

T.E.A.C.H. EARLY CHILDHOOD<sup>®</sup>  
AND CHILD CARE WAGES<sup>®</sup>  
Annual National Program Report  
**2019 – 2020**

---

Supporting  
the Essential  
Early Childhood  
Workforce Behind  
the Workforce

## From the T.E.A.C.H. Early Childhood® National Center Executive Director

What a year this has been! It has tested all of us personally and professionally. That's what makes this year's annual report so special. Early childhood educators around our country have stepped up to help our nation address the impact of the pandemic and have put their lives on the line for our young children and their families. They have earned the new public title of essential worker, even though they have always been the critical element in children's early learning outcomes, families' ability to work and our economy's capacity to grow and thrive.

Fortunately, our T.E.A.C.H. and WAGE\$ programs across the country already knew that and jumped into action to support the workforce. T.E.A.C.H. and WAGE\$ counselors and program administrators reached out to early educators served by one or both programs, identifying and meeting their needs and creating new ways to support them. For those on T.E.A.C.H. scholarships, states modified scholarship components and expectations to get more money into the hands of early educators, found computers to support online learning, provided extra counseling to those who never had taken an online course and so much more. For WAGE\$ recipients who were furloughed temporarily, WAGE\$ programs created new policies to allow them to receive their next supplement, and the list of "going the extra mile" goes on. Watching and helping our states do this extraordinary work has been a privilege.

But what has been even more amazing are the great outcomes we were collectively able to achieve in spite of COVID-19. When you take a look at the numbers inside this report, which reflect the accomplishments over the past year, what you won't see are some of the big milestones of success over many years. We had the most WAGE\$ participants ever, and the number of T.E.A.C.H. recipients increased by 23% over the past three years, with more than 100,000 credit hours completed just this year despite the pandemic. Our early childhood educators and our T.E.A.C.H. and WAGE\$ programs didn't give up or give in.

This is my last annual report note to readers as I retire from my work at the T.E.A.C.H. National Center at Child Care Services Association (CCSA). I have learned so much and benefited even more from the relationships I've had with early childhood educators and the system of professionals who support them. Early childhood educators, whether in the classrooms, working as T.E.A.C.H. or WAGE\$ counselors or leading early childhood organizations, are incredible people with large hearts, much compassion and empathy and steadfast determination to make the world better. Finally, I want to say a special thank you to all of the staff who work at the T.E.A.C.H. National Center. They are dedicated, passionate, caring and competent professionals who have made my job easy and fun!



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

## From the Child Care Services Association President

There is a growing movement that recognizes the importance of using data to show the need for early childhood educators with degrees and their success when they have adequate funds, support and coaching. Sue Russell, the designer of the T.E.A.C.H. Early Childhood® Program in North Carolina, saw T.E.A.C.H.'s success in that state and developed the next logical step—bringing it to other states and using the data to build a strong and educated early childhood workforce. Thus was the beginning of the T.E.A.C.H. Early Childhood® National Center in 2000.

Over the past 20 years, Center staff, working with CCSA staff and consultants, has supported states in offering an array of scholarship models for early childhood education (ECE) credentials, certificates and associate, bachelor's and master's degrees. Always collecting data, the National Center has painted a clear picture of how funds could be invested and leveraged for early childhood education, meeting the educational and career pathway needs of more than 175,000 diverse early childhood educators across the country.

As president of CCSA, I am grateful for Sue's vision and perseverance. Because of that, we will continue to use data to tell the story of T.E.A.C.H. and to lift the voices of early educators. CCSA's Board of Directors is working currently on strategic planning, and there is no doubt we will continue the work started 30 years ago when we launched the T.E.A.C.H. Early Childhood® Program. CCSA and the National Center, along with its funders, advisory committees, state program managers and staff will continue Sue's legacy of advocacy and research on behalf of one of our greatest assets—early childhood educators.



**Marsha Basloe**, President  
Child Care Services Association

### FUNDER ACKNOWLEDGMENT

Our work is funded in part by the Alliance for Early Success, the W.K. Kellogg Foundation, the W. Clement & Jessie V. Stone Foundation and the Foundation for Child Development. We thank them for their support, but acknowledge that the findings and conclusions presented in this report are those of the authors alone and do not necessarily reflect the opinions of these organizations.

# T.E.A.C.H. Early Childhood®

T.E.A.C.H. Early Childhood® is an evidence-based national strategy that has increased the availability of accessible, affordable college education and workforce supports for low-income women working with children in early childhood settings. It provides the structure for a comprehensive, sequenced program of early childhood higher education opportunities that recognizes the diverse educational backgrounds of early childhood teachers. T.E.A.C.H. targets increased education leading to credentials and degrees, increased compensation and job and career retention. Employer and employee dollars are combined with public and/or private funds in each state to support their early education workforce.

With an eye toward student success, T.E.A.C.H. ensures that early educators are supported economically with tuition and book assistance, paid leave time, travel stipends and bonuses, and socially through the support of a scholarship counselor and an engaged employer.

Since the onset of COVID-19, even with all of this support, we expected a lot of scholarship recipients to disappear, given program closures and cutbacks. Yet, because of their tenacity, most wanted to continue even if they weren't working. With guidance from the National Center and approval of funders, states were very generous and made scholarship models more economically feasible while teachers weren't working.

“This summer, as I engaged in conversations with early childhood educators about the impact of COVID-19 on their early childhood programs, those who were currently receiving a T.E.A.C.H. scholarship spoke so highly and fondly of the support they received from T.E.A.C.H. during this time.”

*Lucy Recio, Senior Analyst,  
Public Policy & Advocacy,  
National Association for the  
Education of Young Children*

## OUTPUTS

In FY20, T.E.A.C.H. programs garnered **\$42.3 million** to support **18,040 scholarship recipients** in 21 states and DC, with Maine and New Hampshire joining in FY21.

## EMPLOYERS

- **8,633** sponsored T.E.A.C.H. recipients on a scholarship; at least half of the children in these programs were from families with low incomes and had their early care and education supported by child care assistance, Head Start and/or state funded Pre-K
- **30.7%** of recipients worked with children in publicly funded Pre-K programs
- **12.3%** of recipients worked with the Head Start population
- **60%** of recipients worked with 3–5 year olds
- **57.3%** of recipients worked with children under 3 years of age
- **626,922** children benefited from having a better educated teacher

## EDUCATION

- **102,363** credit hours completed
- **80%** of participants worked as teachers or family child care educators

## COLLEGES AND UNIVERSITIES

- **512** participating community colleges and universities provided college courses and benefited from enrollment
  - **21%** of participating community colleges offer full online associate degree option
  - **33%** of participating universities offer full online bachelor's degree option

## OUTCOMES

Average Annual Credit Hours Completed

- **13.94**—Associate degree scholarships
- **16.86**—Bachelor's degree scholarships

Average Annual Grade Point Averages

- **3.39 GPA**—Associate degree scholarships
- **3.35 GPA**—Bachelor's degree scholarships

Average Annual Recipient Wage Increase

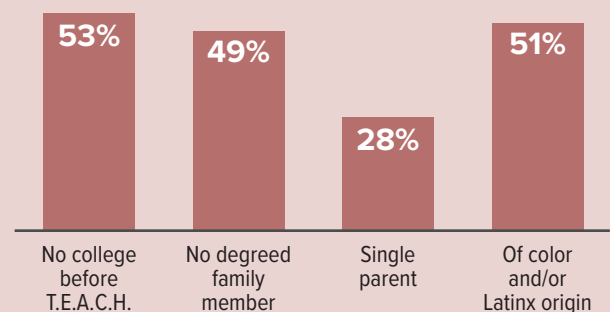
- **9%**—Associate degree scholarships
- **10%**—Bachelor's degree scholarships

Average Annual Recipient Site-Based Retention Rates (removing turnover caused by COVID-19)

- **95%**—Associate degree scholarships
- **97%**—Bachelor's degree scholarships

The average teacher on a T.E.A.C.H. scholarship earned \$12.15 per hour.

## PROFILE OF T.E.A.C.H. RECIPIENTS



# Equity to Scholarships and Degree Completion

One of the most effective interventions in leveling the playing field for young children, particularly those of color and/or living in families earning low incomes, is high quality early care and education. The availability of high quality education is predicated on the knowledge and competencies of teachers and program leaders. The T.E.A.C.H. Early Childhood® scholarship initiative, by providing comprehensive scholarships that lead to degrees in early childhood education, helps ensure young children have the well-educated early childhood educators they need and deserve.

For the past 10 years, the National Center has been intentional in examining race and ethnicity data of T.E.A.C.H. participants and graduates and comparing those data to similar demographic data on children from birth through age 4 in each state we serve. Recent research has determined that children perform better when they have teachers that look like them. When we first started this process, we wanted to see if T.E.A.C.H. recipients mirror the racial/ethnic diversity of the children in their states. We shared our analyses with the states, built this expectation into one of the 16 standards for operating a high quality T.E.A.C.H. program and focused on helping states become more intentional on this work for their T.E.A.C.H. counselors.

The National Center also raised the bar on expectations around equity, going beyond ensuring equity of access for diverse early childhood educators to scholarships for two- and four-year degrees. Now we are examining how well states are doing around equity of access to degree completion by race/ethnicity. Below is a table showing the aggregated data for FY20 with five key race/ethnicity variables: children 0-4, associate degree scholarship recipients, bachelor's degree scholarship recipients, associate degree graduates and bachelor's degree graduates. The data in this table demonstrate how close states are to reaching this equity goal.

There is still work to do, but each year the data look better. For associate degree recipients and graduates, the national data show we are very close. Bachelor's degree demographics are harder, partially because some states are not funded at all or have very little funding to offer bachelor's degree scholarships. The chart shows while there might not be full equity of access to bachelor's scholarships, once someone receives a bachelor's degree scholarship, they receive the support they need to graduate.

% Children of Color Birth to 4	% Associate Recipients of Color	% Bachelor's Recipients of Color	% Associate Grads of Color	% Bachelor's Grads of Color
49%	48%	42%	44%	43%

## Child Care WAGE\$®

A lack of resources and an effort to maintain affordability for parents often make it difficult for individual child care programs to pay teachers what they deserve. As a result, many teachers leave the field or never consider the profession as an option. Child Care WAGE\$® was created in response to research-based evidence that shows the quality of care children receive is lowered by high turnover rates and inadequate teacher education. The program provides education-based salary supplements to low-paid teachers, directors and family child care providers working with children between the ages of birth-5 and is designed to provide preschool children more stable relationships with better educated teachers by rewarding teacher education and continuity of care.

In FY20, **\$15.55 million** supported **8,511** WAGE\$ participants in six states.

### Employers

- **92%** of participants worked in center-based settings
- **8%** of participants worked in family child care homes
- **176,122** children were served by WAGE\$ participants

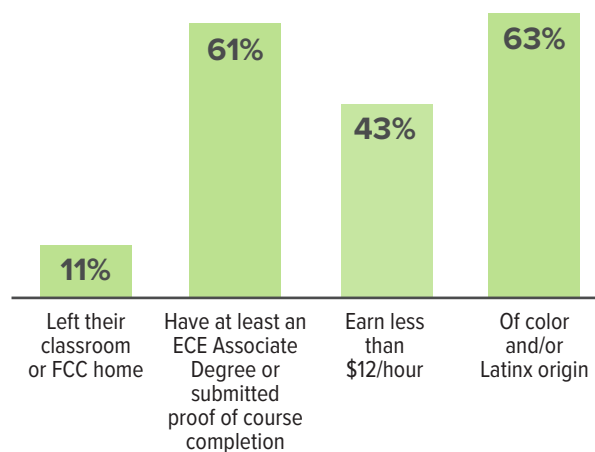
### Average Six-Month Supplement

- **\$791**

### Retention

- **11%**—Average annual site-based turnover rate

### PROFILE OF WAGE\$ RECIPIENTS



# Highlights from the Center

## Symposium

It was something like the unexpected twister that took Dorothy in *The Wonderful Wizard of Oz* from Kansas to the yellow brick road when COVID-19 hit in mid-March, with our in-person T.E.A.C.H. and WAGE\$ National Professional Development Symposium and Compensation Summit set to take place April 21-24, 2020. Thanks to the can-do approach and flexibility of many of our presenters and our two keynote speakers, the National Center was able to make both events virtual. Approximately 250 people attended one or both of the events. We recently made the decision to host these events virtually again in late April 2021.

## Moving the Needle on Early Childhood Workforce Compensation and Addressing Barriers in Early Childhood Higher Education

### MtN on Early Childhood Workforce Compensation

Alabama Ohio  
New Jersey Rhode Island  
Minnesota

### Addressing Barriers in EC Higher Education

Florida South Carolina  
Pennsylvania

For the past five years, the T.E.A.C.H. National Center has engaged selected T.E.A.C.H. state programs in a cross-state cohort model to move the needle on early childhood workforce issues, including articulation, compensation and barriers to higher education access. Through this model we have seen many examples of the impact this approach has had on policy, funding and strategy development/implementation. This year, both in spite of and because of COVID-19, eight state teams have managed to make progress in their efforts to move the needle on early childhood workforce compensation and to address barriers in early childhood higher education. The crisis opened doors to discussions and actions that seemed impossible before the pandemic. With approval from their funders and guidance from the Center, teams were able to integrate responses to the COVID-19 emergency into their plans. Full reports of these project outcomes will be available on our website in January and distributed to our mailing list. In the meantime, here is a sampling of some of these states' accomplishments and observations from the team leaders.

### Observations

- “These projects brought intentionality to the work because these team efforts required a laser focus be put on a single critical workforce support.”
- “COVID-19 helped focus the compensation and higher education work with the public, with policymakers and legislators and the workforce. The workforce is now being thought of differently.”
- “Because team leaders were required to bring diverse partners to their tables, the voices in support of compensation and removing higher education barriers were much broader. There is a larger awareness of compensation challenges in broader audiences.”
- “The workforce is finding their voices and understands that there are allies and advocates working to support them.”

“ Although across the states everyone felt stymied by the Coronavirus pandemic, I think the compensation states shared so many ideas in their team presentations that will be useful moving forward, and as long as they continue to work together, they will continue to generate more ideas. By that, I mean their thinking reflects and demonstrates how productive the work can be when a group gets together to focus on developing strategies to ‘move the needle.’ Like other projects of the Center, I have great faith—the longer the work continues, the richer will be the yield.”

Carol Brunson Day, T.E.A.C.H.  
National Advisory Committee Member

### Sample Accomplishments

Teams focused on higher education barriers were able to:

- Seek and get approval for budget modifications allowing them to equip scholarship recipients with laptop computers to support the move to online learning (FL and SC);
- Create online tutorials for scholarship recipients and their counselors to support online learning (PA); and
- Finalize an online higher education curriculum for infants and toddlers that will be offered statewide in a bilingual format (FL).

Teams focused on moving the needle on early childhood workforce compensation were able to:

- Work with the Governor’s Office of Workforce Transformation to have early childhood education identified as a critical occupation, now included in Ohio’s Top Jobs List, a designation that recognizes the workforce as critical to the long-term health and well-being of the state and allows access to Workforce Innovation and Opportunity Act (WIOA) funds (OH);
- Launch advocacy campaigns to advance state policies and programs that focus on the need for accessible and high quality early childhood education as the foundation for young children’s development and for strong state economies (NJ and RI);
- Develop and host a webinar series for early childhood providers focused on resources available, guidance from child care licensing and public health, and financial resources (AL); and
- Work toward and receive an increase in the Child Care Assistance Program reimbursement rates (MN).

# Highlights from the Center *continued*

## New Counselor Training

Early this year the Center began piloting a training series for new T.E.A.C.H. counselors, who are the backbone of T.E.A.C.H. programs, serving as mentors, coaches, advisors and scholarship navigators. To date, 19 participants across the spring and summer cohorts completed the four counselor training modules and another 10 are participating in a current cohort expected to complete the training by the end of 2020.

### Counselor Training Modules

**Module 1**—Just the Facts

**Module 2**—T.E.A.C.H. Overview and the Role of the Counselor

**Module 3**—Counseling Roles and Practices

**Module 4**—Beyond the Basics

### What Participants Have Said About the Counselor Training:

“

“I have developed more resources and problem-solving techniques to support our recipients. Thank you for offering the examples in working with programs and recipients! I continue to grow in my outreach and recruitment.”

“The module provided a great overview of the program. We completed the module as a team and the questions provided a great opportunity to talk through our program and the processes in place.”

“The most helpful part of the module was better understanding that the role of the counselor is not limited to scholarship support but is also part of listening, guiding and supporting our T.E.A.C.H. recipients to move forward in their academic goals.”

”

## T.E.A.C.H. Early Childhood® National Center Annual Report Profiles

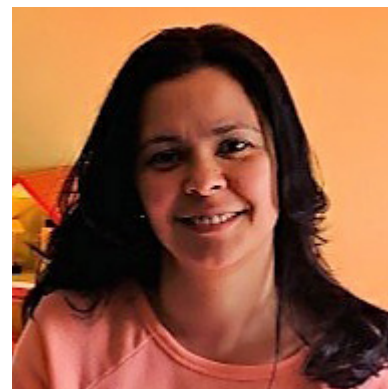
### Sara Oliva

A family child care educator and first-generation college student, Sara Oliva had dreams of going to college and earning a degree, but opportunities did not yet exist for English language learners in Rhode Island. As luck would have it, the Community College of Rhode Island began offering the Child Development Associate (CDA) Credential coursework in Spanish, her native language. Not long after, Sara's former state QRIS Navigator and current T.E.A.C.H. RI Program Manager shared new opportunities with her: a funding source for her CDA courses, the T.E.A.C.H. scholarship for her CDA Assessment, and a new pilot program to earn a 16 college-credit Infant/Toddler Certification taught in a cohort model in Spanish and English, which articulates to an Associate or Bachelor's Degree in Early Childhood Education.

Sara's mentor said she has been instrumental in guiding and mentoring the rest of the family child care providers in her cohort. Sara said:

*“We are all women adult learners in the cohort, and we all work closely together and are very supportive. When one of us wanted to drop out, we rallied around her and she stayed in the program.”*

- **Educational Progression:** Child Development Associate (CDA) Credential; Infant/Toddler 16-Credit Certification; Matriculating to Community College of Rhode Island
- **Career Pathway:** Family Child Care Home Educator
- **Sara has seen a 67% real wage increase when controlling for inflation over 21 months.**



## Miracle Brame

Miracle Brame's career path was set in high school. Teaching in an after-school program in a low-income neighborhood in Indiana, Miracle said she was motivated by "the energy, curiosity, individuality and eagerness that each child brought." Right out of high school she started her education with an eye toward social work, meanwhile her director asked her get her Child Development Associate Credential. "This credential inspired me and changed my professional aspirations," she said. But it wasn't until after marriage and family obligations that Miracle circled back to her long-held dream of a bachelor's degree. "I remembered my aunt telling me, 'It doesn't matter how long it takes, get your degree.'" And stay the course she did. Miracle earned several degrees and is now a T.E.A.C.H. advisor at the Indiana Association for the Education of Young Children.



*"Every time I came back to T.E.A.C.H. they took me on with welcoming arms as if I was right on track, my own track. My T.E.A.C.H. advisor played an essential role in my achievements. She never made me feel bad about stopping when I needed to. She encouraged me to take one step at a time, taking as little or as many classes as needed. I couldn't have asked for a better support system. T.E.A.C.H. helped me financially, mentally and educationally in ways that can't be described."*

- **Educational Progression:** Child Development Associate Credential; Associate Degree in Early Childhood Education (Associate of Science & Associate of Applied Science); Bachelor's Degree in Education Preschool–Grade 3, Mild Intervention; currently working on a Master's Degree in Leadership Development
- **Career Pathway:** Part-time Afterschool Floater; Teacher Assistant; Lead Teacher; Center Director; T.E.A.C.H. Advisor
- **Miracle has seen an 89% real wage increase when controlling for inflation over 13 years.**

## Graduating During COVID-19 Takes Dedication and Support

When any early childhood teacher graduates with their Associate Degree in Early Childhood Education, it is cause for celebration. When three teachers at the same child care program accomplish this at the same time, it is even more special. And when they finish their coursework and graduate during a pandemic, it is extraordinary. Yvette Garner, Tiffany Grace Pointer, and Priscilla Rowell from Excel Christian Academy in North Carolina did just that.

All three acknowledge the key roles that the T.E.A.C.H. Early Childhood® Scholarship Program and the Child Care WAGE\$® Program played in their educational journey.

According to Tiffany, *"The T.E.A.C.H. scholarship has helped me by paying for my tuition and my books for school. Without them, I do not think I would have been able to get my degree."*

Added Priscilla, *"Mrs. Woods, (the center director), opened my eyes for me to believe in myself and move toward what I knew I should be doing. At 60 years old, I did it and I am very proud of myself. Who knows what the next move will be?"*

When COVID-19 hit North Carolina, many students had to make a quick transition from seated to online courses. Yvette was one of those. She said, *"I am excited to say with hard work and dedication, I was able to complete all of my classes and earned my degree."*

**Congratulations to these dedicated teachers and to their supportive and encouraging director, Davina Woods.**



Currently, T.E.A.C.H. and WAGE\$ programs are housed in statewide organizations serving the early childhood community in 24 states and the District of Columbia.

- **Alabama**  
[Alabama Partnership for Children](#)
- **Arkansas**  
[Arkansas Early Childhood Association](#)
- **Colorado**  
[Early Childhood Council Leadership Alliance](#)
- **Delaware\***  
[Delaware Association for the Education of Young Children](#)
- **Florida\***  
[Children's Forum](#)
- **Indiana**  
[Indiana Association for the Education of Young Children](#)
- **Iowa\***  
[Iowa Association for the Education of Young Children](#)
- **Maine#**  
[Maine Association for the Education of Young Children](#)
- **Michigan**  
[Michigan Association for the Education of Young Children](#)
- **Minnesota**  
[Child Care Aware® of Minnesota](#)
- **Missouri**  
[Child Care Aware® of Missouri](#)
- **Nebraska\***  
[Nebraska Association for the Education of Young Children](#)
- **Nevada**  
[Nevada Association for the Education of Young Children](#)
- **New Hampshire#**  
[Southern NH Services, Inc., Child Care Aware® of New Hampshire](#)
- **North Carolina\***  
[Child Care Services Association](#)
- **Ohio**  
[Ohio Child Care Resource and Referral Association](#)
- **Pennsylvania**  
[Pennsylvania Child Care Association](#)
- **Rhode Island**  
[Rhode Island Association for the Education of Young Children](#)
- **South Carolina**  
[South Carolina Endeavors](#)
- **Tennessee+**  
[Signal Centers](#)
- **Texas**  
[Texas Association for the Education of Young Children](#)
- **Utah**  
[Utah Association for the Education of Young Children](#)
- **Vermont**  
[Vermont Association for the Education of Young Children](#)
- **Washington DC**  
[National Black Child Development Institute](#)
- **Wisconsin**  
[Wisconsin Early Childhood Association](#)

\*Denotes both T.E.A.C.H. and WAGE\$ Programs operating in the state.

#Denotes a new T.E.A.C.H. Program in the state as of July 2020.

+Denotes only a WAGE\$ Program operating in the state.

### T.E.A.C.H. Early Childhood® National Advisory Committee Members

As a natural extension of the T.E.A.C.H. Early Childhood® National Center, a 10-member T.E.A.C.H. Early Childhood® National Advisory Committee advises the Center on broad issues affecting the Center's work and all T.E.A.C.H. and WAGE\$ programs.

**Helen Blank**  
*Former Director, Child Care and Early Learning, National Women's Law Center*

**Carol Brunson Day**  
*Brunson, Phillips and Day, Inc.*

**Megan Burk**  
*Texas Association for the Education of Young Children*

**John Cregg**  
*Nevada Association for the Education of Young Children*

**Lauren Hogan**  
*National Association for the Education of Young Children*

**Ana De Hoyos O'Connor**  
*San Antonio College*

**Iheoma Iruka**  
*Frank Porter Graham Child Development Institute*

**Phyllis Kalifeh**  
*The Children's Forum*

**Edith Locke**  
*Child Care Services Association*

**Michelle Raybon**  
*Alabama Partnership for Children*

**Sue Russell**  
*T.E.A.C.H. Early Childhood® National Center, Ex-officio*

### T.E.A.C.H. Early Childhood® Alliance Advisory Council Members

The T.E.A.C.H. Early Childhood® Alliance Advisory Council is a group of early childhood professionals that provide input to the Center on the everyday challenges that early educators face as they seek more education, better compensation and a career pathway.

**Elizabeth Coakley**  
*CB King Memorial School*

**Ana De Hoyos O'Connor**  
*San Antonio College*

**Tracy Ehlert**  
*Early Childhood Educator*

**Mary Graham**  
*Children's Village*

**Khadija Lewis Khan**  
*Beautiful Beginnings Child Care Center*

**Michele Miller-Cox**  
*First Presbyterian Day School*

**Jobe Ream**  
*FutureCare Learning Center, Inc.*

**Kimberly Reese**  
*Childcare Resource Network*

For more information contact: **T.E.A.C.H. Early Childhood® National Center, a division of CCSA**

PO Box 901, Chapel Hill, NC 27514

919.967.3272 – telephone

919.442.1988 – facsimile

[teachecnationalcenter.org](http://teachecnationalcenter.org)  
[childcareservices.org](http://childcareservices.org)

