



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®

STATE PROFILE COMPENDIUM

2018 – 2019

FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Alabama, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Alabama, T.E.A.C.H. Early Childhood® is administered by Alabama Partnership for Children. In FY19, T.E.A.C.H. Early Childhood® ALABAMA helped more than 346 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 16.6 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 17.6 credit hours.
- T.E.A.C.H. recipients in Alabama completed more than 2,694 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.1; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.06.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.46.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 9%.

Retention

- For associate degree scholarship recipients the average retention rate was 97%.
- For bachelor's degree scholarship recipients the average retention rate was 99%.

Demographics

- 60% of recipients worked with 3-5 year old children.
- 60% of recipients worked with children under 3.
- 81% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 15 different community colleges or 11 universities offering early childhood degree programs in Alabama.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 10,596 of Alabama's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2018-2019 Annual Program Report: <https://bit.ly/38OXhly>.

FY19 Voices from the Field

“The T.E.A.C.H. scholarship has been essential to my educational development. It would have been a financial struggle for me to obtain my credentials if not for the scholarship, bonuses, and the new retention incentive program. We have come a long way together. The T.E.A.C.H. scholarship assisted me in obtaining my associate degree in 2014, and I am currently two semesters away from earning my Bachelor’s in Early Childhood Education. The T.E.A.C.H. staff is awesome, supportive, knowledgeable and the entire organization is changing the lives of future educators.”

– Veronica F., Head Start teacher



“I have no words to describe how grateful I am with T.E.A.C.H. for the opportunity they are giving me to fulfill my greatest dream, and for always being a support behind me. I'm not only thankful for the financial support, but also for the quality of the people who work there like Ms. Michelle Raybon and Ms. Mariah Scarver. They help me all the time and are always available to answer all of my questions in a kind way. Thank you!!”

– Jennifer P., East Coast Migrant Head Start teacher

“T.E.A.C.H. made it possible for me to concentrate on completing a task that was already hard enough while trying to be a mom and business owner with limited funds. T.E.A.C.H. made the CDA process very easy and I always had someone to call that was friendly and helpful whenever I had a question. I have also been able to invest in myself and my business with the bonus incentive that I received after obtaining my CDA. I encourage everyone that I meet to take full advantage of this program.”

– Arlean C., Family Home Provider



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smartstartalabama.org/our-work/t-e-a-c-h/

Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Colorado, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Colorado, T.E.A.C.H. Early Childhood® is administered by Early Childhood Council Leadership Alliance. In FY19, T.E.A.C.H. Early Childhood® COLORADO helped more than 78 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 15.2 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 17.6 credit hours.
- T.E.A.C.H. recipients in Colorado completed more than 670 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.4; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.3.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$14.54.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 12%.

Retention

- For associate degree scholarship recipients the average retention rate was 97%.
- For bachelor's degree scholarship recipients the average retention rate was 95%.

Demographics

- 72% of recipients worked with 3-5 year old children.
- 21% of recipients worked with children under 3.
- 53% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the eight different community colleges or six universities offering early childhood degree programs in Colorado.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 4,482 of Colorado's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY19 Voices from the Field

“I am an Infant T.E.A.C.H.er at YWCA Children’s Alley, a non-profit organization that helps many families in the Boulder community. Before T.E.A.C.H., I had lost hope that I could continue my education. My husband and I had accrued a great deal of debt after he lost his job during the 2008 recession. We were working hard to pay it all off, and the last thing I wanted to do was dig us deeper into debt for my college education. My dream to go to college seemed out of reach, and something that only lucky people could attain.



I began working at the YWCA in 2010 as the office manager. I quickly began to value and enjoy providing children with quality care during their precious early years. I took a few classes, so that I could become assistant qualified, and help the teachers when they needed support.

I began to appreciate the development in a child’s early years, and each interaction with the children became more important. It became apparent, that professional development is necessary to become a higher quality educator. Since then, I have taken 10 community college courses with T.E.A.C.H. and am now Director qualified. I am currently continuing on to my next goal of achieving an AA Degree in Early Childhood. Then, God willing, I will go on to pursue a bachelor’s degree.

I want to express my wholehearted gratitude to the funders of the T.E.A.C.H. scholarship! I am so blessed to be able to work around children, and fill their days with kind, warm and nurturing responses. It is such an honor for me to be able to attend college, learn more about early childhood development, and improve my skills as an educator. Thank you for making such a difference in my little life! Every day I work hard to pay it forward in the young lives around me. Your generosity has a ripple effect that goes on and on. By helping me to become a higher quality educator, I in turn, can provide higher quality care, and that affects the little lives. I am forever grateful.”

– Karla Canales, T.E.A.C.H. scholar

“The T.E.A.C.H. Scholarship had a big impact on my personal, educational and professional life. Attempting to complete a college degree full time and continue to work full time is stressful enough; T.E.A.C.H. alleviated the financial stress. I would not be the student I am today without T.E.A.C.H. When I started at Arapahoe Community College, I had no idea what I wanted to study, but as I started working with children and was granted the scholarship, I became a student who knew exactly what her passion was. The scholarship also transformed me into a student with a 4.0 GPA who continues to strive to be the best student I can. In my professional life, I have been able to make connections with the staff at my center along with staff at ECCLA Colorado such as Shannon Hall, who continues to assist me through this process and provides them ways to connect with each other. I have earned promotions and am recognized at my place of work because I have been able to earn this scholarship. I would not be the teacher or student I am today without this scholarship.”

– Tessa Serrano, T.E.A.C.H. scholar

“I am the first in my family to attend college. Growing up in a less privileged community has not only offered financial and academic challenges but has also helped me realize the value of a college education and the value of education as a whole. I am currently attaining my Early Childhood Director Certificate with hopes of eventually becoming a Director of a learning center. The financial assistance you provided will allow me to focus more on my academic success.”

– Cameron Fall, T.E.A.C.H. scholar



“My goal in early education has always been to create a business model that supports school readiness and job creation. As the complexities of early education increase, so does the need to understand quality, compliance and mental health awareness, especially in low-income communities. Having earned a business degree years ago, I knew that in order to have deeper conversations with practitioners, families and business colleagues in my role as an early childhood program owner and director now, it was equally important for me to learn more about early childhood education. The T.E.A.C.H. scholarship allowed just that. The process was seamless, the technical assistance was exceptional, and the overall experience has been life changing.”

– Nathaniel R. Cradle, T.E.A.C.H. scholar

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Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Delaware, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Delaware, T.E.A.C.H. Early Childhood® is administered by Delaware Association for the Education of Young Children. In FY19, T.E.A.C.H. Early Childhood® DELAWARE helped more than 208 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 14.3 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 17.7 credit hours.
- T.E.A.C.H. recipients in Delaware completed more than 1,629 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.35; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.41.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.28.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 7%.

Retention

- For associate degree scholarship recipients the average retention rate was 94%.
- For bachelor's degree scholarship recipients the average retention rate was 96%.

Demographics

- 46% of recipients worked with 3-5 year old children.
- 51% of recipients worked with children under 3.
- 57% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the one community college or one of the four universities offering early childhood degree programs in Delaware.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 9,162 of Delaware's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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<https://bit.ly/380Xhly>.

FY18 Voices from the Field



"I never imagined being able to afford going to college. T.E.A.C.H. has taken that burden from me. With guidance from T.E.A.C.H. counselors I have been able to find what works best for me and my family as I work full time and pursue my degree. I completed my CDA and the majority of my AA at Del Tech. Then, I decided to transfer to a BS program with more online options that fits my busy schedule as a working mom. Professionally, T.E.A.C.H. has helped me achieve higher education and understanding of early childhood education that I put to work in the classroom each day."

– Margarita Andress, T.E.A.C.H. scholar



"T.E.A.C.H. allowed me to expand from a family child care to a learning center. Graduating with my associate degree allows me to be my very own Owner/Administrator of my own learning center. My advice to other scholars is: It does not matter how long it may take you, just don't ever give up".

– Lakeisha Truitt, T.E.A.C.H. graduate

"I attended college for the first time right after graduation in 1990. Then again over 15 years ago and did not complete my degree either time because of the lack of finances and did not want my financial aid bill to continue to grow. I dropped out. In June 2019 I was told about the T.E.A.C.H. Scholarship Program. The application process was quick and easy. I was granted the scholarship and accepted at Del Tech. Now I can continue my education without the stress or burden of paying for it for what could seem like forever."

– Meka James, T.E.A.C.H. scholar



"When I started as a child care provider, I had no intention of going back to college. As the years passed and I was going to trainings and learning about young behaviors, I was interested in gaining more knowledge to better understand children and to teach them with a purpose. Joining STARS and learning how to be a professional, made me want to learn more. I was only an average C student growing up so I was nervous. If it wasn't for a few of my co-providers proofreading and being there when I was struggling, I would've never made it. There was one provider that was there the most and that is Tina Burton. We started this journey together and finished together. If it wasn't for the support of my family and friends I would've never accomplished this degree. Two years ago, I was going through some personal family issues and almost quit, but I struggled through and persevered and obtained my Early Childhood Degree with honors and a GPA of 3.47. Due to family struggles, running a business, and school I lost my five-star status, but I know I can regain it. I love what I do and thank T.E.A.C.H. for the opportunity to obtain degree."

– Tonia Hurtt, T.E.A.C.H. graduate



"I have worked in the Early Childhood field since before I was legally old enough to work. My mother started a home daycare in my home when I was two-years old. When I was seven-years old, my mother and grandmother opened an Early Child Care Center next door to my home called Kingdom Kids Day Care Center. I first heard about T.E.A.C.H. at the Making a Difference Conference many years ago. I was convinced that I was the perfect candidate. It was my dedication to my Center, as well as my Center's need for a Curriculum Coordinator, that motivated me. When I started my first contract with T.E.A.C.H. my children's ages were 16, 11, 5, 3, and my twins were two-years old. My life was hectic to say the least, but T.E.A.C.H. staff helped and work, home and school were manageable. I found the process to be easier than I had expected. The slow and steady pace of the coursework made it doable for me and my family. I became the Curriculum Coordinator and earned my Associate degree, Administrator's Certificate, Infant-Toddler Credential, Curriculum and Assessment Credential, and Preschool Credential."

– Joanna Bishop, T.E.A.C.H. graduate

FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Florida, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Florida, T.E.A.C.H. Early Childhood® is administered by Children's Forum, Inc.. In FY19, T.E.A.C.H. Early Childhood® FLORIDA helped more than 6,841 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 15.4 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 18.4 credit hours.
- T.E.A.C.H. recipients in Florida completed more than 21,632 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.18; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.41.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.97.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 9%.

Retention

- For associate degree scholarship recipients the average retention rate was 96%.
- For bachelor's degree scholarship recipients the average retention rate was 97%.

Demographics

- 72% of recipients worked with 3-5 year old children.
- 49% of recipients worked with children under 3.
- 63% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the three different community colleges or 39 universities offering early childhood degree programs in Florida.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 237,922 of Florida's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY19 Voices from the Field

Career & Technical Education for High School Students

Now in its second year, the Career & Technical Education (CTE) and T.E.A.C.H. Early Childhood® Scholarship partnership in Florida provides high school students across the state with an opportunity to earn their national credential in preparation for roles in early care and education classrooms. To date, more than 1,432 students have received a T.E.A.C.H. Florida scholarship in pursuit of the National CDA™ awarded through the Council for Professional Recognition.

This successful partnership helps students make the transition from the classroom to the workforce. It also encourages educated and motivated individuals to enter the early care and education field ready to pursue their own professional development goals with support from T.E.A.C.H. for that next step along the early Childhood career pathway.



Educational Cohorts with T.E.A.C.H. Florida Scholarship Program

Using the educational cohort model in which a group or community of people with shared interests and goals progress through an educational experience together, in August 2019, T.E.A.C.H. Florida helped 61 scholars earn their Florida Staff Credential as well as 15 college credits that will articulate into an associate or bachelor's degree in early childhood education. T.E.A.C.H. Florida Counselor Emily Fulkerson attended the graduation of the cohort. We are so proud of their accomplishments!

The Early Childhood Education Institute (ECEI) graduated the third cohort of its kind. Educational cohorts such as these encourage participants to work collaboratively, share learning experiences and resources, and cultivate professional and personal networks.



Leveraging Resources for T.E.A.C.H. & W.A.G.E.\$ Programs

Another highlight for T.E.A.C.H. Florida is Jack and Jill Children's Center located in Fort Lauderdale, Florida. The center maximizes existing resources to meet the needs of their community. As the oldest non-profit provider of early childhood education in Broward County, Jack and Jill Children's Center has served more than 14,000 children and families since it opened its doors in 1942.

Jack and Jill's administration continuously works with T.E.A.C.H. Florida and Child Care WAGE\$® Florida to ensure that staff have access to scholarships and financial incentives. This collaborative partnership creates a continuum of care by encouraging continued education and staff retention.

There are currently 12 staff members actively participating in T.E.A.C.H. on various scholarship models from Staff Credential to master's degrees. Additionally, seven individuals receive an annual WAGE\$ salary incentive.



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FY19 Results

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The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Indiana, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Indiana, T.E.A.C.H. Early Childhood® is administered by Indiana Association for the Education of Young Children. In FY19, T.E.A.C.H. Early Childhood® INDIANA helped more than 1,231 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 12.7 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15 credit hours.
- T.E.A.C.H. recipients in Indiana completed more than 6,894 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.33; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.75.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.80.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 3%.

Retention

- For associate degree scholarship recipients the average retention rate was 97%.
- For bachelor's degree scholarship recipients the average retention rate was 98%.

Demographics

- 68% of recipients worked with 3-5 year old children.
- 52% of recipients worked with children under 3.
- 27% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 15 different community colleges or 10 universities offering early childhood degree programs in Indiana.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 130,588 of Indiana's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY19 Voices from the Field

Lori Oliver is a family child care home owner in Hamilton County, Indiana. Her facility is rated a Level 3 at the Indiana Quality Improvement System, Paths to QUALITY™.

During her tenure as a T.E.A.C.H. Early Childhood® INDIANA recipient, she obtained her Child Development Associate (CDA), a certificate of Early Childhood Administration and Technical Certificate in Early Childhood. She graduated with her Associate of Applied Science in Early Childhood Education in May 2019 from Ivy Tech Community College of Indiana - Indianapolis. Lori's journey took longer as she was self-employed, but she reached her goal in the end!



"I have always appreciated quality in early childhood and have always been self-employed in the field of early childhood. I continually strive to get a better rating in the voluntary quality rating system, Paths to QUALITY™. In April, I was awarded national accreditation from the National Association for Family Child Care. I earned my Associate of Applied Science Degree in Early Childhood in May 2019, all paid for by the T.E.A.C.H. program. In the beginning, as a stay-at-home mom, I wanted my children to have playmates, so I started offering daycare to a few children. That all changed as I continued my education and met so many milestones over the years - the daycare became an educational facility with a high-quality rating and the ability to achieve accreditation. Education has been a blessing to me, and so many other families in the Hamilton County area over the years."

– Lori Oliver, T.E.A.C.H. graduate

Lori completed her associate degree with a 3.0 GPA through the T.E.A.C.H. Early Childhood® INDIANA Scholarship Program.

"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, T.E.A.C.H. graduate and sponsor



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

Indiana Association for the Education of Young Children (INAEYC)

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Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Iowa, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Iowa, T.E.A.C.H. Early Childhood® is administered by Iowa Association for the Education of Young Children. In FY19, T.E.A.C.H. Early Childhood® IOWA helped more than 389 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 12.6 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.4 credit hours.
- T.E.A.C.H. recipients in Iowa completed more than 3,128 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.4; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.7.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.30.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 9%.

Retention

- For associate degree scholarship recipients the average retention rate was 93%.
- For bachelor's degree scholarship recipients the average retention rate was 94%.

Demographics

- 74% of recipients worked with 3-5 year old children.
- 54% of recipients worked with children under 3.
- 21% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 15 different community colleges or 18 universities offering early childhood degree programs in Iowa.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 14,593 of Iowa's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2018-2019 Annual Program Report: <https://bit.ly/38OXhly>.

FY19 Voices from the Field

13 Years on T.E.A.C.H.

Kim Bonjour-Eiteman and Joeleen Durbin started their 13th T.E.A.C.H. contracts this fall! This is the longest anyone has been on the scholarship in Iowa. Both have been employed at Perry Child Development Center for decades (Kim for 25 years and Joeleen for 29 years).



When their program started the NAEYC Accreditation process 13 years ago, both were lead teachers and were told they needed to work toward degrees in order to keep their positions. Both were in their 40s at the time and were reluctant to start college. Their fathers stopped attending school after 8th grade and they didn't have the desire or see the need to go beyond high school. Kim and Joeleen reported they wouldn't have gone to college if it had not been required. Their center was like a family to them, with little turnover, and good benefits. So they decided to commit to the program and go back to school.

Kim and Joeleen started their educational journey at Des Moines Area Community College in spring 2006. They earned CDA credentials in 2007 and graduated with associate degrees in fall 2015. While taking college classes, they realized that they knew a lot because of their years of experience, but they also learned new things and changed some of their practices. For example, Joeleen said she used to require all children to come to the carpet at group time, but realized that it was ok and better for the individual child and the group if a child was allowed to go to the library area if they couldn't handle group time.

The WAGE\$ Program became available in their area in 2015, and Kim and Joeleen began receiving WAGE\$ salary stipends. As both are sole earners in their households, WAGE\$ has been helpful over the years. The money has been used to purchase books, pay tuition that isn't covered by T.E.A.C.H., and make ends meet. As their education increases, the amount of their stipends increases too.

In spring 2016, Kim and Joeleen began coursework at Iowa State University toward bachelor's degrees in Early Childcare Education and Programming. This is an online degree through GPIDEA, and is not tailored to non-traditional students. It was the only online option at the time, and presented some challenges related to the high cost of tuition and the required number of practicum hours. Kim and Joeleen relied on one another for support as they experienced challenges, had questions, or needed to think through assignments.

Kim and Joeleen usually take the minimum of nine credits per contract and have always taken their classes together. Both have received an annual bonus from T.E.A.C.H. as well as from their program for each completed contract. Although a raise is not required for their scholarship model, their salaries have nearly doubled during their years on T.E.A.C.H.

Perry CDC is a NAEYC Accredited, 5 star QRS program. Their previous director, Laurie Wernli, was a strong supporter of an educated workforce and served on Iowa's Early Childhood Workforce Advisory Committee for several years. Laurie retired in August and Kim has taken over as the director. Without a bachelor's degree within reach, she would not have been eligible for this position.

We are very proud of the accomplishments Kim and Joeleen have steadily achieved and the consistency they have provided for the children at Perry Child Development Center. Joeleen said they will stay there until they are using walkers and can't do the job anymore. Iowa AEYC can't wait to celebrate with them when they start their 14th contracts and receive their diplomas in the fall of 2020!

FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Michigan, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Michigan, T.E.A.C.H. Early Childhood® is administered by Michigan Association for the Education of Young Children. In FY19, T.E.A.C.H. Early Childhood® MICHIGAN helped more than 1,852 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 13.9 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.8 credit hours.
- T.E.A.C.H. recipients in Michigan completed more than 9,443 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.6; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.58.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.34.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 14%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 13%.

Retention

- For associate degree scholarship recipients the average retention rate was 95%.
- For bachelor's degree scholarship recipients the average retention rate was 99%.

Demographics

- 86% of recipients worked with 3-5 year old children.
- 48% of recipients worked with children under 3.
- 33% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 30 different community colleges or 22 universities offering early childhood degree programs in Michigan.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 33,024 of Michigan's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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<https://bit.ly/380Xhly>.

FY19 Voices from the Field

Lindsey Smith has been teaching preschoolers at Kid's Time, a 4-star rated program, in Athens, Michigan, since August of 1998. She lives in Mendon, Michigan, with her husband and four children. Among her many achievements, Lindsey is also an adjunct instructor at Kellogg Community College. She began her 12-year journey as a T.E.A.C.H. scholarship recipient in 2007. She started an associate degree scholarship at Kellogg Community College in 2007 and received her Associate in Applied Science Degree in Early Childhood Education in 2010. Lindsey started a bachelor's degree scholarship at Western Michigan University in 2012 and graduated with her Bachelor's Degree in Child and Family Development in 2015. Alongside the co-director of Kid's Time, Dawn Miller, she decided to pursue her Master's Degree in Early Childhood Education at Western Michigan University in 2017. After nine successful contracts, Lindsey Smith recently graduated from Western Michigan University with a Master's Degree in Early Childhood Education with help from T.E.A.C.H. Early Childhood® MICHIGAN. She has maintained a 4.0 GPA during the majority of her time on T.E.A.C.H. We are so proud of Lindsey and all she has accomplished!



"I began working at Kids' Time in August of 1998. I was 16 years old, loved children and the idea of having a job that was after school and provided me with gas money. I graduated from high school and shortly after, became a single mom. I had the opportunity to bring my daughter to work with me which also brought upon a change in perspective. What was once an after-school job became something I truly enjoyed and it stemmed from knowing that each one of the children I worked with had someone who loved them as much as I loved my own daughter. I went back to Kellogg Community College when my daughter was three months old and continued to work at Kids' Time. After earning my Associates Degree in Early Childhood Education, I became the lead teacher in the 2 1/2 and 3-year-old classroom. I was encouraged by my employer to continue my education to earn my bachelor's degree in hopes of me transitioning into the Kids' Time Great Start Readiness Program (GSRP) classroom. After earning my BA, I became the lead for the Great Start Readiness Program. I have been working in GSRP now going on the 7th year. Although I never considered myself the type of individual who would attend a University (and

especially never saw myself earning my Master's Degree), I began pursuing my MA. If it had not been for the T.E.A.C.H. scholarship, I can honestly say, I would never had been brave enough to push myself beyond community college. I have been employed by Kids' Time for over 21 years and without the support of my family, friends, administrators and co-workers, along with the T.E.A.C.H., I know I would not have made it through my many years of education."

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Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Minnesota, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Minnesota, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Minnesota. In FY19, T.E.A.C.H. Early Childhood® MINNESOTA helped more than 205 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 15.8 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 16.9 credit hours.
- T.E.A.C.H. recipients in Minnesota completed more than 2,593 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.7; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.79.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$15.48.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 17%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 14%.

Retention

- For associate degree scholarship recipients the average retention rate was 98%.
- For bachelor's degree scholarship recipients the average retention rate was 96%.

Demographics

- 60% of recipients worked with 3-5 year old children.
- 42% of recipients worked with children under 3.
- 26% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 18 different community colleges or six universities offering early childhood degree programs in Minnesota.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 10,941 of Minnesota's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2018-2019 Annual Program Report: <https://bit.ly/38OXhly>.

FY19 Voices from the Field

"I am originally from China, but currently live and work in Litchfield, Minnesota. Early childhood education has always been my passion. Two years ago, I began to feel stagnant in my career and did not know what I could do to further my education when a coworker introduced me to T.E.A.C.H..

T.E.A.C.H. has not only helped me with my career, but also to be a better parent to my one-year old boy. At work, I practice the knowledge learned through the program, such as how to assess an individual child's development and how to cooperate with parents to help each child grow. I also feel more confident to communicate with parents and coworkers about children's development. During this learning journey, I was pregnant. My husband said it was the perfect time for us to welcome the new baby to this world. I shared the importance of learning in the early years with him and we discussed how to help our son grow. During the past two years living in a different country, with a full-time job, classes, and a new life to nurture, I felt life was so busy. Fortunately, T.E.A.C.H. has an awesome professional team who guide me all the way through my learning experience. I am very thankful for the help from Nghia L. Vang and Erin Young who are always very patient and friendly to me even though I have not had the chance to meet them in person.

With T.E.A.C.H.'s support I haven't had to stress too much about my financial situation while furthering my education. This fall I am going to start another program through T.E.A.C.H. in order to get my Bachelor's Degree in Early Childhood Education."

—Yun Sun, T.E.A.C.H. graduate and scholar

"I knew I wanted to go back to school and I knew it was going to be for E.C., but I wasn't sure how I was going afford it. T.E.A.C.H. made it possible for me to better myself and my classroom. The staff have been so helpful and answer any and all questions. I went right into college from high school. I left after 2 years because of an argument with an advisor. I took time to really figure out what I wanted in life and found my love for early childhood. I struggled with how I would go back to school in my late 20s, working full time with family life and my almost four-year-old. In the winter of 2016 I took the leap and applied for school. With help from an employee scholarship I learned about T.E.A.C.H. and applied.

I was nervous. Late 20s going back to school and trying to balance and figure out how I was financially going to do all of this. I was terrified. But T.E.A.C.H. is making it possible. Soon I will graduate with my associate degree. I'll be the first in my family to have a degree.

Working with T.E.A.C.H. and college staff was easy and efficient. The staff is so helpful and quick to reach out and check in when something is due or missed. I'm so thankful for T.E.A.C.H. and the opportunity it gave this mom to show her daughter that even with a busy life, if you want something and set out to reach a goal it is achievable with the right support."

—Nicole Doig, T.E.A.C.H. scholar

"My name is Ndeye Anta Diop. I go by Anta because people have difficulty pronouncing my first name. I am from Senegal. I have been living in the U.S for over a decade. I came here with a B.A. in English through a program to work in the French immersion as an assistant teacher. After finishing the program, I worked in several Montessori preschools. After my second child, I decided to stay home and open my own child care. I have always wanted to go back to school for a teaching degree, but I could not afford it. One day I received in the mail a brochure that says 'T.E.A.C.H.' After visiting the T.E.A.C.H website, I found out that childcare providers can apply to college to pursue their education. That was a good opportunity for me. Not only has T.E.A.C.H. helped me financially, but the classes have made me realize the importance of education. I have taken some child psychology classes and some education classes that have allowed me to better understand the child care field. I am more passionate about working with children and I am making it my career. With T.E.A.C.H. my tuition is paid on time. The staff is always ready to help. I attend classes in the evening and run my child care during the day. If I was to recommend T.E.A.C.H to someone, I would say 'it is the best program for child care professionals who want to continue their education.' Everyone knows that college is expensive; why not take the opportunity if you can have it for free. I am looking forward to opening my own center after I graduate."

—Ndeye Anta Diop, T.E.A.C.H. scholar

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FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Missouri, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Missouri, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Missouri. In FY19, T.E.A.C.H. Early Childhood® MISSOURI helped more than 235 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 11.8 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 12.8 credit hours.
- T.E.A.C.H. recipients in Missouri completed more than 1,107 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.5; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.5.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.50.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 12%.

Retention

- For associate degree scholarship recipients the average retention rate was 95%.
- For bachelor's degree scholarship recipients the average retention rate was 95%.

Demographics

- 66% of recipients worked with 3-5 year old children.
- 69% of recipients worked with children under 3.
- 34% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 13 different community colleges or 13 universities offering early childhood degree programs in Missouri.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 17,434 of Missouri's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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<https://bit.ly/38OXhly>.

FY19 Voices from the Field

Shauntel always wanted to be a teacher. College was not something that was discussed in her family growing up, so she did not even think it was an option. After a series of jobs in random fields, an opportunity opened up. Her husband wanted to move from California to Missouri. She agreed if he promised that she could stay home to raise their children and open up a child care program in their home. Shauntel opened her family child care business in 1996. As a child, Shauntel had negative and destructive experiences and knew she did not want this for her children. By opening her own child care program, she would be able to be a positive influence on children teaching them to believe in their abilities and in their worth.



Through Child Care Aware® of Missouri training, Shauntel learned about the T.E.A.C.H. scholarship. With her own children grown, she felt it was time to do something for herself. For the first time, she could do something she never dreamed of as a child, earn her college degree. Going to college has helped Shauntel grow in confidence and personal strength. She is a competent woman with positive self-esteem. Providing child care and shaping our future citizens is a worthwhile and meaningful profession. The new knowledge and understanding gained in college classes have better equipped Shauntel to educate the children in her care. Understanding child development and how children learn directly effects the environment she sets up and the learning opportunities offered each day. Shauntel can better support families through developmental milestones and the daily challenges of childhood. She has become a resource and an advocate for her children and their families. T.E.A.C.H. has empowered her to become a better educator and a stronger woman. Shauntel has grown out of a mindset based in negativity to a view of childhood education that is rooted in knowledge and hope. She knows no limits!



Denise Carter is director of a St. Louis program that services multiple programs for children and families. She loves and supports the T.E.A.C.H. MISSOURI scholarship because it provides a means for people to pursue their goals. She began her support for the scholarship in 2009 when she first heard about it. At the time, she was working in the mental health field with young mothers and shared the information with them to encourage them to go to school and further their education. Denise has always promoted the scholarship at every position she has held. When she began working directly with employees of the childcare center, Denise made it a priority to encourage them to be bold and take the step toward bettering their understanding of how children learn and develop. She has observed a better quality of care, witnessed teacher's self-confidence in their classroom improve, seen educator retention rise over the years, and noted an overall improvement of morale for those in the T.E.A.C.H. MISSOURI scholarship.

Ms. Carter has worked at every level to support her recipients. She has contracted with the local community college to provide three college courses on site to aid the educators in taking classes. The center provides dinner for the recipients and even sets up child care at the center for those who need it. It is part of her practice to share information about the T.E.A.C.H. MISSOURI scholarship as part of her new employee orientation process. Every time one of her program funders or board members visits the center, Denise makes a point to introduce them to educators and share something they have learned in their classes. During staff meetings, she gives recipients an opportunity to share at least one thing they are doing differently in their classroom. Denise feels T.E.A.C.H. MISSOURI drives the staff to be the best they can be and provides the avenue to do it.

Denise says there has never been a time, in her experience, that she could not make a person successful working with the scholarship. Displaying her support, she also serves on the T.E.A.C.H. MISSOURI Advisory Committee. "I am thankful for T.E.A.C.H. MISSOURI for the continuous support to me as a sponsor and to the recipients. The innovation of programs such as the new T.E.A.C.H. MISSOURI CDA model and the CDA Scholarship are making the early childhood field better."

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FY19 Results

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The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Nebraska, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Nebraska, T.E.A.C.H. Early Childhood® is administered by Nebraska Association for the Education of Young Children. In FY19, T.E.A.C.H. Early Childhood® NEBRASKA helped more than 154 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 15.7 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 17.8 credit hours.
- T.E.A.C.H. recipients in Nebraska completed more than 1,585 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.38; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.53.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.98.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 10%.

Retention

- For associate degree scholarship recipients the average retention rate was 93%.
- For bachelor's degree scholarship recipients the retention rate was 100%.

Demographics

- 68% of recipients worked with 3-5 year old children.
- 49% of recipients worked with children under 3.
- 28% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the six different community colleges or two universities offering early childhood degree programs in Nebraska.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 13,351 of Nebraska's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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<https://bit.ly/380Xhly>.

FY19 Voices from the Field

Christina Dominguez graduated at the end of the Fall 2018 term with her Bachelor's Degree in Early Childhood Education from the University of Nebraska at Kearney (UNK). Christina was first awarded a T.E.A.C.H. scholarship in the Summer 2008 term for an associate degree at Northeast Community College (NECC) in Norfolk. She began work on her bachelor's degree in the Spring 2012 term at UNK. Christina then completed 74 more credits while working full time as a head start assistant teacher in West Point. She is also a wife and mother of two children.



"I graduated from high school in 2001. I had no idea what I wanted to do for the rest of my life. So I decided to 'take a year off.' That year quickly became two and soon five. I found myself married with a baby on the way, and a mortgage to pay. Basically put, life set in. When I had my son in 2005 I couldn't see myself returning to CNA work. The sadness of nursing homes and the crazy hours weren't what I wanted for my life. However, I still hadn't found my calling.

My sister in law told me about a job opening at Head Start. My niece was in Head Start at the time and she only had wonderful things to say about the program. I was hesitant, but she convinced me to give it a try. I was hired in March of 2006. I fell in love with the job right away. Teaching children academic skills was great, but I especially enjoyed being a role model for the children. I liked being a consistently caring adult that was there to support them through it all. Within a few years, I knew I would be a teacher for the rest of my life. I was content being an aide, but I secretly wanted more. I loved the idea of going to college, but I felt overwhelmed and scared. Could I pay for it? Could I balance it all? How do I even enroll?

A coworker told me about the T.E.A.C.H. scholarship. I asked her a lot of questions. I was intrigued but I was convinced that everything she was saying was too good to be true. I decided that if this was anything like she was saying I wanted to at least give it a try. I called T.E.A.C.H. and filled out my application. T.E.A.C.H. helped me to find a college that offered all my classes online. They answered all my questions and they helped me every step of the way. The advisors at T.E.A.C.H. made me feel so supported!

I started college at Northeast Community College and within 3 years I graduated with my associate degree. There were semesters that I wanted to take a lot of classes and T.E.A.C.H. supported me. Then, there were semesters I couldn't handle more than a class or two and T.E.A.C.H. supported me then too! The graduation from Northeast was exciting but I knew in my heart I wasn't done yet. I took a break from college so I could spend time with my infant daughter.

Then I decided to go to UNK for my bachelor's degree. Once again, it took me about 4 years to finish my degree at UNK. I had the pleasure of student teaching at my kid's school and I graduated last Friday on the 14th of December, with honors. My mom wouldn't have missed it for the world; my husband took off work, and I took my kids out of school for my graduation. It was their accomplishment too. After all, they stood by me and supported me through my long journey.

I know in my heart that none of my college journey would have happened without the T.E.A.C.H. program. The T.E.A.C.H. program helped me every step of the way. The ladies at T.E.A.C.H. were so supportive and amazing to work with. I still think that the T.E.A.C.H. scholarship is 'too good to be true!' However, I will forever be grateful that this scholarship is, in fact, true. I feel blessed beyond measure."

– Christina Dominguez, T.E.A.C.H. graduate

Nebraska Association for the Education of Young Children
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Lincoln, NE 68508
402-476-5658
nebraskaaeyc.org/teach-early-childhoodreg.html

Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Nevada, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Nevada, T.E.A.C.H. Early Childhood® is administered by Nevada Association for the Education of Young Children. In FY19, T.E.A.C.H. Early Childhood® NEVADA helped more than 151 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 12.6 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.2 credit hours.
- T.E.A.C.H. recipients in Nevada completed more than 1,360 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.22; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.59.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$13.72.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 7%.

Retention

- For associate degree scholarship recipients the average retention rate was 85%.
- For bachelor's degree scholarship recipients the average retention rate was 85%.

Demographics

- 89% of recipients worked with 3-5 year old children.
- 38% of recipients worked with children under 3.
- 42% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the four different community colleges or two universities offering early childhood degree programs in Nevada.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 16,974 of Nevada's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2018-2019 Annual Program Report:

<https://bit.ly/380Xhly>.

FY19 Voices from the Field

“I came from Romania in 2016 as a work and travel student with big dreams, little knowledge of the English language and less than a \$1,000 in my bank account. I had to work really hard for my money, got paid very little and worked long hours. I realized after I had my first child that going back to school would not only help me financially and professionally but that it would also help my child and family.

It was not an easy short road to get my college degree, but I have made it. It required ambition, commitment, organizational skills, lots of help from my dear mom, friends and T.E.A.C.H. of course. Getting off work one hour earlier every day made a tremendous difference in my studying schedule. It gave me the opportunity to work, study and grow professionally in the field early childhood education.” Mihaela earned an Associate of Arts in Early Childhood Education and graduated with Honors. “Today I walk proud and grateful because my dream came true - I became more knowledgeable in the early childhood education field and I am being promoted as a lead teacher.”

– Mihaela Spiridon, T.E.A.C.H. graduate



“I have been a T.E.A.C.H. recipient since fall 2011. Growing up, I endured a lot of trauma and spent many years using drugs and drinking heavily. This damage affected my self-esteem and confidence in school. I also had extreme anxiety during my adolescence. I did not complete high school and felt as though I was not smart and persevering enough to be successful academically. At 19, I submitted my life to Jesus and underwent immense healing. I went back to school to earn a GED. I had no aspirations of a college education. From janitorial work to convenience store and retail work, these jobs helped to form a capacity to work hard and serve well and I was satisfied with my employment. While I worked several child care jobs from the time I was 17, I had not determined it would be a career choice. However, after being a preschool teacher for two years, my director introduced me to the T.E.A.C.H. Early Childhood program, causing me to really consider early education as a career path. I remember the anxiety and excitement I had my first semester at

TMCC! I was unsure if I was intelligent enough to accomplish assignments successfully, but to my shock, I completed both classes with A’s. This greatly increased my confidence. In August of 2012, just after two semesters at TMCC, I was offered a director position at my current center. As I was learning about developmentally appropriate practice in college, I really analyzed the curricular model my preschool was following. With autonomy to direct and lead my program, I switched out our formal Christian curriculum with a play-based approach. I also implemented a series of trainings that increased our awareness of social emotional development by partnering with Technical Assistance Centers for Social Emotional Interventions (TACSEI). I have grown as a proficient early childhood leader, contributing to the field by training and coaching emerging professionals and advocating for societal change that recognizes and supports the importance of quality early learning opportunities for our youngest learners. I completed an internship with The Children’s Advocacy Alliance, which allowed me to understand the legislative process and how to participate in systemic change through county, state and federal regulations. Last week, I completed all the classes I need to graduate with a Bachelor’s of Science in Human Development and Family Studies with a 3.8 GPA. Beginning this fall, I will begin my studies to earn a Master’s Degree in Management and Leadership. I am not the same person that I was seven years ago, and this program deserves much of the credit. My heart is filled with overflowing gratitude for all the support, both financial and motivational. You have made me a competent professional and advocate. From the bottom of my heart, thank you!”

– Lela Arney, T.E.A.C.H. graduate

Nevada Association for the Education of Young Children

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Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In North Carolina, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In North Carolina, T.E.A.C.H. Early Childhood® is administered by Child Care Services Association. In FY19, T.E.A.C.H. Early Childhood® NORTH CAROLINA helped more than 2,106 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 14 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 16 credit hours.
- T.E.A.C.H. recipients in North Carolina completed more than 14,993 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.09; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.25.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.40.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 11%.

Retention

- For associate degree scholarship recipients the average retention rate was 91%.
- For bachelor's degree scholarship recipients the average retention rate was 95%.

Demographics

- 63% of recipients worked with 3-5 year old children.
- 50% of recipients worked with children under 3.
- 50% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 58 different community colleges or 18 universities offering early childhood degree programs in North Carolina.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 58,520 of North Carolina's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY19 Voices from the Field



"I am an assistant director with Children's World Learning Center in Greenville, NC. As a 47-year-old mother of four and grandmother of seven, I thought my lifetime goal of obtaining a college degree was over! Because of T.E.A.C.H. and encouragement from family and friends, that goal becomes more real every day. I have been a T.E.A.C.H. recipient for about two years now. My T.E.A.C.H. counselor has assisted me in so many ways. She not only reminds me of what is required each semester for my scholarship to remain active, but she calls me regularly to check on me, to be my cheerleader and give me words of encouragement when I need it the most. So, for me, T.E.A.C.H. is more than financial assistance, it's guidance through a once perceived difficult process. I feel truly blessed and honored, as an Early Childhood Educator, to receive this scholarship and to continue this path to enhance Early Childhood Education. My deep appreciation goes out to T.E.A.C.H. and to my counselor, Tomonica Rice-Yarborough. Thank you for helping me achieve my goals and being the best teacher and assistant director that I can be!" —Mary Bass, T.E.A.C.H. scholar



"I am from Cali, Colombia. I have a Bachelor's Degree in Elementary Education with an emphasis in technology I also have a specialization in child pedagogy, both from the Universidad Santiago de Cali in my native country. I live in Raleigh, NC and work as a lead teacher in Maracas Montessori with children of 3 and 6 years old. I love working with these ages because they have the best disposition to learn, imagine, create, socialize and enjoy the simplest things. I arrived at the United States 4 years ago, with the purpose of acquiring and improving my work as a teacher, contributing positively in the development of the children through the teaching of a second language (Spanish). Living in a different country is a new experience, facing a new culture and a new language is a significant challenge. The T.E.A.C.H. program has been a great support in this new adventure; it has given me the opportunity to study and learn new teaching strategies that I can apply in my class, allowing me to learn a lot of pedagogy and most importantly improve my English skills. I

hope to continue learning with the support of T.E.A.C.H."

—Cristian Arboleda Escobar, T.E.A.C.H. scholar

"I was a young mother who struggled to find quality child care so I could find employment. With no education or experience I went to work at a child care program so that I could be close to my children. Unfortunately, that center closed 6 months after I began working, leaving me with no job and no child care. I knew that our community needed quality child care so I took a chance and took over the program. I didn't believe that I would ever have a college degree, but with T.E.A.C.H. it was possible. I registered for a full semester and T.E.A.C.H. covered all expenses. This allowed me to go back to school to enhance the care that I was providing at my child care program and not take away from my family financially. Within 4 months I had enough education to operate a child care program and we earned a 4 Star License. Three years later I continued to go to college, received my associate degree, enrolled my staff in college with T.E.A.C.H. and covering their expenses, and we all had earned enough education that my child care program earned a 5 Star Rating. T.E.A.C.H. allowed me to advance my education and provide better care to the children. Fast forward another 5 years and I have almost completed my Bachelor's Degree in Early Education and have had several other employees obtain their education thanks to the T.E.A.C.H. Scholarship. Even if my employees move on to other programs, the children of Transylvania County are benefiting from their education. Because of T.E.A.C.H. I am able to make sure that the teachers in my child care program's classroom have more education. I have learned that more education means that the children in our program are receiving better care. Furthering their education helps my teachers to understand the development and needs of children under the ages of 5. Without T.E.A.C.H., many of my teachers wouldn't have been able to afford college and the children would've missed out on an enhanced educational experience."

— Child Care Owner/Administrator, T.E.A.C.H. scholar



apply for and receive T.E.A.C.H. scholarships for the credential, associates, bachelor's, master's and Level III Admin. Offering T.E.A.C.H. scholarships is just one-way PPS supports our teacher's passion for improving their ability to provide high quality early education while simultaneously enhancing their own professional development.

Providence Preparatory School (PPS) started offering the T.E.A.C.H. Scholarship program in the summer of 2016 as part of our professional development collaborative benefit. We are a five-star facility located in Mecklenburg County. We recognized the overall value that the T.E.A.C.H. scholarship would offer to many of our employees. We now have had more than 15 teachers and one assistant director

Child Care Services Association

PO Box 901

Chapel Hill, NC 27514

919-967-3272 childcareservices.org/teach-nc/



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Ohio, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Ohio, T.E.A.C.H. Early Childhood® is administered by Ohio Child Care Resource and Referral Association. In FY19, T.E.A.C.H. Early Childhood® OHIO helped more than 886 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 13.7 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 12.4 credit hours.
- T.E.A.C.H. recipients in Ohio completed more than 2,719 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.27; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.58.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.40.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5%.

Retention

- For associate degree scholarship recipients the average retention rate was 98%.
- For bachelor's degree scholarship recipients the average retention rate was 96%.

Demographics

- 43% of recipients worked with 3-5 year old children.
- 52% of recipients worked with children under 3.
- 41% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 22 different community colleges or three universities offering early childhood degree programs in Ohio.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 96% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 38,642 of Ohio's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2018-2019 Annual Program Report: <https://bit.ly/38OXhly>.

FY19 Voices from the Field

OCCRA has been working with T.E.A.C.H. for about 15 years. In that time, we have seen increases in funding and staffing, and T.E.A.C.H. is a key component to the foundation of Ohio's workforce development efforts. Five years ago, T.E.A.C.H. Early Childhood® OHIO was a part of the T.E.A.C.H. National Center Articulation Project. Since this effort we have seen an increase in transfer agreements and are seen as a partner to ECE Higher Education. Each year, we coordinate our state's Higher Education Summit and 2019 marks the 5th Early Childhood Summit. The Summit Planning Committee consists of state agencies, higher education, career technical education and teacher preparation stakeholders. The Summit has three main focus areas - Articulation, Core Knowledge and Competencies, and Shared Voice.

"T.E.A.C.H. has been a wonderful asset to our program. Through the T.E.A.C.H. program, our teachers have been able to go to school for minimal cost and receive a great education from instructors who are extremely knowledgeable. Many of the teachers who have used the T.E.A.C.H. program would have never attended higher education due to the high cost of schooling. Our preschool program has changed dramatically due to the instruction our teachers have received. Even though all the instruction has been remote, our teachers have taken courses in a lab type environment where their knowledge and topics are put into place in the classroom, tested and reflected upon to ensure appropriateness and learning outcomes. Our teachers have been able to bring new information into the classroom to assist other teachers and spread the information they have acquired."

– Erin Bevilacqua Stoudt, Director-Noah's Ark Child Care, Inc., T.E.A.C.H. graduate



Ashley Cook, Summer 2019 University of Cincinnati - started with T.E.A.C.H. in 2012 getting her CDA. Then started her associate in summer 2012 and finished summer 2019!

"T.E.A.C.H. has given me the opportunity to go back and complete college and earn my degree. I would have not been able to afford it on my own. I also appreciated the support I got from everyone in the T.E.A.C.H. program during my time in school. Being able to obtain additional education had really changed my outlook and performance at work. I have become more confident in what I do and feel ready to take on the world. I love all the wonderful things I was able to learn and bring back to my kids at school.

My future goal is to continue to grow and learn more new and exciting things to share with, not only my class, but those I work with. I also plan to stay at my center many more years because we are one big supportive family. I would tell others to jump on the chance to use this opportunity. T.E.A.C.H. is super supportive and makes the experience that much easier. I would like to thank everyone in the program for all their support and help during my time in school. I will forever be grateful to you; especially Ms. Hutchins- you were always there when I had a worry or question."

– Ashley Cook, T.E.A.C.H. graduate

YMCA Little Miami has been with T.E.A.C.H. since 2015. They have many scholars who have taken advantage of the CDA classes through the University of Cincinnati and Cincinnati State. Once completing these classes, most have continued to complete the CDA Assessment Fee Scholarship and Associate Degree Scholarship. When checking in on scholars we get many responses of how release time has helped them along the way. "Fall semester classes are great! I feel like I am learning a ton of new information. Thank you for asking! The release time helps me keep up with assignments"

– Tiffany Bishop, T.E.A.C.H. scholar

FY19 Results

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The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Pennsylvania, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Pennsylvania, T.E.A.C.H. Early Childhood® is administered by Pennsylvania Child Care Association. In FY19, T.E.A.C.H. Early Childhood® PENNSYLVANIA helped more than 1,101 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 14 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.2 credit hours.
- T.E.A.C.H. recipients in Pennsylvania completed more than 10,192 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.37; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.6.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.59.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 6%.

Retention

- For associate degree scholarship recipients the average retention rate was 96%.
- For bachelor's degree scholarship recipients the average retention rate was 98%.

Demographics

- 58% of recipients worked with 3-5 year old children.
- 91% of recipients worked with children under 3.
- 45% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 14 different community colleges or 32 universities offering early childhood degree programs in Pennsylvania.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 97% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 51,903 of Pennsylvania's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY19 Voices from the Field**Rebecca Lamar – T.E.A.C.H. Recipient to State Level Career Pathways Manager**

Rebecca Lamar began her T.E.A.C.H. experience in the fall of 2005. Rebecca just had her first child and was very enthusiastic about the early childhood education field. However, being a full-time employee and first-time mother made it difficult to move forward in a career that she loved, without making sacrifices that would affect her family. She had been out of college for six years and struggled with the idea of meeting academic requirements for a program of study.

Regardless, Rebecca enrolled in an associate degree program and after graduating with her early childhood education (ECE) degree she was immediately offered a leadership position. She continued on to earn her Bachelor's Degree in Organizational Management with an ECE minor and then her Master's Degree in Education, specializing in Professional Development and Higher Education programs focused on ECE. This past July Rebecca reached her ultimate goal and graduated with her Ed.S. in K-12 programs.



During her educational journey, Rebecca has been a faculty member in higher education, a community advocate for non-traditional students, an interpreter for courts, family meetings and presentations, a director, coordinator, teacher and assistant teacher in infant to school age programs. She is also a certified trainer who has delivered more than 600 hours of training.

Rebecca is now the Career Pathways Manager at the Pennsylvania Key to Quality. This state level role manages a system that identifies needs for educators as they move up in their career. Working with partners and community organizations allows for solutions and collaboration to create, modify and connect programs to meet the needs of leaders, employers and educators across the state. She is also a Professional Development Specialist with the Council of Professional Recognition and provides more than 80 trainings in early childhood education in both Spanish and English.

Rebecca commented, "Fourteen years after starting college through T.E.A.C.H., I have completed my Ed. S. degree and work at the state level, managing a system that gives opportunities for ECE professionals to make goals for their careers, and identify what and how they need to proceed to accomplish them. I work with higher education institutions, programs and educators to evaluate and provide solutions to the problem of 'how' and 'what's next?' The T.E.A.C.H. program was my literal gateway to academic excellence and opportunity in my career. Without it or the support it provides, I would have never been able to pursue several degrees and accolades in the field of ECE."

"Over these past years, I have been able to share my T.E.A.C.H. success story in the classroom with students, with Spanish speaking ECE professionals in the field looking to move up, and share with colleagues the empowerment I felt from participating in T.E.A.C.H. This program truly gives the opportunity to those who feel that school is not an option, or that accomplishing their goals is too challenging. When students begin to see how going back to school has so many benefits for them professionally and personally, they then begin to see who they are as an early childhood education leader."

FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Rhode Island, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Rhode Island, T.E.A.C.H. Early Childhood® is administered by Rhode Island Association for the Education of Young Children. In FY19, T.E.A.C.H. Early Childhood® RHODE ISLAND helped more than 101 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 11.9 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.4 credit hours.
- T.E.A.C.H. recipients in Rhode Island completed more than 529 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.61; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.68.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.99.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 6%.

Retention

- For associate degree scholarship recipients the retention rate was 100%.
- For bachelor's degree scholarship recipients the average retention rate was 87%.

Demographics

- 94% of recipients worked with 3-5 year old children.
- 73% of recipients worked with children under 3.
- 50% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the one community college or one university offering early childhood degree programs in Rhode Island.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 97% indicated they would recommend T.E.A.C.H. to their peers; and 92% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 4,119 of Rhode Island's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2018-2019 Annual Program Report:

<https://bit.ly/380Xhly>.

FY19 Voices from the Field



Jessica Volquez migrated from the Dominican Republic three years ago knowing very little English. Like many immigrants, Jessica moved to the United States with very little money in her pocket and dreams of a better life for her and for her family. She was hired at the Genesis Center shortly after she arrived to work as an assistant teacher in the toddler classroom. She admits that in the beginning she considered quitting several times due to her inability to communicate with staff and with parents.

Nevertheless, Jessica forged ahead. She loved the children and the families she served and she wanted to grow personally and professionally. This drive to grow did not go unnoticed by her center's leadership. Catherine Green, the center's administrator encouraged Jessica to enroll at the local community college and suggested T.E.A.C.H. as a way to support her education financially.

Despite the financial struggles this community-based program faces on a daily basis (including a flood which damaged their infant and toddler classrooms and costs tens of thousands of dollars in repairs), they are committed to supporting their staff in any way they can. The program is located in the heart of Providence, in one of the lowest income areas of the state. The center receives state subsidies for 95% of the children they enroll. The Genesis Center is currently sponsoring three of their teachers with the T.E.A.C.H. Early Childhood® RHODE ISLAND Program and is fully committed to supporting additional staff. Jessica was awarded a T.E.A.C.H. scholarship this past fall and immediately enrolled at the Community College of Rhode Island. She is currently taking ESL courses and working on improving her English language skills. Jessica is determined to earn a degree in early childhood education and The Genesis Center is determined to help her succeed.



Estefany Ortiz is an immigrant from the Dominican Republic. She's a young mother, a family childcare provider, business owner, student, T.E.A.C.H. scholar and a T.E.A.C.H. sponsor. Estefany has a clear vision for her future. She wants to build a strong educational foundation and financial stability for her son. She also plans to operate her own high-quality child care center in the future.

Running a child care program out of her home and having that as her only source of income means she needs to work regardless of any personal road block she may be facing. This past spring, while she was fully occupied with school and work, her son became ill. Not long after that she learned that her grandmother was ill. Estefany's mother, who at the time, was her only full time assistant, rushed to the Dominican Republic to be by her mother's side. Estefany was faced with the difficult decision to either drop out of school or drop her child care program's enrollment. But her drive is contagious. She eventually decided to reduce her earnings and drop one of her classes in order to complete her semester.

Estefany is not only committed to her own professional and educational growth, she's determined to support her staff as well. One of her assistants, Estefany's mother, is in the process of attaining her CDA Credential and has applied for a T.E.A.C.H. scholarship to cover the costs of her assessment fee. Estefany recently hired an additional assistant and pledged to sponsor her as she completes her last year of college. It is important to note that her assistant accepted the assistant job with Estefany's family childcare program over another position at an established center-based program because the latter was not willing to sponsor a T.E.A.C.H. scholarship.

Estefany is the very definition of a T.E.A.C.H. scholar - resilient, determined, hardworking and passionate about working with children. She currently has an overall 4.0 grade point average and was recently selected by Rhode Island College to the National Society of Leadership and Success.

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Produced in conjunction with the
 T.E.A.C.H. Early Childhood® National Center



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In South Carolina, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In South Carolina, T.E.A.C.H. Early Childhood® is administered by South Carolina Center for Child Care Career Development. In FY19, T.E.A.C.H. Early Childhood® SOUTH CAROLINA helped more than 393 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 14.1 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 17 credit hours.
- T.E.A.C.H. recipients in South Carolina completed more than 1,819 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.49; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.59.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.67.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 4%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 7%.

Retention

- For associate degree scholarship recipients the average retention rate was 91%.
- For bachelor's degree scholarship recipients the average retention rate was 88%.

Demographics

- 54% of recipients worked with 3-5 year old children.
- 76% of recipients worked with children under 3.
- 58% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 16 different community colleges or eight universities offering early childhood degree programs in South Carolina.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 88% indicated they would recommend T.E.A.C.H. to their peers; and 88% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 19,650 of South Carolina's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2018-2019 Annual Program Report:

<https://bit.ly/380Xhly>.

FY19 Voices from the Field



“As Director of Living Springs Lutheran Church Child Development Center in Columbia, S.C., for more than 12 years, I have had the opportunity to see how T.E.A.C.H. SOUTH CAROLINA directly impacts our community. Through this program our center benefits from the opportunity to assist students in completing their educational goals.

T.E.A.C.H. provides students more time to focus on their education by almost eliminating the cost of tuition, in turn, creating an atmosphere of less stress and a more positive learning environment for students. This, combined with the recent increase in T.E.A.C.H. allocated funds to both students and centers, increased compensation for centers providing release time to employees, and the constant support of the T.E.A.C.H. staff is a benefit that is undeniably valuable.

I have also benefited from the T.E.A.C.H. program. As a director it is a struggle to find and create a traditional college schedule that works within the demands of my job. I am grateful that T.E.A.C.H. SOUTH CAROLINA has taken these factors into account and has agreed to work with Southern Wesleyan University to provide a rigorous online component to those students that wish to continue their education while still maintaining the demands of a leadership position. Students in the early care and education field take a variety of steps along their educational journey as they continue to acquire knowledge about quality child care. We are pleased to work alongside the T.E.A.C.H. program in providing students with a comprehensive look at what it takes to provide children with a quality care environment.”

– Tammy Mancuso, T.E.A.C.H. graduate



“As a T.E.A.C.H. scholarship recipient I was able to earn two degrees with high academic honors while participating in the T.E.A.C.H. SOUTH CAROLINA program. I earned my A.A. Degree in Early Childhood Education from Greenville Technical College and my B.A. Degree in Early Childhood Education and Psychology from Newberry College. Because I strive to be a lifelong learner, I am currently working on my Master’s Degree in Early Childhood Education at the University of South Carolina, and I will graduate in December 2020.

While participating in the T.E.A.C.H. scholarship program, I was working as a licensed in-home Family Child Care provider, serving special needs children in the Greenville, South Carolina, community. Since completing my degrees, I have taken a position with South Carolina Child Care Resource and Referral organization, as the Statewide Family Child Care Specialist. In my role with SCCCR&R I have developed a state-wide Family Child Care Coalition and created several initiatives and supports for Family Child Care providers in our state. I also sit on the T.E.A.C.H. South Carolina Advisory Committee. As an avid professional in the field of early childhood education I work to continue to support and encourage quality and professionalism in the field.”

– Monica Cohens, T.E.A.C.H. graduate

“I have been a T.E.A.C.H. Early Childhood® SOUTH CAROLINA recipient since January 2003 and graduated with my Associates Degree in Early Childhood Education from Trident Technical College in spring 2017. I then continued on with T.E.A.C.H. at Southern Wesleyan University and graduated with my Bachelor’s Degree in Early Childhood and Family Studies from Southern Wesleyan in summer 2019.

In September 1995, I was hired as a teacher at La Petite Academy in North Charleston, SC. Because of my educational accomplishments, utilizing the T.E.A.C.H. Early Childhood® Scholarship Program, and my longevity at La Petite, I have been promoted numerous times over the years.”

– Myrtle Lewis, T.E.A.C.H. graduate

The South Carolina Center for Child Care Career Development is extremely proud of Mrs. Myrtle Lewis. She is the perfect example of a successful T.E.A.C.H. Early Childhood® Scholarship Program recipient. She has increased her education, increased her compensation, and has contributed to the decrease of turnover by staying dedicated to her sponsoring center.

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Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Texas, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Texas, T.E.A.C.H. Early Childhood® is administered by Texas Association for the Education of Young Children. In FY19, T.E.A.C.H. Early Childhood® TEXAS helped more than 201 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 17.1 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 17.5 credit hours.
- T.E.A.C.H. recipients in Texas completed more than 448 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.65; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.0.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.49.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 12%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 18%.

Retention

- For associate degree scholarship recipients the average retention rate was 95%.
- For bachelor's degree scholarship recipients the retention rate was 100%.

Demographics

- 83% of recipients worked with 3-5 year old children.
- 51% of recipients worked with children under 3.
- 67% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 19 different community colleges or three universities offering early childhood degree programs in Texas.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 9,725 of Texas's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2018-2019 Annual Program Report: <https://bit.ly/38OXhly>.

FY19 Voices from the Field

Kiddie Round-Up is an early childhood education program in Converse, Texas just outside of San Antonio. The center is committed to the continued education of its staff. This year twenty-five teachers are continuing their education. All staff at Kiddie Round-Up have a Child Development Associate Credential (CDA). Eleven are working on their associate degrees. Kiddie Round-Up has utilized the T.E.A.C.H. Early Childhood® TEXAS Program to provide scholarships for their staff to further their college education.



On May 10th, 2019, the Early Childcare Studies program at San Antonio College named the Director of Kiddie Round-Up, Beth Davila, as the 2019 recipient of the Norma L. Ziegler Award for Distinguish Leadership in the Field of Early Care and Education. The award was named for Norma, a retired Child Development Professor at San Antonio College who taught there for 22 years. Beth received the award in recognition her dedication and support for her staff. She has continuously supported the professional development of her staff and has worked with T.E.A.C.H. Early Childhood® TEXAS to secure scholarships for them to pursue their educational dreams. One faculty member from San Antonio College noted that, “Beth always comes to class prepared, ready to learn and supporting all of her staff and classmates.” We celebrate Beth and her

continued support and leadership for the staff and children in her care.



T.E.A.C.H. chose Madlyn Munoz, who earned her CDA in 2018 with T.E.A.C.H. support, as its 2018 Karen and Gordon Bacon Award recipient. With this recognition, she was able to attend the TXAEYC Conference where the opening keynote speaker recognized her contributions. She also had the chance to meet with the T.E.A.C.H. TEXAS Advisory Council as well.



T.E.A.C.H. Texas Advisory Council: Left to Right: Megan Burk, Jeanie Young, Preeti Jain, Lyn Lucas, Madlyn Munoz, Nicole Allen, Rickie Lafon, Ana de Hoyos O’Connor and Darleta McKinnis-Weems

Recognizing Madlyn Munoz the 2018 Karen and Gordon Bacon T.E.A.C.H. TEXAS Award recipient at the TXAEYC Conference opening keynote.

FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Utah, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Utah, T.E.A.C.H. Early Childhood® is administered by Utah Association for the Education of Young Children. In FY19, T.E.A.C.H. Early Childhood® UTAH helped more than 33 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 11.4 credits per contract.
- T.E.A.C.H. recipients in Utah completed more than 302 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.44.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.69.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 1%.

Retention

- For associate degree scholarship recipients the average retention rate was 96%.

Demographics

- 76% of recipients worked with 3-5 year old children.
- 58% of recipients worked with children under 3.
- 30% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the one community college or one of the two universities offering early childhood associate degree programs in Utah.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 3,500 of Utah's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY19 Voices from the Field

"I've wanted to teach from the time I was little and since having my own children. My biggest personal change I have experienced is increased enjoyment of my role in early childhood. It has been difficult finding time to do homework with work and taking care of my family. My successes include increased knowledge and knowing I've accomplished what I set out to do. Having this scholarship means I'm able to continue my education and get my degree in something that I love to do."

Kasandra said that the tuition support has been the most helpful component of the T.E.A.C.H. program.
– Kasandra Larsen, T.E.A.C.H. scholar



Tania Madrigal is a Director who began her career path more than 10 years ago as a young mother wanting to be near her child. She ended up being great at it. She really believes, "We can make a difference as we are making learning fun and are clear on expectations for the children. T.E.A.C.H. helped me go back to school for an early childhood education degree after a long break from college after obtaining my Associates of Arts." When asked about her experience as a student she says it's been hard: "Hard to balance my home life with children with homework from college. Hard to balance my class time with work time. Hard to find the energy for it all, but doing by best. It felt great to get an A in both classes in the spring." Tania's goal is to finish her associate degree at the community college and transfer to a four-year college for her bachelor's degree. The biggest personal change she has seen in herself since going back to school as a recipient of a T.E.A.C.H. scholarship has been the increased enjoyment in her role in early childhood.

– Tania Madrigal, T.E.A.C.H. scholar

Alexandra Bullock has been in the field between 5-10 years. "I have always wanted to work with children, even as a child myself." She works with 4-year-old kids in a licensed child care center. She is a 1st generation college student in her family and couldn't consider going to college before her T.E.A.C.H. scholarship because of the expense. When asked about the difficulties she's encountered as a student she said the lack of time has been her biggest challenge because she works three jobs. She feels as though she has less time than other part time students and that makes an impact. Her successes though, have been great! "I have gained more confidence in my teaching skills, my ability to help others learn, my life in general and my confidence in my English/writing skills has increased." Alexandra's goal is to complete her associate degree and transfer to a 4-year university.

– Alexandra Bullock, T.E.A.C.H. scholar



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Vermont, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Vermont, T.E.A.C.H. Early Childhood® is administered by Vermont Association for the Education of Young Children. In FY19, T.E.A.C.H. Early Childhood® VERMONT helped more than 76 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 11.7 credits per contract.
- T.E.A.C.H. recipients in Vermont completed more than 457 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.73.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$13.84.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10%.

Retention

- For associate degree scholarship recipients the retention rate was 100%.

Demographics

- 63% of recipients worked with 3-5 year old children.
- 57% of recipients worked with children under 3.
- 4% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the one community college or one university offering early childhood degree programs in Vermont.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 98% indicated they would recommend T.E.A.C.H. to their peers; and 94% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 2,493 of Vermont's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY19 Voices from the Field

"I was new to early childhood education, excited to learn more about the field, and begin my career. I was a new employee at the center and also a new Vermont resident. In order to meet Vermont Childcare Licensing regulations as a lead teacher, I needed to complete at a minimum, the Vermont Child Care Apprenticeship program, and as such was eager to join the T.E.A.C.H. scholarship program. T.E.A.C.H. Early Childhood® VERMONT was able to support me in beginning my educational program immediately because T.E.A.C.H. Vermont had negotiated with the community college to allow scholarship recipients with out-of-state residency to take courses at the in-state tuition rate. I began taking courses within two months of applying to T.E.A.C.H. instead of having to wait until I had attained Vermont residency status, which can take up to 18 months. My T.E.A.C.H. scholarship is enabling me to meet the child care licensing waiver requirements as long as I continue to pursue progress through the Apprenticeship program and thus, I have become a lead teacher.

Additionally, I was an expectant mother when I started the apprenticeship. With the support of T.E.A.C.H. Vermont, Vermont Child Care Industry & Careers Council (VCCICC), and my employer, I was able to continue taking courses while on maternity leave. Without the support of the five scholarship components, my sponsoring center and mentor as well as VCCICC staff, I would have had to take a break from pursuing my educational goal. With the financial and counseling support provided, I have instead been able to continue to work toward my goal of completing the Child Care Apprenticeship while balancing my new roles as teacher and mother."

- Heidi Lavoie, T.E.A.C.H. scholar

Bennington Early Childhood Center has been a T.E.A.C.H. Vermont sponsor since 2014, the first year that T.E.A.C.H. scholarships were available. Alyson Grzyb, Director, shared the impact that T.E.A.C.H. has had on her program.

"When T.E.A.C.H. scholarships first became available in Vermont one of my teachers immediately said, 'I want to do that,' and we supported her in doing so. At the Bennington Early Childhood Center, we believe that well-educated teachers are better prepared to provide an optimal learning environment and educational experience for the children in our care. It is because of this belief that we have always encouraged our staff to be well-educated and supported them in achieving their educational goals. One of our staff used a T.E.A.C.H. scholarship to finish her associate degree and then went on to complete her bachelor's degree. Another staff used a T.E.A.C.H. scholarship to go through the process of Peer Review and receive her Vermont State Teaching License with an endorsement in Early Childhood Education. We currently have two staff working toward their Associate Degrees in Early Childhood Education with T.E.A.C.H. scholarships and one working on her Vermont State Teaching License. Education is expensive, especially when you work in a low-paying field such as early childhood education. T.E.A.C.H. scholarships help our staff achieve their goals at a very low cost, and for this we are grateful!" -Alyson Grzyb, Director, Bennington Early Childhood Center, Bennington, VT



Back Row: Abby Tole-Calabro, Rachel Tidwell, Alyson Grzyb, Pearl Schramm
Front Row: Madalyn Olson, Lauren Knipes

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vaeyc.org/programs-and-services/teach/

Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Washington, DC, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Washington, DC, T.E.A.C.H. Early Childhood® is administered by National Black Child Development Institute. In FY19, T.E.A.C.H. Early Childhood® WASHINGTON, DC helped more than 120 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 11.9 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 10.4 credit hours.
- T.E.A.C.H. recipients in Washington, DC completed more than 1,046 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.3; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.15.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$16.32.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 3%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 3%.

Retention

- For associate degree scholarship recipients the average retention rate was 98%.
- For bachelor's degree scholarship recipients the retention rate was 100%.

Demographics

- 71% of recipients worked with 3-5 year old children.
- 64% of recipients worked with children under 3.
- 98% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the five different community colleges or six universities offering early childhood degree programs in Washington, DC.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 95% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 4,075 of Washington, DC's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2018-2019 Annual Program Report:

<https://bit.ly/380Xhly>.

FY19 Voices from the Field

This summer, the T.E.A.C.H. Early Childhood® D.C. Scholarship Program hosted a “Spring into Summer” Professional Development Event Series, which included our “Rise and Shine” Career Coaching Breakfast and Panel Discussion. This event provided early childhood educators with practical tips, tools, and resources to advance their careers while learning from a panel of early childhood education experts and professionals. One-on-one career counseling, resume writing, and mock interview coaching breakout sessions were also offered to those who attended. Panelists included Dr. Keesha Blythe, Executive Director at National Children’s Center, a T.E.A.C.H. D.C. sponsoring employer; Marica Cox Mitchell, Director of Early Learning at the Bainum Family Foundation; Dr. Robert Gundling, Senior Consultant at Better Futures Early Childhood Education Consulting and T.E.A.C.H. D.C. Advisory Committee Member; Sonia Prunedo-Hernandez, Professor and Early Childhood Education Program Coordinator at Montgomery Community College, a T.E.A.C.H. D.C. university partner; and Michael Truesdale, School Director at Educare of Washington, DC, a T.E.A.C.H. D.C. sponsoring employer.



Left to Right: Marcella Vaughn-Smith, Angela Woodland, Michael Truesdale, Cierra Noel, Dr. Robert Gundling, Muluwork Kena, Marica Cox Mitchell

Due to her positive and enriching experience at the event, Cierra Noel, a T.E.A.C.H. D.C. scholarship recipient, is now interested in being paired with a mentor through our mentorship program, which is designed to equip participating scholarship recipients with the knowledge, tools, and skills to ensure their professional success in the early childhood education workforce. Throughout this nine-month program, scholarship recipients meet with their mentor on a monthly basis to engage in various discussions and activities, such as self-reflection and discovery, interest and skill assessments, and career pathway exploration and readiness.

When speaking with the T.E.A.C.H. D.C. team about her interest in the program, Cierra spoke to her need to professionally challenge herself in the early childhood education field, especially as an infant-toddler teacher. Cierra said, “I’ve really been looking for a good early childhood education mentor, who will push me to be the best teacher that I can be. I feel like after attending this personal professional development session, I have a better idea of what types of qualities I should look for in a mentor. I’m hoping to become a part of the T.E.A.C.H. D.C. mentorship program, as I truly feel that it is exactly what I’m looking for to help advance my career.”

This spring, the T.E.A.C.H. Early Childhood® D.C. Scholarship Program was excited to celebrate the graduation of seven scholarship recipients who earned their associate degrees in Child Development from Central Texas College, a T.E.A.C.H. D.C. university partner. These seven graduates were members of one of the first cohorts at Quickie Becky Child Development Center, a sponsoring employer with the T.E.A.C.H. D.C. program. With 97% of T.E.A.C.H. D.C. scholarship recipients being women of color, many of our recent graduates are bilingual in Amharic and English. This accomplishment was shared in our iTEACH digital newsletter with members of the T.E.A.C.H. D.C. community, including scholarship recipients, sponsoring employers, partner universities, Advisory Board members, and program staff. The newsletter also featured program successes and updates throughout the spring season, including our participation at OSSE’s “Month of the Young Child” special events, the launch of our mentorship program, and the graduation of 13 T.E.A.C.H. D.C. scholarship recipients.



Central Texas College Graduation at Bolling Air Force Base, Washington, D.C

“I want to personally thank everyone who is on the T.E.A.C.H. D.C. team as they have supported me through this entire school process. I absolutely love that they included all the graduate’s names in the spring 2019 newsletter. This was truly a special gesture that I was able to share with family and friends who were also celebrating my accomplishment. I just can’t thank the staff enough!”

– Shireka Davis, T.E.A.C.H. D.C. graduate

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Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a high-quality early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Wisconsin, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Wisconsin, T.E.A.C.H. Early Childhood® is administered by Wisconsin Early Childhood Association. In FY19, T.E.A.C.H. Early Childhood® WISCONSIN helped more than 788 early education professionals in the state increase their education.

Education

- Recipients on associate degree scholarships completed an average of 17.7 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 23.8 credit hours.
- T.E.A.C.H. recipients in Wisconsin completed more than 8,447 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient working on their associate degree was 3.54; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.66.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.96.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 6%.

Retention

- For associate degree scholarship recipients the average retention rate was 95%.
- For bachelor's degree scholarship recipients the average retention rate was 92%.

Demographics

- 46% of recipients worked with 3-5 year old children.
- 59% of recipients worked with children under 3.
- 35% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 16 different community colleges or 17 universities offering early childhood degree programs in Wisconsin.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 97% indicated they would recommend T.E.A.C.H. to their peers; and 95% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show a dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone 34,023 of Wisconsin's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2018-2019 Annual Program Report: <https://bit.ly/38OXhly>.

FY19 Voices from the Field



T.E.A.C.H. recipient Suzette Rembert is a certified family child care provider in Odanah, WI, and is a member of the Bad River Band of Lake Superior Chippewa – one of the eleven federally recognized Wisconsin Indian Tribes. As part of a minority community that is generally under-represented in college graduations, Suzette defies the norm, as did other members of her extended family. She began her educational path by completing an associate degree at Wisconsin Indianhead Technical College, then transferred her credits to Rasmussen College where she recently graduated with a 4-year degree in early childhood education. With 6 years of T.E.A.C.H. support and access to on-line coursework, Suzette proudly maintained a 4.0 GPA throughout her college career – what an accomplishment! She is now Level 14 on Wisconsin’s Registry of Professional Recognition.

Suzette’s career choice was inspired by the child care needs of her grandchildren. Her current program is rated with 3 stars through YoungStar, a rating that may rise as she documents her educational success. An outstanding feature of her program is flexible hours – she serves families nights and weekends as needed, as well as during some daytime hours. Her learning will continue as demonstrated by recent membership in WISER, WECA’s on-line platform of educational resources. Suzette also receives regular REWARD stipends and participates in WECA’s Child Care Food Program.

Suzette’s advice to other potential students is to “Keep going... Education opens up other doors that you may not even realize at the time.” A recent door that has opened for her is the opportunity to serve as a home visitor in her community. She says the money she received to go to school has made a tremendous difference in her life. Congratulations, Suzette.

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wisconsinearlychildhood.org/programs/t-e-a-c-h/

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



Child Care WAGE\$[®] DELAWARE

FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Delaware, many early educators do not have higher education degrees and earn less than \$12 an hour. The Child Care WAGE\$[®] Program awards education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce. The WAGE\$ supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In Delaware, Child Care WAGE\$[®] is administered by Delaware Association for the Education of Young Children. FY19, Child Care WAGE\$[®] DELAWARE provided salary supplements to 388 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in 149 different programs serving approximately 10,379 children.

Education

- 69% of WAGE\$ participants were rewarded for having an Associate Degree in Early Childhood Education (ECE), its equivalent or higher on the supplement scale.
- 75% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 29% of WAGE\$ participants earned less than \$12 per hour from their employers.
- WAGE\$ recipients earned an average six-month supplement of \$1,023, or approximately \$2,046 more per year, as a result of their participation.

Retention

- Only 18% of WAGE\$ participants left their early education programs.

Demographics

- 44% of WAGE\$ participants were people of color.
- 94% of WAGE\$ participants worked in early care and education centers.
- 6% of WAGE\$ participants worked in family child care homes.

Personal Impact

In surveys of WAGE\$ participants:

- 41% indicated that WAGE\$ encouraged them to stay in their current early education program.
- 35% indicated that WAGE\$ encouraged them to pursue further education.
- 71% stated that receiving a WAGE\$ supplement helped ease financial stress.
- 62% stated they needed the funds to pay bills.
- 42% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

10,379

of Delaware's children benefited from consistent care provided by a better educated teacher.

WAGE\$ participants with higher education showed a particular commitment to staying in the field. Many directors share concern that teachers leave once they obtain higher education, but those receiving the WAGE\$ supplements did not leave as directors may have expected. Among WAGE\$ participants, retention has been better among the more highly educated participants, which means better outcomes for young children.

The Child Care WAGE\$[®] Program is currently licensed and operating in five states. National outcomes can be found in the T.E.A.C.H. Early Childhood[®] and Child Care WAGE\$[®] 2018-2019 Annual Program Report at: <https://bit.ly/380Xhly>.



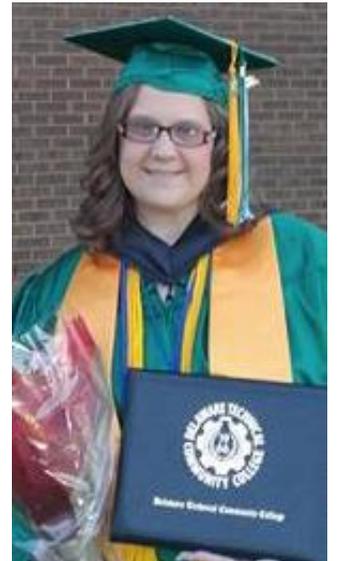
Child Care WAGE\$[®] DELAWARE

FY19 Voices from the Field

"I am so grateful to be a part of this program and for everything it has provided me with over the last few years. I have been teaching early care and education for over 20 years; however, I did not graduate with my associate's degree until 2017. I was able to first receive funds from this program before I graduated and the timing of the deposits were absolutely incredible. I remember one year my husband and I had many unexpected repairs to be done on his truck and it was right around Christmas time. However, I received notice that my WAGE\$ deposit had gone through into our account and we were able to do all of our Christmas shopping for our two young children without worrying about where the funds would come from! It always seems to come right when we need it. I am very excited to increase my level with the WAGE\$ program as I will be returning to college in two weeks at Wilmington University to begin the necessary course work to receive my Bachelor's Degree in Early Education. I am very grateful to be an early educator and I take my job very seriously. I love teaching young children, preparing them for Kindergarten, and helping them to gain the knowledge they need to be successful in their early education. Through my continued education, I hope to broaden my own skills and to better prepare myself for what my future will hold in the teaching profession.

I thank this program for all that it does to help encourage early educators to receive higher education. Some people out there think that early education is just "daycare" and all we do is babysit their children while they work. However, I have seen firsthand exactly the opposite and have experienced a growing field where educators are actually teaching young children. By offering programs such as WAGE\$, the state is providing encouragement to those who are deciding to receive a college degree. This is not just a paycheck. Working in a child care center is not just any job. It is an extremely rewarding job. I cannot thank this program enough for all of the financial help for my young family during times that we needed my reward the most. It has given my husband and me an extra bit of comfort knowing that we can rely on this reward twice a year and use it wisely."

– Stephanie Daniels, WAGE\$ participant



"WAGE\$ is one of the biggest reasons I have stayed in early childhood education. It had help make up the difference in my income, helping me buy things for my classroom as well as my personal life."

– Susan Outten, WAGE\$ participant

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



Early Childhood Educator INCENTIVES\$ FLORIDA

FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Florida, many early educators do not have higher education degrees and earn less than \$12 an hour. The Early Childhood Educator INCENTIVES\$ Florida (a Child Care WAGES® Affiliate) awards education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce. The INCENTIVES\$ supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In Florida, Early Childhood Educator INCENTIVES\$ is administered by Children's Forum, Inc.. In FY19, INCENTIVES\$ provided salary supplements to 2,500 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in 832 different programs serving approximately 59,181 children.

Education

- 28% of INCENTIVES\$ participants were rewarded for having an Associate Degree in Early Childhood Education (ECE), its equivalent or higher on the supplement scale.
- 32% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 50% of INCENTIVES\$ participants earned less than \$12 per hour from their employers.
- INCENTIVES\$ recipients earned an average six-month supplement of \$643, or approximately \$1,286 more per year, as a result of their participation.

Retention

- Only 4% of INCENTIVES\$ participants left their early education programs.

Demographics

- 87% of INCENTIVES\$ participants were people of color.
- 95% of INCENTIVES\$ participants worked in early care and education centers.
- 5% of INCENTIVES\$ participants worked in family child care homes.

Personal Impact

In surveys of INCENTIVES\$ participants:

- 94% indicated that INCENTIVES\$ encouraged them to stay in their current early education program.
- 95% indicated that INCENTIVES\$ encouraged them to pursue further education.
- 94% stated that receiving a INCENTIVES\$ supplement helped ease financial stress.
- 63% stated they needed the funds to pay bills.
- 50% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

59,181

of Florida's children benefited from consistent care provided by a better educated teacher.

INCENTIVES\$ participants with higher education showed a particular commitment to staying in the field. Many directors share concern that teachers leave once they obtain higher education, but those receiving the INCENTIVES\$ supplements did not leave as directors may have expected. Among INCENTIVES\$ participants, retention has been better among the more highly educated participants, which means better outcomes for young children.

The Child Care WAGES® Program is currently licensed and operating in five states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2018-2019 Annual Program Report at: <https://bit.ly/380Xhly>



FY19 Voices from the Field

Sharonda Reese began her journey with Child Care WAGE\$[®] FLORIDA in 2007, receiving \$450 annually as a Manatee County participant. Her initial award amount, a level two on the supplement scale, was based upon her having 12 college credits in early childhood education. Sharonda was already enrolled at State College of Florida, Manatee–Sarasota, and while participating in WAGE\$[®], she worked diligently toward her associate degree.

While in school, Sharonda moved up two levels on the WAGE\$[®] scale, receiving \$1,125 per year for completing 45 college credits toward her degree. Unfortunately, due to loss of county funding, WAGE\$[®] ended for Manatee participants in 2009 and Sharonda was issued her last supplement check in 2009. The loss of her WAGE\$[®] supplement did not deter Sharonda from continuing and meeting her professional and personal development goals. Through hard work and dedication, Sharonda earned an Associate of Science Degree in Early Childhood Education from State College of Florida in the fall of 2009. After graduating, she continued working in the early childhood field. Sharonda has worked in her current program as a lead teacher for more than ten years.

Fast forward to today and Hillsborough County has joined WAGE\$[®] Florida as of 2019. Hillsborough WAGE\$[®] participants must be early educators and providers who participate in the Florida School Readiness Program, which provides supports to children from low-income families. When Sharonda heard this, she happily submitted a new WAGE\$[®] application as her child care center is part of the School Readiness program. In conjunction to rejoining WAGE\$[®] at level six through Hillsborough in 2019, Sharonda applied to the T.E.A.C.H. Early Childhood[®] Program. She is now a T.E.A.C.H. scholar working toward a Bachelor's Degree in Early Childhood Education from her former alma mater. Sharonda is on track to graduate in the spring of 2020. She is considering pursuing the master's degree, for which she can also receive a T.E.A.C.H. scholarship. Sharonda is a shining example of how WAGE\$[®] and T.E.A.C.H. participants can maximize shared program resources.

Child Care WAGE\$[®] IOWA

FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Iowa, many early educators do not have higher education degrees and earn less than \$12 an hour. The Child Care WAGE\$[®] Program awards education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce. The WAGE\$ supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In Iowa, Child Care WAGE\$ is administered by Iowa Association for the Education of Young Children. In FY19, Child Care WAGE\$[®] IOWA provided salary supplements to 291 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in 145 different programs serving approximately 6,354 children.

Education

- 58% of WAGE\$ participants were rewarded for having an Associate Degree in Early Childhood Education (ECE), its equivalent or higher on the supplement scale.
- 73% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 62% of WAGE\$ participants earned less than \$12 per hour from their employers.
- WAGE\$ recipients earned an average six-month supplement of \$883, or approximately \$1,766 more per year, as a result of their participation.

Retention

- Only 20% of WAGE\$ participants left their early education programs.

Demographics

- 10% of WAGE\$ participants were people of color.
- 72% of WAGE\$ participants worked in early care and education centers.
- 28% of WAGE\$ participants worked in family child care homes.

Personal Impact

In surveys of WAGE\$ participants:

- 92% indicated that WAGE\$ encouraged them to stay in their current early education program.
- 82% indicated that WAGE\$ encouraged them to pursue further education.
- 94% stated that receiving a WAGE\$ supplement helped ease financial stress.
- 66% stated they needed the funds to pay bills.
- 19% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

6,354

of Iowa's children benefited from consistent care provided by a better educated teacher.

WAGE\$ participants with higher education showed a particular commitment to staying in the field. Many directors share concern that teachers leave once they obtain higher education, but those receiving the WAGE\$ supplements did not leave as directors may have expected. Among WAGE\$ participants, retention has been better among the more highly educated participants, which means better outcomes for young children.

The Child Care WAGE\$[®] Program is currently licensed and operating in four states. National outcomes can be found in the T.E.A.C.H. Early Childhood[®] and Child Care WAGE\$[®] 2018-2019 Annual Program Report at: <https://bit.ly/380Xhly>.



FY19 Voices from the Field

13 Years on T.E.A.C.H.

Kim Bonjour-Eiteman and Joeleen Durbin started their 13th T.E.A.C.H. contracts this fall! This is the longest anyone has been on the scholarship in Iowa. Both have been employed at Perry Child Development Center for decades (Kim for 25 years and Joeleen for 29 years).

When their program started the NAEYC Accreditation process 13 years ago, both were lead teachers and were told they needed to work toward degrees in order to keep their positions. Both were in their 40s at the time and were reluctant to start college. Their fathers stopped attending school after 8th grade and they didn't have the desire or see the need to go beyond high school. Kim and Joeleen reported they wouldn't have gone to college if it had not been required. Their center was like a family to them, with little turnover, and good benefits. So they decided to commit to the program and go back to school.

Kim and Joeleen started their educational journey at Des Moines Area Community College in spring 2006. They earned CDA credentials in 2007 and graduated with associate degrees in fall 2015. While taking college classes, they realized that they knew a lot because of their years of experience, but they also learned new things and changed some of their practices. For example, Joeleen said she used to require all children to come to the carpet at group time, but realized that it was ok and better for the individual child and the group if a child was allowed to go to the library area if they couldn't handle group time.

The WAGES Program became available in their area in 2015, and Kim and Joeleen began receiving WAGES salary stipends. As both are sole earners in their households, WAGES has been helpful over the years. The money has been used to purchase books, pay tuition that isn't covered by T.E.A.C.H., and make ends meet. As their education increases, the amount of their stipends increases too.

In spring 2016, Kim and Joeleen began coursework at Iowa State University toward bachelor's degrees in Early Childcare Education and Programming. This is an online degree through GPIDEA, and is not tailored to non-traditional students. It was the only online option at the time, and presented some challenges related to the high cost of tuition and the required number of practicum hours. Kim and Joeleen relied on one another for support as they experienced challenges, had questions, or needed to think through assignments.

Kim and Joeleen usually take the minimum of nine credits per contract and have always taken their classes together. Both have received an annual bonus from T.E.A.C.H. as well as from their program for each completed contract. Although a raise is not required for their scholarship model, their salaries have nearly doubled during their years on T.E.A.C.H.

Perry CDC is a NAEYC Accredited, 5 star QRS program. Their previous director, Laurie Wernli, was a strong supporter of an educated workforce and served on Iowa's Early Childhood Workforce Advisory Committee for several years. Laurie retired in August and Kim has taken over as the director. Without a bachelor's degree within reach, she would not have been eligible for this position.

We are very proud of the accomplishments Kim and Joeleen have steadily achieved and the consistency they have provided for the children at Perry Child Development Center. Joeleen said they will stay there until they are using walkers and can't do the job anymore. Iowa AEYC can't wait to celebrate with them when they start their 14th contracts and receive their diplomas in the fall of 2020!



Child Care WAGE\$[®] NORTH CAROLINA

FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in North Carolina, many early educators do not have higher education degrees and earn less than \$12 an hour. The Child Care WAGE\$[®] Program awards education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce. The WAGE\$ supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In FY19, Child Care WAGE\$[®] NORTH CAROLINA provided salary supplements to 4,144 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in 1,577 different programs serving approximately 70,754 children.

Education

- 77% of WAGE\$ participants were rewarded for having an Associate Degree in Early Childhood Education (ECE), its equivalent or higher on the supplement scale.
- 83% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 46% of WAGE\$ participants earned less than \$12 per hour from their employers.
- WAGE\$ recipients earned an average six-month supplement of \$974, or approximately \$1,948 more per year, as a result of their participation.

Retention

- Only 14% of WAGE\$ participants left their early education programs.

Demographics

- 57% of WAGE\$ participants were people of color.
- 91% of WAGE\$ participants worked in early care and education centers.
- 9% of WAGE\$ participants worked in family child care homes.

Personal Impact

In surveys of WAGE\$ participants:

- 96% indicated that WAGE\$ encouraged them to stay in their current early education program.
- 89% indicated that WAGE\$ encouraged them to pursue further education.
- 98% stated that receiving a WAGE\$ supplement helped ease financial stress.
- 77% stated they needed the funds to pay bills.
- 72% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

70,754

of North Carolina's children benefited from consistent care provided by a better educated teacher.

WAGE\$ participants with higher education showed a particular commitment to staying in the field. Many directors share concern that teachers leave once they obtain higher education, but those receiving the WAGE\$ supplements did not leave as directors may have expected. Among WAGE\$ participants, retention has been better among the more highly educated participants, which means better outcomes for young children.

The Child Care WAGE\$[®] Program is currently licensed and operating in five states. National outcomes can be found in the T.E.A.C.H. Early Childhood[®] and Child Care WAGE\$[®] 2018-2019 Annual Program Report at: <https://bit.ly/380Xhly>.



Child Care WAGES® NORTH CAROLINA

FY19 Voices from the Field



Photo credit: Gaston College

Determined. Dedicated. Committed. Those are just a few words that describe Child Care WAGES® participant, Ellen Devenny. Ellen works as an assistant teacher at a five-star private NC Pre-K center in Gaston County, and just graduated in May 2019 with an Associate Degree in Early Childhood Education with a 4.0 GPA at age 62. Ellen was 50 years old when she started work on her degree. She said, "It has taken me a long time, but I remained determined to see it through to completion. I would not have been able to have done this without the support of programs like T.E.A.C.H. and WAGES. Because of my education, I feel more confident as a teacher. My favorite thing about working with young children is... everything! It is rewarding to see how they grow and learn new things during the school year. I love to see the child that struggled with feelings of insecurity walk away at the end of the year full of confidence. I love seeing children with special needs accomplish things that other children take for granted. I love working with children from a variety of ethnic backgrounds, and learning from each other. This year, we have families representing China, Pakistan, Jordan, India, Columbia and Mexico. How can I not love working with young children?" Fortunately for the children in her center, Ellen plans to remain in the field for as long as she can. "I began working with children in 1974, and that desire to continue has remained strong."



When Davina Woods was asked how she became interested in early childhood, she said, "I entered the profession as an undercover helicopter mom! I had just placed my son in child care and I couldn't stand not being there and seeing what and how he was doing." Her child's center hired her as a part-time school age group leader before she eventually found her calling with young children and their teachers. She started with no education and now she is in the master's program at the University of North Carolina at Greensboro with the assistance of a T.E.A.C.H. scholarship. After 25 years in the field, she loves her position as director of Excel Christian Academy, a five-star child care center in Alamance County, where she has been for 13 years. "It has been a privilege to work in every single aspect of child care," Davina said. "In every classroom, with every age group, in every position. I have fulfilled every duty from cook to van driver and it gives me perspective and appreciation. I love this viewpoint. I get the luxury of working with children, families and teachers."

Davina's center prioritizes its teachers by providing a livable wage as well as other key benefits, which she knows most teachers are unable to access in this field. "And then they get WAGES and T.E.A.C.H. on top of that," she said. "WAGES and T.E.A.C.H. are just part of who we are, part of the center's make-up. It is essential, imperative, 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. WAGES is essential because it helps to boost teacher morale within the program. WAGES both encourages and motivates staff to increase their education. Additionally, WAGES provides a sense of healthy competition among team members as they see who can achieve the next level first. My teachers talk about the courses they take and they drive each other." Three of her staff will graduate with their Associate Degree in Early Childhood Education. They remind Davina of why she does what she does. "If I take great care of my team, they will take great care of the children."



Julie Delair has operated her family child care home in Brunswick County since 2008. "I always remember thinking this was going to be my career. I always wanted to work with children," she said. She joined the Child Care WAGES® Program at the entry level of education, which at the time was six semester hours of early childhood coursework, and she moved up the WAGES scale, earning higher awards each time, and now has her Bachelor's Degree in Early Childhood Education! Getting her degree, though, was not easy, which is the case for many in the field who have the interest, but are faced with a variety of challenges. "I think the Child Care WAGES® Program is very important, especially as an incentive to keep educators in the field. I have had my family child care home for over ten years and I credit the WAGES Program with my eagerness and even the ability to continue operating. The supplemental income allows me to provide quality care to the children, and I'm so grateful for it."

Julie said that she had started college but life got in the way and she was unable to continue until she learned about the T.E.A.C.H. Early Childhood® Scholarship Program. Getting her associate degree made her realize how much there was to learn. She loved learning and bringing that back to her class. It kept her fresh and she wanted to keep going. "Going to classes gave me so many more ideas of working with children, what was developmentally appropriate, how to work with families. It expanded my knowledge in all areas. It definitely made me more confident, more professional. WAGES does that, too. It recognizes that early childhood is important to children, families and the community. We feel appreciated. People know it is important."

Child Care Services Association

PO Box 901, Chapel Hill, NC 27514

919-967-3272 childcareservices.org/wages-nc/

Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



Child Care WAGE\$® TENNESSEE

FY19 Results

Before first grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Tennessee, many early educators do not have higher education degrees and earn less than \$12 an hour. The Child Care WAGE\$® Program awards education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce. The WAGE\$ supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In Tennessee, Child Care WAGE\$® is administered by Signal Centers, Inc. FY19, Child Care WAGE\$® TENNESSEE provided salary supplements to 51 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in seven different programs serving approximately 1,705 children. Since this is the first year for Child Care WAGE\$® TENNESSEE, personal impact results are not yet available.

Education

- 49% of WAGE\$ participants were rewarded for having an Associate Degree in Early Childhood Education (ECE), its equivalent or higher on the supplement scale.
- 51% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 45% of WAGE\$ participants earned less than \$12 per hour from their employers.
- WAGE\$ recipients earned an average six-month supplement of \$1,001, or approximately \$2,002 more per year, as a result of their participation.

Retention

- All WAGE\$ participants stayed in their early education programs.

Demographics

- 38% of WAGE\$ participants were people of color.
- 98% of WAGE\$ participants worked in early care and education centers.
- 2% of WAGE\$ participants worked in family child care homes.

This year alone

1,705

of Tennessee's children benefited from consistent care provided by a better educated teacher.

WAGE\$ participants with higher education showed a particular commitment to staying in the field. Many directors share concern that teachers leave once they obtain higher education, but those receiving the WAGE\$ supplements did not leave as directors may have expected. Among WAGE\$ participants, retention has been better among the more highly educated participants, which means better outcomes for young children.

The Child Care WAGE\$® Program is currently licensed and operating in five states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2018-2019 Annual Program Report at: <https://bit.ly/380Xhly>.



Child Care WAGES® TENNESSEE

FY19 Voices from the Field

“I love that I was able to apply and someone say, “You deserve this money because we know you’re a hard worker, and that you’re good at your job, and we know that your job is not as easy as people might think.”

– Kara Coley, WAGES recipient



“I am a single parent, I have two kids, I lost my husband five years ago. So, for me to have the extra money coming into my house, it made a big difference because with it I actually got to put new tires on my vehicle.”

– Tonjya Pray, WAGES recipient



“This salary stipend has given me the push to finish my degree in education. I have about a year and a half left and I’ve been looking into finishing it for a long time. The extra money was the push I needed to finally pursue that.”

– LaToya Sanderfur, WAGES recipient

“When we’re doing this kind of job, the pay is just not that much, but the children’s response to you and their love that you get from them makes it all worthwhile. WAGES makes me feel better about doing that, it makes me happy.”

– Deborah Bowers, WAGES recipient

“I really appreciate the extra income supplied by the WAGES program. We work hard in this line of work. Some of us went to school and many of us have degrees, so it is nice to be rewarded for the hard work we put in. About the time my first check came in, my alternator went out on my car and I was able to fix it with my stipend.”

– Deborah Bennett, WAGES recipient



“My WAGES stipend actually encouraged me to go back to school. Once I received my money, I just put it to the side until the time came when I needed to pay for my books. It really helps out when you’re having trouble coming up with a little extra money for expenses like that.”

– Edward Cunningham, WAGES recipient

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