Careers in Early Childhood

First Edition

an Indiana Directory

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This document was produced by Child Care Services Association (CCSA) in partnership with the Indiana Association for the Education of Young Children, Inc. Through direct services, research, and advocacy, CCSA works to promote high-quality early care and education. CCSA's T.E.A.C.H. Early Childhood® Project awards educational scholarships to child care providers throughout North Carolina and 20 other states, including Indiana, that are licensed to do so. The Child Care WAGE$ Project provides salary supplements to early educators in North Carolina and is licensed in two other states.

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Careers in Early Childhood

Dear Reader,

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

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 each position description is read, note that there may be different types of jobs in each category, each with its own specific responsibilities, requirements, and salaries. In addition, the increasing diversity of families and the workforce means that there is a greater need for dual-language professionals, with some positions reserved exclusively for people with those skills.

In the directory, you will also find information about where to access Child Development Associate classes and college courses in Indiana. Education opens the door to more career opportunities and to becoming a licensed or registered early childhood professional. Both the two-year and Bachelor's degree programs offer an array of educational opportunities on campus, online, and in communities. It is suggested that those interested in these classes determine if a program is regionally-accredited prior to enrollment. For a list of regionally-accredited college and university programs, visit the Council for Higher Education Accreditation website at http://www.chea.org (search the *Database of Institutions and Programs Accredited by Recognized United States Accrediting Organizations*).

Seeking financial assistance can be a scary and daunting task. This directory is designed to make the search for financial aid easier. A list of loan and scholarship options follows in the latter part of this directory. It is also recommended, however, that assistance be sought from a high school guidance counselor, college or university financial aid office, student advisement center, or Early Childhood Department Chair or Coordinator. Those seeking training opportunities are encouraged to contact local, regional, or statewide organizations or agencies, such as Child Care Resource & Referral agencies, the Indiana Family and Social Services Administration (Division of Family Resources, Bureau of Child Care), and groups working with businesses, such as SCORE (Service Corps Of Retired Executives, http://www.score.org).

After reading this directory, new questions about working in the Early Childhood field may arise. The Early Childhood Chair or Coordinator at a higher education institution, a school advisor, guidance counselor, or reference librarian may be able to answer questions or help in locating more information. To find out what jobs are available in the Early Childhood field, visit job boards, the area Child Care Resource & Referral agency, local and state government agency websites, or the website of the Indiana Association for the Education of Young Children, Inc. (http://www.iaeyc.org).

Early childhood is an exciting time in the lives of children and can provide a rewarding opportunity for those who choose to focus their life's work on that period of child and family development. Whether you are a student considering a career in Early Childhood or are a professional working in the field while considering your career options, we hope this directory will inspire you with the many employment options available.

Sincerely,

Dianna Wallace, Executive Director
Indiana Association for the Education of Young Children, Inc.

Sue Russell, President
Child Care Services Association

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Glossary of Early Childhood Work Environments

Public Prekindergarten (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 and in non-profit or for-profit/private facilities. 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 5 years, including before- and after-school care and summer care for preschool and school-age children. Centers vary by size, ages of children served, and mission. Most centers operate for more than four hours per day. Centers may be operated by non-profit agencies, for-profit owners or corporations, 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 licensed by the Indiana Family and Social Services Administration, Division of Family Resources, Bureau of Child Care. The agency is responsible for overseeing the provision of child care and/or school-age services. Funding comes primarily from parent fees, with some parents able to receive government assistance.

Head Start programs provide developmentally appropriate 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 both in center-based and home-based settings. Early Head Start is limited to children from ages birth to 3 years. Head Start centers traditionally operate four to six hours a day for nine months of the year. Some centers provide services all day, year round. Others provide seasonal programs for children of migrant families. Head Start programs may be operated by public schools or other non-profit community organizations. Funding primarily comes from the federal government and parents pay no fees.

Child Care Resource & Referral (CCR&R) Agencies help families find the child care they need and educate families and the community about child care choices, quality, and related issues. CCR&R agencies also help child care providers improve quality through training, technical assistance, and other support services.

In-Home Care 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 families. These caregivers may or may not be related to the children in their 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.

Unlicensed Registered Child Care Ministries provide child care that is operated by a church or religious ministry that is a religious organization exempt from federal income taxation under Section 501 of the Internal Revenue Code.

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Teachers of Young Children:
Child Care, Head Start & 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. Teacher 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 young children grow and develop, (2) planning for activities for children that will take place 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 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 and experienced teacher. Sometimes, in larger programs, a teacher who has more education and experience is given the title of "Lead Teacher" 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 first aid and have a criminal record check.

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, non-profit groups, non-child care employers/industry, chains/corporations, or for-profit providers. Some programs operate only a few hours a day, a few days a week. Others are open twelve hours or more a day, five days a week. Some operate under state or federal regulations, while 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 the early care and education that is provided to children.

There is increasing interest in, and funding for, prekindergarten (Pre-K) programs focused on helping three and four year-olds acquire the skills needed for school success. Pre-K programs are found in an array of settings and often have state or federal funding. Some are targeted to children who are considered "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.

Job possibilities at:
- Child care centers
- Private preschool programs
- Head Start programs
- Chapter 1 or other public prekindergarten programs

Recommended education
- Child Development Associate (CDA) Credential
- Associate's Degree in Early Childhood Development
- Bachelor's Degree in Early Childhood Education/Child Development
- Teaching license

Typical salary range
$17,200 - $46,830

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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 providers 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. Home-based settings often have either no or only minimal regulations to meet, depending on the number of children served and the hours of operation. 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 received 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 Development
- Bachelor's Degree in Early Childhood Education/Child Development

Typical salary range
$15,900 - $29,280

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Administrators/Directors of Center-Based Programs

Child care center administrators/directors have the challenging job of ensuring that center-based programs offer developmentally appropriate experiences for children, are supportive of the needs of families, and operate with sound administrative and fiscal management. The job of a child care center administrator often requires both a 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 work, early childhood educator, nutritionist, accountant, human resources manager, secretary, and program administrator to operate a dynamic human service, such as child care. An advanced degree in child care 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 required local, state, and federal standards, (2) the teachers working with young children are educated, well-trained, and provide children with a developmentally appropriate education, (3) children are always properly supervised, even when the regular classroom teacher is unable to come to work, (4) the nutritional needs of 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 the professional development 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) the financial obligations of the center are met, including paying teachers and other staff a worthy wage and offering 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 assistance administrator/director to help meet some or all of these responsibilities. The positions of administrator/director and assistant administrator/director can be found in centers operated by Head Start, places of faith, schools, mental health agencies, non-profit corporations, or for-profit providers. Some are part-time programs. Others are open twelve hours or more hours a day. Some operate under state or federal regulations, while others operate without any outside regulation. Some serve fewer than a dozen children, while others serve hundreds in multiple sites. Some programs operating full-time, year-round may have only a part-time administrator/director. These difference 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
- Prekindergarten programs

Recommended education
- Associate's Degree in Early Childhood Education
- Bachelor's Degree in Early Childhood/Child Development with coursework in Child Care Administration
- Graduate Degree in Child Care Administration

Typical salary range
$27,210 - $85,110

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Professional Development Coordinators

Professional development coordinators help teachers and programs assess, plan, and achieve 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, and relevant to subjects or content areas that reflect research-based and appropriate early childhood and school-age practices.

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.

Job possibilities at:
- Colleges
- Universities
- High Schools
- Child Care Resource & Referral agencies
- Public & Nonprofit agencies
- Self-employment
- Head Start programs

Recommended education
- Graduate Degree in Early Childhood Education/Child Development, or Youth Development

Typical salary range
$31,000 - $68,000

Instructors & 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 or university, 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, facility regulatory requirements, developmentally appropriate and effective practices, behavior management strategies, diversity in all its forms (ability, cultural, linguistic, and ethnic), child care 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.

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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 related to start-up, addressing corrective action requirements, or achieving higher quality to an individual classroom, multiple classrooms, or an entire program. TA specialists 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 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, 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. Those who characterize themselves as self-directed and organized, energetic, and willing to learn will be the most likely to succeed in this role.

Job possibilities at:
- Child Care Resource & Referral agencies
- Professional associations
- Public & Nonprofit agencies
- Head Start programs

Recommended education
- Graduate Degree in Early Childhood Education/ Child Development

Typical salary range
$29,000 - $65,000

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 teacher and administrators/coordinators who are trying to provide quality early experiences for children and families.

Most regulators work for federal, state, or local governmental 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. Consultants, who focus on a particular area or need, may also be hired as regulators. For example, a program consultant working with 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 & Adult Care Food Program
- Child care licensing
- County/state department of social services or education

Recommended education
- Graduate Degree in Early Childhood Education/ Child Development/Social Work

Typical salary range
$34,540 - $94,880

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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 speciality areas include early intervention, accreditation, 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 related to broader topics, 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, child care 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 the work done with child care providers. 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 case load of technical assistance and training.

Job possibilities at:

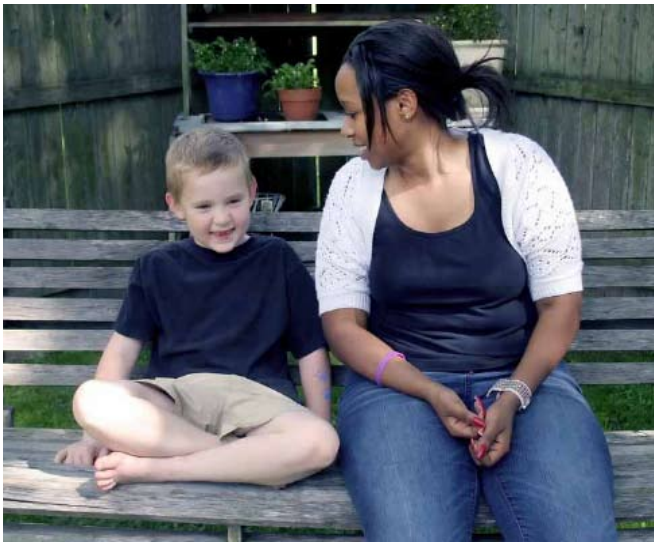
- Child Care Resource & Referral agencies
- Professional associations
- Public & Nonprofit agencies

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

$22,600 - $64,810



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Program Managers

Program managers are found in a variety of early childhood settings. They may have responsibility for coordinating a single speciality 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 time lines 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 & Referral agency, a director of a multi-site Head Start program, or the chief of a public agency department.

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 operations. 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 mangers are a provider services coordinator who works at a Child Care Resource & Referral agency, a child care coordinator who works in a local department of social services, or a coordinator of a T.E.A.C.H. Early Childhood® scholarship program.

Job possibilities at:

- Child Care Resource & Referral agencies
- Professional associations
- Public agencies
- Nonprofit agencies
- Head Start programs

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

$34,330 - $165,080

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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 need help finding child care placement only. 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 child care 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 case loads. 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 in their homes or provide families with transportation to obtain needed services. 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 good listeners and effective communicators, as well as have the ability to collaborate with service providers and other family specialists/counselors in the community to ensure that families get all the services needed. They also need to have good documentation skills. Often, the data they collect through interactions with families is used to document changing community needs or gaps in services, and to shape new services/supports to meet those needs.

Job possibilities at:

- Child Care Resource & Referral agencies
- Head Start programs
- Local departments of social services
- Health and mental health agencies
- Community agencies
- T.E.A.C.H. Early Childhood® INDIANA

Recommended education

- Associate's Degree in a Human Services field or Registered Nurse Practitioner (RN)
- Bachelor's or Graduate Degree in Early Childhood Education/Child Development, Public Health, Social Work, or Nursing

Typical salary range

$31,630 - $86,250

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Consultants

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

Consultants usually travel to the organization in need of their services to help 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 or 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 child care 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

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
$66,000

Researchers

Researchers specializing in the area of early childhood conduct studies and evaluate services and practices that make an impact on 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 qualitative data analysis, 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 writing skills.

Job possibilities at:
- Universities
- Government and state agencies
- Nonprofit and for profit research organizations

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

Typical salary range
$64,000

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Sales Representatives

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

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

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

Job possibilities at:
- Corporation or for-profit companies

Recommended education
- Bachelor's Degree in Early Childhood Education/Child Development or Human Services

Typical salary range
$18,180 - $72,880

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Careers in Early Childhood

A guide published by Child Care Services Association and the T.E.A.C.H. Early Childhood® Technical Assistance & Quality Assurance Center

Indiana Non-Formal Child Development Associate (CDA) Training in Early Childhood

The Indiana Non-Formal CDA Project assists early care and education providers in meeting the requirements for achieving a Child Development Associate Credential. Local agencies with CDA training experience have been contracted by the Indiana Association for the Education of Young Children, Inc. (Indiana AEYC) to provide training throughout the state. The Indiana Non-Formal CDA training (a total of 120 clock hours) articulates into Early Childhood Associate's Degree offered by Ivy Tech Community College of Indiana.

Indiana Non-Formal CDA Project Grantees	Counties Served
Bona Vista Programs, Inc. 765.452.8870	Adams, Blackford, Grant, Howard, Huntington, Jay, Miami, Tipton, Wabash & Wells
Childhood Connections, Inc. 866.693.0672 | 812.375.2207	Bartholomew, Brown, Crawford, Harrison, Jackson, Jennings, Monroe, Orange & Washington
Community Coordinated Child Care of Southern Indiana, Inc. 866.200.5909 | 812.423.4008	Daviess, Dubois, Gibson, Knox, Martin, Perry, Pike, Posey, Spencer, Vanderburgh & Warrick
Day Nursery Association of Indianapolis, Inc./Child Care Answers 317.636.5727	Boone, Hamilton, Hancock, Hendricks, Johnson, Marion & Morgan
Early Childhood Alliance, Inc. 800.423.1498 | 260.469.2475	Allen, DeKalb, LaGrange, Noble, Steuben & Whitley
Huffer Memorial Children's Center, Inc. 765.284.0887	Delaware, Fayette, Hancock, Henry, Madison, Randolph, Rush, Shelby, Union & Wayne
Tippecanoe County Child Care, Inc./Child Care Resource Network 800.932.3302 | 765.742.7105	Benton, Boone, Carroll, Cass, Clinton, Fountain, Jasper, Newton, Pulaski, Tippecanoe, Warren & White
Indiana Association for the Education of Young Children, Inc. 800.657.7577	Clark, Clay, Daviess, Dearborn, Decatur, Dubois, Elkhart, Floyd, Franklin, Fulton, Greene, Harrison, Jefferson, Kosciusko, Knox, Lake, LaPorte, Lawrence, Marshall, Montgomery, Morgan, Ohio, Owen, Parke, Perry, Pike, Porter, Putnam, Ripley, Scott, St. Joseph, Spencer, Starke, Sullivan, Switzerland, Vermillion, Vigo & Washington

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Careers in Early Childhood

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Credit-Bearing Education Options in Early Childhood Education - Child Development Associate (CDA) Credential

Ivy Tech Community College of Indiana offers training for the Child Development Associate (CDA) Credential through four 3-credit classes, which are embedded in the Early Childhood Associate's Degree. All community colleges offer an AAS or an AS in early childhood education. In addition, individual colleges may offer the Child Development Associate (CDA) Credential, coursework leading to the Credential, and courses in specific content areas, such as special education, administration, and school-age or infant/toddler care.

College/University	Counties Served
Ivy Tech Community College of Indiana: *Bloomington, Central Indiana, Columbus, East Central, Kokomo, Lafayette, North Central, Northeast, Northwest, Richmond, Southern Indiana, Southwest, Wabash Valley* 317.921.4714 | www.ivytech.edu	All Indiana Counties: Adams, Allen, Bartholomew, Benton, Blackford, Boone, Brown, Carroll, Cass, Clark, Clay, Clinton, Crawford, Daviess, Dearborn, Decatur, DeKalb, Delaware, Dubois, Elkhart, Fayette, Floyd, Fountain, Franklin, Fulton, Gibson, Grant, Greene, Hamilton, Hancock, Harrison, Hendricks, Henry, Howard, Huntington, Jackson, Jasper, Jay, Jefferson, Jennings, Johnson, Knox, Kosciusko, LaGrange, Lake, LaPorte, Lawrence, Madison, Marion, Marshall, Martin, Miami, Monroe, Montgomery, Morgan, Newton, Noble, Ohio, Orange, Owen, Parke, Perry, Pike, Porter, Posey, Pulaski, Putnam, Randolph, Ripley, Rush, Scott, Shelby, Spencer, St. Joseph, Starke, Steuben, Sullivan, Switzerland, Tippecanoe, Tipton, Union, Vanderburgh, Vermillion, Vigo, Wabash, Warren, Warrick, Washington, Wayne, Wells, White, Whitley
Purdue University Calumet 219.989.2385 | 812.375.2207 | www.purduecal.edu	Jasper, Lake, Newton & Porter
Saint Mary-of-the-Woods College 812.535.5164 | www.smwc.edu	Statewide

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Credit-Bearing Education Options in Early Childhood Education - Associate's Degree Programs

College/University & Degree	Phone	Web Address
Ancilla College A.S. - Early Childhood Education	574.936.8898	www.ancilla.edu
Bethel College A.A. - Early Childhood Education	574.807.7115	www.bethelcollege.edu
Indiana University - Purdue University Fort Wayne A.S. - Early Childhood Education (phasing out)	260.481.6445	www.ipfw.edu
Ivy Tech Community College of Indiana A.A.S. - Early Childhood Education | A.S. - Early Childhood Education *(Bloomington, Central Indiana, Columbus, East Central, Kokomo, Lafayette, North Central, Northeast, Northwest, Richmond, Southern Indiana,, Southwest, Wabash Valley)*	317.921.4714	www.ivytech.edu
Manchester College A.A. - Early Childhood Education	260.982.5262	www.manchester.edu
Oakland City University A.A. - Early Childhood Education	812.749.1378	www.oak.edu
Purdue University Calumet A.A. - Early Childhood Education	219.989.2385	www.purduecal.edu
Saint Mary-of-the-Woods College A.S. - Early Childhood Education	812.535.5164	www.smwc.edu
Taylor University A.A. - Early Childhood Education	765.998.5146	www.taylor.edu
University of Southern Indiana A.S. - Early Childhood Education	812.464.1811	www.usi.edu
Vincennes University A.S. - Early Childhood Education	812.888.4286	www.vinu.edu

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Credit-Bearing Education Options in Early Childhood Education - Bachelor's Degree Programs

Bachelor's Degree programs are offered in Family and Consumer Sciences, Teacher Colleges/Education Colleges, to include: Birth through Kindergarten, Child Development and Family Studies, and Elementary Education. Specific concentrations and add-on licensure programs are also available, to include: Administrative Birth through Kindergarten Non-Licensure concentration, Early Intervention, Preschool Non-Licensure concentration, and Preschool Add-On.

College/University & Degree	Phone	Web Address
Ball State University - Department of Family and Consumer Sciences B.S. - Child Development	765.285.1470	www.bsu.edu
Ball State University - Teachers College B.S. - Early Childhood Education	765.285.5251	www.bsu.edu
Bethel College B.A. - Early Childhood Education	574.807.7115	www.bethelcollege.edu
Indiana University Bloomington B.S. - Early Childhood Education	812.856.8001	www.indiana.edu
Indiana University Kokomo B.S. - Early Childhood Education	765.455.9296	www.iuk.edu
Martin University B.A. - Early Childhood Development	317.543.3243	www.martin.edu
Oakland City University B.A. - Early Childhood Education	812.749.1378	www.oak.edu
Purdue University Calumet B.S. - Early Childhood Education	219.989.2385	www.purduecal.edu
Purdue University North Central B.S. - Early Childhood Education	219.785.5505	www.pnc.edu
Purdue University West Lafayette B.S. - Early Childhood Education/Exceptional Needs | B.S. - Early Intervention	765.494.8210	www.purdue.edu
Saint Mary-of-the-Woods College B.S. - Preschool through 3rd Grade Education: Mild Intervention (licensure and non-licensure options)	812.535.5164	www.smwc.edu
University of Southern Indiana B.S. - Early Childhood Education	812.464.1811	www.usi.edu
Western Governors University B.A. - Early Childhood Education	866.225.5948	www.wgu.edu

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Credit-Bearing Educational Options in Early Childhood Education - Graduate Degree Programs

Graduate and doctoral degree programs are offered in Family and Consumer Sciences and Teacher Colleges/ Education Colleges.

College/University & Degree	Phone	Web Address
Ball State University - Department of Family and Consumer Sciences M.A. - Family and Consumer Science	765.285.1470	www.bsu.edu
Ball State University - Teachers College M.A.E. - Elementary Education with a focus area in Applied Early Childhood Practices	765.285.5251	www.bsu.edu
Indiana State University M.S. Ed - Concentration in Early Childhood	812.237.2840	www.indstate.edu
Indiana University Bloomington Master's Degree - Early Childhood Education within the Elementary Education Master's Program	812.856.8001	www.indiana.edu
Indiana University Kokomo M.S. - Education with a concentration in Early Childhood	765.455.9296	www.iuk.edu
Indiana University - Purdue University Fort Wayne M.S. Ed - Elementary Education with an emphasis on Early Childhood	260.481.6445	www.ipfw.edu
Indiana University - Purdue University Indianapolis Master's Degree - Education with a specialization in Early Childhood Education	317.274.5555	www.iupui.edu
Purdue University West Lafayette Master's Degree - Child Development and Family Studies	765.494.8210	www.purdue.edu

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Financial Aid Sources

T.E.A.C.H. Early Childhood® Scholarships

The T.E.A.C.H. Early Childhood® Project gives scholarships to child care teachers, directors, and family child care providers to complete course work in Early Childhood Education and to increase their compensation. In 1990, Child Care Services Association (CCSA) created the Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Project to address the issues of under-education, poor compensation, and high turnover within the Early Childhood workforce. All T.E.A.C.H. Early Childhood® scholarships link continuing education with increased compensation and require that recipients and their sponsoring child care programs share in costs related to that continuing education. To learn more about T.E.A.C.H. Early Childhood® in Indiana, visit the T.E.A.C.H. Early Childhood® INDIANA Project at the Indiana Association for the Education of Young Children, Inc. at http://www.iaeyc.org or call 800.6576.7577

Grants and Scholarships

All colleges and universities have a financial aid or financial assistance office. When requesting information about a program of study, ask also that a financial assistance packet be mailed to you. The financial aid office and the academic program department office will know about the availability of many grants and scholarships.

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 be able to help you begin your search.

Tax Credits

The newly created American Opportunity Tax Credit provides a tax credit per eligible student per year for higher educational expenses for the first four years of post-secondary education. The Lifetime Learning Tax Credit provides a tax credit per taxpayer for educational expenses. For more information, visit http://www.finaid.org/otheraid

Additional Links

- College Board - http://www.collegeboard.com
- Fast Web - http://www.fastweb.com
- Federal Student Aid - http://www.fafsa.edu
- Financial Aid Home Page - http://www.finaid.org
- Indiana Secondary Market for Education Loans, Inc. (ISM) - www.ismloans.org
- Indiana Student Financial Aid Association - www.isfaa.org
- Indiana Youth Institute Professional Development Grant - http://www.iyi.org
- National Student Loans - http://www.nslds.ed.gov
- Sallie Mae - http://www.salliemae.com
- State Student Assistance Commission of Indiana - www.in.gov/ssaci/
- Trip to College - www.triptocollege.org
- U.S. Department of Post-Secondary Education - http://www.ed.gov/about/offices/list/ope/

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References

Salary figures compiled from the following sources:

Salary Websites

- http://www.indeed.com/salary?q1=Early+Childhood+Professional+Development+Coordinator&11=Indiana
- http://www.indeed.com/salary?q1=Professional+Development+Coordinator&11=Indiana
- http://www.indeed.com/salary?q1=Early+Childhood+Instructor&11=Indiana
- http://www.indeed.com/salary?q1=Early+Childhood+Trainer&11=Indiana
- http://www.indeed.com/salary?q1=Early+Childhood+Technical+Assistance+Specialist&11=Indiana
- http://www.indeed.com/salary?q1=Early+Childhood+Consultants&11=Indiana
- http://www.indeed.com/salary?q1=Early+Childhood+Researchers&11=Indiana
- http://www.indeed.com/salary?q1=Child+Care+Sales+Representatives&11=Indiana

US Department of Labor Bureau of Labor Statistics

- http://www.bls.gov/oes/current/oes252011.htm
- http://www.bls.gov/oes/current/oes399011.htm
- http://www.bls.gov/oes/current/oes119031.htm
- http://www.bls.gov/oes/current/oes131041.htm
- http://www.bls.gov/oes/current/oes211798.htm
- http://www.bls.gov/oes/current/oes119151.htm
- http://www.bls.gov/oes/current/oes111011.htm
- http://www.bls.gov/oes/current/oes211012.htm
- http://www.bls.gov/oes/current/oes419799.htm

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All web addresses valid as of June 2011.

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