



2023
ANNUAL
REPORT



THE UNIVERSITY OF OKLAHOMA
CENTER FOR EARLY CHILDHOOD
PROFESSIONAL DEVELOPMENT

ANNUAL REPORT

FISCAL YEAR 2023

JULY 1, 2022 THROUGH JUNE 30, 2023

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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OKLAHOMA
Human Services



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INTRODUCTION

The Center for Early Childhood Professional Development (CECPD) is pleased to present its fiscal year (FY) 2023 annual report.

CECPD continues to thrive as we 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.

We celebrated CECPD's 25th anniversary this year! It was also a year of accepting new challenges, growing our services, and exceeding target outcomes.

In July 2023, CECPD and the Oklahoma Human Services Child Care Services (CCS) launched the Workforce Support Grant. The goal of the grant was to support childcare staff retention and recruitment. Childcare programs could use the grant to provide a one-time bonus of \$1000 for all childcare staff.

In total, 20,077 childcare staff received the Workforce Support Grant for a total distribution of \$20,077,000.

The Oklahoma Child Care Wage Supplement Program processed and awarded \$3,911,150 to qualified participants.

This fiscal year, 8,520 participants took advantage of the free training provided by CECPD.

In FY 2023, 150,717 verified participants completed 874,440 professional development hours offered by Oklahoma Registry-approved organizations, approved educators, and CECPD. In addition, the Oklahoma Registry data revealed that 27,278 participants applied for an ODC or PDL, an increase from the previous year.

CECPD awarded 3,471 Certificates of Achievement and \$2,074,800 in Stipend distributions.

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

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 2023, **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 2023, 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.

FY23

56 EDUCATORS

7 APPRENTICES

34 SPECIALISTS

2 CONTENT EXPERTS

13 PRACTITIONERS

148 ORGANIZATIONS



OKLAHOMA WORKFORCE SUPPORT GRANT

In July of 2022, Oklahoma Human Services Child Care Services (CCS) launched the Workforce Support Grant. The goal of the grant was to support child care staff retention and recruitment. Child care programs could use the grant to provide a one-time bonus of \$1000 for all child care staff.

CCS managed the online application process. The Center for Early Childhood Professional Development (CECPD) coordinated the payment process for staff who were approved by CCS.

Eligibility consisted of having an Oklahoma Professional Development Registry ID number and current employment in a licensed or permitted child care center or family child care home. Directors and family child care home providers applied for the grant on behalf of themselves and their staff.

The process consisted of two parts:

1. Applying for the grant on the CCS grant website
2. Providing additional required information to CECPD

Applications were accepted in four cycles, with the first cycle opening on July 5, 2022, and the final cycle ending in May 2023. Emails were sent to all eligible facilities prior to each cycle explaining the grant and requirements, and CCS included information in their monthly e-newsletters.

In total, **20,077** child care staff received the Workforce Support Grant for a total of **\$20,077,000**.

LEADERSHIP ACADEMY

The Leadership Academy has provided expert professional development to Oklahoma's child care directors and leaders for 20 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. Eighty (80) Leadership Academy graduates qualified for Stipends in FY 2023 and received a total of **\$44,800**.

LEADERSHIP ACADEMY I

From 2003 to 2023 forty-four (44) 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, **802 participants have graduated. Thirty-one (31) participants graduated in FY23.**

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 FY23, the second annual Leadership Academy II was offered. Child care center directors and assistant directors received 40 hours of professional development through a hybrid model or asynchronous online training and in person training and capstone. Leadership Academy II included **22 Registered participants and 18 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 VIII and Class IX were held in Tulsa and Oklahoma City, respectively, in fiscal year 2023. **Thirty-seven (37) participants graduated** in FY23.

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

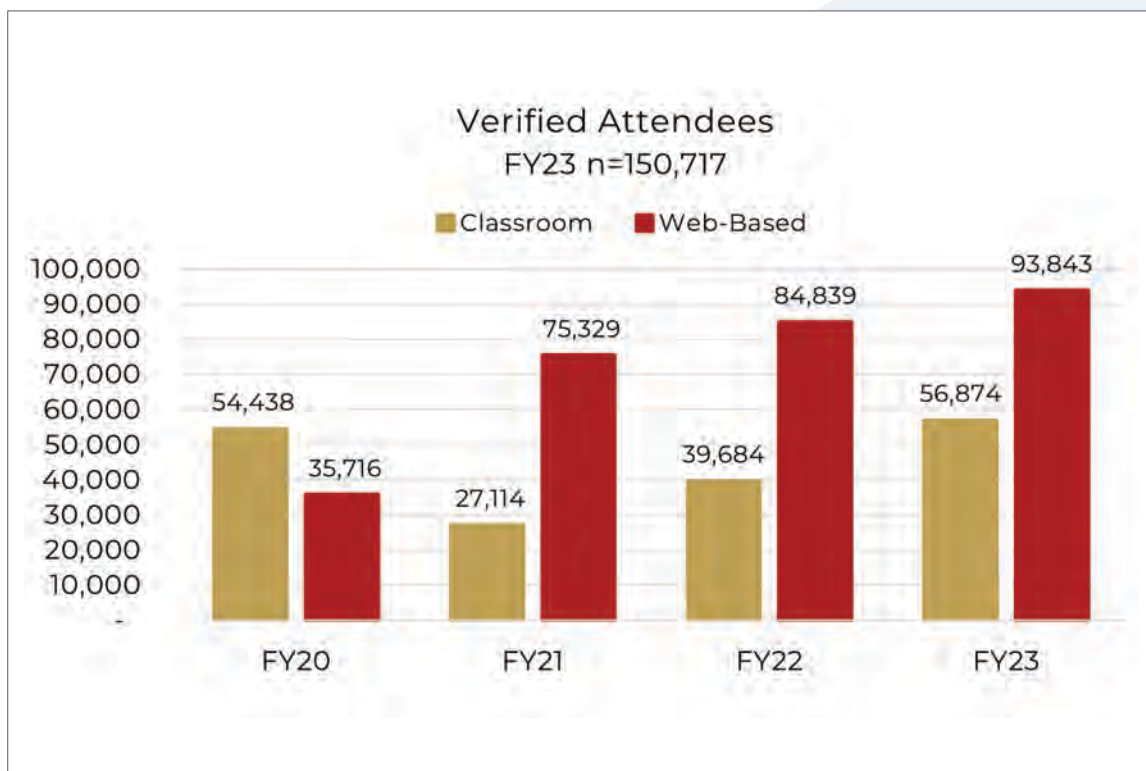


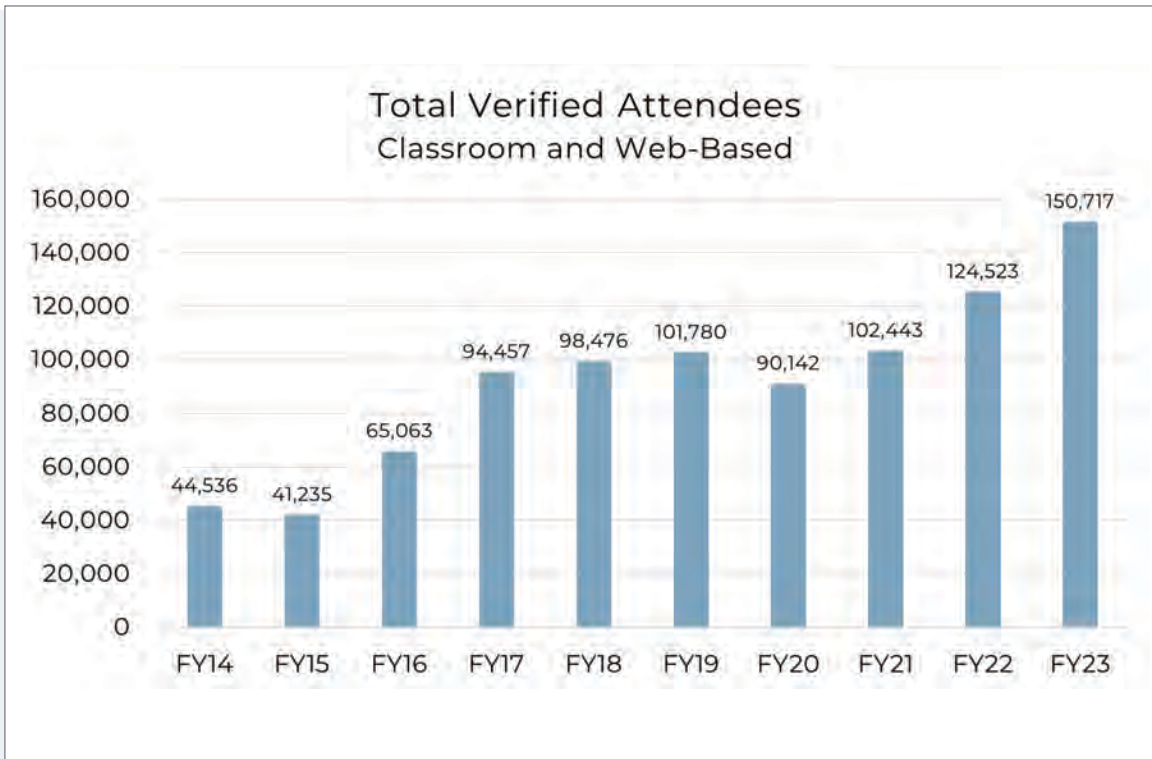
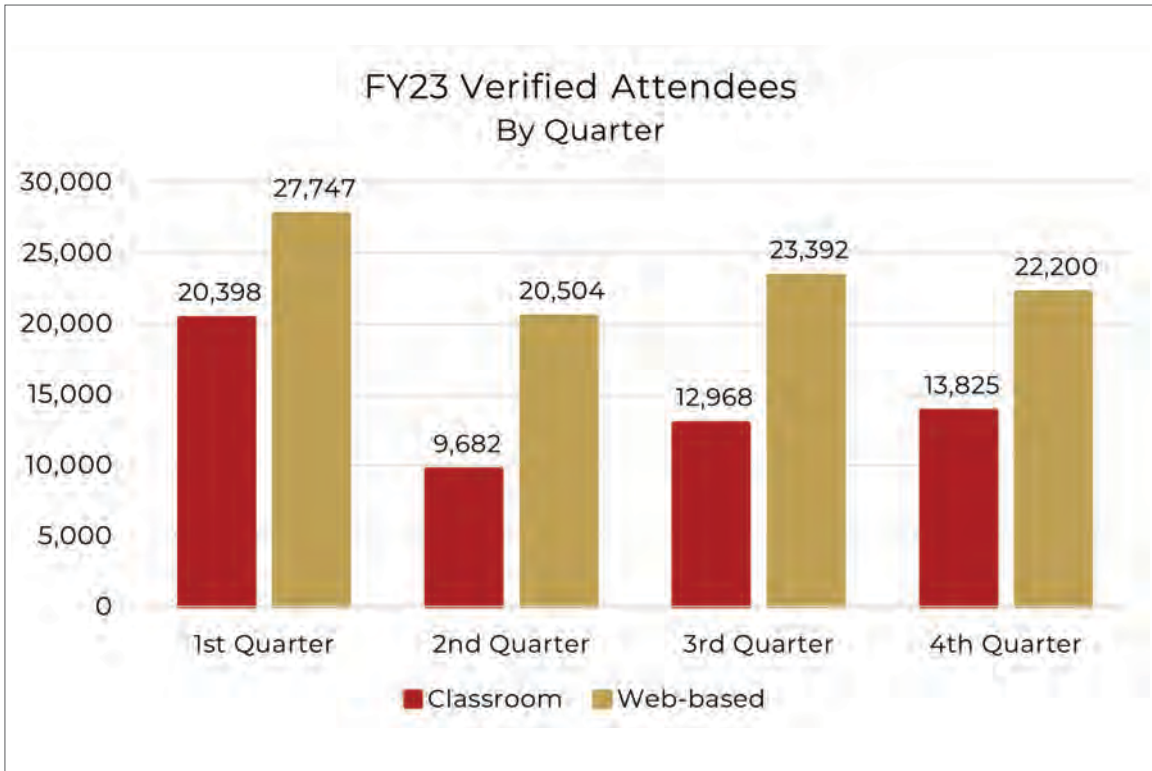


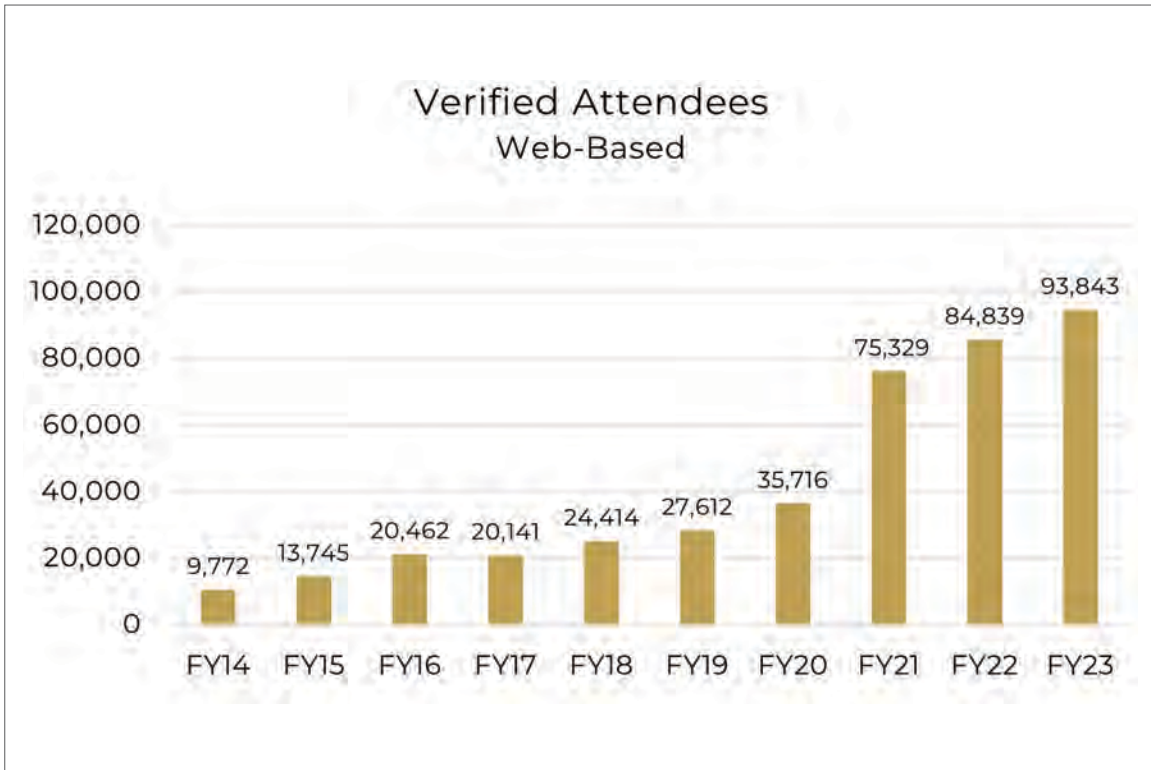
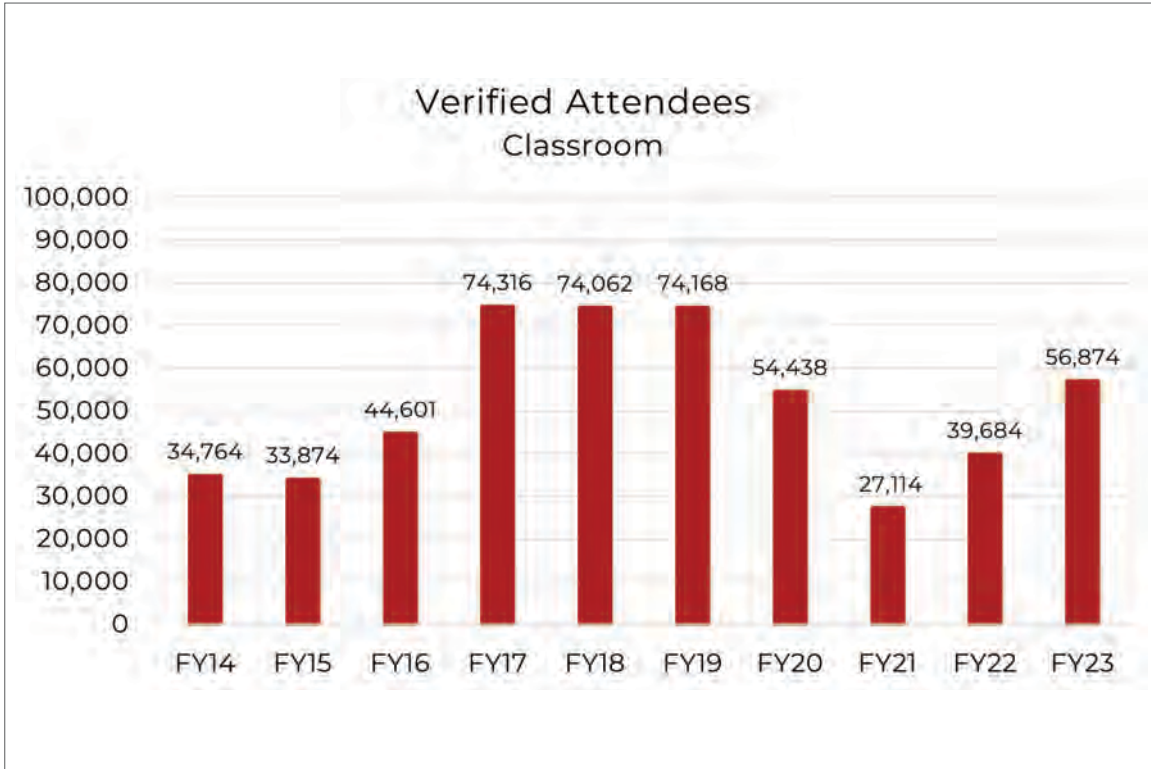
VERIFIED ATTENDANCE

Approximately **150,717** verified attendees completed **874,440** hours of professional development classes offered by Oklahoma Registry approved organizations, approved educators, and CECPD in fiscal year 2023. Verified attendance increased by **21%** from the previous year. CECPD continued to offer high quality professional development at an exceptional rate.

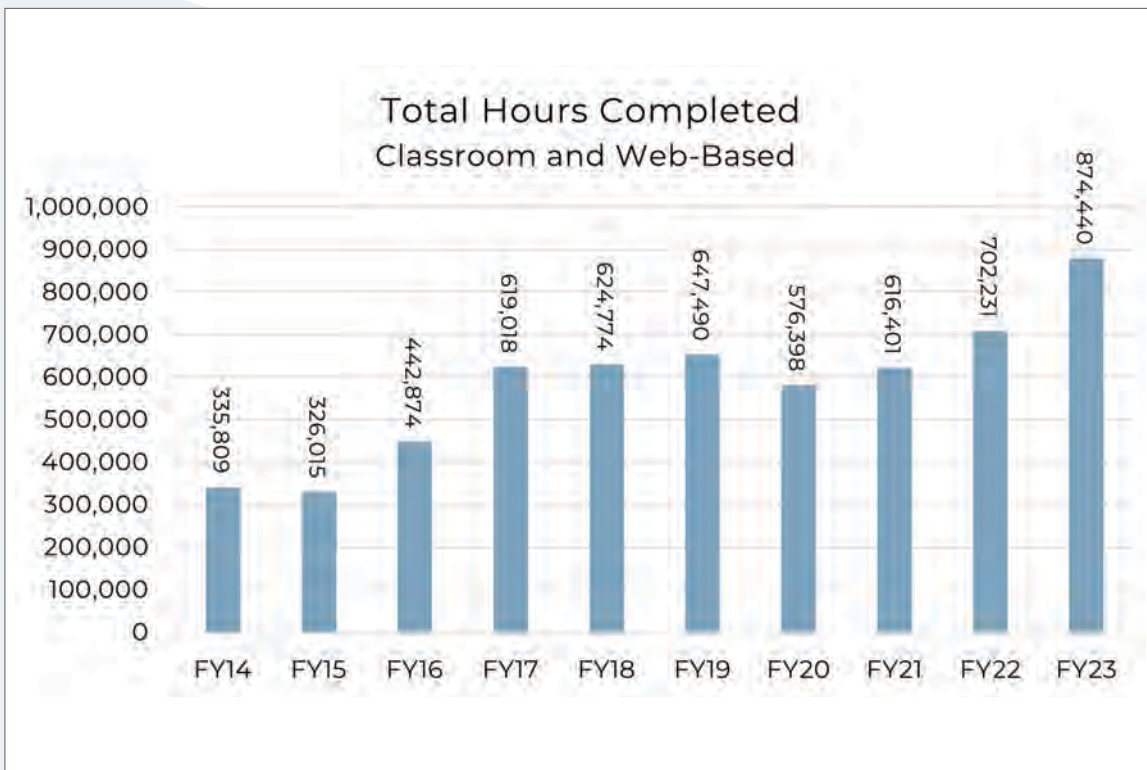
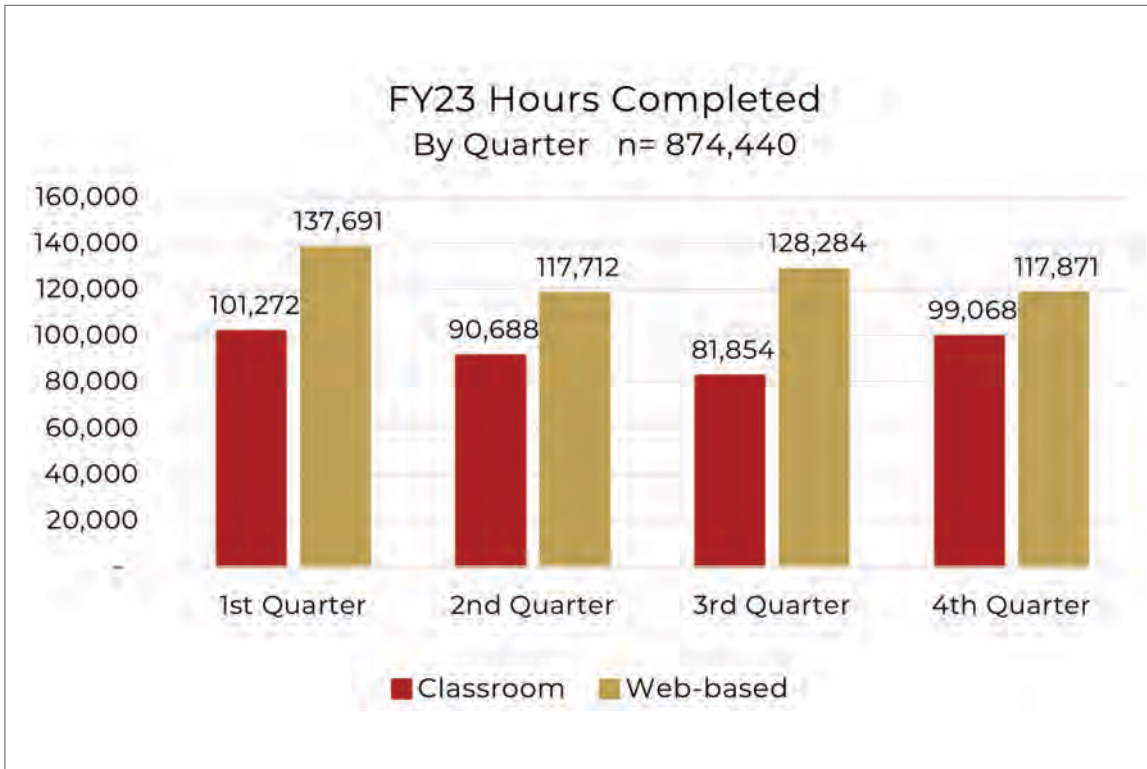
VERIFIED ATTENDEES

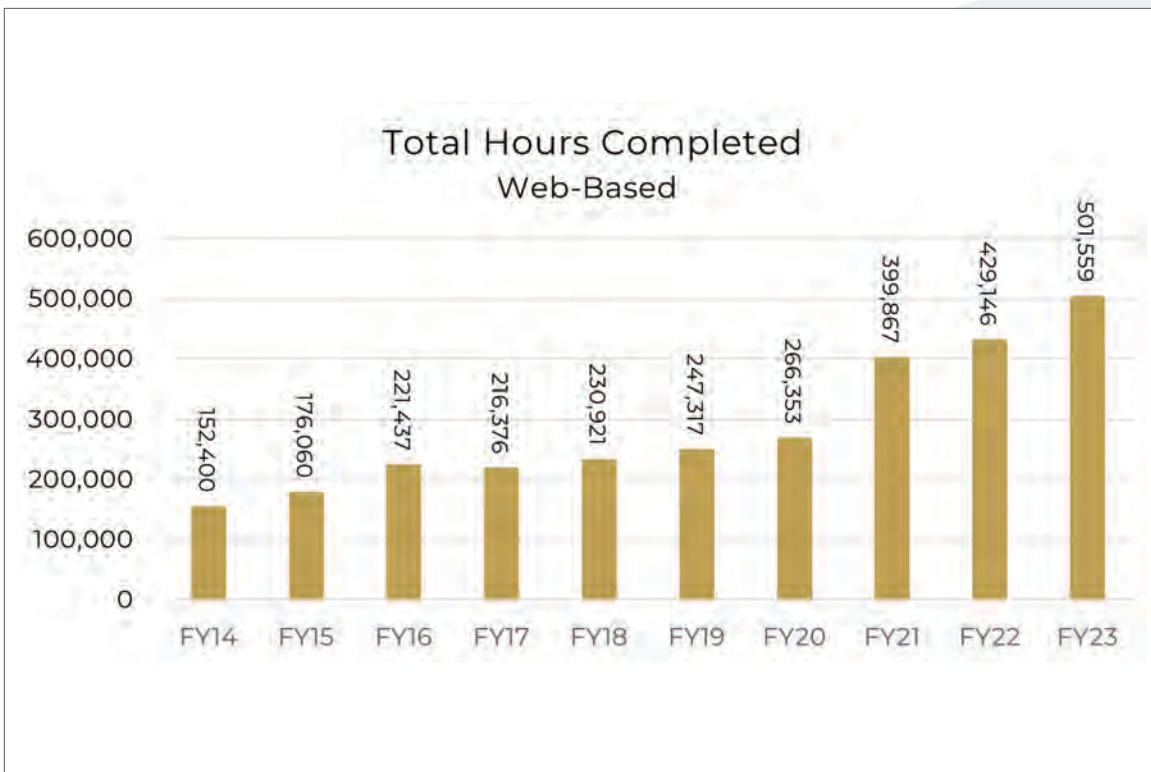
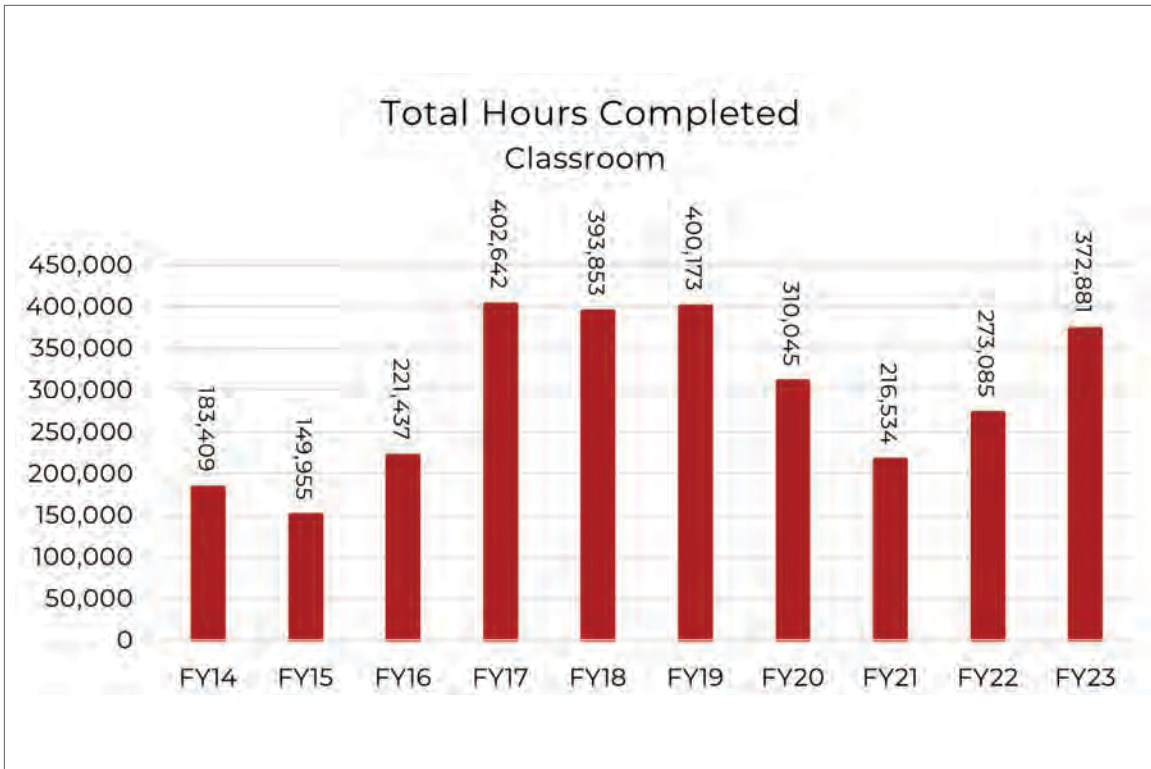






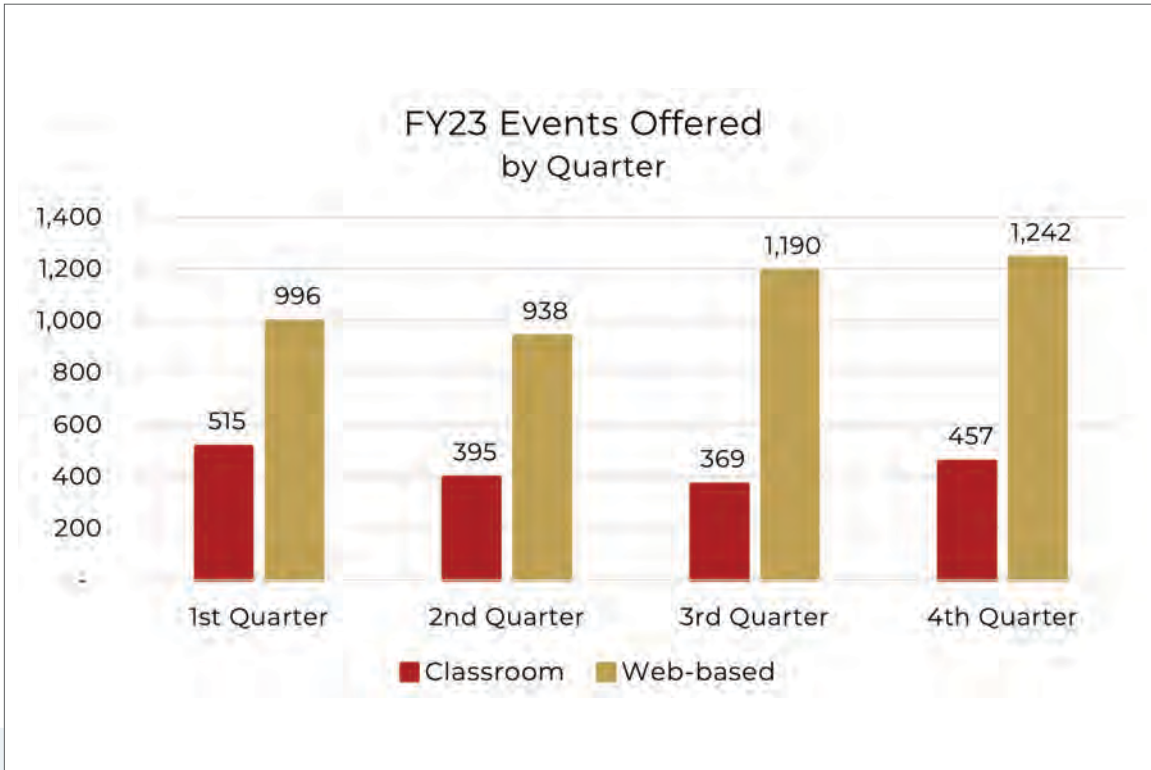
HOURS COMPLETED





EVENTS AND HOURS OFFERED

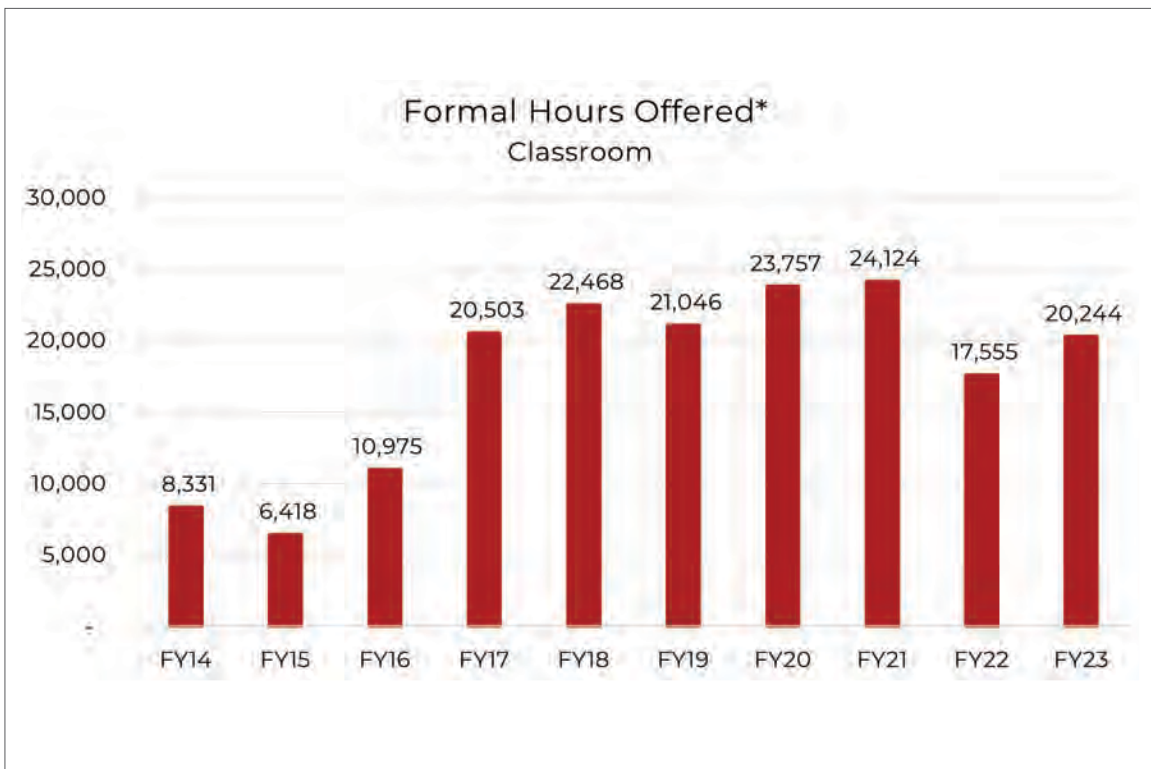
In the chart below, quarterly events reflect the increase in web-based events as well as an overall increase in classroom events from the prior fiscal year.



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

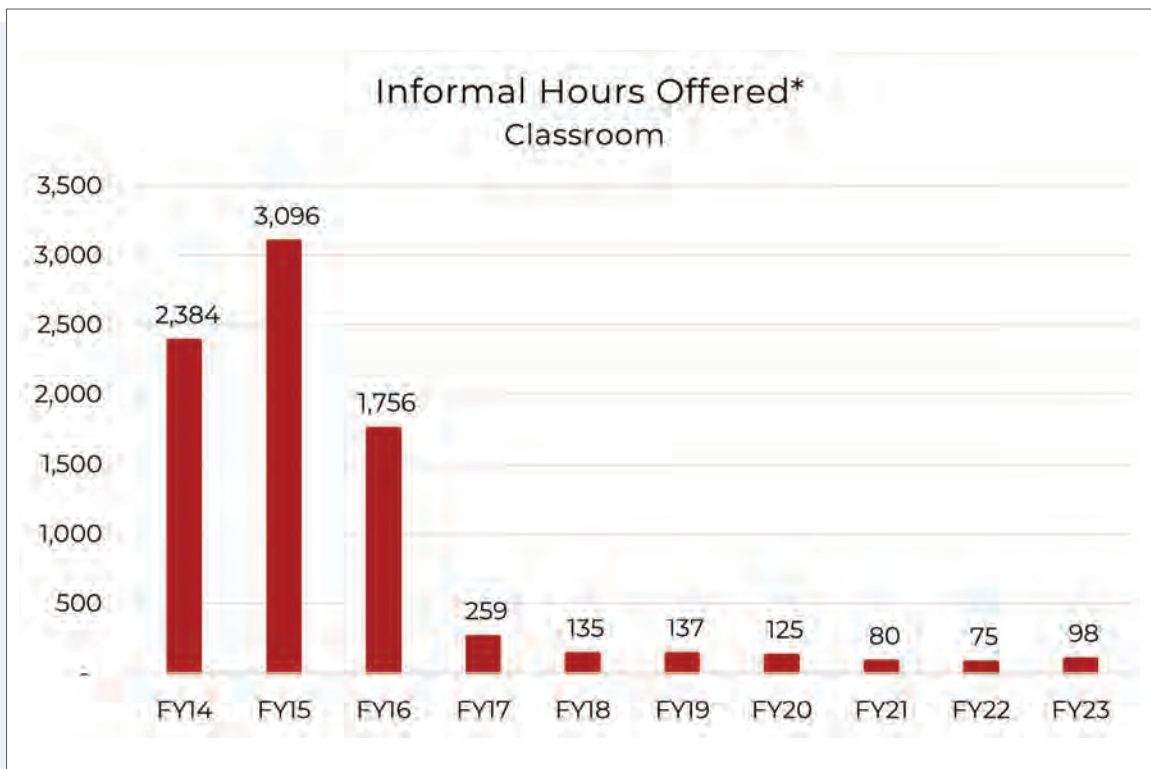
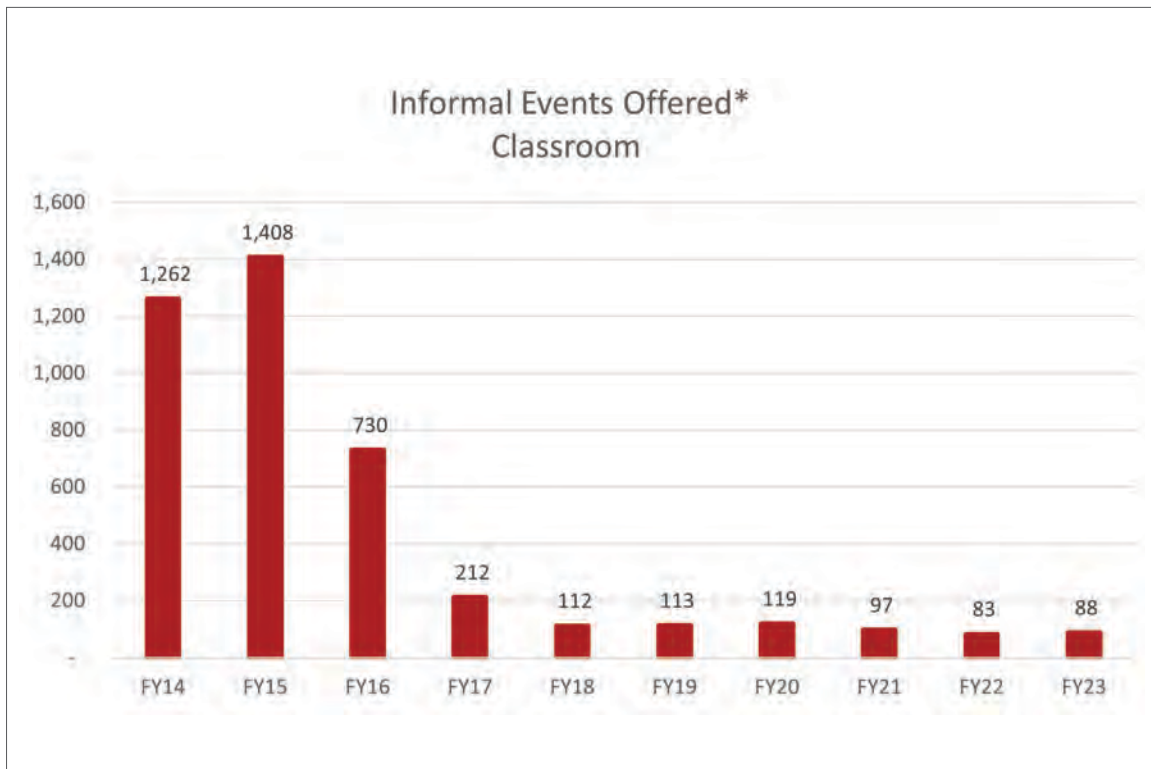


FORMAL CLASSROOM



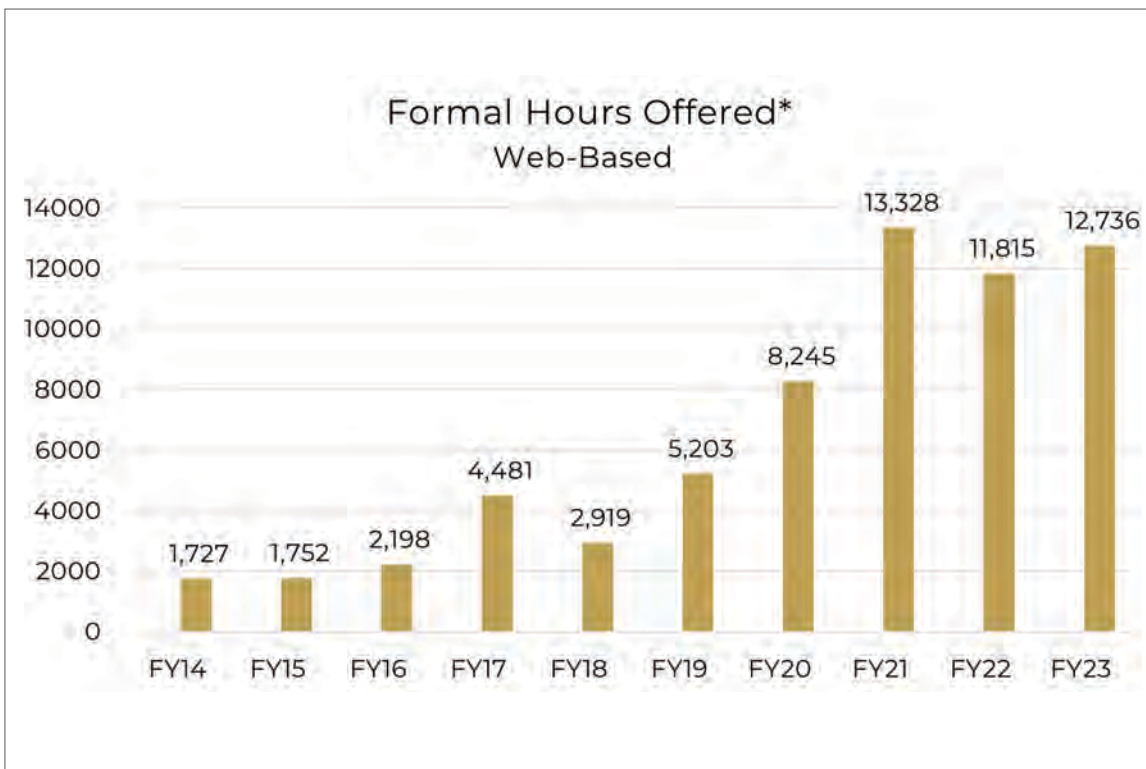
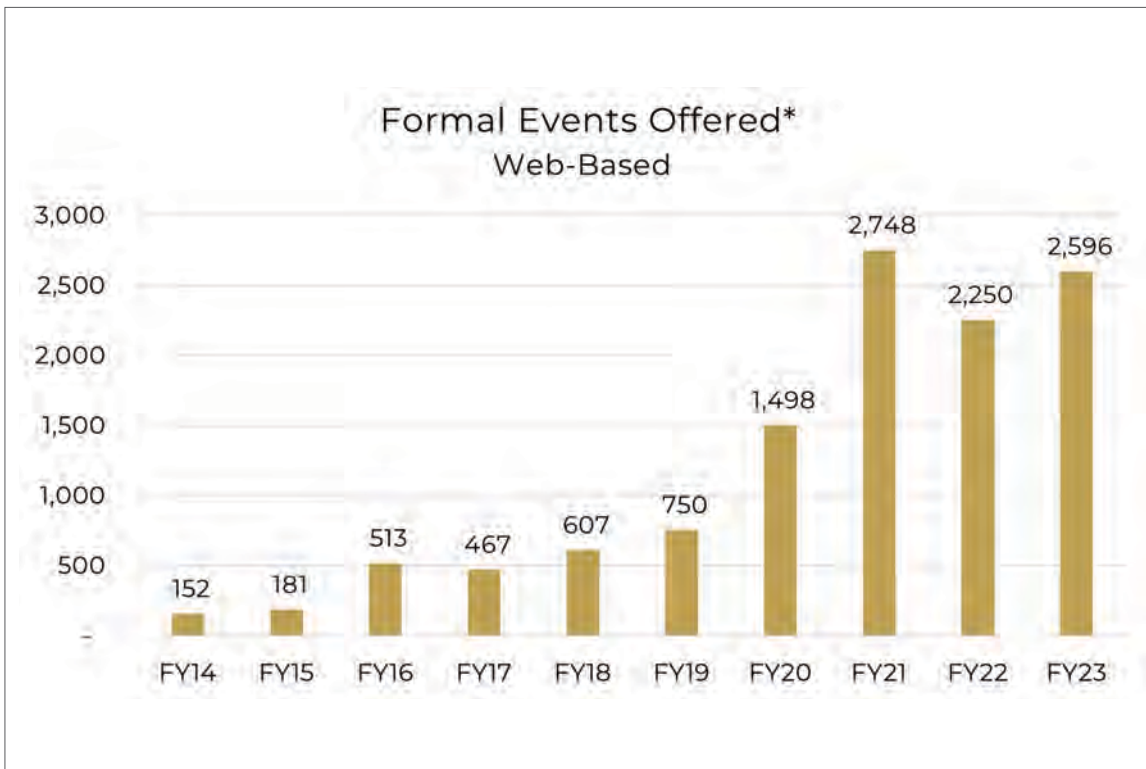
*Prior to January 1, 2016, events were classified as Tier I and Tier II. For the purposes of these graphs, Tier I is included in Informal and Tier II is included in Formal for fiscal years 2014, 2015, and 2016.

INFORMAL CLASSROOM



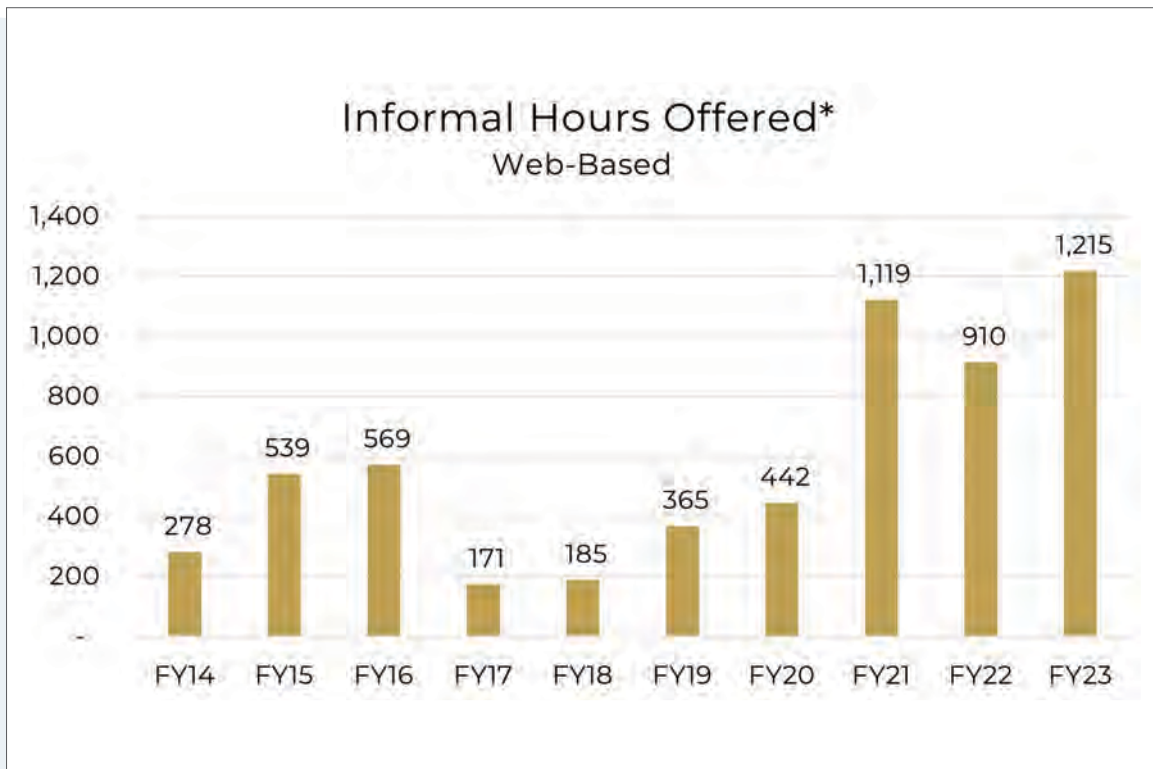
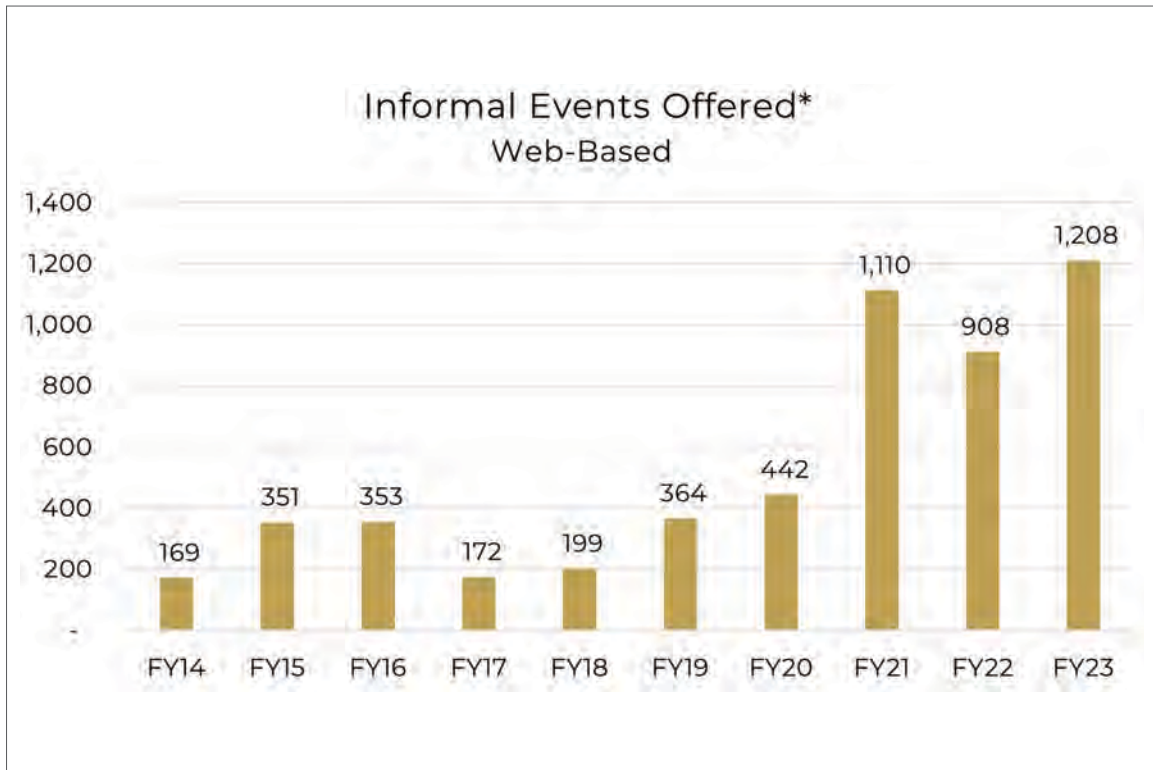
*Prior to January 1, 2016, events were classified as Tier I and Tier II. For the purposes of these graphs, Tier I is included in Informal and Tier II is included in Formal for fiscal years 2014, 2015, and 2016.

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 **8,520** providers took advantage of these courses.

PYRAMID TRAINING

CECPD collaborated with ProSolutions to create and launch an online version of Pyramid Training for Oklahoma. **31,350** 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	ATTENDEES
Introducing the Pyramid Model Framework	1,154
Pyramid - Birth-5 - Module 1	5,302
Pyramid - Birth-5 - Module 2	4,968
Pyramid - Infant Toddler - Module 1	3,236
Pyramid - Infant Toddler - Module 2	3,138
Pyramid - Preschool - Module 1	3,398
Pyramid - Preschool - Module 2	3,208
Pyramid - Module 3	6,946
Total	31,350

INSPIRE SCHOOL-AGE TRAINING

TITLE	ATTENDEES
Building and Maintaining Relationships in Out-of-School Time Classrooms	417
Cultural Competence in Out-of-School Time Classrooms	378
Recognizing and Addressing Bullying Behaviors in Out-of-School Time Classrooms	486
Setting the Stage for Positive Out-of-School Time Classroom Climates	562
Trauma-Informed Out-of-School Time Classrooms	572
Total	2,415

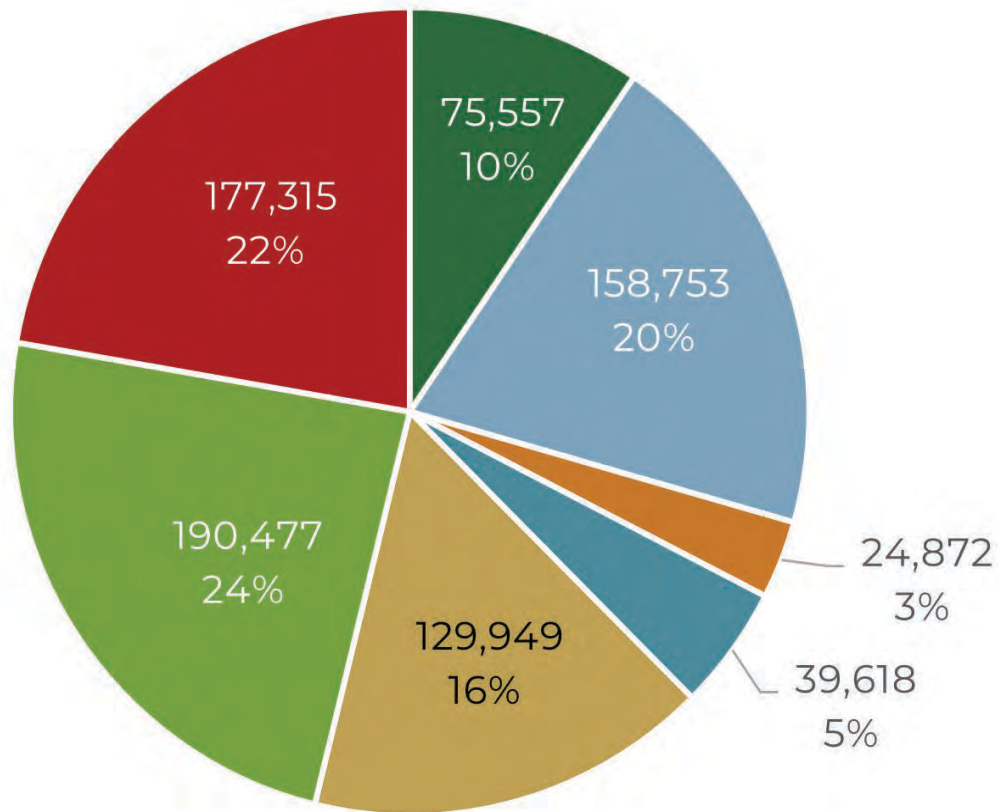
YOUTH WORKS METHOD

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 FY23 there were **1,242** attendees.

OKLAHOMA CORE COMPETENCIES

Oklahoma Core Competencies for Early Childhood Practitioners*

Hours Completed n=796,540

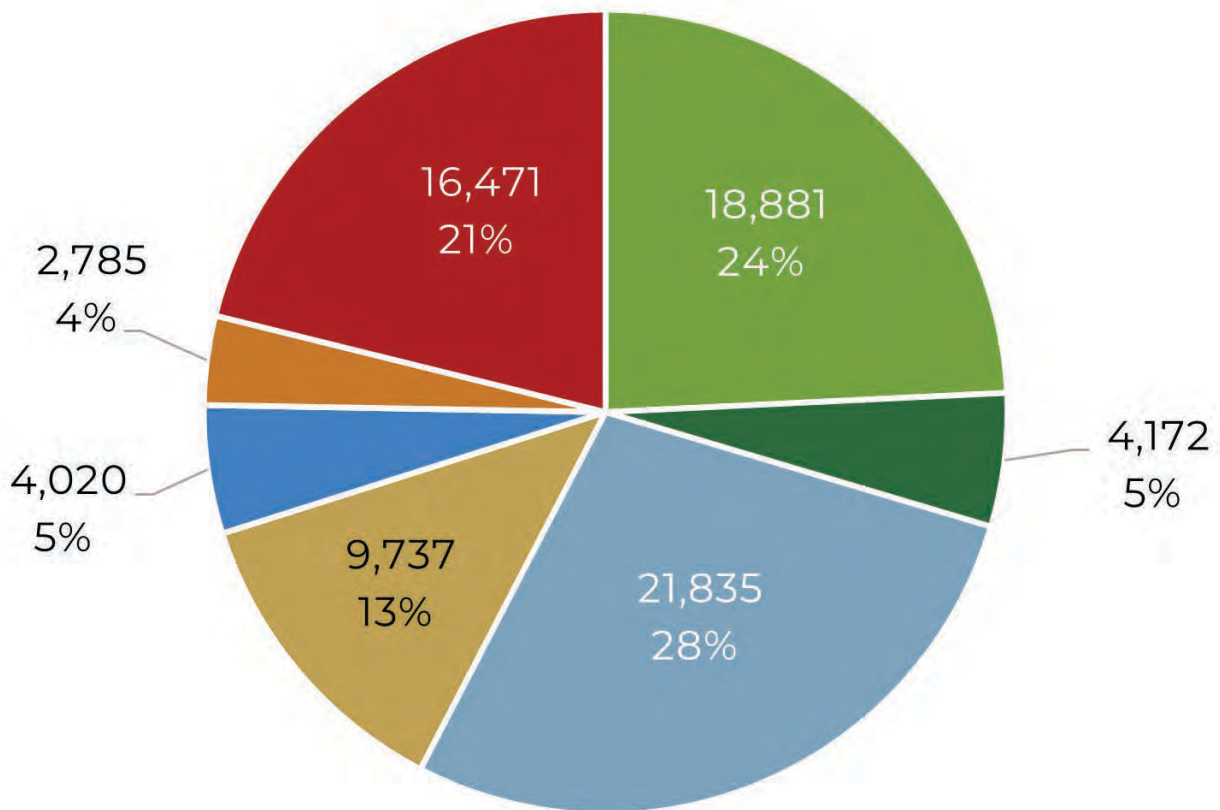


- Child Growth and Development
- Health, Safety and Nutrition
- Child Observation and Assessment
- Family and Community Partnerships
- Learning Environments and Curriculum
- Interactions with Children
- Professionalism and Leadership

*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=77,900



- Educational Programming and Family Support
- Leadership and Advocacy
- Personnel and Professional Self-Awareness
- Staff Management and Human Relations
- Fiscal Management
- Legal Management
- Program Operations and Facilities Management

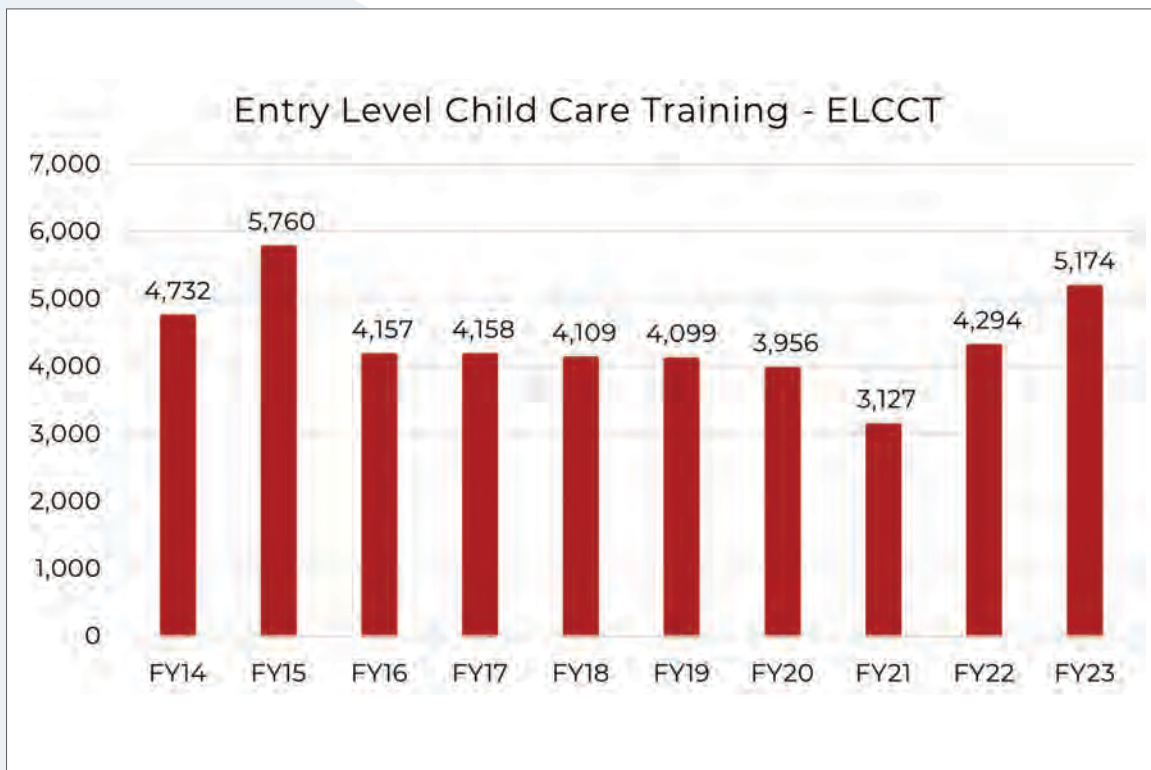


ENTRY LEVEL TRAINING

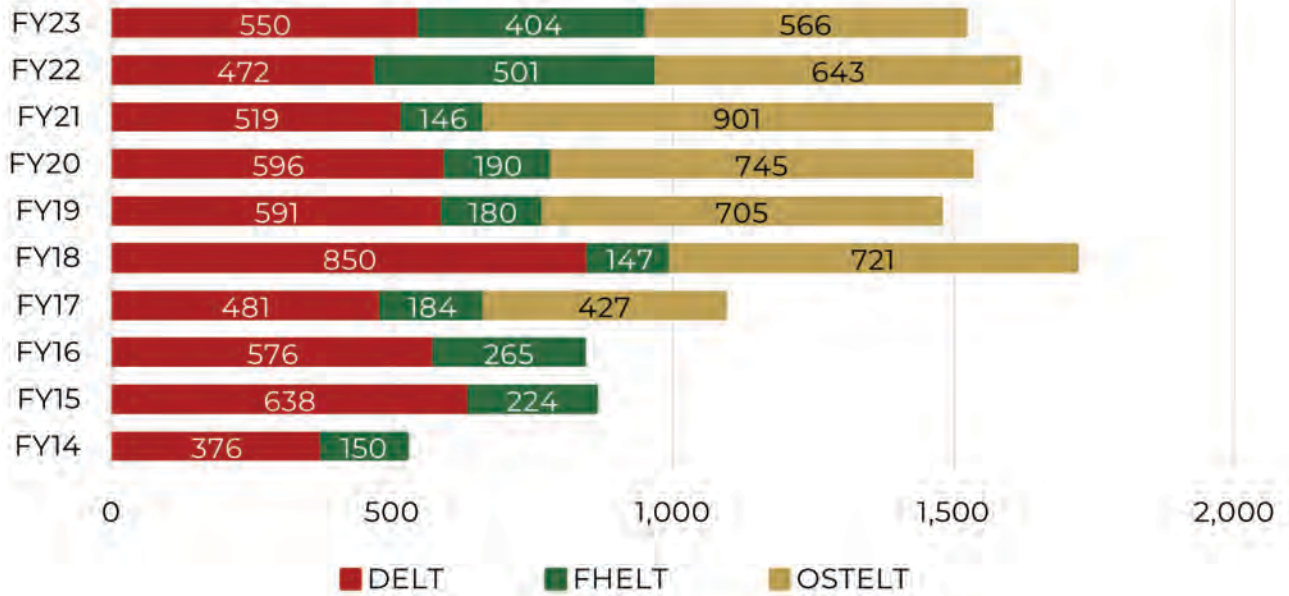
CECPD provides online foundational entry level courses for child care center staff, child care center directors, family child care home providers, and out-of-school time teachers. These courses include:

- 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 **5,174**. In addition, **1,028** participants completed ELCCT equivalent courses. These courses meet the Child Care Services-Licensing ELCCT training requirement.



Other Entry Level Training



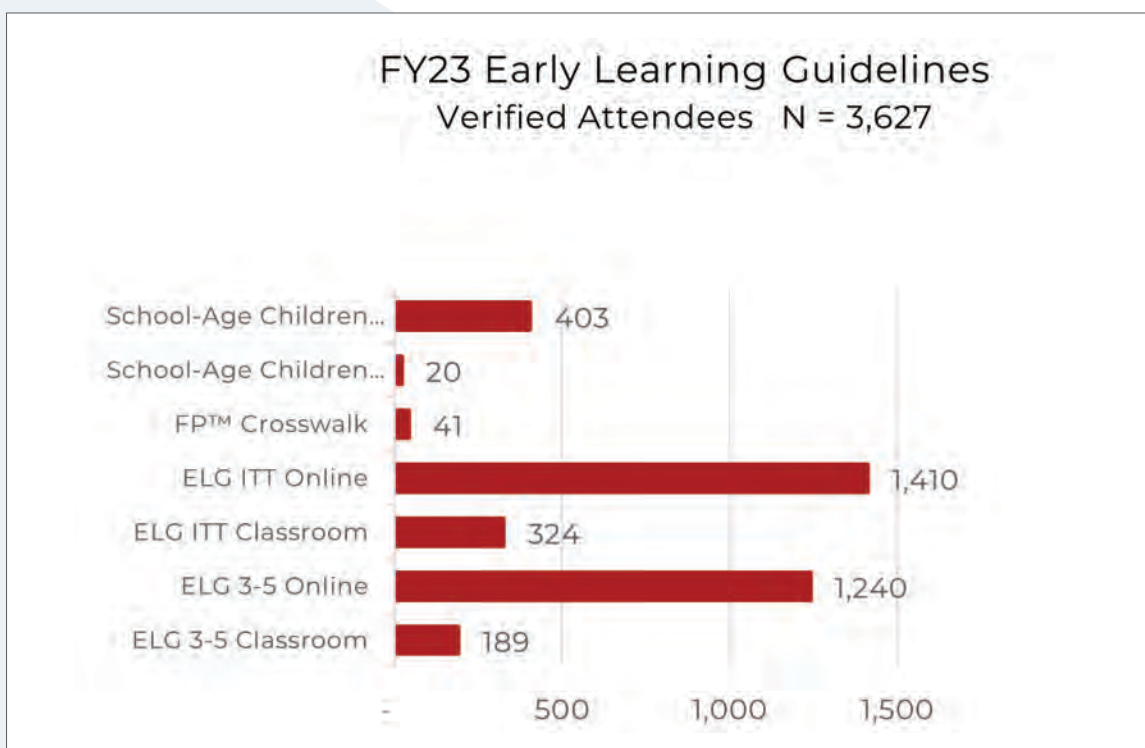


EARLY LEARNING GUIDELINES

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 was **3,627**. 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

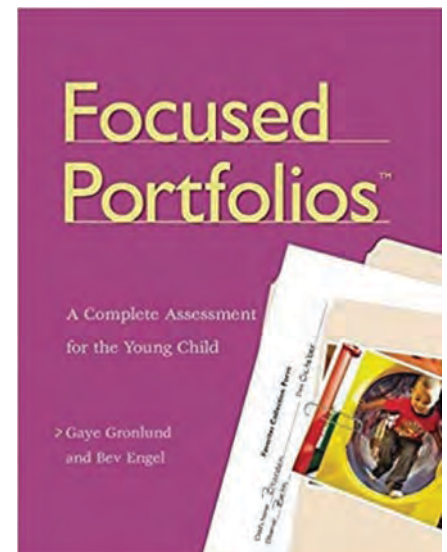
Focused Portfolios™ is an assessment tool in which children are carefully observed in their everyday interactions by professionals serving children from birth through age five. Through these careful observations, child care professionals can complete a thorough portfolio that depicts a child's learning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

/// In fiscal year 2023, **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 four Focused Portfolios™ I events in fiscal year 2023, 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 2023, there were three Focused Portfolios™ Milestones Crosswalk events, with forty-one (41) attendees.

INFANT SAFE SLEEP TRAINING

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 **6,493** attendees who completed more than **16,670** hours of training.



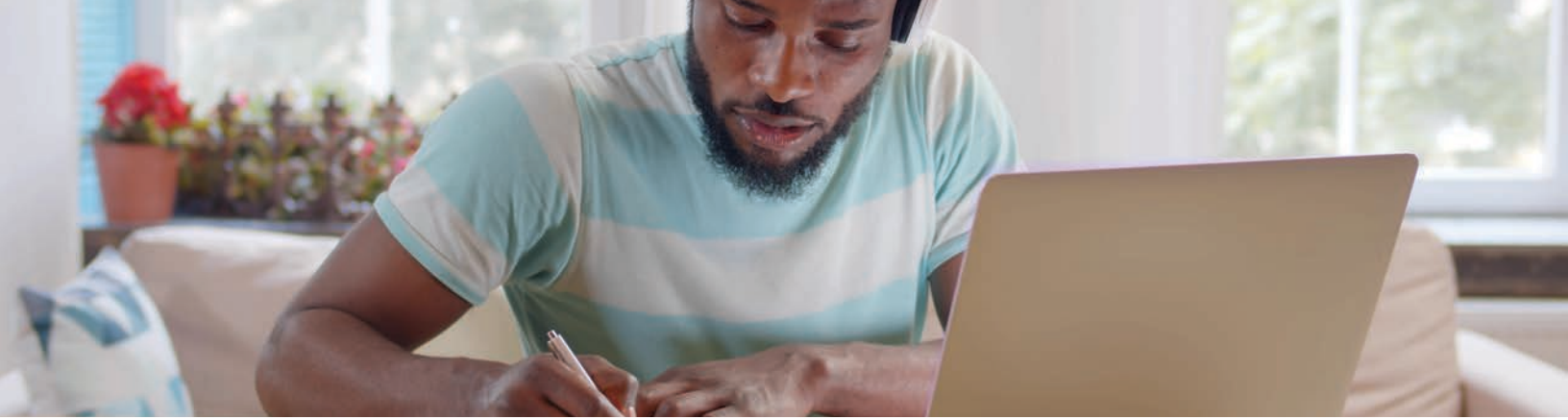


ANNUAL HISPANIC CHILD CARE CONFERENCE

The 16th annual Hispanic Child Care Conference focused on Collaborative Thinking. **95** participants attended a general session covering working collaboratively and professionalism for child care providers. The breakout sessions for participants included further instruction such as “I Play and I Learn” by the keynote speakers Michelle Linares and Suhail Santos. Additional breakouts included Nurturing Touch by Kim Quinn of Warmline and CDA 101 by Angelica Reina of Tulsa Community College and Emely de Jesus from Rainbow Fleet.

TRAINING IN SPANISH

Nineteen (19) events were offered in Spanish this past year. **Eight (8)** events were held in a classroom setting and **eleven (11)** were offered online. The number of attendees for these trainings was **177**. **One (1)** child care provider completed training in Spanish to fulfill requirements for the Child Development Associate (CDA) credential awarded by the Council for Professional Recognition.



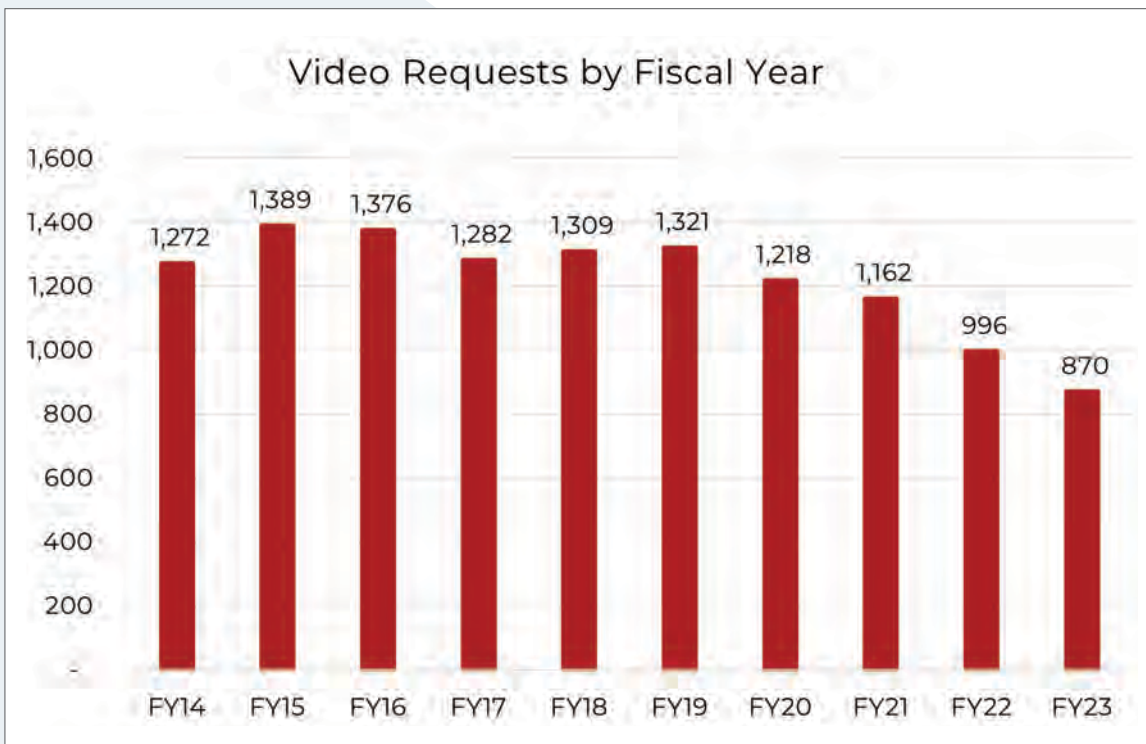
VIDEO LENDING LIBRARY

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 **16** new titles to the inventory for fiscal year 2023. 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 music education for providers, educators and children, musical development from birth to elementary age, research-based intervention for language disorders in children, recognizing and the treatment of autism spectrum disorders, and managing challenging behaviors in the classroom or home. Videos available will also take the viewer into the classroom with real-life vignettes, interactive activities, and interviews with leading researchers. These topics are a valuable resource for family child care homes, centers, and educators.

/// In fiscal year 2023, CECPD filled **870** video requests.



CURRICULUM DEVELOPMENT & REVISIONS

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.

CONTINUITY OF CARE

3 clock hours – The concept of Continuity of Care in early childhood professionals is important. We know that children learn within the context of their relationships with parents, guardians, child care providers, and teachers, and that building those secure attachments with responsive, trusting adults takes time. This is the basis for continuity of care.

CONTINUOUS QUALITY IMPROVEMENT

3 clock hours – This course emphasizes the importance of buy-in from all stakeholders not only in the child care program but also the community at large where the program is being delivered. While we cover each of these areas, we will focus on your role in supporting quality improvement.

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 Hope were developed in FY23. *Hope: The Big Idea, Hope and Teacher Identity, Hope in the Classroom, and Hope for Administration* were all developed in FY23 and will be published in FY24.

HOPE AND TEACHER IDENTITY: 3 clock hours – In this course, teachers will take an introspective look at their level of hope and how it influences their ability to teach hope to the children in their care. Barriers to hope will be analyzed, and ways to instill hope will be explored. Teachers will be given ideas on ways to improve goal-setting, implement journaling, increase self-care, and seek support.

HOPE IN THE CLASSROOM: 3 clock hours – This course applies current research on measuring and teaching hope to early childhood education. Throughout this course, Early Child Care Educators will gain an awareness of developmentally appropriate ways to teach children goal setting and critical thinking skills that combine to create hopeful thinking patterns. Educators can teach cognitive patterns of hope in the classroom that benefit children throughout their education and in every sphere of life.

HOPE FOR ADMINISTRATION: 3 clock hours – Cultivating hope in children starts with educators. In order to effectively promote hope within children, educators must first actively engage with hope themselves. For hope to be successfully incorporated into child care, administrators must recognize its benefits, offer training and learning opportunities for school leaders, and create a safe learning environment centered on community and compassion.

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

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 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.

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 nine 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, 7) Better Business in Family Child Care, 8) Cultivating Growth and Well-Being and 9) Creating Effective Literacy Environments.

OKLAHOMA CHILD CARE WAGE SUPPLEMENT PROGRAM

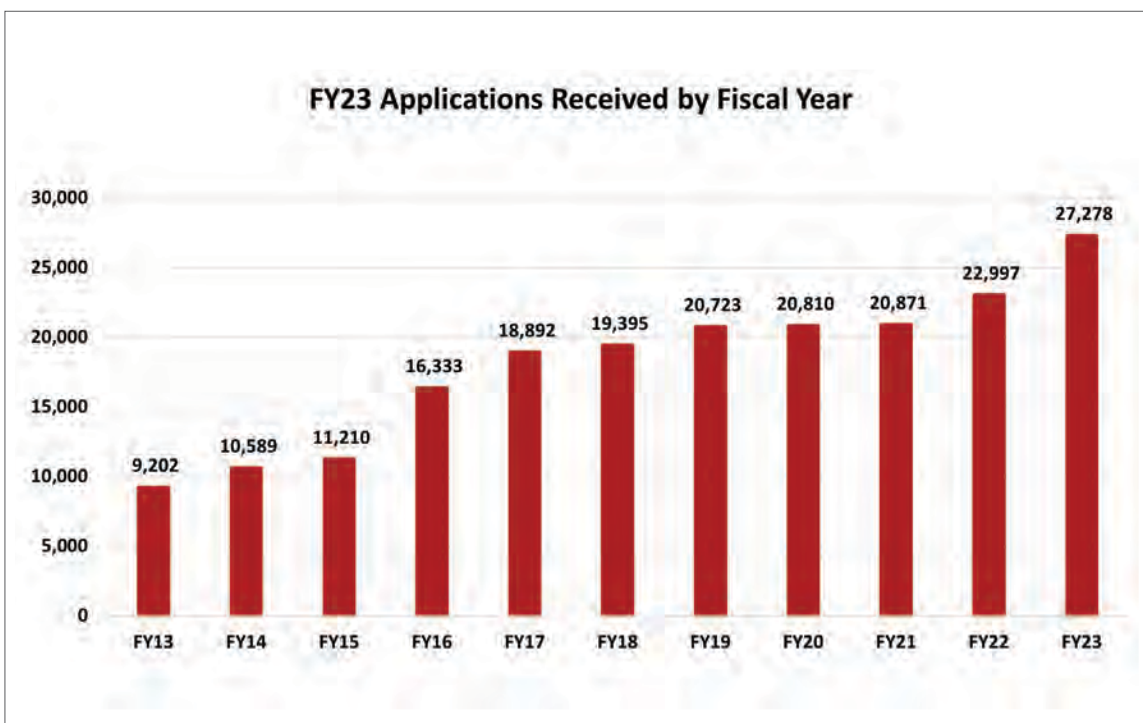
Oklahoma Child Care Wage Supplement provides professional development and longevity salary supplements to child care program personnel, directors, and family child care home providers working with young children in quality licensed programs. The program is designed to promote professional development, 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 ACCOUNTS

There were approximately **26,315** participants with active accounts in the OPDR at the end of fiscal year 2023. The increase in active accounts may be due to the Child Care Services Workforce Support Grant requirements.

APPLICATIONS RECEIVED

The total number of PDL and ODC applications received increased by 19% in fiscal year 2023. The Oklahoma Registry received the highest number of PDL and ODC applications ever during this fiscal year.



*Data was reviewed and updated in FY23.

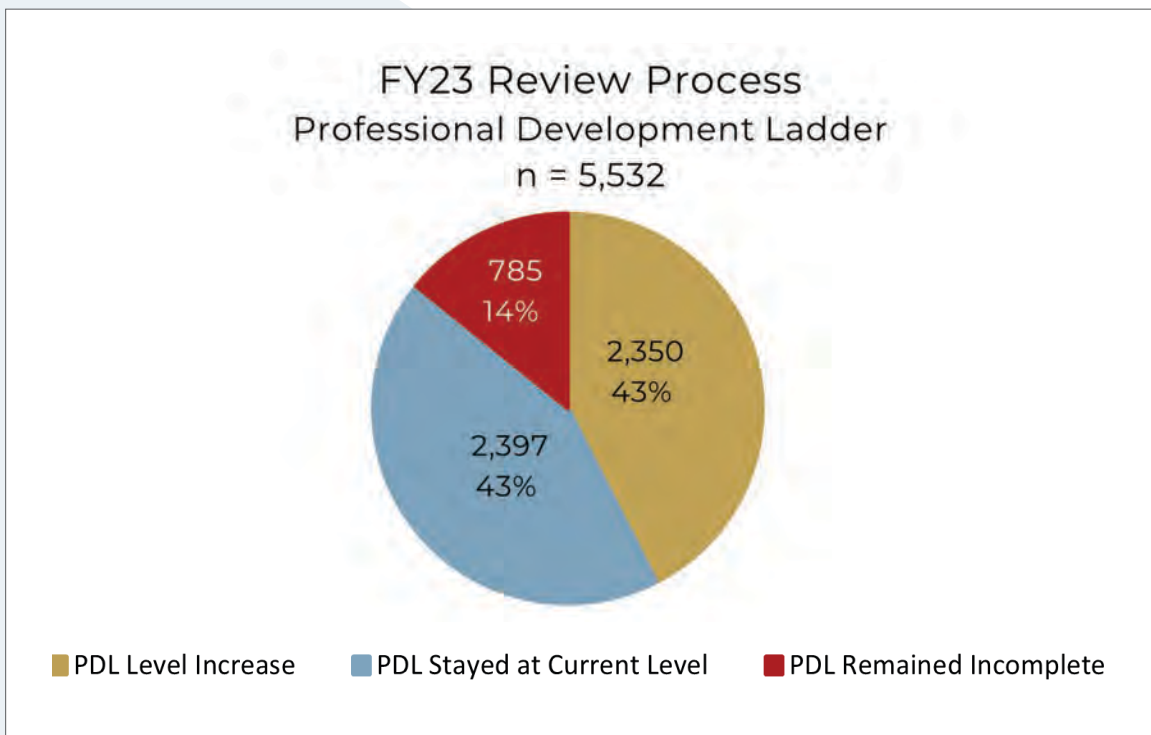
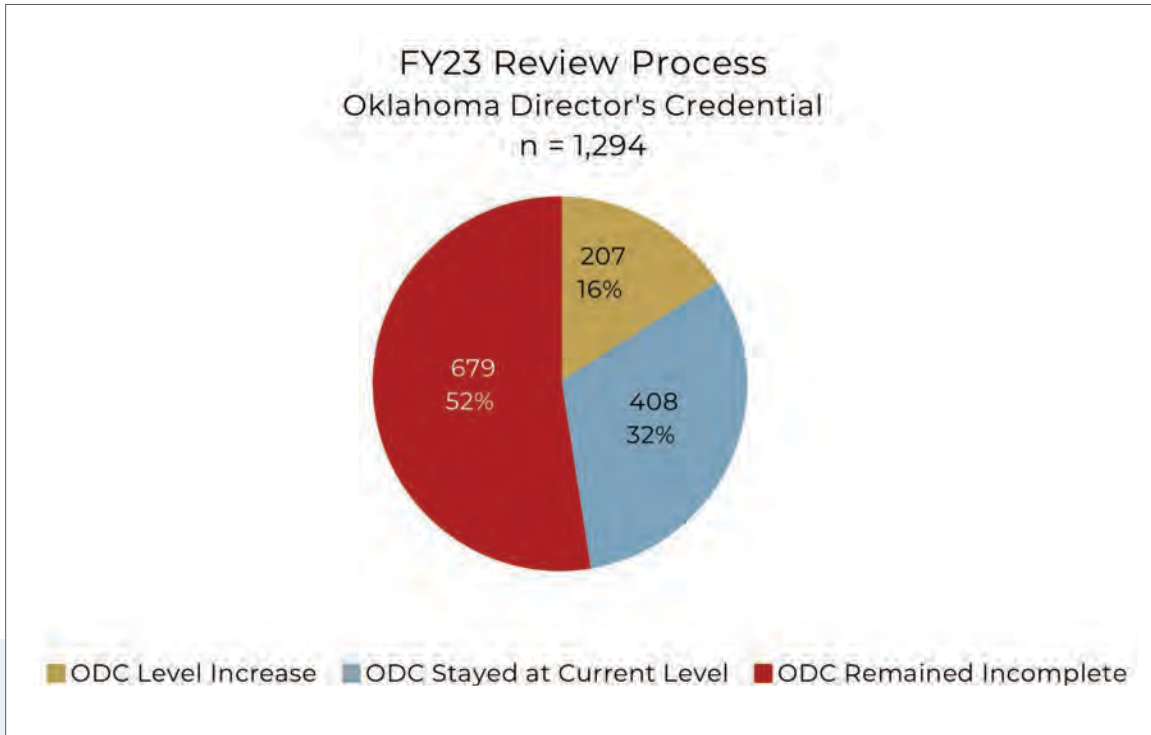
DOCUMENTS, EMAILS, AND PHONE CALLS

The Oklahoma Registry received 80,284 documents, emails, and phone calls in addition to the number of applications received in fiscal year 2023.

**Reporting for this began in October 2022.

REVIEW PROCESS

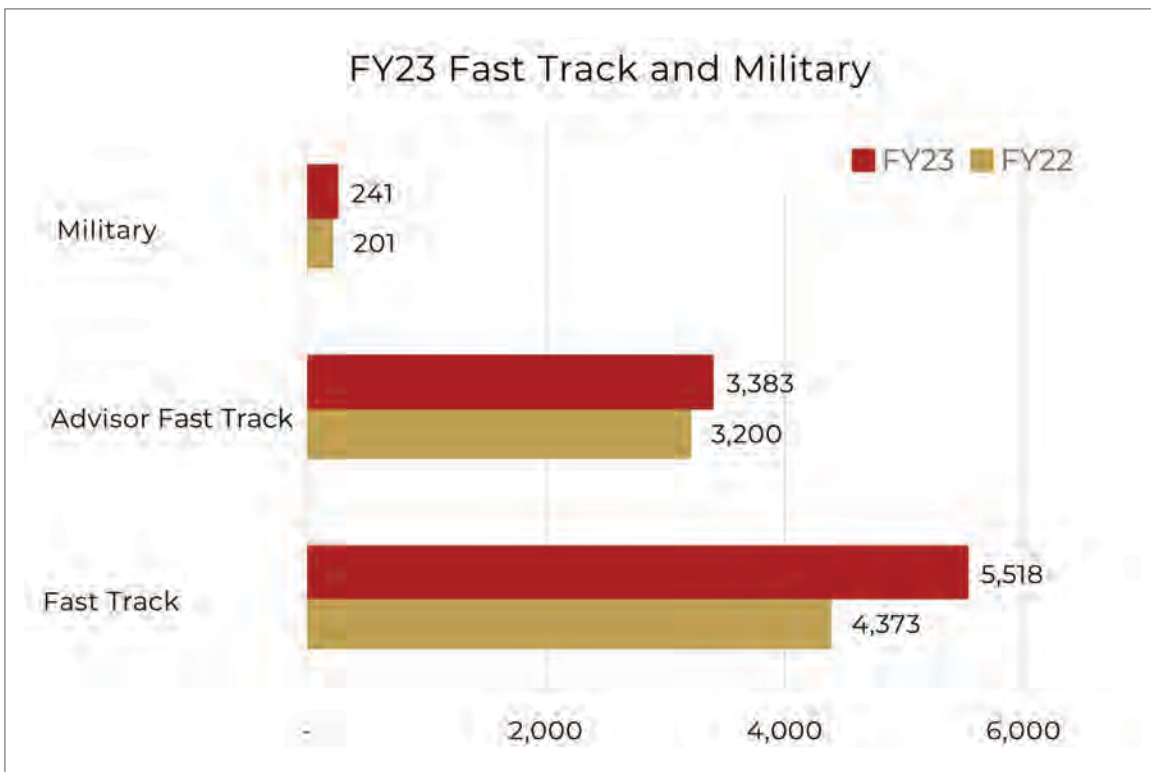
The total number of participants that went through the Review process is **6,826**. The individuals with a level increase had additional training or education added to their OPDR record that moved them to a higher level on the PDL or ODC. It also may have moved their incomplete application into processing. The individuals who stayed at their current level needed more 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 **9,142**. That is 34% of the total applications received in fiscal year 2023 and an 18% increase from fiscal year 2022. Applications can be fast-tracked if all the initial or renewal training hours are taken from OPDR Approved Training Sponsors. Participants who 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 a Registry Advisor must review.



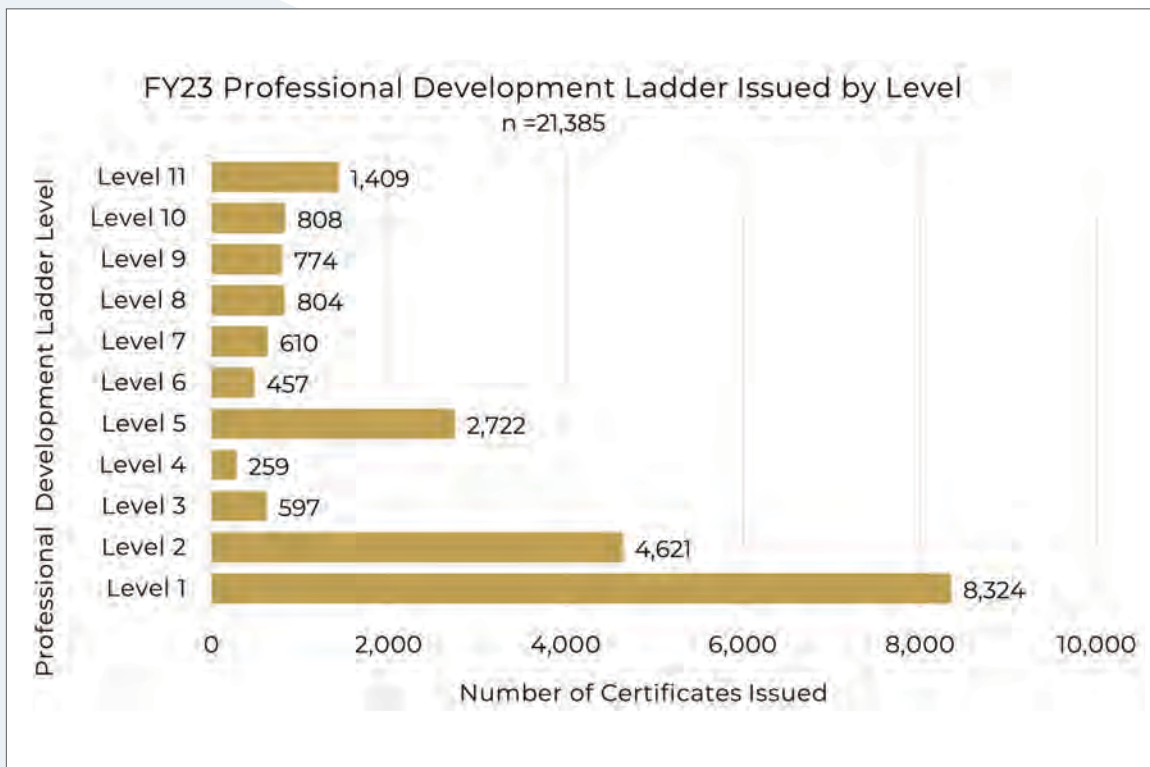


CERTIFICATES ISSUED

The chart below shows the number of PDL and ODC certificates issued in fiscal year 2023.

PROFESSIONAL DEVELOPMENT LADDER

The majority of participants were at Level 1 on the PDL. There was a 9% decrease in the number of PDL certificates issued from fiscal year 2022. 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. The Bronze level slightly decreased while the Silver level increased by 34% from fiscal year 2022.

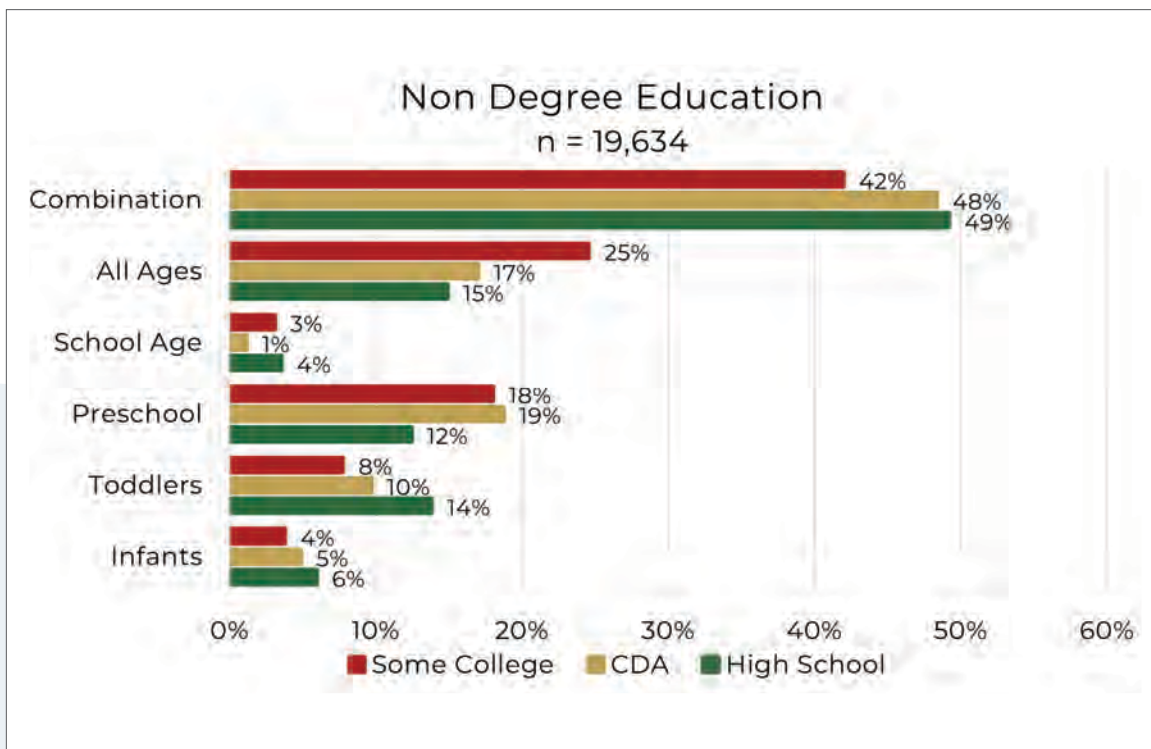


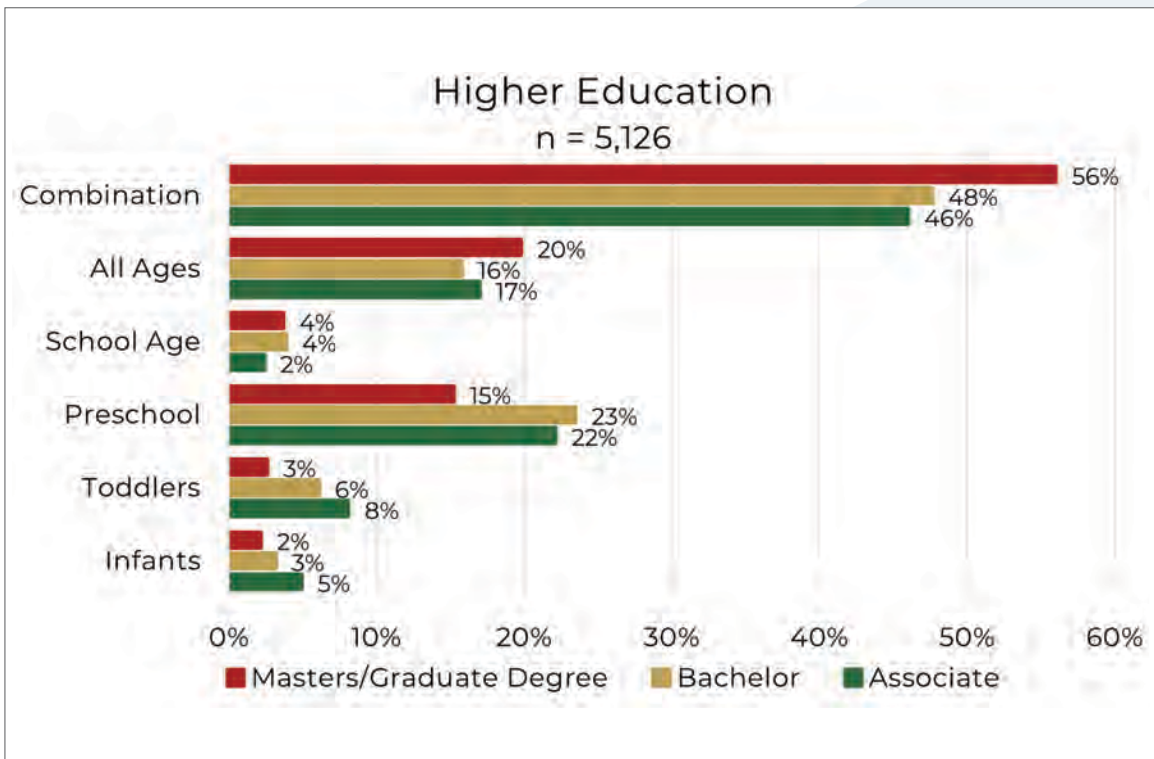
HIGHEST EDUCATION LEVELS BY AGE GROUPS SERVED

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

Teachers with bachelor's degrees are more likely to teach in preschool or combined-age group settings. 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 with a CDA or high school work predominately in teacher or master teacher positions. Providers with some college work primarily in teacher and administrator positions.

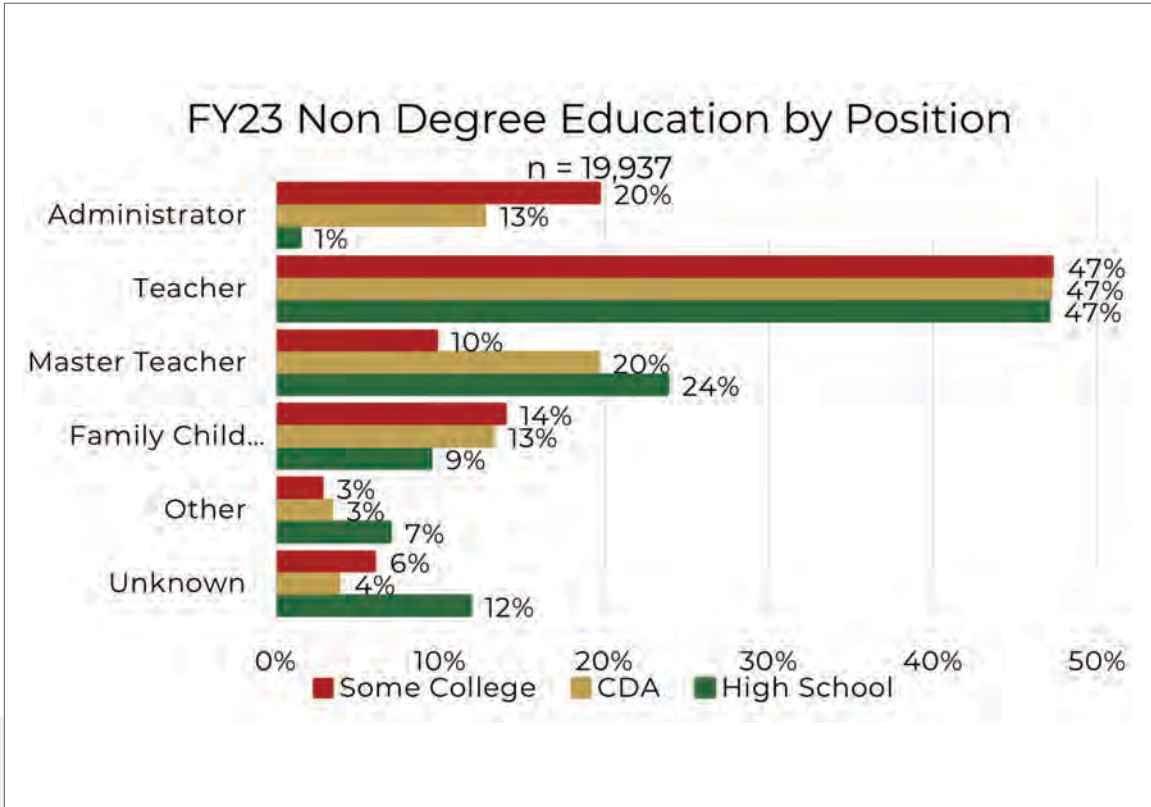
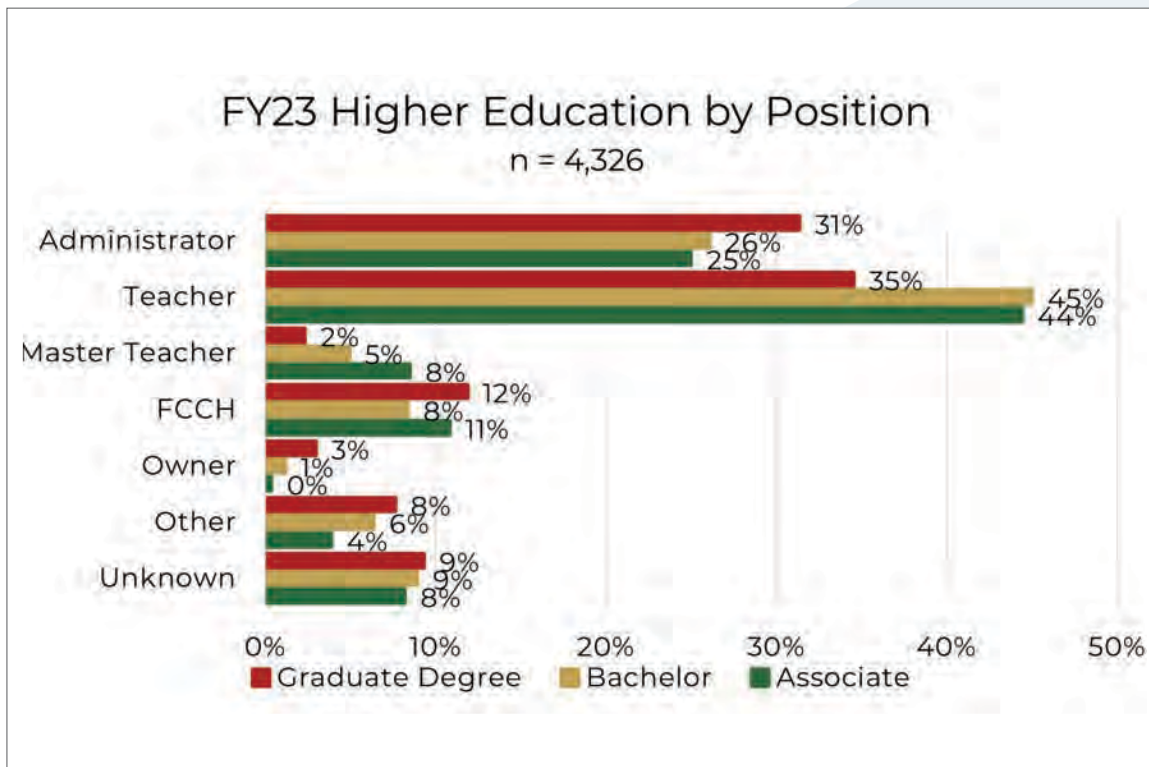




Image by Selver Ucinbarli

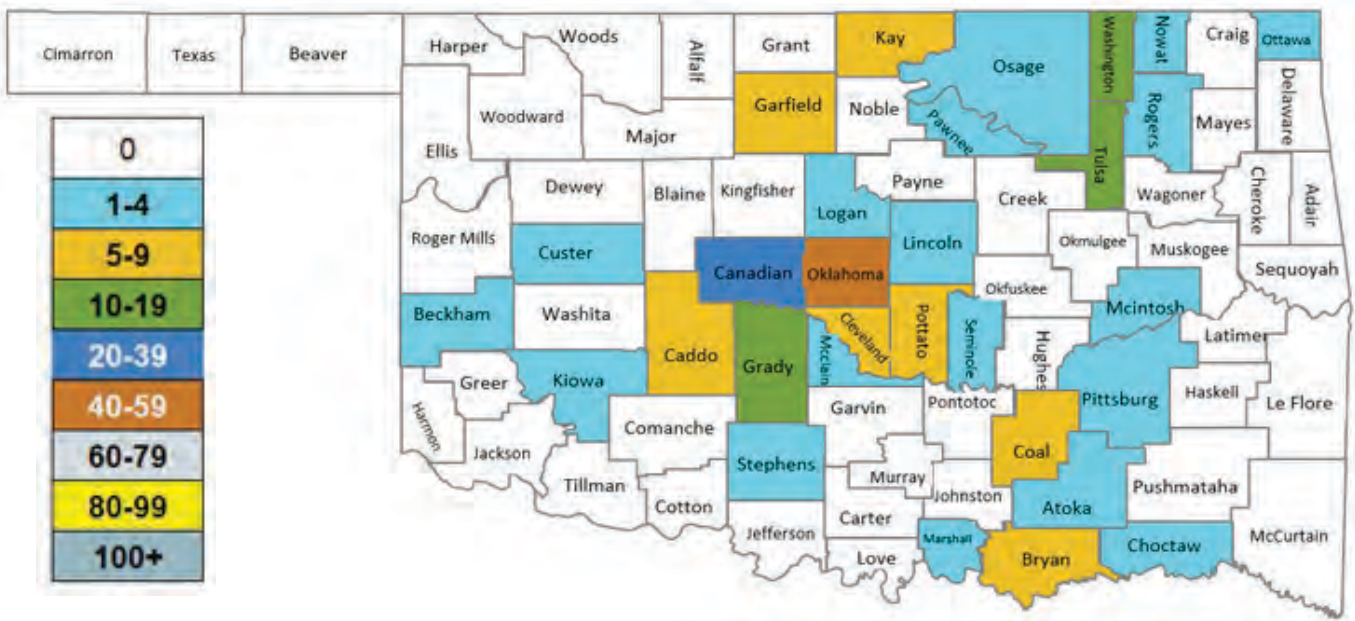
Providers with bachelor's degrees work predominately in teacher or administrator positions. Providers with associate degrees are also more likely to work in these settings but with a higher percentage in a teacher position.



MASTER TEACHER

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

The map below represents the **202** 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 **6,691** participants with a current PDL Level 5 or higher that meets Master Teacher education requirements.



The map below represents the **6,893** participants with a current PDL Level 4 or higher that meets Master Teacher education requirements.

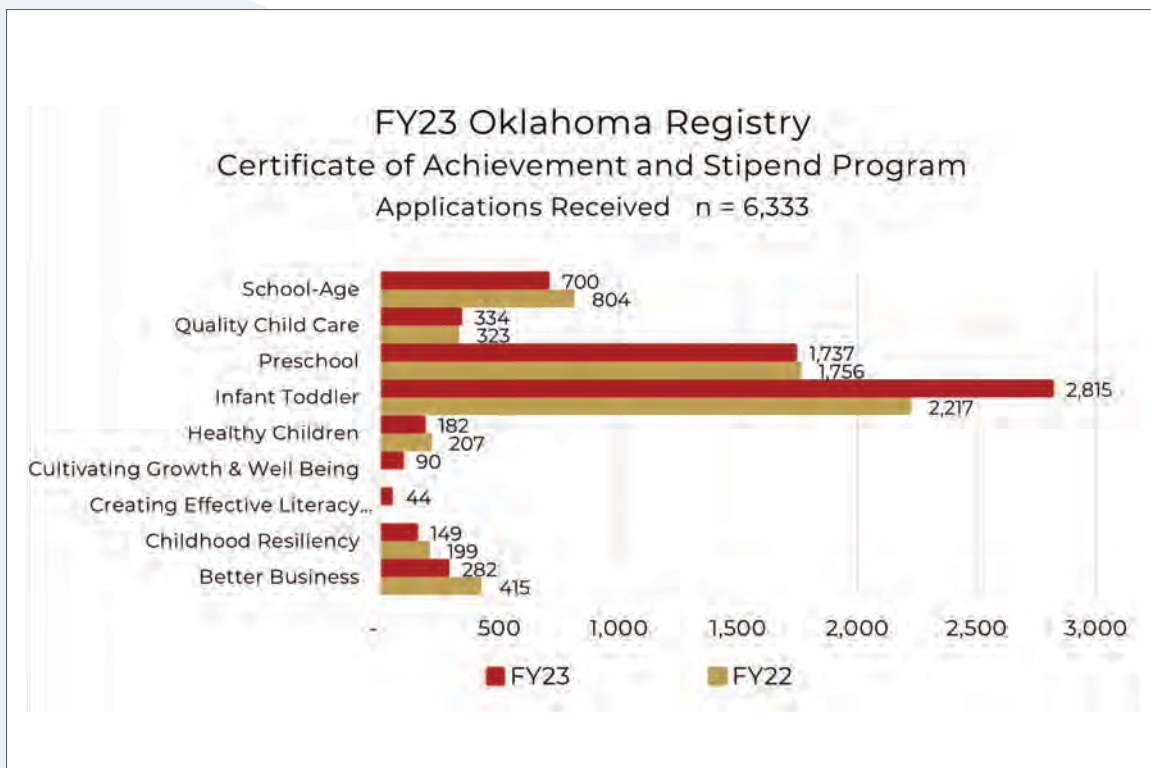


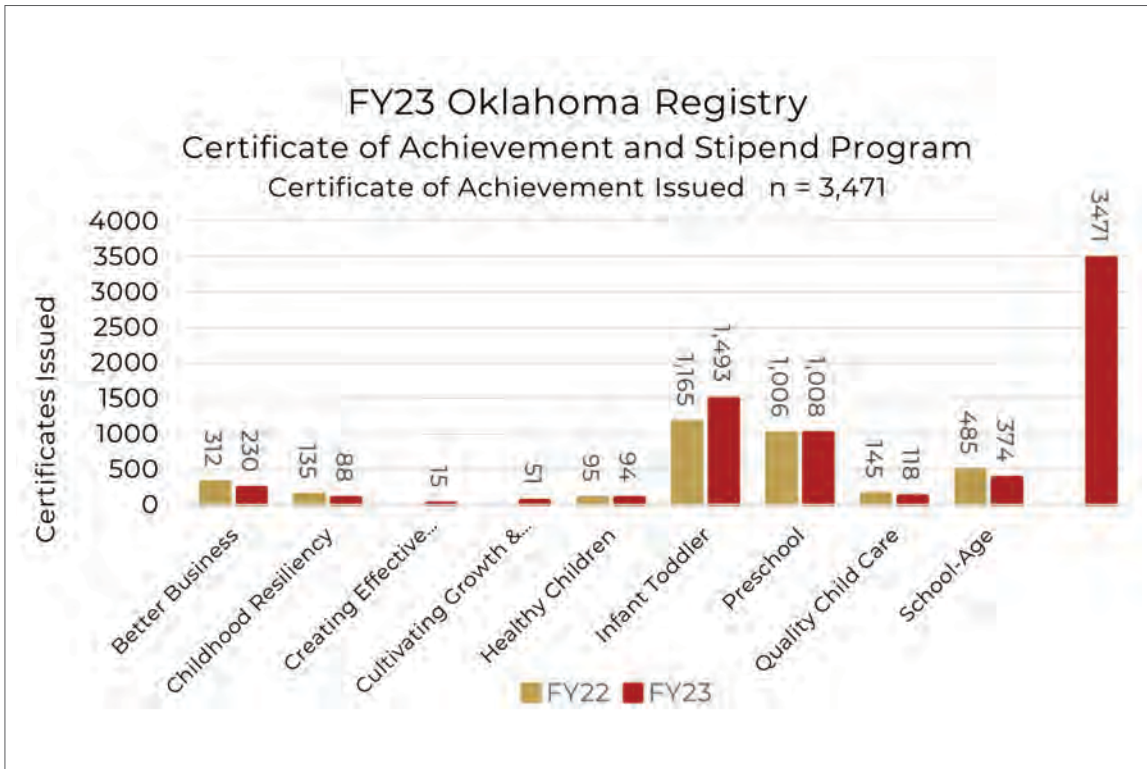
OKLAHOMA REGISTRY CERTIFICATE OF ACHIEVEMENT AND STIPEND PROGRAM

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 2023—Cultivating Growth and Wellbeing and Creating Effective Literacy Environments. In the 2023 fiscal year, **6,333** applications were received, **3,471** Certificates of Achievement were awarded, and **3,458** stipends were approved. A total of **\$2,074,800** was awarded to providers in the fiscal year 2023.

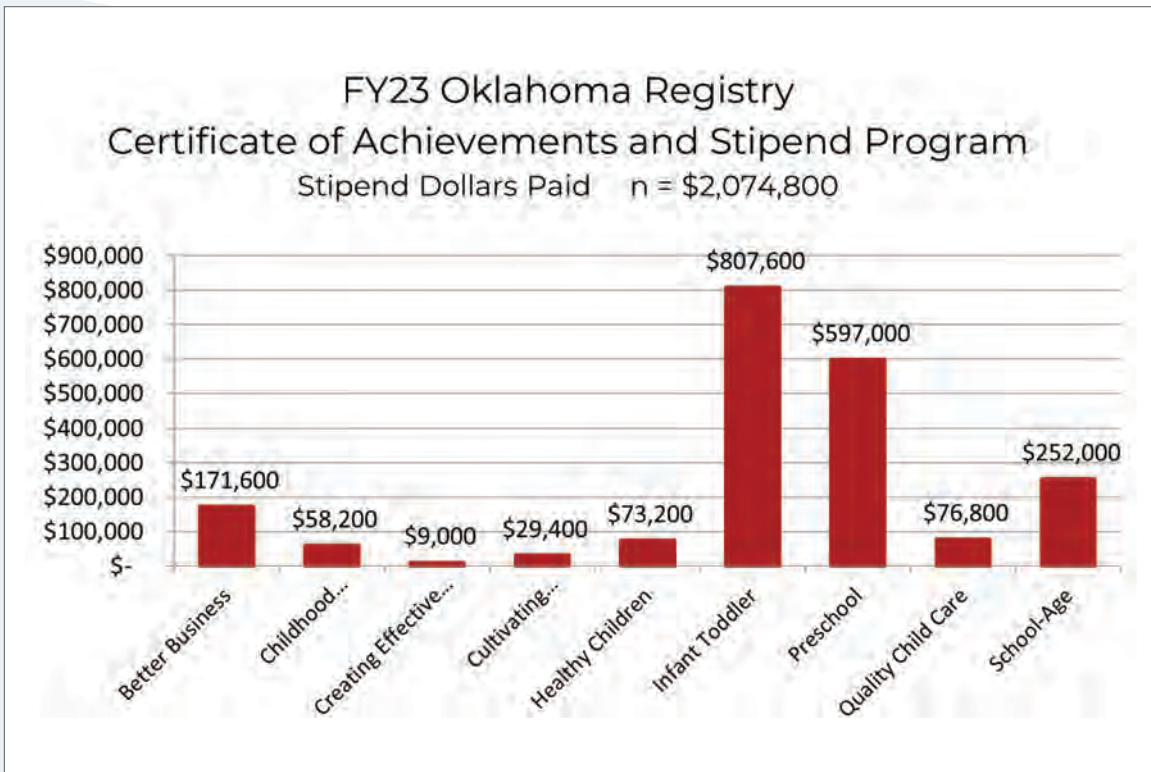
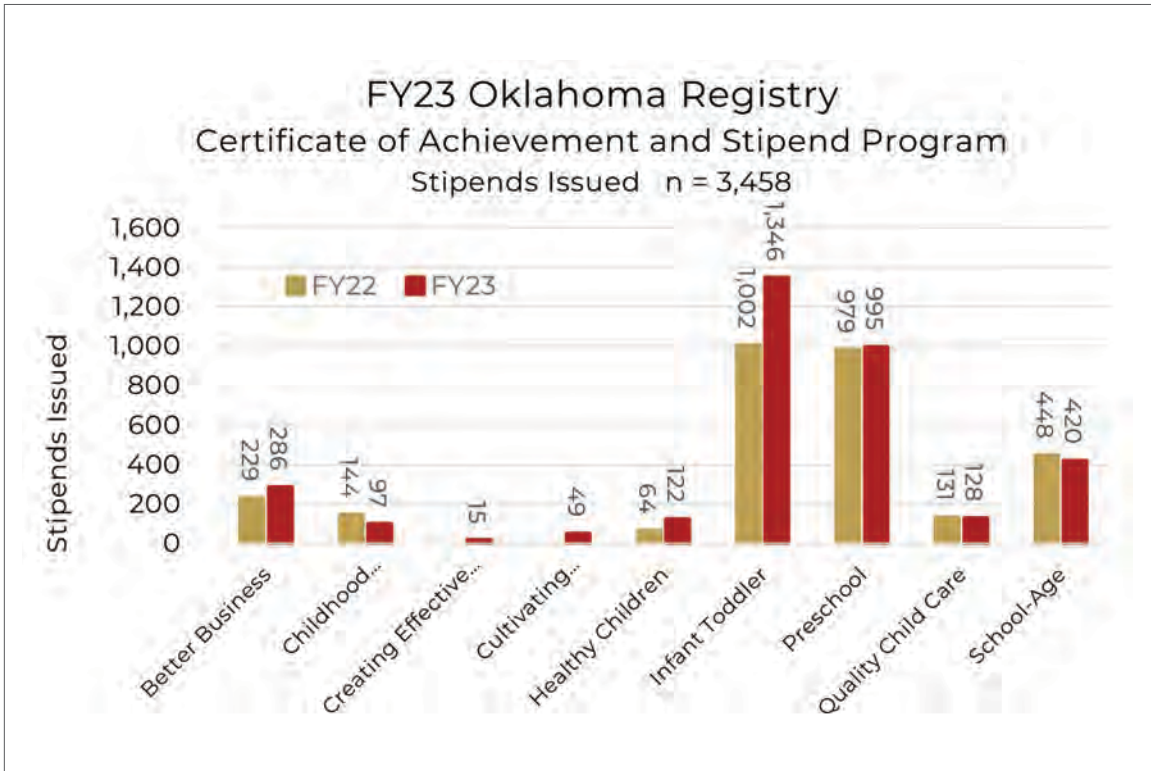
A current CDA was used to meet the education requirement for **9%** of Infant/Toddler Certificates of Achievement and **12%** of the Preschool Certificates of Achievement. **Three** individuals used an Infant Toddler Oklahoma Competency Certificate to meet the education requirement for an Infant/Toddler 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, Healthy Children in Child Care, Cultivating Growth and Wellbeing, and Creating Effective Literacy Environments Certificates of Achievement were met with Oklahoma Professional Development Registry (OPDR) approved training in the specific Areas of Concentration as listed above.





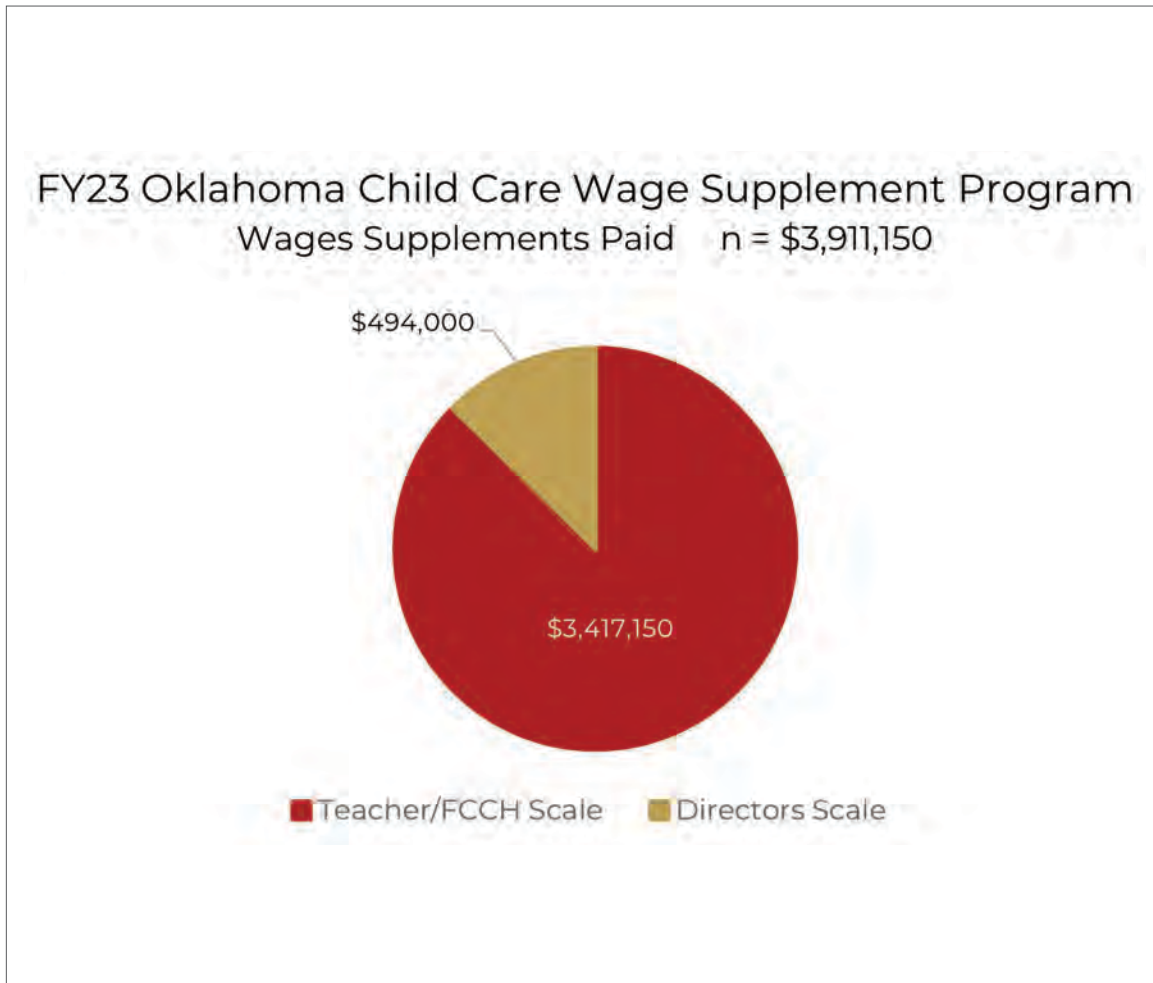
*Three Infant and Toddler Certificates of Achievement were met with an Infant Toddler Competency Certificate.



OKLAHOMA CHILD CARE WAGE SUPPLEMENT

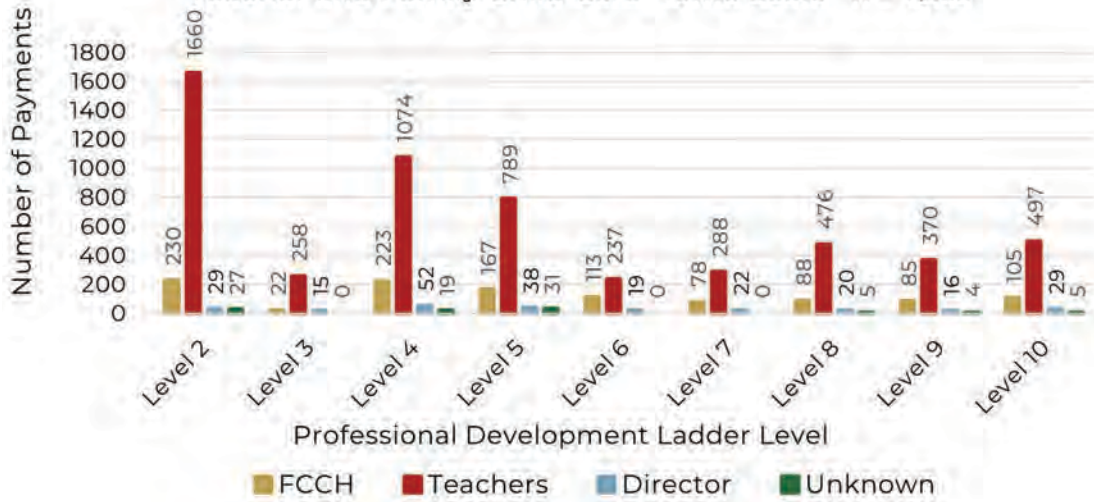
The Oklahoma Child Care Wage Supplement Program was designed to provide salary supplements to childcare providers, including Directors, Assistant Directors, Teachers, and Family Child Care Home Providers working with young children in quality licensed programs. This program promotes education, professional 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 2023, we received **4,809** new applications, **2,982** of which were approved. A total of **8,699** wage supplements were awarded to active participants totaling **\$3,911,150**. Of the sums awarded, **13%** were awarded on the Director/Assistant Director scale. Their amounts were based on their active Oklahoma Director's Credential (ODC). The remaining **87%** were awarded based on the Teacher/Family Child Home Provider Scale and had an active Professional Development Ladder of Level 2 or higher.



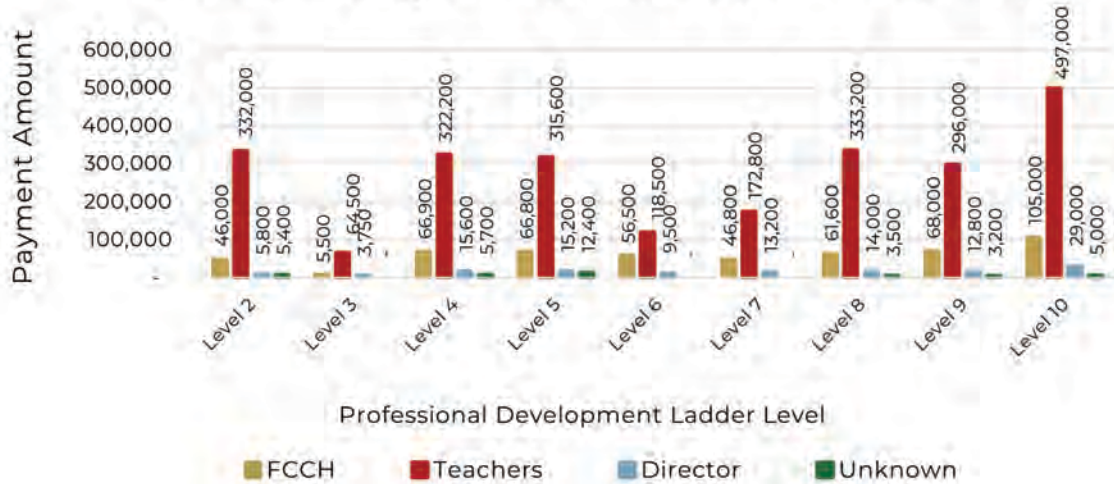
FY23 Oklahoma Child Care Wage Supplement Program Number of Payments Issued

Teacher and Family Child Care Home Scale n = 7,353



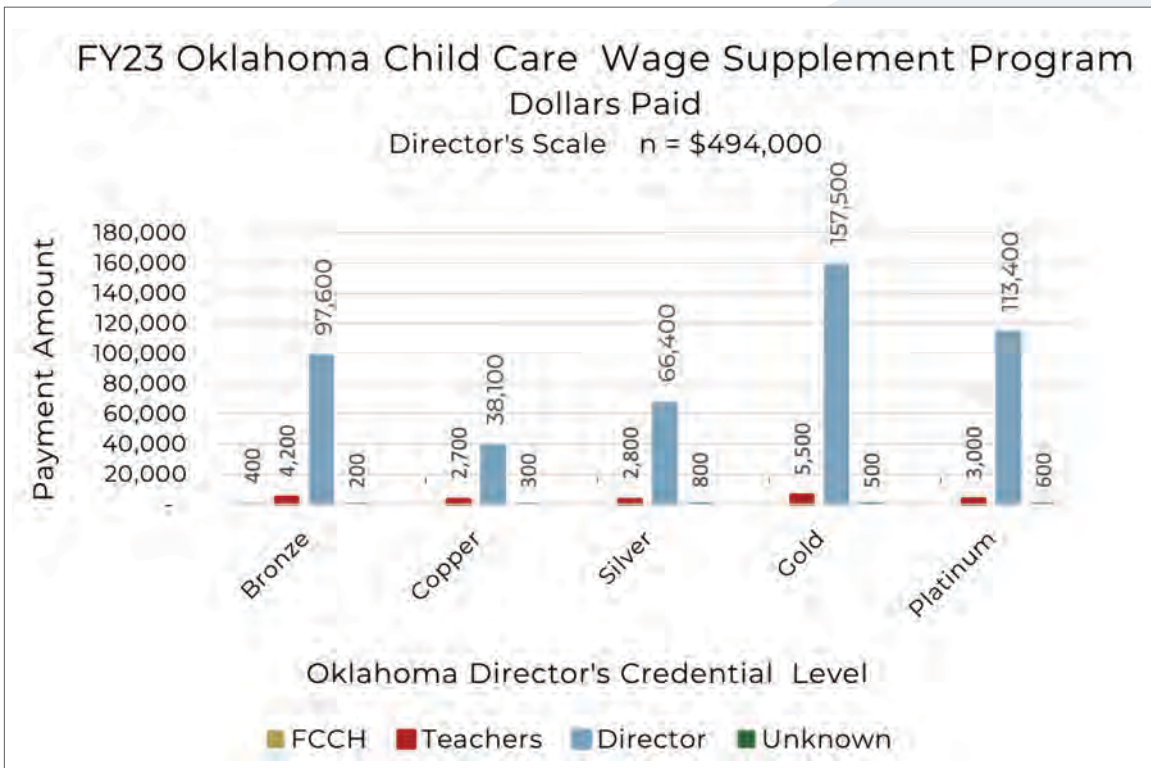
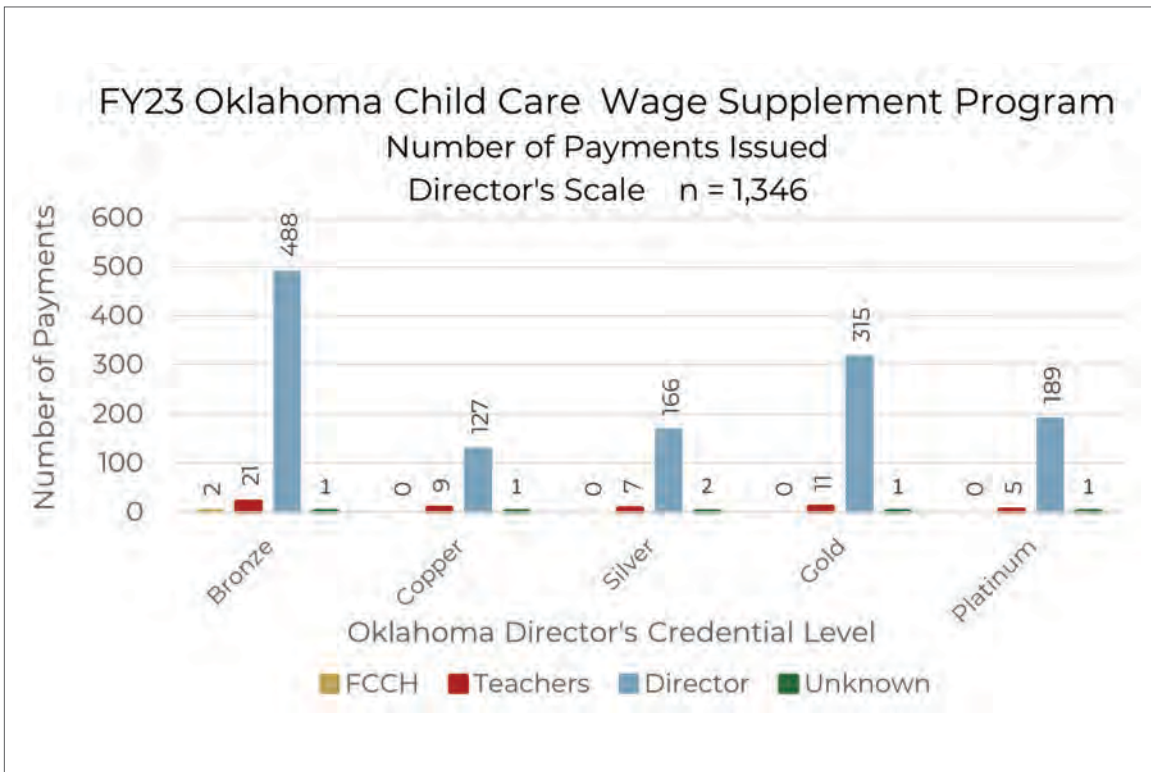
FY23 Oklahoma Child Care Wage Supplement Program Dollars Paid

Teacher and Family Child Care Home Scale n = \$3,417,150



*Payments issued reflect data through June 30th, 2023. 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 **1,346** payments totaling **\$494,000** were issued to Directors and Assistant Directors during the fiscal year 2023.



COLLABORATION & OUTREACH

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 2023, 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
- OSU-OKC Advisory Board
- 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 University's first president, David Ross Boyd, arrived in Norman in August of 1892. By 1895, there were four faculty members, three men and one woman, and 100 students enrolled. Today there are more than 30,000 students at the University. It is Norman's largest employer, and the city itself has grown to a population of more than 110,000 residents. 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 colleges offer programs at the Schusterman Center, the site of OU-Tulsa. OU has more than 2,600 full-time faculty members, and has 20 colleges offering a variety of bachelor's, master's, doctoral and doctoral professional, as well as multiples graduate certificates. It is a majestic campus with meticulously manicured grounds. There are sculptures by internationally renowned artists, serene park and fountain settings, and soaring Prairie Gothic architecture in every direction. The Fred Jones Jr. Museum of Art has been acclaimed as one of the finest university art museums in the country, and it recently received the largest gift of French Impressionist paintings - the Weitzenhoffer Collection - ever given to a university.

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.

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, or visit www.ou.edu/eoo.

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