

# T.E.A.C.H. times

Winter 2019

## Letter from the Founder

### What Will It Take?

The work of the T.E.A.C.H. Early Childhood® National Center is guided by our engagement with early childhood educators within the states and nationally. One way we do this is through the T.E.A.C.H. Early Childhood® Alliance Advisory Council. Council members work in our field and the majority have had T.E.A.C.H. Early Childhood® scholarships through which they earned early childhood education degrees. They work in eight different states in diverse roles in our early childhood system. Our most recent Advisory Council discussion centered around what will it take to achieve the recommendation found in “Transforming the Workforce for Children from Birth Through Age 8” that all lead teachers have a bachelor’s degree in early childhood education. Their reflections come from their efforts to achieve consensus around difficult issues and diverse perspectives that come from their different professional roles, responsibilities and states. This discussion is a work in progress and will continue over the coming year. I have tried to aggregate their list in three buckets.



and not be determined by the age of the children served.

- Significant increases in compensation are needed but can’t be on the backs of families who are already paying more than they can afford for child care or who are unable to afford child care at all. Funds for this transition must come from public sources.
- Early childhood educators must receive benefits like health insurance, retirement and paid leave as well as salaries that reflect their education, longevity and the importance of their work.
- Paying better rates alone will not guarantee better compensation; compensation dollars must be targeted to early childhood educators teaching young children.
- Until the system is fully funded, communities and states may need to employ ways to directly supplement the earnings of early childhood educators.

### What will it take to implement the BA as a standard?

- Provide the necessary time it will take for incumbent early childhood educators to earn degrees.
- Ensure we maintain a diverse early childhood workforce in all roles as states transition to higher education standards, ensuring equity of access to scholarships and other supports to allow for all of the incumbent workforce to have the opportunity to achieve the higher standards.
- Create a reasonable and transparent transition to this requirement within communities and states.
- Define an array of roles within the system to allow for mobility as more education is achieved, while ensuring that the BA in early childhood education is the standard for the lead teacher.
- Be willing to leave some of the workforce behind if they are unwilling to work toward higher standards.

As you can see, there is much packed into these recommendations. Over the coming year, the Alliance Advisory Council will continue this conversation, engage in discussions occurring around *Power to the Profession* and develop and refine their thinking on moving to becoming a profession. As an observer to and recorder of this dialogue, I know that the Alliance Advisory Council members are passionate about their work, the field of early childhood education, and the opportunity to bring their voices to the larger dialogue.

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

### T.E.A.C.H. Early Childhood® STATES

Alabama  
Colorado  
Delaware  
Florida  
Indiana  
Iowa  
Michigan  
Minnesota  
Missouri  
Nebraska  
Nevada  
North Carolina  
Ohio  
Pennsylvania  
Rhode Island  
South Carolina  
Texas  
Utah  
Vermont  
Washington, DC  
Wisconsin

### Child Care WAGES® STATES

Delaware  
Florida  
Iowa  
North Carolina  
Tennessee

### What will it take to prepare the workforce to achieve this goal?

- The incumbent workforce cannot afford to incur any college debt. Robust scholarships must be widely available.
- College coursework leading to degrees must be accessible to working early childhood educators.
- Colleges need the necessary funding and policies to provide accessible, articulated, high quality early childhood education.
- There must be flexible ways to allow working early childhood educators to demonstrate competence through student teaching. Working early childhood educators cannot afford to work without pay for a semester and leave their own classrooms to be a student teacher in another classroom in the community.

### What will it take to get early childhood educators to embrace the new educational requirements?

- Fair compensation tied to an individual’s education and experience is the absolute key to achieving this standard.
- Pay scales must reflect the value of the degree

### 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](http://www.teachecnationalcenter.org)

## T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Professional Development Symposium Right Around the Corner April 23-24, 2019 – Chapel Hill, NC



### Save the Date!

T.E.A.C.H. Early Childhood® and Child Care WAGE\$®  
2019 National Professional Development Symposium

**April 23-24, 2019**

Chapel Hill, NC

For more information on the symposium, click [here](#).



Center staff are full steam ahead in preparations for the upcoming symposium. Our boutique symposium offers 35 workshops, a keynote presentation, plenary panel and reception. We are pleased to welcome Caitlin McLean from the Center for the Study of Child Care Employment as our keynote speaker. This year's symposium theme is *Creating a Profession: Leveraging Investments in Early Childhood Education to Transform the Workforce*. Workshops that will reflect this theme throughout the symposium tracks include higher education, outreach, public policy, advocacy, research, and professional development systems, in addition to a track focused on staff development opportunities for T.E.A.C.H. Early Childhood® and Child Care WAGE\$® program staff.

This year, as part of one of the Center's multi-state projects, *Addressing Early Childhood Higher Education Barriers*, we have invited two state teams to attend the symposium. To support their learning needs, as well as those of all attendees, we have assembled a higher education track that addresses the learning needs and opportunities of these team members, as well as those of you who have an interest in the higher education track.

The program registration booklet will be available in mid-February. In the meantime, you can find more information about the symposium, including lodging, on [our website](#). If you would like to be added to our mailing list, you can do so [here](#) or via email at [info@teachecnationalcenter.org](mailto:info@teachecnationalcenter.org).

## Preschool Development Birth through Five (PDG B-5) Grants Awarded to 45 states

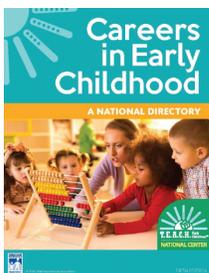
The Office of Child Care recently awarded 45 states Preschool Development B-5 grants, including 19 of the 21 states with current T.E.A.C.H. Early Childhood® Programs. Congratulations to all 45 states, and especially to our T.E.A.C.H. states: Alabama, Colorado, Delaware, Florida, Indiana, Iowa, Michigan, Minnesota, Nebraska, Nevada, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, and the District of Columbia. The PDG grants are designed to fund states and territories to conduct a comprehensive statewide birth through 5 needs assessment, followed by in-depth strategic planning, while enhancing parental choice and expanding the current mixed-delivery system. Grant awards range between \$538,000 and \$10,620,000, depending on state and territory proposed plans. The grant performance period will run from December 2018 through December 2019. States and territories that receive this grant award will also be given the opportunity to apply for renewal grants prior to the end of 2019.

The needs assessments conducted in each state and D.C. will provide

an opportunity to assess the early childhood education workforce, including teacher education, compensation, retention, diversity, and effectiveness. Supporting the costs of a comprehensive workforce study could be a strategy some states will employ to gather this data. States without a T.E.A.C.H. scholarship program may choose to explore the possibility of implementing such a program, and/or a salary supplement program as part of their renewal grant application. To best serve our young children, we need to enhance/expand scholarships for infant toddler teachers, pre-K teachers, and directors and others in leadership roles, in states with current T.E.A.C.H. programs in place. In addition, needs assessments may indicate supports needed to enhance higher education quality and accessibility for this workforce.

States were invited to be innovative and collaborative in their grant applications. T.E.A.C.H. Early Childhood® is a successful, evidence-based model of innovation and collaboration. For more information, contact the National Center at 919-967-3272 or [info@teachecnationalcenter.org](mailto:info@teachecnationalcenter.org).

## 5th Edition of *Careers in Early Childhood* Released

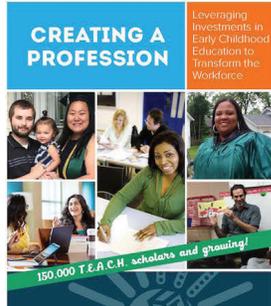


The T.E.A.C.H. Early Childhood® National Center is excited to announce the release of the 5th edition of *Careers in Early Childhood*. In this directory, readers will find descriptions of the many career options we have in the field of early childhood. For each career the guide provides updated information on the qualifications needed and the salary ranges that can be expected. This edition has also added a new feature. For 10 of the 14 profiled

careers, readers will meet real people across the country working in these careers, learn about their education earned, their early childhood career pathways and learn from their own voices what they love about their work. This guide also provides some important links to resources that can support continuing education.

## Read National Center's Annual Report

T.E.A.C.H. EARLY CHILDHOOD® AND CHILD CARE WAGE\$®  
ANNUAL NATIONAL PROGRAM REPORT  
2017 – 2018



[The 2017-18 Annual T.E.A.C.H. and WAGE\\$® Program Report, "Creating a Profession: Leveraging Investments in Early Childhood Education to Transform the Workforce."](#)

was released in November 2018. The report reviews data compiled from the state programs and includes profiles of T.E.A.C.H. Early Childhood® scholars and Child Care WAGE\$® recipients, as well as current projects from the T.E.A.C.H. Early Childhood® National Center. In addition to the national data provided in the Annual Report, the [T.E.A.C.H. Early Childhood® and Child Care WAGE\\$® State Profile Compendium](#) includes a breakdown of state specific data as well as profiles of scholars and recipients.

## Moving the Needle on Compensation Begins New Project Year

The T.E.A.C.H. Early Childhood® National Center, with grant funding from the Alliance for Early Success (AES), is supporting a second project addressing early childhood educator compensation. Five states, all with active T.E.A.C.H. programs, are working on improving public policies, developing and/or implementing strategies and expanding funding to address the compensation of the early childhood workforce in those states. Each state assembled a cross-disciplinary team comprising stakeholders 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 five states and their lead organizations are Child Care Aware® of Minnesota, Ohio Child Care Resource and Referral Association, Rhode Island Association for the Education of Young Children, Michigan Association for the Education of Young Children, and Texas Association for the Education of Young Children. Texas and Michigan are continuing their efforts after being partially supported by the initial project in 2017-2018.

“We are grateful for funding from the Alliance for Early Success (AES) to help states try to address one of the most intractable challenges states face in improving the early care and education systems 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 these states to explore strategies that decouple what parents can afford to pay from what well-educated, competent teachers deserve – to achieve their goals to have a college degree, become better teachers, advance their careers and earn wages that reflect the value of the work they do.”

The Center will host a national Summit, April 25-26, 2019, in Chapel Hill, NC, to bring these state teams together for two days of learning from national leaders and each other.

“We see this as great opportunity to bring together national thought leaders in the early education field and the movers and shakers in these 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. “Building on the successful state-team

approach and positive outcomes of eight state teams funded by the AES over the past 18 months to move the needle on early childhood workforce compensation, 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.”

More than 50 state leaders are serving on these five teams, representing the early childhood educator workforce, state government roles and policymakers, stakeholders such as labor and professional development providers, business representatives, philanthropy, and advocates. Teams were identified earlier in the fall, and all five teams have met at least once and identified their own long-term vision and goals for their work. The project runs from October 2018 to September 2019. Action plans including goals, strategies, and timelines were submitted to the Center by December, and reflect planned progress towards implementation of successful strategies, policy impacts, and funding increases. Stay tuned!

### ***What Some Team and Center Leadership Had to Say About the Moving the Needle on Compensation Project***

“From an advocacy perspective one valuable piece of having diverse team membership is that some members took the compensation issues back to their tables where it became front and center and in some instances was incorporated into their own agendas.”

“This project required us to think big and create a long term vision for addressing compensation, but then also created the mechanism for us to break it down into reachable goals and manageable strategies and actions.”

“The work starts out big in terms of a vision and then gets done incrementally, but it’s the power of the work that extends it beyond the timeframe of this project.”

## Ehlert Elected to Iowa State House



Congratulations to Tracy Ehlert, a former T.E.A.C.H. Scholarship Recipient and current T.E.A.C.H. Alliance Advisory Council member, who was elected into the Iowa House, District 70, in the November 6th election! In [an article that Tracy submitted to \*The Gazette\*, October 27, 2018](#), Tracy stated that, “Investing in early ed is more than just advocating for high quality, affordable, accessible child care and preschools for young learners — which is

important. But it also means we must invest in the early ed workforce and in families. The workforce needs a livable wage, access to high-quality training and education opportunities...”

We are thrilled that Iowa has such a strong advocate for young children and the early childhood workforce in its state House!

## Welcome, Tennessee!

The T.E.A.C.H. Early Childhood® National Center would like to welcome Tennessee to the Child Care WAGE\$® national family. WAGE\$ will be administered by Signal Centers, a non-profit 501(c)(3) that began in 1957. They have six different programs that span early childhood to adult care. Their mission is to strengthen children, adults and families through services focusing on disabilities, early childhood education and self-sufficiency. The program will begin in Chattanooga, with hope for statewide expansion in the near future. Staff have been secured and completed their two-day WAGE\$ training in February. We are so excited to begin this program for the workforce in Tennessee and to collaborate with Signal Centers. Welcome!





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PO Box 901  
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<https://teachecnationalcenter.org/>

...ensuring affordable, accessible, high-quality child care for all young children.

