

## T.E.A.C.H. Early Childhood® STATES

North Carolina,  
Founding State

Alabama  
Arizona  
Colorado  
Florida  
Delaware  
Indiana  
Iowa  
Kansas  
Michigan  
Minnesota  
Missouri  
Nebraska  
Nevada  
New Mexico  
Ohio  
Pennsylvania  
South Carolina  
Virginia  
West Virginia  
Wisconsin

## Child Care WAGES® STATES

North Carolina,  
Founding State

Florida  
Kansas

## Stimulus Investments to Help the Early Childhood Workforce

By: Danielle Ewen, Center for Law & Social Policy (CLASP)

The American Recovery and Reinvestment Act (ARRA), signed into law by the president on February 17, is a victory for the early childhood field to celebrate. The \$787 billion ARRA provides significant new investments in education, safety net programs and other important areas, including funds to support young children. The act will both create new jobs and help the existing early childhood workforce not only stay in their current jobs but access needed education and compensation. To this end, the package provides many opportunities for states to garner additional dollars for the early childhood workforce, including the possible development or expansion of the T.E.A.C.H. Early Childhood® Scholarship Program and Child Care WAGES® or other salary supplement programs.

For early childhood programs, the legislation provides total funding of nearly \$5 billion, and is an opportunity for states to not only help low-income families who have been hurt by the economic crisis access high-quality child care and other early learning programs but also to help shore up and expand the

pool of well-educated and fairly compensated early childhood providers.

## The Child Care and Development Block Grant (CCDBG)

The Block Grant received \$2 billion in federal discretionary funds that do not require a state match. Congress estimated that the funds will serve 300,000 new children. It is estimated that these funds will provide **paid work for 145,000 caregivers.** The legislation specifically notes that the CCDBG requirement that states spend a minimum of 4 percent of funds on quality-improvement activities applies to these funds. The ARRA also allocates \$255 million of these funds for quality improvement, of which \$93.5 million are for activities to improve the quality of care for infants and toddlers. These dollars certainly can be used for professional development activities for the workforce. (For a state by state breakdown of the funds, see [www.childcareandearlyed.clasp.org](http://www.childcareandearlyed.clasp.org)).

## Head Start and Early Head Start

A total of \$2.1 billion, to be split as \$1 billion for Head Start and \$1.1 billion for Early Head Start, was included. The new funds will serve 110,000 children

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## T.E.A.C.H. Early Childhood® and Child Care WAGES® Get Their Day on the Hill

The need to provide significantly more investments to improve the education and compensation of the early childhood workforce and ensure a uniform level of quality programs for all young children was highlighted at the Early Childhood, Elementary and Secondary Education Subcommittee Hearing on Improving Early Childhood Development Policies and Practices on Capitol Hill on Thursday, March 19, 2009.

Sue Russell, president of Child Care Services Association, testified before the subcommittee as part of the House Education and Labor Committee's series of hearings devoted to strengthening early childhood education. Describing the link between high quality early care and education and the ability of the U.S. to stay competitive in the global economy, Ms. Russell said, "One area that must be targeted with increased investments is raising the education and compensation of the workforce. However, it is

both unrealistic and unfair to expect the workforce to go back to school while they are working full time without help and without the promise of better wages and benefits."

Highlighting the T.E.A.C.H. and WAGES Projects as strategies that result in improved education and compensation, Ms. Russell continued. "Investments in increased educational opportunities tied to compensation and benefits provide early educators with a viable, sustainable career path in a field in which they will remain committed. T.E.A.C.H. scholarships and wage supplements help the early childhood workforce become better educated, compensated and consistent as it strives to meet the higher standards associated with pre-kindergarten, Head Start and Quality Rating Systems. And direct investments in the workforce mean that quality can be raised without burdening parents with additional costs."



T.E.A.C.H. Times  
Julie Rogers, Editor

T.E.A.C.H. Early Childhood® and Child Care WAGES® Projects are programs of Child Care Services Association. For more information contact:

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## T.E.A.C.H. Early Childhood® Scholarship Recipients Earn National Teaching Award

In recognition of the need to raise the status and visibility of quality child care, each year the Terri Lynne Lokoff Child Care Foundation awards 50 early childhood teachers from around the country the Terri Lynne Lokoff/Children's TYLENOL® National Child Care Teacher Award™. This year 10 of the 50 teachers receiving this award are also recipients of T.E.A.C.H. Early Childhood® scholarships. Teachers are selected for their commitment and dedication to the children they serve. To be considered for the award applicants design an enhancement project for the children in their classroom illustrating the educational, social and emotional benefits of the project. Winners receive \$1,000.

We salute all of the award winners and acknowledge those who have further made a commitment to the field by choosing to advance their education through T.E.A.C.H.

- ❖ **Wendy Arburg**, Momma Bear Daycare, Des Moines IA
- ❖ **Mildred Bearden**, JCCCO Head Start-Early Head Start-PreK Program, Birmingham AL
- ❖ **Melissa Cato**, Tender Care Learning Center, Pittsburgh PA
- ❖ **Donna Kennebeck**, Iowa Health Child Development Center, Des Moines IA
- ❖ **Edina Koco**, Apple Tree Children's Center West, Des Moines IA
- ❖ **Tanya Lohma**, Hildebrandt Learning Center, Elizabethtown PA
- ❖ **Michele McDaniel**, Michele's House Childcare & Learning Center, Earlham IA
- ❖ **Janelle Noel**, Little Life Enrichment Center, New Oxford PA
- ❖ **Stacy Stefaniak**, Child Care Center of St. Joseph's Hospital in Marshfield Clinic, Marshfield WI
- ❖ **Connie Thompson**, Apple Tree Children's Center, Norwalk IA

## New Partnership Brings T.E.A.C.H. Early Childhood® Scholarships to the School-Age and Youth Development Workforce

A new partnership has been forged between the T.E.A.C.H. Early Childhood® Project, The Next Generation Youth Work Coalition and the National Institute on Out-of-School Time (NIOST), at the Wellesley Centers for Women, Wellesley College.

The goal of the T.E.A.C.H. Early Childhood®/Career Pathways II Project is to ensure that three states – Missouri, Pennsylvania and Florida – build upon current successes to increase the education, compensation and retention of the school age and youth development workforce by expanding the T.E.A.C.H. model, which is already well established in all three states, to this workforce.

This experimental pilot project is bringing the successful T.E.A.C.H. model to a different workforce that, much like the early childhood workforce of 20 years ago, has fewer and less developed educational pathways in place and minimal access to those that are in place. Youth work professionals are defined as working with young people primarily between the ages of 5 and 18, and can be employed by a variety of systems and settings. Participants in this project must work in self-regulated or state regulated programs (e.g. community-based organizations, affiliates of national youth-serving organizations). The results of this project will inform both T.E.A.C.H. and the youth work field how the T.E.A.C.H. model can work with this population.

In its report, *Growing the Next Generation of Youth Work Professionals* (Yohalem, N., Pittman, K., and Moore, D., 2006, *Cornerstones for Kids*), the Forum for Youth Investment suggested that:

- While training is available for this workforce, links between training and tangible rewards are weak;
- Most youth workers say there are not clear opportunities for promotion within their organization; and
- For many frontline staff, career advancement and recognition – in particular salary increases – require job changes.

In response to these findings, the Next Generation Youth Work Coalition, which is housed in the Forum for Youth Investment,

launched the Clear Policies for Career Pathways Project to identify and build on model efforts underway around the country to establish more comprehensive workforce development systems for the youth work field.

Results of this work indicated that successful approaches shared three common features, setting them apart as systemic efforts:

- New programs and collaborations are embedded in public policy. They are not temporary projects of a few highly specialized groups, but long-term initiatives backed by an array of public and private agencies and sustainable funding sources.
- Compensation and retention issues are an integral, if not primary, focus of these initiatives. While expanding education and training may be a major component, it is not undertaken in isolation. Instead, there are clear links to wage incentives and career advancement opportunities.
- System-building goals are comprehensive. Though the initiatives have usually begun by launching one or two specific projects, e.g., creating retention incentives or developing a standardized credential, the initial projects are envisioned as a base from which to build out the other components of a comprehensive workforce development system.

Several factors will be key to the success of this project:

1. Bringing key stakeholders from both the youth development arena and T.E.A.C.H. to the table to ensure project sustainability now and in the future

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For more information on the partnership organizations, please visit their websites.

- The Forum for Youth Investment; <http://www.forumforyouthinvestment.org/>.
- The Next Generation Youth Work Coalition; <http://nextgencoalition.org/>.
- The National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women, Wellesley College: [www.NIOST.org](http://www.NIOST.org).



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and **create 50,000 new jobs**. The Head Start funding will allow programs to receive a cost of living adjustment (COLA) and will provide funds for investments in quality and expansion of both Head Start and Early Head Start programs. The funds may also provide support for State Early Learning Advisory Councils created in the 2007 Head Start Reauthorization. Up to 10 percent of the Early Head Start funds are targeted for training and technical assistance and up to 3 percent are targeted for monitoring. The federal Office of Head Start will develop a competitive process for programs to apply for the new funds.

### **Higher Education Opportunity Act Title II A - Teacher Quality Partnerships**

\$100 million was included in the act aimed at improving teacher recruitment, preparation and retention, with legislative language noting that higher education partnerships may include early childhood education programs. (See related article in this issue)

### **The Individuals with Disabilities Education Act (IDEA)**

IDEA received \$12.2 billion. Part C of IDEA, services for infants and toddlers, received \$500 million, and Part 619 of Part B of IDEA, the preschool program, received \$400 million.

### **Title I of No Child Left Behind**

While the \$13 billion received in this area is not directly for the provision of early childhood programs, spending on these programs for children from birth through the age of school entry is a permitted use of funds.

### **State Fiscal Stabilization Fund**

States will also receive \$39.5 billion for education to be used for elementary, secondary and postsecondary education. The legislation notes that early childhood programs and services are an allowable use of funds.

Overall, the ARRA provides early childhood funding at levels that will allow states and local programs to think about and implement investments in a systematic way for the first time in many years, and will support state and local coordination and planning. States will have the resources to improve child care subsidy policies to improve access for low-income families. They will also have the resources to make investments in initiatives

such as T.E.A.C.H. Early Childhood® and Child Care WAGES® that improve quality in general and the workforce specifically. Now is the time to be strategic to help ensure the early childhood workforce is front and center as an essential component of the economic recovery strategy.

You can read more about the work of CLASP including up-to-date information on the American Recover and Reinvestment Act by going to [www.clasp.org](http://www.clasp.org).



## **The Higher Education Opportunity Act Means More Opportunities for the Early Childhood Workforce**

The Higher Education Opportunity Act was signed into law in August 2008. The Act amends, extends and re-authorizes the Higher Education Act of 1965. The original act was created to make post-secondary education affordable for low- and middle-income students through grants and loans, provide resources and assistance to higher education institutions, and improve the quality and retention of teachers. What is new and exciting about the re-authorization is the inclusion of early childhood educators and early childhood education programs in several titles of the Act.

### **Title II – Teacher Quality Enhancement**

This section consolidates three existing programs aimed at improving teacher recruitment, preparation and retention into a single partnership grant program. These competitive, five-year grants will be made to partnerships, and the law designates who must be included in the partnerships. The overall purpose of the grants is to:

1. Improve student achievement
2. Improve the quality of preparation and professional development of prospective and new teachers
3. Hold higher education institutions accountable for preparing highly qualified teachers
4. Recruit highly qualified individuals into teaching, including those from other professions

These funds, traditionally focused on K-12 initiatives, can now, in part, be spent on a variety of uses specifically benefiting early childhood educators in licensed or regulated child care, Head Start/Early Head Start and state prekindergarten programs so long as the partnership includes an early childhood program representative. Funds, for example, can be used for compensation initiatives that reward individuals who earn an associate or Bachelor's degree.

### **Title IV – Student Financial Assistance**

The loan forgiveness section of the Act has been in place for several years but, again, traditionally focused on K-12 teachers in public schools. The new expanded loan forgiveness program adds early childhood educators to loan forgiveness available to K-12 teachers including direct loans, Stafford loans and Perkins loans.

### **Title VIII – Grants to States for Early Childhood Professional Development Systems**

This new competitive grant program, while authorized in the law, will require an appropriation. States would establish early childhood professional development advisory councils made up of stakeholders in child care, Head Start, prekindergarten and other early childhood programs. The goal would be to create a coherent early childhood professional development system including core competencies, articulation, mentoring/coaching, career lattice, high-quality higher education degree programs, and quality assurance measures. The new initiative would require the development of a state plan and an evaluation of the efforts.

As the country sets out on a new course under new leadership in the coming years, early childhood educators can look forward to new opportunities in the Higher Education Opportunity Act.

This article was written in part based on materials provided by the National Association for the Education of Young Children. The NAEYC summary of the early childhood provisions of the Higher Education Opportunity Act, is available at <http://naeyc.org/policy/federal/pdf/SummaryEcProvisionsHeoa.pdf>.



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2. Creating scholarship models designed to address the unique characteristics of this workforce while maintaining the integrity of T.E.A.C.H.
3. Identifying relevant higher education coursework (including certificates and credentials) that is available for this workforce
4. Conducting extensive outreach through multiple networks to engage this workforce in applying for scholarships

While the depth and nature of the connections between Career Pathways and T.E.A.C.H. stakeholders varies across these states, this and other differences in structure and strategy will provide a unique opportunity to develop a range of models that can be shared across other T.E.A.C.H. states and beyond. While all are works in progress, these emerging systems appear ready to demonstrate what can be accomplished by expanding a comprehensive, systemic approach such as T.E.A.C.H. to the youth work workforce.

## **T.E.A.C.H. and WAGE\$ National Conference to Bring Hope in Challenging Times**

As we go to print, the 9th Annual T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Conference is taking place in Chapel Hill, North Carolina. This year's conference title, *Hope in Challenging Times*, acknowledges that even when the economy is in trouble we have an obligation to stand up, speak out and act on behalf of children, their families and the early childhood workforce. Conference highlights include a pre-conference workshop featuring Holly Elissa Bruno, entitled, *"The Straw that Didn't Break the Camel's Back: Maintaining Optimism & Resilience in Challenging Times"*. The opening session features Stuart Stotts, whose original songs and stories document the critical work of caring for young children. Josue Cruz, President and CEO of the Council for Professional Recognition, will discuss, *"The Future of the CDA Credential – Options for Educating and Credentialing the Workforce"*, during the plenary session.

### **T.E.A.C.H. EARLY CHILDHOOD® NATIONAL ADVISORY COMMITTEE**

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The T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance Center would like to extend a warm welcome to the newest members of the T.E.A.C.H. Early Childhood® family.

- ❖ **Association for Supportive Child Care in Arizona**
- ❖ **River Valley Child Development Services in West Virginia**



*...ensuring affordable, accessible, high quality  
child care for all young children.*

