

T.E.A.C.H. times

Winter 2013

T.E.A.C.H. Early Childhood® STATES

North Carolina, *Founding State*

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

Child Care WAGES® STATES

North Carolina, *Founding State*
Florida
Kansas
Iowa
New Mexico

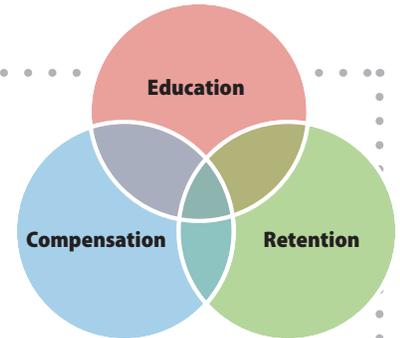


Letter from the Founder

In the field of early care and education the impact or results of our work can be measured in many ways -- from the outputs we can count and to the change we observe and measure. T.E.A.C.H. Early Childhood® and Child Care WAGES® (WAGES)® Projects (Projects) use multiple metrics to understand the impact of the comprehensive college scholarships they provide to early educators working in child care programs on the recipient, on the college degree program where she studies, on the program in which she works, and the impact on the children she cares for in her classroom and in her home.



Grounded in precise and measurable goals, Projects located in 24 states and the District of Columbia, assess the impact of T.E.A.C.H. in three key areas related to the advancement of the early care and education workforce: education, compensation and retention. The impact of T.E.A.C.H. has been documented in a variety of ways, demonstrating the depth and breadth of what access to a college education and support



for being a successful college student means to the field and the women who work in it.

We invite you to read our latest [annual report](#), which captures the impact of the work of T.E.A.C.H. Projects by the numbers and through the stories of recipients. Highlights from the work conducted by T.E.A.C.H. across the nation in the last year are also highlighted in the info graphic to the left.

We encourage you to view the profiles of each T.E.A.C.H. Project offered in the new T.E.A.C.H. [Compendium](#), which shares both the outputs achieved and a glimpse into the life-transforming change T.E.A.C.H. recipients have experienced.

We offer you an opportunity to lean in and listen to the words of T.E.A.C.H. recipients featured in the Center's new video clip gallery accessed by the link provided inside this edition of the Times.

We invite you to use the tools noted above and to post, duplicate and share the new I Make a Difference for Young Children toolkits, referenced on later pages, to educate your networks and

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\$25.9 million invested in T.E.A.C.H. scholarships

3.46 avg. GPA for AA/AAS & 3.24 for BA/BS*

7-8% average compensation gain**

23 T.E.A.C.H. Projects

322 two-year college partners

507,668 children benefitting

103,150 credits earned

8,875 employer sponsors

99% women

165 four-year university partners

9% or less turnover rate for T.E.A.C.H. recipients

16,381 scholarships

*Average GPA of scholarship recipients pursuing a Bachelors or Associates degree.
**Average annual compensation gain for recipients.



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

Projects are programs of Child Care Services Association's T.E.A.C.H. Early Childhood National Center. For more information contact:

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919.967.3272 – phone
919.442.1988 – fax

www.childcareservices.org/ps/teach_ta_qac.html

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communities about the importance of an educated, compensated and stable early care and education workforce.

The impact of T.E.A.C.H. can be grown exponentially by educating others, working together and sharing ideas. So join us at our national Symposium in April and lean in, learn, listen and share your ideas about how we can work together by emailing Debra Torrence at debrat@childcareservices.org.

Join us April 1 - 2, 2014 in Chapel Hill

www.childcareservices.org/_downloads/TEACHsymp_Reg_Brochure2014.pdf

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 WAGES® 2014 National Professional Development Symposium

The Promise of Education for the Early Education Workforce.

April 1 - 2, 2014

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.”

Advocating for Investments In the Early Childhood Workforce

On February 28, 2014, the Institute of Medicine/ National Research Council study committee held a public information-gathering session at the National Academy of Sciences in Washington, DC to obtain input from stakeholders interested in the developmental science, care, and education of children from birth to age 8. The session was designed to be a comprehensive information-gathering effort and is one among many means for the committee to assemble relevant resources, materials, and input to examine and discuss in the course of its deliberations.

At this public session, a limited number of stakeholders interested in the topic of the study provided brief remarks at the public session on how, from their perspectives, children can be supported to move more seamlessly through the birth through age 8 continuum. Sue Russell, Executive Director of the T.E.A.C.H. Early Childhood® National Center, shared remarks about the importance of investing in the education of the workforce during the

Aligning Opportunities

Federal investments in the early childhood field through Race to the Top Early Learning Challenge Grants, prekindergarten investments and supports like the Affordable Care and Fair Minimum Wage Acts provide opportunity and hope for advancing the education and compensation and benefits of the early care and education workforce. Collectively, these resources can serve to increase the quality of the workforce through local supports like T.E.A.C.H. and increase workforce compensation through better paying jobs and benefits through employment in PreKindergarten and Head Start programs – lifting the compensation floor for the entire field.

- **Race to the Top Early Learning Challenge Grants** [more information here.](#)
- **Early Head Start Child Care Partnerships** [more information here.](#)
- **Affordable Care Act & What It Means to Children, Families and Early Childhood Programs** [more information here.](#)
- **Fair Minimum Wage Act**
 - **Key Facts** - [more information here.](#)
 - **Bill Text** - [more information here.](#)

stakeholder portion of the agenda. The session agenda and her remarks may be accessed at http://www.childcareservices.org/ps/case_workforce.html.

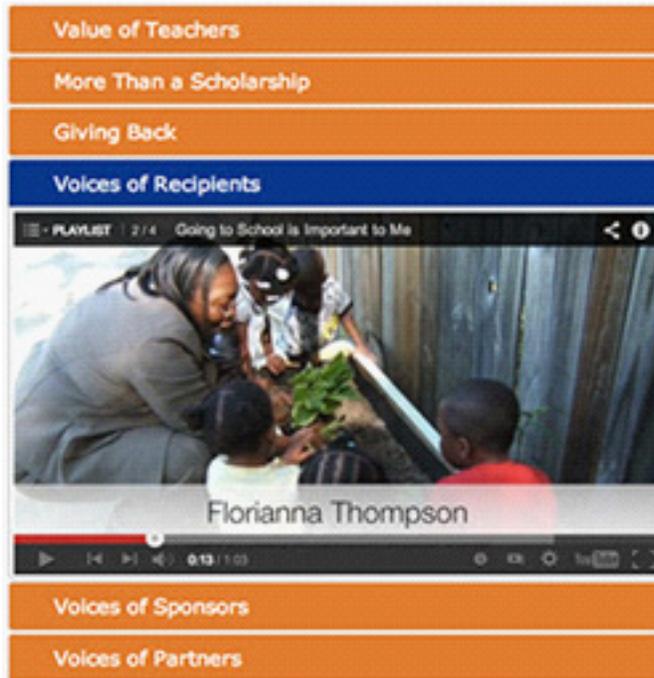
T.E.A.C.H. partners and early educators are

encouraged to share their written input for the committee’s consideration anytime during the course of this study via email to Birth.to.Eight@nas.edu.

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Lean In and Listen!

Check out the new video library showcasing the voices of T.E.A.C.H. Early Childhood® recipients, sponsors and partners! Go to http://www.childcareservices.org/ps/case_workforce.html and lean in, listen and learn more about the impact T.E.A.C.H. Early Childhood® is having across the country.



“I was honored to be chosen to be the guest speaker at my commencement. The first Early Childhood person ever chosen. This from a girl who barely graduated high school. All of this because T.E.A.C.H gave me the opportunity to go to school. I can never thank them enough.”

-- Early Childhood Provider, Ohio

Building Bridges, Removing Barriers

The T.E.A.C.H. Early Childhood® National Center (Center) has launched a two-year articulation project in partnership with early childhood and higher education partners in ten states with the support of a W.K. Kellogg Foundation grant.

State teams attended a forum provided by the Center in spring 2013 to prepare them to continue their work back home in an effort to advance articulation policies in their states that would build bridges between and among early childhood degree programs and serve to increase access to college education for the early childhood workforce. Each state team is composed of higher education faculty, community stakeholders, and policy makers.

As states pursue their articulation goals over the coming months, support from the Center in the form of technical assistance, tools and training are aiding teams in identifying components they can use to build strong articulation strategies. Among the strategies



state teams are exploring are using common course catalogs and descriptors, strengthening relationships among two- and four-year degree faculty, developing regional higher education degree articulation hubs and pursuing legislation to mandate articulation of credit and early childhood degrees earned.

Watch for project updates later this year and a compendium of sample articulation models and strategies gathered from the project to inform your work in 2015.

T.E.A.C.H. Featured in US DHHS Blog

Read about the impact of CCDF funding blogged by Director, Shannon Rudisill in her December 2013 piece, *Supporting Those Who Teach Our Youngest Children*. Go to <http://www.acf.hhs.gov/blog/2013/12/supporting-those-who-teach-our-youngest-children> and enter “supporting those who teach” in the ‘search’ field.



Supporting Critical Connections

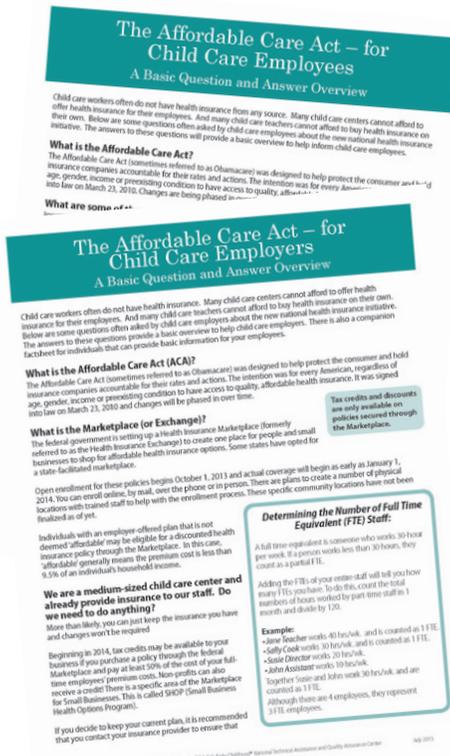
Thanks to support provided by the W.K. Kellogg Foundation and the Kate B. Reynolds Trust, early educators across the nation are being provided with information about the Affordable Care Act and supports to help them make the connection to health insurance coverage. Child Care Services Association, the home of the T.E.A.C.H. Early Childhood® National Center, utilized Center staff to support the development of fact sheets for child care employees and employers to help early educators in North Carolina make this critical connection. Matching funds provided by the Center, with support from the W.K. Kellogg Foundation, provided T.E.A.C.H. Projects with fact sheet templates to support the creation of tailored sheets that reflect their states' individual marketplace options to disseminate to the early childhood workforce.

ACA Employer Fact Sheet

www.childcareservices.org/_downloads/FactSheet_ACA_NationEmployer_Alt8_19_13.pdf

ACA Employee Fact Sheet

www.childcareservices.org/_downloads/FactSheet_ACA_NationEmployee_Alt8_19_13.pdf



Center Launches National Webinar Series

In late 2013, a new national webinar series was launched by the T.E.A.C.H. Early Childhood® National Center for state and national partners to increase access to information and strategies to address college access, advancement and completion by the early childhood workforce.

The series was kicked off with Accreditation: A Strategic Link for Articulation, conducted in partnership with the National Association for the Education of Young Children (NAEYC) and the Early Childhood Associate Degree Accreditation (ECADA) project. Marica Cox Mitchell, Director of Higher Education Accreditation and Program Support, presented the webinar. Contributions from Jessica A.

Cooper, M.S. Assistant Professor Early Childhood and Family Studies Program at St. Phillip's College, Alamos Colleges in Texas and Pamela Evanshen, Ed D, Professor and Chair, Teaching and Learning Department at Eastern Tennessee State University provided participants with on-the-ground perspectives.

The articulation webinar series continues in March 2014 followed by webinars including

- I Make a Difference for Young Children Campaign
- Supporting Adult College Student Success
- T.E.A.C.H. Early Childhood® 101
- T.E.A.C.H. Early Childhood® National Center Overview
- Child Care WAGES® 101

Click and Use! New Online IMD Toolkits

The Center rolled out two new I Make a Difference for Young Children (IMD) toolkits at the National Association for the Education of Young Children's 2013 national conference in Washington DC in November. Center staff presented two workshops and attended the ACCESS and NAECTE national meetings to share the IMD Higher Education and Early Childhood Community Toolkits.

The IMD Higher Education kit provides a set of tools and resources to support higher education faculty in using IMD materials as part of an early childhood college course, as support materials and/or to inform discussions, activities and assignments. The Early Childhood Community kit provides tools early educators can use to enhance public education and advocacy efforts, orientation materials for new employees, resource materials for professional development trainings, workshops and courses, information to include in parent packets, research and strategies to post

on bulletin boards and program websites and Facebook pages and more.

Visit to <http://www.childcareservices.org/ps/imd.html> to download these free resources.



T.E.A.C.H. Adds Two New States

Resources and support to aid early educators in achieving a college education are now available in Mississippi and Vermont. The Alabama Partnership for Children is serving as the administrative home in Mississippi. In Vermont, the Vermont Association for the Education of Young Children is administering the project.

Read more about the work of T.E.A.C.H. and WAGES and access state profiles and successes shared from across the nation in the latest annual report and compendium. The Promise of Education for the Early Childhood Workforce report with accompanying profiles is available [here](#).



Overheard . . . *“I share my experience daily. I’m considered the T.E.A.C.H. poster child on campus. Nothing has helped me more than T.E.A.C.H. and I could not be where I am without T.E.A.C.H. That door opened for me and I would like to open that door for somebody else.”* — Symposium Panelist



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

