



# T.E.A.C.H. Early Childhood® and Child Care WAGES® Annual National Program Report 2014 – 2015



## Strategic Opportunities:

Exploring Multiple Pathways to a Diverse, Well-Compensated and Professional Early Childhood Workforce



# From the Executive Director

The T.E.A.C.H. National Center is winding down our yearlong celebration of 25 years of T.E.A.C.H. Early Childhood®. Our national early childhood workforce initiative offers:

- Debt-free college education with comprehensive supports for the working early childhood professional,
- A systemic driver that leverages a more accessible, responsive higher education system to support an education and career pathway for the early childhood workforce,
- A multi-state collaborative and accountable strategy to increase the knowledge, skills, compensation and career commitment of a diverse early childhood workforce,
- Employer-employee partnered dollars linked with public and/or private funds raised in each state to support early childhood workforce development, and
- An evidenced-based scholarship model that produces measurable results.

In this report you will find evidence of the impact of this work on the lives of real people and in the outcomes we have collectively achieved. You will also learn about how salary supplements tied to educational milestones along an educational pathway can make a difference. Child Care WAGE\$® offers an effective strategy to address low compensation and high turnover of teachers who have the credentials and degrees our children need.

The release this year of the Institute of Medicine report, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, highlighted that lead teachers with a baccalaureate degree are essential to our young children and to equitable compensation, respect, and retention of the early childhood workforce (Institute of Medicine, 2015). This bold and forward thinking report has validated the work we have been doing and charges us to do more. We know young children need well-educated, supported and respected teachers, and as a nation we must find the ways to make that happen. It will take greater public and private investments, it will take communities coming together, and it will take parents, politicians and funders all committed to paying teachers what they deserve.

We need your support to continue our work and to develop and expand our efforts on behalf of the early childhood workforce. Please consider partnering with us. Take a look at some options for support at <http://teachecnationalcenter.org/donate/>. We invite you to come along as we continue our work to provide real on-the-ground supports for the workforce and to shift our national policies, practices and priorities to ones that reward our workforce with the educational and career opportunities, recognition and compensation they deserve.

Sue Russell

## FUNDER ACKNOWLEDGMENT

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**Strategic Opportunities:**  
Exploring Multiple Pathways to a Diverse, Well-Compensated and Professional Early Childhood Workforce

“This report profiles innovative strategies, national accomplishments and on-the-ground examples of how T.E.A.C.H. and WAGE\$ are making a difference in advancing education, compensation and career commitment of our diverse early childhood workforce.”

—Carol Brunson Day,  
Brunson, Phillips & Day Consultants



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



## OUR VISION

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.

## OUR MISSION

The T.E.A.C.H. Early Childhood® National Center develops, implements and sustains programs and strategies that result in a well-educated, fairly compensated and stable early childhood workforce to ensure the long term success of our nation's children in school and in life.

## STRENGTHENING STATE EARLY CHILDHOOD INFRASTRUCTURE— ADVANCES IN ARTICULATION

For the past two years, with funding from the W.K. Kellogg Foundation and the Ford Foundation, the Center has facilitated the work of 10 T.E.A.C.H. state programs (AL, AZ, FL, IN, IA, MI, NC, OH, WV and WI) in their efforts toward advancements in articulation between early childhood education associate and baccalaureate degree programs in their states. Sustaining and augmenting strong state articulation teams has been one of the most important tasks undertaken by the Center. The teams were led by T.E.A.C.H. state program staff, who worked with more than ninety stakeholders in state-based teams, linking their efforts with state allies including state governments, business groups, philanthropies, higher education governing bodies, and advocacy groups. Their work, highlighted in a new [Early Childhood Articulation Project Compendium](#) (PDF) aligns with the IOM report recommendation for comprehensive pathways for transitioning to a minimum bachelor's degree qualification requirement for all lead early educators regardless of the setting. Thus the issues of articulation between associate and baccalaureate degree programs have become both a critical issue for the early childhood education field as well as one that has now been identified by one of the nation's primary scientific bodies for the wider education community.



## A FOCUS ON STUDENT SUCCESS

For the past three years Center staff has worked with six T.E.A.C.H. programs (AZ, IA, IN, NM, SC and WI) to support efforts toward student success via the counseling component of T.E.A.C.H. Early Childhood® scholarships.

This year provided opportunities for participating programs to reflect on their counseling strategies, and in some cases, their approach to participants. This work is providing new awareness. Counselors are finding that substantive contacts are providing deeper relationships and insights into participant needs. Counselors are enjoying their work more as they reach beyond documenting grades and collecting book receipts and now, through the use of Individual Professional Development Plans, discuss long term career goals with program recipients. States are finding that a mix of face to face contact and other contacts (phone, text, email, etc.) yield the best results particularly when they can begin the relationship with face to face contacts. States are now required to change the entry process for new T.E.A.C.H. participants to ensure they get off to a good start. With 50% of T.E.A.C.H. recipients being first generation college students, it is critical they have more supportive interactions early in the process.

### Articulation Successes

Not every state realized the same success. Here are examples of the many ways states made progress in their articulation work.

- Created partnerships with state higher education systems
- Developed new funding sources to support ongoing articulation work
- Created an ongoing structure (articulation team) for advancing articulation
- Developed student transfer guides
- Improved interactions between two- and four-year faculty
- Addressed curriculum alignment
- Raised the priority of program accreditation at the two-year level
- Enacted regional articulation agreements
- Enacted statewide articulation agreements

### Center Workshops on Student Success Offered Nationally

- Innovative Counseling Project Next Steps
- Policy and Practice Implications from the Innovative Counseling Project
- The Human Side of Counseling
- Recipient Perspectives—T.E.A.C.H. Early Childhood® Alliance Advisory Committee Members Speak Out
- Moving Articulation in States

“There’s a notion that early childhood is easier; it’s not as complicated [as public education], and so what that perception of ‘less than’ does is justify our policies around how we fund programs, how we pay teachers and what kind of quality standards we have for both programs and professionals.”

—Albert Wat,  
National Governors Association

## BRIGHT SPOT

The Center was recently recognized by the White House Initiative on Educational Excellence for Hispanics as a “Bright Spot” in Hispanic Education, demonstrating a strong commitment to improving the educational attainment of Hispanics. As a Bright Spot, the T.E.A.C.H. Early Childhood® Initiative is included in a [national online catalog](#). Fifteen percent of T.E.A.C.H. recipients in FY15 were of Hispanic origin. This recognition honors the great work being done through the 25 T.E.A.C.H. Early Childhood® Programs nationally.

## FIRST NATIONAL T.E.A.C.H. EARLY CHILDHOOD® RECEPTION

This year the Center continued our 25 year anniversary of T.E.A.C.H. by hosting the first T.E.A.C.H. Early Childhood® National Reception at the National Association for the Education of Young Children (NAEYC) annual conference in Dallas. Over 70 people from across the country attended and heard from national leaders including **Shannon Rudisill**, Associate Deputy Assistant Secretary for Early Childhood Development, ACF, DHHS; **Valora Washington**, President/CEO, Council for Professional Recognition; and **Carol Brunson Day**, CEO, Brunson, Phillips & Day Consultants. Eight national organizations and companies sponsored the event.



Alliance Advisory Committee members (left to right): Ana de Hoyos O'Connor, Tracy Ehlert, Robbin Hutchins-Jones, Sarah Kelsey, Florianna Thompson, Kimberly O'Neal

## T.E.A.C.H. EARLY CHILDHOOD® ALLIANCE UPDATE

Since launching the [T.E.A.C.H. Early Childhood® Alliance](#) last year, over 300 current and former T.E.A.C.H. recipients and their allies in the field have joined and are reaping the benefits of information and resources on topics including professional development, financial planning, and advocacy opportunities. An Alliance Advisory Committee, made up of current and former T.E.A.C.H. scholarship recipients and higher education faculty members, has been working steadfastly this year setting guiding principles for the Alliance, establishing criteria for Alliance membership and organizational documents, and developing a business plan and recruitment and marketing strategies for the Alliance.



### Examples of Alliance Member Benefits

- Quarterly newsletter
- Discount online marketplace
- Information on advocacy and policymaker education opportunities
- Free Webinars
- Financial planning tools



“We have to stop beating around the bush. We have to talk about a third party payer because **if you’re going to be on a pathway, you have to be on a pathway that rewards you as you move up the steps.** There has to be a career that is rewarding and we have to be realistic about what you have to be paid if you want someone to have that degree and not ask women to make sacrifices.”

—Helen Bank,  
National Women’s Law Center

# T.E.A.C.H. Scholarship Recipients

[View scholarship recipients' full profiles.](#)



**TRACY EHLERT**, T.E.A.C.H. Early Childhood® IOWA  
T.E.A.C.H. Scholarship Recipient: 2009 – 2015

*"If I hadn't chosen the formal education path, no matter how much I loved my work with children, I would not still be in business today. Being a parent was helpful, but it certainly wasn't enough. It wasn't until I was in school and until I became a National Association for Family Child Care (NAFCC) accredited program, that I finally knew I was a professional."*

**Educational Progression and Pathway on T.E.A.C.H.:** Child Development Associate (CDA) Credential; Associate Degree in Early Childhood Education; Bachelor's Degree in Early Childhood Education

**Career Progression and Pathway:** Family Child Care Home Provider; Trainer: Child Care Resource & Referral, Local and State Association for the Education of Young Children (AEYC), Hawkeye Area Community Action Program; Continuing Education Instructor—Kirkwood Community College; Committee Member, T.E.A.C.H. Early Childhood®/Child Care WAGES® Iowa Advisory Committee; T.E.A.C.H. Early Childhood® Alliance Advisory Committee; State QRS Oversight Committee; Terri Lynne Lokoff Foundation National Child Care Teacher Award Winner and Ambassador; Crisis Child Care Provider



**SARAH KELSEY**, T.E.A.C.H. Early Childhood® ALABAMA  
T.E.A.C.H. Scholarship Recipient: 2003 – 2012

*"At 40+ years of age I was concerned about whether or not I would be successful in college, but I really took to it. I did much of my coursework online, but for some classes I had to drive over an hour each way to campus. The paid release time along with the travel stipend provided by T.E.A.C.H. made that doable. My education really has set me on a path of leadership in early education and I am thankful for that."*

**Educational Progression and Pathway on T.E.A.C.H.:** Child Development Associate (CDA) Credential; Associate Degree in Early Childhood Education; Bachelor's Degree in Early Childhood Education

**Compensation Progression:** During Sarah's tenure with T.E.A.C.H. her wages (in 2015 dollars) have increased 57%.

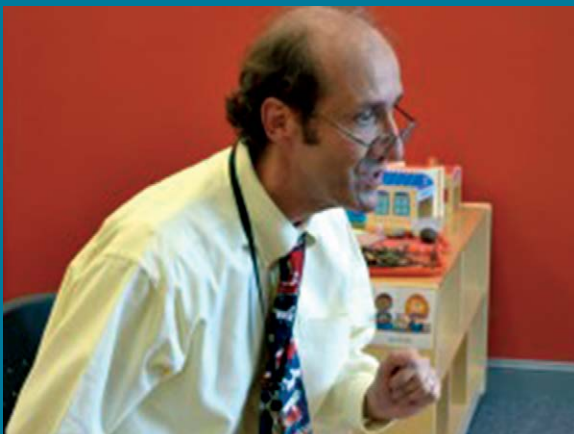
**Career Progression and Pathway:** Volunteer in church early childhood program; Assistant Teacher; Lead Teacher; Community Based Trainer; Conference Presenter—Alabama AEYC, State Pre-k; Committee Member, T.E.A.C.H. Early Childhood® Alliance Advisory Committee; Teacher of Excellence, Harris Early Learning Center, Auburn University



**MARY WATERS**, T.E.A.C.H. Early Childhood® DELAWARE  
T.E.A.C.H. Scholarship Recipient: 2012 – present

*"I waited a long time after high school to go to college and my children see the sacrifices I'm making to get that degree. My 7th grader and I do homework together and she and her sister both say they are going to college right out of high school; it's not a question in their minds."*

**Educational Progression and Pathway on T.E.A.C.H.:** Credits toward an Associate Degree in Early Childhood Education; Currently enrolled in a Bachelor's Degree Program in Early Care and Education (Birth – Grade 2)



**BOB SOUSA**, T.E.A.C.H. Early Childhood® RHODE ISLAND  
T.E.A.C.H. Scholarship Recipient: 2013 – present

*"I never thought I'd be embarking on a new career and a college degree at 50, and I could never afford college without T.E.A.C.H. I'm still shaking my head that this has all happened, but it's very exciting, and now I'm half way to earning an Associate Degree in Early Childhood Education. I started as an assistant teacher, and then a co-teacher, but this year, thanks to the college credits I earned through T.E.A.C.H., I'm a full-fledged teacher."*

**Educational Progression and Pathway on T.E.A.C.H.:** Halfway toward an Associate Degree in Early Childhood Education

**Compensation Progression:** During Bob's tenure with T.E.A.C.H. his wages (in 2015 dollars) have increased 18%.

**Career Progression and Pathway:** Assistant Teacher; Co-Teacher; Lead Teacher

“If we keep adding more for teachers to do: lesson plans, assessments, parent meetings, home visits and on and on, **in 10 years, if we don't see a wage increase we'll see a decrease in people (mostly women) who want to work with children birth through age six.** And they aren't working five days, they're working six days a week because they're taking all this work home to do portfolios for their school work, which for many is all online, so now they need a computer.”

—Ana de Hoyos O'Connor,  
Faculty, San Antonio College

# National Program Outputs and Outcomes

## T.E.A.C.H. EARLY CHILDHOOD® INITIATIVE

T.E.A.C.H. ensures that early educators are provided with a set of student success supports including economic support (tuition and book assistance, paid leave time, travel stipends and bonuses) and social support (a scholarship counselor and an engaged employer). Over three quarters of recipients are teachers. Their average hourly wage is \$10.39. Without T.E.A.C.H. many could not attend college. Data on outcomes and outputs including persistence rates toward degree and certificate completion reveal that this work addresses the enduring challenges that plague the early childhood field—high turnover, low compensation and insufficient teacher education.

### OUTPUTS

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

- **\$28.6 million** funded T.E.A.C.H. Programs in 24 states and the District of Columbia.
- **8,111** child care, prekindergarten and Head Start employers sponsored T.E.A.C.H. recipients; of these 19% were family child care homes.

#### Education

- **16,071** recipients were awarded scholarships.
- **100,907** credit hours were completed.
- **63%** of recipients worked toward a two-year, four-year or advanced degree.

#### Colleges and Universities

- **323 two-year** and **175 four-year** higher education institutions provided college courses and benefited from enrollment.

### OUTCOMES

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

- **13.4**—Recipients on Associate degree scholarships
- **15.6**—Recipients on Bachelor's degree scholarships

#### Average Annual Increases in Recipient Wages for Degree Scholarship Recipients

- **8%**—Recipients on Associate degree scholarships
- **8%**—Recipients on Bachelor's degree scholarships

#### Average Annual Turnover Rates in States with Associate and/or Bachelor Degree Scholarships

- **6%**—Recipients on Associate degree scholarships
- **4%**—Recipients on Bachelor's degree scholarships

#### Average Annual Grade Point Averages for Degree Scholarship Recipients

- **3.23 GPA**—Recipients on Associate degree scholarships
- **3.47 GPA**—Recipients on Bachelor's degree scholarships

### DEMOGRAPHICS

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

- **46%** of recipients were people of color.
- **15%** of recipients were Latina/Hispanic.
- **50.5%** of recipients came from families with no college graduates.
- **54.7%** of recipients began T.E.A.C.H. with only a high school diploma.

#### Program Auspices and Children Served

- **13.9%** of recipients worked with children in publicly funded prekindergarten programs.
- **8.5%** of recipients worked with the Head Start population.
- **45%** of recipients worked with children under two years of age.
- **56%** of recipients worked with three- and four-year olds.

## CHILD CARE WAGES® PROJECT

Lack of resources and an effort to maintain affordability for parents often make it difficult for individual child care programs to pay teachers what they deserve. As a result, many teachers leave the field or never even consider the profession as an option. Child Care WAGES® was created in response to research-based evidence that shows that the quality of care children receive is lowered by high turnover rates and inadequate teacher education. The program provides education-based salary supplements to low-paid teachers, directors and family child care providers working with children between the ages of birth-five and is designed to provide preschool children more stable relationships with better educated teachers by rewarding teacher education and continuity of care.

**“We will raise our field. We will change it so that everybody knows that an early childhood teacher is one of THE great jobs and is well compensated and is someone who knows a whole lot about children and families and communities and what children need.”**

—Libby Doggett, *Deputy Assistant Secretary, US Dept. of Education/Office of Early Learning/Office of Elementary and Secondary Education*

### OUTPUTS

#### Funding

- **\$11.1 million** funded WAGES in five states.

#### Participants

- **5,788** teachers, directors and family child care educators participated in WAGES.

#### Compensation

- **\$952** was the average six-month supplement amount.

### OUTCOMES

#### Education

- **32%**—Average percent of WAGES participants with education below the Associate of Applied Science Degree in Early Childhood Education who submitted documentation that they had completed additional coursework.
- **22%**—Average percent of WAGES participants with education below the Associate of Applied Science Degree in Early Childhood Education who moved up a level on the WAGES supplement scale.

#### Retention

- **10.6%**—Average annual turnover rate

### DEMOGRAPHICS

- **2,323** early education programs employed WAGES participants.
- **61%** of WAGES participants were people of color.
- **99%** were women.

**“I see T.E.A.C.H. as an invaluable investment in our teachers and our center. What the teachers learn and then bring back to the kids—and to the center—makes a big difference. I’ve seen how they’ve expanded what they do in their classrooms and how they’re able to explain to parents what they’re doing. Participating in T.E.A.C.H. has given them confidence, and**

**has developed skills like leadership and critical thinking. It makes them feel that they’re making progress in their career, and everyone has a human need to grow.”**

—Khadija Lewis Khan, *Director, Beautiful Beginnings Child Care Center, Providence, RI*



T.E.A.C.H. and WAGE\$ Programs are housed in a group of statewide organizations serving the early childhood community in 24 states and the District of Columbia.

- **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**  
[Child Care Aware® of Minnesota](#)
- **Mississippi**  
[T.E.A.C.H. Early Childhood® MISSISSIPPI](#)
- **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](#)
- **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

## 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 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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