



T.E.A.C.H. Monthly News & Updates, March 2017



Form B's due now for Spring 2017

We WILL NOT be able to approve any tuition, travel or book claims without all required paperwork: Student Bill, Form B, and copies of receipts (if applicable). Please let Lynn know if you need a blank form.

you do not purchase books.

Form Bs are required every semester even if

Recipient Spotlight

It is a pleasure and an honor for me to be this month's graduate feature. My name is Mariam Banoub, I'm married and I have two teenage children. I am the administrator and the owner of Happy Kids Academy Learning Center on Old Baltimore Pike. I love to go to work every day so I can meet with the children, staff and parents. It's a pleasure for me to be a part of their lives and to be the leader for my team.

I have been in the Early Childhood profession since 1989. I obtained an Engineering Survey degree 25 years ago, however, I chose to pursue the Early Childhood field. To understand the early childhood field better I decided with my husband's support and encouragement to earn a degree in Early Childhood Education regardless of my very busy personal and business life. I began my education at Delaware Technical Community College and earned my associate degree. Then I went to Wilmington University and I have just graduated with the class of 2017 a month ago.

During my study, I was caring for my two children with my husband and supervising two childcare centers. I earned A's in most of my classes. However, a while later, class and book fees got expensive and I stopped classes. Then, a couple years ago I was reading about the T.E.A.C.H. program and I decided to make a phone call and ask some questions. I am happy to say that I was so blessed to be accepted into the T.E.A.C.H. program as well as one of Happy Kids staff. T.E.A.C.H. didn't support only financial but also in other ways like organizing and maintaining



your academic success at all time. I would like to take the opportunity to thank Lynn. Lynn had been an awesome lady with an open mind while being respectful and willing to support with whatever she can do to help me succeed. I have been blessed by the Lord to have great people assisting me like my husband was always supporting me during my studies, my children who during the last couple of classes were proofreading some papers for me and of course the T.E.A.C.H.staff.

I believe education is the light in a dark road. Obtaining more education gave me a better understanding of children's development, helping them out, communicating with parents, and supervising my staff.

I want to thank T.E.A.C.H.for the chance they gave me, Happy Kids Academy staff and parents for their encouragement.

I would like to encourage all educators who work with children to take the advantage of the T.E.A.C.H.program and start or continue their education. If I could do it, anybody can.



A message from T.E.A.C.H. National:

The beginning of 2017 has brought the continuation and even escalation of political, economic and social struggle in the U.S. For those of us who work on behalf of young children, their families and their teachers, there are a lot of unknowns. These unknowns are reflected in fears of loss of programs and funding that we know make a difference, exacerbations of further divisions in our communities by race, ethnicity, national origin, gender, sexual orientation, religion and income, and worries that young children and their families, particularly those of color and/or with low and moderate incomes will continue to be the big losers in our nation.

Fear can immobilize action. Yet all of us need to be vigilant, engaged and determined to unite on behalf of the needs of young children. We need to keep up with what is happening in Congress and the White House and in our state legislatures and Governors' offices. Our voices and engagement can make a difference. We need to know the research on both the needs and the evidence on the effective programs that are making a positive difference.

Finally, we need to think strategically and creatively as we develop and/or examine new strategies. Twenty-six years ago, when T.E.A.C.H. Early Childhood® scholarships were created we thought about how the model could be embraced by both sides of the aisle. By using a cost-sharing model that engages scholarship recipients and their employers in the structure, it is easy to prove that T.E.A.C.H. is not a handout but a public-private partnership. By using state community colleges and universities, scholarship funding strengthens states' higher education infrastructure for all early childhood students. By holding recipients and employers accountable and focusing on outcomes, we have built an evidence based model. And as a result, T.E.A.C.H. has been seen as a positive early childhood workforce strategy by Republican and Democratic Governors and legislatures.

But that could change. We need to be visible, maintain our credibility and be prepared to offer hope and leadership to our young children, their families and their teachers. We do not have the time to be discouraged. Through vigilance and engagement, we must endure so that these and other early childhood workforce and quality investments continue.

Sue Russell, Executive Director
T.E.A.C.H. Early Childhood® National Center

In your words....

" i consider myself extremely blessed to be a T.E.A.C.H. scholarship recipient. I would never have been able to go to college without T.E.A.C.H.'s support. I know that the courses I take (and eventually the degree I earn) help me be a better child care provider."

~FCC provider, Kent Co

"The scholarship has been a true saving grace! Without it I would not be able to attend college, Not only does that scholarship help me for work but also allows me to be a positive role model for my children." ~ Teacher, Wilmington

TEACH is asking for release forms in order to use your quotes, if you have not sent yours in yet, please do so asap!



Power to the Profession: A Profession-led Dialogue to Advance Early Childhood Educators as a Unified Profession

Katherine Kempe,
National Association for the Education of Young Children (NAEYC)

In the last 40 years, early childhood education for children birth through age eight has come to be recognized as a critical part of the education continuum. The National Association for the Education of Young Children strives to ensure that increased attention is being paid to the critical role early childhood educators play in delivering high quality early education. The science of brain development has shown what many early childhood educators already know, that optimal development for young children happens in the context of caring and consistent adult interactions. In addition, economic research has demonstrated significant returns on investment for society when the public invests in high quality early childhood education. Decades of advocacy efforts, along with this brain development and economic research has elevated early childhood education in the national conversation. Today, the majority of the public supports investing in high quality early learning.

As more public and private money goes to the early childhood space, early educators must elevate the profession to ensure that these - and future - resources are put to the best use: delivering the best outcomes for children. Elevating the profession must include defining it; in order to maintain and build investments, policymakers and the public need to understand what they are paying for and why.

Power to the Profession is a national initiative designed to advance early childhood educators as a unified profession by establishing a shared framework of competencies, qualifications and compensation guidelines. Our goal is to unify the entire early childhood education profession for ages birth to age 8 and across all settings. Power to the Profession's shared framework will lead to a comprehensive policy and financing strategy for the systematic adoption and implementation of the guidelines.

Power to the Profession has a two-year time frame for generating consensus on these guidelines. The initiative is designed to simultaneously work at the national and state levels - both within the early childhood field and with key influencers and stakeholders outside the field. There will be multiple opportunities for collaborative decision-making through online surveys and virtual town halls. Throughout the process, the voices of early childhood educators will be front and center. This is an all-hands on deck initiative and we need your perspective.

Want to get involved and learn more? Become a member of DeAEYC and NAEYC - [click here](#) for more information on membership - remember college students are eligible for a student discount rate!!!

**Delaware Association for the
Education of Young Children**

has a new logo and website!



Delaware Association for the
Education of Young Children

Be sure to check out our [new website!](#)
The T.E.A.C.H. page has a new look as well!
We are working to be sure that all of the items
you are used to being able to find on our page
are still easy to navigate and adding new
pieces! We welcome any feedback!

DeAEYC also has lots of new or updated social media connections, follow and like DeAEYC on Facebook, Twitter, Pinterest, Instagram, YouTube and LinkedIn!



You can also scan the QR code to request to join mailing lists for DeAEYC!



Resource Corner

Need Help? Don't give up - find out what your options are!

At times, you may find yourself in need of extra help with a particular subject. The following schools and T.E.A.C.H. Early Childhood® Delaware have several options available to you. Please review the following information so that you can be proactive and work through any

difficulties as soon as possible.

Delaware Technical and Community College (DTCC)

Go to the DTCC Home Page and click on Student Resources and then Learning Support

<https://www.dtcc.edu/student-resources/learning-support>

You will find several options to choose from which include Tutoring, Writing and Math Centers and Technology Info & Support

Tutoring

<https://www.dtcc.edu/student-resources/learning-support/tutoring>

Each campus has its own tutoring center that offers various types of tutoring from one-on-one, group and on line. There is course specific tutoring, help with better study skills and academic, professional and personal development information.

Writing and Math Centers

<https://www.dtcc.edu/student-resources/learning-support/writing-and-math-centers>

Each campus also has writing and math centers to help students to succeed in school and throughout their later careers. Instructors are available to assist students and provide feedback.

Technology Info & Support

<https://www.dtcc.edu/student-resources/learning-support/technology-info-support>

Technological information and support is available online by visiting MyDTCC (<http://my.dtcc.edu>) which includes the Self-Service Banner, Blackboard, Email, Online Registration and Degree Works.

Each campus also has a Help Desk that offers technology support:

Dover	302 857 1911
Georgetown	302 259 6288
Wilmington	302 657 5162

Wilmington University (WU)

Student Success Center

<http://www.wilmu.edu/ssc/index.aspx>

WU has a Student Success Center that offers support and resources to help students achieve their goals. This includes Math and Writing Resources, Program, Tutoring, and Workshops & Seminars.

Math and Writing Resources (includes some science resources, too)

<http://www.wilmu.edu/ssc/writing.aspx>

Free resources are available to help find answers to math questions, build your confidence through practice exercises, reducing math anxiety and increase math knowledge by taking advantage of multi-media resources. Other resources are available to improve writing skills, appropriate grammar, learning about the APA format, proofing tips, understanding how papers are graded and how to avoid plagiarism. The Khan Academy <http://www.khanacademy.org> offers a video library, practice exercises and assessments for both math and science topics.

Tutoring

<http://www.wilmu.edu/ssc/prof-tutoring.aspx>

Free help with Math and English is available for undergraduate students at drop-in labs on the various campuses. Specific schedules are posted on the website. Online and some by-appointment tutoring is also available.

Workshops & Seminars

<http://www.wilmu.edu/ssc/workandsems.aspx>

Live (streaming through your own computer) or on site (at school) training is available for various topics such as Research & The Writing Process, APA Writing Style, Release Math Anxiety and Presentation Tools, Tips and Techniques. Topics change throughout the school year. Please check the website for current selections.

T.E.A.C.H. Early Childhood® Delaware (T.E.A.C.H.) -

Peer Tutoring

A few scholarship recipients (current and past) are willing to help other scholarship recipients with various subjects especially Math that they have done well in. These individuals have provided the tutoring via phone calls or face to face meetings. T.E.A.C.H. provide a monetary stipend for these peer tutors so there is no charge to the scholarship recipients in need of help. If you think this might be something you could benefit from, please contact the T.E.A.C.H. office at 302 764 1501 to see if someone is available in your area or can help via phone calls.

Sponsor Corner

Please note, if you have not completed the 2016 Sponsor Evaluation, it is due no later than March 31st. Postcard reminders were sent to programs that have not yet completed the evaluation. We will also be contacting these programs by phone starting next week. A very big thank you to the programs that have already completed the evaluation, your feedback is important! Next month we will share overview of the results from the survey.



Do you have a written policy regarding T.E.A.C.H.? If not, you should. Your policy may include release time, pre-approval of classes, grades, failed or withdrawn classes, bonus/raise, required paperwork, termination before contract ends, and commitment period. Our contract is written agreement between all three (in most cases, but sometimes two) parties describing the expectations of all parties. Retention is built into our program because we know that retaining qualified staff is difficult for many reasons including poor working conditions, low and non-existent benefits and other supports, roadblocks and rigid restrictions placed on the teacher's application of increased knowledge can all be factors.

Sponsoring program also need to adhere to the program requirements and contracts regarding release time, bonus/raise, and invoice payments. Programs that do not follow T.E.A.C.H. policies may not be able to be sponsors in the future, just a scholarship recipients may not be granted scholarships if they do not abide by their responsibilities with T.E.A.C.H.

Please check out this resource from the National Center regarding [teacher turnover!](#)

If you have any questions about writing policies, please let Michelle know! We are also working on some additional benefits for our sponsors, we know that you all work very hard to help the scholars in your program for sometimes little in return! There will be a new Facebook group created that will be private and just for Sponsoring centers! Stay tuned for more and if you have any ideas or suggestions on some additional benefits you could add for you, please let Michelle know!

T.E.A.C.H. Early Childhood Delaware | DeAEYC | 302-764-1501 | [mspencer@daeyc.org](mailto:m Spencer@daeyc.org) or
ljezyk@daeyc.org | Visit our website here!

STAY CONNECTED:

