Structural Barriers

Regulations

Training

Support

Access

Digital divide

FATHUM: Learning Solutions

ESCALERAS

Pilot Program
**CCDF REQUIREMENTS**

<table>
<thead>
<tr>
<th>ESCALERAS MODULES</th>
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<tr>
<td>CHILD DEVELOPMENT</td>
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<tr>
<td>* CREATING A SETTING THAT PROMOTES LEARNING</td>
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<tr>
<td>* CURRICULUM</td>
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<tr>
<td>* CREATING A SETTING THAT IS HEALTHY AND SAFE</td>
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<tr>
<td>* PREVENTING SIDS</td>
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<tr>
<td>* PREVENTING ABUSE AND NEGLECT</td>
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<tr>
<td>MEDICINE ADMINISTRATION</td>
</tr>
<tr>
<td>* EMERGENCY PREPAREDNESS</td>
</tr>
<tr>
<td>* PROFESSIONALISM</td>
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</tbody>
</table>
15 years of experience
Culture and Language
Brain Science
e-learning
Johns Hopkins

Knowledge
Relationships
Local needs

VIDEO OF PILOT

GRACIAS!
Pilar Torres
pilar@fathuminc.com
www.fathuminc.com

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T.E.A.C.H. Early Childhood®
What We’ve Learned

Smart Start Pre-Conference
May 2, 2016

The Vision

Every child in an early childhood setting has a teacher who is well educated and well compensated. Every early childhood teacher has access to affordable college education and workforce supports and earns a living wage.

Overview

T.E.A.C.H. Early Childhood® scholarships provide the early childhood workforce with comprehensive economic and social supports to encourage credit hour, credential and degree attainment on a pathway that leads to better education, compensation and career stability and mobility for the early childhood workforce.
T.E.A.C.H. Scholarship Components

Comprehensive Scholarship

Scholarships include a variety of economic supports.
  • Most include support for:
    • Tuition and fees,
    • Books,
    • Travel, and
    • Paid release time.
  • Some include support for assessments.

College Education

All scholarships include early childhood college coursework leading to credentials or degrees.
  • Content and amount of coursework vary by type of scholarship.
  • Associate or bachelor degree scholarships typically require completion of 9-15 credit hours per year.
  • All coursework must have currency.
Compensation

All T.E.A.C.H. recipients receive a bonus or raise upon contract completion.

- The amount, type and payor of the compensation incentive is determined at point of contract issuance.
- The employer often makes the decision on type of compensation award.

Counselor

All T.E.A.C.H. scholarship recipients are assigned a scholarship counselor who supports them in their educational and scholarship journey. Scholarship counselors help recipients

- Juggle work, family and school,
- Complete the necessary paperwork and receive and make required payments, and
- Set academic goals, stay on the right educational pathways and achieve success.

Commitment

Every T.E.A.C.H. scholarship requires the recipient to make a longevity commitment. The longevity commitment varies by

- Scholarship type,
- Amount of time, and
- Where the commitment must be completed.
Eligibility

Eligibility for participation varies by state, role and scholarship model. The typical criteria requires the teaching workforce to:

• Work at least 30 hours/week in licensed setting
• Earn less than defined income cap,
• Have support of employer,
• Be willing to commit to contract, education and sponsor, and
• Be able to pay share of education costs.

Why the T.E.A.C.H. Model?

• Children need educated, effective teachers
• Teachers (and directors) need the knowledge and skills to do their job well.
• The workforce cannot afford the full cost of time and money to earn the needed education.
• The needed education must carry educational currency to advance individual learning, earnings and career potential.

Why the T.E.A.C.H. Model?

• Increasingly states are requiring credentials and degrees in early childhood education as part of their QRIS.
• Head Start teachers are required to have a bachelor’s degree in early childhood.
• The vast majority of state-funded pre-k programs require early childhood credentials or degrees.
Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor’s degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

Why the T.E.A.C.H. Model?

ECE Workforce
- Women, with own children
- Low income
- Full-time employees
- Racially, ethnically and linguistically diverse
- Without ECE degrees
- Few workplace benefits
- High turnover

College Non-Completer
- Has dependent children
- Needs financial assistance
- Works full time
- Is first generation college student
- Attends part time
- Is single parent
- Is financially independent from parents

Types of Scholarships
- CDA Assessment/Renewal
- State Credential
- Associate Degree
- Bachelor Degree
- Teaching License
- Practicum/Student Teaching
- Master’s Degree
- ...and more
T.E.A.C.H. Early Childhood- NORTH CAROLINA
Early Childhood Leadership & Administration Master’s Degree Scholarship

<table>
<thead>
<tr>
<th>Comprehensive Scholarship</th>
<th>Completed Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Tuition</td>
<td>9-18 semester hrs. in MA</td>
</tr>
<tr>
<td>Flexible schedule</td>
<td>Coursework</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Compensation</th>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonus T.E.A.C.H.: $250 (9-12 credits)</td>
<td>6 months with Sponsor &amp; 1 Year in Field</td>
</tr>
<tr>
<td>Bonus T.E.A.C.H.: $500 (13-18 credits)</td>
<td>Field</td>
</tr>
</tbody>
</table>

Lessons Learned-Counseling

- Be prepared to address personal and economic needs, not just work and school needs
- Be intentional and intrusive in your counseling
- Use different modalities to reach recipients
- Recognize all successes, however small
- Supportively accept starts and stops
- Provide clear expectations for participation
- Advocate when needed, but promote self-advocacy
- Understand and embrace the diversity of your recipient population

Lessons Learned-Higher Education

- Is under-resourced for the work it does
- Often does not have the time to fully support the needs of working students
- Often has not shifted its thinking about the needs of diverse students
- Need both support and demand for better articulated education pathways
- Can be the best partners for T.E.A.C.H.
Lessons Learned—Early Childhood System

- Leverage change through unified buying power
- Balance incentives and mandates...helping the workforce achieve higher standards
- Keep compensation parity on the table
- Strengthen early childhood degree programs within the higher education system—both availability and quality

Lessons Learned—The Early Childhood Workforce

- Wants to take college coursework
- Needs a comprehensive package of supports to sustain coursework progression
- Often struggles with basic math and literacy skills
- Needs debt-free college education
- Is willing to commit to employment settings that support their professional development
- Wants real choice in when, where and how they take coursework
- Is ready to be recognized and compensated


- $28.6 million in 16,071 T.E.A.C.H. scholarship recipients
- 3.23 avg. GPA for A/A, A/A-
- 3.87 for B/B+/B
- 8% average compensation gain
- 35 T.E.A.C.H. Projects
- 323 two-year college partners
- 820,424 children benefiting
- 8,111 employer sponsors
- 46% of recipients are people of color
- 6% or less turnover rate for T.E.A.C.H. recipients
- Over 50% to graduate college students
- 175 four-year university partners
Contact Information

http://www.childcareservices.org/ps/teach_ta_qac/
919-967-3272

Edith Locke – edithl@childcareservices.org

THE BIG QUESTION

How do we build a professional development system that’s scalable and meets the needs of all of the unique members of the workforce in order to drive great outcomes for children?
**STRATEGY 1** | Design professional development systems that build from where practitioners are at

- Create PD that’s responsive to the current children and families the practitioner serves
- Build on what the practitioner knows and can do
- Consider where the practitioner is ready to grow
- Ensure accessibility (cost/price, location/online, language, etc.)

**STRATEGY 2** | Promote the concept of ongoing growth/continual learning as integral to the profession

- Ensure learners “see” themselves represented in video/scenarios/other learning experiences that provide windows to best practice
- Create learning communities where practitioners can learn and solve problems together
- Design opportunities and pull together partners so PD is “stackable” toward degree completion and “portable” from system to system
STRATEGY 3 | Harnesses technology

- Deliver meaningful PD experiences and opportunities for ongoing learner engagement
- Seek and share great models across systems/state lines
- Link technology so that competencies, registry, e-learning, training, credentials, college coursework, etc. are working together.
  - Create aligned and powerful data to drive decisions
- Improve ease of use/navigation for members of the workforce