CREATING A PROFESSION

Leveraging Investments in Early Childhood Education to Transform the Workforce

150,000 T.E.A.C.H. scholars and growing!
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Alabama, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.


### Education
- Recipients on associate degree scholarships completed an average of 14.9 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 16.1 credit hours.
- T.E.A.C.H. recipients in Alabama completed over 2,883 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.27; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.1.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.82.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.9%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 5.4%.

### Retention
- For associate degree scholarship recipients the average retention rate was 96%.
- For bachelor’s degree scholarship recipients the average retention rate was 98%.

### Demographics
- 28% of recipients worked with 3-5 year old children.
- 60% of recipients worked with children under 3.
- 77% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 19 different community colleges or 10 universities offering early childhood degree programs in Alabama.

### Personal Impact
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 10,385 of Alabama’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“Most people working in the early childhood field barely make enough money to survive and are unable to pay for their education. T.E.A.C.H. affords this opportunity to them. T.E.A.C.H. has allowed me to continue my education and pursue a degree. In turn, that has benefited my children and their families, raised my competency, and opened new doors for me.”

–T.E.A.C.H. ALABAMA bachelor’s degree scholarship recipient

“I want to thank you for all your support. I have finally graduated from The University of Alabama with my Bachelor’s Degree in Early Childhood Education. This would not have been possible without having the T.E.A.C.H. scholarship. Because of T.E.A.C.H., I graduated from Jefferson State with my Associate Degree in Early Childhood Development, and then transferred to The University of Alabama. I was able to continue working and complete all my required classes online. I look forward to my continuing career with young children. Because of the degree I earned, I am more confident in knowing the children in my care will receive the developmentally appropriate education they deserve. I am sure I will have an opportunity to make a better income due to my degree. I have taught for 20 years and now feel I will be more financially stable. Thank you T.E.A.C.H.!!! You have given me a way to make my life better.”

–Sherry McFarland, T.E.A.C.H. Graduate, Montevallo, AL

“I am writing to express my sincere gratitude to you for making the T.E.A.C.H. Scholarship possible. I was thrilled to learn of my selection for this honor and I am deeply appreciative of your support. I am currently majoring in Child Development with hopes of expanding my home child care into a fully operational child care center. The financial assistance you provided will be of great help to me in paying my educational expenses and it will allow me to concentrate more of my time studying. Thank you again for your generosity and support. I promise you I will work hard and eventually give something back to others, both as a teacher and possibly with a scholarship to future students like myself.”

–Shandalyn White, T.E.A.C.H. Scholar, Troy, AL
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Colorado, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.


### Education
- Recipients on associate degree scholarships completed an average of 13.8 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 17.4 credit hours.
- T.E.A.C.H. recipients in Colorado completed over 694 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.36; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.51.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $13.38.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 4%.

### Retention
- For associate degree scholarship recipients the retention rate was 100%.
- For bachelor’s degree scholarship recipients the retention rate was 100%.

### Demographics
- 76% of recipients worked with 3-5 year old children.
- 41% of recipients worked with children under 3.
- 38% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 14 different community colleges or 9 universities offering early childhood degree programs in Colorado.

### Personal Impact
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone, 4,954 of Colorado’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“The T.E.A.C.H Scholarship has done so much for me, opening my mind to new things and wonders. I am able to go to school and to gain the knowledge I need to become a better teacher, not just for myself but for the children that are in my care. I am able to share the knowledge that I have learned with others, and watch them grow and keep passing it on – it’s a never-ending story. The scholarship lets me explore and build relationships with others in the field. My next educational goal will be completing my Associates Degree in Early Childhood and the T.E.A.C.H Scholarship makes it possible. I will be the first in my family to have a degree, as I am the first in my family to attend college. When my mom looks at me she tells me she is very proud of me for reaching my goals no matter what. The T.E.A.C.H Scholarship is like having a second chance to succeed and achieve your dreams and goals. Being a single mother of four, the scholarship gives me the opportunity to make a better life for me and my family.” –Catherine Scott, T.E.A.C.H. Scholar

In 2012, our school district got hit with big budget cuts, causing a lot of positions to be cut, including mine. I decided then, it was time for me to get my degree. I was able to qualify for some financial aid and grant money through the unemployment. Then, I got hired and no longer qualified for assistance. That is when I heard about the T.E.A.C.H. Scholarship. I only needed two more classes to complete my Associates Degree in ECE. Even though it was just a couple of classes, it was well out of my budget. I have been very blessed for one, having one of the most amazing contacts at Qualistar! When you have someone who sincerely cares about getting you assistance, or making sure that you are aware of what is offered, being personable, making sure things are very clear, and never leaves you hanging, I would say one couldn’t ask for a better experience than that. Shannon Hall is amazing! She has made my experience with the T.E.A.C.H. Scholarship amazing. My job requires that we continue our education, having at least our BA in ECE now. Without the T.E.A.C.H. Scholarship, there is NO WAY I would be able to continue my education. I do not qualify for any assistance of any sort, and I cannot afford to take out any more student loans. If it weren’t for the T.E.A.C.H. Scholarship, and leadership I have gotten from Shannon Hall, I would not be getting my bachelor’s degree starting this fall. The T.E.A.C.H. Scholarship has truly been a blessing in my life, and I am thankful every day that I have it and am able to continue my education.” – Hilary Lancaster, T.E.A.C.H. Scholar

Now that I have completed the scholarship and coursework necessary to take the next step, I have been reflecting upon the journey. Three years ago, I would have said the field of ECE is very limited and as a seasoned teacher I was ready to jump ship – completely leave the industry. I struggled long and hard with this as many years prior I felt it was my place and had such passion for it. Getting the scholarship changed my life, reignited my passion and connected me to the right network of equally passionate people. I’ve always held a high standard for myself and anything my name is attached to, to me personally, it’s a contract of honesty and desire to leave the world in a better place than where I found it. It’s with heartfelt appreciation I was fortunate enough to be a recipient of this amazing opportunity. Thank you for helping me reignite my passion for the field and work I love to do. Serving children and families is a rewarding job and when you add in the element of community it brings a proud smile when people ask what’s your profession... what do you do?” – Jennifer Martin, T.E.A.C.H. Scholar

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Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Delaware, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Delaware, T.E.A.C.H. Early Childhood® is administered by Delaware Association for the Education of Young Children. In FY18, T.E.A.C.H. Early Childhood® Delaware helped over 178 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 14.2 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 19.8 credit hours.
- T.E.A.C.H. recipients in Delaware completed over 1,641 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.29; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.47.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.44.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.8%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 8.7%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 89%.
- For bachelor’s degree scholarship recipients the average retention rate was 88%.

**Demographics**
- 58% of recipients worked with 3-5 year old children.
- 56% of recipients worked with children under 3.
- 53% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the only community college or 3 universities offering early childhood degree programs in Delaware.

**Personal Impact**
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 7,730 of Delaware’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“The T.E.A.C.H. scholarship helped me continue my education to become a dedicated professional in Early Childhood Education by providing low book costs and reimbursement. The program helped me maintain my grade point average every semester. I worked hard and wanted the committee to see me become a quality and qualified teacher. I was able to achieve Academic Recognition each semester for my grade averages. The incentives offered at the end of the semesters kept me focused on my goals. I worked fulltime during the day, while attending classes at Del Tech at night. T.E.A.C.H. gave me the opportunity to achieve my lifelong goal of earning a college degree. On May 16, 2018 I graduated Cum Laude with an Associate Degree in Early Childhood Education. I am enrolled at Wilmington University for the Fall semester of 2018 and I look forward to reaping the harvest of benefits from T.E.A.C.H. This is another opportunity to rise higher in the early education profession by pursing a bachelor’s degree without financial struggles and difficulties.”  –Crystal Harris, T.E.A.C.H. Scholar

“Working with the T.E.A.C.H Program was simple and their staff were extremely helpful. Anytime I had a question, there was always someone there to answer it for me. I highly recommend T.E.A.C.H to anyone seeking to obtain their associates or bachelor’s degree in early childhood.”  –Amy Platt, T.E.A.C.H. Scholar

“T.E.A.C.H. has provided me with an opportunity that I otherwise may not have had. I literally NEVER thought I would complete my degree until this program was presented to me. T.E.A.C.H. has allowed me to better myself personally and professionally. I have been able to bring great things back to my classroom and colleagues.”  –T.E.A.C.H. Scholar

“T.E.A.C.H. has given me to opportunity to go back to school and get my degree and be an example to others and motivate them to further their education.”  –T.E.A.C.H. Scholar

“This scholarship has meant the world to me – to be doing something that I did not think I had in me to do. Professionally, this scholarship has helped me so much, I’m one semester away from becoming my child care’s curriculum coordinator.”  –T.E.A.C.H. Scholar

“The T.E.A.C.H. scholarship helped me decide to go back to school. I am a working mother of four and did not see going back to school a possibility until I learned about this program.”  –T.E.A.C.H. Scholar

“My journey with T.E.A.C.H. began at Delaware Technical Community College where I stayed for one year before transferring to Wilmington University. Being back in school has not been easy, as I have spent countless hours juggling schoolwork, family, coaching my son’s baseball team and being a fulltime teacher within a child care center. I had to “re-learn” how to be a student in terms of writing papers, completing assignments, participating in discussions, as well as completing projects. Because of these challenges, I have grown personally and professionally as a teacher, while successfully climbing the career ladder. I began my journey as an early childhood teacher and I am now an early childhood curriculum coordinator. In December of this year, I will graduate from Wilmington University with my Bachelor’s Degree in Early Childhood Education and I will obtain my Early Childhood Administrators Certificate, all while maintaining a 4.0 GPA. I had such a positive experience with the T.E.A.C.H. Program and I strongly encourage others to pursue their dreams too!”  –Kristin Reed, T.E.A.C.H. Scholar
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Florida, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Florida, T.E.A.C.H. Early Childhood® is administered by Children’s Forum, Inc.. In FY18, T.E.A.C.H. Early Childhood® Florida helped over 3,516 early education professionals in the state increase their education.

### Education
- Recipients on associate degree scholarships completed an average of 15 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 17.3 credit hours.
- T.E.A.C.H. recipients in Florida completed over 17,814 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.23; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.41.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.70.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.8%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 8.1%.

### Retention
- For associate degree scholarship recipients the average retention rate was 96%.
- For bachelor’s degree scholarship recipients the average retention rate was 98%.

### Demographics
- 64% of recipients worked with 3-5 year old children.
- 57% of recipients worked with children under 3.
- 62% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 34 different community colleges or 29 universities offering early childhood degree programs in Florida.

### Personal Impact
- In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 160,646 of Florida’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

Pamela Moxley and Annie Robinson have been colleagues at the same Head Start program since 1999. They had not considered pursuing a credential or a degree, until their director told them about T.E.A.C.H. and urged them to apply. They were apprehensive about going back to school, and knew that balancing work, life, and academics would be challenging. After several conversations, they felt confident they would be successful if they did it together as ‘school buddies’. Along with several of their colleagues, they applied to T.E.A.C.H. and earned their Florida Staff Credential and National CDA. With the ongoing support of their T.E.A.C.H. counselor, their director and each other, they continued on to pursue both an associate and bachelor’s degree and proudly graduated together.

Just prior to finishing their bachelor’s degrees, their counselor mentioned that T.E.A.C.H. would soon be offering a scholarship for a Master’s Degree in Early Childhood Education Leadership. They were unsure what a graduate program like this might entail, but decided if they could do it together, they would give it their best shot. Soon after starting classes, Pamela’s husband became very ill and passed away. She withdrew from classes to take care of herself and her family. Annie decided that while her friend was not able to complete the classes they had started, she would give it her best effort and forged ahead. Several months later and with the encouragement of her friend Annie, Pamela re-enrolled and started taking classes again. Together, they are on the road to completing their graduate degree and could not be happier with their decision.

Nickey Williams came to T.E.A.C.H. with a unique story. Upon graduation from high school, she immediately enrolled at the university in her hometown to pursue a Bachelor’s Degree in Criminal Justice. Four years later, as a new graduate, she found a job out of state. After a year of working, and some soul-searching, Nickey decided to pursue a different career. She moved back home and talked to her family about prospects and possibilities for her future. After some thought, she decided to apply for a job as a substitute teacher and was hired at the center where her mother worked as a Preschool Teacher.

Not long after starting at the center, Nickey heard about the T.E.A.C.H. program from her colleagues. Several teachers earned their staff credential with a T.E.A.C.H. scholarship and had good things to say about the program. New to the early childhood field, Nickey wanted to learn more about working with young children. In 2011, she applied to T.E.A.C.H. for a scholarship to earn her staff credential and began taking classes. Nickey went on to earn her Director’s Credential, and then enrolled in an associate degree program in early childhood. Each class she took offered new opportunities for her to share what she was learning with the parents in her center. With the encouragement of her colleagues and her T.E.A.C.H. counselor, Nickey graduated with her associate degree and moved into an administrative role as the Assistant Director.

After some reflection, and an appetite for continuing education, she decided to pursue a master’s degree with the help of T.E.A.C.H. Nickey is the first master’s degree scholar to graduate from this program in Florida.

Nickey shared this the day before her graduation: “This has been quite the journey for everyone. It has been so great having such an amazing support system behind me while I furthered my education. Whether it’s the children ready to participate in the newfound activities I’ve learned from class, the teachers at my center providing wisdom from their tenured experience, my center parents rallying behind my ideas, or my literacy coach, who was always willing to stay late and give professional advice - this degree is indeed a team effort. My professors and T.E.A.C.H. counselors have been absolutely amazing! Despite my cries of uncertainty, everyone has been so helpful and reassuring! Here I am at the finish line and couldn’t be prouder of the progress.”

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Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® FLORIDA
FY18 Voices from the Field

#IamTEACH
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Indiana, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Indiana, T.E.A.C.H. Early Childhood® is administered by Indiana Association for the Education of Young Children. In FY18, T.E.A.C.H. Early Childhood® Indiana helped over 1,238 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 13 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 15 credit hours.
- T.E.A.C.H. recipients in Indiana completed over 7,491 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.33; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.59.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.81.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 9%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 98%.
- For bachelor’s degree scholarship recipients the average retention rate was 99%.

**Demographics**
- 64% of recipients worked with 3-5 year old children.
- 43% of recipients worked with children under 3.
- 27% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 15 different community colleges or 7 universities offering early childhood degree programs in Indiana.

**Personal Impact**
- In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 106,005 of Indiana’s children benefitted from consistent early education and care provided by better prepared early childhood educators.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
“Not long ago I was in limbo in my life not having any direction and with so many things going wrong I didn’t know which way to turn. I came back home (which I thought was the worst thing ever… but little did I know it was all part of God’s plan). I was able to return to a job that I have always loved; working with people that I have always considered family. Not long after my return, the T.E.A.C.H. opportunity was presented to me. Being a single mother, I was afforded the opportunity to work and attend classes. With the help from some great people over at T.E.A.C.H., I was able to get everything together and start school in the Fall of 2015. Over time, the T.E.A.C.H. advisors kept in touch and offered help and support throughout my educational journey. The T.E.A.C.H. scholarship allowed me to attend Purdue University and complete my bachelors’ degree in December of 2017. The scholarship allowed me to graduate debt free. I have since been promoted to Assistant Director of the same child care center that I have always loved. I am very grateful to be able to say that I love my job, and I wouldn’t or couldn’t see myself doing anything else. Every day I make it my goal to help, support, encourage and love the little lives that I have been so blessed to be a part of. My hope is that the T.E.A.C.H. scholarship will continue to grow in order to be able to give many more teachers the financial support to continue their educational growth.” –Tracy Campbell, T.E.A.C.H. Graduate

Krissie Nichols started her journey with T.E.A.C.H. in 2014 to obtain her CDA credential. She graduated in May 2018 from Ivy Tech Community College with an associate degree, and started her bachelor’s degree at Saint Mary-of-the-Woods College in fall 2018.

“I would like to give you a little background about myself and how I became involved with early childhood education and the T.E.A.C.H. Program. Growing up I always knew I wanted to be a Neonatal Nurse; I was fascinated with babies and medicine and knew that was what I wanted to do. However, life has a way of changing what we think we want. I started college at 18 with being a NICU Nurse as my plan but struggling to be a young mom working full time. School was not working out, so I took some time off. After more failed attempts at school due to two miscarriages, health concerns and finally the birth of two more children, I put the thought of being a nurse out of my mind and focused on working with children at my church. I loved being a Sunday school teacher and soon got a job working for a child care ministry. I was working as a 3-year-old teacher! I have been teaching and working with children since October of 2008. I left the ministry after working there for 5 years and took a year off to be with our youngest daughter. I started at Small World Learning Center in September of 2014, where they told me about the amazing opportunity to go back to school to obtain my teaching degree. This is how I learned about the T.E.A.C.H. Scholarship. I knew by this point that working with children was not my job but was my career, my passion and what I wanted to do for the rest of my life. I still was not sure how I was going to be able to go to school, work, be a wife and mother to now 3 amazing children and still volunteer in scouts, but I knew that this was my calling and if there was ever going to be a good time to start now was it. My T.E.A.C.H. advisor helped get me all set up and ready to go at Ivy Tech. I started off slow with only taking one class and over time added more. The love, support and encouragement I received from T.E.A.C.H. advisors and my family really helped push me to keep going and to not give up even when my health began to decline. Having this scholarship has been one of the best things to ever happen to me, not because of the money but because of the overwhelming support and encouragement I received. I am so happy to say that I graduated from Ivy Tech with my Associate Degree in Early Childhood Education and on the Dean’s List with a 3.2 GPA, something I do not feel I could have done without the support and encouragement I received as a T.E.A.C.H. recipient!” –Krissie Nichols, T.E.A.C.H. Graduate (pictured with her T.E.A.C.H. Advisor and EC Chair)

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317-356-6884
http://www.iaeyc.org/programs-research/teach-early-childhood-indiana/

Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Iowa, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Iowa, T.E.A.C.H. Early Childhood® is administered by Iowa Association for the Education of Young Children. In FY18, T.E.A.C.H. Early Childhood® Iowa helped over 397 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 12.7 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 14.3 credit hours.
- T.E.A.C.H. recipients in Iowa completed over 3,049 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.39; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.76.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.56.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 9%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 95%.
- For bachelor’s degree scholarship recipients the average retention rate was 95%.

**Demographics**
- 72% of recipients worked with 3-5 year old children.
- 57% of recipients worked with children under 3.
- 18% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 14 different community colleges or 19 universities offering early childhood degree programs in Iowa.

**Personal Impact**
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone, 14,237 of Iowa’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

Maria has been teaching preschoolers at Storm Lake Community School District’s East Early Childhood Center since January of 2013. She lives in Storm Lake with her husband and son.

In 2014, she received her Child Development Associate Credential while on a T.E.A.C.H. CDA Assessment Scholarship. In 2015, she started an Associate Scholarship at Iowa Lakes Community College and received her associate degree in 2017.

Maria started a Bachelor Scholarship at Buena Vista University in 2017 and is currently working towards a degree in Elementary Education, with an Early Childhood Endorsement. She recently passed her Praxis Core exams in order to be admitted into the Teacher Education Program. In the Spring of 2018, she became a member of the International Honor Society in Education – Kappa Delta Pi. Kappa Delta Pi encourages high professional, intellectual and personal standards and recognizes outstanding contributions to education. Maria has maintained an excellent GPA during her time on T.E.A.C.H.

When asked how her education has impacted her personally, Maria said, “I am more knowledgeable about my strengths, interests, and talents. I feel like I am a better decision maker regarding important life choices. I feel blessed to be supported by T.E.A.C.H. The scholarship has allowed me to continue my love for learning, and in return I am able to instill that love for learning in my family. I can also say that my education has strengthened my ability to ask for help, to speak up, and overall to believe in myself.”

Reflecting on her professional growth, Maria says, “I have been given the opportunity to build a foundation in which I can accomplish greatness. I feel more confident in my skills and I trust that I am well equipped for success as a current instructional assistant at EECC, and as a future teacher! Education has given me a colossal amount of knowledge and it has opened my mind to new ways of thinking. Education has prepared me to offer the world a better me, and to realize that it’s never too late for anyone to empower themselves through education and use it to advance their success.”

We are so proud of Maria and all she has accomplished!
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Kansas, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Kansas, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Kansas. In FY18, T.E.A.C.H. Early Childhood® Kansas helped over 3 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 12.1 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 18 credit hours.
- T.E.A.C.H. recipients in Kansas completed over 30 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 2.60.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $8.50.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 2.9%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 3.5%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 92%.
- For bachelor’s degree scholarship recipients the retention rate was 100%.

**Demographics**
- 67% of recipients worked with 3-5 year old children.
- 33% of recipients worked with children under 3.
- 33% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 3 different community colleges offering early childhood degree programs in Kansas.

**Personal Impact**
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 53 of Kansas’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Michigan, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.


**Education**
- Recipients on associate degree scholarships completed an average of 13.2 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 16.3 credit hours.
- T.E.A.C.H. recipients in Michigan completed over 7,108 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.56; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.67.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.53.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 12.2%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 17%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 96%.
- For bachelor’s degree scholarship recipients the average retention rate was 95%.

**Demographics**
- 88% of recipients worked with 3-5 year old children.
- 51% of recipients worked with children under 3.
- 34% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 25 different community colleges or 14 universities offering early childhood degree programs in Michigan.

**Personal Impact**
- In a survey of T.E.A.C.H. recipients, 93% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 35,514 of Michigan’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“T.E.A.C.H. has allowed me to open up my own child care center and not worry about extra money going to classes. I can focus on the needs for the center. When I was first told about T.E.A.C.H. I was in awe that someone would pay for my education. Once I talked with Dianna she helped me make sure I turned in the correct forms and that I was on track for what I needed to be successful in completing my CDA program. It definitely took the stress out of going back to college after 20 years.”
–Stephanie Meggison, T.E.A.C.H. Scholar

“In my ‘previous life’, I was a middle school English teacher. When I started my family and had 4 kids in 4 years, teaching middle school no longer made financial sense. I opened an in-home child care to continue along my teaching path and to contribute financially while still getting to stay home with my kids. As I began the Quality Improvement process, it became apparent to me that although I have a background in education, I had no coursework in early childhood education. T.E.A.C.H., in conjunction with a Quality Improvement grant, provided the funds needed to take 3 courses in early childhood. I find it empowering to be able to align what I do in my child care with the research and best practices I have learned about in my courses.”
–Janelle Nowitzke, T.E.A.C.H. Scholar

“T.E.A.C.H. continues to be one of the greatest resources of my life! The impact that this scholarship program continues to have on me reaches so much further than myself. College was really never in my scope of plans for many reasons and financial reasons were one of the biggest challenges. T.E.A.C.H. has allowed me to recognize that I am a professional and has thoroughly instilled in me how important early childhood education is. Through this scholarship program I have personally gained skills, knowledge, confidence and irreplaceable experiences that impact my program and my community. Through this program I have opportunities to not only further my own development, but also to use that knowledge to share with families, other professional and better meet the needs of children.”
–Rebecca Keller, T.E.A.C.H. Graduate

“T.E.A.C.H. gave me the freedom to pursue my degree without the worry of how I was going to pay for the schooling. It enabled me to work with my current employer to find a way we could both benefit during the time I was taking classes. T.E.A.C.H. also allowed for the extra expenses of travel and books, which can add up quickly.”
–Alyssa Staal, T.E.A.C.H. Graduate
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Minnesota, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Minnesota, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Minnesota. In FY18, T.E.A.C.H. Early Childhood® Minnesota helped over 194 early education professionals in the state increase their education.

### Education
- Recipients on associate degree scholarships completed an average of 15 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 16.7 credit hours.
- T.E.A.C.H. recipients in Minnesota completed over 2,037 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.64; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.75.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $14.77.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 13.9%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 10.6%.

### Retention
- For associate degree scholarship recipients the average retention rate was 95%.
- For bachelor’s degree scholarship recipients the average retention rate was 94%.

### Demographics
- 56% of recipients worked with 3-5 year old children.
- 48% of recipients worked with children under 3.
- 22% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 17 different community colleges or 8 universities offering early childhood degree programs in Minnesota.

### Personal Impact
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 8,267 of Minnesota’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“T.E.A.C.H. impacted my career by allowing me to work full time while taking classes. The financial support allowed me to provide for my family and be a student at the same time. It was a huge relief not have so much school tuition debt. It supported me to be the best early childhood education teacher I could be, because I was working hands on with kids every day while also learning from the books and classes. I am so proud that I was able to graduate Summa Cum Laude with my degree in Early Childhood Education Leadership! I have now become an assistant director at a center and I am excited to continue to grow in the field. My hopes are one day to become a district manager for the company that I work for. I have recommended to many of my co teachers, that haven’t finished their degree, to start looking into T.E.A.C.H.” – Rebecca Zirbel, T.E.A.C.H. Graduate

“The T.E.A.C.H. scholarship helped me further my career caring for young children. I didn’t have funds to pay for going back to college and the T.E.A.C.H. scholarship filled a major financial roadblock for me. I now understand the development of young children better as a whole and feel better prepared to meet challenges that children may have head on by doing observations and documenting what I see. I now know that every behavior has a root and a child, through their behavior, is speaking out about something. I didn’t understand this before I got my degree. T.E.A.C.H is already helping to improve the future of education in our country by investing in the education of future teachers. This scholarship program is also ensuring that children are ready for school and life beyond the classroom. I recommend T.E.A.C.H. to others and plan to continue with my bachelor's degree.”
– Jalilia Abdul-Brown, T.E.A.C.H. Graduate

“The T.E.A.C.H. Scholarship changed my life. A little over ten years ago, I was an in-home child care provider with three young children. I attended child care provider training and learned about T.E.A.C.H. I told my family about this scholarship opportunity and that I was thinking about going back to school. I applied for the program and was accepted. It has been a journey ever since. Each course I took online helped me to grow professionally and personally. With the scholarship, I progressed with my practicum, was hired as a teacher at Apple Tree Learning Center and then became a director. While working, I got AAS Degrees in Paraprofessional/Educational Aid and Early Childhood Special Ed. from Mesabi Range College. After becoming the director, I again registered for school and continued to get the scholarship. I recently graduated from Rasmussen College with a Bachelor’s Degree in Early Childhood Leadership. All of these things would have never happened if it were not for this amazing scholarship. I am also an instructor for online coursework at Mesabi Range College and love being on the other side of online learning. This program was and is amazing. It truly made it possible for me. I have loved the journey and now look forward to helping expand child care availability in northeastern Minnesota. These among many other achievements in the past ten years would not have happened without T.E.A.C.H. I recommend T.E.A.C.H. to my staff and other people by simply telling them how it changed my life.” – Patricia Monacelli, T.E.A.C.H. Graduate

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http://childcareawaremn.org/professionals-caregivers/grants-scholarships/teach-scholarships
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Missouri, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Missouri, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Missouri. In FY18, T.E.A.C.H. Early Childhood® Missouri helped over 290 early education professionals in the state increase their education.

### Education
- Recipients on associate degree scholarships completed an average of 11.9 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 12.4 credit hours.
- T.E.A.C.H. recipients in Missouri completed over 2,065 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.4; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.4.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.79.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 3%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 2.5%.

### Retention
- For associate degree scholarship recipients the average retention rate was 97%.
- For bachelor’s degree scholarship recipients the average retention rate was 98%.

### Demographics
- 69% of recipients worked with 3-5 year old children.
- 68% of recipients worked with children under 3.
- 31% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 13 different community colleges or 13 universities offering early childhood degree programs in Missouri.

### Personal Impact
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone, 21,701 of Missouri’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

In 2007, when Kathy Hoogerhyde was 19, she started at Creative World as an educator in the two-year old room. Kathy said, “At that time, I had no idea the magnitude of teaching.” Within the first year, she knew it was the profession for her. Kathy enjoyed the children and teaching them new things each day. She also knew more education would be needed to truly make this her profession.

Kathy took the next three years to stay at home with her son and moved with her husband who was in the military. She spent the time learning about young children by watching her son grow and noticing his early development. After moving back to Kansas City, Missouri, Kathy was ready to start her child care career. She called the center where she previously worked and was placed in the two-year old room once more. Over time, Kathy was asked to assist new staff in onboarding and learning the curriculum. Within a year, Kathy became the team curriculum leader for the birth to two years classrooms and was regularly mentoring new staff. She began to consider the possibility that she could take on more at her center.

Kathy’s siblings went on to college directly after high school, but she decided to start a family and put her higher education on hold. Now the success at work ignited her passion to invest in her own education again. Financially she could not attend college without some assistance. Kathy tried to secure a federal grant but was denied because she could not meet the large semester credit hour requirement with a family and working full time. Then she heard about the T.E.A.C.H. MISSOURI Scholarship from her regional director. She applied and was awarded an associate degree contract in 2015.

To become a reality, college would need to accommodate Kathy’s home life with young children and her busy work schedule. The T.E.A.C.H. MISSOURI requirement to complete 9-15 college credits a contract year meant she could go at her own pace to meet her goals. By attending Metropolitan Community College in Kansas City, she was able to match classes and formats to her needs. Online and hybrid courses were especially helpful. Kathy used all her hours each education year to meet her goal of completing her degree in less than three years.

During her first semester, and much to Kathy’s surprise, she began to think about being a center director. Through her success in college courses, Kathy’s confidence increased and she began to believe in her abilities to do more in early childhood. Kathy was so excited about the possibilities that she applied for a director position before completing her degree. While Kathy did not get the job, she was inspired by taking the chance. By the summer of 2017, she applied again and got the director job at Creative World in Blue Springs, Missouri. By May 2018, Kathy realized her ultimate goal of earning an Associate Degree in Early Childhood.

T.E.A.C.H. MISSOURI was essential for Kathy to reach her professional and personal goals. She especially liked the partnership between her sponsoring employer, the scholarship and herself in paying for tuition and books. “For my first semester, I paid only $10 for my portion of tuition. I couldn’t believe it. I thought it had to be a mistake. The three hours of time to study each week was a saving grace too. I couldn’t have worked full time with two children and a family and kept up with classwork without it. And the bonuses were always a fun paycheck. They always made me smile and it felt like a reward for all my hard work. The scholarship allowed me to work, attend college and pay next to nothing to go to school and accomplish my dream. I recommend it to everyone.”

Kathy also gained confidence to stand up for herself through being in T.E.A.C.H. MISSOURI. When a new director did not honor her release time to study, Kathy contacted her Scholarship Counselor for assistance. She got her facts together, contacted the regional director and got the study time owed to her. Kathy found a new voice to stand up for what she knew was right. Having her associate degree makes Kathy feel accomplished, knowledgeable in her profession, able to help families and peers, and prepared to do her job. She is personally proud of her accomplishments as an educator, a mother and a wife. “The experience has been life changing for me. I tell everyone about T.E.A.C.H. MISSOURI and encourage them to use it as a resource for college. It’s too important to pass up. It seems too good to be true to get an education, debt free but this is no joke. It’s real and available, so use it! I tell them how little I spent per year on tuition and books and they can’t believe it, but I tell them it’s true!” Currently busy as a center director, Kathy is entertaining the idea of going on for her bachelor’s degree.
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Nebraska, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Nebraska, T.E.A.C.H. Early Childhood® is administered by Nebraska Association for the Education of Young Children. In FY18, T.E.A.C.H. Early Childhood® Nebraska helped over 153 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 16.4 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 16.6 credit hours.
- T.E.A.C.H. recipients in Nebraska completed over 1,767 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.25; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.48.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $12.33.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 8.6%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 93%.
- For bachelor’s degree scholarship recipients the average retention rate was 97%.

**Demographics**
- 83% of recipients worked with 3-5 year old children.
- 59% of recipients worked with children under 3.
- 31% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 6 different community colleges or 2 universities offering early childhood degree programs in Nebraska.

**Personal Impact**
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 6,931 of Nebraska’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

Sue Wambaugh graduated in Spring 2018 with her Bachelor’s Degree in General Studies with an emphasis in Early Childhood from the University of Nebraska at Kearney (UNK). Sue was first awarded a T.E.A.C.H. scholarship in the Fall 2005 term for an associate degree scholarship at Southeast Community College (SCC) in Lincoln. She completed over 75 semester credits and earned a 4.0 each term, graduating with her Associate of Arts Degree with High Distinction in Spring 2009. Sue then began work on her bachelor’s degree in the Fall 2009 term at UNK. She completed 93 semester credits and earned another 4.0 each term. Sue completed her education and graduated all while working full time as a family child care provider in Lincoln.

Sue says, “My journey began in 2005 when I received a flyer in the mail from T.E.A.C.H. Early Childhood® NEBRASKA stating I could earn a degree in early childhood education. The flyer explained that associate and bachelor’s degree scholarship options were now available. I did not grow up in a family that encouraged higher education; and I was always envious of others who had been able to go on to the University and get a degree. At this time, I had had my child care, Wambaugh’s Wigwam several years. When I received this flyer, I jumped on the opportunity the very next day. I made an appointment with the Coordinator. I was so sure there must be a “catch” to the program. She assured me there were no catches, and I believed her. I started my first class at Southeast Community College in October 2005.

Over the years, I made several calls to the T.E.A.C.H. office. I considered her my advisor/guidance counselor who helped me through any roadblocks I may have encountered. She offered suggestions when I felt I might be over my head, and at other times shared encouragement that kept me going in a positive direction. She always had an answer to my problem because she had had so much experience with other students and how they overcame their own obstacles.

I cannot say there was “one” most enjoyable part of this journey. Every single class I took gave me enjoyment. Each and every early childhood class I took brought positive changes into my child care center. I went from being a ‘babysitter’ back in the late-70’s, to becoming an early childhood educator.

It took me 12 years to complete my schooling. There were a couple of terms during those 12 years when I did not take classes. I had planned on taking the summer term off but then also took the fall term off because my father got ill and passed away. Even though 12 years sounds like an eternity, when you get older, time seems to fly by so quickly. When I think back now, it seems like yesterday that I walked into Southeast Community College and signed up for that first class: Observation, Assessment and Guidance.

I am so thankful I received that flyer in the mail back in 2005. There isn’t really a word in the English language that explains how much I appreciate what the T.E.A.C.H. program has done for me, my program, and for all the children that I have had the privilege of teaching. I celebrated Wambaugh’s Wigwam’s 42nd year anniversary last month. I am so proud of the program I am now able to offer to my children and their families. I owe it all to T.E.A.C.H. Early Childhood NEBRASKA!!” –Sue Wambaugh, T.E.A.C.H. Graduate

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Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Nevada, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Nevada, T.E.A.C.H. Early Childhood® is administered by Nevada Association for the Education of Young Children. In FY18, T.E.A.C.H. Early Childhood® Nevada helped over 144 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 12.7 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 16.0 credit hours.
- T.E.A.C.H. recipients in Nevada completed over 1,270 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.24; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.5.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $13.03.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 2.2%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 2.8%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 81%.
- For bachelor’s degree scholarship recipients the average retention rate was 83%.

**Demographics**
- 74% of recipients worked with 3-5 year old children.
- 28% of recipients worked with children under 3.
- 36% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 4 different community colleges or 2 universities offering early childhood degree programs in Nevada.

**Personal Impact**
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 6,863 of Nevada’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“I am an older student and have always wanted to pursue a degree and early childhood education is a perfect fit for me. I started providing childcare in 1982 as a way to be with my own children and still contribute to the family income. In 1995 I became a single mother of four children and supported my family with my home child care.

I received information about the T.E.A.C.H. Program and decided to take advantage of the scholarship in 2012. It was one of the best decisions I have made in my journey through life. The staff at T.E.A.C.H. were supportive and patient with me as they answered my questions and offered advice. I was allowed to go at my own pace while still working fifty hours a week and raising my children.

The education that I received has changed the way I view early childhood education and the importance of a solid foundation, especially during the first three years of life. I continue to provide home child care for infants and toddlers but I feel that because of the education afforded to me by T.E.A.C.H. I am able to offer a richer learning and developmentally appropriate environment.”

– Dana Magee, Teacher, Reno, T.E.A.C.H. Graduate, Associate Degree in Early Childhood Education

“I finished my bachelor’s degree after 18 year of going to school. I got a big raise and I feel so proud of myself. I never did better in school than when I received the scholarship.”

– T.E.A.C.H. Recipient

“It has changed my life forever! I have my education because of this program and I am forever grateful!”

– T.E.A.C.H. Recipient

“T.E.A.C.H. has helped one of my teachers get closer to her Associate Degree in Early Childhood Education. It has also helped me get closer to earning enough credits to add an Early Childhood Education endorsement to my NV K-8 teaching license.”

– Program Director and T.E.A.C.H. Scholar Sponsor

“Most of my staff on the T.E.A.C.H. scholarship have become more confident in their teaching practices and are excelling in the classroom.”

– Program Director and T.E.A.C.H. Scholars Sponsor

“My teacher who is taking classes is more open to new strategies and understands the importance of developmentally appropriate practices more than she did before her classes.”

– Program Director and T.E.A.C.H. Scholar Sponsor
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In New Mexico, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In New Mexico, T.E.A.C.H. Early Childhood® is administered by New Mexico Association for the Education of Young Children. In FY18, T.E.A.C.H. Early Childhood® New Mexico helped over 663 early education professionals in the state increase their education.

### Education
- Recipients on associate degree scholarships completed an average of 11.8 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 13.7 credit hours.
- T.E.A.C.H. recipients in New Mexico completed over 4,350 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.46; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.66.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.12.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 6.7%.

### Retention
- For associate degree scholarship recipients the average retention rate was 94%.
- For bachelor’s degree scholarship recipients the average retention rate was 95%.

### Demographics
- 73% of recipients worked with 3-5 year old children.
- 35% of recipients worked with children under 3.
- 81% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 9 different community colleges or 16 universities offering early childhood degree programs in New Mexico.

### Personal Impact
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone, 14,849 of New Mexico’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“The T.E.A.C.H. Scholarship helped me to reach my goal of getting an Associate Degree in Early Childhood.”
—T.E.A.C.H. Graduate

“T.E.A.C.H. gave me the push to go back to school. Without the scholarship helping with tuition, I probably would not have gone back to school.”
—T.E.A.C.H. Scholar

“The T.E.A.C.H. program covered the cost of tuition and books as well as offering support when needed.”
—T.E.A.C.H. Scholar

T.E.A.C.H. Counselor, Ann, received a voice mail message from Jolene Yuselew, T.E.A.C.H. Scholar and teacher assistant in a public school PreK classroom, who had just received a bonus check in the mail from T.E.A.C.H. She called to say, “I am so thankful for T.E.A.C.H. Today I went to my mailbox and found this check. My rent and my gas bill are due. Because of T.E.A.C.H., I am okay. Thank you so much.”
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In North Carolina, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.


### Education
- Recipients on associate degree scholarships completed an average of 14 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 16 credit hours.
- T.E.A.C.H. recipients in North Carolina completed over 14,046 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.20; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.34.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.87.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 11%.

### Retention
- For associate degree scholarship recipients the average retention rate was 92%.
- For bachelor’s degree scholarship recipients the average retention rate was 95%.

### Demographics
- 68% of recipients worked with 3-5 year old children.
- 53% of recipients worked with children under 3.
- 49% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 58 different community colleges or 17 universities offering early childhood degree programs in North Carolina.

### Personal Impact
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 88% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 57,543 of North Carolina’s children benefitted from consistent early education and care provided by better prepared early childhood educators.
“In 1994, I graduated from high school at 18 and started going to a local community college, but it didn’t last long. I was a single mother, working a job, and a full-time student. It was hard trying to do it all, so I dropped out of college to put more time into taking care of my family. Now I am married with four children. After working in many jobs without feeling a sense of satisfaction, I desired a higher education. I decided to major in early childhood education because I have experience with working well with children, and I love to teach them new and exciting things. To pursue a higher education, I left my job after seven years and obtained a business license for my family child care home. I had a friend who had a family child care home and was a T.E.A.C.H. scholarship recipient, who instructed me to fill out an application. I went through the process and was offered a T.E.A.C.H. scholarship. I am greater for T.E.A.C.H. because it has opened doors for me to financially pay for college, assist me in achieving goals to obtain a higher education, and has brightened my future for great success!” –Akeshia Mack, T.E.A.C.H. Scholar

“I was considering a MS/PhD program that would have required me to stop teaching and become a full-time student. When I learned about UNC-G’s online MEd Early Childhood Leadership Degree program, I was encouraged by program directors to apply. After hearing testimonies from current students in the program who were recipients of the T.E.A.C.H. scholarship, I decided to apply. It has given me an opportunity to learn a new field of study within in ECE without leaving the classroom. Most of all, not having a financial burden has also been a tremendous help to my family.” –Master’s Degree scholarship recipient, Mecklenburg County

I have been in the program a long time. I had been in child care for 25 plus years without any formal training. However, when the requirements changed I had to decide to give up what I love to do or go to school. I didn’t how I was going to afford to go to school because of what I was making an hour and with my husband being retired. T.E.A.C.H. has helped me go to school and now I have 6 more classes before I will receive my associate degree.” –Teacher, T.E.A.C.H. Scholar, Gaston County

“I am an in-home child care provider working on an Associate Degree in Early Childhood. Paying for school and purchasing books every semester was very hard. T.E.A.C.H. not only paid for classes, fees and books, but also rewarded me with assistance with release time, which allowed me to concentrate more on completing my degree. The assistance and encouragement from my counselor have been tremendous.” –Family Child Care Provider, T.E.A.C.H. Scholar, Wake County

“I have supported a couple of teachers on the scholarship and have been very pleased. I am especially pleased that the scholarship has been able to help my English as second language staff members. With T.E.A.C.H.’s help I have been able to get them in school, because often their degrees are not recognized.” –Director, Associate Degree Scholarship, Cabarrus County

“My biggest challenges going to college were raising a family with three children, while one them was preparing to enter college as a freshman and at the same time, I was working. T.E.A.C.H. is responsible for me pursuing my dream of obtaining a bachelor’s degree.” –Teacher, T.E.A.C.H. Scholar, Anson County.
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Ohio, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Ohio, T.E.A.C.H. Early Childhood® is administered by Ohio Child Care Resource and Referral Association. In FY18, T.E.A.C.H. Early Childhood® Ohio helped over 892 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 10.6 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 9.4 credit hours.
- T.E.A.C.H. recipients in Ohio completed over 3,212 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.42; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.58.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.23.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7.7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 5.3%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 96%.
- For bachelor’s degree scholarship recipients the retention rate was 100%.

**Demographics**
- 6% of recipients worked with 3-5 year old children.
- 46% of recipients worked with children under 3.
- 39% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 22 different community colleges or 3 universities offering early childhood degree programs in Ohio.

**Personal Impact**
- In a survey of T.E.A.C.H. recipients, 98% indicated they would recommend T.E.A.C.H. to their peers; and 96% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 41,293 of Ohio’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“Becoming a T.E.A.C.H scholar was one of the best decisions I have ever made. My counselor, Tonya helped me so much along the way and was very encouraging. This program has given me the opportunity to become a college graduate, the first in my family, and for me that is something to be very proud of. Thanks T.E.A.C.H. for believing in me and helping me achieve my goals. Since graduating with my Associate Degree in Early Childhood Education, I have become a Star Rated program and plan to continue to work in family child care. With all that I have learned, I am able to share my knowledge with my families and explain how my guidance works to further their children’s knowledge. Someday I hope to be able to open my own child care center and provide scholarship opportunities for my employees.”

–Amanda Charlton, T.E.A.C.H. Graduate

“My experience with the scholarship program has given me the confidence to pursue my education and career goals. The T.E.A.C.H. OHIO counselor was supportive and encouraging throughout the completion of my Associate Degree in Early Childhood Education. I feel relieved to have completed my education with no financial debt. Currently, I have a Step Up To Quality family program and created a Watch Me Grow program for my families to insure that each child is reaching their milestone for their age group. My future goal is to become a Montessori preschool teacher. After that I may decide to open my own quality child care center where I can educate even more children.”

–Carolyn Franklin, T.E.A.C.H. Graduate
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Pennsylvania, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.


**Education**
- Recipients on associate degree scholarships completed an average of 14.2 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 15.3 credit hours.
- T.E.A.C.H. recipients in Pennsylvania completed over 6,722 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.35; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.67.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.31.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 5.7%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 98%.
- For bachelor’s degree scholarship recipients the retention rate was 100%.

**Demographics**
- 53% of recipients worked with 3-5 year old children.
- 54% of recipients worked with children under 3.
- 47% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 17 different community colleges or 30 universities offering early childhood degree programs in Pennsylvania.

**Personal Impact**
- In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 97% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 37,937 of Pennsylvania’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

Jordan Cullison is an Assistant Teacher at Helping Hands Child Care & Learning Center, a STAR 4 facility in Allegheny County, PA. Jordan first applied to T.E.A.C.H. for assistance to pay for her CDA Credential application fee. She also used T.E.A.C.H. to continue pursuing her Associate Degree in Early Education and Child Development from Community College of Allegheny County. Jordan graduated with her degree in Summer 2018 and immediately continued on to pursue her bachelor’s degree through T.E.A.C.H. at Saint Francis University. In just one contract year with T.E.A.C.H., Jordan not only completed her degree, but also received an 11% increase in her earnings.

When asked about the opportunity to participate in T.E.A.C.H., Jordan said “I would have struggled greatly to earn my degree. This program has opened doors that I previously had not thought were possible. I was not only able to reach my goals, but exceed them.” When asked if T.E.A.C.H. impacted her family, Jordan said “T.E.A.C.H. has had a positive impact on my family. They did not have to worry about paying for my education or finding ways to help me afford it.”

Jordan’s employer, Helping Hands Child Care & Learning Center, spoke about the benefits of sponsoring staff in T.E.A.C.H. Melissa Merritt, Program Owner indicated, “T.E.A.C.H. provides the opportunity for dedicated people in the early care and education field to start their journey in higher education with a comfortable support system, mentors and reasonable course options/requirements for working professionals. Our T.E.A.C.H. Counselors are always professional, helpful and keep us well informed.”

Melissa also said, “I have sponsored five different staff members over the past year in T.E.A.C.H. for the CDA Credential or associate degree. Two more teachers plan to start the process next January. I feel the program has a strong impact on teaching staff the importance of education. T.E.A.C.H. truly provides the opportunity for staff to implement what they learn every day in their own classrooms.”

Jeanette Williams is an Assistant Preschool Teacher in a STAR 1 child care program in Pittsburgh, PA. She applied for a T.E.A.C.H. scholarship immediately after the restoration of public funds to the program, but had been using financial aid to pursue her degree prior to that. Jeanette finished her second T.E.A.C.H. contract this summer and will complete her associate degree from Community College of Allegheny County (CCAC) in Fall 2018, earning mostly A’s and B’s along the way. With her degree Jeanette will be promoted to Lead Teacher and in addition to her two T.E.A.C.H. stipends, she also received an almost 9% increase in her salary. Jeanette plans to continue on for her bachelor’s degree through T.E.A.C.H. at Carlow University!

“My experience in T.E.A.C.H. has been rewarding and substantially helpful. The stipends, tuition and book assistance were, what can I say, invaluable. It has been a long and arduous task at times, but with the collaboration of your knowledgeable T.E.A.C.H. Counselors, I have attained the first half of my dream! Thank you!”

Penny’s Daycare
Penny’s Daycare Center is a STAR 3 program located in the rural community of Tioga, Pennsylvania and serves children from birth to school age. Penny’s Daycare has sponsored 5 staff to earn their Child Development Associate (CDA) coursework through T.E.A.C.H.

When asked about the impact of T.E.A.C.H. on the staff, children and families at her program, Penny Heffner shared, “we are in the business of child care to help grow the minds of tomorrow and encourage our children to achieve their best. It is important to us at Penny’s Daycare to educate our staff so we can better serve our children. Through T.E.A.C.H., many of our staff have been given the opportunity to further their educational backgrounds, gaining the necessary knowledge and skills to better serve our children. T.E.A.C.H. has opened doors for our staff and our program. We will forever be grateful to T.E.A.C.H. for giving us the chance to show our children and community how important education is, and the impact it can make in someone’s life.”

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Produced in conjunction with the
T.E.A.C.H. Early Childhood® National Center
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Rhode Island, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Rhode Island, T.E.A.C.H. Early Childhood® is administered by Rhode Island Association for the Education of Young Children. In FY18, T.E.A.C.H. Early Childhood® Rhode Island helped over 36 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 13.1 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 22.7 credit hours.
- T.E.A.C.H. recipients in Rhode Island completed over 571 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.38; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.74.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $14.04.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 11.3%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 97%.
- For bachelor’s degree scholarship recipients the average retention rate was 93%.

**Demographics**
- 86% of recipients worked with 3-5 year old children.
- 31% of recipients worked with children under 3.
- 28% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the only community college or only university offering early childhood degree programs in Rhode Island.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone, 2,955 of Rhode Island’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

Millie Lawson works full time as a preschool teacher at the Jewish Alliance of Greater RI. Millie is the most approachable and cheerful individual you will ever meet. Her smile and optimism are contagious. Despite her positive approach to life, she did not always feel that way about going to college and getting an education. Millie is originally from Jamaica where she had to drop out of school at an early age so she could work and help her parents financially while her siblings continued getting an education. Fast-forward to today; Millie is one semester away from graduating from the Community College of Rhode Island with an Associate’s Degree in Early Childhood Education. Millie is forever grateful of the support she has received from T.E.A.C.H Early Childhood® Rhode Island and for the ongoing guidance she has been provided with, even as the program transitioned to a new agency. Millie plans to continue her educational journey by enrolling in Rhode Island College to pursue a Bachelor’s Degree in Early Childhood Education and a teaching certification. — Millie Lawson, T.E.A.C.H. Scholar

Joan Morse recently graduated from Rhode Island College with a Bachelor’s Degree in Early Childhood Education with help from T.E.A.C.H. Early Childhood® Rhode Island. Originally from the Philippines, Joan moved to the United States in 2007 as a student. She received her Associate’s Degree in Early Childhood Education in 2009 from Nashua Community College in New Hampshire and shortly after she married and moved to Rhode Island where she was offered a teaching position at a local Head Start program. After a few years of service, Joan’s supervisor learned about the T.E.A.C.H. scholarship program and immediately encouraged Joan to apply. Joan said that she “grabbed the opportunity as if it was a pot of gold!” That pot of gold came with trials and a lot of hard work. Joan almost gave up but she plowed through. Joan’s hard work, dedication and commitment to the field and to T.E.A.C.H. Early Childhood® were recognized during Rhode Island AEYC’s second annual Early Childhood Advocacy Conference on May 16, 2018. During the speaking program, Marinel Russo from T.E.A.C.H. Rhode Island was honored to share Joan’s story and led the crowd to congratulate Joan on her achievements.
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In South Carolina, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In South Carolina, T.E.A.C.H. Early Childhood® is administered by South Carolina Center for Child Care Career Development. In FY18, T.E.A.C.H. Early Childhood® South Carolina helped over 514 early education professionals in the state increase their education.

**Education**

- Recipients on associate degree scholarships completed an average of 14.9 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 18.9 credit hours.
- T.E.A.C.H. recipients in South Carolina completed over 4,026 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.35; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.39.

**Compensation**

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.84.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.4%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 10.7%.

**Retention**

- For associate degree scholarship recipients the average retention rate was 97%.
- For bachelor’s degree scholarship recipients the average retention rate was 94%.

**Demographics**

- 64% of recipients worked with 3-5 year old children.
- 51% of recipients worked with children under 3.
- 63% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 16 different community colleges or 12 universities offering early childhood degree programs in South Carolina.

**Personal Impact**

- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 23,362 of South Carolina’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

Students can return to school at any time. The story of Dorothy Davis and Thelma Dwight is evidence of this. Dorothy and Thelma are sisters who have participated in the South Carolina T.E.A.C.H. Early Childhood® Program since 2014. They are 75 and 74 years old, respectively. The sisters are both widowed and live together. In May, 2018, both Dorothy and Thelma graduated from Williamsburg Technical College with their Associate Degree in Early Childhood Education. Both Dorothy and Thelma utilized the South Carolina T.E.A.C.H. Early Childhood® Program, with the guidance of Robbie Hall as their T.E.A.C.H. counselor, while earning their associate degrees. Dorothy Davis and Thelma Dwight are the oldest graduates ever at both Williamsburg Technical College and with the South Carolina T.E.A.C.H. Early Childhood® Program.

These two women represent the determination and hope that the South Carolina T.E.A.C.H. Early Childhood® Program strives for on a daily basis. Because of their hard work, Dorothy and Thelma are providing positive change in the lives of South Carolina’s youngest citizens. The South Carolina T.E.A.C.H. Early Childhood® Program could not be prouder of them.
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Texas, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Texas, T.E.A.C.H. Early Childhood® is administered by Texas Association for the Education of Young Children. In FY18, T.E.A.C.H. Early Childhood® Texas helped over 248 early education professionals in the state increase their education.

Education
- Recipients on associate degree scholarships completed an average of 13.3 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 17.3 credit hours.
- T.E.A.C.H. recipients in Texas completed over 559 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.33; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.48.

Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.36.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9.7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 11%.

Retention
- For associate degree scholarship recipients the average retention rate was 98%.
- For bachelor’s degree scholarship recipients the retention rate was 100%.

Demographics
- 39% of recipients worked with 3-5 year old children.
- 59% of recipients worked with children under 3.
- 73% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 27 different community colleges or 3 universities offering early childhood degree programs in Texas.

Personal Impact
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone, 10,153 of Texas’s children benefitted from consistent early education and care provided by better prepared early childhood educators.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
“Going to college was never an option for me; my family needed me to work to help out financially. After years of working in child care programs serving as a director and supporting my staff to work towards their educational dreams, I decided it was time for me to go back and complete my degree. I was given the opportunity to attend college in my 40’s. I worked full-time as a center director and after 8 long years; one class per semester I was able to graduate with my associate degree. Through those years I gained much more than just academic knowledge; I learned about myself. I gained a confidence that I never had before. I learned how to problem solve. I learned how to interact with people from all different backgrounds. College gave the tools to be a better center director and serve as a mentor and role model for my staff, encouraging them to go to college. As a result of working on my degree, the confidence has enabled me to not only become a better director but also to become a stronger advocate for children. With the knowledge and confidence I gained I became involved with my local AEYC and currently serve as the accreditation co-chair and have been working on a statewide workgroup for early childhood. It is only as a result of my educational journey and the people I have meet that I am able to continue my work as a director and advocate for children and the early childhood workforce. The opportunities that being part of the T.E.A.C.H. program has given me are invaluable.”

–Tracey Matchefts, T.E.A.C.H. Graduate

“My dream of returning to college was cut short due to financial needs and other life factors. Despite these factors, my dream did not die; it lay dormant in the midst of the hope that someday, somehow, the opportunity to continue my education would arise. Continuing my education as an adult is different from my earlier college years; there are new factors for me to consider: juggling a family, a job, the financial pressures, and my fear of going back to school are just a few that held me back for many years.

After years of dreaming, but not taking action on my education dream, an opportunity came that I could not pass up, T.E.A.C.H. It was a challenge for me to go back to college in my 40’s with children of my own, many years out of school and a family home business to run. With the support of the T.E.A.C.H. program I was able to go back to school, and after nearly 6 years with T.E.A.C.H. I earned my associate degree! Going back to school was a challenge and there were several times that I thought I might not be able to do this, but with the support of my counselor I was able to push through and earn my degree. As a family home provider, I care for children aged 6 weeks to 5 years and with the knowledge I have gained I am better able to care for them and provide a rich learning environment in which they thrive. To be able to earn a living by helping children have a better life, a better future and thereby make the world a better place gives me such pride and fulfillment. Continuing my education has given me more opportunity and confidence to continue to work towards my dream!”

–Lisa Lathon-Brooks, T.E.A.C.H. Graduate
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Utah, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Utah, T.E.A.C.H. Early Childhood® is administered by Utah Association for the Education of Young Children. In FY18, T.E.A.C.H. Early Childhood® Utah helped over 39 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 11.9 credits per contract.
- T.E.A.C.H. recipients in Utah completed over 300 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.40.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.14.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 4%.

**Retention**
- For associate degree scholarship recipients the average retention rate was 92%.

**Demographics**
- 38% of recipients worked with 3-5 year old children.
- 28% of recipients worked with children under 3.
- 41% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the only community college or 3 universities offering early childhood degree programs in Utah.

**Personal Impact**
- In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 2,499 of Utah’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“The T.E.A.C.H. Early Childhood® Utah Scholarship opened the door that I knew was there but I was afraid of opening it. Once that scholarship was approved, I was given a to do list- a step by step - and once the ball was rolling, I was in the game. I’m loving it. I have loved being surrounded by people who share a love for teaching young children. I’m proud of my GPA. I’m proud of the compliments I have had about my ability/strengths in the classroom.”
–Elaine Rixe, Head Start Classroom Assistant Teacher, T.E.A.C.H. Scholar

“My first semester on the T.E.A.C.H. Early Childhood® Utah Scholarship was rough. I was excited to start school, but family things threw my life off. I was struggling and embarrassed when my T.E.A.C.H. counselor would call to check on me. I knew I could do better and thought she would think I was dumb once she discovered my failing grades. She persisted in trying to meet with me so I finally did, with the coaxing of my center owner. She was very understanding, even sympathetic, but also honest with me that I needed to do better. I knew I could do better. Honestly if I hadn’t gone in to meet with her I probably would have just quit. Knowing someone actually cared about my grades made a big difference. Knowing the owner of my center cared made a difference as well. So many people wanted me to finish this. I’ve had A’s and B’s in all my classes since. I’m grateful I didn’t quit and for all the support I’ve received.”
–Amber Ramynke, T.E.A.C.H. Scholar

“The T.E.A.C.H. Early Childhood® Scholarship is a financially viable way to help staff achieve higher educational and professional goals. This opportunity makes it possible for those who otherwise would not even think there was a means. More than anything I see the desire to achieve personal growth at an all-time high.”
–Lynn Palmer, Owner Young Explorers Inc. and Scholar Sponsor, West Jordan, UT

“We have two recipients in our center and I find their dedication to their education is transferring to their dedication to their work. There is a growing confidence that is new for my staff. They are also setting an example to others of working towards a degree. The T.E.A.C.H. Early Childhood® Utah Scholarship has been a big positive in my center.”
–Jennifer Nuttal, Executive Director, Neighborhood House Preschool and Childcare and Scholars Sponsor, Salt Lake City, UT
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Vermont, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Vermont, T.E.A.C.H. Early Childhood® is administered by Vermont Association for the Education of Young Children. In FY18, T.E.A.C.H. Early Childhood® Vermont helped over 78 early education professionals in the state increase their education.

<table>
<thead>
<tr>
<th>Education</th>
<th>Recipients on associate degree scholarships completed an average of 11.4 credits per contract.</th>
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<tbody>
<tr>
<td></td>
<td>T.E.A.C.H. recipients in Vermont completed over 374 credit hours last year.</td>
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<tr>
<td></td>
<td>The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.43.</td>
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<tr>
<th>Compensation</th>
<th>The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $14.55.</th>
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<tbody>
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<td>The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10.1%.</td>
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<th>Retention</th>
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<td>64% of recipients worked with 3-5 year old children.</td>
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<td>59% of recipients worked with children under 3.</td>
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<td></td>
<td>4% of recipients were women of color and/or Hispanic origin.</td>
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<tr>
<td></td>
<td>T.E.A.C.H. recipients attended the only community college offering early childhood degree programs in Vermont.</td>
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<tr>
<th>Demographics</th>
<th>In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 89% of their employers would recommend T.E.A.C.H.</th>
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T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone, 2,625 of Vermont’s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“I started at Rainbow Playschool in October 2016 with my CDA. Due to the change in Vermont state regulations, I was not able to continue to have my own class. I support three young boys and must work full time; therefore, the cost was preventing me from furthering my education. My Director and I looked into the T.E.A.C.H. program and thought it was exactly what I needed. I was accepted and have finished my first semester. Rainbow Playschool needed a classroom teacher. Because of my experience, my CDA and my enrollment into the T.E.A.C.H program, Rainbow Playschool was able to apply and receive a variance allowing me to teach in the classroom. Having the opportunity to get my associate degree with the support of my employer and the T.E.A.C.H program has given me the confidence and encouragement I needed to continue to pursue a career doing something I enjoy.” –Amanda Barry, T.E.A.C.H. Scholar

“When I was little, I swore that I never wanted kids. I didn’t want anything to do with them. When I applied for college, I had no idea that child care was going to be my future. I attended a college in Massachusetts for three and a half years trying to achieve my Bachelor’s Degree in Business and Graphic Design. In the Summer of 2017, after bouncing from one job to the next, I fell upon being a teacher at My Gym-a children’s Gym. I fell in love with working with children, teaching them and making them smile. After many laughs and hugs, I knew child care was the profession for me. I was a semester away from achieving my degree, but dropped out to achieve my dream. My new passion brought me back to my hometown and at the doors of my old child care, Northshire Day School. Despite my lack of education, my director Laurie saw my passion and hired me as a trainee in the Infant One Room. Laurie brought the amazing T.E.A.C.H. Scholarship to my attention. I knew I wanted to go back to school to receive my Associate Degree in Early Childhood Education, but I never thought I’d be able to afford another four years of school. Now, with the T.E.A.C.H. Scholarship, I am able to take classes online while still working full time and supporting my family. I have gained a new confidence working in the classroom and informing parents. Thanks to the T.E.A.C.H. Scholarship, I am able to be knowledgeable and successful in a job that I love. I’m grateful for all the support and opportunities Northshire Day School and the T.E.A.C.H. Scholarship have provided for me.” –Kya Davis, T.E.A.C.H. Scholar

“It has been our pleasure to be a T.E.A.C.H. sponsor here at the Northshire Day School. Having staff here that are working toward their early education degrees not only benefits the individual, but the center as well. Not to mention the benefit to the children and families that we serve in our center. Knowledge and an education are power and the more education our staff have the more our center can continue to grow and provide the best care and education to the young children in our care. Without the T.E.A.C.H. program this would be a difficult task to fill. We hope to continue to be a sponsor of the T.E.A.C.H. program as we would not have it any other way.” –Northshire Day School, T.E.A.C.H. Sponsor
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Washington, DC, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.


### Education
- Recipients on associate degree scholarships completed an average of 13.5 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 13.1 credit hours.
- T.E.A.C.H. recipients in Washington, DC completed over 768 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.09; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.37.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $14.75.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 5%.

### Retention
- For associate degree scholarship recipients the retention rate was 100%.
- For bachelor’s degree scholarship recipients the retention rate was 100%.

### Demographics
- 75% of recipients worked with 3-5 year old children.
- 27% of recipients worked with children under 3.
- 85% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 5 different community colleges or 4 universities offering early childhood degree programs in Washington, DC.

### Personal Impact
- In a survey of T.E.A.C.H. recipients, 96% indicated they would recommend T.E.A.C.H. to their peers; and 98% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 4,037 of Washington, DC’s children benefitted from consistent early education and care provided by better prepared early childhood educators.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
Over a year ago, Ashley Ross and her sister, Kristein Ross learned from their center director at Mildred and Jess Fisher Early Childhood Center about the new education requirements for early childhood educators in Washington, DC. Ashley and Kristein will soon be required to attain Associate Degrees in Early Childhood Education to meet new licensing requirements and maintain their positions as teachers. Both educators were concerned about the financial and time commitments required to earn college degrees, until they learned about the T.E.A.C.H. scholarship program.

“"The T.E.A.C.H. DC scholarship program covers 90% of our tuition and books, and the program provides us with release time to ensure that we have an adequate amount of time to study for school. In addition to the financial supports T.E.A.C.H. provides, we are also a part of a cohort, which allows us to take 49% of our coursework at our sponsoring center. T.E.A.C.H. has played an integral role in helping us to continue our education. We have maintained a 3.0 GPA and will be graduating with our associate degrees soon.”” – Ashley Ross and Kristein Ross, T.E.A.C.H. Scholars

In 2013, Shakia Walker entered an Early Childhood Education Associate Degree program at Trinity Washington University. During her “freshman” year at Trinity, Shakia learned about T.E.A.C.H. from the National Black Child Development Institute (NBCDI) at a recruitment session hosted by her employer, the Southeast Children’s Fund.

“When I started school in 2013, I realized that the T.E.A.C.H program was more convenient because classes were being offered at Trinity at THEARC – Town Hall Education Arts Recreation Campus, which was much easier than going to the Trinity campus in Northeast Washington, DC. I finished with my Associate Degree in Early Childhood Education from Trinity in May 2017 and was promoted to center director. I then decided to move forward and get my bachelor’s degree. The tuition assistance and book reimbursement provided by T.E.A.C.H. have been extremely helpful. The support provided by the T.E.A.C.H.-DC program has allowed me to work, be a mother, and the director of an early childhood center.”” – Shakia Walker, T.E.A.C.H. Scholar

NBCDI staff has been proud to witness Shakia overcome many challenges. She has identified T.E.A.C.H. as an essential part of the “circle of support” that motivates her to accomplish her goals.
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Wisconsin, many early educators do not have higher education degrees and many earn less than $12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.


### Education
- Recipients on associate degree scholarships completed an average of 18.9 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 24.9 credit hours.
- T.E.A.C.H. recipients in Wisconsin completed over 6,281 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.55; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.66.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.74.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 5%.

### Retention
- For associate degree scholarship recipients the average retention rate was 93%.
- For bachelor’s degree scholarship recipients the average retention rate was 92%.

### Demographics
- 53% of recipients worked with 3-5 year old children.
- 63% of recipients worked with children under 3.
- 37% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 18 different community colleges or 16 universities offering early childhood degree programs in Wisconsin.

### Personal Impact
- In a survey of T.E.A.C.H. recipients, 98% indicated they would recommend T.E.A.C.H. to their peers; and 89% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 36,416 of Wisconsin ‘s children benefitted from consistent early education and care provided by better prepared early childhood educators.

“I have been providing child care to families in my community of Janesville, WI for 15 years. Using a T.E.A.C.H. scholarship I completed my preschool credential and an Associate Degree in Early Childhood Education. I am currently working on my bachelor’s degree through UW-Green Bay, also with the support of the T.E.A.C.H. Scholarship program.

Early childhood education was not my first career choice – I do have an associate degree and experience in another field – but young children have become my passion. Since I started caring for and educating children, my goal has been to provide top quality care. Getting a license, improving my education, and participating in YoungStar have guided my choices over the years to improve myself and my program.

The opportunity to continue my education has allowed me as a provider to keep motivated and growing. It has also allowed me to mentor and support my peers as well as host student teachers in my program. I am helping to meet the need for educated, professional and passionate child care providers.”

–Stacy Ransom, Family Child Care Provider and T.E.A.C.H. Scholar

“\nI am proud to have completed the Family Child Care Credential Capstone in Early Childhood Education with the support of a T.E.A.C.H. Early Childhood® scholarship. I work long hours and live in the small rural community of Plainfield, WI which is not close to a university or technical college. I opened my business two years ago knowing that I wanted to be a professional in the child care field. I was blessed to hear about the T.E.A.C.H. program through my YoungStar consultant. I dove right in and took the Family Child Care Credential online through UW-Platteville. Great experience! I’m not going to lie, I was a little nervous at first, but my teacher was an A+!

This course helped me get all my paperwork in professional order, including records for taxes. It taught how to write a policy and mission statement, market my business, and develop relationships with my families. I learned how to set up my rooms and set up my curriculum. The list goes on. At the end of the day I feel proud to say I’m running a professional child care business, which my community needs.

My families have thanked me for taking the extra steps to educate myself and to keep current on the now. I’ve been supported by them all cheering me along the whole way. When early childhood teachers are better equipped to meet the ever-changing needs of young children, we are more likely to stay in our chosen careers and provide the on-going support working parents need to maintain happy, healthy families. T.E.A.C.H. makes visions become reality!”

–Shawn Peckham, Family Child Care Provider and T.E.A.C.H. Scholar

Wisconsin Early Childhood Association (WECA)
2908 Marketplace Drive, Suite 101
Fitchburg, WI 53719
608-240-9880
http://wisconsinearlychildhood.org/programs/teach/
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Delaware, many early educators do not have higher education degrees and earn less than $12 an hour. The Child Care WAGES® Program awards education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce. The WAGES supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In FY18, Child Care WAGES® DELAWARE provided salary supplements to 349 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in 307 different programs serving approximately 8,670 children.

**Education**
- 66% of WAGES participants were rewarded for having an Associate Degree in Early Childhood Education (ECE), its equivalent or higher on the supplement scale.
- 3% of active participants with education below an Associate Degree in ECE submitted education documentation to show progress in college.

**Compensation**
- 36% of WAGES participants earned less than $12 per hour from their employers.
- WAGES recipients earned an average six-month supplement of $973, or approximately $1,946 more per year, as a result of their participation.

**Retention**
- Only 16% of WAGES participants left their early education programs.

**Demographics**
- 36% of WAGES participants were people of color.
- 95% of WAGES participants worked in early care and education centers.
- 5% of WAGES participants worked in family child care homes.

**Personal Impact**
- In surveys of WAGES participants:
  - 43% indicated that WAGES encouraged them to stay in their current early education program.
  - 41% indicated that WAGES encouraged them to pursue further education.
  - 63% stated that receiving a WAGES supplement helped ease financial stress.
  - 62% stated they needed the funds to pay bills.
  - 51% explained that they were more able to address the basic needs of their families such as food and housing.

WAGES participants with higher education showed a particular commitment to staying in the field. Many directors share concern that teachers leave once they obtain higher education, but those receiving the WAGES supplements did not leave as directors may have expected. Among WAGES participants, retention has been better among the more highly educated participants, which means better outcomes for young children.

“As a single parent of two, WAGE$ allows me to expand my budget. It also allows me to seek additional quality professional development to enhance my knowledge and skills. As a teacher, it gives me the incentive to stay at one child care center to assure quality for early care.” – Brook Turner, WAGE$ Participant

“As a married mother of two young children, going back to college was not always an option. However, I made the executive decision to do it, not only to help my career, but also for my family in the long run. Due to my higher education level, I was able to receive my supplement and it seems to come at a very convenient time. My second payment came right in time for the holidays and due to unforeseen added expenses with car troubles, my husband and I waited until the very last minute to do our Christmas shopping for our children. Thanks to my payment, we had a stress-free holiday experience and we were extremely relieved. Thank you for giving those who love teaching young children a sort of ‘thanks’ for going out on a whim and furthering their education. I hope this program encourages others in the field to continue moving forward. As for myself, I could not be more grateful.” – Stephanie Daniels, WAGE$ Participant

“As a childcare worker we don’t get compensated for much in the classroom. The WAGE$ program has helped me greatly with supplies needed for my classroom, and putting some savings away for my future. I greatly appreciate this program and am so thankful to have the opportunity to be a part of it. It allows me to go above and beyond financially for the young growing minds in my classroom.” – Jennifer Taylor, WAGE$ Participant

Here’s what other participants had to say about WAGE$...

“It helped me with items to get for my classroom.”

“WAGE$ makes me feel appreciated for doing what I love.”

“It has saved me from losing my electric service and put food on the table.”

“WAGE$ has helped me feel more valued for the work I do and has stopped me from seeking other employment that is easier but not as fulfilling.”

“WAGE$ is a great supplement to my income and I look forward to receiving it each time.”

“I feel that it is something I very much look forward to as an appreciation for the hard work I do in the area of early childhood.”

“It is just wonderful to have the extra money to take care of so many needs that I otherwise would not be able to afford.”

“The WAGE$ supplement also encourages those that are not able to receive the supplement to grow so that they too can benefit.”
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Florida, many early educators do not have higher education degrees and earn less than $12 an hour. The Child Care WAGE$® Program awards education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce. The WAGE$ supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In FY18, Child Care WAGE$® FLORIDA provided salary supplements to 1,287 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in 1,099 different programs serving approximately 28,377 children.

**Education**
- 31% of WAGE$ participants were rewarded for having an Associate Degree in Early Childhood Education (ECE), its equivalent or higher on the supplement scale.
- 9% of active participants with education below an Associate Degree in ECE submitted education documentation to show progress in college.

**Compensation**
- 60% of WAGE$ participants earned less than $12 per hour from their employers.
- WAGES recipients earned an average six-month supplement of $626, or approximately $1,252 more per year, as a result of their participation.

**Retention**
- Only 13% of WAGE$ participants left their early education programs.

**Demographics**
- 92% of WAGE$ participants were people of color.
- 98% of WAGE$ participants worked in early care and education centers.
- 2% of WAGE$ participants worked in family child care homes.

**Personal Impact**
- In surveys of WAGE$ participants:
  - 96% indicated that WAGE$ encouraged them to stay in their current early education program.
  - 95% indicated that WAGE$ encouraged them to pursue further education.
  - 94% stated that receiving a WAGE$ supplement helped ease financial stress.
  - 67% stated they needed the funds to pay bills.
  - 47% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone 28,377 of Florida’s children benefited from consistent care provided by a better educated teacher.

WAGES participants with higher education showed a particular commitment to staying in the field. Many directors share concern that teachers leave once they obtain higher education, but those receiving the WAGES supplements did not leave as directors may have expected. Among WAGES participants, retention has been better among the more highly educated participants, which means better outcomes for young children.

The Child Care WAGE$® Program is currently licensed and operating in five states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE$® 2017-2018 Annual Program Report at:
“Child Care WAGE$® FLORIDA helped me in many ways...for example I was about to move and I was short on funds, but when I checked my mailbox, I had received a check. I was so happy because the extra money helped me a whole lot, I am very grateful for WAGE$.”

– N. Ford, WAGE$ Participant

“Any other income is very helpful, I am a single mother of three so any extra money is helpful for bills, food and other costs.”

– D. Alzate, WAGE$ Participant

“One time I was short and my check came in the mail, I was able to finish paying for our family trip.”

– A, McCullough, WAGE$ Participant

“La ayuda financiera es un estímulo a continuar superando y que cada día sea mejor mi trabajo.”

– L. Rodriguez, WAGE$ Participant

“As a family home child care practitioner, the supplement income helps me to do home repairs, like paint the rooms, change doors and maintain the playground for the children.”

– A. Lambert, WAGE$ Participant
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Iowa, many early educators do not have higher education degrees and earn less than $12 an hour. The Child Care WAGE$® Program awards education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce. The WAGE$ supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In FY18, Child Care WAGE$® IOWA provided salary supplements to 274 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in 114 different programs serving approximately 6,893 children.

**Education**
- 53% of WAGE$ participants were rewarded for having an Associate Degree in Early Childhood Education (ECE), its equivalent or higher on the supplement scale.
- 4% of active participants with education below an Associate Degree in ECE submitted education documentation to show progress in college.

**Compensation**
- 65% of WAGE$ participants earned less than $12 per hour from their employers.
- WAGES recipients earned an average six-month supplement of $835, or approximately $1,670 more per year, as a result of their participation.

**Retention**
- Only 18% of WAGE$ participants left their early education programs.

**Demographics**
- 13% of WAGE$ participants were people of color.
- 78% of WAGE$ participants worked in early care and education centers.
- 22% of WAGE$ participants worked in family child care homes.

**Personal Impact**
In surveys of WAGE$ participants:
- 92% indicated that WAGE$ encouraged them to stay in their current early education program.
- 74% indicated that WAGE$ encouraged them to pursue further education.
- 97% stated that receiving a WAGE$ supplement helped ease financial stress.
- 68% stated they needed the funds to pay bills.
- 33% explained that they were more able to address the basic needs of their families such as food and housing.

WAGE$ participants with higher education showed a particular commitment to staying in the field. Many directors share concern that teachers leave once they obtain higher education, but those receiving the WAGE$ supplements did not leave as directors may have expected. Among WAGE$ participants, retention has been better among the more highly educated participants, which means better outcomes for young children.

The Child Care WAGE$® Program is currently licensed and operating in four states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE$® 2017-2018 Annual Program Report at:
Gladys Movall is a Registered Child Development Home Provider and has been providing care since 2006. She lives in the rural community of Mount Pleasant, Iowa. Gladys earned her associate of arts degree in 2002 and went on to work toward a bachelor’s degree from 2002 to 2007. In 2016, with the help of a T.E.A.C.H. scholarship, Gladys earned her Child Development Associate (CDA) Credential. In conjunction with getting on T.E.A.C.H., Gladys applied to the WAGE$ program and received her first salary supplement in late 2016. She started WAGE$ at a Level 5 ($1,100 per year) for having an unrelated associate degree. This temporary award level would allow her to participate with WAGE$ through November 2018, at which point she would need higher education to move up.

Gladys went back to school at the University of Iowa to complete her Bachelor’s Degree in Business, graduating in Summer 2018. Having this higher degree moved Gladys up to a Level 7 on the WAGE$ scale ($1,800 per year) and gives her a few more years before she needs to advance to a permanent level. This goal is already set, and she plans to enroll in additional ECE classes to get her to that permanent level within the next year.

She is also using this education to work toward her longer-term goal of opening a licensed child care center in Mount Pleasant. Her community does not currently have a center offering full-day child care, and there is currently only one full-day child care program in all of Henry County. There is a serious need for child care slots, and Gladys is hoping to help. She is using her child care and business education and working closely with partners in the community to ensure that the program has a solid foundation of support and is at a high level of quality from the start. Gladys understands the importance of fairly compensated staff, and is currently working to ensure that her business plan accounts for salaried staff. She also uses her strong advocacy voice for the workforce as an active member of her local Iowa AEYC Chapter and serves on the Iowa AEYC Governing Board.

Gladys shared these sentiments about how the WAGE$ supplements have helped her:

“The first WAGE$ check I received went to a bill that was unforeseen. This was wonderful to not have the stress of how to restructure my other finances to pay it. Then the second check went to an expense for our Siberian Husky who was diagnosed with kidney problems and paid for his hospital stay. This was helpful with the stress of his medical problems. Some may not realize how these payments from WAGE$ can impact a family in stressful times. Thanks for this wonderful program.”

Iowa Association for the Education of Young Children
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515-331-8000
http://www.iowaaeyc.org/wage.cfm
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in North Carolina, many early educators do not have higher education degrees and earn less than $12 an hour. The Child Care WAGE$® Program awards education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover within the early childhood workforce. The WAGE$ supplements make the early childhood arena a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, providing an important incentive to return to school. Ongoing awards are contingent upon completion of more coursework.

In FY18, Child Care WAGE$® NORTH CAROLINA provided salary supplements to 3,271 child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in 2,117 different programs serving approximately 104,761 children.

**Education**
- 68% of WAGE$ participants were rewarded for having an Associate Degree in Early Childhood Education (ECE), its equivalent or higher on the supplement scale.
- 7% of active participants with education below an Associate Degree in ECE submitted education documentation to show progress in college.

**Compensation**
- 57% of WAGE$ participants earned less than $12 per hour from their employers.
- WAGE$ recipients earned an average six-month supplement of $902, or approximately $1,804 more per year, as a result of their participation.

**Retention**
- Only 14% of WAGE$ participants left their early education programs.

**Demographics**
- 61% of WAGE$ participants were people of color.
- 92% of WAGE$ participants worked in early care and education centers.
- 8% of WAGE$ participants worked in family child care homes.

**Personal Impact**
In surveys of WAGE$ participants:
- 93.1% indicated that WAGE$ encouraged them to stay in their current early education program.
- 86.2% indicated that WAGE$ encouraged them to pursue further education.
- 94.8% stated that receiving a WAGE$ supplement helped ease financial stress.
- 75.6% stated they needed the funds to pay bills.
- 63.7% explained that they were more able to address the basic needs of their families such as food and housing.

This year alone, 104,761 of North Carolina’s children benefited from consistent care provided by a better educated teacher.

WAGE$ participants with higher education showed a particular commitment to staying in the field. Many directors share concern that teachers leave once they obtain higher education, but those receiving the WAGE$ supplements did not leave as directors may have expected. Among WAGE$ participants, retention has been better among the more highly educated participants, which means better outcomes for young children.

“I don’t always look back at my own journey. Doing so lets me know I’ve been through a lot and I made it. I’m still making it. I’ll have my bachelor’s degree soon!” Naukisha Wray-Darity is now back in school after many years without the financial means to do so. She had exhausted her Pell Grant and federal funding on past education and her center was not originally participating on the T.E.A.C.H. Early Childhood® Scholarship Program because they did not fully understand how cost-effective it could be. Things are different now.

Naukisha is a teacher in the center her sister owns. Her sister tried to convince Naukisha to join her in the early childhood field when she first opened her program, but it wasn’t until after Naukisha had her son that she started realizing she had a gift. She created learning tools for him and for her nephew and was helping them both learn through play. She decided she could help other children as well, and she did. She started working in the afterschool program and then became the full-time teacher for three and four year olds. “I fell in love with it,” she said.

Although Naukisha had already earned a two-year degree in another field, her success in working with children made her want to share more and learn more, so she completed her Associate Degree in Early Childhood Education. She also completed enough coursework to earn additional degrees, including an Associate in Special Education. But that wasn’t enough. “I preach to my children all the time about the importance of college and degrees, and I wanted to meet the same standard I was setting for them.” The problem was finding the money to do it once her other options were exhausted. She said, “We really didn’t understand T.E.A.C.H. – what the percentages meant.” But after talking with another participating center, they decided to give it a try.

Now Naukisha is on a T.E.A.C.H. scholarship and she continues to receive her Child Care WAGE$® supplements. She has been on WAGE$ since 2009, with ever-increasing supplement awards that reflect her ongoing education. “WAGE$ has helped me want to continue on with school,” Naukisha shared. “As a single mom at the time, my checks have helped me pay for child care and feed my kids. It helped me pay for books and classes. I don’t know what it hasn’t helped me do! Without WAGE$, it would be hard to stay in the business even though I love it. It has saved me from leaving the industry. I remember when my boys were starting school one year and I didn’t have the funds to buy what they needed. I had no idea how I was going to get through it. That Saturday, the WAGE$ check came. It was like Christmas because I could make sure my children had what they needed. They didn’t understand how hard things were for me.”

Naukisha now uses her own story to provide encouragement to other teachers in her child care program. She says, “It gives them hope.”