



Making the Case for T.E.A.C.H. Early Childhood® in Your State



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Investing in the Early Childhood Profession

There are more than 40 million children in the United States birth to age 8. Research makes it clear that children's early experiences are critical for their cognitive, physical and social emotional development. It takes a qualified, educated, stable and effective educator to provide the types of experiences needed to build trust and promote learning. Children, particularly those from low-income, vulnerable families, who receive high-quality early childhood education (ECE) are more likely to graduate high school, pursue secondary education and go on to be contributing members of society. Investing in early childhood education supports young children with high-quality learning environments and the educators working in the profession. As a result of COVID-19, there is a greater understanding of the important role ECE plays in the economy; the Federal Reserve System said the "continuation of childcare services is critical for essential service workers and is imperative to economic recovery as working parents return to the workplace." Supporting and strengthening the early childhood field is critical to that recovery and early childhood educator is at the center of the profession.

- The Institute of Medicine and National Research Council released *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* in 2015. This report highlighted the critical role the adults working with children play. "Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their individual progress, and consistency in high-quality care and education experiences as children grow supports their continuous developmental achievements."
- *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* also calls for a minimum standard of a bachelor's degree in early childhood education by 2025 for all lead teachers, regardless of program setting. Recognizing that most of the two-million-plus early childhood educators need support to reach this goal, the experts call for states to create "comprehensive pathways and multiyear timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor's degree qualification requirement."
- *Learning Together*, a study by the Center for the Study of Child Care Employment, showed that "investments in B.A. completion cohort programs, which include sufficient financial and academic support, can help working ECE practitioners' access higher education and succeed in obtaining degrees."
- The National Association for the Education of Young Children emphasizes the importance of investing in proven strategies "designed to reach nontraditional students, eliminate existing barriers to higher education, and maintain a commitment to quality."
- Recent federal investments into the early childhood field highlight the need. In a press release from the Administration for Children & Families, one way to support the economy is through early childhood. "Child care offers families the dual benefit of early childhood education for young children and support for working parents. As many mothers have been forced out of the labor force in the wake of the COVID-19 health emergency, child care is a critical support for our economic recovery."



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T.E.A.C.H. as an Effective Model

The T.E.A.C.H. Early Childhood® Scholarship Program (T.E.A.C.H.) has provided the early education workforce with access to debt-free college education, better compensation and job stability for more than 30 years. This evidence-based, outcomes-driven, comprehensive strategy supports the early childhood workforce's education, compensation and retention. T.E.A.C.H. can be the change agent your state needs to develop a well-qualified, fairly compensated and stable early childhood workforce.

T.E.A.C.H.:

- Consistently produces data-driven, measurable outcomes that address the enduring challenges that plague the early childhood field—high turnover, low compensation and insufficient teacher education.
- Provides a model that is replicated to fidelity by state-based nonprofit organizations.
- Reduces barriers with the unique model design integrating comprehensive scholarship aid, college credits and degrees, counseling support, commitment to employer and compensation improvements.
- Implements counseling and other supports for academic success and reducing work-school-family stress.
- Benefits from the support of the T.E.A.C.H. Early Childhood® National Center (National Center).
- Supports states in creating transparent and easily accessible education pathways for the workforce.
- Is a catalyst for building capacity in funding, higher education access and stronger professional development systems.

T.E.A.C.H. as an Effective Workforce Development Strategy

The National Center is a national leader in the development and implementation of proven workforce development strategies. A high-quality, well-educated early childhood educator benefits the young children in their classroom and their families and themselves. By investing in the ECE workforce's education and retention, communities' entire workforces and economies will benefit. Not only do children learn and thrive when their early childhood educators are well educated and well compensated, their parents and families have high quality reliable child care, which allows them to work themselves. Working on a certificate or two- or four-year degree also provides early childhood educators a chance to improve their competency, confidence and the ability to contribute financially to their own families. T.E.A.C.H. can also serve as the foundation of an apprenticeship program, a method of increasing the pipeline of future early childhood educators.

T.E.A.C.H.:

- Provides a college education without debt through its unique cost-sharing model.
- Has a core component that ensures increased compensation is tied to a commitment in the field.
- The T.E.A.C.H. Early Childhood and Child Care WAGE\$ Annual National Program Report 2020-2021 showed that the average annual wage increase for recipients working on their associate degree was 8% and those working on a bachelor's degree was 9%. Additionally, site-based retention for associate degree recipients was 95% and bachelor's degree recipients was 97%.



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T.E.A.C.H. as Strategy to Support Equity and Diversity

T.E.A.C.H. is an effective national strategy that supports diversity and equity of access to higher education for the early childhood workforce. Breaking down barriers to debt-free higher education and supporting the successful completion of credentials and higher education degrees for early childhood educators is the core of T.E.A.C.H. For the past decade, the Center has examined the race and ethnicity data of participants and graduates and compared that data to similar demographic data on children from birth through age 4 for each state partner. Diversity in the early childhood field is a strength, providing a chance for educators to mirror children in the classroom. Providing the current workforce with career pathways, academic supports and financial strategies to access higher education will support diversity and equity in the field. According to T.E.A.C.H. Early Childhood and Child Care WAGE\$ Annual National Program Report 2020-2021, participants were 50% people of color and/or Latinx. Supporting early childhood through T.E.A.C.H. creates a stronger incumbent workforce.

T.E.A.C.H.:

- Provides an opportunity for those who have traditionally been excluded from an education with an affordable, comprehensive scholarship model that gives early childhood educators an opportunity to attain certificates, coursework and degrees in each state.
- Transforms lives. Many recipients are the first members of their families to go to college and get a college degree.
- Advances careers. Teacher aides become lead teachers, lead teachers become directors and some take on leadership roles by becoming trainers and college educators in the field.
- Produces long-term benefits by educating the recipient, which in turn helps the children being taught and cared for every day.
- Better equips recipients to help their own children. The education of a mother is the strongest predictor of better educational outcomes for her own children.
- Conducts targeted data analysis to support serving the diversity of the workforce in each state.

Benefits of Being a T.E.A.C.H. State

The National Center ensures states implementing T.E.A.C.H. have the information and support they need to successfully develop the model. States can use the National Center's competency-based tools and team of experts to ensure the provision of high quality services and advance systemic policy changes at the state and national levels.

The National Center:

- Provides on-site presentations and technical assistance to help explore what states need to bring T.E.A.C.H. to their state.
- Supports stakeholders in designating an administrative home for T.E.A.C.H., and if necessary, participate in a bidders conference and the Request for Proposal process.
- Helps create strategies and provides research-based findings to support the search for funding.
- Supplies all of the materials necessary for start-up and provides intensive technical assistance.



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- Works closely with all T.E.A.C.H. programs through a system of ongoing technical assistance and quality assurance to help them develop operational policies and procedures that are consistent with the requirements of the program license agreement and to develop scholarship models that address the needs of their state's early childhood workforce.
- Provides programs with access to a multi-faceted database that allows for easily accessible data on program outcomes and outputs.
- Ensures model integrity through individualized technical assistance on an as-needed basis via telephone, email and in person consultations to support continuous growth in providing high quality services.
- Implements a schedule of monitoring/technical assistance on-site and virtual visits; database training; reporting; and competency-based and validated self-assessment to support programs in implementing the model to fidelity and ensuring accountability to good outcomes.

Supporting Research Sources

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