
TENNESSEE STATE UNIVERSITY



Statewide Management Office

Center of Excellence for Learning Sciences

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ANNUAL REPORT

CONTRACT YEAR 2015 - 2016



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From the TECTA Interim Program Director

The statewide TECTA program maintains a strong commitment to the delivery of quality professional development that provides a solid foundation for working with young children. TECTA had a successful 2015-2016 year assisting child care providers in achieving their training and education goals towards attainment of state required training, Child Development Associate® (CDA) Credential, Technical Certificate, Associate, or additional degrees as funding was available. The TECTA statewide management team as well as the staff located in eight (8) sites statewide actively participated as leaders in the early childhood field and in local community efforts to improve the quality of child care across the state.

The Tennessee Child Care Online Training System (TCCOTS) continues to provide online training opportunities for entry level as well as ongoing training opportunities 24/7. The free 30 clock-hour TECTA Orientation is designed to provide a stimulus to motivate child care providers to seek further professional development and higher education. Orientation classes, specialized in specific early care and education areas provide an introduction to core content knowledge in the field. TECTA is proud of its training and formal education career lattice concept as a means to ensure child care providers receive education preparation and tuition assistance toward earning Early Childhood Education degrees.

As advocates for the future success of our supported students, TECTA Coordinators and Orientation Specialists play a significant role in facilitating assistance with registration and enrollment to assure for accessibility in a successful transition to college. TECTA site staff provide early childhood care and education course advisement and appropriate guidance with a focus on enabling students to prepare for attaining the CDA® National credential and place students on a trajectory for attaining additional academic success. Upon completion of the first four academic courses, students receive technical assistance through coaching support to apply for the CDA® credential. For directors in the field, the Tennessee Early Childhood Program Administrator Credential process provides specific education preparation and evidence based research shows that TECTA is contributing to the enhancement of child care quality across the state as measured by the Program Administration Scale and Business Administration Scale.

The technical assistance and the marking of significant benchmarks afforded in the multiple aspects of professional development that include feedback loops beginning in TECTA Orientation classes create transitions for measuring improved quality of student professional success. TECTA strives to maintain attention to research based best practices and remain current in widely accepted advancements in the field thereby helping students to advance their skills that can lead to early childhood career opportunities.

Lin Venable

TECTA Statewide Interim Program Director

Acknowledgements

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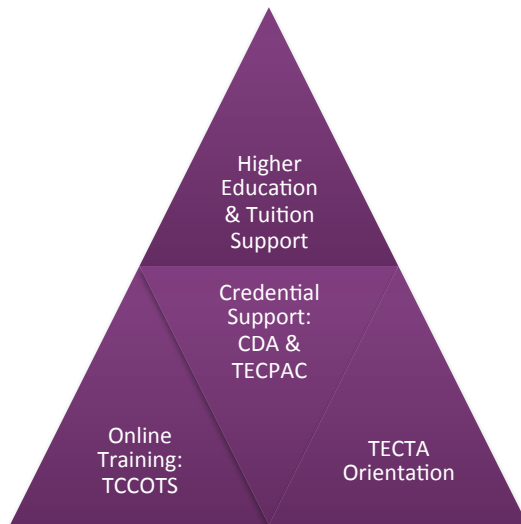
TECTA’s Fiscal Year 2015 Budget Allocations

Tennessee State University was awarded \$2,574,400 by the Tennessee Department of Human Services to support a statewide early childhood training and professional recognition system to include a network of eight (8) TECTA offices statewide. The contracted scope of services included providing TECTA Orientation classes, assistance and support for the National Child Development Associate (CDA) credential, technical certificate, or a degree in Early Childhood Education during the 2016 fiscal year. In addition, the Tennessee Early Childhood Program Administrator Credential (TECPAC) process, which includes tuition, technical assistance and instruction in the form of an Administrator Academy as well as the Tennessee Child Care Online Training System (TCCOTS) that provides online training to meet child care training requirements are managed by TECTA under the same contract.

TECTA utilizes the core professional knowledge and competencies based on the National Association for the Education of Young Children’s (NAEYC) Standards and Guidelines for Professional Development and the Child Care Development Block Grant (CCDBG) quality initiatives in all aspects of the statewide professional development system.

TECTA builds upon a career lattice concept for ongoing professional development beginning with TCCOTS’ specifically designed online

Total FY 2016 Funding: \$2,574,400



training known as *Pre-service and Developmental Learning*, through structured TECTA Orientation training classes and on to provide access to higher education, ensuring effective investment of funding to support the early care and education workforce. TECTA also provides assistance to the early childhood education higher education community with an annual Higher Ed Institute and supports other early childhood professional organizations.

Data is reported statewide and by respective TECTA Sites within the scope of services. TECTA sites provide services to all 95 counties through the TECTA regions defined below:

Region	TECTA Site
West	Dyersburg State Community College
	Southwest Tennessee Community College
Middle	Austin Peay State University
	Chattanooga State Community College (4 counties only)
	Tennessee State University
	Tennessee Tech University
East	Chattanooga State Community College
	East Tennessee State University
	Roane State Community College

TECTA Orientation Enrollment and Completions

Fiscal Year 2016

Region	Orientation Type	Number of Orientation Classes	Number of Students Completed	Number of Students Make-up
East	Infant/Toddler	3	61	0
	Center-Based	6	134	24
	School Age	2	38	0
	Family Child Care	0	39	0
	Administrator	2	0	0
Middle	Infant/Toddler	4	73	0
	Center-Based	3	72	0
	School Age	3	36	0
	Family Child Care	1	7	0
	Administrator	1	53	0
West	Infant/Toddler	3	60	0
	Center-Based	2	58	0
	School Age	1	11	0
	Family Child Care	0	0	0
	Administrator	2	36	0
Total		33	678	24

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 and the National Association for the Education of Young Children's "guidelines" to early childhood professional preparation. TECTA Orientation training is designed as a gateway that prepares participants for academic professional development and tuition support. TECTA Orientations are offered in five specializations:

- Administrator - offered in a Hybrid format
- Center Based - offered in Face-to-Face option only with make-up packets designed to be completed online
- Family Child Care - offered in both Face-to-Face or online

- Infant Toddler - offered in Face-to-Face option only
- School Age - offered in both Face-to-Face or online

TECTA Orientation Enrollment

TECTA sites collectively held 58 Orientation classes successfully during the fiscal year.

Over the course of academic semesters, Summer 2015, Fall 2015, and Spring 2016, a total of 1,345 individuals were enrolled in TECTA Orientations Statewide. A grand total of 1,357 individuals completed Orientation including make-up classes with an additional 149 students eligible to make-up classes within 18 months. Over the course of the three semesters, enrollment class materials were prepared for a total of 274 students who did not report for

class. In reviewing the data for the Pre and Post assessments, all Orientation classes demonstrated student gains in percentages of correct responses. Overall Orientation Evaluations reported strong satisfaction with instructional content, instruction, and methods of instruction using adult learning methodology.

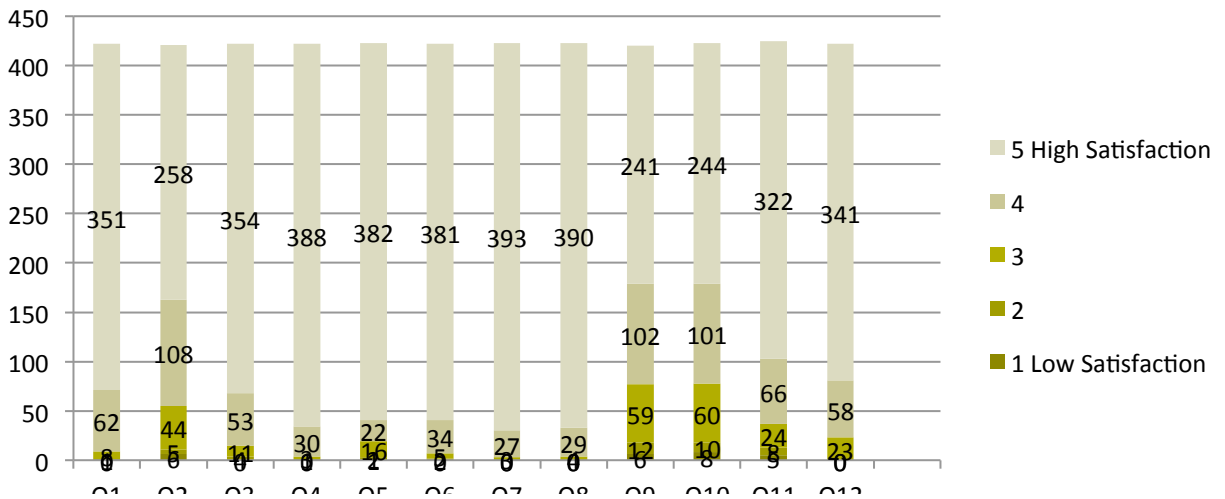
Orientation Evaluation Tally Questions

1. This orientation has been valuable to me educationally and professionally.
2. My experience in this orientation has caused me to re-examine my professional and educational goals.
3. Based on my overall experience in this orientation, I would recommend it to my co-workers.

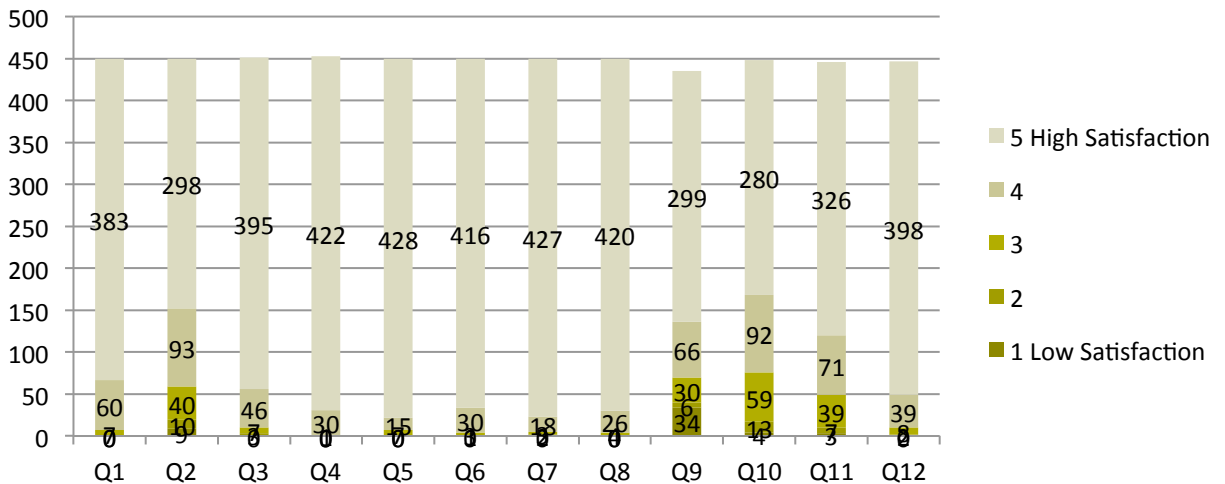
4. The instructor was on time and well prepared for class each day.
5. The instructor was friendly, easy to approach, and responsive to my questions or concerns.
6. The instructor made information understandable and interesting.
7. The instructor listened well to all students and encouraged class participation.
8. The instructor had experience with the topics that were taught.
9. The use of instructional videos helped stimulate class discussion.
10. My journal writing helped me focus on and understand the key points of each module.
11. The instructor gave me meaningful and helpful feedback on my journal writing.
12. The class discussions gave me good ideas that I will or have already used in my classroom.

Orientation Evaluation Tally Questions: Results
Fiscal Year 2016

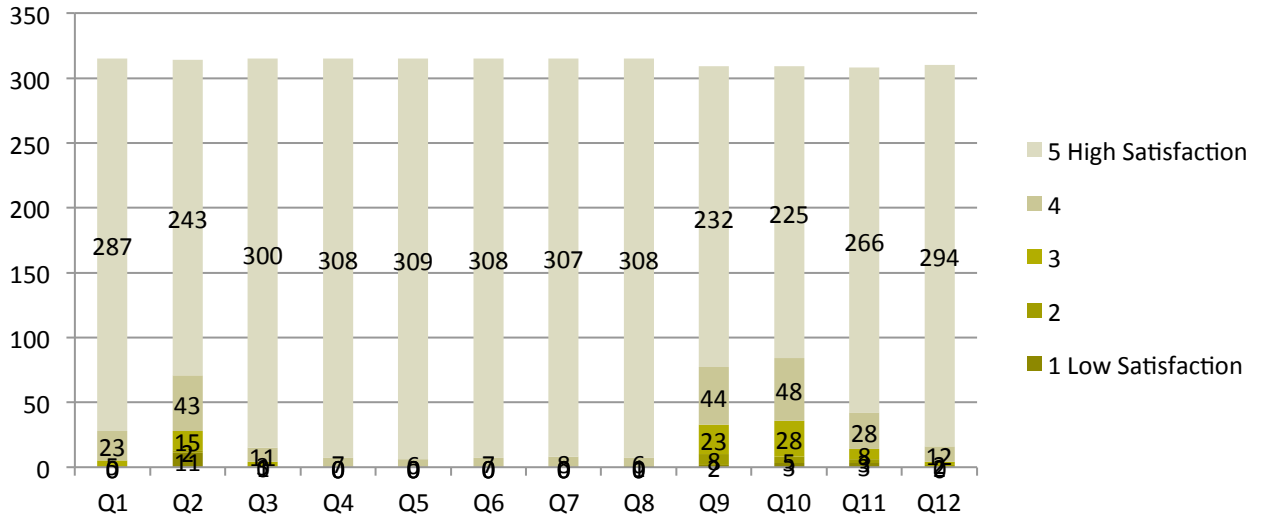
East



Middle



West



Orientation Pre and Post Assessments

In reviewing the data for the pre and post assessments, all Orientation classes demonstrated student gains in percentages of correct responses. Orientation Evaluations have continued to show high levels of satisfaction when students are surveyed after completing the modules. When compared with last year's summaries the results are almost identical.

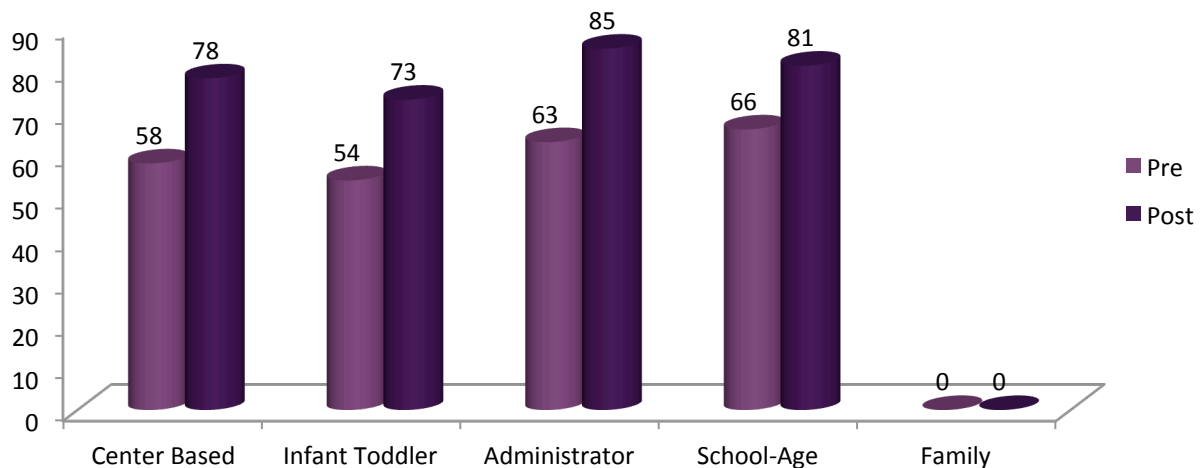
Evaluations for next fiscal year have been revised based on feedback instructors received during the collection process. The student

feedback indicated that some evaluation questions were not easily understood. Instructors also pointed out that if students did not inquire about certain questions, our results might be skewed. Questions 2, 9, and 10 have been reworded in all orientations and the revised surveys will be utilized beginning with the 2016-17 fiscal year.

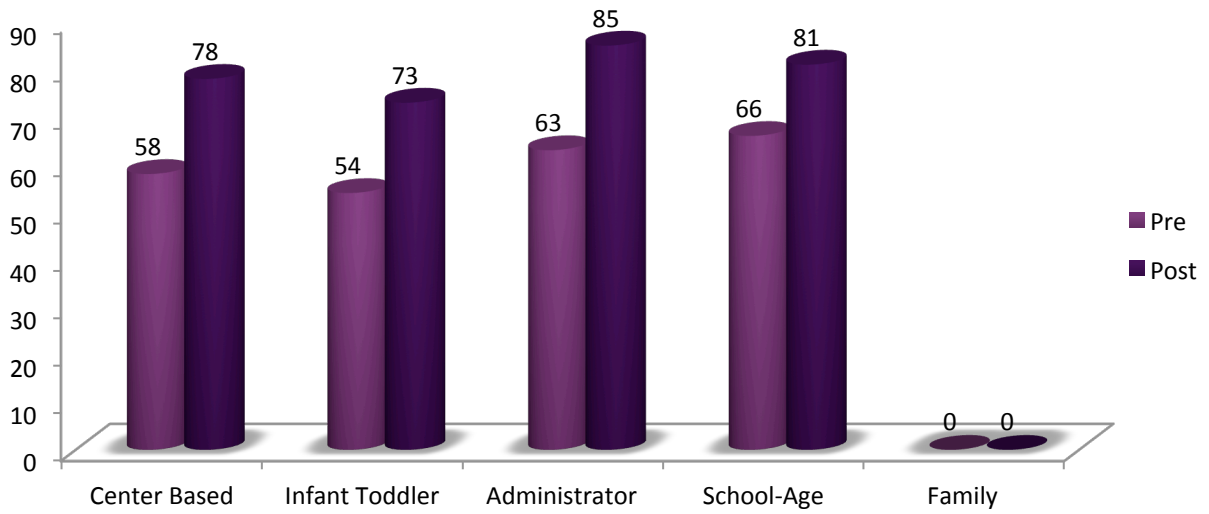
Overall, the Orientation Evaluations reported strong satisfaction with instructional content and methods of instruction using adult learning methodologies.

Correct Student Responses in Pre and Post Assessments
Fiscal Year 2016

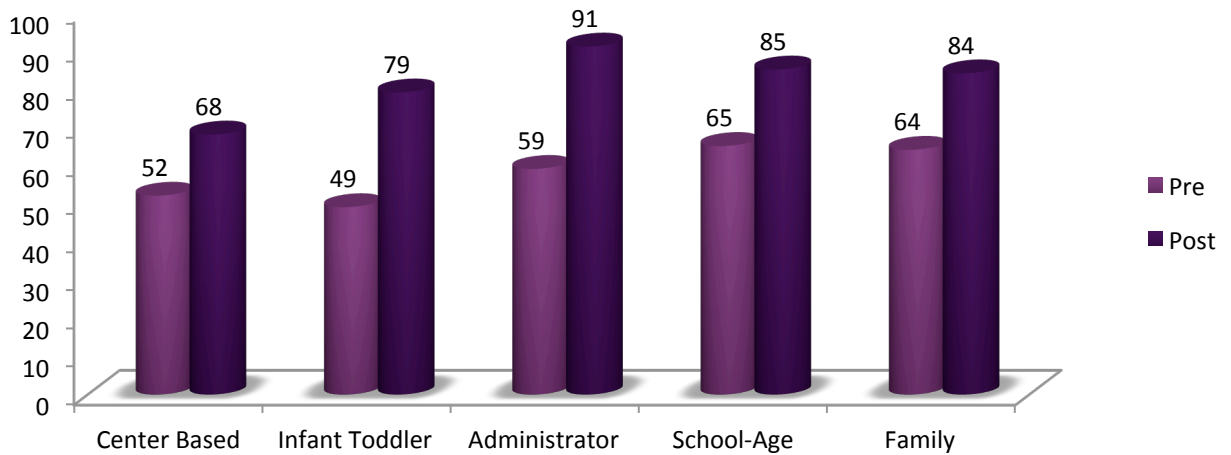
East



Middle



West



High School Equivalency Certificates

TECTA management works in partnership with the Tennessee Department of Education Division of Career and Technical Education and the State to oversee the process for secondary students successfully completing the Early Childhood Careers I and II courses for obtaining a TECTA Center-based Orientation

Equivalency Certificate. TECTA management receives applications and transcript information from the high schools each student attended and awards the certificate, making each graduate eligible for TECTA tuition support. During the program year a total of 63 certificates were awarded.

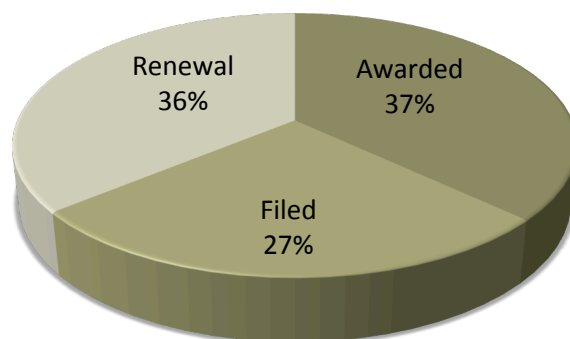
Child Development Associate (CDA) Credential Preparation and Assistance

TECTA sites provide technical assistance, mentoring, consultation and tuition scholarship assistance to CDA preparation participants. Scholarship funding is provided by remitting payment directly to the Council for Professional Recognition in Washington D.C. The Council administers the Child Development Associate® (CDA) National Credentialing Program. The CDA® program is designed to assess and credential early childhood education professionals.

The CDA® Credential core set of Competency Standards provides the foundation for all TECTA training and is aligned with the National Association for the Education of Young Children’s (NAEYC) Standards for Professional Preparation Programs used in NAEYC Early Childhood Associate Degree Accreditation system (ECADA). The TECTA formal education support pathway to earning the CDA® credential is through completion of TECTA orientation and preparation coursework and documentation submitted to TECTA sub-contract institutions.

TECTA provided advisement and financial support for 76 individuals to submit. In-

CDA Credential Status
Fiscal Year 2016



Progress refers to individuals that have completed academic coursework meeting the formal early childhood education training requirement in each of the eight CDA subject areas and the candidate is working on the Portfolio, writing Competency Statements, and receiving mentoring support. CDA Filed indicates that a student has applied and received a TECTA scholarship to cover the application fee and a verification visit is to be conducted and at this writing 85 individuals hold the status of in progress working toward completion in the next fiscal year. Overall TECTA awarded 76 credentials and filed 85 credentials.

Hours of CDA Mentoring Support and Verification Visits
Fiscal Year 2016

	East	Middle	West
Mentoring Support	150.5	427	388
Verification Visits	43	165.5	114.5

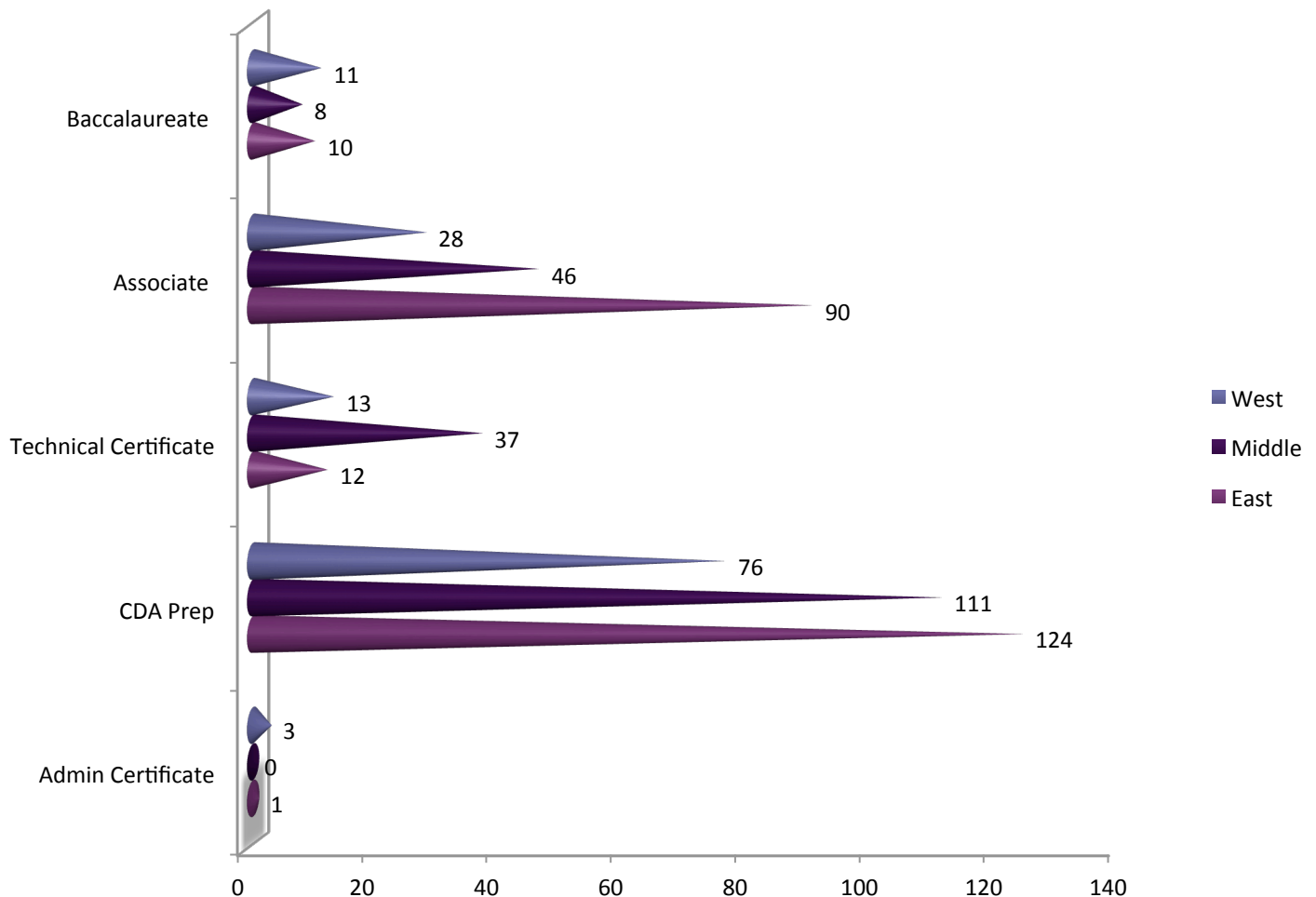
Financial Support for Early Childhood Education Coursework Across the State

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

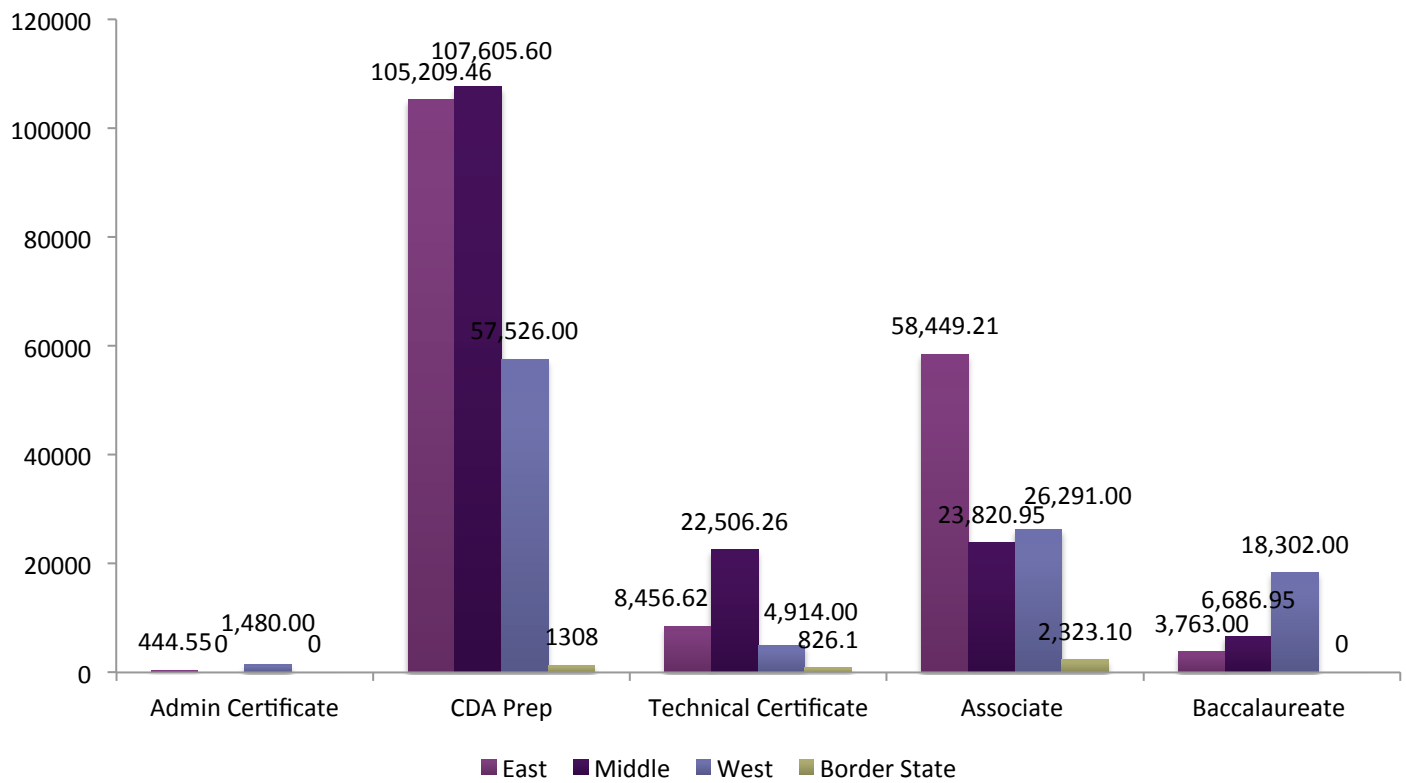
each of the state's ninety-five (95) counties.

During the 2015-2016 year, TECTA provided \$449,912.79 in scholarship dollars to eligible students statewide including students who work in Tennessee but live in bordering states. A total of 1,200 academic seats were supported which resulted in the support of 576 students.

TECTA Students Receiving Academic Support by Education Level Fiscal Year 2016

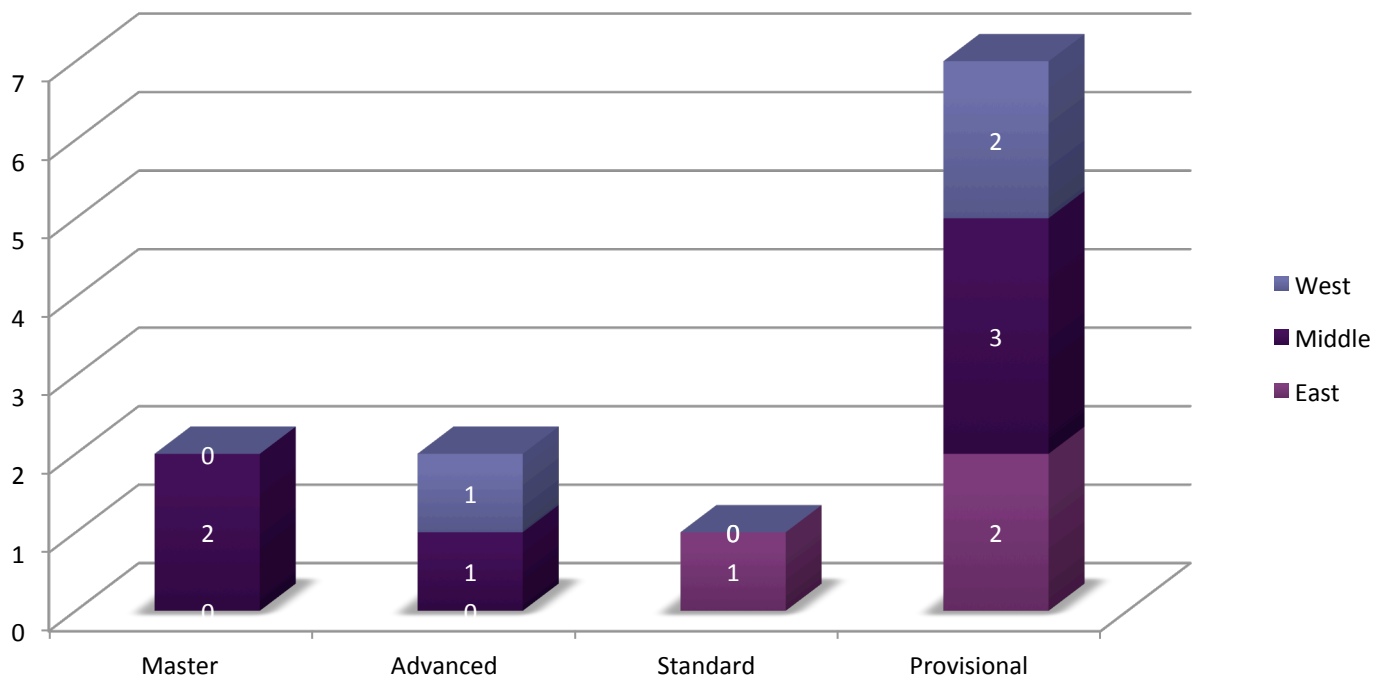


Distribution of TECTA Tuition Support by Region Fiscal Year 2016



Tennessee Early Childhood Program Administrator Credential (TECPAC)

TECPAC Completers by Credential Level Fiscal Year 2016



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 and 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.

During the 2015-2016 fiscal year, 23 directors entered the TECPAC Academy and a total of 12 directors successfully completed the academy process. A pre and post assessment was performed on all directors and 100% of the directors increased their scores substantially on post assessment.

Tennessee Child Care Online Training System (TCCOTS)

During the 2016 fiscal year there were 21,486 certificates of completion granted, which represents over a 60,000 training hours. Furthermore, there are an additional 15,931 module trainings that have the status of in-progress during the time of this report. In anticipation of the CCDBG requirements for training and in an additional contract awarded prior to the end of the fiscal year, the new Shaken Baby Syndrome/Abusive Head Trauma - 2 HR Training was launched and 133 completers earned the completion certificate prior to year end.

TCCOTS Statewide Training Completions Fiscal Year 2016

Module Title	Completions
Administration for Child Care Centers - Intermediate- 2 HR Training	318
Before You Begin: New Caregivers- 3 HR Training	3745
Before You Begin: New School-Age Caregivers - 2 HR Training	1475
Brain Development Advanced- 2 HR Training	521
Brain Development Intermediate- 2 HR Training	884
Family Child Care Contracts and Policies- 2 HR Training	286
Family Child Care Marketing- 2 HR Training	218
Family Child Care Record Keeping- 2 HR Training	221
Gold Sneaker - 2 HR Training	809
Inclusion- 2 HR Training	727
Promoting Social and Emotional Development - 3 HR Training	1097
Revised TN-ELDS for Infants: Birth - 12 Months 3 HR	2397
Revised TN-ELDS for Toddlers: 13- 24 Months 3 HR	2007
Revised TN-ELDS for Two Year-Olds: 25- 36 Months 3 HR	1766
Revised TN-ELDS for Three Year Olds: 37-48 Months 3 HR	1899
Revised TN-ELDS for Four Year-Olds: 3 HR	1956
TN-SADS- School-Age: 3 HR	1027
Shaken Baby Syndrome/Abusive Head Trauma - 2 HR	133
Total Completions	21,486

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.

Highlights this year included the Week of the Young Child Day of Play coordinated by TECTA at APSU, Mid Cumberland CCR&R and TRAEYC. These organizations collaborated to create the second annual Day of Play on Sunday, April 10, 2016 at the Wilma Rudolph Event Center, in Clarksville, Tennessee. A total of 17 community businesses and organizations financially supported the event with 24 licensed child care programs assisting in setting up play zones, and 20 organizations sharing Family Resources. On the day of the event 157 volunteers participated and over 1,200 families and children were present.

Tennessee State University hosted the Second Annual Week of the Young Child event on Wednesday, April 10, 2016 from 9:00 a.m. to noon for preschool children from the surrounding area. In celebration of the theme "Work Together, Build Together, Learn Together" and in the spirit of TSU's cooperation and dedication, the Department of Family and Consumer Sciences within the College of Agriculture, Human and Natural Sciences and the Tennessee Early Childhood Training Alliance within the Center of Excellence for Learning Sciences co-sponsored and provided activities on TSU's campus in the field house. Students and faculty from all departments in the university were invited to develop activities and information to help parents extend children's learning through family activities. Over 200 children from the north Nashville community participated.

The Day of Play organizers included staff from TECTA at APSU.



The Day of Play's exhibits were interactive and allowed the children to be creative.



The COELS presented a mosaic activity at the TSU WOYC event.



Lin Venable and Early Childhood students explored ramps and pathways with children at the TSU WOYC event.



TECTA Higher Education Institute

TECTA's Annual Higher Education Institute for both community college and University Early Childhood faculty took place March 18, 2016. This event connects Early Childhood Education faculty from community colleges and universities with early education and care programs and projects across the state. This year the Institute opened with success stories of TECTA supported students. Margaret McKinley, Adjunct Faculty from the Education Department at Motlow State Community College, spoke about student challenges to enrollment and led a discussion regarding the variety of ways TECTA supports student registration. Ideas were shared about ways to ease the transition to college for many of our new non-traditional students and overcoming perceived barriers. Dr. Vicky Kirk, Chief Academic Officer from the Tennessee Department of Education, presented "Read to be Ready: Building Thinkers in Tennessee" and led a discussion on preparing students for future success.

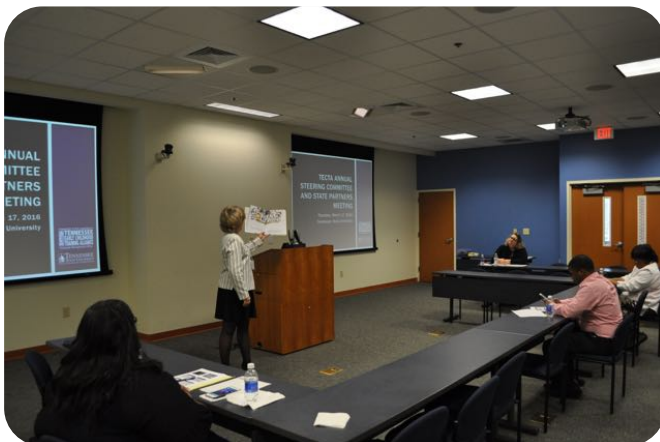
TECTA management staff provided reviews of program updates and the Tennessee Department of Human Services provided an update based



Margaret McKinley, Adjunct Faculty, Education Department Motlow State Community College, spoke about student challenges to enrollment.

upon Child Care Development Block Grant initiatives to be promoted across the state. TECTA Management provided resources to support Early Childhood faculty and staff across the state in an effort to promote National Best Practices within Early Childhood Academic Programs and Early Childhood Associate Degree Accreditation for TBR Institutions.

TECTA Annual Steering Committee and State Partners Meeting



Lin Venable opened the Steering Committee meeting with an inspirational story.

The COELS Director planned and implemented the annual Steering Committee Meeting that took place on March 17, 2016 at Tennessee State University. This year the Steering Committee heard about TECTA's alignment with State professional development objectives and work toward the TECTA Data Analytics Project. Testimonies from TECTA Supported Students and updates on state higher education initiatives such as *Drive to 55* and *Tennessee Promise* were also presented. Attendees took part in discussions regarding planning ideas for the future.

Eighth Annual TECTA Summer Research Institute

The Eighth Annual TECTA Summer Research Institute took place on Saturday, May 21, 2016 at the Tennessee State University Avon Williams Campus. The goal of the Research Institute this year was to provide professional development regarding early literacy and intentional teaching strategies to improve the quality of literacy experiences young children receive in child care. The theme and title for the day was "A Told B and B Told C: Let's Talk About Early Literacy." Training related to Infants and Toddlers, Preschoolers, and working with families to encourage literacy development were presented. Dana Eckman opened the day with a motivational presentation entitled "Early Childhood Development: Literacy is What We Do!" The day ended with a presentation on the importance and value of increasing the father's role in child care settings by Micheal Fulbright.



Dana Eckman from Metro Nashville Public Schools led the Opening Session of the TECTA Summer Research Institute.



Zora Bates led a session as the "Cat in the Hat."



Klem-Mari Cajigas from the public library led a session on bringing books to life.



Michael Fulbright led the closing session on fathers' roles in child care.



All participants received free books and resources from TECTA.

TECTA Success Stories

TECTA at APSU: Samantha P. G. Barclay



“Having the financial assistance from TECTA has been a great asset to me when I didn’t know how I would pay for a semester. It has provided me with a way to pay for my education without having to take out “any” student loans. I am very proud to have

recently graduated with my Technical Certificate (Spring 2015) and will be receiving my Associate of Applied Science degree Fall 2015. My future goals are to further my studies in this field and obtain my Doctorate degree in Early Childhood Education so I can educate those on the college level on the importance of being an effective teacher in this career field. As an Early Childhood Educator, we are a part of the “scaffolding” in a young child’s life and it is our job to support them by teaching new skills based on what they already know or can do.”

TECTA at APSU: Gena Batts

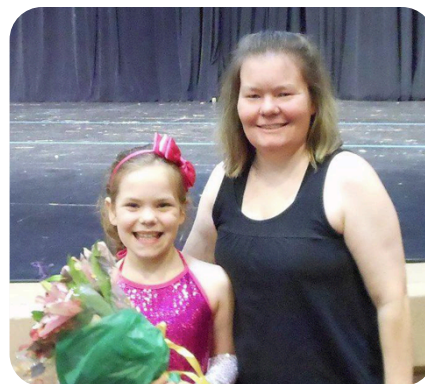


“I had only taken one college course since high school and that was in 1998. I had to drop one of my courses and since then, I have only taken one

course per semester. I say all of this because I want others to know they can do this! In spite

of the hives, nervousness, birth of a grandchild, daughter’s wedding, full-time job, and many other things going on, I finished all of my CDA prep classes last spring! My plans were to stop there and work on my CDA credential. Oh no, Claudia Rodriguez had other plans for me. She gave the best “sales speech” this past summer and talked me into pursuing my Technical Certificate. I am currently taking my second class and hope to complete all of my technical courses by the end of next summer. All of the ladies at the TECTA office (Claudia, Jennifer, and Lisa) have played a huge roll in my success! They have encouraged me, “pushed” me, and helped me all along the way.”

TECTA at STCC: Sandra Yarbrough



“TECTA and you are just amazing. I truly could not have made it without you and the funding. When I started on my journey, I thought I can’t

go to school. I have a family to support and I have to pay the bills. There is no way I could have managed to pay for this on my own.”

“Next year, my daughter will start high school and I will go to the four year college. We will both be starting new schools together! It would not be possible without your support and funds over these years.”

TECTA Success Stories

TECTA at STCC: Cylinda Young



When asked how she uses the information she learned at Southwest, Cylinda looks around her early childhood room and smiled. I use it all the time. She glanced at photos of the children in various activities and around all the centers. "I bring the knowledge back to my classroom to be better for the children. I share it with my co teachers. You know I love these children like they are mine. I use it to be better for them."

TECTA at TTU: Kristea Cancel



Having worked in Corporate America for 15 years prior to moving to Cookeville and opening Smart Play, Kristea knew she had a love for children, but taking on the task of a curriculum focused preschool, she also knew she needed more childcare focused training. She was elated when learning of the CDA program offered through TECTA. The level of training, class content, and instructor knowledge have all been top notch and have greatly contributed to an increased understanding that would taken years to obtain in a center. She is truly grateful for the opportunity to matriculate through this program.

TECTA at RSCC: Krista Vincil



Dear TECTA,

I want to thank TECTA for allowing me to go back to college. I am a mother of two, and did not believe I could go back to college till my children were much older.

During TECTA orientation, I learned about the opportunities Roane State and TECTA have made available to woman like me. Because of TECTA I am now on my way to being a college graduate!

Thank you,
Krista Vincil

TECTA at ETSU: Melissa Pruedhomme



Melissa Pruedhomme has been a long-time TECTA student. She has completed her first TECTA Orientation in 1999, was awarded her CDA Credential in 2001, received her degree from Milligan College, and has now taken a full time job as a first-grade teacher in our area.