

OMB Control No: 0970-0517

Expiration date: 12/31/2024

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Quality Progress Report (QPR)
For
Tennessee
FFY 2023

QPR Status: Accepted as of 2024-03-22 15:05:18 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, 2022, through September 30, 2023), 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, 2023.

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 (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

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.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2023. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

Licensed center-based programs **1816**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 1432 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes **492**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 184 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

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.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2022, to September 30, 2023?

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 Participation in Professional Development Registry:

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>.**

No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **51,888**

2.1.4 Spending - Professional Development Registry:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2022 and September 30, 2023 (check all that apply)? If selected, how many staff received each type of support?

- Scholarships (for formal education institutions) **2,536**
- Financial bonus/wage supplements tied to education levels **1,971**
- Career advisors, mentors, coaches, or consultants **4,645**
- Reimbursement for training
- Loans
- Substitutes, leave (paid or unpaid) for professional development
- Other. Describe: **511 early childhood professionals received CDA® scholarships, stipends, and higher education textbook assistance.**
- N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2023:

- Child Development Associate (CDA) **576**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1,461**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **2,307**
- State child care credential **23**
- State infant/toddler credential **2**
- Unable to report this data. Indicate reason:

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2023:

- Child Development Associate (CDA) **385**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **882**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **1,043**
- State child care credential **17**
- State infant/toddler credential **1**
- Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

- Business Practices
- Mental health for children
- Diversity, equity, and inclusion
- Emergency Preparedness Planning
- Other. Describe other technical assistance available to providers as part of the professional development system: **The Lead Agency and its CCDF Quality Child Care Partners offer an array of technical assistance and targeted technical assistance to meet the needs of child care providers and early childhood professionals in Tennessee. Additional topics include, but are not limited to: Abusive Head Trauma, Adverse Childhood Experiences (ACEs), Administration of Medication, Before You Begin: New Caregiver, Caring for Children with Disabilities, Detection and Reporting of Child Abuse, Developmental Screenings, Developmental Standards, Food Allergies, First Aid/CPR, General Supervision, Handling and Storage of Hazardous Materials, Homelessness, Literacy, Mealtime Supervision, Nutrition and Physical Activity, Poison Prevention, Precautions in Transporting Children, Prevention of Infectious Disease, Protective Factors, Quality Child Care, Developmental Standards, and Safe Sleep, and Technology and Technology in the Classroom.**

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

[] No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$28890271**

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **During the reporting period, the Association of Infant Mental Health in Tennessee (AIMHiTN) offered additional technical assistance on topics including professional self-care, reflective practices, organizational leadership, emotionally responsive practices for infants and toddlers, supporting child social and emotional health and well-being, trauma-informed care and resiliency, and inclusive practices.**

Through grants administered by the Community Foundation of Middle Tennessee (CFMT), licensed child care programs were afforded the opportunity to access financial management and planning consultants, technology in the classroom, and other specialized areas of technical assistance.

Tennessee Early Childhood Training Alliance (TECTA) offered additional technical assistance on standards and topics including administration and business practices, curriculum development and implementation, emergency preparedness and response planning, and leadership and organization development. During the reporting period, TECTA delivered technical assistance and targeted technical assistance on standards and topics, including:

- 56 child care providers on emergency preparedness standards.**
- 74 child care providers on administration and business practices.**
- 5 child care providers on curriculum development and implementation.**
- 1,146 child care providers in across other topics.**

As of September 30, 2023, a total of 51,888 TNPAL accounts have been created, including:

☒ 46,717 educators were registered representing an increase of 17,053 (or 57.5%) from the prior year.

☒ 4,766 administrators/directors/owners were registered representing an increase of 2,904 (or 155.9%) from the prior year.

☒ 225 quality coaching and consultant staff users were supported, and 180 Lead Agency staff users were also supported.

Tennessee Child Care Resource and Referral Network (CCR&R) offered additional technical assistance in topics including: Abusive head trauma, Adverse Childhood Experiences (ACEs), Administration of Medication, Before You Begin, Caring for Children with Disabilities, Detection and reporting of child abuse, developmental screenings, emergency preparation and response planning, food allergies, First Aid/CPR, general supervision, handling and storage of hazardous materials, homelessness, literacy, mealtime supervision, nutrition and physical activity, technology, poison prevention, precautions in transporting children, prevention of infectious disease, protective factors, quality child care, developmental standards, and safe sleep.

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

The Lead Agency is continually evaluating indicators and measurements relevant to these activities which may include but are not limited to: Scoring components of QRIS; Professional development delivered to early care and educators; Child care agency participation in the Gold Sneaker initiative; Delivered trainings, technical assistance, targeted technical assistance, coaching, and mentoring.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **The 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 one to two times monthly and are recorded to provide easy access for early childhood educators on topics that may include:**

☒ **AIMHiTN's Community Engagement Event: Foundations in Infant Mental Health,**

Endorsement, Membership, Reflective Practice, and AIMHiTN Programming

- ☐ Belonging in IECMH: Shifting Organizational Cultures through Humility**
- ☐ Best Practices in Infant and Child Welfare**
- ☐ Bridging Infant and Early Childhood Mental Health and Perinatal Mental Health**
- ☐ Diving into Inclusive STEM for Each and Every Child**
- ☐ Emotionally Responsive Practice in the Infant-Toddler Classroom**
- ☐ Exploring Trauma-Informed Care, Resiliency, and Equity**
- ☐ Healing conversations with Susan Turner**
- ☐ How Relationships Shape Who We Become**
- ☐ The Impact of Play on Infant and Toddler Mental Health**
- ☐ The Importance of Self-Compassion for the Educator**
- ☐ Introduction to Facilitating Attuned Interactions (FAN)**
- ☐ Mental Health and Language Deprivation Syndrome**
- ☐ Navigating Grief and Loss: Championing for Others While caring for Oneself**
- ☐ Reflective Leadership: 10 Key Components of Leading Through Reflective**

Capacity

- ☐ Reflective Leadership: Organizational Ghosts and Reflective Practice for Organizational Wellbeing**
- ☐ Resilience: Through the Lens of Generational Trauma**
- ☐ Seeing the Unseen: How we can best support young children and their families experiencing homelessness**
- ☐ Self-Care: A Refresher for the Holidays**
- ☐ Self-Compassion for the Infant Caregiver**
- ☐ Stories from the Field: Amanda Osborne’s Mindful Routines with Infants**
- ☐ Stories from the Field: CCR&R Inclusion**
- ☐ Stories from the Field: Emergency Preparedness Toolkit**
- ☐ Stories from the Field: Kristina Dulaney’s Perinatal Mental Health**
- ☐ Stories from the Field: Sommer Bauer’s The Arc and Infant and Early Childhood**

Home Visiting

- ☐ Stories from the Field: Strong Pregnancies and Strong Smarts**
- ☐ Stories from the Field: Teresa Boggs’ Pediatric Eating Disorders and Attachments**
- ☐ Stories from the Field: TN Voices and the Pyramid Model Overview**
- ☐ Stories from the Field with the Endorsement Team**
- ☐ Stories from the Field with CASA**
- ☐ Supporting Families Affected by Parental Substance Abuse**
- ☐ Supporting the Social and Emotional Development of Children in Preschool**
- ☐ Working with Families: A Strengths-Based Approach to Building Family Capacity**

AIMHiTN coordinated 826 trainings for early childhood educators and staff of the Lead Agency's CCDF Quality Child Care Partners, a 61.9% increase over the last reporting period.

During this reporting period, AIMHiTN collaborated with the Lead Agency, TECTA, and CCR&R to identify and assess training and technical assistance needs related to Infant and Early Childhood Mental Health (IECMH) Competencies. AIMHiTN also continued to offer virtual training and technical assistance opportunities originally developed in response to the COVID-19 public health crisis. AIMHiTN has partnered with CCR&R and TECTA to create crosswalks for training and the Infant and Early Childhood Mental Health Endorsement®. These crosswalks support the professional in connecting the trainings they receive to their Endorsement® application.

Training and Technical Assistance

AIMHiTN provided several training opportunities to TECTA, CCR&R, and TFCCN professionals. During the reporting period:

- ☐ CCR&R staff received refresher training on Facilitating Attuned Interactions (FAN) model.
- ☐ CCR&R professionals were trained on RS/C group options available in 2024.
- ☐ AIMHiTN presented ☐The Power of Inclusion☐ at the Family Child Care Network conference.

Infant and Early Childhood Mental Health Conferences

AIMHiTN hosted its annual conference in Chattanooga, Tennessee, on April 20-21, 2023, a hybrid event with 178 early childhood professionals attending. AIMHiTN also hosted the ☐Our Way of Being: From Hope to Healing☐ conference on IECMH topics and featuring keynote speaker Brocklin Qualls who explored how professionals can reinvest in their personal and professional health. Other sessions included:

- ☐ An Emergency Preparedness Panel Discussion
- ☐ Embracing Cultural Humility
- ☐ Fraternity of Fatherhood
- ☐ The Healing Power of Inclusion
- ☐ Honoring Pregnancy
- ☐ Leadership in the Field of IECMH
- ☐ Reflective Supervision/Consultation

Reflective Supervision and Consultation

During the reporting period, AIMHiTN continued its support for Reflective Supervision and Consultation (RS/C) across the early childhood education sector with 143 professionals receiving RS/C from CCR&R, TECTA, and TFCCN, and five (5) in a newly established Early Childhood Leaders Cohort which focuses on individual needs as a professional as well as how to improve the use of reflective practices across the early childhood education system.

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:

☒ 32,957 instances of Technical Assistance (TA) to 11,736 early childhood professionals across 2,682 child care providers and 640 staff of the Lead Agency, Tennessee Department of Education, Tennessee Department of Health, CCDF Quality Child Care Partners, and other community partners.

☒ 21,119 instances of Targeted Technical Assistance (TTA) to 9,933 early childhood professionals across 1,701 child care providers and 504 staff of the Lead Agency, Tennessee Department of Education, Tennessee Department of Health, CCDF Quality Child Care Partners, and other community partners.

☒ Tennessee Child Care Provider Training (TN-CCPT) to 7,773 early childhood educators across 1,895 child care providers to assist educators with satisfying the training and professional development requirements for child care providers licensed by the Lead Agency resulting 21,016 training completions.

☒ 261 early childhood professionals received Tennessee Early Childhood Education Early Learning Developmental Standards (TN-ELDS) trainings across 62 licensed center-based and 35 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.

o Small Business Academies promote best practices and strengthen business operations for both center- and family-based child care providers. During the reporting period, CCR&R conducted 70 Small Business Academies with 3,185 participants (1,038 unduplicated participants).

CCR&R maintains its Tennessee Child Care Provider Training (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

The Community Foundation of Middle Tennessee (CFMT) made available 11 TrainTN-approved trainings via its shared services ChildcareTennessee.com website to all licensed child care programs, including:

- ☐ 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

During the reporting period, CFMT also supported licensed child care providers through online group trainings, in-person group conferences, and one-on-one in-person

meetings facilitated by its team of regional coordinators about leveraging shared services and available resources and templates to improve child care programs. During FY 23, CFMT delivered approximately 4,700 training hours to administrators of licensed child care programs.

CFMT also administered \$7,575 in grant funds to licensed child care programs for consultation and professional services to advance knowledge in the areas of business practices and child development, including Financial Management/Planning and Technology in the Classroom Training.

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 CCDF Quality Child Care 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 (2) advanced Orientations 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 e-Learn system at Tennessee State University. All TECTA 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-Assessments 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 the orientation, 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-/post-assessment results for all orientations combined during the period indicate an approximate gain. Completion of a TECTA course in one specialization is required for attaining TECTA academic tuition support. A total of 1,217 early childhood educators completed TECTA Orientations in FY 23.

College, Career, and Technical Education (CTE) pathway options were offered by TECTA for high school students with linkages to higher education and the early childhood workforce. TECTA supports high school students who complete Early Childhood Education (ECE) 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. During this reporting period, 90 high school students earned a TECTA Orientation Equivalence certificate, representing a substantial increase from three (3) high school students last reporting period. In FY 24, TECTA will

provide focus on cultivating and expanding partnerships with the CTE divisions of local school districts and others, including Tennessee Rehabilitative Services to emphasize experiential learning courses that include educational settings requiring rehabilitative services and other adaptive settings where accommodations may be necessary to complete portable and stackable requirements. TECTA will also develop and implement a statewide strategy in FY 24 that leverages a Registered Apprenticeship Program model to increase the supply and capacity of early childhood education, improve child care program quality, and support early childhood professionals and employers.

The Tennessee Early Childhood Program Administrator Credential (TECPAC) is awarded by TECTA to early childhood directors who have demonstrate specific competencies for effective leadership and management through academics, experience, and a portfolio assessment using a framework designed around the NAEYC Standards for Professional Preparation. TECPAC blends business practices, mental health and diversity, equity and inclusion. During the reporting period, the TECPAC team hosted Leadership Institutes and literacy training for directors, assistant directors, and other early childhood education leaders across the state. The TECPAC team continued support for Early Childhood Program Accreditation on topics including staffing, retaining quality educators, and decreasing turnover while maintaining an overall quality child care program. During FY 23, 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 staff recruitment and retention and enrollment continue to be of concern coupled with family health and well-being. During the reporting period, a total of six (6) program directors completed TECPAC.

The TECPAC team offers coaching training in addition supports for accreditation fees and materials to mitigate financial barriers to seeking accreditation for child care providers licensed by the Lead Agency through the Nashville Area Association for the Education of Young Children (NAAEYC) supporting NAEYC accreditation, and the Tennessee Association for Children's Early Learning (TACEE) supporting National Early Childhood Program Accreditation (NECPA). During the reporting period, TECTA delivered 147 sessions of technical assistance supporting 27 child care programs with achieving accreditation. During FY 23, accreditation support and interest continued to increase resulting in 14 licensed child care centers being awarded accreditation enhancement grants administered by the Community Foundations of Middle Tennessee. At the conclusion of the report period, 17 licensed child care programs continued navigating the accreditation process.

The Director’s Pathway to Success training series is designed to offer training to early childhood administrators on relevant topics commensurate with experience.

☒ Strive to Thrive, early childhood administrators having fewer than five years of experience, participated in a series beginning July 2023 and completed in October 2023. 34 early childhood administrators completed this series.

☒ Go Getters, early childhood administrators having between 5-10 years of experience, began a training series in November 2023. 41 early childhood administrators are participating in this series.

☒ Pacesetters, early childhood administrators with over 10 years of experience, will begin a training series in February 2024.

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 e-Learn system at Tennessee State University. During the reporting period, one (1) early childhood professional completed the Infant Toddler Credential.

During the reporting period, one (1) early childhood professional completed the Infant Toddler Credential.

TECTA administers TrainTN, the official clearinghouse for early childhood trainings recognized as approved by the Lead Agency and a 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 467 trainings, conferences, and events during the reporting period, growing the catalog of training recognized by the Lead Agency to over 1,530 individual training courses.

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 1,557 hours across 6,298 coaching interactions with early childhood professionals through technical assistance sessions,

☐ Delivered 5,872 hours across 2,343 coaching interactions with early childhood professionals through targeted technical assistance.

☐ Engaged in 1,537 hours of direct support to licensed family and group child care providers caring for infants and toddlers.

☐ Hosted a one-day annual Statewide Family Child Care Conference. Themed ☐Shaping the Future Success☐, the conference offered professional development opportunities with topics that included, caring for children with disabilities, early literacy and

☐ Hosted three (3) Family Child Care Regional Conferences for each of Tennessee's three grand divisions and offering providers opportunities for peer-to-peer engagement and professional development. Each region had a different theme. In the middle region the theme was ☐Together We Inspire, Engage and Encourage☐. In the east region the theme was, ☐It's All in the Bag☐ and in the west region the theme was, ☐Enthusiastic Play Thinking Outside the Clock☐.

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 18 family child care providers achieving technical a micro-credential CDA®.

During FY 23, TFCCN recognized three Family Child Care Demonstration Sites, all 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, 12 family child care providers received NAFCC Accreditation Self-Study Kits, completed the course, and are awaiting final observations from NAFCC expected during FY 24. Administration of TFCCN transitioned to the Tennessee Child Care Resource and Referral Network (CCR&R) in FY 2024.

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 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2022 to September 30, 2023?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? **\$19743028**

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency's measurable indicators may include, but are not limited to: The number of high-quality child care agencies; Complaints validated; Legal enforcements; Delivery of technical assistance, targeted technical assistance, coaching, and peer mentoring; and Violations.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **The Tennessee Department of Education (TDOE) plans to begin updates and align to new K-12 literacy standards in FY 24.**

Association of Infant Mental Health in Tennessee (AIMHiTN) continues supporting CCR&R's Infant-Toddler Specialization by supporting professional training and technical assistance opportunities around reflective practices, belonging, professional pathways training opportunities, and endorsement.

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.

During the period, Child Care Resource & Referral (CCR&R) delivered TN-ELDS trainings to 261 early childhood professionals across 62 licensed center-based and 35 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 23 include:

- ☒ Administrator = 1 session with 3 early childhood professionals attending**
- ☒ Infant/Toddler = 1 session with 3 early childhood professionals attending**
- ☒ Pre-School/Pre-k = 16 sessions with 154 early childhood professionals attending**
- ☒ School Age = 0**
- ☒ Mixed Age Group = 0**

☐ Family Care = 11 sessions with 94 early childhood professionals attending

Tennessee Early Childhood Training Alliance (TECTA) orientations and TCCOTS course content continued to be offered during the reporting period, undergoing review and revisions to ensure relevant and developmentally appropriate content aligned with early learning and developmental guidelines, Tennessee Early Learning Development Standards (TNELDS), and the Tennessee Quality Rating Improvement System (QRIS). The revised NAEYC professional preparation standards, the new Tennessee QRIS monitoring, and TDHS rule changes were also incorporated into the orientations and TCCOTS courses. Efforts continued to recruit bilingual trainer/curriculum developer to support educators with Spanish as their preferred language.

No changes were made to the Tennessee Early Learning Developmental Standards (TN-ELDS) during the reporting 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 22,924 representing an overall 20.9% increase from 18,948 last reporting period:

- ☐ Revised TN-ELDS for Infants: Birth ☐ 12 Months: 4,403, a 24.6% increase from FY 22.
- ☐ Revised TN-ELDS for Toddlers: 13-24 Months: 3,955, a 21.7% increase in FY 22.
- ☐ Revised TN-ELDS for Two-Year Olds: 25-36 Months: 3,384, a 14.6% increase from FY 22.
- ☐ Revised TN-ELDS for Three-Year Olds: 37-48 Months: 4,590, a 20.1% increase from FY 22.
- ☐ Revised TN-ELDS for Four-Year Olds: 4,837, a 25.7% increase from FY 22.
- ☐ Tennessee School-Age Development Standards (TN-SADS): School Age: 1,755, a 13.8% increase from FY 22.
- ☐ TN-ELDS content is also included in the five basic TECTA Orientation.

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 18 family child care providers achieving technical a micro-credential CDA®. Administration of TFCCN transitioned to the Tennessee Child Care Resource and Referral Network (CCR&R) in FY 2024.

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 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

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, 2022 to September 30, 2023?

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

- General description of QRIS: **The Tennessee Quality Rating Improvement System (QRIS) directly relates the quality of child care provided to the corresponding center, home, or facility. Understanding how the score relates to quality will help families choose which facility best fits the needs of their child and family.**

QRIS is designed to score two (2) different areas of quality on a quarterly basis for a total of four (4) visits. The total score possible for each visit is 100. Upon completion of the fourth visit the four (4) scores are averaged to determine the overall score for the child care agency. This score is displayed at the agency or home.

The quality of child care has a direct impact on a child's ability to learn, to build healthy relationships, and to become the best they can be. The critical decision of where to place their child is often difficult and confusing for parents. Because the quality of child care and a positive future for our children depends on parents having tools necessary for making informed choices for their family, the Department of Human Services is helping parents with this very important decision through Tennessee's Child Care Score Card System.

Under Tennessee's Child Care Score Card System new QRIS, every licensed child care agency must undergo a quarterly evaluation for the annual cycle and post a score card of the results. Agencies are required to post their score card with their renewal license where parents can clearly see them inside the agency. The Score Card system is mandatory provided for all licensed providers following the

completion of all four quarterly visits, after receiving a continuous license status from the agency's Licensing Consultant. An agency must be opened for one (1) year before it is assessed.

The score card contains the agency's rating for each of the two components: 1) Health and Safety and 2) Teacher-Child Interactions. This is applicable to all licensed child care centers and group family child care homes.

The Lead Agency transitioned to the new observation tool in 2022 for monitoring compliance with licensing rules and observing quality of care to promote child care environments that are safe, healthy, and educationally rich. The Lead Agency considered this reporting period as one of transition for child care programs to adjust to the new QRIS during which time star ratings were frozen.

- How many tiers/levels? **3** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1: **One-Star**
[] High Quality
 - Tier/Level 2: **Two-Star**
[x] High Quality
 - Tier/Level 3: **Three-Star**
[x] High Quality
 - Tier/Level 4:
[] High Quality
 - Tier/Level 5:
[] High Quality
 - Tier/Level 6:
[] High Quality
 - Tier/Level 7:
[] High Quality
 - Tier/Level 8:
[] High Quality
 - Tier/Level 9:
[] High Quality
 - Tier/Level 10:
[] High Quality

- Total number of licensed child care centers meeting high quality definition: **1,371 (1,138 3-Star and 233 2-Star Centers)**
- Total number of licensed family child care homes meeting high quality definition: **358 (144 3-Star and 9 2-Star Family Homes; 189 3-Star and 17 2-Star Group Homes)**
- Total number of CCDF providers meeting high quality definition: **1,434**
- Total number of children served by providers meeting high quality definition: **The number of children reached is not available.**

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.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1:
 High Quality
 - Tier/Level 2:
 High Quality
 - Tier/Level 3:
 High Quality
 - Tier/Level 4:
 High Quality
 - Tier/Level 5:
 High Quality
 - Tier/Level 6:
 High Quality
 - Tier/Level 7:
 High Quality
 - Tier/Level 8:
 High Quality
 - Tier/Level 9:
 High Quality
 - Tier/Level 10:
 High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:
- The lead agency is operating another system of quality improvement.
- General description of other system:
 - Describe assessment scores, accreditation, or other metrics associated with this system:
 - Describe how “high quality” is defined in this system?
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:
- The lead agency does not have a QRIS or other system of quality improvement.
- Do you have a definition of high quality care?
 - Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:
 - No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2022 to September 30, 2023 (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 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

- One-time grants, awards or bonuses
 - Licensed child care centers
 - Licensed family child care homes
- On-going or periodic quality stipends
 - Licensed child care centers
 - Licensed family child care homes
- Higher CCDF subsidy rates (including tiered rating)
 - Licensed child care centers **1,386 (1,138 3-Star, 233 2-Star ,and 15 1-Star Centers)**

- o Licensed family child care homes **366 (143 3-Star, 9 2-Star, and 2 1-Star Family Homes; 189 3-Star, 17 2-Star, and 6 1-Star Group Homes)**

Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)

Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? **\$25546881**

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Since the last Plan cycle, the Lead Agency significantly increased investments in technical assistance, training, and professional development supports for providers and has developed a workforce registry to serve as the system of record for all training and professional development moving forward.**

**The new QRIS that will launch in early 2022 will focus on the components and structure below:
Strongest Indicators of Successful Child Outcomes**

Two Sections of Elements and Indicators:

Health & Safety

Teacher Child Interactions

Quarterly Evaluations with Immediate Feedback to Provider on areas needing Improvement

Annual Score based on Overall Average

Violations Captures through Unmet Elements/Indicators

The Lead Agency will use data from the new QRIS to evaluate progress on improving the quality

of child care. Component scores and overall scores will serve as a measure of progress by which improvement can be evaluated over time.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **The Lead Agency transitioned to the new observation tool in 2022 for monitoring compliance with licensing rules and observing quality of care to promote child care environments that are safe, healthy, and educationally rich. The Lead Agency considered this reporting period as one of transition for child care programs to adjust to the new QRIS during which time star ratings were frozen.**

During the reporting period, 2,282 licensed child care providers participated in the Tennessee's new QRIS, including 1,795 licensed centers and 487 licensed homes (205 family homes and 282 group homes).

Child Care Resource & Referral Network (CCR&R) conducted 49 training sessions on the new QRIS to 661 early childhood professionals across 181 licensed child care providers. Early childhood professional demand for training on the Lead Agency's new QRIS and monitoring tools is reduced from the prior reporting period after details have been widely disseminated. Throughout the reporting period, CCR&R maintained an instructional video entitled **New Monitoring/Observation Tool: Transitioning to a New QRIS System** and also offered a 3-hour training entitled **Introduction to the New Monitoring and Observation Tool** to orient and explain to early childhood professionals the monitoring and observation tools used in Tennessee's new Quality Rating Improvement System (QRIS). The video may be found at: <https://www.youtube.com/watch?v=yFQWQZzBjIw>.

Tennessee Early Childhood Training Alliance (TECTA) statewide management and site staff across the state completed training on the new QRIS from the Lead Agency. TECTA ensured alignment of course content and training materials with the new QRIS and training was also offered to higher education partners to ensure consistent reinforcement of new language and expectations of the QRIS in academic course content.

Tennessee Family Child Care Network (TFCCN) advisors conducted walk-throughs utilizing the Lead Agency's QRIS checklist to ensure licensed family and group child care providers provided high quality child care while identifying opportunities for additional supports and/or resources. TFCCN continues to facilitate support groups and provide both technical assistance and

targeted technical assistance supporting QRIS. Administration of TFCCN transitioned to the Tennessee Child Care Resource and Referral Network (CCR&R) in FY 2024.

5) Improving the supply and quality of child care programs and services 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 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2022 to September 30, 2023?

Yes

- Number of specialists available to all providers **18**
- Number of specialists available to providers serving children who receive CCDF **18**
- Number of specialists available specifically trained to support family child care providers **18**
- Number of providers served **2,609**
- Total number of children reached **The number of children reached is not available.**

No, there are no infant/toddler specialists in the state/territory.

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

On-site and virtual coaching

Health and safety practices

Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2022 to September 30, 2023?

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

- o Describe what the network/hub provides to participating family child care providers: **During the reporting period, Tennessee State University supported 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. Administration of TFCCN**

transitioned to the Tennessee Child Care Resource and Referral Network (CCR&R) in FY 2024.

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond 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, 2022 to September 30, 2023? **\$9330530**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Lead Agency has significantly increased the number of Infant-Toddler Quality Coaches available through Child Care Resource & Referral (CCR&R) Network Infant-Toddler Quality Coaches provide intense technical assistance and coaching for infant and toddler educators. Tennessee Early Childhood Training Alliance (TECTA) is providing additional coursework, financial assistance, and professional development enhancing support for infant/toddler teachers, including the introduction of the Tennessee Infant-Toddler Credential. The CCR&R Infant-Toddler Quality Coaches will collaborate with TECTA to convene local peer learning groups for infant and toddler educators across the state and assist TECTA through its partnership with the Tennessee Family Child Care Alliance with further strengthening the quality of infant-toddler care in family and group child care settings.

**The new QRIS that will launch in early 2022 will focus on the components and structure below:
Strongest Indicators of Successful Child Outcomes**

Two Sections of Elements and Indicators:

Health & Safety

Teacher Child Interactions

Quarterly Evaluations with Immediate Feedback to Provider on areas needing Improvement

Annual Score based on Overall Average

Violations Captures through Unmet Elements/Indicators

The Lead Agency will use data from the new QRIS to evaluate progress on improving the quality of child care. Component scores and overall scores will serve as a measure of progress by which improvement can be evaluated over time.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: **The Association of Infant Mental Health in Tennessee (AIMHiTN) collaborated with CCR&R to develop and enhance Infant and Early Childhood Mental Health training for successfully including children with disabilities in the early childhood classroom through classroom design, behavior management, and disability awareness. Early childhood professionals receive training on how to identify children who may have developmental delays or disabilities through use of Learn the Signs Act Early, and how to refer children identified as at risk of delay or disability to the Tennessee Early Intervention System (TEIS) or local school system. AIMHiTN also hosted a training during the reporting period specifically focused on inclusion of children with differing abilities in Science, Technology, Engineering, and Math (STEM) activities in the classroom setting. AIMHiTN also collaborated Collaboration by AIMHiTN also focused on identifying and supporting the training needs of early childhood professionals caring for the social and emotional health needs of young children in infant and toddler classroom settings and assuring the CCR&R Infant and Toddler Care Specialization (ITCS) training align with requirements of Infant Family Associate or Early Childhood Family Associate Endorsements®.**

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 18 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.

Infant and Toddler Care Specialization

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.

During the reporting period, ITCS had 137 participating early childhood educators from across 108 child care providers (92 center-based and 16 family-based), resulting 105 participants graduating. ITCS conducted 843 TA sessions, 452 TTA sessions and 15 Peer Learning Group sessions in FY 23.

Language Environment Analysis (LENA) was added to the ITCS in FY 23 to support oral language and literacy development in the infant and toddler classroom. LENA helps educators understand the importance of talking with the children in their classroom, supporting early brain development, and literacy through back-and-forth conversational turns.

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 to 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 WAGE\$® 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 ITCS to observe classroom and center best practices related to infant and toddler group care.

The Community Foundation of Middle Tennessee (CFMT) assisted 17 child care providers by administering grant funds for these providers whose teachers attended and completed the Infant and Toddler Care Specialization (ITCS) classes. These funds were used to purchase equipment and program enhancements that would improve their infant and toddler classrooms and programs. These grant funds totaled \$16,876.49.

Tennessee Early Childhood Training Alliance (TECTA) worked to enhance the quality of the early childhood workforce by offering the Infant and Toddler Credential as a professional development pathway for infant and toddler early childhood professionals. The Infant and Toddler Credential is awarded upon completion of the Infant Toddler Credential Academy facilitated by TECTA instructors and featuring course content, reflective discussions, and cohort activities supplemented by CCR&R coaches, technical assistance, and training and professional development. The Infant Toddler Credential is delivered online through the e-Learn system at Tennessee State University. During the reporting period, one (1) early childhood professional completed the Infant Toddler Credential.

Additionally, TECTA delivered trainings to early childhood educators and administrators focusing on strengthening program quality while increasing capacity for infant and toddler programs and services. During the reporting period, 41 educators who completed the Infant/Toddler CDA®.

Tennessee Family Child Care Network (TFCCN) partners with AIMHiTN to host the second Baby Jam Summit, themed, “Learn How to Enhance Infant’s Mental Health in These Core Areas: Relationships, Simulation, and Emotion”, which offered activities, skills, and ideas on infant and toddler stimulation and development to family-based early childhood professionals 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 support 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. Administration of TFCCN transitioned to the Tennessee Child Care Resource and Referral Network (CCR&R) in FY 2024.

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 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022, to September 30, 2023?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? **\$19670071**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

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

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Lead Agency's measurable indicators may include, but are not limited to: The number of high-quality child care agencies; Complaints validated; Legal enforcements; Delivery of technical assistance, targeted technical assistance, coaching, and peer mentoring; and Violations.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: **Child Care Resource & Referral Network (CCR&R) personnel served families, early childhood professionals, child care providers participating in the Child Care Payment Assistance/Certificate Program, and child care providers licensed and subject to licensure by the Lead Agency. CCR&R staff during the reporting period included:**

- ☑ 50 Early Childhood Quality Coaches and 8 Regional Coordinators
- ☑ 18 Infant/Toddler Specialists and one Coordinator
- ☑ 15 Health/Safety Specialists and one Coordinator
- ☑ 15 Family Engagement Coaches and one Coordinator
- ☑ 18 Inclusion Coaches and one Coordinator
- ☑ 15 Small Business Support Specialists and one Coordinator
- ☑ 8 Tech Goes Home Coaches and one Coordinator
- ☑ 2 Early Literacy Specialists
- ☑ 3 Emergency Preparedness Specialists and one Coordinator

Safety Summits

Natural disasters and emergencies, including instances of community violence, led to increased support by the Lead Agency and CCR&R during the reporting period to broaden emergency preparedness, response, and recovery training and professional development available for early childhood educators and child care providers.

CCR&R is supporting early childhood educators with lockdown preparedness by hosting cross-collaborative regional Safety Summits with local law enforcement and including nationwide-recognized trainings led by emergency responders. Safety Summits include at least one of the following trainings: Stop the Bleed, Citizens Response to Active Shooter Events (C.R.A.S.E) and/or the Alert Lockdown Inform Counter Evacuate (A.L.I.C.E) course. Early childhood educators earn between 2 to 6 hours when attending a Safety Summit and have opportunities to receive on-the-spot tailored supports to strengthen their program's Emergency

Preparedness and Response Plan (EPRP) and access emergency preparedness starter kits, lockdown preparedness handouts, Stop the Bleed kits, and additional safety-centered trainings led by CCR&R staff. Safety Summits also provide linkages with the Lead Agency and other partnering agencies, such as AIMHiTN, Tennessee Early Childhood Training Alliance (TECTA), Tennessee Department of Mental Health and Substance Abuse Services, and the Tennessee Children in Disaster Task Force. Safety Summits began in August 2023 and will continue through September 2024.

Emergency Preparedness and Response Planning

CCR&R is taking a proactive approach to ensuring all children are safe and programs are prepared by partnering with the Lead Agency's Pre-Licensure team by helping child care providers to be prepared as they navigate the licensure process. CCR&R provides monthly training opportunities for anyone interested in opening a child care program. During these trainings, an overview of emergency preparedness and response planning requirements is offered along with opportunities for EPRP development and review during which the needs of a program may be identified and discussed. CCR&R shares plan-specific feedback and offers unlimited opportunities to support providers to ensure compliance and practical implementation of the EPRP. During the reporting period, CCR&R increased support for licensed child care providers and license-exempt child care providers participating in the Child Care Payment Assistance/Certificate Program by beginning a comprehensive review of every program's EPRP through FY 24.

Outcomes achieved by CCR&R during FY 23 include:

- ☑ 2,018 early childhood professionals received age appropriate First Aid/CPR training across 80 sessions.
- ☑ 3,185 early childhood professionals attended 70 Small Business Academy sessions supporting 1,038 unduplicated early childhood professionals.
- ☑ 49 TN-CCPT training sessions were conducted on the Lead Agency's new Quality Rating Improvement System (QRIS) tool.
- ☑ 778 early childhood professionals completed Tech Goes Home training resulting in 255 licensed child care providers receiving technology supports (1001 computers and/or internet hotspots).
- ☑ 1,399 administrators from 1,285 child care agencies participated in Technology Summits and received technology supports specific for administrative requirements, including the Lead Agency's eLicensing documentation system, ServiceNow provider portal, TNPAL, and TrainTN totaling 1,399 technology bundles (laptop and scanner) and 11 hotspots. An additional 317

devices (iPads) were distributed to 212 licensed child care programs during the reporting period following completion of ServiceNow training.

☐ As a result of referrals made to CCR&R by the Lead Agency and other CCDF Quality Child Care Partners using the Lead Agency's Training and Technical Assistance Management System (TAM) system:

- o 704 early childhood professionals benefited from training delivered during 65 TN-CCPT training services.

- o 712 early childhood professionals benefited from technical assistance delivered during 776 TA sessions.

- o 856 early childhood professionals benefited from targeted technical assistance delivered through 1,411 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 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **1,418**

7.1.2 Spending - Complaints about providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **166, including 122 licensing consultants, 20 field supervisors, 6 regional managers, and 1 director of field operations; 12 program specialists, 2 program managers, and 1 director of pre-licensure; and 1 statewide director and 1 administrative support specialist.**

7.2.2 Spending – Licensing Staff:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set aside
- Unable to report. Indicate reason:

No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

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, 2022, to September 30, 2023? **411**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? **\$30787859**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Child Care Resource & Referral (CCR&R) provided coaching or technical assistance to 3,572 early childhood educators across 410 child care providers in response to health and safety referrals by the Lead Agency. CCR&R further provided coaching and training to 132 early childhood educators with 58 child care providers specific to Emergency Preparedness and Response Plan referrals from the Lead Agency. Tennessee Early Childhood Training Alliance (TECTA) provided technical assistance to two (2) licensed child care providers following an inspection or violation during the reporting period. The response at 7.3.1 reports a count of unduplicated providers.**

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

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

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency's measurable indicators may include, but are not limited to: The number of high-quality child care agencies; Complaints validated; Legal enforcements; Delivery of technical assistance, targeted technical assistance, coaching, and peer mentoring; and Violations.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **The Association of Infant Mental Health in Tennessee (AIMHiTN) provides training and technical assistance supporting Infant and Early Childhood Mental Health competencies and principles.**

AIMHiTN facilitated its Social-Emotional Emergency Response (SEER) Team, a cross-sector group of professionals whose goal is to ensure that during times of emergency and crisis, the social and emotional health of infants and toddlers is addressed, continued to meet and messaging and resources during traumatic events. The SEER team maintains an Emergency Response Toolkit with resources for early childhood professionals to better understand the relational and emotional needs young children may experience during crises as well as strategies that can be taken to meet those needs. During the reporting period, the SEER Team continued to refine the toolkit, translated the toolkit into Spanish, and promoted the toolkit to early childhood professionals during training activities and community engagement events. AIMHiTN responded to three technical assistance requests delivered reflective spaces to two (2) providers with processing their responses to each unique emergency.

AIMHiTN coordinated four (4) trainings on belonging in early childhood service settings, including topics related to organizational change, the inclusion of children with differing abilities, the inclusion of fathers, and communication strategies.

Through its Community Engagement program, AIMHiTN community liaisons supported CCDF Quality Child Care Partners during statewide events and speaking engagements sharing IECMH information, including: how journeying towards endorsement can help them seek and maintain strong competence in meeting the social and emotional health needs of young children in their care; how using reflective practices both support the children in their care and support their professional health; how AIMHiTN membership is a way for professionals to stay connected to resources; and how to access training and technical assistance on an array of helpful topics. During the reporting period, AIMHiTN engaged with early childhood professionals at 20 TECTA Orientations and presented at 59 other outreach opportunities.

AIMHiTN provided mental-health related supports to CCDF Quality Child Care Partners addressing issues of belonging and inclusion for all young children in early childhood education settings. These efforts enhanced training and supports for early childhood professionals and serving diverse populations of infants and toddlers in early care settings. During the reporting period, AIMHiTN updated DEI messaging supporting mental-health related work organization delivers to the early childhood education workforce. AIMHiTN also supported CCR&R Inclusion Coaches by meeting with its Inclusion Team leadership every other month and by sending referrals for CCR&R inclusion coaching services. During the reporting period, AIMHiTN held its Belonging Awards on April 16, 2023, attended by 120 early childhood professionals, to raise awareness for inclusive evidence-based methods, incentivize adoption of these methods, provide resources and guidance for implementing high-quality inclusion practices, and connect

child care providers with CCDF Quality Child Care Partners and other community resources.

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:

- ☑ Provided 11,991 hours of training, coaching, and technical assistance on health and safety standards to 12,962 early childhood professionals across 1,941 child care providers.
- ☑ Promoted safe environments for children by offering pediatric and age appropriate First Aid and CPR training and certification to early childhood professionals and administrators of licensed child care providers at no cost. CCR&R adapted training to offer a blended training method featuring both online and face-to-face components that followed CDC recommended guidelines.
- ☑ Small business specialists supported providers with training on the Lead Agency's provider portal and mobile apps.
- ☑ Maintained an upgraded website with 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.
- ☑ Continued support for Infant-Toddler Peer Learning Groups (PLGs) across the state.
- ☑ Continued the Infant and Toddler Care Specialization (ITCS) to increase quality and knowledge of infant and toddler care.
- ☑ Added the Preschool Care Specialization to increase quality and knowledge of preschool care.
- ☑ Utilized the Lead Agency's standardized Technical Assistance Referral tool CCDF Quality Child Care 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:

- ☑ Delivered 1,557 hours across 6,298 coaching interactions with early childhood professionals through Technical Assistance (TA) sessions.
- ☑ Delivered 5,872 hours across 2,343 coaching interactions with early childhood professionals through Targeted Technical Assistance (TTA) sessions.
- ☑ Engaged in 1,537 hours of direct support to licensed family and group child care

providers caring for infants and toddlers.

TFCCN hosted three (3) Family Child Care Regional Conferences for each of Tennessee's three grand divisions and offering providers opportunities for peer-to-peer engagement and professional development. Each region had a different theme. In the middle region the theme was "Together We Inspire, Engage and Encourage". In the east region the theme was, "It's All in the Bag" and in the west region the theme was, "Enthusiastic Play Thinking Outside the Clock".

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 18 family child care providers achieving technical a micro-credential CDA®.

During FY 23, TFCCN had three Family Child Care Demonstration Sites, all 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, 12 family child care providers received NAFCC Accreditation Self-Study Kits, completed the course, and are awaiting final observations from NAFCC expected during FY 24. Administration of TFCCN transitioned to the Tennessee Child Care Resource and Referral Network (CCR&R) in FY 2024.

8) Evaluating and assessing the quality of child care programs and services, 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 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2022 to September 30, 2023?

- QRIS
- CLASS
- ERS
- FCCERS
- ITERS
- State evaluation tool. Describe
- Core Knowledge and Competency Framework
- Other. Describe
- Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2022 to September 30, 2023?

- QRIS
- CLASS
- ERS
- FCCERS
- ITERS
- State evaluation tool. Describe
- Core Knowledge and Competency Framework
- Other. Describe **CDA® observations.**
- Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

- No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2022 to September 30, 2023?
\$25472553

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency has worked with numerous external agencies and partners to educate providers with training and a commitment to promoting safe, stable, nurturing relationships with children and their families. The Lead Agency also implemented the TNPAL workforce registry to become the system of record for all training and professional development which in turn will contribute to a professional development system that enhances the quality of childcare provided.**

Component scores from the QRIS overtime have been used as a measure of progress. Timely reporting of individual agency results and statewide and regional trends were used to inform program improvement efforts. Statistically significant improvements in quality have been documented since the beginning of the original QRIS in 2001. The QRIS redesign represents a new framework based upon a balance of health/safety practices and teacher/child interactions that will build upon that foundation moving forward.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: **The Lead Agency transitioned to a new observation tool in 2022 for monitoring compliance with licensing rules and observing quality of care to promote child care environments that are safe, healthy, and educationally rich. The Lead Agency considered the reporting period as one of transition for child care programs to adjust to the new QRIS during which time star ratings were**

frozen. New QRIS scores will be issued by October 2024.

The Tennessee Quality Rating Improvement System (QRIS) directly relates the quality of child care provided to the corresponding center, home, or facility. Understanding how the score relates to quality will help families choose which facility best fits the needs of their child and family.

QRIS is designed to score two (2) different areas of quality on a quarterly basis for a total of four (4) visits. The total score possible for each visit is 100. Upon completion of the fourth visit the four (4) scores are averaged to determine the overall score for the child care agency. This score is displayed at the agency or home.

The quality of child care has a direct impact on a child's ability to learn, to build healthy relationships, and to become the best they can be. The critical decision of where to place their child is often difficult and confusing for parents. Because the quality of child care and a positive future for our children depends on parents having tools necessary for making informed choices for their family, the Department of Human Services is helping parents with this very important decision through Tennessee's Child Care Score Card System.

Under Tennessee's Child Care Score Card System new QRIS, every licensed child care agency must undergo a quarterly evaluation for the annual cycle and post a score card of the results. Agencies are required to post their score card with their renewal license where parents can clearly see them inside the agency. The Score Card system is mandatory provided for all licensed providers following the completion of all four quarterly visits, after receiving a continuous license status from the agency's Licensing Consultant. An agency must be opened for one (1) year before it is assessed.

The score card contains the agency's rating for each of the two components: 1) Health and Safety and 2) Teacher-Child Interactions. This is applicable to all licensed child care centers and group family child care homes.

A sample of each of the Lead Agency's new observation tools may be found at:

Sample Health and Safety Practices Classroom Observation Tool

[https://www.tn.gov/content/dam/tn/human-services/documents/Health%20and%20Safety%20Classroom%20Observation%20Tool%20\(sample\).pdf](https://www.tn.gov/content/dam/tn/human-services/documents/Health%20and%20Safety%20Classroom%20Observation%20Tool%20(sample).pdf)

Sample Teacher/Child Interactions Classroom Observation Tool

[https://www.tn.gov/content/dam/tn/human-services/documents/Teacher-Child%20Interactions%20Classroom%20ObservationTool%20%20\(sample\).pdf](https://www.tn.gov/content/dam/tn/human-services/documents/Teacher-Child%20Interactions%20Classroom%20ObservationTool%20%20(sample).pdf)

9) Supporting child care 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 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2022 to September 30, 2023?

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **27**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **19**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. Programs serving children who receive CCDF subsidy **29**

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

N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023? **\$71567**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **As part of the redesigned QRIS system, the Lead Agency will establish a new baseline level of quality demonstrated across the child care network in Tennessee. From that baseline, the Lead Agency will measure progress in improving the quality of child care programs and services. The Lead Agency also monitors the increase/decrease of accredited agencies annually and will continue to examine the relationship between Accreditation and Program Quality Rating Scores in the new QRIS system.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan: **Community Foundation of Middle Tennessee (CFMT) assisted 14 child care providers by administering \$13,847.08 in support and enhancement grant funds on behalf of the Lead Agency used for purchasing classroom items helping in the pursuit of national accreditation.**

Tennessee Early Childhood Training Alliance (TECTA), through its Tennessee Early Childhood Program Administrator Credential (TECPAC) team, offered coaching training in addition supports for accreditation fees and materials to mitigate financial barriers to seeking accreditation for child care providers licensed by the Lead Agency through the Nashville Area Association for the Education of Young Children (NAAEYC) supporting NAEYC accreditation, and the Tennessee Association for Children’s Early Learning (TACEE) supporting National Early Childhood Program Accreditation (NECPA). During the reporting period, TECTA delivered 147 sessions of targeted technical assistance supporting 27 child care programs with accreditation. During FY 23, accreditation support and interest continued to increase resulting in 14 child care centers being awarded accreditation enhancement grants administered by the Community Foundations of Middle Tennessee. At the end of FY 23, there were 17 sites navigating the accreditation process.

Tennessee Family Child Care Network (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, 12 child care providers received NAFCC Accreditation Self-Study Kits, completed the course, and are awaiting final observations from NAFCC expected during FY 24. Administration of TFCCN transitioned to the Tennessee Child Care Resource and Referral Network (CCR&R) in FY 2024.

10) Supporting providers in 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 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2022, to September 30, 2023?

QRIS, 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

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:

Early Learning Guidelines

State Framework. Describe

Core Knowledge and Competencies

Other. Describe **TECTA provided technical assistance supporting business practices for 74 child care programs; total of 540 programs received help to adopt high-quality program standards.**

N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2022 to September 30, 2023? **\$42900067**

- Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

- No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

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

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency is continually evaluating indicators and measurements relevant to these activities that may include but are not limited to: Scoring components of QRIS; Professional development delivered to early care and educators; Child care agency participation in the Gold Sneaker initiative; Delivered trainings, technical assistance, targeted technical assistance, coaching, and mentoring.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan: **The 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.

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 AIMHiTN's first five years when the network average is typically 20 applicants per year in the early periods of development. At the end of this reporting period, Tennessee had endorsed 748 professionals with an additional 490 professionals who have applied for Endorsement® and working towards completing requirements to submit their final applications. There are currently 351 early childhood educators or members of the early childhood education workforce who have attained Endorsement®.

During the reporting period, AIMHiTN partnered with the Alliance for the Advancement of Infant Mental Health to introduce the Early Childhood Mental Health Endorsement® (ECMH-E) to Tennessee. Previously, the Endorsement® system in Tennessee focused on professionals serving babies and toddlers. The ECMH-E Endorsement® is ideal for early childhood professionals who primarily work with children ages 3 to 6 years old. As of September 30, 2023, 260 early childhood professionals have applied for this Endorsement® and 94 early childhood professionals completed their Endorsement®.

Also in FY 23, in accordance with guidance from the Alliance for the Advancement of Infant Mental Health, AIMHiTN began offering a new professional pathway towards endorsement: Infant/Early Childhood Family Reflective Supervisor. For early childhood professionals working towards Endorsement® as an Infant/Early Childhood Specialist, professionals may now access Reflective Supervision/Consultation from supervisors who meet the Infant/Early Childhood Family Reflective Supervisor Endorsement® requirements. AIMHiTN intends to expand the pool of available reflective supervisors as well as allow for more supervisory specialization within sectors.

Reflective Supervision and Consultation

AIMHiTN continued its support for Reflective Supervision and Consultation (RS/C) across the early childhood education sector during the reporting period with 143 professionals receiving

RS/C from CCR&R, TECTA, and TFCCN, and five (5) in a newly established Early Childhood Leaders Cohort which focuses on individual needs as a professional as well as how to improve the use of reflective practices across the early childhood education system.

Social-Emotional Emergency Response Team

The Social-Emotional Emergency Response (SEER) Team, a cross-sector group of professionals whose goal is to ensure that during times of emergency and crisis, the social and emotional health of infants and toddlers is addressed, continued to meet and messaging and resources during traumatic events. The SEER team maintains an Emergency Response Toolkit with resources for early childhood professionals to better understand the relational and emotional needs young children may experience during crises as well as strategies that can be taken to meet those needs. During the reporting period, the SEER Team continued to refine the toolkit, translated the toolkit into Spanish, and promoted the toolkit to early childhood professionals during training activities and community engagement events. AIMHiTN responded to three technical assistance requests delivered reflective spaces to two (2) providers with processing their responses to each unique emergency.

AIMHiTN coordinated four (4) trainings on belonging in early childhood service settings, including topics related to organizational change, the inclusion of children with differing abilities, the inclusion of fathers, and communication strategies.

Through its community engagement program, AIMHiTN community liaisons supported CCDF Quality Child Care Partners during statewide events and speaking engagements sharing IECMH information, including: how journeying towards endorsement can help them seek and maintain strong competence in meeting the social and emotional health needs of young children in their care; how using reflective practices both support the children in their care and support their professional health; how AIMHiTN membership is a way for professionals to stay connected to resources; and how to access training and technical assistance on an array of helpful topics. During the reporting period, AIMHiTN engaged with early childhood professionals at 20 TECTA Orientations and presented at 59 other outreach opportunities.

Diversity, Equity, Inclusion (DEI) and Belonging

AIMHiTN provided mental-health related supports to CCDF Quality Child Care Partners addressing issues of belonging and inclusion for all young children in early childhood education settings. These efforts enhanced training and supports for early childhood professionals and serving diverse populations of infants and toddlers in early care settings. During the reporting period, AIMHiTN updated DEI messaging supporting mental-health related work organization

delivers to the early childhood education workforce. AIMHiTN also supported CCR&R Inclusion Coaches by meeting with its Inclusion Team leadership every other month and by sending referrals for CCR&R inclusion coaching services. During this reporting period, AIMHiTN held its Belonging Awards on April 16, 2023, to raise awareness for inclusive evidence-based methods, incentivize adoption of these methods, provide resources and guidance for implementing high-quality inclusion practices, and connect child care providers with CCDF Quality Child Care Partners and other community resources. 120 early childhood professionals attended the event.

Regardless of their coaching role, all Child Care Resource & Referral (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:

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

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:

- ☒ Caring for Our Children, 4th ed. National standards

- ☒ Child development
- ☒ Classroom environment
- ☒ Classroom health and safety practices
- ☒ Developmentally Appropriate Practices for 36 months and older
- ☒ Emergency Preparedness/Disaster response in coordination with the CCR&R emergency preparedness coordinator.
- ☒ Environmental supervision (classroom and playground)
- ☒ Learning environments for preschool and school-age children
- ☒ Literacy for preschool and school-age children
- ☒ Meal/Snack/Routine care supervision (high-risk) in preschool and school-age classrooms
- ☒ Preschool specialization and demonstration sites
- ☒ QRIS and related observations
- ☒ Quality child care best practices
- ☒ TN-ELDS, ages 36-48 months to 5 years

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:

- ☒ Abusive Head Trauma/ Shaken Baby Syndrome
- ☒ Assistance for infant and toddler educators completing the AIMHiTN Endorsement® process
- ☒ Assistance for infant and toddler educators completing the Infant Toddler Credential
- ☒ 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
- ☒ Infant and Toddler Care Specialization (ITCS) and ITCS Demonstration Sites
- ☒ Literacy for infants and toddlers
- ☒ Program for Infant Toddler Care (PITC)
- ☒ Referrals for Tennessee Early Intervention Services (TEIS)
- ☒ Safe Sleep
- ☒ Supervision plans specific to infant and toddler classrooms
- ☒ TN-ELDS, ages birth to 36 months

Health, Safety and Well-Being Specialty Coaches

Health, Safety 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 on 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:

- ? Adverse Childhood Experiences (ACEs)/Trauma Informed Care**
- ? Administration of medication**
- ? Behavior management unrelated to a diagnosis (including Conscious Discipline and Pyramid Model)**
- ? Caring for Our Children, 4th ed. National standards**
- ? Food and allergy emergencies**
- ? Infectious disease control**
- ? Mindfulness**
- ? Physical activity and nutrition**
- ? Social and emotional development of preschool and school-age children (including Pyramid Model)**

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:

- ? Adverse Childhood Experiences/Trauma Informed Care as it relates to families and community partners.**
- ? Assisting educators to help families understand quality child care and early education topics including child development and behavior management.**
- ? Family engagement components of the Lead Agency's QRIS.**
- ? Family engagement components of the Lead Agency's licensure rules and regulations**
- ? Helping child care providers educate families on the TN-ELDS**

- ☐ Helping child care providers work with families experiencing homelessness and other vulnerable populations.
- ☐ Identifying and partnering with community agencies that serve children and families to promote quality child care.
- ☐ Increasing family involvement within the early childhood program.
- ☐ Strengthening Families Protective Factor Framework.

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:

- ☐ Assist educators and families with accessing, reading, and understanding IFSPs/IEPs.
- ☐ Coaching educators on communication with families with children with a disability.
- ☐ Designing spaces, routines, and schedules that are accessible, support developmentally appropriate practices, and are participatory for all children.
- ☐ 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.
- ☐ Provide resources on inclusion and characteristics of disabilities to families, educators, and community members.
- ☐ 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).

The Community Foundation of Middle Tennessee (CFMT) supports a system of high-quality early care and education for children in Tennessee through administration of enhancement grants and the provision of shared services accessible and supported at no cost to child care agencies licensed or subject to licensure by the Lead Agency. CFMT administers grant funds for qualifying licensed child care programs to purchase program enhancements, including supplies and materials supporting learning, educational, and developmental enrichment; equipment, i.e., assistive technology or adaptive devices to promote inclusionary care, furnishings to create

or increase capacity, playground materials, etc.; and educationally rich curriculum and curriculum support as well as other professional services.

CFMT manages ChildcareTennessee.com, an online resource for licensed child care program directors and owners sharing thousands of resources with early childhood professionals and administrators. CFMT also cultivates and facilitates competitive pricing with local and regional vendors based on period needs assessments of child care providers to promote opportunities for realizing greater cost savings on frequently consumed products and services.

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 CCDF Quality Child Care 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.

Technical Assistance and Targeted Technical Assistance

TECTA offered additional technical assistance on standards and topics including administration and business practices, curriculum development and implementation, emergency preparedness and response planning, and leadership and organization development. During the reporting period, TECTA delivered technical assistance and targeted technical assistance on standards and topics, including:

- ☒ 56 child care providers on emergency preparedness standards.
- ☒ 74 child care providers on administration and business practices.
- ☒ 5 child care providers on curriculum development and implementation.

☒ 1,146 child care providers in across other topics.

Tennessee Child Care Online Training System (TCCOTS)

TECTA administers TCCOTS powered by ProSolutions, a free online learning management system supporting early childhood professionals and high-quality child care services in Tennessee. TCCOTS offers web-based trainings which may be completed at any time to accommodate the schedules of early childhood professionals. TCCOTS trainings meet Lead Agency licensing and CCDBG training and professional development requirements. During the reporting period, TCCOTS offered 68 free trainings 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 269,776 trainings were completed by early childhood professional users of TCCOTS powered by ProSolutions Training who received a total 489,075 hours of professional development in FY 23. Training completions through TCCOTS increased 19.7% from 225,435 reported in FY 22. TECTA evaluates content and revisions in collaboration with the Lead Agency and other quality partners to align with recognized standards and best practices. As of September 30, 2023, available trainings at TCCOTS include:

☒ **ACEs and the Role of Life Experiences in Shaping Brain Development: Building Strong Brains - Tennessee ACEs**

☒ **Administering Medication in Child Care Settings**

☒ **Administration for Child Care Settings**

☒ **All About Connections: Supporting Children's Social and Emotional Development**

☒ **Answering Children's Questions (Tennessee)**

☒ **Before You Begin: New Educator - School Age**

☒ **Before You Begin: New Educator**

☒ **Brain Development Advanced**

☒ **Brain Development Intermediate**

☒ **Brain Development: Amazing Brains, Amazing Babies - Physical Well-Being, Stress and Trauma**

☒ **Brain Power! Cognitive Development in Preschoolers**

☒ **Building a Path to Empowerment: The Trauma-Informed and Asset-Informed Classroom (Tennessee)**

☒ **Building and Classroom Safety for Keeping Children Safe**

☒ **Child Development: Milestones from Birth to Age 12**

- ☐ Childhood Lead Poisoning Prevention - A Guide for Child Care Personnel
- ☐ Children and Family Homelessness (Tennessee)
- ☐ Children with Disabilities: Working with Children and Families (Tennessee)
- ☐ Creating Healthy Lifestyles: Balancing Children's Diets with Good Food Choices
- ☐ Designing an Outdoor Classroom
- ☐ Diversity Equity and Inclusion in the Workplace)
- ☐ Eat, Play, Rest
- ☐ Emergency Preparedness: Better Safe Than Sorry!
- ☐ Essentials of Indoor Safety
- ☐ Essentials of Outdoor Safety
- ☐ Family Child Care Contracts and Policies
- ☐ Family Child Care Marketing
- ☐ Family Child Care Record Keeping and Taxes
- ☐ Family Wellness: The Impact of Parental Mental Health (Tennessee)
- ☐ Fine Motor Activities for Preschoolers
- ☐ Food Allergies: Recognizing Allergic Reactions and Meal Planning in the Child Care

Setting

- ☐ Getting Ready to Read (Tennessee)
- ☐ Gold Sneaker Initiative
- ☐ Gross Motor Activities for Preschoolers
- ☐ Handwashing: Clean Hands = Better Health!
- ☐ Healthy Meal Planning
- ☐ Helping Children Develop Empathy
- ☐ How Learning Begins: Infants and Toddlers as Natural Scientists
- ☐ Inclusion
- ☐ Infectious Disease Control: Kick Those Germs to the Curb!
- ☐ Introduction to Early Literacy
- ☐ Keeping It Safe: Preventing Food-borne Illnesses in Child Care Settings
- ☐ Learning Centers That Inspire
- ☐ MyPlate: Helping Children Make Healthy Food Choices
- ☐ Observation and Assessment in the Early Childhood Classroom (Tennessee)
- ☐ Parental Addiction and Strategies to Support Children (Tennessee)
- ☐ Preventing Preschool Expulsion)
- ☐ Prioritizing Mental Health: A Roadmap for Resilience After Trauma (Tennessee)
- ☐ Promoting Social and Emotional Development
- ☐ Recognizing and Reporting Suspected Child Abuse
- ☐ Responding to Medical Emergencies

- ❑ 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
- ❑ Secure Connections: The Relationship Between Trauma and Attachment Styles (Tennessee)
- ❑ Setting the Stage for Positive Behavior in Infants and Toddlers
- ❑ Shaken Baby Syndrome/Abusive Head Trauma
- ❑ STREAM and the Great Outdoors: Reading and Writing in Nature
- ❑ Sudden Infant Death Syndrome (SIDS) and Safety Risks for Infants
- ❑ The Early Years: Infant and Toddler Mental Health (Tennessee)
- ❑ TN-SADS - School-Age
- ❑ Transportation Safety Basics
- ❑ Trauma-Informed Care in the Early Childhood Program
- ❑ Understanding Implicit Bias (Tennessee)
- ❑ Using Technology as a Teaching Tool: Do This ❑ Not That
- ❑ Water Safety: Preventing Injury and Illness

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. 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 FY 23, TFCCN recognized three Family Child Care Demonstration Sites, all 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. Administration of TFCCN transitioned to the Tennessee Child Care Resource and Referral Network (CCR&R) in FY 2024.

11) Other activities to improve the quality of child care services

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 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2022 to September 30, 2023?

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

The Lead Agency extended operational support and staff retention grants to eligible qualifying child care agencies in Tennessee through obligation of ARPA Discretionary Supplemental funds during the reporting period.

Licensed center-based programs **1298**

License-exempt center-based programs **192**

Licensed family child care homes **367**

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:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

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, 2022 to September 30, 2023?

Yes. Describe: **The Lead Agency continued making data systems investments through its modernization projects focused on continuous quality improvement, strengthening services, and revolutionizing customer experiences. During the reporting period, the Lead Agency enabled technology for child care providers to utilize automated processes for reporting and interacting through its Provider Portal, implemented the redesigned QRIS, and new monitoring/evaluation tool holistically incorporating compliance with quality evaluation. The Lead Agency continued enhancements to its:**

Billing and Payments system 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.

eLicensing documentation system launched 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.

Provider Portal first launched 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.

New mobile application for child care providers and customers was launched 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 first launched in March 2022.

The Lead Agency conducted initial planning to replace its Tennessee Child Care Management System (TCCMS) supporting Child Care Payment Assistance/Certificate

eligibility and enrollment first introduced in 1997. The Lead Agency will begin development of a system replacement in FY 24 to align with its continuing modernization efforts and realize greater efficiencies for these critical services impact Tennesseans.

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 (TTA), Technical Assistance, and referrals to and among CCDF Quality Child Care Partners and the Lead Agency capturing details on service delivery needs and expectations supporting 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 CCDF Quality Child Care 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.

During the reporting period, 1,322 TA Referrals (1,010 licensed centers and drop-in centers, 143 licensed family homes, and 169 licensed group homes) were created in TAM, each an instance of cooperative support provided by CCDF Quality Child Care Partners to early childhood professionals and administrators. TAM users may also record training, technical assistance, or targeted technical assistance. During the reporting period, TAM supported 590 users active through FY 23:

- ☑ Association of Infant Mental Health in Tennessee (AIMHiTN): 50 users
- ☑ Tennessee Child Care Resource & Referral (CCR&R): 198 users

- ☐ Tennessee Early Childhood Training Alliance (TECTA): 88 users
- ☐ Tennessee Family Child Care Network (TFCCN): 22 users
- ☐ Lead Agency: 183

Training, technical assistance, and targeted technical assistance collected by TAM are primarily recorded by CCR&R, TECTA, TFCCN, AIMHiTN, and Lead Agency 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 1,144 active users who entered attendance data into the TrainTN system. Of those users, there were 44 vetted, external trainers, and 1,100 child care agency directors who trained 10,515 early childhood professionals across 8,264 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 American Rescue Plan Act (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 7,131 provider-initiated requests by email (TDHS_CCP@utk.edu) and 5,444 provider-initiated 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 CCR&R, 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, family engagement, and social emotional learning.

During the reporting period, early childhood educators submitted 5,671 responses to Uniform Training Evaluations. These evaluations collected feedback on 1,065 trainings delivered by CCR&R, TECTA, and external providers. A total of 4,241 evaluations were collected from early childhood educators who attended 875 CCR&R trainings. 1,245 evaluations were collected from early childhood educators who attended 47 TECTA trainings. A total of 185 evaluations were collected from early childhood educators who attended 143 trainings delivered by external training providers.

Responses to trainings were overwhelmingly positive across all training providers and quarters. More specifically, early childhood educators were satisfied with the training they received. They reported the trainings were valuable and that the content learned in the

trainings could be connected to their work with children and families. Educators would also recommend these trainings to other educators. Early childhood educators were also satisfied with the instructors, information presented, and delivery methods used to facilitate the trainings.

No

11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

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, 2022 to September 30, 2023?

Yes. Describe findings: **University of Tennessee Social Work Office of Research and Public Service (UT SWORPS) worked closely with the Lead Agency to create geographic visualization of supply and demand of child care based upon American Community Survey data, Lead Agency licensing data, and survey data. This project resulted in an interactive map demonstrating areas of greatest need of child care providers. The map is now a public resource, available at the Lead Agency website at:**

<https://www.tn.gov/humanservices/information-and-resources/tdhs-reports-and-information.html>.

The Lead Agency engaged the University of Tennessee Boyd Center for Business and Economic Research (BCBER) to perform a Market Rate Survey in to determine appropriate child care market rate subsidy payments. The Lead Agency also engaged UT BCBER and SWORPS to complete the 2023 Cost of Quality Care Study to determine correlation between cost and quality among child care providers and to determine the cost drivers for quality child care programs.

No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement 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, 2022 to September 30, 2023? 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:

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2022 and September 30, 2023 (check all that apply)? If indicated, how many providers received each type of support?

Financial bonuses (not tied to education levels)

Salary enhancements/wage supplements **1,971**

Health insurance coverage

Dental insurance coverage

Retirement benefits

Loan Forgiveness programs

Mental Health/Wellness programs

Start up funds **86**

Other. Describe: **198; University of Tennessee SWORPS distributed incentives to 198 licensed child care providers who participated and responded to the Lead Agency's informing 2023 Cost of Quality Care Study questionnaire.**

N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? **\$41139688**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **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 collaborative partnership between the Lead Agency and TDECD will continue in FY 24 emphasizing child care and industry partnerships. Through November 2023, 32 licensed child care providers were awarded CDBG-CV grants of \$8,275,724 adding 1,159 child care slots of capacity and facilitating expansion of the early childhood education workforce with 168 new jobs in FY 23.**

During the reporting period, Association of Infant Mental Health in Tennessee (AIMHiTN) implemented the following to address vulnerable populations:

Support for training topics emotionally responsive practices for vulnerable infants and

toddlers and inclusive practices.

☒ Partnered with the Alliance for the Advancement of Infant Mental Health to introduce the Early Childhood Mental Health Endorsement® (ECMH-E) to Tennessee. Previously, the Endorsement® system in Tennessee focused on professionals serving babies and toddlers. The ECMH-E Endorsement® is ideal for early childhood professionals who primarily work with children ages 3 to 6 years old. As of September 30, 2023, 260 early childhood professionals have applied for this Endorsement® and 94 early childhood professionals completed their Endorsement®.

☒ Continued its support for Reflective Supervision and Consultation (RS/C) across the early childhood education sector with 143 professionals receiving RS/C from CCR&R, TECTA, and TFCCN, and five (5) in a newly established Early Childhood Leaders Cohort which focuses on individual needs as a professional as well as how to improve the use of reflective practices across the early childhood education system.

☒ Presented ☒The Power of Inclusion☒ at the Tennessee Family Child Care Network (TFCCN) state conference.

☒ Delivered trainings in topics that included:

- o Exploring Trauma-Informed Care, Resiliency, and Equity completed by eight (8) early childhood professionals.

- o Mental Health and Language Deprivation Syndrome completed by 15 early childhood professionals.

- o Diving into Inclusive STEM for Each and Every Child completed by 46 early childhood professionals.

- o Stories from the Field: Teresa Boggs' Pediatric Eating Disorders and Attachments completed by 15 early childhood professionals.

- o Stories from the Field: CCR&R Inclusion completed by 21 early childhood professionals.

☒ Received technical assistance from ZERO TO THREE to support the work of developing an IECMHC system benefiting early childhood professionals with caring for children with differing abilities and other vulnerable populations.

☒ Managed IECMH resource maps supporting early childhood professionals with finding resources for vulnerable families.

University of Tennessee Social Work Office of Research and Public Services (UT SWORPS) distributed incentives to 198 licensed child care providers who participated and responded to the Lead Agency's informing 2023 Cost of Quality Care Study questionnaire.

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

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.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Below are examples of initiatives that were implemented to improve the quality of child care services.

Child Care WAGE\$ Tennessee

The Child Care WAGE\$® Tennessee program is an education-based salary supplement program for child care educators employed in DHS Licensed Child Care agencies. This program provides eligible educators an annual award, issued in two parts, based on specific qualifications that include working at least six months in the same child care program with children birth to five years old for at least 10 hours a week. An educator with six credit hours in early childhood education will receive a yearly supplement of \$400. The supplement rises with experience up to \$5,200 a year for eligible educators with a master's degree. Visit the Signal Centers, Inc. website at www.tnwages.org for more information. As of April 2021, more than 1,200 educators have received a supplement through the program totaling over 2 million in support.

Shared Services and Resources

A wide array of resources including business management tools, human resource tools, program administration tools, classroom resources, and templates, i.e. emergency preparedness plans, were made available at no cost to child care agencies 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.

In addition to shared services, DHS Licensed Child Care agencies also had access to group and bulk purchasing for commonly used supplies at discounted pricing. During FFY 2020, the program included 2,193 agencies serving 154,485 children (1,664 Centers, 296 Group Homes, 233 Family Homes). ChildcareTennessee registered 98.9% of eligible child care agencies in all 95 counties. Among shared services categories are Financial Services, Facility Cleaning, Food Delivery & Supplies, Consulting/Administrative, School Supplies, and Mental/Physical Health. Website traffic characteristics included: 169,039 Pageviews, 4.20 Pages per session, 07:18 Average time on page. The full end of year report is available at: <https://9ve.ed8.myftpupload.com/wp-content/uploads/2020/10/ChildcareTN-End-of-Year-Report-7x9-Booklet.pdf> For more information on Shared Services and Resources please visit The Community Foundations of Middle Tennessee, Inc. website: <https://www.cfmt.org/childcaretennessee-dhs/>

Enhancement Mini Grants

Enhancement grants were available to qualifying TDHS Licensed Child Care agencies that specifically support either quality improvement, promote compliance with licensure rules , and or increase capacity enhancement. Agencies may apply for up to \$4,000 (up to or \$5,000 for distressed counties) to support these enhancements. During the first year of program nearly \$5 million in support and enhancement grants were awarded. Grants were received by 1,289 licensed child care providers (904 Centers, 221 Group Homes, 164 Family Homes).

For more details, please visit The Community Foundation of Middle Tennessee, Inc. Website: <https://www.cfmt.org/childcaretennessee-dhs/>

Pediatric First Aid and CPR Training/Certification

To promote safe environments for children, Pediatric First Aid and CPR training and certification will be available to child care educators and administrators of licensed child care agencies at no cost. For more information on training and certification dates, please visit Child Care Resource and Referral's (CCR&R) website: (<https://www.tnccrr.org/>) <https://www.tnccrr.org/> Despite the impact of the pandemic 1,295 professionals completed the training by the end of FFY 2020.

Business Academies

Small Business Academies are available to promote best practices and strengthen business operations for child care agencies. The focus of the academies are in 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**

For more information, please visit the Child Care Resource & Referral website at <https://www.tnccrr.org/>

Infant Toddler Care Specialization

The Lead Agency is exploring additional supports for professional development opportunities for infant-toddler educators. With the goal of increasing the quality of care for infants and toddlers in the state, Tennessee's CCR&R network would develop a specialization that can lead to the TECTA academic Infant-Toddler Credential and the AIMHiTN Infant Family Associate Endorsement®. Currently, TECTA Infant and Toddler Orientation delivers 30 hours of training that provides a broad overview on infant and toddler care. The Infant and Toddler Credential is available for those infant and toddler educators who already have completed college course credit. The Infant and Toddler Care Specialization (ITCS) will provide 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 Lead Agency is exploring a collaborative partnership project on Infant and Toddler Wellness and Reflection

This is a collaboration between CCR&R, TECTA, and AIMHiTN to support the infant and toddler workforce. Elements of the collaboration may include Infant/Toddler quality coaches to support social and emotional development in the classroom, using resources such as the Pyramid Model, Conscious Discipline, and Building Strong Brains in their trainings, TTA and coaching. With support from AIMHiTN, they may incorporate reflective conversation with infant and toddler educators. IT Coaches may help provide support to infant and toddler educators as they apply for the AIMHi Endorsement®. TECTA may support the project through updated orientation curriculum and engagement of the Family Child Care advisors and educators. AIMHiTN may provide reflective conversation support to the IT Coaches, TECTA staff and Family Child Care advisors.

Health and Well-Being

The Lead Agency is exploring with the CCR&R network additional resources for early childhood educators as they need assistance to support the social and emotional wellness of the children in their classrooms. There is a proposed shift of the Health and Wellness Quality Coaches to guide this support. The primary focus of the HWB coaches will be social and emotional health which can include but is not limited to the Pyramid Model and Conscious Discipline, Building Strong Brains, ACEs and trauma informed care.

Inclusion Quality Coaches and Program:

Inclusion

The Lead Agency is exploring opportunities with quality partners to expand training and supports for child care agencies to offer high quality services for children with disabilities in care. In order to increase access, participation and supports for children with disabilities in licensed DHS child care agencies, we are exploring a plan that is supported by Inclusion

Coaches, located throughout the state. A coaching plan could provide the opportunity for the Inclusion Coach to work with the educator and the parents to provide any individualized accommodations and supports that may be necessary for all children to participate in activities and build relationships with their peers. Finally, a coaching plan could allow the Inclusion Coach to provide the necessary supports that will increase the knowledge, skills and personal temperaments of the educator and director while providing quality inclusion services to the children and families. In addition, the Inclusion Coaches could work closely with directors to help directors create program policies and procedures to ensure they promote a quality inclusive early childhood program.

Tech Goes Home: Closing the Digital Divide for Early Education Professionals and Small Business Owners.

As mentioned in Section four, the Lead Agency is exploring opportunities to minimize the tech divide for child care agencies. From ongoing professional development or pursuing higher education, to classroom management, to small business marketing and taxes, to communicating with parents: Internet access, technology and a level of comfort using both are essential to succeeding in the field. Hands-on training, however – particularly for the fundamental skills necessary for professional growth and business success – is often lacking, falling on already overtaxed educators to solve for themselves. The Lead Agency is exploring a model, utilizing expert trainers trusted in the communities they serve, that could offer digital skills training, a brand new device and assistance with low-cost home Internet access to all participants. This model, working in collaboration with the CCR&R Network’s Small Business Academy staff and expert coaches, could support small business, pedagogical and professional best practices in licensed child care statewide. This model could include expert early education technology trainers, to provide foundational technology training, ongoing coaching and help desk assistance, aligned with CCR&R Small Business Academy training and resource provision and in corresponding service delivery areas.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **Effective October 01, 2023, the Lead Agency added a 15% differential above its base reimbursement rates for child care providers participating in the Child Care Payment Assistance/Certificate Program when caring for infants and toddlers.**

The Association of Infant Mental Health in Tennessee (AIMHiTN) provides training and technical assistance supporting Infant and Early Childhood Mental Health competencies and principles. AIMHiTN facilitated its Social-Emotional Emergency Response (SEER) Team, a cross-sector group of professionals whose goal is to ensure that during times of emergency and crisis, the social and emotional health of infants and toddlers is addressed, continued to meet and messaging and resources during traumatic events. The SEER team maintains an Emergency Response Toolkit with resources for early childhood professionals to better understand the relational and emotional needs young children may experience during crises as well as strategies that can be taken to meet those needs. During the reporting period, the SEER Team continued to refine the toolkit, translated the toolkit into Spanish, and promoted the toolkit to early childhood professionals during training activities and community engagement events. AIMHiTN responded to three technical assistance requests delivered reflective spaces to two (2) providers with processing their responses to each unique emergency.

During this reporting period, AIMHiTN collaborated with the Lead Agency, TECTA, and CCR&R to identify and assess training and technical assistance needs related to Infant and Early Childhood Mental Health (IECMH) Competencies. AIMHiTN also continued to offer virtual training and technical assistance opportunities originally developed in response to the COVID-19 public health crisis. AIMHiTN has partnered with CCR&R and TECTA to create crosswalks for training and the Infant and Early Childhood Mental Health Endorsement®. These crosswalks support the professional in connecting the trainings they receive to their Endorsement® application.

Through its Community Engagement program, AIMHiTN community liaisons supported CCDF Quality Child Care Partners during statewide events and speaking engagements sharing IECMH information, including: how journeying towards endorsement can help them seek and maintain strong competence in meeting the social and emotional health needs of young children in their care; how using reflective practices both support the children in their care and support their professional health; how AIMHiTN membership is a way for professionals to stay connected to resources; and how to access training and technical assistance on an array of helpful topics. During the reporting period, AIMHiTN engaged with early childhood professionals at 20 TECTA Orientations and presented at 59 other outreach opportunities.

AIMHiTN provided mental-health related supports to CCDF Quality Child Care Partners addressing issues of belonging and inclusion for all young children in early childhood education settings. These efforts enhanced training and supports for early childhood professionals and serving diverse populations of infants and toddlers in early care settings. During the reporting period, AIMHiTN updated DEI messaging supporting mental-health related work organization delivers to the early childhood education workforce. AIMHiTN also supported CCR&R Inclusion Coaches by meeting with its Inclusion Team leadership every other month and by sending referrals for CCR&R inclusion coaching services. During the reporting period, AIMHiTN held its Belonging Awards on April 16, 2023, attended by 120 early childhood professionals, to raise awareness for inclusive evidence-based methods, incentivize adoption of these methods, provide resources and guidance for implementing high-quality inclusion practices, and connect child care providers with CCDF Quality Child Care Partners and other community resources.

During the reporting period, 1,971 early childhood professionals (1,867 center-based, 104 family-based) actively participated in Child Care WAGES® Tennessee across 761 child care providers (670 centers, 1 drop-in center, 40 family homes, and 50 group homes) licensed by the Lead Agency.

Child Care WAGES® 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. 53% 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 WAGES®. 721 participants are at a permanent level and 59 participants submitted new education during the FY 23.

Participants Receiving Supplements

1,971 unduplicated participants received a supplement for completing a six-month period that ended during this reporting period; these participants worked in 761 different child care programs serving approximately 48,429 children.

Participant Demographic Profile Highlights

☒ Ethnicity: White/European American (68%), Black/African American (23%), Hispanic/Latino/Latina (4%), Biracial (1%), and Asian (2%).

☒ Gender: Female (98%), Male (1%), and Not Given (1%).

☒ Position: Teacher/Lead Teacher (66%), Assistant Teacher/Aide (13%), Floater (6%), Family Child Care Educator (5%), Teacher (Director) (5%), Teacher (Assistant Director) (4%),

Teacher (Owner/Director) (1%).

☐ Wage Rate (per hour): Below \$7.25 (3%), \$7.25-\$9.99 (3%), \$10.00-\$12.99 (16%), \$13.00-\$14.99 (18%), \$15.00-\$17.99 (38%), \$18.00-\$20.00 (22%).

☐ Years in Program: 0-0.99 years (5%), 1-1.99 years (18%), 2-2.99 years (15%), 3-3.99 years (10%), 4-4.99 years (8%), and 5 or more years (44%).

Annual Turnover

Of 1,971 participants in FY 23, 1,472 individuals remained active while 373 separated from their child program. This represents an annual turnover rate of 20%, meeting the Child Care Services Association national goal of 20 percent. WAGES® participants must meet and maintain all eligibility requirements.

To promote safe environments for children, the Lead Agency offers age appropriate First Aid and CPR Training and Certification through Child Care Resource & Referral (CCR&R) for available early childhood professionals and administrators of child care providers licensed by the Lead Agency at no cost.

Age Appropriate First Aid/CPR Training and Certification

During the reporting period, CCR&R conducted 80 conducted training sessions that resulted in 2,018 certified early childhood professionals. 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 as well as a full return to face-to-face certification sessions.

Small Business Academies

Small Business Academies are accessible for child care providers that are in the Lead Agency's precensure 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

Small Business Academies promote best practices and strengthen business operations for both center- and family-based child care providers. During the reporting period, CCR&R conducted 70 Small Business Academies with 3,185 participants (1,038 unduplicated participants).

The Community Foundation of Middle Tennessee (CFMT) administered several projects during this past fiscal year 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.

In addition to shared services, TDHS-licensed child care providers also had access to group and bulk purchasing for commonly used supplies at discounted pricing. During the fourth year, the program included 2,161 licensed providers (1,684 centers, 13 drop-in centers, 274 group homes, and 190 family homes). Among shared services categories are Consulting/Administrative, School Supplies, Facilities Maintenance and Operation, Financial Services, Food, Mulch, Outdoor Equipment, and Mental/Physical Health (e.g., healthcare consultation, counseling services, CPR/AED training, telemedicine, and occupational/physical and speech therapy).

Grants

Establishment Grants were available to new qualifying child care providers who were in the process of receiving their TDHS license. Providers were able to apply for \$1,000 per licensed capacity slot up to a maximum of \$100,000. During this second year of these grants, 86 new providers were awarded \$4,066,840.30, resulting in the creation of 5,502 new child care slots across 37 Tennessee counties.

Expansion Grants were available to current child care providers who were expanding their licensed capacity. Providers were able to apply for \$1,000 per the new licensed capacity slots. During the second year of these grants, 21 providers expanded their programs and received \$682,071.99 in grant funds, resulting in the creation of 687 new child care slots across 12 Tennessee counties.

Support and Enhancement/Other Supplemental Grants were available to qualifying TDHS-licensed child care providers that specifically support either quality improvement, promote compliance with licensure rules, and/or increase capacity. Providers may apply for a base

amount of up to \$4,000 with a possible \$1,000 addition for providers in distressed counties and a possible \$1,000 for providers that participate in the TDHS Child Care Certificate Program. During the fourth year of these grants, 1,084 providers (875 centers, 2 drop-in centers, 92 family homes, 115 group homes) received funds for a total of \$5,104,075.49.

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. During the reporting period, 778 educators in 255 child care providers completed Tech Goes Home and 1,001 devices (computer and mobile 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 23, directors, owners, and operators received 317 devices (iPads) from 212 agencies were issued during the reporting period.

During the reporting period, the CCR&R held nine (9) day-long Technology Summits across the state for directors and assistant directors of licensed child care agencies. The Technology Summits were designed to provide support and six hours of training for specific administrative requirements which include eLicensing, ServiceNow application (the Lead Agency provider portal), TNPAL, and TrainTN. Sessions were led by CCR&R Small Business Support Specialists, Tech Goes Home Coaches, and Lead Agency Licensing staff. Representatives from TECTA, AIMHiTN and regional Lead Agency licensing teams attended to answer questions and offer resources to participants.

A total of 1,399 child care agency directors and assistant directors participated in the

Technology Summit resulting in 1,285 licensed child care agencies receiving technology supports specific for administrative requirements that include eLicensing, Service Now app, TNPAL, and TrainTN (1,399 computers and 1,399 scanners, and 11 mobile hotspots) during FY 23.

12) Annual Report

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 Annual Report and Changes

12.1.1 Annual Report:

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 three (3) child fatalities at unlicensed child care providers determined to be operating illegally.

Serious Injury Incidents

During the reporting period, approximately 806 serious injury incidents requiring treatment by a medical professional were self-reported by child care providers to the Lead Agency. Of the 806 serious injury incidents reported to the Lead Agency:

- ☑ 721 (or 89.5%) were self-reported by licensed child care providers, including 714 reports by licensed centers and drop-in centers and seven (7) reports by licensed family and group homes.
- ☑ 85 (or 10.5%) were self-reported by license-exempt child care providers regulated by the Tennessee Department of Education (TDOE).
- ☑ 451 (or 55.9%) participated in the Child Care Payment Assistance/Certificate Program.
- ☑ 584 (or 72.4%) were reported to have occurred on-site by location:
 - Classroom # 269, a 21.7% increase from 221 reported in FY 22.
 - Outdoor/Playground # 224, a 3.5% decrease from 232 reported in FY 22.
 - Gym # 52, not previously reported in FY 22.
 - Doorway/Hall # 24, a 140% increase from 10 reported in FY 22.
 - Other (e.g., cafeteria, library, lunchroom, office, etc.) # 13, a 18.2% increase from 11 reported in FY 22.
 - Vehicle # 1, not previously reported in FY 22.

- o Undetermined # 1
- ☒ 623 (77.3%) involving a child between 6 weeks and 5 years of age. Of 806 serious injury incidents, child care providers self-reported by care level:
 - o Infants # 31 (3.8%) defined by the Lead Agency as ages 6 weeks through 12 months.
 - o Toddler # 264 (32.8%) defined by the Lead Agency as ages 13 through 30 months
 - o Preschool # 279 (34.6%) defined by the Lead Agency as ages 31 through 60 months (not enrolled in kindergarten)
 - o Pre-Kindergarten # 49 (6.1%) defined by the Lead Agency as ages
 - o School-Age # 116 (14.5%) defined by the Lead Agency as 60 months (enrolled in kindergarten through age 12 years)
 - o Mixed Ages #67 (8.3%)

The 806 serious injury incidents were self-reported by child care providers located across 76 of 95 Tennessee counties. Below is a summary of conditions reported by child care providers during FY 23. Please note reported a serious injury incident may report multiple conditions:

- ☒ Lacerations and/or Punctures # 226
- ☒ Head # 211
- ☒ Arm or leg injury (including dislocations) # 109
- ☒ Broken or fractured bones # 90
- ☒ Dental # 50
- ☒ Seizures # 30
- ☒ Loss of Consciousness # 20
- ☒ Other # 20
- ☒ Ingested/Inserted Objects # 16
- ☒ Allergic Reaction (including asthma attack) # 14
- ☒ Choking/Suffocation # 5
- ☒ Burns # 3
- ☒ Twist/Sprains # 2

The Lead Agency continues its process of child care modernization following statewide implementation of its eLicensing documentation system on June 27, 2022, to strengthen internal controls and monitoring supporting documentation. Enhancement and refinement of data collection and reporting is ongoing.

12.1.2 Annual Report Changes:

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. **During the reporting period, the Lead Agency initiated an evaluation of its licensing rules last promulgated revised licensing rules (Tenn. Comp. R. & Regs. 1240-04-01) in June 2022. The Lead Agency expects to initiate the promulgation process and further revise its licensing rules during FY 2024. 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 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

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 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

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): **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. During the reporting period, Tennessee obligated ARP Supplemental funding during a third round of stabilization grants. The first and second rounds of stabilization grants were funded with ARP Stabilization.