



Introduction

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

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 caregiver supports designed to foster income-qualified families’ independence and economic success. Public funding for OECP flows through the Oklahoma State Department of Education as a match to private funds provided by philanthropists and corporations throughout the state.

During the 2022-2023 Program Year, OECP expanded its reach within the state of Oklahoma by retaining one Professional Development partner. Further, OECP supported community programs aimed at improving collaboration between child development specialists and pediatricians to promote children’s healthy growth and development.

2022-2023 OECP Partner Slot Chart Overview				
Partner Type	Total Partners	Total Locations	Total Classrooms	Total Children
Traditional	9	37	289	3,013
Professional Development	1	16	25	200
Total	10	53	314	3,213

OECP partnered with ten agencies who have locations in both urban and rural Oklahoma. The ten partners have a total of 53 school locations and 314 classrooms, which served 3,213 children. Further, through an existing traditional partner, an additional four childcare centers and two family childcare homes were also included. An additional 5,772 children and caregivers were served through related services, for a total impact of nearly 9,000 people benefitting from supports through OECP in 2022-2023.

Program Requirements

- Provide quality early education services and serve income-qualified children ages birth through three
- Maintain licensing requirements as provided by the Oklahoma Human Services
- 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)
- Staff each classroom with a credentialed Lead and Assistant Teacher at all times
- Provide services of one credentialed Family Support Specialist or Advocate per 50 families
- Use OECP-approved technology systems for classroom curriculum, assessment, and data collection
- Participate in initial and annual trainings in infant and toddler development, curriculum, and caregiver education

Partner Overview

2022-2023 OECP Partner Slot Chart Overview: Traditional Partners								
Partner	Location	Slots	Classrooms	Total Slots	Total Classrooms	County	Rural	
Community Action Project of Tulsa County, Inc.	Briarglen	188	19	1426	120	Tulsa		
	Disney	191	16					
	ECDC Reed	136	8					
	Eugene Field	123	12					
	Frost	148	14					
	McClure	182	16					
	Reed	96	12					
	Rosa Parks	64	8					
	Sand Springs	74	6					
	Skelly	99	9			Osage		X
	Learning At Home	125	-			Tulsa		
Crossroads Youth & Family Services	Beginnings Academy	24	3	136	17	Comanche		
	Children's Chateau	32	4					
	Education Engine	32	4					
	First Start	32	4					
	Summit Ridge	16	2					
Crosstown Learning Center	Tulsa	33	3	33	3	Tulsa		
LIFT Community Action Agency	Antlers EHS/ELC	32	4	80	11	McCurran	X	
	Broken Bow ELC	24	3			Choctaw	X	
	Hugo EHS	12	2			Pushmataha	X	
	Idabel EHS	12	2				X	
Sunbeam Family Services	Edwards EEC	96	12	384	46	Oklahoma		
	OKC Educare	144	16					
	Pierce EEC	96	12					
	Tony Reyes	48	6					
Tri County Technology Child Development Center	Bartlesville	20	2	20	2	Washington	X	
Tulsa Educare, Inc.	Educare I	154	16	699	76	Tulsa		
	Educare II	154	16					
	Educare III	154	16					
	Educare IV	154	16					
	Jewel's Place	30	3					
	Jus Kid'N	6	1					
	Peppermint Pete's	6	1					
	Pine Premier	25	3					
	Toya for Tots	6	1					
	Tulsa Women/Children	10	3					
UPS Rosa Parks Early Childhood Education Center	Tulsa	190	10	190	10	Tulsa		
W.L. Hutcherson Family YMCA	Tulsa	45	4	45	4	Tulsa		
Traditional Partner Total				3,013	289			

Ongoing Quality Assessment

OECP developed an evaluation plan that represented all OECP traditional partners and included:

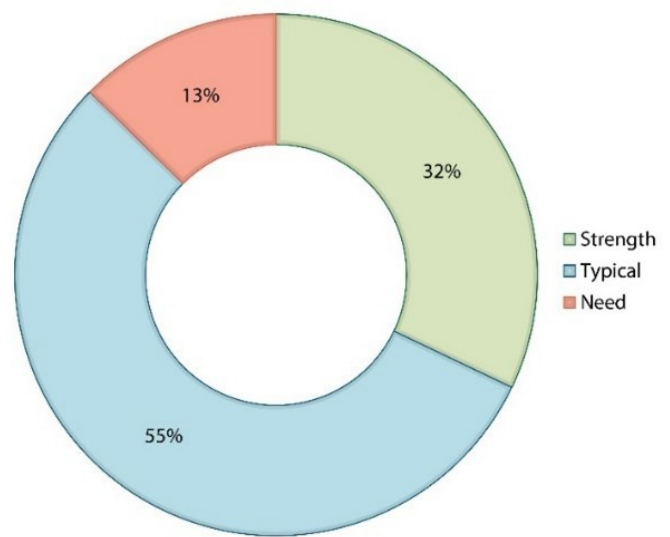
- A measure of child achievement via the Devereux Early Childhood Assessment (DECA)
 - DECA measures children’s resilience skills through the subscales of attachment/relationships, initiative, and self-regulation
 - Scores within these three subscales are combined, and children are categorized as having *age-typical* resilience, *strength* within resilience skills, or having a *need* within resilience skills
 - Children three-years-old and older are also rated on a behavior concerns screener; high scores on this screener indicate these children may need additional support in behavior development
 - DECA rates children on a five-point Likert scale

- A measure of classroom quality via the Quality Care for Infant and Toddlers (QCIT) in infant-toddler classrooms
 - The QCIT provides scores for three domains: support for social-emotional development, support for language and literacy development, and support for cognitive development
 - Four 10-minute observation cycles are conducted
 - Classrooms are scored on a 7-point Likert scale; scores of 6-7 denote *strong* quality of interactions, 3-5 denote *building* quality of interactions, and 1-2 denote *emerging* quality of interactions

Fall and spring child assessments were conducted in sampled classrooms, and classrooms were observed using the classroom quality measure in late fall or winter.

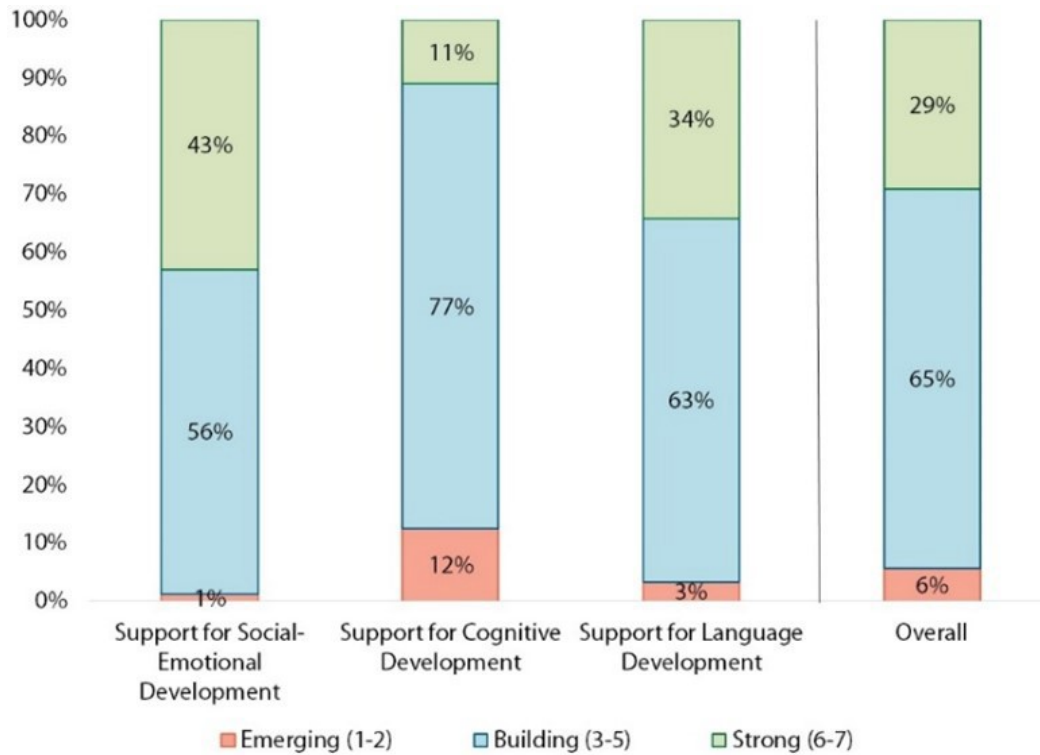
Spring child sample sizes by age included: 60 infant children, 194 toddler children, and 229 preschool children. The total spring sample size was 483 children.

In spring, 87% of children were rated as having age-typical resilience or as possessing strength within resilience skills.



In addition to the child measure, OECP contracted with the University of Oklahoma Early Childhood Education Institute (OU-ECEI) to collect observations related to classroom quality. Forty-five classrooms were included within this sample.

Overall, 29% of OECP classrooms had *strong* quality of interactions between the caregiver and child via the QCIT. More than a third of classrooms scored in the *strong* category for both the social-emotional and language development domains.



Training and Technical Assistance

OECP Professional Development Specialists collaborated with partners to identify strengths and needs throughout the program year. Because all partners have unique strengths and opportunities, this relationship-based approach allowed the team to work individually with each partner, at appropriate levels, and with a continuous focus on improving quality care.

The OECP Professional Development Specialists conducted technical visits with each partner, seeking to promote instructional leadership. Technical support focused on:

- Identifying needs and offering suggestions that generated solutions
- Providing resources and materials
- Setting goals for instruction for teaching teams
- Connecting schools to other useful resources

This assistance provided a continuous focus on improving and maintaining teacher effectiveness and improving child outcomes.

OECP Professional Development Specialists also facilitated multiple Program for Infant/Toddler Care (PITC) trainings, as well as facilitated several other professional development workshops to participants seeking continuous learning opportunities.

In 2022-2023, OECP Professional Development Specialists conducted 331 hours of training. Across these trainings, a total of 1,237 participants attended. Importantly, the overall reach across the state also included non-OECP funded classrooms with current partners, as well as other community members who participated in various trainings facilitated by our Professional Development Specialists.

Professional Development Partners

In 2022-2023, one agency also participated as a professional development partner. This professional development partner was retained as a second-year partner, with the goal of expanding classroom quality through focusing on sustaining the implementation of the PITC principles learned during their first year as a professional development partner. To achieve this goal, OECP Professional Development Specialists conducted classroom observations at the beginning of the school year and utilized the information learned from these observations to devise four trainings focused on the needs of the professional development partner.

2022-2023 OECP Partner Slot Chart Overview: Professional Development					
Partner	Location	Slots	Classrooms	County	Rural
United Community Action Agency, Inc.	Blackwell EHS	16	2	Kay	X
	Bristow EHS	24	3	Creek	X
	Cleveland EHS	8	1	Pawnee	X
	Cushing EHS	8	1	Payne	X
	Guthrie EHS	16	2	Logan	
	Henryetta EHS	8	1	Okmulgee	X
	Hominy EHS	8	1	Osage	
	Okmulgee EHS	8	1	Okmulgee	
	Pawhuska EHS	16	2	Osage	X
	Pawnee EHS	8	1	Pawnee	X
	Perry EHS	8	1	Noble	X
	Ponca City EHS	8	1	Kay	X
	Sapulpa EHS	32	4	Creek	
	Sapulpa 0-5 EHS	8	1		
	Stillwater EHS	16	2	Payne	
	Stillwater 0-5 EHS	8	1		X
	Professional Development Partner Total		200	25	

Related Services

To further extend the reach of this grant and provide services to income-qualified families, OECP private funding supported the HealthySteps program by serving 5,700 children during 2022-2023. The HealthySteps program partners child development experts and medical providers within clinical settings to support caregivers and improve the health and well-being of babies and toddlers. More specifically:

- Specialists of the HealthySteps program join pediatricians at well-child visits to provide developmental and behavioral services with screenings, referrals, and positive parenting guidance
- Families benefit from increased collaboration and education to help facilitate the child's healthy growth and development

In addition to supporting the HealthySteps program, OECP private funding also supported the English as a Second Language (ESL) program during the 2022-2023 program year. The ESL program offers classes to help caregivers learn to effectively communicate with their child's teachers and medical professionals in English. During 2022-2023, OECP served 72 caregivers.

Family Support

A unique feature of OECP is the focus on Family Support—the provision of staff and critical wrap-around services for caregivers and caretakers. Family Support Specialists or Advocates ensure that enrolled families have access to community resources that meet their needs.

The partners 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 caregivers 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, employment training, and other employment services through formal and informal networks within the community

Over the course of the 2022-2023 school year, 13,133 referrals (including basic needs, emergency interventions, and other community service assistance) were made by Family Support Specialists or Advocates throughout OECP partners.

Family Support Stories

"Many years ago, Family Support had encouraged a caregiver to return to school and become a teacher, a dream this caregiver had. The caregiver recently returned to the center and shared that at the end of the semester, she would become a teacher and had already been offered a teaching position."

—Crosstown Learning Center

"During a recent tornado, a family experienced the loss of their home. Family Support provided the family with clothing, supported them in securing temporary housing, connected the family with community resources, and provided support to secure a rental property."

—LIFT Community Action Agency

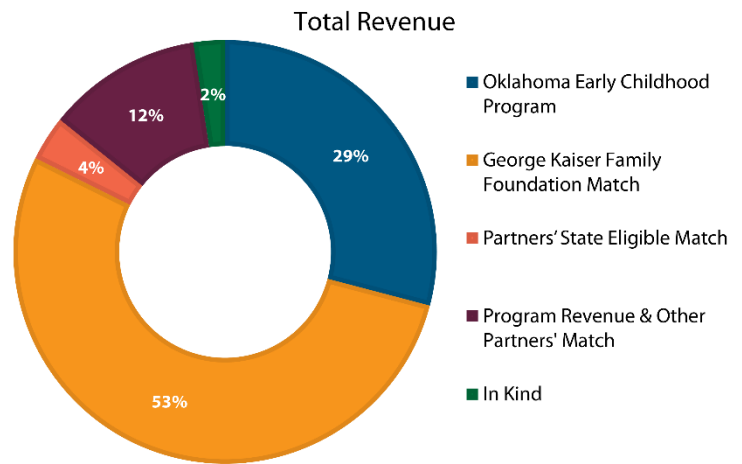
"A caregiver reported that she was struggling financially due to her low paying job. She shared that she needed some assistance while looking for a higher paying job. Family Support helped the family with food, hygiene items, and cleaning supplies. At the end of the month, the caregiver reported being hired into a position that pays twice the amount of her previous position."

—UPS Rosa Parks Early Childhood Education Center

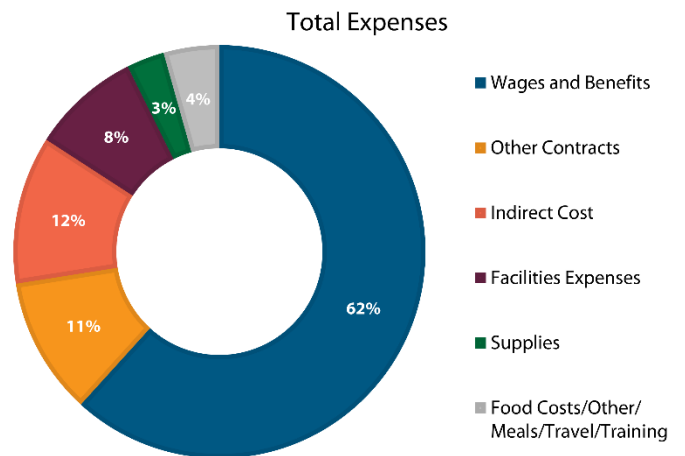
Funding and Budgets

Below are the revenue and expenditures for the 2022-2023 program year.

Revenue	
Oklahoma Early Childhood Program	12,000,000
George Kaiser Family Foundation Match	21,968,668
Partners' State Eligible Match	1,417,039
Program Revenue & Other Partners' Match	4,892,392
In Kind	990,413
Total Revenue	41,268,512



Expenditures	
Wages and Benefits	25,478,481
Other Contracts	4,450,396
Indirect Cost	4,788,954
Facilities Expenses	3,522,992
Supplies	1,224,603
Food Costs	922,612
Other	606,488
Meals/Travel/Training	273,985
Total Expenditures	41,268,512



OECP Administrative Staff

Kathryn Black, Ph.D., Associate Director, Research & Innovation, OECP, and ECP Projects

Sarah Score, Team Lead, OECP

Grace Bollinger, OECP Quality Assurance Specialist

Traditional Partner Leadership

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

Wendy Swatek, Crossroads Youth & Family Services

Derek Latta, Crosstown Learning Center, Inc.

Darla Galyon, LIFT Community Action Agency, Inc.

Paula Gates, Sunbeam Family Services

Heather Pollock, Tri County Technology Center Child Development Center

Cindy Decker, Ph.D., Tulsa Educare, Inc.

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

Keisha Gibson, 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