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# Tennessee Early Childhood Training Alliance

**Tennessee State University**

**Center of Excellence for Learning Sciences**

**P.O. Box 9500**

**3500 John A. Merritt Blvd.**

**Nashville, TN 37209**

**ANNUAL REPORT**

**CONTRACT YEAR 2011 - 2012**



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## From the TECTA Program Director

TECTA made 20 this year, and despite funding reductions TECTA had a stimulating 2011-2012 year assisting child care providers with their training and education goals towards attainment of a Child Development Associate (CDA) Credential, Technical Certificate, Associate, Bachelor or Graduate Degree. The FREE 30 clock –hour TECTA Orientation has proven to be the stimulus to motivate providers to go for the gold. Offering CDA advisement and the Tennessee Early Childhood Program Administrator Credential, it is evident that TECTA is contributing to the enhancement of child care quality across the state.

Over the past years I have come to realize TECTA embraces the three R's of early childhood: Respect, Reflect and Relate. We respect children, families, providers, and all constituents knowing that their needs, ideas, and difficulties must be validated. In the context of the community at-large we are in constant reflection of the practices and policies that influence all involved in early childhood, with attention to what is best for children and families. Lastly, in the framework of developmentally appropriate practice we relate and respond to the early childhood professionals' learning needs by meeting their training and education needs to allow them to provide quality education and care for children and families.

TECTA is proud of the numerous childcare and early childhood education initiatives we are part of statewide, and nationally. We look forward to continued collaborations with partner agencies, professional organizations, and higher education institutions to support the needs of the child care providers across this great state. TECTA knows that no matter the economic climate and obstacles that befall quality training and education opportunities increases the readiness of well-prepared professionals in the early childhood field.



Katari Coleman, PhD.  
TECTA Program Director



## Acknowledgements

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### Authors and Contributors

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### Funding Support for the Tennessee Early Childhood Training Alliance



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### Tennessee Board of Regents TECTA Coordinating Sites

Austin Peay State University (APSU)  
Chattanooga State Community College (ChSCC)  
Dyersburg State Community College (DSCC)  
East Tennessee State University (ETSU)  
Middle Tennessee State University (MTSU)  
Roane State Community College (RSCC)  
Southwest Tennessee Community College (STCC)  
Tennessee State University (TSU)  
Tennessee Tech University (TTU)

## TECTA's Fiscal Year 2012 Budget Allocations

Tennessee State University was awarded \$3,967,934.00 to provide support to the nine (9) TECTA offices statewide to provide TECTA Orientation classes, tuition towards a Child Development Associate (CDA) credential, technical certificate, or a degree in Early Childhood Education during the 2012 fiscal year, and support through the CDA credentialing process. The Tennessee Early Childhood Program Administrator Credential (TECPAC) process, which includes tuition, instruction and technical assistance, and the Tennessee Child Care Online Training System (TCCOTS) are managed by TECTA. In addition, TECTA provides assistance to the early childhood education higher education community with an annual Higher Ed Institute and many other supports.

TECTA Management is responsible for developing a course of action that achieves the programs objectives and goals by developing committees and working with targeted groups and individuals. Our team continues to create new relationships and work diligently to maintain and enhance partnerships.

### Estimated Budget Allocations FY 2012

Total Funding  
**3,967,934.00**

Orientation/Training Support  
1,357,200.00

Tuition/CDA Support  
1,785,250.00

TECPAC  
235,720.00

TCCOTS  
198,345.00

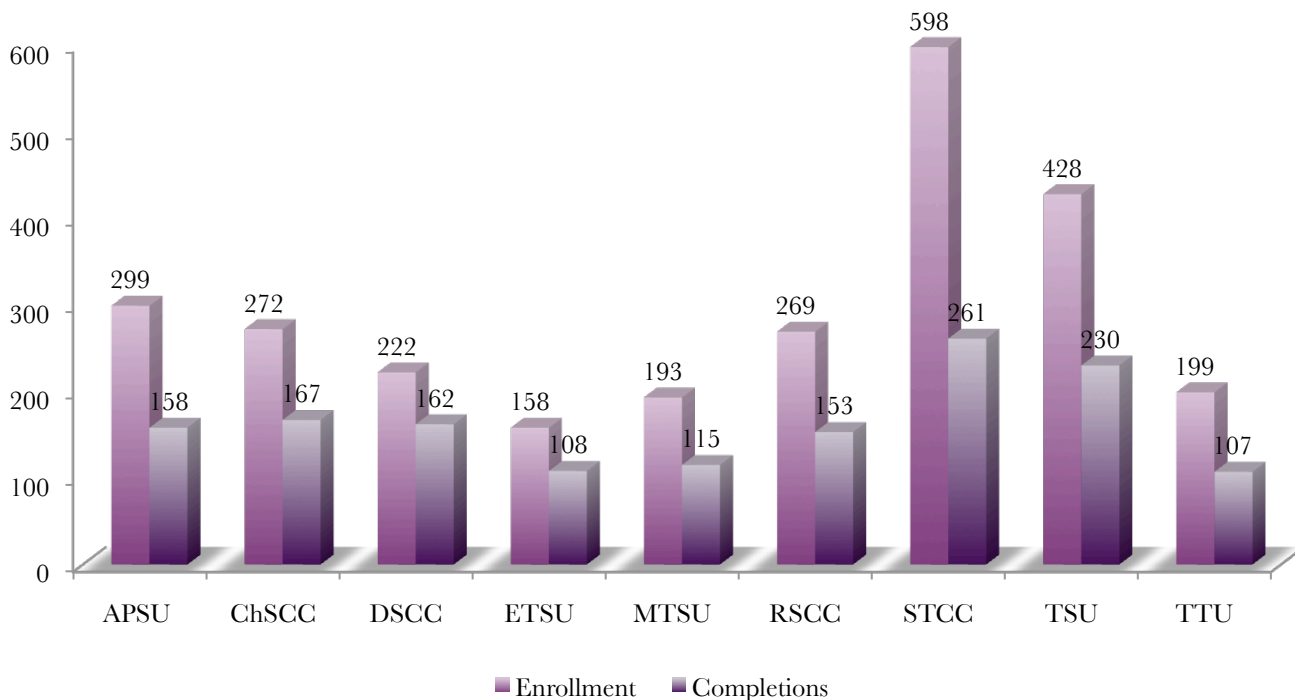
Higher Ed  
15,505.00

System Management  
375,914.00



*An interactive activity during a TECTA Orientation class at Tennessee State University*

## TECTA Orientation Enrollment and Completions by Site Fall 2011 – Spring 2012

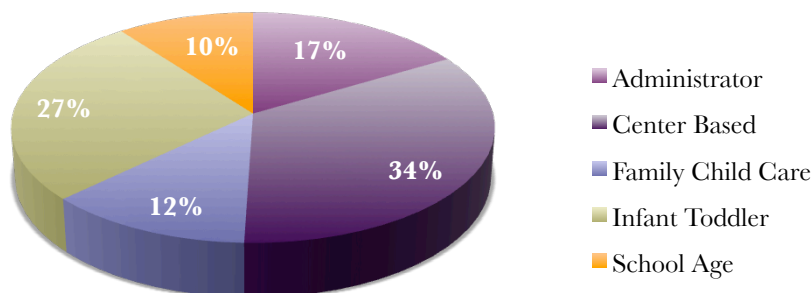


TECTA Orientation is 30 hours of free Early Childhood training centered on the professional core competencies that are based on research and best practices and that are relevant to the child care programs in the state of Tennessee. TECTA Orientation is an academic gateway that prepares participants for continued professional development and tuition support.

TECTA Orientations are offered in five specializations:

- Administrator
- Center Based
- Family Child Care
- Infant Toddler
- School Age

### TECTA Orientations Held by Type Fall 2011 – Spring 2012



TECTA sites collectively held 97 Orientation classes this year. Over the course of two semesters (Fall 2011 and Spring 2012) a total of 2,638 individuals were enrolled in TECTA Orientations statewide. At the end of the Spring 2012 semester 1,461 individuals completed Orientation.

# Child Development Associate (CDA) Credential Preparation and Assistance

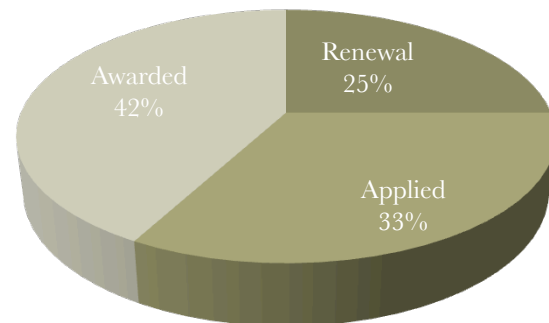
The CDA Assistance Program includes tuition support, technical support, technical assistance, consultation, mentoring, and assessment fee scholarships to students completing the CDA preparation coursework and documentation through TECTA sub-contract institutions.

TECTA program services also include access to early childhood resources for checkout, textbook loans for CDA preparation courses, CDA advisement, and technical assistance visits provided by TECTA staff.

During the 2011-2012 fiscal year, the CDA's awarded across the state exceeded expectations:

<b>Applied</b>	<b>166</b>
<b>Awarded</b>	<b>212</b>
<b>Renewal</b>	<b>126</b>

## CDA Scholarship Awards by Type July 1, 2011 – June 30, 2012



TECTA provided advisement and financial support for 162 individuals to file with the Council for Professional Recognition in Washington, DC and begin the process to obtain their CDA.



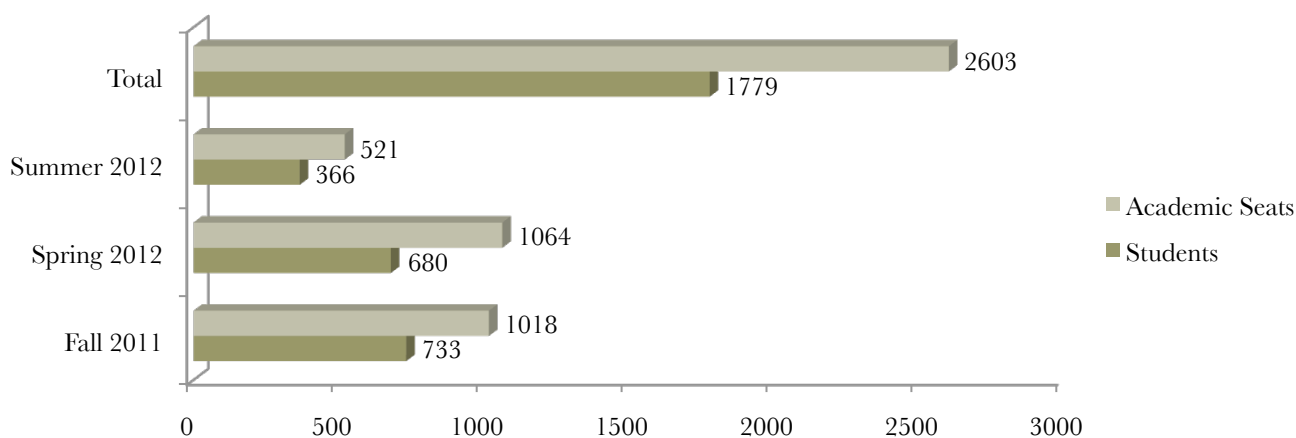
# Financial Support for Early Childhood Education Coursework Across the State

The TECTA program provides tuition assistance and support for students who attend courses accessed through the nine TECTA regional offices located in Tennessee Board of Regents institutions across the state. Courses are available on the various campus sites, on-line via Regents On-line Degree Program (RODP), or in local community sites that are

accessible in each of the state's ninety-five (95) counties.

During the 2011-2012 year, TECTA provided \$884,285 in scholarship dollars to eligible students statewide. A total of 2,603 academic seats were supported which resulted in the support of 1,779 students.

## TECTA Supported Students Statewide by Semester Academic Year 2011-2012



## Total Tuition Expenditures by Site Academic Year 2011-2012

<u>TECTA Site</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Summer 2012</u>	<u>Total Tuition by Site</u>
APSU	40,955	41,090	13,653	95,698
ChSCC	53,076.22	55,006.46	17,297.75	125,380
DSCC	36,756.65	32,746.75	6,918	76,421
ETSU	37,152.95	33,590.55	8,925.96	79,669
MTSU	29,264	31,175.25	18,870.50	79,310
RSCC	25,603.65	21,764	21,407.60	68,775
STCC	44,719.50	35,374	36,783	116,877
TSU	59,840.04	36,605.75	52,333.71	148,780
TTU	47,295.97	34,788.75	11,290.49	93,375
<b>Total Tuition Statewide</b>	<b>374,663.40</b>	<b>322,141.50</b>	<b>187,480</b>	<b>884,285</b>



# Tennessee Early Childhood Program Administrator Credential (TECPAC)

## FY 2012 Abbreviated Evaluation Report

The Tennessee Early Childhood Program Administrator Credential (TECPAC) is the recognition awarded to Early Childhood Administrators who have demonstrated the specific competencies for effective leadership and management through academics, experiences, and portfolio assessment which is administered by the Tennessee Early Childhood Training Alliance, approved by the Tennessee Board of Regents and the National Association for the Education of Young Children, granted by Tennessee State University's Center of Excellence for Learning Sciences, and funded through a contract with the Tennessee Department of Human Services and Tennessee State University, Center of Excellence for Learning Sciences.

TECPAC underwent significant service delivery modifications during the 2012 fiscal year. The program was previously executed in 10-week academy sessions in a traditional face-face format with technical assistance, which was primarily provided by Regional Administrator Credential Specialists (RACS). Funding restraints necessitated that TECPAC be predominantly executed via an online mode, with less technical assistance opportunities to be offered. In addition, this delivery mode required that there be only 30 slots available for eligible participants.

Following the completion of all requirements, academy attendance, submission of a portfolio, and the PAS or BAS assessment, 8 administrators; 4 Family/Group and 4 Center-Based were awarded the Administrator Credential.

### TECPAC Participation by Providers (FY 2012)

During the 2011-12 fiscal year 19 individuals entered the TECPAC Academy:

- By Provider type: Family /Group 32%, Center-Based 68%
- By Ethnicity: White (non-hispanic) 74%, Black 26%
- By Educational Level upon Entry: 10.5% Graduate degrees, 32% Bachelor degrees, 16% Associate degrees, 16% Early Childhood

Education Technical certificates, 15% Some college, 10.5% Child Development Associate (CDA) credentials.

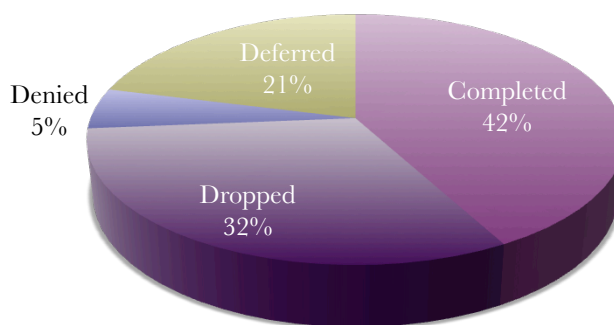
- Early Childhood Coursework: 53% met criteria (12 hours), 10% were 1 credit below, 37% exceeded.
- Business-related Coursework: 47% met criteria (6 hours), 6% required 3 credit hours, 47% exceeded.

### TECPAC Completers (FY 2012)

During the 2011-12 fiscal year 19 individuals entered the TECPAC Academy:

- 8 administrators completed the TECPAC program and were awarded their credential at the provisional level,
- 6 administrators were dropped from the academy, which means that they either did not complete two academy modules or withdrew voluntary,
- 4 administrators were deferred, which indicates that their post assessment and/or portfolio was administered / reviewed at a later date beyond the Academy year,
- 1 individual was denied the credential due to not meeting the necessary program requirements after reenrollment in the program.

### TECPAC Completers (FY 2012)



## TECPAC FY 2012 Abbreviated Evaluation Report, continued

PAS/BAS Pre and Post Assessment  
Score Analysis

PAS Scores by Site				
Site	Pre	Post	Increase	Mean Increase
APSU	2.71	4.7	2.0	<b>2.0</b>
ChSCC	4.6	1.7	2.9	<b>2.9</b>
STCC	3.45	4.61	1.16	<b>1.16</b>

BAS Scores by Site				
Site	Pre	Post	Increase	Mean Increase
STCC	5	2.33	2.67	<b>2.67</b>
TTU	3.88	5.13	1.25	<b>1.25</b>

**Research Question**

The principal question that motivates an annual statewide assessment of the TECPAC program remains: to what extent is the Tennessee Administrator Credential program effective in preparing administrators to be more competent (according to NAEYC standards) in their early childhood settings?

**Research Methodology**

The quantitative sources of data for this assessment were the existing records in our database, including identifying information about TECPAC Students (number, ethnicity, and educational level upon entry into program) and TECPAC Completers, and monetary information about the tuition support for TECPAC Completers. Also important for the evaluation were the overall PAS and BAS pre- and post- assessment, which are housed in the TECTA database. In the past reports TECTA has provided assessment of subscale scores of indicators of the PAS and BAS assessments. This information will not be provided in this report but can be accessed via the TECTA database upon request.

Additional sources of quantitative data were obtained by using the same tools designed in 2010 to collect other data. Two surveys were sent out: a *Completers Survey* to the administrators who received the Credential and a *Non-Completers Survey* for the Deferrals or students who either did not complete the program or who dropped out. Follow-up calls to both completers and non-completers were made to obtain survey data.

**Data Collection**

Collection of data began in August of 2012, after the Portfolio review, when it was determined exactly which Candidates had successfully completed, and at what levels they had been awarded their credentials.

**Findings from Research**

In answering the research question, to what extent is the Administrator Credential program effective in preparing administrators to be more competent (according to NAEYC standards) in their early childhood settings, this year's evaluation had the following finding: through a comparison of pre-and post- PAS and BAS assessment scores the mean increase in overall scores exceeded the 2.0 increase requisite. The average increase for Center-Based Administrators per their PAS assessment scores was 2.3%, the average increase for Family/Group Administrators per their BAS assessment scores was 2.5%, with an average increase of 2.4%. Therefore, *Administrators made significant improvements* in the indicators specified in the PAS and BAS assessments.

**Completer and Noncompleter Survey Results**

Five (5) completer surveys were returned, which equated to a 62.5% response rate, and four (4) non-completer surveys were returned 36% response rate. The administrators were given 18 statements to rate; strongly disagree, disagree, neutral, agree or strongly agree, and an additional 10 open-ended questions to share their opinions in their own words.

**Outcomes and Future Implications**

The completers presented a more positive picture of their experience with TECPAC with only 4 survey statements (4,5,7,11) receiving one disagree rating each. Various concerns were; wanting a traditional face-face course experience, the amount of required writing, coursework and assessment cohesion, instructor communication, separation of family and center-based administrators, and excessive use of Powerpoints. They noted that the experience provided them with new skills (i.e. organization, paperwork) and understanding of their responsibilities as administrators, and regarded the BAS and PAS as beneficial tools for program and self-assessment.

*Continued on page 11...*

## Fourth Annual TECTA Summer Research Institute

The Fourth Annual TECTA Research Institute took place on Saturday, June 16, 2012 at Tennessee State University-Avon Williams Campus. It was highly successful as TECTA was able to provide free training based on current and valid research in early childhood care and education for over 200 early childhood professionals. This year's featured speaker for the institute was Dr. Stephanie Feeney who is renowned as the author of the NAEYC Code of Ethical Conduct, the early childhood textbook *Who Am I in the Lives of Children?*, as well as several children's books.

There were numerous workshops that catered to the training needs of direct care professionals, as well as administrators that supported the institute's theme of *"Ethics in Educating Young Children: Are you the best that you can be for ALL children and families?"* In addition to TECTA's standard array of workshop topics a specific track focused on Literacy



*The Fourth Annual Summer Research Institute included an opening keynote from Dr. Stephanie Feeney.*

was sponsored by the the Black Child Development Institute – Nashville Chapter. The other three tracks were Leadership, Social/Emotional and Preschool.

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### TECPAC FY 2012 Abbreviated Evaluation Report, continued

25-50% of the non-completers seem to express disagreement to 7 statements (1,2,5,12,13,15,16). Concerns were geared toward the instruction of the online course, specifically technology problems and communication. They wrote that they gained skills to assist in organization, work with staff, and creation of forms. Personal abilities such as technological skills gained from the online experience, assertiveness and confidence in decision making, and pleasure from networking with peers were also noted. Within both the completors and non-completers feedback it was recommended that the program use mentors, and that all administrators should take the class.

TECTA along with partners, funders, and other relevant stakeholders will continue to review and revise all necessary pieces of TECPAC to attempt to meet the needs of all administrators throughout the

state. Prior to the end of the fiscal year in planning the following changes were proposed and adopted; class size not to exceed 15 administrators (5 per region), RACS will provide technical assistance (face to face) on assessment scales/portfolios within their regions, and have one consistent instructor for the online part of the program with required interactive activities to facilitate better communication.

#### TECPAC Year-end Totals (FY 2012)

The following numbers represent the total TECPAC enrollment at the end of fiscal year 2012, per the TECTA database:

- 9 Completions
- 5 Deferrals
- 12 Pending Academy
- 55 on Professional Development Plans

## TECTA Higher Education Institute

On March 16, 2012 TECTA hosted its annual Higher Education Institute in Elliot Hall at Tennessee State University in Nashville, TN. This event was attended by community college faculty, four year university faculty and staff, as well as, other community partners within Early Childhood.

There were updates from community college Early Childhood Education programs going through the NAEYC program accreditation process, CSEFEL Team-TN, TN Department of Education, Department of Human Services, and the TN Board of Regents. In addition, this year TECTA honored Nancy Ledbetter, faculty member at Nashville State Community College, with TECTA's first ever "Outstanding Education Award" awardee.



*Above Right: Nancy Ledbetter receives the TECTA Outstanding Education Award.*

*Right: Connie Casha presents during the 2012 Higher Education Institute.*




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## TECTA State Steering Committee

The Center of Excellence for Learning Sciences (COELS) hosted its annual TECTA Steering Committee Meeting on March 20, 2012 from 12:00 to 4:30 p.m. in the Research and Sponsored Program Building at Tennessee State University. COELS Interim Director, Valerie Williams extended a warm welcome to all in attendance and TECTA Program Director, Katari Coleman discussed the innovations of TECTA in commemoration of its 20 years of service. Attendees took part in work groups led by TECTA staff members to assist TECTA in planning for the future.

### Steering Committee Meeting Special Guests

- Dr. Yildiz Binkley, TSU Library
- Connie Casha, DOE
- Daphne Cole, TFCCA, TOPSTAR
- Janet Coscarelli, DOE, Head Start

- Gail Crawford, DHS
- Tiffany Day, DHS
- Debbie Ferguson, TAEYC
- John Garnett, DHS
- Dr. Geraldine Johnson, TSU, ECFS
- Dr. Earline Kendall, TSU, COELS
- Rhonda Laird, TAEYC
- Nancy Ledbetter, NSCC
- Janice Lovell, TSU HSCAPP
- Tiffany Day, DHS
- Dr. Margaret Machara, TSU, ECFS
- Dr. Graham Matthews, TSU, ECFS
- Dr. Linda Sitton, APSU
- Gary Smith, DHS
- Brenda Steele, MNPS

## Collaboration with Partner Agencies and Professional Organizations

TECTA continues to partner with many organizations and provide more educational opportunities to child care providers across the state and/or facilitate greater understanding of the training and educational needs of children and providers.

An example of a wonderful collaboration is the High School TECTA Equivalency approved by DHS. This Equivalency recognizes the accomplishments of High School Students who have completed the Early Childhood Education Careers I & II courses with a grade of a "B" or better which qualifies them for TECTA financial and technical assistance once they have completed high school. This fiscal year TECTA awarded 57 certificates to eligible high school graduating seniors

TECTA's collaborative partners include:

- Tennessee Head Start Association
- Child Care Resource and Referral (CCR&R)
- Project TOPSTAR
- Tennessee Association for the Education of Young Children (TAEYC)
- Tennessee Family Child Care Association (TFCCA)
- Early Childhood Comprehensive System (ECCS)
- Center for Social Emotional Foundations for Early Learning (CSEFEL)
- Department of Education
- Department of Health
- National Black Child Development Institute (NBCDI)



*Left to Right: Dr. Raquel Hatter (DHS), Dr. Katari Coleman (TECTA), and Sen. Thelma Harper at the 2012 BCDI Nashville Luncheon*



*Left to Right: Linda Hartberger (TEIS), Joyce Bridges (CCR&R), Rhonda Laird (TAEYC), Phil Accord (Children's Home/Chambliss Shelter), Connie Casha (DOE), Joyce Turner (DHS), Dr. Katari Coleman (TECTA), Janet Coscarelli (Head Start), and Lin Venable (TECTA) at the 2012 NAEYC PDI State Summit in Indianapolis, Indiana*

# Tennessee Child Care Online Training System (TCCOTS)

TCCOTS became operational in August of 2010 with 10 modules for early childhood professionals across the state, acknowledged as acceptable child care training hours by the Tennessee Department of Human Service. Since its inception, the previous existing online training modules for Tennessee Early Learning Development Standards (TNELDS) have been integrated into the system, along with 3 additional modules (2 added this year). TCCOTS has provided 39,404 certificates of

completion since its launch equating to 111,421 training hours (inclusive of TNELDS completion numbers dating back to July of 2009).

During the 2012 fiscal year there were 15,023 certificates of completion granted, which represents 39,355 training hours. Furthermore, there are an additional 16,171 module trainings that have the status of in- progress during the time of this report.

## TCCOTS Module Completions Fiscal Year 2012

<u>Module</u>	<u>No. of Completions</u>
Administration for Child Care Centers - Intermediate- 2 HR Training	503
Before You Begin: New Caregivers- 3 HR Training	2933
Before You Begin: New School-Age Caregivers - 2 HR Training	1273
Brain Development Advanced- 2 HR Training	620
Brain Development Intermediate- 2 HR Training	1340
Family Child Care Contracts and Policies- 2 HR Training	228
Family Child Care Marketing- 2 HR Training	186
Family Child Care Record Keeping- 2 HR Training	231
Gold Sneaker - 2 HR Training (Started Jan 2012)	472
Inclusion- 2 HR Training	861
Promoting Social and Emotional Development - 3 HR Training (Started May 2012)	127
Tennessee School-Age Developmental Standards- 3 HR Training	941
TN-ELDS - Infant: Birth - 12 Months - 3 HR	1402
TN-ELDS - Pre-School: 31 - 60 Months - 3HR	2232
TN-ELDS - Toddler: 13 - 30 Months - 3HR	1674
<i>Total Completions</i>	<i>15,023</i>

## TECTA Success Stories

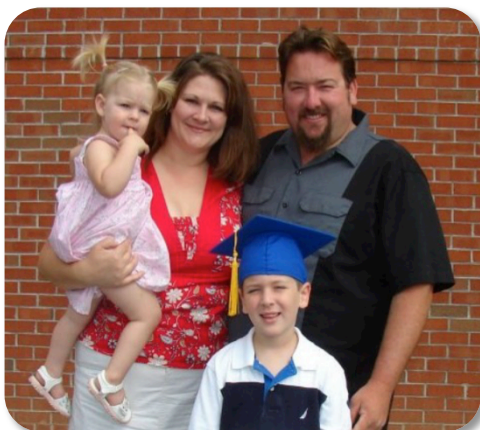


**Linda Wines and Carol Potters** started their educational journey together in 2005, a buddy system that has helped them through tough times. They were motivating each other while aiming toward the goal in achieving an AAS in Early Childhood Education. Both ladies are thankful for the financial support they received over the last 8 years and believe that they could have not achieved their educational goal without this incredible assistance. Linda and Carol continue to work at CMCAA Lafayette Head Start providing high quality care for young children and are truly an inspiration for other child care providers. Both students would like to continue their education.

**Krysteena Klein** is currently employed at New Providence United Methodist Child Development Center. She has received financial assistance through TECTA for the past 3 years. Krysteena stresses the importance of education and stated: "I have gained so much confidence in my profession as well as on a personal level, thank you TECTA".

**Alexis Robinson** has been in the early childhood field for about 10 years and has received TECTA financial assistance since 2007. Her goal is to open up a high quality child care program and is thankful for all the financial assistance and support she has received over the last 6 years.

Claudia Rodriguez, APSU-TECTA



**Sommer Bauer** started her TECTA journey in the fall of 2010 by enrolling in an Infant-Toddler Orientation. She earned her 30-hour completion certificate and started the CDA Prep classes at Northeast State Community College in January 2011. She recently applied for the CDA Credential in June 2012 and is currently completing the Early Childhood Technical Certificate at NSCC. Sommer works at Mother Goose Day School in Johnson City as an Infant Teacher.

Mindy Davis, ETSU-TECTA

### **Deneend Roberson**

is a shining example of a TECTA student! Deneend began working with TECTA on her CDA in 2004 while taking courses for her Associate Degree at Southwest. Deneend graduated with her Associate Degree in Early Childhood Education in 2007 and transferred to the University of Memphis. She graduated with her Baccalaureate Degree in 2011 in Child Development. As she thinks about her next educational step, Deneend is focused on a degree that will allow her to give back the most!



As we talked about her accomplishments, Deneend shared that she owes so much of her success to TECTA. "I wouldn't have been able to have done all this without TECTA. TECTA always gave me the motivation I needed to keep going and achieve my goals! I owe so much to this organization." She stated that she is looking forward to a time she can "pay it forward." What is clear to our staff is that she already is paying it forward. Deneend is a huge advocate for TECTA in the community. She shares information about TECTA and developmentally appropriate practices to coworkers and others in the field. She volunteers for numerous organizations including the Women's Foundation for a Greater Memphis and HER Ministries. Both organizations focus on helping low income or homeless women improve their lives. Through her ministry with these agencies, she has the chance to tell many people about TECTA that would not hear about TECTA services through traditional avenues. The Women's Foundation will recognize her efforts with a volunteer award at their Volunteer Recognition next month.

Over the years, Deneend has dedicated herself to providing the best quality education she can to children. In addition she shares her knowledge with others in the community. She works hard to help teachers and other women make positive changes in her life. I am proud that TECTA helped her earn her college degrees so she can help others!

Elizabeth Wilson, STCC-TECTA