

**T.E.A.C.H. Early Childhood®**

*Annual Report*

*July 1, 2020 - June 30, 2021*



**Child Care Services Association**

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

*“I completed my Associate Degree prior to applying for the Bachelor Degree Scholarship. I applied in the middle of March 2020, which was the beginning of the COVID-19 pandemic. I was worried about COVID-19 and what that meant for my employment and how that might impact my educational goals. Fortunately, my center became a first responder site so that helped because I was able to maintain my employment. My hours did drop to 32 hours a week because their ratios were low. Sometimes we had more teachers than children. I was worried about the children when they were not at the center. The center had to shut down for a week for one positive case, however I did not miss much work due to the pandemic, only reduced hours. The release time I received from my T.E.A.C.H. scholarship really helped me to be successful in my classes with everything that I had to juggle. The COVID 19 enhanced bonuses really helped fill in the gaps of my income during this time too.”*

-NC PreK Teacher, Bachelor’s Degree Scholarship, Buncombe County

### **Introduction**

The T.E.A.C.H. Early Childhood® NC Scholarship Program provides the structure for a comprehensive, sequenced program of early childhood professional development opportunities in North Carolina 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 Credential based. 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 Program*
- Bachelor Degree Scholarship Programs
  - *Comprehensive Bachelor’s Degree Scholarship*
  - *Working Scholars Bachelor’s Degree Scholarship*
  - *Early Care and Education Community Specialist Bachelor Degree Scholarship*
- Post Bachelor Degree Scholarship Programs
  - *BA Plus Scholarship Program*
  - *Preschool Add-On Licensure Scholarship Program*
  - *Birth-Kindergarten Residency License Assessment Scholarship Program*

- *Leadership in Infant Toddler Learning (LITL) Post-Baccalaureate Certificate Scholarship Program*
- *Early Childhood Leadership Master’s Degree Scholarship Program*
- Credential Based Scholarship Programs
  - *North Carolina Early Childhood Administration Credential Scholarship Program*
  - *CDA Assessment Scholarship Program*

This report includes a synopsis of outreach and recruitment activities this year. It also includes participation data and outcome measures for the scholarship programs listed above and summaries of several other initiatives embedded within certain scholarship models. In addition, the effects of the COVID-19 pandemic on scholarship program participants is discussed. Finally, we provide the results from a customer satisfaction survey of participants in the T.E.A.C.H. Early Childhood® Associate and Bachelor’s Degree Comprehensive Scholarship Programs who completed scholarship contracts and enrolled in courses during the 2020 calendar year. Appendices containing customer satisfaction survey instrument information, supplementary data and county specific data on the number of participants, employers and children benefitted are contained within the report.

*“My lifetime goal was to go back to school and earn my associate degree in Early Childhood Education. I started my journey with face to face classes in the evening because of my full-time job during the day. The journey became challenging at times, trying to work a full-time job, manage my family and going to school part time. During the pandemic things changed, I had to finish my classes online. I was determined to finish this journey and with the assistance of T.E.A.C.H, I was able to complete my classes without any hardship. I will be forever grateful for the support of T.E.A.C.H.”*  
 -Associate Degree Scholarship, Alamance County

### **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 2020-2021 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 2020-2021 fiscal year the T.E.A.C.H. Early Childhood® NC Scholarship Program participated in 79 outreach events and activities. Examples of outreach engagements include but are not limited to program mailings, early care and education provider workshops/trainings, conferences, campus based early childhood classes and virtual visits to licensed facilities to provide individualized, targeted technical assistance.

Due to the ongoing COVID-19 pandemic, the webinar and virtual meetings continued to be used as the primary method of direct outreach and recruitment. 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, our partners’ participation in

advocacy and public policy continues to contribute to the success of the scholarship program by advancing the idea that increased education, compensation and retention are key to strengthening the early care and education workforce.

The T.E.A.C.H. Early Childhood® Scholarship Program will continue to collaborate with these partners as plans for outreach and recruitment activities for the next year are made. Outreach will most likely be offered in virtual formats as we continue to navigate the challenges of COVID-19, however face to face outreach may eventually become possible into the next year as programs allow us in.

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

*“Having TEACH to offset the cost of tuition, as well as providing the release time for staff so they can work on their assignments while getting paid, has allowed our center to continue to better educate our teachers, so that we can continue to provide the parents and children with staff who are highly knowledgeable in learning and child development. I personally have and have had several staff members who are single parents or are in lower income homes, and the bonuses they receive when completing a contract is a huge monetary reward that they look forward to receiving. I think the bonuses are a big motivational part to them continuing their education.”*

-Sponsoring center, Haywood County

The T.E.A.C.H. Early Childhood® NC Scholarship Programs offers scholarships at four different educational degree levels and within each of those levels there are different scholarship models providing varying types of support, depending on the model. 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 the comprehensive scholarship model since its inception. 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 is able to take 9-15 semesters hours per year with the option to renew the contract annually. In addition to 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 set commitment period based on the specific scholarship program.

## **Working Scholars Models**

This scholarship model is aimed at teachers and administrators working in licensed early care and education programs that are either unable or unwilling to sponsor 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 credits hour in an Early Childhood Associate Degree Program at any North Carolina community college or an award of \$1250 per semester for enrollment in 6 credit hours in Child Development or a Birth-Kindergarten Bachelor's Degree program at a participating 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.

The scholarship recipient is eligible for up to 5 stipends and agrees to work in the early care and education field for at least 6 months for every stipend accepted. The scholarship recipient is eligible for a 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 working in the field yet 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. In return, upon graduation the Associate Degree Scholar must agree to work as a full-time teacher in a licensed early care and education facility serving at-risk children in the state of North Carolina. The length of employment that Scholars complete upon graduation is based upon the number of semesters they received an award.

## **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 offered by 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.

<b>Early Childhood Associate Degree Scholarship Programs</b>	
<b>Comprehensive Associate Degree Scholarship Program</b>	<b>1,344</b>
<i>Center-based child care teachers (1,204)</i>	
<i>Center-based child care administrators (48)</i>	
<i>Family home-based professionals (63)</i>	
<b>Working Scholars Associate Degree Scholarship Program</b>	<b>60</b>
<b>Associate Degree Scholars Program</b>	<b>11</b>
<b>Early Care and Education Community Specialists Associate Degree Scholarship Program</b>	<b>5</b>
<b>Total Associate Degree Participants</b>	<b>1,420</b>

#### **Early Childhood Bachelor’s Degree Scholarship Programs**

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. Similar to the Associate Degree level, there

are several Bachelor Degree level scholarships available depending on the participants' employer and role.

<b>Early Childhood Bachelor's Degree Scholarship Programs</b>	
<b>Comprehensive Bachelor's Degree Scholarship Program</b>	<b>299</b>
<i>Center-based child care teachers (218)</i>	
<i>Center-based child care administrators (61)</i>	
<i>Family home-based professionals (20)</i>	
<b>Working Scholars Bachelor's Degree Scholarship Program</b>	<b>33</b>
<b>Early Care and Education Community Specialists Bachelor's Degree Scholarship Program</b>	<b>11</b>
<b>Total Bachelor's Degree Participants</b>	<b>343</b>

**BA Plus Scholarship Programs**

In order to open access to more diverse programs of study, the T.E.A.C.H. Early Childhood® NC Scholarship Program expanded the existing framework of the Birth-Kindergarten Licensure Scholarship Program, which was already supporting graduate level coursework. Although the 2019 Working in Early Care and Education in North Carolina Workforce Study ([https://www.childcareservices.org/wp-content/uploads/CCSA\\_2020\\_Statewide\\_WorkStudyRprt-FINAL-web.pdf](https://www.childcareservices.org/wp-content/uploads/CCSA_2020_Statewide_WorkStudyRprt-FINAL-web.pdf)) found that the NC early care and education workforce is fairly well educated, it also reported that early educators are lacking the skills and knowledge in critical areas, such as working with children whose families have addiction issues, homelessness, and other child mental health issues. In order to meet this critical need, early educators can now receive support to pursue early childhood focused licenses, certifications and Master's degrees through T.E.A.C.H. scholarships.

<b>BA Plus Scholarship Program</b>	
<b>Comprehensive BA Plus Scholarship</b>	<b>155</b>
<b>Working Scholars BA Plus Scholarship</b>	<b>16</b>
<b>Early Care and Education Community Specialists BA Plus Scholarship</b>	<b>4</b>
<b>Total BA Plus Participants</b>	<b>175</b>

**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.

<b>Leadership in Infant and Toddler Learning (LITL) Post-Baccalaureate Certificate Scholarship Program</b>	<b>18</b>
Comprehensive LITL Scholarship	5
Early Care and Education Community Specialist LITL Scholarship	13

**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 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.

<b>Early Childhood Leadership Master’s Degree Scholarship Program</b>	<b>111</b>
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**Credential Based Scholarships**

**North Carolina Early Childhood Administration Credential Scholarship Program**

This program offers scholarships to child care directors and assistant directors 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 32**

**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 child care facilities. In addition, the CDA Credential Renewal Scholarships 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.

<b>CDA Assessment Scholarship Program</b>	<b>7</b>
CDA Direct Assessment	5
CDA Renewal	2

**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 license requirements. 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.

Two participants have received the Birth-Kindergarten Residency License Scholarship this fiscal year.

<b>Birth-Kindergarten Residency License Assessment Scholarship Program</b>	<b>2</b>
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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 added 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:

**Contract Renewal Incentive Bonus Program** **136**

**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 as a result of their participation on the scholarship program. Graduates receive a substantial bonus upon proof of graduation. By accepting the bonus, the recipient agrees to work in their sponsoring center for at least one year upon graduation and receipt of the bonus incentive.

This fiscal year, 66 scholarship participants were eligible and accepted this bonus to recognize their degree or licensure attainment.

<b>Total Degree Attainment Recognition Incentive Program</b>	<b>66</b>
Associate Degree Attainment Recognition Incentive	38
Bachelor’s Degree Attainment Recognition Incentive	13
Birth-Kindergarten Attainment Recognition Incentive	15

**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.

<b>North Carolina Credential Bonus Only Program</b>	<b>15</b>
North Carolina Early Childhood Credential	5
North Carolina Administration Credential	8
North Carolina School Age Credential	2

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

During the 2020-2021 fiscal year, Child Care Services Association and the Division of Child Development and Early Education continued the collaboration to support increased educational activities among teachers working with infants and toddlers through T.E.A.C.H. Early Childhood® Scholarships. 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 through this collaboration. In order 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% reimbursement rate.

*“When I thought about going back to school, I had no idea how I would pay for this journey, but with help from TEACH my dream was possible. Having the drive to do this was easy and having help from TEACH made this possible. TEACH was there for me through my whole collage experience, without them none of this would be possible. I thank TEACH and everyone that help me accomplish my dream. THANK YOU!  
-Bachelor’s Degree Scholarship, Wayne County*

The table below shows participation of infant and toddler teachers by comprehensive scholarship model during FY2020-21.

<b>Comprehensive Scholarship Model</b>	<b># of infant/toddler teachers</b>
Associate Degree	820
Bachelor’s Degree	95
BA Plus	8
<b>Total infant/toddler teachers</b>	<b>923</b>

**Output Measures of the T.E.A.C.H. Early Childhood® Scholarship Program**

In order 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, outcome 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 Program by Degree Level/Model	# of credits completed	# of graduates
<b>Associate Degree Participants</b>		
Comprehensive	5,017	43
Working Scholars	191	2
EC Community Specialists	18	--
Associate Scholars	102	1
<b>Bachelor's Degree Participants</b>		
Comprehensive	2,754	17
Working Scholars	213	1
EC Community Specialists	197	2
<b>BA Plus Participants</b>		
Comprehensive	996	16
Working Scholars	126	--
EC Community Specialists	27	--
<b>LITL Participants</b>	55	3
<b>Master's Degree Participants</b>	992	23
<b>Total</b>	10,688	108

Credential Based Scholarships	# Credential Completed
NC EC Administration Credential Participants	10
CDA Assessment Credential Participants	6

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

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. In order to analyze this information, certain measures are compiled for recipients who have completed at least one contract of their scholarship. These measures include the total credit hours completed, the increase in compensation from their starting wage, and the rate of turnover during their commitment year.

*“Overall, T.E.A.C.H. has made it possible for me to actually get an education in the field I love. They are helping me get ahead in my life, set goals, and work towards being able to provide more for my own family. I owe my educational success to T.E.A.C.H. and my employer WCCA!”*

-Assistant Teacher, Associate Degree program Henderson County

**Increased Education**

Participants in the Associate Degree Teacher and 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 to complete. Associate Degree participants and Bachelor's Degree participants completed on average:

# of contracts	Associate Degree Teachers	Associate Degree Administrators	Associate Degree Family Based Professionals	Bachelor's Degree Average Credits per year
	Average Credits per contract	Average Credits per contract	Average Credits per year	Average Credits per year
1	14	16	15	16
2	28	34	33	32
3	42	49	47	46
4	53	61	58	56

### **Increased Compensation**

Participants in the Comprehensive Associate Degree and Bachelor's Degree Scholarship Programs receive increased compensation in the form of either a raise from their sponsoring center or a shared bonus between the sponsoring center and the T.E.A.C.H. Early Childhood® NC Scholarship Program. The required raise/bonus is expected to increase participants' salaries by 3% to 4%. The average increased compensation for participants was tracked as follows:

# of contracts	Associate Degree Teachers	Associate Degree Administrators	Associate Degree Family Based Professionals	Bachelor's Degree
	Average % Increase in Hourly Wage	Average % Increase in Hourly Wage	Average % Increase in Hourly Wage	Average % Increase in Hourly Wage
1	9%	13%	19%	11%
2	18%	23%	33%	20%
3	25%	33%	40%	24%
4	32%	35%	46%	31%

### **Reduced Turnover**

The third goal of T.E.A.C.H. is to reduce the turnover of T.E.A.C.H. recipients through increased education and increased compensation. An evaluation of the turnover rates of participants in the comprehensive Associate Degree Scholarship Program has been conducted each year of the program's existence. A recipient of the Associate Degree Scholarship must stay in her center or family child care home for one year after the completion of a contract in order to receive full compensation and fulfill commitment.

The average turnover rate of recipients who completed contracts and received compensation is presented below:

# of contracts	Associate Degree Teachers	Associate Degree Administrators	Associate Degree Family Based Professionals	Bachelor's Degree
	Average Turnover	Average Turnover	Average Turnover	Average Turnover
1	9%	5%	2%	5%
2	7%	5%	4%	4%
3	6%	2%	35	2%
4	5%	3%	35	3%

### **T.E.A.C.H. Scholarships and the COVID-19 Pandemic**

*“The program and the consistency of everything stayed the same. T.E.A.C.H. was still available for me during this time. TEACH didn’t miss a beat paying for my tuition and providing the regular support they have always provided.”*  
Master’s Degree Scholarship, Guilford County

Clearly the COVID-19 Pandemic continued to have significant effects on scholarship participants, their sponsoring employers and our partnering institutions of higher learning this fiscal year. Despite, these challenges the scholarship program continued to award scholarships and scholarship counselors provided support to participants whose scholarships and coursework were impacted by the pandemic. This year, additional questions regarding the impact of COVID-19 were included in the Customer Satisfaction survey and more information regarding that can be found in that section below.

As reported last year there were three ways in which it was determined that participants’ T.E.A.C.H. Early Childhood® scholarships could be affected by COVID-19:

- **Withdrawn/unsuccessful completion of courses:** Scholarship recipients may have withdrawn from or unsuccessfully completed courses due to a variety of challenges and/or demands (including but not limited to lack of computer or internet access for online learning, challenges with online course delivery and learning styles, family and personal demands, personal health and well-being, as well as other internal and external factors that may affect their ability to remain in courses and successfully complete them.)
- **Employment interruption:** Employment interruption included closure of child care programs, laid off or furloughed staffing decisions, reduction of work hours affecting scholarship eligibility, and individual decisions to resign employment due to personal concerns for health and safety, lack of child care for their own children or other personal reasons related to COVID-19.

- Inability to complete contracts: Recipients of comprehensive scholarships are required to complete a minimum number of credit hours each year based on the scholarship model of participation. In addition, recipients who complete contracts and receive compensation are required to fulfill a commitment. It was expected that participants may be unsuccessful in the completion of courses needed to meet the minimum number of hours for a contract. In addition, employment changes due to COVID-19, may have impacted participants ability to either meet the educational requirements or commitment of their scholarship agreement.

Similar to last year, the three critical areas that COVID-19 might impact scholarships were examined: successful completion of courses, employment interruption/termination and/or the inability to meet the minimum course requirement to complete contracts.

Area of impact		# recipients who withdrew	Total credit hours taken	# of withdrawn credit hours	Percentage of withdrawn credit hours
Withdrawn classes	FY 20	168	20,172	684	3.4%
	FY 21	105	16,833	459	2.7%
		# of recipients who resigned due to COVID	# of recipients who were laid off due to COVID	# of recipients whose programs closed due to COVID	
Employment/Commitment	FY 20	21	15	1	
	FY 21	38	27	6	
		# of recipients who did not complete contracts due to COVID*	# of recipients on comprehensive scholarship contracts scheduled to end*	% of recipients who could not complete contract due to COVID*	
Contract Completion	FY 20	26	1,266	2%	
	FY 21	30	1,090	2.8%	

\*Comprehensive scholarship models only

When looking at the unsuccessful completion of courses, this year a smaller percentage of credit hours were withdrawn by participants. Although participants enrolled in 16.5 % fewer credit hour than last year, that was expected as we saw a 14% decrease in participation across all scholarship models. However, fewer participants withdrew from courses this fiscal year as compared to last fiscal year. This data suggests that despite the challenges of COVID-19 that participants continued to experience throughout the entire 2020-21 fiscal year, the rate of unsuccessful completion was slightly better than last year. This is especially compelling when last year participants were affected by COVID-19 only during the last quarter of the 2019-20 fiscal year. Participants appear to have navigated the challenges this year, and although individuals may have experienced obstacles, the population as a whole seemed to endure.

An examination of the data regarding contract completion of comprehensive scholarships, the analysis from last year indicates that 2% of participants reported that they were unable to complete contracts because of challenges associated with COVID-19, such as withdrawing from classes, separating from employment or the inability to enroll in more courses. This fiscal year, it was found that 2.8% of participants who were scheduled to complete contracts, were unable due to COVID-19 constraints. Again, this data is promising as it was only a slight increase from last year, but yet represents an entire year of COVID related challenges, instead of last year when the impact was limited to the last quarter.

The final area COVID-19 impact on participants is related to employment eligibility and the completion of the commitment component of comprehensive scholarship models. Scholarship eligibility and continued participation is contingent on employment in a licensed child care program at least 30 hours per week for comprehensive scholarship models. Due to the instability of early care and education programs over the past 15 months, it was expected that participation would be affected in that either recipients would lose eligibility or new participants and sponsors would be reluctant to participate. Furthermore, it was expected that a shortage of teachers in the workforce may also affect recruitment efforts.

*“I was out of work for 3 months and 5 days. My job was still able to pay us for the first 2 months with no problem. The 3rd month they applied for the COVID relief to pay us because they had no money. It was a bit stressful at times just not knowing what the situation is going to be from day to day and when we would be able to go back to work. T.E.A.C.H. sent my bonus and that definitely helped my family a lot with food and bills so that was appreciated.”*  
Associate Degree, New Hanover County

As previously mentioned, there was a 14% decrease in participation this year as compared to last year. In addition, 3.4% of recipients experienced employment separation related to COVID-19 this year compared to 1.5% of recipients last year. Moreover, due to the closure of licensed facilities, scholarship participation could potentially be impacted by that as well. For example, 52 (5.5%) of the 942 child care programs sponsoring recipients this fiscal year, were no longer open. However, only six of those closures could be directly attributed to COVID-19’s impact on scholarship participation. Last year 2.4% of licensed facilities sponsoring T.E.A.C.H. scholarship recipients closed, and only one was reported to be related to

COVID-19. This does not mean that others were not impacted, rather it is not possible to make the correlation based on incomplete data on facility closures. To further demonstrate the challenges with scholarship participation, we received 26% fewer applications this year as compared to last year.

### **T.E.A.C.H. Early Childhood® North Carolina 2021 Customer Satisfaction Survey- Evaluating Change 2002 – 2020**

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 2021 to ensure a comprehensive evaluation of the program. Summary findings from the FY2021 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 2020 evaluation were used again in 2021, without any significant changes to the questions and with only minor modifications with the exception of adding a number of questions/answers regarding the COVID-19 pandemic. A few questions were removed and wording for some questions was slightly modified to better reflect information needed by program staff and funders. 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. Due to constraints with the COVID-19 pandemic, the sponsor survey was administered online and contained two primary sections. The first section asked sponsors to talk about their experience as a sponsoring entity. The second section asked the sponsor to reflect on each of their participants individually, the impact that the scholarship has had on that individual, and the impact of that individual on their program. Examples of these surveys with the data summaries can be found in Appendices A and B.

## **Data Collection**

The first group in the FY2021 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 2020, Summer 2020, and/or Fall 2020. The survey population of active associate degree scholarship recipients included 19 center directors/owners, 242 center-based teachers, and 16 family home based professionals. The survey population of active bachelor’s degree scholarship recipients included 40 center directors/owners and 88 teachers. These recipients who had a valid email on file with the project were sent a link to an online survey. Non-responders were also sent a follow up email reminder. The research staff then conducted 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. Because of the COVID-19 pandemic, the usual follow up phone calls to non-responders did not occur this year. A drawing was held to help increase participation rates.

*“I’m am so thankful for the T.E.A.C.H scholarship program! I brag and encourage all of my coworkers to be a part of this program...”*  
-AT

The second group in the FY2021 study included center directors with valid email addresses 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 2020, Summer 2020, and/or Fall 2020. (Because of the COVID-19 pandemic, only online attempts to reach directors were conducted.) There were 238 center directors in this eligible group.

## **Participation Rates**

The T.E.A.C.H. scholarship recipients who completed a questionnaire included 11 associate degree center directors/owners (AD), 143 associate degree teachers (AT), 13 associate degree family home based professionals (AF), 32 bachelor’s degree center directors/owners (BD), and 64 bachelor’s degree teachers (BT). Thus, participation rates for scholarship recipients were 58% of associate degree directors/owners, 59% of associate degree teachers, 81% of associate degree family home based professionals, 80% of bachelor’s degree directors/owners and 73% 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 eight (108) sponsors of T.E.A.C.H. scholarship recipients completed a phone survey representing a response rate of 45%. These sponsors represented a combined total of 296 recipient teachers. The sponsor response rate is lower than desired because sponsor surveys were conducted only through online surveys because of the COVID-19 pandemic. Those providers who did not have a valid email address on file were not able to participate in the survey and so were not included in the response rate. The sponsors surveyed worked at a variety of types of centers. Not all respondents answered all questions but all surveys used were substantially complete.

## Survey Results

Survey results are reported in three primary sections: (1) profiles of T.E.A.C.H. scholarship recipients, (2) scholarship recipients' evaluation of T.E.A.C.H., and (3) recipient sponsors' evaluation of T.E.A.C.H. Complete summary data for all recipients and sponsors are in Appendices A and B. Due to rounding not all percentages total to 100%. On many questions, participants had the opportunity to provide more than one answer. In these cases, percentages generally total more than 100%. Any basic percentages not provided in the report can be found in these appendices. When possible, data were compared to previous data from a similar study of T.E.A.C.H. recipients conducted in 2002. Data collected on the overall early educator population in the 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.)

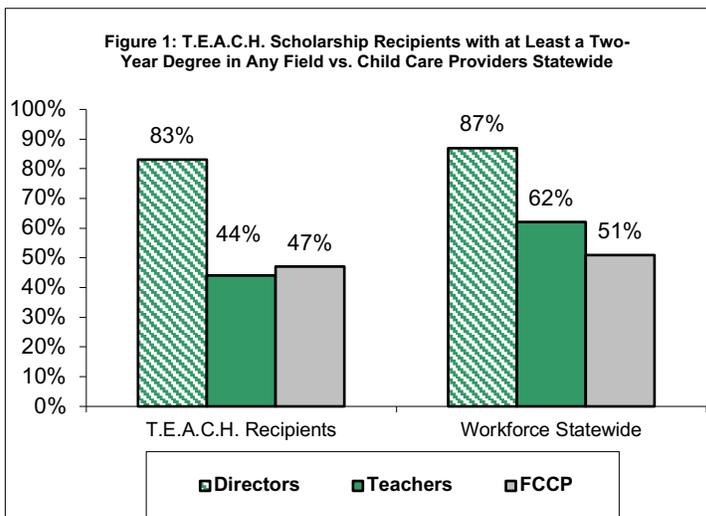
*"I love TEACH! Everything is... working great. They are nice and always willing to help." - BD*

In addition to the summary data presented below, this report includes a selection of quotes from the scholarship recipients who completed the survey. These quotes 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 2020 T.E.A.C.H.® Associate and Bachelor Degree Scholarship Recipients

A comparison between T.E.A.C.H. recipients and the child care workforce



statewide, indicates that all groups have higher levels of education than T.E.A.C.H. recipients. However, the teaching staff statewide have significantly higher levels of education than T.E.A.C.H. recipients while family child care provider and director education levels are more

similar (see Figure 1).<sup>1</sup> 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.<sup>1</sup> 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, 30% had an associate degree in some field and 10% had a bachelor's degree. Fifty-five percent (55%) of directors said they wanted to earn an associate degree and 46% wanted to earn a bachelor's degree. A full 18% said that they wanted to continue their education until they had a master's degree.<sup>2</sup> This was the first year of taking classes on a T.E.A.C.H. scholarship for 18% of directors.

**Associate Degree Teachers (AT).** Seventy-six percent (76%) of teachers with an associate degree scholarship had taken college courses without earning a degree, whereas 13% had an associate degree in some field and 8% had a bachelor's degree. An additional 3% had some other level of education. Sixty-six percent (66%) of teachers wanted to obtain an associate degree and 51% wanted to obtain a bachelor's degree or more.<sup>2</sup> This was the first year of taking classes on a T.E.A.C.H. scholarship for 6% of teachers. Of those, 50% did not take classes previously because they could not afford the cost of tuition or books.

*“[T.E.A.C.H.] meant that I could be the first and only child out of seven to get a college degree. It helped me learn new ways to work with the children in my class by being able to go back to school.” - AT*

**Associate Degree Family Child Care Providers (AF).** Forty-six percent (46%) of family home based professionals with an associate degree scholarship had completed college credits without earning a degree, and 46% had an associate degree or higher in some field. Forty-six percent (46%) of family providers wanted to obtain an associate degree and 69% wanted a bachelor's degree or more.<sup>2</sup> 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).** Eighty-three percent (83%) of center directors with a bachelor's degree scholarship had an associate degree in some field and 13% had a bachelor's degree. (An additional 3% had some college credits, but no degree.) Ninety percent (90%) of directors said they wanted to earn a bachelor's degree and 23% wanted to earn a master's degree.<sup>2</sup> This was the first year of taking classes on a T.E.A.C.H. scholarship for 3% of

*“Would love for the program to offer a Phd program” -BD*

<sup>1</sup> 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](http://www.childcareservices.org).

<sup>2</sup> Some respondents were interested in pursuing more than one degree.

directors. Of those, 100% did not take classes previously because they did not have time to take courses.

**Bachelor Degree Teachers (BT).** Seventy-seven percent (77%) of teachers with a bachelor's degree scholarship had an associate degree in some field and 20% had a bachelor's degree. Eighty-one percent (81%) wanted to obtain a bachelor's degree and 25% wanted to pursue a master's degree.<sup>2</sup> This was the first year of taking classes on a T.E.A.C.H. scholarship for 9% of teachers. Of those, 33% did not take classes previously because they could not afford the cost of tuition or books and 33% said that they did not have interest in taking courses.

As a whole, the profile of T.E.A.C.H. scholarship recipients has stayed fairly constant. 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 2020, 40% wanted an associate degree and 54% were planning to get a bachelor's degree. Further, 19% 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. Ninety-seven percent (97%) of scholarship recipients overall said they were "very satisfied" or "somewhat satisfied" with the program. Moreover, 98% 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). Eighty percent (80%) of the recipients indicated that they plan to continue their T.E.A.C.H. scholarship in the upcoming year. Sixty-eight percent (68%) 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, associate directors appear to be impacted the most from their T.E.A.C.H. scholarship with 100% reporting increased knowledge of child development, 91% reporting applying teaching techniques/practices and 82% reporting better relationships with children and families, seeing themselves as an early childhood professional and appreciating the education they are getting and wanting to get more. More than two-thirds of all types of recipients in both associate degree and bachelor's degree programs indicated that they had applied their teaching techniques and 87% or more reporting increased knowledge of child development. More than half of all types of recipients indicated they were more willing to stay with their current child care program. These percentages hint at the connections between professional development and child care workforce turnover.

**Table 1: Scholarship Recipients' Reported Benefits of an Increased Education Supported by T.E.A.C.H.**

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
I feel more appreciated and recognized for my work.	36%	74%	92%	66%	61%
I am more willing to stay with my current child care program.	55%	61%	62%	66%	61%
I have increased my knowledge of child development.	100%	87%	92%	88%	95%
I have applied my teaching techniques and practice.	91%	79%	69%	78%	81%
I have better relationships with the children and families with whom I work.	82%	70%	69%	78%	71%
I see myself as an early childhood professional.	82%	73%	77%	88%	71%
I appreciate the education I am getting and want to get more.	82%	73%	62%	78%	69%
I received better compensation.	36%	41%	23%	47%	52%
Other	0%	3%	0%	0%	5%

**AD**-Associate Degree for Directors scholarship program

**AT**-Associate Degree for Teachers scholarship program

**AF**-Associate Degree for Family Child Care Providers scholarship program

**BD**-Bachelor's Degree for Director's scholarship program

**BT**-Bachelor's Degree for Teachers scholarship program

Of utmost importance is the impact that the T.E.A.C.H. scholarship program has on children in early care and education programs. Does the knowledge gained through coursework translate into changes in programs and classrooms? Participants were asked whether or not they were permitted to make changes in their classrooms/programs based on things they learned in class. Most directors said that they were able to make changes with 55% of associate degree directors and 77% of bachelor's degree directors responding in the positive. Likewise, most teachers also expressed that they were allowed to make changes in their classrooms. Seventy-one percent (71%) of associate degree teachers and 80% of bachelor's degree teachers said that they are allowed to make changes in their classrooms based on things they learned in class.

Recipients were asked to document changes they have made to their programs/classrooms based on information learned in class. Some examples of these responses from teachers, directors and family child care providers include the following:

*"I was able to implement new ideas for outdoor activities, different gardening ideas for a creative curriculum, and create better flow in my classroom moving items around and removing excess."* (AT)

*"I changed my class schedule to ensure transitions go smoother and making sure my kids are learning the appropriate way."* (AT)

*"I have changed the schedule to better meet the needs of the children. I have also implemented more STEM activities due to the lack of use of any sensory activities. These activities have been world changing because so many struggle with sensory sensitivity."* (BT)

*“I was able to make change to my classroom by add more literacy activities that I had learn from my classes.” (BT)*

*“I took the knowledge about having things on the children eye level. My communication with the children is much better.” (BD)*

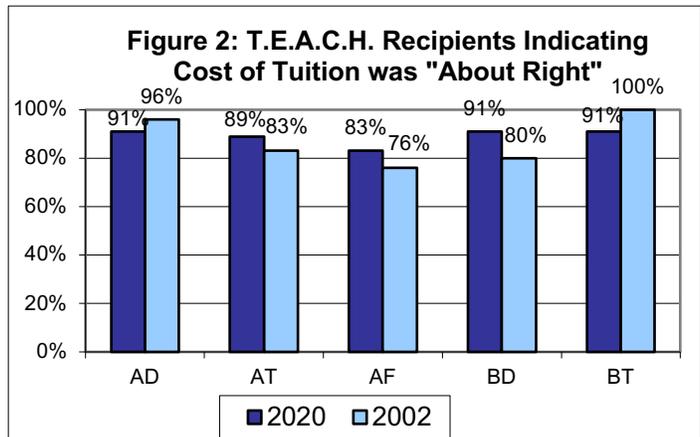
*“I was able to incorporate some techniques learned in from my Child Guidance class. When children became frustrated with a task where the goal was to understanding emotions I was able to walk them through and help them understand the feelings they were experiencing. Utilizing an emotions chart to help them understand how their emotions could influence others as well.” (AF)*

### Coursework

T.E.A.C.H. requires directors working toward an associate degree to complete a minimum of 12 credit hours per contract and directors working toward a bachelor’s degree to complete 9 credit hours. Teachers and family home based professionals are required to complete a minimum of 9 credit hours regardless of the degree they are working toward. When asked about the minimum credit hours that T.E.A.C.H. scholarship recipients must complete per contract, most respondents found the requirement to be appropriate. Among directors, 100% of those pursuing an associate degree and 84% of those pursuing a bachelor’s degree said the number of credit hours required was about right or very easy to fulfill. Eighty percent (80%) of teachers pursuing an associate degree and 84% of teachers pursuing a bachelor’s degree said the requirement was either about right or very easy to fulfill. The trend continued with family home based professionals though to a slightly lower degree; 77% reported the requirement to be about right or very easy.

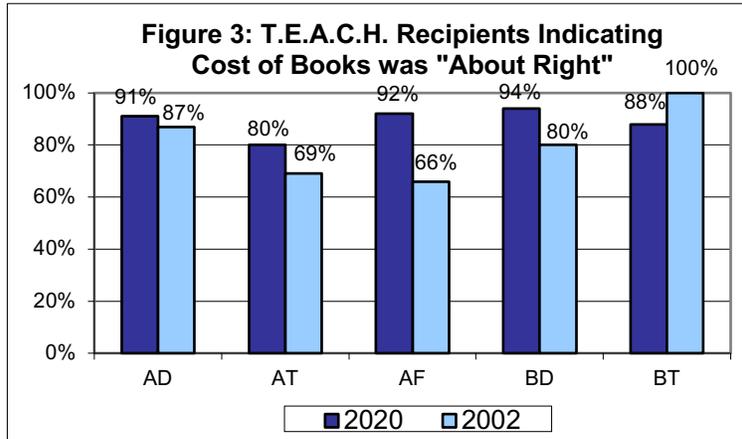
### Tuition and Books

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 2020 recipients felt that the cost was about right (Figures 2 & 3). Of those who pay for a portion of tuition, 84%-91% of recipients said their share of tuition was “about right” as opposed to “too little” or “too much for me to pay.” The greatest differences between responses from recipients receiving scholarships in 2020 and 2002 can be seen with bachelor’s degree directors



and bachelor's degree teachers. In 2002, 80% of bachelor's degree directors said tuition was about right, however, in 2020, this figure increased to 91% of bachelor's degree directors. In 2002, 100% of bachelor's degree teachers said tuition was about right, however, in 2020, this figure dropped to 91%. Additionally, 2% of bachelor's degree teachers found tuition to be "too little for me to pay."

Books were a struggle for a number of respondents with 9% of associate degree



directors, 16% of associate degree teachers, 8% of associate degree family home based professionals, 6% of bachelor's degree directors and 11% of bachelor's degree teachers indicating that their share of books was "too much for me to pay." Associate degree teachers were less likely to feel their share of the cost of books was "about right,"

and bachelor's degree directors and associate degree family home based professionals were more likely to feel their share was "about right."

### Travel Reimbursement

To offset the cost of travel (and/or internet connection fees), T.E.A.C.H. provides an access stipend each semester to scholarship recipients. When asked about the specific stipend amount they received per semester, 91% of directors, 69% of teachers and 77% of family home based professionals working toward an associate degree reported the amount they receive was "about right." This was also true for 78% 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. In response to the question, "What improvements would you like to see in the T.E.A.C.H. scholarship program?" several stated that increasing the amount of release time would be helpful.

When asked if their programs provided them with release time, 66% of teachers on the associate degree program and 83% of teachers on the bachelor's degree program

indicated that they did receive release time. Seven percent (22%) of associate degree teachers and 2% of bachelor's degree teachers were unsure whether or not they received release time. Despite this, 86% of teachers and 83% 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 87% of teachers working on a bachelor's degree. Some of the teachers (14% associate and 14% bachelor's) and some family home based professionals (17%) 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 teachers were the least satisfied with their bonus with 82% reporting that the bonus was adequate. Other groups of recipients were more likely to agree that the bonus was adequate with 100% of directors and 85% of family child care providers on the associate degree scholarship, 94% of directors and 88% 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 either a year (associate degree program) or two years (for bachelor's degree program). When asked about this commitment, most recipients felt that the length of the commitment was about right. Teachers in the bachelor's degree program were the least likely to agree that the commitment was about right with 79% stating this opinion. Family home-based professionals were the most satisfied with 100% stating that the commitment was about right. Eighty-eight percent (88%) of teachers in the associate degree program and 91% of directors in both programs 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 or by mail 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 less than 2% overall. As shown in Table 2, the feedback regarding the T.E.A.C.H. staff and CCSA staff overall was extremely positive.

	AD	AT	AF	BD	BT
When I needed help, CCSA staff was available or responded in a timely manner	91%	95%	92%	100%	98%
I received good customer service from the T.E.A.C.H. staff.	100%	97%	92%	100%	98%

**AD**-Associate Degree for Directors scholarship program

**AT**-Associate Degree for Teachers scholarship program

**AF**-Associate Degree for Family Child Care Providers scholarship program

**BD**-Bachelor's Degree for Director's scholarship program

**BT**-Bachelor's Degree for Teachers scholarship program

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, nearly 49% of recipients do use the site. In the associate degree program, 55% of directors, 45% of teachers and 77% of family home based professionals accessed the CCSA website within the previous year. In the bachelor's degree program, 59% of directors and 45% of teachers accessed the site. When asked how the website was used, the most frequent response was "basic information gathering" which was indicated by 50% of associate directors, 80% of associate teachers, 80% of family home based professionals, 68% of bachelor's directors and 86% of bachelor's teachers.

*"Because of TEACH I was able to work and go to school full time. Keeping track with required information and staying on track, I received my degree. I don't see a need for any changes." - BT*

Nearly a third (30%) used the website to look for contact information. With a slightly lower, 27% who looked for the application online. Only 6% used the website to look at the Career Directory and only 10% accessed the Online Higher Education Directory. Recipients were able to write in other ways in which they used the website. "Forms" was the only response written in this year by recipients.

### **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, bachelor's degree recipients were more likely to have been able to register for classes with ease. Likewise, bachelor's degree recipients were more likely to have been in contact with their college counselor.

<b>Table 3: Recipients' Satisfaction with College and University Experience (Percentage that Answered "Yes" to Each Statement)</b>		
	Associate Degree Recipients	Bachelor's Degree Recipients
Have you been able to register for classes with ease?	94%	100%
In the last year, have you been in contact or met with your counselor at your college?	84%	92%
If you answered "yes" above, were you able to reach your counselor?	94%	98%

### Impact of the COVID-19 Pandemic

As would be expected, the 2020 program evaluation included several questions designed to ascertain the 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-one percent (91%) of recipients indicated their educational goals had not changed due to the pandemic. Though some took fewer classes this past year, 78% took the same or more classes than they had planned prior to the pandemic. Further, 81% 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	89%
Ability to get charge approvals	94%
Ability to submit documentation	94%
Ability to access college coursework	94%
Ability to register for courses	97%

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

One hundred eight (108) sponsors representing 296 recipients responded to the online survey. The majority (61%) of sponsors reported that their programs have sponsored T.E.A.C.H. recipients for eight years or more. With an additional 10% of programs sponsoring recipients for between five and eight years. This was the first year

to sponsor recipients for just 1% of programs. Seventy-five percent 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 4). Eighty-nine percent (89%) of sponsors indicated they strongly or somewhat strongly agreed with the statement that recipients have increased their early childhood knowledge and skills, and 87% strongly or somewhat strongly agreed that their teacher recipients have improved their teaching techniques and practices. Eighty-six percent (86%) indicated that the recipient has increased confidence and enthusiasm in their teaching abilities. Though some teachers might disagree, 93% of sponsors say that their recipients have full support to apply new techniques in her/his classroom.

### Customer Satisfaction

All of the sponsors who responded to the survey (100%) reported that they were very or somewhat satisfied with T.E.A.C.H. Early Childhood® North Carolina. Sponsors were also asked if they would recommend T.E.A.C.H. to others in the child care field, and 99% of directors, said that they would. One hundred percent (100%) said they would continue sponsoring recipients in the upcoming year, with two-thirds (67%) 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 9% of sponsors said providing scholarship recipients paid time off during the week was “very easy to do” with an additional 34% saying that it was “somewhat easy to do”. Similarly, 39% of sponsors said providing release time was “somewhat difficult,” and 18% said it was “very difficult” to do. Despite any difficulties providing release time caused for directors, 10% said that the reimbursement rate they received for this time off was enough to offset all costs with an additional 67% indicating that the reimbursement was enough to offset some of the costs. 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 the desire for fewer hours of release time required.

### Tuition and Books

When asked about the center's share of tuition costs, 31% of sponsors reported the center's cost to be “very easy to do,” with 55% reporting the cost as “somewhat easy to do.” The remaining 15% said that the center's responsibilities for tuition were either “somewhat” or “very” difficult to do. Fifty-six percent (56%) of the sponsors reported that the center helped recipients with the cost of books. Of the centers that did, 85% reported that the cost was “very” or “somewhat” easy to do and 15% indicated that the cost was “very” or “somewhat” difficult to do.

### 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. Nineteen percent (19%) said awarding a raise or bonus was “very easy to do.” An additional 56% said that the increased compensation was “somewhat easy to do.” At the same time, 22% of sponsors said doing so was “somewhat difficult” and the remaining 3% said it was “very difficult” to do.

### Other Financial Assistance

Sponsors were asked if any of their staff get financial assistance to take college level courses through means other than a T.E.A.C.H. scholarship. Just over two-thirds (69%) 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 (93%), with scholarships from the college/university where they attend identified by 22% of sponsors and other identified by 12% 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 (94%) of the sponsors who had had contact with T.E.A.C.H. staff said they strongly or somewhat strongly agreed with the statement that they received good customer services from the T.E.A.C.H. staff. Ninety-nine percent (99%) 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, 94% strongly or somewhat strongly agreed the CCSA staff was available or responded to requests in a timely manner. As an overall evaluation of the T.E.A.C.H. program, 100% of the sponsors said they were either very satisfied or somewhat satisfied.

### **Discussion**

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

While the COVID-19 pandemic has certainly created havoc in our lives and in the early care and education field, teachers, directors and family child care providers have prioritized their personal education and not let the pandemic throw them off course. Ninety-one percent (91%) of recipients said that their educational goals hadn't changed because of the pandemic and 78% took either the same number of courses or fewer courses because of COVID-19. Similarly, 81% of

*“I am able to incorporate what I have learned into my lesson plan and materials are purchased to be a more inclusive classroom.” -BT*

recipients indicated that their ability to fulfill their commitment was not impacted by the COVID-19 pandemic.

All of the responding sponsors surveyed this year (100%) and 97% of recipients were satisfied with T.E.A.C.H. Most sponsors (94%) and recipients (97%) also said that T.E.A.C.H. staff provided good customer service. Not surprisingly, 99% of sponsors and 98% of recipients in FY2020 said that they would recommend T.E.A.C.H. scholarships to others and all (100%) 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 FY2020 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, compensation for their educational expenses and regular contact with their counselor. Many have expressed concern that funding for T.E.A.C.H. must be continued. Most recipients and sponsors want to expand or enhance their T.E.A.C.H. participation as they pursue their educational goals and create high quality early childhood environments for the young children that they serve.

## Conclusions

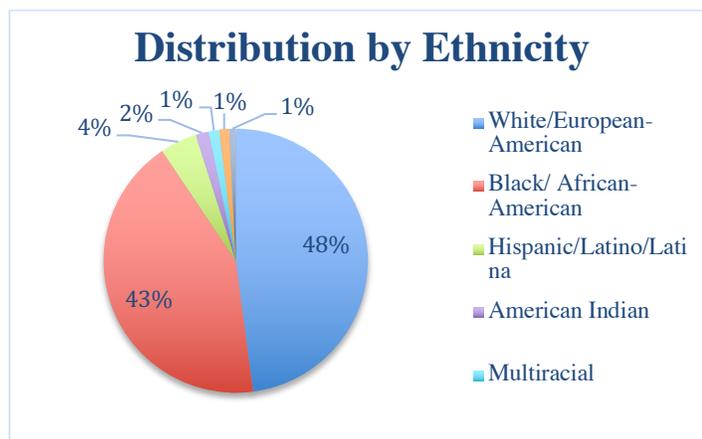
**This year, we are pleased to share this report and our efforts at outreach and recruitment and efficient administration of the scholarship program. Although there was a 14% decrease in the number of participants participating in T.E.A.C.H. scholarships this year, in light of a year when COVID closed programs, limited teaching hours and added mental health challenges to many, we believe that this**

decrease is understandable. There are valid reasons discussed in the COVID impact section that provide context for the decline.

We had 2,215 beneficiaries of T.E.A.C.H. NC. That number included 136 individuals who applied for scholarship during the fiscal year but did not end up activating their scholarships. We hope they may return as things return to normal. Staff provided scholarship counseling services at some point during the reporting period to those individuals, as well as 2,064 participants who enrolled. In addition, 14 more individuals benefited from the T.E.A.C.H. Early Childhood® Scholarship Program by receiving credential bonuses. Thus 2,215 individuals benefited from the T.E.A.C.H. Early Childhood® NC Scholarship Program or received some level of counseling support. Appendices provide summaries of scholarship utilization and more specific details regarding demographics (see Appendix C) and participation by county (see Appendix D.)

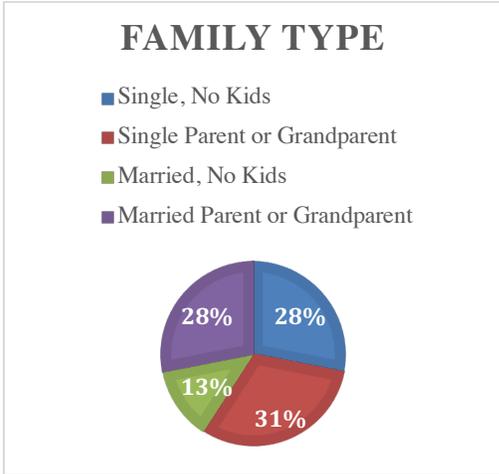
### **Participant Profile**

T.E.A.C.H. Early Childhood® North Carolina Scholarship Program has always been concerned with achieving racial and ethnic diversity in scholarship participants since its inception. 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 (2015 Working in Early Care and Education in North Carolina), just over 51% of T.E.A.C.H. scholarship recipients are people of color. According to the 2019 Kids Count data just over 47% 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 remains 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.)



First Generation Student	% of T.E.A.C.H. Scholarship Participants
Participants whose parents/siblings have not earned college degrees	49.6%
Participants who only had high school diploma/GED upon T.E.A.C.H. participation	44%

**Program Sponsor Profile**

These 2,064 scholarship recipients cared for children in 942 different early care and education programs, with at least one T.E.A.C.H. Early Childhood® recipient almost 20.4% of the licensed centers in North Carolina and in just over 4% of the licensed family child care homes. Below are tables that summarize the program sponsors this fiscal year.

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

Licensed Child Care Centers	865
Registered Family Child Care Homes	77
ECE Community Organizations	48

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

For Profit	60%
Independent Not-for-profit	20%
Head Start	11%
Faith-Based	4%
Public School	5%

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

For Profit	100%
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**Children served in programs actively sponsoring participants 58,544**

**Educational Institution Participation**

During this reporting period, T.E.A.C.H. Scholarship recipients were enrolled in 50 of North Carolina’s 56 community colleges that offer the Early Childhood Associate

Degree Program, as well as in 13 state-supported universities and 6 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 child care teachers, administrators, family home based professionals and other community-based specialists in North Carolina.

Scholarship recipients are meeting and even exceeding the scholarship program’s expectations in terms of increasing their level of education. Increased education benefits not only the children in care, but also the quality of the center. Centers with a high level of staff education will benefit when the Division of Child Development and Early Education is determining what star rating they will receive.

Results demonstrate that recipient’s wages increased at a much higher rate than expected. Many recipients received increases in their wages that far exceeded the mandated salary raise or bonus. These increases may be due to the changes in job positions as the result of the increased level of education of the recipients. Increased skills as a result of more education allow teachers to move into higher paying positions, such as moving from assistant teacher to teacher. In addition, family home-based professionals can convince parents that their services are worth more.

*When I thought about going back to school, I had no idea how I would pay for this journey, but with the help from T.E.A.C.H. my dream was possible. Having the drive to do this was easy and having help from T.E.A.C.H. made this possible. T.E.A.C.H. was there for me through my whole college experience, without them none of this would be possible. I thank T.E.A.C.H. and everyone who helped me accomplish my dream.”*  
-Teacher, Bachelor’s Degree program McDowell County

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 16,833 (12,638 documented as completed)<sup>3</sup> credit hours at area community colleges, four-year colleges and universities.

Lastly, increased education and stability of T.E.A.C.H. recipients enhance the quality of care provided to a great number of North Carolina's children. From July 2020 through June 2021, **58,554 children** were cared for in a setting where a staff member was studying early childhood education through a T.E.A.C.H. Early Childhood® Scholarship (Appendix D).

In conclusion, during fiscal year 2020-2021, the T.E.A.C.H. Early Childhood® Scholarship Program met, and exceeded in some areas, its outcomes for improving the quality of child care in North Carolina. The T.E.A.C.H. Early Childhood® NC Scholarship Program provided scholarships to 2,064 child care teachers, administrators, family home based professionals and community specialists in 93 counties in North Carolina. Successful outcomes were produced in the areas of increased education, increased compensation and retention. For example, teachers participating on our most utilized scholarship model, the associate degree for teacher's scholarship program, completed 14 credit hours of formal education, experienced a 9% increase in earnings and had a 9% turnover rate.

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<sup>3</sup>At the time of this report, T.E.A.C.H. staff were continuing to collect grade reports from spring and summer semesters.

## Appendix A

### Summary Data from the T.E.A.C.H. Scholarship Recipient Survey, FY 20-21

Five different groups of scholarship recipients were surveyed and responded:

**AD** = Associate degree Directors (N = 11)      **AT** = Associate degree Teachers (N = 143)

**AF** = Associate degree Family Child Care Providers (N = 13)

**BD** = Bachelor degree Directors (N = 32)      **BT** = Bachelor degree Teachers (N = 64)

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)	60.0%	76.2%	46.2%	3.3%	3.3%
AA/AAS degree	30.0%	13.3%	23.1%	83.3%	76.7%
BA degree	10.0%	7.7%	23.1%	13.3%	20.0%
Other*	0.0%	2.8%	7.7%	0.0%	0.0%

\* Certificate, diploma, master's, B-K license

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

	AD	AT	AF	BD	BT
To earn an AA or AAS degree	54.6%	65.5%	46.2%	0.0%	0.0%
To earn a BA degree	45.5%	36.6%	38.5%	90.3%	81.3%
To earn an MA degree	18.2%	14.8%	30.8%	22.6%	25.0%
Other*	0.0%	5.6%	0.0%	3.2%	4.7%

\* Certificate, credential, not sure, Ph.D.

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

	AD	AT	AF	BD	BT
No	90.9%	87.0%	92.3%	96.8%	95.2%
Yes	9.1%	13.0%	7.7%	3.2%	4.8%

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

Not taking as many classes, difficulty with online learning, cost, had to take care of my own children, laid off/fewer hours, world is hectic

4. Because of COVID-19, I took:

	AD	AT	AF	BD	BT
Fewer courses	27.3%	26.1%	38.5%	21.9%	9.4%
More courses	18.2%	5.8%	0.0%	3.1%	4.7%
Same number of courses	54.6%	68.1%	61.5%	75.0%	85.9%

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

	AD	AT	AF	BD	BT
No	100%	91.5%	84.6%	96.9%	96.9%
Yes	0.0%	0.7%	7.7%	3.1%	1.6%
Not Sure	0.0%	7.8%	7.7%	0.0%	1.6%

6. Before this year, were you taking college level courses with the help of T.E.A.C.H.?

	AD	AT	AF	BD	BT
No	18.2%	5.6%	0.0%	3.1%	9.4%
Yes	81.2%	93.7%	100%	96.9%	89.1%

Not Sure	0.0%	0.7%	0.0%	0.0%	1.6%
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6a. If No, why not? **Check all that apply.**

	AD	AT	AF	BD	BT
I did not have time to take courses.	50.0%	12.5%	N/A	100%	0.0%
I could not afford tuition, books, etc.	0.0%	50.0%	N/A	0.0%	33.3%
Courses were at inconvenient times.	0.0%	12.5%	N/A	0.0%	0.0%
I was planning to leave the child care field.	50.0%	12.5%	N/A	0.0%	0.0%
I did not believe I needed more education.	0.0%	12.5%	N/A	0.0%	0.0%
I had no interest in taking courses.	0.0%	12.5%	N/A	0.0%	33.3%
Other*	0.0%	12.5%	N/A	0.0%	33.3%

\*financial aid, didn't have enough credits, didn't know about T.E.A.C.H.

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

	AD	AT	AF	BD	BT
Very easy	18.2%	26.2%	15.4%	21.9%	23.4%
About right	81.8%	53.9%	61.5%	62.5%	60.9%
Somewhat difficult	0.0%	19.9%	23.1%	15.6%	15.6%

8. My program provided release time to me.

	AD	AT	AF	BD	BT
No	18.2%	11.9%	7.7%	46.9%	15.6%
Yes	81.8%	66.4%	46.2%	43.8%	82.8%
Not sure	0.0%	21.7%	46.2%	9.4%	1.6%

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

	AD	AT	AF	BD	BT
Too little	0.0%	13.8%	16.7%	0.0%	13.5%
About right	100.0%	86.2%	83.3%	92.3%	86.5%
Too much	0.0%	0.0%	0.0%	7.7%	0.0%

9. My share of the tuition was:

	AD	AT	AF	BD	BT
Too little for me to pay	0.0%	2.8%	0.0%	0.0%	1.6%
About right	90.9%	88.7%	83.3%	90.6%	90.6%
Too much for me to pay	9.1%	8.5%	16.7%	9.4%	7.8%

10. My share of the cost of books was:

	AD	AT	AF	BD	BT
Too little for me to pay	0.0%	3.5%	0.0%	0.0%	1.6%
About right	90.9%	80.3%	92.3%	93.8%	87.5%
Too much for me to pay	9.1%	16.2%	7.7%	6.3%	10.9%

11. The travel stipend that I received was:

	AD	AT	AF	BD	BT
Too little	9.1%	30.5%	23.1%	21.9%	20.6%
About right	90.9%	68.8%	76.9%	78.1%	77.9%
Too much	0.0%	0.7%	0.0%	0.0%	1.6%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Too short	0.0%	1.4%	0.0%	0.0%	1.6%
About right	90.9%	87.9%	100%	90.6%	79.4%
Too long	9.1%	10.6%	0.0%	9.4%	19.1%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
No	100%	73.1%	84.6%	93.6%	87.1%
Yes	0.0%	27.0%	15.4%	6.5%	12.9%

Please explain:

Examples of replies: stress, spouse lost job so needed a higher paying job, family/self had covid, family needs, center closed

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Agree strongly	54.6%	36.0%	46.2%	46.9%	43.8%
Agree somewhat	45.0%	46.0%	38.5%	46.9%	43.8%
Disagree somewhat	0.0%	10.1%	15.4%	0.0%	6.3%
Disagree strongly	0.0%	7.9%	0.0%	6.3%	6.3%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
No	45.5%	29.1%	30.8%	22.6%	20.3%
Yes	54.6%	70.9%	69.2%	77.4%	79.7%

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.

"We made job charts. We put up a visual timeline for daily routines. We started a conscious discipline activities. Made nametags for centers. Made our curriculum better." (AT)

"They allow me to put in practice routines that I learned in class. I do...ice routines and moving and grooving activities for my children and also activities for art time. I participate also with creative ideas and opinions." (AT)

"She has allow me to work more one on one with students in my class. This has allow me to help the children to grow in their development." (BT)

"I was allowed to implement strategies for emotional response. I was allowed to rearrange the classroom to better fit my children. I was allowed to implement strategies and tips I learned from my classes." (BT)

"I was able to incorporate some techniques learned in from my Child Guidance class. When children became frustrated with a task where the goal was to understanding emotions I was able to walk them through and help them understand the feelings they were experiencing. Utilizing an emotions chart to help them understand how their emotions could influence others as well." (AF)

"I took the knowledge about having things on the children eye level. My communication with the children is much better." (BD)

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Agree strongly	81.8%	79.7%	83.3%	81.3%	76.7%
Agree somewhat	18.2%	16.8%	8.3%	18.8%	18.8%
Disagree somewhat	0.0%	2.1%	8.3%	0.0%	0.0%
Disagree strongly	0.0%	1.4%	0.0%	0.0%	1.6%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
I have not needed to contact CCSA staff.	0.0%	2.1%	0.0%	0.0%	0.0%
<i>Of those who contacted CCSA:</i>					
Agree strongly	72.7%	71.3%	84.6%	75.0%	75.0%
Agree somewhat	18.2%	21.7%	7.7%	25.0%	23.4%
Disagree somewhat	9.1%	2.1%	7.7%	0.0%	0.0%
Disagree strongly	0.0%	2.8%	0.0%	0.0%	1.6%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Very easy	72.7%	54.9%	66.7%	68.8%	62.5%
Somewhat easy	9.1%	28.9%	16.7%	28.1%	34.4%
Somewhat difficult	18.2%	12.7%	8.3%	3.1%	1.6%
Very difficult	0.0%	3.5%	8.3%	0.0%	1.6%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Very easy	81.8%	53.2%	76.9%	71.9%	64.1%
Somewhat easy	18.2%	37.1%	23.1%	25.0%	32.8%
Somewhat difficult	0.0%	7.0%	0.0%	0.0%	1.6%
Very difficult	0.0%	2.8%	0.0%	0.0%	1.6%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Very easy	72.7%	58.2%	69.2%	68.8%	64.1%
Somewhat easy	27.3%	33.3%	23.1%	28.1%	32.8%
Somewhat difficult	0.0%	7.1%	7.7%	3.1%	1.6%
Very difficult	0.0%	1.4%	0.0%	0.0%	1.6%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
No	45.5%	54.9%	23.1%	40.6%	54.8%
Yes	54.6%	45.1%	76.9%	59.4%	45.2%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Basic information gathering	50.0%	80.3%	80.0%	68.4%	85.7%
Looked for application	50.0%	26.2%	30.0%	31.6%	21.4%
Career Directory	0.0%	6.6%	10.0%	10.5%	3.6%
Contact information	33.3%	29.5%	40.0%	31.6%	25.0%
Online Higher Education Directory	0.0%	11.5%	20.0%	10.5%	7.1%
Other*	0.0%	3.3%	0.0%	0.0%	0.0%

\*Forms.

21. Next year, CCSA will move to an electronic payment system for T.E.A.C.H. payments. Doing so will require recipients to have an active email address and checking account. This change will be...

	AD	AT	AF	BD	BT
Easy/Doable to manage	90.9%	89.3%	100%	90.6%	92.2%
A bit difficult to manage	9.1%	10.0%	0.0%	9.4%	7.8%
Impossible to manage	0.0%	0.7%	0.0%	0.0%	0.0%

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

80 recipients provided comments: 1 (AD), 43 (AT), 4 (AF), 10 (BD), 22 (BT) Comments were on a variety of topics but the many requested that the commitment period be shortened. Examples of others comments include: for more support, better communication, a Ph.D. program, no cost to the participant and making paperwork easier/online.

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

	AD	AT	AF	BD	BT
Very satisfied	100%	82.1%	83.3%	96.9%	87.1%
Somewhat satisfied	0.0%	15.0%	16.7%	3.1%	8.1%
Somewhat dissatisfied	0.0%	1.4%	0.0%	0.0%	4.8%
Very dissatisfied	0.0%	1.4%	0.0%	0.0%	0.0%

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

	AD	AT	AF	BD	BT
Yes	100.0%	97.1%	100.0%	100.0%	96.8%

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

Inconsistent and confusing, commitment period, more stress than benefit

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

	AD	AT	AF	BD	BT
No	27.3%	17.9%	25.0%	12.9%	23.0%
Yes	72.7%	81.4%	75.0%	87.1%	75.4%
Not Sure	0.0%	0.7%	0.0%	0.0%	1.6%

25a. If No, why not? **Check all that apply.**

	AD	AT	AF	BD	BT
I am graduating.	66.7%	64.0%	100.0%	75.0%	66.7%
I will not remain in the early childhood field.	0.0%	4.0%	0.0%	0.0%	0.0%
I do not plan to take courses.	33.3%	8.0%	0.0%	25.0%	0.0%
My center will not sponsor me.	0.0%	8.0%	0.0%	0.0%	6.7%
I cannot afford to continue.	0.0%	0.0%	0.0%	25.0%	0.0%
I am no longer pursuing and early childhood degree	33.3%	4.0%	0.0%	0.0%	0.0%
COVID-19	0.0%	4.0%	0.0%	25.0%	0.0%
I am getting financial support through other means	33.3%	4.0%	0.0%	0.0%	13.3%
Other*	0.0%	12.0%	33.3%	0.0%	13.3%

\*Didn't enjoy using T.E.A.C.H., did not want to commit to my program, not sure about getting a higher degree, switched centers

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
I feel more appreciated and recognized for my work.	36.4%	73.9%	92.3%	65.6%	61.3%
I am more willing to stay with my current child care program.	54.6%	60.9%	61.5%	65.6%	61.3%
I have increased my knowledge of child development.	100%	87.0%	92.3%	87.5%	95.2%
I have applied my teaching techniques and practice.	90.9%	79.0%	69.2%	78.1%	80.7%
I have better relationships with the children and families with whom I work.	81.8%	70.3%	69.2%	78.1%	71.0%
I see myself as an early childhood professional.	81.8%	72.5%	76.9%	87.5%	71.0%
I appreciate the education I am getting and want to get more.	81.8%	73.2%	61.5%	78.1%	69.4%
I received better compensation.	36.4%	40.6%	23.1%	46.9%	51.6%
Other	0.0%	2.9%	0.0%	0.0%	4.8%
I have not noticed any benefits.	0.0%	2.2%	0.0%	0.0%	1.6%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
No	0.0%	0.0%	23.1%	0.0%	0.0%
Yes	100%	100%	76.9%	100%	100%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
No	9.1%	16.8%	15.4%	3.1%	11.3%
Yes	90.9%	83.2%	84.6%	96.9%	88.7%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
No	10.0%	5.3%	9.1%	0.0%	3.6%
Yes	100%	94.7%	90.9%	100%	96.4%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Very easy	90.9%	61.2%	61.5%	84.4%	69.4%
Somewhat easy	9.1%	30.2%	23.1%	15.6%	27.4%
Somewhat difficult	0.0%	7.9%	15.4%	0.0%	3.2%
Very difficult	0.0%	0.7%	0.0%	0.0%	0.0%

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

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Very easy	100%	71.0%	69.2%	81.3%	80.7%
Somewhat easy	0.0%	23.9%	30.8%	18.8%	19.4%
Somewhat difficult	0.0%	3.6%	0.0%	0.0%	0.0%
Very difficult	0.0%	1.5%	0.0%	0.0%	0.0%

# Appendix B

## Summary Data: T.E.A.C.H. Early Childhood® North Carolina Program Evaluation for Sponsors, FY 20-21

Due to constraints by COVID-19 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. There were 108 administrators responding about their experience regarding sponsorship of 296 staff during Spring 2020, Summer 2020 and/or Fall 2020. 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?  
( 0.9%)  Last year was the first year.  
( 9.3%)  More than one year but less than three years.  
( 5.6%)  Three years to less than five years.  
(10.2%)  Five years to less than eight years.  
(61.1%)  More than eight years.  
(13.0%)  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.)?  
(75.0%)  Yes *Go to 6.*      (25.0%)  No
  
3. Giving scholarship recipients paid time off during the week was:  
( 9.3%)  Very easy to do  
(34.3%)  Somewhat easy to do  
(38.9%)  Somewhat difficult to do  
(17.6%)  Very difficult to do
  
4. How has your ability to give recipients paid time off changed because of COVID-19?  
(42.6%)  It is substantially more difficult to give recipients time off specifically because of COVID-19.  
(32.4%)  It is somewhat more difficult to give recipients time off specifically because of COVID-19.  
( 6.5%)  It is somewhat easier to give recipients time off specifically because of COVID-19.  
( 2.8%)  It is substantially easier to give recipients time off specifically because of COVID-19.  
(15.7%)  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:  
(10.2%)  Enough to offset all costs  
(66.7%)  Enough to offset some cost  
(23.1%)  Not enough to offset any cost
  
6. The center's share of tuition costs was:  
(30.6%)  Very easy to do  
(54.6%)  Somewhat easy to do  
(12.0%)  Somewhat difficult to do  
( 2.8%)  Very difficult to do
  
7. Awarding recipients a raise or bonus was:  
(19.4%)  Very easy to do  
(55.6%)  Somewhat easy to do  
(22.2%)  Somewhat difficult to do  
( 2.8%)  Very difficult to do

8. How has your ability to give a raise or bonus changed because of COVID-19?  
 (18.5%)  It is substantially more difficult to give recipients a raise or bonus because of COVID-19.  
 (41.7%)  It is somewhat more difficult to give recipients a raise or bonus because of COVID-19.  
 ( 4.6%)  It is somewhat easier to give recipients a raise or bonus because of COVID-19.  
 ( 0.0%)  It is substantially easier to give recipients a raise or bonus because of COVID-19.  
 (35.2%)  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?  
 (55.6%)  Yes (44.4%)  No
10. The center's share of the cost of books was:  
 (30.0%)  Very easy to do  
 (55.0%)  Somewhat easy to do  
 (15.0%)  Somewhat difficult to do  
 ( 0.0%)  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.  
 (74.1%)  Agree strongly ( 5.6%)  Disagree somewhat  
 (16.7%)  Agree somewhat ( 0.0%)  Disagree strongly  
 ( 3.7%)  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.  
 (68.9%)  Agree strongly ( 4.7%)  Disagree somewhat  
 (18.9%)  Agree somewhat ( 0.9%)  Disagree strongly  
 ( 6.6%)  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.  
 (66.4%)  Agree strongly ( 1.9%)  Disagree somewhat  
 (29.9%)  Agree somewhat ( 0.0%)  Disagree strongly  
 ( 1.9%)  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?

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

**Comments were on a variety of topics but the four receiving the most were: better/more regular communication (30.9%), availability of online application and other forms (15.3%), higher reimbursement rates for release time (12.8%), and lower release time requirements for programs (7.7%).**

15. As an overall evaluation of T.E.A.C.H. Early Childhood®, how satisfied are you?  
 (80.4%)  Very satisfied ( 0.0%)  Somewhat dissatisfied  
 (19.6%)  Somewhat satisfied ( 0.0%)  Very dissatisfied
16. Would you recommend T.E.A.C.H. Early Childhood® scholarships to other child care centers?  
 (99.0%)  Yes ( 1.0%)  No  
 If No, why not?  
 None specified

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?  
 (69.3%)  Yes (17.0%)  No
18. What other financial assistance do your staff receive?  
 (93.1%) Pell Grant  
 ( 6.9%) Scholarship from your local Smart Start agency  
 ( 0.0%) Foundations  
 (22.4%) Scholarship from the college/university where they attend  
 (12.1%) Other\*  
 \* Head Start, employer, financial aid
19. Do you plan to continue sponsoring T.E.A.C.H. scholarship recipients in the upcoming year?  
 (100%)  Yes ( 0.0%)  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?  
 (67.0%)  Yes (33.0%)  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?  
 (50.0%)  Staff is graduating. ( 0.0%)  Staff is leaving the center.  
 (50.0%)  Staff does not want to participate. (50.0%)  Staff does not want to take courses.  
 (50.0%)  My center cannot afford the cost. (50.0%)  Staff no longer needs financial assistance.  
 ( 0.0%)  COVID-19 has impacted my teachers' abilities to take classes.  
 ( 0.0%)  COVID-19 has impacted my ability to sponsor teachers.  
 ( 0.0%)  Other
22. How has COVID-19 impacted your plans to sponsor T.E.A.C.H. scholarship recipients in the upcoming year?  
 (17.3%)  I plan to sponsor fewer recipients in the upcoming year.  
 (14.4%)  I plan to sponsor more recipients in the upcoming year.  
 (68.3%)  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 2020, Summer 2020 or Fall 2020?

296 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.

	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%	0.4%	6.3%	29.9%	59.3%
2. the recipient has improved the quality of her/his teaching techniques and practice.	4.1%	1.5%	7.8%	33.2%	53.4%

3. the recipient has increased confidence and enthusiasm in her/his teaching abilities.	3.7%	1.5%	9.3%	30.6%	54.9%
4. the recipient has influenced her/his coworkers to use new teaching techniques.	6.0%	4.9%	11.9%	32.1%	45.1%
5. the recipient has improved relationships with the children and their families.	3.7%	2.6%	10.8%	32.1%	50.7%
6. the recipient has developed emerging leadership skills.	6.3%	5.2%	10.1%	30.2%	48.1%
7. the recipient has my full support in applying new techniques in her/his classroom.	3.7%	0.4%	2.6%	20.6%	72.7%

**Appendix C**  
T.E.A.C.H. Early Childhood® NC Scholarship Program  
2020-2021 Summary Information

<b>Participants in each scholarship program</b>		
<b>T.E.A.C.H. Early Childhood® Scholarship Program Type</b>		<b># of Scholarships</b>
<b>Early Childhood Education Associate Degree Level Scholarships</b>		
Comprehensive Associate Degree Scholarship		1,344
Working Scholars Associate Degree Scholarship		60
Associate Degree Scholars		11
Early Care and Education Community Specialist Associate Degree Scholarship		5
<b>Early Childhood Education Bachelor's Degree Level Scholarships</b>		
Comprehensive Bachelor's Degree Scholarship		299
Working Scholars Bachelor's Degree Scholarship		33
Early Care and Education Community Specialist Bachelor's Degree Scholarship		11
<b>BA Plus Scholarship Program (BK Licensure and Post-BA ECE License and Graduate Degree Programs)</b>		
Comprehensive BA Plus Scholarship		155
Working Scholars BA Plus Scholarship		16
Early Care and Education Community Specialist BA Plus Scholarship		4
Birth-Kindergarten Residency License Scholarship		2
<b>Special Scholarship Programs-Graduate Level</b>		
Leadership in Infant Toddler Learning (LITL) Post-Baccalaureate Certificate		18
Early Childhood Leadership Master's Degree Scholarship		111
<b>Credential Based Scholarships</b>		
Child Development Associate (CDA) Assessment and Renewal Scholarship		7
NC Early Childhood Administration Credential Scholarship		32
<b>Total Scholarships Awarded</b>		<b>2,108</b>
<b>Total Scholarship Recipients*</b>		<b>2,064</b>
<b>Total active scholarship participants</b>		<b>2,064*</b>

Total number of scholarships awarded and counseling services provided to recipients who did not fulfill enrollment requirements with either T.E.A.C.H., the community college or the university. **136**

<b>Recipients of T.E.A.C.H. credential bonuses (not on scholarship)</b>	
N.C. Early Childhood Credential Bonus	5
N.C. Early Childhood Administration Bonus	8
N.C. School Age Credential Bonus	2
<b>Total</b>	<b>15</b>

**Total beneficiaries of T.E.A.C.H. 2,215\*\***

**Children served in programs actively sponsoring participants 58,544**

\*Forty-four recipients transitioned to a new scholarship program during the reporting period. Thus 2,108 scholarships were awarded to 2,064 individuals.

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

**Appendix C**  
T.E.A.C.H. Early Childhood® NC Scholarship Program  
2020-2021 Summary Information

**Distribution of active participants by ethnicity**

American Indian	1.6%
Asian/ Pacific Islander	1.2%
Black/ African-American	42.7%
Hispanic/Latino/Latina	4.5%
Multiracial	1.3%
White/European-American	47.9%
Other	<1%

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

Center-based directors	\$17.27
Center-based teachers	\$12.38
Family home-based professionals	\$8.94
Early Care and Education Community Specialists	\$19.62

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

Licensed Child Care Centers	865
Registered Family Child Care Homes	77
Community Organizations	48

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

For Profit	60%
Independent Not-for-profit	20%
Head Start	11%
Faith-Based	4%
Public School	5%

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

For Profit	100%
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**Children served in programs actively sponsoring participants                    58,544**

\*Forty-four recipients transitioned to a new scholarship program during the reporting period. Thus 2,108 scholarships were awarded to 2,064 individuals.

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

Appendix D  
T.E.A.C.H. Early Childhood® Scholarship Program  
Number of Scholarship Recipients, Sponsors and Child Beneficiaries  
July 1, 2019-June 30, 2020

County	# Recipients	# Sponsors	# Children	County	# Recipients	# Sponsors	# Children
Alamance	51	14	954	Johnston	37	10	549
Alexander	7	4	212	Jones	0	0	0
Alleghany	8	2	29	Lee	8	5	101
Anson	8	3	64	Lenoir	16	6	338
Ashe	19	5	226	Lincoln	18	9	727
Avery	9	3	116	Macon	1	0	0
Beaufort	9	5	453	Madison	9	2	63
Bertie	0	1	71	Martin	5	3	116
Bladen	6	0	0	McDowell	13	7	220
Brunswick	5	2	299	Mecklenbur	275	120	7777
Buncombe	77	28	1776	Mitchell	0	0	0
Burke	26	8	598	Montgomery	11	3	243
Cabarrus	50	19	2023	Moore	15	6	267
Caldwell	22	11	588	Nash	11	2	82
Camden	0	0	0	New Hanove	25	14	1048
Carteret	2	3	140	Northhampto	2	1	62
Caswell	10	2	98	Onslow	28	8	683
Catawba	30	11	704	Orange	28	24	1123
Chatham	13	6	329	Pamlico	0	0	0
Cherokee	9	3	127	Pasquotank	5	5	344
Chowan	3	2	65	Pender	14	6	340
Clay	1	1	8	Perquimans	1	0	0
Cleveland	35	11	438	Person	2	1	21
Columbus	12	8	458	Pitt	26	12	886
Craven	7	3	253	Polk	1	0	0
Cumberland	96	67	4252	Randolph	22	9	600
Currituck	5	2	31	Richmond	1	0	0
Dare	12	6	138	Robeson	26	19	1157
Davidson	42	17	1159	Rockinghan	25	10	528
Davie	10	1	18	Rowan	40	14	971
Duplin	4	2	86	Rutherford	2	1	44
Durham	96	58	3156	Sampson	7	5	245
Edgecombe	2	1	51	Scotland	6	4	231
Forsyth	54	31	1864	Stanly	39	13	961
Franklin	13	6	271	Stokes	14	4	287
Gaston	55	12	925	Surry	2	1	72
Gates	0	0	0	Swain	2	1	60
Graham	2	1	11	Transylvani	18	6	229
Granville	6	3	170	Tyrrell	1	0	0
Greene	5	3	263	Union	14	9	812
Guilford	108	53	3645	Vance	2	1	64
Halifax	5	3	71	Wake	168	91	6457
Harnett	21	12	528	Warren	1	1	21
Haywood	17	4	157	Washington	1	0	0
Henderson	41	19	614	Watauga	12	6	195
Hertford	3	1	118	Wayne	37	15	1074
Hoke	16	8	402	Wilkes	10	4	533
Hyde	0	0	0	Wilson	3	4	216
Iredell	17	10	631	Yadkin	2	0	0
Jackson	7	4	200	Yancey	2	1	17
				<b>TOTAL</b>	<b>2,064</b>	<b>942</b>	<b>58,554</b>

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