

Fall 2021

## T.E.A.C.H. Early Childhood® States

Alabama  
Arkansas  
Colorado  
Florida  
Indiana  
Iowa  
Maine  
Michigan  
Minnesota  
Missouri  
Nebraska  
Nevada  
New Hampshire  
North Carolina  
Ohio  
Pennsylvania  
Rhode Island  
South Carolina  
Texas  
Utah  
Vermont  
Washington, DC  
Wisconsin

## Child Care WAGE\$® States

Florida  
Iowa  
Nebraska  
North Carolina  
Tennessee

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

State programs are licensed by the T.E.A.C.H. Early Childhood® National Center at Child Care Services Association.



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

## Letter from the CCSA President

As we transition from summer to fall, we see many changes occurring. The leaves are



falling, the temperatures are cooler, and the days are getting a bit shorter. Children have been able to go back to school in person, and after school programs are operating.

We had hoped that COVID-19 would be a bad memory by now; unfortunately, that is not the case.

As we have all seen in our states, there is a very real labor shortage affecting businesses in our country, including child care programs. Many programs have had to shut their doors. Some estimates have said that the early care and education industry lost about a third of its workforce as a result of the pandemic.

According to Katie Hamm in a [CNBC article](#) recently, the pre-pandemic annual turnover rate in the early childhood industry was 30%. She stated that about 65,000 child care jobs have been added back since President Biden took office, but that is not enough. As long as there are not enough child care teachers in programs to care for our children, parents will not be able to return to work.

COVID-19 has exposed a variety of truths about the fragility of our early education workforce, all of which predated the arrival of the pandemic. The Biden administration stated that the employment issues and lack of child care that we are experiencing now stem from many years of underinvestment in early care and education. This is something those of us in the industry already knew and have been working to correct for decades.

With ARPA funds released, this is an opportunity for T.E.A.C.H. and WAGE\$ programs to work closely with state administrators and philanthropy to further develop our programs.

- How many more teachers can your state support with a T.E.A.C.H. scholarship if you had additional funds?
- Do you need to have different outreach to new populations?

- What new partnerships can you develop with your higher education community?
- Have you identified new early educator needs in order to support them for success?
- Are there new scholarship opportunities that T.E.A.C.H. can partner with to help maximize resources to the early education workforce?
- How can you serve more teachers and assistant teachers with salary supplements to impact their compensation?

Let's turn this period of lemons into lemonade by thinking outside the box.

Our early childhood educators turn themselves inside out for our children. They always put children first and figure out ways around barriers to be there for their children and families. They get excited bringing their new levels of learning into their classrooms. The thrill of receiving their degree lasts a lifetime.

In the last *T.E.A.C.H. Times*, I talked about my optimism that 2021 would bring improved circumstances for our country and our efforts. I said it would be a year of big changes and continued challenges as we manage the pandemic and address its inequitable economic damage. I still remain optimistic. Our early childhood workforce sacrifices themselves for others. Our T.E.A.C.H. and WAGE\$ programs are strong and getting stronger. Other states are also thinking about how to support the early childhood workforce. We are working with states who will be part of our Step Up demonstration programs and talking with states who are thinking about salary scales.

What does this mean? It means that we are all working on building the future early childhood workforce with continued enthusiasm! Thank you for all you do every day.

--Marsha Basloe, President  
Child Care Services Association

P.S. Look for the 2020-2021 T.E.A.C.H. Early Childhood® National Program Report and State Compendium this fall!

## **T.E.A.C.H. Early Childhood® Dollars Maximize Resources to the Early Care and Education Workforce**



It has been well-documented that the early education workforce is still reeling from the impact of COVID-19. As the workforce tries to regain stability and find some semblance of normalcy, thousands of early

educators across the country are still eager to fulfill their dreams of college degree attainment, despite the various challenges that the pandemic has created for them personally and professionally. It is encouraging to witness an increasing number of states launch new scholarship initiatives to recruit students into associate degree granting programs. These developments provide much-needed resources for many institutions of higher education and present new opportunities for T.E.A.C.H. scholarship programs to maximize educational benefits for program participants and aspirational early educators in need of a comprehensive package of support. One of the surest and easiest mechanisms for maximizing T.E.A.C.H. scholarship dollars is to work with recipients on accessing Federal Pell Grant funds. Pell Grants are administered through the U.S. Department of Education, and the good news is that many T.E.A.C.H. scholarship recipients are eligible.

The Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants can provide a foundation of financial aid to which other aid may be added. This is important when working with the T.E.A.C.H. Early Childhood® Program and with recipients. T.E.A.C.H. scholarship counselors often help recipients access Pell Grants and other financial aid sources, such as North Carolina's Longleaf Grant. It is vital that counselors have a working knowledge and understanding of how financial aid sources work separately and together, wrapping around each other to provide maximum benefits to the early education workforce.

For decades, T.E.A.C.H. programs across the country have worked with scholarship recipients to help ensure they receive the maximum amount of financial support they can to attend school. The need for this support is even greater than before. Maximizing T.E.A.C.H. Early Childhood® Program dollars not only allows for more scholarships to be awarded each year, but helps scholarship recipients access more funding for their education. As we know all too well, the early education workforce needs all the help it can get when it comes to supporting their educational goals.

--Edith Locke  
Sr. Vice President,  
Professional Development Initiatives

## **A Series of Briefs from the T.E.A.C.H. Early Childhood® National Center**

More than ever before, federal, state and local policymakers and the public recognize the need for high-quality, affordable, and accessible child care that depends on an educated, well-compensated early childhood workforce. Likewise, the National Center is the hub of a network of T.E.A.C.H. Early Childhood® and Child Care WAGES® initiatives across the country. This series of policy briefs informs and provides recommendations for policymakers, programs, advocates, and other stakeholders in early childhood, higher education, and workforce development systems for a strong early childhood workforce. The briefs are:



[Creating Equity for and within the Early Childhood Workforce: A Policy Brief](#)

[Retaining Educated Early Childhood Educators: A Policy Brief](#)

[Higher Education and the Early Childhood Workforce: A Policy Brief](#)

[Career Pathways for Early Childhood Educators: A Policy Brief](#)

## **National Center Early Childhood Apprenticeship Workgroup**

To address the early childhood education workforce crisis that plagues the nation, early childhood educator apprenticeships have emerged as a promising strategy to provide additional support to increase the workforce's knowledge, skills and education. In summer 2021, the National Center convened a workgroup of T.E.A.C.H. state program administrators to support the center as staff explored current early childhood apprenticeship programs, the ways T.E.A.C.H. states are engaging in this work and what role the National Center could play in supporting the growth of early childhood apprenticeship programs.

As the National Center continues to explore where the elements of early childhood apprenticeships and the T.E.A.C.H. program overlap or are aligned, the insights shared from this group are providing key information that informs the development of the center's work. The National Center would like to express our thanks to this amazing group of professionals for their support and expertise. We look forward to continuing to move this work forward.

## State Teams Secure Wins in Addressing Early Childhood Workforce Issues

Over the past 12 months, building on the T.E.A.C.H. National Center's experiences using a multi-state approach, seven state teams addressed big policy and funding issues facing the early childhood workforce. With support from the National Center and a deep commitment from team members in Indiana, Iowa, Nebraska, Nevada, New Jersey, North Carolina and South Carolina, all of the states made measurable progress toward their team's goals. Below are a few highlights from several of the teams.

- Iowa's work resulted in a \$7 million for expansion of the Child Care WAGE\$® Program.
- In Nevada, the team was able to complete the work needed to establish a long-hoped-for online, non-licensure, Bachelor's Degree in Early Childhood Education. Students are already signed up for the first course.
- New Jersey's team worked tirelessly to get legislation passed unanimously by the Assembly and the Senate to overhaul their state's child care subsidy payments system by funding programs based on enrollment instead of attendance. It currently awaits the governor's signature.
- In North Carolina, work on the development and finalization of a salary scale was completed. While not fully adopted into policy yet, it was embraced and sent out by the Division of Child Development and Early Education as a resource for the NC Pre-K Program summer transition planning and was used to justify rates requested in the program.

A full report on the project will be available on the National Center's website in late October. Meanwhile, four states are just beginning to bring teams together to move the needle on early childhood workforce compensation over the coming year. Watch this space for an update next spring on the efforts of teams from Kentucky, Maine, Nebraska and Washington.



## T.E.A.C.H. Early Childhood® National Center Confirms Keynote Speakers for 2022 Early Childhood Education Workforce Convening

If there is one certainty amidst the uncertainties brought on by the COVID-19 pandemic, it's the changing nature of the times, including unprecedented opportunities for early childhood education, and of course, the early childhood workforce. The T.E.A.C.H. Early Childhood® National Center invites you to explore, debate and discuss these changes and opportunities at our [Early Childhood Education Workforce Convening](#) (formerly the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Symposium), **April 20-22, 2022**, at the William and Ida Friday Center for Continuing Education at the University of NC-Chapel Hill.

This annual event brings together professionals who are implementing and sustaining programs, strategies and funding that support early education systems nationally and in states and communities across the country. [It's not too late to submit a workshop proposal.](#) You can find out more about this event on our [website](#).

## Announcing Keynote Co-Presenters



**Iheoma Iruka**, Research Professor, Department of Public Policy, Frank Porter Graham Institute



**Shantel Meek**, Founding Director, The Children's Equity Project, Arizona State University

**Thank you our 2021 Symposium Platinum Sponsor!**

**Bainum Family Foundation**

## T.E.A.C.H. National Center Welcomes New Members to the Advisory Committee

We are pleased to welcome the following new members to the Advisory Committee:

**Marica Cox Mitchell** is a long-time partner and friend of the T.E.A.C.H. National Center. Mitchell is director of early learning at Bainum Family Foundation. Prior to this role she was a Deputy Executive Director at the National Association for the Education of Young Children (NAEYC) and has worked in the early childhood education field for more than 20 years.

**Michelle Kelly** is the director of Child Care WAGES® at Signal Centers in Tennessee. In the field for 20+ years, her career has taken her from the early childhood classroom to center director and child care resource and referral director.

## Iruka and Equity Research Action Coalition Featured

Iheoma Iruka, PhD, and the new Equity Research Action Coalition were featured in the [UNC Frank Porter Graham Child Development Institute's 2021 Impact Report](#). The Equity Research Action Coalition will pursue research that promotes and supports the healthy development of Black children across the African diaspora. Also, it will focus on developing science-based evidence that can be used to inform practice and policy aimed at eradicating the impact of racism, and all its consequences, on the lives of Black children, families and communities. Learn more about the Equity Research Action Coalition [here](#).



## Early Childhood Council Leadership Alliance Funded for Back to Work Program through Colorado Opportunity Scholarship Initiative

ECCLA is a proud recipient of the Colorado Opportunity Scholarship Initiative (COSI), supporting the Back to Work Early Childhood Education Scholarship Program. Their efforts will focus on recruiting displaced workers into the early care and education field in Colorado.



Early childhood professionals are the workforce behind Colorado's workforce, and the early childhood workforce is facing pressures like never before as classrooms close due to shortages and the cost of providing care. Prior to the pandemic, 70 percent of programs reported challenges in finding qualified staff, and since the pandemic began, more than 10 percent of child care professionals report they will not return to the field (Early Milestones Colorado). The Back to Work Program will help rebuild the pipeline of early childhood professionals supporting our families and children to thrive.

Building on and working with ECCLA's existing T.E.A.C.H. Colorado Scholarship Program, the Back to Work program will provide a model for recruiting displaced workers into the early childhood field and helping them to obtain the education and certification needed to access higher paying early care and education jobs.

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

**Marsha Basloe, ex officio:** President, CCSA

**Edith Locke, ex officio:** Senior VP, Professional Development Initiatives, CCSA

**Allison Miller, ex officio:** VP, Compensation Initiatives, CCSA

#### National Members

**Helen Blank**  
Consultant

**Carol Brunson Day**  
Consultant

**Lauren Hogan**  
NAEYC

**Iheoma Iruka**  
Equity Research Action Coalition, Frank Porter Graham Child Development Institute

**Marica Cox Mitchell**  
Bainum Family Foundation

**Ana De Hoyos O'Connor**  
San Antonio College

#### T.E.A.C.H. Early Childhood® Members

**John Cregg**  
Nevada Association for the Education of Young Children

**Nar Doumya**  
Wisconsin Early Childhood Association

**Phyllis Kalifeh**  
Children's Forum Inc.

**Michelle Kelly**  
Signal Centers

**Michelle Raybon**  
Alabama Partnership for Children



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