

T.E.A.C.H. times

Spring 2020

Letter from the Founder

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YES WE CAN!

With the recent release of the Unifying Framework for the Early Childhood Education Profession by the Power to the Profession Task Force, it is time to move forward and get the hard work done. At the T.E.A.C.H. Early Childhood® (T.E.A.C.H.) National Center, we

have been providing opportunities for our diverse early childhood workforce to advance their education, compensation and careers. Naysayers have tried to contest the need, the willingness of the workforce to engage in higher education, the ability of the workforce to succeed, the workforce's commitment to our profession and the availability of pathways to better compensation and better jobs. From our annual data and the stories from our workforce about their journeys and the impact education has had on their lives, we believe our early childhood workforce is nothing but amazing in their commitment, willingness to learn and grow and their desire to be part of a real profession.

The National Center decided to test our hypotheses. About 18 months ago, we began a study of T.E.A.C.H. associate and bachelor's degree graduates. We reached out to T.E.A.C.H. programs across the country to identify a cohort of graduates that earned their degrees over the preceding three semesters. From this group we reached out to see who would be willing to participate in a three-year longitudinal study to follow these graduates, surveying them every six months. Very simply, the goals of the study are to understand career and wage progress that follows degree completion for T.E.A.C.H. associate and bachelor's degree graduates. Data from year one is ready to share and it is amazing.

During the first year of the study, with two possible survey rounds, we had an 80% response rate. There were no major demographic differences between survey respondents and non-respondents. Respondents included 137 associate degree and 81 bachelor's degree graduates. To be clear, the demographics of T.E.A.C.H. scholarship participants often mirror the demographics of college non-completers. All participants work in early childhood settings and are part-time students. Many (67%) have children. A significant number of participants (37.2%) are women of color and/or of Hispanic origin. For many (42%), a T.E.A.C.H. scholarship allowed them to have their first college experience. First generation graduates make up one-half of our sample.



T.E.A.C.H. graduates across both degrees showed a \$1.50/hr. to a \$3.89/hr. real wage gain (10-27% increase), adjusted for inflation. They reported increased confidence in their knowledge and skills (72%). One-half reported receiving a raise and more than one in five reported getting a promotion. After one year, 96.8% of respondents were still in the field.

We wanted to know if graduates continued their professional development activities. Approximately 26% continued their education, working on either a bachelor's or master's degree. Nearly half of all respondents had attended a local, state or national ECE meeting or conference in the previous year, while approximately one-third had joined or renewed their membership in an ECE professional association. About one in every six T.E.A.C.H. alumni had attended a local or state advocacy event, and nearly the same percentage had presented at a local, state or national conference in the last year. These data indicate a real and ongoing commitment to the profession.

Upward mobility is also present. Most assistant teachers (80%) became teachers after earning their degrees. About 7% are engaged part time in other paid ECE-related work. Such part-time work includes serving as adjunct faculty at community colleges and various kinds of technical assistance and consulting work.

Earning degrees while working full-time in early childhood settings is really difficult. With the right kinds of financial and personal support, early childhood educators are willing to take the challenge, and they are succeeding. They are accruing tangible benefits from their degrees, but, most importantly, they see themselves as early childhood professionals committed to making a difference in the lives of young children and engaging in the field. Can our field meet the Power to the Profession challenge? Yes, we can. Do we need significant investments to support their journey in higher education? Yes, we do. Do our systems of higher education need to be ready to meet our workforce/their students where they are? Yes, they must. And must we advocate at all levels for strategies and investments in creating the compensation our early childhood educators need? Absolutely! There is still much work to be done, but these data tell us that our early childhood educators are up to and benefit from the challenge.

--Sue Russell, Executive Director
T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Times
Teresa Graves, Editor

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T.E.A.C.H. and WAGE\$ National Symposium in the Time of the Coronavirus

As with so many events planned across the country, the coronavirus has caused the T.E.A.C.H. National Center to cancel our National Professional Development Symposium. While these are challenging times, we have decided to use this as an opportunity to hone our skills in the virtual professional development realm. We are happy to announce, with thanks to the gracious support of many of our presenters who were willing to jump in and present virtually, we are able to offer a ground-breaking event for the Center – the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Virtual Forum – 17 workshops over six days (April 16, 17, 20, 21, 22 and 27). Click [here](#) to access the registration booklet. If you have questions you can reach out to Julie Rogers at julier@teachecnationalcenter.org.

Once again we thank last year's Symposium sponsors and hope they will be back in 2021!



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Scholastic Education Door Prizes



In these uncertain times, we certainly want to thank Scholastic Educa-

tion for a generous donation of books for the door prize feature of the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Symposium. As we have moved to a Virtual Forum (April 16, 17, 20-22 and 27), retaining 17 workshops and our keynote speaker, we are going to draw a name from each workshop list of attendees and give away the books to 17 lucky winners. For more information on the Virtual Forum, check out our webpage [here](#).

Early Learning Nation Interviews Sue Russell at NAEYC

Sue Russell, Executive Director of the T.E.A.C.H. Early Childhood® National Center, a division of Child Care Services Association, sat down for an interview with Early Learning Nation in November 2019. She talked about “Putting Our Money Where Our Mouths Are (For Teachers).”

Watch the interview at
<https://www.youtube.com/watch?v=w8jlgSN523k>.

National Center Begins New Counselor Training Series

The T.E.A.C.H. Early Childhood® National Center is delighted to announce the implementation of a four-module training series for new T.E.A.C.H. counselors, thanks to the support of the W. K. Kellogg Foundation. The New Counselor Training Series modules are a way to provide new staff from across the country with consistent information about the T.E.A.C.H. program from the national perspective, while reminding new counselors that each state will have unique policies and practices. The goal of these modules is to support T.E.A.C.H. counselors and state organizations as they support the early childhood workforce. Counselors are the face and the voice of the program for scholarship recipients across the country. Every day and in every way possible counselors provide the information and support that encourages the early childhood workforce to complete their education.

Delivery of these modules began with a pilot of Module 1 in December 2019. All modules are now available, being offered online or through a live webinar. National Center staff presented the 90-minute modules, assisted by experienced counselors from a number of states. The sessions delivered to date have been extremely well received by T.E.A.C.H. counselors across the country. For more information, please contact Judy Leinbach at judy@teachecnationalcenter.org.

The four module series includes:

Module 1 - Just the Facts

This module is a prerequisite for all other modules and is delivered as a self-paced online course. The module encourages the involvement of a supervisor or mentor at key points in the delivery.

Module 2 - T.E.A.C.H. Overview and the Role of the Counselor

This module is an overview of the T.E.A.C.H. Early Childhood® program with an emphasis on the purpose and benefits of the program to the early childhood profession and the critical role of the counselor.

Module 3 - Counseling Roles and Practices

This module identifies and differentiates the primary roles of the counselor in providing both counseling support and scholarship management, and best practices in each role.

Module 4 - Beyond the Basics

In this module, participants will identify and discuss the state and national systems that contribute to T.E.A.C.H. and the early childhood workforce.

This work was supported by the W.K. Kellogg Foundation. We thank them for their support and acknowledge that the information presented in this training is that of the authors alone and does not necessarily reflect the opinions of this organization.



Welcome New Peer Validators to the Center's Quality Assurance Team

As part of the National Center's quality assurance program, each T.E.A.C.H. and WAGE\$ program is required to participate in a competency assessment process designed to help the Center evaluate how well programs are doing in meeting identified benchmarks of success. States demonstrate their competence in the form of an electronic portfolio addressing 16 competencies. To assist Center staff in portfolio reviews, we invite longstanding T.E.A.C.H. and WAGE\$ program administrators who have participated in competency assessment portfolio development, to become peer validators. We see the role of peer validators as critical to our quality assurance program, helping states in their continuous quality improvement. It also provides an opportunity for professional development as we dig deep into the competencies, learning how states approach the work; giving us a chance to think critically about whether benchmarks of success are met; and brainstorming ideas to help states improve where necessary.

We are pleased to add three new validators to the group. They join a group of longstanding and esteemed peer validators and we appreciate their time, knowledge and expertise in this important work. Training for the new peer validators will take place this summer.

New Peer Validators

- Nar Doumbya, Co-Director, T.E.A.C.H. Early Childhood® WISCONSIN, Wisconsin Early Childhood Association
- Beth Ann Lang, Chief Program Officer, Child Care Aware® of Missouri
- Judith Santmire, Chief Operating Officer, Ohio Child Care Resource and Referral Association

Current Peer Validators

- Lori Stegmeyer, Director of Workforce Initiatives, Children's Forum, Inc.
- Laurie Litz, Director, T.E.A.C.H. Early Childhood® PENNSYLVANIA, Pennsylvania Child Care Association
- Ashley Otte, T.E.A.C.H. Early Childhood® IOWA Program Manager, Iowa Association for the Education of Young Children
- Erica Willard, Executive Director, Michigan Association for the Education of Young Children
- Michelle Raybon, T.E.A.C.H. Early Childhood® ALABAMA Director, Alabama Partnership for Children
- Brandee Lengel, Co-Executive Director, Nebraska Association for the Education of Young Children

T.E.A.C.H. Early Childhood® National Advisory Committee Welcomes New Member

The T.E.A.C.H. Early Childhood® National Center is pleased to welcome Lauren Hogan, Managing Director of Policy and Professional Advancement at the National Association for the Education of Young Children to the Advisory Committee. Lauren previously served as Vice President of Program and Policy at the National Black Child Development Institute. She earned her bachelor's degree from Yale University and a Master's Degree in Public Policy from the Harvard Kennedy School. We look forward to Lauren's contributions to the committee.

T.E.A.C.H. Early Childhood® National Advisory Committee Charge

The charge of the T.E.A.C.H. Early Childhood® National Advisory Committee is to promote the expansion of the T.E.A.C.H. Early Childhood® initiative as a national strategy for improving education and compensation of the early childhood workforce and to guide policy development and promote policies that ensure the integrity of the T.E.A.C.H. Early Childhood® National Center.

T.E.A.C.H. Scholarship recipient from Rhode Island attends NAEYC's Public Policy Forum



This past month, Rhode Island AEYC, managing agency of T.E.A.C.H. Early Childhood® RHODE ISLAND, traveled to Washington, DC to attend NAEYC's 2020 Public Policy Forum. T.E.A.C.H. Scholarship Recipient, Millie Lawson, was invited to attend this exciting event as part of the Rhode Island Team. Millie had the incredible opportunity to learn about advocacy and network with other national and state policy leaders and fellow advocates. She met with members

of the Rhode Island Congressional delegation to discuss policies and the need for continued federal supports to the early childhood field. Most importantly, our leaders in DC had the opportunity to hear from an early childhood educator; her work building young children's brains, her commitment to getting a better education and her struggles to make it all work.

Back in Rhode Island, Millie will utilize these learned advocacy skills to submit written testimony in support of better compensation for our workforce. T.E.A.C.H. Early Childhood® is thrilled for Millie, the opportunities and connections she forged in Washington, D.C., and the sense of empowerment she gained to advocate for herself and other early childhood educators.

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

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