

Fall 2012

## T.E.A.C.H. Early Childhood® STATES

North Carolina,  
Founding State

- Alabama
- Arizona
- Colorado
- Florida
- Delaware
- Indiana
- Iowa
- Kansas
- Michigan
- Minnesota
- Missouri
- Nebraska
- Nevada
- New Mexico
- Ohio
- Pennsylvania
- Rhode Island
- South Carolina
- Texas
- Washington, DC
- West Virginia
- Wisconsin

## Child Care WAGES® STATES

North Carolina,  
Founding State

- Florida
- Kansas
- New Mexico



T.E.A.C.H. Times  
Debra Torrence, Editor

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

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## Letter from the Founder

In June I was honored to be a participant in the Clinton Global Initiative America meeting in Chicago. For the first time Early Childhood Education was one of the working groups brought together to tackle the hard big issues. Examples of other working groups included STEM Education, Housing Recovery, Workforce Development and Clean Electricity and Efficiency. To learn more about the meeting, you can go to <http://www.cgiamerica.org/>. Working groups met throughout the conference, focused on identifying issues and working on commitments from within the group to create and implement strategies that would make a difference. The Early Childhood Education working group was divided into four subtopic areas: Transformative Early Childhood Systems, Tools and Technology, Professional Development and Diverse Families.



Jana Fleming from the Erikson Institute and I were invited to co-chair the Professional Development

sub-topic workgroup. We have met by phone all summer to craft a collaborative initiative, identifying the problem statement below:

**“In the US parents, business leaders, policymakers and the public at large undervalue the importance of high quality early childhood education in setting the pathway for a child’s success in school and in life. At the core of the role of high quality early childhood education is the role of the teacher in building the foundation for future learning. Research has demonstrated the importance of both the early years and the educated, knowledgeable early childhood educator. There is a disconnect between what is known about early childhood educators and their impact on children’s education and what our nation accepts in minimal standards for the profession, providing few options for career mobility and wage progression, and undervaluing the profession.”**

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## Impacting Multiple Generations

The best predictor of a child’s success in school is the education of her mother. The National Institutes of Health found that “a mother’s reading skill is the greatest determinant of her children’s future academic success, outweighing other factors, such as neighborhood and family income.” A separate study on the education levels of mothers receiving welfare found that “increases in maternal education are positively associated with children’s academic school readiness, and negatively associated with mothers’ reports of their children’s academic problems.” The paper also notes that “the processes by which maternal education affects children’s development may be both direct and indirect. Direct effects may consist of enrichments to the child’s home learning environment and mother-child interactions (Bee et al., 1982; Richman, Miller & Levine, 1992).

Maternal education may also benefit children

indirectly by increasing maternal earnings and family income. In addition, a recent study by the Brookings Institution notes that “Children’s early academic skills are higher, on average, when parents have more years of schooling, and this association persists even after controlling for parents’ inherent abilities, according to evidence from welfare reform evaluations and sophisticated statistical analyses” (Gennetian, Magnuson & Morris, 2008; Carneiro et al., 2007). The Brookings’ study also reports a promising finding from a small sample of all poor children (representing 2% of the total population), that “...poor children whose mothers have a college degree or higher are as well-prepared for school as other children of college-educated mothers.”

Each year, thousands of early educators pursue a college education with support from T.E.A.C.H. Early Childhood® (T.E.A.C.H.), seeking to better their skills, increase their knowledge and change the trajectory of their lives and those of their own children and the children they serve. Since most T.E.A.C.H. recipients are mothers, their children will reap the benefits of their

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## The Race Begins: Race to the Top Early Learning Challenge Grants Awarded: Part I

The Race to the Top Early Learning Challenge (RTT-ELC) grants focus the use of funding on improving early learning and development programs for young children by supporting States' efforts to: (1) increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs; (2) design and implement an integrated system of high-quality early learning programs and services; and (3) ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood. (§1832(b)(1), Title VIII, Division B of P.L. 112-10, the Department of Defense and Full-Year Continuing Appropriations Act, 2011).

A total of \$500 million in RTT-ELC awards, based on State population and proposed plans, have been granted to nine States that are "leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive early learning education reform." Five of the states are home to T.E.A.C.H. Early Childhood® (T.E.A.C.H.): Delaware, Minnesota, North Carolina, Ohio and Rhode Island. The RTT-ELC funding will provide states with an opportunity to build upon existing early learning and development reforms and proven models. One of those proven models of success has been the T.E.A.C.H. Early Childhood® Project.

Per Richard Gonzales, of the U.S. Department of Health and Human Services, Administration

for Children and Families, "The race to the top to reform services for young children and their families has begun." Contracts are in place with each of the nine States and detailed plans for achieving the outcomes outlined in each grant application are being developed."

Learn more about RTT-ELC in the next edition of the TIMES. Part II of this article will explore how RTT-ELC funding can help the field to advance the areas of workforce education, compensation and recognition. Should you have questions about RTT-ELC email [rtt.early.learning.challenge@ed.gov](mailto:rtt.early.learning.challenge@ed.gov).

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<http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html>

<http://www.whitehouse.gov/the-press-office/2011/12/16/we-cant-wait-nine-states-awarded-race-top-early-learning-challenge-grant>

## T.E.A.C.H. Founder Joins National Dialogue about Early Childhood Innovation

On June 7 and 8, 2012 in Chicago, the Clinton Global Initiative convened its second-annual U.S. focused conference, CGI America. With more than nine hundred participants, CGI America brought together leaders from business, government, and nonprofit sectors to devise real and effective solutions for economic recovery and job creation in the United States.

Structured as a working meeting, each participant joined one of the 12 topic-specific Working Groups with the goals of sharing knowledge, building cross-sector partnerships, and generating Commitments to Action: new, specific, and measurable plans that address a challenge facing the United States. This year, Early Childhood Education (ECE), was selected by President Clinton as one of the topics. In addition to attending five plenaries addressing the entire audience, participants spent six hours of dedicated time in the Working Group sessions.

Led by Joan Lombardi, Advisor, The Buffett Early Childhood Fund, and Phyllis Glink, Executive Director, The Irving Harris Foundation, the

ECE Working Group provided the context for dynamic and robust conversations pertaining to financing ECE programs, reimagining and increasing access to professional development opportunities for ECE educators, better supporting parents and diverse families, and utilizing technology and digital media as tools to promote education in developmentally appropriate ways. Supplementing the discussions, which were the core of the sessions, the ECE Group heard brief remarks from leading government officials, academics, and union representatives.

Participants, including T.E.A.C.H. Early Childhood® founder, Sue Russell, identified several concrete action steps as a result of this meeting, including introducing a new technology curriculum to a home-visiting program, creating an awareness-raising campaign that enrolls seniors to serve as advocates for young children, and developing an early childhood innovation accelerator – a unique hybrid investment vehicle dedicated to advancing private sector innovations that accelerate the availability of quality public and private early childhood education systems, among others. For more information, please visit [www.cgiamerica.org](http://www.cgiamerica.org).

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Our strategy is to work together collectively and individually to launch a campaign to educate the public about the important work of the early childhood teacher and her need for the knowledge, skills, supportive work environment and compensation to do her job effectively. We are very close to having consensus on our key messages and launching our efforts. One way the T.E.A.C.H. National Technical Assistance and Quality Assurance Center will be helping is to help T.E.A.C.H. states launch a campaign for teachers to speak up about the important work they are doing. "I Make a Difference for Young Children. Ask Me How!" Early childhood teachers will be armed with key messages about their work. We'll share more about the campaign in the coming issues. Let us know if you would like to help.



## Reducing the Burden of Student Debt

College affordability continues to decline across the nation. At the same time the gap between the rate of college attendance of low-income and other Americans has persisted. Major news organizations, policymakers and advocates are raising awareness about the potential financial crisis that could impact our national economy and the lives of thousands of college students. The culprit is college cost and student debt. Earlier this year, figures surfaced revealing that the rate of spending on student loans will surpass \$1 trillion in 2012. The availability of risky student loans with challenging repayment requirements further complicates the matter. According to the Project on Student Debt, an initiative of the Institute on College Access and Success, in 2011 there has been an increased interest in the provision of risky, private loans by some of the largest private lenders including Wells Fargo, Sallie Mae and Education Management Corporation.

Strategies to reduce the cost of an education from using the Internet, to seeking an education abroad and the use of 529 college savings plans are being proposed. For students who have access to financial resources to save for college or are able to garner the resources to attend college these options may prove beneficial. For early childhood teachers who become college students as working adults earning low wages, the traditional approach to paying for college is far less likely to be an option.

Reports show that the net costs of college hits the pocketbooks of middle and low-income families the hardest. Compared with 1992, families in the lowest income quintile need an additional 16% of their income to pay for a public four-year college education in 2005. In contrast, the highest income families only need an additional 1% of their income to pay for the same college costs. Child Care Services Association (CCSA), a leader in the development and implementation of early care and education (ECE) workforce development strategies, has developed and implemented a proven solution for addressing college debt for early childhood students -- before it begins to mount.

CCSA's T.E.A.C.H. Early Childhood® (T.E.A.C.H.) Project is a cost-sharing model that spreads the cost of higher education among the early educator, her employer and T.E.A.C.H. –

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## 12th Annual Symposium Strives to Open Doors to Higher Education

The T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance Center 12th National T.E.A.C.H. Early Childhood® and Child Care WAGE\$® Professional Development Symposium convened on Thursday, May 3 and concluded mid-afternoon on Friday in Chapel Hill, NC.

The theme of this year's symposium, Pathways & Opportunities: Opening Doors to Higher Education for the Early Childhood Workforce, highlighted the value both T.E.A.C.H. and WAGE\$ programs place on higher education for our workforce and the importance of our collaborative work with higher education in helping ensure early educators have access to the education they both want and need.

More than 100 participants took part in 34 high quality and timely sessions. Workshops were provided by presenters from within the ranks of T.E.A.C.H. and WAGE\$® Projects, higher education institutions and an array of governmental and non-profit organizations including:

- Center on Law and Social Policy
- Council for Professional Recognition
- Federal Department of Health and Human Services, Tribal Child Care Technical Assistance Center and National Center on Tribal Child Care Implementation and Innovation
- Frank Porter Graham Center Child Development Institute
- Institute for Women's Policy Research
- National Association for the Education of Young Children
- National Women's Law Center

The keynote address, entitled No Single Ingredient: Preparing Skilled and Effective Teachers of Young Children and Supporting Their Continual Growth as Professionals on the Job was presented by Dr. Marcy Whitebook, Director/Senior Researcher at the Center for the Study of Child Care Employment in the Institute for Research on Labor and Employment at the University of California at Berkeley. The plenary session was offered by Valora Washington, President and CEO of the Council for Professional Recognition, who spoke to the topic of raising the bar on credentialing for our

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Captions here for above photos.

### Special Thanks

**PEARSON**

We wish to thank our symposium sponsor, Pearson Education for their generous support of the Opening Welcome and Keynote Address.

Pearson is also providing valuable discounts on their publications to T.E.A.C.H. recipients to lower the cost of professional development.

Contact Debra Torrence at [debrat@childcareservices.org](mailto:debrat@childcareservices.org) for details or if your company is interested in becoming a T.E.A.C.H. publishing partner.



**The T.E.A.C.H. Early Childhood  
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mother's increased education. By focusing on their education, recipients set a new education standard for their offspring and for generations to follow.

Access to higher education is changing lives. T.E.A.C.H. is providing the means to make that happen. Want to learn more? View the T.E.A.C.H. video and hear from recipients how T.E.A.C.H. has impacted their life, the lives of their own children and those they work with at [http://www.childcareservices.org/ps/teach\\_ta\\_qac.html](http://www.childcareservices.org/ps/teach_ta_qac.html).

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National Institutes of Health. 2010. Retrieved July 2012. <http://www.nichd.nih.gov/news/releases/102510-reading-family-income.cfm>

Joint Center for Poverty Research, Northwestern University. The Effect of Increasing Welfare Mothers' Education on their Young Children's Academic Problems and School Readiness. Retried July 2012. [http://www.ipr.northwestern.edu/jcpr/workingpapers/wpfiles/magnuson\\_mcgroder.pdf](http://www.ipr.northwestern.edu/jcpr/workingpapers/wpfiles/magnuson_mcgroder.pdf)

Brookings Institution. Center on Children and Families at Brookings. March 2012. Starting School at a Disadvantage: The School Readiness of Poor Children. Retried July 2012. [http://www.brookings.edu/~media/research/files/papers/2012/3/19%20school%20disadvantage%20isaacs/0319\\_school\\_disadvantage\\_isaacs](http://www.brookings.edu/~media/research/files/papers/2012/3/19%20school%20disadvantage%20isaacs/0319_school_disadvantage_isaacs)



*Symposium -- continued from page 3*

field with her presentation, Strengthening Our Identity, Building Our Profession.

For information about next year's Symposium, which will be held April 25 – 26 in Chapel Hill, NC, please visit [http://www.childcareservices.org/ps/teach\\_ta\\_qac.html](http://www.childcareservices.org/ps/teach_ta_qac.html),

*Reducing -- continued from page 3*

providing early educators with funding needed to earn credentials and degrees at community colleges and universities, as well as paid release time and a bonus or a raise. Licensed organizations in states across the country implement the model to fidelity with the support of shared tools, technical assistance and training provided by the T.E.A.C.H. Early Childhood® National Technical Assistance and Quality Assurance Center.

In the last fiscal year, over 17,400 scholarships were awarded resulting in early childhood students earning over 105,000 credit hours from 317 two-year and 200 four-year higher education institutions at a fraction of the cost. Is your state ready to lift the burden of college debt from this critical workforce? Learn more about bringing T.E.A.C.H. to your state by visiting [http://www.childcareservices.org/ps/teach\\_ta\\_qac.html](http://www.childcareservices.org/ps/teach_ta_qac.html) or contacting Julie Rogers at [julier@childcareservices.org](mailto:julier@childcareservices.org).

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Measuring Up: The National Report Card on the Cost of Higher Education. <http://measuringup.highereducation.org/commentary/collegeaffordability.cfm>

Project Student Debt Fact Sheet: Risky Private Student Lending on the Rise Again. December 2011. [http://ticas.org/files/pub/Private\\_Student\\_Lending\\_on\\_the\\_Rise.pdf](http://ticas.org/files/pub/Private_Student_Lending_on_the_Rise.pdf)

Pathways & Opportunities: Opening Doors to Higher Education for the Early Childhood Workforce The T.E.A.C.H. Early Childhood® and Child Care WAGES® National Annual Program Report, 2010-2011 [http://www.childcareservices.org/\\_downloads/TEACH\\_AnnualReport\\_2011.pdf](http://www.childcareservices.org/_downloads/TEACH_AnnualReport_2011.pdf)

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