



Tennessee Early Childhood Training Alliance

Tennessee State University

Center of Excellence for Learning Sciences

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Nashville, TN 37209

ANNUAL REPORT

CONTRACT YEAR 2012 - 2013



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From the TECTA Program Director

TECTA had a remarkable 2012-13 fiscal year as program expansions were made, and additional tuition funding was made available. TECTA continues to assist early childhood professionals 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 push to motivate providers to get in the race. Offering CDA advisement and the Tennessee Early Childhood Program Administrator Credential, it is evident that TECTA continues to contribute to the enrichment of child care quality across the state.

Program expansion was accomplished by way of the creation of a Home Visitor Orientation Class and a CDA support curriculum as a professional development opportunity for home visiting staff of the Tennessee Department of Health (TDH). This was initiated via alignment of the CDA Home Visitor Functional Areas and TDH Home Visiting Standards. A solid system of accessible professional development was intact, and available to staff throughout the state in its second iteration by end of the fiscal year. This multi-year grant from TDH has allowed TECTA to forge into the realm of social services and online technology, keeping early childhood education at the core.

The Improving Head Start Act of 2007 called for the establishment of state early childhood advisory councils (ECAC), and Tennessee was one of 45 states and five territories who's ECACs applied for and received funding. TECTA received \$300,000.00 in additional tuition and textbook funding from ECAC that was made available to students from Fall of 2012 to Summer of 2013.

TECTA is proud of the various childcare and early childhood education initiatives we are part of statewide, regionally, and nationally. We thrive off of collaborations with partner agencies, professional organizations, and higher education institutions to support the needs of the early childhood professionals across this great state. And, TECTA will continue to meet the needs of these professionals by maintaining quality standards, implementing the use of appropriate technology, utilizing effective adult learning strategies, and focusing on the needs of young children and their families.



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TECTA Program Director

Acknowledgements

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This project is funded through a contract with the Tennessee Department of Health and Tennessee State University, Center of Excellence for Learning Sciences.

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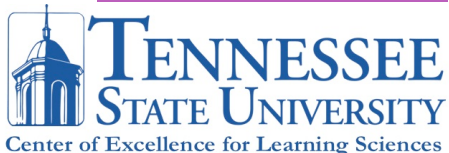


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Tennessee Board of Regents TECTA Coordinating Sites

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 2013 Budget Allocations

Tennessee State University was awarded \$2,930,734.00 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 2013 fiscal year, and support through the CDA credentialing process. There was an additional \$300,000.00 awarded for tuition support in ECAC funding. 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.

In addition, Tennessee State University was awarded a three (3) year contract from the Tennessee Department of Health (TDH) to create professional development opportunities via the established TECTA Orientation and CDA services. These services were modified to meet the needs of TDH home visiting staff.

Tennessee Department of Human Services Estimated Budget Allocations FY 2013

Total Funding (includes ECAC)
\$3,230,734

Orientation/Training Support
\$1,070,359

Tuition/CDA Support
\$1,440,200

TECPAC
\$205,720

TCCOTS
\$230,000

Higher Ed
\$11,000

System Management
\$273,455

Tennessee Department of Health Estimated Budget Allocations FY 2013

Total Funding
\$150,000

Orientation/Training Support
\$75,000

Tuition/CDA Support
\$40,000

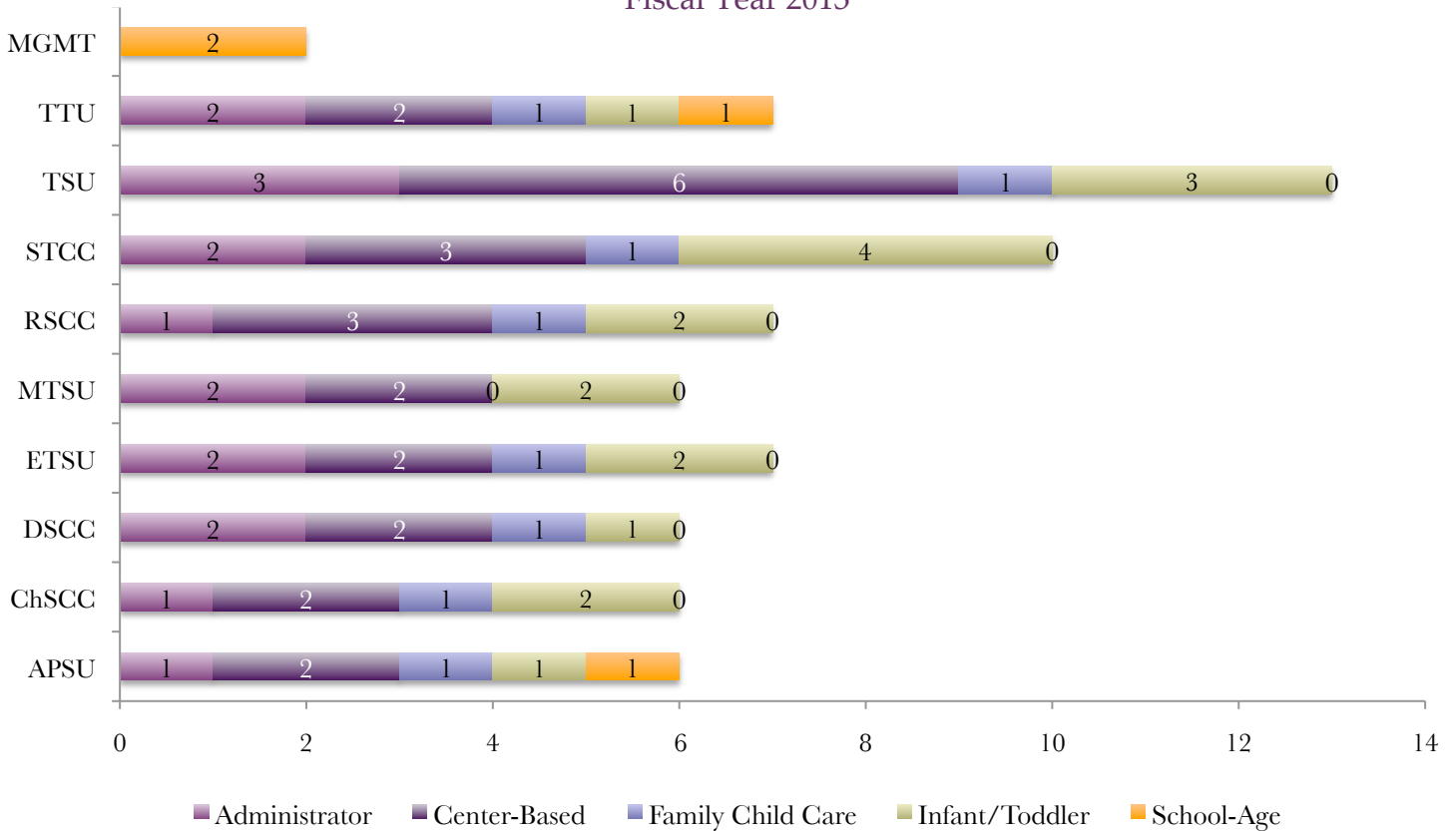
System Management
\$35,000

Total Funding for Three Years
\$450,000

TECTA Orientation Enrollment and Completions

TECTA Orientations Held by Type

Fiscal Year 2013



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 collectively held 70 orientations during the 2012-13 fiscal year.

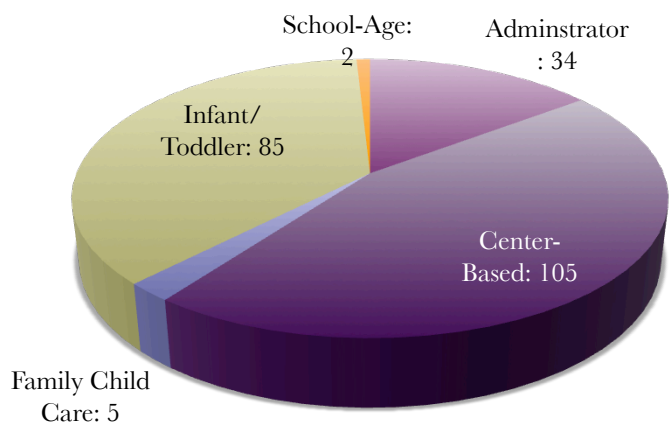
TECTA Orientation Enrollment

1,431 individuals enrolled (this number subtracts all withdrawals and no shows) in TECTA Orientations across Tennessee. 1,264 individuals completed an orientation, and 235 individuals made up one or two modules to complete an orientation they started in FY2012.

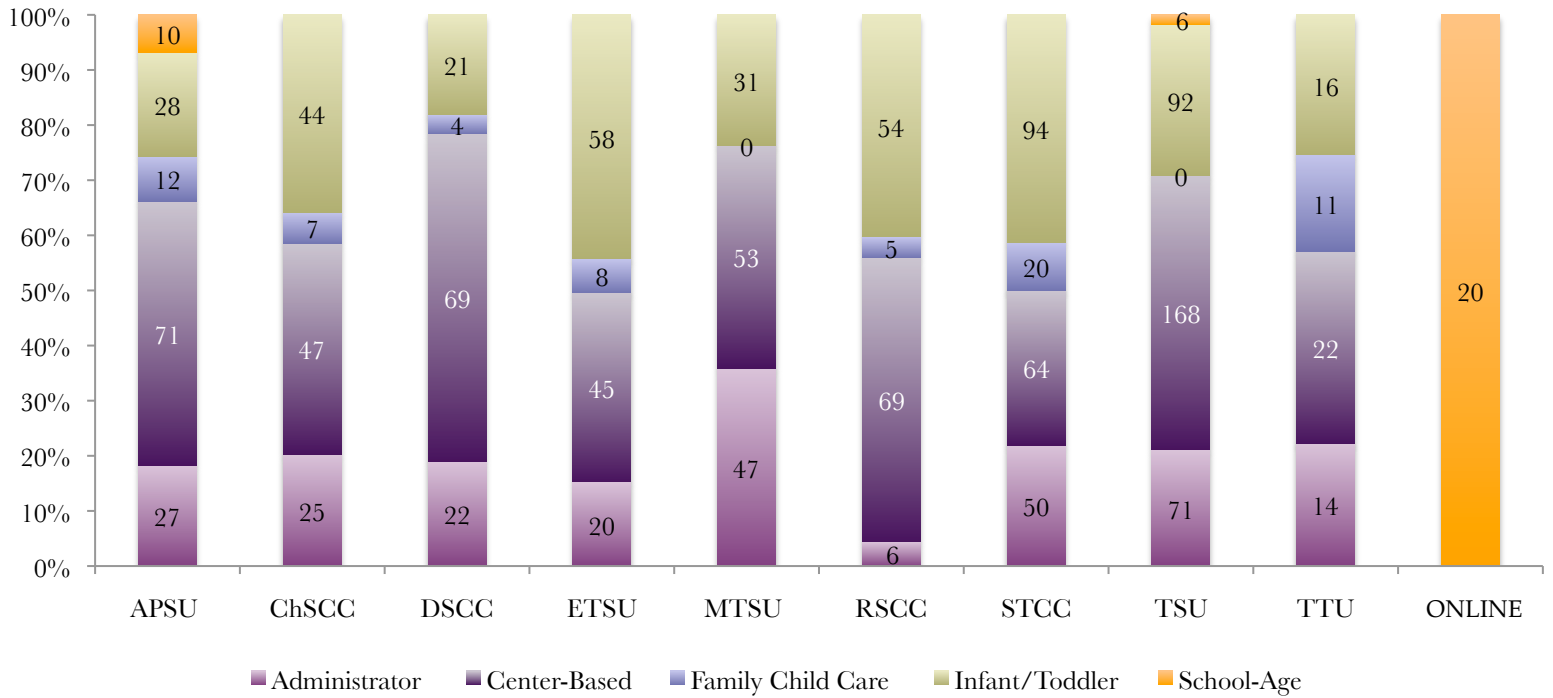
This makes the total completion number for FY2013 1,499 which is greater than the actual enrollment for FY2013.

TECTA Orientation Make-Ups by Type

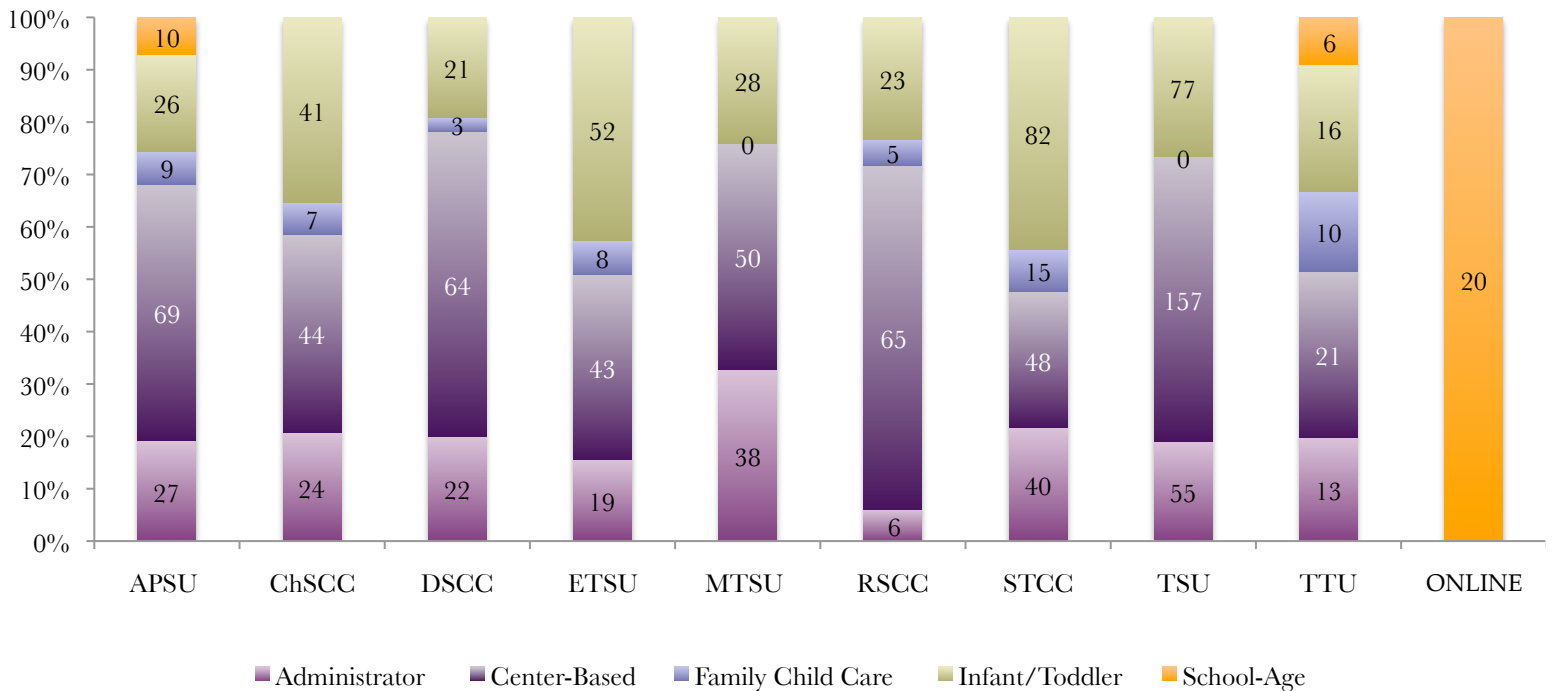
Fiscal Year 2013



TECTA Orientation Enrollments by Site Fiscal Year 2013



TECTA Orientation Completions by Site Fiscal Year 2013



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.

This fiscal year TECTA focused on assistance with Renewals due to the Council for Professional Recognition's CDA Amnesty Program, which allowed individuals with expired CDA credentials (no more than 10 years) to renew. The normal renewal period is

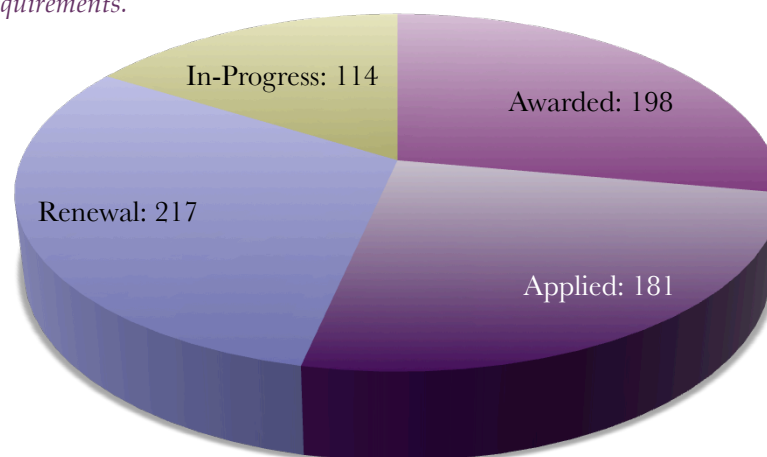
three for the first renewal and five each renewal time afterwards. However, since the new CDA process will take effect on July 1, 2013, the Council offered this one time amnesty so individuals could renew under the longstanding process.



CDA Credential Status

Fiscal Year 2013

In-Progress refers to individuals who are at the CDA mentor phase, and have completed all academic requirements.



Financial Support for Early Childhood Education Coursework Across the State

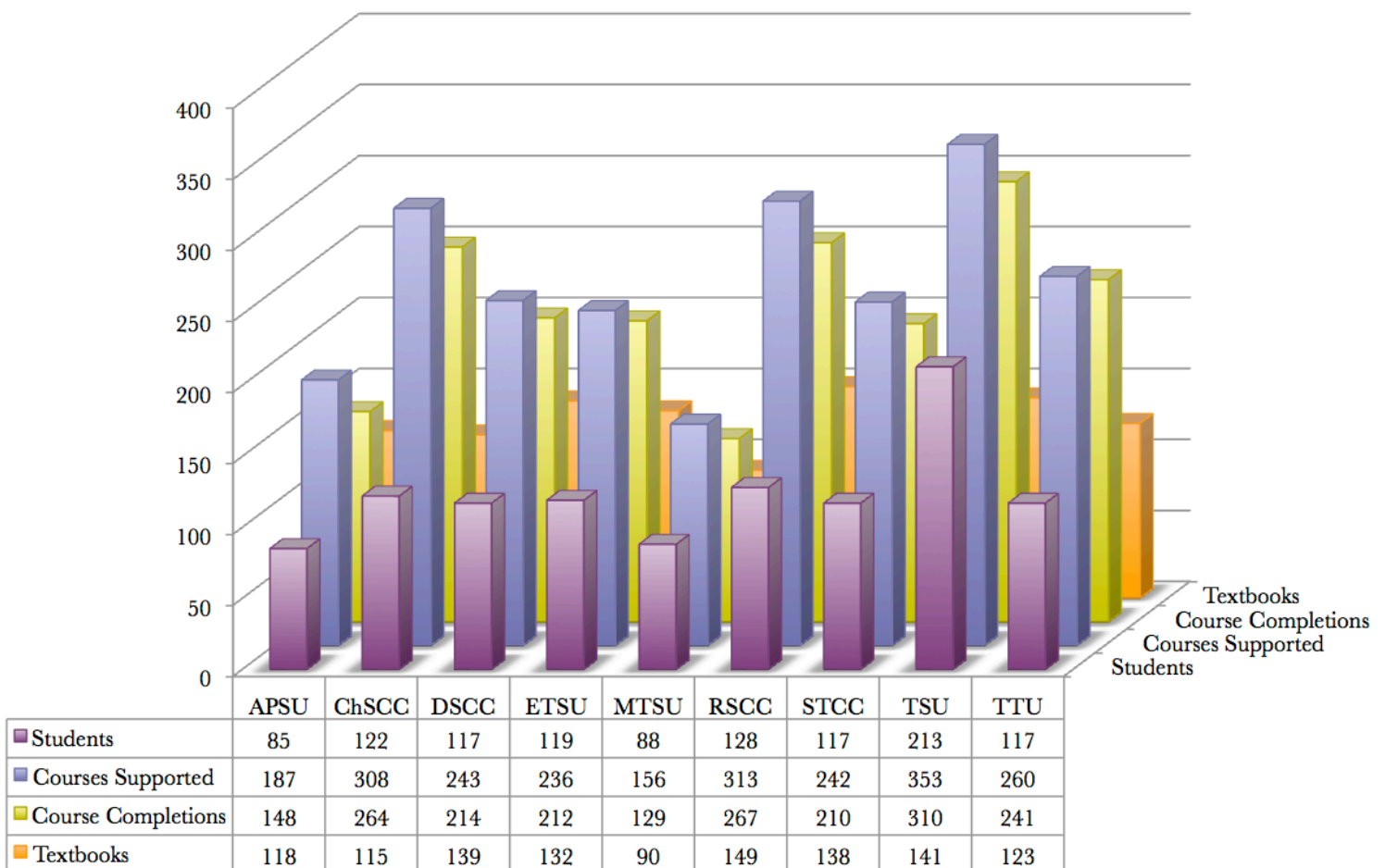
The TECTA program provides tuition assistance and support for students who attend courses accessed through the nine TECTA regional offices located in Tennessee Board of Regents institutions across the state. Courses are available on the various campus sites, on-line via Regents On-line Degree Program (RODP), or in local community sites that are accessible in each of the state’s ninety-five (95) counties.

During the 2012-2013 year, TECTA provided

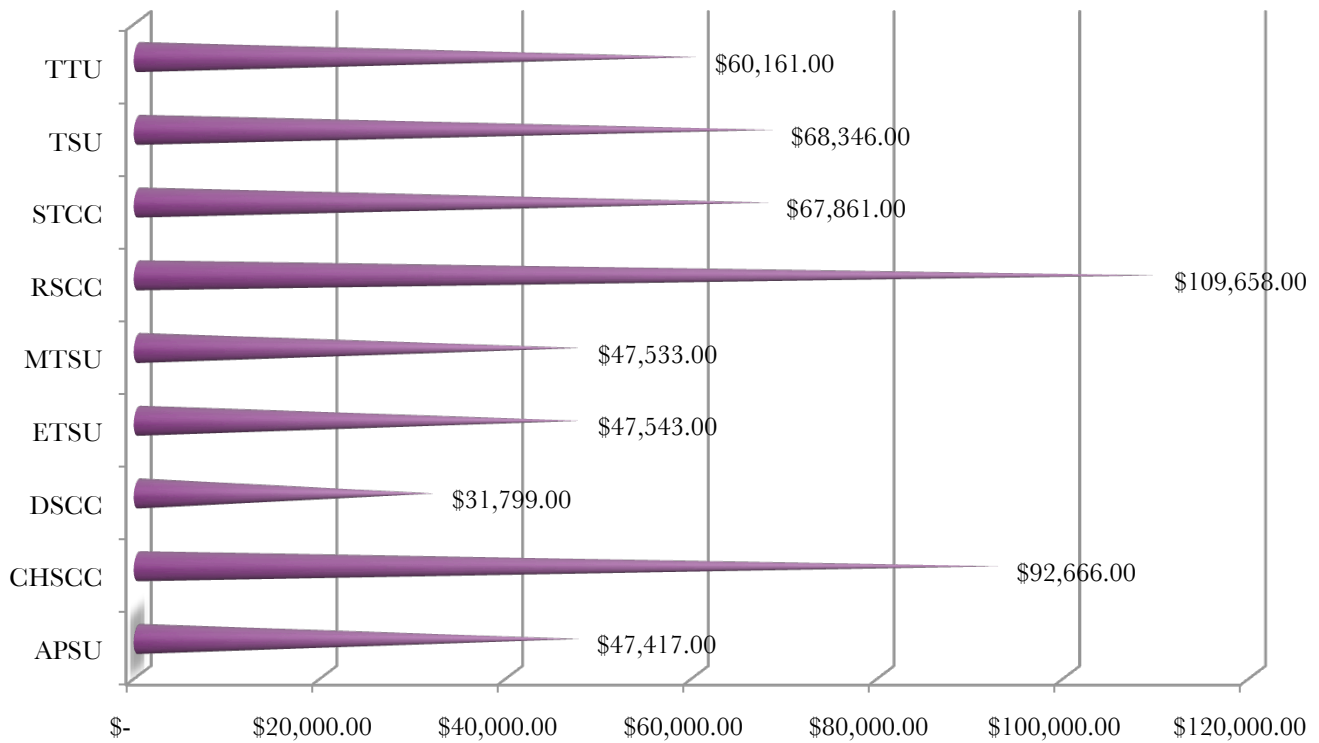
\$872,981 in scholarship dollars to 1,106 eligible students statewide. A total of 2,298 academic seats were supported which resulted in 1,995 course completions - an 86% completion rate. The total amount of funding for scholarships includes \$297,120 in ECAC funding. ECAC funding details can be found on pages 21-22.

In addition, TECTA provided 1,013 textbooks to eligible students for CDA prep courses and other ECED courses if the textbooks were available within a site’s lending library.

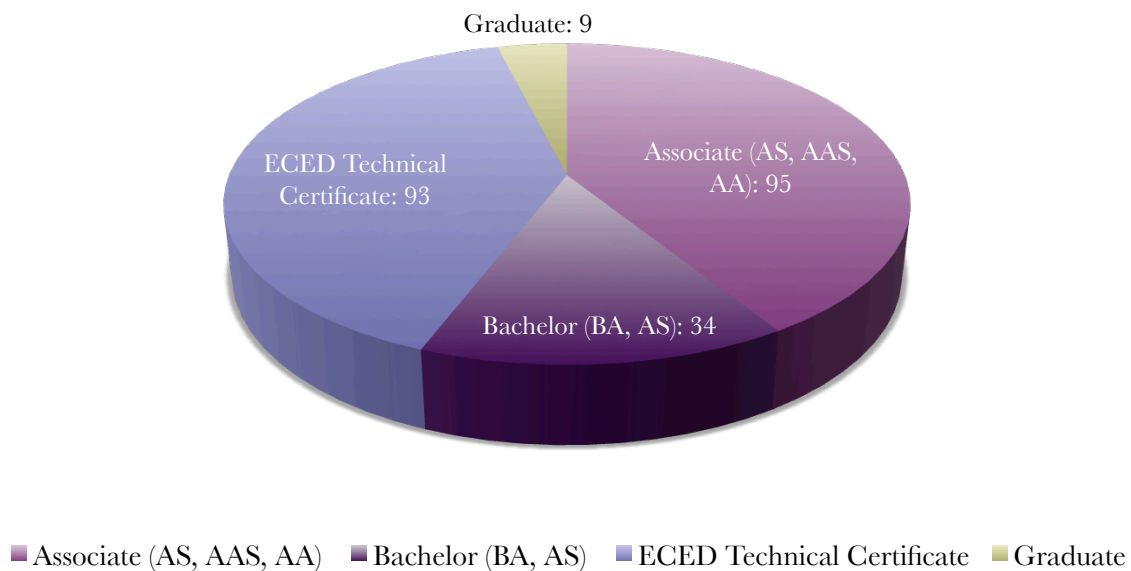
TECTA Academic Support by Site
Fiscal Year 2013



TECTA Scholarship Funding by Site Fiscal Year 2013



Total Statewide Degree Completions Fiscal Year 2013



Tennessee Early Childhood Program Administrator Credential (TECPAC)

Fiscal Year 2013 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 for 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 2013 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 one instructor statewide. In our effort to afford students the opportunity to continue working as a cohort we implemented a monthly Wimba sessions (Wimba is an interactive webcam tool) where students were able to work in groups via virtual breakout rooms.

Upon completion of the TECPAC academy students submitted their portfolio. The portfolio process is comprised of 5 written NAEYC core standards relative to the Administrator's current practice as Administrator of their Child Care Center or their Family Child Care homes. The PAS or BAS assessment is also a required part of successful completion of the Portfolio process.

TECPAC Participation Evaluation of Instruction

100% of TECPAC administrator credential participants completed an end of year Evaluation Survey ratings on 25 items, the following ratings representing: strongly disagree, disagree, neutral, agree, and strongly agree. 77% of participants strongly agreed on the item "objectives for pursuing

the Administrator Credential are meaningful and relevant for the Early Childhood Administrator" where the remaining 22% agreed. The overall outcome represented that 100% of the participants experienced improvements in the quality of their administrative practices in areas such as: advocacy, record keeping, management, networking, and increase in family and community involvement.

TECPAC Participation by Providers (FY 2013)

In our 2012-2013 Academy year we enrolled 15 students in the Academy:

- By Provider type: Family/Group 22%, Center Based 78%,
- By Ethnicity: White (non-Hispanic) 78%, Black 11%, Native American 1%
- By Educational Level upon entry: Graduate degrees 22%, Bachelor degrees 22%, Associates degrees 33%, Some College 33%.
- Upon Entry in the Academy 88% of students were TECPAC supported.

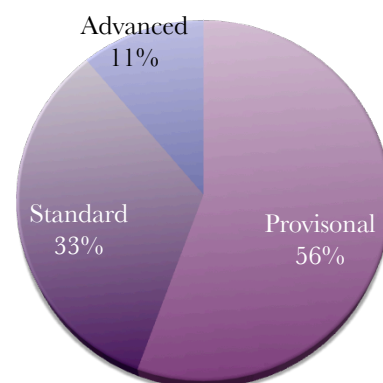
TECPAC Completers (FY 2013)

During the 2012-2013 fiscal years 15 individuals entered the TECPAC Academy:

- 9 administrators completed the TECPAC Academy and were awarded their credential
 - 5 administrators at the provisional level
 - 1 administrator at the standard level
 - 3 administrator at the advanced level
- 6 administrators were dropped from the academy due to unsuccessful completion of two or more modules.

TECPAC Completers by Level

Fiscal Year 2013



Tennessee Child Care Online Training System (TCCOTS)

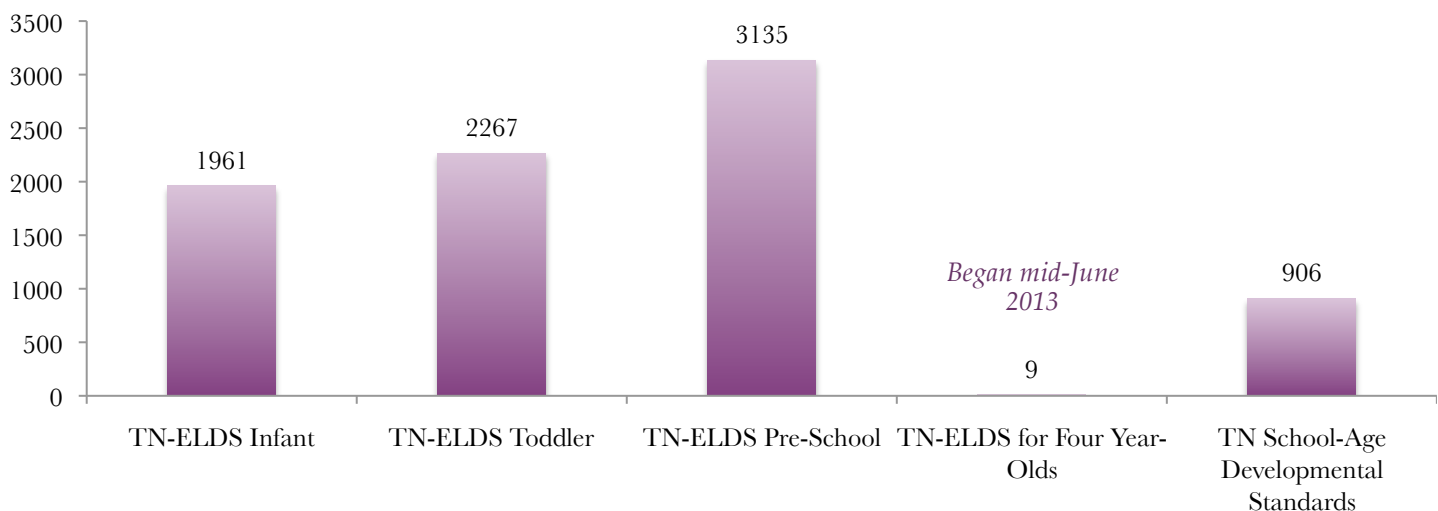
Since the inception of the www.tnelds-training.com original interactive online training website in 2008 and the launch in 2009 of the first three online training modules, TSU-COE and TECTA have received funding support from the Tennessee Department of Human Services (DHS) to develop and maintain online training. With the redesign in 2012 to include www.tccots.com and twelve additional online training modules, Tennessee Online Child Care Online Training System (TCCOTS) is accessed via both online locations. TCCOTS has evolved with the capability to support methods of instruction cross-platformed and supported by most common web browsers to provide online work related training options for those working in DHS child care licensed facilities in the state and includes a Helpdesk feature to facilitate elearner success.

The intent for the delivery of information and content of training is to ensure a consistent foundation of early childhood and child development understanding to meet the needs of the various education levels of adult learners involved with providing early childhood care

and education. The Tennessee Child Care Online Training System utilizes a unique training content management system which includes 12 page design templates that hold the training content. The 12 page design templates include, Plain text, Video, Large fixed image, Single floating image, Floating images, Linked graphic, Bulleted text, 6 Puzzle types including; Drag Drop target, Flash Puzzle, Slide Puzzle Game, Word Match and Word Ranking, Quizzes and Review Questions, Evaluation Form and Certificate. All of the templates have several fields and functionality in common. Each template holds content to be displayed on a single page online. These templates may be arranged in any order and may allow for navigation through a link to a printable resource or to another page associated within the module or as well as navigation through the module using a Previous or Next button. Play, Pause, and Stop buttons display on a page when there is audio or video associated within the page.

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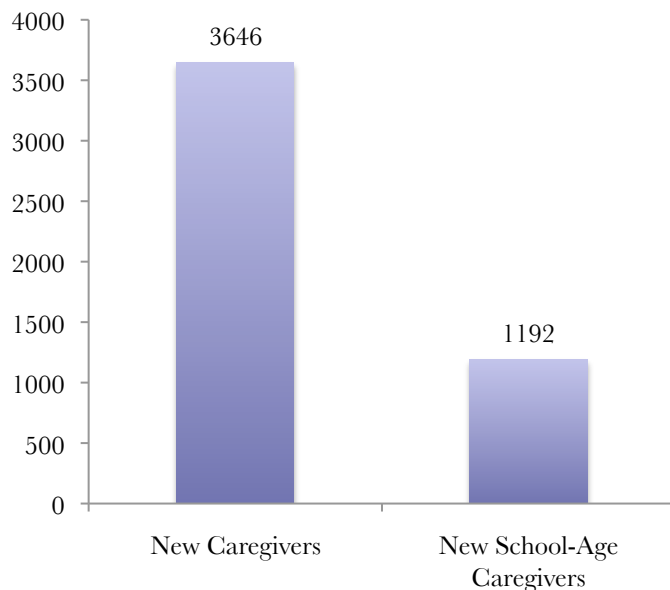
TCCOTS Statewide Training Completions Fiscal Year 2013



Each module is designed to support the standards and core competencies as identified by Tennessee Child Care Licensure and Star Quality Child Care Quality Rating and Improvement System as well as the Child Development Associate (CDA) Credential Subject Areas. The training is aligned and inclusive of multiple settings. The three Tennessee Early Learning Developmental Standards (TN-ELDS) modules were expanded during the 2013 fiscal to include a fourth training module, The Revised Tennessee Early Learning Developmental Standards for Four Year-Olds. These four modules along with the Tennessee School-Age Developmental Standards module are designed to meet the training requirements for the Developmental Learning component in the Star-Quality Child Care Program Report Card. The TN-ELDS training was accessed via the TCCOTS log on by 1468 elearners. The chart below indicates the developmental standards training and testing completions for the new module, Revised Tennessee Early Learning Developmental Standards for Four Year-Olds officially launched June 30, 2013.

The other required training modules within the TCCOTS system include the Before You Begin:

**TCCOTS Before You Begin
Training Completions
Fiscal Year 2013**



New Caregivers and Before You Begin: New School-Age Caregivers. These modules are designed to meet the training requirements of new staff who must complete training prior to begin working with children in DHS licensed facilities. The chart below left indicates the number of training completions.

During the 2013 fiscal year there were 15,208 certificates of completion granted, which represents 40,028 training hours. Furthermore, there are an additional 4,374 module trainings that have the status of in-progress during the time of this report.

The TCCOTS Helpdesk

The TCCOTS Helpdesk provides a significant service to those who experience difficulties with online training. The Helpdesk is available via phone or email. During the 2013 fiscal year there were 1,839 responses to help requests. Technical assistance can range from reminding elearners of usernames and resetting passwords to scheduling a computer-generated online session to manually adjust the elearner's computer setting to download the recommended browser and adobe programs for online training capability.

In an effort to improve online technical support, during the 2013 fiscal year TECTA sites provided elearners access to online training through office computer stations at the elearner's request or technical assistance recommendation. TECTA Management provided Helpdesk reports of common issues and corrections to sites to be shared in area partner meetings. The Helpdesk also responds to calls or emails from statewide partners including DHS Program Evaluators. Helpdesk staff attended two statewide conferences, TFCCA and Early Childhood Summit to offer personal online registration and technical assistance.

Continued on page 14...

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 61 certificates to eligible high school graduating seniors.

TECTA's collaborations include:

- Tennessee Head Start Association
- Tennessee Child Care Resource and Referral (CCR&R)
- Project TOPSTAR
- Tennessee Voices for Children
- 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)
- Tennessee Department of Education
- Tennessee Department of Health
- National Black Child Development Institute (NBCDI)
- Tennessee Early Childhood Advisory Council (ECAC)

TCCOTS Module Completions, continued Fiscal Year 2013

Module	No. of Completions
Administration for Child Care Centers Intermediate	377
Brain Development Advanced	570
Brain Development Intermediate	1091
Family Child Care Contracts and Policies	293
Family Child Care Marketing	194
Family Child Care Record Keeping	199
Gold Sneaker	876
Inclusion	804
Promoting Social and Emotional Development	1334
<i>Total Completions</i>	<i>5738</i>

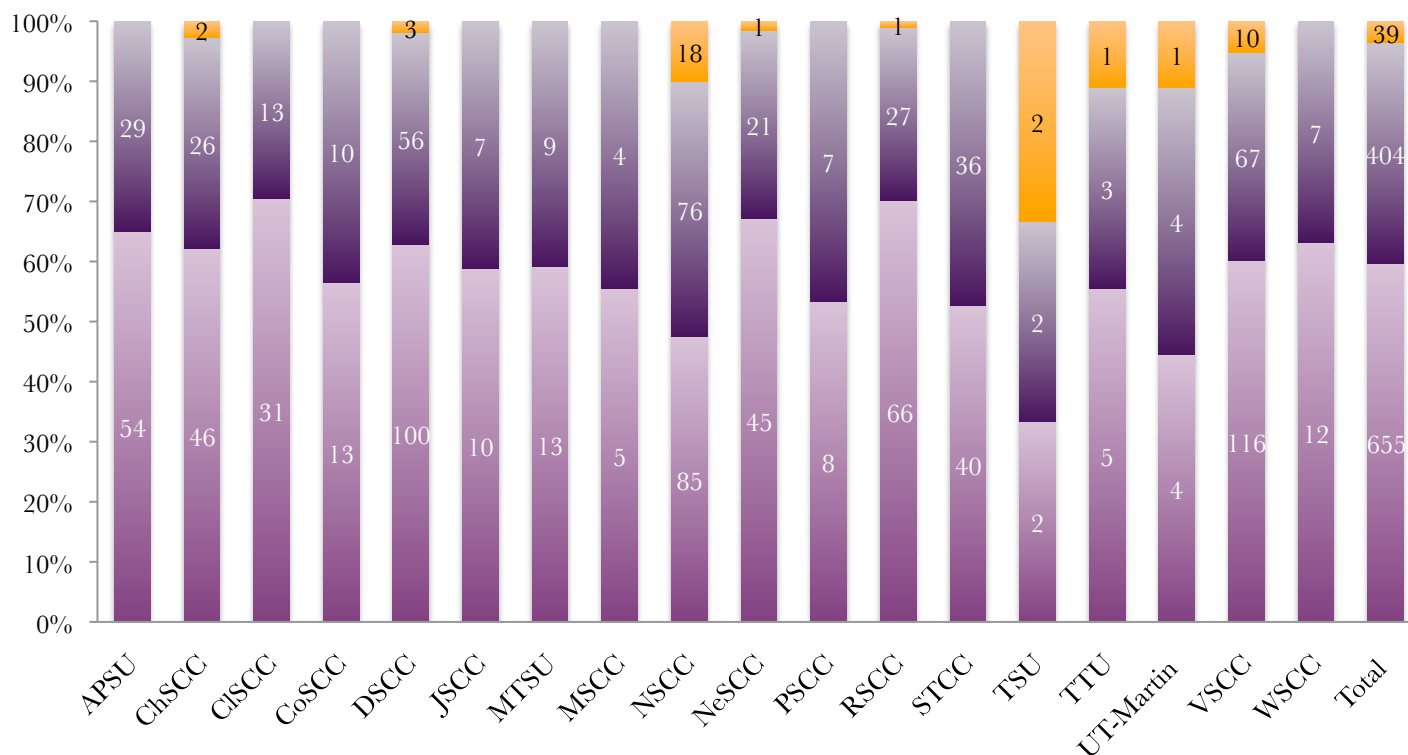
Early Childhood Advisory Council Funding

TECTA was granted funding via the Early Childhood Advisory Council (ECAC) to provide tuition and textbook funding to TECTA eligible individuals. The funding was awarded in August 2012, and made available to nine (9) subcontract sites in September 2012. Most of the funding was dispersed during the Spring and Summer 2013 semesters to 18 post-secondary academic institutions via TECTA sites. 404 students received tuition or textbook funding, and 655 courses (accounted for in TECTA's overall tuition numbers) were funded that did or will lead to a credential, certificate or degree in an Early Childhood related program. There were 39 completions of actual degrees, certificates or credentials, and 191 individuals completed one or more courses of the four (4) CDA Prep courses

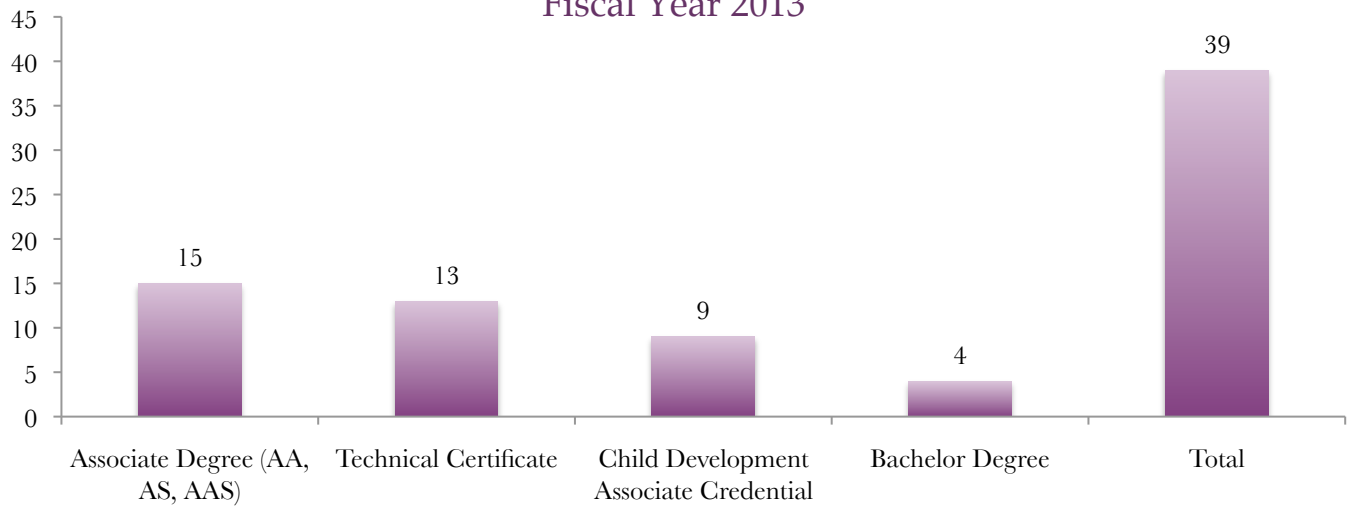
TECTA Site	Institutions ECAC Supported			
APSU	APSU	NSCC		
ChSCC	ChSCC	CISCC		
DSCC	DSCC	JSCC	UT-Martin	
ETSU	NeSCC	WSCC		
MTSU	MTSU	MSCC	CoSCC	
RSCC	RSCC	PSCC		
STCC	STCC			
TSU	TSU	NSCC	CoSCC	VSCC
TTU	TTU	VSCC		

(completion of all four courses) making them eligible to apply for the CDA credential.

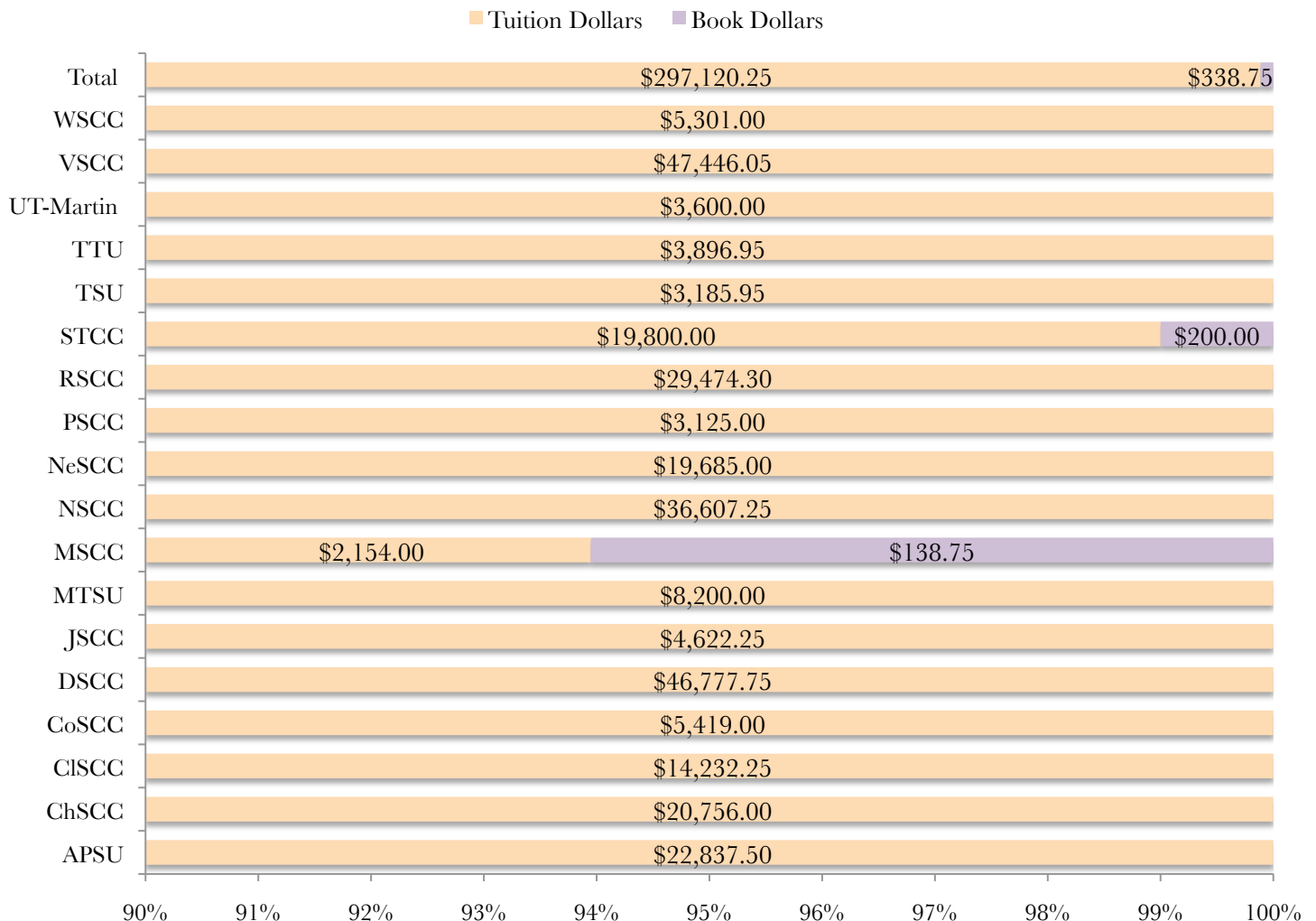
Student Course Completion by Institution Fiscal Year 2013



Student Completions by Credential / Degree Earned Fiscal Year 2013



Total ECAC Scholarship Funding by Institution Fiscal Year 2013



TECTA Home Visitor Professional Development Program

TECTA entered into a formal contract with the Tennessee Department of Health in January of 2013 (executed in March 2013) to provide their home visitors with professional development opportunities in the format of a TECTA orientation, and CDA support services. This required the following steps:

- Crosswalk Tennessee Home Visitors Competencies with CDA Home Visitor Competencies
- Creation of an online Home Visitor Orientation Course with TSU eLearn System
- Develop educational pathway (requisites) for Home Visitors to become eligible for CDA process
- Formal agreement with Council for Professional Recognition to cover Home Visitor CDA process and training of required Home Visitor CDA representatives

The Pilot group orientation was 10 weeks for Home Visitors and 12 weeks for Supervisors. The class was designed for 25 selected participants for the first iteration. For this



Left to Right: Sherry Jo Anderson (TSU), Lynette Hicks (TDH), Vilma Williams and Vivienne Oxford, Council for Professional Recognition

orientation, there were 23 enrolled. The first orientation began on January 28, 2013 to April 5, 2013 for the Home Visitors and ended on April 19, 2013 for the Supervisor. In the second orientation, there were home visitors 24 enrolled. The second orientation began April 29, 2013 and projected completion date was July 5, 2013.

TECTA Home Visitor Orientation Enrollment/ Completions Fiscal Year 2013

Pilot Group 1

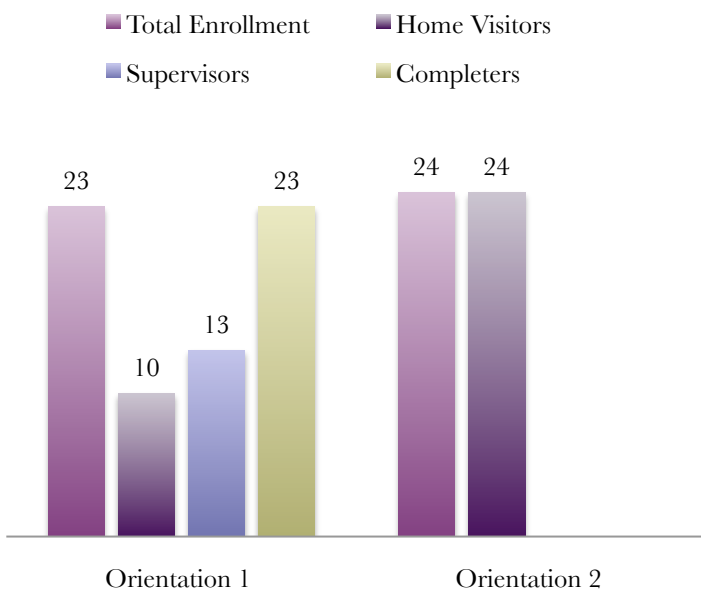
Students Enrolled	10 Home Visitors 13 Supervisors
Students Completed	10 Home Visitors 13 Supervisors

Group 2 (No Supervisors)

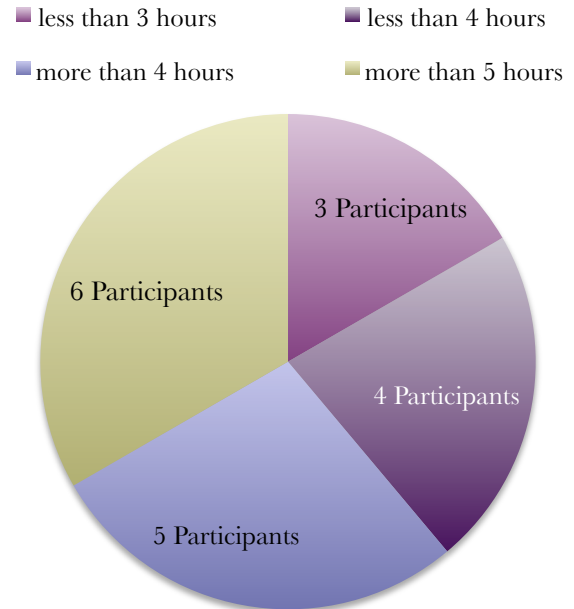
Students Enrolled	24 Home Visitors
Students Completed	Note: Projected completion date was July 5 th

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Number of Participants who Enrolled in and Completed the TECTA Home Visitor Orientation Fiscal Year 2013



Average Time Spent by Participants in the TECTA Home Visitor Orientation per week from Survey Responses Fiscal Year 2013



Average time for Orientation in eLearn

According to the eLearn database, the average time online participants spent per week viewing the content was approximately 29 hours. Note: eLearn did not record time spent in the Discussion board or the Dropbox only the number times the participants used it, therefore this data could not be included into the average spent in the orientation.

Summary of the First Class' Survey:

Based on the 18 returned surveys, the participants self-reported that they spent between 3 to 5 hours on the online orientation. Most of the participants felt the content was relevant to their job responsibilities and found the content information "interesting and applicable." Many of the participants felt that the Discussion posts were relevant. The survey revealed the need for clearer or easier instructions for the registration process. One of the participants suggested we create a tutorial with screen shots for the next class.

Procedural Information

In order to assist future participants, self-registration instructions and eLearn tutorial were created. In response to the participants' comments, some of the materials in the modules was removed and placed in Supplemental Resources for each module. These articles and links were to be accessed at the participant's discretion. For the second orientation, the participants would be allowed to register a week before the orientation. The participants would be emailed a letter with the registration instructions and eLearn tutorial attached. Also based on the results of the pre and post assessments, some questions were modified.

Resources Distributed

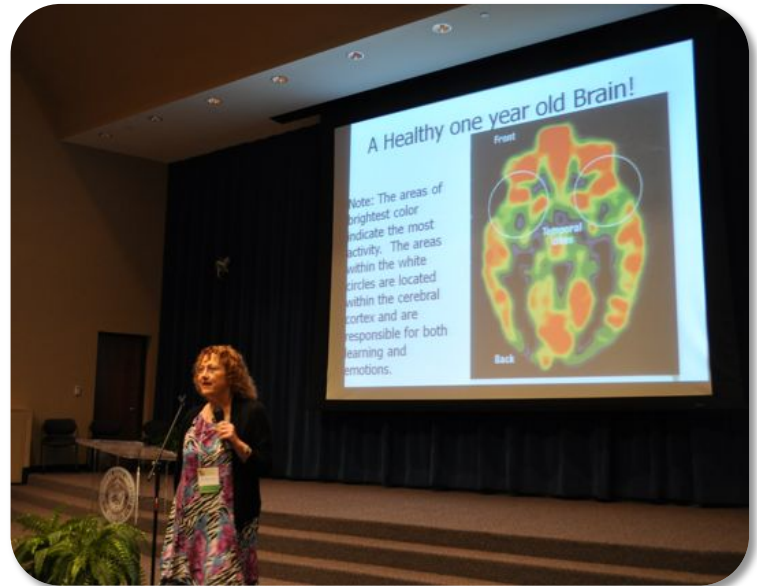
In March, the supervisors who attended the CPR Training for CDA Home Visitor Representatives received resources to assist in the expectations of representatives. After completing the first orientation, each Home Visitor and Supervisor received a certificate.

Fifth Annual TECTA Summer Research Institute

The Fifth Annual TECTA Research Institute took place on Saturday, June 22, 2013 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. Clarissa Willis who is the author of *Teaching Young Children with Autism Spectrum*, and many other resourceful books. Her expertise spans across Early Childhood from children with special needs to curriculum development. She was sponsored by Kaplan Early Learning. There were numerous workshops that catered to the training needs of direct care professionals, as well as administrators that supported the institutes' theme of *"Tennessee Treasures: Mapping Out the Future for All Children"*

In addition to TECTA's standard array of workshop topics a specific track focused on



Dr. Clarissa Willis during the opening session of the TECTA Summer Research Institute.

Literacy was once again sponsored by the the Black Child Development Institute – Nashville Chapter.



Interactive lunch session for Providers

TECTA Higher Education Institute

On March 22, 2013 TECTA hosted its annual Higher Education Institute at Tennessee State University (TSU) at the Avon Williams Campus 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 ECED programs going through the NAEYC program accreditation process, TN Department of Education, Department of Human Services, HS-CAPP, TSU Distance Learning, and the Tennessee Board of Regents.

In addition, the Council for Professional Recognition in Washington D.C. Partnership Director, Mr. Brocklin Qualls discussed the new CDA credential process known as CDA 2.0.



Nancy Ledbetter leads a discussion on NAEYC Associate Degree Accreditation.

TECTA State Steering Committee

The Center of Excellence for Learning Sciences (COELS) hosted its annual TECTA Steering Committee Meeting on March 21, 2013 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 presented data to support accomplishments from FY2012 and the work in process. The Council for Professional Recognition's Partnership Director, Mr. Brocklin Qualls and TECTA's own Tiffany Rhodes presented on the new CDA credential process that will start FY 2014.



Tiffany Rhodes (TECTA Mgmt) and Brocklin Qualls (Council for Professional Recognition) inform Steering Committee of the changes coming to the national CDA credentialing process.

Steering Committee Meeting Special Guests

- Dr. Yildiz Binkley, TSU Library
- Daphne Cole, TFCCA, TOPSTAR
- Carol Copple, State Contractor
- Janet Coscarelli, DOE, Head Start
- Gail Crawford, DHS
- Phyllis Danner, TSU Research and Sponsored Programs
- John Garnett, DHS
- Lynette Hicks, DOH HUGS
- Dr. Geraldine Johnson, TSU, ECFS
- Dr. Earline Kendall, TSU, COELS
- Rhonda Laird, TAEYC
- Nancy Ledbetter, NSCC
- Harold Love Jr., TN General Assembly, State Representative
- Janice Lovell, TSU HSCAPP
- Dr. Graham Matthews, TSU, ECFS
- Dr. Sharon Peters, TSU Distance Learning
- Brocklin Qualls, Council for Professional Recognition
- Kelli Sharpe, TSU Communications
- Dr. Linda Sitton, APSU
- Brenda Steele, MNPS
- Ebony Wiley, THEC

TECTA Success Stories

STCC TECTA: Gloria Barnett



Gloria Barnett

Gloria Barnett is a passionate and dedicated early childhood provider who teachers in her home. When you meet Gloria, it is easy to see why she is a good early childhood teacher. She has a passion for helping children

learn and has a gift for following a child's interests and making learning opportunities from them. She delights in using every day experiences like thunderstorms and bumblebees to show children a new skill or a new joy. Our journey with Gloria began in 2003 when she took her first TECTA Orientation workshop.

In late 2007, Gloria talked with another child care provider who had earned her Child Development Associate (CDA) Credential with TECTA's assistance. Their conversation helped Gloria realize that she wanted to take classes and earn her CDA so she enrolled at Southwest and took the four courses TECTA sponsors to earn her CDA. For most people, earning the CDA would have taken 2 to 3 years. During this time, however, Gloria faced numerous hurdles. Her story is one of tenacity and self exploration.

Following the completion of her college courses, Gloria attended several workshops designed to help her with the rest of the CDA documentation and application process. Each time, she got sidetracked with numerous life issues. Gloria also felt that she needed other people to help her write the required statements and document the work. She never felt comfortable with what people told her to write but she did not believe it could come from within herself.

During the summer of 2012, TECTA sent Gloria a letter stating that the CDA mentoring process was

changing due to a reduction in TECTA funds. Gloria was embarrassed to respond to the letter since she had started so many times, but this time felt different.

She signed up for the cohort and Rosezella Wills was assigned as her mentor. Gloria stated that Ms. Wills' patience and motivation and desire for continued communication kept her on track and helped her to not quit as she had before. As she had with previous efforts, Gloria continued to ask others what she should write about to demonstrate her skill. Gloria stated, "Ms. Wills told me to write about what I do. She reminded me that every moment is a learning opportunity, like the time it was raining and the children started playing a drum to mimic the beat of the rain. There is so much to draw from in what I teach every day! Ms. Wills helped me realize I did not need other peoples' words because I have so much to draw from. This is what I do every day, I do it well and I feel great! I really had to take inventory of me. It (the process) didn't work for me before because I was trying to say what others say, not what is in my heart that I know is good for children."

During this time, Gloria not only faced her fears of not being able to earn the CDA, her grandson passed away and she and her husband separated. In addition, in the last year, her daughter was placed on the kidney transplant list. She shared that this was not going to keep her down, she would keep working with Rosezella's help. She would pray, work with her daughter, write a competency statement and keep on going!

When the time came for Gloria to be observed in her classroom and interviewed, she stated that she knew she was ready. She wasn't trying to memorize information from a book or lecture, she knew she taught with developmentally appropriate methods and could talk about it and demonstrate it. She stated, "I had confidence I would do great, and I DID!"

Gloria earned her CDA in February 2013. When she talked with me about finally receiving the

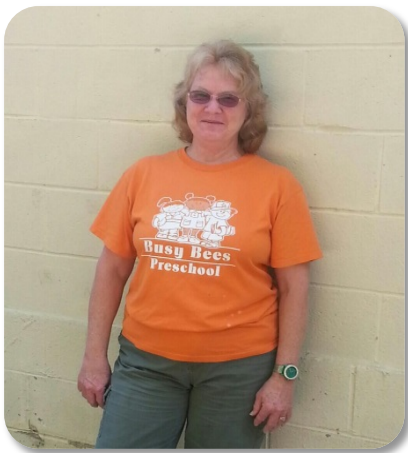
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TECTA Success Stories, continued

credential she stated, “I have always been in the background but now I tell myself ‘Gloria, it is your time! You are on fire and will make a difference for children! Thank you to TECTA and the Women’s Foundation for putting Ms. Wills in my life so I could learn I had this in me and I just needed to let it out!”

TTU TECTA: Way to GO Mrs. Barbara!

Mrs. Barbara Buckler has been caring for children professionally for over twenty years. She began her journey in the field of child care as an assistant director to her daughter, Mrs. Carol



Barbara Buckler

Walker. As years passed, Mrs. Carol’s business grew and she opened a second child care business. Mrs. Carol directed the first business and Mrs. Barbara became the director of the second business.

As time passed for Mrs. Barbara, she became the assistant director to the Busy Bees Preschool, the combined child care businesses of Mrs. Carol. Mrs. Barbara attended her first TECTA orientation in 2001 (Infant/Toddler). After orientation, she began the process to receive her CDA credential in 2003. In the year of 2003-2004, she completed three college courses but was not able to complete the last college course and the rest of her CDA journey. In 2012, Mrs. Barbara became the director of Busy Bees Preschool. She signed up and attended the Administrator Orientation in Smith County in the same year. Mrs. Barbara says that this orientation experience helped her to pursue her final steps towards her CDA. She stated that the knowledge and more importantly the encouragement she received from the instructor helped her build her confidence to

finish what she had started in 2003. Mrs. Barbara has a gift with people, especially children and a joy in her heart that is contagious. Mrs. Barbara Buckler received her CDA in March 2013. Way to GO Mrs. Barbara!!

Mrs. Barbara commented, “I have been in this business a long time and have seen the family structure change. The children need more help these days to balance their lives... This is why I do what I do. Helping the children is one of my life’s purposes.” She is a proud wife, mother of six children, 12 grandchildren and two great-grandchildren. Busy Bees Preschool is located in Cookeville, Tennessee and serves children from 6 weeks to twelve years old.

Tennessee Early Childhood Program Administrator Credential Recipients

Administrators who received the Tennessee Early Childhood Administrator Credential reflect on the process.



Penny Payne (left)

“After taking this course I have learned many great tools to help me be a better administrator for my program. I have been able to call on other directors for help or ideas when I needed it. I would recommend this course for all center directors it helps you be the best there is!”

Emma Osa-Oni (right)

“The Academy gave me the opportunity to organize and put in place systems that did not exist in my center. I met other directors willing to share their tools, resources and time with me. Mrs. Mason and Mrs. Fleck support and listen to me throughout this process and are responsive to your questions \concerns. I am truly thankful for this opportunity to make improvements to my center, staff and self.”

