

THE UNIVERSITY OF OKLAHOMA  
CENTER FOR EARLY CHILDHOOD  
PROFESSIONAL DEVELOPMENT

# 2022

ANNUAL REPORT



# ANNUAL REPORT

FISCAL YEAR 2022

JULY 1, 2021 THROUGH JUNE 30, 2022

Professional Development Approval System  
Oklahoma Professional Development Registry  
Oklahoma Child Care Wage Supplement  
Oklahoma Registry Certificate of Achievement and Stipend Program

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# INTRODUCTION

The Center for Early Childhood Professional Development (CECPD) is pleased to present its fiscal year (FY) 2022 annual report.

This fiscal year was a transition year for CECPD. After the “year of covid,” CECPD successfully transitioned to a new normal. With an expanded staff, additional programs, and several DHS policy changes, we continued to thrive, meet the needs of our constituents, and exceed expectations. Our programs’ robust outcomes ensured that Child Care providers and Directors had numerous opportunities for growth and financial incentives.

CECPD launched the Oklahoma Child Care Wage Supplement Program in January 2021. In the fiscal year 2022, the Oklahoma Child Care Wage Supplement Program processed 3,912 applications. At the end of June 2022, there were 3,467 active participants. Qualified participants received payments totaling \$2,491,450.

Throughout the fiscal year 2022, free classes were offered to the childcare workforce on-site and online. Approximately 11,395 verified attendees enrolled in these free classes.

The Pyramid Model training included 10,630 participants. Each participant completed modules of high-quality training. In addition, 3,739 verified participants attended the online Inspire School-Age training, and 352 participated in the Youth Works Method learning opportunity. Given the enormity of unforeseen challenges, CECPD continued to provide high-quality professional development

opportunities to licensed early care and education teachers, directors, and practitioners.

In FY 2022, 124,523 verified participants completed 702,231 professional development hours offered by Oklahoma Registry-approved organizations, approved educators, and CECPD. In addition, the Oklahoma Registry data revealed that 24,714 participants applied for an ODC or PDL, an increase from the prior year.

CECPD increased the number of Certificates of Achievement and Stipends available by two: Better Business in Family Child Care and Healthy Children in Child Care. Currently, seven stipends are available. CECPD awarded 3,343 Certificates of Achievement and 2,997 stipends totaling \$1,798,200 for the fiscal year.

By partnering with others in collaborative initiatives, CECPD continued to impact Early Care and Education in Oklahoma. We continued our partnership with the OKFutures project and our commitment to serving on the Pyramid Model leadership team. Our collaboration with Oklahoma Partnership for School Readiness (OPSR) remains strong with positive outcomes.

The Center for Early Childhood Professional Development is an innovative organization that continues to lead the field in providing expert professional learning opportunities. We look forward to another successful year positively impacting Oklahoma professionals, practitioners, children, and families.



Susan J. Kimmel, Ph.D.

Executive Director

Center for Early Childhood Professional Development  
The University of Oklahoma



# PROFESSIONAL DEVELOPMENT APPROVAL SYSTEM

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The Professional Development Approval System (PDAS) is an essential element of the Oklahoma Professional Development Registry (OPDR). Through PDAS, contracted educators and approved training organizations provide the formal professional development that meets the annual requirement for child care practitioners in Oklahoma.

## APPROVED ORGANIZATIONS

Approved organizations include a wide variety of entities, such as national training organizations, resource and referral agencies, tribal organizations, and statewide child care associations. In fiscal year 2022, **148** organizations had collaborative agreements to provide formal approved professional development in Oklahoma.

## APPROVED EDUCATORS

In addition to approving training organizations, CECPD also approves educators. In fiscal year 2022, CECPD approved **56** Educators: **34** Specialists, **13** practitioners, **7** Apprentices, and **2** Content Experts.

Educators must meet specific training approval requirements, including various scopes of work, fee structures, and education requirements. Educators must also pass annual assessments. The assessments focus on the Educator's knowledge of the Oklahoma Core Competencies for Early Childhood Practitioners. Additionally, classes taught by contracted Educators are evaluated using participant evaluations and formal observations conducted by CECPD staff.

## FY22

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56 EDUCATORS

7 APPRENTICES

34 SPECIALISTS

2 CONTENT EXPERTS

13 PRACTITIONERS

148 ORGANIZATIONS



## EDUCATOR CONFERENCE

In June 2022, CECPD held the Educator conference *Feed the Fire! Staying Current with Social Media and Loving What you Do*. The conference was held at NCED Conference Center in Norman, OK with a total of 24 attendees. The morning presenter was Cindy Morrison who went over multiple ways to use social media to market your business and how to stay relevant to the customer. In the afternoon, Chuck Jackson presented on *The Art of Putting Your Heart into Teaching and Are you on Fire or Burnt Out?* Awards were given for the Educator of the Year and Outstanding Pyramid trainer.

Responses to the conference were positive.

“This was by far the best educator conference I’ve attended”

“I enjoyed seeing everyone. I received helpful information”

“Helpful information about social media and how we can use it to help our business”

“Very Empowering, purposeful and inspirational! Also Engaging”

“I enjoyed learning this topic. It was new and fresh. It will help me market myself”



# LEADERSHIP ACADEMY

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The Leadership Academy has provided expert professional development to Oklahoma’s child care directors and leaders for 19 years. The Academy provides Early Care and Education leaders with current knowledge and strategies that aim to improve their effectiveness in leadership and business skills. When leaders are effective, they are more likely to meet the needs of the staff, families, and children they serve.

CECPD offers two Leadership Academies for center directors and assistant directors— Leadership Academy I and Leadership Academy II. CECPD also offers Family Child Care Home Leadership Academy for family child care home practitioners. Graduates who meet eligibility requirements for Leadership Academy I and Family Child Care Home Leadership Academy are awarded Stipends - \$750 and \$400, respectively. Forty-Nine (49) Leadership Academy graduates qualified for Stipends in FY 2022 and received a total of **\$30,800**.

## LEADERSHIP ACADEMY I

From 2003 to 2022 forty-two (42) Leadership Academy I classes have convened. Child care center directors and assistant directors received 47 hours of professional development in a series of six sessions during the training. Since the foundation of the Leadership Academy, **771 participants have graduated. Thirty-two (32) participants graduated in FY22.**

For additional professional support, a Program Administration Scale (PAS) assessment is administered in each facility before the conclusion of the class. The post-PAS is administered one year later. This assessment measures participant improvement and provides feedback on the effectiveness of the Academy.

LEADERSHIP ACADEMY II



## LEADERSHIP ACADEMY II

The purpose of Leadership Academy II is to build on the skills and business strategies from Leadership Academy I. Leadership Academy II is for directors and administrators of licensed early child care programs to study business, recruiting, and retention practices to support a quality early childhood program environment.

In FY22, a pilot of Leadership Academy II was offered. Child care center directors and assistant directors received 40 hours of professional development through a hybrid model of asynchronous online training and in person training and capstone. Leadership Academy II included **18 participants and 13 graduates.**

## FAMILY CHILD CARE HOME (FCCH) LEADERSHIP ACADEMY

CECPD's Family Child Care Home Leadership Academy began in 2018. The focus of this Academy is Family Child Care business courses. Class VI and Class VII was held in Oklahoma City in fiscal year 2022. **Twenty-four participants graduated** in FY22.

The four sessions include 24 hours of Formal approved professional development training. Topics include program management, program planning, policy and procedures, and legal knowledge.

### SESSION TOPICS INCLUDE:

- Introduction to the Business Administration Scale (BAS)
- The ABCs of a Child Care Business
- Program Management
- Legal Knowledge
- Program Planning
- Policy & Procedures
- Staff Development
- Building a Stronger Child Care Business Using the BAS

Family Child Care Home Leadership Academy participants learn about the Business Administration Scale (BAS). Two BAS assessments are administered as part of the class. The pre-assessment is completed during the class and the post-assessment is completed after one year to monitor progress and provide feedback.

FAMILY CHILD CARE HOME LEADERSHIP ACADEMY



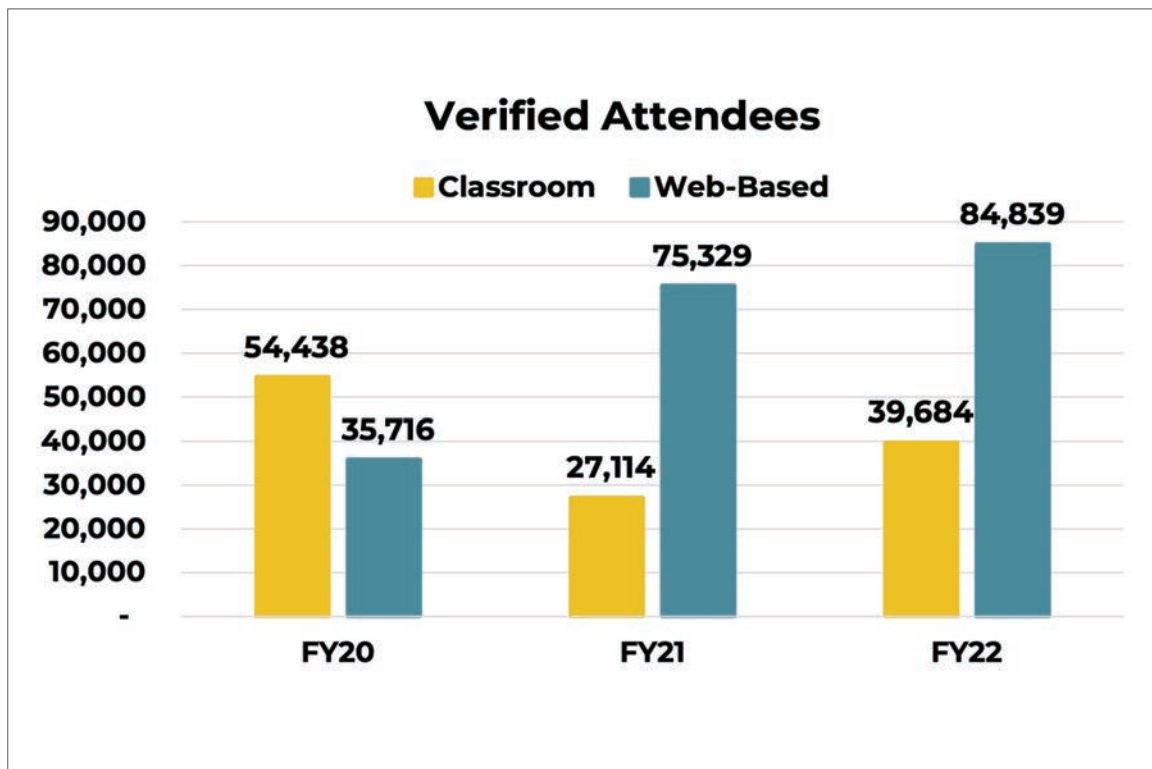


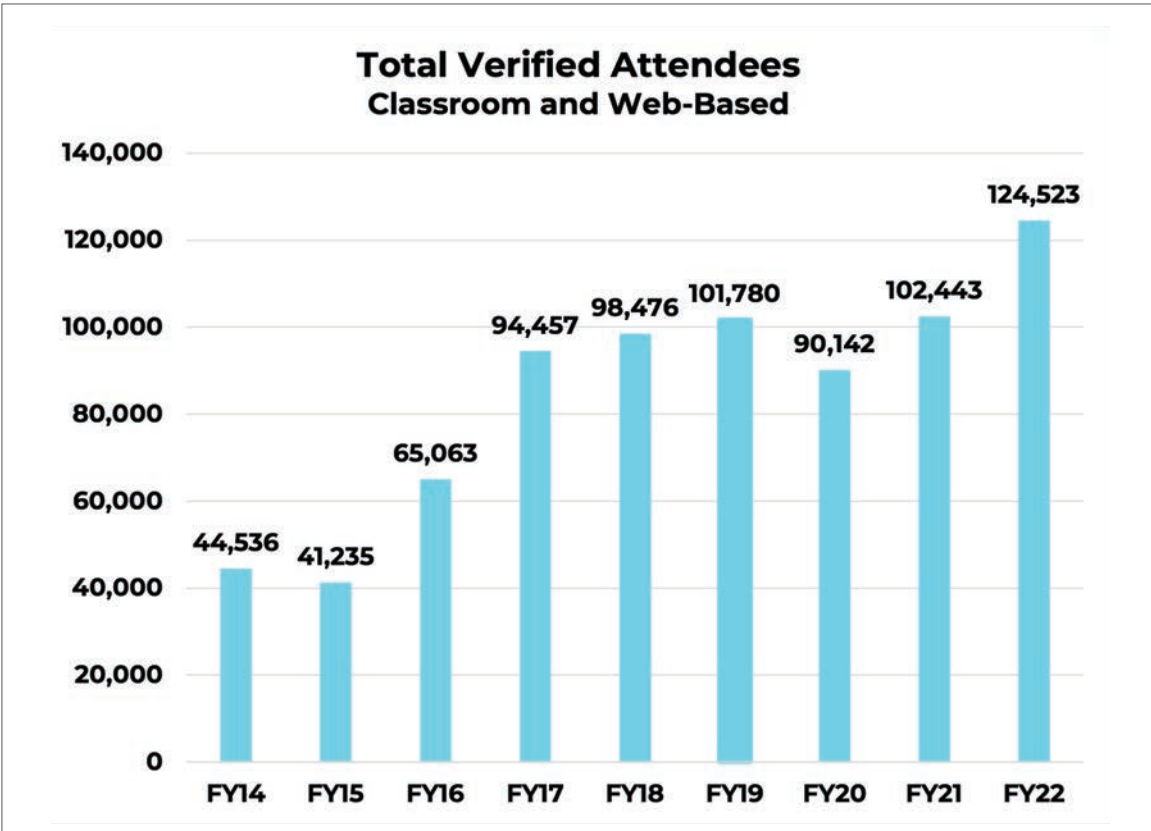
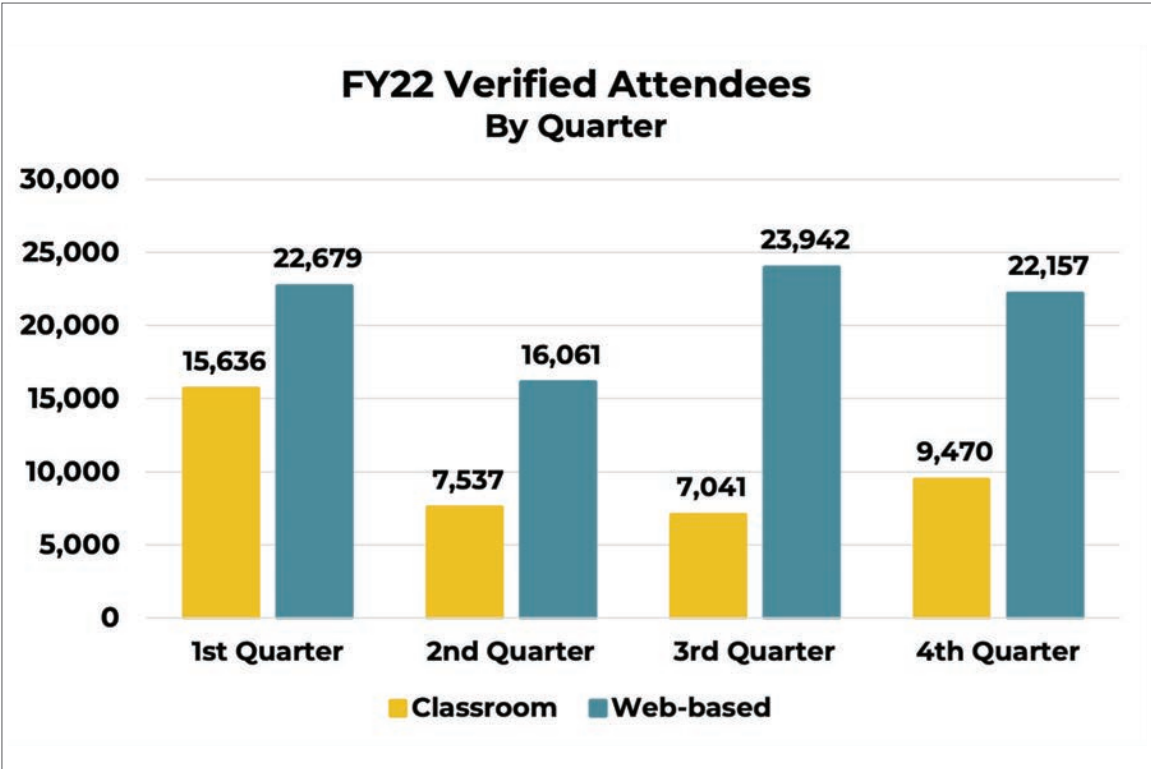


## VERIFIED ATTENDANCE

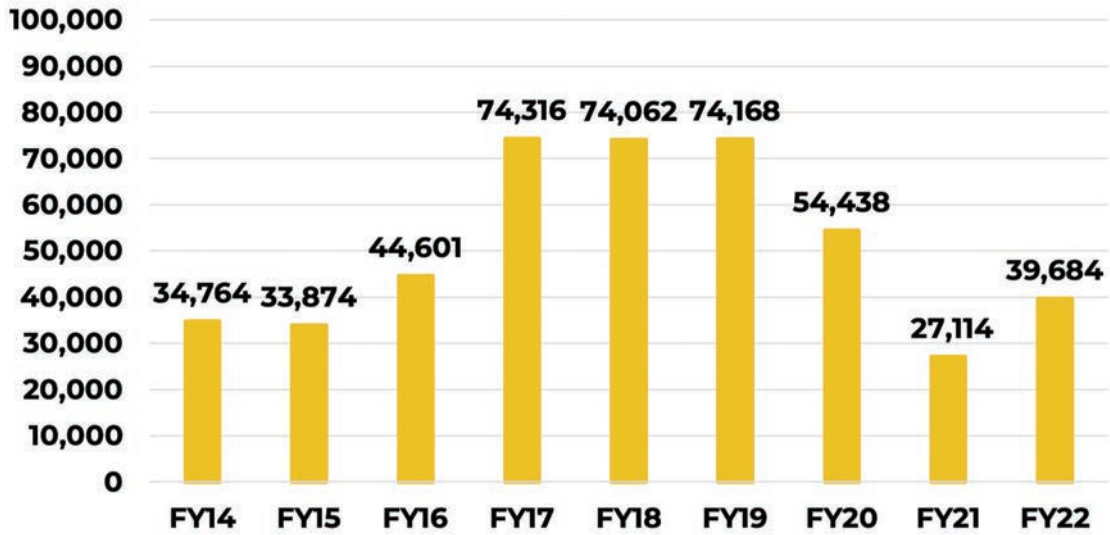
Approximately **124,523** verified attendees completed **702,231** hours of professional development classes offered by Oklahoma Registry approved organizations, approved educators, and CECPD in fiscal year 2022. Verified attendance increased by **22%** from the previous year. CECPD continued to offer high quality professional development at an exceptional rate.

### VERIFIED ATTENDEES

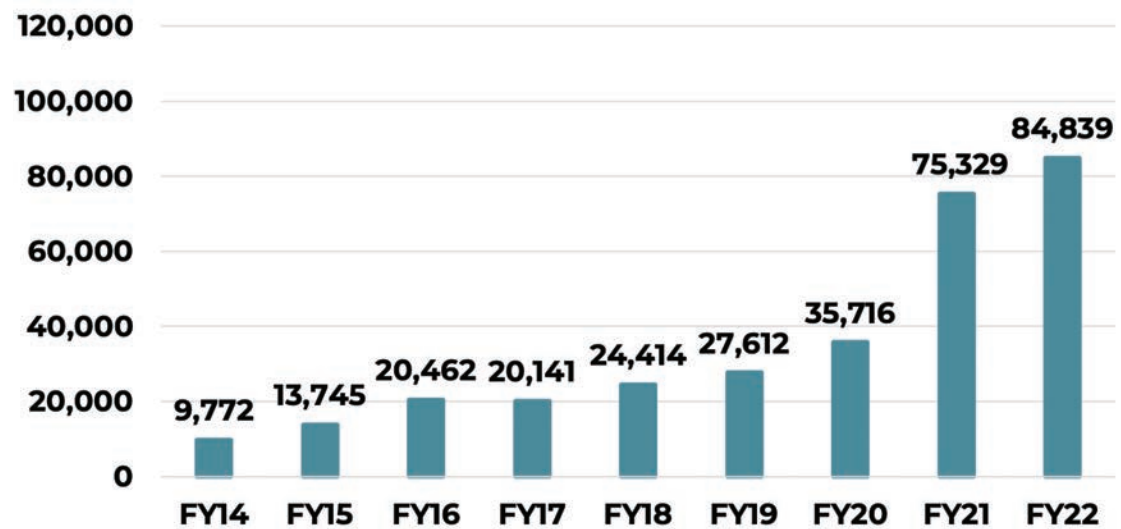




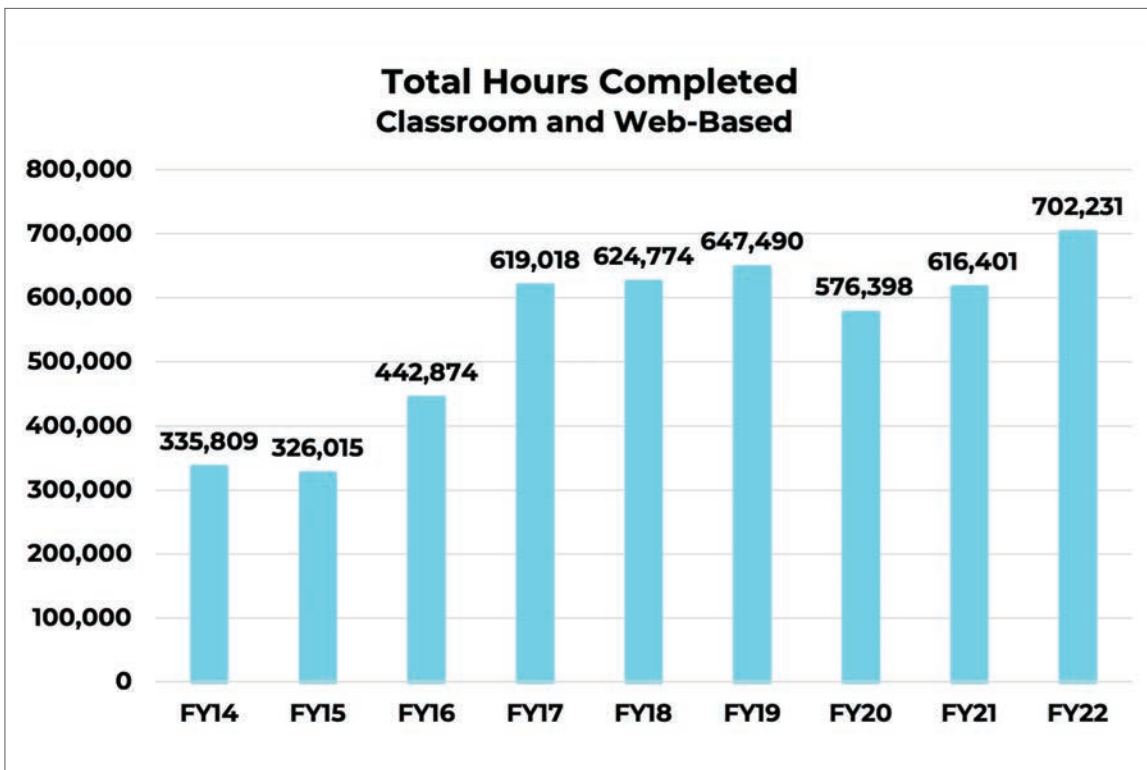
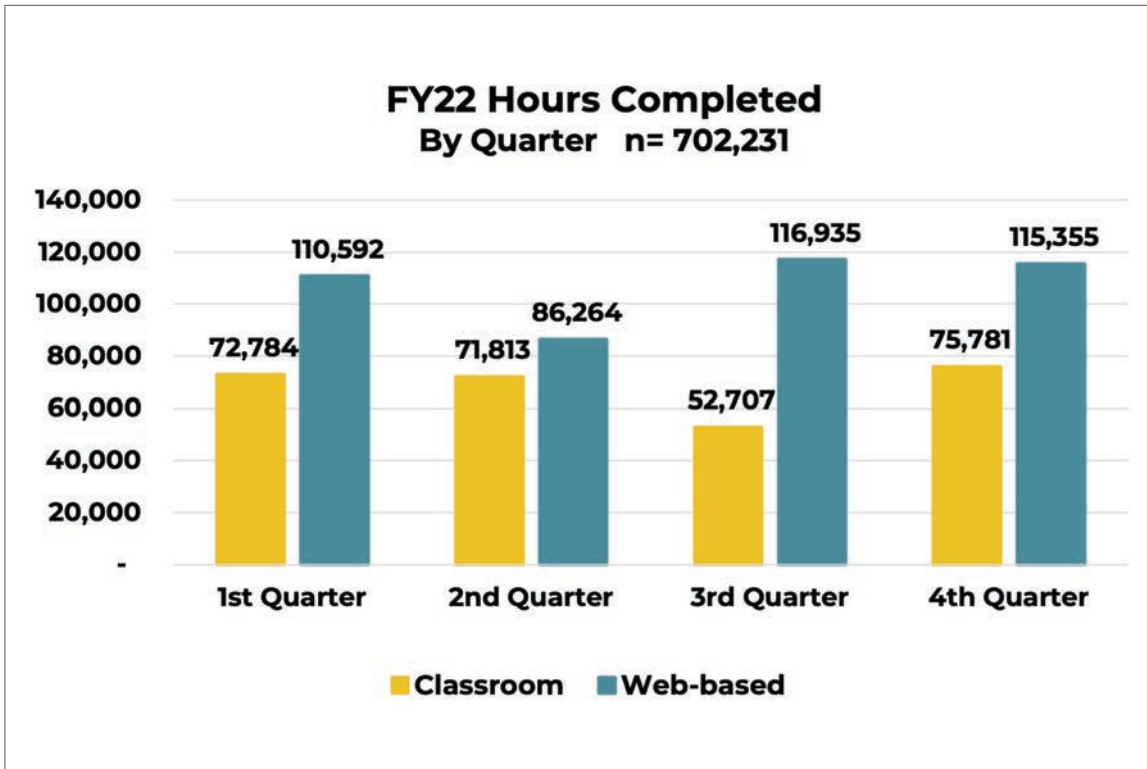
### Verified Attendees Classroom



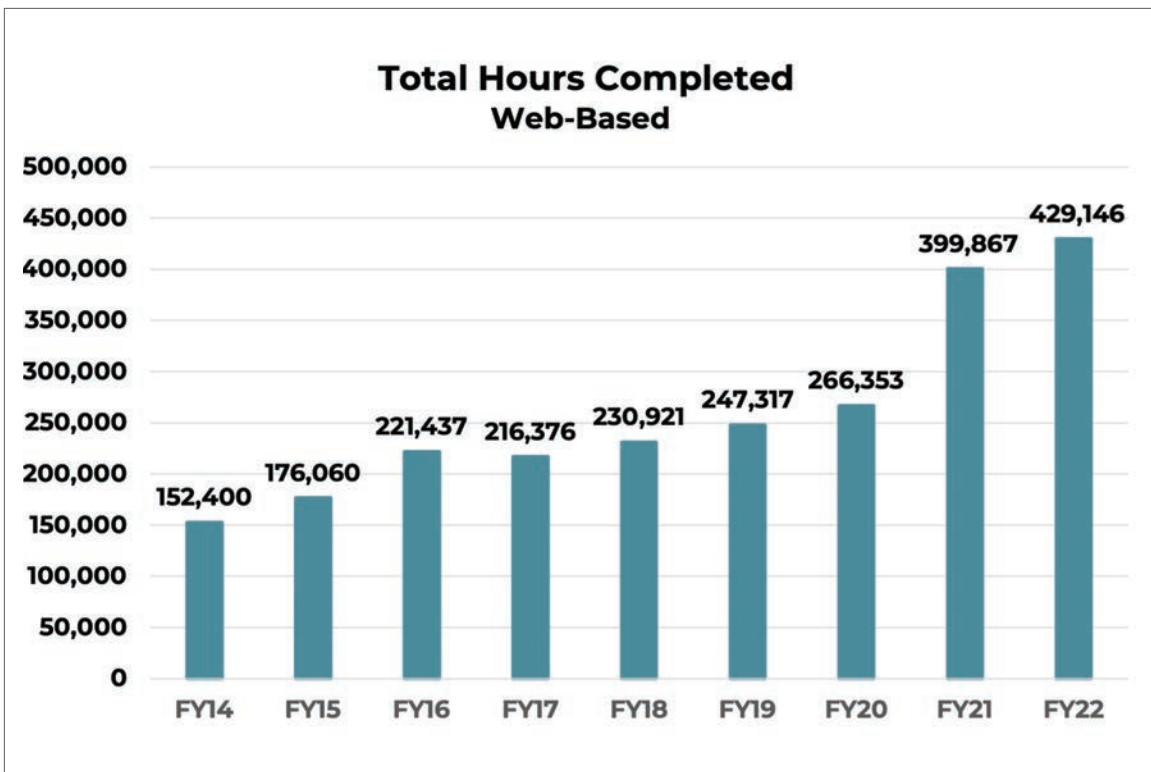
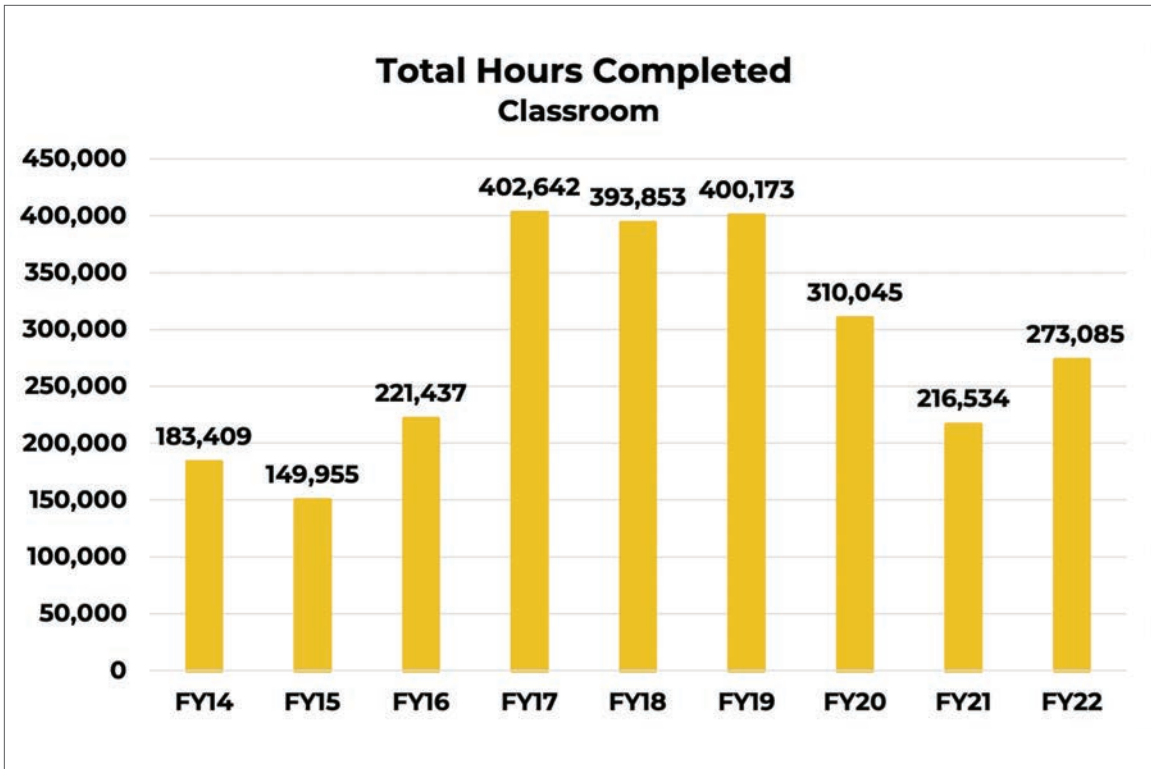
### Verified Attendees Web-Based



# HOURS COMPLETED

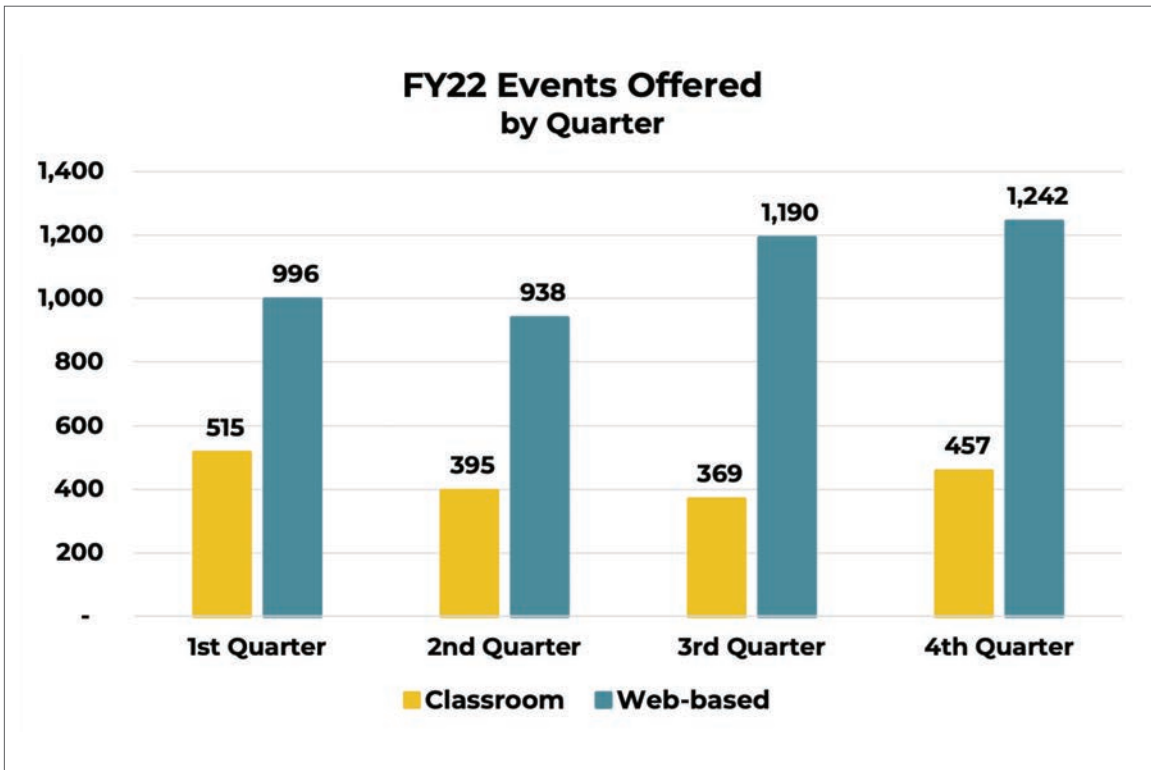






# EVENTS AND HOURS OFFERED

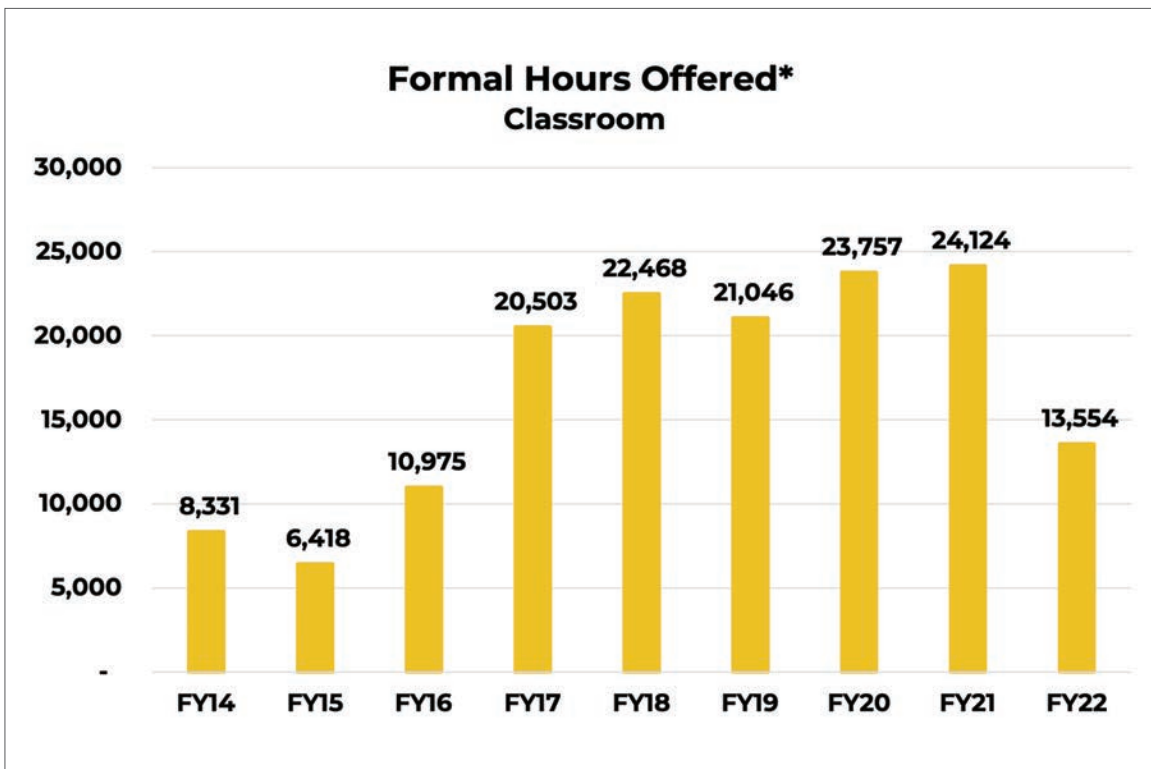
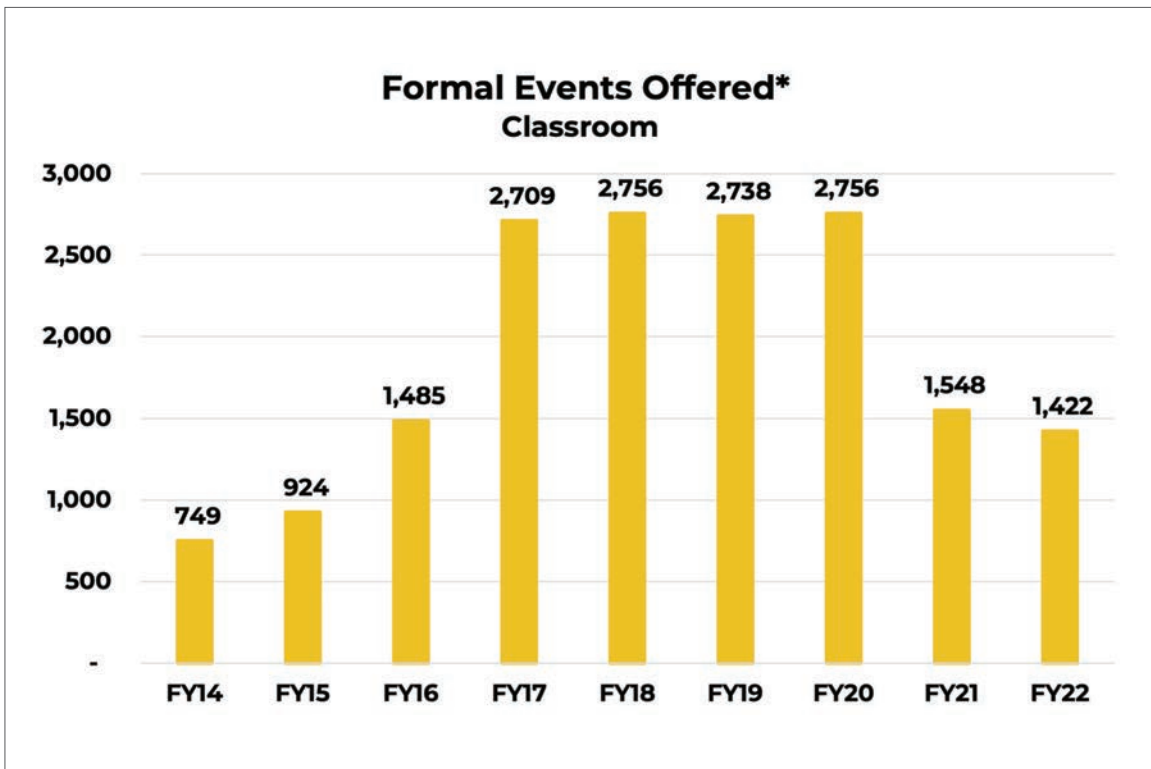
In the chart below, quarterly events reflect the increase in web-based events as well as an overall increase in classroom events from the prior fiscal year.



Web-based training shown has been duplicated by quarter as most events were available each month.

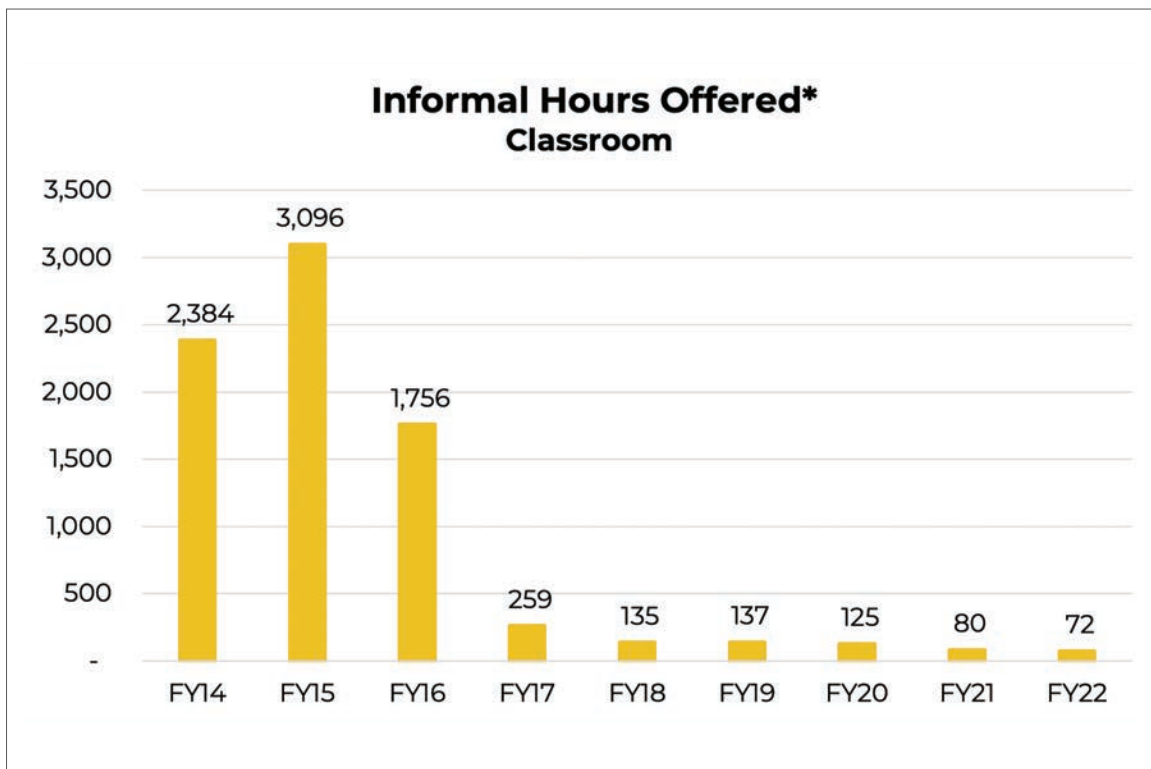
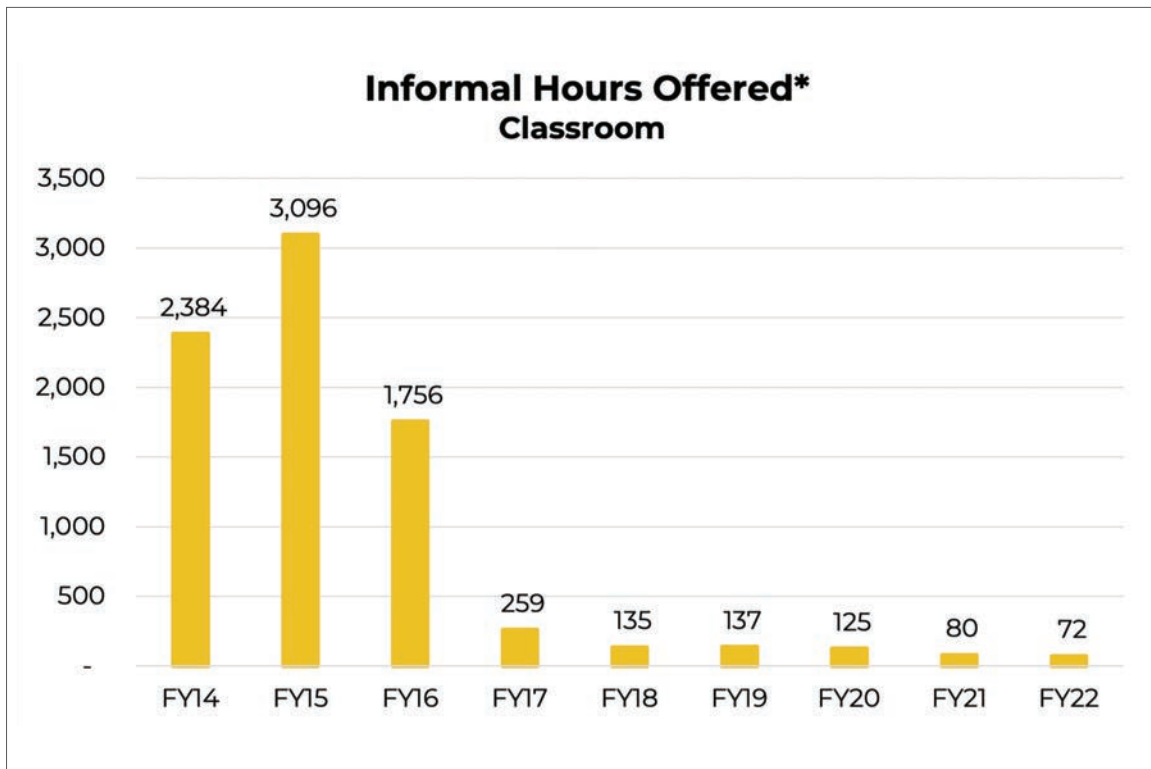


## FORMAL CLASSROOM



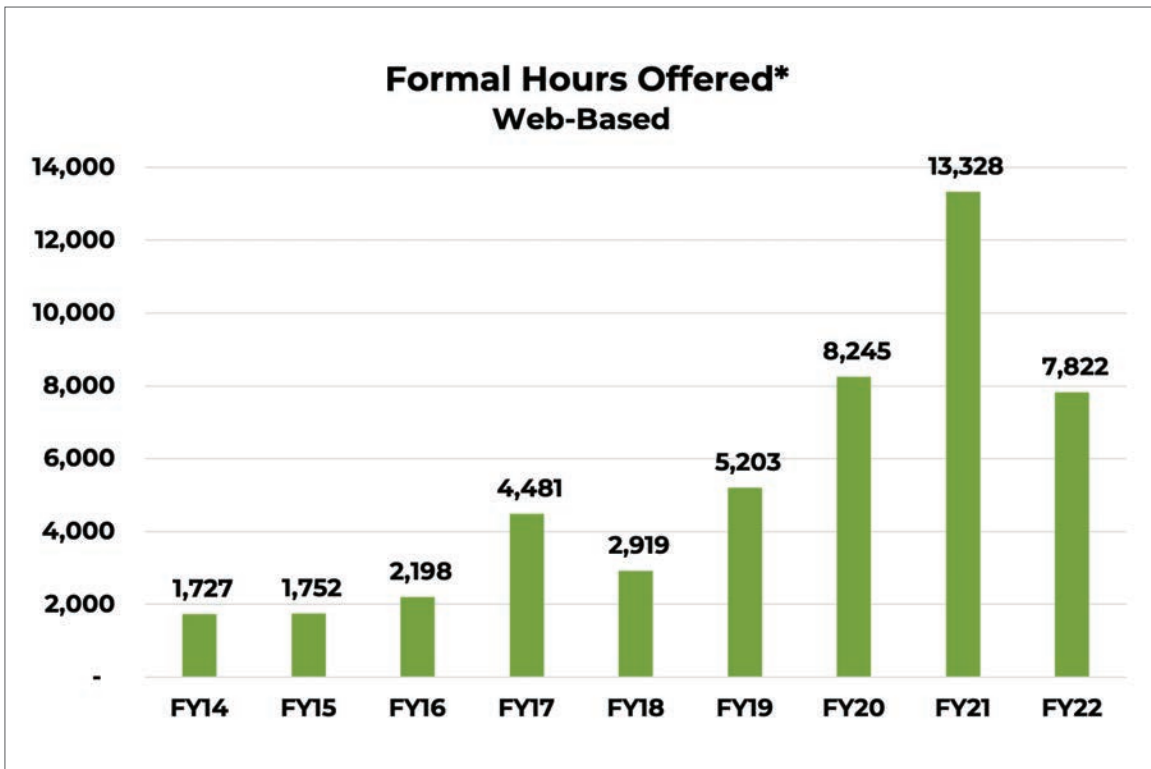
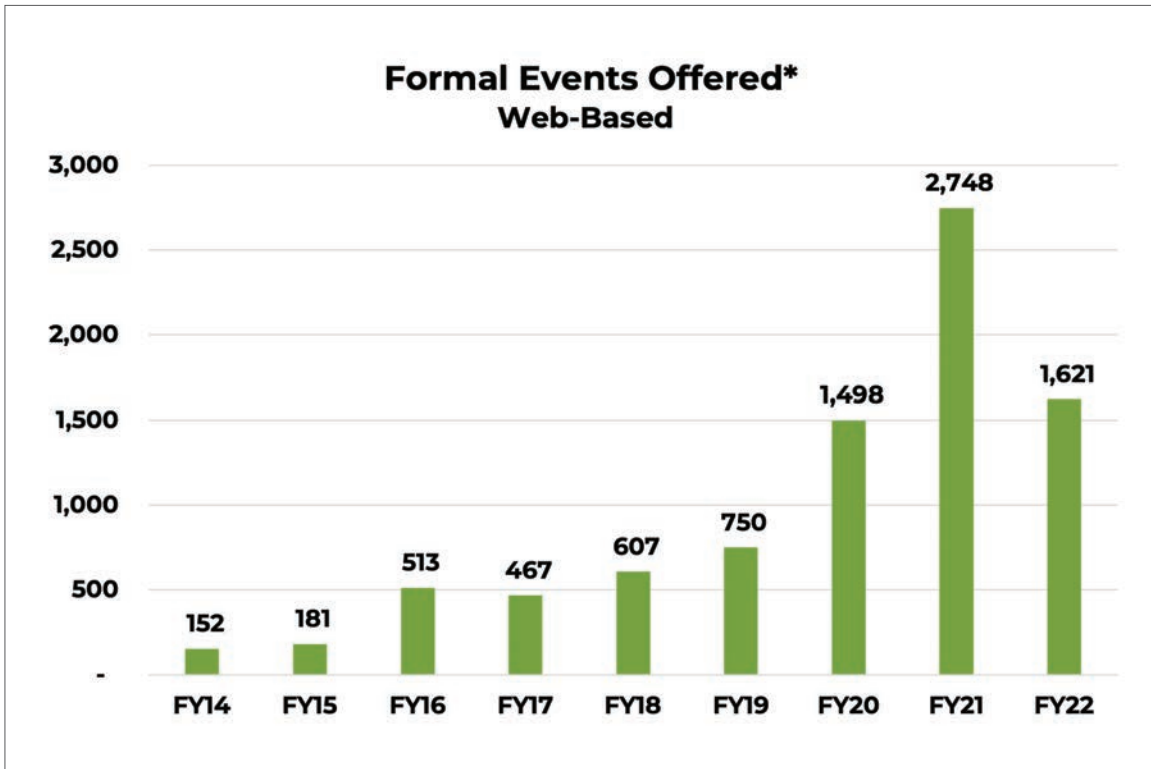
\*Prior to January 1, 2016, events were classified as Tier I and Tier II. For the purposes of these graphs, Tier I is included in Informal and Tier II is included in Formal for fiscal years 2014, 2015, and 2016.

## INFORMAL CLASSROOM



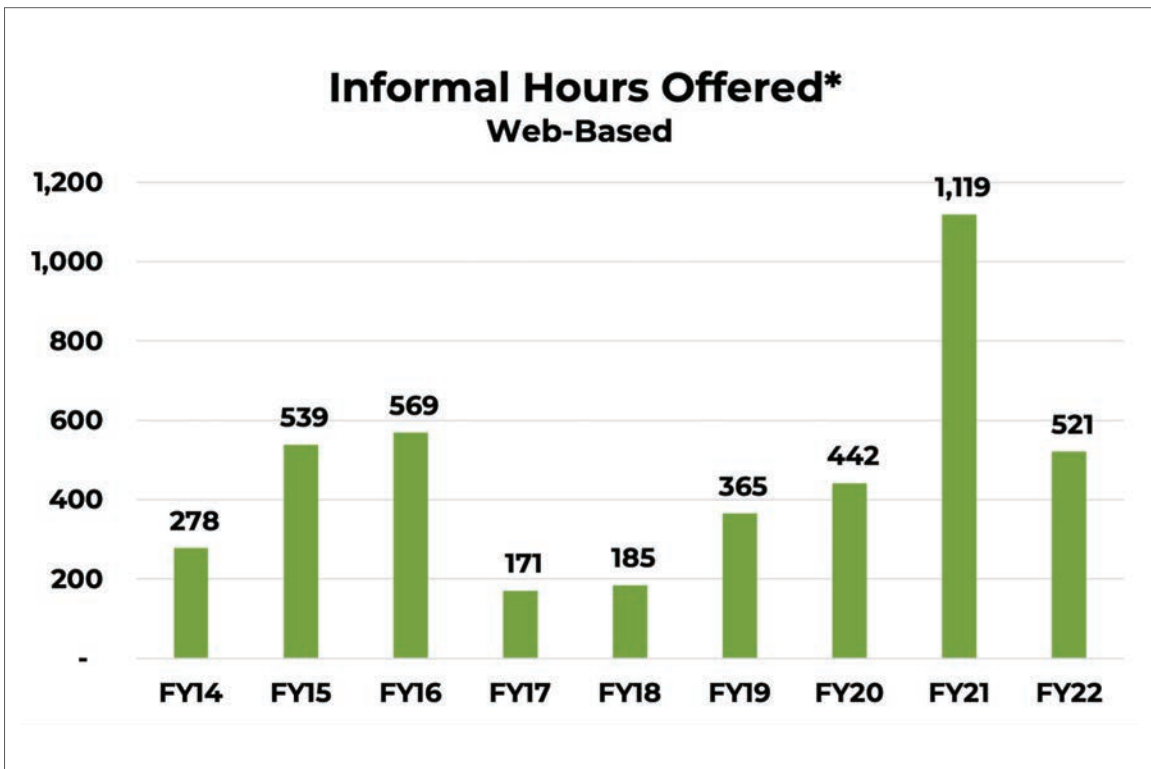
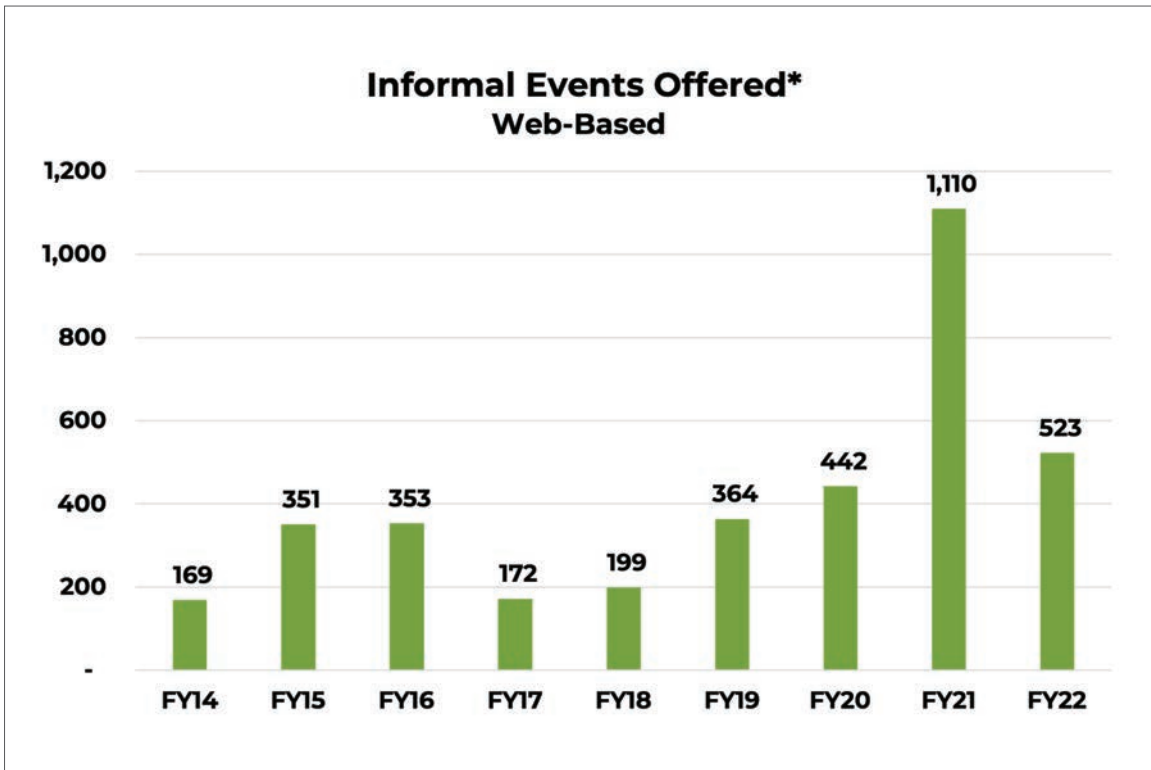
\*Prior to January 1, 2016, events were classified as Tier I and Tier II. For the purposes of these graphs, Tier I is included in Informal and Tier II is included in Formal for fiscal years 2014, 2015, and 2016.

## FORMAL WEB-BASED



\*Prior to January 1, 2016, events were classified as Tier I and Tier II. For the purposes of these graphs, Tier I is included in Informal and Tier II is included in Formal for fiscal years 2014, 2015, and 2016.

## INFORMAL WEB-BASED



\*Prior to January 1, 2016, events were classified as Tier I and Tier II. For the purposes of these graphs, Tier I is included in Informal and Tier II is included in Formal for fiscal years 2014, 2015, and 2016.



## FREE TRAINING

CECPD, in partnership with Child Care Services, provided free training to childcare practitioners throughout this fiscal year. The selected classes were offered in both web-based and classroom settings. There was an overwhelming response, and over **11,395** providers took advantage of these courses.

## PYRAMID TRAINING

CECPD collaborated with ProSolutions to create and launch an online version of Pyramid Training for Oklahoma. 10,630 participants have completed Pyramid training that include at least one of the following: Introducing the Pyramid Model Framework, Pyramid Birth to 5 Module 1, Pyramid Birth to 5 - Module 2, Pyramid Infant Toddler - Module 1, Pyramid Infant Toddler - Module 2, Pyramid Preschool - Module 1, Pyramid Preschool - Module 2. Pyramid Module 3 applies to all ages.

### Verified Attendees:

TITLE	CLASSROOM ATTENDEES	ONLINE ATTENDEES
Introducing the Pyramid Model Framework		588
Pyramid - Birth-5 - Module 1		1,595
Pyramid - Birth-5 - Module 2		1,497
Pyramid - Infant Toddler - Module 1	117	1,086
Pyramid - Infant Toddler - Module 2	25	1,000
Pyramid - Preschool - Module 1	287	1,147
Pyramid - Preschool - Module 2	170	1,064
Pyramid - Module 3		2,054
	<b>Total</b>	<b>599</b>
		<b>10,630</b>

## INSPIRE SCHOOL-AGE TRAINING

TITLE	ONLINE ATTENDEES
Building and Maintaining Relationships in Out-of-School Time Classrooms	734
Cultural Competence in Out-of-School Time Classrooms	612
Recognizing and Addressing Bullying Behaviors in Out-of-School Time Classrooms	704
Setting the Stage for Positive Out-of-School Time Classroom Climates	877
Trauma-Informed Out-of-School Time Classrooms	812
	<b>Total</b>
	<b>3,739</b>

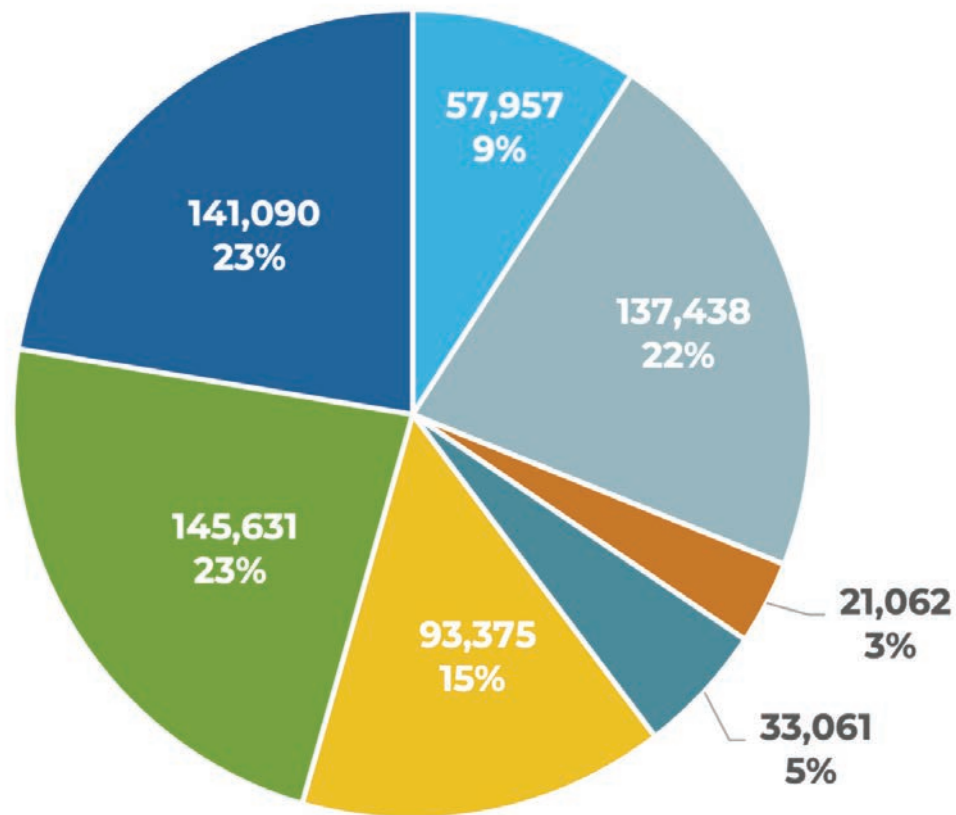
## YOUTH WORKS METHOD

Youth Works Method prepares child care providers to organize, motivate, communicate, and resolve conflict effectively with young people. This course is offered online and in FY22 there were **352** attendees.

# OKLAHOMA CORE COMPETENCIES

## Oklahoma Core Competencies for Early Childhood Practitioners\*

Hours Completed n=637,959

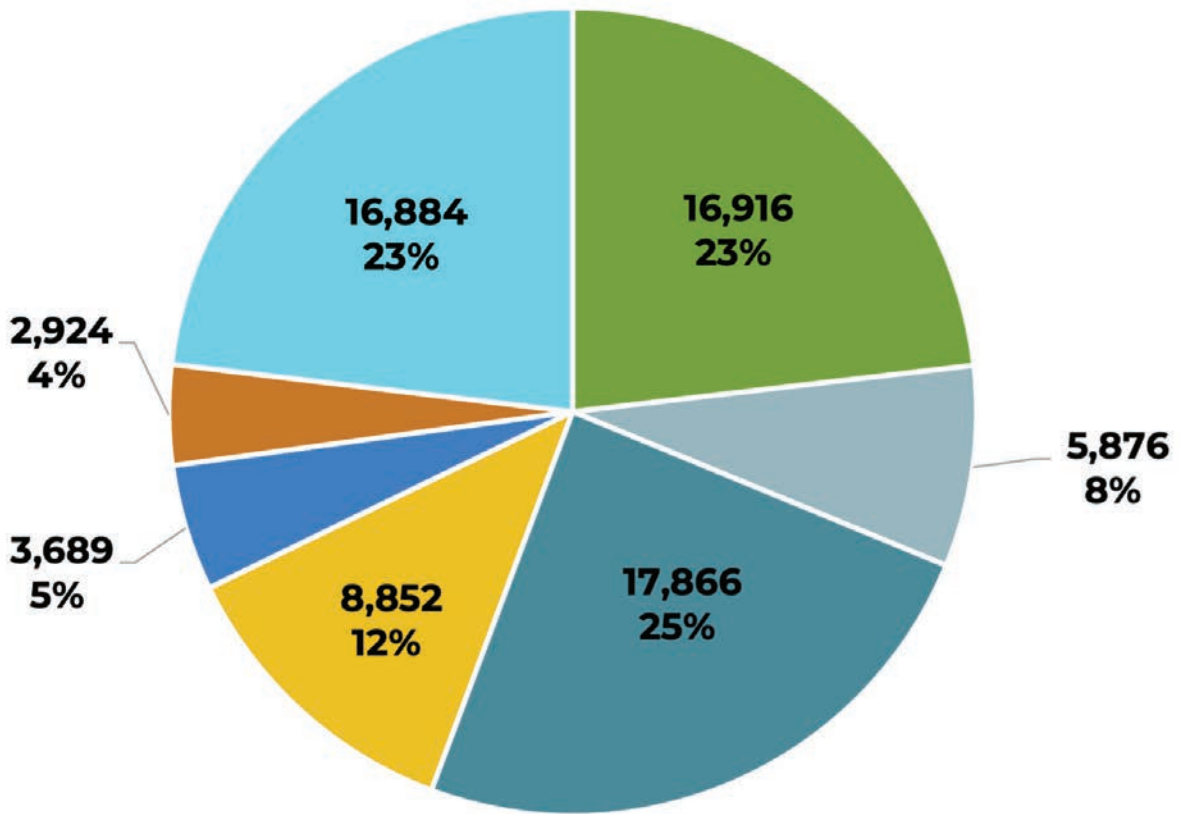


- Child Growth and Development
- Health, Safety and Nutrition
- Child Observation and Assessment
- Family and Community Partnerships
- Learning Environments and Curriculum
- Interactions with Children
- Professionalism and Leadership

\*Includes all competencies except Program Planning, Development and Evaluation, which is shown in the following chart broken out by the Administration/Management Content Areas of the Oklahoma Director's Credential.



Program Planning, Development and Evaluation  
by Administration/Management Content Area  
Hours Completed n = 75,383



- Child Growth and Development
- Health, Safety and Nutrition
- Child Observation and Assessment
- Family and Community Partnerships
- Learning Environments and Curriculum
- Interactions with Children
- Professionalism and Leadership



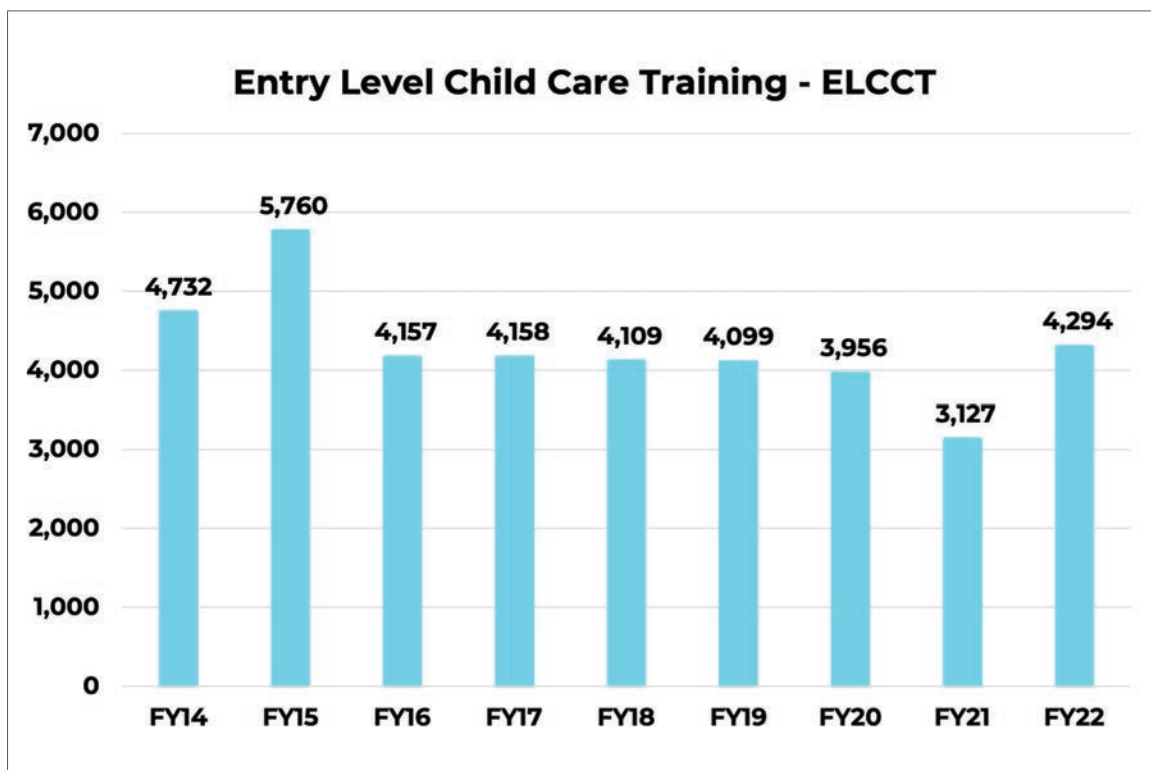
## ENTRY LEVEL TRAINING

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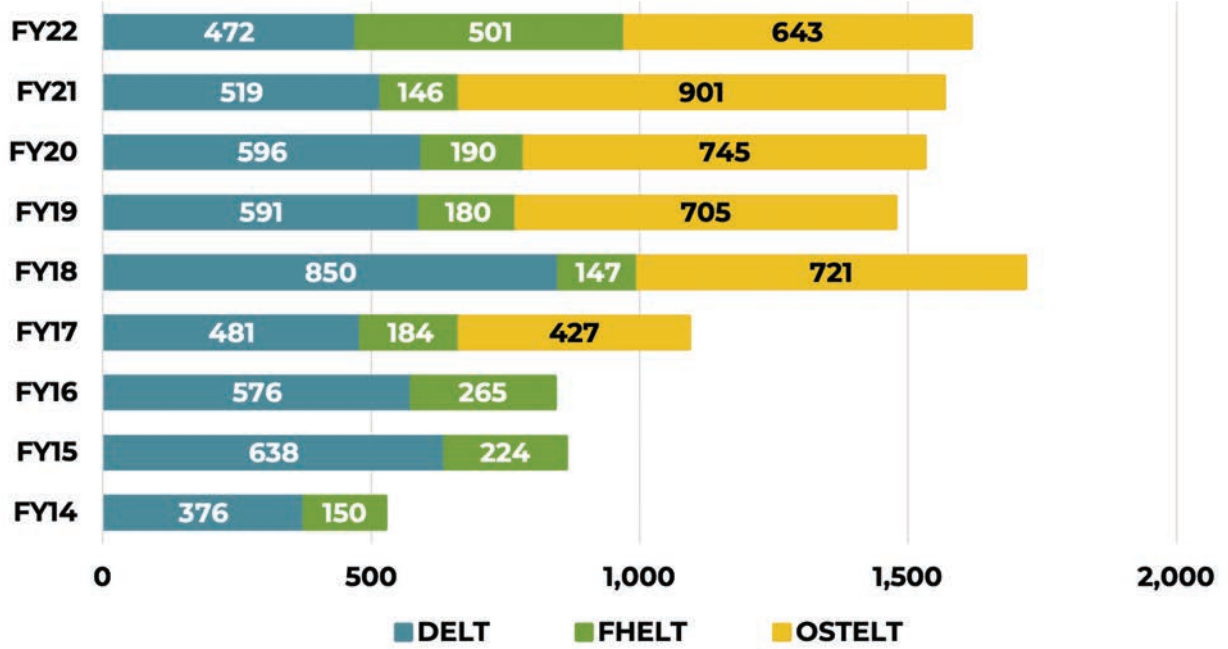
CECPD provides online foundational entry level courses for child care center staff, child care center directors, family child care home providers, and out-of-school time teachers. These courses include:

- Entry Level Child Care Training (ELCCT)
- Director's Entry Level Training (DELT)
- Family Child Care Home Entry Level Training (FHELT)
- Out-of-School Time Entry Level Training (OSTELT)

The total number of verified attendees for all CECPD's entry level courses was **5,910**. In addition, **674** participants completed ELCCT equivalent courses. These courses meet the Child Care Services-Licensing ELCCT training requirement.



## Other Entry Level Training





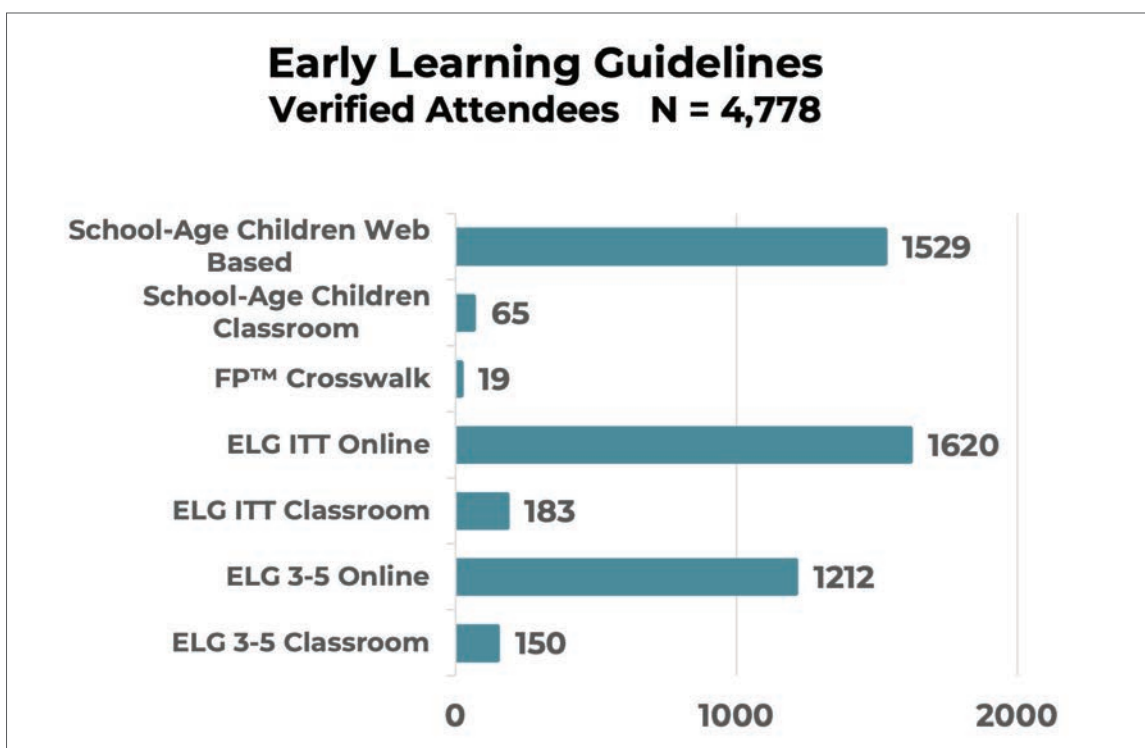


# EARLY LEARNING GUIDELINES

## VERIFIED ATTENDEES

CECPD developed online courses for Early Learning Guidelines for Infants, Toddlers, and Twos; Early Learning Guidelines for Ages Three to Five; and Learning Guidelines for School-Age Children. With the addition of these online courses, childcare providers were given options to take the necessary training to meet licensing requirements.

Compared to last year's data, verified attendance for early learning guidelines courses increased from **1,446 to 4,778**. This is a significant increase from last year to this year (**34% increase**). Courses include Early Learning Guidelines for Infants, Toddlers, and Twos online and classroom; Early Learning Guidelines for Ages Three to Five online and classroom; Learning Guidelines for School-Age Children online and classroom, and Oklahoma Early Learning Guidelines and Focused Portfolios™ Milestones Crosswalk.



# FOCUSED PORTFOLIOS™ TRAINING

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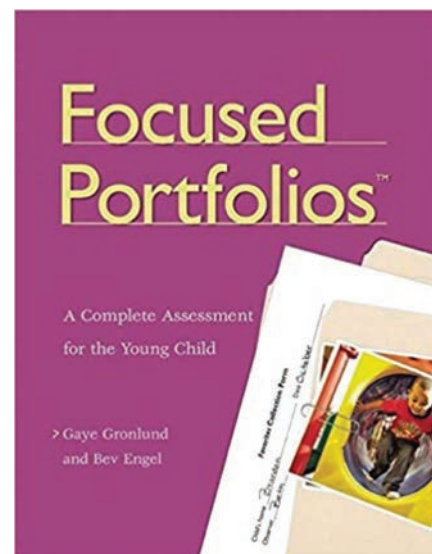
Focused Portfolios™ is an assessment tool in which children are carefully observed in their everyday interactions by professionals serving children from birth through age five. Through these careful observations, child care professionals can complete a thorough portfolio that depicts a child's learning and connects the child's development to established milestones.

//// In fiscal year 2022, **49** participants completed Focused Portfolios™ training.

## FOCUSED PORTFOLIOS™ I

This training takes place over two days and gives teachers practice using the tools, techniques, and strategies for implementing the system. As teachers use the observation and assessment plan, they will be able to plan and adapt the classroom procedures and routines to meet the individual needs of the children.

//// There were three Focused Portfolios™ I events in fiscal year 2022, with **49** total attendees.



## FOCUSED PORTFOLIOS™ MILESTONES CROSSWALK

This training teaches participants how to integrate the Oklahoma Early Learning Guidelines and the Focused Portfolios™ Assessment System. Teachers receive several resources that can be used to design and implement program and classroom plans that promote healthy relationships among families, children, teachers/staff, and adults. Focused Portfolios™ Milestones Crosswalk meets the Early Learning Guidelines requirement for the Quality Rating Improvement System.

//// In fiscal year 2022, there were two Focused Portfolios™ Milestones Crosswalk events, with 18 attendees

## INFANT SAFE SLEEP TRAINING

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Approved infant safe sleep training was provided to meet the DHS Child Care Licensing requirement. The training was offered by CECPD, approved Oklahoma Registry training organizations, and CECPD educators. The training was available in both the classroom and online formats.

//// Verified attendance included **6,453** attendees who completed more than **16,670** hours of training.







# ANNUAL HISPANIC CHILD CARE CONFERENCE

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The 15th annual Hispanic Child Care Conference focused on Pyramid Model Training. The **91** participants participated in a general overview of the Pyramid Model. The Pyramid Model training “provides evidence-based practices for promoting young children’s healthy social and emotional development” (Pyramid Model Consortium, 2021). The breakout sessions for participants included further instruction by reviewing various nurturing responses to connect with children

## TRAINING IN SPANISH

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**Nineteen (19)** events were offered in Spanish this past year. **Eleven (11)** events were held in a classroom setting and two were offered online. The number of attendees for these trainings was **209**. Two (2) child care providers completed training in Spanish to fulfill requirements for the Child Development Associate (CDA) credential awarded by the Council for Professional Recognition.



# VIDEO LENDING LIBRARY

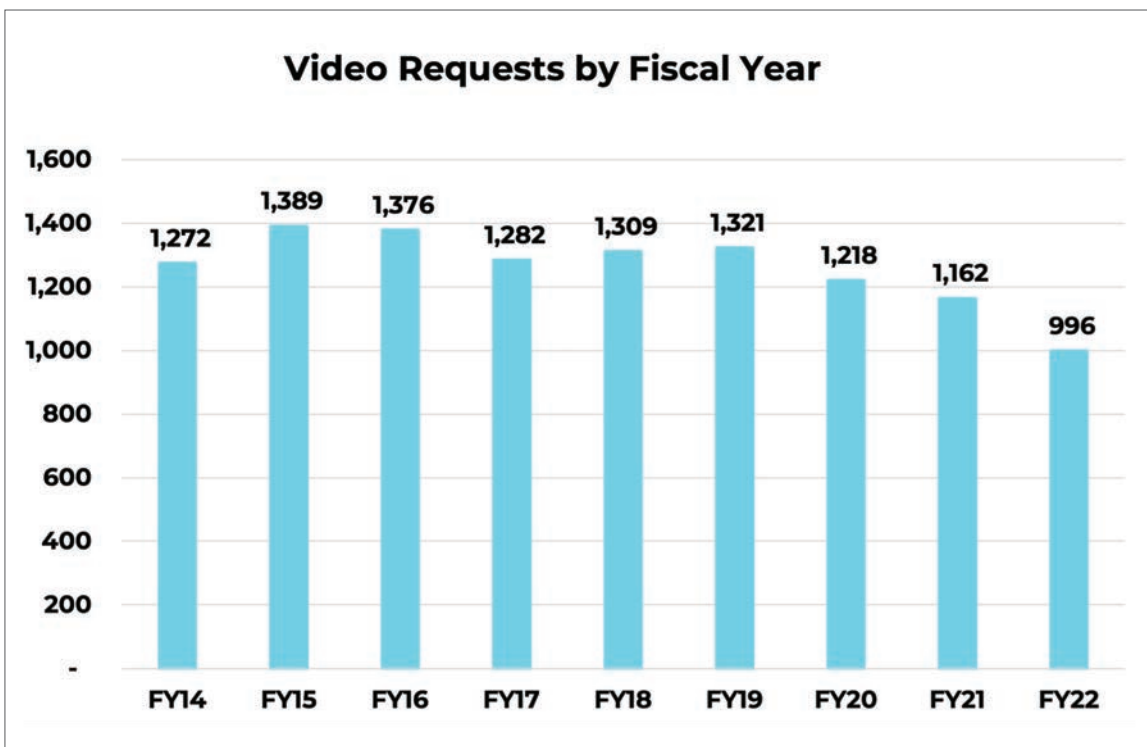
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Many providers supplement their formal training with informal training provided through CECPD’s video lending library. Providers can borrow videos on many different topics with only the cost of returning the videos.

The library has added 14 new titles to the inventory for fiscal year 2022. The titles were in the following categories: Behavior and Guidance, Curriculum, Infant Development, Toddler Development, Preschooler Development, Family Child Care Homes, Director’s Interest and Developmentally Appropriate Practice.

Topics discussed include quality child care, inquiry-based teaching, science education, observation, and reflection. Videos available will also take the viewer into the classroom with real-life vignettes. Family child care home providers will be able to view the business side of their home child care with one of the new titles available. Play-based learning, and cognitive milestones are among the new subjects as well. These topics are a valuable resource for family child care homes, centers, and educators.

/// In fiscal year 2022, CECPD filled **996** video requests.





# CURRICULUM DEVELOPMENT AND REVISIONS

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Working in partnership and with staff resources, CECPD develops and revises curricula in response to the changing needs of the early childhood field for child care practitioners.

## MOVEMENT MATTERS

**3 clock hours-**This course explores current standards for physical activities in early childhood environments. It discusses the difference between structured and unstructured play, and a review of helping children to stay active throughout the day. Daily physical movement and active play are essential to healthy child development and total growth-both mind and body.

## STEAM EDUCATION INSPIRES EDUCATION

**3 clock hours-**This course will provide providers with a hands-on understanding STEAM content for grades PreK-3. It will discuss designing, analyzing, and implementing STEAM in the classroom. This course will enhance skills in critical thinking and creative, collaborative activities in a classroom setting.

## IN DEVELOPMENT

Courses are in development on a variety of topics, based on input from DHS Child Care Services, input from providers and partners in the field, and research by CECPD staff. A series of courses about invitations to play were developed in FY22. Part I-*Your Invitation to Play: The Wonder of Loose Parts* was published in June 2022. Part II-*Your Invitation to Play: The Wonder of nature and Adventurous Play* will be published in early FY23.

### YOUR INVITATION TO PLAY: THE WONDER OF LOOSE PARTS

**3clock hours-** This course is designed to inspire and prepare thoughtfully curated play prompts or invitations to play. An examination of the elements of an invitation to play, using open-ended materials, and methods for bringing loose parts into the learning environment. Loose parts and found objects for self-directed activities will be explored. This course is part I of a two-part series about invitations to play.

### YOUR INVITATION TO PLAY: THE WONDER OF NATURE AND ADVENTUROUS PLAY

**3clock hours-** This course will explore the natural world for unlimited, sustainable play resources. Benefits and risks associated with nature play will be reviewed. Examples of play prompts or invitations to play using nature- based learning outside will be provided. A discussion of the value of adventurous play, how to best manage it, and suggestions for risky play prompts a program will reviewed.This course is part II of a two-part series about invitations to play.

## REVISIONS

As part of implementing a system of continuous quality improvement, CECPD began a systematic review and revision of existing courses and began implementation of a new curriculum development and review process. A new Curriculum Development Coordinator was hired to oversee this process.

# OKLAHOMA REGISTRY

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The Oklahoma Professional Development Registry (OPDR) recognizes achievement and dedication in the early care and education field and assists the State's licensing and Quality Rating Improvement System (QRIS) with documentation of professional development. The OPDR is a Partners in Employment Reporting (PER) state in the National Workforce Registry Alliance that collects workforce data to help inform policy at state and national levels. The OPDR includes the Oklahoma Director's Credential (ODC) and the Professional Development Ladder (PDL).

## OKLAHOMA DIRECTOR'S CREDENTIAL (ODC)

The ODC is a licensing requirement for Oklahoma child care center directors. It documents formal education in early childhood education, child development and/or school-age; formal education in business/administration; and experience in the child care field.

## PROFESSIONAL DEVELOPMENT LADDER (PDL)

The PDL reflects job-related professional development, including formal education and credentials gained through universities, 2-year colleges, technology centers, credentialing bodies, and Registry approved training organizations. The levels provide milestones for child care providers and connect with other areas of the State's professional development system, such as QRIS and Scholars for Excellence in Child Care. A new level 11 was introduced in June of 2022

## OKLAHOMA REGISTRY CERTIFICATE OF ACHIEVEMENT AND STIPEND PROGRAM

Oklahoma Registry Certificate of Achievement and Stipend Program is for providers who care for children in licensed child care facilities. The stipend program is a collaborative effort to validate the achievement and expertise of practitioners and serve as a symbol of professional accomplishment. The program currently has seven areas of concentration that providers can receive a Certificate of Achievement and Stipend in 1) Infant/Toddler Care, 2) Preschool Care, 3) School-Age Care, 4) Quality Child Care, 5) Childhood Resiliency, 6) Healthy Children in Child Care, and 7) Better Business in Family Child Care.

## OKLAHOMA CHILD CARE WAGE SUPPLEMENT PROGRAM

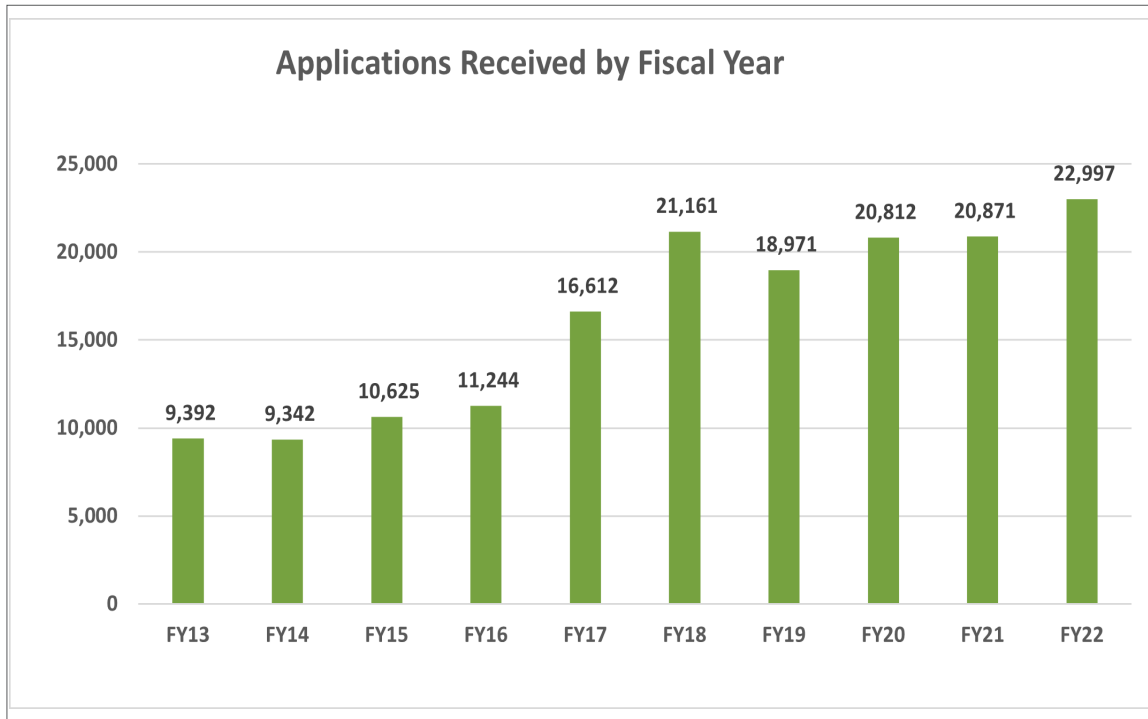
Oklahoma Child Care Wage Supplement provides professional development and longevity salary supplements to child care program personnel, directors, and family child care home providers working with young children in quality licensed programs. The program is designed to promote professional development, education, and longevity by rewarding ongoing learning and strong, stable relationships provided to children with continuity of care through a high-quality, responsive workforce.

## OPDR ACTIVE ACCOUNT

There were approximately **22,100** participants with active accounts in the OPDR at the end of fiscal year 2022.

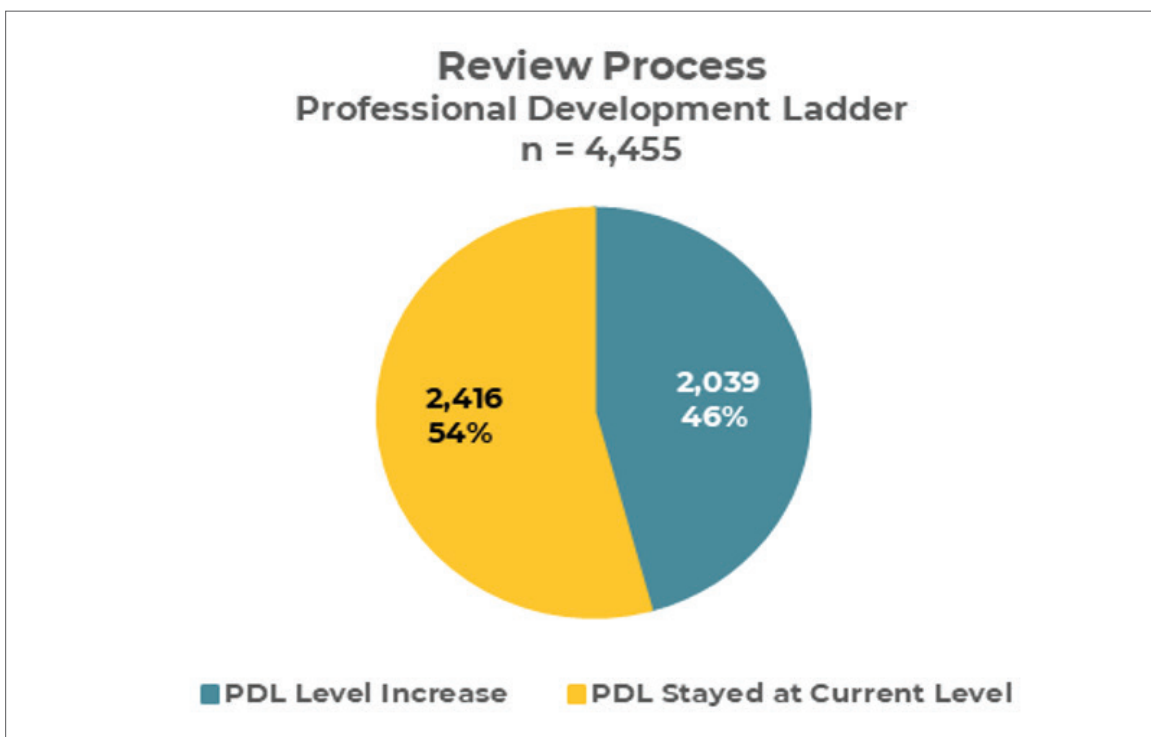
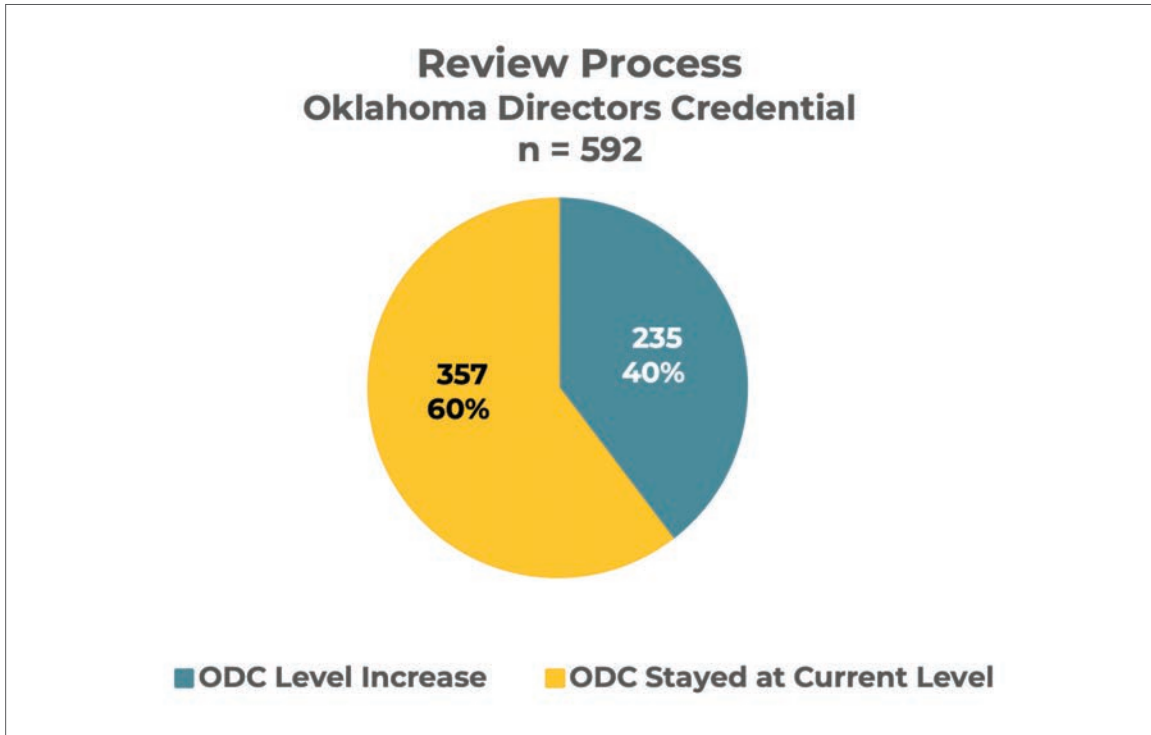
## APPLICATIONS RECEIVED

The total number of PDL and ODC applications received increased by 12% in fiscal year 2022. The Oklahoma Registry received the highest number of PDL and ODC applications ever during this fiscal year.



## REVIEW PROCESS

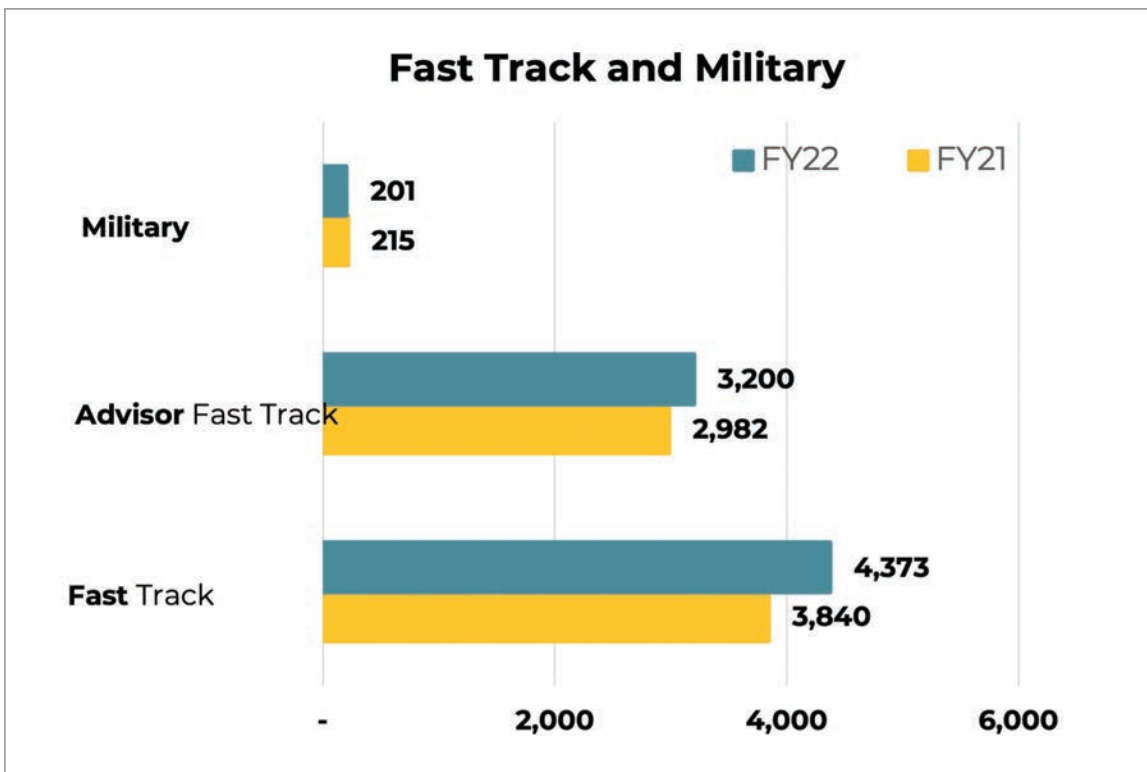
The total number of participants that went through the Review process is **5,047**. The individuals with a level increase had additional training or education added to their OPDR record that moved them to a higher level on the PDL or ODC. It also may have moved their incomplete application into processing. The individuals that stayed at their current level did not have enough training or education to move to a higher level.



# FAST TRACK AND MILITARY

The total number of applications that went through the fast-track process is **7,774**. That is 31% of the total applications received in fiscal year 2022 and a 10% increase from fiscal year 2021. Applications can be fast-tracked if all the initial or renewal training hours are taken from OPDR Approved Training Sponsors. Participants that specify that they are a post-military service member or the spouse of an active-duty military service member in Oklahoma will have their applications fast-tracked.

Note: Advisor Fast Track are applications with college coursework, degrees, or certificates that must be reviewed by a Registry Advisor.





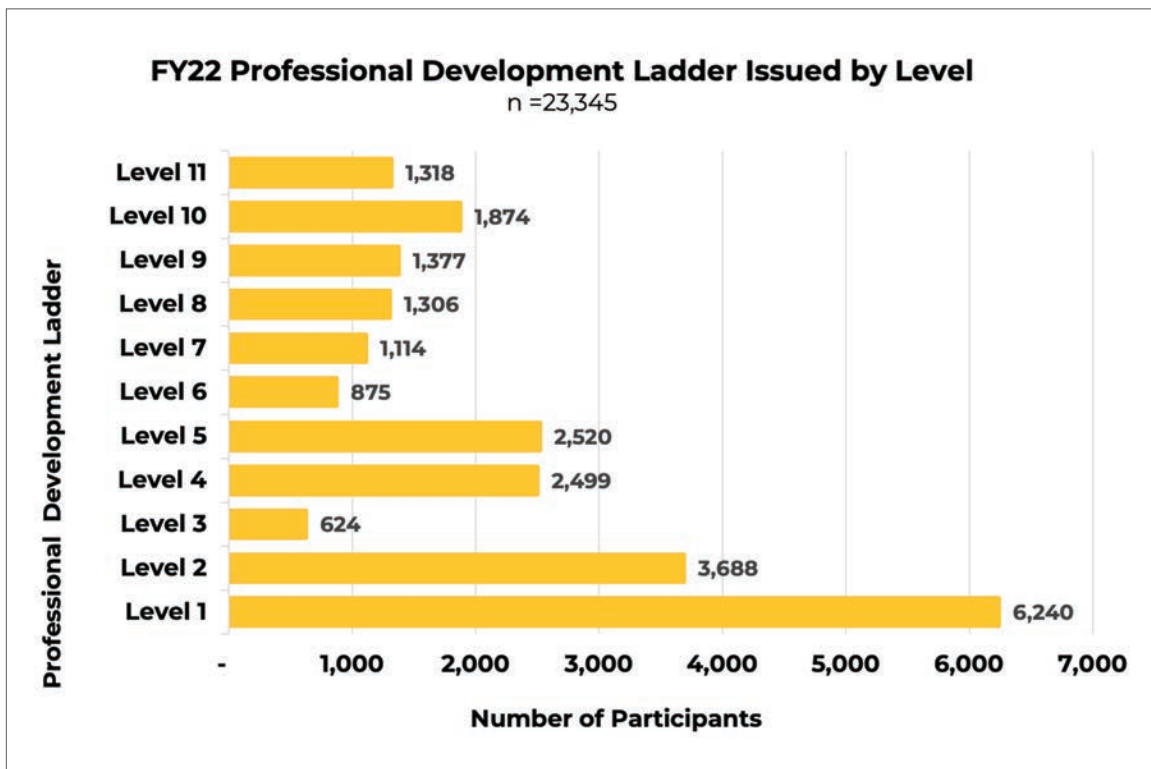


## CERTIFICATES ISSUED

The chart below shows the number of PDL and ODC certificates issued in fiscal year 2022.

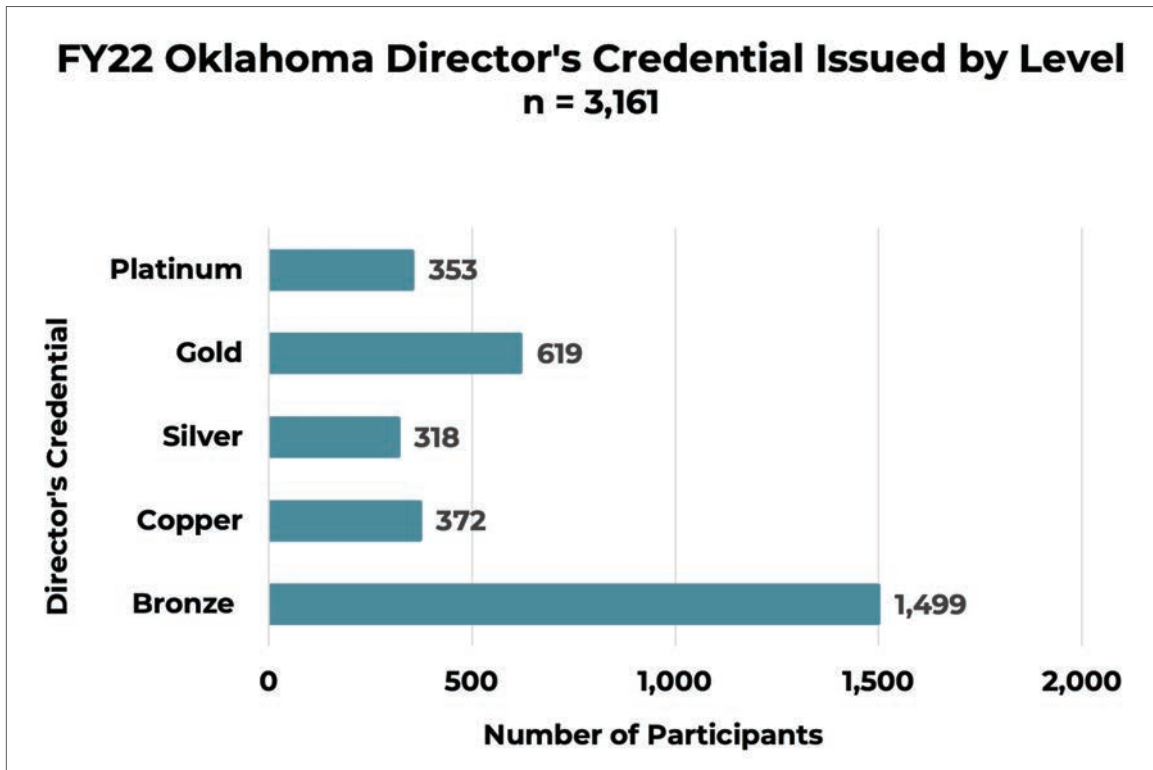
### PROFESSIONAL DEVELOPMENT LADDER

The majority of participants were at Level 1 on the PDL. Level 11 was introduced on the Professional Development Ladder in June 2022, and individuals that were active on levels 4-10 moved up one level. Participants at Levels 4-11 had a PDL level that qualifies for master teacher requirements.



## OKLAHOMA DIRECTOR'S CREDENTIAL

The majority of participants were at the Bronze level of the ODC. Gold was the next highest level.

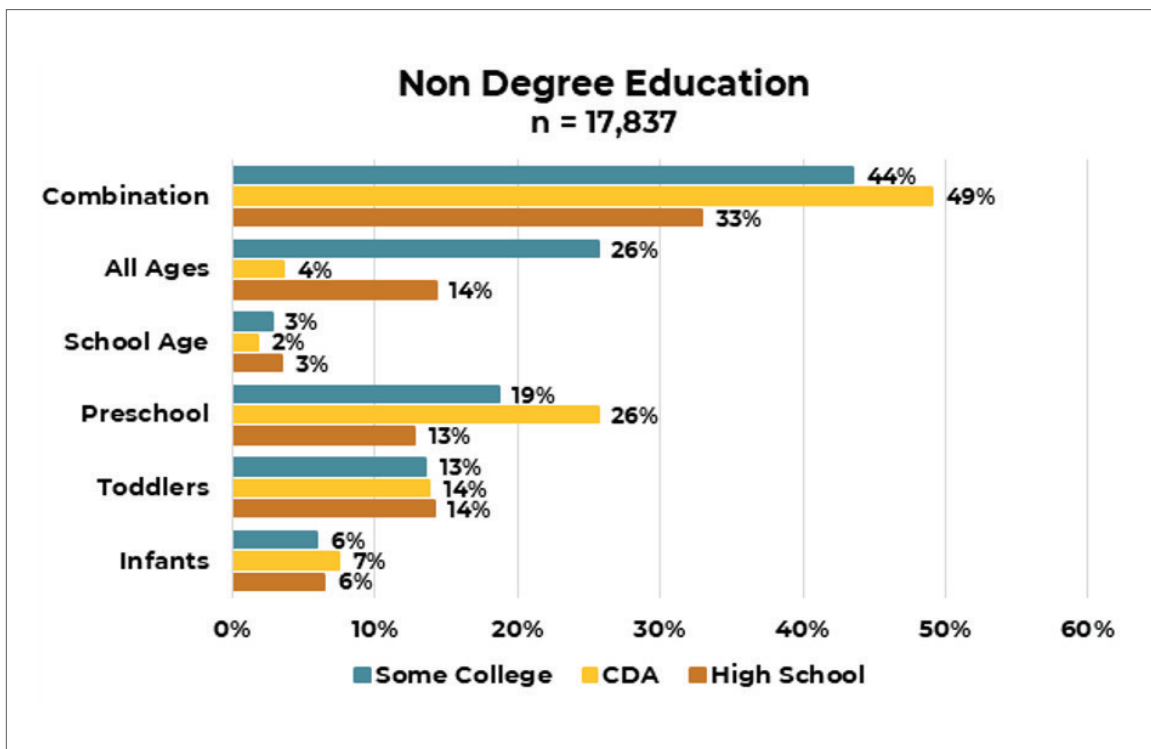


## HIGHEST EDUCATION LEVELS BY AGE GROUPS SERVED

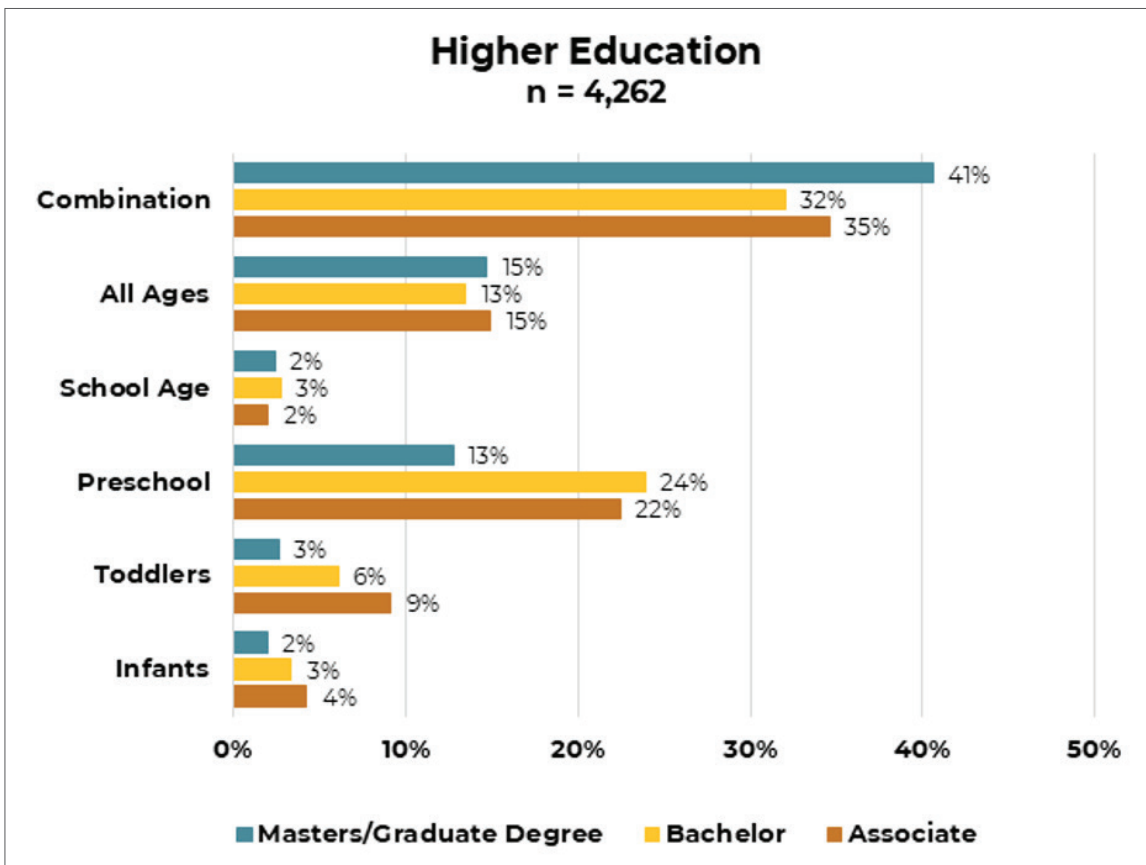
Teachers with some college are more likely to work in an all-ages or combined-age group setting. In an infant, toddler, or school-age setting, there is little variation between education types.

Teachers with bachelor's degrees are more likely to teach in preschool or combined-age group setting. Teachers with associate degrees are more likely to work in these same settings, with a higher percentage working in a combination group setting. The education breakdown for teachers working with infants, or school-age has little variation between degree types. Teachers working with toddlers are more likely to have an associate degree.

Note: This data set includes only Registry participants whose most recent employment is in a direct care facility.







# HIGHEST EDUCATION LEVELS BY POSITION

Providers who have a CDA or some college work predominately in teacher or master teacher positions.

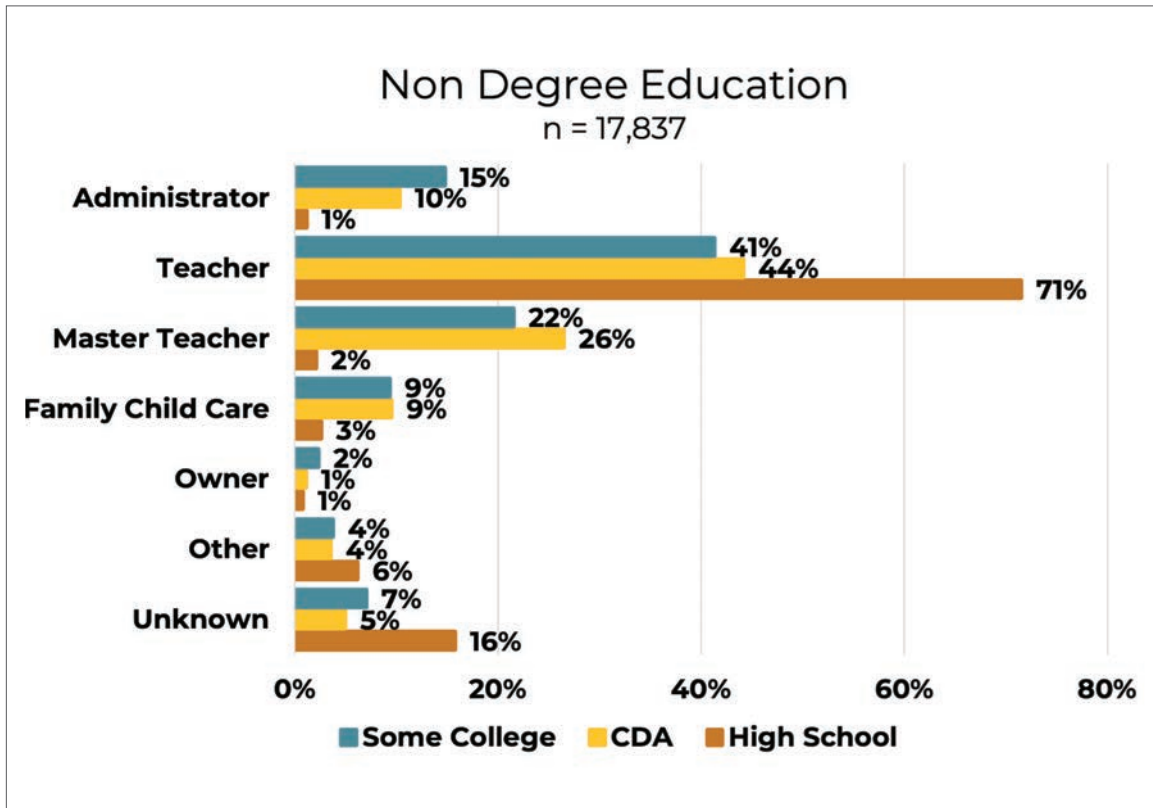
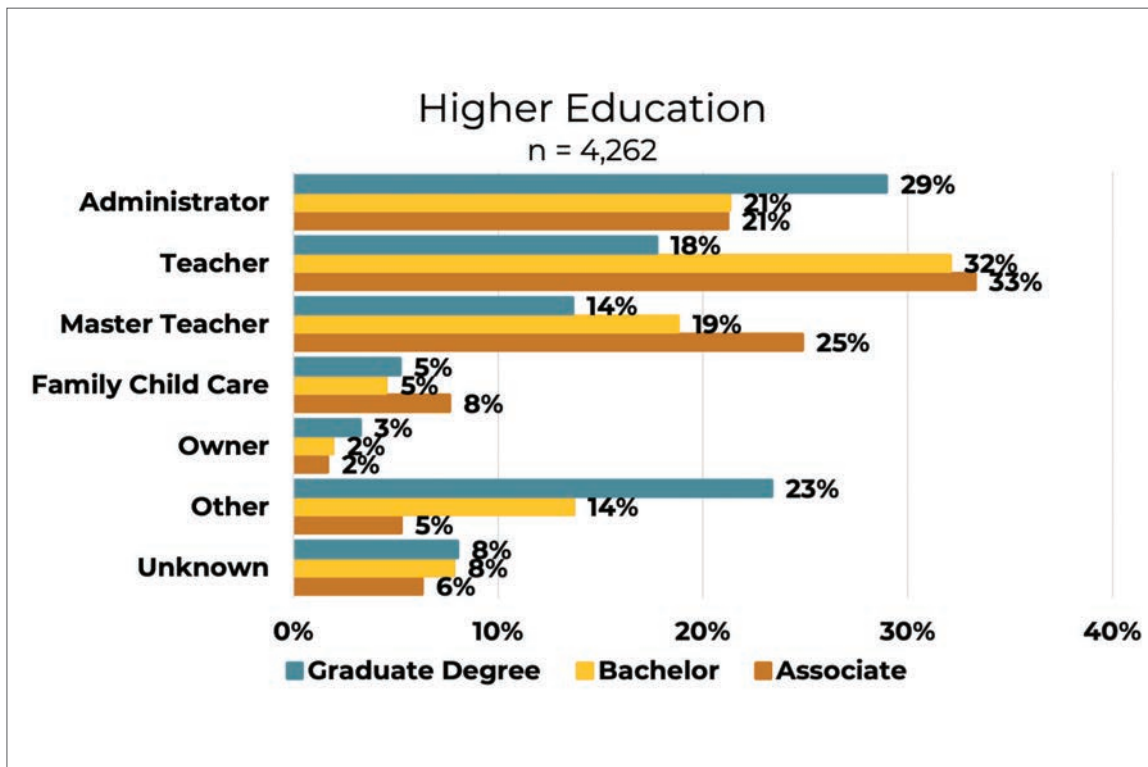






Image by Selver Učanbarlić from Pexels

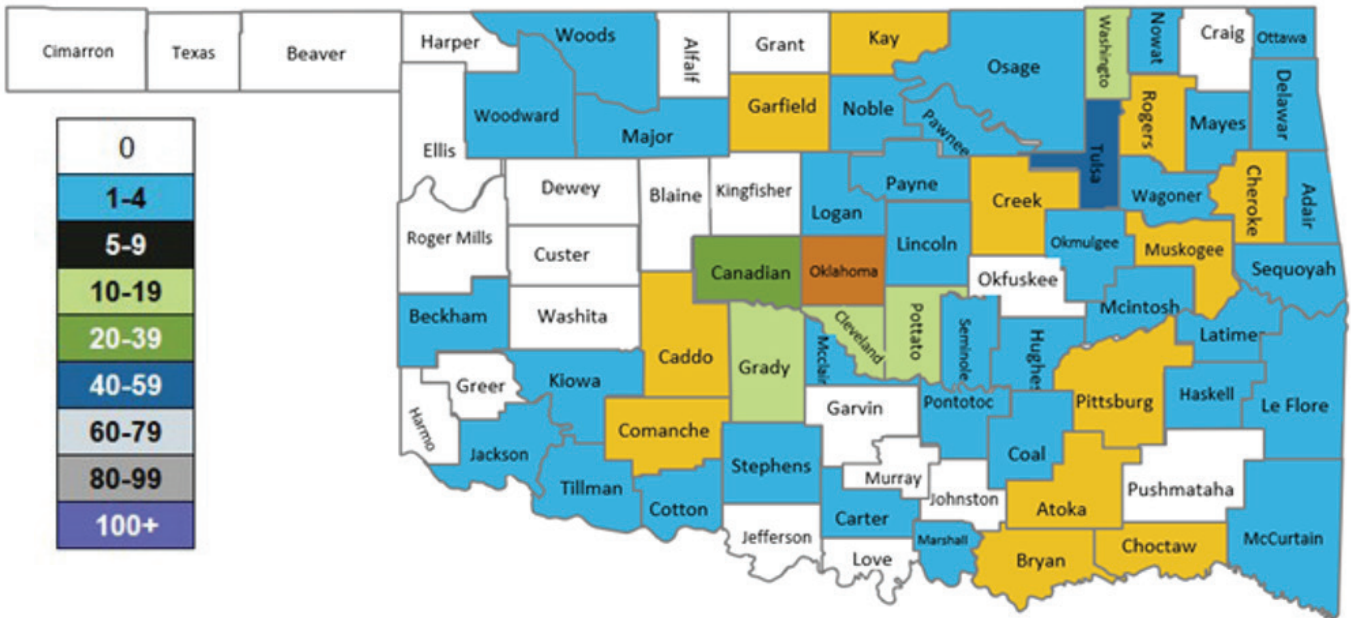
Providers who have a bachelor’s degree work predominately in teacher or administrator positions. Providers with associate degrees are also more likely to work in these settings, but with a higher percentage in a teacher position.



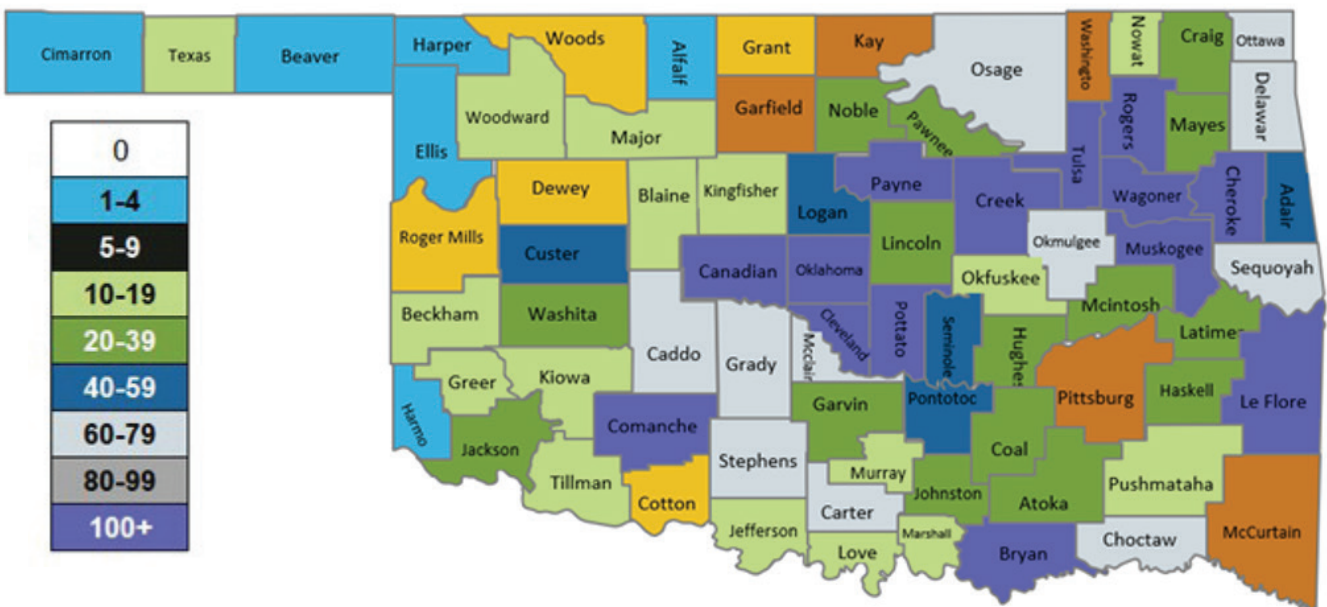
# MASTER TEACHER

The following data show the numbers of participants (by county) who have a PDL level that meets Master Teacher education requirements.

The map below represents the **380** participants who met the educational requirement with a Level 4 PDL with an Oklahoma Competency Certificate in Early Care and Education for Master Teacher or Director.



The map below represents the **6,871** participants with a current PDL Level 5 or higher that meets Master Teacher education requirements.





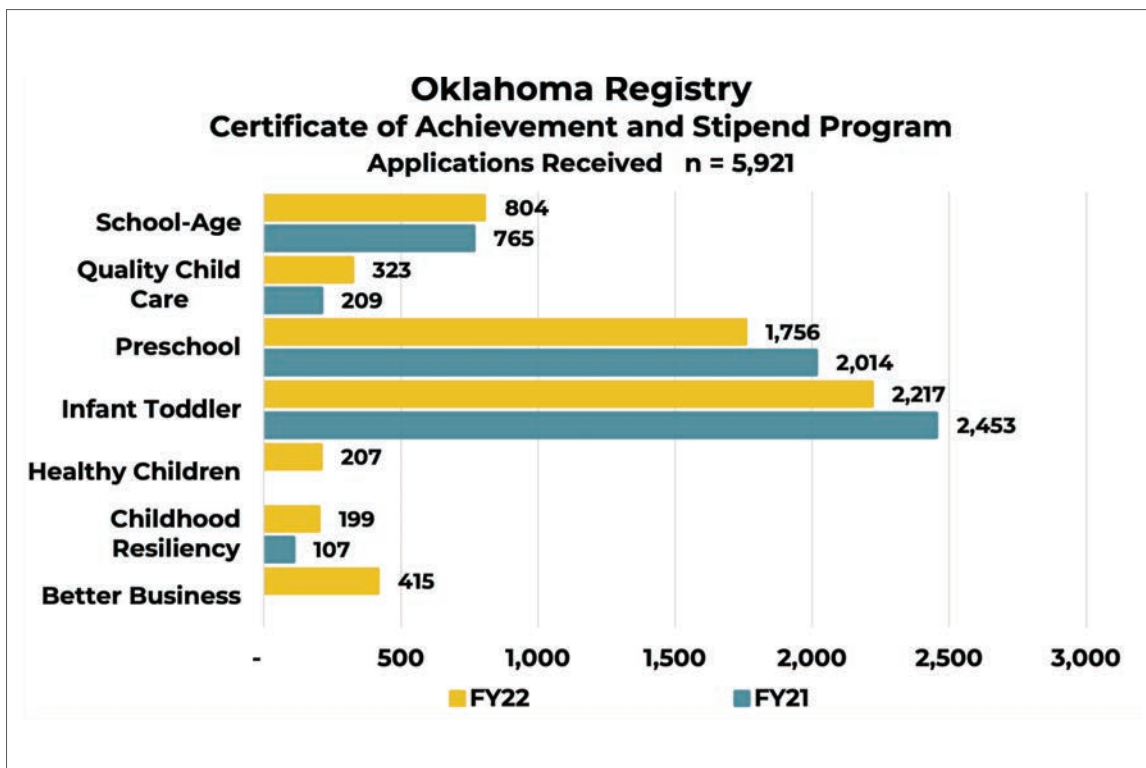


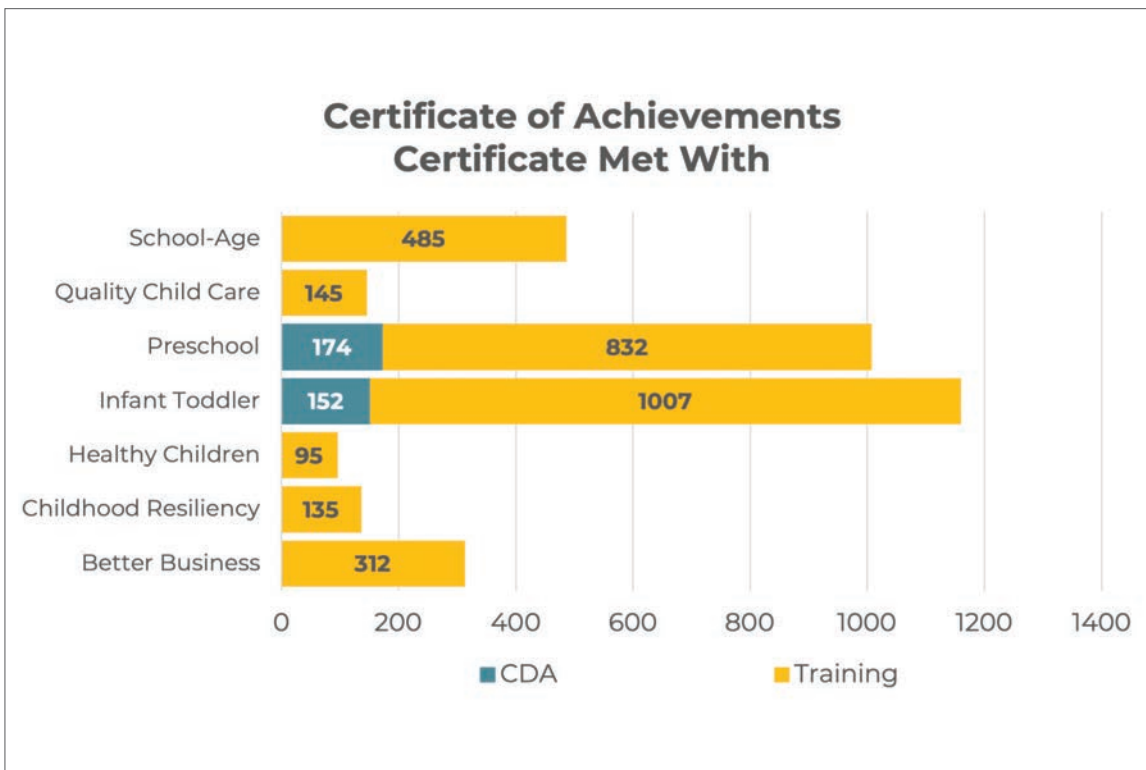
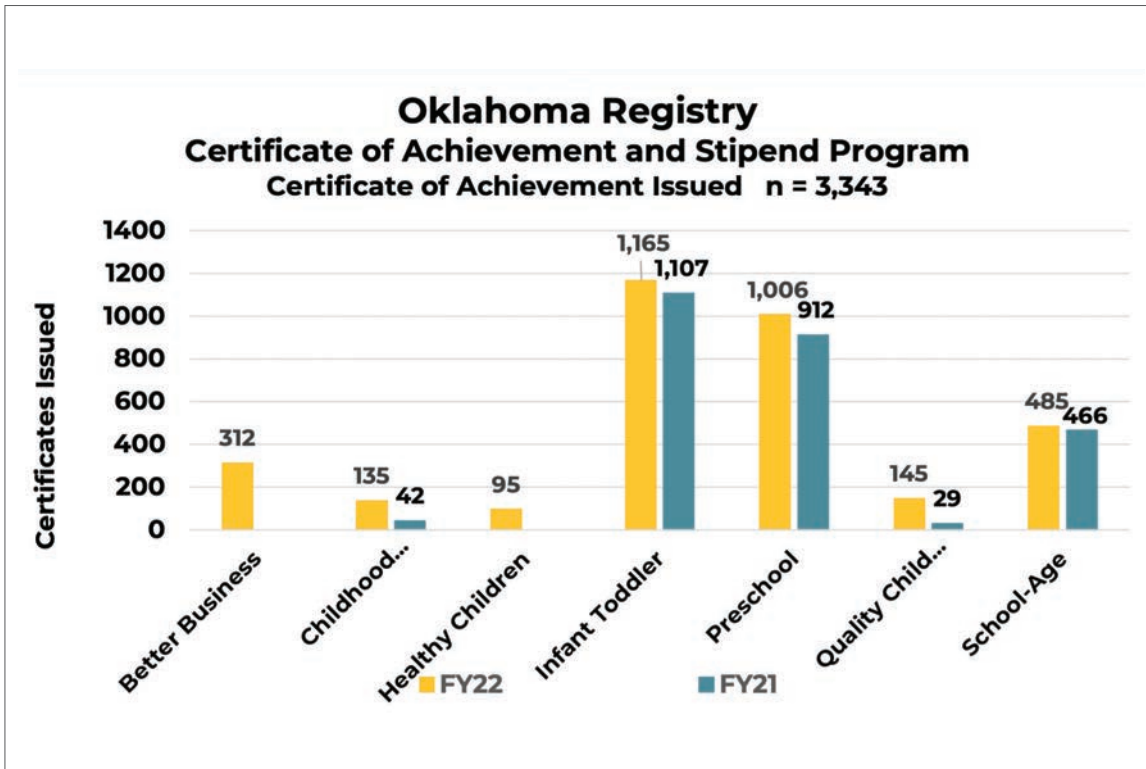
# OKLAHOMA REGISTRY CERTIFICATE OF ACHIEVEMENT AND STIPEND PROGRAM

The Oklahoma Registry Certificate of Achievement and Stipend Program is a collaborative effort designed to recognize and validate specialized professional development training completed by childcare providers. This two-part program awards a Certificate of Achievement, a symbol of their professional accomplishment, and an individual stipend to reward it. The Stipend Program introduced two new Certificates of Achievement in the fiscal year 2022—Better Business in Family Child Care and Healthy Children in Child Care. In the 2022 fiscal year, **5,921** applications were received, **3,343** Certificates of Achievement were awarded, and **2,997** stipends were approved. A total of **\$1,798,200** was awarded to providers in the fiscal year 2022.

A current CDA was used to meet the education requirement for **15%** of Infant/Toddler Certificates of Achievement and **21%** of the Preschool Certificates of Achievement. **Six** individuals used an Infant Toddler Oklahoma Competency Certificate to meet the education requirement for an Infant/Toddler Certificate of Achievement. The remainder met the education requirement using Oklahoma Professional Development Registry (OPDR) approved training.

The education requirement for the School-Age, Childhood Resiliency, Quality Child Care, Better Business in Family Child Care, and Healthy Children in Child Care Certificates of Achievement were met with Oklahoma Professional Development Registry (OPDR) approved training in the specific Areas of Concentration as listed above.

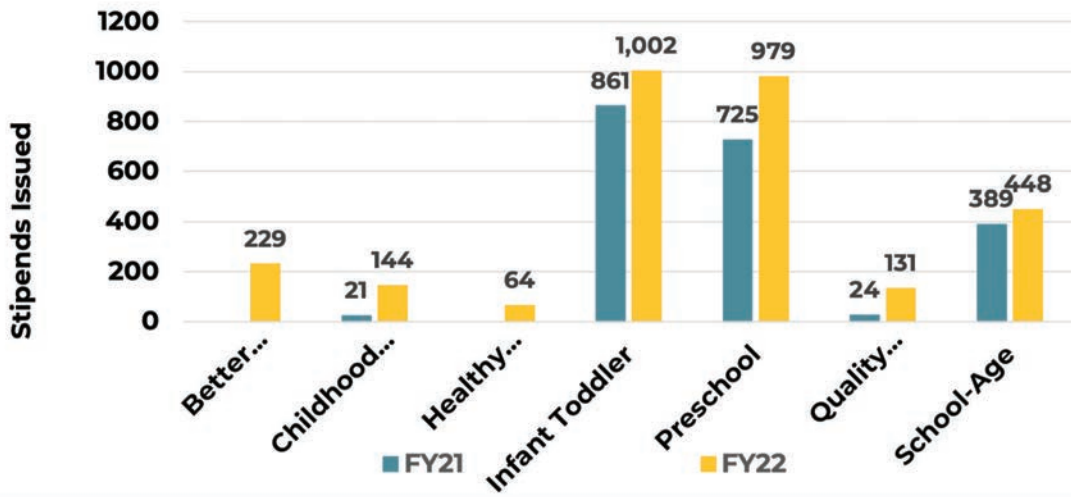




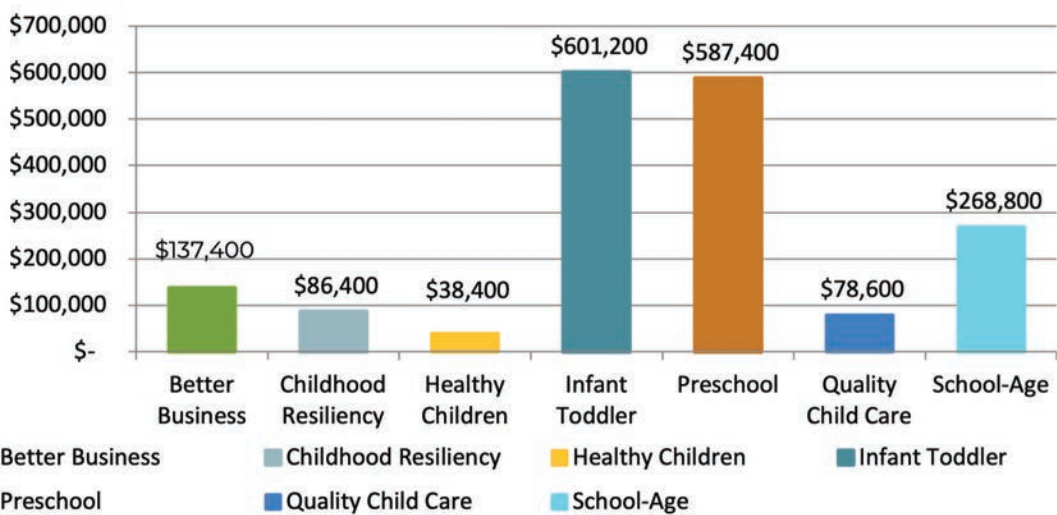
\*Six Infant and Toddler Certificates of Achievement were met with an Infant Toddler Competency Certificate.



### Oklahoma Registry Certificate of Achievement and Stipend Program Stipends Issued n = 2,997



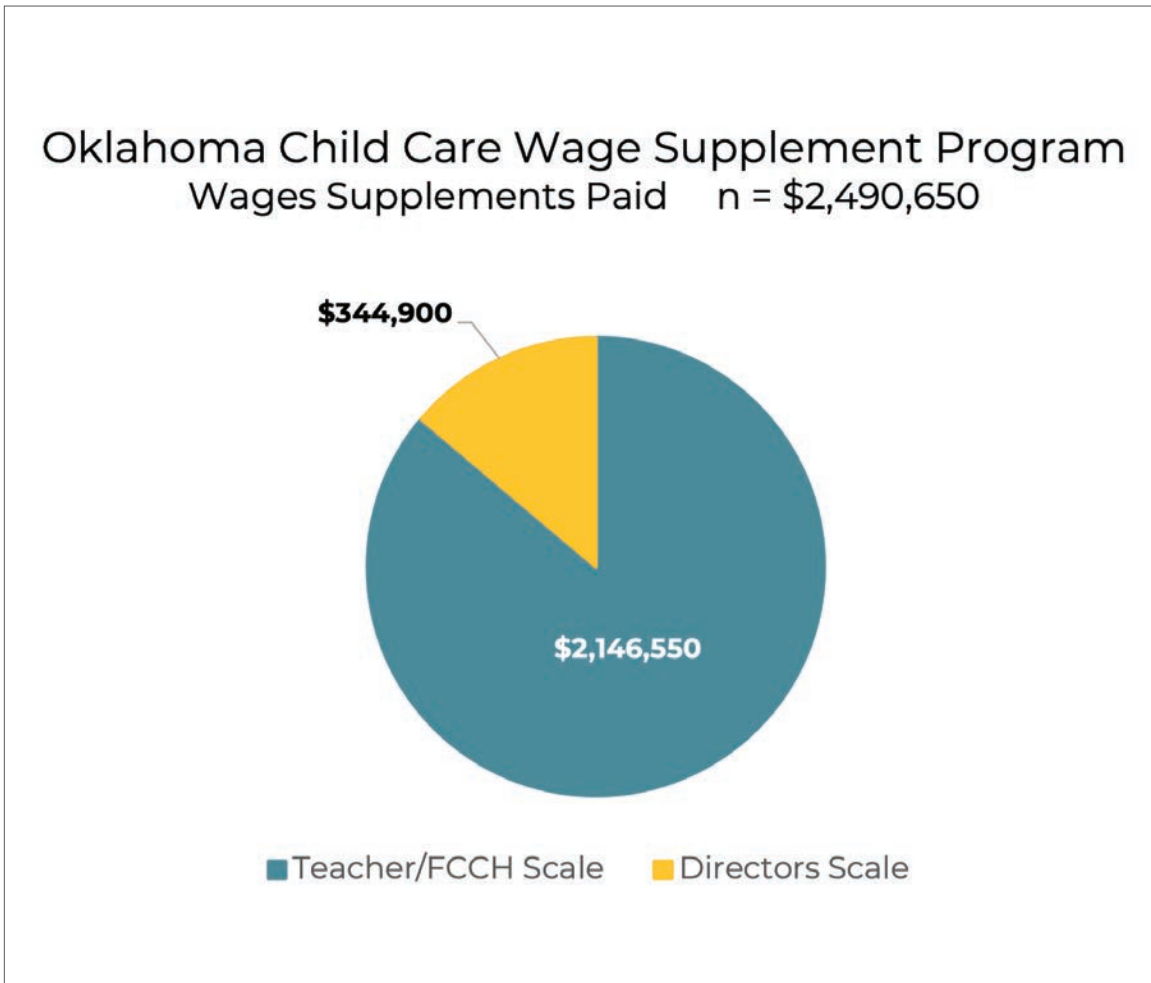
### Oklahoma Registry Certificate of Achievements and Stipend Program Stipend Dollars Paid n = \$1,798,200

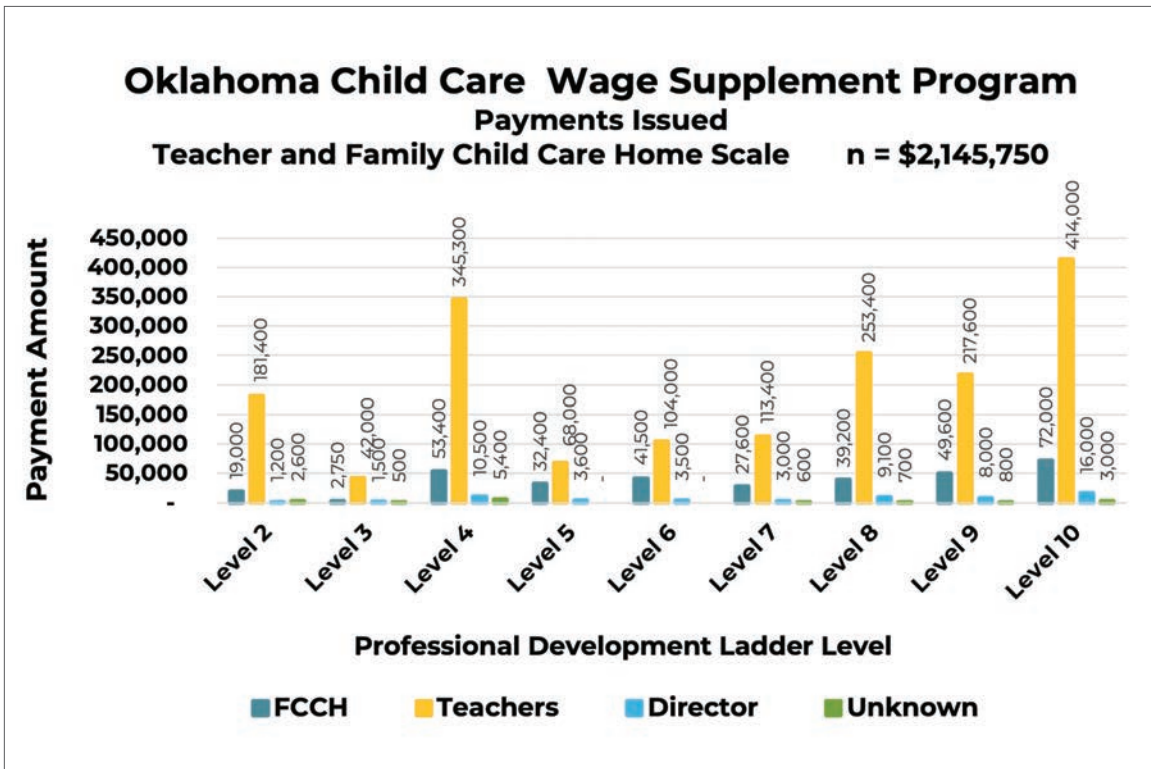
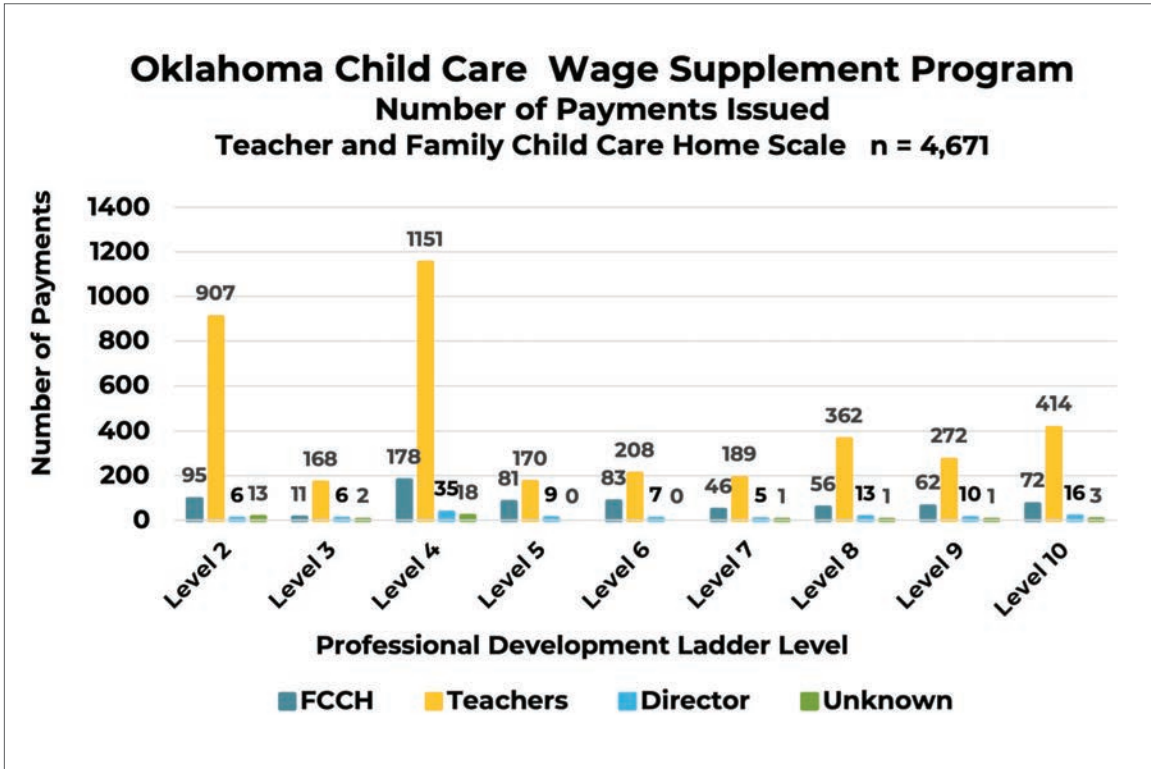


# OKLAHOMA CHILD CARE WAGE SUPPLEMENT

The Oklahoma Child Care Wage Supplement Program was designed to provide salary supplements to childcare providers, including Directors, Assistant Directors, Teachers, and Family Childcare Home Providers working with young children in quality licensed programs. This program promotes education, professional development, and longevity by rewarding ongoing learning through solid and stable relationships provided to children with continuity of care through a high-quality and responsive workforce.

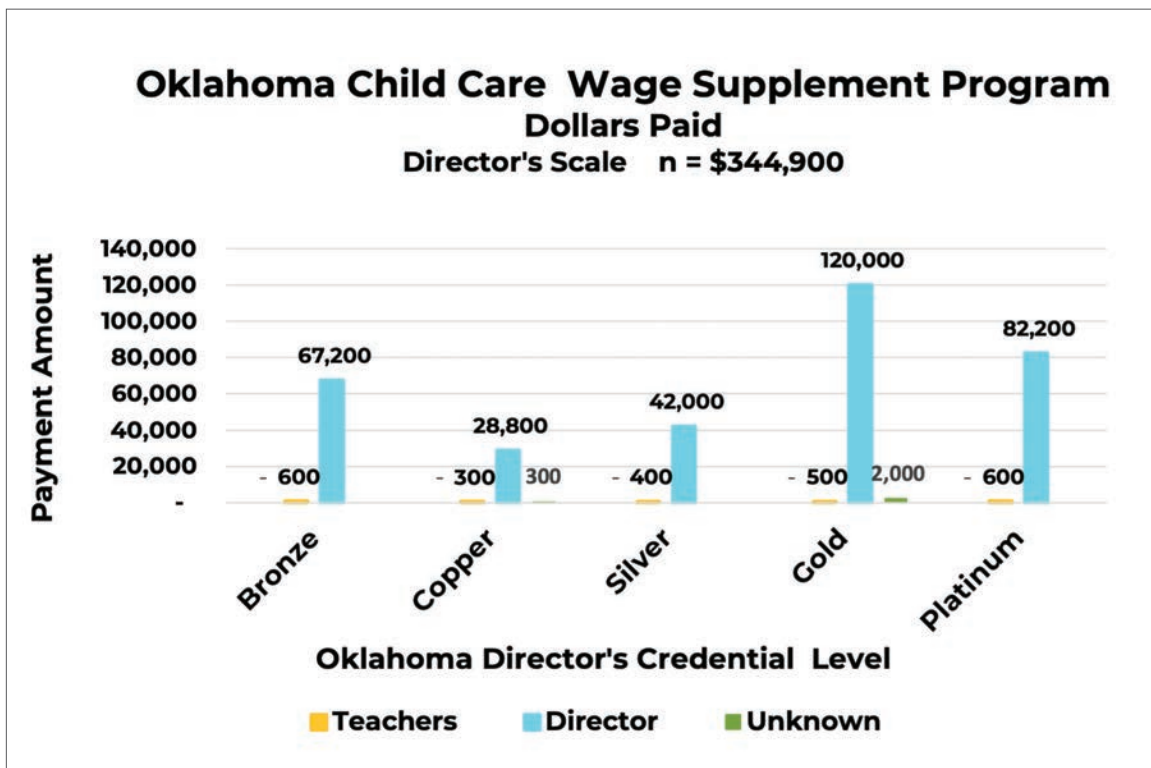
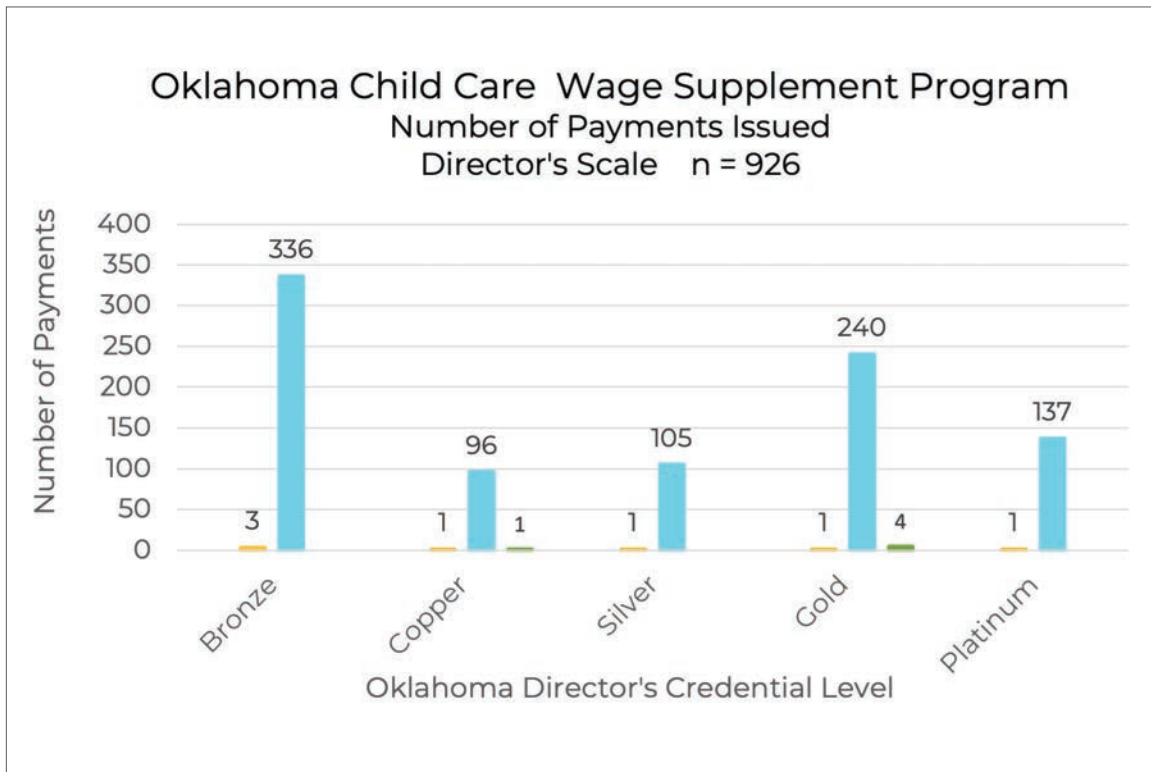
In the fiscal year 2022, the first full fiscal year since the program launched, we received **3,912** new applications, **2,521** of which were approved. A total of **5,597** wage supplements were awarded to active participants totaling **\$2,490,650**. Of the sums awarded, **17%** were awarded on the Director/Assistant Director scale. Their amounts were based on their active Oklahoma Director's Credential (ODC). The remaining **83%** were awarded based on the Teacher/Family Child Home Provider Scale and had an active Professional Development Ladder of Level 2 or higher.





\*Payments issued reflect data through June 30th, 2022. No Level 11 payments were distributed prior to this date.

Many wage supplements paid on the Director's Scale were paid to Directors at the Bronze level of the Oklahoma Director's Credential. A total of **926** payments totaling **\$ 344,900** were issued to Directors and Assistant Directors during the fiscal year 2022.





# COLLABORATION & OUTREACH

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## WORKGROUPS AND COMMITTEES

To better serve our funders and constituents, CECPD participates extensively in collaborating partnerships. Within those partnerships, CECPD continues to expand its networking capabilities and its ability to be a solutions-driven organization. Throughout fiscal year 2022, CECPD staff actively participated on numerous committees and workgroups, all created to assist with the development and improvement of programs and policies for the State's early childhood field.

The committees included:

- Bright Start Curriculum and Certificate of Achievement Committee
- Carlton Landing School Board
- Day of Play Workgroup
- Department of Human Services, Oklahoma
- Child Care Partners' Committee
- Child Care Communication and Outreach Committee
- Francis Tuttle Technology Center Advisory Board
- Head Start Collaboration Committee
- Infant/Toddler's and Threes (IT3) National Advisory Board
- Infant, Toddler, and Early Childhood Community Workgroup
- National Center on Afterschool and Summer Enrichment Peer Learning Group
- National Workforce Registry Alliance Data Committee
- OKFutures: Preschool Development Grant – Steering, Professional Development, and Coaching committees
- Oklahoma Career Technology Advisory Board
- Oklahoma City Community College Advisory Board
- Oklahoma Society of Government Meeting Professionals: Member, Board Member, and Immediate Past President
- OST QRIS Taskforce
- Pyramid Model Planning Committee
- Spotlight on Innovative Practices Peer Learning Group
- Statewide Early Literacy Community
- The University of Oklahoma, Tulsa: Zero to Three Policy Network
- Zero to Three South by Southwest Voting Panel



Created by the Oklahoma Territorial Legislature in 1890, the University of Oklahoma is a doctoral degree-granting research university serving the educational, cultural, economic and health-care needs of the state, region and nation. The Norman campus serves as home to all of the university's academic programs except health-related fields. The OU Health Sciences Center, which is located in Oklahoma City, is one of only four comprehensive academic health centers in the nation with seven professional colleges. Both the Norman and Health Sciences Center campuses offer programs at the Schusterman Center, the site of OU-Tulsa. OU enrolls more than 30,000 students, has more than 2,800 full-time faculty members, and has 21 colleges offering 177 majors at the baccalaureate level, 181 majors at the master's level, 87 majors at the doctoral level, 37 majors at the doctoral professional level, 10 undergraduate certificates, and 68 graduate certificates. The university's total annual operating budget is \$2.26 billion. The University of Oklahoma is an equal opportunity institution.

Equal Opportunity Statement:

The University of Oklahoma, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to: admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the university operates or provides.

To file a grievance related to the non-discrimination policy, report sexual misconduct, and/or file a formal complaint of sexual misconduct, please utilize the reporting form at [link.ou.edu/reportingform](https://link.ou.edu/reportingform).

Inquiries regarding non-discrimination policies may be directed to the Office(s) of Institutional Equity as may be applicable – Norman campus: (405) 325-3546/3549, Health Sciences Center: (405) 271-2110, or OU-Tulsa Title IX Office: (918) 660-3107. Additionally, individuals may contact Institutional Equity Officer and Title IX Coordinator Shaniqua Crawford, JD, (405) 325-3546, [scrawford@ou.edu](mailto:scrawford@ou.edu), or visit [www.ou.edu/eoo](https://www.ou.edu/eoo).



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