BUSTING THE MYTHS

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

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


### Education

- Recipients on associate degree scholarships completed an average of 15.5 credits per contract.
- Recipients on associate degree scholarships completed an average of 17.0 credits per contract.
- T.E.A.C.H. recipients in Alabama completed over 2,114 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.17; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.16.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.47.
- 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 6%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 3%.
- For bachelor’s degree scholarship recipients the average turnover rate was 4%.

### Demographics

- 53.1% of recipients worked with 3-5 year old children.
- 61.6% of recipients worked with children under 2.
- 73% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 17 different community colleges or 10 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, 9,932 of Alabama’s children benefitted from consistent care provided by a better-educated teacher.

“With the help of the wonderful employees and staff that work so hard at the T.E.A.C.H. scholarship program, I am so proud to say I finally completed my studies at Athens State University on Aug. 5th 2017 with a Bachelor’s Degree in Early Child Development. It has been a long journey but because of this scholarship I can see a bright future for myself and I am forever grateful. You guys have blessed me to continue to believe in myself, to have faith, to never give up, and to continue to reach for the stars! This program is awesome and I thank each and every one of you from the bottom of my heart!”

~ Nashanna Madison, Adamsville, AL

“Through T.E.A.C.H. I will get to fulfill a lifelong dream to be a teacher. I have already learned so much in the few classes I have taken. I am able to put in place a lot of the strategies I have learned in my college classes in my Early Head Start classroom. I am forever grateful for the T.E.A.C.H. scholarship and what it will continue to help me achieve.”

~ Ladana Kirkland, Boaz, AL

“I am thankful for T.E.A.C.H. because the scholarship helped me to receive my AAS Degree in Early Childhood Development. I was able to leave work and attend my classes without having to worry about my hours being cut and my check being short. If I had any questions, they were always there to answer anything that concerned me. I feel that T.E.A.C.H. was and is a blessing to me and many others who qualify for the scholarship. I thank them for all they have done for me.”

~ Jennifer Williams, Goodwater, AL

“I am thankful for T.E.A.C.H. because it gave me the opportunity to continue my dream of being a teacher. Without the T.E.A.C.H. scholarship, I would have had to put off my dream of becoming a teacher so that I could pay for everyday expenses. For that I am honored for receiving this scholarship.”

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

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


### Education

- Recipients on associate degree scholarships completed an average of 13.8 credits per contract.
- Recipients on associate degree scholarships completed an average of 16.1 credits per contract.
- T.E.A.C.H. recipients in Colorado completed over 851 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.59; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.67.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $13.21.
- 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 4%.
- For bachelor’s degree scholarship recipients the average turnover rate was 5%.

### Demographics

- 52.5% of recipients worked with 3-5 year old children.
- 42.6% of recipients worked with children under 2.
- 36% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 10 different community colleges or 8 universities offering early childhood degree programs in Colorado.

### Personal Impact

- In a survey of T.E.A.C.H. recipients, 100% 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, 6,611 of Colorado’s children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE$® 2016-2017 Annual Program Report:  
“Taking classes on the college level has helped to re-excite me about what I do on a daily basis. I’m more conscious about what I’m doing and saying to the children and their families. Family child care is often seen in a different view than centers. I want to show families that family child care can offer the same high quality care and program that many centers offer.”

~ Caroline Kennedy, Arvada, CO

“I always wanted to get my Director's Qualification to better myself professionally, but couldn't afford to do it on my own. I feel I am an enthusiastic and patient teacher that is able to implement the preschool curriculum more effectively. I am a confident role model and successfully communicate with my co-workers, children, and their families.”

~ Leann Arnold, Kersey, CO

“Thank you again for reaching out to the rural areas of Colorado. Finding classes and overall opportunities for professional development are even more challenging up in the mountains, but you've made it easier to access and financially possible too!”

~ Andrea Chacos, Aspen, CO

“Because of T.E.A.C.H., I was able to go back to school and finish my education without going into further debt. I am grateful to be a part of T.E.A.C.H. Without it, my family would not be where we are now, my career would not be where it is now, and I would not be where I am, personally and professionally.”

~ Katie Borrelli, Director, Englewood, CO

“I had a great semester and completed my ECE Teaching certification! I am thankful for the opportunity and skills I have acquired to provide great educational and developmental experiences for the children I influence each day.”

~ Darian Frye, Wheat Ridge, CO
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, insufficient early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Delaware, T.E.A.C.H. Early Childhood® is administered by Delaware Association for the Education of Young Children. In FY17, T.E.A.C.H. Early Childhood® Delaware helped 172 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 associate degree scholarships completed an average of 21.9 credits per contract.
- T.E.A.C.H. recipients in Delaware completed over 1,464 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.63; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.80.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $12.13.
- 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 10%.
- For bachelor’s degree scholarship recipients the average turnover rate was 8%.

### Demographics

- 68.0% of recipients worked with 3-5 year old children.
- 52.9% of recipients worked with children under 2.
- 51% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the one of the 2 universities or only community college 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 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 8,209 of Delaware’s children benefitted from consistent care provided by a better-educated teacher.

“Education is a key component to becoming a quality teacher and there just aren’t enough of them. I see teachers who want to stay in the field, but it’s difficult to compete with the school system’s higher levels of salary and benefits. The compensation they get from both T.E.A.C.H. and WAGE$ can be the difference that allows them to continue working in our non-profit early childhood program. Ultimately we need more state and federal investments to pay our teachers. We follow all of the state regulations and as a provider of Early Head Start classrooms, we follow the federal Head Start regulations. These funders need to compensate teachers for going to college. They need to view our teachers as equal to school based and Head Start teachers and pay rates that allow us to compensate them equally.”

~ Kathy Moore, Administrator and T.E.A.C.H. Scholarship Sponsor
PACTT, a Program of United Cerebral Palsy of DE

“My education has helped me in the classroom; knowing what is developmentally appropriate for different age groups has been critical. And in order to be an innovative voice in the field and understand public policy and regulations, education is paramount. My prospects of becoming a Childcare Facility Owner/Administrative Director and working as a child advocate wouldn’t be possible without my knowledge, hands-on experience, college degrees, and credentials.”

As a first generation college student, it was imperative that Jacqueline be a role model. “I had a lot of support from my husband, and the newfound knowledge I was gaining in my studies allowed me to support my sons in their education. In fact sometimes we’d do homework together.”

Her mother was also a big supporter. “My mother came from New York for my graduation and stayed an extra week to see one of my sons graduate from high school,” Jacqueline continued. “It was a moment of legacy and generational accomplishment, setting a precedent for our family.”

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

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


Recipients on associate degree scholarships completed an average of 14.2 credits per contract. Recipients on associate degree scholarships completed an average of 17.7 credits per contract. T.E.A.C.H. recipients in Florida completed over 15,954 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.19; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.44.

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.20. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 8%.

For associate degree scholarship recipients the average turnover rate was 6%. For bachelor’s degree scholarship recipients the average turnover rate was 2%.

37.3% of recipients worked with 3-5 year old children.
24.9% of recipients worked with children under 2.
61% of recipients were women of color and/or Hispanic origin.
T.E.A.C.H. recipients attended one of the 34 different community colleges or 31 universities offering early childhood degree programs in Florida.

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 185,884 of Florida’s children benefitted from consistent care provided by a better-educated teacher.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
"I couldn't have completed my Associate Degree and my Bachelor's Degree in Early Childhood Education without the amazing help and financial support that the T.E.A.C.H. Scholarship Program provided to me. Please consider contacting them if you want to be an awesome graduate just like me!"
~ Jennifer Skriloff, T.E.A.C.H. Scholar

The following is an excerpt from a T.E.A.C.H. Scholar's letter to a legislator:

When I first started working with children, I fell in love with my job. I wanted to learn more about the way children learn, and how to serve them in my best capacity. I knew that experience, patience and education would be the keys to unlock what I needed. As I continued to work, my husband and I started a family of our own. Now that I had my own child, there was a passion that had ignited inside me that I never knew before. I had a passion to love every child the way that I wanted my child loved, and I wanted to give the world to each child in my care. As a mother, I was more attentive to the small details in care giving that I hadn't focused on as much before. I decided to become the caregiver that I wanted my own child to have, since each parent was trusting me with their precious children.

I knew that as I gained experience, I still needed more education to become a better caregiver. Before I had a family, I had already completed my AA degree geared towards the health field, with limited courses covering education in childcare. When I looked at college options, I knew that I would not be able to afford pursuing further education. As my love for my career grew, I changed from working at a childcare, to working at a Montessori-based school. In my interview, the director had given me a pamphlet about pursuing an education that was close to free. I could not believe it! The director, (now my director), gave me the phone number to talk to someone at T.E.A.C.H. so that I could begin.

The T.E.A.C.H. program blessed me by paying such a large portion, sending me a bonus check for completing my program, informed my school that upon my degree completion I was to receive a raise, and they even informed my school that I must have 3 hours of paid release time each week so that I can study. The education that I have received truly did make me into a better caregiver, and a better teacher. I know how to reach the children better, and I gain knowledge from others with great experience. The program is truly so amazing. Now I am in pursuit of my Bachelor's Degree in Early Childhood Education, again as a participant of T.E.A.C.H.

The reason I'm writing this letter to you today, is to show my support for increasing funds to the early childcare field. Quality childcare is a result of educated childcare providers. T.E.A.C.H. links education, compensation and commitment to improving the quality of early childhood care and education and makes it possible for teachers to stay in the field they love.

Sincerely, Serena Moore, Assistant Teacher at Blake Christian Academy, Lake Helen, Florida.

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

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

In Indiana, T.E.A.C.H. Early Childhood® is administered by Indiana Association for the Education of Young Children. In FY17, T.E.A.C.H. Early Childhood® Indiana helped 1,526 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 12.5 credits per contract.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.3; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.5.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.40.
- 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 6%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 3%.
- For bachelor’s degree scholarship recipients the average turnover rate was 2%.

### Demographics

- 63.3% of recipients worked with 3-5 year old children.
- 51.1% of recipients worked with children under 2.
- 34% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 14 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 90,550 of Indiana’s children benefitted from consistent care provided by a better-educated teacher.

Lori Williams Bachelor Graduate

Lori Williams is the owner/director of Lori’s Ton O Fun Daycare, Inc., a Paths To QUALITY™, and Level 2 facility in Morgantown, Indiana. She has attended Saint Mary of the Woods for a non-licensed bachelor’s degree and graduated with a 3.61 Grade Point Average. In 2000, she started with T.E.A.C.H. Early Childhood® INDIANA to obtain her Child Development Associate (CDA) Credential. She progressed in her education journey with T.E.A.C.H. support and obtained an Associate Degree in Early Childhood Education. By the time Lori completed her bachelor’s degree (with T.E.A.C.H. support), she had seen a 200% increase in her wages.

Lori shared with her T.E.A.C.H. Advisor this statement: “I do not plan to do anything any different than what I am doing now except this is a personal goal of mine that I have reached while operating my own facility and raising my family. I just plan to use my education to continue running a wonderful facility. To many people, this may seem like a waste of time and money, however it has been a wonderful experience for me and reaching a personal goal keeps me motivated to be the best that I can be for these children. Thanks for all of your help with achieving this degree.”

This is Stormy Buchanan. I have had the pleasure of working with her since I started in 2013. Stormy began her scholarship in 2005, seeking her initial Child Development Associate (CDA) credential. She then began seeking her Associate degree and hit some struggles and eventually dropped out. She returned to renew her CDA and to complete her Technical Certificate. She completed that coursework with a 4.0 GPA! Stormy had built her confidence to seek out her associate degree. She and I had long conversations about the bachelor’s degree and the different benefits to licensure / non-licensure. She decided to complete her Associate of Applied Science at this time and most likely will pursue her non-licensed bachelor’s degree too. She completed her associate degree at Ivy Tech degree with high honors and is an inspiration to her fellow students!

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

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

In Iowa, T.E.A.C.H. Early Childhood® is administered by Iowa Association for the Education of Young Children. In FY17, T.E.A.C.H. Early Childhood® Iowa helped 370 early education professionals in the state increase their education.

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<th>Education</th>
<th>Recipients on associate degree scholarships completed an average of 13.6 credits per contract.</th>
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<td>Recipients on associate degree scholarships completed an average of 14.4 credits per contract.</td>
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<td>T.E.A.C.H. recipients in Iowa completed over 2,734 credit hours last year.</td>
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<td>The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.49; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.71.</td>
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<tr>
<th>Compensation</th>
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<th>Retention</th>
<th>For associate degree scholarship recipients the average turnover rate was 5%.</th>
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<td>For bachelor’s degree scholarship recipients the average turnover rate was 5%.</td>
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<th>Demographics</th>
<th>74.1% of recipients worked with 3-5 year old children.</th>
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<td>53.8% of recipients worked with children under 2.</td>
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<td>17% of recipients were women of color and/or Hispanic origin.</td>
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<td></td>
<td>T.E.A.C.H. recipients attended one of the 16 different community colleges or 19 universities offering early childhood degree programs in Iowa.</td>
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| 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 17,160 of Iowa’s children benefitted from consistent care provided by a better-educated teacher.

T.E.A.C.H. Participant Kari Williams is named the Iowa AEYC Educator of the Year!

Kari has worked for Operation New View Head Start in NE Iowa for over ten years. She originally started as a part-time cook and transitioned from center aide, to teacher associate and finally found her calling as a lead teacher. Kari’s supervisor at Head Start, Brenda Sullivan, is a former T.E.A.C.H. participant and has been highly supportive sponsoring her staff on the T.E.A.C.H. scholarship.

Kari started her first T.E.A.C.H. scholarship in the summer of 2014 and finished her Associate of Arts degree with Northeast Iowa Community College in the spring of 2015. There weren’t many options for a bachelor’s degree that lead to a teaching license in her part of the state, as the classes all needed to be face to face. Kari and one of her coworkers were the first T.E.A.C.H. participants to attend University of Dubuque. It’s a small private college that caters to traditional students. When counseling specialist Pam Ellis went to visit the University in the fall of 2014, the Early Childhood contact told her that she didn’t think our non-traditional students would be able to keep up the pace and graduate. Yet both students will graduate this spring with The Elementary Education degree and Early Childhood Endorsement. Kari’s current GPA is 3.90!

As a mom of four, wife, and student, Kari always finds it within herself to give to all of her students. She has the devotion and charisma necessary to provide a safe, fun, environment where children learn mutual respect and fairness. Kari serves on the Early Childhood Advisory Council for the early childhood program at Northeast Iowa Community College. She advanced her career by continually increasing her skills and knowledge. She is sought out by peers and administrators for her knowledge of Head Start and early childhood. Kari received the 2017 Educator of the Year award at the Iowa Early Care and Education Fall Institute on September 23rd in Altoona. Congratulations Kari! We are so proud of you and all you do for the early childhood field!
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® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Kansas, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Kansas. In FY17, T.E.A.C.H. Early Childhood® Kansas helped 9 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 15.0 credits per contract.
- Recipients on associate degree scholarships completed an average of 18.0 credits per contract.
- T.E.A.C.H. recipients in Kansas completed over 101 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.03; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 2.38.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $8.87.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 1%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 0%.

**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**
- 100.0% of recipients worked with 3-5 year old children.
- 66.7% of recipients worked with children under 2.
- 33% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 3 community colleges and only university offering early childhood degree programs in Kansas.

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

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 96 of Kansas’s children benefitted from consistent care provided by a better-educated teacher.

“I am a recipient of the T.E.A.C.H. Scholarship and it changed my life in many ways. I changed my focus from business to early childhood. I was able to continue my education and do my job at the Center while I got my early childhood degree with the T.E.A.C.H. Scholarship. I then made a life changing career move in the field. I enjoyed my time in the T.E.A.C.H. program and made many new friends and met unbelievable teachers in the early childhood field. They made me see new directions in which to take our Center. We have made many improvements in the way we look and do things in our classrooms. I have the opportunity to help families with their children and make a difference and hope that everyone loves coming to the Center as much as I do. I now have teachers that are working to get their degrees and have seen so much change and growth in their classrooms. I am always looking for ways to continue learning and changing the ways we do our jobs.”

~ T.E.A.C.H. Graduate, St. Mary’s Love ‘N Learn Child Care Center, Salina, Kansas
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

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


### Education

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<tr>
<th>Education</th>
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<tbody>
<tr>
<td>Recipients on associate degree scholarships completed an average of 13.7 credits per contract.</td>
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<tr>
<td>Recipients on associate degree scholarships completed an average of 16.6 credits per contract.</td>
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<tr>
<td>T.E.A.C.H. recipients in Michigan completed over 7,507 credit hours last year.</td>
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<tr>
<td>The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.31; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.41.</td>
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### Compensation

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<th>Compensation</th>
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<tr>
<td>The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $13.17.</td>
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<tr>
<td>The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10%.</td>
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<tr>
<td>The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 11%.</td>
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### Retention

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<th>Retention</th>
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<tr>
<td>For associate degree scholarship recipients the average turnover rate was 3%.</td>
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<tr>
<td>For bachelor’s degree scholarship recipients the average turnover rate was 7%.</td>
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### Demographics

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<tr>
<td>86.1% of recipients worked with 3-5 year old children.</td>
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<tr>
<td>51.5% of recipients worked with children under 2.</td>
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<tr>
<td>36% of recipients were women of color and/or Hispanic origin.</td>
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<tr>
<td>T.E.A.C.H. recipients attended one of the 27 different community colleges or 13 universities offering early childhood degree programs in Michigan.</td>
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### Personal Impact

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<th>Personal Impact</th>
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<tr>
<td>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.</td>
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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, 33,377 of Michigan’s children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE$® 2016-2017 Annual Program Report:

“Thank you so much for the scholarship. It allows me to continue to do a job I love, working with children, trying to make a difference. Because of your scholarship funds I was able to attain my CDA and work with children. Thank you! My goal is to make a difference in the lives of children, one child at a time.”
~ Kimberly Montague, CDA Assessment Graduate

“There were a lot of times when I thought I could not finish my degree. T.E.A.C.H. was there through it all. Thank you for your help!”
~ Olivia Wendorf, Bachelor’s Graduate

“T.E.A.C.H. Early Childhood® MICHIGAN, I wanted to sincerely thank all of those involved in providing me with a T.E.A.C.H scholarship! This scholarship made it possible for me to work fulltime, while being a fulltime student. Your organization brings hope to early childhood educators everywhere who dream of going back to school! May God bless all of you! With great Appreciation~”
~ Kaitlyn Steinbrenner, Bachelor’s Graduate

“As always, I am incredibly thankful for you and for all that you do. I can’t find the words to express how grateful I am for this program.”
~ Quinton Makgale, Currently on Bachelor’s degree scholarship

“My final GPA for my Bachelor’s Degree graduating Summa Cum Laude was 3.93. Please thank everyone at T.E.A.C.H. for all their help and positive encouragement through the years. I would not have been successful without their continued support. I really appreciate all that T.E.A.C.H. has done for me.”
~ Cindy Peck, former family provider now group home owner, Bachelor’s Graduate

“I believe this scholarship encourages teachers to keep their dreams alive with regards to helping and encouraging the next generation. We as early childhood educators are the foundation to a child’s learning potential with the first five years being the most important.”
~ Tinesha Crawford, Bachelor’s Graduate

T.E.A.C.H. is an amazing program. I love that I was able to stay teaching and earn my degree at the same time. I now have my bachelor’s and am thinking about getting my master’s.
~ Olivia Wendorf, Bachelor’s Graduate
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

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

In Minnesota, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Minnesota. In FY17, T.E.A.C.H. Early Childhood® Minnesota helped 153 early education professionals in the state increase their education.

**Education**

Recipients on associate degree scholarships completed an average of 15.4 credits per contract. Recipients on associate degree scholarships completed an average of 16.9 credits per contract. T.E.A.C.H. recipients in Minnesota completed over 1,845 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.53; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.77.

**Compensation**

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $14.20. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 16%. 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 3%.

**Demographics**

49.7% of recipients worked with 3-5 year old children. 41.8% of recipients worked with children under 2. 22% of recipients were women of color and/or Hispanic origin. T.E.A.C.H. recipients attended one of the 11 different community colleges or 8 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, 13,082 of Minnesota’s children benefitted from consistent care provided by a better-educated teacher.

“The T.E.A.C.H program has helped me out a lot. If it wasn’t for the T.E.A.C.H program I do not know if I would be able to afford to go to school and get the degree that I need to stay at my job. The people that I have been in contact with are amazing, understanding and caring, they are willing to help out as much as possible. I feel that this program is an excellent program and I am very fortunate to have been told about it. Thank you for making this program available to individuals that need to get a degree in the Early Childhood Education field.”

~ T.E.A.C.H. Scholar

“I have been a licensed family child care provider in central Minnesota since 1988. In that time, I have seen tremendous changes in this profession and in the knowledge base of early childhood education. Without my college degrees, I would not be able to offer a quality education program. My job is every bit as important as that of an elementary school teacher. Since we require college degrees of them, I cannot fathom why anyone would think this wouldn’t be optimal in early childhood programs, including family child care.”

~ Tammy Oveson
Family Child Care Educator
Child Development Associate (CDA) Credential
Associate Degree & Bachelor’s Degree in ECE earned through T.E.A.C.H. MINNESOTA
Governing Board Secretary, Child Care Aware of Minnesota
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

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

In Missouri, T.E.A.C.H. Early Childhood® is administered by Child Care Aware® of Missouri. In FY17, T.E.A.C.H. Early Childhood® Missouri helped 410 early education professionals in the state increase their education.

**Education**

Recipients on associate degree scholarships completed an average of 11.6 credits per contract. Recipients on associate degree scholarships completed an average of 13.5 credits per contract. T.E.A.C.H. recipients in Missouri completed over 2,195 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.20; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.50.

**Compensation**

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.49. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 3%. The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 4%.

**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**

56.6% of recipients worked with 3-5 year old children. 45.9% of recipients worked with children under 2. 31% of recipients were women of color and/or 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 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 29,011 of Missouri’s children benefitted from consistent care provided by a better-educated teacher.

Ruth Cromley has been a T.E.A.C.H. MISSOURI recipient for the past 3 years. At 58 years old, Ruth is not one of our younger recipients, but she is one of most enthusiastic and successful. She was asked to go back to school and get her AA degree because she works in a Head Start program. At first she was somewhat reluctant, but once she started taking the classes Ruth did not want to stop until completing her degree. Spring 2017, Ruth graduated from Moberly Area Community College with a 4.0 GPA! She loves working with the children and is so proud of what she has accomplished by earning her degree. Ruth told us, “If it had not been for T.E.A.C.H. MISSOURI I would not have been able to go to school and keep my job. I was really reluctant to go to school but I am really proud of what I have been able to do.”
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

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

In Nebraska, T.E.A.C.H. Early Childhood® is administered by Nebraska Association for the Education of Young Children. In FY17, T.E.A.C.H. Early Childhood® Nebraska helped 136 early education professionals in the state increase their education.

- **Education**
  - Recipients on associate degree scholarships completed an average of 14.2 credits per contract.
  - Recipients on associate degree scholarships completed an average of 15.5 credits per contract.
  - T.E.A.C.H. recipients in Nebraska completed over 1,613 credit hours last year.
  - The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.27; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.43.

- **Compensation**
  - The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.80.
  - The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 5%.
  - The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 9%.

- **Retention**
  - For associate degree scholarship recipients the average turnover rate was 4%.
  - For bachelor’s degree scholarship recipients the average turnover rate was 4%.

- **Demographics**
  - 79.4% of recipients worked with 3-5 year old children.
  - 50.0% of recipients worked with children under 2.
  - 32% of recipients were women of color and/or Hispanic origin.
  - T.E.A.C.H. recipients attended one of the 6 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, 6,000 of Nebraska’s children benefitted from consistent care provided by a better-educated teacher.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
Jessica Ballard graduated at the end of the Fall 2016 term with her Bachelor’s Degree in Early Childhood Education from the University of Nebraska at Kearney. Jessica was first awarded a “Bachelor Degree Gap” T.E.A.C.H. scholarship in the Spring 2010 term. She completed 33 semester credits at Central Community College before she was awarded a “Bachelor Degree” T.E.A.C.H. scholarship. After transferring in the Spring 2014 term to the University of Nebraska at Kearney (UNK), Jessica completed 70.5 semester credits at UNK while working full time as a teacher for two, three, four, and five year old children at Head Start Child & Family Development Program Inc., located in Hastings.

Jessica says, “I just graduated with my BA in teaching with Birth through 3rd grade. While taking classes the T.E.A.C.H. program allowed me to work full time and complete my college classes. It allowed me to have enough time to work on my homework as needed during the work week. It helped me financially with my classes and books. Without T.E.A.C.H. I’m not sure if I would have been able to go back to school and get my BA degree or not. I am very thankful for this program and would highly recommend it to others.”

Cheryl Drozd was first awarded a T.E.A.C.H. scholarship in Spring 2010. She began on an Associate Degree Scholarship Model at Central Community College in Columbus. She took 59 credits before graduating in Spring 2013. Cheryl then transitioned to a Bachelor Degree Gap Scholarship Model between Summer 2013-Spring 2015. She took another 35.5 credits before fully enrolling at the University of Nebraska at Kearney (UNK) in Summer 2015. Cheryl completed 63.5 credits at UNK before graduating in Spring 2017 with her Bachelor’s of Arts in Education degree. Cheryl is a family child care provider for birth through school age children. She is also a wife and mother for a family of five.

Cheryl says, “Receiving my diploma through the T.E.A.C.H. program meant so many things to me. It was a goal I set out to do 7 years ago and thought many years how I would never see the end, but now I look back and think it went so fast. I hold my head a little higher now, I walk around with a permanent smile on my face and I get really teary eyes when I look at my diploma on the wall and think of what I accomplished. The T.E.A.C.H. program was my ROCK and my PUSH to make this dream happen. I will now provide a Pre K Program for my students this Fall, with the respect and confidence my Bachelor’s of Arts in Education has given me. Thank you to my family, my clients, my friends and the T.E.A.C.H. program, for seeing me through this and never doubting my ability to finish.”

Nebraska Association for the Education of Young Children
650 J Street, Suite 23
Lincoln, NE 68508
402-476-5658
www.nebraskaaeyc.org/teach-early-childhoodreg.html

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

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

In Nevada, T.E.A.C.H. Early Childhood® is administered by Nevada Association for the Education of Young Children. In FY17, T.E.A.C.H. Early Childhood® Nevada helped 92 early education professionals in the state increase their education.

**Education**
- Recipients on associate degree scholarships completed an average of 14.2 credits per contract.
- Recipients on associate degree scholarships completed an average of 17.7 credits per contract.
- T.E.A.C.H. recipients in Nevada completed over 736 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.35; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.57.

**Compensation**
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $12.62.
- 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 7%.

**Retention**
- For associate degree scholarship recipients the average turnover rate was 22%.
- For bachelor’s degree scholarship recipients the average turnover rate was 17%.

**Demographics**
- 73.9% of recipients worked with 3-5 year old children.
- 29.3% of recipients worked with children under 2.
- 41% of recipients were women of color and/or 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, 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 3,759 of Nevada’s children benefitted from consistent care provided by a better-educated teacher.

Sponsoring Child Care Programs
“The investment is definitely worth the cost! Our school benefits from teachers learning and growing. T.E.A.C.H. recipients have really bought into our program! Their increase in knowledge has shown through their lesson planning and follow through.”  
~ Owner, Reno

“I am impressed with the responsiveness of the T.E.A.C.H. staff. This is one of the components that has made participating in this scholarship program with our recipient a highly worthwhile endeavor.”  ~ Director, Stateline

“The T.E.A.C.H. program has been very instrumental for our teaching staff acquiring the required degree for their position. The scholarships have enabled them to work toward their degrees and not be deterred by lack of finances. Teachers have reported the T.E.A.C.H. staff are readily available to answer questions.”  ~ Director, Gardnerville

“I believe that the T.E.A.C.H. program is a huge bonus to myself as well as my teachers who are in the program.”  
~ Director, North Las Vegas

“T.E.A.C.H. scholarship is truly an important part of our employee retention allowing them to continue education.”  
~ Director, Las Vegas

Scholarship Recipients
“T.E.A.C.H. has completely shifted the trajectory of my life. Personally, I have grown more competent and confident. Professionally, I have an immense amount of passion for advancing and improving the education and interactions that young children experience. Academically, I have grown in my knowledge and understanding of the world around me in a way that has transformed my personality and ideologically. Without T.E.A.C.H. I would have never pursued higher education. It has radically changed my life!”  ~ Director, Reno

“I think T.E.A.C.H. is such an amazing program, and am honored to be a part of it.”  ~ Assistant Director, Las Vegas

“T.E.A.C.H. has allowed me to continue to attend college. I am very grateful for the help I receive.”  ~ Assistant Teacher, Wendover

“It’s an amazing program for teachers to help pay for school.”  ~ Teacher, Reno

“I did not consider going back to school for my degree until I found out about the program. It has increased my knowledge on child development and made me a better teacher.”  ~ Family child care provider, Sparks

“I wouldn’t have been able to finish school while working if it wasn’t for T.E.A.C.H.”  ~ Assistant Teacher, Reno

“It provides people with the chance to explore professional endeavors and support themselves and their families.”  
~ Director, Reno

“It has made a big impact in my profession and in my personal life as well. The fact that I can move up in my career has made it easier to support my family.”  ~ Non-teaching support staff, Reno

“Without T.E.A.C.H. I would not have my current degree and be working on my second one.”  ~ Teacher, Battle Mountain

“Thanks to T.E.A.C.H. I am able to continue my studies without any loans. I can’t come to begin with how grateful I am to be receiving a scholarship for a degree that I’ve always loved!”  ~ Assistant Teacher, Las Vegas

“Helped my family and I financially. Pushed me to keep pursuing my degree.”  ~ Assistant Teacher, Las Vegas
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

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

In New Mexico, T.E.A.C.H. Early Childhood® is administered by New Mexico Association for the Education of Young Children. In FY17, T.E.A.C.H. Early Childhood® New Mexico helped 699 early education professionals in the state increase their education.

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<tr>
<td>Recipients on associate degree scholarships completed an average of 14.0 credits per contract.</td>
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<tr>
<td>T.E.A.C.H. recipients in New Mexico completed over 5,537 credit hours last year.</td>
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<tr>
<td>The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.28; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.56.</td>
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<th>Compensation</th>
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<td>The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.90.</td>
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<td>The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 6%.</td>
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<tr>
<td>For associate degree scholarship recipients the average turnover rate was 5%.</td>
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<tr>
<td>For bachelor’s degree scholarship recipients the average turnover rate was 7%.</td>
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<tr>
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<td>31.9% of recipients worked with children under 2.</td>
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<tr>
<td>78% of recipients were women of color and/or Hispanic origin.</td>
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<td>T.E.A.C.H. recipients attended one of the 9 different community colleges or 16 universities offering early childhood degree programs in New Mexico.</td>
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T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 16,271 of New Mexico’s children benefitted from consistent care provided by a better-educated teacher.

As part of the Partnership for Community Action (PCA) in Albuquerque’s South Valley, Alejandra Villa participated in Abriendo Puertas, a program, which helps parents engage in their children’s education and teaches parents how to advocate for their children. Alejandra joined this effort to help other parents engage in their children’s education. “We know that children are important, but we also know that parents play a central role in the child’s life,” Alejandra said.

During the time that Alejandra was part of Abriendo Puertas her children were already grown. However, she was still interested in Abriendo Puertas. Soon she become a grandma and saw even more the importance of educating parents. After going through the Abriendo sessions, Alejandra became one of the facilitators for the program.

When Alejandra was informed that there was an opportunity to continue with her education with a T.E.A.C.H. scholarship, Alejandra said, “At my age and I had never been to college, I was not sure that I could be successful in a college environment…. I was terrified when I entered a college class for the first time, but I did it and passed with an A! This gave me the courage to continue.” Less than two years later, she and four other colleagues from PCA were thrilled to graduate with their Child Development Certificate (CDC) from Central New Mexico Community College.

Alejandra’s efforts have set an example for her grandchildren. “During my graduation, my granddaughter who is six years old came up to me and said ‘when I grow up I also want to graduate just like you did,’” Alexandra said. “I’m glad that I can be that example, especially at my age.”

Alejandra says that without the help of T.E.A.C.H. she would never thought of going school. “Thank you, for all your help, T.E.A.C.H. and everyone who make this scholarship possible. Without the help I wouldn’t even imagine being here to share these moments with my family. Please continue to help and support this great scholarship because without it we could not continue our education. Thank you.” Alejandra is continuing her studies and is working on her Associate Degree and setting the stage for her grandchildren to continue in her footsteps.
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

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


### Education
- Recipients on associate degree scholarships completed an average of 14.0 credits per contract.
- T.E.A.C.H. recipients in North Carolina completed over 14,194 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.12; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.30.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.55.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 11%.

### Retention
- For associate degree scholarship recipients the average turnover rate was 8%.
- For bachelor’s degree scholarship recipients the average turnover rate was 5%.

### Demographics
- 60.3% of recipients worked with 3-5 year old children.
- 51.4% of recipients worked with children under 2.
- 51% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 57 different community colleges or 17 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 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 61,399 of North Carolina’s children benefitted from consistent care provided by a better-educated teacher.

“I am the proud owner of Kids Cabin Family Child Care Home in Cherryville, NC. I have owned and operated my in-home daycare since 2004. I am very blessed to work in a profession I love! As a mother, I have always spoken of the importance of education to my children. Now, because of T.E.A.C.H., I am able to lead by example. I feel as if I am a good role model because both of my sons are enrolled in college. I started taking childcare classes early on and had to stop because of finances. Thanks to T.E.A.C.H., I was able to go back and will be receiving my Associates Degree in Early Childhood Education in December 2017 from Cleveland Community College. My T.E.A.C.H. counselor has really taken the time to walk me through everything. Everyone I have dealt with at T.E.A.C.H. has been very patient with me and wants to see me succeed. Having a T.E.A.C.H. scholarship is one of the best things that has ever happen to me!” ~Terry Whitworth, Owner/Director, Gaston County

“Thank you so much for all your support while I was in school. T.E.A.C.H. was always there if I had any questions or concerns and most importantly, very patient! I was the first in my family to acquire a college degree! Thank you for your mental and financial help. It meant so much to me.” ~Teacher, Mecklenburg County

“I decided to go back to school and get my degree in early childhood. I heard about the T.E.A.C.H. Early Childhood® scholarship, applied and they have been helping me to achieve my goal. T.E.A.C.H. has been providing funds to help further skills and work towards my degree. T.E.A.C.H. made it easier for me to take day courses by providing funds that covered for a substitute teacher for my family child care home. I am very impressed and pleased with T.E.A.C.H for helping me be successful.” ~Family Child Care Provider, Wake County

“The T.E.A.C.H. program has been very beneficial to our facility by providing the educational training to our teacher that has improved our teaching curriculum and awareness for what is best for our children. It has also given our parents a sense of heightened satisfaction knowing and seeing their children’s progression due to improved creativity and educational activities offered for their children’s growth.” ~Owner/Director, Wake County

“I am honored to be in the T.E.A.C.H. program. Without the scholarship, I fear I would not have graduated with an Associate Degree in Early Childhood and would not be moving forward to secure my BA/BK. I believe the classes I took have prepared me to elevate my level and quality of child care services. This scholarship has laid a sound foundation for my success in the future of child care.” ~Owner/Director, Transylvania County

“T.E.A.C.H. has literally been a saving grace for me and my family. Being a T.E.A.C.H. scholarship recipient was fairly simple and easygoing, with a little bit of paperwork and someone always just a phone call, email, or fax away when I needed them. At the end of Spring semester of 2016, I completed my Birth-Kindergarten Teaching Licensure Add-on, and there is no way I would be able to do so without T.E.A.C.H. By giving me the opportunity to further my education, they have helped me become more of an accomplished teacher; and for that, I cannot thank them enough.” ~Teacher, New Hanover County

“I am the owner of 2 childcare centers in Haywood County, currently a 4 and a 5 star center. I have participated in the T.E.A.C.H. scholarship program as a sponsor for my employees for the past 12 years. I absolutely love that staff can go to school and obtain degrees that better themselves and their families through this program. I would highly recommend the teach scholarship program to all other center directors and childcare center staff. I truly believe that because of this program we are able to attract and keep better educated staff members, creating a better quality environment and brighter futures for our children.” ~Owner/Director, Haywood County

Child Care Services Association
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Chapel Hill, NC 27514
919-967-3272
http://www.childcareservices.org/ps/teach.html

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

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

In Ohio, T.E.A.C.H. Early Childhood® is administered by Ohio Child Care Resource and Referral Association. In FY17, T.E.A.C.H. Early Childhood® Ohio helped 895 early education professionals in the state increase their education.

**Education**

Recipients on associate degree scholarships completed an average of 19.0 credits per contract. Recipients on associate degree scholarships completed an average of 8.4 credits per contract. T.E.A.C.H. recipients in Ohio completed over 2,984 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.43; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.35.

**Compensation**

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.76. 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 7%.

**Retention**

For associate degree scholarship recipients the average turnover rate was 8%. For bachelor’s degree scholarship recipients the average turnover rate was 3%.

**Demographics**

54.1% of recipients worked with 3-5 year old children. 43.6% of recipients worked with children under 2. 40% of recipients were women of color and/or Hispanic origin. T.E.A.C.H. recipients attended one of the 21 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, 98% 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 73,531 of Ohio’s children benefitted from consistent care provided by a better-educated teacher.

Renee Bowen received this special recognition from Owens Community College. This is an excerpt from her recognition:

“Renee owns and maintains an in-home childcare business where she has primarily cared for children who are being raised in the foster care system. As a nontraditional student, with her childcare business in her home, she gracefully juggled the balance between life and home, spending long hours at the Owens Library and our lab classroom to successfully complete her work. She has a strong faith that provided the strength she needed to get through some very challenging obstacles as she completed her course of study. Renee was a T.E.A.C.H. scholar, which further demonstrates her commitment to improving her skills as a teacher to provide better learning experiences for children. As a student in the classroom, she was always supportive of her classmates and dedicated to her studies, again reflecting the very core of our professional standards.

Renee is a supportive and loving wife, mother and grandmother...and, a person who will continue to influence the lives of children and continue to make a difference in the world as an educator far beyond her graduation from Owens. We are grateful to have shared in her professional growth and life’s journey! Please join me in congratulating Renee Bowen, this semester’s Early Childhood Education Technology Outstanding graduate.”

“T.E.A.C.H. Ohio is an integral part of our State’s professional development system, it links our community based training to formal education and above all it changes the lives of those touched, both teachers and the children they serve. Our State has reaped many benefits that we can’t show in numbers alone.

The attainment of the Child Development Associate Credential, or Associates or Bachelor’s Degree for many individuals who gave up on continuing their education is the first major milestone that has brought a sense of I can do anything. It has not only impacted their lives, but their families as well, economically and serving as role models to their children and other family members. Equally important, every year more of Ohio’s youngest citizens “our children” are being taught by teachers who understand how they develop and learn.” ~ T.E.A.C.H. funder

“Obtaining additional education has impacted my daily work with the children and their families tremendously. I have learned to do early evaluations in order to target the areas where my children may need it most. I have learned how to include my parents in the evaluations. I have also learned to create portfolios of my student’s best work. I have learned how to create lesson plans for my students in all of the common core areas. Mostly, I have gained the knowledge of helping my children to enter kindergarten with the skills needed to be successful students in our global economy.” ~ T.E.A.C.H. graduate

“Making the decision to sponsor Amanda through the T.E.A.C.H. scholarship is a decision that I am grateful that we made as a center. Amanda has been attending the University of Cincinnati online for over a year with the help of the T.E.A.C.H. scholarship. The improvements we have seen in her as a teacher during this time are astounding. The knowledge and confidence that she is gaining is astounding. We are proud to have her at our center, and proud of the teacher that she is becoming!” ~ T.E.A.C.H. sponsor
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

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


### Education
- Recipients on associate degree scholarships completed an average of 14.1 credits per contract.
- Recipients on associate degree scholarships completed an average of 15.8 credits per contract.
- T.E.A.C.H. recipients in Pennsylvania completed over 1,979 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.31; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.68.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.91.

### Demographics
- 57.0% of recipients worked with 3-5 year old children.
- 54.3% of recipients worked with children under 2.
- Too Early To Measure of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 13 different community colleges or 11 universities offering early childhood degree programs in Pennsylvania.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 13,560 of Pennsylvania’s children benefitted from consistent care provided by a better-educated teacher.

Jameelah Jones is an assistant teacher at The Parent Infant Center (PIC) in Philadelphia. PIC has been a long-time sponsor of employees in T.E.A.C.H. beginning in 1998 when the program was launched in the Southeast region of PA using private funds. Since then PIC has sponsored more than 20 employees in the program to earn CDA Credentials, Associate’s and Bachelor’s degrees.

Jameelah began her employment at PIC in the Fall of 2011 right after T.E.A.C.H. public funding had been cut. She had previous credits toward an Associate’s degree, but could not afford to attend college without the supports that T.E.A.C.H. provides.

Jameelah was then diagnosed with breast cancer in 2013 and had to take leave from her job where she was the lead teacher in a three-year old classroom. After her cancer went into remission, she returned to work in 2014, but was not able to return to the same position and classroom. Her center now required that lead teachers have an Associate’s degree.

Fortunately Jameelah found a great opportunity through T.E.A.C.H. and the 1199C Apprenticeship program in Philadelphia. With the support of her employer, she is on an accelerated track to earn her Associate’s degree and receive on the job training and mentoring. She should receive her degree within the next year without incurring any debt and by then be earning over $2.00 more per hour.

Jameelah’s story was recently featured in an article in the Atlantic – the full version can be found here: https://www.theatlantic.com/education/archive/2017/10/the-crisis-facing-americas-preschool-teachers/544002/

“Thanks for your assistance. This journey has been a long struggle for me, but now I can see the light at the end of the tunnel. I’m truly excited to say that after the Spring 2018 semester, I will only have 3 classes left to complete my degree. In Summer 2018 I will be applying for graduation as a transfer student to Drexel University to continue on with my bachelor’s degree! Everything is going well with my classes. Thank you so much Jen (T.E.A.C.H Counselor) I really appreciate you!”  ~ Jameelah Jones T.E.A.C.H. Scholar

Edith Whitmore earned her Associate’s degree through T.E.A.C.H. while working at a child care center in the Philadelphia area. After that center closed she became employed at Children’s Village where she returned to school to earn her Bachelor’s degree using the scholarship program. Edith even continued to pursue her degree after T.E.A.C.H. funding was cut in PA, but had to apply for other types of financial aid and use student loans. After the restoration of public funds in August 2016, Edith was the first applicant to T.E.A.C.H. She dropped off her completed application on the way to deliver her fourth child at the hospital!

Edith began her final semester at Chestnut Hill College just a couple of weeks later and finished her bachelor’s degree in Fall 2017, graduating with a 3.2 GPA. She is now enrolled in Drexel University’s Teacher Certification Program to earn her PA Teaching Certificate in PreK-4.

“T.E.A.C.H has changed my life! I knew as a kid that I wanted to go to college, but I knew that my mother would not be able to help me. She was raising 5 children on her own, and putting us through college was understandably not a high priority for her.

I secured employment and received a T.E.A.C.H scholarship, and my life has turned around. I was able to work to take care of my children while I was going to school. Moreover, I was given time to study and reimbursement for books and travel. These support systems are important to a person like me, who has been on her own since the age of 16 and does not have much of a support system at home. I was the first in my family to even go to college, so I am so proud of myself! I am a role model for my 4 children, and they have been so proud to see their Mom work and get an education. None of this would have been possible for me if I didn’t receive the T.E.A.C.H scholarship. It changed my life for the better, and now I can work on building a better life for my children. “  ~ Edith Whitmore T.E.A.C.H. Graduate

Pennsylvania Child Care Association
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Lemoyne, PA 17043
717-657-9000
https://www.pacca.org/teach.php
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

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

In Rhode Island, T.E.A.C.H. Early Childhood® is administered by Ready to Learn Providence. In FY17, T.E.A.C.H. Early Childhood® Rhode Island helped 73 early education professionals in the state increase their education.

### Education

- Recipients on associate degree scholarships completed an average of 13.3 credits per contract.
- Recipients on associate degree scholarships completed an average of 30.9 credits per contract.
- T.E.A.C.H. recipients in Rhode Island completed over 1,285 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.34; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.64.

### Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $13.59.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 12%.

### Retention

- For associate degree scholarship recipients the average turnover rate was 11%.
- For bachelor’s degree scholarship recipients the average turnover rate was 5%.

### Demographics

- 75.3% of recipients worked with 3-5 year old children.
- 34.2% of recipients worked with children under 2.
- 25% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the only community college or only 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 4,934 of Rhode Island’s children benefitted from consistent care provided by a better-educated teacher.

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

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

In South Carolina, T.E.A.C.H. Early Childhood® is administered by South Carolina Center for Child Care Career Development. In FY17, T.E.A.C.H. Early Childhood® South Carolina helped 765 early education professionals in the state increase their education.

### Education
- Recipients on associate degree scholarships completed an average of 15.5 credits per contract.
- Recipients on associate degree scholarships completed an average of 21.4 credits per contract.
- T.E.A.C.H. recipients in South Carolina completed over 4,668 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.06; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.50.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $9.10.
- 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 11%.
- For bachelor’s degree scholarship recipients the average turnover rate was 8%.

### Demographics
- 54.8% of recipients worked with 3-5 year old children.
- 47.3% of recipients worked with children under 2.
- 67% of recipients were women of color and/or 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 South Carolina.

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 66,274 of South Carolina’s children benefitted from consistent care provided by a better-educated teacher.


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

“I began my journey with the T.E.A.C.H. Scholarship program with my assistant director, Mary Adams, in the fall of 2017. We are currently in our second semester together. After successfully receiving our ECD 101 credentials we decided to pursue our dream and continue in the T.E.A.C.H. program with hopes of one day receiving our Bachelor’s Degrees in Early Childhood Education. I have always been passionate about children and being able to assist them with their learning. I am extremely thankful for the T.E.A.C.H. program for the opportunity to further my education and allowing me to acquire more knowledge to help reach the children I work with on a daily basis.

Currently, at our center, we have three employees enrolled in the T.E.A.C.H. program and many more interested in starting next semester. As the director of this childcare center, I have already seen a change in the classroom of these teachers! The way they view the children’s learning and development, the strategies they use, and their confidence as early childhood educators.

Enrollment into the T.E.A.C.H. program was smooth, and easy to accomplish, making it more pleasurable than other scholarship applications. My counselor has reached out to me on several occasions to see how my courses are going and offered assistance with anything I needed. Any questions I have had along the way have been answered very quickly. As an early childhood educator, the T.E.A.C.H. program has offered me opportunities to grow that I may not have had and the incentives for each credential are an added reminder that we are appreciated for the work we put into our field! I would highly recommend the T.E.A.C.H. program to anyone that qualifies.”

~Amanda Wideman, Director, Shepherd’s Flock Childcare

“I started the T.E.A.C.H. program in the fall of 2017 along with my center director. I have always enjoyed working with and teaching children. When I heard about this program, I jumped at the opportunity to learn more. Since I have started, everyone I have talked with through the T.E.A.C.H. program has been super helpful and friendly. If I asked a question and they did not know, they would find it out and let me know. Connie Spink has been really great in helping me through this T.E.A.C.H. process. I am looking forward to continuing on this journey and can’t wait to see what it has in store. I would definitely recommend the T.E.A.C.H. program to anyone wanting to pursue early childhood education.”

~ Mary Beth Adams, Assistant Director, Shepherd’s Flock Childcare

The following was sent from a T.E.A.C.H. scholar to her counselor:

“Thank you for checking up on me! Being a T.E.A.C.H. scholar has been amazing!! I am learning a lot of things about lesson planning, health and safety, child development, teaching strategies and many more exciting things. I love the program! I feel that every time I go to school I become more and more motivated to go back to work and apply what I have learned. I come from the Philippines and it has always been a dream of mine to study in the United States. I am now living that dream thanks to the scholarship. Our teacher has been amazing and very helpful and I have a set of classmates that are all willing to learn! I can’t believe I am half way through the semester! 😊 Thank you so much!!!!”

~ Pamela Sun, 2yr. old Teacher Spartanburg, SC

South Carolina Center for Child Care Career Development
PO Box 5616
Greenville, SC 29606-5616
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http://www.sc-ccccd.net/TEACH/TEACH.html

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

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

In Texas, T.E.A.C.H. Early Childhood® is administered by Texas Association for the Education of Young Children. In FY17, T.E.A.C.H. Early Childhood® Texas helped 297 early education professionals in the state increase their education.

### Education
- Recipients on associate degree scholarships completed an average of 13.9 credits per contract.
- T.E.A.C.H. recipients in Texas completed over 635 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.32; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.17.

### 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 17%.
- 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 6%.
- For bachelor’s degree scholarship recipients the average turnover rate was 0%.

### Demographics
- 47.1% of recipients worked with 3-5 year old children.
- 52.9% of recipients worked with children under 2.
- 92% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 16 different community colleges or 3 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 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 5,079 of Texas’s children benefitted from consistent care provided by a better-educated teacher.

“T.E.A.C.H. has given me an option to continue growing and learning. If I hadn’t become a T.E.A.C.H. recipient I would not have earned my Associates in Early Childhood. I have been able to deepen my knowledge of child development and become a better teacher. The T.E.A.C.H. Program has kept me on a path I didn’t see myself taking unless I had some help T.E.A.C.H. came through for me.”
~ Jason Williams, Greenville Avenue Child Development Center, Dallas, Texas
Associate Degree in Child Development Graduate

TXAECY staff with Gordon Bacon, faculty at Central Texas College. Gordon was presented with a certificate of appreciation for his contributions to the TXAECY board, enabling the T.E.A.C.H. program to come to Texas in 2010. With this profound gratitude the TXAECY Board created the Karen and Gordon Bacon T.E.A.C.H. Award to honor Gordon’s commitment to early childhood professionals in 2017. The award allows an active or previous T.E.A.C.H. Texas recipient with a scholarship to attend the TXAECY state conference. The first Karen and Gordon Bacon T.E.A.C.H. Award was given in October 2017 to current recipient Bianca Cavazos. With the award she was able to attend 2 days of the conference, attend the Public Policy luncheon and provide a travel stipend. The Karen and Gordon Bacon T.E.A.C.H. Award will be awarded each fall to support the additional professional development of our recipients.

“Teaching and education are among the most important aspects of my life. Being an educator of young children, I know it is imperative to create a classroom environment that nurtures the child as a whole. The T.E.A.C.H. Scholarship is a great honor bestowed on me that supports my education. I was able to earn my associate degree in May 2016 with the program and now I am able to go to Stephen F. Austin University, and work towards my bachelor’s degree. My confidence as an educator has tremendously increased because of the T.E.A.C.H. Scholarship, it gave me an opportunity to grow as an educator and as an individual. I am so thankful that the T.E.A.C.H. Scholarship has helped me to reach out and further my education. I truly appreciate the opportunity to be a part of this program.”
~ Athlene Esther Blaize, Associate Graduate and Bachelor recipient, Killeen, Texas

Texas Association for the Education of Young Children
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Austin, TX 78765-4997
512-215-8142
http://www.texasaeyc.org/TEACH/
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 Utah, few early educators have higher education degrees and many earn less than $10 an hour. The T.E.A.C.H. Early Childhood® Project awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover within the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increasing educational levels with increased compensation and retention. Scholarship recipients and their sponsoring early care and education programs share in the cost.

In Utah, T.E.A.C.H. Early Childhood® is administered by Utah Association for the Education of Young Children. In FY17, T.E.A.C.H. Early Childhood® Utah helped 35 early education professionals in the state increase their education.

### Education

T.E.A.C.H. recipients in Utah completed over 310 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.49.

### Compensation

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $12.16.

### Demographics

51.4% of recipients worked with 3-5 year old children. 22.9% of recipients worked with children under 2. T.E.A.C.H. recipients attended the only community college offering an early childhood degree program in Utah.

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 1,851 of Utah’s children benefitted from consistent care provided by a better-educated teacher.

“Being a T.E.A.C.H. recipient has given me a set direction to follow and to accomplish college. In the past when I attended classes I did not feel like I had a clear direction. I have found that having support of a T.E.A.C.H. counselor has made the return to college with the vision of a college education in reach. I feel very grateful to be a recipient.”
~ T.E.A.C.H. Scholar

“We have really been happy with the program and partnership and watching our teachers grow. We have been trying to encourage these teachers to go back to school for several years, and this was the push they needed to make it happen. We know they have struggled with the balance between work, school and family, but we are really proud of their efforts and all they have been able to accomplish and look forward to being able to continue our partnership and helping them reach their educational goals.”
~ Kelly Condie, Director, Neighborhood House

A Fall 2017 ESL student, Sandra, was struggling on her written exams. After exploring the issue with her T.E.A.C.H. Adviser and Professor it was determined the problem was the amount of time it took her to formulate an answer, translate it to English in her mind, and finally put it on paper in a correct English sentence format, which wasn't leaving her enough time to finish the quizzes. Her instructor wanted to help and came up with the idea of allowing Sandra to take her final quizzes and exam in Spanish, then she would have them translated by another student. After receiving permission to do this from the department, and offering it to all enrolled students, Sandra was able to take the final few exams by writing in Spanish. Her scores were near perfect and she was able to pass the class with a B - her highest GPA semester since beginning the scholarship. Sandra shared, “If I were a traditional student this never would have happened. With the scholarship I have a team who wants to help me succeed.”
Before first grade, a child may spend over 10,000 hours in child care. Research tells us that children enrolled in a good early care and education program in the first five years of life are most likely to be in a highly skilled job or in college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

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

In Vermont, T.E.A.C.H. Early Childhood® is administered by Vermont Association for the Education of Young Children. In FY17, T.E.A.C.H. Early Childhood® Vermont helped 121 early education professionals in the state increase their education.

<table>
<thead>
<tr>
<th>Education</th>
<th>Recipients on associate degree scholarships completed an average of 11.0 credits per contract. T.E.A.C.H. recipients in Vermont completed over 734 credit hours last year. The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.80.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation</td>
<td>The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $12.26. The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 19%.</td>
</tr>
<tr>
<td>Retention</td>
<td>For associate degree scholarship recipients the average turnover rate was 0%.</td>
</tr>
<tr>
<td>Demographics</td>
<td>45.5% of recipients worked with 3-5 year old children. 52.9% of recipients worked with children under 2. 1% of recipients were women of color and/or Hispanic origin. T.E.A.C.H. recipients attended one of the 12 different community colleges offering early childhood degree programs in Vermont.</td>
</tr>
<tr>
<td>Personal Impact</td>
<td>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.</td>
</tr>
</tbody>
</table>

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone, 2,081 of Vermont’s children benefitted from consistent care provided by a better-educated teacher.

In remote Vermont, it is difficult to promote higher education when the early childhood work days are long and the salaries are meager, at best. The T.E.A.C.H. scholarship empowered one of our bright young teachers to tremendous personal growth while she developed stronger differentiated teaching methodologies.

Jordyn Lawrence came to us part-time during a high school Human Services technical program. She finished high school and was hired as a full-time teaching assistant then completed the C.D.A. certificate. We partnered with the Vermont Child Care Industry Careers Council to help her complete an Apprenticeship Program. She gained confidence in her ability as a college student yet looking ahead, a traditional associate’s degree program was unaffordable and would have strained her income and stressed her everyday life. T.E.A.C.H. operated at the same pace as the Apprenticeship Program and provided her with a smooth transition to an Associate’s Degree that could never have been obtained otherwise. Both her biological family and her YMCA family were so very proud when she received her diploma this summer.

“The thought that without T.E.A.C.H. this talent would have: floundered as a teaching assistant indefinitely without realizing her true potential is disheartening; never experienced the joys of international travel is imprisoning; gone through life thinking a college degree unattainable is defeating.”

During her lunch break today, I helped her fill out an essay for Johnson State College where she will commence study for a Bachelor’s Degree in Education. Thanks to the strong foundation laid through her hard work with T.E.A.C.H., she has the appropriate foundation upon which she is prepared to complete further degrees, move into stronger leadership roles and serve as a successful mentor for other early educators. ~ Kathi J. Apgar, M.Ed., Director, Y Early Childhood Program for UVM MC

“ ‘My experience on working with VAEYC and the T.E.A.C.H. scholarship is one that I treasure greatly. I graduated from CCV with an Associates Degree in Early Education this past spring (2017). It’s been a long time coming. Before I got engaged with T.E.A.C.H., I was in the VCCICC apprenticeship program and got my footing for college courses then. While attending classes with the scholarship I was working full time in an early childhood center in Winooski. I’ve been at this program for nearly nine years. Working with young children and helping them grow and foster creativity is one of my greatest passions. Continuing my education while I have the ability to be with young kiddos is meaningful to me. I am learning while the children are learning and we together are creating life long bonds, friendships and fulfilling creative experiences. Having T.E.A.C.H. and my current place of employment sponsoring me was something amazing. The support from my director and co-workers was inspiring and encouraging, and they gave plenty of positive constructive feedback whenever possible. The support I received from the scholarship alone was bewildering. It helped me get to where I am now with a higher education background. The support from the staff of VAEYC T.E.A.C.H. and the communication, advice and interactions offered from the coordinators was prompt, engaging and resourceful. I am most proud of myself for accomplishing and receiving my associates degree through hard work and dedication to the learnings of young children. I am proud to mention that I was part of the VAEYC T.E.A.C.H. scholarship program and have referred many of my peers to engage in this great opportunity. Thank you T.E.A.C.H. for the help, the encouragement, and opportunity. I have grown as an adult learner and have become a better teacher and role model to young children and their growth in learning.”

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

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


Recipients on associate degree scholarships completed an average of 17.7 credits per contract. Recipients on associate degree scholarships completed an average of 17.3 credits per contract. T.E.A.C.H. recipients in Washington, D.C. completed over 843 credit hours last year.

The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.02; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.36.

The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $14.46. 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 6%.

For associate degree scholarship recipients the average turnover rate was 1.7%.

For bachelor’s degree scholarship recipients the average turnover rate was 8%.

72.6% of recipients worked with 3-5 year old children.

50.4% of recipients worked with children under 2.

95% of recipients were women of color and/or Hispanic origin.

T.E.A.C.H. recipients attended one of the 5 different community colleges or 4 universities offering early childhood degree programs in Washington, D.C.

In a survey of T.E.A.C.H. recipients, 93% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than national turnover rates of 30-40%. This year alone 2,549 of Washington, D.C.’s children benefitted from consistent care provided by a better-educated teacher.


Produced in conjunction with the T.E.A.C.H. Early Childhood® National Center
Michelle Freeman took her first class as a T.E.A.C.H. scholarship recipient in August 2011. As a wife, mother of four and full-time teacher’s assistant, the T.E.A.C.H. program provided her with a manageable school schedule and the support she needed to earn her degree.

On May 13, 2017, she graduated from the University of the District of Columbia with a Bachelor of Arts Degree in Human Development. Michelle strongly believes that the T.E.A.C.H. scholarship made it possible for her to reach her goal of continuing her education.

“Since joining the T.E.A.C.H.-DC Program, I have become a better professional, better educator, and better person. I not only have a brighter future for myself as an educator, but my family has a brighter future as well. Before starting the program, I knew that it was important to go back to school but I didn’t want to take that step because I knew financially I wouldn’t be able to make it, and I didn’t want to be away from my family. I thought to myself: How will I pay for books? How will I get back and forth to school? I’m working and I just don’t have time for that. But then I heard about the T.E.A.C.H.-DC Scholarship Program.

The T.E.A.C.H.-DC scholarship has been very beneficial not only for me, but for my family, my colleagues, and children and families I serve. I don’t have to worry about student loans, paying for books, or travel expenses because the program covers it all. My employer gives me time during my work day so that I can study and do my school work without having to take more time away from my family.

I would like to thank T.E.A.C.H.-DC for giving me the opportunity to advance my education, opening new doors in my life, and supporting me along the way. I never thought it was possible for me but I graduated in August with my Associate Degree in Early Childhood Education. My goals are to continue my education, complete my Bachelor’s Degree, and start my own early learning center. This is only the beginning; I will continue my commitment to giving young children a healthy start and a bright future.”

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

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

In West Virginia, T.E.A.C.H. Early Childhood® is administered by River Valley Child Development Services. In FY17, T.E.A.C.H. Early Childhood® West Virginia helped 15 early education professionals in the state increase their education.

### Education

| Recipients on associate degree scholarships completed an average of 18.0 credits per contract. |
| Recipients on associate degree scholarships completed an average of 22.0 credits per contract. |
| T.E.A.C.H. recipients in West Virginia completed over 120 credit hours last year. |
| The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.48; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 2.88. |

### Compensation

| The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $10.66. |
| The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 10%. |
| The average increase in earnings for a T.E.A.C.H. recipient on a bachelor’s degree scholarship was 17%. |

### 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

| 60.0% of recipients worked with 3-5 year old children. |
| 20.0% of recipients worked with children under 2. |
| of recipients were women of color and/or Hispanic origin. |
| T.E.A.C.H. recipients attended one of the 3 different community colleges or 3 universities offering early childhood degree programs in West Virginia. |

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 927 of West Virginia’s children benefitted from consistent care provided by a better-educated teacher.

The T.E.A.C.H. Early Childhood® Project continues to be heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGE$® 2016-2017 Annual Program Report:

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

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

In Wisconsin, T.E.A.C.H. Early Childhood® is administered by Wisconsin Early Childhood Association. In FY17, T.E.A.C.H. Early Childhood® Wisconsin helped 1,246 early education professionals in the state increase their education.

### Education
- Recipients on associate degree scholarships completed an average of 18.1 credits per contract.
- Recipients on associate degree scholarships completed an average of 24.5 credits per contract.
- T.E.A.C.H. recipients in Wisconsin completed over 12,910 credit hours last year.
- The average grade point average for a T.E.A.C.H. recipient working on her associate degree was 3.62; the average GPA for a T.E.A.C.H. recipient working on her bachelor’s degree was 3.58.

### Compensation
- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was $11.64.
- 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 7%.

### Retention
- For associate degree scholarship recipients the average turnover rate was 7%.
- For bachelor’s degree scholarship recipients the average turnover rate was 4%.

### Demographics
- 47.7% of recipients worked with 3-5 year old children.
- 60.7% of recipients worked with children under 2.
- 39% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the 20 different community colleges or 22 universities offering early childhood degree programs in Wisconsin.

### 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 44,185 of Wisconsin’s children benefitted from consistent care provided by a better-educated teacher.

As in every odd-numbered year, the Wisconsin legislature was charged with passing a State budget in 2017. It is this budget that authorizes how Wisconsin will spend our CCDBG funds, which is the primary funding source for T.E.A.C.H. Early Childhood® WISCONSIN. 2017 also marks the year ending Race to the Top funding in Wisconsin, which also supported scholarship awards. The combination of demand exceeding available funding for scholarships and the end of RTTT called us to undertake a major advocacy campaign to boost our funding and address a growing Waiting List. Our recipients played a major role in this campaign through a postcard campaign, virtual public hearing, phone calls and visits to legislators. (Note post-budget: we maintained current funding, but were unsuccessful in increasing it. We did, however, identify some new allies and strengthened our advocacy network.)

The photo below – posted on our Facebook page – is a group of students from Fox Valley Technical College, many of whom are T.E.A.C.H. recipients, visiting our State Capitol to meet with their legislators.

Featured here is an image for our “tipping point campaign” used on our postcards; a few postcard quotes are shared as well. Postcard quotes – some of the messages sent to legislators:

“We need the funding to continue education that helps us meet the standards of YoungStar.” ~ Kris M., Clayton, WI

“We are all impacted when providers don’t have access to education to improve their practice. If we can’t afford school, we can’t continue in our jobs. Who cares for the children?” ~ Jessica C., Belleville, WI

“As an assistant professor in early childcare, I feel that T.E.A.C.H. is integral to providing support for childcare teachers. Many would not be able to attend college without financial support.” ~ Kristen L., Whitewater, WI

Early Childhood is critical to the success of our young learners. Helping educators through T.E.A.C.H. and REWARD benefits our young students. Please increase the funding.” ~ Jane F., Pleasant Prairie, WI