

ANNUAL REPORT

2024

CENTER FOR EARLY CHILDHOOD
PROFESSIONAL DEVELOPMENT



THE UNIVERSITY OF OKLAHOMA

ANNUAL REPORT

FISCAL YEAR 2024

JULY 1, 2023 THROUGH JUNE 30, 2024

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 - CHILD CARE SERVICES

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INTRODUCTION

As I step into the role of Director, I am both honored and humbled to present this annual report. This past year has been a remarkable journey for CECPD, and much of our success is owed to the exceptional leadership of my predecessor, Dr. Susan Kimmel. Her unwavering dedication, visionary guidance, and commitment to excellence have laid a strong foundation for our continued growth and innovation.

Under Dr. Susan Kimmel's stewardship, we have achieved significant milestones, navigated challenges with resilience, and fostered a culture of collaboration and inclusivity. Her legacy is one of inspiration and progress, and it is with deep gratitude that we acknowledge her contributions. The Center for Early Childhood Professional Development (CECPD) presents this annual report for the 2024 fiscal year (FY) which reflects some of the countless accomplishments.

Although we have recently learned of the decision to end the Oklahoma Child Care Wage Supplement Program, the project team at CECPD processed and awarded \$4,733,550 to qualified participants during this fiscal year.

In FY 2024 2,967 participants took advantage of the free training provided by CECPD.

This fiscal year, 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 26,711 participants were awarded an ODC or PDL.

CECPD awarded 2,897 Certificates of Achievement and \$1,738,200 in stipend distributions.

By partnering with others in collaborative initiatives, CECPD continued to impact Early Childhood Education in Oklahoma. We continued our partnership with the OK Futures project and commitment to serving on the Pyramid Model Leadership team. Our collaboration with Oklahoma Partnership for School Readiness (OPSR) contributes to our strength and positive outcomes.

As we look ahead, I am excited to build upon the solid groundwork established by Dr. Susan Kimmel. Together, we will strive to reach new heights, driven by the same passion and determination that have brought us to where we are today. We look forward to another successful year, with new services that will positively impact Oklahoma professionals, practitioners, children, and families.



Nicole Watkins, 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 2024, **178** organizations had collaborative agreements to provide formal approved professional development in Oklahoma.

APPROVED EDUCATORS

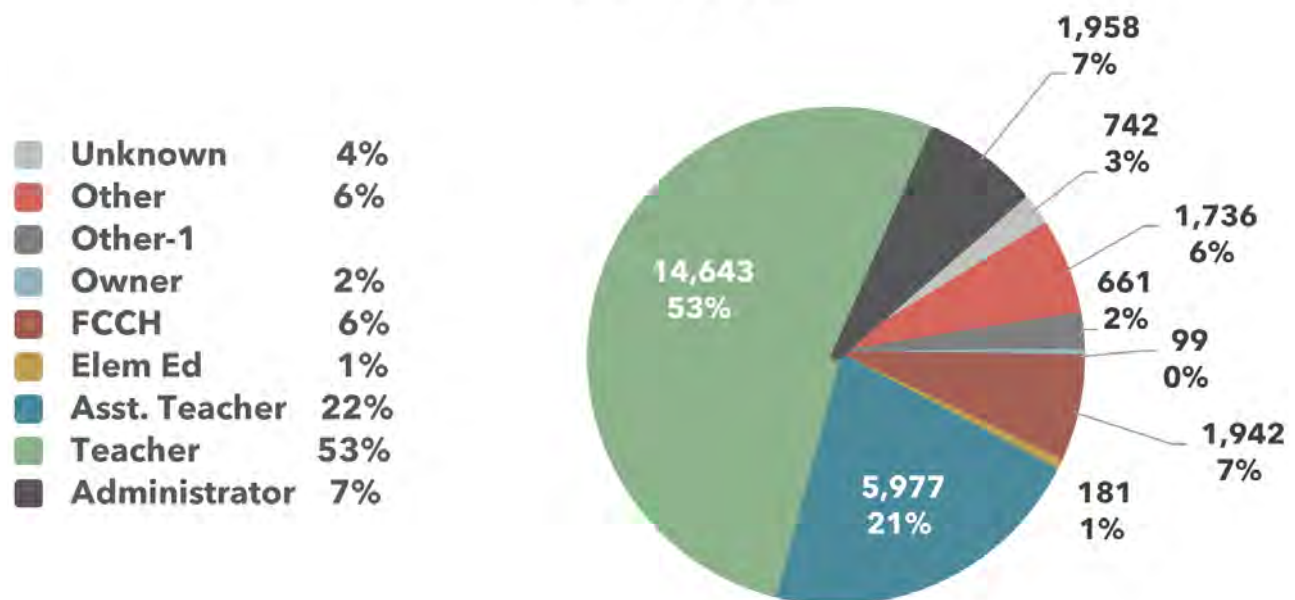
In addition to approving training organizations, CECPD also approves educators. In fiscal year 2024, CECPD approved **28** Educators: **14** specialists, **8** practitioners, and **6** apprentices.

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





FY24 Positions n = 27,939



This pie chart displays the position breakdown of the participants in the Oklahoma Professional Development Registry. Other-1 represents people in the early childhood field, but do not work in a licensed facility.

LEADERSHIP ACADEMY

The Leadership Academy has provided expert professional development to Oklahoma's child care directors and leaders for over 20 years. The Academy provides Early Childhood Educators 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 \$750 stipends. **Eighty-nine (89)** Leadership Academy graduates qualified or Stipends in FY 2024 and received a total of **\$58,250**.

LEADERSHIP ACADEMY I

From 2003 to 2024, **forty-six (46)** 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, **844 participants have graduated. Forty-two (42) participants graduated in FY24.**

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 I



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 FY24, the third annual 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 **14 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 X and Class XI were held in Norman, OK, at the prestigious University of Oklahoma campus in FY 2024. **Forty-three (43) participants graduated** in FY24.

The six sessions include 42 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)
- Business Basics and Recordkeeping
- The ABCs of a Child Care Business
- 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

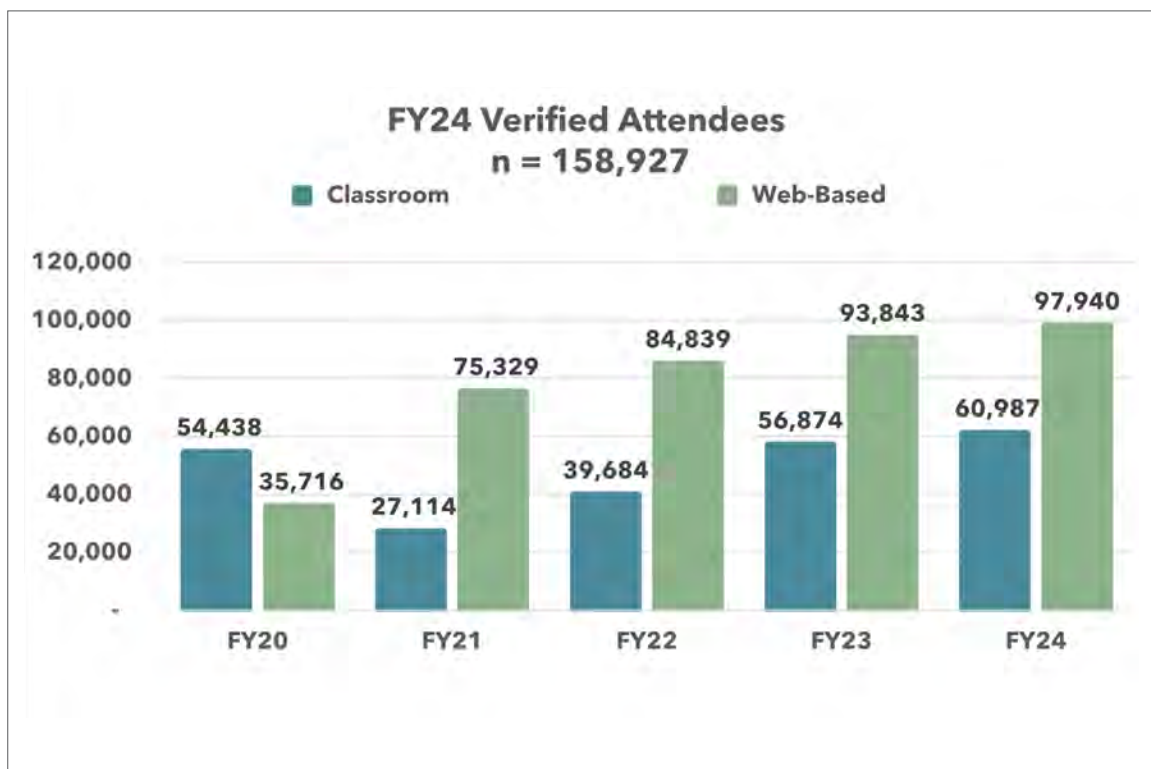


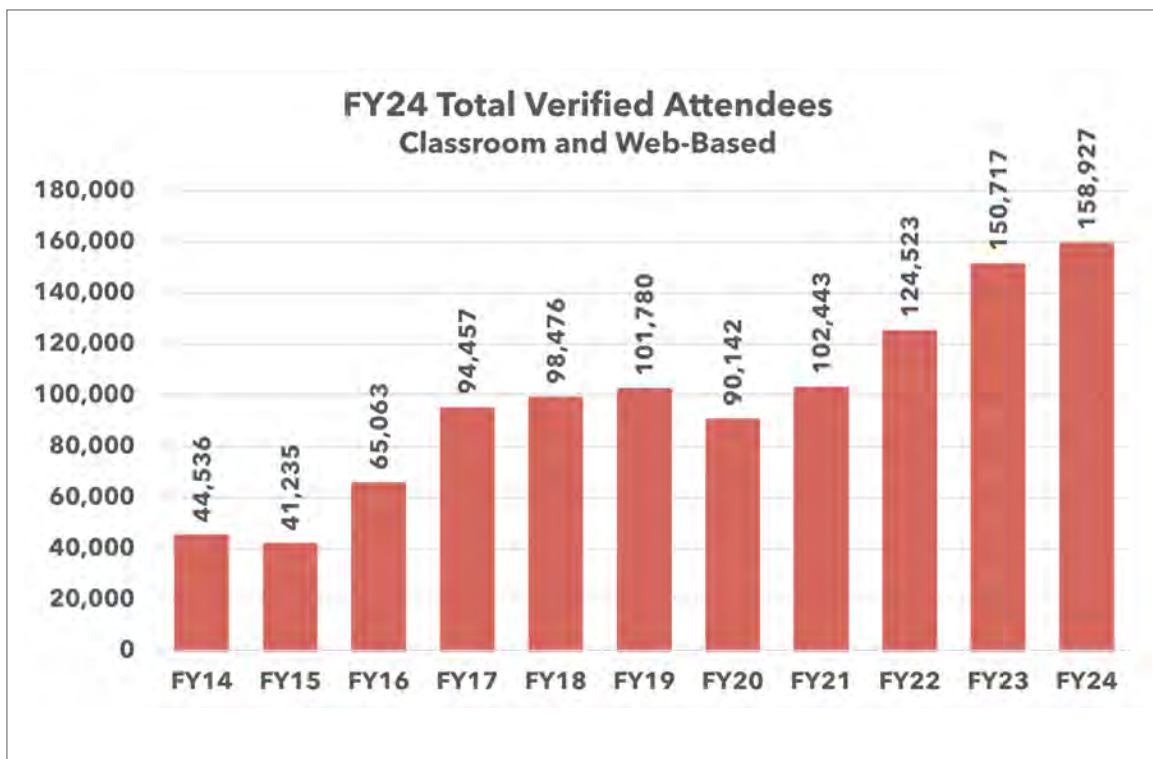
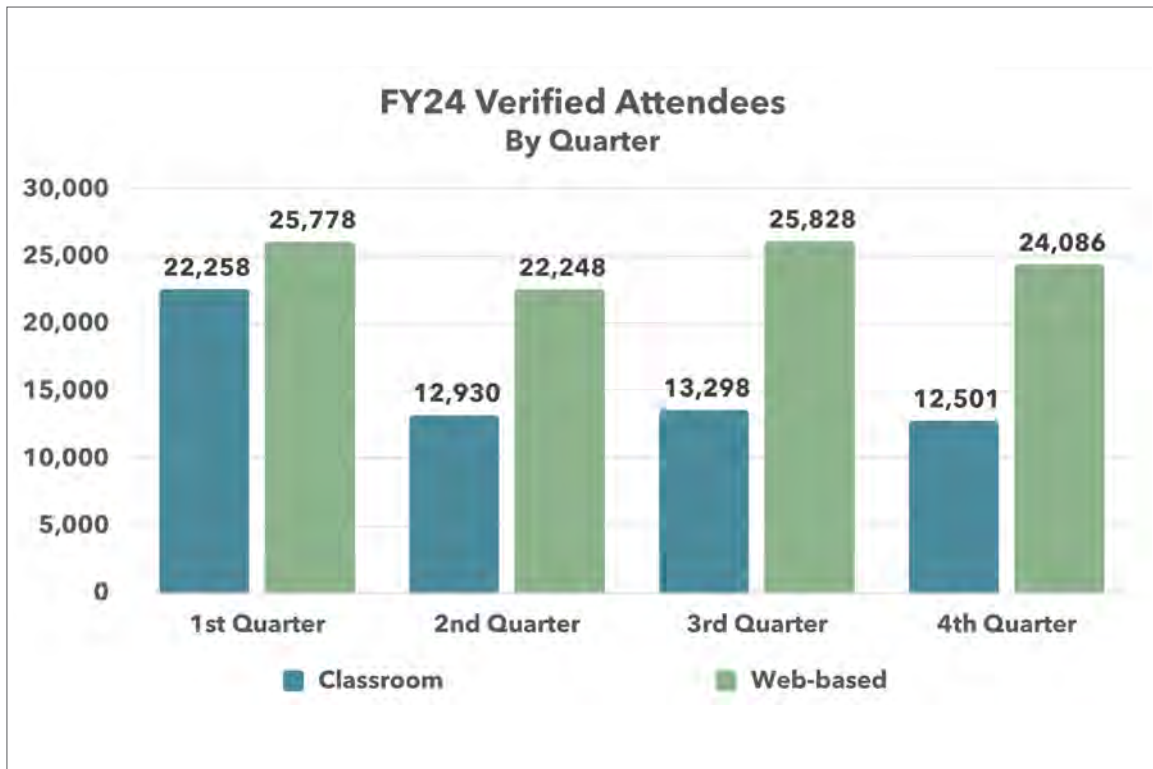


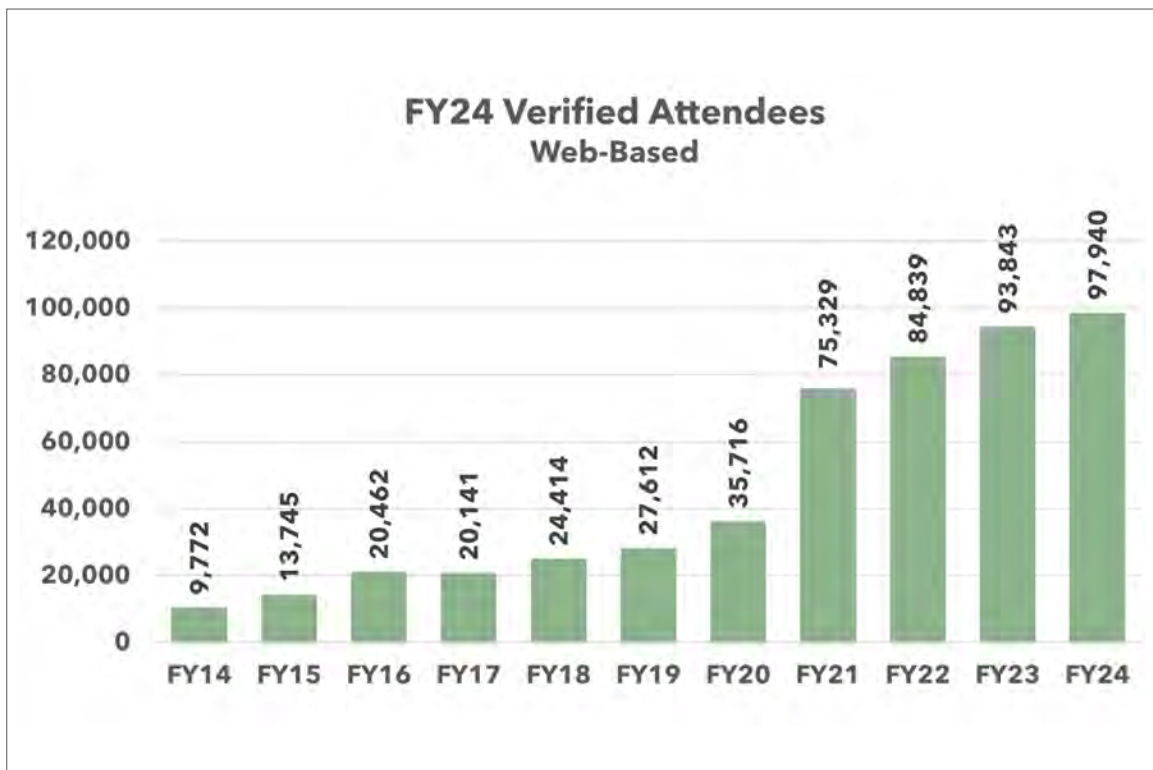
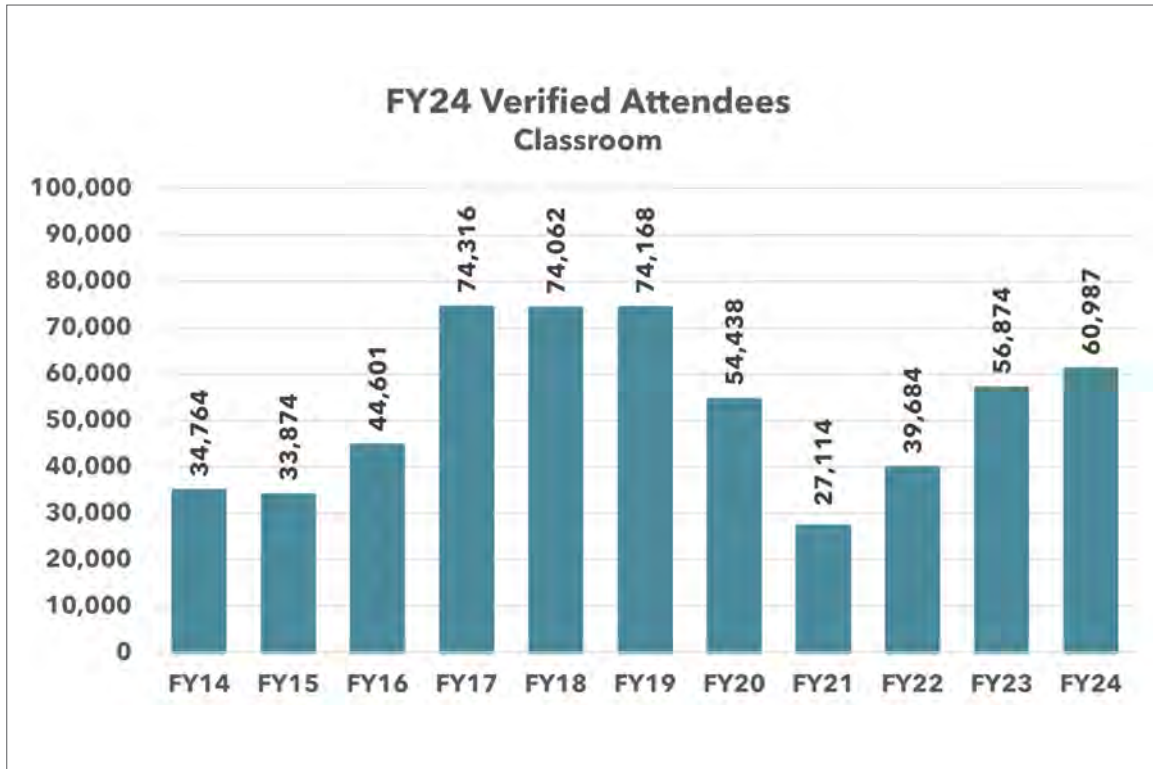
VERIFIED ATTENDANCE

Approximately **158,927** verified attendees completed **917,820** hours of professional development classes offered by Oklahoma Registry approved organizations, approved educators, and CECPD in fiscal year 2024. Verified attendance increased by **9.4%** from the previous year. CECPD continued to offer high quality professional development at an exceptional rate.

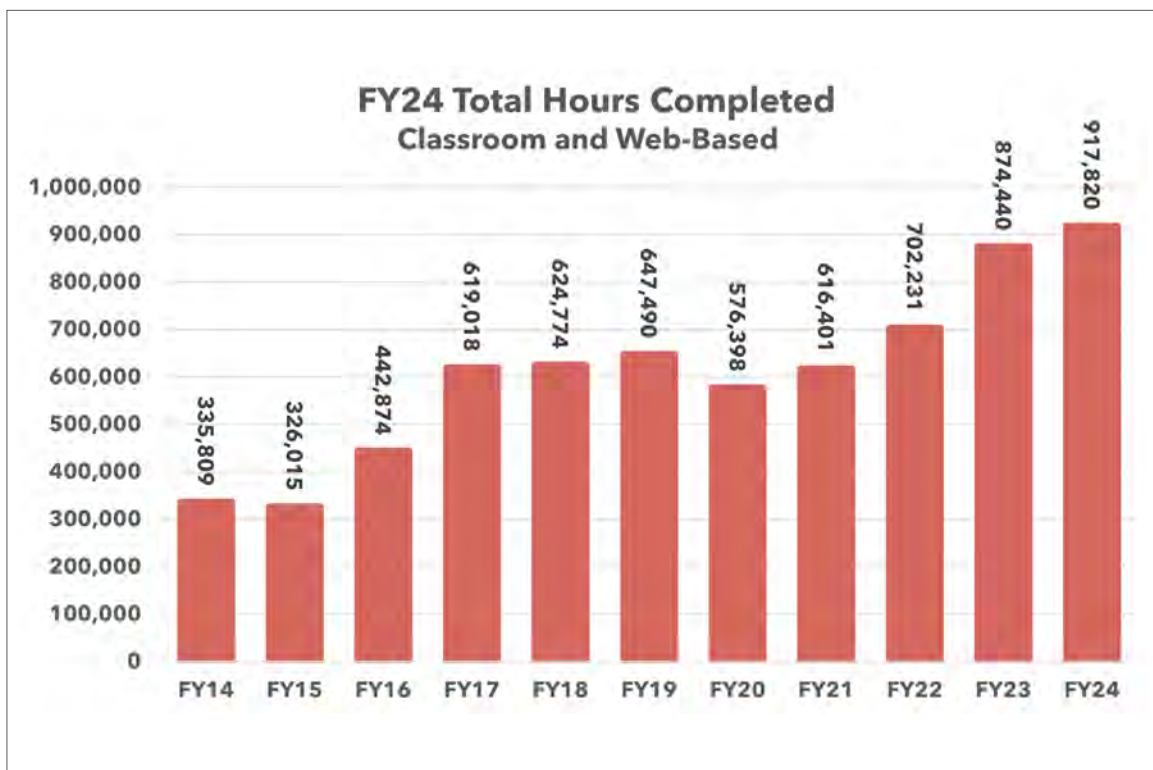
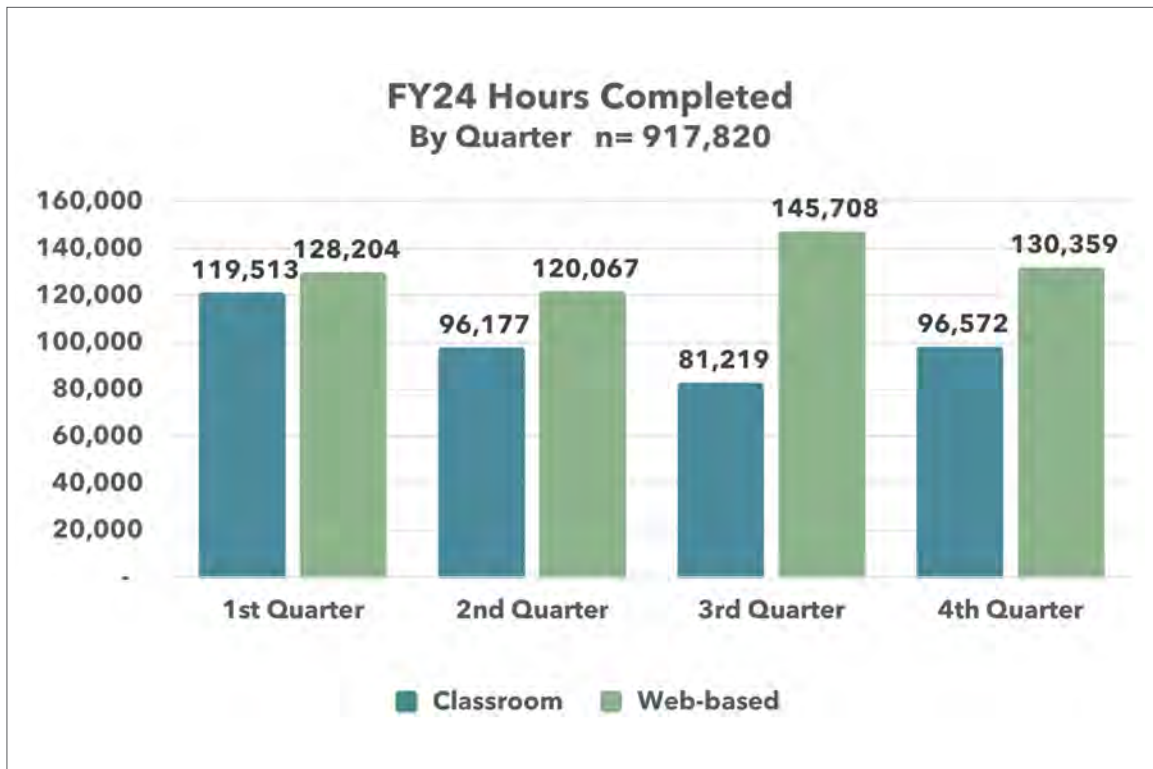
VERIFIED ATTENDEES

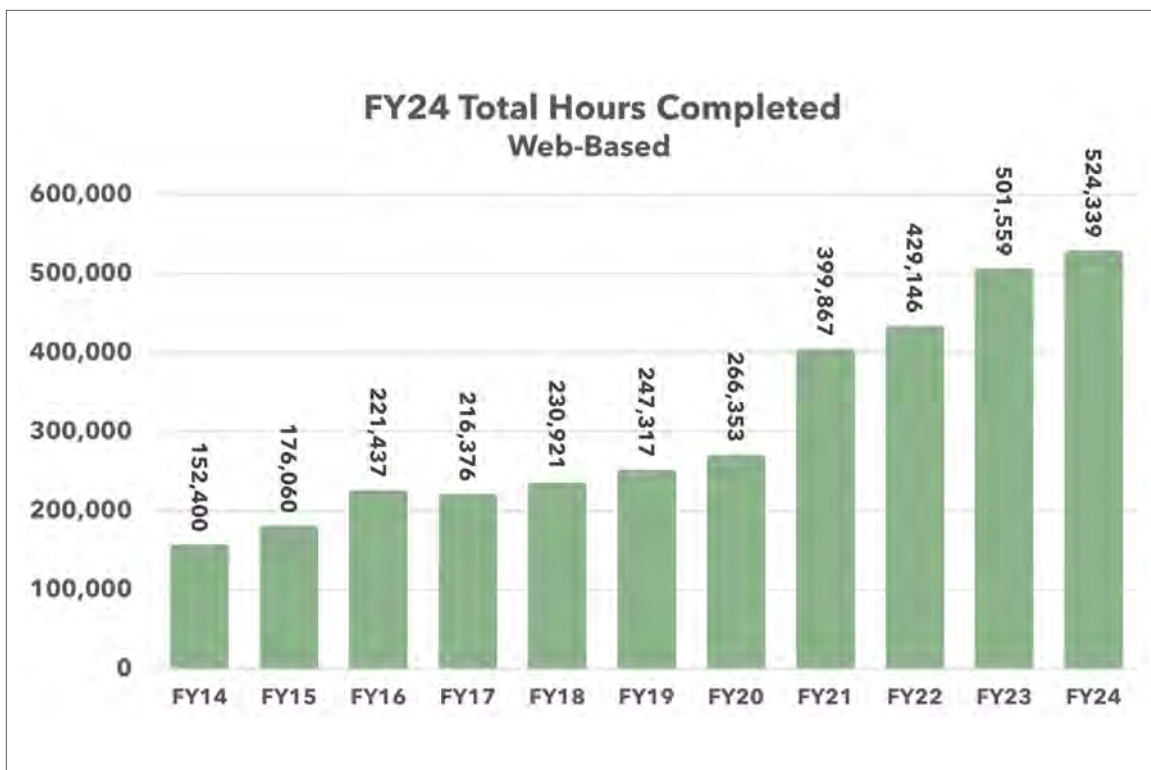
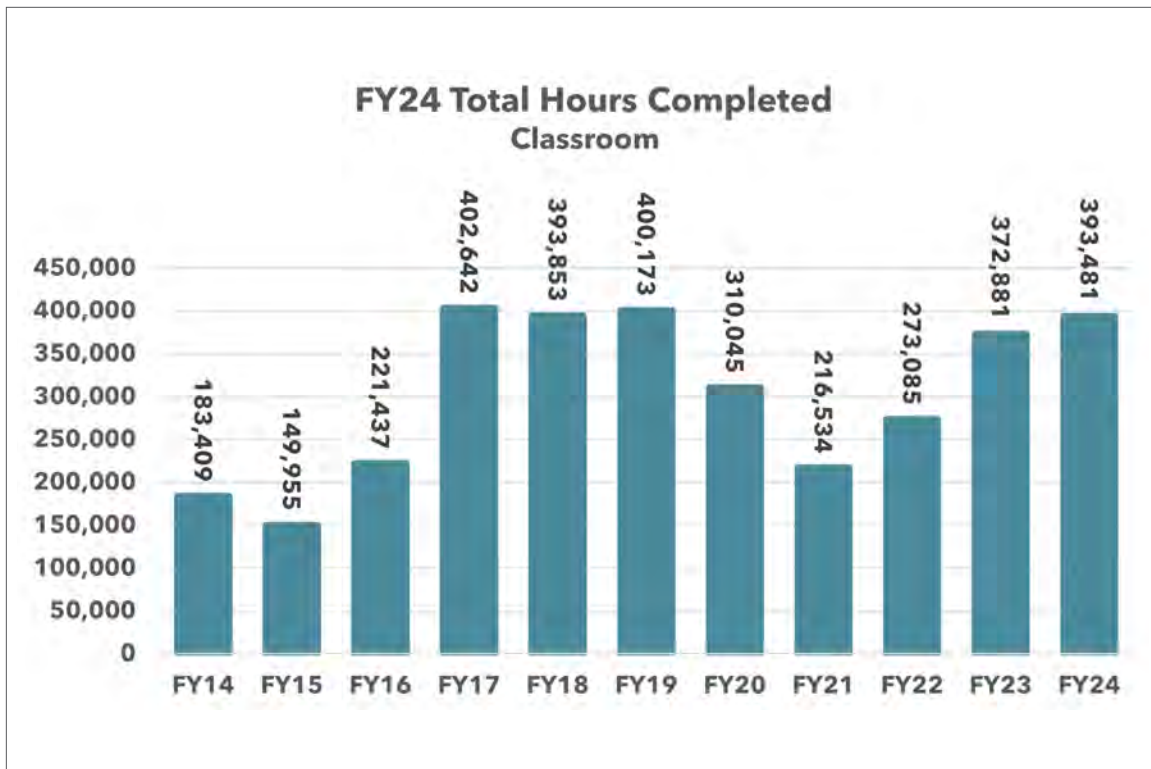






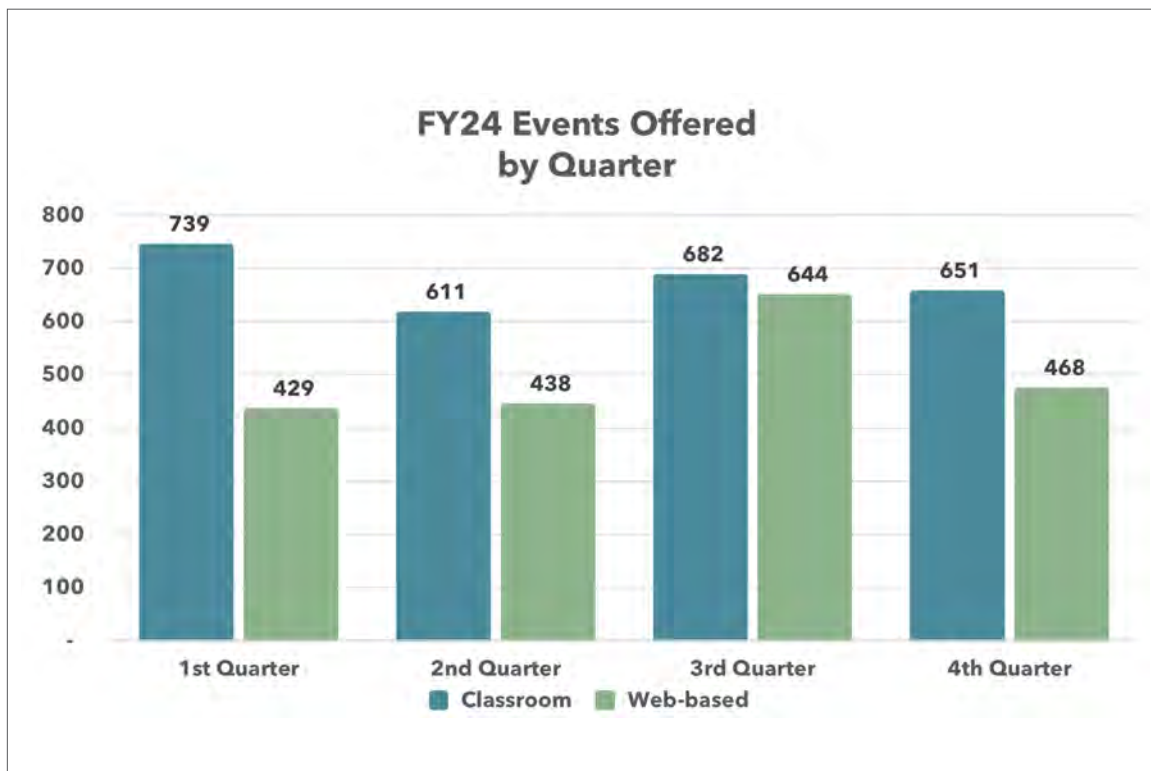
HOURS COMPLETED





EVENTS AND HOURS OFFERED

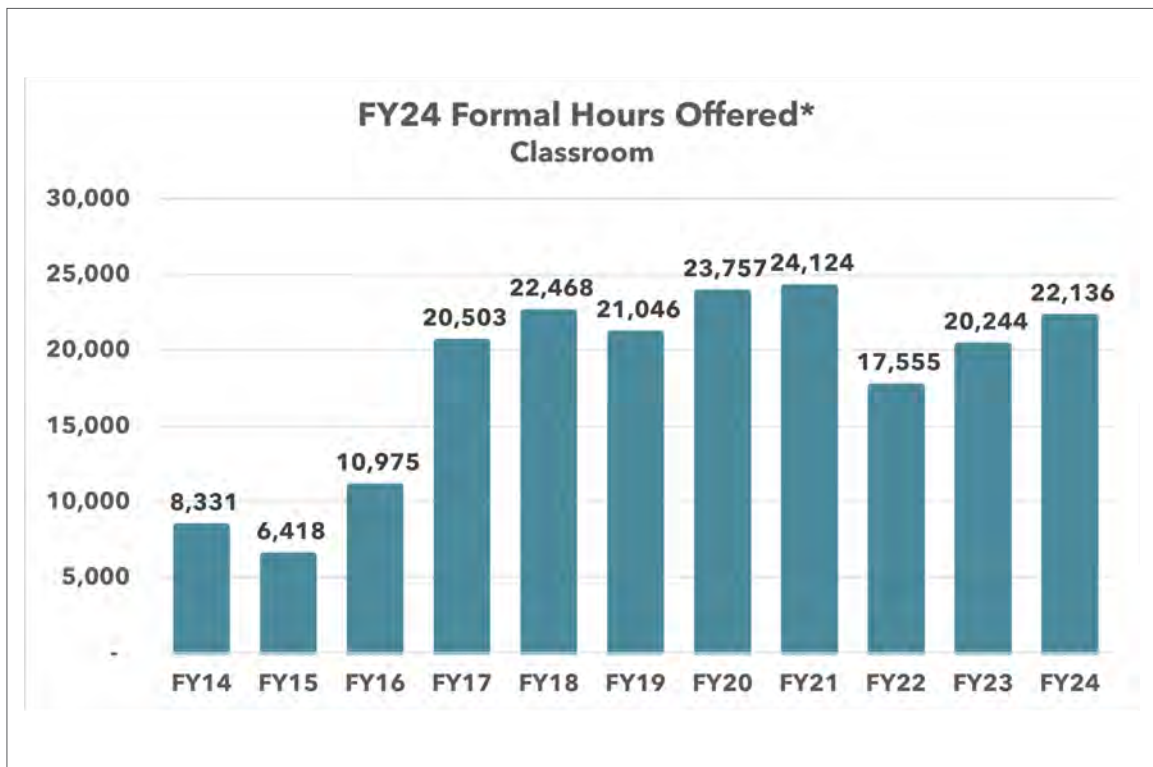
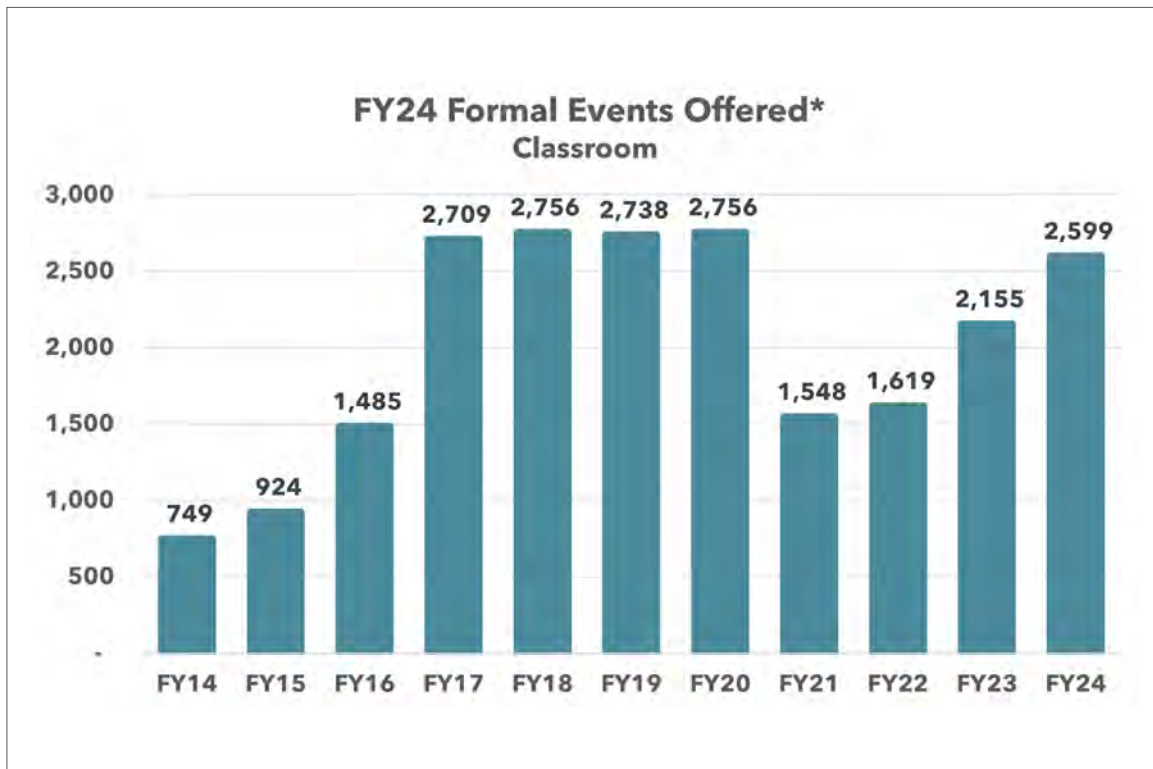
In the chart below, quarterly events reflect the increase in web-based events as well as an overall increase in classroom events from the prior fiscal year.



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

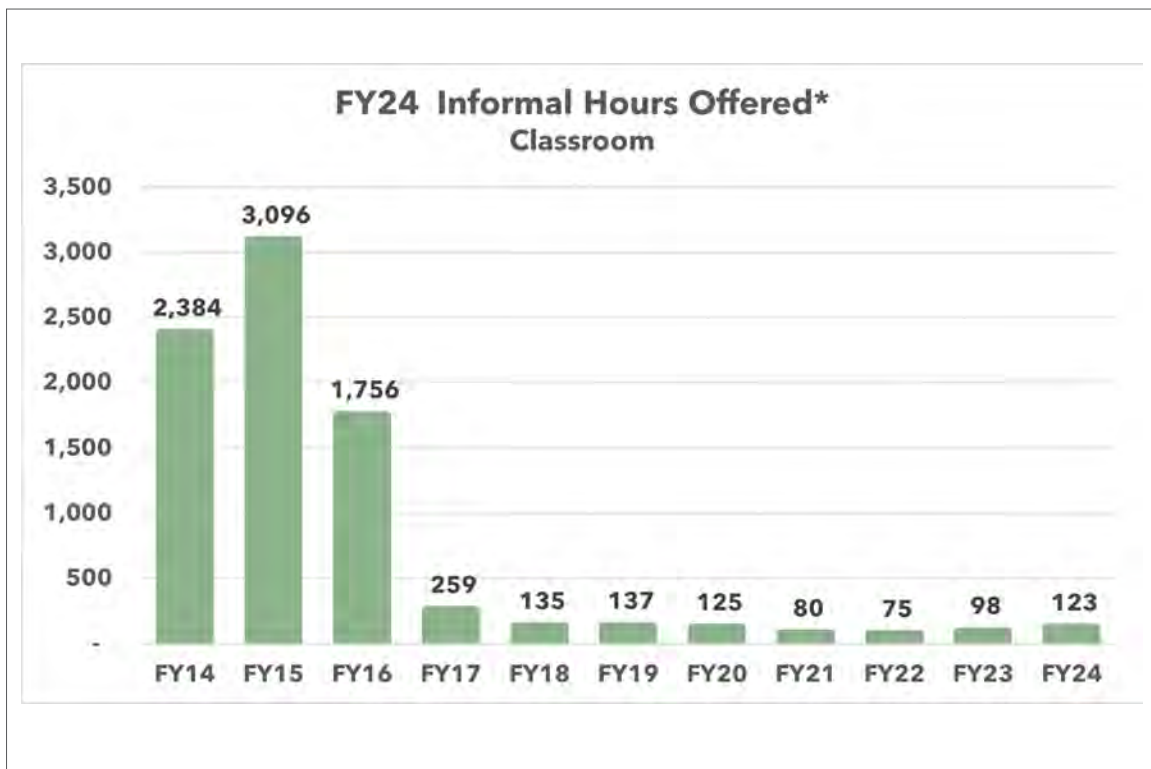
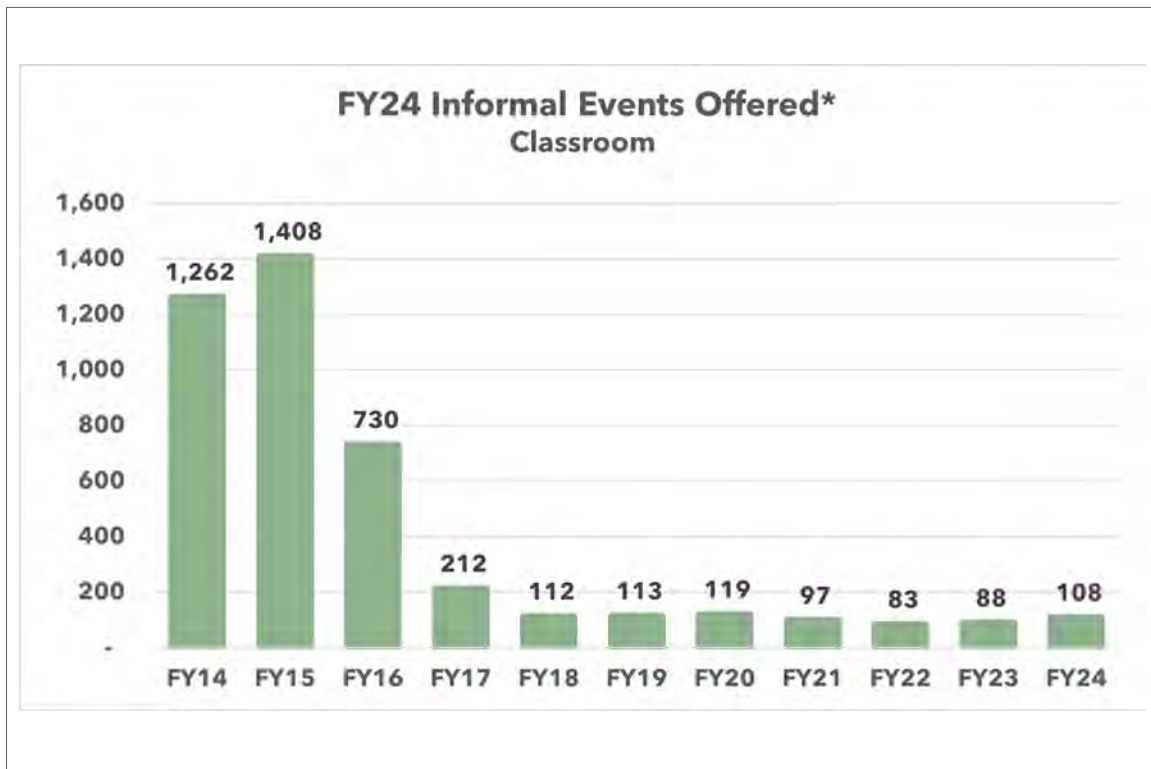


FORMAL CLASSROOM



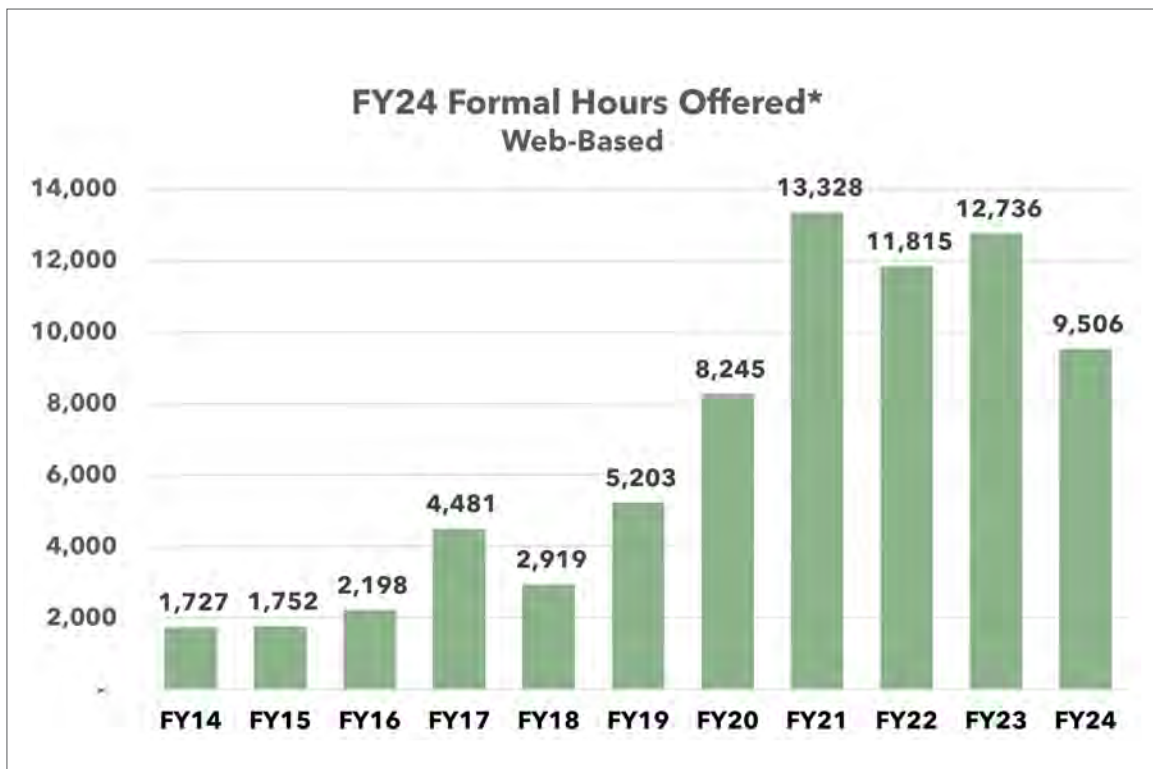
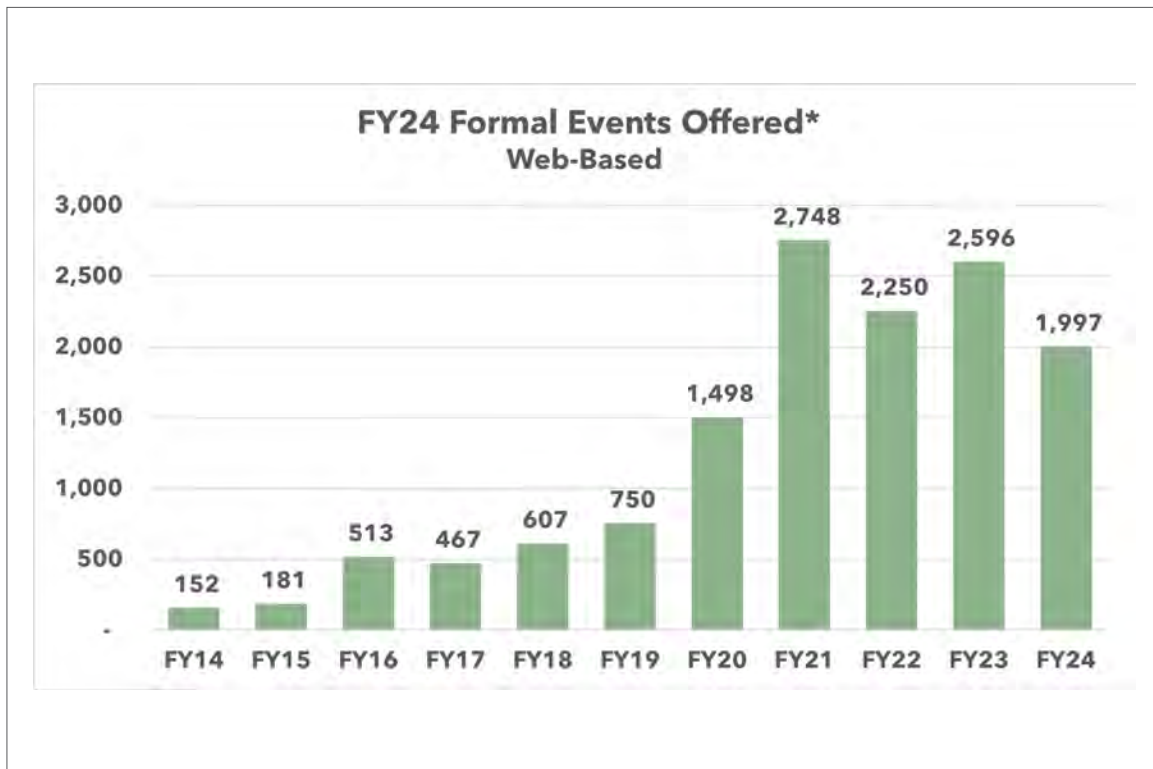
*Prior to January 1, 2016, events were classified as Tier I and Tier II. For the purposes of these graphs, Tier I is included in Informal and Tier II is included in Formal for fiscal years 2014, 2015, and 2016.

INFORMAL CLASSROOM



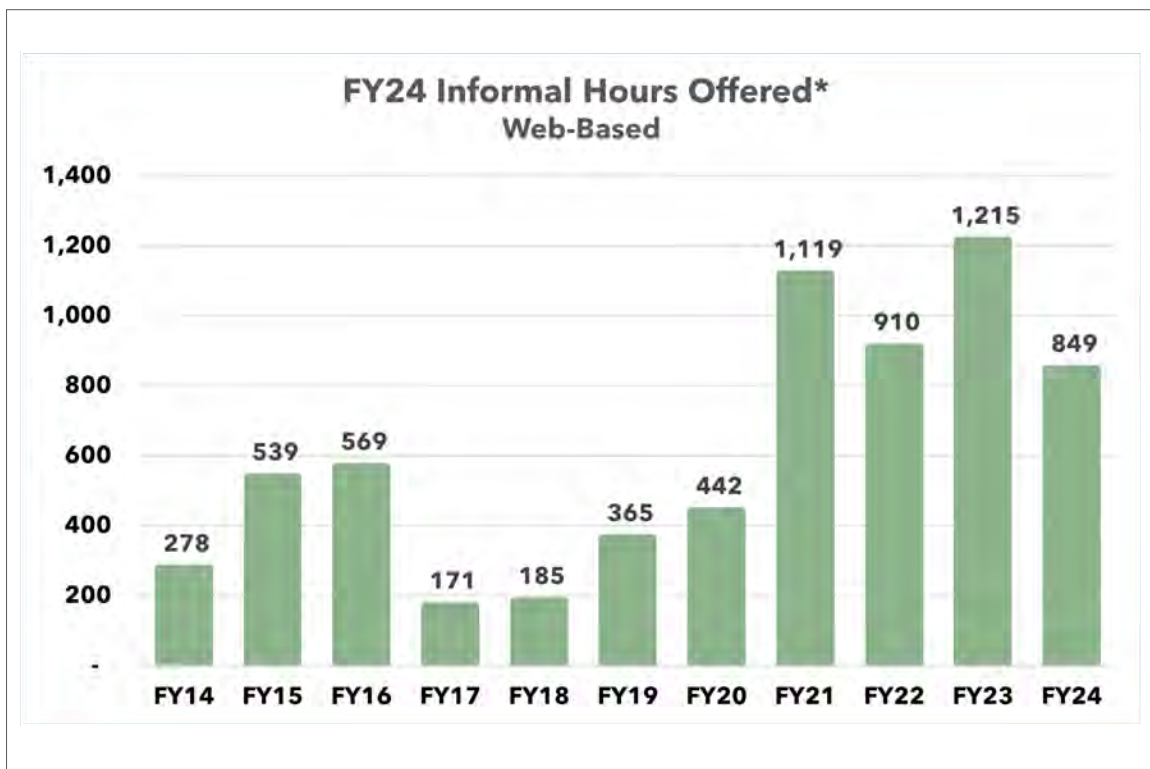
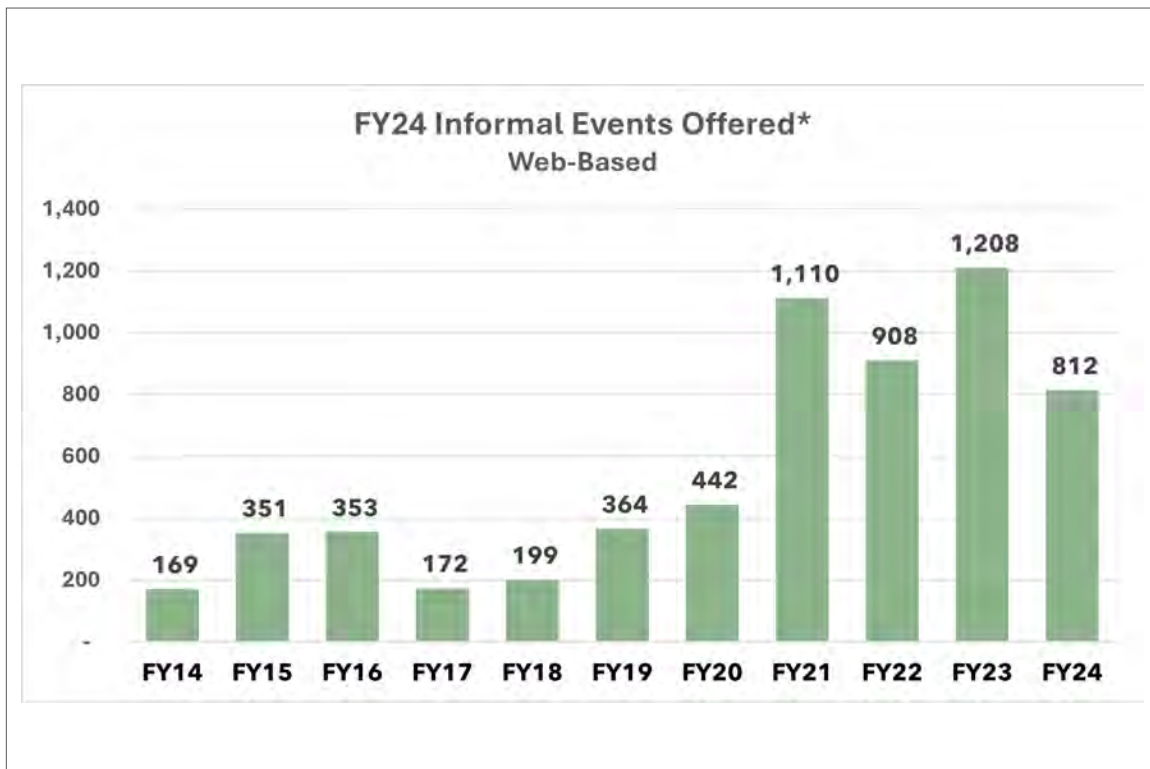
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FORMAL WEB-BASED



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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 **2,967** providers took advantage of these courses (**9,566** hours).

PYRAMID TRAINING

CECPD collaborated with ProSolutions to create and launch an online version of Pyramid Training for Oklahoma. **29,284** 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.

Pyramid Training Verified Attendees

TITLE	ATTENDEES
Introducing the Pyramid Model Framework	1,068
Pyramid - Birth-5 - Module 1	5,014
Pyramid - Birth-5 - Module 2	4,786
Pyramid - Infant Toddler - Module 1	3,206
Pyramid - Infant Toddler - Module 2	2,950
Pyramid - Preschool - Module 1	2,786
Pyramid - Preschool - Module 2	2,646
Pyramid - Module 3	6,796
Total	29,284
Presentando la pirámide	12
Nacimiento-5 - Módulo 1	34
Nacimiento-5 - Módulo 2	26
Módulo 3	32
Total	104

INSPIRE SCHOOL-AGE TRAINING

TITLE	ATTENDEES
Building and Maintaining Relationships in Out-of-School Time Classrooms	428
Cultural Competence in Out-of-School Time Classrooms	390
Recognizing and Addressing Bullying Behaviors in Out-of-School Time Classrooms	432
Setting the Stage for Positive Out-of-School Time Classroom Climates	564
Trauma-Informed Out-of-School Time Classrooms	636
Total	2,450

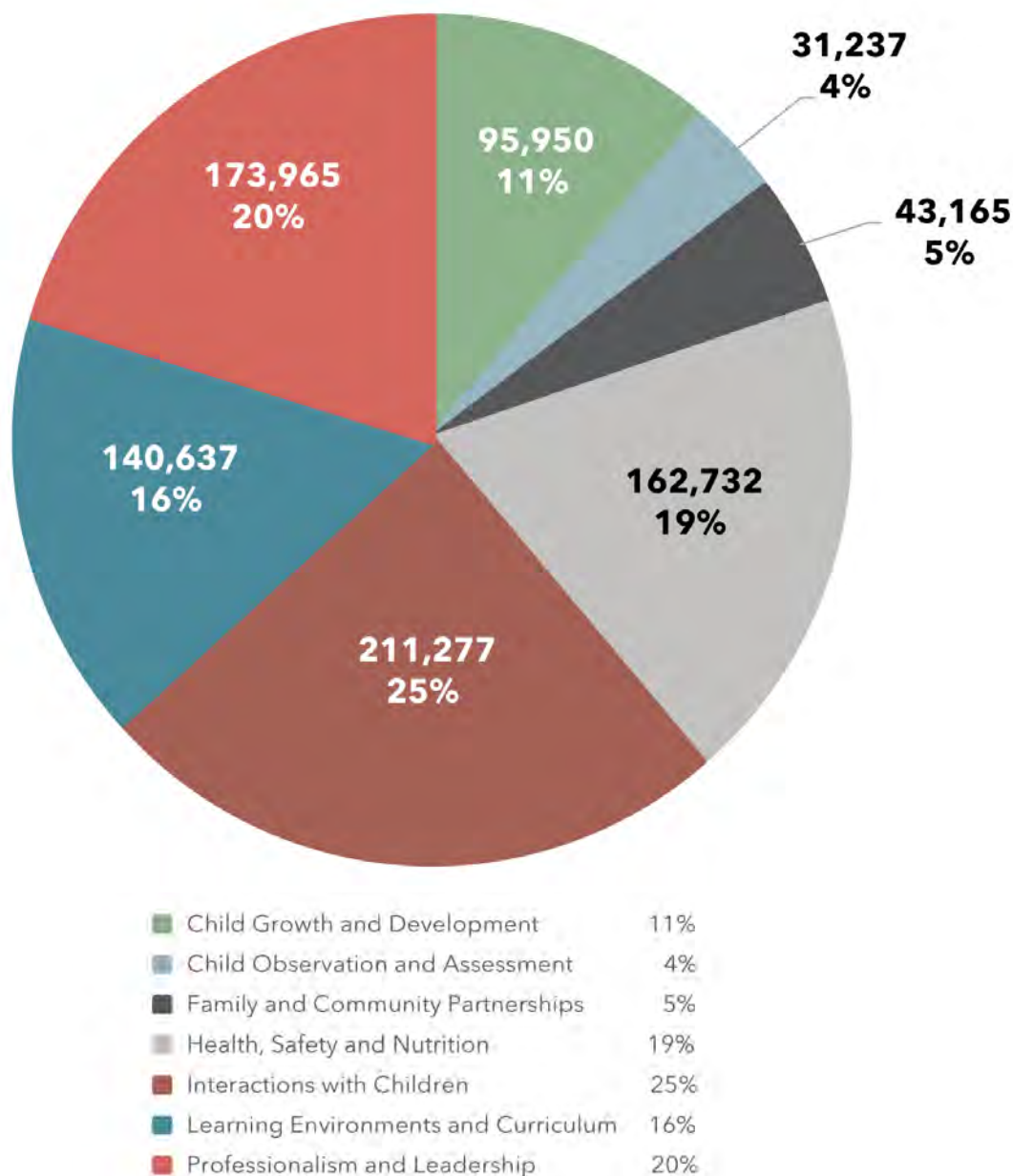
YOUTH WORKS METHOD

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 FY24 there were **1,275** attendees.

OKLAHOMA CORE COMPETENCIES

Oklahoma Core Competencies for Early Childhood Practitioners

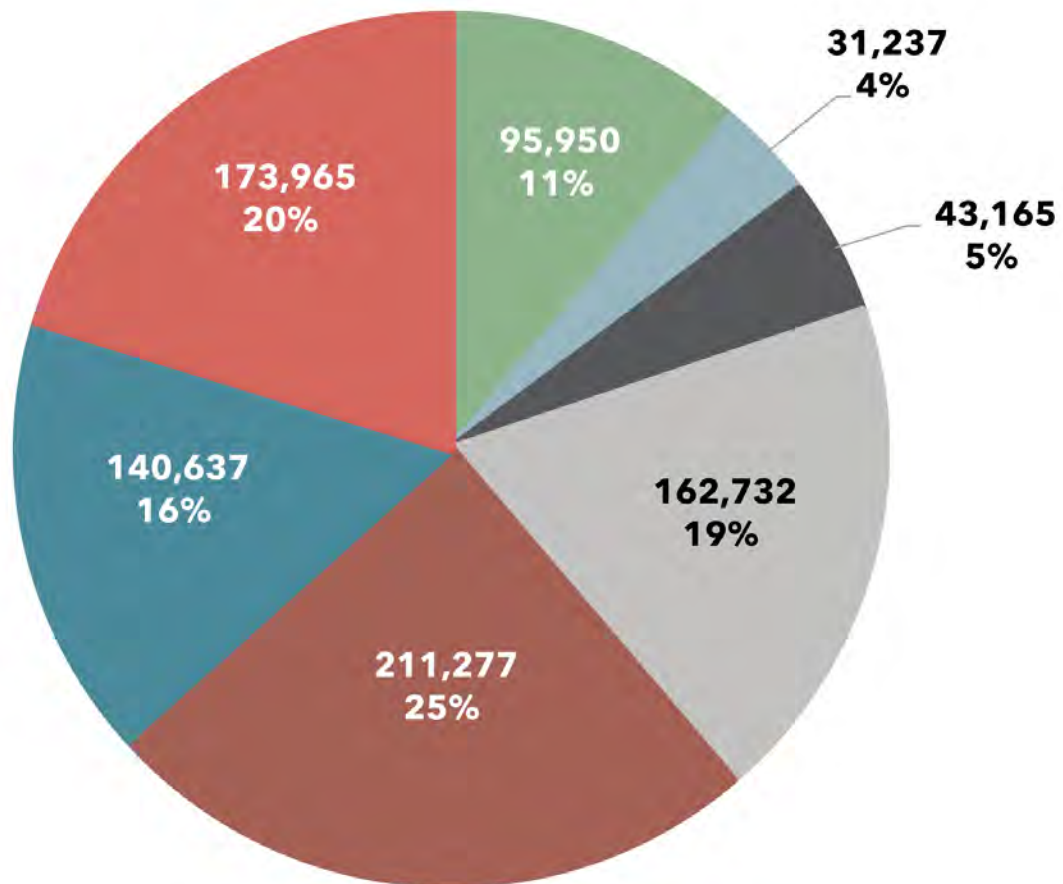
Hours Completed n=858,964



*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.

**Oklahoma Core Competencies
Program Planning, Development and Evaluation
by Administration/Management Content Area**

Hours Completed n=858,964



Child Observation and Assessment	4%
Family and Community Partnerships	5%
Health, Safety and Nutrition	19%
Interactions with Children	25%
Learning Environments and Curriculum	16%
Professionalism and Leadership	20%



ENTRY LEVEL TRAINING

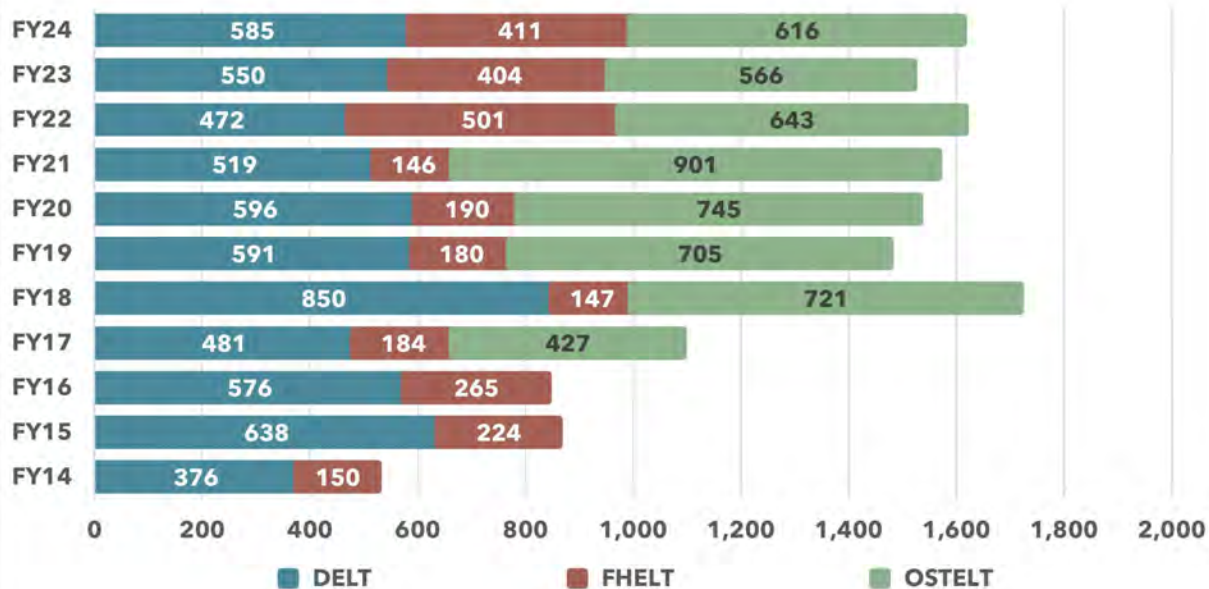
CECPD provides online foundational entry level courses for child care center staff, child care center directors, family child care home providers, and out-of-school time teachers. These courses include:

- 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 **5,142**. In addition, **1,612** participants completed ELCCT equivalent courses. These courses meet the Child Care Services-Licensing ELCCT training requirement.



FY24 Other Entry Level Training



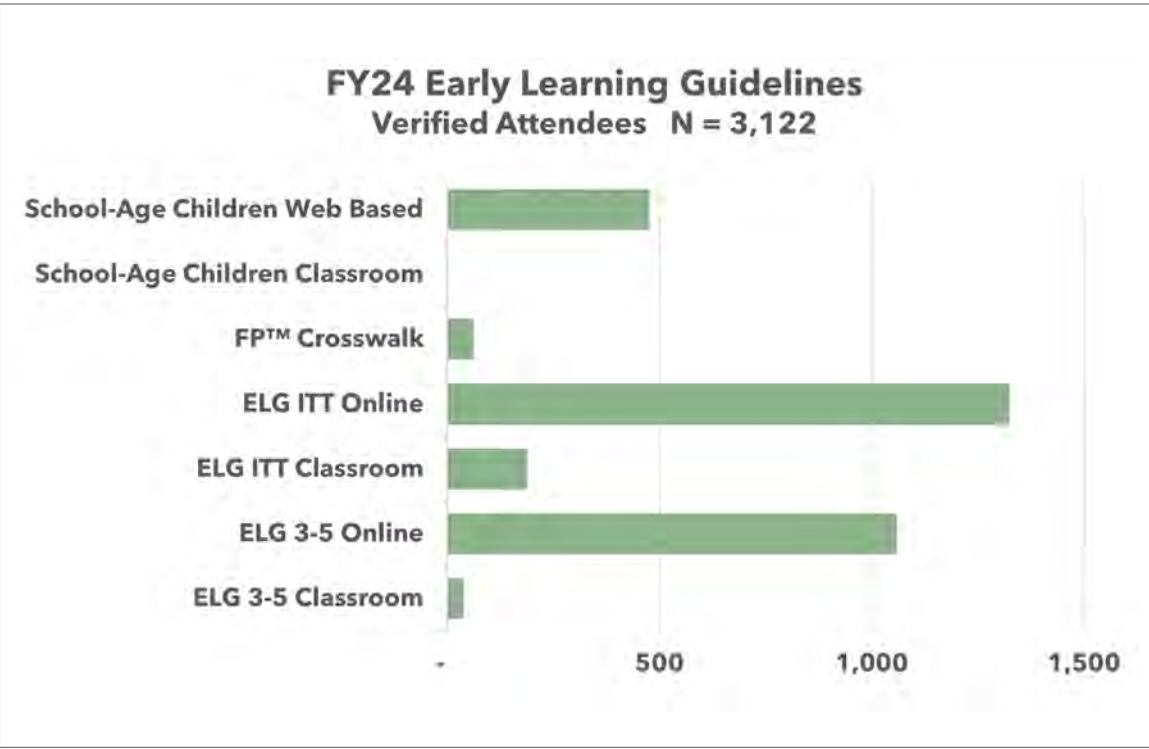


EARLY LEARNING GUIDELINES

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 **3,122**. 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.



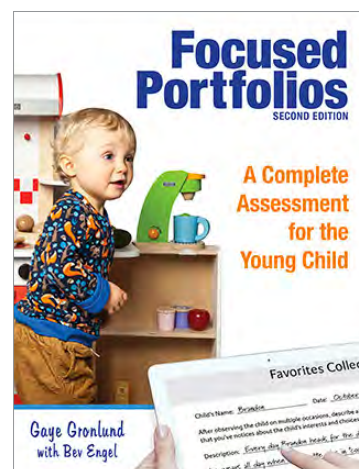
FOCUSED PORTFOLIOS™ TRAINING

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 FY24, CECPD combined Focused Portfolios I™ with Focused Portfolios™ Milestones Crosswalk to ensure consistent participant completion of the Focused Portfolios™ series. This training takes place over three days and gives teachers practice using the tools, techniques, and strategies for implementing the 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 2024, there were four Focused Portfolios™ events, with **fifty-five (55)** attendees.



EDUCATOR LUNCHEONS

Another valuable change made in FY24 was to offer educator luncheons twice per year in lieu of one annual educator conference. This allows us to provide meaningful professional development to our dedicated educators in key quarters-Q2 and Q4-and gather actionable feedback on everything from our curriculum to educator experiences. One benefit we saw this year of having an April event was that we were able to renew several contracts and not have a service gap going into FY 25.

The theme for our spring luncheon was Renew and Refresh, where we focused on breaking down our new curricula and delivering coaching tips. And of course, as always, we included a celebration of our educators! As one educator remarked in the final survey, "The luncheon was a success!"



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 **7,018** attendees who completed more than **12,634** hours of training.



ANNUAL HISPANIC CHILD CARE CONFERENCE

The 17th annual Hispanic Child Care Conference focused on supporting children in their socio-emotional development. **96** participants attended a general session covering Pyramid Model strategies. The breakout sessions for participants included "Desarrollando habilidades para hacer amigos y solucionar problemas" by Yolanda Sosa, "Conectando con las familias de niños con necesidades especiales" by Erika Herrera, and "Como hacer transiciones divertidas" by Keila Garcia.

TRAINING IN SPANISH

Thirty-five (35) events were offered in Spanish this past year. **Twenty-one (21)** events were held in a classroom setting and **fourteen (14)** were offered online. The number of attendees for these trainings was **599**.





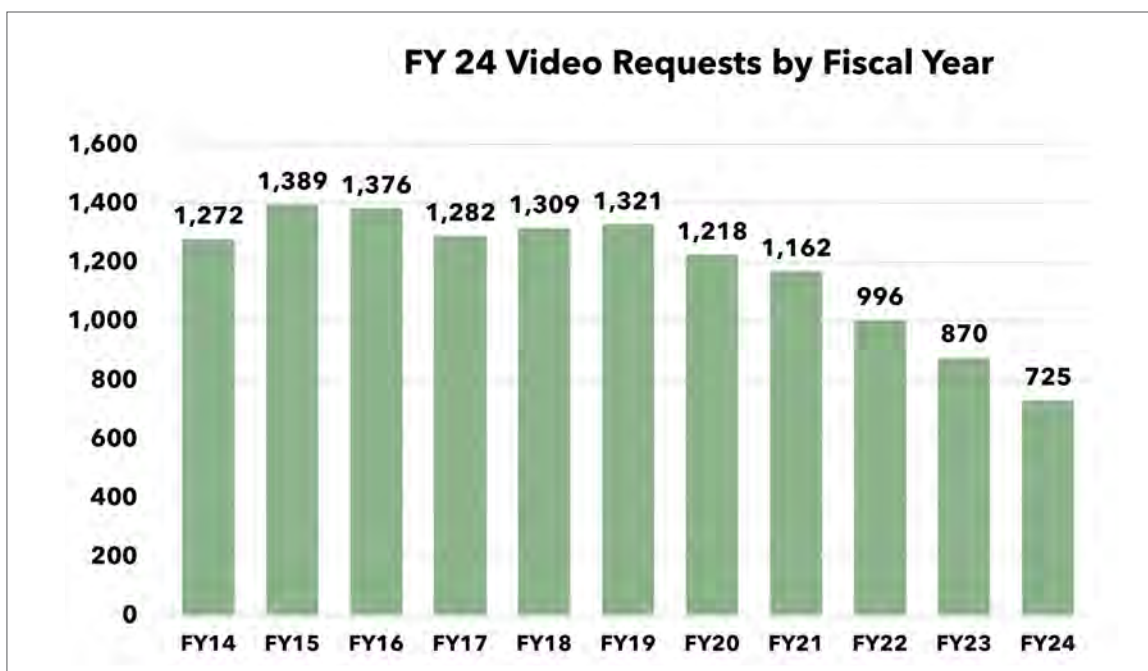
VIDEO LENDING LIBRARY

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 **29** new titles to the inventory for the fiscal year 2024. The new titles are in the following categories: Curriculum, Infant Development, Toddler Development, Preschooler Development, Family Child Care Homes, Director's Interest and Spanish.

Topics discussed amongst the new video titles include emergent literacy, preschool observation, the business of Family Child Care Homes, and child development for infants and toddlers. The areas of development cover physical, cognitive, social and emotional development. Inventory was also increased for the Spanish selections to include conversational sets for infant through school age children. These topics are a valuable resource for family child care homes, centers, and educators.

- ➡ In fiscal year 2024, CECPD filled **725** video requests. These requests included the required video training for family child care homes and child care centers per OKDHS licensing.



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.

INFANT MENTAL HEALTH

3 CLOCK HOURS

In this course, participants learn about the infant brain and the factors that affect healthy development. Routines that foster cognitive and emotional development in infants and toddlers are discussed. Participants are offered many resources to support infants, toddlers, and families in the state of Oklahoma.

DISABILITY AWARENESS: CREATING WELCOMING SPACES

3 CLOCK HOURS

This course is intended to help participants move beyond just meeting accommodation requirements to ensuring accessibility in the classroom setting for learners of all abilities. This course covers how to talk about disabilities without bias in order to create a more inclusive and welcoming classroom environment for every child. Teachers will also explore ways to build and sustain collaborative relationships with parents of children with disabilities and learn tools to help with difficult discussions about ability.

DIRECTOR FUNDAMENTALS: VISION, MISSION, AND ETHICS

4 CLOCK HOURS

This class is written for directors as part of the Directors' Collection to fulfill part of the requirements of the Oklahoma Director's Credential (ODC). It addresses leadership, vision statements, mission statements, family handbooks, employee handbooks, and ethics.

TRANSITIONS: PLANNING FOR CHANGE

3 CLOCK HOURS

This course covers how teachers can transform daily transition segments into positive learning opportunities and create a plan that establishes intentional transitions as an element of high-quality teaching practices.

HOPE SERIES

In addition to the courses above, CECPD also released three courses in the Hope Series:

- **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.
- **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.
- **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.

IN DEVELOPMENT

The following courses are scheduled for release in FY25: Lesson Planning with ELGs; Learning and Development: Enhancements; Nature Play; Music and Movement.

REVISIONS

As part of implementing a system of continuous quality improvement, CECPD performs systematic review and revision of existing courses. In FY24, we began revising two key courses Emergency Preparedness, and Safe Sleep.

OKLAHOMA REGISTRY

The Oklahoma Professional Development Registry (OPDR) plays a crucial role in acknowledging and celebrating the accomplishments and commitment of professionals in the early care and education field. Additionally, it aids the State's licensing and Quality Rating Improvement System (QRIS) by recording and documenting professional development. The OPDR is a Partners in Employment Reporting (PER) state in the National Workforce Registry Alliance, which means it actively gathers workforce data to provide valuable insights for shaping policies at both state and national levels. The OPDR encompasses two significant components: the Oklahoma Director's Credential (ODC) and the Professional Development Ladder (PDL).

OKLAHOMA DIRECTOR'S CREDENTIAL (ODC): The ODC is a licensing requirement for directors of child care centers in Oklahoma. It serves as a comprehensive documentation of formal education in early childhood education, child development, school-age education, as well as formal education in business/administration. Furthermore, it considers the individual's experience in the child care field, underscoring the importance of practical knowledge and expertise.

PROFESSIONAL DEVELOPMENT LADDER (PDL): The PDL encompasses job-related professional development, including formal education and credentials obtained through universities, 2-year colleges, technology centers, credentialing bodies, and training organizations recognized by the Registry. The defined levels provide essential milestones for child care providers and interconnect with various aspects of the state's professional development system, such as QRIS and Scholars for Excellence in Child Care. This interconnected approach aims to enhance the overall quality of early care and education services statewide.

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 ten 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, 9) Creating Effective Literacy Environments, 10) Approaches to Managing Challenging Behavior.

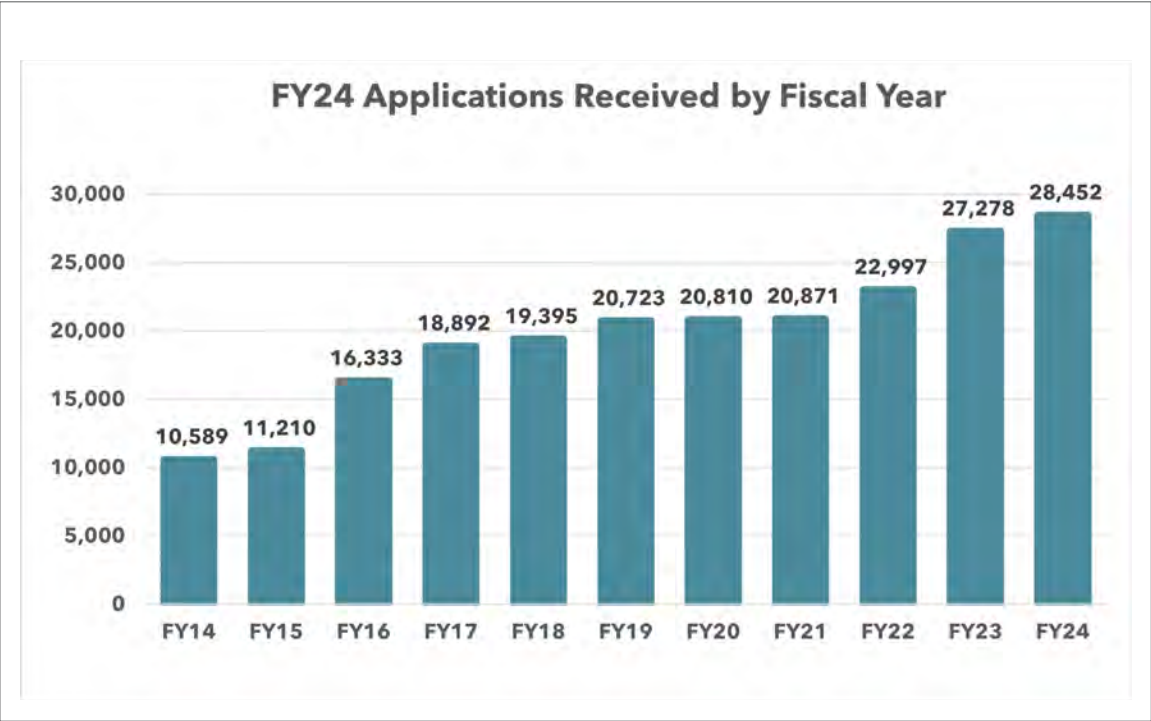
OKLAHOMA CHILD CARE WAGE SUPPLEMENT PROGRAM: Oklahoma Child Care Wage Supplement provides professional development and longevity salary supplements to child care program personnel, directors, and family child care home providers working with young children in quality licensed programs. The program is 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 **27,939** participants with active accounts in the OPDR at the end of fiscal year 2024. This is a 6% increase from fiscal year 2023.

APPLICATIONS RECEIVED

The total number of PDL and ODC applications received increased by 4% in fiscal year 2024. The Oklahoma Registry received the highest number of PDL and ODC applications ever during this fiscal year.



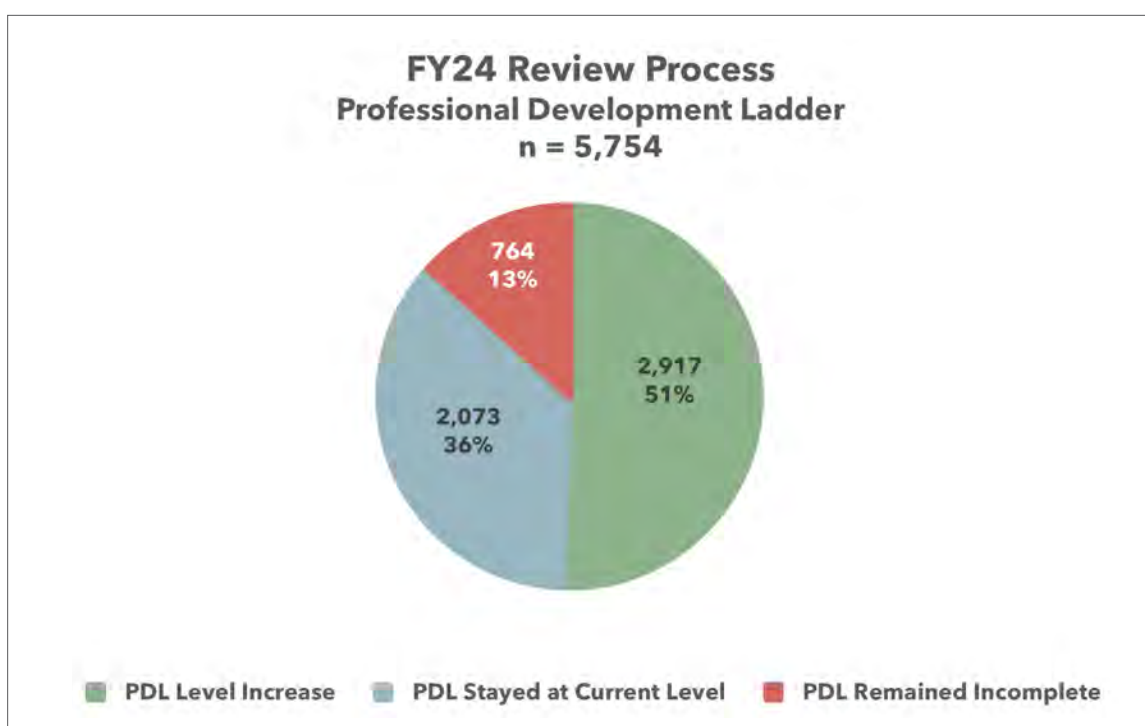
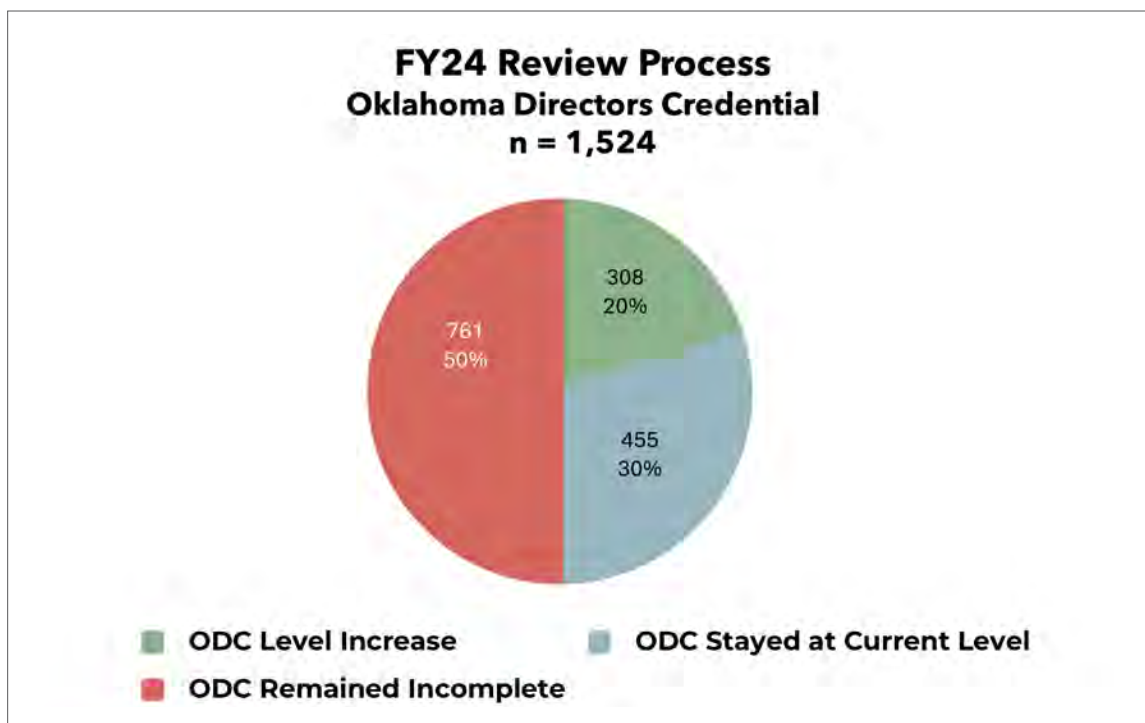
DOCUMENTS, EMAILS, AND PHONE CALLS

The Oklahoma Registry received **104,137** documents, emails, and phone calls in addition to the number of applications received in fiscal year 2024.



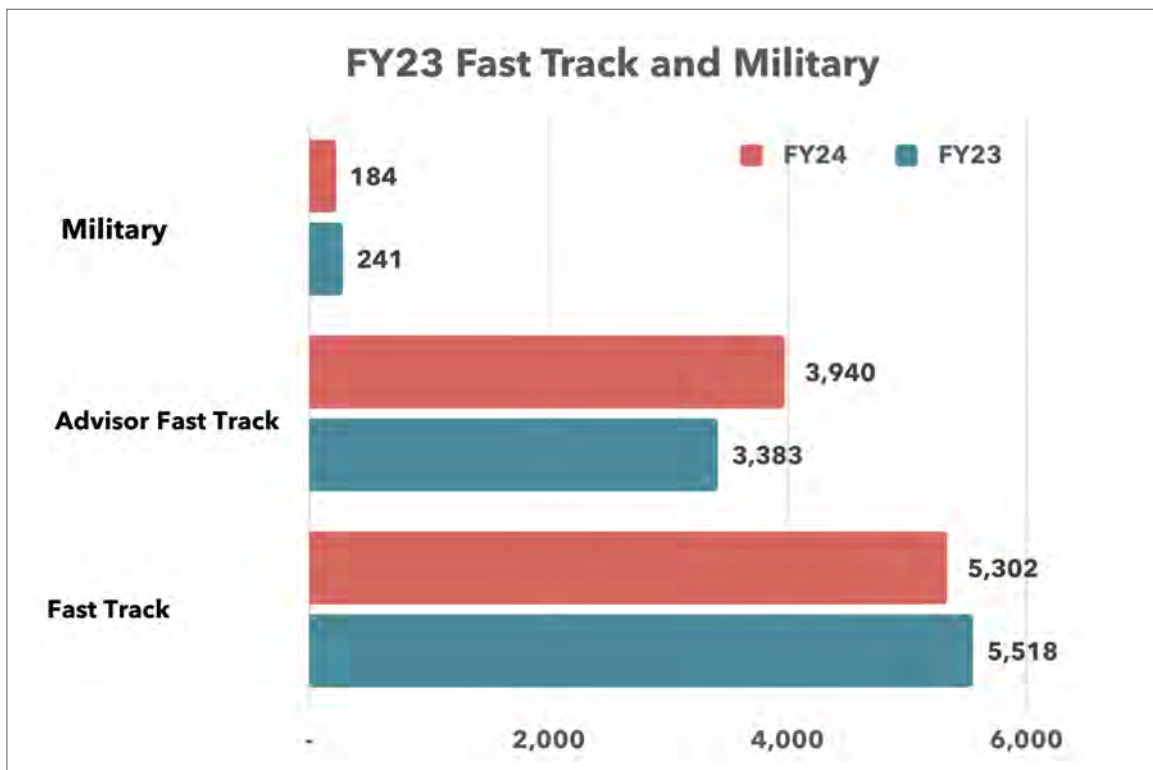
REVIEW PROCESS

The total number of participants that went through the Review process is **5,753**. 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

In fiscal year 2024, a total of **9,426** applications underwent the fast-track process, constituting 33% of the total applications received. This figure reflects a 3% increase from fiscal year 2023. To qualify for fast-tracking, applicants must have completed all of their initial or renewal training hours from OPDR Approved Training Sponsors. Additionally, individuals identified as post-military service members or spouses of active-duty military service members in Oklahoma are eligible for expedited processing of their applications. It should be noted that Advisor Fast Track applications encompass those involving college coursework, degrees, or certificates, which are subject to review by a Registry Advisor.



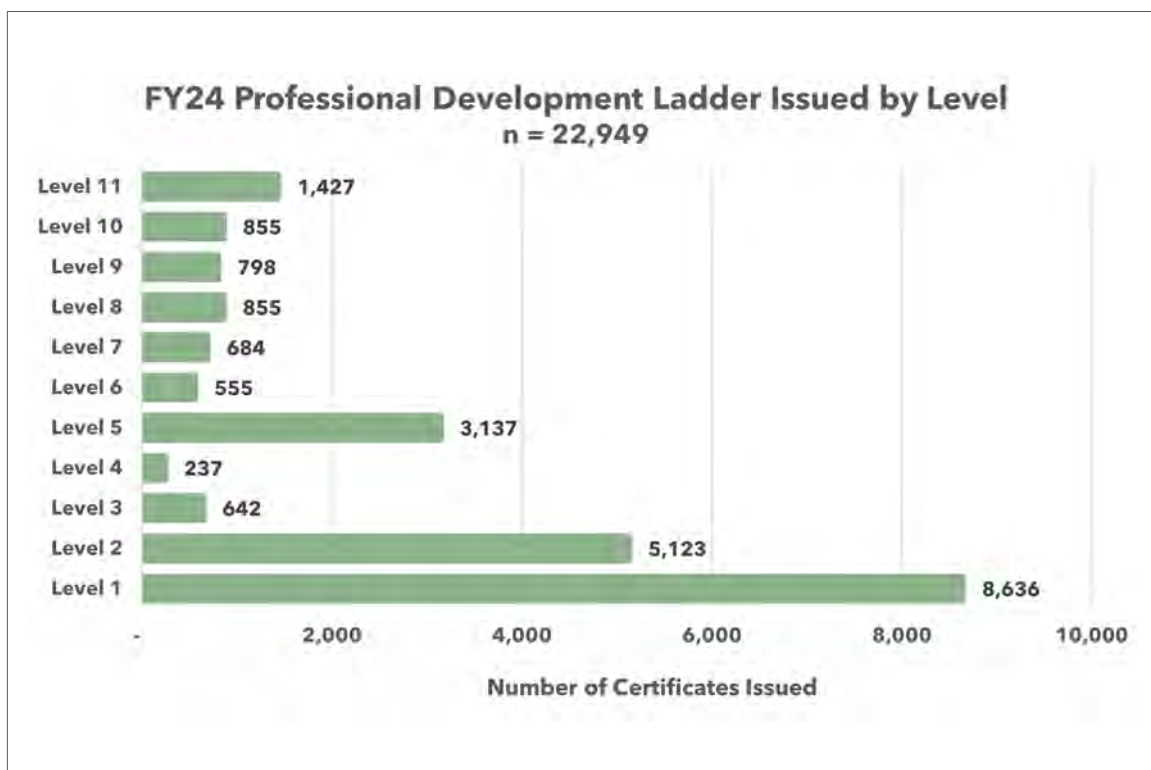


CERTIFICATES ISSUED

The chart below shows the number of PDL and ODC certificates issued in fiscal year 2024.

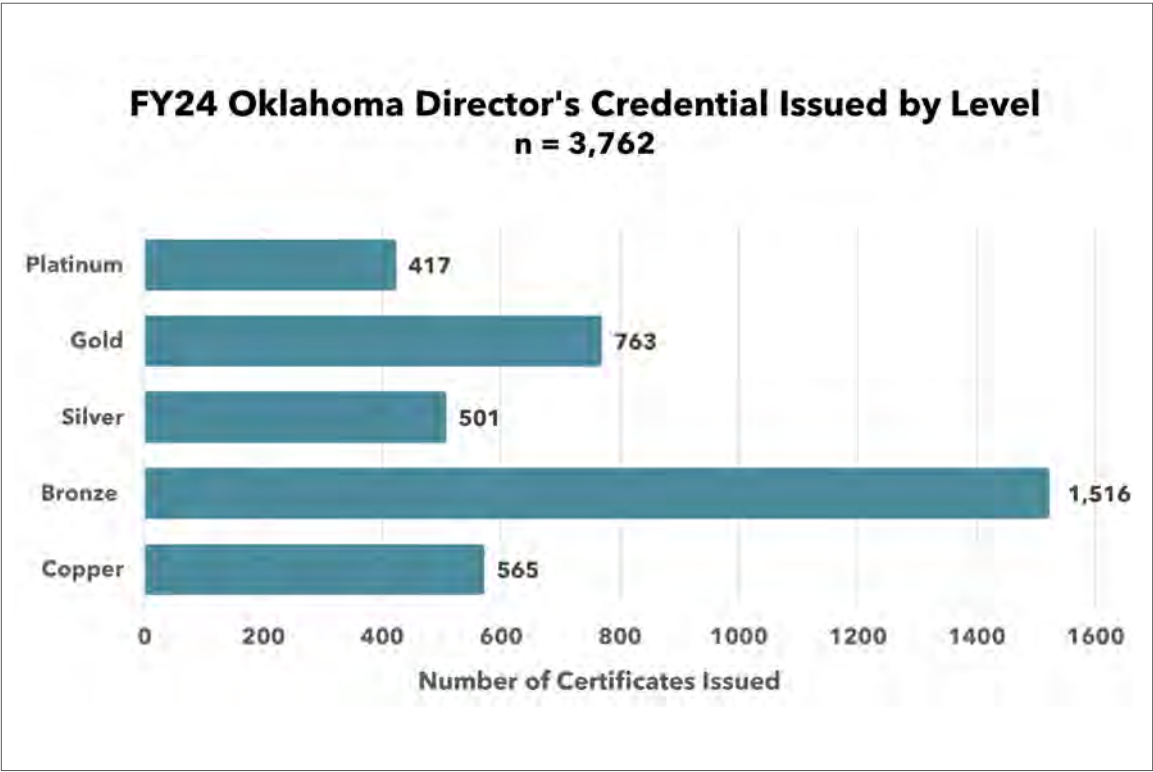
PROFESSIONAL DEVELOPMENT LADDER

In fiscal year 2024, there was a 9% increase in the issuance of Professional Development Ladder (PDL) certificates, with a majority of certificates issued at Level 1. Level 6 experienced a notable 22% increase, whereas Level 4 saw a decrease of 8%. Participants falling within Levels 4 to 11 held a PDL level that meets the criteria for master teacher.



OKLAHOMA DIRECTOR'S CREDENTIAL

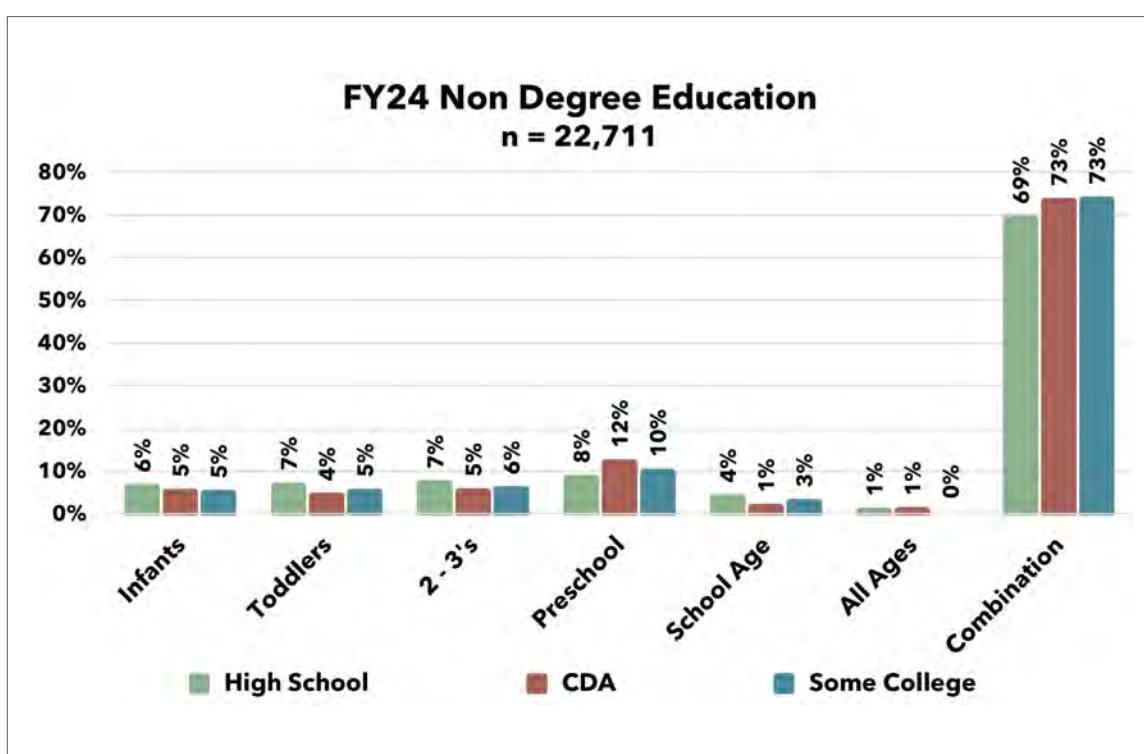
In fiscal year 2024, the number of Oklahoma Director's Credential (ODC) certificates issued increased by 8%, with the majority being at the Bronze level. There was a 23% increase in the Copper level, followed by an 18% increase in the Silver level.

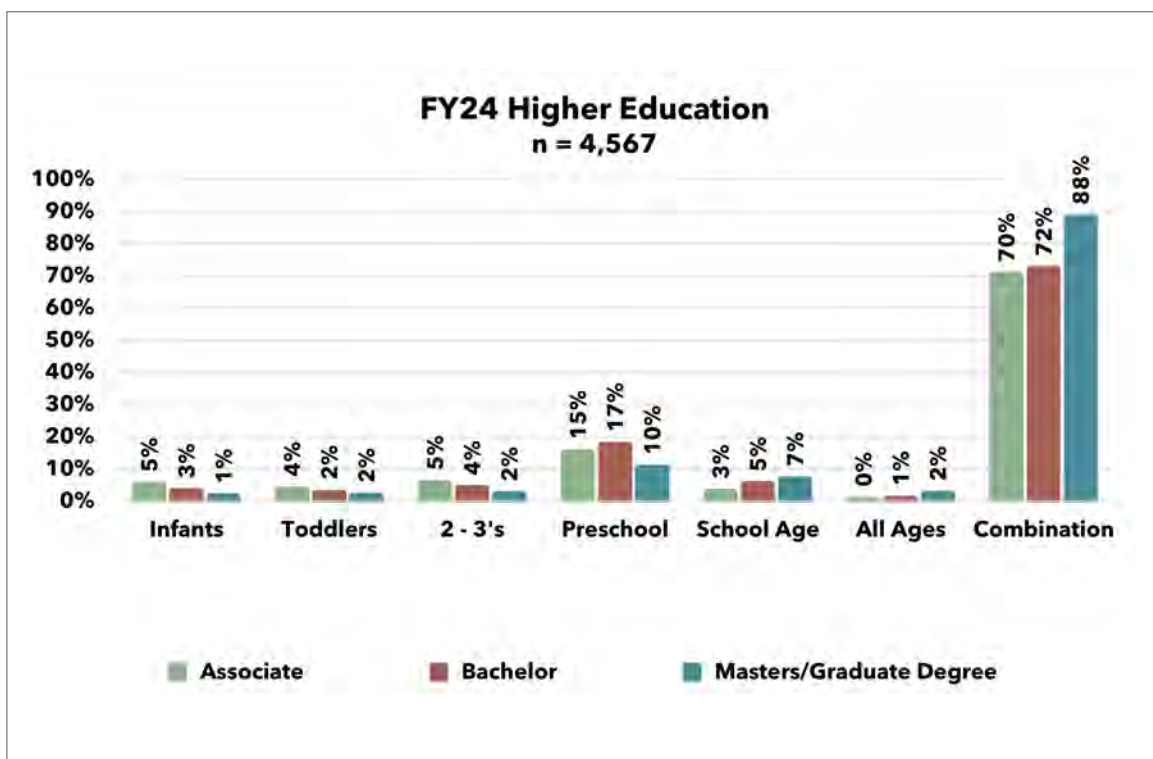


HIGHEST EDUCATION LEVELS BY AGE GROUPS SERVED

The data shows that teachers with some college education are more likely to work in a preschool or combined-age group setting, as are teachers with bachelor's degrees. Those with associate degrees are also likely to work in these settings, with a higher percentage working in a combination group setting. The education breakdown for teachers working with other age groups shows little variation between degree types. Teachers working with toddlers are more likely to have an associate degree.

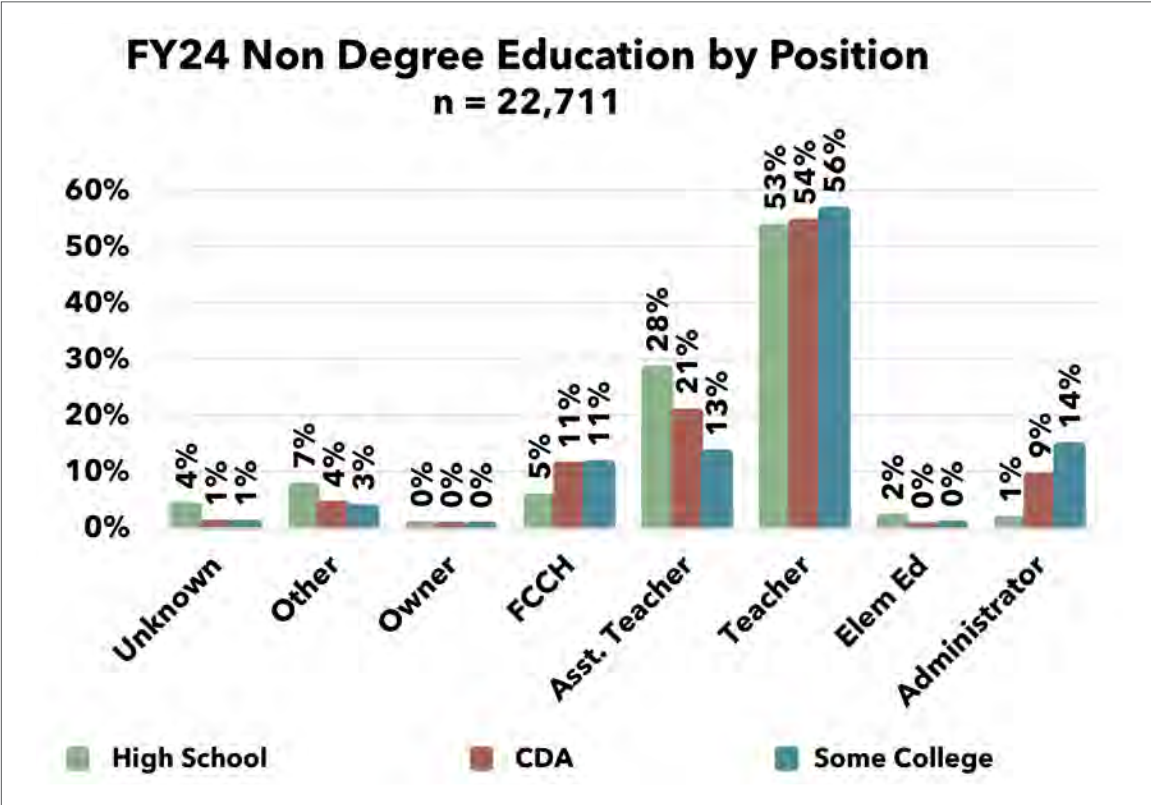
Note: This data set only includes Registry participants whose most recent employment is in a direct care facility.





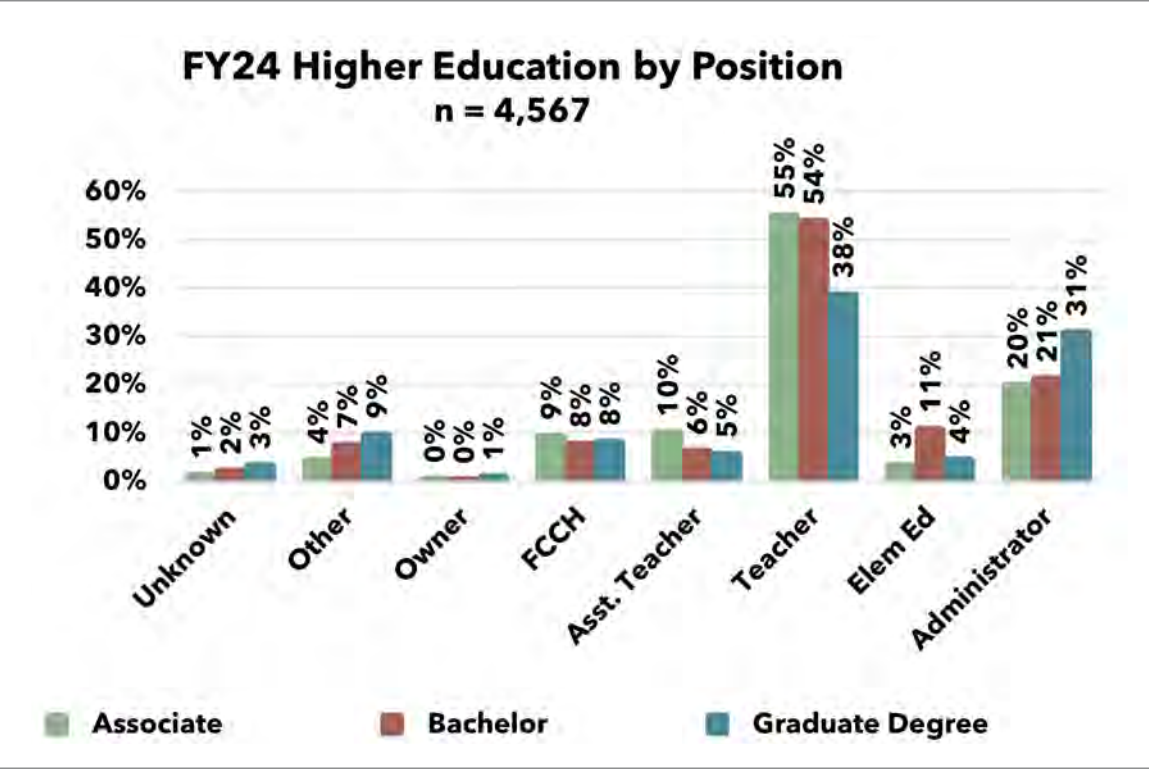
HIGHEST EDUCATION LEVELS BY POSITION

Providers with a CDA or high school work predominately in teacher or assistant teacher positions. Providers with some college work primarily in teacher and administrator positions.





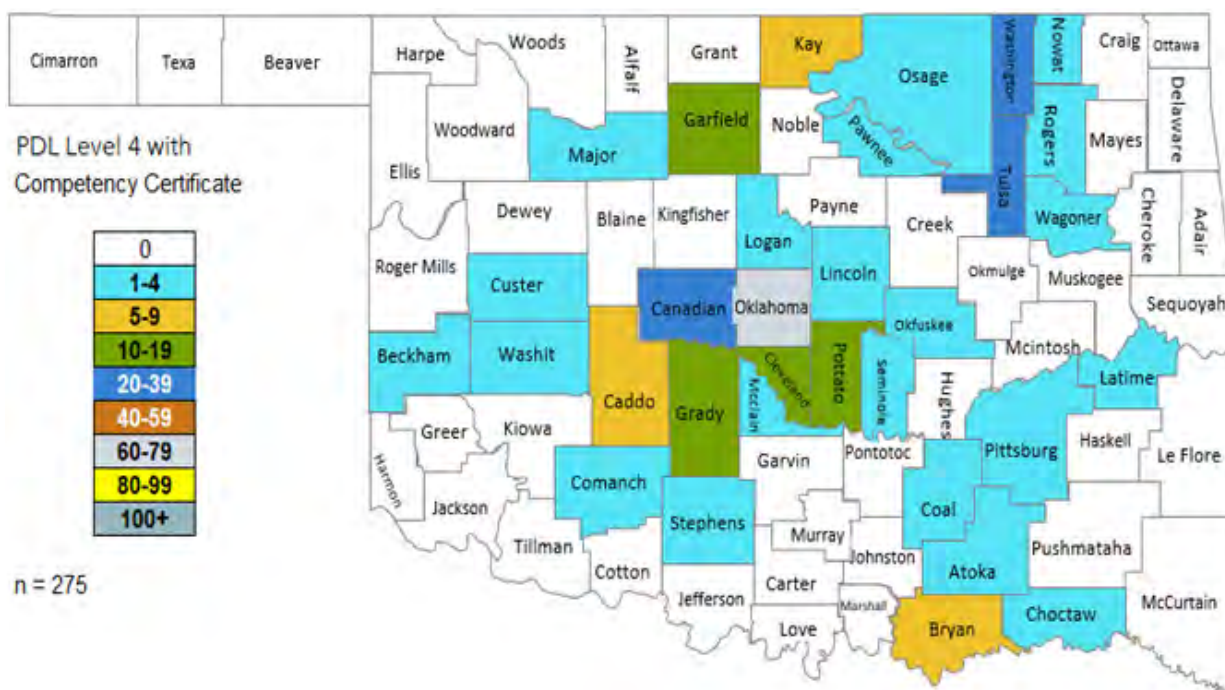
Providers with bachelor's degrees work predominately in teacher or administrator positions. Providers with associate degrees are also more likely to work in these settings but with a higher percentage in a teacher position.



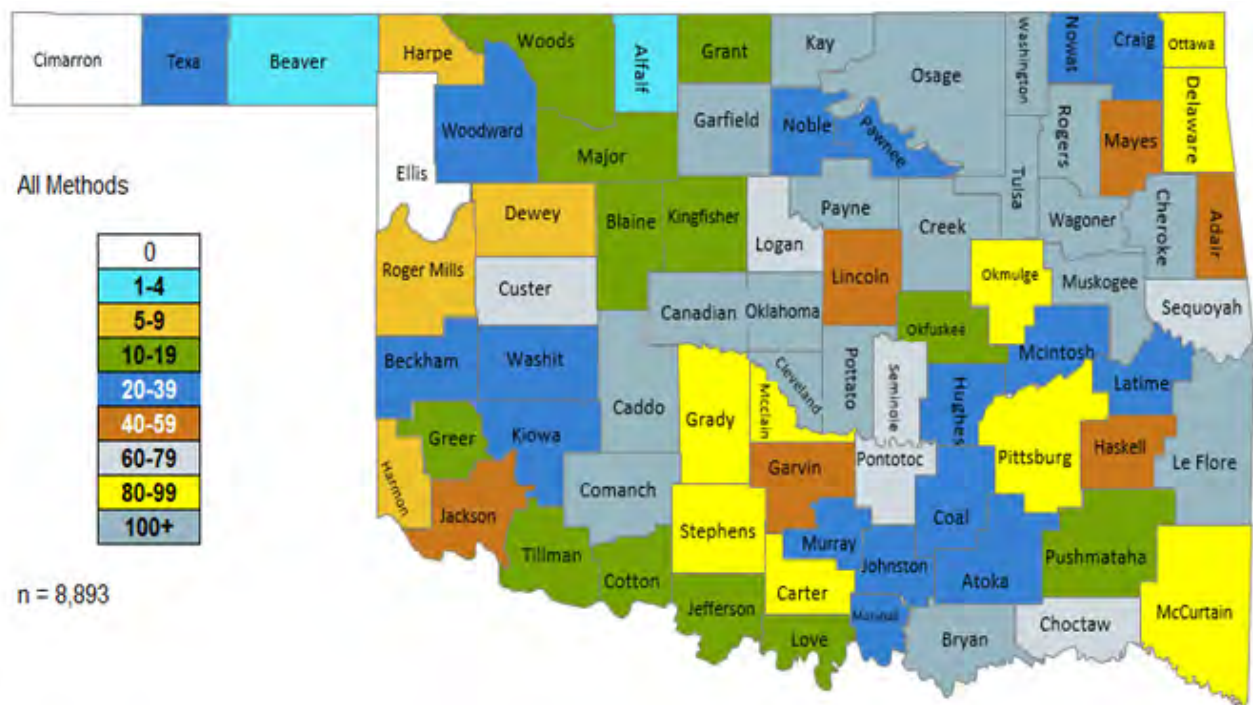
MASTER TEACHER

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 **275** 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 **8,893** participants with a current PDL Level 4 or higher that meets Master Teacher education requirements.

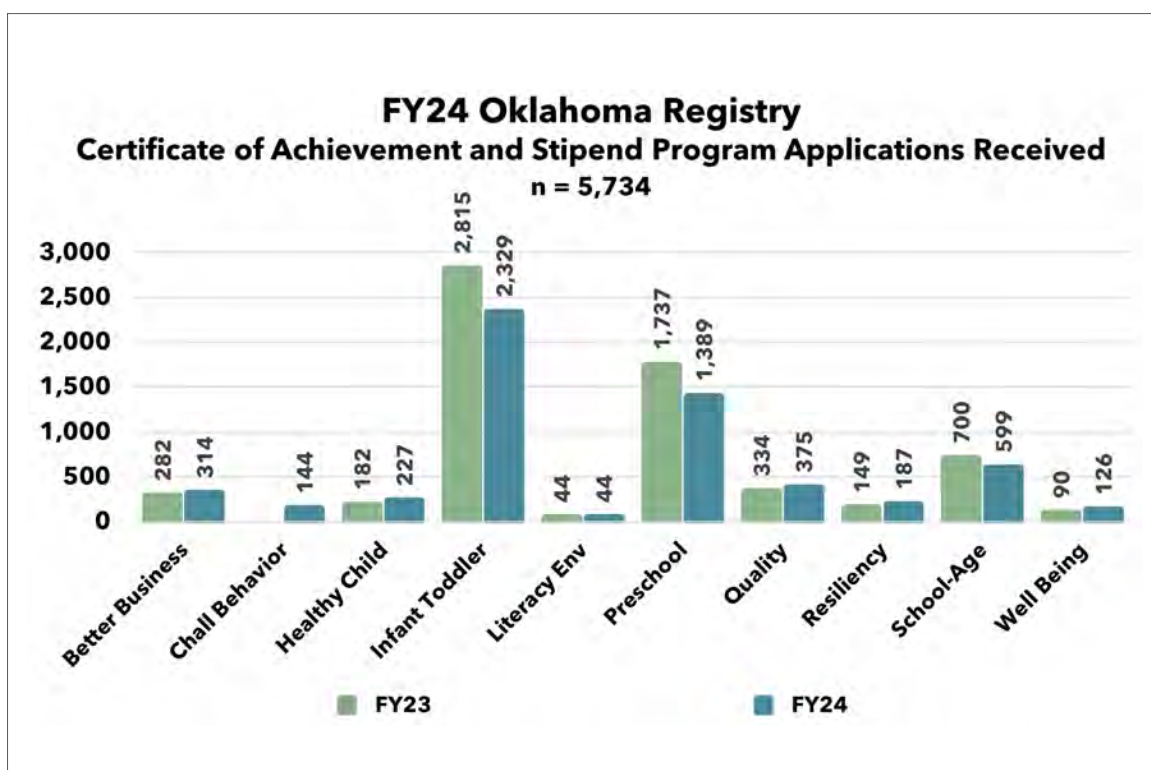


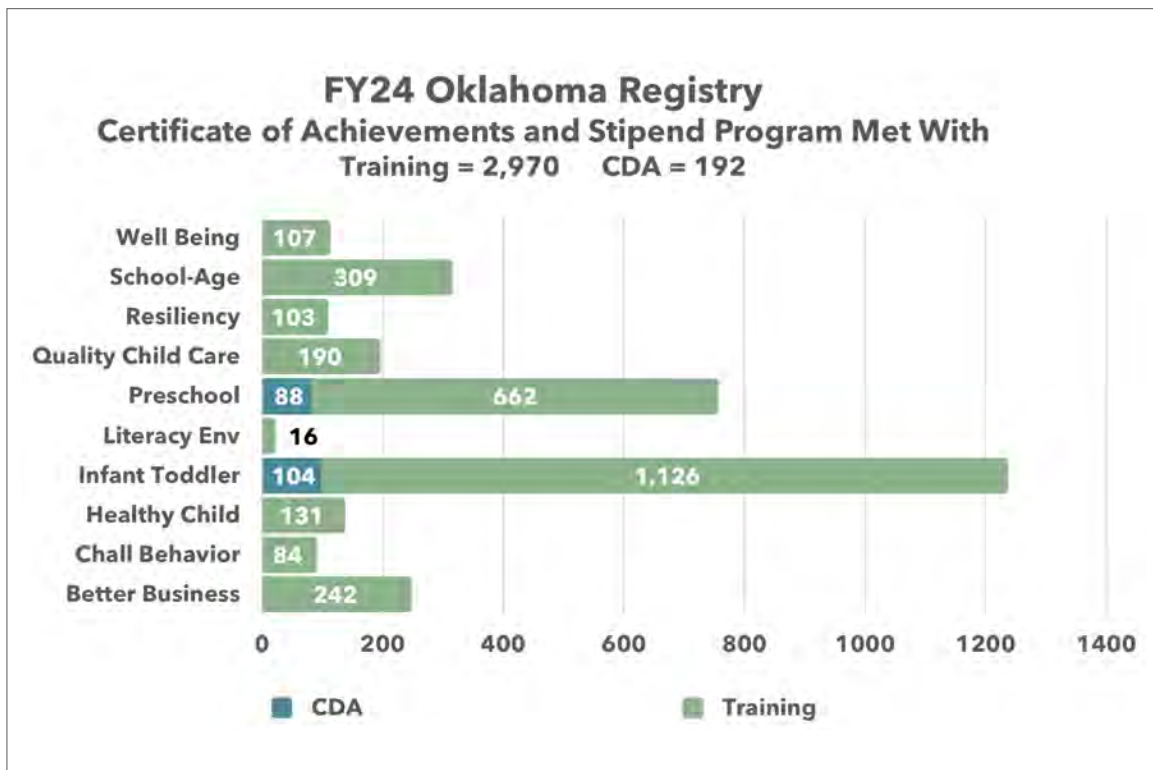
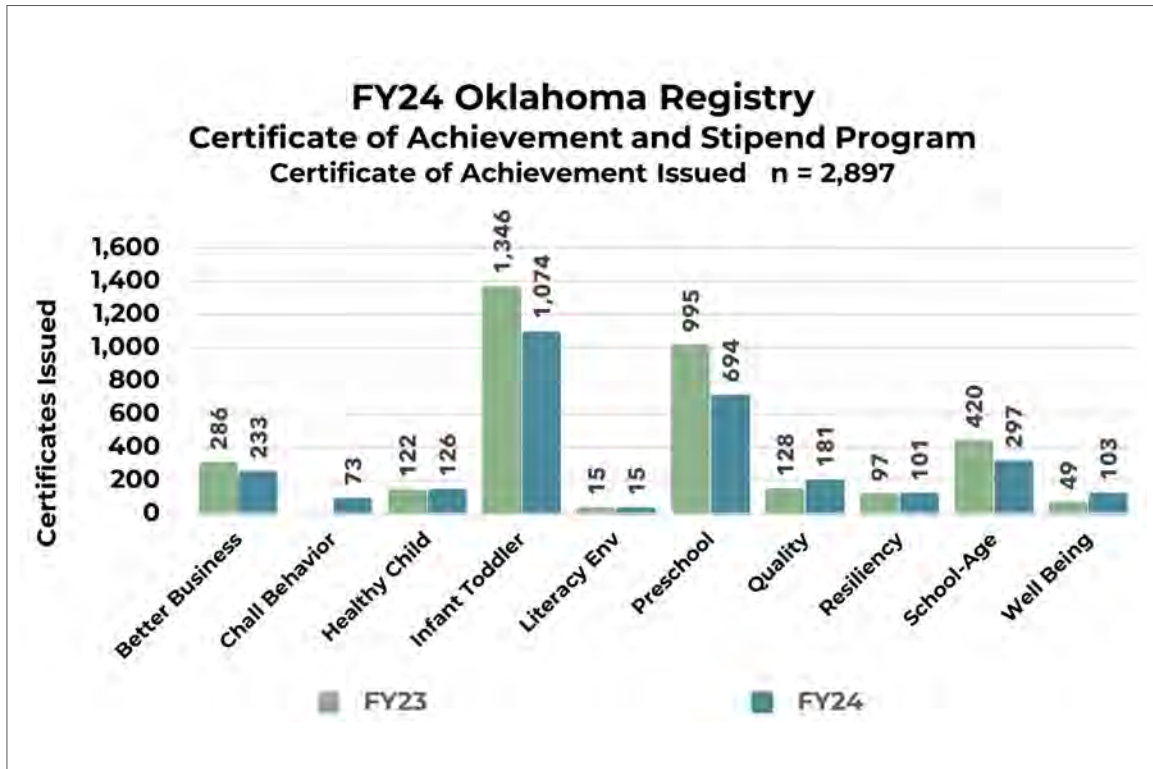
OKLAHOMA REGISTRY CERTIFICATE OF ACHIEVEMENT AND STIPEND PROGRAM

The Oklahoma Registry Certificate of Achievement and Stipend Program promotes ongoing professional development beyond standard regulations, enhancing the quality of early childhood classrooms in the state. Participants receive a Certificate of Achievement and a stipend to recognize and reward their accomplishments. The program now offers specialized training in ten areas, including the recently added “Approaches to Managing Challenging Behavior” introduced in January 2024. In the 2024 fiscal year, **5,734** applications were received, **3,164** Certificates of Achievement were awarded, and **2,897** stipends were approved. A total of **\$1,738,200** was awarded to providers.

Among recipients, **9%** of Infant/Toddler Certificates of Achievement and **12%** of Preschool Certificates of Achievement met the education requirement using a current CDA. The remaining Certificates of Achievement were fulfilled by the completion of Oklahoma Professional Development Registry (OPDR) approved training.

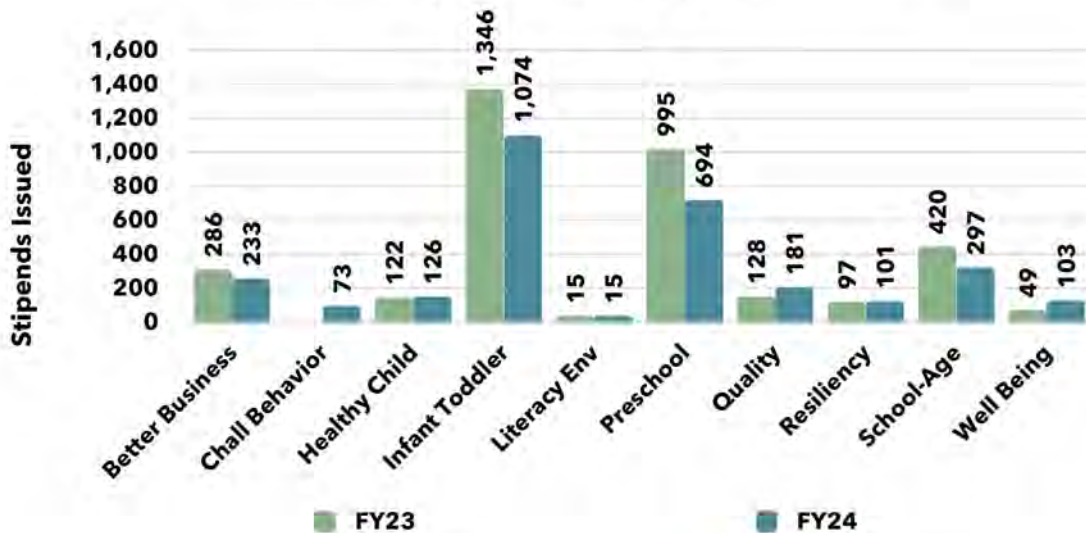
For other areas of concentration (including School-Age, Childhood Resiliency, Quality Child Care, Better Business in Family Child Care, Healthy Children in Child Care, Cultivating Growth and Wellbeing, Creating Effective Literacy Environments, and Approaches to Managing Challenging Behavior), all recipients completed 30 hours of Oklahoma Professional Development Registry (OPDR) approved training in the specific Areas of Concentration.



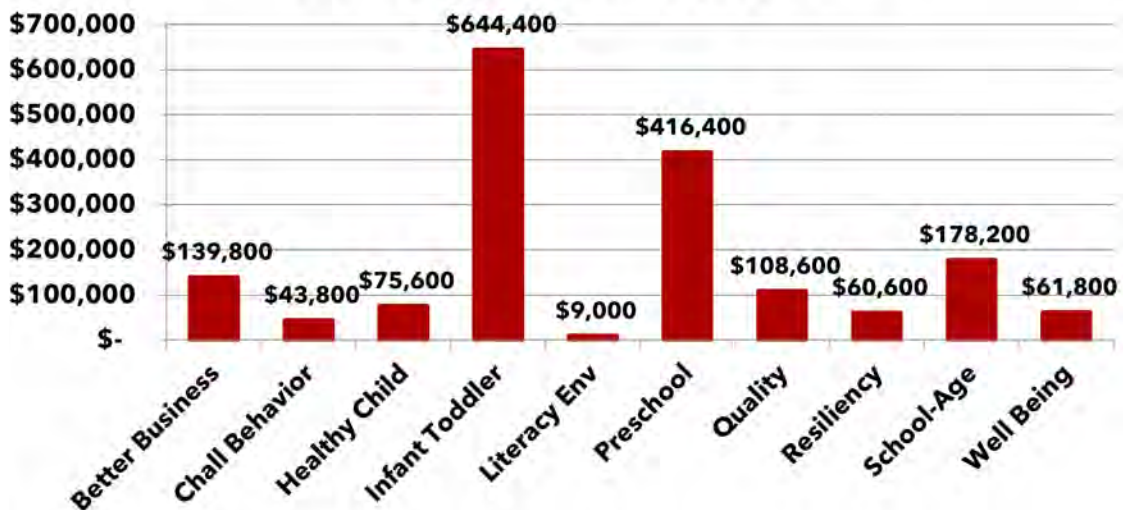


*Three Infant and Toddler Certificates of Achievement were met with an Infant Toddler Competency Certificate.

FY24 Oklahoma Registry Certificate of Achievement and Stipend Program Stipends Issued n = 2,897



FY24 Oklahoma Registry Certificate of Achievements and Stipend Program Stipend Dollars Paid n = \$1,738,200



OKLAHOMA CHILD CARE WAGE SUPPLEMENT

The Oklahoma Child Care Wage Supplement Program aims to boost compensation for childcare providers, including directors, assistant directors, teachers, and family child care home providers. By participating in the program, providers are rewarded for engaging in ongoing professional development, maintaining continuity of care, and delivering high-quality experiences for children.

In FY24 we awarded to active participants **\$4,733,550**.

Providers have reported that the additional compensation allowed them to pursue further education and enhance their care giving practices. This has led to a more skilled and dedicated workforce, ultimately raising the standard of childcare across the state.

The closure of the program marks the end of a pivotal chapter in supporting childcare providers. However, the positive changes it has instilled will continue to benefit the community. The professional development and stability fostered by the program have set a strong foundation for the future of childcare in Oklahoma, ensuring that children receive the best possible start in life.



COLLABORATION & OUTREACH

The Childcare Communication and Outreach Committee successfully completed the Enhancement Plan and Activity Overview, which outlines what enhancements are and how many are required for Stars ratings. Additionally, the document provides an Enhancements Guide with a graphic organizer for planning enhancements in child care settings. The Enhancement Plan and Activity Overview were released to the field in March of 2024.

CECPD has representation on the Pyramid Model Consortium (PMC) State Leadership Team, as well as the PMC professional development workgroup. The leadership team's mission "is to develop the state infrastructure so that all early care, health, and education providers implement the Pyramid Model of positive behavior interventions and support with fidelity."



THE UNIVERSITY OF OKLAHOMA

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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