

T.E.A.C.H. Early Childhood®

Transforming Lives and Creating Partnerships



The early childhood workforce is significant and matters to our nation. An estimated 2.3 million early educators work in early care and education settings with young children ages birth to twelve across the country. Early educators are largely female, ethnically diverse, earn low wages and receive few, if any, employee benefits. Despite the need for early educators to be educated, they lack the resources to attain college credentials and degrees they need to provide critical services for children and families.

Child Care Services Association (CCSA) recognized many years ago that in order to provide quality early care and education services, the education, compensation and retention of the early childhood workforce would need to be addressed. With a bold mission to create a sustainable strategy to improve the education level of those working with young children in out-of-home settings, CCSA implemented the T.E.A.C.H. Early Childhood® (Teacher Education and Compensation Helps or T.E.A.C.H.) Project in 1990.

T.E.A.C.H. is a cost-sharing model that spreads the cost of higher education among the recipient, the employer and T.E.A.C.H. – providing early educators with funding needed to earn credentials and degrees at community colleges and universities, as well as paid release time and a bonus or a raise. Licensed organizations in states across the country implement the model to fidelity with the support of shared tools, technical assistance and training provided by the T.E.A.C.H. Early Childhood® National Center.

In its first year, T.E.A.C.H. served 21 early educators in North Carolina. Today, an average of 20,000 recipients are served annually in over 500 colleges and universities in 23 states and the District of Columbia. Nationally, over 120,000 recipients have benefitted from public-private partnerships between and among preschool, higher education and workforce development.

T.E.A.C.H. is a model that has created real change for real people working on the front lines of a critically important, but perpetually under-resourced industry. Over twenty years of steady, effective incremental growth have created an award-winning model and transformative results -- for the individual recipient, their families, their employers, the children in their care, the institutions of higher education where they learn, and the communities where they work and live --semester after semester.

CCSA is a private, non-profit organization whose mission is to ensure affordable, accessible, high-quality child care for all young children and their families through research, services and advocacy. Founded in 1974, CCSA utilizes diverse sources including the United Way, local, state and federal governments, foundation and corporate grants, employers, fees for services and its own fundraising efforts to improve the early care and education system serving young children ages birth to five in North Carolina and across the United States. To learn more about CCSA, visit www.childcareservices.org.

Five Components

Utilizing private-public partnerships, T.E.A.C.H. employs a multi-pronged, comprehensive strategy to educate and retain early childhood teachers, positively impacting outcomes for the children in their care. T.E.A.C.H. is comprised of four components:

Comprehensive Scholarships

Provide support for early educators to access college courses, certificates and degrees in child development or early childhood education resulting in no student debt.

College Education *Require completion of a specified number of credit hours per contract at a participating college or university coupled with support from T.E.A.C.H. counselors.*

Counselor *Support each recipient by providing a state-based T.E.A.C.H. Counselor able to assist the student in securing a scholarship, navigating the college processes, helping the student balance work, family and school and monitoring progress and needs.*

Compensation *Increase earnings through the provision of a bonus and/or a raise for recipients who complete their education in a prescribed period of time to support economic viability of staff.*

Commitment *Establish a contract between employee, employer and T.E.A.C.H. that requires the recipient to remain in the sponsoring program for a specified period of time (generally a year) after they receive their to reduce staff turnover.*

For the latest annual report and results, click:
www.childcareservices.org/ps/teach_ta_qac.html



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helping
families
educating
teachers
supporting
children