



T.E.A.C.H. EARLY CHILDHOOD® AND CHILD CARE WAGES® ANNUAL NATIONAL PROGRAM REPORT 2015 – 2016



Addressing Equity Issues in the
EARLY CHILDHOOD WORKFORCE
Education, Compensation
& Career Pathways

FROM THE EXECUTIVE DIRECTOR

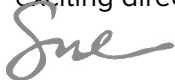
This has been a busy year for staff of the T.E.A.C.H. Early Childhood® National Center. With a laser focus on educational and career pathways aimed at the early childhood education field by both national and state policymakers, we have continued our work toward equitable access to higher education, better compensation and employment stability for all of the early childhood workforce.

As the federal Departments of Health & Human Services, Education and Labor have brought resources to bear on the understanding, promotion and building of viable education and career pathways, Center staff has been at many of these tables in an advisory capacity. We have collaborated on and intersected with a number of important policy initiatives around career advancement pathways taking place in national organizations as well as spearheaded initiatives and innovations among our network of 29 T.E.A.C.H. Early Childhood® and Child Care WAGE\$® programs addressing equity and parity.

One thing we've experienced through 26 years of T.E.A.C.H. Early Childhood® is that this approach to combining education, compensation and retention supports is different than other approaches. A big part of what makes T.E.A.C.H. different has to do with equity – not only because we are providing equitable access to higher education for our workforce, including coursework with currency, but because we are also ensuring they are earning better pay by providing compensation awards at steps along their educational pathways. The results of this approach toward equity are better qualified, diverse teachers who earn more money and stay in their classrooms and the field. This ultimately means better quality experiences for thousands of children across the country that are in out of home care each day. Sadly, access to college degrees has been out of reach for many of our recipients. And every day, in the face of so many obstacles including being parents, working full-time, and earning very low wages, our early childhood teachers participating in T.E.A.C.H. and/or WAGE\$ programs show their commitment to learning, to the field of early childhood and to the young children they teach.

Whether we are working in the national policy arena or in partnership with our T.E.A.C.H. and WAGE\$ state-based programs, we are guided by what the research in the field and in our own programs tells us. Our actions toward building articulated education and career pathways for the workforce are always taken with intentionality. We know there are still many challenges in our field to creating the high quality, well-paid workforce that children in all early childhood settings deserve, but things are improving. According to the National Survey of Early Care and Education (2012), “compared to previous surveys, there has been consistent improvement nationally in the percentage of center-based and family child care providers with degrees or some college education.” We believe our collective work has helped make that possible.

We are pleased to be active participants in creating solutions toward building equity for the early childhood education workforce. I invite you to read about what we've collectively accomplished this past year and the exciting directions our work continues to take us.



Sue Russell

Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation (2015), tasks the early childhood field to:

“ Develop and implement comprehensive pathways and multiyear timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor’s degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.”

FUNDER ACKNOWLEDGMENT

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Many thanks to the University of North Carolina—Greensboro for the cover photo of graduates of their Master’s of Education with Emphasis on Early Childhood Leadership and Program Administration Degree—class of 2016, and to Dr. Deborah Cassidy for her focus on early childhood professional development and leadership.



Providing leadership in the creation of programs and policies that promote and support equity toward an educated, well-paid and stable early childhood workforce to ensure the long term success of our nation's children in school and in life.

T.E.A.C.H. EARLY CHILDHOOD® INITIATIVE	CHILD CARE WAGES® PROJECT
<p>The T.E.A.C.H. Early Childhood® Initiative is an evidence-based model that provides debt-free college education with comprehensive support for the early childhood workforce. Within states, as a large buyer of education, T.E.A.C.H. can leverage a more accessible, responsive higher education system to support education and career pathways. The National Center works across states to ensure an accountable workforce development strategy that leads to measurable education and compensation gains and real career mobility and stability. Employer and employee dollars are partnered with public or private funds in each state to support their early childhood workforce.</p>	<p>The Child Care WAGES® Project was created in response to research-based evidence showing that the quality of care children receive is lowered by high turnover rates and inadequate teacher education. But the combination of a lack of resources and efforts to maintain affordability for parents means many early childhood teachers are severely underpaid and leave the field for better paying jobs. And others never consider the profession as an option. WAGES provides tiered education-based salary supplements to teachers, directors and family child care educators working with children from birth to five and that leads to better educated teachers and continuity of teachers for young children.</p>

CENTER COLLABORATIONS AND CONTRIBUTIONS TO NATIONAL CONVERSATIONS AND INITIATIVES

TEACHER DIVERSITY AND RECRUITMENT

- **Latino Teacher Recruitment**—White House Initiative on Educational Excellence for Hispanics
- **National Summit on Teacher Diversity**—U.S. Department of Education
- **Leveraging Workforce Investment Strategies to Improve the ECE Workforce—Career Pathways in ECE and T.E.A.C.H. Early Childhood®—A Critical Link**—National Governor’s Association

CAREER PATHWAYS

- **Phase 2—Early Learning Career Pathways Initiative**
U.S. Department Health & Human Services—Administration for Children & Families and U.S. Department of Education
- **Career Pathways Design Study**
U.S. Department of Labor and Abt Associates
- **National Summit on Credentialing**
Lumina Foundation and Center for Law and Social Policy

“To have the diverse and competent workforce our young children need, we must build good career pathways with meaningful supports for our nation’s early childhood teachers, administrators and family child care educators. The T.E.A.C.H. Early Childhood® Initiative provides college scholarships that lead to credentials, degrees and education pathways that boost knowledge, skills, compensation and career mobility in our field.”

Linda Smith, Deputy Assistant Secretary for Early Childhood Development, U.S. Department of Health & Human Services, Administration for Children & Families

EARLY CHILDHOOD EDUCATION WORKFORCE POLICY AND STRATEGY DEVELOPMENT

- **Workforce Policy Convening**—Bill and Melinda Gates Foundation and Foundation for Child Development
- **Infant Toddler Workforce Expert Panel**—Zero to 3—National Center on Early Childhood Development Teaching and Learning
- **Investing in Early Childhood Education**—United State of Women Summit—Solution Seminar
- **Birth – Age 8 Workforce Stakeholder Meeting**—National Academy of Medicine

CREATING ACCESS TO EDUCATION, COMPENSATION AND CAREER MOBILITY:

SYSTEMIC, PROGRAMMATIC AND INDIVIDUAL IMPACT

National T.E.A.C.H. Early Childhood® and Child Care WAGES® data on equity of access to affordable and flexible higher education, fair compensation and career mobility for diverse populations of early childhood educators demonstrate that the right combination of both economic and social supports, along with attention to leveraging funding and policy changes, result in better articulated education pathways, more just compensation and meaningful career mobility.

Funding Support for T.E.A.C.H. Early Childhood® and Child Care WAGES® FY16

- \$31.1 million funded 15,523 scholarship recipients in T.E.A.C.H. Programs in 23 states and the District of Columbia.
- \$9.1 million funded 5,355 WAGES participants in 5 states.

EQUITY OF ACCESS TO FLEXIBLE, AFFORDABLE HIGHER EDUCATION

COLLECTIVE IMPACT

T.E.A.C.H. EARLY CHILDHOOD® OUTPUTS & OUTCOMES

- **95,042** completed credit hours
- **539** participating community colleges and universities

Average Annual Credit Hours Completed

- **13.7**—Associate Degree scholarships
- **16.7**—Bachelor's Degree scholarships

Average Annual Recipient Grade Point Averages

- **3.27 GPA**—Associate Degree scholarships
- **3.49 GPA**—Bachelor's Degree scholarships

CHILD CARE WAGES® OUTCOMES

- **36%**—WAGE\$ participants with education below the Associate of Applied Science Degree in Early Childhood Education who submitted documentation that they had completed additional coursework.
- **26%**—WAGE\$ participants with education below the Associate of Applied Science Degree in Early Childhood Education who moved up a level on the WAGE\$ supplement scale last year.

T.E.A.C.H. NATIONAL CENTER—MOVING THE NEEDLE ON ARTICULATION

CHALLENGE: Lack of articulated coursework or coursework with currency within higher education systems, resulting in redundancy of coursework and added expense for working students who cannot afford either the extra time or money.

GOAL: Fully articulated, seamless education pathways among community colleges and between community colleges and universities.

SOLUTION: For the past 2 ½ years the Center has worked with 10 T.E.A.C.H. Program state teams to understand what it takes to create fully articulated educational pathways in higher education and to move the needle on articulation within each state. Through ongoing Center technical assistance and support and two national Articulation summits, 9 of the original 10 states engaged in this effort continue to actively pursue this work through continued team work and state Articulation Summits and Forums that serve to build connections among higher education faculty and state systems.

STATE EXAMPLES

T.E.A.C.H. INDIANA

CHALLENGE: Lack of affordable tuition at the only online Bachelor's degree program in the state offered at a private university where tuition rates exceed T.E.A.C.H. scholarship tuition rate maximums, resulting in limited access to needed coursework and degrees.

GOAL: Equity of access for early educators from around the state who want to earn a Bachelor's Degree in Early Childhood.

SOLUTION: Through collaborations with faculty and the finance office at Saint Mary-of-the-Woods College, wraparound funds were secured for T.E.A.C.H. IN recipients, clearing the tuition roadblock. As T.E.A.C.H. became a significant purchaser of higher education, other institutions took notice, which in turn leveraged change. Ball State University, a public institution, developed an online Bachelor's degree completion program and Indiana Wesleyan University, a private institution, signed an agreement with T.E.A.C.H. IN to provide a tuition rate comparable to public university tuition.

T.E.A.C.H. NEBRASKA

CHALLENGE: Lack of flexible scheduling for offsite, full time student teaching Bachelor's degree requirements, resulting in limited access for early childhood teachers who work full time in their own classrooms.

GOAL: Flexible student teaching hours to allow students to both work full time and complete the student teaching requirement.

SOLUTION: T.E.A.C.H. NE brought the issue to the University of Nebraska-Kearney and the Department of Education and now recipients can complete their student teaching requirement by going part time over two semesters, allowing them to teach in the mornings and work in their own early childhood program settings later in the day.

T.E.A.C.H. DELAWARE

CHALLENGE: Lack of flexible scheduling of offsite associate degree service learning requirements, resulting in limited access for family child care educators who have to be away from their home based programs to participate and are challenged to find substitutes.

GOAL: Flexible times to participate in offsite classroom requirements.

SOLUTION: T.E.A.C.H. DE partnered with the Delaware Technical Community College ECE department chairs who allowed this requirement to take place at a 5-star early childhood program, which opens the first weekend of each month to provide child care to military Guard and Reserve families needing to fulfill drill requirements. This option is now available as needed.

EQUITY OF ACCESS FOR DIVERSE POPULATIONS

COLLECTIVE IMPACT

T.E.A.C.H. EARLY CHILDHOOD® OUTPUTS & OUTCOMES

T.E.A.C.H. Employers

- **7,872** child care, pre-K and Head Start T.E.A.C.H. employer sponsors.
- **16.6%** were child care homes.
- **17%** of recipients worked with children in publicly funded pre-K programs.
- **9%** of recipients worked in Head Start programs.

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

- **46%** of recipients were people of color or of Hispanic origin.
- **52%** of recipients came from families with no college graduates.
- **56%** of recipients began T.E.A.C.H. with only a high school diploma.

Children Served

- **608,238** children

CHILD CARE WAGES® OUTPUTS & OUTCOMES

WAGES® Employers

- **91%** of participants worked in center-based settings.
- **9%** of participants worked in child care homes.

Diversity of WAGES® Participants

- **62%** of WAGES® participants were people of color or of Hispanic origin.
- **99%** were women.
- **66%** of participants earned less than \$12/hour.

Children Served

- **100,059** children

STATE EXAMPLES

T.E.A.C.H. WISCONSIN

CHALLENGE: Lack of seamless, articulated and culturally appropriate educational pathways between community college and university, resulting in limited college access for early educators, particularly those who are members of First Nation tribes.

GOAL: Seamless educational pathway to assure every student receives culturally relevant coursework.

SOLUTION: T.E.A.C.H. WI provided a grant to faculty at Lac Courte Ojibwa Community College and the University of Wisconsin—Whitewater to create a hybrid model of instruction connecting the campuses and focusing on cultural and learning needs. Both colleges took a student-centered approach to define best practices, from admissions through graduation, ensuring each student's success through improved instruction and seamless articulation between the two institutions.

PROFILE

Jessica Plaza, T.E.A.C.H. Early Childhood® and Child Care WAGES® FLORIDA

- **T.E.A.C.H. Early Childhood® Scholarship Recipient:** 2002 – 2016; Child Care WAGES® Salary Supplement Recipient 2007 – 2012 and 2013 – 2016
- **Educational Progression and Pathway on T.E.A.C.H.:** Associate Degree in ECE; Bachelor's Degree in ECE and EC Development; Advanced 3 levels during 9 years on WAGES® supplement scale
- **Career Progression and Pathway:** Assistant Teacher, Teacher
- **Compensation Gain Over 10 Years:** 60%



“It’s taken me a long time to get my education because I had a premature baby and had to quit working for a while. A background in early childhood gave me such helpful understanding of my daughter’s needs in her early years. I now see a big difference in the ECE field from when I started and have grown with those changes, applying what I’ve learned in my own classroom. My daughter is now 5, in kindergarten, and doing great!”

T.E.A.C.H. IOWA

CHALLENGE: Lack of access to educational scholarships, resulting in limited educational and career pathways for family support and home visitation professionals who often have only an associate degree or a Bachelor's degree in a non-early childhood field and who need to earn early childhood certificates or degrees in early childhood while working full time.

GOAL: Access to affordable higher education programs in early childhood education or child, adult and family services.

SOLUTION: The Iowa Department of Public Health provided funding through the state's Maternal, Infant and Early Childhood Home Visitation (MIECHV) grant to support T.E.A.C.H. IA scholarships for this workforce to enable them to continue on a career pathway in their profession by earning either a Bachelor's Degree in Early Childhood or an Infant Toddler Mental Health Certification.

“The knowledge, skills, and experience I gained completing the Infant and Early Childhood Mental Health Certification reinforced my desire to always try to see ‘the big picture’, to always ask ‘how can I better serve this family?’ Ultimately, I gained more capacities to better serve in a management position, to teach others what I had learned, and to continuously remind others of why the work we do is so important. Thank you T.E.A.C.H. for allowing me to gain more skills to do what I love.”

Esmeralda Monroy, Child Abuse Prevention Services, Marshalltown, IA



EQUITY OF ACCESS TO BETTER COMPENSATION

COLLECTIVE IMPACT

T.E.A.C.H. EARLY CHILDHOOD® OUTCOMES

Average Annual Recipient Hourly Wage Increase

- 8%—Associate Degree scholarships
- 8%—Bachelor’s Degree scholarships

CHILD CARE WAGES® OUTCOME

Average Six-Month Supplement

- \$891 (about 8% gain annually)

PROFILE

LaWanda MacIntyre, T.E.A.C.H. Early Childhood® NORTH CAROLINA

- T.E.A.C.H. Scholarship Recipient: 2006 – 2016
- Educational Progression and Pathway on T.E.A.C.H.: Associate Degree in ECE; Bachelor’s Degree in ECE; Master’s Degree in Education: Birth – Kindergarten Interdisciplinary Studies in Education and Development
- Career Progression and Pathway: Family Child Care Home Owner and Teacher, Mentor
- Compensation Gain Over 10 Years: 159%



“I learned about T.E.A.C.H. scholarships 10 years ago through a family child care worker in my community. I have now completed Associates, Bachelor’s and Master’s degrees, all with the help of T.E.A.C.H. As a member of the North Raleigh Providers Network, I mentor other teachers in my community, encouraging them to get a T.E.A.C.H. scholarship and go to college. I have so much more knowledge about theory and research in this field that doors to other areas of early childhood development will always be open to me.”

EQUITY OF ACCESS TO CAREER PATHWAYS AND WORKFORCE STABILITY

COLLECTIVE IMPACT

T.E.A.C.H. EARLY CHILDHOOD® OUTCOMES

Average Annual Recipient Retention Rates

- 94% of Associate Degree scholarship recipients retained in their ECE site.
- 96% of Bachelor’s Degree scholarship recipients retained in their ECE site.

CHILD CARE WAGES® OUTCOME

- 12.6%—Average annual turnover rate.

T.E.A.C.H. EARLY CHILDHOOD® ALLIANCE

CHALLENGE: Lack of investments in early childhood leadership training and education opportunities, resulting in a leadership gap to advance and sustain quality early childhood programs and drive needed child outcomes.

GOAL: Investments in the preparation, support and compensation of the early childhood education workforce to ensure the ongoing development of those who are or will be leading the field in these key issue areas.

SOLUTION: The T.E.A.C.H. Early Childhood® Alliance was created to bring voice to and continue to invest in a powerful group of educated women who have overcome barriers and through T.E.A.C.H., completed certificates and degrees, launched careers in early childhood, and changed their lives forever. Members of the Alliance have access to resources on financial literacy, advocacy and leadership opportunities and most recently a 3-part webinar series to increase the capacity of these T.E.A.C.H. graduates to become subject matter experts about the field and to lead on workforce issues in their communities.



“The INCENTIVE\$ Program (New Mexico’s Child Care WAGES® affiliate) has identified a problem (underpaid, undereducated teachers during children’s critical learning years) and has found a great way to be a part of the solution. This is a wider social concern (not just a personal belief) and there are individuals and programs in our community who are working on changing this. Having this support reinvigorates my passion for teaching, encourages my advancement in the field, and makes me excited about the future of early childhood education!”

*Lead Teacher,
Bernalillo County, NM*

STATE EXAMPLE

T.E.A.C.H. NORTH CAROLINA

CHALLENGE: Lack of advanced degrees in early childhood leadership and administration, resulting in poorer quality and effectiveness of teaching and learning and ultimately child outcomes.

GOAL: Educational pathways in the field for aspiring leaders to serve as role models for continuous professional development and improved practice, both in and out of the classroom.

SOLUTION: With Race to the Top Early Learning Challenge funds two online Master's degree programs were developed, one at the University of NC—Greensboro and the other at the University of NC—Wilmington. T.E.A.C.H. was chosen as the funding mechanism to support Master's degree students toward degree completion. One hundred sixty early education and early childhood system professionals were given the opportunity to earn an advanced degree through this model in FY16.

PROFILE

Ben Cady, T.E.A.C.H. Early Childhood® PENNSYLVANIA

- T.E.A.C.H. Scholarship Recipient: 2007 – 2011
- Educational Progression and Pathway on T.E.A.C.H.: Master's Degree in Early Childhood Education
- Career Progression and Pathway: Substitute Teacher, Assistance Teacher, Lead Teacher, Education Coordinator
- Compensation Gain Over 10 years: 84%



“Sometimes I still think of myself as that 22 year old substitute. But now with a Master's Degree in ECE I have a confidence I didn't have then. With a new position in my center as an Education Coordinator, I realize that some of the same constructs of teaching and learning apply both in a classroom with young children and in guiding adults. If you understand scaffolding with children, it's not dissimilar with adults. You set the tone, build trust and facilitate learning.”

ON THE HORIZON

In FY17, in addition to our work strengthening and expanding T.E.A.C.H. and WAGES programs, the Center will work on three specific projects that align with our efforts to create equity of access to flexible and affordable education, better compensation, career pathways and workforce stability and for diverse populations.

EQUITY OF ACCESS TO FLEXIBLE, AFFORDABLE EDUCATION: Continuing the Movement on Articulation

Building on the previous articulation work, the Center has engaged an additional 10 T.E.A.C.H. states in order to understand the articulation landscape in those states and provide technical assistance toward improving articulation efforts to grow access to college credentials and degrees for the workforce. Through an ongoing webinar series and publications to support replication of effective strategies, we expect to see improvements in statewide articulation efforts in these states in the coming year. One of the things we've learned so far in this round is the interest and excitement around the potential of a pipeline for early childhood educators coming from high schools with help from the W.K. Kellogg Foundation. We look forward to learning more about this in the coming year.

EQUITY OF ACCESS TO CAREER PATHWAYS AND WORKFORCE STABILITY: Testing a New Concept—National Board Certification for Non-Public School Early Educators

This year, through a planning grant from the Foundation for Child Development, the Center began the work of developing a comprehensive plan to field test a national model offering financially and socially supported opportunities to teachers working with 3 and 4 year olds in community-based early care and education programs to earn National Board Certification. We see great potential in this direction as nationally board certified teachers are leading the profession. A short term advisory committee helped Center staff think about components of the project and the result of the planning grant will be a full grant proposal to shop around for funding.

EQUITY OF ACCESS TO BETTER COMPENSATION: Moving the Needle on Compensation

Mirroring the work the Center has accomplished bringing T.E.A.C.H. state teams together to address articulation issues, a new project funded by the Alliance for Early Success will bring five T.E.A.C.H. state teams together to raise awareness about early childhood workforce compensation issues and to create new or significantly expand existing strategies to improve compensation within existing states. A national Compensation Summit will be held this spring and bring together teams to share information, learn from national leaders and develop and implement state action plans to move this work forward.

“T.E.A.C.H. has transformed the quality of our staff and program, allowing us to grow and build our professional team. 26 of our 46 teaching staff at Children's Village have gone to college with the help of T.E.A.C.H. We are able to attract applicants because of our participation in the T.E.A.C.H. Program—there is a career path and room for growth here. Our staff has become more diverse—we've seen increases in male teachers and teachers who speak Mandarin, Cantonese or Vietnamese, who can serve our many Asian families. T.E.A.C.H. is key in keeping our program high quality.”

Mary Graham,
Executive Director,
Children's Village,
Philadelphia, PA

Currently T.E.A.C.H. and WAGE\$ Programs are housed in a group of statewide organizations serving the early childhood community in 23 states and the District of Columbia.

- **Alabama:** *Alabama Partnership for Children*—<http://smartstartalabama.org/programs/>
- **Colorado:** *Qualistar Early Learning*—<http://www.qualistar.org/teach-scholarships.html>
- **Delaware:** *Delaware Association for the Education of Young Children*—<http://teach.daeyc.org/>
- **Florida*:** *The Children's Forum*—<http://www.flchild.com/>
- **Indiana:** *Indiana Association for the Education of Young Children*—<http://secure.iaeyc.org/>
- **Iowa*:** *Iowa Association for the Education of Young Children*—<http://www.iowaeyc.org/>
- **Kansas*:** *Child Care Aware® of Kansas*—<http://www.ks.childcareaware.org/for-child-care-early-education-staff/quality-initiatives/>
- **Michigan:** *Michigan Association for the Education of Young Children*—<http://www.miaeyc.org/TEACH.htm>
- **Minnesota:** *Child Care Aware® of Minnesota*—<http://childcareawaremn.org/professionals-caregivers/grants-scholarships/teach-scholarships>
- **Missouri:** *Child Care Aware® of Missouri*—<http://teach-missouri.org/>
- **Nebraska:** *Nebraska Association for the Education of Young Children*—<http://www.nebraskaaeyc.org/teach-early-childhoodreg.html>
- **Nevada:** *Nevada Association for the Education of Young Children*—<http://nvteach.org/>
- **New Mexico*:** *New Mexico Association for the Education of Young Children*—<https://www.nmaeyc.org/>
- **North Carolina*:** *Child Care Services Association*—<http://www.childcareservices.org/>
- **Ohio:** *Ohio Child Care Resource and Referral Association*—<https://teach.occrra.org/index.php>
- **Pennsylvania:** *Pennsylvania Child Care Association*—<http://www.pacca.org/teach.html>
- **Rhode Island:** *Ready to Learn Providence*—<http://r2lp.org/t-e-a-c-h-early-childhood/>
- **South Carolina:** *Center for Child Care Career Development*—<http://www.sc-cccdd.net/TEACH/TEACH.html>
- **Texas:** *Texas Association for the Education of Young Children*—<http://texasaeyc.org/TEACH/>
- **Utah:** *Utah Association for the Education of Young Children*—<http://www.uaeyc.org/>
- **Vermont:** *Vermont Association for the Education of Young Children*—<http://vaeyc.org/quality-improvement/teach/>
- **Washington DC:** *National Black Child Development Institute*—<http://teach.nbcdi.org/>
- **West Virginia:** *River Valley Child Development Services*—http://www.wvearlychildhood.org/TEACH_WV.html
- **Wisconsin:** *Wisconsin Early Childhood Association*—<http://wisconsinearlychildhood.org/programs/teach>

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

T.E.A.C.H. EARLY CHILDHOOD® NATIONAL ADVISORY COMMITTEE MEMBERS

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

- **Helen Blank**
National Women's Law Center
- **Carol Brunson Day**
Brunson, Phillips & Day, Inc.
- **Chip Donohue**
Erikson Institute
- **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
- **Michelle Raybon**
Alabama Partnership for Children
- **Peg Sprague**
Consultant
- **Dianna Wallace**
Indiana Association for the Education of Young Children
- **Sue Russell**
*T.E.A.C.H. Early Childhood®
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