

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

State Profile Compendium

2019 – 2020

Supporting the
Essential Early
Childhood
Workforce Behind
the Workforce

FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Alabama helped 377 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 16 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 18.7 credit hours.
- T.E.A.C.H. recipients in Alabama completed more than 3,530 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.20; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.21.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.68.
- 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

- Average retention rate (removing turnover caused by COVID-19) was 98% for associate degree scholarship recipients and was 99% for bachelor's degree scholarship recipients.

Demographics

- 46% of recipients worked with 3-5 year old children.
- 54% of recipients worked with children under 3.
- 78% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 17 different community colleges or 10 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 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, 13,832 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 WAGES® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.

FY20 Voices from the Field

During FY 2019 – 2020, T.E.A.C.H. Alabama completed its first year of the Retention Incentive program for T.E.A.C.H. graduates. Through this program, T.E.A.C.H. associate degree graduates are eligible for \$1,000 every six months, and bachelor's degree graduates are eligible for \$1,500 every six months. The providers pictured are the first T.E.A.C.H. Alabama retention incentive recipients. During the past year, retention incentive recipients have shared the stipend allows them to assist their family with financial needs, and many have invested part of the money into improvements for their child care programs.

Sharon Jackson owns and operates Array of Light family child care home in Millbrook, Ala., which is accredited by the National Associate of Family Child Care (NAFCC). Sharon has participated in the T.E.A.C.H. Early Childhood® Scholarship program to obtain her CDA Credential, Associate Degree in Child Development and is currently pursuing a Bachelor's Degree in Early Childhood Education. Sharon is a strong advocate for family home providers and high-quality child care in Alabama and across the nation. She is very involved in the state family child care association, and started a provider association in her local community several years ago. In addition, she frequently leads training sessions for providers in Alabama and has been chosen to present at national conferences such as the NAFCC Conference and Child Nutrition Conference among others. T.E.A.C.H. staff are constantly impressed and amazed by Sharon's work ethic, commitment to the early childhood field, leadership skills and desire to assist other family child care home providers to provide high quality child care.



Facethia Hogue, top left; Sharon Pate, top right;
Jan Coleman, bottom left; Sharon Jackson, bottom right

FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 Arkansas, 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 Arkansas, T.E.A.C.H. Early Childhood® is administered by Arkansas Early Childhood Association. In FY20, T.E.A.C.H. Early Childhood® Arkansas helped 42 early education professionals increase their education.

Education

- T.E.A.C.H. recipients in Arkansas completed more than 260 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.39.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.14.

Demographics

- 62% of recipients worked with 3-5 year old children.
- 45% of recipients worked with children under 3.
- 38% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the seven different community colleges or one university offering early childhood degree programs in Arkansas.

T.E.A.C.H. recipients show 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, 4,087 of Arkansas's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY20 Voices from the Field

"I was invited to attend a T.E.A.C.H. committee meeting and as the program was being explained I got excited. Returning to my program I called a short meeting with the staff and immediately they all wanted to become involved. A decision was made regarding the first teacher to apply that we would support from our program. At London Bridges we believe the better our teachers are equipped and educated, the more they have to offer our children who will have a better learning experience. We have always supported our teachers in pursuing their education for which we benefit. At this time, we have one teacher working on her associate degree with intentions to continue for her bachelor's. We have other staff that will follow very soon. I am so excited about what this program is doing, I have contacted programs that will benefit and encouraged them to get additional information."

-Johnnie Bridges, Director/Owner, London Bridges Child Care Center Inc.



"As a T.E.A.C.H. scholarship recipient, I am so grateful that I get to go back to school after so many years. I have always wanted to go back and further my education, but the T.E.A.C.H. program showed me that anything is possible when you believe in yourself. Another thing I love about the program is that you can go to school and work a full-time or a part-time job without having to choose between going back to school and keeping your job. It also allows me to still have time to take care of my family."

-Erica Hollins, T.E.A.C.H. scholar

"I started the T.E.A.C.H. program last Spring. By December of next year, I will be able to take the lead in my OWN classroom! This program has made it possible for me to do my full-time job while taking classes to advance my education. The benefits of the T.E.A.C.H. Program are amazing; providing 90% of tuition, book reimbursement, travel stipend, paid release time (for homework/school business) and an unlimited amount of support from so many amazing people who sincerely want nothing but the best for everyone in the program. Oh, and there are no student loans to pay off when you are done! Less stress makes for better focus which results in great grades!"

-Mary Carroll, T.E.A.C.H. scholar

"T.E.A.C.H. Early Childhood® has changed the face of the early childhood workforce in Arkansas. For so many years, early childhood teachers in our state have struggled with the increasing standards for teachers for programs like state-funded pre-K and Head Start. Many have wanted to go back to school but could not because of finances or work schedules. This program has offered first-time hope to many of our early childhood professionals. After just one year, we have 50 students enrolled at six different colleges in our state. These teachers have come together from all backgrounds, program types and levels of experience to earn their Associate Degree in Early Childhood Education. We are proud of them and the programs that have chosen to sponsor them. As I am entering grades from the summer, I am so proud of the hard work and progress they are making toward their goal of a college education. And I am honored to be a part of the process."

-Paul Lazenby, T.E.A.C.H. Counselor

"The T.E.A.C.H. scholarship will be essential to the educational development of our recipients and to early childhood care and education in Arkansas. I have been overwhelmed with the response as word has spread about this new program in our state. This scholarship program is providing opportunities for individuals to attend college that otherwise would not be able to afford that cost. This first year has been a whirlwind of activity, but has been so exciting to be able to witness what the T.E.A.C.H. Early Childhood Arkansas scholarship program is providing for early childhood educators."

-Jeff Dyer, T.E.A.C.H. Manager

Arkansas Early Childhood Association
10201 West Markham, Suite 318
Little Rock, AR 72205
501-680-1930
arkansasearlychildhood.org



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

FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 (ECCLA). In FY20, T.E.A.C.H. Early Childhood® Colorado helped 68 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 15.6 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 16.1 credit hours.
- T.E.A.C.H. recipients in Colorado completed more than 661 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.51.
- The average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.66.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$14.70.
- 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 10%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 92% for associate degree scholarship recipients and was 100% for bachelor's degree scholarship recipients.

Demographics

- 51% of recipients worked with 3-5 year old children.
- 28% of recipients worked with children under 3.
- 60% 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 eight 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 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, 3,143 of Colorado's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY20 Voices from the Field

"I am 27 years old and have been teaching early childhood for 7 years. I have an amazing family that consists of my wife, my little girl, Lily, and myself. Lily is a year old and definitely keeps us on our toes. I live in my hometown where I teach and am finishing my Bachelor's Degree in Early Childhood Education.

"The T.E.A.C.H. scholarship has provided me with an opportunity to finish my degree as a new father. If I had not been selected for this scholarship I do not know if I would have had the resources to continue. Once I finish college I plan to stay in my hometown and teach the children in my community. I aspire to be the best possible example in my community and as a father. I hope to change my students' lives for the better through my work. This would not be possible without the help of the T.E.A.C.H. scholarship. The donors and stakeholders of this program are true heroes who are changing lives."

Jon Martin, T.E.A.C.H. scholar



"In 1995, I had a very busy office job with a lot of stress and high demands. I knew I had to find a job more meaningful and that brought me joy. A neighbor asked me to help babysit their one-year-old a few days a week. Doing so, I realized being with children was my passion. It gave me a reason to get out of bed again, a reason to smile. I became licensed and opened up an in-home child care which I operated for over 10 years. After raising my own three children, I closed and went to work at my local center where I have now been for 11 years.

"Then the world got shut down with COVID! I knew trying to find money to continue my education was going to be a struggle; how could I afford a class when we could not even afford basic necessities? That is where T.E.A.C.H. came in. Because of T.E.A.C.H., I am not only back on track, I am taking classes towards a Bachelor's Degree in ECE. I honestly could not afford to take a class if not for the T.E.A.C.H. scholarship and their support. I am back on track thanks to this amazing opportunity."

S. Grogan, T.E.A.C.H. scholar

"I was a stay at home mother when I was approached by a director who was a friend, as well as a walking partner. She asked if I would be willing to work as a substitute preschool teacher temporarily. That temporary position turned into a career for the last 22 years.

"As a Little Friends Learning Center teacher, I started the career that I love, and it became a mission to take a center that was not accredited or teacher directed to a center that is now play-based and rated with four stars. This process began with many staff members taking trainings and classes together in order to achieve many of the goals set by the director and other outside entities. Being a mother of two school-aged children and working full time, my educational process started out slow and continued slowly. Life threw many crises in to the realm of things, but I kept plugging away. When money became short for the center the schooling process stopped. The school director then connected me with the T.E.A.C.H. scholarship and because of this scholarship I was able to achieve my first goal of obtaining my directors certificate. A few years later I achieved an associate degree in the early education field.

"The T.E.A.C.H. Scholarship is a very important scholarship because I would not have been able to afford to go through this educational process without the financial support. The accountability associated with this scholarship is important to all parties. This scholarship has helped me achieve educational goals and offered emotional growth where I now know I can achieve what I set for myself."

Victoria Torres, T.E.A.C.H. graduate



Early Childhood Council Leadership Alliance
4891 Independence Street, Suite 140
Wheat Ridge, CO 80033
303-339-6807
ecclcolorado.org

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



FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Delaware helped 189 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 14.5 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 18.3 credit hours.
- T.E.A.C.H. recipients in Delaware completed more than 1,368 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.33; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.46.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.66.
- 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 6%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 89% for associate degree scholarship recipients and was 94% for bachelor's degree scholarship recipients.

Demographics

- 50% of recipients worked with 3-5 year old children.
- 58% of recipients worked with children under 3.
- 61.4% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the one community college or 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 98% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show 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, 8,856 of Delaware'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\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field

“T.E.A.C.H. Early Childhood® Delaware has been a big influence in my life. If it were not for them, I would not be graduating this December with my associate degree. They have been there through the ups and downs in trying to finish this degree. Money was surely a problem as to why I could not finish or stay in school. Then along came this program where I knew some people in it and they said to me, ‘it is time you go back and finish this.’ I took their advice along with my family and went back to school. It has not been an easy road, but I got back on and rode it out. My father passed away two years ago, and I wish he was here to see me walk across that stage, but I know that day his presence is going to be all in the atmosphere. ‘I finally did it’ is what I keep telling myself as I finished these last two classes. As the days go by it is hard to grip that I am almost there. T.E.A.C.H. Early Childhood® Delaware has helped me in so many ways and I am ever so grateful for the opportunity to further my education. Here I come Wilmington University! Now I start my journey for my bachelor’s degree. I just LOVE all the staff there (T.E.A.C.H.) because they have been my cheering squad since I started this journey and continue to the next chapter. Thanks for being there for me finically, mentally, and just being a friend.”

-Marlette Loftland, Family Child Care, T.E.A.C.H. scholar



“For the better part of 15 years, I have been told by my mentors in the early education field that I have to finish my degree [because] I have so much more to give and having a degree will help that journey. I’ve always had the aspiration to complete my Bachelor’s Degree in Early Education and Development from Springfield and continue into a master’s program, but financial stability and opportunity never allowed that. When T.E.A.C.H. Early Childhood® Delaware extended its offerings to program administrators and partnered with Springfield College, not only did that financial resource come to fruition, but the virtual learning piece did as well. With a hopeful completion date of May 2021, I now have a renewed energy and passion for the option afforded to me. While I may have unconventionally made this my career, the most crucial part is that I can continue to explore options beyond my expectations toward being an advocate and voice for early childhood education in Delaware.”

-Nicholas Tavares, T.E.A.C.H. scholar

“My name is Tina Burton and I am T.E.A.C.H. Early Childhood® Delaware scholar currently working on my Bachelor’s Degree in Early Education. I currently own an in-home childcare facility, so I was not so sure if I wanted to add school to my plate. When I started school back in 2014 at Del Tech, I was overwhelmed and excited all at the same time. It took me 5 years to get my associate [degree], but it was worth every sleepless night and weekend of homework. I learned so much about myself and how to help the children in my care. I also got the chance to complete this journey with my best friend. The children in my care have benefited and my future children will benefit from what I have learned. I am grateful for the T.E.A.C.H. Early Childhood® Delaware program and all of the staff. If it was not for them and this program, I may not have had the courage to go back to school. I have an amazing support system that keeps me going. I can say, this opportunity has been amazing and I cannot wait to see what the future holds.”

-Tina Burton, Family Child Care, T.E.A.C.H. scholar

FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Florida helped 6,493 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 15.5 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 24,652 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.24; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.5.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.54.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9.7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 10.4%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 96.4% for associate degree scholarship recipients and was 98.4% for bachelor's degree scholarship recipients.

Demographics

- 67% of recipients worked with 3-5 year old children.
- 45% of recipients worked with children under 3.
- 64.5% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the two different community colleges or 41 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 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, 210,992 of Florida's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY20 Voices from the Field

New Opportunity – Computer Reimbursements

In June 2020, T.E.A.C.H. Florida was granted approval from its funder, Florida Office of Early Learning (OEL), to help scholars with the purchase of essential technology equipment including computers, laptops and tablets. Per OEL's authorization, scholars can be reimbursed up to \$500 with proof of receipt indicating a purchase date during their active scholarship period.

This approval has been extremely helpful and timely, as many degree and training programs have shifted to virtual learning in 2020. In less than three months, T.E.A.C.H. Florida has reimbursed 480 scholars. In reference to this new program incentive, one scholar said:

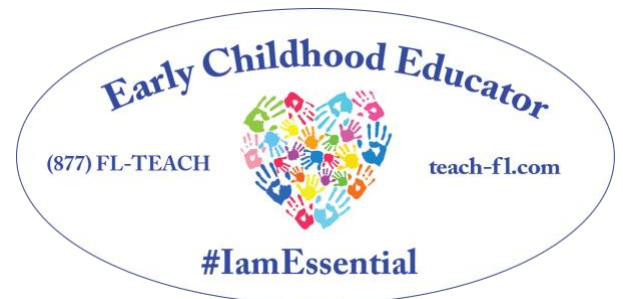
"I completely love the T.E.A.C.H. Scholarship Program! I recommend it to everyone I know. It has been a lifesaver in so many ways. I am a mother of a 2-year-old boy and a preschool teacher, so any extra financial help that I can get is amazing. When I was on furlough due to COVID-19, my laptop died right after taking a test online. I had to buy a new one immediately to continue with my classes. A week later, I received the laptop reimbursement announcement and instantly felt so much relief. The T.E.A.C.H. Program counselors helped me through the reimbursement process, which was so easy.

"Since I started with my scholarship, the counselors have been super encouraging. I am currently taking FCCPC classes (Florida Staff Credential), and because of T.E.A.C.H.'s support, I plan to take the course for my Director's Credential as well. I am so happy that my director introduced me to T.E.A.C.H. Program!

-Amber D., T.E.A.C.H. scholar and Teacher, Bayside Preschool

**T.E.A.C.H. Scholar "I Am Essential" Sticker and Appreciation Letter Campaign**

Each year, T.E.A.C.H. Florida counselors attend 10 or more local early childhood conferences across the state, from the panhandle to Miami. These conferences are perfect opportunities for program outreach and allow our Counselors a chance to meet some of the scholars they assist over the phone and via email daily. Our T.E.A.C.H. counselors generally share program information, recruit participants and distribute promotional materials at these conferences. Many attendees look forward to visiting our exhibit tables and collecting tchotchkes.



Unfortunately, due to the COVID-19 pandemic, the majority of our spring and summer ECE events were canceled, as were our opportunities to share resources and materials. Although we could not meet face-to-face with scholars, we found a way to acknowledge their hard work and commitment over the last few months and provide them with a little gift.

In July 2020, we mailed more than 5,500 appreciation letters and stickers – 1,726 to program directors/owners and 3,825 individual scholars. We hope this gesture showed our T.E.A.C.H. scholars and all early education providers just how important, appreciated and essential they are.

The Children's Forum, Inc.
1211 Governors Square Blvd., Suite 200
Tallahassee, FL 32301
850-487-6302
teach-fl.org

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FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 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 FY20, T.E.A.C.H. Early Childhood® Indiana helped 1,152 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 12.8 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.25 credit hours.
- T.E.A.C.H. recipients in Indiana completed more than 6,834 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.55; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.71.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.50.
- 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

- Average retention rate (removing turnover caused by COVID-19) was 97% for associate degree scholarship recipients and was 97% for bachelor's degree scholarship recipients.

Demographics

- 68% of recipients worked with 3-5 year old children.
- 51% of recipients worked with children under 3.
- 22.6% 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 nine 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 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show 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, 36,968 of Indiana'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\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field

“My name is Tina and I have always had a love for children. I started out babysitting as a teenager. I tried other jobs, but the one I always went back to was taking care of children. After getting married and moving to Alaska I provided child care out of our home while raising our children. I had a desire to learn more about child development and got some training through the Air Force licensing agency.

“Nine years down the road our family moved back to Indiana. Once my children started school I got a job at a local child care center. I enjoyed the children, but missed being home and did not feel comfortable with the way things were managed there. So I decided to try running a child care out of our home. I had a hard time filling spots at first, but in time I did. I felt that the children and I needed more than just me babysitting and decided to start teaching preschool classes. Eventually I got my home child care license and my program really took off. However, I still felt there was room for improvement and found resources online to help with that. Soon more opportunities arose, I was introduced to the Paths to QUALITY™ program and I went from a level one provider to a level three provider in a short bit of time. This helped me improve the quality of my program. I also signed up for the USDA food program, which taught me how to provide healthy, nutritious meals and snacks.

“The following year I was informed by my licensing consultant that I was required to get my CDA and there was a program called T.E.A.C.H. Early Childhood® INDIANA that would help pay for my college courses (2009). So, I began my educational journey. I was assigned a T.E.A.C.H. advisor and started the process. My first class was Introduction to Early Childhood Education and for that class I was hooked!

“I loved going to school, learning, and interacting with my peers and my teachers. My first teacher is one I will never forget. Her name was Dr. Sandra Duncan and she was amazing! She ended up being my teacher for three more classes and became a mentor. I did very well in my classes and loved what I was learning and how it helped me to make improvements in my child care program. After receiving my CDA I wanted to learn more and my husband and my mentor, Dr. Duncan, both encouraged me to go for my Associate Degree in Early Childhood Education. So once again I turned to my T.E.A.C.H. advisor and was guided through the process of getting my scholarship. In May 2016 I received my associate degree! After that I decided to continue my education and get my bachelor’s degree, which I received this month (August 2020). I graduated Magna Cum Laude. I am very proud of that. My educational journey has been so rewarding. I have improved the quality of my child care and preschool program. Looking back on how I used to run it and how I used to teach, I can see what a difference getting my education has made in my life. I also remember always having this dream of going to college and getting a degree in education and thinking I just cannot afford it and I am not sure I am smart enough. All my T.E.A.C.H. advisors have always been so helpful with guidance in my choices, making sure I got my documents in on time, and words of encouragement. The T.E.A.C.H. scholarship opened up so many doors for me; it not only gave me the opportunity to get the education I desired, it gave me strength and courage. It gave me confidence and taught me I could do anything I set my mind to.”

Tina Bachan, Family Child Care Home Owner, Lake County, IN

FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Iowa helped 367 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 12.3 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.25 credit hours.
- T.E.A.C.H. recipients in Iowa completed more than 2,941 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.46; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.67.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.64.
- 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 10%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 92% for associate degree scholarship recipients and was 94% for bachelor's degree scholarship recipients.

Demographics

- 76% of recipients worked with 3-5 year old children.
- 52% of recipients worked with children under 3.
- 17.7% 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

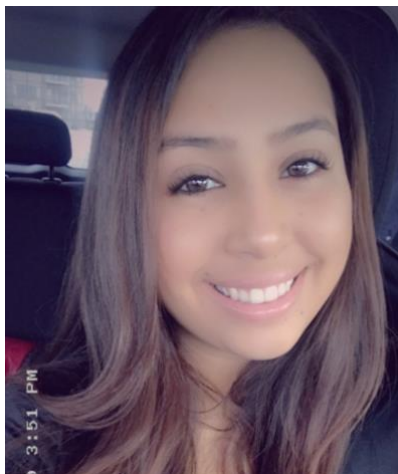
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show 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, 16,082 of Iowa's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY20 Voices from the Field



“My name is Kenya Gonzalez. I am the first person in my family to go to college and thanks to T.E.A.C.H and WAGE\$ it was made possible. Going to college has helped me learn about child development, new practices, learn new techniques in the classroom and to continue my education to receive my Bachelor’s Degree in ECE. Being the oldest of five I was always in charge of making sure my siblings did their homework and read every night. I chose this career path because I want to be that person I wish I had when I started to go to school, because I want to be the person that gives every child a great start to school.”

Kenya Gonzales is a Universal Pre-K Assistant Teacher at Conmigo Early Education Center in Des Moines, Iowa. This center is one of two child care centers in Iowa where Spanish is the primary language. She began working there in 2016. Kenya began her educational journey with T.E.A.C.H. in spring 2017. She was part of a

cohort of Early Head Start teachers in the area attending Des Moines Area Community College. This model supported teachers taking one class each semester with the same adjunct professor for the four semesters it took to complete the early childhood courses Iowa recommends for the CDA.

Kenya’s instructor at DMACC said, “Finding exactly what we are ‘meant to do’ is a dream. When you exude commitment, tenacity, dedication, and passion others know you have found your calling. But do you? Kenya has found her calling. She exudes these traits as well as the ability to advocate for children/families and how education impacts your ability to achieve your dreams. She found what she was ‘meant to do’ and in doing so has placed herself on the path to achieve great successes. She is an outstanding teacher, leader, mentor and person. She steps up to learn and to expand her knowledge base while assisting others in gaining the advantages education has to offer. She inspires as she interacts making the Early Childhood arena richer because she is a part.”

Cohort members were encouraged to earn their CDA Credential, but Kenya decided that she wanted to continue her education and ultimately get a bachelor’s degree with a teaching license. Currently, she has one more math class to take before she completes her associate degree and then will continue to a four-year college. Kenya became part of the WAGE\$ program in fall 2018.

In addition to her scholarship, Kenya assisted our agency, Iowa Association for the Education of Young Children, with a Play Experience for the staff and families at Conmigo by translating for those who spoke English as a second language. She did an excellent job.

Jennifer Stritz, an ECQuIP Early Childhood Center Consultant who works at the center said, “The children who enter her class know that they are loved and respected. Kenya always looks to put the best interest of the kids before anything else, and moves forward with a smile. She is dedicated to the children and she has grown to be a leader to her peers.”

T.E.A.C.H. and WAGE\$ staff are so proud of Kenya’s hard work on her education and commitment to the young children she teaches every day.



FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Michigan helped 1,868 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 13.8 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.36 credit hours.
- T.E.A.C.H. recipients in Michigan completed more than 11,391 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.52; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.54.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$15.02.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 14.3%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 13%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 96.2% for associate degree scholarship recipients and was 99.2% for bachelor's degree scholarship recipients.

Demographics

- 78% of recipients worked with 3-5 year old children.
- 45% of recipients worked with children under 3.
- 34.7% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 25 different community colleges or 16 universities offering early childhood degree programs in Michigan.

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 95% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show 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, 32,821 of Michigan'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\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.

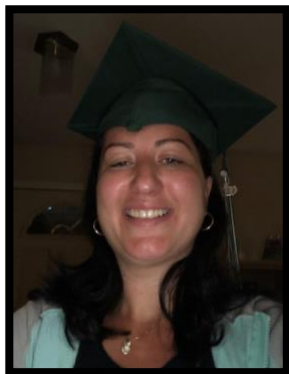


FY20 Voices from the Field

Megan Taylor began her journey with T.E.A.C.H. Early Childhood® Michigan in fall 2015, while attending Monroe Community College, a small rural college southeast of Detroit. She had recently left the field of retail store management after 22 years and opened a licensed family child care center in her home.

“The day I decided to go back to school and complete my degree was one of pure anxiety and excitement. I was 40 years old, a wife, and a mom of three kids. I was leaving what I thought was my ‘forever career’ to enter into early childhood education to become a preschool teacher. I decided to open a licensed home child care to help supplement my income while I was in school. I heard about the T.E.A.C.H. scholarship in my sophomore year. The scholarship assistance helped me switch from taking one or two classes a semester to being able to afford a full class load and finish my degree sooner. Having some of the financial stress alleviated allowed me to expand my focus on child care. The additional classes I was able to take furthered my knowledge and helped to enhance my teaching strategies, which led to improved learning experiences for the children in my care.”

After three years and 46 credits funded by T.E.A.C.H., she graduated with her associate degree in May 2018. Megan went on to transfer to Rochester University in fall 2018, taking an accelerated online program with classes starting every eight weeks. While attending school, Megan’s family child care went through the voluntary intensive process of becoming rated through Michigan’s Great Start to Quality Rating and Improvement System and received a three-star rating. Megan graduated from Rochester University at the end of the summer semester in 2020 with a Bachelor’s of Science in Early Childhood Studies.



Zoya Rice has been in early childhood education for 15 years as an assistant teacher. She started her T.E.A.C.H. journey in fall 2018.

“It never really occurred to me to be a lead teacher. One day the center that I worked for closed. I then started looking for an assistant teacher position somewhere else. I was hired to work at a private day school that has grades ECC to 8th grade. In my fourth year at the school, I learned that another 3-year-old classroom was opening, and many of my co-workers told me I should apply. I went to my director and explained to her that I was interested in the lead teaching position that would open in the fall. My director told me that the job was offered to an assistant that has a master’s degree. I was crushed. My director said, ‘Zoya if I knew that you were interested, I would have asked you.’ She looked at my credentials and I had nothing related to early childhood that could make me a lead. I needed an early childhood degree. My director told me to go back to school. I spoke with my husband and he said, ‘Zoya if this is what you want, then I support you.’ Both of my daughters also said, ‘Mommy you can do it!’ So, I went back to school. I started taking one class per semester because I could not afford paying for more classes. Plus, I work full time and have a family.

“My instructor at the college said to me, ‘Why don’t you just go for a master’s degree?’ I told her that I just can’t afford it and I didn’t want to take out any loans. She asked me, ‘Have you heard about T.E.A.C.H. Early Childhood® Michigan?’ She explained what T.E.A.C.H. was all about, and how they help students with reaching their full potential. I did my research, filled out the application and the rest was history. T.E.A.C.H. has helped me financially to reach my goal. They pay 80% of up to six credits and books, which is also a huge expense. I started taking two classes per semester so I could finish quickly. Dianna, my T.E.A.C.H. counselor, has helped and supported me throughout this journey and I thank her for that. T.E.A.C.H. was a saving grace. I felt eased because I didn’t have to worry how I would pay for each of my classes and books. I even received a bonus when I was done with each contract! That made me even more determined to finish- something to look forward to and treat myself for finishing yet another year.

“In 2020 I graduated from college with a degree in early childhood! I am now a full-time lead teacher for my own classroom that I have worked for, for six years. I have received a wonderful raise. It makes you feel good for accomplishing something that you think you might not be able to, because financially it’s not feasible. But with the help of T.E.A.C.H., you could do it! I wish there were more programs like T.E.A.C.H. to help other fellow students achieve their goals as well.”

Michigan Association for the Education of Young Children

839 Centennial Way, Suite 200

Lansing, MI 48917

866-648-3224

miaeyc.org/professional-development/t-e-a-c-h-scholarships/

Produced in conjunction with the

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



FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Minnesota helped 232 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 15.5 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 18.25 credit hours.
- T.E.A.C.H. recipients in Minnesota completed more than 2,731 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.55; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.77.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$15.86.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 13%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 14%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 97% for associate degree scholarship recipients and was 96% for bachelor's degree scholarship recipients.

Demographics

- 70% of recipients worked with 3-5 year old children.
- 47% of recipients worked with children under 3.
- 33.6% 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 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 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, 9,444 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\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field



“My T.E.A.C.H. story started after I earned my CDA in Early Childhood Education. I was just starting out in the field and did not know what kind of training I should be taking. I loved working with toddlers, for which my credential certified me to teach. My employer moved me to a preschool class, which was a whole different age range and ratio. I was nervous. I thought it would be helpful to take extra classes. Through my previous CDA training I received emails about opportunities to expand my education including where to apply for the T.E.A.C.H. scholarship.

“I thought, ‘Okay I will apply. It might not go through, but I will see what happens.’ I signed up for classes at a community college. Going back to college was difficult for me. As I registered for classes and figured out the scheduling, I received information from T.E.A.C.H. My application was accepted. The information packet laid out how class reimbursement would work and how the T.E.A.C.H. scholarship would be applied to my college courses. The information was very helpful and straight forward. T.E.A.C.H. paired with me with a wonderful advisor and coordinator, Erin Young. I filled out the necessary paperwork and turned it in.

“Then the process of actually taking college classes while still being employed full time hit me. I was keeping up with both work and school, but it was a hard balance. At first, I had it and could do both, but then as time went on I realized I had piled too much on my plate. After working all day and pulling an all-nighter working on homework I realized I could not keep it up mentally or physically. I had to cut back on some classes. It was a hard blow. I thought I ruined my chance to have the T.E.A.C.H. scholarship. I contacted T.E.A.C.H. and they helped me through the whole process and helped me when I had to switch the type of scholarship I was pursuing. They were incredibly patient with me as I sorted out my personal issues.

“During those times I felt so lost, but the people part of the T.E.A.C.H. scholarship helped me through it and made the whole process worth it in the end. The financial burden had been lifted off my shoulders and I did not have to pay for the class that I had to redo, all thanks to the program. This organization and program really care about teachers like me and they assisted me where I needed it most with support and financial compensation. I would not have taken the college courses or ended up finishing if I did not have T.E.A.C.H. as a part of the process. The scholarship was my motivation to finish and complete my goals. This program had a great impact on me and was the deciding factor if I was going to continue my education or not. It made me really think about the importance of consistency in the classroom. The program helped me to keep going even when I felt it was hard. The program helped me to see that this field needs caring teachers who are willing to make a difference in the lives of children. It taught me the importance of persistence.

“I recommend this scholarship to other teachers going into the early childhood field. Just the financial relief T.E.A.C.H. provided was huge and it helped me to reach my higher education goals. Children need teachers who are committed and want to teach them. This program helped to strengthen my belief that teaching was how I wanted to make a difference. The people who are a part of the scholarship program made it possible for me to take classes that helped me in my field of early childhood education. I am glad I was able to be a recipient of the T.E.A.C.H. scholarship even though I had personal bumps on my journey it was worth it and I would apply again.”

-Hattie Knudsen, T.E.A.C.H. scholar

“Without the T.E.A.C.H. scholarship, I never would have been able to continue my education and grow in my career. I was able to gain more knowledge and become a better caregiver and educator for young children because of my continued education. With the cost of college tuition being so high, I likely wouldn’t have even considered furthering my education if I wasn’t told about the T.E.A.C.H. scholarship program. I love that I was able to choose the college that fit me best and was able to work at my own pace. I love the support that I got from my employer and the partnership we all shared. I am forever grateful to have been a part of this program.”

-Sarah Dupont, T.E.A.C.H. scholar

Child Care Aware® of Minnesota
10 River Park Plaza, Suite 820
St. Paul, MN 55107
651-290-9704
childcareawaremn.org/teach

FY20 Results

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In Missouri, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Missouri. In FY20, T.E.A.C.H. Early Childhood® Missouri helped 277 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 12 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 13 credit hours.
- T.E.A.C.H. recipients in Missouri completed more than 1,865 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.43; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.44.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.11.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11.4%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 12%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 95.9% for associate degree scholarship recipients and was 93.8% for bachelor's degree scholarship recipients.

Demographics

- 67% of recipients worked with 3-5 year old children.
- 61% of recipients worked with children under 3.
- 31.8% 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 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, 24,136 of Missouri'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\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field

Heather Dunn, a child care educator at The Learning Tree Preschool and Daycare in Pilot Knob, MO, is the first T.E.A.C.H. MISSOURI scholar to earn her CDA credential through the new CDA Scholarship model.

“Four years ago, my family suffered the tragic death of my 3-year-old nephew. After his death, I had this desire to help other children his age reach important milestones that he failed to meet. Milestones I believe, had he developed, could have saved his life. I wasn’t sure what that looked like, just that I wanted to be part of this age of development. I eventually began working in a preschool with 2-3 year olds. I was later promoted to lead preschool teacher, ages 3-5, with the understanding that I would be pursuing my CDA. I desired to further my education, but financially I wasn’t sure how that could happen, not to mention no one in my family had ever been to college and it just seemed so out of reach. As I was looking into the process of obtaining my CDA, my advisor encouraged me to apply for the T.E.A.C.H. MISSOURI Scholarship. Upon approval I began my classes. With each class I grew as a teacher and developed a deeper understanding of early childhood education. On February 25, I was awarded my CDA credential! Without the T.E.A.C.H. MISSOURI Scholarship I would not have reached this achievement. With the momentum and confidence, I have gained through the CDA process, I plan to continue on to an associate and then a Bachelor’s Degree in Early Childhood Education. Out of my greatest tragedy came my greatest passion, and a dream to be an Early Childhood Educator and T.E.A.C.H MISSOURI is helping to make that dream a reality. I can’t wait to start on my associate degree scholarship and continue growing as an educator!”



Amy Lackman, Director at Little Learners Christian Academy in Lake Ozark, MO, is in her second T.E.A.C.H. MISSOURI Scholarship contract working toward a bachelor’s degree.

In 2018, Amy found herself in an unfamiliar position. “After 24 years of marriage, everything I knew was going away and I was lost.” Now a single parent of college-age daughter, she was beginning a full-time job at a child care center as the director, a position she never thought she could attain. “When I was younger, marriage and family took precedence to my goals. I always had a dream of finishing my BA but never had the chance. I told the owner about my dream and she told me about the T.E.A.C.H. MISSOURI scholarship. I was eligible and started on realizing my dream.”

When others ask Amy about the T.E.A.C.H. MISSOURI Scholarship, she says, “Do it! I’m 52 years old and I have dreamt of getting my bachelor’s degree forever. The scholarship has helped me immensely financially. I didn’t qualify for any other assistance. It has opened the doors for me to accomplish my dream without going into debt. I have been so blessed by a boss who encourages and supports me. She introduced me to T.E.A.C.H. MISSOURI and now I have a counselor who helps me through everything. Why wouldn’t you do this? I am encouraging my staff all the time to reach for their dreams through the scholarship too.”

“Because of the support at work and this scholarship, I can taste and see my dream of a bachelor’s degree. It’s been such a blessing because I can go to college without worrying about my finances. The scholarship has relieved some of the burden and given me the opportunity to succeed. Two years ago, I never thought I would be a director in child care or that I would be a college student. Now I am seven classes—about a year and a half—away from earning my degree. It’s time for me to raise my voice and let others, and the younger generation, know that no matter what happens in life, doors will open and you can attain your dreams no matter what – just keep fighting for it!”

Child Care Aware® of Missouri
1000 Executive Parkway Dr., Suite 103
Saint Louis, MO 63141
314-535-2020
teach-missouri.org

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



FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 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 FY20, T.E.A.C.H. Early Childhood® Nebraska helped 136 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 19.1 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 20.45 credit hours.
- T.E.A.C.H. recipients in Nebraska completed more than 1,825 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.47; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.69.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.60.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7.6%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 11%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 95% for associate degree scholarship recipients and was 100% for bachelor's degree scholarship recipients.

Demographics

- 80% of recipients worked with 3-5 year old children.
- 56% of recipients worked with children under 3.
- 28.7% 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 five universities offering early childhood degree programs in Nebraska.

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 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, 13,415 of Nebraska'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\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.

FY20 Voices from the Field

Kahre Brueggemann graduated Magna Cum Laude at the end of the spring 2020 term with her Bachelor's Degree in Early Childhood Education from the University of Nebraska at Kearney (UNK). Kahre was first awarded a T.E.A.C.H. scholarship in the summer 2018 term. She completed 70.5 credits while working full time as an Early Head Start Assistant Teacher at a child care program in Omaha. She is also the mother of two children.



"In 2016, I graduated with my Associate Degree in Early Childhood Education from Metropolitan Community College in Omaha. I not only had a life-changing degree under my belt, but a ton of student debt to go with it (over \$20,000). I thought this was the end of the educational path for me; I'm not only a full-time employee at a Head Start program, but I am also the mother of two children, one of whom has special needs. I did not believe that I had the time, or especially, the financial ability to go any further. The textbooks alone would not have been feasible, much less tuition and any other related expenses.

"Then, a good friend and co-worker of mine, who was enrolled in the T.E.A.C.H. program encouraged me to look into the scholarship. I did, and I can honestly say it was one of the smartest decisions that I have ever made. By enrolling in the T.E.A.C.H. program, I was able to conquer my lifetime goal of earning my bachelor's degree. I also did not acquire any more student debt, and through this program, I was able to have time off from work to study. I even graduated Magna Cum Laude!

"Recently, I was promoted to Lead Teacher with Educare of Omaha in the Early Head Start program. I can now not only better support my own family, but I also have the knowledge and experience to be an advocate for the young children in my classroom and their families, too.

"I look forward to a long future of working in the early childhood field, all thanks to T.E.A.C.H. Early Childhood® Nebraska!"

-Kahre Brueggemann, T.E.A.C.H. Graduate

Nebraska Association for the Education of Young Children
650 J Street, Suite 23
Lincoln, NE 68508
402-476-5658
nebraskaaeyc.org/teach-early-childhoodreg.html

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FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Nevada helped 140 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 13.1 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.9 credit hours.
- T.E.A.C.H. recipients in Nevada completed more than 1,443 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.44; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.64.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$15.16.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.2%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 13%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 86.6% for associate degree scholarship recipients and was 88.5% for bachelor's degree scholarship recipients.

Demographics

- 90% of recipients worked with 3-5 year old children.
- 40% of recipients worked with children under 3.
- 57.9% 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 91% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show 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, 8,925 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 WAGE\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field

“First of all, I would like to thank the T.E.A.C.H. program for giving me the opportunity to get my degree in HDFS. It means a lot for me to get my degree because I’m the first generation in my family to get it. I also want to thank John and Bridget for always being available and checking up on us to see how we are doing. With this degree I’m ready to help families in need and to help serve children and families in our community. No matter how old you are you can do anything; I did it with a full-time job, husband and kids at home. This year my son also graduated from high school and we were going to celebrate our accomplishments together. Due to COVID-19 we didn’t, but we will celebrate it soon. I always told my kids never say it’s impossible because it is possible.”

-Guadalupe Perez, Bachelor’s Degree in Human Development and Family Studies, University of Nevada, Reno



“I never expected to be bit by the teaching bug, but here I am, a proud graduate of the University of Nevada Las Vegas with my Bachelor’s Degree in Early Childhood Education. But no man becomes great on his own. I am grateful for all the professors, professionals, families and children I have been able to learn from, work for and work with. The positive support from my family and friends motivated me every day to always be the best version of myself I can be. Feeding off their positive encouragement, I worked tirelessly in my academics and eventually discovered the T.E.A.C.H. scholarship offered to early childhood majors. I eagerly applied and received this scholarship, which made my pursuit of obtaining a college degree that much more intense and worth it. I am beyond thankful to T.E.A.C.H. for their support, guidance, and patience. Probably more than they know!

“The great Tupac Shakur once said, ‘I’m not saying I’m gonna change the world, but I guarantee that I will spark the mind that will change the world.’ As a male head teacher at the UNLV/CSUN preschool, I can genuinely say I love my job. It is these lovely children who will one day become the future leaders of the next generation. I am just glad I can be a small piece of that foundation.”

-Carl Vincent Esteban, Bachelor’s Degree in Early Childhood Education, University of Nevada, Las Vegas

“I started my journey with T.E.A.C.H. in summer 2013. I was nervous to start back to school after 18 years, but getting my degree was something that was very important to me. At first, it was difficult finding the time to do the assignments since I was working 60+ hours a week running my family child care program and raising a family. In the 6 years it took to get my degree I was faced with many obstacles including the loss of multiple family members. On several occasions, I didn’t think I could go on and nearly ended my journey. With the support of my family and friends, I pushed through the hard times and in April I received the Great Basin College Outstanding Student in Early Childhood Education Award for 2019. In May I was inducted into the Phi Theta Kappa honor society and shortly after graduated with my AAS in Early Childhood Education with an emphasis in Infants and Toddlers. I have decided to continue my educational journey and look forward to getting my BA.”

-Sheila Patterson, Associate of Applied Science in Early Childhood Education, Great Basin College



FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® North Carolina helped 2,405 early education professionals 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 15,532 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.24; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.35.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.74.
- 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

- Average retention rate (removing turnover caused by COVID-19) was 93% for associate degree scholarship recipients and was 95% for bachelor's degree scholarship recipients.

Demographics

- 69% of recipients worked with 3-5 year old children.
- 49% of recipients worked with children under 3.
- 52.7% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 56 different community colleges or 20 universities offering early childhood degree programs in North Carolina.

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 98% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show 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, 62,107 of North Carolina's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY20 Voices from the Field

"I am employed at Excel Christian Academy as an assistant teacher in the 3-4-year-old classroom. My lifetime goal was to go back to school and earn my Associate Degree in Early Childhood Education. In 2014, at 52 years old, I started at Alamance Community College. I started with face-to-face-classes in the evening because of my full-time job during the day. The journey became challenging at times, trying to work a full-time job, manage my family and going to school part time. During the pandemic things changed - I had to finish my classes online. I was determined to finish and with the assistance of T.E.A.C.H, I was able to complete my classes without any hardship. I will be forever grateful for the support of T.E.A.C.H."

-Yvette Gardner, Associate Degree scholarship, Alamance County



"I have been working on my Associate Degree for 16 years off and on. I'm most proud of taking the courage to go back to school and being determined to finish. Without the T.E.A.C.H. scholarship and on-line courses, I wouldn't be able to afford to go back to school and finish my degree. As a mother of two girls and working fulltime, the T.E.A.C.H. scholarship made it possible."

-Administrator, Associate Degree program, New Hanover County

"My mother and I own two 4- star centers that opened in 1999. T.E.A.C.H. has been a real asset for us, as it allowed a way to send our teachers back to school to earn formal education. Our employees can take the necessary classes to increase their education and not worry about the cost. We currently have five recipients on the scholarship and have had numerous staff use the program in the past to further their education. We appreciate programs like T.E.A.C.H. because they give us the ability to increase our education of our staff and provide high quality care for children in our facilities."

-Owner/Director, Scotland County

"When I thought about going back to school, I had no idea how I would pay for this journey. Having the drive to do this was easy and having help from T.E.A.C.H. made this possible. T.E.A.C.H. was there for me through my whole college experience."

-Donna Byrd, Bachelor's Degree scholarship, McDowell County

"I have worked Beginning Visions Child Development Center for 26 years, which means that I have been in the teaching field for a long time. I have been using the T.E.A.C.H. scholarship program since I started school. I received my Associate Degree then my bachelor's degree because of T.E.A.C.H. With the help of T.E.A.C.H. I was able to attend online classes at Western Carolina University. COVID-19 was a stressful time and it prevented me from fully completing my action research project, because part of the project was observing a classroom. It also postponed my graduation ceremony, which really upset me but I will be walking the stage in December 2020, and I cannot wait. I would like to thank the T.E.A.C.H. program for giving me the opportunity to obtain the education needed to become a better teacher, and I strongly urge anyone that is thinking about going into the teaching field to check it out. It has been a blessing."

-Donna Scott, Bachelor's Degree scholarship, Alamance County



"I am a professional and NC Certified B-K Teacher. This is truly the most important milestone in my educational pursuit thus far. Graduating during a global health pandemic was shocking and to a degree, it had me paralyzed for a moment. I had worked so hard and waited so long for this day."

"I had the opportunity to be a part of change in a crisis and in how teaching and learning virtually could still be done successfully. T.E.A.C.H. was a big support during this time. My T.E.A.C.H. counselor, Pam McGowan stayed in contact. I received meaningful emails from her from the first week we were shut in. She checked-in on whether my work program was paying regular income and if not to let her know. She checked how things were going for me with school and graduation. Most importantly, she responds quickly to my emails and makes sure final paperwork is completed, which she has done so the entire two years I have been in school. T.E.A.C.H. has been an awesome support for me during this time when so much more had my mind preoccupied."

- Peggy Peele-Birth, Kindergarten Licensure scholarship, Wayne County

Child Care Services Association

PO Box 901

Chapel Hill, NC 27514

919-967-3272

childcareservices.org/programs/teach-north-carolina/



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FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Ohio helped 1,099 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 13.8 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 12.7 credit hours.
- T.E.A.C.H. recipients in Ohio completed more than 2,864 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.80; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.55.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.05.
- 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 2%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 98% for associate degree scholarship recipients and was 96% for bachelor's degree scholarship recipients.

Demographics

- 44% of recipients worked with 3-5 year old children.
- 50% of recipients worked with children under 3.
- 40.3% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 24 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, 99% 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 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, 49,370 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 WAGES® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.

FY20 Voices from the Field

“I am so grateful that this program exists and that I was able to take advantage of it. I honestly feel that if I had not done this, I would not have ability to make a difference like I do now. The things I have learned during this time have made me the teacher I am today. If this program did not exist, I would not have been able to get a degree; for that I am thankful.



“The amount of information I learned in this experience has made such a difference in my classroom and how I teach to each child’s strengths. I have gained a better understanding of how young children learn and develop, which has given me a better understanding of what is happening with my students.

“I feel that I am better qualified to teach young children. I also feel that parents have greater confidence and trust in a teacher that has a degree.

“I am going to continue working at the same center I have been employed at for almost 12 years now. I love the children and coworkers; I do not think I could leave them.

“If you have the opportunity to utilize this program, do it! I did not feel I could complete this program at times, and it was difficult, but the knowledge I have gained has gone far beyond what I could have imagined. It has improved my teaching and anything you can do to be a better teacher to your students, do it.”

-Rebecca Weatherby, Associate Degree Graduate from University of Cincinnati, Spring 2020

FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 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 FY20, T.E.A.C.H. Early Childhood® Pennsylvania helped 1,076 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 13.5 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.32 credit hours.
- T.E.A.C.H. recipients in Pennsylvania completed more than 11,251 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.39; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.66.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.21.
- 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 9%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 96.7% for associate degree scholarship recipients and was 96.9% for bachelor's degree scholarship recipients.

Demographics

- 67% of recipients worked with 3-5 year old children.
- 55% of recipients worked with children under 3.
- 44.1% 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 32 universities offering early childhood degree programs in Pennsylvania.

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 98% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show 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, 52,522 of Pennsylvania'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\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field**T.E.A.C.H. Associate Degree Graduate Aims Higher!**

Adrian works at Thomas Child Care and Learning Academy, a STAR 4 program serving 46 children in Pittsburgh, Pa. He began his first T.E.A.C.H. scholarship in spring 2018 and within a year had graduated with his Associate Degree in Early Education and Child Development from Community College of Allegheny County. Adrian immediately continued on then for his bachelor's degree with PreK-4 Teaching Certification at Carlow University in spring 2019.

In just two years participating in T.E.A.C.H., Adrian received a promotion from Assistant Teacher to Lead Teacher in addition to a 22% increase in his earnings. When Adrian originally applied to T.E.A.C.H., he indicated that he wanted to earn his Bachelor's Degree in ECE. Since then he has decided to aim higher and earn a Master's Degree in ECE.

T.E.A.C.H. Graduate & Program Owner Pays it Forward

Petite Scholars Learning Center has two sites located in the Northeast region of Pa. in Lehigh County. These programs serve 155 children combined and have attained a STAR 2 and STAR 3 rating. Clayvi Brown, Owner of Petite Scholars, previously participated in T.E.A.C.H. and graduated with her Associate Degree in ECE from Lehigh Carbon County Community College in spring 2019. While enrolled, Clayvi maintained a 4.0 GPA and has since continued on to complete courses for her PA Director Credential.

Clayvi has a firsthand understanding of what early childhood education professionals need to succeed in college while also working in the field. She currently sponsors two employees in T.E.A.C.H., both of which have enrolled in associate degree programs at the same college from which she graduated.

Pennsylvania Child Care Association
20 Erford Road, Suite 302
Lemoyne, PA 17043
717-657-9000
pacca.org/teach.php

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



FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Rhode Island helped 116 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 13 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.71 credit hours.
- T.E.A.C.H. recipients in Rhode Island completed more than 663 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.58; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.74.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$13.69.
- 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 8%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 97% for associate degree scholarship recipients and was 100% for bachelor's degree scholarship recipients.

Demographics

- 80% of recipients worked with 3-5 year old children.
- 72% of recipients worked with children under 3.
- 60.3% 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 90% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show 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, 3,939 of Rhode Island's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY20 Voices from the Field



Melanie Threshier applied to the T.E.A.C.H. Scholarship program with lots of trepidation. She was apprehensive about starting a new journey as a college student and juggling the different hats the large portion of our early childhood teacher population wear--full-time work, parenting, school... The list can be endless. As an adult learner, Melanie was also apprehensive about her school performance; she was partially deaf as a child and received speech support services for most of her life. She had always struggled with schoolwork, from her formative years through high school. Reading comprehension and basic math functions were always a source of frustration and added to poor self-esteem. But if there is one common thread among our early childhood educators, it is their determination to move forward. At the completion of her first semester at the Community College of Rhode Island, Melanie had earned herself an A. The subsequent semesters were just as successful. This accomplishment, along with the opportunities that are provided as a T.E.A.C.H. scholarship recipient, encouraged her to advocate for herself and seek a formal evaluation for what she thought was a learning disability. Early this year, at 49 years of age, Melanie was diagnosed with ADHD. Finally, she had received the affirmation she needed during her formative years. She wasn't different from others, or lazy or difficult; she just had a learning disability. Melanie has used this experience to advocate for herself in her personal and professional life. When her employer was reconsidering their T.E.A.C.H. sponsorship, Melanie reminded her employer and direct supervisor of the value she brought to their agency. When she began struggling in her virtual biology class, she insisted that her professor allow for accommodations so she could complete her work at a different pace than others.

Melanie has worked for the Tri-County Community Action Agency (a Head Start and Early Head Start program) for more than 10 years and has transitioned from a part-time floater position to assistant teacher to currently training for a lead teacher role in one of program's preschool classrooms. Melanie began with a goal to complete her Associate Degree in Early Childhood Education and Child Development. It was a goal she doubted she could achieve, but she persevered and is set to graduate in spring 2021. Her new goal is to earn a Bachelor's Degree in Early Childhood Education.



Sara Oliva is a family child care provider in Providence, R.I. T.E.A.C.H. Manager Marinel Russo first met Sara as her BrightStars Navigator (BrightStars is the state's quality rating and improvement system). When Marinel met Sara to discuss her goals for herself and her child care program, she encouraged Sara to pursue opportunities to help her grow professionally. Sara had only achieved a high school diploma, but had dreams of going to college and earning a degree. Sara was caring and provided high quality experiences to the children in her care, but she knew she could provide them with more through increased learning. The biggest roadblock was that she was an English language learner. Professional development opportunities and higher education courses were very limited for early childhood educators who learned best in their native language. With financial support from the Department of Human Services, the Community College of Rhode Island began offering CDA training courses for students like Sara. During this time, T.E.A.C.H. Early Childhood® Rhode Island developed a scholarship model to cover the costs of the CDA Assessment fee. Sara was one of the first recipients of this scholarship and earned her credential during in spring 2019. Shortly after Sarah earned her CDA

Credential, T.E.A.C.H. reached out to inform her of a pilot opportunity for family child care providers at Rhode Island College. Students would earn 15 credits in early childhood education from a four-year college, classes would be taught in their native Spanish language in a cohort setting and the content would be reinforced through English as a Second Language (ESL) courses. Additionally, T.E.A.C.H. Rhode Island created its Bachelor Scholarship Model to support those who applied and qualified for the scholarship. Sara was one of the first scholarship applicants from this cohort. Not only has Sara had a successful school experience, earning mostly As, she has also been instrumental in guiding and mentoring the rest of the family child care providers in her cohort. The support from the scholarship and experiences from Rhode Island College have given her the confidence and the encouragement to continue her studies at the Community College of Rhode Island after she completes her certificate program. Of course, T.E.A.C.H. will be there to support her.

Rhode Island Association for the Education of Young Children

535 Centerville Road, Suite 301

Warwick, RI 02886

401-739-6100

teach-ri.org

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



FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 Endeavors. In FY20, T.E.A.C.H. Early Childhood® South Carolina helped 618 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 12.8 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 19.33 credit hours.
- T.E.A.C.H. recipients in South Carolina completed more than 1,969 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.48; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.63.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.87.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 2.6%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 88.1% for associate degree scholarship recipients and was 88.9% for bachelor's degree scholarship recipients.

Demographics

- 52% of recipients worked with 3-5 year old children.
- 65% of recipients worked with children under 3.
- 59.7% 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 four universities offering early childhood degree programs in South 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 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, 24,603 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 WAGE\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field

“Since I was young, I dreamed of being a teacher. I saw how a good teacher could change a child's life. Especially a child who isn't getting love, encouragement and guidance at home. I kept putting off my goal to go back to school and become a teacher because life kept getting in the way. Then I had my son in 2015 and realized just how much I truly loved watching children grow. I stayed at home with him for two years and decided to go back to work, but I didn't want to leave him. So, I started working in the child care field at a child care center. That's when I told myself this is what I see myself doing for the rest of my life, so I need to make this my profession. I registered for school and started my wonderful journey with T.E.A.C.H. in 2018. When I started, I promised myself I wouldn't give up no matter what, and T.E.A.C.H. was right there with me to make sure of that. They provided me with help for my tuition, books, gas, reimbursements and so much more! I wouldn't have been able to graduate if it wasn't for them helping me get to the finish line. I'm so honored that I can now give my son a better life. I now have so many opportunities that have opened for me because I have my degree. T.E.A.C.H. has truly changed my life!”

-Katrena D., T.E.A.C.H. Graduate



“As a young girl it was always my desire to teach young children. Having married young and having three children of my own kept me from fulfilling my professional dreams. After my children started school, it was my goal to start a career. I found employment at Cool Kids Academy, formally Doodle Buzz Academy. It was through them that I discovered the amazing opportunities that T.E.A.C.H. could offer me. I was hesitant at first, with three children and maintaining a work/life balance, but T.E.A.C.H. supported my endeavor. I was able to successfully continue my education and professional dreams of receiving my Bachelor's Degree in Early Childhood and Family Studies. The financial strain of raising a family of five, as many know, can be exhausting. If it were not for the T.E.A.C.H. program, I may have never reached my goals.”

- Gwendolyn T., T.E.A.C.H. Graduate



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South Carolina Endeavors
PO Box 5616
Greenville, SC 29606-5616
864-250-8581 or 866-845-1555 (toll free)
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Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center



FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Texas helped 226 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 13.1 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 19.25 credit hours.
- T.E.A.C.H. recipients in Texas completed more than 926 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.37; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.03.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.18.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11.3%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 20%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 97.5% for associate degree scholarship recipients and was 100% for bachelor's degree scholarship recipients.

Demographics

- 41% of recipients worked with 3-5 year old children.
- 58% of recipients worked with children under 3.
- 72.1% 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 one university 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 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, 10,355 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 WAGES® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.

FY20 Voices from the Field

“Teaching and education are among the most important aspects of my life. Being an educator of young children, I know it is imperative to create a classroom environment that nurtures the child as a whole. The T.E.A.C.H. Early Childhood® Scholarship is a great honor bestowed on me that supports my educational endeavors. I completed my associate degree with T.E.A.C.H. in 2017 and now my bachelor’s degree. Without the T.E.A.C.H. program my accomplishment and dream of earning my degree would not have been possible.”

- Athlene Baker Blaize, T.E.A.C.H. graduate, Family Home Provider, Killeen, Texas



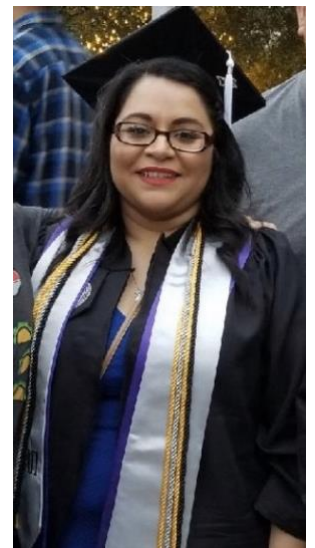
“My education journey started in summer 2017 when I first heard about T.E.A.C.H. Early Childhood® Texas at a conference. I decided then that it was time to pursue my degree in early childhood education. I had been a family home provider for 11 years, received and renewed my CDA and it was time for the next step. Receiving a scholarship from T.E.A.C.H. Texas gave me the motivation to complete my associate degree. Once I completed my associate degree in 2019, I moved on to my bachelor’s degree and will graduate in spring 2021. Going back to school has allowed me the opportunity to network with others in the field and explore the early childhood field in a way I never thought possible.”

-Lindsay Locke, T.E.A.C.H. graduate, Family Home Provider, San Antonio, Texas



“When I first began my career in the early childhood field, I knew I was right where I needed to be and that I would be there the rest of my career. I have gained so many new skills such as multitasking, anticipating behaviors and being able to adjust myself to meet children’s interest/needs, and I played so many roles such as a storyteller, magician, bus driver, cook, tissue and so many more. This sparked a drive in me to gain a better understanding of children’s development. I earned my associate degree with T.E.A.C.H. and continued on with a bachelor’s degree. Now, I serve as a Texas Rising Star Mentor to help early childhood educators become the best teachers they can be. I provide support and resources to the community. Without having the support of the T.E.A.C.H. program I would not have the opportunities I have now.”

-Kimberly Villareal, T.E.A.C.H. graduate, Texas Rising Star Mentor, San Antonio, Texas



FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Utah helped 48 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 10.7 credits per contract.
- T.E.A.C.H. recipients in Utah completed more than 412 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.66.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.50.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 13.2%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 100% for associate degree scholarship recipients.

Demographics

- 58% of recipients worked with 3-5 year old children.
- 40% of recipients worked with children under 3.
- 37.5% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the one community college or two universities offering early childhood 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 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, 4,541 of Utah's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY20 Voices from the Field

Felicia Calaway began her journey as a T.E.A.C.H. scholar in fall 2016. As a first-generation college student, she was part of Utah's first T.E.A.C.H. Early Childhood® pilot cohort. When asked what the biggest benefit to her has been as a scholar she replied, "The lack of stress of tuition costs. Before T.E.A.C.H. I was always questioning where I could get the money to go, so the T.E.A.C.H. scholarship has allowed me not to worry about that. It's been a guarantee for me that I would graduate." Felicia is a single parent and credits her own mother as her biggest support these last four years. She says, "My mom took on the role of second parent to my daughter to allow me to go to classes." Felicia has been teaching at Neighborhood House for 9.5 years and plans to stay there as she finds a bachelor's degree program that will help her gain more skills in behavior therapy to work with children who have challenging behaviors, a growing need she recognizes in our field. Speaking from personal experience, Felicia advises others who find it difficult to do it or stick with it during hard times to "take a step back and look at the whole picture, because if they give up now they're going to regret it in 5 years, when they were so close to getting their degree and they walked away because it got rough. They have to find a way to get over that." Even during COVID-19 and other community struggles during 2020, Felicia stuck with it. After four years of hard work, she graduated with her associate degree this spring.



The Sponsor Experience

Our sponsors have shared Utah's T.E.A.C.H. Early Childhood® program has many beneficial components that contribute to the success of their participants, with the three greatest being: 1) tuition support; 2) providing increased compensation for participants; and 3) the program counselor directly supporting their participating teachers.

Why our sponsors would recommend T.E.A.C.H. to other early childhood programs:

- ❖ "It is good for people that want to get their degree and are in a place in their lives to do so."
- ❖ "It is a great opportunity for all those that are interested in getting an education and cannot afford it."
- ❖ "I feel that this has helped my teachers so much. And my teachers have learned and brought back so many new ideas to the center."

Direct program benefits our sponsors have noticed because their staff participate in the T.E.A.C.H. scholarship:

- ❖ "My teachers feel more confident in themselves and in the classroom."
- ❖ "In general, they are more aware of the program needs to maintain and improve quality."
- ❖ "I have observed an increase in confidence and professionalism."
- ❖ "The scholars in my program are mentoring other teachers and are prepared now to move into lead teacher roles."

We are proud to say that 100% of our sponsoring programs would recommend that other centers participate in the T.E.A.C.H. Early Childhood® program because of the benefits to their centers and teaching staff. We know the time our sponsors give to support their staff who participate in T.E.A.C.H., and we recognize that. Thank you for your commitment to the success of your staff furthering their education and to the success of our T.E.A.C.H. Utah program.

FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Vermont helped 91 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 11 credits per contract.
- T.E.A.C.H. recipients in Vermont completed more than 226 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.68.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$14.42.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 95% for associate degree scholarship recipients.

Demographics

- 76% of recipients worked with 3-5 year old children.
- 69% of recipients worked with children under 3.
- 4.4% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the one community college or two universities offering early childhood degree programs in Vermont.

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 90% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show 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, 1,842 of Vermont's children benefitted from consistent early education and care provided by better prepared early childhood educators.

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FY20 Voices from the Field

Pearl Schramm is pursuing her Vermont teacher's licensure in early education with a special education endorsement through the Vermont Higher Education Collaborative and Northern Vermont University. Pearl is passionate about special education.

"It's truly a spectrum, and there are children in every class with needs to be met that fall under the special education umbrella," she said. "I love being an early educator, and T.E.A.C.H. is giving me the support I need to grow in my field to help me reach every child that I work with in a meaningful way." Pearl double majored in early education and child advocacy and policy at Montclair State University in New Jersey and decided to move back to Vermont to pursue teacher licensure and her master's degree.

Pearl does not take her role as an early childhood educator lightly. She said, "I'm grateful every day for the privilege of having a role in the lives of these children. In our classroom community every member is a learner, and we as teachers support that process through exploration and making discoveries together." While reflecting on using her education in the classroom, Pearl said, "Without social and emotional wellbeing in place, we can't even begin to reach a child. My coursework is equipping me with the knowledge I need to understand how children learn and what resources or support is needed to fill in those gaps. Above all, though, what I've learned is that I'm in the right place and doing the right thing because while the work is challenging, it still manages to energize me and remind me why I go to work every day. The feelings of joy and wonder, the connections made, and the endlessly reciprocal love I feel for our children outweighs all of the stress and heaviness I sometimes feel."

"My feeling is that there's always more to learn," she added. "There are constantly new research findings to read about, new perspectives to be gained from discussions in class, and new strategies to try out with our kids. I know after my licensure and master's I eventually want to move on to my doctorate in literacy. My uncle jokes that I'll be a student for life, and I honestly don't disagree with him. I truly don't know what my next chapter will look like, but I can guarantee that I'll still be learning right alongside the children I work with."



"With the help of the T.E.A.C.H. program, I was able to continue my education, which I started so many years ago, to earn my Associate Degree in Early Childhood Education. During the coronavirus pandemic, I was able to continue with my schoolwork when everything else seemed to be up in the air. Despite staying open during the shutdown, my business took a hit. Staying focused on my education has given me the confidence to keep going, to stay the course, as I am so close to meeting my goals for myself and for my current families. T.E.A.C.H. and Community College of Vermont are helping me earn my annual professional development hours this year when all other classes stopped due to coronavirus. I have also been able to earn extra professional development hours needed to help earn my fourth STAR in the Vermont Step Ahead Recognition System. I really appreciate the opportunity that T.E.A.C.H. offers child care providers like me. This would not be possible without these funds.

I would not have been able to afford to further my education like so many of my peers do in this profession. I tell as many of my fellow child care providers as I can about T.E.A.C.H., because I believe in the program and how T.E.A.C.H. can help them as individuals and our profession as a whole."

- Meg Marshall, T.E.A.C.H. scholar

FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Washington, DC helped 137 early education professionals 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 12.1 credit hours.
- T.E.A.C.H. recipients in Washington, DC completed more than 1,243 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.42; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.4.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$16.02.
- 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 8%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 98.5% for associate degree scholarship recipients and was 100% for bachelor's degree scholarship recipients.

Demographics

- 59% of recipients worked with 3-5 year old children.
- 61% of recipients worked with children under 3.
- 97.8% 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 five universities offering early childhood degree programs in Washington, DC.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 94% 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 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, 2,258 of Washington, D.C.'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\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.

FY20 Voices from the Field

Deborah James-Dean, affectionately known by her students and families as Ms. Debbie, started her journey toward earning her associate degree as a T.E.A.C.H. D.C. scholar in 2016. Ms. Debbie said, "I never thought I would be able to achieve [obtaining my associate degree], which [...] made me an example for my grandchildren." By example, Debbie showed her grandchildren "education has no age limit and it never ends."



Interestingly, Ms. Debbie's passion for early childhood education began while on vacation, when she helped her mother-in-law implement lesson plans at her home daycare center. Her positive experience working with young children eventually brought her to Kids Are Us Learning Center in Southeast Washington, D.C. "I approached Mrs. Law, owner of Kids Are Us Learning Center, and had no experience and she gave me a chance of a lifetime!" Ms. Debbie said. Ms. Debbie has impacted many lives over the years. Her favorite memory as an early childhood educator is seeing her students and families grow from their shared experiences together.

Ms. Debbie is a strong supporter of the T.E.A.C.H. D.C. program and understands the immense value the program has to her as a scholar. Her advice to new scholars? "Life is full of challenges, which may be your classes, but regardless, it will prepare you for future experiences," Ms. Debbie shared. "T.E.A.C.H. D.C. has taught me perseverance, patience for myself, understanding, and the importance of education in enriching lives." Ms. Debbie's favorite aspect of T.E.A.C.H. D.C. is being able to reach out to T.E.A.C.H. D.C. staff for assistance and knowing someone will be there.



Muluwork Kenea started her journey as a T.E.A.C.H. D.C. scholar in 2013. Since then, Muluwork has shown incredible passion and an unwavering commitment to children and families by providing quality care and education to her students at Nama Amen Family Child Development Center in the Burville neighborhood of Washington, D.C. During her time in the program, Muluwork has been a diligent college student and prominent leader in the District's home child care provider network.

"T.E.A.C.H. really helped my dreams come true and further develop my professional career. With T.E.A.C.H., I graduated with my Associate of Arts degree in 2016 and I continued my education path." As a senior at the University of the District of Columbia, Muluwork will soon be graduating with her bachelor of science degree and is grateful to the T.E.A.C.H. D.C. staff for "all of [their] support [...]."

National Black Child Development Institute
 Main – 8455 Colesville Road
 Silver Spring, MD 20910
 In DC – 209 Upshur Street NW
 Washington, DC 20011
 202-833-2220 teach.nbcdi.org

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



FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or 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 FY20, T.E.A.C.H. Early Childhood® Wisconsin helped 883 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 16.9 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 21.9 credit hours.
- T.E.A.C.H. recipients in Wisconsin completed more than 7,378 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.60; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.57.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.51.
- 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

- Average retention rate (removing turnover caused by COVID-19) was 95% for associate degree scholarship recipients and was 98% for bachelor's degree scholarship recipients.

Demographics

- 44% of recipients worked with 3-5 year old children.
- 61% of recipients worked with children under 3.
- 36.2% 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 12 universities offering early childhood degree programs in Wisconsin.

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 95% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show 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, 32,684 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\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.

FY20 Voices from the Field

“Education means a lot to me. My late father once said, ‘Study hard and get an education because it is the only wealth we could give you’ and ‘where ever you go the knowledge that you gain will stay with you.’ My parents would risk going without shoes, nice clothes, and good food just to be able to send their children to school. We Filipinos value education so much and make it a top priority. I believe that education is indispensable, a legacy that should be passed from one generation to the next. It is an influential step in staying competitive and enhancing your skills. Whether you’re starting in your career or returning to continue to build upon your years of experience, pursuing educational training helps you keep moving forward.

“I got my Bachelor’s Degree in Civil Engineering from the Philippines. I did not have the chance to practice my degree because I landed my first job in a supermarket doing accounting for nine years before I relocated here to the U.S. to get married. I did not have any idea that I would change my career path when I applied for my first job here in the U.S. as a child care teacher. However, after a few weeks in my job, I realized that I love taking care of younger children and it brings out the inner child in me. I began to feel proud of what I do every day and the feeling that I get when I realize that I am improving the future lives of children. My passion for kids got even stronger when I had my daughter. Then I heard about the T.E.A.C.H. Scholarship. That is why I decided to have a formal education in early childhood. It was like a dream come true.

“Education played a big role in my career for a simple reason that education will equip me with practical skills and knowledge that I can apply to my workplace. I can gain knowledge, skills and experience to help both my career and in life in general. On top of that, by gaining additional skills in communication and problem solving and achieving my goals, I can also increase my self-confidence. Luckily, I have a lot of support from my husband and the people around me. It is also about being committed to what you love to do and balance your time between family, work and school.

“My advice for other early childhood professionals, especially those considering taking courses or already in classes is, ‘Go for it! Don’t ever doubt yourself. Believe that you can do it and it will happen!’ You just need a strong determination and perseverance. The most important thing is that you have a passion for kids because all the preparation and training in the world won’t matter if you don’t truly love spending time with children. To be successful in careers working with children, you have to enjoy being around them all day.”

- Mary Jane Hokenson, Scholarship Recipient

Wisconsin Early Childhood Association
2908 Marketplace Drive, Suite 101
Fitchburg, WI 53719

608-240-9880

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

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



Child Care WAGE\$[®] DELAWARE

FY20 Results

Before 1st 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 at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In Delaware, Child Care WAGE\$[®] is administered by Delaware Association for the Education of Young Children. In FY20, Child Care WAGE\$[®] DELAWARE provided salary supplements to 383 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 163 different programs serving approximately 10,657 children.

Education

- 84% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 20% of WAGE\$ participants earned less than \$12 per hour from their employers.
- WAGE\$ recipients earned an average six-month supplement of \$1,104, or approximately \$2,208 more per year, as a result of their participation.

Retention

- Only 17% of WAGE\$ participants left their early education programs (reflects data through March due to COVID-19)

Demographics

- 45% 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:

- 50% indicated that WAGE\$ encouraged them to stay in their current early education program.
- 50% indicated that WAGE\$ encouraged them to pursue further education.
- 69% stated that receiving a WAGE\$ supplement helped ease financial stress.
- 74% stated they needed the funds to pay bills.
- 52% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

10,657

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

"It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money."

WAGE\$ participant

The Child Care WAGE\$[®] Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood[®] and Child Care WAGE\$[®] 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



Child Care WAGE\$[®] DELAWARE

FY20 Voices from the Field

“I am tremendously honored to be a part of the WAGE\$ program. The WAGE\$ program gives funding to those who are educators working in child care centers. It is a great feeling to work in an environment that I have a passion and desire for and earn funding from WAGE\$. As we all know, educators do not make enough although we teach with our hearts, but having WAGE\$ shows how much they care for educators, and I feel appreciated and loved. The employees always check in on the participants. Lastly, I’ve been able to save. Thank you, WAGE\$ Program and employees for all that you do. Your hard work does not go unnoticed. Teachers are important; teachers impact children’s life by preparing them for the future.”

Kenyatta Smith, Lead Teacher, WAGE\$ recipient



“I was first introduced to the WAGE\$ program at the NEAYC Conference in Washington DC, two years ago. I found myself sitting next to WAGE\$ Coordinator, Lisa Miller. Among the thousands attendees, here I was sitting next to someone from the same small state of Delaware. After telling me all about the program, she offered to help me personally with getting enrolled. I didn’t know then how that friendly conversation would impact me and my family in the near future.

“I have worked in the field of Early Education for almost 20 years, with the focus in infants and toddlers and supporting families. When I am not in a classroom I am raising two of my own children and I have been pursuing my bachelor’s degree for about 7 years. This summer I finally reached the finish line. I received a Bachelor’s Degree in Human Services with a concentration in Family Policy and Administration from the University of Delaware. This degree complements my two Associate Degrees in Early Child Development and Early Care and Education, Birth through 2nd grade.

“The year 2020 will go down in our history books forever and has impacted everyone. These last few months have shaken my family at its core. My mother became ill while I was completing my last course in school, all while I was creatively teaching in a virtual classroom from home. Just as I was anxiously awaiting the return to my in-person classroom, I became aware of some emotional changes in my youngest child. Like so many families around the world, I sought out professional help. I was advised to enroll her in a summer program that would offer her continuity and structure to support her in the transition of me returning to work. My heart sunk, because I was not sure how I was going to pull this off. Quality care is often not an option for many early educators’ children, because of the cost.

“My only saving grace was that I was approaching the end of my commitment period in the WAGE\$ program and I could finally receive some financial support. After following up with Lisa Miller about my supplement status, I wrote this: ‘I have been paying full price for my daughter to go to work with me throughout the summer (more than 75% of my take-home pay), because she has had a real tough time being out of school for so long and it has been affecting her emotional well-being (like so many children during this time). It was because of this program that I have been keeping my head up and telling myself we can get through this.’”

Jamie Bangson, WAGE\$ recipient



“WAGE\$ is a great program for child care providers. It has impacted my life in so many ways. It has given me the opportunity to be able to buy materials I need to make my child care facility a better learning environment for the children I have enrolled. It has helped with being able to purchase the curriculum I use to teach my children. It also has helped with personal financial responsibilities.”

Tammy Bolen, WAGE\$ recipient

Delaware Association for the Education of Young Children
262 Chapman Rd., Suite 104
Newark, DE 19702
302-764-1501
deaeyc.org/wages-program/

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



Early Childhood Educator INCENTIVE\$ FLORIDA

FY20 Results

Before 1st 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 INCENTIVE\$ Florida (a Child Care WAGE\$® 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 INCENTIVE\$ 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 at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In Florida, Early Childhood Educator INCENTIVE\$ is administered by Children's Forum, Inc. In FY20, INCENTIVE\$ provided salary supplements to 3,065 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 995 different programs serving approximately 57,344 children.

Education

- 34% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 47% of INCENTIVE\$ participants earned less than \$12 per hour from their employers.
- INCENTIVE\$ recipients earned an average six-month supplement of \$435, or approximately \$870 more per year, as a result of their participation.

Retention

- Only 10% of INCENTIVE\$ participants left their early education programs (reflects data through March due to COVID-19).

Demographics

- 89% of INCENTIVE\$ participants were people of color.
- 95% of INCENTIVE\$ participants worked in early care and education centers.
- 5% of INCENTIVE\$ participants worked in family child care homes.

Personal Impact

In surveys of INCENTIVE\$ participants:

- 96% indicated that INCENTIVE\$ encouraged them to stay in their current early education program.
- 95% indicated that INCENTIVE\$ encouraged them to pursue further education.
- 94% stated that receiving a INCENTIVE\$ supplement helped ease financial stress.
- 67% stated they needed the funds to pay bills.
- 47% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

57,344

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

"It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money."

WAGE\$ participant

The Child Care WAGE\$® Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field

INCENTIVE\$ Addressing the Coronavirus Pandemic

Florida, like most of the country, remains heavily impacted by the COVID-19 pandemic. The participating INCENTIVE\$ counties are located in the southern region of our state, including Miami-Dade County, where the coronavirus is widespread. This has caused many centers and family child care homes to shut down temporarily and, unfortunately for some, to close their doors permanently. The pandemic affected our staff and operations as well. Our mission was to continue to serve our participants as seamlessly as possible. While transitioning to work from home and build our access to internal systems, INCENTIVE\$ counselors continued to provide technical assistance and support to our participants.

COVID-19 - Disruption of Employment Policy

The continuity of employment is a fundamental component of the INCENTIVE\$ program. We realized many of our participants were not able to meet this work requirement due to circumstances not in their control, such as county-mandated restrictions and statewide shutdowns. In response, we collaborated with funders to create the *COVID-19 - Disruption of Employment Policy*, which allows the continuation of incentive payments in spite of their program's temporary closure. The financial support provided through the *COVID-19 - Disruption of Employment Policy* is crucial during this difficult time when many child care programs have reported loss of income and layoffs and are facing other short-term challenges within their local communities. Since the policy has been in effect (March 2020):

- We have issued 1,078 financial incentives to early childhood educators who have reported furloughs, program closures and layoffs for some staff during employment confirmations in the wake of COVID-19
- The average INCENTIVE\$ payment awarded through the *COVID-19 - Disruption of Employment Policy* = \$488



Arleen Lambert's Story

The *COVID-19 - Disruption of Employment Policy* has enabled us to issue INCENTIVE\$ payments, providing relief for early educators who may have limited financial resources available to them. Our largest participating county, Miami-Dade, has made national news for its high infection rate and the resulting impact of COVID-19 on travel and small businesses in that area. One affected business is the family child care home of Arleen Lambert, a long-time INCENTIVE\$ participant living in Miami. Arleen was fortunate and did not have to close her doors, but she has felt the pandemic's severe economic strain.

Some of her parents lost their jobs and their ability to pay tuition, and her enrollment decreased as students were not able to attend school due to community lockdowns. Arleen had to get creative to maintain her livelihood, or as she stated, "I'm making it work." Arleen is at Level 8 on the INCENTIVE\$ scale with a Bachelor's Degree in Early Childhood Education. She used her \$1,500 supplement check, which arrived in April

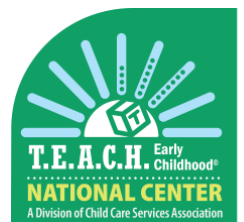
thanks to the *COVID-19 - Disruption of Employment Policy*, to purchase supplies and materials for student take home kits, and made technology upgrades in her home. Arleen created a user-friendly distance-learning model, which is keeping her connected with families and operating for those who need her essential service.

Early Childhood Educator
INCENTIVE\$
Florida

We are hopeful that the COVID-19 pandemic will end. Until then, our INCENTIVE\$ team will continue to support participants to the best of our ability.

The Children's Forum, Inc.
1211 Governors Square Blvd., Suite 200
Tallahassee, FL 32301
888-352-4453
incentives-fl.org

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



Child Care WAGE\$[®] IOWA

FY20 Results

Before 1st 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 at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In Iowa, Child Care WAGE\$ is administered by Iowa Association for the Education of Young Children. In FY20, Child Care WAGE\$[®] IOWA provided salary supplements to 292 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 167 different programs serving approximately 6,719 children.

Education

- 66% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 58% of WAGE\$ participants earned less than \$12 per hour from their employers.
- WAGE\$ recipients earned an average six-month supplement of \$905, or approximately \$1,810 more per year, as a result of their participation.

Retention

- Only 16% of WAGE\$ participants left their early education programs (reflects data through March due to COVID-19).

Demographics

- 7% of WAGE\$ participants were people of color.
- 70% of WAGE\$ participants worked in early care and education centers.
- 30% of WAGE\$ participants worked in family child care homes.

Personal Impact

In surveys of WAGE\$ participants:

- 97% indicated that WAGE\$ encouraged them to stay in their current early education program.
- 78% indicated that WAGE\$ encouraged them to pursue further education.
- 97% stated that receiving a WAGE\$ supplement helped ease financial stress.
- 60% stated they needed the funds to pay bills.
- 26% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

6,719

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

"It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money."

WAGE\$ participant

The Child Care WAGE\$[®] Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood[®] and Child Care WAGE\$[®] 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field

Holli Frees is a registered child development home provider who has been providing care for many years in rural Winterset, Iowa. She is the mother of seven and her husband is a combat veteran with disabilities. Because of this, she is unable to work outside of the home. Holli chose child care as a profession because of her passion for children and the ability to be home with her children and husband.

In 2017, Holli decided to begin working on her Bachelor's Degree in Early Childhood Education from Northwestern College. She was able to use the T.E.A.C.H. scholarship for this work, and graduated in August 2019. Holli is now working on her master's degree and plans to graduate December 2020. In conjunction with receiving support from T.E.A.C.H., Holli applied for WAGE\$ in 2018. She received her first salary supplement in September 2018. She has been at a permanent level since initially applying to the program and will continue to receive \$2,900 annually, as funding and eligibility allow.



Holli shared these sentiments about how the WAGE\$ supplements have helped her:

“This program has provided grant money to allow for me to earn enough to support my family and finish my degree. This program also helped make it possible to stay open during COVID-19. This has been a difficult year for everyone, and any little bit helps. The WAGE\$ program provided the means for my business to stay open to help the essential employees during the time businesses were shut down. I have truly enjoyed working with the people at both the T.E.A.C.H. and WAGE\$ programs. They have always been supportive and provided numerous resources to help me be successful.”

Child Care WAGE\$[®] NEBRASKA

FY20 Results

Before 1st 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 Nebraska, 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 at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In Nebraska, Child Care WAGE\$[®] is administered by Nebraska Association for the Education of Young Children. In FY20, Child Care WAGE\$[®] NEBRASKA provided salary supplements to 18 child care professionals for education earned and for their commitment to their early childhood program. These family child care educators worked in 18 different programs serving approximately 145 children. Since this is the first year for Child Care WAGE\$[®] NEBRASKA, personal impact results are not yet available.

Education

- 67% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 50% of WAGE\$ participants earned less than \$12 per hour.
- WAGE\$ recipients earned an average six-month supplement of \$1,088, or approximately \$2,176 more per year, as a result of their participation.

Retention

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

Demographics

- 6% of WAGE\$ participants were people of color.
- 100% of WAGE\$ participants were women.
- 100% of WAGE\$ participants worked in family child care homes.

This year alone

145

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

"It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money."

WAGE\$ participant

The Child Care WAGE\$[®] Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood[®] and Child Care WAGE\$[®] 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field

“I would like to thank you and all the professionals at Child Care WAGE\$® for the valuable financial assistance. This supplement will help me continue to provide quality childcare and education for all of my families during this difficult time.”

-Sue Wambaugh, Family Child Care Provider



“As a family child-care provider in a typically low-paying profession, the leadership of Nebraska AEYC to offer WAGE\$ means a lot to me. It affirms what I do to know that others recognize how important early childhood is. We know that quality is expensive and often outside many parents’ ability to afford. WAGE\$ has helped me build my program while still being able to keep my child-care tuition affordable for the clients I serve.”

-Kim Chase, Family Child Care Provider



Beginning the Child Care WAGE\$® program in Nebraska during a pandemic has been a blessing for our recipients. One recipient in particular, Heather Schmidt, was especially grateful for her supplement. Due to COVID-19, her enrollment in her family child care program dropped off considerably, and her husband, an employee at Western Nebraska Community College, wasn’t able to work either. Heather was extremely happy to be receiving her first check from Child Care WAGE\$® NEBRASKA for \$1,100 to help cover living expenses during this difficult time.

Nebraska Association for the Education of Young Children
650 J Street, Suite 23
Lincoln, NE 68508
402-476-5658
nebraskaaeyc.org/child-care-wagereg.html



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

Child Care WAGE\$[®] NORTH CAROLINA

FY20 Results

Before 1st 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 at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In FY20, Child Care WAGE\$[®] NORTH CAROLINA provided salary supplements to 3,880 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 1,571 different programs serving approximately 71,343 children.

Education

- 84% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 40% of WAGE\$ participants earned less than \$12 per hour from their employers.
- WAGE\$ recipients earned an average six-month supplement of \$993, or approximately \$1,986 more per year, as a result of their participation.

Retention

- Only 12% of WAGE\$ participants left their early education programs (data through March due to COVID-19).

Demographics

- 57% of WAGE\$ participants were people of color.
- 92% of WAGE\$ participants worked in early care and education centers.
- 8% 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.
- 88% indicated that WAGE\$ encouraged them to pursue further education.
- 98% stated that receiving a WAGE\$ supplement helped ease financial stress.
- 81% stated they needed the funds to pay bills.
- 73% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

71,343

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

"It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money."

WAGE\$ participant

The Child Care WAGE\$[®] Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood[®] and Child Care WAGE\$[®] 2019-2020 Annual Program Report at tinyurl.com/y6gsy3n6



Child Care WAGES® NORTH CAROLINA

FY20 Voices from the Field

When any teacher working with young children graduates with their Associate Degree in Early Childhood Education, it is cause for celebration. But when three teachers at the same child care program accomplish this at the same time, it is even more special. Yvette Garner, Tiffany Grace Pointer and Priscilla Rowell from Excel Christian Academy (ECA) in Alamance County, N.C. did just that. They didn't let financial struggles or COVID-19 stop them from achieving their educational goals.

All three teachers learned about their passion for early childhood at different points in their lives. Tiffany started teaching when she was quite young. She remembers lining up her stuffed animals, who were her very first students. They all agree that being able to affect the lives of children, seeing them grow and learn, kept them motivated to continue their education and that having the support of their director was critical to their success.

"My director, Davina Woods, and the whole staff at ECA encouraged me to go back to school," Yvette said. "They were my support team. When I first started working there, everyone was enrolled in school and taking classes whether they were online or face to face. So, I enrolled at Alamance Community College and started off with one class at a time, until I became more comfortable with it. Their support encouraged me to keep moving forward to success."

Priscilla said, "Mrs. Woods didn't stop with just hiring me, she also opened my eyes for me to believe in myself and move toward what I knew I should be doing. At 60 years old, I did it and I am very proud of myself. Who knows what the next move will be?"

They also acknowledge the key roles the T.E.A.C.H. Early Childhood® Scholarship Program and the Child Care WAGES® Program played in their educational journey. According to Tiffany, she could not have obtained her degree without scholarship assistance. "The T.E.A.C.H. scholarship has helped me by paying for my tuition and my books for school. Without them, I do not think I would have been able to get my degree," she said.

Priscilla echoed that perspective. "There was a time when my rent was due and I needed to have work done on my car and had to make a choice of which one was more important. They both were and I didn't know how I was going to make it work. That very day I received a check from T.E.A.C.H. All I can say was what a blessing T.E.A.C.H. was to me while I was in school and then because of me graduating, I was able to get a raise at my job. Thanks T.E.A.C.H.!"

All three receive WAGES supplements and discuss the importance of this additional compensation. They use the supplements to meet basic needs, catch up on bills, for car maintenance and to enhance their classrooms. Yvette also pointed out, "WAGES was the incentive to encourage me to keep moving forward in my degree, because each bonus I received made up for the hours missed at work."

When COVID-19 hit in N.C., many students had to make a quick transition from seated to online courses. Yvette was one of those. She said, "I am excited to say with hard work and dedication, I was able to complete all of my classes and earned my degree."

Priscilla completed her coursework in December, just before these changes. But COVID-19 took away her ability to celebrate like she planned. She said, "If I had known Mrs. Corona was around the corner and was going to stop graduation, I would have celebrated in December. This lady was looking forward and was very proud to strut her stuff across the stage."

CCSA's WAGES and T.E.A.C.H. are also very proud of Yvette, Tiffany and Priscilla. We celebrate them and all the teachers who persevered through these challenging times to complete their coursework. We congratulate and thank them for the difference they make in the lives of the children and families they serve.



Child Care Services Association

PO Box 901

Chapel Hill, NC 27514

919-967-3272

childcareservices.org/programs/wages/

Produced in conjunction with the

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



Child Care WAGE\$® TENNESSEE

FY20 Results

Before 1st 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 at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In Tennessee, Child Care WAGE\$® is administered by Signal Centers, Inc. In FY20, Child Care WAGE\$® TENNESSEE provided salary supplements to 873 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 419 different programs serving approximately 29,914 children.

Education

- 40% of active participants either had an Associate Degree in ECE or higher OR submitted education documentation to show progress in college.

Compensation

- 49% of WAGE\$ participants earned less than \$12 per hour from their employers.
- WAGE\$ recipients earned an average six-month supplement of \$958, or approximately \$1,916 more per year, as a result of their participation.

Retention

- Only 4% of WAGE\$ participants left their early education programs (reflects data through March due to COVID-19).

Demographics

- 31% of WAGE\$ participants were people of color.
- 95% of WAGE\$ participants worked in early care and education centers.
- 5% of WAGE\$ participants worked in family child care homes.

Personal Impact

In surveys of WAGE\$ participants:

- 95% indicated that WAGE\$ encouraged them to stay in their current early education program.
- 83% indicated that WAGE\$ encouraged them to pursue further education.
- 95% stated that receiving a WAGE\$ supplement helped ease financial stress.
- 60% stated they needed the funds to pay bills.
- 47% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone

29,914

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

"It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money."

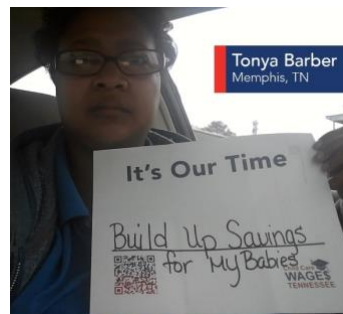
WAGE\$ participant

The Child Care WAGE\$® Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



Child Care WAGES® TENNESSEE

FY20 Voices from the Field



The *It's Our Time* campaign was a way to empower our recipients and make them feel like they're part of the narrative of WAGES. Giving educators extra money is great, but making them feel like they play an active role in changing the landscape of child care in our state is even better. Sending these simple signs with recipient's confirmation letters and letting them be the face of this campaign was one small way to do that.

Quotes from Recipients

"Thank you for finally recognizing that we are not just glorified babysitters. We are well-educated child care providers who deserve better pay. We do as much work or more as teachers who work within the school systems. Most of us have the same or more education and we deserve the pay. Our job IS IMPORTANT!"

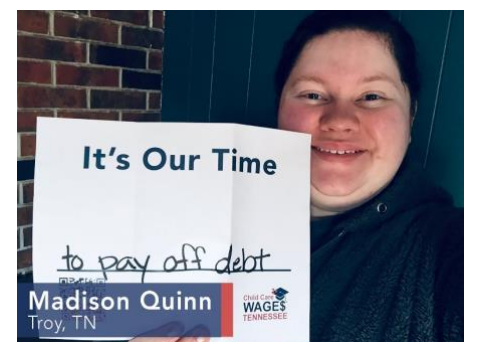
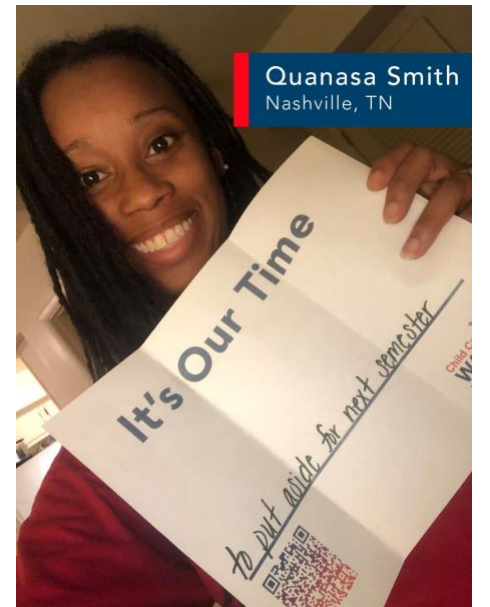
"The supplement was a great and valued help to me. I don't make a lot of money and this really helped to ease some of my financial burden. It meant so much to me. Thanks so much for the financial assistance."

"This supplement makes me feel appreciated for working with my children and families. It has motivated me to enroll back in college to get my Master's Degree in Early Childhood Leadership and Teaching."



"I think the Child Care WAGES program is very important and MUST be a continued effort. Please don't let this program lapse! High quality child care should be the goal of TN DHS, and better educated staff and staff who stay employed in one program help meet that goal."

"This is a wonderful and encouraging way to uplift and inspire early educators. I feel we are the most important educators because we have the task of helping little ones develop their social emotional skills, their fine and gross motor skills and so on. We have the chance to give good experiences that last a lifetime. We involve the whole family, not just the child."



Signal Centers
109 Germantown Road
Chattanooga, TN 37411
423-698-8528
tnwages.org

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

