



2008-2009

T.E.A.C.H. Early Childhood® & Child Care WAGE\$®
National Annual Program Report

Creating Systems of Support for
the Early Childhood Workforce



Letter from the president

■ On the cusp of the 20th anniversary of the T.E.A.C.H. Early Childhood® Project, it's remarkable to witness the changes that have resulted from an initial investment of \$23,100 in 21 North Carolina early childhood teachers in 1990. We had no idea 20 years ago that this small investment would result in a large-scale approach that is helping to transform both individuals in the early childhood workforce and the systems that support them.

Generating this kind of change in our field starts with a vision that all states and our nation value the importance of the early childhood workforce as a key to ensuring high-quality early childhood education and positive outcomes for young children. Actualizing this vision requires eliminating both individual and system barriers that keep the workforce from getting the education it both wants and needs, earning equitable wages and committing to the field. At the core of T.E.A.C.H. Early Childhood® is a set of values that, when realized, helps break down these barriers. Values such as building

Looking back, we can say with certainty that the T.E.A.C.H. Early Childhood® Project's impact has been important and long lasting.

onto existing higher education systems and working to help strengthen them; building partnerships for professional development with the workforce, early childhood programs and funders; creating educational pathways strengthened by adequate and meaningful articulation agreements; and reaching the diversity of the field.

With substantial increases in investments in early childhood education including more and more states funding universal prekindergarten programs, it is vital that states eliminate barriers, create access, and establish and support long-lasting policy changes to ensure a well qualified, fairly compensated and stable early childhood workforce. And we see that happening. We see higher education institutions responding to the needs of the early childhood workforce. We see licensing regulations related to educational attainment improving. And we see the workforce getting the education it wants, earning more money and staying in a field they love.

Looking back, we can say with certainty that the T.E.A.C.H. Early Childhood® Project's impact has been important and long lasting.

And we expect nothing less of ourselves going forward into the next

20 years. Fair and meaningful compensation for this workforce must be realized. Full articulation of associate degrees in early childhood education to four-year universities must be the rule and not the exception. And resources must be made available to grow innovative programs in order to reach sufficiency within states and across the country. With the current economic challenges the next few years may be hard. In some states, we are seeing erosion in the investments they are able to make in workforce initiatives. But we are hopeful that American Recovery and Reinvestment Act funds and Early Learning Challenge Grants will provide critical resources, new opportunities and increased investments.

Sincerely,



Sue Russell
President
Child Care Services Association



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T.E.A.C.H. Early Childhood® is a comprehensive strategy that creates access to higher education for a low-income workforce that lacks the financial means to afford college or the political clout to achieve transformation on their own. It provides scholarships to enable early childhood teachers to take coursework leading to credentials and degrees by making it possible for them to afford both the time and expense of going to school. At the same time, T.E.A.C.H. helps states leverage the financial resources necessary to provide access to higher education and support for the workforce. And it creates new and diverse advocates who are necessary to support sustainable policy changes.

National Outcome Data

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

- \$28.9 million funded T.E.A.C.H. Projects in 21 states
- 7,005 child care centers and 2,760 family child care homes sponsored T.E.A.C.H. recipients

Education

- 21,256 scholarships were awarded.
- 125,820 credit hours were completed.
 - 9 to 18 semester credit hours in associate degree programs.
 - 9 to 21 semester credit hours in bachelor's degree programs.
- 3.2 grade point average for recipients on associate degree scholarships.
- 68% of recipients worked toward a two- or four-year degree.

Compensation

- 78% of states reported increases in compensation of 5% or more.
- All states reported compensation increases for recipients.

Retention

- 61% of states reported turnover rates of 5% or less.
- All states reported 10% or less turnover, except one (11%).

Diversity of the Workforce

- 42% of recipients were people of color.
- 10% of recipients were Latina.

Diversity of Program Auspices and Children Served

- 11% of recipients worked with children in a publicly funded prekindergarten program.
- 9% of recipients worked with the Head Start population.
- 42% of recipients worked with children under two years of age.

Colleges and Universities

- 329 two-year and 169 four-year institutions of higher education provided college courses and benefited from enrollment.

Working Together For Universal Pre-K and Improvements in Licensing

Tallahassee Community College (TCC) has seen tremendous growth in its Early Childhood Education Associate Degree program according to Jeanne Barker, Associate Professor in Early Childhood Education. The program has expanded from 89 students enrolled in the campus-based program in 2004 to 389 enrolled almost exclusively online today.

"Florida's Voluntary Universal Prekindergarten program requirement for lead teachers to have a staff credential, as well as other non pre-K credentialing requirements, were the driving forces in child care educators enrolling in college courses," Professor Barker recently noted. "Real changes in the program have occurred in large part due to the availability of T.E.A.C.H. scholarships," she continued. "There was no way the students could have completed these requirements without this help. The scholarship support plus T.E.A.C.H. counselors' willingness to work with the early childhood coordinator were and continue to be instrumental in making the program work at TCC."

TCC addressed the increased demand for coursework by creating a fast track program, offering the five courses needed for the credential each semester, including summer and online. When those five courses are complete, the teacher also walks away with a Florida Child Care Professional Credential and has completed all the coursework necessary for the National Child Development Associate Credential (CDA). So teachers anywhere in the state needing to meet the higher education standards have quick access. This also helps Head Start teachers whose educational requirements have increased over the years.

*Heidi Fletcher,
T.E.A.C.H. recipient
and recent Tallahassee
Community College
graduate, who took
courses online and
drove 250 miles from
her home to walk at
graduation.*



Project Highlights

Capacity Building in Higher Education

Each year, T.E.A.C.H. Projects across the nation help build the capacity of higher education institutions to meet the early childhood workforce's need for flexible education options. As scholarship dollars in the form of tuition payments are directed to these institutions, early childhood degree programs see a marked increase in their student populations and are able to hire additional faculty and grow their infrastructure with resources from long-term student investments.

This year, funding supported nearly 500 community college and university early childhood associate and bachelor's degree programs and facilitated long-term systemic changes.

A recent survey of 18 T.E.A.C.H. projects demonstrates the direct impact of the model on access to education and the indirect results of a T.E.A.C.H. presence.

- 100% of respondents report adding additional scholarship models. Today more than 10 scholarship models are offered.
- 94% indicate a rise in the availability of two-year degree programs.
- 93% indicate a rise in the availability of four-year degree programs.
- 89% report offering a bachelor's degree scholarship option. No states offered bachelor's degree scholarships when they first implemented T.E.A.C.H. in their states.
- 83% report they believe T.E.A.C.H. had an influence on the availability of degree program articulation agreements.
- 66% report that 75% or more of the four-year degree programs in their state now have an articulation agreement with a two-year program; an increase of 22.5% since inception.
- 61% report stronger workforce education standards linked to systems or standards such as tiered facility licensing systems and subsidy reimbursement.
- 28% report implementing additional compensation initiatives since the project's inception.

Responsiveness of Two- and Four-Year Higher Education Institutions

The T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance Center conducted a survey this year to better understand the responsiveness of community and technical college systems in meeting the needs of T.E.A.C.H. recipients. Responses from 16 T.E.A.C.H. states and 299 colleges tell the story of institutions rising to the challenge and addressing the needs of the early childhood workforce.

Availability of Courses

- 96% of the colleges offer associate degree programs in early childhood education.
- 48% have courses that align with the requirements of the Child Development Associate (CDA) Credential.

Accessibility to Students

- 65% have admissions requirements beyond a high school diploma or a GED.
- 63% require placement tests for early childhood coursework.
- 90% have T.E.A.C.H. recipients enrolled with an average of 54 T.E.A.C.H. recipients per college.
- 50% articulate the CDA coursework into their early childhood associate degree program.
- 77% have articulation agreements with four-year colleges and universities; those with agreements have an average of two agreements per college.

Quality of the Program

- 20% of T.E.A.C.H. recipients are attending colleges that have earned Early Childhood Associate Degree Accreditation through the National Association for the Education of Young Children.

Adapting to a Changing Landscape

When discussing the collaboration between Pennsylvania's Eastern University School of Education and T.E.A.C.H. PENNSYLVANIA, the words flexibility, adaptation and partnership come to mind for Helen Loeb, Dean of Education at Eastern. "As a private four-year university one of the things we did when we were approached about scholarship recipients attending our bachelor's degree program was offer a tuition rate comparable to the state university system," she said. "This flexibility led to students having access to our program that they might not have had otherwise." With more students coming to the program via T.E.A.C.H. scholarships, the program has also been able to add faculty, allowing them to meet the needs of working students by offering classes in the evenings and off campus at community-based locations.

"In many ways, T.E.A.C.H. has really been a change agent and has helped foster long lasting partnerships among the early childhood community," noted Dean Loeb. "As more students are transferring to our program from community colleges, the university and the colleges are adapting to their needs. We're working very closely with our community college counterparts to create meaningful articulation agreements. And now, when staff of the Delaware Valley chapter of the Association for the Education of Young Children work with teachers in the field, they often refer them to our program knowing T.E.A.C.H. is there to help with scholarships. This kind of community-wide collaboration is a direct result of the work T.E.A.C.H. PENNSYLVANIA is doing to help create the demand for education as well as getting the word out and promoting programs like ours to teachers seeking their four-year degrees."

Meeting the Needs of a Diverse Community

When Wilma Bonaparte, Associate Dean of the Education Department, Liberal Arts/Sciences, and Health Occupation Divisions, arrived at Wisconsin's Milwaukee Area Technical College (MATC) in 1999, 82% of the students in the early childhood education program were minorities, but there was absolutely no diversity in the faculty. Now, with a 43% increase in enrollment thanks in large part to T.E.A.C.H., a more diverse faculty has been hired that mirrors the diversity of the student body. "We have men and minorities teaching courses and a cadre of educational assistants, many of whom are speakers of other languages and one who is a former T.E.A.C.H. recipient, working as educational mentors helping new students navigate the college experience." This is no more evident than in the story of Toshiba Adams, at right.

Faculty at MATC and staff of Wisconsin Early Childhood Association (administrative home of T.E.A.C.H. in Wisconsin) have seen how, by working together, large-scale change can happen. One year, when a legislative proposal would have defunded T.E.A.C.H., MATC sent busloads of students to attend and speak at legislative hearings. "They wanted to help because they knew how much T.E.A.C.H. had helped them," Associate Dean Bonaparte reflected. The result? Funding was not cut.



The T.E.A.C.H. scholarship is the best thing that has happened to me in the 17 years that I have been in the child care profession. Being a male in early childhood education I have often gotten discouraged by the stereotype that this is not a profession for men. I am glad that the T.E.A.C.H. counselors and the MATC faculty gave me a chance to do what I enjoy doing. I would encourage anyone working in the field to make good use of the opportunities for educational and professional advancement provided by T.E.A.C.H. scholarships.

— Albra McFadden, Student and Early Childhood Administrator

Growing Leadership from the Ground Up

Toshiba Adams' career path has been a rewarding journey. Through it all she continued her educational pursuits and maintained her advocacy work on behalf of children and families. "I was a recipient of the T.E.A.C.H. scholarship in 1999, and with the financial and counseling support I received from T.E.A.C.H. I was able to complete the Wisconsin Professional Credential for Child Care Administrators and transfer those 18 credits toward my bachelor's degree," she said. "By networking with other professionals and extending my professional knowledge base, I was able to operate a successful home-based early childhood business for a total of nine years," she recently reflected. During this time she supported several teachers enrolled in college courses at Wisconsin's Milwaukee Area Technical College (MATC).

But that's not all. Toshiba went on to complete her master's degree and is now working toward completion of her doctoral studies in sociology and education. And as a result of her continued education, she has secured a full-time teaching position at MATC in the Child Development Associate Degree program. "I began my educational journey as a T.E.A.C.H. recipient and now have the privilege of instructing students who are being funded through the T.E.A.C.H. scholarship program. I will forever be indebted to the staff of T.E.A.C.H. Wisconsin and MATC for supporting and encouraging my professional growth. What a journey!"



Toshiba Adams

Child Care WAGE\$[®]

Teacher turnover in the early childhood workforce has serious implications for children. To help stem the tide of turnover and increase teacher continuity, Child Care WAGE\$[®] provides salary supplements to early childhood educators based on education achieved and the continuity of care they provide. And while a salary supplement helps keep educated and motivated teachers in classrooms, WAGE\$ is more than just a check. WAGE\$ also serves to equalize the playing field by successfully reaching the diversity of the field. Last year North Carolina, Florida and Kansas had active WAGE\$ projects.



National Outcome Data

Funding

- \$16,113,437 funded WAGE\$ Projects in three states.

Participants

- 10,349 supplements were awarded.
- 3,710 child care programs employed WAGE\$ recipients.
- Over 56% of WAGE\$ participants were people of color.
- Over 99% were women.

Compensation

- \$685 was the average six-month supplement.

Education

- Over 60% of WAGE\$ participants in the three states reported taking coursework since being on WAGE\$.
- 21 - 31% of WAGE\$ participants submitted documentation that they had completed additional coursework.
- 10 - 19% of WAGE\$ participants in the three states submitted enough documentation of completed coursework to move up a level on the WAGE\$ supplement scale.

Retention

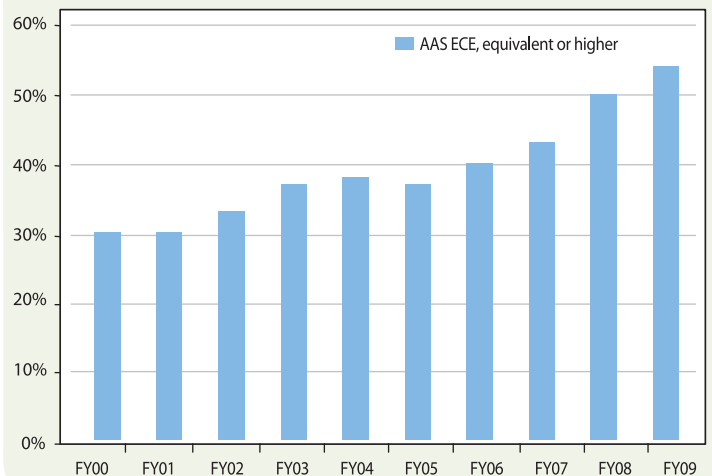
- Lower turnover resulted for WAGE\$ participants in the three states; turnover rates ranged from 9 - 15%, far lower than typical rates for the early childhood workforce.

Project Highlights

As these economic down times continue, it is now more important than ever that this workforce is provided with critical supports to keep them in their jobs – not only for the thousands of families they serve each day but also in support of their own families. For some, WAGE\$ salary supplements are helping low-income professionals keep food on their tables and a roof over their heads.

The steady growth of participation in education demonstrates the willingness and the tenacity of the workforce in its pursuit of what children need – educated teachers.

11-year growth of WAGE\$ population with an associate degree or higher in North Carolina



WAGE\$ has helped me keep my home and have funds for my children. It has helped me to make it everyday. Thank you for saving my home, giving us food and keeping me from being homeless. Thank you from the top and bottom of my heart.

— Early childhood teacher and WAGE\$ recipient

■ **T.E.A.C.H. and WAGES** state projects are guided by the National T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance Center. Considered the hub of the wheel, the Center supports quality and fosters progress and expansion. The Center is composed 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. and WAGES nationwide.



Quality Assurance

The Center's competency-based tools and staff expertise help ensure the provision of high-quality services and the advancement of systemic and policy changes at the state and national levels. In the last fiscal year, nine existing T.E.A.C.H. Project licenses were renewed based on the results of their competency-based and peer validated self study portfolio submissions.

Training & Technical Assistance

This year, Center staff provided thousands of hours of training, technical assistance and support to state T.E.A.C.H. Projects and hosted a national conference that brought together over 100 professionals including T.E.A.C.H. and WAGES staff, higher education faculty, researchers, national advocates and policy makers.

Staff provided a voice for workforce supports nationally through congressional testimony, articles, and conference presentations at the National Black Child Development Institute and the National Association for the Education of Young Children's Professional Development Institute, Policy Institute and Annual Conference.

Expansion

This year, new T.E.A.C.H. Projects were licensed in Arizona and West Virginia. Center staff also met with potential state partners, both in-person and virtually, providing four states with information about T.E.A.C.H.

Outreach

Careers in Early Childhood Directory

To increase awareness about career opportunities, the Center released the third edition of the Careers in Early Childhood Directory, which profiles career options, educational expectations and salary opportunities in the field. The flexible design allows state T.E.A.C.H. projects to customize the publication to reflect their state-specific resources and credit-bearing options at two- and four-year institutions as well as financial aid options. The NC Careers Directory can be viewed at http://www.childcareservices.org/_downloads/CareersInEarlyChildhoodGuide_NC.pdf.

Online College Directories

To help T.E.A.C.H. students throughout the country know and understand the higher education options available to them, the Center created and made available to all T.E.A.C.H. states an online college directory template modeled after the online directory housed on the web site of the Iowa Association for the Education of Young Children - the administrative home for T.E.A.C.H. in Iowa. Sixteen T.E.A.C.H. Projects used the template to publicize on their web sites what is happening in community college early childhood education departments across their states.

What makes the work of T.E.A.C.H. stand out from others working in the field is that the work is at once systemic—it seeks to change the way in which early childhood educators are perceived in society and works with governments to demonstrate the importance of investing in this workforce — and at the same time changes lives of low-income women and children.

While changing perceptions and government investments at the macro level, T.E.A.C.H. is able to work on the ground with early childhood educators — increasing their skills, making them more effective educators of children, while assisting in increasing the incomes of low income women.

— Jael Silliman, Ford Foundation funder

Central to the diffusion of policy strategies and best practices for the field is a deep understanding of state context, policies and politics. The T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance 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, The Children's Forum, administrative home for T.E.A.C.H. FLORIDA

The T.E.A.C.H. and WAGE\$ projects are housed in a remarkable group of organizations in 21 states.

T.E.A.C.H. Early Childhood®

North Carolina, Founding State
Child Care Services Association

Alabama

Alabama Partnership for Children

Arizona

Association for Supportive Child Care

Colorado

Qualistar Early Learning

Florida

The Children's Forum

Delaware

Children & Families First

Indiana

Indiana Association for the Education of Young Children

Iowa

Iowa Association for the Education of Young Children

Kansas

Kansas Association of Child Care Resource & Referral Agencies

Michigan

Michigan 4C Association

Minnesota

Minnesota Child Care Resource & Referral Network

Missouri

Missouri Child Care Resource & Referral Network

Nebraska

Nebraska Association for the Education of Young Children

Nevada

Nevada Association for the Education of Young Children

New Mexico

New Mexico Association for the Education of Young Children

Ohio

Ohio Child Care Resource & Referral Association

Pennsylvania

Pennsylvania Child Care Association

South Carolina

South Carolina First Steps - Center for Child Care Career Development

Virginia

Virginia Child Care Resource & Referral Network

West Virginia

River Valley Child Development Services

Wisconsin

Wisconsin Early Childhood Association

Child Care WAGE\$®

North Carolina, Founding State
Child Care Services Association

Florida

The Children's Forum

Kansas

Kansas Association of Child Care Resource & Referral Agencies

Advisory Committee Members

As a natural extension of the T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance 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 state projects.

Helen Blank

National Women's Law Center

Carol Brunson Day

National Black Child Development Institute

Terry Casey

Pennsylvania Child Care Association

Dick Clifford

Frank Porter Graham Child Development Institute

Autumn Gehri

Wisconsin Early Childhood Association

Phyllis Kalifeh

The Children's Forum

Edith Locke

Child Care Services Association

Peg Sprague

United Way of Massachusetts Bay

Dianna Wallace

Indiana Association for the Education of Young Children

Marci Young

Pre-K Now, Pew Center on the States

Sue Russell, Ex-officio

Child Care Services Association



"We have received T.E.A.C.H. scholarship funding for six employees over the past eight years. The difference between employees receiving college education and those attending in-service training shows in the quality of care they provide. While training is useful and informative, it does not culminate in the transformation of people into capable, confident, serious professionals the way the college experience does. We have to move beyond the minimal standards of care addressed by licensing. Our families deserve well rounded experiences for the children they place in our care."

—T.E.A.C.H. sponsor



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

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