

FY 2022-2023

**T.E.A.C.H. EARLY
CHILDHOOD® NORTH
CAROLINA SCHOLARSHIP
PROGRAM
ANNUAL REPORT**



**Child Care Services Association
P.O. Box 901
Chapel Hill, NC 27514**



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

“My name is Daisy McDougald. I am a Native American of the Lumbee Tribe, and I was born and raised in Robeson County. I am a wife, a mother, a grandmother, and a teacher. I have three children who know the importance of education because of the example their parents have set. My husband has served in the United States Army for twenty-two years. I graduated from Red Springs High School in nineteen-ninety-nine graduated summa cum laude 2019 from Sandhills Community College with my associate degree in early childhood. I also graduated Summa Cum Laude from the University of North Carolina at Pembroke in May of 2023.

As a first-generation high-school and college student, I made a commitment to be an example of resiliency for my children. As a mother, full-time student, and wife of an active-duty service member this has not been a small feat. When I decided to return to school, I was burdened financially, and I feared failure. After much prayer and faith, God has shown me favor through scholarships just as the one your foundation provides. My journey has not been easy, but it has been humbling. I could never in one passage explain the impact that receiving this scholarship has had on my life.

Of 8 siblings, I am only the second to attend college. I was able to graduate from the University of North Carolina at Pembroke with my bachelor's degree only one day after my forty-second birthday. I am proof that age is not a factor in the equation of education, it is never too late to gain knowledge. I decided to start my educational journey later in my life and that alone has been an experience. I am confident in the fact that God placed me in a waiting season that only delayed this mission, because he knew my purpose was in the classroom.

TEACH has been a major element in the equation of my educational journey. During my final year of college, my husband was selected for the Sergeant Majors Academy in Texas. This has been a goal that he has dreamed of for as long as I can remember. My family was supposed to relocate to Texas as well, but we decided that I deserved to reach my goals also, which left us paying mortgage here in North Carolina and rent in Texas. Financially and emotionally, this has been one of the hardest transitions my family has ever experienced. Not only am I enrolled in college, my husband and daughters are also. Contrary to what many may believe, college for military dependents is not completely free. My husband had to split his GI Bill between my three children and myself leaving over two years of tuition for us to pay out of pocket for each child. With the added financial burden of tuition and the living expenses for my husband, I began to work longer hours at the childcare facility where I am employed. Spring of 2022, I was under so much stress, and it began to derail my work performance and my attention to detail in my assignments. The added hours at work took away not only from my family but my mental health also.



This year my entire life looked different and often my own needs, goals, and self-care have been pushed aside for the betterment of my family. I recall going to work one day and one of my children asking why I was not smiling. In this moment I knew that I needed to regroup and spend some time with myself. I could not allow this moment in the valley to bleed in my classroom. I had to climb to the top of the mountain not just for me but for my family and my students. They all deserve the best of me and so do I. I found ways to reset, create a time management system that included self-care and self-reflection. T.E.A.C.H was like a fairy god mother coming into my life to alleviate all the added financial stress and eliminated those extra hours at work. I have always been the person who saves everyone else and being able to save myself with help of the T.E.A.C.H program is something that I am so proud of.

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 aimed at improving the areas of education, compensation and retention of the early care and education workforce. The T.E.A.C.H. Early Childhood® NC Scholarship Program recognizes the diverse educational backgrounds of the early childhood workforce and offers various scholarship programs at four levels: associate degree, bachelor's degree, post-bachelor's degree and state and/or national credentials. 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:

- Associate Degree Scholarship Programs
 - *Comprehensive Associate Degree Scholarship*
 - *Working Scholars Associate Degree Scholarship*
 - *Early Care and Education Community Specialists Associate Degree Scholarship*
 - *Associate Degree Scholars*
 - *Early Childhood Associate Degree Apprentice Scholarship*
- Bachelor's Degree Scholarship Programs
 - *Comprehensive Bachelor's Degree Scholarship*
 - *Working Scholars Bachelor's Degree Scholarship*
 - *Early Care and Education Community Specialist Bachelor Degree Scholarship*
 - *Early Childhood Bachelor's Degree Apprentice Scholarship*
- Post Bachelor's Degree Scholarship Programs
 - *BA Plus Scholarship*
 - *Preschool Add-On Licensure Scholarship*

- *Birth-Kindergarten Residency License Assessment Scholarship*
- *Leadership in Infant Toddler Learning (LITL) Post-Baccalaureate Certificate Scholarship*
- *Early Childhood Leadership Master's Degree Scholarship*
- Credential Based Scholarship Programs
 - *North Carolina Early Childhood Administration Credential Scholarship Program*
 - *CDA Assessment Scholarship Program*
 - *CDA Renewal Scholarship Program*
 - *CDA Quorum/Teaching Strategies Scholarship Program*

This report includes a summary of outreach and recruitment activities conducted this year, participation data and outcome measures for the scholarship programs listed above and summaries of several other initiatives embedded within the scholarship program. Finally, the results from a customer satisfaction survey of participants in the T.E.A.C.H. Early Childhood® Comprehensive Associate Degree and Bachelor's Degree Scholarship Programs who completed scholarship contracts and enrolled in courses during the 2022 calendar year are included. Appendices containing customer satisfaction survey instrument information, supplementary data and county specific data on the number of participants, employers and children benefitted are also contained within the report.

Program Outreach and Recruitment

Outreach and recruitment remained a very important strategy of the T.E.A.C.H. Early Childhood® NC Scholarship Program during the 2022-2023 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.

During the 2022-2023 fiscal year the T.E.A.C.H. Early Childhood® NC Scholarship Program participated in 85 outreach events and activities. Examples of outreach engagements include but are not limited to program mailings, recruitment calls, informational tables, early care and education provider workshops/trainings, conferences, early childhood classes, and regular virtual sessions for participants and licensed facilities to provide individualized, targeted technical assistance.

During the height of the COVID-19 pandemic, most outreach engagements were held virtually, however this year there were more in-person opportunities for outreach presentations and informational tables. T.E.A.C.H. Talk Live virtual sessions, a strategy used last this year, was continued this year. T.E.A.C.H.

*"My Educational Journey started in 2000 with T.E.A.C.H. While working in an Early Childhood Education Program, T.E.A.C.H. has helped me with continuous support and scholarship funding. It was not easy for me in 2019 because I had Open Heart Surgery. I was determined not to let this stop me. I was grateful that Stanly Community College had online coursework. I received my Associate Degree in Early Childhood Education at the age of 65, May 11, 2023. Thanks to T.E.A.C.H., without receiving assistance this would not have been possible.
-Teacher, Mecklenburg County*

Talk Live sessions were scheduled for new scholarship recipients and employers throughout the year to provide opportunities to learn more about the program and ask specific questions. In addition, this year a new position was added, the Higher Education Liaison, who facilitated collaborative outreach to North Carolina higher education system partners to strengthen the program's relationship with community colleges and to support new workforce initiatives in the early care and education system.

Effective outreach for the scholarship program thrives through the collaborative relationship with partners such as 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, these partners' engagement 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 keys to strengthening the early care and education workforce.

T.E.A.C.H. Early Childhood Scholarship Program Participation

"I would like to share that as a recipient of T.E.A.C.H., the program has helped me throughout my educational journey, while working towards my master's degree at UNCW. I recently graduated in May with a master's degree in educational leadership, policy, and advocacy and with this, I was able to earn a higher education, which supports both my personal and professional life. I am beyond grateful for this opportunity and the staff are so supportive. If you are thinking of continuing your journey in the education workforce, reach out to CCSA, with T.E.A.C.H., as you may also qualify for an educational scholarship."
-Master's Degree Scholarship, Columbus County

The T.E.A.C.H. Early Childhood® NC Scholarship Program offers an array of scholarships at four different educational degree levels. Within each of those levels, there are different scholarship models providing varying types of support. T.E.A.C.H. scholarships can also be used to wrap around other scholarships or sources of financial aid. Below is a short summary of each of these model types followed by a discussion of the educational degree levels the scholarships support.

Comprehensive Scholarships

Traditionally, the T.E.A.C.H. Early Childhood® NC Scholarship Program has offered a comprehensively designed scholarship package of supports. Center-based teachers, administrators and family home-based professionals working in licensed programs in North Carolina at least 30 hours per week are eligible for this scholarship model. These models require the employer to sponsor the scholarship, which involves contributing a small percentage towards tuition and books, providing paid release time if the participant is working directly with children and awarding a raise or shared

bonus with T.E.A.C.H. upon successful completion of the educational and commitment requirements of a yearlong contract.

The participant can take 9-15 semesters hours per year with the option to renew the contract annually. In addition to providing help with tuition and books, an access stipend is awarded each semester to the participant to offset costs of travel or internet access and the employer is reimbursed for a percentage of the release time provided to the participant. In exchange for sponsorship, the scholarship participant agrees to remain employed in their sponsoring early care and education program or to continue to operate their family child care home for a set commitment period based on the specific scholarship program.

Working Scholars Models

This scholarship model is intended for teachers and administrators working in licensed early care and education programs that are either unable or unwilling to sponsor its staff on a comprehensive T.E.A.C.H. Early Childhood® Scholarship. The Working Scholars Program is a capped scholarship that provides \$625 per semester for enrollment in 6 credit hours in an Early Childhood Associate Degree Program at any North Carolina community college or an award of \$1,250 per semester for enrollment in 6 credit hours in Child Development or a Birth-Kindergarten Bachelor's Degree program at a partnering 4-year college or university. The Working Scholars model will also support advanced and specialized education in graduate coursework, such as early childhood focused licenses, certifications and master's degrees.

Under this model, the scholarship recipient is eligible for a capped scholarship award for up to 5 semesters and agrees to work in the early care and education field for at least 6 months for every capped scholarship award accepted. The scholarship recipient is eligible for a bonus upon completion of 12 credit hours, or a prorated bonus if they need less than 12 hours to graduate with a degree or to 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 Comprehensive Scholarship as part of the eligibility criteria for this scholarship model.

Associate Degree Scholars Program

The T.E.A.C.H. Early Childhood® Associate Degree Scholars program is a capped scholarship program developed to provide support to individuals who are not currently working in the field or are working 20 hours or less in a licensed early care and education program. The intention is the help students earn a degree for recruitment into the field after graduation. This scholarship provides capped financial awards to students who are enrolled in an Early Childhood Associate Degree Program at any North Carolina community college to apply towards educational expenses. 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 in return for the scholarship assistance. The length of employment that Scholars complete upon graduation is based upon the number of semesters they received an award.

Early Care and Education Community Specialists Scholarships

The Early Care and Education Community Specialists Scholarship Program 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 capped scholarship of \$350-\$900 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 or who are enrolled in an early childhood focused graduate degree program. The participant also receives a bonus per each completed course. The employer agrees to provide the participant a flexible working schedule, and in exchange the participant agrees to a commitment between six months to one year depending on the number of credits completed. The participant can renew the contract annually.

Scholarship Programs by Education Level

Under each scholarship model discussed above, there are four different levels of education supported by T.E.A.C.H. Early Childhood® Scholarships: associate degree, bachelor's degree, BA-Plus/graduate degrees and credential-based scholarships. Below the number of scholarships awarded for each of these educational levels and scholarship models within those levels is presented to provide information on scholarship utilization by model and educational level.

Early Childhood Associate Degree Scholarship Programs

The T.E.A.C.H. Early Childhood® NC Scholarship Program offers several different models to support early care and education professionals in taking courses or working towards a certificate, diploma, or associate degree in early childhood education at a local community college. The comprehensive model has historically been the most popular model of the T.E.A.C.H. Early Childhood® Scholarship Program and provides the most significant support. However, due to the needs of the workforce, scholarship models have been expanded under this level to be able to increase access to professional development opportunities.

Early Childhood Associate Degree Scholarship Programs	
Comprehensive Associate Degree Scholarship Program	1,423
<i>Center-based teachers (1,299)</i>	
<i>Center-based administrators (88)</i>	
<i>Family home-based professionals (36)</i>	
Working Scholars Associate Degree Scholarship Program	175

Associate Degree Scholars Program	20
Early Care and Education Community Specialists Associate Degree Scholarship Program	6
Associate Degree for Early Childhood Apprentices	9
Total Associate Degree Participants	1,633

Early Childhood Bachelor's Degree Scholarship Programs

Statewide articulation agreements between nineteen universities and colleges and local community colleges in North Carolina allow early care and education professionals with an associate degree in early childhood education or at least 55 hours of credit to transfer those credits toward the first two years of course work for a bachelor's degree in early childhood education or child development. Like the Associate Degree level, there are several bachelor's degree level scholarships available.

Early Childhood Bachelor's Degree Scholarship Programs	
Comprehensive Bachelor's Degree Scholarship Program	302
<i>Center-based teachers (234)</i>	
<i>Center-based administrators (51)</i>	
<i>Family home-based professionals (17)</i>	
Working Scholars Bachelor's Degree Scholarship Program	35
Early Care and Education Community Specialists Bachelor's Degree Scholarship Program	14
Bachelor's Degree for Early Childhood Apprentices	2
Total Bachelor's Degree Participants	353

BA Plus Scholarship Programs

The T.E.A.C.H. Early Childhood® NC Scholarship Program continued offering the BA-Plus Scholarship Program this year to support early educators who are pursuing early childhood focused post-baccalaureate licenses, certification and graduate degrees. Because partnering colleges and universities are offering more specialized early childhood programs of study and to help early educators gain skills and knowledge in critical areas, such as working with children whose families have addiction issues, homelessness, and other child mental health issues, the BA Plus Scholarship was designed to meet these needs. In addition, the scholarship continues to support early educators working towards a Birth-Kindergarten License.

BA Plus Scholarship Program	
Comprehensive BA Plus Scholarship	137
Working Scholars BA Plus Scholarship	48
Early Care and Education Community Specialists BA Plus Scholarship	10
Total BA Plus Participants	195

Special Graduate Level Scholarship Initiatives

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.

The scholarship support varies depending on the participant's employment and role. Center based teachers and directors are offered a comprehensive scholarship that requires their employers' sponsorship and includes financial support for tuition and books, access stipends each semester enrolled, paid release time if working directly with infants and toddlers and a bonus upon completion of the education component of the scholarship. The commitment the participant makes depends on the number of credits completed and varies between six months to one year upon contract completion.

Early care and education community specialists on this model, are provided a capped scholarship of \$1,000 per course and a bonus upon completion of the set education component of this program. Their employer agrees to provide a flexible working schedule as sponsorship for this scholarship and the participant commits to one year working in the early care and education field, with at least 6 months at their sponsoring employer.

Leadership in Infant and Toddler Learning (LITL) Post-Baccalaureate Certificate Scholarship Program	6
Comprehensive LITL Scholarship	1
Early Care and Education Community Specialist LITL Scholarship	5

Early Childhood Leadership Master's Degree Scholarship Program

The Master's Degree Scholarship Program supported early educators, administrators and community-based early childhood organization leadership staff who are working towards the on-line Master's Degree in Education with an emphasis on Leadership and Administration at UNC-Greensboro or UNC-Wilmington. This degree program was designed to cultivate new leadership within the early care and education workforce. The scholarship pays for 100% of tuition and awards a bonus for successful

completion of 9-18 credit hours per year. The employer agrees to provide the participant with a flexible working schedule while enrolled in classes. Participants agree to commit to the field for one year upon contract completion, which includes at least 6 months with their sponsoring employer.

Early Childhood Leadership Master’s Degree Scholarship Program	142
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State and National Credential Scholarships

North Carolina Early Childhood Administration Credential Scholarship Program

This program offers scholarships to directors and assistant directors of early care and education programs who want to earn their North Carolina Early Childhood Administration Credential. The scholarship provides partial financial support for tuition and books and an access stipend each semester enrolled. This scholarship supports a maximum of 12 semester credit hours of early childhood education and/or early childhood administrative course work associated with earning the North Carolina Early Childhood Administration Credential. Participants receive a bonus upon receipt of their credential and commit to working in the field or their sponsoring employer for one year, depending on the scholarship option.

North Carolina Early Childhood Administration Credential Scholarship Program	40
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Child Development Associate (CDA) Assessment Scholarship Program

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 early care and education facilities. In addition, the CDA Credential Renewal Scholarship is available for individuals who had previously earned the CDA Credential and renewed their expired credential. The scholarship participant works with a CDA professional development specialist and the Council to complete the requirements of the CDA Assessment. Once the CDA is earned, the scholarship reimburses 85% of the Direct Assessment or Renewal fee and awards a bonus upon successful completion of the CDA or CDA renewal. The participant agrees a commitment period of 3-6 months to either the field or sponsoring employer upon completion of the CDA depending on the scholarship option.

This year, in partnership with DCDEE and Quorum/Teaching Strategies, T.E.A.C.H. offered a CDA Scholarship that pays for 100% of the CDA book and 100% of the assessment fee, awards a bonus and requires the participant to commit to 6 months working in the field upon completion of the CDA. The scholarship recipient accesses the CDA training through the Quorum/Teaching Strategies platform and T.E.A.C.H. provides scholarship support.

CDA Assessment Scholarship Program	25
CDA Direct Assessment	21
CDA Renewal	1
CDA Quorum/Teaching Strategies	3

Special Scholarships and Incentive Programs

Birth-Kindergarten Residency License Assessment Scholarship Program

The Birth-Kindergarten Residency License Program enables qualified individuals to teach while they are completing license requirements. The BA Plus Scholarship Program provides scholarship assistance with the coursework needed to complete the educational requirements of the license. Once candidates are ready to be assessed for the license, the Birth-Kindergarten Residency License Scholarship provides a reimbursement for the assessment fee and a bonus for completing the license.

Birth-Kindergarten Residency License Assessment Scholarship Program	15
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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 additional bonus is issued to participants of the comprehensive associate degree, bachelor's degree, BA Plus scholarship programs and master's degree participants working in licensed early care and education programs. This bonus is awarded after the participant successfully completes an annual contract, renews another contract and is on track to complete the renewal contract.

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

"I have an A.A.S. Degree from GTCC and working on my Bachelor's Degree in Human Development and Family Studies at UNCG where I plan to graduate in the Spring of 2023. I am more confident, knowledgeable, and more intentional about the things I say and do toward the children, families, and others. I know I am no longer the babysitter but a professional teacher. Without the assistance of T.E.A.C.H., the awards, and accountability that you have to maintain, my goal would have seemed impossible. I am very appreciative of the T.E.A.C.H. Program."

-Teacher, Bachelor's Degree Scholarship, Guilford County

Contract Renewal Incentive Bonus Program	165
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Degree Attainment Recognition Incentive Program

The T.E.A.C.H. Early Childhood® Scholarship Program also awards degree attainment recognition incentives to graduates who completed their associate degree, bachelor's degree or Birth-Kindergarten license while participating on the scholarship program. Graduates receive a substantial bonus upon proof of graduation. By accepting the bonus, the recipient agrees to work in their employing center for at least one year upon graduation and receipt of the bonus incentive.

This fiscal year, 102 scholarship participants were eligible and accepted this bonus to recognize their degree or licensure attainment.

Degree Attainment Recognition Incentive Program	
Associate Degree	48
Bachelor's Degree	38
BA Plus	16
Total	102

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 FY 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.

North Carolina Credential Bonus Only Program	35
North Carolina Early Childhood Credential	13
North Carolina Administration Credential	18
North Carolina School Age Credential	4

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

During the 2022-2023 fiscal year, Child Care Services Association and the Division of Child Development and Early Education continued to support increased educational activities among teachers working with infants and toddlers through

enhanced T.E.A.C.H. Early Childhood® Scholarships. Because the education, compensation and turnover of the infant toddler workforce is much worse than that of the preschool workforce, comprehensive T.E.A.C.H. scholarships are enhanced to encourage more infant toddler teachers to enroll in courses. To maintain consistent coverage while infant and toddler teachers were using paid release time to manage various aspects of their lives including work, school, and family needs, the release time reimbursement to programs was expanded to 100% instead of the normal 60-75% reimbursement rate under these scholarships.

The table below shows infant and toddler teachers participating on the comprehensive scholarship model with enhanced release time reimbursement during FY2021-22.

Comprehensive Scholarship Model	# of infant/toddler teachers
Associate Degree	902
Bachelor's Degree	106
BA Plus	12
Total infant/toddler teachers	1,020

T.E.A.C.H. Early Childhood® North Carolina Program Outcomes

Credit Hour Completion and Degree Attainment Outcomes

To measure the effectiveness of the T.E.A.C.H. Early Childhood® NC Scholarship Program, outcome data regarding credit hour completion and number of graduates are presented in the following section for each scholarship program and model. In addition, analysis of data for the Associate Degree and Bachelor's Comprehensive Scholarships are discussed regarding the outcome areas of increased education and compensation and reduced turnover for participants on these models. Scholarship participants completed 13,622 credit hours leading to a more educated workforce, in addition to providing significant funding to partnering institutions of higher learning. Furthermore, 129 participants attained a degree and 26 earned a credential this fiscal year.

Scholarship Program by Degree Level/Model	# of credits completed	# of graduates
Associate Degree Participants		
Comprehensive	7,003	50
Working Scholars	635	3
EC Community Specialists	9	--
Associate Scholars	66	--
Early Childhood Apprentice	15	--
Bachelor's Degree Participants		
Comprehensive	3,036	41

Working Scholars	247	2
EC Community Specialists	166	--
Early Childhood Apprentice	24	--
BA Plus Participants		
Comprehensive	791	12
Working Scholars	300	2
EC Community Specialists	70	--
LITL Participants	13	1
Master's Degree Participants	1,176	18
NC Early Childhood Administration Credential Participants	71	N/A
Total	13,622	129

Credential Based Scholarships	# Credential Completed
NC EC Administration Credential Participants	5
CDA Assessment Credential Participants	21

Associate Degree and Bachelor's Degree Comprehensive Scholarship Programs Education, Compensation and Retention Outcomes

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. Throughout the course of its history, T.E.A.C.H. NC has consistently demonstrated positive outcomes in each of its performance target areas related to increased education, compensation and retention. 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.

FY 22 Outcomes

Participants in the comprehensive Associate Degree Teacher, Family Based Professional and Bachelor's Degree Scholarship Programs must complete at least nine credit hours in three semesters in order to satisfy the contract's educational requirements and receive their compensation. Administrators on the Associate Degree Scholarship Program must complete at least 12 hours annually. Recipients who meet the educational requirement receive increased compensation in the form of either a raise from their sponsoring center or a shared bonus between the sponsoring center and T.E.A.C.H. The required raise/bonus is expected to increase participants'

"After moving the United States from India and a long gap after completing a Master's Degree, I was going back to college once again to achieve my professional development goals. This goal has become feasible for me because of the T.E.A.C.H. Scholarship Program and the support and encouragement from my employer. I now hold my Early Childhood Credential and can be a lead teacher."
-Teacher, Durham County

salaries by 3% to 4%. Participants of these scholarship programs must remain employed in their sponsoring center or operating their center or family child care home for one year after the completion of a contract in order to receive full compensation and fulfill commitment. In addition, Bachelor's Degree Scholarship Programs must also fulfill an additional year commitment to the early care and education field.

For the comprehensive scholarship programs, 303 associate degree and 192 bachelor's degree scholarship contracts were completed during the reporting period. The table below provides the current outcomes in increased education, increased compensation and reduced turnover for those completed contracts.

<u>Degree Level</u>	<u>Education: Average credits completed per year</u>	<u>Compensation: Average increase in hourly wages</u>	<u>Retention: Average turnover rate</u>
<u>Comprehensive associate degree</u>	16.9 credits	13.7%	7.8%
<u>Comprehensive bachelor's degree</u>	16.9 credits	12.9%	5.6%
<u>All</u>	16.5 credits	13.4%	7%

T.E.A.C.H. Early Childhood® North Carolina 2023 Customer Satisfaction Survey- Evaluating Change 2002 – 2023

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 2023 to ensure a comprehensive evaluation of the program. Summary findings from the FY2023 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 FY22 evaluation were used again in FY23, without any significant changes to the questions and with only minor modifications. 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® comprehensive 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 was placed to non-responders and those who did not have a valid email on file with the T.E.A.C.H. program. Finally, those recipients who did not respond by mail were contacted in a third manner by phone.

The sponsor survey was administered online, with phone follow up to directors who did not respond by email. The survey 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 FY2023 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 2022, Summer 2022, and/or Fall 2022. The survey population of active associate degree scholarship recipients included 7 center directors/owners, 204 center-based teachers, and 6 family home based professionals. The survey population of active bachelor's degree scholarship recipients included 30 center directors/owners and 111 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 several follow up email reminders. The research staff then conducted a mailing of questionnaires to the scholarship recipients who had either failed to respond online or who did not have a valid email address on file. Finally, those who did not respond online or by mail were contacted by phone. A drawing was held to help increase participation rates.

"I love the TEACH program and all that it does to help with continuing my education." - AT

The second group in the FY2023 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 2022, Summer 2022, and/or Fall 2022. There were 224 unduplicated center directors in this eligible group. Some directors oversaw more than one program and had teaching staff receiving a T.E.A.C.H. scholarship in those multiple programs.

Participation Rates

The T.E.A.C.H. scholarship recipients who completed a questionnaire included 5 associate degree center directors/owners (AD), 124 associate degree teachers (AT), 5 associate degree family home based professionals (AF), 20 bachelor's degree center directors/owners (BD), and 79 bachelor's degree teachers (BT). Thus, participation rates for scholarship recipients were 71% of associate degree directors/owners, 61% of

associate degree teachers, 83% of associate degree family home based professionals, 67% of bachelor's degree directors/owners and 71% of bachelor's degree teachers with an overall response rate of 65%. Not all respondents answered all questions but all surveys that were used in the evaluation were substantially complete.

One hundred (100) sponsors of T.E.A.C.H. scholarship recipients completed an online or phone survey representing a response rate of 45%. These sponsors represented a combined total of 228 recipient teachers. The sponsors surveyed worked at a variety of types of centers. Some administrators oversaw more than one program. Not all respondents answered all questions but all surveys used were substantially complete.

Survey Results

Survey results are reported in three primary sections: (1) profiles of T.E.A.C.H. scholarship recipients, (2) scholarship recipients' evaluation of T.E.A.C.H., and (3) recipient sponsors' evaluation of T.E.A.C.H. Complete summary data for all recipients and sponsors are in Appendices A and B. Due to rounding not all percentages total to 100%. On many questions, participants had the opportunity to provide more than one answer. In these cases, percentages generally total more than 100%. Any basic percentages not provided in the report can be found in these appendices. When possible, data were compared to previous data from a similar study of T.E.A.C.H. recipients conducted in 2002. Data collected on the overall early educator population in the 2019 North Carolina Working in Early Care and Education Workforce Study were also used for comparison purposes. (The 2019 workforce study is the most current study to include center directors, teachers and family child care providers.)

"I see education is changing. In order to meet the needs of the children I must change also." - AT

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 were in response to a number of different questions throughout the survey about their experience with the program. Though respondents may use slightly different language to describe their

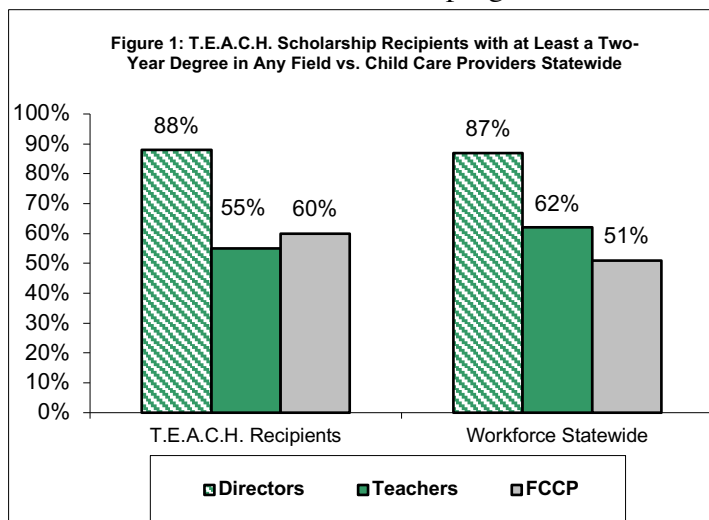
experiences, they almost unanimously expressed deep appreciation for the opportunity to pursue a college degree and for the personal and professional benefits of having taken college courses funded through T.E.A.C.H. Many also express the need and/or desire for T.E.A.C.H. to continue to help them and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

Profiles of the 2022 T.E.A.C.H.® Associate and Bachelor Degree Scholarship Recipients

A comparison of education levels between T.E.A.C.H. recipients and the child care workforce statewide, indicates that directors in the T.E.A.C.H. program have surpassed directors who

participated in the statewide workforce study, and teachers in the T.E.A.C.H. program have increased their education to the level of teachers statewide. However, family child care providers statewide have significantly higher levels of education than T.E.A.C.H. recipients (see Figure 1).¹

Regardless, 100% of T.E.A.C.H. recipients are currently taking college courses whereas only 9% of directors, 17% of teachers and 8% of family home based professionals in the statewide workforce reported currently doing so.¹ More detailed information about each group of scholarship recipients participating in the survey is outlined below.



Associate Degree Directors (AD). Sixty percent (60%) of center directors with an associate degree scholarship had earned at least some college credits without having a degree, 20% had an associate degree in some field and 20% had a bachelor's degree. Forty percent (60%) of directors said they wanted to earn an associate degree and 20% wanted to earn a bachelor's degree. Additionally, 20% said that they wanted to continue their education until they had a master's degree. Finally, 20% said they wanted to pursue some other type of degree (specifically a Ph.D.).² All directors on the associate degree scholarship had taken classes in the previous year.

"I feel my experience was smooth and easy to get courses paid for. T.E.A.C.H is a wonderful program for individuals seeking a higher education..." - BT

Associate Degree Teachers (AT). Seventy-one percent (71%) of teachers with an associate degree scholarship had taken college courses without earning a degree, whereas 22% had an associate degree in some field and 5% had a bachelor's degree. An additional 2% had some other level of education (specifically a master's degree). Sixty-two percent (62%) of teachers wanted to obtain an associate degree and 47% wanted to obtain a bachelor's degree with 16% wanting a master's degree. An additional 3% listed some other educational goal (B-K license, unknown goal).² This year was the first year of

¹ Data from the 2019 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.

² Some respondents were interested in pursuing more than one degree.

taking classes on a T.E.A.C.H. scholarship for 8% of teachers. Of those, 43% did not take classes previously because they could not afford the cost of tuition or books.

Associate Degree Family Child Care Providers (AF). Forty percent (40%) of family home based professionals with an associate degree scholarship had completed college credits without earning a degree, and 60% had an associate degree or higher in some field. Sixty-seven (67%) of family providers wanted to obtain an associate degree as an educational goal and 33% wanted a bachelor's degree or more.² There were no family child care providers surveyed for whom this was their first year participating in T.E.A.C.H.

Bachelor Degree Directors (BD). Fifty percent (50%) of center directors with a bachelor's degree scholarship had an associate degree in some field and 50% had a bachelor's degree. (All directors on the bachelor degree program had a degree of some type.) Sixty-seven percent (67%) of directors said they wanted to earn a bachelor's degree and 33% wanted to earn a master's degree. Additionally, 6% had other educational goals of which they were unsure.² This was the first year of taking classes on a T.E.A.C.H. scholarship for 5% of bachelor's degree directors. No explanation was given for these directors not being on a T.E.A.C.H. scholarship last year.

Bachelor Degree Teachers (BT). Fifty-eight percent (58%) of teachers with a bachelor's degree scholarship had an associate degree in some field and 38% had a bachelor's degree. An additional 4% had some college coursework, but no degree. Sixty-two percent (62%) wanted to obtain a bachelor's degree and 39% wanted to pursue a master's degree. Additionally, 5% were unsure of what their educational goals were.² This was the first year of taking classes on a T.E.A.C.H. scholarship for 5% of teachers. Of those, 50% did not take classes previously because they could not afford the cost of tuition and books.

The profile of T.E.A.C.H. scholarship recipients has shifted over time. 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 folks receiving scholarships in FY23, only 36% wanted an associate degree and 53% were planning to get a bachelor's degree. Further, 25% 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%.)

Scholarship Recipients' Evaluation of T.E.A.C.H. Early Childhood®

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. Over ninety-nine percent (99.6%) of scholarship recipients overall said they were "very satisfied" or "somewhat satisfied" with the program. Moreover, the same percentage, 99.6% also 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 1). Seventy-two (72%) of the recipients indicated that they plan to continue their T.E.A.C.H. scholarship in the upcoming year. Seventy-three percent (73%) of recipients that do not plan to continue with the scholarship listed graduating as the reason for not continuing.

Among the recipients in Table 1, all scholarship groups are impacted by their participation in T.E.A.C.H., but in different ways. Overall, however, more than three-fourths of all types of recipients in both associate degree and bachelor's degree programs indicated that they had increased their knowledge of child development (86%). Right at three-fourths indicated that they see themselves as an early childhood professional (75%) and they have applied their teaching techniques and practices (74%). About two-thirds have better working relationships with children and families (67%), feel more appreciated and recognized for their work (63%) and appreciate the education they are getting and want more (62%). Just over half of all types of recipients indicated they were more willing to stay with their current child care program (54%). Fewer than 1% have not noticed any benefits from participating in the T.E.A.C.H. program.. These percentages hint at the connections between professional development and child care workforce turnover.

Table 1: Scholarship Recipients' Reported Benefits of an Increased Education Supported by T.E.A.C.H.					
	AD	AT	AF	BD	BT
I feel more appreciated and recognized for my work.	40%	65%	100%	63%	59%
I am more willing to stay with my current child care program.	80%	56%	40%	58%	49%
I have increased my knowledge of child development.	100%	86%	80%	95%	83%
I have applied my teaching techniques and practice.	60%	78%	80%	58%	72%
I have better relationships with the children and families with whom I work.	20%	72%	80%	68%	60%
I see myself as an early childhood professional.	80%	74%	80%	79%	75%
I appreciate the education I am getting and want to get more.	60%	66%	40%	58%	57%
I received better compensation.	40%	40%	0%	53%	51%
Other	0%	3%	0%	0%	0%
I have not noticed any benefits	0%	0%	0%	0%	1%

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 on the bachelor's degree scholarship said that they were able to make changes with 85% these directors answering in the affirmative. Yet fewer than half, 40%, of associate degree directors responded in the positive. Most teachers expressed that they were allowed to make changes in their classrooms. Seventy-four percent (74%) of associate degree teachers and 81% 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. Examples varied widely, below are a few examples of changes made.

"I was promoted to a teacher's assistant and the teacher allowed me to do the lesson plans and implement them. She allowed me to conduct teachers conferences." (AT)

"I implemented more child centered activities to provide more freedom and choices for each individual child based on their developmental need." (AF)

"Changes to the environment included, classroom set up, using different art mediums, more diverse books, etc." (BT)

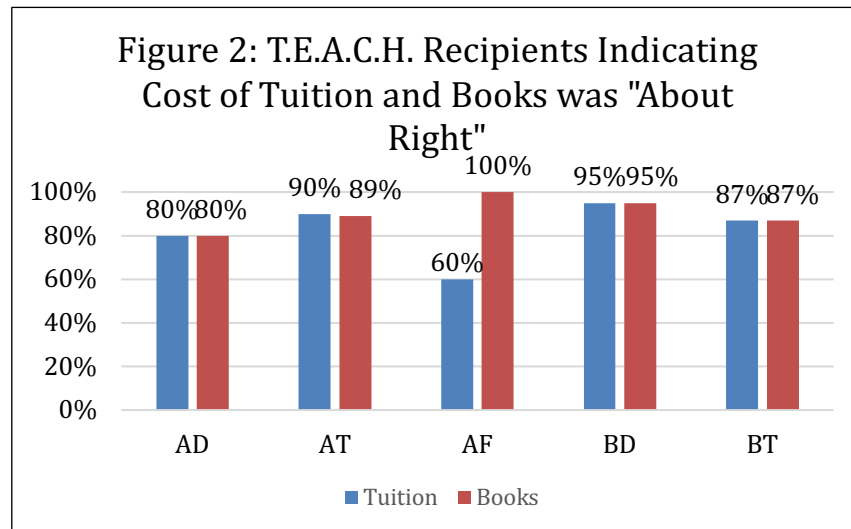
Coursework

T.E.A.C.H. requires directors working toward an associate degree to complete a minimum of twelve credit hours per contract and directors working toward a bachelor's degree to complete nine credit hours. Similarly, teachers and family home based professionals are required to complete a minimum of nine 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, 60% of those pursuing an associate degree and 75% of those pursuing a bachelor's degree said the number of credit hours required was "about right" or "very easy" to fulfill. Eighty-six percent (86%) of teachers pursuing an associate degree and 88% of teachers pursuing a bachelor's degree said the requirement was either "about right" or "very easy" to fulfill. For family home based professionals, however, only 20% 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, most of the 2022 recipients felt that the cost was about right (see figure 2). Of those who pay for a portion of tuition, 60%-95% of recipients said their share of tuition was “about right” as opposed to “too little” or “too much for me to pay.” A higher percentage of family child care providers are concerned about their share of the cost of tuition with fewer bachelor’s scholarship directors feeling that their cost of tuition is not



quite right. A small percentage (4%) of all scholarship recipients feel that their share of the cost of tuition is too little for them to pay.

Books were a bit less of a struggle for a number of respondents with less than 10% of all recipients feeling that their share of the cost was too much to pay. Associate degree teachers and bachelor’s degree teachers were more likely to feel their share of the cost of books was “too much,” with 10% of both groups feeling this way. All family child care providers felt that their share of the cost of books was “about right.”

Travel Reimbursement

To offset the cost of travel (and/or internet connection fees), T.E.A.C.H. provides an access stipend each semester to scholarship recipients. When asked about the specific stipend amount they received per semester, 60% of directors, 81% of teachers and 80% of family home based professionals working toward an associate degree reported the amount they receive was “about right.” This was also true for 70% of directors and 78% of teachers working toward a bachelor’s degree.

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, 60% 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, 60% of which are reimbursed by T.E.A.C.H. at the same rate, depending on which scholarship they have. If teachers are working with infants and/or toddlers 100% of the hours are reimbursed. Family home-based professionals are entitled to 16

total hours of release time (32 hours if they work with infants and/or toddlers) throughout the semester reimbursed at a rate of \$10.00 per hour.

When asked if their programs provided them with release time, 61% of teachers on the associate degree program and 77% of teachers on the bachelor's degree program indicated that they did receive release time. Twenty-four percent (24%) of associate degree teachers and 5% of bachelor's degree teachers were unsure whether or not they received release time. Despite this, 76% of teachers and 100% 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 82% of teachers working on a bachelor's degree. Many of the teachers (24% associate and 18% bachelor's) 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 received was adequate. Associate degree directors were the least satisfied with their bonus with 60% of these directors reporting they somewhat or strongly disagreed that the bonus was adequate. Other groups of recipients were more likely to agree that the bonus was adequate with 82% of teachers on the associate degree scholarship, 80% of the family home providers on the associate degree scholarship, 95% of directors on the bachelor's degree scholarship, and 73% and 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 a year. In addition to a year's commitment to their sponsoring program, bachelor's degree recipients must commit to a second year either in their sponsoring center or in another early care and education program. When asked about this commitment, most recipients felt that the length of the commitment was about right. Teachers in the bachelor's degree program were the least likely to agree that the commitment was about right with 78% stating this opinion. Directors pursuing a bachelor's degree were the most satisfied with 95% stating that the commitment was about right. Eighty-six percent (86%) of teachers in the associate degree program and 80% of both directors in the associate degree program and family child care providers agreed that the time commitment was about right. Despite a majority of recipients stating that the commitment period was about right, in response to the question, "What improvements would you like to see in the T.E.A.C.H. scholarship program?" several stated that decreasing the commitment period would be helpful.

The T.E.A.C.H. Counselors and CCSA

The scholarship recipients who completed their survey online, by mail or by phone were asked about the helpfulness of the T.E.A.C.H. staff. The overwhelming majority of recipients who responded to these questions 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 statement was 3% overall. As shown in Table 2, the feedback regarding the T.E.A.C.H. staff and CCSA staff overall was extremely positive.

Table 2: Scholarship Recipients' Reported Satisfaction with T.E.A.C.H. Staff (Percentage that Agreed with Each Statement)					
	AD	AT	AF	BD	BT
When I needed help, CCSA staff was available or responded in a timely manner	100%	95%	100%	85%	98%
I received good customer service from the T.E.A.C.H. staff.	80%	97%	100%	90%	99%

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

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,

“I appreciate how thorough and consistent [my T.E.A.C.H. Counselor] is about the communication with her assigned recipients.” - BT

nearly 57% of recipients do use the site. In the associate degree program, 80% of directors, 54% of teachers and 60% of family home based professionals accessed the CCSA website within the previous year. In the bachelor’s degree program, 60% of directors and 58% 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, 82% of associate teachers, 67% of family home providers, 67% of bachelor’s directors and 84% of bachelor’s teachers.

Thirty-one percent (31%) used the website to look for contact information and 23% looked for the application online. Ten percent (10%) used the website to look at the Career Directory and 7% accessed the Online Higher Education Directory. Recipients were able to write in other ways in which they used the website. Folks who wrote in ways that they used the website indicated that they used it for a friend and that they were looking for forms.

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. Results for most questions are similar between the two groups. However, associate degree family child care provider recipients found registering for classes a bit more difficult. These recipients, along with associate degree directors were more likely to have been in contact with their college counselor.

Table 3: Recipients' Satisfaction with College and University Experience (Percentage that Answered "Yes" to Each Statement)					
	AD	AT	AF	BD	BT
Have you been able to register for classes with ease?	100%	97%	80%	95%	93%
In the last year, have you been in contact or met with your counselor at your college?	100%	88%	100%	95%	89%
If you answered "yes" above, were you able to reach your counselor?	100%	99%	100%	100%	100%

Impact of the COVID-19 Pandemic

As would be expected, the FY23 program evaluation included several questions designed to ascertain the continued impact that the COVID-19 pandemic had on recipients' experience with the T.E.A.C.H. program and with their overall educational experience. While some recipients indicated that the pandemic affected their ability to use their T.E.A.C.H. scholarship in order to take college coursework, most recipients did not let COVID-19 thwart their educational pursuits. Ninety-five percent (95%) of recipients indicated their educational goals had not changed due to the pandemic. Though some took fewer classes this past year, 85% took the same or more classes than they had planned prior to the pandemic. Further, 90% said that their ability to fulfill their commitment to their program had not been impacted by COVID-19.

Other questions surrounded recipients' interfacing with the T.E.A.C.H. staff and with their college or university. Overall, communication with recipients was not negatively impacted by COVID-19 as indicated below.

	Very or Somewhat Easy
Ability to access T.E.A.C.H. Counselor	91%
Ability to get charge approvals	94%
Ability to submit documentation	95%
Ability to access college coursework	95%
Ability to register for courses	90%

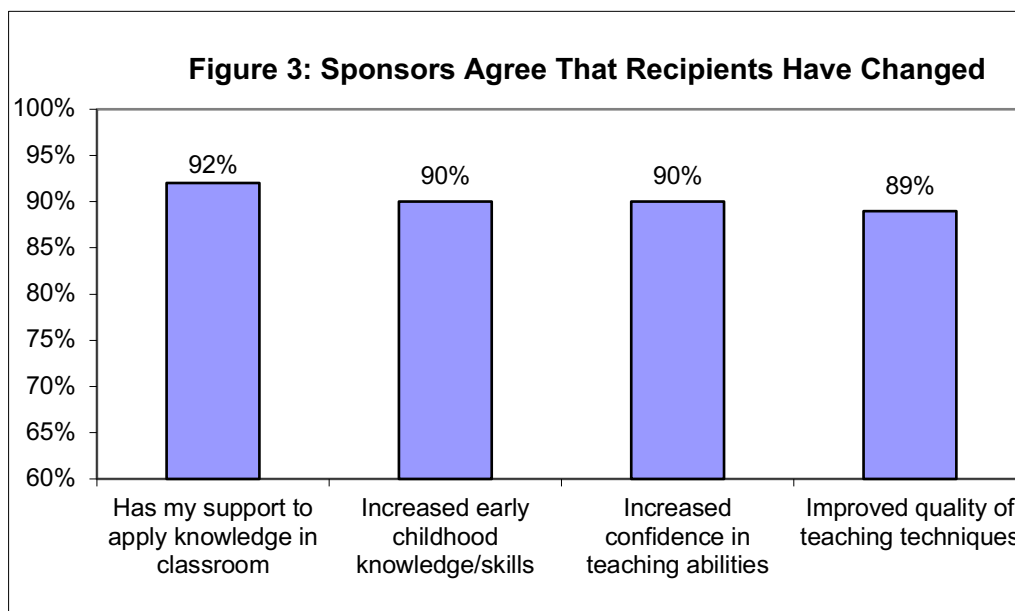
Recipient Sponsors' Evaluation of T.E.A.C.H. Early Childhood®

One hundred (100) sponsoring administrators representing 239 recipients responded to the online survey. The majority (56%) of sponsors reported that their programs have sponsored T.E.A.C.H. recipients for eight years or more. With an

additional 19% of programs sponsoring recipients for between five and eight years. This was the first year to sponsor recipients for just 1% of programs. Eighty-four percent (84%) of sponsors have a degree in the early childhood education field (associate, bachelor's, master's or Ph.D.).

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 3). For ninety-one percent (91%) of their recipients, sponsors indicated they strongly or somewhat strongly agreed with the statement that recipients have increased their early childhood knowledge and skills, and 89% strongly or somewhat strongly agreed that their teacher recipients have improved their teaching techniques and practices. Ninety percent (90%) indicated that the recipient has increased confidence and enthusiasm in their teaching abilities and has increased their early childhood knowledge and skills. Further, 89% indicated that their teaching staff have increased the quality of their teaching techniques. Though some teachers might disagree, 92% of sponsors say that their recipients have full support to apply new techniques in her/his classroom.



Customer Satisfaction

Nearly all of the sponsors who responded to the survey (98%) 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 97% of directors, said that they would. Ninety percent (90%) said they would continue sponsoring recipients in the upcoming year, with 70% of those planning to increase the number of recipients they sponsor.

Release Time

Sponsors were asked about their ability to give recipients paid time off during the week. Just 7% of sponsors said providing scholarship recipients paid time off during the week was “very easy to do” with an additional 21% saying that it was “somewhat easy to do”. Thirty-nine percent (49%) of sponsors said providing release time was “somewhat difficult,” and 23% said it was “very difficult” to do. Despite any difficulties providing release time caused for directors, 7% said that the reimbursement rate they received for this time off was enough to offset all costs with an additional 69% indicating that the reimbursement was enough to offset some of the costs. Mentioned numerous times by sponsors, release time was a topic of conversation for some responding to the question “What improvements would you like to see in the T.E.A.C.H. scholarship program?” Comments around release time centered around increased reimbursement for release time and also flexibility around not providing release time.

Tuition and Books

When asked about the center’s share of tuition costs, 41% of sponsors reported the center’s cost to be “very easy to do,” with 49% reporting the cost as “somewhat easy to do.” The remaining 9% said that the center’s responsibilities for tuition was “somewhat” difficult to do. No director said the center’s share of tuition was “very difficult.” Sixty-two percent (62%) of the sponsors reported that the center helped recipients with the cost of books. Of the centers that did help pay for books, 87% reported that the cost was “very” or “somewhat” easy to do and 13% indicated that the cost was “somewhat” difficult to do. No directors said the cost of books was “very difficult.”

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. Twenty-three percent (23%) said awarding a raise or bonus was “very easy to do.” An additional 59% 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 4% said it was “very difficult” to do. Teacher compensation overall continues to be a crucial topic of conversation for the field.

“Our county does not offer WAGES and it is terrible when we lose our qualified teachers to the county or other county’s private institutions. We are unable to pay them as much as they should receive as they reach higher levels. It is a catch 22 providing them with the scholarship and then losing them once they’re out of our price range.”

-T.E.A.C.H. Sponsor

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. Over half (59%) 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 (82%), with scholarships from the college/university where they attend identified by 30% of sponsors, 9% receive scholarships from Smart Start agencies, and “other” was identified by 15% 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. Nearly all (96%) 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. Staff communication was topic of conversation among sponsors who answered about improvements they would like to see to the T.E.A.C.H. program. Several sponsors mentioned that there had been miscommunication with T.E.A.C.H. counselors over the past year. Nevertheless, ninety-seven percent (97%) 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, 96% 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, 98% of the sponsors said they were either very satisfied or somewhat satisfied.

Discussion

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

While the COVID-19 pandemic has certainly created havoc in our lives and in the early care and education field, as we move towards our new normal, teachers, directors and family child care providers have prioritized their personal education and not let the pandemic throw them off course. Ninety-five percent (95%) of recipients said that their educational goals hadn't changed because of the pandemic and 85% took either the same number of courses despite COVID-19. Similarly, 90% of recipients indicated that their ability to fulfill their commitment was not impacted by the COVID-19 pandemic.

"I'm more confident in my knowledge of early childhood education." - AT

Ninety-eight (98%) percent of the responding sponsors surveyed this year and nearly all (99.6%) recipients were satisfied with T.E.A.C.H. Most sponsors (96%) and recipients (97%) also said that T.E.A.C.H. staff provided good customer service. Not surprisingly, 97% of sponsors and nearly all (99.6%) recipients in FY2023 said that they would recommend T.E.A.C.H. scholarships to others and 90% of sponsoring programs 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-five percent (55%) of directors in the 2019 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 FY2023 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 2019 workforce study showed that teachers with increasing levels of education tended to have higher salaries. In fact, teachers with no college coursework had a median salary that was \$2.25 lower than those with an associate degree in the field. Further, those teachers with a bachelor's degree in the field earned a median of \$4.00 more per hour than teachers with an associate degree in the field. 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, increased coverage of expenses due to inflation, compensation for their educational expenses and regular, consistent 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

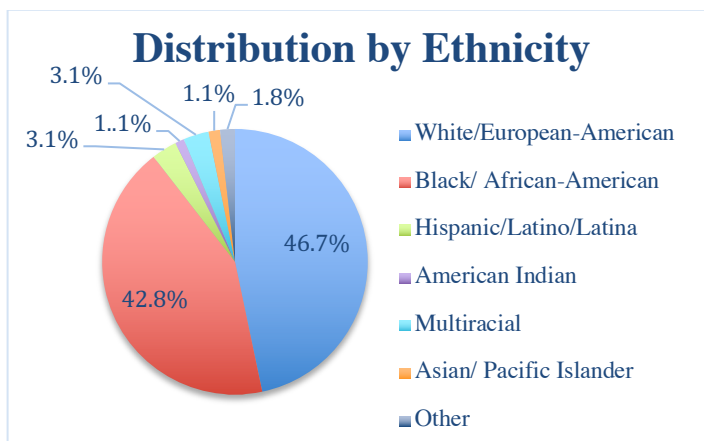
This year, we are pleased to share this report which includes a discussion of outreach and recruitment activities, a description of scholarship models, participation by scholarship program, outcome and output measures, the results of a customer satisfaction survey of participants, and a profile of program participants. We are extremely encouraged that we exceeded the target of 2,200 participants this year. Around 2018 and before the pandemic, scholarship participation rates had started slightly declining, but had rebounded in FY 2019-20. However, once the COVID-19 pandemic struck in early 2020, scholarship participation decreased by 14% in FY 2020-21 and last year only decreased by 5% from the year before. We are encouraged that seeing an increase in program participation this year signals that more of the early care and education workforce are enrolling in courses and utilizing T.E.A.C.H. to support their educational endeavors. With the many new initiatives and strategies supporting diverse educational pathways for the workforce, we will continue to meet these needs through an array of scholarship programs and incentives.

Overall, there were 2,368 beneficiaries of T.E.A.C.H. NC. That number includes 35 individuals who benefited from the T.E.A.C.H. Early Childhood® Scholarship Program by receiving credential bonuses but did not receive a scholarship for coursework. Appendices are attached and provide summaries of participant surveys (Appendix A and B), scholarship utilization and more specific

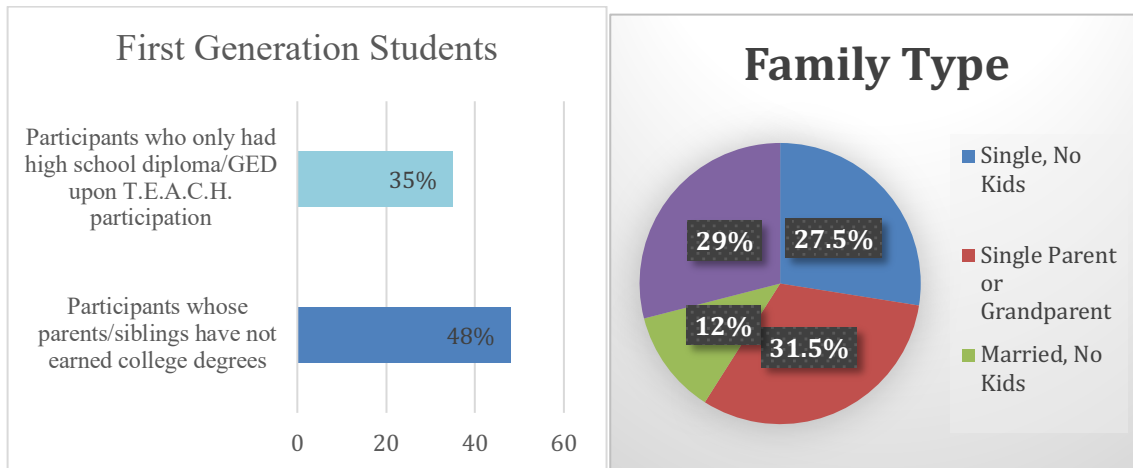
details regarding demographics (see Appendix C) and participation by county (see Appendix D.)

Participant Profile

As a principle, T.E.A.C.H. Early Childhood® North Carolina Scholarship Program strives to achieve racial and ethnic diversity in scholarship participants that matches the demographics of the general population. This year, T.E.A.C.H. Early Childhood® Scholarship recipients represented the ethnic diversity of both the early care and education workforce and children in our state (see Appendix C). Compared to 47% of the early care and education workforce statewide (2019 Working in Early Care and Education in North Carolina), over 53% of T.E.A.C.H. scholarship recipients are people of color. According to the 2020 Kids Count data 48% of North Carolina's population of children under 5 are children of color, and it is expected to increase over time. The racial/ethnic diversity of T.E.A.C.H. recipients remain a priority as we understand the importance of equitable access and the growing population of young children of color in the state. Below is a pie chart of the distribution of scholarship participants by ethnicity.



The T.E.A.C.H. Early Childhood® NC Scholarship program is also interested in collecting and analyzing other demographic data that demonstrate impact on achieving diversity and providing additional supports to more vulnerable populations. Below are tables that provide more details on these demographics such as family structure and first-generation college students (i.e., participants whose family members have not earned degrees.)

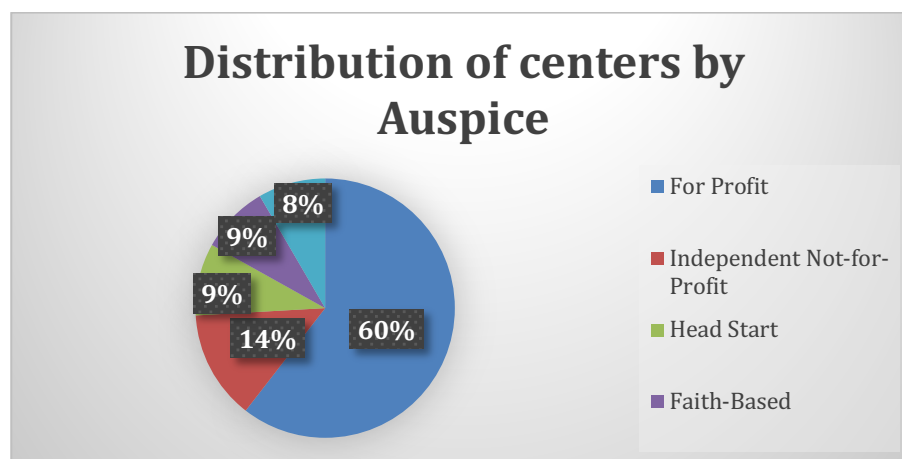


Program Sponsor Profile

These 2,333 scholarship recipients cared for children in 947 different licensed early care and education programs, with at least one T.E.A.C.H. Early Childhood® recipient over 19% of the licensed centers in North Carolina and in just over 3% of the licensed family child care homes. In addition, 51 early care and education focused organizations had T.E.A.C.H. scholarship recipients employed for a total of 998 employers in North Carolina with a T.E.A.C.H. scholarship recipient. Below are tables and charts that summarize the employers this fiscal year.

Employers with T.E.A.C.H. Scholarship Participants

Licensed Child Care Centers	885
Registered Family Child Care Homes	62
ECE Community Organizations	51
Total Employers	998



Distribution of family child care homes by auspice
For Profit 100%

Children served in programs with participants employed 63,700

Educational Institution Participation

During this reporting period, T.E.A.C.H. Scholarship recipients were enrolled in 54 of North Carolina's 56 community colleges that offer the Early Childhood Associate Degree Program, as well as in 13 state-supported universities and 7 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.

Summary of Outcome Measures

The results of the analysis of the three outcome measures of the Comprehensive Associate and Bachelor's Degree Scholarship Programs 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 early care and education 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 because 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 21% for full time teachers and assistant teachers (2019 Working in Early Care and Education in North Carolina). 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 17,390 (13,622 documented as completed)³ credit hours at area community colleges, four-year colleges and universities. In addition, there were 129 participants who attained degrees and 26 who completed a credential this fiscal year.

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 2023 through August 2023, **63,700 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).

"T.E.A.C.H. has helped me pay for college and get my associates degree this coming December. If it wasn't for T.E.A.C.H. I don't think I would of even went back to school because I wouldn't have been able to pay for it. I have had to stop and start and also repeat some of the classes and T.E.A.C.H. has been there to help out financially with it all. Going back to school I feel has shown my own daughter that even though I started this journey to get a degree over 20 years ago it doesn't matter how long it takes to finish as long as you finish."
-Family-based professional,
Mecklenburg County

In conclusion, during fiscal year 2022-2023, the T.E.A.C.H. Early Childhood® Scholarship Program met, and exceeded in some areas, its outcomes for improving the quality of early care and education in North Carolina. The T.E.A.C.H. Early Childhood® NC Scholarship Program provided scholarships to 2,333 early care and education teachers, apprentices administrators, family home based professionals and community specialists living in 92 counties in North Carolina. Successful outcomes were produced in the areas of education, compensation and retention. For example, teachers participating on our most utilized scholarship model, the comprehensive associate degree scholarship program, on average completed over 16 credit hours of formal education per year, experienced over a 13% increase in earnings and had less than an 8% turnover rate.

³At 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 22-23

Five different groups of scholarship recipients were surveyed and responded:

AD = Associate degree Directors (N = 5) **AT** = Associate degree Teachers (N = 124)

AF = Associate degree Family Child Care Providers (N = 5)

BD = Bachelor degree Directors (N = 20) **BT** = Bachelor degree Teachers (N = 79)

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

	AD	AT	AF	BD	BT
Some college credits (but no degree)	60%	71%	40%	0%	4%
AA/AAS degree	20%	22%	60%	50%	58%
BA degree	20%	5%	0%	50%	38%
Other*	0%	2%	0%	0%	0%

* Master's Degree

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

	AD	AT	AF	BD	BT
To earn an AA or AAS degree	60%	62%	67%	0%	0%
To earn a BA degree	20%	47%	0%	67%	62%
To earn an MA degree	20%	16%	33%	33%	39%
Other*	20%	3%	0%	6%	5%

* BK license, completed educational goals, don't know, will take classes as needed, Ph.D., not sure

3. Have these educational goals changed because of COVID-19?

	AD	AT	AF	BD	BT
Yes	20%	6%	0%	0%	5%
No	80%	94%	100%	100%	95%

If you answered "yes" to the above question, please tell us how your educational goals have changed.

Some examples of responses:

"My goals have changed because I learned to love school again. Since I've been pursuing a degree that I am passionate about, I have enjoyed school a lot more. I now want to further my education after completing my associates degree." (AT)

"I am taking more time completing my BA because I have to work more hours because my husband was out of work because of covid." (BT)

"It has taken a bit longer than expected. So I changed my curriculum to a diploma." (AT)

4. Because of COVID-19, I took:

	AD	AT	AF	BD	BT
Fewer courses	40%	18%	0%	10%	10%
More courses	0%	8%	20%	0%	6%
Same number of courses	60%	74%	80%	90%	83%

5. Did you switch to a different type of T.E.A.C.H. scholarship because of COVID-19?

	AD	AT	AF	BD	BT
Yes	0%	0%	20%	0%	1%
No	100%	94%	80%	100%	94%

Not Sure	0%	6%	0%	0%	5%
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6. Before this year, were you taking college level courses with the help of T.E.A.C.H.?

	AD	AT	AF	BD	BT
Yes	100%	90%	100%	95%	94%
No	0%	8%	0%	5%	5%
Not Sure	0%	2%	0%	0%	1%

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

	AD	AT	AF	BD	BT
I did not have time to take courses.	Na	14%	Na	Na	25%
I could not afford tuition, books, etc.	Na	43%	Na	Na	50%
Courses were at inconvenient times.	Na	0%	Na	Na	0%
I was planning to leave the child care field.	Na	0%	Na	Na	0%
I did not believe I needed more education.	Na	14%	Na	Na	0%
I had no interest in taking courses.	Na	0%	Na	Na	0%
Other*	Na	43%	Na	Na	25%

*unspecified, WIOA program, lived in a different state, program didn't sponsor T.E.A.C.H., not in child care

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

	AD	AT	AF	BD	BT
Very easy	20%	25%	0%	5%	24%
About right	40%	61%	20%	70%	64%
Somewhat difficult	40%	14%	80%	25%	12%

8. My program provided release time to me.

	AD	AT	AF	BD	BT
Yes	20%	61%	60%	65%	77%
No	80%	15%	0%	20%	18%
Not sure	0%	24%	40%	15%	5%

8a. The amount of release time provided by the scholarship was:

	AD	AT	AF	BD	BT
Too little	0%	24%	0%	15%	18%
About right	100%	76%	100%	77%	82%
Too much	0%	0%	0%	8%	0%

9. My share of the tuition was:

	AD	AT	AF	BD	BT
Too little for me to pay	20%	3%	0%	0%	5%
About right	80%	90%	60%	95%	87%
Too much for me to pay	0%	7%	40%	5%	8%

10. My share of the cost of books was:

	AD	AT	AF	BD	BT
Too little for me to pay	20%	2%	0%	0%	3%
About right	80%	89%	100%	95%	87%
Too much for me to pay	0%	10%	0%	5%	10%

11. The travel stipend that I received was:

	AD	AT	AF	BD	BT
Too little	40%	18%	20%	30%	22%
About right	60%	81%	80%	70%	78%
Too much	0%	1%	0%	0%	0%

12. My required one year commitment to my program is:

	AD	AT	AF	BD	BT
Too short	0%	0%	0%	0%	3%
About right	80%	86%	80%	95%	78%
Too long	20%	14%	20%	5%	19%

12a. Was your ability to fulfill your commitment impacted by COVID-19?

	AD	AT	AF	BD	BT
Yes	20%	7%	40%	5%	13%
No	80%	93%	60%	95%	87%
Not Sure	0%	0%	0%	0%	0%

Please explain: some examples:

“I had to work longer hours at my place of employment due to lack of employees.” (BT)

“My daughter and son had covid and that was a struggling time for us and for me to fulfill my commitment but I ended up doing all that's required.” (BT)

“Because it left me as a long hauler from having covid in 2021 and now I still have a lot of the same symptoms that I had when I contracted covid brain fog are among several others.” (AD)

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

	AD	AT	AF	BD	BT
Agree strongly	20%	31%	60%	50%	40%
Agree somewhat	20%	51%	20%	45%	33%
Disagree somewhat	60%	13%	20%	0%	19%
Disagree strongly	0%	6%	0%	5%	8%

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

	AD	AT	AF	BD	BT
Yes	40%	74%	80%	85%	81%
No	60%	26%	20%	15%	19%

14a. 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 was able to change the room arrangement of centers. I made my own lessons plans and my own schedule for my classrooms.” (AD)

“I implemented more child centered activities to provide more freedom and choices for each individual child based on their developmental need.” (AF)

“My employer respects my education and the guidance I have obtain through my courses and welcome any changes that increase the quality of our learning environment, approaches, and childcare services.” (BT)

"I changed the centers around and used name-face cards for centers." (AT)

"I was promoted to a teacher assistant and the teacher allowed me to do the lesson plans and implement them. She allowed me to conduct teacher conferences." (AT)

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

	AD	AT	AF	BD	BT
Agree strongly	60%	78%	100%	85%	71%
Agree somewhat	20%	19%	0%	5%	28%
Disagree somewhat	20%	3%	0%	10%	1%
Disagree strongly	0%	0%	0%	0%	0%

16. 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.	0%	1%	0%	0%	1%
<i>Of those who contacted CCSA:</i>					
Agree strongly	60%	74%	80%	75%	74%
Agree somewhat	40%	21%	20%	15%	24%
Disagree somewhat	0%	5%	0%	0%	0%
Disagree strongly	0%	0%	0%	10%	1%

17. How easy was it for you to access your T.E.A.C.H. counselor with changes from COVID-19?

	AD	AT	AF	BD	BT
Very easy	40%	59%	60%	70%	56%
Somewhat easy	60%	31%	40%	15%	38%
Somewhat difficult	0%	8%	0%	15%	5%
Very difficult	0%	2%	0%	0%	1%

18. How was it for you to get charge approvals from T.E.A.C.H. with changes from COVID-19?

	AD	AT	AF	BD	BT
Very easy	40%	64%	80%	75%	57%
Somewhat easy	60%	28%	20%	20%	39%
Somewhat difficult	0%	7%	0%	5%	4%
Very difficult	0%	1%	0%	0%	0%

19. How was document submission (Form Bs, grades, receipts, etc.) with changes from COVID-19?

	AD	AT	AF	BD	BT
Very easy	40%	58%	80%	65%	67%
Somewhat easy	60%	37%	20%	20%	30%
Somewhat difficult	0%	4%	0%	10%	3%
Very difficult	0%	1%	0%	5%	0%

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

	AD	AT	AF	BD	BT
Yes	80%	54%	60%	60%	58%
No	20%	46%	40%	40%	42%

20a. If you answered "yes" above, please explain how you used the website (check all that apply).

	AD	AT	AF	BD	BT
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Basic information gathering	75%	82%	67%	67%	84%
Looked for application	25%	19%	0%	25%	28%
Career Directory	0%	10%	0%	8%	12%
Contact information	50%	31%	33%	33%	28%
Online Higher Education Directory	0%	9%	0%	0%	7%
Other*	0%	4%	33%	0%	5%

*Information, forms, projects

21. How manageable was your transition to the electronic payment system for T.E.A.C.H. payments?

	AD	AT	AF	BD	BT
Easy/Doable to manage	80%	93%	100%	95%	94%
A bit difficult to manage	20%	7%	0%	5%	4%
Impossible to manage	0%	0%	0%	0%	3%

22. How manageable was requiring an email address and checking account for electronic T.E.A.C.H. payments?

	AD	AT	AF	BD	BT
Easy/Doable to manage	100%	94%	100%	100%	92%
A bit difficult to manage	0%	6%	0%	0%	5%
Impossible to manage	0%	0%	0%	0%	3%

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

Recipients providing comments: 3 (AD), 40 (AT), 2 (AF), 4 (BD), 26 (BT) Comments were on a variety of topics but the three that received the most were: more money (21%), a shorter commitment period(16%) and better customer service/communication (17%).

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

	AD	AT	AF	BD	BT
Very satisfied	40%	83%	100%	95%	86%
Somewhat satisfied	60%	16%	0%	5%	14%
Somewhat dissatisfied	0%	1%	0%	0%	0%
Very dissatisfied	0%	0%	0%	0%	0%

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

	AD	AT	AF	BD	BT
Yes	100%	100%	100%	100%	99%

25a. If No, why not? **Please be specific.**

Hard time receiving funds after completing contract

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

	AD	AT	AF	BD	BT
Yes	80%	80%	40%	53%	65%
No	20%	20%	60%	47%	35%
Not Sure	0%	0%	0%	0%	0%

26a. If No, why not? **Check all that apply.**

	AD	AT	AF	BD	BT
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I am graduating.	100%	61%	67%	78%	81%
I will not remain in the early childhood field.	0%	13%	33%	0%	12%
I do not plan to take courses.	0%	17%	67%	44%	12%
My center will not sponsor me.	0%	9%	0%	0%	4%
I cannot afford to continue.	0%	0%	0%	0%	4%
I am no longer pursuing and early childhood degree	0%	4%	33%	11%	4%
I am getting financial support through other means	0%	0%	0%	0%	0%
COVID-19	0%	0%	0%	0%	0%
Other*	0%	0%	0%	0%	0%

*no other responses given

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

	AD	AT	AF	BD	BT
I feel more appreciated and recognized for my work.	40%	65%	100%	63%	59%
I am more willing to stay with my current child care program.	80%	56%	40%	58%	49%
I have increased my knowledge of child development.	100%	86%	80%	95%	83%
I have applied my teaching techniques and practice.	60%	78%	80%	58%	72%
I have better relationships with the children and families with whom I work.	20%	72%	80%	68%	60%
I see myself as an early childhood professional.	80%	74%	80%	79%	75%
I appreciate the education I am getting and want to get more.	60%	66%	40%	58%	57%
I received better compensation.	40%	40%	0%	53%	51%
Other	0%	3%	0%	0%	0%
I have not noticed any benefits.	0%	0%	0%	0%	1%

28. Have you been able to register for classes with ease?

	AD	AT	AF	BD	BT
Yes	100%	97%	80%	95%	93%
No	0%	3%	20%	5%	7%

In the last year, have you been in contact or met with your counselor at your college?

	AD	AT	AF	BD	BT
Yes	100%	88%	100%	95%	89%
No	0%	12%	0%	5%	11%

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

	AD	AT	AF	BD	BT
Yes	100%	99%	100%	100%	100%
No	0%	1%	0%	0%	0%

29. How was it for you to access college coursework due to changes from COVID-19?

	AD	AT	AF	BD	BT
Very easy	40%	76%	80%	58%	76%
Somewhat easy	60%	19%	20%	42%	19%
Somewhat difficult	0%	5%	0%	0%	5%
Very difficult	0%	0%	0%	0%	0%

30. How was it for you to register for courses at your college/university due to changes from COVID-19?

	AD	AT	AF	BD	BT
Very easy	40%	80%	80%	53%	70%
Somewhat easy	60%	17%	20%	42%	24%
Somewhat difficult	0%	3%	0%	5%	5%
Very difficult	0%	0%	0%	0%	0%

Appendix B

Summary Data: T.E.A.C.H. Early Childhood® North Carolina Program Evaluation for Sponsors, FY 22-23

This survey was conducted through an online survey sent to those directors with a valid email address on file with the T.E.A.C.H. program. Follow up phone calls were made to non-responding directors. There were 100 administrators responding about their experience regarding sponsorship of 239 staff during Spring 2022, Summer 2022 and/or Fall 2022. Not every sponsor responded to every question. Totals may equal more or less than 100% due to rounding.

1. How long has your program sponsored T.E.A.C.H. recipients?
(1%) ☐ Last year was the first year.
(9%) ☐ More than one year but less than three years.
(15%) ☐ Three years to less than five years.
(19%) ☐ Five years to less than eight years.
(56%) ☐ More than eight years.

[An additional:]
(7%) ☐ I don't know how long my program has sponsored T.E.A.C.H. recipients.
2. Do you have a degree in early childhood education/child development (associate, bachelor's, master's or Ph.D.)?
(84%) ☐ Yes Go to 6. (16%) ☐ No
3. Giving scholarship recipients paid time off during the week was:
(7%) ☐ Very easy to do
(21%) ☐ Somewhat easy to do
(49%) ☐ Somewhat difficult to do
(23%) ☐ Very difficult to do
4. How has your ability to give recipients paid time off changed because of COVID-19?
(36%) ☐ It is substantially more difficult to give recipients time off specifically because of COVID-19.
(32%) ☐ It is somewhat more difficult to give recipients time off specifically because of COVID-19.
(2%) ☐ It is somewhat easier to give recipients time off specifically because of COVID-19.
(0%) ☐ It is substantially easier to give recipients time off specifically because of COVID-19.
(29%) ☐ My ability to give time off to recipients has not changed because of COVID-19.
5. The reimbursement rate I received to help offset time off for recipients was:
(7%) ☐ Enough to offset all costs
(69%) ☐ Enough to offset some cost
(24%) ☐ Not enough to offset any cost
6. The center's share of tuition costs was:
(41%) ☐ Very easy to do
(49%) ☐ Somewhat easy to do
(9%) ☐ Somewhat difficult to do
(0%) ☐ Very difficult to do
7. Awarding recipients a raise or bonus was:
(23%) ☐ Very easy to do
(59%) ☐ Somewhat easy to do
(14%) ☐ Somewhat difficult to do
(4%) ☐ Very difficult to do

8. How has your ability to give a raise or bonus changed because of COVID-19?
 (8%) ☐ It is substantially more difficult to give recipients a raise or bonus because of COVID-19.
 (26%) ☐ It is somewhat more difficult to give recipients a raise or bonus because of COVID-19.
 (18%) ☐ It is somewhat easier to give recipients a raise or bonus because of COVID-19.
 (11%) ☐ It is substantially easier to give recipients a raise or bonus because of COVID-19.
 (37%) ☐ My ability to give a raise or bonus to recipients has not changed because of COVID-19.
9. Was the center responsible for sharing the cost of recipients' books?
 (62%) ☐ Yes (38%) ☐ No
10. The center's share of the cost of books was:
 (25%) ☐ Very easy to do
 (62%) ☐ Somewhat easy to do
 (13%) ☐ Somewhat difficult to do
 (0%) ☐ Very difficult to do

From your perspective as a T.E.A.C.H. sponsor, please indicate whether you agree or disagree and how strongly you agree or disagree with each of the following statements...

11. I received good customer service from the T.E.A.C.H. staff.
 (73%) ☐ Agree strongly (4%) ☐ Disagree somewhat
 (23%) ☐ Agree somewhat (0%) ☐ Disagree strongly
 [An additional:]
 (3%) ☐ Don't know/Didn't have any interaction with the T.E.A.C.H. staff.
12. When I needed help, CCSA staff was available or responded in a timely manner.
 (69%) ☐ Agree strongly (4%) ☐ Disagree somewhat
 (27%) ☐ Agree somewhat (0%) ☐ Disagree strongly
 [An additional:]
 (4%) ☐ Don't know/Didn't need any help from the T.E.A.C.H. staff.
13. Information that I received from T.E.A.C.H. was easy for me to understand.
 (73%) ☐ Agree strongly (1%) ☐ Disagree somewhat
 (24%) ☐ Agree somewhat (1%) ☐ Disagree strongly
 [An additional:]
 (0%) ☐ Don't know/Didn't receive any information from the T.E.A.C.H. staff.
14. What improvements would you like to see in the T.E.A.C.H. scholarship program?

27 sponsors provided suggestions on how the program could be more.

Comments were on a variety of topics but the 3 receiving the most were: better more money [release time, bonus, general] (31%), communication/information (19%), and less complexity (12%).

15. As an overall evaluation of T.E.A.C.H. Early Childhood®, how satisfied are you?
 (79%) ☐ Very satisfied (1%) ☐ Somewhat dissatisfied
 (19%) ☐ Somewhat satisfied (1%) ☐ Very dissatisfied
16. Would you recommend T.E.A.C.H. Early Childhood® scholarships to other child care centers?
 (97%) ☐ Yes (3%) ☐ No
 If No, why not?
 "I have worked for years to sponsor teachers and get them educated, now just to [lose] them to our public school system. It is very discouraging."

“The paperwork that is needed can be hard to turn in at the time they ask. Giving the bonus or raise can be hard even though you may want to give the teacher that option.”

17. Do any of your staff get financial assistance to take college level courses through means other than a T.E.A.C.H. scholarship?
 (59%) ☐ Yes (14%) ☐ No (27%) ☐ I don't know
18. What other financial assistance do your staff receive?
 (82%) Pell Grant
 (9%) Scholarship from your local Smart Start agency
 (0%) Foundations
 (30%) Scholarship from the college/university where they attend
 (15%) Other
19. Do you plan to continue sponsoring T.E.A.C.H. scholarship recipients in the upcoming year?
 (90%) ☐ Yes (10%) ☐ No
20. If you do plan to continue to sponsor teachers on a T.E.A.C.H. scholarship, do you plan to increase the number of recipients that you sponsor?
 (70%) ☐ Yes (30%) ☐ No
21. If you do not plan on sponsoring any teachers on a T.E.A.C.H. scholarship in the upcoming year, why not?
 (50%) ☐ Staff is graduating. (25%) ☐ Staff is leaving the center.
 (25%) ☐ Staff does not want to participate. (50%) ☐ Staff does not want to take courses.
 (13%) ☐ My center cannot afford the cost. (13%) ☐ Staff no longer needs financial assistance.
 (50%) ☐ COVID-19 has impacted my teachers' abilities to take classes.
 (13%) ☐ COVID-19 has impacted my ability to sponsor teachers.
 (0%) ☐ Other*
22. How has COVID-19 impacted your plans to sponsor T.E.A.C.H. scholarship recipients in the upcoming year?
 (12%) ☐ I plan to sponsor fewer recipients in the upcoming year.
 (23%) ☐ I plan to sponsor more recipients in the upcoming year.
 (65%) ☐ COVID-19 has not impacted my plans to sponsor recipients in the upcoming year.

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

How many of the T.E.A.C.H. scholarship recipients currently working in your center completed courses during Spring 2022, Summer 2022 or Fall 2022?

239 recipients total

This is the last part of the survey. Please answer each of the following seven questions for each of your scholarship recipients separately. Indicate on a scale from strongly disagree to strongly agree, your opinion regarding each of your recipients individually.

<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.	4%	1%	4%	22%	68%
2. the recipient has improved the quality of her/his teaching techniques and practice.	4%	2%	6%	28%	61%

3. the recipient has increased confidence and enthusiasm in her/his teaching abilities.	4%	1%	4%	29%	62%
4. the recipient has influenced her/his coworkers to use new teaching techniques.	4%	3%	11%	31%	51%
5. the recipient has improved relationships with the children and their families.	4%	1%	7%	26%	61%
6. the recipient has developed emerging leadership skills.	4%	3%	9%	26%	58%
7. the recipient has my full support in applying new techniques in her/his classroom.	5%	0%	4%	12%	80%

Appendix C
T.E.A.C.H. Early Childhood® NC Scholarship Program
2022-2023 Summary Information

Participants in each scholarship program

T.E.A.C.H. Early Childhood® Scholarship Program Type June 2022-August 2023	# of Scholarships
Early Childhood Education Associate Degree Level Scholarships	
Comprehensive Associate Degree Scholarship	1,423
Working Scholars Associate Degree Scholarship	175
Associate Degree Scholars	20
Early Care and Education Community Specialist Associate Degree Scholarship	6
Associate Degree for Early Childhood Apprentices	9
Early Childhood Education Bachelor's Degree Level Scholarships	
Comprehensive Bachelor's Degree Scholarship	302
Working Scholars Bachelor's Degree Scholarship	35
Early Care and Education Community Specialist Bachelor's Degree Scholarship	14
Bachelor's Degree for Early Childhood Apprentices	2
BA Plus Scholarship Program (BK Licensure and Post-BA ECE License and Graduate Degree Programs)	
Comprehensive BA Plus Scholarship	137
Working Scholars BA Plus Scholarship	48
Early Care and Education Community Specialist BA Plus Scholarship	10
Birth-Kindergarten Residency License Scholarship	15
Special Scholarship Programs-Graduate Level	
Leadership in Infant Toddler Learning (LITL) Post-Baccalaureate Certificate	6
Early Childhood Leadership Master's Degree Scholarship	142
Credential Based Scholarships	
Child Development Associate (CDA) Assessment and Renewal Scholarship	22
Child Development Associate (CDA) Quorum/Teaching Strategies	3
NC Early Childhood Administration Credential Scholarship	40
Total Scholarships Awarded	2,409
Total Scholarship Recipients*	2,333
Total active scholarship participants	2,333*

Recipients of T.E.A.C.H. credential bonuses (not on scholarship)

N.C. Early Childhood Credential Bonus	13
N.C. Early Childhood Administration Bonus	18
N.C. School Age Credential Bonus	4
Total	35

Total beneficiaries of T.E.A.C.H. 2,368**

Children served in programs actively sponsoring participants 63,700

* During the reporting period, 54 recipients advanced from a lower-level to a higher-level scholarship, 4 were participating on an Associate Degree and CDA scholarship simultaneously with one of those participants advancing to a higher level scholarship as well. There were also 15 recipients participated on the BA Plus Scholarship to support coursework and the B-K Residency License Scholarship to support the assessment. Thus 2409 scholarships were awarded to 2333 individuals.

** Includes the number of unduplicated active scholarship participants and credential bonus only recipients

Appendix C
T.E.A.C.H. Early Childhood® NC Scholarship Program
2022-2023 Summary Information

Distribution of active participants by ethnicity

American Indian	1.1%
Asian/ Pacific Islander*	1.1%
Black/ African-American	42.8%
Hispanic/Latino/Latina*	3.1%
Multiracial*	3.1%
White/European-American	46.7%
Other	1.8%

Average hourly wage of active recipients by position**

Center-based administrators	\$19.13
Center-based teachers	\$14.64
Family home-based professionals	\$9.38
Early Care and Education Community Specialists	\$22.63
Early Childhood Apprentices	\$13.82

**Average hourly earnings have increased from last year by 5% for center-based administrators, 8% for teachers and 11.5% for community specialists. Family based-professional experienced just under a 2% decrease in average hourly earnings.

Employers with T.E.A.C.H. Scholarship Participants

Licensed Child Care Centers	885
Registered Family Child Care Homes	62
Community Organizations	51
Total Employers	998

Distribution of employing licensed child care programs by auspice

For Profit	60.5%
Independent Not-for-profit	13.6%
Head Start	9%
Faith-Based	8.5%
Public School	8.4%

Distribution of family child care homes by auspice

For Profit	100%
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Children served in programs actively sponsoring participants 63,700

* During the reporting period, 54 recipients advanced from a lower-level to a higher-level scholarship, 4 were participating on an Associate Degree and CDA scholarship simultaneously with one of those participants advancing to a higher level scholarship as well. There were also 15 recipients participated on the BA Plus Scholarship to support coursework and the B-K Residency License Scholarship to support the assessment. Thus 2409 scholarships were awarded to 2333 individuals.

** Includes the number of unduplicated active scholarship participants and credential bonus only recipients

Appendix D
T.E.A.C.H. Early Childhood® Scholarship Program
Number of Scholarship Recipients, Sponsors and Child Beneficiaries
July 1, 2022-August 10, 2023

County	# Recipients	# Sponsors	# Children	County	# Recipients	# Sponsors	# Children
Alamance	44	17	1090	Johnston	34	12	760
Alexander	11	3	153	Jones	1	0	0
Alleghany	2	1	17	Lee	4	5	93
Anson	10	4	169	Lenoir	15	5	237
Ashe	16	5	227	Lincoln	25	11	695
Avery	7	3	162	Macon	0	0	0
Beaufort	10	6	523	Madison	3	1	93
Bertie	1	2	61	Martin	2	5	120
Bladen	2	2	52	McDowell	11	0	0
Brunswick	6	3	487	Mecklenburg	318	115	8909
Buncombe	66	28	1493	Mitchell	2	1	37
Burke	14	7	523	Montgomery	14	2	152
Cabarrus	101	31	2893	Moore	14	7	301
Caldwell	25	11	666	Nash	10	3	134
Camden	0	0	0	New Hanover	33	16	1652
Carteret	3	3	191	Northampton	1	0	0
Caswell	9	2	73	Onslow	46	14	1516
Catawba	39	11	767	Orange	23	19	973
Chatham	6	3	274	Pamlico	0	0	0
Cherokee	11	2	101	Pasquotank	8	3	239
Chowan	2	1	19	Pender	15	9	299
Clay	4	2	49	Perquimans	2	1	47
Cleveland	42	14	571	Person	6	2	208
Columbus	12	5	231	Pitt	33	17	1075
Craven	7	5	435	Polk	1	0	0
Cumberland	91	56	3310	Randolph	34	9	780
Currituck	3	0	0	Richmond	3	1	48
Dare	13	6	137	Robeson	25	15	802
Davidson	59	15	1056	Rockingham	26	7	448
Davie	6	4	270	Rowan	42	12	931
Duplin	7	2	115	Rutherford	0	0	0
Durham	87	46	2773	Sampson	11	6	313
Edgecombe	2	2	93	Scotland	9	3	254
Forsyth	62	33	2142	Stanly	50	12	991
Franklin	13	5	265	Stokes	7	3	225
Gaston	60	14	1008	Surry	3	1	86
Gates	0	0	0	Swain	3	1	57
Graham	0	0	0	Transylvania	9	4	118
Granville	5	0	0	Tyrrell	0	0	0
Greene	2	2	98	Union	82	29	3079
Guilford	145	55	3664	Vance	4	1	75
Halifax	3	4	109	Wake	182	87	6876
Harnett	22	9	507	Warren	2	0	0
Haywood	23	6	265	Washington	2	0	0
Henderson	23	17	521	Watauga	13	5	251
Hertford	3	1	76	Wayne	35	16	787
Hoke	16	7	490	Wilkes	10	4	152
Hyde	0	0	0	Wilson	21	9	842
Iredell	33	11	695	Yadkin	3	1	90
Jackson	7	7	134	Yancey	1	0	0
				TOTAL	2,333	947	63,700

*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.