

T.E.A.C.H. Early Childhood®

T.E.A.C.H. Early Childhood®
and Child Care WAGES®

*Annual National
Program Report*

2013-2014

T.E.A.C.H.

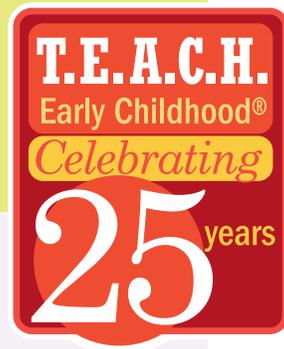
Early Childhood®

Celebrating

25 years

**We Couldn't Have
Done it Without**

YOU!



Letter from the founder

■ As we approach our celebration of 25 years of T.E.A.C.H. Early Childhood® we are so grateful to the people and organizations that have made this milestone possible. The T.E.A.C.H. Early Childhood® National Center cannot begin to thank the thousands of people who have helped turn a small pilot scholarship project into a national initiative. This letter is one small note of appreciation for your support of our vision and our work.

We know the list of those to whom we owe a debt of gratitude is long, but we would be remiss if we didn't start by thanking the over 126,000 T.E.A.C.H. Early Childhood® scholarship recipients. We thank these teachers, directors and family child care providers for their efforts and the sacrifices they have made to learn more and be more for our nation's children. Certainly higher education institutions, local, state and federal policy makers, private and public funders, early childhood organizations, advocates and more have played a crucial role in our success as well. And we thank you.

Our steadfast approach and commitment to implementing the T.E.A.C.H. Initiative to fidelity has resulted in steady gains in education, compensation and retention of the early education workforce and the growth of T.E.A.C.H. nationally.

At this juncture, we are reflecting on our history – our work, the impact of the work and what we have learned. For more than a quarter of a century we have served the nation's early educators, giving them the resources and supports to change their lives. Our steadfast approach and commitment to implementing the T.E.A.C.H. Initiative to fidelity has resulted in steady gains in education, compensation and retention of the early education workforce and the growth of T.E.A.C.H. nationally. We have seen the changes on a local, state and national scale, all made possible by ongoing funding support of public private partnerships and strong advocates in state T.E.A.C.H. projects.

As we look toward the future, we are broadening and focusing our attention, creating resources and tools that support our collective work to ensure every child in an early childhood setting has a teacher who

is well educated and well compensated and that every early childhood teacher has access to affordable college education and workforce supports and earns a living wage.

I invite you to take a look at what we've accomplished, where we are headed and how we can get there together.

A handwritten signature in blue ink that reads 'Sue'.

Sue Russell



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The National Women's Law Center is honored to have partnered with T.E.A.C.H. as it has opened doors and new opportunities for so many women. It has at the same time strengthened the early learning experiences of the children that they have worked with. Congratulations on this milestone.

Helen Blank, T.E.A.C.H. Early Childhood® National Advisory Committee Member

Director of Child Care and Early Learning, National Women's Law Center.



Cathy Kovaks

Cathy Kovaks, an Early Head Start Director in South Carolina, remembers back to her early years in child care. She decided to open her child care center when she went looking for care for her own young children. "I thought, 'I have children of my own; how hard can it be to open a center,'" she recently reflected. "I very quickly found out something different."

Cathy opened her center in 1999 having only completed a few college courses years before and the state mandated child care training. And while she soon realized what quality child care was all about, including the value of an educated workforce, she was in no position to go to college. All available funds were going right back into the fledgling business. But in 2001, while attending a South Carolina First Steps training, Cathy met a T.E.A.C.H. Scholarship counselor.

Fast forward 13 years and Cathy has now completed her Associate Degree in Early Childhood Education, her Bachelor's Degree in Human Development, and an Infant/Toddler Certificate, all with the help of T.E.A.C.H. "I owe a great deal of gratitude to my T.E.A.C.H. counselor. She's been my cheerleader, staying in touch and encouraging me to stay the course when I had to take several breaks from my college education path," she explained. "I'm now working toward a Master's Degree through another scholarship opportunity, but I never could have come this far without T.E.A.C.H."

Cathy's Leadership Opportunities Since Obtaining Her College Education

- Member, T.E.A.C.H. Early Childhood® SC Advisory Committee
- Member, Midlands Technical College Director's Forum
- Certified Trainer, Department of Social Services, South Carolina
- Practicum Site for students at Midland Technical College
- Member, T.E.A.C.H. Early Childhood® National Alliance Advisory Committee

"T.E.A.C.H. for me has been life changing. It took me out of just doing tasks to a more goal oriented place. I can now articulate a vision for my work; I am confident and have pride in what I do. Doors have been opened professionally for me and I'm doing something I love!"

Alberto Mares

Alberto Mares didn't start out in early childhood education, but an assignment in his journalism career changed all that. "My story was about the opening of a new state Pre-K in Santa Fe, NM," he shared. "The teacher was splendid; the children were giddy and I knew then that teaching was what I wanted to do." Alberto started his early childhood journey as a teacher assistant in Head Start with no formal teacher preparation and no experience in early childhood. "I thought teaching was just about taking delight in playing with children, but it's really about so much more" he continued. "I made every rookie mistake."

In addition to no education or experience in early childhood, Alberto had two other hurdles to overcome – being a man and having no children of his own. "I felt no one would take me seriously; but I knew that with formal education I could become an excellent teacher." Not long after starting an associate degree in early childhood, Alberto found out about T.E.A.C.H. And while he was not in a position at the time to apply for a scholarship, fast forward several years and he was on his way to earning his master's degree through T.E.A.C.H.

Now several years later, Alberto is once again taking advantage of T.E.A.C.H., this time working toward a doctorate in early childhood education through Race to the Top Early Learning Challenge Grant funding for T.E.A.C.H. in NM. "I have taken a big interest in leadership. The education and degrees have helped me to not only obtain leadership positions but also increase my salary. I started out as a teacher assistant and now I am a program manager for New Mexico Pre-K. I believe when you take on leadership positions you have a chance to affect change. But you have to be a 'content expert' in order to begin a dialogue with other influential stakeholders. I don't think I could have done this without my degrees and of course T.E.A.C.H."

Alberto's Leadership Opportunities Since Obtaining His College Education

- Past-president, Northeast Chapter of the New Mexico Association for the Education of Young Children (NMAEYC)
- President, New Mexico AEYC
- Member, T.E.A.C.H. Early Childhood® Alliance Advisory Committee

"T.E.A.C.H. is vitally important to teachers, families, children, the whole United States. ECE teachers have the hardest jobs, the most important jobs, but they are so under-valued. T.E.A.C.H. helps recipients/teachers increase their salaries. It "legitimizes" the field. When all ECE teachers have degrees, the problem of low wages can't be ignored any longer."

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Happy 25th Birthday! We celebrate your 25 years of heralding the way for early childhood professionals to get on a professional development path that leads to degree attainment as well as workplace benefits. On behalf of children and families across the country, we wish you 25 more years of success!

Carol Brunson Day, T.E.A.C.H. Early Childhood® National Advisory Committee Member

President, National Association for the Education of Young Children

T.E.A.C.H. Early Childhood® National Center Highlights



#T.E.A.C.H.is 25! – A Yearlong Celebration Underway

Center staff have been busy this past year preparing for our yearlong celebration.

We kicked off the year with a celebration at the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Symposium in April. Throughout the summer and into the fall we planned for the coming year's activities. We recently celebrated with a virtual birthday party and soon will launch our new website and blog. We will continue the celebration throughout the coming year and you can find out more on our website, or one of our social media pages on Facebook, Pinterest and Twitter.

T.E.A.C.H. Early Childhood® Alliance Takes Off

For 25 years, T.E.A.C.H. scholarship recipients have demonstrated their commitment – to their education, to their classrooms and to their families. That commitment has blossomed into an ever growing and strong body of advocates for the early childhood workforce. This year, the Center supported the launch of the T.E.A.C.H. Early Childhood® Alliance. The Alliance provides a way for connecting, growing and developing a national T.E.A.C.H. network. T.E.A.C.H. recipients are proudly taking their place as the first in their families to earn college credits and/or degrees, graduating debt free, and are now reaching out to help others do the same. You can find out more or join the Alliance by going to our website.



Webinar Series Grows

This year the Center launched a new webinar series aimed at broadening our communications avenues, deepening our communications with current partners while seeking out new opportunities to connect with new partners and new messages. Our webinar series has enabled the Center to grow our own knowledge base and skills around technology based tools and cost effective communication strategies and to increase the visibility for and understanding of the needs of the workforce and solutions to address them.

New Center Website

As the Center continued this year to expand its reach and broaden its services, the time was right to revamp our website. We are making changes that we hope will improve your ability to stay up to date with what's happening with T.E.A.C.H. We are also adding new content – from new Fact Sheets to scholarship recipient impact stories and partner perspectives available in video clip and print formats to our webinars we have recorded and made available for you to listen to at your leisure. Look for our new website soon.

Articulation Project

Efforts continued in the second year of the Center's articulation project to increase the effectiveness, strength and number of articulation strategies within 10 T.E.A.C.H. states. While state teams continued to meet in their home states, the Center continued to provide states with individualized technical assistance and a webinar series to support their work. Webinar partners have included the National Association for the Education of Young Children and faculty from higher education institutions.

Articulation Webinar Topics

- Accreditation: A Strategic Link for Articulation
- Tools for Articulation: Common Course Curricula
- Articulation Made Easy: Using Transfer Guides to Support Student Success

Innovative Counseling

Seven T.E.A.C.H. Project states continued their participation in the Center's innovative counseling project aimed at refining and enhancing our counseling approach toward the goal of coursework, certificate and degree completion. States met monthly together via conference calls to share updates and innovations, and a webinar series kicked off with the topic, Using Online Tools and Social Learning Strategies to Build a Sense of Community.

Knowledge Universe and T.E.A.C.H. Early Childhood® Begin National Partnership

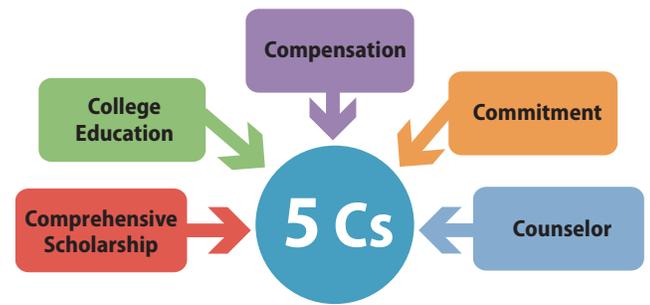
This year the Center created our first national scholarship model to meet the education needs of Knowledge Universe early childhood personnel in T.E.A.C.H. states across the country. Knowledge universe is a global education organization with a network of over 2,000 locations worldwide. This partnership allows all eligible early childhood employees to access equivalent benefits from T.E.A.C.H. in all T.E.A.C.H. states. The partnership began as a small pilot with T.E.A.C.H. OHIO and is now under way with T.E.A.C.H. NORTH CAROLINA, T.E.A.C.H. FLORIDA and T.E.A.C.H. NEVADA. Plans for expansion into additional T.E.A.C.H. states are in progress.

National Program Outputs and Outcomes

T.E.A.C.H. Early Childhood®

For more than a quarter of a century, T.E.A.C.H. Early Childhood® has been opening the doors to a college education for early educators, changing the lives of these scholarship recipients across the nation. The T.E.A.C.H. model continues to be implemented using its original components. These core elements and a steadfast approach have resulted, year after year, in the early childhood workforce making steady gains in the areas of education and compensation.

T.E.A.C.H. Scholarship Components



OUTPUTS

Funding & Support for T.E.A.C.H. Early Childhood®

- \$25.6 million funded T.E.A.C.H. Projects in 24 states and the District of Columbia.
- 8,289 child care, prekindergarten and Head Start employers sponsored T.E.A.C.H. recipients; of these 24% were family child care homes.

Education

- 15,622 recipients were awarded scholarships.
- 94,458 credit hours were completed.
- 3.21 GPA was earned on average for recipients on Associate degree scholarships.
- 3.46 GPA was earned on average for recipients on Bachelor's degree scholarships.
- 62% of recipients worked toward a two- or four-year degree.

Colleges and Universities

- 318 two-year and 165 four-year higher education institutions provided college courses and benefitted from enrollment.

OUTCOMES

Average Annual Credit Hours Completed by Degree Scholarship Recipients

- 13.31 — Average credit hours completed for recipients on Associate degree scholarships.
- 14.9 — Average credit hours completed for recipients on Bachelor's degree scholarships.

Average Increases in Recipient Wages for Degree Scholarship Recipients

- 8.1% — Average annual wage increase for recipients on Associate degree scholarships.
- 8.2% — Average annual wage increase for recipients on Bachelor's degree scholarships.

Average Turnover Rates in States with Associate and/or Bachelor Degree Scholarships

- 6.2% — Average turnover rate for recipients on Associate degree scholarships.
- 4.1% — Average turnover rate for recipients on Bachelor's degree scholarships.

DEMOGRAPHICS

Diversity of T.E.A.C.H. Scholarship Recipients

- 44% of recipients were people of color.
- 13% of recipients were Latina/Hispanic.
- 51% of T.E.A.C.H. recipients come from families with no college graduates.
- 54% of T.E.A.C.H. recipients began T.E.A.C.H. with only a high school diploma.

Diversity of Program Auspices & Children Served

- 15% of recipients worked with children in publicly funded Prekindergarten programs.
- 10% of recipients worked with the Head Start population.
- 44% of recipients worked with children under two years of age.*
- 60% of recipients worked with three and four-year olds.*

*Some worked with both age groups

Child Care WAGE\$®

To help stem the tide of turnover and increase teacher continuity, Child Care WAGE\$® awards education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce. WAGE\$ provides young children with more stable relationships with better-educated teachers by rewarding teacher education achieved and continuity of care provided.

OUTPUTS

Funding

- \$11.5 million funded WAGE\$ in five states.

Participants

- 6,220 early educators, directors and home providers participated in WAGE\$.

Compensation

- \$897 was the average six-month supplement amount.

OUTCOMES

Education

- 41% — Average percent of WAGE\$ participants with education below the Associate of Applied Science Degree in Early Childhood Education who submitted documentation that they had completed additional coursework.
- 32% — Average percent of WAGE\$ participants with education below the Associate of Applied Science Degree in Early Childhood Education who moved up a level on the WAGE\$ supplement scale.

Retention

- 10.6% — Average annual turnover rate.

DEMOGRAPHICS

- 2,409 early education programs employed WAGE\$ participants.
- 62% of WAGE\$ participants were people of color.
- 99% were women.



“As a parent of children with student loans, I appreciate that I could earn my degrees completely debt free. And the staff of Qualistar has been very supportive. They recently began organizing scholar receptions to acknowledge the educational goals and accomplishments of T.E.A.C.H. recipients.”

Robbin Jones

Robbin Jones recognizes how her aspirations to complete her associate and bachelor's degrees have impacted her own children. “They have seen me return to school, taking classes over the years to complete one degree and then start on another, and they understand the value that I hold that says to hang onto your own personal dreams; it may take time, but don't let them go,” she said. Robbin was able to complete her associate degree at Aurora Community College in Colorado. Thanks to the T.E.A.C.H. Project she is now working on her Bachelor's Degree in Human Development with a minor in Early Childhood Education.

And the benefits of her education extend beyond her own children and right into her family child care program. “I've been working with children and families in my program for 17 years and taking classes has opened up my understanding of child development, permitting me to create age appropriate curriculum for children at their individual development levels. With knowledge you tend to grow and when you see areas you can enhance, you tend to lean toward improvement, making sure children have quality programs. My education has assisted in my business stability and enhanced my partnership with early childhood organizations and agencies in my community.”

Robbin's Leadership Opportunities Since Obtaining Her College Education

- Member, Arapahoe Early Childhood Council
- Partner, Early Learning Ventures
- Member, Arapahoe Family Child Care Association
- Member, T.E.A.C.H. Early Childhood® Alliance Advisory Committee

The T.E.A.C.H. and WAGE\$ Projects are housed in a group of statewide organizations serving the early childhood community in 24 states and the District of Columbia.

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

Alabama

Alabama Partnership for Children
www.smartstartalabama.org

Arizona

Association for Supportive Child Care
www.asccaz.org

Colorado

Qualistar Early Learning
www.qualistar.org

Delaware

Delaware Association for the Education of Young Children
www.daeyc.org

Florida*

Children's Forum
www.thechildrensforum.com

Indiana

Indiana Association for the Education of Young Children
www.iaeyc.org

Iowa*

Iowa Association for the Education of Young Children
www.iowaeyc.org

Kansas*

Child Care Aware® of Kansas
<http://www.ks.childcareaware.org>

Michigan

Michigan Association for the Education of Young Children
www.miaeyc.org

Minnesota

Minnesota Child Care Resource and Referral Network
www.mnchildcare.org

Mississippi

T.E.A.C.H. Early Childhood® MISSISSIPPI
www.smartstartalabama.org/mississippi/

Missouri

Child Care Aware® of Missouri
www.mo.childcareaware.org

Nebraska

Nebraska Association for the Education of Young Children
www.nebraskaeyc.org

Nevada

Nevada Association for the Education of Young Children
www.nevaeyc.org

New Mexico*

New Mexico Association for the Education of Young Children
www.nmaeyc.org

North Carolina*

Child Care Services Association
www.childcareservices.org

Ohio

Ohio Child Care Resource and Referral Association
www.occrra.org

Pennsylvania

Pennsylvania Child Care Association
www.pacca.org

Rhode Island

Ready to Learn Providence
www.r2lp.org

South Carolina

Center for Child Care Career Development
www.sc-ccccd.net

Texas

Texas Association for the Education of Young Children
www.texasaeyc.org

Vermont

Vermont Association for the Education of Young Children
www.vaeyc.org

West Virginia

River Valley Child Development Services
www.wvearlychildhood.org

Washington DC

National Black Child Development Institute
www.nbcdi.org

Wisconsin

Wisconsin Early Childhood Association
www.wisconsinearlychildhood.org

Thank you to our wonderful group of sponsors who made the first National T.E.A.C.H. Early Childhood® Reception possible.



T.E.A.C.H. Early Childhood® National Advisory Committee Members

As a natural extension of the T.E.A.C.H. Early Childhood® National Center, a ten-member T.E.A.C.H. Early Childhood® National Advisory Committee is in place to advise the Center on broad issues affecting the Center's work and all T.E.A.C.H. and WAGE\$ programs.

Helen Blank

National Women's Law Center

Carol Brunson Day

Brunson, Phillips and Day, Inc.

Chip Donohue

Erikson Institute

Autumn Gehri

Wisconsin Early Childhood Association

Phyllis Kalifeh

Children's Forum

Edith Locke

Child Care Services Association

Ana De Hoyos O'Connor

San Antonio College

Michelle Raybon

Alabama Partnership for Children

Peg Sprague

United Way of Massachusetts Bay

Dianna Wallace

Indiana Association for the Education of Young Children

Sue Russell, Ex-officio

Child Care Services Association



T.E.A.C.H. Early Childhood® and Child Care WAGE\$® projects are programs of Child Care Services Association. For more information contact:

Child Care Services Association
PO Box 901
Chapel Hill, NC 27514
919.967.3272 – telephone
919.967.7683 – facsimile

www.childcareservices.org

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