Coordinating Commission for Postsecondary Education
Review of Existing Instructional Programs

Institution: Central Community College   **Program:** Early Childhood Education

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 **May 15, 2025** *PENDING*
  - the governing board's action was: **Approved** *PENDING*

Signed: _____   _____
       (Chief Academic Officer or designated representative)   (Date)

Evidence of Demand and Efficiency

		19-20	20-21	21-22	22-23	23-24	5 yr avg*
Student Credit Hours (SCH)		2184	1811	1968	2521	2363	**2169.40**
Faculty Full-time Equivalency (FTE)		5.38	4.48	4.38	4.68	5.16	**4.82**
SCH/Faculty FTE		405.95	404.24	449.32	538.68	457.95	**450.08**
Number of Degrees and Awards *(list degrees/ awards separately)*	**AAS**	24	13	22	24	34	23.4
	Diploma	25	26	22	31	38	28.4
	Certificate	42	36	51	34	54	43.4
	Total Awards	91	75	95	89	126	95.2

By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 and 23-24 FTE reflect updated tracking method for part-time instructors.

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

See Attached

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

_____
For CCPE use: reviewer/date

Justification if the program is below CCPE thresholds—check one or more boxes <u>and</u> 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).

Early Childhood Education

Coordinating Commission Seven-Year Review
2025

Information in this report reviewed and recommended to cabinet:

Central Community College Educational Services, 04/24/2025

Recommended continuation of programs without monitoring:

Central Community College College Cabinet, 05/01/2025
Central Community College Board of Governors, 05/15/2024 *PENDING*

Taylor Brase - Program Director
Lisa Brestel - Instructor
Jackie Zeckser - Instructor

Dr. Daniel Deffenbaugh - Associate Dean of Instruction, Arts, Sciences, & Business
Tod Heier - Associate Dean of Instruction, Arts, Sciences, & Business
Michelle Setlik - Associate Dean of Instruction, Arts, Sciences, & Business
Kyle Sterner - Associate Dean of Instruction, Arts, Sciences, & Business

Dr. Amy Mancini - Dean of Instruction, Arts, Sciences & Business
Dr. Kathy J. Fuchser - Division Vice President, Arts, Sciences & Business

Early Childhood Education

Program Review Summary – Dr. Amy Mancini

The Early Childhood Education (ECED) program at Central Community College (CCC) prepares students for careers in early childhood settings by providing hands-on learning experiences and coursework aligned with industry standards. The program offers an Associate of Applied Science (AAS) degree, diplomas, and certificates, including specialized options for Infant/Toddler care and Paraeducators.

Program Strengths & Growth

Enrollment trends show steady growth, with a significant increase in unduplicated graduates from 47 in 2022-23 to 71 in 2023-24, exceeding the five-year average of 48.6. Total awards granted in 2023-24 reached 126, the highest in the past five years.

Graduate employment remains high, with 79.9% of graduates employed full-time or continuing their education. Employer surveys indicate that 71.9% of graduates demonstrate proficiency in technical skills, with strengths in promoting child development and learning. However, areas for improvement include professional communication and entrepreneurial mindset, which the program is addressing through curriculum enhancements.

Program Initiatives

To meet industry demands and enhance student success, CCC is implementing many initiatives including:

- **8-Week Courses:** The program has launched 8-week courses to increase flexibility for students.

- **Early College Pathway:** A new pathway integrates the Early Childhood and Paraeducator certificates, with partnerships established to expand dual enrollment opportunities.

- **Strengthening Workforce Readiness:** CCC is enhancing practicum experiences and coursework to better prepare students for the workforce, focusing on professional skills, leadership, and hands-on learning opportunities. The incorporation of CPR/First Aid, Safe With You training, and background checks out students are ready for the workforce upon graduation, saving employers time and money.

The ECED program remains committed to fostering student success, addressing employer needs, and strengthening early childhood education in Nebraska.

I.   **Program:**   __**Early Childhood Education**__

II.   **College Mission:** *Central Community College maximizes student and community success.*

III. **College Vision:** Our vision is to be the best choice in our service area for:
- Facilitating students' achievement of lifelong educational goals of a quality education provided by exceptional faculty and staff and leading to profitable employment options, successful credit transfer and continued learning. This can be done through individualized attention and valued as a positive return on investment.
- Developing a skilled workforce through work-based learning partnerships and entrepreneurship opportunities while utilizing modern facilities, technologies and alumni advocates.
- Advancing communities through public and private partnerships to create future civic contributors, economic developers and sustainability leaders.

IV.   **Program Mission Statement:**
The early childhood education program prepares students to provide developmentally appropriate activities in an enriched environment for children, to build partnerships with families and communities, and to maintain a commitment to professionalism.

V.   **Program Vision Statement:** CCC is the best choice for students to earn their degree in Early Childhood Education in Central Nebraska.

VI.   **Program/Discipline Environmental Scan (Program Need):**

A. Industry or college need
Programs - A summary of industry need include EMSI or State data, information from advisory committees
Disciplines – data of college usage and a summary statement

Lightcast (EMSI) Q4 2024 Data Set

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

# Report Parameters

1 Occupations

Preschool Teachers, Except Special Education (SOC 25-2011):

Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth. Excludes Special Education Teachers (25-2050), Substitute Teachers, Short-Term (25-3031), and Childcare Workers (39-9011).

Sample of Reported Job Titles: Teacher, Early Childhood Teacher, Toddler Teacher, Infant Teacher, Montessori Preschool Teacher, Pre-Kindergarten Teacher (Pre-K Teacher), Day Care Teacher, Nursery Teacher, Daycare Teacher, Montessori Paraprofessional
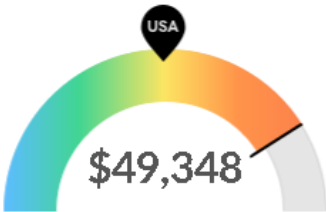
Executive Summary

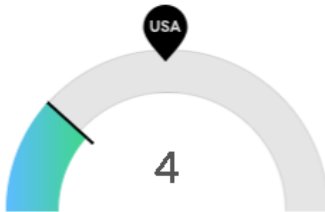Light Job Posting Demand Over a Thin Supply of Regional Jobs
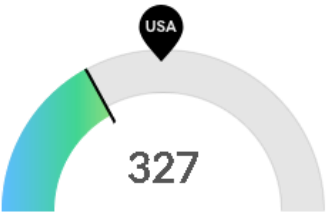
327
Jobs (2024)

Your area is not a hotspot for this kind of job. The national average for an area this size is 543* employees, while there are 327 here.

$49,348
Compensation

Earnings are high in your area. The national median salary for Preschool Teachers, Except Special Education is $36,887, compared to $49,348 here.

4
Job Posting Demand

Job posting activity is low in your area. The national average for an area this size is 11* job postings/mo, while there are 4 here.

*National average values are derived by taking the national value for Preschool Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

## Regional Employment Is Lower Than the National Average

An average area of this size typically has 543* jobs, while there are 327 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.
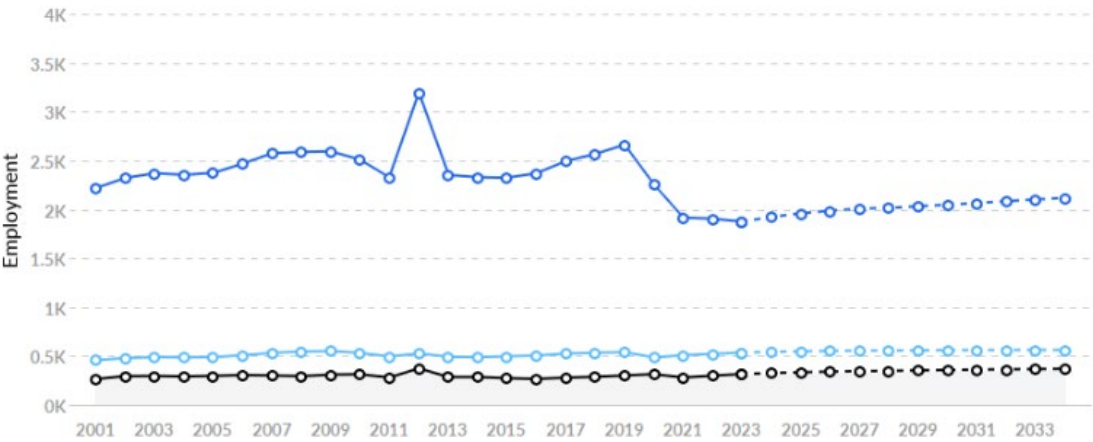
|	Region	2024 Jobs	2029 Jobs	Change	% Change
●	CCC Service Area	327	354	27	8.4%
●	National Average	543	559	16	2.9%
●	State of Nebraska	1,923	2,033	109	5.7%

*National average values are derived by taking the national value for Preschool Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown
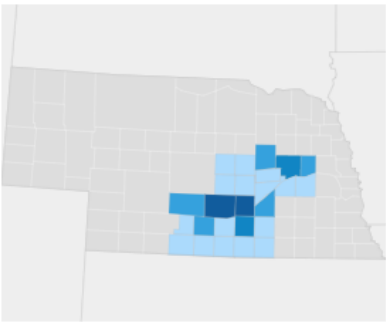
County	2024 Jobs
Buffalo County, NE	58
Hall County, NE	56
Platte County, NE	45
Adams County, NE	43
Dawson County, NE	18

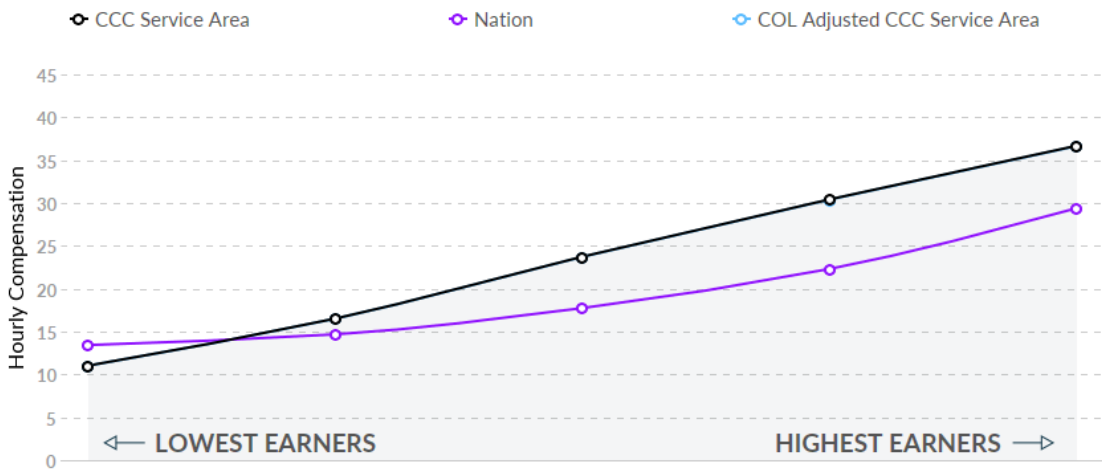## Most Jobs are Found in the Child Day Care Services Industry Sector
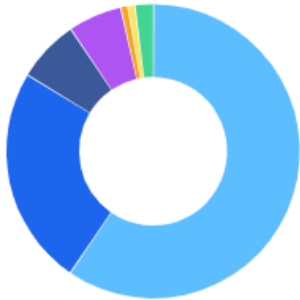
Industry	% of Occupation in Industry (2024)
Child Day Care Services	59.5%
Religious Organizations	24.1%
Education and Hospitals (Local Government)	6.9%
Elementary and Secondary Schools	5.9%
Local Government, Excluding Education and Hospitals	0.8%
Social Advocacy Organizations	0.8%
Other	2.0%

Compensation

Regional Compensation Is 34% Higher Than National Compensation

For Preschool Teachers, Except Special Education, the 2023 median wage in your area is $23.73/hr, while the national median wage is $17.73/hr.

CCC Service Area ◦ **Nation** ◦ **COL Adjusted CCC Service Area**

⟵ LOWEST EARNERS   HIGHEST EARNERS ⟶

46 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Nov 2024.
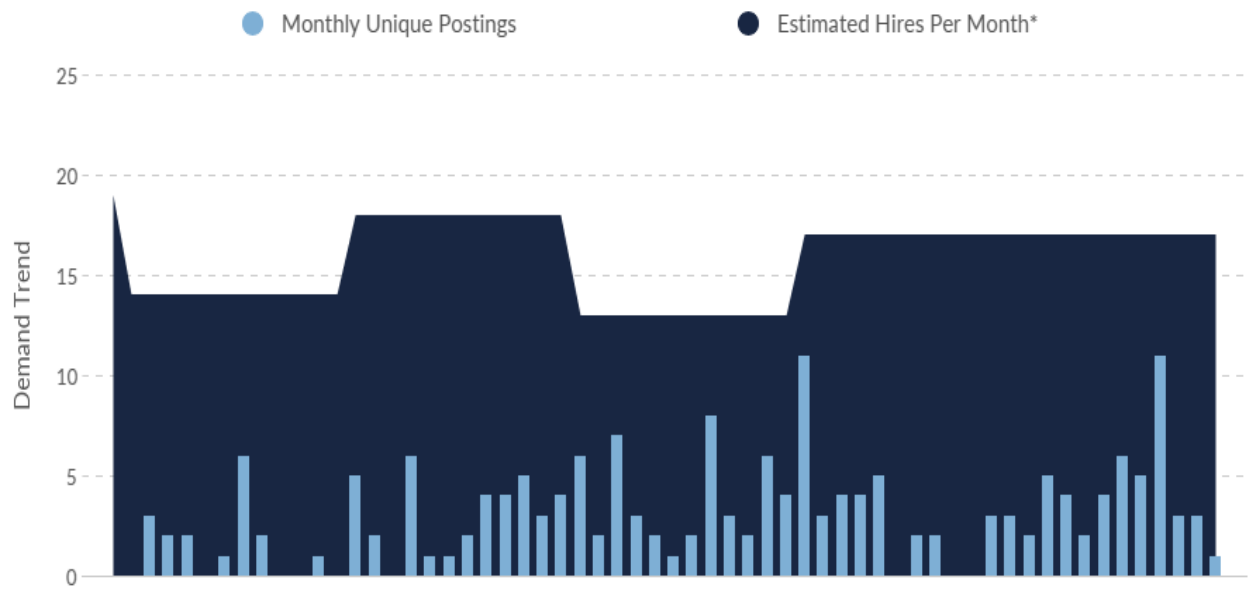
9 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Nov 2024.

24 Day Median Duration

Posting duration is 2 days longer than what's typical in the region.

Job Posting Activity

Legend: ● Monthly Unique Postings   ● Estimated Hires Per Month*

Occupation	Avg Monthly Postings (Jan 2024 - Nov 2024)	Avg Monthly Hires (Jan 2024 - Nov 2024)
Preschool Teachers, Except Special Education	4	17

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
Nebraska Department Of Edu	13
Worley	11
University of Nebraska	8
Central Nebraska Community	5
California State University	1
Central Community College	1
Grand Island Public Schools	1
Kearney Family Ymca	1

Top Job Titles	Unique Postings
Preschool Teachers	8
Early Childhood Teachers	7
Infant/Toddler Teachers	6
Directors of Early Childhood I	4
Directors of Early Childhood (	2
Paraeducators	2
Child Care Assistant Teachers	1
Child Care Teachers	1
Computer Applications Teache	1
Day Care Assistants	1

Top Specialized Skills

Top Distinguishing Skills by Demand

An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.
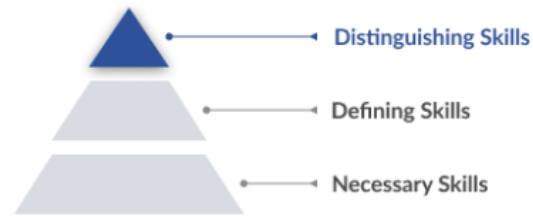
Distinguishing Skills
Defining Skills
Necessary Skills

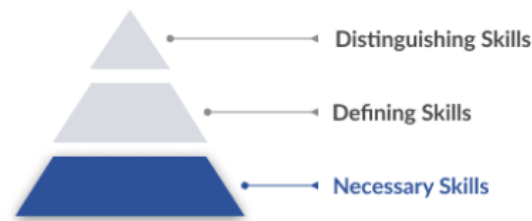| Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Developmental Psychology	✓	1	+10.2%	Growing
Head Start (Education Program)	✓	0	+5.8%	Stable

Top Defining Skills by Demand

An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.
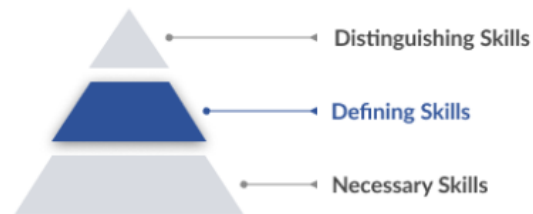
Distinguishing Skills
Defining Skills
Necessary Skills

| Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Preschool Education	✗	17	+10.2%	Growing
Child Development	✗	13	+3.5%	Lagging
Cardiopulmonary Resuscitation (CPR) Certification	✗	8	+14.8%	Growing
First Aid Certification	✗	7	+13.5%	Growing
Lesson Planning	✗	3	+12.6%	Growing
Early Childhood Education	✓	2	+5.9%	Stable
Classroom Management	✗	1	+6.4%	Stable

Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.

Distinguishing Skills

Defining Skills

Necessary Skills

| Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Working With Children	❌	6	+10.1%	Growing

Demographics

### Retirement Risk Is About Average, While Overall Diversity Is Low

55
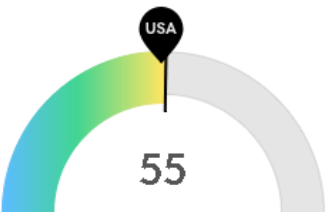
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 54* employees 55 or older, while there are 55 here.

44
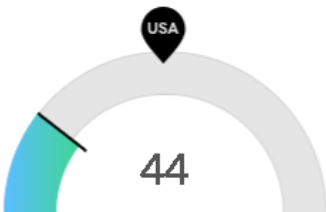
Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 129* racially diverse employees, while there are 44 here.

310
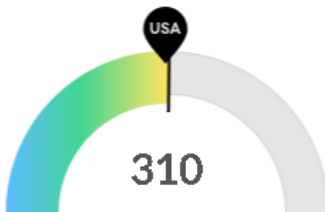
Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 306* female employees, while there are 310 here.

*National average values are derived by taking the national value for Preschool Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

	% of Jobs	Jobs
14-18	1.8%	6
19-24	13.6%	43
25-34	27.6%	87
35-44	22.2%	70
45-54	17.5%	55
55-64	11.3%	36
65+	6.1%	19
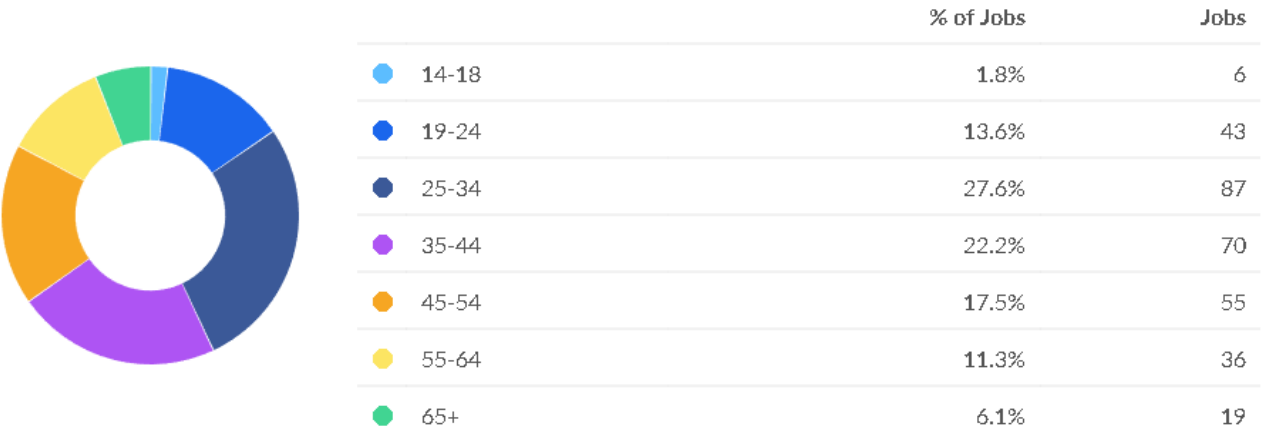
Occupation Race/Ethnicity Breakdown
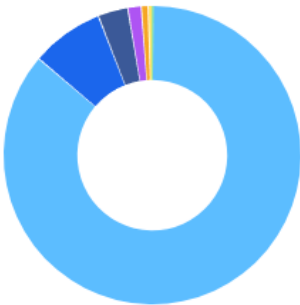
		% of Jobs	Jobs
●	White	86.1%	272
●	Hispanic or Latino	7.9%	25
●	Black or African American	3.3%	10
●	Two or More Races	1.5%	5
●	American Indian or Alaska Native	0.7%	2
●	Asian	0.5%	2
●	Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown

		% of Jobs	Jobs
●	Males	2.0%	6
●	Females	98.0%	310

National Educational Attainment
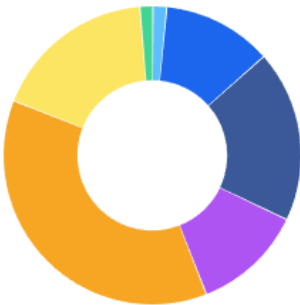
		% of Jobs
●	Less than high school diploma	1.5%
●	High school diploma or equivalent	11.9%
●	Some college, no degree	18.6%
●	Associate's degree	12.0%
●	Bachelor's degree	36.9%
●	Master's degree	17.7%
●	Doctoral or professional degree	1.4%

Graduate Pipeline

2 Programs

Of the programs that can train for this job, 2 have produced completions in the last 5 years.

123 Completions (2023)

The completions from all regional institutions for all degree types.

45 Openings (2023)

The average number of openings for an occupation in the region is 28.

CIP Code	Top Programs	Completions (2023)
19.0708	Child Care and Support Services Management	89
13.1399	Teacher Education and Professional Development, Specific Subjec	34

Top Schools	Completions (2023)
Central Community College	89
University of Nebraska at Kearney	34

2025 Summary of Lightcast Q4 2024 Data Set:

The Lightcast data set shows that early childhood educator compensation in CCC's service area remains significantly higher than the national median salary. While this suggests a strong valuation of early childhood professionals in the region, job postings for early childhood education roles continue to be lower than the national average. Although Nebraska as a whole has a higher-than-average supply of jobs in the field, CCC's immediate service area has fewer opportunities available. This trend highlights the ongoing challenge of availability of childcare in our area.

Job posting activity suggests that while demand exists, it remains more concentrated in certain areas rather than widespread across the service region. This could indicate population in those areas and need for childcare.

In terms of workforce skills, CCC's early childhood education program continues to align well with industry needs. The top specialized skills in demand include child development, developmental psychology, interactive learning, lesson planning, and classroom management areas in which CCC's curriculum provides thorough training. Hands-on skills such as diaper changing, first aid, and safety procedures are reinforced through practicum experiences and health and safety training. These competencies ensure that graduates are well-prepared to enter the workforce with the necessary knowledge and hands-on experience to meet employer expectations.

B. Supporting Data

a. Awards

Degree/ Credential Awarded	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
AAS	24	13	22	24	34	23.4
Diploma	25	26	22	31	38	28.4
Certificate	42	36	51	34	54	43.4
Total Awards	91	75	95	89	126	95.2
# of unduplicated graduates	41	41	43	47	71	48.6

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
Degrees	24	13	22	24	34	23.40
Total awards	91	75	95	89	126	95.20
FT program faculty	5.38	4.48	4.38	4.68	5.16	4.82
Degrees/ FT faculty	4.46	2.90	5.02	5.13	6.59	4.85
Awards/ FT faculty	16.91	16.74	21.69	19.02	24.42	19.75

LOA	Award name	2019-20	2020-21	2021-22	2022-23	2023-24	5-Year Total	5-Year Avg
AAS_ECED	Early Childhood Education Degree	24	13	22	24	34	117	23.4
DIP_ECED	Early Childhood Education Diploma	25	26	21	30	37	139	27.8
DIP_ECED.HV	Early Childhood Education Diploma-Home Visitor			1	1	1	3	1
CER_ECED	Early Childhood Certificate	30	20	27	20	43	140	28
CER_ECED.I	Infant/Toddler Certificate	12	16	24	14	11	77	15.4
	Total Awards	**91**	**75**	**95**	**89**	**126**	**476**	**95.2**

2025 Summary of Awards (2023-24 data):
The number of unduplicated graduates has significantly increased over the last two years. In 2022-23, there were 47 unduplicated graduates, whereas in 2023-24, this number rose to 71—an increase of 24 graduates, which is well above the five-year average of 48.6.

Total awards granted in 2023-24 also saw a notable increase, reaching 126—the highest in the last five years and well above the five-year average of 95.2. This growth suggests a positive trend in student completion rates. Certificates remain the most awarded credential, with 54 issued in 2023-24, compared to the five-year average of 43.4. Diploma awards also increased to 38, surpassing the five-year average of 28.4, while AAS degrees saw an increase to 34, exceeding the five-year average of 23.4.

When examining awards per full-time faculty, the number rose to 24.42 in 2023-24, compared to the five-year average of 19.75. Similarly, degrees per faculty increased to 6.59, which is above the five-year average of 4.85.

Overall, the 2023-24 data shows strong growth in the number of awards and unduplicated graduates, indicating improved program completion rates and increased student success.

b. Student Credit Hours Produced per Faculty FTE

	2019-20	2020-21	2021-22	2022-23	2023-24	5 yr avg*
Student Credit Hours (SCH)	2184	1811	1968	2521	2363	**2169.40**
Faculty Full-time Equivalency (FTE)	5.38	4.48	4.38	4.68	5.16	**4.82**
SCH/Faculty FTE	405.95	404.24	449.32	538.68	457.95	**450.08**

Source: Program Stats by Alpha and Instructor-Student FTE reports.
By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 and 23-24 FTE reflect updated tracking method for part-time instructors.

2025 Summary of the Student Credit Hours per Faculty FTE (2023-24 data):
The data above indicates that student credit hours have decreased by 158 hours from the previous year (2022-23). However, the SCH for 2023-24 remains above the five-year average of 2169.40. The faculty FTE for 2023-24 increased to 5.16, the highest in the past five years and above the five-year average of 4.82. The SCH per Faculty FTE decreased from 538.68 in 2022-23 to 457.95 in 2023-24 but remains above the five-year average of 450.08. These trends suggest a slight decline in student credit hours from last year, alongside an increase in faculty FTE, which may reflect adjustments in faculty course loads or student enrollment trends.

2025 Summary Statement:
The early childhood education budget meets the needs of our current goals. No additional needs outside of the current budget.