



TENNESSEE EARLY CHILDHOOD ADVISORY COUNCIL
A Proposal from the State of Tennessee
July 2010

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Children are a priority in Tennessee. A Children's Cabinet comprised of Commissioners of the child-serving departments, state agencies, legislative committee staff, and other children's representatives keep children's issues at the front of the Administration's agenda. This advocacy has been articulated into strong support for children and resulted in health, education, and child welfare initiatives, which have gained national recognition. There has been special attention on children birth to age five. The state's infant mortality rate, equivalent to some third world nations, has prompted state and local problem solving and galvanized aggressive action to improve the lot of young children and their families. Tennessee was one of two states to receive an award in the very competitive Race To The Top program. Tennessee's successful response is referred to as "First To The Top."

Even during the prolonged period of severe economic constraint, in which Tennessee is predicted to endure well into the future, children's programs have weathered the call for significant reductions in the state budget. Most notably, the state's much-lauded Pre-K program has sustained legislative support, permitting development of Pre-K programs in Local Education Agencies (LEAs) statewide. Additionally, during this time Legislative initiatives have supported home visitation services, planning for children's mental health system of care, requirements for evidence-based practices in youth development centers, and mapping of resources dedicated to children's services.

(a) Objectives and Need for Assistance

Numerous departments, commissions, task forces, issue panels, committees and work groups focus on children's issues. Commitment to quality is fundamental to all endeavors and as a result, the state has made significant progress in advancing evidence-based and evidence-informed service delivery systems. However, coordination is an issue. The very existence and vital nature of the variety of activities directed toward children, specifically early childhood services, have resulted in inefficient, blurred communication among groups, duplication of effort, unrelated information systems, gaps in services, conflicting service criteria and other variables that impede access to services and efficient utilization of resources.

These variables and others have led to low rankings in Tennessee's student performance, high incidence of manageable health conditions that are ill controlled, and long-term, low rates of employment in high-income positions. We seek to ameliorate long-term negative conditions by strengthening early childhood development and school readiness strategies.

Educators, researchers and policymakers acknowledge the importance of early childhood preparation for preschool children, especially services that provide comprehensive developmental services for low-income preschool children focusing on education readiness, social competence, emotional development, physical and mental health and nutrition, all of which are heralded by Head Start and the other stakeholders represented in Tennessee has proposed Early Childhood Advisory Council (ECAC).

Current Conditions

Early Childhood Education

In Tennessee, Early Childhood Education is administered through three major systems: Head Start/Early Head Start programs, child care programs and state Pre-K programs. All three systems have similar operational requirements while also having specific federal or state requirements. There currently exists some collaboration of efforts among the organizations.

Head Start and Early Head Start programs are federally funded programs, administered locally through 22 community-based agencies serving over 15,000 Head Start Children and 880 Early Head Start children across all 95 counties, licensed by the Department of Human Services (DHS). Head Start and Early Head Start provide comprehensive services for Tennessee's highest-risk pre-school children from birth to age five years, promoting school readiness in social and cognitive development through educational, health, nutritional, social and other services to both children and their families.

Child care programs licensed by the Department of Human Services are very significant to service delivery. Over 2,400 licensed Child Care Centers serving 13 or more children provide care for over 190,000 children each day. About 750 Family Child Care Homes provide care for at least five but not more than seven children. Six hundred licensed Group Child Care homes providing service for eight to 12 children are administered by private or not-for-profit agencies. Drop-In Centers provide care for 15 or more children up to 14 hours per week. Funding sources for child care services are varied, utilizing federal, state and local monies. 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 Report Card System. Under Tennessee's Child Care Report Card System, every licensed child care agency must undergo an annual evaluation and post a report card of the results. Additionally, a Star-Quality Child Care Program is a voluntary program that recognizes child care agencies that exceed minimum licensing standards.

The Department of Education State Pre-K programs, the third major arm of the early childhood education system, are administered in Local Education Agencies (LEAs) and community-based agencies and are supported by state funds. Pre-K programs were developed to serve the at-risk four year old child by providing a 5.5 hour program consisting of a comprehensive, age appropriate curricula taught under the direction of bachelor-degreed teachers with a Pre-K endorsement. Tennessee Pre-K programs meet nine out of the ten quality standards from the National Institute for Early Education Research (NIEER). In 2010-11, Tennessee will invest over \$85 million dollars in the state Pre-K program from the state general fund. This investment since 2005 has resulted in a significant expansion of Pre-K services for more than 18,000 children. As of the 2010-2011 school year 934 classrooms are operating in all 135 eligible school districts in all 95 TN counties. As Pre-K programs expanded, growing from 600 children in 1998, Pre-K programs administered by LEAs turned to community providers to assist in the expansion of services. A three-star rating on the DHS Star Quality Child Care Report Card and Evaluation System was required to be a collaboration partner. Of a total of 196 LEA

collaborative partnerships in the school year 2009-10, 138 were with Head Start grantees.

In Tennessee, responsibility for Part C, Tennessee Early Intervention System (TEIS) services for children (ages birth to three years) and Part B services (ages three years and above) rest with the Department of Education. TEIS is statewide program with services identified in an Individualized Family Service Plan (IFSP) to assist eligible families. Early intervention services are funded by the State but which may also be funded by Federal Part C funds as Payor of Last Resort. Part C is an entitlement program for families whose children are eligible because of developmental delays or serious medical conditions.

Tennessee Early Learning Developmental Standards (TN-ELDS)

The TN-ELDS document the continuum of developmental milestones from birth through age five years based on the research about processes, sequences, and long term consequences of early learning and development. These standards were developed as a resource to be used by any adult responsible for the care and education of young children.

All child serving state agencies came together in 2003 to develop the standards. There was consensus among all agencies that the standards would cover all areas of development from birth to age five years to emphasize the belief that we must look at the development of the whole child rather than just cognitive development. The standards focus first on the developmental areas of language, social emotional, cognitive and physical development. These developmental domains then branch out to identify the typical k-12 content areas (i.e. science, math, reading and social studies)

that the developmental domain encompasses.

The successful use of the standards:

- emphasize significant, developmentally appropriate content and outcomes;
- were developed and reviewed through informed, inclusive processes;
- gain effectiveness through implementation that supports all children's development;
- have a foundation of support for programs, professionals and families.

The TN-ELDS were open for public review before they were submitted to the TN State Board of Education for approval. The TN-ELDS were approved by the Board in August of 2004. All curricula approved for use in any state funded pre-k align with the TN-ELDS. The TN-ELDS were also approved by the Department of Human Services and are used in licensed child care facilities to guide daily activities.

The DOE currently determines the need for early childhood education using these sources:

- The number of at-risk four year olds in the state as determined by eligibility for the USDA free/reduced lunch program.
- The availability of existing child care, Head Start and private Pre-K programs in geographic areas served by local school systems.
- The Community Pre-K Advisory Council expresses an identifies need.
- Number of children who exit TEIS at age three years who, having approached developmental benchmarks of a typically developing peer, do not qualify for Part B Special Education services and who have no organized education program until eligible for PreK, if available.

Home Visitation Services

Home Visitation (HV) services have taken on real prominence in Tennessee. The statutory definition of HV services is codified in Public Chapter 1029 as a service delivery strategy carried out in homes of families of children from conception to school age that provides culturally sensitive face-to-face visits by nurses, other professions, or trained and supervised lay workers to promote positive parenting practices, enhance social-emotional and cognitive development of children, improve health of the family and empower families to be self sufficient. The state recently completed a review of home visitation services that resulted in recommendations to develop administrative relationships to assure organized, accountable referral and service delivery systems; establish clear distinctions among programs' purposes and stratify their intensities as mechanisms to develop a continuum of early childhood services; develop an evaluation system using common, measurable outcomes among HV programs; and utilize the information developed during the Review to help guide the expansion or initiation of additional HV services under the new federal guidelines and funding opportunity.

Major home visitation programs provided by Department of Health (DOH) include Child Health And Development (CHAD) designed to (1) enhance physical, social, emotional, and intellectual development of the child; (2) educate parents in positive parenting skills, and (3) prevent child abuse and neglect. Families can receive services until the child turns six years of age. Prenatal services are provided only for pregnant girls who are less than 18 years of age. Funds to support this program are from the

Social Services Block grant by Department of Children's Services (DCS). A second major program is Help Us Grow Successfully (HUGS), a state-sponsored Prenatal Care and Parenting Support service focused on pregnant women/teens having a healthy, full term baby and then continuing to monitor the health, physical and social/emotional development and safety of the infant/child after birth. Services include all assessments of risk, assisting with identified needs, and educating parents on related issues. The program uses the Florida State University Curriculum: *Partners for a Healthy Baby*. Eligibility is open to any pregnant woman/teen, infant, or child below six years of age in need of home visiting services. Specific services are child safety training, parenting skill education and periodic medical and developmental support services.

Funded by a Substance Abuse Mental Health Services Administration (SAMHSA) grant, HOMEBUILDERS, an evidence-based model for home visitation services for children and youth whose families have substance abuse issues, is providing services in eight rural, south central Tennessee counties. The program is an intensive model of primary intervention in family preservation and child/family safety, permanency, and well being. HOMEBUILDERS keep children safely with their families by removing risk factors and increasing family strengths and skills. Trained in-home specialists deliver services to families within the home while also ensuring linkages and building skills for the parent/caregiver to independently access other needed services such as social services, treatment, Medicaid, and childcare. On average, in-home specialists engage families for eight to ten direct contact hours each week.

Although small in scope, children's mental health services provide exemplary,

evidence-based early childhood services through the Regional Intervention Program (RIP). RIP is an internationally recognized parent implemented program in which parents learn to work directly with their own children. Experienced RIP parents provide training and support to newly enrolled families. The program is available to families in which there are concerns regarding a young child's behavior, coordinated by a professional resource staff person. Administered by the Department of Mental Health, the program has sustained fidelity to the research-based model, which revolves around RIP's most important component—parent implementation. This means parents learn to work with their own children, support one another and operate the program.

DOH also administers Children's Special Services (CSS), a care coordination service to children with special health care needs, especially those who are uninsured, to gain access to insurance through TennCare. The CSS program serves a broader group of children with special health care needs who meet the *T.C.A 68-12-102* definition of "physically handicapped". Program resources provide for diagnostically related necessary services when other payors will not provide coverage.

These significant program activities and others point to the need for a structured early childhood advisory council to address the following goals:

- (1) Create a statewide high quality comprehensive and aligned early childhood system of care and education for children, ages birth through five years, which promotes school readiness.
- (2) Conduct a comprehensive statewide needs assessment to identify the quality and accessibility of early childhood education and development programs and services for children from birth to school entry.

- (3) Create a coherent system of aligned early learning and program quality standards and assessments.
- (4) Develop a statewide, well-qualified early childhood workforce.
- (5) Assist in the development and coordination of a uniform statewide Longitudinal Data System (TLDS).
- (6) Improve women's preconception, prenatal and postnatal health, including mental health, to assure a health beginning for all children in Tennessee; and build on this initiative by continuously addressing children's health and safety issues that impact learning and cognitive development up to school entry.

Achieving the goals will require the coordinated, collaborative approach described in this proposal. Tennessee will need more reliable cross- and interdepartmental data to be able to form strong, cohesive relationships. With guidance from the ECAC, ensuing needs assessments will integrate and support requirements for needs assessments in other child-serving agencies, among them Departments of Education, Health, Children's Services, Mental Health, and Human Services.

In addition to acknowledging barriers in service delivery attributable to varying eligibility criteria, ECAC will assess policy, regulatory and statutory barriers to collaboration and coordination among state and local agencies.

Opportunities for Collaboration

With the myriad programs and services described above moving forward similarly yet differently, coordination is key. Opportunities for collaboration and coordination will be significantly increased by the following:

- In summer 2010, the Commissioner of Education announced the expansion of the Office of Early Learning (OEL). Until this time, the OEL, established by the governor in 2005, was comprised of the Voluntary Pre-K programs, Even Start, Head Start State Collaboration Office, and School Based Support Services which includes the Family Resource Centers. With the expansion, the Office of Special Education, including Part C services and Part B, 619 services, and services for training and technical assistance for k-3 education are now under the umbrella of OEL. This change in structure will strengthen the developmental and educational needs of young children served by these programs from birth to age eight years. The executive director of OEL, along with the directors of early childhood program special education early childhood program and Head Start Collaboration Office are members of the executive committee.
- Synchronizing data system activities of the ECAC with First to the Top/TLDS 360° implementation documented in Goal 5. Issues of FERPA are resolved by involvement of the University of Tennessee Center for Business and Economic Research (CBER) as a trusted third party contractor. HIPAA compliance will be addressed with business affiliate agreements when appropriate. Achieving security agreements about data sharing will be an ongoing process during the period of the grant.
- Public Chapter 1197, Resource Mapping of Children's Services, creates a major opportunity for collaboration and cooperation. The structure for implementation of this law, enacted in 2008 and first reported in April 2010, is based on age cohorts that begin from birth through pre-school. Every child-serving agency

identified numbers of children served in program areas by age with associated expenditures. Department of Education was the single largest contributor of data elements to the inventory. The ECAC can utilize education and all other zero-to-five service areas to identify points of greater collaboration based on outcome areas of P.C. 1197: Children are safe, healthy, educated, supported and nurtured, and engaged.

- The state has a HHS Maternal and Child Health-funded Early Childhood Comprehensive System (ECCS) grant managed by the DOH that will add depth and breadth to the foundation of ECAC. ECCS leadership has recently agreed to practical, tangible uses of resources to support early childhood programs in addition to adopting problem solving approaches to service delivery issues such as working toward implementation of medical homes for children and their families.
- Initiated in 2007, *Team Tennessee* has provided leadership to promote a systematic approach for instilling positive behavior management skills among staff in all facets of early childhood education programs serving children from birth to age five years. Training is based on the evidence based researched practices of the Center for Social and Emotional Foundations on Early Learning (CSEFEL). *Team Tennessee* and CSEFEL trained and developed a statewide training and coaching cadre of 164 people who represent early childhood educators, training and technical assistance staff, professors from institutions of higher education and administrators affiliated with all major early childhood service and professional development systems in Tennessee. The trainers have

since been providing training to their respective agencies across the state in an attempt to provide a tool box of research based strategies and resources for teachers to use and ensure appropriate development of children's social and emotional skills. There is a sustained commitment from all members to this collaborative effort. The efforts of *Team Tennessee* are supported by two grants from the Department of Education Youth Violence and Drug Use Prevention and the Department of Education, Division of Special Education, Tennessee Early Intervention System. A third grant from the Dept of Mental Health and Developmental Disabilities will provide support to a cadre of "coaches" working with early childhood programs implementing CSEFEL practices program wide in this next year. It will also support strategies for infusing CSEFEL into the early primary school years as requested by so many pre-k teachers and coordinators who have been through the CSEFEL training.

- A statewide Home Visitation Collaboration has gained national recognition for its willingness to compete but not against each other as providers but rather to compete, aligned with each other, on behalf of children and families. This five-year long collaboration provides an opportunity to integrate home visiting services into the ECAC, particularly focusing on Parents As Teachers (PAT), an evidence-based model for services, which has a presence in Tennessee. While this is not the only home visiting service focused on school-readiness it is clearly a source of direction for incorporating strategies for education preparedness into other service delivery systems.

- Public Chapter 1062, Council on Children’s Mental Health (CCMH), enacted in 2008 and first reported in February 2009, requires the state to plan for a system of care for children and youth with behavioral issues. While the focus is currently on children involved with multiples agencies, the thrust of planning and system of care principles guiding the CCMH are that all children and families will receive the support needed to succeed in complex systems, ready to learn and lead.
- The Tennessee Early Childhood Training Alliance (TECTA) funded by the Department of Human Services maintains a focus on the fully articulated Early Childhood AAS degree across the Tennessee Board of Regents two-year Institutions and articulation with four-year programs. Courses follow NCATE/NAEYC standards and articulate into the Associate’s degree in Early Childhood Education. All academic courses are available on-line, on the various campus sites, or in local community sites accessible by each of the state’s ninety-five counties. TECTA was instrumental in formulating and implementing the statewide A.A.S. Early Childhood Education degree and is working on articulation agreements with 4-year institutions within the TECTA TBR system to implement articulated pathways for the B.S. degree with PreK-3 teacher licensure. This year work has been completed infusing CSEFEL content into the first four courses at the associate degree level and some faculty packets have been developed for adjunct and faculty at other institutions across the state.

Other opportunities for collaboration and cooperation will be identified as the inventory of advisory groups and committees are identified (Goal 1).

Recommendations to increase participation of children and families in local child care and early childhood education programs, especially under-represented and special populations, will emanate from developing targeted ECAC activities for this purpose. The state lagged behind the nation in child find prior to reforming TEIS in 2006. Strategies implemented during the reform to improve outreach--branding, marketing and simplified eligibility determination—increased participation in the program within months. This program, located within the OEL, can contribute outreach experiences to ECAC, as can other participating agencies, when focus on this area is initiated under the grant.

Another significant contributor to inform approaches for increasing children's overall participation in appropriate early childhood programs will be liaisons from the child-serving departments to the Governor's Office of Children's Care Coordination (GOCCC), which has developed innumerable outreach strategies to ensure children and youth get well-child screens in the Early Periodic Screening, Diagnosis and Treatment (EPSDT) program. The state has increased the rate of complete screens in seven required areas from a low rate in the 30% range to the most recent rate of 97% when adjusted to a standard that exceeds that required of the rest of the nation. The GOCCC-based EPSDT Coordinator will participate in the ECAC.

An area that needs concerted effort is in determining the capacity and effectiveness of two- and four-year public and private higher education institutions toward supporting early childhood education and articulation agreements. The ECAC will initiate dialog with leadership of the Tennessee Higher Education Commission (THEC) about the presumed need to enhance higher education early childhood training programs. This area of concern will be synchronized with First To The Top (FTTT) and TLDS 360°

activities. The state's focus in FTTT is justifiably on the areas of Science, Technology, Engineering and Math (STEM), however, a prerequisite for achievements in these areas is for children to enter school, ready to learn. The ECAC will work diligently with THEC and Tennessee Board of Regents (TBR) to strengthen early childhood training curricula and outcomes. The first step will be a survey of two- and four-year institutions as identified in Goal 2.

(b) Approach

Council Structure

The Early Childhood Advisory Council will be developed, comprised of three tiers with various responsibilities. The tiers will work from the top down and bottom up. The Executive Committee is composed of fifteen people from nine different state and legislative agencies. These agencies are the primary funding and decision making stakeholders regarding services available for young children and their families. This group has also been responsible for gathering information for the purpose of writing this grant. They will take the lead in working with the Project Director who will be hired to manage this grant. The Steering Committee is the second tier and is comprised of program level staff from a broad range of constituencies, such as schools, child care centers and homes, Head Start, higher education, state, and local government agencies and parents. This group will assist with carrying out the activities identified in this grant and identifying ways to sustain the work as it is identified or accomplished. The third tier of the Council will consist of existing Work Groups and/or committees who currently work on a focused objective. (i.e. the ICC, *Team Tennessee*, TAEYC). The Work Groups may include any of the before mentioned groups as well as business, law

enforcement, foundations, advocates and parents. New work groups may be defined during the grant period. The work groups will pair with one or more members of the Steering Committee to share their work and demonstrate congruency with the goals of the ECAC. The Steering Committee will then also share the work groups efforts with the Executive Committee and recommendations and decisions will be made on changes needed to continue reaching the goals of the grant. The process and information will flow in both directions to ensure informed consensus of participants. For the purposes of this project, the term early childhood stakeholders refers to the individuals, including parents and families of young children, and any TN early childhood organization and its members whose interests in caring for and educating young children may be affected as a result of the execution of this project and its identified outcomes.

The tables and narratives on pages on the following pages articulate the requirements of the grant application.

Goal 1:		Create a statewide high-quality comprehensive and aligned early childhood system of care and education for children, ages birth through five years, which promotes school readiness.				
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
1	Create a staff position to carry out the duties of the Tennessee Early Childhood Advisory Council (TN-ECAC) within the Governor's Office of Children's Care Coordination (GOCCC)	<p>1. Establish a job description for the position of Director of ECAC, specifying duties and responsibilities.</p> <p>2. Define the organization, structure, and function of the ECAC within the GOCCC.</p> <p>3. Advertise, interview, and hire a staff person to serve as director of the ECAC.</p>	<p>1</p> <p>1</p> <p>1</p>	<p>1</p> <p>1</p> <p>1</p>	ECAC Coordinator and ECAC Executive Committee or designees.	<p>1. Written job description of ECAC Director included in grant.</p> <p>2. Establishment of the organizational structure and functions of the ECAC within the GOCCC at the inception of the grant.</p> <p>3. Staff hired to begin work by October 1, 2010 or closest date permitted by the state hiring process.</p>
2	Coordinate and communicate the functions and activities of the various TN child serving agencies, existing early childhood committees, and advisory groups within those agencies.	<p>1. Convene all child serving state agency program leaders to identify and inventory existing early childhood committees and advisory groups within their agency, including functions, schedules, and activities.</p> <p>2. Develop a written plan for coordination and communication of the existing early childhood committees and advisory groups, including schedules and activities.</p> <p>3. Implement the plan.</p>	<p>1</p> <p>1</p> <p>1</p>	<p>1</p> <p>3</p> <p>3</p>	ECAC Director and Early Childhood Program Leaders, Early Childhood Stakeholders.	By the end of the third quarter of year one, the new ECAC Director will convene all state early childhood program leaders to develop and communicate a master list of all EC committees and advisory groups, including functions, schedules, and activities.

Goal 1:		Create a statewide high-quality comprehensive and aligned early childhood system of care and education for children, ages birth through five years, which promotes school readiness.				
Objectives		Activities	Timeline		Key	Accomplishments
3	Employ researched best practices to address the goals and objectives of the ECAC and to ensure improved quality of early care and education programs.	1. Establish ECAC work groups. 2. Establish work schedule and time line for work groups. 3. Identify best practices relative to focus areas.	1 1 1	3 3 3	ECAC Steering Committee, various stakeholders, and early childhood professionals.	By the end of the third quarter of year one, work groups will be established to address specific early childhood issues and identify researched best practices relative to those issues.
4	Establish a process for the evaluation of the implementation of the Tennessee Early Childhood Advisory Council (TN-ECAC).	1. Establish and implement a process for semi-annual status review and evaluation of the ECAC. 2. Survey ECAC members, participating child serving agencies, early childhood committees, and advisory groups on the implementation of the ECAC. 3. Provide recommendations based on status review and evaluation.	1 1 1	2 4 4	ECAC membership and stakeholders.	By the end of the fourth quarter of year one, a process for periodic review will be established and an evaluation of the implementation of the ECAC will be conducted.
5	Develop/define common language and terms, across departments and programs, in regard to child care program quality, program standards, early learning standards, child outcomes, program assessment, child assessment, performance	1. Compile a list of early childhood program terms used by the various Tennessee (TN) child serving agencies and practitioners. 2. Determine for which terms there can be consensus definitions and framework among stakeholders.	1 1	2 4	Child Serving state agencies, ECAC membership, Early Childhood Stakeholders.	By the end of the fourth quarter of year one, a list of common terms and language among the various early childhood programs will be determined and communicated among stakeholders.

Goal 1:		Create a statewide high-quality comprehensive and aligned early childhood system of care and education for children, ages birth through five years, which promotes school readiness.					
Objectives		Activities		Timeline		Key	Accomplishments
	standards, and family engagement with special attention to school readiness.	3. Disseminate framework which includes a list of defined terms to early childhood stakeholders to develop a common language and understanding of terms across programs and departments.		1	4		
6	Identify common core program standards and policies among the various early childhood programs in order to improve the overall quality of care, education, and to increase collaboration among programs, facilitate a successful transition from early childhood education programs to kindergarten, and increase and improve collaboration among programs.	1. Complete a comparison crosswalk among the Head Start Performance Standards, Head Start Outcomes Framework, and the Departments of Education and Human Services program governing laws, rules, and polices to identify a set of common core program standards for the care and education of young children. 2. Review common program standards and develop a plan for increasing collaboration among early childhood programs, between early childhood education programs and K-12, and to meet the needs of all underrepresented and special populations.		2	2	Child Serving state agencies, Tennessee Early Childhood Advisory Council (TN-ECAC) membership, Early Childhood Stakeholders.	By the end of the second quarter of year two, a list of common program standards of the various early childhood programs will be identified and communicated among early childhood stakeholders.
7	Define school readiness in TN.	1. Research the indicators of school readiness in order to define what school readiness should look like in TN.		2	2	ECAC Readiness Work Group,	By the end of the third quarter of year two, school readiness will be

Goal 1:	Create a statewide high-quality comprehensive and aligned early childhood system of care and education for children, ages birth through five years, which promotes school readiness.					
Objectives		Activities	Timeline		Key	Accomplishments
		2. Survey early care and education professionals who serve children, birth through grade three, to gather information on the indicators of school readiness, including both children's readiness for school and the school's readiness for children using existing research based indicators of school readiness.	2	2	various stakeholders and professionals.	defined and articulated to all early childhood stakeholders.
		3. Determine and communicate the definition of school readiness in TN via websites, memos, informational brochures, written communication, and parent letters.	2	3		

Goal 1: Create a statewide high-quality comprehensive and aligned early childhood system of care and education for children, age's birth through five years, which promotes school readiness.

Rationale: School-readiness, critical for every child, results from vigorous development in cognitive, intellectual, health and nutritional status, behavior and social-emotional sensitivity. Programs and services directed toward supporting child development are typically dispersed among numerous agencies and organizations. It is essential to communicate across all early childhood services, agencies and organizations, dissolving barriers to collaboration through a common language defining a shared vision and goals. The provision of aligned early childhood systems can be accomplished by developing and defining common language referencing program quality, standards for programs, early learning, and performance, which are inclusive of program and child assessments with special attention being given to family engagement and a common definition of school readiness. It is vital to have high-quality comprehensive guidelines for early childhood programs which prepare children for their earliest educational experiences. To ensure a seamless transition from early childhood programs into kindergarten, common core program standards, policies and monitoring need to be identified for the improvement of quality and to increase collaboration among the early childhood and kindergarten programs. Best Practices based on research need to be used to accomplish the goals and objectives of the ECAC, which will also improve the quality of early care and education programs. As a culmination to this goal, a process for evaluation of the implementation of the ECAC will be established. The establishment of the ECAC, solely dedicated to development of strong collaboration among all early childhood stakeholders and implementation of the goals and objectives

of the ECAC, will focus diverse talents and expertise within varied agencies and organizations, serving different components within the early childhood service field. The placement of the Council within the GOCCC, which has established impressive credibility based on reliability and accountability, will expedite development of a strong collaboration and implementation of goals. Selection of an early childhood professional who has demonstrated leadership skills and garnered the respect of the diverse agencies and organizations, will be instrumental in leading the Council to be engaged in the grant's activities to accomplish objectives expeditiously. The development of a clear definition of "school readiness in Tennessee" will provide the framework on which all Tennessee early childhood agencies can scaffold common core program standards, rules and policies. Accountability is basic to grant success and adoption of an informative evaluation system will provide guidance for TN ECAC decisions.

Key Partners: TN Departments of Children's Services, Education, Health, Human Services, Mental Health, Early Head Start, Head Start, TN Association of Education of Young Children, Child Care Resource and Referral, TN Early Childhood Training Alliance, Institutions of Higher Learning, Tennessee Commission on Children and Youth, Governor's Office of Children's Care Coordination.

Unusual Features: Willingness to collaborate might be considered an unusual feature in many states. Tennessee is exemplary for collaboration on significant issues that have resulted in stronger service delivery. Examples include Act Early, an autism focused collaboration led by two University-based Centers of Excellence in Developmental Disabilities; *Team Tennessee* which has collaborated to implement training for early childhood professionals based on the Pyramid Model developed by the

Center for the Social and Emotional Foundations on Early Learning; and Home Visitation Review 2010, a collaboration that resulted in an extensive analysis of the program designs, funding and functions of home visitation programs statewide.

Factors which might accelerate or decelerate the work: Implementation of the project will coincide with transition to a new administration, which could decelerate collaborative work on activities until transition is complete.

Sustainability: Adoption of a definition for "school readiness" and the collaborative efforts of early childhood service agencies to align their respective laws, rules, and policies to yield the indicators of "school readiness" will be promulgated and sustainable beyond the period of the grant.

Goal 2:		To conduct a comprehensive statewide needs assessment to identify the quality and accessibility of early childhood education and development programs and services for children from birth to school entry.				
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
1	Design and administer a needs assessment instrument by which to collect information from all child serving state agencies concerning quality and accessibility of programs.	1. Identify contract agent to assist the ECAC with a process instrument for a statewide needs assessment.	1	3	ECAC Needs Assessment Work Group and various early childhood stakeholders.	By the end of the third quarter of year one, a statewide needs assessment instrument will be designed and administered to all state child serving agencies.
		2. Administer the needs assessment to all child serving agencies.	1	3		
2	Analyze the data collected from the statewide needs assessment in order to inform policy and affect quality and accessibility.	1. Identify opportunities for, and barriers to, collaboration among federal and state funded child development, child care, and early education programs and services.	1	4	ECAC Needs Assessment Work Group and various early childhood stakeholders.	By the end of the fourth quarter of year one, the data received from the statewide needs assessment will be analyzed and policy recommendations developed and disseminated.
		2. Develop recommendations for increasing the overall participation of children in existing programs, based on the findings of the needs assessment.	1	4		
		3. Solicit comments broadly from stakeholders.	1	4		
		4. Revise the ECAC goals, objectives, or activities to incorporate the findings of the needs assessment.	1	4		

Goal 2: To conduct a comprehensive statewide needs assessment to identify the quality and accessibility of early childhood education, development of programs, and services for children from birth to school entry.

Rationale: Throughout the state there are many different programs serving children from birth to school entry in varying numbers, eligibility criteria, models, funding sources and outcomes. Agencies and organizations administering the programs are represented on the ECAC. To direct future policy decisions and expand quality early childhood services to children, comprehensive knowledge and understanding of the programs, children served and programs' success in meeting the needs of those children is essential. A professional survey and needs assessment must be completed of all early childhood services in Tennessee. A comprehensive needs assessment, identifying the quality and accessibility of early childhood education and development programs and services will provide important information for all stakeholders. The data will be analyzed to inform policy and provide information useful for identifying opportunities/barriers to collaboration between federal and state funded programs and services. This data will also be used to develop recommendations for increasing participation of children in existing programs. The survey and needs assessment process must be reliable and readily available to guide ECAC members in developing policy, improving program quality and increasing program accessibility.

Key Partners: TN Departments of Children's Services, Education, Health, Human Services, Mental Health, Early Head Start, Head Start, TN Association of Education of Young Children, Child Care Resource and Referral, TN Early Childhood Training Alliance, TN Commission on Children and Youth, Child Abuse Prevention Agencies, Home Visitation, and Children's Trust Fund *Strengthening Families* Project.

Unusual Features: Tennessee is characterized as having three distinct geographic regions—East, Middle, and West—that vary significantly in demographics, cultural competence, employment, health status and risk factors including poverty, teen pregnancy, educational attainment, infant mortality, and access to and utilization of community supports.

Factors which might accelerate or decelerate the work: Early identification and contracting of professional expertise with proven experience in completing accurate comprehensive survey and needs assessment will keep the future deliberations of the ECAC on target.

Sustainability: The TN Commission on Children and Youth (TCCY) has been legislatively mandated to map the TN resources for children; hence TCCY can build on the information from the survey and needs assessment, keeping the information current and relevant for future policy decisions.

Goal 3:		Create a coherent system of aligned Early Learning and Program Quality Standards and Assessments.				
	Objectives	Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
1	Revise the current TN Early Learning Developmental Standards (TN-ELDS) to align with the newly revised Tennessee K-12 Education Standards, Head Start Performance Standards, the Head Start Outcomes Framework and Center for Social Emotional Foundations on Early Learning (CSEFEL).	1. Convene various stakeholders to review and revise the current TN-ELDS. 2. Align the TN-ELDS and School-age Standards with K-3 education standards. 3. Disseminate a draft of revised standards for stakeholder review. 4. Update standards based on review. 5. Promulgate, print, and disseminate TN-ELDS to early childhood agencies and practitioners.	1 1 1 1	1 3 3 3 4	ECAC Standards work group and various early childhood stakeholders and professionals.	By the end of the fourth quarter of year one, the TN-ELDS will be revised, aligned and disseminated.
2	Revise the current TN School-Age Developmental Standards, ages 5 - 7 to support school readiness indicators and align with CSEFEL and K-3 academic standards.	1. Convene stakeholders to review and revise school-age standards, ages 5 - 7. 2. Align with school readiness indicators and CSEFEL components. 3. Disseminate draft of revised standards for stakeholder review. 4. Update standards based on review.	1 1 1 1	3 3 3 4	ECAC Assessment work group and various early childhood stakeholders and professionals.	By the end of the fourth quarter of year one, the TN School-Age Developmental Standards will be revised and disseminated.

Goal 3:	Create a coherent system of aligned Early Learning and Program Quality Standards and Assessments.					
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
		5. Promulgate and disseminate to school-age programs serving ages 5 - 7.	1	4		
3	Develop and implement an early childhood accountability system audit.	1. Map and analyze current policies, program standards, assessments, monitoring and licensing requirements, and practices.	1	4	ECAC Assessment work group and various early childhood stakeholders and professionals.	By the end of the fourth quarter of year one, a map of current policies, program standards, assessments, monitoring and licensing requirements and practices will be completed.
4	Research, identify, and select appropriate program assessment instruments to measure program quality indicators.	<p>1. Research appropriate program assessments tools and methods which identify and measure quality indicators to compliment and/or replace instruments currently in practice.</p> <p>2. Develop a plan including recommendations and guidance for the selection and administration of appropriate program quality assessment tools by age and early childhood educational setting.</p>	1	4	ECAC Assessment work group and various early childhood stakeholders and professionals.	By the end of the first quarter of year two, a plan with recommendations and guidance on the selection and administration of appropriate program quality assessment tools by age and early childhood educational setting will be completed.

Goal 3:	Create a coherent system of aligned Early Learning and Program Quality Standards and Assessments.					
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
5	Research, identify, and develop guidance on the selection and use of appropriate early childhood assessment tools and methods which measure school readiness inclusive of health & developmental screening as appropriate.	1. Research appropriate child assessments tools and methods which indicate school readiness. 2. Develop a plan including recommendations and guidance for the selection and administration of appropriate school readiness instruments aligned with the TN-ELDS and K-3 academic standards.	2	2	ECAC Assessment work group and various early childhood stakeholders and professionals.	By the end of the third quarter of year two, recommendations and guidance in selection and use of assessment tools will be disseminated.
			2	3		
6	Research, identify and develop guidance on program quality standards and use of assessments which measure schools' readiness for children.	1. Define indicators and characteristics of schools that are ready for children in TN. 2. Identify appropriate assessment tools and methods to measure these indicators and characteristics. 3. Disseminate recommendations and guidance for the selection and administration of appropriate instruments for use with DOE PreK-3 school settings.	2	3	ECAC Assessment work group and various early childhood stakeholders and professionals.	By the end of the first quarter of year three, recommendations and guidance for the selection and administration of appropriate instruments for use with DOE PreK-3 school settings will be disseminated.
			2	4		
			3	1		

Goal 3: Create a coherent system of aligned Early Learning and Program Quality Standards and Assessments.

Rationale: The TN State Board of Education has adopted rigorous curriculum standards for all students K -12. The Office of Head Start will soon publish new national Head Start Performance Standards. In order to inform and to guide early childhood professionals and families, the TN Early Learning Development Standards (birth to five years) must be reviewed and revised to align with the new standards. To create a positive transition to kindergarten, the ECAC should review and revise the TN School-Age Developmental Standards to support the school readiness indicators, Center for Social Emotional Foundation on Early Learning (CSEFEL) components and K-3 academic standards and Head Start Performance Standards. In TN, after-school programs serving kindergarten to third grade students are guided by the TN School-Age Developmental Standards. Tennessee early childhood programs are monitored, certificated, licensed and/or assessed based upon the agency mandated to implement the program. A comprehensive audit and analysis of the varied program standards and monitoring tools will inform ECAC members and provide guidance to early childhood service agencies. Identification of reliable, quality assessment tools will form the basis for development of program quality standards and use of assessment to measure school readiness. Likewise high quality, developmentally appropriate assessment tools and methodology must be identified to assess school readiness for the children served.

Key Partners: TN Departments of Children's Services, Education, Health, Human Services, Mental Health, Early Head Start, Head Start, TN Association of Education of

Young Children, Child Care Resource and Referral, TN Early Childhood Training Alliance, Institutions of Higher Learning.

Unusual Features: In January 2010 during a special “Extraordinary Legislative” session, new education legislation was passed in regard to the use of student data to measure PreK-12 teacher effectiveness. The new legislation requires that beginning with the 2011 school year, 50% of all Tennessee teachers annual evaluation will be comprised of student data. Tennessee was one of two states to receive the federal Race to the Top grant, referred to in Tennessee as First to the Top (FTTT). A major component of the grant focuses on teacher effectiveness as measured by student growth and achievement. Tennessee has had a value added evaluation component, TN Value-Added Assessment System (TVAAS), since the 1990’s for teachers of students who are assessed at the benchmark years of No Child Left Behind. However, this data has not been previously used to gauge teacher effectiveness. For teachers in non-tested grades, assessment measures must be identified which meet the required student growth component measure of teacher effectiveness. Therefore, the PreK-3rd grade assessments related to teacher effectiveness, student growth, and achievement must be reviewed to assure alignment with the requirements in the First to the Top grant.

Factors which might accelerate or decelerate the work: The release date of the Head Start Performance Standards may accelerate or decelerate the work. In addition, the work of the First to the Top (FTTT) teacher evaluation committee will affect the work

of the ECAC in regard to identifying and recommending appropriate PreK-3 assessments which must also meet the requirements of the FTTT grant.

Sustainability: Once the standards and assessment identification and alignment have been completed, all childcare and Pre-K programs will access the revised standards for the purpose of program operations and improving child outcomes. The identification of solid program assessment methodology and appropriate child assessment tools will be incorporated into the program practices and will be sustained.

Goal 4:		Develop a statewide, well-qualified early childhood workforce.				
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
1	Assess and identify the capacity of Tennessee's two- and four-year public and private institutions of higher education to support early childhood educators and maintain academic programs of study.	1. Complete survey to determine the current level of health and / or social service related programs of study, articulation agreements and practicum or internship opportunities.	1	4	Contract agent, Early Childhood Advisory Council (ECAC) Executive Committee, TN Departments of Human Services and Education, ECAC Workforce Work Group, and Institutions of Higher Education.	By the end of the fourth quarter of year one, a survey of TN's two and four-year public and private institutions will be completed and analyzed, and a strategic plan developed to address program sustainability, articulation agreements, tuition support, and faculty institutes. By the end of the fourth quarter of year three, the number of two-year education institutions with national early childhood program accreditation will be increased.
		2. Utilizing existing data on early childhood programs of study, create a strategic plan which addresses the sustainability of these programs at two- and four-year institutions, to include articulation agreements, tuition supports, and faculty institutes.	1	4		
		3. Identify, support and extend current initiatives to increase the number of two-year higher education institutions with national early childhood program accreditation.	3	4		
2	Create a unified and integrated system of early childhood professional development for early childhood practitioners, birth	1. Identify and define the major knowledge and core competencies of child care providers, educators, and other disciplines serving children and their families birth to age 8 years.	2	2	Training staff inclusive of all early childhood serving	By the end of the fourth quarter of year two, the components of a system of integrated professional development will be

Goal 4:	Develop a statewide, well-qualified early childhood workforce.							
Objectives		Activities	Timeline		Key Participants	Accomplishments		
			Yr	Qtr				
	to age 8 years, in areas of core competence.	<p>2. Determine the professional development needs of early childhood practitioners by administering a needs assessment survey.</p> <p>3. Identify common professional development components across early childhood programs.</p> <p>4. Identify unique professional development components specific to one or more early childhood programs.</p> <p>5. Create a professional development map of all required and optional professional development programs.</p>	2	3	providers and educators.	identified and mapped,		
			2	3				
			2	4				
			2	4				
3	Create and implement a systematic professional development / training plan for all early childhood practitioners.	1. Develop a plan for training and access across early childhood programs for the required common components such as, but not limited to; Tennessee Early Learning Developmental Standards (TN-ELDS), Center for Social Emotional Foundations on Early Learning (CSEFEL), Environment Rating System (ERS), Classroom Assessment Scoring System (CLASS), Cardiopulmonary Resuscitation (CPR) and First Aid, Personal Safety.	3	1	Training staff inclusive of all early childhood serving providers and educators.	1. By the beginning of the first quarter of year three, a systematic plan of professional development will be developed.		

Goal 4:	Develop a statewide, well-qualified early childhood workforce.					
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
		2. Support the needs of the diverse work force by expanding face to face and on-line training options using conventional and diverse instructional methods such as podcasts and modules from Tennessee Early Childhood Training Alliance (TECTA) and the Electronic Learning Center.	3	1		
		3. Develop a plan for offering optional professional development training and access across early childhood programs.	3	1		
		4. Create a comprehensive statewide early childhood workforce registry or learning management system.	3	3		
		5. Implement the integrated professional development plans.	3	4		2. By the end of the fourth quarter of year three, the integrated professional development plan will be implemented across early childhood programs.
4	Build a more highly educated early childhood work force by increasing the number of early childhood practitioners who obtain state or national	1. Expand scholarship opportunities for early childhood practitioners working toward a higher credential with a priority for those at entry level who currently do not have a scholarship resource.	1	2	Tennessee Early Childhood Advisory Council (TN-ECAC)	By the beginning of the second quarter of year one, the first round of scholarships will be awarded to early childhood practitioners. A

Goal 4:	Develop a statewide, well-qualified early childhood workforce.					
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
	credential(s), applicable degree(s), and/or certification(s), endorsement(s) or licensure.	2. Collect data on scholarship recipients.	1	2	Executive Committee, TN Departments of Human Services and Education, ECAC Workforce Work Group, and Institutions of Higher Education.	data collection system will be in place to track the progress of these educators.
5	Improve the overall knowledge and skill of PreK-3 educators and school administrators in delivery of early childhood education programs.	<p>1. Partner with an institution(s) of higher education to develop training institutes for early childhood lead teachers, and teacher assistants, on improving their capacity to work together in order to create a high-quality program.</p> <p>2. Partner with an institution(s) of higher education to develop institutes for elementary principals or school administrators of PreK / early childhood programs.</p>	1	3	ECAC Executive Committee, TN Departments of Human Services and Education, ECAC Workforce Work Group, Institutions of Higher Education.	By the end of the third quarter of year one, a higher education capacity survey will have been administered and analyzed. Training institutes for teaching teams and administrators will be established.
			1	3	ECAC Executive Committee, TN Departments of Human Services and Education, ECAC Workforce Work Group, Institutions of Higher Education.	

Goal 4:	Develop a statewide, well-qualified early childhood workforce.					
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
6	Increase retention within the early childhood workforce.	1. Compile wage and salary recommendations from national early childhood organizations to establish a baseline. 2. Determine where Tennessee stands in regard to national early childhood wages. 3. Complete and enhance the framework for a TN early care and education career path.	2	1	TN child serving departments and agencies.	By the end of the first quarter of year two, a comparison of TN early childhood wages to national averages, and a framework of TN early care and education career path, will be completed.
		2.	2	1		
		3.	2	1		

Goal 4: Develop a statewide, well-qualified early childhood workforce.

Rationale: It is important to develop consensus among trainers and practitioners providing professional development and leadership on the core competencies needed of early childhood providers and educators serving children birth to age five. A unified and integrated system of professional development ensures that all early childhood providers and educators receive comparable knowledge and training which is instrumental in providing high quality early childhood programs for all children. All early childhood providers and educators will develop a personal professional development plan outlining their areas of need to meet identified core competencies. The scholarship program will provide opportunities for any member of the early childhood workforce to obtain credentials beyond required entry-level program credentials with priority given to those who currently do not have access to scholarship opportunities or access to scholarship opportunities have been depleted. Retention of the early childhood workforce reduces the need for continuous retraining of entry-level staff, and provides greater continuity for ensuring high quality of early care and education programs.

Key Partners: Trainers from various early childhood professional development systems, Institutions of Higher Education, Departments of Education and Human Services, Early Head Start, Head Start, Tennessee Association of Education of Young Children, Child Care Resource and Referral, CSEFEL *Team Tennessee*, Tennessee Early Childhood Training Alliance, the Tennessee Electronic Learning Center, and the Early Childhood Advisory Council Workforce work group.

Unusual Features: Multiple systems of professional development and training currently exists even though all Tennessee early childhood practitioners share many

program quality components and use the same comprehensive TN Early Learning Developmental Standards.

Factors which might accelerate or decelerate the work: The capacity of institutions of higher education to support early childhood providers, educators and leaders may limit the availability of professional development, training and scholarship opportunities for early childhood practitioners, educators and leaders. Acceleration toward this goal will occur through capacity of the Tennessee Early Childhood Training Alliance (TECTA). TECTA is managed by the Tennessee State University - Center of Excellence for Learning Sciences and funded by Department of Human Services and provides the statewide child care professional development training and education system linked with the Tennessee Board of Regents (TBR) state university and community colleges of Tennessee. TECTA provides training, CDA National Credential scholarship support, technical assistance, career development advising, and academic support to any student currently working in a child care agency and working toward a degree in Early Childhood Education. The education and preparation lattice concept of the TECTA program provides the means to ensure early childhood teacher and caregiver preparation and recognition including efficient articulation between Certificate, CDA, Advanced Certification, Associate Degrees at the 13 TBR 2-year institutions, and tuition assistance for advanced Early Childhood Education degrees for those who work in TN Department of Human Services state licensed facilities. While this support system exists for childcare providers, there is not a similar or comparable program to support teacher assistants or teachers in state Pre-K programs.

Sustainability: Once core competencies are defined, all professional development and college course work will be aligned to meet these competencies. The number of trained professionals to provide necessary coursework will be increased in order to maintain program continuity. The course modules developed will be delivered through diverse delivery options such as face-to- face, online, webinars, and podcasts.

Goal 5:		Assist in the development and coordination of a uniform statewide Longitudinal Data System (LDS).				
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
1	Create a data staff position to assist with the Tennessee First to the Top (FTTT) / Race to the Top (RTTT) efforts in strengthening a data warehouse and longitudinal data system referred to as Tennessee Longitudinal Data System (TLDS) 360° by which to collect information from all TN child serving agencies.	1. Establish a job description for the position of Data Coordinator, specifying duties and responsibilities.	1	1	ECAC Coordinator and ECAC Executive Committee or designees.	1. A written job description of TN-ECAC Data Coordinator will be included with the grant application. COMPLETED
		2. Coordinate development of position responsibilities with FTTT/TLDS 360°.	1	1		2. By the end of the first quarter of year one, a position will be developed in coordination with the TLDS 360° Management Team.
		3. Advertise, interview, and hire a staff person to serve as data coordinator of the Tennessee Early Childhood Advisory Council (TN-ECAC).	1	1		3. By the end of the first quarter of year one, hired staff will begin work by October 1, 2010 or closest date permitted by the state hiring process.
2	Assist in the uniform collection of data from multiple Tennessee early childhood serving agencies providing a comprehensive	1. Familiarize staff and Tennessee Early Childhood Advisory Council (TN-ECAC) stakeholders with First to the Top/Tennessee Longitudinal Data System (FTTT/TLDS) 360°.	1	2	ECAC Coordinator, Data Manager, ECAC	1. By the end of the second quarter of year one, orientation to FTTT/TLDS 360° will be complete.

Goal 5:	Assist in the development and coordination of a uniform statewide Longitudinal Data System (LDS).						
Objectives		Activities	Timeline		Key Participants	Accomplishments	
			Yr	Qtr			
	360° view of the children being served.	<p>2. Form Data Management Workgroup comprised of representatives from ECAC area-focused workgroups.</p> <p>3. Link ECAC data management plans with FTTT/TLDS 360°.</p> <p>4. Determine if there are uniform data elements which can be added to state IT systems to achieve greater uniformity.</p> <p>5. Implement those revisions where possible.</p>	1	2	stakeholders, agency IT managers.	<p>2. By the end of the second quarter of year one, the Data Management Workgroup will be established.</p> <p>3. By the end of the second quarter of year one, the new uniform data elements will be added to agency IT systems.</p> <p>4. By the end of the third quarter of year one, there will be documented results of negotiations with agencies to participate in TLDS 360° as described.</p> <p>5. By the end of the first quarter of year two, other organizations, if any, will be identified to participate in the TLDS.</p>	
			1	2			
			1	3			
			2	1			

Goal 5:	Assist in the development and coordination of a uniform statewide Longitudinal Data System (LDS).					
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
2	Continued...	6. Renew negotiations with Head Start Association leadership to include Head Start in TLDS 360°.	1	2	ECAC Coordinator, Data Manager, ECAC stakeholders, agency IT managers.	6. By the end of the second quarter of year one, data sharing agreements will be completed in synchronization with FTTT/TLDS 360° protocol.
		7. Initiate negotiations with Child Care Centers about enrolling individual children in the longitudinal data system.	1	2		
		8. Identify other organizations that lead to enrollment in education which might participate in TLDS 360°.	1	3		
		9. Determine which data sets currently exist and are available for inclusion in the LDS.	1	3		
		10. Determine protocol for data collection and sharing within LDS.	2	1		
		11. Determine policies and procedures to protect confidential information.	2	1		
		12. Assess quality to determine data integrity.	2	2		

Goal 5:	Assist in the development and coordination of a uniform statewide Longitudinal Data System (LDS).						
Objectives		Activities	Timeline		Key Participants	Accomplishments	
			Yr	Qtr			
3	Monitor data and trends over time in order to inform policies concerning access and quality of programs serving children ages birth to five years, and their families.	<p>1. Monitor data management and research agenda of Tennessee Longitudinal Data System (TLDS) 360° governance body.</p> <p>2. Develop research questions that will inform the Tennessee Early Childhood Advisory Council (TN-ECAC) policies, issues and strategies for consideration by the TLDS 360° governance body.</p> <p>3. Utilize relevant data and trend information when reporting results of effectiveness of ECAC in achieving its objectives.</p>	1	1	ECAC Coordinator, Data Manager, Data Management Workgroup; Research Scholars.	<p>1. By the end of the first quarter of year one, research questions will be documented for consideration by the TLDS 360° governance body.</p> <p>2. By the end of the fourth quarter of year one, results will be reported to the ECAC.</p> <p>3. By the end of the first quarter of year three, data will be used to report results of ECAC effectiveness, among other measures.</p>	
			1	4			
			3	1			

Goal 5: Assist in the development and coordination of a uniform statewide Longitudinal Data System (LDS).

Rationale: Uniformity in data collection is crucial for results that reflect a true picture of learning and growth taking place in any learning situation. ECAC supports the efforts to strengthen a longitudinal data system (LDS) to ensure a comprehensive 360° view of all children being served by various agencies. Tennessee is one of two recipients of federal Department of Education Race To The Top awards, referred to in Tennessee as First To The Top. The application addressed four major assurances: Teacher preparedness and performance; Accountability and standards; Low performing schools; and importantly, Data systems. Of the five billion dollar (\$5,000,000,000.00) grant, twenty million dollars (\$20,000,000.00) is targeted for extension of DOE's LDS to P-16 (from school entry through four year colleges) and P-20 (the LDS through four years into Labor and Workforce Development). The purpose of TLDS 360° is to provide administrators and teachers' information about students beyond interactions in the school and classroom that influence students' preparedness and ability to learn and to permit analysis of conditions that inform best practices. Tennessee has a robust LDS for pre-school through K-12 with minor gaps. The LDS relies on a uniform identifier assigned to each child who enters the public school system. In Tennessee, unique identifiers are assigned not only when children enter pre-K but also TEIS, which has been housed in DOE since its inception in 1990 when the federal IDEA passed. Tennessee's LDS already permits the State to ask and answer some questions of long-term effectiveness of DOE instruction and academic issues, but recent developments potentially permit more thorough analysis of services, conditions and experiences that can inform best practices and reduce achievement gaps among groups lagging behind

better positioned students. The ECAC wants to advance information about children's education experiences so as to inform policy going forward. The grant suggests that states unify child information systems. This is a tall order which cannot be easily achieved through this grant alone. It can, however, be approximated by mirroring planned data sharing agreements in the larger effort of TLDS 360°. Compatible activities between partners in Goal 5 and TLDS 360 can assure early childhood data elements will become available to inform the ECAC and TLDS 360°. Special attention will be placed on involving Head Start and Early Head Start in the LDS. In addition the project staff, specifically the Data Manager, will work toward agreements that will permit enrollees of child care centers by individual to come into the LDS, a difficult proposition but one to be pursued. In both cases, the cost of equipment needs and staff training will be considered.

Key Partners: Agency members of ECAC; Leadership Team, FTTT; Project management team, TLDS 360°; GOCCC.

Unusual Features: The combination of awards for Race To The Top/First To The Top inclusive of TLDS 360° plus the expectation of ECAC criteria place both opportunities and responsibilities on Tennessee for mammoth coordination and collaboration. Security issues are significant yet manageable when addressing both FERPA and HIPAA compliance issues, plus myriad confidentiality requirements of individual agencies.

Factors which might accelerate or decelerate the work: Race To The Top/First To The Top and TLDS 360° will pace the work in the area of Goal 5, Data Systems. It will be important to enlist Early Head Start, Head Start and child care centers in data

management efforts. The inclusion of the Head Start Program Information Report (PIR) would help in implementing Goal 5. These negotiations could decelerate the work unless sufficient incentives can be identified to assure Early Head Start, Head Start and the child care centers that some of their data needs are also met through this program.

Sustainability: The technology for data sharing is simple. The difficulty resides in achieving data sharing agreements, replete with security systems in place. So once agreements are reached, data sharing is readily sustainable so long as responsibility for transferring the data is lodged within a staff person's duties.

Goal 6:		Improve women's preconception, prenatal and postnatal health, including mental health, to assure a healthy beginning for all children in Tennessee; and build on this initiative by continuously addressing children's health and safety issues which impact learning and cognitive development up to school entry.				
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
1	Identify health, mental health, and safety needs of children in families across agencies. Monitor health statistics and outcome objectives related to a healthy birth to inform system change for improving birth outcomes and early growth and development.	<p>1. Summarize and discuss health statistic data as it relates to preconception health, low birth weight babies, infant mortality, maternal depression, and other precursors to healthy child development including child maltreatment and substance abuse.</p> <p>2. Relate findings to home visiting, child care, and early learning programs implementing evidence based strategies in high risk communities.</p> <p>3. Develop periodic reports on status of agreed upon measurement of improved birth and child development outcomes.</p>	1	3	TN Dept. of Health (TDH), TN Dept. of Human Services (TDHS), TN Dept. of Children's Services (TDCS), TN Dept. of Education (TDOE), Governor's Office of Children's Care Coordination (GOCCC), TN Dept. of Mental Health (TDMH), Prevent Child Abuse TN (PCAT), Head Start.	By the end of the third quarter of year one, a report of relevant measures of birth and child development outcomes will be available to stakeholders including legislators.
		1	3			
		1	3			

Goal 6:		Improve women's preconception, prenatal and postnatal health, including mental health, to assure a healthy beginning for all children in Tennessee; and build on this initiative by continuously addressing children's health and safety issues which impact learning and cognitive development up to school entry.				
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
2	Review research. Collaborate with home visiting programs to strengthen services and linkages between these programs, child care, and school services.	1. Utilize the Governor's Office of Children's Care Coordination (GOCCC) home Visiting Review to discuss target areas in need of coordinated home visiting, child care and early learning services.	2	2	TDH, TDHS, TDCS, Tennessee Department of Education (TDOE), Head Start, TN Dept. of Mental Health (TDMH).	By the end of the second quarter of year two, recommendations of the Home Visitation Review 2010 (Appendix X) will be implemented. Home Visitation provider curricula will include health and safety issues.
		2. Include topics related to home visiting and health and safety issues in professional development plans (Goal 4).	2	2		
		3. Link other Tennessee Department of Health (TDH), TN Department of Children's Services (TDCS) and TN Department of Human Services (TDHS) child and family health and safety programs (WIC, Child Nutrition and Wellness, Injury Prevention, Strengthening Families, Children's Trust Fund grants, etc) to Early Childhood Advisory Council (ECAC) system initiatives in home visiting, child care, and early education environments.	2	2		
3	Create a standards document for child care settings. Revise current health and safety standards	1. Review current education, child care and health standards related to health and safety of young children and identify core standards in these settings.	2	4	TDH, TDOE, TDHS, TDCS, Head Start.	By the end of the fourth quarter of year two, core health and safety standards will be

Goal 6:		Improve women's preconception, prenatal and postnatal health, including mental health, to assure a healthy beginning for all children in Tennessee; and build on this initiative by continuously addressing children's health and safety issues which impact learning and cognitive development up to school entry.					
Objectives		Activities		Timeline		Key Participants	Accomplishments
				Yr	Qtr		
	to establish a core set of standards for all early development environments.	2. Identify health and safety standards which are unique and critical to these environments.	2	4		established for all early childhood environments.	
		3. Disseminate a draft of revised standards for stakeholder review and comment.	2	4			
		4. Promulgate and disseminate health and safety standards to home visiting and child care agencies.	2	4			
4	Disseminate information to families, child care agencies, and child abuse prevention agencies and Implement a continuous quality improvement system to assure that health and safety standards are met.	1. Review current methods for auditing health and safety compliance within these settings and revise if indicated.	3	2	TDH, TDOE, TDHS, TDCS, Head Start.	By the end of the second quarter of year three, an assessment of current quality improvement systems will be completed. Revisions, if any, will be promulgated. Audit process will be designed, implemented and approved by the stakeholder groups.	
		2. Provide at least annual updates on health and safety issues which emerge from these audits.	3	2			
		3. Strengthen health and safety resources and technical assistance provided through the Child Care Resource and Referral (CCR&R).	3	2			

Goal 6:		Improve women's preconception, prenatal and postnatal health, including mental health, to assure a healthy beginning for all children in Tennessee; and build on this initiative by continuously addressing children's health and safety issues which impact learning and cognitive development up to school entry.				
Objectives		Activities	Timeline		Key Participants	Accomplishments
			Yr	Qtr		
5	Identify the availability of services to meet the mental health needs of women, prenatal and postpartum, and all young children birth to age 8 years.	1. Review current research on the need for mental health services for prenatal and post partum women and their children. Identify current services available in Tennessee and a need for additional services.	2	2	ECAC committee members, their organizations, and <i>Team Tennessee</i> (CSEFEL).	By the end of the second quarter of year two, the mental health services available for prenatal and postpartum women will be identified. A report identifying the number of centers and staff receiving CSEFEL training and technical support will be completed.
		2. Promote and support training and technical assistance of all early childhood providers and educators using the research based Center for Social Emotional Foundations on Early Learning (CSEFEL) strategies designed to support and improve child's social and emotional well being as well as their problem solving strategies.	2	2		
		3. Identify need for additional trainers or coaches.	2	2		

Goal 6: Improve women's preconception, prenatal, and postnatal health including mental health to assure a healthy beginning for all children in Tennessee; and build on this initiative by continuously addressing children's health and safety issues which impact learning and cognitive development up to school entry.

Rationale: Early access to prenatal care, early identification of complications, and education are essential to improving the health of mothers and babies in Tennessee. Health and safety have great impacts on how children learn, even from the earliest days. In 2006, the Administration launched a statewide initiative to combat the infant mortality crisis. Tennessee ranks 44th in the nation for infant mortality. In 2008, 686 babies (eight out of 1,000) born in Tennessee died before their first birthdays. Six hundred ten million dollars (\$610,000,000.00) are spent annually on health care costs associated with infant mortality. In Shelby County, where 28% of the state's infant deaths occur, a baby died every 47 hours in 2008. The infant mortality rate for black Tennesseans is 2.4 times higher than white Tennesseans. In Northeast Tennessee, rates of smoking during pregnancy are nearly 40%. Local communities are educating pregnant patients and health care providers about the benefits of early and adequate prenatal care, and connect mothers to prenatal care and case management services. The Administration funded evidence-based programs to improve women's health during pregnancy and infant health during the first year of life in an effort to improve birth and infant outcomes in Tennessee. These initiatives provide services to over 25,000 women and children each year. While these programs are in their infancy, they are already showing a dramatic impact.

- Over 92% of babies born to participants in a Centering Pregnancy program were at full term with normal birth weights.

- The Tennessee Intervention for Pregnant Smokers program has saved the State nearly \$3 million in health care costs.
- Over 90% of babies born to participants in the Maternal Infant Health Outreach Worker program had a birth weight of greater than 5 ½ pounds.

Additionally it is incumbent upon the ECAC to attend to national performance measures promoted by HHS Maternal and Child Health Bureau that relate to percent of screen positive newborns who received timely follow up to definitive diagnosis and clinical management for conditions; percent of children with special health care needs age 0 to 18 who receive coordinated, ongoing, comprehensive care within a medical home; percent of children with special health care needs age 0 to 18 whose families report the community-based service systems are organized so they can use them easily; percent of mothers who breastfeed their infants at 6 months of age; of infants born to pregnant women receiving prenatal care beginning in the first trimester. Tennessee's performance measures relate to reducing infant mortality rate; reducing obesity and overweight status among Tennessee students; and to decreasing hospitalizations for children from birth to five years.

In addition it is critically important to implement a continuous quality improvement system to assure that health and safety standards are met and information is disseminated to families, child care agencies, and child abuse prevention agencies. Child Abuse Prevention Agencies currently fall under state Rules as well as the requirements of federal Child Abuse Prevention Treatment Act II. Revising these Rules to maximize funding to strengthen families, to reduce duplication of services, and to

support early success for children, will benefit both our programs and the families we serve.

Research-based standards for promoting optimum safe and healthy environments will ensure children have the best possible learning situations. Dissemination of these common standards to all agencies will ensure the well-being of children served through all early childhood agencies.

Key Partners: ECAC stakeholders, Infant Mortality Prevention providers, Home Visitation Collaboration and Children's Trust Fund grantees

Unusual Features: The unusual feature associated with this goal is the notably high infant mortality rates, numerous health and safety risk factors apparent statewide and absolute commitment of the state to address these issues, relying almost exclusively on evidence-based practices. In addition, State rules exist as well as a State License for Child Abuse Prevention Agencies.

Factors which might accelerate or decelerate the work: The amount of "buy-in" from each agency will be crucial to acceleration of this goal. Collaboration in creating the document will also be a factor in accelerating/decelerating the work of this goal.

Sustainability: The standards developed by this group will be available to everyone involved in caring for children birth to age 5. Sustainability can be accomplished through continued support of each agency involved to provide these standards and expectations to child care facilities and caregivers. Working on the Child Abuse Prevention Rules collaboratively will promote synergy between the Child Abuse Prevention agencies and the Child Serving Departments.

TENNESSEE EARLY CHILDHOOD ADVISORY COUNCIL

Executive Committee

AGENCY	NAME	POSITION
Governor's Office of Children's Care Coordination	Mary Rolando	ECAC Coordinator, Policy Analyst
Department of Children's Services	Jackie Parker	Education Consultant
Department of Children's Services	Jeanne Brooks	Director, TN Children's Trust Fund
Department of Education	Bobbi Lussier	Executive Director, Office of Early Learning
Department of Education	Jamie Kilpatrick	Director, Early Childhood Special Education
Department of Education	Connie Casha	Director, Early Childhood Programs
Department of Health	Mary Jane Dewey	Maternal & Child Health Operations Manager
Department of Health	Rosie Wooten	Director, Early Childhood Comprehensive Systems
Department of Human Services	Glenda Shearon	Assistant Commissioner, Adult & Family Services
Department of Human Services	Barbara Wall	Director, Child Care Services
Department of Mental Health	Freida Outlaw	Assistant Commissioner, Division Special Populations
Department of Mental Health	Lousie Barnes	Mental Health Planner
Head Start State Collaboration Office	Janet Coscarelli	Director, Head Start State Collaboration Office
Governor's Policy Office	Ana Nettles	Policy Analyst
TN Commission on Children and Youth	Linda O'Neal	Executive Director

Steering Committee

AGENCY	NAME	POSITION
Act Early	Jan Rosemergy	Director Communications, VU Kennedy Center
Child Care Resource & Referral Network (CCR&R)	Joyce Bridges	Statewide Network Director
Governor's Office of Children's Care Coordination	Jena Napier	Children's Coordinator
Cover Kids	Stephanie Dickerson	Director, Cover Kids
English Language Learners (ELL)	Jan Lanier	State Coordinator
Even Start Family Literacy Programs (ESFLP)	Tabatha Siddiqi	Statewide Coordinator
Higher Education – 2 Yr	Nancy Ledbetter	Teacher Preparation
Higher Education – 4 Yr	Dale Farran	Teacher Preparation
Labor & Workforce	Susan Cowden	Employment and Workforce Development
Local Education Association (LEA)	Brenda Benford	Pre-K Coordinator
Office of the Comptroller	Nneka Gordon	Associate Legislative Research Analyst
Parents	Parents yet to be identified	Representative Parents from Various Groups
Prevent Child Abuse TN (PCAT)	Carla Snodgrass	Executive Director
School-Based Support Services	Jan Bushing	Director
Stand For Children	Francie Hunt	Co-Director, Nashville
TN Association for the Ed. of Young Children (TAEYC)	Debbie Ferguson / Lin Venable	President or Representative
TN Association of Early	Diane Neighbors	Chairperson

AGENCY	NAME	POSITION
Education (TAEE)		
TennCare	Jeanne James	Chief Medical Director
TN Commission on Children and Youth (TCCY)	Pam Brown	Director, Kids Count
TN Early Childhood Training Alliance (TECTA)	Katari Coleman	Statewide Program Director
TN Early Head Start	Joyce Farmer	Director, Head Start and Early Head Start
TN Early Intervention Services (TEIS)	Linda Hartbarger	IDEA Part C Coordinator
TN Head Start Association	Judy Graham	Association President
TN Family Child Care Alliance	Daphane Cole	Executive Director
TN Migrant and Seasonal Head Start	J Davis	Director, Migrant and Seasonal Head Start
TN Urban Child Institute	Doug Imig	Director, Research Center for Urban Policy
TN Voices for Children	Matt Timm	Director, Early Childhood Programs
United Way	Mary Graham	President, United Ways of Tennessee

Note: Several of the people named may change with the change in gubernatorial administration in January, 2011.

Needs Assessment

While Tennessee has a number of different early childhood initiatives and a variety of measures to gauge the quality and accessibility of these programs, we have not conducted a statewide needs assessment across programs. The need to review current data available on the quality and accessibility of birth-to-five programs and services is a critical element in building a statewide early childhood system in Tennessee. The development and participation in the TLDS 360° project will facilitate and augment efforts in identifying the early childhood landscape in the state. Data collected through TLDS 360° will provide a breadth of information from the various state agencies on the programs and services currently provided. Analysis of this data will inform future policy development in regard to programs and services in our state to meet the needs of our young children and their families.

In order to ensure fidelity and consistency of the statewide needs assessment, the initial assessment will be conducted by a reputable contract agent. The ECAC will develop a plan by which the needs assessment will be periodically reviewed, updated and reported to the Governor, State Legislators, State Head Start Collaboration Director, and all state early childhood stakeholders.

Public Hearings

The Tennessee Early Childhood Advisory Council (ECAC) proposed goals, objectives and activities are posted on the various websites of the participating state agencies for public viewing and comment. Electronic notification was sent to all members of the various early childhood committees and advisory councils within those

agencies as well as advocacy groups at the state and local level, higher education, local education agencies, child care providers, Head Start directors, and parent groups.

Public hearings are planned to be held in the three grand divisions of the state of Tennessee this fall upon award of the grant. Input from the public hearings will be taken under advisement and modifications made to the grant as deemed appropriate and feasible by the ECAC Executive Committee. The grant proposal will then be resubmitted to Administration for Children and Families, Office of Head Start, within the United States Department of Health and Human Services.

An annual public hearing will be held to review the grant activities during each year of the grant period. Public comments from the hearings will be taken under advisement for consideration of modification by the ECAC Executive and Steering Committees. The grant activities will be modified as deemed appropriate and feasible.

TN Early Childhood Advisory Council Meetings

The Tennessee Early Advisory Council Executive and Steering Committees will meet on a quarterly basis each year of the three year grant period to carry out the work of the Council. The work groups will meet as needed in order to accomplish the identified tasks of the group. Additional meetings, work sessions and conferences will be scheduled as necessary to accomplish the work of the Council.

(c) Staff and Position Data

Project Director

ECAC Project Director will report to the ECAC Coordinator, a Policy Analyst in the Governor's Office of Children's Care Coordination. The Project Director is responsible for overseeing daily activities of the ECAC project, completing required

Administration of Children and Families (ACF) and American Reinvestment and Recovery Act (ARRA) documentation, leading professional, statistical, analytic and research work of considerable difficulty and performing related work as required.

The position requires graduation from an accredited college or university with a master's degree in education, social or behavioral sciences, health sciences, business, business administration, statistics, applied statistics, public policy or related acceptable field and experience equivalent to two years full-time professional work.

Responsibilities of the position include overall Management of Tennessee ECAC process and products; responding to ACF and ARRA State required documents and contracts; analysis of Tennessee ECAC activities and results; leading analytic projects and coordinating activities of work groups. Specific duties include but are not limited to:

1. Supporting all activities of the ECAC as needed.
2. Participating in baseline reports and other evaluation activities by coordinating existing documents, data, etc across state agencies.
3. Working with the ECAC and Project Coordinator to build a database of discretionary funds to ensure sustainability and adoption of processes and best/evidence-based and evidence-informed practices identified during the course of the ECAC grant period.
4. Working with data managers in other State agencies and other council members of the ECAC to establish an information base reflective of the Council activities and to support meaningful performance indicators.
5. Performing programming and analysis of existing databases to provide information for reports and performance indicators.

6. Developing methodology pertinent to the ECAC project to assure objectives of the grant are met; coordinating design of any necessary measurement instruments; providing technical assistance and explanations regarding design of surveys, selecting samples and analysis of data; coordinating activities of the project such as times-lines and work group responsibilities; ensuring project progresses on schedule and within budget; complying with regulations and mandates for data requirements; overseeing completion of projects and surveys.
7. Compiling and analyzing data to provide answers to ECAC requests; accessing databases; with others, performing descriptive, predictive and inferential statistical analyses as appropriate; identifying supply and demand, expenditures and trends; creating graphical representations of outcomes produced by data analysis.
8. Developing scope of services and oversee work related to data management and project training completed by contractors and report performance to Project Director and Council.
9. Leading and participating in writing reports as required to document the Project's activities.

Data Manager

ECAC Data Manager reports to the ECAC Project Director in the Governor's Office of Children's Care Coordination. The position will be responsible for overseeing ECAC data system agreements for data sharing and data management in conjunction and synchronized with Data System assurances of the State's Race To The Top activities. The Data Manager will coordinate training initiatives related to the project.

This includes leading discussions for improving children's systems as well as performing other related work as required.

The position requires graduation from an accredited college or university with a master's degree in health administration, health planning, social or behavioral sciences, education, health sciences, business, business administration, public policy or related acceptable field and experience equivalent to two years full-time professional work developing training; qualifying full-time experience in health planning may be substituted for the required education on a year-to-year basis.

Responsibilities include development of Data Management/Data Sharing Agreements; facilitating Workforce Development strategies of the ECAC including but not limited to licensure and credentialing issues and relevant Conferences and Workshops; and organization of evidence-based and evidence-informed practices. Specific duties include but are not limited to:

1. Supporting all activities of the ECAC Project as needed.
2. Participating in baseline reports, writing reports and other document production activities.
3. Identifying common data elements among ECAC members and gaps in data system elements that can inform the work of the ECAC.
4. Developing and implementing a plan for ECAC project workforce development and training, in particular for evidence-based practices.
5. Leveraging ECAC trainings with existing trainings and conferences across the state.

6. Ensuring collection of performance indicators relevant to ECAC activities as directed by the ECAC, Project Director and/or Project Coordinator.
7. Working with the Project Director to build and coordinate statewide training for ECAC project priorities.
8. Developing scope of services and oversee work related to data management and project training completed by contractors and report performance to Project Director and Council.
9. Overseeing development of training materials and planning their dissemination.
10. Working with state agencies on continuous quality improvement standards and other collaborative activities among Council members and work groups to complete grant objectives timely.

(d) Organizational Profile

The agency responsible for management of the State Advisory Council is the Governor's Office of Children's Care Coordination (GOCCC). GOCCC was established in 2004 to coordinate a wide range of services available to children through state departments and the private sector, with an emphasis on the delivery of children's physical and behavioral health services. The GOCCC collaborates with government, business, community, and faith-based partners to ensure state departments are meeting requirements of state and federal laws and court orders relating to health care services for children. The office places a particular emphasis on children at risk of custody due to health-related matters, reducing infant mortality and achieving programmatic and financial efficiencies in systems serving children and their families. The Office spearheads efforts to translate science into public policy and to implement

evidence-based practices throughout the system in an effort to elevate the quality of all services to Tennessee's Children.

The Office's main areas of focus include implementation of evidence-based practices, collaboration and coordination of child-serving agencies, Women's Health, Infant Mortality and Prematurity Prevention Initiatives and quality mental health services for children who are victims of abuse and trauma.

GOCCC is grounded by these Core Values:

- Economic stewardship demands a statewide commitment to practices rooted in evidence of effectiveness. State dollars spent on services must produce efficient results and reach their desired targets.
- All babies need a healthy start so that they have the best possible chance to grow up to be productive citizens.
- Children who are victims of abuse and trauma need quality mental health services.
- Collaboration and coordination among child-serving agencies leads to maximization of limited resources, decreased duplication of services, and better outcomes for Tennessee families.

The individual who will coordinate the activities of the Council will be hired into the requested Project Director position and will function under the guidance of a Master's level policy analyst who has had a leadership role in the GOCCC for five years and whose prior experience in state government for over 22 years included seven years as assistant commissioner for mental health services.

(e) Third Party Agreements

Third party agreements are anticipated for performance of four functions: (1) Analyzing existing needs assessments performed by or on behalf of the child-serving departments and other possible stakeholders and integrating the results so as to achieve a composite statement of need that will inform the work of the ECAC; (2) Surveying two- and four-year public and private institutions of higher education for capacity and effectiveness in supporting development of early childhood educators inclusive of articulation agreements, professional development and career advancement plans, practice or internships in order for the ECAC to develop recommendations in this area; (3) TECTA Scholarships/stipends; and (4) Professional Development.

(f) Budget and Budget Justification

Personnel:

The ECAC Project Director to be hired with grant resources will be committed full time to the project. Salary is commensurate with other similar functions in the GOCCC at [REDACTED]

The ECAC Data Manager who will be hired with grant resources will be committed full time to the project. Salary is commensurate with other similar functions in the GOCCC but at a salary level below that of the ECAC Project Director at [REDACTED].

Fringe benefits:

Tennessee state employees receive fringe benefits at the 22.56% rate that includes retirement, Social Security, Medicare tax, workers' compensation and health insurance at various rates depending on coverage.

ECAC Project Director costs attributable to fringe benefits: \$14,021

ECAC Data Manager costs attributable to fringe benefits: \$13,118

Total Personnel:	Year 1 base	\$149,437
	Year 2 (5% increase)	\$154,810
	Year 3 (5% increase)	\$162,549

Travel:

Travel will be conducted by the ECAC Project Coordinator, ECAC Project Director and ECAC Data Manager appropriate to the roles and responsibilities of each. Travel estimates are based on existing actual costs, previous year's schedules and costs and reflect Tennessee's out-of-state and in-state rates for room lodging and per diem. Travel budget reflects anticipated required travel and other travel identified as follows:

- 2 federal D.C.-based meetings per year relative to the grant: \$5,000 per year calculated at \$1,250/person
- 2 Summit of the States meeting per year: \$5,000 per year calculated at \$1,250 per person
- 2 Head Start Research Conferences per year: \$5,000 per year calculated at \$1,250 per person
- 2 Regional meetings per year: \$4,000 per year calculated at \$1,000 per person
- 4 ECAC meetings per year @ \$.47 per mi + meals for approximately 50 Council members and guests: \$5,000
- 5 work group sessions @ \$.47 per mi + meals for 8 work groups at 15 members each: \$10,000
- Local travel @ \$.47 mi + short night trips for two persons totaling \$3,000/yr

Total travel: \$26,000/yr

Equipment:

A limited amount of equipment will be required as phones and desktop computers will be available at the GOCCC. The following estimated costs are based on products available through the state's procurement system, which typically is at 62% of retail.

2 laptop computers, docking stations and keyboards to permit project staff to work away from stationery positions: \$1,900 @ \$950 each

2 Blackberries for communications away from stationery positions: \$700 @ \$350 each

1 Projector to permit anticipated frequent presentations by or for the ECAC: \$625

1 Color printer and extended warranty to permit project staff and ECAC to produce quality documents that communicate multiple images and data displays representative of the ECAC's work: \$1,525

Total equipment: \$4,750

Supplies:

Supplies are for routine office products, presentations and general work effort.

1 Folding display board: \$540
1 Collapsible tote/carrier: \$150
Printer cartridges: \$7,500 for 3 per year each—Color: \$2,100; B&W: \$400.
\$2,500/year

Total supplies: \$8,190

Contractual:

(1) Needs Assessment Analysis: Professional expertise in this area is needed to complete comprehensive needs assessment, identifying the quality and accessibility of early childhood education and development programs and services that is reliable and readily available to guide ECAC members in developing policy, improving program quality and increasing program accessibility. Total cost: \$24,448

Structure for remuneration:

1 day (7.5 hrs) on-site review of current Needs Assessments in each of 5 agencies @ \$160/hr + travel number of agencies = \$7,000
1 40 hr work week @ \$160/hr for review and analysis = \$6,400
1 40 hr week @ 160/hr + travel for on-site deliberations/resolution w/ ECAC = \$7,400
3 days (7.5 hrs each) @ \$160/hr to finalize deliverable = \$3,648

(2) 2 yr/4yr higher education analysis: Professional support is needed to determine how best to survey capacity and effectiveness of two- and four-year public and private higher education institutions toward supporting early childhood education and articulation agreements. Tennessee Higher Education Commission and Tennessee Board of Regents are supplemental sources of information for a survey that would be done of the applicable two- and four-year institutions. Total cost: \$7,200

Structure for remuneration:

2 day (7.5 hrs) \$160/hr on-site to formulate survey questionnaire = \$2,400
1 day (7.5 hrs) @ \$160/hr electronic survey administration = \$1,200
2 days (7.5 hrs each) @ 160/hr to assimilate and organize survey responses = \$2,400
1 day (7.5 hrs) @ \$160/hr on site to analyze results w/ ECAC = \$1,200

(3) Contract with institutions of higher education for conducting professional development institutes for educators and administrators.
3 sessions @ \$10,000 each = \$30,000/yr

(4) TECTA/Scholarships: These scholarships will provide full tuition support to child care providers and teachers interested in raising their knowledge of early childhood

(5) and their qualifications for working in the early childhood field above the minimum qualifications. Scholarships will be honored at both public and private two and four year institutions at a flat rate. Priority for scholarships will be given to those pursuing a CDA, a first time credential beyond high school, and teachers hired on a waiver or transitional license needing to complete coursework required for adding a teaching endorsement in pre-k -3 education. This support is designed to remove the financial constraints for adults entering and returning to school to further their education, thereby increasing their marketability for job placement and career advancement. Scholarships will allow for 100% of the tuition and any related book expenses to be paid for completion of academic coursework leading to either a CDA Credential or an endorsement for teaching Pre-k-3rd grade.

The CDA has a total cost of \$3,000 per person for the entire program.

Year 1-5

TECTA Scholarships

Year 1: 114 @ \$3,000 = \$342,847

Year 2: 124 @ \$3,000 = \$372,564

Year 3: 125 @ \$3,000 = \$364,825

(6) Professional Development

E-Learning System:

To develop on-line teaching modules for the Electronic Learning System @ \$10,000 per day for 5 days on topics to be determined. \$50,000

ECAC Professional Development:

Funding for Professional Development activities would be available to provide training on topic(s) identified on needs assessment completed by the various early childhood learning programs. The training would include a minimum of five regional one-day meetings to reduce costs related to travel, hotel accommodations and per diem.

Meals 100 x 5 x 20	\$10,000
Guest Speaker time and travel 3,000 X 5	\$15,000
Materials and incidentals for teacher tool kits	\$25,000

Other Costs: \$60,500

Professional Services:

Strategy/meeting facilitator (Periodic cost for professional strategy facilitator) \$3,000/yr

Experts/Technical Assistance (Participation of national experts in fields relevant to ECAC concerns such as early childhood, evidence-based models of service,

strategic planning, financing integrated systems) \$7,500/yr

Space/Rentals (Periodic costs for venues other than state facilities) \$2,500/yr

Printing/Publications (Strategic Plans and Annual Reports) \$7,500/yr

Marketing/Publicity (Culturally competent outreach to under-served populations)
\$7,500/yr

Video-conferencing (Periodic extension of ECAC activities statewide) \$7,500/yr

Sponsorship of conferences, trainings, forums or other activities that promote collaboration of agencies providing services to young children including & not limited to

- Center for Social and Emotional Foundation for Early Learning (CSEFEL)
- TN Association for the Education of Young Children (TAEYC)
- National Association for Education of Young Children/Week of the Young Child
- Children's Advocacy Days
- TN Association for Community Action Agencies (TACAA)
- Strengthening Families
- Child Care Leadership Conference
- TN Head Start Association

\$25,000/yr

Indirect Charges: NA

Non-federal resources:

The required 70% state match for the ECAC grant will come from the allocation for the Tennessee Voluntary Pre-K program. The total 2010-2011 allocation for the state Pre-K program is \$85,504,000 of which 75% is used by TDHS as state match for the Child Care Development Block Grant (CCDBG). The remaining 25% of the \$85,504,000 is unencumbered. The ECAC state match of \$5,259,620 will be provided from the unencumbered state allocation for Pre-K.

APPENDICES

PHIL BREDESEN
THE GOVERNOR OF TENNESSEE

20 July 2010

The Honorable Kathleen Sebelius
Secretary
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Sebelius:

Please accept this letter as notification that I have designated the Tennessee Voluntary Pre-K Advisory Council as Tennessee's Early Childhood Advisory Council ("ECAC"). The Tennessee Voluntary Pre-K Advisory Council is an existing entity within state government that will be reorganized in order to fully meet the requirements for obtaining ECAC grant funds provided under the American Recovery and Reinvestment Act.

The Governor's Office of Children's Care Coordination ("GOCCC") will house the ECAC staff and carry out the responsibilities of the grant. Mary Rolando, Policy Analyst with the GOCCC, will coordinate the activities of the ECAC until an additional staff member is hired to oversee the implementation of the grant.

I am pleased that these resources are being made available to help us continue our leadership efforts in creating a strong coordinated and collaborative system of early care and education for our state's youngest learners.

Warmest regards,



Phil Bredesen



2010-2011 TENNESSEE PRE-KINDERGARTEN Fact Sheet

Governor Phil Bredesen, with strong bipartisan support from the Tennessee General Assembly, was successful in the passing of the *Voluntary Pre-K for Tennessee Act of 2005*, increasing the state's investment in Early Childhood Education and access for students.

- **FY '11 Funding:** \$85,504 million
- **Number Classes:** 934 State-Funded Pre-K Classes
- **Enrollment:** 18,000+ Children Enrolled
- **Location:** All 95 TN Counties
- **LEAs Served:** 135 TN School Systems *135/136 LEAs Pre-K eligible
- **Growth of Pre-K 2004 to 2010:**

<u>School Year</u>	<u># Pre-K Classrooms</u>	<u># Students Served</u>	
2010-2011	934	18,000+	
2009-2010	934	18,834	
2008-2009	934	18,733	
2007-2008	934	18,133	
2006-2007	677	13,197	
2005-2006	448	9,000	
2004-2005*	148	3,000	*Pilot Pre-K

- The Tennessee Voluntary Pre-K program is recognized as a national leader in Pre-K quality, achieving 9 out of 10 quality standard benchmarks of the National Institute for Early Education Research (NIEER), for the past three years. Only 2 states achieved 10 quality standard benchmarks.
- Pre[k]now ranked Tennessee 5th in the nation on a new ranking of “best chance” states for parents seeking a high-quality, state-funded pre-k program for their child, according to “Votes Count: Legislative Action on Pre-K Fiscal Year 2009.”
- Tennessee is one of 5 states in the nation to receive a grant in 2008 to partner with the *Center on the Social and Emotional Foundations of Early Learning* to build the capacity of the state to increase the social and behavioral competence of young children.
- Collaborative classroom partnerships are an integral component of the TN Pre-K program. Currently there are over 200 collaborative classroom partnerships between 40 local school systems and non-profit and for profit providers such as; Head Start, Even Start, For-Profit and Not-For-Profit Child Care Providers, Faith Based Agencies, Community Based Agencies, and Higher Education Institutions.
- United Way of Tennessee provides local matching funds of nearly \$1 million for 46 Pre-K classrooms throughout the state.
- Tennessee recognizes the importance of a highly trained staff by requiring a licensed teacher with Pre-K certification and a teacher assistant with early childhood experience and either a CDA, or working towards a CDA certification.
- VPK has one of six full-day programs across the country requiring a minimum instructional day of 5½ hours per day, 5 days per week.
- The Tennessee Alliance for Early Education continues to provide strong leadership for the advocacy and advancement of early childhood education in Tennessee.



HOME VISITATION REVIEW 2010

EXECUTIVE SUMMARY

July 2010

The State began a review of home visitation services in August 2009. The purposes for the review were to identify and quantify the array of home visiting services statewide, determine similarities and differences among the services, establish which might be considered evidence-based, help prepare the State for new federal support for home visiting services and to position the services effectively to withstand potential budgetary constraints. The project was referred to as the Home Visitation Review, the status of which was reported periodically to the Children's Cabinet, which initiated the project.

Core participants in the Review included representatives of the Home Visitation Collaboration, a five year long, voluntary association of nearly 100 providers statewide; Department of Health, Department of Children's Services, Department of Education, Department of Mental Health, TennCare Bureau, Tennessee Commission on Children and Youth, Office of the Special Assistant to the Governor for Projects and the Governor's Office of Children's Care Coordination (GOCCC). The GOCCC coordinated the project.

Key findings of the Review include the following:

- Of the widely recognized HVP models, Healthy Families America, Healthy Start, Nurse Family Partnership, Parents As Teachers and Part C Early Intervention Services have a presence in Tennessee.
- When Tennessee's Early Intervention System allocation is included, total allocations were \$49,112,660 in 2008; \$56,351,154 in 2009 and \$60,621,262 in 2010. Excluding allocations for TEIS, allocations for all other Home Visitation Programs were stable at \$16,861,047 in 2008 to \$16,719,380 in 2009 and \$16,614,690 in 2010.
- While state funds are the largest fund source, \$3M federal TennCare dollars provide partial support for HUGS at a match rate of 1:1; Social Service Block Grant federal dollars support CHAD, and Healthy Start Hawaii and Healthy Families America were supported by approximately \$3M dollars in DCS interdepartmental funds annually, a portion of which is federal 4-B, Part 2, Promoting Safe and Stable Families resources with a match of \$3 federal dollar to \$1 state dollar in that program.

- The total number of children served increased from 19,836 in 2008 to 20,376 in 2009. Excluding TEIS, the number of children served in home visiting programs grew slightly from 11,512 in 2008 to 12,264 in 2009.
- The primary source of referrals to HVPs is from clinics and the secondary source of referrals is by families themselves.
- Parenting Skill Education is the most frequently identified primary service and the area with the largest allocations when TEIS is excluded. Social-emotional development is the least frequently occurring primary service area, with only one county indicating that factor as a priority.
- All programs in the Review met the minimum criterion of one home visit monthly but not for every family for the entire duration of service. The digression from the minimum may be attributable to program models which reduce the frequencies of visits as functions of program design, the pace with which families achieve objectives and attain skills in self reliance, or attrition.
- The number of staff providing HV services grew substantially during the review period, which was unanticipated as the resource base has been relatively constant. The largest increase has been in the number of trained Community Workers with slight increases in numbers of Registered Nurses, bachelor's level professionals and master's level professionals.
- Home visiting programs are reaching many at risk families and children, yet there are geographical areas in need of services. Greater analysis of this issue will be the subject of the Needs Assessment called for by the guidelines for the *Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program*.

Recommendations emanating from the Review are the following:

- 1: Develop administrative relationships that assure organized, accountable referral and service delivery systems.
- 2: Establish clear distinctions among programs' purposes and stratify their intensities as mechanisms to develop a continuum of early childhood services.
- 3: Develop an evaluation system using common, measureable outcomes among HV programs.
- 4: Utilize the information developed during the Review to help guide the expansion or initiation of additional HV services under the new federal guidelines and funding opportunity.

GLOSSARY

ARRA	=	American Recovery and Reinvestment Act
CAA	=	Community Action Agencies Association
CCDBG	=	Child Care Development Block Grant
CCR&R	=	Child Care Resource and Referral
CEBR	=	Center for Business and Economic Research
CHAD	=	Child Health and Development
CLASS	=	Classroom Assessment Scoring System
CPR	=	Cardiopulmonary Resuscitation
CSEFEL	=	Center for Social Emotional Foundations on Early Learning
CSS	=	Children's Special Services
DCS	=	Department of Children's Services
DHS	=	Department of Human Services
DMH	=	Department of Mental Health
DOE	=	Department of Education
DOE/ESFL	=	Department of Education/Even Start Family Literacy
DOH	=	Department of Health
ECCS	=	Early Childhood Comprehensive System
ERS	=	Environment Rating System
FERPA	=	Family Education Right to Privacy Act
FTTT	=	First to the Top
GOCCC	=	Governor's Office of Children's Care Coordination
HHS	=	Health and Human Services

GLOSSARY

HIPAA	=	Health Insurance Portability and Accountability Act
HUGS	=	Help Us Grow Successfully
HV	=	Home Visitation
IFSP	=	Individualized Family Service Plan
LEA	=	Local Education Agency
MCH	=	Maternal and Child Health
MOU	=	Memorandum of Understanding
NAEYC	=	National Association for the Education of Young Children
NIEER	=	National Institute for Early Education Research
OEL	=	Office of Early Learning, Tennessee Department of Education
PAT	=	Parents As Teachers
PCAT	=	Prevent Child Abuse Tennessee
PIR	=	Program Information Report
RIP	=	Regional Intervention Program
RTTT	=	Race to the Top
SAMHSA	=	Substance Abuse Mental Health Services Administration
SF	=	Strengthening Families in Early Childhood, TN Children's Trust Fund
SFC	=	Stand for Children
STEM	=	Science, Technology, Engineering, & Mathematics
TAEI	=	Tennessee Alliance for Early Education
TAEYC	=	Tennessee Association for the Education of Young Children
TBR	=	Tennessee Board of Regents
TCCY	=	Tennessee Commission on Children and Youth

GLOSSARY

TCSW	=	Tennessee Conference on Social Welfare
TEIS	=	Tennessee Early Intervention System
TennCare	=	TennCare
THEC	=	Tennessee Higher Education Commission
THSA	=	Tennessee Head Start Association
TLDS	=	Tennessee Longitudinal Data System
TN-ECAC	=	Tennessee Early Childhood Advisory Council
TN-ELDS	=	Tennessee Early Learning Developmental Standards
TSBE	=	Tennessee State Board of Education
TSU	=	Tennessee State University, Nashville
TVC	=	Tennessee Voices for Children
WOYC	=	Week of the Young Child