

**T.E.A.C.H. Early Childhood®**

*Annual Report*

*July 1, 2018 - June 30, 2019*



**Child Care Services Association**

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## **T.E.A.C.H. Making a Difference**

*“I am a T.E.A.C.H. recipient and what a difference it has made. I was a young mother that struggled to find quality child care in my area so that I could find employment. With no education or experience I went to work at a child care program so that I could be close to my children. Unfortunately, that child care center closed 6 months after I began working there which left me with no job and no child care. I knew that our community needed quality child care so I took a chance and took over the program.*

*Because I was a young mother, I didn't believe that I would ever have a college degree. Because of the T.E.A.C.H. Scholarship I learned that it was possible. I registered for a full semester my first semester of college and T.E.A.C.H. covered all of the expenses. This allowed me to go back to school to enhance the care that I was providing at my child care program and also not take away from my family financially. Within 4 months I had enough education to operate a child care program and we earned a 4 Star License. Three years later I continued to go to college, received my Associates Degree (something I never imagined that I would be able to do), enrolled my staff in college with T.E.A.C.H. covering their expenses, and we all had earned enough education that my child care program earned a 5 Star Rating.*

*T.E.A.C.H. allowed me to advance my education and provide better care to the children in our community. Fast forward another 5 years and I have almost completed my Bachelor's Degree in Early Education and have had several other employees obtain their education thanks to the T.E.A.C.H. Scholarship. Even if my employees move on to other programs, the children of Transylvania County are benefiting from their education.*

*Because of T.E.A.C.H. I am able to make sure that the teachers in my child care program's classroom has more education. I have learned that more education means that the children in our program are receiving better care. Furthering their education helps my teachers to understand the development and needs of children under the ages of 5. Without T.E.A.C.H. many of my teachers wouldn't have been able to afford college and the children would've missed out on an enhanced educational experience.*

*Child Care Owner/Administrator, Transylvania County*

## **Introduction**

The T.E.A.C.H. Early Childhood® NC scholarship program provides the structure for a comprehensive, sequenced program of early childhood professional development opportunities in North Carolina. The scholarship program 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 or an Early Childhood Leadership Master's Degree. Entry can be made into the scholarship program at any point along a participant's professional and educational path. During the year, the T.E.A.C.H. Early Childhood® NC Scholarship Program 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
- CDA Assessment scholarship program
- Birth-Kindergarten Licensure scholarship program
- Preschool Add-On Licensure scholarship program
- Early Care and Education Community Specialist scholarship program
- Early Childhood Master’s Degree scholarship program
- Leadership in Infant Toddler Learning (LITL) Post-Baccalaureate Certificate scholarship program
- T.E.A.C.H. Early Childhood® Associate Scholars program
- T.E.A.C.H. Early Childhood® Working 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 Contract Renewal Incentive Bonus 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’s Degree scholarship programs. Appendices containing supplementary data, charts summarizing outputs and outcomes for the scholarship program 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® NC scholarship program during the 2018-2019 fiscal year. The purpose of outreach engagement is to recruit new participants, to provide a clear understanding of the scholarship program’s 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 program’s success. During the 2018-2019 fiscal year the T.E.A.C.H. Early Childhood® NC scholarship program participated in 74 outreach events and activities. Examples of outreach engagements include but are not limited to early care and education provider workshops/trainings, conferences, campus based early childhood classes and onsite visits to licensed facilities to provide individualized, targeted technical assistance.

Last fiscal year in addition to our more traditional methods of outreach, we tried a more intensive strategy aimed at targeting

*“T.E.A.C.H has made my day and 2019 GREAT!!! Thank You all there for giving me the opportunity after a 7 yearlong battle with Inductal Carcinoma Breast Cancer, 2 reconstructive surgeries, a revision surgery, surgery for the potential of cancer, emergency Gall Bladder removal, 2 Emergency Kidney Stone removal surgeries and now this the best news of my life and being able to go back and finish my dream of becoming a college graduate.”*  
 -Family-based Professional, Associate Degree program Cabarrus County

specific counties and programs by engaging in face-to-face recruitment visits. The Outreach Coordinator developed a plan at the beginning of the year to target 3- and 4-Star programs that are not currently sponsoring scholarships that are in rural counties or in counties that have underutilized the scholarship. In order to determine which sites to visit in those areas, the Outreach Coordinator looks at the education points of each site and targets those who did not receive the maximum education points in their star rating.

During the face-to-face visits, an application packet of our most popular scholarships is shared with the facility administrator, in addition to the release time Q&A, a business card and sample forms. The Outreach Coordinator either leaves the packet with the contact information or if interested, the Coordinator engages in discussion with the administrator about strategies for how the specific facility can make T.E.A.C.H. work for their employees and answer any questions. Many times, the Coordinator is able to talk to directly with teachers who are interested, give them applications and answer any questions they may have. These visits provide an excellent opportunity to start developing a relationship with early educators and building trust. If a facility's administrator shows interest, T.E.A.C.H. counseling staff or the Outreach Coordinator will follow up and to determine if there are any additional questions.

Effective outreach for the scholarship program has also 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, our partners' participation in advocacy and public policy continues to contribute to the success of the scholarship program by advancing the idea that increased education, compensation and retention are key to strengthening the early care and education workforce. The scholarship program will continue to collaborate with these partners as plans for outreach and recruitment activities for the next year are made.

### **T.E.A.C.H. Early Childhood® 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 partial financial support for tuition, books, and travel for a maximum of 12 semester credit hours of early childhood education 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 126 credit hours of coursework towards the North Carolina Early Childhood Administration

Credential. A total of 12 participants attained the Early Childhood Administration Credential during this fiscal year.

**North Carolina Early Childhood Administration Credential scholarship 43**

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

Since 1993, Child Care Services Association has worked in partnership with the Division of Child Development and Early Education and the North Carolina Community College System to recognize individuals working in early care and education 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 are still eligible to apply and receive the bonus award this fiscal year. Upon attainment of the statewide Early Childhood Credential and/or the North Carolina School Age 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. Child Care Services Association issues the bonus awards.

During this reporting year 11 early educators who were not T.E.A.C.H. scholarship recipients received compensation associated with attaining the North Carolina Early Childhood Credential, 2 non-T.E.A.C.H recipients received compensation associated with attaining the North Carolina School Age Credential, and 21 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® NC scholarship program participants as part of the compensation component of the respective scholarship model.

<b>North Carolina Credential Bonus Only program</b>	<b>34</b>
North Carolina Early Childhood Credential	11
North Carolina Administration Credential	21
North Carolina School Age Credential	2

**Child Development Associate (CDA) Assessment scholarship**

The T.E.A.C.H. Early Childhood® scholarship program provides scholarships to help pay for CDA assessments for family home-based professionals, infant and toddler teachers, and preschool teachers who work in licensed child care facilities. This year we also awarded CDA Credential Renewal Scholarships for individuals who had previously earned the CDA Credential and needed to renew due to credential expiration. The scholarship pays for 85% of the Direct Assessment or Renewal fee and awards a \$200 bonus upon successful completion of the CDA or CDA renewal.

A candidate obtains the CDA credential by successfully completing the stages of the CDA process. The Council for Professional Recognition, the agency that administers the CDA, continued to offer the 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 the 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 an early care and education 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 to be eligible for the CDA Credential.

At the time of reporting, 27 CDA Assessment or CDA Renewal scholarships had been awarded. Of the 30 recipients, 15 were awarded the CDA Credential or CDA Credential Renewal during FY 2018-2019.

<b>CDA Assessment scholarship program</b>	<b>30</b>
Center-based child care teachers/administrators	26
Family home-based professionals	3
CDA Renewal	1

### **Associate and Bachelor’s Degree scholarship programs**

The three primary goals of the T.E.A.C.H. Early Childhood® NC scholarship program are to increase the education of the early childhood workforce, to increase its compensation and to reduce turnover within the field. Data on cohorts of recipients of an Associate Degree scholarship from the Fall of 1990 to the present and recipients of a Bachelor’s Degree scholarship from 1996 to the present 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 compensation from their starting wage, and the rate of turnover during their commitment year.

**Early Childhood Associate Degree scholarship program**

Early care and education providers receive scholarships through this program to work towards a Certificate, Diploma, or Degree in Early Childhood Education at a local community college. Center-based teachers and family home-based professionals agree to take a minimum of 9 semester hours per year. Center administrators 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 \$475 - \$825 bonus. Scholarship recipients agree to remain employed in their sponsoring early care and education program or to continue to operate their family child care home for an additional year.

*"I am 51 years old and am married with three children and three grandchildren. It was a struggle for me to go back to school because I couldn't afford to. T.E.A.C.H. helped me by paying for my tuition and books. And it helped with gas going back and forth to school. It has helped to work at a Head Start which I've been in for 6 years and some months. T.E.A.C.H. has also blessed me with bonuses earned after accomplishing credits that are received during a contract."*  
 -Assistant Teacher, Associate Degree program Caswell County

<b>Early Childhood Associate Degree scholarship</b>	<b>1,501</b>
Center-based child care teachers	1,349
Center-based child care administrators	98
Family home-based professionals	54

At the time of this report, Early Childhood Associate Degree scholarship recipients completed a total of 7,871 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, 82 recipients graduated with an Associate Degree in Early Childhood Education during the 2018-2019 fiscal year.

**Increased Education**

All scholarship recipients have increased their education, with the number of credit hours varying 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 typically earn from 9 to 15 credit hours. Data from August 1990 through June 2019 show the following:

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
- 53 credit hours after four contracts

Administrators participating in the Early Childhood Associate Degree scholarship program completed on average:

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

Family home-based professionals 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
- 58 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 credential. 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® NC scholarship program. The required raise/bonus is expected to increase recipients’ salaries by 3% to 4%. The average increased compensation for teachers in the Associate Degree scholarship program from August 1990 to June 2019 was tracked as follows:

- 9% increase in earnings after one contract
- 19% increase in earnings after two contracts
- 25% increase in earnings after three contracts
- 32% increase in earnings after four contracts

*“Increasing my education through a T.E.A.C.H. scholarship has increased my compensation. This has helped me with my finances and has given me extra money for my family. Having the support of my center and the T.E.A.C.H. scholarship has helped me in my educational journey.”*  
 -Teacher, Associate Degree program  
 Cumberland County

The average increased compensation for administrators in the Associate Degree scholarship program was tracked as follows:

- 13% increase in earnings after one contract
- 23% increase in earnings after two contracts
- 33% increase in earnings after three contracts

- 33% increase in earnings after four contracts

The average increased compensation for family home-based professionals in the Associate Degree scholarship program was tracked as follows:

- 19% increase in earnings after one contract
- 33% increase in earnings after two contracts
- 40% increase in earnings after three contracts
- 47% increase in earnings after four contracts

### **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. From August 1990 through June 2019, the average turnover rate was tracked as follows:

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:

- 9% after one contract
- 7% after two contracts
- 6% after three contracts
- 5% after four contracts

Among administrators in the Associate Degree scholarship program, whether continuing in school while completing a commitment year or just completing a commitment year:

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

Among family home-based professionals in the Associate Degree scholarship program, whether they were continuing in school while completing a commitment year or just completing a commitment year:

- 2% after one contract

*“I am an owner/director of a child care program and have been participating on the T.E.A.C.H. Scholarship program for three years. I am really grateful that T.E.A.C.H. allowed the grant to help with college expenses. It helped me to advance my education without being in a struggle or worrying about funds to pay for my books and helped with my gas for traveling to school. T.E.A.C.H. helped my staff to further their education also. This is a really excellent program and has helped prepare us to be better teachers, better role models, better leaders and better parents.”*  
 -Owner/Director, Anson County

- 4% after two contracts
- 3% after three contracts
- 3% after four contracts

**Early Childhood Bachelor’s Degree scholarship program**

Articulation agreements between eighteen universities and colleges 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’s 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 early care and education field for two years and in their sponsoring center for at least one of those two years.

<b>Early Childhood Bachelor’s Degree scholarship</b>	<b>247</b>
Center-based child care teachers	172
Center-based child care administrators	53
Family home-based professionals	22

Early Childhood Bachelor’s Degree scholarship recipients completed a total of 2,294 credit hours of course work towards a bachelor’s degree. During the 2018-2019 fiscal year, 33 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 typically complete up to 12 credit hours per contract year. Because the number of participants is small and is comprised of only administrators, teachers and family home-based professionals, outcome data is combined. Data from Fall 1996 to Summer 2019 indicate that these recipients completed on average:

- 16 credit hours after one contract
- 31 credit hours after two contracts
- 45 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 4% increase in their wages. The average increased compensation for participants in the Bachelor's Degree scholarship program from Fall 1996 to Summer 2019 was tracked as follows:

- 11% increase in earnings after one contract
- 20% increase in earnings after two contracts
- 25% increase in earnings after three contracts
- 32% increase in earnings after four contracts

### **Reduced Turnover**

The average turnover rate among Bachelor's Degree scholarship program participants from Fall 1996 to Summer 2019, whether they were continuing in school while completing their commitment year or just completing a commitment year, was:

- 5% after one contract
- 3% after two contracts
- 1% after three contracts
- 3% after four contracts

*"I am the lead teacher in the older 3-year-old classroom. I have been in and out of the college for more than 10 years and in the process, I have exhausted all of my Pell Grant eligibility. I thought all hope was lost for me to afford a Bachelor's Degree. The support from my family and the time away from work to study through T.E.A.C.H. are the two things that have helped me balance school, work and life."*  
-Lead Teacher, Bachelor's Degree program  
Mecklenburg County

## **Other scholarship initiatives**

### **Associate Degree Scholars program**

The T.E.A.C.H. Early Childhood® Associate Degree Scholars programs is a stipend-based scholarship strategy that was introduced in March 2012 and is modeled after a former model, the T.E.A.C.H. Early Childhood® Scholars program. This scholarship model provides financial awards to full-time students who are enrolled in an Early Childhood Associate Degree program at any North Carolina community college. The scholarship is available to those who are not working in early care and education or working 20 hours per week or less. In return, upon graduation the Associate Degree Scholar must agree to work as a full-time teacher in a licensed early care and education facility serving at-risk children in the state of North Carolina. The length of employment that Scholars complete upon graduation is based upon the number of semesters they received an award.

During FY 2018-2019, 10 T.E.A.C.H. Early Childhood® Associate Scholars used their stipends to attend 8 different community colleges and completed 121 credit hours.

### **T.E.A.C.H. Early Childhood® Associate Degree Scholars program**

**10**

**Early Childhood Working Scholars program**

Last year during the spring semester, a new scholarship model aimed at teachers working in licensed early care and education programs that were either unable or unwilling to sponsor a comprehensive Associate or Bachelor’s Degree scholarship was piloted. Although there were only three participants last year, CCSA continued to offer the scholarship this year for teachers working towards an Associate Degree, Bachelor’s Degree or Birth-Kindergarten Licensure. As more individuals became aware of this scholarship model, participation numbers increased this year.

The Working Scholars program is a stipend-based scholarship and is modeled after the other Scholars programs that have been or are currently being offered. The scholarship provides a stipend of \$625 per semester for enrollment in 6 credits hour in an Early Childhood Associate Degree Program at any North Carolina community college or a stipend of \$1250 per semester for enrollment in 6 credit hours in Child Development or a Birth-Kindergarten Bachelor’s Degree program at a participating university. The scholarship recipient is eligible for up to 5 stipends and agrees to work in the early care and education field for at least 6 months for every stipend accepted. The scholarship recipient is eligible for a \$350 bonus upon completion of 12 credit hours, or a prorated bonus if they need less than 12 hours to graduate with a degree or complete a license. The employer is required to sign an attestation statement that they are unwilling or the facility lacks the capacity to sponsor employees on a traditional Associate Degree, Bachelor’s Degree or Birth-Kindergarten Licensure Scholarship as part of the eligibility criteria for this scholarship model.

During FY 2018-2019, 40 T.E.A.C.H. Early Childhood® Working Scholars completed 288 credit hours toward early childhood degrees. Seven of the Working Scholars participants were enrolled in coursework leading towards a bachelor’s degree, 30 were enrolled in coursework leading towards an associate degree and 3 were working towards Birth-Kindergarten Licensure. Two Associate Degree Working Scholars recipients graduated during this reporting period.

<b>T.E.A.C.H. Early Childhood® Working Scholars program</b>	<b>40</b>
Associate Degree Working Scholars program	30
Bachelor’s Degree Working Scholars program	7
Birth-Kindergarten Working Scholars program	3

**Early Care and Education Community Specialists scholarship program**

The Early Care and Education Community Specialists scholarship model was designed to increase access to relevant early childhood and child development focused coursework to individuals performing specialized function on behalf of young children in the early care and education system. These specialized functions include home visiting, coaching, mentoring, technical assistance and other professional development specialists who have not been eligible for T.E.A.C.H. scholarships in the past.

The scholarship provides a stipend of \$250-500 per course for early care and community specialists to take coursework leading towards associate or bachelor's degrees in early childhood education or child development. The recipient also receives a bonus of \$75-\$125 per completed course.

During FY 2018-2019, 17 community specialists used their stipends to complete 157 credit hours. Five of the 17 community specialists were working towards an associate degree and the remaining 12 were working on a bachelor's degree. Finally, 4 Early Care and Education Community Specialist scholarship recipients graduated with a Bachelor's Degree this year.

<b>Early Care and Education Community Specialists scholarship program</b>	<b>17</b>
Associate Degree	5
Bachelor's Degree	12

**Leadership in Infant and Toddler Learning (LITL) Post-Baccalaureate Certificate scholarship program**

The T.E.A.C.H. Early Childhood® Leadership in Infant and Toddler Learning (LITL) Scholarship Program was designed to provide financial support and incentives to eligible early childhood educators who are pursuing specialized educational and leadership opportunities offered through the Leadership in Infant and Toddler Learning Post-Baccalaureate Certificate Program at the University of North Carolina at Greensboro. This scholarship is available to early educators who care for infants and toddlers, administrators of licensed facilities that have infants and toddlers enrolled or individuals employed in early childhood-focused organizations who perform specialized technical assistance or a professional development function for early childhood educators working directly with infants and toddlers.

For early educators and administrators in licensed programs, the scholarship pays 90% of tuition and books for up to 19 credit hours and provides a travel stipend of \$85 per semester. Early educators also receive 3 hours of paid release time per week. Individuals working in early childhood focused organizations, are awarded a stipend of \$1,000 per course to help defray the cost. All participants receive a bonus of \$250 for completing 9-12 credit hours or a \$500 bonus for completing 13-19 credit hours towards the Leadership in Infant and Toddler Learning Post-Baccalaureate Certificate. Participants also agree to commit to work one year in the early childhood field, which includes at least 6 months with sponsoring employer, upon completion of 9-19 credit hours and bonus award.

LITL recipients completed a total of 125 credit hours of course work towards a Leadership in Infant and Toddler Learning Post-Baccalaureate Certificate. During the 2018-2019 fiscal year, 4 recipients completed the LITL Certificate.

*"I am now looking forward to continuing my educational journey-pursuing a Graduate Certificate in Leadership in Infant and Toddler Learning at UNC-Greensboro. I am both grateful and excited about this opportunity to deepen my understanding of early childhood theories, research, assessment and best practices related specifically to infants and toddlers...I have a bird's eye view of how early childhood services impact the health and well-being of families in our local community while influencing our state and local economies. I am thrilled with the recent shift in thinking-bringing attention to and emphasizing the importance of the first three years of a child's life. But there is more work to be done and I am ready to extend my reach, broaden my skills and take advantage of all the learning opportunities to make a difference."*

-LITL scholarship recipient, New Hanover County

### **Leadership in Infant and Toddler Learning (LITL) Post-Baccalaureate Certificate scholarship program 14**

#### **Early Childhood Leadership Master's Degree scholarship program**

The Master's Degree scholarship supported early educators, administrators and community-based early childhood organization leadership staff who are working towards the Master's Degree in Education with an emphasis on Leadership and Administration. This scholarship pays for 100% of tuition and awards a \$250-500 bonus for successful completion of 9-18 credit hours per year.

The T.E.A.C.H. Early Childhood® Master's Degree scholarship is a core scholarship program supported by the Division of Child Development and Early Education as part of the FY 2019 funding proposal.

Master's Degree Scholarship recipients completed a total of 1,163 credit hours of course work towards a Master's degree. During the 2018-2019 fiscal year, 26 recipients graduated with an Early Childhood Leadership Master's Degree.

**Early Childhood Leadership Master's Degree scholarship**

**126**

**Birth Through Kindergarten Licensure scholarship program**

The T.E.A.C.H. Early Childhood® Birth through Kindergarten (B-K) Licensure scholarship program was originally developed to support and promote the attainment of B-K Licensure among teachers serving four-year-old children in NC Pre-K classrooms. However, the B-K Licensure scholarship is also available to teachers in other early care and education settings who desire to earn the B-K license. The scholarship helps 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 2018-2019, 98 recipients received a B-K Licensure scholarship and were able to begin the process of earning the B-K License. B-K Licensure recipients completed 530 credit hours of coursework leading towards the attainment of B-K Licensure. In addition, 14 B-K scholarship recipients received their B-K License this fiscal year.

**Birth-Kindergarten Licensure scholarship**

**98**

**Preschool Add-On Licensure scholarship program**

*“I am the NC Pre-K lead teacher. I am state licensed to teach K-6<sup>th</sup> grades. After starting my new job in NC Pre-K, I was told I needed a Birth-Kindergarten Add-on. T.E.A.C.H. was the only way I was going back to school after already having a Bachelor’s degree. T.E.A.C.H. helped me so much with juggling life. The peace that came from school and books being paid for was wonderful. But the flexibility of having paid release time to complete my homework throughout the week was the best part. I am now a better teacher for my Pre-K kids.”*  
-NC Pre-K Lead Teacher, Birth-Kindergarten Licensure scholarship recipient, Stanly County

The T.E.A.C.H. Early Childhood® Preschool Add-On Licensure scholarship program provides 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 2018-2019, three Preschool Add-On Licensure scholarships had been awarded and 15 credit hours completed.

**Preschool Add-On Licensure scholarship**

**3**

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

During the 2018-2019 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 care programs to be able to maintain consistent coverage 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. The Infant Toddler collaboration provides assistance with tuition, books, and travel and includes an expanded reimbursement for 100% of release time hours. To identify T.E.A.C.H. recipients who were eligible for the enhanced scholarship, staff confirmed current age groups with each application for scholarship, contract renewal, and charge approval request.

During the funding year, 1,044 Infant Toddler scholarships were awarded with the highest number of participants at the Associate Degree level. Of this number, 28 recipients graduated with their respective degrees. These specialized scholarships assisted early educators in completing 5,367 credit hours as verified by received grade reports.

These scholarship recipients were sponsored by 540 different early care and education facilities in 91 counties.

### **Contract Renewal Incentive Bonus (CRIB) program**

The T.E.A.C.H. Early Childhood® Early Educator Contract Renewal Incentive Bonus program is an added feature within the T.E.A.C.H. Early Childhood® scholarship program that rewards and encourages continuous course enrollment on a degree pathway. An added bonus of \$300 is issued to associate degree, bachelor's degree, birth through kindergarten licensure and master's degree recipients after they successfully complete an annual contract, renew another contract and are on track to complete the renewal contract.

The following data reflects the number of contract renewal incentive bonuses issued during the reporting period:

**Contract Renewal Incentive Bonus program** **250**

### **T.E.A.C.H. Early Childhood® North Carolina 2019 Customer Satisfaction Survey- Evaluating Change 2002 – 2018**

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 2019 to ensure a comprehensive evaluation of the program. Summary findings from the FY2019 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 2018 evaluation were used again in 2019, without any significant changes to the questions. An online survey was emailed to those center directors/owners, center-based teachers and family child care home 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. A follow-up mailing and phone calls were placed to non-responders and those who did not have a valid email on file with the T.E.A.C.H. program. 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.

### **Data Collection**

The first group in the FY2019 study included active recipients of a T.E.A.C.H. Early Childhood® associate degree or bachelor's degree scholarship who had completed at least one contract. "Active" recipients were those who attended courses during Spring 2018, Summer 2018, and/or Fall 2018. The survey population of active associate degree scholarship recipients included 26 center directors/owners, 315 center-based teachers, and 21 family home based professionals. The survey population of active bachelor's degree scholarship recipients included 26 center directors/owners and 74 teachers. These recipients who had a valid email on file with the project were sent a link to an online survey. Non-responders were also sent a follow up email reminder. The research staff then conducted two mailings of questionnaires to the scholarship recipients who had either failed to respond online or who did not have a valid email address on file. A second mailing of questionnaires was sent to non-respondents. These emails and mailings were then followed up with a series of phone calls to those who had still not responded. A drawing was held to help increase participation rates.

The second group in the FY2019 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's degree scholarship who attended courses or completed their contract during Spring 2018, Summer 2018, and/or Fall 2018. There were 272 center directors in this eligible group. Research staff attempted to contact each representative a maximum of three times to conduct the survey over the phone.

### **Participation Rates**

The T.E.A.C.H. scholarship recipients who completed a questionnaire included 21 associate degree center directors/owners (AD), 207 associate degree teachers (AT), 19 associate degree family home based professionals (AF), 22 bachelor's degree center directors/owners (BD), and 54 bachelor's degree teachers (BT). Thus, participation rates for scholarship recipients were 81% of associate degree directors/owners, 66% of associate degree teachers, 91% of associate degree family home based professionals, 85% of bachelor's degree directors/owners and 73% of bachelor's degree teachers. Not all respondents answered all questions but all surveys that were used in the evaluation were substantially complete.

One hundred ninety-eight (198) sponsors of T.E.A.C.H. scholarship recipients completed a phone survey representing a response rate of 73%. These sponsors represented a combined total of 257 recipient teachers. The sponsors worked at a variety of types of centers. Not all respondents answered all questions but all surveys used were substantially complete.

## Survey Results

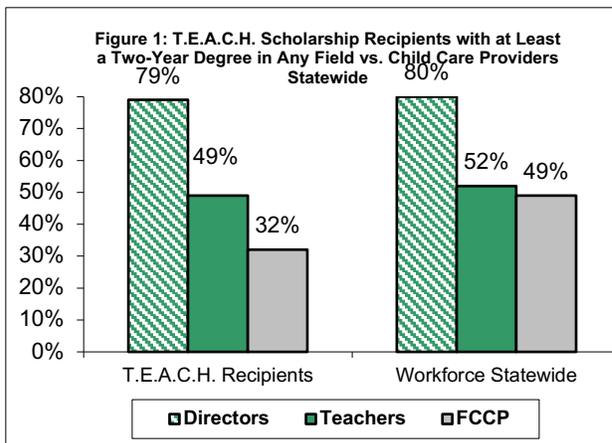
Survey results are reported in three primary sections: (1) profiles of T.E.A.C.H. scholarship recipients, (2) scholarship recipients' evaluation of T.E.A.C.H., and (3) recipient sponsors' evaluation of T.E.A.C.H. Complete summary data for all recipients and sponsors are in Appendices A and B. Due to 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 early educator population in the 2014 North Carolina Working in Early Care and Education Workforce Study were also used for comparison purposes. (The 2014 workforce study is the most current study to include center directors, teachers and family child care providers.)

*"This scholarship has made getting a college education possible for me. As a mother of 3 I really believed that I would not be able to get a 4 year degree. Thanks to T.E.A.C.H. I can reach that goal and be a positive influence to my children. I'm also bringing more knowledge to my classroom and our community." -BD*

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 question: "What has the scholarship meant to you personally and professionally?" or the statement, "...please provide examples of how you made changes in your classroom/program based on things you learned in class." Though respondents may use slightly different

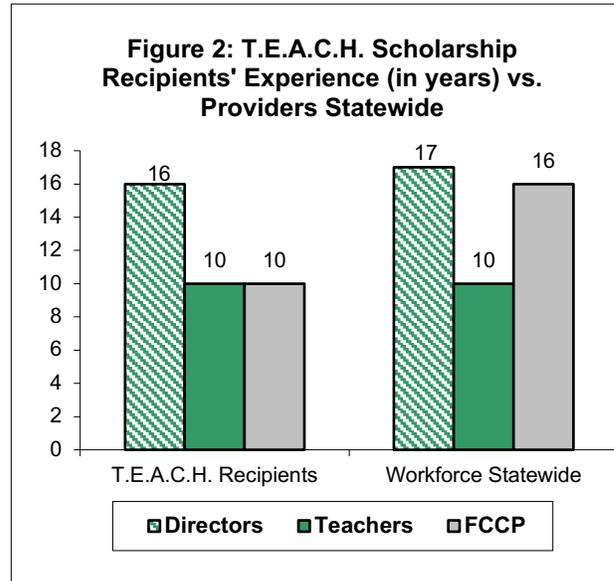
language to describe their experiences, they almost unanimously expressed deep appreciation for the opportunity to pursue a college degree and for the personal and professional benefits of having taken college courses funded through T.E.A.C.H. Many also express the need and/or desire for T.E.A.C.H. to continue to help them and others pursue further education.

## Profiles of the 2018 T.E.A.C.H. Associate and Bachelor Degree Scholarship Recipients



*"[T.E.A.C.H.] has allowed me to further my career and make it a career instead of just a job or paycheck." -AT*

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).<sup>1</sup> Family home based professionals on T.E.A.C.H. have significantly fewer years of experience than the workforce overall, whereas teachers and child care directors on T.E.A.C.H. have a comparable number of years of experience. In addition, 100% of T.E.A.C.H. recipients are currently taking college courses whereas only 12% of directors, 22% of teachers and 12% of family home based professionals 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 degree scholarship had been working in child care for a median of 15.0 years. Thirty-eight percent (38%) of directors had earned at least some college credits without having a degree, 57% had an associate degree in some field and 5% had a bachelor’s degree. Thirty-eight percent (38%) of directors said they wanted to earn an associate degree and 81% wanted to earn a bachelor’s degree or more (some respondents wanted to pursue more than one degree). Forty-three percent (43%) of directors said they were already working toward a degree before learning about T.E.A.C.H., but most (67%) of the directors who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 76% of directors said they would not have taken courses last year and 14% reported they would have taken fewer had they not received a T.E.A.C.H. scholarship.

**Associate Degree Teachers (AT).** Teachers with an associate degree scholarship had been working in child care for a median of 9.0 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 23% worked with at least one school-age child. Fifty-nine percent (59%) of teachers had taken college courses without earning a degree, whereas 27% had an associate degree in some field and 4% had a high school diploma only. Bachelor’s degree or more were held by 10% of teachers with this scholarship. Sixty-six percent (66%) of teachers wanted to obtain an

*“I am a single mom, and would not have been able to afford to finish my degree without the scholarship. I now make more money, and can provide better for my family.”*  
-AT

<sup>1</sup> Data from the 2014 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](http://www.childcareservices.org).

associate degree and 54% wanted to obtain a bachelor's degree or more.<sup>2</sup> Fifty-two percent (52%) of teachers said they were already working toward a degree before learning about T.E.A.C.H., but most (66%) of the teachers who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 58% of teachers said they would not have taken courses last year and 24% 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 home based professionals with an associate degree scholarship had been working in child care for a median of 10.0 years, and they typically cared for five (5) children at a time in their homes. Only 32% 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 home based professionals had completed college credits without earning a degree, and 32% had an associate degree or higher in some field. Sixty-seven percent (67%) of family providers wanted to obtain an associate degree and 62% wanted a bachelor's degree or more.<sup>3</sup> Sixty-three percent (63%) of providers said they were already working toward a degree before learning about T.E.A.C.H., but 50% of those who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 44% of family home based professionals said they would not have taken courses last year, and 33% 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 17.6 years. Eighty-six percent (86%) of directors had an associate degree in some field and 9% had a bachelor's degree. Seventy-six percent (76%) of directors said they wanted to earn a bachelor's degree and 59% wanted to earn a master's degree or higher.<sup>4</sup> Fifty percent (50%) of directors said they were already working toward a degree before learning about T.E.A.C.H., but most (90%) of the directors who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 73% of directors said they would not have taken courses last year, and 9% 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 14.1 years. They had a median of 14 children in their classroom, and 96% had help from a co-teacher. All teachers (100%) worked with at least one child age five or under, and 17% worked with at least one school-age child. Seventy-two percent (72%) of teachers wanted to obtain a bachelor's degree and 49% wanted to pursue a master's degree or higher.<sup>5</sup> Thirty-nine percent (39%) of teachers said they were already working toward a degree before learning about T.E.A.C.H., but most (69%) of the teachers who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 64% of teachers said they

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<sup>2</sup> Some respondents wanted to pursue more than one degree.

<sup>3</sup> Some respondents wanted to pursue more than one degree.

<sup>4</sup> Some respondent wanted to pursue more than one degree.

<sup>5</sup> Some respondents indicated wanted to earn a B-K License, and some wanted to pursue more than one degree.

would not have taken courses last year, and 19% 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 home based professionals from 6.8 years to 10.0 years and of directors from 12.7 to 16.0 years (see Table 1). In 2002, 41% of recipients said they wanted to complete an associate degree and 57% were planning on completing a bachelor’s degree. However, of recipients receiving scholarships in 2018, 49% wanted an associate degree and 57% were planning to get a bachelor’s degree and/or a B-K License. Further, 14% 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 Home Based Professionals	
	2018	2002	2018	2002	2018	2002
	Children in Care/Classroom (Median)	9.0	**	12	10	5
Years in ECE Field (Median)	16	12.7	10	9	10	6.8
Teach Children Age Birth - Five	98%	**	100%	92%	100%	100%

\*\*Data not collected in 2002.

**Scholarship Recipients’ Evaluation of T.E.A.C.H. Early Childhood® North Carolina**

*“I would have not completed my degree without this incentive. I feel it has empowered me to be a strong professional in the Early Childhood field - thank you!”*  
-AF

*“It has meant that I am able to better educate myself and learn how to better educate my parents and give the children in my care the best possible start to their educational experiences”*  
-BT

As an overall evaluation of T.E.A.C.H. Early Childhood® North Carolina, scholarship recipients were overwhelmingly satisfied by their experience and valued the increased education supported through their T.E.A.C.H. scholarship. One hundred percent (100%) of scholarship recipients overall said they were “very satisfied” or “somewhat satisfied” with the program. Moreover, 99.7% said they would recommend T.E.A.C.H. scholarships to other people working in early care and education. 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-seven percent (77%) of the recipients indicated that they plan to continue their T.E.A.C.H. scholarship in the upcoming year. Sixty-one percent (61%) of recipients that do not plan to continue with the scholarship listed graduating as the reason for not continuing.

Among the recipients in Table 2, family home based professionals appear to be impacted the most from their T.E.A.C.H. scholarship with 100% reporting increased knowledge of child development and 90% reporting improved teaching techniques and practice, more confidence in teaching abilities, better

relationships with children and families, and an appreciation of education and desire for more. More than 73% of all types of recipients in both associate degree and bachelor’s degree programs indicated that they had improved their teaching techniques and 86% or more reporting increased knowledge of child development. More than half 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.

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
I am more satisfied with my job.	81%	71%	74%	59%	65%
I feel more appreciated and recognized for my work.	67%	65%	58%	36%	57%
I am more willing to stay with my current child care program.	81%	64%	79%	41%	54%
I have increased my knowledge of child development.	91%	94%	100%	86%	87%
I have improved my teaching techniques and practice.	81%	89%	90%	73%	89%
I am more confident in my teaching abilities.	86%	87%	90%	77%	82%
I have better relationships with the children and families with whom I work.	76%	78%	90%	64%	78%
I see myself as an early childhood professional.	91%	83%	84%	68%	78%
I appreciate the education I am getting and want to get more.	81%	78%	90%	82%	80%
Other	10%	11%	5%	5%	11%

- 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

Of utmost importance is the impact that the T.E.A.C.H. scholarship program has on children in early care and education programs. Does the knowledge gained through coursework translate into changes in programs and classrooms? Participants were asked whether or not they were permitted to make changes in their classrooms/programs based on things they learned in class. Most directors said that they were able to make changes with 85% of associate degree directors and 80% of bachelor’s degree directors responding in the positive. Likewise, most teachers also expressed that they were allowed to make changes in their classrooms. Eight-two (82%) of associate degree teachers and 83% of bachelor’s degree teachers said that they are allowed to make changes in their classrooms based on things they learned in class.

Recipients were asked to document changes they have made to their programs/classrooms based on information learned in class. Some examples of these responses include the following:

*“I learned how to set up my classroom to make learning and play equipment available in areas accessible to children to enhance their development.” (AF)*

*“Communicate to infants more, properly pick them up and asking open-ended questions.” (AT)*

*“I was able to try and use behavioral techniques successfully due to the information I have learned from the classes I have taken.” (AT)*

*“I enhanced the lesson plans to be more age appropriate and used creative curriculum.” (BD)*

*“was able to setup room for flow and make it more age appropriate. NCFELD implemented in lesson plans- not done before in our classroom” (BT)*

*“I was able to improve our room arrangement; making it age appropriate and allowing for the children to have better mobility” (BT)*

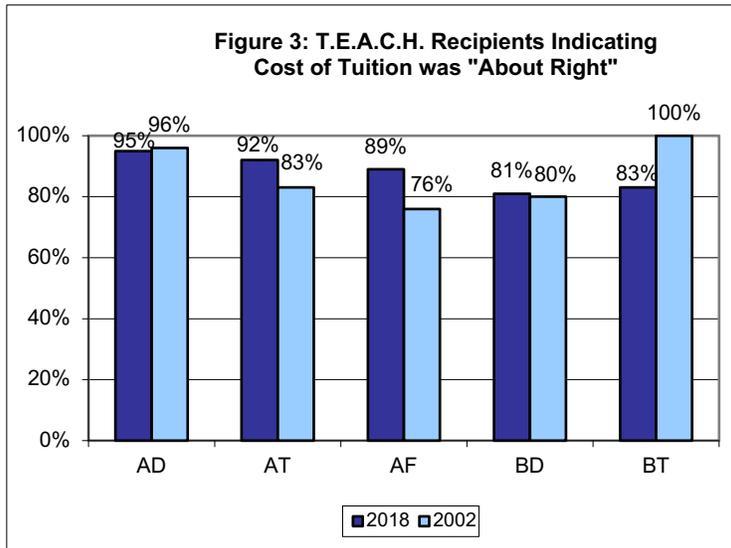
*“This scholarship means the world to me. Without T.E.A.C.H., I wouldn’t have been able to finish my degree. This has been a dream of mine since graduating high school. I was valedictorian of my high school, but I couldn’t afford college. This has made a way for my hard work to pay off.”*

-BT

*“I have been able to implement more parental involvement.” (AD)*

**Coursework.** T.E.A.C.H. requires directors working toward an associate 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 home based professionals 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, 86% of those pursuing an associate degree and 77% of those pursuing a bachelor’s degree said the number of credit hours required was about right or very easy to fulfill. Eighty-five percent (85%) of teachers pursuing an associate 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 home based professionals; 69% reported the requirement to be about right or very easy.

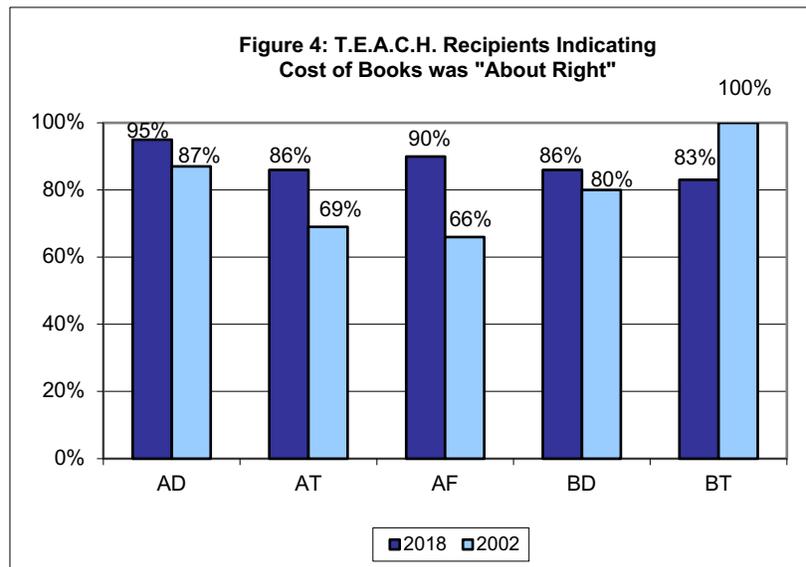
**Tuition and Books.** Recipients may or may not be responsible for a share of tuition or book expenses, depending on their scholarship option. Family home based



professionals 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. In response to questions about costs of books and tuition, reactions from 2018 recipients were mixed (Figures 3 & 4). Of those who pay for a portion of tuition, 81%–95% of recipients said their share of tuition was “about right” as opposed to “too little” or “too much for me to pay.” The

greatest differences between responses from recipients receiving scholarships in 2018 and 2002 can be seen with Associate Degree family child care providers and Bachelor Degree teachers. In 2002, 76% of Associate Degree family child care providers said tuition was about right, however, in 2018, this figure increased to 89% of Associate Degree teachers. In 2002, 100% of Bachelor Degree teachers said tuition was about right, however, in 2018, this figure dropped to 83%. Additionally, 14% of Bachelor Degree directors and 13% of Bachelor Degree teachers found tuition to be “too much for me to pay.”

Books were a struggle for a number of respondents with 5% of associate degree directors, 11% of associate degree teachers, 5% of associate degree family home based professionals, 14% of bachelor’s degree directors and 13% of bachelor’s degree teachers indicating that their share of books was “too much for me to pay.” Bachelor’s degree teachers were less likely to feel their share of the cost of books was



“about right,” associate degree directors and associate degree family home based professionals were more likely to feel their share was “about right.”

**Travel Reimbursement.** To offset the cost of travel (and/or internet connection fees), T.E.A.C.H. provides \$85 per semester to each scholarship recipient. When asked about the specific amount of travel funds they received per semester, 75% of directors, 81% of teachers and 78% of family home based professionals working toward an associate degree reported the amount they receive was “about right.” This was also true for 89% of teachers and 90% of directors working toward a bachelor’s degree.

Recipients were asked to identify how they used their travel reimbursement. Most responded that they used the reimbursement for gas, including 63% of associate directors, 88% of associate teachers, 71% of associate family home based professionals, 50% of bachelor’s directors and 82% of bachelor’s teachers. Other options listed and their corresponding usage included 9% parking, 1% taxi/Uber/other driving service, 1% bus, 29% internet fees and 9% other. Write-in responses in the other category included: books, school fees, car maintenance, school supplies, household items, child care, transcripts, credit card, and did not receive. (The recipient portion of the scholarship is taken out of the travel reimbursement prior to payment. Consequently, some recipients do not feel they receive this stipend.)

*“The scholarship has been a blessing to me because without T.E.A.C.H. I wouldn't be able to further my education in the education field & obtain my bachelor's degree. The scholarship has also gave me more pride in my school work & the push to work towards the goals that I set for myself. After I obtain my Bachelor's degree, I would like to go on & get my Master's degree.” -BT*

**Release Time.** Center-based teachers and family home-based professionals are provided with paid release time to attend classes or to compensate them for class time that might occur at night. Center-based teachers are allotted either a maximum of two hours per week, half of which are reimbursed by T.E.A.C.H. at a rate of \$10.00 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 home-based professionals are entitled to 16 total hours of release time throughout the semester reimbursed at a rate of \$10.00 per hour. In response to the question, “What improvements would you like to see in the T.E.A.C.H. scholarship program?” several stated that increasing the amount of release time would be helpful.

When asked if their programs provided them with release time, 83% of teachers on the associate degree program and 89% of teachers on the bachelor’s degree program indicated that they did receive release time. Five percent (5%) of associate degree teachers and 4% of bachelor’s degree teachers were unsure whether or not they received release time. Despite this, 87% of teachers and 70% of family providers working toward an associate degree reported the amount of release time provided by the scholarship was “about right.” This was also true for 84% of teachers working on a bachelor’s degree. Some of the teachers (13% AT and 16% BT) and family home based professionals (30%) thought they received too little release time.

**Compensation.** Recipients were asked about the adequacy of the bonus or raise they received (which depended on the model/option of the scholarship) upon the completion of a contract. The vast majority of recipients agreed somewhat or strongly that the bonus they receive is adequate. Directors on the associate program were the least satisfied with their bonus with 81% reporting that the bonus was adequate. Other groups of recipients were more likely to agree that the bonus was adequate with 85% of teachers on the associate degree scholarship, 100% of family home based professionals on this scholarship, 90% of directors on the bachelor's degree scholarship and 83% of teachers on the bachelor's degree scholarship saying that the bonus was adequate.

**Commitment.** As part of their scholarship, all T.E.A.C.H. recipients are required to commit to remaining in their sponsoring program for either a year (associate degree program) or two years (for bachelor's degree program). When asked about this commitment, most recipients felt that the length of the commitment was about right. Teachers in the associate degree program were the least likely to agree that the commitment was about right with 84% stating this opinion. However, an additional 2% felt that the one-year commitment was too short. For bachelor's teachers, 85% felt the period was about right. Most family home based professionals felt the commitment period was about right (95%). For directors, 86% of directors in the associate program felt the period was about right. For bachelor's directors, 91% felt the commitment was about right. Overall teachers were more likely than directors to feel that the commitment period was too long with 14% of associate and 15% of bachelor's teachers saying a year was too long.

**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 agreed somewhat with the statement "I received good customer service from the T.E.A.C.H. staff." The small percent of recipients who disagreed with this statements was less than 1% overall. As shown in Table 3, the feedback regarding the T.E.A.C.H. staff and CCSA staff overall was extremely positive. One method of support that CCSA offers to scholarship recipients is a website with pertinent information. While many recipients have not used this website, overall, a moderate percentage of recipients do use the site. The site is used more by bachelor's degree participants than by associate degree participants. In the associate degree program, 48% of directors, 48% of teachers and 47% of family home based professionals accessed the CCSA website within the previous year. In the bachelor's degree program, 64% of directors and 52% of teachers accessed the site. When asked how the website was used, the most frequent response was "basic information gathering" which was indicated by 75% of associate directors, 79% of associate teachers, 100% of family home based professionals, 86% of bachelor's directors and 71% of bachelor's teachers. Nearly half (45%) used the website to look for an application. Far fewer used the website to find contact information (18%). Recipients were able to write in other ways in which they used the website with responses such as: training, looking for forms/contracts/other paperwork, newsletter, and to refer another teacher.

	AD	AT	AF	BD	BT
When I needed help, CCSA staff was available or responded in a timely manner	100%	99%	95%	100%	98%
I received good customer service from the T.E.A.C.H. staff.	100%	99%	95%	100%	98%

**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

### College and University Interactions

T.E.A.C.H. recipients have numerous interactions with community college and university staff and administration. Overall, recipients at both the associate degree and bachelor's degree level are satisfied with their college experience. Though results for most questions are similar between the two groups, some notable exceptions are to be expected. The two biggest areas of difference, not surprisingly, are that those recipients at the bachelor's degree level are more likely to have taken classes from another school than their associate degree level counterparts (75% and 42% respectively) and are more likely to receive financial aid from somewhere other than through T.E.A.C.H. (47% and 33% respectively). One additional area of difference is that associate degree recipients report that their college counselor was more likely to ask about their work/school/family balance than those pursuing a bachelor's degree (49% and 42% respectively). All (100%) Bachelor's degree participants reported registering for classes with ease, whereas only 92% of associate degree participants reported registering with ease. However, associate degree participants were more likely than bachelor's degree participants to have met with their college counselor within the past year (60% and 49% respectively).

	Associate Degree Recipients	Bachelor's Degree Recipients
Have you been able to register for classes with ease?	92%	100%
In the last year, have you tried to contact your counselor at your college?	76%	81%
If you answered "yes" above, were you able to reach your counselor?	97%	95%
Have you been able to get classes on the days that work for you?	94%	97%

Have you been able to get classes at the times that work for you?	93%	97%
Have you wanted to take courses online?	90%	97%
If you answered “yes” above, were the courses you wanted available online?	95%	97%
In the last year, has anyone at your college asked about your life (balancing school, work, family, etc.)?	49%	42%
Have you met with your counselor at your college in the last 12 months?	60%	49%
Have you taken classes from another 2 or 4 year college?	42%	75%
If you answered “yes” above, did those classes transfer to this school?	67%	89%
Do you receive financial aid other than through T.E.A.C.H.?	33%	47%
If you answered “yes” above, was this process easy?	91%	94%

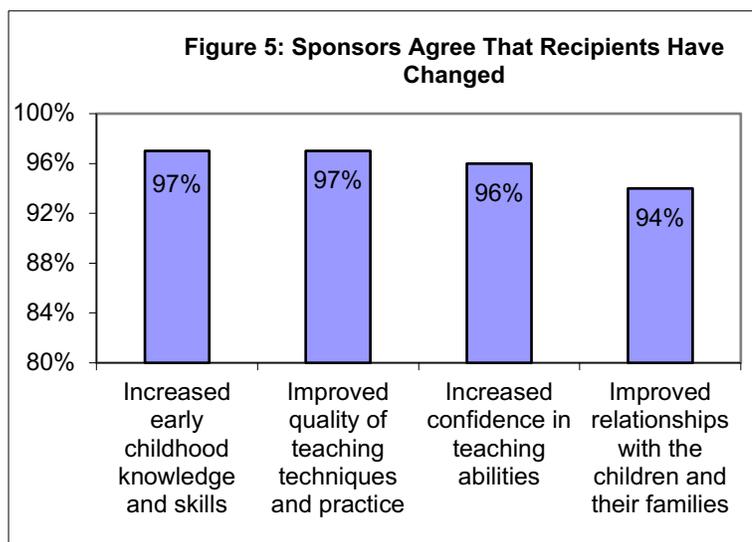
### Recipient Sponsors’ Evaluation of T.E.A.C.H. Early Childhood® North Carolina

One hundred ninety-eight (198) sponsors representing 257 recipients responded to the phone survey. The sponsors have worked in early care and education for a median of 11.0 years with a range of 0.3 years to 48.0 years. When asked how long they (or their program) had sponsored T.E.A.C.H. recipients, the range was .3-35.0 years with a median of 8.0 years.

Center directors have a range of educational attainments from a high school diploma to a master’s degree. The vast majority of directors have a degree of some type with just 8% having only some college credits without a degree and only 0.5% having only a high school diploma/GED. Thirty-two percent (32%) have an associate degree, 42% have a bachelor’s degree and 17% have a master’s degree. Areas of study among directors are somewhat diverse, but the majority, 76%, have a degree in early childhood education or child development. Further, 97% of directors report having taken at least one college level course in early childhood/child development.

#### Recipient

**Improvements.** Sponsors were asked about improvements they have seen in T.E.A.C.H. recipients since they enrolled in college courses (see Figure 5). Ninety-seven percent (97%) of sponsors indicated they strongly or somewhat strongly agreed with the statement that recipients have increased their early childhood knowledge and skills, and 97% strongly or somewhat strongly agreed that their teacher recipients have improved their



teaching techniques and practices. Eighty-eight percent (88%) indicated that the recipient has developed emerging leadership skills. Though some teachers might disagree, 98% of sponsors say that their recipients have full support to apply new techniques in her/his classroom.

**Customer Satisfaction.** Every sponsor surveyed (100%) reported that they were very or somewhat satisfied with T.E.A.C.H. Early Childhood® North Carolina. Sponsors were also asked if they would recommend T.E.A.C.H. to others in the child care field, and 99.5% of directors, said that they would. The same percentage (99.5%) said they would continue sponsoring recipients in the upcoming year, with 84% of those planning to increase the number of recipients they sponsor.

**Release Time.** Most sponsors (94%) stated that they provide recipients with paid time off during the week. Of those that do provide time off, 23% of sponsors said providing scholarship recipients paid time off during the week was “easy to do” with an additional 31% saying that it was somewhat easy to do. Similarly, 36% of sponsors said providing release time was “somewhat difficult,” and 9% said it was “very difficult” to do. Despite any difficulties providing release time caused for directors, 15% said that the reimbursement rate they received for this time off was enough to offset all costs with an additional 80% indicating that the reimbursement was enough to offset some of the costs. Release time was a topic of conversation for many responding to the question “What improvements would you like to see in the T.E.A.C.H. scholarship program?” Comments around release time included providing more reimbursement, sending staff to cover release time, and improving release time paperwork.

**Tuition and Books.** When asked about the center’s share of tuition costs, 45% of sponsors reported the center’s cost to be “very easy to do,” with 46% reporting the cost as “somewhat easy to do.” The remaining 9% said that the center’s responsibilities for tuition were either “somewhat” or “very” difficult to do. Fifty-six percent (56%) of the sponsors reported that the center helped recipients with the cost of books. Of the centers that did, 93% reported that the cost was “very” or “somewhat” easy to do and 7% indicated that the cost was “very” or “somewhat” difficult to do.

Sponsors were asked if sponsoring teachers on T.E.A.C.H. had increased the fees for parents at their centers. Eighty-eight percent (88%) 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 12% of sponsors who reported an increase, 62% attributed the increase to general staff raises, 23% said that an increase in parent fees was necessary to “offset costs” and 15% did not specify why fees to parents had increased.

**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. Forty-five percent (45%) said awarding a raise or bonus was “very easy to do.” An additional 39% said that the increased compensation was “somewhat easy to do.” At the same time, 14% of sponsors said doing so was “somewhat difficult” and the remaining 2% said it was “very difficult” to do.

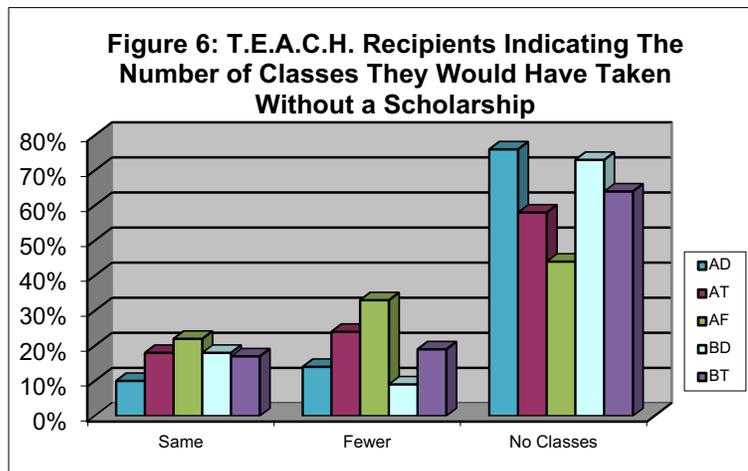
**Other Financial Assistance.** Sponsors were asked if any of their staff get financial assistance to take college level courses through means other than a T.E.A.C.H. scholarship. Just under half (44%) of directors said that some of their staff do get other financial assistance to attend college from a source other than T.E.A.C.H. Pell grants were the most frequent alternative means of financial assistance (65%), with unspecified financial aid identified by 16% of sponsors and in-house assistance through the provider identified by 8% of sponsors.

**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. All (100%) of the sponsors who had had contact with T.E.A.C.H. staff said they strongly or somewhat strongly agreed with the statement that they received good customer services from the T.E.A.C.H. staff. Ninety-eight percent (98%) strongly or somewhat agreed that the information they received from T.E.A.C.H. was easy to understand, and of those who contacted CCSA, 100% strongly or somewhat 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, 100% 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, family



child care providers pursuing an associate degree were the highest at 22% (Figure 6). 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

*“Personally it has helped me gain education, knowledge and a sense of accomplishment. Professionally it has helped me gain the skills to do my job as an Early Childhood Professional. I have encouraged others to go into this field and this incentive and scholarship has helped. Without this scholarship it would be impossible for myself and my staff to gain the education.” -AD*

meet increasing costs of books but feel that their portion of both tuition and books is about right.

Currently, as in the past, directors struggle to meet the minimum number of courses required to participate in the scholarship program. In 2002, 22% of directors pursuing an associate degree and 30% pursuing a bachelor’s degree found it “somewhat difficult” to complete the required number of classes. For directors taking classes in 2018, those percentages had changed to 14% and 23%, respectively. Thus, while the situation has improved for some directors in both the associate and bachelor scholarships, many directors pursuing a degree still struggle to take classes while working.

All sponsors surveyed this year (100%) were satisfied with T.E.A.C.H. All sponsors (100%) also said that T.E.A.C.H. staff provided good customer service. Not surprisingly, 97% of sponsors in 2002 and 99.5% of sponsors in FY2019 said that they would recommend T.E.A.C.H. scholarships to other child care centers and 99.5% 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 early care and education workforce as a whole. Fifty-nine percent (59%) of directors in the 2014 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 FY2019 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 2014 workforce study showed that teachers with a bachelor’s degree earned more than \$2.00 more per hour than teachers with an associate 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, T.E.A.C.H. Early Childhood® North Carolina 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 early care and education 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**

**This is the first year since 2009 that we have not seen a decrease in number of participants, although we have the same number of participants this year as we did last year. From July 1, 2018 to June 30, 2019 there were 2,127 scholarships awarded to 2,106 T.E.A.C.H. Early Childhood® scholarship recipients (see Appendix C) in 95 of North Carolina's 100 counties (see Appendix D) and 34 non-T.E.A.C.H. recipients who received credential bonuses only. Additionally, we had 463 applicants who were awarded scholarships this year but did not actively enroll in courses. Although these individuals did not actively enroll in courses, they received scholarship counseling services at some point during the reporting period**

As we have previously reported, T.E.A.C.H. participation rates had been on decline since 2010. We have speculated that this can likely be attributed to several factors within the early care and education field and the college and university system. For example, the economic hardship many centers faced after the Great Recession and the cost of operating high-quality programs has made it difficult for employers to financially support staff education. Likewise, the lower wages of those working in the field and the reality that increased education does not necessarily equate to higher pay has made it difficult to motivate the workforce to enroll in courses. Another factor to consider is the increasing percentage of the North Carolina early care and education workforce that already have degrees. The 2015 Working in Early Care and Education Workforce Study reported the majority of the workforce (56%) already have degrees compared to the 2001 Workforce Study that found only 7% of the workforce had degrees.

In the college and university systems there have been declining enrollment trends in general. Also, some enrollment requirements present barriers to those pursuing a college education. The National Student Clearinghouse Research Center (2019) reported almost 300,000 fewer students enrolled in colleges and universities this spring compared to last year. This data represents the eighth straight year that higher education enrollment has dropped. Overall enrollment dropped by 1.7% with enrollment in community college dropping by 3.4%. Furthermore, barriers within the college and university systems contribute to declining enrollment. Placement testing and remedial coursework is one significant barrier that many community college students encounter, which can discourage initial enrollment, as well as progress towards or completion of a degree.

T.E.A.C.H. Early Childhood® scholarship recipients represent the ethnic diversity of the children in our state (see Appendix C). Compared to 47% of the early care and education workforce statewide, almost 50% of T.E.A.C.H. scholarship recipients are people of color. According to the 2016 Kids Count data, 47% of North Carolina's population of children under 18 is children of color. The percentage of children under 5 who are children of color is even higher.

## **Program Sponsor Profile**

These 2,106 scholarship recipients cared for children in 880 different early care and education programs, with at least one T.E.A.C.H. Early Childhood® recipient almost 18% of the licensed centers in North Carolina and in almost 6% of the licensed family child care homes. Sixty-two percent of the sponsoring centers are for-profit early care and education settings, 21% are independent not-for-profit programs, 6% of programs have faith-based sponsorship, 9% are Head Start programs and 2% are public school programs. Of the 880 early care and education programs, 85 of these are family child care homes. With the availability of three scholarship programs for individuals not working in licensed child care programs, we also had 49 sponsoring employers of participants who are working in community-based roles benefiting the early childhood field. These employer types include colleges/universities, early intervention programs, Head Start organizations, Smart Start Partnerships, private and public-school systems, resource and referral agencies, regulatory services and technical assistance providers.

## **Educational Institution Participation**

During this reporting period, T.E.A.C.H. scholarship recipients were enrolled in 56 of North Carolina's 58 community colleges, as well as in 13 state-supported universities and 5 private colleges. Community college early childhood coordinators and university early childhood department chairs continue to support the T.E.A.C.H. Early Childhood® NC scholarship program by recruiting students and serving in an advisory capacity for the program.

## **Outcome Measures**

The results of the analysis of the three outcome measures of the Associate and Bachelor's Degree scholarship program demonstrate that the T.E.A.C.H. Early Childhood® NC scholarship program is surpassing its goals in terms of increasing the education and compensation of early educators and reducing turnover in the early childhood field. The scholarship program continues to meet the professional development needs of child care teachers, administrators, family home based professionals and other community-based specialists in North Carolina.

Scholarship recipients are meeting and even exceeding the scholarship program'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 home-based professionals can convince parents that their services are worth more.

The turnover rate in early care and education facilities in North Carolina averages about 19% for full time teachers and assistant teachers. Program participants clearly leave their child care programs at a significantly reduced rate compared to teachers in the general early care and education population. This reduced turnover provides more consistent care for children and families and helps early care and education programs retain staff that have made a commitment to increasing their education. In addition, these early educators are more highly educated and thus their retention is even more beneficial to the children in their care.

The T.E.A.C.H. Early Childhood® NC scholarship program continues to make a significant impact on early educators' access to the system of higher education in North Carolina. During this fiscal year, scholarship participants enrolled in 18,080 (12,690 documented as completed)\* credit hours at area community colleges, four-year colleges and universities.

Lastly, increased education and stability of T.E.A.C.H. recipients enhance the quality of care provided to a great number of North Carolina's children. From July 2018 through June 2019, **58,520 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 D).

In conclusion, during fiscal year 2018-2019, 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. The T.E.A.C.H. Early Childhood® NC scholarship program provided scholarships to 2,106 child care teachers, administrators, family home based professionals and community specialists in 95 counties in North Carolina. Successful outcomes were produced in the areas of increased education, increased compensation and retention. For example, teachers participating on our most utilized scholarship model, the associate degree for teachers 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 2018-2019.

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

## Appendix A

### Summary Data from the T.E.A.C.H. Scholarship Recipient Survey, FY 18-19

Five different groups of scholarship recipients were surveyed and responded:

**AD** = Associate degree Directors (N = 21)      **AT** = Associate degree Teachers (N = 207)

**AF** = Associate degree Family Child Care Providers (N = 19)

**BD** = Bachelor degree Directors (N = 22)      **BT** = Bachelor degree Teachers (N = 54)

Summary data for each group are listed for each question below. Note that not all respondents answered every question. Some answers may total to more or less than 100% due to rounding.

1. How long have you been working in child care?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Median Years	15.0	9.0	10.0	17.6	14.1
Range	2.5-40.0	1.3-45.0	2.9-25.3	4.0-34.0	2.0-32.0

2. What ages are the children in your care? **Check all that apply.**

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Infants	85.7%	39.1%	68.4%	72.7%	29.6%
Ones	85.7%	42.5%	84.2%	95.5%	25.9%
Twos	85.7%	46.4%	84.2%	95.5%	27.8%
Threes, Fours, and Preschool-age Fives	95.2%	66.2%	100.0%	95.5%	79.6%
Fives and Up (School-age)	71.4%	22.7%	68.4%	77.3%	16.7%

3. How many children are in your classroom?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Median Number of Children	18	12	5	8	14

... in your whole program?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Median Number of Children	75	75	8	27	100

3a. Do you work with other teachers in your classroom/family child care home?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Yes	94.7%	90.3%	31.6%	61.9%	96.2%

4. What is your current level of education? **Check the highest level that you have completed.**

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
High School/GED	0.0%	3.5%	10.5%	0.0%	0.0%
Some college credits earned	38.1%	59.0%	57.9%	4.6%	1.9%
AA/AAS degree	57.1%	26.8%	26.3%	86.4%	81.5%
BA degree	4.8%	9.3%	5.3%	9.1%	16.7%
Other*	0.0%	1.5%	0.0%	0.0%	0.0%

\* 1 Master's Degree and 2 Early Childhood Certifications

5. What are your educational goals? **Check all that apply.**

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
To earn an AA or AAS degree	38.1%	66.0%	66.7%	0.0%	0.0%
To earn a BA degree	57.1%	36.0%	44.4%	76.2%	71.7%
To earn an MA degree	14.3%	10.3%	5.6%	42.9%	18.9%
To earn a B-K License	9.5%	6.9%	5.6%	9.5%	26.4%
To earn a Ph.D.	0.0%	0.5%	5.6%	4.8%	3.8%
Other	9.5%	6.9%	0.0%	0.0%	5.7%

6. Were you working toward a college degree before you learned about T.E.A.C.H.?

	AD	AT	AF	BD	BT
Yes	42.9%	52.2%	63.2%	50.0%	38.9%
No	47.6%	46.9%	36.8%	50.0%	61.1%
Not Sure	9.5%	1.0%	0.0%	0.0%	0.0%

6a. If No, why not? **Check all that apply.**

	AD	AT	AF	BD	BT
I did not have time to take courses.	11.1%	15.7%	66.7%	0.0%	18.8%
I could not afford tuition, books, etc.	66.7%	66.3%	50.0%	90.0%	68.8%
Courses were at inconvenient times.	11.1%	7.9%	16.7%	0.0%	6.3%
I was planning to leave the child care field.	12.5%	2.3%	0.0%	0.0%	3.1%
I did not believe I needed more education.	0.0%	6.7%	0.0%	0.0%	3.1%
I had no interest in taking courses.	0.0%	15.7%	16.7%	20.0%	18.8%
Other*	0.0%	19.1%	0.0%	0.0%	12.5%

\*unspecified, wasn't in child care field, learned about TEACH at same time earning certificate was mentioned, didn't have the opportunity, already had AA.

7. Would you have taken courses last year if you did not have a T.E.A.C.H. scholarship?

	AD	AT	AF	BD	BT
No	76.2%	58.0%	44.4%	72.7%	63.5%
Yes, same number of courses	9.5%	18.4%	22.2%	18.2%	17.3%
Yes, but fewer courses	14.3%	23.7%	33.3%	9.1%	19.2%

8. Completing the number of required course credit hours in one year was:

	AD	AT	AF	BD	BT
Very easy	38.1%	32.4%	15.8%	36.4%	31.5%
About right	47.6%	53.1%	52.6%	40.9%	61.1%
Somewhat difficult	14.3%	14.5%	31.6%	22.7%	7.4%

9. My program provided release time to me.

	AD	AT	AF	BD	BT
No	25.0%	12.3%	16.7%	54.6%	7.6%
Yes	65.0%	82.8%	55.6%	40.9%	88.7%
Not sure	10.0%	4.9%	27.8%	4.6%	3.8%

9a. The amount of release time provided by the scholarship was:

	AD	AT	AF	BD	BT
Too little	8.3%	13.1%	30.0%	10.0%	16.3%
About right	91.7%	86.3%	70.0%	90.0%	83.7%
Too much	0.0%	0.6%	0.0%	0.0%	0.0%

10. My share of the tuition was:

	AD	AT	AF	BD	BT
Too little for me to pay	5.0%	1.1%	5.6%	4.8%	4.4%
About right	95.0%	91.5%	88.9%	81.0%	82.6%
Too much for me to pay	0.0%	6.9%	5.6%	14.3%	13.0%

11. My share of the cost of books was:

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Too little for me to pay	0.0%	3.1%	5.3%	0.0%	4.4%
About right	95.2%	85.6%	89.5%	85.7%	82.6%
Too much for me to pay	4.8%	10.8%	5.3%	14.3%	13.0%

12. The travel stipend that I received was:

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Too little	25.0%	16.9%	16.7%	10.0%	11.5%
About right	75.0%	81.1%	77.8%	90.0%	88.5%
Too much	0.0%	2.0%	5.6%	0.0%	0.0%

12a. I used my travel stipend to help pay the cost of:

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Gas for my car	63.2%	88.3%	70.6%	50.0%	82.4%
Parking fees	10.5%	5.6%	23.5%	16.7%	15.7%
Taxi/Uber/other person to drive me	0.0%	1.0%	5.9%	0.0%	0.0%
Bus fare	0.0%	0.5%	0.0%	5.6%	0.0%
Internet fees	63.2%	22.8%	47.2%	50.0%	25.5%
Other*	0.0%	7.6%	5.9%	16.7%	11.8%

\*unspecified, never received, books, school fees, car maintenance, school supplies, household items, child care, transcripts, credit card

13. Your required one year commitment to your program is:

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Too short	0.0%	2.4%	0.0%	0.0%	0.0%
About right	85.7%	83.6%	94.7%	90.5%	85.2%
Too long	14.3%	14.0%	5.3%	9.5%	14.8%

14. The raise/bonus that I receive because of my education was adequate.

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Agree strongly	71.4%	48.0%	50.0%	52.6%	30.2%
Agree somewhat	9.5%	36.9%	50.0%	36.8%	52.8%
Disagree somewhat	14.3%	7.0%	0.0%	10.5%	15.1%
Disagree strongly	4.8%	8.1%	0.0%	0.0%	1.9%

15. Did your employer allow you to make changes in your classroom/program based on things you learned in class?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Yes	85.0%	82.4%	94.7%	80.0%	83.3%
No	15.0%	17.7%	5.3%	20.0%	16.7%

15a. If you answered yes above, please provide examples of how you made changes in your classroom/program based on things you learned in class.

“I learned how to set up my classroom to make learning and play equipment available in areas accessible to children to enhance their development.” (AF)

“Communicate to infants more, properly pick them up and asking open-ended questions.” (AT)

“I was able to try and use behavioral techniques successfully due to the information I have learned from the classes I have taken.” (AT)

“I enhanced the lesson plans to be more age appropriate and used creative curriculum.” (BD)

“was able to setup room for flow and make it more age appropriate. NCFELD implemented in lesson plans-not done before in our classroom” (BT)

“I was able to improve our room arrangement; making it age appropriate and allowing for the children to have better mobility” (BT)

“I have been able to implement more parental involvement.” (AD)

16. I received good customer service from the T.E.A.C.H. staff.

	AD	AT	AF	BD	BT
Agree strongly	90.5%	88.9%	94.7%	86.4%	90.7%
Agree somewhat	9.5%	10.6%	0.0%	13.6%	7.4%
Disagree somewhat	0.0%	0.5%	5.3%	0.0%	1.9%
Disagree strongly	0.0%	0.0%	0.0%	0.0%	0.0%

17. When I needed help, CCSA staff was available or responded in a timely manner.

	AD	AT	AF	BD	BT
I have not needed to contact CCSA staff.	4.8%	0.5%	0.0%	0.0%	0.0%
<i>Of those who contacted CCSA:</i>					
Agree strongly	90.0%	89.7%	94.7%	91.0%	90.7%
Agree somewhat	10.0%	9.9%	0.0%	9.1%	7.4%
Disagree somewhat	0.0%	0.5%	5.3%	0.0%	1.9%
Disagree strongly	0.0%	0.0%	0.0%	0.0%	0.0%

18. In the past year, did you access the Child Care Services Association/T.E.A.C.H. website?

	AD	AT	AF	BD	BT
Yes	47.6%	47.6%	47.4%	63.6%	51.9%
No	52.4%	52.5%	52.6%	36.4%	48.2%

18a. If you answered “yes” above, please explain how you used the website (check all that apply).

	AD	AT	AF	BD	BT
Basic information gathering	75.0%	79.4%	100.0%	85.7%	71.4%
Looked for application	50.0%	18.6%	22.2%	42.9%	35.7%
Contact information	12.5%	40.2%	55.6%	21.4%	32.1%
Other*	25.0%	6.2%	0.0%	0.0%	7.1%

\*Training, looking for forms/contracts/other paperwork, newsletter, to refer another teacher.

19. What improvements would you like to see in the T.E.A.C.H. scholarship program? **Please be specific.**

91 recipients provided comments: 7 (AD), 53 (AT), 4 (AF), 7 (BD), 20 (BT) Comments were on a variety of topics but the three that received the most were: better customer service/communication (13%), support for taking more credit hours (13%), and a shorter commitment (12%)

20. How has an increased education helped you? **Check all that apply.**

	AD	AT	AF	BD	BT
I am more satisfied with my job.	81.0%	71.1%	73.7%	59.1%	64.8%
I feel more appreciated and recognized for my work.	66.7%	65.2%	57.9%	36.4%	57.4%
I am more willing to stay with my current child care program.	81.0%	64.2%	79.0%	41.0%	53.7%
I have increased my knowledge of child development.	90.5%	94.1%	100.0%	86.4%	87.0%
I have improved my teaching techniques and practice.	81.0%	88.7%	89.5%	72.7%	88.9%
I am more confident in my teaching abilities.	85.7%	86.8%	89.5%	77.3%	81.5%

I have better relationships with the children and families with whom I work.	76.2%	78.4%	89.5%	63.6%	77.8%
I see myself as an early childhood professional.	90.5%	82.8%	84.2%	68.2%	77.8%
I appreciate the education I am getting and want to get more.	81.0%	77.9%	89.5%	81.8%	79.6%
Other	9.5%	10.8%	5.3%	4.6%	11.1%
I have not noticed any benefits.	4.8%	0.0%	0.0%	0.0%	0.0%

21. Do you plan to continue your T.E.A.C.H. scholarship in the upcoming year?

	AD	AT	AF	BD	BT
Yes	75.0%	76.5%	84.2%	81.8%	77.4%
No	25.0%	23.5%	15.8%	18.2%	22.6%

21a. If No, why not? **Check all that apply.**

	AD	AT	AF	BD	BT
I am graduating.	60.0%	60.9%	66.7%	75.0%	58.33%
I will not remain in the early childhood field.	0.0%	4.4%	0.0%	0.0%	0.0%
I am working in another center.	0.0%	8.7%	0.0%	0.0%	16.7%
My center will not sponsor me.	0.0%	0.0%	0.0%	0.0%	8.3%
I do not plan to take courses.	20.0%	6.5%	0.0%	0.0%	8.3%
I am no longer pursuing and early childhood degree	20.0%	0.0%	0.0%	25.0%	0.0%
I cannot afford to continue.	0.0%	0.0%	0.0%	0.0%	0.0%
I am getting financial support through other means	0.0%	4.4%	0.0%	0.0%	0.0%
Other*	0.0%	19.6%	33.3%	0.0%	16.7%

\*taking time off, just had a baby, need to improve English first, transferring to University, unsure, hardship

22. Please tell us a bit about your experience with your college.

Have you been able to register for classes with ease?

	AD	AT	AF	BD	BT
Yes	100.0%	91.7%	84.2%	100.0%	100.0%
No	0.0%	8.3%	15.8%	0.0%	0.0%

In the last year, have you tried to contact your counselor at your college?

	AD	AT	AF	BD	BT
Yes	76.2%	76.2%	76.7%	81.8%	80.8%
No	23.8%	23.8%	26.3%	18.2%	19.2%

If you answered "yes" above, were you able to reach your counselor?

	AD	AT	AF	BD	BT
Yes	93.8%	97.4%	100.0%	94.4%	95.2%
No	6.3%	2.6%	0.0%	5.6%	4.8%

Have you been able to get classes on the days that work for you?

	AD	AT	AF	BD	BT
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Yes	100.0%	95.0%	79.0%	95.5%	98.1%
No	0.0%	5.0%	21.1%	4.6%	1.9%

Have you been able to get classes at the times that work for you?

	AD	AT	AF	BD	BT
Yes	100.0%	93.5%	78.6%	100.0%	96.2%
No	0.0%	6.5%	21.1%	0.0%	3.9%

Have you wanted to take courses online?

	AD	AT	AF	BD	BT
Yes	95.0%	89.1%	94.7%	100.0%	96.0%
No	5.0%	11.0%	5.3%	0.0%	4.0%

If you answered "yes" above, were the courses you wanted available online?

	AD	AT	AF	BD	BT
Yes	100.0%	96.1%	82.4%	100.0%	95.7%
No	0.0%	3.9%	17.7%	0.0%	4.3%

In the last year, has anyone at your college asked about your life (balancing school, work, family, etc.)?

	AD	AT	AF	BD	BT
Yes	47.6%	51.5%	21.0%	50.0%	38.5%
No	52.4%	48.5%	79.0%	50.0%	61.5%

Have you met with your counselor at your college in the last 12 months?

	AD	AT	AF	BD	BT
Yes	57.1%	60.9%	57.9%	63.6%	42.3%
No	42.9%	39.1%	42.1%	36.4%	57.7%

Have you taken classes from another 2 or 4 year college?

	AD	AT	AF	BD	BT
Yes	61.9%	41.8%	26.3%	77.3%	74.5%
No	38.1%	58.2%	73.7%	22.7%	25.5%

If you answered "yes" above, did those classes transfer to this school?

	AD	AT	AF	BD	BT
Yes	76.9%	65.6%	80.0%	100.0%	84.1%
No	23.1%	34.4%	20.0%	0.0%	15.9%

Do you receive financial aid other than through T.E.A.C.H.?

	AD	AT	AF	BD	BT
Yes	14.3%	33.3%	52.6%	40.9%	50.0%
No	85.7%	66.7%	47.4%	59.1%	50.0%

If you answered “yes” above, was this financial aid process easy?

	AD	AT	AF	BD	BT
Yes	100.0%	92.4%	77.8%	100.0%	92.0%
No	0.0%	7.6%	22.2%	0.0%	8.0%

23. As an overall evaluation of T.E.A.C.H. Early Childhood®, how satisfied are you?

	AD	AT	AF	BD	BT
Very satisfied	95.2%	91.2%	100.0%	90.9%	86.8%
Somewhat satisfied	4.8%	8.8%	0.0%	9.1%	13.2%
Somewhat dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%
Very dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%

24. Would you recommend T.E.A.C.H. scholarships to other people working in child care?

	AD	AT	AF	BD	BT
Yes	100.0%	99.5%	100.0%	100.0%	100.0%

24a. If No, why not? **Please be specific.**

Unspecified, commitment too long

25. What has the scholarship meant to you personally and professionally? **Please explain.**

Some selected quotes follow:

“Personally it has helped me gain education, knowledge and a sense of accomplishment. Professionally it has helped me gain the skills to do my job as an Early Childhood Professional. I have encouraged others to go into this field and this incentive and scholarship has helped. Without this scholarship it would be impossible for myself and my staff to gain the education.” (AD)

“I do not qualify for PELL grant or any other aid for school. Without TEACH I would be unable to continue my education. I am very thankful for this program!” (AD)

“I would have not completed my degree without this incentive. I feel it has empowered me to be a strong professional in the Early childhood field - thank you!” (AF)

“It has allowed me to further my career and make it a career instead of just a job or paycheck.” (AT)

“I am a single mom, and would not have been able to afford to finish my degree without the scholarship. I now make more money, and can provide better for my family.” (AT)

“The scholarship allowed me to gain knowledge pertinent to my role in the early learning classroom without obstacles such as financial strain, travel time and courses not directly related to my job. Accessing scholarship information and support was remarkably easy, and very much appreciated!” (AT)

“This scholarship has made getting a college education possible for me. As a mother of 3 I really believed that I would not be able to get a 4 year degree. Thanks to TEACH I can reach that goal and be a positive influence to my children. I’m also bringing more knowledge to my classroom and our community.” (BD)

“This scholarship has help me in a major way where I do not have to worry about being in debt with financial aid.” (BD)

“This scholarship means the world to me. Without TEACH, I wouldn’t have been able to finish my degree. This has been a dream of mine since graduating high school. I was valedictorian of my high school, but I couldn’t afford college. This has made a way for my hard work to pay off.” (BT)

“The scholarship has been a blessing to me because without T.E.A.C.H. I wouldn't be able to further my education in the education field & obtain my bachelor's degree. The scholarship has also gave me more pride in my school work & the push to work towards the goals that I set for myself. After I obtain my Bachelor's degree, I would like to go on & get my Master's degree. Thank you, T.E.A.C.H.” (BT)

“It has meant that I am able to better educate myself and learn how to better educate my parents and give the children in my care the best possible start to their educational experiences” (BT)



9a. The center's share of the cost of books was:

- (41.2%)  Very easy to do
- (52.3%)  Somewhat easy to do
- ( 6.5%)  Somewhat difficult to do
- ( 0.0%)  Very difficult to do

10. From your perspective as a T.E.A.C.H. sponsor, please indicate whether you agree or disagree with each of the following statements: *(Prompt for "strongly" or "somewhat" after initial "agree" or "disagree".)*

a. I received good customer service from the T.E.A.C.H. staff.  
(96.4%)  Agree strongly      ( 0.0%)  Disagree somewhat  
( 3.6%)  Agree somewhat      ( 0.0%)  Disagree strongly  
( 1.5%)  Don't know (N/A)

b. When I needed help, CCSA staff was available or responded in a timely manner.  
(97.4%)  Agree strongly      ( 0.0%)  Disagree somewhat  
( 2.6%)  Agree somewhat      ( 0.0%)  Disagree strongly  
( 1.5%)  Don't know (N/A)

c. Information that I received from T.E.A.C.H. was easy for me to understand.  
(91.2%)  Agree strongly      ( 1.0%)  Disagree somewhat  
( 7.2%)  Agree somewhat      ( 0.5%)  Disagree strongly  
( 1.0%)  Don't know (N/A)

11. Has your center's participation in T.E.A.C.H. Early Childhood® led to increasing fees to parents?  
(12.3%)  Yes *Go to 6a.*      (87.7%)  No *Go to 7.*

11a. If Yes, please explain how. *(Follow-up if the sponsor doesn't give a clear answer.)* How do you determine this? Some answers had multiple parts.

- 61.5% : staff raises
- 23.1% : offset costs
- 15.4% : General/unspecified

12. What improvements would you like to see in the T.E.A.C.H. scholarship program? *(Follow-up if the sponsor doesn't give a clear answer.)*

**45 sponsors provided suggestions on how the program could be more.**

**Comments were on a variety of topics but the 3 receiving the most were: increase reimbursement (19%), offer online portal/reporting (11%), and clarify contract/paperwork/application (11%).**

13. As an overall evaluation of T.E.A.C.H. Early Childhood®, how satisfied are you?  
(94.9%)  Very satisfied      ( 0.0%)  Somewhat dissatisfied  
( 5.1%)  Somewhat satisfied      ( 0.0%)  Very dissatisfied

14. Would you recommend T.E.A.C.H. Early Childhood® scholarships to other child care centers?  
(99.5%)  Yes *Go to 15.*      ( 0.5%)  No *Go to 14a.*

14a. If No, why not? *(Follow-up if the sponsor doesn't give a clear answer.)*

Doesn't see any benefit to the center. Sees teachers leave after completing the program.

15. Do any of your staff get financial assistance to take college level courses through means other than a T.E.A.C.H. scholarship?

(44.3%)  Yes Go to 15a. (55.7%)  No Go to 16.

15a. What other financial assistance do your staff receive?

- ( 8.4%) In-house assistance through provider
- (15.7%) financial aid unspecified
- (65.1%) Pell Grant
- ( 2.4%) loans
- ( 8.4%) other or not sure

16. Do you plan to continue sponsoring T.E.A.C.H. scholarship recipients in the upcoming year?

(99.5%)  Yes Go to 16a ( 0.5%)  No Go to 16b.

16a. If Yes, do you plan to increase the number of recipients that you sponsor?

(84.4%)  Yes (end) (15.6%)  No

16b. If No, why not? (Prompt sponsor to list all of her/his reasons.)

- ( 7.7%)  Staff is graduating. ( 0.0%)  Staff is leaving the center.
- ( 7.7%)  Staff does not want to participate. ( 3.9%)  Staff does not want to take courses.
- (19.2%)  My center cannot afford the cost. ( 3.9%)  Staff no longer needs financial assistance.
- (57.7%)  Other\*

\* 40% of those who said other limit the number of teachers they sponsor, 26% have teachers who already have degrees

### Questions about Individual T.E.A.C.H. Scholarship Recipients

This is the last part of the survey. I'm going to ask you a few questions about each T.E.A.C.H. scholarship recipient in your center. Please consider each scholarship recipient individually when answering the questions. Just to double-check, how many of the T.E.A.C.H. scholarship recipients currently working in your center completed courses during Spring 2018, Summer 2018 or Fall 2018?

257 recipients total

I will read a list of statements about this scholarship recipient. Please indicate on a scale from one to five, with one meaning that you disagree strongly to five meaning that you agree strongly, your opinion regarding this particular recipient.

<i>(Circle the answer given.)</i>	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Since enrolling in college courses...					
1. the recipient has increased her/his early childhood knowledge and skills.	0.4%	0.4%	2.0%	14.8%	82.4%
2. the recipient has improved the quality of her/his teaching techniques and practice.	0.8%	0.0%	2.3%	20.3%	76.6%
3. the recipient has increased confidence and enthusiasm in her/his teaching abilities.	0.8%	1.2%	2.0%	20.7%	75.4%
4. the recipient has influenced her/his coworkers to use new teaching techniques.	1.2%	1.6%	10.2%	32.2%	54.9%
5. the recipient has improved relationships with the children and their families.	0.8%	0.4%	5.1%	18.8%	75.0%
6. the recipient has developed emerging leadership skills.	1.2%	0.4%	10.6%	21.6%	66.3%

7. the recipient has my full support in applying new techniques in her/his classroom.	0.4%	0.0%	0.2%	4.7%	93.0%
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**Appendix C**  
T.E.A.C.H. Early Childhood® NC Scholarship Program  
2018-2019 Summary Information

**Participants in each scholarship program**

N.C. Early Childhood Administration Credential Scholarship	41
Early Childhood Associate Degree Scholarship	1,501
Early Childhood Bachelor's Degree Scholarship	247
CDA Assessment Scholarship	30
T.E.A.C.H. Early Childhood Associate Degree Scholars	10
T.E.A.C.H. Early Childhood® Working Scholars	40
Preschool Add On and BK Licensure Scholarship	101
Early Care and Education Community Specialist Scholarship	17
Leadership in Infant and Toddler Learning Post-Baccalaureate Certificate	14
Early Childhood Master's Degree Scholarship	126
<b>Total active scholarship participation</b>	<b>2,106</b>

Total number of scholarships awarded and counseling services provided to recipients who did not fulfill enrollment requirements with either T.E.A.C.H., the community college or the university.

**463**

**Recipients of non-T.E.A.C.H. credential bonuses**

N.C. Early Childhood Credential Bonus	11
N.C. Early Childhood Administration Bonus	21
N.C. School Age Credential Bonus	2

**Total beneficiaries of T.E.A.C.H. 2,603\*\***

**Distribution of active participants by ethnicity**

American Indian	1%
Asian/ Pacific Islander	1%
Black/ African-American	41%
Hispanic/Latino/Latina	5%
Multiracial	1%
White/European-American	50%
Other	1%

**Average hourly wage of active recipients by position**

Center-based directors	\$15.07
Center-based teachers	\$11.40
Family home-based professionals	\$7.95

**Child care programs actively sponsoring participants**

Child Care Centers	795
Family Child Care Homes	85

**Distribution of sponsoring child care centers by auspice**

For Profit	62%
Independent Not-for-profit	21%
Head Start	9%
Faith-Based	6%
Public School	2%

**Distribution of active family child care homes by auspice**

For Profit	100%
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**Children served in programs actively sponsoring participants 58,520**

\*Fourteen recipients graduated while on the Associate Degree Scholarship Program and transitioned to the Bachelor's Degree or Birth-Kindergarten Licensure Scholarship Program. Four recipients participated simultaneously on the CDA Assessment and Associate Degree Scholarship Programs. Two recipients were on lower level scholarships and subsequently were awarded Master's Degree Scholarships during the reporting period. Additionally, one recipient participated on Bachelor's Degree Scholarship and transitioned to the Birth-Kindergarten Licensure Scholarship Program after graduating. Thus, the total number of scholarships awarded with active enrollment is 2,127.

\*\* Includes the number of unduplicated active scholarship participants, credential bonus only recipients and educators who were awarded scholarships but did not fulfill active enrollment requirements.

Appendix D  
T.E.A.C.H. Early Childhood® Scholarship Program  
Number of Scholarship Recipients, Sponsors and Child Beneficiaries  
July 1, 2018-June 30, 2019

County	# Recipients	# Sponsors	# Children	County	# Recipients	# Sponsors	# Children
Alamance	53	16	1504	Johnston	25	5	348
Alexander	4	4	174	Jones	1	0	0
Alleghany	5	4	88	Lee	5	1	3
Anson	6	4	89	Lenoir	13	3	131
Ashe	9	3	263	Lincoln	18	8	687
Avery	12	3	148	Macon	1	0	0
Beaufort	12	6	352	Madison	8	3	68
Bertie	1	1	41	Martin	4	2	133
Bladen	2	1	26	McDowell	12	4	176
Brunswick	3	3	589	Mecklenburg	269	124	9333
Buncombe	79	33	2249	Mitchell	4	2	136
Burke	15	7	492	Montgomery	11		117
Cabarrus	53	17	2327	Moore	8	6	258
Caldwell	28	12	671	Nash	7	3	105
Camden	0	0	0	New Hanover	40	10	1045
Carteret	4	3	125	Northampton	2	1	62
Caswell	8	1	48	Onslow	23	16	1453
Catawba	19	9	517	Orange	42	18	966
Chatham	10	5	338	Pamlico	1	0	0
Cherokee	8	3	135	Pasquotank	8	3	327
Chowan	5	2	52	Pender	11	5	270
Clay	1	1	18	Perquimans	1	1	82
Cleveland	34	11	430	Person	1	0	0
Columbus	7	3	205	Pitt	19	9	649
Craven	5	2	82	Polk	2	0	0
Cumberland	40	24	1691	Randolph	29	9	655
Currituck	4	2	37	Richmond	2	1	28
Dare	11	4	94	Robeson	23	12	577
Davidson	40	18	1306	Rockingham	38	11	538
Davie	6	2	130	Rowan	46	15	1104
Duplin	9	5	411	Rutherford	6	4	200
Durham	131	63	3196	Sampson	12	8	281
Edgecombe	6	1	38	Scotland	12	5	241
Forsyth	42	18	1014	Stanly	46	14	1171
Franklin	20	8	391	Stokes	13	5	335
Gaston	52	15	1084	Surry	8	5	543
Gates	0	0	0	Swain	2	0	0
Graham	2	1	16	Transylvania	19	5	154
Granville	12	2	166	Tyrrell	0	0	0
Greene	8	2	127	Union	18	7	629
Guilford	95	47	3124	Vance	6	1	60
Halifax	4	6	156	Wake	192	92	7036
Harnett	40	18	888	Warren	1	2	28
Haywood	30	8	437	Washington	1	0	0
Henderson	25	13	581	Watauga	19	6	258
Hertford	0	0	0	Wayne	47	16	980
Hoke	20	8	579	Wilkes	9	2	98
Hyde	0	0	0	Wilson	10	3	203
Iredell	17	7	316	Yadkin	0	0	0
Jackson	12	6	271	Yancey	2	1	36
				<b>TOTAL</b>	<b>2,106</b>	<b>880</b>	<b>58,520</b>

\*Recipients are listed by home county rather than sponsor county. A county may have sponsoring facilities, but no actual residents participating during any given reporting period.

## Appendix E

### T.E.A.C.H. Early Childhood® NC Scholarship Program Scholarship Outputs July 1, 2018-June 30, 2019

	Projected Outputs (Counts of Program Activities)	Projected Goal	Data Source	Output	Benchmark
1	Number of unduplicated child care professionals awarded scholarships.	2,200	T.E.A.C.H. Early Childhood® database stores scholarship and contract activity.	2,127 active scholarships awarded to 2,106 recipients	Did not meet expectations
2	Total number outreach activities delivered to child care providers.	40	Outreach sessions are tracked in Outreach Database	74 outreach activities delivered	Exceeded expectations

**Appendix F**  
T.E.A.C.H. Early Childhood® NC Scholarship Program  
Scholarship Outcomes  
July 1, 2018-June 30, 2019

	<b>Projected Outcomes for Proposed Activity (include target date for achievement)</b>	<b>Baseline and Target Values</b>	<b>Data Source</b>	<b>Outcome</b>	<b>Benchmark Met</b>
<b>1</b>	By June 30, 2019, 90% of scholarship recipients who complete contracts are retained with their sponsoring employer	Baseline: 90% Target: 90%	Employment verification calls collect retention data and the T.E.A.C.H. Early Childhood® database stores and calculates contract and credit hour completion.	92% of scholarship recipients who completed contracts were retained with their sponsoring employer.	Met expectations