

**T.E.A.C.H. Early Childhood® PENNSYLVANIA Scholarship Program**

# **Annual Report 2018 2019**



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T.E.A.C.H. Early Childhood® PENNSYLVANIA is a  
licensed program of Child Care Services Association.

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

## Nearly 7,000 Pennsylvania T.E.A.C.H. Scholarship Recipients Since 1998

The T.E.A.C.H. Early Childhood® Scholarship Program came to Pennsylvania 20 years ago and has since funded 6,947 recipients to earn degrees and credentials in early childhood education debt free. As a result, these individuals have advanced their careers and increased their earnings, while continuing to work in the field as classroom teachers and program administrators of Child Care, Head Start and PreK Counts programs.

In FY 18-19 T.E.A.C.H. participants made significant progress toward completing degrees while continuing to work in the field. That progress is highlighted in detail on page 4 of this report, while the information below provides an overview of the year's activities.

### Analysis of Findings

A look at the overall data from FY 18-19 shows that T.E.A.C.H. participants are making gains in education, compensation and retention far beyond what the scholarship program requires.

- **Education:** participants earn substantially more credits than the minimum required and maintain high GPAs during their participation in the program.
- **Compensation:** participants receive increases in earnings that exceed the minimum 4% that is required.
- **Retention:** participants stay with their programs longer than the required commitment period as a result of increased earnings and job satisfaction.

### Highlights

In FY 18-19 PACCA expanded the reach of T.E.A.C.H. Scholarships through new and continued collaborations such as:

- Partnering with 1199C Training & Upgrading Fund to provide T.E.A.C.H. scholarships and supports to 100 individuals and their employers participating in four Apprenticeship cohorts,
- Establishing agreements with three new higher education partners,

- Participating in a National T.E.A.C.H. Project to Address Higher Education Barriers for the ECE workforce.

### Future Directions

As PACCA moves into our third decade administering the T.E.A.C.H. in Pennsylvania, we will continue our efforts to support the workforce by:

- Collaborating with the expansion of apprenticeship programs by providing scholarships and other supports to apprentices and their employers,
- Addressing barriers to access and degree completion by participating in a second year of the National Higher Education Barriers grant project,
- Partnering with Pennsylvania's newly created Professional Development Organizations (PDO's) by partnering to meet the needs of students regionally while supporting early childhood professionals in their degree attainment and movement on the career pathway.

PACCA has been pleased with the progress and outcomes made possible by both public and private investments in T.E.A.C.H. However we know that Pennsylvania's early childhood workforce needs more. PACCA remains committed to expanding the reach of T.E.A.C.H. to support Pennsylvania's efforts to professionalize and elevate our early childhood workforce.

## **T.E.A.C.H. Early Childhood® Scholarship Program FAQ | 2018-2019**

### **T.E.A.C.H. Scholarships | 1,101 Recipients**

#### ***Who are the T.E.A.C.H. Early Childhood® Scholarship Recipients?***

The early childhood workforce is typically made up of women earning very low wages, with low levels of education and many raising children on their own. In FY 18-19, over 96% of T.E.A.C.H. recipients were women; over 30% were single parents, and 56% of recipients did not have parents or siblings that graduated from college. By going to college, T.E.A.C.H. recipients, as first-generation college students, raise expectations for their children and increase their likelihood of going to college. T.E.A.C.H. has a multi-generational impact.

### **Increased Education | 10,192 credit hours completed**

#### ***Does participating in the T.E.A.C.H. Early Childhood® Scholarship increase education?***

Most T.E.A.C.H. scholarship recipients are not only working full-time, but over 30% are single parents raising children of their own. In FY 18-19, the 1,101 T.E.A.C.H. recipients completed 10,192 credits hours with an 3.37 grade point average for Associate Degree recipients and 3.60 grade point average for Bachelor's Degree recipients. Over 30 T.E.A.C.H. recipients earned their Child Development Associate (CDA); 23 earned their Associate Degree, 10 earned their Bachelor's Degree and 6 recipients earned their PreK-4 Teacher Certification.

### **Increased Compensation | 6%-7%**

#### ***Does participating in the T.E.A.C.H. Early Childhood® Scholarship increase compensation?***

One of the biggest challenges to providing high-quality early education is finding, keeping, and compensating qualified staff. While we have a significant way to go in raising early educators' salaries to the levels of other educators with similar degrees and experience, through T.E.A.C.H. we are making an impact. In FY 18-19, Associate Degree students participating in T.E.A.C.H. experienced a 7.0% average increase in earnings; Bachelor's Degree students experienced a 6.0% average increase in earnings.

### **Staff Retention | 96%-98%**

#### ***Does sponsoring staff in the T.E.A.C.H. Early Childhood® Scholarship lower staff turnover?***

Some Directors & Owners express hesitation in supporting their staff to attend college to earn degrees in early childhood education, afraid that their teachers will leave to take jobs in school districts. However, the actual statistics from the 1,101 T.E.A.C.H. scholarship recipients in FY 18-19 demonstrate otherwise. Turnover for Associate Degree students was just 4%; Bachelor's Degree students only 2%. The national turnover rate is nearly 30%.

### **Children Benefiting | 51,903 children**

#### ***Who else benefits from staff participating in the T.E.A.C.H. Early Childhood® Scholarship Program?***

Last year's 1,101 T.E.A.C.H. recipients worked in programs serving nearly 52,000 children. Recipients worked in 566 child care centers and 44 family child care homes. Infants and Toddlers benefited the most as 91% of recipients worked with children under 3 years old. Through their participation in T.E.A.C.H., knowledgeable and well-prepared early childhood teachers are making a difference in the future and lifelong achievements of Pennsylvania's young children.



## FY 18-19 Annual Report Data & Information

### Scholarship Participation

1,101 total recipients funded in FY 18-19;

- 201 CDA Credential
- 33 CDA Assessment
- 546 Associate Degree
- 215 Bachelor's Degree
- 62 Certification Only
- 33 Director Credential
- 11 Infant Toddler Certificate

### Participant Profile

- Average age is 34
- Average hourly earnings of teachers = \$11.59 per hour
- 96.1% are female; 3.9% are male
- 30.7% are single parents
- 45.2% of recipients are people of color
- 56.0% of recipients do not have parents or siblings that graduated from college
- 58% of recipients worked with 3-5 year old children
- 91% of recipients worked with children under 3 years old

### Credits Completed

- 10,192 credit hours earned
- 3.37 average GPA for Associate Degree recipients
- 3.60 average GPA for Bachelor's Degree recipients

### Higher Ed Partners

- 48 partnering higher education institutions
- 17 community colleges/two-year institutions
- 31 four-year institutions

### Graduates

- 71 graduates
- 32 recipients earned their CDA Credential
- 23 recipients earned their Associate degree
- 10 recipients earned their Bachelor's degree
- 6 recipients earned their PreK-4 Teacher Certification

### Sponsoring Early Childhood Programs

- 610 sponsoring employers in 57 of 67 counties
- 566 child care centers
- 44 family child care providers
- 51,903 total children enrolled at sponsoring programs

### Scholarship Outcomes

- 13.97 credits completed per Associate degree contract; 15.24 credits complete per Bachelor's degree contract
- 7.0% average increase in earnings for Associate degree students; 6.0% average increase in earnings for Bachelor's degree students
- 4% turnover for Associate degree students; 2.0% turnover for Bachelor's degree students



## Partnering Colleges/Universities

College/University	CDA	AA	BA	CO	DC	ITC	TOTAL
Arcadia University		2	2	11	6		21
Bloomsburg University of PA				2			2
Bucks County Community College		18					18
Butler County Community College		2					2
California University of Pennsylvania				1			1
Carlow University		2	7				9
Chestnut Hill College		2	31	2	1		36
Clarion University of Pennsylvania		13		3			16
Community College of Allegheny County	1	18					19
Community College of Beaver County		4					4
Community College of Philadelphia	2	100	4				106
Delaware County Community College	3	91					94
Drexel University		1	31	14			46
East Stroudsburg University of Pennsylvania			1	1			2
Eastern University		14	42	5	1		62
Edinboro University of Pennsylvania		1	1	4			6
Gratz College				1	3		4
Harrisburg Area Community College	1	46					47
Holy Family University			2				2
Immaculata University				1			1
Keystone College	23	37	8		1		69
King's College	7						7
Kutztown University of Pennsylvania				1			1
Lackawanna College		6					6
Lehigh Carbon Community College	9	11					20
Luzerne County Community College	1	7					8
Manor College	1	24					25
Millersville University of Pennsylvania			6				6
Montgomery County Community College		18					18
Neumann University			6	3			9
Northampton Community College	47	73	2				122
Penn Literacy Network/University of Pennsylvania	107	1					108
Penn State York		2	2				4
Pennsylvania College of Technology		2					2
Pennsylvania Institute of Technology		5					5
Reading Area Community College		3					3
Robert Morris University		1				11	12
Saint Francis University		29	47				76
Shippensburg University of Pennsylvania		1	1	4	21		27
Slippery Rock University of Pennsylvania		1	2				3
University of Pittsburgh			1				1
West Chester University of Pennsylvania			9	8			17
Westmoreland Community College		11					11
Wilkes University			10	1			11
<b>TOTAL</b>	<b>202</b>	<b>546</b>	<b>215</b>	<b>62</b>	<b>33</b>	<b>0</b>	<b>1069</b>

**Amy Riffel** has been employed at the Rodale Child Care Center in Emmaus, PA since January of 2007. She originally began her associate degree journey in T.E.A.C.H. in the Fall of 2008 and after three years in the program lost her scholarship due to the public funding cuts. Amy was not able to continue with college due to the expense. However not long after funding was restored, Amy reapplied to T.E.A.C.H., determined to finally earn her associate degree. She has worked diligently over the last two and half years and graduated this Spring with her degree from Lehigh Carbon Community College. In an e-mail to her T.E.A.C.H. Counselor on the night of her graduation, Amy said "I want to thank you so much for all that you have helped me with. You really made this process easy and less frustrating. You were always helpful and well informed. Thank you!"



**Jordan Cullison** is an Assistant Teacher at Helping Hands Child Care & Learning Center, a STAR 4 facility in Allegheny County, PA. Jordan first applied to T.E.A.C.H. for assistance to pay for her CDA Credential application fee. She also used T.E.A.C.H. to continue pursuing her Associate Degree in Early Education and Child Development from Community College of Allegheny County. Jordan graduated with her degree in Summer 2018 and immediately continued on to pursue her bachelor's degree through T.E.A.C.H. at Saint Francis University. In just one contract year with T.E.A.C.H., Jordan not only completed her degree, but also received an 11% increase in her earnings.

When asked about the opportunity to participate in the T.E.A.C.H., Jordan said "I would have struggled greatly to earn my degree. This program has opened doors that I previously had not thought were possible. I was not only able to reach my goals, but exceed them." When asked if T.E.A.C.H. impacted her family, Jordan said "T.E.A.C.H. has had a positive impact on my family. They did not have to worry about paying for my education or finding ways to help me afford it."

Jordan's employer, Helping Hands Child Care & Learning Center spoke about the benefits of sponsoring staff in T.E.A.C.H. Melissa

Merritt, Program Owner indicated "T.E.A.C.H. Provides the opportunity for dedicated people in the early care and education care field to start their journey in higher education with a comfortable support system, mentors and reasonable course options/requirements for working professionals. Our T.E.A.C.H. Counselors are always professional, helpful and keep us well informed."

Melissa also said "I have sponsored five different staff members over the past year in T.E.A.C.H. for the CDA Credential or associate degree. Two more teachers plan to start the process next January. I feel the program has a strong impact on teaching staff the importance of education. T.E.A.C.H. truly provides the opportunity for staff to implement what they learn every day in their own classrooms."

**Penny's Daycare Center** is a STAR 3 program located in the rural community of Tioga, Pennsylvania and serves children from birth to school age. Penny's Daycare has sponsored 5 staff to earn their Child Development Associate (CDA) coursework through T.E.A.C.H.

When asked about the impact of T.E.A.C.H. on the staff, children and families at her program, Penny Heffner shared "we are in the business of child care to help grow the minds of tomorrow and encourage our children to achieve their best. It is important to us at Penny's Daycare to educate our staff so we can better serve our children. Through T.E.A.C.H., many of our staff have been given the opportunity to further their educational backgrounds, gaining the necessary knowledge and skills to better serve our children. T.E.A.C.H. has opened doors for our staff and our program. We will forever be grateful to T.E.A.C.H. for giving us the chance to show our children and community how important education is, and the impact it can make in someone's life."



## T.E.A.C.H. Voices

**Jeanette Williams** is an Assistant Preschool Teacher in a STAR 1 child care program in Pittsburgh, PA. She applied for a T.E.A.C.H. scholarship immediately after the restoration of public funds to the program, but had been using financial aid to pursue her degree prior to that. Jeanette finished her second T.E.A.C.H. contract this summer will complete her associate degree from Community College of Allegheny County (CCAC) in Fall 2018, earning mostly A's and B's along the way. With her degree Jeanette will be promoted to Lead Teacher and in addition to her two T.E.A.C.H. stipends, she also received an almost 9% increase in her salary. Jeanette plans to continue on for her Bachelor's degree through T.E.A.C.H. at Carlow University!

"My experience in T.E.A.C.H. has been rewarding and substantially helpful. The stipends, tuition and book assistance were, what can I say, invaluable. It has been a long and arduous task at times, but with the collaboration of your knowledgeable T.E.A.C.H. Counselors, I have attained the first half of my dream! Thank you!"

**Rebecca Lamar** began her T.E.A.C.H. experience in the fall of 2005. Rebecca just had her first child and was very enthusiastic about the early childhood education field. However, being a full-time employee and first-time mother made it difficult to move forward in a career that she loved, without making sacrifices that would affect her family. She had been out of college for six years and struggled with the idea of meeting academic requirements for a program of study.

Regardless, Rebecca enrolled in an associate degree program and after graduating with her early childhood education (ECE) degree she was immediately offered a leadership position. She continued on to earn her Bachelor's Degree in Organizational Management with an ECE minor and then her Master's Degree in Education, specializing in Professional Development and Higher Education programs focused on ECE. This past July Rebecca reached her ultimate goal and graduated with her Ed.S. in K-12 programs.

During her educational journey, Rebecca has been a faculty member in higher education, a community advocate for nontraditional students, an interpreter for courts, family meetings and presentations, a director, coordinator, teacher and assistant teacher in infant to school age programs. She is also a certified trainer who has delivered more than 600 hours of training.

Rebecca is now the Career Pathways Manager at the Pennsylvania Key to Quality. This state level role manages a system that identifies needs for educators as they move up in their career. Working with partners and community organizations allows for solutions and collaboration to create, modify and connect programs to meet the needs of leaders, employers and educators across the state.

She is also a Professional Development Specialist with the Council of Professional Recognition and provides more than 80 trainings in early childhood education in both Spanish and English.

Rebecca commented, "Fourteen years after starting college through T.E.A.C.H., I have completed my Ed. S. degree and work at the state level, managing a system that gives opportunities for ECE professionals to make goals for their careers, and identify what and how they need to proceed to accomplish them. I work with higher education institutions, programs and educators to evaluate and provide solutions to the problem of 'how' and 'what's next?' The T.E.A.C.H. program was my literal gateway to academic excellence and opportunity in my career. Without it or the support it provides, I would have never been able to pursue several degrees and accolades in the field of ECE."

"Over these past years, I have been able to share my T.E.A.C.H. success story in the classroom with students, with Spanish speaking ECE professionals in the field looking to move up, and share with colleagues the empowerment I felt from participating in T.E.A.C.H. This program truly gives the opportunity to those who feel that school is not an option, or that accomplishing their goals is too challenging. When students begin to see how going back to school has so many benefits for them professionally and personally, they then begin to see who they are as an early childhood education leader."

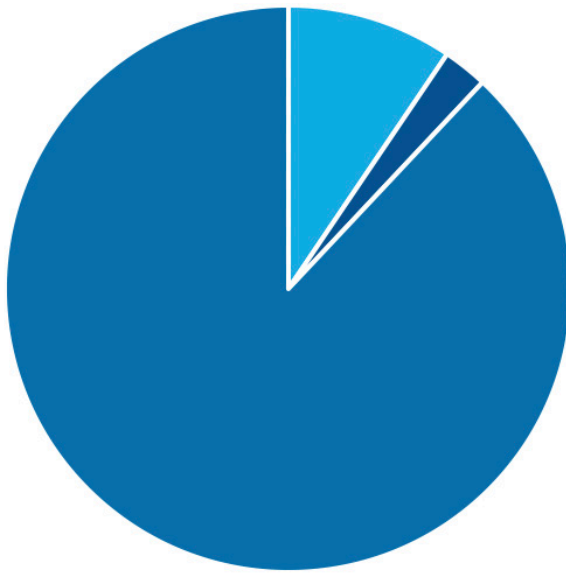




## Funding Partners

Pennsylvania Department of Human Services, Office of Child Development and Early Learning  
Public Health Management Corporation

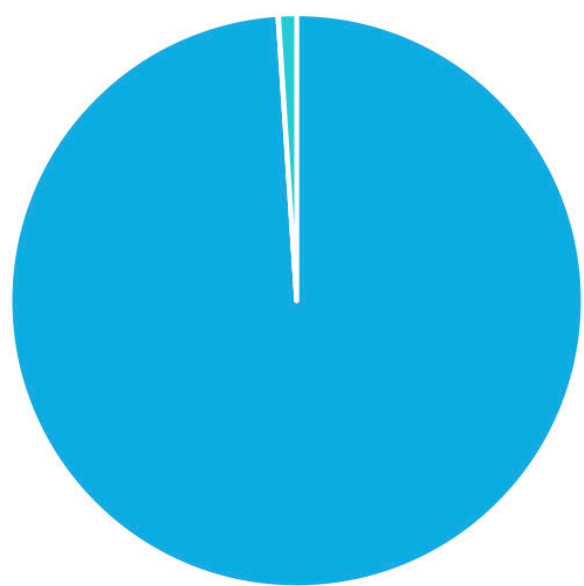
### EXPENSES



#### EXPENSES

Administration	\$116,203	3%
Operations	\$431,918	9%
T.E.A.C.H. Scholarships	\$4,020,135	88%

### INCOME



#### INCOME

Race to the Top	\$1,940	.04%
Commonwealth of PA	\$45,948	1.01%
Child Care & Development Block Grant	\$4,520,368	98.95%



#### PENNSYLVANIA CHILD CARE ASSOCIATION

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The Pennsylvania Child Care Association (PACCA), a statewide non-profit organization, exists to be a strong and effective advocate for high-quality early care and education (ECE) programs, and to give leadership and support to those organizations that assist the ECE community, families, and children in the Commonwealth of Pennsylvania.