

TEXAS ASSOCIATION FOR
INFANT MENTAL HEALTH

*Advocating and
Educating on Behalf of
Texas Babies*

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Susan Craven

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TAIMH'S mission is to promote the healthy emotional development of infants, toddlers and their families.

December 2, 2010

Dear Members of the Texas Early Learning Council,

Thank you for the opportunity to address the Early Learning Council. I am Susan Craven, Executive Director of Texas Association for Infant Mental Health (TAIMH) which was founded in 1980 by a group of volunteers, mental health providers, early care and education professionals, university personnel, and community advocates. The mission of the Texas Association for Infant Mental Health is to promote the healthy emotional development of infants, toddlers and their families.

We are a statewide organization that advances our mission by:

- Building awareness of the critical importance of the first three years of life.
- Supporting conditions that enhance the quality of infant and toddler/caregiver relationship.
- Advocating for policies and practice that supports the healthy development of infants and toddlers.
- Educating the birth to three workforce in best practice.

There could be no better expenditure of the remaining funds than funding training for the current childcare workforce and thereby contributing to the workers professional development.

As you know the majority of young children in Texas spend most of their days in child care. There are more than 1.5 million Texas children under 6 needing child care while their parents are at work. Parents want child care that they can trust and that they know will contribute to their child's emotional and cognitive development.

Quality child care, lower ratios and well trained staff, counts. Nobel Prize winner and Professor of Economics at The University of Chicago, James Heckman, found that early nurturing, learning experiences and physical health from birth to age five greatly impacts success or failure in society. The most economically efficient time to develop these skills and abilities is in the very early years when developmental education is most effective. He urges states to invest in quality child care in order to level the playing field for disadvantaged children which are 53% of the Texas children under 6 years of age.

Effective training is key to childcare staff being able to create a positive environment. Child care providers' education, training and ability to provide a safe and stimulating environment have a great impact on children's development and well-being (Texas Early Childhood Education Coalition, 2007). Caregivers with more education are more likely to

continue in the child care field which in turn promotes continuity of staff and professional development. Caregivers with more education have children who are more compliant and socially competent. Highly educated early childhood teachers are more likely to develop strong, responsive, interpersonal relationships with their students, which affect each child's motivation to learn, social competence, and later school achievement.

TAIMH has been providing training to child care workers in Houston, Austin, Corpus Christi and Dallas and the evaluations have shown how much this knowledge is desperately needed by staff. Some comments are:

- "I have always heard about the neurons and windows of opportunity but never thought much about the brain stem until now! And I feel like I am beginning to truly understand the core of infant mental health - how it is the connection between the attachment relationship which effects the physical and emotional survival of the infant. The word "survival" resonated with me! Wow!"
- "I thought this was going to be another "fluff conference" but the information, small class size and presenter are great and very professional. This training is very conducive to active learning."
- "I wish every mother or person in child care could attend this type of conference."
- "Great training-Loved learning about brain development and how caregivers like me have a major impact on infant learning."
- "Please create more future workshops that mentor daycare providers. Hopefully I will be able to share all of this information with my local child care associates."

Senator West's SB260 passed last session requiring 24 hours of training, pre-service and annually. What better way for the Council to help child care providers across the state meet these new requirements and drastically improve care.

The effect of training is exponential—each trainee positively affects the lives of multiple children each year through increased knowledge and skills. Specific to child care programs, for every 25 workers trained, approximately 150 infants and toddlers are positively affected each year.

You have a great opportunity to improve the skills and knowledge of those caring for our preschoolers and thereby get them ready for school-regardless of their family's education level, occupation or income.

We urge you to invest in our child care workforce with surplus funds remaining from the TOTS project.

Thank you for your time and consideration.

Susan Craven
Executive Director
Texas Association for Infant Mental Health

Melanie Rubin

The ChildCareGroup/Dallas ChildCare Alliance

5611 Lobello Drive

Dallas, Texas 75229

Rubin05@sbcglobal.net (214)727-6677

Texas Early Learning Council

December 2, 2011

I am Melanie Rubin with The ChildCareGroup and the Dallas ChildCare Alliance and I want to thank you all for the opportunity to speak today. We appreciate the commitment you all have made and all the great efforts you are supporting to best improve the early childhood infrastructure in Texas. What I like to call – the biggest task for our tiniest citizens.

As we all know, we can spend countless worthwhile ways to improve the early childhood education infrastructure. However, based on an environmental scan and the limited statewide resources, we urge the Council to focus on two efforts that could drive long-term systemic change: We ask the Council to dedicate resources to support innovative and effective training and conduct a statewide public education campaign.

Despite the abundance of literature and “recent brain research” (which actually isn’t new any longer), parents across all income levels are largely uninformed about the importance of the earliest years and what child care should ideally look like. Children and families would immediately benefit from an informed awareness campaign and the campaign could drive demand, market and policy,

Additionally, we hope that the Council will further its work by funding innovative and effective professional development for the early childhood workforce. Experts agree that the level of education and training attained by a child care provider is one of the strongest predictors of quality care. Educated and well-trained caregivers are more likely to promote the physical and mental health, safety, and cognitive development of the children in their care. Additionally, caregivers with more education are more likely to continue in child care employment, which furthers attachment and social development in children. Improving training is the most cost effective way to produce positive short- and long-term outcomes. A recent large-scale study found that every additional dollar spent on more highly qualified teachers produced more gains in student achievement than any other single expenditure.

These efforts will use the Council's resources most effectively as we start small but think Big.

Written Public Testimony to the Texas Early Learning Council

Given December 2, 2011

Good Morning. My name is Jackie Taylor, and I am the Program Director for the Texas Association for the Education of Young Children and the T.E.A.C.H. Early Childhood TEXAS Project. Texas AEYC is a professional organization with nearly 2,000 members who represent all areas of the field of early care and education across our state. We are an affiliate of the National Association for the Education of Young Children, which has more than 90,000 members across the nation.

TAEYC supports the State Advisory Council's goal of improving the quality, availability, and coordination of services for children from birth to school entry and is supportive of the progress the council has made in moving our state's early childhood education infrastructure and capacity forward. Texas AEYC is extremely happy to see the support provided to our early childhood workforce with the development of new core competencies, a workforce registry and career lattice.

TAEYC and supporting organizations have taken an important step toward providing access to higher education for our early childhood workforce through our Teacher Education and Compensation Helps, or T.E.A.C.H. Early Childhood @ TEXAS Project. T.E.A.C.H. Early Childhood is a national professional development model that provides more than 20,000 scholarships every year nationwide to early childhood education professionals in all sectors of care, including Head Start, Child Care and Pre-K programs. T.E.A.C.H. Early Childhood addresses the problems of poor education, low compensation, and high turnover in the child care sector by providing early childhood professional development opportunities for teachers, and family child care providers. In essence, TEACH creates a model of partnership for improving the quality of care that children in child care programs receive. In addition to securing the TEACH license, TAEYC has received a matching grant of \$150,000 to cover the administrative costs of TEACH so moneys leveraged through September 2012 can go directly to scholarships.

Since T.E.A.C.H. began supporting early childhood professionals in the Central Texas Area in Spring 2011, we have awarded 24 Associate Degree

scholarships and 19 CDA Assessment fee scholarships. Of those 19 awarded CDA Scholarships, 12 have received their CDA credential and 5 are awaiting their verification visit. Of the initial eight scholars who started the program in the Spring of 2011, all eight finished the semester, collectively earning 41 college credit hours with a combined GPA of 3.59. We have since awarded 17 additional scholarships for this Fall semester and all but one will be completing their semester this month. This fall semester we have 20 scholars who are completing 66 credit hours of college towards their Associates degree. Our first TEACH scholar will graduate in the spring from Central Texas College with her Associates degree in Child Development. T.E.A.C.H. is clearly making a difference. We have 30 applications from all over the state awaiting funding in their areas of the state and we get on average about 7-10 calls and emails weekly requesting help. T.E.A.C.H. is a critical component of the Workforce and Professional Development component of a Quality Rating and Improvement System and 7 other states who have the T.E.A.C.H. license have expanded their T.E.A.C.H. program through Early Learning Council dollars.

Texas AEYC and its members would like to ask the Council to consider investing in the T.E.A.C.H. project so we can offer more scholarships statewide. In addition to offering scholarships to classroom based and home-based providers, with additional funding we can offer scholarships to Directors provided they also sponsor one teacher. Additionally, funding from the Early Learning Council will be matched up to \$100,000 if received this spring.

Texas AEYC would also like to see the Council Invest in a comprehensive Workforce Study of the early education workforce. Workforce studies play an important role in the development of policy and program planning designed to improve the quality of early and school-age care and education. A workforce study would provide data that can help document the successes and needs of the early and school-age care and education sector. It also allows for comparisons across programs, economic sectors, geographic areas, and/or against a national average. Some key data elements examined in these studies include salary and benefits, demographics of the workforce (e.g., age and ethnicity), and credentials (e.g., level of education and training). A comprehensive workforce study could provide the documented needs we need to target training and technical assistance to ensure maximum

benefit and help targeting funding where it is needed. We have provided an example of a workforce study in our materials provided.

We hope the council considers investments in TEACH and in a workforce study, both initiatives aimed at improving our early childhood workforce. We have provided the council additional materials and testimonials for your consideration. Thank you for your commitment to the children of Texas and to the professionals who care for them.



Texas Training and Technical Assistance Collaborative

For

Military Child Care Initiative

The Military Child Care Initiative is a partnership between the National Association of Child Care Resource and Referral Agencies (NACCRRRA) and the U.S. Department of Defense (DoD). The intent and purpose of the initiative is to address the unique challenges facing military families, build stronger civilian-military community ties, and address the growing need of military families to access quality community-based child care. The initiative is a two year pilot program to expand the availability of quality, affordable community based child care for military families in 13 states including Texas.

Child care centers on military installations are known for their high quality of care. Initiated in 1989 through the Military Child Care Act, child development centers on installations were called upon and required to ensure that their child development program met the highest standards recognized (NAEYC, etc.). However, many military families, of all branches and components do not live near an active duty military installation. Even when they do many military child development centers are not able to meet the increasing demand for care. This especially true of our geographically dispersed guard and reserve who are experiencing multiple deployments and have asked that their children be well cared for back home. This assurance allows them to focus on their missions and in a way becomes an issue of national security. Only 37 percent of families live on military installations; the remaining 63 percent live in numerous civilian communities and therefore must access civilian child care within these communities. Currently in the state of Texas, the estimated number of military children under the age of six is 66,000 and the total estimated number of children under the age of twelve is 165,000 and growing.

NACCRRRA has had numerous partnerships with the DoD and the various branches of the military. What we have learned from NACCRRRA's experiences and these partnerships is outlined in a report called "Making Quality Child Care Possible: Lessons Learned from NACCRRRA's Military Partnerships". Some key lessons outlined in the report recognize:

- There is not nearly enough high-quality child care in the United States, even for families who can afford to pay the higher cost, including those military families eligible for the DoD's fee assistance program.
- Parents, especially military parents, are generally confused by the state of child care, the terms used to describe it, and what constitutes quality.
- Parents across the income and socio-economic spectrum are unaware of the meaning of high quality.
- Child care providers are willing to accept higher standards if they receive support to meet the standards and some incentives to do so.
- Most civilian communities lack a logical and clear –cut path for child care providers, who generally enter the child care profession with nothing more than a GED or high school diploma at best, to move to higher levels of quality.
- The caseload of trainers-to-providers matters, especially when on-site competency-based observations are required.

These lessons can be and are being applied as we develop systems of quality child care within civilian communities. *Army Child Care in Your Neighborhood (ACCYN)* is one such program. ACCYN is designed to assist families in enrolling in quality center based and family child care programs off Army installations. The ACCYN program recruits and trains off installation civilian child care providers to meet national accreditation and/or DoD standards. Once providers meet these standards families can enroll in these programs and the provider is eligible to receive subsidies for the children they serve. In Texas, three counties participate in the ACCYN program. They are El Paso, Bexar, and the Bell/Coryell community.

DoD in partnership with NACRRRA has created two additional fee assistance programs to help families in the military, guard, and reserve find and provide fee assistance for the cost of civilian child care. *Military Child Care in Your Neighborhood (MCCYN)* and *Operation Military Child Care (OMCC)* assist families in meeting the higher cost of care in civilian community. For military parents who qualify for fee assistance, subsidies may be paid directly to civilian child care providers to make their costs comparable to installation child care.

- *Military Child Care in Your Neighborhood (MCCYN)* is designed to help active-duty families find and pay for high-quality child care in the civilian community when their needs can't be accommodated in installation programs, or they don't live close to the installation.
- *Operation Military Child Care (OMCC)* provides financial assistance when mobilized or deployed service members have children enrolled in licensed or legally operating child care programs in civilian communities. They may be activated members of the Guard and Reserve or active-duty service members whose children are living with a parent or guardian in a location that's not near a military installation.

Developing State and Local Training and Technical Assistance Teams

In order to increase the availability of quality child care within civilian communities there is a need to strategically build a training and technical assistance collaborative at both the state and local level. It will require training and technical assistance providers and state agencies to work together to create a coordinated and sustainable model for delivering training across the state and within the targeted counties that experience high rates of deployment of military, guard, and reserve. The team will identify opportunities to recruit providers, provide training and technical assistance, and support those programs who wish to serve military families. In addition, the state team provide a means for sustaining a coordinated training and technical assistance infrastructure after the Military Child Care Initiative has ended. Five communities are targeted to coordinate and provide training and technical assistance to local child care providers. A profile of each community will be developed providing background demographic information, identifying local training and technical assistance resources, and a questionnaire utilized as a needs assessment to determine the strengths and needs of child care providers within the community. A strategic plan and calendar will be developed for each community which will identify the steps and strategies for providing a coordinated system of training and technical assistance to community child care providers. A pre and post evaluation of the community will be conducted to measure and determine if there is an increase in the number high quality child care providers within the community and an increase in the number of families in the guard and reserve that are being served.

Goal: To increase the availability of quality child care programs in targeted communities in the state that experience high levels of deployment of military, guard, and reserve. (A Quality child care program is defined here as those programs which meet DoD or National Accreditation Standards).

Actions: Increase the number of center based and family child care that meet DoD standards.

Actions: Recruit and incentivize civilian child care providers to serve children whose families are in the military, guard, and reserve.

Actions: Provide training, technical assistance and support to those programs who wish to serve children of families in the military, guard, and reserve.

Actions: Increase the number of center based and family child care providers who offer services during non- traditional hours and weekend care.

Actions: Conduct a pre and post evaluation to determine critical elements for success of the T/TA community model for replication in other communities.

Texas Training and Technical Assistance Collaborative

Military Child Care Initiative

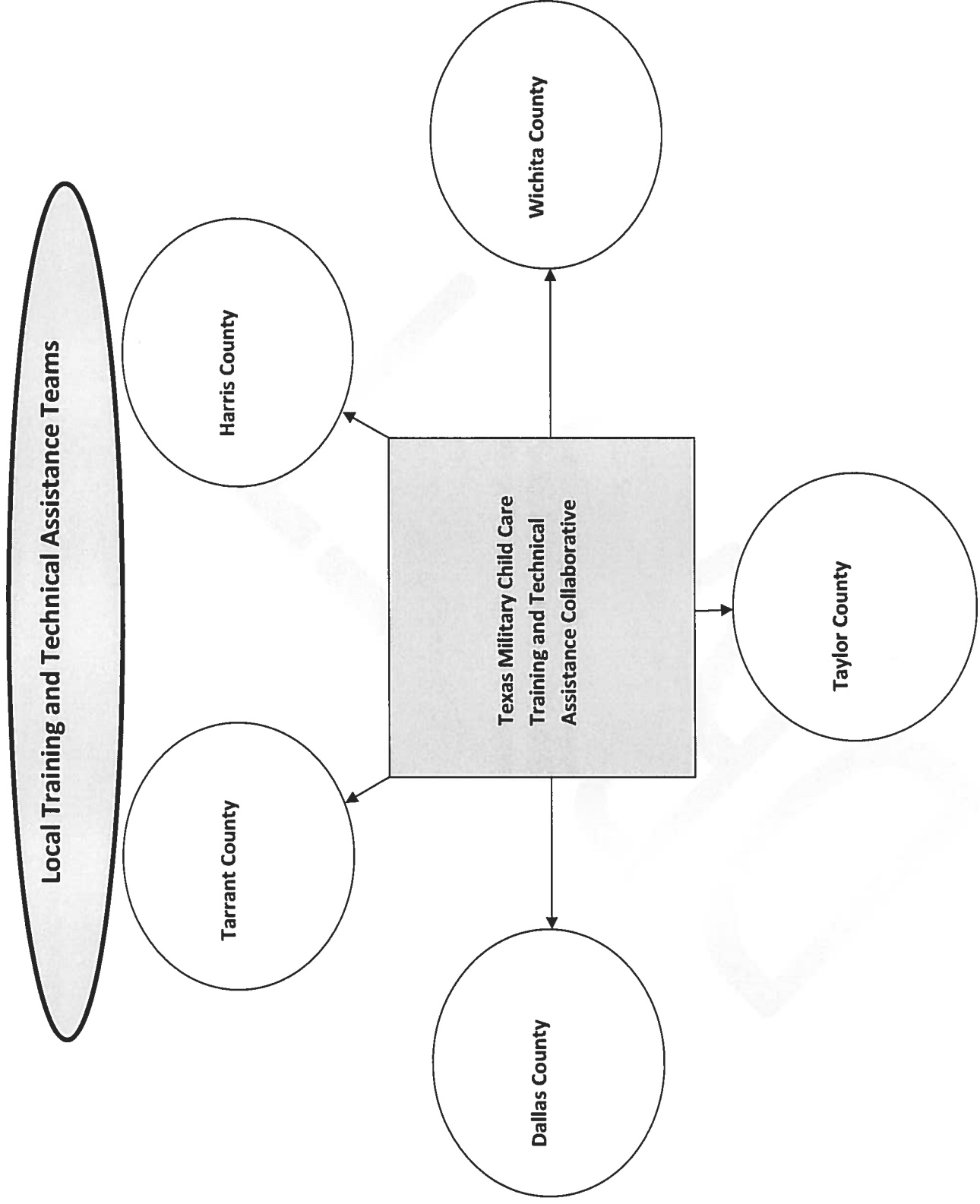
- Military Child Care Liaison - Judy Willgren
- State Family Program Director - Deborah Evans
- MFLAC - Pamela Mingle
- University of Nebraska – Lincoln Extension Educator – Angela Abts
- Texas A&M University AgriLife Extension – Stephen Green
- Texas A&M Operation Military Kids – David Wright

State Agencies

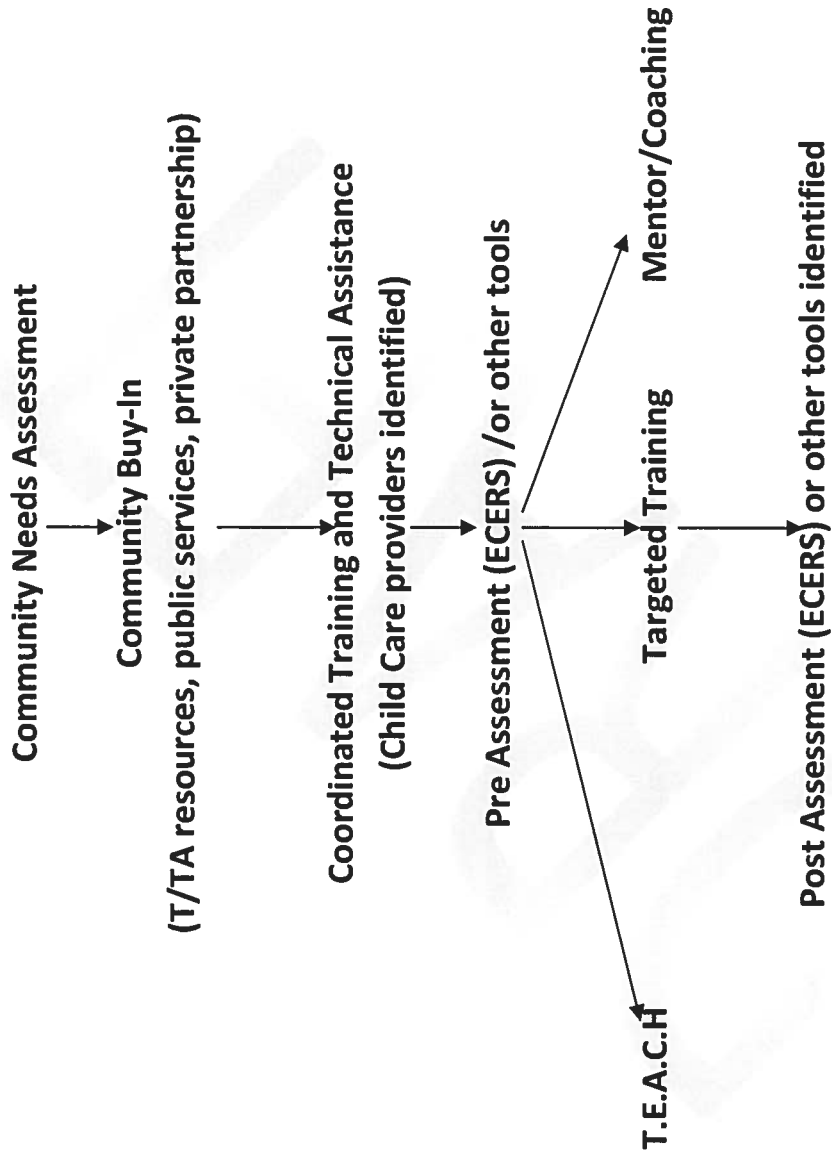
- Child Care Licensing – Michele Adams (TBD)
 - Healthy Child Care Texas – Mary Riggs
 - Texas Education Agency School Readiness Integration - Howard Morrison
 - Texas Head Start Collaboration Project – LaShonda Brown, Katie Chennisi
 - Texas Head Start Training and Technical Assistance – Margie Larson
 - Texas Workforce Commission – Phil Warner , Regan Dobbs, Angelica Santacruz-Brandt
- #### Organizations
- Texas Association for the Education of Young Children: T.E.A.C.H. (TAEYC) – Jackie Taylor
 - Texas Association of Family Child Care - TBD
 - Texas Association for Infant Mental Health (TAIMH) - Susan Craven , Sarah Crockett
 - Texas Child Care Resource and Referral Agencies – Sandy Lamm(et. al)
 - Texas Professional Home Child Care Association – (TBD)

Five targeted counties which experience high deployment

- Taylor county – Abilene
- Wichita county - Wichita Falls
- Tarrant county (zip codes) – Ft. Worth
- Dallas county (zip codes) - Dallas
- Harris county (zip codes) – Houston



Community Process



Stipends
Materials to enhance environment

EXAMPLE

Taylor County

Demographics

The total population for Taylor County is 127,816. The approximate number of children under the age of six is 12,037 and the estimated number of children who are from military families is approximately 1949 (2009). Of those the number of children under the age of five within the guard and reserve is approximately 120.

Key Members of the Local Training and Technical Assistance Coordination Team for Taylor County:

- Military Child Care Initiative – Judy Willgren
- University of Nebraska – Lincoln Extension Educator – Angela Abts
- Extension Program – Martha Alice Spraberry
- School Readiness Integration - Vicki Hayhurst
- Region 14 Head Start - Lenora Peterson
- Texas Association for the Education of Young Children: T.E.A.C.H.(TAEYC) – Jackie Taylor
- Texas Association for Infant Mental Health (TAIMH) - TBD
- Texas Local Workforce Board – Lisa Colyer
- Texas Head Start Training and Technical Assistance – Ruth Doocy
- Cisco College – Charlotte Speegle, Micheline Simmering, Amy Callan
- Child Care Licensing - TBD
- Child Care Resource and Referral Agency - none
- Others

Questionnaire - Needs Assessment

1. Provide a profile of the current demographics of the county.
2. What is the number of children under the age of five within the community?
3. What is the number of Military, Guard and Reserve Children under age 5?
4. How many licensed center based child care providers are within the county?
5. How many licensed family child care providers are within the county?
6. How many registered child care providers are in the county?
7. How many accredited center based child care providers are in the county?
8. How many accredited family child care providers are in the county?
9. How many child care providers participate in the Texas Rising Star program?
10. How many subsidized center based child care providers are in the county?
11. How many subsidized family child care providers are in the county?
12. What do you see is the highest need for training child care providers in the Community?
 - a. Center based?
 - b. Family child care?
 - c. Is there a developmental training calendar?
 - d. What time of the year is the most conducive to conducting training within your community?
 - e. Where do most of the child care providers receive their training?
 - i. Online
 - ii. County extension
 - iii. Local Workforce Board
 - iv. Child Care Licensing Technical Assistance
 - v. Community College - How many enroll in the local community college child development program?
 - vi. What is the education and background of child care providers in the community?
13. What type of child care do you see is needed most by families in the military, guard, and reserve?

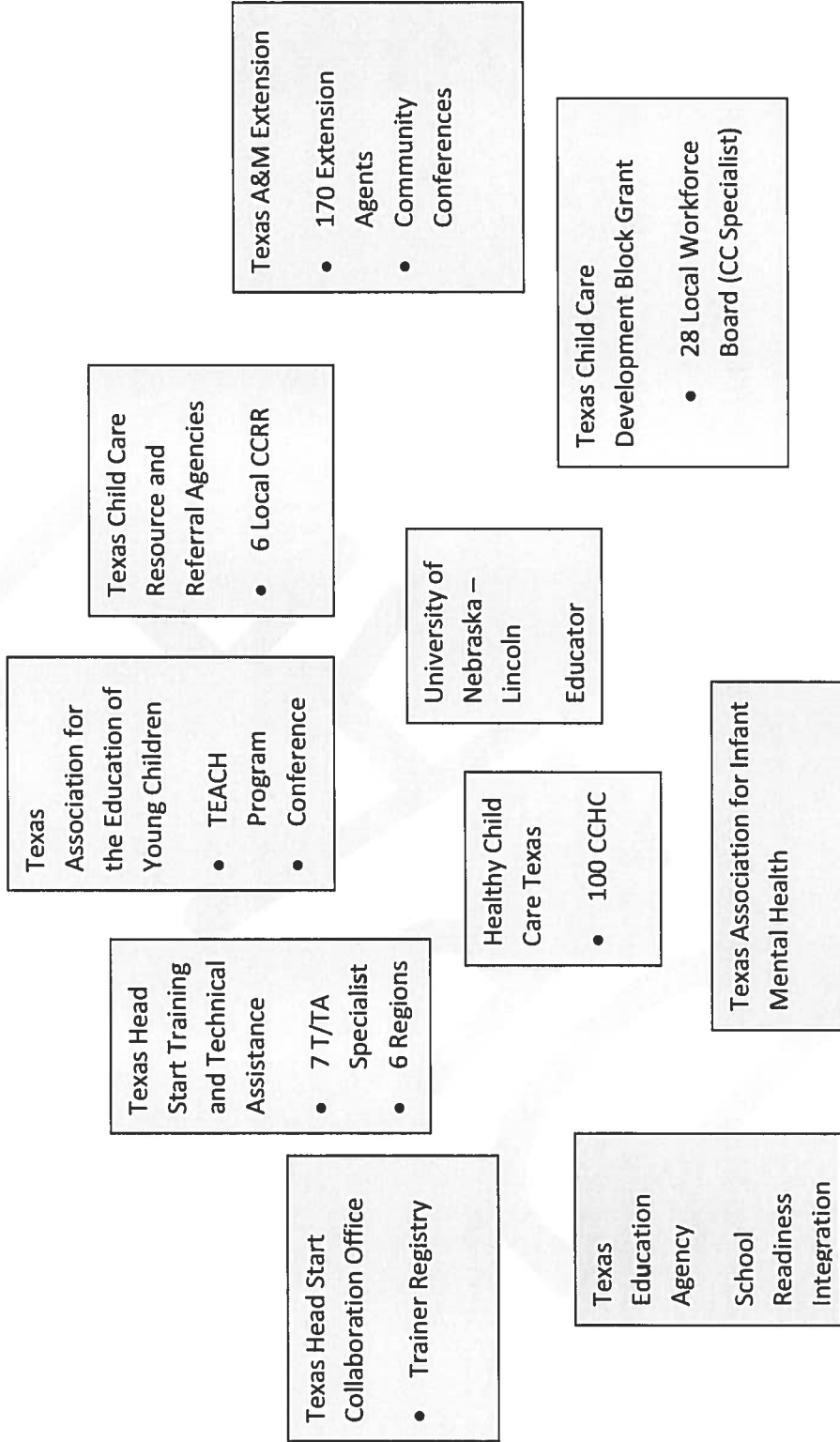
Do you know how many are currently being served?
How many are seeking state assistance?
How many are seeking military fee assistance?
14. What are the top licensing infractions identified by DFPS CCL within the community (ex: supervision, ration, background checks)

Texas Early Childhood Stakeholders

State Agencies		
<p>Department of Family Protective Services (DFPS) Child Care Licensing</p>	<p>Texas Workforce Commission CCDBG</p> <ul style="list-style-type: none"> • 28 Local Workforce Boards (Child Care Specialist) 	<p>Texas Education Agency</p> <p>Pre K Program</p>
Texas Early Childhood Systems Building Initiatives		
<p>Texas Early Learning Council</p> <p>Subcommittees:</p> <ul style="list-style-type: none"> • Outreach and Communication • Data and QRIS Systems • Collaborations and Standards • Workforce and Professional Development 		<p>Texas Early Childhood Comprehensive Systems Initiative: Raising Texas</p> <ul style="list-style-type: none"> • Access to Health Care and Medical Home • Social Emotional Development and Behavioral Health • Early Care and Education • Parent Education and Family Support <p>Subcommittees:</p> <ul style="list-style-type: none"> • Behavioral Health Consultation • Developmental Screening • Community Support

Training and Technical Assistance Providers

(These T/TA resources have statewide reach)



Titcombe, Donald A

From: Carla Ransom [cransom02@hotmail.com]
Sent: Tuesday, November 29, 2011 9:47 PM
To: stateadvisorycouncil@uth.tmc.edu
Cc: jackietaylor@texasaeyc.org; meganburk@texasaeyc.org
Subject: TEACH SCHOLARSHIP

To Whomever This May Concern:

My name is Carla D. Ransom. I reside in Killeen, TX, home of the greatest soldiers in the world, Ft. Hood, TX. I am the owner and director of A Heart for the Children Licensed Family Childcare Home. I am currently working on my AAS in Early Childhood Education because I am a TEACH Scholarship Recipient.

The TEACH Scholarship has afforded me the opportunity to improve upon my teaching skills and thereby help produce better students for both public and private schools. I am nearing the completion of my degree, and I have noticed that my ability to teach and reach my students has skyrocketed. I have learned techniques that allow me to convey my lesson plans to each of my students, no matter what their background is. I have learned how to bridge cultural gaps, language barriers, and learning disorders. None of my students have to be left behind because TEACH did not leave me behind!

I am definitely better equipped today as an educator. My arsenal is loaded with teaching techniques that enable me to produce well-rounded students. Why? Because I have been given the opportunity of a lifetime by the TEACH Scholarship Program. This scholarship has given me a brand new outlook on life and my career. I feel more confident than ever. I enjoy what I do and therefore pass my excitement on to my students. Because I am excited about teaching, my students are excited about learning. This has not always been the case. I just want to express my sincerest gratitude to all who have donated money to this phenomenal organization. I think it would be a disaster to allow this scholarship to fade away into nonexistence.

With a thankful heart,

Carla D. Ransom
Owner/Director A Heart for the Children

Lindley, Jennifer M

From: Titcombe, Donald A
Sent: Monday, December 05, 2011 10:12 AM
To: Lindley, Jennifer M
Subject: FW: TEACH Early Childhood Texas

Include this in the submitted testimony

From: RAY, PAMELA E [<mailto:pray2@alamo.edu>]
Sent: Friday, December 02, 2011 9:52 AM
To: stateadvisorycouncil@uth.tmc.edu
Subject: TEACH Early Childhood Texas

Greetings,

This is a brief statement to ask the Texas Early Learning Council to continue its support of TEACH Early Childhood Texas program. TEACH has afforded many students an opportunity to access higher education. Thus, closing gaps in teacher credentials and professional development, in addition to graduating individuals well prepared to work in a variety of early care and educational settings.

Thank you for your consideration to the above.



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Pamela E. Ray, MA

Administrator Credential, National Head Start Association
Assistant Professor/Program Director
Early Childhood and Family Studies Program
Office: Center for Health Professions (CHP), 100G (*New Office Location*)
Phone: 210-486-2654
Fax: 210-486-9075
Visit us on the web at: www.alamo.edu/spc/acad/childhood/default.aspx

“Learn to do something and do that something well.”- Artemesia Bowden

Lindley, Jennifer M

From: Titcombe, Donald A
Sent: Monday, December 05, 2011 10:13 AM
To: Lindley, Jennifer M
Subject: FW: Support TEACH in Texas
Attachments: TEACH 1 page update.docx

[Include this in the submitted testimony](#)

From: Kris Curtis [<mailto:kcurtis@leslieinvestments.com>]
Sent: Thursday, December 01, 2011 3:39 PM
To: stateadvisorycouncil@uth.tmc.edu
Cc: jackietaylor@texasaeyc.org; 'Aaron Carrara'
Subject: Support TEACH in Texas

Dear Early Learning Council Members,

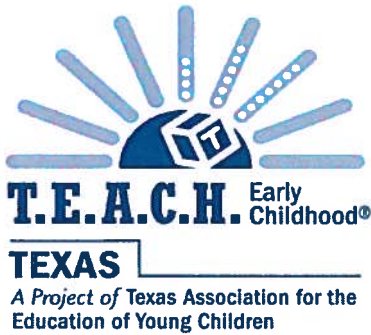
Please consider financially supporting the TEACH Early Childhood Texas Program which is now up and running and being administered out of the Texas AEYC Office. Currently TEACH scholarships are being offered in the central part of the state, and the TEACH program is now in the position with infrastructure and staff to see this program grow state-wide. We have interest from all over the state, and anticipate that with additional funding we will make a huge impact in the professional development of early childhood teachers and practitioners across Texas. When early childhood teachers are provided the education they need, quality follows in their classrooms. We know that investing in the professional development of early childhood teachers will have a lasting impact on the quality of care and education children receive in Texas. Please find attached to this e-mail a one page document that highlights aspects of TEACH and some of the results of the program thus far. We respectfully ask for your support of this research-based proven program.

We can all agree that investing in early childhood education is a smart investment. Investing in the TEACH program will help move the state of Texas forward by providing support for a critical component of a comprehensive learning system. By investing in the professional development of early childhood practitioners, we are making a difference in the lives of teachers and the children they serve. Texas AEYC, with the support of other early childhood professional organizations, and individuals, have launched the TEACH program, and now we ask your support to see this program grow to fruition and have the lasting impact so many other states have seen with this model.

On behalf of the early childhood community in Texas, I ask for your support of this program.

Respectfully,

Kris Leslie-Curtis M.Ed
TEACH Program Advisory Chair
(817) 706-1528
(505) 263-7006



T.E.A.C.H. Early Childhood® has emerged as an effective national strategy to help address the need for a well-qualified, fairly compensated and stable workforce. The

T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Project (T.E.A.C.H.) was created by Child Care Services Association in 1990 in North Carolina. It now is operating in 22 states and the District of Columbia. T.E.A.C.H. provides comprehensive scholarships to enable early childhood teachers to take coursework leading to credentials and degrees at local community colleges and universities within each state. The model requires that early childhood teachers commit to staying in their child care program or the field for six months to a year, depending on the scholarship model.

- > T.E.A.C.H. increases child care quality without more regulation or increases in parent fees.
- > T.E.A.C.H. supports job growth by reducing costs to small businesses nationwide.
- > T.E.A.C.H. is a shared cost model not an entitlement program.
- > T.E.A.C.H. purchases local college classes and materials.
- > T.E.A.C.H. is about helping teachers and family child care providers help themselves.
- > T.E.A.C.H. supports working adults.
- > T.E.A.C.H. supports the steady rise in education levels for the employed.
- > T.E.A.C.H. addresses parent beliefs that early childhood must have formal education to work with their child.
- > T.E.A.C.H. helps teachers continue to work in the field and in their classroom and provides stable settings for young children in care in unstable economic times.
- > T.E.A.C.H. has been supported in a bi-partisan way across the country for over 20 years.
- > T.E.A.C.H. is completely accountable both internally and externally.

Scholarships Offered in Texas

- Associate Degree in Child Development
- Child Development Associate Credential (CDA) Assessment Fee
- More models will be available as funding allows

Colleges & Universities

- Currently assisting recipients at the following two-year colleges: **Central Texas College, Temple College, and McLennan Community College** and coming soon-Blinn College.

Participant outcomes as of November 2011

- 24 Associate Degree in Child Development contracts awarded
- 19 Child Development Associate Credential Scholarships awarded
- 12 CDA recipients have earned their CDA credential; 5 awaiting visits
- **90 total college credit hours** earned in Spring and Summer Semesters
- **3.84 Cumulative participant GPA** for Spring and Summer Semesters
- **22** participants continued with the T.E.A.C.H. program enrolling for Fall 2011.

T.E.A.C.H. Scholarship Application Requirements

- Must work in a licensed child care center or licensed/registered family home.
- Work in the classroom a minimum of 30 hours per week.
- Make less than \$15.00 per hour.

Compensation and Benefits

- \$75 Travel Stipend per semester
- \$300 completion bonus at end of contract year.
- Sponsoring center offers 2% raise or \$300 bonus at completion of contract year for Associate Scholarship
- \$150 bonus for completion of CDA Credential
- 80% of tuition and books
- Center compensation for release time.
- 85% of the CDA Assessment Fee
- Supports recipient through administrative and counseling support.

For more information, visit our website at www.texasaeyc.org and click on the TEACH logo or contact Jackie Taylor, T.E.A.C.H. Program Director at teach@texasaeyc.org, 1-512-215-8142.