Building a Better Educated, Compensated and Stable Early Education Workforce: Demographics, Outputs and Outcomes of T.E.A.C.H. Early Childhood®

What We Have Learned

• Given the tools and supports they need, early educators will choose to go to college and will succeed in earning college credits, credentials and degrees.

• Fidelity to the T.E.A.C.H. scholarship model results in steady gains in education, compensation and retention for the workforce.

• Implementing T.E.A.C.H. in states affects system changes across those states’ early education landscapes.

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

Provide the early childhood workforce with comprehensive economic and social supports to encourage credit hour, credential and degree attainment on a pathway that leads to better education, compensation and career stability and mobility for the early childhood workforce.

T.E.A.C.H. Early Childhood® Model

Compensation

Counselor

College Education

Comprehensive Scholarship

5 Cs

Commitment

Why T.E.A.C.H.?

• Children need educated, effective and fairly compensated teachers.

• Teachers and directors need knowledge and skills to do their jobs well.

• The workforce cannot afford the full cost of time and money to earn needed education. The education must carry educational currency throughout higher education to advance learning, earnings and career potential.

• Increasingly early education systems are requiring credentials and degrees (state QRIS, Head Start, Prekindergarten).

Identified a problem.

Workforce study reveals early educators making minimum wage, few degreed teachers, lack of resources to attend college, turnover rate 40%.

Tested an idea.

• WHAT IF: Working teachers were given the opportunity to attend college with help for tuition and books and paid release time, had a counselor to support their journey and employers who would share the cost?

• WOULD:

  • Teachers go to college and complete 18 credit hours/year?
  • Centers give teachers a bonus or raise when they finished the credits?
  • Teachers be willing to remain in their sponsoring center for another year after their compensation increase?

Piloted a model.

$23,100 supported the pilot in three NC counties.

Collected, analyzed and reported data.

Data collected on domains of increased education, compensation and retention.

Took the model to scale.

From 1 state in 1990 to 24 states and DC in 2014.

IMPLICATIONS FOR THE FIELD

T.E.A.C.H. Programs, surveyed periodically about system changes as a result of T.E.A.C.H., indicate the following:

• More relevant coursework
  • New/expanded curricula, incorporation of credentials into degree programs, courses designed to meet licensing regulations

• More flexible PD delivery system
  • Online courses and degrees, courses offered in Spanish and other languages, at night, on weekends and in satellite locations

• More scholarship models targeted at new populations
  • Family support workers, home visitors, Head Start staff, nurse educators, higher ed faculty, Pre-K and QRIS consultants, trainers and TA staff

METHODS

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RESULTS

1990

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

2014

• >128,000 recipients
• 24 states + DC
• 200 IHEs
• Array of scholarship models
• Millions of children
• >$400 million
• WAGE/Plus in >20% states
• >$160 million in WAGE alone

DEMOGRAPHICS

Diversity—Scholarship Recipients

• 44% of recipients are people of color.
• 13% are Latina/Hispanic.
• 51% are from families with no college graduates.
• 54% begin T.E.A.C.H. with only a high school diploma.
• 13% are family child care providers.

Diversity—Program Auspices/Children Served

• 15% of recipients work with children in publicly funded Pre-K.
• 10% work in a Head Start program.
• 44% work with children under 2 years of age.*
• 60% work with 3 and 4-year olds.*

*Some work with both age groups