

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 Washington, DC, 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 Washington, DC, T.E.A.C.H. Early Childhood® is administered by National Black Child Development Institute. In FY20, T.E.A.C.H. Early Childhood® Washington, DC helped 137 early education professionals increase their education.

Education

- Recipients on associate degree scholarships completed an average of 11.8 credits per contract.
- Recipients on bachelor’s degree scholarships completed an average of 12.1 credit hours.
- T.E.A.C.H. recipients in Washington, DC completed more than 1,243 credit hours last year.
- The average grade point average (GPA) for a T.E.A.C.H. recipient on an associate degree scholarship was 3.42; the average GPA for a T.E.A.C.H. recipient working on a bachelor’s degree was 3.4.

Compensation

- The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$16.02.
- The average increase in earnings for a T.E.A.C.H. recipient on an associate degree scholarship was 11%.
- 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 98.5% for associate degree scholarship recipients and was 100% for bachelor’s degree scholarship recipients.

Demographics

- 59% of recipients worked with 3-5 year old children.
- 61% of recipients worked with children under 3.
- 97.8% of recipients were women of color and/or Hispanic origin.
- T.E.A.C.H. recipients attended one of the four different community colleges or five universities offering early childhood degree programs in Washington, DC.

Personal Impact

- In a survey of T.E.A.C.H. recipients, 94% indicated they would recommend T.E.A.C.H. to their peers and 100% 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, 2,258 of Washington, D.C.’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 WAGE\$® 2019-2020 Annual Program Report at tinyurl.com/y6ysy3n6.



FY20 Voices from the Field

Deborah James-Dean, affectionately known by her students and families as Ms. Debbie, started her journey toward earning her associate degree as a T.E.A.C.H. D.C. scholar in 2016. Ms. Debbie said, "I never thought I would be able to achieve [obtaining my associate degree], which [...] made me an example for my grandchildren." By example, Debbie showed her grandchildren "education has no age limit and it never ends."



Interestingly, Ms. Debbie's passion for early childhood education began while on vacation, when she helped her mother-in-law implement lesson plans at her home daycare center. Her positive experience working with young children eventually brought her to Kids Are Us Learning Center in Southeast Washington, D.C. "I approached Mrs. Law, owner of Kids Are Us Learning Center, and had no experience and she gave me a chance of a lifetime!" Ms. Debbie said. Ms. Debbie has impacted many lives over the years. Her favorite memory as an early childhood educator is seeing her students and families grow from their shared experiences together.

Ms. Debbie is a strong supporter of the T.E.A.C.H. D.C. program and understands the immense value the program has to her as a scholar. Her advice to new scholars? "Life is full of challenges, which may be your classes, but regardless, it will prepare you for future experiences," Ms. Debbie shared. "T.E.A.C.H. D.C. has taught me perseverance, patience for myself, understanding, and the importance of education in enriching lives." Ms. Debbie's favorite aspect of T.E.A.C.H. D.C. is being able to reach out to T.E.A.C.H. D.C. staff for assistance and knowing someone will be there.



Muluwork Kenea started her journey as a T.E.A.C.H. D.C. scholar in 2013. Since then, Muluwork has shown incredible passion and an unwavering commitment to children and families by providing quality care and education to her students at Nama Amen Family Child Development Center in the Burville neighborhood of Washington, D.C. During her time in the program, Muluwork has been a diligent college student and prominent leader in the District's home child care provider network.

"T.E.A.C.H. really helped my dreams come true and further develop my professional career. With T.E.A.C.H., I graduated with my Associate of Arts degree in 2016 and I continued my education path." As a senior at the University of the District of Columbia, Muluwork will soon be graduating with her bachelor of science degree and is grateful to the T.E.A.C.H. D.C. staff for "all of [their] support [...]."

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Produced in conjunction with the
 T.E.A.C.H. Early Childhood® National Center

