

2010-2011

Pathways & Opportunities

*Opening Doors to
Higher Education for the
Early Childhood Workforce*

T.E.A.C.H. Early Childhood®
and Child Care WAGES®
National Annual Program Report



Letter from the president

■ One of the many lessons we in the T.E.A.C.H. Early Childhood® Project have learned over the past 20 years is that educational attainment and college completion for our workforce lead not only to better outcomes for the children in their classrooms but also better economic outcomes for teachers and children, their families and their communities. Now economists and business leaders are recognizing these truths as well.

A new book, *Investing in Kids: Early Childhood Programs and Local Economic Development* (2011, W.E. Upjohn Institute, MI), by Michigan economist Timothy J. Bartik, reveals that the economic impact on per capita income growth regionally is as high as or higher from investing in 0-5 than any other strategies. And according to the Lumina Foundation, (whose primary commitment is to enrolling and graduating more students from college) “there is a growing consensus among the public, business leaders and higher education institutions that new models are needed to expand knowledge and strategies to develop the human capital needed for today’s economy”.¹

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T.E.A.C.H. Early Childhood® is just such a model. We have witnessed over and over again through the years how the attainment of a college education is the beginning of a cycle of transformation. For many T.E.A.C.H. scholarship recipients they are the first generation in their family to go to college and get a degree. This sets the stage for educational attainment for their own children and for the children in their classrooms – all of whom are tomorrow’s workforce.

However, we’ve also learned that there are enormous barriers to achieving this educational goal and providing access to an education is, in and of itself, not enough for these non-traditional students who are older, working full time, earning low wages and often supporting dependents, to succeed. They face barriers like taking the first steps to register for classes and finding the necessary supports they need to sustain them once they are enrolled. But no matter what barriers members of our workforce face to getting the education they both want and need, pathways of opportunity exist.

One of the key strategies T.E.A.C.H. uses to facilitate not only college access, but also ongoing support needs of this workforce is found in the work of T.E.A.C.H. counselors. They play a multi-faceted, critical role as mentor, coach, advisor and cheerleader for scholarship recipients. In partnership with recipients, T.E.A.C.H. counselors help remove barriers, resulting in stronger, more resilient recipients capable of sustaining their commitment to education, while continuing their work in their early childhood settings.

When systems, stakeholders and supports all come together, opportunities for the early childhood workforce to go to college and stay on a degree completion track open up. The results speak for themselves -- an educated workforce, quality early childhood programs and the economic betterment of future generations.

As a field and as a nation, we must continue to invest in early educators and develop evidence-based strategies like T.E.A.C.H. to connect the early childhood workforce with higher education. We invite you to read the following pages and learn about the evidence and the stories that illustrate the work of the T.E.A.C.H. Early Childhood® Project and its ability to open doors to opportunity across our nation.

Sincerely,



Sue Russell
President
Child Care Services Association



This report was funded in part by The Ford Foundation and the Kresge Foundation. We thank them for their support but acknowledge that the findings and conclusions presented in this report are those of the authors alone and do not necessarily reflect the opinions of these organizations.

¹ (http://www.luminafoundation.org/convenings/state_policy/may_25_fed_briefing.html)

Private Dollars Make a Difference

Through funding from The Ford and Kresge Foundations the T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance Center (the Center) has been able to move in some exciting new directions and both expand and deepen its work directly assisting all 23 T.E.A.C.H. Projects and four WAGE\$ Projects. This work, in turn, strengthens the capacity of T.E.A.C.H. and WAGE\$ administrative homes to serve the needs of thousands of early care and education programs and teachers.

Seeding and Supporting T.E.A.C.H. Projects

Two new states, Rhode Island and Texas, and the District of Columbia were awarded T.E.A.C.H. licenses this year. Comprehensive start-up training and technical assistance, including the development of scholarship models and the provision of start up materials were provided to all three. To expand capacity to offer more scholarships, seed grant funding was made available to T.E.A.C.H. projects in West Virginia, Texas and Rhode Island. As a result of both new licenses and seed money, 300 additional early childhood early educators are now working toward college degrees and certificates.

Aligning with National Data Collection Initiative

This year T.E.A.C.H. Early Childhood® was identified by the Center for the Study of Child Care Employment (CSCCE) at the University of California Berkeley as one of three main early childhood education workforce systems collecting critical workforce data across multiple states. As a participant in the Workforce Systems Alignment Workgroup facilitated by CSCCE, T.E.A.C.H. worked along side The Registry Alliance and the National Association of Child Care Resource & Referral Agencies (NACCRRA) to align all

three national workforce data systems to provide the nation, for the first time, with common data definitions to describe the status of the early childhood workforce and its preparedness to provide effective and quality environments for young children.

To this end, T.E.A.C.H. projects are revising scholarship applications while the Center is updating the T.E.A.C.H. database to capture data that aligns with the other systems. Policymakers will soon have the ability to get information on the professional preparation of a large segment of the nearly two million people who comprise the early childhood workforce in this country.

Supporting College Completion with Innovative, Evidence-based Counseling Approaches

Over the past decade, a steady increase in requirements for the early care and education workforce to attain college coursework and degrees has resulted in an upswing in college enrollment while at the same time college completion rates in general are falling. T.E.A.C.H. has historically tracked credit completion rates of recipients annually and in the last fiscal year, began to track persistence rates toward degree and certificate completion. In the next fiscal year, a year-long demonstration project will support three T.E.A.C.H. states in testing innovative counseling strategies designed to refine and enhance our counseling approach toward a clear goal of degree and certificate completion for T.E.A.C.H. scholarship recipients. The projects will examine these models and identify best practices to add to our rich data set of evidence-based strategies.

Voices from the Field

The early childhood workforce is made up of predominantly low-income women, most with little more than a high school education. Many are women of color who often are the first in their families to go to college. Research shows that knowledge associated with a college education is related to the quality of care for children (Conceptual Framework for Early Childhood Professional Development, NAEYC Concept Paper, 1993). Low pay and poorly resourced work environments work against the field's ability to attract and maintain a well-educated workforce. Early educators report that they want to attend college and need the financial, employer and coaching support to make it possible.

Kim Richman considers herself an idealist. "I decided to go to college to raise the standards in my family child care program by changing my level of education and encouraging others to do the same throughout the field in Iowa." Kim is well on her way to realizing her ideals. Having received both her Child Development Associate (CDA) Credential and her Associate Degree in Early Childhood Education, this December Kim will receive her Bachelor's Degree all thanks to T.E.A.C.H. As a result of her focus on her education, Kim has also assumed other professional roles in the field, including membership on the Des Moines Area Community College Early Childhood Board and the T.E.A.C.H. IOWA Advisory Committee. "The education I received through T.E.A.C.H. increased my confidence,

made me aware of best practices and helped me feel like a brand new caregiver. As a first generation college student in my family, T.E.A.C.H. helped keep me motivated on my educational journey," she recently said. "T.E.A.C.H. has really changed the demographics of the workforce in Iowa; we now have a high quality workforce and I am proud of the changing landscape. I set out to change the way people saw child care providers. Too many people in society view child care as babysitting, but we are professionals."



T.E.A.C.H. Early Childhood®

T.E.A.C.H. Early Childhood® offers early educators (many of whom have traditionally been excluded from an education) an affordable, comprehensive scholarship model that presents an opportunity to attain coursework, certificates and degrees without going into debt they will never be able to pay off. The model, however, provides more than access to an education; it also results in cross-sector outcomes that address the enduring challenges that plague the early childhood field - high turnover, low compensation, and insufficient teacher education levels. And, by reducing turnover, it serves to stabilize early care and education settings for thousands of children served throughout the diverse sectors of the early childhood field: Head Start, Prekindergarten, family child care, and public and private early care and education programs.

OUTPUTS

Funding and Support for T.E.A.C.H. Early Childhood®

- \$32.8 million: FY11 funding for T.E.A.C.H. Projects in 22 states and the District of Columbia.
- 9,608: Child Care, Prekindergarten and Head Start employers sponsoring T.E.A.C.H. recipients.

Education

- 18,478: Scholarships awarded
- 125,742: Credit hours completed
- 70%: Recipients working toward a two- or four-year degree
- 3.25: Earned grade point average of Associate Degree scholarship recipients
- 3.45: Earned grade point average of Bachelor's Degree scholarship recipients

Colleges and Universities

- 329 two-year and 186 four-year higher education institutions provided college courses and benefitted from enrollment.

“I am truly blessed to have received the T.E.A.C.H. scholarship. It has served to catapult me toward success! Now that I am in school and feeling better about myself, the children that I teach are reaping a magnificent reward because of all that I am learning in class. I would encourage anyone who takes the child care profession seriously to apply.” - Family Child Care Provider, Texas

Stephanie Blevins didn't expect a college education to be in her future. “In high school, when my friends were applying to college, I didn't bother because I knew I couldn't afford to go.” T.E.A.C.H. has changed all that. As a first generation college student, Stephanie has seen the immediate impact of her education in her work as a teacher in an official Cabell County Prekindergarten classroom in West Virginia. “We recently got a smart table in my class and because I had taken a class on technology in the

classroom, I am able to use the table and show the children

Voices from the Field

how to use it. I'm also finding that my speech class is helping me in parent/teacher meetings”, she said. As an older college student, Stephanie is finding that balancing work, family and college is not as hard as it might seem. “I completed 12 college credits in my first year with T.E.A.C.H. with a 3.75 GPA. I plan to keep going until I complete my associate degree and then work toward a

Bachelor's degree.” Stephanie isn't the only who sees the value in getting a college education. Megan Adkins, the director of her Prekindergarten program recently said, “when she finishes her degree, she will be able to make more money, do her job even better by putting her new knowledge into practice and feel a great sense of accomplishment. Both Stephanie and our school will have received a benefit from this program.”



OUTCOMES

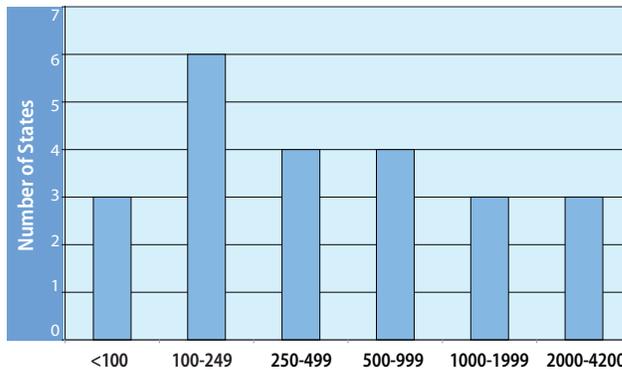
Average Annual Credit Hours Completed by Degree Scholarship Recipients

Annual Credit Hours Toward Degrees Per Scholarship Contract	% of T.E.A.C.H. States Associate Degree	% of T.E.A.C.H. States Bachelor's Degree
15+ credit hours	10%	47%
12-14 credit hours	67%	37%
9-11 credit hours	23%	16%

Annual Turnover Rates for Associate Degree Scholarship Recipients

Turnover Rates	Percent of T.E.A.C.H. States
< 5%	63%
5-9%	32%
10%+	5%

Distribution of Recipients Within States



It wasn't until **Michele Miller-Cox** started working at a high quality early childhood program in North Carolina that she began to see early childhood education as a career. "Initially, I took courses only as a condition of my employment, but when I attended the graduation of some of my colleagues I decided it was time to get my degree", Michele said recently. "In 1993 I opened my family child care business and continued toward my degree one class at a time. I also began participating on community boards and became the president of the Family Child Care Association of Wake County. I realized then that I needed to know more in order to really engage in policy discussions with my peers." That's when T.E.A.C.H. came into play.

After several stops and starts, in 2006 Michele was awarded an A.A.S. Degree in Early Childhood Education and in 2009 a B.S. Degree in Human Development, all thanks to the T.E.A.C.H. Project. "What I realized through my nearly 20 year educational journey is that, while I love working with young children, my calling is now in teaching adults", she said. So Michele is taking her education to the next level, working on her Master's Degree in Education, Curriculum and

Instruction. And while T.E.A.C.H. isn't supporting her education this time, she recognizes that without T.E.A.C.H., she might never have gotten this far.

"T.E.A.C.H. allowed me to go full steam ahead toward my degrees while continuing to run my family child care business. I don't think I would ever have reached these educational milestones and certainly not considered a post-graduate degree if I hadn't had the financial and personal support I received from T.E.A.C.H." Even now as Michele moves on toward another career goal, it's the children who will always be what connects her to this work. She is currently planning her second reunion for the children and families who have come through her family child care home all these many years.



DEMOGRAPHICS

Diversity of the Workforce

- 45.1% of recipients were people of color.
- 11.6% of recipients were Latina/Hispanic.

Diversity of Program Auspices and Children Served

- 12% of recipients worked with children in publicly funded Prekindergarten programs.
- 11% of recipients worked with the Head Start population.
- 39% of recipients worked with children under two years of age.
- 59% of recipients worked with three and four-year olds.

Average Hourly Wage of Teachers

Average Hourly Wage	Percent of T.E.A.C.H. States
\$8.00 - \$9.99/hour	52%
\$10.00 - \$11.99/hour	39%
\$12.00 or more/hour	9%

Child Care WAGE\$[®]

To help stem the tide of turnover in the early childhood workforce, Child Care WAGE\$[®] provides semi-annual salary supplements to early childhood educators based on the education they earn and the continuity of care they provide. Turnover in this workforce means that children struggle with inconsistent educators in the years when establishment of trust and the promotion of learning in a stable environment are most important. While a salary supplement check helps keep educated and motivated teachers in classrooms, WAGE\$ is more than just a check. It also serves to equalize the playing field by successfully reaching the diversity of the field. Last year North Carolina, Florida, Kansas and New Mexico had active WAGE\$ projects.

“With my Child Care WAGE\$[®] checks, I was able to save up and get out of public housing and into my own apartment. The supplements help me provide for my family. Now I am not constantly worried about how to make ends meet and I’m able to do and buy things for my classroom that I hadn’t been able to before.”

— Early Childhood Teacher, North Carolina

OUTPUTS

Funding

- \$13.8 million funded WAGE\$ Projects in four states.

Participants

- 9,022 early care and education teachers, directors and home providers participated in WAGE\$.

Compensation

- \$719 was the average six-month supplement.

OUTCOMES

Education

- 24% - 46% of WAGE\$ participants submitted documentation that they had completed additional coursework.
- 13 - 38% of WAGE\$ participants submitted enough documentation of completed coursework to move up a level on the WAGE\$ supplement scale.

Retention

- Turnover rates ranged from 0 - 12%, far lower than typical rates for the early childhood workforce.

DEMOGRAPHICS

- 3,263 child care programs employed WAGE\$ recipients.
- 56% of WAGE\$ participants were people of color.
- 99% were women.



Above: Sue Russell facilitates a panel discussion among T.E.A.C.H. scholarship recipients and sponsors at the T.E.A.C.H. Early Childhood[®] and Child Care WAGE\$[®] National Professional Development Symposium. (L to R: Sue Russell, Karen Crow, Michele Miller-Cox, Janice Price, Mary Graham).

At right: Ashley Parrish from North Carolina is recognized as the 100,000th T.E.A.C.H. recipient.

Far right: Nita McAdoo presents a workshop at the Symposium.



Supporting Model Implementation Across the Nation

Considered the hub of the wheel for the 23 T.E.A.C.H. and four WAGE\$ Projects, the T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance Center (the Center) provides an extensive and in-depth technical assistance and quality assurance system that focuses on program development, implementation and accountability as well as data collection and reporting.

Designed to strengthen states' early childhood infrastructures and build sustainable projects, the Center has built a lean, efficient and replicable approach with a proven track record of producing greater efficiencies across state projects through the creation of standardized policies, products and processes as well as a national database. Through the expertise and institutional knowledge center staff provides, state projects are able to maintain fidelity to the models and grow the models to become sustainable change drivers in their state/region.

Highlights

- Revised the Center's quality assurance system in recognition of the developmental stages that T.E.A.C.H. and WAGE\$ projects pass through over time. The new Competency Assessment system, while based on the original 16 competencies, now acknowledges the stages of compliance, quality improvement and self assessment/self reflection. And, the process has moved online.
- Created and made available to T.E.A.C.H. states four online database classes and three self paced database video courses to support T.E.A.C.H. states' use of the T.E.A.C.H. Early Childhood® multifaceted and relational database created to manage the program and collect the data needed for reporting.
- Supported T.E.A.C.H. and WAGE\$ counselors' professional development through the creation and presentation of a workshop at the T.E.A.C.H. and WAGE\$ National Symposium. Entitled *Intensive Coaching, Professional Development Planning and Providing Resources – A Three Part Workshop for Counselors*, the series provided skills, tools and resources counselors need in their counseling tool kit.
- Began work on the development of a unified professional

development planning tool for T.E.A.C.H. counselors to use with scholarship recipients.

- Continued to provide a comprehensive system of technical assistance, materials and training to meet the needs of both developing and continuing T.E.A.C.H. and WAGE\$ projects.

National Outreach

- Promoted and highlighted the status of the early childhood workforce and their professional development support needs.
 - > *Building Workforce Supports That Make a Difference*, at the National Association for the Education of Young Children Annual Conference, November 2010
 - > *Recognition of the Early Childhood Education Workforce – Career Ladders, Finance and Regulation: An Overview of the System of Compensation and Program Funding, and Their Links with Workforce Support and Development*, at the National Academy of Science Board on Children Youth and Families Workshop on Early Care and Education Workforce, March 2011
 - > *Workforce Engagement in Higher Education: Recruiting, Supporting and Sustaining Early Childhood Teachers on Degree Completion Pathways*, at the National Association for the Education of Young Children Professional Development Institute, June 2011
- Hosted the 11th National T.E.A.C.H. Early Childhood® and Child Care WAGE\$® Professional Development Symposium, bringing together staff from T.E.A.C.H. and WAGE\$ Projects, higher education faculty and national leaders in the field.
- Produced a new T.E.A.C.H. DVD demonstrating the impact of the T.E.A.C.H. model, which is now available for viewing on the Child Care Services Association website at www.childcareservices.org.



T.E.A.C.H. and WAGE\$ projects are administered through 23 remarkable organizations.

T.E.A.C.H. Early Childhood®

North Carolina, Founding State
Child Care Services Association

Alabama

Alabama Partnership for Children

Arizona

Association for Supportive Child Care

Colorado

Qualistar Early Learning

Delaware

Delaware Association for the Education of Young Children

Florida

The Children's Forum

Indiana

Indiana Association for the Education of Young Children

Iowa

Iowa Association for the Education of Young Children

Kansas

Child Care Aware® of Kansas

Michigan

Michigan Association for the Education of Young Children

Minnesota

Minnesota Child Care Resource & Referral Network

Missouri

Child Care Aware® of Missouri

Nebraska

Nebraska Association for the Education of Young Children

Nevada

Nevada Association for the Education of Young Children

New Mexico

New Mexico Association for the Education of Young Children

Ohio

Ohio Child Care Resource & Referral Association

Pennsylvania

Pennsylvania Child Care Association

Rhode Island

Ready to Learn Providence

South Carolina

Center for Child Care Career Development

Texas

Texas Association for the Education of Young Children

West Virginia

River Valley Child Development Services

Washington DC

National Black Child Development Institute

Wisconsin

Wisconsin Early Childhood Association

Child Care WAGE\$®

North Carolina, Founding State
Child Care Services Association

Florida

The Children's Forum

Kansas

Child Care Aware® of Kansas

New Mexico

New Mexico Association for the Education of Young Children

Advisory Committee Members

As a natural extension of the T.E.A.C.H. Early Childhood® Technical Assistance and Quality Assurance Center, a ten-member T.E.A.C.H. Early Childhood® National Advisory Committee is in place to advise the Center on broad issues affecting the Center's work and all T.E.A.C.H. and WAGE\$ programs.

Helen Blank

National Women's Law Center

Carol Brunson Day

National Black Child Development Institute

Terry Casey

Pennsylvania Child Care Association

Dick Clifford

Frank Porter Graham Child Development Institute

Josué Cruz, Jr.

Early Childhood Teacher Educator

Autumn Gehri

Wisconsin Early Childhood Association

Phyllis Kalifeh

The Children's Forum

Peg Sprague

United Way of Massachusetts Bay

Dianna Wallace

Indiana Association for the Education of Young Children

Marci Young

Pre-K Now, Pew Center on the States

Sue Russell, Ex-officio

Child Care Services Association

Edith Locke

Child Care Services Association

Publishing Partners Decrease College Costs for Recipients

T.E.A.C.H. recipients and college students in general are feeling the pinch of rising college costs. As textbook costs have increased, recipients have indicated that the expense creates a barrier to attending college. Over the last year, key publishing companies have partnered with T.E.A.C.H. Early Childhood® to lower the costs of textbooks and materials for T.E.A.C.H. recipients across the nation. Given that T.E.A.C.H. is a substantial purchaser of textbooks (over \$2 million annually), these discount opportunities not only help recipients save money but the savings T.E.A.C.H. realizes on textbooks can be reinvested back into scholarships for additional students.

We thank the following companies for their support of T.E.A.C.H. Early Childhood®.



Discount opportunities from Teaching Strategies and Brookes Publishing will be coming in FY12.



T.E.A.C.H. Early Childhood® and Child Care WAGE\$® projects are programs of Child Care Services Association. For more information contact:

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