

Outcomes — Impact

Inputs

- Workforce data & needs
- Data collection tools, protocol and system
- Effective program leadership and management
- Highly trained, appropriately degreed counseling staff
- Program policies & guidelines
- Accessible, effective higher education early childhood coursework and degrees
- Scholarship models
- Outreach tools
- ECE state environment
- Funding & fund development
- Community & state coordination and collaboration

Outputs

- Outreach implementation
- Program implementation materials
- Scholarships
- Counseling
- Timely fund distribution
- Data collection on recipients, employers and workforce
- Evaluation
- Public and funder reports

Customers

- Diverse early care and education workforce*
- Early care and education employers
- Higher education institutions and faculty
- Early care and education systems and stakeholders
- Families, general public and policy makers

Short Term (1-3 yrs.)

- Information on T.E.A.C.H. scholarships is widely available statewide.
- Data about scholarship models and the needs of employers and the workforce is used to inform the delivery of services.
- T.E.A.C.H. AS and BS degree scholarship recipients begin to reflect the racial diversity of children 0-4 in their states.
- Scholarship recipients on an Associate (AS) or Bachelor's (BS) degree scholarships will, on average, have completed 11 credit hours towards an early childhood degree after one contract period.
- AS and BS scholarship recipients will, on average, have increased their earnings by 10% after each contact.
- The overall average turnover rate for AA and BA scholarship recipients will be less than 8%.
- Early childhood higher education degree programs work collaboratively with T.E.A.C.H. Programs to build or provide degree programs to meet the needs of diverse early childhood educators.
- The T.E.A.C.H. Program has secured funding to meet 10% of need in funded geography.
- Each T.E.A.C.H. Program regularly completes a national competency assessment to evaluate their implementation of the model to fidelity and accountability to performance measures.

Intermediate (3-5 yrs.)

- T.E.A.C.H. AS and BS scholarship recipients substantially reflect the diversity of children 0-4 in their states
- 10% of the early care and education workforce will have access to T.E.A.C.H. scholarships in their funded geography.
- Data about scholarship models and the needs of employers and the workforce are used to target and expand services.
- Recipients complete sufficient coursework to earn credentials and degrees.
- Recipients will have steadily increased their earnings reflective of the number of contracts completed.
- Recipients remain working and progressing in the profession.
- 50% of all early childhood higher education degree programs in the T.E.A.C.H. state offer programs that meet the diverse needs of the early care and education workforce.
- Funding for T.E.A.C.H. is provided to adequately meet the diverse needs of the state's early care and education workforce.
- Each T.E.A.C.H. Program regularly completes a national competency assessment to evaluate its implementation of the model to fidelity and accountability to performance measures.

Long Term (5-10 yrs.)

- T.E.A.C.H. recipients who earn ECE AS and BS degrees reflect the diversity of children 0-4 in their states.
- T.E.A.C.H. is universally available within a state
- Data about scholarship models and the needs of employers and the workforce are regularly used to assess impact and seek resources to address identified needs.
- 25% of recipients who earned associate degrees go on to work toward their Bachelor's degree.
- Early care and education workforce has higher wage levels, commensurate with their education.
- Early childhood educator turnover rates mirror public school teacher turnover rate.
- Early childhood higher education degree programs are responsive and flexible to meet the needs of diverse early childhood educators.
- Funding for T.E.A.C.H. is adequate and embedded in the state's early childhood education system.
- Each T.E.A.C.H. Program regularly completes a national competency assessment to evaluate its implementation of the model to fidelity and accountability to performance measures.
- All young children have access to well-educated early childhood educators.

T.E.A.C.H. Early Childhood® scholarships help early childhood educators in centers and homes take coursework leading to early childhood credentials and degrees. This helps these teachers improve their core knowledge, teaching skills and classroom environments, which in turn leads to better outcomes for young children.

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

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*The early care and education workforce is defined here as those serving children ages birth to 8, in some regions up to age 12, in out of home settings. The workforce is primarily female.