

T.E.A.C.H. EARLY CHILDHOOD® AND CHILD CARE WAGES®



Annual National Program Report FY2021–2022

*Innovation, Investment and Information:
Building the Early Childhood Workforce
Profession for the Future*



Letter from the Senior Vice President

Dear Friends,

It was nearly three years ago when the pandemic forced the world to pivot to what is now widely accepted as an endemic also known as the “new normal.” I remember how anxiety producing the first year of the pandemic was for our field. Through it all, I am proud to say that the T.E.A.C.H. National Center and administrative teams from T.E.A.C.H. and Child Care WAGE\$® programs across the country remained steadfast in our joint commitment to continue supporting and advocating for the early care and education workforce nationwide!

The workforce still faces a myriad of challenges because of the pandemic and is growing increasingly concerned about whether there will be long-term sustainability of workforce investments that currently are scheduled to end with the American Rescue Plan Act. Despite that uncertainty, T.E.A.C.H. and Child Care WAGE\$® programs continued to flourish and have continued to demonstrate their effectiveness as proven workforce stabilization strategies. These programs provide resources for a debt-free college education, better compensation and the opportunity to experience career advancement. These resources also leverage our higher education systems to create responsive, progressive degree pathways for the early childhood teaching profession.

In many ways under the leadership of former CCSA President Marsha Basloe, fiscal year 2021-2022 marked a time of reimagination for the T.E.A.C.H. National Center. We worked intentionally to cultivate new partnerships, expand the visibility of both T.E.A.C.H. and Child Care WAGE\$® programs across the country’s early education landscape, worked in tandem with our state partners to redesign accountability measures that would maintain the integrity and fidelity of these unique programs and expanded the scope of the Center’s work through the development and implementation of a national Department of Labor-registered ECE Apprenticeship Program.

As we head into another year, we will do so under the new leadership of Dr. Kristi Snuggs, CCSA’s new president. Dr. Snuggs’ years of ECE system experience coupled with her passion for higher education will be a tremendous asset to the National Center. I invite you to read the enclosed annual report, learn more about the work of the T.E.A.C.H. National Center and hope that the voices from the field inspire you to advocate on their behalf.



Edith

Edith Locke, SVP, Professional Development Initiatives
Child Care Services Association

Funder Acknowledgment

Our work is funded in part by the Alliance for Early Success, W. Clement & Jessie V. Stone Foundation and the W.K. Kellogg Foundation. We thank them for their support, but acknowledge that the findings and conclusions presented in this report are those of the authors alone and do not necessarily reflect the opinions of these organizations.

T.E.A.C.H. Early Childhood®

The T.E.A.C.H. Early Childhood® Initiative is an effective strategy for supporting teacher recruitment and retention of the workforce. Early childhood education programs that offer T.E.A.C.H. use the benefits of participation as incentives for both recruiting new early educators into the field and enticing the incumbent workforce to stay. This initiative is also a systemic strategy that serves as a policy driver at the state and local levels, resulting in increased funding for early childhood workforce needs, increased awareness of workforce needs and more responsive workforce supports and education systems.

OUTPUTS

In FY2021-2022, T.E.A.C.H. programs garnered **\$47.3 million** to support **15,318** scholarship recipients in **22** states and the District of Columbia.

EMPLOYERS

- **7,920** sponsored T.E.A.C.H. recipients on a scholarship; many of these programs serve children from families with low incomes who have their early care and education supported by child care assistance, Head Start and/or state funded pre-k
- **28.6%** of recipients worked with children in publicly funded pre-kindergarten programs
- **11.9%** of recipients worked with the Head Start population

EDUCATION

- **97,759** credit hours completed
- **80%** of participants work as teachers or family child care educators

OUTCOMES

Average Annual Credit Hours Completed

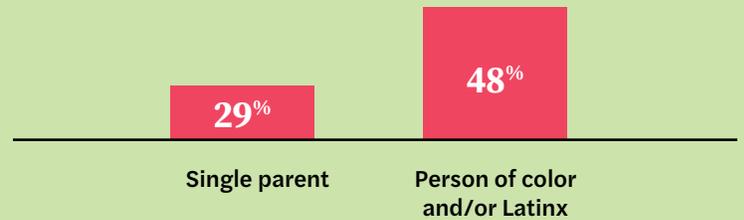
- **15.01** – Associate degree scholarships
- **17.15** – Bachelor’s degree scholarships

Average Annual Grade Point Averages (GPA)

- **3.35** - Associate degree scholarships
- **3.52** - Bachelor’s degree scholarships

The average teacher on a T.E.A.C.H. scholarship earned **\$13.55** per hour.

PROFILE OF T.E.A.C.H. RECIPIENTS



- **65.3%** of recipients worked with 3-5-year olds*
- **47.8%** of recipients worked with children under 3 years of age*
- **548,163** children benefited from having a better educated teacher

**Some recipients work with multiple age groups and may be counted in both categories.*

COLLEGES AND UNIVERSITIES

- **550** participating community colleges and universities provided college courses and benefited from enrollment

Average Annual Recipient Wage Increase

- **12%** - Associate degree scholarships
- **11%** - Bachelor’s degree scholarships

Average Annual Recipient Site-Based Retention Rates

- **95%** - Associate degree scholarships
- **97%** - Bachelor’s degree scholarships

Disclaimer: Data was accurate at the point of collection. Data from T.E.A.C.H. and WAGE\$ programs is self-reported and should be considered an approximation of the exact results.

Equity to Scholarship and Degree Completion FY2021-2022

For a decade, the National Center has been intentionally examining race and ethnicity data of T.E.A.C.H. participants in each T.E.A.C.H. state. In 2019, the Center began publishing equity data on access to degree completion. This year the data are once again impressive. Graduation rates at both the associate and bachelor's degree levels align with recipient rates at both levels as our scholars closely mirror the racial/ethnic diversity of the children in their states.

% Children of color and/or Latinx Birth to 4	% Associate Recipients of color and/or Latinx	% Associate Graduates of color and/or Latinx	% Bachelor's Recipients of color and/or Latinx	% Bachelor's Graduates of color and/or Latinx
47%	45%	44%	42%	41%

Voice from the Field

Kath Church



“I did it for the betterment of myself to bring betterment to the children. My education has helped me help them. I now understand more about behavior and psychology and I have more tools in my toolbox to allow them to succeed. Many of these children are dealing with one or more Adverse Childhood Experiences (ACES). Our job is to figure out how to unlock them and their potential.”

Kath Church considers herself an early childhood holistic educator. She owns and operates a family child care home on the Leech Lake Reservation, home of the Leech Lake Band of Ojibwe in Minnesota. She is an advocate for young children living in poverty, having lived in poverty herself as a child.

“Every child in my program qualifies for a tuition subsidy. Some are homeless and some are in foster care. I offer a Montessori program because the environment fosters the understanding of global citizens and respect for differing cultures. We do traditional drumming, dancing and singing and donate food to the trees,” she said.

Kath is the first in her family to graduate from high school. She found T.E.A.C.H. through her Parent Aware coach from Child Care Aware® of Minnesota, and in May this year, Kath graduated with a Bachelor's Degree in Early Childhood Education. She was among the first group of graduates of her college's initial online early childhood bachelor's degree program.

EDUCATIONAL PROGRESSION

Child Development Credential (CDA);
Associate Degree in Business Management;
Bachelor of Science Degree in Early Childhood Education with Licensure, Birth-8 years

CAREER PATHWAY

Family Child Care Home Owner/Operator

PROFESSIONAL ENGAGEMENT

- Great Start for All Minnesota Children Task Force
- MN Association for the Education of Young Children
- MN Association of Child Care Providers
- MN Child Care Provider Information Network
- National Association of Family Child Care
- National Association for the Education of Young Children
- Phi Delta Kappa International Leadership Association for Teaching - Cum Laude; Pi Lambda Theta
- T.E.A.C.H. Early Childhood® MN Advisory Committee

Voice from the Field

Caroline Caldwell



Caroline Caldwell's career and educational path in early childhood began with one college elective course that connected her to her own childhood and early experiences.

“Reading materials for that class really made me connect with my childhood and early experiences. I then knew I wanted to be the one to make that difference for others.”

Along the way, Caroline learned about Child Care WAGE\$® salary supplements and the T.E.A.C.H. Early Childhood® scholarship. As a first-generation high school graduate and first-generation graduate with both a two- and four-year degree, Caroline acknowledges these as her greatest achievements.

“I feel like I’ve been able to almost repay the sacrifices my mom had to make, having to migrate from another country to provide a better life for her children, to provide opportunities that weren’t available.”

You can read more about Caroline's journey on our website at childcareservices.org.

Child Care WAGE\$®

The Child Care WAGE\$® Program is an evidence-informed, outcome-driven initiative designed to increase the education and retention of the early care and education workforce through increased compensation. Education-based salary supplements tied to the successful completion of commitment periods in the same child care program result in a more stable, better-educated workforce. Participants, coworkers, employers, children, families and the community at large all benefit when teachers are more fairly compensated and children have a better chance to succeed in school and in life.

FY2021–2022: BY THE NUMBERS

- **\$23.6 million** supported **9,488** WAGE\$ participants in five states.

EMPLOYERS

- **91%** of participants worked in center-based settings
- **9%** of participants worked in family child care homes
- **187,369** children were served by WAGE\$ participants

AVERAGE SIX-MONTH SUPPLEMENT

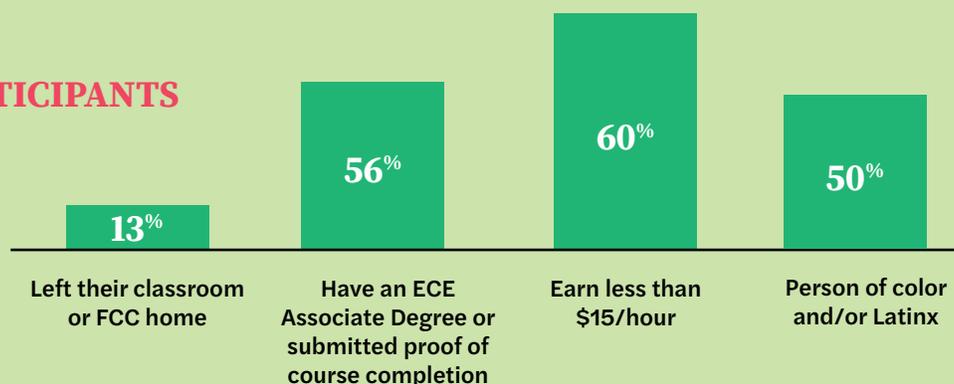
- **\$1,259**

RETENTION

- **13%**—Average annual site-based turnover rate

97% of WAGE\$ participants nationally said the supplement helped ease financial stress.

PROFILE OF WAGE\$ PARTICIPANTS



National Center Accomplishments

This year we continued to learn that it takes multiple strategies to build a strong and sustainable pipeline of highly qualified and fairly compensated early educators that focuses on the future. We know our early childhood communities are struggling. In addition, we know more than ever that to continue developing and providing resources that increase the education, compensation and retention of the early childhood workforce takes innovation, investments and information. Here are some of the ways the Center has invested our time and resources toward the future of our profession.

CHILD CARE SERVICES ASSOCIATION NATIONAL EARLY CHILDHOOD EDUCATOR APPRENTICESHIP PROGRAM

Earlier this year Child Care Services Association and its T.E.A.C.H. National Center received approval from the Department of Labor to become a Registered Apprenticeship Program. With this distinction, staff moved quickly to get the program up and running. Materials were developed and outreach was conducted in multiple ways – through workshops at the ECEPTS (Early Care and Education Pathways to Success) National Conference, the Center’s ECE Workforce Convening and at NAEYC’s Professional Learning Institute. Staff also presented as part of a panel discussion on ECE apprenticeships in an ACF-DOL-ED Joint Webinar: *Addressing ECE Workforce Shortages through Registered Apprenticeships* and conducted three national webinars on CCSA’s ECE Apprenticeship Program. Through an initial application process, six state applicants (AR, OH, PA, MN, CO, and WI) were selected for initial pilot participation.



EARLY CHILDHOOD EDUCATION WORKFORCE CONVENING

After three years of COVID-19 inspired lock down, CCSA and its T.E.A.C.H. Early Childhood® National Center hosted an in-person Convening at the University of North Carolina-Chapel Hill's Friday Center. Open to all states, the 2022 Early Childhood Education Workforce Convening welcomed 200+ participants from 32 states plus DC and Puerto Rico. It was small enough to engage with presenters and large enough to feel the energy from across the country focused on the early childhood workforce. The Convening was a success with topical discussions about a range of early childhood educator workforce issues. It had been so long since most of us had been at large meetings or conferences, and a part of the joy was simply being in person with new and long-time colleagues. One of the benefits of this Convening was the networking that happened during workshop sessions, at breaks and at lunch. In fact, two attendees met and discovered a mutual interest and are now planning to co-author a policy paper!

This year, team members from three "Moving the Needle on Early Childhood Workforce Issues" project teams in New Jersey, North Carolina and Rhode Island engaged in a dialog during a Convening workshop, [A Seat at the Table - Engaging the ECE Workforce as Leaders in Policy, Funding, Strategy Conversations and Advocacy: Perspectives from Three Early Childhood Program Directors](#). Their stories, messages and perspectives were powerful as they shared their voices from the field.

- In terms of building leadership from within the field, we let our colleagues on the ground in early childhood program know they ARE the leaders and the experts. They live the results of policy, advocacy and funding decisions every day. They are the perfect voices that those in local, state and national decision-making roles need to hear.
- The pandemic's role in creating opportunities to connect via Zoom made it much easier for early educators to have a seat at the table in legislative conversations, not only because of the inability to leave work to attend meetings, but also in creating more comfortable spaces to engage with legislators. Hopefully this type of communication will continue post-pandemic to allow for ease of access to legislative leaders.
- There was this pivotal moment, this revelation, that those professionals who are regularly at the table, need early childhood educators and early childhood program administrators like us to be by their side because the media needs to hear about the fractures and the crisis during the COVID times. In fact, the media began calling for our voices.
- It is important for current leaders from the field to make space for emerging leaders. We cannot hoard the space, we need to reach back and bring others along.

Davina Boldin-Woods
Genesis Child Development Center

Khadija Lewis-Khan
Beautiful Beginnings

Meghan Tavormina
The Learning Path



Dr. Kristi Snuggs,
Cyndie Osborne,
Edith Locke,
Dr. Mary Olvera &
Valerie Williams



Susan Hibbard,
Albert Wat,
Shannon Rudisill &
Ola Friday



Marsha Basloe,
Julie Rogers &
Elliot Haspel

MOVING THE NEEDLE ON EARLY CHILDHOOD WORKFORCE COMPENSATION PROJECT

Since fall 2021, state teams from Kentucky, Maine, Nebraska and Washington have worked diligently to move the needle on early childhood workforce compensation. With funding support from the Alliance for Early Success and the W. Clement & Jessie V. Stone Foundation, project support from the Center and an action plan developed by each state team to guide their work, successes have been achieved. A [full report](#) on the project is available on the Center website. Below are highlights from each team.

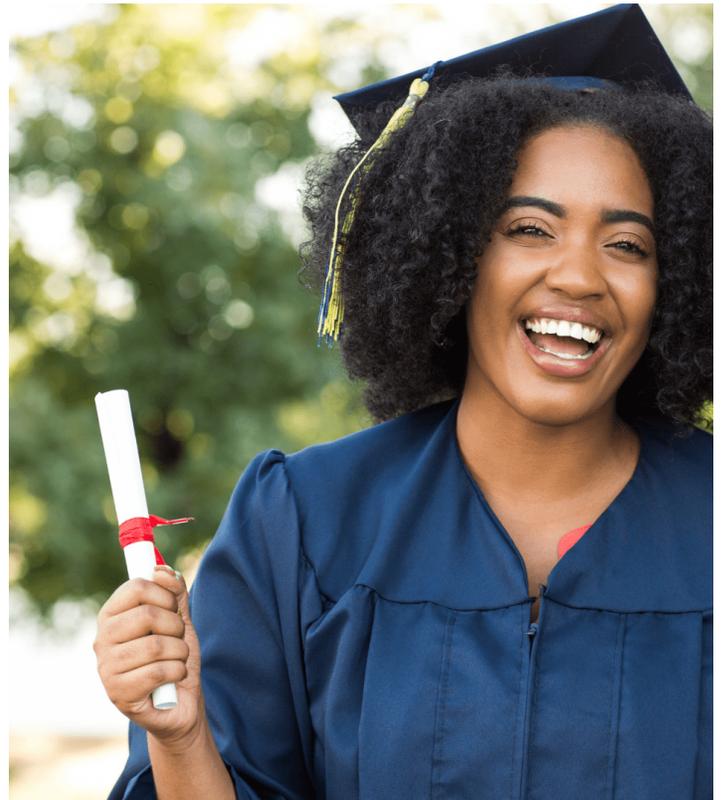
- Categorical eligibility was adopted by the **Kentucky** Cabinet in fall 2022 as a way to recruit and retain early childhood education teachers. With the help of American Rescue Plan funds, Kentucky will begin awarding child care subsidies for all employees that work in licensed and certified child care programs regardless of their role.
- **Maine's** Senate and House unanimously passed LD 1652 to include \$15 million annually for child care educator wages. This investment was ultimately included in a bipartisan passed budget that the governor signed in April 2022.
- Retention bonuses from **Nebraska** Department of Health & Human Services, estimated at \$3.2 - \$4.4 million, will be provided to the current workforce.
- Early care and education providers, families and advocates in **Washington** have unified around a liberatory design process to identify scalable policy solutions for stabilizing the child care workforce. With support from advocates, 34 members of the child care workforce representing diverse geographic locations, workforce roles, individual racial/ethnic/linguistic identities and programmatic characteristics are meeting regularly to develop a comprehensive policy proposal for the 2023 legislative session.

On the Horizon

HIGHER EDUCATION PROJECT

With funding from the Alliance for Early Success, the National Center is embarking on a yearlong project with goals of advancing a roadmap toward creating a more responsive early childhood higher education system and drafting a career pathway to support early childhood classroom educators whose goal is to move beyond the classroom into faculty roles.

The focus of this work will include exploring state and national policies and strategies that support early childhood higher education faculty development and identifying strategies toward student success and access in the areas of online learning opportunities, quality field experiences and credit for prior learning. To these ends, a national workgroup will be seated and meet quarterly to guide this work, and a higher education workshop track will be established at the Early Childhood Education Workforce Convening in April 2023.



Voice from the Field

Keshia Jenkins



Keshia Jenkins knew she wanted to be a teacher from the time she was 12 “teaching” her teddy bear. Her educational journey to get there started in high school where she took courses in early childhood education, did a practicum in a preschool program and was president of the Georgia Future Teachers Association before moving to Florida.

“I realized teaching is where I wanted to be,” she reflected. At her graduation ceremony for her bachelor’s degree, Keshia came full circle with her dream when she saw her 14-year-old daughter crying. “I asked her why the tears, and she said, ‘Mommy, you did it!’”

Keshia’s career pathway began in 2007 as a classroom floater at Miracle Years, a local early childhood education program in Tallahassee, Florida, all the while shuffling her little daughter around while working nights and weekends at McDonald’s to make ends meet. With the help of T.E.A.C.H. scholarships, her opportunities in early childhood multiplied while working for the same early childhood program.

“I learned a lot along the way. As I progressed in my education, I began to understand about play based learning and the importance of social/emotional learning. That, along with courses I took through the state’s Early Learning Coalition, transformed me, not only as a teacher, but also, everything about my approach.”

When Keisha left Miracle Years in 2019, she was working as an administrator of the center’s Voluntary Pre-K after school program.

After many years in classrooms, and harkening back to those nights and weekends at McDonald’s, Keisha now runs a family child care program, providing a much-needed service to her community offering night and weekend care in her home. And, Keshia has transformed once again, having expanded her reach in the field through her day job—first as an Early Care and Education Specialist with the Early Learning Coalition of the Big Bend and now as a Community Engagement Manager with The Children’s Movement of Florida.

EDUCATION PROGRESSION:

Child Development Associate Credential;
Associate Degree in Early Childhood Development;
Bachelor’s Degree in Educational Studies - Early Childhood Development; currently pursuing a Master’s of Education in Curriculum and Instruction with a concentration in Early Childhood Education Leadership

CAREER PATHWAY:

Classroom Floater; Infant Toddler Assistant Teacher;
1-Year Old Lead Classroom Teacher; Trainer; After School Program Administrator; Kindergarten Teacher; Early Care and Education Specialist; Community Engagement Coordinator; Community Engagement Manager

STATEMENT OF ACTIVITIES

	FY2022	FY2021
REVENUES		
Grants	\$351,231	\$477,825
Training Events	\$65,510	\$36,555
Licensing and Consulting	\$124,975	\$110,441
TOTAL REVENUES	\$541,716	\$624,821
EXPENSES		
OPERATING		
Salaries and Wages	\$288,934	\$325,500
Fringe Benefits	\$49,547	\$48,956
Payroll Taxes	\$21,009	\$25,140
Contracted Services	\$33,812	\$28,515
Office Supplies	\$863	\$506
Travel	\$10,313	\$0
Communications-Postage	\$84	\$259
Communications-Telephone	\$2,154	\$2,190
Duplicating/Printing	\$1,120	\$385
Meeting/Conference	\$45,298	\$950
Employee Training	\$76	\$76
Advertising	\$0	\$125
Dues & Subscriptions	\$16,947	\$9,066
Capital Equipment	\$1,000	\$1,748
Overhead	\$49,271	\$51,702
TOTAL OPERATING EXPENSES	\$520,429	\$495,119
GRANTS & ASSISTANCE		
Grants/Cash Awards	\$21,287	\$129,702
TOTAL GRANTS & ASSISTANCE	\$21,287	\$129,702
TOTAL EXPENSES	\$541,716	\$624,821
NET FUND BALANCE	\$0	\$0

**T.E.A.C.H. and WAGE\$ programs are housed in statewide organizations serving the early childhood community.
In FY2021-2022, 23 states and the District of Columbia were licensed.**

Alabama

[Alabama Partnership for Children](#)

Arkansas

[Arkansas Early Childhood Association](#)

Colorado

[Early Childhood Council Leadership Alliance](#)

Florida*

[Children's Forum](#)

Indiana

[Indiana Association for the Education of Young Children](#)

Iowa*

[Iowa Association for the Education of Young Children](#)

Maine

[Maine Association for the Education of Young Children](#)

Michigan

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Minnesota

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Missouri

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Nebraska*

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Nevada

[Nevada Association for the Education of Young Children](#)

New Hampshire

[Child Care Aware® of New Hampshire](#)

North Carolina*

[Child Care Services Association](#)

Ohio

[Ohio Child Care Resource and Referral Association](#)

Pennsylvania

[Pennsylvania Child Care Association](#)

Rhode Island

[Rhode Island Association for the Education of Young Children](#)

South Carolina

[Center for Child Care Career Development](#)

Tennessee+

[Signal Centers](#)

Texas

[Texas Association for the Education of Young Children](#)

Utah

[Utah Association for the Education of Young Children](#)

Vermont

[Vermont Association for the Education of Young Children](#)

Washington DC

[National Black Child Development Institute](#)

Wisconsin

[Wisconsin Early Childhood Association](#)

**Denotes both T.E.A.C.H. and WAGE\$ Programs operating in the state.*

+Denotes only a WAGE\$ Program operating in the state.

FY2021–2022 T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Advisory Committee Members

As a natural extension of the T.E.A.C.H. Early Childhood® National Center, the T.E.A.C.H. and WAGE\$ National Advisory Committee advises the National Center on broad issues affecting the center's work and all T.E.A.C.H. and WAGE\$ programs.

Helen Blank

*Former Director, Child Care and Early Learning,
National Women's Law Center*

Marica Cox Mitchell

Bainum Family Foundation

John Cregg

*Nevada Association for the
Education of Young Children*

Carol Brunson Day

Brunson, Phillips and Day, Inc.

Ana De Hoyos O'Connor

San Antonio College

Lauren Hogan

*National Association for the
Education of Young Children*

Iheoma Iruka

*Frank Porter Graham
Child Development Institute*

Phyllis Kalifeh

Children's Forum

Michelle Kelly

Signal Centers, Inc.

Michelle Raybon

Alabama Partnership for Children

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SVP, Professional Development Initiatives

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VP, Compensation Initiatives

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