

T.E.A.C.H. Early Childhood®
then & now

20
years!



2009-2010

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



20 years

Letter from the president

■ T.E.A.C.H. Early Childhood® turned 20 this year and there is a lot to celebrate. Through the commitment, caring and hard work of thousands of individuals across the country, T.E.A.C.H. has contributed to the transformation of both individuals working in early childhood classrooms and the systems that support them.

Acting as a workforce intermediary and change agent, T.E.A.C.H. Early Childhood® has influenced many improvements in the field. By leveraging funding, gathering consumer feedback, and sharing results, T.E.A.C.H. has been a driving force in states for improvements in policies that inform a framework for professional development; increases in public awareness about the impact of teacher education on children in out-of-home settings; and more.

As an advocate for individuals and systems, and through a continuous and steady supply of students and funding, T.E.A.C.H. has helped increase the demand for higher education, resulting in gains in supply, quality and access. At the same time, through T.E.A.C.H., increases in education and compensation for the workforce have resulted in reductions in staff turnover in classrooms and settings that serve some of our most vulnerable children and youth.



In 1990, the year T.E.A.C.H. was created, caller ID was first introduced and Dances with Wolves won the Oscar for Best Picture. The Dow Jones Industrial hit a record high of 3,000 points and the cost of gas was \$1.19 a gallon. A first class stamp was \$.25 and a dozen eggs cost \$1.00.

If the initial \$23,100 investment in T.E.A.C.H. had been invested that year in a Certificate of Deposit, it would be worth nearly \$60,000 today. Had the money been invested in an annuity it would be worth \$75,000 now. But it wasn't invested in a CD or in an annuity. It was invested in the human capital of the early childhood field; in early childhood programs that daily serve millions of our country's children; and in higher education institutions. So what exactly has happened to this initial investment?

- Over \$260 million leveraged
- 100,000 scholarships awarded
- Over 1 million college credit hours earned
- Over 500 colleges and universities engaged
- New education and compensation initiatives, such as Child Care WAGE\$®, implemented

As we look forward to the next 20 years, our vision for the workforce includes one unified early childhood profession with professional levels and specializations that apply across all systems and a coherent education pathway from high school to a doctorate degree. We see a continued focus on systemic changes for the entire workforce such as individual certification and licensure systems; a common set of national professional preparation standards for practitioners working with children birth through eight across all settings; a common course catalog and/or common expectations for certificates, diplomas and degrees in early childhood education to support articulation of coursework within and across states; and funding for higher education faculty to continue their own professional development.

And we see a brighter future for our field, with well educated teachers – who earn living wages and stay in the field – and children who have a better chance at succeeding in school and in life. Our teachers and our children require and deserve nothing less.

Sincerely,



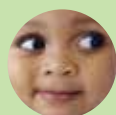
Sue Russell
President
Child Care Services Association

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1989

North Carolina workforce study reveals teachers leaving the field for better paying jobs at a rate of nearly 40%.



1990

First 21 T.E.A.C.H. scholarships awarded in North Carolina.

Then & Now: Taking T.E.A.C.H. to Scale

then

How an Idea Became a Long-Standing Strategy for Change

Twenty years ago, as anecdotal evidence was mounting that early childhood teachers were leaving the field in droves to look for better paying jobs and that it was becoming increasingly difficult to attract teachers with college degrees, Child Care Services Association (CCSA) developed a pilot project to test an idea.

- What if early childhood teachers working in the field were given the opportunity to attend college with help available for tuition and books?
- What if those teachers were given paid release time so they could balance work, family and school?
- What if early childhood centers had to sponsor those teachers and help pay part of the costs for tuition and release time?
- Would the teachers go to school and complete a certain amount of college credit hours in a year?
- Would centers be willing to give these teachers a raise or bonus when they finished their credit hours?
- Would the teachers be willing to remain in their sponsoring centers another year when they received their raise or bonus?



Name

Florianna Thompson

— T.E.A.C.H. North Carolina

Degree & Year Completed

- 1997, BS Degree, Family Relations and Child Development, NC Central University, NC
- 2006, MA Degree, Education, Strayer University, Washington DC (earned after tenure with T.E.A.C.H.)

Employment THEN

- Assistant Director, KidsWork

Employment NOW

- Early Childhood Education Instructor, Wake Technical Community College, NC

What My Education and T.E.A.C.H. Meant to Me:

The education I received as a result of T.E.A.C.H. taught me how to build positive relationships, prepare more developmentally appropriate environments and activities, and engage in meaningful conversations with parents and co-workers, all which lead to positive child outcomes. I have empathy and insight to share with my current adult students because I have walked that walk. Because of the opportunities T.E.A.C.H. afforded me, my children and family have stability; higher educational expectations; a higher quality of life; and more opportunities.

now

How a Strategy Has Taken Hold

What started as an experiment has resulted in a sea change for 100,000 early childhood teachers and the higher education and professional development systems that support them. In the 20 years since T.E.A.C.H. began, we've learned a great deal about how a comprehensive approach to educating the workforce, along with fidelity to program principles and implementation, results in system developments that move the entire field forward. Through the implementation of T.E.A.C.H. and WAGES projects we've used a variety of strategies focused on strengthening the demand-side of higher education as a way to drive access, supply and quality. We've learned more about who the workforce is, how to implement an effective program, and the keys to developing a system that supports the workforce. We invite you to read some stories of teachers who were the first in their states to take advantage of T.E.A.C.H. Early Childhood® scholarships.



Name

Pat Holman

— T.E.A.C.H. North Carolina

Degree & Year Completed

- 1993, AAS Degree, Early Childhood Education, Durham Technical Community College, NC
- 1999, BS Degree, Family Relations and Child Development, NC Central University, NC (Magna Cum Laude)

Employment THEN

- Teacher, Community School for People Under Six

Employment NOW

- Teacher, Community School for People Under Six

What My Education and T.E.A.C.H. Meant to Me:

The education I acquired made me understand the profession and myself and enabled me to share my knowledge with my family and my community. Without a T.E.A.C.H. scholarship, I would not have been able to complete my degree, which inspired my children to complete their degrees. I have also seen children from my classroom go to college and succeed. I showed them all by example that they could reach for and complete the same goal. It means so much to be a part of their success.



1994

Child Care WAGES® Project created and implemented in North Carolina.



1995

First states sign license agreements to administer T.E.A.C.H. Early Childhood®.

National Outcome Data 2009-2010



T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® is a comprehensive scholarship program that provides the early childhood workforce with access to educational opportunities.

T.E.A.C.H. scholarships make higher education affordable, in terms of cost and time, for the low-wage, female-dominated early childhood workforce. Scholarships address the direct and indirect costs of going to school and provide compensation incentives to encourage further study and retention. These incentives also encourage persistence, and result in better completion rates.

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

- \$27.6 million funded T.E.A.C.H. Projects in 20 states.
- 6,988 child care centers and 2,529 family child care homes sponsored T.E.A.C.H. recipients.

Education

- 19,923 scholarships were awarded.
- 126,491 credit hours were completed.
 - 9 to 18 semester credit hours per contract in associate degree programs.
 - 9 to 21 semester credit hours per contract in bachelor's degree programs.
- 3.24 grade point average for recipients on associate degree scholarships.
- 67% of recipients worked toward a two- or four-year degree.

Compensation

- 63% of states reported increased compensation of 5% or more.
- 100% of states reported compensation gains for recipients.

Retention

- 67% of states reported turnover rates of 5% or less for associate degree recipients.
- All states reported 11% or less turnover.

Diversity of the Workforce

- 47% of recipients were people of color.
- 12% of recipients were Latina.
- 31% of recipients were African-American.

Diversity of Program Auspices & Children Served

- 10% of recipients worked with children in publicly funded prekindergarten programs.
- 11% of recipients worked with the Head Start population.
- 39% of recipients worked with children under two years of age.

Colleges & Universities

- 329 two-year and 174 four-year higher education institutions provided college courses to T.E.A.C.H. recipients and benefited from enrollment.



Child Care WAGES® awards teachers, directors and family child care providers with salary supplements every six months based on education and continuity of care. WAGES participants quickly see that going

up the education ladder means larger supplements, which provide a real incentive for continuing education and remaining in the field. By increasing teacher retention, this program gives young children more stable relationships with better-educated teachers. Last year, North Carolina, Florida and Kansas had active WAGES projects. Through the three active programs, over 146,000 children were impacted by being in classrooms with teachers who have made a commitment to their education and to continuity of care. In addition, New Mexico became a licensed WAGES state this year.

Funding

- \$13.6 million in WAGES funding in three states.

Participants

- 9,573 early care and education teachers participated in WAGES.
- 3,352 child care programs employed WAGES recipients.
- Over 57% of WAGES participants were people of color.
- Over 99% were women.

Compensation

- \$573 was the average six-month supplement.

Education

- 59% of WAGES participants reported taking coursework since being on WAGES.
- 22 – 31% of WAGES participants submitted documentation that they had completed additional coursework.
- 11 – 20% of WAGES participants submitted enough documentation of completed coursework to move up a level on the WAGES supplement scale.

Retention

- Turnover rates ranged from 8 – 12%, far lower than typical rates for the early childhood workforce.

“Child Care WAGES® is an excellent incentive for the teachers to work toward. These teachers encourage their peers that are not involved with the program to reach for higher goals. The staff is encouraged in continuing their education; it reduces staff turnover; rewards teachers for hard work; and gives them a sense of professionalism for a field that seems low in self-esteem.”

—Center Director, Alamance, NC



1998

T.E.A.C.H. Early Childhood® Health Insurance Program created and implemented in North Carolina.



2000

T.E.A.C.H. Early Childhood® National Technical Assistance and Quality Assurance Center created.

What We've Learned

...About the Early Care and Education Workforce

This is a workforce that wants to go to college to increase their knowledge and skills and that needs a comprehensive package of supports such as tuition assistance, the aid and encouragement of a counselor, paid release time and compensation incentives to sustain coursework progression. This workforce is willing to commit to employment settings that support their professional development and they want real choice in when, where and how they take coursework. Beyond their education, this is a workforce that is ready to be recognized through individual licensure.

...About Program Implementation

Effective program implementation and expansion requires a strategic approach and careful planning. Key to the success of T.E.A.C.H. is a set of guiding principles, including collection and consistent use of data; a focus on outcomes; development of partnerships; and commitment to collaboration. Along with these principles are the provision of sufficient incentives and supports to programs and individuals. This approach ensures program fidelity and accountability.

...About System Development

For this workforce to experience transformation in their education, compensation and commitment to the field requires systems development and change. Substantial and continuing investments of time, patience and money must be made – both at the individual practitioner level and with higher education institutions. Implementing the T.E.A.C.H. model provides opportunities to use evidence-based strategies to leverage significant and long-lasting change such as:

- Strengthening and building capacity of and increasing access to early childhood degree programs.
- Raising the bar on teacher preparation requirements.
- Helping the workforce achieve higher standards through incentives and mandates.

Scholarships alone don't result in the kinds of changes we've seen in the workforce. While the T.E.A.C.H. strategy has been key, so have:

- Salary supplement programs like Child Care WAGE\$®.
- Quality rating and improvement system standards and incentives.
- Articulation agreements that create educational pathways from associate to bachelor's degree programs.
- Salaries and benefits that come with quality prekindergarten programs.

Together these strategies have resulted in increased demand for higher education, increased persistence, and increased education completion rates by this workforce.



Name

Sandra Roberts

— T.E.A.C.H. Indiana

Degree & Year Completed

• 2006, AS Degree, Early Childhood Education and Technical Certificate, Ivy Tech Community College, IN

Employment THEN

• Owner, one family child care home

Employment NOW

• Owner, two family child care homes with 16 employees

What My Education and T.E.A.C.H. Meant to Me:

I came from a poor background, so college wasn't an option. I got married and had children and money needed to go elsewhere. I always thought next year I would pursue a college education. When I started out, people were talking a lot about quality child care. I asked myself, "What is quality child care?" By going through T.E.A.C.H. and the college classes, I learned what quality child care is and how to implement it. I feel that with the education I've gotten, I can help children be more productive citizens in the future.



Name

Sherri Amen

— T.E.A.C.H. Colorado

Degree & Year Completed

• 2003, AS Degree, Early Childhood Education, Northeastern Junior College, CO

• 2008, BS Degree, Human Development and Family Studies, Colorado State University, CO

Employment THEN

• Family Child Care Provider

Employment NOW

• Adjunct Faculty (Morgan Community College) and Director, Infant Toddler Center/Teen Parent Program (Ft. Morgan High School)

What My Education and T.E.A.C.H. Meant to Me:

The education I received through the T.E.A.C.H. scholarship has informed me about best practices and developmentally appropriate practice for children. Learning about early childhood research and theories influences my practice when teaching children, teen parents, early childhood education students and child care professionals. And, I'm setting a good example for my children.



2002

Foundation-funded research reveals value and importance of the Center's national work.



2004

Urban Institute study shows key to successful growth of T.E.A.C.H. is availability of a proven model; balancing required components with flexibility.

Increases in Articulation of Prior Learning **T.E.A.C.H. North Carolina**

Start Date: 1990

Then: Universities worked with at inception – 0

Now: Universities worked with today – **21**

Then: Bachelor's degree scholarship recipients in 1995 – 24

Now: Bachelor's degree scholarship recipients today – **409**

In 1994, as T.E.A.C.H. recipients in North Carolina began to complete associate degrees they encountered a roadblock to continuing on toward bachelor's degrees – an unarticulated higher education system. At that time, no four-year universities would count students' associate degrees toward a bachelor's degree. But T.E.A.C.H. was not deterred. Using scholarship dollars as leverage, T.E.A.C.H. required that scholarship dollars only be used to purchase credits toward bachelor's degrees at universities that would count student's associate degrees toward the fulfillment of their bachelor's degree in Child Development. Today in North Carolina, all 58 community colleges have articulation agreements in place.

Increases in the Availability of Education **T.E.A.C.H. Pennsylvania**

Start Date: 1998

Then: Universities worked with at inception – 1

Now: Universities worked with today - **25**

T.E.A.C.H. Pennsylvania has increased access to bachelor's degree education through collaboration; systematically understanding the early childhood landscape; and participating in the development and implementation of state early childhood initiatives. Key strategies have included:

- Establishing partnerships with additional four-year institutions annually.
- Participating in the state's Early Childhood Education Career and Preparation Development Committee, focusing on workforce professional preparation and development.
- Advocating for and receiving increased funding to offer new bachelor's degree scholarships as more and more early childhood teachers achieve the associate degree milestone.



“The simple elegance of T.E.A.C.H. Early Childhood® is that the analysis of a problem results in common sense solutions and every dollar leverages 4-5 outcomes.”

—Shannon Rudisill, Associate Director
Child Care Bureau, Administration for
Children and Families, US Department of
Health and Human Services

Changes in Licensing and Policy **T.E.A.C.H. Florida**

Start Date: 1995

Then: Director credential required - NA

Now: Director credentials awarded - Nearly **17,000**

In 1998, when T.E.A.C.H. went statewide in Florida, the state was well on its way toward the creation of a voluntary director credential, but the buy-in for a legislatively mandated credential was not assured. What finally convinced the state and eventually the Legislature to require the Florida Director Credential as part of minimum licensing standards for all early childhood centers was in large part influenced by the availability of T.E.A.C.H. dollars to off-set the cost of the required education. Today a credentialed director is at the helm of every early childhood center in Florida.



2006

Over 20,000 recipients
awarded scholarships
per year.



2008

T.E.A.C.H. reaches \$200 million
benchmark.

Looking Forward

Moving the field forward in the next 20 years and beyond will require bold changes; hard collaborative work across the field; and new ways of thinking and acting. As a field we must put everything on the table, with all funding sources working seamlessly. Taking the next steps as a profession requires implementing what we know is necessary to support and positively impact children. We know evidence-based models like T.E.A.C.H. Early Childhood® and Child Care WAGES® are part of the solution, but there is more to do.

Federal Investments

- Create a set-aside within the reauthorization of the Child Care and Development Block Grant for professional development and compensation.
- Require all states to develop a comprehensive, coordinated plan, which uses evidence-based models, to address the education, compensation and retention of the workforce, including but not limited to child care, early intervention, Head Start and pre-k.
- Set aside \$10 million in research dollars to provide grants to states every three to five years to conduct state workforce studies, using pre-defined data elements.
- Reward and fund the replication of best practices in early childhood workforce development by creating a special implementation fund for states.

State Investments

- Require the development and implementation of a state early care and education workforce plan.
- Provide funding for evidence-based education and compensation initiatives.
- Raise workforce education standards in facility licensing regulations and quality improvement standards.
- Focus resources on the education of the infant/toddler workforce.

"I have the honor of watching T.E.A.C.H. scholarship students, some of whom never thought they could go to college, have a transformative experience. Many have become leaders in the field, both among our traditional undergraduates and within their communities."

—Amanda Hirsch, Ph.D., Assistant Professor, University of Pittsburgh, Pittsburgh, PA



Early Care and Education Program Investments

- Support staff going back to school by identifying resources to support their education and compensation and by offering encouragement, incentives and paid release time.
- Set standards for the workforce within individual early childhood education programs.
- Create salary schedules that are based on job responsibilities, educational achievements and experience (tenure), and that reward education, retention and experience.
- Educate parents about the importance of early childhood education and its relationship to a qualified (educated and experienced) and fairly compensated workforce.

Workforce Investments

- Take advantage of scholarships and other continuing education supports and opportunities.
- Join professional organizations and create engagement across the field.
- Inform parents of educational gains and why they are important.

Name

Amy Zoellner

— T.E.A.C.H. Pennsylvania

Degree & Year Completed

- 2000, AA Degree, Early Childhood Education, Harrisburg Area Community College, PA
- 2001, BS Degree, Applied Behavioral Science, Penn State, PA (earned after tenure with T.E.A.C.H.)
- 2004, MEd Degree, Community Psychology and Social Change, Penn State, PA (earned after tenure with T.E.A.C.H.)

Employment THEN

- Preschool/toddler teacher, Hildebrandt Learning Centers, PA State Employees Credit Union

Employment NOW

- Instructor/mentor, Capital Area Early Childhood Training Institute, Penn State

What My Education and T.E.A.C.H. Meant to Me:

My education helped me view children and people differently. It made me see children as capable, valuable individuals who need adults in their life to facilitate their learning and help find the means to solve their questions and problems. My education made me wonder, think, change and stretch. T.E.A.C.H. allowed me to work and to finish my AA degree without going into debt. As an instructor now, I see so many of my students using T.E.A.C.H. to help them fulfill their dreams; without it they wouldn't have even started their education.



2009

20 states offer T.E.A.C.H. Early Childhood® scholarships, with four more in development.



2010

T.E.A.C.H. awards 100,000th scholarship in North Carolina.

The T.E.A.C.H. and WAGE\$ projects are housed in a remarkable group of organizations in 20 states.

T.E.A.C.H. Early Childhood®

North Carolina, Founding State
Child Care Services Association

Alabama
Alabama Partnership for Children

Arizona
Association for Supportive Child Care

Colorado
Qualistar Colorado

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

South Carolina
Center for Child Care Career Development

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

Advisory Committee Members

As a natural extension of the T.E.A.C.H. Early Childhood® National Technical Assistance and Quality Assurance Center, a ten-member T.E.A.C.H. Early Childhood® National Advisory Committee is in place to advise the Center on broad issues affecting the Center's work and state projects.

Helen Blank
National Women's Law Center

Carol Brunson Day
National Black Child Development Institute

Terry Casey
Pennsylvania Child Care Association

Dick Clifford
Frank Porter Graham Child Development Institute

Autumn Gehri
Wisconsin Early Childhood Association

Phyllis Kalifeh
The Children's Forum

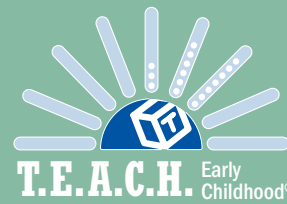
Edith Locke
Child Care Services Association

Peg Sprague
United Way of Massachusetts Bay

Dianna Wallace
Indiana Association for the Education of Young Children

Marci Young
Pre-K Now, Pew Center on the States

Sue Russell, Ex-officio
Child Care Services Association



T.E.A.C.H. Early Childhood®
NATIONAL
Technical Assistance and
Quality Assurance Center

Helping ensure accountability and successful outcomes for all T.E.A.C.H. and WAGE\$ Projects is part of the work of the T.E.A.C.H. Early Childhood® National Technical Assistance and Quality Assurance Center. The Center is the hub of the wheel that:

- Provides a team of dedicated experts whose institutional knowledge is foundational to the start-up, sustainability and ongoing success of T.E.A.C.H. and WAGE\$ nationwide.
- Supports quality and accountability and fosters progress and expansion for all T.E.A.C.H. and WAGE\$ Projects.
- Tailors programs to meet states' specific needs and bring them to scale effectively and efficiently.

Center Highlights

- Provided thousands of hours of technical assistance to all T.E.A.C.H. Early Childhood® and Child Care WAGE\$® Projects.
- Provided hundreds of hours of technical assistance to potential T.E.A.C.H. and WAGE\$ projects with the culmination of one new WAGE\$ Project in place and three new T.E.A.C.H. Projects in development.
- Created a web presence for the Center on the Child Care Services Association website at http://www.childcareservices.org/ps/teach_ta_qac.html
- Developed fact sheets to aid state projects in making the case about issues facing the workforce and the solutions to address them. Fact Sheets are available at http://www.childcareservices.org/ps/case_workforce.html.
- Hosted a national professional development institute for T.E.A.C.H. and WAGE\$ staff, higher education faculty and national leaders in the field.
- Created new partnerships with textbook publishing companies, Cengage Learning and Redleaf Press. Just as T.E.A.C.H. has leveraged reductions in costs for tuition from higher education institutions nationally, we are now beginning to leverage a reduction in the cost of textbooks for T.E.A.C.H. recipients as well.



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

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