

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

**FY2022-2023**

## **ANNUAL NATIONAL PROGRAM REPORT**

**Collaborating, Connecting and Cooperating:  
Investing Time and Resources in Support of the  
Early Childhood Education Profession**



# From the Senior Vice President, Professional Development Initiatives

Dear Partners, Colleagues and Friends,

It is no coincidence that the timing of the release of the T.E.A.C.H. National Center's annual report occurs just as the new year begins. While the holiday season, a joyous time of the year, created space for all of us to pause and reflectively savor in the remarkable, collective achievements that have taken place throughout the course of the previous year, the new year brings renewed opportunities to collaborate, connect and cooperate as a field of practice advocating on behalf of the early childhood education workforce.

It's now been a little over three years ago when we were relishing in the optimism and hope sparked by the implementation of workforce stabilization efforts nationwide. For a time, it felt that the field was on the brink of witnessing the start of transformative change that would finally lead to real commitments for sustainable investments in ECE workforce compensation. Fast forward to where we are now. Many workforce advocates, teachers and administrators are bracing for the impending fiscal "cliff" that looms across the horizon, most of which stands to eliminate funding for strategies that enhanced compensation for the teaching field. Those same familiar lingering doubts have started to reemerge that question whether the longstanding goal of retaining a highly educated, well compensated workforce will ever become a reality in this country. Even with so much fear and uncertainty surrounding us, there's still so much to celebrate!

In spite of the trepidation we all feel, the T.E.A.C.H. National Center's 2023 annual report and the compilation of personal impact stories from T.E.A.C.H. Early Childhood® and Child Care WAGE\$® program participants, continue to be a verifiable source of pride, inspiration and achievement. The outcomes, outputs and personal testimonies contained in these compelling resources provide clear evidence of the impact that both programs have continued to demonstrate. The hundreds of thousands of our program participants provide living proof that increased education, compensation and retention of the early care and education workforce is achievable when long term sustainable investments are made.

To say that ECE workforce advocacy continues to be a marathon and not a sprint is an understatement. Rosa Parks, an African American civil rights pioneer was once quoted as having said "*We will fail when we fail to try.*" I hope that the resonance of that statement will continue to uplift us all to keep striving forward while we stay the course for advocating on behalf of teachers and the young children in their care.

With sincere gratitude and appreciation,



*Edith*

**Edith Locke**, SVP, Professional Development Initiatives  
Child Care Services Association

## Funder Acknowledgement

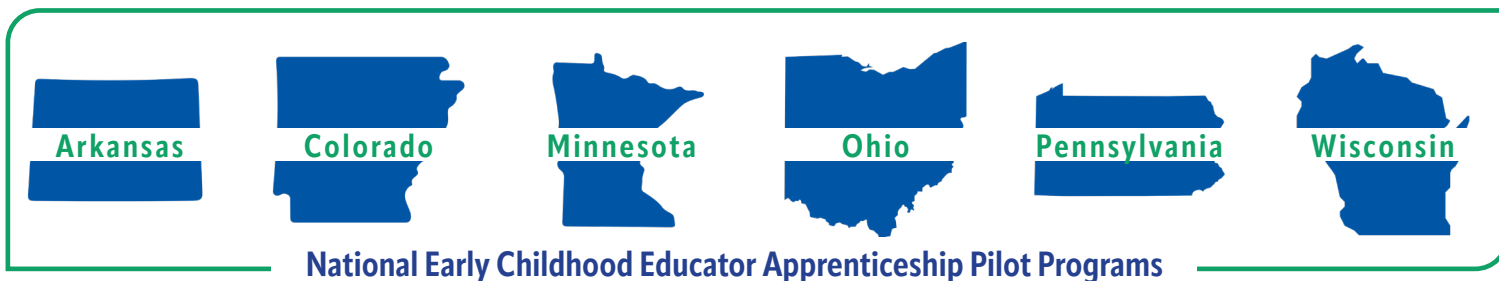
*Our work is funded in part by the Alliance for Early Success, the W. Clement & Jessie V. Stone Foundation, the Stranahan Foundation and the W.K. Kellogg Foundation. We thank them for their support but acknowledge that the findings and conclusions presented in this report are those of the authors alone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

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

*Providing leadership in the creation of programs and policies that promote and support equity toward an educated, well-paid and stable early childhood workforce to ensure the long-term success of our nation's children in school and in life.*

The T.E.A.C.H. Early Childhood® National Center, a division of Child Care Services Association, works across states, providing accountable workforce development strategies that lead to measurable education and compensation gains and real career mobility and stability for the early childhood education workforce. In the past year, Center staff have worked diligently, bringing to life a new program, new resources, events, publications, and direct supports to T.E.A.C.H. Early Childhood® and Child Care WAGE\$® state program staff.

## Accomplishments and Highlights - A Year in Review



### National Early Childhood Educator Apprenticeship Program Launched

In fall 2022, the National Center launched the Child Care Services Association National Early Childhood Educator Apprenticeship Program. With funding from the Stranahan Foundation, approval from the U.S. Department of Labor, and staffing from the T.E.A.C.H. National Center, the pilot Early Childhood Education (ECE) Apprenticeship Program was established in six T.E.A.C.H. states.

The program provides a unique opportunity to support states in their efforts to build and strengthen the early childhood educator workforce pipeline in the high-demand field of early childhood education. Serving as an intermediary organization, CCSA's T.E.A.C.H. National Center provides participating states with an apprenticeship model framework, data collection tools, and ongoing technical assistance necessary to successfully develop, operate and evaluate their apprenticeship programs. Using existing state infrastructure and systems, this registered apprenticeship program is designed to work in coordination with the comprehensive T.E.A.C.H. Early Childhood® scholarship model or other comprehensive scholarship opportunities. For more information, check out the apprenticeship [webpage](#).

### A Roadmap to Student Success for the Early Childhood Education Workforce Published

To continue the Center's longstanding efforts addressing higher education barriers for the ECE workforce, a diverse national workgroup was formed, focusing on two objectives:

- Assessing, identifying and developing strategies and recommendations to support increasing faculty and higher education institution capacity to support early childhood workforce students' success; and
- Creating a career pathway to support early childhood classroom educators whose goal is to move beyond the classroom into faculty roles.

**The results:** [A Roadmap to Student Success for the Early Childhood Education Workforce](#)

### Higher Education Project Workgroup Members

We thank the workgroup members for their insights and contributions to this work.

- John Cregg, Nevada Association for the Education of Young Children
- Ana De Hoyos O'Connor, San Antonio College
- Mary Harrill, NAEYC
- Sharon Little, Child Care Services Association
- Laurie Litz, Pennsylvania Child Care Association
- Debra Murphy, Cape Cod Community College
- Mary Olvera, NC Community College System Office
- Lori Stegmeyer, Children's Forum, Inc.

## T.E.A.C.H. Early Childhood®

The T.E.A.C.H. Early Childhood® Initiative is an evidence-based model providing debt-free college education with comprehensive supports for the early childhood 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 educators. 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 or private funds in each state to support their early childhood workforce. Within states, as a large buyer of education, T.E.A.C.H. can leverage a more accessible, responsive higher education system to support education and career pathways.

### Voices from the Field Carol Bell



When Carol Bell was a little girl, like so many young children, she would line up her baby dolls and ‘teach’ them. It is no wonder she spent so many years as an early educator. “I began my career in early childhood education as the proud owner of a family child care home, *God’s Little Lambs*. I contemplated going to college, because I knew I wanted to give more to the children than just a warm body. It took a while to figure out how to do that. I started networking and connected with Pennsylvania Keystone Stars, a quality rating system, to see what it would take to get a higher star rating for my program.”

That inquiry led Carol to the T.E.A.C.H. Pennsylvania program where was awarded both a Child Development Associate (CDA) credential scholarship and eventually an associate degree scholarship.

*“I had a great support team throughout my education. My husband helped me study, and he hung out with me at the library. My teacher friends connected me to helpful resources, study groups and internship opportunities at their employers. When I felt like giving up, my family, friends and T.E.A.C.H. Specialist encouraged me to keep going and celebrated my success, especially when I received my CDA and graduated with my Associate of Applied Science in Early Childhood Education. I was truly fortunate and blessed to be offered two T.E.A.C.H. scholarships!”*

Eventually Carol got her Bachelor’s Degree in Early Childhood Education, unfortunately not through T.E.A.C.H. However, this did set her on a pathway to another profession, thankfully still within the early childhood field. “The benefits of my education made me feel more respected as a certified professional and I was treated with dignity. Adding the educational experiences to my resume, gave me the ability to bid on higher-paying job postings.” Following a move to Texas, with degrees in hand, Carol was able to secure a job as a Senior T.E.A.C.H. Specialist at the Texas Association for the Education of Young Children.

*“Now I am supporting other early childhood educators who are balancing work and college through T.E.A.C.H. as I did as a T.E.A.C.H. recipient years ago. I can relate to them – sharing my story when they are struggling or are fearful about an upcoming exam. And I treat each of them with dignity and respect, as I was treated. My educational pathway seems like the Circle of Life!”*

### Education Progression

Child Development Associate Credential; Associate of Applied Science in Early Childhood Education; Bachelor’s Degree in Early Childhood Education

### Career Progression

Family Child Care Home Owner; Lead Teacher in multiple Head Start Programs, Private Child Care, and Military Children and Youth Services; Education Coordinator, Head Start and Faith Based Child Care; Education Specialist, T.E.A.C.H. Early Childhood® Texas



## NATIONAL DATA

### Funding and Support

- **\$56.2** million funded T.E.A.C.H. Programs in 22 states
- **17,288** T.E.A.C.H. scholarship recipients were supported
- **626,701** children benefited

### Equity of Access to Higher Education

- **111,017** credit hours completed
- **558** participating higher education institutions, including **316** community colleges and **242** universities provided college courses and benefitted from enrollment

### Average Annual Credit Hours Completed

- **15.13** – Associate degree scholarships
- **17.62** – Bachelor’s degree scholarships

### Average Annual Recipient Grade Point Average

- **3.32** – Associate degree scholarships
- **3.50** – Bachelor’s degree scholarships

### Equity of Access for Diverse Populations

#### Diversity of T.E.A.C.H. Sponsoring Employers

- **8,349** employers sponsored a recipient on a T.E.A.C.H. scholarship
- **10.8%** were family child care home practitioners
- **30.8%** of recipients worked with children in publicly funded pre-K programs
- **13.0%** of recipients worked in Head Start programs

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

- **47%** were people of color or Latinx
- **51%** were the first generation in their immediate family to acquire a higher education degree

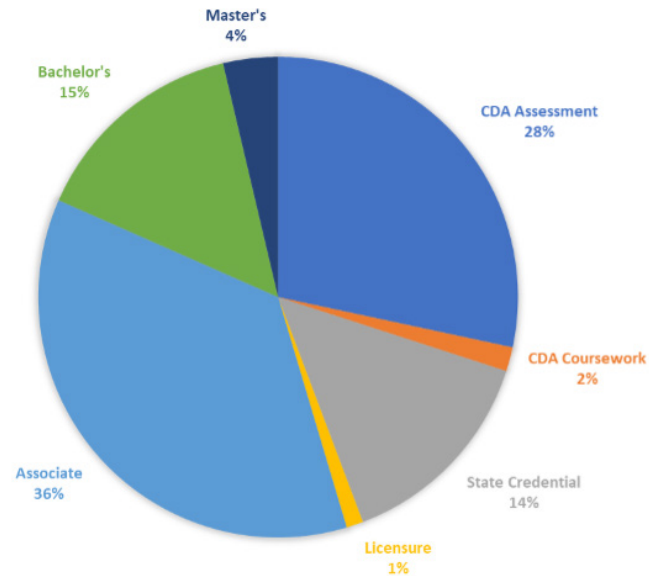
The average teacher on a T.E.A.C.H. scholarship earned **\$14.65** per hour.

*“T.E.A.C.H. continues to be an instrumental force in transforming the ECE landscape. By addressing systemic disparities and ensuring that every professional in the field has equal opportunities for growth and development, T.E.A.C.H. has successfully elevated the status of early childhood education, creating a more just and supportive pathway for higher education.”*

**- Ana De Hoyos O’Connor**

Associate Professor, San Antonio College and  
T.E.A.C.H. National Center Advisory Committee Member

### WHAT ARE RECIPIENTS WORKING TOWARD?



### Equity to Scholarship and Degree Completion

- Associate Recipients of color and/or Latinx **44%**
- Associate Graduates of color and/or Latinx **40%**
  
- Bachelor’s Recipients of color and/or Latinx **44%**
- Bachelor’s Graduates of color and/or Latinx **37%**

### Equity of Access to Better Compensation

#### Average Wage Increase

- **13%** – Associate degree scholarships
- **13%** – Bachelor’s degree scholarships

### Equity of Access to a Stable Workforce

- **94%** retention rate for Associate degree recipients
- **96%** retention rate for Bachelor’s degree recipients



## Voices from the Field

### Toshiba Adams



Toshiba Adams will tell you that becoming an educator was in her DNA. Her grandmother was a Head Start teacher; her mother took college courses; and her older brother attended college ahead of her. The educational road however, was not always a straight line, with pauses and restarts along the way. Toshiba and her mother owned and operated a family child care program, which they eventually expanded into a group center. This was a great option for a young mother who had a baby and couldn't afford child care, but it also made it difficult to attend college, much less pay for it.

As luck or fate would have it, a technical assistance provider brought information about the T.E.A.C.H. Wisconsin scholarship program (and other supports) to this mother/daughter duo. Toshiba took the opportunity to complete an administrator credential through T.E.A.C.H., and discovered that the 18 credits earned in the credential applied to her unfinished bachelor degree. She continued her education journey by completing a Master's Degree in Foundations of Education. With this degree, she met the qualifications to become a higher education instructor and started teaching full-time in a Child Development Associate Degree program.

*"I still run into that technical assistance provider who saw potential in me and really helped me grow", Toshiba reflected. "She provided me with my first instructional opportunity, which helped increase my confidence to speak in front of small groups and at conferences. Ultimately, this support was key to boosting my career in education."*

This, however, was not the end of her educational or career pathway. Thinking back to how those 18 credits counted on her educational pathway motivated Toshiba to continue, eventually earning an Master's Degree in Cultural Foundations and a Ph.D. in Urban Education.

*"The dissertation process was difficult. I had kids in school and after school, there was homework and taking care of the household. In fact, it was so much to deal with that I eventually paused my dissertation to support my children growing up. In 2017, I was having lunch with one of my college instructors who was not happy that I was, All But Dissertation (ABD). She prompted me to keep moving forward; in fact, she served on my dissertation committee. By that time, my kids were young adults, which freed up a little bit of mental space. I finished my doctoral degree in Urban Education in 2019. "*

### Education Progression

Administrator Credential; Bachelor's Degree, Educational Policy and Community Studies; Master's Degree, Cultural Foundations; Doctor of Philosophy (Ph.D.), Urban Education, emphasis on Sociology

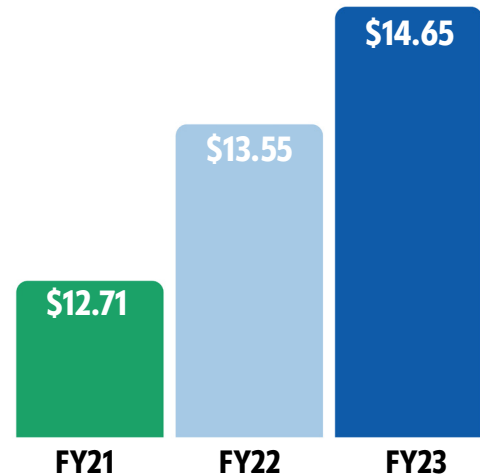
### Career Progression

Family Child Care Provider, Co-owner and Center Director; Group Child Care Program, Co-owner and Center Director; Child Development Instructor, Milwaukee Area Technical College; Child Development Program Instructional Chair, Milwaukee Area Technical College; Curriculum Coordinator/ER&D, Milwaukee Area Technical College; Adjunct Professor, University of Wisconsin – Whitewater; Adjunct Professor/Lecturer, Educational Policy and Community Studies, University of Wisconsin, Milwaukee

## Child Care WAGE\$®

The Child Care WAGE\$® Initiative was created in response to research-based evidence showing that the quality of care children receive is lowered by high turnover rates and inadequate teacher education. To help stem the tide of turnover and increase teacher continuity, Child Care WAGE\$® awards education-based salary supplements to early childhood professionals to address the key issues of under-education, poor compensation and high turnover in the early childhood workforce. Supplement awards are based on education and the continuity of care provided.

## Average Wage for Teachers



## NATIONAL DATA

### Funding and Support FY23

- **\$28.3 million** funded WAGE\$ Programs in five states
  - **9,924** WAGE\$ supplement recipients were paid
  - **205,737** children benefitted

### Equity of Access to Higher Education

- **62%** of active WAGE\$ participants either have an Associate of Applied Science Degree in Early Childhood Education, it's equivalent or higher, or submitted documentation that they had completed additional coursework during the year

### Equity of Access for Diverse Populations

- **92%** of active participants worked in early childhood education centers
- **8%** of active participants worked in family child care homes
- **47%** identify as Latinx or person of color
- **99%** are female

### Equity of Access to Better Compensation

- Average six-month supplement - **\$1,271**

### Equity of Access to a Stable Early Childhood Education Workforce for Children and their Families

- **14%** turnover rate

**94%** of WAGE\$ participants nationally indicated WAGE\$ supplements helped ease financial stress

## Voices from the Field Havilah Griffin



*"The WAGE\$ program is definitely helping us in our center. For my educators that are eligible, it kind of fills in the gaps between what they are currently getting paid, and what I feel like they should be getting paid. It's also a good morale booster for them. It retains awesome staff. And I think once you retain really great staff, you attract more great staff. Having the same educators and having that retention of staff impacts the culture because we become very close knit. We're a big family here. If a child has the same teacher and it is consistent and ongoing, it gives them a sense of safety, which aids in their development. They feel secure, they feel like they are seen, they are known. Having that foundation of having the same staff with the least amount of change or transition possible is the best thing for the child. If you have eligible staff, I would definitely look into it. And additionally, I would encourage any educators that aren't eligible to get the education needed to qualify, because it does affect the future and the long term environment of your center."*

**Havilah Griffin, Director at Lyon's Creek Baptist Church Child Care Center**

**Currently, T.E.A.C.H. and WAGE\$ programs are housed in a group of statewide organizations serving the early childhood community. In FY2022-2023, 23 states were licensed.**

**Alabama**

[Alabama Partnership for Children](#)

**Arkansas**

[Arkansas Early Childhood Association](#)

**Colorado**

[Early Childhood Council Leadership Alliance](#)

**Florida\***

[The Children's Forum](#)

**Indiana**

[Indiana Association for the Education of Young Children](#)

**Iowa\***

[Iowa Association for the Education of Young Children](#)

**Maine**

[Maine 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](#)

**New Hampshire**

[Child Care Aware® of New Hampshire](#)

**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](#)

**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.*



# FY 2022–2023 T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Advisory Committee Members

As a natural extension of the T.E.A.C.H. Early Childhood® National Center, the T.E.A.C.H. and WAGE\$ National Advisory Committee advises the National Center on broad issues affecting the center's work and all T.E.A.C.H. and WAGE\$ programs.

## Marica Cox Mitchell

*Bainum Family Foundation*

## John Cregg

*Nevada Association for the Education of Young Children*

## Ana De Hoyos O'Connor

*San Antonio College*

## Lauren Hogan

*National Association for the Education of Young Children*

## Michelle Kelly

*Signal Centers, Inc.*

## Beth Ann Lang

*Child Care Aware® of Missouri*

## Calvin Moore

*Council for Professional Recognition*

## Debra Murphy

*Cape Cod Community College*

## Jeanette Paulson

*Wisconsin Early Childhood Association*

## Michelle Raybon

*Alabama Partnership for Children*

Ex Officio Members – Child Care Services Association Staff

## Kristi Snuggs

*President*

## Edith Locke

*SVP, Professional Development Initiatives*

## Allison Miller

*VP, Compensation Initiatives*

## Thank you to our 2023 Early Childhood Education Workforce Convening Sponsors



T.E.A.C.H. Early Childhood® National Center,  
a division of CCSA

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