6. Northeast Community College
7. Unity Eye Care

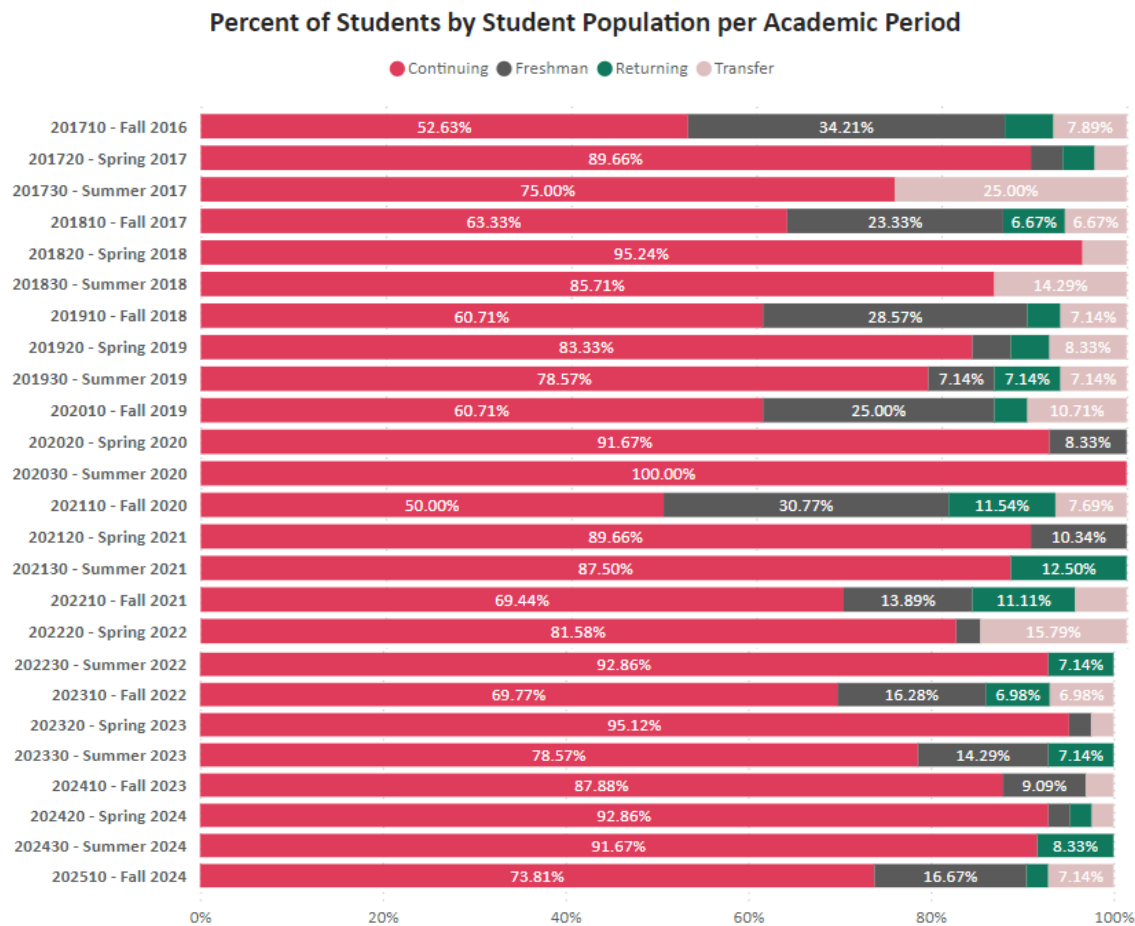
Beth Shashikant is the Project Coordinator for the Norfolk Area Childcare Collaborative. The goal of the collaborative aims to close the gap in available, quality childcare, paving the way for the region and its businesses to grow by retaining and attracting talent.

Northeast Community College is a part of the collaborative. Our students are future directors, providers, childcare employees, and practicum student learners for the collaborative.

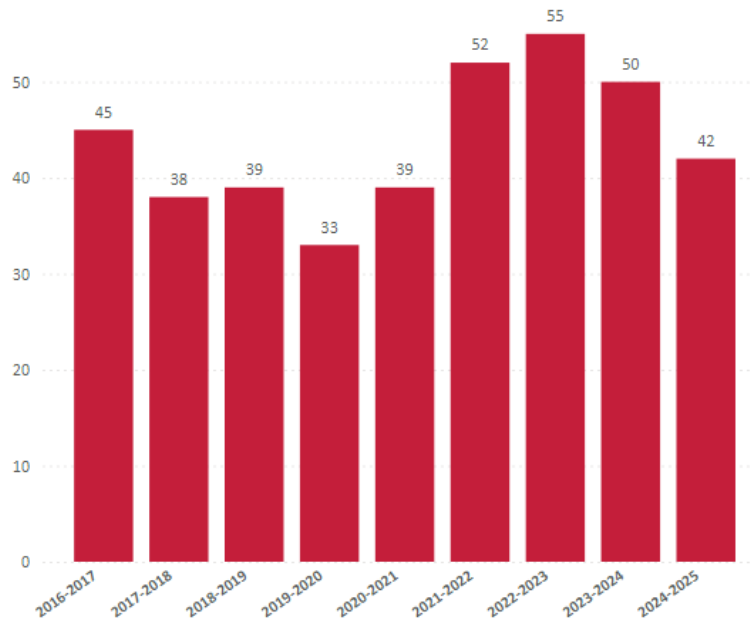
### Trends/Demographics

The following graphs provide demographic enrollment information for the Early Childhood Education program. Early Childhood Education students are predominately

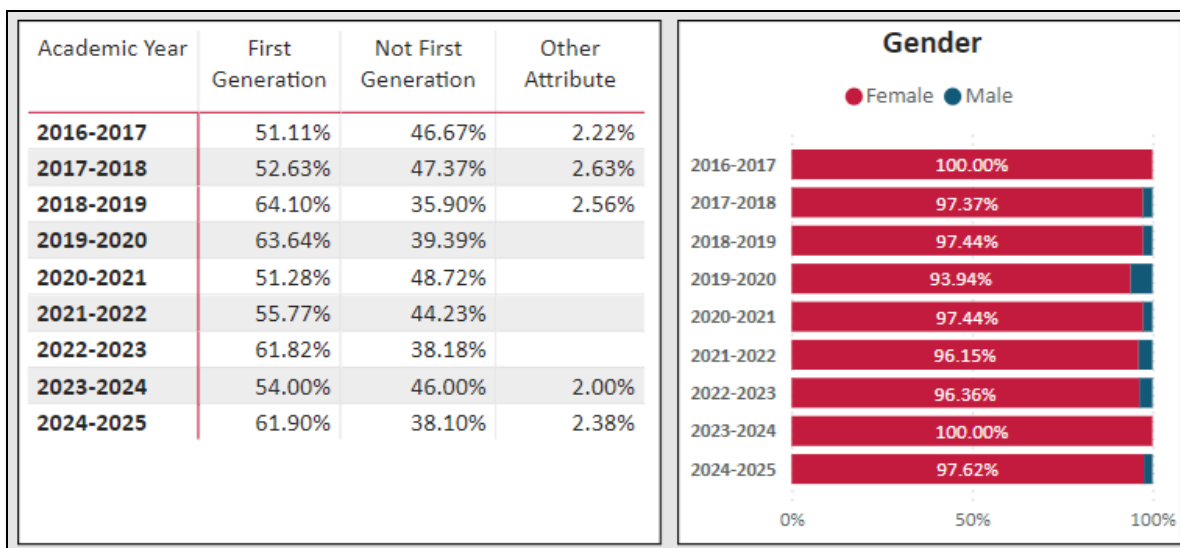
female and comparable to the average age of the Northeast student, with an average age of 23.53 years. Additionally, an average of 69 percent of Early Childhood Education students are first generation students, compared to 31 percent that are not first-generation students.



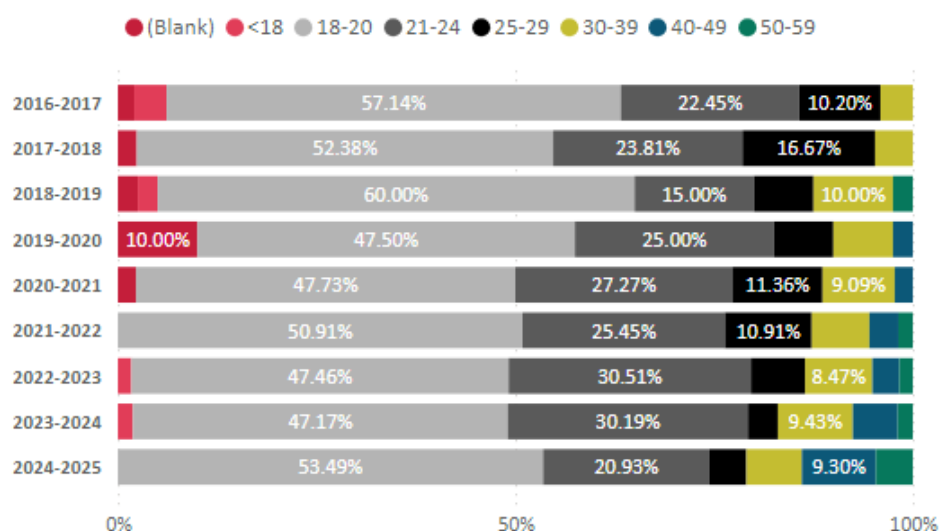
Enrollment per Academic Year



Number of Students		Number of Pell Eligible Students		Number of First Generation Students		Average Student Age	
217		122		130		23.14	
Academic Year	2 Or More	American Indian or Alaska Native	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	Unknown	White
2016-2017			2.22%	8.89%		2.22%	86.67%
2017-2018	2.63%	5.26%		10.53%		2.63%	78.95%
2018-2019	2.56%			10.26%		2.56%	84.62%
2019-2020	3.03%	3.03%		9.09%			84.85%
2020-2021		2.56%	2.56%	5.13%	2.56%	2.56%	84.62%
2021-2022		5.77%	1.92%	5.77%			86.54%
2022-2023			1.82%	10.91%			87.27%
2023-2024		2.00%	2.00%	12.00%			84.00%
2024-2025	2.38%			16.67%			80.95%



## Age



## VI. Student Outcomes and Success

The following four graphs include data from the past 5 years, Spring 2018-Spring 2024, Early Childhood AA, AAS, and Certification data.

- Most students are female, which corresponds to state and national trends in the Early Childhood Education field.
- The students in this program are from our 20-county area.
- The average age of Early Childhood Education students is 24.3, compared to the Northeast average of 23.60. This age difference is attributed to the

- The grade point average of our Early Childhood Education students is 3.60. The Northeast average grade point average of 3.27.

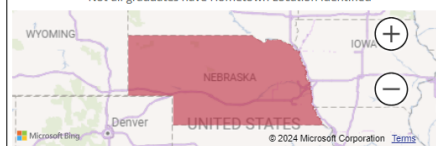


**NORTHEAST**  
COMMUNITY COLLEGE

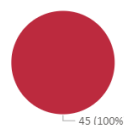
[Submit Feedback](#)

45

\*Not all graduates have Hometown Location identified

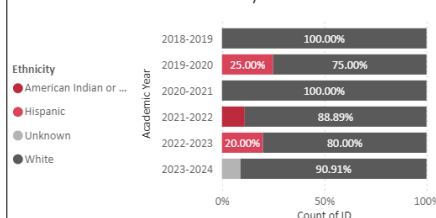


Gender ● Female



24.31

Ethnicity



Academic Period	
Graduation	

## Total Degrees Awarded

❑ Fall 2019	1
❑ Fall 2020	2
❑ Fall 2021	4
❑ Fall 2022	1
❑ Fall 2023	4
❑ Spring 2019	4
❑ Spring 2020	3
❑ Spring 2021	4
❑ Spring 2022	5
<b>Total</b>	<b>46</b>

Graduated Students' High Schools	Graduated Students' High Schools
1. <i>High School A</i>	1. <i>High School A</i>
2. <i>High School B</i>	2. <i>High School B</i>
3. <i>High School C</i>	3. <i>High School C</i>
4. <i>High School D</i>	4. <i>High School D</i>
5. <i>High School E</i>	5. <i>High School E</i>
6. <i>High School F</i>	6. <i>High School F</i>
7. <i>High School G</i>	7. <i>High School G</i>
8. <i>High School H</i>	8. <i>High School H</i>
9. <i>High School I</i>	9. <i>High School I</i>
10. <i>High School J</i>	10. <i>High School J</i>
11. <i>High School K</i>	11. <i>High School K</i>
12. <i>High School L</i>	12. <i>High School L</i>
13. <i>High School M</i>	13. <i>High School M</i>
14. <i>High School N</i>	14. <i>High School N</i>
15. <i>High School O</i>	15. <i>High School O</i>
16. <i>High School P</i>	16. <i>High School P</i>
17. <i>High School Q</i>	17. <i>High School Q</i>
18. <i>High School R</i>	18. <i>High School R</i>
19. <i>High School S</i>	19. <i>High School S</i>
20. <i>High School T</i>	20. <i>High School T</i>
21. <i>High School U</i>	21. <i>High School U</i>
22. <i>High School V</i>	22. <i>High School V</i>
23. <i>High School W</i>	23. <i>High School W</i>
24. <i>High School X</i>	24. <i>High School X</i>
25. <i>High School Y</i>	25. <i>High School Y</i>
26. <i>High School Z</i>	26. <i>High School Z</i>
27. <i>High School AA</i>	27. <i>High School AA</i>
28. <i>High School AB</i>	28. <i>High School AB</i>
29. <i>High School AC</i>	29. <i>High School AC</i>
30. <i>High School AD</i>	30. <i>High School AD</i>
31. <i>High School AE</i>	31. <i>High School AE</i>
32. <i>High School AF</i>	32. <i>High School AF</i>
33. <i>High School AG</i>	33. <i>High School AG</i>
34. <i>High School AH</i>	34. <i>High School AH</i>
35. <i>High School AI</i>	35. <i>High School AI</i>
36. <i>High School AJ</i>	36. <i>High School AJ</i>
37. <i>High School AK</i>	37. <i>High School AK</i>
38. <i>High School AL</i>	38. <i>High School AL</i>
39. <i>High School AM</i>	39. <i>High School AM</i>
40. <i>High School AN</i>	40. <i>High School AN</i>
41. <i>High School AO</i>	41. <i>High School AO</i>
42. <i>High School AP</i>	42. <i>High School AP</i>
43. <i>High School AQ</i>	43. <i>High School AQ</i>
44. <i>High School AR</i>	44. <i>High School AR</i>
45. <i>High School AS</i>	45. <i>High School AS</i>
46. <i>High School AT</i>	46. <i>High School AT</i>
47. <i>High School AU</i>	47. <i>High School AU</i>
48. <i>High School AV</i>	48. <i>High School AV</i>
49. <i>High School AW</i>	49. <i>High School AW</i>
50. <i>High School AX</i>	50. <i>High School AX</i>
51. <i>High School AY</i>	51. <i>High School AY</i>
52. <i>High School AZ</i>	52. <i>High School AZ</i>
53. <i>High School BA</i>	53. <i>High School BA</i>
54. <i>High School BB</i>	54. <i>High School BB</i>
55. <i>High School BC</i>	55. <i>High School BC</i>
56. <i>High School BD</i>	56. <i>High School BD</i>
57. <i>High School BE</i>	57. <i>High School BE</i>
58. <i>High School BF</i>	58. <i>High School BF</i>
59. <i>High School BG</i>	59. <i>High School BG</i>
60. <i>High School BH</i>	60. <i>High School BH</i>
61. <i>High School BI</i>	61. <i>High School BI</i>
62. <i>High School BJ</i>	62. <i>High School BJ</i>
63. <i>High School BK</i>	63. <i>High School BK</i>
64. <i>High School BL</i>	64. <i>High School BL</i>
65. <i>High School BM</i>	65. <i>High School BM</i>
66. <i>High School BN</i>	66. <i>High School BN</i>
67. <i>High School BO</i>	67. <i>High School BO</i>
68. <i>High School BP</i>	68. <i>High School BP</i>
69. <i>High School BQ</i>	69. <i>High School BQ</i>
70. <i>High School BR</i>	70. <i>High School BR</i>
71. <i>High School BS</i>	71. <i>High School BS</i>
72. <i>High School BT</i>	72. <i>High School BT</i>
73. <i>High School BU</i>	73. <i>High School BU</i>
74. <i>High School BV</i>	74. <i>High School BV</i>
75. <i>High School BW</i>	75. <i>High School BW</i>
76. <i>High School BX</i>	76. <i>High School BX</i>
77. <i>High School BY</i>	77. <i>High School BY</i>
78. <i>High School BZ</i>	78. <i>High School BZ</i>
79. <i>High School CA</i>	79. <i>High School CA</i>
80. <i>High School CB</i>	80. <i>High School CB</i>
81. <i>High School CC</i>	81. <i>High School CC</i>
82. <i>High School CD</i>	82. <i>High School CD</i>
83. <i>High School CE</i>	83. <i>High School CE</i>
84. <i>High School CF</i>	84. <i>High School CF</i>
85. <i>High School CG</i>	85. <i>High School CG</i>
86. <i>High School CH</i>	86. <i>High School CH</i>
87. <i>High School CI</i>	87. <i>High School CI</i>
88. <i>High School CJ</i>	88. <i>High School CJ</i>
89. <i>High School CK</i>	89. <i>High School CK</i>
90. <i>High School CL</i>	90. <i>High School CL</i>
91. <i>High School CM</i>	91. <i>High School CM</i>
92. <i>High School CN</i>	92. <i>High School CN</i>
93. <i>High School CO</i>	93. <i>High School CO</i>
94. <i>High School CP</i>	94. <i>High School CP</i>
95. <i>High School CQ</i>	95. <i>High School CQ</i>
96. <i>High School CR</i>	96. <i>High School CR</i>
97. <i>High School CS</i>	97. <i>High School CS</i>
98. <i>High School CT</i>	98. <i>High School CT</i>
99. <i>High School CU</i>	99. <i>High School CU</i>

## Total Students

Ainsworth High School	1
Allen Consolidated School	1
Boone Central	1
Broken Bow High School	1
Brookings High School	1
Chambers High School	1
Clarkson High School	1
Craigton Community High Sch	1
Cross County Community Hs	1
Exeter Milligan High School	1
Fullerton High School	1
GED Certificate	1
Horizon High School	1
Howells Dodge Consolidated HS	2
Humphrey Junior Senior Hs	2
Lakeview High School	1
Laurel-Concord-Coleridge HS	2
Lourdes Central High School	1
<b>Total</b>	<b>45</b>

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Start Term: Spring 2018, Spring 2019, Spring 2020, Spring 2021, Spring 2022, ... Major Term: Early Childhood Education

Ethnicity: No Filter Selected

Graduation Academic Year: No Filter Selected

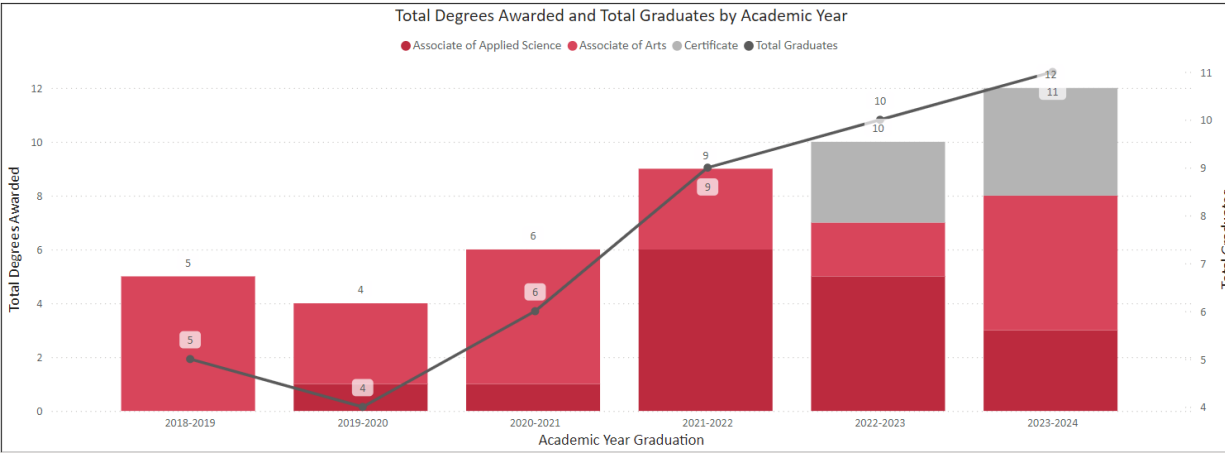
First Concentration: No Filter Selected

First Generation Status: No Filter Selected

Graduation Term: No Filter Selected

Student Population (Start of Major): No Filter Selected

Degree Term: Associate of Applied Science, Associate of Arts, ... Gender: No Filter Selected



Start Term: Spring 2018, Spring 2019, Spring 2020, Spring 2021, Spring 2022, ...

Graduation Academic Year: No Filter Selected

Graduation Term: No Filter Selected

Degree Term: Associate of Applied Science, Associate of Arts, ...

Major Term: Early Childhood Education

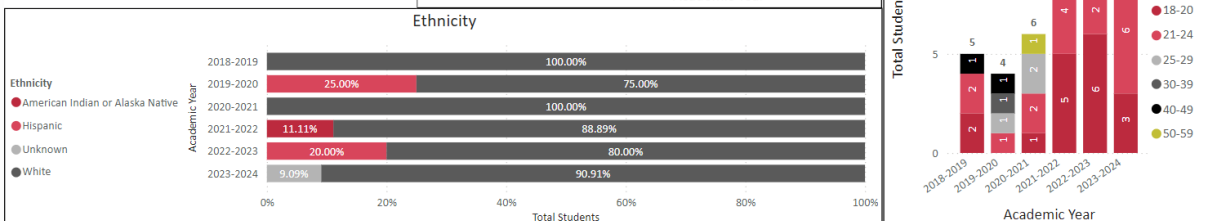
First Concentration: No Filter Selected

Student Population (Start of Major): No Filter Selected

Gender: No Filter Selected

Ethnicity: No Filter Selected

First Generation Status: No Filter Selected



Start Term: Spring 2018, Spring 2019, Spring 2020, Spring 2021... Major Term: Early Childhood Education

Ethnicity: No Filter Selected

Graduation Academic Year: No Filter Selected

First Concentration: No Filter Selected

First Generation Status: No Filter Selected

Graduation Term: No Filter Selected

Student Population (Start of Major): No Filter Selected

Degree Term: Associate of Applied Science, Associate of Arts, ... Gender: No Filter Selected

Degrees Awarded	Associate of Applied Science		Associate of Arts		Certificate		Total	
Academic Year Graduation	Avg Years to Graduation	Degrees Awarded	Avg Years to Graduation	Degrees Awarded	Avg Years to Graduation	Degrees Awarded	Avg Years to Graduation	Degrees Awarded
Summer 2019			0.57	1			0.57	1
2019-2020	1.93	1	1.68	3			1.75	4
Fall 2019	1.93	1					1.93	1
Spring 2020			1.68	3			1.68	3
2020-2021	1.35	1	1.56	5			1.53	6
Fall 2020			0.87	2			0.87	2
Spring 2021	1.35	1	2.02	3			1.86	4
2021-2022	1.50	6	0.70	3			1.23	9
Fall 2021	1.41	2	0.89	2			1.15	4
Spring 2022	1.55	4	0.31	1			1.30	5
2022-2023	1.28	5	0.82	2	0.74	3	1.02	10
Fall 2022	0.91	1					0.91	1
Spring 2023	1.31	3	0.82	2	0.33	2	0.89	7
Summer 2023	1.55	1			1.55	1	1.55	2
2023-2024	1.98	3	1.01	5	1.00	4	1.25	12
Fall 2023			1.42	2	0.93	2	1.17	4
Spring 2024	1.98	3	0.83	2			1.52	5
Summer 2024			0.57	1	1.07	2	0.90	3
Total	1.54	16	1.20	23	0.89	7	1.27	46

\*\*This table examines the average length in calendar years to graduation. For example, if a student completes an Associates degree in two academic years, that equates to approximately 1.75 calendar years. In addition, the underlying logic for this dataset includes transfer students and students who changed their major. Thus, the average length to degree completion may be shorter than expected.

## Graduate Rate, Wage Analysis

Note the increase in graduates in spring 2023. There is also a high rate of graduates employed in Nebraska and the 20-county area. Note also the salary increase. Salary, benefits, and tax incentives are all being studied for increase by the Nebraska Legislature, Buffett Foundation, Aksarben Institute, Nebraska Chamber, and First Five Nebraska. The 2023 average hourly wage of \$15.43 is below the living wage of \$16.60. However, as stated above society is working together to increase not only the average hourly wage of the early childhood education career field but also increase benefits, provide tax incentives, and make positive changes for this needed career field. Business and industry will not come to Nebraska unless we have quality childcare. Together we can find solutions.

## Early Childhood 7-Year Report

	2017	2018	2019	2020	2021	2022	2023
Number of Graduates	13	24	23	15	22	19	35
AA	9	17	14	9	17	10	16
AAS	4	7	9	6	5	8	15
Certificate	0	0	0	0	0	1	4
Continuing Education	5	9	4	5	4	6	5
Employed In NE	6	13	18	9	18	11	27
Employed Out of State	2	2	1	1	0	2	2
% Employed/Cont. Ed	100%	100%	100%	100%	100%	100%	100%
% Related Employment	75%	93%	95%	100%	94%	100%	82%
High Wage	**	\$10.25	\$17.00	\$16.00	\$16.50	\$16.00	\$24.87
Low Wage	**	\$9.00	\$9.00	\$9.18	\$10.25	\$9.23	\$10.25
Average Hourly Wage	**	\$9.47	\$10.63	\$12.52	\$11.83	\$12.00	\$15.43

\*Northeast Career Services

### Note:

2023: One graduate completed a certificate in Early Childhood and an Associate of Arts degree in Social Work. This graduate is reported under Social Work in the Graduate Report.

\*\* Wage information is omitted due to the low number of responses collected.

### Employers, Related Employment 2023

Bright Beginnings	NENCAP Head Start
Cardinal Kids Learning Center	Norfolk Public Schools – Whee! After 3!
Columbus Public Schools	Norm Waitt Sr. YMCA
Dakota City Elementary	Northern Hills Childcare
Gordon-Rushville Public Schools	Pearl Academy
In-Home Daycare	Plankinton School District
KidLogic Child Care & Preschool	Rainbow World
Little Disciples Christian Childcare	Ready, Set, Grow Daycare
Little Sprouts Child Development Center	St. Ludger Elementary School
Milestones Learning Center & Childcare	USD Head Start

## VII. Final Analysis

### Strengths:

- Increased graduation numbers
- Employers hire our graduates
- Four pathway offerings: AA, AAS, CDA Certificate, Certificate

- Blendflex delivery method to meet the societal need of childcare providers and workers while they attain their degree pathway for quality child care
- Our students are part of the needed childcare work force while attaining their degree
- Safe With You training and background checks are part of the student's program
- Northeast is part of the childcare solution for our 20-county area and Nebraska as we are involved in the child care profession and needs through committee and board involvement
- The positive reputation of our program
- Continued growth of the program through career days, student visits, and recruitment
- Northeast's low tuition costs, scholarship programs, TRIO program, Work Study opportunities to help fund college for our students
- Our students gain activity-based experiences in the Early Childhood Education Club activities and our Practicum classes

#### **Challenges:**

- Continue the growth of the program through recruitment, career days and outreach
- Wages, benefits, and tax incentives for our graduates, the childcare professionals
- Classroom and Lab areas of learning which will be accommodated once Maclay is finished
- Lab children's furniture is needed once the Lab is no longer a classroom
- Reaching all high schools to include them in Dual Credit options

#### **Opportunities:**

- On campus childcare center to benefit students with child care needs, our administration, faculty, and staff with their child care needs, industry workers who need child care. This would also be a work study location for our students, and a practicum and learning lab location.
- Northeast Early Childhood is part of the solution for the childcare shortage in Nebraska.

#### **External threats:**

- Wages, benefits, and tax incentives for our graduates, the childcare professionals

The Early Childhood Education program meets the needs of our students offering four degree/certification pathways and the blendflex delivery method. Our 20-county area acknowledges the quality of our program by hiring our graduates and seeking our professional help and expertise on committees and boards. The highest compliment is that families and the childcare professionals send us their students to educate in our program. The Early Childhood Education program is an example of our Northeast mission, success of students and the region we serve.

The four degree/certification pathways are:

The Early Childhood Education Associate of Arts Degree

The Early Childhood Education Associate of Applied Science Degree

The Child Development Associate, CDA, National Credentialing Certificate

The Early Childhood Education Certificate

## **VI. Dean Recommendation**

As the Academic Dean, I am pleased to support the continuation of our Early Childhood program. The Early Childhood program is essential to our mission of student success and community service. It meets the needs of our students by offering diverse pathways and flexible delivery methods. The program's quality is recognized by community members, industry partners, and employers. The program's continued growth and positive impact exemplify Northeast's commitment to excellence in education.

## **VII. Appendix**

## Guidelines for Review of Existing Instructional Programs

Commission Rule 4 (281 NAC 4: 00)

*This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.*

### **Information Required from the Institution (see attached form):**

Evidence of:

- An established program review process that evaluates the program,
- the need for the program in the state of Nebraska and at the institution,
- the demand for the program by students,
- efficiency of the program, and
- justification if the program is below CCPE minimum performance standards.

The Commission welcomes any additional documentation an institution wishes to provide, including data for number of completers if not measured by the number of awards given. Information may be provided on the Commission's form, in any review format used by the institution, or a combination of the two. (If using an institutional form, please clearly mark the relevant sections.)

### **Review Process:**

- Upon receipt of the program review form, the Commission staff will evaluate the program to ascertain centrality to the role and mission of the institution and regarding the appearance of duplication.
- In some instances, staff may contact the institution for additional information regarding role and mission, need and demand, productivity, or unnecessary duplication.
- Upon review of the information submitted about the program:
  - The executive director will approve continuation of the program if all Commission performance standards have been met or if sufficient justification has been provided, OR
  - The Commission will determine if the program should be continued, if an interim report should be provided, or if an in-depth review should be conducted by the institution.

### **Review Schedule:**

The Commission will continue to publish a schedule for review of existing programs on a seven-year cycle. Institutions may follow this schedule or propose an alternative schedule for Commission acceptance. If an alternative schedule is submitted, such as one that conforms to internal institutional review or accreditation reviews, the proposed exception to the schedule should be submitted to the Commission prior to the June 30 due date for reviews. Programs on alternative schedules must still be reviewed at least once every seven years.

### **CCPE Minimum Performance Standards:**

#### **Number of Degrees/Awards in this Program** (the mean of the prior 5 years)

Less Than Two Years and Associate	10
Baccalaureate and First Professional	7
Masters Degree	5
Specialist	4
Doctoral Degree	3

#### **Student Credit Hour Production by Department** **Per Full-Time Equivalent Faculty** (the mean of the prior 5 years)

All credit hours produced at the baccalaureate levels and all credit hours the associate level or below except those described below.	300
All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Section 79-2637 (R.R.S.)	275

## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** \_\_\_\_\_ **Program:** \_\_\_\_\_

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on \_\_\_\_\_

- the governing board's action was: \_\_\_\_\_

Signed: \_\_\_\_\_ (Chief Academic Officer or designated representative) \_\_\_\_\_ (Date)

### Evidence of Demand and Efficiency

		18-19	19-20	20-21	21-22	22-23	5 yr avg
<b>Student Credit Hours (SCH)</b>							
<b>Faculty Full-time Equivalency (FTE)</b>							
<b>SCH/Faculty FTE</b>							
<b>Number of Degrees and Awards</b>  <i>(list degrees/ awards separately)</i>							

**Evidence of Need** (provide a detailed explanation below or attach documentation)

**Justification if the program is below either of the CCPE thresholds—complete page 2**

reviewer/date

---

For CCPE use:

**Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document**

☐ Program is critical to the role and mission of the institution (detailed explanation).

☐ Program contains courses supporting general education or other programs (detailed explanation).

☐ Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

☐ Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

☐ Program provides unique access to an underserved population or geographical area (explain).

☐ Program meets a unique need in the region, state, or nation (explain).

☐ Program is newly approved within the last five years (no additional justification needed).

☐ Other (detailed explanation).

—