

Early Childhood Workforce Investments

A National Strategy



**The T.E.A.C.H. Early Childhood® &
Child Care WAGE\$® Projects**

2005-2006
Annual Program Report



T.E.A.C.H. Early Childhood®

Letter from the President

The T.E.A.C.H. Early Childhood® Project turned 16 this year! And in some ways, like any 16 year old, T.E.A.C.H. is in its adolescence – in a transitional stage of maturing into adulthood, and more importantly recognizing its unique identity and place in our nation's early childhood professional development system. This year staff at the T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance Center (the Center) have worked to better understand how both the T.E.A.C.H. and Child Care WAGE\$® Projects are integrated in our field. We have explored how T.E.A.C.H. and WAGE\$ are vehicles for the educational attainment of the pre-k workforce. We have learned how and where these programs fit into quality rating systems now in place in 13 states. And we have come to understand how the very nature of bringing a T.E.A.C.H. program to a state in and of itself helps build the advocacy base for high quality programs for young children.

In addition, we also continue to see a field that is under-resourced at every level. We see it at the classroom level, where low education, poor compensation and high turnover still exist. We see it at the college level, where higher education institutions struggle to find qualified instructors to teach early childhood courses. We also see it in states, where fledgling statewide organizations struggle to build their capacity to administer programs and build the advocacy base for the field. With so many families struggling to pay for child care and without the resources to help them, we know that states are under pressure to make the right choices, but the resources are not adequate, often leaving state leaders to choose between quality and quantity.

We have learned a lot in the past 16 years as we have worked on education and compensation strategies across the country. Our vision for the workforce comes from what we've learned – that with sufficient investments in the workforce, change is possible in the education and retention of the workforce. Sometimes it is slow, incremental change, but it is movement in the right direction. We have also learned that with real compensation incentives even teachers with degrees are willing to stay. Our vision includes a national strategy that starts with an understanding and recognition of the value of the early childhood workforce. It includes significantly increased investments. And it must include more reliable federal funding specifically targeted at the needs of the workforce. It's time.

Sincerely,



Sue Russell
President



Lisa Chavez
Associate's Degree
Children, Youth and Families
April 2006
Albuquerque Technical-Vocational Institute



Varsha Chawda
Associate's Degree, Early Childhood Education
December 2003
Milwaukee Area Technical College



Nicole Harris
Associate's Degree, Early Childhood Education
May 2004
Community College of Philadelphia

The Human Services Workforce Initiative

This year, the T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance Center was funded in part by Cornerstones for Kids as part of their Human Services Workforce Initiative. The basic tenant of the initiative is that human services, when delivered well, positively impact the lives of vulnerable children and families. Recognizing the connection between the quality of frontline workers and the effectiveness of the services they deliver, Cornerstones believes that "we cannot succeed at producing better outcomes for children and families without aggressively addressing the workforce that serves them." The Center is fortunate to be a part of this national campaign designed to understand the state of the human services workforce and the challenges faced by front-line workers and to identify and promote best practices and solutions to address the challenges. Because the T.E.A.C.H. Early Childhood® Project has been recognized as a model of successful public policy diffusion, the project offers a unique perspective to this national campaign.

This report was funded in part by Cornerstones for Kids. We thank them for their support but acknowledge that the findings and conclusions presented in this report are those of the author(s) alone and do not necessarily reflect the opinions of Cornerstones for Kids.

National Program Outcomes

Scholarships and Compensation Incentives Make a Difference

T.E.A.C.H. Early Childhood® National Program Outcomes 2005-06

The T.E.A.C.H. Early Childhood® Project offers educational scholarships that tie education to compensation for the early childhood workforce. But the impact of T.E.A.C.H. scholarships goes well beyond the individual recipient. T.E.A.C.H. scholarships also address the retention of staff in early childhood programs while at the same time creating a demand for coursework that builds the capacity of higher education institutions in local communities. This year educational scholarships were provided to the early childhood workforce in 22 states.

Increased Education

117,485 credit hours were completed.

Scholarship participants significantly exceeded the minimum credit hour expectations annually.

- <11 credit hrs 4 states
- 11-13 credit hrs 7 states
- 13.1-18 credit hrs 10 states

Increased Compensation

Child care wages for associate's degree scholarship participants increased from 3-13%.

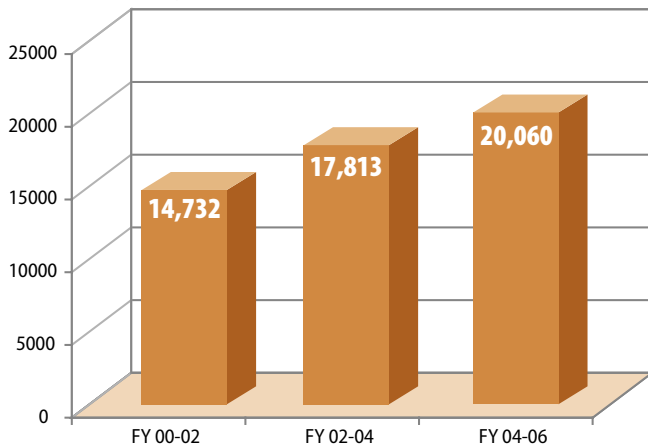
- 10%+ 4 states
- 5-9.9% 12 states
- <5% 5 states

Reduced Turnover

Turnover rates for associate's degree scholarship participants averaged far less than 10% annually.

- <5% 9 states
- 5-9.9% 8 states
- 10-13% 3 states

T.E.A.C.H. Early Childhood® Scholarship Growth



Child Care WAGES® National Program Outcomes 2005-06

This year the Child Care WAGES® Project provided education-based salary supplements to low paid teachers, directors and family child care providers working with children between the ages of 0-5 in four states. The project provides preschool children more stable relationships with better-educated teachers by rewarding teacher education and continuity of care.

Increased Education

Participants submitted documentation that they had completed additional coursework.

- 1 state 5-10% of WAGES participants
- 1 state 10-20% of WAGES participants
- 2 states 20-30% of WAGES participants

Participants submitted enough documentation of completed coursework to move up a level on the WAGES supplement scale.

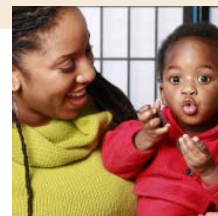
- 2 states 5-10% of WAGES participants
- 1 state 10-15% of WAGES participants
- 1 state 15-20% of WAGES participants

Increased Compensation

States varied greatly on the average supplement amount, but supplements increased the earnings of WAGES participants. Average six month supplement amounts ranged from \$221 to \$861 with an average national supplement amount of \$579.

Reduced Turnover

Turnover rates for Child Care WAGES® participants are far lower than typical turnover in their respective states, with turnover rates ranging from 12% to 17%.



With real compensation incentives, even teachers with degrees are willing to stay.

For the past two years the Center has examined the characteristics of participants in the Child Care WAGES® Project who left their programs to see if those who had degrees were leaving at rates that were faster than those who did not leave. Not only was there no difference, but also when supplement amounts were increased the results were even better. Participants actually took more courses to progress on the salary supplement scale and turnover was at significantly lower rates. What we've learned is that money does make the difference.

The investments: paying off for the early childhood workforce



T.E.A.C.H. Early Childhood® is a comprehensive scholarship program that provides the early childhood workforce with access to educational opportunities and that is helping establish a well-qualified, fairly compensated and stable workforce for our children. Yet T.E.A.C.H. is so much more...

Building the Advocacy Base

Experience over 16 years tells us that bringing the T.E.A.C.H. Early Childhood® Project to a state in and of itself helps build the advocacy base for high quality programs for young children. Because the early childhood field is considerably under-resourced at every level, bringing a T.E.A.C.H. Project into a state often helps strengthen organizations that administer the program or helps build the infrastructure of fledgling organizations that take on the administration of T.E.A.C.H. In addition, T.E.A.C.H. facilitates long-term systemic change in states by helping create access to higher education that was not available prior to T.E.A.C.H. All of this work helps create and expand the advocacy base in support of the early childhood education field.

■ 2005-06 Participation

20,229 T.E.A.C.H. scholarships

- 64% of recipients working on AS/AAS in ECE
- 14% of recipients in Head Start programs
- 60% of recipients working with 3 & 4 year olds

10,677 WAGE\$ supplements

10,660 child care programs sponsoring T.E.A.C.H. recipients

- 36% family child care homes

3,416 child care programs with WAGE\$ recipients

Indiana Association for the Education of Young Children (IAEYC)

Indianapolis, Indiana

When T.E.A.C.H. Early Childhood® was first launched in Indiana in 1998, IAEYC was a fledgling organization with one part-time Executive Secretary working out of a home office. Private funding from the Indiana Child Care Fund, Inc., brought the first significant funding to IAEYC, with \$150,000 for T.E.A.C.H. Now eight years later, IAEYC has a budget of \$3.6 million. They have 18 full-time staff and last year provided 1,991 scholarships to early childhood professionals across the state. These past eight years have brought new members and new projects to IAEYC, which now has over 1,800 members.

Transforming the Workforce Through Education

The early childhood workforce wants and appreciates opportunities to increase its knowledge and skills through the nation's higher education system. The field is made up of dedicated women who work hard at their jobs. They know that education is beneficial to their success at work and many hold the dream to one day get a college degree.

For many, they are the first in their families to do so. The key is accessibility...having the money, the time and the support to make it possible. 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 compensation. The T.E.A.C.H. and WAGE\$ Projects provide that accessibility. Scholarships and stipends provide the funding. Release time payments allow time off to go to school. Counseling and mentoring services provide the necessary support. And the leaders in organizations across the country that house T.E.A.C.H. and WAGE\$ projects provide the advocacy necessary for systemic change.

■ 2005-06 Participation

532 educational institutions

- 391 community/technical colleges
- 141 universities

LuAnne Gaines A Discovery Zone

Columbia, Missouri

LuAnne Gaines knows first hand the struggles of balancing work, family and school. For six years, with the help of T.E.A.C.H. scholarships, she has persevered and has earned her CDA, attained accreditation through the National Association of Family Child Care and attained her associate's degree, while maintaining a 3.5 grade point average. "I opened a family group home when I saw a need for quality child care. Without the T.E.A.C.H. MISSOURI scholarship, I could never have afforded my goal." For the past year, LuAnne has sponsored her son as a T.E.A.C.H. recipient and in Spring 2007, she will begin courses towards her bachelor's degree with T.E.A.C.H. MISSOURI. LuAnne has grown into a champion for children and for the power of education in increasing the quality of child care in Missouri.

"My T.E.A.C.H. Counselor encouraged me through the hard times always reminding me that the challenges were only a moment in time and that I could make it. She gave me hope and helped me realize my dream. Through it all, she has helped me to better understand the field and to prepare for my future."



Leveraging Resources for the Higher Education System

Nebraska Association for the Education of Young Children

Omaha, Nebraska

As the Hispanic population across the country continues to grow at a faster rate than the population as a whole, the need for Spanish-speaking child care providers has grown tremendously. This presented a challenge to the early childhood community in Omaha, Nebraska when it came to providing professional development opportunities. To address this need the Nebraska Association for the Education of Young Children (NeAEYC – the administrative home of T.E.A.C.H. Early Childhood® in Nebraska), Metropolitan Community College and the Head Start State Collaboration Office collaboratively developed the Spanish Speaking Early Childhood Project.

The goal of the project was to offer college level early childhood courses in Spanish that would immediately impact the quality of care in the classrooms of non-English speaking early childhood providers.

The T.E.A.C.H. Project played a crucial role in the success of this initiative. Without T.E.A.C.H. mobilizing the community to action and providing funding for scholarships, there would not have been enough students enrolled to offer the courses, and none of the students would have had the financial resources to consider college. T.E.A.C.H. staff played a key role in ensuring that challenges faced by these students, such as navigating the community college system, were addressed.

2005-06

T.E.A.C.H. Scholarship participant demographic profile

- 47% people (women) of color
 - 35% African American
 - 8% Hispanic

"Most of these providers found their skills insufficient to successfully complete college coursework in English. They had no access to the most basic training in early childhood education. This program has opened doors for a group of people that thought college was not an option for them."

Linda Zinke, executive director of NeAEYC



On Sunday, September 17, 2005 a recognition ceremony was held at Metro Community College for students in the program. Collectively these students earned 200 college credits in early childhood education and 537 children in their classrooms have felt the impact of their education.

Addressing the Needs of the Prekindergarten Workforce

When North Carolina first funded its pre-k initiative called More at Four, a mandate was put in place requiring teachers in More at Four classrooms to have either a Birth-Kindergarten (B-K) or a Preschool Add-On license. To ensure that teachers had access to attain the new educational requirements, the North Carolina legislature allocated approximately \$1 million in state pre-k money that provided T.E.A.C.H. scholarships and health insurance support to teachers in More at Four classrooms, which are housed both in public schools and community based early childhood programs.

2005-06

Average earnings of a teacher on a T.E.A.C.H. scholarship

- 12 states <\$9/hr
- 9 states \$9-\$11/hr
- 1 state >\$11/hr



Beth Pierce, Teacher Community School for People Under Six

Chapel Hill, North Carolina

Beth Pierce is a More at Four teacher at Community School for People Under Six, a community based early childhood program in Chapel Hill, North Carolina. With the help of T.E.A.C.H. scholarships, Beth has completed her associate's degree, her bachelor's degree and is now working toward her B-K licensure. Not only has Beth achieved these accomplishments; she has remained in the same sponsoring center over the 13 years that she has been working toward her degrees. She now makes a living wage, earning approximately \$44,000 a year. She is doing a job she loves, making a difference for children at great risk and being compensated fairly.

According to Beth, the most challenging time throughout her years attending college was her student teaching semester. "I thought I would never make it through," Beth reflected recently. "But when you believe in what you are doing, you find the inner strength to succeed. With the support of T.E.A.C.H., I can't imagine why anyone would not want to go back to continue their education."

The T.E.A.C.H. and WAGES Projects are housed in a remarkable group of organizations in 22 states.

T.E.A.C.H. Early Childhood®

North Carolina, Founding State
Child Care Services Association

Alabama

Alabama Partnership for Children

Colorado

Qualistar Early Learning

Florida

The Children's Forum

Delaware

The Family & Workplace Connection

Hawaii

Good Beginnings Alliance

Idaho

Idaho Association for the Education of Young Children

Illinois

Illinois Network of Child Care Resource and Referral Agencies

Indiana

Indiana Association for the Education of Young Children

Iowa

Iowa Child Care & Early Education Network

Kansas

Kansas Association of Child Care Resource and Referral Agencies

Michigan

Michigan 4C Association

Minnesota

Minnesota Child Care Resource and Referral Network

Missouri

Missouri Child Care Resource and Referral Network

Nebraska

Nebraska Association for the Education of Young Children

Nevada

Nevada Association for the Education of Young Children

New Mexico

New Mexico Association for the Education of Young Children

Ohio

Ohio Child Care Resource and Referral Association

Pennsylvania

Pennsylvania Child Care Association

South Carolina

Center for Child Care Career Development

Virginia

Voices for Virginia's Children

Wisconsin

Wisconsin Early Childhood Association



Child Care WAGES®

North Carolina, Founding State
Child Care Services Association

Florida

The Children's Forum

Kansas

Kansas Association of Child Care Resource and Referral Agencies

South Carolina

Center for Child Care Career Development

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Child Care Services Association

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United Way of Massachusetts Bay

Lori Stegmeyer

The Children's Forum

Dianna Wallace

Indiana Association for the Education of Young Children

Alicia Leatherman

Ohio Child Care Resource and Referral Association

Marci Young

Center for the Child Care Workforce
American Federation of Teachers

Letter from a Recipient

I would like to thank you for the T.E.A.C.H. Program. You gave me the opportunity to go back to school. Not only did you give me financial help, but you gave me the support I needed when times got hard. The phone calls, cards, and letters always encouraged me to keep on going. On May 1, 2005 I received an Outstanding Achievement Award and my degree in Early Childhood at Bishop State Community College. I am now enrolled in the University of Mobile and am working toward my B.S. in Early Childhood and Elementary Education. I made the Dean's list in the Fall of 2005 and Spring of 2006. I've become a better person and good role model, with a higher standard of living. More doors have opened to me professionally. I have a good support system, and networking with students and teachers is great. Education is important no matter how old you are. If you want to make a difference, it will only come through knowledge. A rewarding future is waiting for me.

Thank you,

Valerie Mason
Family Child Care Owner, Teacher
Valerie's Child Care
Mobile, Alabama



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

Child Care Services Association
PO Box 901
Chapel Hill, NC 27514
919.967.3272 – telephone
919.967.7683 – facsimile

www.childcareservices.org