



T.E.A.C.H. Early Childhood®  
And Child Care WAGE\$®

# State Profile Compendium 2020-2021

Celebrating the resilience  
and achievements  
of our Early Childhood  
Workforce through  
COVID-19 and beyond



# T.E.A.C.H. Early Childhood® Alabama

## FY21 Results

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

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

In **Alabama**, T.E.A.C.H. Early Childhood® is administered by **Alabama Partnership for Children**. In FY21, T.E.A.C.H. Early Childhood® **Alabama** helped **322** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **15.6** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **20.6** credits per contract.
- T.E.A.C.H. recipients in **Alabama** completed more than **2,849** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.1**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.3**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$10.98**.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **6%**.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **7%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **96.5%**.
- For bachelor's degree scholarship recipients, the average retention rate was **98.3%**.

### Demographics

- **81%** of recipients worked with 3-5-year-old children.
- **50%** of recipients worked with children less than 3 years old.
- **72%** of recipients were women of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **17** community colleges or **11** universities offering early childhood degree programs in **Alabama**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said 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 far less than the national turnover rates of 30-40%. This year alone, **9,993** of **Alabama's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Alabama FY21 Voices From the Field

In FY2020-2021, T.E.A.C.H. Alabama provided additional counseling to scholarship recipients to help them transition from on-campus classes to online classes due to the COVID-19 pandemic. T.E.A.C.H. Alabama provided scholarship recipients with financial stipends, such as access stipends, course completion stipends and reimbursement for laptops/computers and printers, to encourage our recipients to continue working toward their educational goals. Despite the pandemic, T.E.A.C.H. Alabama had a record number of graduates: eight associate degree and 17 bachelor's degree. In addition, 115 recipients earned a CDA credential from the Council for Professional Recognition.



Twantella Randolph is a family child care home provider in Mobile, Ala., and has participated in the T.E.A.C.H. Early Childhood® Alabama scholarship program since 2016, when she earned her CDA Credential. She is currently pursuing her Associate Degree in Child Development. For more than 20 years, she has owned and operated her family home, Lots of Love and Laughter, an Alabama Quality Star-rated facility. Twantella is committed to providing high quality care to the children and families she serves and has built strong partnerships with other family child care home providers in her area and across the state. T.E.A.C.H. staff are constantly impressed by Twantella's positive outlook and her desire to build up, encourage and support other individuals.

Twantella said, "I am going to college for the first time in my life at 58 years old. Sometimes the road gets tough and I have almost given up on going to college. At first, I didn't understand how to complete online assignments or order my textbooks. My family and friends have supported me in learning to do these things and have lifted me up and encouraged me to keep going. My first semester, I did OK, but now each semester gets better and better. I am thankful to my family, friends and T.E.A.C.H. for the encouragement and support, and for not letting me give up."

**Alabama Partnership for Children  
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[alabamapartnershipforchildren.org/our-work/t-e-a-c-h/](http://alabamapartnershipforchildren.org/our-work/t-e-a-c-h/)

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

## FY21 Results

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

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

In **Arkansas**, T.E.A.C.H. Early Childhood® is administered by **Arkansas Early Childhood Association**. In FY21, T.E.A.C.H. Early Childhood® **Arkansas** helped **69** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **17.4** credits per contract.
- T.E.A.C.H. recipients in **Arkansas** completed more than **935** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.43**.

### Compensation

- 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 **3%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **97%**.

### Demographics

- **59%** of recipients worked with 3-5-year-old children.
- **30%** of recipients worked with children less than 3 years old.
- **32%** of recipients were women of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **7** community colleges or **1** university offering early childhood degree programs in **Arkansas**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said 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 far less than the national turnover rates of 30-40%. This year alone, **7,323** of **Arkansas's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Arkansas FY21 Voices From the Field



“T.E.A.C.H. Arkansas has completely changed my life as an educator. I had previously pursued a college education and ended up skipping classes and ultimately dropping out due to the extreme anxiety in-person classes caused me. I had no motivation for several years until I began working in a Montessori school and was able to obtain a Montessori certification. This made me want to continue my education at a college level, but I suffered from an issue almost every college hopeful has...money. When I heard about the T.E.A.C.H. program, I was overjoyed. I am now pursuing my degree without accumulating debt, still working full time and am associated with a fantastic organization dedicated to helping me reach my goals without the past anxiety.”

– **Makenzie Booker**



“In July 2020 I received an email from my Licensing Specialist about a program called T.E.A.C.H. Early Childhood® Arkansas. I looked into the program to see what they had to offer, and it seemed to be a fit for me (I am 48 years old and have been out of school for more than 20 years). The T.E.A.C.H. scholarship offered help with tuition, books, travel and provided a bonus. More than that, T.E.A.C.H. has provided me with needed guidance. I have been able to go to college and still remain a good wife and mother. With T.E.A.C.H, I still run my business and take care of my family. So far with the help of the T.E.A.C.H. Arkansas program, I have been able to complete three semesters with good grades. I’m on my fourth semester and looking forward to it!”

– **Cynthia Martin**

**Arkansas Early Childhood Association**

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

## FY21 Results

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

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

In **Colorado**, T.E.A.C.H. Early Childhood® is administered by **Early Childhood Council Leadership Alliance**. In FY21, T.E.A.C.H. Early Childhood® **Colorado** helped **60** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **16** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **19.5** credits per contract.
- T.E.A.C.H. recipients in **Colorado** completed more than **504** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.61**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.8**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$16.54**.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **13%**.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **18%**.

### Retention (removing turnover caused by COVID-19)

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

### Demographics

- **60%** of recipients worked with 3-5-year-old children.
- **38%** of recipients worked with children less than 3 years old.
- **52%** of recipients were women of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **14** community colleges or **8** universities offering early childhood degree programs in **Colorado**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said 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 far less than the national turnover rates of 30-40%. This year alone, **3,540** of **Colorado's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

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## T.E.A.C.H. Early Childhood® Colorado FY21 Voices From the Field



“Both of our schools, The Primrose School at Lowry and The Primrose School of Erie at Vista Ridge, have greatly benefited from the T.E.A.C.H. scholarship. It is a valuable scholarship program that enables early childhood educators to stay in the field while advancing their career. As an employer, it has been beneficial to have the T.E.A.C.H. partnership. It has allowed us to assist with the cost of college courses for our employees. For the teachers that have received the scholarship, not only did they become Early Childhood Teacher Qualified or Director Qualified but all scholarship recipients have grown in their confidence and skills. The T.E.A.C.H. scholarship has helped our schools increase the quality of care and education we provide our children and families.”

– **Shannan Meyer, Franchise Owner, Primrose Schools**

“Working in the ECE field was never part of my plan. I have a B.A. in Psychology and I was going to get my M.A. in Counseling. The opportunity for a job as a lead teacher at my center kind of fell into my lap. And I fell in love. After two years, I finally began taking classes to obtain an M.A. I completed five classes and realized as much as I wanted to become a counselor, I had no interest in leaving my school. My director discussed the option of taking classes to become a director myself, as there would be a position potentially opening up in the future. I made the decision to stop pursuing my M.A. to go on this new path. It was a difficult choice because I had to take out loans to pay for the portion I already completed. I applied for the T.E.A.C.H. scholarship, hopeful that I would receive some help to pay for my change in plans. Between needing to buy a new car, moving and COVID-19, money was tight.

“Despite these, I was able to start and finish all nine of my needed classes in one year. As a result of taking these classes, I was promoted to administrative assistant. Now that I have finished everything, I am waiting to receive my certificate, and once that arrives, I will be officially promoted to director at my center. The money from the T.E.A.C.H. scholarship helped me to achieve my goals in a way that I would not have been able to without it.”

– **Krystal Derengowski, T.E.A.C.H. Recipient**

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## FY21 Results

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

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

In **Washington, DC**, T.E.A.C.H. Early Childhood® is administered by **National Black Child Development Institute**. In FY21, T.E.A.C.H. Early Childhood® **Washington, DC**, helped **118** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **13.1** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **14.2** credits per contract.
- T.E.A.C.H. recipients in **Washington, DC**, completed more than **1,375** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.41**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.51**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$17.38**.
- 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 **11%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **90.7%**.
- For bachelor's degree scholarship recipients, the average retention rate was **91.7%**.

### Demographics

- **55%** of recipients worked with 3-5-year-old children.
- **71%** of recipients worked with children less than 3 years old.
- **96%** of recipients were women of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **2** community colleges or **8** universities offering early childhood degree programs in **Washington, DC**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **97%** said 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 far less than the national turnover rates of 30-40%. This year alone, **3,251** of **Washington, DC's**, children benefitted from consistent early education and care provided by better prepared early childhood educators.

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## T.E.A.C.H. Early Childhood® Washington, DC FY21 Voices From the Field

The COVID-19 pandemic created uncertainty and hardship for all teachers, especially those also pursuing their associate and bachelor's degree. The pandemic closed many child care centers, leaving teachers unemployed or underemployed. This unexpected change in employment put T.E.A.C.H. scholars at risk of losing their scholarship. Through the support of T.E.A.C.H. National and the D.C. Office of the State Superintendent of Education (OSSE), T.E.A.C.H. D.C. responded by creating scholarships that supported unemployed or underemployed teachers. The stipend scholarship allowed T.E.A.C.H. scholars to continue their education without interruption and meet their expected graduation date.

COVID-19 caused T.E.A.C.H. scholars to face a new reality as a student and a teacher. As essential workers, the demand for early childhood educators forced many teachers to engage with their students and families virtually. This required T.E.A.C.H. scholars to become digitally literate to best serve their students and families. Scholars also faced changes to their college and university education. When all classes went online, many scholars attended class on their cell phones since they did not have a laptop or computer. T.E.A.C.H. D.C. responded by purchasing laptops and extended warranties for all T.E.A.C.H. scholars in January 2021. By the end of the Spring 2021 semester, 97 scholars received laptops and extended warranties. Additionally, the first 57 scholars to become a T.E.A.C.H. scholar in 2021 received or will receive a laptop with an extended warranty.



“When my job closed in March 2020, I was very concerned about not continuing with school. When T.E.A.C.H. D.C. came up with the stipend scholarship, I was ecstatic the scholarship allowed me to feel confident in continuing my college efforts. COVID-19 was stressful enough without me having to worry about how I would continue with school. I will always be grateful for the T.E.A.C.H. D.C. program for stepping up and providing for us during these challenging times.” – **Jaimie Norris, T.E.A.C.H. D.C. Scholar**

“Becoming a T.E.A.C.H. scholar and receiving my very first laptop has been more than amazing. This gave me the opportunity to thrive in my class and become a well-rounded individual. If it was not for the T.E.A.C.H. program, I would not be the teacher I am today.” – **Malique Drake, T.E.A.C.H. D.C. Scholar**



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

## FY21 Results

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

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

In **Delaware**, T.E.A.C.H. Early Childhood® is administered by **Delaware Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® **Delaware** helped **154** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **14.1** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **18.7** credits per contract.
- T.E.A.C.H. recipients in **Delaware** completed more than **1,259** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.5**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.58**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$11.99**.
- 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 **5%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **95.4%**.
- For bachelor's degree scholarship recipients, the average retention rate was **96.6%**.

### Demographics

- **53%** of recipients worked with 3-5-year-old children.
- **60%** of recipients worked with children less than 3 years old.
- **55%** of recipients were women of color and/or Latinx.
- T.E.A.C.H. recipients attended the **1** community colleges or **4** universities offering early childhood degree programs in **Delaware**.

### Personal Impact

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

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates far less than the national turnover rates of 30-40%. This year alone, **6,774** of **Delaware's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

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## **T.E.A.C.H. Early Childhood® Delaware** **FY21 Voices From the Field**

“My name is Tammy Green, and I would like to share how the T.E.A.C.H. & WAGE\$ programs have been very instrumental with me continuing my education in early childhood. I attended college for early childhood education years ago for only a year and always said that I would return, but I was never motivated because of the expense, and it being time consuming. However, once I learned how I could receive a monetary reward for returning to school that could assist with the expense, I said, ‘Now this is the motivation I needed.’ Once I returned back to school, I began to feel proud of myself and recognize that I am able to accomplish what I set my mind to and put in the effort. Thank you, DEAEYC, for understanding how there can be many obstacles in the way for individuals, such as myself wanting to return to school, but you were there to assist me as well as encouraging to continue to further my education. Thank you.”

— **Tammy Green, Assistant Teacher, Level 4**

“T.E.A.C.H. and WAGE\$ have helped me tremendously to strive toward my goal of obtaining a BA degree in early childhood education. Without the WAGE\$ program, I would not be able to be successful financially in order to complete my degree. I work even harder to get the highest grade possible in every class thus far and to complete my degree with a 3.50 GPA and above as well as any other certification to do with special needs education. Out of 21 credits completed since I started January 2020, I have 3.56 GPA. I strive for an A in every class. Without T.E.A.C.H. & WAGE\$ I would not be able to do so. Thank you for choosing me for the scholarship and WAGE\$ program.”

— **Janine Alicea, Assistant Teacher, Level 2**

“When I was a senior in high school, I was not sure what I wanted to do or where to go from graduation. I started working at a child care center and automatically knew this is where I am meant to be. The T.E.A.C.H. program and the WAGE\$ program played a huge part in my eight-year journey in the early childhood education field. These programs allowed me to continue doing what I loved, working at the child care center (Brilliant Little Minds) and earning an education. I was able to earn to an Associate’s Degree in Early Childhood Education along with my teacher and administrator certification debt free. Without the support of T.E.A.C.H. and WAGE\$, I wouldn’t have been able to manage both working and going to school. The continued support from these programs shows that there is support and people advocating for early childhood educators who are often overlooked.”

— **Madden Elentrio, Lead Teacher, Level 7**

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# T.E.A.C.H. Early Childhood® Florida

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Florida**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Florida**, T.E.A.C.H. Early Childhood® is administered by **Children's Forum, Inc.** In FY21, T.E.A.C.H. Early Childhood® **Florida** helped **5,031** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **15.6** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **19.5** credits per contract.
- T.E.A.C.H. recipients in **Florida** completed more than **23,364** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.31**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.52**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$12.53**.
- 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 **8%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **95.2%**.
- For bachelor's degree scholarship recipients, the average retention rate was **97%**.

### Demographics

- **68%** of recipients worked with 3-5-year-old children.
- **43%** of recipients worked with children less than 3 years old.
- **64%** of recipients were women of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **2** community colleges or **40** universities offering early childhood degree programs in **Florida**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **99%** said 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 far less than the national turnover rates of 30-40%. This year alone, **165,618** of **Florida** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Florida FY21 Voices From the Field

As a young adult, Simone Foster never thought about a career in early childhood education. That changed when her son was born in 2006. At the time, Simone was working night shifts and provided care for her son during the day while her mother watched him at night. She wanted to make a career move in order to spend more time with her infant son. "I had little to no rest," Simone explains. "I've always enjoyed caring for children, and with my family's encouragement, I decided to complete the 40 hours of training needed to begin working in a child care program." Simone knew she had found her calling after working alongside veteran early educators in a couple of child care programs. She became a strong advocate for parents and children, and was excited that her son was able to attend the Head Start VPK program where she was employed.

Education and earning a college degree was very important to Simone. She had completed some college courses, but life got in the way. It was a conversation she had with her son, however, that lit the fire in her belly to go back to school. "When my son was in first grade, he asked me if I had finished college," Simone said. "I told him no, and he said 'Mommy, you have to get a whole degree, not a half. You have to finish what you started!'"

After obtaining CDA and Director credentials, Simone enrolled at Tallahassee Community College and earned an Associate Degree in Early Childhood Education. Simone wanted to further her education, but was worried about the cost of pursuing a Bachelor's Degree in Early Childhood Education. She heard about the T.E.A.C.H. Early Childhood® Scholarship Program and decided to apply for a scholarship. T.E.A.C.H. provides scholarships for early educators to earn an Associate, Bachelor's or Master's Degree in Early Education, a Florida Staff Credential, a Florida Director Credential or credential renewals. The program makes it possible for them to afford the time and expense of going to school. By promoting higher education, T.E.A.C.H. is helping establish a well-qualified, appropriately-compensated and stable workforce for Florida's children. "T.E.A.C.H. reduced the financial burden that was bestowed upon me and allowed me to focus my attention towards completing my bachelor's degree," Simone said. "I would like to send a special thanks to Martha Grant, my T.E.A.C.H. Counselor, who made sure that my needs were met in a timely and respectful manner."

In spring 2021, Simone proudly marched across the stage to receive her bachelor's degree from Florida International University. She reflected on how far she has come. As the current Head Start Assistant Teacher at The Early Childhood Center in Fort Myers, Simone credits T.E.A.C.H. for making it all possible. "I am not just a scholarship recipient," she said. "Because of T.E.A.C.H., I can tell my son that I am a college graduate. Nothing can take that away."



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# T.E.A.C.H. Early Childhood® Iowa

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Iowa**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Iowa**, T.E.A.C.H. Early Childhood® is administered by **Iowa Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® **Iowa** helped **425** early education professionals increase their education.

### Education

Recipients on associate degree scholarships completed an average of **11.3** credits per contract.

Recipients on bachelor's degree scholarships completed an average of **15** credits per contract.

T.E.A.C.H. recipients in Iowa completed more than **3,100** credit hours.

The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.45**.

The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.45**.

### Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$13.35**.

The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **17%**.

The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **14%**.

### Retention (removing turnover caused by COVID-19)

For associate degree scholarship recipients, the average retention rate was **93%**.

For bachelor's degree scholarship recipients, the average retention rate was **96%**.

### Demographics

**75%** of recipients worked with 3-5-year-old children.

**21%** of recipients worked with children less than 3 years old.

**16%** of recipients were people of color and/or Latinx.

T.E.A.C.H. recipients attended one of **15** community colleges or **18** universities offering early childhood degree programs in Iowa.

### Personal Impact

In a survey of T.E.A.C.H. recipients, **99%** said 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 far less than the national turnover rates of 30-40%. This year alone, **15,686** of **Iowa's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Iowa FY21 Voices From the Field



Melissa began working for Community Action of Eastern Iowa Head Start in 2017 as an assistant teacher, and started taking classes at Eastern Iowa Community College to complete her associate degree. In 2018, she began her Bachelor's Degree in Early Childhood Education at Northwestern College. Melissa was promoted to teacher and was an excellent student with a perfect 4.0 grade point average while on T.E.A.C.H.

Despite a high GPA, her educational journey was not easy while working full time, being a mom at the same time. In summer 2018, Melissa took a particularly challenging course. She told her counselor she spent all of her free time studying and doing homework. Her counselor encouraged and cheered for her every step of the way.

Finishing her degree and working during COVID-19 was another challenge. Melissa told her counselor, "I am both well and raw, and some days a mixture of both in the same day. This is hard. But I am thankful that we can do hard things. I am spending some long days this week in CLASS® observation training. We have been both serving families from home and continuing professional development."

Melissa shared, "My son was born when I was a senior in high school. Last year, I watched that same son graduate from college, and the commencement speaker asked all of the first generation college graduates to stand. There were many, and my son was one of them. It was emotional. On one hand I felt a little sad that my children couldn't say either of their parents were graduates, while at the same time I felt immense pride in his accomplishment, and what he had been able to do even without his parents setting that example for him."

Melissa finished her bachelor's degree in spring 2020 and told her counselor, "Now I feel a similar pride for myself. Thank you for that. I completed a simple survey the other day and for the first time ever I could mark 'Graduated from college: Bachelor Degree.' It just feels different... and the feeling is wonderful. I really can't thank you enough. I would never have been able to accomplish this without both your support and that from the T.E.A.C.H. program. It truly has changed my life."

Melissa's salary nearly doubled during the four years she was on the T.E.A.C.H. scholarship. We are so proud of her and her accomplishments. She is now a Mentor Teacher providing coaching, quality improvement strategies and professional development assistance to teachers across a 28-classroom program. In her new role, she gets to help others find the T.E.A.C.H. program as a part of their own personal and professional growth.

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[iowaaeyc.org/teach.cfm](http://iowaaeyc.org/teach.cfm)

# T.E.A.C.H. Early Childhood® Indiana

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Indiana, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Indiana**, T.E.A.C.H. Early Childhood® is administered by **Indiana Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® **Indiana** helped **1,132** early education professionals increase their education.

### Education

Recipients on associate degree scholarships completed an average of **14.1** credits per contract.

Recipients on bachelor's degree scholarships completed an average of **16** credits per contract.

T.E.A.C.H. recipients in Indiana completed more than **6,166** credit hours.

The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.49**.

The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.72**.

### Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$14.06**.

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 (removing turnover caused by COVID-19)

For associate degree scholarship recipients, the average retention rate was **97%**.

For bachelor's degree scholarship recipients, the average retention rate was **98%**.

### Demographics

**64%** of recipients worked with 3-5-year-old children.

**53%** of recipients worked with children less than 3 years old.

**36%** of recipients were people of color and/or Latinx.

T.E.A.C.H. recipients attended one of **15** community colleges or **6** universities offering early childhood degree programs in Indiana.

### Personal Impact

In a survey of T.E.A.C.H. recipients, **100%** said 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 far less than the national turnover rates of 30-40%. This year alone, **35,806** of **Indiana's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Indiana FY21 Voices From the Field



“As Dr. Seuss would say, ‘Oh the places you’ll go...’ I never thought this teenage mom of two at the age of 17, living in a shelter, walking to college, would be the same lady owning a family child care, graduated with a CDA, an associate degree and pursuing a bachelor’s degree, thanks to T.E.A.C.H. “[My] love for education didn’t start because I am teaching in a classroom, a director, an owner, sitting as Vice Chair for the Regional Advisory Council for Early Learning or now even a child care consultant. It started when I would set up my teddy bears as home teaching or tutor my cousins for 25 cents. They say what you are inspired to be as an adult shows up in childhood.

“I reached out to T.E.A.C.H. when I became a family child care home owner seven years ago. What a journey it has been. T.E.A.C.H. was my second chance to get it right. I started my bachelor’s degree in Chicago but never completed it. By then I had already had a degree, was no longer eligible for FASFA and was clearly giving up since I had already owned my own business. When I heard Even better, I can afford it. I have encouraged my staff to do the same. Go to school to get a higher degree, to get promotions and better pay. Be a qualified educator teaching quality education. My child care purpose is to provide quality early childhood education to children birth to 5 years of age, with qualified degreed educators starting with me.

“Having T.E.A.C.H. and completing school was personal. My children watched their mother push through, even with the personal challenges we were facing. I told them this is what drive, determination and a conquer looks and feels like. This is what second chances can get you and what you do with great resources. When I graduated, my children said, ‘Mom, we didn’t think you were going to finish because of all you have to do alone. Even more, you could afford it because of T.E.A.C.H. Do they know how much they helped you and us?’ That was the highlight of my life.

“Once I graduated, I immediately applied for the bachelor’s program. I knew if I could walk across that stage with all those hurdles and detours in my life then this next degree is a breeze because I’m unstoppable now. Even better, I can afford it. I have encouraged my staff to do the same. Go to school to get a higher degree, to get promotions and better pay. Be a qualified educator teaching quality education. My child care purpose is to provide quality early childhood education to children birth to 5 years of age, with qualified degreed educators starting with me.

“This story doesn’t have to be yours, but the ending of success can. My story could be someone else’s survival guide, maybe someone just like you.”

– Keana Baylis, T.E.A.C.H. graduate, Family Child Care Home Owner

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# T.E.A.C.H. Early Childhood® Maine

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Maine, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Maine**, T.E.A.C.H. Early Childhood® is administered by **Maine Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® **Maine** helped **21** early education professionals increase their education.

### Education

- T.E.A.C.H. recipients in «State\_Name» completed more than **150** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **4.0**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.67**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$14.36**.

### Demographics

- **86%** of recipients worked with 3-5-year-old children.
- **52%** of recipients worked with children less than 3 years old.
- T.E.A.C.H. recipients attended one of **4** community colleges or **5** universities offering early childhood degree programs in **Maine**.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates far less than the national turnover rates of 30-40%. This year alone, **963** of **Maine's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Maine FY21 Voices From the Field



“This year has been especially trying and difficult in the field of early childhood education, and it has been crucial for me to have this opportunity through continuing education to grow in practice and connect with professors and peers to stay focused on goals and professional growth. As a small family child care owner and University of Maine student, I’ve seen immediate benefit to the children as I implement what I’m studying in my everyday work. The T.E.A.C.H. scholarship provided support that has me looking forward to a long career as an early childhood education professional.”

– **Stacie Archibald, T.E.A.C.H. Scholar**

“I am so grateful to have received the T.E.A.C.H. scholarship this year. The support that I receive from my employer and Maine AEYC has allowed me to not only focus on my course work during the final two semesters of my degree program, but has also alleviated some stress during this already trying school year. I am able to dedicate the time needed to both my job as a preschool teacher in an outdoor classroom and to my studies. In addition, the financial benefits are allowing me to pay down student loans rather than pay for tuition, which is allowing me to consider graduate school as a feasible option in my educational future.”

– **Jen Peavey, Lead Preschool Teacher, T.E.A.C.H. Scholar**



“Over a year ago, I had the opportunity to participate in the T.E.A.C.H. program and the scholarship allowed me to further my education at a faster pace. My T.E.A.C.H. counselor offered support and was my cheerleader through my educational journey. I became more optimistic, earned my degree and I am able to pay it forward by teaching students with learning disabilities.”

– **Andrea Willard, T.E.A.C.H. Scholar**

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

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Michigan**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Michigan**, T.E.A.C.H. Early Childhood® is administered by **Michigan Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® **Michigan** helped **1,390** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **14.2** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **15.4** credits per contract.
- T.E.A.C.H. recipients in **Michigan** completed more than **9,858** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.61**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.64**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$13.71**.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **15%**.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **13%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **97%**.
- For bachelor's degree scholarship recipients, the average retention rate was **98%**.

### Demographics

- **85%** of recipients worked with 3-5-year-old children.
- **45%** of recipients worked with children less than 3 years old.
- **29%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **26** community colleges or **16** universities offering early childhood degree programs in Michigan.

### Personal Impact

In a survey of T.E.A.C.H. recipients, **100%** said they would recommend T.E.A.C.H. to their peers, and **95%** 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 far less than the national turnover rates of 30-40%. This year alone, **28,216** of **Michigan's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Michigan FY21 Voices From the Field



Cynthia Malinoski has been in the field of early childhood education since 1997. “I obtained my CDA in 1998 and continued to renew it. This led me to college with the plan to take the minimal amount of credits to continue teaching. This would be my first college experience at the age of 50. Trying to contain my nerves and anxiety, I started the journey. The head of the early childhood department at Oakland Community College spoke with me and shared that I could obtain my degree with the help of the T.E.A.C.H. Early Childhood® scholarship. With her encouragement, I decided to talk with my husband and three children about the

opportunity. They offered nothing but encouragement, saying ‘You can do this!’ Worry and questions roamed through my head. How could I meet my family needs, work full time, and go to college? My family pulled together to help with the worries I had and off I went to chase a new dream.” Cynthia started on a T.E.A.C.H. associate degree scholarship in 2016. Since then, she has completed five scholarship contracts. Her most recent contract culminated in her graduation from Rochester University this past May with a Bachelor’s Degree in Early Childhood Education.

“The scholarship assistance helped me to take additional classes and allowed me to follow this journey to the full extent. The knowledge I gained strengthened my teaching approaches, allowing me to give the children the most enriching learning experiences. The T.E.A.C.H. scholarship allowed me to obtain a dream I thought was not possible, my Bachelor’s Degree in Early Childhood Studies.”

–**Cynthia Malinoski, Preschool Teacher, T.E.A.C.H. graduate**



LaShan Reed started her T.E.A.C.H. Early Childhood® Michigan scholarship in fall 2015. “The T.E.A.C.H. scholarship has made a significant difference in my life. My journey in early childhood education began in 2010. I began as a center floater where I would assist in whichever capacity I was needed at the moment. By having the T.E.A.C.H. scholarship, I was able to get my Associate Degree in Early Childhood Education 2017 from Mott Community College. I could not stop there! I finally realized that early childhood education was my aspiration! I continued my education at Ferris State University where I received my bachelor’s degree in 2019. That was made possible with the help from the T.E.A.C.H. Early Childhood® scholarship program. The scholarship has not only been a help financially for me, but my position and pay with the Genesee Intermediate School District (GISD) has made progression as well. These opportunities allowed me to care for my family while being a single mother during those years. I am elated to announce that my early childhood journey continues. I began my master’s degree program in 2020 at the University of Michigan. Through it all, I have been grateful for the opportunity to attend college and make a difference in the lives of children and families.”

–**LaShan Reed, EHS Lead Teacher**

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[miaeyc.org/professional-development/t-e-a-c-h-scholarships/](http://miaeyc.org/professional-development/t-e-a-c-h-scholarships/)

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

## FY21 Results

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

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

In **Minnesota**, T.E.A.C.H. Early Childhood® is administered by **Child Care Aware® of Minnesota**. In FY21, T.E.A.C.H. Early Childhood® **Minnesota** helped **204** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **15** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **18** credits per contract.
- T.E.A.C.H. recipients in Minnesota completed more than **2,530** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.49**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.79**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$16.43**.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **11%**.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **13%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **98.3%**.
- For bachelor's degree scholarship recipients, the average retention rate was **100%**.

### Demographics

- **50%** of recipients worked with 3-5-year-old children.
- **45%** of recipients worked with children less than 3 years old.
- **31%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **13** community colleges or **7** universities offering early childhood degree programs in **Minnesota**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said 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 far less than the national turnover rates of 30-40%. This year alone, **9,793** of **Minnesota's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## **T.E.A.C.H. Early Childhood® Minnesota** **FY21 Voices From the Field**

“T.E.A.C.H. has impacted my career in the early childhood field because it has provided me with the education I need to educate young minds. T.E.A.C.H. helped me get my college degree in early childhood education so I could qualify to be a lead teacher at my center. My degree has helped me immensely to learn more about how to interact with kids, how to interact with parents, how to handle behavioral issues with kids, how to guide their learning and so much more. T.E.A.C.H. has provided me the opportunity to grow as a person, an educator, a baby-sitter and as a future parent.

“T.E.A.C.H. is a program that allows you to earn your degree at the same time as you work in your center. It’s a great program because they allow you the flexibility you need while in school and assist you with anything you need. It’s the perfect way to go back to school without having to change much of your daily schedule.

“One thing I learned while earning my degree that has improved my daily work with children is being flexible with kids and letting them choose how to play. I’ve learned to let them take safe and healthy risks as well as let them discover different ways they can play with toys and games.”

– **Karen Ketola, T.E.A.C.H. graduate**

“T.E.A.C.H. really helped me in easing the financial strain paying for my degree caused. I did not receive T.E.A.C.H. until my third year of schooling (I spread out a two-year degree over three years’ time, as I worked full-time). I was working in the field already, and as we all know, early childhood educators are underpaid. I had originally planned to do the one-year program at our local community college, but once I started the program, I quickly decided I wanted to learn all that I could about teaching the youngest children of our community. I am an infant room lead teacher. Giving children the very best start I can provide drives me to never stop learning just how to do that. you set up your environment can really affect a child.

“I have recommended the T.E.A.C.H. program to anyone who will listen. If you are interested at all in an early childhood education, this is a way to help get you there. Let’s be honest, it is hard to save enough money to pay for it yourself when you work in this field. The T.E.A.C.H. staff has ALWAYS been so incredibly helpful and supportive! Thank you, Nghia!”

– **Joni Pritchard, T.E.A.C.H. graduate**

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**St. Paul, MN 55107**  
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# T.E.A.C.H. Early Childhood® Missouri

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Missouri**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Missouri**, T.E.A.C.H. Early Childhood® is administered by **Child Care Aware® of Missouri**. In FY21, T.E.A.C.H. Early Childhood® **Missouri** helped **183** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **12.7** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **13.7** credits per contract.
- T.E.A.C.H. recipients in **Missouri** completed more than **1,394** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.42**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.42**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$12.08**.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **13%**.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **11%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **95.2%**.
- For bachelor's degree scholarship recipients, the average retention rate was **96%**.

### Demographics

- **63%** of recipients worked with 3-5-year-old children.
- **37%** of recipients worked with children less than 3 years old.
- **30%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **13** community colleges or **13** universities offering early childhood degree programs in **Missouri**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said 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 far less than the national turnover rates of 30-40%. This year alone, **6,008** of **Missouri's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Missouri FY21 Voices From the Field



“I was not encouraged to go to college by my family or by the educators in my life. I did not enroll in college and got a job as an office manager at a local retirement community. I was there for 12 years until I met my then mentor, Julean Evans. She saw qualities in me that no one else saw, including me. She kept trying for six more months until I finally gave in. I began my employment with Columbia’s Finest as an administrative assistant on March 24, 2018. A few months of observing Julean assisting and encouraging staff, I realized how much our staff was committed to education. I thought to myself, ‘how can I be the best I can be if others around me have made the effort to continue their education when I haven’t made the effort

myself?’ This is when I vowed to learn more about the T.E.A.C.H. Missouri scholarship. I was inspired, so at the age of 34, I enrolled in my first college courses! I simply cannot imagine working in child care not having the knowledge I have gained over the past three years. T.E.A.C.H. Missouri paid the recipient for attending and completing a contract with a bonus! This is an amazing incentive. You get essentially a free college education and you are assisting the center toward raising the quality of care. I honestly believe if it were not for the T.E.A.C.H. Missouri scholarship opportunity provided to me, and so many other staff members, Columbia’s Finest CDC would have closed in May 2020. If I were not able to jump in the director seat at that time, the center would have closed. The impacts on the center and my personal life are endless. Thank you from the bottom of my heart for providing the means that I could not have provided for myself. I honestly believe anyone can do this and take advantage in the most generous offer through this scholarship.”

**–Dorothy Robinson, Director, Columbia’s Finest Child Development Center in Columbia, Missouri, Associate Model, second contract year**



“I have become a better me. My education has allowed me to build my skills and do my job with confidence. I feel as if I can take on any challenge that comes my way with the knowledge and resources I have obtained. I have also seen this in the staff who have gone to college through T.E.A.C.H. Missouri. We have done this together with the staff and with the T.E.A.C.H. Missouri staff. The scholarship staff are friendly and accommodating and have been there with me from the beginning to the end.”

**–Shirla Lomax, Director, Beginning Futures Learning Center in St. Louis, Missouri, Bachelor’s Model, student teaching, eighth contract year**

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# T.E.A.C.H. Early Childhood® North Carolina

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **North Carolina**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **North Carolina**, T.E.A.C.H. Early Childhood® is administered by **Child Care Services Association**. In FY21, T.E.A.C.H. Early Childhood® **North Carolina** helped **2,064** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **14** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **17** credits per contract.
- T.E.A.C.H. recipients in North Carolina completed more than **14,038** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.26**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.48**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$12.38**.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **3%**.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **5%**.

### Retention (removing turnover caused by COVID-19)

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

### Demographics

- **67%** of recipients worked with 3-5-year-old children.
- **52%** of recipients worked with children less than 3 years old.
- **52%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **56** 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, **98%** said 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 far less than the national turnover rates of 30-40%. This year alone, **58,177** of North Carolina's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## **T.E.A.C.H. Early Childhood® North Carolina FY21 Voices From the Field**

“My lifetime goal was to go back to school and earn my associate degree in early childhood education. I started my journey with face-to-face classes in the evening because of my full-time job during the day. The journey became challenging at times, trying to work a full-time job, manage my family and going to school part time. During the pandemic, things changed. I had to finish my classes online. I was determined to finish this journey and with the assistance of T.E.A.C.H., I was able to complete my classes without any hardship. I will be forever grateful for the support of T.E.A.C.H.”

– **Associate Degree Scholar, Alamance County**

“I completed my associate degree prior to applying for the bachelor’s degree scholarship. I applied in the middle of March 2020, which was the beginning of the COVID-19 pandemic. I was worried about COVID-19 and what that meant for my employment and how that might impact my educational goals. Fortunately, my center became a first responder site so that helped because I was able to maintain my employment. My hours did drop to 32 hours a week because their ratios were low. Sometimes we had more teachers than children. I was worried about the children when they were not at the center. The center had to shut down for a week for one positive case; however, I did not miss much work due to the pandemic, only reduced hours. The release time I received from my T.E.A.C.H. scholarship really helped me to be successful in my classes with everything that I had to juggle. The COVID-19 enhanced bonuses really helped fill in the gaps of my income during this time too.”

– **NC PreK Teacher, Bachelor’s Degree Scholar, Buncombe County**

“Having T.E.A.C.H. to offset the cost of tuition, as well as providing the release time for staff so they can work on their assignments while getting paid, has allowed our center to continue to better educate our teachers, so we can continue to provide the parents and children with staff who are highly knowledgeable in learning and child development. I personally have and have had several staff members who are single parents or are in lower income homes, and the bonuses they receive when completing a contract are a huge monetary reward they look forward to receiving. I think the bonuses are a big motivational part to them continuing their education.”

– **Sponsoring center, Haywood County**

“When I thought about going back to school, I had no idea how I would pay for this journey. Having the drive to do this was easy and having help from T.E.A.C.H. made this possible. T.E.A.C.H. was there for me through my whole college experience.”

– **Bachelor’s Degree Scholar, Wayne County**

**Child Care Services Association**

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[childcareservices.org/programs/teach-north-carolina/](http://childcareservices.org/programs/teach-north-carolina/)

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

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Nebraska**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Nebraska**, T.E.A.C.H. Early Childhood® is administered by **Nebraska Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® **Nebraska** helped **131** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **17.7** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **20.4** credits per contract.
- T.E.A.C.H. recipients in **Nebraska** completed more than **1,703** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.35**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.63**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$13.03**.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **8%**.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **9%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **95%**.
- For bachelor's degree scholarship recipients, the average retention rate was **98%**.

### Demographics

- **78%** of recipients worked with 3-5-year-old children.
- **56%** of recipients worked with children less than 3 years old.
- **33%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **8** community colleges or **5** universities offering early childhood degree programs in **Nebraska**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said they would recommend T.E.A.C.H. to their peers, and **95%** 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 far less than the national turnover rates of 30-40%. This year alone, **11,717** of **Nebraska's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Nebraska FY21 Voices From the Field



Zeneya (Coleman) Bunn was first awarded a T.E.A.C.H. scholarship in the Fall 2015 term for an Associate Degree in Early Childhood Education from Southeast Community College (SCC) in Lincoln. She completed 107.5 credits at SCC. After graduating from SCC at the end of the Winter 2018 term, Zeneya began work on her bachelor's degree at University of Nebraska at Kearney (UNK). She was awarded a new T.E.A.C.H. scholarship in spring 2020 at UNK. She completed 31 credits while working full time as a teacher in a child care program in Lincoln, NE. Zeneya graduated from UNK at the end of the Fall 2020 term with her Bachelor's Degree in Early Childhood Education.

Zeneya says, "I have been with the T.E.A.C.H program since 2015! I started T.E.A.C.H. at the first child care center I worked at while attending Southeast Community College-Lincoln majoring in Early Childhood Education-Inclusive. Unfortunately, only a few months into the program, the child care center I was at got shut down. I immediately transferred to another child care center where I was able to get right back on the T.E.A.C.H. program with no issues! T.E.A.C.H allowed me to pursue the degree I wanted with so much extra help and support. I was able to go through my associate degree without having to worry about tuition, books, and having enough time to do homework or complete my practicums with those four hours of homework time.

"After completing my associate degree, I was told by my center that they would not allow me to complete my bachelor's degree through T.E.A.C.H. This devastated me, as I wanted to continue my education but could not do it without a little extra support from the T.E.A.C.H. program. I did end up applying at the University of Nebraska-Kearney and started to work on my Bachelor's Degree in Early Childhood Education-Inclusive until my contract was up, and I was able to find another sponsoring center that would support my education. I ended up finding a center that would allow me to start back on T.E.A.C.H and even filled out the paperwork with me the day I was hired! I started working toward my bachelor's degree and with the help of the T.E.A.C.H program, I was able to make it through student teaching during the pandemic with the living stipend they offer to those who are student teaching.

"I do not think I would have reached these educational goals without the T.E.A.C.H. program and I am always telling others who are in school to look into it because of how much it helped me through college! I am now working toward my Master's Degree in Early Childhood Curriculum and Instruction at Peru State College! I want to give a huge thank you to everyone involved in T.E.A.C.H. for making my goals possible and a big thank you to Julie Warford for being with me every step of the way! Best of luck to everyone on the T.E.A.C.H. program. Stay safe and stay educated!"

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Lincoln, NE 68508  
402-858-5143**

[nebraskaaec.org/teach-early-childhoodreg.html](https://nebraskaaec.org/teach-early-childhoodreg.html)

# T.E.A.C.H. Early Childhood® New Hampshire

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **New Hampshire**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **New Hampshire**, T.E.A.C.H. Early Childhood® is administered by **Southern New Hampshire Services, Inc.** In FY21, T.E.A.C.H. Early Childhood® **New Hampshire** helped **27** early education professionals increase their education.

### Education

- T.E.A.C.H. recipients in **New Hampshire** completed more than **144** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.49**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$13.27**.

### Demographics

- **56%** of recipients worked with 3-5-year-old children.
- **63%** of recipients worked with children less than 3 years old.
- **22%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **7** community colleges or **1** university offering early childhood degree programs in **New Hampshire**.

### Personal Impact

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates far less than the national turnover rates of 30-40%. This year alone, **1,426** of New Hampshire's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® New Hampshire FY21 Voices From the Field



T.E.A.C.H. Early Childhood® New Hampshire (T.E.A.C.H. NH) just completed its first year in the middle of the COVID-19 crisis. The overwhelmingly positive response from recipients and sponsors alike has helped the program grow and expand beyond our original expectations. The COVID-19 pandemic has placed additional strain on NH's already struggling early childhood workforce, and the T.E.A.C.H. NH program has helped to ease this strain on NH's early childhood educators and child care programs.

Our very first recipient of the associate degree scholarship in NH is Lisa Doyon. Over the course of two semesters, Lisa has earned 12 credits and has a 4.0 GPA, all while owning and operating Lisa's Family Day Care, a family child care program in NH. Lisa said, "I have always aspired to go to college. I wanted to be the first in my family to get that college degree. I am one of five children and neither one of my parents finished high school. They both worked very hard to provide for us but did not have extra money to assist us in college, I was heartbroken.

"I got married when I was 20 years old. We bought a brand new house and with that came bills that neither one of us ever had before. Money was very tight. I still had dreams that one day college would be on the horizon. I started work directly after high school as a receptionist in the admissions office at a local college. I thought 'this is my chance.' I had to work there a year before I could take a course for free, but the following year we were expecting our first baby. When attending gatherings with friends and co-workers, I always felt inferior to them as most of them had gone to college. I hated that feeling.

"When I heard about the T.E.A.C.H. Early Childhood® NH Scholarship Program last fall, it was like an angel saying, 'here it is, this is for you, it is YOUR turn now.' A huge part of me was scared to death. I am 50 years old! I wondered if I would be able to learn how to navigate the online learning platform as well as all the course material. "When I got the acceptance to Granite State College, it was surreal. Shortly after, I was notified that I was a recipient of a T.E.A.C.H. NH scholarship. I was in disbelief. My dreams were becoming a reality. I attended an orientation for new students, and one piece of advice stuck with me and helped me become the successful student I am today. The recommendation was to cut out a block of time each day and dedicate it to working on schoolwork; whether you have homework or not, do something academic. If you are caught up, go on to the next lesson. If you think you are finished with a paper, go back to it and fine tune it, polishing it even more. That is what I have done.

"To those who selected me to be the first T.E.A.C.H. recipient in NH, thank you seems so inadequate to show my appreciation. Please know that there is no other recipient that is more grateful than I am. I will continue to show my gratitude by being the most dedicated and most committed student that the T.E.A.C.H. NH Program has ever had. My goal is to set the academic bar high, so future recipients can be inspired to see that if I can do it, they can too."

— Lisa Doyon, T.E.A.C.H. Scholar

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[nh-connections.org/t-e-a-c-h-early-childhood-nh/](http://nh-connections.org/t-e-a-c-h-early-childhood-nh/)

# T.E.A.C.H. Early Childhood® Nevada

## FY21 Results

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

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

In **Nevada**, T.E.A.C.H. Early Childhood® is administered by **Nevada Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® **Nevada** helped **150** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **12.9** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **16.9** credits per contract.
- T.E.A.C.H. recipients in Nevada completed more than **1,555** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.38**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.7**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$15.07**.
- 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 (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **93.2%**.
- For bachelor's degree scholarship recipients, the average retention rate was **85.7%**.

### Demographics

- **65%** of recipients worked with 3-5-year-old children.
- **24%** of recipients worked with children less than 3 years old.
- **55%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **4** community colleges or **2** universities offering early childhood degree programs in **Nevada**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said 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 far less than the national turnover rates of 30-40%. This year alone, **8,937** of **Nevada's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Nevada FY21 Voices From the Field



“If it wasn’t for the T.E.A.C.H. Nevada scholarship program, I would not have finished my education! When I began this journey, I was a preschool teacher with a half-finished degree. I was approached by T.E.A.C.H. with this opportunity and soon found out that none of my out-of-state credits transferred, which meant starting all over again. I thought I was too old and too busy to have time to get my degree. I am a mom of two children in their 20s who are also in college. With that said, I knew that I had to lead my children by example and finish what I started many years ago.

“If it weren’t for the support of the amazing T.E.A.C.H. staff, my colleagues and most importantly my family, I probably would not have finished. This past December, I earned my Associate Degree in Early Childhood Education after almost six years. The knowledge I have gained in early childhood education has been invaluable to me and has opened the door for professional growth at my current school, as I am now the director of a private preschool in Las Vegas! I hope that my story can be an example for anyone considering continuing their education. Even though the odds seemed stacked against me, with the financial support from T.E.A.C.H. Nevada, my dream became a reality.” – **Amy Benson, Associate of Arts in ECE, Cornerstone Christian Tykes Preschool**



“Three years ago, I started to work as a full-time preschool teacher in Hawthorne Elementary School. Because my initial teaching license was for secondary math, I had to take early childhood education courses. What a big change! But I love teaching, so I took the [Alternative Route to Licensure (ARL)] program through Great Basin College. I was hesitant in the beginning, worrying about tuition and other school fees until I heard about T.E.A.C.H. Nevada. I applied for the scholarship and got accepted. Then my journey to earning my ECE teacher’s license began. Taking courses while teaching full time was very challenging.

“With T.E.A.C.H. Nevada helping me financially in my schooling, I was able to concentrate on my coursework. Professionally, I gained valuable insights about child development, differentiated instruction, fostering family engagement, understanding culture and providing students with rich and welcoming learning environments. I must admit that I had several ups and downs throughout my ARL journey, but T.E.A.C.H. was there to check on me. They would ask how my classes were going, or if I needed something that they could help me with. They provided me incentive bonuses at the end of my contracts after working hard. It may not be a lot but it motivated me to work harder. With all this being said, if I have to compare my whole journey to a triangle, T.E.A.C.H. Nevada is definitely one of the segments that completes the shape!

“T.E.A.C.H. played an important role in pursuing my dream to be an ECE teacher, and wherever I go to work, I will be forever proud that I am a T.E.A.C.H. scholarship recipient.”

– **Claire Hayhurst, Birth through Second Grade License, Hawthorne Elementary School**

**Nevada Association for the Education of Young Children  
240 South Rock Boulevard, Suite 143  
Reno, NV 89502  
800-259-1907  
[nvteach.org](http://nvteach.org)**

# T.E.A.C.H. Early Childhood® Ohio

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Ohio**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Ohio, T.E.A.C.H. Early Childhood® is administered by **Ohio Child Care Resource and Referral Association**. In FY21, T.E.A.C.H. Early Childhood® **Ohio** helped **976** early education professionals increase their education.

### Education

Recipients on associate degree scholarships completed an average of **14.6** credits per contract.

Recipients on bachelor's degree scholarships completed an average of **14.7** credits per contract.

T.E.A.C.H. recipients in **Ohio** completed more than **2,295** credit hours.

The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.42**.

The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.62**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$11.11**.
- 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 **3%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **99.6%**.
- For bachelor's degree scholarship recipients, the average retention rate was **100%**.

### Demographics

- **62%** of recipients worked with 3-5-year-old children.
- **51%** of recipients worked with children less than 3 years old.
- **41%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **24** community colleges or **3** universities offering early childhood degree programs in **Ohio**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said they would recommend T.E.A.C.H. to their peers, and **98%** of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates far less than the national turnover rates of 30-40%. This year alone, **46,284** of **Ohio's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Ohio FY21 Voices From the Field



“My dream was always to become an educator for children. I wanted to be a part of the process of a child growing and learning while I promote their social, cognitive and emotional development. I obtained my CDA (Child Development Associate) and wanted to further my education. I applied for a T.E.A.C.H. Early Childhood® Ohio scholarship and began my courses at Eastern Gateway Community College. My goal is to obtain an Associate of Applied Science (AAS) Degree in Early Childhood Education. The T.E.A.C.H. program has helped me receive assistance in tuition, compensation toward books and helped cover for travel/internet expenses. I have recently completed my first year with a 4.0 GPA and the T.E.A.C.H. program has awarded me a bonus. I am also a part of the Phi Theta Kappa Honor Society, and I am so proud of myself. The T.E.A.C.H. program has given me a chance to accomplish my goals and fulfill my dreams. Thank you, T.E.A.C.H.!”

— **Alyda Morales, Associate Degree Scholar, Eastern Gateway**

“I am honored to be one of the recipients of the T.E.A.C.H. Early Childhood® Ohio scholarship. Thank you for your generosity that has allowed me to continue pursuing my goal as a high quality professional. Through this scholarship, my college education has improved my abilities, job prospects and opportunities for career advancement.

“As an early childhood development and education student at Columbus State Community College, I want to specialize in the learning, developmental, social and physical needs of young children and their families. I have been interested in this field since I discovered that working with children is the work of my heart. I want to be the person who helps children develop all their potential. I am a hard-working student, and because of it, I have received the Dean’s List Award several times. Since I started attending Columbus State, my love for learning has increased and it has expanded my desire to be a high-quality educator. I am extremely excited about my educational goals. I am very thankful for receiving your thoughtful gift. Because of your scholarship, generosity and support, I have been able to focus on my academics without having to worry about money.”

Kenia graduated in May 2021. “I promise I will continue working hard to prove myself worthy of this opportunity you have given to me. Thank you again for your generosity, it truly makes a difference.”

— **Kenia Brito, Associate Degree Scholar, Columbus State Community College**

**Ohio Child Care Resource and Referral Association**

**2469 Stelzer Road**

**Columbus, OH 43219**

**877-547-6978**

[occrra.org/workforce-development/](http://occrra.org/workforce-development/)

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

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Pennsylvania**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Pennsylvania**, T.E.A.C.H. Early Childhood® is administered by **Pennsylvania Child Care Association**. In FY21, T.E.A.C.H. Early Childhood® Pennsylvania helped **912** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **13.2** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **15.5** credits per contract.
- T.E.A.C.H. recipients in **Pennsylvania** completed more than **10,298** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.45**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.72**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$12.99**.
- 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 **10%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **95.5%**.
- For bachelor's degree scholarship recipients, the average retention rate was **97.3%**.

### Demographics

- **58%** of recipients worked with 3-5-year-old children.
- **51%** of recipients worked with children less than 3 years old.
- **41%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **16** community colleges or **32** universities offering early childhood degree programs in **Pennsylvania**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said they would recommend T.E.A.C.H. to their peers, and **97%** of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates far less than the national turnover rates of 30-40%. This year alone, **45,448** of **Pennsylvania's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Pennsylvania FY21 Voices From the Field



Manny is an Assistant Teacher at the Parent Infant Center, a STAR 4, PreK Counts program serving nearly 200 children in the Philadelphia area. Manny came to T.E.A.C.H. in 2019 with an associate degree and enrolled as an apprentice in Arcadia University's accelerated degree program. In spring 2021, Manny graduated with his bachelor's degree with PreK-4 Teacher Certification from Arcadia University. "I cannot begin to explain the benefit of having my education paid for and having my place of employment being flexible enough to offer time to complete assignments. It means so much to have this scholarship.

As preschool teachers, we aren't compensated enough for all we do. It is a thankless career sometimes, but not having the burden of paying for school or loan debt is the best! "I plan to continue my employment at the Parent Infant Center to learn as much as I can and reach as many children as I can through my love and passion for early learning. In the future, if it's in my path, I want to open up my own early learning center that is as enriching as my current program. To make an even bigger impact on children, I also want to write children's books and songs.

–Emmanuel 'Manny' Harris

Ann Rider operates a home-based child care program that serves seven children in South Central Pennsylvania. She opened her program in 2012 and has since earned a STAR 4 rating through Keystone STARS. Ann just began her fourth scholarship year in T.E.A.C.H. and has maintained a 4.0 GPA almost every semester.



"I have always had a love for children and have worked with children most of my life. I never thought about going to college because of the cost, but that all changed when I found T.E.A.C.H. I enrolled in college in my mid-50s and now I only have a few more classes to take before I graduate. Not only is the financial support for tuition, books and release time so critical, but I wouldn't be where I am academically without the T.E.A.C.H. program. The counseling and other supports they provide are so helpful.

"I plan on staying in the early childhood education field until I retire. Working with young children has been an amazing and exciting journey. My early childhood education classes have helped me learn about child development, teaching techniques and how to help children prepare themselves for kindergarten. This scholarship has given me the opportunity to succeed and be the best that I can be for young children. Thank you T.E.A.C.H. for this amazing program and for all that you do to support early childhood education professionals!"

– Ann Rider

**Pennsylvania Child Care Association**  
**20 Erford Road, Suite 302**  
**Lemoyne, PA 17043**  
**717-657-9000**  
[pacca.org/teach.php](http://pacca.org/teach.php)

# T.E.A.C.H. Early Childhood® Rhode Island

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Rhode Island**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Rhode Island**, T.E.A.C.H. Early Childhood® is administered by **Rhode Island Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® Rhode Island helped **107** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **13.5** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **17.3** credits per contract.
- T.E.A.C.H. recipients in Rhode Island completed more than **697** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.6**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.82**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$14.36**.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **12%**.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **10%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **100%**.
- For bachelor's degree scholarship recipients, the average retention rate was **100%**.

### Demographics

- **91%** of recipients worked with 3-5-year-old children.
- **76%** of recipients worked with children less than 3 years old.
- **67%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended the **1** community college or **2** universities offering early childhood degree programs in Rhode Island.

### Personal Impact

In a survey of T.E.A.C.H. recipients, **100%** said they would recommend T.E.A.C.H. to their peers, and **93%** 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 far less than the national turnover rates of 30-40%. This year alone, **2,670** of **Rhode Island's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Rhode Island FY21 Voices From the Field



Beatriz Burgos has been a T.E.A.C.H. scholarship recipient since January 2020. She works as a preschool teacher at Love 4 All Learning Center in an urban, low income section of Providence, Rhode Island. When Beatriz learned about an opportunity to earn her associate degree without the need of student loans and without having to face financial strains for her family, she jumped at the opportunity head on. She immediately sat down with her employer and asked for her support. Her employer agreed and the rest is history. Over the past two years, T.E.A.C.H. Early Childhood® Rhode Island has gotten to know Beatriz well. Beatriz takes pride in her work, whether at school or in her classroom.

Beatriz is outspoken and strong. Therefore, it wasn't surprising that Beatriz was the first to reply when the T.E.A.C.H. RI team emailed current scholarship recipients about submitting written testimony to [RI legislators] in support of proposed legislation to address the low wages of our Rhode Island early childhood educators. Beatriz went on to speak at a virtual event hosted by the Right from the Start Campaign RIAEYC and T.E.A.C.H. RI are involved in. Beatriz went on to speak about her own experiences as a preschool teacher and a proud mom of four.

Her story was honest and moving. According to Beatriz, "My education has always been a priority. Being a mom, teacher and a student consists of a big schedule. This job has always been my dream but unfortunately it is not enough. I feel that we deserve a better salary especially because our job requires a lot; we prepare lesson plans, individualized goals and assessments for our children. We give children a jumpstart. We prepare them for their next step, which is kindergarten and their future education steps. We also spend more than eight hours a day taking care of them, keeping them safe and healthy. Most of us have families, are single parents and have other responsibilities. My story is one of many early childhood educators in Rhode Island and we deserve worthy wages."

Lourdes Ureña has been a family child care provider in Rhode Island for 23 years. Her participation with T.E.A.C.H. Early Childhood® Rhode Island began four years ago when her mentor from the Community College of Rhode Island encouraged her to continue with school beyond a 12-credit certificate she earned through the college. Lourdes' English proficiency is a work in progress, but that did not stop her from continuing to seek her educational goals. A year later, Lourdes learned of an opportunity at Rhode Island College to participate in a bilingual Infant/Toddler Certificate Pilot. The classes were also offered in a cohort setting that she shared with other family child care providers. Most importantly, T.E.A.C.H. RI was offering scholarships to qualified individuals so the financial incentive to participate was significant. Lourdes excelled in the bilingual Infant/Toddler Certificate Pilot, earning mostly As and a B+. She earned her Infant/Toddler Certificate at Rhode Island College, and she went back to the Community College of Rhode Island where she continues to work on completing an Associate Degree in Early Childhood Education. Her educational experience and high-quality programming recently earned her a significant rating increase and the recognition from many in our state, including T.E.A.C.H. Early Childhood® Rhode Island.

**Rhode Island Association for the Education of Young Children**  
**535 Centerville Road, Suite 301**  
**Warwick, RI 02886**  
**401-739-6100**  
[teach-ri.org](http://teach-ri.org)

# T.E.A.C.H. Early Childhood® South Carolina

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **South Carolina**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **South Carolina**, T.E.A.C.H. Early Childhood® is administered by **South Carolina Endeavors**. In FY21, T.E.A.C.H. Early Childhood® **South Carolina** helped **557** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **12.7** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **15.1** credits per contract.
- T.E.A.C.H. recipients in **South Carolina** completed more than **2,496** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.48**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.62**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$10.69**.
- 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 **14%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **92.1%**.
- For bachelor's degree scholarship recipients, the average retention rate was **87.9%**.

### Demographics

- **56%** of recipients worked with 3-5-year-old children.
- **53%** of recipients worked with children less than 3 years old.
- **54%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **16** community colleges or **4** universities offering early childhood degree programs in South Carolina.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said 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 far less than the national turnover rates of 30-40%. This year alone, **21,878** of **South Carolina's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® South Carolina FY21 Voices From the Field



“At 45 years old and working a full-time job, I never thought I’d be able to return to college to complete my degree that I started almost 30 years ago. When my SC-CCRR Quality Coach, Marian David, told me about the T.E.A.C.H. Early Childhood® Scholarship, I jumped on board. I finished my Associate Degree in Early Care and Education in six semesters while working full-time as an owner/director of a Montessori preschool. Needless to say, it was tough sometimes. However, I knew that I couldn’t let this opportunity pass me by. I learned so much from my instructors and the specialized courses designed for what we do every day. I’m continuing on to earn my Bachelor’s Degree in Early Childhood and Family Studies Management. It will most certainly take a while to finish, but the T.E.A.C.H. Scholarship program will be there with me throughout my journey. I have also shared my experience with my staff and have five teachers who are starting their journey this fall. I’m so very excited to watch them grow!”

— **Heather Byrd, T.E.A.C.H. Graduate**



“I appreciate the great support and assistance that I received while obtaining my Early Care and Education Associate Degree through T.E.A.C.H. My questions and concerns were met with helpful responses in a timely fashion, including during some of the roughest moments during this pandemic. I’d like to personally thank Robbie Hall, Connie Spinks and Elizabeth Jones, who each have helped me during my quest to achieve my degree. Their patience, knowledge and willingness to ensure my needs were met was a vital part of my success. On graduation day, I proudly wore the T.E.A.C.H. pin I received from when I first started with the scholarship program. I also wore my Head Start pin to celebrate my growth in the education field. I look forward to furthering my academic career with a bachelor’s degree in the future through T.E.A.C.H. In addition, if it is not obvious, I highly recommend T.E.A.C.H. for anyone with a desire to teach young minds. Just as I was able to accomplish my goals, you can and will too, especially with the support of the T.E.A.C.H. team.”

— **Cachet McCall, T.E.A.C.H. Graduate**

**South Carolina Endeavors**

**PO Box 5616**

**Greenville, SC 29606-5616**

**864-250-8581 or 866-845-1555 (toll free)**

**[scendeavors.org/professional-development/t-e-a-c-h/](https://scendeavors.org/professional-development/t-e-a-c-h/)**

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Texas**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Texas**, T.E.A.C.H. Early Childhood® is administered by **Texas Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® **Texas** helped **277** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **14.1** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **20.2** credits per contract.
- T.E.A.C.H. recipients in **Texas** completed more than **1,530** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.38**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.52**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$11.08**.
- 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 **16%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **94%**.
- For bachelor's degree scholarship recipients, the average retention rate was **100%**.

### Demographics

- **32%** of recipients worked with 3-5-year-old children.
- **58%** of recipients worked with children less than 3 years old.
- **67%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **22** community colleges or **6** universities offering early childhood degree programs in **Texas**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **99%** said they would recommend T.E.A.C.H. to their peers, and **98%** of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates far less than the national turnover rates of 30-40%. This year alone, **11,519** of **Texas's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Texas FY21 Voices From the Field



“The T.E.A.C.H. Program has been a great inspiration to me. I never thought I would be able to go back to school and earn a degree. T.E.A.C.H. is making it possible for me to do the impossible. I can expand my knowledge base online and work full-time. My first semester with the program was challenging but I adapted to the routines. I had never taken online classes and had to learn how to allocate specific computer time. I have ADHD and staying focused with screen time was challenging. With all that, I was still able to make an A average my first semester in college. “This program has helped me grow to be a better early childhood professional. The T.E.A.C.H. team is very flexible and willing to work with me under all circumstances. All the services that T.E.A.C.H. provided to me were greatly appreciated. As a single parent, I have been motivated to excel and finish my degree in 2022 and set a long-term goal to pursue my master’s degree.”

– **Ada Lewis, T.E.A.C.H. Recipient, Head Start Manager, Austin, Texas**



“I worked in the classroom for more than five years and loved every minute of it. It gave me so much experience that I worked my way up to become director of a center. When I first heard about the T.E.A.C.H. scholarship, it was for my staff to receive their CDAs. I saw how rewarding it was for them so, when I learned that T.E.A.C.H. would help pay for associate degrees, I applied. My professors and classmates have taught [me] to think outside of the box. Class discussion posts have given me ideas to use in my own center. I realized we see situations differently and we can learn from one another. Our goal is to prepare children for the future, and we need each other to do so. I will finish my associate degree in spring 2022. I would then like to pursue my bachelor’s degree.”

– **Tracie Fielding, St. Paul Lutheran YKT Child Care Center/The Learning Garden, Yorktown, Texas**

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# T.E.A.C.H. Early Childhood® Utah

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Utah**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Utah**, T.E.A.C.H. Early Childhood® is administered by **Utah Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® **Utah** helped **50** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **10.4** credits per contract.
- T.E.A.C.H. recipients in **Utah** completed more than **396** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.73**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$13.12**.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **23%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **89%**.

### Demographics

- **48%** of recipients worked with 3-5-year-old children.
- **42%** of recipients worked with children less than 3 years old.
- **30%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended the **1** community college or **2** universities offering early childhood degree programs in Utah.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates far less than the national turnover rates of 30-40%. This year alone, **4,048** of **Utah's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Utah FY21 Voices From the Field



**Rosario Hernandez-Martinez** has been with the T.E.A.C.H. program since its start in fall 2016. In 2021, she completed her college credits and graduated with an Associate Degree in Early Childhood Education. Receiving this college degree has helped her move from an assistant teacher to a lead teacher position in her Head Start Program. In Rosario's words, "The scholarship helped me to follow my dream of being a lead teacher of 3-5 year olds. Without the scholarship, I probably would never have been able to continue in my career."

Having a family and balancing the time for work, school and family has been challenging for Rosario, but with all the support she received from the program counselor during the scholarship, she has had the confidence to pursue a new position of lead teacher at work. With her education in hand, Rosario now feels like she can make a big impact in the first years that children are learning and offer them the best opportunity to grow.



**Jody Kearney** grew up surrounded by children in a big family of nine siblings. As she was heading into adulthood, she found that she led a life that was full of fear, even stopping early in her college years because of fear. Being a part of the T.E.A.C.H. program has helped her develop more knowledge and confidence, helping her overcome her fears. Finding success in college, like conquering math and developing computer skills, has increased her ability to be successful and grow as a person. In doing so, she has professionally moved into leadership roles like a co-director by not letting fear stop her from moving forward. Jody says, "My confidence in school and in my professional life has grown a lot in the past few years. I am finally truly conquering what I started years ago and not letting fear take control of learning at a college and professional level. I am looking at my fears as a way to conquer and grow and not let fear conquer me. The experience of going to college that T.E.A.C.H. has given me, not only improves my skills and abilities, but also allows me to be an example to my young daughter that education is important at any age and is possible to achieve."

**Way to Grow Child Care Center** can be found in American Fork, Utah. There are 80 children enrolled at the center. Two staff participate in the T.E.A.C.H. scholarship program. The director says this about T.E.A.C.H.: "Having teachers that are pursuing education in the child care field helps the center because the teachers put their knowledge to work in the classrooms. I have noticed my T.E.A.C.H. staff have more confidence in talking to parents about typical development and also problem solving situations where a child is struggling. They are a stronger support for the co-teachers in their classroom or with their daily routines."

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[uaeyc.org/t-e-a-c-h](http://uaeyc.org/t-e-a-c-h)

# T.E.A.C.H. Early Childhood® Vermont

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Vermont**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Vermont**, T.E.A.C.H. Early Childhood® is administered by **Vermont Association for the Education of Young Children**. In FY21, T.E.A.C.H. Early Childhood® **Vermont** helped **95** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **10.4** credits per contract.
- T.E.A.C.H. recipients in **Vermont** completed more than **579** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.6**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$14.86**.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was **10%**.

### Retention (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **100%**.

### Demographics

- **78%** of recipients worked with 3-5-year-old children.
- **65%** of recipients worked with children less than 3 years old.
- **5%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended the **1** community college or **5** universities offering early childhood degree programs in **Vermont**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said 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 far less than the national turnover rates of 30-40%. This year alone, **2,899** of **Vermont's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Vermont FY21 Voices From the Field



“I have been working with children in early childhood education for about 10 years. I currently work at a nature-based program in Vermont with children aged 2 to 3 years old. When my directors at Annette’s Preschool and Clubhouse approached me about this opportunity, I was unsure if I wanted to go back to school. Being a single mother and working full time had its challenges already, but I knew I wanted to be the best role model I could be for my daughter. It’s very important to me to show her we can do hard things. I accepted the offer to enroll in the T.E.A.C.H. Early Childhood® Vermont Apprenticeship Scholarship Program. I am very grateful for the opportunity and for my directors who supported me the whole way. Without this program, I wouldn’t have gone to college. Now I am the first person in my family to attend college. I hope this shows my daughter that she can, too.

“Throughout my journey with T.E.A.C.H, I had the capability and flexibility of still working full time while completing college courses. It wasn’t always easy, there were challenging times, but with grit and determination, I was able to successfully complete this program with no regrets!

“Throughout this program, I grew as an early childhood educator. I know now, after completing this program, I am making a bigger difference in many lives. I learned new techniques and strategies to apply to my classroom daily. I also grew personally. I gained more confidence and learned who I am as a leader. I can now better support myself, my children and their families and my co-teachers. Furthermore, it has helped me financially. By completing this program, I am moving up on my career ladder. Therefore, I am more qualified and able to earn a higher income. I am hoping to continue classes and someday earn a degree in ECE. If you’re considering this program, the path isn’t always easy, but the answer is: Join T.E.A.C.H.!”

— **Linda West, T.E.A.C.H. Apprenticeship Scholarship Recipient/Graduate**

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

## FY21 Results

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

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In **Wisconsin**, many early educators do not have higher education degrees and many earn less than \$15 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In **Wisconsin**, T.E.A.C.H. Early Childhood® is administered by **Wisconsin Early Childhood Association**. In FY21, T.E.A.C.H. Early Childhood® **Wisconsin** helped **927** early education professionals increase their education.

### Education

- Recipients on associate degree scholarships completed an average of **17.7** credits per contract.
- Recipients on bachelor's degree scholarships completed an average of **22.1** credits per contract.
- T.E.A.C.H. recipients in **Wisconsin** completed more than **7,990** credit hours.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was **3.58**.
- The average GPA for a T.E.A.C.H. recipient on a bachelor's degree scholarship was **3.53**.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was **\$12.80**.
- 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 (removing turnover caused by COVID-19)

- For associate degree scholarship recipients, the average retention rate was **94.5%**.
- For bachelor's degree scholarship recipients, the average retention rate was **97.5%**.

### Demographics

- **48%** of recipients worked with 3-5-year-old children.
- **66%** of recipients worked with children less than 3 years old.
- **38%** of recipients were people of color and/or Latinx.
- T.E.A.C.H. recipients attended one of **18** community colleges or **12** universities offering early childhood degree programs in **Wisconsin**.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, **100%** said they would recommend T.E.A.C.H. to their peers, and **98%** of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates far less than the national turnover rates of 30-40%. This year alone, **29,969** of **Wisconsin's** children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is 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® 2020-2021 [Annual Program Report](#).





## T.E.A.C.H. Early Childhood® Wisconsin FY21 Voices From the Field



“I started in early childhood in a high-school internship class by ‘accident.’ I was new to the school and I thought the course was required. I signed up for my work release and was placed at Sunshine Learning Center the summer before my senior year. Now, I have worked at Sunshine Learning Center for 10 years. I always knew I wanted to work with children, help shape their minds and teach them new things. Completing my degree has allowed me to progress in the lead teacher role, managing my own classroom and having the leverage to bring new ideas and my teaching style to the learning environment. It is essential to understand where children are developmentally to know what each child may need to develop to their full potential.

“While I have always known I wanted to further my education, I was scared that I wouldn’t be able to afford it. But thanks to the T.E.A.C.H. Scholarship Program and with the support of my program, I was able to afford it and make it work while being a full-time employee and mother. Being the first one in my family to earn a degree means so much to me. It attests to the fact that my years of hard work have paid off, and I can finally say ‘I DID IT!’ Balancing work, school and being a mom was challenging. I felt like I didn’t have enough time for anything. But making lists and being able to cross things off was so satisfying. I took every moment I could with the kids. It was amazing that my job was so supportive and let me work on homework during nap times. They assisted when needed and were always there cheering me on. My husband always encouraged me, ensuring I had enough time to get my work done and care for our children.

“My advice to early educators contemplating going back to school is always to make time for yourself. Make your homework a priority, but make yourself an even bigger priority. T.E.A.C.H. made it so easy to earn your degree. My counselor was always there if I had questions and was super supportive. My supervisors, Jane and Faith, were always there to support me. They were always there rooting for me during the positive and the ‘I don’t think I can do this’ times. Without T.E.A.C.H., Jane, Faith, my family and friends, there is no way I would have been able to make this huge accomplishment.”

– Krystal Platson, T.E.A.C.H. graduate

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## FY21 Results

Before first grade, a child may spend more than 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 creates a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation, but in **Delaware** many early educators do not have higher education degrees and earn less than \$15 an hour. The Child Care WAGE\$® Program provides education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover in the early childhood workforce. The WAGE\$ supplements make the early childhood field a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, offering an important incentive to return to school. Ongoing supplements at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In **Delaware**, Child Care WAGE\$® is administered by **Delaware Association for the Education of Young Children**. In FY21, Child Care WAGE\$® **Delaware** provided salary supplements to **330** child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in **151** different programs serving approximately **9,434** children.

### Education

- **81%** of active participants either had an associate degree in ECE or higher or submitted education documentation to show progress in college.

### Compensation

- **60%** of WAGE\$ participants earned less than \$15 per hour from their employers. WAGE\$ recipients earned an average six-month supplement of \$1,156, or approximately \$2,312 more per year, as a result of their participation.

### Retention

- Only 17% of WAGE\$ participants left their early education programs.

### Demographics

- **42%** of WAGE\$ participants were people of color and/or Latinx.
- **92%** of WAGE\$ participants worked in early care and education centers.
- **8%** of WAGE\$ participants worked in family child care homes.

### Personal Impact

In surveys of WAGE\$ participants:

- **54%** said WAGE\$ encouraged them to stay in their current early education program.
- **51%** said WAGE\$ encouraged them to pursue further education.
- **79%** said receiving a WAGE\$ supplement helped ease financial stress.
- **61%** said they needed the funds to pay bills.
- **53%** said they were more able to address the basic needs of their families such as food and housing.

This year alone: **9,434** of **Delaware's** children benefited from consistent care provided by a better educated teacher.

“It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money.” **–WAGE\$ participant**

The Child Care WAGE\$® Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2020-2021 [Annual Program Report](#).





## Child Care WAGE\$® Delaware FY21 Voices From the Field

“My name is Tammy Green, and I would like to share how the T.E.A.C.H. & WAGE\$ programs have been very instrumental with me continuing my education in early childhood. I attended college for early childhood education years ago for only a year and always said that I would return, but I was never motivated because of the expense, and it being time consuming. However, once I learned how I could receive a monetary reward for returning to school that could assist with the expense, I said, ‘Now this is the motivation I needed.’ Once I returned back to school, I began to feel proud of myself and recognize that I am able to accomplish what I set my mind to and put in the effort. Thank you, DEAEYC, for understanding how there can be many obstacles in the way for individuals, such as myself wanting to return to school, but you were there to assist me as well as encouraging to continue to further my education. Thank you.”

— **Tammy Green, Assistant Teacher, Level 4**

“T.E.A.C.H. and WAGE\$ have helped me tremendously to strive toward my goal of obtaining a BA degree in early childhood education. Without the WAGE\$ program, I would not be able to be successful financially in order to complete my degree. I work even harder to get the highest grade possible in every class thus far and to complete my degree with a 3.50 GPA and above as well as any other certification to do with special needs education. Out of 21 credits completed since I started January 2020, I have 3.56 GPA. I strive for an A in every class. Without T.E.A.C.H. & WAGE\$ I would not be able to do so. Thank you for choosing me for the scholarship and WAGE\$ program.”

— **Janine Alicea, Assistant Teacher, Level 2**

“When I was a senior in high school, I was not sure what I wanted to do or where to go from graduation. I started working at a child care center and automatically knew this is where I am meant to be. The T.E.A.C.H. program and the WAGE\$ program played a huge part in my eight-year journey in the early childhood education field. These programs allowed me to continue doing what I loved, working at the child care center (Brilliant Little Minds) and earning an education. I was able to earn to an Associate’s Degree in Early Childhood Education along with my teacher and administrator certification debt free. Without the support of T.E.A.C.H. and WAGE\$, I wouldn’t have been able to manage both working and going to school. The continued support from these programs shows that there is support and people advocating for early childhood educators who are often overlooked.”

— **Madden Elentrio, Lead Teacher, Level 7**

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302-764-1501**

# Early Childhood Education INCENTIVE\$® Florida

## FY21 Results

Before first grade, a child may spend more than 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 creates a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation, but in **Florida**, many early educators do not have higher education degrees and earn less than \$15 an hour. The Child Care WAGE\$® Program provides education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover in the early childhood workforce. The WAGE\$ supplements make the early childhood field a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, offering an important incentive to return to school. Ongoing supplements at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In **Florida**, Child Care WAGE\$® is administered by **Children's Forum, Inc.** In FY21, Early Childhood Educator INCENTIVE\$ Florida provided salary supplements to **2,608** child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in **931** different programs serving approximately **49,350** children.

### Education

- **38%** of active participants either had an associate degree in ECE or higher or submitted education documentation to show progress in college.

### Compensation

- **80%** of participants earned less than \$15 per hour from their employers. INCENTIVE\$ recipients earned an average six-month supplement of \$534, or approximately \$1,068 more per year, as a result of their participation.

### Retention

- Only **12%** of INCENTIVE\$ participants left their early education programs.

### Demographics

- **84%** of INCENTIVE\$ participants were people of color and/or Latinx.
- **94%** of INCENTIVE\$ participants worked in early care and education centers.
- **6%** of INCENTIVE\$ participants worked in family child care homes.

### Personal Impact

In surveys of INCENTIVE\$ participants:

- **94%** said INCENTIVE\$ encouraged them to stay in their current early education program.
- **97%** said INCENTIVE\$ encouraged them to pursue further education.
- **96%** said receiving a INCENTIVE\$ supplement helped ease financial stress.
- **67%** said they needed the funds to pay bills.
- **48%** said they were more able to address the basic needs of their families such as food and housing.

This year alone: **49,350** of **Florida's** children benefited from consistent care provided by a better educated teacher.

"It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money." –**INCENTIVE\$ participant**

The Child Care WAGE\$® Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2020-2021 [Annual Program Report](#).





## Early Childhood Education INCENTIVE\$® Florida FY21 Voices From the Field

The Florida Early Learning and Afterschool Career Pathway, developed in 2019, was designed to provide a clear road map for early and afterschool educators to advance their positions in their respective fields. At its core, the pathway incorporates structural supports, including professional development, articulation of credentials and coordination among academic program providers. By following the career pathway, which is aligned with the NAEYC P2P competencies, individuals can realize their potential by moving from entry-level positions to advanced professional opportunities. In July 2021, INCENTIVE\$ Florida incorporated this career pathway into its award scale.

Implementation of this new scale has benefited more than 1,900 INCENTIVE\$ participants, not only by encouraging their continued growth and professional development, but also because their incentive payments increased. The former average six-month payment was \$534; the six-month average payment is now \$694. We are happy to report that nearly 40 participants have moved up at least one level since the implementation of the new INCENTIVE\$ scale in July.

Based upon the most recent participant surveys, our Florida early educators are very happy as well with their higher awards, as you will see in their voices below!

“I am very thankful for INCENTIVE\$ because I was able to pay some extra money toward my home mortgage. I am happy my mortgage debt is down.”

“Since my job does not use the T.E.A.C.H. Program, the INCENTIVE\$ payment helped me with school, so I did not have to pay out of pocket. I needed it – thank you!”

“Thanks to INCENTIVE\$, I feel less stressed in making payments for my personal and family needs, so I feel more emotionally stable and better able to focus. I feel I can offer quality services to the children in my care.”

“Considero que este incentivo impacta positivamente la vida de todos los que lo recibimos. Nos ayuda a que la vida económica sea más fácil y podemos enfocarnos en lo más importante de nuestra vida laboral: ¡los niños!”  
**(Translation)** I believe that INCENTIVE\$ positively impacts the lives of all of us who receive it. It helps make economic life easier and we can focus on the most important thing in our work life: the children!

You can read about the new INCENTIVE\$ scale [here](#).

You can read more about the participant survey [here](#).

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[incentives-fl.org](http://incentives-fl.org)

## FY21 Results

Before first grade, a child may spend more than 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 creates a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation, but in **Iowa**, many early educators do not have higher education degrees and earn less than \$15 an hour. The Child Care WAGE\$® Program provides education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover in the early childhood workforce. The WAGE\$ supplements make the early childhood field a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, offering an important incentive to return to school. Ongoing supplements at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In **Iowa**, Child Care WAGE\$® is administered by **Iowa Association for the Education of Young Children**. In FY21, Child Care WAGE\$® Iowa provided salary supplements to **278** child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in **161** different programs serving approximately **5,968** children.

### Education

- **74%** of active participants either had an associate degree in ECE or higher or submitted education documentation to show progress in college.

### Compensation

- **84%** of WAGE\$ participants earned less than \$15 per hour from their employers. WAGE\$ recipients earned an average six-month supplement of \$929, or approximately \$1,858 more per year, as a result of their participation.

### Retention

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

### Demographics

- **7%** of WAGE\$ participants were people of color and/or Latinx.
- **65%** of WAGE\$ participants worked in early care and education centers.
- **35%** of WAGE\$ participants worked in family child care homes.

### Personal Impact

In surveys of WAGE\$ participants:

- **95%** said WAGE\$ encouraged them to stay in their current early education program.
- **88%** said WAGE\$ encouraged them to pursue further education.
- **97%** said receiving a WAGE\$ supplement helped ease financial stress.
- **63%** said they needed the funds to pay bills.
- **23%** said they were more able to address the basic needs of their families such as food and housing.

This year alone: **5,968** of **Iowa's** children benefited from consistent care provided by a better educated teacher.

“It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money.” **–WAGE\$ participant**

The Child Care WAGE\$® Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2020-2021 [Annual Program Report](#).





## Child Care WAGE\$<sup>®</sup> Iowa FY21 Voices From the Field



Daria Darling has been providing child care to families in Allamakee County for more than 40 years. She has been described as the kindest, most giving and humble person one could know. For the last 21 years, Daria has worked as an assistant to a child development home provider. Due to the limited resources available to the home provider, Daria has been receiving just \$100 a week for full-time employment.

Daria spent her adult life in the home she grew up in as the caretaker for her parents and youngest brother. After they passed, she continued to live in the family home, but because her finances were so limited, she was barely able to buy food for herself. The home eventually became uninhabitable and had no heat, lights or running water when community members, led by a parent whose eight children had been cared for by Daria over the years, decided to step in and help.

At around the same time that the community stepped in, the WAGE\$ program became available to Daria and the money that she has received has been life changing. She has been receiving WAGE\$ salary supplement checks since May 2020. Daria now lives in a clean, safe apartment. She is receiving the health care she desperately needed. She had gone more than 40 years without being able to see a dentist. Her outlook on life has improved beyond measure. The money Daria has received from WAGE\$ has allowed Daria to have some spending money that she hasn't had for many years as well as savings that she can use after she and her home provider retire in the upcoming years. Daria stated, "The WAGE\$ program helped me have peace of mind in my financial security." She also said that WAGE\$ makes her feel "more appreciated." We are so happy that funding became available in Daria's county allowing WAGE\$ the opportunity to help grant her some financial relief.

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**515-331-8000**  
[iowaaeyc.org/wage.cfm](http://iowaaeyc.org/wage.cfm)

## FY21 Results

Before first grade, a child may spend more than 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 creates 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** many early educators do not have higher education degrees and earn less than \$15 an hour. The Child Care WAGE\$® Program provides education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover in the early childhood workforce. The WAGE\$ supplements make the early childhood field a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, offering an important incentive to return to school. Ongoing supplements at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In **Nebraska**, Child Care WAGE\$® is administered by **Nebraska Association for the Education of Young Children**. In FY21, Child Care WAGE\$® **Nebraska** provided salary supplements to **29** child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in **29** different programs serving approximately **218** children.

### Education

**72%** of active participants either had an associate degree in ECE or higher or submitted education documentation to show progress in college.

### Compensation

- **93%** of WAGE\$ participants earned less than \$15 per hour from their employers. WAGE\$ recipients earned an average six-month supplement of \$1,048, or approximately \$2,096 more per year, as a result of their participation.

### Retention

- Only **3%** of WAGE\$ participants left their early education programs.

### Demographics

- **7%** of WAGE\$ participants were people of color and/or Latinx.
- **100%** of WAGE\$ participants worked in family child care homes.

### Personal Impact

In surveys of WAGE\$ participants:

- **84%** said WAGE\$ encouraged them to stay in their current early education program.
- **79%** said WAGE\$ encouraged them to pursue further education.
- **100%** said receiving a WAGE\$ supplement helped ease financial stress.
- **60%** said they needed the funds to pay bills.
- **55%** said they were more able to address the basic needs of their families such as food and housing.

This year alone: **218** of **Nebraska's** children benefited from consistent care provided by a better educated teacher.

“It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money.” **–WAGE\$ participant**

The Child Care WAGE\$® Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2020-2021 [Annual Program Report](#).





## Child Care WAGE\$® Nebraska FY21 Voices From the Field



**Tammy Kresser** graduated from the University of Nebraska at Kearney in 2004 with a Bachelor's Degree in Early Childhood Education. She then took a break from her education to raise her brother and sister. She opened her own family child care program in May 2011 when her sister was struggling to find a child care program that offered her boys the warm and loving environment she desired. In 2018, Tammy began work on her Master's Degree in Early Childhood with an emphasis in Leadership and Advocacy through the Erikson Institute in Chicago through their new online program. She graduated in May 2020.

On the WAGE\$ scale, Tammy started at a Level 9 and is now at a Level 10, the highest level in Nebraska. Having the extra income from WAGE\$ has allowed Tammy to purchase new things for her child care program. It has also provided the funding for her to be able to take more classes. Tammy is always looking for new trainings and classes in order to better improve her family child care program.

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**Lincoln, NE 68508**  
**402-858-5143**  
[nebraskaaeyc.org/child-care-wagereg.html](http://nebraskaaeyc.org/child-care-wagereg.html)

# Child Care WAGE\$® North Carolina

## FY21 Results

Before first grade, a child may spend more than 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 creates a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to teacher education and compensation, but in **North Carolina**, many early educators do not have higher education degrees and earn less than \$15 an hour. The Child Care WAGE\$® Program provides education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover in the early childhood workforce. The WAGE\$ supplements make the early childhood field a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, offering an important incentive to return to school. Ongoing supplements at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In **North Carolina**, Child Care WAGE\$® is administered by **Child Care Services Association**. In FY21, Child Care WAGE\$® North Carolina provided salary supplements to **3,751** child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in **1,585** different programs serving approximately **67,277** children.

### Education

- **87%** of active participants either had an associate degree in ECE or higher or submitted education documentation to show progress in college.

### Compensation

- **77%** of WAGE\$ participants earned less than \$15 per hour from their employers. WAGE\$ recipients earned an average six-month supplement of \$1,169, or approximately \$2,338 more per year, as a result of their participation.

### Retention

- Only **12%** of WAGE\$ participants left their early education programs.

### Demographics

- **58%** of WAGE\$ participants were people of color and/or Latinx.
- **92%** of WAGE\$ participants worked in early care and education centers.
- **8%** of WAGE\$ participants worked in family child care homes.

### Personal Impact

In surveys of WAGE\$ participants:

- **97%** said WAGE\$ encouraged them to stay in their current early education program.
- **87%** said WAGE\$ encouraged them to pursue further education.
- **98%** said receiving a WAGE\$ supplement helped ease financial stress.
- **83%** said they needed the funds to pay bills.
- **71%** said they were more able to address the basic needs of their families such as food and housing.

This year alone: **67,277** of **North Carolina's** children benefited from consistent care provided by a better educated teacher.

“It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money.” **–WAGE\$ participant**

The Child Care WAGE\$® Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2020-2021 [Annual Program Report](#).





## Child Care WAGES® North Carolina FY21 Voices From the Field



Tanaka Eddy has been in the same Durham child care program since 1998, providing much-needed consistency for the children she serves. She says the most challenging thing she faces as a teacher is turnover. We know how much turnover affects children, but Tanaka knows firsthand it is difficult for the teachers too. “When teachers leave the program, it can be challenging for those of us who stay,” she said. “We may have to work longer hours for coverage and we have more to manage. I absolutely love what I do, but we truly do not get paid enough and teachers leave. This has been even more of an issue with COVID-19.

“Turnover affects the children when they have constantly rotating faces. They need that stability. I have one baby that really needs my assurance that I am coming back even when I leave the room. Children get so attached and that bond is important.”

Tanaka’s early childhood journey began when she was pursuing a nursing degree. She was pregnant and working two jobs. A friend encouraged her to try early childhood education. She took her friend’s advice, thinking it would help her learn more about children and become a better mother. Once she started, she realized she had a passion for it. She earned her North Carolina Early Childhood Credential, then the CDA and she became hooked. From there, she began her Associate Degree in Early Childhood Education and has now graduated from Durham Technical Community College summa cum laude.

Her education has really helped her grow as a teacher. “I’ve been able to learn and know why babies do things,” she said. “I understand more about their development and how to meet their individual needs. I can help them grow and learn. I want to continue to get my bachelor’s degree and maybe my master’s. My instructors are really encouraging me to come back and teach these classes!” When Tanaka takes her next educational step, the T.E.A.C.H. Early Childhood® Scholarship Program may be able to help her pay for coursework. “I’ve been working more hours and it was harder getting my degree, but I did it,” Tanaka said. “It has been a whole new dynamic, but we are working hard to make sure the children and the teachers are healthy and safe.”

Tanaka wants to continue providing the children she serves with the stability they need. Her WAGES® supplements help her do that and have enhanced her life in many ways.

**Child Care Services Association**

**PO Box 901**

**Chapel Hill, NC 27514**

**919-967-3272**

**[childcareservices.org/programs/wages/](http://childcareservices.org/programs/wages/)**

## FY21 Results

Before first grade, a child may spend more than 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 creates 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 **Tennessee**, many early educators do not have higher education degrees and earn less than \$15 an hour. The Child Care WAGE\$® Program provides education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover in the early childhood workforce. The WAGE\$ supplements make the early childhood field a more affordable and attractive professional option, thus reducing turnover rates. Higher financial awards are offered as more education is obtained, offering an important incentive to return to school. Ongoing supplements at the lower levels of education on the WAGE\$ scale are contingent upon completion of more coursework.

In **Tennessee**, Child Care WAGE\$® is administered by **Signal Centers, Inc.** In FY21, Child Care WAGE\$® Tennessee provided salary supplements to **1,126** child care professionals for education earned and for their commitment to their early childhood program. These teachers, directors and family child care educators worked in **516** different programs serving approximately **33,050** children.

### Education

- **47%** of active participants either had an associate degree in ECE or higher or submitted education documentation to show progress in college.

### Compensation

- **100%** of WAGE\$ participants earned less than \$15 per hour from their employers. WAGE\$ recipients earned an average six-month supplement of \$1,012, or approximately \$2,024 more per year, as a result of their participation.

### Retention

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

### Demographics

- **31%** of WAGE\$ participants were people of color and/or Latinx.
- **94%** of WAGE\$ participants worked in early care and education centers.
- **6%** of WAGE\$ participants worked in family child care homes.

### Personal Impact

In surveys of WAGE\$ participants:

- **95%** said WAGE\$ encouraged them to stay in their current early education program.
- **82%** said WAGE\$ encouraged them to pursue further education.
- **96%** said receiving a WAGE\$ supplement helped ease financial stress.
- **68%** said they needed the funds to pay bills.
- **58%** said they were more able to address the basic needs of their families such as food and housing.

This year alone: **33,050** of **Tennessee's** children benefited from consistent care provided by a better educated teacher.

“It is difficult to stay in child care when you are underpaid. When you are paid competitively, it makes you feel successful and the enthusiasm then is transferred to the children. My life and the lives of my children have been forever changed with my educational level and the money.” **–WAGE\$ participant**

The Child Care WAGE\$® Program is currently licensed and operating in six states. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2020-2021 [Annual Program Report](#).





## Child Care WAGE\$® Tennessee FY21 Voices From the Field

“In child care, who doesn’t enjoy doing a little extra for the parents and children we serve. I help build confidence and make connections when I’m able to provide activities and resources to help enhance my teaching. Before receiving my WAGE\$ supplement, I just couldn’t afford these extra materials and resources on my budget. I’m so grateful for WAGE\$ for recognizing teacher commitment. I feel like this program deeply wants me to succeed and it cares about the children of Tennessee.”

– **Eva Jenkins, Chattanooga, TN**

“I feel that educated staff/team members are better able to meet the developmental needs of the children in their care. I think WAGE\$ has raised the bar for early childhood professionals, myself included. I also LOVE how this program has helped with staff retention, providing a more consistent and stable environment for the families we serve.”

– **Anonymous, TN**

“In most cases, early childhood educators are seriously underpaid for a very challenging job. The WAGE\$ program has shown recognition for the important work we do. I have used the funds to supplement my classroom which has benefitted all of my students.”

– **Anonymous, TN**

### **Growing into 2022!**

With the temporary relaxation of COVID protocols, our Marketing and Communications Specialist has been traveling across the state of Tennessee to recruit heavily for the program. Having that face-to-face interaction has yielded a ton of new applications. We hope to increase our growth by at least 20% over the next year.



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