

FY20 Results

Before 1st grade, a child may spend more than 10,000 hours in child care. Research tells us that children enrolled in high-quality early care and education programs in the first five years of life are more likely to be in a highly skilled job or college at age 21. Ensuring quality early care and education for children today ensures a viable workforce for the future and a strong American economy in the long run.

The quality of early care and education a child receives is directly linked to the education and compensation of early educators. In Rhode Island, many early educators do not have higher education degrees and many earn less than \$12 an hour. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals in an effort to address the key issues of under-education, poor compensation and high turnover in the early education workforce. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. Scholarship recipients and their sponsoring early care and education programs share the cost.

In Rhode Island, T.E.A.C.H. Early Childhood® is administered by Rhode Island Association for the Education of Young Children. In FY20, T.E.A.C.H. Early Childhood® Rhode Island helped 116 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 13 credits per contract.
- Recipients on bachelor's degree scholarships completed an average of 15.71 credit hours.
- T.E.A.C.H. recipients in Rhode Island completed more than 663 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.58; the average GPA for a T.E.A.C.H. recipient working on a bachelor's degree was 3.74.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$13.69.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 12%.
- The average increase in earnings for a T.E.A.C.H. recipient on a bachelor's degree scholarship was 8%.

Retention

- Average retention rate (removing turnover caused by COVID-19) was 97% for associate degree scholarship recipients and was 100% for bachelor's degree scholarship recipients.

Demographics

- 80% of recipients worked with 3-5 year old children.
- 72% of recipients worked with children under 3.
- 60.3% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended the one community college or one university offering early childhood degree programs in Rhode Island.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 97% indicated they would recommend T.E.A.C.H. to their peers and 90% of their employers would recommend T.E.A.C.H.

T.E.A.C.H. recipients show dramatic dedication to remaining in their professions with turnover rates that are far less than the national turnover rates of 30-40%. This year alone, 3,939 of Rhode Island's children benefitted from consistent early education and care provided by better prepared early childhood educators.

The T.E.A.C.H. Early Childhood® Initiative is heralded by experts in the field as a national leader in creating solutions for early childhood education workforce challenges. National outcomes can be found in the T.E.A.C.H. Early Childhood® and Child Care WAGES® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.

FY20 Voices from the Field



Melanie Threshier applied to the T.E.A.C.H. Scholarship program with lots of trepidation. She was apprehensive about starting a new journey as a college student and juggling the different hats the large portion of our early childhood teacher population wear--full-time work, parenting, school... The list can be endless. As an adult learner, Melanie was also apprehensive about her school performance; she was partially deaf as a child and received speech support services for most of her life. She had always struggled with schoolwork, from her formative years through high school. Reading comprehension and basic math functions were always a source of frustration and added to poor self-esteem. But if there is one common thread among our early childhood educators, it is their determination to move forward. At the completion of her first semester at the Community College of Rhode Island, Melanie had earned herself an A. The subsequent semesters were just as successful. This accomplishment, along with the opportunities that are provided as a T.E.A.C.H. scholarship recipient, encouraged her to advocate for herself and seek a formal evaluation for what she thought was a learning disability. Early this year, at 49 years of age, Melanie was diagnosed with ADHD. Finally, she had received the affirmation she needed during her formative years. She wasn't different from others, or lazy or difficult; she just had a learning disability. Melanie has used this experience to advocate for herself in her personal and professional life. When her employer was reconsidering their T.E.A.C.H. sponsorship, Melanie reminded her employer and direct supervisor of the value she brought to their agency. When she began struggling in her virtual biology class, she insisted that her professor allow for accommodations so she could complete her work at a different pace than others.

Melanie has worked for the Tri-County Community Action Agency (a Head Start and Early Head Start program) for more than 10 years and has transitioned from a part-time floater position to assistant teacher to currently training for a lead teacher role in one of program's preschool classrooms. Melanie began with a goal to complete her Associate Degree in Early Childhood Education and Child Development. It was a goal she doubted she could achieve, but she persevered and is set to graduate in spring 2021. Her new goal is to earn a Bachelor's Degree in Early Childhood Education.



Sara Oliva is a family child care provider in Providence, R.I. T.E.A.C.H. Manager Marinel Russo first met Sara as her BrightStars Navigator (BrightStars is the state's quality rating and improvement system). When Marinel met Sara to discuss her goals for herself and her child care program, she encouraged Sara to pursue opportunities to help her grow professionally. Sara had only achieved a high school diploma, but had dreams of going to college and earning a degree. Sara was caring and provided high quality experiences to the children in her care, but she knew she could provide them with more through increased learning. The biggest roadblock was that she was an English language learner. Professional development opportunities and higher education courses were very limited for early childhood educators who learned best in their native language. With financial support from the Department of Human Services, the Community College of Rhode Island began offering CDA training courses for students like Sara. During this time, T.E.A.C.H. Early Childhood® Rhode Island developed a scholarship model to cover the costs of the CDA Assessment fee. Sara was one of the first recipients of this scholarship and earned her credential during in spring 2019. Shortly after Sarah earned her CDA

Credential, T.E.A.C.H. reached out to inform her of a pilot opportunity for family child care providers at Rhode Island College. Students would earn 15 credits in early childhood education from a four-year college, classes would be taught in their native Spanish language in a cohort setting and the content would be reinforced through English as a Second Language (ESL) courses. Additionally, T.E.A.C.H. Rhode Island created its Bachelor Scholarship Model to support those who applied and qualified for the scholarship. Sara was one of the first scholarship applicants from this cohort. Not only has Sara had a successful school experience, earning mostly As, she has also been instrumental in guiding and mentoring the rest of the family child care providers in her cohort. The support from the scholarship and experiences from Rhode Island College have given her the confidence and the encouragement to continue her studies at the Community College of Rhode Island after she completes her certificate program. Of course, T.E.A.C.H. will be there to support her.

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