



— NORTH CAROLINA —  
An Early Years Initiative

*Annual Report*

*August 11, 2024 – August 11, 2025*

**Early Years, Inc.**

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## **TEACH Making a Difference**

*Denyelle Malloy is an early care and education Administrator at Trinity Childcare in Fayetteville, North Carolina. Before becoming a TEACH recipient, Denyelle's goal was to build a strong foundation in early childhood education and deepen her understanding of child development, but she didn't have a clear roadmap for how to get there. She believes TEACH provided her with the structure, support, and resources to start that journey and gave her the opportunity to earn the credentials she needed to pursue her passion for teaching. TEACH has helped her align her career goals with the practical skills and knowledge she needed. It not only reinforced her desire to work with young children but also showed her the importance of continuous learning and professional development. Through TEACH she was able to pursue her certification and gain hands-on experience, which really solidified her commitment to becoming an educator who understands both the academic and emotional needs of children. TEACH helped her clarify her goals and gave her the resources and confidence to pursue them.*

*Denyelle earned an Associate Degree in General Education, which has given her a solid foundation in child development and teaching strategies. Currently, she is working on her Childhood Education Administration Certificate. She believes this will help her to better support the children she works with and expand her skills as an educator and leader.*

***“Those moments when everything aligns, when I know I’m doing meaningful work that makes a difference are what I cherish most.”-Denyelle Malloy***

## Introduction

The TEACH Early Childhood® NC Scholarship Program provides the structure for a comprehensive, sequenced program of early childhood professional development opportunities in North Carolina aimed at improving the areas of education, compensation and retention of the early care and education workforce. Recognizing the diverse educational backgrounds of the early childhood workforce, TEACH offers scholarship programs at four levels: associate degree, bachelor’s degree, post-bachelor’s degree and state and/or national credentials. Entry can be made into the scholarship program at any point along a participant’s professional and educational path. During the year, the TEACH Early Childhood® NC Scholarship Program offered the following scholarship programs:

<b>Associate Degree Programs</b>
• <i>Comprehensive Associate Degree Scholarship</i>
• <i>Working Scholars Associate Degree Scholarship</i>
• <i>Early Care and Education Community Specialists Associate Degree Scholarship</i>
• <i>Associate Degree Scholars</i>
• <i>Early Childhood Associate Degree Apprentice Scholarship</i>
<b>Bachelor’s Degree Scholarship Programs</b>
• <i>Comprehensive Bachelor’s Degree Scholarship</i>
• <i>Working Scholars Bachelor’s Degree Scholarship</i>
• <i>Early Care and Education Community Specialist Bachelor Degree Scholarship</i>
• <i>Early Childhood Bachelor’s Degree Apprentice Scholarship</i>
<b>Post Bachelor’s Degree Scholarship Programs</b>
• <i>BA Plus Scholarship</i>
• <i>Preschool Add-On Licensure Scholarship</i>
• <i>Birth-Kindergarten Residency License Assessment Scholarship</i>
• <i>Leadership in Infant Toddler Learning (LITL) Post-Baccalaureate Certificate Scholarship</i>
• <i>Early Childhood Leadership Master’s Degree Scholarship</i>
<b>Credential Based Scholarship Programs</b>
• <i>North Carolina Early Childhood Administration Credential Scholarship Program</i>
• <i>CDA Assessment Scholarship Program</i>
• <i>CDA Renewal Scholarship Program</i>
• <i>CDA Quorum/Teaching Strategies Scholarship Program</i>

This report includes a summary of outreach and recruitment activities conducted this year, participation data and outcome measures for the scholarship programs listed above and summaries of several other initiatives embedded within the scholarship program. Finally, the results from a customer satisfaction survey of participants in the TEACH Early Childhood® Comprehensive Associate Degree and Bachelor’s Degree Scholarship Programs who completed scholarship contracts and enrolled in courses during the 2024 calendar year are included. Appendices containing customer satisfaction

survey instrument information, supplementary data and county specific data on the number of participants, employers and children benefitted are also contained within the report.

### **Program Outreach and Recruitment**

Outreach and recruitment remained a very important strategy of the TEACH Early Childhood® NC Scholarship Program during 2024-2025. The purpose of outreach engagement is to recruit new participants, to provide a clear understanding of the scholarship program’s policies and procedures and to address scholarship related issues at the local level.

The TEACH Early Childhood® NC Scholarship Program participated in 101 outreach events and activities this year. Examples of outreach engagements includes statewide electronic mailings, recruitment calls, informational tables, early care and education provider workshops/trainings, conferences, early childhood classes, and regular virtual sessions for participants and licensed facilities to provide individualized, targeted technical assistance.

Effective outreach for the scholarship program thrives through the collaborative relationship with partners such as 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 and Early Education. 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, these partners’ engagement in advocacy and public policy continues to contribute to the success of the scholarship program by advancing the idea that increased education, compensation and retention are keys to strengthening the early care and education workforce. Below is a discussion of a collaborative strategy that demonstrates this collaborative spirit.

### **Statewide Early Childhood Pathways Campaign**

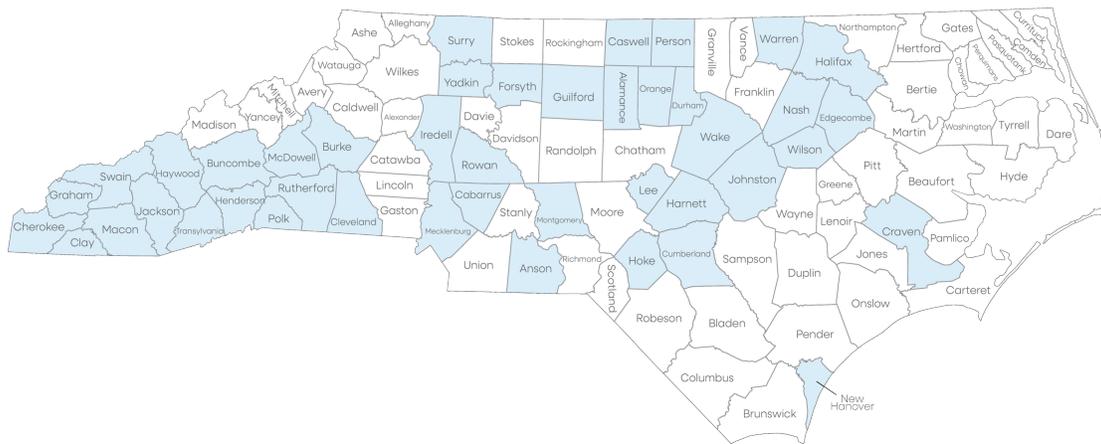
During FY 2025, Early Years launched a statewide campaign, Early Care and Education North Carolina Pathways, to raise awareness across the early care and education workforce communities about the various educational pathways that exist within the public two- and four-year higher education institutions in North Carolina. This work was led by the TEACH NC Higher Education Liaison, who worked collaboratively with two-year and four-year institutions of higher education, and early childhood systems across the state.

The goals of the Pathways sessions were to: 1) Examine educational pathways for the early childhood workforce, 2) Introduce existing educational pathways, entryways, and supports offered to the Early Childhood Workforce in North Carolina, 3) Engage early educators in conversations about the Pathway that is doable in their current role, and 4) Make attendees aware of the various ECE workforce resources

*“I was unaware of the amazing opportunities available to my staff.”*

and supports that existed. The highlighted resources included TEACH Early Childhood NC Scholarships, Child Care WAGES® and Infant Toddler AWARDS\$ PLUS® Salary Supplements. A total of forty-four sessions had been conducted for forty-three counties in the state this year, with the goal of reaching all 100 counties in North Carolina.

## Statewide Higher Education Pathways Campaign Presentations to Date



In addition, a total of 871 individuals attended a pathways session and were asked to complete surveys to rate the effectiveness of the session. Participants included various early education administrators and teachers, family child care home educators, NC Community College System personnel, faculty from two-year and four-year educational institutions, Early Childhood Resource and Referral staff, NC Partnership for Children Executive Directors and staff, and NC ACCESS members. Just over 68% of respondents indicated they were more likely to enroll in a higher education program after attending a pathways session, with 90% of those reporting they are likely to apply for a TEACH scholarship. Feedback regarding the effectiveness of the session was also

*“I appreciated finding out about the different ways to attend class and the benefits of attaining a degree.”*

overwhelmingly positive with over 96% reporting that important topics were covered. The most common feedback included how helpful, clear and informative the sessions were at explaining the different pathways and TEACH scholarships.

Further collaboration has occurred as a result of the pathways sessions in other systems that support the early educator workforce as listed in the chart below:

<b>Organization</b>	<b>Number of Participants</b>
<b>NC DPI CTE Program Educators</b>	20
<b>NC Partnership for Children Directors</b>	60
<b>NC Community College Personnel</b>	110
<b>Duke Center for Child and Family Policy</b>	50
<b>Building Bright Futures Apprentices Summit</b>	40
<b>Child Care Resource and Referral Staff</b>	30
<b>KinderCare Administration North Carolina</b>	50
<b>Child Care Resource and Referral Staff</b>	60

### **TEACH Early Childhood Scholarship Program Participation**

The TEACH. Early Childhood® NC Scholarship Program offers an array of scholarships at four different educational degree levels with scholarship models providing varying types of support. TEACH scholarships can also be used to wrap around other scholarships or sources of financial aid. Below is a short summary of each of these model types followed by a discussion of the educational degree levels the scholarships support.

#### **Comprehensive Scholarships**

Traditionally, the TEACH. Early Childhood® NC Scholarship Program has offered a comprehensively designed scholarship package of support. Center-based teachers, administrators and family home-based professionals working in licensed programs in North Carolina at least 30 hours per week are eligible for this scholarship model. These models require the employer to sponsor the scholarship, which involves contributing a small percentage towards tuition and books, providing paid release time if the participant is working directly with children and awarding a raise or shared bonus with T.E.A.C.H. upon successful completion of the educational and commitment requirements of a yearlong contract.

*“It has been a tremendous honor to be selected as a TEACH recipient, and I am sincerely thankful for the opportunity it has given me to pursue my education. With your support, I have been able to grow both academically and professionally while working towards my goals at Caldwell Community College and Technical Institute. The experience has strengthened my commitment to the field of early childhood education and inspired me to continue striving for excellence. Thank you again for investing in my future and in the future of the children and families I serve. Your generosity has made a meaningful difference in my journey, and I am truly appreciative.  
-Assistant Head Start Teacher, Calwell County*

The participant can take 9-15 semesters hours per year with the option to renew the contract annually. In addition to providing help with tuition and books, a course access stipend is awarded each semester to the participant to offset the costs of travel or internet access, and the employer is reimbursed for a percentage of the release time provided to the participant. In exchange for sponsorship, the scholarship participant agrees to remain employed in their sponsoring early care and education program or to continue to operate their family child care home for a set commitment period based on the specific scholarship program.

## **Working Scholars Models**

This scholarship model is intended for teachers and administrators working in licensed early care and education programs that are either unable or unwilling to sponsor its staff on a comprehensive TEACH Early Childhood® Scholarship. The Working Scholars Program is a capped scholarship that provides \$625 per semester for enrollment in 6 credit hours in an Early Childhood Associate Degree Program at any North Carolina community college or an award of \$1,250 per semester for enrollment in 6 credit hours in Child Development or a Birth-Kindergarten Bachelor's Degree program at a partnering 4-year college or university. The Working Scholars model will also support advanced and specialized education in graduate coursework, such as early childhood focused licenses, certifications and master's degrees.

Under this model, the scholarship recipient can take up to 6 credits per semester and agrees to work in the early care and education field for at least 6 months for every capped scholarship award accepted. The scholarship recipient is eligible for a bonus upon completion of 12 credit hours, or a prorated bonus if they need less than 12 hours to graduate with a degree or to complete a license.

### **Associate Degree Scholars Program**

The TEACH. Early Childhood® Associate Degree Scholars program is a capped scholarship program developed to provide support to individuals who are not currently working in the field or are working 20 hours or less in a licensed early care and education program. The intention is to help students earn a degree so they may be recruited into the field after graduation.

This scholarship provides capped financial awards to students who are enrolled full-time in an Early Childhood Associate Degree Program at any North Carolina community college to apply towards educational expenses. Upon graduation the Associate Degree Scholar must agree to work as a full-time teacher in a licensed early care and education facility serving at-risk children in the state of North Carolina in return for the scholarship assistance. The length of employment that Scholars complete upon graduation is based upon the number of semesters they receive an award.

### **Early Care and Education Community Specialists Scholarships**

The Early Care and Education Community Specialists Scholarship Program was designed to increase access to relevant early childhood and child development focused coursework to individuals who work in the early care and education system performing specialized functions on behalf of young children, families or the early care and education workforce. These specialized functions include home visiting, coaching, mentoring, technical assistance and other professional development specialists.

The scholarship provides a capped scholarship of \$350-\$900 per course for early care and community specialists to take coursework leading towards associate or

bachelor’s degrees in early childhood education or child development or who are enrolled in an early childhood focused graduate degree program. The participant also receives a bonus for completing at least 9 credits per year. The employer agrees to provide the participant with a flexible working schedule, and in exchange the participant agrees to a commitment between six months to one year depending on the number of credits completed and bonus amount awarded. The participant can renew the contract annually.

**Scholarship Program Participation by Education Level**

Under each scholarship model discussed above, there are four different levels of education supported by TEACH Early Childhood® Scholarships: associate degree, bachelor’s degree, BA-Plus/graduate degrees and credentials. Below is the number of scholarships awarded for each of these educational levels by scholarship model type.

**Early Childhood Associate Degree Scholarship Programs**

The TEACH Early Childhood® NC Scholarship Program offers several different models to support early care and education professionals in taking courses or working towards a certificate, diploma, or associate degree in early childhood education at a local community college.

<b>Early Childhood Associate Degree Scholarship Programs</b>	
Comprehensive Associate Degree Scholarship Program	<b>1,109</b>
<i>Center-based teachers (1,002)</i>	
<i>Center-based administrators (78)</i>	
<i>Family home-based professionals (29)</i>	
Working Scholars Associate Degree Scholarship Program	<b>248</b>
Associate Degree Scholars Program	<b>29</b>
Early Care and Education Community Specialists Associate Degree Scholarship Program	<b>8</b>
Associate Degree for Early Childhood Apprentices	<b>91</b>
<b>Total Associate Degree Participants</b>	<b>1,460</b>

**Early Childhood Bachelor’s Degree Scholarship Programs**

Statewide articulation agreements between nineteen universities and colleges and local community colleges in North Carolina allow early care and education professionals with an associate degree in early childhood education or at least 55 hours of credit to transfer those credits toward the first two years of course work for a bachelor’s degree in early childhood education or child development. Like the Associate Degree level, there are several bachelor’s degree level scholarships available.

*“I want to thank you so much for being helpful during this journey to my B.A. degree! God willing, I will be able to graduate in December 2025! TEACH have been such a blessing in my educational journey!”*  
 -Assistant Teacher,  
 Mecklenburg County

<b>Early Childhood Bachelor's Degree Scholarship Programs</b>	
<b>Comprehensive Bachelor's Degree Scholarship Program</b>	<b>247</b>
<i>Center-based teachers (188)</i>	
<i>Center-based administrators (45)</i>	
<i>Family home-based professionals (14)</i>	
Working Scholars Bachelor's Degree Scholarship Program	<b>48</b>
Early Care and Education Community Specialists Bachelor's Degree Scholarship Program	<b>7</b>
<b>Total Bachelor's Degree Participants</b>	<b>302</b>

### **BA Plus Scholarship Programs**

The TEACH Early Childhood® NC Scholarship Program offers the BA-Plus Scholarship Program to support early educators who are pursuing early childhood focused post-baccalaureate licenses, certification and graduate degrees. Because partnering colleges and universities are offering more specialized early childhood programs of study and help early educators gain skills and knowledge in critical areas, such as working with children whose families have addiction issues, homelessness, and other child mental health issues, the BA Plus Scholarship was designed to meet these needs. In addition, the scholarship continues to support early educators working towards a Birth-Kindergarten License.

<b>BA Plus Scholarship Program</b>	
Comprehensive BA Plus Scholarship	<b>120</b>
Working Scholars BA Plus Scholarship	<b>78</b>
Early Care and Education Community Specialists BA Plus Scholarship	<b>14</b>
<b>Total BA Plus Participants</b>	<b>212</b>

### **Birth-Kindergarten Residency License Assessment Scholarship Program**

The Birth-Kindergarten Residency License Program enables qualified individuals to teach while they are completing teaching licensing requirements. The BA Plus Scholarship Program provides scholarship assistance with the coursework needed to complete the educational requirements of the license. Once candidates are ready to be assessed for the license, the Birth-Kindergarten Residency License Scholarship provides a reimbursement for the assessment fee and a bonus for completing the license.

<b>Birth-Kindergarten Residency License Assessment Scholarship Program</b>	<b>17</b>
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## **Special Graduate Level Scholarship Initiatives**

### **Leadership in Infant and Toddler Learning (LITL) Post-Baccalaureate Certificate Scholarship Program**

The TEACH. Early Childhood® Leadership in Infant and Toddler Learning (LITL) Scholarship Program provides financial support and incentives to eligible early childhood educators who are pursuing specialized educational and leadership opportunities offered through the Leadership in Infant and Toddler Learning Post-Baccalaureate Certificate Program at the University of North Carolina at Greensboro. This scholarship is available to early educators who care for infants and toddlers, administrators of licensed facilities that have infants and toddlers enrolled or individuals employed in early childhood-focused organizations who perform specialized technical assistance or a professional development function for early childhood educators working directly with infants and toddlers.

The scholarship support varies depending on the participant's employment and role. Center based teachers and directors are offered a comprehensive scholarship that requires their employers' sponsorship and includes financial support for tuition and books, access stipends each semester enrolled, paid release time if working directly with infants and toddlers and a bonus upon completion of the education component of the scholarship. The commitment the participant makes depends on the number of credits completed and varies between six months to one year upon contract completion.

Early care and education community specialists on this model are provided with a capped scholarship of \$1,000 per course and a bonus upon completion of the set education component of this program. Their employer agrees to provide a flexible working schedule as sponsorship for this scholarship and the participant commits to one year working in the early care and education field, with at least 6 months at their sponsoring employer.

<b>Leadership in Infant and Toddler Learning (LITL) Post-Baccalaureate Certificate Scholarship Program</b>	<b>4</b>
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### **Early Childhood Leadership Master's Degree Scholarship Program**

The Early Childhood Leadership Master's Degree Scholarship Program supports early educators, administrators and community-based early childhood organization leadership staff who are working towards the on-line Master's Degree in Education with an emphasis on Leadership and Administration at two state-level institutions, UNC-Greensboro or UNC-Wilmington. This degree program was designed to cultivate new leadership within the early care and education workforce. The scholarship pays 100% of tuition and awards a bonus for successful completion of 9-18 credit hours per year. The employer agrees to provide the participant with a flexible working schedule while

enrolled in classes. Participants agree to commit to the field for one year upon contract completion, which includes at least 6 months with their sponsoring employer.

<b>Early Childhood Leadership Master’s Degree Scholarship Program</b>	<b>131</b>
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### **State and National Credential Scholarships**

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

This program offers scholarships to directors and assistant directors of early care and education programs who want to earn their North Carolina Early Childhood Administration Credential. The scholarship provides partial financial support for tuition and books and an access stipend each semester enrolled. This scholarship supports a maximum of 12 semester credit hours of early childhood education and/or early childhood administrative course work associated with earning the North Carolina Early Childhood Administration Credential. Participants receive a bonus upon receipt of their credential and commit to working in the field or their sponsoring employer for one year, depending on the scholarship option.

<b>North Carolina Early Childhood Administration Credential Scholarship Program</b>	<b>35</b>
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#### **Child Development Associate (CDA) Assessment Scholarship Program**

The TEACH Early Childhood® Scholarship Program provides scholarships to help pay for CDA assessments for family home-based professionals, infant and toddler teachers and preschool teachers who work in licensed early care and education facilities. In addition, the CDA Credential Renewal Scholarship is available for individuals who had previously earned the CDA Credential and renewed their expired credential. The scholarship participant works with a CDA professional development specialist and the Council to complete the requirements of the CDA Assessment. Once the CDA is earned, the scholarship reimburses 85% of the Direct Assessment or Renewal fee and awards a bonus upon successful completion of the CDA or CDA renewal. The participant agrees to a commitment period of 3-6 months to either the field or sponsoring employer upon completion of the CDA depending on the scholarship option.

*“I just wanted to say thank you for all your support and kindness with all my questions throughout the process of my CDA journey. I now am scheduled for my visit and so thankful to be almost done. Thank you TEACH.”*  
-NC PreK Assistant Teacher, Alamance County

In partnership with DCDEE and Quorum/Teaching Strategies, TEACH offered a special CDA Scholarship for early educators who received CDA training through the Quorum/Teaching Strategies platform by free memberships provided by DCDEE again this year. The scholarship pays 100% of the cost of the CDA competency book and 100% of the assessment fee, awards a bonus and requires the participant to commit to 6 months working in the field upon completion of the CDA.

<b>CDA Scholarship Programs</b>	
CDA Direct Assessment	<b>19</b>
CDA Quorum/Teaching Strategies	<b>93</b>
<b>Total CDA Scholarship Participants</b>	<b>112</b>

### **TEACH Early Childhood® Incentives**

#### **Contract Renewal Incentive Bonus (CRIB) Program**

The TEACH Early Childhood® Early Educator Contract Renewal Incentive Bonus Program is an added feature within the TEACH Early Childhood® scholarship program that rewards and encourages continuous course enrollment on a degree pathway. An additional bonus is issued to participants of the comprehensive associate degree, bachelor's degree, BA Plus scholarship programs and master's degree participants working in licensed early care and education programs. This bonus is awarded after the participant successfully completes an annual contract, renews another contract and is on track to complete the renewal contract.

The following data reflects the number of contract renewal incentive bonuses issued during the reporting period:

<b>Contract Renewal Incentive Bonus Program</b>	<b>129</b>
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#### **Degree Attainment Recognition Incentive Program**

The TEACH Early Childhood® Scholarship Program also awards degree attainment recognition incentives to graduates who completed their associate degree, bachelor's degree or Birth-Kindergarten license while participating on the scholarship program. Graduates receive a substantial bonus upon proof of graduation. By accepting the bonus, the recipient agrees to work in their employing center for at least one year after graduation and receipt of the bonus incentive.

This fiscal year, 96 scholarship participants were eligible for this bonus to recognize their degree or licensure attainment.

<b>Degree Attainment Recognition Incentive Program</b>	
Associate Degree	<b>48</b>
Bachelor's Degree	<b>30</b>
BA Plus	<b>20</b>
<b>Total</b>	<b>96</b>

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

Since 1993, Early Years has worked in partnership with the Division of Child Development and Early Education and the North Carolina Community College System to recognize individuals working in early care and education for successfully attaining the North Carolina Early Childhood Credential, the North Carolina Early Childhood Administration Credential and the North Carolina School Age Credential. Due to funding cuts and increased costs, this award was eliminated in FY 2011 for non-T.E.A.C.H. participants. However, individuals who completed coursework prior to December 31, 2008, are still eligible to apply and receive the bonus award. Upon attainment of the statewide Early Childhood Credential and/or the North Carolina School Age 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. Early Years issues the bonus awards.

<b>North Carolina Credential Bonus Only Program</b>	
North Carolina Early Childhood Credential	<b>33</b>
North Carolina Administration Credential	<b>11</b>
North Carolina School Age Credential	<b>10</b>
<b>Total Credential Bonus Only Recipients</b>	<b>54</b>

**TEACH. Early Childhood® North Carolina Program Outcomes**

**Credit Hour Completion and Degree Attainment Outcomes**

To measure the effectiveness of the TEACH Early Childhood® NC Scholarship Program, outcome data regarding credit hour completion and number of graduates are presented in the following section for all scholarship programs and models. In addition, analysis of data for the Associate Degree and Bachelor’s Comprehensive Scholarships are discussed regarding the outcome areas of increased education and compensation and reduced turnover for participants on these models. Scholarship participants completed **13,968 credit hours**, leading to a more educated workforce, in addition to providing significant funding to partnering institutions of higher learning. Furthermore, **129 participants attained a degree and 85 earned a credential this year.**

Below is a table summarizing these outcomes:

Scholarship Program by Degree Level	# of credits completed	# of graduates
Associate Degree Participants	8,253	57
Bachelor's Degree Participants	3,163	34
BA Plus Participants	1,276	27
LITL Participants	3	--
Master's Degree Participants	1,179	11
NC Early Childhood Administration Credential Participants	94	N/A
<b>Total</b>	<b>13,968</b>	<b>129</b>

Credential Based Scholarships	# Credential Completed
NC EC Administration Credential Participants	6
CDA Assessment Credential Participants	79
<b>Total</b>	<b>85</b>

**TEACH Early Childhood® North Carolina  
Associate Degree and Bachelor's Degree Comprehensive Scholarship Programs  
Education, Compensation and Retention Outcomes**

The three primary goals of the TEACH Early Childhood® NC Scholarship Program are to increase the education of the early childhood workforce, to increase its compensation and to reduce turnover within the field. Throughout the course of its history, TEACH NC has consistently demonstrated positive outcomes in each of its performance target areas related to increased education, compensation and retention. 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 compensation from their starting wage, and the rate of turnover during their commitment year.

*“I am beyond grateful for all that my scholarship specialist and TEACH has done for me. It has been a great help and advancement of my knowledge in the ECE field. I have excellent grades, and I have even been invited into a National Honor Society. My current GPA is 4.0. I hope that these can attest to the magnitude towards all you have helped me accomplish.”*  
- Teacher, Wake County

**FY 25 Outcomes**

Participants in the comprehensive Associate Degree Teacher, Family Based Professional and Bachelor's Degree Scholarship Programs must complete at least nine credit hours in three semesters in order to satisfy the contract's educational requirements and receive their enhanced compensation. Administrators on the Associate Degree

Scholarship Program must complete at least 12 hours annually. Recipients who meet the educational requirements receive increased compensation in the form of either a raise from their sponsoring center or a shared bonus between the sponsoring center and TEACH. The required raise/bonus is expected to increase participants' salaries by 3% to 4%. Participants of these scholarship programs must remain employed in their sponsoring center or operating their center or family child care home for one year after the completion of a contract in order to receive full compensation and to fulfill the commitment period. In addition, participants in Bachelor's Degree Scholarship Programs must also fulfill an additional year commitment to the early care and education field.

For the comprehensive scholarship programs, 534 associate degree and 280 bachelor's degree scholarship contracts were completed during the last two years and outcome data analyzed. The table below provides the current outcomes in increased education, increased compensation and reduced turnover for those completed contracts.

<b>Comprehensive Scholarship Degree Level</b>	<b>Education: Average credits completed per year</b>		<b>Compensation: Average increase in hourly wages</b>		<b>Retention: Average turnover rate</b>	
	<b><u>FY 25</u></b>	<b><u>FY 24</u></b>	<b><u>FY 25</u></b>	<b><u>FY 24</u></b>	<b><u>FY 25</u></b>	<b><u>FY 24</u></b>
Comprehensive associate degree	<b>16.5</b>	<b>16.5</b>	<b>21.2%</b>	<b>13.6%</b>	<b>5.9%</b>	<b>5.3%</b>
Comprehensive bachelor's degree	<b>17.78</b>	<b>17.9</b>	<b>11.8%</b>	<b>13.5%</b>	<b>2.8%</b>	<b>2.3%</b>
<b>All</b>	<b>17</b>	<b>16.9</b>	<b>12.3%</b>	<b>16.25%</b>	<b>4.9%</b>	<b>4.4%</b>

**TEACH Early Childhood® North Carolina  
2025 Customer Satisfaction Survey- Evaluating Change 2002 – 2025**

Program participation rates and scholarship recipients' success through further education, higher wages, and lower turnover help to gauge TEACH'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 Early Years (formerly CCSA) conducted a survey of TEACH scholarship recipients and their sponsors in the Spring of 2025 to ensure a comprehensive evaluation of the program. Summary findings from the FY2025 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 FY24 evaluation were used again in FY25, without any significant changes to the questions and with only minor modifications. An online survey was emailed to those center directors/owners, center-based teachers and family child care home providers who received TEACH Early Childhood® Comprehensive Associate or Bachelor’s Degree Scholarships. This survey asked each scholarship recipient to reflect on their scholarship experience in a variety of ways. A follow-up mailing was sent to non-responders and those who did not have a valid email on file with the TEACH program. Finally, those recipients who did not respond by mail were contacted a third time by phone.

The sponsor survey was administered online, with follow-up phone calls to directors who did not respond by email. The survey 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 FY2025 study included active recipients of a TEACH Early Childhood® Comprehensive Associate Degree or Bachelor’s Degree Scholarship who had completed at least one contract. “Active” recipients were those who attended courses during Spring 2024, Summer 2024, and/or Fall 2024. The survey population of active associate degree scholarship recipients included 9 center directors/owners, 212 center-based teachers, and 6 family home based professionals. The survey population of active bachelor’s degree scholarship recipients included 28 center directors/owners and 76 teachers. These recipients who had a valid email on file with the project were sent a link to an online survey. Non-responders were also sent several follow-up email reminders. The research staff then conducted a mailing of questionnaires to the scholarship recipients who had either failed to respond online or who did not have a valid email address on file. Finally, those who did not respond online or by mail were contacted by phone. In order to increase participation rates, participants were offered a chance to enter into a drawing of a selection of early childhood resources.

*“I love the help and support TEACH assisted me with. Thank you so much!!! I would not change anything!”- BT*

The second group in the FY2024 study included center directors in programs that sponsored at least one teacher for a TEACH Early Childhood® Comprehensive Associate Degree or Bachelor’s Degree Scholarship who attended courses or completed their contract during Spring 2024, Summer 2024, and/or Fall 2024. There were 141

unduplicated center directors in this eligible group. Some directors oversaw more than one program and had teaching staff receiving a TEACH scholarship in those multiple programs.

### **Participation Rates**

The TEACH scholarship recipients who completed a questionnaire included 5 associate degree center directors/owners (AD), 143 associate degree teachers (AT), 5 associate degree family home based professionals (AF), 21 bachelor's degree center directors/owners (BD), and 62 bachelor's degree teachers (BT). Thus, participation rates for scholarship recipients were 56% of associate degree directors/owners, 68% of associate degree teachers, 83% of associate degree family home-based professionals, 74% of bachelor's degree directors/owners and 75% of bachelor's degree teachers with an overall response rate of 82%. Not all respondents answered all questions but all surveys that were used in the evaluation were substantially complete.

One hundred forty-one (141) sponsors of TEACH scholarship recipients completed an online or phone survey representing a response rate of 71%. These sponsors represented a combined total of 370 recipient teachers. The sponsors surveyed worked at a variety of types of centers. Some administrators oversaw more than one program. Not all respondents answered all questions, but all surveys used were substantially complete.

### **Survey Results**

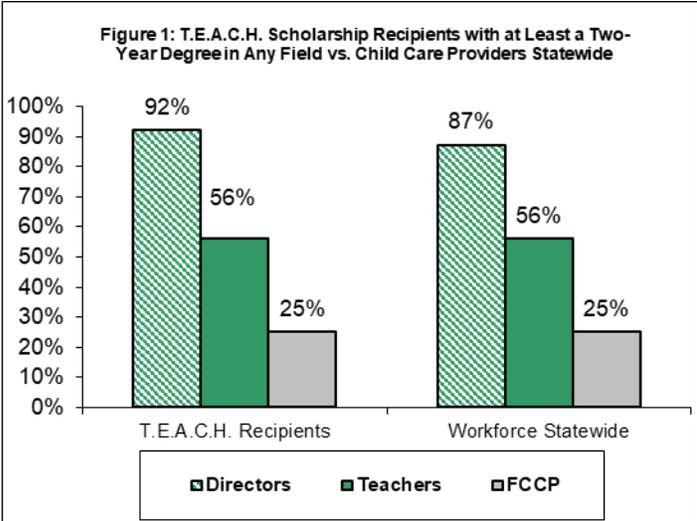
Survey results are reported in three primary sections: (1) profiles of TEACH scholarship recipients, (2) scholarship recipients' evaluation of TEACH, and (3) recipient sponsors' evaluation of TEACH Complete summary data for all recipients and sponsors are in Appendices A and B. Due to rounding not all percentages total to 100%. On many questions, participants had the opportunity to provide more than one answer. In these cases, percentages generally total more than 100%. Any basic percentages not provided in the report can be found in these appendices. When possible, data were compared to previous data from a similar study of TEACH recipients conducted in 2002. Data collected on the overall early educator population in the 2023 North Carolina Working in Early Care and Education Workforce Study were also used for comparison purposes. (The 2023 Workforce Study is the most current study to include center directors, teachers and family child care providers.)

*“I am not really able to pinpoint anything. It is a great program. We need help as centers, to fiscally maintain the ability to recruit and facilitate the detainment of our teachers instead of losing them to the public school system after they complete courses.” – T.E.A.C.H. sponsor*

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 were in response to several different questions throughout the survey about their experience with the program. 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 TEACH. Many also express the need and/or desire for TEACH to continue to help them and others pursue further education.

Profiles of the 2024 TEACH Early Childhood® Associate and Bachelor Degree Scholarship Recipients

A comparison of education levels between TEACH recipients and the child care workforce statewide indicates that directors in the TEACH program have surpassed directors who participated in the statewide workforce study, and teachers in the TEACH program have increased their education to the level of teachers statewide. Family child care providers in the TEACH program also have a level of education comparable to statewide (see Figure 1).<sup>1</sup>



Regardless, 100% of TEACH recipients are currently taking college courses whereas only 11% of directors, 20% of teachers and 9% of family home based professionals in the statewide workforce reported currently doing so.<sup>1</sup> More detailed information about each group of scholarship recipients participating in the survey is outlined below.

<sup>1</sup> Data from the 2023 North Carolina Child Care Workforce Study conducted by Early Years. A copy of the full report can be found at [www.earlyyearsnc.org](http://www.earlyyearsnc.org).

**Associate Degree Directors (AD).** Forty percent (40%) of center directors with an associate degree scholarship had earned at least some college credits without having a degree, an additional 40% had an associate degree in some field and 20% had a bachelor's degree. Forty percent (40%) of directors said they wanted to earn an associate degree and 40% wanted to earn a bachelor's degree. None said that they wanted to continue their education until they had a master's degree. Finally, 20% said they wanted to pursue some other type of degree specifically in early education but did not indicate what level.<sup>2</sup> All directors on the associate degree scholarship had taken classes in the previous year. In addition, participants shared that technology/computer (40%) and subscription support (40%) as other supports or resources that would be beneficial as a working student.

*"I am pleased with the contract TEACH has you sign. TEACH, myself and the center I work for all have to commit in the contract, so I feel like the teach program is fine the*

**Associate Degree Teachers (AT).** Sixty-one percent (61%) of teachers with an associate degree scholarship had taken college courses without earning a degree, whereas 30% had an associate degree in some field and 8% had a bachelor's degree. An additional 1% had some other level of education (high school, certificate, unspecified). Sixty-five percent (65%) of teachers wanted to obtain an associate degree and 35% wanted to obtain a bachelor's degree with 13% wanting a master's degree. An additional 5% listed some other educational goal (certifications, unspecified).<sup>2</sup> This year was the first year of taking classes on a TEACH scholarship for 12% of teachers. Of those, 22% did not take classes previously because they could not afford the cost of tuition or books. In addition, participants shared that mentor support (33%), technology/computer (56%), and subscription support (29%) as resources that would be beneficial as a working student. Other support (4%) included additional economic support, lighter workloads, and less paperwork.

**Associate Degree Family Child Care Providers (AF).** Seventy-five percent (75%) of family home-based professionals with an associate degree scholarship had completed college credits without earning a degree, and 25% had an associate degree. None had a degree higher than an associate degree in some field. Forty percent (40%) of family providers wanted to obtain an associate degree as an educational goal and 20% wanted a bachelor's degree. Forty percent wanted to earn a master's degree. Finally, 20% listed some other type of educational goal specifically the Child Development Associate (CDA).<sup>2</sup> There were no family child care providers surveyed for whom this was their first year participating in TEACH. In addition, participants shared that mentor support (33%), technology/computer (100%), and subscription support (40%) as other supports or resources would be beneficial as a working student.

**Bachelor Degree Directors (BD).** Sixty-two percent (62%) of center directors with a bachelor's degree scholarship had an associate degree in some field and 38% had a bachelor's degree. All directors on the bachelor's degree program had a degree of some type. Sixty-two percent (62%) of directors said they wanted to earn a bachelor's degree and 33% wanted to earn a master's degree. Additionally, 20% had other educational goals which were unspecified.<sup>2</sup> There were no directors surveyed who were first year

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<sup>2</sup> Some respondents were interested in pursuing more than one degree.

TEACH recipients of the bachelor's scholarship. In addition, participants shared that mentor support (35%), technology/computer (35%), and subscription support (30%) as other supports or resources would be beneficial as a working student.

**Bachelor Degree Teachers (BT).** Fifty-six percent (56%) of teachers with a bachelor's degree scholarship had an associate degree in some field and 41% had a bachelor's degree. An additional 3% had some college coursework, but no degree. Sixty-three percent (63%) wanted to obtain a bachelor's degree and 24% wanted to pursue a master's degree. Additionally, 16% had other educational goals (teacher, BK license, PhD and unspecified).<sup>2</sup> This was not the first year of taking classes on a TEACH scholarship for 97% of teachers. However, 15% of teachers still indicated having difficulty affording the cost of tuition and books. In addition, participants shared that mentor support (45%), technology/computer (53%), and subscription support (34%) as support or resources that would be beneficial as a working student. Other support (1%) included stipends.

The profile of TEACH scholarship recipients has shifted over time. In 2002, 41% of recipients said they wanted to complete an associate degree and 57% were planning on completing a bachelor's degree. However, of folks receiving scholarships in FY25, a similar 41% wanted an associate degree with only 44% planning to pursue a bachelor's degree. Further, 18% said that they wanted to get a master's degree. (Recipients were asked to check all types of degrees they were interested in obtaining thus percentages total greater than 100%.)

### **Workforce Stabilization Grant**

Between 20 to 40% of the participants had their hourly earnings impacted by workforce stabilization grant dollars (AD, 20%; AT, 23%; AF, 40%; BD, 39%, and BT, 20%). When asked how, participants mentioned payment of bills, purchase of school supplies, and raises.

### **Scholarship Recipients' Evaluation of TEACH Early Childhood®**

As an overall evaluation of TEACH Early Childhood® North Carolina, scholarship recipients were overwhelmingly satisfied by their experience and valued the increased education supported through their TEACH scholarship. Ninety-nine percent (99%) of scholarship recipients overall said they were "very satisfied" or "somewhat satisfied" with the program. Moreover, 99% also said they would recommend T.E.A.C.H. scholarships to other people working in early care and education. When asked how an increased education supported by TEACH scholarships has helped them, scholarship recipients identified a long list of benefits (see Table 1). Seventy-nine (79%) of the recipients indicated that they plan to continue their T.E.A.C.H. scholarship in the upcoming year. Sixty-five percent (65%) of recipients that do not plan to continue with the scholarship listed graduating as the reason for not continuing. Other reasons for not continuing included situations such as "leaving the field" or "employer not continuing their sponsorship" among other reasons.

Among the recipients in Table 1, all scholarship groups are impacted by their participation in T.E.A.C.H., but in different ways. Overall, however, more than three-fourths of all types of recipients in both associate degree and bachelor's degree programs

indicated that they had increased their knowledge of child development (81%). Nearly three-fourths indicated that they see themselves as an early childhood professional (71%) and they have applied their teaching techniques and practices (72%). About two-thirds have better working relationships with children and families (61%), feel more appreciated and recognized for their work (60%) and appreciate the education they are getting and want more (62%). Just over half of all types of recipients indicated they were more willing to stay with their current child care program (54%). Four percent (4%) have not noticed any benefits from participating in the TEACH program. These percentages hint at the connections between professional development and child care workforce turnover.

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
I feel more appreciated and recognized for my work.	67%	60%	80%	65%	57%
I am more willing to stay with my current child care program.	67%	51%	60%	65%	55%
I have increased my knowledge of child development.	67%	82%	80%	85%	80%
I have applied my teaching techniques and practice.	33%	72%	80%	70%	73%
I have better relationships with the children and families with whom I work.	0%	59%	60%	65%	66%
I see myself as an early childhood professional.	0%	74%	80%	70%	66%
I appreciate the education I am getting and want to get more.	0%	58%	80%	70%	68%
I received better compensation.	0%	35%	40%	60%	41%
Other	0%	3%	20%	15%	5%
I have not noticed any benefits	0%	3%	20%	5%	4%

**AD**-Associate Degree for Directors scholarship program

**AT**-Associate Degree for Teachers scholarship program

**AF**-Associate Degree for Family Child Care Providers scholarship program

**BD**-Bachelor's Degree for Director's scholarship program

**BT**-Bachelor's Degree for Teachers scholarship program

Of utmost importance is the impact that the TEACH scholarship program has on children in early care and education programs. Does the knowledge gained through coursework translate into changes in programs and classrooms? Participants were asked whether they were permitted to make changes in their classrooms/programs based on things they learned in class. Most directors on the bachelor's degree scholarship said that they were able to make changes with 75% of these directors answering in the affirmative. Most teachers expressed that they were allowed to make changes in their classrooms. Sixty-nine percent (69%) of associate degree teachers and 68% of bachelor's degree teachers said that they are allowed to make changes in their classrooms based on things they learned in class.

Recipients were asked to document changes they have made to their programs/classrooms based on information learned in class. Examples varied widely, below are a few examples of changes made.

*“The courses I have taken have made me a better educator. I've learned a lot about parent involvement in my courses and have been making an effort to get parents more involved. Example: I'm having a friendly boat making contest where the parents and their child make a boat out of household items, it goes with our curriculum theme” (AT)*

*“Making the environment more enjoyable and home like where the children would feel more comfortable, having all centers open and accessible.” (BT)*

*“Putting lesson plans and having more access to play and more involvement with parents in the class.” (AT)*

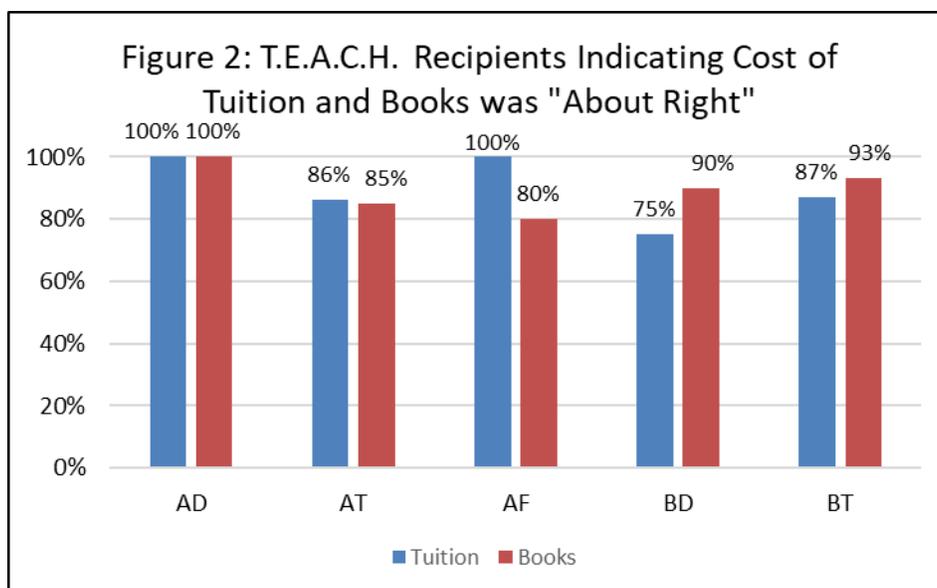
*“It has helped to better support families with children with challenging behaviors. Adding more disability friendly books and activities. Thinking outside.” (BD)*

### Coursework

TEACH requires directors working toward an associate degree to complete a minimum of twelve credit hours per contract and directors working toward a bachelor's degree to complete nine credit hours. Similarly, teachers and family home-based professionals are required to complete a minimum of nine credit hours regardless of the degree they are working toward. When asked about the minimum credit hours that TEACH scholarship recipients must complete per contract, most respondents found the requirement to be appropriate. Among directors, 80% of those pursuing a bachelor's degree indicated that the courses required were “about right” or “very easy” to fulfill. Similarly, 75% of those pursuing an associate degree said the number of credit hours was “about right” or “very easy” to fulfill. Eighty-one percent (81%) of teachers pursuing an associate degree and 92% of teachers pursuing a bachelor's degree said the requirement was either “about right” or “very easy” to fulfill. For family home-based professionals, however, 60% reported the requirement to be “about right” or “very easy.”

### Tuition and Books

Recipients may or may not be responsible for a share of tuition or book expenses, depending on their scholarship option. Family home-based professionals 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. In response to questions about costs of books and tuition, most of the 2024 recipients felt that the cost was about right (see figure 2). Of those who pay for a portion of tuition, 75%-100% of recipients said their share of tuition was “about right” as opposed to “too little” or “too much for me to pay.” All (100%) of both family child care providers and directors on the associate degree program felt that their share of tuition was about right. However, a fourth (25%) of directors on the bachelor's scholarship feel that their cost of tuition is not quite right. A small percentage (3%) of all scholarship recipients feel that their share of the cost of tuition is too little for them to pay.



Like tuition, books were a bit of a struggle for several respondents with 10% of all recipients feeling that their share of the cost was too much to pay. Associate degree family child care providers were the largest percentage of recipients that felt that books were too much with 20% indicating this hardship. Conversely, no directors on the associate scholarship felt that books were too costly for them. Eleven percent (11% of teachers on the associate degree scholarship and 7% of teachers with a bachelor’s degree scholarship) feel that their books were “too much” for them to pay. Finally, about 10% of directors with a bachelor’s scholarship felt the hardship of the cost of books personally.

#### Course Access Reimbursement

To offset the cost of course access (including travel and/or internet fees), TEACH provides an access stipend each semester to scholarship recipients. When asked about the specific stipend amount, they received per semester, 67% of directors, 80% of teachers and 60% of family home-based professionals working toward an associate degree reported the amount they receive was “about right.” This was also true for 80% of directors and 75% of teachers working toward a bachelor’s degree. No recipients believe that the travel stipend is “too much” for them.

#### Release Time

Center-based teachers and family home-based professionals are provided with paid release time to attend classes or to compensate them for class time that might occur at night. Center-based teachers are allotted either a maximum of two hours per week, 60% of which are reimbursed by TEACH at a rate of \$10.00 per hour *or* up to six hours a week, 60% of which are reimbursed by TEACH at the same rate, depending on which scholarship they have. If teachers are working with infants and/or toddlers 100% of the hours are reimbursed. Family home-based professionals are entitled to 16 total hours of release time (32 hours if they work with infants and/or toddlers) throughout the semester reimbursed at a rate of \$10.00 per hour.

When asked if their programs provided them with release time, 66% of teachers on the associate degree program and 69% of teachers on the bachelor’s degree program

indicated that they did receive release time. Seventeen percent (17%) of associate degree teachers and 16% of bachelor's degree teachers were unsure whether they received release time. Despite this, 74% of teachers and 75% of family providers working toward an associate degree reported the amount of release time provided by the scholarship was "about right." This was also true for 76% of teachers working on a bachelor's degree. Many of the teachers (25% associate and 24% bachelor's) thought they received too little release time.

#### Compensation

Recipients were asked about the adequacy of the bonus or raise they received (which depended on the model/option of the scholarship) upon the completion of a contract. The vast majority of recipients agreed somewhat or strongly that the bonus they received was adequate. Directors with an associate scholarship were the least satisfied with their bonus with 67% of these recipients reporting they somewhat or strongly disagreed that the bonus was adequate. Other groups of recipients were more likely to agree that the bonus was adequate with 76% of teachers on the associate degree scholarship, 80% of family child care providers, 84% of directors on the bachelor's degree scholarship, and 75% and teachers on the bachelor's degree scholarship saying that the bonus was adequate.

#### Commitment

As part of their scholarship, all TEACH recipients are required to commit to remaining in their sponsoring program for a year. In addition to a year's commitment to their sponsoring program, bachelor's degree recipients must commit to a second year either in their sponsoring center or in another early care and education program. When asked about this commitment, most recipients felt that the length of the commitment was about right. Directors in the associate degree program were the least likely to agree that the commitment was about right with 33% stating that the commitment period was too long. Family child care providers were the most satisfied with the commitment period with 100% saying that the commitment requirement was "about right." Directors pursuing a bachelor's degree were similarly satisfied with 95% stating that the commitment was "about right" and 5% saying the period was "too short." Eighty-two percent (82%) of teachers in the bachelor's degree program and 89% of teachers in the associate degree program agreed that the time commitment was not too long. Despite most recipients stating that the commitment period was about right, in response to the question, "What improvements would you like to see in the TEACH scholarship program?" several stated that decreasing the commitment period would be helpful.

#### The TEACH Scholarship Specialists and Early Years staff

The scholarship recipients who completed their survey online, by mail or by phone were asked about the helpfulness of the T.E.A.C.H. staff. The overwhelming majority of recipients who responded to these questions either agreed strongly or agreed somewhat with the statement "I received good customer service from the T.E.A.C.H. staff." The small percentage of recipients who disagreed with this statement was 2% overall. As shown in Table 2, the feedback regarding the TEACH staff and Early Years staff overall was extremely positive.

<b>Table 2: Scholarship Recipients' Reported Satisfaction with TEACH Staff (Percentage that Agreed with Each Statement)</b>					
	AD	AT	AF	BD	BT
When I needed help, Early Years staff was available or responded in a timely manner	100%	99%	100%	100%	95%
I received good customer service from the TEACH staff.	100%	99%	100%	95%	98%

- AD**-Associate Degree for Directors scholarship program
- AT**-Associate Degree for Teachers scholarship program
- AF**-Associate Degree for Family Child Care Providers scholarship program
- BD**-Bachelor’s Degree for Director’s scholarship program
- BT**-Bachelor’s Degree for Teachers scholarship program

One method of support that Early Years offers to scholarship recipients is a website with pertinent information. While many recipients have not used this website, overall, nearly 66% of recipients do use the site. In the associate degree program, 67% of directors, 66% of teachers and 80% of family home-based professionals accessed the Early Years website within the previous year. In the bachelor’s degree program, 63% of directors and 65% of teachers accessed the site. When asked how the website was used, the most frequent response was “basic information gathering” which was indicated by 50% of associate directors, 74% of associate teachers, 80% of family home providers, 56% of bachelor’s directors and 55% of bachelor’s teachers.

*“The T.E.A.C.H. program has allowed me to pursue and reach my higher educational goals. I appreciate the chance to participate in this wonderful scholarship program. I have no suggestions for change at this time.” - BD*

Thirty-four percent (37%) used the website to look for contact information and 27% looked for the application online. Twelve percent (12%) used the website to look at the Career Directory and 10% accessed the Online Higher Education Directory. Recipients were able to write in other ways in which they used the website. Folks who wrote in ways that they used the website indicated that they used it for a friend and that they were looking for forms and for newsletters.

### **College and University Interactions**

T.E.A.C.H. recipients have numerous interactions with community college and university staff and administration. Overall, recipients at both the associate degree and bachelor’s degree level are satisfied with their college experience. Results for most questions are similar between the two groups. However, associate degree directors were somewhat less satisfied with the experience overall. Bachelor’s degree directors along with bachelor’s degree teachers were more likely to have been in contact with their college counselor.

Other questions surrounded recipients’ interfacing with the TEACH staff and with

<b>Table 3: Recipients’ Satisfaction with College and University Experience (Percentage that Answered “Yes” to Each Statement)</b>					
	AD	AT	AF	BD	BT
Have you been able to register for classes with ease?	100%	96%	100%	90%	93%
In the last year, have you been in contact or met with your counselor at your college?	67%	88%	80%	100%	91%
If you answered “yes” above, were you able to reach your counselor?	100%	98%	100%	100%	98%

their college or university as indicated below.

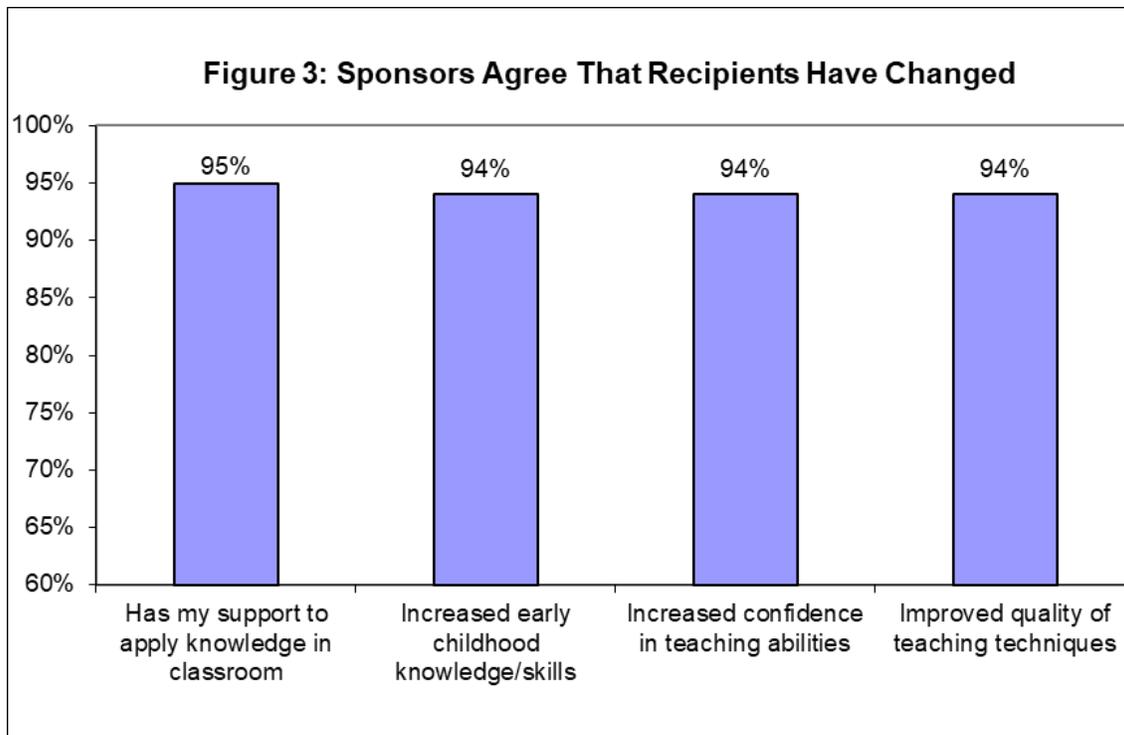
	Very or Somewhat Easy
Ability to access TEACH Specialist	98%
Ability to get charge approvals	96%
Ability to submit documentation	94%
Ability to access college coursework	99%
Ability to register for courses	98%

### **Recipient Sponsors’ Evaluation of TEACH Early Childhood®**

One hundred forty-one (141) sponsoring administrators representing 370 recipients responded to the online survey. The majority (60%) of sponsors reported that their programs have sponsored TEACH recipients for eight years or more. With an additional 17% of programs sponsoring recipients for between five and eight years. This was the first year to sponsor recipients for just 1% of programs. Eighty-two percent (82%) of sponsors have a degree in the early childhood education field (associate, bachelor’s, master’s or Ph.D.).

### **Recipient Improvements**

Sponsors were asked about improvements they have seen in TEACH recipients since they enrolled in college courses (see Figure 3). For ninety-four percent (94%) of their recipients, sponsors indicated they strongly or somewhat strongly agreed with the statement that recipients have increased their early childhood knowledge and skills, and 94% strongly or somewhat strongly agreed that their teacher recipients have improved their teaching techniques and practices. Ninety-four percent (94%) indicated that recipients have increased confidence and enthusiasm in their teaching abilities and have increased their early childhood knowledge and skills. Further, 88% indicated that their teaching staff have developed emerging leadership skills. Though some teachers might disagree, 95% of sponsors say that their recipients have full support to apply new techniques in her/his classroom.



### Customer Satisfaction

Nearly all of the sponsors who responded to the survey (99%) reported that they were very or somewhat satisfied with TEACH Early Childhood® North Carolina. Sponsors were also asked if they would recommend TEACH to others in the child care field, and 99% of directors said that they would. Ninety-eight percent (98%) said they would continue sponsoring recipients in the upcoming year, with 72% of those planning to increase the number of recipients they sponsor.

### Release Time

Sponsors were asked about their ability to give recipients paid time off during the week. Just 15% of sponsors said providing scholarship recipients paid time off during the week was “very easy to do” with an additional 31% saying that it was “somewhat easy to do”. Thirty-nine percent (39%) of sponsors said providing release time was “somewhat difficult,” and 15% said it was “very difficult”. Despite any difficulties providing release time caused for directors, 17% said that the reimbursement rate they received for this time off was enough to offset all costs with an additional 66% indicating that the reimbursement was enough to offset some of the costs. Sixteen percent (16%) of directors reported that the reimbursement rate was not enough to offset any costs.

### Tuition and Books

When asked about the center’s share of tuition costs, 63% of sponsors reported the center’s cost to be “very easy to do,” with 30% reporting the cost as “somewhat easy to do.” The remaining 7% said that the center’s responsibilities for tuition were “somewhat” and “very” difficult to do. Fifty-seven percent (57%) of the sponsors reported that the center helped recipients with the cost of books. Of the centers that did

help pay for books, 95% reported that the cost was “very” or “somewhat” easy to do and 6% indicated that the cost was “somewhat” difficult to do. No directors said the cost of books was “very difficult.

### Teacher Compensation

Sponsors were also asked about the difficulty of awarding recipients a raise or bonus after they completed TEACH program requirements. Forty-nine percent (49%) said awarding a raise or bonus was “very easy to do.” An additional 38% said that the increased compensation was “somewhat easy to do.” At the same time, 11% of sponsors said doing so was “somewhat difficult” and the remaining 2% said it was “very difficult” to do. Teacher compensation overall continues to be a crucial topic of conversation for the field.

*“I do fear that without the stabilization funding I may have to reduce the hourly wages of my staff.” -TEACH Sponsor*

Thirty-eight percent (38%) of the sponsors expected the hourly wages of their staff to be impacted when workforce stabilization funding ends, mentioning a decrease in hourly rates of employed teaching staff, and issues with retaining staff. Sixty-eight percent (68%) of sponsors said they would be able to sustain the current hourly earnings of their employees, through increased tuition rates, or local county support or fundraising opportunities.

### Other Financial Assistance

Sponsors were asked if any of their staff received financial assistance to take college level courses through means other than a TEACH scholarship. About 44% of directors said that some of their staff do receive other financial assistance to attend college from a source other than TEACH. An additional 18% did not know if their teachers had other sources of support. Pell grants were the most frequent alternative means of financial assistance (61%), with scholarships from the college/university where they attend identified by 7% of sponsors, 2% receiving scholarships from Smart Start agencies, and “other” was identified by 45% of sponsors.

### The Early Years Staff (TEACH Staff & Other Staff Members)

As with recipients, the sponsors offered positive feedback regarding the TEACH staff. Nearly all (94%) of the sponsors who had had contact with TEACH staff said they strongly or somewhat strongly agreed with the statement that they received good customer services from the TEACH staff. Staff communication was a topic of conversation among sponsors who answered about improvements they would like to see to the TEACH program. Several sponsors mentioned that there had been miscommunication with TEACH specialists over the past year. Nevertheless, ninety-nine percent (99%) strongly or somewhat agreed that the information they received from TEACH was easy to understand, and of those who contacted Early Years, 98% strongly or somewhat strongly agreed that Early Years staff was available or responded to requests in a timely manner. As an overall evaluation of the TEACH program, 99% of the sponsors said they were either very satisfied or somewhat satisfied.

## Discussion

Overall, recipients of TEACH 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 TEACH to other professionals in the child care field are similar to results from in the past TEACH customer satisfaction surveys.

Ninety-nine (99%) percent of the responding sponsors surveyed this year and 98% of recipients were satisfied with TEACH. Most sponsors (98%) and recipients (98%) also said that TEACH staff provided good customer service. Not surprisingly, 99%

*“The program was just right for my needs.” - AT*

of sponsors and a similar 99% of recipients in FY2025 said that they would recommend TEACH scholarships to others and 98% of sponsoring programs were planning to continue sponsoring scholarship recipients next year.

The findings indicate TEACH has influenced the education levels and experience of the early care and education workforce. In addition, when comparing FY2002 to FY2024 TEACH numbers, there has been a huge increase in early childhood educators with degrees in part if not largely due to TEACH scholarships. Furthermore, the TEACH scholarship has addressed workforce turnover by requiring teachers to remain at sponsoring centers after degree completion. The retention of staff has influenced the years of experience for teachers in the field. The 2023 workforce study showed that teachers with increasing levels of education tended to have higher salaries. In fact, teachers with no college coursework had a median salary that was \$1.00 lower than those with a high school diploma and some coursework. Further, those teachers with a bachelor’s degree in the field earned a median of \$1.60 more per hour than teachers with a bachelor’s degree in another field. The financial incentive to complete a bachelor’s degree indicates the bachelor’s degree scholarship is a key incentive for teachers deciding to pursue higher education.

In summary, TEACH Early Childhood® North Carolina is working for scholarship recipients and for their program sponsors. Recipients expressed their appreciation for the financial and professional impact that scholarships made, and sponsors see this impact not only on the individual recipients but also on the quality of care in their early care and education programs. Most complaints and suggestions that recipients and sponsors have about TEACH are related to receiving more of the essential things that they already receive, such as paid release time, increased coverage of expenses due to inflation, compensation for their educational expenses and regular, consistent contact with their scholarship specialist. Many have expressed concern about consistent funding. Most recipients and sponsors want to expand or enhance their TEACH participation as they pursue their educational goals and create high quality early childhood environments for the young children that they serve.

## Conclusions

This year's report discussed outreach and recruitment activities including highlights of the statewide Early Care and Education Pathways campaign, the description of available scholarship models, participation data by scholarship program, outcome and output measures and the results of a customer satisfaction survey of participants highlights the impact the TEACH scholarship program has on the early care and education workforce in North Carolina.

TEACH scholarship participation rates have historically been reflective of system level changes, as educational standards aimed at improving quality of care for children and efforts towards developing the early care and education workforce have evolved over time. Despite current challenges to the early care and education field, including, but not limited to, critical workforce shortages, the ending of child care stabilization grants, and modernizations to the Quality Rating Improvement System (QRIS), the early care and education workforce utilized TEACH scholarships with an increase of just over 3% this year. As discussed in last year's report, scholarship program participation had declined over 18% since the beginning of the pandemic. Thus, it is encouraging that there was a slight increase in utilization of TEACH scholarships this year, as new individuals enter the field and those already in the field continue to pursue education as a means of increasing job knowledge and achieving personal and professional advancement opportunities. TEACH will continue to meet these needs through an array of scholarship programs and incentives as the need for support for the many different educational pathways available for the workforce.

**From August 2024-August 2025, there were 2,460 beneficiaries of TEACH NC. That number includes 167 individuals who were awarded scholarships during the fiscal year but did not actively enroll. Staff provided scholarship counseling services at some point during the reporting period to those individuals, as well as to 2,239 participants who actively participated. In addition, 54 individuals also benefited from the TEACH Early Childhood® Scholarship Program by receiving credential bonuses but did not receive a scholarship for coursework.** A profile of participants, employers, institutions of higher education and a summary of outcomes concludes this report. Appendices are also attached and provide summaries of participant survey results (Appendix A and B), scholarship utilization and more specific details regarding demographics (see Appendix C) and participation by county (see Appendix D.)

### **Participant Profile**

The 2,239 TEACH recipients resided in 91 of North Carolina's 100 counties. There were 1,774 teachers, 224 administrators, 53 family-based professionals, 92 early childhood apprentices and 77 early childhood community specialists working on behalf of children, families or the early care and education workforce. Additionally, there are 19 recipients who are not currently working in the field participating on the Associate Scholars and will enter the field upon graduation with an AAS.

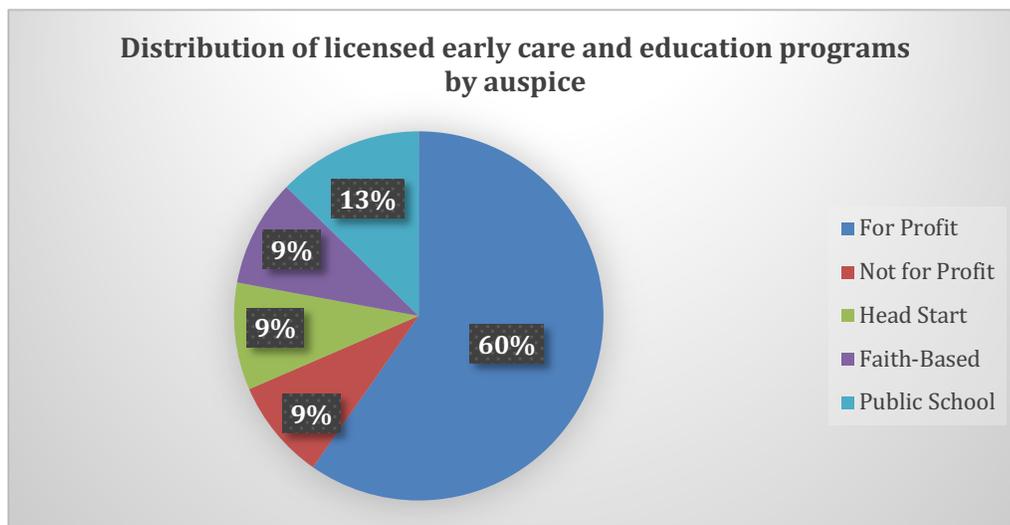
Over 48% of TEACH recipients are considered first generation college students and over 98% are women.

**Program Sponsor Profile**

These 2,239 scholarship recipients cared for children in 966 different licensed early care and education programs, with at least one TEACH Early Childhood® recipient employed in over 17% of the licensed centers and almost 5% of the licensed family child care homes in North Carolina. In addition, 45 early care and education focused organizations had TEACH scholarship recipients employed for a total of 1,011 employers in North Carolina with a TEACH scholarship recipient. Below are tables and charts that summarize the participating employers this fiscal year.

**Employers with TEACH Scholarship Participants**

Licensed Child Care Centers	913
Registered Family Child Care Homes	53
ECE Community Organizations	45
Total Employers	1,011



**Distribution of family child care homes by auspice**

For Profit 100%

**Children served in programs with participants employed 65,438**

**Educational Institution Participation**

During this reporting period, TEACH Scholarship recipients were enrolled in 55 of North Carolina’s 56 community colleges that offer the Early Childhood Associate Degree Program, as well as in 13 state-supported universities and 7 private colleges.

Community college early childhood coordinators and university early childhood department chairs continue to support the TEACH Early Childhood® NC scholarship program by recruiting students and serving in an advisory capacity for the program.

### **Summary of Outcome Measures**

The results of the analysis of the three outcome measures of the Comprehensive Associate and Bachelor’s Degree Scholarship Programs demonstrate that the TEACH Early Childhood® NC Scholarship Program is surpassing its goals in terms of increasing

*“I would like to express my sincere gratitude for awarding me a TEACH Working Scholars Scholarship. This scholarship gave me the opportunity to receive my AAS degree without worrying about financial difficulties. I have been in the ECE field for over 20 years and always knew I would go back to school but was unsure how I would afford it, TEACH gave me that opportunity. On May 8, 2025 I participated in the commencement ceremony at Stanly Community College and completed my final classes in July 2025. I just wanted to again thank you for the opportunity that was given to me. Thank you for the bottom of my heart.”*

-Administrator, Wake County

the education and compensation of early educators and reducing turnover in the early childhood field. The scholarship program continues to meet the professional development needs of early care and education teachers, administrators, family home based professionals and other community-based specialists in North Carolina.

Scholarship recipients are meeting and even exceeding the scholarship program’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.

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 because of more education allow teachers to move into higher paying positions, such

as moving from assistant teacher to teacher. In addition, family home-based professionals can convince parents that their services are worth more.

The turnover rate in early care and education facilities in North Carolina averages about 38% for full time teachers and assistant teachers ([Working in Early Care and Education in North Carolina 2023 Workforce Study](#)) which is an increase from the 21% turnover rate reported in 2019. However, T.E.A.C.H. comprehensive scholarship program participants clearly leave their child care programs at a significantly reduced rate compared to teachers in the general early care and education population. This year the average turnover rate of TEACH recipients who completed comprehensive scholarships was 4.9%. This reduced turnover rate ensures more consistent care for children and families and helps early care and education programs retain staff that have made a commitment to increasing their education. In addition, these early educators are more highly educated, and thus their retention is even more beneficial to the children in their care.

The TEACH Early Childhood® NC scholarship program continues to make a significant impact on early educators' access to the system of higher education in North Carolina. During this fiscal year, scholarship participants enrolled in 20,267 (13,968 documented as completed)<sup>3</sup> credit hours at area community colleges, four-year colleges and universities. In addition, there were 129 participants who attained degrees and 85 who completed a credential this fiscal year.

Lastly, increased education and stability of TEACH recipients enhance the quality of care provided to a great number of North Carolina's children. From August 2024 through August 2025, **65,438 children** were cared for in a setting where a staff member was studying early childhood education through a TEACH Early Childhood® Scholarship (Appendix D).

In conclusion, from August 2024 through August 2025, the TEACH Early Childhood® NC Scholarship Program met, and exceeded in many areas, its outcomes for improving the quality of early care and education in North Carolina. The TEACH Early Childhood® NC Scholarship Program awarded 2,406 early care and education teachers, apprentices administrators, family home-based professionals and community specialists a scholarship this year, with 2,239 as active participants. These active participants were living in 91 of 100 of North Carolina's counties. Successful outcomes were produced in the areas of education, compensation and retention. For example, recipients participating in our most utilized scholarship model, the comprehensive associate degree scholarship program, on average completed over 16 credit hours of formal education per year, experienced almost 21% increase in earnings and had a 5.9% turnover rate.

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<sup>3</sup>At the time of this report, TEACH staff were continuing to collect grade reports from spring and summer semesters and fall semester is just underway, so grades were not available.

## Appendix A

### Summary Data from the T.E.A.C.H. Scholarship Recipient Survey, FY 24-25

Five different groups of scholarship recipients were surveyed and responded:

**AD** = Associate degree Directors (N = 5)      **AT** = Associate degree Teachers (N = 143)

**AF** = Associate degree Family Child Care Providers (N = 5)

**BD** = Bachelor degree Directors (N = 21)      **BT** = Bachelor degree Teachers (N = 62)

Summary data for each group are listed for each question below. Note that not all respondents answered every question. Some answers may total to more or less than 100% due to rounding.

1. What is your current level of education? **Check the highest level that you have completed.**

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Some college credits (but no degree)	40%	61%	75%	0%	3%
AA/AAS degree	40%	29%	25%	62%	56%
BA degree	20%	8%	0%	38%	41%
Other*	0%	1%	0%	0%	0%

\* 1 high school, 1 certificate

2. What are your educational goals? **Check all that apply.**

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
To earn an AA or AAS degree	40%	65%	40%	0%	0%
To earn a BA degree	40%	35%	20%	62%	63%
To earn an MA degree	0%	13%	40%	33%	24%
Other*	20%	6%	20%	5%	16%

\* 6 plan to work towards a BK license or teaching license, 1 Ph.D., 3 other

3. Before this year, were you taking college level courses with the help of T.E.A.C.H.?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Yes	100%	88%	100%	100%	97%
No	0%	12%	0%	0%	3%
Not Sure	0%	1%	0%	0%	0%

3a. If No, why not? **Check all that apply.**

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
I did not have time to take courses.	0%	9%	0%	10%	2%
I could not afford tuition, books, etc.	20%	22%	0%	25%	15%
Courses were at inconvenient times.	0%	5%	0%	5%	2%
I was planning to leave the child care field.	0%	0%	0%	0%	2%
I did not believe I needed more education.	0%	2%	0%	0%	0%
I had no interest in taking courses.	0%	2%	0%	0%	2%
Other*	0%	2%	0%	0%	3%

\* work termination, health issue, used FAFSA

4. What other supports or resources would be beneficial to you as a working student? **Check all that apply.**

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Mentor support	0%	33%	0%	35%	45%
Technology/computers	40%	56%	100%	35%	53%
Subscription services	40%	29%	40%	30%	34%
Other*	0%	4%	0%	0%	1%

5. Have your hourly earnings been impacted by workforce stabilization dollars?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Yes	20%	23%	40%	39%	20%
No	40%	28%	40%	33%	47%

I don't know	40%	50%	20%	28%	33%
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5b. If so, how?

“when we have them they are super helpful with paying bills and getting new things for each classes”; “Got a raise”; “I have gotten raises at the end of each contract”; “By continuing education”

6. Completing the number of required course credit hours in one year was:

	AD	AT	AF	BD	BT
Very easy	25%	30%	20%	50%	37%
About right	50%	51%	40%	30%	55%
Somewhat difficult	25%	19%	40%	20%	8%

7. My program provided release time to me.

	AD	AT	AF	BD	BT
No	50%	16%	20%	10%	15%
Yes	25%	66%	80%	85%	69%
Not sure	25%	17%	0%	5%	16%

7a. The amount of release time provided by the scholarship was:

	AD	AT	AF	BD	BT
Too little	0%	25%	25%	6%	24%
About right	100%	74%	75%	94%	76%
Too much	0%	1%	0%	0%	0%

8. My share of the tuition was:

	AD	AT	AF	BD	BT
Too little for me to pay	0%	6%	0%	0%	0%
About right	100%	86%	100%	75%	87%
Too much for me to pay	0%	8%	0%	25%	13%

9. My share of the cost of books was:

	AD	AT	AF	BD	BT
Too little for me to pay	0%	4%	0%	0%	0%
About right	100%	85%	80%	90%	93%
Too much for me to pay	0%	11%	20%	10%	7%

10. The travel stipend that I received was:

	AD	AT	AF	BD	BT
Too little	33%	20%	40%	20%	25%
About right	67%	80%	60%	80%	75%
Too much	0%	0%	0%	0%	0%

11. My required one year commitment to my program is:

	AD	AT	AF	BD	BT
Too short	33%	3%	0%	5%	0%
About right	33%	86%	100%	95%	82%
Too long	33%	10%	0%	0%	18%

12. The raise/bonus that I receive because of my education was adequate.

	AD	AT	AF	BD	BT
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Agree strongly	0%	36%	40%	63%	37%
Agree somewhat	33%	40%	40%	21%	38%
Disagree somewhat	67%	15%	0%	0%	17%
Disagree strongly	0%	9%	20%	16%	8%

13. Did your employer allow you to make changes in your classroom/program based on things you learned in class?

	AD	AT	AF	BD	BT
Yes	33%	69%	100%	75%	68%
No	67%	31%	0%	25%	32%

13a. If you answered yes above, please provide examples of how you made changes in your classroom/program based on things you learned in class.

New art ideas, rearranging the classroom, providing more hands on experiences for the children, better support families with children with children with challenging behaviors, adding more disability friendly books and activities, etc.

14. I received good customer service from the T.E.A.C.H. staff.

	AD	AT	AF	BD	BT
Agree strongly	33%	80%	100%	70%	80%
Agree somewhat	67%	19%	0%	25%	18%
Disagree somewhat	0%	2%	0%	5%	2%
Disagree strongly	0%	0%	0%	0%	0%
Total Responses	3	124	5	20	60

15. When I needed help, Early Years staff was available or responded in a timely manner.

	AD	AT	AF	BD	BT
I have not needed to contact Early Years staff.	0%	2%	0%	5%	0%
<i>Of those who contacted Early Years:</i>					
Agree strongly	67%	78%	100%	63%	82%
Agree somewhat	33%	21%	0%	32%	18%
Disagree somewhat	0%	2%	0%	5%	0%
Disagree strongly	0%	0%	0%	0%	0%
Total Responses	3	124	5	20	60

16. How easy was it for you to access your T.E.A.C.H. counselor?

	AD	AT	AF	BD	BT
Very easy	33%	74%	80%	80%	63%
Somewhat easy	67%	24%	20%	20%	30%
Somewhat difficult	0%	2%	0%	0%	5%
Very difficult	0%	0%	0%	0%	2%

17. How was it for you to get charge approvals from T.E.A.C.H.?

	AD	AT	AF	BD	BT
Very easy	67%	70%	80%	75%	72%
Somewhat easy	0%	27%	20%	15%	27%
Somewhat difficult	33%	2%	0%	10%	2%
Very difficult	0%	1%	0%	0%	0%

18. How was document submission (Form Bs, grades, receipts, etc.) with changes from COVID-19?

	AD	AT	AF	BD	BT
Very easy	67%	69%	60%	65%	65%
Somewhat easy	33%	24%	40%	25%	30%
Somewhat difficult	0%	7%	0%	10%	5%
Very difficult	0%	1%	0%	0%	0%

19. In the past year, did you access the Early Years/T.E.A.C.H. website?

	AD	AT	AF	BD	BT
Yes	67%	66%	80%	63%	65%
No	33%	34%	20%	37%	35%

19a. If you answered “yes” above, please explain how you used the website (check all that apply).

	AD	AT	AF	BD	BT
Basic information gathering	50%	74%	80%	56%	55%
Looked for application	50%	27%	80%	25%	25%
Career Directory	0%	12%	20%	6%	5%
Contact information	0%	32%	40%	44%	41%
Online Higher Education Directory	0%	9%	80%	6%	11%
Other*	0%	5%	0%	12%	7%

\* Downloading/printing forms, presentation for class, to give out information to friends who may be interesting in the program, explore services, newsletters

20. What changes would you like to see in the T.E.A.C.H. scholarship program? **Please be specific.**

Recipients provided comments: 1 (AD), 39 (AT), 3 (AF), 6 (BD), 26 (BT)

Comments were on a variety of topics but the three that received the most were: additional financial support (e.g., bonus, 35%), better communication (12%), and smoother application process (e.g., faster reimbursement, 12%).

21. As an overall evaluation of T.E.A.C.H. Early Childhood®, how satisfied are you?

	AD	AT	AF	BD	BT
Very satisfied	100%	89%	80%	85%	84%
Somewhat satisfied	0%	10%	20%	15%	14%
Somewhat dissatisfied	0%	1%	0%	0%	2%
Very dissatisfied	0%	0%	0%	0%	0%

22. Would you recommend T.E.A.C.H. scholarships to other people working in child care?

	AD	AT	AF	BD	BT
Yes	100%	98%	100%	100%	100%

22a. If No, why not? **Please be specific.**

“Because of the commitment”; “This is a yes and no answer because the program has good intentions but in certain situations it can be a burden and unnecessary financial hardship on students”; “Because if the job is not a good fit anymore you should have the right to work in a different center”

23. Do you plan to continue your T.E.A.C.H. scholarship in the upcoming year?

	AD	AT	AF	BD	BT
Yes	67%	79%	100%	70%	81%
No	33%	21%	0%	30%	19%

23a. If No, why not? **Check all that apply.**

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
I am graduating.	100%	62%	N/A	83%	64%
I will not remain in the early childhood field.	0%	4%	N/A	0%	9%
I do not plan to take courses.	0%	19%	N/A	17%	9%
My center will not sponsor me.	0%	4%	N/A	0%	9%
I cannot afford to continue.	0%	8%	N/A	0%	0%
I am no longer pursuing an early childhood degree	0%	12%	N/A	0%	0%
I am getting financial support through other means	0%	0%	N/A	0%	0%
Other*	0%	0%	N/A	0%	18%

\* Termination of contract, unhappy with year long commitment

24. How has an increased education helped you? **Check all that apply.**

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
I feel more appreciated and recognized for my work.	67%	60%	80%	65%	57%
I am more willing to stay with my current child care program.	67%	51%	60%	65%	55%
I have increased my knowledge of child development.	67%	82%	80%	85%	80%
I have applied my teaching techniques and practice.	33%	72%	80%	70%	73%
I have better relationships with the children and families with whom I work.	0%	59%	60%	65%	66%
I see myself as an early childhood professional.	0%	74%	80%	70%	66%
I appreciate the education I am getting and want to get more.	0%	58%	80%	70%	68%
I received better compensation.	0%	35%	40%	60%	41%
Other	0%	3%	20%	15%	5%
I have not noticed any benefits.	0%	3%	20%	5%	4%

25. Have you been able to register for classes with ease?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Yes	100%	96%	100%	90%	93%
No	0%	4%	0%	10%	7%

In the last year, have you been in contact or met with your counselor at your college?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Yes	67%	88%	80%	100%	91%
No	33%	12%	20%	0%	9%

If you answered "yes" above, were you able to reach your counselor?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Yes	100%	98%	100%	100%	98%
No	0%	2%	0%	0%	2%

26. How was it for you to access college coursework?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Very easy	33%	82%	100%	70%	80%
Somewhat easy	67%	17%	0%	20%	20%
Somewhat difficult	0%	1%	0%	10%	0%

Very difficult	0%	0%	0%	0%	0%
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27. How was it for you to register for courses at your college/university?

	<b>AD</b>	<b>AT</b>	<b>AF</b>	<b>BD</b>	<b>BT</b>
Very easy	33%	84%	100%	70%	76%
Somewhat easy	33%	14%	0%	25%	22%
Somewhat difficult	33%	2%	0%	0%	2%
Very difficult	0%	0%	0%	5%	0%

# Appendix B

## Summary Data: T.E.A.C.H. Early Childhood® North Carolina Program Evaluation for Sponsors, FY 24-25

This survey was conducted through an online survey sent to those directors with a valid email address on file with the T.E.A.C.H. program. Follow up phone calls were made to non-responding directors. There were 141 administrators responding about their experience regarding sponsorship of 370 staff during Spring 2024, Summer 2024 and/or Fall 2024. Not every sponsor responded to every question. Totals may equal more or less than 100% due to rounding.

1. How long has your program sponsored T.E.A.C.H. recipients?

- (1%)  Last year was the first year.  
(8%)  More than one year but less than three years.  
(9%)  Three years to less than five years.  
(17%)  Five years to less than eight years.  
(60%)  More than eight years.

[An additional: ]

(5%)  I don't know how long my program has sponsored T.E.A.C.H. recipients.

2. Do you have a degree in early childhood education/child development (associate, bachelor's, master's or Ph.D.)?

(82%)  Yes *Go to 6.*                      (18%)  No

3. Giving scholarship recipients paid time off during the week was:

- (15%)  Very easy to do  
(31%)  Somewhat easy to do  
(39%)  Somewhat difficult to do  
(15%)  Very difficult to do

4. The reimbursement rate I received to help offset time off for recipients was:

- (17%)  Enough to offset all costs  
(66%)  Enough to offset some cost  
(16%)  Not enough to offset any cost

5. The center's share of tuition costs was:

- (63%)  Very easy to do  
(30%)  Somewhat easy to do  
(5%)  Somewhat difficult to do  
(2%)  Very difficult to do

6. Awarding recipients a raise or bonus was:

- (49%)  Very easy to do  
(38%)  Somewhat easy to do  
(11%)  Somewhat difficult to do  
(2%)  Very difficult to do

7. Do you expect the hourly wages of your staff to be impacted when workforce stabilization funding ends?

- (38%)  Yes  
(44%)  No  
(19%)  I don't know  
( )  If so, how? \_\_\_\_\_

“Costs are rising but tuition isn’t”; “Hour rates will decrease and employed teaching staff will decrease”; “Not be able to retain staff”; “We will be stretched in our budget next year due to the lack of funds from the grant”; “We won’t be able to pay them what they deserve”.

8. Will you be able to sustain the current hourly earnings of your employees?

- (68%)  Yes  
(9%)  No  
(23%)  I don’t know  
( )  Explain \_\_\_\_\_

“We plan to offset by increasing tuition already a hardship on parents”; “Depends on the parent’s ability and willingness to pay increased tuition rates”; “Hoping so right now, but don’t know about the future”; “Only because of local county support.”; “We are working to create additional fundraising opportunities so we don’t have to lower wages/benefits”; “We get county grants to help subsidize”

9. Was the center responsible for sharing the cost of recipients’ books?

- (57%)  Yes (43%)  No

10. The center’s share of the cost of books was:

- (57%)  Very easy to do  
(38%)  Somewhat easy to do  
(6%)  Somewhat difficult to do  
(0%)  Very difficult to do

From your perspective as a T.E.A.C.H. sponsor, please indicate whether you agree or disagree and how strongly you agree or disagree with each of the following statements...

11. I received good customer service from the T.E.A.C.H. staff.

- (88%)  Agree strongly (2%)  Disagree somewhat  
(10%)  Agree somewhat (0%)  Disagree strongly

[An additional:]

- (4%)  Don’t know/Didn’t have any interaction with the T.E.A.C.H. staff.

12. When I needed help, Early Years staff was available or responded in a timely manner.

- (87%)  Agree strongly (2%)  Disagree somewhat  
(11%)  Agree somewhat (0%)  Disagree strongly

[An additional:]

- (5%)  Don’t know/Didn’t need any help from Early Years staff.

13. Information that I received from T.E.A.C.H. was easy for me to understand.

- (84%)  Agree strongly (2%)  Disagree somewhat  
(15%)  Agree somewhat (0%)  Disagree strongly

[An additional:]

- (2%)  Don’t know/Didn’t receive any information from the T.E.A.C.H. staff.

14. What improvements would you like to see in the T.E.A.C.H. scholarship program?

43 sponsors provided suggestions on how the program could be more.

Comments were on a variety of topics but the 3 receiving the most were: more funds (15%), better communication/information (13%), and less complexity (17%).

15. As an overall evaluation of T.E.A.C.H. Early Childhood®, how satisfied are you?

- (90%)  Very satisfied (0%)  Somewhat dissatisfied  
(9%)  Somewhat satisfied (1%)  Very dissatisfied

16. Would you recommend T.E.A.C.H. Early Childhood® scholarships to other child care administrators?  
**(99%)**  Yes **(1%)**  No  
 If No, why not?  
 “it costs money to support the teachers that then leave and benefit from the program while costing the employer.”
17. Do any of your staff get financial assistance to take college level courses through means other than a T.E.A.C.H. scholarship?  
**(44%)**  Yes **(38%)**  No **(18%)**  I don't know
18. What other financial assistance do your staff receive?  
**(61%)** Pell Grant  
**(2%)** Scholarship from your local Smart Start agency  
**(0%)** Foundations  
**(7%)** Scholarship from the college/university where they attend  
**(45%)** Other, please specify  
 FAFSA, Infant Toddler Teachers AWARD\$, Locally funded program for Spanish speaking early educators, in house funds, GI bill from their spouse, Building Bright Futures, Apprenticeship NC, loans, out of pocket
19. Do you plan to continue sponsoring T.E.A.C.H. scholarship recipients in the upcoming year?  
**(98%)**  Yes **(2%)**  No
20. If you do plan to continue to sponsor teachers on a T.E.A.C.H. scholarship, do you plan to increase the number of recipients that you sponsor?  
**(72%)**  Yes **(28%)**  No
21. If you do not plan on sponsoring any teachers on a T.E.A.C.H. scholarship in the upcoming year, why not?  
**(8%)**  Staff is graduating. **(4%)**  Staff is leaving the center.  
**(12%)**  Staff does not want to participate. **(12%)**  Staff does not want to take courses.  
**(8%)**  My center cannot afford the cost. **(0%)**  Staff no longer needs financial assistance.  
**(80%)**  Other\*

“Challenges with some staff turnover and some claim they want to take classes but never actually enroll after completing T.E.A.C.H. paperwork”; “I have four or five right now. Any more than that is hard to manage”; “Keeping numbers the same”; “Most have degree or working on it”; “Staff issues so keep it low”.

### Questions about Individual T.E.A.C.H. Scholarship Recipients

How many of the T.E.A.C.H. scholarship recipients currently working in your center completed courses during Spring 2024, Summer 2024 or Fall 2024?

370 recipients total

This is the last part of the survey. Please answer each of the following seven questions for each of your scholarship recipients separately. Indicate on a scale from strongly disagree to strongly agree, your opinion regarding each of your recipients individually.

<i>(Circle the answer given.)</i>	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Since enrolling in college courses...					
1. the recipient has increased her/his early childhood knowledge and skills.	4%	1%	1%	11%	83%
2. the recipient has improved the quality of her/his teaching techniques and practice.	4%	1%	1%	12%	82%

3. the recipient has increased confidence and enthusiasm in her/his teaching abilities.	5%	1%	1%	11%	83%
4. the recipient has influenced her/his coworkers to use new teaching techniques.	4%	5%	5%	18%	68%
5. the recipient has improved relationships with the children and their families.	5%	0%	7%	13%	75%
6. the recipient has developed emerging leadership skills.	8%	0%	4%	18%	70%
7. the recipient has my full support in applying new techniques in her/his classroom.	4%	1%	0%	6%	89%

**Appendix C**  
 TEACH Early Childhood® NC Scholarship Program  
 2024-2025 Summary Information

TEACH Early Childhood® Scholarship Participation by Program Type August 2024-August 2025	# of Scholarships
<b>Early Childhood Education Associate Degree Level Scholarships</b>	
Comprehensive Associate Degree Scholarship	1,109
Working Scholars Associate Degree Scholarship	248
Associate Degree Scholars	29
Early Care and Education Community Specialist Associate Degree Scholarship	8
Associate Degree for Early Childhood Apprentices	91
<b>Early Childhood Education Bachelor's Degree Level Scholarships</b>	
Comprehensive Bachelor's Degree Scholarship	247
Working Scholars Bachelor's Degree Scholarship	48
Early Care and Education Community Specialist Bachelor's Degree Scholarship	7
<b>BA Plus Scholarship Program (BK Licensure and Post-BA ECE License and Graduate Degree Programs)</b>	
Comprehensive BA Plus Scholarship	120
Working Scholars BA Plus Scholarship	78
Early Care and Education Community Specialist BA Plus Scholarship	14
Birth-Kindergarten Residency License Scholarship	17
<b>Special Scholarship Programs-Graduate Level</b>	
Leadership in Infant Toddler Learning (LITL) Post-Baccalaureate Certificate	4
Early Childhood Leadership Master's Degree Scholarship	131
<b>Credential Based Scholarships</b>	
Child Development Associate (CDA) Assessment and Renewal Scholarship	19
Child Development Associate (CDA) Quorum/Teaching Strategies	93
NC Early Childhood Administration Credential Scholarship	35
<b>Total Scholarships Awarded</b>	<b>2,298</b>
<b>Total Scholarship Recipients*</b>	<b>2,239</b>

**Total scholarship participants                      2,239\***

Number individuals who did not fulfill enrollment requirements with either T.E.A.C.H., the community college or the university but were awarded scholarships and received counseling services.	<b>167</b>
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**Recipients of T.E.A.C.H. credential bonuses (not on scholarship)**

N.C. Early Childhood Credential Bonus	33
N.C. Early Childhood Administration Bonus	11
N.C. School Age Credential Bonus	10
<b>Total</b>	<b>54</b>

**Total beneficiaries of T.E.A.C.H.                      2,460\*\***

\* During the reporting period, 27 recipients advanced from a lower-level to a higher-level scholarship and 14 were participating on an Associate Degree and CDA scholarship simultaneously. There were also 17 recipients participating on the BA Plus Scholarship to support coursework and the B-K Residency License Scholarship to support the assessment. Thus 2,239 individuals actively participated on 2,298 scholarships.

\*\* Includes the number of unduplicated scholarship participants, credential bonus only recipients and educators who were awarded scholarships but did not fulfill active enrollment requirements.

### **Average hourly wage of active recipients by position\*\***

Center-based administrators	\$22.50
Center-based teachers	\$16.71
Family home-based professionals	\$11.59
Early Care and Education Community Specialists	\$25.95
Early Childhood Apprentices	\$16.33

\*\*Average hourly earnings have increased from last year by 6.5% for center-based administrators, over 5% for teachers and just under 3% for community specialists. Family based-professionals experienced a significant 20% increase in average hourly earnings.

### **Employers with TEACH Scholarship Participants**

Licensed Child Care Centers	913
Registered Family Child Care Homes	53
Community Organizations	45
<b>Total Employers</b>	<b>1,011</b>

### **Distribution of employing licensed child care programs by auspice**

For Profit	59.7%
Independent Not-for-profit	8.8%
Head Start	9.4%
Faith-Based	9.4%
Public School	12.7%

### **Distribution of family child care homes by auspice**

For Profit	100%
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**Children served in programs actively sponsoring participants 65,438**

Appendix D  
 TEACH Early Childhood® Scholarship Program  
 Number of Scholarship Recipients, Sponsors and Child Beneficiaries  
 August 2024-August 2025

County	# Recipients	# Sponsors	# Children	County	# Recipients	# Sponsors	# Children
Alamance	65	20	1,468	Johnston	40	13	1101
Alexander	14	7	354	Jones	2	0	0
Alleghany	1	1	17	Lee	3	3	159
Anson	3	2	73	Lenoir	15	4	262
Ashe	2	2	73	Lincoln	14	7	362
Avery	7	2	116	Macon	1	1	18
Beaufort	12	6	575	Madison	4	1	9
Bertie	2	4	129	Martin	0	0	0
Bladen	2	0	0	McDowell	4	3	98
Brunswick	7	2	200	Mecklenbur	295	123	9,793
Buncombe	58	31	1,911	Mitchell	2	1	50
Burke	11	4	299	Montgomery	2	1	52
Cabarrus	98	35	3,705	Moore	11	5	146
Caldwell	22	12	529	Nash	11	8	585
Camden	0	0	0	New Hanove	33	16	1,541
Carteret	4	5	237	Northhampto	0	0	0
Caswell	5	0	0	Onslow	40	11	1,115
Catawba	25	12	1018	Orange	25	17	1,095
Chatham	19	9	418	Pamlico	1	0	0
Cherokee	4	2	100	Pasquotank	3	0	0
Chowan	1	0	0	Pender	16	5	214
Clay	2	0	0	Perquimans	0	1	42
Cleveland	30	10	448	Person	6	0	0
Columbus	3	2	135	Pitt	31	17	1,303
Craven	13	6	441	Polk	1	0	0
Cumberland	97	53	3,018	Randolph	35	9	834
Currituck	6	0	0	Richmond	1	1	44
Dare	9	6	168	Robeson	33	19	1011
Davidson	51	13	933	Rockingham	18	10	463
Davie	5	6	388	Rowan	46	10	853
Duplin	5	2	149	Rutherford	4	2	34
Durham	106	60	3,487	Sampson	15	8	361
Edgecombe	4	1	24	Scotland	7	4	279
Forsyth	70	30	1,884	Stanly	45	11	959
Franklin	15	3	178	Stokes	4	2	137
Gaston	44	18	1233	Surry	6	4	389
Gates	1	1	25	Swain	2	1	79
Graham	0	0	0	Transylvani	4	2	94
Granville	10	1	5	Tyrrell	0	0	0
Greene	0	1	157	Union	69	26	2,518
Guilford	122	58	3,551	Vance	7	3	76
Halifax	10	6	244	Wake	252	99	8,010
Harnett	18	6	262	Warren	4	0	0
Haywood	14	8	330	Washington	1	1	32
Henderson	26	14	368	Watauga	4	2	50
Hertford	2	1	68	Wayne	34	17	812
Hoke	16	13	438	Wilkes	8	3	106
Hyde	0	0	0	Wilson	9	3	245
Iredell	26	13	856	Yadkin	0	1	28
Jackson	3	3	67	Yancey	1	0	0
				<b>TOTAL</b>	<b>2,239</b>	<b>966</b>	<b>65,438</b>

\*Recipients are listed by home county rather than sponsor county. A county may have sponsoring facilities, but no actual residents participating during any given reporting period.