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## **Quality Progress Report (QPR)**

**For**

**Tennessee**

**FFY 2022**

***QPR Status: Accepted as of 2023-02-28 16:17:40 GMT***

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

## QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

### **Specifically, this report will be used to:**

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

**What Period Must Be Included:** All sections of this report cover the federal fiscal year activities (October 1, 2021 through September 30, 2022), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

**What Data Should Lead Agencies Use:** Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of

CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

### **How is the QPR Organized?**

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

### **Reporting Activities Related to ARP Act Child Care Stabilization Grants**

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to

qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

### **When is the QPR Due to ACF?**

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2022.

### **Glossary of Terms**

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

***Center-based child care provider*** means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

***Director*** means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

***Family child care provider*** means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’ work. Associated terms include “family child care homes.”

***In-home child care provider*** means an individual who provides child care services in the child’s own home.

***License-exempt*** means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

***Licensed*** means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

***Programs*** refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

***Provider*** means the entity providing child care services.

***Staffed family child care network*** means a group of associated family child care providers who pool funds to share some operating costs and to pay for at least one staff person who helps the providers to manage their businesses and enhance quality.

***Teacher*** means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

## 1) Overview

*To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers. Please enter N/A when necessary.*

### 1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2022. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

Licensed center-based programs **1813**

N/A. Describe:

License exempt center-based programs **1848**

N/A. Describe:

Licensed family child care homes **534**

N/A. Describe:

License-exempt family child care homes (care in providers' home) **6**

N/A. Describe:

In-home (care in the child's own home) **0**

N/A. Describe: **The Lead Agency only permits relative care in circumstances when the child in care resides in the provider's home, i.e., a child or grandchild.**

Other. Explain: **Licensed center-based programs includes 1,801 Centers and 12 Drop-In Centers. License-exempt center-based programs includes 1,843 programs regulated by the Tennessee Department of Education (TDOE) and five license-exempt Boys and Girls Clubs. Licensed family child care homes includes 235 family and 299 group homes.**

### 1.2 Goals for Quality Improvement

Based on Question 7.1.2 from the FFY2022-2024 CCDF State and Territory Plan, please report progress on the lead agency's overarching goals for quality improvement during October 1, 2021 to September 30, 2022. Include any significant areas of progress that were not anticipated in the Plan as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible. **During the reporting period, the Lead Agency:**

**Implemented establishment and expansion grants to increase the supply of and access to child care services beginning October 2021.**

**Implemented a Pre-Licensure unit to dedicate resources and strengthen supports for**

child care providers seeking licensure.

☑ Concluded rules promulgation process to revise licensure rules needed to support the implementation of a new QRIS system. New rules became effective in June 2022.

☑ Concluded its QRIS redesign integrating teacher-child interactions and health and safety practices as markers of program quality and reflecting successful child outcomes and best practices based on the Tennessee Early Learning Development Standard (TN-ELDS), Caring for Our Children, 4th Ed. National standards, and Reflective Practices. The new QRIS launched October 01, 2022.

☑ Expanded early childhood workforce participation in Tennessee Professional Archive of Learning (TNPAL), the Lead Agency's training and professional development registry, to 31,896 accounts.

**Tennessee Early Childhood Training Alliance (TECTA)**

**Tennessee Child Care Online Training System (TCCOTS)**

During the reporting period, a total of 225,435 trainings were completed by early childhood professionals and other users of TCCOTS powered by ProSolutions Training delivery 447,141 hours of professional development in FY 22. Training completions through TCCOTS increased 40.8% from 160,073 reported in FY 21. TECTA evaluates content and revisions in collaboration with the Lead Agency and other quality partners to align with recognized standards and best practices.

**TECTA Building Strong Brains: ACEs Orientation**

This TECTA Building Strong Brains: ACEs Orientation 30-clock hour non-credit bearing course offered online for those teachers/providers who would like a deeper understanding of adverse childhood experiences and the impact on children's lives and learning, including an intensive study of articles and participant reflections on the topic and was offered during the Spring 2021 semester instructed by staff at the APSU TECTA site (two Completions).

**TECTA Orientations**

The TECTA Literacy Orientation: Books and Beyond is a 30-clock hour non-credit bearing course offered online for those teachers/providers who would like a deeper understanding of literacy development and various approaches to creating quality literacy experiences for young children.

**TrainTN**

TrainTN continued in development as a new standardized training review and approval process at the direction of the Lead Agency under contract with TECTA at Tennessee State University. The TrainTN process includes the application, review, and approval of both external trainers

and training through partnerships with other CCDF state funded partners. The review process supports the integrity and quality of statewide training and supports the verification and validation of recognized training statewide. To date, TrainTN has recognized a total of 1218 trainings. The updated interactive global catalog displays approved training. Additional expansion of the TrainTN system included the development of a methodology for recording attendance of recognized training by directors or designee of a licensed child care facility or external trainer in recording attendance through API or data entry in collaboration with UT-SWORPS by external trainers. Directors or their designees can enter training attendance for approved in-service, child care agency based, or conference training. Training attendance data is shared across primary CCDF Partner agencies for record in the TNPAL registry system. The TrainTN System is located at [www.TrainTN.org](http://www.TrainTN.org).

#### Tennessee Professional Archive of Learning (TNPAL)

The Lead Agency has continued to contract with Tennessee State University and its Tennessee Early Childhood Training Alliance (TECTA) to further develop and refine the TNPAL statewide child care registry system with Johns Hopkins University Innovation in Development, Engagement, and Learning Systems (IDEALS) Institute. The TNPAL registry includes a user profile to record user entry of personal demographic, formal education and certifications. Training professional development data is entered in the system from TECTA/TSU, CCR&R, and the TAM as well as TrainTN data systems. The data elements closely aligned with the variety of elements currently used in registry data processes according to resources and recommendations of the National Workforce Registry Alliance. The registry further clarified the capacity for user groups across workforce professionals, including teachers/providers, child care directors/owners, coaches, partners, and monitoring personnel. The features and functions for tracking training have been aligned with nationally recognized early childhood core competency areas enabling teachers/providers, and child care directors/owners to develop professional development plans and ease administrative burdens with more efficient electronic record keeping for child care directors. The Application Program Interface (API) connections with collaborating agencies allow for a unified collect and integration of state recognized professional development accomplishments and progression. The TNPAL system is located at [www.TNPAL.org](http://www.TNPAL.org). During this period, TECTA has continued to expand the Tennessee Professional Archive of Learning (TNPAL) with over 39,544 accounts created as of end of fiscal year.

#### Training, Technical Assistance, and Targeted Technical Assistance Data

The Tennessee Early Childhood Training Alliance (TECTA) statewide system, funded by the Lead Agency and established to provide affordable professional development with academic degree credit possibilities for Tennessee's early childhood education personnel maintains detailed professional development data on childcare agency staff that complete professional



development through the TECTA system was further expanded to collect the demographic data of the Tennessee Family Child Care Network. The further expansion of Technical Assistance Manger (TAM) database in the form of training records from TECTA as well as the Migration of Family Child Care Network supported mentoring and TECTA Training Tab was completed with further refinement in 2022. Coupled with the training records in TrainTN, all training resulting in a completion certificate continue to be transmitted to the Tennessee Professional Archive of Professional Learning (TNPAL) state registry of early childhood workforce.

#### High School College, Career and Technical Education (CTE)

TECTA continued to work on the Drive to 55 initiatives work including College, Career and Technical Education (CTE) pathway options from high school to early childhood community college preparation as well as ongoing work for the professional preparation of the early childhood workforce. A total of 3 high school students completed coursework in high school and applied to earn the TECTA Orientation High School equivalence Certificate. The addition of a Continuing Education Coordinator has been effective in supporting the high school offerings through training at CTE conference and follow-up with contacts in the school districts and the TECTA sites. This is allowing those students to enroll in classes supported by participating State community colleges and universities.

#### UT SWORPS

During the reporting period, the University of Tennessee College of Social Work Office of Research and Public Service (UT SWORPS) delivered technical product development, information services, help desk services, research, program evaluation, and survey administration.

#### Training and Technical Assistance Management system (TAM)

The Training and Technical Assistance Management web-based database application (TAM) developed by UT SWORPS underwent modernization and upgrades during the reporting period. This product collects data on Training, Targeted Technical Assistance, Technical Assistance, and referrals to and among quality partners and the Lead Agency capturing details on service delivery needs and expectations that support high-quality child care. Product feature enhancements included:

- ☐ Additional data collection functions to support partner activities.
- ☐ Integration modifications for strengthened communication across multiple technical platforms including partnerships with Tennessee State University and TNPAL.
- ☐ Additional reporting features to assist partners with data-informed program decisions.
- ☐ Updates to interface and database to ensure product usability and security.

TAM is used by multiple quality Partners as well as Lead Agency staff, particularly its Pre-Licensing unit. The product encourages global collaboration among the Lead Agency and its quality partners through its Technical Assistance (TA) Referral process, and plans exist to build upon the collaborative features, particularly regarding Emergency Preparedness and Response Planning and related activities. During the reporting period, 824 TA Referrals were created in TAM, each an instance of cooperative support provided by quality partners to child care providers. TAM users may also enter training, technical assistance, or targeted technical assistance. There were 353 TAM users active during the reporting period, as shown below:

- ☒ Association of Infant Mental Health in Tennessee (AIMHiTN): 9 users
- ☒ Tennessee Child Care Resource & Referral (CCR&R): 150 users
- ☒ Tennessee Early Childhood Training Alliance (TECTA): 56 users
- ☒ Tennessee Family Child Care Network (TFCCN): 13 users
- ☒ Lead Agency Users: 125

Training, technical assistance, and targeted technical assistance collected by TAM are entered by CCR&R, TECTA, TFCCN, AIMHiTN, and Lead Agency Pre-Licensure staff.

#### TrainTN

The TrainTN website and web-based database application developed by the UT SWORPS in collaboration with TECTA collects data on event attendance for TrainTN-approved trainings and conferences. TrainTN expanded during this reporting period to include collection of director-led training (in-service), conference training, and TrainTN trainer-led events. This service encourages quality and accountability in attendance tracking and provides training and attendance records for the Lead Agency's training and professional development workforce registry, TNPAL. The TrainTN public-facing website integrates with the TrainTN Training Catalog administered by TECTA which is developed and hosted by Tennessee State University to realize the goal of increasing quality training options accessible to the early childhood workforce. Collaborative work across partner development teams allows support for TrainTN Training Catalog standardization by developing common data definitions, introducing uniform controls, and including data identifiers and categorization that allow for future reporting.

Additionally, TrainTN aligns credentialing with TNPAL, leveraging that product's existing vetting and account management system. This increases security and accuracy as well as reduces the technical burden on the child care educator using these systems. During the reporting period, there were 275 active users who entered attendance data into the TrainTN system. Of those users, there were 24 vetted, external trainers, and 251 child care agency directors who trained

**11,883 early childhood professionals across 1,620 training events**

#### **TN Child Care Help Desk**

The TN Child Care Help Desk provides unified technical assistance and help desk supports directly to child care educators across multiple products. The Help Desk supports Lead Agency modernization efforts, partner technology, and ARPA Child Care Stabilization Grants. During the reporting period, the TN Child Care Help Desk performed phone outreach and email support for the ARPA Child Care Stabilization Grant rollout, ensuring providers understood how their information needed to be submitted during the application process as well as providing answers to questions surrounding technologies. The use of Ring Central telephony system has enabled the help desk to provide multi-modal support through chat, SMS and video in addition to traditional phone contact and email support.

The TN Child Care Help Desk also provides support for technical products related to Lead Agency modernization, including the Provider Portal, Staff Portal, attendance-tracking mobile applications, and eLicensing. The TN Child Care Help Desk has evolved to become a singular point of contact to meet multiple needs of licensed child care providers. During the reporting period, the help desk:

- ☒ Operated six days a week, Monday to Saturday from 7am-9pm Central to strengthen customer service accessibility.
- ☒ Received 4,170 provider-initiated requests by email.
- ☒ Received 2,882 phone calls through a dedicated toll-free number, (833) TDHS-CCP.

#### **Uniform Post Training Evaluation**

To support access to quality training and professional development, UT SWORPS administers an automated uniform post training evaluation for implementation across the Lead Agency's TrainTN system of training, including the Tennessee Child Care Resource and Referral (CCR&R), Tennessee Early Childhood Training Alliance (TECTA), and other external training sources recognized as TrainTN approved. Analysis of the responses supports evaluation of early childhood educators' satisfaction with training content, facilitator, modality, and desire for content. During the reporting period, the most desired content areas for future trainings included behavior management, child development, and family engagement.

#### **Association of Infant Mental Health in Tennessee (AIMHiTN)**

In partnership with the Lead Agency, the Association of Infant Mental Health in Tennessee (AIMHiTN) provided the following programs and services to support the caregivers and the infant, early childhood, and family early childhood education workforce.

## Professional Development

During this reporting period, AIMHiTN partnered with the Lead Agency as well as Tennessee Early Childhood Training Alliance (TECTA) and the Tennessee Child Care Resource & Referral Network (CCR&R) to:

- ☑ Identify training and technical assistance needs of the Lead Agency, quality partner, and early childhood professionals related to IECMH Competencies.
- ☑ Continuously scan for identifying training gaps and collaborate with partners to develop, offer, or facilitate trainings in any identified gap areas.
- ☑ Support training topics including Self-care workshops; Perinatal Mental Health; Co-regulation for Infants and Toddlers; social and emotional training in the classroom; Emotionally Responsive Practice; Infant Mental Health 101; and Social Emotional Development in the Preschool Years.
- ☑ Develop a crosswalk between IECMH Competencies and TECTA and CCR&R training and curricula.
- ☑ Support responses during recovery from COVID-19 public health crisis by developing targeted and expanded virtual training and technical assistance opportunities.
- ☑ Support the development of a Crosswalk between IECMH Competencies and the Pyramid Model training modules. Disseminated the Crosswalk to all CCDF Partners as well as provided training for them on how to use the Crosswalk for Endorsement®. The Crosswalk is also available on the AIMHiTN website.

## Infant/Early Childhood Mental Health Endorsement®

The intent of Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant & Early Childhood Mental Health® (Endorsement®) recognizes and documents the development of infant/early childhood and family professionals within an organized system of culturally sensitive, relationship-based, infant and early childhood mental health learning and work experiences.

Tennessee stands out as a leader across the international IECMH Endorsement® network, having 1,003 applications in our first five years when the network average is typically 20 applicants per year in the early years of development. At the end of the reporting period, Tennessee had endorsed 606 professionals statewide. The number of early childhood educators endorsed in Tennessee continued to expand in FY 22 and is expected to see rapid growth over the next five years. There are currently 242 early childhood educators who have been accepted to start the Endorsement® process. Of those, 135 have attained Endorsement®.

During the reporting period, AIMHiTN engaged the Alliance for the Advancement of Infant Mental Health to conduct a readiness assessment to assess AIMHiTN's and the state's capacity to expand Endorsement® access to Early Childhood Mental Health Endorsement®. This would allow early childhood professionals serving families with children ages 3 to 6 to access the credential. In 2022, AIMHiTN rolled out Early Childhood Mental Health Endorsement® with Leadership and Ambassador cohorts and endorsed over one dozen professionals in the first few weeks of rollout.

### Reflective Practice

Reflective practice is recognized as an approach that supports and aligns well with trauma-informed care principles. Reflection is a tool that enhances a professional's capacity to recognize the internal states-feelings, thoughts, and intentions both in themselves and others, and link these to behavior.

### Reflective Supervision and Consultation:

Reflective supervision/consultation is widely recognized as best practice in the provision of infant and early childhood mental health services including early childhood education.

Reflective supervision is essential for sustaining high-quality infant and early childhood mental health programs. AIMHiTN implemented this program for 105 CCR&R staff in FY 21, which equipped these staff, who support early childhood educators, with an increased ability to practice reflectively. This was further expanded in FY 22 to include 115 CCR&R, 40 TECTA, and 8 TFCCN staff. Through this strategy, reflective practices and approaches will be integrated into and sustained throughout Tennessee's early care and early education sectors. In FY 23, AIMHiTN will be training more Reflective Supervision Consultants to support the expansion of CCR&R, TECTA, and TFCCN, furthering sustainability, increasing access, and diversifying consultants.

### Training and Technical Assistance

AIMHiTN provided Reflective Practice Trainings to TECTA and CCR&R Staff. These trainings focused on how to create a culture of reflection. During the reporting period:

☐ Cohort 3 Reflective Practice Summit for CCR&R Staff was held in August 2022. This brought together both seasoned and new staff for reflection. New staff were onboarded to reflective supervision/consultation, preparing them to start their journey. An additional day was added to bring in staff who have been experiencing reflection to share their experience, bring groups together, and provide follow-up training (Facilitating Attuned Interactions). Plans for expansion in FY 23 are made with a kickoff planned for March 2023.

☒ The first cohort of TECTA Staff participated in a Reflective Practice Summit in September 2022. This summit was held virtually. AIMHiTN also provided Technical Assistance focused on Reflective Practice Culture for TECTA Staff.

☒ AIMHiTN provided the first cohort for TFCCN and provided reflective supervision/consultation once a month for staff beginning February 2022.

☒ AIMHiTN delivered a total of 1,069 reflective supervision/consultation hours.

☒ AIMHiTN hosted the International RSC Symposium in 2022, bringing experts and professionals in RSC to TN from across the world to enhance knowledge and experience around reflection.

☒ AIMHiTN kicked off an intensive RSC Learning Collaborative for professionals to receive quality training on becoming a reflective supervisor.

☒ AIMHiTN partnered with the International Alliance for the Advancement of Infant Mental Health to develop the new pathway in endorsement, the Infant/Early Childhood Family Reflective Supervisor. This pathway creates a more accessible path for early childhood professionals to quality reflective supervision/consultation.

☒ AIMHiTN has become a Facilitating Attuned Interactions (FAN) trained state, offering this as an enhancement to reflection to the workforce.

#### Annual Conference

AIMHiTN hosted its annual conference virtually June 14-15, 2022 with seven (7) watch parties hosted across Tennessee. A total of 468 individuals registered and over 300 attended each session, 224 of whom were early childhood professionals. The "Our Way of Being: The Power of Belonging" Conference focused on what it means to belong in the IECMH field. Each conference participant received a free AIMHiTN membership and participated in professional development offerings in a variety of IECMH topics. The conference kicked off with Dr. Keisha Siriboe exploring how the collective power of Tennessee's reflective practices within infant and early childhood contribute to the mental health of infants, young children, and their families.

Other sessions included:

☒ Using a Trauma-Informed Lens,

☒ The role of Secure Base Leadership in organizational health and success,

☒ Operating Below the Radar: Preschool Expulsion and Implicit Bias in Early Childhood Programs,

☒ Caregiver Emotional Intelligence in the first few years of life.

☒ A special panel of four leaders whose work impacts infants, young children, and their families who shared their experiences of the power of belonging from the perspective of a male professional.

☒ The conference concluded with a charge from AIMHiTN CEO, Angela Webster, and

Advisory Council member, Belva Weathersby, on Embracing the Power to Believe, Belong, and Become, remind attendees that belonging is about changing hearts and minds through fostering character, community, and connectedness. Belonging exists at the intersection of all three and our need for it is as fundamental as air. Belonging does not develop from finding a group with whom you have everything in common; it occurs when we experience acceptance for your authentic selves. They closed by asking us to help foster a sense of belonging where we work to generate an environment where learning can thrive.

### Community Engagement

AIMHiTN continues to have a strong presence on social media, via Facebook, Twitter, LinkedIn, and Instagram platforms. AIMHiTN's Facebook reach is up approximately 4% and Instagram has increased by 855%. Its LinkedIn engagement continues to increase monthly and is used to promote awareness and resources related to IECMH and inclusion of all children through daily information sharing using clear messaging that is understandable to all audiences, especially early childhood educators. The AIMHiTN listserv is also utilized several times weekly to share IECMH information, resources, and training opportunities and seeks to expand intentional targeted member outreach to engage more people in AIMHiTN and further embed IECMH principles in their work. AIMHiTN also actively participates in the Lead Agency's CCDF Creative Partners team and ensures that partner content is shared on all social media platforms and our Listserv.

AIMHiTN seeks to weave infant and early childhood mental health practices and principles into the everyday activities of individuals who touch the lives of infants, young children, and their families. Its vision is for every infant and young child in Tennessee to have his or her social and emotional developmental needs met within the context of their family, community, and culture. Community Liaisons continue to support our quality partners through attending statewide events and speaking engagements to inform our partners of IECMH to help get them connected with needed trainings to become IMH-E® endorsed as well as to deepen the understanding of IECMH principles.

Community Liaisons provided awareness and promotion at 22 events and provided 57 informational presentations for our partners during the reporting period. The AIMHiTN Community Engagement Team continues to increase their reach into communities. Community Liaisons also expanded their reach with local community colleges and universities to engage students and faculty in early childhood and inform them about IECMH and Endorsement®, addressing college classrooms in all three grand regions of Tennessee during 2022.

AIMHiTN partnered with TFCCN to bring awareness and support to licensed family child care providers in Tennessee on topics including Nature and Sensory Strategies in the Classroom, How Interactions Shape Brain Development, and Self-Compassion for the Childcare Provider. Community Liaisons also attended both the TFCCN West Tennessee regional conference and

## State Conference.

☑ Community Liaisons partnered with Two Rivers Association for Children's Early Childhood which included the Mid-Cumberland CCR&R, local Head Start, and numerous other providers who setup nature-based play areas for children. There were over 2,000 people who attended and received information at the tables inside the center and then enjoyed the nature-based play areas outside.

☑ Community Liaisons are involved with local chapters of TACEE across the state conducting outreach, speaking at meetings, and being involved enough that three AIMHiTN staff have become presidents during FY 22.

## Information & Referral

AIMHiTN partnered with ZERO TO THREE beginning in FY 19, a national advocacy and training & technical assistance agency to address the need for information and referral for families/caregivers as well as for professionals. Tennessee was one of 10 states selected in 2018 by ZERO TO THREE for a technical assistance and support program to improve the social, emotional, and mental health of babies, toddlers, and young children. Through partnership with the Lead Agency, AIMHiTN leveraged the Technical Assistance grant with ZERO TO THREE to provide information on available IECMH services and referrals to those services resulting in resource mapping to assess the availability of services and providers. An online resource was created for use by early childhood professionals and families and made available at the AIMHiTN and CCR&R websites.

During the reporting period, AIMHiTN expanded on the resource map to develop three (3) different interactive maps including county, state, and national resource maps allowing easier access and updates to ensure the most up-to-date resource information is available at all times. These new maps will go live in November 2022 and updates will be made to the maps as new information becomes available twice annually during FY 23.

## DEI & Belonging

During FY 22, AIMHiTN began a direct process of incorporating Diversity Informed Tenets into its practices and programs and conducted a yearlong in-depth reflective training process for its own staff, advisors, and board members. AIMHiTN conducted an audit of its programs and processes to identify practices not informed by or in line with these tenets resulting in increased efficacy and ensuring support for partners and holding the importance of Diversity, Equity and Inclusion in mind. High Quality Its focus on Inclusion continued specifically to support High Quality Inclusion of children with disabilities while maintaining a commitment to universal design for learning and the pyramid model.



AIMHiTN collaborated with our CCRR partners to seek out training for new coaches in areas of noted needs, including connection with training options in the Pyramid Model of Inclusion, navigating the Tennessee Early Intervention System (TEIS) expansion, and the rights of families of children in transition; and will support the growth of CCR&R Inclusion Coaches during FY 23. Its Belonging Team also facilitated three (3) trainings on the Social and Emotional Implications of Belonging for early childhood professionals.

During the reporting period, AIMHiTN also initiated a pilot project for **“The Belonging Awards”**, an effort to raise awareness for inclusive evidence-based methods, incentivize adoption of these methods, provide resources/guidance for implementing high quality inclusion practice, and connect child care providers with partners. The pilot will launch in November 2022.

#### **Emergency Preparedness/Trauma & Crisis Response**

During the reporting period, AIMHiTN’s training and technical assistance for its Preparedness for Emergency Response in Tennessee (PERTT) continued related to how to respond when an emergency or traumatic event occurs as well as training on how to use the Emergency Preparedness toolkit.

☐ New tools were developed for condensed PERTT content, an information one-pager, and a new video series that will be used in Webinars in FY 23 to continue toolkit promotion and identify opportunities for proactive training and targeted technical assistance. AIMHiTN will also create a PERTT appropriate to Evidence Based Home Visitors with specific tools for their needs. During the reporting period, AIMHiTN facilitated six (6) trainings across the state on PERTT.

☐ AIMHiTN engaged with all regions of the Children in Disaster Task Force and as well as with state and regional representatives from the Tennessee Emergency Management Agency (TEMA), Tennessee Highway Patrol, University of Tennessee Department of Public Health, Rural Health Association, and multiple Alliance for Children’s Early Education groups.

☐ The SEER (Social Emotional Emergency Response) Team, a cross-sector, cross-disciplinary team designed to coordinate messaging and response to traumatic events, continued work focused on preparation and outreach when crises occur to strengthen support of infants, young children, and their caregivers. The SEER Team also provided messaging and resources in response to tornadoes impacting Tennessee as well as gun violence.

#### **Governors Early Literacy Foundation (GELF)**

During the reporting period, Governors Early Literacy Foundation (GELF) distributed 233,495 high quality books to classrooms of child care providers licensed by the Lead Agency. Infant and toddler classrooms serving children to age 3 received book packs containing 15 titles each and

preschool and Pre-K classrooms serving children 3 and older received book packs containing 25 titles each. GELF additionally supplied 110 field offices of the Lead Agency with 8,800 books and 1,920 books for CCR&R staff.

Early Language and Literacy Specialists with CCR&R who focus on early childhood classrooms and families created activity sheets for each book set and title that can be used either in the classroom by early childhood professionals or by families at home. Early Childhood Quality Coaches use these books and activity sheets during training and coaching visits with early childhood professionals that focus on early literacy while Family Engagement Coaches use these resources when working with families. CCR&R also created activity sheets for the books distributed through the Dolly Parton Imagination Library. All activity sheets may be found at the CCR&R website, [www.tnccrr.org](http://www.tnccrr.org).

## 2) Supporting the training and professional development of the child care workforce

*Goal: Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A as appropriate.*

### 2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2021 to September 30, 2022?

Yes. If yes, describe: **The Lead Agency uses Tennessee Professional Archive of Learning (TNPAL), a training and workforce registry for early childhood education in Tennessee, as its official system of record for qualifications, training, and professional development for licensed child care providers. TNPAL became required for providers licensed by the Lead Agency in January 2022 and incorporated into the Lead Agency's revised licensing rules (Tenn. Comp. R. & Regs. 1240-04-01-.19) in June 2022, found at <https://publications.tnsosfiles.com/rules/1240/1240-04/1240-04-01.20220629.pdf>. Further development and refinement of data collection and reporting is ongoing.**

No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Are any teachers/providers required to participate?

Yes. If yes, describe: **TNPAL became required for educators of providers licensed by the Lead Agency in January 2022 and incorporated into the Lead Agency's revised licensing rules (Tenn. Comp. R. & Regs. 1240-04-01-.19) in June 2022, found at <https://publications.tnsosfiles.com/rules/1240/1240-04/1240-04-01.20220629.pdf>. As of September 30, 2022, a total of 31,896 TNPAL accounts have been created. During the reporting period:**

**29,664 educators were registered representing an increase of 19,241 (or 184.6%) from the prior year.**

**1,862 administrators/directors/owners were registered representing an increase of 1,128 (or 153.7%) from the prior year.**

**206 quality coaching and consultant staff users were supported, and 164 Lead Agency staff users were also supported.**

No. If no, describe:

2.1.3 Total number of participants in the registry as of September 30, 2022 **31896**

## 2.2 Workforce Development

2.2.1 What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

Scholarships (for formal education institutions) **914**

Financial bonus/wage supplements tied to education levels **1901**

Career advisors, mentors, coaches, or consultants

Reimbursement for training

Loans

Substitutes, leave (paid or unpaid)for professional development

Other. Describe: **Tennessee Early Childhood Training Alliance (TECTA) provided \$1,128,411.89 in scholarship support to 914 individual educators. Total support included \$47,950 in CDA® scholarships and \$1,080,461.89 in Tuition scholarships. TECTA further provided supplemental textbook support to 118 educators supporting access to 182 textbooks. TECTA awarded CDA® stipends to totaling \$20,500 to 110 educators. Additionally, Child Care WAGES® Tennessee providers support to 1,901 educators.**

N/A. Describe:

2.2.2 What compensation and benefits improvements did the lead agency support for teachers/providers between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

Financial bonuses (not tied to education levels)

Salary enhancements/wage supplements

Health insurance coverage

Dental insurance coverage

Retirement benefits

Loan Forgiveness programs

Mental Health/Wellness programs

Other. Describe:

N/A. Describe: **The Lead Agency offered early childhood educators professional development and career pathway supports as reported in 2.2.1.**

For questions 2.3 to 2.4 please report on the number of staff by qualification level as of September 30, 2022. Count only the highest level attained by staff.

| 2.3 Licensed child care providers   | Licensed child care center directors | Licensed child care center teachers | Licensed family child care providers | If N/A, explain |
|---|--------------------------------------|-------------------------------------|--------------------------------------|-----------------|
| a. Total number:  | 2378                                 | 21331                               | 1160                                 |                 |
| b. How many had a Child Development Associate (CDA)?  | 37                                   | 163                                 | 22                                   |                 |
| c. How many had an Associate’s degree in an early childhood education field (e.g., psychology, human development, education)?   | 135                                  | 594                                 | 28                                   |                 |
| d. How many had a Bachelor’s degree in an early childhood education field (e.g., psychology, human development, education)?   | 280                                  | 816                                 | 21                                   |                 |
| e. How many had a State child care credential?  | 10                                   | 0                                   | 0                                    |                 |
| f. How many had State infant and toddler credentials?   | 0                                    | 0                                   | 0                                    |                 |
| g. How many had an “other” degree?<br>Define “other” degree:<br><b>All other non-early childhood education or related fields degrees awarded by institutions of higher education.</b> | 442                                  | 2399                                | 110                                  |                 |

| 2.4 Licensed CCDF providers   | Licensed child care center directors who serve children who receive CCDF subsidy | Licensed child care center teachers who serve children who receive CCDF subsidy | Licensed family child care providers who serve children who receive CCDF subsidy | If N/A, explain |
|---|--|---|--|-----------------|
| a. Total number:  | 1657   | 14024   | 990  |                 |
| b. How many had a Child Development Associate (CDA)?  | 33   | 172   | 21   |                 |
| c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?   | 84   | 304   | 26   |                 |
| d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?   | 149  | 412   | 12   |                 |
| e. How many had a State child care credential?  | 4  | 0   | 0  |                 |
| f. How many had State infant and toddler credentials?   | 0  | 0   | 0  |                 |
| g. How many had an "other" degree?<br>Define "other" degree:<br><b>All other non-early childhood education or related fields degrees awarded by institutions of higher education.</b> | 299  | 1284  | 89   |                 |

2.5 How many providers received the following additional forms of professional development and/or technical assistance from October 1, 2021 to September 30, 2022?

|   | Total | Licensed or registered center-based programs | License-exempt center-based programs | Licensed or registered family child care homes | License-exempt family child care homes (care in providers' home) | In-home (care in the child's own home) |
|---|-------|--|--------------------------------------|--|--|--|
| a) Business practices   | 2211  | 1611   | 0                                    | 600  | 0  | 0                                      |
| b) Mental health  | 156   | 104  | 0                                    | 52   | 0  | 0                                      |
| c) Diversity, equity, and inclusion   | 529   | 333  | 0                                    | 196  | 0  | 0                                      |
| d) Emergency Preparedness Planning  | 276   | 196  | 0                                    | 80   | 0  | 0                                      |
| e) Other: All other providers receiving additional forms of professional development and/or technical assistance not reported above in 2.5.a-d. | 2223  | 1623   | 0                                    | 600  | 0  | 0                                      |

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the training and professional development of the child care workforce during October 1, 2021 to September 30, 2022?

| Funding source   | Was this funding source used?  |
|--|--|
| <p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>               | <p><input checked="" type="checkbox"/> Yes<br/> Amount spent \$ <b>25032095.91</b><br/> If yes, describe how funds were used: <b>During the reporting period, funding supported delivery of training, technical assistance, targeted technical assistance, coaching, and mentoring; content development; development, implementation, and maintenance of training and professional development resources; professional conferences; scholarships and stipends; and wage supplements supporting early childhood professionals. This represents a 17% increase from FY 21.</b><br/> <input type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p> |
| <p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p> | <p><input type="checkbox"/> Yes<br/> Amount spent: \$<br/> If yes, describe source(s) of funding and how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>   |
| <p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>   | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>   |
| <p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>  | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>   |



| Funding source   | Was this funding source used?  |
|--|--|
| e. American Rescue Plan (ARP) Act, 2021 Supplemental funding   | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe:  |
| f. ARP Act, 2021 Stabilization Grant set-aside ONLY<br><br>(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.) | <input checked="" type="checkbox"/> Yes<br>Amount spent \$ <b>1798.41</b><br>If yes, describe how funds were used:<br><b>Establishment/Expansion grant funding supporting coaching/consulting services in human resources and tax practices.</b><br><input type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |

**2.7 Progress Update: Using the measures identified in 6.3.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the training and professional development of the child care workforce. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: Community Foundation of Middle Tennessee (CFMT) made available 11 trainings approved by TrainTN, the Lead Agency’s official clearinghouse for early childhood trainings recognized as approved, via its ChildcareTennessee.com website. These trainings include:**

- ChildcareTennessee Website Overview
- Conducting a Family Survey
- Confidentiality and Ethics in Child Care
- Consideration on Culture in the Classroom
- Employee Orientation Toolkit  Module 1  General Care and Communications
- Employee Orientation Toolkit  Module 2  Health, Safety, and Supervision
- Employee Orientation Toolkit  Module 3  Program Operations
- Employee Orientation Toolkit  Module 4  Professionalism
- Learning Through Play
- Navigating Key ChildcareTennessee Budget Resources
- Supporting Children with Stress

CFMT regional coordinators facilitated in-person and online individual and group meetings to orient licensed child care providers with the many diverse resources available through the ChildcareTennessee.com platform and how these tools can be used to improve program quality and administration.

CFMT also administered enhancement grant funds for licensed child care directors to hire consultants that help advance their knowledge and understanding of business practices and child development, including:

- ☑ Appropriate human resources practices
- ☑ Appropriate tax procedures for businesses
- ☑ Behavioral modification techniques
- ☑ Working with special needs children

Child Care Resource & Referral (CCR&R) is a statewide network of quality coaches offering providers and educators free professional development through training, technical assistance, coaching, mentoring, and modeling as well as resources and training for families. During the reporting period, CCR&R delivered:

- ☑ 24,733 (9,758 unduplicated) instances of Technical Assistance (TA) to Tennessee early childhood professionals across 2,767 providers. TA was also provided to 1,387 (883 unduplicated) non-providers, including Lead Agency staff at the Tennessee Department of Education, Tennessee Department of Health, Tennessee Department of Human Services, and/or community partners.
- ☑ 6,297 (644 unduplicated) instances of Targeted Technical Assistance (TTA) to early childhood professionals across 1,665 providers. TTA was also provided 565 (77 unduplicated) non-providers professionals.
- ☑ 24,366 attending early childhood professionals (4,951 unduplicated) through its Tennessee Child Care Provider Training (TN-CCPT) program to assist educators with satisfying the training and professional development requirements for child care providers licensed by the Lead Agency, including 363 (333 unduplicated) completed Before You Begin preservice training.
- ☑ 381 early childhood professionals received Tennessee Early Childhood Education Early Learning Developmental Standards (TN-ELDS) trainings across 103 licensed center-based and 25 licensed family child care programs. TN-ELDS are also used as a framework for all other community-based trainings as they support the content being developed for each stage of development.

CCR&R maintains its TN-CCPT course catalog of more than 200 trainings recognized as approved through TrainTN, the Lead Agency's official clearinghouse for early childhood trainings. Examples of TN-CCPT training titles include:

- ☒ Building Brains: The Brain Architecture Game
- ☒ Conscious Discipline: Using Encouragement
- ☒ Creating Interest Areas in the Preschool Classroom
- ☒ Emergency Preparedness (Survival Preparation for Fire, Earthquake, Severe Storm/Tornado, Nuclear Accident/Bomb Threat/Terrorist Act, Evacuation Drills, When to Call an Ambulance, First Aid Kits H&S Modules)
- ☒ Infectious Disease Control - Understanding the Spread of Infectious Disease in Child Care
- ☒ Frugal Finds for Engaging Minds: STEM in Action
- ☒ Kindergarten Here We Come
- ☒ Pillars of Positive Solutions For Families: Preventing Challenging Behaviors
- ☒ Putting the "A" in STEM: How Creative Art produces STEAM learning
- ☒ Ramps and Pathways: Physical Science
- ☒ Reading Books w/ Infants & Toddlers
- ☒ Sudden Infant Death Syndrome (Promoting Healthy and Safe Sleep in Child Care. First Candle, Healthy Child Care America Training Manual H&S Modules)
- ☒ Understanding Free Play

Tennessee Early Childhood Training Alliance (TECTA) is a statewide training and professional recognition system based on the belief that early childhood educators should have professional knowledge and skills to provide appropriate care and education for young children. TECTA engages with the Lead Agency and its Quality Partners as well as data system developers to enhance and refine TNPAL and data collected for all education, training, credentials, and professional development for the early childhood education workforce in Tennessee.

The TECTA Professional Development System utilizes the National Association for the Education of Young Children (NAEYC) Standards for Professional Preparation as its framework for curriculum and training design, including:

1. Promoting child development and learning.
2. Building family and community relationships.
3. Observing, documenting, and assessing.
4. Using developmentally effective approaches to connect with children and families.
5. Using content knowledge to build meaningful curriculum; and

## 6. Becoming a professional.

TECTA Orientations offer curriculum as a series of 10 three-hour modules offered in five specializations: Center-Based, Child Care Administrator, Family Child Care, Infant/Toddler, and School-Age. Course content modules include: Professionalism, Developmentally Appropriate Practice, Family Relationships, Child Development, Observation and Assessment, Learning Environment, Health and Safety, Guidance, and Individual and Cultural Diversity.

TECTA also offers two advanced Orientations statewide as intensive trainings designed to provide in-depth instruction and study of *Building Strong Brains: ACEs and Early Literacy: Books and Beyond*. These Orientations may be offered biannually based upon demand and are available online only through the eLearn system at Tennessee State University. All orientations offered are 30-clock hour non-credit bearing courses.

Curriculum is designed for TECTA trainers with backgrounds in child care and early education to deliver training through active hands-on instruction activities that include opportunities for relationship building between participants and instructors. Journal writing is encouraged with each module facilitating participant reflection, understanding of the module topic, and feedback from the instructor. Journals are used by instructors to evaluate participant understanding, clarify meaning, and engage in technical assistance.

Pre- and Post-Assessment of Learning are administered for each TECTA Orientation offered including live, hybrid, and online classes. Each Orientation has a specific assessment based upon the information shared within that particular orientation type, one question per module. The correct number of answers from the Pre-Assessment is then compared to the correct number of answers from the Post-Assessment and is represented through a percentage of change. Orientation Pre- and Post-Assessment results for all orientations combined during the period indicated an approximate gain. Completion of a TECTA course in one specialization is required for attaining TECTA academic tuition support. A total of 1,375 early childhood educators completed TECTA Orientations in FY 22.

TECTA offers College, Career, and Technical Education (CTE) pathway options for high school students with linkages to higher education and the early childhood workforce. TECTA supports high school students who complete early childhood courses ECE I and ECE II while in high school. High school students who cannot access early childhood courses in high school may alternatively complete a TECTA Orientation course and receive tuition assistance while in high school to dual enroll in state community college or access a local

design option for completing early childhood community college courses to earn a CDA® through the Council for Professional Recognition. High school students who complete state community college coursework while working or volunteering in child care programs are further supported by TECTA with a \$425.00 scholarship applied toward earning a CDA® through the Council for Professional Recognition. In FY 22, three (3) high school students earned a TECTA Orientation Equivalence certificate.

The Tennessee Early Childhood Program Administrator Credential (TECPAC) is awarded to early childhood directors who have demonstrated the specific competencies for effective leadership and management through academics, experience, and a portfolio assessment. TECPAC also blends business practices, mental health and diversity, equity and inclusion. In FY 22, child care directors and administrators expressed need for additional business and mental health supports as they recover from the COVID-19 health crisis. Issues related to successful business practices and related to staffing and enrollment continue to be of concern coupled with family health and well-being.

TECTA offers a statewide Infant Toddler Credential professional development pathway for infant and toddler early childhood educators. The credential is awarded upon completion of the Infant Toddler Credential Academy facilitated by TECTA instructors, featuring course content, reflective discussions, and cohort activities supplemented by CCR&R specialists, technical assistance, and training and professional development. The Infant Toddler Credential is delivered online through the eLearn system at Tennessee State University.

TECTA administers TrainTN, the official clearinghouse for early childhood trainings recognized as approved by the Lead Agency and companion to Tennessee Professional Archive of Learning (TNPAL). The TrainTN Catalog accommodates individual, institutional, and event-based training and is organized by Child Care and Development Block Grant (CCDBG) requirements, Tennessee Licensure Rules for Child Care Agencies, and seven core content areas:

- ☒ Child Development and Learning
- ☒ Health, Safety, and Nutrition
- ☒ Family and Community Relationships and Engagement
- ☒ Observing, Documenting, and Assessing
- ☒ Building Meaningful Curriculum
- ☒ Leadership and Professionalism
- ☒ Organizational Development

TrainTN reviewed and approved 536 trainings, conferences, and events during the reporting period.

Tennessee Family Child Care Network (TFCCN) is a statewide network that provides a system of supports for family and group home providers subject to licensure by the Lead Agency. TFCCN continues to strengthen the effectiveness of peer-to-peer mentoring through continued relationship-building and coaching to assure success in the application of knowledge and skills. During the reporting period, TFCCN:

- ☑ Delivered 1,646 hours across 5,373 coaching interactions with early childhood professionals through technical assistance sessions,
- ☑ Delivered 509 hours across 409 coaching interactions with early childhood professionals through targeted technical assistance.
- ☑ Engaged in 10,521 hours of direct support to licensed family and group child care providers caring for infants and toddlers.
- ☑ Hosted its annual Peer Mentor Symposium focused on supports to help providers maintain continuity of care and business operations following the COVID-19 public health crisis. The theme for FY 22 was ☑Leading with a Purpose☑, encouraging providers to lead with perseverance. A total of 38 Mentors attended Symposium training.
- ☑ Hosted 364 early childhood professionals during its two-day annual Statewide Family Child Care Conference conducted virtually. Themed ☑We are Leaders☑, the conference offered professional development opportunities and speakers including Brocklin Qualls, doctoral student of organizational change and leadership from the University of Southern California, and Erica Phillips, president of All Our Kin Family Childcare Network in New Haven, Connecticut.
- ☑ Hosted three (3) Family Child Care Regional Conferences virtually for each of Tennessee's three grand divisions and offering providers opportunities for peer-to-peer engagement and professional development on topics including the Pyramid Model, Building Strong Brains, trauma informed care, emergency preparedness and response planning, and Safe Sleep. A total of 126 training certificates were awarded in FY 22.
- ☑ Introduced a mental health self-care training to emphasize and support the transition of providers caring for families following the COVID-19 public health crisis while prioritizing self-care and well-being.
- ☑ Enrolled its advisor staff in the AIMHiTN Infant and Early Childhood Mental Health Endorsements® , two of whom were endorsed in Infant Mental Health during FY 22.

TFCCN advocates for continuing education and professional development that further empowers and supports licensed family child care providers delivery of high-quality care.

TFCCN supports family child care providers with meeting requirements for either the academic Family Child Care Child Development Associate® (CDA) Credential™ or technical micro-credential CDA®. During the reporting period, TFCCN provided coaching support to early childhood professionals with preparing professional portfolios and classroom environments resulting in nine (9) family child care providers achieving technical a micro-credential CDA®.

During FY 22, TFCCN introduced its first Family Child Care Demonstration Site, an accredited family child care provider licensed by the Lead Agency. Early childhood professionals may receive guidance observation visits of demonstration sites where standards and best practices may be observed in practice.

TFCCN facilitated a 14-week self-study accreditation group for licensed family child care providers seeking National Association for Family Child Care (NAFCC) accreditation process. TFCCN advisors received additional NAFCC accreditation material to strengthen supports for providers during weekly study groups. During the reporting period, 22 family child care providers received NAFCC Accreditation Self-Study Kits, completed the course, and are awaiting final observations from NAFCC expected during FY 23.

Association of Infant Mental Health in Tennessee (AIMHiTN) provides training and technical assistance in support of Endorsement® and Infant and Early Childhood Mental Health Competencies and Principles. Trainings occur 1-2 times per month and are recorded to provide easy access for early childhood educators in such topics as:

- ☒ Infant Mental Health 101
- ☒ Self-Care for the Early Childhood Professional
- ☒ Supporting young children with emotional regulation
- ☒ literacy and social emotional development; resilient parents; how interactions shape brain development; emotional emergency preparedness and response
- ☒ Facilitating Attunement Interactions (FAN)
- ☒ Mental Health Diagnosis for ages 0-5; and belonging in the classroom;
- ☒ the connection between social-emotional development and nature-based play
- ☒ Monthly offerings include Endorsement 101
- ☒ Endorsement Renewal and Stories From the Field.

These trainings support professionals in knowledge and skills acquisition along with support in their journey to earning the Infant and Early Childhood Mental Health Endorsement®.

AIMHiTN again partnered with CCR&R and TECTA to facilitate crosswalks for trainings and the Infant and Early Childhood Mental Health Endorsement® that create linkages connecting early childhood educator training and professional development to Endorsement®. In addition to these crosswalks, AIMHiTN offers office hours and one-on-one coaching to support professionals in their growth around Infant and Early Childhood Mental Health competency.



### 3) Improving early learning and development guidelines

*Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.*

#### 3.1 Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2021 to September 30, 2022?

Yes. If yes, describe changes or updates:

No

N/A Describe:

#### 3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the **development or implementation of early learning and development guidelines** during October 1, 2021 to September 30, 2022?

| Funding source   | Was this funding source used?   |
|--|---|
| <p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p> | <p><input checked="" type="checkbox"/> Yes<br/> Amount spent \$ <b>15176767.82</b><br/> If yes, describe how funds were used: <b>No changes were made to the Tennessee Early Learning Developmental Standards (TN-ELDS) during the period. Six web-based TN-ELDS trainings are available for free at Tennessee Child Care Online Training System (TCCOTS) powered by ProSolutions Training (www.tccots.com). During the reporting period, total completions of these TN-ELDS training were 18,948:</b></p> <p><input type="checkbox"/> Revised TN-ELDS for Infants: Birth <input type="checkbox"/> 12 Months: 3,534<br/> <input type="checkbox"/> Revised TN-ELDS for Toddlers: 13-24 Months: 3,251<br/> <input type="checkbox"/> Revised TN-ELDS for Two-Year Olds: 25-36 Months: 2,953<br/> <input type="checkbox"/> Revised TN-ELDS for Three-Year Olds: 37-48 Months: 3,821<br/> <input type="checkbox"/> Revised TN-ELDS for Four-Year Olds: 3,847<br/> <input type="checkbox"/> Tennessee School-Age Development Standards (TN-SADS): School Age: 1,542</p> <p>TN-ELDS content is also included in the five basic TECTA Orientation.</p> <p>During the reporting period, CCR&amp;R delivered Tennessee Early Childhood Education Early Learning Developmental Standards (TN-ELDS) trainings to 381 early childhood professionals across 103 licensed center-based and 25 licensed family child care programs. TN-ELDS are used as a framework for all other community-based trainings delivered by CCR&amp;R, TECTA, TFCCN, and AIMHiTN, and are also integrated as standards of TrainTN, the Lead Agency’s official clearinghouse for early childhood trainings. This represents a 13.7 percent increase from FY 21.</p> <p><input type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p> |

| Funding source  | Was this funding source used?  |
|---|--|
| <p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>  | <p><input type="checkbox"/> Yes<br/> Amount spent: \$<br/> If yes, describe source(s) of funding and how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p> |
| <p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>  | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>                           |
| <p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>   | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>                           |
| <p>e. American Rescue Plan (ARP) Act, 2021 Supplemental funding</p>   | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>                           |
| <p>f. ARP Act, 2021 Stabilization Grant set-aside ONLY<br/> (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)</p> | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>                           |

**3.3 Progress Update:** Using the measures identified in section 6.4 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving early learning and development guidelines. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: Tennessee Early Childhood Training Alliance (TECTA) is a statewide training and professional recognition system based on the belief that early childhood educators should have professional knowledge and skills to provide appropriate care and education for young children.

The TECTA Orientation curriculum is delivered in a series of 10 three-hour modules offered in five specializations: Infant/Toddler, Center-based, Family Child Care, School-age, and Child Care Administrator. Course content modules include: Professionalism, Developmentally Appropriate Practice, Family Relationships, Child Development, Observation and Assessment, Learning Environment, Health and Safety, Guidance, and Individual and Cultural Diversity.

Curriculum is designed for TECTA trainers with backgrounds in child care and early education to deliver training through active hands-on instruction activities that include opportunities for relationship building between participants and instructors. Journal writing is encouraged at each session to allow for reflection upon participants' understanding of the module topic and elicit confidential feedback from the instructor. Instructors use these journals to monitor participant understanding and clarify meanings for providing technical assistance as well as identify needs for the group.

TECTA orientations received extensive revisions to update all materials to ensure relevant and appropriate materials were utilized, and integrated updated NAEYC professional preparation standards, the new Tennessee QRIS monitoring tool, and the Lead Agency's rules revised in June 2022. Revisions to TECTA orientations is scheduled to conclude in FY 23.

The Tennessee Early Childhood Program Administrator Credential (TECPAC) is awarded to early childhood directors who have demonstrated the specific competencies for effective leadership and management through, academics, experience, and a portfolio assessment. The framework for the 30-hour TECPAC Academy course that is required for earning the credential is designed around the NAEYC Standards for Professional Preparation. In FY 22, child care directors and administrators expressed need for additional business and mental health supports as they recover from the COVID-19 health crisis. Issues related to successful business practices and related to staffing and enrollment continue to be of

concern coupled with family health and well-being.

A new "Director's Pathway to Success" was completed during the reporting period, focused on Trauma Informed Care with a series of lectures and smaller cohort workgroups hosted by Becky Haas. A five-part series hosted by Dr. Annie White of The Fred Rogers Institute with early childhood owners and directors focused on a whole-center approach with buy-in from the leadership of programs and emphasizing reflective listening skills directors can practice with a specialized lens into Infant and Toddler classrooms with a family-centered approach.

Through its TECPAC office, TECTA hosted three (3) Leadership Institutes during FY 22 in concert with the Tennessee Association for Children's Early Education (TACEE). All directors, assistant directors and other early childhood education leaders were invited. Nationally known speaker Crystal Campbell delivered the TACEE conference keynote on diversity, inclusion, and equity in early childhood education. Director peer learning groups (PLGs) facilitate shared peer support and meet monthly to engage in peer-to-peer discussions on varied focal areas, including but not limited to accreditation issues, staffing patterns, and family engagement.

The TECPAC office supporting the Early Childhood Program Accreditation partners with the Nashville Area AEYC to assist in the delivery of coaching and support for child care centers seeking NAEYC Accreditation. With expansion of the program and the addition of alternative accrediting organizations, TECPAC enjoyed broader participation during FY 22 due to increased interest in accreditation by child care programs.

The TECTA Center-Based Orientation was revised and made available in Spanish for the first time in the Spring FY 21. Others have expressed interest when courses are available in Spanish. Efforts are underway to recruit bilingual trainer/curriculum developers to support educators with Spanish as their preferred language.

A Pre and Post Assessment of Learning is administered in each of the five types of TECTA Orientation offered including live, hybrid, and online classes. Each Orientation has a specific assessment based upon the information shared within that particular orientation type, one question per module. The correct number of answers from the Pre-Assessment is then compared to the correct number of answers from the Post Assessment and is represented through a percentage of change. Completion of a TECTA course in one specialization is required for attaining TECTA academic tuition support. The TECTA Program offers two advanced TECTA 30 Clock hour non-credit bearing Orientation statewide in an

intensive training designed to provide an in-depth instruction and study of Building Strong Brains: ACEs and Early Literacy: Books and Beyond. These courses may be offered bi-annually based upon demand and are available online only through the eLearn system at Tennessee State University free of charge.

The TECTA Early Literacy Orientation: Books and Beyond was first offered in FY 20 and 21 with limitations for onsite technical assistance due to the impacts of the COVID-19 public health crisis. Classes were completed and some students received onsite coaching support designed to complement the training offered. Additionally, all students received literacy instructional supplies for use in their classrooms or programs who completed the class.

The Infant Toddler Credential professional development statewide pathway continues to provide opportunities for infant and toddler child care educators with multiple pathways for success and support. The Infant Toddler Credential pathway includes completion of the Infant Toddler Academy accessible through the eLearn system at Tennessee State University and supported "live" sessions with educators.

During the reporting period, four (4) students enrolled in the Infant Toddler Academy. One successfully completed the academy, two are progressing toward completion, and one withdrew.

The Infant Toddler Credential Academy online course provided by TECTA guides candidates through the processes of completing the requirements for earning the Infant Toddler Credential with an instructor, course content, and activities through the form of shared and reflective discussions with others.

During work on the credential, candidates have the opportunity to work with an Infant Toddler Specialist from CCR&R/ or designated TECTA Specialist, who complete practice observations using the Lead Agency's observation tools and receive specific infant toddler related technical assistance and coaching.

Obstacles and challenges of the Credential cohort included pre-requisites for credential enrollment; classroom specific work with infants and toddlers, work placement transfer during credential (one candidate was moved from Infant-Toddler classroom to School-age classroom); work displacement; candidate health issues and time. Challenges also arose with observation conducted by TECTA Specialist or CCR&R IT Quality coach.

TECTA staff at East Tennessee State University along with consultants implemented

training and the facilitator's guide specifically for Infant Toddler child care educators based on *Powerful Interactions: How to Connect with Children to Extend Their Learning*, authored by Amy Laura Dombro, Judy Jablon, and Charlotte Stetson.

TECTA plans to offer a statewide Infant-Toddler Train-the-Trainer Institute to enhance and further strengthen the quality of care available from supported Infant-Toddler child care educators.

#### **Child Care Resource and Referral Network (CCR&R)**

During the period, CCR&R delivered Tennessee Early Childhood Education Early Learning Developmental Standards (TN-ELDS) trainings to 381 early childhood professionals across 103 licensed center-based and 25 licensed family child care programs. TN-ELDS are also used as a framework for all other community-based trainings as they support the content being developed for each stage of development. TN-ELDS trainings facilitated by CCR&R during FY 22 include:

- ☒ Administrator = 57
- ☒ Infant/Toddler = 71
- ☒ Pre-School/Pre-k = 181
- ☒ School Age = 17
- ☒ Mixed Age Group = 24
- ☒ Family Care = 31

#### **Association of Infant Mental Health in Tennessee (AIMHiTN)**

Credential content continues to be revised to include increased opportunities for self-reflection, coaching from CCR&R Infant Toddler Quality Coaches and TECTA staff, and sharing resources and endorsement updates. AIMHiTN collaboratively supports the statewide Infant Toddler Credential available from TECTA and Infant and Toddler Care Specialization offered by CCR&R to further infuse Infant and Early Childhood Mental Health standards and Endorsement® pathways with credentials and specializations. These partnerships are expected to offer more opportunities for cohort candidates to earn a statewide credential while beginning on the Infant and Early Childhood Mental Health Endorsement® pathway.

Tennessee Family Child Care Network (TFCCN) advocates for continuing education and professional development that further empowers and supports licensed family child care providers delivery of high-quality care. TFCCN supports family child care providers with meeting requirements for either the academic CDA® or technical micro-credential CDA®.

**During the reporting period, TFCCN provided coaching support to early childhood professionals with preparing professional portfolios and classroom environments resulting in nine (9) family child care providers achieving technical a micro-credential CDA®.**

**To support and promote both Infant and Early Childhood Mental Health Endorsement® with a full understanding, TFCCN advisor staff are enrolled in the Endorsement® process, two of whom were endorsed in Infant Mental Health during FY 22.**



#### 4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

*Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.*

##### 4.1 Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2021 to September 30, 2022?

The lead agency QRIS is operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care: **The Star Quality portion of the Tennessee Report Card and Rated Licensing System includes three tiers (star levels). Child care providers can earn one, two, or three stars. Providers in the top two tiers (two- and three-star levels) of the QRIS are defined as high quality programs.**

The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care:

The lead agency is operating another system of quality improvement.

Describe this system and your definition of high quality care, which may include assessment scores, accreditation, or other metrics:

The lead agency does not have a QRIS or other system of quality improvement.

Please include your definition of high quality care:

##### 4.2 What types of providers participated in the QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022 (check all that apply)?

Licensed child care centers

Licensed family child care homes

License-exempt providers

Programs serving children who receive CCDF subsidy

Early Head Start programs

Head Start programs

State Prekindergarten or preschool programs

Local district-supported Prekindergarten programs

Programs serving infants and toddlers

Programs serving school-age children

Faith-based settings

Tribally operated programs

Other. Describe: All providers licensed by the Lead Agency participate in the QRIS. Some but not necessarily all of the programs in the other identified subgroups above participate in the QRIS.

4.3 For each setting, indicate the number of providers eligible to participate in the QRIS or other system of quality improvement and the number of providers participating as of September 30, 2022?

|   | License<br>d child<br>care<br>centers | License-<br>exempt<br>child<br>care<br>centers | Licensed<br>family<br>child care<br>homes | License-<br>exempt<br>family<br>child<br>care<br>homes | In-home<br>(care in<br>the<br>child's<br>own<br>home) | Programs<br>serving<br>children<br>who<br>receive<br>CCDF<br>subsidy | Other,<br>Describe: |
|---|---------------------------------------|--|---|--|---|--|---------------------|
| a. Number of providers eligible for QRIS or other system of quality improvement     | 1801                                  | 5  | 534                                       | 0  | 0   | 1488   |                     |
| b. Number of providers participating in QRIS or other system of quality improvement | 1801                                  | 5  | 534                                       | 0  | 0   | 1488   |                     |
| c. N/A, describe  |                                       |  |   |  |   |  |                     |

4.4 Is participation in the QRIS or other system of quality improvement mandatory for any group of providers?

Yes (check all that apply).

Licensed child care centers

Licensed family child care homes

License-exempt providers

Programs serving children who receive CCDF subsidy

Early Head Start programs

Head Start programs

State Prekindergarten or preschool programs

Local district-supported Prekindergarten programs

- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe:

No.

N/A Describe

**4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2022:**

- a) Licensed child care centers **1456**
- b) License-exempt child care centers **5**
- c) Licensed family child care homes **409**
- d) License-exempt family child care homes (care in providers' home) **0**
- e) In-home (care in the child's own home) **0**
- f) Programs serving children who receive CCDF subsidy **1408**

N/A. Describe

**4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2022:**

a. Total number of CCDF children in high quality care **16034**

i. Infant **1382**

Define age range: from **6** weeks  months  years  through **12** weeks  months  years

ii. Toddler **4339**

Define age range: from **13** weeks  months  years  through **30** weeks  months  years

iii. Preschool **8212**

Define age range: from **31** weeks  months  years  through **60** weeks  months  years

iv. School-age **2101**

Define age range: from **60** weeks  months  years  through **12** weeks  months  years

b. Other. Describe **School-age is defined as 60 months (in kindergarten) through age 12 years. During the reporting period, 13 children were served age 13 years or older.**

c. N/A. Describe:

**4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many were provided to the following types of programs during October 1, 2021 to September 30, 2022?**

Yes, the following programs received grants.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

No.

N/A. Describe:

**4.8 Did the lead agency provide on-going or periodic quality stipends (e.g. annual participation bonus, recurring bonuses for maintaining quality level) connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022?**

Yes, the following programs received stipends.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

No.

N/A. Describe:

**4.9 Did the lead agency provide higher subsidy rates (included tiered rates) related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how**

**many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2021 to September 30, 2022?**

Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers **927**
- b. License-exempt child care centers **3**
- c. Licensed family child care homes **338**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **1268**

No.

N/A. Describe:

**4.10 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received ongoing technical assistance during October 1, 2021 to September 30, 2022?**

Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers **1874**
- b. License-exempt child care centers **0**
- c. Licensed family child care homes **600**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **1758**

No.

N/A. Describe:

**4.11 Spending:**

**4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2021 to September 30, 2022?**

| Funding source   | Was this funding source used?   |
|--|---|
| <p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>               | <p><input checked="" type="checkbox"/> Yes<br/> Amount spent \$ <b>19922456.27</b><br/> If yes, describe how funds were used: <b>The Lead Agency implemented an interim assessment tool developed in partnership with CCR&amp;R used in combination with other report card components to conduct evaluations during the COVID-19 public health crisis. During the reporting period, the Lead Agency introduced new observation tools for monitoring compliance with licensure rules and observing quality of care to promote child care environments that are safe, health, and educationally rich. The Lead Agency launched its new redesigned QRIS on October 01, 2022 and will continue transitioning to these new classroom observation tools during FY 23.</b><br/> <input type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p> |
| <p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p> | <p><input type="checkbox"/> Yes<br/> Amount spent: \$<br/> If yes, describe source(s) of funding and how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |
| <p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>   | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |
| <p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>  | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |

| Funding source   | Was this funding source used?   |
|--|---|
| e. American Rescue Plan (ARP) Act, 2021 Supplemental funding   | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |
| f. ARP Act, 2021 Stabilization Grant set-aside ONLY<br><br>(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.) | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |

**4.12 Progress Update: Using the measures identified in section 7.3.6 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. All child care providers licensed by the Lead Agency are evaluated annually as part of the Tennessee Quality Rating Improvement System (QRIS). Previously, the evaluation included an assessment conducted using the applicable Environment Rating Scale(s)<sup>®</sup>.**

**Beginning July 2020, the Lead Agency implemented an interim assessment tool developed in partnership with CCR&R used in combination with other report card components to conduct evaluations during the COVID-19 public health crisis. During the reporting period, the Lead Agency introduced new observation tools for monitoring compliance with licensure rules and observing quality of care to promote child care environments that are safe, health, and educationally rich.**

**The Lead Agency launched its new redesigned QRIS on October 01, 2022 and will continue transitioning to these new classroom observation tools during FY 23. The first scores using the new tools will be posted beginning October 01, 2023. Samples of these new tools may**

be found at the Lead Agency's website:

<https://www.tn.gov/humanservices/for-families/child-care-services/child-care-provider-monitoring-and-inspections.html>

#### **Tennessee Report Card System**

The Tennessee Report Card System is mandatory for all child care providers licensed by the Lead Agency. Under Tennessee's Report Card System, every licensed child care provider is required to receive an annual evaluation and post a report card of the results. The purpose of the Report Card is to provide information so parents or guardians of children may make more informed choices regarding the child care options available for their child. Providers are required to post their report card with their renewal license.

The annual review includes the following component areas for licensed child care centers:

- 1. Director Qualifications**
- 2. Professional Development**
- 3. Developmental Learning**
- 4. Parent/Family Engagement**
- 5. Ratio and Group Size**
- 6. Staff Compensation**
- 7. Program Assessment (Child Development)**
- 8. Child Health and Well-being.**

The annual review includes the following component areas for licensed child care family and group homes:

- 1. Professional Development**
- 2. Developmental Learning**
- 3. Parent/Family Engagement**
- 4. Business Management**
- 5. Program Assessment (Child Development)**
- 6. Child Health and Well-being**

Report Card components are scored based on criteria specific to each area, and a review of provider documents and observations made during monitoring and inspection visits throughout the licensing period.



### **Star-Quality Program**

The Star-Quality Program is voluntary and recognizes child care providers that exceed minimum licensing standards. Child care providers may receive a rating of either One, Two, or Three Stars after remaining licensed and operating for one year.

Child care providers licensed by the Lead Agency may choose to participate in the Star-Quality Program after one (1) full year of operation. To be eligible for participation in the Star-Quality Program, a provider must earn at least a One Star-Quality Rating Level overall. Child care providers that choose to participate may receive bonuses based on the Star-Quality Rating Level and participation in the Child Care Payment Assistance/Certificate Program.

Child care providers participating in the Star-Quality Program will lose their Star-Quality Rating for new fewer than six (6) months should the following occur:

- ☒ An agency is placed on probation;
- ☒ All or part of the license is suspended;
- ☒ An agency is fined with one (1) or more major civil penalties; or
- ☒ An agency is fined with five (5) or more minor civil penalties.

The Star-Quality Rating is aligned to the 12-month period of October 01 through September 30; however, exceptions may result due to legal enforcement actions. The Lead Agency issues a license to child care providers participating in the Star-Quality Program denoting the overall Star-Quality Rating Level and Star Quality Report Card detailing the rating of each component

### **Summary of Star Ratings for all provider types combined (FY 20 ☒ FY 22)**

- ☒ September 2020 - Three Star - 1,303, Two Star - 363, One Star - 28, Zero Star - 312, Total = 2,003
- ☒ September 2021 - Three Star - 1,546, Two Star - 285, One Star - 23, Zero Star - 116, Total = 1,970

### **Tennessee Early Childhood Training Alliance (TECTA)**

The TECTA management team and its higher education institutional partners received training on the Lead Agency's new Quality Rated and Improvement System (QRIS) to strengthen its support of educators and providers. TECTA continues to ensure alignment of curriculum and training content and materials with the new QRIS.

**Child Care Resource & Referral Network (CCR&R)**

CCR&R conducted 89 training sessions on the new QRIS with 2,948 center educators and 110 family child care educators.

**Tennessee Family Child Care Network (TFCCN)**

TFCCN advisors have conducted walk-throughs utilizing the Lead Agency's QRIS checklist to ensure licensed family and group child care providers are providing high quality child care while identifying opportunities that may benefit from additional supports and/or resources. TFCCN continues to facilitate support groups and provide both technical assistance and targeted technical assistance supporting QRIS.

## 5) Improving the supply and quality of child care programs for infants and toddlers

*Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.*

### 5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2021 to September 30, 2022.

Yes, specialists are available.

- a. Number of specialists available to all providers **17**
- b. Number of specialists available to providers serving children who receive CCDF **17**
- c. Number of specialists available specifically trained to support family child care providers **17**
- d. Number of providers served **1445**
- e. Total number of children reached **0**

No, there are no funded specialists.

N/A. Describe: **The number of children reached is not available.**

### 5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

|   | Licensed child care centers | License-exempt child care centers | Licensed family child care homes | License-exempt family child care homes | In-home (care in the child's own home) providers |
|---|-----------------------------|-----------------------------------|----------------------------------|--|--|
| a. Number of programs receiving on-site coaching  | <b>572</b>                  | <b>0</b>                          | <b>32</b>                        | <b>0</b>                               | <b>0</b>   |
| b. Percent of total programs receiving on-site coaching that served children who receive CCDF | <b>43%</b>                  | <b>0%</b>                         | <b>27%</b>                       | <b>0%</b>                              | <b>0%</b>  |
| c. N/A, describe  |                             |                                   |                                  |  |  |

**5.3 How did the lead agency promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers during October 1, 2021 to September 30, 2022?**

Infant/toddler health consultants available. Describe:

Infant/toddler mental health consultants available. Describe:

Coordination with early intervention specialists providing services under Part C of the Individuals with Disabilities Education Act. Describe:

Other. Describe: **The Infant Toddler Credential professional development statewide pathway continues to provide opportunities for infant and toddler child care educators with multiple pathways for success and support. The Infant Toddler Credential pathway includes completion of the Infant Toddler Academy accessible through the eLearn system at Tennessee State University and supported "live" sessions with educators. During the reporting period, four (4) students enrolled in the Infant Toddler Academy. One successfully completed the academy, two are progressing toward completion, and one withdrew.**

N/A. Describe: **There are no designated positions for infant/toddler health consultants, but CCR&R has 17 Infant/Toddler Specialists that collaboratively work with the Association of Infant Mental Health in Tennessee (AIMHiTN) on training materials and utilize their expertise for providing TA and coaching to providers.**

**5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2021 to September 30, 2022.**

Number of staffed family child care networks: **1**

Describe what the hub provides to participating family child care providers: **Tennessee State University supports a system of high-quality child care and education for children in Tennessee through management of the Tennessee Family Child Care Network (TFCCN) which provides training, technical assistance, targeted technical assistance, coaching, and facilitates peer-to-peer mentoring to family and group providers licensed or subject to licensure by the Lead Agency. Programs and services delivered by TFCCN reflect developmentally appropriate practices and core competency areas including but not limited to health and safety, supervision, behavior management, parent engagement, child care consumer education, child outcomes, kindergarten readiness, inclusion best practices, social and emotional wellness, and trauma-informed care.**

No staffed family child care networks supported by CCDF funds.

N/A. Describe:

## 5.6 Spending

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to **improve the supply and quality of child care programs and services for infants and toddlers** during October 1, 2021 to September 30, 2022?

| Funding source   | Was this funding source used?   |
|--|---|
| <p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>               | <p><input checked="" type="checkbox"/> Yes<br/>           Amount spent \$ <b>2575981.44</b><br/>           If yes, describe how funds were used: <b>Lead Agency expenditures exceeding the 3 percent infant-toddler quality set-aside earmark approximated as of September 30, 2022 supported infant-toddler activities training and professional development, technical assistance, targeted technical assistance, coaching, and mentoring delivered by coaches, mentors, and specialists. Included among these activities were maintaining a statewide network of CCR&amp;R infant-toddler specialists, implementation of infant and toddler care specialization and demonstration site observations; support for a statewide Infant Toddler Credential and infant and early childhood mental health endorsements; enhancement grants for equipment, supplies, and consultation services for infant-toddler classrooms; and distribution of early literacy supplies and teaching resources for infant-toddler classrooms.</b><br/> <input type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/>           Describe:</p> |
| <p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p> | <p><input type="checkbox"/> Yes<br/>           Amount spent: \$<br/>           If yes, describe source(s) of funding and how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/>           Describe:</p>  |

| Funding source   | Was this funding source used?   |
|--|---|
| c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020  | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |
| d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021   | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |
| e. American Rescue Plan (ARP) Act, 2021 Supplemental funding   | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |
| f. ARP Act, 2021 Stabilization Grant set-aside ONLY<br><br>(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.) | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |

**5.7 Progress Update:** Using the measures identified in section 7.4.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving the supply and quality of child care programs for infants and toddlers. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. During the reporting period, Governors Early Literacy Foundation (GELF) distributed 130,995 high quality books to infant and toddler classrooms of child care providers licensed by the Lead Agency. Early Language and Literacy Specialists with CCR&R

who focus on early childhood classrooms and families created activity sheets for each book set and title that can be used either in the classroom by early childhood professionals or by families at home. Early Childhood Quality Coaches use these books and activity sheets during training and coaching visits with early childhood professionals that focus on early literacy while Family Engagement Coaches use these resources when working with families. CCR&R also created activity sheets for the books distributed through the Dolly Parton Imagination Library. All activity sheets may be found at the CCR&R website, [www.tnccrr.org](http://www.tnccrr.org).

Community Foundation of Middle Tennessee (CFMT) administered enhancement grants funding 35 licensed child care providers completing CCR&R Infant and Toddler Care Specialization and supporting the purchase of equipment and program enhancements to improve infant and toddler classrooms. A total of \$34,491.67 was awarded during the reporting period.

Child Care Resource & Referral Network Infant Toddler training and technical assistance requirements are overseen by an Infant Toddler Coordinator as part of the CCR&R Network and 17 regional Infant Toddler Coaches focusing on building a culture in professional learning that fosters the concept of a cohesive workforce for infant and toddlers. The Infant and Toddler Coaches provide high quality training and technical assistance to child care educators serving children birth to age 3 and provide families with information and resources on finding quality child care services. Infant and Toddler Coaches are available to both center-based and family child care provides including those who serve CCDF children. An infant/toddler specialization was added in FY22.

#### Infant and Toddler Care Specialization

The IT Specialization had 124 participants, 106 providers (combined family child care and center-based, and 97 graduates. The IT Specialization held 846 TA sessions., 446 TTA sessions and 1 Peer Learning Group session.

The Infant and Toddler Care Specialization (ITCS) provides an additional path to quality professional development for educators who are not ready for college course work, who want to go deeper into the content than is provided by the Infant and Toddler Orientation, and/or educators who do not currently qualify for the Infant and Toddler Credential.

The ITCS is designed to last 15 weeks with formal and informal training opportunities, materials for the classroom to support the topic and improve practice and academic resources to help increase educators' knowledge base. Formal training occurs with the

Infant and Toddler Coaches providing seven two-hour trainings on topics that include: Infant and Toddler Brain Development, Infant Toddler Mental Health, ACEs in relation to Infants and Toddlers to include attachment theory, Connecting with Infant and Toddler families, Including Infants and Toddlers with Disabilities, Infant and Toddler Oral Language and Literacy Development and Health and Safety in Infant and Toddler Classrooms.

Infant and toddler educators attend the formal training session and then receive intensive classroom coaching, using the Enhanced Quality Improvement Plan (EQIP) and support from the Infant-Toddler Coaches as well as the Health Safety Well-Being Coaches, Family Engagement Coaches, Inclusion Coaches and Early Childhood Quality Coaches as needed. The goal is help infant and toddler educators apply what they have learned during the formal training in their classrooms. Each training includes a deep dive into the content, strategies to use in the classroom, and information to share with families that will enable them to use this information at home.

The ITCS outline:

- Week 1 Introduction to ITCS
- Week 2 Brain Development
- Week 3 EQIP in classroom coaching connected to training
- Week 4 Mental Health
- Week 5 EQIP in classroom coaching connected to training
- Week 6 ACEs/ Resilience
- Week 7 EQIP in classroom coaching connected to training
- Week 8 Social and Emotional Development
- Week 9 EQIP in classroom coaching connected to training
- Week 10 Inclusion
- Week 11 EQIP in classroom coaching connected to training
- Week 12 Oral Language and Early Literacy
- Week 13 EQIP in classroom coaching connected to training
- Week 14 Protective Factors
- Week 15 EQIP in classroom coaching connected to training
- Week 16 Equity and Diversity in the Classroom
- Week 17 EQIP in classroom coaching connected to training
- Week 18 Graduation

The CCR&R collaborates with AIMHiTN for the development of the Infant and Early Childhood Mental Health formal training.



Successfully including children with disabilities in the early childhood classroom is promoted through specific training on classroom design, behavior management and disability awareness. Educators receive training on how to refer children identified as at risk of delay or disability to Tennessee Early Intervention System or the local school system. Additionally, educators are trained on how to identify children who may have developmental delays or disabilities through the use of Learn the Signs Act Early.

During the ITCS process and if they have the basic requirements, child care educators are encouraged to start the application process for AIMHiTN Category 1 Infant Family Associate Endorsement®. The CCR&R collaborated with AIMHiTN to ensure ITCS formal training meets the Endorsement® process requirements of 30 to 40 hours of in-service training. For all infant and toddler educators who receive Endorsement®, AIMHiTN offers free initial membership.

Upon completion of the ITCS, infant and toddler educators receive a small stipend and become a member of a Peer Learning Group. They are also connected to TECTA to begin the CDA and/or enroll in academic course work that can lead to the academic Infant Toddler Credential. A TECTA representative attends one of the training sessions to share information on the CDA® and Credential processes. Infant and Toddler educators are encouraged to complete 6 hours of early childhood college credit, so they can apply for Child Care WAGES® Tennessee program.

#### Infant and Toddler Demonstration Sites

CCR&R supported the establishment of Infant Toddler Demonstration Sites across Tennessee. Infant Toddler Demonstration Sites are already established child care centers that provide care for children ages 6 weeks – 36 months of age and demonstrate high quality practices in infant and toddler group care. The eight Infant Toddler Demonstration Sites—located in Memphis, Jackson, Nashville, Murfreesboro, Cookeville, Knoxville, Chattanooga, and Johnson City—are utilized by infant and toddler educators who complete the Infant and Toddler Care Specialization to observe classroom and center best practices related to infant and toddler group care

Tennessee Family Child Care Network (TFCCN) partners with AIMHiTN to host the inaugural Baby Jam Summit, offering activities, skills, and ideas on infant and toddler stimulation and development to 23 family child care educators who also received training and resources on the social and emotional developmental needs of infants in addition to brain connections that form and build the architecture for future growth.

**TFCCN emphasizes directing supports and resources for providers in rural and underserved communities, where advising and coaching visits often result in technical assistance and targeted technical assistance on topics including the Pyramid Model.**

**To support and promote both Infant and Early Childhood Mental Health Endorsement® with a full understanding, TFCCN advisor staff are enrolled in the Endorsement® process. During the reporting period, two (2) TFCCN advisors were endorsed in Infant Mental Health.**

**6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services**

*Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family’s needs and is high quality as determined by the lead agency.*

**6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2021 to September 30, 2022. Expenditures during the reporting period supported personnel to serve more child care providers, children, and families in Tennessee, including:**

- 48 Early Childhood Quality Coaches
- 17 Infant/Toddler Specialists and one Coordinator
- 15 Health/Safety Specialists and well-being coaches and one Coordinator
- 15 Family Engagement Coaches and one Coordinator
- 18 Inclusion Coaches and one Coordinator
- 8 Small Business Support Specialists and one Coordinator
- 8 Tech Goes Home Coaches and one Coordinator
- 2 Early Literacy Specialists

**6.2 Spending**

6.2.1 Did the lead agency spend funds from any of the following sources to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2021 to September 30, 2022?

| Funding source  | Was this funding source used?   |
|---|---|
| a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year) | <input checked="" type="checkbox"/> Yes<br>Amount spent \$ <b>14774156.49</b><br>If yes, describe how funds were used: <b>Funding was used to operate and expand the capabilities of the Tennessee Child Care Resource and Referral Network. This amount represents a 15.8 percent increase from FY 21.</b><br><input type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |

| Funding source  | Was this funding source used?   |
|---|---|
| b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) | <input type="checkbox"/> Yes<br>Amount spent: \$<br>If yes, describe source(s) of funding and how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |
| c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020   | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe:                           |
| d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021  | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe:                           |
| e. American Rescue Plan (ARP) Act, 2021 Supplemental funding  | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe:                           |

| Funding source  | Was this funding source used?   |
|---|---|
| f. ARP Act, 2021<br>Stabilization Grant set-aside ONLY<br><br>(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.) | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |

**6.3 Progress Update: Using the measures identified in section 7.5.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Child Care Resource & Referral Network (CCR&R) During the review period, outcomes achieved by the Tennessee Child Care Resource and Referral Network (CCR&R) include:**

- ☑ 1,120 early childhood professionals received age appropriate First Aid/CPR training across 57 sessions.
- ☑ 515 early childhood professionals attended 61 Small Business Academy sessions supporting 515 unduplicated early childhood professionals
- ☑ 91 TN-CCPT training sessions were conducted on the Lead Agency’s new Quality Rating Improvement System (QRIS) tool.
- ☑ 591 early childhood professionals completed Tech Goes Home training resulting in 509 licensed child care providers receiving technology supports (590 computers and/or internet hotspots)
- ☑ As a result of referrals made to CCR&R by the Lead Agency and other quality partners using the Lead Agency’s Technical Assistance Management (TAM) system:
  - o 923 early childhood professionals benefited from training delivered during 73 TN-CCPT training services.
  - o 650 early childhood professionals benefited from technical assistance delivered during 522 TA sessions.
  - o 3,450 early childhood professionals benefited from targeted technical assistance

delivered through 890 coaching sessions

## 7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

*Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.*

### 7.1 Has the lead agency aligned CCDF health and safety standards with the following?

- a. Licensing standards

Yes.

No. If not, describe why:

- b. Caring for Our Children Basics

Yes.

No. If not, describe why: **The Lead Agency uses Caring for Our Children, 4th ed.**

**National standards as a guidance document when establishing rules and policies but has not specifically aligned all licensing rules with the Caring for Our Children standards**

- c. Head Start

Yes.

No. If not, describe why: **The Lead Agency has considered Head Start**

**requirements when revising rules and policies but has not specifically aligned all licensing rules with the Head Start standards.**

- d. State pre-k

Yes.

No. If not, describe why: **The Lead Agency has not specifically aligned licensing**

**rules and policies with Pre-K requirements but has incorporated requirements for use of the Tennessee Early Learning Developmental Standards (TN-ELDS) in both the general licensing rules and the report card and rated licensing rules.**

### 7.2 Complaints regarding child care providers received during October 1, 2021 to September 30, 2022

- 7.2.1 How many complaints were received regarding providers during October 1, 2021 to September 30, 2022?

- a. Licensed providers **1596**

- b. License-exempt providers **114**

- 7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2021 to September 30, 2022? **See Policy 13.03 as described in 7.2.7.**
- 7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2021 to September 30, 2022? **1238**
- 7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2021 to September 30, 2022? **268**
- 7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2021 to September 30, 2022? **4**
- 7.2.6 How many child care providers closed as a result of an inspection during October 1, 2021 to September 30, 2022? **5**
- 7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2021 to September 30, 2022: **Tennessee Department of Human Services Policy Chapter 13.03 Receiving and Investigating Complaints at Child Care Agencies requires all complaints filed against child care providers alleging violation of licensure rules and/or statute shall be investigated within thirty (30) business days and in accordance with the risk level.**
- Investigation Timeframes**
- All complaints alleging health and safety violations have a maximum of thirty (30) business days for conclusion of the investigation.
  - Resolution of joint investigations with the Tennessee Department of Children’s Services may require more than thirty (30) business days.
  - The following complaint investigations must be initiated the same day or within twenty-four (24) hours or no later than the next business day:
    - Death of a child
    - Imminent risk or actual harm or injury to a child.
  - The threat of injury or harm (whether physical injury, pain, or emotional distress) to a child due to the action or inaction of a child care provider resulting from the failure to comply with child care licensing laws or rules, and no interventions appear to have occurred, or will likely occur, to protect the child.
  - Major licensing rule violation complaints must be investigated within five (5) business days:
    - Death of a child
    - Imminent risk or actual harm or injury to a child.
  - The threat of injury or harm (whether physical injury, pain, or emotional distress) to a child due to the action or inaction of a child care provider resulting from the failure to comply with child care licensing laws or rules, and no interventions appear



to have occurred, or will likely occur, to protect the child.

The Tennessee Department of Education bases their complaint response time on severity of issue, time received, and urgency. Response time ranges between 24-48 hours.

**7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2021 to September 30, 2022?**

- a. Licensed center-based programs **253**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **17**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f.  N/A Describe:

**7.5 Spending:**

- 7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2021 to September 30, 2022?

| Funding source   | Was this funding source used?   |
|--|---|
| <p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>               | <p><input checked="" type="checkbox"/> Yes<br/> Amount spent \$ <b>7387512.97</b><br/> If yes, describe how funds were used: <b>During the reporting period, the Lead Agency implemented an interim assessment tool developed in partnership with CCR&amp;R used in combination with other report card components to conduct evaluations during the COVID-19 public health crisis. During the reporting period, the Lead Agency introduced new observation tools for monitoring compliance with licensure rules and observing quality of care to promote child care environments that are safe, health, and educationally rich. The Lead Agency launched its new redesigned QRIS on October 01, 2022 and will continue transitioning to these new classroom observation tools during FY 23. CCDF funding supported Lead Agency licensing personnel and costs for processing criminal background checks.</b></p> <p><input type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p> |
| <p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p> | <p><input type="checkbox"/> Yes<br/> Amount spent: \$<br/> If yes, describe source(s) of funding and how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |
| <p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>   | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |

| Funding source   | Was this funding source used?   |
|--|---|
| d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021   | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe:   |
| e. American Rescue Plan (ARP) Act, 2021 Supplemental funding   | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe:   |
| f. ARP Act, 2021 Stabilization Grant set-aside ONLY<br><br>(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.) | <input checked="" type="checkbox"/> Yes<br>Amount spent \$ <b>610161.70</b><br>If yes, describe how funds were used: <b>During the reporting period, the Lead Agency implemented a digital skills training program to reduce the digital divide for early childhood professionals. In FY 22, 591 educators in 509 programs completed Tech Goes Home and 590 devices (computer and hotspots) were distributed.</b><br><input type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |

**7.6 Progress Update: Using the measures identified in section 7.6.3 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Child Care Resource and Referral (CCR&R)**

**Promoted safe environments for children, Pediatric First Aid and CPR training and certification was made available to child care educators and administrators of licensed child care providers at no cost. CCR&R adapted the training to offer a blended training method that featured online and face to face components that followed CDC**

recommended guidelines.

- ☒ Small business specialists supported providers with training for the TNDHS provider portal and mobile apps.
- ☒ Added Inclusion coaches to the network to further support providers.
- ☒ Added Tech Goes Home coaches to the network to further support providers.
- ☒ Maintained an upgraded website with added resources and functionality for families and educators.
- ☒ Retained a fully staffed statewide network of quality coaches specializing in Infant-Toddler, Family Engagement, Health Safety and Well-Being, and Inclusion focal impact areas.
- ☒ Offered multi-modal trainings and technical assistance with virtual supports in response to the COVID-19 pandemic.
- ☒ Continued support for Infant-Toddler Peer Learning Groups (PLGs) across the state.
- ☒ Utilized a standardized Technical Assistance Referral tool for CCDF Partners.
- ☒ Helped providers achieve goals for improving quality care with Enhanced Quality Improvement Plans (EQIPs)

Tennessee Family Child Care Network (TFCCN) provides free professional development through training, technical assistance, coaching, mentoring, and modeling as well as resources and training for families. During the reporting period, TFCCN provided 4,432 sessions of technical assistance and 406 sessions of targeted technical assistance to family and group providers subject to licensure by the Lead Agency.

During FY 22, TFCCN introduced its first Family Child Care Demonstration Site, an accredited family child care provider licensed by the Lead Agency. Early childhood professionals may receive guidance observation visits of demonstration sites where standards and best practices may be observed in practice.

TFCCN facilitated a 14-week self-study accreditation group for licensed family child care providers seeking National Association for Family Child Care (NAFCC) accreditation process. TFCCN advisors received additional NAFCC accreditation material to strengthen supports for providers during weekly study groups. During the reporting period, 22 family child care providers received NAFCC Accreditation Self-Study Kits, completed the course, and are awaiting final observations from NAFCC expected during FY 23.

TFCCN advocates for continuing education and professional development that further empowers and supports licensed family child care providers delivery of high-quality care. TFCCN supports family child care providers with meeting requirements for either the

academic Family Child Care Child Development Associate® (CDA) Credential™ or technical micro-credential CDA®. During the reporting period, TFCCN provided coaching support to early childhood professionals with preparing professional portfolios and classroom environments resulting in nine (9) family child care providers achieving technical a micro-credential CDA®.

TFCCN offers training and supports using a relationship-based peer mentoring approach, where seasoned family child care providers offer guidance and expertise in high quality home-based early childhood education. TFCCN has 34 family child care providers signed-up to become peer mentors for FY 23.

Supporting program quality aligned with infant mental health, TFCCN, in partnership with AIMHiTN hosted our first Baby Jam Summit in September of 2022. Family Child Care educators received training and resources on the social and emotional developmental needs of infants in addition to brain connections that form and build the architecture for future growth. TFCCN had 23 educators in attendance.

#### Association of Infant Mental Health in Tennessee (AIMHiTN)

☑ The Social-Emotional Emergency Response (SEER) Team continues to collaborate statewide and regionally with the Children in Disaster Task Force and supported AIMHiTN in providing messaging and resources for response to traumatic events.

☑ The Belonging Team facilitated three trainings on the Social and Emotional Implications of Belonging for early childhood education professionals and promoted awareness of resources and information for inclusion of children with differing abilities.

☑ The Community Engagement Team promoted Infant and Early Childhood Mental Health (IECMH) awareness at 17 events and 34 informational trainings and expanded its outreach capabilities through multiple social media platforms to share Lead Agency and partner content.

☑ During FY 22, AIMHiTN added an Endorsement Technical Assistance Specialist to the team to connect with CCDF partners, with enhanced focus on CCR&R and TECTA staff, supporting them in their Endorsement® Journey. AIMHiTN plans to expand Reflective Supervision/Consultation groups in support of CCR&R, TECTA, and TFCCN as it launches support for the Early Childhood Mental Health Endorsement® in FY 23.

#### 8) Evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children

*Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment*

**8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2021 to September 30, 2022?**

**[x] To measure program quality, describe: All child care centers licensed by the Lead Agency are evaluated annually as part of the Tennessee Quality Rating Improvement System (QRIS). Previously, the evaluation included an assessment conducted using the applicable Environment Rating Scale(s)<sup>®</sup>.**

**Beginning July 2020, the Lead Agency implemented an interim assessment tool developed in partnership with CCR&R used in combination with other report card components to conduct evaluations during the COVID-19 public health crisis. During the reporting period, the Lead Agency introduced new observation tools for monitoring compliance with licensure rules and observing quality of care to promote child care environments that are safe, health, and educationally rich.**

**The Lead Agency launched its new redesigned QRIS on October 01, 2022 and will continue transitioning to these new classroom observation tools during FY 23. The first scores using the new tools will be posted beginning October 01, 2023. Samples of these new tools may be found at the Lead Agency's website:**

**<https://www.tn.gov/humanservices/for-families/child-care-services/child-care-provider-monitoring-and-inspections.html>**

**[x] To measure effective practice, describe: Beginning July 2020, the Lead Agency implemented an interim assessment tool developed in partnership with CCR&R used in combination with other report card components to conduct evaluations during the COVID-19 public health crisis. During the reporting period, the Lead Agency introduced new observation tools for monitoring compliance with licensure rules and observing quality of care to promote child care environments that are safe, health, and educationally rich.**

**The Lead Agency launched its new redesigned QRIS on October 01, 2022 and will continue transitioning to these new classroom observation tools during FY 23. The first scores using the new tools will be posted beginning October 01, 2023. Samples of these new tools may be found at the Lead Agency's website:**

**<https://www.tn.gov/humanservices/for-families/child-care-services/child-care-provider-monitoring-and-inspections.html>**

Licensing Consultants of the Lead Agency utilize the new classroom observation tool to document monitoring activities. Each element indicator on the Classroom Observation Tool is scored based on "required evidence". To achieve a score of "met" on an element, all required evidence must be either visually observed or documented during the educator interview. A total score for both Health and Safety and Teacher/Child Interactions are combined to create the overall score for the quarterly visit.

Upon completion of the quarterly visit, prior to departure, the Licensing Consultant will meet with the program director and/or educator to review the observation tool scores and discuss remediation strategies for deficient areas. If schedules do not accommodate such a meeting, the Licensing Consultant will schedule a time to conduct this review either in person, by telephone, or video chat, within five (5) business days to review.

The Tennessee Early Childhood Training Alliance (TECTA) offers a statewide Infant Toddler Credential professional development pathway for infant and toddler early childhood educators. The credential is awarded upon completion of the Infant Toddler Credential Academy facilitated by TECTA instructors, featuring course content, reflective discussions, and cohort activities supplemented by CCR&R specialists, technical assistance, and training and professional development. The Infant Toddler Credential is delivered online through the eLearn system at Tennessee State University.

To measure age appropriate child development, describe: Licensure rules require the child care provider to use a developmental checklist approved by the Lead Agency as a guide for conducting annual individual parent meetings to discuss a child's progress and development. Documentation of these meetings must be maintained by the child care provider in the child's record. The Lead Agency recognizes the "Learn the Signs. Act Early." milestone checklists available from the Centers for Disease Control and Prevention for this purpose which may be found at <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>.

Other, describe:

N/A. Describe:

8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2021 to September 30, 2022?

To measure program quality, describe: All family and group homes licensed by the Lead Agency are evaluated annually as part of the Tennessee Quality Rating Improvement System (QRIS). Previously, the evaluation included an assessment conducted using the applicable Environment Rating Scale(s)<sup>®</sup>.

Beginning July 2020, the Lead Agency implemented an interim assessment tool developed in partnership with CCR&R used in combination with other report card components to conduct evaluations during the COVID-19 public health crisis. During the reporting period, the Lead Agency introduced new observation tools for monitoring compliance with licensure rules and observing quality of care to promote child care environments that are safe, health, and educationally rich.

The Lead Agency launched its new redesigned QRIS on October 01, 2022 and will continue transitioning to these new classroom observation tools during FY 23. The first scores using the new tools will be posted beginning October 01, 2023. Samples of these new tools may be found at the Lead Agency's website:

<https://www.tn.gov/humanservices/for-families/child-care-services/child-care-provider-monitoring-and-inspections.html>

[x] To measure effective practice, describe: Beginning July 2020, the Lead Agency implemented an interim assessment tool developed in partnership with CCR&R used in combination with other report card components to conduct evaluations during the COVID-19 public health crisis. During the reporting period, the Lead Agency introduced new observation tools for monitoring compliance with licensure rules and observing quality of care to promote child care environments that are safe, health, and educationally rich.

The Lead Agency launched its new redesigned QRIS on October 01, 2022 and will continue transitioning to these new classroom observation tools during FY 23. The first scores using the new tools will be posted beginning October 01, 2023. Samples of these new tools may be found at the Lead Agency's website:

<https://www.tn.gov/humanservices/for-families/child-care-services/child-care-provider-monitoring-and-inspections.html>

Licensing Consultants of the Lead Agency utilize the new classroom observation tool to document monitoring activities. Each element indicator on the Classroom Observation Tool is scored based on "required evidence". To achieve a score of "met" on an element, all required evidence must be either visually observed or documented during the educator interview. A total score for both Health and Safety and Teacher/Child Interactions are combined to create the overall score for the quarterly visit.

Upon completion of the quarterly visit, prior to departure, the Licensing Consultant will meet with the program director and/or educator to review the observation tool scores and discuss remediation strategies for deficient areas. If schedules do not accommodate such a meeting,



the Licensing Consultant will schedule a time to conduct this review either in person, by telephone, or video chat, within five (5) business days to review.

Licensure rules also require the primary educator in a child care home to observe and document the use of the applicable developmental standards.

The Tennessee Early Childhood Training Alliance (TECTA) offers a statewide Infant Toddler Credential professional development pathway for infant and toddler early childhood educators. The credential is awarded upon completion of the Infant Toddler Credential Academy facilitated by TECTA instructors, featuring course content, reflective discussions, and cohort activities supplemented by CCR&R specialists, technical assistance, and training and professional development. The Infant Toddler Credential is delivered online through the eLearn system at Tennessee State University.

To measure age appropriate child development, describe: Licensure rules require the child care provider to use a developmental checklist approved by the Lead Agency as a guide for conducting annual individual parent meetings to discuss a child's progress and development. Documentation of these meetings must be maintained by the child care provider in the child's record. The Lead Agency recognizes the "Learn the Signs. Act Early." milestone checklists available from the Centers for Disease Control and Prevention for this purpose which may be found at <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>.

Other, describe:

N/A. Describe:

### 8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2021 to September 30, 2022?

| Funding source   | Was this funding source used?   |
|--|---|
| <p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>               | <p><input checked="" type="checkbox"/> Yes<br/> Amount spent \$ <b>5338628.23</b><br/> If yes, describe how funds were used: <b>During the reporting period, the Lead Agency implemented an interim assessment tool developed in partnership with CCR&amp;R used in combination with other report card components to conduct evaluations during the COVID-19 public health crisis. During the reporting period, the Lead Agency introduced new observation tools for monitoring compliance with licensure rules and observing quality of care to promote child care environments that are safe, health, and educationally rich. The Lead Agency launched its new redesigned QRIS on October 01, 2022 and will continue transitioning to these new classroom observation tools during FY 23.</b><br/> <input type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p> |
| <p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p> | <p><input type="checkbox"/> Yes<br/> Amount spent: \$<br/> If yes, describe source(s) of funding and how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |
| <p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>   | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |
| <p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>  | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |

| Funding source   | Was this funding source used?   |
|--|---|
| e. American Rescue Plan (ARP) Act, 2021 Supplemental funding   | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |
| f. ARP Act, 2021 Stabilization Grant set-aside ONLY<br><br>(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.) | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |

**8.4 Progress Update: Using the measures identified in section 7.7.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Beginning July 2020, the Lead Agency implemented an interim assessment tool developed in partnership with CCR&R used in combination with other report card components to conduct evaluations during the COVID-19 public health crisis. To maximize efficiency of operations, minimize disruption of child care provider operations, and mitigate risks of health exposure, Lead Agency licensing staff used the interim assessment tool as part of the annual licensing evaluation. The tool was applied to all age levels served by a provider and applied to at least 50% of a provider’s licensed classrooms. Lead Agency staff conducted interviews with the educator and/or program director in order to validate whether elements meet the scoring component within the rubric. A provider scored in one of four Item/Element Categories:**

- National Accreditation
- Curriculum/Daily Planning
- Developmental Assessment (This component is used for classrooms serving children ages infant through preschool only.)

## **☒ Emergent Literacy and Language**

During the reporting period, the Lead Agency introduced new observation tools for monitoring compliance with licensure rules and observing quality of care to promote child care environments that are safe, health, and educationally rich. The Lead Agency launched its new redesigned QRIS on October 01, 2022 and will continue transitioning to these new classroom observation tools during FY 23. The first scores using the new tools will be posted beginning October 01, 2023.

Licensing Consultants of the Lead Agency utilize the new classroom observation tool to document monitoring activities. Each element indicator on the Classroom Observation Tool is scored based on ☒required evidence☒. To achieve a score of ☒met☒ on an element, all required evidence must be either visually observed or documented during the educator interview. A total score for both Health and Safety and Teacher/Child Interactions are combined to create the overall score for the quarterly visit.

Upon completion of the quarterly visit, prior to departure, the Licensing Consultant will meet with the program director and/or educator to review the observation tool scores and discuss remediation strategies for deficient areas. If schedules do not accommodate such a meeting, the Licensing Consultant will schedule a time to conduct this review either in person, by telephone, or video chat, within five (5) business days to review.

Samples of these new tools may be found at the Lead Agency's website:

<https://www.tn.gov/humanservices/for-families/child-care-services/child-care-provider-monitoring-and-inspections.html>

## **Child Care Resource & Referral Network (CCR&R)**

During the reporting period, CCR&R designed the QRIS training on the new observation tools and delivered 89 training sessions statewide and will continue to provide similar professional development supports for the new redesigned QRIS in FY 23.

## 9) Supporting providers in the voluntary pursuit of accreditation

*Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality*

### 9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2021 to September 30, 2022?

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **19**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **31**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. Programs serving children who receive CCDF subsidy **33**

No lead agency support given to providers in their pursuit of accreditation.

N/A. Describe:

### 9.2 Spending

#### 9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2021 to September 30, 2022?

| Funding source  | Was this funding source used?  |
|---|--|
| a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)               | <input checked="" type="checkbox"/> Yes<br>Amount spent \$ <b>41438.14</b><br>If yes, describe how funds were used: <b>During the reporting period, expenditures supported accreditation fees and materials, facilitation of self-study groups, and supplemental enhancement grants to purchase classroom items, representing an 84.9 percent increase from FY 21.</b><br><input type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |
| b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) | <input type="checkbox"/> Yes<br>Amount spent: \$<br>If yes, describe source(s) of funding and how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe:  |

| Funding source   | Was this funding source used?   |
|--|---|
| c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020  | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |
| d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021   | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |
| e. American Rescue Plan (ARP) Act, 2021 Supplemental funding   | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |
| f. ARP Act, 2021 Stabilization Grant set-aside ONLY<br><br>(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.) | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |

**9.3 Progress Update: Using the measures identified in section 7.8.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting providers in the voluntary pursuit of accreditation. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. During the reporting period, the Lead Agency transitioned to a new redesigned QRIS that launched on October 01, 2022. The new redesigned QRIS will recognize only the following accreditations:**

- Accredited Professional Preschool Learning Environment (APPLE)

- ☒ American Montessori Society (AMS)
- ☒ Association of Christian Schools International (ACSI)
- ☒ Council on Accreditation of Services for Families and Children, Inc. (COA)
- ☒ National Accreditation Commission for Early Care and Education Programs (NAC)
- ☒ National Association for the Education of Young Children (NAEYC)
- ☒ National Association for Family Child Care (NAFCC)
- ☒ National Early Childhood Program Accreditation (NECPA)
- ☒ National Lutheran School Accreditation (NLSA)

In addition to accreditations listed above, additional accreditation data was also collected during the reporting period:

- ☒ Association for Early Learning Leaders, formerly known as the National Association of Child Care Professionals (AELL)
- ☒ Green Apple Accreditation of Children's Services (GAACS)
- ☒ National Accreditation Council for Early Childhood Professional Personnel and Programs(NACECPPP)
- ☒ National After School Association (NAA)
- ☒ Southern Association of Colleges and Schools (SACS)
- ☒ Tennessee Association of Christian Schools (TACS)
- ☒ Tennessee Association of Non-Public Academic Schools (TANAS)

The Lead Agency continues its process of child care modernization following statewide implementation of its new eLicensing documentation system on June 27, 2022 to strengthen internal controls and monitoring supporting documentation. Further development refinement of data collection and reporting is ongoing. The Lead Agency collected the following accreditation data during the reporting period summarized below:

**Tennessee Department of Human Service (TDHS)**

**FY 21 TDHS Licensed**

ACSI (Center-1), COA (Center-2), GAACS (Center-1), NAA (Center-1), NAC (Center-7),NAEYC (Center-61, Family-7, Group-7), NAFCC (Family-8, Group-10), NECPA (Center-1),NLSA (Center - 1) SACS (Center-3, Group-1)

Total = 111 (Center-78, Family-15, Group-18)

**FY 22 TDHS Licensed**

NAEYC (Center-47, Group-1), NAFCC (Family-1, Group-1), NECPA (Center-4),NLSA (Center-3)

**Total = 57 (Center-48, Family-1, Group-2)**

**Tennessee Department of Education (TDOE)**

**FY 21 TDOE Approved (License-exempt centers)**

**ACSI (52), AMS (16), NAA (12), NAC (1), NACECPP (3), NAEYC (64), NAFCC (1), NECPA (3), SACS (599), TACS (46), TANAS (30)**

**Total = 787 (Center-787)**

**FY 22 TDOE Approved (License-exempt centers)**

**ACSI (42), AMS (10), NAA (6), NAC (1), NACECPP (3), NAEYC (75), NAFCC (1), NECPA (2), SACS (591), TACS (44), TANAS (12)**

**Total = 787 (Center-787)**



## 10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

*Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development*

### 10.1 Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

Yes, check which indicators the lead agency has established:

- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- Mental health for staff/employees
- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other. Describe: **The Tennessee Early Childhood Program Administrator**

**Credential (TECPAC) is awarded to early childhood directors who have demonstrated the specific competencies for effective leadership and management through, academics, experience, and a portfolio assessment. The framework for the 30-hour TECPAC Academy course that is required for earning the credential is designed around the NAEYC Standards for Professional Preparation. In FY 22, child care directors and administrators expressed need for additional business and mental health supports as they recover from the COVID-19 health crisis. Issues related to successful business practices and related to staffing and enrollment continue to be of concern coupled with family health and well-being.**

**A new "Director's Pathway to Success" was completed during the reporting period, focused on Trauma Informed Care with a series of lectures and smaller cohort workgroups hosted by Becky Haas. A five-part series hosted by Dr. Annie White of The Fred Rogers Institute with early childhood owners and directors focused on a whole-center approach with buy-in from the leadership of programs and emphasizing reflective listening skills directors can practice with a specialized lens into Infant and Toddler classrooms with a family-centered approach.**

**Through its TECPAC office, TECTA hosted three (3) Leadership Institutes during FY 22 in concert**

with the Tennessee Association for Children’s Early Education (TACEE). All directors, assistant directors and other early childhood education leaders were invited. Nationally known speaker Crystal Campbell delivered the TACEE conference keynote on diversity, inclusion, and equity in early childhood education. Director peer learning groups (PLGs) facilitate shared peer support and meet monthly to engage in peer-to-peer discussions on varied focal areas, including but not limited to accreditation issues, staffing patterns, and family engagement.

The TECPAC office supporting the Early Childhood Program Accreditation partners with the Nashville Area AEYC to assist in the delivery of coaching and support for child care centers seeking NAEYC Accreditation. With expansion of the program and the addition of alternative accrediting organizations, TECPAC enjoyed broader participation during FY 22 due to increased interest in accreditation by child care programs.

#### Achieving A State of Healthy Weight 2021 Report

During the reporting period, the National Resource Center for Health and Safety in Child Care and Early Education released its Achieving a State of Health Weight 2021 Annual Report. The report reviews licensing regulations across all 50 states and the District of Columbia to evaluate the degree to which those regulations align with recommended High-Impact Obesity Prevention Standards and healthy weight practices. In 2021 Tennessee ranked third nationally behind Texas and Washington. The full report may be found at <https://nrckids.org/files/ASHW.2021.Report.pdf>.

[ ] No

### 10.2 Spending

10.2.1 Did the lead agency spend funds from any of the following sources on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2021 to September 30, 2022?

| Funding source   | Was this funding source used?   |
|--|---|
| <p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>               | <p><input checked="" type="checkbox"/> Yes<br/> Amount spent \$ <b>10509229.52</b><br/> If yes, describe how funds were used: <b>During the reporting period, promotion of high-quality program standards delivered by Lead Agency staff and coaches, mentors, and specialists through training, technical assistance, targeted technical assistance, coaching, mentoring, and peer learning groups. This represents a 4.6 percent increase from FY 21.</b><br/> <input type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p> |
| <p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p> | <p><input type="checkbox"/> Yes<br/> Amount spent: \$<br/> If yes, describe source(s) of funding and how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |
| <p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>   | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |
| <p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>  | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |
| <p>e. American Rescue Plan (ARP) Act, 2021 Supplemental funding</p>  | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>  |

| Funding source   | Was this funding source used?   |
|--|---|
| f. ARP Act, 2021 Stabilization Grant set-aside ONLY<br><br>(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.) | <input type="checkbox"/> Yes<br>Amount spent \$<br>If yes, describe how funds were used:<br><input checked="" type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |

**10.3 Progress Update: Using the measures identified in section 7.9.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Tennessee Early Childhood Training Alliance (TECTA) administers the Tennessee Child Care Online Training System (TCCOTS) powered by ProSolutions Training, including 80 training titles available in English and Spanish. TCCOTS training is organized by Core Competency and provides an online option for early childhood professional and child care providers to access training content at any time, including preservice and health and safety trainings.**

During the reporting period, a total of 225,435 trainings were completed by early childhood professional users of TCCOTS powered by ProSolutions Training who received a total 447,141 hours of professional development in FY 22. Training completions through TCCOTS increased 40.8% from 160,073 reported in FY 21. TECTA evaluates content and revisions in collaboration with the Lead Agency and other quality partners to align with recognized standards and best practices.

During the reporting period, TCCOTS powered by ProSolutions offered the following training titles:

- ACEs and the Role of Life Experiences in Shaping Brain Development: Building Strong Brains - Tennessee ACEs
- Administering Medication in Child Care Settings (TN)
- Administration for Child Care Settings (TN)
- Before You Begin: New Educator - School Age (TN)
- Before You Begin: New Educator (TN)
- Brain Development Advanced (TN)

- ☒ Brain Development Intermediate (TN)
- ☒ Brain Development: Amazing Brains, Amazing Babies - Physical Well-Being, Stress and Trauma (TN)
- ☒ Brain Power! Cognitive Development in Preschoolers (TN)
- ☒ Building a Path to Empowerment: The Trauma-Informed and Asset-Informed Classroom (Tennessee), launched August 2022
- ☒ Building and Classroom Safety for Keeping Children Safe (TN)
- ☒ Child Development: Milestones from Birth to Age 12 (TN)
- ☒ Childhood Lead Poisoning Prevention - A Guide for Child Care Personnel (TN)
- ☒ Children and Family Homelessness (Tennessee), launched August 2022
- ☒ Children with Disabilities: Working with Children and Families (Tennessee)
- ☒ Creating Healthy Lifestyles: Balancing Children's Diets with Good Food Choices
- ☒ Diversity Equity and Inclusion in the Workplace (TN), launched September 2022
- ☒ Eat, Play, Rest (TN)
- ☒ Emergency Preparedness: Better Safe Than Sorry!
- ☒ Essentials of Indoor Safety (TN)
- ☒ Essentials of Outdoor Safety (TN)
- ☒ Family Child Care Contracts and Policies (TN)
- ☒ Family Child Care Marketing (TN)
- ☒ Family Child Care Record Keeping and Taxes (TN)
- ☒ Family Wellness: The Impact of Parental Mental Health (Tennessee), launched August 2022
- ☒ Fine Motor Activities for Preschoolers (TN)
- ☒ Food Allergies: Recognizing Allergic Reactions and Meal Planning in the Child Care Setting(TN)
- ☒ Gold Sneaker Initiative Training
- ☒ Gross Motor Activities for Preschoolers (TN)
- ☒ Handwashing: Clean Hands = Better Health! (TN)
- ☒ Healthy Meal Planning (TN)
- ☒ Helping Children Develop Empathy (TN), launched in September 2022
- ☒ Inclusion (TN)
- ☒ Infectious Disease Control: Kick Those Germs to the Curb! (TN)
- ☒ Introduction to Early Literacy (TN)
- ☒ Keeping It Safe: Preventing Food-borne Illnesses in Child Care Settings (TN)
- ☒ Learning Centers That Inspire (TN)
- ☒ MyPlate: Helping Children Make Healthy Food Choices (TN)
- ☒ Observation and Assessment in the Early Childhood Classroom (TN)
- ☒ Parental Addiction and Strategies to Support Children (TN), launched August 2022

- ☒ Preventing Preschool Expulsion (TN)
- ☒ Promoting Social and Emotional Development (TN)
- ☒ Recognizing and Reporting Suspected Child Abuse (TN)
- ☒ Responding to Medical Emergencies (TN)
- ☒ Revised TN-ELDS for Four Year Olds
- ☒ Revised TN-ELDS for Infants: Birth-12 Months
- ☒ Revised TN-ELDS for Three Year Olds: 37-48 Months
- ☒ Revised TN-ELDS for Toddlers: 13-24 Months
- ☒ Revised TN-ELDS for Two Year Olds: 25-36 Months
- ☒ Scenery for Learning: Developmentally Appropriate Environments for Infants and Toddlers (TN), launched May 2022
- ☒ Secure Connections: The Relationship Between Trauma and Attachment Styles (TN), launched August 2022
- ☒ Setting the Stage for Positive Behavior in Infants and Toddlers
- ☒ Shaken Baby Syndrome/Abusive Head Trauma (TN)
- ☒ STREAM and the Great Outdoors: Reading and Writing in Nature (TN), launched in May 2022
- ☒ Sudden Infant Death Syndrome (SIDS) and Safety Risks for Infants (TN)
- ☒ The Early Years: Infant and Toddler Mental Health (Tennessee)
- ☒ TN-SADS - School-Age
- ☒ Transportation Safety Basics (TN)
- ☒ Trauma-Informed Care in the Early Childhood Program (TN), launched Sept 2022.
- ☒ Understanding Implicit Bias (TN), launched Sept 2022
- ☒ Using Technology as a Teaching Tool: Do This ☒ Not That (TN), launched in August 2022
- ☒ Water Safety: Preventing Injury and Illness (TN)

### Gold Sneaker Initiative

The Gold Sneaker Initiative was developed by the Tennessee Department of Health (TDH) in conjunction with the Lead Agency to encourage child care providers to voluntarily adopt physical activity, nutrition, and tobacco-free environment policies. Due to the promulgation of new licensure rules during the reporting period, the Gold Sneaker Initiative is currently in the process of being restructured. In FY 21, 593 licensed child care providers were Gold Sneaker-designated, two-third achieving designation during that reporting period. More information about the Gold Sneaker Initiative may be found at <https://www.tn.gov/health/goldsneaker.html>.

TECTA staff participate on the Child Health Month (CHM) Advisory Committee. This group plans activities and distributes a CHM Toolkit and information statewide across partners.

## **Resilient Tennessee Collaborative: Building Strong Brains Tennessee**

**Public awareness and strategies to promote culture change in Tennessee based on the latest brain science have been at the heart of Tennessee's Building Strong Brains work. During the reporting period, Building Strong Brains Tennessee transitioned into the Resilient Tennessee Collaborative: Building Strong Brains. This transition reflects continued support for education and advocacy on the importance of healthy brain development, while supporting local, regional, and statewide communities with an emphasis on building resilience for children and families through collective impact efforts. The Resilient Tennessee Collaborative is a state-supported effort, shifting from being state-directed, to provide continued education, networking and support for statewide collaboration and collective impact. The Resilient Tennessee Collaborative held its inaugural meeting in July 2022, with over 250 in attendance in-person or virtually.**

**Historically, Tennessee Commission on Children and Youth (TCCY) created, executed and sustained culture change through the Building Strong Brains Training for Trainers, a training for trainers model where participants learned common language to communicate a consistent message statewide. In FY 22, four (4) training events were hosted in Nashville for participants from across the state. These participants reflected geographic and sector diverse individuals trained as trainers in the Building Strong Brains Tennessee curriculum which focuses on early brain development, the impact of toxic stress and Adverse Childhood Experiences (ACEs) on lifelong health, and strategies to build individual and community resilience. They are equipped to speak knowledgeably about early childhood, brain development and adverse childhood experiences. The total number of BSB trainers to date is approximately 1,400 people. Since the inception of this work, trainers have presented information to roughly 100,000 Tennesseans. TCCY continues to execute a Building Strong Brains Tennessee social media campaign developed with technical assistance from The Frameworks Institute and is currently updating the social media campaign for future use. The current campaign includes monthly social media materials for Facebook, Twitter, and Instagram. There are currently over 1,000 partners receiving the materials to be used on their own agency's platforms.**

**Tennessee is recognized as a national leader in education on the importance of early brain development and ACEs prevention work and continues to be a leader as we move towards a focus on resilience and broad-spectrum support of collective impact across the state.**

## **CCR&R**

**Regardless of their coaching role, all CCR&R coaches are expected to have a general**

knowledge in the following topics so that they can answer questions and respond to immediate educator needs:

- ☒ Developmentally Appropriate Practices (DAP)
- ☒ Child Development (both typical and atypical)
- ☒ Tennessee Department of Human Services (TDHS) Child Care Licensure Rules and Regulations
- ☒ Health & Safety
- ☒ First Aid/CPR
- ☒ Tennessee Quality Rating and Improvement System (QRIS) and related assessment
- ☒ Family Communication and Relationships
- ☒ Developmental Screening
- ☒ Emergency Preparedness
- ☒ Tennessee Early Learning Developmental Standards (TN-ELDS)
- ☒ Tennessee Professional Archive for Learning (TNPAL) support
- ☒ Tech Goes Home Tennessee application process
- ☒ eLicensing and Modernization support
- ☒ Diversity, Equity, and Inclusive practices

#### Early Childhood Quality Coaches

Early Childhood Quality Coaches provide expertise in center-based, school-age, and family child care to help improve the level of quality in child care providers. While they have a general knowledge of all areas of early care, they focus their work on preschool and school-age classrooms as well as family and group homes. Early Childhood Quality Coaches respond to referrals and provide training and targeted technical assistance in these areas:

- ☒ Caring for Our Children, 4th ed. National standards
- ☒ Classroom health and safety practices
- ☒ Emergency Preparedness/Disaster response (working with the EP Coordinator)
- ☒ Quality child care best practices
- ☒ Developmentally Appropriate Practices for 36m and older
- ☒ Meal/Snack/Routine care supervision (high risk) in preschool and school-age classrooms
- ☒ Environmental supervision (classroom and playground)
- ☒ QRIS and related assessment
- ☒ Classroom environment
- ☒ TN-ELDS (36-48m, 5yrs)
- ☒ Child development
- ☒ Literacy for preschool and school-age children



- ☒ Learning environments for preschool and school-age children
- ☒ Preschool specialization and demonstration sites

### **Infant and Toddler Specialty Coaches**

Infant Toddler Specialty Coaches have specialized training in the needs specific to Infant and Toddler classrooms. While they have a general knowledge of all areas of early care, they focus their work and respond to all Lead Agency referrals in classrooms that serve infants and toddlers. Infant Toddler Specialty Coaches respond to referrals and provide training and targeted technical assistance in these areas:

- ☒ Safe Sleep
- ☒ Abusive Head Trauma/ Shaken Baby Syndrome
- ☒ Program for Infant Toddler Care (PITC)
- ☒ TN-ELDS (Birth to 36m)
- ☒ Literacy for infants and toddlers
- ☒ Child care licensing requirements for providers and classrooms serving infants and toddlers
- ☒ Developmental monitoring (Learn the Signs Act Early)
- ☒ Inclusive learning environments for infants and toddlers
- ☒ Supervision plans specific to infant and toddler classrooms
- ☒ Assistance for infant and toddler educators completing the AIMHiTN Endorsement® process
- ☒ Assistance for infant and toddler educators completing the Infant Toddler Credential
- ☒ Referrals for TN Early Intervention Services (TEIS)
- ☒ Infant and Toddler Care Specialization and demonstration sites

### **Health and Well-Being Specialty Coaches**

Health and Well-being Specialty Coaches have received specialized training in health and safety areas related to early childhood. In addition, they are highly trained in adverse childhood experiences and trauma informed care. Like other specialty areas, they have a broad knowledge in all areas of early childhood, but they focus their work specifically in helping to improve the physical and mental well-being of children and educators in child care settings. Health and Well-being Specialty Coaches respond to referrals and provide training and targeted technical assistance in these areas:

- ☒ Caring for Our Children, 4th ed. National standards
- ☒ Physical activity and Nutrition
- ☒ Gold Sneaker policies
- ☒ Food and allergy emergencies

- ☒ Administration of medication
- ☒ Behavior management unrelated to a diagnosis (including Conscious Discipline and Pyramid Model)
- ☒ Social and emotional development of preschool and school-age children (including Pyramid Model)
- ☒ Infectious disease control
- ☒ Adverse Childhood Experiences (ACEs)/Trauma Informed Care
- ☒ Mindfulness

Family Engagement Specialty Coaches specialize in supporting child care providers as they partner with families and communities to promote knowledge of quality child care and create high quality family engagement connections within early childhood education programs. While they have a broad early childhood background, Family Engagement Specialty Coaches focus on improving relationships between families, child care providers, and the communities. Family Engagement Specialty Coaches respond to referrals and provide training and targeted technical assistance in these areas:

- ☒ Strengthening Families Protective Factor Framework
- ☒ Helping child care providers work with families experiencing homelessness and other vulnerable populations
- ☒ Increasing family involvement within the early childhood program
- ☒ Assisting educators to help families understand quality child care and early education topics including child development and behavior management
- ☒ Identifying and partnering with community agencies that serve children and families to promote quality child care
- ☒ Adverse Childhood Experiences/Trauma Informed Care as it relates to families and community partners
- ☒ Family engagement components of the state QRIS system
- ☒ Family engagement components of the DHS Child Care Licensure Rules and Regulations
- ☒ Helping child care providers educate families on the TN-ELDS

#### **Inclusion Services Quality Coaches**

Inclusion Services Quality Coaches specialize in supporting classroom educators with the resources and knowledge they need to create inclusive environments for all children. Like other coaches, they have a general knowledge of early childhood topics but focus their work specifically on helping educators working with children who have disabilities so that their classroom, lessons, and instruction is individualized and inclusive. Inclusion Services Quality Coaches respond to referrals and provide training and targeted technical assistance

in these areas:

- ☒ Designing spaces, routines, and schedules that are accessible, support developmentally appropriate practices, and are participatory for all children.
- ☒ Assist educators and families with accessing, reading, and understanding IFSPs/IEPs.
- ☒ Provide resources on inclusion and characteristics of disabilities to families, educators, and community members.
- ☒ Coaching educators on communication with families with children with a disability.
- ☒ Supervision issues specific to children with disabilities.
- ☒ Supporting educators and families to understand their child with disabilities specific behavior support needs (or a child in the process of diagnosis).
- ☒ Discuss the importance of continuous monitoring of developmental milestones by checklists/screeners with educators and families.
- ☒ How to acquire and properly utilize adaptive equipment for children.
- ☒ How to connect with TEIS and LEA to best support the child and family.

#### **Governors Early Literacy Foundation**

During the reporting period, Governors Early Literacy Foundation (GELF) distributed 233,495 high quality books to classrooms of child care providers licensed by the Lead Agency. Infant and toddler classrooms serving children to age 3 received book packs containing 15 titles each and preschool and Pre-K classrooms serving children 3 and older received book packs containing 25 titles each. GELF additionally supplied 110 field offices of the Lead Agency with 8,800 books and 1,920 books for CCR&R staff.

Early Language and Literacy Specialists with CCR&R who focus on early childhood classrooms and families created activity sheets for each book set and title that can be used either in the classroom by early childhood professionals or by families at home. Early Childhood Quality Coaches use these books and activity sheets during training and coaching visits with early childhood professionals that focus on early literacy while Family Engagement Coaches use these resources when working with families. CCR&R also created activity sheets for the books distributed through the Dolly Parton Imagination Library. All activity sheets may be found at the CCR&R website, [www.tncrr.org](http://www.tncrr.org).

**11) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry**

*Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry*

**11.1 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic during October 1, 2021 to September 30, 2022?**

Yes. If yes, describe and check which types of providers were eligible and number served.

- Licensed center-based programs
- License-exempt center-based programs
- Licensed family child care homes
- License-exempt family child care homes (care in providers' home)
- In-home (care in the child's own home)
- Other (explain)

No.

N/A. Describe:

**11.2 Did the lead agency provide supports and resources in response to any of the following emergent health and safety needs of children and/or providers either through funding or directly in-kind during October 1, 2021 to September 30, 2022 (check all that apply)?**

COVID-19 vaccinations. Describe:

COVID-19 testing. Describe:

Access to infant formula. Describe:

Cleaning supplies and/or personal protective equipment (PPE). Describe: **Child Care Resource & Referral (CCR&R)**

**CCR&R provided cleaning supplies and personal protective equipment (PPE) to licensed child care providers statewide during the reporting period, including more than 80,000 adult face masks, more than 14,500 child face masks, and hand sanitizer.**

Post-disaster recovery efforts. Describe: **Community Foundation of Middle Tennessee (CFMT)**

**CFMT administered emergency grants supporting response and recovery operations for licensed child care providers affected by a severe storm and subsequent flooding beginning**

August 21, 2021. Following a federal disaster declaration, one of five eligible licensed child care providers that applied received a total of \$15,005.20 awarded during the reporting period.

Emergency grants supported providers with operations support during recovery after a qualifying disaster/emergency. Grants supported cleaning, utility repair, inspections, substitute staffing, operating expenses impacted by declining attendance, replacement of equipment, materials, or supplies lost as a result of the emergency, support for procuring curriculum, coaches, consultants related to emergency impacts such as helping children, caregivers, or staff through recovery, grief, anxiety, stress, or trauma, and purchase of additional cleaning supplies, personal protective equipment.

Other. Describe:

N/A. Describe:

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2021 to September 30, 2022?

Yes. Describe: During the reporting period, the Lead Agency Modernization Project made significant progress on four new systems:

A new Billing and Payments system was launched in February 2022 to strengthen efficiencies and transform customer experiences processing payments for providers that participate in the Child Care Payment Assistance/Certificate Program.

The eLicensing documentation system was launched statewide in June 2022, a new staff portal allowing Lead Agency staff to complete QRIS, licensing and quality activities in real-time complementing a new Provider Portal, strengthening internal controls and monitoring support documentation.

The Provider Portal launched statewide in June 2022 allowing child care providers to manage enrollment, time, and attendance, including electronic attendance verification (EAV) management and submission. This portal also interfaces with eLicensing enabling child care providers to apply for licensure or exemption and update and maintain documentation for QRIS, licensure reporting, and compliance activities.

A new mobile application for child care providers and customers was launched statewide in February 2022 allowing automatic check-ins/outs of children from care. This mobile application also connects with ONE DHS, the Lead Agency's customer portal launched in March 2022.

## UT SWORPS

The Lead Agency has invested in creating integrated information systems across CCDF Partners. This includes collaborative information systems governance braiding support across the technical teams of its quality Partners. By encouraging partners to centralize data collection in systems specific to the type of data collected, efficiencies are gained in cost and effort, collaborative efforts are more effective, and reporting gains are realized. Examples include TAM, TECTA database, TrainTN, and TNPAL. These systems and more were updated in collaborative governance across the TDHS partnership. Efficiencies gained through the integration of these systems and the combined, collaborative governance of technology place TDHS CCDF data systems in a place to better leverage data through dashboards, improved reporting, business intelligence, and visualization. Data are now available for use in combination with other datasets. For example, a geographic representation of multiple datasets allowed an interactive representation of supply and demand for child care across our state. Having reliable, integrated data sources and collaborative technology teams will allow more interactive, visual tools to be developed for partners, providers, and the public.

The TN Child Care Help Desk provides technical assistance and help desk supports directly to child care educators. The Help Desk supports Lead Agency modernization efforts, partner technology, and ARPA Child Care Stabilization Grants. During the reporting period, the TN Child Care Help Desk performed phone outreach and email support for the ARPA Child Care Stabilization Grant rollout, ensuring providers understood how their information needed to be submitted during the application process as well as providing answers to questions surrounding technologies. The use of Ring Central telephony system has enabled the help desk to provide multi-modal support through chat, SMS and video in addition to traditional phone contact and email support.

The TN Child Care Help Desk also provides support for technical products related to Lead Agency modernization, including the Provider Portal, Staff Portal, attendance-tracking mobile applications, and eLicensing. The TN Child Care Help Desk has evolved to become a singular point of contact to meet multiple needs of licensed child care providers. During the reporting period, the help desk:

- ☑ Operated six days a week, Monday to Saturday from 7am-9pm Central to strengthen customer service accessibility.
- ☑ Received 4,170 provider-initiated requests by email.
- ☑ Received 2,882 phone calls through a dedicated toll-free number, (833) TDHS-CCP.

Tennessee Early Childhood Training Alliance (TECTA)

Technology systems remains a critical component of the TECTA operations, recordkeeping, and reporting system. It includes TCCOTS, TNPAL, TrainTN, and TAM. All information technology systems received upgrades or enhancements during the reporting period and are continually refined to enhance data integrity, information management, and operational effectiveness.

No

**11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2021 to September 30, 2022?**

Yes. Describe findings: During the reporting period, the Lead Agency administratively supported the Tennessee Child Care Task Force, established by the Tennessee General Assembly during FY 2021 consistent with requirements of American Rescue Plan Act (ARPA) of 2021, to recommend a strategic action plan to guide the administration and General Assembly on how to:

- Address the challenges of quality, affordability, and accessibility of child care in Tennessee;
- More effectively use public resources to address those challenges;
- Build partnerships between government and the business sector, through which businesses are motivated to create and participate in strategies that address the child care needs of their employees; and
- Streamline coordination between the Lead Agency and the Tennessee Departments of Economic and Community Development, Education, Health, and Labor and Workforce Development in developing solutions to Tennessee’s child care challenges.

Examination of the short-, medium-, and long-term impacts of COVID-19 on the demand for and availability of child care in Tennessee, and strategies to support the existing network of child care providers and increase the supply of high-quality, affordable, and accessible child care in communities will support the final report and recommendations by the Task Force by December 31, 2022.

The Interim Progress Report of the Task Force was published in July 2022 and may be found at: <https://www.tn.gov/humanservices/for-families/child-care-services/tennessee-child-care-task-force/child-care-task-force-s-interim-progress-report-.html>

The Lead Agency continued partnerships with the Tennessee Department of Economic and Community Development, the Tennessee Department of Labor and Workforce Development,

Tennessee Higher Education Commission, and Tennessee Board of Regents to strategize solutions for creating child care capacity, strengthening career supports that promote early childhood education through a vocational or academic pathway, creating early childhood education apprenticeship or entrepreneurial opportunities and creating employer toolkits that support child care as a business and community asset.

In FY 23, the Lead Agency will implement a statewide Child Care Apprentice strategy developed in partnership with Tennessee State University leveraging a Registered Apprenticeship Program (RAP) model to increase supply and capacity of licensed child care services, improve quality, and support early childhood professionals and employers.

During the reporting period, the Lead Agency contracted with The University of Tennessee Boyd Center for Business & Economic Research to conduct a Narrow Cost of Care Analysis. This first narrow cost analysis is an important starting place for the Lead Agency to better understand provider costs and impacts on quality. A survey instrument was designed and implemented to collect 2019 financial and operating information from a sample of 300 child care providers. Quotas were developed to ensure adequate representation from licensed center and home providers, from different age groups of enrollees, from each Grand Divisions in Tennessee, and from rural and urban counties.

The results of the Narrow Cost of Care Analysis may be found at:

<https://www.tn.gov/content/dam/tn/human-services/documents/Cost%20of%20Quality%20Care%20Final%20Report.pdf>.

The Lead Agency gained some valuable initial insights. The findings of the narrow cost analysis suggest that the bonus payment structure may contribute to maintaining a gap between the amount paid and the amount needed to provide similar levels of salary/benefit support at lower star quality levels. The analysis identified a competitive state-wide employment market in which we do not observe large differences in reported salary ranges by star rating. In such cases, providers at lower quality levels receive lower rates but the salary costs may be similar across all quality levels. The Lead Agency intends to continue to refine the process and methodology to better inform future strategies for deploying resources in the most impactful way to improve quality. The comparison between cost of quality and state subsidy rates will be an important part of that continuing analysis.

[ ] No



11.5 Did the state/territory fund initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2021 to September 30, 2022? Check all that apply.

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe: **Establishment/Expansion Grants**

During the reporting period, the Lead Agency implemented establishment grants to increase the supply of and access to child care services. Administered by the Community Foundation of Middle Tennessee, establishment grants were introduced to new qualifying child care providers meeting the pre-licensure requirements of the Lead Agency. Expansion grants were also introduced to qualifying licensed child care providers actively seeking to increase capacity. Eligible child providers were invited to apply for \$1,000 per new licensed capacity slot up to a maximum of \$100,000.00. Grant funding supported purchase of equipment, supplies, and coaching/consulting services to promote high-quality child care services and compliance with the Lead Agency's licensing standards and CCDBG requirements. During reporting period, 60 new licensed child care providers were awarded establishments grants of \$2,342,805.46 and 18 licensed child care providers were awarded expansion grants of \$703,296.44.

#### **CDBG-CV Grants**

The Lead Agency also partnered with the Tennessee Department of Economic and Community Development (TDECD) to leverage Community Development Block Grant CARES Act (CDBG-CV) funding to support eligible acquisition, construction, or rehabilitation for homes and facilities to improve and/or expand licensed child care services by implementing the Child Creation Program. The collaborative partnership between the Lead Agency and TDECD will continue in FY 23 emphasizing child care and industry partnerships. Through November 2022, 32 licensed child care providers were awarded CDBG-CV grants of \$8,009,210.00 adding 1,069 child care slots of capacity and facilitating expansion of the early childhood education workforce with 150 new jobs in FY 23.

#### **University of Tennessee Social Work Office of Research and Public Service (SWORPS)**

The Lead Agency collaborated with The University of Tennessee Social Work Office of Research and Public Service during the reporting period to develop data and visualization tools to increase its capabilities for research, data analysis, and mapping of supply and demand

indicators leveraging Lead Agency, American Community Survey, other potential data sources.

#### **Child Care Resource & Referral Network (CCR&R)**

During the reporting period, a team of Inclusion Coaches was formed at CCR&R to address the challenges of including children with disabilities in early child care settings. Inclusion coaches specialize in working with young children with disabilities and have education and experience in early childhood special education. These coaches provide on-site coaching to help children with disabilities receive safe, high-quality care and appropriate accommodations. Inclusion coaches work with educators to ensure children in the classroom have sufficient learning opportunities, activities, and materials; and provide opportunities to work with both educators and parents to individualize accommodations and supports that may be necessary for all children to participate in activities and build relationships with their peers.

**11.6 Did the state/territory integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives during October 1, 2021 to September 30, 2022? Check all that apply.**

Reviewing policies/program design using DEI assessment tools

Development of DEI assessment tools

Incorporate into QRIS

Incorporate into PD Framework

Strategic planning

Supply building efforts

Strengthened outreach/communication to better understand diverse community needs and assets

Other. Describe: **Community Foundation of Middle Tennessee (CFMT)**

During the reporting period, the Lead Agency continued implementation of support and enhancement grants administered by the Community Foundation of Middle Tennessee to increase capacity, strengthen quality, and promote compliance with licensing standards and CCDBG requirements with broadened support and emphasis for such qualifying initiatives as ADA compliance for serving children with disabilities, assistive technology, or adaptive equipment supporting care for children with special needs and the provision of inclusionary care.

Eligible licensed child care providers may apply for a base amount of up to \$4,000 annually. Providers located in distressed counties as identified by the Appalachian Regional Commission each year qualify to apply for \$1,000 additional grant funding. Child care providers participating in the Child Care Payment Assistance/Certificate Program may also qualify for an additional one-time grant supplemental of \$1,000. During the reporting period, 13 providers located in distressed counties were awarded \$71,780.31.

**Child Care Resource & Referral Network (CCR&R)**

CCR&R is incorporating DEI practices into the trainings, technical assistance, and coaching that is provided to early childhood professionals. Topics include Race and Culture in Early Childhood Settings, Gender Equity and Inclusion, Harmonizing Cultural Diversity for Sensitive Infant Care, The Basic of Inclusion, Responding to Families in Culturally Sensitive Ways, Teaching Preschool with an Equity Lens, and Anti-Bias Education for Young Children and Ourselves.

**11.7 How many providers received the following from October 1, 2021 to September 30, 2022?**

|  | Total | Licensed or registered center-based programs | License-exempt center-based programs | Licensed or registered family child care | License-exempt family child care (care in providers' home) | In-home (care in the child's own home) |
|--|-------|--|--------------------------------------|--|--|--|
| a) Increased rates   | 2218  | 1352   | 388                                  | 467                                      | 11   | 0                                      |
| b) Increased wages   | 0     | 0  | 0                                    | 0  | 0  | 0                                      |
| c) Benefits: health insurance  | 0     | 0  | 0                                    | 0  | 0  | 0                                      |
| d) Mental health supports  | 156   | 104  | 0                                    | 52                                       | 0  | 0                                      |
| e) Start-up funds  | 60    | 34   | 0                                    | 26                                       | 0  | 0                                      |
| f) Other: During reporting period, 18 licensed child care providers were awarded expansion grants of \$703,296.44. | 18    | 17   | 0                                    | 1  | 0  | 0                                      |

11.7a Describe:

11.7b Describe:

11.7c Describe:

11.7d Describe:

11.7e Describe:

**11.8 Spending:**

11.8.1 Did the lead agency spend funds from any of the following sources on **other activities to improve the quality of child care services** during October 1, 2021 to September 30, 2022?

| Funding source  | Was this funding source used?  |
|---|--|
| a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year) | <p><input checked="" type="checkbox"/> Yes<br/>Amount spent \$ <b>11391703.48</b></p> <p>If yes, describe how funds were used: <b>During the reporting period, the Lead Agency implemented a 10 percent rate increase for all providers and a 15 percent differential for children identified with diagnosed disabilities and special needs in October 2021. In response to its final Cost of Quality Care Study, the Lead Agency further implemented a 20 percent across the board rate increase July 01, 2022 to further support access.</b></p> <p>The Lead Agency made investments in data systems modernization during the reporting period resulting in the development and deployment of the eLicensing documentation system, a new billing and payments system for providers participating in the Child Care Payment Assistance/Certificate Program, a new provider portal allowing child care providers to manage enrollment, time, and attendance, and a new mobile application for providers and families. Enhancements were made to braided information systems that collaboratively support the Lead Agency's system of training and professional development, including the Tennessee Professional Archive of Learning (TNPAL), Training and Technical Assistance Management System (TAM), Tennessee Child Care Online Training System (TCCOTS), and the TrainTN training review clearinghouse. A unified help desk was implemented to</p> |

| Funding source | Was this funding source used?  |
|----------------|--|
|                | <p>strengthen child care provider access to technical supports for modernization efforts, partner technology, and ARPA Child Care Stabilization Grants.</p> <p>The Lead Agency additionally provided other quality activities to licensed child care providers during the reporting period, including but not limited to:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provision of cleaning supplies and personal protective equipment (PPE) through the Tennessee Child Care Resource &amp; Referral Network (CCR&amp;R)</li> <li><input checked="" type="checkbox"/> Administration of emergency grants supporting response and operations recovery following a federally declared disaster</li> <li><input checked="" type="checkbox"/> Administration of support and enhancement grants to increase capacity, strengthen quality, or promote compliance with licensing standards</li> <li><input checked="" type="checkbox"/> Introduction of a statewide team of CCR&amp;R inclusion coaches to address challenges of including children with disabilities in early child care settings</li> <li><input checked="" type="checkbox"/> Incorporation of diversity, equity, and inclusion (DEI) practices into CCR&amp;R trainings, technical assistance, and coaching.</li> <li><input checked="" type="checkbox"/> Provision of pediatric and age-appropriate CPR/First Aid training and certification, small business academies, and digital skills trainings and technical support.</li> <li><input checked="" type="checkbox"/> Support for Infant Mental Health Endorsement® and Early Childhood Mental Health Endorsement®.</li> </ul> <p><input type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p> |

| Funding source   | Was this funding source used?  |
|--|--|
| <p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p> | <p><input type="checkbox"/> Yes<br/> Amount spent: \$<br/> If yes, describe source(s) of funding and how funds were used:<br/> <input type="checkbox"/> No<br/> <input checked="" type="checkbox"/> N/A<br/> Describe: <b>The Lead Agency partnered with the Tennessee Department of Economic and Community Development (TDECD) to leverage Community Development Block Grant CARES Act (CDBG-CV) funding to support eligible acquisition, construction, or rehabilitation for homes and facilities to improve and/or expand licensed child care services by implementing the Child Creation Program. The Lead Agency is unable to estimate total CDBG-CV expenditures at time of reporting.</b></p> |
| <p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>   | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>   |
| <p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>  | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>   |
| <p>e. American Rescue Plan (ARP) Act, 2021 Supplemental funding</p>  | <p><input type="checkbox"/> Yes<br/> Amount spent \$<br/> If yes, describe how funds were used:<br/> <input checked="" type="checkbox"/> No<br/> <input type="checkbox"/> N/A<br/> Describe:</p>   |

| Funding source   | Was this funding source used?  |
|--|--|
| f. ARP Act, 2021 Stabilization Grant set-aside ONLY<br><br>(As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.) | <input checked="" type="checkbox"/> Yes<br>Amount spent \$ <b>4096450.89</b><br>If yes, describe how funds were used: <b>During the reporting period, the Lead Agency implemented a digital skills training program, establishment grants, and expansion grants.</b><br><input type="checkbox"/> No<br><input type="checkbox"/> N/A<br>Describe: |

**11.9 Progress Update:** Using the measures identified in section 7.10.1 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. **Community Foundation of Middle Tennessee (CFMT) CFMT administered several programs during the reporting period, including:**

**Shared Services and Resources**

A wide array of resources including business management tools, human resource tools, program administration tools, classroom resources, and templates were made available at no cost to child care providers licensed by the Lead Agency through an online centralized knowledge resource that aligns with State requirements. These tools equip and better enable child care administrators and educators to focus more on the child care side of their agency and less on developing business practices from scratch. Among shared services categories are Consulting/Administrative, School Supplies, Facilities Maintenance and Operation, Financial Services, Food, Mulch, Outdoor Equipment, and Mental/Physical Health. In addition to shared services, child care providers licensed by the Lead Agency received access to group and bulk purchasing for commonly used supplies at discounted pricing. 2,284 licensed providers received access to these tools during FY 22.

**Grants**

Establishment Grants were introduced to new qualifying child care providers meeting the requirements of the Lead Agency preclosure process. Eligible providers were invited to apply for \$1,000 per licensed capacity slot up to a maximum of \$100,000. During the reporting period, 60 new licensed child care providers were awarded establishments grants of \$2,342,805.46 (34 centers 2,095,624.03; 26 family/group \$247,181.43).

Expansion Grants were introduced to current qualifying licensed child care providers expanding their licensed capacity and meeting requirements of the Lead Agency. Eligible providers were invited to apply for \$1,000 per new licensed capacity slots. During reporting period, 18 licensed providers were awarded expansion grants of \$703,296.44 (17 centers \$679,495.44; one family/group \$23,801.00).

Support and Enhancement Grants were available to qualifying child care providers licensed by the Lead Agency to support either quality improvement, strengthen compliance, and/or increase capacity. Eligible providers may apply for a base amount of up to \$4,000 with a possible \$1,000 addition for providers located in distressed counties, and a possible \$1,000 for providers that participate in the Child Care Payment Assistance/Certificate Program. During the reporting period, 1,079 providers were awarded support and enhancement grants of \$4,935,482.24.

#### Child Care WAGE\$® Tennessee

During the reporting period, 1,396 early childhood professionals (1,311 center-based, 40 family-based, and 37 group-based) were actively participating in Child Care WAGE\$® Tennessee across 604 child care programs (531 centers, 36 family, and 37 group) licensed by the Lead Agency.

The Child Care WAGE\$® Tennessee funds the same levels of education regardless of position, but the award amounts may differ depending on role. Center-based and home-based licensed early childhood professionals are funded using the same award scale. 52% have a permanent level on the scale (of an AAS ECE or above) or are continuing their education as documented by coursework taken since an original application was submitted to WAGE\$®. 669 participants are at a permanent level and 56 participants submitted new education during the FY 22.

#### Participants Receiving Supplements

1,901 unduplicated participants received a supplement for completing a six-month period that ended during this reporting period; these participants worked in 713 different child care programs serving approximately 45,694 children.

#### Participant Demographic Profile Highlights

- ☑ Ethnicity: White/European American - 68%, Black/African American - 24%, Hispanic/Latino/Latina - 4%, Biracial - 1%, American Indian-Asian/Pacific Islander -1%
- ☑ Gender: Female - 98%, Male - 1%, Not Given- 1%



☑ Position: Teacher/Lead Teacher - 68%, Assistant Teacher/aide - 12%, Floater -6%, Family Child Care Educator - 6%, Teacher (Director) - 4%, Teacher (Assistant Director) - 4%, Teacher (Owner/Director) - 1%

☑ Wage Rate (per hour): Below \$7.25 - 3%, \$7.25-\$9.99 - 4%, \$10.00-\$12.99 -24%, \$13.00-\$14.99 - 20%, \$15.00-\$17.99 - 35%, \$18.00-\$20.00 ☑ 14%

☑ Years in Program: 0 to .99 - 5%, 1 to 1.99 - 19%, 2 to 2.99 - 13%, 3 to 3.99 10%, 4 to 4.99 - 10%, 5 or More - 43%

### Annual Turnover

Of 1,685 participants in FY 22, 1,396 individuals remained active and 289 separated from their child program representing an annual turnover rate of 17 percent, less than the Child Care Services Association national goal of 20 percent. WAGES® participants must meet and maintain all eligibility requirements.

### Pediatric First Aid and CPR Training/Certification

To promote safe environments for children, age appropriate First Aid and CPR training and certification are available to early childhood professionals and administrators of providers licensed by the Lead Agency at no cost. During the reporting period, CCR&R conducted 57 conducted training sessions that resulted in 1,120 trained early childhood professionals. In order to safely certify early childhood professionals, CCR&R offered a blended training method featuring online training followed by face-to-face skills check certification session. The face-to-face skill check certification sessions followed the Center for Disease Control and Prevention (CDC) recommend guidelines for social distancing while maintain a 10:1 ratio.

### Small Business Academies

Small Business Academies promote best practices and strengthen business operations for center- and family-based child care providers. During the reporting period, CCR&R conducted 61 Small Business Academies with 515 participants.

Small Business Academies are accessible for child care providers that are in the Lead Agency's precicensure phase and for existing directors, owner/operators of providers that have been referred by the Lead Agency. The content of the academy trainings is based on the Strengthening Business Practices created by the National Center on Early Childhood Quality Assurance and focus on the areas of:

☑ Budgets, Projections, and Planning

☑ Financial Reports and Internal Controls

☑ Marketing for Child Care Programs

## **☒ Staff Recruitment and Retention for Center-based Child Care Programs**

### **Tech Goes Home Tennessee**

Tech Goes Home Tennessee utilizes expert coaches to provide a 15-hour training series of digital skills training to reduce the digital divide for early childhood educators and child care directors, owners and operators in Tennessee. Foundational trainings focus on (1) developing fundamental digital skills and proficiency, supporting professionals of any age or technical experience continue to advance their careers skills and support their work; (2) small business and entrepreneurship technology skill-building, including for center based, group and family child care providers; (3) facilitating professional development through specific training associated with relevant platforms of other CCDF State Partners, as well as navigating continuing- and higher-education portals; (4) access to and proficiency with classroom tools, learning resources and communication platforms; and (5) tools to support connectedness and collaboration within professional learning communities. In FY 22, 591 educators in 509 programs completed Tech Goes Home and 590 devices (computer and hotspots) were distributed.

CCR&R developed optional supplemental training to strengthen customer service and engagement with families by licensed child care providers as well as administrator (owner, director, or assistant director) knowledge of the essential functions of an iPad, the Lead Agency's Provider Portal, and the Lead Agency's mobile apps. Known as ServiceNow training, licensed child care providers become eligible after at least one staff member completes the Tech Goes Home training series. In FY 22, 31 trainings were conducted for 172 directors, owners, and operators and 220 devices (iPads) were issued during the reporting period.

### **Association of Infant Mental Health in Tennessee (AIMHiTN)**

As of September 30, 2022, AIMHiTN received 1,003 applications from early childhood professionals for the Infant Mental Health Endorsement®, of whom 606 have become endorsed and 317 have become accepted to start the Endorsement® process. AIMHiTN also launched the Early Childhood Mental Health Endorsement® on September 22, 2022 and received 65 applications by December 2022.

AIMHiTN delivered DEI & Belonging training to early childhood professionals and conducted regularly scheduled collaborative meetings with CCR&R to assist supporting early childhood professionals with training and technical assistance to create inclusive environments for children with disabilities. AIMHiTN continued monthly cross-collaborative meetings with the Lead Agency's quality partners to develop messaging and

procedures for early relational emergency responses begun in FY 21 that will continue in FY 23

12) Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. Fatalities  
During the reporting period, the Lead Agency investigated one (1) fatality involving a toddler in the care of a licensed child care center. The child care center voluntarily surrendered its license and is no longer in operation.

#### **Serious Injuries/Incidents**

During the reporting period, approximately 439 serious injury/incidents requiring treatment by a medical professional were reported to the Lead Agency of which 315 (or 71.8%) participated in the Child Care Payment Assistance/Certificate Program. A total of 553 injuries were reported for FY 21. The Lead Agency continues its process of child care modernization following statewide implementation of its new eLicensing documentation system on June 27, 2022 to strengthen internal controls and monitoring supporting documentation. Further development refinement of data collection and reporting is ongoing.

#### **# Providers (Unique) Reporting**

- ☑ Licensed child care centers # 323 (319 Center, 4 Drop-In)
- ☑ License-exempt child care centers # 26
- ☑ Licensed family child care homes # 6 (2 Family, 4 Group)
- ☑ License-exempt family child care homes (care in providers' home) # 1
- ☑ In-home (care in the child's own home) # N/A

#### **# Incidents Reported by Provider Type**

- ☑ Licensed child care centers # 455 (451 Center, 4 Drop-In)
- ☑ License-exempt child care centers # 31
- ☑ Licensed family child care homes # 6 (2 Family, 4 Group)
- ☑ License-exempt family child care homes (care in providers' home) # 1

☒ In-home (care in the child's own home) # N/A

#### Serious Injury Incidents by Counties

☒ 60 (71 FY 21)

#### Serious Injury Incidents by Gender

☒ Female # 199 (209 FY 21)

☒ Males #288 (305 FY 21)

☒ Not Identified # 6 (16 FY 21)

#### Serious Injury Incidents by Care Level

☒ Infant # 22 (40 FY 21)

o Define age range: 6 weeks through 12 months

☒ Toddler # 135 (154 FY 21)

o Define age range: 13 months through 30 months

☒ Preschool # 256 (270 FY 21)

o Define age range: 1 months through 60 months (not in kindergarten)

☒ School-Age # 80 (65 FY 21)

o Define age range: 60 months (in kindergarten) through age 12 years

#### Serious Injury Incidents by Location

Of 493 serious injury incidents reported, 485 (or 98.4%) occurred on-site. Of these:

☒ Bathroom # 6 (6 FY 21)

☒ Classroom # 221 (237 FY 21)

☒ Doorway/Hall # 10 (22 FY 21,)

☒ Outdoor/Playground # 232 (166 FY 21)

☒ Other (i.e. cafeteria, library, lunchroom, office) # 11 (4 FY 21)

☒ Undetermined # 5 (56 FY 21)

Of 493 serious injury incidents reported, only eight (or 1.6%) occurred off-site compared with six reported for FY 21. Below is a summary of conditions reported during FY 22 by child care providers. Please note unique serious injury incident reports may report multiple conditions:

☒ Head # 223 (137 FY 21)

☒ Lacerations/cuts # 102 (140 FY 21)

☒ Broken or fractured bone # 58 (59 FY 21)

☒ Arm or leg injury (including dislocation) # 101 (81 FY 21)

☒ Dental # 21 (38 FY 21)

- ☒ Seizures # 12 (16 FY 21)
- ☒ Loss of consciousness # 8 (3 FY 21)
- ☒ Twists/sprains # 2 (1 FY 21)
- ☒ Allergic reactions # 89 (4 FY 21)
- ☒ Ingested/Inserted Objects # 0 (7 FY 21)
- ☒ Poisoning # 0 (3 FY 21)
- ☒ Choking # 2 (4 FY 21)
- ☒ Burns # 3 (4 FY 21)
- ☒ Other # 27 (33 FY 21)

12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. The Lead Agency promulgated revised licensing rules (Tenn. Comp. R. & Regs. 1240-04-01) in June 2022, found at <https://publications.tnsosfiles.com/rules/1240/1240-04/1240-04-01.20220629.pdf>. The Lead Agency continues its process of child care modernization following statewide implementation of its new eLicensing documentation system on June 27, 2022 to strengthen internal controls and monitoring supporting documentation. Revisions to Lead Agency policies and procedures were made during the reporting period and will continue to be revised concurrently with child care modernization initiatives to ensure alignment.

### 13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

*Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.*

**13.1 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.**

Yes. Describe:

No

**13.2 Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)**

Targeted grants to support workforce compensation (no other allowable uses)

Providing bonus funds to providers that increased child care staff compensation through stabilization grants

Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:

Other (Describe): **The Lead Agency established an application and awarding process to minimize the burden on child care providers potentially eligible for ARPA Child Care Stabilization Grant subawards. A formula based on an average cost per child was used to determine award amounts. The calculations for the base operational grant award amount is based upon narrow cost of care analysis data collected from a sample of child care center, family, and group providers licensed by the Lead Agency in May/June 2021 completed by our partners at the University of Tennessee. The data collected included operational costs, such as rent/mortgage, personnel costs including salaries and benefits, food and educational supplies, training and professional development, general liability insurance, and transportation expenses. Using this cost estimate model avoids placing burden on each provider to collect and produce individualized financial materials as part of their application.**

The purpose of these subgrants is to provide child care providers relief for operational expenditures for a three-month period allowing opportunity to build revenue for ongoing sustainability. Because of this operations support, the Lead Agency encouraged child care providers to assist struggling families with child care costs to promote continuity of care.

Providers who were contracted to participate in the Child Care Payment Assistance/ Certificate Program as of October 1, 2021, were eligible for a 10% bonus calculated on the base award amount. An additional 10% bonus on the base award amount was also provided for providers operating in communities scoring 0.6 or above on the Social Vulnerability Index (SVI). More information about the SVI may be found at [https://www.atsdr.cdc.gov/placeandhealth/svi/faq\\_svi.html](https://www.atsdr.cdc.gov/placeandhealth/svi/faq_svi.html).

Recognizing that early childhood professionals – including administrators, educators and support staff – went above and beyond throughout the COVID-19 public health crisis when providing safe, healthy, and educationally rich environments for children in Tennessee, the Lead Agency provided additional opportunities for child care providers to apply for staff retention awards, a one-time payment of \$1,000 per part-time staff position or \$2,000 per full-time staff position.

13.3 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

The Lead Agency partnered with the University of Tennessee Social Office of Research and Public Service (SWORPS) Center for Applied Research and Evaluation (CARE) to support administration of ARPA Child Care Stabilization Grant subawards.

The Lead Agency provided extracts of provider contact information leveraging its electronic systems of record to UT SWORPS CARE. Providers were contacted directly with individual emails and all forms that were submitted were matched with Lead Agency data. The TN Child Care Help Desk provided email and help desk support to providers with questions about the ARPA Child Care Stabilization Grant subawards.

Providers awarded ARPA Child Care Stabilization Grant subawards were cross-referenced by the Lead Agency to confirm no changes to eligibility and coordinate with the Tennessee Department of Finance and Administration to ensure adherence to procurement processes and procedures to assure payment accuracy. Following distribution of funds, providers benefiting from the subawards were required to submit supporting documentation demonstrating how funds were expended 30 days, 90 days, and at three-month intervals thereafter using a grants



management portal administered by another Lead Agency partner, HORNE, whose staff reviewed documentation to ensure compliance with grant program requirements. Changes in eligibility are closely monitored and managed by the Lead Agency in close coordination with its internal and external partners.

The Lead Agency, UT SWORPS CARE, and the TN Child Care Help Desk disseminated information and instructions about ARPA Stabilization Grants to providers through newsletters, informational websites, email communication, and phone outreach. The Lead Agency and UT SWORPS CARE created an electronic application process that combined information from Lead Agency data sources and sample provider data collected during a narrow cost of care analysis to pre-populate as much information as possible to reduce the burden on providers when choosing to apply. To provide the greatest quality customer service, the grants were organized into cohorts so that processing, outreach, and support staff were more manageable.