



A Rich History

A Promising Future

30 YEARS OF
T.E.A.C.H. EARLY
CHILDHOOD®

25 YEARS OF
CHILD CARE
WAGES®



T.E.A.C.H. EARLY CHILDHOOD®
AND CHILD CARE WAGES®

Annual National Program Report

2018 – 2019

Reflections on 30 Years

T.E.A.C.H. Early Childhood® was born 30 years ago from the need for a strategy that could address the multiple challenges of a minimally educated workforce, making poverty level wages resulting in very high turnover rates. By all rights, for the 165,000+ T.E.A.C.H. scholarship recipients, it has been successful. Participants have earned thousands of credentials and degrees. Many in our field have used this increased education to advance their careers and their earnings. T.E.A.C.H. graduates not only populate our child care, Head Start and Pre-K classrooms, they also are program administrators, college faculty, technical assistance specialists, licensing consultants and more.

While about half of our recipients are the first in their family to go to college and earn a degree, their children won't be. Debt-free college education through the scholarship has provided many women, including women of color, who make up about half of our population, to achieve a lifelong dream of becoming a college graduate. Recipients are both challenged and supported to take their next steps in their educational journey. To better understand these educational journeys, the T.E.A.C.H. Early Childhood® National Center (National Center), a division of Child Care Services Association (CCSA), is following a cohort of T.E.A.C.H. associate and bachelor degree graduates for three years. What we are seeing is real evidence of not only career mobility, but also career progress outward, with graduates serving in additional part-time more expert roles, such as professional development and technical assistance specialists. They are making career commitments, staying in the field of early childhood education. T.E.A.C.H. graduates see themselves as early childhood professionals.

T.E.A.C.H. has been successful because it has been implemented to fidelity across states, with each T.E.A.C.H. state program being held accountable to defined administration standards and program outcomes. The National Center provides the guidelines, tools, technical assistance, support and accountability to T.E.A.C.H. staff in our states. Part of the success must also be attributed to the role and functions of T.E.A.C.H. counselors—amazing early childhood professionals who have walked the walk of teaching young children and earning college degrees. They “weave” the scholarship, scholarship recipient, employer and higher education into a team that is laser-focused on successful outcomes. It is a long journey to go from a high school education to a 4-year college graduate, while working full time. Life's roadblocks are expected occurrences that may slow, but not stop progress, because the financial and counseling support are consistently there.

In 2001, we licensed our first state to operate Child Care WAGE\$®. Funding for WAGE\$ is harder to raise, as our leaders continue to resist putting money directly in the hands of early childhood educators. But year after year, we have been able to demonstrate that when you do this by rewarding attained education and retention, the workforce commits to both continuing their education and staying in the field. What we hear most commonly from WAGE\$ recipients is deep appreciation for being recognized for the education they have earned and the important work they do.

While about half of our recipients are the first in their family to go to college and earn a degree, their children won't be. Debt-free college education through the scholarship has provided many women, including women of color, who make up about half of our population, to achieve a lifelong dream of becoming a college graduate.

We are in our 30th year of T.E.A.C.H. and 25th year of WAGE\$, with lots to celebrate. Our latest data, which you will find in this report, continues our tradition of progress in building an educated, better compensated and committed workforce. We expect to have the largest investment we have ever had in FY20. So far, states have invested over \$540 million in T.E.A.C.H. And in this 30th year, we will be adding two new T.E.A.C.H. programs in Arkansas and New Hampshire and two new Child Care WAGE\$® programs in Tennessee and Nebraska.

“While some only focus on the barriers that hinder the professional growth and effectiveness of early childhood educators, T.E.A.C.H. Early Childhood® focuses on the solutions and consistently proves that early childhood educators—particularly Black and Latinx women who make up the current workforce—are whole-heartedly committed to their professional practice and are willing to earn specialized degrees when resources and supports are provided. T.E.A.C.H. Early Childhood® shifts the conversation from, ‘do early childhood educators need specialized degrees?’ to ‘what resources do we need to provide so early childhood educators can earn specialized degrees?’ And this is equity in action.”

—Marica Cox Mitchell, Director,
Early Learning, Bainum
Foundation

“Beginning from a very small pilot study in the 1980s, T.E.A.C.H. has grown to be a huge force for raising the quality of early care and education in the U.S. Working with states across the country, T.E.A.C.H. is providing a mechanism for teachers, administrators and institutions of higher education to combine their resources to raise the quality of teaching in early childhood programs.”

—Richard M Clifford, PhD, Senior Scientist
Emeritus, Frank Porter Graham
Child Development Institute

While it is exciting to see increasing states, participants and investments, we realize that our early care and education system needs so much more. No early childhood teacher should have to take out a loan for their college education or have to use public assistance for themselves or their families; every early childhood educator should be paid wages and benefits on parity with their education; and every child should have a competent, well-educated and well-paid teacher. CCSA and the National Center are committed to continue our work until this vision is actualized. We welcome your partnership on this journey.

Sue Russell
Executive Director
T.E.A.C.H. Early
Childhood® National
Center

Peggy Ball
Board Chair
Child Care Services
Association



"I started college, but life got in the way and I was unable to continue until I learned about the T.E.A.C.H. Early Childhood® Scholarship Program. I had the interest, just not the funding. I couldn't have done it otherwise. WAGE\$ prompted that educational movement because I saw what I could receive if I got my degree. I've had my family child care home for over ten years and I credit the WAGE\$ Program with my eagerness and even the ability to continue operating. The supplemental income allows me to provide quality care to the children, and it recognizes that early childhood is important to children, families and the community. I'm so grateful for it."



JULIE DELAIR, Family Child Care Home, NC
T.E.A.C.H. Scholarship Graduate, Associate and
Bachelor's Degree, Moved 10 Levels on the
NC WAGE\$ Salary Supplement Scale

"T.E.A.C.H. is an incredible resource for early childhood professionals. T.E.A.C.H. creates pathways to opportunities by providing financial supports, expanding networks and increasing the quality of learning for our youngest citizens. Impact is not only seen in the classroom. T.E.A.C.H. creates new opportunities for professional growth, helps to break the cycles of poverty for the scholarship recipients and their families leading to multigenerational opportunities for success. As T.E.A.C.H. celebrates this milestone year, my wish for the program is to continue to provide this pathway to success and build on its legacy of excellence. Our teachers, families and children need you."

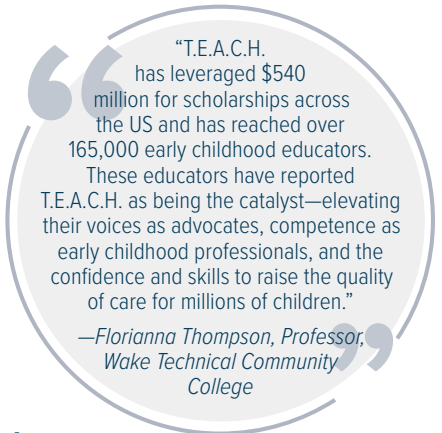
—Carla Thompson, Vice President,
Program Strategy, WK Kellogg
Foundation

FUNDER ACKNOWLEDGMENT

Our work is funded in part by the Alliance for Early Success, W.K. Kellogg Foundation, the W. Clement & Jessie V. Stone Foundation and the Foundation for Child Development. We thank them for their support, but acknowledge that the findings and conclusions presented in this report are those of the authors alone and do not necessarily reflect the opinions of these organizations.

T.E.A.C.H. and WAGES

Both T.E.A.C.H. Early Childhood® and Child Care WAGES® Initiatives are systemic strategies that serve as policy drivers at the state and local levels resulting in increased funding for, and awareness of, early childhood workforce needs and more responsive workforce support and education systems. While these efforts have not solved the compensation conundrum, they have given early childhood educators a real career pathway and financial relief that allows them to increase both their education and compensation, while staying in the field and doing the work that they love.



T.E.A.C.H.

The T.E.A.C.H. Early Childhood® Initiative—An evidence-based model that provides debt-free college education with comprehensive support for the early education workforce.

T.E.A.C.H. provides the structure for a comprehensive, sequenced program of early childhood higher education opportunities that recognizes the diverse educational backgrounds of early childhood educators. T.E.A.C.H. targets increased education leading to credentials and degrees, increased compensation and job and career retention and pathways. Employer and employee dollars are partnered with public and/or private funds in each state to support their early education workforce.

T.E.A.C.H. History

T.E.A.C.H. Early Childhood® grew out of an effort in the late 1980s to understand the various issues facing the early childhood workforce in North Carolina, via a collaborative effort between Child Care Services Association, Child Care Resources Inc. and the Frank Porter Graham Child Development Institute, to conduct the state’s first ever workforce study. Based on the findings of too little compensation, little education beyond high school, very few degrees, and high turnover, in 1989, staff at Child Care Services Association decided to test an idea and got busy looking for funding. By the next fall, 21 early educators across 3 counties in North Carolina were enrolled in college for the first time.

Then – 1990 (North Carolina)	To Date – 2019 (Nationally)
Pilot with 21 teachers	Established initiative with over 165,000 early educators to date
Operating in 3 counties in North Carolina	Provided T.E.A.C.H. scholarships in 33 states and the District of Columbia
Offering 1 scholarship model—Associate Degree	Offered an array of scholarship models for ECE credentials, certificates and associate, bachelor’s and/or master’s degrees
Leveraging \$23,100 from five funding sources	Leveraged \$540 million to date in direct public and private investments
Purchasing college credits in 2 community colleges and no universities	Purchased college credits in over 600 higher education institutions

T.E.A.C.H. Early Childhood® By the Numbers

In FY19, T.E.A.C.H. programs garnered **\$40.1 million** to support **17,495** scholarship recipients in **21** states and the District of Columbia. This represents a **19%** increase in funding and scholarship recipients in one year.

“In my work as a T.E.A.C.H. counselor, I come from a place of understanding, empathy, perspective and acceptance because I’ve walked the walk as a T.E.A.C.H. IOWA scholarship recipient while working full time in my family child care program,” Marianne Rodrigues reflected recently. “I’ve lived that experience of juggling family, school and work, so I feel like I’m a cheerleader for my recipients. I accept them where they are and I help them see T.E.A.C.H. as a way to build their own career pathway. I also know that life happens and sometimes gets in the way. Today I had a recipient who wanted to drop out of school because her child is very sick. I understand it’s not the best time for her, so I’ll keep her on my list and circle back to her next semester. She knows that we get it and I think she’ll be more open to returning when life works out because of that. At the same time, I had a recipient graduate recently and I felt like a part of that milestone. One of the other counselors keeps a bell in the office and when a recipient graduates, we ring that bell!”

MARIANNE RODRIGUES, T.E.A.C.H. Iowa Counselor

"WAGE\$ and T.E.A.C.H. are just part of who we are, part of the center's make-up. It is essential to have an educated staff, especially here in the 21st century where children are not changing, but the modes and methods of educating children are constantly evolving. Teachers must know best practices and know how to utilize the latest research and incorporate that into classrooms for the best outcomes for children. WAGE\$ helps to boost teacher morale within the program. It encourages and motivates staff to increase their education, and it provides a sense of healthy competition among team members as they see who can achieve the next level first."



DAVINA WOODS, Director, Excel Christian Academy, NC

T.E.A.C.H. Scholar pursuing a Master's of Education Degree in Birth–Kindergarten Interdisciplinary Studies in Education and Development, University of North Carolina—Greensboro; Member of the Child Care Services Association Joint Education and Compensation Advisory Committee

EMPLOYERS

- **8,319** sponsored T.E.A.C.H. recipients on a scholarship
- **32%** of recipients worked with children in publicly funded pre-K programs
- **12%** of recipients worked in Head Start programs
- **54%** of recipients worked with children under three
- **725,717** children were served by T.E.A.C.H. recipients and their employers

EDUCATION

- **93,687** credit hours completed
- **88%** of participants work as teachers or family child care educators

COLLEGES AND UNIVERSITIES

- **505** participating community colleges and universities
 - **21%** of participating community colleges offer full online associate degree option
 - **26%** of participating universities offer full online bachelor's degree option

AVERAGE ANNUAL CREDIT HOURS COMPLETED

- **14.2**—Associate degree scholarships
- **16.7**—Bachelor's degree scholarships

AVERAGE ANNUAL RECIPIENT GRADE POINT AVERAGES

- **3.3 GPA**—Associate degree scholarships
- **3.5 GPA**—Bachelor's degree scholarships

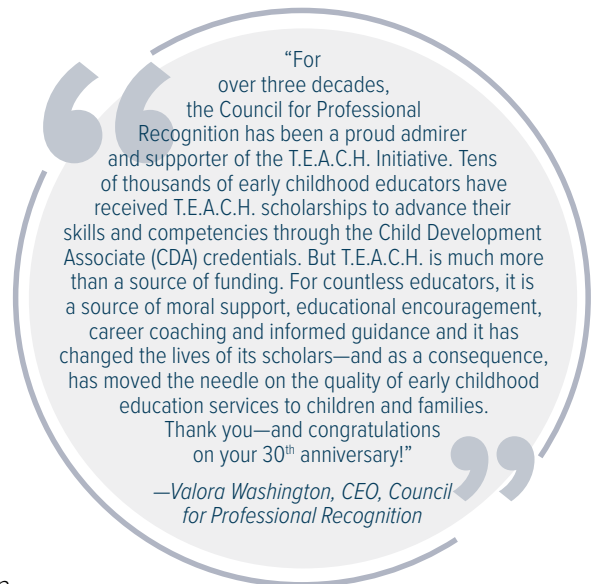
AVERAGE ANNUAL RECIPIENT HOURLY WAGE INCREASE

- **8.7%**—Associate degree scholarships
- **9%**—Bachelor's degree scholarships

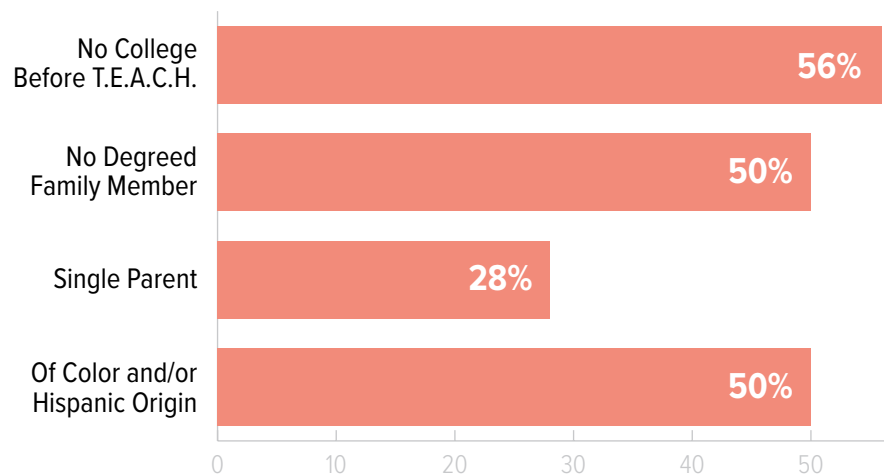
AVERAGE ANNUAL RECIPIENT SITE-BASED RETENTION RATES

- **94.3%**—Associate degree scholarships
- **96.3%**—Bachelor's degree scholarships

The average teacher on a T.E.A.C.H. scholarship earned **\$11.34** per hour.



Profile of T.E.A.C.H. Scholars

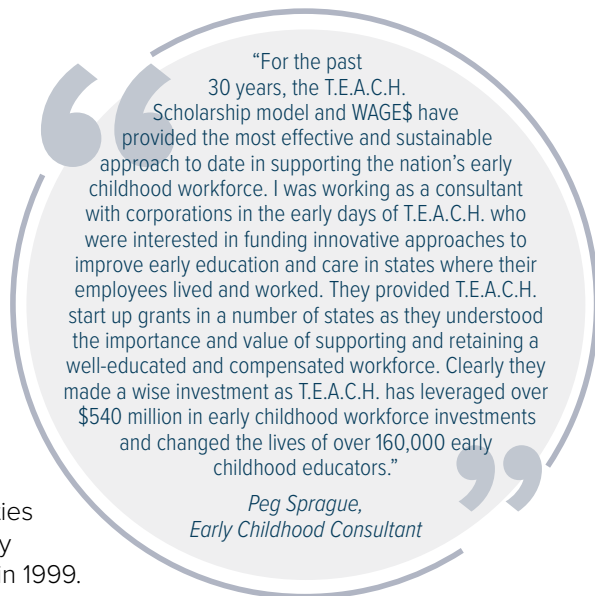


WAGES\$

The Child Care WAGES\$® Initiative—Providing education-based salary supplements to teachers, directors and family child care educators working with young children in regulated early care and education settings to increase workforce retention, education, and compensation.

WAGES\$ History

The Child Care WAGES\$® Program was created in North Carolina in 1994 in response to research evidence that showed the quality of care children receive is lowered by high turnover rates and inadequate teacher education. WAGES\$ issued its first supplements in 1994 as a pilot program in CCSA's home county, funded in the first round of North Carolina's Smart Start initiative. Ninety early educators were paid an education-based salary supplement for the first time, which paved the way for the growth of the program in the state. With early successful outcomes of reduced turnover and increased education, other counties expressed interest, and with gradual growth and the continued attainment of key outcomes, North Carolina's Governor Jim Hunt made it a statewide opportunity in 1999.



Then – 1990 (North Carolina)	Today – 2019 (Nationally)
Pilot with 99 early childhood educators	7,374 early childhood educators
1 county in North Carolina	6 states
\$281 average supplement	\$861 average supplement
Leveraging \$100,000 budget	Leveraging \$13 million

Child Care WAGES\$® By the Numbers

In FY19 **\$13 million** supported **7,374** WAGES\$ participants in **five** states.

EMPLOYERS

- **92%** of participants worked in center-based settings
- **8%** of participants worked in child care homes
- **148,373** children were served by WAGES\$ participants

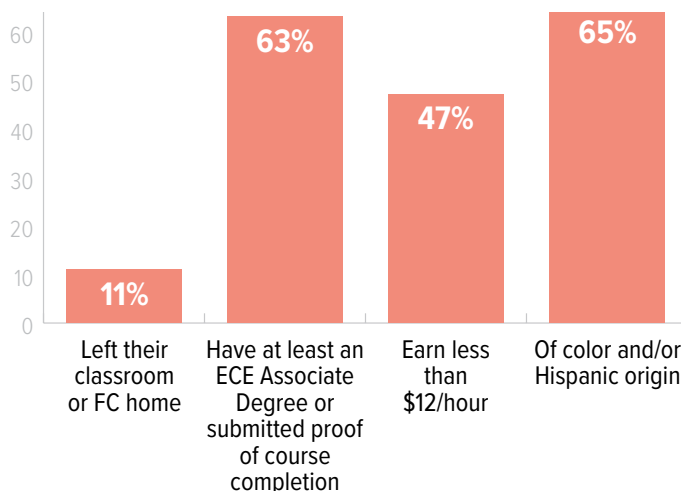
AVERAGE SIX-MONTH SUPPLEMENT

- **\$861** (about 7% annual gain)

RETENTION

- **11%**—Average annual site-based turnover rate

Profile of WAGES\$ Recipients



"As administrators, we encourage staff to advance in their careers, continue their own educational journey, and push themselves beyond their comfort zone. One of our goals is to have our teachers presenting professional development trainings to teachers in other centers. For some teachers, after being successful in this endeavor, they decide to expand their professional roles. Nikki Grantham is a great example. She was hired after earning her AA in ECE through T.E.A.C.H. and then returned to school and earned her BA in ECE. She recently applied to a new program, "Diversifying Early Education Leadership" at Temple University. The program will address the mismatch between the children and the leaders of ECE organizations in our field in many urban areas. Participating will support Nikki building her leadership skills, content and policy knowledge and professional networks so she can be better positioned to move into a leadership role in ECE."

MARY GRAHAM, Executive Director, Children's Village, PA



"My passion is diversity in early childhood education, which is why I want to further my education through the Diversifying Early Education Leadership Fellowship Program. The goal of the program is to increase leadership for professionals of color working in Philadelphia. I would develop new skills in ECE leadership and explore issues in the field that promote equity. I want to equip teachers with knowledge about teaching young children about race. I started my education pathway with a T.E.A.C.H. scholarship, earning my AS Degree in ECE. I'm pretty sure without T.E.A.C.H. helping along the way early on, I might not be where I am today, hoping to continue my education in a fellowship program."

NIKKI GRANTHAM, Lead Teacher, Children's Village, PA

This year we continued our commitment to engaging members of the workforce who want to use their voices to make the case for their education and compensation. One way we do this is through our T.E.A.C.H. Early Childhood® Alliance Advisory Council, made up of members who work in the field and the majority of whom have had T.E.A.C.H. Early Childhood® scholarships through which they earned early childhood education degrees. This year the Council took a deep dive into answering the question, "What will it take to achieve the recommendation found in *Transforming the Workforce for Children from Birth Through Age 8*, that all lead teachers have a Bachelor's Degree in Early Childhood Education." The results of this discussion were highlighted in the Winter 2019 T.E.A.C.H. Times National Newsletter, which you can read at www.teachecnationalcenter.org/center-initiatives-and-resources/publications.

Annie Robinson

Director, East Coast Migrant Head Start Center, T.E.A.C.H. Early Childhood® FLORIDA Scholarship Recipient (1998 – 2017)

- **Educational Progression:** Child Development Associate Credentials (Infant/Toddler and Preschool); Florida Director's Credential; Associate Degree in Early Childhood Development; Bachelor's Degree in Early Childhood Development; Master's Degree in Early Childhood Educational Leadership (expected, Summer 2020)
- **Career Pathway:** Assistant Teacher; Lead Teacher; Early Childhood Education Coordinator; Migrant Head Start Program Director; Member, Southern Region Advisory Council, Agriculture and Labor Program, Inc. (ALPI); Member, Central Florida Health Care Board
- **Annie has seen a 89% real wage increase when controlling for inflation over 21 Years**

Annie Robinson never intended to go to college. She was happy to 'keep' neighborhood children in the home she shared with her sister right out of high school. "It was 1965 and it was informal babysitting. But I realized soon that while the children all knew the blues songs they heard on the radio, they didn't know the alphabet song. I got excited to teach them the ABCs and from there I just started to gain experience and wanted them to learn. Eventually I got a job in elder services, but that wasn't my passion or my path and when a job at East Coast Migrant Head Start opened up in 1982, I knew that was for me." At that time, there were very few child care regulations in Florida. With no formal education beyond a high school degree, Annie started as an assistant teacher, but within a week, a teacher left and she was promoted to lead teacher in the infant/toddler room. "Thankfully our organization decided to have one of the staff get trained as a CDA trainer, who then brought the CDA training right to our Center. I earned my Infant/Toddler CDA and eventually, when I was promoted to early childhood education coordinator I earned my Preschool CDA and then my Director Credential."

"T.E.A.C.H. stepped forward 30 years ago to create a professional and personal pathway for early childhood teachers. It continues to offer a growing number of states an opportunity to support this essential workforce. As a proud member of the T.E.A.C.H. Early Childhood® National Advisory Committee, I have had the opportunity to advise the Center on this key ingredient of our country's early educator professional preparation system. Three cheers for Sue and her team."

—Helen Blank, Former Director, Child Care and Early Learning, National Women's Law Center

Annie didn't stop there. In 1999, new regulations requiring half of all Head Start staff nationally have a college degree, and with a new program in Florida called T.E.A.C.H. Early Childhood®, Annie embarked on her AS degree. In 2004, when T.E.A.C.H. FLORIDA began offering bachelor's degree scholarships, Annie said, "They opened the door and I had the courage and went running through. And I didn't stop there. In 2017, when a T.E.A.C.H. scholarship for a master's degree became available, I went running through that door again. I am now a year away from earning my master's degree! Neither of my children graduated from college, but it's different with my grandsons. My oldest just got his engineering degree, my 2nd oldest went to Polk State College, 3rd oldest currently attending Valdosta State University, and my youngest will graduate from high school in May 2020". For someone who never really thought a college education was in her future, we're glad Annie Robinson kept on going through the door!



Annie Robinson at her AS degree graduation (top and right) and her BS degree graduation (bottom). She and her friend supported each other through both degree programs.

Jamie Madigan

Manager, University of Southern Indiana Children's Learning Center (NAEYC Accredited), T.E.A.C.H. Early Childhood® INDIANA Scholarship Recipient (1999 – 2005)

- **Educational Progression:** Associate Degree in ECE; Bachelor's Degree in ECE—the first T.E.A.C.H. INDIANA scholarship recipient to graduate with a bachelor's degree
- **Career Pathway:** Child Care Center Teacher; Head Start Teacher and Home Visitor; Child Care Resource and Referral Agency Mentor/Coach; United Way ECE Coordinator; Center Manager; Evansville Region Chapter President, Indiana Association for the Education of Young Children
- **Jamie has seen a 111% real wage increase when controlling for inflation over 20 Years**

Jaime says: "Having earned my college degrees through the T.E.A.C.H. INDIANA Program, one of my greatest accomplishments was sponsoring 10 of my teachers on T.E.A.C.H. scholarships when I was director at the Methodist Temple Children's Center. When I took that job we were not taking advantage of T.E.A.C.H. so I advocated for it and found creative ways in our budget to make it happen. We were able to get a professor from the Ivy Tech Community College to come to our center at naptime and teach a CDA class. Nine of the 10 teacher received their CDAs and I know for a fact that some of them went on to earn associate and bachelor's degrees in early childhood. As a first generation college student and graduate, you can bet my daughter will be going to college."



Jamie Madigan, 4th from right, with her team of early educators.

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

The T.E.A.C.H. Early Childhood® National Center is a workforce intermediary, focused on improving the education, compensation, career pathways and stability of the early childhood workforce. The Center's work is aligned across three areas.

- **Strategy Development and Replication** centered around T.E.A.C.H. Early Childhood® programs, currently in operation in 21 states and DC, and Child Care WAGE\$® programs, currently operating in 6 states.
- **System Improvements** made through special initiatives that address workforce barriers including, but not limited to, effective workforce counseling, articulation and other higher education policies and practices, and compensation.
- **Research and Advocacy**, including not only collection of data and information from our strategy and systems improvement work, but also collection of original data on issues like retention of T.E.A.C.H. graduates, higher education barriers and equity of access to scholarships and degrees used to make the case for increased investments to develop and support a well-educated, fairly compensated, diverse and stable early childhood workforce.

“There is no question in my mind that the results that T.E.A.C.H. gets are due to the steadfast commitment to tracking and communicating data, creating specific roles for stakeholder engagement, and building a strong National Center to consolidate and utilize lessons learned along the way. These are the pillars of a time-tested exemplar for future efforts to professionalize and improve compensation for the early childhood education workforce.”

—Carol Brunson Day, President, Brunson, Phillips & Day

The Center also develops resources derived from work in all three areas, including, newsletters, webinars, Fact Sheets, Policy Briefs, a National Annual Report and companion State Compendium, and a Careers in Early Childhood Directory, and hosts an annual National Professional Development Symposium. The Center is funded through fees for services and foundation grants.

Taking an Organization to Scale

One of the many benefits of bringing a T.E.A.C.H. program to a state is the way that, with an influx of new funding and a strategic focus, it can help fledgling statewide early childhood organizations strengthen their capacity to better serve the early childhood workforce and expand the scope and depth of their work.

T.E.A.C.H. EARLY CHILDHOOD® IOWA became part of Iowa Association for the Education of Young Children (AEYC) in January of 2007. T.E.A.C.H. Iowa, which had operated within another nonprofit for three years, needed a new home. At the time, Iowa AEYC had a budget of just over \$100,000 annually and one part-time staff person. Over the next twelve years, Iowa AEYC transitioned to a strong early childhood leadership organization, respected within the state and across the country. The agency moved to larger, more professional office space, developed a strong board of directors, expanded to a current staff of 21 working on numerous funded projects, including T.E.A.C.H. and WAGE\$, and grew to an annual budget of nearly \$4 million. "T.E.A.C.H. provided us with the resources to expand our services, stabilize and be successful," shares Iowa AEYC Past-President Donna Kennebeck.

T.E.A.C.H. EARLY CHILDHOOD® FLORIDA The Children's Forum officially incorporated in 1989, becoming the statewide resource and referral network providing a variety of services through local agencies. In 1996, the T.E.A.C.H. model was piloted in Orlando, Florida with private funding to determine if this might be a viable model to address the issues of the ECE workforce by increasing the education and compensation with a menu of supports. In 1998, the T.E.A.C.H. program received \$2M in statewide funding. Fast forward to 2019, the Children's Forum now operates a number of local and statewide programs including Help Me Grow, Early Learning Career Center in Miami, Early Childhood Educator INCENTIVE\$, among others, but T.E.A.C.H. remains the anchor for the Forum with an annual appropriation of \$10M. "We have witnessed growth from T.E.A.C.H. serving educators seeking entry-level credentials to now offering an opportunity to earn associate, bachelor's, and master's degrees. It has literally become a driver for growing early childhood education programs in institutions of higher education," stated Jeanne Barker, former President for the Florida Community College Early Childhood Education Network. T.E.A.C.H. has been a game changer for the Children's Forum as the administrative home and a leader in advancing the ECE profession; for thousands of early childhood educators whose lives and teaching practices have been positively impacted; and most importantly for the children who benefit from a competent early childhood workforce. What is the reason for the success of T.E.A.C.H. in Florida? According to Phyllis Kalifeh, President & CEO of the Children's Forum, "The answer is simple. Data show that T.E.A.C.H. works!"

Highlights from the Center

Research

Addressing Barriers in Higher Education

The intersection of T.E.A.C.H. Early Childhood® with higher education is a critical junction to help ensure T.E.A.C.H. scholars have access to the coursework they need to earn degrees and credentials in the field of early childhood. While T.E.A.C.H. funding can, and often does, leverage access to higher education coursework that is available at times, locations and in modalities that meet the needs of full-time working, first generation, English language learners who are often parents, we find the barriers are still many.

This year, to better understand the systematic barriers to ensure equitable access to affordable higher education facing T.E.A.C.H. scholars, and to identify and elevate model solutions to barriers within higher education that impede degree completion for the part-time student, full-time working teacher, the Center completed a 3-tiered study. The study surfaced the barriers and model solutions as perceived by T.E.A.C.H. scholarship counselors, T.E.A.C.H. scholarship recipients working toward two- and four-year degrees in early childhood education, and higher education faculty at the higher education institutions that these students attend. Initial findings, comparing the top ten barriers identified by each population surveyed, indicate significant agreement between them. You can learn more about the study, and find Issue Briefs and other resources on our website at www.teachecnationalcenter.org/center-initiatives-and-resources/center-initiatives/higher-education/.

ON THE HORIZON: The National Center will be developing a final report and creating Issue Briefs on barriers to better define the problem and to offer some promising practices that are being employed around the country to address these barriers. In addition, there will be running resource lists of promising practices around these barriers that will be updated continuously, as more strategies are identified.

Longevity Study

The Center launched a national longevity study of T.E.A.C.H. AS and BS degree graduates to track and examine their demographics and education, career and wage progression.

The National Center began a study in the fall of 2018 to follow a cohort of T.E.A.C.H. associate and bachelor's degree graduates over the three year period following their graduation. Each graduate will be given the opportunity to respond to a survey every six months that asks them to describe what has been happening in their education, career and wage progression, their engagement and retention in the field and any significant life changes. The first two rounds of survey data in year one have been analyzed and are very positive.

ON THE HORIZON: The Center will continue to collect data on this cohort and will be sharing these data with state T.E.A.C.H. programs and then with wider audiences through articles and presentations.

Special Projects

Moving the Needle on Early Childhood Workforce Compensation Cohort II

Continuing our efforts to support states in creating new or expanding existing strategies to address low compensation for the early educator workforce, a second cohort of states was invited to create state-based teams and action plans to move the needle on compensation in their states. These include Ohio, Minnesota and Rhode Island, with Michigan and Texas returning from the first cohort to continue their work. Through generous support from the Alliance for Early Success and the W.K. Kellogg Foundation, states made measurable progress and garnered an additional \$3.18 million in funding for workforce compensation. The Center created and disseminated resources and work products and hosted a second Compensation Summit, with all state teams meeting to learn from national leaders and each other. Publications and webinars can be found on our website at www.teachecnationalcenter.org/center-initiatives-and-resources/center-initiatives/compensation-project.

ON THE HORIZON: A third cohort of state-based teams has begun work toward moving the needle on early educator workforce compensation. We welcome the Alabama and New Jersey teams, who join returning states Ohio, Minnesota and Rhode Island.

" This was such a great learning opportunity, knowing that there are people at the state and national level that are really working hard to try to change things. I'm having more and more trouble just finding people for ratio and knowing that this (project) is going on is exciting and extremely rewarding to me. I've been in the field a long time and it brings a new passion to what we do and how important it is and the more people that know about it the better it's going to be for the future. I commend everyone for everything they've done and I appreciate the opportunity I've had with this. Thank you for all of that."

LASHONA DEVOLLD, Director, Noble Learning Center, OH
Moving the Needle on EC Workforce Compensation Team Member

Highlights from the Center *continued*

Addressing Higher Education Barriers Round I

Building on the state-team approach to addressing big workforce issues, the Alliance for Early Success and the Foundation for Child Development supported two state teams (Florida and Pennsylvania) to identify barriers to higher education for the incumbent early childhood workforce such as college admission, coursework completion and graduation and to develop strategies that leverage the investments of T.E.A.C.H. scholarships to facilitate the development and/or replication of solution strategies to those barriers.

ON THE HORIZON: Both Florida and Pennsylvania are continuing with this project for a second year and we are pleased that South Carolina has joined this effort moving forward.

New T.E.A.C.H. Counselor Training

The backbone of each T.E.A.C.H. Program is the scholarship counselors who play a multi-faceted, critical role as mentor, coach, advisor and cheerleader as they help scholars navigate not only higher education, but also, how to balance work, school and family life. This year the Center began the development of new counselor training modules to orient beginning counselors to their work with T.E.A.C.H. Early Childhood®. The series will introduce the knowledge, skills and dispositions needed for academic counseling and the unique role of T.E.A.C.H. counselors that support recipient degree completion outside of an academic setting.

ON THE HORIZON: Looking ahead, the modules will be piloted with a group of new T.E.A.C.H. counselors via web-based trainings and then offered to new cadres of counselors at the T.E.A.C.H. and WAGE\$ Symposium in 2020.

Voices FROM THE FIELD

Florianna Thompson

College Professor, Wake Technical Community College and Durham Technical Community College, T.E.A.C.H. Early Childhood® NORTH CAROLINA Recipient (1994 – 1997)

- **Educational Progression:** Associate Degree in Early Childhood Development, Bachelor's Degree in Family Relations and Child Development, Master's Degree in Education
- **Career Pathway:** Early Childhood Teacher; Early Childhood Program Assistant Director; Program Coordinator, Wake County Smart Start; Early Childhood Education College Professor, Wake Tech and Durham Tech; Board Member, Child Care Services Association; Volunteer, Wake UP and Read
- **Flo has seen a 68% real wage increase when controlling for inflation over 25 Years**

Florianna (Flo) Thompson, who is one of the early T.E.A.C.H. scholarship recipients in North Carolina, attributes her children's interest to go to college and her career pathway opportunities, in large part to her educational progression. "It's really a blessing. Had I not continued my education with the help of T.E.A.C.H., I would not have been able to move myself along the career lattice and earn a better salary. This afforded me the ability to support my children in college, allowing one to graduate debt-free."

But it wasn't just her ability to pay for their college education that ensured they would go. "Two of my children were of school age when I was going to college and watching that happen put a real value on education for them. When I went for my master's degree, I remember talking to them about it. What I don't remember is my parents talking to me about going to college. In fact my father questioned my choice of a career in early childhood, I think because of the low pay and lack of prestige. But a lot has changed since then and he is proud of the steps I've taken and seeing his grandchildren succeed."

For many years now, Flo has been paying it forward. "My experiences with T.E.A.C.H., have informed how I support the students in my college classes, many of whom have been and are now T.E.A.C.H. recipients." As full-time faculty at Wake Technical Community College and part-time instructor at Durham Technical Community College, Flo is walking the walk. "I tried to go to college on my own to get my Bachelor's Degree in Elementary Education, but I didn't know how to negotiate the experience even though I had earned an AS degree. It wasn't until T.E.A.C.H. that I got the supports I needed. I owe a debt of gratitude to my T.E.A.C.H. counselor, Edith Locke. What I do with my students now is hold their hands and help them balance until they have their own balance. I find if you really help a student negotiate the process, they will more likely succeed."



Flo Thompson at her college graduation, her two daughters' college graduations, and her son's high school graduation

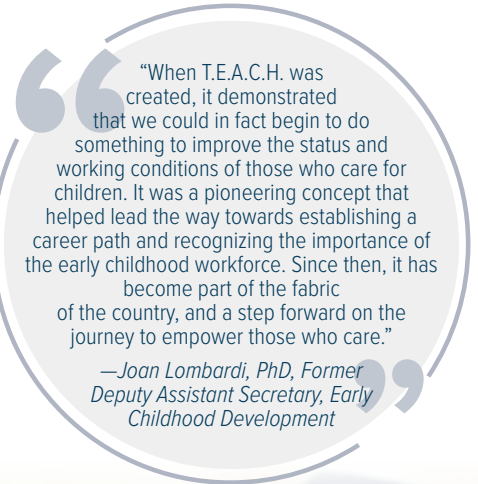
Looking Back and Reflections Going Forward

← Looking Back

As we reflect back on our rich history and think about a promising future, not just for T.E.A.C.H. and WAGE\$, but for early education systems and the workforce in general, we are taking stock of the forecasts for the future we made at our 10-year and 20-year anniversaries of T.E.A.C.H. Early Childhood® and where we are now.

At our 10th anniversary in 2000, both T.E.A.C.H. and WAGE\$ were moving into new states and communities and we expected that trend would continue. Along with the expansion of both initiatives, the Center came into being as a new program of Child Care Services Association, with its first paid staff on board and the promise of a national database for all T.E.A.C.H. programs to study participants and outcomes across the country. We understood then that even with the accomplishments of T.E.A.C.H. to that point, the issues of insufficiently educated, inadequately compensated and an unstable early childhood workforce would require a major infusion of public dollars into the system to support a workforce mirroring the public education system. Our hope was that T.E.A.C.H. would no longer be needed by the end of its second decade, because adequately funded early education and higher education systems would prepare early educators to best serve our country's youngest children. We were naïve in our estimation of how intractable this issue was.

At our 20th anniversary in 2010, we knew that moving the field forward for the next 20 years would require bold changes, including both federal and state investments. We imagined a professional development and compensation set aside in the Child Care and Development Block Grant, federal research dollars for states to better understand the workforce through regularly conducted workforce studies, requirements for development and implementation of state early education workforce plans, better workforce education standards in licensing regulations, more funding for education and compensation initiatives and more resources for the infant toddler workforce. Many of our hopes did come true during this past decade.



→ Reflections Going Forward

As we move into our fourth decade, we see that advances have been made around education, compensation, retention and career pathways for the early education workforce, and in the systems that support them. While we recognize that not all of the hopes and dreams we envisioned have come to fruition, we are hopeful for the future.

- *Transforming the Workforce for Children Birth through Age 8*, and its case statement and recommendation that all children have lead teachers with a BA in early childhood education as their foundation on which to build their knowledge and skills has put in motion a national discussion on how to make this happen.
- *Transforming the Financing of Early Care and Education* offers a framework for a funding strategy that will provide reliable, accessible high-quality early education, including a highly qualified and adequately compensated workforce for all of our nation's children.
- *The Power to the Profession Initiative* has sparked and kept alight a conversation and decision making process around creating a coherent and unified framework of teacher education and preparation for the early education workforce.
- *The Child Care and Development Block Grant* has increased the quality set aside for improving infant and toddler program quality and supply.
- *Federal Preschool Development Grants* have provided much needed funding to states to support system building around improving overall quality of early education programs.
- *Major public awareness of the issues of workforce development, compensation and retention* has resulted in more investments in the workforce.

We know we still have a long way to go to change the understanding, awareness and conversation about the importance of learning in the early years by the public and by policymakers, but awareness is increasing in the media and among policymakers, business leaders and politicians. We know the price tag is high to truly transform early education, and that funding early education has to become a priority in our country, but it's really not about the money. It's about setting priorities. We are hopeful for the future. To be anything less, would be to cheat our children out of the future they, and we, aspire to.

In FY19 T.E.A.C.H. and WAGE\$ Programs were housed in a group of statewide organizations serving the early childhood community in 22 states and the District of Columbia. Below are currently licensed state programs.

- **Alabama**
[Alabama Partnership for Children](#)
- **Arkansas**
[Arkansas Early Childhood Association](#)
- **Colorado**
[Early Childhood Council Leadership Alliance](#)
- **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](#)
- **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](#)
- **North Carolina***
[Child Care Services Association](#)
- **Ohio**
[Ohio Child Care Resource and Referral Association](#)
- **Pennsylvania**
[Pennsylvania Child Care Association](#)
- **Rhode Island**
[Rhode Island Association for the Education of Young Children](#)
- **South Carolina**
[Center for Child Care Career Development](#)
- **Tennessee+**
[Signal Centers](#)
- **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](#)
- **Wisconsin**
[Wisconsin Early Childhood Association](#)

*Denotes both T.E.A.C.H. and WAGE\$ Programs operating in the state. +Denotes only a WAGE\$ Program 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 advises the Center on broad issues affecting the Center's work and all T.E.A.C.H. and WAGE\$ programs.

- Helen Blank**
Former Director, Child Care and Early Learning, National Women's Law Center
- Carol Brunson Day**
Brunson, Phillips and Day, Inc.
- Megan Burk**
Texas Association for the Education of Young Children
- John Cregg**
Nevada Association for the Education of Young Children

- Ana De Hoyos O'Connor**
San Antonio College
- Iheoma Iruka**
HighScope
- Phyllis Kalifeh**
The Children's Forum
- Edith Locke**
Child Care Services Association
- Michelle Raybon**
Alabama Partnership for Children
- Sue Russell**
T.E.A.C.H. Early Childhood® National Center, Ex-officio

T.E.A.C.H. Early Childhood® Alliance Advisory Council Members

The T.E.A.C.H. Early Childhood® Alliance Advisory Council is a group of early childhood professionals that provide input to the Center on the everyday challenges that early educators face as they seek more education, better compensation and a career pathway.

- Elizabeth Coakley**
C.B. King Memorial School
- Ana De Hoyos O'Connor**
San Antonio College
- Tracy Ehlert**
Early Childhood Educator
- Mary Graham**
Children's Village
- Khadija Lewis Khan**
Beautiful Beginnings Child Care Center
- Michele Miller-Cox**
First Presbyterian Day School
- Jobe Ream**
FutureCare Learning Center, Inc.
- Kimberly Reese**
Childcare Resource Network

For more information contact:

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

PO Box 901, Chapel Hill, NC 27514

919.967.3272 – telephone

919.442.1988 – facsimile

www.teachecnationalcenter.org

