The T.E.A.C.H. Early Childhood® Project holds true to a set of fundamental core values. These values are born out of an original set of four basic principles that were established when T.E.A.C.H. was founded and implemented as a small pilot project in 1990. These values still hold true today. Knowledge and understanding developed through years of implementation and growth has led to the development of not only these values, but also a set of guiding principles that define the character and culture of T.E.A.C.H. They are enduring qualities and shared convictions that we bring to our profession and are a fundamental strength of our work.

The initial four basic principles on which T.E.A.C.H. was founded include a belief in:

- **Partnership** – Requiring a collective investment in professional development between T.E.A.C.H., the scholarship recipient and the sponsor.
- **Diversity** – Ensuring the project reaches all types of early educators in the dimensions of race/ethnicity, auspice and geography.
- **Existing systems** – Using existing higher education institutions for delivering education.
- **Collaboration** – Engaging the entire early education community in conversations about the professional development needs of the workforce.

The T.E.A.C.H. Early Childhood® Project core values are what we believe about:

- The Early Education Workforce
- Children
- T.E.A.C.H. State Projects
- T.E.A.C.H. Project Counselors
- T.E.A.C.H. Customers
- State Early Childhood Education Systems
- State Higher Education Systems

**Simply, our T.E.A.C.H. core values require us to:**

- Develop and provide resources to increase the education, compensation and retention of the early education workforce.
- Build partnerships for professional development.
- Reach the diversity of the field.
- Use and strengthen existing higher education systems.
- Increase collaboration through formation of a state-level advisory committee.
- Collect, analyze and share data.
- Create educational pathways.
- Strengthen the early childhood infrastructure within states.
- Work to deliver high-quality, outcome-focused services.
- Think system, not program as we grow and develop workforce initiatives.
- Advocate for increased compensation for the early childhood workforce.
- Be accountable to funders, T.E.A.C.H. customers, the workforce, policymakers, and higher education systems.
GUIDING PRINCIPLES

For The Early Education Workforce
We believe the workforce should:
- Work in quality early education environments.
- Be fairly compensated commensurate with the education they have attained and the work they perform.
- Have access to higher education with limited individual and system barriers.
- Have coursework with currency (credits that transfer) between all higher education institutions in their state.
- Have access to ongoing training and education in the field to meet their ongoing professional development needs.

For Children
We believe children deserve:
- Access to high quality early education programs.
- Highly educated teachers, who are fairly compensated and committed to their field.
- Access to health care and developmental screenings.
- Teachers who match the diversity of the children in their care.

For T.E.A.C.H. State Projects
We believe T.E.A.C.H. State Project should:
- Be operated by a non-profit organization that is high functioning and demonstrates sound financial management.
- Deliver high quality, outcome-focused services.
- Have well educated, highly competent and well-supervised and supported staff that includes standards for what it means to be a competent counselor.
- Create scholarships to address the needs of the workforce.
- Evaluate the effectiveness of its efforts at measuring and improving the education, compensation and retention rates of recipients.
- Collect, analyze and share data.
- Educate public policy makers about the needs of the workforce and the role of T.E.A.C.H. in meeting those needs.
- Provide scholarships to the diversity of the workforce.
- Work collaboratively with key early childhood stakeholders within the state through an advisory committee structure.
- Have solid, working relationships with a diverse and wide array of higher education institutions within the state to support the goal of high quality, flexible and affordable education opportunities for the early education workforce.
- Keep education dollars in the state to build the infrastructure of their own higher education institutions and support the use of state-based-revenue within the state.
- Disseminate information about T.E.A.C.H. and the availability of scholarships to consumers
- Understand the needs of the workforce and expand scholarships based on those needs.
- Engage recipients, sponsors and stakeholders in dialogues about education, compensation and retention.
- Seek funding to sustain and expand the reach of T.E.A.C.H.
Ensure programmatic and fiscal accountability for investments in T.E.A.C.H.
Ensure investments are targeted to well defined outcomes and outputs.

For T.E.A.C.H. Counselors
We believe T.E.A.C.H. Counselors should:
- Have the disposition, knowledge and experience appropriate to the job.
- Provide excellent customer service.
- Have the tools and ongoing training and support to provide excellent customer service.
- Have clearly defined performance measures and be evaluated on these measures annually.

For T.E.A.C.H. Customers (Scholarship Recipients and their Sponsors)
We believe T.E.A.C.H. customers should:
- Have a voice in informing how we provide our services.
- Be guaranteed satisfaction with the services they receive and satisfaction should be measured through evaluation feedback.
- Have access to a well trained and qualified counselor.
- Be willing to partner with T.E.A.C.H. in the cost of their own education and/or the education of the teachers in their programs.
- Have a membership association that gives voice to the views and aspirations of the T.E.A.C.H. recipient population and their allies.

For State Early Childhood Education Systems
We believe state early childhood education systems should:
- Build and maintain strong systems of support for the early education workforce.
- Invest in evidence-based supports to meet the education and compensation needs of the workforce.
- Have high quality and accessible early childhood education degree and certificate programs at the two and four-year level.
- Create educational pathways through the development and maintenance of a fully articulated higher education system.
- Create education standards for pre-service and ongoing professional development of the workforce.
- Develop and maintain quality rating improvement systems that include standards and incentives for improving the education and compensation levels of the workforce.
- Work with national leaders to articulate national education standards for early educators.
- Advocate for increased education, compensation and recognition of the early childhood workforce.

For State Higher Education Systems
We believe state higher education systems should:
- Offer degree and certificate programs that meet the needs of the early education workforce in their state.
- Provide support and advising services to meet the needs of the early education workforce in their state.
- Ensure that early childhood education degree and certificate coursework is offered in a flexible manner that meets the needs of diverse working adults.
- Attain and maintain institution and program specific accreditation through nationally and regionally recognized accreditation entities.