

T.E.A.C.H. Early Childhood® National Center Fact Sheet

Supporting States & Systems Development

States administering T.E.A.C.H. Early Childhood® Projects and those projects seeking resources to develop systems and address issues regarding the professional development and compensation of the early care and education workforce are guided by the staff of the T.E.A.C.H. Early Childhood® National Center (the Center). Considered the hub of the wheel that supports quality and fosters progress and expansion, the Center is made up of a team of dedicated experts whose institutional knowledge is foundational to the start-up, sustainability and ongoing success of T.E.A.C.H. Early Childhood® and Child Care WAGE\$® projects nationwide. Center staff work to ensure all state projects are accountable, effective and high performing.

Key functions of the Center include:

- Achieving results
- Creating opportunities
- Educating partners on key issues
- Improving systems
- Leveraging resources
- Providing data collection, analysis and reporting
- Strengthening institutions and infrastructure
- Supporting college success
- Supporting best practice

Providing Services to States

States are provided access to high-quality resources, tailored technical assistance and proven strategies to promote systems change; avoid costly mistakes; and support states in adapting to changing circumstances, finding new funding streams, and creating strategic partnerships to grow and sustain state and project efforts.

“Central to the diffusion of policy strategies and best practices for the field is a deep understanding of state context, policies and politics. The Center is unique in that the approach in each state is targeted and strategic; yet the fundamental principles of T.E.A.C.H. are embraced and consistently employed nationwide.”

—Phyllis Kalifeh, President,
Children’s Forum, administrative home for
T.E.A.C.H. and WAGE\$, Florida

T.E.A.C.H. FY12-13 By the Numbers

Impact

- T.E.A.C.H. Projects operated in 23 states and the District of Columbia
- 8,875 Child Care, Prekindergarten and Head Start employees sponsored T.E.A.C.H. recipients. — 24% were family child care home providers

Education

- 16,381 scholarships were awarded
- 103,150 credit hours were completed
- 3.24 GPA earned on average for recipients on Associate degree scholarships
- 3.46 GPA earned on average for recipients on Bachelor’s degree scholarships
- 64% of recipients worked toward a two- or four-year degree

Diversity of the Workforce

- 48% of recipients were people of color
- 13% of recipients were Latina/Hispanic

Colleges and Universities

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

Sharing Resources

- Professional development systems resources and technical assistance
- Information on innovations and up-to-date research from the field
- Data to inform state and national efforts to support, expand and sustain early childhood professional development projects
- Outreach and public relations materials
- Customized project training, technical assistance, national database and support to meet each state’s specific needs
- Online tools to implement a competency-based quality assurance program
- Student success tools to support working adults attain college credits, credentials and degrees

Assisting State Projects

Launching a T.E.A.C.H. or WAGE\$ Project requires careful consideration and planning by a state’s early care and education stakeholder community. Guidance, technical assistance, support and start-up materials are available from the Center. Staff provides assistance throughout the initial start-up steps, which include group meetings, the selection of an administrative home, securing resources, becoming a licensed provider of T.E.A.C.H. or WAGE\$ Projects, and developing scholarship models and WAGE\$ salary scales. T.E.A.C.H. or WAGE\$ Projects can avail themselves of the Center’s competency-based tools, a host of resources, and its team of experts to ensure the provision of high-quality services and to advance systemic and policy changes at the state and national levels.

Contributing to National Efforts

The Center staff develop and contribute to national efforts including college credit transfer policies, workforce database development, early childhood public awareness efforts and partner education about key issues related to the early childhood workforce and college access and success of adult learners working in early care and education settings.

A product of the
T.E.A.C.H. Early Childhood® National Center

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