

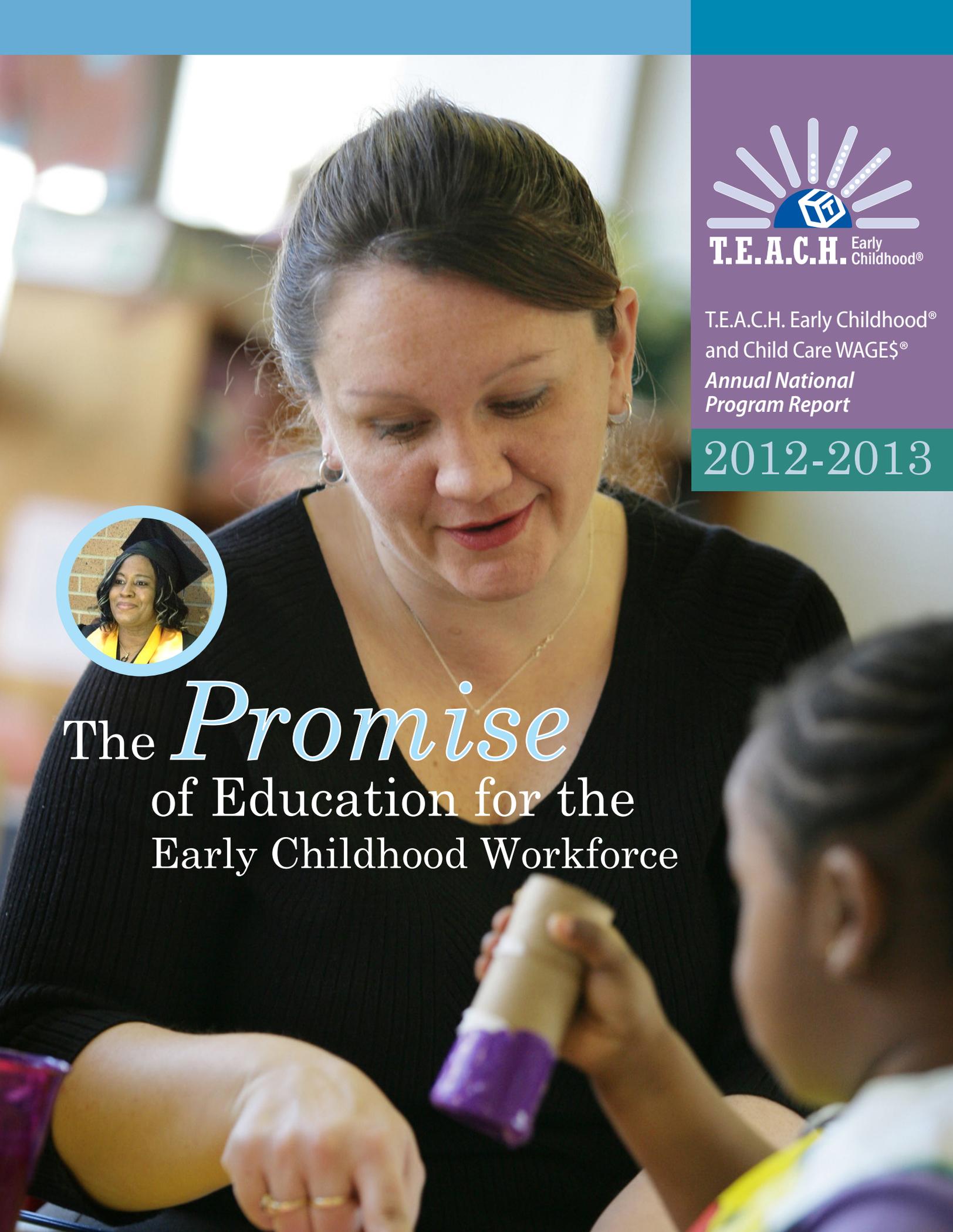


T.E.A.C.H. Early Childhood®
T.E.A.C.H. Early Childhood®
and Child Care WAGES®
*Annual National
Program Report*

2012-2013



The *Promise*
of Education for the
Early Childhood Workforce



The *Promise* of Education for the Early Childhood Workforce

Letter from the founder

■ We in the early care and education field know and understand the obstacles the early education workforce faces in going to college and we know it's not easy. Many are among the first generation in their family to go to college. Many are challenged to balance the demands of work and family with going to school. Additional barriers are created by the lack of relevant coursework and degrees and limited opportunities to articulate prior learning, coursework and degrees between higher education institutions.

We know and understand the obstacles faced by our workforce, and we know what it takes to overcome them. For 23 years T.E.A.C.H. Early Childhood® and for 19 years Child Care WAGE\$® have provided effective strategies to accessing higher education without the burden of student debt.

of their own resources to better themselves and the children in their care by going to college on a T.E.A.C.H. Early Childhood® Scholarship and to those who, by continuing their education, are seeing increases in their compensation by moving up the supplement scale as a Child Care WAGE\$® participant and are remaining in our field.



Sue Russell

And if these weren't enough, in the face of all of these obstacles is the reality of student debt that looms large for so many college students in our country. The last thing this underpaid and often undervalued workforce needs is the burden of student debt.

The T.E.A.C.H. Early Childhood® Scholarship Project and the Child Care WAGE\$® Salary Supplement Project are at the forefront of removing these barriers. What sets T.E.A.C.H. and WAGE\$ apart is the promise they offer for our workforce. The promise of:

- Access to the education they want and need;
- Supports to help and guide them along the way;
- Increases in their compensation for committing to the field; and
- A college education earned without debt.

We know and understand the obstacles faced by our workforce, and we know what it takes to overcome them. For 23 years T.E.A.C.H. Early Childhood® and for 19 years Child Care WAGE\$® have provided effective strategies to accessing higher education without the burden of student debt.

This year's annual report is dedicated to the thousands of early educators throughout the country who have taken us up on our promise and are committing their time, their energy and some



This report was funded in part by The W.K. Kellogg Foundation, the Ford Foundation and the W. Clement & Jessie V. Stone Foundation. We thank them for their support but acknowledge that the findings and conclusions presented in this report are those of the authors alone and do not necessarily reflect the opinions of these organizations.

the Promise

“Children have a lot to offer. I have been learning from them for 25 years. I opened my early childhood program to stay home with my children and work on my nursing degree. With a number of ‘life happens’ moments along the way, I delayed my education. In 2010, I changed majors to early childhood education and with the offer of a T.E.A.C.H. scholarship I was on my way. Without T.E.A.C.H. I would not have learned that there is a meaningful reason why I interact with children the way I do. T.E.A.C.H. has provided the spark back in my heart. T.E.A.C.H. also gave my program new meaning and ideals. It is now more of a thriving program than just an existing one.” Ann recently decided to pursue her Bachelor’s Degree in Early Childhood Education.

— Ann Tilmon, Family Child Care Provider, Associate of Applied Science in Early Education (class of 2013 – With Honors), Metropolitan Community College, Omaha, NE



the Promise

“Without the help of T.E.A.C.H. I would not have been able to achieve my career goals. In 2000 after completing my Certificate in Child Care, I wanted to further my education but the financial and travel costs made it impossible. Not only did T.E.A.C.H. provide me with financial assistance, but my counselor was one of my biggest cheerleaders through the completion of my degree. Achieving my educational goals has not only led me to personal fulfillment of my goals, it also has led to advancement in my career. I am now the Director of the Preschool where I started working when I was 17 years old. I could not have achieved this without the support of my family, friends, employer, co-workers, my counselor and the T.E.A.C.H. Program.”

— Laurie Woods, Center Director, Associate Degree in Early Care and Education (class of 2012 – Commencement Student Speaker and Graduate of the Year in Early Care and Education), Technical College of the Lowcountry, SC

The Promise of T.E.A.C.H.

The Promise:

Access to Higher Education

One of the thorniest issues facing the early education workforce in their efforts to earn degrees is the lack of an articulated pathway from the associate degree to the bachelor's degree. Having a transparent and easily accessible education pathway for the workforce is key to student success, but for any number of reasons states struggle to create smooth pathways. One of the core values of T.E.A.C.H. Early Childhood® is that the workforce has access to coursework with currency; that is, that all credits articulate between all higher education institutions within a state.

This year, to strengthen our promise of access to higher education, the T.E.A.C.H. Early Childhood® National Center began a two-year initiative to increase the effectiveness, strength and number of articulation strategies within 10 T.E.A.C.H. states. A two-day National Articulation Summit, brought together state teams that are working to implement articulation strategies on the ground. The teams met in small groups and listened to panelists who are developing early childhood and higher education policy, and funders who are resourcing strategies to support policy implementation around articulation.

Going forward the Center will provide technical assistance and resources to state teams and a final compendium of sample articulation models and strategies will be available in 2015.



The Promise:

Guidance and Help Along the Way

Given all the barriers to education faced by the early education workforce, T.E.A.C.H. and WAGES projects have as a core value that “all project participants have access to a well trained and qualified counselor.” Last year, with foundation funding, the Center supported three T.E.A.C.H. states (Iowa, New Mexico and South Carolina) in testing innovative counseling strategies to refine and enhance our counseling approach toward the goal of coursework, certificate and degree completion. All proved to be successful in helping T.E.A.C.H. recipients better navigate higher education systems, remove barriers more quickly and ultimately complete more courses. This year, building on what was learned, four additional T.E.A.C.H. states (Arizona, Indiana, North Carolina and Wisconsin) are just beginning to implement new models of innovative counseling. And the three original states have been invited back to refine their strategies and serve another group of T.E.A.C.H. recipients.

“I liken T.E.A.C.H. participants to the Wizard of Oz tale. The scarecrow, tin man and lion embarked on a journey to get something from the Wizard, but they all realized in the course of the journey that they already had the brains, heart and courage they were seeking. In the same way, early educators think they are not college material because their friends and relatives have not attended college and in many cases they have had experiences in high school that made them feel inadequate. As these early educators take steps along their path – succeeding in passing tests and courses and connecting with instructors – they realize they have always had the brains, courage and heart to succeed. Counselors and mentors can help them to appreciate their successes and confirm that the new view they have of themselves is real. Professional development plans provide an opportunity for overall assessments of progress, too. They also provide the counselor or mentor with a deeper understanding and connection with the student.”

~ Andrea Lopez, Coach, T.E.A.C.H. New Mexico Innovative Counseling Project

Early Childhood® & Child Care WAGE\$®

The Promise:

Increases in Compensation for Committing to the Field

Both T.E.A.C.H. and WAGE\$ projects have a core component that ensures increased compensation tied to a commitment to the field. Child Care WAGE\$® offers a model that can make a real and significant difference in an early educator's compensation. WAGE\$ provides education-based salary supplements to early educators that are tied to the recipient's level of education and retention in her early childhood program.

Not only do salary supplements help early educators earn more money, but WAGE\$ recipients who continue their education show a particular commitment to staying in the field. In North Carolina for example, where the turnover rate for all early educators is about 19%, the turnover rate for WAGE\$ recipients with an Associate Degree in Early Childhood Education or higher is just 11%. This is remarkable as the degreed workforce has many more opportunities to access higher earnings.



The Promise:

A College Education Earned Without Debt

As college costs continue to rise in the United States, there are fewer resources available for college grants and even fewer financial support options for part time students. It's no wonder that more students are not only borrowing, but also borrowing more. According to The Project on Student Debt (www.projectonstudentdebt.com) even students who receive Pell grants are more likely to leave college with student loan debt than other students. For the low wage early education workforce, debt is not an option.

T.E.A.C.H. Early Childhood® offers the promise of a college education without debt through its unique cost-sharing, incentive based model, which links scholarship assistance to educational attainment, compensation rewards and commitment to the field.

What Happens When T.E.A.C.H. Scholarships Are Dramatically Reduced

It has been nearly two years since public funding for the T.E.A.C.H. Early Childhood® Program was eliminated in Pennsylvania. The Pennsylvania Child Care Association (PACCA) has documented the struggles of individuals to complete their education without the T.E.A.C.H. Scholarship as they borrowed against credit cards and took out bank loans. A survey of T.E.A.C.H. recipients this past year indicated that more than 50% now have debt totaling \$4,000 or more, with 25.9% of those respondents owing more than \$10,000.



National Program Outputs and Outcomes

Key indicators of student success for participants in both T.E.A.C.H. and WAGE\$ include increases in educational attainment, compensation and retention of the workforce. In FY2013, both programs produced outcomes that attest to success on all fronts.

T.E.A.C.H. Early Childhood®

T.E.A.C.H. Early Childhood® offers early educators an affordable, comprehensive scholarship model that presents an opportunity to attain coursework, credentials and degrees in early childhood education without going into debt they will never be able to pay off. T.E.A.C.H. scholarships address the key issues of under-education, poor compensation and high turnover within the early education workforce. This year educational scholarships were awarded to early educators in 22 states and the District of Columbia.

OUTPUTS

Funding & Support for T.E.A.C.H. Early Childhood®

- \$25.9 million funded T.E.A.C.H. Projects in 22 states and the District of Columbia.
- 8,875 child care, prekindergarten and Head Start employers sponsored T.E.A.C.H. recipients; of these 24% were family child care homes.

Education

- 16,381 recipients were awarded scholarships.
- 103,150 credit hours were completed.
- 3.24 GPA was earned on average for recipients on Associate degree scholarships.
- 3.46 GPA was earned on average for recipients on Bachelor's degree scholarships.
- 64% of recipients worked toward a two- or four-year degree.

Colleges and Universities

- 322 two-year and 165 four-year higher education institutions provided college courses and benefitted from enrollment.

DEMOGRAPHICS

Diversity of the Workforce

- 48% of recipients were people of color.
- 13% of recipients were Latina/Hispanic.

Percent of T.E.A.C.H. Recipients Who Began T.E.A.C.H. with Only a High School Diploma by State

Percent of T.E.A.C.H. Population With Only a High School Diploma	Number of States
22%-34%	6
34% - 66%	12
66%+	3

OUTCOMES

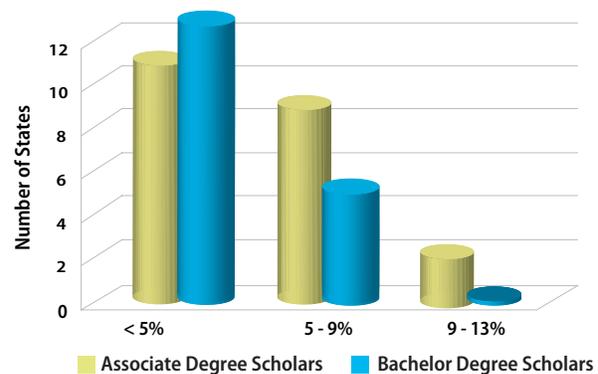
Average Annual Credit Hours Completed by Degree Scholarship Recipients by State

Annual Credit Hours Toward Degrees Per Scholarship Contract	% of T.E.A.C.H. States	
	Associate Degree	Bachelor's Degree
14+ credit hours	39%	75%
11-14 credit hours	52%	25%
8-11 credit hours	9%	0%

Increases in Recipient Wages for Degree Scholarship Recipients by State

Percent Wage Increase	% of T.E.A.C.H. States	
	Associate Degree	Bachelor's Degree
9%+	17%	42%
5-9%	52%	37%
<5%	30%	21%

Turnover Rates In States with Associate and/or Bachelor Degree Scholarships



Diversity of Program Auspices & Children Served

- 12% of recipients worked with children in publicly funded Prekindergarten programs.
- 11% of recipients worked with the Head Start population.
- 45% of recipients worked with children under two years of age.*
- 64% of recipients worked with three and four-year olds.*

*Some worked with both age groups

Child Care WAGE\$[®]

This year the Child Care WAGE\$[®] Project provided education-based salary supplements to low paid teachers, directors and family child care providers working with children between the ages of birth – five in four states. WAGE\$ provides young children with more stable relationships with better-educated teachers by rewarding teacher education and continuity of care.

OUTPUTS

Funding

- \$10 million funded WAGE\$ in four states.

Participants

- 4,886 early educators, directors and home providers participated in WAGE\$.

Compensation

- \$501 - \$1,290 was the range of average six-month supplements.

OUTCOMES

Education

- 21 - 100% of WAGE\$ participants with education below the Associate of Applied Science Degree in Early Childhood Education submitted documentation that they had completed additional coursework.
- 10 - 100% of WAGE\$ participants with education below the Associate of Applied Science Degree in Early Childhood Education submitted enough documentation of completed coursework to move up a level on the WAGE\$ supplement scale.

Retention

- Turnover rates ranged from 6 – 22%, far lower than the typical rates for the early educator workforce.

DEMOGRAPHICS

- 2,474 early education programs employed WAGE\$ participants.
- 62% of WAGE\$ participants were people of color.
- 99% were women.

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



Through the use of a broad array of strategies including technical assistance, training, and the development of resource materials and tools, the T.E.A.C.H. Early Childhood[®] National Center helps ensure accountability and successful outcomes for all T.E.A.C.H. and WAGE\$ Projects.

Center staff contributes to state and national conversations and policy development around public awareness of early education issues, college access and articulation policies, and the success of adult learners working in early education settings.

This year, in addition to the Center's work on articulated higher education pathways and innovative counseling strategies, a number of the Center's resources were also focused on student success and giving voice to early educators.

Student Success

To provide the highest quality services and products to current and new T.E.A.C.H. and WAGE\$ projects, the Center continued to build its capacity and expertise by deepening our own education and institutional knowledge about student success. To that end the Center offered the following resources.

- Student Success Bibliography
- Workforce Engagement in Higher Education: Recruiting, Supporting and Sustaining Early Childhood Teachers on Degree Completion Pathways PowerPoint Presentation
- Supporting Student Success and Planning for Success Fact Sheets
- Grants to states to employ innovative counseling strategies to improve student outcomes

I Make a Difference for Young Children. Ask Me How![®]

Every day knowledgeable and well-prepared early childhood teachers are making a difference in the lifelong futures of our young children. And yet, this segment of the population is often not included at the local, state and national tables where policy decisions are made.



The I Make a Difference for Young Children campaign provides a toolkit to help the early education workforce educate parents, friends, neighbors, community leaders and elected officials about the importance of early education and the impact an educated and highly skilled early childhood teacher has on our children. The toolkit contains resources like talking points on what to say, key resources for educating and engaging community and state leaders, posters to hang in classrooms, and templates to make buttons and stickers and a Facebook banner.

Student success and I Make a Difference for Young Children campaign materials can be found on the Center's website at www.childcareservices.org/ps/teach_ta_qac.html.

The T.E.A.C.H. and WAGE\$ Projects are housed in a group of statewide organizations serving the early childhood community in 22 states and the District of Columbia.

Advisory Committee Members

T.E.A.C.H. Early Childhood®

North Carolina, Founding State
Child Care Services Association

Alabama

Alabama Partnership for Children

Arizona

Association for Supportive Child Care

Colorado

Qualistar Early Learning

Delaware

Delaware Association for the Education of Young Children

Florida

The Children's Forum

Indiana

Indiana Association for the Education of Young Children

Iowa

Iowa Association for the Education of Young Children

Kansas

Child Care Aware® of Kansas

Michigan

Michigan Association for the Education of Young Children

Minnesota

Minnesota Child Care Resource & Referral Network

Missouri

Child Care Aware® of Missouri

Nebraska

Nebraska Association for the Education of Young Children

Nevada

Nevada Association for the Education of Young Children

New Mexico

New Mexico Association for the Education of Young Children

Ohio

Ohio Child Care Resource & Referral Association

Pennsylvania

Pennsylvania Child Care Association

Rhode Island

Ready to Learn Providence

South Carolina

Center for Child Care Career Development

Texas

Texas Association for the Education of Young Children

Washington DC

National Black Child Development Institute

West Virginia

River Valley Child Development Services

Wisconsin

Wisconsin Early Childhood Association

Child Care WAGE\$®

North Carolina, Founding State
Child Care Services Association

Florida

The Children's Forum

Kansas

Child Care Aware® of Kansas

New Mexico

New Mexico Association for the Education of Young Children

As a natural extension of the T.E.A.C.H. Early Childhood® National Center, a ten-member T.E.A.C.H. Early Childhood® National Advisory Committee is in place to advise the Center on broad issues affecting the Center's work and all T.E.A.C.H. and WAGE\$ programs.

Helen Blank

National Women's Law Center

Carol Brunson Day

Brunson, Phillips and Day, Inc.

Terry Casey

Pennsylvania Child Care Association

Josué Cruz, Jr.

Early Childhood Teacher Educator

Autumn Gehri

Wisconsin Early Childhood Association

Phyllis Kalifeh

The Children's Forum

Edith Locke

Child Care Services Association

Ana De Hoyos O'Connor

San Antonio College

Peg Sprague

United Way of Massachusetts Bay

Dianna Wallace

Indiana Association for the Education of Young Children

Sue Russell,

*Child Care Services Association
Ex-officio*



T.E.A.C.H. Early Childhood® and Child Care WAGE\$® projects are programs of Child Care Services Association. For more information contact:

Child Care Services Association
PO Box 901
Chapel Hill, NC 27514

919.967.3272 – telephone

919.967.7683 – facsimile

www.childcareservices.org