

T.E.A.C.H. times

Fall 2014

T.E.A.C.H. Early Childhood® STATES

Alabama
 Arizona
 Colorado
 Florida
 Delaware
 Indiana
 Iowa
 Kansas
 Michigan
 Minnesota
 Mississippi
 Missouri
 Nebraska
 Nevada
 New Mexico
 North Carolina
 Ohio
 Pennsylvania
 Rhode Island
 South Carolina
 Texas
 Vermont
 Washington, DC
 West Virginia
 Wisconsin

Child Care WAGES® STATES

Florida
 Kansas
 Iowa
 New Mexico
 North Carolina



Letter from the Founder

Since the inception of T.E.A.C.H. Early Childhood® (T.E.A.C.H.) in 1990, we have worked to connect and/or create the pieces of a complex, dynamic puzzle. Over the past 25 years, the field has benefitted from research on how the brain develops and the ways we can support a child starting school healthy and ready to succeed. We have grown the evidence demonstrating the importance of an educated early childhood teacher in helping children develop – developmentally, emotionally, socially and physically. And here at the T.E.A.C.H. Early Childhood® National Center, we have



grown our knowledge about what services and evidence-based strategies support early educators in accessing and successfully completing the college education they need to teach and support children during critically important early years. As T.E.A.C.H. turns 25, we are reflecting on our early years -- our work, the impact of the work and what we have learned. And we invite you to reflect with us and learn in this edition of the T.E.A.C.H. Times where we will go from here.

For more than a quarter of a century, we have documented T.E.A.C.H. opening the doors to a college education for over 126,000 early educators, changing the lives of recipients across the nation. We have continued to implement the original model -- the 5 C's:

a Comprehensive scholarship with Counseling that leads to College credits, Compensation gains and Commitment to the field. These core elements and a steadfast approach have resulted, year after year, in the early childhood workforce making steady gains in the areas of education and compensation. We have seen the possibilities on a local, state and national scale. Recently, early childhood workforce data in North Carolina, the founding T.E.A.C.H. state, show the efforts have paid off and reached a tipping point, with the majority of early educators working in center-based settings possessing two- or four-year degrees.

Achieving such gains has been made possible in

It's a Virtual Birthday Party! You're Invited!

The T.E.A.C.H. Early Childhood® National Center is hosting a 25th virtual birthday party for T.E.A.C.H. on October 29, 2014. Your photos, images and birthday wishes or messages can be posted on our virtual birthday page [here](#).

Just click and load!

Do you have a photo you wish to share? Send your image to [Christin Lampkowski at christinl@childcareservices.org](mailto:Christin.Lampkowski@childcareservices.org) and we will add it to our birthday album!

T.E.A.C.H.
 Early Childhood®
 Celebrating
25 years



T.E.A.C.H. Times
 Debra Torrence, Editor

State programs are licensed by the T.E.A.C.H. Early Childhood® National Center. For more information contact:

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 919.442.1988 – fax

www.childcareservices.org/ps/teach_ta_qac.html

T.E.A.C.H. programs in 24 states and the District of Columbia because of ongoing funding over the years supported by public private partnerships and strong advocates in state projects. The first annual investment in T.E.A.C.H. of \$23,100 from five different funders in 1990 has grown to almost \$26 million in FY 2014. Collectively, these investments in state projects and the support of our funding partners have laid the foundation for change in the areas of education, compensation and retention of the early childhood workforce across the nation.

The strong state-based commitments coupled with T.E.A.C.H.'s evidence-based approach have transformed the lives of T.E.A.C.H. scholarship recipients. Annually about 600,000 children in their classrooms, center and family child care homes have benefitted from a more knowledgeable and effective teacher. Recipients' children have also been affected by T.E.A.C.H. as their parents model commitment to an education goal and realize the promise of achieving it..

That commitment to seeking a degree, one or two courses each semester over five to seven years, while working full-time for low wages

and juggling a family, to earn a two-year degree has blossomed into a growing, strong body of advocates for the early childhood workforce. This growing alliance of T.E.A.C.H. recipients are proudly taking their place as the first in their families to earn college credits and/or degrees, graduating debt free, and are now reaching out to help others do the same.

It is this deeply held commitment we have observed, a commitment held by T.E.A.C.H. recipients, T.E.A.C.H. sponsors, state project staff, T.E.A.C.H. Advisory Committee members, higher education faculty, funders, partners and policy makers, that has resulted in 25 years of T.E.A.C.H.

We thank you for your commitment and encourage each of you to join the T.E.A.C.H. Early Childhood® National Center and our state projects across the nation in celebrating the work we have done together by participating in the T.E.A.C.H. 25 birthday celebration. We invite you to take a look inside and learn what we continue to learn, where we are going next and how we can go there together. Our children and their teachers need you.

Kick Up Your Heels in Celebration!

As part of our T.E.A.C.H. Early Childhood® 25th anniversary celebration, the Center will showcase our Projects, tools and resources at booth #1903 in the exhibit hall during the NAEYC Conference and Expo.



Information on the T.E.A.C.H. Early Childhood® Initiative, how to get a T.E.A.C.H. scholarship, the newly forming T.E.A.C.H. Early Childhood® Alliance, the I Make a Difference for Young Children campaign and more will be available. And of course, there will be yummy treats and ribbons for T.E.A.C.H. recipients, sponsors and partners!

www.naeyc.org/conference/



Staff Education: Key Ingredient in Quality

North Carolina has been continually examining and evaluating its 5-star rated child care facility license, since its full implementation in 2000. North Carolina has chosen to use both the Environmental Rating Scales scores and the education of staff as significant measures of quality and major components in the scoring of the rated license.

The three studies summarized below by Yudan Wang, Research Associate at the University of North Carolina at Greensboro, were completed at different points in time over the last 14 years. **All link higher education to better child care quality.**



2005

Measurement of quality in preschool child care classrooms

An exploratory and confirmatory factor analysis of the early childhood environment rating scale-revised.

Cassidy, D. J., Hestenes, L. L., Hegde, A., Hestenes, S., & Mims, S. (2005). Early Childhood Education Quarterly, 20, 345-360. doi: 10.1016/j.ecresq.2005.07.005

By conducting exploratory factor analysis with ECERS-R items with one half of a sample of 1313 classrooms and confirmatory factor analysis with the other half, two distinct factors measured by a small subset of the items were revealed that accounted for a large part of the total variance in the original scale. These two factors, namely, activities/materials and language/interaction, were further related to important characteristics of classrooms.

Findings concerning the relationships between teacher education and classroom quality suggested that teacher education was associated positively with all indicators of classroom quality, including structural quality, process quality, and overall quality. In other words, when classrooms had teachers with higher education levels, they tended to have higher scores on the materials/activities factor, higher scores on the language/interaction factor, as well as higher scores on the ECERS-R. Specifically, results of analyses of variance (ANOVAs) suggested that when teachers had a two-year degree or higher, classrooms demonstrated qualitatively better process quality (language/interaction) than when teachers had only a high school education or some college. Additionally, classrooms with teachers who had a two-year degree or higher demonstrated qualitatively better structural quality (materials/activities) than classrooms with teachers who had only some college, which in turn demonstrated better structural quality than classrooms with teachers who had only a high school degree.

2009

Education level and stability as it relates to early childhood classroom quality

A survey of early childhood program directors and teachers.

Mims, S. U., Scott-Little, C., Lower, J. K., Cassidy, D. J., & Hestenes, L. L. (2009). Journal of Research in Childhood Education, 23, 227-237. doi: 10.1080/02568540809594657

465 teachers and 231 directors from programs who recently participated in quality assessments conducted by the North Carolina Rated License Project (NCRLAP) completed surveys on their education history and other information related to their work arrangement. Two rounds of scores from NCRLAP assessments were obtained and the programs that participated in both assessments were identified. Relationships between teacher education, director education, and classroom quality were examined.

Findings based on correlation analysis suggested that teacher education was associated positively with classroom quality, meaning that when teachers have higher levels of education, their classrooms tended to demonstrate higher quality based on assessments with Environmental Rating Scales. Furthermore, similar patterns were revealed between director education and classroom quality. In addition, when directors were enrolled in a college course in between assessments, their programs were more likely to witness a larger improvement in quality, as represented by the difference between the later assessment and the earlier assessment.

2014

Comparisons among quality measures in child care settings

Understanding the use of multiple measures in North Carolina's QRIS and their links to social-emotional development in preschool children.

Hestenes, L. L., Kintner-Duffy, V., Wang, Y. C., La Paro, K., Mims, S. U., Crosby, D., Scott-Little, C., & Cassidy, D. J. (2014). Early Childhood Research Quality. doi: 10.1016/j.ecresq.2014.06.003

This study examined the relationships between North Carolina's star ratings and classroom quality, between structural characteristics, such as teacher education, and classroom quality, and between classroom quality and children's socio-emotional outcomes in a sample of 422 preschoolers in 97 programs. Multiple measures of classroom quality were employed and comparison across these measures suggested that distinct but related aspects of classroom quality were captured.

In this sample of preschool classrooms, teachers' education level was significantly related to classroom quality, as indicated by ECERS-R, ECERS-E, CLASS Emotional Support, CLASS Classroom Organization, and C5 Positive, with higher levels of education associated with better quality.

The ECERS-R is intended to measure the global quality of a preschool classroom (ages 3 to 5). The ECERS-E is intended to focus on curricular aspects of the preschool classroom. The CLASS is intended to measure the quality of teacher-child interactions and peer interactions in preschool classrooms, and is separated into three domains, Emotional Support, Instructional Support, and Classroom Organization. Lastly, the Contentedness and Comfort of Children in Child Care Scale (C5) was developed to assess the overall emotional wellbeing demonstrated by children in group child care settings, and comprises two factors, C5 Positive that captures positive emotional experiences and C5 Negative that captures negative emotional experiences.

Lessons Learned: Health Insurance and the Early Care and Education Workforce

Thanks to a grant from the [Kate B. Reynolds Charitable Trust](#) and the [W. K. Kellogg Foundation](#), Child Care Services Association and its T.E.A.C.H. Early Childhood® National Center (Center) launched the Early Educators and ACA CONNECT project in December 2013.

The one-year project was dedicated to helping the early childhood community (employees, employers and families they serve) learn more about the Affordable Care Act (ACA) and how to obtain health insurance coverage supported by the ACA.

The Project's North Carolina-focus provided the state's early childhood community with ACA information packets, group trainings, conference sessions and one-on-one technical assistance about the Affordable Care Act as a Certified Application Counselor (CAC) site. In addition, T.E.A.C.H. Early Childhood® **states** received Center-developed materials for their use with recipients and sponsors.

What did we learn? Below are five lessons we have learned from implementing the Early Childhood and ACA CONNECT Project. There is still much work to be done to ensure the North Carolina early childhood workforce is able to access affordable health insurance many need for themselves and their families. The current workforce study released by Child Care Services Association in March 2014, reveals that 35% of teachers in licensed child care settings do not have health insurance from any source. Over half of the employing centers in the state do not provide support for health insurance.

Lesson #1 – Insurance (by itself) is a confusing topic. We have spent an unexpected amount of our 'informational' time explaining the basics of health insurance. As we already know, so many in the early childhood workforce have no health insurance from any source. They have spent years 'getting by' and trying to understand the difference between a co-pay and a deductible can be confusing and overwhelming.

Lesson #2 – Early educators lack an understanding about ACA. While there may

be a number of resources with a variety of information available, most early educators were very unfamiliar with what the ACA is and how it impacts them. Most individuals shared that they relied primarily on word of mouth to make decisions about health insurance coverage.

Lesson #3 – Face-to-face communication works best. See numbers 1 & 2! Since we are talking about a very complex topic, individuals were much more willing to engage in meaningful discussion and ask questions when ACA information was presented in person.

Lesson #4 – There is great value in leveraging community partners. Success rates in terms of filling information sessions and trainings were much higher when a local community partner (i.e. local child care resource and referral agency) hosted an event. Partnering with a trusted, local entity provides participants with both a familiar face who offers information and training regularly to early educators and in some places, a bonus of training credits.

Lesson #5 – Myths abound. The reliance on 'word of mouth' sources for information about health care coverage coupled with negative press and misinformation about the role of the ACA and the availability of a Marketplace required Project staff to debunk myths. These ranged from reassuring them that 'signing up does not provide the US Department of Homeland Security the right to enter your home,' and 'No, a doctor can't tell you that he doesn't take Obamacare. Obamacare is slang referring to the ACA which is a law, not a health insurance policy'.

Click on Early Educators and ACA CONNECT to learn more about this project and access free open source ACA materials developed for use with early childhood employers and employees.

New Free I Make a Difference for Young Children Tools

The I Make a Difference for Young Children (IMD) open source tool library continues to grow. New tools have been created to aid early childhood colleagues in engaging their partners, families and communities in educating others about the importance of high quality early care and education services and a strong early childhood workforce. Click on the links below to access a new webinar about the IMD campaign and new tools to help you engage others in making a difference for young children.

- **Webinar - I Make a Difference for Young Children Campaign Overview** [here](#)
- **IMD You Can Too Fb Banner** [here](#)
- **IMD You Can Too Sticker/Button** [here](#)
- **IMD You Can Too Families Tool** [here](#)



Funded by [W. Clement & Jessie Stone Foundation](#)

Center Continues Free National Webinar Series

November 4, 2014, 1 – 2 PM EST
Child Care WAGES® 101

Click [here](#) to register.

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T.E.A.C.H. Early Childhood®
NATIONAL CENTER TEAM
BUILDS KNOWLEDGE
about the **WORKFORCE & TOOLS** *across the* **COUNTRY**

May 2014 - Smart Start National Conference, North Carolina

June 2014 - National Association for the Education of Young Children Professional Development Institute, Minnesota

July 2014, QRIS National meeting, Colorado and National Association for Family Child Care, Florida

Russell Participates on US DHHS Early Learning Career Pathways Initiative Advisory Group

Supported by the U.S. Departments of Education and Health and Human Services, the Early Learning Career Pathways Initiative (Initiative), extends the work currently being done through the Department of Education's Office of Career, Technical, and Adult Education under the Technical Assistance for Developing Career Pathways project. This work signifies the commitment of these Departments to support the development of career pathways in states to increase access to jobs in early childhood education.

The main goal of this work is to support and advance the implementation of comprehensive career pathways in the early learning industry that meet the skill, development, and employment needs of low income adults and address the critical workforce shortage and qualification needs of the field. The initiative will build upon current federal and state investments in the early learning sector, and utilize an advisory group of subject matter experts to better inform the national landscape of early learning career pathways.

As an advisory group member, Sue Russell will contribute to an analysis on adults in the early learning workforce and alternative pathways to early childhood degrees and credentials, written briefings on identified topics, and inform the design of comprehensive career pathways that address the needs of adults and qualification needs of the early learning workforce.

Making the Case for the Workforce

New impact stories supported by funding from the W. Clement & Jessie V. Stone Foundation demonstrating how T.E.A.C.H. has transformed early educators and supported their next steps in their careers are now available in downloadable print and video clip formats.

Click [here](#) to read, listen and/or download the perspectives and voices of recipients, sponsors, partners, and higher education faculty as they share the impact of T.E.A.C.H. across the country.

An Important Role

A child care program administrator's decision to sponsor a teacher on a T.E.A.C.H. Early Childhood® (T.E.A.C.H.) scholarship is one of the most important steps an employer can take towards improving staff retention and maintaining a high quality early care and education environment for young children.

Agreeing to provide financial support for educational expenses sends a message to the teacher that she is respected, valued and essential to the program's mission. Yet there are other equally important supports that an employer can provide to help the teacher experience academic success and grow professionally.

Click [here](#) to download How Employers Can Support T.E.A.C.H. Recipients in Their College Experience

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- Sponsor college costs helping the teacher go through the degree program plan and requirements.
- Attend college orientations with the teacher.
- Interact with the teacher around course selection each semester.
- Help the teacher identify her needs for additional resources offered at the college or in the community.
- Recognize that child-rearing time is vital to the teacher's personal and academic success.
- Provide regular check-ins with the teacher to understand how she is juggling various demands and responsibilities at home, work and college.
- Celebrate the small victories and steps toward educational achievements.
- Work to further strengthen the teacher's confidence by creating mentoring and leadership opportunities.
- Recognize the teacher's accomplishments with peers, families in the center and in the community.
- Attend graduation or other recognition ceremonies on behalf of the teacher.
- Write a letter or send a sign that says, "You're a proud sponsor of a T.E.A.C.H. Early Childhood® scholarship recipient!"
- Encourage other staff in the center to express their support of the teacher's efforts.
- Provide opportunities (or strategies) for the teacher to share newly acquired knowledge in her classroom and with friends.
- Encourage the teacher to share her knowledge with other teachers in the center.

"T.E.A.C.H. has been really great for us. It helps our teachers go to school. When they learn, they benefit our program. The teachers have created their hours at school into their classrooms. I am so fortunate to have them and I have changed how I view early childhood and it makes me much more passionate about it."
 — Program Director, NM

"Thank you for your continued support. Without your support we would not be where we are today with education, wonderful teachers and a 'Love to Read'."
 — Public Program Director, NC

"Without T.E.A.C.H. we would not be able to have all of our best teachers on staff to give their teachers a degree. The knowledge they are getting helps us provide the best early childhood experiences for the children we serve."
 — Head Start Director, IN

"T.E.A.C.H. is a wonderful resource for teachers. I have the support and guidance that I give to my staff as they receive the higher educational degree."
 — Center Director, HI

Many T.E.A.C.H. Early Childhood® scholarship recipients are the first in their family to go to college. Having a supportive employer can make the difference to a successful journey.



Ann Tilmon
 Family Child Care Provider
 Associate of Applied Science in Early Education
 (class of 2013 - With Honors)
 Metropolitan Community College, Omaha, NE

"Children have a lot to offer. I have been learning from them for 25 years. I opened my early childhood program to stay home with my children and work on my nursing degree. With a number of 'life happens' moments along the way, I delayed my education. In 2010, I changed majors to early childhood education and with the offer of a T.E.A.C.H. scholarship I was on my way. Without T.E.A.C.H. I would not have learned that there is a meaningful reason why I interact with children the way I do. T.E.A.C.H. has provided the spark back in my heart. T.E.A.C.H. also gave my program new meaning and ideals. It is now more of a thriving program than just an existing one." Ann recently decided to pursue her Bachelor's Degree in Early Childhood Education.

Promise of Education

Join us April 28 -29, 2015 in Chapel Hill

Contact Julie Rogers at: julier@childcareservices.org to learn about Symposium sponsorships.



Plan now to attend the

T.E.A.C.H. Early Childhood® & Child Care WAGE\$® 2015 National Professional Development Symposium

25 Years of T.E.A.C.H. Early Childhood®: Looking Back, Looking Forward

The William and Ida Friday Center for Continuing Education, UNC – Chapel Hill, Chapel Hill, NC

“For my first T.E.A.C.H. symposium, I thought it was wonderful. I’m filled with ideas to implement.”

“The sessions were all really, really good! Very high quality. I was glad to be a part of it.”

Save the Date!

Plan to join us in Chapel Hill on April 28 and 29, 2015 for the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2015 Professional Development Symposium.

This year’s theme – 25 Years of T.E.A.C.H. Early Childhood®: Looking Back, Looking Forward – will help allow participants to reflect on the history of early childhood and T.E.A.C.H. in the U.S. and propel participants forward to a future where every child in an early childhood setting has a teacher who is well-educated and well-compensated and access to affordable college education is available to all who want or need it.

The two-day schedule provides T.E.A.C.H. and WAGE\$ state project staff, funders, policy makers, professional development partners and more with a boutique conference experience. The conference offers keynote and plenary sessions by national experts and opportunities to attend general or T.E.A.C.H. or WAGE\$ specific sessions. Registration opens soon so watch the Center website for details.

Registration

\$210/person including breakfast, lunch and afternoon snack breaks on both days.

Schedule

Tuesday, April 28, 2015 ~ 7:30 a.m. – 5:30 p.m.

- Continental Breakfast and Lunch included
- Keynote Presentation
- 17 workshops

Wednesday, April 29, 2015 ~ 7:15 a.m. – 3:15 p.m.

- Continental Breakfast and Lunch included
- Plenary Session
- 17 workshops

Lodging

Room blocks have been secured at three **hotels** close to the Friday Center.

Airport

The closest airport is the Raleigh Durham Airport, just a 15-minute drive to the Friday Center conference center and hotels.

Questions?

Email Christin Lampkowski at christin@childcareservices.org.



Articulation Teams Drive Toward the Goal in Year Two

The T.E.A.C.H. Early Childhood® National Center's Articulation Project funded by the W.K. Kellogg Foundation is supporting 10 state teams to continue their work on developing better articulated higher education systems. Their work will ultimately increase access to higher education opportunities for early educators.

Local funding combined with Project funds are supporting the Articulation Project Teams in driving toward the Project goal.

State based teams met initially in April 2013 with the general task of making a difference in the articulation efforts in their states. The state teams were composed of representatives from T.E.A.C.H. initiatives, two and four-year institutions of higher education, state agencies, and other state partners. Each state crafted an initial plan that identified the strengths, barriers and needs in their state. The state teams together with staff from the T.E.A.C.H. Early Childhood® National Center created a joint goal for the project.

State teams knew at the beginning that creating better articulation strategies and policies would not be a simple task and would involve a high level of interaction with an array of partners, using a variety of methods employed over a long period of time.

Articulation Strategies

- **Building relationships with key partners** - In multiple states the first and foremost task has been to assemble or reassemble a committed group of individuals to advance the articulation agenda in their state. States with long-term articulation experiences, such as North Carolina and Florida, have found that early advocates have left their positions due to retirement or relocation and that established successes needed to be revisited and revived. In both states a key effort has been assembling a team that is committed to growing a new articulation effort.

Along with representatives from higher education, state teams include representatives from governing groups, like Ohio's Board of Regents, or Florida or Indiana's representatives from the business

community. Some states have partnerships with Early Childhood Advisory Councils and Head Start Collaboration offices or are accomplishing their work in partnership with existing professional development efforts as the Arizona team is doing.

- **Developing common course curriculum** - West Virginia has taken an existing effort to create a common course curriculum and moved from planning to a proposed implementation in January 2015. Ohio and Michigan have similar efforts that after some time are finally ready for approval from the appropriate agencies.
- **Improving practicum and field work options** - Iowa completed a successful Higher Education Summit that had joint goals of building relationships AND trying to develop better field based opportunities for early childhood scholars. The Summit identified issues and strategies that have led to follow up events such as the August 1 Field Placement Collaboration meeting for Des Moines area educators.
- **Analyzing costs** - North Carolina is developing tools that will describe the costs stemming from the lack of articulation including those borne by the state, higher education systems, early educators, employers and children served in formal early childhood settings.

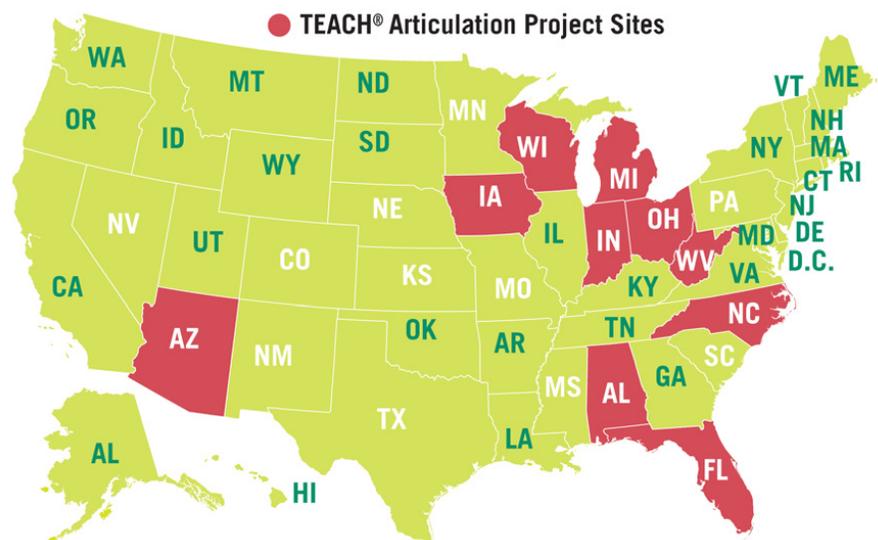
- **Leveraging resources** - Funding for this project has been limited to a \$500 stipend per team, most often used to support team meetings. NC has secured a Race to the Top Early Learning Challenge grant funds to support the coordination of statewide efforts. In Wisconsin articulation team members worked with several partner groups to apply for funding within the University of Wisconsin system. While the initial effort was not funded, steps are already in place for their next applications for funds.

Project Goal

Participating states will improve articulation of college coursework and degrees in early childhood education from two-year institutions of higher education to four-year institutions within the state by identifying and implementing various strategies that either directly or indirectly affect the intended goal.

- **Forming articulation agreements** - Both Alabama and Michigan are working with partners at state four-year higher education institutions to support pilot articulation agreement efforts to meet the needs of T.E.A.C.H. recipients seeking higher degrees from a state-based institution of higher education. The

Bachelor's Degree Completion Program in Early Childhood Education (Birth through Age 5, Non-licensure) with a built-in minor in early childhood special education offered by Indiana's Ball State University will utilize a statewide articulation agreement with the Indiana Ivy Tech Community College allowing acceptance of 60 credits of an Associate of Science Degree in Early Childhood Education.





Growing an Alliance of T.E.A.C.H. Partners

The T.E.A.C.H. Early Childhood® National Center welcomed members of the T.E.A.C.H. Early Childhood® Alliance

Advisory Committee to Chapel Hill on June 23rd for its first committee meeting.

Advisory committee members were excited about the meeting and were ready to get to work! At the end of the day, the committee and the National Center staff had worked together to lay the foundation for the T.E.A.C.H. Early Childhood® Alliance! The members of the T.E.A.C.H. Early Childhood® Alliance Advisory Committee are Tracy Ehlert (IA), Robbin Hutchins-Jones (CO), Sarah Kelsy (AL), Cathy Kovacs (SC), Alberto Mares (NM), Ana De Hoyos O'Connor (TX), Kimberly O'Neal (FL), Florianna Thompson (NC) and Tonya Williams (IN).

The T.E.A.C.H. Early Childhood® Alliance (Alliance) is a membership association and was created in response to the voices of T.E.A.C.H.

scholarship recipients nationally. The T.E.A.C.H. Early Childhood® National Center, which created, disseminated and supports T.E.A.C.H. Early Childhood® Projects nationally, will serve as the home of the Alliance. The Alliance will act much like an alumni association designed specifically for current and past T.E.A.C.H. scholarship recipients, as well as those that support the T.E.A.C.H. Early Childhood®

“This is so exciting! It just seems like yesterday we were all talking about if The Alliance could be a possibility!”

— Bonnie White, Alliance Member

Initiative. It will provide a way to connect, grow and develop a national T.E.A.C.H. network to provide opportunities for leadership, advocacy and professional and personal development.

For more information about the T.E.A.C.H. Early Childhood® Alliance, please contact Teresa Graves at

teresag@childcareservices.org, at 919-442-1990. You can also connect with the T.E.A.C.H. Early Childhood® Alliance via Facebook (The TEACH Early Childhood Alliance) and Twitter (@TEACH_Alliance)!

Alliance Membership Levels

- > **Current T.E.A.C.H. scholarship recipient (active T.E.A.C.H. contract) \$10**
- > **Former T.E.A.C.H. scholarship recipient (T.E.A.C.H. alumni; no active T.E.A.C.H. contract) \$20**
- > **T.E.A.C.H. supporter (never been a T.E.A.C.H. scholarship recipient) \$30**

“For those of us that have used T.E.A.C.H. to support our education goals, becoming a member of the T.E.A.C.H. Alliance is not only a great way to show our support, but to pay it forward and become advocates for T.E.A.C.H., leaders for our profession, and to connect with alumni to grow our professional network.” — Tracy Ehlert,

Alliance Advisory Committee Member

membership



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T.E.A.C.H. EARLY CHILDHOOD® NATIONAL ADVISORY COMMITTEE

Sue Russell, ex officio: Child Care Services Association

National Members

Helen Blank

National Women's Law Center

Peg Sprague

United Way of Massachusetts Bay

Chip Donohue

Erikson Institute

Carol Brunson Day

Independent Consultant

Ana De Hoyos O'Connor

San Antonio College

T.E.A.C.H. Early Childhood® Members

Michelle Raybon

Alabama Partnership for Children

Autumn Gehri

Wisconsin Early Childhood Association

Phyllis Kalifeh

The Children's Forum

Dianna Wallace

Indiana Association for the Education of Young Children

Edith Locke

Child Care Services Association



T.E.A.C.H. Early Childhood® National Center

PO Box 901
Chapel Hill, NC 27514



...ensuring affordable, accessible, high-quality child care for all young children.