



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

## 2017 – 2018

# CREATING A PROFESSION

Leveraging  
Investments in  
Early Childhood  
Education to  
Transform the  
Workforce



150,000 T.E.A.C.H. scholars and growing!



# FROM THE EXECUTIVE DIRECTOR

This year, following on the heels of *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* (National Academies of Medicine, 2015), came *Transforming the Financing of Early Care and Education* (National Academies of Medicine, 2018). This consensus study report took the conversation about transforming the early childhood workforce, including the need for a college-educated workforce, to a whole new level with a deep dive into how our country will pay for this. We know new models of financing early care and education are needed and now we know how much it will cost. We at the T.E.A.C.H. Early Childhood® National Center understand that this reinvention of early childhood education, a critical piece of our country's infrastructure, is a long term goal, requiring conversations among federal, state and local policymakers, stakeholders, workforce members, funders and the public.

## WHAT'S ON THE HORIZON FOR THE CENTER?

Looking toward the coming year, the Center will address early childhood workforce issues by partnering with states and other organizations to increase demand for an educated workforce; mitigate systematic barriers to equity and access in higher education and better compensation; and support a more meaningful and clear career pathway for educators in the field of early childhood education.



In the meantime, our two signature programs, **T.E.A.C.H. Early Childhood®** and **Child Care WAGES®** are on the ground, helping transform the workforce today. We are doing this by systematically leveraging change in our early childhood workforce and in the early education and care systems in 22 states and DC. Our resources provide opportunities for college degrees, better compensation, career advancement and more, but they leverage our workforce to make commitments, study hard, contribute a share and more. And those same resources also leverage our higher education systems to meet our workforce half-way, to create more accessible courses, ensure articulated pathways, think differently about student teaching venues, and more.

Because of the low wages that plague our workforce, many are one personal or community disaster away from major setbacks in their efforts to move forward. A disaster can be a divorce, a sick child or parent, a broken car, a flood, an act of violence or a lost job. The strength of the human spirit can only re-ignite so many times before it takes its toll—on health, parenting, relationships, teaching and on hopes and dreams. Our T.E.A.C.H. and WAGES staff across the country work tirelessly to help early childhood educators have the support and the opportunities to achieve their goals to have a college degree, become better teachers, advance their careers and earn wages that reflect the value of the work they do. This year we reached a major milestone in our work: since we began, more than 150,000 early childhood educators have received T.E.A.C.H. scholarships to take college courses on a pathway to degrees. I invite you to learn more about our work and about some of the people whose lives are being transformed by opportunity and who are giving young children the foundation for their future learning and our country's future prosperity.

A handwritten signature in black ink that reads "Sue". The signature is fluid and cursive.

Sue Russell

## FUNDER ACKNOWLEDGMENT

*Our work is funded in part by the Alliance for Early Success, the W.K. Kellogg Foundation, and the W. Clement & Jessie V. Stone Foundation. 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. EARLY CHILDHOOD® NATIONAL CENTER

The T.E.A.C.H. Early Childhood® National Center works across states to employ accountable early childhood education workforce development strategies that lead to measurable education and compensation gains and real career mobility and stability. Our efforts are driven by the current realities facing the early childhood education milieu including the increasing demand for an educated workforce; the systemic barriers to equitable access to affordable higher education for the workforce; an inability to make real progress on workforce compensation; the perceived dilemma of higher workforce standards causing loss of workforce diversity; and the failure of various systems, including higher education institutions and workforce development boards, to see early childhood education (ECE) as a viable career. The development, quality and growth of T.E.A.C.H. Early Childhood® and Child Care WAGE\$® programs are the National Center's key strategies to systematically address this complex set of circumstances. To that end our mission states:



*Every child in an early childhood setting has a teacher who is well educated and well compensated.*

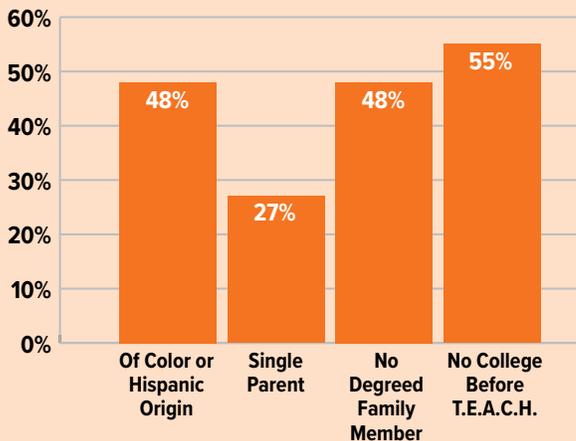
*Every early childhood teacher has access to affordable college education and workforce supports and earns a living wage.*

## T.E.A.C.H. EARLY CHILDHOOD®

The T.E.A.C.H. Early Childhood® Initiative is an evidence-based model that provides debt-free college education with comprehensive support for the early education workforce. It provides the structure for a comprehensive, sequenced program of early childhood higher education opportunities that recognizes the diverse educational backgrounds of early childhood teachers. T.E.A.C.H. targets increased education leading to credentials and degrees, increased compensation, and job and career retention. Employer and employee dollars are partnered with public and/or private funds in each state to support their early education workforce. In FY18 T.E.A.C.H. programs used **\$33.6 million** to support **14,704** scholarship recipients in 22 states and the District of Columbia.

### BY THE NUMBERS...

#### PROFILE OF T.E.A.C.H. SCHOLARS



#### EMPLOYERS

- **7,725** sponsored T.E.A.C.H. recipients on a scholarship
- **27%** of recipients worked with children in publicly funded Pre-K programs
- **13%** of recipients worked in Head Start programs
- **52%** of recipients worked with children under three
- **616,955** children were served by T.E.A.C.H. recipients and their sponsors

#### COLLEGES & UNIVERSITIES

- **561** participating community colleges and universities
  - **17%** of participating community colleges offer full online associate degree option
  - **28%** of participating universities offer full online bachelor's degree option

#### EDUCATION

- **89,058** credit hours completed
- **88%** of participants worked as teachers or family child care educators

#### AVERAGE ANNUAL CREDIT HOURS COMPLETED

- **13.9**—Recipients on associate degree scholarships
- **16.7**—Recipients on bachelor's degree scholarships

#### AVERAGE ANNUAL RECIPIENT GRADE POINT AVERAGES

- **3.3 GPA**—Recipients on associate degree scholarships
- **3.5 GPA**—Recipients on bachelor's degree scholarships

#### AVERAGE ANNUAL RECIPIENT HOURLY WAGE INCREASE

- **8.8%**—Recipients on associate degree scholarships
- **7.9%**—Recipients on bachelor's degree scholarships

#### AVERAGE ANNUAL RECIPIENT SITE-BASED RETENTION RATES

- **94.5%**—Recipients on associate degree scholarships
- **95%**—Recipients on bachelor's degree scholarships



## Voices FROM THE FIELD

“Returning to a job in child care that I always loved and being a single mother, T.E.A.C.H. afforded me an opportunity to work and attend classes. My T.E.A.C.H. advisors kept in touch and offered help and support throughout my educational journey. The scholarship allowed me to attend Purdue University and complete my bachelor’s degree in December of 2017, allowing me to graduate debt free. I have since been promoted to Assistant Director of the same child care center that I have always loved. Every day I make it my goal to help, support, encourage and love the little lives that I have been so blessed to be a part of.” – Tracy Campbell, T.E.A.C.H. INDIANA Scholarship Recipient

## CHILD CARE WAGES®

The Child Care WAGES® Initiative is driven by research-based evidence showing that the quality of care children receive is lowered by high turnover rates and inadequate teacher education. Coupled with a combination of a lack of resources and efforts to maintain affordability for parents, many early childhood teachers are severely underpaid and leave the field for better paying jobs, while others never consider the profession as an option. Child Care WAGES® provides tiered education-based salary supplements to teachers, directors and family child care educators working with children from birth to five and that leads to better educated teachers and continuity of care for young children. In FY18 **\$10.4 million** supported **5,399** WAGES participants in five states.

### BY THE NUMBERS...

#### EMPLOYERS

- 91% of participants worked in center-based settings
- 9% of participants worked in child care homes
- 104,761 children were served by WAGES participants

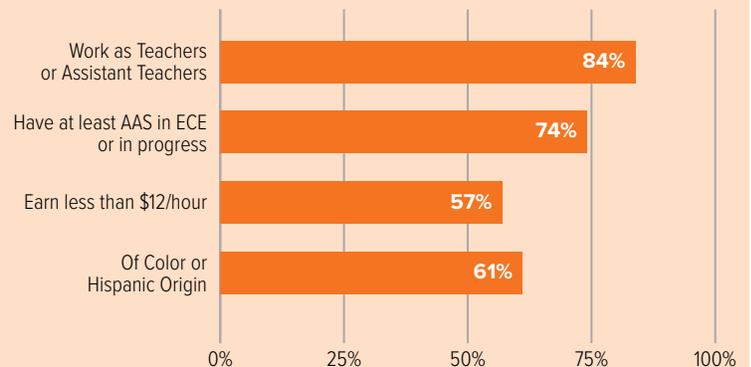
#### AVERAGE SIX-MONTH SUPPLEMENT

- \$902 (about 8% earnings gain annually)

#### RETENTION

- 14%—Average annual site-based turnover rate

#### PROFILE OF WAGES RECIPIENTS



## Voices FROM THE FIELD

“WAGES has helped me want to continue on with school. As a single mom at the time, my checks have helped me pay for child care and feed my kids. It helped me pay for books and classes. I don’t know what it hasn’t helped me do! Without WAGES, it would be hard to stay in the business even though I love it. It has saved me from leaving the industry. I remember when my boys were starting school one year and I didn’t have the funds to buy what they needed. I had no idea how I was going to get through it. That Saturday, the WAGES check came. It was like Christmas because I could make sure my children had what they needed. They didn’t understand how hard things were for me. I now use my own story to provide encouragement to other teachers in my child care program. It gives them hope.” – Naukisha Wray-Darity, Child Care WAGES® NORTH CAROLINA Participant



#### LONGEVITY STUDY

In our efforts to better understand career and wage progression that results from degree completion, the Center is launching a 3–5 year national longevity study to examine the demographics, education, career and wage progression of T.E.A.C.H. 2 and 4-year degree graduates.



**PROFILE**

**April (Nickey) Williams, T.E.A.C.H. FLORIDA Scholarship Recipient**

- **Educational Progression:** Staff Credential; Director Credential; Associate Degree in Early Childhood Education; Master’s Degree in Early Childhood Educational Leadership (Note: Bachelor’s Degree out of field earned prior to her career in ECE)
- **Career Pathway:** Assistant Director; Teacher and Assistant Director (Split Position)
- **Inflation-Indexed Compensation Gain over 7 years:** 27%

“This has been quite the journey...for everyone - the parents at my school, my fellow teachers, and the children in my care. The T.E.A.C.H. counselors have been absolutely amazing! Despite my cries of uncertainty, everyone has been so helpful and reassuring! Here I am at the finish line and couldn’t be prouder of the progress. My education has changed my approach to early education completely. I have a different perspective, a different level of respect for teachers, especially early childhood teachers who are not given the respect they deserve. I am literally on the ground level with the children and I really appreciate the good, foundational teaching that I now have in my toolkit.” – *Nickey Williams*

“Our first CDA classes were offered in community based child care programs, which was convenient for early educators and was good because of the comfort level, but being on campus really empowers the scholars to see themselves as college students. And when they finish their CDA courses they can matriculate with those credits right into the Associate Degree in ECE.”  
—*Sandra Owen, ECE Program Chair, Cincinnati State Community College*

**LEVERAGING HIGHER EDUCATION — T.E.A.C.H. OHIO**

In 2013, Sandra Owen, Program Chair of Early Childhood Education at Cincinnati State Community College contacted T.E.A.C.H. OHIO wanting to structure her program so that students working on Child Development Associate (CDA) Credentials could use T.E.A.C.H. scholarships to support the costs of the coursework. For this to happen T.E.A.C.H. required that coursework for the CDA be degree-required for the AAS in ECE, meaning that if the students chose to pursue their AAS degree at the college, they would receive college credit for their CDA coursework. The college constructed the courses and gave them course codes. This arrangement has been very beneficial to T.E.A.C.H. scholars and demonstrates how strong partnerships between T.E.A.C.H. and colleges and universities open up opportunities to work creatively to meet the needs of scholars. This opportunity has been expanded to include the University of Cincinnati.



**PROFILE**

**Maria Zaragoza, T.E.A.C.H. IOWA Scholarship Recipient**

- **Educational Progression:** Child Development Associate (CDA) Credential, Associate Degree in Early Childhood Education; Currently working on a Bachelor’s Degree in Elementary Education with an Early Childhood Endorsement; Member, Kappa Delta Pi International Honor Society in Education
- **Career Pathway:** Instructional Assistant
- **Inflation-Indexed Compensation Gain over 4 years:** 12.5%

“The scholarship has allowed me to continue my love for learning, and in return I am able to instill that love for learning in my family. As a first generation college student (my mother never got beyond 2nd grade), it’s amazing to me that my 12-year-old son is already talking about going to college. I can say that my education has strengthened my ability to ask for help, to speak up, and overall to believe in myself. Education has given me a colossal amount of knowledge and it has opened my mind to new ways of thinking. It’s never too late for anyone to empower themselves through education and use it to advance their success.” – *Maria Zaragoza*

**CAREERS IN EARLY CHILDHOOD: A NATIONAL DIRECTORY**

To support current and future members of the early childhood education field, the Center will update its national careers directory, which was last updated in 2015. The directory highlights the variety of careers in the early childhood field and provides detailed descriptions of those careers, including information on job possibilities, the recommended education needed and typical salary ranges for each career plus a section on financial aid sources.

## LEVERAGING EARLY CHILDHOOD DEGREE ARTICULATION — T.E.A.C.H. NORTH CAROLINA

T.E.A.C.H. scholarships had been widely available in NC at the associate degree level for a number of years and funded a high proportion of students working toward degrees. When NC was ready to begin its Early Childhood Bachelor's Degree Scholarship, a policy memo went out to all of the higher education programs in the state with those degrees stating that in order for T.E.A.C.H. scholarships to be available for students attending their institutions, they had to demonstrate that there was an articulation agreement in place with at least the community college in their local catchment area. There were only five universities who could meet this requirement; today it is 16.

## LEVERAGING VOICES FROM THE FIELD — T.E.A.C.H. MICHIGAN

Earlier this year it looked like T.E.A.C.H. MICHIGAN's master's degree scholarship would not be funded to continue after the end of the Race to the Top-Early Learning Challenge in Michigan. LaTonya Redfearn, an early childhood educator from a small rural community in the Upper Peninsula, was one of the recipients who had received support from the scholarship. LaTonya took action by reaching out to her state representative and sharing the impact the scholarship has had on her life. She was pleasantly surprised when she heard back from her state representative. This recipient action along with other recipients reaching out to their legislators, resulted in increased T.E.A.C.H. funding for FY19 and continuation of the T.E.A.C.H. master's degree scholarship.

## LEVERAGING EMPLOYER BUY-IN

“The single most important factor in a high quality early childhood education program in supporting the healthy development of the children served is the quality of the relationships with a caring, responsive adult—their educators. We share the commitment of T.E.A.C.H. to invest in the career progression of our educators to advance their professionalism, education, employment opportunities, and compensation. Our partnership with T.E.A.C.H. couples their expertise, resources, and commitment to the ECE workforce with ours, to advance the career pathways for our dedicated educators and, in turn, to build a better future for our next generation.”

—Elanna Yalow, Chief Academic Officer, KinderCare Education

Voices  
FROM  
THE  
FIELD }



“Thanks to the T.E.A.C.H. program's generosity I was granted the opportunity to achieve not only academic recognition each semester for my grade point average, but also my lifelong goal of earning a college degree. In May 2018, I graduated Cum Laude with an Associate Degree in Early Childhood Education. I am now enrolled at Wilmington University for the Fall semester and I look forward to reaping the harvest of benefits from T.E.A.C.H. to rise higher in the early education profession by pursuing a bachelor's degree. My being a recipient is helping me reach the biggest stars without financial struggles and difficulties.”

— Crystal Harris, T.E.A.C.H. Early Childhood® DELAWARE Scholarship Recipient since 2014. Crystal is generously supported through the sponsorship of her employer, KinderCare Education.



The KinderCare Education™ Family of Brands



### ADDRESSING EARLY CHILDHOOD HIGHER EDUCATION BARRIERS

To gain a better understanding of and solutions to barriers within higher education that impede degree completion for the part-time student, full-time working teacher, two state teams will work to identify barriers to higher education access and degree completion in their state's higher education system and develop and implement strategies that leverage the investments of T.E.A.C.H. scholarships to facilitate solutions.

# CENTER YEAR END ROUND UP

## ENSURING EQUITY OF ACCESS TO T.E.A.C.H. SCHOLARSHIPS AND EARLY CHILDHOOD DEGREES

For the last five years the **National Center** has been taking a deeper look at the metrics around some big questions:

- **Do our scholarship recipients represent the demographics of our nation's young children?**
- **Are we reaching populations that may have historically had less access to a college education?**
- **Do our scholarship recipients of color or Hispanic origin or who have no immediate family members with a degree earn degrees proportional to their prevalence in our T.E.A.C.H. population?**

To do this work we have studied ways in which our counseling practices could be improved, enacted national policies to align with those practices, embedded equity of access measures in our performance standards and provided data feedback to states on how they are doing on these measures. The table below provides a snapshot about how we are doing. T.E.A.C.H. recipients on Early Childhood Associate and Bachelor's Degree scholarships are diverse and reflect the children of their states. Forty-five percent of young children in our T.E.A.C.H. states are children of color or Hispanic origin. Many of our recipients are the first in their immediate family to attend college, which puts them at a higher risk for failure. And given this, under typical circumstances these students are less likely to graduate. The National Center believes that it is the comprehensive approach to scholarships with multiple economic supports including paid release time, employer buy-in, compensation incentives and a counselor who is a personal advocate for a recipient's success that in combination produce great outcomes.

Scholarship Type	People of Color		First Generation	
	Recipients	Graduates	Recipients	Graduates
Associate	48%	53%	51%	47%
Bachelor's	42%	42%	44%	43%

## MOVING THE NEEDLE ON COMPENSATION PROJECT UPDATE

This year, a group of diverse teams from eight (8) T.E.A.C.H. states continued their work to create policies, funding and workforce strategies by raising awareness about early childhood workforce compensation issues and advocating for improved compensation in their states. With a combination of supports from the Center, including a 2-day National Summit, and their tireless efforts, every state successfully accomplished one or more of their goals. A full project report will be available in December.

### SAMPLE OF SUCCESSES

- **7 states raised \$17.4 million** to improve compensation for the early childhood workforce; **3 states raised additional funds** to implement research and/or polling on the early childhood workforce.
- **All 8 states** engaged in 1 or more public awareness activities about early childhood workforce needs and issues.
- **7 out of 8 states** engaged in 1 or more advocacy efforts to improve policies and/or funding for the early childhood workforce.
- **7 out of 8 states** worked on the development or expansion of 1 or more compensation strategies to directly benefit the early childhood workforce.

*Funding Support:*  
Alliance for Early Success and  
W.K. Kellogg Foundation

*Participating States:*  
Florida, Indiana, Iowa, Michigan, Nebraska,  
North Carolina, Texas and Wisconsin



Linda Smith, Director, Early Childhood Initiative, Bipartisan Policy Center, Presented a Keynote: *Bipartisan Support for Early Childhood Educator Compensation* at the Moving the Needle on Compensation Summit.



## MOVING THE NEEDLE ON EARLY CHILDHOOD WORKFORCE COMPENSATION II

To support new or expand existing strategies to address low early childhood workforce compensation, and based on the success of the first round of 8 state teams working to move the needle on compensation, a second round of 5 states will participate in this yearlong project.

IN FY18 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.

- **Alabama**  
[Alabama Partnership for Children](#)
- **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**  
[Child Care Aware® of Minnesota](#)
- **Missouri**  
[Child Care Aware® of Missouri](#)
- **Nebraska**  
[Nebraska Association for the Education of Young Children](#)
- **Nevada**  
[Nevada Association for the Education of Young Children](#)
- **New Mexico\***  
[New Mexico Association for the Education of Young Children](#)
- **North Carolina\***  
[Child Care Services Association](#)
- **Ohio**  
[Ohio Child Care Resource and Referral Association](#)
- **Pennsylvania**  
[Pennsylvania Child Care Association](#)
- **Rhode Island**  
[Rhode Island Association for the Education of Young Children](#)
- **South Carolina**  
[Center for Child Care Career Development](#)
- **Texas**  
[Texas Association for the Education of Young Children](#)
- **Utah**  
[Utah Association for the Education of Young Children](#)
- **Vermont**  
[Vermont Association for the Education of Young Children](#)
- **Washington DC**  
[National Black Child Development Institute](#)
- **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*

**Phyllis Kalifeh**  
*The Children's Forum*

**Carol Brunson Day**  
*Brunson, Phillips and Day, Inc.*

**Edith Locke**  
*Child Care Services Association*

**Megan Burk**  
*Texas Association for the Education of Young Children*

**Ana De Hoyos O'Connor**  
*San Antonio College*

**John Cregg**  
*Nevada Association for the Education of Young Children*

**Michelle Raybon**  
*Alabama Partnership for Children*

**Peg Sprague**  
*Consultant*

**Iheoma Iruka**  
*HighScope*

**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 challenges that those in the field of early care and education face.

**Tracy Ehler**  
*Early Childhood Educator*

**Catherine Roach**  
*Grandma's House*

**Ana De Hoyos O'Connor**  
*San Antonio College*

**Florianna Thompson**  
*Wake Technical Community College*

**Mary Graham**  
*Children's Village*

**Tonya Williams**  
*United Child Care Center*

**Robbin Hutchins-Jones**  
*Qualistar Colorado*

**Alberto Mares**  
*University of New Mexico Early Childhood Services Center*



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