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Experts tell us that 90% of all brain development occurs by the age of five. If we don’t begin thinking about education in the early years, our children are at risk of falling behind by the time they start Kindergarten.

– Robert. L. Ehrlich
INTRODUCTION

The mission of the Center for Early Childhood Professional Development (CECPD) is to improve the quality of care for Oklahoma’s children by providing high quality professional development to licensed early care and education teachers and practitioners. Many of our programs support initiatives that help the child care workforce meet requirements established by “Reaching for the Stars” (Stars), the Oklahoma Quality Rating and Improvement System (QRIS). In fiscal year 2016, over 500,000 training hours were provided to Oklahoma’s early care and education field. CECPD’s professional development services also included credentialing and professional recognition, consultation and technical assistance, curriculum development, program evaluation, and monetary recognition programs. However, due to budget shortfalls, as of June 30, 2016, the State of Oklahoma adopted new policies. These policies eliminated the statewide program evaluation and monetary recognition programs provided by CECPD.

The Oklahoma Professional Development Registry (OPDR) is a system for approved trainers and organizations to share professional development opportunities with the early care and education field and for child care providers to monitor their professional development. At this time, CECPD has 175 approved training organizations. By providing these services, the Registry provides critical data for assessing the status of Oklahoma’s early childhood workforce and developing a high quality, consistent workforce. To date, the Registry now includes more than 17,716 child care directors and providers.

Child Care Services (CCS) and their partners share the common goal of creating initiatives that support the development of high quality child care programs that ultimately result in young children who are ready to succeed in a formal academic setting. CECPD is proud to be a contributing partner in Oklahoma’s continued quest for quality.

Jill Soto
Assistant Director, DHS Programs

Susan J. Kimmel, Ph.D.
Director, CECPD
A Leader is someone who demonstrates what’s possible

- Mark Yarnell
Given the complexity of early childhood development, sophisticated knowledge and competencies are needed for directors to be effective. Directors must balance the need to understand and support early childhood development for the children in their programs, while also maintaining sound business practices. To help directors address this challenge, CECPD developed the Leadership Academy in 2003. Leadership Academy provides directors with the knowledge and support they need to grow, develop and network with other directors from across the state. CECPD has provided training and support to more than 600 directors through the Leadership Academy since its inception.

Directors participating in the Leadership Academy attend 47 hours of training. As a measure of continuous quality improvement, the Program Administration Scale (PAS) is administered both before and after the training. The PAS was designed to broaden the view of quality to ensure that organizations implement quality systems at the organization level. The PAS scores are based on a 7-point scale with 1 being inadequate and 7 representing excellence. The average PAS score for Leadership Academy facilities in fiscal year 2016 was 3.37.

New this fiscal year, through a collaboration between CECPD and Tulsa Child Care Resource and Referral, a group of directors from Tulsa attended Leadership Academy with their technical assistance provider from the Child Care Resource and Referral. They received technical assistance throughout the entire course and will receive ongoing technical assistance. CECPD will provide data analysis on the post-PAS scores to see if there is a difference between the typical Leadership Academy participant and the Leadership Academy participant with ongoing support. These post-PAS scores will not be collected until summer of 2017.
The Oklahoma Professional Development Approval System (PDAS) approves trainers, trainings and training organizations. This fiscal year, approved organizations and CECPD educators provided more than 520,000 hours of professional development. January 1, 2016, new licensing requirements went into effect requiring all child care professionals to take at least 6 hours of CECPD formal approved training. The increase in participants and training hours reflect this new requirement.
The data reveal that the number of child care professionals choosing web-based training has almost doubled in the past 3 fiscal years. These web-based trainings were provided by a combination of CECPD approved educators and organizations.
CECPD launched 11 new online courses this fiscal year. These courses are aligned with the priorities of *Caring for Our Children*, *National Health and Safety Performance Standards*, *Guidelines for Early Care and Education Programs* (Third Edition). The courses with an asterisk also support new requirements within the reauthorization of the Child Care Development Block Grant. In addition to the 11 courses we developed, CECPD collaborated with Child Care Information Exchange to provide the online course *Addressing Challenging Behaviors: Promoting Social and Emotional Health in Young Children*.

**New in FY16**

- Addressing Challenging Behaviors: Promoting Social and Emotional Health in Young Children
- Building Positive Relationships in a School-Age Classroom
- Cornerstones of Quality: Safety, Health and Nutrition
- Creating a Landscape to Learning: Appropriate Indoor & Outdoor Learning Environments
- Creating a Positive Social Emotional Climate in Infant/Toddler Care Settings
- Encouraging Peer Interactions in Preschool
- Guidance Matters: Challenging Behaviors and the Role of the Preschool Teacher
- Homelessness and Young Children: Dealing with Trauma*
- Homelessness and Young Children: Education and Services*
- Let's Get Physical: Movement and the Young Child*
- Meeting the Challenge: Strategies to Deal with Challenging Behaviors in School-age Children
- Positive Guidance: Helping Children Learn Self-Discipline
**Other Online Courses Available**

Director's Entry Level Training (DELT)

E-3 Dimensions of Quality

Early Learning Guidelines (ELG) Online (in partnership with OSU-OKC)

Entry Level Child Care Training (ELCCT)

Family Child Care Home Entry Level Training (FHELT)

Literacy in Action - Alphabet Knowledge

Literacy in Action - Creating Literacy Rich Environments

Literacy in Action - Developmental Writing

Literacy in Action - Learning to Read Through the Environment

Literacy in Action - Shared Reading

Preventing Obesity & Promoting Wellness in Early Childhood Settings*

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If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.

- John Dewey
With the launch of the new courses, CECPD continues to be a leader in offering online training.

<table>
<thead>
<tr>
<th>Organization</th>
<th># of Verified Attendees</th>
<th>Organization Rank by %</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>CECPD</td>
<td>5585</td>
<td>33%</td>
<td>1</td>
</tr>
<tr>
<td>Organization A</td>
<td>4883</td>
<td>29%</td>
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</tr>
<tr>
<td>Organization B</td>
<td>2886</td>
<td>17%</td>
<td>3</td>
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<tr>
<td>Organization C</td>
<td>1714</td>
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<td>4</td>
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<tr>
<td>Organization D</td>
<td>978</td>
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<td>Organization E</td>
<td>268</td>
<td>2%</td>
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<td>Organization F</td>
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<td>1%</td>
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<td>117</td>
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<td>9</td>
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<td>Organization I</td>
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<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>Organization J</td>
<td>49</td>
<td>0%</td>
<td>11</td>
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<td>Organization K</td>
<td>18</td>
<td>0%</td>
<td>12</td>
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<td>Organization L</td>
<td>16</td>
<td>0%</td>
<td>13</td>
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<td>Organization M</td>
<td>9</td>
<td>0%</td>
<td>14</td>
</tr>
<tr>
<td>Organization N</td>
<td>4</td>
<td>0%</td>
<td>15</td>
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<tr>
<td>Organization O</td>
<td>4</td>
<td>0%</td>
<td>16</td>
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<td>Organization P</td>
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<td>17</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16874</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>
Children are like wet cement. Whatever falls on them makes an impression.

- Dr. Hiam Ginnott
Fiscal year 2016 was a year of change regarding professional development. New child care center licensing requirements introduced new training definitions. During the first half of the year training was defined as Tier I or Tier II. Beginning January 1, 2016, training was redefined as either Formal or Informal. Informal professional development is less than 2 clock hours from an OPDR approved training organization, any number of clock hours from a non-approved training organization, and training from electronic media, such as videos or DVDs. Informal training is limited to only 6 hours annually. Formal training is considered training over 2 clock hours.

The chart below displays the number of Tier I events (July 1 – December 31, 2015), training hours offered, and number of participants for Tier I training provided by CECPD, approved educators, and organizations. Tier I hours were not limited by licensing requirements, and they met the annual renewal requirements for the OPDR.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendees</th>
<th>Hours Offered</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16</td>
<td>1,891</td>
<td>14,824</td>
<td></td>
</tr>
<tr>
<td></td>
<td>667</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY15</td>
<td>3,161</td>
<td>29,761</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,637</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY14</td>
<td>2,689</td>
<td>26,130</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,435</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY13</td>
<td>2,035</td>
<td>15,359</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,043</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The chart below displays the number of Informal events, training hours offered, and number of participants for Informal training provided from January 1, 2016, through June 30, 2016. It is evident from the small number represented here that most approved training organizations, including CECPD, are providing Formal professional development.
The data in the table below represent professional development defined as Tier II, which was only available the first half of this fiscal year. Tier II training was 4 hours in length from an approved training organization. The number of Tier II events decreased by more than half compared to last fiscal year, which was greater than expected. Due to the mid-year change in training definitions, a decrease of approximately 50% was projected.
The data below represent formal training. The definition of formal professional development is 2 or more clock hours from an OPDR approved training organization.

The total combined hours offered of Tier II and formal training is 10,134.
Core competencies for professionals in early childhood settings represent an effort to elevate the knowledge base of the early childhood workforce. Below is a breakdown of professional development hours offered by core competency area. The number of hours offered in every core competency area increased over the last year.

Because directors and teachers have access to reports in the OPDR that provide them with core competency data on the training they have completed, CECPD is hopeful that they use this information when developing annual staff development plans and selecting training from the Statewide Training Calendar.

### Early Childhood Education and Child Development

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Training Hours</th>
<th>FY16</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism and Leadership</td>
<td>2,180</td>
<td>1,372</td>
<td>516</td>
</tr>
<tr>
<td>Learning Environments and Curriculum</td>
<td>4,298</td>
<td>2,604</td>
<td>949</td>
</tr>
<tr>
<td>Interactions with Children</td>
<td>2,929</td>
<td>1,836</td>
<td>484</td>
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<tr>
<td>Health, Safety and Nutrition</td>
<td>2,782</td>
<td>1,612</td>
<td></td>
</tr>
<tr>
<td>Family and Community Partnership</td>
<td>2,724</td>
<td>1,051</td>
<td></td>
</tr>
<tr>
<td>Child Observation and Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Growth and Development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FY16: Fiscal Year 2016
FY15: Fiscal Year 2015
The Oklahoma Director’s Credential requires completion of college business administration/management coursework, an approved business credential or training in the Oklahoma Core Competencies for business (Program Planning, Development and Evaluation). The chart below provides a breakdown of training hours offered in fiscal year 2015 and 2016 by business core competency.
CECPD provides two types of consultation services: 1) On-site Technical Assistance for facilities seeking special needs certification for the child care subsidy program and 2) Mental Health Consultations.

On-site Technical Assistance is provided only to programs that request it and is used on a limited basis. The number of on-site technical assistance visits has remained consistent over the past 5 years averaging 3 a year. Mental Health Consultations are coordinated through the Oklahoma Department of Health’s Child Care Warmline. The Warmline assists child care providers by helping to clarify a problem, providing information, offering guidance on developmentally appropriate practices, suggesting referrals to meet the needs of individual children, directing providers to relevant resources to assist with a concern, and giving hands-on help when needed. The Mental Health Consultation services doubled last fiscal year, and have increased this fiscal year. CECPD contracted for 21 Mental Health Consultations in fiscal 2016.
Early learning guidelines, along with other types of standards, are foundational to ensure high quality programming across all sectors in early childhood. The Early Learning Guidelines (ELG) trainings were designed to assist teachers in the improvement of learning experiences for children birth to age 5. ELG training is a Stars requirement for master teachers at the child care facility and the primary caregiver in the family child care home. Teachers can meet this mandate through a variety of training options including: Early Learning Guidelines for Infants, Toddlers and Twos; ELG Training by the Institute for Childhood Education; Quest for Quality: Early Learning Guidelines Ages 3 to 5; The Oklahoma Early Learning Guidelines and Focused Portfolios™ Milestones Crosswalk training; and ELG approved college courses.

Oklahoma Early Learning Guidelines Training
Number of Participants

- Early Learning Guidelines 3-5 Classroom
- Early Learning Guidelines 3-5 Online
- Focused Portfolio™ Crosswalk
- Early Learning Guidelines ITT Classroom
- Early Learning Guidelines ITT Online

Pie chart showing the number of participants for each training option.
The Child Care Career (CCC) courses include *Health and Safety, Behavior and Guidance I, Behavior and Guidance II, Child Development I, Child Development II,* and *Daily Programs for Infants and Toddlers.* Because these courses are focused on specific topics and extend over time, they align with best practices in adult learning. Each course provides foundational entry level guidance for either new early childhood practitioners or serve as a refresher for more experienced professionals who need to gain more insight on particular topics.

The newly revised *Child Development I* was the second most popular CCC course this year followed closely by *Behavior and Guidance I,* which has been the most popular for the past decade. During fiscal year 2016 CECPD staff, with committee support, revised and started the pilot for *Daily Programs for Infants and Toddlers* and started the revision of *Child Development II.*

**Number of Child Care Career Trainings FY16**

- Child Development I: 9
- Behavior and Guidance I: 2
- Health and Safety: 4
- Child Development II: 2
- Behavior and Guidance II: 4
- Daily Programs for Infants and Toddlers: 14
The Environment Rating Scales (ERS) project has been the primary evaluation component for the QRIS “Reaching for the Stars” program. In fiscal year 2016, six ERS assessors and two PAS assessors, all of whom meet inter-rater reliability requirements, conducted assessments across the state. Staff completed 447 ERS and PAS assessments from July 1, 2015 through March 31, 2016. The scales in the project included the Infant Toddler Environment Rating Scale-Revised (ITERS-R), Early Childhood Environment Rating Scale-Third Edition (ECERS-3), Early Childhood Environment Rating Scale-Revised (ECERS-R), Family Child Care Environment Rating Scale-Revised (FCCERS-R), School Age Care Environment Rating Scale-Updated (SACERS-U), and the Program Administration Scale (PAS). The assessments have been conducted at Two-Star facilities once every 3 years. The ERS data reported in the table below are based on calendar year versus fiscal year with variations noted in the footnotes.

### Average Assessment Scores

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECERS-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.74</td>
</tr>
<tr>
<td>ECERS-R</td>
<td>3.38</td>
<td>3.37</td>
<td>3.35</td>
<td>3.21</td>
<td>3.27</td>
<td>3.17</td>
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<tr>
<td>FCCERS-R</td>
<td>3.17</td>
<td>3.26</td>
<td>3.24</td>
<td>3.15</td>
<td>3.08</td>
<td>3.11</td>
<td>3.17*</td>
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<tr>
<td>ITERS-R</td>
<td>2.94</td>
<td>3.08</td>
<td>2.99</td>
<td>2.90</td>
<td>2.89</td>
<td>2.82</td>
<td>3.05*</td>
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<tr>
<td>SACERS-U</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>4.08</td>
<td>3.99</td>
</tr>
<tr>
<td>SACERS</td>
<td>3.89</td>
<td>4.01</td>
<td>4.04</td>
<td>3.93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.11</td>
</tr>
</tbody>
</table>

*Represents visits completed in 2016 from January 1 - March 31, 2016 when the ERS project ended.

The yellow highlight represents data from July 1, 2015 - March 31, 2016 with the implementation of a new scale and the ERS project ending.
Quality Matters

The ERS project associated with the Reaching for the Stars program ended on March 31, 2016. From April 2016 through June 2016, CECPD staff conducted a special project, Quality Matters, which included assessing 85 facilities across the state using the ECERS-3 scale. CECPD staff assessed 26 One-Star facilities with 46 classrooms and 18 Three-Star facilities with 37 classrooms. The average score across the 85 facilities was 2.96. The One-Star average was 2.86, while the Three-Star average was 3.10.

The data from the Quality Matters project was analyzed and the results provided valuable information on professional development gaps in Oklahoma. ECERS-3 scores range from one to seven, with one representing inadequate care for children, three representing minimal care for children, five representing good care for children, and seven representing excellent care for children. On five of the ECERS-3 items, none of the programs assessed scored a five or higher. On three other items, only one center scored a five. The data suggest that across Star levels, providers would benefit from targeted professional development in the following areas:

Items with no facility scoring a 5 or higher:

- Toileting/Diapering
- Blocks
- Nature/Science
- Math Materials and Activities
- Understanding Written Numbers
Items with one facility scoring a 5 or higher:

- Meals/Snacks
- Music and Movement
- Appropriate Use of Technology

More than 25% of the programs scored a five or higher on the following five items. These results indicate that teachers are appropriately planning activities to meet the individual needs of children, positively interacting with children, encouraging children to interact with each other, and effectively transition from one activity to another.

- Fine Motor Supervision of Gross Motor
- Individualized Teaching and Learning
- Staff-Child Interactions
- Peer Interaction
- Transitions and Waiting Times

The overall results indicate that high-quality professional development and support for teachers is needed in areas such as early math concepts, teaching science, and planning for intentional block play. The information from this project will be shared with educators and training organizations as areas in greatest need of expert professional development.
CECPD provides foundational entry level courses online for child care center staff, child care center directors, family child care home providers, and out-of-school time teachers.

- **Entry Level Child Care Training (ELCCT)** is required for all child care center employees counted in ratio. CECPD’s ELCCT is one option available to meet this mandate. The total number of child care providers taking ELCCT this year was 4,183 with an average of 348 per month. This course has been an essential standard for child care providers in Oklahoma. The total number of participants is down this year compared to previous years potentially because of the number of times it can be counted to award their PDL.

- **Director’s Entry Level Training (DELT)** is an entry level course designed to teach foundational skills to new directors or those considering becoming a director. The number of people completing DELT this year was 5,725, remaining fairly consistent with last year.

- **Family Child Care Home Entry Level Training (FHELT)** is an entry level course designed for new family child care home providers. In fiscal year 2016, 196 providers completed FHELT. This course continues to grow each year.

- **Out-of-School Time Entry Level Training (OSTELT)** is specifically designed for teachers who provide care for children in out-of-school time settings, such as after school programs and summer day camps. This 20-hour course reflects the same design as other online entry level training courses provided by CECPD. The course is divided into nine units: School Age as a Profession, Professionalism, Communication, Program Planning and Activities, Child Development, Appropriate Interactions, Learning Environments, Health and Safety, and Handling Emergencies. The knowledge gained through Out-of-School-Time Entry Level Training will help individuals working with older children meet their professional development requirements. This training was revised, reviewed, and edited during this fiscal year, and it is currently being added into the online platform for a fall 2016 release.
Focused Portfolios™ training helps Oklahoma meet the child observation and assessment requirement associated with the Good Start, Grow Smart federal mandate. This fiscal year, Focused Portfolios™ training included Focused Portfolios™ as well as Focused Portfolios™ Milestones Crosswalk, which meets the Early Learning Guidelines requirement for QRIS. The Focused Portfolios™ system provides teachers with an authentic assessment tool that addresses the needs of children. This fiscal year, 78 participants completed some type of Focused Portfolios™ training. The number of participants taking The Oklahoma Early Learning Guidelines and Focused Portfolios™ Milestones Crosswalk is slightly lower than last year, but is consistent with the downward trend of all early learning guidelines trainings this fiscal year.

The CECPD Video Lending Library continues to be a popular training source for child care providers, with 1,376 videos borrowed in fiscal year 2016. The number of videos borrowed this fiscal year is consistent with the previous year. The typical CECPD Video Lending Library consumer requests 6 hours of video training at one time. Because of the increase in CECPD’s DVD inventory, we have the capacity to lend four to five DVDs at a time, thereby meeting the provider’s request. CECPD increased our inventory with 43 new DVDs this year.
The Oklahoma Professional Development Registry (OPDR) began in 2002 as a means to 1) recognize achievement and dedication in the early care and education field and 2) assist the state’s licensing and QRIS systems with documentation of professional development.

Over the past 14 years, the need for accurate and current workforce data has created an additional purpose for registries nationwide; to gather information about the size and characteristics of the workforce to inform decision making. Because the OPDR has been a requirement of the state QRIS system since 2012, CECPD has become a leader in acquiring and using workforce data. The OPDR and the REWARD Oklahoma program provide valuable workforce data for state policymakers and industry stakeholders.
Oklahoma Director’s Credential (ODC)

The ODC is a licensing requirement for Oklahoma child care center directors. It documents formal education in early childhood education and/or child development, formal education in business/administration, and experience in the child care field. Professional contributions were required until January 1, 2016, when new criteria went into effect, including the addition of school-age formal education.

Professional Development Ladder (PDL)

The PDL reflects job-related professional development, including formal education and credentials gained through universities, 2-year colleges, technology centers, credentialing bodies, and Registry approved training organizations. The levels provide milestones for child care providers and connect with other areas of the state’s professional development system, such as QRIS, Scholars for Excellence in Child Care, and REWARD Oklahoma.

Unless otherwise noted, in this section the term “active participant” refers to a participant who held a current Oklahoma Director’s Credential and/or Professional Development Ladder at any time during this fiscal year.

REWARD Oklahoma

REWARD Oklahoma was designed to help reduce staff turnover rates, support wages, and increase the education level of the early childhood workforce. Funding for the REWARD Oklahoma program ended June 30, 2016. No applications were approved after April 1, 2016.
Teachers whose highest level of education is a high school diploma work predominately in a toddler or preschool setting (25% percent each). Staff who have either a CDA/CCP or some college are more likely to work in a combination-age or preschool setting.

Note: This data set includes only Registry participants whose most recent employment is in a direct care facility.
According to our data on participants with degrees, teachers in Oklahoma with a bachelor’s degree are more likely to teach in a preschool or combined-age group setting. Teachers with associate’s degrees are also more likely to work in these settings, but with a higher percentage working with a combined age group. The education breakdown for teachers working with infants, toddlers, or school-age have little variation between degree types.

Note: This data set includes only Registry participants whose most recent employment is in a direct care facility.
### Years in the Field by Gender / Average Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Not Sharing</th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>Minimum</td>
<td>18</td>
<td>18</td>
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<tr>
<td>Maximum</td>
<td>79</td>
<td>85</td>
<td>76</td>
</tr>
<tr>
<td>Average</td>
<td>35</td>
<td>39</td>
<td>40</td>
</tr>
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</table>
Individuals participating in *REWARD Oklahoma* must:

- Work in a DHS licensed early care and education facility
- Have a current Oklahoma Registry Professional Development Ladder, Level 3 or above (for Teachers and Family Child Care Home Providers)
- Have a current Gold, Silver, or Platinum Oklahoma Director’s Credential (for Directors and Assistant Directors)
- Earn $15.50 or less per hour
- Work a minimum of 30 hours per week. Teachers and Family Child Care Providers must work in the classroom with children and Directors and Assistant Directors must work in the facility performing administrative duties

A review of the highest education level attained by *REWARD Oklahoma* participants in fiscal year 2016 shows that almost 30% of participants held an associate’s degree. The next largest groups were participants with a Certificate of Mastery (23%) or a bachelor’s degree (22%). Those holding graduate degrees made up less than 2% of *REWARD Oklahoma* participants.
<table>
<thead>
<tr>
<th>Highest Education Attained</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma Competency Certificate</td>
<td>13</td>
<td>1.51%</td>
</tr>
<tr>
<td>CDA / CCP</td>
<td>116</td>
<td>13.50%</td>
</tr>
<tr>
<td>Certificate of Mastery</td>
<td>198</td>
<td>23.05%</td>
</tr>
<tr>
<td>Some College</td>
<td>86</td>
<td>10.01%</td>
</tr>
<tr>
<td>Associate’s</td>
<td>245</td>
<td>28.52%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>185</td>
<td>21.54%</td>
</tr>
<tr>
<td>Master’s</td>
<td>14</td>
<td>1.63%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2</td>
<td>.23%</td>
</tr>
<tr>
<td>Total</td>
<td>859</td>
<td>100%</td>
</tr>
</tbody>
</table>
REWARD Oklahoma demographic data are representative of all participants who were active as of June 30 of each given year.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>824</td>
<td>569</td>
<td>587</td>
<td>421</td>
<td>466</td>
</tr>
<tr>
<td>Black or African American</td>
<td>385</td>
<td>290</td>
<td>323</td>
<td>209</td>
<td>189</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>177</td>
<td>124</td>
<td>126</td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td>Unspecified</td>
<td>82</td>
<td>168</td>
<td>88</td>
<td>49</td>
<td>39</td>
</tr>
<tr>
<td>Hispanic or Latino Origin</td>
<td>58</td>
<td>39</td>
<td>48</td>
<td>37</td>
<td>43</td>
</tr>
<tr>
<td>Bi-racial or multi-racial</td>
<td>13</td>
<td>16</td>
<td>15</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Asian</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1,555</td>
<td>1,116</td>
<td>1,198</td>
<td>831</td>
<td>858</td>
</tr>
</tbody>
</table>

Top 5 Categories FY16

- **White**: 56%
- **Black or African American**: 22%
- **American Indian or Alaska Native**: 12%
- **Unspecified**: 5%
- **Hispanic or Latino Origin**: 5%

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REWARD Oklahoma figures include only participants who received at least one check at any level during fiscal year.
REWARD Oklahoma figures include only participants who received at least one check at any level during fiscal year.
CECPD staff members serve on The National Registry Alliance Board as Secretary and Region VI Representative. CECPD has been an active member on the national level since the inception of the Alliance. In fiscal year 2016, CECPD staff also participated on committees and workgroups with partners to assist with the development and improvement of programs and policies for Oklahoma’s early childhood field. Committees and workgroups include:

- Accreditation Review Task Force
- Communication and Outreach Committee
- Early Childhood Inclusion Committee
- Head Start Advisory Board
- Inclusion Task Force
- National Workforce Data Collaborative
- Oklahoma City Community College Advisory Board
- Oklahoma Curriculum Committee
- Oklahoma Partners for School Readiness Ad Hoc Committee
- Oklahoma State University/Oklahoma City Early Care and Education Advisory Board
- Out-of-School Time Curriculum Committee
- Professional Development Approval System (PDAS) Workgroup
- Professional Development Collaboration Workgroup
- QRIS Technical Assistance Learning Table
- Staff and Human Relations Curriculum Committee
- Tulsa Child Care Consultation Committee
- University of Oklahoma-Tulsa Infant/Toddler (IT3) Advisory Board

In addition to the active participation in committee work, CECPD staff provided on-site support for facilities on our Oklahoma Professional Development Registry at locations across the state.
CECPD experienced several challenges during fiscal year 2016. However, with challenges come opportunities and growth. We were notified in the fall that Oklahoma was facing significant budget failures. Due to those budget failures two programs were eliminated from the CECPD contract, REWARD Oklahoma and the Environment Rating Scale (ERS) program. ERS officially ended March 31 and REWARD Oklahoma ended April 1 (although prior payment commitments were kept until June 30). In this process, CECPD had to terminate nine employees.

The ERS program has been in existence for 16 years. In that time, almost 10,000 ERS and PAS assessments have been conducted, approximately 604 assessments annually. Additionally, REWARD Oklahoma has been under the CECPD umbrella for 13 years. In that time, in excess of 13 million dollars have been awarded to teachers, family home providers, and directors in Oklahoma. It is clear that DHS CCS and CECPD have touched the lives of teachers, providers, children, parents, and directors in more ways than imaginable.

This fiscal year has also had highlights. As the trend for more online professional development increased, CECPD continued to meet that need. In 2016-2017 CECPD added more than 12 new online classes for child care teachers, providers, and directors. The topics ranged from challenging behaviors to preventing obesity in young children. As we look forward to fiscal year 2017, we realize that more changes may occur; however, we will continue to meet and exceed all commitments and expectations. At a time when Oklahoma is experiencing an economic challenge, we commit to “refine and shine” our current programs, while searching for new opportunities for growth. Throughout this fiscal year we will continue to improve child care in Oklahoma by providing high quality professional development and customer service.

Sincerely,

Susan J. Kimmel, Ph.D.

Director, Center for Early Childhood Professional Development