T.E.A.C.H. Early Childhood® NATIONAL CENTER

T.E.A.C.H. Early Childhood® State Profile Compendium 2014 – 2015

Strategic Opportunities:

Exploring Multiple Pathways to a Diverse, Well-Compensated and Professional Early Childhood Workforce

T.E.A.C.H. Early Childhood® ALABAMA

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® ALABAMA helped 273 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 15.8 credits per contract. Recipients on bachelor's degree scholarships completed an average of 16.4 credit hours. T.E.A.C.H. recipients in Alabama completed over 1,751 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degrees was 3.29; the average GPA for T.E.A.C.H. recipients working on their bachelor's degrees was 3.3.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.64. 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 7.0%.
Retention	For associate degree scholarship recipients the average turnover rate was 0%. For bachelor's degree scholarship recipients the average turnover rate was 0%.
Demographics	45.8% of recipients worked with 3-5 year old children. 45.1% of recipients worked with children under 2. 64.1% of recipients were people of color, mostly women. 5.1% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 18 different community colleges or 9 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 7,502 of Alabama's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY 2015 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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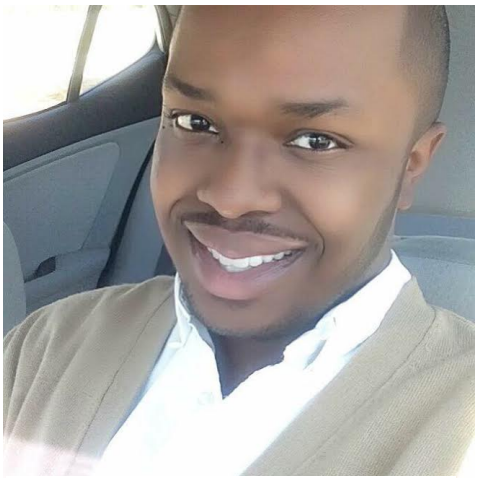
T.E.A.C.H. Early Childhood® ALABAMA

Voices from the Field



Jimmy Baker

"Through the help of the T.E.A.C.H. Scholarship Program I'm able to say that I'm a Certified Early Childhood Teacher (PreK-3rd), with about eight years of experience. This is a wonderful program, helping so many accomplish their goals and dreams of becoming a teacher. It helps to eliminate the financial burden that college can sometimes bring on us. With T.E.A.C.H., I was able to obtain three degrees; AAS Early Childhood Education, AAS Early Childhood Administration and BS Early Childhood Education. During my BS & Certification experiences I was able to become a member of two honors societies, Gamma Beta Phi and Kappa Delta Pi. I'm also a member of the National Literacy Association. I'm excited that next month I'll start the Master's program of Curriculum & Instruction with a concentration in Early Childhood Education.

I absolutely love teaching Pre-Kinders in my local school system. Being a male, I think I have an advantage in the field of education. I've found that students are very excited once they meet me. More times than few, young children don't have positive male influences in their homes. This gives me an opportunity to be the role model for those children and many others. Through a safe, loving and supportive environment, with creative lessons, discovery opportunities, guidance, structure, and technology integration I'm able to foster the learning of our young children, tomorrow's leaders. Every day when I leave my classroom, I go home knowing that I've made a difference in a child's life. This helps to further confirm that I made the right career choice." *~ Jimmy Baker, Head Start Teacher of the Year, Dothan City Schools*

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® ARIZONA

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® ARIZONA helped 903 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 11.2 credits per contract. Recipients on bachelor's degree scholarships completed an average of 16.9 credit hours. T.E.A.C.H. recipients in Arizona completed over 6,673 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degrees was 3.32; the average GPA for T.E.A.C.H. recipients working on their bachelor's degrees was 3.0.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.73. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 11%.
Retention	For associate degree scholarship recipients the average turnover rate was 10%. For bachelor's degree scholarship recipients the average turnover rate was 0%.
Demographics	34.8% of recipients worked with 3-5 year old children. 43.7% of recipients worked with children under 2. 61% of recipients were people of color, mostly women. 32.2% of recipients were of Hispanic origin. 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 29,604 of Arizona's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY15 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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T.E.A.C.H. Early Childhood® ARIZONA

Voices from the Field

"I just wanted to share something a little personal. I don't know if this helps but here it goes. I had my oldest daughter when I was in high school and if it weren't for my job and the T.E.A.C.H. program now, I would have never been able to afford to go to college. I really appreciate the program because it has helped me to continue my education and also to show my own kids that it is never too late to get a degree in something you truly love." ~ *Child Care Center Assistant Teacher*

"Attached is a copy of my certificate and AAS degree. Thank you for the many opportunities you and the T.E.A.C.H. program have offered me!" ~ *Child Care Center Teacher*

"I can't thank you enough for all your help and support! I wouldn't have been able to complete my degree without T.E.A.C.H. I am so thankful!" ~ *Child Care Center Teacher*

"When I first started in child care I was a babysitter. Over the years I have gained much experience working with children. Because of the T.E.A.C.H. program I was able to get my associate degree and have become an early childhood professional. I am opening a child care business in my home and feel confident that I will be providing quality care to the children and families I will be working with. The experiences we have when we are young impact our entire lives. Child care providers play a vital part in many children's lives. With programs like T.E.A.C.H., teachers and child care providers are able to learn how to best care for children and begin a cycle of positive education." ~ *Child Care Center Director*

"I've really enjoyed partnering and working with you both. As I mentioned you've both assisted our program so much and because of your support we have many staff that have succeeded in their professional development." ~ *Education Manager*

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T.E.A.C.H. Early Childhood® COLORADO

FY15 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 Colorado, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Program 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 FY15, T.E.A.C.H. Early Childhood® COLORADO helped 296 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 9.4 credits per contract. Recipients on bachelor's degree scholarships completed an average of 13.4 credit hours. T.E.A.C.H. recipients in Colorado completed over 1,801 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.40; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.30.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.78. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 19%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 12%.
Retention	For associate degree scholarship recipients the average turnover rate was 1.0%. For bachelor's degree scholarship recipients the average turnover rate was 4.0%.
Demographics	44.9% of recipients worked with 3-5 year old children. 36.1% of recipients worked with children under 2. 35.1% of recipients were people of color, mostly women. 22.6% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 15 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 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 11,369 of Colorado's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® COLORADO

Voices from the Field

"This is just a note to let you know how much I appreciate your financial support and your time as I worked toward my Associate and Bachelor's degrees in Early Childhood Education. You and your team members helped me meet and complete my dreams of getting my Bachelor's degree from Adams State. When I found out that I had received T.E.A.C.H scholarships, I set higher goals for myself because you believed in me. Because of T.E.A.C.H., I started to believe more in myself and realized that if I put my mind to it I could accomplish anything. When the times got tough I knew that I could not let you down and I continued on. I would like to thank all of you for your help and support. I could not have achieved my goals without your financial help. Thanks again for your support and help throughout the years." ~ *Center Teacher*

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T.E.A.C.H. Early Childhood® DELAWARE

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® DELAWARE helped 215 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 14.4 credits per contract. Recipients on bachelor's degree scholarships completed an average of 19.6 credit hours. T.E.A.C.H. recipients in Delaware completed over 1,701 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.21; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.56.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.49. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 8%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 7%.
Retention	For associate degree scholarship recipients the average turnover rate was 6%. For bachelor's degree scholarship recipients the average turnover rate was 7%.
Demographics	58.1% of recipients worked with 3-5 year old children. 47.4% of recipients worked with children under 2. 59.1% of recipients were people of color, mostly women. 4.7% of recipients were of Hispanic origin. 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 7,963 of Delaware's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® DELAWARE

Voices from the Field

"Without the backing of the T.E.A.C.H. program I could not have completed my associate degree. With the education I have received through college I feel that I have grown professionally since I started my journey in 2010 as an Intern. I believe I am making a difference in young children's lives – the smiles and the hugs that I receive each day are priceless, the vocabulary skills that I have seen over the years developed since birth are amazing." ~ *Jacqueline Green, Center Teacher, T.E.A.C.H. Scholar now working toward her BA with T.E.A.C.H.*

Jacqueline Green and DE Governor Markell

Patricia Cooper and DE Governor Markell

"It is my belief that in order to have quality childcare, we must first have quality educated teachers. I was a teacher for a long time, but sadly the first part of my teaching career I did not understand the importance of really knowing the whole child. It was not until I began school at Del Tech Community College for Early Childhood Education that I truly understood the importance of the young mind. Because of the T.E.A.C.H program I am a much better teacher, caregiver, and nurturer to all children in my care." ~ *Patricia Cooper, Center Teacher and former T.E.A.C.H. Scholar; completed her AA degree, is now considering returning to complete her BA*

"This scholarship has allowed me to finish what I started 25 years ago. I am truly grateful for T.E.A.C.H. helping me to be the first in my immediate family to receive a college degree. It is an amazing accomplishment in my life. Many have said that I inspire them." ~ *Family Child Care Educator, completed her AA degree*

"Being a single mother the T.E.A.C.H. scholarship has lifted a huge financial burden from me. As for as my professional life, the scholarship has given me the opportunity to become a better teacher to my students." ~ *Center Teacher*

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T.E.A.C.H. Early Childhood® FLORIDA

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® FLORIDA helped 3,165 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 Florida completed over 13,692 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.15; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.18.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.80. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 9%.
Retention	For associate degree scholarship recipients the average turnover rate was 3.0%. For bachelor's degree scholarship recipients the average turnover rate was 2.0%.
Demographics	50.1% of recipients worked with 3-5 year old children. 28.0% of recipients worked with children under 2. 55.9% of recipients were people of color, mostly women. 27% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 4 different community colleges or 29 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 127,292 of Florida's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY15 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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T.E.A.C.H. Early Childhood® FLORIDA

Voices from the Field

The Ann K. Levy Scholarship was created in recognition of the distinguished career of Ann K. Levy, Ph.D., in the field of early childhood education in Florida. As a teacher, program director, legislative staff director, adjunct professor, and staunch child advocate, Dr. Levy worked tirelessly on behalf of young children. She served on many local, state, and national boards and advisory groups and was recognized as a recipient of the Chiles Advocacy Award, the Budd Bell Child Advocate of the Year Award, and the Nancy Thomas Collaboration Award for her exemplary service to children and those who educate and care for them.

To honor her legacy and continue in her footsteps, the Children's Forum established the Ann K. Levy Scholarship as a lasting tribute. The scholarship is given to an individual who is a resident of Florida and working in a Florida early learning program to pursue a Bachelor's Degree in Early Childhood Education. The ideal candidate will demonstrate emerging potential in the areas of leadership, academic success, and the determination to demand high-quality programs for young children and their families.

Beverly Kamp received the scholarship at the One Goal Summer Conference in Tampa, FL in July 2015. Beverly started with a Staff Credential scholarship in 2006 and went on to earn her Associate Degree from St. Petersburg College in 2015. Her Bachelor's Degree scholarship will be her 9th contract with T.E.A.C.H. She is a VPK teacher at her center, Little Lambs Preschool in Lutz, FL.

"This scholarship will serve as a lasting tribute to the incredible work of a gracious and special early childhood advocate. We are humbled to honor her in this manner and look forward to awarding the scholarship to an individual who embodies the spirit and passion for young children that Ann emulated." ~ *Dr. Phyllis Kalifeh, President & CEO, The Children's Forum*

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T.E.A.C.H. Early Childhood® INDIANA

FY15 Results

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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® Program 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 FY15, T.E.A.C.H. Early Childhood® INDIANA helped 1,511 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 14.0 credit hours. T.E.A.C.H. recipients in Indiana completed over 12,148 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.1; the average GPA for a T.E.A.C.H. recipients working on their bachelor's degree was 3.50.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.81. 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 7.0%.
Retention	For associate degree scholarship recipients the average turnover rate was 3.0%. For bachelor's degree scholarship recipients the average turnover rate was 2.0%.
Demographics	56.5% of recipients worked with 3-5 year old children. 56% of recipients worked with children under 2. 31.9% of recipients were people of color, mostly women. 4% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 15 different community colleges or 7 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 89,728 of Indiana's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® INDIANA

Voices from the Field

Tammy Tucker is the owner of Precious Cherubs in Fort Wayne, Indiana. She is a Level 4 family child care educator in *Paths to Quality*, Indiana's quality rating system. Level 4 is the highest level that you can attain. She is accredited through NAFCC and is an *On My Way Pre-K* designated provider. She began her journey of professional development in 2005 when she came on scholarship and received her CDA credential. During this time of working on her credential she was also working on accreditation and going through chemo therapy. Once her CDA (and cancer) were behind her, in 2007 she began her path to her associate degree. She persevered through life challenges and health issues and graduated in May 2015 with a cumulative GPA of 3.7. In 2011 Tammy joined Phi Beta Kappa, a college honorary society where you are elected in on the basis of high academic achievement. Tammy is also a 2013 recipient of the *Indiana Early Care and Education - Hoosier Educator Award*. In 2013 Tammy was chosen to attend the 'International Scholar Laureate Delegation on Business and Medicine in the US, China, and Australia', in New York City. She feels this is all a direct result of having been given the opportunity to go to school on the T.E.A.C.H. scholarship. Tammy is truly passionate about what she does and the children in her care are truly treated as family. Tammy has always been very outward with her gratitude for the T.E.A.C.H. scholarship and does not miss an opportunity to thank us for everything we do, when in reality, it is she who is doing the amazing work!! Tammy is getting ready to apply and begin the next step in her journey, her Bachelor's Degree in Early Childhood Education. I have no doubt that she will continue to succeed. We are so proud of her success story and can't wait to see what the future holds for her.

"If it wasn't for T.E.A.C.H., I never would have gone to school. With T.E.A.C.H. I feel that I was able to accomplish something, and to prove a lot of people from my past wrong who said I would never succeed. I tell everyone I know about the scholarship. I will always be extremely grateful to T.E.A.C.H. and I hope that they will always continue to offer this scholarship for people in the future." ~ *Tammy Tucker, Family Child Care Educator*

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T.E.A.C.H. Early Childhood® IOWA

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® IOWA helped 347 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 15.3 credit hours. T.E.A.C.H. recipients in Iowa completed over 3,140 credit hours last year. The average grade point average for a T.E.A.C.H. recipients working on their associate degree was 3.35; the average GPA for a T.E.A.C.H. recipients working on their bachelor's degree was 3.66.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.34. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 7%.
Retention	For associate degree scholarship recipients the average turnover rate was 5%. For bachelor's degree scholarship recipients the average turnover rate was 3%.
Demographics	84.4% of recipients worked with 3-5 year old children. 51.3% of recipients worked with children under 2. 10.7% of recipients were people of color, mostly women. 5.8% of recipients were of Hispanic origin. 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, 100% indicated they would recommend T.E.A.C.H. to their peers; and 91% 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 25,072 of Iowa's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY15 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® IOWA

Voices from the Field

Silke Moore has been a teacher at the Perry Child Development Center since 1996. She received her first T.E.A.C.H. Scholarship in 2004, and received her AS Degree in Early Childhood from Des Moines Area Community College in 2006. She took a break between 2007 and 2010, but received continued outreach from her Counseling Specialists during that time. After much discussion and prompting, Silke decided in 2010 that she was ready to get her Bachelor's degree. After careful consideration, she and her Counseling Specialist determined Ashford University was the best fit because her job didn't require teacher licensure, and she needed to have online coursework. Silke experienced many challenges over the years. After eight T.E.A.C.H. contracts she finished her coursework and receives her BA in Early Childhood Education this summer. She also received her first Child Care WAGE$® Salary Supplement this spring!

"I would like to take this opportunity again and say THANK YOU for all your patience and everything you and T.E.A.C.H. has done for me. Without your help, I could not have pursued the career that I am in and accomplish this milestone. Everything I learned about early education and practices will definitely be put to good use in my future career." *Center Teacher*

Silke Moore with her T.E.A.C.H. Counseling Specialist Pam Ellis

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® KANSAS

FY15 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 Kansas, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Program 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 FY15, T.E.A.C.H. Early Childhood® KANSAS helped 18 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 118 credit hours last year. The average grade point average for a T.E.A.C.H. recipients working on their associate degree was 3.92.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $7.95. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5%.
Retention	For associate degree scholarship recipients the average turnover rate was 12.0%.
Demographics	83% of recipients worked with 3-5 year old children. 38.9% of recipients worked with children under 2. 5.6% of recipients were people of color, mostly women. 5.6% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one community college offering an early childhood degree program 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 275 of Kansas's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® MICHIGAN

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® MICHIGAN helped 974 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 13.8 credits per contract. Recipients on bachelor's degree scholarships completed an average of 16.2 credit hours. T.E.A.C.H. recipients in Michigan completed over 4,907 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.3; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.46.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.88. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 12%.
Retention	For associate degree scholarship recipients the average turnover rate was 6%. For bachelor's degree scholarship recipients the average turnover rate was 4%.
Demographics	85% of recipients worked with 3-5 year old children. 51.6% of recipients worked with children under 2. 27.6% of recipients were people of color, mostly women. 5.4% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 26 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, 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 50,344 of Michigan's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY15 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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T.E.A.C.H. Early Childhood® MICHIGAN

Voices from the Field

"I want to thank you for providing this amazing scholarship for people in the early childhood field. This scholarship has helped me with one degree and is also helping me get my second one. I'm very thankful and blessed to be able to go back to school at a very low cost to me. I'm able to work at a job that I love with children and go to a school that I also enjoy with this scholarship. Thank you so much for all you do in the field of education." ~ *Renae Vanderhaar, Center Teacher*

"T.E.A.C.H has provided me with the opportunity not only to come away with a degree in Early Childhood Education but a lifetime of experiences gained along the way. My experience was so positive that I accepted another scholarship and now serve as an active member of the T.E.A.C.H Advisory Committee. I'm honored to be able to give back to the program and to my community." ~ *Melissa Hodges, Center Teacher*

Melissa Hodges and her family

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® MINNESOTA

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® MINNESOTA helped 122 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 17.4 credit hours. T.E.A.C.H. recipients in Minnesota completed over 1,401 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.46; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.72.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $13.49. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 17%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 18%.
Retention	For associate degree scholarship recipients the average turnover rate was 2%. For bachelor's degree scholarship recipients the average turnover rate was 1%.
Demographics	57.4% of recipients worked with 3-5 year old children. 48.4% of recipients worked with children under 2. 14.8% of recipients were people of color, mostly women. 1% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 16 different community colleges or 9 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 5,352 of Minnesota's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® MINNESOTA

Voices from the Field

“T.E.A.C.H has had a huge impact on my career in early childhood. When I started out as a family child care educator, I thought I would just take care of some other people's children for a while until my own children were both in school. Then I would go out and get a "real" job. I never imagined that family child care would become a career, my chosen profession, but it did. I also NEVER imagined in my wildest dreams that I would even consider going back to college. I truly believe going back to school with the help of the T.E.A.C.H scholarship was a turning point for me. I realized that working with young children is definitely a REAL job as well as a very beneficial one. Although I am now retired from family child care, I am still working in the early childhood field as an early childhood trainer and mentor/consultant. What I learned in the 20 years as a family child care educator, along with education I received as a result of being a T.E.A.C.H recipient, continues to impact the training and mentoring I do with others in the early childhood field.” ~ *Former Family Child Care Educator and Current T.E.A.C.H. Early Childhood® MN Advisory Committee Member*

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® MISSISSIPPI

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® MISSISSIPPI helped 70 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 24.5 credits per contract. Recipients on bachelor's degree scholarships completed an average of 23 credit hours. T.E.A.C.H. recipients in Mississippi completed over 896 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.17: the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 2.76.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.81. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 13%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 6%.
Retention	For associate degree scholarship recipients the average turnover rate was 0%. For bachelor's degree scholarship recipients the average turnover rate was 0%.
Demographics	51.4% of recipients worked with 3-5 year old children. 58.6% of recipients worked with children under 2. 86% of recipients were people of color, mostly women. 2.9% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 10 different community colleges and 6 universities 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 4,513 of Mississippi's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® MISSISSIPPI

Voices from the Field

Pearl River Valley Opportunities, Inc., Coahoma Opportunities, Inc. and Singing River Head Start Center have benefited most from T.E.A.C.H. Singing River had ten teachers who were working on their C.D.A. They each received a scholarship from T.E.A.C.H. and eight out of ten of those teachers have received their C.D.A. Coahoma Opportunities, Inc. had two teachers who were one semester from graduating with a bachelor's degree. Those two teachers applied and received a scholarship from T.E.A.C.H. and one called me to say that she will proudly be graduating on May 9, 2015. In addition, Pearl River Valley Opportunities, Inc. was able to get assistance from T.E.A.C.H. with three of its teachers who eagerly and persistently pursued the scholarship. They were all able to re-enroll in college.

T.E.A.C.H. continues to be very beneficial to some of the Head Start programs in Mississippi. Moore Community House Early Head Start has consistently used T.E.A.C.H. MISSISSIPPI to help get their staff highly qualified. Their teachers have applied for not only the Associate Degree Scholarships but also the Bachelor's Degree Scholarship and the C.D.A. Assessment Fee Scholarship. The Program Manager, Greta Miller, and the Director, Mary Harrington, said they were very grateful and thankful to T.E.A.C.H. for helping their teachers get a college education.

Erica Fairley, a recipient who had no financial aid, said T.E.A.C.H was a blessing to her. She was especially grateful for the travel stipend. Erica said that the day her check came she did not have any money and was wondering how she was going to get some gas. She was so thankful. It didn't matter that the amount was small. Her tuition was paid and she could get to class another week.

Loretta Seaton was told about the scholarship by her college instructor. Loretta applied and received the scholarship. Her instructor, Tolernisa Butler, helped her to gather the school paperwork she needed and her center director was very supportive also. She completed her first contract in Fall 2014 and started a new one in Spring 2015. She said the whole experience with T.E.A.C.H. and her college has truly been a blessing to her.

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® MISSOURI

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® MISSOURI helped 389 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 1,481 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.3.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.30. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6.0%.
Retention	For associate degree scholarship recipients the average turnover rate was 2.0%.
Demographics	62.7% of recipients worked with 3-5 year old children. 53.0% of recipients worked with children under 2. 32.1% of recipients were people of color, mostly women. 1.8% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 15 different community colleges or 12 universities offering early childhood degree programs in Missouri.
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 5,567 of Missouri's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® MISSOURI

Voices from the Field

"Starting out, I was a mother of an eight year old, who was providing a safe place for young children to play while their parents went to work. I was fortunate enough to have become a registered family child care educator with the state, and because of this decision I was eligible to receive some supports from a program called Educare. With this help my child care home became licensed and that's where I heard about the T.E.A.C.H. MISSOURI program. It was in that pursuit that I initially went back to school.

School is a journey, and what started out as a path to a Certificate in Early Childhood, snowballed into an Associate of Applied Science in Early Childhood Development - cum, laude, Certificate of Achievement in Early Childhood Development, cum laude, Degree of Associate of Arts - cum laude, Degree of Associate of Arts in Teaching - cum laude, Certificate of Specialization in Early Childhood Development - magna cum laude, and a member of the Phi Theta Kappa Honor Society. It occurred to me while I was studying, that with just a little more hard work, I could get a teaching degree that would allow me to teach Pre-K through 3rd Grade for the Springfield School District, so I transferred my credits to Missouri State University where I completed my Bachelor Degree in Education with a focus on Early Childhood Education, cum laude and on the Dean's List.

My counselor at MSU and at the T.E.A.C.H. Program, Penny Mosher, have been invaluable resources of guidance and support. The T.E.A.C.H. scholarship has allowed me to pay for someone to fill-in and substitute for me for the classes that require me to attend school. The resources like the bonuses have enriched the learning environment of my in-home child care. The kids have enjoyed the benefits of the hands-on learning activities, because 'children learn best by doing!' as my favorite teacher from Ozarks Technical Community College used to say all of the time.

Going back to school has changed the life of my family, the families I serve, and the community of Springfield MO. Today is my very last day of student teaching, and as I write this to you, tears are streaming down my cheeks. Tears of love, joy, and peace knowing that I have made a difference in the lives of these students. I have set goals with them, guided them, and nurtured them in spite of the challenges they have and face daily - challenges of overcoming poverty, and the challenges that low socio-economic status yields.

I am grateful for the T.E.A.C.H. MO program, as well as all of the people who fund it and who take a chance on students like me. I am grateful for my life and the opportunities that successfully completing the T.E.A.C.H. program has afforded me. I have been able to point out students who need extra support and services to their teacher, and hopefully over time they too will be able to accomplish their dreams and goals. I graduate next Friday, but I plan on continuing my education, while still providing care to my child care families. It has been a challenge, but everything in life worth pursuing does take a measure of sacrifice, work, and effort. My story is still in progress, as I strive to obtain my Master's Degree at Missouri State University, and continue to make a difference in the lives of children." ~ *Jennifer Alkire, Family Child Care Educator*

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® NEBRASKA

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® NEBRASKA helped 108 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 14credits per contract. Recipients on bachelor's degree scholarships completed an average of 16 credit hours. T.E.A.C.H. recipients in Nebraska completed over 1,173 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.36; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.27.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.05. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 7%.
Retention	For associate degree scholarship recipients the average turnover rate was 1%. For bachelor's degree scholarship recipients the average turnover rate was 6%.
Demographics	75.9% of recipients worked with 3-5 year old children. 87% of recipients worked with children under 2. 28.7% of recipients were people of color, mostly women. 12% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 7 different community colleges or 3 universities offering early childhood degree programs in Nebraska.
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 7,880 of Nebraska's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY15 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® NEBRASKA

Voices from the Field

Tammy Classen graduated at the end of the Spring 2015 term with her Bachelor of Arts Degree in Early Childhood Education from the University of Nebraska at Kearney. Tammy was first awarded a T.E.A.C.H. scholarship in the Fall 2005 term. She completed 97 semester credits at the University of Nebraska at Kearney while working full time for Central NE Community Services as a director of a Head Start program in Columbus.

"May 8th, 2015 is a day I will never in my life forget. Not only was it my 39th birthday, but it was a day I dreamed about. It was the day I graduated with my Unified Early Childhood Bachelor of Arts Degree, a degree I never would have accomplished without the support from the T.E.A.C.H. program. I was accepted into T.E.A.C.H about 10 years ago after realizing how much I loved the early childhood field and wanted to eventually advance within the company where I was working. Without a B.A. degree, or at least in the process of getting one, I knew I would never get a management level position. Most people know that working in early childhood is a self-satisfying career, one that doesn't always compensate that well. When I decided I wanted to get my degree I knew I'd have to look into scholarships because financially I could not afford it. I wasn't sure I could handle working full time and going back to college but I had a mission. Initially, my mission was to be the first one in my family to get my Bachelor's degree. But after a while, that didn't matter anymore. What I wanted was to learn more about young children, how their brains develop and what I could do to help that process along. Our professional development coordinator had known about the T.E.A.C.H program and encouraged me to fill out an application to see if I would qualify. I was fortunate and soon found out I did qualify for the program.

With a lot of support from family and friends, I decided to dive into it one class at a time. I knew the process wouldn't be easy. A good friend once told me, 'You've got what it takes, but it will take everything you've got.' She was right; there were so many days that I wanted to quit taking classes, I never wanted to look at another assignment, never wanted to take another test or write another paper ever again. When my nephew was diagnosed with brain cancer at age three, I stopped taking classes for a while because I knew we were up for the biggest fight of our lives. A few months after he was diagnosed, his mom (my sister-in-law) and my own mom were both diagnosed with breast cancer. My mom and sister-in-law won their battle; unfortunately my nephew lost his two short years later. I wanted to sulk in my own sorrows and quit everything because nothing seemed to matter anymore but he showed me how important it was to never give up. Back at it I went and for the first time, I was going to do it for myself, for my own satisfaction and knowing that I deserved this and wanted it more than anything.

What I realized during this time was that T.E.A.C.H was much more than just financial assistance. The encouragement and accountability from their staff is what kept me going. They have been so supportive and encouraging through this journey. When I was ready to student teach, this was an email sent from Brandee, "Congratulations on reaching your student teaching! Can you see the light at the end of tunnel? That is so exciting and I am so proud of you!" I had to reflect back on this email often while student teaching; just knowing someone was as excited and proud of me was inspiring. On my first day of student teaching, Julie emailed me and asked how it was going. She was so genuine and thoughtful and I know she wanted me to be successful. This program has also built my confidence up immensely. I used to be scared to participate in discussions at meetings on early childhood because I felt I didn't have the knowledge base. Now, I look forward to it. It has also helped me advance to a management position with the Early Head Start program that I've been a part of for the past 16 years. T.E.A.C.H. is a program that I have made many referrals to over the past several years. I couldn't be more thankful and appreciative for all the support given to help me accomplish my dream! THANK YOU!" ~ *Tammy Classen, Head Start Director*

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

T.E.A.C.H. Early Childhood® NEVADA

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® NEVADA helped 160 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 10.3 credits per contract. Recipients on bachelor's degree scholarships completed an average of 11.6 credit hours. T.E.A.C.H. recipients in Nevada completed over 1,039 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.54; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.53.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.09. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5.3%.
Retention	For associate degree scholarship recipients the average turnover rate was 7%. For bachelor's degree scholarship recipients the average turnover rate was 3.5%.
Demographics	62.5% of recipients worked with 3-5 year old children. 53.8% of recipients worked with children under 2. 28.1% of recipients were people of color, mostly women. 20.6% of recipients were of Hispanic origin. 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, 92% indicated they would recommend T.E.A.C.H. to their peers; and 92% 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 5,705 of Nevada's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY15 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® NEVADA

Voices from the Field

"By having T.E.A.C.H. on my side and a college that offers a variety of teaching methods, I have been able to successfully get my AA in Early Childhood Education and I am currently a part of T.E.A.C. H.'s pilot program to get my BA in Elementary Education with an emphasis in Early Childhood. You are never too old or too young to learn. I will be 50 this year and by the time I get my next degree I will be 53. Goals, drive, desire, perseverance and passion for teaching young children keep me focused on making my dream come true. Follow your dreams." ~ *Teresa Whitten, Early Childhood Teacher*

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

T.E.A.C.H. Early Childhood® NEW MEXICO

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® NEW MEXICO helped 1,000 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 14 credits per contract. Recipients on bachelor's degree scholarships completed an average of 16.1 credit hours. T.E.A.C.H. recipients in New Mexico completed over 7,392 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.45; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.48.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.02. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 1%.
Retention	For associate degree scholarship recipients the average turnover rate was 10%. For bachelor's degree scholarship recipients the average turnover rate was 7%.
Demographics	71.2% of recipients worked with 3-5 year old children. 22.4% of recipients worked with children under 2. 77.4% of recipients were people of color, mostly women. 61.5% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 18 different community colleges or 5 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 20,936 of New Mexico's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® NEW MEXICO

Voices from the Field

Joy Losey and her family

Joy Losey is much more than her professional title – center director – or the college degree she recently earned, she is the force behind New Mexico Child Care and Education Association and someone who is there to help people in so many ways. She is the poster person of an outstanding T.E.A.C.H. scholar.

When she was needed, Joy didn't mind getting personally involved with her early childhood program staff in helping during family emergencies or in presenting dynamic workshops to teachers from her center or other programs. Joy has been pulled every which way, between being a full-time center director, working a different part-time job, being president of the Child Care Association and being a full-time mother. As if that were not enough, she was a T.E.A.C.H scholar taking full course loads for semesters on end. Joy Losey has been director of Covenant Schools in Rio Rancho for 16 years. She recently transferred to the Covenant Schools in Albuquerque.

Joy also just graduated with her associate degree, after having four one-year contracts with T.E.A.C.H. In each of the contracts she surpassed the minimum of nine credits, earning twenty-four credits in one of the contracts. Joy said she had to learn to balance things and sometimes had to excuse herself during a personal or family activity to complete assignments, but she also reminded herself that it was all temporary. Joy is thankful to T.E.A.C.H. for helping her complete her degree and is ready to have more family time now that she's done.

In addition to keeping track of her own hectic schedule Joy has allowed nine of her center's staff to take classes. Joy feels as if the sense of community that she gained during her time in school was the most valuable aspect of the experience: "It made me feel like I was not alone," she said. Program administrators often have a sense of isolation. Not only did Joy get a sense of success by completing her degree, she also said she appreciated that her teaching staff felt pride in the accomplishment of completing their classes, too.

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

T.E.A.C.H. Early Childhood® NORTH CAROLINA

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® NORTH CAROLINA helped 2,755 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 16,513 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.08; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.41.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.53. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11.0%. 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 7%. For bachelor's degree scholarship recipients the average turnover rate was 5%.
Demographics	48.6% of recipients worked with 3-5 year old children. 54% of recipients worked with children under 2. 50.5% of recipients were people of color, mostly women. 3.6% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended each of the 58 different community colleges or 20 universities offering early childhood degree programs in North Carolina.
Personal Impact	In a survey of T.E.A.C.H. recipients, 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 73,313 of North Carolina's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY15 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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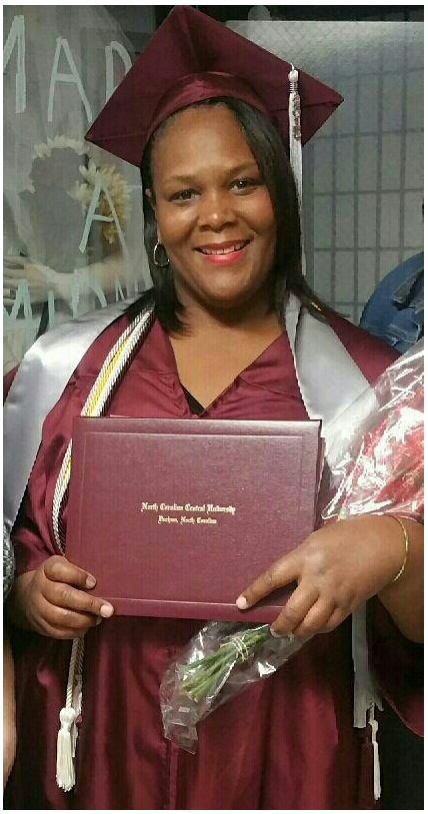
T.E.A.C.H. Early Childhood® NORTH CAROLINA

Voices from the Field

Lenora Jones' educational journey began in 2001 at Durham Technical Community College with her initial pursuit of an Early Childhood Education Associate of Applied Science Degree. Building upon her successful community college experience, she transferred to North Carolina Central University in Fall 2012 to begin work on her Bachelor's degree. She balanced the hard work of operating her family child care home, family life and her education with excellence. She not only excelled above her fellow students in her degree program but she also earned the highest GPA of the students receiving a Bachelor of Science Degree for the Fall 2015 semester. She accomplished her educational goal without having to incur any educational debt.

"By the T.E.A.C.H. Program providing the funds, I was able to concentrate on my studies and not be concerned about a large bill later. All of the components of the scholarship program assisted me in earning my degree and keeping my business running. Without the T.E.A.C.H. scholarship I would not have been able to accomplish my dream of earning a Bachelor's Degree." ~ *Lenora Jones, Family Child Care Educator*



Lenora Jones celebrating receipt of her Bachelor's Degree

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

T.E.A.C.H. Early Childhood® OHIO

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® OHIO helped 948 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 13.5 credits per contract. Recipients on bachelor's degree scholarships completed an average of 14.4 credit hours. T.E.A.C.H. recipients in Ohio completed over 6,340 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.37; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.58.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.12. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 12%.
Retention	For associate degree scholarship recipients the average turnover rate was 7%. For bachelor's degree scholarship recipients the average turnover rate was 3%.
Demographics	71.4% of recipients worked with 3-5 year old children. 37.3% of recipients worked with children under 2. 40.4% of recipients were people of color, mostly women. 2.7% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 23 different community colleges or 2 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 96% 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 42,109 of Ohio's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® RHODE ISLAND

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® RHODE ISLAND helped 85 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 12.3 credits per contract. Recipients on bachelor's degree scholarships completed an average of 17.4 credit hours. T.E.A.C.H. recipients in Rhode Island completed over 1,430 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.19; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.59.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.98. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5%.
Retention	For associate degree scholarship recipients the average turnover rate was 3%. For bachelor's degree scholarship recipients the average turnover rate was 0%.
Demographics	70.6% of recipients worked with 3-5 year old children. 24.7% of recipients worked with children under 2. 17.6% of recipients were people of color, mostly women. 16.5% of recipients were of Hispanic origin. 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 4,892 of Rhode Island's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® RHODE ISLAND

Voices from the Field

In the words of scholarship recipients:

"My participation in T.E.A.C.H. has inspired me to make positive changes as a teacher."

"I have learned new concepts around working with children and families that directly help me with my job."

"My participation in T.E.A.C.H. has made me be more mindful of my students, families, and my work environment."

"I would not be able to continue my education, due to costs, if it was not for T.E.A.C.H."

T.E.A.C.H. RHODE ISLAND Bachelor's Degree Cohort

In the words of scholarship sponsors:

"I have watched our first scholar grow as a teacher over the past few years. The T.E.A.C.H. program has increased not only her knowledge base but her level of self-confidence as an educator. A second scholar has brought many new learning opportunities to her classroom. The coursework she is doing has rejuvenated her teaching."

"Our scholar is more confident. She presents herself as a knowing professional."

"The T.E.A.C.H. scholarship program saves our center money and it offers strong supports. Our scholar is more confident with increased preparedness for her teaching role."

"Our scholar's motivation and enthusiasm has been renewed. She is more focused and more attentive to planning engaging activities."

"Our scholar has a new-found perspective on working with infants and young children. She is a stronger teacher."

"This program has helped our scholar see her educational goal and increase her determination and commitment to obtaining her degree."

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

T.E.A.C.H. Early Childhood® SOUTH CAROLINA

FY15 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® Program 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, a department of the Division of Early Care and Education, SC Department of Social Services. In FY15, T.E.A.C.H. Early Childhood® SOUTH CAROLINA helped 815 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 22.5 credit hours. T.E.A.C.H. recipients in South Carolina completed over 5,146 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.13; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.37.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $8.97. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 8%.
Retention	For associate degree scholarship recipients the average turnover rate was 6%. For bachelor's degree scholarship recipients the average turnover rate was 4%.
Demographics	52.9% of recipients worked with 3-5 year old children. 40% of recipients worked with children under 2. 59.9% of recipients were people of color, mostly women. 2.5% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 16 different technical/community colleges or 6 four-year colleges/universities offering early childhood degree programs in South 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 25,604 of South Carolina's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® SOUTH CAROLINA

Voices from the Field

Monica Cohens started her journey with T.E.A.C.H. SC in Spring 2011 as a family child care educator. Her in-home program went above the minimum standards of regulation with the SC Department of DSS and was a licensed B+ Family Provider. In Summer 2013 Monica finished her Associate Degree in Early Care and Education from Greenville Technical College and went on to pursue her second Bachelor's Degree at Newberry College, this time in the field of Early Childhood. It took Monica two years and hours of daily driving to achieve this goal through T.E.A.C.H., but in Summer 2015, Monica finished her last 12 credit hours needed to earn her Bachelor's Degree in Early Childhood and Psychology. In the midst of earning this degree Monica was featured on a local news station after a tragedy at a local family child care home. She advocated that all family child care homes become licensed, to go above and beyond minimum regulations and strive to provide child care that is of high-quality.

It was announced a few months ago that Monica had to close her program. You can only imagine the loss she felt from having to step aside from something she was so passionate about, having to give up the children that she was educating and the bonds that she had made with so many families. There is no telling the number of lives Monica touched while her program was in business. However, the reason she had to close her program is one worth celebrating! With her Bachelor's Degree in Early Childhood and her experience offering high-quality in-home child care, Monica was offered and accepted a position with the SC Child Care Resource and Referral (CCR&R) program. As the Quality Coach Specialist for Family Child Care at CCR&R Monica is able to develop initiatives, advocate for, and visit family providers throughout the State of SC. Now she is providing family providers with encouragement and working with them to increase levels of quality, as well as equipping them with the tools and resources needed to continue serving the families in their communities for years to come.

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® TEXAS

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® TEXAS helped 229 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 13.5 credits per contract. Recipients on bachelor's degree scholarships completed an average of 20.8 credit hours. T.E.A.C.H. recipients in Texas completed over 990 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on their associate degree was 3.24; the average GPA for a T.E.A.C.H. recipient working on their bachelor's degree was 3.11.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.78. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 7%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 13%.
Retention	For associate degree scholarship recipients the average turnover rate was 12%. For bachelor's degree scholarship recipients the average turnover rate was 0%.
Demographics	57.2% of recipients worked with 3-5 year old children. 59.8% of recipients worked with children under 2. 73.4% of recipients were people of color, mostly women. 42.4% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 12 different community colleges or 1 universities 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 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 1,941 of Texas's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY15 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® TEXAS

Voices from the Field

Top Left: Debra Henderson (Director), Jason Williams (Associate Scholar), Carlissa Blackmon (Associate Scholar). Sitting: Margaret Johnson (Asst. Director), Emmy Simon (Associate Scholar) and Whitney Jones (Associate Scholar)

"First, I would like to say thank you, Megan, for the opportunity to share my opinion. Working for a non-profit organization means not having enough money to provide our staff with the college education they need to meet the changing field of early childhood education. As a director, I cannot stand back and be afraid of my staff growing. Someone once said that we, as early childhood teachers, have the greatest responsibility to lay a strong foundation for our children's learning. By laying the correct foundation, we give our children the necessary tools to be successful in school.

The teachers benefit from attending college classes. I have watched each of my staff become more knowledgeable and interactive with the children as a result of their coursework. Their activities have become more purposeful as they better understand the importance of laying the proper foundation for the future success for the children. They also gain more confidence now that they have are attending college. On our budget, they would not be able to attend these college courses without T.E.A.C.H.

T.E.A.C.H. provided the necessary funds for my staff to better themselves with higher education. They were given the opportunities to learn, practice and perform in the classroom. When talking about DAP (Developmental Appropriate Practices), they now understand fully what it means and how it benefits the children. You can actually see a change in their faces when talking about it now. Currently, I have four employees that are recipients of the program. Attending a higher education program, they have been given the opportunities to learn, practice and perform in the classroom. I would not be able to provide this without T.E.A.C.H.! ~ *Deborah Henderson, Director, Greenville Avenue Child Development Center-Richardson, Texas*

"My name is Lynette Parra, I reside in Missouri City, Texas and I am the mother of four. I dropped out of high school when I was in my senior year because I became pregnant. I took my GED in 2009 to get a job as an aid in a private school my youngest attended.

I had dreams of continuing my education, but could never afford to. One day I was on-line and I came across the T.E.A.C.H. Texas scholarship application. I filled it out, and sent it off. A few weeks later, I received a phone call from my T.E.A.C.H. counselor saying I would receive the scholarship, and at that moment, my life changed!

I have been attending Wharton County Junior College for 3 years now. I enjoy my classes, and the experience of attending school has boosted my self-confidence. Each class I pass pushes me to keep moving forward and not give up. Without the T.E.A.C.H. scholarship, I would not have been able to fulfill my dream of becoming an early childhood educator.

The counselor who works with T.E.A.C.H. is amazing and helps whenever needed, even in the evening. Anytime I contact my counselor, she is always so patient and understanding. So many lives are changed through this program. It gives hope to those of us who did not have it. Through the T.E.A.C.H. Texas program, our dreams can become a reality one semester at a time." ~ *Lynette Parra, School for Little Children, Sugarland, Texas; Associate Scholar Recipient, Wharton County Junior College*

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

T.E.A.C.H. Early Childhood® VERMONT

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® VERMONT helped 37 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 11 credits per contract. T.E.A.C.H. recipients in Vermont completed over 312 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.7.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.05. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 14%.
Retention	For associate degree scholarship recipients the average turnover rate was 10%.
Demographics	78.4% of recipients worked with 3-5 year old children. 59.5% of recipients worked with children under 2. 2.7% of recipients were people of color, mostly women. T.E.A.C.H. recipients attended the 1 community college offering early childhood degree programs in Vermont.
Personal Impact	In a survey of T.E.A.C.H. recipients, 92% 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 459 of Vermont's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY15 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® VERMONT

Voices from the Field

"I want to tell you a little bit about myself and my experience with the T.E.A.C.H. program. When I met Bethany Hale I was still a long way away from getting my associate degree. I have a home child care center that I run on my own full time, while raising my daughter with my husband. I was going to college at night taking one course at a time, because the cost of tuition was so high. Bethany came to me and asked if I would like to be part of the T.E.A.C.H. program. I was a little nervous at first, thinking, 'Is this possible that the T.E.A.C.H. program would really be paying for my college degree?' But it was amazing that within just a couple of years T.E.A.C.H. has helped me to reach my goal and graduate with my Associate Degree in Early Childhood Education. I graduated in the Fall of 2015. The same year I graduated from college, my daughter graduated from 8th grade. You are never too old to set a goal for yourself and believe anything is possible. I could not have reached my goal without the help from an amazing person, Bethany Hale. Thank you T.E.A.C.H. for everything!"
~ Holly Cole Family Child Care Educator, Springfield, VT

Holly Cole and her daughter on graduation day

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

T.E.A.C.H. Early Childhood® WASHINGTON, D.C.

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® WASHINGTON, D.C. helped 140 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 15.9 credits per contract. Recipients on bachelor's degree scholarships completed an average of 16.9 credit hours. T.E.A.C.H. recipients in Washington, D.C. completed over 1,552 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 2.49; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.34.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $12.87. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 9%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 10%.
Retention	For associate degree scholarship recipients the average turnover rate was 3%. For bachelor's degree scholarship recipients the average turnover rate was 10%.
Demographics	70% of recipients worked with 3-5 year old children. 81.4% of recipients worked with children under 2. 79.3% of recipients were people of color, mostly women. 21.4% of recipients were of Hispanic origin. 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 3,785 of Washington, D.C.'s children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® WASHINGTON, DC

Voices from the Field

"I am so thankful for the T.E.A.C.H. Scholarship program and their staff." ~ *Leticia Ramos, Center Teacher*

"I would like to thank the T.E.A.C.H. Scholarship program for helping me pursue my dream." ~ *Benedicta Lenis-Canal, Center Teacher*

"I love the T.E.A.C.H. Scholarship program and their staff. I made it!" ~ *Maria Hernandez, Center Teacher*

Leticia, Benedicta and Maria with their T.E.A.C.H. Counselor, Nikki

Leticia, Benedicta and Maria with their T.E.A.C.H. Counselor, Vivienne

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T.E.A.C.H. Early Childhood® National Center

T.E.A.C.H. Early Childhood® WEST VIRGINIA

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® WEST VIRGINIA helped 29 early education professionals in the state increase their education.

Education	Recipients on associate degree scholarships completed an average of 11 credits per contract. Recipients on bachelor's degree scholarships completed an average of 19 credit hours. T.E.A.C.H. recipients in West Virginia completed over 490 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.30; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.70.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.05. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5.0%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 8.0%.
Retention	For associate degree scholarship recipients the average turnover rate was 6.0%. For bachelor's degree scholarship recipients the average turnover rate was 4.0%.
Demographics	69% of recipients worked with 3-5 year old children. 41.4% of recipients worked with children under 2. 6.9% of recipients were people of color, mostly women. T.E.A.C.H. recipients attended one of the 8 different community colleges or 6 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 1,966 of West Virginia's children benefitted from consistent care provided by a better-educated teacher.

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T.E.A.C.H. Early Childhood® WEST VIRGINIA

Voices from the Field

There is a program in our state that is preparing for a self-study for NAEYC Accreditation. The director decided to prepare for the process by increasing her education and the education of several staff members. The owner director is using a Bachelor's Degree scholarship for directors and there are two staff members working on their Associate degrees. The director expressed to T.E.A.C.H. her desire to receive NAEYC Accreditation, but felt that without T.E.A.C.H.'s financial assistance for her and her staff, that she would not have been able to meet the education requirements of a director for accreditation. The director will graduate with her Bachelor's degree in May 2015 and will begin the NAEYC self-study process on her way to applying for accreditation.

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T.E.A.C.H. Early Childhood® WISCONSIN

FY15 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® Program 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 FY15, T.E.A.C.H. Early Childhood® WISCONSIN helped 1,482 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 14.5 credit hours. T.E.A.C.H. recipients in Wisconsin completed over 9,821 credit hours last year. The average grade point average for T.E.A.C.H. recipients working on their associate degree was 3.59; the average GPA for T.E.A.C.H. recipients working on their bachelor's degree was 3.54.
Compensation	The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.24. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 4%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 5%.
Retention	For associate degree scholarship recipients the average turnover rate was 4%. For bachelor's degree scholarship recipients the average turnover rate was 7%.
Demographics	49.7% of recipients worked with 3-5 year old children. 59.3% of recipients worked with children under 2. 23.3% of recipients were people of color, mostly women. 9.1% of recipients were of Hispanic origin. T.E.A.C.H. recipients attended one of the 16 different community colleges or 20 universities offering early childhood degree programs in Wisconsin.
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 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 46,732 of Wisconsin's children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Initiative 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$® FY15 Annual Program Report: http://teachecnationalcenter.org/wp-content/uploads/2015/11/TEACH_Annual_eReport_2015.pdf.

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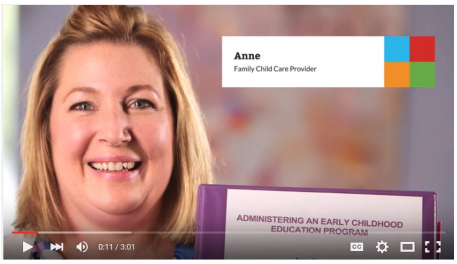
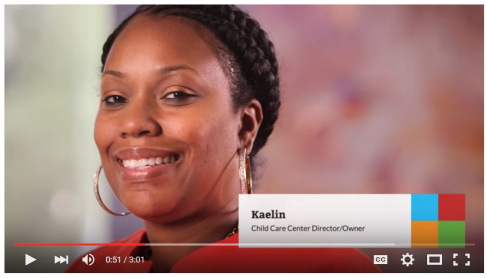
T.E.A.C.H. Early Childhood® WISCONSIN

Voices from the Field

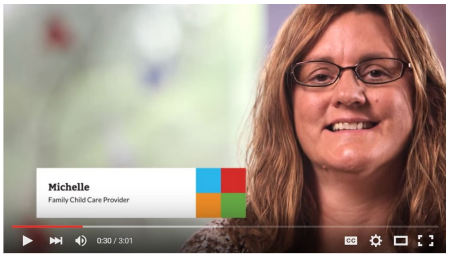
Early childhood professionals have an opportunity to use T.E.A.C.H. scholarships to earn credits for prior learning through several colleges within the Wisconsin Technical College System. The following three scholarship recipients are featured in a new Credit for Prior Learning video.



"The idea of Credit for Prior Learning is great because there are a lot of people that are in the field taking care of children and working long hours. And they want to get a degree and they want to move on but taking all the classes can be difficult. With Credit for Prior Learning, you are able to actually use your portfolios in lieu of a class." *~ Anne Alexander, Family Child Care Educator and Scholarship Recipient*



*"*It's great if you embrace it because it's an opportunity to really advance as an individual, as a community, and as child care educators." *~ Kaelin Whitley, Center Owner and Teacher/Director, Scholarship Recipient*



"I was a little leery; at first I wasn't quite sure if this was going to be what I needed. I was worried that what I had already done was not going to count. And I come to find out it counted in BIG ways." *~ Michelle Davies, Family Child Care Educator and Scholarship Recipient*

From Michelle Moland who previously received an Administrator's Credential on scholarship, and is currently working on her Program Director Credential: Michelle was named a "Promising Emerging Leader of 2015" by Child Care Information Exchange magazine. She says, "I feel the more education I have, the better prepared I will be to roll with the ever-changing landscape of early childhood care and education. As a child care teacher, it is very hard to find an employer who can financially invest in you. So it is very important to invest in yourself. T.E.A.C.H. scholarships are a win-win for everyone – a more manageable expense for both the center and child care teacher and a better educated workforce to care for Wisconsin's children."

From Allis Vasquez who is part of an innovative cohort model at UW-Whitewater called ECE4U which works with helping students with 2-year degrees progress to achieve their bachelor's degrees: Allis, who's on a bachelor's degree scholarship, envisions the future of our profession where early childhood teachers are recognized for their professionalism. "More people need to understand the importance of what we do and teachers need to know how important they are. We are real teachers." She also believes that we need teachers "who are flexible and always willing to incorporate new learning into their practice."

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