What we’ve learned on the way to building the educated, fairly compensated and stable workforce our children deserve: 25 Years of T.E.A.C.H. Early Childhood®

NAEYC 2015 National Institute for Early Childhood Professional Development, New Orleans
June 7, 2015
Presentation Overview

- What is T.E.A.C.H. Early Childhood®?
- Why is it needed?
- How do T.E.A.C.H. Projects operate?
- What is and has been the impact of T.E.A.C.H?  
- What lessons have we learned in 25 years?
- What can we be doing in our states to accelerate the education, compensation and retention of the EC workforce?
The Vision

Every child in an early childhood setting has a teacher who is well educated and well compensated. Every early childhood teacher has access to affordable college education and workforce supports and earns a living wage.
T.E.A.C.H. Early Childhood® scholarships provide the early childhood workforce with comprehensive economic and social supports to encourage credit hour, credential and degree attainment on a pathway that leads to better education, compensation and career stability and mobility for the early childhood workforce.
T.E.A.C.H. Scholarship Components

5 Cs

- Comprehensive Scholarship
- College Education
- Compensation
- Counselor
- Commitment
Scholarships include a variety of economic supports.

- Most include support for:
  - Tuition and fees,
  - Books,
  - Travel, and
  - Paid release time.
- Some include support for assessments.
All scholarships include early childhood college coursework leading to credentials or degrees.

- Content and amount of coursework vary by type of scholarship.
- Associate or bachelor degree scholarships typically require completion of 9-15 credit hours per year.
- All coursework must have currency.
Compensation

All T.E.A.C.H. recipients receive a bonus or raise upon contract completion.

- The amount, type and payor of the compensation incentive is determined at point of contract issuance.
- The employer often makes the decision on type of compensation award.
Counselor

All T.E.A.C.H. scholarship recipients are assigned a scholarship counselor who supports them in their educational and scholarship journey. Scholarship counselors help recipients

• Juggle work, family and school,
• Complete the necessary paperwork and receive and make required payments, and
• Set academic goals, stay on the right educational pathways and achieve success.
Commitment

Every T.E.A.C.H. scholarship requires the recipient to make a longevity commitment. The longevity commitment varies by
- Scholarship type,
- Amount of time, and
- Where the commitment must be completed.
Eligibility

Eligibility for participation varies by state, role and scholarship model. The typical criteria requires the teaching workforce to

• Work at least 30 hours/week in licensed setting
• Earn less than defined income cap,
• Have support of employer,
• Be willing to commit to contract, education and sponsor, and
• Be able to pay share of education costs.
Laurie Woods
Center Director
Associate Degree in Early Care and Education (class of 2012 Commencement Student Speaker and Graduate of the Year in Early Care and Education)
Technical College of the Lowcountry, SC

“Without the help of T.E.A.C.H. I would not have been able to achieve my career goals. In 2000 after completing my Certificate in Child Care, I wanted to further my education but the financial and travel costs made it impossible. Not only did T.E.A.C.H. provide me with financial assistance, but my counselor was one of my biggest cheerleaders through the completion of my degree. Achieving my educational goals has not only led me to personal fulfillment of my goals, it also has led to advancement in my career. I am now the Director of the Preschool where I started working when I was 17 years old. I could not have achieved this without the support of my family, friends, employer, co-workers, my counselor and the T.E.A.C.H. Program.”
Why the T.E.A.C.H. Model?

- Children need educated, effective teachers
- Teachers (and directors) need the knowledge and skills to do their job well.
- The workforce cannot afford the full cost of time and money to earn the needed education.
- The needed education must carry educational currency to advance individual learning, earnings and career potential.
Why the T.E.A.C.H. Model?

• Increasingly states are requiring credentials and degrees in early childhood education as part of their QRIS.
• Head Start teachers are required to have a bachelor’s degree in early childhood.
• The vast majority of state-funded pre-k programs require early childhood credentials or degrees.
Recommendation 2

Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor’s degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.
### Why the T.E.A.C.H. Model?

**ECE Workforce**
- Women, with own children
- Low income
- Full-time employees
- Racially, ethnically and linguistically diverse
- Without ECE degrees
- Few workplace benefits
- High turnover

**College Non-Completer**
- Has dependent children
- Needs financial assistance
- Works full time
- Is first generation college student
- Attends part time
- Is single parent
- Is financially independent from parents
Andrea Lopez
Coach
T.E.A.C.H. New Mexico Innovative Counseling Project

“I liken T.E.A.C.H. participants to the Wizard of Oz tale. The scarecrow, tin man and lion embarked on a journey to get something from the Wizard, but they all realized in the course of the journey that they already had the brains, heart and courage they were seeking. In the same way, early educators think they are not college material because their friends and relatives have not attended college and in many cases they have had experiences in high school that made them feel inadequate. As these early educators take steps along their path – succeeding in passing tests and courses and connecting with instructors – they realize they have always had the brains, courage and heart to succeed. Counselors and mentors can help them to appreciate their successes and confirm that the new view they have of themselves is real. Professional development plans provide an opportunity for overall assessments of progress, too. They also provide the counselor or mentor with a deeper understanding and connection with the student.”
How do T.E.A.C.H. Programs operate?

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

• Licenses individual statewide nonprofits
• Provides Programs with resources, technical assistance, training, resources, databases, tools
• Holds Programs accountable to model fidelity, competencies and best practices
• Monitors, collects and reports on data from all states
• Provides public awareness about T.E.A.C.H.
• Develops new workforce strategies
How do T.E.A.C.H. Programs operate?

State T.E.A.C.H. Programs

- Raise funds to support scholarships
- Set policies and provide public awareness
- Award, implement and monitor scholarships
- Support recipients
- Build partnerships with key stakeholders
- Work to improve workforce supports
- Maintain model fidelity
- Collect, manage and report on data
Types of Funding

- CCDBG Quality Set Aside
- TANF funds
- Race to the Top Early Learning Challenge
- State general funds
- State Pre-K funds
- State tobacco settlement or lottery funds
- Local government funds
- Foundations
- United Way
- Corporate
- Sponsor and recipient partnered funds
IMPACT

- 69% turnover rate for T.E.A.C.H.
- 165 four-year university partners
- 94,458 credits earned
- 318 two-year college partners
- 3.21 avg. GPA for AA/AAS
- 8% average compensation gain
- $25.6 million invested in 15,622 T.E.A.C.H. scholarship recipients
- Over 50% 1st generation college students
- 99% women
- 591,541 children benefiting

Impact 2013-2014
Celebrating 25 Years

**Then**
- 21 recipients
- 3 counties

**Now**
- >128,000 recipients
- 24 states + DC
Where We Work

TEACH® States in 2015

[Map showing states covered by TEACH® in 2015]
# Celebrating 25 Years

<table>
<thead>
<tr>
<th>Then</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 21 recipients</td>
<td>• &gt;128,000 recipients</td>
</tr>
<tr>
<td>• 3 counties</td>
<td>• 24 states + DC</td>
</tr>
<tr>
<td>• 2 community colleges</td>
<td>• &gt;500 IHEs</td>
</tr>
<tr>
<td>• 1 scholarship model</td>
<td>• Array of scholarship models</td>
</tr>
</tbody>
</table>
Types of Scholarships

• CDA Assessment/Renewal
• State Credential
• Associate Degree
• Bachelor Degree
• Teaching License
• Practicum/Student Teaching
• Master’s Degree
• ...and more
### Comprehensive Scholarship

<table>
<thead>
<tr>
<th>80% Tuition</th>
<th>9-15 semester hrs. in ECE or CD Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% Books</td>
<td></td>
</tr>
<tr>
<td>Up to 6 hrs. Paid Release Time reimbursed at $5 per hour</td>
<td></td>
</tr>
<tr>
<td>$50/semester Travel Stipend</td>
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</tbody>
</table>

### Compensation

| $300 Bonus | 1 Year with Home |
## Comprehensive Scholarship

<table>
<thead>
<tr>
<th>Scholarship Detail</th>
<th>Completed Education</th>
</tr>
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<tr>
<td>Up to 6 hrs. Paid Release Time reimbursed at $5 per hour</td>
<td></td>
</tr>
<tr>
<td>$75/semester Travel Stipend</td>
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</tbody>
</table>

## Compensation

<table>
<thead>
<tr>
<th>Compensation Detail</th>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5% Raise</td>
<td>1 Year with Sponsor</td>
</tr>
</tbody>
</table>
## T.E.A.C.H. Early Childhood® FLORIDA
Early Childhood Bachelor Degree Teacher Option

<table>
<thead>
<tr>
<th>Comprehensive Scholarship</th>
<th>Completed Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% Tuition</td>
<td>9-18 semester hrs. in BA Coursework</td>
</tr>
<tr>
<td>90% Books</td>
<td></td>
</tr>
<tr>
<td>3 hrs. Paid Release Time reimbursed at $5.00 per hour</td>
<td></td>
</tr>
<tr>
<td>$75/semester Travel Stipend</td>
<td></td>
</tr>
</tbody>
</table>

### Compensation

**Sponsor:** 2% Raise or $300 Bonus  
**T.E.A.C.H.:** $400 Bonus

### Commitment

1 Year with Sponsor & 1 Additional Year in Field
<table>
<thead>
<tr>
<th>Comprehensive Scholarship</th>
<th>Completed Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Tuition</td>
<td>9-18 semester hrs. in MA Coursework</td>
</tr>
<tr>
<td>Flexible schedule (employer)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compensation</th>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonus T.E.A.C.H.: $250 (9-12 credits)</td>
<td>6 months with Sponsor &amp; 1 Year in Field</td>
</tr>
<tr>
<td>Bonus T.E.A.C.H.: $500 (13-18 credits)</td>
<td></td>
</tr>
</tbody>
</table>
Celebrating 25 Years

**Then**
- 21 recipients
- 3 counties
- 2 community colleges
- 1 scholarship model
- 200 children
- $23,100
- No supplement models
- No compensation investments

**Now**
- >128,000 recipients
- 24 states + DC
- >500 IHEs
- Array of scholarship models
- Millions of children
- >$400 million
- WAGE$/Plus in >20% states
- >$160 million in WAGE$ alone
Lessons Learned-Program Leadership & Administration

- Get and retain organizational leadership buy-in
- Require internal and external community engagement and routine management oversight
- Routinize planning with tools and mandates
- Provide ongoing technical assistance and support in program and data management and evaluation
- Be prepared for program staff turnover
Lessons Learned - Implementation

- Grow new programs gradually, using outreach, strategy and evaluation
- Collect and use consistent data
- Focus on outcomes
- Require model fidelity and accountability
- Build partnerships and public awareness
- Expect collaboration
- Provide sufficient incentives and supports
- Continue to seek information and feedback from the workforce
Lessons Learned-Counseling

• Be prepared to address personal and economic needs, not just work and school needs
• Be intentional and intrusive in your counseling
• Use different modalities to reach recipients
• Recognize all successes, however small
• Supportively accept starts and stops
• Provide clear expectations for participation
• Advocate when needed, but promote self-advocacy
• Understand and embrace the diversity your recipients
• Know colleges’ systems and courses of studies
Lessons Learned—Higher Education

• Is under-resourced for the work it does
• Often does not have the time to fully support the needs of working students
• Often has not shifted its thinking about the needs of diverse students
• Need both support and demand for better articulated education pathways
• Can be the best partners for T.E.A.C.H.
Entering Students’ Experience with Academic Advisement

- An advisor helped me identify the courses I needed to take during my first semester/quarter. (71%)
- An advisor helped me to select a course of study, program or major. (60%)
- An advisor helped me to set academic goals and to create a plan for achieving them. (38%)
- A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take. (26%)
Lessons Learned-
The Early Childhood Workforce

- Wants to take college coursework
- Needs a comprehensive package of supports to sustain coursework progression
- Often struggles with basic math and literacy skills
- Needs debt-free college education
- Is willing to commit to employment settings that support their professional development
- Wants real choice in when, where and how they take coursework
- Is ready to be recognized and compensated
Lessons Learned-
Early Childhood System

• Leverage change through unified buying power
• Balance incentives and mandates...helping the workforce achieve higher standards
• Keep compensation parity on the table
• Strengthen early childhood degree programs within the higher education system—both availability and quality
• Keep your eye on the prize—transformation is possible!
NC Early Childhood Teacher Education Gains

- AAS in CD/ECE
- BS Other/+ ECE
- BS or more in CD/ECE

<table>
<thead>
<tr>
<th>Year</th>
<th>AAS in CD/ECE</th>
<th>BS Other/+ ECE</th>
<th>BS or more in CD/ECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>7%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>2011</td>
<td>20%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>2014</td>
<td>14%</td>
<td>16%</td>
<td>21%</td>
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Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor’s degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

In your state what would it take for the workforce to achieve this goal?
http://www.teachecnationalcenter.org
919-967-3272

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