

T.E.A.C.H. times

Winter 2017

Letter from the Founder

T.E.A.C.H. Early Childhood® STATES

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Colorado
Delaware
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Missouri
Nebraska
Nevada
New Mexico
North Carolina
Ohio
Pennsylvania
Rhode Island
South Carolina
Texas
Utah
Vermont
Washington, DC
Wisconsin

Child Care WAGES® STATES

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Florida
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Iowa
New Mexico
North Carolina

T.E.A.C.H. Times Teresa Graves, Editor

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T.E.A.C.H. Early Childhood® National Center
PO Box 901
Chapel Hill, NC 27514
919.967.3272 – phone
919.442.1988 – fax

www.teachecnationalcenter.org

The beginning of a new year often is a time to set new goals and to aspire to do and be better. We often try to let go of the past and try to move forward. Yet the beginning of 2017 has brought the continuation and even escalation of political, economic and social struggle in the U.S.



For those of us who work on behalf of young children, their families and their teachers, there are a lot of unknowns. These unknowns are reflected in fears of loss of programs and funding that we know make a difference, exacerbations of further divisions in our communities by race, ethnicity, national origin, gender, sexual orientation, religion and income, and worries that young children and their families, particularly those of color and/or with low and moderate incomes will continue to be the big losers in our nation.

Fear can immobilize action. Yet all of us need to be vigilant, engaged and determined to unite on behalf of the needs of young children. We need to keep up with what is happening in Congress and the White House and in our state legislatures and Governors' offices. Our voices and engagement can make a difference. We need to know the research on both the needs and the evidence on the effective programs that are making a positive difference.

Finally, we need to think strategically and creatively as we develop and/or examine new strategies. Twenty-six years ago, when T.E.A.C.H. Early Childhood® scholarships were created we thought about how the model could be embraced by both sides of the aisle. By using a cost-sharing model that engages scholarship recipients and their employers in the structure, it is easy to prove that T.E.A.C.H. is not a handout but a public-private partnership. By using state community colleges and universities, scholarship funding strengthens states' higher education infrastructure for all early childhood students. By holding recipi-

ents and employers accountable and focusing on outcomes, we have built an evidence-based model. And as a result, T.E.A.C.H. has been seen as a positive early childhood workforce strategy by Republican and Democratic Governors and legislatures.

But that could change. We need to be visible, maintain our credibility and be prepared to offer hope and leadership to our young children, their families and their teachers. We do not have the time to be discouraged. Through vigilance and engagement, we must endure so that these and other early childhood workforce and quality investments continue.

Sue Russell, Executive Director
T.E.A.C.H. Early Childhood® National Center

The Hearst Foundations Support Accessible College Education for Early Educators Serving Children from Families with Low Incomes

We are pleased to announce the Center was recently awarded a grant from the Hearst Foundations to improve the education, compensation and retention of a segment of the early childhood workforce that serves high needs children in two selected southern states. These funds are supporting the Center's work in expanding the availability of T.E.A.C.H. Early Childhood® scholarships in Alabama and Texas.

Transforming the Workforce for Children Birth Through Age 8: Pathways to Implementation

Kyra E. Cappelucci and Kimber Bogard, National Academy of Medicine

Children develop and learn at a rapid pace in the early years. This critical time is essential for lifelong progress and long-term health and development outcomes. The adults who care for and educate young children bear great responsibility for their health, development, and learning. In 2015, the consensus report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* laid out 13 recommendations for providing consistent, high-quality support for the development and education of children from birth through age 8. The recommendations, directed at federal, state, and local levels, sent a clear message that collaboration is essential to achieve full implementation and, thus, the best possible outcomes for our nation's children.

The complexity of the recommendations and the many actors involved led the National Academy of Medicine (NAM) to select the report as the pilot for a new “incubation model” designed to sustain ongoing productive dialogue and facilitate tailored implementation planning around consensus reports of the National Academies of Sciences, Engineering, and Medicine. In this model, self-assembled stakeholder teams work to develop plans to implement one or more recommendations, in full or in part, according to each group's unique needs and resources. Although the NAM brings its expertise as a neutral convener and its technical knowledge of the National Academies reports, the resulting implementation plans are developed, owned, and executed independently by individual teams.

In the *Birth Through Age 8 Workforce* pilot project, state-based teams from California, Colorado, Illinois, Minnesota, Nebraska, Virginia, Washington State, and a regional team representing Maryland, Northern Virginia, and Washington, DC have convened regularly over a period of 9 months to identify: (1) their starting point given their unique context; (2) stakeholders whose buy-in is necessary for progress; (3) opportunities that can be leveraged to advance the workforce; (4) detailed strategy for implementation; and (5) step-by-step execution timeline. Although each team develops a plan tailored to the unique needs of their state, the larger-group meetings serve as a way for states to share information and learn from one another.

In an effort to maintain two-way dialogue and coordination between the state and national levels, the NAM has also convened a group of 30 national organizations, including federal agencies, private foundations, and nonprofits. These organizations will author a position paper indicating their commitment to work together to advance the report's recommendations. A second paper will also identify a national “backbone” infrastructure that can sustain work with states. Both papers will be published as *NAM Perspectives* in 2017. Several teams have already begun executing implementation plans in their states and also plan to author *NAM Perspectives* to highlight the work they've done thus far and next steps for continued progress.

Related resources:

- [Innovation to Incubation](#) program at the National Academy of Medicine
- [Report highlights](#): *Transforming the Workforce for Children Birth Through Age 8*
- [Forthcoming study](#): *Financing Early Care and Education with a Highly Qualified Workforce*

Five States Awarded Grants to Address the Compensation of the Early Childhood Workforce

The T.E.A.C.H. Early Childhood® National Center (Center) announced the award of grants to five (5) state teams to work on improving public awareness, public policies and funding to address the compensation of the early childhood workforce in those states. The five states and their lead organizations are Children's Forum, Inc. (Florida), Indiana Association for the Education of Young Children, Iowa Association for the Education of Young Children, Child Care Services Association (North Carolina) and Wisconsin Early Childhood Association. “We are grateful for funding from the Alliance for Early Success to help states try to address one of the most difficult challenges states face in improving the early care and education system and in attracting and retaining qualified teachers for our youngest children,” said Sue Russell, Executive Director of the Center. “Parents struggle every day with the high cost of child care; yet teachers are often paid very low wages. This project will allow states to explore strategies that decouple what parents can afford to pay from what well-educated, competent teachers deserve,” Russell continued.

With grant funding from the Alliance for Early Success, a national alliance of state, national and funding partners, each state will assemble teams comprised of stakeholders who are committed to addressing the education, compensation and retention issues facing the early education workforce in their states and work to create and implement a strategic action plan to move the needle on compensation over the coming year. The Center will host a national Summit, April 27-28, 2017 in Chapel Hill, NC to bring these state teams together for 2-days of learning from national leaders and each other and to begin mapping out their strategies for policy, advocacy and funding actions back home. “We see this as great opportunity to bring together national thought leaders in the early education field and the movers and shakers in these five states to work toward advancing workforce compensation strategies in those states and to contribute to the compensation conversation across the country,” said Julie Rogers, Project Director. “We are confident these state teams will make an important contribution to the critical work of ensuring our country's youngest children have the best start possible by making sure their teachers in those early years are well educated, fairly compensated and stay in their chosen field. It simply won't happen for our children until teachers can earn a living wage doing this most essential work.”

Power to the Profession: A Profession-led Dialogue to Advance Early Childhood Educators as a Unified Profession

Katherine Kempe,
National Association for the Education of Young Children
(NAEYC)

In the last 40 years, early childhood education for children birth through age eight has come to be recognized as a critical part of the education continuum. The National Association for the Education of Young Children strives to ensure that increased attention is being paid to the critical role early childhood educators play in delivering high quality early education. The science of brain development has shown what many early childhood educators already know, that optimal development for young children happens in the context of caring and consistent adult interactions.

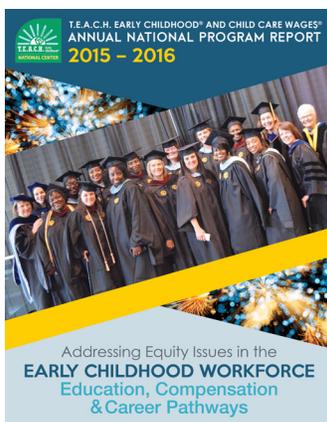
In addition, economic research has demonstrated significant returns on investment for society when the public invests in high quality early childhood education. Decades of advocacy efforts, along with this brain development and economic research has elevated early childhood education in the national conversation. Today, the majority of the public supports investing in high quality early learning.

As more public and private money goes to the early childhood space, early educators must elevate the profession to ensure that these - and future - resources are put to the best use: delivering the best outcomes for children. Elevating the profession must include defining it; in order to maintain and build investments, policymakers and the public need to understand what they are paying for and why.

Power to the Profession is a national initiative designed to advance early childhood educators as a unified profession by establishing a shared framework of competencies, qualifications and compensation guidelines. Our goal is to unify the entire early childhood education profession for ages birth to age 8 and across all settings. Power to the Profession's shared framework will lead to a comprehensive policy and financing strategy for the systematic adoption and implementation of the guidelines.

Power to the Profession has a two-year timeframe for generating consensus on these guidelines. The initiative is designed to simultaneously work at the national and state levels - both within the early childhood field and with key influencers and stakeholders outside the field. There will be multiple opportunities for collaborative decision-making through online surveys and virtual town halls. Throughout the process, the voices of early childhood educators will be front and center. This is an all-hands on deck initiative and we need your perspective.

Learn more and sign up for updates by visiting NAEYC.org/profession.



Shout Out to State T.E.A.C.H. Projects!

The T.E.A.C.H. Early Childhood® National Center would like to welcome the states of Utah and Delaware to our list of T.E.A.C.H. and WAGE\$ Projects! We would also like to welcome back the state of Pennsylvania.

Congratulations to the following state T.E.A.C.H. Projects that have recently received money for T.E.A.C.H.

- As a result of their prodigious advocacy work, T.E.A.C.H. Early Childhood® Florida has received \$10,000,000 for the implementation of a Bachelor's Degree scholarship model, and the expansion of their current T.E.A.C.H. scholarship project!
- T.E.A.C.H. Early Childhood® MICHIGAN has received \$495,000 to expand their work with the current workforce support professionals that they serve, and \$630,000 to support the implementation of a Master's Degree scholarship model!

T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Annual Program Report Addressing Equity Issues in the Early Childhood Workforce

Released in November 2016, the **2015 -16 Annual T.E.A.C.H. and WAGE\$ Program Report** focuses on creating equitable access to flexible, affordable higher education, better compensation, career pathways and workforce stability for the early childhood workforce. The report points to some of the entrenched challenges faced by our workforce, underscores the goals that state programs and the Center have set to address these challenges and showcased the solutions that have resulted from our efforts. Highlights include collective national impact data, including examples of the systemic, programmatic and individual impact of T.E.A.C.H. and WAGE\$ programs across the country and what's on the horizon for the National Center this year. You can find a copy [here](#).

In addition to the data provided in the Annual Report, the **T.E.A.C.H. Early Childhood® State Profile Compendium** has just been released and includes a breakdown of state specific data from all T.E.A.C.H. Early Childhood® programs, including voices from the field. Find it [here](#).

Jacqueline Jones to Keynote T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Symposium – April 25-26, 2017

The T.E.A.C.H. Early Childhood® National Center is pleased to welcome Jacqueline Jones, President and CEO of the Foundation for Child Development as the keynote speaker at our upcoming National Professional Development Symposium. The topic of Dr. Jones' presentation is *Leveling the Playing Field for the Early Childhood Workforce: Addressing the Equity Gaps*. We look forward to hearing more on this important and timely topic.

This year's symposium convenes with breakfast on Tuesday, April 25 and concludes mid- afternoon on Wednesday, April 26. The symposium offers 33 workshops on topics of interest to those in the field working to improve the education, compensation and retention of the early childhood workforce. Presenters are from within the ranks of T.E.A.C.H. and WAGE\$ programs, staff of the Center, higher education institutions and an array of national organizations including:

- Center for the Study of Child Care Employment
- Council for Professional Recognition (CDA)
- Erikson Institute
- Frank Porter Graham Child Development Institute
- KinderCare Education
- National Academy of Medicine
- National Association for the Education of Young Children
- National Black Child Development Institute
- National Center on Early Childhood Development, Teaching, and Learning
- National Governors Association
- National Women's Law Center
- The Urban Institute

For more information on the symposium and to be added to the mailing address to receive the registration information, visit our website [here](#).



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

PO Box 901
Chapel Hill, NC 27514

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high-quality child care for
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