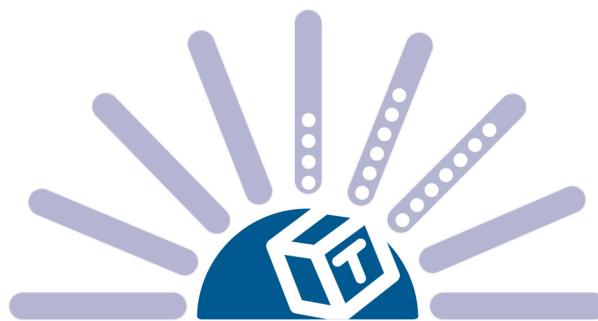


**T.E.A.C.H. Early Childhood®**

*Annual Report*

*July 1, 2010 - June 30, 2011*



**T.E.A.C.H.** Early  
Childhood®

**NORTH CAROLINA** L

*A Project of*  
Child Care Services Association



**Child Care Services Association**

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## **Introduction**

The T.E.A.C.H. Early Childhood® Project provides the structure for a comprehensive, sequenced program of early childhood professional development opportunities in North Carolina. The Project recognizes the diverse educational backgrounds of the early childhood workforce and has scholarship programs appropriate for child care providers with no formal education beyond high school, as well as ones to help degreed teachers earn their Birth-Kindergarten License and/or renew their Early Educator Certification. Entry can be made into the Project at any point along a participant's professional and educational path. During the year, the T.E.A.C.H. Early Childhood® Project offered these different scholarship programs:

- North Carolina Early Childhood Credential Scholarship Program
- North Carolina Early Childhood Administration Credential Scholarship Program
- North Carolina School Age Credential Scholarship Program
- CDA Assessment Scholarship Program
- Early Childhood Associate Degree Scholarship Program
- Early Childhood Bachelor's Degree Scholarship Program
- Early Childhood B-K Licensure Scholarship Program
- T.E.A.C.H. Early Childhood® Scholars Program
- Early Educator Certification Scholarship Program

This report includes participation data and outcome measures for the programs listed above and summaries of several other initiatives and partnerships such as the T.E.A.C.H. Early Childhood® Infant Toddler Scholarship, the More at Four Program, and the T.E.A.C.H. Early Childhood® Health Insurance Program. This year, the report includes a section on T.E.A.C.H. Early Childhood® scholarship recipients who have attained Early Educator Certification as well as a discussion of a special partnership with Cengage Learning as a way to reduce the cost of purchasing textbooks for scholarship recipients. Finally, we provide the results from a customer satisfaction survey of participants in the T.E.A.C.H. Early Childhood® Associate and Bachelor Degree scholarship programs. Appendices containing supplementary data from the T.E.A.C.H. participant database, charts summarizing outputs and outcomes for the scholarship and health insurance programs, and copies of the customer satisfaction survey are at the end of this report.

## **Program Outreach and Recruitment**

Outreach and recruitment remained an important strategy of the T.E.A.C.H. Early Childhood® Project during the 2010-2011 fiscal year. The purpose of outreach engagements is to recruit new participants, to provide a clear understanding of Project policies and procedures, and to address scholarship related issues at the local level. The collaboration that is fostered through outreach activities is instrumental to the Project's success. During the 2010-2011 fiscal year the T.E.A.C.H. Early Childhood® Project participated in 109 outreach events. Examples of outreach engagements are child care provider workshops/trainings, center visits to present at staff meetings or to provide technical assistance, director meetings, regional and state conference sessions, regional conference exhibits, and visits to community college classes. Outreach and recruitment was also conducted specifically for More at Four scholarship initiatives and are discussed in more detail within that section.

The information provided during outreach sessions includes an historical background and general overview of the Project, principles and components of the scholarship program, available scholarship models, and the technical aspects of the scholarship program. These technical aspects include eligibility requirements, the application process, tuition, travel, book and release time

reimbursement processes, issuance of compensation and contract renewal, and any special issues. The format of presentations will vary depending on the audience and the purpose of the event. However, ample opportunities are given to answer specific questions that arise during these sessions. The focus during outreach sessions is on the technical aspects of the scholarship program in an effort to make presentations more effective and relevant for both potential and current participants and sponsors. Information on the T.E.A.C.H. Early Childhood® Health Insurance Program has become a standard part of presentations at conferences and local trainings.

Effective outreach for the Project has been established through the collaborative relationship with local Smart Start partnerships, child care resource and referral agencies, community college and university early childhood departments, professional organizations and associations, and the Division of Child Development. The assistance these groups have provided includes distribution of materials and applications, identification of potential participants, and the scheduling and facilitation of presentations and trainings. Likewise, their participation in advocacy and public policy continues to contribute to the success and growth of the Project. The Project will continue to collaborate with these partners as plans for outreach and recruitment activities for the next year are made.

Outreach plans for the upcoming year will continue to be responsive to the needs of the child care community. Proposals have been submitted to state conferences and locally offered workshops will be provided upon request. Areas of the state with lower levels of participation or that need more intensive technical assistance will be targeted in the coming year to further strengthen the Project’s reach and impact.

**North Carolina Credential Scholarship Programs**

**North Carolina Early Childhood and Family Child Care Credential Scholarship Program**

This program offers scholarships to child care providers who wish to earn their North Carolina Early Childhood or Family Child Care Credential. These credentials can be earned by successfully completing two specified entry-level courses (for a total of 4 semester hours) or one equivalent introductory course at one of 58 state community colleges. Scholarships help pay tuition, books and travel. Recipients receive a \$100 bonus upon receipt of their credential. At the time of this report, North Carolina Early Childhood Credential Scholarship recipients completed a total of 916 credit hours of coursework towards the North Carolina Early Childhood Credential.

*“I appreciate all the help, guidance, and support from NC T.E.A.C.H. T.E.A.C.H. is a true testimony for teachers that want to make a difference in the lives of children.”*  
 -Teacher, Wake County

<b>N.C. Early Childhood Credential Scholarship</b>	<b>337</b>
Center-based child care teachers/directors	324
Family child care providers	13

**North Carolina Early Childhood Administration Credential**

This program offers scholarships to child care directors and co-directors who wish to earn their North Carolina Early Childhood Administration Credential. The scholarship provides assistance with tuition, books, and travel for a maximum of 12 semester credit hours of early childhood and/or early childhood administrative course work associated with earning the Administrative Credential. Recipients receive a \$150 bonus upon receipt of their credential. At

the time of this report, North Carolina Early Childhood Administration Credential Scholarship recipients completed 180 credit hours of coursework towards the North Carolina Early Childhood Administration Credential.

## **North Carolina Early Childhood Administration Scholarship**

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### **North Carolina School Age Credential Scholarship**

The North Carolina School Age Credential Scholarship was developed by CCSA and offered through the T.E.A.C.H. Early Childhood® Project to promote and support the attainment of the North Carolina School Age Credential among providers serving school age children. The required coursework needed to earn the North Carolina School Age Credential can be accessed at community colleges in North Carolina. School age care providers wishing to earn the credential must have a high school diploma or GED and must successfully complete five credit hours of coursework. Participants must complete Child Development II and either School Age Development and Program or Development of School Age Programs.

The North Carolina School Age Credential Scholarship is made available to practitioners who are employed at least 10 hours per week in a licensed school age child care program. The scholarship provides financial support for eighty percent of tuition and book costs and a travel stipend during each semester of active course enrollment. Scholarship recipients may also be awarded a \$100 bonus upon attainment of the credential. At the time of this report, North Carolina School Age Credential Scholarship recipients enrolled in a total of 20 credit hours of coursework and completed 16 credit hours towards the North Carolina School Age Credential.

## **North Carolina School Age Credential Scholarship**

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### **North Carolina Early Childhood, Administration and School Age Credential Bonus Only Awards**

Since 1993, Child Care Services Association had worked in partnership with the Division of Child Development and the North Carolina Community College System to recognize individuals working in child care for successfully attaining the North Carolina Early Childhood Credential. Individuals who attained the North Carolina Early Childhood Administration Credential and North Carolina School Age Credential were also recognized. Because of funding cuts and increased costs, this award was eliminated this fiscal year for non-T.E.A.C.H. participants. However, individuals who completed coursework prior to December 31, 2008 were still eligible to apply and receive the bonus award this fiscal year. Upon attainment of the statewide early childhood credential, individuals receive a certificate of achievement and a one-time bonus award of \$100. Individuals who have attained the North Carolina Early Childhood Administration Credential receive a one-time bonus award of \$150. Individuals who have attained the North Carolina School Age Credential receive a one-time bonus of \$100. Child Care Services Association issues the bonus awards. During this reporting year 105 child care providers who were not T.E.A.C.H. scholarship recipients received compensation associated with attaining the North Carolina Early Childhood Credential, 19 non-T.E.A.C.H recipients received compensation associated with attaining the North Carolina School Age Credential, and 155 non-T.E.A.C.H. recipients received compensation associated with attaining the North Carolina Early Childhood Administration

*“T.E.A.C.H. has helped me become a better teacher by allowing me to further my education to adapt knowledge and skills that are evidenced based and DAP. It has also helped me be a better student by allowing me time to fulfill my course requirements.”*  
-Teacher, Orange County

Credential. These incentives are still available to T.E.A.C.H. Early Childhood® Project participants as part of the compensation component of the respective scholarship model.

**Associate and Bachelor Degree Scholarship Programs**

The three primary goals of the T.E.A.C.H. Early Childhood® Project are to increase the education of the early childhood workforce, to increase their compensation and to reduce turnover within the field. Data on cohorts of recipients of an Associate Degree Scholarship from the Fall of 1990 to the present and recipients of a Bachelor’s Degree Scholarship from 1996 to the present continue to be analyzed in terms of achievement of these goals. In order to analyze this information, certain measures are compiled for recipients who have completed at least one contract of their scholarship. These measures include the total credit hours completed, the increase in starting wage, and the rate of turnover during their commitment year.

**Early Childhood Associate Degree Scholarship Program**

Child care providers receive scholarships through this program to work towards a Certificate, Diploma, or Associate degree in early childhood education at a local community college. Center-based teachers and family child care providers agree to take a minimum of 9 semester hours per year. Center directors contract to take a minimum of 12 semester hours per year. In addition to help with tuition, all scholarship recipients receive help meeting the costs of books and travel and receive paid release time if working directly with children. Upon successful completion, scholarship recipients receive either a 4% - 5% raise or a \$300 - \$700 bonus. Although this year in an effort to lessen the financial burden on sponsoring child care programs, the mandated raise amounts were reduced to 3%-4%. Scholarship recipients agree to remain employed in their sponsoring child care program or continue to operate their family child care home for an additional year.

*"Our staff would not be able to reach our education standards without the financial support our program receives from T.E.A.C.H. to pay for tuition and books, release time, travel expenses and participation in the health insurance reimbursement program. T.E.A.C.H. is a partner that has made a difference in the quality of our program."  
-Head Start Director, Buncombe County*

<b>Early Childhood Associate Degree Scholarship</b>	<b>3,241</b>
Center-based child care teachers	2,585
Center-based child care directors	237
Family child care providers	419

At the time of this report, Early Childhood Associate Degree Scholarship recipients completed a total of 20,034 credit hours of coursework towards an associate degree. Of this total, More At Four funding enabled 147 recipients to complete 1,341 credit hours of course work towards an associate degree. Not all grade reports have been received, so it is expected that the number of completed credit hours will increase. Moreover, 147 recipients graduated with an Associate Degree in Early Childhood Education during the 2010-11 fiscal year.

**Increased Education**

All scholarship recipients have increased their education, which varies according to the program in which they are enrolled. Participants in the Associate Degree Scholarship Program must complete at least nine credit hours in three semesters in order to complete a contract and receive their compensation. These scholarship recipients are expected to earn from 9 to 15 credit hours. Data from August 1990 through June 2011 show that teachers participating in the Early Childhood Associate Degree Scholarship Program completed on average:

- 14 credit hours after one contract
- 28 credit hours after two contracts
- 42 credit hours after three contracts
- 54 credit hours after four contracts

Directors participating in the Early Childhood Associate Degree Scholarship Program completed on average:

- 16 credit hours after one contract
- 34 credit hours after two contracts
- 50 credit hours after three contracts
- 62 credit hours after four contracts

Family child care providers participating in the Early Childhood Associate Degree Scholarship Program completed on average:

- 16 credit hours after one contract
- 32 credit hours after two contracts
- 46 credit hours after three contracts
- 58 credit hours after four contracts

*"I finally made it-I have my associate degree! I am thankful for the opportunity to participate in the T.E.A.C.H. program. Without it I could not have done it. It is a true blessing for this 47 year old lady to have made it this far in my education."*  
 -Family Provider,  
 Henderson County

### Increased Compensation

All T.E.A.C.H. scholarship recipients receive some compensation upon completion of a contract or after obtaining their credentials. Participants in the Associate Degree Scholarship Program receive increased compensation in the form of either a raise from their sponsoring center or a bonus given in installments by both their sponsoring center and the T.E.A.C.H. Early Childhood® Project. The required raise/bonus is expected to increase recipients' salaries by 4% - 5%. The average increased compensation for teachers in the Associate Degree Scholarship Program was tracked as follows:

- 10% increase in earnings after one contract
- 18% increase in earnings after two contracts
- 27% increase in earnings after three contracts
- 34% increase in earnings after four contracts

The average increased compensation for directors in the Associate Degree Scholarship Program was tracked as follows:

- 13% increase in earnings after one contract
- 23% increase in earnings after two contracts
- 34% increase in earnings after three contracts
- 34% increase in earnings after four contracts

The average increased compensation for family child care providers in the Associate Degree Scholarship Program was tracked as follows:

- 18% increase in earnings after one contract
- 31% increase in earnings after two contracts
- 37% increase in earnings after three contracts
- 44% increase in earnings after four contracts

### Reduced Turnover

The third goal of T.E.A.C.H. is to reduce the turnover of T.E.A.C.H. recipients through increased education and increased compensation. An evaluation of the turnover rates of participants in the Early Childhood Associate Degree Scholarship Program has been conducted each year of the program's existence. A recipient of an Associate Degree Scholarship must stay in her center or family child care home for one year after the completion of a contract in order to receive full compensation. From Fall 1990 through June 2011, the average turnover rate among teachers in the Associate Degree Scholarship Program, whether they were continuing in school while completing a commitment year or just completing their commitment year, was:

- 9% after one contract
- 6% after two contracts
- 5% after three contracts
- 4% after four contracts

The turnover rate among directors in the Associate Degree Scholarship Program, whether continuing in school while completing a commitment year or just completing a commitment year, was:

- 4% after one contract
- 5% after two contracts
- 2% after three contracts
- 0% after four contracts

Among family child care providers in the Associate Degree Scholarship Program, whether they were continuing in school while completing a commitment year or just completing a commitment year, the turnover rate was:

- 3% after one contract
- 4% after two contracts
- 3% after three contracts
- 3% after four contracts

*"Our program has benefited in a lot of ways from T.E.A.C.H. It encourages teachers to continue with education, who could not afford to do on their own. They come back with the education and know what to do with the children. It also adds to their professionalism and boosts confidence."*  
-Child Care Center Director, Dare County

### Early Childhood Bachelor Degree Scholarship Program

Articulation agreements between fifteen universities and local community colleges in North Carolina allow teachers with an Associate degree in early childhood education to transfer those credits toward the first two years of course work for a Bachelor degree in early childhood education or child development. Recipients agree to take a minimum of 9 semester credit hours per year, receive help paying for tuition, books and travel, may be eligible for paid release time if they work directly with children, and receive either a raise or bonus upon completion. Recipients

agree to remain in the child care field for two years and in their sponsoring center for at least one of those two years.

<b>Early Childhood Bachelor's Degree Scholarship</b>	<b>295</b>
Center-based child care teachers	202
Center-based child care directors	67
Family child care providers	26

Early Childhood Bachelor's Degree Scholarship recipients completed a total of 2,811 credit hours of course work towards a bachelor's degree. Of this total, More At Four funding enabled 130 recipients to complete 1,233 credit hours of course work towards a bachelor's degree. During the 2010-2011 fiscal year, 51 recipients graduated with a Bachelor's Degree.

### Increased Education

Recipients participating in the Bachelor's Degree Scholarship Program must also complete at least 9 credit hours, and are expected to complete up to 12 credit hours. Because the number of participants is small and is comprised of only directors and teachers, outcome data is combined. Data from Fall 1996 to June 2011 indicate that these recipients completed on average:

- 15 credit hours after one contract
- 30 credit hours after two contracts
- 44 credit hours after three contracts
- 56 credit hours after four contracts

### Increased Compensation

Recipients of a Bachelor's Degree Scholarship also receive compensation in the form of a raise or bonus from their sponsoring center and from T.E.A.C.H. in installments. Their mandated compensation is also expected to average between a 4% - 5% increase in their wages. The average increased compensation for participants in the B.A. Scholarship Program was tracked as follows:

- 11% increase in earnings after one contract
- 20% increase in earnings after two contracts
- 25% increase in earnings after three contracts
- 32% increase in earnings after four contracts

### Reduced Turnover

The average turnover rate among B.A. Scholarship Program participants, whether they were continuing in school while completing their commitment year or just completing a commitment year, was:

- 5% after one contract
- 3% after two contracts
- 1% after three contracts
- 2% after four contracts

*"After reaching age forty, all hope of ever having a college degree had diminished, then I heard about T.E.A.C.H. T.E.A.C.H. funding has allowed me to obtain an Early Childhood Education degree and a Birth through Kindergarten degree without the financial stress and worry that most times accompany a middle aged female trying to work full-time and raise a family."*  
-Family Provider,  
Mecklenburg County

## **Other Scholarship Initiatives**

### **Child Development Associate (CDA) Assessment Scholarship**

The T.E.A.C.H. Early Childhood® Project provides scholarships to help pay for CDA assessments for family child care providers, infant and toddler teachers, and preschool teachers who work in licensed or registered child care facilities. This fiscal year, 24 recipients were awarded a CDA assessment scholarship.

A candidate obtains the CDA credential by successfully completing the stages of the CDA process. First, the candidate completes 120 hours of training in the eight CDA competency goals and 13 functional areas. A professional resource file is compiled that includes an autobiography, written examples of competence in each of the CDA competency areas and resource materials. Finally, the CDA advisor observes the candidate in a child care setting and records the observation using the CDA Assessment Observation Instrument. Once this is completed, the candidate is ready to submit the Direct Assessment Application to the Council for Early Childhood Professional Recognition and await the verification visit.

During the verification visit a representative from the Council reviews the professional resource file, parent questionnaires and observation instrument, administers the Early Childhood Studies Review and conducts an oral interview with the candidate.

<b>CDA Assessment Scholarship Program</b>	<b>44</b>
Center-based child care teachers/directors	40
Family child care	4

Of the 44 CDA Assessment Scholarship recipients, 24 were awarded the CDA Credential during FY 2010-2011.

### **Early Educator Certification (EEC) Scholarship**

The Early Educator Certification Scholarship is a new T.E.A.C.H. scholarship model that allows certified Early Educators to take coursework needed to meet the renewal requirements for their certification. Typically, T.E.A.C.H. scholarships require 9 or more semester credit hours per contract year. The EEC Scholarship requires only 6 semester credit hours to receive compensation associated with the scholarship. Five EEC Scholarships were awarded this fiscal year and participants completed 23 credit hours.

In addition to counseling support, the EEC scholarship provides financial support of eighty percent of tuition and ninety percent of books, provides a \$65 stipend each semester to offset the cost of travel, and allows for three hours per week of paid release time. When EEC scholarship recipients complete at least 6 credit hours of formal education, they receive a \$350 bonus. Scholarship recipients of this model agree to make a commitment to their sponsoring center for 9 months after the completion of the contract. Scholarship recipients can take coursework at the community college, however coursework leading to a bachelor's degree may be taken at a 4-year institution if the individual has already earned her associate degree or its equivalent.

<b>Early Educator Certification Scholarship Program</b>	<b>5</b>
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### **T.E.A.C.H. Early Childhood® Infant Toddler Scholarship Collaborative**

During the 2010-2011 fiscal year, Child Care Services Association and the Division of Child Development continued the collaboration to support increased educational activities among teachers working with infants and toddlers through T.E.A.C.H. Early Childhood® Scholarships. Planners of this initiative wanted these early childhood programs to be able to hire consistent substitutes while their infant toddler teachers were using paid release time to manage various aspects of their lives including work, school, and family needs. In addition the education, compensation and turnover of the infant toddler workforce is much worse than that of the preschool workforce. During the first year of the collaboration the goal was to provide 500 associate and/or bachelor degree scholarships to providers working with children 0-2 years of age. The Infant Toddler collaboration provides assistance with tuition, books, and travel and includes an expanded reimbursement for 100% of release time.

During the funding year the number of Infant Toddler scholarships awarded were 1,960 with the highest number of participation at the Associate Degree level. Of this number 261 completed a contract and 76 recipients graduated with their respective degrees. These specialized scholarships assisted child care providers in 13,065 credit hours as verified by received grade reports. These scholarship recipients were sponsored by 1,064 different child care facilities in 91 counties. To identify T.E.A.C.H.® recipients who were eligible for the enhanced scholarship staff confirmed current age groups with each contract renewal, charge approval request and application for scholarship.

### **T.E.A.C.H. Early Childhood® More At Four Scholarship Collaborative**

The continual goal of the T.E.A.C.H. Early Childhood® Project/More at Four Collaboration has been to help eligible More At Four teachers and administrators attain credentials, degrees and B-K licensure in an effort to help this segment of North Carolina's pre-k workforce enhance their developmental teaching practices with at risk four year olds being served in More At Four classrooms and comply with educational standards. Lead teachers in More at Four classrooms have a four-year time frame in which they must obtain Birth-Kindergarten or Preschool Add-On Licensure. All assistant teachers must have their Child Development Associate Credentials, with strong encouragement to obtain an Associate degree in Early Childhood or Child Development. In addition to the Birth-Kindergarten Licensure Scholarship, Pre-School Add-On Scholarship, and Scholars educational stipends, the T.E.A.C.H. Early Childhood® Project continues to award Associate degree, Bachelor's degree, and North Carolina Early Childhood and Administration Credential scholarships.

This fiscal year, 458 scholarship recipients received More at Four funded scholarships and worked toward completing a combine total of 4,419 credit hours. Of these recipients 407 were More at Four teachers and administrative staff awarded one of the T.E.A.C.H. Early Childhood® core scholarships and had completed a total of 3,741 credits. Currently, 21 4-year colleges and universities offer various degree seeking programs allowing recipients to complete their respective degree or licensure.

### **Birth Through Kindergarten Licensure Scholarship Program**

The T.E.A.C.H. Early Childhood® Birth through Kindergarten (B-K) Licensure scholarship program was developed to support and promote the attainment of B-K licensure among teachers serving four year old children in More At Four classrooms. The B-K Licensure scholarship was designed to help degreed individuals who need no more than 45 credit hours to fulfill coursework requirements to earn B-K licensure. The scholarship has many provisions including partial financial assistance for tuition, books, and travel costs, paid release time reimbursements for facilities, stipends for recipients engaged in their student teaching practicum, and a bonus for successful completion of 9-12 semester hours per year. During FY 2010-2011, 164 recipients received a B-K scholarship and were able to begin the process of earning the B-K license, of which 115 were More At Four funded scholarships. These B-K Licensure recipients worked toward completion of 1,077 credit hours of coursework leading towards the attainment of B-K Licensure. Moreover, 43 B-K scholarship recipients received their B-K License this fiscal year.

<b>Birth-Kindergarten Licensure Scholarship</b>	<b>164</b>
MAF Funded Scholarship	115
T.E.A.C.H. Core Scholarship	49

### **Scholars Scholarship**

The T.E.A.C.H. Early Childhood® Scholars program provides financial awards to full-time students (juniors and seniors) who are enrolled in the Early Childhood or Child Development programs at participating colleges and universities in North Carolina. In return, upon graduation, the Scholar must agree to work as a full-time teacher in a More at Four Pre-Kindergarten classroom or in a public pre-school or licensed child care facility serving at-risk children in the state of North Carolina. The length of employment that Scholars receiving the award complete upon graduation is based upon the number of semesters they received an award.

During FY 2010-2011, 51 T.E.A.C.H. Early Childhood® Scholars used their stipends to attend 10 colleges and universities and completed 469 credit hours. During the year 14 scholars recipients graduated with their undergraduate degree. Five (5) are classified as seeking employment while 9 are working in early childhood settings to repay their stipend obligation.

<b>T.E.A.C.H. Early Childhood® Scholars Scholarship</b>	<b>51</b>
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### **MAF Outreach Efforts**

During FY 2010-2011, a variety of direct outreach, onsite technical assistance and recruitment activities were conducted as a strategy to inform More At Four teaching and administrative personnel about the availability of T.E.A.C.H. Early Childhood® Scholarships. The More at Four Coordinator conducted outreach in Alamance, Alexander, Bertie, Bladen, Brunswick, Buncombe, Chatham, Granville, Guilford, Harnett, Mecklenburg, Nash, Pitt, Richmond, and Vance. The coordinator visited 37 programs and provided direct outreach to 81 individuals working in More at Four programs throughout these counties. University outreach was conducted through direct mailings to all 21 participating colleges and universities in an effort to increase scholarship participation and recruit full time juniors and seniors majoring in Early Childhood Education.

### **Early Educator Certification of T.E.A.C.H. Participants**

Of the 4,172 T.E.A.C.H. Scholarship participants over 58% (2,443) had applied and attained Early Educator Certification. An additional 296 T.E.A.C.H. participants had applied for EEC and were awaiting certification. Fields were added to the T.E.A.C.H. database so that recipient records could indicate EEC status. Staff cross-referenced the EEC database with the T.E.A.C.H. database to mark the records of T.E.A.C.H. recipients who had applied for and/or been awarded certification. The table below shows the breakdown by scholarship model of T.E.A.C.H. participants who have applied for and attained EEC.

<b>Scholarship Type</b>	<b>Total T.E.A.C.H. Population</b>	<b>Number of T.E.A.C.H. recipients who attained EEC</b>	<b>Percent with EEC by Scholarship Type</b>
NC Early Childhood Administration Credential	39	15	38%
NC Early Childhood Credential	337	97	29%
CDA Direct Assessment	44	14	32%
Associate Degree	3,241	1903	59%
Bachelor's Degree	295	261	88%
B-K Licensure	164	118	72%
Early Educator Certification	5	4	80%
Scholars	51	31	61%

### **Special Partnerships**

#### **The Cengage Learning Company**

This year the T.E.A.C.H. Early Childhood® Project partnered with the Cengage Learning Company to help reduce the cost of college textbooks for scholarship participants. The Cengage Learning Company is a leading provider of college textbooks, which includes many publishing companies such as Delmar, Brooks/Cole, South-Western, Wadsworth, Course Technology, Heinle, Schirmer and Gale. The partnership led to the development of the T.E.A.C.H. Early Childhood®/Cengage microsite as a secure method of purchasing textbooks at a discounted rate on the Internet.

The T.E.A.C.H. Early Childhood®/Cengage microsite was introduced to a small but diverse group of T.E.A.C.H. participants to pilot test during the Summer 2010 and early Fall 2010. It was then rolled out to pilot test on all participants in the Fall in preparation for the Spring 2011 semester. Information was mailed out that included a Frequently Asked Questions (FAQ) sheet and detailed instructions for using the microsite. T.E.A.C.H. recipients were encouraged to purchase their textbooks through the microsite in order to receive a 12% discount on textbooks for T.E.A.C.H. approved courses. Participants can also purchase rentals, eTextbooks and individual eChapters through the microsite. During the 2010-11 fiscal year, scholarship recipients submitted claims for 49 books purchased through the Cengage microsite.

## T.E.A.C.H. Early Childhood® Health Insurance Program

### Purpose and Requirements

The T.E.A.C.H. Early Childhood® Health Insurance Program was launched statewide in July 1999. The Health Insurance Program was designed to address the lack of accessibility of health insurance for child care providers. The program provides reimbursement for one-third of the cost of health insurance premiums (up to \$80 per person) for teaching and administrative staff in child care programs that demonstrate a commitment to high standards for staff professional development. Child care programs with either all degreed teaching and administrative staff, or with a specified number of teachers or administrators enrolled in early childhood Associate or Bachelor degree or B-K Licensure programs and utilizing T.E.A.C.H. Early Childhood® scholarships, are potentially eligible to receive health insurance reimbursements. Initial recruitment was targeted only to those child care programs that met eligibility requirements for participation. Degreed family child care providers or those enrolled in Associate or Bachelor degree or B-K Licensure programs and utilizing T.E.A.C.H. Early Childhood® scholarships are also potentially eligible. Below is a table that shows how few child care centers gain eligibility by having all degreed staff.

**Programs Eligible by Meeting All Degreed Staff  
Fiscal Year 2010-2011**

Centers	3.1%
Family Child Care Homes	81.3%

The partnership principle which frames all T.E.A.C.H. Early Childhood® scholarships extends to the Health Insurance Program via a requirement that the participating child care program must contribute at least one-third of the cost of the health insurance premium for each participating staff person. The individual staff person can pay up to one-third of the cost of the premium, although the sponsoring child care program may choose to pick up this portion as well. In addition, outside agencies (such as local Smart Start partnerships) may choose to cover a part of the premium amount.

### Recruitment

Active recruitment was not done during this fiscal year since the program has been functioning at capacity and still maintains a waiting list of eligible and interested programs.

*“This program definitely helps me provide more incentives for staff and this makes them feel professional!”  
- Center director in Wayne County*

The protocol has been that if a center or family child care home is interested in participating, eligibility is confirmed. If the program is eligible, they are sent an application packet. Once a facility has turned in all required materials (proof of insurance for dependent children, personnel policy, completed application and insurance premium rates if they currently have a policy), they have confirmed their place on the waiting list. As soon as funding allows, a facility can be immediately brought onto the Health Insurance Program, and only needs to submit their signed contract in order to begin reimbursements – thereby speeding up the process.

This past fiscal year the only facilities allowed to bypass the waiting list were those in Carteret County that also participate with their local Smart Start collaboration. Due to budget constraints

this past year, More At Four facilities were also required to spend time on the waiting list until funding was made available.

As of June 30, 2011, there are 90 facilities confirmed on the waiting list. This past fiscal year saw ten programs taken off the waiting list and placed on the Health Insurance Program.

**Program Accomplishments**

During the 2010-2011 fiscal year, 274 child care facilities in 69 counties participated on the T.E.A.C.H. Early Childhood® Health Insurance Program. As of June 30, 2011 there are 256 child care facilities in 68 counties actively participating. However, to date, 1,122 sites have applied. Appendices A and B summarize the outputs and outcomes of the Health Insurance Program.

Of the 274 child care programs that participated on the Health Insurance Program during the 2010-2011 fiscal year, 258 are center based programs and 16 are family child care homes. The auspice breakdown for centers is as follows: 13% are Head Start, 33% are non-profit, 45% are profit and 9% are faith-based programs. Ninety-three percent of all participants were 4 or 5-star facilities.

During this reporting year 2,789 different child care professionals benefited from the Health Insurance Program by being included in reimbursements. Teachers (1,875) and teacher assistants (446) were the two largest groups of participants. Administrators of child care programs were affected as well: 186 directors and 83 assistant directors. There were 16 family providers included in reimbursements and the remaining 183 individuals represent eligible auxiliary staff members such as floaters, program coordinators and special education coordinators. The average reimbursement per person was \$77.29.

*“Having insurance available assists in attracting staff and assists in maintaining their stability.”  
- Center director from Rowan County*

Scholarship participation is a required activity for a majority of Health Insurance Program participants. During the 2010-2011 fiscal year, scholarship recipients at participating facilities completed an average of 7 credits per person.

In conjunction with the T.E.A.C.H.® Scholarship Program, reduced turnover is an important goal of the Health Insurance Program. While the most recent data shows a state turnover rate of 24%. Health Insurance Program participating facilities have an average turnover rate of 18%. This data is based on self-reported employment information.

When applying for the Health Insurance Program, applicants were asked what the benefits would be in participating on the T.E.A.C.H. Early Childhood® Health Insurance Program. Of the 523 answers given, they stated that the Health Insurance Program would allow their program to (\*note that percentages will total more than 100% due to multiple answers given):

Make health insurance more affordable	43%
Attract and retain staff	24%
Obtain insurance or keep their policy	16%
Distribute funds to other areas of program	14%
Increase staff salaries/benefits	13%
Keep staff healthy	6%

Surveys are issued to all participating programs on a yearly basis. Programs are sent these surveys on the anniversary of their approval for participation on the Health Insurance Program. Responses were received from programs that have been in the program for one, two, three, four and five years. From these surveys we learned that the longer a program is receiving health insurance benefits, the more directors report a decrease in turnover.

In looking at participating centers, after one year participating on the Health Insurance Program, 44% (of the 414 responses) reported a decrease in turnover compared to the year prior to participation. After two years on the program, 48% (of the 322 responses) reported a decrease in turnover compared to the year prior to participation. These numbers increase to 51% (of 290 responses for three years on the program) and 59% (of 1071 responses for four or more years on the program) reporting a decrease in turnover.

The participants surveyed also responded with how the Health Insurance Program helped their facility. The most popular response was “Defray the cost of insurance to the center”. Forty-one percent of those surveyed selected this answer. Other popular answers include ‘Attract and Retain Quality Staff’, ‘Decrease Employee contribution towards insurance’ and ‘Issue bonuses or raises to employees’.

The Health Insurance Program recently began asking about the impact to each facility if the program were to be discontinued. Of the 833 answers given, the most popular responses were (\*note that percentages will total more than 100% due to multiple answers given):

Charge staff more to pay for insurance	74%
Decrease participation on T.E.A.C.H.®	42%
Increase parent fees	42%
Cancel health insurance as a benefit	24%
No raises or bonuses to staff	24%

Ninety-nine percent of those surveyed would recommend the Health Insurance Program to other child care facilities.

*“I have become more aware of the number of teachers who do not have health insurance. At every interview, one of the first questions is what we offer in that regard. It is a real draw-in card to potential employees.”  
- Wake County center director*

Another aspect of the Health Insurance Program is a requirement that all participating center staff and family child care providers with dependent children must provide documentation that dependent children are covered by some health insurance policy. If those dependent children are not covered by any insurance policy, they must submit an application to North Carolina’s Health Choice program. This requirement is an effort to encourage child care providers to access health insurance benefits for their dependent children. This fiscal year, 1,974 children of child care providers were verified to have some sort of health

insurance. There have been 596 (19 this fiscal year) uninsured dependent children whose parents applied to Health Choice for assistance, since the Health Insurance Program began.

**More At Four**

The T.E.A.C.H. Early Childhood® Health Insurance Program, in collaboration with More At Four, has benefited numerous child care centers throughout the state. Participating centers that have a More At Four classroom can have two-thirds of the cost (up to \$160) reimbursed for each of the More At Four teachers that appear on the center’s health insurance bill.

This fiscal year, More At Four dollars have been spent at 127 different centers, in 50 counties. Of the 127 centers receiving reimbursements, 21% are Head Start, 33% are non-profits, 43% are for profit and the remaining 3% are faith-based. Eighty-four percent of the participating centers are 5 star facilities. Overall, 463 different More At Four teachers were included in reimbursements during this fiscal year.

At the end of the fiscal year, 119 centers still remain on the program, with 16 additional More At Four centers on the waiting list.

### **The T.E.A.C.H. Early Childhood® Project 2011 Customer Satisfaction Survey- Evaluating Change 2002 – 2011**

Program participation rates and scholarship recipients' success through further education, higher wages and lower turnover help to gauge T.E.A.C.H.'s impact on a systemic level. Studies of the individual recipients and of their sponsors further reveal T.E.A.C.H.'s importance to the child care workforce. But has this impact and importance changed over time? The Research Department of Child Care Services Association (CCSA), the agency that administers the T.E.A.C.H. Early Childhood® Project, conducted a survey of T.E.A.C.H. scholarship recipients and their sponsors in Spring 2011 to ensure a comprehensive evaluation of the program. Summary findings from the 2011 study and a similar study conducted in the Spring of 2002 are included in this report.

#### **Survey Methods Survey Instruments**

The two survey instruments used to conduct the 2010 evaluation were used again in 2011 with minor modification due to program changes. Primarily, questions were added to assess the usage of Cengage to purchase books. A written questionnaire was mailed to center directors/owners, center-based teachers and family child care providers who received T.E.A.C.H. Early Childhood® Associate or Bachelor Degree Scholarships. This survey asked each scholarship recipient to reflect on their scholarship experience in a variety of ways. The sponsor survey was administered by phone and contained two primary sections. The first section asked sponsors to talk about their experience as a sponsoring entity. The second section asked the sponsor to reflect on each of their participants individually, the impact that the scholarship has had on that individual and the impact of that individual on their program. Examples of these surveys with the data summaries can be found in Appendices A and B.

#### **Data Collection**

The first group in the 2011 study included active recipients of a T.E.A.C.H. Early Childhood® Associate Degree or Bachelor Degree Scholarship who had completed at least one contract. "Active" recipients were those who attended courses during Spring 2010, Summer 2010, and/or Fall 2010. The survey population of active Associate Degree scholarship recipients included 43 center directors/owners, 477 center-based teachers, and 142 family child care providers. The survey population of active Bachelor Degree scholarship recipients included 34 center directors/owners and 88 teachers. The research staff conducted three mailings of questionnaires to the scholarship recipients. The first mailing was sent to all scholarship recipients. A reminder postcard, the second mailing of questionnaires and the third mailing of questionnaires was sent to non-respondents after each round. Finally, phone calls were made to gather last minute responses from non-respondents after all the mailings were completed.

The second group in the 2010 study included center directors in programs that sponsored at least one teacher for a T.E.A.C.H. Early Childhood® Associate Degree or Bachelor Degree

Scholarship who attended courses or completed their contract during Spring 2010, Summer 2010, and/or Fall 2010. There were 393 center directors in this eligible group. Research staff attempted to contact each representative a maximum of three times to conduct the survey.

### **Participation Rates**

The T.E.A.C.H. scholarship recipients who completed a questionnaire included 32 Associate Degree center directors/owners (AD), 302 Associate Degree teachers (AT), 110 Associate Degree family child care providers (AF), 27 Bachelor Degree center directors/owners (BD) and 61 Bachelor Degree teachers (BT). Thus, participation rates for scholarship recipients were 74% of Associate directors/owners, 63% of Associate teachers, 78% of Associate family child care providers, 79% of Bachelor directors/owners and 69% of Bachelor teachers. Not all respondents answered all questions but all surveys used were substantially complete.

Two hundred seventy (270) sponsors of T.E.A.C.H. scholarship recipients completed a phone survey. These sponsors represented a combined total of 484 recipient teachers. The sponsors worked at a variety of types of centers. A median of 14 teachers and assistants worked in their centers with a median of two (2) teachers participating in the T.E.A.C.H program. Not all respondents answered all questions but all surveys used were substantially complete.

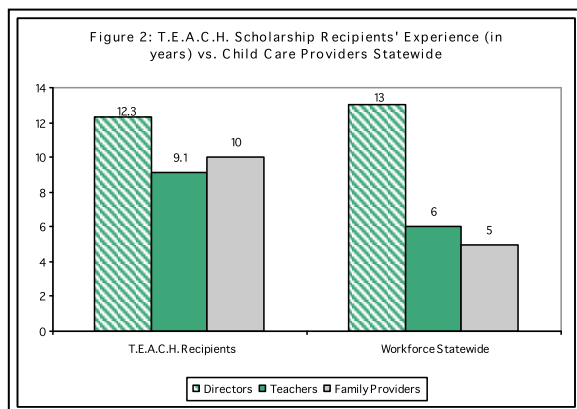
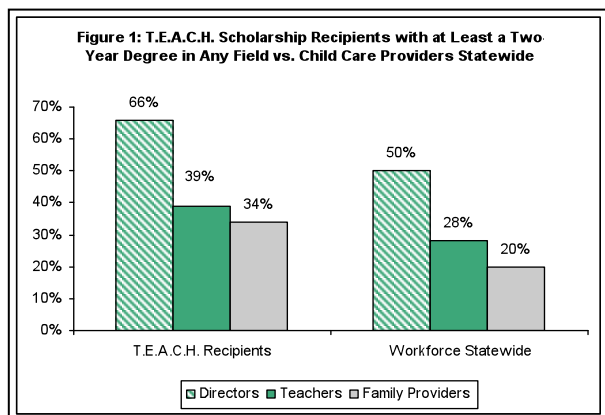
### **Survey Results**

Survey results are reported in three primary sections: 1) profiles of T.E.A.C.H. scholarship recipients, 2) scholarship recipients' evaluation of T.E.A.C.H. and 3) recipient sponsors' evaluation of T.E.A.C.H. Complete summary data for all recipients and sponsors are in Appendices A and B. Due to rounding not all percents total to 100%. On many questions participants had the opportunity to provide more than one answer. In these cases, percents generally total more than 100%. Any basic percentages not provided in the report can be found in these appendices. When possible, data was compared to previous data from a similar study of T.E.A.C.H recipients conducted in 2002. Data collected on the overall child care provider population in the 2003 North Carolina Child Care Workforce Study were also used for comparison purposes.

In addition to the summary data presented below, this report includes a selection of quotes from the scholarship recipients who completed the survey. These quotes are recipients' responses to the questions: "What has the scholarship meant to you personally and professionally?" or "How has an increased education helped you?" Though respondents may use slightly different language to describe their experiences, they almost unanimously expressed deep appreciation for the opportunity to pursue a college degree and for the personal and professional benefits of having taken college courses funded through T.E.A.C.H.

## **Profiles of the 2010 T.E.A.C.H.® Associate and Bachelor Degree Scholarship Recipients**

As a whole, T.E.A.C.H. scholarship recipients have higher levels of education and experience in the child care field than the child care workforce statewide (see Figures 1 and 2).<sup>1</sup>



Child care directors on T.E.A.C.H., in contrast, have slightly less experience than those in the field as a whole. In addition, 100% of T.E.A.C.H. recipients are currently taking college courses whereas only 31% of directors, 32% of teachers and 24% of family child care providers in the statewide workforce reported currently doing so. More detailed information about each group of scholarship recipients participating in the survey is outlined below.

**Associate Degree Directors (AD).** Center directors with an Associate Degree scholarship had been working in child care for a median of 11.67 years. Sixty-three percent (63%) of directors had earned at least some college credits without having a degree, 22% had an Associate Degree in some field and 16% had a Bachelor Degree (none had a Master's Degree). Fifty-three percent (53%) of directors said they wanted to earn an Associate Degree and 57% wanted to earn a B.A. Degree or more (some respondents wanted to pursue more than one degree). Twenty-two percent (22%) of directors said they were already working toward a degree before learning about T.E.A.C.H., but most (79%) of the directors who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 72% of directors said they would not have taken courses last year and 19% reported they would have taken fewer had they not received a T.E.A.C.H. scholarship.

**Associate Degree Teachers (AT).** Teachers with an Associate Degree scholarship had been working in child care for a median of 8.50 years. They had a median of 10 children in their care/classroom, and 89% had help from a co-teacher. All of the teachers (100%) worked with at least one child age five or under, and 11% worked with at least one school-age child. Seventy-one percent (71%) of teachers had taken college courses without earning a degree, whereas 20% had an Associate Degree in some field and just 2% had a high school diploma only. Bachelor's Degrees were held by 7% of teachers with this scholarship. Sixty-five percent (65%) of teachers wanted to obtain an Associate Degree and 51% wanted to obtain a B.A. Degree or more.<sup>2</sup> Thirty-nine percent (39%) of teachers said they were

*"I get to receive a degree in something I enjoy doing and learn skills to help me and my employer." -AT*

<sup>1</sup> Data from the 2003 North Carolina Child Care Workforce Study conducted by Child Care Services Association. A copy of the full report can be found at [www.childcareservices.org](http://www.childcareservices.org).

<sup>2</sup> Some respondents wanted to pursue more than one degree and some indicated they wanted to pursue some other form of education (workshops).

already working towards a degree before learning about T.E.A.C.H., but most (81%) of the teachers who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 61% of teachers said they would not have taken courses last year and 21% reported they would have taken fewer courses had they not received a T.E.A.C.H. scholarship.

**Associate Degree Family Child Care Providers (AF).** Family child care providers with an Associate Degree scholarship had been working in child care for a median of 10.00 years, and they typically cared for seven (7) children in their homes. Only 26% of providers had an assistant. Family providers cared for all ages of children ranging from birth to school-age. Sixty-three percent (63%) of family child care providers had completed college credits without earning a degree, and 34% had an Associate Degree or higher in some field. The remainder had some other level of education (4%). Sixty-nine percent (69%) of family providers wanted to obtain an

“I could not have ever dreamed of getting an Associate degree but because of Teach I am one semester away! It has made a difference in who I've become personally & professionally!”  
-AF

Associate Degree and 56% wanted a B.A. Degree or more.<sup>3</sup> Forty-six percent (46%) of providers said they were already working toward a degree before learning about T.E.A.C.H., but most (89%) of those who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 66% of family child care providers said they would not have taken courses last year, and 15% reported they would have taken fewer classes had they not received a T.E.A.C.H. scholarship.

**Bachelor Degree Directors (BD).** Center directors with a Bachelor Degree scholarship had been working in child care for a median of 14 years. Seventy percent (70%) of directors had an Associate Degree in some field and 30% had a Bachelor Degree. Fifty-four percent (54%) of directors said they wanted to earn a B.A. Degree and 58% wanted to earn an M.A. Degree or higher.<sup>4</sup> Fifty-two percent (52%) of directors said they were already working toward a degree before learning about T.E.A.C.H., but all (100%) of the directors who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 56% of directors said they would not have taken courses last year, and 32% reported they would have taken fewer classes had they not received a T.E.A.C.H. scholarship.

**Bachelor Degree Directors (BD).**

**Bachelor Degree Teachers (BT).** Teachers with a Bachelor Degree scholarship had been working in child care for a median of 13.00 years. They had a median of 18 children in their classroom, and 98% had help from a co-teacher. One hundred percent (100%) of teachers worked with at least one child age five or under, and 5% worked with at least one school-age child. Ninety-eight percent (98%) had an Associate Degree or more in some field. Seventy-two percent (72%) of teachers wanted to obtain a B.A. Degree and 40% wanted to pursue a M.A. Degree or higher. Forty-nine percent (49%) of teachers said they were already working toward a degree before learning about T.E.A.C.H., but most (86%) of the teachers who were not already pursuing a degree said they could not afford the cost of tuition or books. Moreover, 66% of

“Teach has been one of the best things to happen to me! EVER!” -BT

<sup>3</sup> Some respondents wanted to pursue more than one degree and some indicated they wanted to pursue some other form of education (workshops).

<sup>4</sup> Some respondents wanted to pursue more than one degree and some indicated they wanted to pursue some other form of education (workshops).

teachers said they would not have taken courses last year, and 23% reported they would have taken fewer classes had they not received a T.E.A.C.H. scholarship.

As a whole, the profile of T.E.A.C.H. scholarship recipients has not dramatically changed (see Table 1). In 2002, 41% of recipients said they wanted to complete an Associates Degree and 57% were planning on completing a Bachelors Degree. However, in 2010, 54% of recipients wanted an Associates degree and 41% of recipients were planning to get a Bachelors Degree. Further, in 2010, 19% said that they wanted to get a Masters Degree. (Recipients were asked to check all types of degrees they were interested in obtaining thus percentages total greater than 100%.)

Table 1: Profile of T.E.A.C.H. Scholarship Recipients	Directors		Teachers		Family Child Care Providers	
	2010	2002	2010	2002	2010	2002
Children in Care/Classroom (Median)	9.5	**	12	10	5	7
Years in ECE Field (Median)	12	13	9	9	5	7
Teach Children Age Birth - Five	98%	**	100%	92%	98%	100%

\*\*Data not collected in 2002.

### **2010 Scholarship Recipients' Evaluation of the T.E.A.C.H. Early Childhood® Project**

As an overall evaluation of the T.E.A.C.H. Early Childhood® Project, scholarship recipients were overwhelmingly satisfied by their experience and valued the increased education supported through their T.E.A.C.H. scholarship. Over ninety-nine percent (99.05%) of scholarship recipients overall said they were “very satisfied” or “somewhat satisfied” with the program. Moreover, 98.9% said they would recommend T.E.A.C.H. scholarships to other people working in child care. When asked how an increased education supported by T.E.A.C.H. scholarships has helped them, scholarship recipients identified a long list of benefits (see Table 2). Seventy-nine percent (79%) of the recipients indicated that they plan to continue their T.E.A.C.H. scholarship in the upcoming year.

When asked, “How can T.E.A.C.H. be more helpful to you?” only 153 provided actual suggestions. Many other recipients provided no suggestions on making T.E.A.C.H. more helpful, but instead made comments indicating that T.E.A.C.H. has always been helpful and/or there is no way to make T.E.A.C.H. better. Many of these recipients said that they just hope that funding for T.E.A.C.H. continues. Following are a few of their quotes:

*“I think what TEaCH does help me a lot towards my goals. Thanks a lot. [CCSA] is a[n] excellent organization.” -AT*

*“They have gone over and beyond the call of duty. I am so grateful for their support.” –BD*

*“I am very pleased of any help I get from TEACH. Thank you, so very much I would not have gotten thus far without your help. Thank you again.” -AF*

Among the recipients in Table 2, child care directors in the Bachelor Degree program appear to be impacted the most from their T.E.A.C.H. scholarship with 96% reporting increased knowledge of child development and 96% reporting seeing themselves as early childhood professionals. In terms of improving teaching techniques and practices, teachers pursuing a Bachelor Degree have seen the most benefit with 92% indicating this change in behavior. Following teachers in the Bachelor Degree program, family child care providers then teachers in

the Associate Degree program seem to be most impacted in this area (91% and 86% respectively). In the words of one family child care provider pursuing an Associate Degree, “I am confident about myself and my ability to work with children.” Over 66% of all types of recipients indicated they were more willing to stay with their current child care program. These percentages hint at the connections between professional development and child care workforce turnover.

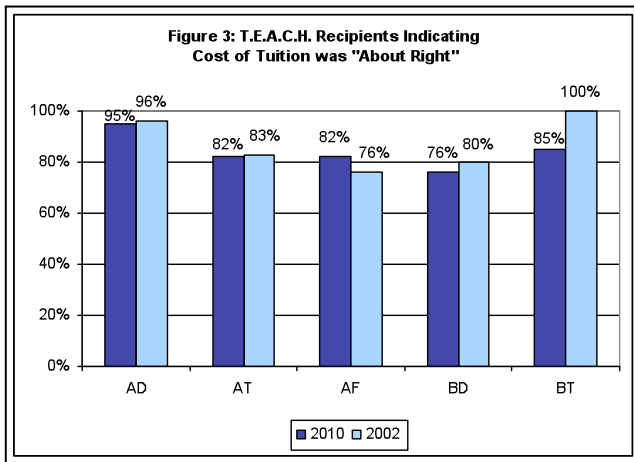
<b>Table 2: Scholarship Recipients’ Reported Benefits of an Increased Education Supported by T.E.A.C.H.</b>					
	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
I am more satisfied with my job.	59%	67%	71%	81%	57%
I feel more appreciated and recognized for my work.	63%	65%	77%	85%	64%
I am more willing to stay with my current child care program.	66%	66%	71%	70%	61%
I have increased my knowledge of child development.	94%	92%	93%	96%	93%
I have improved my teaching techniques and practice.	81%	86%	91%	85%	92%
I am more confident in my teaching abilities.	81%	82%	87%	78%	89%
I have better relationships with the children and families with whom I work.	75%	75%	79%	89%	72%
I see myself as an early childhood professional.	84%	79%	86%	96%	85%
I appreciate the education I am getting and want to get more.	88%	79%	87%	93%	9%
I have not noticed any benefits.	0%	2%	0%	0%	0%

**Coursework.** T.E.A.C.H. requires directors working towards an Associate Degree to complete a minimum of 12 credit hours per contract and directors working towards a Bachelor Degree to complete nine credit hours. Teachers and family child care providers are required to complete a minimum of nine credit hours regardless of the degree they are working towards.

When asked about the minimum credit hours that T.E.A.C.H. scholarship recipients must complete per contract, most respondents found the requirement to be appropriate. Among directors, 74% of those pursuing an Associate Degree and 81% of those pursuing a Bachelor Degree said the number of credit hours required was about right or very easy to fulfill. Seventy-seven percent (77%) of teachers pursuing an Associate Degree and 75% of teachers pursuing a Bachelor Degree said the requirement was either about right or very easy to fulfill. The trend continued with family child care providers; 80% reported the requirement to be about right or very easy.

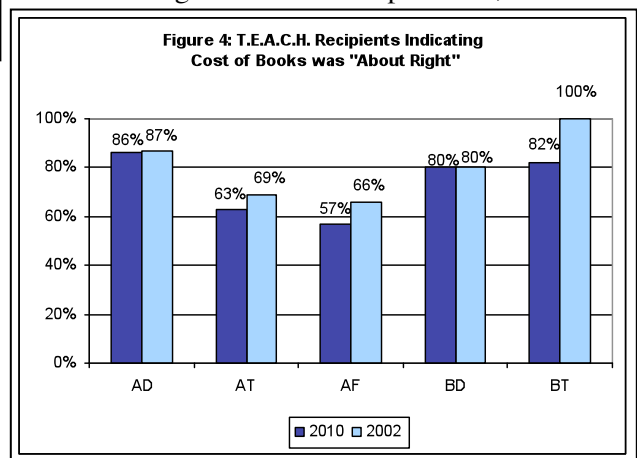
“The scholarship has push me to go to school, to get more education. I'm better with my teaching abilities.” -AT

**Tuition and Books.** Recipients may or may not be responsible for a share of tuition or



76%-95% of recipients said their share of tuition was “about right” as opposed to “too little” or “too much for me to pay”. Of note is the difference in perceptions about the fairness of tuition costs in the Bachelor’s Degree scholarship. This undoubtedly reflects the large increases in tuition at 4-year universities and colleges over the last eight years. Books were more of a struggle for everyone with 35% of Associate Degree teachers, 43% of Associate Degree family child care providers 20% of Bachelor Degree directors, 14% of Associate Degree directors and 14% of Bachelor Degree teachers indicating that their share of books was “too much for me to pay”.

book expenses, depending on their scholarship option. Family child care providers pay the equivalent of both the sponsor and recipient share because they are both the owner of the business and the teachers of young children. Of the respondents, 74% of directors, 39% of teachers, and 67% of family child care providers working towards an Associate Degree paid a portion of their tuition and books. This was true for 85% of directors and 36% of teachers working on their Bachelor Degree. Of these respondents,



Respondents replied similarly in 2002 (Figures 3 & 4) in response to questions about costs of books and tuition with the one notable exception for teachers pursuing a Bachelor Degree. The cost of books was also a topic of conversation for those recipients who get reimbursed for their books but must pay up front. Twenty-one percent (21%) of those responding to the question “how can T.E.A.C.H. be more helpful to you?” provided comments around books – most of them about the hardship of book reimbursement (14%). Here is one comment that typifies most of those provided: “...to be able to charge off books. They were too expensive to buy multiple books up front so I did not use any books.” (AD)

**The Cengage Learning Company.** New this year was a relationship with The Cengage Learning Company (Cengage), which allows recipients to purchase books online at a reduced rate. Because this option is new, a mere 4.5% of recipients used this process to secure their

“It has encouraged me to press on for my education; through the frustrations and struggles.” -AD

books. Recipients who indicated that they had used Cengage to purchase books were asked to comment on their experience. Results were mixed with approximately 48% responding with negative comments and 40% making statements on the positive side. (The remainder, 12% offered both positive and negative comments.) The predominate difficulty stated was that the website did not have the books that were needed. This comment makes sense because all recipients were encouraged to look at the Cengage site first before purchasing any textbooks. Another issue seemed to be that the books were more expensive than

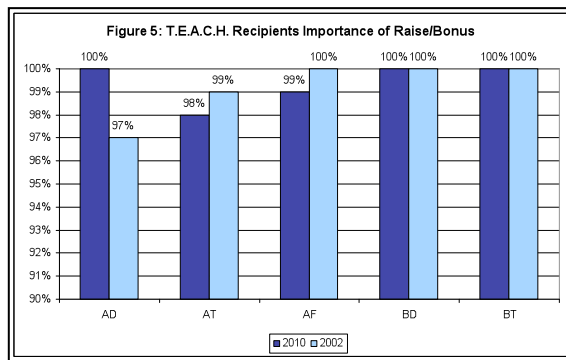
could be found elsewhere. On a positive note, many folks said that the process was easy and convenient.

**Travel Reimbursement.** To offset the cost of travel (and/or internet connection fees), T.E.A.C.H. provides \$65 per semester to each scholarship recipient. When asked about the specific amount of travel funds they received per semester, 64% of directors, 59% of teachers and 65% of family child care providers working towards an Associate Degree reported the amount they receive was “about right”. This was also true for 66% of teachers and 73% of directors working towards a Bachelor Degree. When given the chance to indicate how T.E.A.C.H. could be more helpful, 8% of respondents indicated that more help paying for travel would be appreciated with an additional 3% indicating that more money in general would be helpful.

**Release Time.** Center-based teachers and family child care providers are provided with paid release time to attend classes or to compensate them for class time that might be at night. Center-based teachers are allotted either a maximum of two hours a week, half of which are reimbursed by T.E.A.C.H. at a rate of \$8.50 per hour *or* up to six hours a week, half of which are reimbursed by T.E.A.C.H. at the same rate, depending on which scholarship they have. Family child care providers are entitled to 16 hours of release time throughout the semester reimbursed at a rate of \$8.50 per hour.

Seventy-eight percent (78%) of teachers and 81% of family providers working towards an Associate Degree reported the amount of release time provided by the scholarship was “about right”. This was also true for 73% of teachers working on a Bachelor Degree. Some of the teachers (22% AT and 27% BT) and family child care providers (19%) thought they received too little release time.

**Compensation.** Recipients were asked about the importance of the bonus or raise they



received (which depended on the model/option of the scholarship) upon the completion of a contract. As shown in Figure 5, close to 100% of providers working towards an Associate Degree or Bachelor Degree indicated they agreed strongly or somewhat that the raise or bonus they received was important to them. Less than 2% of teachers, 1% of the family providers and no directors working towards an Associate Degree disagreed somewhat or strongly disagreed. This same trend is seen in

2002.

**The T.E.A.C.H. Counselors and CCSA.** The scholarship recipients were asked about the helpfulness of the T.E.A.C.H. staff. The overwhelming majority of recipients either agreed strongly or somewhat with the statement that the “T.E.A.C.H. staff was helpful, courteous and respectful”. The small percent who disagreed with these statements was less than 4% in each group. When asked about the CCSA staff,<sup>5</sup> right at 1% somewhat or strongly disagreed with the statement that the CCSA staff was available or responded in a timely manner. As shown in Table 3, the feedback regarding the T.E.A.C.H. staff and CCSA staff was extremely positive.

<sup>5</sup> CCSA staff includes the personnel in the T.E.A.C.H. department and all other employees at the organization.

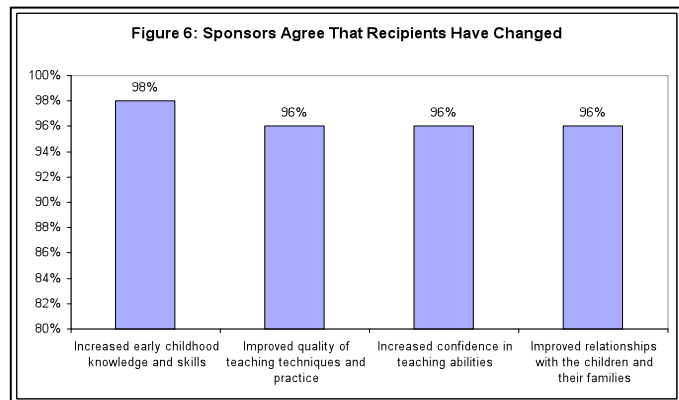
	AD	AT	AF	BD	BT
When I needed help, CCSA staff was available or responded in a timely manner	100%	98%	100%	100%	100%
The T.E.A.C.H. staff was helpful, courteous and respectful.	100%	99%	99%	96%	98%

**Scholarship Recipient Sponsors' Evaluation of the T.E.A.C.H. Early Childhood® Project**

Two hundred seventy (270) sponsors representing 484 recipients responded to the survey. Their programs vary widely in size but they all recognize the importance of improving the education of their teachers. While the median number of teachers in a sponsor's center is 14, they range in size from 1 to 65 teachers. While the median number of current teachers who were sponsored was 2, current sponsored teachers range from 1 to 15. The responding centers sponsored 3%-100% of their teachers during Spring 2010, Summer 2010 and/or Fall 2010, with the typical center sponsoring 20% of their teachers.

Many of these centers employed a linguistically diverse group of teachers. While 72% of the centers had all staff with their primary language as English, 73 centers had some staff with Spanish as their primary language and 7 centers had some staff whose primary language was Portuguese, Iranian, French, Arabic, Chinese and Cambodian. Of the 73 centers where some staff had a primary language of Spanish, 3%-100% of staff had Spanish as their primary language (median = 8%). While this can create a rich environment for the children with a chance to learn about foreign language and culture every day, it can pose some difficulties for the staff trying to improve their education especially if they are not fluent in English.

**Customer Satisfaction.** Ninety-nine percent (99%) of recipients' sponsors reported that they were very or somewhat satisfied with the T.E.A.C.H. Early Childhood® Project. Sponsors were also asked if they would recommend T.E.A.C.H. to others in the child care field, and 98% said that they would while 94% said they would continue sponsoring recipients in the upcoming year, with 61% of those planning to increase the number of recipients they sponsor.



Sponsors were asked about improvements they have seen in T.E.A.C.H. recipients since they enrolled in college courses (see Figure 6). Ninety-eight percent (98%) of sponsors indicated that they strongly or somewhat agreed with the statement that recipients have increased their early childhood knowledge and skills, and 96% strongly or somewhat agreed that recipients have improved the quality of their teaching techniques and practice.

**Coursework and Release Time.** Overall, most sponsors thought the requirement that directors working towards an Associate Degree complete 12 credit hours and directors and teachers working towards a Bachelor Degree complete nine credit hours per contract was fair. When asked about these requirements, 93% of sponsors said they were "about right" or "very

easy to complete” while 8% percent of sponsors thought the requirements were “somewhat difficult to complete”.

As for release time, only 27% of sponsors said providing scholarship recipients paid time off during the week was “easy to do”. In contrast, 56% of sponsors said providing release time was “somewhat difficult,” and 17% said it was “very difficult” to do.

**Tuition and Books.** When asked about the center’s share of tuition costs, 89% of sponsors reported the cost to be “about right,” with 11% reporting the cost being “too much for the center to pay”. Seventy percent (70%) of the sponsors reported that the center helped recipients with the cost of books. Of the centers that did, 84% reported that the cost was “about right” and 16% indicated that the cost was “too much for the center to pay”.

Sponsors were asked if participating in T.E.A.C.H. had increased the fees for parents at their centers. Ninety percent (90%) of sponsors reported that there had been *no increase* in fees due to the center’s participation in T.E.A.C.H. Of the sponsors who reported an increase, 42% said that the increase stemmed from having higher stars/quality so having to charge parents more for child care.

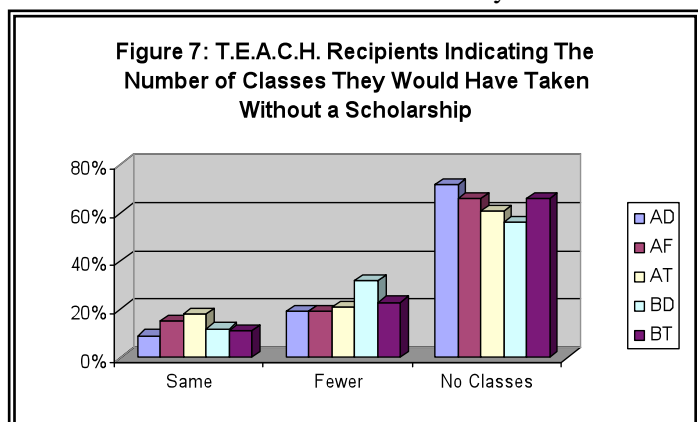
**Teacher Compensation.** Sponsors were also asked about the difficulty of awarding recipients a raise or bonus after they completed T.E.A.C.H. program requirements. Forty-eight percent (48%) of sponsors said awarding a raise or bonus was “easy to do”. At the same time, 42% of sponsors said doing so was “somewhat difficult” and 10% said it was “very difficult” to do.

**The CCSA Staff (T.E.A.C.H. Staff & Other Staff Members).** As with recipients, the sponsors offered positive feed back regarding the T.E.A.C.H. staff and the staff at CCSA. Over ninety-nine percent (99%) of the sponsors said they strongly or somewhat agreed with the statement that the T.E.A.C.H. staff was helpful, courteous and respectful. Eighty-eight percent (88%) strongly agreed the information that they received from T.E.A.C.H. was easy to understand, and 88% strongly agreed the CCSA staff was available or responded to requests in a timely manner. As an overall evaluation of the T.E.A.C.H. program, 99% of the sponsors said they were either very satisfied or somewhat satisfied.

## Discussion

Overall, recipients of T.E.A.C.H. scholarships and their sponsors seem satisfied, often very satisfied, with the program. The high percentages of recipients and sponsors who believe the program has helped and who would recommend T.E.A.C.H. to other professionals in the child care field are similar to results from in the past T.E.A.C.H. customer satisfaction surveys.

Historically, a high percent of recipients of the T.E.A.C.H. program report that they would have not taken courses or would have taken fewer courses if they had not received a T.E.A.C.H. scholarship. This statement holds true again this year. Of those indicating that they would have taken the same number of courses without a T.E.A.C.H. scholarship, the associate level teachers



were the highest at 18% (Figure 7). This is, however, far lower than in 2003 when 37% reported they would have taken the same number of courses without the scholarship. Given that books and tuition has risen dramatically since 2003, clearly T.E.A.C.H. scholarships are providing the avenue through which to earn a degree. The 2003 workforce study showed that teachers with a bachelor's degree only earned \$1.49 more than teachers with an associate level degree. The financial incentive to complete a bachelor's degree is minimal which indicates the scholarship is a key incentive for teachers deciding to pursue higher education.

Overall, T.E.A.C.H. recipients are finding it difficult to meet increasing costs of books, but a higher percent of them on the associate scholarship are finding tuition manageable. Many of those teachers who receive reimbursement for the cost of their books are finding it difficult to pay up front as demonstrated by the 14% who mentioned this in response to "How can T.E.A.C.H. be more helpful to you?"

Currently, as in the past, directors have struggled with meeting the minimum number of courses required to participate in the scholarship program. In 2002, 22% of directors pursuing an Associate Degree and 30% pursuing a Bachelor Degree found it "somewhat difficult" to complete the required number of classes. In 2010, those percentages had changed to 29% and 22% respectively indicating that directors are still finding that taking classes while working is a struggle.

Nearly all sponsors surveyed this year were satisfied with T.E.A.C.H. Close to 100% of the responding sponsors said T.E.A.C.H. staff provided high quality service and that scholarship recipients had grown professionally because of an increased education supported by T.E.A.C.H. Not surprisingly, 97% of sponsors in 2002 and 98% of sponsors in 2010 said that they would recommend T.E.A.C.H. scholarships to other child care centers and 94% were planning to continue sponsoring scholarship recipients next year.

In summary, the T.E.A.C.H. Early Childhood® Project is working for scholarship recipients and for their program sponsors. Recipients expressed their appreciation for the financial and professional impact that scholarships make, and sponsors see this impact not only on the individual recipients but also on the quality of care in their child care programs. Most complaints and suggestions that recipients and sponsors have about T.E.A.C.H. concern wanting more of the essential things that they already receive, such as paid release time, compensation for their educational expenses and regular contact with their counselor. Many have expressed concern that funding for T.E.A.C.H. must be continued. Most recipients and sponsors want to expand or enhance their T.E.A.C.H. participation as they pursue their educational goals and create high quality early childhood environments for the young children that they serve.

"I took EDU 119 because I had to, however, because TEACH provided the scholarship I continued with my education which turned out because I am now a lead teacher and love it." - AT

### Conclusions

T.E.A.C.H. participation rates have declined this year, most likely due to the economic hardship many centers are facing, as well as new enrollment requirements at the community college. From July 1, 2010-June 30, 2011 there were 4,172 T.E.A.C.H. Early Childhood®

Scholarship recipients in 98 of North Carolina's counties (see Appendix E) and 269 non-T.E.A.C.H. recipients who received credential bonuses only.

T.E.A.C.H. Early Childhood® Scholarship recipients represent and even surpass the ethnic diversity of our state (see Appendix F). Compared to 49% of the child care workforce statewide, over 53% of T.E.A.C.H. scholarship recipients are people of color. According to the 2010 U.S. Census, 31.5% of North Carolina's total population are people of color.

### **Program Sponsor Profile**

These 4,172 scholarship recipients cared for children in 1,642 different child care programs, with at least one T.E.A.C.H. Early Childhood® recipient in 24% of the licensed centers in North Carolina and in almost 14% of the licensed family child care homes. Seventy-two percent of the sponsoring centers are for-profit child care settings, 13% are independent not-for-profit programs, 4% of programs have faith-based sponsorship, 9% are Head Start programs and 2% are public not-for-profit. Of the 1,642 child care programs, 454 of these are family child care homes.

### **Educational Institution Participation**

During this reporting period, T.E.A.C.H.® scholarship recipients were enrolled in all of North Carolina's 58 community colleges, as well as in 13 state-supported universities and four private colleges. Community college early childhood coordinators and university early childhood department chairs continue to support the T.E.A.C.H. Early Childhood® Project by recruiting students and serving in an advisory capacity for the Project.

### **Outcome Measures**

The results of the analysis of the three outcome measures of the Associate and Bachelor Degree Scholarship Program demonstrate that the T.E.A.C.H. Early Childhood® Project is surpassing its goals in terms of increasing the education and compensation of child care providers and reducing turnover in the early childhood field. The Project continues to meet the professional development needs of child care teachers, directors and family child care providers in North Carolina.

Scholarship recipients are meeting and even exceeding the Project's expectations in terms of increasing their level of education. Increased education benefits not only the children in care, but also the quality of the center. Centers with a high level of staff education will benefit when the Division of Child Development is determining what star rating they will receive.

Results demonstrate that recipient's wages increased at a much higher rate than expected. Many recipients received increases in their wages that far exceeded the mandated salary raise or bonus. These increases may be due to the changes in job positions as the result of the increased level of education of the recipients. Increased skills as a result of more education allow teachers to move into higher paying positions, such as moving from assistant teacher to teacher. In addition, family child care providers can convince parents that their services are worth more.

The turnover rate in child care centers in North Carolina averages about 24%. Program participants clearly leave their child care programs at a significantly reduced rate compared to teachers in the general child care population. This reduced turnover provides more consistent care for children and families and helps child care programs retain staff that have made a

commitment to increasing their education. Even better, these child care providers are better educated and thus their retention is even more beneficial to the children in their care.

The T.E.A.C.H. Early Childhood® Project continues to make a significant impact on child care providers' access to the system of higher education in North Carolina. During this fiscal year, scholarship participants enrolled in 31,752 (25,557) documented as completed<sup>6</sup> credit hours at area community colleges, four-year colleges and universities.

In summary, increased education and stability of T.E.A.C.H. recipients enhance the quality of care provided to a great number North Carolina's children. From July 2009 through June 2010, **79,041 children** were cared for in a setting where a staff member was studying early childhood education through a T.E.A.C.H. Early Childhood® scholarship (Appendix E).

In conclusion, during fiscal year 2010-2011, the T.E.A.C.H. Early Childhood® scholarship and health insurance programs each met, and exceeded in some areas, their respective goals for improving the quality of child care in North Carolina and each produced positive outcomes as proposed. The T.E.A.C.H. Early Childhood® Project provided scholarships to 4,172 child care teachers, directors and family child care providers in 98 of 100 counties in North Carolina. Successful outcomes were produced in the areas of increased education, increased compensation and retention. On average, teachers participating on the associate degree scholarship program completed 14 credit hours of formal education, experienced a 10% increase in earnings and had a 9% turnover rate. Appendices G and H summarize the outputs and outcomes of the T.E.A.C.H. Early Childhood® Scholarship Program during fiscal year 2010-2011.

The T.E.A.C.H. Early Childhood® Health Insurance Program was able to assist 274 child care facilities with the provision of health insurance coverage for 2,789 child care professionals. Forty-three percent of participating sites were able to better afford health insurance coverage for personnel and 24% of the participating sites were able to attract or retain staff because of the added benefit.

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At the time of this report, T.E.A.C.H. staff were continuing to collect grade reports from spring and summer semesters.