

OMB Control No: 0970-0517

Expiration date: 12/31/2024

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Quality Progress Report (QPR)

For

Oklahoma

FFY 2024

QPR Status: Accepted as of 2025-04-02 17:17:41 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2023, through September 30, 2024), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2024.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in

care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of "licensing or regulatory requirements." Associated terms include "legally exempt" and "legally operating without regulation."

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of "licensing or regulatory requirements," which explains that the facility meets "requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law."

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2024. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

☒ Licensed center-based programs **1543**

☐ Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 1234 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

☒ Licensed family child care homes **1625**

☐ Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 693 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a stable child care workforce with the competencies and skills to support all domains of child development.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2023 to September 30, 2024?

☒ Yes. If yes, describe: **The Lead Agency tracks education and professional development progress through the Oklahoma Professional Development Registry (OPDR). Licensed child care center personnel, and licensed family child care home primary caregiver and full-time assistant caregivers, have registry requirements within minimum licensing standards. Upon OPDR application, education and professional development information is collected. Updates are made to the individual registry account as additional professional development and formal education is obtained. Lead Agency licensing personnel used the OPDR registry information to determine program compliance with minimum licensing requirements as well as the state Quality Rating and Improvement System (QRIS) requirements. Registry data is used as part of the assessment to determine future needs of the child care industry.**

☐ No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

☒ Yes. If yes, describe: **Child care program directors are required to be members of the Oklahoma Professional Development Registry (OPDR) to determine that position specific qualifications and professional development requirements are met. Center based program personnel are required to register in the OPDR to determine when professional development and master teacher qualifications are being met. Primary caregivers and full-time assistant caregivers in family child care homes are required to participate in the OPDR to determine qualification and professional development requirements are met.**

In addition, center-based programs are required to be registered as a Direct Care Organization (DCO) for use in determining that staff working within the program meet professional development requirements.

☐ No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2024 **28125**

2.1.4 Spending - Professional Development Registry:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2023 and September 30, 2024 (check all that apply)? If selected, how many staff received each type of support?

☒ Scholarships (for formal education institutions) **2445**

☒ Financial bonus/wage supplements tied to education levels **5473**

☒ Career advisors, mentors, coaches, or consultants **77**

☐ Reimbursement for training

☐ Loans

☐ Substitutes, leave (paid or unpaid) for professional development

☒ Other. Describe: **Professional Development Stipends offered during this reporting period were 3133**

☐ N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2024:

☒ Child Development Associate (CDA) **1902**

☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1457**

☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **1689**

☒ State child care credential **0**

☒ State infant/toddler credential **102**

☐ Unable to report this data. Indicate reason:

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2024:

☒ Child Development Associate (CDA) **1608**

☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1264**

☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **1486**

☒ State child care credential **0**

☒ State infant/toddler credential **52**

☐ Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

☒ Business Practices

☒ Mental health for children

☒ Emergency Preparedness Planning

☒ Other. Describe other technical assistance available to providers as part of the professional development system: **Oklahoma Child Care Resource and Referral (OCCRR) provided additional topics within the following areas:**

1: Child Growth and Development

2: Child Observation and Assessment

3: Family and Community Partnerships

4: Learning Environments: METHOD

5: Learning Environments: CREATIVE SKILLS

6: Learning Environments: LANGUAGE ARTS

7: Learning Environments: MATHEMATICS

8: Learning Environments: HEALTH, SAFETY and NUTRITION

9: Learning Environments: SCIENCE

10: Learning Environments: SOCIAL SKILLS

11: Learning Environments: SOCIAL STUDIES

12: Interactions with Children

13: Program Planning, Development, and Evaluation

14: Professional Development and Leadership

Through the Oklahoma Warmline, technical assistance was provided on the following

topics were introduced: "Tender Beginnings: Caring for Infants Exposed to Substances Prenatally" and "Growing Up Wild" and "Young Children and Technology"

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2023 to September 30, 2024? **\$20780459**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

Upon completion of a degree or credential, a survey is completed that helps to assess how the individual felt obtaining the education affected their job, work they perform, job satisfaction, and knowledge level in their chosen field. The survey results are provided to the Lead Agency quarterly and are then used in determining educational success. The Scholars for Excellence in Child Care program collects data from the community colleges and technology centers regarding credentials earned. Each semester, a grade report is submitted that includes the participants of the scholarship who complete a credential. The credentials tracked per semester include: PCC- Pathway Competency Certificate (Earned after completing the Pathway coursework and successfully passing the end of instruction exam at a 75% or higher) CoM- Certificate of Mastery (Earned after completing a total of 18 credit hours at the community college) AA/AS in CD- AAS in CD or CD Admin BA/BS Semi-annually the credentials are reported to The Lead Agency on the 2nd and 4th quarter report. Included in that report is any participant(s) who have earned more than one credential. Finally, every quarter the number of National CDA credentials are reported. On average the participants of the Scholars Program achieve per fiscal year: 20 PCC's 130 CoM's 40 AA/AS degrees 10 AAS degrees 5 BA/BS degrees 20-25 CDA Credentials. The Center for Early Childhood Professional Development tracks all professional development that is obtained throughout the state for all registry members. Reports are provided monthly with a completed annual report that tracks professional development hours offered, received, core competency content areas, degree and credentials received. These numbers are all compared to the previous data to determine progress, achievements and any additional needs.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: Oklahoma State Regents for Higher Education, Scholars for Excellence in Education (Scholars, SECC) supports formal education as well as managing a Pathway to your CDA program and has done so since 2000. Thirteen Scholar Coordinators and six assistant c or located at twelve community colleges throughout the state working with 11 two year colleges and three four year universities. There are also agreements with three four-year college programs that lead to a bachelor's degree. The scholar coordinators work to help individuals working within the child care industry be successful in obtaining formal education, leading to a degree that supports employment in the early child care industry. During this reporting period, enrollment for the program has increased from 1100 in FFY 23 to 1319 for FFY 24. This included 953 enrolled in Community College, 307

in Pathway to CDA, and 59 in Bachelor level programs. The SECC program has been an overwhelming success in improving the quality of care within the state by increasing the number of individuals that receive formal education and meet established Master Teacher criteria. In FFY 24, individuals participating in the program earned 14 Bachelor's degrees, 93 Associate degrees, 199 Director Certificate of Competency, and 375 Certificate of Mastery. These coordinators administered 2,445 scholarships during this period. One hundred thirteen scholars completed the Pathway Competency Certificate this with reporting period with 87 having completed the assessment, earning a CDA Credential from the Council for Professional Recognition.

Scholars who earn a Certificate of Mastery (\$800 per credential), a Director's Certificate of Mastery or Director's Certificate of Completion (\$1,000), an associate degree (\$1,500 per credential), and a bachelor's degree (\$2,000 per credential) receive a monetary award for each degree and credential successfully completed. This resulted in \$620,000 being awarded to the program participants.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2023 to September 30, 2024?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? **\$11089**

☐ Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

☐ No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Center for Early Childhood Professional Development is responsible for the Lead Agency's professional development registry. Through this, the CECPD tracks all professional development completed within the state by registry members and this data is used as measurable indicators for progress in quality care for children through the ELGs. During this last reporting year, 930 individuals received ELG training from a total of 355 licensed programs with a potential impact on 11,142 children within the state. Each year the Lead State sets professional development achievement goals for licensed programs within the state and these include ELG trainings. These benchmarks set with an increase on 200 hours each year and are consistently met.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **The Center for Early Childhood Professional Development is responsible for the Lead Agency's professional development registry. Through this, the CECPD tracks all professional development completed within the state by registry members and this data is used as measurable indicators for progress in quality care for children through the ELGs. During this last reporting year, 1,340 individuals received ELG training from a total of 649 licensed programs with a potential impact on 51,741 children.**

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2023 to September 30, 2024?

☒ The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS: **The Stars Program is Oklahoma's Quality Rating and Improvement System and operates state-wide. Maintaining compliance at the higher Star levels is accomplished by satisfactorily meeting minimum licensing requirements and Star criteria through a minimum of three licensing monitoring visits and one full QRIS criteria review and two partial QRIS criteria reviews per year.**
- How many tiers/levels? **5** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1: **At this level programs are on a permit or license and meet and maintain minimum licensing requirements.**
[] High Quality
 - Tier/Level 2: **Programs meet all 1 Star criteria plus quality criteria such as staff have enhanced education and training in child development and other topics related to their work with children. The program offers ways for families to join in their child's education and development, including partnering with families to plan for individual children's needs.**
[x] High Quality
 - Tier/Level 3: **Programs meet all 1 & 2 Star criteria and additional quality criteria such as providing rich, hands-on activities and equipment that interest the children and they share this information with families. Programs include Oklahoma's Early Learning Guidelines in writing and developing lesson plans and there are increased program evaluation activities.**
[x] High Quality

- Tier/Level 4: Programs meet 1, 2 & 3 Star criteria and additional quality criteria such as lesson plans that meet the interests and developmental needs for each child and providing regular program-wide activities that promote basic skills and higher-level thinking.

☒ High Quality

- Tier/Level 5: Programs meet 1, 2, 3 & 4 Star criteria and additional quality criteria such as adding their choice of five or more program-wide practices which could include child and family orientation, daily playground safety checks, and working with schools (with parental permission) about children's health and wellness.

☒ High Quality

- Tier/Level 6:
☐ High Quality
- Tier/Level 7:
☐ High Quality
- Tier/Level 8:
☐ High Quality
- Tier/Level 9:
☐ High Quality
- Tier/Level 10:
☐ High Quality

- Total number of licensed child care centers meeting high quality definition: **1342**
- Total number of licensed family child care homes meeting high quality definition: **1092**
- Total number of CCDF providers meeting high quality definition: **2235**
- Total number of children served by providers meeting high quality definition: **120341**

☐ The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1:
☐ High Quality
 - Tier/Level 2:

- ☐ High Quality
- Tier/Level 3:
☐ High Quality
- Tier/Level 4:
☐ High Quality
- Tier/Level 5:
☐ High Quality
- Tier/Level 6:
☐ High Quality
- Tier/Level 7:
☐ High Quality
- Tier/Level 8:
☐ High Quality
- Tier/Level 9:
☐ High Quality
- Tier/Level 10:
☐ High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

☐ The lead agency is operating another system of quality improvement.

- General description of other system:
- Describe assessment scores, accreditation, or other metrics associated with this system:
- Describe how “high quality” is defined in this system?
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

☐ The lead agency does not have a QRIS or other system of quality improvement.

- Do you have a definition of high quality care?
☐ Yes, define:
 - Total number of licensed child care centers meeting high quality definition:

- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

☐ No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☒ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2023 to September 30, 2024 (check all that apply)?

☒ Licensed child care centers

☒ Licensed family child care homes

☒ License-exempt providers

☒ Programs serving children who receive CCDF subsidy

☒ Early Head Start programs

☐ Head Start programs

☐ State Prekindergarten or preschool programs

☐ Local district-supported Prekindergarten programs

☒ Programs serving infants and toddlers

- ☒ Programs serving school-age children
- ☒ Faith-based settings
- ☒ Tribally operated programs
- ☐ Other. Describe:

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

- ☐ One-time grants, awards or bonuses
 - ☐ Licensed child care centers
 - ☐ Licensed family child care homes
- ☐ On-going or periodic quality stipends
 - ☐ Licensed child care centers
 - ☐ Licensed family child care homes
- ☐ Higher CCDF subsidy rates (including tiered rating)
 - ☐ Licensed child care centers
 - ☐ Licensed family child care homes
- ☒ Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- ☐ Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2023 to September 30, 2024? **\$27259032**

☐ Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency monitors individual program QRIS compliance three times per year. Programs may be reduced at any time to a lower Star level if found to be non-compliant with QRIS requirements. QRIS certifications and reduction in Star level are compared to determine changes in QRIS participation. Lead Agency reports on the number of child care personnel that have increased the level of education. This is tracked through the Center for Early Childhood Professional Development, CECPD, and the Scholars for Excellence in Child Care, as different levels of degrees and certifications are earned. A specialized program for Directors of Child Care Programs and Family Child Care Homes related to business management and leadership is offered through CECPD's Leadership Academy. The attendees of Leadership Academy receive pre and post Program Administrator Scales and Business Administrator Scales and are able to compare score improvement. Surveys are conducted with recipients of Certificates of Achievement to determine if areas of concentration impacted programs. Results of monitoring of QRIS compliance could result in a program being reduced to a lower star level if found to be**

non-compliant with QRIS requirements. QRIS certifications and reduction in Star level can be compared.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: The Lead Agency continues to invest in the QRIS system as the primary indicator of quality child care in the state. These programs are monitored three times annually for determination of meeting the established criteria for the assigned star level. QRIS numbers for FFY 24 saw a slight decrease from FFY 23, with an overall amount of 172 total programs lost, or just over 6%. This decrease is likely due to the withdrawal of pandemic supports offered to programs for QRIS participation. Overall capacity also saw a slight decrease in numbers.

The Lead Agency continued quality support to programs through various avenues. Formal education offered through the Scholars for Excellence in Child Care (SECC) administered through a contract with the Oklahoma State Regents for Higher Education (OSRHE). For this reporting period, enrollment for the program has increased from 1100 in FFY 23 to 1319 for FFY 24. This included 953 enrolled in Community College, 307 in Pathway to CDA, and 59 in Bachelor level programs. The SECC program has been an overwhelming success in improving the quality of care within the state by increasing the number of individuals that receive formal education and meet established Master Teacher criteria. In FFY 24, individuals participating in the program earned 14 Bachelor's degrees, 93 Associate degrees, 199 Director Certificate of Competency, and 375 Certificate of Mastery. Although Pathway to CDA participation was included, no credentials were earned within that category. Increased quality is also measured through a specialized program that focusing on improving skills in business management and leadership for both center directors and home primary caregivers. This program remains strong with 89 individuals having completed the course during this reporting period. Each individual that completes a degree program or credentialed program through the Lead Agency sponsorship receives a survey to complete to assist in guiding the program toward better effectiveness. Among the 708 surveys received, 87% stated they strongly agree or agree that achieving this improved their ability to provide better services and practices in the classrooms. Although the Oklahoma Professional Development Registry (OPDR) participants were down by 1351 participants from FFY 23 26315 to FFY 24 24964, the overall number of professional developments for those participants increased from 702231 in FFY 23 to 874440 in FFY 24. All of these are used as markers to gauge overall improvement in the quality of child care within the state.

5) Improving the supply and quality of child care programs and services for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2023 to September 30, 2024?

☒ Yes

- Number of specialists available to all providers **8**
- Number of specialists available to providers serving children who receive CCDF **8**
- Number of specialists available specifically trained to support family child care providers **8**
- Number of providers served **469**
- Total number of children reached **20314**

☐ No, there are no infant/toddler specialists in the state/territory.

☐ N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

☒ Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

☒ On-site and virtual coaching

☒ Health and safety practices

☒ Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

☒ Group professional development

☒ Family engagement and partnerships

☒ Part C early intervention services

☒ Mental health of babies, toddlers, and families

☒ Mental health of providers

☒ Behavioral Health

[x] Other. Describe **Oklahoma Child Care Resource and Referral** also provided assistance around the areas of:

- 1:Child Growth and Development**
- 2: Child Observation and Assessment**
- 3: Family and Community Partnerships**
- 4: Learning Environments: METHOD**
- 5: Learning Environments: CREATIVE SKILLS**
- 6: Learning Environments: LANGUAGE ARTS**
- 7: Learning Environments: MATHEMATICS**
- 8: Learning Environments: HEALTH, SAFETY and NUTRITION**
- 9: Learning Environments: SCIENCE**
- 10: Learning Environments: SOCIAL SKILLS**
- 11: Learning Environments: SOCIAL STUDIES**
- 12: Interactions with Children**
- 13: Program Planning, Development, and Evaluation**
- 14: Professional Development and Leadership**

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

- [x]** CCDF quality funds
- []** Non-CCDF funds
- []** CARES funds
- []** CRRSA Funds
- []** ARP Supplemental Discretionary
- []** ARP Stabilization 10% set-aside
- []** Unable to report. Indicate reason:

[] No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2023 to September 30, 2024?

☒ Number of staffed family child care networks: **9**

- o Describe what the network/hub provides to participating family child care providers: o **Monthly Professional Development Hours**
- o **Monthly in-person Networking Meeting**
- o **Brightwheel Child Care Management Software License**
- o **Telehealth & Teletherapy for self & all dependents in the household**
- o **NAFCC Membership**
- o **NAFCC Self-Study Kit**
- o **Local Business Consultant & SFCCN Ambassador as coach/mentor**

☐ No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to

improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2023 to September 30, 2024? \$10165100

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Lead Agency will measure the technical assistance provided to programs on ITT care. The number of infant and toddler care professional development training hours completed and the Infant Toddler Certificate of Achievement numbers completed.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: **The Lead Agency support s quality infant and toddler care through several avenues. The Center for Early Childhood Professional Development (CECPD) offers training and professional development certificate of achievements increase quality of care provided to infant and toddlers throughout the state. During this reporting period, Safe Sleep training was successfully completed by 7018 attendees, 6156 attendees completed Infant and Toddler Pyramid Modules for free with 26 of the Spanish language modules completed. With the Oklahoma Early Learning Guidelines for infants, toddlers and two's, 1320 completed the course on line and 184 in person. The Lead Agency also invests in a certificate of achievement and professional development monetary stipend upon successful completion of target professional development. One of the certificates of achievement's is focused on infant and toddler care with 1074 of these being awarded in FFY 24. Also funded to support infant and toddler care is the Oklahoma Child Care Warmline consultants through the Oklahoma State Department of Health. The Warmline consultants provide mental health supports to licensed programs throughout the state. During FFY 24, 724 Infant Toddler Supports were provided throughout the state**

A significant investment in made through the Oklahoma Child Care Resource and Referral

(OCRRA) Infant and Toddler specialist with one specialist assigned to each of the eight regions throughout the state. During FFY 24, OCRRA Infant and Toddler specialist worked with 469 child care programs affecting the quality of care for 20,314 children. This is an overall increase from FFY 23 of 40% in the number of programs successfully worked with, and 25% in the number of children being cared for in these programs. Both center and home-based programs may work with the IT specialist.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2023 to September 30, 2024?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2023 to September 30, 2024? **\$5573860**

☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

☐ No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. Through CCR&R technical assistance, self-assessments are utilized to identify areas for improvement and progress in program change and improvement. Assistance is often given to providers in improving their Quality Rating Improvement Level. Changes in Star levels are tracked.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: The Lead Agency has contracted with Oklahoma Child Care Resource and Referral Association (OCCRRA) since 1999 for statewide child care referral services for families, child care referrals, family and community education and advocacy. Through Provider Services, Community Services, Hispanic Services, Data Services, Infant Toddler Specialists, Child Care Referral Specialists, and Business Consultants, the work of OCCRRA has continued and expanded to meet the needs of children, families, and child care providers. OCCRRA continues to work collaborative with The Lead Agency along with other early care and education agencies and partners throughout the state. This work is accomplished by staff located in 8 regional offices throughout the state.

During FFY 24 these regions provided 16615 contacts with providers, to 2320 unduplicated programs. Three hundred fifty-one training events were conducted with 1039 program staff accounting for 8509 hours of professional development. Ninety-one community outreach events were held, and 4194 referrals were made including assisting 403 parents with locating a provider that accepted the state subsidy payment and assisting 165 parents locate care for special needs children. OCRRA also provides Hispanic services for providers and parents throughout the state. The annual Hispanic Conference was held in June of 2024. This event continues to grow in popularity each year. For FFY 24, there were 130 participants at the annual conference. OCRRA also manages the Lead Agency Staffed Family Child Care Network (Thrive). This includes nine network hubs across the state and includes Spanish language providers. Resources provided at no cost include monthly professional development hours, monthly in-person networking meetings, Brightwheel Child Care Management Software License, Telehealth & Teletherapy for self & all dependents in the household, NAFCC Membership, NAFCC Self-Study Kit, regional business consultants & SFCCN Ambassador as a coach/mentor for the program. OCCRRA has become an invaluable partner in working to improve the overall quality of care within the state and offering services to providers and parents throughout the state.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2023 to September 30, 2024? **1041**

7.1.2 Spending - Complaints about providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2023 to September 30, 2024? Number of staff **140**

7.2.2 Spending – Licensing Staff:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set aside
- ☐ Unable to report. Indicate reason:

☐ No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2023 to September 30, 2024? **9977**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2023 to September 30, 2024? **\$16113173**

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Lead Agency uses various methods to improve compliance with state licensing requirements and QRIS program. Programs are monitored for compliance with minimum requirements three times annually as well as three times annually for QRIS criteria. With each non-compliance documented or criteria not met, a plan of correction is established with the program with a follow-up made to verify correction. These methods are measured for effectiveness through improved compliance, reduction in monitoring frequency plan, reduced complaint allegations, increase/reduction in QRIS level, and closure of the program.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **The Lead Agency continues to monitor licensed child care programs within the state a minimum of three times annually to determine that minimum licensing requirements are being met. This includes monitoring of required CCDF health and safety requirements. The Lead Agency offers supports to assist programs in meeting and maintaining minimum health and safety requirements. These supports include technical assistance and professional development opportunities. For FFY 24, 883 complaints were made against child care center programs, and 158 against family child care home programs. During this reporting period, Licensing specialist provided 8689 technical assistance contacts with licensed programs, 66 professional development opportunities for a total of 148 professional development hours. Oklahoma Child**

Care Resource and Referral specialist provided 168 hours of professional development centered around minimum health and safety requirements. During this reporting period the Center for Early Childhood Professional Development recorded that 19% (162732 professional development hours) of the courses offered through the registry were focused on Health, Safety and Nutrition. Included in these hours would be the 5142 individuals that completed Entry Level Child Care Training (ELCCT).

8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2023 to September 30, 2024?

☒ QRIS

☐ CLASS

☐ ERS

☐ FCCERS

☐ ITERS

☒ State evaluation tool. Describe **Oklahoma Quality Child Care Program Scale: Self-Assessment is completed annually for programs participating in QRIS. Oklahoma Quality Out-of-School Time Program Scale: Self-Assessment is completed annually for Out-of-School Time programs participating in QRIS.**

☐ Core Knowledge and Competency Framework

☐ Other. Describe

☐ Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2023 to September 30, 2024?

☒ QRIS

☐ CLASS

☐ ERS

☐ FCCERS

☐ ITERS

☒ State evaluation tool. Describe **Oklahoma Quality Child Care Program Scale: Self-Assessment is completed annually for programs participating in QRIS.**

☒ Core Knowledge and Competency Framework

☐ Other. Describe

☐ Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2023 to September 30, 2024?
\$16617872

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The Lead Agency utilizes a variety of actions to improve compliance with state standards; plans of correction follow up phone calls, letters, and monitoring visits; increased monitoring frequency plan; and referrals to other services. These methods are measured for effectiveness through improved compliance, reduction in monitoring frequency plan, reduced complaint allegations, increase/reduction in QRIS level, and closure of the program.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

The Lead Agency continues supporting a multi-tiered approach to enhance the overall quality of child care ranging from minimum health and safety to the states Quality Rating and Improvement System (QRIS). Through contracted partner, Center for Early Childhood Professional Development (CECPD), Leadership Academy is conducted for Program Directors and Primary Caregivers. For this reporting period eighty-nine participants were eligible for the completion stipend. Of those individuals received the pre and Post Program Administrator Scale (PAS) there was an increase in knowledge of 76% from 2.64 to 4.29 in pre and post assessments. Professional development training hours in Health Safety and Nutrition core areas increased from FFY 23 158,753 to FFY 24 162,732 hours completed.

QRIS participating programs continue to complete an annual self-assessment with the results being used by Licensing Specialist, Quality Coaches, and the Oklahoma Child Care Resource and

Referral (OCRRA) technical assistant specialist to develop plans with the program for improving quality of care. The Lead Agency works to improve compliance with state standards, by using plans of correction, follow up phone calls, letters, and monitoring visits; increased monitoring frequency plan; and referrals to other services. Licensing specialist provided 148 hours of professional development focused on meeting minimum health and safety standards. Complaints worked during this reporting period did not increase with 1,041 complaints received and worked in FFY 24 and FFY 23, though program numbers did change. Through formal education and a contract with the Oklahoma State Regents for Higher Education (OSRHE), in FFY 24, individuals participating in the program earned 14 Bachelor's degrees, 93 Associate degrees, 199 Director Certificate of Competency, and 375 Certificate of Mastery. The Lead Agency believe these affect the overall outcomes of programs within the state and improves the overall health and safety of children cared for in those programs.

9) Supporting child care providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2023 to September 30, 2024?

☒ Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **8**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **94**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. Programs serving children who receive CCDF subsidy **63**

☐ No lead agency support given to providers in their pursuit of accreditation.

☐ N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2023 to September 30, 2024? \$

☒ Unable to report total amount spent. Indicate reason: **The Lead Agency supported accreditation through a quality contract with the Oklahoma Child Care Resource and Referral (OCCRA) as part of the staffed family child care home Thrive Network. Through the Thrive activities, resources and additional supports were provided to the participating homes. Additionally, technical assistance was provided through resource and referral specialist to child care centers working towards accreditation. As these were just parts of larger funding, data was not kept on what monetary portions of the overall quality dollars supported these specific activities.**

Optional: Use this space to tell us any additional information about how funds were spent
☐ No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
No accreditation support is provided by the Lead Agency.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan:
Through the Oklahoma Child Care Resource and Referral Association (OCCRA), NAFCC self-study kits were provided at no cost to home providers which were then supported with consultation and mentoring in the pursuit of accreditation. Sixty-seven kits were provided and supported provided to ninety-four homes.

10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2023 to September 30, 2024?

☒ QRIS, check which indicators the lead agency has established:

- ☒ Health, nutrition, and safety of child care settings
- ☒ Physical activity and physical development in child care settings
- ☒ Mental health of children
- ☒ Learning environment and curriculum
- ☒ Ratios and group size
- ☒ Staff/provider qualifications and professional development
- ☒ Teacher/provider-child relationships
- ☒ Teacher/provider instructional practices
- ☒ Family partnerships and family strengthening
- ☐ Other. Describe:

☒ Early Learning Guidelines

☐ State Framework. Describe

☒ Core Knowledge and Competencies

☐ Other. Describe

☐ N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2023 to September 30, 2024? **\$5222576**

- ☐ Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

- ☐ No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency will monitor progress as programs meet increased QRIS criteria as of quality improvement indicators and provide TA to increase level of participation. Increased program participation will be compared and an indicator of progress.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan: **The Lead Agency saw an increase in Quality Rating and Improvement System (QRIS) program number for FFY 23 of 1343 center based program to FFY 24 1558. For home based programs, participation in FFY 23 was 1273 and increased to 1532 in FFY 24. This was an increase in participation even with the incentives that had ended prior to this reporting period although supports of coaching and technical assistance supporting quality criteria remain in place.**

The Center for Early Childhood Professional Development (CECPD) offered professional

development supports. During this reporting period, through the CECPD, 19% of the courses completed or 162,732 hours of professional development was received by professionals in the field supporting the Oklahoma Core Competency area of Health, Safety and Nutrition, while an additional 11% or 99,950 hours were received in Child Growth and Development. 636 individual professionals attended Trauma Informed Classroom, and 101 received Certificate of Achievement in Childhood Resiliency. The Oklahoma Child Care Resource and OCCRRA) regional staff provided 168 hours of professional development focusing on child health, safety and nutrition.

During FFY 24, the Oklahoma Child Care Warmline received 74 calls related to Health and Safety standards with an additional 61 referrals on the same topic made by the Lead Agency personnel.

11) Other activities to improve the quality of child care services

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2023 to September 30, 2024?

☐ Yes. If yes, describe and check which types of providers were eligible and number served.

☐ Licensed center-based programs

☐ License-exempt center-based programs

☐ Licensed family child care homes

☐ License-exempt family child care homes (care in providers' home)

☐ In-home (care in the child's own home)

☐ Other (explain)

☒ No.

☐ N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2023 to September 30, 2024?

☒ Yes. Describe: **Updated reports for QRIS, aggregate data of licensing history and licensing monitoring visits. Updated licensing requirements and migrates to new data storage system.**

☐ No

11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2023 to September 30, 2024?

☐ Yes. Describe findings:

☒ No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☐ Yes, if so which funding source(s) were used?

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☒ No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2023 to September 30, 2024? Check all that apply.

☒ Child care deserts

☐ Infants/toddlers

☒ Children with disabilities

☐ English language learners

☐ Children who need child care during non-traditional hours

☐ Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2023 and September 30, 2024 (check all that apply)? If indicated, how many providers received each type of support?

- ☐ Financial bonuses (not tied to education levels)
- ☒ Salary enhancements/wage supplements **7606**
- ☐ Health insurance coverage
- ☐ Dental insurance coverage
- ☐ Retirement benefits
- ☐ Loan Forgiveness programs
- ☐ Mental Health/Wellness programs
- ☐ Start up funds
- ☐ Other. Describe:
- ☐ N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

☒ Yes, if so which funding source(s) were used?

- ☐ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds

- ☒ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2023 to September 30, 2024? \$

☒ Unable to report total amount spent. Indicate reason: **Activities considered "other" have minimal costs and have been incorporated into the other nine quality areas of this report.**

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

Scholars for Excellence in Childcare: Oklahoma State Regents for Higher Education (OSRHE) manages the scholarship program that helps students achieve academic success while working in the child care field full-time. OSRHE is responsible for collecting data on student success and reporting this to the Lead Agency quarterly and a cumulative annual report. Students receive certificates and degrees based upon the course of study in early childhood education. On average, 225 individuals achieve credential and degreed success through this program that works to continue moving the field to a higher professional level with greater outcomes for children. Center for Early Childhood and Professional Development (CECPD): CECPD is the partner the Lead Agency contracts with to collect and track professional development achievements within the state and administer educational achievement rewards for registry

members. During the last reporting period, 576,398 hours of professional development was received by providers within the state. Free professional development opportunities have begun being offered with 1,269 individuals receiving this training within the first few months of the program. Oklahoma Certificate of Achievement Professional Development Stipends are offered to registry member who achieve targeted professional development in infant toddler, pre-school, out-of-school time, quality child care and childhood resiliency. These professional development achievements work to move the field forward with targeted areas of care needs within the state with \$781,000 awarded to individuals through this program during the last year. Oklahoma Child Care Wage Supplement Program: The CECPD manages a new program initiated by the Lead Agency. Registry members receive financial bonuses based on registry level and years of experience within the same child care program. This helps stabilize the industry with financial income supports while encouraging continuity of care to children within the same program. Data is being collected on this program. One hundred twenty-three Spanish language events are conducted within the last year. The CECPD provides monthly dashboards and an annual report to the Lead Agency.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **The Lead Agency establishes goals including enhancement of a high-quality workforce and improving the overall quality of care provided throughout the state. To accomplish these goals, quality contracts are established for work throughout the state.**

Oklahoma State Regents for Higher Education, Scholars for Excellence in Education (Scholars, SECC) supports formal education as well as managing a Pathway to your CDA program and has done so since 2000. Thirteen Scholar Coordinators and six assistant c or located at twelve community colleges throughout the state working with 11 two year colleges and three four year universities. There are also agreements with three four-year college programs that lead to a bachelor's degree. The scholar coordinators work to help individuals working within the child care industry be successful in obtaining formal education, leading to a degree that supports employment in the early child care industry. During this reporting period, enrollment for the program has increased from 1100 in FFY 23 to 1319 for FFY 24. This included 953 enrolled in Community College, 307 in Pathway to CDA, and 59 in Bachelor level programs. The SECC program has been an overwhelming success in improving the quality of care within the state by increasing the number of individuals that receive formal education and meet established Master Teacher criteria. In FFY 24, individuals participating in the program earned 14 Bachelor's degrees, 93 Associate degrees, 199 Director Certificate of Competency, and 375 Certificate of Mastery. These coordinators administered 2,445 scholarships during this period. Although Pathway to CDA participation is included, no credentials were earned within that

category. Scholars who earn a Certificate of Mastery (\$800 per credential), a Director's Certificate of Mastery or Director's Certificate of Completion (\$1,000), an associate degree (\$1,500 per credential), and a bachelor's degree (\$2,000 per credential) receive a monetary award for each degree and credential successfully completed. This resulted in \$620,000 being awarded to the program participants.

Through the Center for Early Childhood Professional Development (CECPD), the Lead Agency continues investing in the Child Care Certificate of Achievement Stipend. This program allows registry participants working full-time in child care to receive two \$600 stipends annually for successful of targeted professional development. During this reporting period, ten concentrated areas were available with plans to add another two areas for the next reporting period. During this reporting period, \$1,738,200 was awarded to participants. Also, through the CECPD professional development registry, monthly free courses are available for providers throughout the state. The monthly free courses resulted in 2,967 providers taking advantage of the courses and receiving 9,566 hours of professional development. The Lead Agency continues to offer Pyramid training a total of 29,284 attendees completing the combined modules and another 104 completed Pyramid Spanish language courses. The free Inspire school-age training had 2,450 participants. Professional development courses continue to be reviewed and updated as needed with a focus on the next reporting are of the Infant, Toddler Two Early Learning Guidelines course and the online Entry Level Child Care Training (ELCCT) update based on provider input.

Also supported through this reporting period Oklahoma Child Care Wage Supplement program that provided compensation to individuals working full-time in the child care industry based on position and Oklahoma Professional Development Registry (OPDR) level, with \$4,733,550 awarded. Unfortunately, this program was cut due to budgetary considerations.

The Lead Agency continues to search for ways to support Oklahoma's children and families and those working in the industry.

12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **There were 3 child deaths. One occurred in exempt care. Two occurred in licensed child care. In one case, caregiver misconduct was cited.**

There were 13 incidents involving serious injuries to children; all in licensed programs. 12 of the thirteen were accidental injuries; one was due to caregiver misconduct.

Licensing reviewed each serious injury situation to determine a course of action to be taken with the program. An appropriate plan of correction was obtained as needed. Child Care Services continues to give consideration to any policy or requirement changes that could lessen the occurrence of future accidents or serious incidents.

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **Child Care Services did not revise any regulations, enforcement practices, or policies during this timeframe.**