



# Making the Case for T.E.A.C.H. Early Childhood® in Your State



# Making the Case for T.E.A.C.H. Early Childhood



## Investing in the Early Childhood Profession

There are more than 40 million children in the United States birth to age 5. Research makes it clear that children's early experiences are critical for their cognitive, physical and social emotional development. It takes a qualified, educated, stable and effective educator to provide the types of experiences needed to build trust and promote learning. Children, particularly those from low-income, vulnerable families, who receive high-quality early childhood education (ECE) are more likely to graduate high school, pursue secondary education and go on to be contributing members of society. Investing in early childhood education supports young children with high-quality learning environments and the educators working in the profession. As a result of COVID-19, there is a greater understanding of the important role ECE plays in the economy; the Federal Reserve System said the "continuation of childcare services is critical for essential service workers and is imperative to economic recovery as working parents return to the workplace." Supporting and strengthening the early childhood field is critical to that recovery and early childhood educator is at the center of the profession.

- The Institute of Medicine and National Research Council released *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* in 2015. This report highlighted the critical role the adults working with children play. "Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their individual progress, and consistency in high-quality care and education experiences as children grow supports their continuous developmental achievements."
- *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* also calls for a minimum standard of a bachelor's degree in early childhood education by 2025 for all lead teachers, regardless of program setting. Recognizing that most of the two-million-plus early childhood educators need support to reach this goal, the experts call for states to create "comprehensive pathways and multiyear timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor's degree qualification requirement."
- *Learning Together*, a study by the Center for the Study of Child Care Employment, showed that "investments in B.A. completion cohort programs, which include sufficient financial and academic support, can help working ECE practitioners' access higher education and succeed in obtaining degrees."
- The National Association for the Education of Young Children emphasizes the importance of investing in proven strategies "designed to reach nontraditional students, eliminate existing barriers to higher education, and maintain a commitment to quality."
- Recent federal investments into the early childhood field highlight the need. In a press release from the Administration for Children & Families, one way to support the economy is through early childhood. "Child care offers families the dual benefit of early childhood education for young children and support for working parents. As many mothers have been forced out of the labor force in the wake of the COVID-19 health emergency, child care is a critical support for our economic recovery."



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## T.E.A.C.H. as an Effective Model

T.E.A.C.H. Early Childhood® has provided the early education workforce with access to debt-free college education, better compensation and job stability for more than 30 years. This evidence-based, outcomes-driven, comprehensive strategy supports the early childhood workforce's education, compensation and retention. T.E.A.C.H. can be the change agent your state needs to develop a well-qualified, fairly compensated and stable early childhood workforce.

### T.E.A.C.H.:

- Consistently produces data-driven, measurable outcomes that address the enduring challenges that plague the early childhood field—high turnover, low compensation and insufficient teacher education.
- Provides a model that is replicated to fidelity by state-based nonprofit organizations.
- Reduces barriers with the unique model design integrating comprehensive scholarship aid, college credits and degrees, counseling support, commitment to employer and compensation improvements.
- Implements counseling and other supports for academic success and reducing work-school-family stress.
- Benefits from the support of the T.E.A.C.H. Early Childhood® National Center (Center).
- Supports states in creating transparent and easily accessible education pathways for the workforce.
- Is a catalyst for building capacity in funding, higher education access and stronger professional development systems.

## T.E.A.C.H. as an Effective Workforce Development Strategy

The Center is a national leader in the development and implementation of early childhood education (ECE) workforce development. A high-quality, well-educated early childhood educator benefits the young children in their classroom and their families and themselves. By investing in the ECE workforce's education and retention, communities' entire workforces and economies will benefit. Not only do children learn and thrive when their early childhood educators are well educated and well compensated, their parents and families have high quality reliable child care, which allows them to work themselves. Working on a certificate or two- or four-year degree also provides early childhood educators a chance to improve their competency, confidence and the ability to contribute financially to their own families.

### T.E.A.C.H.:

- Provides a college education without debt through its unique cost-sharing model.
- Has a core component that ensures increased compensation is tied to a commitment in the field.
- The T.E.A.C.H. Early Childhood® and Child Care WAGES® Annual National Program Report 2019-2020 showed that the average annual wage increase for recipients working on their associate degree was 9% and those working on a bachelor's degree was 10%. Additionally, site-based retention for associate degree recipients was 95% and bachelor's degree recipients was 97%.



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## T.E.A.C.H. as Strategy to Support Equity and Diversity

T.E.A.C.H. is an effective national strategy that supports diversity and equity of access to higher education for the early childhood workforce. Breaking down barriers to debt-free higher education and supporting the successful completion of credentials and higher education degrees for early childhood educators is the core of T.E.A.C.H. For the past decade, the Center has examined the race and ethnicity data of participants and graduates and compared that data to similar demographic data on children from birth through age 4 for each state partner. Diversity in the early childhood field is a strength, providing a chance for educators to mirror children in the classroom. Providing the current workforce with career pathways, academic supports and financial strategies to access higher education will support diversity and equity in the field. According to T.E.A.C.H. Early Childhood® and Child Care WAGE\$® Annual National Program Report 2019-2020, participants were 51% people of color and/or Latinx. Supporting early childhood through T.E.A.C.H. creates a stronger incumbent workforce.

### T.E.A.C.H.:

- Provides an opportunity for those who have traditionally been excluded from an education with an affordable, comprehensive scholarship model that gives early childhood educators an opportunity to attain certificates, coursework and degrees in each state.
- Transforms lives. Many recipients are the first members of their families to go to college and get a college degree.
- Advances careers. Teacher aides become lead teachers, lead teachers become directors and some take on leadership roles by becoming trainers and college educators in the field.
- Produces long-term benefits by educating the recipient, which in turn helps the children being taught and cared for every day.
- Better equips recipients to help their own children. The education of a mother is the strongest predictor of better educational outcomes for her own children.
- Conducts targeted data analysis to support serving the diversity of the workforce in each state.

## Benefits of Being a T.E.A.C.H. Early Childhood® State

The T.E.A.C.H. Early Childhood® National Center ensures states implementing T.E.A.C.H. have the information and support they need to successfully develop the model. States can use the Center's competency-based tools and team of experts to ensure the provision of high quality services and advance systemic policy changes at the state and national levels.

### The Center:

- Provides on-site presentations and technical assistance to help explore what states need to bring T.E.A.C.H. to their state.
- Supports stakeholders in designating an administrative home for T.E.A.C.H., and if necessary, participate in a bidders conference and the Request for Proposal process.
- Helps create strategies and provides research-based findings to support the search for funding.
- Supplies all of the materials necessary for start-up and provides intensive technical assistance.



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- Works closely with all T.E.A.C.H. programs through a system of ongoing technical assistance and quality assurance to help them develop operational policies and procedures that are consistent with the requirements of the program license agreement and to develop scholarship models that address the needs of their state's early childhood workforce.
- Provides programs with access to a multi-faceted database that allows for easily accessible data on program outcomes and outputs.
- Ensures model integrity through individualized technical assistance on an as-needed basis via telephone, email and in person consultations to support continuous growth in providing high quality services.
- Implements a schedule of monitoring/technical assistance on-site and virtual visits; database training; reporting; and competency-based and validated self-assessment to support programs in implementing the model to fidelity and ensuring accountability to good outcomes.

## Supporting Research Sources

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# T.E.A.C.H. Early Childhood® National Center Fact Sheet

## Supporting States and Systems Development

States administering T.E.A.C.H. Early Childhood® and Child Care WAGES® programs and those states seeking resources to develop systems and address issues regarding the professional development and compensation of the early care and education workforce are guided by the staff of the T.E.A.C.H. Early Childhood® National Center at Child Care Services Association (the National Center). Considered the hub of the wheel that supports quality and fosters progress and expansion, the Center is made up of a team of dedicated experts whose institutional knowledge is foundational to the start-up, sustainability and ongoing success of T.E.A.C.H. Early Childhood® (T.E.A.C.H.) and Child Care WAGES® (WAGES) programs nationwide. National Center staff work to ensure all state programs are accountable, effective and high performing.

### Focusing on the Mission

The T.E.A.C.H. Early Childhood® National Center at Child Care Services Association develops, implements and sustains programs and strategies that result in a well educated, fairly compensated and stable early childhood workforce to ensure the long term success of our nation's children in school and in life.

### Driving the Vision

The vision of the National Center is that every child in an early childhood setting has a teacher who is well educated and well compensated. Every early childhood teacher has access to affordable college education and workforce supports and earns a living wage.

## Sharing Resources

- Customized program training, technical assistance, national database and support to meet each state's specific needs
- Data to inform state and national efforts to support, expand and sustain early childhood education and compensation efforts
- Information on innovations and up-to-date research from the field
- Online tools to implement a competency-based quality assurance program
- Outreach and public relations materials
- Professional development systems resources and technical assistance
- Strategies for increasing access to college degrees and credit through articulation
- Student success tools to support working adults attain college credits, credentials and degrees

Key functions of the National Center include:

- Advancing ECE workforce development, strategies and solutions
- Creating opportunities for equity of access to higher education
- Developing evidence-based, effective, ECE workforce education and compensation strategies
- Leveraging public and private resources for ECE workforce development
- Crafting data collection, analysis and reporting systems
- Strengthening state institutions and infrastructure
- Supporting college success
- Advocating for better policies to support ECE workforce development
- Building partners for an educated workforce

## Providing Services to States

The National Center provides states access to high-quality resources, tailored technical assistance and proven strategies to promote systems change and avoid costly mistakes, and supports states in adapting to changing circumstances, finding new funding streams and creating strategic partnerships to grow and sustain state and program efforts.

## Assisting State Programs

Launching a T.E.A.C.H. or WAGES program requires careful consideration and planning by a state's early care and education stakeholder community. Guidance, technical assistance, support and start-up materials are available from the National Center. Staff provides assistance throughout the initial start-up steps, which include group meetings, the selection of an administrative home, securing funding, becoming a licensed provider of T.E.A.C.H. or WAGES programs and developing scholarship models and WAGES salary scales. T.E.A.C.H. and WAGES programs can avail themselves of the National Center's competency-based tools, database, a host of resources and its team of experts to ensure the provision of high-quality services to advance systemic and policy changes at the state and national levels.

## FY20 Impact

### Reach

- T.E.A.C.H. programs licensed in 21 states and the District of Columbia
- WAGES programs licensed in six states

### Investments

- \$42.3 million funded T.E.A.C.H. programs
- \$15.5 million funded WAGES programs with \$791 average semi annual payments per participant

### Diversity of the Workforce

- 51% of T.E.A.C.H. recipients were people of color and/or of Hispanic origin
- 63% of WAGES participants were people of color and/or of Hispanic origin

### Stabilizing the Workforce

- 95% - Avg. annual recipient retention rate on T.E.A.C.H. associate degree scholarships
- 97% - Avg. annual recipient retention rate on T.E.A.C.H. bachelor's degree scholarships
- 11% - Avg. turnover rate for WAGES participants

A product of the  
T.E.A.C.H. Early Childhood® National Center  
at Child Care Services Association

PO Box 901  
Chapel Hill, NC 27514  
919.967.3272 – phone  
919.442.1988 – fax



[www.teachecnationalcenter.org](http://www.teachecnationalcenter.org)  
[www.childcareservices.org](http://www.childcareservices.org)

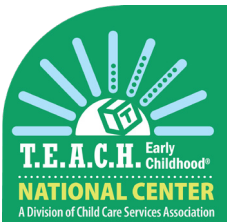
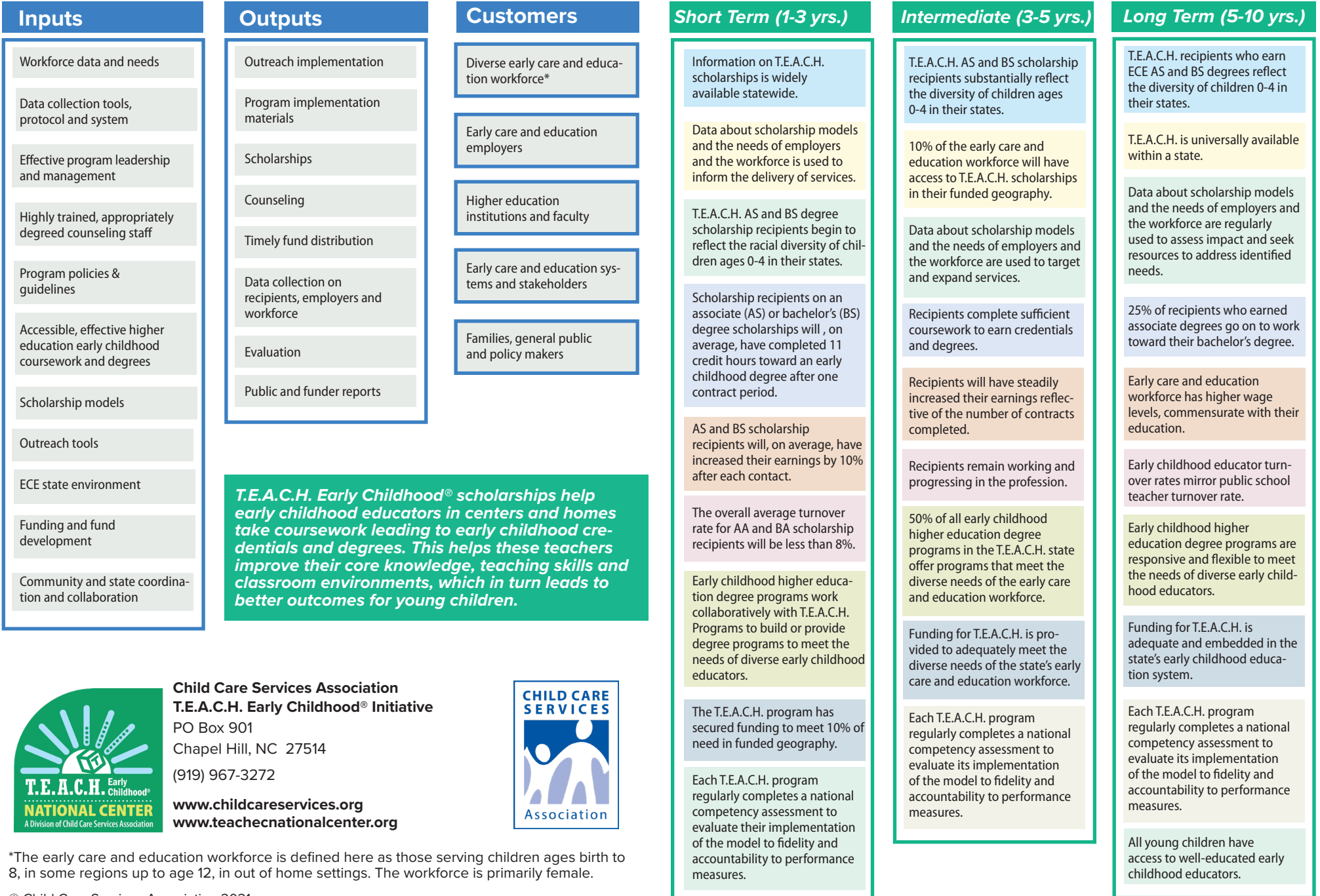
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## Contributing to National Efforts

The National Center staff develop and contribute to national efforts including college credit transfer policies, workforce database development, early childhood public awareness efforts and partner education about key issues related to the ECE workforce, college access and success of adult learners working in early care and education settings.

# T.E.A.C.H. Early Childhood<sup>®</sup> Logic Model

## Outcomes – Impact



**Child Care Services Association**  
**T.E.A.C.H. Early Childhood<sup>®</sup> Initiative**  
 PO Box 901  
 Chapel Hill, NC 27514  
 (919) 967-3272  
[www.childcareservices.org](http://www.childcareservices.org)  
[www.teachecnationalcenter.org](http://www.teachecnationalcenter.org)



\*The early care and education workforce is defined here as those serving children ages birth to 8, in some regions up to age 12, in out of home settings. The workforce is primarily female.