

OECP Annual Report

2018-2019



The **Oklahoma Early Childhood Program** (OECP) was created in 2006 to improve the quality of early education and expand capacity to serve children from birth through age three statewide.

OECP provides the fiscal structure to align state and private resources to promote high-quality standards tied to minimum teacher qualifications, ongoing professional development, and parent supports designed to foster low-income families' independence and economic success. Public funding for the OECP flows through the Oklahoma State Department of Education as a match to private funds provided by philanthropists and corporations throughout the state. Compared with typical community childcare centers (as measured by ITERS-S), OECP classrooms have: higher quality environments, more intentional language interactions, higher child growth in language and social-emotional development, and every dollar spent on high quality, birth-to-five programs for disadvantaged children delivers a 13% per annum return on investment.

Last year, OECP partnered with ten (10) providers, which included a total of thirty (30) locations, in both urban and rural areas, resulting in 2,830 children served by OECP throughout Oklahoma.

Program Requirements

- Provide quality early education services and serve low-income children age's birth through three
- Maintain Oklahoma State Department of Human Services' licensure
- Offer care and education services forty-four (44) weeks of the year, operating at least eight (8) hours per day
- Meet specified program requirements (based on selected Early Head Start Performance Standards)
- Be NAEYC (National Association for the Education of Young Children) accredited, or begin the accreditation process
- Staff each classroom with two staff members at all times, one credentialed Lead Teacher and one Assistant Teacher
- Ensure additional classroom staff have, at a minimum, a CDA credential
- Provide services of a Bachelor degreed Family Support Specialist
- Use OECP approved technology systems for classroom curriculum, assessment, and data collections
- Attend WestEd-based PITC training, comprised of Program for Infant/Toddler Care (PITC) Modules I, II, III, & IV for first-year teaching staff

Provider Overview

2018-2019 Provider Overview						
Provider	Slots by Location	Total Slots	Total Classrooms	County	Rural	Time in Program
Community Action Project of Tulsa County (CAP Tulsa)	Tulsa: 1,416 Sand Springs: 164 Parents As Teachers: 161	1,741	125	Tulsa Osage		2006-2018 12 years
Cherokee Nation Child Care Development Center	Tahlequah: 24	24	3	Cherokee	x	2007-2018 11 years
Crossroads Youth & Family Services	Lawton: 128	128	16	Comanche	x	2006-2008 & 2017-2018 4 years
Crosstown Learning Center, Inc.	Tulsa: 33	33	3	Tulsa		2009-2018 9 yrs.
Little Dixie Community Action Agency, Inc.	Antlers: 32 Broken Bow: 24 Hugo: 12 Idabel: 12	80	12	Pushmataha McCurtain Choctaw McCurtain	x x x x	2006-2018 12 years
Sunbeam Family Services	OKC Educare: 130 Tony Reyes: 48	178	20	Oklahoma Oklahoma		2006-2018 12 years
Tri County Technology Center Child Development Center	Bartlesville: 20	20	2	Washington		2007-2018 11 years
Tulsa Educare, Inc.	Tulsa: 403	403	43	Tulsa		2009-2018 9 years
Union Public Schools Rosa Parks Early Childhood Education Center	Tulsa: 154	154	7	Tulsa		2008-2018 10 years
WL Hutcherson Family YMCA	Tulsa: 45	45	4	Tulsa		2007-2018 11 years
Total		2,806	235			

Ongoing Quality Assessment

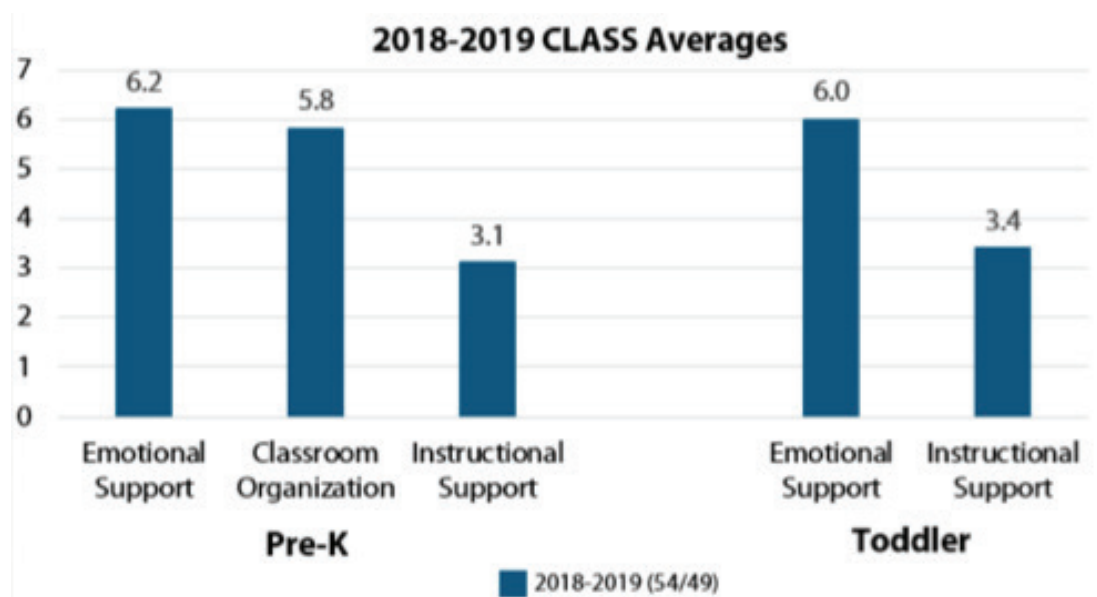
Classroom quality is assessed by partnering with the University of Oklahoma-Early Childhood Education Institute (ECEI). ECEI observers are trained and pass a certification test to gain reliability to complete classroom quality observations. All observers must obtain reliability before conducting observations.

Classroom quality observations are completed in late fall each school year. Classrooms new to OECP receive the Infant/Toddler Environment Rating Scale (ITERS) / Early Childhood Environment Rating Scale (ECERS) observations and returning classrooms to OECP receive the Classroom Assessment Scoring System (CLASS) observations. These observations are alternated annually. The observations are utilized to assess the quality of the classroom including teacher/child interactions, classroom environment, materials, and activities affecting student outcomes. The results of these assessments support classroom improvement opportunities and professional development.

The Classroom Assessment Scoring System (CLASS) primarily measures a timed sampling of the quality of teacher-child interactions (Emotional Support for Learning), and instructional support (Engaged Support for Learning) including materials and curriculum. The instrument is assessed using a seven-point scale. A score of 1 or 2 is considered Low-Range; a score of 3, 4, or 5 is considered Mid-Range; and a score of 6 or 7 is in the High-Range.

In fall 2018, fifty-four (54) three-year-old classrooms received a Pre-K CLASS observation. The average three-year-old classroom scored within the high-range on emotional support. The average three-year-old classroom scored within the mid-range on both classroom organization and instructional support. OECP classrooms either met or exceeded the Office of Head Start grantee sample averages in all three CLASS domains in 2018.

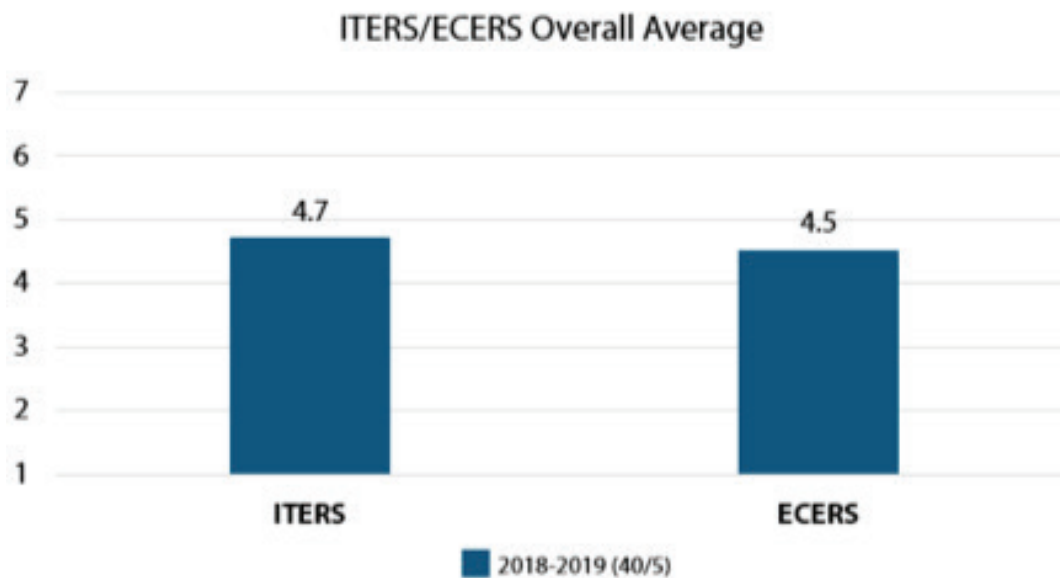
Additionally, forty-nine (49) Infant/Toddler classrooms received a Toddler CLASS observation. The average Infant/Toddler classroom scored within the mid-range on both emotional support and instructional support. Although there is no Office of Head Start comparison, these averages are considered adequate or strong.



Ongoing Quality Assessment

The Infant/Toddler Environment Rating Scale (ITERS) and the Early Childhood Environment Rating Scale (ECERS) measure the quality and environment within early childhood programs. The instrument is assessed on a seven-point scale. A score of 1 or 2 is considered inadequate; a score of 3 or 4 is minimal; a score of 5 or 6 is considered good; and a score of 7 is excellent.

In fall 2018, five (5) three-year-old classrooms received an ECERS observation. The average three-year-old classroom scored within the “good” range overall. Additionally, forty (40) Infant/Toddler classrooms received an ITERS observation. The average Infant/Toddler classroom scored within the “good” range overall. When considering scores on the Environment Rating Scales, the individual requirements of the scales are far less important than the average total score for any one classroom. It is the average total score that is related to positive child development rather than any of the single requirements by themselves. The scales are weighted, through repetition of important requirements, to ensure that the most important things for positive development are more heavily represented than single details. This provides some flexibility concerning how and when requirements are met, while allowing that the larger ideals within the scales of protection, learning, and positive relationships are ensured. Flexibility is possible, to some extent, in how partners wish to provide high-quality care.



Finally, upon completion of the CLASS or ITERS/ECERS observation, the University of Oklahoma- Early Childhood Education Institute sends the feedback forms to the partners and OECP administration. This feedback is then discussed with classroom staff, either internally with the site administration or with OECP Professional Development Specialists. The observation feedback forms are specific to individual classrooms and provide detailed information related to the quality of the environment at the time of the observation. This feedback is utilized in a variety of ways, including opportunities for professional development and instructional coaching. With both observation tools, the feedback serves as a guide to assist partners in making well-informed choices as to which areas/indicators they might emphasize for program/classroom improvement and how the OECP team might assist them in doing so.

Trainings and Technical Assistance

The OECP Professional Development Specialists each had ongoing contact with participating partner sites and worked collaboratively to identify strengths and needs throughout the program year. Because all participating providers have unique strengths and opportunities, this relationship-based approach allowed the team to work with each provider individually, at appropriate levels, with a continuous focus on improving quality care. Based on goals set, the previous year partners showed tremendous classroom advances in language, fine motor activities, dramatic play areas, supervision, and staff-child interactions.

OECP Professional Development Specialists presented multiple opportunities of "Program for Infant/Toddler Care" (PITC) training during the 2018-19 school year as well as facilitated and provided assistance with several other professional development workshops to participants seeking continuous improvement opportunities. The Specialists also provided individualized training and technical assistance to each partner/site based on strengths, needs, and interests of staff. This included setting site or individual classroom goals based on data such as assessments, feedback, and observations. These evaluative tools are also used to consider trends affecting all OECP partners and looking at site-specific strengths and challenges.

Based on the 2018-19 CLASS, ITERS, and ECERS assessment data, overarching goals were set collaboratively between the OECP Professional Development staff and the partner site, identifying areas for growth and improvement. The following are some examples of areas where trends were prevalent: personal care routines, indoor spaces, and active physical play. Programs have shown consistently high scores in promoting acceptance of diversity, provisions for children with disabilities, and provisions for parents.

OECP Professional Development Specialists also supported the participating partners by providing ongoing technical assistance specific to each location. Technical support visits often offered support in the way of identifying needs and offering suggestions that generated solutions, provided resources and materials, set goals for instruction for teaching teams, and connected sites to other resources to assist with a concern. All of this assistance provided a continuous focus on improving quality care.

OECP Professional Development Specialists provided 256 hours of PITC Training, forty-six (46) hours of continuation training and 270 hours of Technical Assistance to the partners throughout the state. Continuation training consisted of both formal and informal hours. Some examples being: Summit for Leadership and Family Support Staff, Relationships, Challenging Behaviors, Social and Emotional Development, Loose Parts, Authentic Observation, and Planning.

Family Support

A unique feature of the Oklahoma Early Childhood Program (OECP) is the focus on Family Support—the provision of staff and critical wrap-around services for parents and caretakers. In building family partnerships, family support staff ensure that enrolled families have access to community resources that will meet their needs.

The providers work collaboratively with families to identify and assess services and resources that are responsive to each family's needs and goals, including but not limited to:

- Emergency assistance in areas such as food, housing, clothing, and transportation
- Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information about mental health issues that place families at risk, such as substance abuse, child abuse & neglect, and domestic violence
- Opportunities for continuing education and employment training, and other employment services through formal and informal networks within the community

Over the course of the 2018-2019 school year, 65,772 various referrals (including basic needs, emergency interventions, and other community service assistance) were made by Family Support Specialists at OECP partner locations across the state.

Family Support Specialists Success Stories

“The Family Advocate (FA) had a conversation with a parent regarding a difficulty she was facing at her job. She was given an unfair assignment that was causing her to feel as though she was not being treated equally. The FA worked with this mom to identify ways in which she could have this difficult conversation. The FA helped mom identify her strengths and methods of communicating respectfully with her superior. Mom followed up with the FA after having this conversation and stated that the conversation had been extremely successful. Mom stated that her superior listened to her concerns and agreed with mom. Mom received a promotion, more responsibility, and a pay raise. She was thrilled and excited about her new position.”

—Tulsa, OK

“In Idabel, one mom was concerned that her daughter was not happy being at the center, and told the director that she was considering withdrawing her from Early Head Start. The Director was able to speak with mom, explain the advantages of being in the EHS program, and persuade mom to give this decision some more time. Happily, the child is attending every day now, getting into the routine, and seems much happier. Her teacher reports the child is playing more with the other children and has less anxious moments this month than before.”

—Idabel, OK

“Family Advocate has a mom that set a goal about two years ago. Her goal was to be an RN. In the first year in our program, she tried doing other things, not obtaining her goal. FA remembers continuously asking her how it was going, and if she went to see about getting enrolled. Mom would say, “I am trying this first,” but she never appeared happy with her choices. In 2018, she finally enrolled in RN school. She would stop by FA’s office and tell her that she had a test on how to draw blood or give an IV. Mom shared that she was scared & nervous. Recently, she came to talk to the FA and told her how proud she was. Her grades were 92 and above. She made a comment (laughing) that she was glad that the FA kept bugging her, which now, she knew, was really encouragement for her to succeed and obtain the goal that she said was beyond her wildest dreams. She said thank you and hugged the FA!”

—Oklahoma City, OK

Funding and Budgets

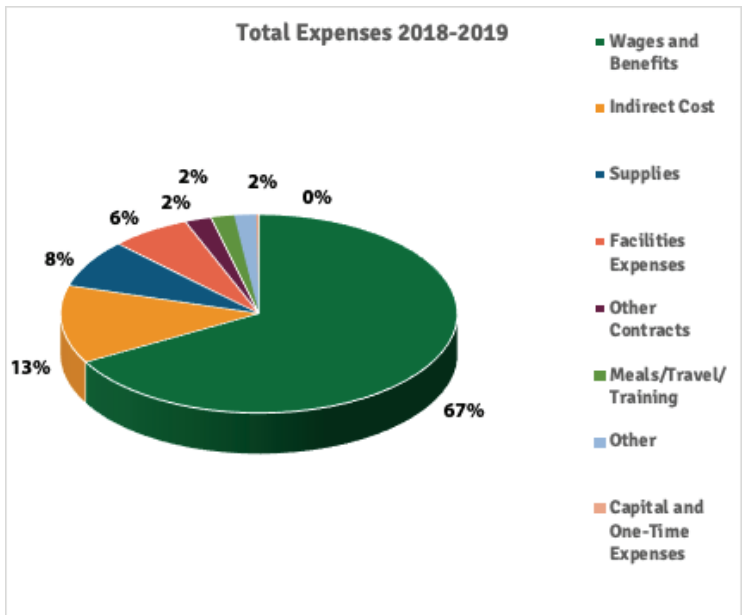
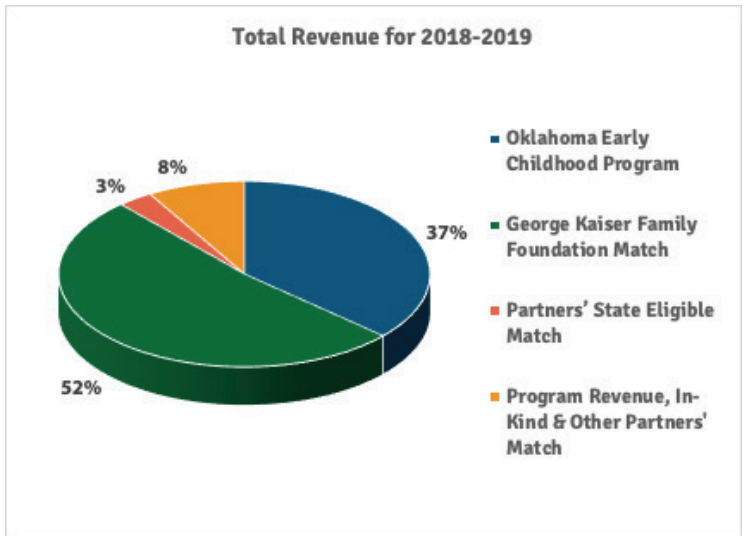
The Oklahoma Early Childhood Program increased funding by 3% in 2018-2019 grant year with 40% in state funds of \$10,650,000, requiring 60% in match funding of \$15,975,000.

Below are the revenue and expenditures for the 2018-2019 program year.

OECP Revenue & Expense 2018-2019

Revenue	
Oklahoma Early Childhood Program	10,650,000
George Kaiser Family Foundation Match	15,084,448
Partners' State Eligible Match	890,552
Program Revenue & Other Partners' Match	2,468,101
Total Revenue	29,093,101

Expenditures	
Wages and Benefits	19,451,994
Indirect Cost	3,691,446
Supplies	2,285,208
Facilities Expenses	1,900,139
Other Contracts	627,834
Meals/Travel/Training	551,245
Other	519,121
Capital & One-Time Expenses	66,114
Total Expenses	29,093,101



OECP Administrative Staff

Kristina Ellis, Director of Health and Collaborative Services

Rebecca Taylor, Professional Development Specialist

Ava Armstead, Professional Development Specialist

Sarah Score, Quality Assurance Specialist

Cyndee Larson, Project Specialist

Partner Leadership

Deanna Grossarth, Cherokee Nation Child Care & Development Center

Denise Stevens, Community Action Project of Tulsa County, Inc. (CAP Tulsa)

Lisa Winters, Crossroads Youth & Family Services

Dr. Debbi Guilfoyle, Crosstown Learning Center, Inc.

Dawn McDaniel, Little Dixie Community Action Agency, Inc.

Paula Gates, Sunbeam Family Services

Heather Pollock, Tri County Technology Center Child Development Center

Caren Calhoun & Dr. Cindy Gustafson Decker, Tulsa Educare, Inc.

Alycia Pennington, Union Public Schools - Rosa Parks Early Childhood Education Center

Monica Selleri, W.L. Hutcherson Family YMCA

For more information on the Oklahoma Early Childhood Program,

Visit the website: okecp.org

Contact OECP via email: oe cpdepartment@captulsa.org