



2013-2014

**We Couldn't Have Done it  
Without *You!***

T.E.A.C.H. Early Childhood<sup>®</sup>  
State Profile Compendium



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Alabama, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Alabama, T.E.A.C.H. Early Childhood® is administered by Alabama Partnership for Children. In FY14, T.E.A.C.H. Early Childhood® Alabama helped 248 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 12.0 credits per contract. Recipients on bachelor's degree scholarships completed an average of 15.0 credit hours. T.E.A.C.H. recipients in Alabama completed over 1,818 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.15; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.23.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$8.85. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6.0%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5.0%.

## Retention

For associate degree scholarship recipients the average turnover rate was 2.0%. For bachelor's degree scholarship recipients the average turnover rate was 1.2%.

## Demographics

53.2% of recipients worked with 3-5 year old children.  
35.1% of recipients worked with children under 2.  
63.3% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 18 different community colleges or 4 universities offering early childhood degree programs in Alabama.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 10,056 of Alabama's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Arizona, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Arizona, T.E.A.C.H. Early Childhood® is administered by Association for Supportive Child Care. In FY14, T.E.A.C.H. Early Childhood® Arizona helped 956 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 12.1 credits per contract. Recipients on bachelor's degree scholarships completed an average of 14.0 credit hours. T.E.A.C.H. recipients in Arizona completed over 6,230 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.31; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.23.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.66. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.8%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5.1%.

## Retention

For associate degree scholarship recipients the average turnover rate was 10.8%. For bachelor's degree scholarship recipients the population of recipients was too small to measure retention.

## Demographics

75.5% of recipients worked with 3-5 year old children.  
31.6% of recipients worked with children under 2.  
32.4% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 18 different community colleges or 2 universities offering early childhood degree programs in Arizona.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 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 that are far less than national turnover rates of 30-40%. This year alone 30,983 of Arizona's children benefitted from consistent care provided by a better educated teacher.

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



**FY14 Voices from the Field**

I am changing the lives of children by teaching them to value themselves as individuals, be compassionate to others and by teaching them how to think and to love learning.

*Assistant Teacher, Phoenix, Maricopa County*

I'm making a difference with my kids. I love to work with them and their families too. I'm so proud of my Spanish language because I am able to communicate with parents that don't speak English and if parents are happy, kids are happy too.

*Teacher, Phoenix, Maricopa County*

I am currently working as a preschool assistant with 3 to 5 year olds. I am making a difference each day in their lives by being there when they attend so that they know they have someone they can trust and play with while at school.

*Assistant Teacher, Lake Havasu City, Mohave County*

Today I am able to make a difference in the lives of children by providing a center that has quality education. I am now able to make sure the school goes above and beyond to meet the standards of NAEYC and Quality First and by those education programs we are able to bring quality education to the children of the school.

*Teacher, Oro Valley, Pima County*

I am making a difference in the lives of my students and their families by ensuring that their first time in school is memorable, comfortable and full of love, trust and communication.

*Assistant Teacher, Tucson, Pima County*

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Colorado, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Colorado, T.E.A.C.H. Early Childhood® is administered by Qualistar Colorado. In FY14, T.E.A.C.H. Early Childhood® Colorado helped 238 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 9.5 credits per contract. Recipients on bachelor's degree scholarships completed an average of 11.0 credit hours. T.E.A.C.H. recipients in Colorado completed over 1,316 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.40; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.50.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.88. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9.0%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 9.0%.

## Retention

For associate degree scholarship recipients the average turnover rate was 6.0%. For bachelor's degree scholarship recipients the average turnover rate was 0.0%.

## Demographics

34.5% of recipients worked with 3-5 year old children.  
35.3% of recipients worked with children under 2.  
28.2% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 16 different community colleges or 5 universities offering early childhood degree programs in Colorado.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 10,070 of Colorado's children benefitted from consistent care provided by a better educated teacher.

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**FY14 Results**

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Delaware, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Delaware, T.E.A.C.H. Early Childhood® is administered by Delaware Association for the Education of Young Children. In FY14, T.E.A.C.H. Early Childhood® Delaware helped 214 early education professionals in the state 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 13.7 credit hours. T.E.A.C.H. recipients in Delaware completed over 1,961 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.03; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.56.

**Compensation**

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.87. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 4.0%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 4.7%.

**Retention**

For associate degree scholarship recipients the average turnover rate was 7.0%. For bachelor's degree scholarship recipients the average turnover rate was 4.5%.

**Demographics**

61.7% of recipients worked with 3-5 year old children.  
20.6% of recipients worked with children under 2.  
51.9% of recipients were women of color.  
T.E.A.C.H. recipients attended the 1 community college or 3 universities offering early childhood degree programs in Delaware.

**Personal Impact**

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 8,573 of Delaware's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)





## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Florida, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Florida, T.E.A.C.H. Early Childhood® is administered by Children's Forum, Inc. In FY14, T.E.A.C.H. Early Childhood® Florida helped 3,019 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 13.0 credits per contract. Recipients on bachelor's degree scholarships completed an average of 15.0 credit hours. T.E.A.C.H. recipients in Florida completed over 13,692 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.18; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.31.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.20. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10.0%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 11.0%.

## Retention

For associate degree scholarship recipients the average turnover rate was 2.0%. For bachelor's degree scholarship recipients the average turnover rate was 2.0%.

## Demographics

51.0% of recipients worked with 3-5 year old children.  
28.0% of recipients worked with children under 2.  
56.0% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 5 different community colleges or 27 universities offering early childhood degree programs in Florida.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 120,188 of Florida's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)

**FY14 Voices from the Field**

I have been working with T.E.A.C.H. Florida and the Children's Forum for the last 3 years in helping candidates/students achieve their career goals in Early Childhood Education. T.E.A.C.H. has offered more than 25 scholarships to my staff, students and volunteers who wanted to get their National CDA. T.E.A.C.H. paid for the National CDA fee, for the competency standard book as well as a bonus. This really motivates the childcare professionals to improve their credentials and sustain themselves in the field of childcare. The staff at T.E.A.C.H. are very professional and their service is immaculate. What amazes me the most is their promptness to respond to any questions or clarifying any doubts. They take customer service to a different level.

*Center Director, Instructor and Department Chair, Lindsey Hopkins Technical Education Center*

Before T.E.A.C.H., I had many talented and skilled teachers but without the credentials to support it. It was easy to apply for T.E.A.C.H., the Children's Forum staff was very helpful answering questions and following up with phone calls. I can see how some program directors might be reluctant, but I did the math and T.E.A.C.H. truly is a minimal cost for a maximum reward. This is something that pays for itself and I would absolutely, without hesitation, recommend T.E.A.C.H. to others.

*Center Director, Miami-Dade County*

If I haven't told you before, I want you to know I am deeply grateful for all of your help and for having received the gift of this wonderful scholarship. Early Childhood is my passion and I intend to transfer my knowledge and experience to the students in my class.

*Family Child Care Provider, Alachua County*

Thank you for the many people that you nurture and help through the T.E.A.C.H. Scholarship program. You ladies have really helped these dedicated child care providers every step of the way in their path to professionalism. The job of child care is a tough one, becoming tougher every day, and I am so happy that we have a program available to help these loving and caring individuals become competent and well-trained early childhood professionals.

*Center Director, Lake County*

Thank you T.E.A.C.H. scholarship team! I now have my AS in Early Childhood Education. It has been an amazing ride and I would not have been able to get this degree without all of your hard work and caring.

*Center Teacher, Sarasota County*



**FY14 Results**

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Indiana, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Indiana, T.E.A.C.H. Early Childhood® is administered by Indiana Association for the Education of Young Children. In FY14, T.E.A.C.H. Early Childhood® Indiana helped 1,688 early education professionals in the state increase their education.

**Education**

Recipients on associate degree scholarships completed an average of 12.0 credits per contract. Recipients on bachelor's degree scholarships completed an average of 13.0 credit hours. T.E.A.C.H. recipients in Indiana completed over 11,787 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.45; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.40.

**Compensation**

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.85. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.0%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 6.0%.

**Retention**

For associate degree scholarship recipients the average turnover rate was 3.0%. For bachelor's degree scholarship recipients the average turnover rate was 3.0%.

**Demographics**

45.4% of recipients worked with 3-5 year old children.  
42.8% of recipients worked with children under 2.  
32.8% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 17 different community colleges or 10 universities offering early childhood degree programs in Indiana.

**Personal Impact**

In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 110,103 of Indiana's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Iowa, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Iowa, T.E.A.C.H. Early Childhood® is administered by Iowa Association for the Education of Young Children. In FY14, T.E.A.C.H. Early Childhood® Iowa helped 322 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 13.3 credits per contract. Recipients on bachelor's degree scholarships completed an average of 15.6 credit hours. T.E.A.C.H. recipients in Iowa completed over 2,823 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.32; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.64.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.28. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.1%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 9.4%.

## Retention

For associate degree scholarship recipients the average turnover rate was 4.2%. For bachelor's degree scholarship recipients the average turnover rate was 3.9%.

## Demographics

89.8% of recipients worked with 3-5 year old children.  
47.2% of recipients worked with children under 2.  
11.5% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 14 different community colleges or 12 universities offering early childhood degree programs in Iowa.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 98% indicated they would recommend T.E.A.C.H. to their peers; and 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 that are far less than national turnover rates of 30-40%. This year alone 13,003 of Iowa's children benefitted from consistent care provided by a better educated teacher.

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**FY14 Voices from the Field**

In August 2014 I finally completed my degree and graduated with my Associates in Science in Early Childhood Education. It took me eight years to complete my studies and earn my degree, and without T.E.A.C.H. I never could have done it. I wouldn't have been able to afford to go back to school. Let's face it, we all know child care is not one of the highest paid careers in this country. By paying for a portion of the tuition for each semester and giving me a travel stipend, reimbursing me for my books, and offering bonuses at the completion of each contract, TEACH made this a very doable and affordable opportunity for me, an opportunity that I never would have had if TEACH had not been available to me.

*Tami Zumach  
Director, Ankeny Christian Child Care Center  
Polk County*



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of Young Children**  
5525 Meredith Drive, Suite F  
Des Moines, IA 50310  
515.331.8000  
<http://www.iowaaeyc.org/teach.cfm>



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The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Kansas, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Kansas, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Kansas. In FY14, T.E.A.C.H. Early Childhood® Kansas helped 23 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 12.0 credits per contract. T.E.A.C.H. recipients in Kansas completed over 192 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.71.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$8.24. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 1.2%.

## Retention

For associate degree scholarship recipients the average turnover rate was 16.0%.

## Demographics

78.3% of recipients worked with 3-5 year old children.  
43.5% of recipients worked with children under 2.  
8.7% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 3 different community colleges offering early childhood degree programs in Kansas.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 432 of Kansas's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)

## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Michigan, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Michigan, T.E.A.C.H. Early Childhood® is administered by Michigan Association for the Education of Young Children. In FY14, T.E.A.C.H. Early Childhood® Michigan helped 813 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 13.4 credits per contract. Recipients on bachelor's degree scholarships completed an average of 15.9 credit hours. T.E.A.C.H. recipients in Michigan completed over 4,865 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.37; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.54.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.03. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6.1%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 10.0%.

## Retention

For associate degree scholarship recipients the average turnover rate was 0.0%. For bachelor's degree scholarship recipients the average turnover rate was 0.0%.

## Demographics

75.3% of recipients worked with 3-5 year old children.  
49.2% of recipients worked with children under 2.  
17.8% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 27 different community colleges or 11 universities offering early childhood degree programs in Michigan.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 15,575 of Michigan's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



## FY14 Voices from the Field

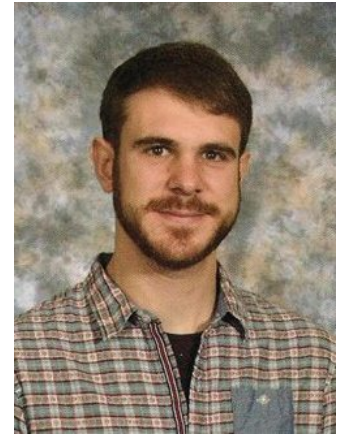


I have worked with children in my own home daycare and also in a daycare center setting for more than 4 years. As an early childhood professional I have learned that children have certain needs if they are to grow, develop and learn at their best. I am grateful for the opportunity that has been accorded me as a T.E.A.C.H. Scholarship recipient to get the education I need to be a successful and effective teacher. With a lot of love, care and nurturing, I hope to inspire the children I teach to have a desire and drive to become lifelong learners.

*Diane Kawesa, Tender Loving Child Care, Owner  
Oakland County, Associate Degree Scholarship, Oakland Community College*

I am currently an assistant teacher in a Great Start Readiness Program that serves preschool-age children and their families. In the future, I would love to continue working in the field of early childhood education as a lead teacher. The fact that childcare and early childhood positions are overwhelmingly seen as women's work, does not sit well with me. I believe that advocating for the male role in the early childhood field will always be important to me. The Michigan T.E.A.C.H. scholarship has been an amazing resource, as it has given me the opportunity to get closer to my goal of earning a bachelor's degree in a field that I am passionate about.

*Mitchell Klooster, Charlevoix-Emmet ISD, Assistant Teacher  
Charlevoix County, Bachelor Degree Scholarship, Lake Superior State University*



As a T.E.A.C.H. scholarship recipient, I have had the opportunity to earn my CDA and Associate Degree in Child Development and Early Education. This has enabled me to be promoted within my sponsoring center and I am currently serving as the Program Director. I am excited to continue my education at Western Michigan University and Hope to complete a Bachelor's Degree in the near future.

*Jane Thelen, SonShine Child Development Center, Director  
Ingham County, Bachelor Degree Scholarship, Western Michigan University*



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Minnesota, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Minnesota, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Minnesota. In FY14, T.E.A.C.H. Early Childhood® Minnesota helped 79 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 11.0 credits per contract. Recipients on bachelor's degree scholarships completed an average of 12.0 credit hours. T.E.A.C.H. recipients in Minnesota completed over 727 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.42; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.79.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.38. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.8%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 1.1%.

## Retention

For associate degree scholarship recipients the average turnover rate was 4.0%. For bachelor's degree scholarship recipients the average turnover rate was 3.5%.

## Demographics

73.4% of recipients worked with 3-5 year old children.  
59.5% of recipients worked with children under 2.  
12.7% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 15 different community colleges or 6 universities offering early childhood degree programs in Minnesota.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 1,868 of Minnesota's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



**FY14 Results**

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Mississippi, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Mississippi, T.E.A.C.H. Early Childhood® is administered by Alabama Partnership for Children. In FY14, T.E.A.C.H. Early Childhood® Mississippi helped 4 early education professionals in the state increase their education.

**Education**

Recipients on associate degree scholarships completed an average of 26.0 credits per contract. T.E.A.C.H. recipients in Mississippi completed over 104 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.35.

**Compensation**

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$8.85. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 3.9%.

**Retention**

For associate degree scholarship recipients the population of recipients was too small to measure retention.

**Demographics**

100.0% of recipients worked with 3-5 year old children.  
 25.0% of recipients worked with children under 2.  
 75.0% of recipients were women of color.  
 T.E.A.C.H. recipients attended one of the 3 different community colleges offering early childhood degree programs in Mississippi.

**Personal Impact**

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 222 of Mississippi’s children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Missouri, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Missouri, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Missouri. In FY14, T.E.A.C.H. Early Childhood® Missouri helped 254 early education professionals in the state increase their education.

### Education

Recipients on associate degree scholarships completed an average of 12.0 credits per contract. T.E.A.C.H. recipients in Missouri completed over 1,234 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.16.

### Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.79. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.0%.

### Retention

For associate degree scholarship recipients the average turnover rate was 4.0%.

### Demographics

68.9% of recipients worked with 3-5 year old children.  
50.0% of recipients worked with children under 2.  
25.2% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 12 different community colleges or 9 universities offering early childhood degree programs in Missouri.

### Personal Impact

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

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 7,367 of Missouri's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Nebraska, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Nebraska, T.E.A.C.H. Early Childhood® is administered by Nebraska Association for the Education of Young Children. In FY14, T.E.A.C.H. Early Childhood® Nebraska helped 123 early education professionals in the state 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 14.4 credit hours. T.E.A.C.H. recipients in Nebraska completed over 1,119 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.58; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.31.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.67. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 3.4%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 3.3%.

## Retention

For associate degree scholarship recipients the average turnover rate was 3.7%. For bachelor's degree scholarship recipients the average turnover rate was 4.3%.

## Demographics

81.3% of recipients worked with 3-5 year old children.  
55.3% of recipients worked with children under 2.  
28.5% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 6 different community colleges or 3 universities offering early childhood degree programs in Nebraska.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 8,142 of Nebraska's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)

**FY14 Voices from the Field**

Without this scholarship, I would not be getting a second endorsement in early childhood. I have been in child care for many years, but I feel taking early childhood classes has increased my knowledge of childhood development, improved my teaching techniques and has improved my outlook on working with children. I really do appreciate this scholarship. I have learned so much and I feel that I have used my education with the children in my child care.

*Scholarship Recipient, Family Child Care Provider, Adams County*

This scholarship has given me a chance to grow personally and professionally. This shows my children what hard work gets you.

*Scholarship Recipient, Assistant Teacher, Gage County*

I have been able to better myself and feel better about myself by taking college classes. I'm proud of what I do. I am now elated! I have enjoyed stretching my brain!

*Scholarship Recipient, Family Child Care Provider, Dawes County*

To me, it has given me a chance at something I love to do without the stress of having to worry about my future. Without the scholarship I would have chosen to do something instead of early childhood. I am so glad that I received the scholarship because I am where I need to be.

*Scholarship recipient, Assistant Teacher, Lancaster County*

I wouldn't be continuing my education if I wasn't on T.E.A.C.H. Thank You!!

*Scholarship Recipient, Teacher, Nuckolls County*

I think this program is outstanding! Our teachers are very fortunate to have this opportunity!

*Sponsoring Program, Sarpy County*

Fantastic program – beneficial to all parties involved – children, teacher, parents, and program!

*Sponsoring Program, Douglas County*

We are so thankful for the program assisting our teachers to move forward.

*Sponsoring Program, Knox County*

## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Nevada, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Nevada, T.E.A.C.H. Early Childhood® is administered by Nevada Association for the Education of Young Children. In FY14, T.E.A.C.H. Early Childhood® Nevada helped 146 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 8.6 credits per contract. Recipients on bachelor's degree scholarships completed an average of 12.6 credit hours. T.E.A.C.H. recipients in Nevada completed over 1,078 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.32; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.53.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.55. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.3%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 3.1%.

## Retention

For associate degree scholarship recipients the average turnover rate was 5.1%. For bachelor's degree scholarship recipients the average turnover rate was 5.9%.

## Demographics

84.2% of recipients worked with 3-5 year old children.  
58.2% of recipients worked with children under 2.  
34.2% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 4 different community colleges or 2 universities offering early childhood degree programs in Nevada.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 96% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 4,869 of Nevada's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



**FY14 Results**

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in New Mexico, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In New Mexico, T.E.A.C.H. Early Childhood® is administered by New Mexico Association for the Education of Young Children. In FY14, T.E.A.C.H. Early Childhood® New Mexico helped 651 early education professionals in the state 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 16.4 credit hours. T.E.A.C.H. recipients in New Mexico completed over 5,226 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.25; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.33.

**Compensation**

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.07. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.9%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 8.8%.

**Retention**

For associate degree scholarship recipients the average turnover rate was 5.7%. For bachelor's degree scholarship recipients the average turnover rate was 5.2%.

**Demographics**

72.0% of recipients worked with 3-5 year old children.  
24.4% of recipients worked with children under 2.  
73.4% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 16 different community colleges or 6 universities offering early childhood degree programs in New Mexico.

**Personal Impact**

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 16,030 of New Mexico's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in North Carolina, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In North Carolina, T.E.A.C.H. Early Childhood® is administered by Child Care Services Association. In FY14, T.E.A.C.H. Early Childhood® North Carolina helped 3,097 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 14.0 credits per contract. Recipients on bachelor's degree scholarships completed an average of 15.0 credit hours. T.E.A.C.H. recipients in North Carolina completed over 17,344 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.08; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.35.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.98. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9.0%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 11.0%.

## Retention

For associate degree scholarship recipients the average turnover rate was 9.0%. For bachelor's degree scholarship recipients the average turnover rate was 4.0%.

## Demographics

61.4% of recipients worked with 3-5 year old children.  
55.6% of recipients worked with children under 2.  
54.3% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 58 different community colleges or 18 universities offering early childhood degree programs in North Carolina.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 99% indicated they would recommend T.E.A.C.H. to their peers; and 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 that are far less than national turnover rates of 30-40%. This year alone 76,740 of North Carolina's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Ohio, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Ohio, T.E.A.C.H. Early Childhood® is administered by Ohio Child Care Resource and Referral Association. In FY14, T.E.A.C.H. Early Childhood® Ohio helped 1,064 early education professionals in the state increase their education.

### Education

Recipients on associate degree scholarships completed an average of 14.0 credits per contract. Recipients on bachelor's degree scholarships completed an average of 14.0 credit hours. T.E.A.C.H. recipients in Ohio completed over 4,879 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.16; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.64.

### Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.50. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 15.4%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 15.4%.

### Retention

For associate degree scholarship recipients the average turnover rate was 1.5%. For bachelor's degree scholarship recipients the average turnover rate was 1.4%.

### Demographics

67.3% of recipients worked with 3-5 year old children.  
54.6% of recipients worked with children under 2.  
46.4% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 20 different community colleges or 8 universities offering early childhood degree programs in Ohio.

### Personal Impact

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 74,040 of Ohio's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



**FY14 Voices from the Field**

T.E.A.C.H. Ohio is an integral part of our State's professional development system, it links our community based training to formal education and above all it changes the lives of those touched, both teachers and the children they serve. Our State has reaped many benefits that we can't show in numbers alone. The attainment of the Child Development Associate Credential, or Associates or Bachelor Degree for many individuals is the first major milestone that has brought a sense of I can do anything for those that gave up on continuing their education. It has not only impacted their lives, but their families as well, economically and serving as role models to their children and other family members. Equally important, every year more of Ohio's youngest citizens "our children" are being taught by teachers who understand how they develop and learn.

*Funder, Cuyahoga County*

I am the first in my family to have earned a bachelor degree. This is a true accomplishment for me and my family. I would not have been able to afford a college education without the assistance of T.E.A.C.H. OHIO. My coursework at CSU offered the opportunity to reflect on my classroom practices to encourage a continuous application of best practices. Young children deserve to have the best care and educational opportunities available to them. T.E.A.C.H. OHIO may be viewed as a gift to the scholar, which reaches beyond to the children and families served. I am committed to moving into a leadership position, which will allow me to share what I have learned with others in the field.

*Summer 2014 T.E.A.C.H. graduate, Cuyahoga County*

Making the decision to sponsor Amanda through the T.E.A.C.H. scholarship is a decision that I am grateful that we made as a center. Amanda has been attending the University of Cincinnati online for over a year with the help of the T.E.A.C.H. scholarship. The improvements we have seen in her as a teacher during this time are astounding. The knowledge and confidence that she is gaining is astounding. We are proud to have her at our center, and proud of the teacher that she is becoming!

*Sponsor, Portage County*

## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Pennsylvania, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Pennsylvania, T.E.A.C.H. Early Childhood® is administered by Pennsylvania Child Care Association. In FY14, T.E.A.C.H. Early Childhood® Pennsylvania helped 15 early education professionals in the state 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 14.0 credit hours. T.E.A.C.H. recipients in Pennsylvania completed over 97 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 2.89; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.45.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.24. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9.2%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 9.5%.

## Retention

For associate degree scholarship recipients the average turnover rate was 3%. For bachelor's degree scholarship recipients the average turnover rate was 1%.

## Demographics

60.0% of recipients worked with 3-5 year old children.  
20.0% of recipients worked with children under 2.  
66.7% of recipients were women of color.  
T.E.A.C.H. recipients attended the 1 community college or one of the 5 universities offering early childhood degree programs in Pennsylvania.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 1,294 of Pennsylvania's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)

## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Rhode Island, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Rhode Island, T.E.A.C.H. Early Childhood® is administered by Ready to Learn Providence. In FY14, T.E.A.C.H. Early Childhood® Rhode Island helped 68 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 11.6 credits per contract. Recipients on bachelor's degree scholarships completed an average of 13.2 credit hours. T.E.A.C.H. recipients in Rhode Island completed over 678 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.20; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.60.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.28. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7.5%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 4.9%.

## Retention

For associate degree scholarship recipients the average turnover rate was 8.0%. For bachelor's degree scholarship recipients the population of recipients was too small to measure retention.

## Demographics

70.6% of recipients worked with 3-5 year old children.  
25.0% of recipients worked with children under 2.  
11.8% of recipients were women of color.  
T.E.A.C.H. recipients attended the 1 community college or 1 university offering early childhood degree programs in Rhode Island.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 4,273 of Rhode Island's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in South Carolina, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In South Carolina, T.E.A.C.H. Early Childhood® is administered by South Carolina Center for Child Care Career Development. In FY14, T.E.A.C.H. Early Childhood® South Carolina helped 705 early education professionals in the state 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 20.9 credit hours. T.E.A.C.H. recipients in South Carolina completed over 6,193 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.07; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.38.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$8.32. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 4.0%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5.0%.

## Retention

For associate degree scholarship recipients the average turnover rate was 7.1%. For bachelor's degree scholarship recipients the average turnover rate was 0.0%.

## Demographics

56.7% of recipients worked with 3-5 year old children.  
40.3% of recipients worked with children under 2.  
59.7% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 16 different community colleges or 6 universities offering early childhood degree programs in South Carolina.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 99% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 17,536 of South Carolina's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)

## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Texas, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Texas, T.E.A.C.H. Early Childhood® is administered by Texas Association for the Education of Young Children. In FY14, T.E.A.C.H. Early Childhood® Texas helped 157 early education professionals in the state increase their education.

### Education

Recipients on associate degree scholarships completed an average of 22.0 credits per contract. Recipients on bachelor's degree scholarships completed an average of 20.6 credit hours. T.E.A.C.H. recipients in Texas completed over 582 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.38; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.25.

### Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$9.28. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 3.8%.

### Retention

For associate degree scholarship recipients the average turnover rate was 9%.

### Demographics

48.4% of recipients worked with 3-5 year old children.  
51.6% of recipients worked with children under 2.  
61.1% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 19 different community colleges or 1 university offering early childhood degree programs in Texas.

### Personal Impact

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 1,941 of Texas's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Vermont, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Vermont, T.E.A.C.H. Early Childhood® is administered by Vermont Association for the Education of Young Children. In FY14, T.E.A.C.H. Early Childhood® Vermont helped 3 early education professionals in the state increase their education.

<b>Education</b>	T.E.A.C.H. recipients in Vermont completed over 12 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 4.00.
<b>Compensation</b>	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.16.
<b>Retention</b>	For associate degree scholarship recipients the average turnover rate was 0.0%.
<b>Demographics</b>	66.7% of recipients worked with 3-5 year old children. 100.0% of recipients worked with children under 2. 33.3% of recipients were women of color. T.E.A.C.H. recipients attended the 1 community college offering early childhood degree programs in Vermont.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 74 of Vermont's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)

## FY14 Voices from the Field

The Happy Days Board and Administration has always prided themselves on funding professional development for their staff. A special fund was started 10 years ago to help with coursework, CDA costs, apprenticeship costs, credential costs and workshops. Many staff took college courses at little to no cost in the past 10 years.

Two years ago the funds were all expended and we could no longer support staff with significant tuitions. We funded workshops but college costs were beyond what we could budget for. Then T.E.A.C.H came along and we were again able to support staff in their quest to get degrees, CDAs and credentials. The costs are low enough that we can again budget for this support and we can proudly announce that one staff person has now completed her AA degree. Another will complete the coursework for an AA this summer. Thank you for this opportunity to support the providers/staff that make our program the quality program it is.

*Carol Barbierri, Director, Happy Days Playschool, Bennington County*

T.E.A.C.H is such an amazing program to have for childcare providers. I have been slowly pecking away at my Associates Degree for a few years now. It can be such a burden for families to have to decide how to meet the needs of everyone in the household financially. Your first reaction is your children come before yourself; therefore you put yourself on the back burner most of the time. With the help of T.E.A.C.H I have been able to finally focus on myself for a change because, I have not had to worry about how I am going to pay for college. Because of this help I am going to walk at graduation in June of 2015. I am so thankful for everything this program has done for me.

*Holly Cole, Registered Home Provider, Windsor County*

T.E.A.C.H. is an amazing program. I am in my mid forties and have spent half of my working life working with children. I raised three amazing young adults, two of whom are working with children and one who is in nursing. I devoted my life to them and their needs. Now it is time for me; without the T.E.A.C.H. program I do not think I would have chosen to further my education. I run a registered home daycare and the children in my care mean the world to me. I hope that by showing them the importance of continued education that I am modeling for them a love of learning that will last a life time.

*Karen Mugford, Registered Home Provider, Orange County*

**FY14 Results**

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Washington, D.C., few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Washington, D.C., T.E.A.C.H. Early Childhood® is administered by National Black Child Development Institute. In FY14, T.E.A.C.H. Early Childhood® Washington, D.C. helped 121 early education professionals in the state increase their education.

**Education**

Recipients on associate degree scholarships completed an average of 14.5 credits per contract. Recipients on bachelor's degree scholarships completed an average of 14.3 credit hours. T.E.A.C.H. recipients in Washington, D.C. completed over 1,112 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 2.70; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.18.

**Compensation**

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$12.77. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8.9%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 34.6%.

**Retention**

For associate degree scholarship recipients the average turnover rate was 5.8%. For bachelor's degree scholarship recipients the average turnover rate was 16.7%.

**Demographics**

68.6% of recipients worked with 3-5 year old children.  
44.6% of recipients worked with children under 2.  
71.9% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 6 different community colleges or 4 universities offering early childhood degree programs in Washington, D.C.

**Personal Impact**

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 2,963 of Washington, D.C.'s children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)





**FY14 Results**

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in West Virginia, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In West Virginia, T.E.A.C.H. Early Childhood® is administered by River Valley Child Development Services. In FY14, T.E.A.C.H. Early Childhood® West Virginia helped 35 early education professionals in the state increase their education.

**Education**

Recipients on associate degree scholarships completed an average of 11.8 credits per contract. Recipients on bachelor's degree scholarships completed an average of 17.8 credit hours. T.E.A.C.H. recipients in West Virginia completed over 496 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.30; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.60.

**Compensation**

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.60. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6.0%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 4.0%.

**Retention**

For associate degree scholarship recipients the average turnover rate was 6.0%. For bachelor's degree scholarship recipients the average turnover rate was 0.0%.

**Demographics**

88.6% of recipients worked with 3-5 year old children.  
31.4% of recipients worked with children under 2.  
0.0% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 5 different community colleges or 3 universities offering early childhood degree programs in West Virginia.

**Personal Impact**

In a survey of T.E.A.C.H. recipients, 100% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 2,485 of West Virginia's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)



## FY14 Results

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

The quality of early care and education a child receives is directly linked to teacher education and compensation. But in Wisconsin, few early educators have higher education degrees and many earn less than \$10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Wisconsin, T.E.A.C.H. Early Childhood® is administered by Wisconsin Early Childhood Association. In FY14, T.E.A.C.H. Early Childhood® Wisconsin helped 1,579 early education professionals in the state increase their education.

## Education

Recipients on associate degree scholarships completed an average of 13.3 credits per contract. Recipients on bachelor's degree scholarships completed an average of 14.5 credit hours. T.E.A.C.H. recipients in Wisconsin completed over 8,893 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.54; the average GPA for a T.E.A.C.H. recipient working on her bachelor's degree was 3.63.

## Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$11.07. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6.8%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 3.8%.

## Retention

For associate degree scholarship recipients the average turnover rate was 8.8%. For bachelor's degree scholarship recipients the average turnover rate was 9.2%.

## Demographics

52.1% of recipients worked with 3-5 year old children.  
59.8% of recipients worked with children under 2.  
23.7% of recipients were women of color.  
T.E.A.C.H. recipients attended one of the 16 different community colleges or 19 universities offering early childhood degree programs in Wisconsin.

## Personal Impact

In a survey of T.E.A.C.H. recipients, 96% indicated 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 that are far less than national turnover rates of 30-40%. This year alone 52,814 of Wisconsin's children benefitted from consistent care provided by a better educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE\$® 2013-2014 Annual Program Report: [http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH\\_AnnualReport\\_13\\_14\\_ForDigitalPrint.pdf](http://www.childcareservices.org/wp-content/uploads/2013/05/TEACH_AnnualReport_13_14_ForDigitalPrint.pdf)