

T.E.A.C.H. Early Childhood®

Annual Report

July 1, 2019 - June 30, 2020



Child Care Services Association

P.O. Box 901
Chapel Hill, NC 27514
(919) 967-3272

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

"Hello, my name is Yvette Garner and I am 58 yrs. old. I am employed at Excel Christian Academy, where I am an assistant teacher in the 3-4-year-old classroom. My lifetime goal, was to go back to school and earn my associate degree in Early Childhood Education. I started my journey in 2014 at Alamance Community College. I started 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."

— Yvette Gardner- Associate Degree Scholarship, Alamance County

"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!

When I began my journey during this time of uncertainty, I was able to finish my degree and graduate with honors from Western Carolina University. School is stressful and hard enough but when you add into that a pandemic it becomes a whole new stress. During my last semester there was quite a bit of doubt on how and if we would be able to finish because of the COVID-19 pandemic. Schools shutdown and daycare's either closed or had very little children so getting to finish our final project was almost impossible, but with the help of my professor she was able to modify our final project and we were able to use the information we had collected before the pandemic.

I was unable to have a graduation ceremony which was very disappointing for me. I had worked hard to maintain my GPA but thanks to the great people that I work with they gave me the best graduation parade and present ever. I was fortunate to have the support from my teachers, family, and friends to help get me over this hurdle and complete my degree.

-Donna Byrd- Bachelor's Degree scholarship, Wayne County

Introduction

The T.E.A.C.H. Early Childhood® NC Scholarship Program provides the structure for a comprehensive, sequenced program of early childhood professional development opportunities in North Carolina. The T.E.A.C.H. Early Childhood® NC Scholarship Program recognizes the diverse educational backgrounds of the early childhood workforce and has scholarship programs appropriate for early care and education providers with no formal education beyond high school, as well as those to help degreed teachers earn their Birth-Kindergarten License or an Early Childhood Leadership Master's Degree. Entry can be made into the scholarship program at any point

along a participant’s professional and educational path. During the year, the T.E.A.C.H. Early Childhood® NC Scholarship Program offered the following scholarship programs:

- North Carolina Early Childhood Administration Credential Scholarship Program
- Early Childhood Associate Degree Scholarship Program
- Early Childhood Bachelor’s Degree Scholarship Program
- T.E.A.C.H. Early Childhood® Working Scholars Program
- T.E.A.C.H. Early Childhood® Associate Degree Scholars Program
- CDA Assessment Scholarship Program
- Birth-Kindergarten Licensure Scholarship Program
- Birth-Kindergarten Residency License Assessment Scholarship Program
- Preschool Add-On Licensure Scholarship Program
- Early Care and Education Community Specialist Scholarship Program
- Leadership in Infant Toddler Learning (LITL) Post-Baccalaureate Certificate Scholarship Program
- Early Childhood Leadership Master’s Degree Scholarship Program

This report includes participation data and outcome measures for the programs listed above and summaries of several other initiatives and partnerships such as the T.E.A.C.H. Early Childhood® Infant Toddler Scholarship, the Contract Renewal Incentive Bonus program and the brand-new Degree Attainment Recognition Incentive program. In addition, the effects of the COVID-19 pandemic on scholarship program participants will be 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 Scholarship Programs. Appendices containing supplementary data, charts summarizing outputs and outcomes for the scholarship program and copies of the customer satisfaction survey are at the end of this report.

Program Outreach and Recruitment

Outreach and recruitment remained an important strategy of the T.E.A.C.H. Early Childhood® NC Scholarship Program during the 2019-2020 fiscal year. The purpose of outreach engagement is to recruit new participants, to provide a clear understanding of the scholarship program’s policies and procedures, and to address scholarship related issues at the local level. The collaboration that is fostered through outreach activities is instrumental to the program’s success. During the 2019-2020 fiscal year the T.E.A.C.H. Early Childhood® NC Scholarship Program participated in 60 outreach events and activities. Examples of outreach engagements include but are not limited to early care and education provider workshops/trainings, conferences, campus based early childhood classes and onsite visits to licensed facilities to provide individualized, targeted technical assistance.

“Since I began to go to college with the help of T.E.A.C.H. I have found in my life a new path for my professional career. I feel happier in my personal life since I started the program. I am grateful for the T.E.A.C.H. scholarship and all the financial support to go to college.”
-Teacher, Associate Degree program
Orange County

We continued using a more intensive outreach strategy aimed at targeting specific counties and programs by engaging in face-to-face recruitment visits this year, in addition to traditional methods of outreach. The Outreach Coordinator developed a plan at the beginning of the year to target 3- and 4-Star programs that were not currently sponsoring scholarships and were located in rural counties or in counties that have underutilized the scholarship program. The Outreach Coordinator further looked at the education points of each site and targeted those who did not receive the maximum education points in their star rating. These programs were more likely to have staff that could benefit from scholarship assistance.

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

This fiscal year the webinar was used as a new method of outreach and recruitment for the first time. T.E.A.C.H. Early Childhood® North Carolina hosted a webinar on September 30, 2019 for Head Start personnel statewide. The webinar included information about the scholarship program as well as data on participants that were sponsored by Head Start programs. The same webinar was offered again on April 24, 2020, with a discussion regarding the impact of COVID-19 on the workforce and the ways in which T.E.A.C.H. were responding to those challenges.

Effective outreach for the scholarship program continues to thrive through the collaborative relationship with local Smart Start partnerships, child care resource and referral agencies, community college and university early childhood departments, professional organizations and associations and the Division of Child Development and Early Education. The assistance these groups have provided includes distribution of materials and applications, identification of potential participants and the scheduling and facilitation of presentations and trainings. Likewise, our partners' participation in advocacy and public policy continues to contribute to the success of the scholarship program by advancing the idea that increased education, compensation and retention are key to strengthening the early care and education workforce. The 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. It is inevitable that outreach will have to be offered in virtual formats as we continue to navigate the challenges of COVID-19 on travel, social distancing and public gatherings.

T.E.A.C.H. Early Childhood® Credential Scholarship Programs

North Carolina Early Childhood Administration Credential Scholarship Program

This program offers scholarships to child care directors and assistant directors who wish to earn their North Carolina Early Childhood Administration Credential. The scholarship provides partial financial support for tuition, books, and travel for a maximum of 12 semester credit hours of early childhood education and/or early childhood administrative course work associated with earning the North Carolina Early Childhood Administration Credential. Recipients receive a \$150 bonus upon receipt of their credential. At the time of this report, North Carolina Early Childhood Administration Credential Scholarship recipients completed 101 credit hours of coursework towards the North Carolina Early Childhood Administration Credential. A total of 5 participants attained the North Carolina Early Childhood Administration Credential during this fiscal year.

North Carolina Early Childhood Administration Credential Scholarship Program 35

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

Since 1993, Child Care Services Association has worked in partnership with the Division of Child Development and Early Education and the North Carolina Community College System to recognize individuals working in early care and education for successfully attaining the North Carolina Early Childhood Credential, the North Carolina Early Childhood Administration Credential and the North Carolina School Age Credential. Because of funding cuts and increased costs, this award was eliminated in FY2010-2011 for non-T.E.A.C.H. participants. However, individuals who completed coursework prior to December 31, 2008 are still eligible to apply and receive the bonus award this fiscal year. Upon attainment of the statewide Early Childhood Credential and/or the North Carolina School Age Credential individuals receive a certificate of achievement and a one-time bonus award of \$100. Individuals who have attained the North Carolina Early Childhood Administration Credential receive a one-time bonus award of \$150. Child Care Services Association issues the bonus awards.

During this reporting year 11 early educators who were not T.E.A.C.H. scholarship recipients received compensation associated with attaining the North Carolina Early Childhood Credential, 3 non-T.E.A.C.H recipients received compensation associated with attaining the North Carolina School Age Credential, and 19 non-T.E.A.C.H. recipients received compensation associated with attaining the North Carolina Early Childhood Administration Credential. These incentives are still available to T.E.A.C.H. Early Childhood® NC Scholarship Program participants as part of the compensation component of the respective scholarship model.

North Carolina Credential Bonus Only Program 33
North Carolina Early Childhood Credential 11

North Carolina Administration Credential	19
North Carolina School Age Credential	3

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 was available for individuals who had previously earned the CDA Credential and needed to renew due to credential expiration. The scholarship pays for 85% of the Direct Assessment or Renewal fee and awards a \$200 bonus upon successful completion of the CDA or CDA renewal.

A candidate obtains the CDA Credential by successfully completing the stages of the CDA process. The Council for Professional Recognition, the agency that administers the CDA, continued to offer the on-line process of applying. First, the candidate completes 120 hours of training in the eight CDA competency goals and 13 functional areas and 480 hours of professional experience. A professional resource file is compiled that includes an autobiography, written examples of competence in each of the CDA competency areas and resource materials. Family questionnaires are also required during the initial step of the CDA process.

The candidate may then apply for the CDA Credential by filling out the on-line application. At this time, the candidate needs to identify a CDA Professional Development Specialist in their area. Once the Council has received and approved the application, the verification visit is scheduled. During the visit, the CDA Professional Development Specialist reviews the professional resource file and family questionnaires. The CDA Professional Development Specialist also observes the candidate in an early care and education setting and engages in a reflective dialog with the candidate during the verification visit. Finally, the candidate takes the CDA exam at a Pearson Vue testing center to be eligible for the CDA Credential.

At the time of reporting, 15 CDA Assessment or CDA Renewal scholarships had been awarded. Of the 15 recipients, 10 were awarded the CDA Credential or CDA Credential Renewal during FY 2019-2020.

CDA Assessment Scholarship Program	15
Center-based child care teachers/administrators	13
CDA Renewal	2

Associate and Bachelor’s Degree Scholarship Programs

The three primary goals of the T.E.A.C.H. Early Childhood® NC Scholarship Program are to increase the education of the early childhood workforce, to increase its compensation and to reduce turnover within the field. Data on cohorts of recipients of the

Associate Degree Scholarship from the Fall of 1990 to the present and recipients of the Bachelor’s Degree Scholarship from 1996 to the present continue to be analyzed in terms of achievement of these goals. In order to analyze this information, certain measures are compiled for recipients who have completed at least one contract of their scholarship. These measures include the total credit hours completed, the increase in compensation from their starting wage, and the rate of turnover during their commitment year.

"I have been working on my Associate Degree for 16 years off and on. I'm most proud of taking the courage to go back to school and being determined to finish. Without the T.E.A.C.H. scholarship and on-line courses, I wouldn't be able to afford to go back to school and finish my degree. As a mother of two girls and working fulltime, the T.E.A.C.H. scholarship made it possible."
 -Administrator, Associate Degree program New Hanover County

Early Childhood Associate Degree Scholarship Program

Early care and education providers receive scholarships through this program to work towards a Certificate, Diploma, or Degree in Early Childhood Education at a local community college. Center-based teachers and family home-based professionals agree to take a minimum of 9 semester hours per year. Center administrators contract to take a minimum of 12 semester hours per year. In addition to help with tuition, all scholarship recipients receive help meeting the costs of books and travel and receive paid release time if working directly with children. Upon successful completion, scholarship recipients typically receive either a 3-4% raise or a \$475 - \$825 bonus. Scholarship recipients agree to remain employed in their sponsoring early care and education program or to continue to operate their family child care home for an additional year.

Early Childhood Associate Degree Scholarship Program	1,678
Center-based child care teachers	1,502
Center-based child care administrators	113
Family home-based professionals	63

At the time of this report, Early Childhood Associate Degree Scholarship recipients completed a total of 6,823 credit hours of coursework towards an associate degree. Not all grade reports have been received, so it is expected that the number of completed credit hours will increase. Moreover, 32 recipients graduated with an Associate Degree in Early Childhood Education during the 2019-2020 fiscal year.

Increased Education

All scholarship recipients have increased their education, with the number of credit hours varying according to the program in which they are enrolled. Participants in the Associate Degree Scholarship Program must complete at least nine credit hours in three semesters in order to complete a contract and receive their compensation. These scholarship recipients typically earn from 9 to 15 credit hours. Data from August 1990 through June 2020 show the following:

Teachers participating in the Early Childhood Associate Degree Scholarship Program completed on average:

- 14 credit hours after one contract
- 28 credit hours after two contracts
- 42 credit hours after three contracts
- 53 credit hours after four contracts

Administrators participating in the Early Childhood Associate Degree Scholarship Program completed on average:

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

Family home-based professionals participating in the Early Childhood Associate Degree Scholarship Program completed on average:

- 15 credit hours after one contract
- 33 credit hours after two contracts
- 46 credit hours after three contracts
- 58 credit hours after four contracts

Increased Compensation

All T.E.A.C.H. scholarship recipients receive some compensation upon completion of a contract or after obtaining their credential. Participants in the Associate Degree Scholarship Program receive increased compensation in the form of either a raise from their sponsoring center or a bonus given in installments by both their sponsoring center and the T.E.A.C.H. Early Childhood® NC Scholarship Program. The required raise/bonus is expected to increase recipients' salaries by 3% to 4%. The average increased compensation for teachers in the Associate Degree Scholarship Program from August 1990 to June 2020 was tracked as follows:

- 9% increase in earnings after one contract
- 17% increase in earnings after two contracts
- 25% increase in earnings after three contracts
- 32% increase in earnings after four contracts

“Knowing T.E.A.C.H. was funding my education took the financial burden away. My employer was very supportive as well helping me with my schedule and computer access. I received a significant increase in pay after earning my degree and it made me feel valued and accomplished.”
-Teacher, Associate Degree program Wake County

The average increased compensation for administrators in the Associate Degree Scholarship Program was tracked as follows:

- 13% increase in earnings after one contract
- 22% increase in earnings after two contracts
- 33% increase in earnings after three contracts
- 35% increase in earnings after four contracts

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

- 19% increase in earnings after one contract
- 33% increase in earnings after two contracts
- 40% increase in earnings after three contracts
- 46% increase in earnings after four contracts

Reduced Turnover

The third goal of T.E.A.C.H. is to reduce the turnover of T.E.A.C.H. recipients through increased education and increased compensation. An evaluation of the turnover rates of participants in the Early Childhood Associate Degree Scholarship Program has been conducted each year of the program’s existence. A recipient of 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. From August 1990 through June 2020, the average turnover rate was tracked as follows:

Among teachers in the Associate Degree Scholarship Program, whether they were continuing in school while completing a commitment year or just completing their commitment year:

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

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

- 4% after one contract
- 5% after two contracts
- 2% after three contracts
- 3% after four contracts

“My mother and I own two 4-star centers that opened in 1999. T.E.A.C.H. has been a real asset for us, as it allowed a way to send our teachers back to school to earn formal education. Our employees can take the necessary classes to increase their education and not worry about the cost. We currently have five recipients on the scholarship and have had numerous staff use the program in the past to further their education. We appreciate programs like T.E.A.C.H. because they give us the ability to increase our education of our staff and provide high quality care for children in our facilities.”
 -Owner/Director, Scotland County

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

- 2% after one contract
- 4% after two contracts
- 3% after three contracts
- 3% after four contracts

Early Childhood Bachelor’s Degree Scholarship Program

Articulation agreements between nineteen universities and colleges and local community colleges in North Carolina allow teachers with an associate degree in early childhood education to transfer those credits toward the first two years of course work for a Bachelor’s degree in early childhood education or child development. Recipients agree to take a minimum of 9 semester credit hours per year, receive help paying for tuition, books and travel, may be eligible for paid release time if they work directly with children, and receive either a raise or bonus upon completion. Recipients agree to remain in the early care and education field for two years and in their sponsoring center for at least one of those two years.

Early Childhood Bachelor’s Degree Scholarship Program	274
Center-based child care teachers	194
Center-based child care administrators	60
Family home-based professionals	20

Early Childhood Bachelor’s Degree Scholarship recipients completed a total of 2,609 credit hours of course work towards a bachelor’s degree. During the 2019-2020 fiscal year, 27 recipients graduated with a Bachelor’s Degree.

Increased Education

Recipients participating in the Bachelor’s Degree Scholarship Program must also complete at least 9 credit hours, and typically complete up to 12 credit hours per contract year. Because the number of participants is small and is comprised of only administrators, teachers and family home-based professionals, outcome data is combined. Data from Fall 1996 to Summer 2020 indicate that these recipients completed on average:

- 16 credit hours after one contract
- 32 credit hours after two contracts
- 45 credit hours after three contracts
- 56 credit hours after four contracts

Increased Compensation

Recipients of a Bachelor's Degree Scholarship also receive compensation in the form of a raise or bonus from their sponsoring center and from T.E.A.C.H. in installments. Their mandated compensation is also expected to average between a 4% increase in their wages. The average increased compensation for participants in the Bachelor's Degree Scholarship Program from Fall 1996 to Summer 2020 was tracked as follows:

- 11% increase in earnings after one contract
- 20% increase in earnings after two contracts
- 24% increase in earnings after three contracts
- 32% increase in earnings after four contracts

Reduced Turnover

The average turnover rate among Bachelor's Degree Scholarship Program participants from Fall 1996 to Summer 2020, whether they were continuing in school while completing their commitment year or just completing a commitment year, was:

- 5% after one contract
- 4% after two contracts
- 1% after three contracts
- 3% after four contracts

Other Scholarship Initiatives

Associate Degree Scholars Program

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

During FY 2019-2020, 13 T.E.A.C.H. Early Childhood® Associate Scholars used their stipends to attend 5 different community colleges and completed 77 credit hours.

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

Early Childhood Working Scholars Program

The Working Scholars Program is a stipend-based scholarship and is modeled after the other Scholars programs that have been offered by T.E.A.C.H. Early Childhood® North Carolina. This scholarship model is aimed at teachers working in licensed early care and education programs that were either unable or unwilling to sponsor a comprehensive Associate or Bachelor’s Degree scholarship. The popularity of this scholarship has grown considerably from having only 3 participants during the first year it was offered. Participants of this scholarship model can work towards an Early Childhood Associate Degree, Bachelor’s Degree or Birth-Kindergarten Licensure.

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

During FY 2019-2020, 113 T.E.A.C.H. Early Childhood® Working Scholars completed 613 credit hours toward early childhood degrees. Twenty-three of the Working Scholars participants were enrolled in coursework leading towards a bachelor’s degree, 72 were enrolled in coursework leading towards an associate degree and 18 were working towards Birth-Kindergarten Licensure. Two Working Scholars recipients graduated with a Bachelor’s Degree and one Working Scholars recipient attained the Birth-Kindergarten License during this reporting period.

T.E.A.C.H. Early Childhood® Working Scholars Program	113
Associate Degree Working Scholars	72
Bachelor’s Degree Working Scholars	23
Birth-Kindergarten Working Scholars	18

Early Care and Education Community Specialists Scholarship Program

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 stipend 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 enrolled in an early childhood focused graduate degree program. The recipient also receives a bonus of \$75-\$125 per completed course.

During FY 2019-2020, 19 community specialists used their stipends to complete 180 credit hours. Five of the 19 community specialists were working towards an associate degree, 12 were working on a bachelor's degree and 2 were taking courses towards a graduate degree. Finally, one Early Care and Education Community Specialist scholarship recipient graduated with a Bachelor's Degree this year.

Early Care and Education Community Specialists Scholarship Program	19
Associate Degree	5
Bachelor's Degree	12
Graduate Degree	2

Leadership in Infant and Toddler Learning (LITL) Post-Baccalaureate Certificate Scholarship Program

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

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

LITL recipients completed a total of 76 credit hours of course work towards a Leadership in Infant and Toddler Learning Post-Baccalaureate Certificate. During the 2019-2020 fiscal year, one recipient completed the LITL Certificate.

“I would like to thank the T.E.A.C.H. Early Childhood® Scholarship for offering me the opportunity to earn my M.Ed. in Leadership, Policy and Advocacy in Early Childhood. I was able to refresh and deepen my knowledge as my undergraduate degree was earned over 20 years ago. I am a technical assistant coach and part of my work is assisting teachers of young children to create Professional Development Plans and encourage teachers without degrees to further their formal education. I am to talk with them firsthand about how easy it is to apply for T.E.A.C.H., connect them to resources and explain how the process was for me. Young children deserve great teachers and great teachers need investments like T.E.A.C.H. to help them reach their full potential as educators. T.E.A.C.H. gives the pathway to grow more of in the field of early childhood education.
-Master’s Degree, Guilford County

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 Master’s Degree in Education with an emphasis on Leadership and Administration. This scholarship pays for 100% of tuition and awards a \$250-500 bonus for successful completion of 9-18 credit hours per year.

Master’s Degree Scholarship recipients completed a total of 1,239 credit hours of course work towards a Master’s degree. During the 2019-2020 fiscal year, 32 recipients graduated with an Early Childhood Leadership Master’s Degree.

Early Childhood Leadership Master’s Degree Scholarship Program

Birth Through Kindergarten Licensure Scholarship Program

The T.E.A.C.H. Early Childhood® Birth through Kindergarten (B-K) Licensure Scholarship Program was originally developed to support and promote the attainment of B-K Licensure among teachers serving four-year-old children in NC Pre-K classrooms. However, the B-K Licensure Scholarship is also available to teachers in other early care and education settings who desire to earn the B-K license. The scholarship helps degreed individuals who need no more than 45 credit hours to fulfill coursework requirements to earn B-K Licensure. The scholarship has many provisions including partial financial assistance for tuition, books, and travel costs, paid release time reimbursements for facilities, stipends for recipients engaged in their student teaching practicum, and a bonus for successful completion of 9-12 semester hours per year.

During FY 2019-2020, 142 recipients received a B-K Licensure Scholarship and were able to begin the process of earning the B-K License. B-K Licensure recipients

completed 917 credit hours of coursework leading towards the attainment of B-K Licensure. In addition, 5 Birth-Kindergarten Licensure scholarship recipients received their B-K License this fiscal year.

Birth-Kindergarten Licensure Scholarship Program 142

Birth-Kindergarten Residency License Assessment Scholarship Program

The T.E.A.C.H. Early Childhood® Scholarship Program was asked by DCDEE to offer a Birth-Kindergarten Residency License Scholarship starting in January 2020. The Birth-Kindergarten Residency License Program enables qualified individuals to teach while they are completing license requirements. The Birth-Kindergarten Scholarship Program provides scholarship assistance with coursework to complete the license requirements, however this scholarship provides a reimbursement for the assessment fee and bonus once they receive the Birth-Kindergarten Residency License. Once candidates are ready to be assessed for the license, the Birth-Kindergarten Residency License Scholarship provides a reimbursement for the assessment fee and a bonus for completing the license.

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

Birth-Kindergarten Residency License Assessment Scholarship Program 14

Preschool Add-On Licensure Scholarship Program

The T.E.A.C.H. Early Childhood® Preschool Add-On Licensure Scholarship Program provides graduated educational stipends to teachers employed in NC Pre-K classrooms or public-school settings. Individuals seeking scholarship assistance must be working at the preschool level and hold a clear license in elementary education, special education or child development. Educational stipends are awarded to individuals based on their educational plans. The sponsoring employers are encouraged to provide either direct financial support for tuition and books or an attainment bonus.

During FY 2019-2020, two Preschool Add-On Licensure Scholarships had been awarded to individuals working towards the Preschool Add-On teaching license.

Preschool Add-On Licensure Scholarship Program 2

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

During the 2019-2020 fiscal year, Child Care Services Association and the Division of Child Development and Early Education continued the collaboration to support increased educational activities among teachers working with infants and toddlers through T.E.A.C.H. Early Childhood® Scholarships. Planners of this initiative wanted these early care programs to be able to maintain consistent coverage while their infant and toddler teachers were using paid release time to manage various aspects of their lives

including work, school, and family needs. In addition, the education, compensation and turnover of the infant toddler workforce is much worse than that of the preschool workforce. The Infant Toddler collaboration provides assistance with tuition, books, and travel and includes an expanded reimbursement to sponsoring employers for 100% of release time hours. To identify T.E.A.C.H. recipients who were eligible for the enhanced scholarship, staff confirmed current age groups with each application for scholarship, contract renewal, and charge approval request.

During the funding year, 1,177 Infant Toddler Scholarships were awarded with the highest number of participants at the Associate Degree level (1090) followed by 80 on the Bachelor’s Degree scholarship and 7 participating on the Birth-Kindergarten Licensure scholarship. Of this number, 21 recipients graduated with their respective degrees. These specialized scholarships assisted early educators in completing 5,034 credit hours as verified by received grade reports. These scholarship recipients were sponsored by 585 different early care and education facilities in 89 counties.

Contract Renewal Incentive Bonus (CRIB) Program

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

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

Contract Renewal Incentive Bonus Program 152

Degree Attainment Recognition Incentive Program

This fiscal year, the T.E.A.C.H. Early Childhood® Scholarship Program was approved to award degree attainment recognition incentives for the first time 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, 64 scholarship participants were eligible and accepted this bonus to recognize their degree or licensure attainment.

Associate Degree Attainment Recognition Incentive 31
Bachelor’s Degree Attainment Recognition Incentive 27

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

“I just started back to work. I was out of work for 3 months and 5 days. My job was still able to pay us for the first two months with no problem. The third 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 was going to be 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.”

-Teacher, Associate
Degree program Pender
County

In March 2020, it became evident that the COVID-19 Pandemic was going to have significant effects on scholarship participants, their sponsoring employers and our partnering institutions of higher learning. As we swiftly made changes to our work environment and processes through a comprehensive telework plan, there were no interruptions to the services provided by counselors to scholarship participants. In the early days of the stay at home orders issued across the state, we notified participants by email of the telework plan and assured them that we would be available through a phone messaging system or through our existing fax and email system. We informed them we would continue accepting scholarship applications, forms and other scholarship related documents. Finally, we assured them that we were fully aware of the challenges the pandemic was placing on participants and that flexibility would be offered if participants were unable to continue in their Spring 2020 courses due to the pandemic.

The next step was for T.E.A.C.H. Early Childhood® Scholarship staff to contact participants to gather information regarding the impact of COVID-19 at the end of March and into April. Initially, staff contacted 1,520 scholarship recipients whose scholarship contracts

included the Spring 2020 semester to determine if they have remained enrolled in and if they were actively employed and receiving pay from their sponsoring programs. From these contacts, staff were able to get direct responses from a total of 731 recipients. Of this number, 683 indicated that they have remained enrolled in Spring 2020 courses and 613 indicated that their sponsoring employers were still paying them.

As the effects of the pandemic continued through the remainder of the fiscal year, we began considering how to formally operationalize how to report on the impact. There were three ways in which we determined participants could be affected by COVID-19 as it relates to the T.E.A.C.H. Early Childhood® Scholarship Program.

- Withdrawn/unsuccessful completion of courses: Scholarship recipients may have to withdraw from or unsuccessfully complete Spring 2020 courses due to a variety of challenges and/or demands (including, but not limited to lack of or limited computer or internet access to continue online learning, family and personal

- demands, their own health, as well as other internal and external factors that would affect their ability to remain in courses are 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 are required to complete a minimum number of credit hours each year based on the scholarship model they are participating. In addition, recipients who complete contracts and receive compensation are required to fulfill a commitment. We understood due to the possibility of unsuccessful completion of courses needed to complete the minimum number of hours for a contract as well as employment changes due to COVID-19, recipients may not be able to either meet the educational requirements or commitment of their scholarship agreement.

As we continued providing counselor services to participants, there were a variety of ways in which we supported participants and collected data to explore how the pandemic would affect scholarship participants. For example, we temporarily suspended all invoicing to participants (sponsors and recipients) to alleviate the financial stress. We also enhanced scholarship bonuses and prioritized payment of these bonuses to eligible recipients. We also continued providing counseling services, which involved normal scholarship management as well as providing support for participants by reaching out and connecting them to resources when appropriate. Counselors continued monitoring recipients through a coordinated effort by checking in with participants and updating scholarship status as warranted.

As the fiscal year concluded, we examined the three critical areas we predicted COVID-19 might impact scholarships: successful completion of courses, employment interruption/termination and/or the inability to meet the minimum course requirement to complete contracts. When looking at the unsuccessful completion of courses, 68 of the 1,163 recipients who were actively enrolled in Spring 2020 courses withdrew from classes. It is difficult to quantify how many of those withdrawn were a direct result of COVID-19. However, as compared to Spring 2019 semester it is promising that it did not appear to significantly prevent recipients from successfully completing courses in Spring 2020. For example, in Spring 2019, 12.2 % of recipients (131 of 1,068) who enrolled in courses withdrew from courses as compared to 6.8% that withdrew Spring 2020.

It still may be too early to determine if COVID-19 will have an effect on the completion of contracts, as recipients are participating on different contract periods. For recipients whose contracts were scheduled to end Spring 2020 and Summer 2020, we assessed how many of those were unable to complete due to COVID-19 related reasons, whether withdrawing from classes, separating from employment or inability to enroll in Summer 2020. Of the 1,011 recipients scheduled to complete contracts, we were able to verify that 26 of those recipients were unable to complete their contracts due to COVID-19 related reasons. There may be more, as it has been challenging to make successful

contact to all recipients. Furthermore, it is possible that recipients whose contracts are scheduled to complete at the end of Fall 2020, may be impacted in this area so will continue to monitor that.

It was certain that one of the most significant impacts of COVID-19 on participants was going to be related to employment. Scholarship eligibility and continued participation is contingent on employment in a licensed child care program at least 30 hours per week for most scholarship models. Some recipients were affected by this because they were laid off, the facility closed or they chose to resign due to COVID-19. We analyzed these effects after collecting data on scholarship recipients' employment and categorizing their reasons for employment separation. In addition, we also looked at how many sponsoring employers closed as a result of COVID-19. Of the 2,405 recipients this year, we were able to confirm that only 37 reported the reason for their employment separation was directly related to COVID-19. Fifteen of the 37 indicated they were laid off, one indicated the center closed and 21 informed us they decided to resign due to challenges and/or concerns related to COVID-19. Of the 853 child care programs sponsoring recipients in the Spring 2020, only 21 were no longer open but only one of the closures could be directly attributed to COVID-19's impact on scholarship participation.

As the challenges of COVID-19 continue into the next fiscal year, we expect that there may be lingering effects on scholarship participation. Individuals may choose not to enroll in courses for a variety of reasons related to COVID-19, sponsoring employers may be unable to afford sponsorship, colleges may have limited course availability and/or only offer online course delivery and individuals may have difficulty qualifying for the scholarship due to the work requirements and less work hours scheduled due to declining enrollment in child care programs. Despite the challenges, the T.E.A.C.H. Early Childhood® North Carolina Scholarship Program remains committed to our program goals and will continue to recruit new participants and ensure our current participants have the support needed for success.

**T.E.A.C.H. Early Childhood® North Carolina
2020 Customer Satisfaction Survey- Evaluating Change 2002 – 2019**

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 2020 to ensure a comprehensive evaluation of the program. Summary findings from the FY2020 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 2019 evaluation were used again in 2020, without any significant changes to the questions with only minor modifications. 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® associate or bachelor degree Scholarships. This survey asked each scholarship recipient to reflect on their scholarship experience in a variety of ways. A follow-up mailing and phone calls were placed to non-responders and those who did not have a valid email on file with the T.E.A.C.H. program. The sponsor survey was administered by phone and contained two primary sections. The first section asked sponsors to talk about their experience as a sponsoring entity. The second section asked the sponsor to reflect on each of their participants individually, the impact that the scholarship has had on that individual, and the impact of that individual on their program. Examples of these surveys with the data summaries can be found in Appendices A and B.

Data Collection

The first group in the FY2020 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 2019, Summer 2019, and/or Fall 2019. The survey population of active associate degree scholarship recipients included 17 center directors/owners, 287 center-based teachers, and 19 family home based professionals. The survey population of active bachelor’s degree scholarship recipients included 34 center directors/owners and 65 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. These emails and mailings were then followed up with a series of phone calls to those who had still not responded. A drawing was held to help increase participation rates.

The second group in the FY2020 study included center directors in programs that sponsored at least one teacher for a T.E.A.C.H. Early Childhood® associate degree or bachelor’s degree scholarship who attended courses or completed their contract during Spring 2019, Summer 2019, and/or Fall 2019. There were 263 center directors in this eligible group. Research staff attempted to contact each representative a maximum of three times to conduct the survey over the phone.

“[T.E.A.C.H.] has been amazing and has allowed me to obtain my degree which has given me a promotion at work and has given me a confidence that I did not have before.” -AD

Participation Rates

The T.E.A.C.H. scholarship recipients who completed a questionnaire included 13 associate degree center directors/owners (AD), 195 associate degree teachers (AT), 13 associate degree family home based professionals (AF), 24 bachelor’s degree center

directors/owners (BD), and 47 bachelor's degree teachers (BT). Thus, participation rates for scholarship recipients were 76% of associate degree directors/owners, 68% of associate degree teachers, 68% of associate degree family home based professionals, 71% of bachelor's degree directors/owners and 72% of bachelor's degree teachers. Not all respondents answered all questions but all surveys that were used in the evaluation were substantially complete.

One hundred fifteen (115) sponsors of T.E.A.C.H. scholarship recipients completed a phone survey representing a response rate of 44%. These sponsors represented a combined total of 302 recipient teachers. The sponsor response rate is lower this year because sponsor surveys were not started until late March after many child care providers had closed down due to COVID-19 and were thus unavailable. Those providers who were still open were often understaffed so many sponsors at these programs were unable to answer the phone or take the time to complete the survey. 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

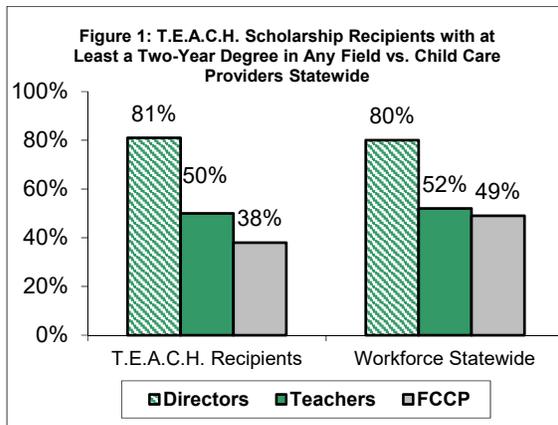
Survey results are reported in three primary sections: (1) profiles of T.E.A.C.H. scholarship recipients, (2) scholarship recipients' evaluation of T.E.A.C.H., and (3) recipient sponsors' evaluation of T.E.A.C.H. Complete summary data for all recipients and sponsors are in Appendices A and B. Due to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

"[T.E.A.C.H.] helped me financially go back to school to receive my AA degree in Early Childhood and now I'm one year away from obtaining my BA in Early Childhood with hopes of getting my Master's Degree" - BD

In addition to the summary data presented below, this report includes a selection of quotes from the scholarship recipients who completed the survey. These quotes are recipients' responses to the question: "What has the scholarship meant to you personally and professionally?" or the statement, "...please provide examples of how you made changes in your classroom/program based on things you learned in class." Though respondents may use slightly different language to describe their experiences, they almost unanimously expressed deep appreciation for the

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

Profiles of the 2019 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 the workforce has of teachers and family home based professionals have higher levels of education than T.E.A.C.H. recipients while directors are about the same (see Figure 1).¹ However, 100% of T.E.A.C.H. recipients are currently taking college courses whereas only 12% of directors, 22% of teachers and 12% of family home based professionals in the statewide workforce reported currently

doing so. More detailed information about each group of scholarship recipients participating in the survey is outlined below.

Associate Degree Directors (AD). Fifty-eight percent (58%) of center directors with an associate degree scholarship had earned at least some college credits without having a degree, 25% had an associate degree in some field, 8% had a bachelor’s degree, and 8% had a master’s degree. Fifty percent (50%) of directors said they wanted to earn an associate degree and 42% wanted to earn a bachelor’s degree². This was the first year of taking classes on a T.E.A.C.H. scholarship for 8% of directors.

Associate Degree Teachers (AT). Sixty-two percent (62%) of teachers with an associate degree scholarship had taken college courses without earning a degree, whereas 30% had an associate degree in some field and 6% had a bachelor’s degree. Sixty-four percent (64%) of teachers wanted to obtain an associate degree and 58% wanted to obtain a bachelor’s degree or more.³ This was the first year of taking classes on a T.E.A.C.H. scholarship for 6% of teachers. Of those, 33% did not take classes previously because of not having enough time and 33% 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). Sixty-two percent (62%) of family home based professionals with an associate degree scholarship had completed college credits without earning a degree, and 39% had an associate degree or higher in some field. Sixty-two percent (62%) of family providers wanted to obtain an associate

¹ Data from the 2014 North Carolina Child Care Workforce Study conducted by Child Care Services Association. A copy of the full report can be found at www.childcareservices.org.

² Some respondents wanted to pursue more than one degree

³ Some respondents wanted to pursue more than one degree.

degree and 93% wanted a bachelor's degree or more.⁴ 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). Seventy-nine percent (79%) of center directors with a bachelor's degree scholarship had an associate degree in some field and 17% had a bachelor's degree. Seventy-five percent (75%) of directors said they wanted to earn a bachelor's degree and 33% wanted to earn a master's degree.⁵ This was the first year of taking classes on a T.E.A.C.H. scholarship for 8% of directors. Of those, 50% did not take classes previously because they could not afford the cost of tuition or books.

Bachelor Degree Teachers (BT). Seventy-five percent (75%) of teachers with a bachelor's degree scholarship had an associate degree in some field and 26% had a bachelor's degree. Sixty-eight percent (68%) wanted to obtain a bachelor's degree and 21% wanted to pursue a master's degree.⁶ This was the first year of taking classes on a T.E.A.C.H. scholarship for 4% of teachers. Of those, 33% did not take classes previously because they could not afford the cost of tuition or books.

“This scholarship has allowed me to become a better teacher, by learning and working in the ECE field at the same time. I've gained knowledge that I would not have if I couldn't go to school.”

-AT

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 2019, 47% wanted an associate degree and 51% were planning to get a bachelor's degree. Further, 17% 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%.)

“The T.E.A.C.H. scholarship means that I can focus on my studies and use the training and skills to provide an encouraging learning environment for the young children in my care.”

-AF

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

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-eight percent (98%) 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. Fifty-eight percent (58%) of recipients that

⁴ Some respondents wanted to pursue more than one degree.

⁵ Some respondent wanted to pursue more than one degree.

⁶ Some respondents indicated wanted to earn a B-K License, and some wanted to pursue more than one degree.

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 92% reporting better relationships with children and families and seeing themselves as an early childhood professional, and 83% reporting increased knowledge of child development and an appreciation of education and desire for more. More than 67% of all types of recipients in both associate degree and bachelor’s degree programs indicated that they had applied their teaching techniques and 83% 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.					
	AD	AT	AF	BD	BT
I feel more appreciated and recognized for my work.	67%	70%	69%	58%	63%
I am more willing to stay with my current child care program.	75%	58%	46%	42%	54%
I have increased my knowledge of child development.	83%	92%	92%	92%	85%
I have applied my teaching techniques and practice.	67%	88%	85%	83%	78%
I have better relationships with the children and families with whom I work.	92%	77%	62%	74%	67%
I see myself as an early childhood professional.	92%	86%	85%	79%	80%
I appreciate the education I am getting and want to get more.	83%	80%	69%	75%	72%
I received better compensation.	67%	47%	54%	38%	50%
Other	0%	6%	0%	4%	2%

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 89% of associate degree directors and 86% of bachelor’s degree directors responding in the positive. Likewise, most teachers also expressed that they were allowed to make changes in their classrooms. Eighty-one percent (81%) of associate degree teachers and 89% of bachelor’s degree teachers said that they are allowed to make changes in their classrooms based on things they learned in class.

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

“Just the way I have learned to talk with the children and understand why they think the way they do has opened my eyes more so to understanding them and I have more ideas I bring to my classroom” (AT)

“I was able to put more developmentally appropriate materials into the Arts Center and in the manipulatives and also created a Writing Center” (AT)

“My program encourages me to change as I learn and improve my classroom management and learning experiences. As I learned about classroom management I implemented strategies such as encouraging children who are listening or making good choices to continue to do so. This helped the children who were not to correct their behavior.” (BT)

“More positive feedback is given to children instead of inflated words such as ‘good job’.” (BD)

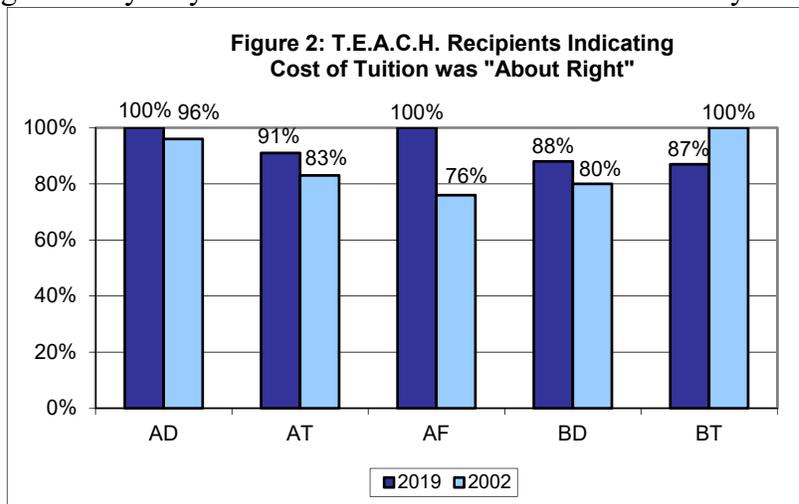
“We created a picture schedule for the children to follow.” (AF)

Coursework

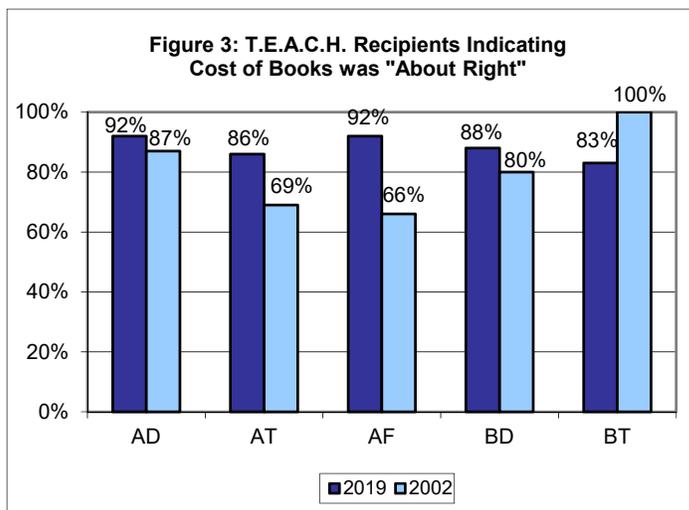
T.E.A.C.H. requires directors working toward an associate degree to complete a minimum of 12 credit hours per contract and directors working toward a bachelor’s degree to complete 9 credit hours. Teachers and family home based professionals are required to complete a minimum of 9 credit hours regardless 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, 75% of those pursuing an associate degree and 92% of those pursuing a bachelor’s degree said the number of credit hours required was about right or very easy to fulfill. Ninety-three percent (93%) of teachers pursuing an associate degree and 94% 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; 85% reported the requirement to be about right or very easy.

Tuition and Books

Recipients may or may not be responsible for a share of tuition or book expenses, depending on their scholarship option. Family home-based professionals



pay the equivalent of both the sponsor and recipient share because they are both the owner of the business and the teachers of young children. In response to questions about costs of books and tuition, reactions from 2019 recipients were mixed (Figures 2 & 3). Of those who pay for a portion of tuition, 87%-100% 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 2019 and 2002 can be seen with Associate Degree family child care providers and Bachelor Degree teachers. In 2002, 76% of Associate Degree family child care providers said tuition was about right, however, in 2019, this figure increased to 100% of Associate Degree family child care providers. In 2002, 100% of Bachelor Degree teachers said tuition was about right, however, in 2019, this figure dropped to 87%. Additionally, 8% of Bachelor Degree directors and 11% of Bachelor Degree teachers found tuition to be “too much for me to pay.”



Books were a struggle for a number of respondents with 8% of associate degree directors, 11% of associate degree teachers, 8% of associate degree family home based professionals, 13% of bachelor’s degree directors and 15% of bachelor’s degree teachers indicating that their share of books was “too much for me to pay.” Bachelor’s degree teachers were less likely to feel their share of the cost of books was “about right,” and

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

Travel Reimbursement

To offset the cost of travel (and/or internet connection fees), T.E.A.C.H. provides a travel stipend each semester to scholarship recipients. When asked about the specific amount of travel funds they received per semester, 83% of directors, 72% of teachers and 83% of family home based professionals working toward an associate degree reported the amount they receive was “about right.” This was also true for 82% of teachers and 78% of directors 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, half of which are reimbursed by T.E.A.C.H. at a rate of \$10.00 per hour *or* up to six hours a

week, half of which are reimbursed by T.E.A.C.H. at the same rate, depending on which scholarship they have. Family home-based professionals are entitled to 16 total hours of release time throughout the semester reimbursed at a rate of \$10.00 per hour. In response to the question, “What improvements would you like to see in the T.E.A.C.H. scholarship program?” several stated that increasing the amount of release time would be helpful.

When asked if their programs provided them with release time, 78% of teachers on the associate degree program and 80% of teachers on the bachelor’s degree program indicated that they did receive release time. Seven percent (7%) of associate degree teachers and 2% of bachelor’s degree teachers were unsure whether or not they received release time. Despite this, 82% of teachers and 63% of family providers working toward an associate degree reported the amount of release time provided by the scholarship was “about right.” This was also true for 82% of teachers working on a bachelor’s degree. Some of the teachers (17% AT and 16% BT) and many family home based professionals (38%) thought they received too little release time.

Compensation

Recipients were asked about the adequacy of the bonus or raise they received (which depended on the model/option of the scholarship) upon the completion of a contract. The vast majority of recipients agreed somewhat or strongly that the bonus they receive is adequate. Family home-based professionals were the least satisfied with their bonus with 77% reporting that the bonus was adequate. Other groups of recipients were more likely to agree that the bonus was adequate with 92% of directors and 82% of teachers on the associate degree scholarship, 83% of directors and teachers on the bachelor’s degree scholarship saying that the bonus was adequate.

“T.E.A.C.H. has helped me continue my education to become a better teacher, better assist my children and earn more pay.” -BT

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. Directors in the associate degree program and teachers in the bachelor’s degree program were the least likely to agree that the commitment was about right with 83% of each stating this opinion. Family home-based professionals and bachelor’s directors were the most satisfied with 92% of each stating that the commitment was about right. Teachers in the associate degree program were in the middle with 85% agreeing that the time commitment was about right.

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. These questions were omitted from the surveys completed by phone to protect the privacy of T.E.A.C.H. staff members since

the phone surveys were conducted by CCSA staff members from other departments due to the agency closure as a result of COVID-19. 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	100%	92%	100%	100%	93%
I received good customer service from the T.E.A.C.H. staff.	100%	92%	100%	95%	93%

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 60% of recipients do use the site. In the associate degree program, 50% of

“Professionally I am able to provide the children in my care a remarkable education. I am able to make a difference because of the knowledge I’ve obtained. Personally I can afford to get the education needed to be a better teacher because the T.E.A.C.H. program is basically paying tuition & books.” - BT

directors, 60% of teachers and 69% of family home based professionals accessed the CCSA website within the previous year. In the bachelor’s degree program, 67% of directors and 55% of teachers accessed the site. When asked how the website was used, the most frequent response was “basic information gathering” which was indicated by 83% of associate directors, 81% of associate teachers, 89% of family home based professionals, 75% of bachelor’s directors and 89% of bachelor’s teachers. Nearly half (49%) used the website to look for contact information. Only 10% used the website to look at the Career Directory and only 15% accessed the Online Higher Education Directory. Recipients were able to write in other ways in which they used the website with responses such as: professional development, looking for

forms/contracts/other paperwork, news updates, and to refer another teacher.

College and University Interactions

T.E.A.C.H. recipients have numerous interactions with community college and university staff and administration. Overall, recipients at both the associate degree and

bachelor’s degree level are satisfied with their college experience. Though results for most questions are similar between the two groups, some notable exceptions are to be expected. The two biggest areas of difference, not surprisingly, are that those recipients at the bachelor’s degree level are more likely to have taken classes from another school than their associate degree level counterparts (76% and 42% respectively) and whether those classes from another school transferred to their current school (75% and 60% respectively).

Table 3: Recipients’ Reported Satisfaction with College and University Experience (Percentage that Answered “Yes” to Each Statement)		
	Associate Degree Recipients	Bachelor’s Degree Recipients
Have you been able to register for classes with ease?	93%	96%
In the last year, have you been in contact or met with your counselor at your college?	80%	87%
If you answered “yes” above, were you able to reach your counselor?	96%	100%
Have you taken classes from another 2 or 4 year college?	42%	76%
If you answered “yes” above, did those classes transfer to this school?	60%	75%
If any of your classes DID NOT transfer, please indicate the number that DID NOT transfer: ⁷		
Early Childhood Courses	3	3
General Education	4	N/A
Both	5	25

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

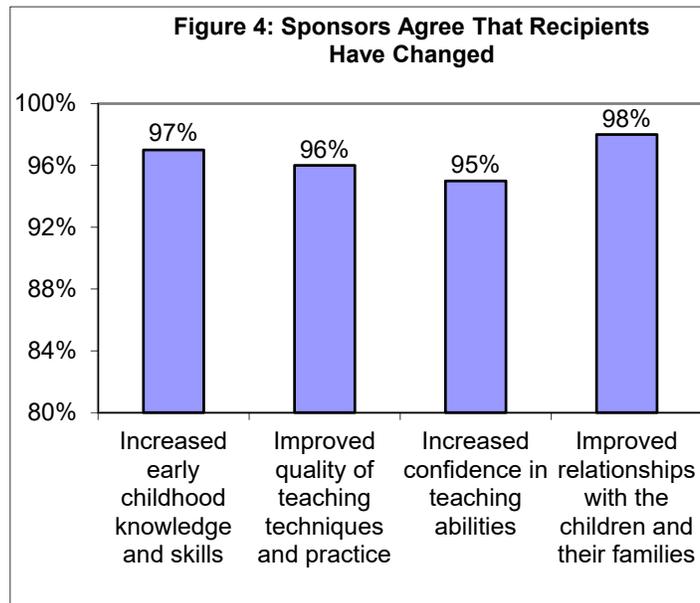
One hundred fifteen (115) sponsors representing 302 recipients responded to the phone survey. The sponsors have worked in early care and education for a median of 10.0 years with a range of 0.5 years to 44.0 years. When asked how long they (or their program) had sponsored T.E.A.C.H. recipients, the range was .5-30.0 years with a median of 9.0 years.

Center directors have a range of educational attainments from a high school diploma to a master’s degree. The vast majority of directors have a degree of some type with just 6% having only some college credits without a degree and only 3% having only a high school diploma/GED. Twenty-six percent (26%) have an associate degree, 43% have a bachelor’s degree and 23% have a master’s degree. Areas of study among directors are somewhat diverse, but the majority, 84%, have a degree in early childhood education or child development. Further, 97% of directors report having taken at least one college level course in early childhood/child development.

⁷ Very few people answered the question regarding the number of courses that did not transfer.

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). Ninety-seven percent (97%) of sponsors indicated they strongly or somewhat strongly agreed with the statement that recipients have increased their early childhood knowledge and skills, and 96% strongly or somewhat strongly agreed that their teacher recipients have improved their teaching techniques and practices. Ninety percent (90%) indicated that the recipient has developed emerging leadership skills. Though some teachers might disagree, 99% of sponsors say that their recipients have full support to apply new techniques in her/his classroom.



Customer Satisfaction

The vast majority of sponsors surveyed (98%) reported that they were very or somewhat satisfied with T.E.A.C.H. Early Childhood® North Carolina. Sponsors were also asked if they would recommend T.E.A.C.H. to others in the child care field, and 98% of directors, said that they would. Ninety-nine percent (99%) said they would continue sponsoring recipients in the upcoming year, with 86% of those planning to increase the number of recipients they sponsor.

Release Time

Most sponsors (94%) stated that they provide recipients with paid time off during the week. Of those that do provide time off, 12% of sponsors said providing scholarship recipients paid time off during the week was “very easy to do” with an additional 40% saying that it was “somewhat easy to do”. Similarly, 35% of sponsors said providing release time was “somewhat difficult,” and 12% said it was “very difficult” to do. Despite any difficulties providing release time caused for directors, 23% said that the reimbursement rate they received for this time off was enough to offset all costs with an additional 70% 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.

Tuition and Books

When asked about the center's share of tuition costs, 44% of sponsors reported the center's cost to be "very easy to do," with 50% reporting the cost as "somewhat easy to do." The remaining 6% said that the center's responsibilities for tuition were either "somewhat" or "very" difficult to do. Sixty-two percent (62%) of the sponsors reported that the center helped recipients with the cost of books. Of the centers that did, 83% reported that the cost was "very" or "somewhat" easy to do and 17% indicated that the cost was "very" or "somewhat" difficult to do.

Sponsors were asked if sponsoring teachers on T.E.A.C.H. had increased the fees for parents at their centers. Eighty-three percent (83%) of sponsors reported that there had been *no increase* in fees due to the center's participation in T.E.A.C.H. Of the 17% of sponsors who reported an increase, 53% attributed the increase to staff raises due to education gains. Twenty-six percent (26%) did not specify why fees to parents had increased.

Teacher Compensation

Sponsors were also asked about the difficulty of awarding recipients a raise or bonus after they completed T.E.A.C.H. program requirements. Thirty-nine percent (39%) said awarding a raise or bonus was "very easy to do." An additional 37% said that the increased compensation was "somewhat easy to do." At the same time, 19% 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 half (52%) 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 (74%), with unspecified financial aid identified by 18% of sponsors and in-house assistance through the provider identified by 3% of sponsors.

The CCSA Staff (T.E.A.C.H. Staff & Other Staff Members)

As with recipients, the sponsors offered positive feedback regarding the T.E.A.C.H. staff. All (100%) of the sponsors who had had contact with T.E.A.C.H. staff said they strongly or somewhat strongly agreed with the statement that they received good customer services from the T.E.A.C.H. staff. Ninety-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, 100% strongly or somewhat strongly agreed the CCSA staff was available or responded to requests in a timely manner. As an overall evaluation of the T.E.A.C.H. program, 98% of the sponsors said they were either very satisfied or somewhat satisfied.

Discussion

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

Currently, as in the past, some directors struggle to meet the minimum number of courses required to participate in the scholarship program. In 2002, 22% of directors pursuing an associate degree and 30% pursuing a bachelor's degree found it "somewhat difficult" to complete the required number of classes. For directors taking classes in 2019, those percentages had changed to 25% and 9%, respectively. Thus, while the situation has improved significantly for directors pursuing a bachelor's degree, it remains a big struggle for those directors pursuing an associate degree.

"Without the scholarship I would not have been able to finish school. Professionally, it helps me communicate with the teachers and the parents. I learned a lot." -AD

The overwhelming majority of sponsors surveyed this year (98%) were satisfied with T.E.A.C.H. All sponsors (100%) also said that T.E.A.C.H. staff provided good customer service. Not surprisingly, 97% of sponsors in 2002 and 98% of sponsors in FY2020 said that they would recommend T.E.A.C.H. scholarships to other child care centers and 99% were planning to continue sponsoring scholarship recipients next year.

The findings indicate T.E.A.C.H. has influenced the education levels and experience of the early care and education workforce as a whole. Fifty-nine percent (59%) of directors in the 2014 workforce study reported having at least one staff member who was a T.E.A.C.H. scholarship recipient. In addition, when comparing 2002 to 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 2014 workforce study showed that teachers with a bachelor's degree earned more than \$2.00 more per hour than teachers with an associate degree. The financial incentive to complete a bachelor's degree indicates the bachelor's degree scholarship is a key incentive for teachers deciding to pursue higher education.

In summary, T.E.A.C.H. Early Childhood® North Carolina is working for scholarship recipients and for their program sponsors. Recipients expressed their appreciation for the financial and professional impact that scholarships make, and sponsors see this impact not only on the individual recipients but also on the quality of care in their early care and education programs. Most complaints and suggestions that recipients and sponsors have about T.E.A.C.H. concern wanting more of the essential things that they already receive, such as paid release time, compensation for their educational expenses and regular contact with their counselor. Many have expressed concern that funding for T.E.A.C.H. must be continued. Most recipients and sponsors want to expand or enhance their T.E.A.C.H. participation as they pursue their educational

goals and create high quality early childhood environments for the young children that they serve.

Conclusions

This year we are pleased to report that there was an increase from last year in the number of participants utilizing T.E.A.C.H. scholarships. Since 2009, scholarship participation rates had been on a decline, with last year being the first year we held steady with the same number of participants as the year before. However, from July 1, 2019 to June 30, 2020 there were 2,434 scholarships awarded to 2,405 recipients, exceeding our projected goal of 2,200 participants. T.E.A.C.H. Early Childhood® scholarship recipients (see Appendix C) in 96 of North Carolina's 100 counties (see Appendix D) and 33 non-T.E.A.C.H. recipients who received credential bonuses only. Additionally, we had 302 applicants who were awarded scholarships this year but did not actively enroll in courses. Although these individuals did not actively enroll in courses, our counseling staff provided scholarship counseling services at some point during the reporting period

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 is important for two reasons. For one, we want to ensure there is equitable access to the scholarship program and that the racial/ethnic distribution of scholarship participants closely resembles the racial/ethnic distribution of the general population. Secondly, research has demonstrated that there are positive outcomes for children of color when their teacher matches their race/ethnicity. Therefore, it is crucial for people of color to have opportunities in the field, scaffolded by access to education to ensure positive outcomes for children.

This year, T.E.A.C.H. Early Childhood® sScholarship 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), almost 53% of T.E.A.C.H. scholarship recipients are people of color which is an increase from last year's distribution of 50% of T.E.A.C.H. recipients being people of color. According to the 2018 Kids Count data almost 48% of North Carolina's population of children under 5 is children of color and 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.

Program Sponsor Profile

These 2,405 scholarship recipients cared for children in 948 different early care and education programs, with at least one T.E.A.C.H. Early Childhood® recipient almost 19% of the licensed centers in North Carolina and in just over 5% of the licensed family child care homes. Sixty-three percent of the sponsoring centers are for-profit early care and education settings, 20.5% are independent not-for-profit programs, 5% of programs

have faith-based sponsorship, 10% are Head Start programs and 1.5% are public school programs. Of the 948 early care and education programs, 95 of these are family child care homes. With the availability of three scholarship programs for individuals not working in licensed child care programs, we also had 45 sponsoring employers of participants who are working in community-based roles benefiting the early childhood field. These employer types include colleges/universities, early intervention programs, Head Start organizations, Smart Start Partnerships, private and public-school systems, resource and referral agencies, regulatory services and technical assistance providers.

Educational Institution Participation

During this reporting period, T.E.A.C.H. Scholarship recipients were enrolled in 53 of North Carolina's 56 community colleges that offer the Early Childhood Associate Degree Program, as well as in 14 state-supported universities and 5 private colleges. Community college early childhood coordinators and university early childhood department chairs continue to support the T.E.A.C.H. Early Childhood® NC scholarship program by recruiting students and serving in an advisory capacity for the program.

Outcome Measures

The results of the analysis of the three outcome measures of the Associate and Bachelor's Degree Scholarship 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.

The turnover rate in early care and education facilities in North Carolina averages about 18% for full time teachers and assistant teachers (2015 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 20,172 (12,638 documented as completed)⁸ 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 2019 through June 2020, **62,107 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 2019-2020, 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 2,405 child care teachers, administrators, family home based professionals and community specialists in 96 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.

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 19-20

Five different groups of scholarship recipients were surveyed and responded:

AD = Associate degree Directors (N = 13) **AT** = Associate degree Teachers (N = 195)

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

BD = Bachelor degree Directors (N = 24) **BT** = Bachelor degree Teachers (N = 47)

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)	58.3%	62.1%	61.5%	0.0%	0.0%
AA/AAS degree	25.0%	30.3%	30.8%	79.2%	74.5%
BA degree	8.3%	5.6%	7.7%	16.7%	25.5%
Other*	8.3%	2.1%	0.0%	4.2%	0.0%

* 3 Master's Degree, 1 PhD in Physics, 1 BFA, 1 high school

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

	AD	AT	AF	BD	BT
To earn an AA or AAS degree	50.0%	63.7%	61.5%	0.0%	0.0%
To earn a BA degree	41.7%	43.5%	61.5%	75.0%	68.1%
To earn an MA degree	0.0%	14.0%	30.7%	33.3%	21.3%
Other*	8.3%	6.2%	0.0%	4.2%	17.0%

* 10 plan to work towards a BK license, 5 completed their educational goals, 1 Ph.D., 6 other

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

	AD	AT	AF	BD	BT
Yes	91.7%	94.3%	92.3%	91.7%	93.6%
No	8.3%	5.7%	0.0%	8.3%	4.3%
Not Sure	0.0%	0.0%	7.7%	0.0%	2.1%

3a. If No, why not? **Check all that apply.**

	AD	AT	AF	BD	BT
I did not have time to take courses.	N/A	33.3%	N/A	50.0%	0.0%
I could not afford tuition, books, etc.	N/A	33.3%	N/A	50.0%	33.3%
Courses were at inconvenient times.	N/A	16.7%	N/A	50.0%	0.0%
I was planning to leave the child care field.	N/A	0.0%	N/A	0.0%	0.0%
I did not believe I needed more education.	N/A	8.3%	N/A	0.0%	0.0%
I had no interest in taking courses.	N/A	0.0%	N/A	50.0%	0.0%
Other*	N/A	0.0%	N/A	0.0%	66.7%

*unspecified, didn't know about TEACH, wasn't ready for school yet, didn't know about BK degree

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

	AD	AT	AF	BD	BT
Very easy	25.0%	43.1%	46.2%	20.8%	31.9%
About right	50.0%	50.3%	38.5%	70.8%	61.7%
Somewhat difficult	25.0%	6.7%	15.4%	8.3%	6.4%

5. My program provided release time to me.

	AD	AT	AF	BD	BT
No	25.0%	15.0%	7.7%	29.2%	17.4%
Yes	58.3%	78.2%	69.2%	54.2%	80.4%
Not sure	16.7%	6.7%	23.1%	16.7%	2.2%

5a. The amount of release time provided by the scholarship was:

	AD	AT	AF	BD	BT
Too little	0.0%	17.1%	37.5%	0.0%	15.8%
About right	100.0%	82.2%	62.5%	100.0%	81.6%
Too much	0.0%	0.7%	0.0%	0.0%	2.6%

6. My share of the tuition was:

	AD	AT	AF	BD	BT
Too little for me to pay	0.0%	5.2%	0.0%	4.2%	2.2%
About right	100.0%	90.7%	100.0%	87.5%	87.0%
Too much for me to pay	0.0%	4.1%	0.0%	8.3%	10.9%

7. My share of the cost of books was:

	AD	AT	AF	BD	BT
Too little for me to pay	0.0%	3.1%	0.0%	0.0%	2.2%
About right	91.7%	85.5%	92.3%	87.5%	82.6%
Too much for me to pay	8.3%	11.4%	7.7%	12.5%	15.2%

8. The travel stipend that I received was:

	AD	AT	AF	BD	BT
Too little	16.7%	27.3%	16.7%	21.7%	17.8%
About right	83.3%	71.7%	83.3%	78.3%	82.2%
Too much	0.0%	1.0%	0.0%	0.0%	0.0%

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

	AD	AT	AF	BD	BT
Too short	0.0%	2.1%	7.7%	4.2%	0.0%
About right	83.3%	85.1%	92.3%	91.7%	83.0%
Too long	16.7%	12.9%	0.0%	4.2%	17.0%

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

	AD	AT	AF	BD	BT
Agree strongly	50.0%	44.3%	53.9%	34.8%	31.9%
Agree somewhat	41.7%	38.0%	23.1%	47.8%	51.1%
Disagree somewhat	0.0%	9.9%	23.1%	8.7%	10.6%
Disagree strongly	8.3%	7.8%	0.0%	8.7%	6.4%

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

	AD	AT	AF	BD	BT
Yes	88.9%	81.3%	100.0%	85.7%	89.1%
No	11.1%	18.8%	0.0%	14.3%	10.9%

11a. If you answered yes above, please provide examples of how you made changes in your classroom/program based on things you learned in class.

“Just the way I have learned to talk with the children and understand why they think the way they do has opened my eyes more so to understanding them and I have more ideas I bring to my classroom” (AT)

“I was able to put more developmentally appropriate materials into the Arts Center and in the manipulatives and also created a Writing Center” (AT)

“My program encourages me to change as I learn and improve my classroom management and learning experiences. As I learned about classroom management I implemented strategies such as encouraging children who are listening or making good choices to continue to do so. This helped the children who were not to correct their behavior.” (BT)

“More positive feedback is given to children instead of inflated words such as “good job”.” (BD)

“We created a picture schedule for the children to follow.” (AF)

Note: Due to COVID-19 the surveys done by phone had to be done by CCSA staff members while working from home. To protect privacy of TEACH staff, questions 12 and 13 were removed from the phone surveys. The number of responses to numbers 12 and 13 are listed in the table below.

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

	AD	AT	AF	BD	BT
Agree strongly	85.7%	77.1%	75.0%	85.0%	67.4%
Agree somewhat	14.3%	15.0%	25.0%	10.0%	25.6%
Disagree somewhat	0.0%	5.0%	0.0%	5.0%	2.3%
Disagree strongly	0.0%	2.1%	0.0%	0.0%	4.7%
Total Responses	7	139	12	20	43

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

	AD	AT	AF	BD	BT
I have not needed to contact CCSA staff.	0.0%	0.7%	0.0%	0.0%	2.3%
<i>Of those who contacted CCSA:</i>					
Agree strongly	85.7%	79.1%	83.3%	75.0%	66.7%
Agree somewhat	14.3%	13.0%	16.7%	25.0%	26.2%
Disagree somewhat	0.0%	6.5%	0.0%	0.0%	4.8%
Disagree strongly	0.0%	1.4%	0.0%	0.0%	2.4%
Total Responses	7	140	12	20	43

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

	AD	AT	AF	BD	BT
Yes	50.0%	59.5%	69.2%	66.7%	55.3%
No	50.0%	40.5%	30.8%	33.3%	44.7%

14a. If you answered “yes” above, please explain how you used the website (check all that apply).

	AD	AT	AF	BD	BT
Basic information gathering	83.3%	80.9%	88.9%	75.0%	88.5%
Looked for application	83.3%	25.2%	55.6%	62.5%	23.1%
Career Directory	33.3%	12.2%	11.1%	0.0%	3.9%
Contact information	66.7%	47.8%	44.4%	50.0%	53.9%
Online Higher Education Directory	16.7%	15.7%	44.4%	18.8%	3.9%
Other*	0.0%	5.2%	11.1%	0.0%	7.7%

*Professional Development, looking for forms/contracts/other paperwork, news updates, to refer another teacher, looking for payment options/refund/benefits.

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

114 recipients provided comments: 3 (AD), 77 (AT), 7 (AF), 10 (BD), 17 (BT) Comments were on a variety of topics but the three that received the most were: a shorter commitment (21%), better customer service/communication (19%), and higher bonuses (9%).

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

	AD	AT	AF	BD	BT
Very satisfied	91.7%	84.1%	76.9%	87.5%	85.1%
Somewhat satisfied	8.3%	14.4%	23.1%	12.5%	10.6%
Somewhat dissatisfied	0.0%	0.5%	0.0%	0.0%	2.1%
Very dissatisfied	0.0%	1.0%	0.0%	0.0%	2.1%

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

	AD	AT	AF	BD	BT
Yes	100.0%	98.5%	100.0%	100.0%	95.7%

17a. If No, why not? **Please be specific.**

Other financial aid options are better, commitment period after contract is finished

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

Some selected quotes follow:

“It has been amazing and has allowed me to obtain my degree which has given me a promotion at work and has given me a confidence that I did not have before.” (AD)

“Without the scholarship I would not have been able to finish school. Professionally, it helps me communicate with the teachers and the parents. I learned a lot.” (AD)

“The Teach scholarship means that I can focus on my studies and use the training and skills to provide a encouraging learning environment for the young children in my care.” (AF)

“It 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)

“It has meant so much to me personally because I have been able to save money and use the extra money to help out with bills and other things for my three children and I. It has meant so much to me professionally because I’ve learned so much from attending classes and I apply these things to my daily teaching strategies.” (AT)

“This scholarship has allowed me to become a better teacher, by learning and working in the ECE field at the same time. I've gained knowledge that I would not have if I couldn't go to school. It has provided me with the skills I need to be fortunate enough to find a teaching position at a high quality Early Childhood preschool.” (AT)

“It helped me financially go back to school to receive my AA degree in Early Childhood and now I'm one year away from obtaining my BA in Early Childhood with hopes of getting my Master's Degree” (BD)

“Personally, it was a huge blessing to advance myself and apply it to my career which I love; not to have a financial burden to advance myself. If I did not go to school, we would not have been able to have our Pre-K program.” (BD)

“Professionally I am able to provide the children in my care a remarkable education. I am able to make a difference because of the knowledge I've obtained. Personally I can afford to get the education needed to be a better teacher because the TEACH program is basically paying tuition & books.” (BT)

“TEACH has helped me continue my education to become a better teacher, better assist my children and earn more pay.” (BT)

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

	AD	AT	AF	BD	BT
Yes	91.7%	80.2%	83.3%	75.0%	78.7%
No	8.3%	19.8%	16.7%	25.0%	21.3%

19a. If No, why not? **Check all that apply.**

	AD	AT	AF	BD	BT
I am graduating.	100.0%	57.9%	66.7%	50.0%	55.6%
I will not remain in the early childhood field.	0.0%	7.9%	0.0%	0.0%	0.0%
I do not plan to take courses.	0.0%	21.1%	0.0%	0.0%	22.2%
My center will not sponsor me.	0.0%	2.6%	0.0%	0.0%	0.0%
I cannot afford to continue.	0.0%	2.6%	33.3%	0.0%	11.1%
I am no longer pursuing an early childhood degree	0.0%	13.2%	0.0%	0.0%	0.0%
I am getting financial support through other means	0.0%	2.6%	0.0%	0.0%	11.1%
Other*	0.0%	18.4%	0.0%	50.0%	11.1%

*taking time off, caring for grandchild, moved to another state, unhappy with year long commitment, opening own center, personal life too busy, no pay difference, happy with current level, contract was terminated

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

	AD	AT	AF	BD	BT
I feel more appreciated and recognized for my work.	66.7%	70.3%	69.2%	58.3%	63.0%
I am more willing to stay with my current child care program.	75.0%	58.3%	46.2%	41.7%	54.4%
I have increased my knowledge of child development.	83.3%	91.7%	92.3%	91.7%	84.8%
I have applied my teaching techniques and practice.	66.7%	87.5%	84.6%	83.3%	78.3%
I have better relationships with the children and families with whom I work.	91.7%	77.1%	61.5%	73.9%	67.4%
I see myself as an early childhood professional.	91.7%	85.9%	84.6%	79.2%	80.4%
I appreciate the education I am getting and want to get more.	83.3%	80.2%	69.2%	75.0%	71.7%
I received better compensation.	66.7%	47.4%	53.9%	37.5%	50.0%
Other	0.0%	5.7%	0.0%	4.2%	2.2%
I have not noticed any benefits.	0.0%	2.1%	0.0%	0.0%	0.0%

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

Have you been able to register for classes with ease?

	AD	AT	AF	BD	BT
Yes	91.7%	92.7%	92.3%	95.8%	95.7%
No	8.3%	7.3%	7.7%	4.2%	4.4%

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

	AD	AT	AF	BD	BT
Yes	66.7%	80.9%	84.6%	91.7%	84.8%
No	33.3%	19.1%	15.4%	8.3%	15.2%

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

	AD	AT	AF	BD	BT
Yes	100.0%	95.5%	100.0%	100.0%	100.0%
No	0.0%	4.5%	0.0%	0.0%	0.0%

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

	AD	AT	AF	BD	BT
Yes	33.3%	42.3%	38.5%	79.2%	73.9%
No	66.7%	57.7%	61.5%	20.8%	26.1%

22a. If you answered "yes" above, did those classes transfer to this school?

	AD	AT	AF	BD	BT
Yes	50.0%	62.8%	20.0%	79.0%	73.5%
No	50.0%	37.2%	80.0%	21.1%	26.5%

If any of your classes DID NOT transfer, please indicate the number that DID NOT transfer

	AD	AT	AF	BD	BT
Early Childhood Courses	2	3	2	N/A	3
General Education	3	4	2	N/A	N/A
Both	N/A	5	N/A	N/A	25

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

- (42.2%) Very easy to do
- (40.6%) Somewhat easy to do
- (15.6%) Somewhat difficult to do
- (1.6%) Very difficult to do

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

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

- (91.2%) Agree strongly (0.0%) Disagree somewhat
- (8.9%) Agree somewhat (0.0%) Disagree strongly
- (1.7%) Don't know (N/A)

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

- (98.3%) Agree strongly (0.0%) Disagree somewhat
- (1.8%) Agree somewhat (0.0%) Disagree strongly
- (0.9%) Don't know (N/A)

c. Information that I received from T.E.A.C.H. was easy for me to understand.

- (91.2%) Agree strongly (0.9%) Disagree somewhat
- (7.9%) Agree somewhat (0.0%) Disagree strongly
- (0.9%) Don't know (N/A)

11. Has your center's participation in T.E.A.C.H. Early Childhood® led to increasing fees to parents?

- (17.1%) Yes *Go to 11a.* (82.9%) No *Go to 12.*

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

- 52.6%: staff raises
- 26.3%: unspecified
- 21.1%: General

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

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

Comments were on a variety of topics but the 4 receiving the most were: better/more regular communication (19%), longer/better enforcement of commitment (9%), and clarify application/forms (9%), and increase reimbursement for leave time (6%).

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

- (90.3%) Very satisfied (1.8%) Somewhat dissatisfied
- (8.0%) Somewhat satisfied (0.0%) Very dissatisfied

14. Would you recommend T.E.A.C.H. Early Childhood® scholarships to other child care centers?

- (98.3%) Yes *Go to 15.* (1.8%) No *Go to 14a.*

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

None specified

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

- (51.9%) Yes *Go to 15a.* (48.2%) No *Go to 16.*

- 15a. What other financial assistance do your staff receive?
- (3.3%) In-house assistance through provider
 - (18.0%) financial aid unspecified
 - (73.8%) Pell Grant
 - (0.0%) loans
 - (4.9%) other or not sure

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

(99.1%) Yes Go to 16a (0.9%) No Go to 16b.

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

(85.8%) Yes (end) (14.2%) No

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

- (10.5%) Staff is graduating. (0.0%) Staff is leaving the center.
- (10.5%) Staff does not want to participate. (5.3%) Staff does not want to take courses.
- (15.8%) My center cannot afford the cost. (0.0%) Staff no longer needs financial assistance.
- (79.0%) Other*

* 33% of those who said other limit the number of teachers they sponsor, 44% have teachers who already have degrees or are not interested at the current time

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

This is the last part of the survey. I'm going to ask you a few questions about each T.E.A.C.H. scholarship recipient in your center. Please consider each scholarship recipient individually when answering the questions. Just to double-check, how many of the T.E.A.C.H. scholarship recipients currently working in your center completed courses during Spring 2019, Summer 2019 or Fall 2019?

302 recipients total

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

<i>(Circle the answer given.)</i>	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Since enrolling in college courses...					
1. the recipient has increased her/his early childhood knowledge and skills.	0.3%	1.0%	2.3%	14.6%	81.8%
2. the recipient has improved the quality of her/his teaching techniques and practice.	0.3%	0.7%	3.3%	24.2%	71.5%
3. the recipient has increased confidence and enthusiasm in her/his teaching abilities.	0.3%	1.3%	4.3%	24.5%	69.5%
4. the recipient has influenced her/his coworkers to use new teaching techniques.	1.0%	3.0%	9.3%	32.8%	54.0%
5. the recipient has improved relationships with the children and their families.	0.0%	0.3%	2.6%	19.5%	77.5%
6. the recipient has developed emerging leadership skills.	0.7%	1.7%	7.9%	27.8%	61.9%
7. the recipient has my full support in applying new techniques in her/his classroom.	0.0%	0.7%	0.7%	8.9%	89.7%

Appendix C
T.E.A.C.H. Early Childhood® NC Scholarship Program
2019-2020 Summary Information

Participants in each scholarship program

N.C. Early Childhood Administration Credential Scholarship	35
Early Childhood Associate Degree Scholarship	1,678
Early Childhood Bachelor's Degree Scholarship	274
CDA Assessment Scholarship	15
T.E.A.C.H. Early Childhood Associate Degree Scholars	13
T.E.A.C.H. Early Childhood® Working Scholars	113
Preschool Add On and BK Licensure Scholarship	144
Early Care and Education Community Specialist Scholarship	19
Leadership in Infant and Toddler Learning Post-Baccalaureate Certificate	21
Early Childhood Master's Degree Scholarship	122
Total active scholarship participants	2,405*

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. **302**

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

N.C. Early Childhood Credential Bonus	11
N.C. Early Childhood Administration Bonus	19
N.C. School Age Credential Bonus	3

Total beneficiaries of T.E.A.C.H. 2,740**

Distribution of active participants by ethnicity

American Indian	1.5%
Asian/ Pacific Islander	1%
Black/ African-American	43.5%
Hispanic/Latino/Latina	5%
Multiracial	1%
White/European-American	47%
Other	1%

Average hourly wage of active recipients by position

Center-based directors	\$15.54
Center-based teachers	\$11.74
Family home-based professionals	\$8.07

Child care programs actively sponsoring participants

Child Care Centers	853
Family Child Care Homes	95

Distribution of sponsoring child care centers by auspice

For Profit	63%
Independent Not-for-profit	20.5%
Head Start	10%
Faith-Based	5%
Public School	1.5%

Distribution of active family child care homes by auspice

For Profit	100%
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Children served in programs actively sponsoring participants 62,107

*Sixteen recipients graduated while on the Associate Degree Scholarship Program and transitioned to the Bachelor's Degree or Birth-Kindergarten Licensure Scholarship Program. Two recipients participated simultaneously on the CDA Assessment and Associate Degree Scholarship Programs. Four recipients were on lower level scholarships and subsequently were awarded Master's Degree Scholarships during the reporting period. There were two recipients who moved from the Administration Credential to an Associate Degree Scholarship. Finally, five recipients participated on Bachelor's Degree Scholarship and transitioned to the Birth-Kindergarten Licensure Scholarship Program after graduating. Thus, the total number of scholarships awarded with active enrollment is 2,434.

** 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	50	15	1308	Johnston	44	10	548
Alexander	6	4	213	Jones	1	0	0
Alleghany	8	3	69	Lee	9	4	101
Anson	10	4	69	Lenoir	14	5	273
Ashe	12	3	205	Lincoln	18	9	670
Avery	14	3	148	Macon	2	0	0
Beaufort	17	7	499	Madison	6	3	83
Bertie	1	1	41	Martin	5	2	127
Bladen	6	1	26	McDowell	16	6	183
Brunswick	5	3	500	Mecklenburg	325	130	9478
Buncombe	73	30	2153	Mitchell	2	0	0
Burke	27	7	574	Montgomery	9	2	220
Cabarrus	73	17	2135	Moore	14	8	283
Caldwell	30	8	517	Nash	10	3	117
Camden	0	0	0	New Hanover	36	13	1127
Carteret	0	1	42	Northampton	2	1	62
Caswell	10	2	104	Onslow	26	12	1064
Catawba	33	10	813	Orange	35	19	1066
Chatham	12	6	309	Pamlico	1	0	0
Cherokee	9	4	150	Pasquotank	15	5	315
Chowan	4	2	63	Pender	14	4	222
Clay	2	2	62	Perquimans	2	0	0
Cleveland	43	11	411	Person	3	0	0
Columbus	11	6	382	Pitt	21	10	859
Craven	10	4	275	Polk	2	0	0
Cumberland	117	65	4129	Randolph	29	11	766
Currituck	5	2	35	Richmond	3	2	98
Dare	12	7	165	Robeson	28	4	194
Davidson	47	15	1112	Rockingham	28	12	570
Davie	7	0	0	Rowan	44	16	1243
Duplin	7	3	222	Rutherford	4	2	80
Durham	113	61	2978	Sampson	9	5	169
Edgecombe	5	1	51	Scotland	10	4	239
Forsyth	65	19	1268	Stanly	51	14	1037
Franklin	20	6	241	Stokes	17	4	296
Gaston	56	16	1111	Surry	5	3	197
Gates	0	0	0	Swain	3	1	60
Graham	1	1	11	Transylvania	18	5	200
Granville	12	3	179	Tyrrell	1	0	0
Greene	8	3	276	Union	21	5	453
Guilford	121	56	3997	Vance	6	1	61
Halifax	5	6	106	Wake	189	99	7429
Harnett	28	15	651	Warren	3	2	29
Haywood	27	6	324	Washington	1	0	0
Henderson	41	19	693	Watauga	12	6	284
Hertford	0	0	0	Wayne	46	16	1252
Hoke	29	11	800	Wilkes	8	3	145
Hyde	0	0	0	Wilson	7	4	291
Iredell	21	8	541	Yadkin	2	0	0
Jackson	12	5	241	Yancey	3	1	17
				TOTAL	2,405	948	62,107

*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.