



T.E.A.C.H. Early Childhood®
Child Care WAGE\$®

Annual National Program Report 2020-2021

Education, Equity
& Economics:
A Season of
Change



Letter from the President

Dear Friends,

When the 2020-2021 fiscal year started, none of us thought we would still be dealing with COVID-19, and certainly not the Delta variant. The world has changed in so many ways because of the pandemic, and its impact surely will be felt for years to come.

It has also been a season of change for the T.E.A.C.H. Early Childhood® National Center. Sue Russell, the architect of the T.E.A.C.H. Early Childhood® National Center and founding president of Child Care Services Association (CCSA), retired in 2020 after 50 years of service. Her decades of service to the early childhood community made an indelible impact locally, statewide and nationally. Sue always focused on supporting early childhood educators and we remain dedicated to that mission for the National Center. Our focus on early childhood educators continued in FY2020-2021 in spite of another year of COVID-19 challenges. The workforce faced (and still faces) unprecedented challenges because of the pandemic, but through it all, our T.E.A.C.H. and WAGE\$ programs across the country have supported our early childhood educators in so many ways. We are grateful for their dedication to the early childhood workforce and the impact they are having on the field as a whole.

This season of change also gave us a chance to explore new areas and ideas for supporting the early childhood workforce, including a redesign of the National Center's website at teachecnationalcenter.org. The new site is more user-friendly, modern and mobile-friendly, and we hope you will visit it often.

Early in 2021, we developed *Step Up to T.E.A.C.H.* and *Step Up to WAGE\$*, two demonstration programs for states interested in implementing T.E.A.C.H. and/or WAGE\$ using funds from the American Rescue Plan Act (ARPA) to support the early childhood workforce. To date, 10 states have expressed interest in participating in *Step Up to T.E.A.C.H.* or *Step Up to WAGE\$*. We hope all states not currently participating in T.E.A.C.H. or WAGE\$ will consider *Step Up* to support early childhood educators with ARPA funds. Also, National Center Policy Consultant Adele Robinson developed four policy briefs dedicated to the early childhood workforce for all to use. They are:

- [Creating Equity for and within the Early Childhood Workforce](#)
- [Retaining Educated Early Childhood Educators](#)
- [Higher Education and the Early Childhood Workforce](#)
- [Career Pathways for Early Childhood Educators](#)

We held a successful virtual Symposium and Moving the Needle on Early Childhood Workforce Issues Summit in spring 2021. We hope we can hold a combined event in person in Chapel Hill, N.C., April 20-22, 2022. With a focus on the National Center's evolving 50-state strategy for the advancement of the early childhood workforce toward equitable access to education, fair compensation and workplace retention, we have renamed the symposium the *Early Childhood Education Workforce Convening*. Mark your calendars now! In addition, we began holding quarterly calls with T.E.A.C.H. and WAGE\$ administrators to share and learn together. These include a mix of topics and allow for a chance to hear states' challenges and successes.

All of the National Center's work is embedded in Child Care Services Association's strategic plan that was adopted in early 2021. One of the main strategies in that plan is to build capacity and support for the workforce to promote equitable, affordable access to quality early care and education for children and families. The National Center's work feeds directly into the plan's goals of 1) providing the early childhood workforce with equitable access to programs and resources that improve education, compensation and professionalism and 2) advocating for living wages on behalf of early childhood professionals. CCSA Sr. Vice President of Professional Development Initiatives Edith Locke has assumed the day-to-day operations of the National Center, working closely with Allison Miller, CCSA's Vice President of Compensation Initiatives, Center staff and me.




Indeed, this has been a season of change for the National Center and for all of us. So much is happening in the early childhood field with a focus on the workforce and its compensation, and the eyes of federal and state governments are turned to early childhood education. Yet so much has stayed the same, most especially our commitment to accountability, making decisions with data and working with our partners across the country. There has never been a better time to advocate for and support the early childhood workforce, and we look forward to working with you to ensure that this vital workforce is educated and paid in a manner that reflects their importance to us all.

Best,



Marsha Basloe, *President*
Child Care Services Association



“I am thrilled to take on this role with the T.E.A.C.H. Early Childhood® National Center staff during this challenging but important time for the early childhood workforce. It is past time they were recognized for their incredible impact on our communities. I look forward to our continued work together as we advocate for and support these professionals that do so much for so many.”

Edith Locke, CCSA
Sr. Vice President of Professional
Development Initiatives

FUNDER ACKNOWLEDGMENT

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T.E.A.C.H. Early Childhood®

Creating Equitable Access to Education, Compensation and Career Pathways for the Diverse Early Childhood Education Workforce

For more than 30 years, the T.E.A.C.H. Early Childhood® Initiative has opened the doors to a debt-free college education for early childhood educators, changing the lives of the scholarship recipients and their families across the nation.

T.E.A.C.H. scholarships provide comprehensive supports for recipients to take coursework leading to credentials and degrees by making it possible for them to afford both the time and expense of going to college. At the same time, T.E.A.C.H. helps states leverage the financial resources necessary to provide equitable access to higher education while ensuring a workforce pipeline of well-educated, better compensated and committed early childhood educators.



“To be part of a group of leaders working to create equitable learning pathways for early childhood education teachers is one of the highlights of my professional career. Together we are rethinking policies and advocating to change the trajectory of early childhood education in our communities.”

Ana De Hoyos O'Connor,
Associate Professor/Community Liaison, San Antonio College; T.E.A.C.H. and WAGE\$ National Advisory Committee Member and Child Care Services Association Board Member

This year's data showed that more than 50% of T.E.A.C.H. scholarship recipients are first-generation college students.

OUTPUTS

In FY2020-2021, T.E.A.C.H. programs garnered **\$42.1 million** to support **15,382** scholarship recipients in **24** states and the District of Columbia.

EMPLOYERS

- **7,990** 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
- **29.2%** of recipients worked with children in publicly funded pre-kindergarten programs
- **12%** of recipients worked with the Head Start population

EDUCATION

- **97,206** credit hours completed
- **81%** of participants worked as teachers or family child care educators

COLLEGES AND UNIVERSITIES

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

Equitable access to higher education for the diverse workforce is one of the pillars of the T.E.A.C.H. Scholarship Program. The pandemic brought disruptions to many systems, including higher education, affecting the early childhood workforce's ability to smoothly advance their educational journey on T.E.A.C.H. While the National Center provided guidance to T.E.A.C.H. state programs on charting this course, higher education institutions serving scholarship recipients clearly stepped up by increasing access to online degree options. Three cheers for our higher education faculty partners!

OUTCOMES

Average Annual Credit Hours Completed

- **14.14** - Associate degree scholarships
- **17.45** - Bachelor's degree scholarships

Average Annual Grade Point Averages (GPA)

- **3.4 GPA** - Associate degree scholarships
- **3.57 GPA** - Bachelor's degree scholarships

The average teacher on a T.E.A.C.H. scholarship earned **\$12.71** per hour.

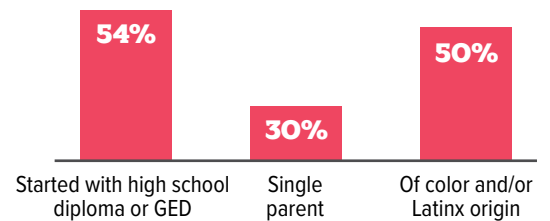
DISCLAIMER

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 exact results.

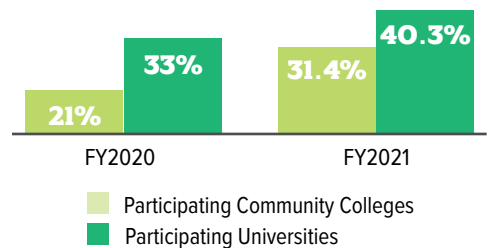
- **66%** of recipients worked with 3-5-year olds*
- **48.2%** of recipients worked with children under 3 years of age*
- **537,943** children benefited from having a better educated teacher

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

Profile of T.E.A.C.H. Recipients



Increase In Online Degree Programs at Participating Higher Education Institutions FY2020-FY2021



Equity to Scholarship and Degree Completion FY2020-2021

Equitable access to higher education for the diverse workforce does not always lead to degree completion. Many factors can derail a college education for early childhood educators who are working full time, who may be the first in their family to go to college and who are balancing work, family and school obligations. The T.E.A.C.H. National Center focuses on ensuring equity of access to degree completion and that recipients mirror the racial/ethnic diversity of the children in their states.

% Children of Color Birth to 4	% Associate Recipients of Color	% Associate Graduates of Color	% Bachelor's Recipients of Color	% Bachelor's Graduates of Color
47%	48%	43%	42%	36%



Thank you to our 2021 T.E.A.C.H. Early Childhood[®] and Child Care WAGES[®] National Symposium Sponsor

Child Care WAGES®

Rewarding Gains in Education and Commitment to the Early Childhood Education Field

Teacher turnover in the early childhood workforce has serious implications for children. To help stem the tide of turnover and increase caregiver continuity, the Child Care WAGES® Program provides education-based salary supplements to low-paid early childhood educators, directors and family child care educators based on education achieved and the continuity of care they provide. While a salary supplement helps keep educated and motivated teachers in classrooms, WAGES is more than just a check. WAGES also helps to equalize the playing field by reaching this diverse workforce.

FY2020–2021: BY THE NUMBERS

- **\$16.7 million** supported **8,122** WAGES participants in **six** states.

EMPLOYERS

- **91%** of participants worked in center-based settings
- **9%** of participants worked in family child care homes
- **165,297** children were served by WAGES participants

AVERAGE SIX-MONTH SUPPLEMENT

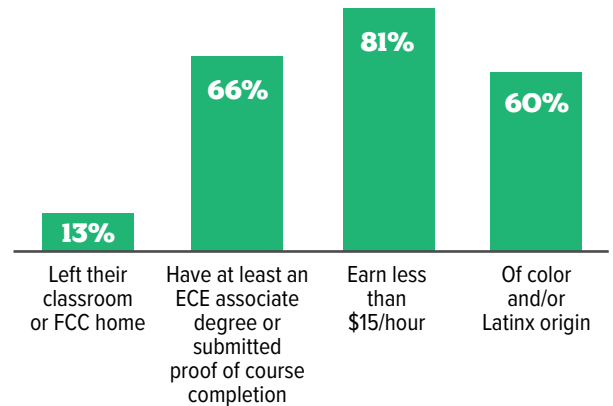
- **\$934**

RETENTION

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

94% of WAGES participants nationally said the supplement helped ease financial stress.

Profile of WAGES Participants



“I grew up as a caretaker for my parents and youngest brother. After my parents passed, I continued to live in the family home, but because I was earning just \$100/week for full time employment as an assistant to a child development home provider, I was barely able to buy food. Our home eventually became uninhabitable. Thankfully community members, including a parent whose children I had cared for, stepped in to help. Around the same time the Child Care WAGES® program became available to me. I now live in a clean and safe apartment, I can afford healthcare, and not only do I have a little spending money, but I am also saving for retirement. The WAGES program in Iowa has been life changing!”

Daria Darling

Accomplishments and Highlights from the Center

Moving the Needle on Early Childhood Workforce Issues - Improving Equity of Access for the Diverse Workforce Through a State-Team-Based Approach

"It has been a blessing to work with the Nevada Moving the Needle (MtN) on Early Childhood Workforce Issues team on establishing a fully online, non-certification Bachelor's Degree in Early Childhood Education as part of our higher education pathway in Nevada. This program, now available at Great Basin College, would not have come to fruition without the support of the MtN team. I am elated to say that I am actively advising, registering and enrolling students in courses for this new degree program."

Lynnette McFarlan, Professor and Program Supervisor, Early Childhood Education, Great Basin College

For the past six years, the T.E.A.C.H. National Center has engaged 18 state teams in cohorts of three to 10 states, toward creating new and/or expanding existing policies, strategies and funding sources to address issues of equity and diversity impacting the early childhood workforce, including access to flexible, affordable education, career pathways, workforce stability and better compensation.

This past year, given the ongoing impact of COVID-19 on early childhood programs and educators, the contributions of these teams were remarkable.

A report of the outcomes of this year's cohort of states is available on the National Center's [website](#).

Here are just a few examples of their accomplishments:

- A brand new fully online, non-certification bachelor's degree in early childhood education was approved in **Nevada** and began this fall.
- Through the efforts of the **South Carolina** team, articulation agreements are increasing between 2- and 4-year higher education institutions.
- **Iowa** secured \$7 million for Child Care WAGES® to serve all counties in the state.
- **North Carolina** and **New Jersey** ran successful outreach campaigns that brought new and stronger workforce voices advocating for themselves.
- **Nebraska** and **Indiana** focused on addressing the diversity of the workforce in their states. Nebraska connected with the Nebraska Indian Community College and started mapping out collaborative opportunities, while the leaders of the Indiana team were invited to be involved in the development of an equity certification at the associate, bachelor's and master's degree levels.

STATE TEAMS

- Indiana
- Iowa
- Nebraska
- Nevada
- New Jersey
- North Carolina
- South Carolina

New Counselor Training and Counselor Community of Practice - Supporting the Face and Voice of T.E.A.C.H. Early Childhood® Programs

Last year, the National Center began a training series for new T.E.A.C.H. counselors to provide them with consistent information about the program from the national perspective while acknowledging that each state has unique policies and practices. To date, 27 individuals have completed the four-part series. To augment this training, and with feedback from counselors and T.E.A.C.H. program administrators, the National Center is supporting a Counselor Community of Practice (CCoP). The CCoP provides a space for counselors to connect, learn and develop skills to support their scholarship recipients and their work. The initial session focused on difficult conversations. Five sessions are already planned for 2022.

"I like that the session was interactive, meeting fellow counselors, and the examples were perfect for dealing with conflicts as a counselor."

Counselor Community of Practice participant

Voices from the Field

Harriette Scates

Owner/Director, A
Generation Chosen

**T.E.A.C.H.
Early Childhood®
Missouri
Scholarship Recipient
(2005 - 2019) and
Current Sponsor of Six
Staff on T.E.A.C.H. Scholarships**



Harriette Scates will tell you that her career in early childhood started when she was a child and would teach the teddy bears and baby dolls lined up on her bed. Her first paid job in the field was after school as a part time assistant teacher at a local church preschool. Harriette has since opened her own child care center and first heard about T.E.A.C.H. from a classmate at the local community college. Since then she has earned associate and bachelor's degrees. "T.E.A.C.H. has afforded me so many opportunities, the first being how I see each child as an individual and build meaningful experiences and respectful relationships with them," she explained. "Because of my education and my commitment to the education of my staff, we have also become an accredited program through our state's accreditation system," she continued. We know a mother's educational achievements are a significant predictor of their children's academic success, so it's not surprising that two of the six teachers currently on T.E.A.C.H. scholarships at Harriette's center are her daughters. Harriette was the first in her immediate family to go to college. Clearly, she's not the last. "If it were not for T.E.A.C.H., I would be an uneducated director, not really knowing how children learn, and I would not have a quality center or quality teachers behind me."

• **EDUCATIONAL PROGRESSION:**

Director Credential, Certificate of Proficiency, Associate Degree in Early Care and Education, Bachelor's of Science Degree in Child Development

• **CAREER PATHWAY:**

Child Care Center Assistant Teacher, Teacher, Owner/Director

- Harriette has seen a **109% REAL WAGE INCREASE** over 16 years when controlling for inflation.

A Series of Policy Briefs – Informing and Providing Recommendations for Policymakers, Programs, Advocates and Stakeholders

If we have learned nothing else from the COVID-19 pandemic, it is clear to policymakers and the public now more than ever that high quality, affordable and accessible early childhood education programs are a critical component of the engine that runs our country's economy. And they are beginning to understand that key to this equation is a well-educated and fairly compensated workforce. The National Center's series of policy briefs puts a laser focus on how this happens.

- [Creating Equity for and within the Early Childhood Workforce](#)
- [Retaining Educated Early Childhood Educators](#)
- [Higher Education and the Early Childhood Workforce](#)
- [Career Pathways for Early Childhood Educators](#)

“Serving as a T.E.A.C.H. National Advisory Committee member for two decades has allowed me to be part of the growing understanding of the importance of appropriate credentials for early childhood teachers and equally important the recognition that our workforce needs strong support to earn these credentials. I'm so proud to be part of T.E.A.C.H. who has led the way in creating a pathway for the workforce and strategies for compensation through Child Care WAGE\$®.”

Helen Blank, Former Director of Child Care and Early Learning, National Women's Law Center and T.E.A.C.H. and WAGE\$ National Advisory Committee Member

On the Horizon for the Center

Step Up to T.E.A.C.H. and Step Up to WAGES — Offering a Short-to-Long Term Workforce Stabilization Strategy

As states across the country have been tackling how to best invest their relief dollars to support the early childhood workforce, the National Center began and continues to offer new opportunities to launch [Step Up to T.E.A.C.H.](#) and/or [Step Up to WAGES](#) demonstration programs. *Step Up* can help states quickly turn ARPA funds into educational scholarships and education-based salary supplements.

Supporting the Growth of Early Childhood Apprenticeship Programs

Over the past six months, the National Center has been developing a plan for T.E.A.C.H. and the Department of Labor to facilitate the expansion of equitable, accessible and sustainable professional pathways and improved compensation for the early childhood education workforce. A workgroup of T.E.A.C.H. program administrators, including those that offer apprenticeships using the T.E.A.C.H. model as the base, have brought their collective expertise to the table. The National Center will continue this development into the new fiscal year.

Early Childhood Education Workforce Convening – Everything Old Becomes New Again

Since the inception of the T.E.A.C.H. National Center in 2000, we have held an annual symposium to bring T.E.A.C.H. and WAGES program staff together. Over the past 20 years, it has grown to include partners and stakeholders in non-profit organizations, higher education institutions, state, local and national governmental agencies, funders and others working in or on behalf of early childhood education systems. For the coming year, as part of the National Center's evolving 50-state strategy, we have renamed the symposium the *Early Childhood Education Workforce Convening, hosted by the T.E.A.C.H. Early Childhood® National Center* and invite all states to attend. The Convening will take place April 20-22, 2022. It is our hope to meet in person at the William and Ida Friday Center for Continuing Education in Chapel Hill, N.C. We hope you will consider joining us.

Voices from the Field

Chelsea Cook

Director, Ascension of Christ Lutheran Church Child Care and Preschool



T.E.A.C.H. Early Childhood® Michigan Scholarship Recipient (2015 - 2021)

Chelsea Cook started her educational journey right out of high school. She intended to go into education, but after taking courses in anthropology, psychology, philosophy and cognitive science she went home for the summer not at all sure about her path. As luck would have it, her church was starting an early childhood program where she began volunteering and soon became an assistant teacher and then a lead teacher. Luck, or maybe fate, struck again when the director offered to sponsor her on a T.E.A.C.H. scholarship for her Infant/Toddler Child Development Associate Credential Assessment. As the center grew, Chelsea's opportunities grew as well and she was offered the assistant director position. "By then I was very invested in the children and wanted to know more. I realized I can do this as a career," Chelsea reflected. By that time, her director was on a T.E.A.C.H. scholarship earning her bachelor's degree and offered Chelsea the same opportunity. She graduated with her bachelor's degree in May of this year and in August assumed the role of center director. She currently has several teachers interested in starting their educational journeys through T.E.A.C.H. "The parents at my school know about our commitment to education and are very supportive. Sometimes they show up with doughnuts to celebrate! What I've learned over the years is that education is an ongoing process. I'm always interested in building on what I have learned to ensure our program is implementing best practices. I want to build the team of teachers up professionally and T.E.A.C.H. has allowed us to do that. I tell everyone you can go back to school, and when I'm hiring, T.E.A.C.H. is definitely a selling point."

- **EDUCATIONAL PROGRESSION:**
Infant/Toddler Child Development Associate Credential, Bachelor's Degree in Children and Families
- **CAREER PATHWAY:**
Assistant Teacher, Lead Teacher, Assistant Director, Director
- Chelsea has seen a **54% REAL WAGE INCREASE** over six years when controlling for inflation.

Statement of Activities

	FY2021	FY2020
REVENUES		
Grants	\$477,825	\$339,046
Training Events	\$36,555	\$19,735
Licensing and Consulting	\$110,441	\$100,855
<i>TOTAL REVENUES</i>	<i>\$624,821</i>	<i>\$459,636</i>
EXPENSES		
OPERATING		
Salaries and Wages	\$325,500	\$311,212
Fringe Benefits	\$48,956	\$43,913
Payroll Taxes	\$25,140	\$23,403
Contracted Services	\$28,515	\$23,708
Office Supplies	\$506	\$806
Travel	\$0	\$4,434
Communications — Postage	\$259	\$110
Communications — Telephone	\$2,190	\$1,280
Duplicating/Printing	\$385	\$717
Meeting/Conference	\$950	\$205
Employee Training	\$76	\$0
Advertising	\$125	\$0
Dues & Subscriptions	\$9,066	\$8,808
Capital Equipment	\$1,748	\$270
Overhead	\$51,702	\$35,902
<i>TOTAL OPERATING EXPENSES</i>	<i>\$495,119</i>	<i>\$454,767</i>
GRANTS & ASSISTANCE		
Grants/Cash Awards	\$129,702	\$4,869
<i>TOTAL GRANTS & ASSISTANCE</i>	<i>\$129,702</i>	<i>\$4,869</i>
TOTAL EXPENSES	\$624,821	\$459,636
NET FUND BALANCE	\$0	\$0

T.E.A.C.H. and WAGE\$ programs are housed in statewide organizations serving the early childhood community. In FY2020-2021, 24 states and the District of Columbia were licensed.

- Alabama
[Alabama Partnership for Children](#)
- Arkansas
[Arkansas Early Childhood Association](#)
- Colorado
[Early Childhood Council Leadership Alliance](#)
- Delaware*
[Delaware Association for the Education of Young Children](#)
- District of Columbia
[National Black Child Development Institute](#)
- 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
[Michigan Association for the Education of Young Children](#)
- Minnesota
[Child Care Aware® of Minnesota](#)
- Missouri
[Child Care Aware® of Missouri](#)
- Nebraska*
[Nebraska Association for the Education of Young Children](#)
- Nevada
[Nevada Association for the Education of Young Children](#)
- New Hampshire
[Southern New Hampshire Services](#)
- 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
[South Carolina Endeavors](#)
- 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](#)
- 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.

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*

Carol Brunson Day

Brunson, Phillips and Day, Inc.

Marica Cox Mitchell

Bainum Family Foundation

John Cregg

*Nevada Association for the
Education of Young Children*

Ana De Hoyos O'Connor

San Antonio College

Nar Doumyba

Wisconsin Early Childhood Association

Lauren Hogan

*National Association for the
Education of Young Children*

Iheoma Iruka

*Frank Porter Graham Child
Development Institute*

Phyllis Kalifeh

The Children's Forum

Michelle Raybon

Alabama Partnership for Children

Ex Officio Members-Child Care
Services Association Staff

Marsha Basloe

President

Edith Locke

SVP, Professional Development Initiatives

Allison Miller

VP, Compensation Initiatives

T.E.A.C.H. Early Childhood® National Center, a division of CCSA

PO Box 901, Chapel Hill, N.C. 27514
919-967-3272 telephone
919-442-1988 facsimile

teachnationalcenter.org
childcareservices.org

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