Addressing Equity Issues in the Early Childhood Workforce:
Education, Compensation & Career Pathways
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 Alabama, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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.


<table>
<thead>
<tr>
<th>Education</th>
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<tbody>
<tr>
<td>Recipients on associate degree scholarships completed an average of 15.6 credits per contract.</td>
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<tr>
<td>Recipients on bachelor’s bachelor’s degree scholarships completed an average of 18 credit hours.</td>
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<tr>
<td>T.E.A.C.H. recipients in Alabama completed over 2,235 credit hours last year.</td>
</tr>
<tr>
<td>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 3.25.</td>
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<tr>
<th>Compensation</th>
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<tbody>
<tr>
<td>The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.73.</td>
</tr>
<tr>
<td>The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.0%.</td>
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<tr>
<td>The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 11.0%.</td>
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<tr>
<th>Retention</th>
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<tr>
<td>For associate degree scholarship recipients the average turnover rate was 1%.</td>
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<tr>
<td>For bachelor’s degree scholarship recipients the average turnover rate was 2%.</td>
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<tr>
<th>Demographics</th>
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<tr>
<td>50.8% of recipients worked with 3-5 year old children.</td>
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<tr>
<td>54.4% of recipients worked with children under 2.</td>
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<tr>
<td>72.1% of recipients were women of color and/or of Hispanic origin.</td>
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<tr>
<td>7% of recipients were of Hispanic origin.</td>
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<tr>
<td>T.E.A.C.H. recipients attended one of the 16 different community colleges or 9 universities offering early childhood degree programs in Alabama.</td>
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<tr>
<th>Personal Impact</th>
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<tr>
<td>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.</td>
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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 9,900 of Alabama’s children benefitted from consistent care provided by a better-educated teacher.

“I am thankful for T.E.A.C.H. because it has given me the opportunity to learn more about how to teach today’s children. I am better able to use strategies and theories when teaching the children I serve, understanding the way they learn, and scaffolding activities accordingly. Finally, because of higher education, I better understand a diverse environment, professionalism, work ethic, and lastly the impact of my interactions with every child I serve. I greatly appreciate T.E.A.C.H. for equipping teachers with the knowledge that is needed to successfully teach our young children.” ~ Wanda Dial, Birmingham, AL

“I would like to just take a moment to thank T.E.A.C.H. for enabling me to dream, pursue, and achieve my goals of being an early childhood development caregiver. My passion goes far beyond the term Teacher; I strive to deliver a broader spectrum approach as a true caregiver to children in which I am privileged to serve. It is my mission to give children a safe, comfortable, loving environment that will stimulate them to develop to their potential.

With the support, advice, and motivation from T.E.A.C.H., I have recently received my degree in Early Childhood Development. I knew that going back to school would be difficult because of my financial position as well as my schedule of being a new mother and keeping a home together. My company introduced me to T.E.A.C.H. and since the first moment I applied for their scholarship they have given me an amazing support system. Not only did they provide me with financial support; they actually called and wished me luck on big tests, and asked how things are going at home, school and work.

With the financial aspect of tuition off my mind, I was able to focus hard on course studies and maintained a 4.0 GPA for the entirety and was selected to become a Phi Theta Kappa Honor Society member to extend my educational and professional opportunities.” ~ Jessica Wainwright, Leesburg, 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 teacher education and compensation. But in Arizona, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 Arizona, T.E.A.C.H. Early Childhood® is administered by Association for Supportive Child Care. In FY16, T.E.A.C.H. Early Childhood® Arizona helped 204 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 16.8 credit hours.
- T.E.A.C.H. recipients in Arizona completed over 802 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 2.98; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.2.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.99.
- 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 9.6%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 5%.
- For bachelor’s degree scholarship recipients the average turnover rate was 0%.

### Demographics

- 75.5% of recipients worked with 3-5 year old children.
- 27% of recipients worked with children under 2.
- 60.3% of recipients were women of color and/or of Hispanic origin.
- 46.6% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 15 different community colleges or 1 university offering early childhood degree programs in Arizona.

### Personal Impact

- In a FY 15 survey of T.E.A.C.H. recipients, 98% 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 10,738 of Arizona’s children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE$® FY 2016 Annual Program Report:

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 Colorado, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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.


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<td>Recipients on associate degree scholarships completed an average of 13.5 credits per contract.</td>
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<tr>
<td>Recipients on bachelor’s degree scholarships completed an average of 15.3 credit hours.</td>
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<tr>
<td>T.E.A.C.H. recipients in Colorado completed over 1,724 credit hours last year.</td>
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<tr>
<td>The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.41; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.40.</td>
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<tr>
<td>The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $12.61.</td>
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<tr>
<td>The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7%.</td>
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</tr>
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<td>The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 7%.</td>
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<tr>
<td>For associate degree scholarship recipients the average turnover rate was 4%.</td>
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<td>For bachelor’s degree scholarship recipients the average turnover rate was 0%.</td>
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<tr>
<td>34.4% of recipients worked with children under 2.</td>
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<tr>
<td>25.8% of recipients were women of color and/or of Hispanic origin.</td>
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<tr>
<td>1.4% of recipients were of Hispanic origin.</td>
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<tr>
<td>T.E.A.C.H. recipients attended one of the 13 different community colleges or 7 universities offering early childhood degree programs in Colorado.</td>
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<td>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.</td>
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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 16,065 of Colorado’s children benefitted from consistent care provided by a better-educated teacher.

“Twenty years ago, when I opened a child care center, I didn’t think I’d ever go back to school. Without T.E.A.C.H., I would not have received my associate’s degree in Early Childhood Education and would not be sitting in college classrooms learning about child development while earning my bachelor’s degree today. The incentives are huge, but it’s really about becoming a better educator. College opened my world to brain development, age-appropriate behaviors and the importance of play.

We are responsible for future generations, especially when it comes to social and emotional development. If we help children now, their success in school and in the future improves dramatically.”

~ Cheryl Gould, Administrator, Rocky Mountain Children’s Discovery Center, Cañon City, CO

Cheryl encourages her teaching staff to continue their educations as well. In fact, every semester Rocky Mountain Discovery Center supports two to three teachers enrolled in the T.E.A.C.H. program. Higher levels of education for the early care and education workforce is one critical step in professionalizing the field and gaining the recognition these teachers deserve.

“I work as a Coordinator in Snow Cubs, a licensed childcare facility for the Aspen Skiing Company. We work at Snowmass serving children from 8 weeks to 4 years old. Before I received my Director Qualifications, I was a room lead in our ski room for children 2 1/2 years old.

Thanks for giving me the opportunity to work and fulfill my necessary coursework at the same time. Everyone at T.E.A.C.H has been so supportive and my employer and supervisor have been incredible as well. Thank you again for reaching out to the rural areas of Colorado. Finding classes and overall opportunities for professional development are even more challenging up in the mountains, but you’ve made it easier to access and financially possible too!”

~ Andrea Chacos, Coordinator, Snow Cubs, Aspen, CO

Qualistar Colorado
3607 Martin Luther King Blvd.
Denver, CO 80205
303-339-6807
http://www.qualistar.org/teach-scholarships.html
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, insufficient early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 the Delaware Association for the Education of Young Children. In FY16, T.E.A.C.H. Early Childhood® Delaware helped 185 early education professionals in the state increase their education.

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<tr>
<td>Recipients on associate degree scholarships completed an average of 10.3 credits per contract.</td>
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<tr>
<td>Recipients on bachelor’s degree scholarships completed an average of 15.6 credit hours.</td>
</tr>
<tr>
<td>T.E.A.C.H. recipients in Delaware completed over 2,253 credit hours last year.</td>
</tr>
<tr>
<td>The average grade point average for a T.E.A.C.H. recipient working on their associate degree was 3.06; the average GPA for a T.E.A.C.H. recipient working on their bachelor’s degree was 3.53.</td>
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<tr>
<td>The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.37.</td>
</tr>
<tr>
<td>The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10%.</td>
</tr>
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<td>The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 4%.</td>
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<tr>
<td>For associate degree scholarship recipients the average turnover rate was 9%.</td>
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<tr>
<td>32.4% of recipients worked with 3-5 year old children.</td>
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<tr>
<td>45.4% of recipients worked with children under 2.</td>
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<tr>
<td>53% of recipients were women of color and/or of Hispanic origin.</td>
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<tr>
<td>6.5% of recipients were of Hispanic origin.</td>
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<tr>
<td>T.E.A.C.H. recipients attended 1 community college or 2 universities offering early childhood degree programs in Delaware.</td>
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<tr>
<td>In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 98% of their employers would recommend T.E.A.C.H.</td>
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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 9,892 of Delaware’s children benefitted from consistent care provided by a better-educated teacher.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
Mary Waters, a licensed Family Child Care provider in rural Harty, began her journey with T.E.A.C.H. about 3 1/2 years ago. She began working on her Associate Degree in ECE and is now working to complete her ECE Bachelor Degree in the next year. She has successfully completed 89 college credit hours, maintaining a 4.0 GPA! She also recently achieved Star 5 with Delaware’s QRIS system, Delaware Stars.

“I am convinced that without T.E.A.C.H. I would not be where I am today; I am not only closer to earning my college degree, but I have also advanced in my career. Continuing my education is something I truly value! The children I care for directly benefit from the education I receive and the confidence that I have gained. I strive to have meaningful interactions that are genuine so that my children know they are valued and loved.”

Mary was approached by T.E.A.C.H. to tutor other students who needed help and accepted. She has helped three different students with their math classes. One student that she worked with over the phone said that Mary helped her more than the tutors at the college. “It makes me feel good to help others and be able to share what I have learned.”

Mary has worked hard to balance her school and work as well as family life. Mary is a very proud wife to her husband of 18 years, and mother to her 3 three children ages 5-13. She continues to set great examples for them and her oldest daughter who has been inducted into the National Junior Honor Society because she has maintained straight A’s and has volunteered in the community, “I am so proud of her accomplishments. One thing that she witnesses is the struggle for me to balance work, home, family, and school; this is why she has decided to go to college and get her degree right after high school!”

Madden Elentrio is a teacher at Brilliant Little Minds Learning Academy (BLM), a licensed child care center in Middletown. This facility has the highest 5 Star rating from Delaware’s QRIS system, Delaware Stars. It has a capacity of 165 children and cares for all age groups. Since 2011, BLM has sponsored 16 staff members to participate in the T.E.A.C.H. scholarship program. Currently three staff members are pursuing their Associate degrees in early childhood education (ECE) and three more are working on their ECE Bachelor degrees.

Madden is the first staff member who participated in T.E.A.C.H. program at this Center to successfully complete her Associate degree from Delaware Technical and Community College in Early Childhood Education. She started her academic journey in the Fall 2013 and graduated in Summer 2016. Without missing a beat, Madden enrolled in Wilmington University’s ECE Bachelor Degree program and started taking courses in Fall 2016. Madden is setting a great example for her fellow staff members at BLM and is showing them that obtaining a degree while working is possible. She is also setting the stage for a great ECE career.
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, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 13.7 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 17.7 credit hours.
- T.E.A.C.H. recipients in Florida completed over 9,106 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 3.55.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.00.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 7%.

### Retention
- For associate degree scholarship recipients the average turnover rate was 6.0%.
- For bachelor’s degree scholarship recipients the average turnover rate was 3.0%.

### Demographics
- 33.7% of recipients worked with 3-5 year old children.
- 23.7% of recipients worked with children under 2.
- 46.1% of recipients were women of color and/or of Hispanic origin.
- 33.1% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 34 different community colleges or 26 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 143,305 of Florida’s children benefitted from consistent care provided by a better-educated teacher.

Tawanda Brown, a current T.E.A.C.H. scholar and family childcare provider recently participated in the SkillsUSA competition and won the national Gold Medal Award in Early Childhood Education after winning the local, regional and state competitions.

Tawanda, who is currently pursuing a Bachelor degree in Early Childhood Education, plans to graduate in May 2017. She credits T.E.A.C.H. with making it possible for her to further her education. “T.E.A.C.H. has meant everything to me. It has afforded me the opportunity to pursue a degree and achieve success in regards to my education. I will continue to serve as a family childcare provider and plan to continue providing high quality care and education in a small, very comfortable home setting.” Tawanda also credits her T.E.A.C.H. counselor for being so supportive. “When I thought I was in over my head, my T.E.A.C.H. counselor, Jessica, walked me through every step to ensure my documentation was complete. I would not have had such a wonderful experience without her remarkable customer service and genuine concern.”

As the president of the Early Childhood Student Association, one of Tawanda's personal goals is to raise the level of professionalism in the early learning field. She feels sharing information about the T.E.A.C.H. program and its many benefits will help every student enrolled in the education program.

Children’s Forum
2807 Remington Green Circle
Tallahassee, FL 32308
(877) FL-TEACH (Toll Free)
http://www.teach-fl.com/
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 Indiana, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 FY16, T.E.A.C.H. Early Childhood® Indiana helped 1,275 early education professionals in the state increase their education.

### Education
- Recipients on associate degree scholarships completed an average of 12.3 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 15.6 credit hours.
- T.E.A.C.H. recipients in Indiana completed over 10,224 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.3; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.56.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.01.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 3.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 4.0%.

### Retention
- For associate degree scholarship recipients the average turnover rate was 1.0%.
- For bachelor’s degree scholarship recipients the average turnover rate was 1.0%.

### Demographics
- 58.3% of recipients worked with 3-5 year old children.
- 64.6% of recipients worked with children under 2.
- 34.7% of recipients were women of color and/or of Hispanic origin.
- 3.9% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 15 different community colleges or 8 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 87,620 of Indiana’s children benefitted from consistent care provided by a better-educated teacher.

Ann is a Family Childcare provider who started off obtaining her CDA Training with T.E.A.C.H. back in 2006. However, Ann was not going to stop there, her goal was to earn her Associates degree in Early Childhood so that she would be able to better serve her children as well as her community.

Ann’s road has not always been an easy one, as she faced an unexpected loss of her son to an automobile accident in 2013; all while on scholarship and maintaining a 3.95 GPA. While this did set her back a couple years, it was not going to stop her from achieving her goal. Ann’s determination and her willingness to serve the children in her care made it an easy decision to return to school and back on scholarship in 2015. With only 15 credits left she was ready to complete! Ann was yet again faced with a major dilemma. While now only 2 classes away from graduation and facing a final practicum class to complete, she was informed that she would have, no option but to complete her practicum off site. As a family childcare provider this was not an option, as she was the primary caregiver and needed the business to continue and her children needed to maintain care. She was just not willing to jeopardize either of these or her family. She faced a very hard decision and was very close to closing her doors. After she reached out to T.E.A.C.H. and we worked with her Higher Ed institution she would after all be able to take her final courses finally meet this goal of completing her Associates Degree. She has maintained a 3.95 GPA over the course of her education and is set to graduate in December 2016.
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, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 FY16, T.E.A.C.H. Early Childhood® Iowa helped 407 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 15.5 credit hours.
- T.E.A.C.H. recipients in Iowa completed over 3,013 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.51; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.73.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.48.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 8%.

### Retention
- For associate degree scholarship recipients the average turnover rate was 2%.
- For bachelor’s degree scholarship recipients the average turnover rate was 7%.

### Demographics
- 73% of recipients worked with 3-5 year old children.
- 48.4% of recipients worked with children under 2.
- 18.4% of recipients were women of color and/or of Hispanic origin.
- 7.4% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 16 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 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 16,755 of Iowa’s children benefitted from consistent care provided by a better-educated teacher.

Shahrzad Hamid works at Oak Academy in Des Moines. She is the mother of four children and non-native English speaker. Her educational journey with T.E.A.C.H. began in 2013. With several children, and working full time, thinking about going to school was frightening. Her counselor worked closely with Shahr to identify and overcome barriers. He helped her identify child care so she could attend the Saturday cohort classes, taught her how to get grades from the college website, and guided her through the financial aid process. One semester, he even made a home visit to get her book receipts.

Shahr was assigned a new counselor, Pam Mahoney in November 2014. When Pam contacted Shahr to check in on her portfolio process, Pam learned that Shahr had lost her weeks old infant. After taking time to grieve, Shahr returned to work in February 2015. Pam went to visit Shahr at the center and walked her through the CDA process again. T.E.A.C.H. received her CDA application, sent it to the Council, and everything seemed on track. Shahr called at the end of June to say that she went to take the exam and had a problem. She was given the exam for infants and toddlers and was working on the Preschool CDA Credential. Shahr took the exam but failed. Pam called the Council on Shahr’s behalf and was told that she could make a formal, written appeal. Shahr had to write a letter as to why she thought she should be able to retake the test. Pam also wrote a letter of support, as did Shahr’s center director and college instructor. Shahr was able to retake the exam in November 2015 and was finally awarded her CDA credential in February 2016.

Shahr’s story not only highlights the very real and significant barriers faced by the early childhood workforce as they move along a career pathway, but the critical support provided by T.E.A.C.H. Early Childhood® IOWA along the way. We are immensely proud of Shahr and all of her hard work!
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 Kansas, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 FY16, T.E.A.C.H. Early Childhood® Kansas helped 17 early education professionals in the state increase their education.

### FY16 Results

**Education**

- Recipients on associate degree scholarships completed an average of 10 credits per contract. T.E.A.C.H. recipients in Kansas completed over 108 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.0; 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 $9.83.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 1%.

**Retention**

- For associate degree scholarship recipients the average turnover rate was 12.0%.
- For bachelor degree scholarship recipients the average turnover rate was 0%.

**Demographics**

- 70.6% of recipients worked with 3-5 year old children.
- 70.6% of recipients worked with children under 2.
- 35.3% of recipients were women of color and/or of Hispanic origin.
- 11.8% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended 3 community colleges and 1 university offering an early childhood degree program 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 129 of Kansas’s children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE$® FY 2016 Annual Program Report:

“Everyone has a story and journeys that make the story. Being a recipient of the T.E.A.C.H. Scholarship is a journey out of my story. I am a second-time recipient of the T.E.A.C.H. Scholarship via Child Care Aware. I am enrolled in online courses to earn my AAS in Early Childhood through Barton County Community College.

The T.E.A.C.H. Scholarship has broadened my horizons. The confidence to enhance the quality care I provide to enrolled children and the extension of my knowledge can certainly be attributed to my T.E.A.C.H. Scholarship. I’ve always been one that frowns upon self-complacency and gaining a formal education, even as a non-traditional student, is greatly appreciated. After receiving the first contract year of T.E.A.C.H. I went on to become a recipient of the 2012 Terri Lynne Lokoff/Children's TYLENOL® National Child Care Teacher Awards and the inaugural Debbie Beitler Memorial Award. I currently hold a position as a Child Care Providers Coalition of Kansas (CCPC) Board Member at Large and this spring I was honored to be named the 2016 CCPC of KS Child Care Provider of the Year. Spring 2015 I was a presenter of a training called “Art, A World Beyond Crayons” for area providers at the Early Childhood Mini-Conference. I could not have stepped outside of my “professional bubble” without having received the education and confidence I did through the scholarship. I have been in the childcare field for almost 15 years and learning is an experience I will never outgrow.

The T.E.A.C.H. Scholarship has allowed me continuing education that otherwise would have been difficult to budget on my career income. I am proud to say I have been a recipient and the appreciation I have for the program is beyond describable. Nothing can express how grateful I am for being given an opportunity to pay forward the benefits through the care and advocacy I pass to my children and families enrolled, as well as through peer networking.” ~ Terria Ashby, Bella’s Playhouse Day Care Home, Ulysses, KS
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 Michigan, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 16.6 credit hours.
- T.E.A.C.H. recipients in Michigan completed over 6,392 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 3.29.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.46.
- 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 11%.

**Retention**
- For associate degree scholarship recipients the average turnover rate was 5%.
- For bachelor’s degree scholarship recipients the average turnover rate was 3%.

**Demographics**
- 85.8% of recipients worked with 3-5 year old children.
- 48.5% of recipients worked with children under 2.
- 31.9% of recipients were women of color and/or of Hispanic origin.
- 4.8% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 26 different community colleges or 13 universities offering early childhood degree programs in Michigan.

**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 12,280 of Michigan’s children benefitted from consistent care provided by a better-educated teacher.

Diane is a family provider who is earning her Bachelor degree in Early Childhood Education at the end of Summer semester 2016. Diane has been a T.E.A.C.H. recipient since 2011, when she began on an Associate's degree scholarship. From the beginning of her first contract, Diane has been very grateful for the scholarship opportunity and has thanked us every chance she gets. Her counselors were always happy to go above and beyond for Diane because of her grateful attitude. After Diane completed her Associate degree, she was diagnosed with cancer. She continued taking classes to pursue her Bachelor degree even through her treatments. Thankfully she is now in remission. We are excited to have seen Diane through her educational journey and have asked her to become a T.E.A.C.H. Expert in the Field so that she may answer questions for potential applicants about her experiences with T.E.A.C.H. She also volunteered her time to share her testimonial in one of our marketing videos. While Diane was unable to care for children for a time when she was going through cancer treatments, her educational achievements with the help of T.E.A.C.H. have given her the opportunity to attract new families and runs a full program once again.

“Thank you so much for all your help during this school year. My T.E.A.C.H. Scholarship has been God sent for me. I have been able to continue my schooling in one of the most difficult times of my life. Again, I appreciate all T.E.A.C.H. is doing for me.” ~ Diane, T.E.A.C.H. Scholar, BA Recipient

“I recommend the scholarship program to anyone looking to continue their education in the early childcare field. It provides the financial support needed with resources that fit individual needs. The staff is helpful and supportive. The requirements are manageable for individuals working part-time or full-time.” ~ T.E.A.C.H. Scholar

“T.E.A.C.H. provided a way for me to further my education at minimal cost to me. I have also been able to apply what I am learning right away in the classrooms I work in. This benefits the children I work with and helps me to better remember what I am learning.” ~ T.E.A.C.H. Scholar

Michigan Association for the Education of Young Children (MIAEYC)
839 Centennial Way, Suite 200
Lansing, MI 48917
866-648-3224
http://www.miaeyc.org/TEACH.htm
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 Minnesota, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 FY16, T.E.A.C.H. Early Childhood® Minnesota helped 149 early education professionals in the state increase their education.

**Education**

- Recipients on associate degree scholarships completed an average of 15.2 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 17 credit hours.
- T.E.A.C.H. recipients in Minnesota completed over 1,676 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.57; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.68.

**Compensation**

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $13.61.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 21%.
- 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 turnover rate was 4%.
- For bachelor’s degree scholarship recipients the average turnover rate was 0%.

**Demographics**

- 53.7% of recipients worked with 3-5 year old children.
- 56.4% of recipients worked with children under 2.
- 18.1% of recipients were women of color and/or of Hispanic origin.
- 3.3% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 15 different community colleges or 9 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 5,630 of Minnesota’s children benefitted from consistent care provided by a better-educated teacher.

Khadra is an Early Childhood Family Education (ECFE) teacher in an urban public school. Her supervisor called T.E.A.C.H. because she was very interested in funding Khadra’s pursuit of a bachelor degree but the school system didn’t offer any kind of tuition reimbursement program. While Khadra did qualify for a T.E.A.C.H. scholarship, after some investigation her supervisor found that it wasn’t possible within the computer system for the ECFE program to actually pay their share. The supervisor began to look for other ways to provide the program’s share for Khadra’s scholarship. The ECFE program has an advisory committee that oversees many programs across the district, the supervisor made a request to the advisory committee for the program’s portion of the scholarship. The T.E.A.C.H. counselor provided support and detailed explanations of the scholarship and process in order to assist the advisory committee in having the best information possible to make the decision. In the end, they decided to help fund Khadra’s scholarship and she is able to work toward completing her degree.

“I think it’s a well run program. It’s not free, but that’s ok. If you want to work in the child care field it’s a great program. The child care field get an educated person and the person with the degree can make a living. A win/win all the way around.” ~ T.E.A.C.H. recipient
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 Mississippi, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 24 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 23 credit hours.
- T.E.A.C.H. recipients in Mississippi completed over 339 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.5: the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.31.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.75.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8%.
- 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 turnover rate was 0%.
- For bachelor’s degree scholarship recipients the average turnover rate was 0%.

### Demographics
- 46.5% of recipients worked with 3-5 year old children.
- 39.5% of recipients worked with children under 2.
- 70% of recipients were women of color.
- 0% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 6 different community colleges and 6 universities offering early childhood degree programs in Mississippi.

### 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 2,679 of Mississippi’s children benefitted from consistent care provided by a better-educated teacher.

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 Missouri, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 FY16, T.E.A.C.H. Early Childhood® Missouri helped 327 early education professionals in the state increase their education.

### FY16 Results

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<th>Education</th>
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<tbody>
<tr>
<td>Recipients on associate degree scholarships completed an average of 12.0 credits per contract. T.E.A.C.H. recipients in Missouri completed over 4,032 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.</td>
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<th>Compensation</th>
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<td>The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.80. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.0%.</td>
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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 27,038 of Missouri’s children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® FY 2016 Annual Program Report:

Over the past year, T.E.A.C.H. MISSOURI has been participating in a partnership with St. Louis Community College-Florissant Valley and Urban Sprouts Child Development Center to help St. Louis area Early Childhood teachers achieve their national Child Development Associate Credential (CDA).

St. Louis Community College-Florissant Valley received a TEAM grant from the Boeing Corporation to develop a cohort of early childhood teachers working in St. Louis seeking their CDA. TEAM focuses on encouraging children to explore science, technology, engineering, and math in hopes that more will enter these career fields. One way to build into this reality is to increase the education of the early care and educational professionals working with young children.

The teachers in this cohort take college courses and receive coaching to support them through the steps required for a CDA while earning college credit. The classes are offered off campus at Urban Sprouts Child Development Center. The off-site classes are designed to accommodate the schedules of the early childhood teachers meeting in the evening and in a familiar venue.

To maximize attainment of the CDA, St. Louis Community College-Florissant Valley also received grant funding to help the teachers in the cohort with the fees necessary to pay for the CDA materials, CDA observation and the final assessment.

T.E.A.C.H. MISSOURI awarded scholarships to almost all of the teachers in the cohort covering 75%-80% of the cost of the tuition and book costs for the courses with a 10% co-pay from both the sponsoring employers and the participating teacher. At the end of the fall 2016 term, the teachers who have successfully completed their coursework will receive a $450 bonus from the scholarship as well. Unique blending of funding streams such as this increases the quality of child care delivered by the teachers, their personal compensation and commitment to the child care program at which they work and the service to the children and the families in their classes. Early Childhood teachers face many obstacles when attempting to go to college. By combining the resources from various grants, St. Louis Community College-Florissant Valley has given regional teachers the opportunity to achieve a national credential through college classes and coaching with minimal cost.

The coordinator for this project, Ellicia Qualls, expects the teachers to complete their CDA by early 2017. Each child care program with teachers in the cohort will be hosting a family event to demonstrate to parents the importance of TEAM skills, such as science and math, and how the children are participating in these areas. With the ultimate goal of informing parents about the importance of science, technology, engineering, and math is to encourage the exploration of these areas as possible career choices for their children. The teachers in this project are sure to assist in accomplishing this goal with their new credentials. ~ Child Care Aware of Missouri newsletter, Fall 2016

“My teachers are excited about the cohort and they are eager to go to class. On class day they are always reminding me when it’s about time for them to leave to go to class. We all work on our homework together, and I help proofread their assignments. They don’t always like it, but I am a stickler for grammar. I have noticed an improvement in their writing, and the portfolios that they are working on for their children are much better. They are learning new things in their classes, and bringing that knowledge back to the center.

I feel that things are really changing. I need to know what’s going on. That is why I am back in school, and working on my Bachelor degree in Early Childhood. My staff comes to me with questions, and I want to be able to have the best possible answers for them. I need to have the credentials to support growth and development of my center and my staff.” ~ Felicia Cook, Director, Kids World North and T.E.A.C.H. Recipient, St. Louis, MO

Child Care Aware® of Missouri
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314-535-2020
http://teach-missouri.org/
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 Nebraska, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 FY16, T.E.A.C.H. Early Childhood® Nebraska helped 136 early education professionals in the state increase their education.

| Education | Recipients on associate degree scholarships completed an average of 12 credits per contract. Recipients on bachelor’s degree scholarships completed an average of 13 credit hours. T.E.A.C.H. recipients in Nebraska completed over 1,624 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.51; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.54. |
| Compensation | The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.45. 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 6%. |
| Retention | For associate degree scholarship recipients the average turnover rate was 8%. For bachelor’s degree scholarship recipients the average turnover rate was 4%. |
| Demographics | 75.7% of recipients worked with 3-5 year old children. 52.2% of recipients worked with children under 2. 33.1% of recipients were women of color and/or of Hispanic origin. 14% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 7 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 6,049 of Nebraska’s children benefitted from consistent care provided by a better-educated teacher.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
Angelica Sandoval graduated at the end of the Fall 2015 term with her Associate of Applied Science in Early Childhood Education degree from Southeast Community College in Lincoln. Angelica is a wife, mother of two, and a full time teacher at an infant and childcare program in Lincoln. Angelica was first awarded a T.E.A.C.H. scholarship in the Fall 2009 term. She completed 99 credits on the quarter system at Southeast Community College while working full time.

“As I reflect and think back to six years ago, I would have never imagined that I would now have furthered my education in an early childhood development program. I very much appreciate the opportunity that the T.E.A.C.H scholarship program gave me, their support allowed me to go back to school so that I may receive my degree. They are the ones that helped me to learn, understand and know more about the way that children develop. I really had an eye opener with this program. It gave me the chance to realize that there is more to taking care of the children I work with, as well as my own, but also to really understand and learn that we need to pay real close attention to the children’s development so that we may better understand them and help them feel safe and comfortable with us.

I have been blessed to be in this T.E.A.C.H. scholarship program that gave me the opportunity to be the best child care provider that I can ever be. It has been a long and very knowledgeable six years (fall of 2009 through fall of 2015) of my life. I am very thankful for the T.E.A.C.H. scholarship program, also to each and every one that has been with me in this journey. It has made me a stronger person and more confident in my job. I am very grateful of the support, and the benefits of this journey that this T.E.A.C.H scholarship program has to offer.

I will be forever thankful to all of those that helped me understand how important it is to have a degree in Early Childhood Education. I can honestly say that I don’t have any regrets of having been studying in college with the most wonderful teachers that I have ever known in my life. For the past six years of my life I have had the best support, encouragement, and the best benefits given to me. I have also been given challenging opportunities in order to help me become who I am today. Overall I really need to thank all of the staff in the T.E.A.C.H. scholarship program for all of their support and dedication in helping me get my early childhood education degree.

In addition to all of the knowledge that I will forever treasure, I only have one more thing to say. Thank you for giving me the chance to be a part of this T.E.A.C.H scholarship program. I have grown aside with this program and learned that there are agencies like this one that are willing to help you go back to college while you are also working. Taking care of my own family (two children and husband) while working full time and going to school part time was not always the easiest but they were very supportive as well. I hope to have made them proud and I have T.E.A.C.H to thank for that.” ~ Angela Sandoval, Child Care Teacher, Lincoln, NE

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Lincoln, NE 68508
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www.nebraskaaeyc.org/teach-early-childhoodreg.html

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 teacher education and compensation. But in Nevada, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 14.7 credits per contract. Recipients on bachelor’s degree scholarships completed an average of 19.2 credit hours. T.E.A.C.H. recipients in Nevada completed over 1,324 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 3.65. |
| Compensation | The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $12.44. 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 9%. |
| Retention | For associate degree scholarship recipients the average turnover rate was 20%. For bachelor’s degree scholarship recipients the average turnover rate was 14%. |
| Demographics | 84.5% of recipients worked with 3-5 year old children. 48.6% of recipients worked with children under 2. 28.4% of recipients were women of color and/or of Hispanic origin. 12.8% of recipients were of 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, 97% 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 5,674 of Nevada’s children benefitted from consistent care provided by a better-educated teacher.


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

FY16 Results

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 New Mexico, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 FY16, T.E.A.C.H. Early Childhood® New Mexico helped 869 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 15.7 credit hours.
- T.E.A.C.H. recipients in New Mexico completed over 6,903 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.32; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.54.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $12.24.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 4%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 3%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 7%.
- For bachelor’s degree scholarship recipients the average turnover rate was 8%.

### Demographics

- 59.7% of recipients worked with 3-5 year old children.
- 23.1% of recipients worked with children under 2.
- 78.4% of recipients were people of color and/or of Hispanic origin.
- 65.4% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 18 different community colleges or 6 universities offering early childhood degree programs in New Mexico.

### Personal Impact

In a survey of T.E.A.C.H. recipients, 95% 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 19,886 of New Mexico’s children benefitted from consistent care provided by a better-educated teacher.

“As a Home Visitor I visit the families two times a month and answer any questions and share information about prenatal health, newborn care and child development. My courses in Infant Studies have helped me develop knowledge and skills within my career. I like to see how much the children grow. I get to be part of their development stages and see their accomplishments. From day one, you build a bond with the child and the parents. I am grateful to have the T.E.A.C.H. scholarship, because without the help I wouldn’t be able to attend college. I will continue in this field because I believe that I am making a difference to the families and the community I serve.”

~ Anahi Valdez, Home Visitor, Ben Archer Health Center, Dona Ana, NM

“I had never been to college, I was not sure that I could be successful in a college environment. I was terrified when I entered a college class for the first time, but I did it and passed with an A. This gave me the courage to continue. During my graduation, my granddaughter who is six years old came up to me and said, ‘when I grow up I also want to graduate just like you did.’ I’m glad that I can be that example, especially at my age.

Without the help of T.E.A.C.H., I would never thought of going to school. Thank you, for all your help, T.E.A.C.H. and everyone who make this scholarship possible. Without the help I wouldn’t even imagine being here to share these moments with my family. Please continue to help and support this great scholarship because without it we could not continue our education. Thank you.”

~ Alejandra Villa, Facilitator, Albriendo Puertas, Albuquerque, NM

“Taking Early Childhood Multicultural Education courses has been benefitted my work with young children. The classes have improved my understanding and ability to work with young children. In addition to giving me more professional vocabulary and tools, the program has changed my interactions with children at snack time. I have learned how to better prepare healthy snacks and to bring the children in on the process of preparing snacks. It is a chance to talk to them about healthy foods, about eating fruits and vegetables. I am grateful to T.E.A.C.H. for the opportunity. The program at Central New Mexico Community College and the T.E.A.C.H. scholarship give me more enthusiasm to be with the children. Early childhood education is a beautiful thing. It is beautiful working with young children.”

~ Rosalia Hernandez, Child Care Educator, Parents Preschool Cooperative, Albuquerque, NM

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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 teacher education and compensation. But in North Carolina, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 14.0 credits per contract. Recipients on bachelor’s degree scholarships completed an average of 16.0 credit hours.
- T.E.A.C.H. recipients in North Carolina completed over 16,303 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.13; 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 $10.22.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 11.0%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 8%.
- For bachelor’s degree scholarship recipients the average turnover rate was 5%.

### Demographics

- 53.8% of recipients worked with 3-5 year old children.
- 55.2% of recipients worked with children under 2.
- 51.7% of recipients were women of color and/or of Hispanic origin.
- 4.9% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 58 different community colleges or 20 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 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 58,708 of North Carolina’s children benefitted from consistent care provided by a better-educated teacher.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
Tammy Johnson’s career and educational path has been a long journey but so worth it. In 2009, the factory that she worked at in the mountains of Avery County laid her off. She was devastated as she lost a nice salary, benefits and health insurance. Her husband had a lot of health issues, first Multiple Sclerosis and then several heart attacks. She, however, was not going to give up. She got a job at a child care program as a cook because she did not have her Early Childhood Credentials. She had always wanted to work with children and taught Sunday school for many years and loved it.

After several months working there, she realized this was where God wanted her and everything fell into place. She applied and received a T.E.A.C.H. scholarship and she enrolled in an online North Carolina Early Childhood Credential class at Stanly Community College. She was able to work full time, raise her children and take care of her family and also be a part time student.

After earning her Early Childhood Credentials she became a lead teacher and began to desire more education. She wanted to learn more about early childhood education and developed a strong desire to advocate for young children. In 2013, she became the Assistant Director and earned her Administration Credential. The T.E.A.C.H. program was able to help her earn her Associate Degree in Early Childhood Education and she then was promoted to Director. She was asked to serve of the Board of Directors for the Blue Ridge Partnership for Children and she also serves on the board for Mayland Community College Early Childhood Program.

With the support of her husband and family, she pushed herself forward and with help of T.E.A.C.H. and her center she was able to fulfill her dream. She received a Bachelor’s Degree Scholarship to pursue a degree in Birth-Kindergarten at Western Carolina University in Spring 2016.

“God has given me the greatest opportunity to complete my education, when I needed money for tuition he made a way, late nights of studying and weekend homework became my life. God gave me the strength and knowledge to stay on this journey and complete it. My family, my church, and Emmanuel Baptist Church who owns the daycare have supported me 100% and have never let me down. Thanks to the T.E.A.C.H. program I have succeeded, the program has been a blessing and I will never forget all the kind people that work for T.E.A.C.H. that helped me with all the paper work and other questions I had over the journey. Every one was so nice and friendly when I had to call them and I got immediate responses. Without the NC T.E.A.C.H. Program I would not be where I am today. Thanks for everything. My dream is to keep on advocating for young children and working with them on a daily basis.” ~ Tammy Johnson, T.E.A.C.H. Recipient, Newland, NC
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 Ohio, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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.


### FY16 Results

**Education**
- Recipients on associate degree scholarships completed an average of 13 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 13.7 credit hours.
- T.E.A.C.H. recipients in Ohio completed over 4,176 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.08; 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 $9.80.
- 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 10%.

**Retention**
- For associate degree scholarship recipients the average turnover rate was 5%.
- For bachelor’s degree scholarship recipients the average turnover rate was 3%.

**Demographics**
- 53.2% of recipients worked with 3-5 year old children.
- 39.1% of recipients worked with children under 2.
- 39.3% of recipients were women of color and/or of Hispanic origin.
- 1.5% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 21 different community colleges or 2 universities offering early childhood degree programs in Ohio.

**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 94% 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 74,913 of Ohio’s children benefitted from consistent care provided by a better-educated teacher.

“I began my journey 11 years ago with the T.E.A.C.H. scholarship Associate’s degree program. With the assistance of the scholarship, I just graduated Summa Cum Laude from the University of Cincinnati as the Outstanding Scholar in ECE for 2016. Throughout my educational journey, I have learned a great deal which continues to reflect in my interactions with children and families. When I began with the scholarship, I was a Teacher without a CDA credential. Now, I am the center Director and my center has advanced to the top of the quality rating system as a 5 Star center with the completion of my degree. All of this would not have been possible without T.E.A.C.H. and the encouragement of my counselor whom assisted me during my educational journey. My self-confidence and pride in my achievements continue to inspire me with future improvements goals for childcare on Ohio.”
~ Tracy Payne, T.E.A.C.H. recipient

Jennifer Litko started as T.E.A.C.H. CDA scholarship recipient in October 2011. At that time, she was an assistant teacher for her child care center. Then, she was promoted to lead teacher with the accomplishment of the CDA credential. In 2014 Jennifer began her associate degree with the scholarship. In December 2015, she was promoted to assistant director of Childtime Learning Center.

Ohio Child Care Resource and Referral Association
2760 Airport Drive, Suite 160
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877-547-6978
https://www.occrra.org/teach-early-childhood
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 Rhode Island, few early educators have higher education degrees and many earn less than $11 an hour. The T.E.A.C.H. Early Childhood® Project 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 12.4 credits per contract. |
| Recipients on bachelor’s degree scholarships completed an average of 20.1 credit hours. |
| T.E.A.C.H. recipients in Rhode Island completed over 1,533 credit hours last year. |
| The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.05; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.56. |

### Compensation

| The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.00. |
| 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 6%. |

### Retention

| For associate degree scholarship recipients the average turnover rate was 20%. |
| For bachelor’s degree scholarship recipients the average turnover rate was 12%. |

### Demographics

| 74.3% of recipients worked with 3-5 year old children. |
| 32.4% of recipients worked with children under 2. |
| 24.8% of recipients were women of color and/or of Hispanic origin. |
| 12.4% of recipients were of Hispanic origin. |
| T.E.A.C.H. recipients attended the 1 community college or 1 university offering early childhood education programs in Rhode Island. |

### 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, 8,584 of Rhode Island’s children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE$® FY 2016 Annual Program Report: 
“I am Colombian and I came to the United States in 2001 with my family, where we received protection through political asylum. I began my Associate Degree in Early Childhood Education at the Community College of Rhode Island in 2010. In the beginning, I paid my tuition at CCRI with my scholarship from AmeriCorps and financial aid. Eventually I lost my federal support because I exceeded the time allowed to graduate according to the policies of FAFSA. As an AmeriCorp member at Ready to Learn Providence I knew about T.E.A.C.H. When my aid ended I had the perfect opportunity to ask for help and continue my education. Thanks to T.E.A.C.H. and my employer, I reached my dream and graduated with a degree in early childhood education on May 20, 2016. T.E.A.C.H. not only supported me with the scholarship but also paid release time from my job. I also received important (compensation) bonuses. Throughout my educational journey T.E.A.C.H. helped me with class registration and advising and the scholarship staff had a great attitude. Thanks to T.E.A.C.H. Rhode Island I reached my professional development in a field that I enjoy and love.”

~ Claudia Galeano, Lead Teacher, Progreso Excellence Academy of Progreso Latino, Central Falls, RI

“T.E.A.C.H. is the best program that ever happened. I probably wouldn’t have had the option of going to school without T.E.A.C.H. I had been taking a course here and there, but I didn’t have the money to get serious about it. In addition to the financial assistance I received from T.E.A.C.H. the staff was phenomenal. Whenever I had questions they had answers. Graduation was one of the happiest days of my life.” In May 2016 Rebecca saw her dream realized when she earned her associate’s degree in early childhood education from the Community College of Rhode Island. As a result of her coursework, Rebecca “has become increasingly interested in program planning” and her degree directly resulted in a promotion to center director. Rebecca’s educational experience has made her a fabulous ambassador to the field of early childhood education. She tells staff, and her daughter Tara who is also a T.E.A.C.H. scholar, “Sixty three credits can be overwhelming but tackle it one class at a time.” Rebecca is not done yet; she plans to pursue a bachelor’s degree. “Education is addicting and empowering. I’ve caught the bug.”

~ Rebecca Repoza, T.E.A.C.H. recipient
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 South Carolina, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 FY16, T.E.A.C.H. Early Childhood® South Carolina helped 928 early education professionals in the state increase their education.

| Education | Recipients on associate degree scholarships completed an average of 15.8 credits per contract. Recipients on bachelor’s degree scholarships completed an average of 22.9 credit hours. T.E.A.C.H. recipients in South Carolina completed over 5,594 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.12; 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 $9.15. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 4%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 3.6%. |
| Retention | For associate degree scholarship recipients the average turnover rate was 4.5%. For bachelor’s degree scholarship recipients the average turnover rate was 4%. |
| Demographics | 58.2% of recipients worked with 3-5 year old children. 40.8% of recipients worked with children under 2. 58.8% of recipients were women of color and/or of Hispanic origin. 2.7% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 16 different community colleges or 6 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 35,965 of South Carolina’s children benefitted from consistent care provided by a better-educated teacher.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
“The scholarship allowed me to gain advanced knowledge in reference to providing the best possible Early Childhood Education to the children.” ~ Center Teacher

“Not only did the T.E.A.C.H. scholarship offer financial assistance, but it also offers emotional support and encouragement.” ~ Group Child Care Provider

“T.E.A.C.H. has changed my life and has furthered my education. It makes me happy to work in this field.”

~ Center Teacher

“T.E.A.C.H. has helped me grow in my field. It has given me the necessary skills in order to advance in my career.”

~ Center Teacher

“I would have never been able to get my AA degree without T.E.A.C.H.. I am very thankful for this scholarship. Every time I get a check for achievement I tell everyone this is how to get your degree!”

~ Center Teacher

“T.E.A.C.H. will help me reach my goals in life, to one day own my own child care center.” ~ Center Director

“T.E.A.C.H. has meant that I could go back to school to get my degree. Without T.E.A.C.H., I could not do it.”

~ Center Teacher

“The T.E.A.C.H. scholarship is helping me accomplish what I would not have done myself.” ~ Center Director

“T.E.A.C.H. has been very imperative to my educational journey. The scholarship is there when I need it.”

~ Family Child Care Provider

“The scholarship has helped me to educate myself and to better serve the children I work with.” ~ Center Director

“T.E.A.C.H. has helped me to learn more and to grow in my education and in my job.” ~ Center Teacher

“T.E.A.C.H. allowed me the opportunity to fulfill my educational goals.” ~ Center Teacher

“T.E.A.C.H. gave me a sense of relief knowing I could work and go to school and still be able to pay bills!”

~ Center Teacher

“I truly appreciate T.E.A.C.H. because it helps out with my bills, and gas. Also, it helps with school supplies.”

~ Family Child Care Provider

South Carolina Center for Child Care Career Development
PO Box 5616
Greenville, SC 29606-5616
864-250-8581
http://www.sc-ccccd.net/TEACH/TEACH.html
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 Texas, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 FY16, T.E.A.C.H. Early Childhood® Texas helped 336 early education professionals in the state increase their education.

### Education
- Recipients on associate degree scholarships completed an average of 10 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 17.1 credit hours.
- T.E.A.C.H. recipients in Texas completed over 954 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 3.06.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.78.
- 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 13%.

### Retention
- For associate degree scholarship recipients the average turnover rate was 10%.
- For bachelor’s degree scholarship recipients the average turnover rate was 0%.

### Demographics
- 58.6% of recipients worked with 3-5 year old children.
- 58.9% of recipients worked with children under 2.
- 72% of recipients were women of color and/or of Hispanic origin.
- 39.6% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 15 different community colleges or 2 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 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 4,237 of Texas’s children benefitted from consistent care provided by a better-educated teacher.

"I have completed a very rewarding and long journey. My life has changed so much since I received my Bachelor of Science degree in Child Development and Family Living from Stephen F. Austin State University! I not only learned the information I needed to complete my degree, but I also learned to be a strong individual by pushing beyond my limits throughout my academic career at SFASU. All the hard work and sacrifices my family and I have made over the past two years are well worth the moment of excitement when I finished that last final exam and walked across that stage. This year my dreams of teaching beyond the early childhood classroom will come to pass as I prepare to teach college courses! I am so thankful to Texas AEYC and the T.E.A.C.H scholarship for having faith in my abilities and helping me make a change in the lives of children!"
~ Reyna Noland, Teacher, Child Development Center, Central Texas College

“First, I would like to say thank you to Megan, for the opportunity to share my opinion. Working for a non-profit organization means not having enough money to provide our staff with the college education they needs to meet the changing field of Early Childhood Education. As a director, I cannot stand back and be afraid of my staff growing. Someone once said that we, as early childhood teachers, have the greatest responsibility to lay a strong foundation for our children’s learning. By laying the correct foundation, we give our children the necessary tools to be successful in school.

The teachers also benefit from attending college classes. I have watched each of my staff become more knowledgeable and interactive with the children, as a result of their coursework. Their activities have become more purposeful as they better understand the importance of laying the proper foundation for the future success for the children. They also gain more confidence now that they have are attending college. On our budget, they would not be able to attend these college courses. T.E.A.C.H. provided the necessary funds for my staff to better themselves with higher education. They were given the opportunities to learn, practice and perform in the classroom. When talking about DAP (Developmental Appropriate Practices), they now understand fully what it means and how it benefits the children. You can actually see a change in their faces when talking about DAP now. Currently, I have four employees that are recipients of the program. Attending a higher education program, they have been given the opportunities to learn, practice and perform in the classroom. I would not be able to provide this without T.E.A.C.H.!”
~ Deborah Henderson, Director, Greenville Avenue Child Development Center, Richardson, Texas

Top Left: Debra Henderson (Director), Jason Williams (Associate Scholar), Carlissa Blackmon (Associate Scholar), Sitting: Margaret Johnson (Asst. Director), Emmy Simon (Associate Scholar) and Whitney Jones (Associate Scholar)

Texas Association for the Education of Young Children
PO Box 4997
Austin, TX 78765-4997
512-215-8142
http://www.texasaeyc.org/TEACH/

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 teacher education and compensation. But in Vermont, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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.


<table>
<thead>
<tr>
<th>Education</th>
<th>T.E.A.C.H. recipients in Vermont completed over 11.9 credit hours last year. T.E.A.C.H. recipients in Vermont completed over 442 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.61.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation</td>
<td>The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.23. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 2%.</td>
</tr>
<tr>
<td>Retention</td>
<td>For associate degree scholarship recipients the average turnover rate was 0%.</td>
</tr>
<tr>
<td>Demographics</td>
<td>84% of recipients worked with 3-5 year old children. 77.3% of recipients worked with children under 2. 4.5% of recipients were women of color and/or of Hispanic origin. 2.3% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended the 12 community college offering early childhood degree programs in Vermont.</td>
</tr>
<tr>
<td>Personal Impact</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 807 of Vermont’s children benefitted from consistent care provided by a better-educated teacher.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
“Seeing my name on a college diploma has always been a dream, goal, and ambition of mine but I never thought I would get there. I had been taking classes on and off since I graduated high school in 2006, but never had the means to go finish and see my name on that diploma. I had the drive, passion, and work experience to continue my education, but I was struggling financially. I have been working at Williston Enrichment Center as a young toddler teacher for eight years now. I find passion and joy in the work that I do for families and children everyday. Having that degree would not only prove to myself that I am strong enough to finish, but it would prove to families that I am capable of providing higher quality education for their children.

One afternoon I saw a flyer on my director’s desk for T.E.A.C.H. It had all the incentives I needed to commit to higher education: a scholarship to help me finish my Associates degree, help purchasing books, paid time during the day to work on homework. It all sounded wonderful. Much to my surprise, I was accepted into the program, and I can’t tell you what it has done for my life and my professional achievement.

In May of 2015, I graduated from Community College of Vermont with an Associate’s Degree in Early Childhood Education. Without T.E.A.C.H. assisting me in finishing my AA, I would not be where I am today. I own them a lot, and that is why I now sit on the T.E.A.C.H. advisory board. I want this program to help other individuals the way it has helped me. In August of 2016, I graduated with my Bachelors Degree in Human Services with a concentration in Early Childhood Education. This degree is something that I have been dreaming about for years. It is something I never imagined I would accomplish.

In September 2016, I began my next journey in life, perusing my Master’s Degree in Early Childhood Education. I believe that having my Master’s degree will prove to my peers that I fully believe in the important of early education. I believe, that for the students in my care to get the best education, they deserve a well-educated and passionate teacher. I also plan on perusing My Vermont Teaching License later down the road.

Not long ago I received my Bachelor’s Degree diploma in the mail. I cried. It’s amazing how one piece of paper with my name on it can mean so much. Without the help of T.E.A.C.H., I would still be where I was two years ago, diploma-less and without the recognition I, and so many other like me, deserve.”

~ Katherine Paskevich, 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 teacher education and compensation. But in Washington, D.C., few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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 17 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 15.8 credit hours.
- T.E.A.C.H. recipients in Washington, D.C. completed over 1,018 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 2.84; 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 $12.68.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10%.
- 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 turnover rate was 3%.
- For bachelor’s degree scholarship recipients the average turnover rate was 6%.

### Demographics
- 64.3% of recipients worked with 3-5 year old children.
- 52.7% of recipients worked with children under 2.
- 99.1% of recipients were women of color and/or of Hispanic origin.
- 19.6% of recipients were of Hispanic origin.
- T.E.A.C.H. recipients attended one of the 6 different community colleges or 4 universities offering early childhood degree programs in Washington, D.C.

### 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 2,198 of Washington, D.C.’s children benefitted from consistent care provided by a better-educated teacher.

“I didn’t have to worry about financial aid only covering part of my tuition because the T.E.A.C.H. scholarship always paid the difference. This allowed me to take more classes each semester and finish a year early with a Bachelor of Arts in Human Development from the University of the District of Columbia.”

~ T.E.A.C.H. Scholarship Recipient, Center Director

“I received my associate’s degree and vowed to finish my education even if it meant taking out a loan. I learned about the T.E.A.C.H. scholarship program while I was registering for classes; I later applied and was accepted into the program. It felt wonderful when I accepted my Bachelor’s degree. I am forever grateful for T.E.A.C.H.”

~ T.E.A.C.H. Scholarship Recipient, Teacher

T.E.A.C.H. Early Childhood®, Washington, DC is proud to announce our largest graduating class of 25 scholars. This includes the graduation of our largest cohort: Martha’s Table. Twenty-five scholars from Martha’s Table were able to earn their associates’ degree in 4 years by utilizing the cohort model. The cohort model allows teachers the opportunity to obtain their associates degree as a group and take half of their classes in the comfort of their sponsoring center. This is a result of an ongoing partnership with Trinity University, Martha’s Table and T.E.A.C.H. Early Childhood ® Washington, DC. Congrats, scholars!

National Black Child Development Institute
1313 L Street N.W., #110
Washington, DC 20005-4110
202-833-2220
http://teach.nbcdi.org/
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 West Virginia, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project 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.


### FY16 Results

**Education**
- Recipients on associate degree scholarships completed an average of 16 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 24 credit hours.
- T.E.A.C.H. recipients in West Virginia completed over 289 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.70; 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 $9.94.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7.0%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 16.0%.

**Retention**
- For associate degree scholarship recipients the average turnover rate was 0%.
- For bachelor’s degree scholarship recipients the average turnover rate was 0%.

**Demographics**
- 70% of recipients worked with 3-5 year old children.
- 10% of recipients worked with children under 2.
- 5% of recipients were women of color.
- T.E.A.C.H. recipients attended one of the 4 different community colleges or 4 universities offering early childhood degree programs in West Virginia.

**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 1,096 of West Virginia’s children benefitted from consistent care provided by a better-educated teacher.


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 teacher education and compensation. In Wisconsin, after more than 15 years of T.E.A.C.H. the number of early childhood teachers who have higher education degrees has reached 52% yet their wages range from just $10 to $13 an hour. The T.E.A.C.H. Early Childhood® Project 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.


### FY16 Results

<table>
<thead>
<tr>
<th>Education</th>
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<tbody>
<tr>
<td>Recipients on associate degree scholarships completed an average of 15 credits per contract.</td>
</tr>
<tr>
<td>Recipients on bachelor’s degree scholarships completed an average of 19 credit hours.</td>
</tr>
<tr>
<td>T.E.A.C.H. recipients in Wisconsin completed over 12,978 credit hours last year.</td>
</tr>
<tr>
<td>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 3.56.</td>
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<table>
<thead>
<tr>
<th>Compensation</th>
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<tbody>
<tr>
<td>The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.12.</td>
</tr>
<tr>
<td>The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9%.</td>
</tr>
<tr>
<td>The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 5%.</td>
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<thead>
<tr>
<th>Retention</th>
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<tr>
<td>For associate degree scholarship recipients the average turnover rate was 8%.</td>
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<tr>
<td>For bachelor’s degree scholarship recipients the average turnover rate was 4%.</td>
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<table>
<thead>
<tr>
<th>Demographics</th>
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<tbody>
<tr>
<td>47.9% of recipients worked with 3-5 year old children.</td>
</tr>
<tr>
<td>61.6% of recipients worked with children under 2.</td>
</tr>
<tr>
<td>33.1% of recipients were women of color and/or of Hispanic origin.</td>
</tr>
<tr>
<td>11% of recipients were of Hispanic origin.</td>
</tr>
<tr>
<td>T.E.A.C.H. recipients attended one of the 16 different community colleges or 23 universities offering early childhood degree programs in Wisconsin.</td>
</tr>
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<table>
<thead>
<tr>
<th>Personal Impact</th>
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<tbody>
<tr>
<td>In a survey of T.E.A.C.H. recipients, 96% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.</td>
</tr>
</tbody>
</table>

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 48,090 of Wisconsin’s children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE$® FY 2016 Annual Program Report:


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center.
In spring of 2016, Wisconsin released: *Wisconsin’s Child Care Workforce: Wages, Benefits, Education and Turnover of the Professionals Working with Wisconsin’s Youngest Children*, and we invite you view the results and our response. Of course, there are few surprises for the workforce itself, but this year we did two major activities to begin the work of once again raising the public discourse around compensation:

During WOYC we engaged the voices of those outside of our field in a social media campaign. From a local police chief to a health care provider, business leader, minister, our statewide Superintendent of Public Schools and more, people shared their perspectives on the value of this workforce.

Recently at our statewide early childhood conference, we asked participants to choose a “sentence starter” and finish in their words. We created a visual “wall” of images of professionals with powerful statements about their own worth and what they need.

“Respect yourself; let people know the good stuff you’re doing,” says Lynda Nelson, a Family Child Care Provider known to some as a “baby whisperer” because she only serves children under age three. Lynda began her education by earning a 12-credit Infant-Toddler credential in 2007 and, true to her favorite motto “sure but steady,” she completed an Associate degree in ECE in 2014. Currently Lynda serves on our Wisconsin’s T.E.A.C.H. Advisory Committee. Her favorite quote is not hers, but a favorite of hers, and a reminder to every T.E.A.CH. scholar: “If a child is to keep his inborn sense of wonder, without any such gift from the fairies, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement, and mystery of the world we live in.” (Rachel Carson)

Ellen Kvalheim, Program Director, is currently working on her Leadership Credential on a T.E.A.C.H. scholarship. She recently wrote a paper as a course assignment following a discussion of the recent National Research Council’s seminal report, Transforming the Early Childhood Workforce. She writes this about her educational pathway: “… I was first introduced to T.E.A.C.H. in 2001 when I was pursuing my Early Childhood Administrator’s Credential. The doorway was open through T.E.A.C.H. and of course the support of my Director/Employer at the time helped me realize my dreams. I took those credits, and the success realized of that experience, and continued on towards a Bachelor’s degree. Throughout the years, I have also had the privilege to support several staff to realize their educational goals, all along meeting the goals of the child care center...”

Wisconsin Early Childhood Association (WECA)
744 Williamson St., #200
Madison, WI 53703-4579
608-240-9880
http://wisconsinearlychildhood.org/programs/teach/index