A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care (www.nrckids.org.)

Updated requirements for child care center was forwarded on 12/17/13.

Goals Described in FY 2012-2013 CCDF Plan:

Child care center requirements are in the process of revisions. Revisions could include health and safety, programming, and professional development requirements. Legislation recently passed that require background checks based on fingerprints for staff in all licensed programs.

Goal #1:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

Child Care Center requirements are in the process of revisions. Changes regarding criminal history background checks (legislation passed in 2011 to take effect in FY 2013) have been made. The proposed revised licensing requirements were developed over the last three years by the Child Care Advisory Revisions Subcommittee which is made up of a majority of private child care providers who would be affected by the requirements. The draft revisions were mailed out to child care facilities for public comment in October 2012. Public hearings were held in four locations around the state to receive comments regarding the proposed requirements and an online survey was utilized to obtain comments. The process for moving towards adoption of the requirements included reviewing public comments, making changes to proposed requirements and developing a final set of requirements. The final version was approved by the Child Care Advisory Committee in March of 2013. As the process of administrative approval for agency rules was under revision, the proposed revisions were delayed and will move through the rule making process that includes the Oklahoma Legislature and the Governor’s office for a November 2015 effective date.
Describe Progress - Include Examples and Numeric Targets where Possible:

Child Care requirements reflecting revisions to criminal background investigations to include fingerprinting and crib standards were effective November 1, 2013. The new crib standards, which became effective December 28, 2012, were monitored for compliance under existing language regarding facility hazards until the requirements were revised November 1, 2013.

A1.2 Key Data

A1.2.1 Number of licensed programs

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2013? 1640
☐ N/A
 Describe:
 In Oklahoma a child care center means a facility that provides care for children and operates more than 30 hours per week.

Assumptions can be made on the reason there was a decrease in the number of child care center facilities: it could be based on increasing the criminal history check to include fingerprints; it could be part of the national trend to not have as many centers; it could be related to the economy when people weren’t working, therefore, they didn’t need child care; maybe it is the increase in public school pre-k, and some pre-k 3s; or maybe it is related to Head Start being free. These are hypothesis, but there is no data to support the decrease in programs.

b) How many licensed home-based programs operated in the State/Territory as of September 30, 2013? 2208
☐ N/A
 Describe:
 Home-based programs include family child care homes, a family home that provides care and protection for seven or fewer children for part of the 24-hour day, and large family child care home, which is a residential family home that provides care and supervision for eight to twelve children for part of the 24-hour day.

Assumptions can be made on the reason there was a decrease in family child care homes: it could be based on increasing the criminal history check to include fingerprints; it could be part of the national trend to not have as many FCC homes; it could be related to the economy when people weren’t working, therefore they didn’t need child care; maybe it is the increase in public school pre-k, and some pre-k 3s; or maybe it is related to Head Start being free; These are hypothesis, but there is no data to support the decrease in the number of FCC programs.

c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child’s own home) operating in the State/Territory that are not subject to licensing regulations?
A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year (October 1, 2012 through September 30, 2013)?

a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?

100%

What was the average number of visits?

3

☐ N/A

Describe:
Licensed center-based programs are visited a minimum of three times per year.

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?

100%

What was the average number of visits?

3

☐ N/A

Describe:
Licensed family child care programs are visited a minimum of three times per year.

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?

100%

What was the average number of visits?

1
Ten out of the eleven legally exempt programs receiving CCDF funds are facilities on military bases. These ten programs were monitored by the Department of Defense. One facility was located out of state and was monitored by that State. All eleven programs received on-site monitoring by Oklahoma Child Care Services one time for FFY 2013.

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year (October 1, 2012 through September 30, 2013)?

**Licensed Centers:**

How many were **suspended**?

☐ N/A

Describe:
Oklahoma does not suspend licenses.

How many were **revoked**? 17

☐ N/A

Describe:
Licenses could be revoked for a single serious incident that placed children at risk or a pattern of noncompliance.

**Licensed Homes:**

How many were **suspended**?

☐ N/A

Describe:
Oklahoma does not suspend licenses.

How many were **revoked**? 41

☐ N/A

Describe:
Licenses could be revoked for a single serious incident that placed children at risk or a pattern of noncompliance.
### A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year (October 1, 2012 through September 30, 2013)?

<table>
<thead>
<tr>
<th>Type of Provider</th>
<th>Number of Programs (N/A Available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Centers</td>
<td>10</td>
</tr>
<tr>
<td>Group Child Care Homes</td>
<td>16</td>
</tr>
<tr>
<td>Family Child Care Homes</td>
<td>14</td>
</tr>
<tr>
<td>In-Home Providers</td>
<td>0</td>
</tr>
</tbody>
</table>

Describe:

Data is collected by the child care subsidy unit. They track all programs that receive CCDF subsidies. Child Care Services does not license in-home providers. Quarterly reports are given to the Child Care Advisory Committee that indicate programs which have been revoked or denied due to violations of minimum licensing requirements. Star reductions are not included since they are not tracked. If a program is reduced to one star, the program does not lose their contract, they can keep current enrolled children receiving subsidy, but are only reimbursed at the one star rate. Additional children on subsidy may not be added. The numbers of programs revoked or denied is the only data that is tracked and there are no plans to report this data in the future.

### A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year (October 1, 2012 through September 30, 2013)?

☑️ N/A

Describe:

Exempt providers are not tracked. The data available is on those programs that are required under Oklahoma law to be licensed.

### A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

1

☑️ N/A

Describe:
There was one serious injury in licensed care during this time period. Injury is defined as a physical injury that occurred in a licensed program requiring medical attention by medical professional. Data includes all licensed providers.

A1.2.7 How many fatalities occurred in child care as of the end of the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).

0
☐ N/A
Describe:
There were zero fatalities. Data used is based on all licensed programs.
Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year (October 1, 2012 through September 30, 2013)?

☐ Yes
☐ No
☐ N/A

Describe:

There were no changes made to the Early Learning Guidelines.

A2.1.2 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.2.8, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELGs, Aligned the ELGs with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:
All master teachers working with children ages 0 to five years old will attend training/course work on Early Learning Guidelines.

Goal #1:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

Currently there are professional development opportunities that focus on infant, toddlers and two years and three through five year olds.

Describe Progress - Include Examples and Numeric Targets where Possible:

The deadline for completing the ELG requirement is Jan. 1, 2014. Many child care facilities have not only sent master teachers to training but have included all staff who work with children. A community college will be preparing to offer an ELG online course in the near future to assist with making the course available to rural areas. As of September 30, 2013 a total of 4,498 people have received Early Learning Guidelines training or coursework.

A2.2 Key Data
### Center-based Programs:

<table>
<thead>
<tr>
<th>Early Learning Guidelines (ELGs)</th>
<th>How many center-based programs were trained on ELGs over the past year?</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to Three ELGs</td>
<td>278</td>
<td></td>
</tr>
<tr>
<td>Three-to-Five ELGs</td>
<td>468</td>
<td></td>
</tr>
<tr>
<td>Five and Older ELGs</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

**Describe:**

All ELG training events are scheduled in the Oklahoma Professional Development Registry (OPDR). Data was pulled from the Registry for the ELG training events. This data also represents any approved college coursework that has been approved in lieu of an ELG Training. There is no duplication of center data. If a participant had multiple qualifying trainings or coursework, Three to Five ELG took precedence and duplicates were removed. 1,135 practitioners working in child care centers were trained in the Birth to Three ELGs. 1,902 practitioners were trained in the Three to Five ELGs. The total number of practitioners trained were 3,037. Data is available on all programs as information is collected in the OPDR.

### Family Child Care Programs:

<table>
<thead>
<tr>
<th>Early Learning Guidelines (ELGs)</th>
<th>How many family child care programs were trained on ELGs over the past year?</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to Three ELGs</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>Three-to-Five ELGs</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>Five and Older ELGs</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

**Describe:**

All ELG training events are scheduled in the Oklahoma Professional Development Registry (OPDR). Data was pulled from the Registry for the ELG training events. This data also represents any approved college coursework that has been approved in lieu of an ELG Training. There is no duplication of home data. If a participant had multiple qualifying trainings or coursework, Three to Five ELG took precedence and duplicates were removed. 162 practitioners working in family child care homes were trained in the Birth to Three ELGs. 187 practitioners were trained in the Three to Five ELGs. The total numbers of practitioners trained were 349. Data is available on all programs as information is collected in the OPDR.

### Legally Exempt Providers:

<table>
<thead>
<tr>
<th>Early Learning Guidelines (ELGs)</th>
<th>How many legally exempt providers were trained on ELGs over the past year?</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to Three ELGs</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Three-to-Five ELGs</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Five and Older ELGs</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

**Describe:**

Exempt providers are not tracked except for military providers. The data available is on those programs that are required under Oklahoma law to be licensed.
2.2.1(b) How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)

<table>
<thead>
<tr>
<th>Center-based Programs: Early Learning Guidelines (ELGs)</th>
<th>How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants and toddlers</strong> in programs implementing the Birth to Three ELGs</td>
<td>20,320</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Preschoolers</strong> in programs implementing the Three-to-Five ELGs</td>
<td>35,639</td>
<td>☐</td>
</tr>
<tr>
<td><strong>School-age children</strong> in programs implementing the Five and Older ELGs</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

Describe:

Programs that are participating in QRIS are now required to utilize Oklahoma Early Learning Guidelines as a resource for lesson and curriculum planning. Licensing staff are observing child care facility lesson plans to see if programs are utilizing the guidelines in program planning. The guidelines are also incorporated into the “Learning Environments and Curriculum” section of the Oklahoma Core Competencies for Early Childhood Practitioners. Each professional development opportunity is linked to a Core Competency. Data on the number of children served in programs is determined by calculating the program employees that have attended training and determining the number of children in programs according to licensing capacity. Some duplication could have occurred if a program attended both ELG trainings. Data is available for all licensed programs.

<table>
<thead>
<tr>
<th>Family Child Care Programs: Early Learning Guidelines (ELGs)</th>
<th>How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants and toddlers</strong> in programs implementing the Birth to Three ELGs</td>
<td>1,506</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Preschoolers</strong> in programs implementing the Three-to-Five ELGs</td>
<td>1,567</td>
<td>☐</td>
</tr>
<tr>
<td><strong>School-age children</strong> in programs implementing the Five and Older ELGs</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>
Family child care homes participating in the QRIS program are required to have ELG training. Although implementation of the guidelines is encouraged it is not currently monitored. The guidelines are incorporated into the “Learning Environments and Curriculum” section of the Oklahoma Core Competencies for Early Childhood Practitioners. Each professional development opportunity is linked to a Core Competency. Data on the number of children served in programs is determined by calculating the program employees that have attended training and determining the number of children in programs according to licensing capacity. Some duplication could have occurred if a program attended both ELG trainings.

<table>
<thead>
<tr>
<th>Legally Exempt Providers:</th>
<th>Early Learning Guidelines (ELGs)</th>
<th>How many children are served in programs implementing the ELGs? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants and toddlers in programs implementing the Birth to Three ELGs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschoolers in programs implementing the Three-to-Five ELGs</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>School-age children in programs implementing the Five and Older ELGs</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Describe:

All programs are required by law to be licensed. Data on legally exempt providers is not tracked, except for military programs.
A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:

Goals for 3.3.1.a)
1. Add music and movement as an interest area
2. Add criteria to limit the use of screen time
3. Add criteria to engage physical activity
4. Add criteria to tie Oklahoma Core Competencies and Early Learning Guidelines to child care center practices

Goals for 3.3.2.a)
• 1. Increase availability of supports regarding nutrition and physical activity
• 2. Add criteria for the utilization of consultation services

Goals for 3.3.8.a) Add criteria to require all staff to register with the Oklahoma Professional Development Registry.

Goal #1:
Is Goal from 2012-2013 CCDF Plan?  Yes  No

Add music and movement as an interest area.

Describe Progress - Include Examples and Numeric Targets where Possible:

QRIS program revised criteria for participation in program effective July 1, 2012. Added well-defined and equipped interest area of music and movement to classrooms for children 2 and older. QRIS reviews include monitoring for these centers.

Goal #2:
Is Goal from 2012-2013 CCDF Plan?  Yes  No

Add criteria to limit the use of screen time.

Describe Progress - Include Examples and Numeric Targets where Possible:

QRIS criteria was added to limit the use of screen time. TV and other screen time is not used for children younger than 2 years of age. QRIS reviews include monitoring for activities other than screen time.
Goal #3:
Is Goal from 2012-2013 CCDF Plan?  ✔ Yes  ☐ No

Add criteria to engage physical activity.

**Describe Progress - Include Examples and Numeric Targets where Possible:**

QRIS criteria was added to engage physical activity. QRIS reviews include monitoring for physical activity. The indoor, and as weather permits, outdoor environment are utilized daily for all children to engage in physical activity.

Goal #4:
Is Goal from 2012-2013 CCDF Plan?  ✔ Yes  ☐ No

Add criteria to tie Oklahoma Core Competencies and Early Learning Guidelines to child care center practices.

**Describe Progress - Include Examples and Numeric Targets where Possible:**

QRIS criteria was added to tie Oklahoma Core Competencies and Early Learning Guidelines to child care center practices. QRIS reviews include monitoring the use of the Oklahoma Core Competencies in developing educational professional development plans; master teacher attendance at an Oklahoma Early Learning Guidelines training; and the utilization of Oklahoma Early Learning Guidelines as a resource for lesson and curriculum planning.

Goal #5:
Is Goal from 2012-2013 CCDF Plan?  ✔ Yes  ☐ No

Increase availability of supports regarding nutrition and physical activity.

**Describe Progress - Include Examples and Numeric Targets where Possible:**

QRIS staff provide technical assistance and professional development opportunities on movement and physical activity such as “Let’s Move”. 735 people received Let's Move ELG training. A pilot project was initiated with the University of Oklahoma Behavioral Nutrition and Physical Activity Laboratory and the Environment Rating Scale project. An Environment and Policy Assessment and Observation (EPAO) and ECERS-R is being conducted at the same facility to determine the relationship of the assessment outcomes. The study has not been completed.

Goal #6:
Is Goal from 2012-2013 CCDF Plan?  ✔ Yes  ☐ No

Add criteria for the utilization of consultation services.

**Describe Progress - Include Examples and Numeric Targets where Possible:**

Revised QRIS criteria did not include the utilization of consultation services. Consultation services are provided by Resource and Referral Agencies, Child Care Services, Child Guidance and Mental Health Agencies.
Goal #7:
Is Goal from 2012-2013 CCDF Plan?  
[ ] Yes  [ ] No

Add criteria to require all staff to register with the Oklahoma Professional Development Registry.

Describe Progress - Include Examples and Numeric Targets where Possible:

QRIS criteria was added to require facilities to register as direct care organizations with the Oklahoma Professional Development Registry. Staff counted in staff child ratio are participating in the Professional Development Registry and have a current professional development ladder certificate by the anniversary date of their employment. QRIS reviews include monitoring of the professional development of the child care facility staff.

A3.2 Key Data

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year (October 1, 2012 through September 30, 2013)?

Health and safety:  
629
Infant and toddler care:  
189
School-age care:  
183
Inclusion:  
88
Teaching dual language learners:  
0
Understanding developmental screenings and/or observational assessment tools for program improvement purposes:  
110
Mental health:  
116
Business management practices:  
801
[ ] N/A

Describe:

In addition to the above categories, other technical assistance was provided. The Consultation and Technical Support Specialists (CATSS) provide assistance on Core Competency Content areas to include: child growth and development; health, safety and nutrition; child observation and assessment; family and community partnerships; learning environment and curriculum (creative skills, language arts, math, health/safety nutrition, science, social and personal skills, and social studies); interactions with
Children; program planning, development and evaluation; and professionalism and leadership. Data is collected by individual consultant’s quarterly reports. 187 homes and 347 child care centers have received services. The CATSS services are provided to programs participating in QRIS.

Numbers of targeted technical assistances were gathered from DHS Consultation and Technical Support Specialists, Center for Early Childhood Professional Development, and Resource & Referral agencies. CCR&R specialists consulted 950 times with 1,520 teachers or other professional staff in child care centers. There were 711 consults with 813 family child care home practitioners and/or staff.

Child Care Mental Health Consultants made additional technical assistance visits targeted to unique situations, children, staff, and/or programs. 20 clinicians from 5 agencies conducted visits during FY 2013. 116 requests were made for Early Childhood Mental Health Consultations. 880 total visits were made based on those 116 requests.

Child Care Resource & Referral specialists provided technical assistance to 813 family child care home providers or assistance during 711 TA visits. They also provided TA in child care centers to 1,520 teachers or other professional staff during 950 TA visits. In addition to provider TA, the R&R specialists interact with children in care by including them in proper hand washing techniques, assistance with children's art or garden projects, reading to children, etc. The topic, total participants and specific comments for each Technical Assistance was entered into the NACCRRAWare Action Log by the R&R specialist beginning July 1, 2013.

TA topics provided from child care specialists from all agencies included topics in addition to those on the above list. The count could be duplicated as services are provided by multiple organizations. In the future, technical assistance will be added to the Oklahoma Professional Development Registry and more data will be available.

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year (October 1, 2012 through September 30, 2013)?

a) One-time, grants, awards or bonuses:

Child Care Centers:

Family Child Care Homes:

☑ N/A

Describe:

Programs are not provided one-time grants, awards or bonuses.

b) On-going or Periodic quality stipends:

Child Care Centers:

1,137

Family Child Care Homes:

869

☐ N/A
Describe:

Programs that meet QRIS qualifications receive tiered-reimbursement and are included in the report. The program count is unduplicated and represents 1 Star + and higher.

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year (October 1, 2012 through September 30, 2013)? When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS:

Number:
1,640
Percentage: 100 %

or Other Quality Improvement System:
Number:
0
Percentage: 0 %

☐ N/A

Describe:

Data is based on those participating in QRIS 1 Star and above. Data is available on all programs that participate. No other quality improvement initiatives are included.

Family Child Care Homes QRIS:

Number:
2,208
Percentage: 100 %

or Other Quality Improvement System:

Number:
Data is based on those participating in QRIS 1 Star and above. Data is available on all programs that participate. No other quality improvement initiatives are included.

License-Exempt Providers QRIS:

Number:
10
Percentage: 100 %

or Other Quality Improvement System:

Number:
0
Percentage: 0 %

Ten license-exempt programs were on military bases and they were monitored by the United States Department of Defense. One program is out-of-state and serves children receiving CCDF services. Providers who care for a child in the child’s own home do not participate in QRIS.

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year (October 1, 2012 through September 30, 2013)? If the quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers:

How many moved up within the QRIS: 139
How many moved down within the QRIS: 108
☐ N/A
Describe:

The QRIS program tracks movement of programs in the system. Programs may move up or down within QRIS if there is a change in the program’s ability to meet criteria for participation. The reasons for moving up or down within QRIS is not tracked. Forty-five child care centers decreased their QRIS level and are still open for care. Sixty-three centers decreased their QRIS level & voluntarily closed. This information is not currently tracked, and we don’t have plans to track it during FY 2014-2015.

Family Child Care Homes:

How many moved up within the QRIS: 168
How many moved down within the QRIS: 196

☐ N/A

Describe:

The QRIS program tracks movement of programs in the system. Programs may move up or down within QRIS if there is a change in the program’s ability to meet criteria for participation. This information is not currently tracked, and we don’t have plans to track it during FY 2014-2015.

License-Exempt Providers:

How many moved up within the QRIS: 0
How many moved down within the QRIS: 0

☐ N/A

Describe:

The QRIS program tracks movement of programs in the system. Programs may move up or down within QRIS if there is a change in the program’s ability to meet criteria for participation. We do not collect data on license-exempt providers.

A3.2.5 How many programs are at each level of quality? Describe metric if other than QRIS, such as accreditation.

Child Care Centers:

Please provide the total number of Child Care Center quality levels (if available):

☐ N/A
Number of Programs at this level

<table>
<thead>
<tr>
<th>Quality Level</th>
<th>Number of Programs at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Star</td>
<td>536</td>
</tr>
<tr>
<td>1 Star +</td>
<td>7</td>
</tr>
<tr>
<td>2 Star</td>
<td>879</td>
</tr>
<tr>
<td>3 Star</td>
<td>218</td>
</tr>
</tbody>
</table>

Describe:

1 Star: operating on a permit or license.
1 Star+: meet all 1 Star and additional criteria to include learning environment, professional development, working towards staff qualifications, family engagement, administrative practices, and program evaluation.
2 Star: meet all 1 Star+ criteria and additional criteria in all program areas including meeting and maintaining staff qualifications.
3 Star: meet all 2 Star criteria and be nationally accredited or be a Head Start program in compliance with Head Start Performance Standards. Data is available for all participating programs.

Family Child Care Homes:

Please provide the total number of Family Child Care Home quality levels (if available):

☐ N/A

<table>
<thead>
<tr>
<th>Quality Level</th>
<th>Number of Programs at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Star</td>
<td>1,371</td>
</tr>
<tr>
<td>1 Star +</td>
<td>127</td>
</tr>
<tr>
<td>2 Star</td>
<td>670</td>
</tr>
<tr>
<td>3 Star</td>
<td>40</td>
</tr>
</tbody>
</table>

Describe:

1 Star: operating on a permit or license.
1 Star+: meet all 1 Star and additional criteria to include learning environment, professional development, working towards staff qualifications, family engagement, administrative practices, and program evaluation.
2 Star: meet all 1 Star+ criteria and additional criteria in all program areas including meeting and maintaining staff qualifications.
3 Star: meet all 2 Star criteria and be nationally accredited or be a Head Start program in compliance with Head Start Performance Standards. Data is available for all participating programs.

License-Exempt Providers:
Please provide the total number of License Exempt Provider quality levels (if available):

☑ N/A

<table>
<thead>
<tr>
<th>Quality Level</th>
<th>Number of Programs at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Describe:

Ten license-exempt programs were on military bases and were monitored by the United States Department of Defense. One program is out-of-state and serves children receiving CCDF services.

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory’s quality improvement system during the last fiscal year (October 1, 2012 through September 30, 2013)? What percentage are in high quality care as defined by the State/Territory?

Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs:

100%

Percentage of CCDF children served in high quality care:

95%

(May define with assessment scores, accreditation, or other metric, if no QRIS.)

☐ N/A

Describe:

Oklahoma defines high quality as participation in the QRIS program at the 2 and 3 Star levels. The child count is unduplicated. All licensed programs participating in QRIS are included in the report.
Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.4.7, please report your progress. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan:
All professional development opportunities are linked to the OK Core Competencies for Early Childhood Practitioners or School-Age Practitioner Competencies. Develop Core Competencies for the School-Age Program Practitioner.
2) Career Pathways (or Career Lattice): School-age coursework is included in the Professional Development Ladder. Provide credentials to those who complete specific coursework in school-age or infant-toddler programming.
3) Professional Development Capacity: The child care workforce will participate in the OK Professional Development Registry. All approved trainers and sources of training will meet designated standards.
4) Access to Professional Development: All professional development opportunities are listed in a searchable Registry database.
5) Compensation, Benefits and Workforce Conditions: Increase participation in REWARD.

Goal #1:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

All professional development opportunities are linked to the OK Core Competencies for Early Childhood Practitioners or School-Age Practitioner Competencies. Develop Core Competencies for the School-Age Program Practitioner.

Describe Progress - Include Examples and Numeric Targets where Possible:

All conferences and training events on the Oklahoma Professional Development Registry (OPDR) are linked to Oklahoma Core Competencies for Early Childhood Practitioners. The number of trainings that are entered into the Registry has increased since contracted agencies began to meet the core competency requirement. From October 1, 2012-September 30, 2013, 1531 trainings have been posted on the OPDR.

A School-Age Core Competency workgroup has been meeting to develop the foundation for school-age practitioner’s professional development. The facilitator has been involved in the School–Age Workforce and Professional Development Learning Community and has received technical assistance from the Professional Development Workforce Center. The workgroup met from September 2012 through Oct 2013. A draft has been completed of the competencies. The projected completion of the project is February 2014.

Goal #2:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No
Career Pathways (or Career Lattice): School-age coursework is included in the Professional Development Ladder. Provide credentials to those who complete specific coursework in school-age or infant-toddler programming.

Describe Progress - Include Examples and Numeric Targets where Possible:

Revisions have been recommended to update the Oklahoma Professional Development Ladder to include school-age coursework. Revisions have also been recommended to update the Oklahoma Director’s Credential to include school-age coursework and increase child development education requirements. The revisions are pending approval of the child care licensing facilities requirements revisions.

Developed a School-Age Certificate of Completion that is awarded by the Oklahoma’s Scholars for Excellence in Child Care scholarship program. This certificate is 18 college credits. Scholarships are available for eligible practitioners. One person has completed the Certificate. Infant and toddler coursework is available but specific credentials will not be pursued. One community college is offering a Certificate of Mastery in Early Care and Education/Infant Toddler option and another offers an Infant/Toddler Certificate of Mastery-Workforce Development Certificate.

Goal #3:
Is Goal from 2012-2013 CCDF Plan? [✓] Yes [□] No

Professional Development Capacity: The child care workforce will participate in the OK Professional Development Registry. All approved trainers and sources of training will meet designated standards.

Describe Progress - Include Examples and Numeric Targets where Possible:

QRIS programs have been required to participate in the Oklahoma Professional Development Registry since July 1, 2012 when QRIS policy went into effect. New policy requires that staff counted in staff child ratio are members of the Registry and have a current professional development ladder certificate. In a program participating in QRIS, new staff are required to be on the Registry within 12 months of employment. Data from the Registry will be more complete as more staff are required to be on the Registry. The number of individuals on the Registry as from October 1, 2012 through September 30, 2013 was 7,082 from child care centers and 614 from family child care home providers. There are 2,536 participants that did not indicate whether they worked in a family child care home or a child care center. The combined totals are 10,232.

Recommendations have been made to revise the child care facility licensing requirements to only accept training from approved sources registered on the Oklahoma Professional Development Registry. This would put in place a higher level of standards for training sources than are currently in place. The revisions regarding approved trainers and sources of training are pending approval of the child care licensing facility requirements revisions.

Goal #4:
Is Goal from 2012-2013 CCDF Plan? [✓] Yes [□] No

Access to Professional Development: All professional development opportunities are listed in a searchable Registry database.
Describe Progress - Include Examples and Numeric Targets where Possible:

The Oklahoma Professional Development Registry houses a searchable training calendar. The calendar contains professional development opportunities that meet the training requirement for direct care providers. The majority of offered trainings are on the training calendar. The revisions regarding approved trainers and sources of training are pending approval of the child care licensing facility requirements revisions. 1,531 trainings were registered and approved on the CECPD website searchable Registry database between October 1, 2012 through September 30, 2013.

Goal #5:
Is Goal from 2012-2013 CCDF Plan? ☑ Yes ☐ No

Compensation, Benefits and Workforce Conditions: Increase participation in REWARD.

Describe Progress - Include Examples and Numeric Targets where Possible:

Currently the numbers of REWARD participants has stayed level. As many people have joined as have dropped off the program. As people become members of the Oklahoma Professional Development Registry, they can also apply for REWARD (a salary supplement program). There is an anticipated increase in participation in REWARD as verifiable information is required for both programs.

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year (as of September 30, 2013)?

A4.2 Key Data

Child Care Center Teachers:

How many had a Child Development Associate (CDA)? 1677
☐ N/A

Describe:

CDA numbers come from the data received through the Oklahoma Professional Development Registry (OPDR). 427 did not indicate a program affiliation of child care center or family child care home. The data available is from those child care teachers that are in the OPDR as of 9/30/13. The data is verified. Previously OPDR participation was optional. More child care staff will be participating in the OPDR due to QRIS requirements. This will increase the amount of data available. In addition there are 101 providers with a Childcare Professional certificate.

How many had State/Territory Credentials? 939
☐ N/A
Describe:

The data available is from those child care teachers that are in the OPDR as of 9/30/13. The data is verified. Previously OPDR participation was optional. More child care staff will be participating in the OPDR due to QRIS requirements. This will increase the amount of data available. In addition there are 101 providers with a Childcare Professional certificate.

How many had an **Associate's degree**? 662
☐ N/A

Describe:

The data available is from those child care teachers that are in the OPDR as of 9/30/13. The data is verified. Previously OPDR participation was optional. More child care staff will be participating in the OPDR due to QRIS requirements. This will increase the amount of data available.

How many had a **Bachelor's degree**? 1,032
☐ N/A

Describe:

The data available is from those child care teachers that are in the OPDR as of 9/30/13. The data is verified. Previously OPDR participation was optional. More child care staff will be participating in the OPDR due to QRIS requirements. This will increase the amount of data available.

How many had a **Graduate/Advanced degree**? 180
☐ N/A

Describe:

The data available is from those child care teachers that are in the OPDR as of 9/30/13. The data is verified. Previously OPDR participation was optional. More child care staff will be participating in the OPDR due to QRIS requirements. This will increase the amount of data available.

**Family Child Care Providers:**

How many had a **Child Development Associate (CDA)**? 220
☐ N/A

Describe:

CDA numbers come from the data received through the Oklahoma Professional Development Registry (OPDR). Previously OPDR participation was optional. More family child home providers will be participating in the OPDR due to QRIS requirements. This requirement will result in an increase in the
amount of data available.

How many had State/Territory Credentials? 237
☐ N/A

Describe:

The data available is from those family child care home providers that are in the OPDR as of 9/30/13. The data is verified. Previously OPDR participation was optional. More family child home providers will be participating in the OPDR due to QRIS requirements. This requirement will result in an increase in the amount of data available. The following state credentials can be earned in Oklahoma: Certificate of Mastery, Occupational Child Care Competency Certificate, Directors Certificate of Mastery, Directors Certificate of Completion and Pathway Competency Certificate.

How many had an Associate's degree? 101
☐ N/A

Describe:

The data available is from those family child care home providers that are in the OPDR as of 9/30/13. The data is verified. Previously OPDR participation was optional. More family child care home providers will be participating in the OPDR due to QRIS requirements. This requirement will result in an increase in the amount of data available.

How many had a Bachelor's degree? 66
☐ N/A

Describe:

The data available is from those family child care home providers that are in the OPDR as of 9/30/13. The data is verified. Previously OPDR participation was optional. More family child care home providers will be participating in the OPDR due to QRIS requirements. This requirement will result in an increase in the amount of data available.

How many had a Graduate/Advanced degree? 8
☐ N/A

Describe:

The data available is from those family child care home providers that are in the OPDR as of 9/30/13. The data is verified. Previously OPDR participation was optional. More family child care home providers will be participating in the OPDR due to QRIS requirements. This requirement will result in an increase in the amount of data available.
A4.2.2 How many teachers/caregivers were included in the State/Territory's professional development registry during the last fiscal year (October 1, 2012 through September 30, 2013)?

Staff in child care centers: 7,082  
Family child care home providers: 614  
License-exempt practitioners: 0  
☐ N/A

Describe:

Participation in the Ok Professional Development Registry has been voluntary until July 1, 2012 when QRIS policy went into effect. New policy requires that staff counted in staff child ratio are members of the Registry and have a current professional development ladder certificate. In a program participating in QRIS, new staff is required to be on the Registry within 12 months of employment. Data from the Registry will be more complete as more staff is required to be on the Registry. There are 2,536 participants that did not indicate whether they worked in a family child care home or a child care center.

A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year (October 1, 2012 through September 30, 2013)?

Staff in child care centers: 2,341  
Family child care home providers: 571  
License-exempt practitioners: 0  
☐ N/A

Describe:

Data provided by Scholars for Excellence in Child Care. This includes college coursework and professional development and training. Professional development events are approved to meet licensing requirements and are tracked in the OPDR. Child care staff may also attend college courses. College courses are tracked by transcript and by Oklahoma's Scholars for Excellence in Child Care scholarship program for providers on scholarship. *Above numbers represent those attending college courses through the Scholars for Excellence in Child Care program.

25,644 people received professional development and training through registered organizations that contract with Oklahoma Child Care Services. The professional development and training participant data is not separated into family child care home providers and child care center staff categories. This is a duplicated count. As more organizations register training events and more program staff participate in the OPDR, more complete data will be available.

A4.2.4 How many credentials and degrees were awarded during the last fiscal year (October 1, 2012 through September 30, 2013)? If possible, list the type of credential or degree and in what type of setting the practitioner worked.
Type of Credential:

How many credentials were awarded to staff in child care centers?

Please list and provide number:

Child Development Associate (CDA): 31
State/Territory Credentials: 181
Other: 0

☐ N/A

Describe:
Information obtained is from the Scholars for Excellence in Child Care scholarship program for Oklahoma child care professionals who meet eligibility requirements. Numbers reported do not reflect the total number for Oklahoma, only for the Scholars program participants. The total of national CDA Credentials awarded from Oct. 1, 2012-Sept 30 2013 to Oklahoman’s has been requested from the Council for Professional Recognition. The state credentials awarded included Director’s Certificate of Completion, Directors Certificate of Mastery, Certificate of Mastery and Pathway Competency Certificate. There were 181 Scholar participants obtaining certificates related to child development. There were 10 Childcare Professional Credentials awarded.

How many credentials were awarded to family child care home providers?

Please list and provide number:

Child Development Associate (CDA): 4
State/Territory Credentials: 40
Other: 0

☐ N/A

Describe:
Information obtained is only from the Scholars for Excellence in Child Care scholarship program for Oklahoma child care professionals who meet eligibility requirements. Numbers reported do not reflect the total number for Oklahoma, only for the Scholars participants. The state credentials awarded included Certificate of Mastery, Director’s Certificate of Completion, Directors Certificate of Mastery, School-Age Certificate of Completion, and Pathway Competency Certificate. Scholar participants are limited to obtaining certificates in child development. A total of 44 CDA and State/Territory Credentials were awarded.

How many credentials were awarded to license-exempt practitioners?

Please list and provide number:

Child Development Associate (CDA):
State/Territory Credentials:
Other:

☒ N/A

Describe:
Data is not maintained at this time on license-exempt practitioners that obtain credentials. A person must work in a qualified child care setting in order to apply for a scholarship with the Scholars for Excellence in Child Care scholarship program.

**Type of Degree:**

How many **degrees** were awarded to staff **in child care centers**?

Please list and provide number:

- Associates: 49
- Bachelors: 3
- Graduate/Advanced Degree: 0
- Other: 0

☐ N/A

Describe:
Information obtained is from the Scholars for Excellence in Child Care scholarship program for Oklahoma child care professionals who meet eligibility requirements. Numbers reported do not reflect the total number for Oklahoma, only for the Scholars participants. Scholar participants are limited to obtaining child development degrees. There are a very limited number of child care provider specific scholarships available for bachelor’s degrees and no child care provider specific scholarship programs for graduate degrees.

How many **degrees** were awarded to **family child care home providers**?

Please list and provide number:

- Associates: 10
- Bachelors: 0
- Graduate/Advanced Degree: 0
- Other: 0

☐ N/A

Describe:
Information obtained is from the Scholars for Excellence in Child Care scholarship program for Oklahoma child care professionals who meet eligibility requirements. Numbers reported do not reflect the total number for Oklahoma, only for the Scholars participants. There are a very limited number of child care provider specific scholarships available for bachelor’s degrees and no child care provider specific scholarship programs for graduate degrees.

How many **degrees** were awarded to **license-exempt practitioners**?

Please list and provide number:

- Associates:
- Bachelors:
- Graduate/Advanced Degree:
- Other:

☑️ N/A
Describe:
Data is not maintained at this time on those that obtain degrees without Scholars for Excellence in Child Care scholarship assistance. A person must work in a qualified child care setting in order to apply for a scholarship.

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year (October 1, 2012 through September 30, 2013)? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Type of Technical Assistance:
How many teachers or other professional staff in child care centers received technical assistance?

☐ N/A

Please list type of technical assistance and provide number:

Resource and Referral provided consultation assistance to 1,520 teachers or other professional staff during 950 TA visits. These consultations were of various types and subjects depending on the provider's need. The topic, time spent, total participants and specific comments for each Technical Assistance is entered by the R&R Specialist in each Provider's NACCRAware Action Log. In addition to provider technical assistance, CCR&R specialists interact with the children in care while demonstrating proper handwashing techniques, assistance with art or garden projects, reading to children, etc.

The Consultation and Technical Support Specials (CATSS) provided 6 staff in child centers with coaching, mentoring and consultation regarding professional development. The CATSS visited 347 center facilities total. At 98 centers, coaching was given to 267 staff; 3 centers received mentoring to a total of 4 staff; and 305 facilities had consultations to 645 total staff members.

For the Scholars program, Technical Assistance (TA) is defined as assistance provided to child care providers on scholarship at their child care facility and in relation to the college or coursework. This may include helping the provider with assignments, tutoring, arranging for tutoring, portal, WebCT, blackboard or Moodle use, FAFSA, understanding the syllabus, posting to discussion boards, etc. The Scholar Coordinators through the Scholars for Excellence in Child Care Program provided individual providers working in child care centers with mentoring and consultation regarding professional development. The Scholar Coordinators provided technical assistance for 1,268 child care center staff.

Each program provided an unduplicated count. However each TA service provider could have served the same program and/or provider.

How many family child care home providers received technical assistance?

☐ N/A

Please list type of technical assistance and provide number:
Resource and Referral provided consultation assistance to 813 family child care home providers during 711 TA visits. These consultations were of various types and subjects depending on the provider’s need. The topic, time spent, total participants and specific comments for each Technical Assistance is entered by the R&R Specialist in each Provider's NACCRAware Action Log. In addition to provider technical assistance, CCR&R specialists interact with the children in care while demonstrating proper handwashing techniques, assistance with art or garden projects, reading to children, etc.

Consultation and Technical Support Specialists (CATSS) provided TA visits to 187 family child care homes. 21 coaching sessions were delivered to 21 FCC homes; 2 mentoring sessions were delivered to 2 staff; and 165 FCC homes received consultation to 176 staff.

Scholars provided TA to 266 family child care home providers. For the Scholars program, Technical Assistance (TA) is defined as assistance provided to child care providers on scholarship at their child care facility and in relation to the college or coursework. This may include helping the provider with assignments, tutoring, arranging for tutoring, portal, WebCT, blackboard or Moodle use, FAFSA, understanding the syllabus, posting to discussion boards, etc.

How many license-exempt practitioners received technical assistance?

☐ N/A

Please list type of technical assistance and provide number:

Data is not maintained at this time on license-exempt practitioners that obtain credentials.

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year (October 1, 2012 through September 30, 2013)?

☑ Scholarships.
How many teachers received? 2,031
☑ Reimbursement for Training Expenses.
How many teachers received? 1,308
☐ Loans.
How many teachers received?
☑ Wage supplements.
How many teachers received? 1,426
☐ Other.
☐ N/A

Describe:
Child care providers may qualify for scholarship assistance if they meet eligibility requirements that include: working in a program that has a subsidy contract, working a minimum of 30 hours per week, earning $15.50 or less per hour, and working in child care for six months or longer before starting classes. Assistance includes paying 70% of tuition and fees, and 100% of books at a community college that provides a child development certificate and an associates degree in child development/early childhood education. Data includes all practitioners that are receiving the scholarship benefit from Oklahoma’s Scholars for Excellence in Child Care. The count is over 3 semesters (Fall 2013, Spring 2013, and Summer 2013) and could include duplicate numbers. In addition to the tuition scholarships,
there were 118 assessment scholarships awarded for the CDA and CCP national credentials. Total scholarships awarded: 2049.

Scholarship “Safe Kids,” training (6 hours) for 162 participants. “Safe Kids,” approved child passenger safety course. Paid for training vouchers (6 hours) for 1,308 participants. Participants attend child care conferences provided by a variety of early childhood professional development organizations. The number of vouchers includes duplicate person usage.

REWARD is a salary supplement program that includes child care staff, directors and family child care home providers. Participants must work in a program that is 1 Star + or higher with 10 % enrollment receiving child care subsidy. The participants earn $15.50 or less per hour and work a minimum of 30 hours per week. Salary supplements are provided two times a year to those who maintain employment at the facility and eligibility requirements. Supplement amounts vary according to the individual’s educational attainment. Data on participants is maintained in OPDR.

Low cost and no cost training is available to child care providers. The training is funded through quality initiatives in Oklahoma. QRIS and Licensing staff offer free training. OCCRRA, the Health Department, Smart Start Oklahoma (State Early Childhood Advisory Council) and other organizations also offer low-cost training. There has been no additional funding supports for PD.