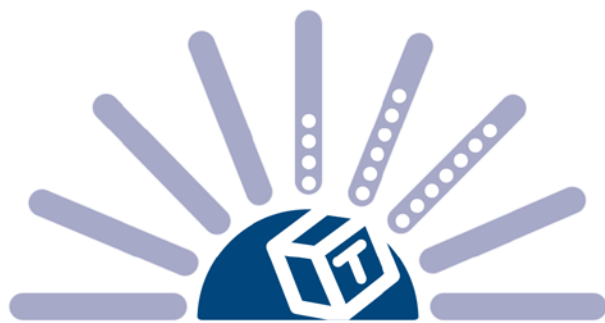


T.E.A.C.H. Early Childhood®

Annual Report

July 1, 2013 - June 30, 2014



T.E.A.C.H. Early
Childhood®

NORTH CAROLINA L

A Project of
Child Care Services Association



Child Care Services Association

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Introduction

The T.E.A.C.H. Early Childhood® Project provides the structure for a comprehensive, sequenced program of early childhood professional development opportunities in North Carolina. The Project recognizes the diverse educational backgrounds of the early childhood workforce and has scholarship programs appropriate for early care and education providers with no formal education beyond high school, as well as those to help degreed teachers earn their Birth-Kindergarten License. Entry can be made into the Project at any point along a participant's professional and educational path. During the year, the T.E.A.C.H. Early Childhood® Project offered the following scholarship programs:

- North Carolina Early Childhood Administration Credential Scholarship Program
- Early Childhood Associate Degree Scholarship Program
- Early Childhood Bachelor's Degree Scholarship Program
- T.E.A.C.H. Early Childhood® Associate Degree Scholars Program
- T.E.A.C.H. Early Childhood® Bachelor's Degree Scholars Program
- CDA Assessment Scholarship Program
- Birth-Kindergarten Licensure Scholarship Program
- Preschool Add-On Licensure Scholarship Program
- T.E.A.C.H. Early Childhood® Scholars Program

This report includes participation data and outcome measures for the programs listed above and summaries of several other initiatives and partnerships such as the T.E.A.C.H. Early Childhood® Infant Toddler Scholarship and the NC Pre-K Program. Finally, we provide the results from a customer satisfaction survey of participants in the T.E.A.C.H. Early Childhood® Associate and Bachelor Degree scholarship programs. Appendices containing supplementary data from the T.E.A.C.H. participant database, charts summarizing outputs and outcomes for the scholarship and health insurance programs, and copies of the customer satisfaction survey are at the end of this report.

Program Outreach and Recruitment

Outreach and recruitment remained an important strategy of the T.E.A.C.H. Early Childhood® Project during the 2013-2014 fiscal year. The purpose of outreach engagements is to recruit new participants, to provide a clear understanding of Project policies and procedures, and to address scholarship related issues at the local level. The collaboration that is fostered through outreach activities is instrumental to the Project's success. During the 2013-2014 fiscal year the T.E.A.C.H. Early Childhood® Project participated in 55 outreach events and activities. Examples of outreach engagements are early care and education provider workshops/trainings, center visits to present at staff meetings or to provide technical assistance, director meetings, regional and state conference sessions, regional conference exhibits, and visits to community college classes. Outreach and recruitment was also conducted specifically for NC Pre-K scholarship initiatives and are discussed in more detail within that section.

The information provided during outreach sessions includes an historical background and general overview of the Project, principles and components of the scholarship program, available scholarship models, and the technical aspects of the scholarship program. These technical aspects include eligibility requirements, the application process, tuition, travel, book and release time reimbursement processes, issuance of compensation and contract renewal, and any special issues.

The format of presentations will vary depending on the audience and the purpose of the event. However, ample opportunities are given to answer specific questions that arise during these sessions. The focus during outreach sessions is on the technical aspects of the scholarship program in an effort to make presentations more effective and relevant for both potential and current participants and sponsors

Effective outreach for the Project has been established through the collaborative relationship with local Smart Start partnerships, child care resource and referral agencies, community college and university early childhood departments, professional organizations and associations, and the Division of Child Development and Early Education. The assistance these groups have provided includes distribution of materials and applications, identification of potential participants, and the scheduling and facilitation of presentations and trainings. Likewise, their participation in advocacy and public policy continues to contribute to the success of the Project. The Project will continue to collaborate with these partners as plans for outreach and recruitment activities for the next year are made.

Outreach plans for the upcoming year will continue to be responsive to the needs of the child care community. Proposals have been submitted to state conferences and locally offered workshops will be provided upon request. Areas of the state with lower levels of participation or that need more intensive technical assistance will be targeted in the coming year to further strengthen the Project's reach and impact.

North Carolina Credential Scholarship Programs

North Carolina Early Childhood Administration Credential

This program offers scholarships to child care directors and co-directors who wish to earn their North Carolina Early Childhood Administration Credential. The scholarship provides assistance with tuition, books, and travel for a maximum of 12 semester credit hours of early childhood and/or early childhood administrative course work associated with earning the Administrative Credential. Recipients receive a \$150 bonus upon receipt of their credential. At the time of this report, North Carolina Early Childhood Administration Credential Scholarship recipients completed 83 credit hours of coursework towards the North Carolina Early Childhood Administration Credential. Of this total, NC Pre-K funding enabled administrators to complete 12 credit hours of coursework towards the Early Childhood Administration Credential.

"Thank you very much for the scholarship. I am humbled that I have been granted the support, confidence, and financial resource to achieve my professional goals and growth. The professional growth will also support the parents, children, co-workers and administration."
-Teacher,
Mecklenburg County

North Carolina Early Childhood Administration Scholarship

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North Carolina Early Childhood, Administration and School Age Credential Bonus Only Awards

Since 1993, Child Care Services Association had worked in partnership with the Division of Child Development and Early Education and the North Carolina Community College System to recognize individuals working in child care for successfully attaining the North Carolina Early Childhood Credential, the North Carolina Early Childhood Administration Credential and the

North Carolina School Age Credential. Because of funding cuts and increased costs, this award was eliminated in FY2010-2011 for non-T.E.A.C.H. participants. However, individuals who completed coursework prior to December 31, 2008 were still eligible to apply and receive the bonus award this fiscal year. Upon attainment of the statewide early childhood credential, individuals receive a certificate of achievement and a one-time bonus award of \$100. Individuals who have attained the North Carolina Early Childhood Administration Credential receive a one-time bonus award of \$150. Individuals who have attained the North Carolina School Age Credential receive a one-time bonus of \$100. Child Care Services Association issues the bonus awards. During this reporting year 35 child care providers who were not T.E.A.C.H. scholarship recipients received compensation associated with attaining the North Carolina Early Childhood Credential, 7 non-T.E.A.C.H recipients received compensation associated with attaining the North Carolina School Age Credential, and 51 non-T.E.A.C.H. recipients received compensation associated with attaining the North Carolina Early Childhood Administration Credential. These incentives are still available to T.E.A.C.H. Early Childhood® Project participants as part of the compensation component of the respective scholarship model.

Associate and Bachelor Degree Scholarship Programs

The three primary goals of the T.E.A.C.H. Early Childhood® Project are to increase the education of the early childhood workforce, to increase their compensation and to reduce turnover within the field. Data on cohorts of recipients of an Associate or Bachelor Degree Scholarship over the past five years continue to be analyzed in terms of achievement of these goals. In order to analyze this information, certain measures are compiled for recipients who have completed at least one contract of their scholarship. These measures include the total credit hours completed, the increase in starting wage, and the rate of turnover during their commitment year.

"The T.E.A.C.H. scholarship made it possible to earn my AAS in Early Childhood Education. Working full time as an owner/director, attending college part time and family life had many challenges along the way. The eight-year journey required much determination, perseverance and dedication. At the age of 62, I fulfilled a life long dream of earning a college degree when I graduated with high honors. Without T.E.A.C.H. my dream may never been fulfilled."
 -Owner/Director, Alamance County

Early Childhood Associate Degree Scholarship Program

Early care and education providers receive scholarships through this program to work towards a Certificate, Diploma, or Associate degree in early childhood education at a local community college. Center-based teachers and family child care providers agree to take a minimum of 9 semester hours per year. Center directors contract to take a minimum of 12 semester hours per year. In addition to help with tuition, all scholarship recipients receive help meeting the costs of books and travel and receive paid release time if working directly with children. Upon successful completion, scholarship recipients typically receive either a 3% - 4% raise or a \$300 - \$700 bonus. Scholarship recipients agree to remain employed in their sponsoring child care program or continue to operate their family child care home for an additional year.

Early Childhood Associate Degree Scholarship

2,507

Center-based child care teachers	2,074
Center-based child care directors	178

At the time of this report, Early Childhood Associate Degree Scholarship recipients completed a total of 10,514 credit hours of coursework towards an associate degree. Of this total, NC Pre-K funding enabled 109 recipients to complete 620 credit hours of coursework towards an associate degree. Not all grade reports have been received, so it is expected that the number of completed credit hours will increase. Moreover, 160 recipients graduated with an Associate Degree in Early Childhood Education during the 2013-2014 fiscal year.

Increased Education

All scholarship recipients have increased their education, which varies according to the program in which they are enrolled. Participants in the Associate Degree Scholarship Program must complete at least nine credit hours in three semesters in order to complete a contract and receive their compensation. These scholarship recipients are expected to earn from 9 to 15 credit hours. Data for the past five years through June 2014 show that teachers participating in the Early Childhood Associate Degree Scholarship Program completed on average:

- 14 credit hours after one contract
- 28 credit hours after two contracts
- 42 credit hours after three contracts
- 54 credit hours after four contracts

Directors participating in the Early Childhood Associate Degree Scholarship Program completed on average:

- 16 credit hours after one contract
- 34 credit hours after two contracts
- 50 credit hours after three contracts
- 61 credit hours after four contracts

Family child care providers participating in the Early Childhood Associate Degree Scholarship Program completed on average:

- 15 credit hours after one contract
- 33 credit hours after two contracts
- 46 credit hours after three contracts
- 59 credit hours after four contracts

Increased Compensation

All T.E.A.C.H. scholarship recipients receive some compensation upon completion of a contract or after obtaining their credentials. Participants in the Associate Degree Scholarship Program receive increased compensation in the form of either a raise from their sponsoring center or a bonus given in installments by both their sponsoring center and the T.E.A.C.H. Early Childhood® Project. The required raise/bonus is expected to increase recipients' salaries by 3% -

"T.E.A.C.H. has had a BIG impact! I am sure I would not have been able to take the classes and without the classes I would not be in business. The star rating requirements encouraged me to go back to school. When parents are looking for care for their children they look for the 4-5 star rating. As a family child care provider I need to have at least 4 stars to show that I have a high quality center."
 -Family Provider, Guilford County

"T.E.A.C.H. has been a huge help to me. It has helped me afford to go back to school and cut down on me coming out-of-pocket to pay for school. Also, by TEACH reimbursing me for my books, I am able to use that money the next semester to pay for those books too. "
 -Teacher, Harnett County

4%. The average increased compensation for teachers in the Associate Degree Scholarship Program for the past five years through June 2014 was tracked as follows:

- 9% increase in earnings after one contract
- 17% increase in earnings after two contracts
- 26% increase in earnings after three contracts
- 33% increase in earnings after four contracts

The average increased compensation for directors in the Associate Degree Scholarship Program was tracked as follows:

- 14% increase in earnings after one contract
- 23% increase in earnings after two contracts
- 34% increase in earnings after three contracts
- 33% increase in earnings after four contracts

The average increased compensation for family child care providers in the Associate Degree Scholarship Program was tracked as follows:

- 18% increase in earnings after one contract
- 32% increase in earnings after two contracts
- 39% increase in earnings after three contracts
- 46% increase in earnings after four contracts

“The T.E.A.C.H. scholarship has enabled me to pursue my education in Early Childhood. I completed my AAS with the T.E.A.C.H. scholarship and am currently enrolled in the distance learning program to earn a Bachelor’s degree. I am grateful for this program because of how much I have learned and been able to share with my co-workers as a result of the education that I have received on scholarship. My education has allowed me to work my way up from assistant teacher to lead teacher to Assistant Director and now Director of my center.”
-Director, Guilford County

Reduced Turnover

The third goal of T.E.A.C.H. is to reduce the turnover of T.E.A.C.H. recipients through increased education and increased compensation. An evaluation of the turnover rates of participants in the Early Childhood Associate Degree Scholarship Program has been conducted each year of the program’s existence. A recipient of an Associate Degree Scholarship must stay in her center or family child care home for one year after the completion of a contract in order to receive full compensation. During the past five years through June 2014, the average turnover rate among teachers in the Associate Degree Scholarship Program, whether they were continuing in school while completing a commitment year or just completing their commitment year, was:

- 9% after one contract
- 6% after two contracts
- 5% after three contracts
- 5% after four contracts

The turnover rate among directors in the Associate Degree Scholarship Program, whether continuing in school while completing a commitment year or just completing a commitment year, was:

- 4% after one contract
- 5% after two contracts
- 2% after three contracts
- 2% after four contracts

“I graduated with an Early Childhood Associate Degree and would like to thank you for the T.E.A.C.H. scholarship that I received the past 5 years. I would not have been able to complete my degree. I would also like to thank my counselor for all the help she gave me during those 5 years. She was always helpful, understanding and very pleasant.”
-Teacher, Forsyth County

Among family child care providers in the Associate Degree Scholarship Program, whether they were continuing in school while completing a commitment year or just completing a commitment year, the turnover rate was:

- 2% after one contract
- 4% after two contracts
- 3% after three contracts
- 3% after four contracts

Early Childhood Bachelor Degree Scholarship Program

Articulation agreements between fifteen universities and local community colleges in North Carolina allow teachers with an Associate degree in early childhood education to transfer those credits toward the first two years of course work for a Bachelor degree in early childhood education or child development. Recipients agree to take a minimum of 9 semester credit hours per year, receive help paying for tuition, books and travel, may be eligible for paid release time if they work directly with children, and receive either a raise or bonus upon completion. Recipients agree to remain in the child care field for two years and in their sponsoring center for at least one of those two years.

Early Childhood Bachelor’s Degree Scholarship	246
Center-based child care teachers	165
Center-based child care directors	56
Family child care providers	25

Early Childhood Bachelor’s Degree Scholarship recipients completed a total of 1,822 credit hours of course work towards a bachelor’s degree. Of this total, NC Pre-K funding enabled 56 recipients to complete 368 credit hours of coursework towards a bachelor’s degree. During the 2013-2014 fiscal year, 28 recipients graduated with a Bachelor’s Degree.

Increased Education

Recipients participating in the Bachelor’s Degree Scholarship Program must also complete at least 9 credit hours, and are expected to complete up to 12 credit hours per contract year. Because the number of participants is small and is comprised of only directors and teachers, outcome data is combined. Data for five previous years through Summer 2014 indicate that these recipients completed on average:

- 15 credit hours after one contract
- 31 credit hours after two contracts
- 44 credit hours after three contracts
- 56 credit hours after four contracts

Increased Compensation

Recipients of a Bachelor’s Degree Scholarship also receive compensation in the form of a raise or bonus from their sponsoring center and from T.E.A.C.H. in installments. Their mandated

compensation is also expected to average between a 3% to 4% increase in their wages. The average increased compensation for participants in the Bachelor's Degree Scholarship Program from the previous five years to Summer 2014 was tracked as follows:

- 11% increase in earnings after one contract
- 19% increase in earnings after two contracts
- 23% increase in earnings after three contracts
- 30% increase in earnings after four contracts

Reduced Turnover

The average turnover rate among Bachelor's Degree Scholarship Program participants from the previous five years to Summer 2014, whether they were continuing in school while completing their commitment year or just completing a commitment year, was:

- 4% after one contract
- 3% after two contracts
- 2% after three contracts
- 3% after four contracts

Other Scholarship Initiatives

Associate and Bachelor's Degree Scholars Program

The T.E.A.C.H. Early Childhood® Associate and Bachelor's Degree Scholars programs are newer scholarship initiatives that were introduced in March 2012 and are modeled after the existing T.E.A.C.H. Early Childhood® Scholars scholarship. The scholarship provides financial awards to full-time students who are enrolled in the Early Childhood or Child Development program at any North Carolina community college or at a participating college and/or university in North Carolina. In addition, the scholarship is available to those who are currently not working in child care or working 20 hours per week or less. For the Bachelor's Degree Scholars program, participants must also be a junior and senior in order to be eligible. In return, upon graduation the Associate or Bachelor's Degree Scholar must agree to work as a full-time teacher in a licensed child care facility serving at-risk children in the state of North Carolina. The length of employment that Scholars receiving the award complete upon graduation is based upon the number of semesters they received an award.

During FY 2013-2014, thirty-two T.E.A.C.H. Early Childhood® Associate and Bachelor's Degree Scholars used their stipends to attend 24 colleges and universities and completed 412 credit hours.

T.E.A.C.H. Early Childhood® Associate Degree Scholars Program	18
T.E.A.C.H. Early Childhood® Bachelor's Degree Scholars Program	14

Child Development Associate (CDA) Assessment Scholarship

The T.E.A.C.H. Early Childhood® Project provides scholarships to help pay for CDA assessments for family child care providers, infant and toddler teachers, and preschool teachers who work in licensed child care facilities. The scholarship pays for 85% of the Direct Assessment fee and awards a \$200 bonus upon successful completion of the CDA.

A candidate obtains the CDA credential by successfully completing the stages of the CDA process. This year the Council for Professional Recognition, the agency that administers the CDA, revamped the CDA process into an on-line process of applying. First, the candidate completes 120 hours of training in the eight CDA competency goals and 13 functional areas and 480 hours of professional experience. A professional resource file is compiled that includes an autobiography, written examples of competence in each of the CDA competency areas and resource materials. Family questionnaires are also required during the initial step of the CDA process.

The candidate may then apply for the CDA Credential by filling out either a paper or on-line application. At this time, the candidate needs to identify a CDA Professional Development Specialist in their area. Once the Council has received and approved the application, the verification visit is scheduled. During the visit, the CDA Professional Development Specialist reviews the professional resource file and family questionnaires. The CDA Professional Development Specialist also observes the candidate in a child care setting and engages in a reflective dialog with the candidate during the verification visit. Finally, the candidate takes the CDA exam at a Pearson Vue testing center.

CDA Assessment Scholarship Program	37
Center-based child care teachers/directors	23
NC Pre-K Funded Scholarship	6
Family child care	8

At the time of reporting, 37 CDA Assessment Scholarship had been awarded. Of this total, NC Pre-K funding enabled 6 recipients access to the scholarship award. Of the 37 recipients, 11 were awarded the CDA Credential during FY 2013-2014.

T.E.A.C.H. Early Childhood® Infant Toddler Scholarship Collaborative

During the 2013-2014 fiscal year, Child Care Services Association and the Division of Child Development and Early Education continued the collaboration to support increased educational activities among teachers working with infants and toddlers through T.E.A.C.H. Early Childhood® Scholarships. Planners of this initiative wanted these early childhood programs to be able to hire consistent substitutes while their infant toddler teachers were using paid release time to manage various aspects of their lives including work, school, and family needs. In addition the education, compensation and turnover of the infant toddler workforce is much worse than that of the preschool workforce. During the first year of the collaboration, the goal was to provide 500 associate and/or bachelor degree scholarships to providers working with children 0-2 years of age. The Infant Toddler collaboration provides assistance with tuition, books, and travel and includes an expanded reimbursement for 100% of release time.

During the funding year, 1,721 Infant Toddler scholarships were awarded with the highest number of participation at the Associate Degree level. Of this number 143 completed a contract and 92 recipients graduated with their respective degrees. These specialized scholarships assisted child care providers in the completion of 7,048 credit hours as verified by received grade reports. These scholarship recipients were sponsored by 911 different child care facilities in 95 counties. To identify T.E.A.C.H. recipients who were eligible for the enhanced scholarship staff confirmed current age groups with each contract renewal, charge approval request and application for scholarship.

T.E.A.C.H. Early Childhood® NC Pre-K Scholarship Collaborative

The continual goal of the T.E.A.C.H. Early Childhood® Project/NC Pre-K Collaboration has been to help eligible NC Pre-K teachers and administrators attain credentials, degrees and B-K Licensure in an effort to help this segment of North Carolina's pre-k workforce enhance their developmental teaching practices with at risk four year olds being served in NC Pre-K classrooms and comply with educational standards. Lead teachers in NC Pre-K classrooms have a three year time frame in which they must obtain Birth-Kindergarten or Preschool Add-on Licensure. All assistant teachers must have their Child Development Associate Credentials, with strong encouragement to obtain an Associate degree in Early Childhood or Child Development. In addition to the Birth-Kindergarten Licensure Scholarship, Pre-School Add-on Scholarship, and Scholars educational stipends, the T.E.A.C.H. Early Childhood® Project continues to award Associate degree, Bachelor's degree, and North Carolina Early Childhood and Administration Credential scholarships.

This fiscal year, 282 scholarship recipients received NC Pre-K funded scholarships and worked toward completing a combined total of 1,521 credit hours. Of these recipients, 251 were NC Pre-K teachers and administrative staff who were awarded one of the T.E.A.C.H. Early Childhood® core scholarships and completed a total of 1,378 credits. The remaining 31 recipients participated on other NC Pre-K funded scholarships. Of this number, one was Pre-School Add On recipient while 30 were T.E.A.C.H. Early Childhood® Scholars, and these recipients completed 143 credit hours. Currently, 21 four-year colleges and universities offer various degree seeking programs allowing recipients to complete their respective degree or licensure.

Birth Through Kindergarten Licensure Scholarship Program

The T.E.A.C.H. Early Childhood® Birth through Kindergarten (B-K) Licensure scholarship program was developed to support and promote the attainment of B-K Licensure among teachers serving four year old children in NC Pre-K classrooms. The B-K Licensure scholarship was designed to help degreed individuals who need no more than 45 credit hours to fulfill coursework requirements to earn B-K Licensure. The scholarship has many provisions including partial financial assistance for tuition, books, and travel costs, paid release time reimbursements for facilities, stipends for recipients engaged in their student teaching practicum, and a bonus for successful completion of 9-12 semester hours per year. During FY 2013-2014, 143 recipients received a B-K scholarship and were able to begin the process of earning the B-K License, of which 82 were NC Pre-K funded scholarships. These B-K Licensure recipients worked toward completion of 630 credit hours of coursework leading towards the attainment of B-K Licensure. Of this total, NC Pre-K funding enabled 82 recipients to complete 378 credit hours of coursework towards a B-K License. Moreover, 22 B-K scholarship recipients received their B-K License this fiscal year.

Birth-Kindergarten Licensure Scholarship	143
NC Pre-K Funded Scholarship	82
T.E.A.C.H. Core Scholarship	61

Preschool Add-on Licensure Scholarship Program

The T.E.A.C.H. Early Childhood® Preschool Add-On Licensure Scholarship Program was developed by CCSA and uses NC Pre-K funding to provide graduated educational stipends to teachers employed in NC Pre-K classrooms or public school settings. Individuals seeking

scholarship assistance must be working at the preschool level and hold a clear license in elementary education, special education or child development. Educational stipends are awarded to individuals based on their educational plans. The sponsoring employers are encouraged to provide either direct financial support for tuition and books or an attainment bonus.

During FY 2013-2014, one Preschool Add-on Licensure scholarships had been awarded and 3 credit hours completed.

Scholars Scholarship

The T.E.A.C.H. Early Childhood® Scholars program provides financial awards to full-time students (juniors and seniors) who are enrolled in the Early Childhood or Child Development programs at participating colleges and universities in North Carolina. In return, upon graduation, the Scholar must agree to work as a full-time teacher in a NC Pre-K classroom or in a public pre-school or licensed child care facility serving at-risk children in the state of North Carolina. The length of employment that Scholars receiving the award complete upon graduation is based upon the number of semesters they received an award.

During FY 2013-2014, 30 T.E.A.C.H. Early Childhood® Scholars used their stipends to attend 11 colleges and universities and completed 140 credit hours. During the year, five scholars recipients graduated with their undergraduate degree. Two were classified as seeking employment, while three are working in early childhood settings to repay their stipend obligation.

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

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NC Pre-K Outreach Efforts

During FY 2013-2014, a variety of direct outreach, onsite technical assistance and recruitment activities were conducted as a strategy to inform NC Pre-K teaching and administrative personnel about the availability of T.E.A.C.H. Early Childhood® Scholarships. The NC Pre-K Coordinator conducted outreach in the following counties: Beaufort, Buncombe, Cabarrus, Carteret, Columbus, Craven, Edgecombe, Forsyth, Greene, Guilford, Harnett, Hoke, Lee, Lenoir, Madison, Nash, Richmond, Wake, and Wayne. The coordinator spoke with 32 programs and provided direct outreach to 72 individuals working in NC Pre-K programs throughout these counties. University outreach was conducted through direct mailings to all 20 participating colleges and universities in an effort to increase scholarship participation and recruit full time juniors and seniors majoring in Early Childhood Education.

The T.E.A.C.H. Early Childhood® Project 2014 Customer Satisfaction Survey- Evaluating Change 2002 – 2014

Program participation rates and scholarship recipients' success through further education, higher wages, and lower turnover help to gauge T.E.A.C.H.'s impact on a systemic level. Studies of the individual recipients and of their sponsors further reveal T.E.A.C.H.'s importance to the child care workforce. But has this impact and importance changed over time? The Research Department of Child Care Services Association (CCSA) conducted a survey of T.E.A.C.H. scholarship recipients and their sponsors in the Spring of 2014 to ensure a comprehensive evaluation of the program. Summary findings from the FY2014 study and a similar study conducted in the Spring of 2002 are included in this report.

Survey Methods Survey Instruments

The two survey instruments used to conduct the 2013 evaluation were used again in 2014 with minor modification due to program changes. A written questionnaire was mailed to center directors/owners, center-based teachers and family child care providers who received T.E.A.C.H. Early Childhood® Associate or Bachelor Degree Scholarships. This survey asked each scholarship recipient to reflect on their scholarship experience in a variety of ways. The sponsor survey was administered by phone and contained two primary sections. The first section asked sponsors to talk about their experience as a sponsoring entity. The second section asked the sponsor to reflect on each of their participants individually, the impact that the scholarship has had on that individual, and the impact of that individual on their program. Examples of these surveys with the data summaries can be found in Appendices A and B.

“T.E.A.C.H. has given me the opportunity to further my education without worrying about how I am going to afford school and take care of my family.”

-AT

Data Collection

The first group in the FY2014 study included active recipients of a T.E.A.C.H. Early Childhood® Associate Degree or Bachelor Degree Scholarship who had completed at least one contract. “Active” recipients were those who attended courses during Spring 2013, Summer 2013, and/or Fall 2013. The survey population of active associate’s degree scholarship recipients included 73 center directors/owners, 527 center-based teachers, and 89 family child care providers. The survey population of active Bachelor Degree scholarship recipients included 32 center directors/owners and 67 teachers. The research staff conducted three mailings of questionnaires to the scholarship recipients. The first mailing was sent to all scholarship recipients, and the second and third mailings of questionnaires were sent to non-respondents.

The second group in the FY2014 study included center directors in programs that sponsored at least one teacher for a T.E.A.C.H. Early Childhood® Associate Degree or Bachelor Degree Scholarship who attended courses or completed their contract during Spring 2013, Summer 2013, and/or Fall 2013. There were 362 center directors in this eligible group. Research staff attempted to contact each representative a maximum of three times to conduct the survey.

Participation Rates

The T.E.A.C.H. scholarship recipients who completed a questionnaire included 20 Associate Degree center directors/owners (AD), 217 Associate Degree teachers (AT), 58 Associate Degree family child care providers (AF), 21 Bachelor Degree center directors/owners (BD), and 41 Bachelor Degree teachers (BT). Thus, participation rates for scholarship recipients were 49% of Associate directors/owners, 47% of Associate teachers, 65% of Associate family child care providers, 65% of Bachelor directors/owners and 52% of Bachelor teachers. Not all respondents answered all questions but all surveys used were substantially complete.

Two hundred twenty (220) sponsors of T.E.A.C.H. scholarship recipients completed a phone survey. These sponsors represented a combined total of 680 recipient teachers. The sponsors worked at a variety of types of centers. A median of 14 teachers and assistants worked

in their centers with a median of two (2) teachers participating in the T.E.A.C.H program. Not all respondents answered all questions but all surveys used were substantially complete.

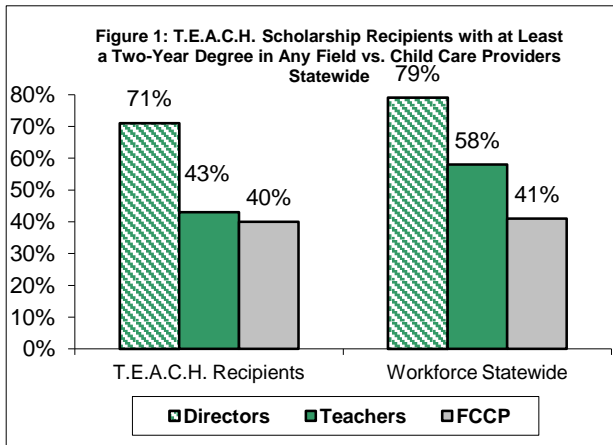
Survey Results

Survey results are reported in three primary sections: (1) profiles of T.E.A.C.H. scholarship recipients,(2) scholarship recipients' evaluation of T.E.A.C.H., and (3) recipient sponsors' evaluation of T.E.A.C.H. Complete summary data for all recipients and sponsors are in Appendices A and B. Due to rounding not all percentages total to 100%. On many questions participants had the opportunity to provide more than one answer. In these cases, percentages generally total more than 100%. Any basic percentages not provided in the report can be found in these appendices. When possible, data were compared to previous data from a similar study of T.E.A.C.H recipients conducted in 2002. Data collected on the overall child care provider population in the 2012 North Carolina Child Care Workforce Study were also used for comparison purposes.

In addition to the summary data presented below, this report includes a selection of quotes from the scholarship recipients who completed the survey. These quotes are recipients' responses to the questions: "What has the scholarship meant to you personally and professionally?" or "How has an increased education helped you?" Though respondents may use slightly different language to describe their experiences, they almost unanimously expressed deep appreciation for the opportunity to pursue a college degree and for the personal and professional benefits of having taken college courses funded through T.E.A.C.H.

Profiles of the FY2014 T.E.A.C.H.® Associate and Bachelor Degree Scholarship Recipients

A comparison between T.E.A.C.H. recipients and the child care workforce statewide

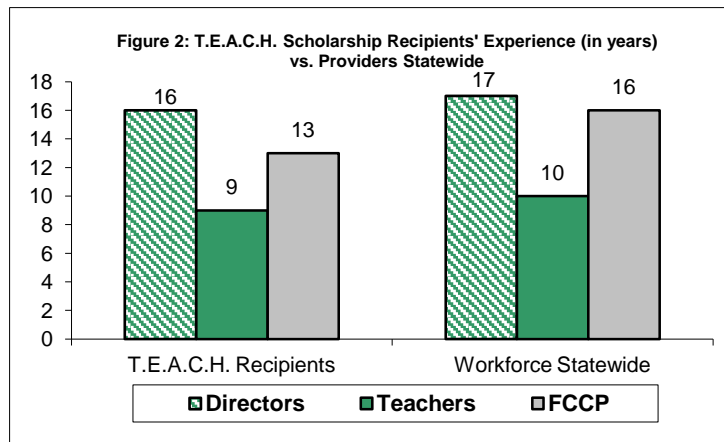


indicates the workforce as a whole has higher levels of education and experience than T.E.A.C.H. recipients (see Figures 1 and 2).¹ Child care directors and family child care providers on T.E.A.C.H. have significantly fewer years of experience than the workforce overall, whereas teachers on T.E.A.C.H. have a comparable number with the difference being less than 1.00. In addition, 100% of T.E.A.C.H. recipients are currently taking college courses whereas only 18% of directors, 28% of teachers and 25% of family child care providers in the statewide workforce

reported currently doing so. More detailed information about each group of scholarship recipients participating in the survey is outlined below.

Associate Degree

Directors (AD). Center directors with an associate’s degree scholarship had been working in child care for a median of 16.6 years. Fifty-five percent (55%) of directors had earned at least some college credits without having a



degree, 40% had an associate’s degree in some field and 0% had a bachelor’s degree. Fifty percent (50%) of directors said they wanted to earn an associate’s degree and 68% wanted to earn a bachelor’s degree or more (some respondents wanted to pursue more than one degree). Fifty-five percent (55%) of directors said they were already working toward a degree before learning about T.E.A.C.H., but most (75%) of the directors who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 72% of directors said they would not have taken courses last year and 11% reported they would have taken fewer had they not received a T.E.A.C.H. scholarship.

“Without the scholarship I simply would not be able to continue my education.”
-AD

Associate Degree Teachers (AT). Teachers with an associate’s degree scholarship had been working in child care for a median of 8.8 years. They had a median of 12 children in their care/classroom, and 90% worked with a co-teacher. All of the teachers (100%) worked with at least one child age five or under, and 15% worked with at least one school-age child. Sixty-four percent (64%) of teachers had taken college courses without earning a degree, whereas 22% had an associate’s degree in some field and just 4% had a high school diploma only. Bachelor’s

¹ Data from the 2012 North Carolina Child Care Workforce Study conducted by Child Care Services Association. A copy of the full report can be found at www.childcareservices.org.

degree or more were held by 8% of teachers with this scholarship. Sixty-six percent (66%) of teachers wanted to obtain an associate’s degree and 46% wanted to obtain a bachelor’s degree or more.² Forty-one percent (41%) of teachers said they were already working toward a degree before learning about T.E.A.C.H., but most (76%) of the teachers who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 68% of teachers said they would not have taken courses last year and 19% reported they would have taken fewer courses had they not received a T.E.A.C.H. scholarship.

Associate Degree Family Child Care Providers (AF). Family child care providers with an associate’s degree scholarship had been working in child care for a median of 13.0 years, and they typically cared for five (5) children in their homes. Only 18% of providers had help with providing care. Family providers cared for all ages of children ranging from birth to school-age. Fifty-eight percent (58%) of family child care providers had completed college credits without

“It has afforded me the opportunity to gain an education in the child care field and view my position as a career and not just a job.”
-AF

earning a degree, and 40% had an associate’s degree or higher in some field. The remainder had some other level of education (2%). Fifty-five percent (55%) of family providers wanted to obtain an associate’s degree and 57% wanted a bachelor’s degree or more.³ Thirty-two percent (32%) of providers said they were already working toward a degree before learning about T.E.A.C.H., but most (86%) of those who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 65% of family child care providers said they would not have taken courses last year, and 30% reported they would have taken fewer classes had they not received a T.E.A.C.H. scholarship.

Bachelor Degree Directors (BD). Center directors with a bachelor’s degree scholarship had been working in child care for a median of 16.6 years. Seventy-six percent (76%) of directors had an associate’s degree in some field and 14% had a bachelor’s degree. Fifty-seven percent (57%) of directors said they wanted to earn a bachelor’s degree and 48% wanted to earn a master’s degree or higher.⁴ Thirty-three percent (33%) of directors said they were already working toward a degree before learning about T.E.A.C.H., but 93% of the directors who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 40% of directors said they would not have taken courses last year, and 55% reported they would have taken fewer classes had they not received a T.E.A.C.H. scholarship.

Bachelor Degree Teachers (BT). Teachers with a bachelor’s degree scholarship had been working in child care for a median of 13.3 years. They had a median of 15 children in their classroom, and 93% had help from a co-teacher. All of the teachers (100%) worked with at least one child age five or under, and 20% worked with at least one school-age child. Eighty-two percent (82%) of teachers wanted to obtain a bachelor’s degree and 21% wanted to pursue a master’s degree or higher.⁵ Fifty-six percent (56%) of teachers said they were already working toward a degree before learning about T.E.A.C.H., but most (67%) of the teachers who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover,

“This scholarship has allowed me to further my education so that many new doors can open for me.”
-AT

² Several respondents wanted to pursue more than one degree.

³ Some respondents wanted to pursue more than one degree.

⁴ One respondent wanted to pursue more than one degree.

⁵ Some respondents wanted to pursue more than one degree.

71% of teachers said they would not have taken courses last year, and 17% reported they would have taken fewer classes had they not received a T.E.A.C.H. scholarship.

As a whole, the profile of T.E.A.C.H. scholarship recipients has mostly stayed constant with the most dramatic change in the increase in years of experience of family child care providers to 13.0 years (see Table 1). In 2002, 41% of recipients said they wanted to complete an associate’s degree and 57% were planning on completing a bachelor’s degree. However, in FY2014, 52% of recipients wanted an associate’s degree and 37% of recipients were planning to get a bachelor’s degree. Further, in FY2014 13% said that they wanted to get a master’s degree. (Recipients were asked to check all types of degrees they were interested in obtaining thus percentages total greater than 100%.)

Table 1: Profile of T.E.A.C.H. Scholarship Recipients	Directors		Teachers		Family Child Care Providers	
	FY2014	FY2002	FY2014	FY2002	FY2014	FY2002
Children in Care/Classroom (Median)	9	**	12	10	5	7
Years in ECE Field (Median)	16.0	12.7	8.1	9	13.0	6.8
Teach Children Age Birth - Five	100%	**	100%	92%	100%	100%

**Data not collected in 2002.

FY2014 Scholarship Recipients’ Evaluation of the T.E.A.C.H. Early Childhood® Project

As an overall evaluation of the T.E.A.C.H. Early Childhood® Project, scholarship recipients were overwhelmingly satisfied by their experience and valued the increased education supported through their T.E.A.C.H. scholarship. Over ninety-eight percent (98.2%) of scholarship recipients overall said they were “very satisfied” or “somewhat satisfied” with the program. Moreover, 99% said they would recommend T.E.A.C.H. scholarships to other people working in child care. When asked how an increased education supported by T.E.A.C.H. scholarships has helped them, scholarship recipients identified a long list of benefits (see Table 2). Seventy-one percent (71%) of the recipients indicated that they plan to continue their T.E.A.C.H. scholarship in the upcoming year. Fifty-one percent (51%) of recipients that do not plan to continue with the scholarship listed graduating as the reason for not continuing.

When asked, “How can T.E.A.C.H. be more helpful to you?” 69 provided concrete suggestions. Many other recipients provided no suggestions on making T.E.A.C.H. more helpful, but instead made comments indicating that T.E.A.C.H. has always been helpful and/or there is no way to make T.E.A.C.H. better. Many of these recipients said that they just hope that funding for T.E.A.C.H. continues. Following are a few of their quotes:

“Please try to continue to assist all of those truly interested in early childhood education.” –AT

“For online students it would be better to receive release time rather than transportation.” –BD

Among the recipients in Table 2, family child care providers in the associate’s degree program appear to be impacted the most from their T.E.A.C.H. scholarship with 98% reporting increased knowledge of child development and 93% reporting improving teaching techniques and practice. More than 92% of all types of recipients in both associate’s degree and bachelor’s degree programs indicated that they had increased their knowledge of child development with 100% of Bachelor Degree directors stating this. More than 56% of all types of recipients indicated they were more willing to stay with their current child care program. These percentages hint at the connections between professional development and child care workforce turnover.

Table 2: Scholarship Recipients' Reported Benefits of an Increased Education Supported by T.E.A.C.H.					
	AD	AT	AF	BD	BT
I am more satisfied with my job.	58%	66%	60%	76%	59%
I feel more appreciated and recognized for my work.	53%	55%	67%	90%	59%
I am more willing to stay with my current child care program.	47%	56%	58%	71%	54%
I have increased my knowledge of child development.	95%	91%	98%	100%	87%
I have improved my teaching techniques and practice.	74%	90%	93%	90%	95%
I am more confident in my teaching abilities.	84%	83%	78%	86%	82%
I have better relationships with the children and families with whom I work.	47%	74%	67%	86%	69%
I see myself as an early childhood professional.	89%	80%	84%	86%	82%
I appreciate the education I am getting and want to get more.	89%	77%	78%	86%	85%
Other*	5%	16%	20%	24%	21%

AD-Associate Degree for Directors Scholarship Program

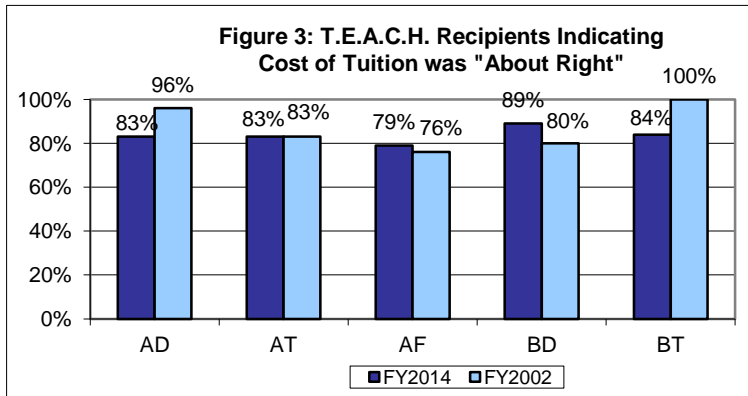
AT-Associate Degree for Teachers Scholarship Program

AF-Associate Degree for Family Child Care Providers Scholarship Program

BD-Bachelor's Degree for Director's Scholarship Program

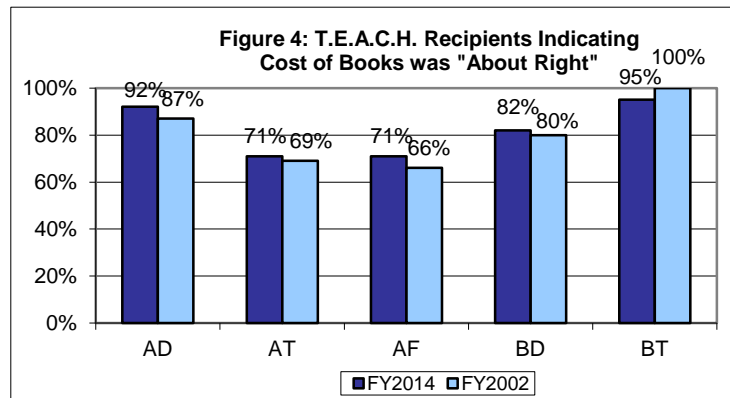
BT-Bachelor's Degree for Teachers Scholarship Program

Coursework. T.E.A.C.H. requires directors working toward an associate's degree to complete a minimum of 12 credit hours per contract and directors working toward a bachelor's degree to complete 9 credit hours. Teachers and family child care providers are required to complete a minimum of 9 credit hours regardless of the degree they are working toward. When asked about the minimum credit hours that T.E.A.C.H. scholarship recipients must complete per contract, most respondents found the requirement to be appropriate. Among directors, 68% of those pursuing an associate's degree and 95% of those pursuing a bachelor's degree said the number of credit hours required was about right or very easy to fulfill. Eighty-two percent (82%) of teachers pursuing an associate's degree and 93% of teachers pursuing a bachelor's degree said the requirement was either about right or very easy to fulfill. The trend continued with family child care providers; 80% reported the requirement to be about right or very easy.



Tuition and Books. Recipients may or may not be responsible for a share of tuition or book expenses, depending on their scholarship option. Family child care providers pay the equivalent of both the sponsor and recipient share because they are both the owner of the business and the teachers of young children. Of the respondents, 74% of directors,

57% of teachers, and 77% of family child care providers working toward an associate’s degree paid a portion of their tuition and books. This was true for 95% of directors and 45% of teachers working on their bachelor’s degree. Of these respondents, 79%–89% of recipients said their share of tuition was “about right” as opposed to “too little” or “too much for me to pay.” The greatest



difference between responses in FY2014 and 2002 can be seen with Bachelor Degree teachers. In 2002, 100% of Bachelor Degree teachers said tuition was about right, however, in 2014, this figure dropped to 84% of Bachelor Degree teachers. Additionally, sixteen percent (16%) of Bachelor Degree teachers found tuition to be “too much for me to pay.” Books were a struggle for majority of respondents with 28% of Associate Degree teachers, 29% of Associate Degree family child care providers, 18% of Bachelor Degree directors, 8% of Associate Degree directors and 5% of Bachelor Degree teachers indicating that their share of books was “too much for me to pay.” In response to questions about costs of books and tuition, reactions in FY2014 were mixed (Figures 3 & 4). Associate Degree teachers and Associate Degree family child care providers were less likely to feel their share of these expenses were “about right,” while Associate Degree directors, Bachelor Degree directors, and Bachelor Degree teachers were more likely to feel their share was “about right.” The cost of books was also a topic of conversation for those recipients who get reimbursed for their books but must pay up front. Eight percent (8%) of those responding to the question “how can T.E.A.C.H. be more helpful to you?” provided comments around books – most of them about the hardship of book reimbursement. Here is one comment that is representative of most of the comments provided: “It would be helpful for me if they paid for books upfront instead of doing reimbursements. It has been difficult to purchase books at times.” (AT)

Partnering Book Vendors. This is the fourth year of the T.E.A.C.H program’s relationship with The Cengage Learning Company (Cengage), which allows recipients to purchase books online at a reduced rate. This is the second year the partnership was extended to include the following vendors: Teaching Strategies, Red Leaf, Brooke’s Publishing, Pearson, and Gryphon House. Because the option of ordering books from the vendors is still new, few respondents used this process to secure their books and majority purchased books from other vendors (82%). Of those who indicated they purchased from partnering vendors most recipients

used Pearson (13%); 9% indicated they purchased from Cengage. Recipients who indicated that they had used Cengage to purchase books were asked to comment on their experience. Results were mixed though the low rate of use of the Cengage website makes it difficult to assess usage with any real degree of accuracy. Nonetheless, those recipients who commented had mostly positive things to say about the process. On the one hand, some respondents said that the process was easy or very good. Others, however, stated that books were more expensive.

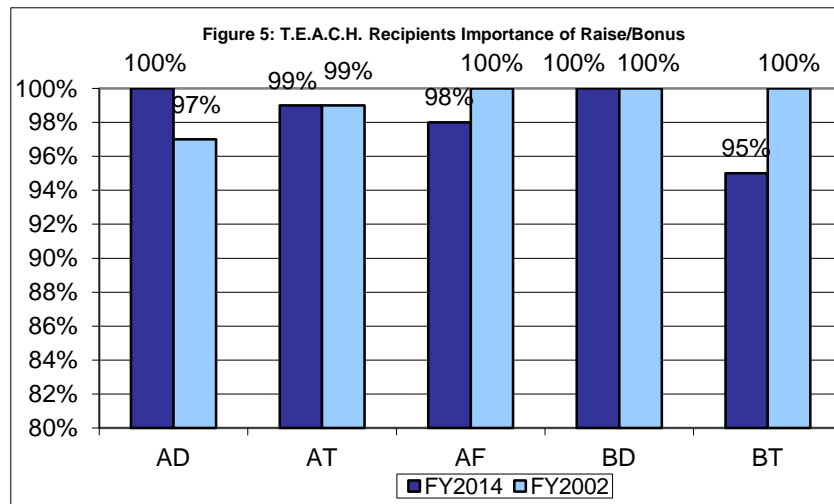
Travel Reimbursement. To offset the cost of travel (and/or internet connection fees), T.E.A.C.H. provides \$65 per semester to each scholarship recipient. When asked about the specific amount of travel funds they received per semester, 58% of directors, 59% of teachers and 63% of family child care providers working toward an associate’s degree reported the amount they receive was “about right.” This was also true for 80% of teachers and 70% of directors working toward a bachelor’s degree. When given the chance to indicate how T.E.A.C.H. could be more helpful, 4% of respondents indicated that more help paying for travel would be appreciated with an additional 5% indicating that more money in general would be helpful. In addition, the desire to have travel money upfront was also a topic of discussion.

Release Time. Center-based teachers and family child care providers are provided with paid release time to attend classes or to compensate them for class time that might be at night. Center-based teachers are allotted either a maximum of two hours a week, half of which are reimbursed by T.E.A.C.H. at a rate of \$8.50 per hour *or* up to six hours a week, half of which are reimbursed by T.E.A.C.H. at the same rate, depending on which scholarship they have. Family child care providers are entitled to 16 hours of release time throughout the semester reimbursed at a rate of \$8.50 per hour. In response to the question, “how can T.E.A.C.H. be more helpful?” over 5% stated that increasing the amount of release time would be helpful.

Eighty-one percent (81%) of teachers and 79% of family providers working toward an associate’s degree reported the amount of release time provided by the scholarship was “about right.” This was also true for 87% of teachers working on a bachelor’s degree. Some of the teachers (18% AT and 13% BT) and family child care providers (20%) thought they received too little release time.

Compensation. Recipients were asked about the importance of the bonus or raise they received (which depended on the model/option of the scholarship) upon the completion of a contract. As shown in Figure 5, close to 100% of providers working toward an associate’s degree or bachelor’s degree indicated they agreed strongly or somewhat that the raise or bonus they received was important to them.

Two percent (2%) of family providers, none of the directors, and less than 1% of teachers disagreed somewhat or strongly disagreed. The response is only slightly different from 2002.



The T.E.A.C.H. Counselors and CCSA. The scholarship recipients were asked about the helpfulness of the T.E.A.C.H. staff. The overwhelming majority of recipients either agreed strongly or somewhat with the statement that the “T.E.A.C.H. staff was helpful, courteous and respectful.” The small percent who disagreed with these statements was less than 2% overall. When asked about the CCSA staff,⁶ less than 2% somewhat or strongly disagreed with the statement that the CCSA staff was available or responded in a timely manner. As shown in Table 3, the feedback regarding the T.E.A.C.H. staff and CCSA staff was extremely positive.

	AD	AT	AF	BD	BT
When I needed help, CCSA staff was available or responded in a timely manner	100%	97%	100%	100%	100%
The T.E.A.C.H. staff was helpful, courteous and respectful.	100%	99%	100%	95%	100%

- AD**-Associate Degree for Directors Scholarship Program
- AT**-Associate Degree for Teachers Scholarship Program
- AF**-Associate Degree for Family Child Care Providers Scholarship Program
- BD**-Bachelor’s Degree for Director’s Scholarship Program
- BT**-Bachelor’s Degree for Teachers Scholarship Program

Scholarship Recipient Sponsors’ Evaluation of the T.E.A.C.H. Early Childhood® Project

Two-hundred twenty (220) sponsors representing 680 recipients responded to the survey. Their programs vary widely in size but they all recognize the importance of improving the education of their teachers. While the median number of teachers in a sponsor’s center is 14, they range in size from 1 to 98 teachers. While the median number of current teachers who were sponsored was 2, current sponsored teachers range from 1 to 14. The responding centers sponsored 2%–100% of their teachers during Spring 2013, Summer 2013, and/or Fall 2013, with the typical center sponsoring 14% of their teachers.

Many of these centers employed a linguistically diverse group of teachers. While 67% of the centers had all staff with their primary language as English, 64 centers had some staff with Spanish as their primary language and 9 centers had some staff whose primary language was Russian, Arabic, French, Filipino (Tagalog), Turkish, Portuguese, Ethiopian, Pacific Islander, Jamaican, and/or unspecified. Of the 64 centers where some staff had a primary language of

“I have taken what I have learned and been able to use that knowledge the very next day in my classroom.”
-AT

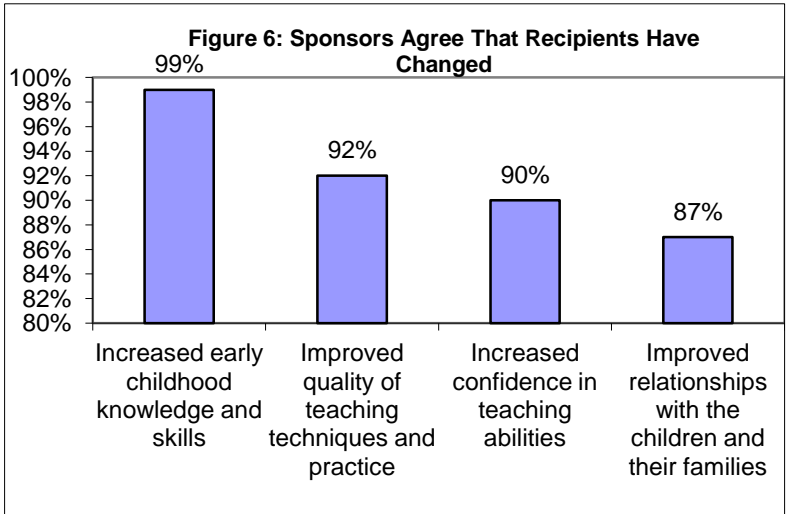
Spanish, 2%–100% of staff had Spanish as their primary language (median = 8.3%). While this can create a rich environment for the children with a chance to learn about foreign language and culture every day, it can pose some difficulties for the staff trying to improve their education especially if they are not fluent in English.

Customer Satisfaction. Ninety-eight percent (98%) of recipients’ sponsors reported that they were very or somewhat satisfied with the T.E.A.C.H. Early Childhood® Project. Sponsors were also asked if they would recommend T.E.A.C.H. to others in the child care field, and 98%

⁶ CCSA staff includes the personnel in the T.E.A.C.H. department and all other employees at the organization.

said that they would while 97% said they would continue sponsoring recipients in the upcoming year, with 88% of those planning to increase the number of recipients they sponsor.

Sponsors were asked about improvements they have seen in T.E.A.C.H. recipients since they enrolled in college courses (see Figure 6). Ninety-nine percent (99%) of sponsors indicated they strongly or somewhat agreed with the statement that recipients have increased their early childhood knowledge and skills, and 99% strongly or somewhat agreed that recipients have improved the relationships with children and their families.



Coursework and Release Time.

Overall, most sponsors thought the requirement that directors working toward an associate’s degree complete 12 credit hours and directors and teachers working toward a bachelor’s degree complete 9 credit hours per contract was fair. When asked about these requirements, 91% of sponsors said they were “about right” or “very easy to complete” while 9% percent of sponsors thought

the requirements were “somewhat difficult to complete.”

As for release time, 59% of sponsors said providing scholarship recipients paid time off during the week was “easy to do.” In contrast, 29% of sponsors said providing release time was “somewhat difficult,” and 12% said it was “very difficult” to do. Release time was a topic of conversation for many responding to the question “how can T.E.A.C.H. be more helpful to you?” Comments around release time were mostly regarding the hardship of scheduling release time and reimbursement. Two percent (2%) stated that one of the ways that T.E.A.C.H. could be more helpful was by allowing more flexibility or alternatives to release time.

Tuition and Books. When asked about the center’s share of tuition costs, 91% of sponsors reported the cost to be “about right,” with 5% reporting the cost being “too much for the center to pay.” Fifty-one percent (51%) of the sponsors reported that the center helped recipients with the cost of books. Of the centers that did, 78% reported that the cost was “about right” and 19% indicated that the cost was “too much for the center to pay.”

Sponsors were asked if participating in T.E.A.C.H. had increased the fees for parents at their centers. Ninety-one percent (91%) of sponsors reported that there had been *no increase* in fees due to the center’s participation in T.E.A.C.H. Of the 9% of sponsors who reported an increase, 82% attributed the increase to attaining higher stars/more educated staff, and 33% had a general-overall tuition increase.

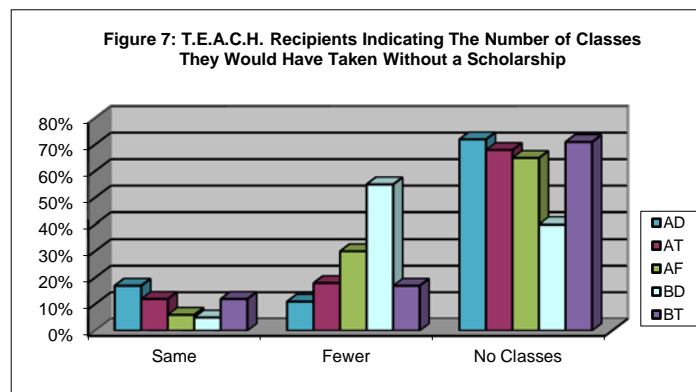
Teacher Compensation. Sponsors were also asked about the difficulty of awarding recipients a raise or bonus after they completed T.E.A.C.H. program requirements. Seventy-six percent (76%) said awarding a raise or bonus was “easy to do.” At the same time, 20% of sponsors said doing so was “somewhat difficult” and 4% said it was “very difficult” to do.

The CCSA Staff (T.E.A.C.H. Staff & Other Staff Members). As with recipients, the sponsors offered positive feedback regarding the T.E.A.C.H. staff and the staff at CCSA. Ninety-nine percent (99%) of the sponsors said they strongly or somewhat agreed with the statement that the T.E.A.C.H. staff was helpful, courteous and respectful. Ninety-eight percent (98%) strongly agreed the information that they received from T.E.A.C.H. was easy to understand, and 97% strongly agreed the CCSA staff was available or responded to requests in a timely manner. As an overall evaluation of the T.E.A.C.H. program, 98% of the sponsors said they were either very satisfied or somewhat satisfied.

Discussion

Overall, recipients of T.E.A.C.H. scholarships and their sponsors seem satisfied, often very satisfied, with the program. The high percentages of recipients and sponsors who believe the program has helped and who would recommend T.E.A.C.H. to other professionals in the child care field are similar to results from in the past T.E.A.C.H. customer satisfaction surveys.

Historically, a high percentage of recipients of the T.E.A.C.H. program have reported that they would not have taken courses or would have taken fewer courses if they had not received a T.E.A.C.H. scholarship. This statement holds true again this year. Of those indicating that they would have taken the same number of courses without a T.E.A.C.H.



scholarship, directors pursuing an associate’s degree were the highest at 17% (Figure 7). This is, however, far lower than in 2002 when 37% reported they would have taken the same number of courses without the scholarship. Given that books and tuition have risen dramatically since 2002, clearly T.E.A.C.H. scholarships are providing the avenue through which to earn a degree. Overall, T.E.A.C.H. recipients are finding it difficult to meet increasing costs of books, but a higher percentage of recipients on the associate scholarship are finding tuition manageable. Many of those recipients who receive reimbursement for the cost of their books are finding it difficult to pay up front as demonstrated by the 14% who mentioned this in response to “How can T.E.A.C.H. be more helpful to you?”

Currently, as in the past, current directors struggle to meet the minimum number of courses required to participate in the scholarship program. In 2002, 22% of directors pursuing an associate’s degree and 30% pursuing a bachelor’s degree found it “somewhat difficult” to complete the required number of classes. In FY2014, those percentages had changed to 26% and 5%, respectively. Thus, while the situation has improved for directors seeking a bachelor’s degree, many directors pursuing an associate’s degree still struggle to take classes while working.

Nearly all sponsors surveyed this year were satisfied with T.E.A.C.H. Close to 100% of the responding sponsors said T.E.A.C.H. staff provided high quality service and that scholarship recipients

“My center has benefitted greatly as a result [of T.E.A.C.H.] and I have been a great resource for my co-workers.” -BT

had grown professionally because of an increased education supported by T.E.A.C.H. Not surprisingly, 97% of sponsors in 2002 and 98% of sponsors in FY2014 said that they would recommend T.E.A.C.H. scholarships to other child care centers and 97% were planning to continue sponsoring scholarship recipients next year.

The findings indicate T.E.A.C.H. has influenced the education levels and experience of the child care workforce as a whole. Sixty-two percent (62%) of directors in the 2012 workforce study reported having at least one staff member who was a T.E.A.C.H. scholarship recipient. In addition, when comparing 2002 to FY2014 T.E.A.C.H. numbers there has been a huge increase in early childhood educators with degrees in part if not largely due to T.E.A.C.H. Furthermore, the T.E.A.C.H. scholarship component to address turnover by requiring teachers to remain at sponsoring centers after degree completion influences the years of experience for the field. The 2012 workforce study showed that teachers with a Bachelor's degree earned \$3.00 more per hour than teachers with an Associate's degree. The financial incentive to complete a Bachelor's degree indicates the Bachelor's degree scholarship is a key incentive for teachers deciding to pursue higher education.

In summary, the T.E.A.C.H. Early Childhood® Project is working for scholarship recipients and for their program sponsors. Recipients expressed their appreciation for the financial and professional impact that scholarships make, and sponsors see this impact not only on the individual recipients but also on the quality of care in their child care programs. Most complaints and suggestions that recipients and sponsors have about T.E.A.C.H. concern wanting more of the essential things that they already receive, such as paid release time, compensation for their educational expenses and regular contact with their counselor. Many have expressed concern that funding for T.E.A.C.H. must be continued. Most recipients and sponsors want to expand or enhance their T.E.A.C.H. participation as they pursue their educational goals and create high quality early childhood environments for the young children that they serve.

Conclusions

T.E.A.C.H. participation rates have continued to decline this year, most likely due to the economic hardship many centers are facing, as well as new enrollment requirements at the community college. From July 1, 2013 to June 30, 2014 there were 3,024 T.E.A.C.H. Early Childhood® Scholarship recipients in all 100 of North Carolina's counties (see Appendix C) and 93 non-T.E.A.C.H. recipients who received credential bonuses only.

T.E.A.C.H. Early Childhood® Scholarship recipients represent and even surpass the ethnic diversity of our state (see Appendix D). Compared to 43% of the child care workforce statewide, over 54% of T.E.A.C.H. scholarship recipients are people of color. According to the 2010 U.S. Census, 31.5% of North Carolina's total population are people of color.

Program Sponsor Profile

These 3,024 scholarship recipients cared for children in 1,428 different early care and education programs, with at least one T.E.A.C.H. Early Childhood® recipient in 23% of the licensed centers in North Carolina and in almost 11% of the licensed family child care homes. Seventy-two percent of the sponsoring centers are for-profit child care settings, 14% are independent not-for-profit programs, 4% of programs have faith-based sponsorship, 8% are Head Start programs and 2% are public not-for-profit. Of the 1,428 child care programs, 326 of these are family child care homes.

Educational Institution Participation

During this reporting period, T.E.A.C.H.® scholarship recipients were enrolled in all of North Carolina's 58 community colleges, as well as in 12 state-supported universities and 6 private colleges. Community college early childhood coordinators and university early childhood department chairs continue to support the T.E.A.C.H. Early Childhood® Project by recruiting students and serving in an advisory capacity for the Project.

Outcome Measures

The results of the analysis of the three outcome measures of the Associate and Bachelor Degree Scholarship Program demonstrate that the T.E.A.C.H. Early Childhood® Project is surpassing its goals in terms of increasing the education and compensation of child care providers and reducing turnover in the early childhood field. The Project continues to meet the professional development needs of child care teachers, directors and family child care providers in North Carolina.

Scholarship recipients are meeting and even exceeding the Project's expectations in terms of increasing their level of education. Increased education benefits not only the children in care, but also the quality of the center. Centers with a high level of staff education will benefit when the Division of Child Development and Early Education is determining what star rating they will receive.

Results demonstrate that recipient's wages increased at a much higher rate than expected. Many recipients received increases in their wages that far exceeded the mandated salary raise or bonus. These increases may be due to the changes in job positions as the result of the increased level of education of the recipients. Increased skills as a result of more education allow teachers to move into higher paying positions, such as moving from assistant teacher to teacher. In addition, family child care providers can convince parents that their services are worth more.

The turnover rate in child care centers in North Carolina averages about 17%. Program participants clearly leave their child care programs at a significantly reduced rate compared to teachers in the general child care population. This reduced turnover provides more consistent care for children and families and helps child care programs retain staff that have made a commitment to increasing their education. Even better, these child care providers are better educated and thus their retention is even more beneficial to the children in their care.

The T.E.A.C.H. Early Childhood® Project continues to make a significant impact on child care providers' access to the system of higher education in North Carolina. During this fiscal year, scholarship participants enrolled in 19,921 (13,604 documented as completed)⁷ credit hours at area community colleges, four-year colleges and universities.

In summary, increased education and stability of T.E.A.C.H. recipients enhance the quality of care provided to a great number North Carolina's children. From July 2013 through June 2014, **76,740 children** were cared for in a setting where a staff member was studying early childhood education through a T.E.A.C.H. Early Childhood® scholarship (Appendix C).

⁶At the time of this report, T.E.A.C.H. staff were continuing to collect grade reports from spring and summer semesters.

In conclusion, during fiscal year 2013-2014, the T.E.A.C.H. Early Childhood® Scholarship Program met, and exceeded in some areas, its outcomes for improving the quality of child care in North Carolina. Scholarship participation was lower than expected due to the continuing effect of the poor economy and its impact on both teachers and child care programs. The T.E.A.C.H. Early Childhood® Project provided scholarships to 3,024 child care teachers, directors and family child care providers in all 100 counties in North Carolina. Successful outcomes were produced in the areas of increased education, increased compensation and retention. On average, teachers participating on the associate degree scholarship program completed 14 credit hours of formal education, experienced a 9% increase in earnings and had a 9% turnover rate. Appendices E and F summarize the outputs and outcomes of the T.E.A.C.H. Early Childhood® Scholarship Program during fiscal year 2013-2014.