

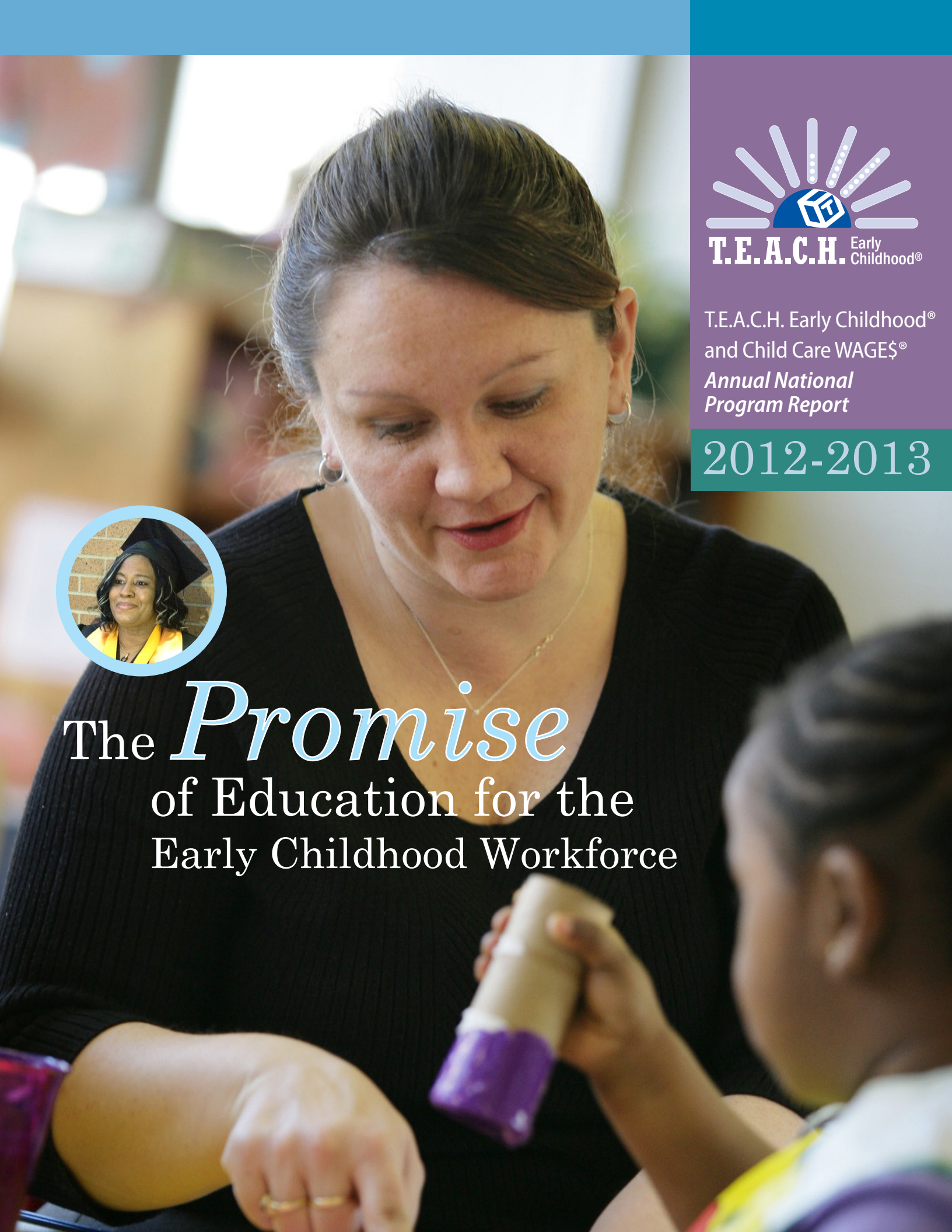


T.E.A.C.H. Early Childhood®  
T.E.A.C.H. Early Childhood®  
and Child Care WAGES®  
*Annual National  
Program Report*

2012-2013



The *Promise*  
of Education for the  
Early Childhood Workforce



# The *Promise* of Education for the Early Childhood Workforce

## Letter from the founder

■ We in the early care and education field know and understand the obstacles the early education workforce faces in going to college and we know it's not easy. Many are among the first generation in their family to go to college. Many are challenged to balance the demands of work and family with going to school. Additional barriers are created by the lack of relevant coursework and degrees and limited opportunities to articulate prior learning, coursework and degrees between higher education institutions.

*We know and understand the obstacles faced by our workforce, and we know what it takes to overcome them. For 23 years T.E.A.C.H. Early Childhood® and for 19 years Child Care WAGE\$® have provided effective strategies to accessing higher education without the burden of student debt.*

of their own resources to better themselves and the children in their care by going to college on a T.E.A.C.H. Early Childhood® Scholarship and to those who, by continuing their education, are seeing increases in their compensation by moving up the supplement scale as a Child Care WAGE\$® participant and are remaining in our field.



Sue Russell

And if these weren't enough, in the face of all of these obstacles is the reality of student debt that looms large for so many college students in our country. The last thing this underpaid and often undervalued workforce needs is the burden of student debt.

The T.E.A.C.H. Early Childhood® Scholarship Project and the Child Care WAGE\$® Salary Supplement Project are at the forefront of removing these barriers. What sets T.E.A.C.H. and WAGE\$ apart is the promise they offer for our workforce. The promise of:

- Access to the education they want and need;
- Supports to help and guide them along the way;
- Increases in their compensation for committing to the field; and
- A college education earned without debt.

We know and understand the obstacles faced by our workforce, and we know what it takes to overcome them. For 23 years T.E.A.C.H. Early Childhood® and for 19 years Child Care WAGE\$® have provided effective strategies to accessing higher education without the burden of student debt.

This year's annual report is dedicated to the thousands of early educators throughout the country who have taken us up on our promise and are committing their time, their energy and some



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# the Promise

*“Children have a lot to offer. I have been learning from them for 25 years. I opened my early childhood program to stay home with my children and work on my nursing degree. With a number of ‘life happens’ moments along the way, I delayed my education. In 2010, I changed majors to early childhood education and with the offer of a T.E.A.C.H. scholarship I was on my way. Without T.E.A.C.H. I would not have learned that there is a meaningful reason why I interact with children the way I do. T.E.A.C.H. has provided the spark back in my heart. T.E.A.C.H. also gave my program new meaning and ideals. It is now more of a thriving program than just an existing one.” Ann recently decided to pursue her Bachelor’s Degree in Early Childhood Education.*

— Ann Tilmon, Family Child Care Provider, Associate of Applied Science in Early Education (class of 2013 – With Honors), Metropolitan Community College, Omaha, NE



# the Promise

*“Without the help of T.E.A.C.H. I would not have been able to achieve my career goals. In 2000 after completing my Certificate in Child Care, I wanted to further my education but the financial and travel costs made it impossible. Not only did T.E.A.C.H. provide me with financial assistance, but my counselor was one of my biggest cheerleaders through the completion of my degree. Achieving my educational goals has not only led me to personal fulfillment of my goals, it also has led to advancement in my career. I am now the Director of the Preschool where I started working when I was 17 years old. I could not have achieved this without the support of my family, friends, employer, co-workers, my counselor and the T.E.A.C.H. Program.”*

— Laurie Woods, Center Director, Associate Degree in Early Care and Education (class of 2012 – Commencement Student Speaker and Graduate of the Year in Early Care and Education), Technical College of the Lowcountry, SC

# The Promise of T.E.A.C.H.

## *The Promise:*

### **Access to Higher Education**

One of the thorniest issues facing the early education workforce in their efforts to earn degrees is the lack of an articulated pathway from the associate degree to the bachelor's degree. Having a transparent and easily accessible education pathway for the workforce is key to student success, but for any number of reasons states struggle to create smooth pathways. One of the core values of T.E.A.C.H. Early Childhood® is that the workforce has access to coursework with currency; that is, that all credits articulate between all higher education institutions within a state.

This year, to strengthen our promise of access to higher education, the T.E.A.C.H. Early Childhood® National Center began a two-year initiative to increase the effectiveness, strength and number of articulation strategies within 10 T.E.A.C.H. states. A two-day National Articulation Summit, brought together state teams that are working to implement articulation strategies on the ground. The teams met in small groups and listened to panelists who are developing early childhood and higher education policy, and funders who are resourcing strategies to support policy implementation around articulation.

Going forward the Center will provide technical assistance and resources to state teams and a final compendium of sample articulation models and strategies will be available in 2015.



## *The Promise:*

### **Guidance and Help Along the Way**

Given all the barriers to education faced by the early education workforce, T.E.A.C.H. and WAGES projects have as a core value that “all project participants have access to a well trained and qualified counselor.” Last year, with foundation funding, the Center supported three T.E.A.C.H. states (Iowa, New Mexico and South Carolina) in testing innovative counseling strategies to refine and enhance our counseling approach toward the goal of coursework, certificate and degree completion. All proved to be successful in helping T.E.A.C.H. recipients better navigate higher education systems, remove barriers more quickly and ultimately complete more courses. This year, building on what was learned, four additional T.E.A.C.H. states (Arizona, Indiana, North Carolina and Wisconsin) are just beginning to implement new models of innovative counseling. And the three original states have been invited back to refine their strategies and serve another group of T.E.A.C.H. recipients.

“I liken T.E.A.C.H. participants to the Wizard of Oz tale. The scarecrow, tin man and lion embarked on a journey to get something from the Wizard, but they all realized in the course of the journey that they already had the brains, heart and courage they were seeking. In the same way, early educators think they are not college material because their friends and relatives have not attended college and in many cases they have had experiences in high school that made them feel inadequate. As these early educators take steps along their path – succeeding in passing tests and courses and connecting with instructors – they realize they have always had the brains, courage and heart to succeed. Counselors and mentors can help them to appreciate their successes and confirm that the new view they have of themselves is real. Professional development plans provide an opportunity for overall assessments of progress, too. They also provide the counselor or mentor with a deeper understanding and connection with the student.”

~ Andrea Lopez, Coach, T.E.A.C.H. New Mexico Innovative Counseling Project



# Early Childhood® & Child Care WAGE\$®

## *The Promise:*

### **Increases in Compensation for Committing to the Field**

Both T.E.A.C.H. and WAGE\$ projects have a core component that ensures increased compensation tied to a commitment to the field. Child Care WAGE\$® offers a model that can make a real and significant difference in an early educator's compensation. WAGE\$ provides education-based salary supplements to early educators that are tied to the recipient's level of education and retention in her early childhood program.

Not only do salary supplements help early educators earn more money, but WAGE\$ recipients who continue their education show a particular commitment to staying in the field. In North Carolina for example, where the turnover rate for all early educators is about 19%, the turnover rate for WAGE\$ recipients with an Associate Degree in Early Childhood Education or higher is just 11%. This is remarkable as the degreed workforce has many more opportunities to access higher earnings.



## *The Promise:*

### **A College Education Earned Without Debt**

As college costs continue to rise in the United States, there are fewer resources available for college grants and even fewer financial support options for part time students. It's no wonder that more students are not only borrowing, but also borrowing more. According to The Project on Student Debt ([www.projectonstudentdebt.com](http://www.projectonstudentdebt.com)) even students who receive Pell grants are more likely to leave college with student loan debt than other students. For the low wage early education workforce, debt is not an option.

T.E.A.C.H. Early Childhood® offers the promise of a college education without debt through its unique cost-sharing, incentive based model, which links scholarship assistance to educational attainment, compensation rewards and commitment to the field.

#### **What Happens When T.E.A.C.H. Scholarships Are Dramatically Reduced**

It has been nearly two years since public funding for the T.E.A.C.H. Early Childhood® Program was eliminated in Pennsylvania. The Pennsylvania Child Care Association (PACCA) has documented the struggles of individuals to complete their education without the T.E.A.C.H. Scholarship as they borrowed against credit cards and took out bank loans. A survey of T.E.A.C.H. recipients this past year indicated that more than 50% now have debt totaling \$4,000 or more, with 25.9% of those respondents owing more than \$10,000.



# National Program Outputs and Outcomes

Key indicators of student success for participants in both T.E.A.C.H. and WAGE\$ include increases in educational attainment, compensation and retention of the workforce. In FY2013, both programs produced outcomes that attest to success on all fronts.

## T.E.A.C.H. Early Childhood®

T.E.A.C.H. Early Childhood® offers early educators an affordable, comprehensive scholarship model that presents an opportunity to attain coursework, credentials and degrees in early childhood education without going into debt they will never be able to pay off. T.E.A.C.H. scholarships address the key issues of under-education, poor compensation and high turnover within the early education workforce. This year educational scholarships were awarded to early educators in 22 states and the District of Columbia.

### OUTPUTS

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

- \$25.9 million funded T.E.A.C.H. Projects in 22 states and the District of Columbia.
- 8,875 child care, prekindergarten and Head Start employers sponsored T.E.A.C.H. recipients; of these 24% were family child care homes.

#### Education

- 16,381 recipients were awarded scholarships.
- 103,150 credit hours were completed.
- 3.24 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.
- 64% of recipients worked toward a two- or four-year degree.

#### Colleges and Universities

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

### DEMOGRAPHICS

#### Diversity of the Workforce

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

#### Percent of T.E.A.C.H. Recipients Who Began T.E.A.C.H. with Only a High School Diploma by State

Percent of T.E.A.C.H. Population With Only a High School Diploma	Number of States
22%-34%	6
34% - 66%	12
66%+	3

### OUTCOMES

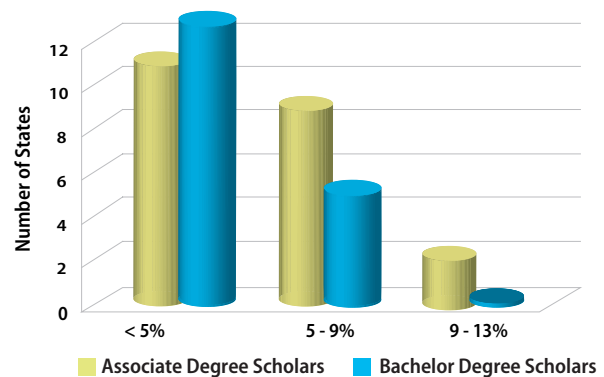
#### Average Annual Credit Hours Completed by Degree Scholarship Recipients by State

Annual Credit Hours Toward Degrees Per Scholarship Contract	% of T.E.A.C.H. States	
	Associate Degree	Bachelor's Degree
14+ credit hours	39%	75%
11-14 credit hours	52%	25%
8-11 credit hours	9%	0%

#### Increases in Recipient Wages for Degree Scholarship Recipients by State

Percent Wage Increase	% of T.E.A.C.H. States	
	Associate Degree	Bachelor's Degree
9%+	17%	42%
5-9%	52%	37%
<5%	30%	21%

#### Turnover Rates In States with Associate and/or Bachelor Degree Scholarships



#### Diversity of Program Auspices & Children Served

- 12% of recipients worked with children in publicly funded Prekindergarten programs.
- 11% of recipients worked with the Head Start population.
- 45% of recipients worked with children under two years of age.\*
- 64% of recipients worked with three and four-year olds.\*

\*Some worked with both age groups

## Child Care WAGE\$<sup>®</sup>

This year the Child Care WAGE\$<sup>®</sup> Project provided education-based salary supplements to low paid teachers, directors and family child care providers working with children between the ages of birth – five in four states. WAGE\$ provides young children with more stable relationships with better-educated teachers by rewarding teacher education and continuity of care.

### OUTPUTS

#### Funding

- \$10 million funded WAGE\$ in four states.

#### Participants

- 4,886 early educators, directors and home providers participated in WAGE\$.

#### Compensation

- \$501 - \$1,290 was the range of average six-month supplements.

### OUTCOMES

#### Education

- 21 - 100% of WAGE\$ participants with education below the Associate of Applied Science Degree in Early Childhood Education submitted documentation that they had completed additional coursework.
- 10 - 100% of WAGE\$ participants with education below the Associate of Applied Science Degree in Early Childhood Education submitted enough documentation of completed coursework to move up a level on the WAGE\$ supplement scale.

#### Retention

- Turnover rates ranged from 6 – 22%, far lower than the typical rates for the early educator workforce.

### DEMOGRAPHICS

- 2,474 early education programs employed WAGE\$ participants.
- 62% of WAGE\$ participants were people of color.
- 99% were women.

## The T.E.A.C.H. Early Childhood<sup>®</sup> National Center



Through the use of a broad array of strategies including technical assistance, training, and the development of resource materials and tools, the T.E.A.C.H. Early Childhood<sup>®</sup> National Center helps ensure accountability and successful outcomes for all T.E.A.C.H. and WAGE\$ Projects.

Center staff contributes to state and national conversations and policy development around public awareness of early education issues, college access and articulation policies, and the success of adult learners working in early education settings.

This year, in addition to the Center's work on articulated higher education pathways and innovative counseling strategies, a number of the Center's resources were also focused on student success and giving voice to early educators.

### Student Success

To provide the highest quality services and products to current and new T.E.A.C.H. and WAGE\$ projects, the Center continued to build its capacity and expertise by deepening our own education and institutional knowledge about student success. To that end the Center offered the following resources.

- Student Success Bibliography
- Workforce Engagement in Higher Education: Recruiting, Supporting and Sustaining Early Childhood Teachers on Degree Completion Pathways PowerPoint Presentation
- Supporting Student Success and Planning for Success Fact Sheets
- Grants to states to employ innovative counseling strategies to improve student outcomes

### I Make a Difference for Young Children. Ask Me How!<sup>®</sup>

Every day knowledgeable and well-prepared early childhood teachers are making a difference in the lifelong futures of our young children. And yet, this segment of the population is often not included at the local, state and national tables where policy decisions are made.



The I Make a Difference for Young Children campaign provides a toolkit to help the early education workforce educate parents, friends, neighbors, community leaders and elected officials about the importance of early education and the impact an educated and highly skilled early childhood teacher has on our children. The toolkit contains resources like talking points on what to say, key resources for educating and engaging community and state leaders, posters to hang in classrooms, and templates to make buttons and stickers and a Facebook banner.

Student success and I Make a Difference for Young Children campaign materials can be found on the Center's website at [www.childcareservices.org/ps/teach\\_ta\\_qac.html](http://www.childcareservices.org/ps/teach_ta_qac.html).



**The T.E.A.C.H. and WAGE\$ Projects are housed in a group of statewide organizations serving the early childhood community in 22 states and the District of Columbia.**

## Advisory Committee Members

### 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*

**Delaware**

*Delaware Association for the Education of Young Children*

**Florida**

*The Children's Forum*

**Indiana**

*Indiana Association for the Education of Young Children*

**Iowa**

*Iowa Association for the Education of Young Children*

**Kansas**

*Child Care Aware® of Kansas*

**Michigan**

*Michigan Association for the Education of Young Children*

**Minnesota**

*Minnesota Child Care Resource & Referral Network*

**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 Mexico**

*New Mexico Association for the Education of Young Children*

**Ohio**

*Ohio Child Care Resource & Referral Association*

**Pennsylvania**

*Pennsylvania Child Care Association*

**Rhode Island**

*Ready to Learn Providence*

**South Carolina**

*Center for Child Care Career Development*

**Texas**

*Texas Association for the Education of Young Children*

**Washington DC**

*National Black Child Development Institute*

**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**

*Child Care Aware® of Kansas*

**New Mexico**

*New Mexico Association for the Education of Young Children*

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.*

**Terry Casey**

*Pennsylvania Child Care Association*

**Josué Cruz, Jr.**

*Early Childhood Teacher Educator*

**Autumn Gehri**

*Wisconsin Early Childhood Association*

**Phyllis Kalifeh**

*The Children's Forum*

**Edith Locke**

*Child Care Services Association*

**Ana De Hoyos O'Connor**

*San Antonio College*

**Peg Sprague**

*United Way of Massachusetts Bay*

**Dianna Wallace**

*Indiana Association for the Education of Young Children*

**Sue Russell,**

*Child Care Services Association  
Ex-officio*



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](http://www.childcareservices.org)





T.E.A.C.H. Early Childhood®  
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T.E.A.C.H. & WAGE\$ Projects  
State Profile Compendium

# T.E.A.C.H. Early Childhood® ALABAMA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Alabama, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Alabama, T.E.A.C.H. Early Childhood® is administered by Alabama Partnership for Children. In FY13, T.E.A.C.H. Early Childhood® ALABAMA helped over 261 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 15.0 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 15.0 credit hours.
- T.E.A.C.H. recipients in Alabama completed over 2,224 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.29; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.01.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.41.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 11.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 2.6%.
- For bachelor degree scholarship recipients the average turnover rate was 3.0%.

### Demographics

- 68.2% of recipients worked with 3-5 year old children.
- 34.9% of recipients worked with children under 2.
- 71.6% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 19 different community colleges or 5 universities offering early childhood degree programs in Alabama.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 9,223

of Alabama's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)





## FY13 Voices from the Field

"I know that I have said this before, but I would like to say one final thank you. Graduation is near and I cannot believe how fast it has gone. You have given me everything I have needed to succeed and then some. I am not sure how this process would have gone without you or if it would have ever been finished at all. Not only have you given me the money I needed to get my degree, but you have also been my own personal group of cheerleaders. I feel like everyone on your staff is on Team Bri. You always call to check on me and you ask if there is anything else that you can do to help me even though you have already gone above and beyond. I thank God for you every day and for the blessings that you have placed in my life. It gives me great joy that many more men and women will be supported through higher education because of your presence in their lives. Between your organization and the many people who have decided to invest their lives into children, the early childhood field will continue to grow up the next generation with all of the tools they need to succeed."

~ Center Teacher, Shelby County

"Personally, the T.E.A.C.H. program has truly been a blessing! This program has assisted me financially and without their assistance it would not have been possible for me to complete or continue my Bachelor's degree. Also, the staff is very encouraging and helpful in assisting me with any questions I may have. I had the opportunity to meet the staff, and it was a pleasure. They were the same over the phone as in person. Professionally, this program has enhanced my role as a teacher. By continuing my education, I am able to provide a head start in the lives of young children. In today's society that is so important. Building a foundation and character in young children is the key to their success."

~ Pre-K Teacher, Escambia County

"I just wanted to say thank you for the opportunity to attend classes to help educate myself further in early childhood education. A person can never learn too much about helping and building a learning foundation for the children that they care for. As time changes, knowledge changes as well and there become many different ways and techniques that can be used to teach and prepare children for the future. I am a single parent who has been working in childcare for over twenty-three years. This scholarship has helped me tremendously being that my financial income is limited at the present time. The scholarship is such a wonderful gift that you all offer individuals who in many ways could not afford to take the classes that are needed to help them learn more about early childhood education."

~ Center Teacher, Jefferson County

"I wanted to thank you for allowing me to have this chance to finish my Associate Degree in Child Development. I would not have been able to make it this far without your assistance. I also wanted to thank your staff for being available to answer all of my questions, encouraging me and checking on my progress while I was taking classes. I have worked to the best of my ability to take this opportunity and make the most of it. During my first semester at Jefferson State Community College I was able to make the President's list for academic excellence. I received the honor of "Academic Commendation" for my work in the fall as a part-time student. I realized that grades aren't everything, but I have taken the knowledge that I gained with me into my classroom to become a better teacher. I have also grown personally as I have worked on my academic and professional goals. Thanks again for all that you do to further the early childhood education profession which helps Alabama's children to have the best child care and educational programs available."

~ Migrant Head Start Teacher, St. Clair County

**Alabama Partnership for Children**  
**2529 Bell Road**  
**Montgomery, AL 36117**

**334.271.0304**

**<http://www.smartstartalabama.org/programs/?pageID=8>**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® ARIZONA

## FY13 Results

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The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Arizona, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Arizona, T.E.A.C.H. Early Childhood® is administered by Association for Supportive Child Care. In FY13, T.E.A.C.H. Early Childhood® ARIZONA helped over 838 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 11.8 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 15.6 credit hours.
- T.E.A.C.H. recipients in Arizona completed over 5,572 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.26; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.25.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.36.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 3.3%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 4.8%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 7.0%.
- For bachelor degree scholarship recipients the population of recipients was too small to measure.

### Demographics

- 73.9% of recipients worked with 3-5 year old children.
- 29.8% of recipients worked with children under 2.
- 52.3% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 18 different community colleges or 2 universities offering early childhood degree programs in Arizona.

This year alone

# 30,604

of Arizona's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2012-2013 Annual Program Report. [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)





## FY13 Voices from the Field

"I am so proud to be the first ever Arizona T.E.A.C.H. Bachelor scholar! The T.E.A.C.H. Program helped me reach this point in my life in so many ways and I am so thankful for everyone who helped me throughout my college career. I make a difference everyday by shaping the minds of young children. Because of the T.E.A.C.H. Scholarship Program, I was able to obtain a degree in Early Childhood Education. I use the knowledge that I gained from this degree to do my job as a toddler teacher more effectively. I love teaching young children and being able to positively influence them at such a young age."

~Center Teacher, Maricopa County

"I have been enrolled at Eastern Arizona Community College for four years. At the end of 2012, I finished my classes for my Associate's Degree in Early Childhood Education. With the help of the T.E.A.C.H. Scholarship Program, I was able to succeed and become a better educator. It is nice to be able to help young children with the knowledge I have gained through T.E.A.C.H. Thank you."

~Center Teacher, Graham County

"Although I had met Ms. Lopez before she became a T.E.A.C.H. scholar, I feel that we have gotten to know each other since then. I have been so impressed with her ability to stay focused on completing her Associate's Degree in the midst of all she does."

~Community College Early Childhood Education Advisor, Pima County

"I am very honored that one of my staff members has been awarded a CDA. She has been with the Hopi Child Care Program for six years. She comes to the program as a Family Child Care Provider serving children in her home. She has demonstrated her strong abilities to work with the children. She provides great opportunities to incorporate positive skills, development, literacy, language and meaningful experiences for all children involved. She is very dedicated and will go out of her way to do more than what is expected of her. T.E.A.C.H. has given her more that will impact her career as an Early Childhood Professional. Her CDA will have a positive effect on the quality of care she provides."

~Child Care Program Administrator, Navajo County

**Association for Supportive Child Care**  
**3910 South Rural Road, Suite E**  
**Tempe, AZ 85282**

**480.829.0500**

**[www.asccaz.org/teachaz.html](http://www.asccaz.org/teachaz.html)**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® COLORADO

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Colorado, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Colorado, T.E.A.C.H. Early Childhood® is administered by Qualistar Colorado. In FY13, T.E.A.C.H. Early Childhood® COLORADO helped over 203 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 8.3 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 11.0 credit hours.
- T.E.A.C.H. recipients in Colorado completed over 1,288 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.50; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.60.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.87.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 21.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 6.0%.
- For bachelor degree scholarship recipients the average turnover rate was 0.0%.

### Demographics

- 31.0% of recipients worked with 3-5 year old children.
- 29.1% of recipients worked with children under 2.
- 25.1% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 14 different community colleges or 5 universities offering early childhood degree programs in Colorado.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 96% of their employers would recommend T.E.A.C.H.

This year alone

# 10,014

of Colorado's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)





## FY13 Voices from the Field

"I have worked in a NAEYC accredited center for over 13 years. I am a high school drop out that later got my G.E.D. and am now actually a college student. When I didn't think it was possible T.E.A.C.H. Colorado stepped in and helped me personally by giving me the opportunity to go back to school and work toward my goal of achieving an A.A.S. degree."

~ Center Teacher, Denver County

"I want to take this time to say THANK YOU to all who made it possible for me to attend these early childhood education college classes. I enjoyed them very much and I learned so much more than I ever expected to. It will help me do a better job with the children at my center. I would not have been able to go without your help. Thank you for the chance to see what college is all about. I am 50 years old and this is my first time ever to even enter a college building."

~Center Teacher, Arapahoe County

"I have had an exciting adventure learning. I feel that the time and money invested has been extremely well invested. It will serve as a win-win for all, importantly for the higher quality of care and learning that our future leaders (our young kids) will be served with, especially by me. I am pleased to let you know that I believe that I have done you proud."

~Center Teacher, Arapahoe County

**Qualistar Colorado**  
**3607 Martin Luther King Blvd.**  
**Denver, CO 80205**

**303.339.6807**

**[www.qualistar.org/teach-scholarships.html](http://www.qualistar.org/teach-scholarships.html)**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® WASHINGTON, D.C.

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Washington, D.C., few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Washington, D.C., T.E.A.C.H. Early Childhood® is administered by the National Black Child Development Institute. In FY13, T.E.A.C.H. Early Childhood® WASHINGTON D.C. helped over 173 early education professionals in the district increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 17.9 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 16.2 credit hours.
- T.E.A.C.H. recipients in Washington, D.C. completed over 1,380 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.10; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.21.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.97.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9.8%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 14.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 2.2%.
- For bachelor degree scholarship recipients the average turnover rate was 5.6%.

### Demographics

- 97.6% of recipients worked with 3-5 year old children.
- 73.4% of recipients worked with children under 2.
- 27.4% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 4 different community colleges or 2 universities offering early childhood degree programs in Washington, D.C.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 2,465

of D.C.'s children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"I am forever grateful for the T.E.A.C.H. scholarship program. It gave me the chance to continue my education. I immediately took the plunge when the opportunity presented itself for me to return to school. My family, friends, and co-workers favorably supported my decision to go back to school. Thus far, my return to the life of essay writing, homework-doing and being a no-time-to-waste student has become a very natural existence for me. A 4.0 GPA is the product of the fruits of my labor. The T.E.A.C.H. scholarship program staff is a group of professional individuals that care. It is a breath of fresh air to have this competent organization in my corner. They are a rare establishment."

~Educational Aide, Washington, DC

"I would like to let you know that this program has changed my whole life. I started going to school because I wanted to better myself and get out of a hard relationship that prohibited me from bettering myself. At one point I ended up in a shelter with my two sons. I wanted to provide for them and find a job. When the University of DC (UDC) gave me the opportunity to bring my children to the UDC Child Development Center, it made me realize that I wanted to be a teacher in Early Childhood Education. At first, the journey was hard as a single mom. I did not have the support that I needed from my family because they lived so far away. Despite all of the late nights and the fact that coming home with my two children on public transportation was hard, I did it. I'm very thankful to a friend that told me about this program. The people that answered the phones were very cordial and helpful. The application process was also easy and if I had any questions, they were always there to help. I graduated in May and I am thankful for the support of my children, co-workers, and friends but also, T.E.A.C.H. for helping me accomplish my dream!"

~Center Teacher, District of Columbia

"I want to thank T.E.A.C.H. for giving me an opportunity to further my education. The staff has been so very helpful and supportive. I completed my AA in Early Childhood Education at the University of the District of Columbia with the help of T.E.A.C.H. in May 2012 and am now working on completing my Bachelor's degree. The 2nd Annual Culmination Celebration dinner for the T.E.A.C.H. candidates was such an excellent gathering and I am sure that all of the candidates felt as special and appreciated as I did. It felt like a mother's encouraging smile. You guys are the best! Keep up the great work!"

~Center Teacher, District of Columbia

"T.E.A.C.H. has helped me in so many ways and I am blessed to be a part of this program. Two years ago my previous center director told me that after 16 years of working there I had to obtain a college degree to continue my employment. I was in shock. I never had the opportunity to obtain my high school diploma so getting a college degree seemed to be an unattainable goal. I had to leave my job, which was devastating. Feeling discouraged I went back to high school and got my diploma. I became motivated and enrolled in a CDA class. In 2011 I received my CDA. That is when the T.E.A.C.H. scholarship was brought to my attention. I applied and received a scholarship, which was one of the best things I could have done. I am now a freshman in college with a 3.0 GPA. I really feel I would not have been able to further my education without T.E.A.C.H. The program has changed my mindset and made more than my dream come true."

~Center Teacher, District of Columbia

**National Black Child Development Institute**  
1313 L Street N.W., #110  
Washington, DC 20005-4110

202.833.2220

<http://teach.nbcdi.org/>

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





# T.E.A.C.H. Early Childhood® DELAWARE

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Delaware, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Delaware, T.E.A.C.H. Early Childhood® is administered by the Delaware Association for the Education of Young Children. In FY13, T.E.A.C.H. Early Childhood® DELAWARE helped over 253 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 12.0 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 21.0 credit hours.
- T.E.A.C.H. recipients in Delaware completed over 1,658 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.12; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.00.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.92.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 15.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 4.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 4.0%.
- For bachelor degree scholarship recipients the average turnover rate was 5.0%.

### Demographics

- 37.9% of recipients worked with 3-5 year old children.
- 41.9% of recipients worked with children under 2.
- 54.2% of recipients were women of color.
- T.E.A.C.H. recipients attended the 1 community college or one of the 4 different universities offering early childhood degree programs in Delaware.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 95% of their employers would recommend T.E.A.C.H.

This year alone

# 3,449

of Delaware's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"I would just like to say that the T.E.A.C.H. program has saved my career by investing in my education. I took a few early education classes here and there over a 10 year period until the college informed me that my credits would begin to expire. I wanted to just quit at that point but my supervisors and colleagues at the Y would not allow that. We inquired about the T.E.A.C.H. program and now I stand before you today, four months away from graduating with a Bachelor's degree. Without the support of this program I would have dropped out of college and would not have the opportunity to share this success story... but more importantly I will be able to continue to serve and provide quality programs for the children in our community."

~Center Teacher, New Castle County

"The T.E.A.C.H. scholarship has allowed me to pursue my dream! But the scholarship is not only beneficial to the T.E.A.C.H. recipient; it benefits the children you work with!"

~Center Teacher, Kent County

"Everything I am learning in class I have been able to use in my classroom."

~Center Teacher, New Castle County

"The T.E.A.C.H. program has been a blessing in disguise. Without it I would not be able to afford school and still work full-time."

~Center Teacher, New Castle County

"Teachers are paid too little for what they do! This scholarship absolutely helps keep qualified teachers in our childcare programs."

~Center Teacher, Sussex County

"We have been able to increase the education level of our staff. Some scholars have chosen to continue on for their B.S. degrees."

~Center Director, New Castle County

"My teachers look forward to advancing their academic careers. The knowledge they are gaining is reflected in our childcare program. Administratively, it is a great tool for retention!"

~Owner, New Castle County

**Delaware Association for the Education of Young Children**  
2004 Foulk Road, Ste. 6  
Wilmington, DE 19810

302-764-1501

[http://daeyc.org/?page\\_id=321](http://daeyc.org/?page_id=321)

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® FLORIDA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Florida, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Florida, T.E.A.C.H. Early Childhood® is administered by Children's Forum, Inc. In FY13, T.E.A.C.H. Early Childhood® FLORIDA helped over 3,280 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 14.0 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 15.0 credit hours.
- T.E.A.C.H. recipients in Florida completed over 14,937 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.23; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.58.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.57.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 10.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 3.0%.
- For bachelor degree scholarship recipients the average turnover rate was 2.0%.

### Demographics

- 66.0% of recipients worked with 3-5 year old children.
- 28.0% of recipients worked with children under 2.
- 58.1% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 8 different community colleges or 25 universities offering early childhood degree programs in Florida.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.

This year alone

# 128,345

of Florida's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)





## FY13 Voices from the Field

"As a school administrator I have always looked into supporting our teachers' professional achievements and to find ways to help them find financial resources to cover their education expenses. That's how we found out about T.E.A.C.H. We had the pleasure to speak with other advisors and work with them but the patience you have had over the years with all the Joni & Stanley Tate early child care staff and me has been extremely remarkable. You are a professional and solutions oriented and have addressed quickly and wisely even the smallest concerns."

~School Administrator, Miami-Dade County

"I am working at Eglin Air Force Base and the Child Development Centers on base have T.E.A.C.H. scholarship recipients. I am very appreciative that I am one of them. Without my T.E.A.C.H. scholarship I would not be where I am today academically or personally in my journey of teaching children. I started with this incredible program five years ago and I am proud to say I recently started working on my Bachelor's Degree in Family Life Education. If I hadn't had the start with T.E.A.C.H. five years ago I would not have been able to go to school and work full time and I wouldn't be where I am today."

~Center Director, Okaloosa County

"T.E.A.C.H. is a godsend. The program is amazing and so generous. I would like to somehow give back to T.E.A.C.H. for all of the amazing things that the program did for me. My hard work in school is finally coming to fruition. As an older adult going back to college, these past three years have been like a dream come true."

~Center Teacher, Okaloosa County

"I am a married woman with three children. I always wanted to attend college to become a teacher, but my childhood was really rough. At the age of 16 I had to quit school to help my mother pay bills. Later I married and began a family of my own. I then went from working in restaurants to working in a preschool to be close to my children. This is where I found my calling to teach. I wished and prayed that one day I would be able to attend college and get a degree in teaching. In 2009, I was informed about your scholarship program for early childhood caregivers who were seeking a higher education. I am proudly informing you that I have completed the program and graduated with honors. I received an Associate Degree in Early Childhood Education, the first in my family to receive a degree.

~ Center Teacher, Broward County

"T.E.A.C.H. is a wonderful program. Thanks to the T.E.A.C.H. scholarship one of my students is graduating with her A.S. in Early Childhood Education with a 4.0! She has also been named 2013 Early Childhood Student of the Year, 2013 Early Childhood Honor Student, and invited into Who's Who Among Students in American Universities and Colleges. She is serving as Vice President of the North West Florida State College Early Childhood Student Association this year. Thank you T.E.A.C.H.!"

~ Director of Teacher Education, North West Florida State College

**Children's Forum®**  
**2807 Remington Green Circle**  
**Tallahassee, FL 32308**

**877.FLTEACH**

**[www.teach-fl.com/](http://www.teach-fl.com/)**

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



# T.E.A.C.H. Early Childhood® IOWA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Iowa, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Iowa, T.E.A.C.H. Early Childhood® is administered by Iowa Association for the Education of Young Children. In FY13, T.E.A.C.H. Early Childhood® IOWA helped over 455 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 13.2 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 16.1 credit hours.
- T.E.A.C.H. recipients in Iowa completed over 3,338 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.33; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.67.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.34.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7.8%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 9.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 6.1%.
- For bachelor degree scholarship recipients the average turnover rate was 2.0%.

### Demographics

- 90.1% of recipients worked with 3-5 year old children.
- 44.0% of recipients worked with children under 2.
- 13.6% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 13 different community colleges or 11 universities offering early childhood degree programs in Iowa.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 15,000

of Iowa's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"It's fun to watch how good my staff feels about themselves when they succeed with their classes. What a confidence builder!"

~Center Director

"I think it is so much easier going to school now than when I was 18. I find things make more sense and love how I can incorporate what I have learned so far in my childcare business. Thank you so much for allowing me the opportunity to go back to school. It means a lot. I won't let you down."

~Family Child Care Provider

"I was originally a single mom when first entering the child care/early childhood education world, so funding to go to school was a huge issue for me. Between the tuition assistance, release time and bonuses, it is possible for me to pay for a substitute to come into my child care home so I can study and do homework and not fall behind in classes."

~Family Child Care Provider

"I think T.E.A.C.H. is the only opportunity I would have had to attend college. It was awesome being able to attend college and take care of my family. I appreciate the opportunity, and will forever be grateful to the T.E.A.C.H. program. The counselors were great to work with, and very helpful to explain any questions I had."

~Center Teacher

"I would like to thank T.E.A.C.H. for partnering with our school district. Through this partnership we have been able to raise quality in our Pre-K Classrooms."

~School District Early Childhood Consultant

"The financial support and personal encouragement have been invaluable. I couldn't do this without them!!"

~Head Start Site Director

**Iowa Association for the Education of Young Children  
5525 Meredith Drive, Suite F  
Des Moines, IA 50310**

**515.331.8000**

**<http://www.iowaaeyc.org/teach.cfm>**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® INDIANA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Indiana, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Indiana, T.E.A.C.H. Early Childhood® is administered by Indiana Association for the Education of Young Children. In FY13, T.E.A.C.H. Early Childhood® INDIANA helped over 1,718 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 12.0 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 14.0 credit hours.
- T.E.A.C.H. recipients in Indiana completed over 11,736 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.76; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.82.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.85.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 6.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 1.8%.
- For bachelor degree scholarship recipients the average turnover rate was 2.0%.

### Demographics

- 43.8% of recipients worked with 3-5 year old children.
- 40.6% of recipients worked with children under 2.
- 35.3% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 17 different community colleges or 10 universities offering early childhood degree programs in Indiana.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.

This year alone

# 42,407

of Indiana's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)





## FY13 Voices from the Field

"I am the director at Creative Campus Child Care. The T.E.A.C.H. Indiana scholarship program has provided a much needed service to our employees. Many of them could not afford college tuition in order to pursue a degree. The program has allowed them to further their education by attending quality college level courses in the early childhood field. Specifically, the assistant director was able to obtain her Associate Degree in Early Childhood Education through T.E.A.C.H., while continuing to work full time and support her family. She has been able to share her knowledge gained through her coursework with the other teachers in the center. As a result of this experience, the teachers are able to use that knowledge to provide a developmentally appropriate learning environment for the children in their care. Providing high-quality early education has specifically benefitted our children who participate in the Child Care and Development Fund program by having qualified caregivers who know what types of early learning experiences are most beneficial at specific ages; who are able to effectively communicate with parents about their children's needs; and who can provide much needed emotional supports. Participating in T.E.A.C.H. has allowed Creative Campus to meet the necessary teacher qualification requirements for national accreditation through the National Early Childhood Program Accreditation."

~ Center Director, Hamilton County

"When I started in this field, I didn't understand all that was involved in early childhood education. I now know there is definitely a difference between babysitting and being a child care provider. I have T.E.A.C.H. to thank for that. Because of the courses I am taking through my T.E.A.C.H. scholarship, I am better able to communicate with the parents of the children in my care on a professional level; I am more knowledgeable about how to positively direct the children to learn and play through developmentally appropriate practices; and I am bettering my skills to maintain a budget for my child care home and my personal family life. I have learned so much and it has affected my career so much that I have decided to pursue a bachelor's degree and I now look at my position as an actual career!"

~Family Child Care Provider, Vanderburgh County

"I am a senior at St. Mary of the Woods College and a four year T.E.A.C.H. recipient. The Center I work at has received a Level 4 in the statewide Paths to Quality and is currently accredited by the National Association for the Education of Young Children. The courses that I and my co-workers have completed have contributed to our successful accreditation status. Our center is an Early Head Start program and the knowledge that I have gained has helped me guide children's behaviors through strategies I've learned about teaching problem solving and socialization skills. Communicating with families is a central idea of Early Head Start and my communications courses have helped me work with the children's parents in setting goals for their children and given me strategies to communicate more effectively."

~ Early Head Start Teacher, Marion County

"As the director for Community Action of Northeast Indiana, I can say that T.E.A.C.H. Indiana has been extremely valuable for the Head Start staff and our program. Without T.E.A.C.H. we would not be able to have all of our lead teachers on a path to get their bachelor's degrees. The knowledge they are gaining helps us provide the best early childhood environments for the children we serve."

~ Director, Community Action of Northeast Indiana, Allen County

**Indiana Association for the Education of Young Children (IAEYC)**  
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**317.356.6884**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



<http://www.iaeyc.org/programs-research/teach-early-childhood-indiana/>

# T.E.A.C.H. Early Childhood® KANSAS

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Kansas, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Kansas, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Kansas. In FY13, T.E.A.C.H. Early Childhood® KANSAS helped over 36 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 13.0 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 12.0 credit hours.
- T.E.A.C.H. recipients in Kansas completed over 568 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.45; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 4.00.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$8.94.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 1.3%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 12.0%.

### Demographics

- 77.8% of recipients worked with 3-5 year old children.
- 44.4% of recipients worked with children under 2.
- 8.3% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 5 different community colleges or the 1 university offering early childhood degree programs in Kansas.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

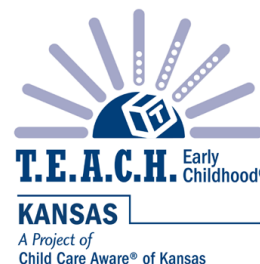
This year alone

# 688

of Kansas's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"My career in early childhood education began many years ago when I was a student at a local community college. I gained experience working with children in the campus child care center while attending classes. Unfortunately, things in life changed for me and I was not able to complete my early childhood degree. As a result, I spent years in jobs that were not fulfilling. Everything changed when I opened a family child care business. Finally, I knew in my heart that the early childhood field was for me. Over the years, I moved from family child care to working in a child care center. When I learned about T.E.A.C.H. Early Childhood® KANSAS and how I could receive a scholarship to finish my degree, I jumped at the opportunity. Besides the financial support that T.E.A.C.H. provides, I value its flexibility. I can choose classes that are close to home, at times that are convenient for me. I also like that I can work at my own pace to complete my degree. As a result, I have enjoyed learning and growing as a professional. I will be graduating soon, and I can say that it would not have been possible without T.E.A.C.H. As the director of Angel Academy, I also have three employees enrolled in T.E.A.C.H. Like me, they are using their new skills in the classroom on a daily basis. T.E.A.C.H. is helping my employees to better themselves. As a result, they are developing a sense of confidence and pride about the career they have chosen. When I talk with my staff and other early childhood professionals about how they became involved in early childhood education, I hear stories similar to mine. They say, 'I knew I loved kids and wanted to work with them, but I did not know how to go about it.' I am glad that T.E.A.C.H. is available to serve as a support for adults that want to work with young children. Early childhood education is vital for children, families and communities. We need programs like T.E.A.C.H. to build a stronger early childhood workforce in Kansas."

~Center director, Saline County

"My scholarship keeps me dedicated and motivated."

"I feel the scholarship has helped me become more confident overall as a person."

"I have better self esteem. I feel more valued and appreciated. My family is proud of me."

"I have been offered opportunities to attend conferences and other events that directly affect my child care. Without the scholarship I would be a babysitter and not the professional childcare provider that I now am."

"The knowledge I have gained has made me the teacher I am today."

**Child Care Aware® of Kansas**  
**P.O. Box 2294**  
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**[www.ks.childcareaware.org/provider\\_teach.html](http://www.ks.childcareaware.org/provider_teach.html)**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® MICHIGAN

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Michigan, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Michigan, T.E.A.C.H. Early Childhood® is administered by Michigan Association for the Education of Young Children. In FY13, T.E.A.C.H. Early Childhood® MICHIGAN helped over 768 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 13.2 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 16.7 credit hours.
- T.E.A.C.H. recipients in Michigan completed over 4,852 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.24; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.42.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.01.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 4.1%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 19.8%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 0.9%.
- For bachelor degree scholarship recipients the average turnover rate was 0.0%.

### Demographics

- 68.1% of recipients worked with 3-5 year old children.
- 49.5% of recipients worked with children under 2.
- 22.7% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 27 different community colleges or 11 universities offering early childhood degree programs in Michigan.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 11,240

of Michigan's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)





## FY13 Voices from the Field

"Education, whether it is in early childhood or lifelong learning, is the most important tool one can arm herself with to be successful. With the standards for educators in Michigan on the rise, it was more important than ever for me to receive my degree. However, as a newlywed that was pregnant with our first child, I could not begin to imagine where I would find the money. The T.E.A.C.H. scholarship was a miracle for me. By participating in the scholarship, it has allowed me to grow as an educator without putting stress on my family. Words cannot begin to explain how thankful I am to be a T.E.A.C.H. scholarship recipient."

~Center Teacher, Branch County

"I have been in the child care field for 17 years. I am currently attending Rochester College to earn my Bachelor's Degree in Early Childhood Education. I earned my associate degree recently and decided that I could not afford to go any further with my education. As you know, the cost of college isn't just the course cost when you are self-employed! After looking into Rochester College, I decided to continue my education. I could not have done this without the T.E.A.C.H. scholarship and the release time reimbursement. My associate degree has given me the confidence to continue with my child care business by learning new things and giving me credibility to the parents that I work with. Going to school shows that I am committed to education for myself as well as the children in my care. Thank you for everything. I would not have been able to achieve my goals without the help of T.E.A.C.H."

~Group Family Child Care Home Provider, Genesee County

"In 2011 I was working as an aide in a preschool program at my church, and had an opportunity to move into a teaching position right when my daughter Sarah took a job in the same preschool. I needed to complete my Child Development Associate (CDA) Credential for the position and at that point Sarah realized her passion was in early childhood and not elementary education. With the support of our program director, we signed on with T.E.A.C.H. and started on our journey toward CDA credentials. Our T.E.A.C.H. counselor has been wonderful in helping us figure out all of the paperwork to both get into college and to complete our credentials. I am now continuing on toward an Associate Degree in Early Childhood Education with T.E.A.C.H., while Sarah has decided to take a break. She's sure she'll go back and continue her education, but for now she'd like to put to use all that she has learned."

~Center Teacher, Midland County

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Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® MINNESOTA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Minnesota, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Minnesota, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Minnesota. In FY13, T.E.A.C.H. Early Childhood® MINNESOTA helped over 75 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 11.0 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 12.0 credit hours.
- T.E.A.C.H. recipients in Minnesota completed over 701 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.55; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.62.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$13.50.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 2.1%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 6.3%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 3.0%.
- For bachelor degree scholarship recipients the average turnover rate was 4.0%.

### Demographics

- 78.7% of recipients worked with 3-5 year old children.
- 65.3% of recipients worked with children under 2.
- 18.7% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 19 different community colleges or 5 universities offering early childhood degree programs in Minnesota.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 1,277

of Minnesota's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"Even though it took me years to complete my Associate Degree in Child Development I will really miss it. I can say learning has motivated me to love my job more. Achieving my degree has helped me to feel confident that I am giving the children in my care the learning experiences and opportunities that will help them grow and develop to their fullest potential. If I should decide to work towards my bachelor's degree in the future I will definitely apply for a T.E.A.C.H. scholarship again. Thanks!" ~Family Child Care Provider, Steele County

"T.E.A.C.H. Early Childhood® MINNESOTA has given me the opportunity to take my business and the care I provide for children to a new level. Without the T.E.A.C.H. scholarship, college would not have been a possibility for me and through my college courses I have learned so much more about early childhood development and have learned how to apply best practices within my business. T.E.A.C.H. has truly helped me provide a higher level of child care. Thanks to the T.E.A.C.H. scholarship and the staff at T.E.A.C.H. You have helped to make a positive impact on the lives of the children I care for!" ~Family Child Care Provider, Meeker County

"I have recently been looking into ways to support the teachers in our program in their endeavors to continue their educational journeys, and I remembered how vital Child Care Aware® Minnesota was to my educational plan. After 12 years of teaching with a CDA I decided to go back to college and pursue my Bachelor's. In 2005 I asked my employer if they would do the T.E.A.C.H. scholarship program and they agreed. In May of 2007 I completed my Bachelor's and my Early Childhood licensure. It was such a great feeling, and I did not have a huge debt to pay back. It was because of this scholarship that I could continue to pursue my education and decided to go back to school and get my Master's in Early Childhood Studies with an emphasis in teaching adults. I graduated in December of 2012 from Walden University's online courses and now teach an early childhood education night class at our local community college. I could never have done it without your support and dedication to the early childhood educators of Minnesota. You were the springboard to my education that allowed me to pursue my dreams and goal." ~Center Teacher, Itasca County

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Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



<http://childcareawaremn.org/professionals-caregivers/grants-scholarships/teach-scholarships>

# T.E.A.C.H. Early Childhood® MISSOURI

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Missouri, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Missouri, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Missouri. In FY13, T.E.A.C.H. Early Childhood® MISSOURI helped over 307 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 13.1 credits per contract.
- T.E.A.C.H. recipients in Missouri completed over 1,848 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.24.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.77.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7.1%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 3.9%.

### Demographics

- 69.4% of recipients worked with 3-5 year old children.
- 47.9% of recipients worked with children under 2.
- 33.2% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 15 different community colleges or 13 universities offering early childhood degree programs in Missouri.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 8,552

of Missouri's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)





## FY13 Voices from the Field

"T.E.A.C.H. MISSOURI gave me money that I didn't have to get an education that pertained to my work with children. The classes and people I met during my time at college were wonderful. My education has helped me understand the ages and stages of children and to develop a monthly curriculum to best care for infants and toddlers. I am better able to help families understand their child's development too. I now appreciate what families bring to the education process and work with them to help each child grow as a whole person. I am more reflective about what I do and how I plan activities with the children. The support from the T.E.A.C.H. staff was so helpful. Without the foundation of respect from them and 'you can do it' to keep my spirit up, I could not have made it through seven contracts and to graduation. Thank you for believing in me."

~Infant/Toddler Teacher, St. Louis County

"Through my education, I have been able to move from owning a family child care home to owning a child care center. I have my associate degree and will have my Bachelor's soon all with the help of T.E.A.C.H. MISSOURI. I have always wanted a degree but could never afford it on my own. Now I will have two. I know I am a professional and that I have skills to serve children and families. When parents have concerns or fears, I am able to reassure them through the knowledge I have gained in college. Having the funds to complete my education has motivated me and kept me focused to reach my goals."

~Owner/Director, Green County

"I started this journey six years ago with T.E.A.C.H. by my side. Financially I could not have made it without the support of this wonderful program. I knew college was going to be too expensive for me because I have a daughter that is also in college. Thanks to T.E.A.C.H. I will be graduating in May. Without it this would have never been possible!"

~Center Teacher, Dunklin County

"I wanted to get my education but could not support my family and pay for my education. T.E.A.C.H. MISSOURI allowed me to do both and in my timeframe so I was not neglectful with my own responsibilities. Because of my education, I am better able to help children with special needs by identifying red flags and providing resources when available. I am able to use my psychology knowledge in assisting parents in understanding why their children do what they do. I am a resource and a mentor to many and help others on their educational journey. Although it took a long time, I so appreciate T.E.A.C.H. hanging in there with me."

~Center Teacher, Boone County

"I would not have been able to complete my early childhood degree without the financial assistance of T.E.A.C.H. Being a small business owner, extra funds are not available for education. In today's world, education is a must to keep up with the ever changing demands of children and society. The education I received has broadened the teaching practices that were already in place. We have added age-appropriate curriculum and learning activities to all of our younger classrooms and expanded the curriculum in our preschool programs due to knowledge received from early childhood classes. Interaction with families has greatly improved as we are more knowledgeable about early childhood practices and can explain 'why we play' and 'how we learn.' Teachers in my center see the changes education has brought to our program and they are now enrolled in college."

~Center Director, Henry County

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



# T.E.A.C.H. Early Childhood® NORTH CAROLINA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in North Carolina, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In North Carolina, T.E.A.C.H. Early Childhood® is administered by Child Care Services Association. In FY13, T.E.A.C.H. Early Childhood® NORTH CAROLINA helped over 3,555 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 14.0 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 15.0 credit hours.
- T.E.A.C.H. recipients in North Carolina completed over 21,312 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.03; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.28.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.81.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 10.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 9.0%.
- For bachelor degree scholarship recipients the average turnover rate was 5.0%.

### Demographics

- 70.2% of recipients worked with 3-5 year old children.
- 57.4% of recipients worked with children under 2.
- 54.4% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 58 different community colleges or 18 universities offering early childhood degree programs in North Carolina.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 74,463

of North Carolina's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"Thank you for the education support that you have provided. Had it not been for this scholarship program, I may not have had the opportunity or desire to pursue this degree. I started this journey in 1999 and I finally get to walk across that stage in my cap and gown."

~ Center Teacher, Cabarrus County

"My facility has been involved with the T.E.A.C.H. program since 2006. I am very pleased with the results, information and assistance that my teachers have received. As an owner and director of my facility, it is very difficult to offer high salaried positions; with this scholarship program I am able to offer my teachers an opportunity to further their education. T.E.A.C.H. is a very valued program."

~Owner/Director, Currituck County

"I truly appreciate the T.E.A.C.H. Scholarship Project. If it was not available, I would not have been able to accomplish one of my goals that I set. I graduated from Haywood Community College Magna Cum Laude with an Associate Degree in Early Childhood Education in May. Thank you on behalf of all early childhood educators in North Carolina."

~Family Child Care Provider, Gaston County

"T.E.A.C.H. is a fundamental program that helps teachers afford to go back to school. The center is very fond of release time and being able to provide the teachers time away from the center to do homework, run errands, and take care of their children. T.E.A.C.H. is a great asset and the center has noticed a lot more of our teachers are willing to go back to school. T.E.A.C.H. has been a helping hand in educating teachers into incorporating their knowledge into the classrooms and directly to the children."

~Center Director, Cumberland County

"This year I graduated with honors with an associate degree. I was able to achieve this milestone with the financial support of T.E.A.C.H. I am able to provide a greater quality of service to my children and families. I work with confidence knowing that the environment and activities I provide are developmentally appropriate. T.E.A.C.H. has given me a firm foundation to help me run my family childcare center more efficiently and has motivated me to continue my education in the field."

~Family Child Care Provider, Wake County

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**[www.childcareservices.org/ps/teach.html](http://www.childcareservices.org/ps/teach.html)**

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# T.E.A.C.H. Early Childhood® NEBRASKA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Nebraska, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Nebraska, T.E.A.C.H. Early Childhood® is administered by Nebraska Association for the Education of Young Children. In FY13, T.E.A.C.H. Early Childhood® NEBRASKA helped over 151 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 14.0 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 15.0 credit hours.
- T.E.A.C.H. recipients in Nebraska completed over 1,172 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.60; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.40.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.54.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 3.8%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 6.2%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 6.0%.
- For bachelor degree scholarship recipients the average turnover rate was 8.0%.

### Demographics

- 81.5% of recipients worked with 3-5 year old children.
- 63.6% of recipients worked with children under 2.
- 31.8% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 6 different community colleges or 4 universities offering early childhood degree programs in Nebraska.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 21,792

of Nebraska's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)





## FY13 Voices from the Field

“This is a fantastic program and I love being able to offer it to my staff. I think it creates more loyalty and willingness to stay with the program.”

~ Center Director, Douglas County

“This is a great opportunity for dedicated people to increase their knowledge in the field. Thanks!”

Center Director, Sarpy County

“This scholarship has given me the opportunity to continue an education that had been put on hold. It is allowing me to reach my goals and show my children how important an education is!”

~Family Child Care Provider, Gage County

“I was my mom’s first child to graduate from college.”

~ Center Teacher, Douglas County

“The T.E.A.C.H. scholarship has allowed me to take classes to work toward an associate degree that I wouldn’t have been able to do otherwise. I am very thankful for the opportunity to be able to take classes because I cannot afford to do that on my own.”

~Teacher Assistant, Richardson County

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**<http://nebraskaaeyc.org/t-e-a-c-h-early-childhood/>**

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# T.E.A.C.H. Early Childhood® NEW MEXICO

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in New Mexico, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In New Mexico, T.E.A.C.H. Early Childhood® is administered by New Mexico Association for the Education of Young Children. In FY13, T.E.A.C.H. Early Childhood® NEW MEXICO helped over 422 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 14.1 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 16.0 credit hours.
- T.E.A.C.H. recipients in New Mexico completed over 3,348 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.29; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.53.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.26.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.5%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 7.2%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 0.0%.
- For bachelor degree scholarship recipients the average turnover rate was 2.4%.

### Demographics

- 78.7% of recipients worked with 3-5 year old children.
- 26.3% of recipients worked with children under 2.
- 77.0% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 16 different community colleges or 6 universities offering early childhood degree programs in New Mexico.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 20,862

of New Mexico's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"T.E.A.C.H. has increased the quality of our program 100%. I can't even tell you how much it has changed the quality of the program. Teachers go to school together, they became friends, they become closer colleagues. We have created a culture of education here. Folks who say I never thought I would go to college, through T.E.A.C.H., are shown that they can succeed in school and that changes their perspective. The benefit is generational; kids see their moms going to college and then they go to college."

~Preschool Principal, Bernalillo County

"My mother was a single mother from Mexico with only a third grade education, so her big dream for me was to finish high school. I didn't really encourage my own children to go to college; how could I when I didn't have a degree? But as young adults, they actually encouraged me to go for it once I learned that there was an opportunity through T.E.A.C.H. Early Childhood®. And once I took that opportunity there was no looking back. Now, five years later, I have my degree and so does my middle son, who started on his associate degree once he saw me in college. And my other son is working on his bachelor's degree. One reason I wanted to finish, was so that I could show my children you are never too old. I had an idea that there was more to this work than simply caring for the children. College gave me the tools to do more in my program."

~Family Child Care Provider, Dona Ana County

"T.E.A.C.H. made it possible for me to get my degree in early childhood. I will never forget the amount of support and encouragement I received from T.E.A.C.H. during my journey."

~Center Teacher, Rio Arriba County

"If it wasn't for T.E.A.C.H. I wouldn't have had the money to complete my education and stay in Head Start. And it wasn't just financial support; it was the encouragement, positive feedback, and praise that really made the difference. Thanks to the advice from counselors, their support and guidance, I was able to stay in school."

~Head Start Administrator, Curry County

"T.E.A.C.H. has been really great for us. It helps our teachers go to school. What they learn has benefited our program. The teachers bring the content they learn at school into their classrooms. I am a scholarship recipient too and it has changed how I view early childhood and it makes me much more passionate about it."

~Program Director, Otero County

"Being able to take the classes and improve my level of education has better equipped me as a teacher. Without T.E.A.C.H. I probably would not be working in the classroom with children."

~Director/Teacher, Taos County

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



# T.E.A.C.H. Early Childhood® NEVADA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Nevada, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Nevada, T.E.A.C.H. Early Childhood® is administered by Nevada Association for the Education of Young Children. In FY13, T.E.A.C.H. Early Childhood® NEVADA helped over 144 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 12.0 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 14.6 credit hours.
- T.E.A.C.H. recipients in Nevada completed over 988 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.23; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.36.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.93.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 7.0%.
- For bachelor degree scholarship recipients the average turnover rate was 0.0%.

### Demographics

- 62.5% of recipients worked with 3-5 year old children.
- 51.4% of recipients worked with children under 2.
- 30.6% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 4 different community colleges or 2 universities offering early childhood degree programs in Nevada.

This year alone

# 5,325

of Nevada's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"T.E.A.C.H. is an incredible, valuable benefit for educators. Without the financial assistance given, many of the field's best talents would not be able to afford a formal education and might leave the field. T.E.A.C.H. emphasizes our educators' roles as professionals. In this arena, educators are all too often looked at as baseline caretakers."

~ Center Director, Washoe County

"What I like most about T.E.A.C.H. is that for one staff member in particular, this is the only option she has to attain her degree. She has worked very hard and has earned her way, but would never have had the money to do this on her own. I absolutely believe that the program provides my participating staff with a new respect and feeling of professionalism."

~ Center Director, Carson County

"I like everything about T.E.A.C.H. The T.E.A.C.H. Program has made continuing my education in the early childhood education field affordable. The program is very supportive; if I contact their office with any concerns, I get an immediate response. The T.E.A.C.H. Program, and everyone who helps run it, makes each scholar or recipient a top priority. Since I began being a part of the program, I feel like I have gained more confidence in my role as a teacher inside the classroom. T.E.A.C.H. makes me feel like I am never alone, and it has opened many opportunities for me to grow and excel as a teacher."

~ Lead Toddler Teacher, Washoe County

"T.E.A.C.H. has given me the opportunity to enroll in school and removed much of the financial burden. They provide me with resources and the support needed to succeed. T.E.A.C.H. creates a network of professionals and encourages the philosophy that education creates better teachers. I think that the T.E.A.C.H. Program will increase the retention rate for teachers in the field."

~ Lead Pre-K Teacher, Washoe County

"I like that T.E.A.C.H. pays for school and books so I don't have that financial burden; without that support I wouldn't be able to afford school. T.E.A.C.H. has given me the opportunity to achieve my goals."

~ Assistant Infant Teacher, Washoe County

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





# T.E.A.C.H. Early Childhood® OHIO

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Ohio, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Ohio, T.E.A.C.H. Early Childhood® is administered by Ohio Child Care Resource and Referral Association. In FY13, T.E.A.C.H. Early Childhood® OHIO helped over 963 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 16.1 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 13.9 credit hours.
- T.E.A.C.H. recipients in Ohio completed over 3,913 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.27; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.53.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.13.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 3.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 4.9%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 3.0%.
- For bachelor degree scholarship recipients the average turnover rate was 0.0%.

### Demographics

- 65.8% of recipients worked with 3-5 year old children.
- 54.0% of recipients worked with children under 2.
- 46.3% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 24 different community colleges or 2 universities offering early childhood degree programs in Ohio.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 34,097

of Ohio's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

“T.E.A.C.H. scholarships have played an important role in building and expanding Ohio’s Quality Rating and Improvement System. Research indicates that one important variable to consider when assessing the quality of the environment and experiences for young children is the education and qualifications of their teachers. For this reason, Ohio includes education and teachers qualifications as one of the domains to assess quality rating. T.E.A.C.H. has allowed individuals in Ohio to increase their education which has in turn benefitted the children, families and the programs in which they work. The knowledge they gain as they attend school is applied in the classroom daily and continues for the career lifetime of that person. During a career one professional can positively influence the lives of thousands of children and families and T.E.A.C.H. provides the opportunity to gain knowledge and skills to be that person.”

~ Statewide Initiatives Coordinator, Bureau of Child Care Policy and Operational Support, Ohio Department of Job and Family Services

“The T.E.A.C.H program gave me an opportunity to attend college that I would not have had otherwise. The financial support was critical as well as the support from my employer and my T.E.A.C.H counselor. To know there were many people pulling for me to succeed really made a huge impact. Since earning my degree my confidence level has grown. I am more relaxed and confident in the decisions I make in the classroom. I am able to observe the children and document their skill levels more accurately. It has created a calm, secure environment where the children can grow, learn and succeed. I am certainly more well-rounded.”

~Center Teacher, Clark County

“T.E.A.C.H. has been an exceptional educational partner. T.E.A.C.H. funding provides opportunities to many non-traditional students at the University of Cincinnati in the online birth-to-five early childhood education program. As an academic advisor, it is gratifying for me to see many students complete their CDAs and AAS and BS degrees in early childhood through the OHIO T.E.A.C.H. program -- without incurring a large amount of financial debt.

~Student Advisor, University of Cincinnati, Hamilton County

“I am very thankful for this program and the people who have helped me. This program has allowed me to better myself and learn more about myself. It has allowed me the opportunity to increase my knowledge and learn more about children and what they need. I do this for the children and the love I have for them. This program is providing teachers the ability to become a better and more positive role model for many children and helps so many children in the process.”

~Family Child Care Provider, Columbiana County

“The T.E.A.C.H. program has benefitted our center and staff in many ways. We have 6 staff that are going back to school to get their Associates Degrees. This has enabled us to apply for our Second Star for Step Up To Quality. We appreciate the OCCRRRA staff’s attention to detail with the paperwork and reminding us what is needed”.

~Center Director, Montgomery County

**Ohio Child Care Resource and Referral Association**  
**2760 Airport Drive, Suite. 160**  
**Columbus, OH 43219**

**877.547.6978 toll-free**

**<http://teach.occrra.org/index.php>**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® PENNSYLVANIA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Pennsylvania, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Pennsylvania, T.E.A.C.H. Early Childhood® is administered by Pennsylvania Child Care Association. In FY13, T.E.A.C.H. Early Childhood® PENNSYLVANIA helped over 31 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 12.7 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 14.0 credit hours.
- T.E.A.C.H. recipients in Pennsylvania completed over 383 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.27; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.45.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.79.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9.2%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 9.5%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 2.8%.
- For bachelor degree scholarship recipients the average turnover rate was 1.5%.

### Demographics

- 64.5% of recipients worked with 3-5 year old children.
- 38.7% of recipients worked with children under 2.
- 54.8% of recipients were women of color.
- T.E.A.C.H. recipients attended the 1 community college or one of the 5 universities offering early childhood degree programs in Pennsylvania.

This year alone

# 2,834

of Pennsylvania's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"Much of our success is attributed to our committed, educated staff, nearly all of whom are pursuing degrees in child development. About 75% used the T.E.A.C.H. scholarship. Once they started the early childhood degree program, everyone wanted to get a degree. When people are invested in what they do, there won't be staff turnover. Parents used to choose us because it was cheap day care they could afford. Today they choose us for our reputation for quality child care and it's not unusual for parents to put their child on our waiting list while still expecting."

~Center Director, Lancaster County

"As soon as I got my GED, I was encouraged to register at HACC. I had to take three prerequisite classes in English, because Spanish was my first language. Eventually I graduated with honors and had a baby along the way. I felt like I was learning totally different ways of teaching, like how to teach math and science to toddlers."

~Center Teacher, Lancaster County

"T.E.A.C.H. has broadened my horizons by opening the doors for promotions at work. I appreciate having a scholarship counselor available to help walk me through the process. I feel that early childhood education is the most important foundation for young children and I am determined to make a difference."

~Center Teacher, Philadelphia County

"Thirty-seven years ago I started college. My parents wanted me to go to college, but the costs were too high so I never finished. Two of my sisters had gone and become teachers, but the money was not there for me. In 2009 I found out about T.E.A.C.H. I have always loved working with my children in my family child care environment. I believed that I had always been effective in my practice and have many success stories of my children, now grown, to offer as proof. However, I never truly knew why I did what I did. Throughout my classes I began to understand the theories. The other night when I was working on a paper, my 15 year old came into the room, gave me a hug and said, 'You know, Mom, I think everyone in our family is working on a paper tonight.' My three sons, my daughter-in-law, and I were all typing away in four different rooms and two different houses. Thank you at T.E.A.C.H. for making it possible! Now, if all goes well, thirty-seven years after starting my degree, I will graduate at 55."

~Family Child Care Provider, Allegheny County

"This scholarship gave me the opportunity to gain something that I really did not think would ever happen. From the time I started working in early childhood in 1988, I knew I had found my passion. However, having just started a family, I didn't foresee the opportunity to go on and get my degree. I simply could not justify the cost at that time. I am now in my 20th year in early childhood. Now, with my bachelor's degree and certification in early childhood education, it has been a pleasure to help mentor a new student going to college through T.E.A.C.H. She has approached this opportunity with great enthusiasm and looks forward to reaching her goal of a Bachelor's Degree in Early Childhood as well."

~Center Teacher, Lehigh and Northampton Counties

**Pennsylvania Child Care Association**  
**20 Erford Road, Suite 302**  
**Lemoyne, PA 17043**

**717.657.9000**

**[www.pacca.org/t.e.a.c.h.-early-childhood-education-scholarship/](http://www.pacca.org/t.e.a.c.h.-early-childhood-education-scholarship/)**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® RHODE ISLAND

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Rhode Island, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Rhode Island, T.E.A.C.H. Early Childhood® is administered by Ready to Learn Providence. In FY13, T.E.A.C.H. Early Childhood® RHODE ISLAND helped over 78 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 11.4 credits per contract.
- T.E.A.C.H. recipients in Rhode Island completed over 765 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 2.95.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.26.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.4%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 3.0%.

### Demographics

- 66.7% of recipients worked with 3-5 year old children.
- 12.8% of recipients worked with children under 2.
- 16.7% of recipients were women of color.
- T.E.A.C.H. recipients attended the 1 community college or the 1 university offering early childhood degree programs in Rhode Island.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 97% of their employers would recommend T.E.A.C.H.

This year alone

# 4,118

of Rhode Island's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)





## FY13 Voices from the Field

"I am very thankful to T.E.A.C.H. I have made the Dean's list for the first time at college. Without T.E.A.C.H. I would not have been able to attend school and be on my way to a better future for myself, my family, and my community. The combined stresses of work, family duties, and coursework made it seem that college was out of reach. But here I am, becoming better educated. I owe all of this to T.E.A.C.H."

~Center Teacher, Providence County

"The T.E.A.C.H. program is the only way our staff can achieve college level degrees while maintaining a full time ECE teaching position. Having the support of the counselor and access to college level courses is a valuable resource for programs looking to achieve high quality programs for the children they serve."

~Center Director, Providence County

"My work with the T.E.A.C.H. scholarship program has been the most fulfilling of my career. Being able to support early childhood educators as they hone both their expertise and credentials provides a rewarding experience not just for me as an instructor but also for our field, which desperately needs more real-world, affordable opportunities for professional development."

~College Professor

"My T.E.A.C.H. scholar is constantly applying what she has learned in her courses. She continuously reflects on her abilities and makes adjustments to be a better teacher."

~Center Director, Providence County

"My T.E.A.C.H. coursework has enabled me to understand educational curriculum on a much deeper level and I am now able to differentiate my teaching for each individual child."

~Center Teacher, Providence County

"T.E.A.C.H. has been very supportive. I can't think of a way the project could be more helpful."

~Center Teacher, Washington County

"T.E.A.C.H. is a wonderful resource for teachers. I love the support and guidance that is given to my staff as they maneuver the higher educational system."

~Center Director, Newport County

**Ready to Learn Providence**  
**945 Westminster Street**  
**Providence, RI 02903**

**401.490.9960**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



**<http://ready-to-learn-providence.blogspot.com/p/teach-early-childhood.html>**

# T.E.A.C.H. Early Childhood® SOUTH CAROLINA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in South Carolina, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In South Carolina, T.E.A.C.H. Early Childhood® is administered by South Carolina Center for Child Care Career Development. In FY13, T.E.A.C.H. Early Childhood® SOUTH CAROLINA helped over 876 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 15.7 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 20.3 credit hours.
- T.E.A.C.H. recipients in South Carolina completed over 7,237 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.19; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.38.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$8.62.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 4.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 5.7%.
- For bachelor degree scholarship recipients the average turnover rate was 0.0%.

### Demographics

- 56.2% of recipients worked with 3-5 year old children.
- 38.9% of recipients worked with children under 2.
- 66.0% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 16 different community colleges or 8 universities offering early childhood degree programs in South Carolina.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 18,416

of South Carolina's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"I am proud of the fact that we have been able to award hundreds of scholarships so that those working in child care settings can go back to school and earn credentials, associate degrees and bachelor degrees in early childhood education. Last year over 18,000 children in South Carolina benefited from the T.E.A.C.H. scholarship program and we saw a 4% wage increase for those on the scholarship. We must invest in children and one way we do this in SC is by investing in their teachers through the T.E.A.C.H. scholarship program."

~State Child Care Administrator

"Being a part of the T.E.A.C.H. program has been such a valued asset for my business and my family. T.E.A.C.H. has given me an incentive and has made it easy for me to go back to school by providing reimbursements and bonuses that encourage and support my educational endeavors. T.E.A.C.H. has not only benefited my family and me but others as well. Through the reimbursements that are provided for release time, I have been able to help someone else in need in this community by being able to offer a part time position in my program. This would have been highly unlikely without the support of T.E.A.C.H. T.E.A.C.H. also benefits the children and families I work with because I am better equipped to effectively provide for and educate their children. After much hard work and dedication I thank God for perseverance and I thank T.E.A.C.H. for the opportunity given that allowed me to graduate in May with an (Honors) Associates Degree in Early Care and Education. And I won't stop there I plan to go all the way. I am currently working on my Bachelor's degree in Early Care and Education. Thank you T.E.A.C.H."

~Family Child Care Provider, Greenville County

"The scholarship has truly been a blessing. Having credentials is very important and receiving my Bachelor's Degree has allowed me to learn new skills and to teach children on a professional level."

~Head Start/Pre-K Teacher, Lee County

"T.E.A.C.H. has brought me a great sense of accomplishment. I am very blessed to have this opportunity for education at 55 years old. It's exciting for me to go back to school."

~Center Teacher, Greenville County

"Cathy was the first T.E.A.C.H. student to graduate from Central Carolina Technical College with her Associate Degree, Columbia College with her Bachelor Degree, and will be the first T.E.A.C.H. alumni to be in the Masters Cohort at the University of South Carolina with a scholarship from the Department of Social Services. She has gone from owner of a child care center to Early Head Start Director. Cathy gave a moving testimony about the T.E.A.C.H. Scholarship at a state conference this year and said that she had been able to succeed in life and find true happiness because of the scholarship."

~Head Start Director, Kershaw County

"I am in my first semester on a T.E.A.C.H. scholarship and I can already say that I no longer have a job in child care, but I have a career!!!!"

~Center Teacher, Clarendon County

**South Carolina Center for Child Care Career Development**  
**PO Box 5616**  
**Greenville, SC 29606-5616**

**864.250.8581**

**[www.sc-cccd.net/TEACH/TEACH.html](http://www.sc-cccd.net/TEACH/TEACH.html)**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® TEXAS

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Texas, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Texas, T.E.A.C.H. Early Childhood® is administered by Texas Association for the Education of Young Children. In FY13, T.E.A.C.H. Early Childhood® TEXAS helped over 144 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 11.4 credits per contract.
- T.E.A.C.H. recipients in Texas completed over 386 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.44.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.28.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.8%.

### Retention

- For associate degree scholarship recipients the population of recipients was too small to measure.

### Demographics

- 56.9% of recipients worked with 3-5 year old children.
- 59.0% of recipients worked with children under 2.
- 52.8% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 15 different community colleges offering early childhood degree programs in Texas.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 96% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 8,608

of Texas's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"The T.E.A.C.H. scholarship for my center's staff was a light at the end of the tunnel as they worked toward earning their Child Development Associate Credentials (CDA). The scholarship relieved the stress of another expense on their households. The changes I have seen in the staff are a stronger desire and commitment to enhance the knowledge of a safe and healthy environment for children. The teachers are proud of their success and would like to thank you for your support in helping them to raise the standard to provide the highest quality child care for our children and their families. Our goal is to set the bar in quality care for children."

~Child Care Center Owner, Brazos County

"T.E.A.C.H. has been such a blessing for me! I am so thankful to be able to have this scholarship. I have seen a change in myself since I have had this. I feel more excited and dedicated to my school work. I made an A in my class, and every week I am super excited to attend. T.E.A.C.H. is getting me closer to my degree because before I could barely even afford one class, and it put tons of stress on me. I lost focus in school, and it affected my grades. However, since I have had a T.E.A.C.H. scholarship I have been ecstatic and am working to do my best and focus on my main goal!"

~Center Teacher, Harris County

"The T.E.A.C.H. program has helped me tremendously! I decided to only earn my CDA, but my T.E.A.C.H. counselor convinced me to go ahead and get my degree. It feels so good to know there are still people out there that care. Since beginning school, I have learned to set a schedule and manage my time wisely. Now the kids and I are able to take advantage of our time and any extra time we may have throughout the day.

~Family Child Care Provider, Harris County

"What has T.E.A.C.H. done for me? I developed an acronym for T.E.A.C.H. that sums it all up: Turned Everything Around Concerning Hope. That is exactly what T.E.A.C.H. has done for me -hope that ensured me that I had chosen the right vocation; hope that inspired me to go on and make a difference in the lives of young children; hope that encouraged me to be the very best that I could be. My dream is about to come true. One thing I am certain of is this - I would never have been able to reach this goal without the T.E.A.C.H. scholarship or the encouragement of my T.E.A.C.H. counselors who are mentors.

~Family Child Care Provider, Bell County

**Texas Association for the Education of Young Children**  
**PO Box 4997**  
**Austin, TX 78765-4997**

**512.215.8142**

**[www.texasaeyc.org/TEACH/](http://www.texasaeyc.org/TEACH/)**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center





# T.E.A.C.H. Early Childhood® WISCONSIN

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Wisconsin, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Wisconsin, T.E.A.C.H. Early Childhood® is administered by Wisconsin Early Childhood Association. In FY13, T.E.A.C.H. Early Childhood® WISCONSIN helped over 1,613 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 15.0 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 18.9 credit hours.
- T.E.A.C.H. recipients in Wisconsin completed over 13,225 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.56; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.60.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.89.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6.9%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 4.2%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 5.9%.
- For bachelor degree scholarship recipients the average turnover rate was 5.8%.

### Demographics

- 55.2% of recipients worked with 3-5 year old children.
- 59.5% of recipients worked with children under 2.
- 31.9% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 16 different community colleges or 22 universities offering early childhood degree programs in Wisconsin.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 94% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.

This year alone

# 53,173

of Wisconsin's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"This experience (being a T.E.A.C.H. scholarship recipient) was one I will cherish forever. It confirmed what I already knew in my heart, that I am a gifted teacher. It also gave me the confidence and professionalism that comes with success. I gained 'new eyes' that have helped me see the children and their families in a different light and therefore meet their needs better than I did before."

~Center Teacher, Polk County

"You're never too old to learn. Knowledge is power, and just as we are about spreading the love, knowledge too can spread from one to another."

~Family Child Care Provider, Milwaukee

"To have a high quality program, I truly feel that I want people who are growing all the time. But for that to happen in a program, the director has to be on board with T.E.A.C.H. If a director asked me why she should get involved with T.E.A.C.H. I would say, 'Seriously, why would you NOT want to get your teachers more education?' I thought at one time that I too couldn't afford it, but I've learned that I can't afford not to. If I want my program to get better and better, and I want teachers to stay a long time, I have to encourage the T.E.A.C.H. scholarships. I am encouraging them to do wonderful things with their lives. I hope to keep them excited and let them know there's so much to learn."

~Center Director, Dane County

"It felt so amazing! Caps and gowns everywhere, names being called, diplomas delivered, photographs taken, people cheering... and I was among them! My parents, grandparents, boyfriend and his parents were all present to acknowledge my accomplishment. After 4 years, mostly on a T.E.A.C.H. scholarship, I had earned an Associate Degree in Early Childhood Education!"

~Center Teacher, Winnebago County

"There is just no way I could have done this financially (achieved a credential) without T.E.A.C.H. They are all about getting me to achieve my goals. So my advice: Always go after your dreams. That's what I'm doing."

~Family Child Care Provider, Iowa County

**Wisconsin Early Childhood Association (WECA)**  
744 Williamson St., #200  
Madison, WI 53703-4579

608.240.9880

<http://wisconsinearlychildhood.org/programs/teach/index>

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# T.E.A.C.H. Early Childhood® WEST VIRGINIA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in West Virginia, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In West Virginia, T.E.A.C.H. Early Childhood® is administered by River Valley Child Development Services. In FY13, T.E.A.C.H. Early Childhood® WEST VIRGINIA helped over 37 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 9.6 credits per contract.
- Recipients on bachelor degree scholarships completed an average of 12.0 credit hours.
- T.E.A.C.H. recipients in West Virginia completed over 319 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.65; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.62.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.43.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.4%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5.2%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 8.0%.
- For bachelor degree scholarship recipients the average turnover rate was 0.0%.

### Demographics

- 83.8% of recipients worked with 3-5 year old children.
- 40.5% of recipients worked with children under 2.
- 2.7% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 5 different community colleges or 3 universities offering early childhood degree programs in West Virginia.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

This year alone

# 716

of West Virginia's children benefitted from consistent care provided by a better educated teacher.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2012-2013 Annual Program Report: [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)



## FY13 Voices from the Field

"T.E.A.C.H. is a wonderful way to help those students who are not able to go to college on their own. If it wasn't for T.E.A.C.H. I may have not gotten another chance to get back into school and go after my dream of becoming a teacher."  
~Teacher, Cabell County

"Growing up, I never envisioned myself as a college graduate. In high school, when my friends were applying to college, I didn't bother, because I knew I couldn't afford to go. T.E.A.C.H. has changed that for me. Without this wonderful opportunity, I wouldn't be able to provide a positive future for myself and my family. I will always be grateful to T.E.A.C.H. for giving me a future and a chance to make something of myself."  
~Pre-K Teacher, Cabell County

"T.E.A.C.H. has helped me in so many ways to further my career in early childhood education. Through the program I have gained a sense of relief from financial burden while continuing my education in an area I am truly passionate about. I couldn't be happier with this program and all it has done for me. Thanks for all you do for teachers and each and every single one of the students' lives we affect daily!"  
~Head Start Teacher, Greenbrier County

**River Valley Child Development Services**  
611 7th Avenue, Suite 322  
Huntington, WV 25701

**304.529.7603**

**[www.wvearlychildhood.org/TEACH\\_WV.html](http://www.wvearlychildhood.org/TEACH_WV.html)**

Produced in conjunction with the  
T.E.A.C.H. Early Childhood® National Center



# Child Care WAGE\$<sup>®</sup> FLORIDA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Florida, few early educators have higher education degrees and many earn less than \$10 an hour. The Child Care WAGE\$<sup>®</sup> Project 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. The WAGE\$ supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In FY13, Child Care WAGE\$<sup>®</sup> FLORIDA provided salary supplements to 1,591 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care providers worked in 469 different programs serving approximately 47,887 children.

### Education

- 21% of active participants with education below an Associate Degree in Early Childhood Education submitted education documentation to show progress in college.

### Compensation

- 63% of WAGE\$ participants earned less than \$12 per hour from their employers.
- WAGE\$ recipients earned an average six-month supplement of \$501, or approximately \$1,002 more per year, as a result of their participation.

### Retention

- Only 10% of WAGE\$ participants left their early education programs.

### Demographics

- 84% of WAGE\$ participants were people of color.
- 95% of WAGE\$ participants worked in early education centers.
- 5% of WAGE\$ participants worked in family child care homes.

### Personal Impact

In a survey of WAGE\$ participants:

- 94% indicated that WAGE\$ encouraged them to stay in their current early education program.
- 93% indicated that WAGE\$ encouraged them to pursue further education.
- 95% stated that receiving a WAGE\$ supplement helped ease financial stress.
- 72% stated they needed the funds to pay bills.
- 63% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

# 47,887

of Florida's children benefitted from consistent care provided by a better educated teacher.

The Child Care WAGE\$<sup>®</sup> Project is currently licensed and operating in five states. National outcomes can be found in the T.E.A.C.H. Early Childhood<sup>®</sup> and Child Care WAGE\$<sup>®</sup> 2012-2013 Annual Program Report at [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)

Child Care  
**WAGE\$**<sup>®</sup>  
Project



## FY13 Voices from the Field

"We have experienced very low turnover at our site, partly because of WAGE\$. All ten participants have worked here for more than six years, mostly attending school."

~Afterschool Program Director, Palm Beach County

"Participation in WAGE\$ has made me feel financially stress free to work better."

~Center Teacher, Palm Beach County

"WAGE\$ has benefited the children by allowing me to be able to purchase more materials for my classroom. I have also been able to pay some bills and buy food for my family."

~Center Teacher, Palm Beach County

"I am able to buy some extra supplies for activities and the parents enjoy all the activities, arts and crafts and so do the children. The WAGE\$ staff is very professional; they answer your questions and if they cannot answer your questions they will call you back with the answer."

~Center Teacher, Broward County

"I have learned to how to apply the education from the college classes taken in my classroom such as math, science and literacy to better educate my children and prepare them for the next grade level. The cost of pursuing an education in the childcare field is costly, WAGE\$ helps but we need more financial resources."

~Center Teacher, Broward County

"This program has been most beneficial to the overall attitude of our teachers and has offered great support to our center. Our center staff members are satisfied and content with their chance to advance in their educational and professional growth. They are interested in future opportunities to grow. Further implementation of the WAGE\$ program would further its objective."

~Center Director, Miami Dade County

"Teachers seem excited about the courses they are attending as they introduce new concepts and practices in the classroom. They take their responsibilities more seriously and are more professional in the interactions with parents and children."

~Center Director, Miami Dade County

**Children's Forum<sup>®</sup>**  
**2807 Remington Green Circle**  
**Tallahassee, FL 32308**

**888.FL.CHILD**

**<http://www.wages-fl.com/>**

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T.E.A.C.H. Early Childhood<sup>®</sup> National Center



# Child Care WAGE\$<sup>®</sup> KANSAS

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Kansas, few early educators have higher education degrees and many earn less than \$10 an hour. The Child Care WAGE\$<sup>®</sup> Project 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. The WAGE\$ supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In FY13, Child Care WAGE\$<sup>®</sup> KANSAS provided salary supplements to 174 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care providers worked in 87 different programs serving approximately 2,059 children.

### Education

- 50% of active participants with education below an Associate Degree in Early Childhood Education submitted education documentation to show progress in college.

### Compensation

- 100% of WAGE\$ participants earned less than \$12 per hour from their employers.
- WAGE\$ recipients earned an average six-month supplement of \$756, or approximately \$1,512 more per year, as a result of their participation.

### Retention

- Only 6% of WAGE\$ participants left their early education programs.

### Demographics

- 25% of WAGE\$ participants were people of color.
- 88% of WAGE\$ participants worked in early education centers.
- 12% of WAGE\$ participants worked in family child care homes.

### Personal Impact

In a survey of WAGE\$ participants:

- 100% indicated that WAGE\$ encouraged them to stay in their current early education program.
- 83% indicated that WAGE\$ encouraged them to pursue further education.
- 100% stated that receiving a WAGE\$ supplement helped ease financial stress.
- 67% stated they needed the funds to pay bills.
- 84% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

# 2,059

of Kansas's children benefitted from consistent care provided by a better educated teacher.

The Child Care WAGE\$<sup>®</sup> Project is currently licensed and operating in five states. National outcomes can be found in the T.E.A.C.H. Early Childhood<sup>®</sup> and Child Care WAGE\$<sup>®</sup> 2012-2013 Annual Program Report at [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)

Child Care  
**WAGE\$<sup>®</sup>**  
Project

## FY13 Voices from the Field

“It is very important to a center like ours where we don’t have the funds to competitively pay our teachers. With WAGE\$ as a supplement teachers feel they are getting compensated more fairly, which increases the time they work here.”

~Center director

“The teachers that get WAGE\$ salary supplements stay in our center, which is good since these are teachers with degrees. It’s a great incentive for teachers who don’t have education to go to college.”

~Center director

**Child Care Aware<sup>®</sup> of Kansas**  
**P.O. Box 2294**  
**Salina, KS 67401-2294**

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**[www.ks.childcareaware.org](http://www.ks.childcareaware.org)**

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T.E.A.C.H. Early Childhood<sup>®</sup> National Center



# Child Care WAGES<sup>®</sup> NORTH CAROLINA

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in North Carolina, few early educators have higher education degrees and many earn less than \$10 an hour. The Child Care WAGES<sup>®</sup> Project 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. The WAGES<sup>®</sup> supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In FY13, Child Care WAGES<sup>®</sup> NORTH CAROLINA provided salary supplements to 4,402 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care providers worked in 1,911 different programs serving approximately 71,138 children.

### Education

- 76% of WAGES<sup>®</sup> participants were rewarded for having an Associate Degree in Early Childhood Education (ECE), its equivalent or higher on the supplement scale.
- 53% of active participants with education below an Associate Degree in ECE submitted education documentation to show progress in college.

### Compensation

- 73% of WAGES<sup>®</sup> participants earned less than \$12 per hour from their employers.
- WAGES<sup>®</sup> recipients earned an average six-month supplement of \$876, or approximately \$1,752 more per year, as a result of their participation.

### Retention

- Only 12% of WAGES<sup>®</sup> participants left their early education programs.
- WAGES<sup>®</sup> participants with an Associate Degree in ECE, its equivalent or higher on the WAGES<sup>®</sup> scale had a turnover rate of 11%.
- WAGES<sup>®</sup> participants with education below the Associate Degree in ECE on the WAGES<sup>®</sup> scale had a turnover rate of 16%.

### Demographics

- 54% of WAGES<sup>®</sup> participants were people of color.
- 86% of WAGES<sup>®</sup> participants worked in early education centers.
- 14% of WAGES<sup>®</sup> participants worked in family child care homes.

### Personal Impact

In a survey of WAGES<sup>®</sup> participants:

- 96% indicated that WAGES<sup>®</sup> encouraged them to stay in their current early education program.
- 90% indicated that WAGES<sup>®</sup> encouraged them to pursue further education.
- 98% stated that receiving a WAGES<sup>®</sup> supplement helped ease financial stress.
- 77% stated they needed the funds to pay bills.
- 71% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

# 71,138

of North Carolina's children benefitted from consistent care provided by a better educated teacher.

WAGES<sup>®</sup> participants with higher education showed a particular commitment to staying in the field. Many directors share concern that teachers leave once they obtain higher education, but those receiving the WAGES<sup>®</sup> supplements did not leave as directors may have expected. Among WAGES<sup>®</sup> participants, retention has been better among the more highly educated participants, which means better outcomes for young children.

The Child Care WAGES<sup>®</sup> Project is currently licensed and operating in five states. National outcomes can be found in the T.E.A.C.H. Early Childhood<sup>®</sup> and Child Care WAGES<sup>®</sup> 2012-2013 Annual Program Report at [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)

Child Care  
**WAGES<sup>®</sup>**  
Project

# Child Care WAGE\$<sup>®</sup> NORTH CAROLINA

## FY13 Voices from the Field

"This program has made a noticeable impact in the lives of my staff. This program has also helped my center to retain employees and motivated staff to increase their levels of education, resulting in the ability of my facility to become a five star developmental day center."

~Center Director, Brunswick County

"For me, it helps offset the cost of being a teacher. Every teacher I know uses a lot of her own money to supplement items needed for the classroom. This money helps me with some of the cost of that. Without WAGE\$, I couldn't do as much as I would like."

~Center Teacher, Cumberland County

"Child Care WAGE\$<sup>®</sup> is very important to me because it has helped me to ease the stress of not knowing how I am going to pay all my bills with the little that I am making. It has changed my life very much. I am happier and ready to teach the children in my care every day. I am very satisfied."

~Center Teacher, Guilford County

"I feel that this program has helped me provide a better environment for the children I care for. It is important for this program to stay in place so that I can better provide for my family. As a child care provider in my home, I cannot get a cost of living raise unless I raise my rates. With the state of our fragile economy, if I increase dues, parents would find some place cheaper for their children. Then I would have to close my business."

~Family Child Care Provider, Iredell County

"I do not make a lot of money. Sometimes I don't have money to pay for supplies for my classroom and sometimes gas to get to work. WAGE\$ has helped a great deal!"

~Center Teacher, Nash

"This year WAGE\$ helped me to be able to take in my niece and keep her from going to a foster home."

~Center Teacher, Chatham County

"My WAGE\$ check has arrived at some dark moments when I was 'scraping-bottom' financially, and it helped me get my head back to work, and off the preoccupation of how I was going to pay my bills!"

~Center Director, Buncombe County

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Produced in conjunction with the  
T.E.A.C.H. Early Childhood<sup>®</sup> National Center





# Child Care WAGES® NEW MEXICO

## FY13 Results

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in New Mexico, few early educators have higher education degrees and many earn less than \$10 an hour. The Child Care WAGES® Project 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. The WAGES supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In FY13, Child Care WAGES® NEW MEXICO provided salary supplements to 8 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care providers worked in 7 different programs serving approximately 333 children.

### Education

- 100% of active participants with education below an Associate Degree in Early Childhood Education submitted education documentation to show progress in college.

### Compensation

- 43% of WAGES participants earned less than \$12 per hour from their employers.
- WAGES recipients earned an average six-month supplement of \$1,290, or approximately \$2,580 more per year, as a result of their participation.

### Retention

- A total of 22% of WAGES participants left their early education programs in the last three years.

### Demographics

- 86% of WAGES participants were people of color.
- 86% of WAGES participants worked in early education centers.
- 14% of WAGES participants worked in family child care homes.

### Personal Impact

In a survey of WAGES participants:

- 100% indicated that WAGES encouraged them to stay in their current early education program.
- 100% indicated that WAGES encouraged them to pursue further education.
- 100% stated that receiving a WAGES supplement helped ease financial stress.
- 100% stated they needed the funds to pay bills.
- 100% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

# 333

of New Mexico's children benefitted from consistent care provided by a better educated teacher.

The Child Care WAGES® Project is currently licensed and operating in five states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2012-2013 Annual Program Report at [www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2013.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2013.pdf)

Child Care  
**WAGES**  
Project

# Child Care WAGES<sup>®</sup> NEW MEXICO

## FY13 Voices from the Field

"INCENTIVES has made me feel as though being a teacher is important and that people who work with 0 to 3 year olds are important to our society and making a difference."

~Early Head Start Teacher, Santa Fe County

"Overall the teacher having a better understanding of early childhood makes the program better. INCENTIVES has definitely had a very positive impact."

~Center Director, Santa Fe County

"The INCENTIVES Project has helped me so much financially. It has been a blessing to be able to receive incentives to not only better my life, but also the life of the children I care for every day. The incentives have helped me to seek more early childhood classes, to better the children, my program, and the community."

~Infant-Toddler Teacher, Santa Fe County

"INCENTIVES helps to validate the field of early childhood. The field itself cannot afford very high salaries so it is great when outside organizations see the value in these programs and help to compensate them for what they do."

~Director of Children's Services, Presbyterian Medical Services, Santa Fe County

**New Mexico Association for the Education of Young Children**  
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**Albuquerque, NM 87106**

**505.243.5437**

**<http://www.nmaeyc.org/nmaeyc/TEACH.html>**

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T.E.A.C.H. Early Childhood<sup>®</sup> National Center

