



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

2016 - 2017

BUSTING THE MYTHS



Making the
Case for an
Educated
and Fairly
Compensated
Workforce



FROM THE EXECUTIVE DIRECTOR

There has been a great deal of attention this past year on the early childhood workforce. Media outlets across the country, from *The Washington Post* to the *San Francisco Chronicle* to the online magazine *Politico* to local community columnists, seem to finally be concluding what we've known for more than a quarter of a century—that the role teachers play in the lives of children birth to five in early care and education settings is the key to great learning outcomes.

And in order to maintain quality, we need to ensure our early childhood teachers are college educated and compensated on parity with their public school Pre-k teacher peers. The U.S. Chamber of Commerce Foundation weighted in on this issue with a report this year in support of high quality child care and recognized that the key driver of child care quality is the quality of the workforce.

Unfortunately, not everyone supports our pursuit of a highly educated and fairly compensated workforce. In fact, the myths about the desires, needs and abilities of our workforce to become college educated continue. Often the naysayers base their case on the lack of family resources to pay what this would cost. And many believe, even in the field of education, that early education teachers don't need or want a college education. And some imply that our diverse early childhood workforce cannot earn those needed degrees.

But our experiences over the past 28 years with T.E.A.C.H. Early Childhood® and Child Care WAGES® programs have consistently demonstrated that early education teachers need and want a college education; that with a combination of economic and social supports they can attain college certificates and degrees without going into debt; and that they will realize real wage and career progression. As a field, we need to set the standards for a college educated and fairly compensated teaching workforce and we need to advocate for and implement strategies that can and are making a difference. Our teachers deserve the opportunity to be degreed, early childhood professionals; and all our children deserve teachers who have the knowledge and skills to support their early learning.



Sue Russell

Workforce of Today, Workforce of Tomorrow: The Business Case for High-Quality Childcare, U.S. Chamber of Commerce Foundation, 2017

“ Low pay combined with low entry standards, little professional training, and lack of performance accountability has yielded a childcare workforce that falls short of what's needed for high-quality care. Pay in the childcare field is lower than in 97% of all U.S. occupations. Such low pay impedes recruitment and retention of a high-quality workforce, causing high turnover among current workers and discouraging talented young people from pursuing a career working with young children.”

FUNDER ACKNOWLEDGMENT

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T.E.A.C.H. EARLY CHILDHOOD® NATIONAL CENTER



The T.E.A.C.H. Early Childhood® National Center works across states to ensure accountable workforce development strategies that lead to measurable education and compensation gains and real career mobility and stability. The development, quality and growth of T.E.A.C.H. Early Childhood® and Child Care WAGE\$® programs are components of the National Center's key strategies. To that end our mission states:

Every child in an early childhood setting has a teacher who is well educated and well compensated. Every early childhood teacher has access to affordable college education and workforce supports and earns a living wage.

The **T.E.A.C.H. Early Childhood® Initiative** is an evidence-based model that provides debt-free college education with comprehensive supports for the early education workforce. It provides the structure for a comprehensive, sequenced program of early childhood higher education opportunities that recognizes the diverse educational backgrounds of early childhood teachers. T.E.A.C.H. targets increased education leading to credentials and degrees, increased compensation and job and career retention. Employer and employee dollars are partnered with public and/or private funds in each state to support their early education workforce.

The **Child Care WAGE\$® 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. Child Care WAGE\$® 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 care for young children.

“Education is a key component to becoming a quality teacher and there just aren't enough of them. I see teachers who want to stay in the field, but it's difficult to compete with the school system's higher levels of salary and benefits. The compensation they get from both T.E.A.C.H. and WAGE\$ can be the difference that allows them to continue working in our non-profit early childhood program. Ultimately we need more state and federal investments to pay our teachers. We follow all of the state regulations and as a provider of Early Head Start classrooms, we follow the federal Head Start regulations. These funders need to compensate teachers for going to college. They need to view our teachers as equal to school based and Head Start teachers and pay rates that allow us to compensate them equally.”

Kathy Moore, Administrator and T.E.A.C.H. Scholarship Sponsor PACTT, a Program of United Cerebral Palsy of DE

Funding Support for T.E.A.C.H. Early Childhood® and Child Care WAGE\$® FY17

- **\$33.5 million** funded **17,247 scholarship recipients** in T.E.A.C.H. programs in 23 states and the District of Columbia.
- **\$10.4 million** funded **5,189 WAGE\$ participants** in 5 states.



HIGHLIGHT FROM THE CENTER

Guiding State Programs to Fidelity

Each year Center staff works closely with all T.E.A.C.H. and WAGE\$ programs to ensure the integrity of, and safeguard financial investments in, these programs. Through the Center's provision of technical assistance, monitoring and quality assurance performance measures coupled with the hard work of state program staff, these programs continually demonstrate the many ways in which they support the workforce in their college going experiences.

MYTH 1: Young children don't need educated teachers; they just need warm, loving care.

TRUTHS

- Educating young children in group settings is not the same as parenting.
- An **educated teacher*** understands the complexities of child development, implements effective group management practices with diverse groups of children, and provides high quality learning environments, activities and interactions that supports their social, emotional and cognitive growth.
- **"...higher teacher qualifications are significantly correlated with higher quality early childhood education and care."**

T.E.A.C.H. Early Childhood®

Education

- **90,991** credit hours completed
- **88.5%** of participants work as teachers or family child care educators

Colleges and Universities

- **533** participating community colleges and universities
 - **17.8%** of participating community colleges offer full online associate degree option
 - **24.4%** of participating universities offer full online bachelor's degree option

Voices } FROM THE FIELD

PROFILE

Danelle McHenry, Nebraska: T.E.A.C.H. Early Childhood® Scholarship Recipient (2005 – 2017)

- **Educational Progression:** Associate Degree in ECE; Bachelor's Degree in ECE Unified (including Teaching Certificate Birth – Grade 3)
- **Career Pathway:** Teacher Aide; Lead Teacher in Early Head Start classroom
- **Compensation Gain over 12 years:** 67% indexed to 2017 wages

"I worked as a nanny right out of high school and now, through earning my two degrees, I realize I knew so little. I didn't realize how much my influence as a teacher impacts the lives of the children in my classroom."



"I read an article stating that preschool teachers don't need a degree to do their jobs. Well I agree. I don't need a degree to simply 'do' my job—that is if the job being referred to is babysitting. But as a preschool teacher, I pride myself in doing more than merely 'watching' the children and making sure they make it through the day. I am responsible for educating them, for teaching them social skills, and for building the foundations that the rest of their lives are built on. I now have a Master's Degree in Education because of the T.E.A.C.H. program, and my desire to continue learning and making changes for children is fueled by my continued education and the T.E.A.C.H. program."

Candice Trnjanin, Teacher, M.Ed. in Leadership, Policy and Advocacy earned through T.E.A.C.H. NORTH CAROLINA

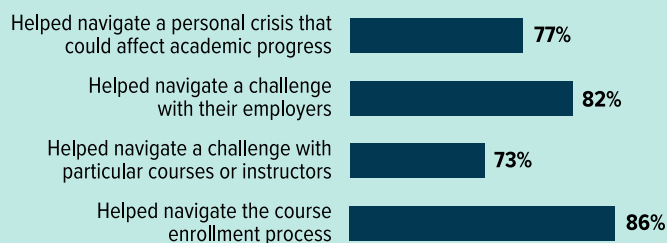


HIGHLIGHT FROM THE CENTER

T.E.A.C.H. Is More Than a Scholarship

T.E.A.C.H. scholarships provide robust economic supports (tuition and book assistance, paid leave time, internet and/or travel stipend and completion bonus) as well as individual counselors for each scholar. T.E.A.C.H. scholarship recipients are working students who may not have been to college or who are the first in their families to go to college. Counselors help them navigate their educational journey—from processing scholarship applications and college enrollment to managing scholarship responsibilities and providing guidance on balancing work, family and school—so that each T.E.A.C.H. recipient can be successful in their education goals. This chart describes just a few of those functions performed to help recipients achieve their goals.

NAVIGATING HIGHER EDUCATION CHALLENGES



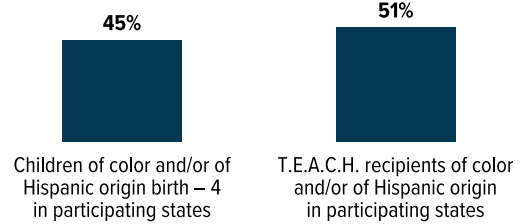
Percentage of 22 T.E.A.C.H. Programs engaged in each activity

MYTH 2: The early childhood workforce cannot earn college degrees.

TRUTHS

- The [early childhood teaching workforce](#) is made up mostly of women earning very low wages, with low levels of education and most often with children of their own.
- Many teachers are women of color and/or of Hispanic origin, reflecting the children in their classrooms.
- Initiatives like [T.E.A.C.H. Early Childhood®](#) and [Child Care WAGES®](#) provide debt-free college education and needed economic and social supports.

T.E.A.C.H. RECIPIENTS COMPARED TO THE BIRTH – 4 CHILD POPULATION IN PARTICIPATING STATES



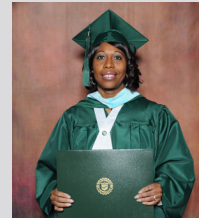
T.E.A.C.H. Early Childhood®	Child Care WAGES®
<p>T.E.A.C.H. Scholarship Recipients</p> <ul style="list-style-type: none"> • 50.8% of recipients were people of color and/or of Hispanic origin • 48.6% of recipients came from families with no college graduates • 56.3% of recipients began T.E.A.C.H. with only a high school diploma <p>Average Annual Credit Hours Completed</p> <ul style="list-style-type: none"> • 14.3 credit hours—Associate degree scholarships • 17.0 credit hours—Bachelor’s degree scholarships <p>Average Annual Recipient Grade Point Averages</p> <ul style="list-style-type: none"> • 3.3 GPA—Associate degree scholarships • 3.5 GPA—Bachelor’s degree scholarships 	<p>WAGES Participants</p> <ul style="list-style-type: none"> • 61% of WAGES participants were people of color and/or of Hispanic origin • 99% were women • 60% of participants earned less than \$12 per hour <p>Education</p> <ul style="list-style-type: none"> • 77%—WAGES participants who either have an Associate of Applied Science Degree in Early Childhood Education or higher OR who submitted documentation that they had completed additional coursework



PROFILE

Jacqueline Greene, Delaware: T.E.A.C.H. Early Childhood® Scholarship Recipient (2011 – 2016) and Child Care WAGES® Salary Supplement Recipient (2017)

- **Educational Progression:** Associate Degree in ECE Birth – 2nd Grade; Bachelor’s Degree in Education Studies, Concentration in ECE Birth – 2nd Grade; Certification in Child Advocacy; Administration Credential and Teaching License
- **Career Pathway:** Teacher
- **Compensation Gain over 5 years:** 24% indexed to 2017 wages



“My education has helped me in the classroom; knowing what is developmentally appropriate for different age groups has been critical. And in order to be an innovative voice in the field and understand public policy and regulations, education is paramount. My prospects of becoming a Childcare Facility Owner/Administrative Director and working as a child advocate wouldn’t be possible without my knowledge, hands-on experience, college degrees, and credentials.”

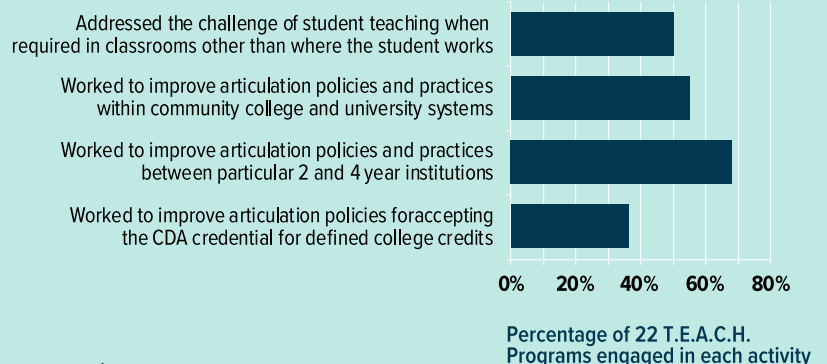


HIGHLIGHT FROM THE CENTER

Equity of Access to Flexible, Affordable Education through Strengthening Articulation

Sustaining strong articulation efforts in states is hard work, requiring coordination of multiple stakeholders. This past year, our work with T.E.A.C.H. states to better understand the articulation landscape and provide technical assistance toward improving articulation efforts in those states resulted in measurable progress on multiple fronts. This chart describes just some of the activities that T.E.A.C.H. states were engaged in this past year to address those goals.

IMPROVING ARTICULATION & GRADUATION



MYTH 3: If we invest in teachers, they won't earn more and they will leave. Our investment will be lost.

TRUTHS:

- Many T.E.A.C.H. scholarship recipients make a 10 year commitment to their child care program while completing their college education.
- They often move from assistant teachers to teachers to lead teachers and even assistant directors. And their annual **earning gains** on both T.E.A.C.H. and WAGE\$ are far better than we are seeing field-wide.
- The degrees they earn are in early childhood education, which gives them an opportunity to advance their careers and earnings in the field.
- Site-based turnover rates for both T.E.A.C.H. and WAGE\$ participants are much lower than site-based turnover field-wide.

T.E.A.C.H. Early Childhood®	Child Care WAGE\$®
Employers <ul style="list-style-type: none">• 8,344 sponsored T.E.A.C.H. recipients on a scholarship• 18.4% of recipients worked with children in publicly funded pre-K programs• 12.4% of recipients worked in Head Start programs• 696,312 children were served by T.E.A.C.H. recipients and their sponsors Average Annual Recipient Hourly Wage Increase <ul style="list-style-type: none">• 9%—Associate degree scholarships• 8%—Bachelor's degree scholarships Average Annual Recipient Site-based Retention Rates <ul style="list-style-type: none">• 94%—Associate degree scholarships• 95%—Bachelor's degree scholarships	Employers <ul style="list-style-type: none">• 91% of participants worked in center-based settings• 9% of participants worked in child care homes• 100,437 children were served by WAGE\$ participants Average Six-Month Supplement <ul style="list-style-type: none">• \$893 (about 8% gain annually) Retention <ul style="list-style-type: none">• 14%—Average annual site-based turnover rate

Voices } FROM THE FIELD

PROFILE

Shartarka Carmon, North Carolina: T.E.A.C.H. Early Childhood® Scholarship Recipient (2002 – 2012) and Child Care WAGE\$® Salary Supplement Recipient (2003 – 2015)

- **Educational Progression:** NC Early Childhood Credential, Associate Degree in ECE; Bachelor's Degree in Child Development and Family Relations; Master's Degree in Early Childhood Studies; Advanced 7 education levels during 12 years on the WAGE\$ Supplement Scale
- **Career Pathway:** Assistant Teacher, Teacher, Program Coordinator, Early Head Start Resource Teacher; Member T.E.A.C.H. and WAGE\$ NC Advisory Committee
- **Compensation Gain over 10 years:** 38% gain indexed to 2017 wages



"WAGE\$ has been a big motivator in my professional career as a teacher. It encouraged me to increase my level of professionalism, knowledge of early childhood education and reach my goal of obtaining my degrees, all while balancing the challenges of being a single mom. T.E.A.C.H. scholarship bonuses and WAGE\$ salary supplements allowed my young daughter and me to move out of a dangerous neighborhood and buy our own home. And just this fall, my daughter, with academic scholarships of her own, started college. I couldn't be prouder."

"Recently Hurricane Irma left the roof of my early childhood family home badly damaged and we lost a lot of children's equipment. After being denied food stamps and support from FEMA, I was so thankful that my Child Care WAGE\$® supplement came that I called the T.E.A.C.H. and WAGE\$ office in tears. That \$1,500 will go far in helping to repair the roof and making my family child care home whole again. Ya'll open doors for people and make all of the difference. I'm so excited and blessed to be part of T.E.A.C.H. and WAGE\$!"

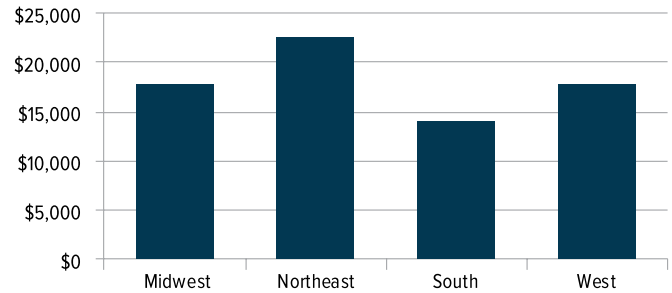
Adrienne Donaldson, T.E.A.C.H. and WAGE\$ Recipient, Jitta Large Family Child Care Home, Florida

MYTH 4: Parent fees can support the salaries and benefits needed by the early education workforce.

TRUTHS:

- **Families should not be expected to pay more than 10% of their income on child care** in order for it to be considered affordable and yet, for many families, their child care costs far exceed this standard.
- **The cost for full day, year round high quality care varies by region**, but is often higher than the cost of college tuition at a 4-year public university.
- The early education workforce cannot continue to subsidize early childhood education through their **forgone wages**.
- Science is telling us that kindergarten is too late for many of our children to succeed in school. Early education needs significant public funding and should not be treated as a commodity in the open market.

AVERAGE ANNUAL COSTS OF CHILD CARE IN US REGIONS (NCSL, 2017)



“I have been a licensed family child care provider in central Minnesota since 1988. In that time, I have seen tremendous changes in this profession and in the knowledge base of early childhood education. Without my college degrees, I would not be able to offer a quality education program. My job is every bit as important as that of an elementary school teacher. Since we require college degrees of them, I cannot fathom why anyone would think this wouldn't be optimal in early childhood programs, including family child care.”

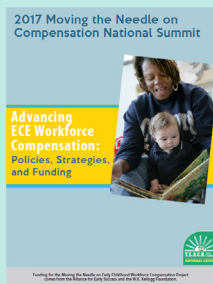


Tammy Oveson, Family Child Care Educator, Child Development Associate (CDA) Credential, Associate Degree & Bachelor's Degree in ECE earned through T.E.A.C.H. MINNESOTA



HIGHLIGHT FROM THE CENTER

Equity of Access to Better Compensation: Moving the Needle on Compensation



Through grants from the Alliance for Early Success and the W.K. Kellogg Foundation, the Center worked with 8 T.E.A.C.H. state teams (Florida, Indiana, Iowa, Michigan, Nebraska, North Carolina, Texas and Wisconsin) to raise awareness about early childhood workforce compensation issues and create new or expand existing strategies to improve compensation within the states. A Moving the Needle on Compensation National Summit brought all eight state teams together for two days of learning and planning. Teams heard from national speakers, learned from each other and had opportunities to solidify their State Policy, Advocacy and Funding Action Plans. States are making progress on many fronts and with funding secured for a second year of this project, support for their work can continue and the Center can disseminate findings through presentations, tools and articles.

Plenary Panel Presentation at the Moving the Needle on Compensation Summit, April 2017. **Shaping Early Childhood Workforce Policy, Strategy and Funding—The Role of Governors, Legislatures and Advocates.** (L-R: Sue Russell, T.E.A.C.H. National Center; Leanne Barrett, RI KIDS COUNT; Seth Gerson, National Governors Association; Rochelle Finzel, National Conference of State Legislatures)



This year T.E.A.C.H. and WAGE\$ Programs were 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](#)
- Colorado
[Qualistar Early Learning](#)
- Delaware*
[Delaware Association for the Education of Young Children](#)
- Florida*
[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
[Child Care Aware® of Minnesota](#)
- Missouri
[Child Care Aware® of Missouri](#)
- Nebraska
[Nebraska Association for the Education of Young Children](#)
- Nevada
[Nevada Association for the Education of Young Children](#)
- New Mexico*
[New Mexico Association for the Education of Young Children](#)
- North Carolina*
[Child Care Services Association](#)
- Ohio
[Ohio Child Care Resource and 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](#)
- Utah
[Utah Association for the Education of Young Children](#)
- Vermont
[Vermont 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](#)

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

NOTE: to access live links in this report, visit teachecnationalcenter.org for the electronic version.

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.
- **Ana De Hoyos O'Connor**
San Antonio College
- **Chip Donohue**
Erikson Institute
- **Autumn Gehri**
Wisconsin Early Childhood Association
- **Phyllis Kalifeh**
The Children's Forum
- **Edith Locke**
Child Care Services Association
- **Barb Merrill**
Iowa Association for the Education of Young Children
- **Michelle Raybon**
Alabama Partnership for Children
- **Peg Sprague**
Consultant
- **Sue Russell**
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