XVII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

#	Attachment Title	Relevant Selection Criterion
1	Appendix 1: The Parent's Guide to Pre-Kindergarten Priority Academic Student Skills (PASS)	(A)(1)/(C)(1)
34	Appendix 2: Oklahoma Early Learning Guidelines – Infants, Toddlers, and Twos	(A)(1)/(C)(1)
119	Appendix 3: Oklahoma Early Learning Guidelines for Children – Ages Three through Five	(A)(1)/(C)(1)
200	Appendix 4: Grant Governance Framework	(A)(3)
204	Appendix 5: OPSR Workgroup Structure	(A)(3)
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227	Appendix 7: Letters of Support - Intermediary Organizations	(A)(3)
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326	Appendix 9: Oklahoma Child Care Services Star Criteria	(B)(1)
328	Appendix 10: Reaching for the Stars Manual for Family Child Care Homes	(B)(1)
363	Appendix 11: Reaching for the Stars Manual for Child Care Centers	(B)(1)
432	Appendix 12: Oklahoma School Readiness Risk Index Report	(B)(2)
472	Appendix 13: Oklahoma Child Care Eligibility/Co-Payment Chart	(B)(2)
476	Appendix 14: NACCRRA Quality Rating and Improvement System – Crosswalk for Oklahoma	(B)(3)
492	Appendix 15: Oklahoma Child Care Locator Screen Shots	(B)(3)
497	Appendix 16: Reaching for the Stars Center Validation Study Final Report	(B)(4)
561	Appendix 17: Oklahoma Child Care Training Provided by OCCS and Partner Agencies	(C)(3)/(C)(4)
573	Appendix 18: Oklahoma Core Competencies for Early Childhood Practitioners	(D)(1)
648	Appendix 19: Oklahoma Registry: Early Care and Education Professional Development Ladder	(D)(1)
650	Appendix 20: Data Sharing MOU	(E)(2)
655	Appendix 21: OPSR Board Members and Designees	(E)(2)
659	Appendix 22: OPSR Data Systems and Coordination Workgroup	(E)(2)
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675	Appendix 26: Licensing Requirements for Child Care Centers	(P)(1)

787	Appendix 27: Licensing Requirements for Family Child Care Homes and Large Child Care Homes	(P)(1)

Appendix 1

The Parent's Guide to Pre-Kindergarten Priority Academic Student Skills (PASS)

Referenced: (A)(1)/(C)(1)

(b)(6)

Oklahoma State Department of Education

(b)(6)

The Parent's Guide to PRE-KINDERGARTEN

Priority Academic Student Skills (PASS)

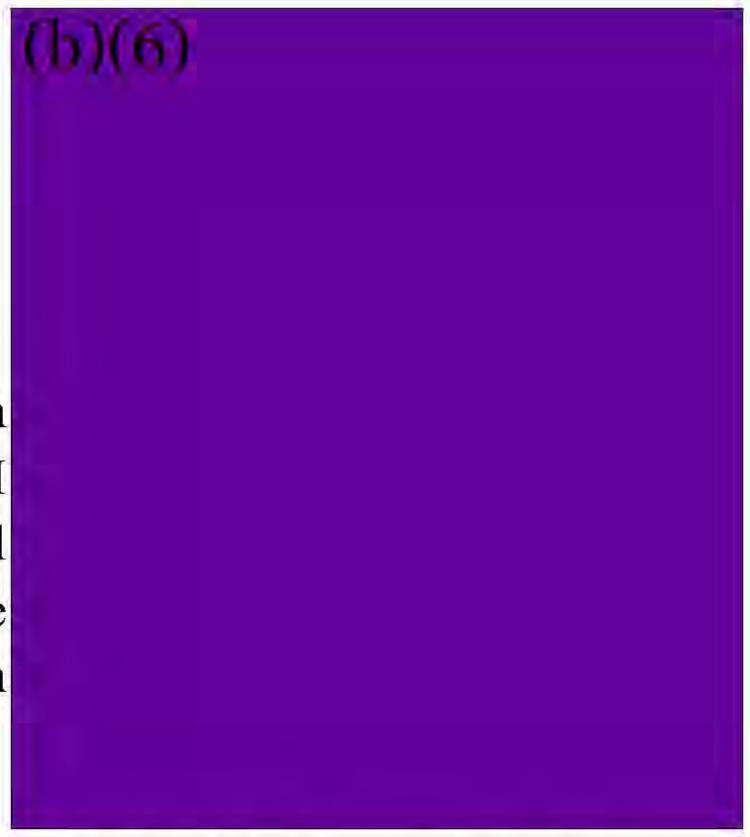
(b)(6)

Sandy Garrett, State Superintendent

(b)(6)

Oklahoma State Department of Education
<http://www.sde.state.ok.us>
405-521-3301

A Message from
Sandy Garrett,
State Superintendent



As Oklahoma's elected education leader and advocate for children, I am committed to ensuring that all boys and girls in our state have the essential skills needed for a high quality life.

Oklahoma's *Priority Academic Student Skills* (*PASS*) serve as a set of specific school academic standards covering all areas of a student's growth: language, mathematics, science, social studies, and the arts.

It is important for you and your school to work together as partners in building a strong foundation of these essential skills. To help you, we have created this parent guide which explains each *Priority Academic Student Skill*.

We have an awesome responsibility in educating our children; they are the future of Oklahoma! This tool will assist you as you partner with us in building a quality life for your child.

All the Best!

Sandy Garrett

PRE-KINDERGARTEN

Young children learn best when they are encouraged to use all of the senses as they learn. Teachers use play (games, center activities, creative art experiences, songs and movement, and pretend play) as a means for providing practice of developing knowledge. During large group time, such as the morning circle, children are introduced to new concepts combining many subject areas.

Concepts are embedded in themes that interest young children so that children understand the connections between what they are learning and how it applies to their daily life activities. Because Pre-Kindergartners are strongly connected to their families, teachers should talk with families often and encourage their participation in the classroom. Teachers ensure that classroom learning experiences involve all of the areas of development: intellectual, language, physical, and social/emotional development.

The classroom is typically arranged in learning centers (blocks, science, art, dramatic play, reading, puzzles, for example). Centers allow children to choose activities of interest and to find success in practicing new skills. Teachers also arrange the schedule so children experience both active and quiet activities, teacher-chosen and child-chosen activities, and small- and large-group activities. This way the individual needs of each child can be met with greater ease.

Learning is an active process, so the curriculum begins with what children already know and can do, then challenges them to take on new skills and concepts. The curriculum should also give children a variety of information and topics and encourage healthy relationships among the children and between the children and the adults in the room.

The Pre-Kindergarten *PASS* are the minimum curriculum expectations for Pre-Kindergarten. Teachers ensure that daily curriculum activities include the Pre-Kindergarten *PASS* as well as provide other skills and opportunities based on the individual needs of each child. A Pre-Kindergartner's development is documented throughout the year through the use of a student portfolio, teacher's observations, and school district approved assessments.

APPROACHES TO LEARNING

Standard 1: Approaches to Learning – A Pre-Kindergartner should be showing increasing positive attitudes and habits towards learning at school.

As the year progresses, a Pre-Kindergartner will:

- ☐ Show increasing eagerness and interest in learning.
- ☐ Listen more intently.
- ☐ Gain independence.
- ☐ Make plans for their play.
- ☐ Handle changes in the schedule and routine with greater ease.
- ☐ Follow rules.
- ☐ Find ways to solve every day problems.
- ☐ Be willing to choose new activities.

The teacher fosters these skills by encouraging children to play and talk with one another, by making learning fun and playful, and by choosing activities that interest the children.

WHAT YOU CAN DO:

Separation can be difficult for some young children. Always talk about school in a positive way, ensuring that your child makes happy connections with going to school. Talk with your teacher regularly, allowing your child to see the relationship that you are building with your classroom teacher. Invite one of your child's fellow classmates to your home after school so that your child can extend his or her relationships from school to home life. Reinforce good school habits at home: be on time to school, lay out clothes the night before, turn in at-home activities on time, and attend parent teacher conferences faithfully.

CREATIVE SKILLS

Standard 1: Pre-Kindergartners should have many opportunities to participate in creative activities that encourage them to find new ways to solve everyday problems, to express their individual ideas in art and music, and to play imaginatively.

Pre- Kindergartners develop creative skills by:

- ☐ Participating in art and music activities.
- ☐ Listening to music and doing finger plays and classroom performances.
- ☐ Using familiar and unfamiliar art materials.

Teachers are mindful to encourage sufficient time for imaginative play and provide new materials to extend play and the child's individual ideas.

WHAT YOU CAN DO:

Encourage your child to play at home, using familiar household items and unfamiliar materials. Ask your child "How else could you use those blocks (or other play item)?" "What new ideas do you have today?" "Can you think of a better way to . . .?"

(b)(6)

LANGUAGE ARTS—Oral

Standard 1: Listening – Listening is the ability to hear and understand. Pre-Kindergartners should be able to listen with interest and to follow simple oral directions.

Pre-Kindergartners will have many opportunities:

- ☐ To hear stories and talk with others in the classroom.
- ☐ To follow simple oral directions such as: put your coat on the hook, walk to the line, and place the blocks in the tub.

Teachers encourage and support good listening skills by making group time activities fun and relevant to young children.

WHAT YOU CAN DO:

Help your child develop good listening skills by making a game out of it: give them nonsense directions when also giving them simple directions to see if they can catch you saying something silly. For example, you could say, "put the socks in the refrigerator" or "help me fold the blocks (instead of laundry)."

(b)(6)

Standard 2: Speaking – Speaking is the ability to share ideas or opinions with others. This could be to one person or to a group of people.

Pre-Kindergartners should be able to:

- ☐ Tell others what they are interested in and what their needs are.
- ☐ Sing songs and repeat rhymes.
- ☐ Speak in sentences that are increasing in length.
- ☐ Talk with others during play.

Pre-Kindergartners are given many opportunities to talk with their classmates: group time, center time, outdoor play, and during small group times. It is most important in Pre-Kindergarten to encourage children to talk with one another and for adults to be present so they can add new words and ideas. The relationships built in Pre-Kindergarten are the most critical factor for developing the ability to read later.

WHAT YOU CAN DO:

You can help by speaking daily to your child, adding new words and longer sentences as your child grows. Ask them questions that encourage them to continue talking. You can encourage your child to talk with other family members over the phone, developing proper phone manners and using complete ideas as they speak.

LANGUAGE ARTS—Literacy

Standard 3: Print Awareness - Print awareness is the ability to understand all of the parts of a book and that letters, words, and sentences are symbols for what is spoken.

Pre-Kindergartners should be given opportunities to gain print awareness by:

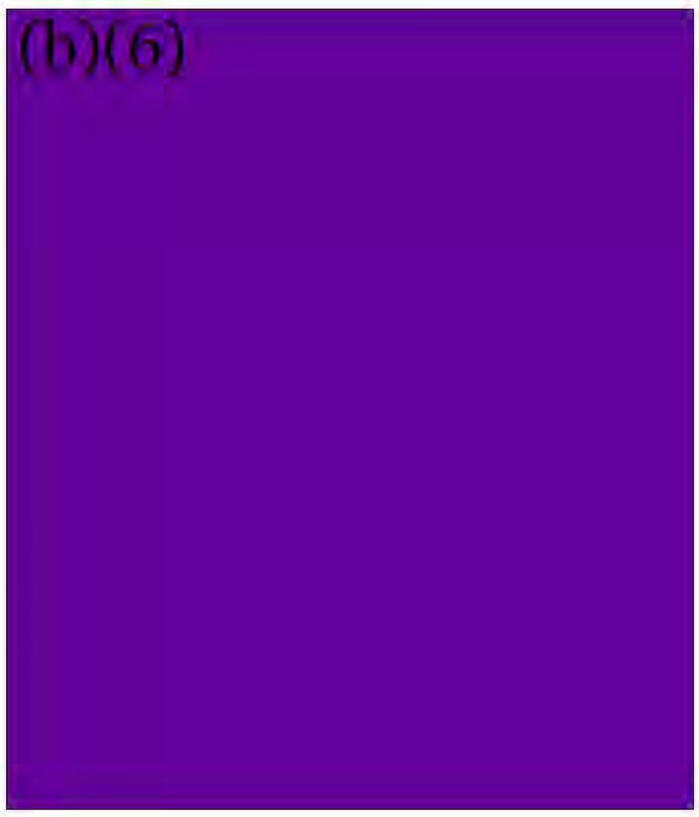
☐ Talking about books and acting them out.

☐ Reading books, noticing the front and back cover of a book and following the words on a page.

☐ Playing with letters, words, and sentences, recognizing that print is all around them and that letters and words are connected to what is spoken and has meaning.

WHAT YOU CAN DO:

Read to your child every day, pointing out the front and back cover. As you read, follow the words with your finger so that your child begins to understand the direction that words flow across a page. As you are driving in your car, point out familiar signs and other print. You can play an "I spy" game by stating "I spy a sign that says Wal-Mart" or "I spy a sign that has the name for the place where you can buy a Happy Meal."



Standard 4: Phonological Awareness – Phonological awareness is the ability to hear and speak chunks of sounds (such as syllables and rhymes).

Pre-Kindergartners are just beginning to hear and speak rhymes. They should be showing increasing ability to:

- ☐ Clap the syllables in spoken words.
- ☐ Hear and speak rhyming sounds.

WHAT YOU CAN DO:

Make up silly nonsense rhymes with your child while you are waiting at the doctor's office or in line at the grocery store. Think of rhyming words for the groceries you have in your cart. You can also make a game of clapping words and keeping track of words that have a "lot of claps."

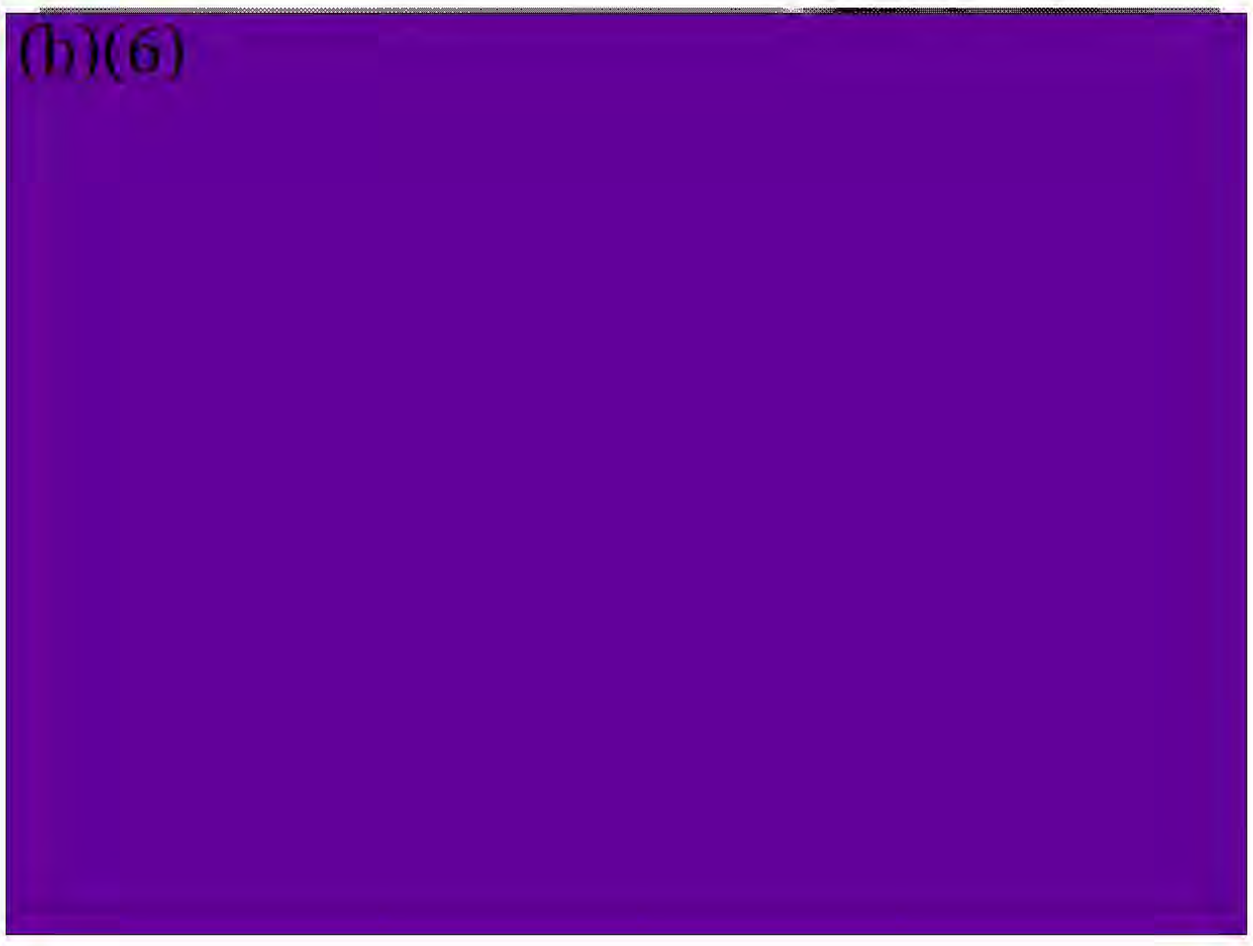
Standard 5: Phonemic Awareness - Phonemic Awareness is the ability to hear and speak individual sounds (such as the first sound in a word).

Pre-Kindergartners practice:

- ☐ Hearing and identifying the beginning sound in a word.
- ☐ Recognizing a group of words that all start with the same sound.

WHAT YOU CAN DO:

Help your child begin to hear individual sounds in words by playing the name game. You can group family and friends names by the letter that they begin with, or change the first letter in their names to make up silly, nonsense names.



Standard 6: Phonics (Letter Knowledge and Early Word Recognition) - Phonics/Decoding is a strategy readers use to give sounds to individual letters and groups of letters in order to make meaning out of unknown words.

Pre-Kindergartners should be able to:

- ☐ Recognize their own name.
- ☐ Show increasing ability to recognize letters, particularly those that are in their own name.
- ☐ Begin to associate some sounds for some letters.
- ☐ Recognize that written letters are the symbols used that match the name of the letter that is spoken.

WHAT YOU CAN DO:

Play alphabet games with your child: alphabet memory (alphabet cards are laid face down and your child tries to find matching cards by turning them over—limit cards to 10); use alphabet foam letters in the bath tub to spell family names; draw alphabet letters on the sidewalk with chalk; hide plastic alphabet letters in a tub of sand or rice for your child to find (they could be the letters in their name and you could encourage them to put them in order after they find them).

(b)(6)

Standard 7: Vocabulary - Vocabulary is the entire collection of words an individual knows, uses, and speaks.

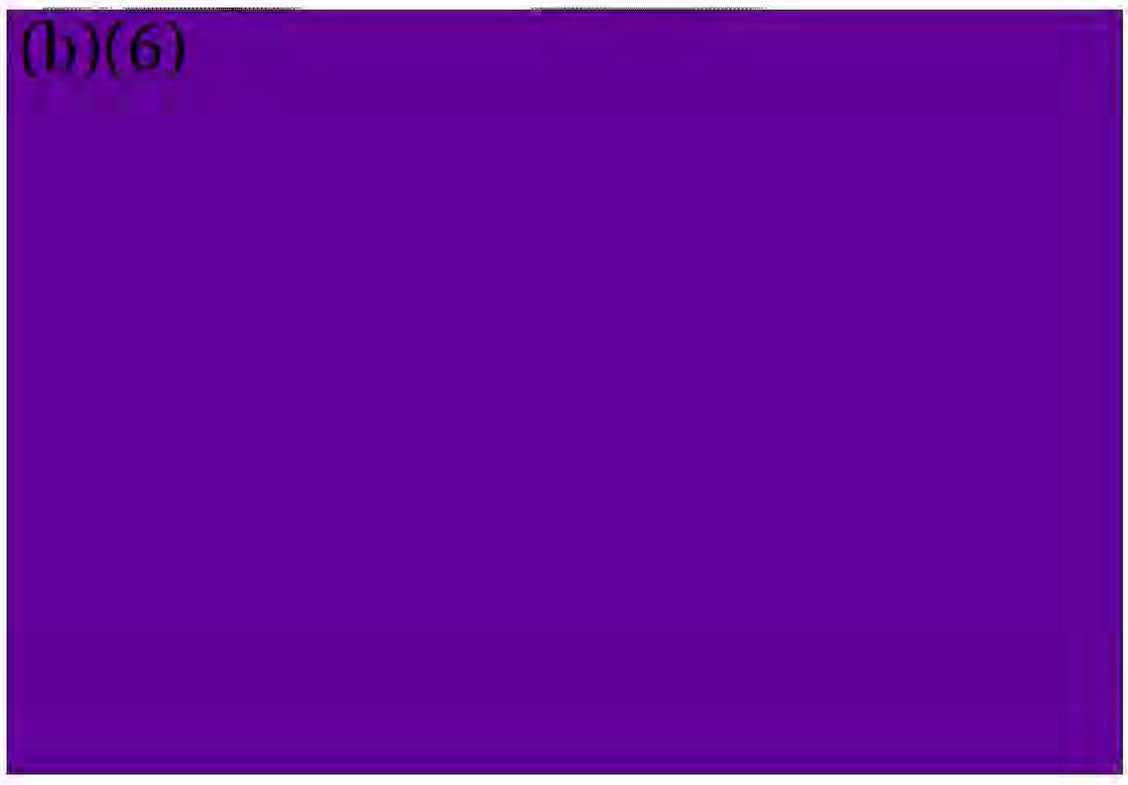
Pre-Kindergartners should:

- ☐ Show increasing vocabulary.
- ☐ Be able to understand and follow directions that include position words.
- ☐ Connect classroom learning experiences with what they already know about a topic.

A Pre-Kindergartner's vocabulary development is one of the most important indicators of the readiness to learn to read. It is extremely important during the first four years of life that adults talk with and expand their child's vocabulary by providing rich and new experiences.

WHAT YOU CAN DO:

Take your child to new places and provide experiences that will encourage them to gain new vocabulary words. A trip to the park or the lake will encourage them to talk about the water, the plants, the animals, and how they move and live. Make homemade books about your excursions together by taking photographs and putting them in inexpensive photo albums. Add vocabulary words to the bottom of the pages as text for the book.



Standard 8: Comprehension - Comprehension is the ability to understand what has been read. It includes the ability to make a guess about what might happen and to be able to tell others about a story that has been read.

Pre-Kindergartners should practice:

- ☐ Thinking about the meaning of a story.
- ☐ Making guesses about what might happen in a story.
- ☐ Using pictures to help them understand the story.
- ☐ Telling others about stories they have heard.
- ☐ Remembering events in a story.
- ☐ Making connections to their own life experiences when they read or listen to a story.
- ☐ Telling what is happening in a picture.

WHAT YOU CAN DO:

Before you read a story, scan through the pictures and make guesses about what the story might be about. Be sure to ask questions as you read that might encourage your child to think about how the book applies to their own life. For example, if you are reading a book about a fish named "Swimmy" you might talk about your own pet fish and what it must be like to be a fish.

(b)(6)

Standard 9: Writing Process – The Writing process is the process through which children begin to express their ideas and feelings. It involves the understanding that what is written represents someone's idea, that there are many ways to show what we think about, and that it is an efficient way to remember thoughts.

Pre-Kindergartners develop knowledge about writing by:

- ☐ Participating in daily writing experiences.
- ☐ Watching the teacher model writing.
- ☐ By using writing in play (scribbles, shapes, or pictures to share their ideas with others).

A Pre-Kindergartner should readily participate in writing experiences and feel confident in using their own unique marks to become good at writing.

WHAT YOU CAN DO:

Provide writing materials for your child and encourage your child to use them for different purposes: sending a letter to a family member, drawing a picture of a special event, or helping with the grocery list. Accept your child's attempt at writing. Say, "Tell me about your writing."

MATHEMATICS

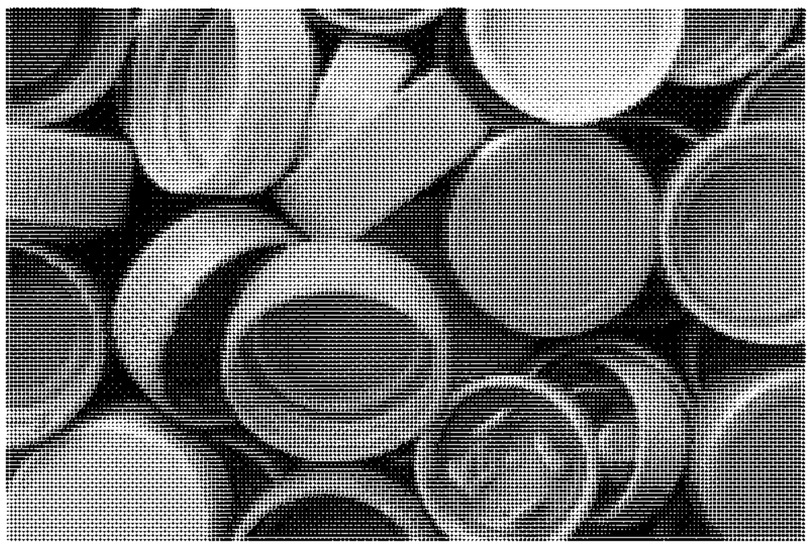
Standard 1: Patterns - Patterning is the ability to put objects into a set that all have the same characteristic (such as sorting brown socks into a set and black socks into a set). It also means to repeat the order of different objects that make a specific design or creating an order of different objects, with the intent to repeat it. For example, laying a red block, then a blue block, then a red block, then a blue block.

Pre-Kindergartners should be able to:

- ☐ Put similar items into a group.
- ☐ Explain what the items have in common (same color, same shape, same size, for example).
- ☐ See, repeat, and explain patterns (red, black, red, black, red, black).

WHAT YOU CAN DO:

Have your child assist with household chores that involve patterning or sorting. For example, your child can place silverware in the appropriate tray, or cups/dishes on the appropriate shelf. You can make simple patterns with your child's toys (alternating toy cars or colored blocks).



Standard 2: Number Sense – Number sense is the ability to understand that a written numeral represents the quantity or value of that numeral. For example, the numeral 6 represents six objects.

Pre-Kindergartners should be showing increasing ability to:

- ☐ Count to ten orally.
- ☐ Know the value of a set of objects up to five.
- ☐ Begin to show one-to-one correspondence (one napkin per person, for example).
- ☐ Recognize numbers up to five.

Pre-Kindergartners are just beginning to use numbers in their speech and writing.

WHAT YOU CAN DO:

As you prepare meals or do simple household chores, find ways for your child to think about numbers and counting. For example, if you need two eggs, ask your child to help you count two eggs in the carton. Discount stores have foam numbers or magnetic/plastic numbers that your child can use to play number games. You can make a homemade number book by taking a picture of your child with their friends in different groups up to five. Add the pictures to a photo album and have your child help you write at the bottom of the page, "____friend(s)" inserting the appropriate number of friends in the blank.

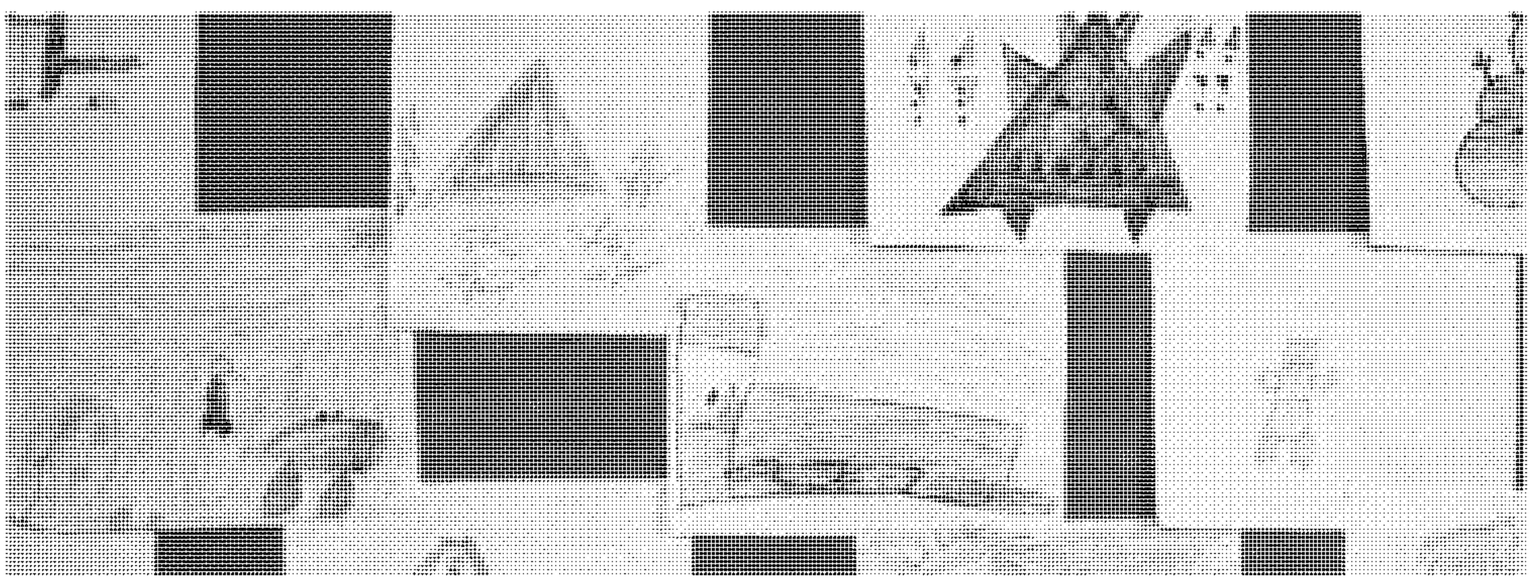
Standard 3: Geometry and Spatial Sense – Geometry and spatial sense is the ability to use shapes and their positions in space.

Pre-Kindergartners should:

- ☐ Practice knowing the names of shapes and to be able to describe them.
- ☐ Show increasing ability to understand position words such as "under, over, and on."

WHAT YOU CAN DO:

As you are driving, point out shapes you see. Play guessing games with your child: "I am thinking of a shape that is round (circle)"; or, "I am thinking of a shape that has four sides that are the same (square)." Young children like to use their bodies as they are learning, so ask your child to pretend to be a giant circle, or a triangle. How could they show this shape with their body?



Standard 4: Measurement – Measurement is determining the length, width, height, depth, weight, or volume, of an object. It includes both standard measurement (using a ruler or scale) and nonstandard measurement (using a pencil or a paper clip).

Pre-Kindergarteners are expected to:

- ☐ Use nonstandard units (pencils, blocks) when measuring.
- ☐ Recognize different sizes of objects and use comparison words such as bigger or smaller when comparing.
- ☐ Place objects in order by size, and begin to understand time concepts such as today or yesterday.

WHAT YOU CAN DO:

Provide opportunities for your child to measure every day objects such as toys or furniture. Make a measuring game by asking your child to find the largest or smallest object in the room and to tell you how many blocks long the object is. Accept their attempts at measuring, recognizing that the process of measuring is more important than accuracy during the Pre-Kindergarten year.

Standard 5: Data Analysis – Data Analysis is the ability to gather data and think about and discuss the data in a group setting. For example, children may graph the number of students wearing tennis shoes and the number of students wearing sandals. Children work together to create the graph and then discuss the information gathered in the graph (which has more, which has less).

Pre-Kindergartners are expected to:

- ☐ Begin using numbers as a means for solving problems.
- ☐ Participate in activities that encourage them to collect information and share that information with others (such as drawings or graphs).
- ☐ Talk about the differences and similarities between objects.

WHAT YOU CAN DO:

Keep record of your child's height and weight, observing changes in their growth. Talk about photographs of your child as she has aged and compare to other family photographs. How are family members alike and different?

(b)(6)

HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT

Standard 1: Large Motor Skills – Large Motor Skills are those skills that relate to movement of the arms, legs, or torso.

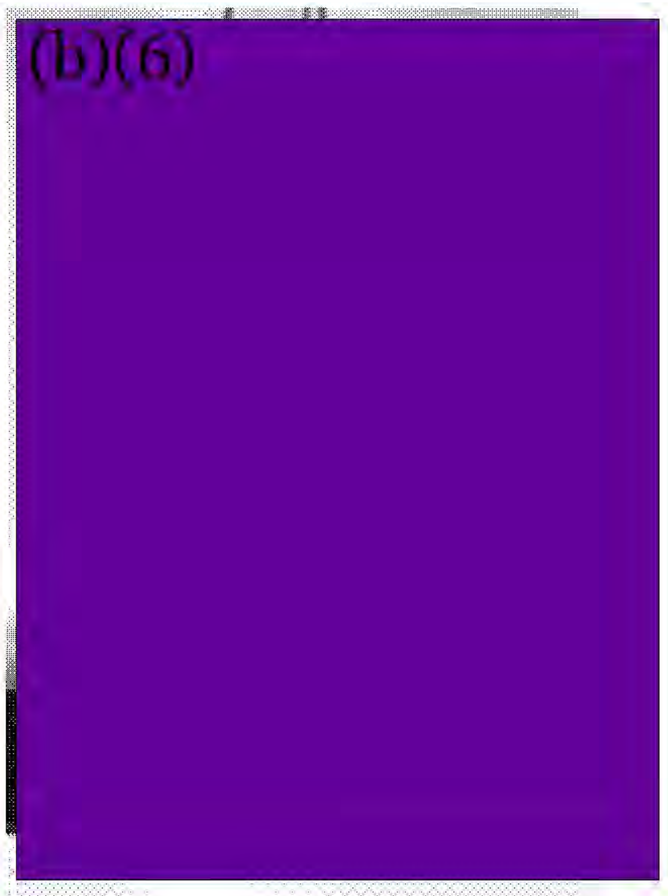
Pre-Kindergartners should be able to:

- ☐ Show basic movements: hopping, jumping, sliding, pulling or pushing.
- ☐ Show increasing ability to stop and change directions when they are moving.
- ☐ Incorporate movements that require them to remain in the same location, but move part of their torso (bending, stretching, turning, for example).

They are becoming better at throwing and catching, kicking and bouncing, coordinating the arm muscles to paint or climb, and to balance their bodies.

WHAT YOU CAN DO:

Provide your child with daily opportunities to play outdoors (if the weather permits) so that they are gaining increasing ability to coordinate their large muscles. Protect your child from excessive television, video, or computer games. These hamper your child's growth and development of the muscles of the body. Since the Pre-Kindergarten year is a time for children to refine these skills, it is very important that they are physically active and that adults join them in their activities.



Standard 2: Small Motor Skills – Small motor skills are those skills that relate to the coordinated movement of the hands and fingers.

Pre-Kindergartners need practice:

- ☐ Developing eye hand coordination (puzzles, cutting, drawing, painting, gluing).
- ☐ Using tools to accomplish smaller tasks (tongs, eyedroppers, for example).

Teachers ensure that children have daily opportunities to practice these skills, and do not become overly worried by messes that occur. Spilling and other mistakes are natural as young children become more adept at using these muscles.

WHAT YOU CAN DO:

Make sure your child has the opportunities to cut, draw, glue, and paint at home. Playing with play dough, linking small interlocking blocks, and typing on a keyboard also increase a young child's small motor skills. Expect that your child will sometimes make mistakes and that it is the effort that is most important, and not the final product. Your child should enjoy using his or hands to create new things. This fosters a positive attitude towards beginning to write.

(b)(6)

Standard 3: Health Enhancing Activity Development – Health enhancing activity development refers to participation in and appreciation for health and fitness activities.

Pre-Kindergartners should be:

- ☐ Showing healthy physical growth and increasing strength and coordination.
- ☐ Learning healthy habits for rest, exercise, and eating.
- ☐ Displaying independence in personal care such as washing hands, brushing teeth, eating, dressing, and toileting.

WHAT YOU CAN DO:

Develop healthy routines at home that encourage your child to be independent. Model healthy habits such as exercise, rest, and healthy eating; remember, a good night's rest is essential for your child to do well in school. If your child is struggling in gaining independence in toileting, visit with your local pediatrician and your teacher to develop a plan for guiding your child towards full independence.

SCIENCE

Standard 1: Science Processes and Inquiry – Science processes and inquiry are the strategies that students use to experiment with or investigate objects in order to learn more about them.

Pre-Kindergartners should:

- ☐ Show increasing ability to sort, compare, and contrast.
- ☐ Use simple science tools and be willing to participate in simple experiments.
- ☐ Be encouraged to ask questions, make science guesses, and to talk about what they have observed.

WHAT YOU CAN DO:

Model an inquisitive nature and the willingness to seek information by experimenting or asking experts. Nurture your child's wonderment by supporting them in finding answers to their own questions. Play the "what if" game: ask your child "what would happen if…" and make up silly nonsense situations your child might enjoy talking about.

(b)(6)

Standard 2: Physical Science – Physical science is the knowledge of characteristics of objects as well as how they move.

Pre-Kindergartners are encouraged to:

- ☐ Use all of their senses to learn about objects.
- ☐ Experiment with items that float or sink.
- ☐ Compare the textures of objects.
- ☐ Find out if an object is magnetic or not.
- ☐ Consider the liquid and solid state of matter, among other experiences.
- ☐ Talk about how objects move.

WHAT YOU CAN DO:

On your trip to the grocery store, visit the produce section and talk about the colors of the fruit you see. Discuss their textures and smells and encourage your child to describe what she or he sees and feels.

(h)(6)

Standard 3: Life Science – Life science is the knowledge of how things live and grow and the changes that living things go through during their life.

Pre-Kindergartners should have opportunities to:

- ☐ Understand what plants and animals need to grow.
- ☐ Recognize that animals and plants change as they grow.
- ☐ Be respectful of living things.

WHAT YOU CAN DO:

When you plant flowers in your flowerbed, encourage your child to assist you with planting and talk about the things that plants need to grow. Provide a spray bottle for your child to mist plants; this reduces the potential that your child might over water the plants or damage young plants. If you have a family pet expect your child to be gentle in handling the pet and be involved in feeding him or her.

(b)(6)

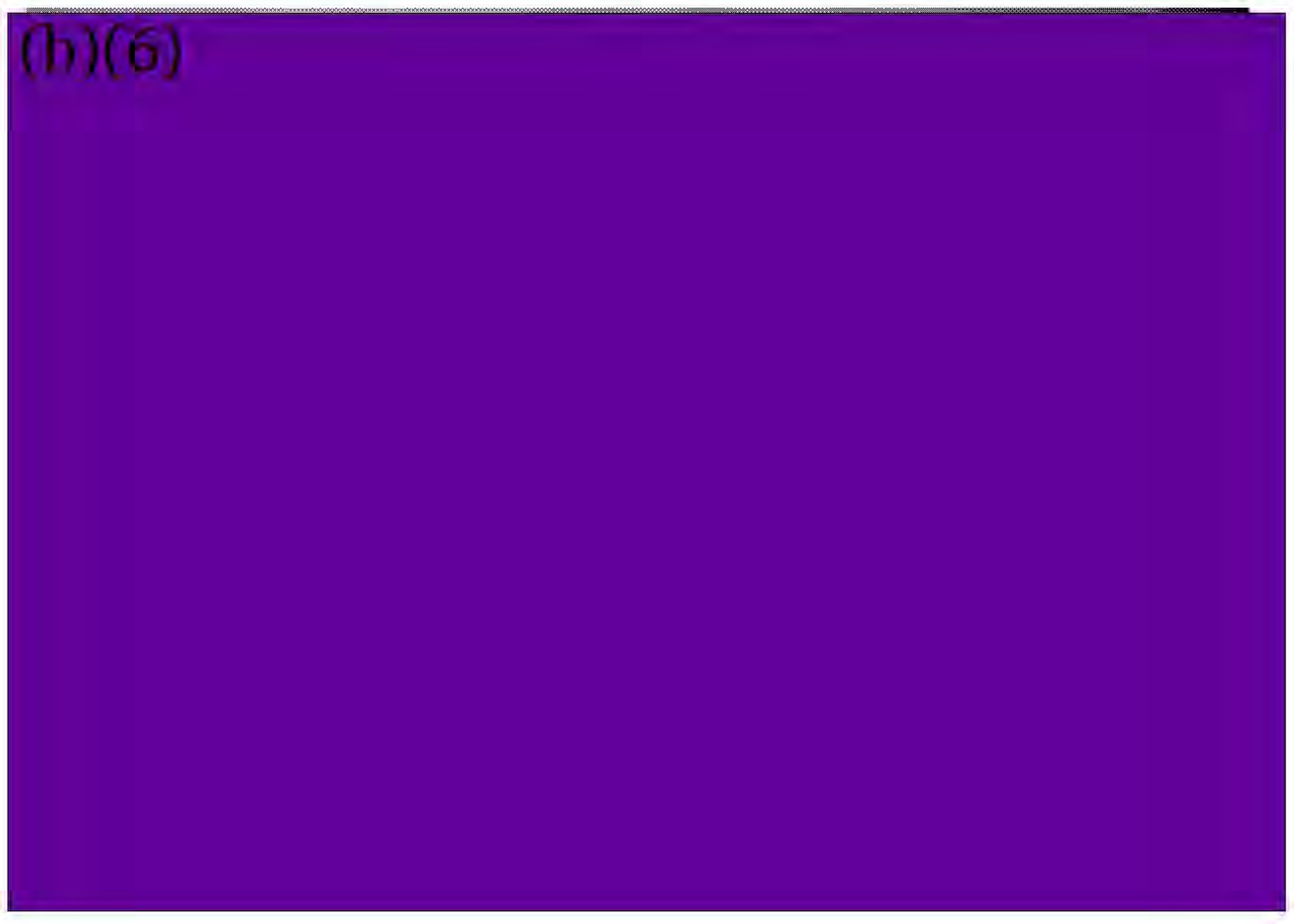
Standard 4: Earth Science – Earth Science includes knowledge about the earth and its characteristics, properties of the earth, weather, seasons, and how to take care of the environment.

Pre-Kindergartners should have the opportunities to:

- ☐ Develop an awareness of common earth materials such as soil, rocks, and water.
- ☐ To talk about the weather and the seasons.
- ☐ Begin to participate in conservation activities.

WHAT YOU CAN DO:

As you prepare for the day, talk about the weather and appropriate clothing for the day. Take photographs during the seasons of a favorite tree in your yard with your child in front of the tree; create a homemade book about the tree. Place the photographs in sequence in the photo album and encourage your child to dictate a description of the tree during the seasons. This makes a very special family heirloom.



SOCIAL AND PERSONAL SKILLS

Standard 1: Pre-Kindergartners will have the opportunities to develop relationships with others and interact with them appropriately.

Pre-Kindergartners should show increasing ability to

- ☐ Play well with others.
- ☐ Stand up for themselves when needed.
- ☐ Understand the feelings of others.
- ☐ Express their own feelings appropriately.
- ☐ Take turns during a conversation and in games.

When they need assistance, they should have the confidence and ability to seek help from adults. It is important during the Pre-Kindergarten year that children begin developing a respect for other people and cultures.

Standard 2: Pre-Kindergartners should begin developing the skills to be flexible and to adjust to new settings.

Pre-Kindergartners should be able to:

- ☐ Say their full name, age, and names of their family members.
- ☐ Show increasing ability to adjust to new settings and situations.

WHAT YOU CAN DO:

Ensure that your child plays with friends and has opportunities to interact with adults at church, at home, or in other community settings. Teach them how to identify adults that can help if it is needed (uniformed officer, store employee, teacher) and have them practice these skills. Provide your child with experiences in new settings so that your child feels confident about approaching other children and other adults.

SOCIAL STUDIES

Standard 1: Civics—The Pre-Kindergartner will have the opportunity to show increasing civic responsibility by playing cooperatively, working in a group, listening to others, and being respectful.

Pre-Kindergartners should have many opportunities to:

- ☐ Interact with other children and adults so that they learn to interact respectfully.
- ☐ Recognize some American symbols.
- ☐ Begin to understand how our actions impact other people and the environment.

WHAT YOU CAN DO:

Model good citizenship by voting, caring for the environment, and being respectful to your neighbors and community members. Participate with your child in neighborhood clean-up days, canned food drives, or other civic activities. Tell your child that he or she is never too young to make this world a better place.

Standard 2: Pre-Kindergarten students will show that they understand simple geography concepts such as the location of familiar places and an understanding of his or her own community.

Pre-Kindergartners should be able to:

- ☐ Locate familiar places such as their favorite restaurant, their home, and their school.
- ☐ Talk about and describe these places with other people.

Standard 3: Pre-Kindergarten students will have the opportunity to talk about how people around the world and in our own communities are alike and different.

Pre-Kindergarten students should have opportunities to:

- ☐ Talk about how children around the world have similar needs (clothing, food, shelter) and different characteristics (languages, food, customs).
- ☐ Experience the traditions and customs of the families represented in the classroom.

WHAT YOU CAN DO:

Reinforce and talk about your family traditions with your child. Participate in your child's classroom by sharing with the class your favorite family recipe or holidays.

Standard 4: Pre-Kindergartners will have the opportunity to talk about and experience different kinds of jobs and to learn that money is used to buy things.

Pre-Kindergartners should have the opportunity to:

- ☐ Take field trips, experience guest speakers, and to pretend play various jobs.
- ☐ Gain awareness of what is required to do a job well both in the school and in the community.
- ☐ Have practical experience seeing how money is used to purchase things.

WHAT YOU CAN DO:

Take your child to your work so they can see what your job requires. Encourage them to learn about many different types of jobs. It is important for children to talk about "what they want to do when they grow up." This is an important part of developing initiative and confidence.

HELPFUL WEBSITES

Eric Carle
All about the phenomenal children's author and illustrator, Eric Carle. Includes author information, a museum of picture books, news publications, and upcoming events.
<http://www.eric-carle.com/>

The Idea Box
Early childhood education and activity resources, including Idea of the Day, seasonal ideas, children's health, music and songs, and craft ideas.
<http://www.theideabox.com/>

Internet Guide for Parents
For many of us, computers are exciting, but puzzling. Our children know far more about computers than we do! This site helps bridge the gap between what our children know and what we know to be able to assist them with their school work and help them get ready for the information age of the next century.
<http://www.ed.gov/pubs/parents/internet/index.html>

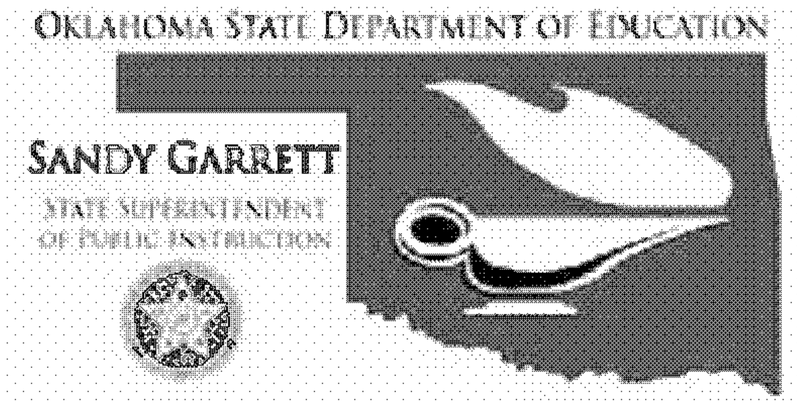
Jan Brett
A delightful site with lots of activities, coloring pages, games, bookmarks, word lists.
<http://www.janbrett.com/>

Kids Health
A project from the medical experts at The Nemours Foundation. Information for parents, kids and teens.
<http://kidshealth.org/>

National Association for the Education of Young Children
The National Association for the Education of Young Children (NAEYC) is the nation's largest and most influential organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade.
<http://www.naeyc.org/>

Parents as Teachers
All parents are their child's best first teacher. Parents as Teachers (PAT) is a national award-winning nonprofit parent education and family support organization.
<http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=272091>

Ready Set Read
Ready Set Read is an America Reads Challenge booklet that is filled with activities and ideas that you can use to help your young children learn about language.
<http://www.ed.gov/Family/RSRforFamily/index.html>


OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

Appendix 2

Oklahoma
Early Learning Guidelines
for Infants, Toddlers, and Twos

Referenced:
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Oklahoma

EARLY LEARNING GUIDELINES FOR INFANTS, TODDLERS AND TWOS

Ages 0 through 36 months

OKLAHOMA
OKDHS
EXCELLENCE
OKLAHOMA DEPARTMENT OF HUMAN SERVICES

OCCS
oklahoma child care services

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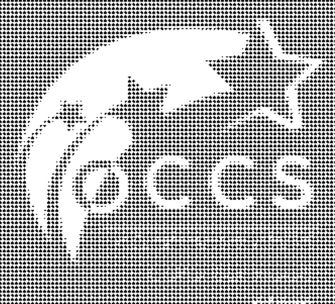

Oklahoma Early Learning Guidelines

These guidelines were created for the Oklahoma Department of Human Services Child Care Services by the Oklahoma Early Learning Guidelines Taskforce, members and their representatives from the Center for Early Childhood Professional Development, Oklahoma Child Care Resource and Referral Association and its affiliates, Oklahoma Department of Career Technology Education, Oklahoma Head Start Association, Head Start Collaboration State Department of Education, Oklahoma State Department of Health, Oklahoma State Regents for Higher Education, Oklahoma Infant Child Care Association, child care providers, parents, teachers and professionals. This document has been developed to be used by all who touch the lives of Oklahoma's infants, toddlers and twos-especially the natural teacher. It is used in the guidelines to represent parents, family members, caregivers, educators, providers, staff and anyone who plays a significant role in the life and guidance of young children.

These guidelines are intended to assist parents, child care providers and other early childhood professionals in providing developmentally appropriate learning experiences for children ages birth to three. The purpose is to encourage consistency among early childhood programs across Oklahoma and to provide a framework for children's growth and development. The guidelines are flexible enough to meet the needs of individual children and groups.

Infants, toddlers and twos-even adults are born ready to learn, and their learning can begin as soon as they enter the world. Standards and skills throughout the days that can be considered "readiness" or "preparation" for formal learning experiences. These guidelines will assist parents and teachers in providing developmentally appropriate experiences that enhance learning opportunities. Each section includes an area that will help guide parents and teachers provide learning experiences. Values and expectations are unique to each family. The guidelines are intended to be sensitive to individual differences and cultural diversity.

Purpose

The Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos were created to serve as a foundation to connect what is taught with what is appropriate for very young children. They also provide a framework to encourage consistency among early childhood programs across Oklahoma. These guidelines align with the Oklahoma Early Learning Guidelines for Children Ages Three through Five, the Priority Academic Student Skills and Early Head Start Performance Standards.

The guidelines are a resource that includes commonly held expectations and widely accepted best practices for children in various age groups. At the same time, the guidelines are flexible enough to meet the needs of individual children and groups.

Guiding Principles:

This document presents a broad view of the child development continuum that reflects commonly used and widely held expectations so that teachers as well as parents can plan for typical developmental progression. The guiding principles are as follows:

* Value the parents as the child's first teacher.
* Respect that every child develops as an individual and at his/her own pace.
* From the time the embryo is forming to the time the child is three years old, rapid growth and development occurs. All learning and interactions with adults that take place during this time pave the way for future success of the child, both developmentally and in preparation for school and life.
* All of a child's development (social/emotional, gross/fine motor, cognitive and language) is woven together to complete the whole child.
* Children learn through self-initiated play and teacher-directed activities that are developmentally appropriate.
* Recognize that close relationships between teacher and child are developed during routine caregiving activities (such as diapering and feeding).
* Respect the child's family and recognize that culture (language, traditions, etc.) influences who the child is and who he/she will become. This must be embraced

as part of the child's early learning experiences.

- ★ Knowledge and responsiveness to the child and his/her family is key to positive growth and development in the child.
- ★ Knowledgeable teachers who apply understanding of child development are essential to enhance a child's learning.
- ★ Each child's basic needs (health, safety and nutrition) must be met for the best possible learning to occur.

Elements of a Quality Program for Infants, Toddlers and Twos:

The following practices are necessary to provide a quality program for infants, toddlers and twos. These elements provide the critical foundation for human development and life-long learning, therefore all aspects of a program must be thoughtfully and deliberately developed.

Relationships

Teacher-Family Relationship

1. Teachers understand and respect the family as the primary source of knowledge concerning the child.
2. Teachers understand the importance of parent-child attachment and support the family-child relationship.
3. Teachers and families are partners in ongoing communication about the child's care and development.
4. Teachers respect and support family preferences, culture and values in teaching behaviors.
5. Teachers develop relationships that are supportive of the whole family. Teachers assist and encourage family members in developing parenting skills, understanding the growth and development of their children and accessing community resources.
6. Teachers learn about family's cultural practices related to caregiving routines such as feeding, sleeping/naps and encouraging children to gain independence.

Teacher-Child Relationship

1. Teachers nurture and respond to the individual needs of infants, toddlers and twos. Trust and emotional security develop when very young children are responded to promptly and consistently in a positive manner.
2. Teacher's knowledge of child development is used to provide appropriate interactions with very young children throughout the day. They learn and respond to each child's unique way of communicating; respond to the child's interests; give the child individualized attention, especially during caregiving routines; and model the behavior they want to teach.
3. The program supports positive relationships and secure attachments between the caregiver and infants, toddlers and twos by providing low adult/child ratios, promoting continuity and responsive caregiving, and assigning a primary teacher for each child.

Child-Child Relationship

1. Teachers model appropriate interactions with adults and with children.
2. Teachers recognize emerging social skills and respect the limitations of very young children. Positive relationships between children are encouraged.
3. Opportunities for socialization are offered through various groupings.

Environment

Physical

1. Both indoor and outdoor materials and equipment meet the developmental needs of each child in the group in a safe and healthy manner.
2. The physical environment provides separate and appropriate space for sleeping, eating, diapering/toileting, hand washing, and for movement and play. The atmosphere is "homelike" and comfortable for infants, toddlers and the adults who care for them.
3. The physical environment for toddlers provides interest areas where materials with similar use are placed together. Child-sized furnishings are provided to promote independence and self-help skills.

Program

1. The daily program includes materials and activities that are designed to meet the individual needs of each child. Children are assisted with toilet learning and self-feeding skills based on individual needs. Children experience appropriate transitions between activities.
2. Prevention and redirection are the primary techniques for guiding behavior. Management of behavior is based on an understanding of infant/toddler development, realistic expectations and appropriate methods to help the child develop his or her own self-control.
3. Teachers support the child's emerging self-regulation through the environment, daily routines, positive role modeling and assisting with the development of communication skills.

Health and Safety

Nutrition

1. Teachers have basic knowledge of nutrition and age appropriate feeding practices.
2. Nutritional needs of very young children are met; teachers and support staff work closely with families to ensure appropriate amounts and types of foods are served in a consistent manner.

Sanitation

1. Sanitary practices and guidelines are in place to prevent the spread of disease. For example, diapering/toileting are in an area separate from the areas used for food service. Teachers and children wash their hands to prevent illness.
2. Bottles, utensils and food are handled in a safe and sanitary manner.

Safety

1. A hazard-free environment is maintained for infants, toddlers and twos both indoors and outdoors. The environment is planned so materials and equipment are age appropriate and in good repair.
2. The environment allows constant supervision where teachers are engaged with children and therefore able to visually and physically monitor each child's behavior.

Experiences

Routines

1. Consistent daily routines such as sleeping, feeding/eating and diapering/toileting provide opportunities for one-to-one interaction between teacher and child ~ a time to talk, to listen and to respond to the child's cues.
2. Routines such as diapering, feeding and sleeping are flexible and individualized to meet the needs of each child.

Activities

1. Teachers use knowledge of child development and the children's interests to provide individualized age appropriate activities for infants, toddlers and twos. Teachers support children's play, exploration and experimentation with their environment.
2. The daily schedule allows children opportunities throughout the day to choose activities based on their own interests.

Sensory Experiences

1. An environment is provided that is rich in experiences and materials that children can explore with all their senses, thus promoting optimal development in all areas.
2. Children are provided time and a variety of experiences each day to move, see, smell, hear, taste and touch.

Language and Literacy

1. Teachers read and sing to infants, toddlers and twos throughout each day.
2. Teachers respond in a positive manner to individual children's communication attempts. The teacher adapts the language interactions to include cultural and linguistic differences.
3. Throughout the day teachers talk with each child about things that relate to that child's everyday experiences.
4. Teachers tell each child what is about to occur before a routine activity begins and describe the actions as they occur.
5. Teachers provide a culturally sensitive, print-rich environment including pictures, books and labels.

Diversity

Cultural

1. Teachers understand that culture affects child-rearing practices and may therefore affect an individual child's development.
2. Teachers and programs support, appreciate and honor cultural diversity, including family and home experiences, language, beliefs, values and patterns of interaction.

Individual Differences

1. Teachers recognize and respect that individuals differ in temperament, preferences, culture, development, abilities and social interactions.
2. Teachers use their observations of infants, toddlers and twos to support learning experiences in ways that accommodate each child's unique characteristics and development.
3. Teachers serve and respect children, including those with special needs, in a manner that supports best possible growth and development.

Teachers

1. Adhere to all state regulations including the Oklahoma Department of Human Services Licensing Requirements.
2. Are lifelong learners of child development and early childhood education.
3. Respect unique developmental, cultural and individual differences in children.
4. Promote meaningful relationships with children, families, colleagues and the community.
5. Establish a safe, developmentally appropriate environment that is welcoming to children and families.
6. Provide consistent routines that are sensitive to the needs of the children in care.
7. Provide responsive, individualized care for each child.
8. Offer a variety of activities that stimulate children's learning and development.
9. Support the development of the whole child, valuing safety as a top priority.
10. Demonstrate healthy habits for life by offering nutritious meals and ample opportunities for movement experiences indoors and out.

Families

1. The family is first teacher of infants, toddlers and two-year-olds and plays the most important role in his/her development.
2. Families can use these guidelines to assist them in their understanding of infant, toddler and two-year-old development, growth and potential learning.
3. These guidelines will help families build relationships with their very young children by providing resources and activities that support learning at home.
4. These guidelines serve as a resource in the partnership between families and the early childhood community to enhance the development of infants, toddlers and twos.

Including Children with Special Needs

Using knowledge of each child, teachers plan learning experiences and work with children. They take into account children's differing abilities, temperaments, developmental levels and approaches to learning. Responsiveness to individual children is evident in teacher-child interactions, activities and classroom environment. Teachers make sure every child has opportunities to actively participate and make contributions. If needed, teachers should use adaptive equipment, ask for help with positioning and movement needs of the child and/or participate in medical care routines as needed.

- ★ Special needs are broad in scope and may include medical, physical, learning, behavioral, family and environmental stress. Some children may have needs identified by Individual Family Service Plans.
- ★ Teachers work closely with family members and other professionals to support children's health, safety and behavior. Teachers observe children in natural settings and record activities, behaviors and development in order to plan relevant, individualized learning opportunities.
- ★ As much as possible, children who have been identified with special needs receive therapeutic or other services within their natural settings to maintain their sense of stability and support their feelings of belonging and

acceptance.

- Teachers create an inclusive environment, making sure room arrangement, materials and activities allow all children to participate actively. Examples might include using adaptive equipment so that a child can eat at the table with other children, limiting the time a child has to wait, and using sign language or pictures to assist communication.
- Teachers seek resources to understand each child's special needs. Teachers are in regular communication with families and may consult with appropriate specialists to ensure each child receives needed specialized services.
- Knowledge of typical child development is used in providing services for children with special needs, just as knowledge of individual variation must be used in making decisions about typically developing children. For additional resources and guidance on developmental milestones, "red flags" or concerns see the resource section.

Organization:

The guidelines represent all areas of development (domains) that include physical, social and emotional, and cognitive development. The guidelines are separated into concept areas that include domains but are not exclusive. Each concept area is separated into developmental ranges that overlap: young infant (zero to eight months), mobile infant (six to 18 months), and toddler (16 to 36 months). Some skills developed during this time period are listed. The skills are listed in order but are not exclusive to that age range. Children grow and develop at different rates, resulting in a wide range of normal development.

This document contains not only the concept areas and standards, but also what the BABY MAY do (development), THE BABY MIGHT FOR EXAMPLE (the indicators of an infant's progress) and suggestions of what THE TEACHER CAN do to encourage growth and development. The domains are interdependent and support one another. Each of the sections is organized into the five areas:

- Introduction - provides a brief description of the area of development and the purpose for including it in the guidelines.
- Standard - agreed upon framework of skills within each domain that infants, toddlers and twos need to experience to develop a foundation for additional learning.
- "THE BABY MAY" - identifies what infants, toddlers and twos are likely to know or do in relationship to each standard.
- "THE BABY MIGHT FOR EXAMPLE" - specific observable skills or actions that show what an infant, toddler or two might do.
- "THE TEACHER CAN" - examples of activities, environments, daily routines, interactions and play to encourage the development of skills in all domains.

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APPROACHES TO LEARNING

As early as infancy, children display styles of learning that continue through life and affect later learning. Some children seem to be born well organized and bursting with initiative, while others require more structure and encouragement as they discover their unique capacity as learners. Teachers must ensure that every child has the opportunity to direct his/her own learning. All children, regardless of innate abilities or the presence of disabilities, are able to learn. Young children gain knowledge by interacting with their environment. They learn by touching, tasting, smelling, looking, listening and playing. Children show their curiosity, persistence, temperament and problem solving abilities and develop learning preferences. Some infants, toddlers and twos will show persistence by continuing to pursue an activity such as placing blocks in a box, while others are more hesitant and only continue with encouragement from a supportive caring adult.

When children are supported to explore their own approaches and to learn by trying unusual ways to solve problems, they develop their own style of learning. Nurturing and a variety of experiences allow children to learn about themselves and the world around them.

STANDARD 1

The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.

Young Infant: 0-8 months

The Baby May: Begin to show interest in exploring his/her environment.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Notice and show interest in and excitement with familiar objects, people and events. React to new objects and sounds by becoming more quiet, more active or changing his/her facial expressions.	★ Provide opportunities for sensory exploration and describe to infant what he/she is experiencing (feeling, hearing, touching, tasting, smelling, seeing, etc.). ★ Provide a safe, natural space for infant to explore and provide support for infants who are hesitant about new things and experiences.
Gaze attentively at teachers talking to them during caregiving routines such as feeding and diaper changing.	★ Make eye contact and use language to prepare for and describe the caregiving routine. (For example: "Susie, it is time to change your diaper. Let's go to the diaper changing table.")
Consistently look, reach for and mouth toys and objects. Grasp, release, re-grasp and re-release an object.	★ Provide a variety of opportunities, materials and experiences that encourage exploration, movement and hands-on discovery (rattles, activity boxes, soft books, etc.). ★ Respond to infant's exploration and discovery with enthusiasm and encouragement.
Experiment to see if kicking or grabbing at a toy like a mobile will repeat a sound/ motion.	★ Provide infant with toys and objects that react to specific actions (shakers, balls, mobiles, etc.).

Mobile Infant: 6-18 months

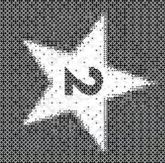
The Baby May: Increase attention span and persist in repetitive tasks.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Show persistence by dropping a toy or object and looking for it, wanting to hear the same song or story over and over again, or repeating the same activity.	★ Provide safe toys for child to use for experimentation and problem solving. ★ Provide activities and experiences repeatedly if child shows interest.
Use multiple senses at one time to explore objects by looking, touching, mouthing and banging.	★ Provide safe toys and experiences with a variety of colors, textures, sounds, shapes, smells, etc. (like stacking cups, shape boxes, balls with a bell inside, etc.)
Show pleasure and encourage continued interaction by vocalizing and smiling when he/she is being read to, talked to or sung to.	★ Respond to child's vocalizations by continuing to talk, read or sing.
Explore spatial relationships by attempting too fit their body in boxes or tunnels, or finger into holes.	★ Encourage active play by providing equipment (such as boxes and tunnels) a child can get inside, on top of, under and beside.
Demonstrate interest in new experiences such as reaching out to touch rain or stopping play to watch a garbage truck.	★ Offer ample time for child to observe actions or experiment with toys, objects and experiences.
Pretend to do a task he/she has observed such as using a toy key to lock and unlock a door or feed a baby doll a bottle.	★ Observe child and recognize the child is finding creative solutions in his/her play.

Toddler: 16-36 months

The Toddler May: Explore relationships and the environment independently and with purpose.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Play beside other children and imitate the play of another child.	★ Provide child with a variety of toys and objects that invite exploration. Encourage children to play near one another.
Engage in pretend play around familiar events (a tea party, a trip to the store, etc.) substitute objects and toys for real items such as using a block as food as they "prepare dinner."	★ Provide props and objects related to familiar events to encourage pretend play.
Seek and take pleasure in new skills, independence and appropriate risk-taking activities. (For example: climbing a ladder to the toddler slide, child may insist on "doing it themselves" even if they need assistance.)	★ Support child in healthy risk taking and in trying new activities and provide encouragement when child is hesitant. When appropriate, allow additional time to complete activities. ★ Give child choices and support them in their decision-making. (For example: "Do you want to play with puzzles, or do you want to play with the ball?")
Enjoy opportunities to use art materials in various ways.	★ Provide art materials for child and allow space to be spontaneous, silly and messy.
Experiment with cause and effect. (For example: When a child shakes a maraca, they hear a sound.)	★ Allow child to mix toys and materials from one learning center to another to expand complex learning opportunities.
Shows curiosity by trying to figure out how something works, may try several strategies before finding the one that works, or may not find one that works.	★ Provide toys, objects and situations that allow child to play with items in a variety of ways. Provide language for feelings of success or frustration.



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CREATIVE SKILLS

Creative expression is an essential element of building knowledge. Infants, toddlers and twos begin to explore and interact with materials that provide opportunities to develop and express individual ideas, feelings and interests. Respect the child who wants to touch or not touch and be aware of children with sensory sensitivities who might not like the feel of materials. Creative art activities promote the development of self-esteem, individuality and imagination. They can also reflect the child's culture and family experiences.

Through experimenting with sounds, movement, dramatic play and their senses children communicate in ways that are uniquely their own and reveal their own learning style. Each marking on a paper, "let's pretend" scenario, or invented song provides teachers and families with a glimpse into a child's interests and abilities. Appropriate materials encourage movement, dramatic play, sensory awareness, self-expression and exploration.

STANDARD 1

The child will participate in activities that foster individual creativity.

Young Infant: 0-8 months

The Baby May: Respond to or show interest in sights and sounds in the environment. For example, familiar objects, routines, people, events and music.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Look at, smile or coo at faces and simple designs.	★ Place large, brightly colored pictures of people and familiar things where infant can see them at eye level within 12 inches.
Focus on and respond to facial expression and voice tones. Respond to adults' initiations of play activity by smiling, cooing.	★ Provide objects (toys, mobiles, fabrics) that are different colors, shapes, patterns, forms, tones, textures and sizes.
Respond to music in the environment (For example: calms to lullaby, turns head and moves arms and legs when hearing loud and/or soft tones).	★ Hold and talk to infant. Play interactive games, such as This Little Piggy and Pat-a-Cake. ★ Encourage expression by making faces, gestures and sounds.
Enjoy producing music and other sounds with rattles and bells.	★ Sing, hum and chant to infant. Watch for cues and signals, such as smiling and reaching. ★ Provide musical experiences for the infant in a variety of ways (singing, musical toys). ★ Allow opportunities for the infant to move freely and independently to explore his/her environment within safe boundaries. ★ Move/dance to music with the infant.

Mobile Infant: 6-18 months

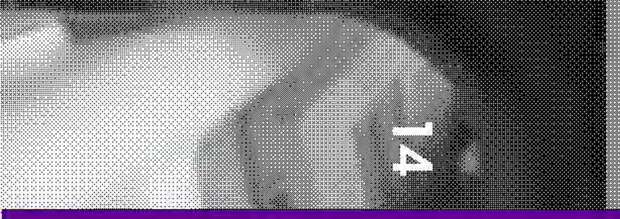
The Baby May: Begin to understand his/her world
by using senses to explore and experience the environment.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Delight in ability to produce sounds (smacks lips, squeals on purpose). Start to discover musical rhythm and create sounds by banging everyday objects.	★ Encourage child's interest and participation in musical activities. Provide noisemakers, pots and pans, etc.
Respond to and show preference for familiar songs and tunes. May like to hear or sing the same tune over and over.	★ Provide the child a variety of types of music (lullabies, classical, children's songs) from a variety of cultures, languages and backgrounds.
Engage in imitation play, begin to fantasize and perform simple role-play (lift a cup to lips, pat stuffed animals).	★ Provide creative movement experiences using toys and materials. (For example: scarves, musical instruments and activities including free dance and imitating animals. Recreate child's favorite stories or routines and finger plays, and equipment such as boat/step climber) ★ Provide toys that foster creativity and that can be multi-purpose (open-ended). Blocks, stuffed animals, scarves, dress up clothes, etc.
Begin to experiment with art materials. Hold large crayons, paintbrushes, markers or chalk, move them between hands and engage in random marks and scribbling.	★ Provide art materials (colorful paper, markers, crayons, finger paint, smocks). Allow the child to be creative without over-concern about messes. (Avoid items that create a choking hazard, are toxic or eye/skin-irritating materials)
Participate in and enjoy a variety of tactile/sensory experiences such as water, textures, etc.	★ Provide the child with a variety of fabrics, papers, toys and sensory experiences such as water, sand, grass, snow and ice cubes. Talk about a variety of shapes, colors and textures.

Toddler: 16-36 months

The Toddler May: Begin to express thoughts and feelings through creative movement, music and dramatic activities.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Learn words to simple songs; participate in group singing activities for short periods of time; and move freely in response to music and change of tempo.	★ Provide opportunities to create or mimic movement and sequence (Head and Shoulders, Knees and Toes, Itsy-Bitsy Spider) and to sing and learn songs, etc. ★ Provide and encourage movement to music of varying tempos from a variety of types of music (lullabies, classical, children's songs) and from various cultures, languages and backgrounds. ★ Play copycat games with sounds, songs and rhythm.
Engage in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. Use objects for other than intended purposes (For example: block for phone).	★ Plan for and provide opportunities for older child to engage in dramatic play activities both indoors and outdoors. ★ Provide puppets, dress-up clothing and other props. Encourage child to role play various family and career roles.
Create art that represents people, objects and places. Tell about the art they created, what it is and what the action might be. (For example, marks on the page may represent their family)	★ Allow indoor and outdoor use of art materials in his/her own way. ★ If the child wants, display his/her work at the child's eye-level. ★ Ask the children if they want their names printed on their work. ★ Provide safe art materials for child to use under supervision to create drawings, paintings, collages, three-dimensional artwork, play-dough sculptures, etc. ★ Provide varied and multisensory art materials: add peppermint drops to play-dough; use an evergreen branch as a paint brush; go on a nature walk and collect items to create a collage. ★ Provide words, assisting the child in describing his/her art to others.



(b)(6)

COMMUNICATION SKILLS AND EARLY LITERACY (LANGUAGE ARTS)

Communication skills and literacy development play an essential role in all domains of learning. Between birth and age three, children begin communicating through sounds, gestures and emotions and move to convey ideas, thoughts and feelings through beginning language. A child's cooing and raising eyebrows leads to babbling, first words and expressing him/herself using spoken language, sign language or other methods of communicating. Special consideration should be given to those young children whose home language is not English. Assist the English Language Learner by building on what the young child may already know in his/her native language.

An environment filled with spoken and printed language supports building children's language skills. Typically when very young children are surrounded by people talking or who talk with them, they begin to repeat what they hear and imitate conversations. When infants, toddlers and twos observe people reading and have opportunities to look at books, they learn that reading is important. Marks on a page may eventually be associated with meaning and words leading young children to imitate shapes that may begin to look like letters and numbers. Early language and literacy experiences are the building blocks for life long learning.

LANGUAGE STANDARD 1

Receptive Language (Listening):
The child will hear and respond to sounds in the environment.

Young Infant: 0-8 months

The Baby May: Demonstrate awareness of communication through listening and observation.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Startle or cry when a loud noise is heard.	★ Respond promptly by verbally acknowledging infant's attempt to communicate, modeling language, gently touching or picking up the infant. (Use infant's home language when passible.)
Turn to look at teacher's face when he/she speaks or smiles in response to the teacher's smile.	★ Respond by making eye contact using infant's name, animated facial expressions and language. (For example: raise eyebrows and smile.)

Mobile Infant: 6-18 months

The Infant May: Begin to recognize sounds and/or spoken words for familiar objects, people and simple requests.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Look toward the teacher and smile when his/her name is spoken. Look, point and use gestures. Point to objects to draw teacher's attention	★ Use child's name frequently during care-giving procedures and/or daily routines. ★ Name and/or use hand motions for people, objects and actions throughout the day. (For example: "You are waving by-bye.) ★ Look in direction and comment "yes, I see the airplane."

Toddler: 16-36 months

The Toddler May: Begin to understand more requests and detailed statements that refer to positions in space, places, ideas, actions, people and feelings.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Recognize familiar songs and books. (For example: start to sing parts of a familiar song.) Understand pronouns such as "me," "mine," "yours," "him" and "her". Follow simple one-step, then two-step directions. (For example: picking up cup when asked by teacher, then picking up toy and putting it away.) Recognize familiar places by logos.	★ Play familiar songs and read books repeatedly. ★ Use pronouns with gestures. (For example: teacher points to self and requests "Give me the blanket, please.") ★ Give simple one-step instructions increasing to two-step instructions, followed with praise when appropriate. ★ Call attention to or respond to child's recognition of familiar places. (For example: point at grocery store and name it.)

STANDARD 2

Expressive Language (Speaking/Vocabulary):
The child will express needs, thoughts, and interests through gestures, sounds or words.

Young Infant: 0-8 months The Baby May: Demonstrate increasing abillity to express wants, needs, thoughts and feelings.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Make sounds or cries of varying intensity and pitch.	★ Respond promptly by verbally acknowledging infant's attempt to communicate, modeling language, gently touching or picking up the infant. (Use infant's home language when appropriate.)
Communicate through facial expression or body movement: smiles, squeals, "mmmm" while sucking, etc.	★ Listen and respond with supportive expressions. ★ Take turns communicating by matching infant's sounds and facial expressions to encourage responses. ★ Provide unbreakable mirror on wall where the infant can see him/herself.
Use gestures, babbles, sounds or body language to communicate: reach out to caregiver, point to things out of reach, coo with one or two consonants with several vowels.	★ Respond to the sounds the infant makes by imitating the infant's sounds and waiting for the infant to respond (taking turns). ★ Respond to infant's gestures; provide language to describe infant's attempts to communicate.
Laugh aloud.	★ Use language during routines (diapering) and playtime with songs and finger plays such as Peek-a-boo, Pat-a-Cake, etc.

Mobile Infant: 6-18 months

The Baby May: Demonstrate an increasing ability to communicate.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Point and babble with inflections similar to adult speech.	★ Build upon child's efforts to say words. (For example: infant says "baba," teacher responds by saying, "Bottle? Bobbie wants his bottle?")
Attempt to sing.	★ Talk with child in calm, soft voice. ★ Provide opportunities to listen, sing along and move to different kinds of appropriate music (including music from infant's home culture).
Communicate with gestures. (For example: Baby Signs, American Sign Language or other familiar gestures such as wave bye-bye when prompted).	★ Encourage the child to use simple gestures to communicate. ★ As parent is leaving, encourage child to wave and model waving bye-bye.
Communicate with one-word sentences. Begin using descriptive words. (For example: "more," "big," "out" and "up.")	★ Expand what the child says into a complete sentence. (For example: when a child says "more" and holds his/her cup up to the teacher, the teacher says, "More milk?") Vocabulary starts with very few words and continues to increase.

Toddler: 16-36 months

The Toddler May: Demonstrate increasing ability to combine sounds and simple words to express meaning and to communicate.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Begin to combine two words, then use simple sentences, and expand sentence length as vocabulary increases. Use language to communicate with other children and adults throughout daily activities and may show frustration when not understood. Begin using "s" at the end of some words, such as "wants," "trucks" and "mouses." Begin to name items from pictures. Attempt to sing songs with words, and later sing phrases of songs.	★ Encourage language by talking with the child, asking open-ended questions, waiting for a response, repeating back and expanding what the child says. ★ Respectfully acknowledge unique home language the child uses. ★ Interpret what the child is trying to communicate. (For example: "I think you want to play with the blue truck, but Maria is playing with it.") ★ Encourage toddler to use words when interacting with other children to get needs met. (For example: encourage child to use phrases such as "I don't like that" instead of hitting or biting.) ★ Model complete sentences, using the correct forms of plural words. (For example: "Did you see mice at the pet store?") ★ Point to a picture (family photos, storybooks, etc.) and ask the child to name what he/she sees. ★ Sing songs (nursery rhymes, finger plays, transition songs, etc.) with the child throughout the day.

LITERACY STANDARD 3

Print Awareness: The child will begin to recognize familiar faces, patterns, symbols and logos in the environment.

Young Infant: 0-8 months

The Baby May: Demonstrate an interest in human faces, patterns, colors, familiar pictures.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Repeatedly stare at faces or patterns on objects. Respond in a physical way to books or other print. (For example: put corner of book (board, cloth, or vinyl) into mouth, or push repeatedly on a book or page.) Show a preference by reaching for or looking at a favorite book, page or picture.	★ Attach pictures or patterns to the lower part of a wall, floor or crib. Observe what the infant responds to, and change pictures accordingly. ★ Hold infant while actively reading and looking at children's books or pictures; allow the infant to explore books, and talk to the infant in a pleasant tone of voice about books and pictures. ★ Provide books (board, cloth or vinyl) within the infant's reach. Hold book so infant can explore.

Mobile Infant: 6-18 months

The Toddler May: Demonstrate an increasing awareness of familiar books, signs and symbols.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Make movements and sounds or words in response to pictures and books. (For example: the infant may use an open hand to pat favorite pictures or point to pictures in a book.) Begin to recognize signs and symbols frequently seen by naming or pointing to logos and signs. Pretend to read books by holding the books and looking at pictures as if reading. Hold books upside down or backwards, turning pages from back to front.	★ Use books with familiar and realistic photos in them, pointing to the pictures and naming them with excitement and interest. Create photo or picture books for child with favorite people, animals or things. ★ State the name of the sign or the logo from familiar restaurants or retail stores, expanding on the child's current knowledge. ★ Spend one-on-one time reading or looking at a book or picture. Start to turn page and allow child to finish. Also allow the child to explore books on his/her own. ★ Incorporate books into all aspects of daily activities.

Toddler: 16-36 months

The Toddler May: Demonstrate interest in and enjoyment of looking at books, participating in reading and telling stories.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Listen and look at pictures and print as teacher tells a story. Enjoy having the same book read several times; will carry the book or picture around and show it to others; mimic adult reading.	★ Read with a child or small group of children several times a day.
Choose and/or view books independently.	★ Encourage and assist toddler to pick out books from a shelf. Have variety of books available within child's reach.
Start to recognize print and/or pictures in the environment. Recognize and say letter(s) in his/her name.	★ Label familiar items in the environment with printed words and pictures at child's eye level. Label child's cubby with their name and photo. Label toy shelves, cabinets, furniture, rooms, etc. ★ Provide print-rich environment by including magazines, children's books, dramatic play items such as menus, catalogs, etc. Encourage talk about printed items in response to child's attempts at picture and print recognition.
Identify and talk about pictures in books. Say a phrase or word over and over from a book, finger-play or song. Begin to anticipate what happens next in the story. Pretend to write or type.	★ Read predictable books, encourage child to participate by asking questions about the story or pictures. Tell a story, pause and allow child to add to the repetition of the story line or ask child what comes next. ★ Provide paper and tools such as large crayons, markers and chalk for child's use in several play areas. For pretend play, provide a keyboard for typing.

STANDARD 4

Comprehension: The child will attach meaning to sounds, gestures, signs and words heard.

Young Infant: 0-8 months The Baby May: Begin to respond to sounds in the environment.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Startle or turn in the direction of sounds in the environment. Respond to familiar words or gestures. (For example: stops crying when teacher says "bottle" or smiles and laughs when told "mommy is here.")	★ Respond to sounds in the environment by naming sounds or narrating what is happening related to the sound by saying "the phone is ringing. I will see who it is." ★ Pair words with actions and objects during play activities and daily routines.

Mobile Infant: 6-18 months The Baby May: Begin to follow simple directions and demonstrate understanding of home and/or English language.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Recognize familiar social games and routines. Respond to simple questions or requests. Point to objects, pictures and body parts as part of interactions with adults.	★ Play games such as Pat-a-Cake, Peek-a-Boo or This is the Way We Wash Our Hands. Observe child starting the game and joining in the play. (Pat-hands, cover eyes, rub hands.) ★ Look for opportunities to ask child questions such as "Can you find the doll?" or "Would you please hand me the ball?" ★ Ask child to point to objects in the room, pictures in books or body parts during routines and playtime. (For example: "Show me the doggie" or "Point to your toes, let's hide them in your socks!")

Toddler: 16-36 months

The Toddler May: Demonstrate understanding of the meaning of stories, social games, songs and poems; begin to understand more abstract ideas, feelings, positions in space; and begin to be involved in limited conversation.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Demonstrate an understanding of language spoken at home.	★ Have families provide descriptions in their home language, special words related to routine, daily activity, expressions, etc. ★ Use home language that the child understands. Build on the child's current level of communication.
Listen and respond to one and two-step directions, stories, rhymes or finger plays.	★ Encourage child to respond to action words, such as "Let's put the truck on the shelf" and "Let's cover the baby with a blanket so she will be warm." ★ Create opportunities for children to follow simple rhymes such as Teddy Bear Turn Around or Head, Shoulders, Knees and Toes.
Answer simple questions.	★ Ask child simple questions that encourage child to be involved in a give-and-take conversation. (For example: child says, "Ball, ball, ball." Teacher responds, "Can you find the ball?" Child says, "Ball, ball, ball." Teacher responds, "Yes you found the ball!")
Begin to understand the sequence or order of a story. Tell a story from imagination or experience.	★ Read a story to a child; encourage child to look at pictures and guess what the story is about; ask child questions about what happened in a story; provide props to act out the story.

STANDARD 5

PRE-WRITING: The child will explore different tools that will lead to making random marks, scibbles and pictures.

Young Infant: 0-8 months The Baby May: Begin to develop eye-hand coordination and intentional hand control.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Reach, grasp and put objects in his/her mouth. Bring hands together to middle of body, hold toys with both hands or pass objects from one hand to the other.	★ Allow infant to grasp finger or other object while holding, feeding or playing. ★ Provide infant-safe items (including color-contrasting and assorted shapes and sizes) for the child to practice grasping, reaching, releasing and grasping again. (For example: rattles, teething rings, etc.) ★ Place objects near infant, giving the infant opportunity to reach with either hand or both.

Mobile Infant: 6-18 months The Baby May: Continue to develop small (fine) motor skills and incorporate more large (gross) motor skills that are used in pre-writing.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Use his/her fingers/hand to grasp large crayon, marker or other tool with a whole fist and mark strokes, lines or scribbles randomly on paper and other surfaces. Develop purposeful pincer grasp (uses thumb and forefinger to pick up items). Develop midline skills such as holding large crayons and transferring them from one hand to the other. Begin to recognize the relationship between familiar pictures and printed words.	★ Provide crayons and other art materials for the child to explore and use during both indoor and outdoor play, such as finger-paint, variety of paper (wall paper, paint paper, drawing paper, construction paper, etc.), large crayons, markers, and chubby size paint brushes, or large sidewalk chalk. ★ Respect scribbles as early forms of writing. ★ Provide opportunities for child to use pincer grasp, such as bead mazes, finger foods, safe objects to handle (knob puzzles) and simple activity boards. ★ Play Pat-a-Cake and other finger-play songs with the child to help with midline skills. ★ Write child's name on cubby and all personal items. Make a photo book including pictures of each child and his/her family with written names.

Toddler: 16-36 months

The Toddler May: Continue to develop small (fine) motor and large (gross) motor skills that are used in pre-writing.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Hold a large crayon or writing tool with a whole fist grasp, and scribble with increasing levels of control.	★ Introduce items that give the child an opportunity to grip, such as child-safe scissors, simple large-piece puzzles, knob puzzles, blocks, animal or people figures, play dough, cars and trucks. ★ Play a variety of music and allow the child to randomly draw (finger-paint, or paint at easel) while listening to the music. ★ Allow children to draw or write in various locations (outdoors, on floor, under table) and positions (standing, sitting, lying down). ★ Provide pre-writing experiences using different materials, such as child-appropriate foam (not shaving cream) or finger-paints . Other tools to use include sponges or various sized paintbrushes.
Explore drawing, painting and writing as a way of communicating.	★ Provide a variety of drawing and writing materials for a child to explore and use during both indoor and outdoor play. Respect scribbles as early forms of writing and encourage efforts. ★ Model the use of drawing and writing in everyday experiences.
Tell teacher about drawing.	★ Talk with the child about his/her drawing (include child's words or description of the picture); display his/her drawings and writings at child's eye level.

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MATHEMATICS

Through play and exploration, very young children begin developing math concepts. These concepts are much broader than counting and number experiences. Children begin to notice similarities and differences and experience size, shape, texture and function through his/her senses. Young children also begin to understand quantity, time and space through care-giving routines and daily activities.

As children's abilities grow, their interests become more complex. Teachers must be observant and recognize when it is time to build on existing skills and incorporate more challenging activities. Daily routines and activities can yield unplanned learning opportunities. Cutting a sandwich, matching socks and counting toes are all examples of activities in which math concepts can be identified.

STANDARD 1

The child will begin to develop
an awarenenss of pattens in the environment.

Young Infant: 0-8 months The Baby May: Demonstrate expectations for familiar sequences of event.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Focus on pictures and patterns. Kick feet, wave arms or smile. (For example: when bottle is seen in expectation of being fed.) Pick up and mouth objects.	★ Place a variety of pictures and patterned objects at the infant's eye level. (For example: on the floor, hanging from the ceiling, in the crib, etc.) ★ Talk about care-giving routines. (For example: "your bottle is warming, and then you can drink it.") ★ Provide easy-to-clean, durable objects of different patterns and textures.

Mobile Infant: 6-18 months

The Baby May: Begin to recognize similarities and differences, including familiar and unfamiliar people, objects and routines.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Show anticipation of daily events. (For example: may move toward the table after hand washing without the teacher's instruction.)	★ Provide a predictable schedule and sequence of routines.
Begin to be aware of differences between shapes, colors and textures.	★ Provide groups of toys of various colors, shapes and textures. (For example: nesting cups, cube blocks, etc.)
Show preference for a special blanket, toy or activity.	★ Provide familiar blanket or toy at rest time or other times as needed for comfort.

Toddler: 16-36 months

The Toddler May: Begin to demonstrate an understanding of patterns in the environment.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Show interest in patterns in finger plays, nursery rhymes or songs.	★ Plan and use finger plays and songs with repeating action or patterns. (Where is Thumbkin or Are you sleeping?, etc.)
Recognize that things have special places and that like things are grouped together.	★ Label things in the environment (toy containers, centers, etc.) with pictures and written words. Label containers so that the child can have the opportunity to return things to the same place.
Match objects to pictures.	★ Provide simple matching games, puzzles and other manipulatives.
Recognize patterns.	★ Use language to help point out patterns in the environment. (For example: say "Look! You have a pattern. Red. Blue. Red. Blue. What comes next?")

STANDARD 2

Spatial Awareness/Geometry: Children become aware of themselves in relation to objects and structures around them.

Young Infant: 0-8 months The Baby May: Experience differences in his/her location, his/her position and the position of objects in the environment.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Show a preference for how he/she is held by the caregiver. Extend his/her reach to kick or touch objects. Feel the shape of objects. (For example: wrap hands around the bottle during feeding.)	★ Be aware of the infant's preference for being held and hold the infant in his/her preferred position. ★ Provide items hung within the infant's grasp so that the infant has the opportunity for reaching while lying on his/her back. ★ Provide safe objects to hold and use language to describe what the infant is touching.

Mobile Infant: 6-18 months The Baby May: Begin moving with purpose. (For example: reaches for toy.)	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Begin to become mobile (roll over, sit up, crawl and walk). Manipulate three-dimensional objects.	★ Provide safe places and time for child to practice moving him/herself over, under, through, in and around various objects and spaces. ★ Provide child-safe washable balls, blocks, play foods, buckets, boxes, etc.

Toddler: 16-36 months

The Toddler May: Explore materials and space by handling, building, moving and manipulating.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Build and explore structures of various sizes using boxes, blocks, sand molds and pots and pans. Begin to be aware that shapes have names. Learn to manipulate his/her body in relation to people and objects around them. For example, the child might sit on another child, although having intentions to sit beside the other child.	★ Interact with the child using words like "on top of," "inside" and "behind." ★ Provide toys of simple shapes, and play with the child. Provide a name for the shapes as the child shows interest. ★ Provide language and experiences. (For example: "You're sitting on your friend's lap; let's move, so you're sitting beside Jimmy.")

STANDARD 3

Number Sense: The child will begin to develop an awareness of quantity.

Young Infant: 0-8 months The Baby May: Begin to explore objects in the environment, developing a foundation for number awareness.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Reach for more toys. Enjoy being read books that incorporate numbers and counting.	★ Provide toy sets that are within the infant's reach. (For example: multiple blocks, rattles, nesting toys, etc.) ★ Read books that have themes such as big and small, more or less, and counting.

Mobile Infant: 6-18 months The Baby May: Begin to show interest in characteristics of objects such as size or quantity.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Show an interest in singing in the environment and begin to participate in singing along to songs that include numbers and counting. Fill containers with objects and dump them out. Begin to use symbols, signs and language to show wanting "more." Match objects one to one. (For example: Put lids on containers.) Begin to nest objects inside of one another.	★ Sing songs that introduce counting and encourage the child to sing along. (For example: Five Little Ducks Went Out to Play; One, Two Buckle My Shoe.) ★ Provide opportunities for child to fill and dump containers with objects at the water table and sand table. ★ Respond with words and models, symbols, signs or language cues in response to child's request. ★ Provide pots and pans with lids and talk about the activity. (Teacher may say "You found the lid for that pan.") ★ Provide objects that can be placed on top of or inside one another (measuring cups).

Toddler: 16-36 months

The Toddler May: Begin to develop an understanding of numbers, the counting process and making comparisons (measurement).

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Match one to one with larger quantities. Connect language to concept and understand the differences in specific quantity and size. (For example: "more milk," "two eyes," and "He has more than me!")	★ Invite the child to help set the table for meals, giving him/her instructions such as putting a spoon on each napkin at the table for each person. ★ Ask questions that involve numbers, as well as read books and sing songs that include counting and matching. ★ Use mathematical terms in everyday conversation. Use language including quantity and size in normal interaction. (For example: "Dion, please bring me two blocks" or "Which truck is bigger?" or "Which bucket has more sand?")

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PHYSICAL DEVELOPMENT

During infancy through age three, children are not only growing physically in size but are also gaining control over their bodies. All children should be introduced to both indoor and outdoor space that allows them to be involved in a variety of appropriate physical activities. Small and large muscle skills and self-help skills increase over time. Healthy and safe environments should allow children freedom to move so that they can learn and grow to their potential.

Most children naturally discover and explore how to move their bodies. When given opportunities to move freely on the floor or on a mat, they strengthen their trunk and limb muscles. When a child learns to sit or hold an item it is the foundation for later learning.

(If needed, teachers should use adaptive equipment, ask for help with positioning and movement needs of the child and/or participate in medical care routines as needed.)

STANDARD 1

Large Muscle Development – The child will participate in activities that involve large motor skills.

Young Infant: 0-8 months

The Baby May: Demonstrate basic movements. (For example: lifting and controlling head, developing abdominal muscles, moving arms and legs, rolling over, sitting with and without support and beginning creeping.)

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Turn head from side to side. Raise head off floor. Kick feet and move hands. Push head and chest off the floor. Roll over. Sit with support. Sit without support. Rock back and forth on hands and knees and begin to crawl. Stand firmly on legs with assistance while in teachers lap.	★ While holding and supporting the infant's head, tell him/her a nursery rhyme. ★ Provide time and a safe space for infant to lie on his/her stomach. (For example: sit or lie on the floor with infant; talk, sing or read to the infant.) ★ Encourage motor development during routine activities such as diapering, bathing, feeding and changing clothing. (For example: singing songs, moving and stretching arms and legs and doing finger plays). ★ Encourage infant to lift head by holding a toy in front of face. Try to get infant to hold head up and look at you and the toy. ★ Provide safe places for infant to move freely. Encourage infant to roll by rotating a toy from one side of infant's line of vision to the other. ★ Hold infant in lap while reading a board book together or provide infant with firm, cushioned support when seated on the floor. ★ Keep infant in positions that allow free movement during the waking hours. Avoid restrictive devices such as infant seats or swings. Car seats in vehicles are the exception. ★ Encourage activities that facilitate motor development by putting a toy just out of reach, displaying pictures, toys, mirrors, etc. at infant's eye level. Give infant a safe place to move and explore. Talk to infant about what he/she is doing. ("Wow! You crawled to the book area. You are ready to look at books.") ★ Hold infant in lap and allow him/her to stand or pull him/herself up with your support.

Mobile Infant: 6-18 months

The Baby May: Demonstrate basic locomotor movements.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Creep and crawl. Pull self to standing by holding on to furniture. Stand alone with and without support. Walk with assistance. Walk without support. Climb into chair and seat self. Walk up and down stairs.	★ Engage child from a short distance by calling name or offering a favorite toy. Provide soft climbers, tunnels, or obstacles for child to crawl through or over. ★ Entice child to pull up by placing toys on secure and stable shelves and furniture. ★ Be alert for child who can stand but not sit back down and provide assistance when child indicates the need. Put child with diagnosed physical disabilities in prescribed adaptive equipment so he/she can move around and interact with others. ★ Provide wide-based push toys with handles such as toy grocery carts, toy lawn mowers or riding toys. Offer a finger or hand at child's level to hold as child leads. ★ Include daily activities both indoors and outside that involve movement and exercise. (For example, use records, cassettes, or CDs that contain games and songs that require child to practice movement skills.) ★ Be alert to child's growing climbing abilities by providing close supervision and safe options such as pillows and low platforms, child-sized chairs, or low climbers. ★ Provide balance beams, low climbers, stairs, slides, and appropriately-sized furniture for child to become aware of physical abilities and to practice skills.

The Baby May: Use large arm movements (non-locomotor).

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Bang toys and objects on table or floor. Throw balls or objects and move arms up or down with purpose. Use rhythm instruments.	★ Play with child in simple block play or offer pots, pans, wooden spoons, musical items (shakers, rattles, etc.), or pounding toys for banging. ★ Provide beanbags, balls or socks for tossing. Use easel painting, chalkboard drawing, block play, finger paint, play dough, and other sensory experiences to encourage coordinated arm movements. ★ Purchase or create simple rhythm band instruments such as a drum (oatmeal box), rhythm sticks (dowel rods), sand paper blocks (cover wood with sand paper), bells, tambourine, or shakers. Make available and accessible to child.

Toddler: 16-36 months

The Toddler May: Demonstrate beginning non-locomotor movements.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Sway or rock to music. Squat, stoop or bend. Reach for an object on tiptoes. Try to balance while standing on one foot.	★ Hold a child's hands to dance and sway with a variety of music. ★ Include daily music or movement activities such as stretching, bending, turning and other exercises that teacher and child create. Encourage child to pick up objects during daily routines. ★ Encourage child to reach (blowing bubbles, using a flashlight to "chase" the light, or singing Twinkle-Twinkle Little Star and show children how to reach for the stars). ★ Tell child a short simple story and have them act out actions. (For example: bend like a tree in the wind, push a heavy ball, pull a rope, and stand on one foot like a flamingo.)

The Toddler May: Use large arm movements (non-locomotor).

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Use rhythm instruments. Throw balls or objects. Use full arm motion to participate in sensory experiences. Use blocks or other materials.	★ Purchase or create simple child-safe rhythm band instruments for music and movement activities and free play. Examples include drum (oatmeal box), rhythm sticks (dowel rods), sand paper blocks (cover wood with sandpaper), bells, tambourine or shakers (cans or plastic bottles with beans, seeds or sand inside). ★ Provide age-appropriate balls and beanbags in various sizes and textures. Play games with the child that include throwing, pushing, or rolling the ball back and forth, tossing bean bags into a box or target, or playing basketball with a child sized hoop. ★ Provide large surfaces and easels for children to engage in sensory experiences. Play in non-toxic materials such as finger paint on large paper; use large paintbrushes; use a rolling pin and pounding tools with play dough; sand/water table with scoops and pitchers. ★ Provide opportunities for a child to participate in activities that require pushing, pulling, stacking, rolling, dumping with construction materials such as assorted blocks, cardboard boxes and containers.

The Toddler May: Demonstrate advancing balance, control and coordination.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Carry object while walking.	★ Encourage child to pick up and carry objects. (For example: a scavenger hunt, putting toys away and using a bucket to transport objects, etc.)
Dance to music, including songs that direct movement.	★ Play a variety of music demonstrating body movements encouraging children to imitate or freely move to the music.
Jump off low objects.	★ Provide opportunities for a child to jump using a low play structure, tape on the floor and jumping in and out of a hoop. Include activities that imitate the movement of animals. (For example: hop like grasshoppers, frogs, rabbits, or kangaroos.)
Move on riding toys without pedals using feet.	★ Provide age and size appropriate riding toys without pedals in an environment that allows free movement in a safe, large area.
Stop and turn while running.	★ Provide large area that is safe enough that a child can practice running, jumping and walking on tiptoes.
Ride a toy using pedals.	★ Provide age and size appropriate riding toys with pedals in an environment that allows free movement in a safe, large area.
Walk up and down low steps with assistance.	★ Provide platforms or steps for a child to walk up or down with assistance as needed.

The Toddler May: Demonstrate spatial awareness of whole body.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Become aware of how his/her body moves through space.	★ Create a series of tunnels, boxes and other materials for the children to crawl into and on top of. As the child moves describe his/her position. (For example, when the child is in the box say "I see you're in the box.") ★ Provide a variety of activities and materials such as scarves, hoops and parachute.
Walk backwards.	★ Provide safe push and pull toys that the child can pull while walking backwards. Encourage small group experiences with simple games such as follow the leader and Ring around the Rosy.
Climb structures.	★ Provide age appropriate and safe equipment for the child to utilize during free play indoors and outdoors.

STANDARD 2

The child will participate in activities that involve small motor skills.

Young Infant: 0-8 months The Baby May: Demonstrate basic small muscle movements.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN:**
Start with tight fists leading to open fist.	★ Offer your finger or thumb to grasp; avoid putting objects in a very young infant's hand as he/she is unable to release them.
Grasp and release whatever is put in hand.	★ Offer the infant a variety of toys (soft blocks, musical toys, rattles), which they are able to easily grasp and release. While the infant is experimenting with toys, talk about how infant is squeezing, reaching, holding or grasping the toys. ("You have a tight grip on that red rattle.")
Play with fingers and put them in mouth.	★ Incorporate a routine for frequent hand washing. Sing a hand washing song while assisting infant to wash hands and encourage healthy habits.
Play with grasped objects.	★ Provide toys that are scaled to size so infant can grasp, chew and explore them. Offer toys that have washable surfaces and are large enough to avoid choking such as vinyl, rubber, plastic or cloth books and toys.
Reach for and swipe at dangling objects.	★ Place activity centers at the head or foot of a reclining or sitting infant. Sit with infant and encourage infant to touch or move the center with hands or feet. ("What does that one do?" Teacher points. "That makes a crackly noise when you move the purple knob.")
Rake objects with hands.	★ Provide sensory experiences by placing textured objects on a flat surface in front of baby such as activity blankets, feely boxes, or touch and feel boards.

Mobile Infant: 6-18 months

The Baby May: Demonstrate increasing control of small muscles in hands.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Reach and successfully grab objects of interest.	★ Place toys/books just out of reach but still accessible to encourage the child to reach for them. Items may be placed on the floor, a low shelf or held in an adult's hand.
Pick up objects with thumb and forefinger (pincer grasp).	★ Provide opportunities and materials that encourage infants to use small muscles. ★ Provide containers for filling and taking out objects. Appropriate items may include books, nesting containers, plastic animals, thick crayons or markers with large sheets of plain paper, play dough for poking and pounding, and knobbed puzzles. ★ Provide opportunities for child to feed self, using appropriate finger foods.
Use simple hand signs and gestures.	★ Encourage child to wave bye-bye as parents, teachers and friends leave the room. (Introduce infant sign language.)

Toddler: 16-36 months

The Toddler May: Develop small muscle strength and develop coordination of hands and fingers.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Continue to use both hands together and show no strong preference for a dominant hand.	★ Provide a variety of manipulatives such as large beads and fish tank tubing, shape sorters, puzzles, sidewalk chalk and puppets.
Use hands to explore sensory materials.	★ Encourage exploration of materials using the sense of touch (non-toxic finger paint, gelatin, water, mud, fabric squares, and sandpaper).
May begin to favor one hand over the other.	★ Offer object to both right and left hands of the child from various positions.
Use hands to pound, poke, squeeze and build.	★ Provide play dough without tools at first, bubble wrap, soft blocks, sponges, and bean bags for a child to pound, poke, squeeze and build.
Manipulate various art mediums.	★ Provide finger paint, collage materials, play dough and tools, markers, crayons, chalk, blunt scissors and paper.
Begin to snip with safety scissors.	★ Allow child to investigate scissors using art materials such as paper plates, play dough, and various types of paper.
Hold crayon, pencils and markers with thumb and finger.	★ Provide blank paper and other materials of various sizes and textures for drawing and marking. ★ Allow opportunities for both independent drawing and shared drawing both indoors and outdoors.
Imitate finger plays with a growing complexity.	★ Do finger plays often such as Itsy Bitsy Spider or Five Little Monkeys.
Use both hands at the center of the body with increasing complexity.	★ Provide small inter-locking cubes or large snapping blocks for play. Encourage clapping activities and exploration of musical instruments such as rhythm sticks, cymbals and sand blocks.
Exhibit increased control when using various tools and objects.	★ Provide sand and water table and tools to squeeze and pinch. (For example: turkey basters, sponges, plastic eyedroppers, tongs, and chopsticks.) ★ Provide art media and materials such as play dough, washable crayons, markers, paints, chalk, tape and glue. ★ Provide opportunities to fold, tear and explore various types of paper. ★ Provide a variety of books for turning pages. ★ Interact with child using puppets. As the child uses the puppet the teacher can engage in turn-taking conversation.
Use items for building, stacking and fitting/connecting.	★ Provide two- to four-piece puzzles, pegboards, stacking toys and objects to string onto straws.

STANDARD 3

Child will participate in activities that require coordination of eye and hand movements.

Young Infant: 0-8 months

The Baby May: Begin to focus and follow objects with eyes, reach for and grasp objects.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Follow people and objects with eyes.	★ Draw attention to a mobile or picture, or show the infant an object he/she can follow with his/her eyes during diapering or floor time. Talk to infant about the mobile or picture.
Reach for and grasp objects.	★ Show the infant an object and encourage infant to reach for the object. Describe what infant is doing.
Look at objects in hand.	★ Provide wrist rattles and soft brightly patterned toys. Play Pat-A- Cake with infant, or assist infant with a simple finger play.
Move objects from one hand to another.	★ Provide a variety of toys that can be held, grasped or moved from one hand to another.

Mobile Infant: 6-18 months

The Baby May: Begin to strengthen hand and eye coordination by making hand to object contact.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Put objects in containers, eventually matching shapes.	★ Talk with child describing colors and shapes as he/she places objects in containers.
Stack blocks.	★ Let the child watch you stack a block and then give him/her time to stack his/her own blocks.
Place simple knobbed puzzle pieces into puzzle frame.	★ Play with child using large pegs and pegboards, knobbed puzzles with three to five pieces, and shape sorters.

Toddler: 16-36 months

The Toddler May: Demonstrate basic hand and eye coordination by making hand to object contact.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Play with interlocking toys.	★ Provide pop beads, large interlocking blocks, bristle blocks, snap blocks, linking cubes, puzzles or peg boards.
Catch a rolling ball with both hands.	★ Sit on the floor in front of child with legs outstretched in a V and roll a ball back and forth to each other. This may also be done as a small group activity with everyone sitting in a circle.
Scribble spontaneously; begin to imitate marks.	★ Make writing materials accessible such as crayons, markers, paper and chalk throughout the day. The teacher can provide pencils, paint, glue sticks and ink/paint dobbers with supervision.
Sort various objects by size, color, and shape.	★ Provide materials for sorting such as a shape sorter, beanbags, blocks, balls or colored plastic eggs.
Begin fastening and unfastening.	★ Provide opportunities for snapping, buttoning, zipping, wrapping or unwrapping or closing and opening containers.
Turn pages of a book one by one.	★ Provide board, cloth or vinyl books for free exploration at all times.
Build with blocks by stacking or lining up blocks end to end.	★ Provide an assortment of blocks including cardboard, wooden, hollow, vinyl or plastic.
Use hands for simple finger plays.	★ Sing songs with hand motions or do simple finger plays with the toddler such as the Open-Shut Them or Where is Thumbkin?
Scoop, shovel, fill, pour, and dump.	★ Provide pouring and dumping activities such as sensory tables or tubs with water, sand and other safe and appropriate sensory materials both inside and outdoors.
Use a tool to pound objects.	★ Provide pounding benches and hammers, pans and lids of varying sizes, wooden spoons and plastic tubs or play dough with a hammer.
Cutting with scissors.	★ Provide child-safety scissors, scrap paper, card stock, recycled gift cards, wrapping paper and other appropriate materials.
Use thumb and fingers to squeeze objects.	★ Provide child tweezers or tongs, eyedroppers, snap-beads, chop sticks and turkey basters in the sensory play area.

STANDARD 4

Child will participate in activities that require the development of self-help skills.

Note: The first resource is the child's family. Everyone benefits when there is close communication with families to learn about their cultural practices related to caregiving routines such as feeding, sleeping/naps, and encouraging children to gain independence.

Young Infant: 0-8 months The Baby May: Begin to participate in self-help activities.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN:**
Coordinate sucking, swallowing and breathing.	★ Allow infant to determine the pace of feeding and respect individual differences.
Develop own schedule of feeding and sleeping.	★ Recognize and follow the infant's changing patterns (time and amount needed) for eating and sleeping.
Develop self-soothing skills. (For example: sucks thumb or pacifier.)	★ Be responsive to individual comfort needs. Allow infant to suck thumb, use a pacifier or cuddle a blanket. Be mindful of responsive practices such as holding, rubbing, patting, hugging, adjusting lighting and noise levels, swaddling and rocking that may help infant feel secure.
Begin to mouth and gum solid foods.	★ Work with families and follow nutritional guidelines when introducing solid foods.
Attempt to feed self.	★ Allow infant to assist in holding a bottle. Provide simple foods such as crackers or cereal.

Mobile Infant: 6-18 months

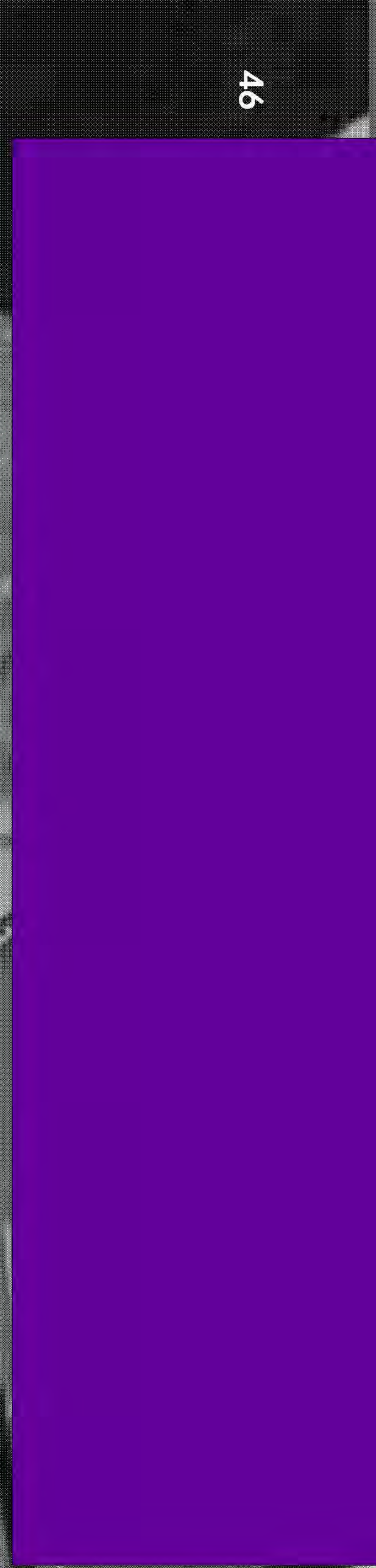
The Baby May: Demonstrate increased participation in self-help activities.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Begin to feed self (hold bottle, use fingers,imitate others, use spoon and cup, but may spill).	★ Eat and drink with the child to model feeding skills (family-style dining). Provide time and appropriate utensils and equipment for self-help such as unbreakable cups with handles, small spoons, bibs, paper towels for clean up and items that are designed or adapted for children with varying types and degrees of development and disabilities.
Indicate wants through gestures and vocalizations.	★ Recognize and respond appropriately to child's vocalizations and gestures in a timely manner. ("I hear you crying; you might be hungry. Would you like your bottle?")
Attempt to undress and dress self.	★ Encourage child to pull off socks, put on or take off shoes, or put on hat, etc. Describe activities that assist children in acquiring skills. ("Let's pull off your hat, and then your shoes.")
Gain more independence and self-regulation in rest habits.	★ Work with families about rest time patterns and when to transition from crib to mat/cot or a bed. ★ Provide an environment that allows children to rest or sleep as needed.
Assist in care of self (in picking up toys, wiping nose, washing hands, daily routines).	★ Provide opportunities in the daily routine for children to imitate and practice self-help activities (by assisting with hand-washing, singing a clean-up song while picking up toys, dumping plate after meals).

Toddler: 16-36 months

The Toddler May: Demonstrate and improve self-help skills.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Undress/dress first with assistance and then independently.	★ Use adequate time during routines and transitions to support a child's growing independence from undressing with assistance to without assistance. The teacher can provide assistance with fastening. ★ Provide dress-up clothing that is an appropriate length, loose fitting, elasticized, over-sized or has large zippers and buttons so a child can practice dressing and undressing in the dramatic play area. ★ Provide dressing dolls, dressing frames that provide practice with zippers, buttons, snaps and loop fasteners.
Feed self.	★ Provide access to sinks to encourage hand washing done independently before and after eating. ★ Use child-sized unbreakable utensils and furniture during meals. ★ Serve meals family style, respecting ethnic and cultural diversity, valuing family input, while allowing the child to serve his/her own food. ★ Expect that a young child is curious about his/her food and needs extra time to experiment during mealtime. ★ Sit children together at the table for eating to provide a more social experience. Allow time for interaction during a relaxed mealtime. ★ Respect individual eating needs. ★ Sit with the child to extend conversations and to model appropriate eating behaviors and table manners.
Learn to use the toilet. (This will be a progressive and regressive process.)	★ Provide potties, very low toilets or adaptive equipment to encourage independence. ★ Provide assistance as each child needs. ★ Cooperate with family in understanding individual and cultural differences regarding toilet-learning readiness. ★ Work with family to provide manageable clothing. Support a child's growing independence by offering positive reinforcement and by being responsive to a child's verbal and non-verbal signals. ★ Keep a change of clothing available to use as needed. ★ Provide access to sinks to encourage independent hand washing after toileting.
Assist with simple tasks. Care for body. Begin to self-regulate resting needs.	★ Provide opportunities and encourage the child to pick up and put away toys, set the table, wipe the table, clean up spills, sort socks, fold dish cloths, etc. ★ Encourage the child to wipe his/her nose, brush teeth, properly wash and dry hands, etc. ★ As child learns to rest according to a group schedule, individual needs are still important and provisions should be made for the child who needs a quiet time earlier in the day, if not an actual nap. ★ Create a ritual around naptime and going to sleep. Start the ritual by transforming the room so it suggests sleeping rather than play. The atmosphere is subdued and hushed so that a child feels the transition.



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HEALTH AND SAFETY

Very young children begin to develop awareness of self and their own abilities as they grow from infancy to age three. For optimal development, teachers see to children's health care, supervision and nutritional needs. Providing learning experiences that encourage exploration in a safe and healthy environment and modeling appropriate actions and behaviors are also strategies that promote development.

Hand washing routines, dressing for weather, and eating nutritional foods are some health and safety practices that occur daily in a learning environment. Teachers are responsible for creating a setting where good hygiene and sanitation are practiced; providing safe and appropriate space, materials and furnishings; and modeling good health and safety behaviors.

STANDARD 1

The child will participate in activities that promote health, safety and nutrition.

Young Infant: 0-8 months

The Baby May: Become familiar with routines of health and safety practices, while relying on teachers to provide a safe environment.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Explore surroundings by reaching and seeking things to touch, grab, hold or put in his/her mouth.	★ Provide a safe physical environment. (For example: complete regular safety checks, both indoors and outdoors, clean and sanitize the child's items daily and as needed.) ★ Closely supervise infant and monitor physical health. (For example: conduct daily health checks and be aware of any allergies, medications, etc. the infant may have or need.) ★ Perform caregiving routines slowly and carefully, telling infant what is coming next, being respectful of the infant's response time and waiting for infant readiness before taking each step. For example say: "Now we're going to put on your socks" or "We're going to change your diaper now." ★ Communicate about routines through conversation, song, sign-language or pictures. ★ Model good health and safety practices, especially proper hand washing techniques and oral health practices. (For example: wipe the infant's gums with a clean, soft cloth after feedings.) ★ Acknowledge families' cultural or religious food preferences. ★ Follow appropriate health and safety guidelines related to child nutrition. ★ Provide accommodations for breast feeding and/or use of expressed breast milk. ★ Respond to infants' individual feeding preferences. ★ Hold infant when using a bottle for feeding and engage in eye contact and conversation. ★ Be aware of allergies of individual infant; serve nutritious and age-appropriate foods that do not pose a choking hazard. ★ Understand, recognize and respond positively and promptly when the infant indicates need.
Respond to repetition and adult conversation and singing during caregiving routines. (For example: the child might relax during bathing, diapering, or feeding routines.)	
Show increasing interest in being fed, food and meal times (from recognizing breast or bottle to holding bottle or cup; from opening mouth for food to finger feeding, etc.).	
Use different gestures and cries to indicate basic care and health needs (hunger, sickness, sleepiness, discomfort, etc.).	

Mobile Infant: 6-18 months

The Baby May: Show increasing awareness, imitate and begin to participate in health, safety and nutrition practices.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Begin food transitions, such as from breast milk or formula to milk or milk substitute; pureed or jar baby food to finger foods, etc.	★ Work with family and health care providers to coordinate the introduction of new foods. Respect the child's and family's food preferences and the child's developing self-feeding abilities.
Begin eating solid foods and to show increasing ability to feed self.	★ Provide opportunities for child to select safe foods and to feed self. ★ Encourage the child to establish healthy eating habits. (For example: provide drinking water throughout the day.)
Participate in health and hygiene activities. (For example: offer hands to be washed, hold toothbrush for brushing teeth, mimic cleaning using a cloth to wipe table, etc.)	★ Encourage the child's interest and participation in basic care routines. ★ Ask the child what the next step in the routine is. ★ Make care routines an enjoyable experience by using songs and fingerplays.
Become increasingly curious and mobile and explore his/her environment.	★ Ensure a child-safe environment is provided. (For example: get on the child's eye-level to see potential safety risks; use outlet safety covers; provide locked cabinets for cleaning supplies and medications, etc.). ★ Model and provide encouragement and opportunities to learn good health and safety practices, especially proper hand washing and hygiene techniques. ★ Closely supervise child and monitor physical health including procedures to follow regarding allergies, medications, illness, etc. ★ Work with family to coordinate timing and process for toilet learning. ★ Be aware of the child's elimination patterns in order to help him/her recognize times to use the potty until he/she can better self-regulate. ★ Accept that spills and toileting accidents are a part of the learning process. ★ Serve foods that do not pose a choking hazard or cause an allergic reaction. ★ Assist child in feeding him/herself and helping with cleanup. ★ Set developmentally appropriate expectations for children in developing manners and etiquette. ★ Encourage child's interest in and exploration of foods, both real and pretend.

Toddler: 16-36 months

The Toddler May: Show increasing understanding of and initiate health and safety practices.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Show body awareness related to basic care routines (become quiet when placed on changing table; put brush/comb to hair; show discomfort when wet or soiled; may hide to have bowel movement, etc.). Show interest in activities that promote health and begin to participate in care routines (wash and dry hands with adult assistance; put arms out when coat is being put on; participate in cleaning up a spill, etc.).	★ Model and provide encouragement and opportunities to learn good health and safety practices, especially proper hand washing and hygiene techniques. ★ Closely supervise child and monitor physical health including written procedures to follow regarding allergies, medications, illness, etc.
Begin to recognize bodily functions and to show interest in using the bathroom instead of the diaper. Respond to adult guidance and reminders related to health and safety. (For example, "Time to go potty.") Eat independently using child-sized dishes and utensils and exhibit food preferences; may have periods of picky eating or increased appetite.	★ Work with family to coordinate timing and process for toilet learning. ★ Be aware of the child's elimination patterns in order to help him/her recognize times to use the potty until he/she can better self-regulate. ★ Accept that spills and messes are a part of the learning process. ★ Serve foods that do not pose a choking hazard or cause an allergic reaction. ★ Assist child in feeding him/herself and helping with cleanup. ★ Set developmentally appropriate expectations for child in developing manners and etiquette.
Communicate nutrition-related information and show interest in dramatic play materials related to food and nutrition.	★ Encourage child's interest in and exploration of foods, both real and pretend.

SCIENCE

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SCIENCE

Young children naturally explore. They are looking, touching, tasting, smelling and listening to everything in their surroundings. Infants, toddlers and twos react and respond to experiences and adults in the environment. Adults need to seize teachable moments and encourage children to build on existing skills.

All infants, toddlers and twos should have opportunities to be involved in science-related concepts. Observing the fish in a fish tank, digging in the sand with a pail and shovel and finding another red truck are all activities that relate to scientific thinking and problem solving. These experiences will assist children in acquiring knowledge on which to build a better understanding of the world.

STANDARD 1

The child will begin to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering and examining.

Young Infant: 0-8 months

The Baby May: Use his/her senses to explore the environment.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Turn toward new sounds. Feel different textures. See faces and patterns. Begin to understand cause and effect.	★ Provide different sounds in a variety of ways. (For example: playing child-appropriate music, talking to infant, playing a music box, singing to infant, etc.). ★ Provide toys and fabrics of varying textures. (For example: large rubber balls; soft balls, touch and feel books.) ★ Hold infant while feeding, make eye contact while changing diapers, etc. ★ Provide variety of patterns in the environment such as colors, shapes and toys. ★ Look in the mirror with the infant while talking about what you are seeing (body parts, emotions, facial expressions, etc.). ★ Acknowledge promptly with words and a soothing or gentle touch when infant cries. ★ Add interesting toys that respond to the actions of the infant: soft balls, rattles, cloth toys, squeeze toys, plastic keys and mobiles.

Mobile Infant: 6-18 months

The Baby May: Increasingly show interest in surroundings and gather information through senses and movement.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Continue to explore cause and effect.	★ Provide sensory experiences such as water, sand, etc. Add tools such as a turkey baster, sifter and cups. ★ Provide everyday objects (rattles, blocks, balls, water table) for babies to safely explore, both indoors and out.
Begin to solve problems.	★ Provide simple problem solving tasks such as two to three piece puzzles. ★ Provide objects so child explores strategies to achieve a result (shakes a rattle for sound, grabs a toy to hear it squeak, drops toy so teacher will pick it up).
Begin to notice the difference between familiar people and strangers.	★ Provide support for child when strangers are present, introducing them and staying near child if needed.
Demonstrate object permanence.	★ Play games to reinforce object permanence. (For example: hide a toy under a blanket for child to find, play Peek-a-Boo, or a simple game of Hide and Seek.)
Use simple tools in self care and play.	★ Provide for and encourage the child to pull the blanket to make a toy on top of it come closer, use a small broom to sweep, begin feeding self with spoon, push a toy cart, or play with push-button toys, etc. ★ Provide manipulatives such as toy shovels, tools, small brooms and dustpans, large spoons, pans and washcloths. ★ Provide child-sized spoons and sit and eat with child to be a role model during meal times.

Toddler: 16-36 months The Toddler May: Begin to develop scientific skills such as observing, comparing objects and exploring the environment.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN:**
Expand understanding of cause and effect relationships. Continue solving problems. Continue to use senses to discover. Expand vocabulary related to scientific concepts such as observing, exploring and comparing.	★ Provide additional opportunities for child to affect the environment. (For example: containers to pour water, scales to place objects on, sand sifters, simple cooking experiences or gardening activities.) ★ Ask questions such as, "What do you think the ball will do when I drop it?" ★ Provide problem-solving games such as shape sorters, cardboard boxes, blocks, stacking toys and puzzles. ★ Talk with child about natural objects and everyday events (how does food smell, taste, etc.). ★ Provide a variety of sensory experiences through sensory tables, manipulative activities, etc. ★ Provide books, pictures, toys and objects that show scientific concepts. (For example: books and pictures that incorporate real photos rather than cartoon images.) ★ Engage in conversations with child asking about what they are seeing and doing using open-ended questions. (For example: ask the child to tell you the differences between pictures of two dogs, tell you which of the buckets has more blocks or which crayon is longer, etc.)

STANDARD 2

The child will investigate objects with physical properties and basic concepts of the earth.

Young Infant: 0-8 months

The Baby May: Begin to notice the differences in physical characteristics of objects.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Begin to recognize people and objects based on their simple differences.	★ Provide opportunities that allow the infant to experience the different properties in objects such as cool/warm, smooth/rough and wet/dry.
Use the five senses to experience physical properties of his/her environment.	★ Provide opportunities in which the infant can experience the physical properties of things in the environment. (For example, feel the mist of the rain, play in the snow, feel warm water from the sink, etc.)

Mobile Infant: 6-18 months

The Baby May: Demonstrate motivation and curiosity in exploring the environment.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Develop an awareness of materials of the earth.	★ Arrange the learning environment to include common earth materials (soil; snow; large, smooth rocks; or leaves; etc.). ★ Under close supervision, allow the child to explore the outside environment.
Use simple language with weather concepts.	★ Provide and expand on concepts using the language demonstrated by the child. Concepts include sunny, hot, cold, rainy, windy, etc. (For example: a child is outside and squints his/her eyes; the teacher may say, "The sun is bright outside today!")

Toddler: 16-36 months

The Toddler Might: Explore, discover, and investigate the physical properties of the earth.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Develop an awareness of seasonal changes and begin to gain understanding of weather concepts.	★ Play with child outside and talk about the weather. (For example: "You are wearing warm clothes and shoes when it's cold outside" or "When you wear sandals, your toes feel warm in the summer sun.") ★ Use weather words (cloudy, rainy, cold, warm, sunny, etc.) while singing and talking.
Ask questions about the earth.	★ Engage child in safe activities to explore dirt, sand and water. (For example: "Why is the ground wet? Why are the leaves falling off the trees?")
Identify or label characteristics of the earth's materials.	★ Provide samples of the earth's materials for the child to identify and manipulate. (For example: a large rock with fossils and a large magnifying glass, baggies of red dirt, brown dirt and potting soil.) ★ Introduce child to pictures of natural phenomena. (For example: pictures or the ocean, caves, waterfalls, forests.)
Participate in caring for the environment.	★ Guide and point out moments and activities that help preserve the environment. (For example: recycle paper after an activity, turn off the lights when leaving a room, color on both sides of paper.)

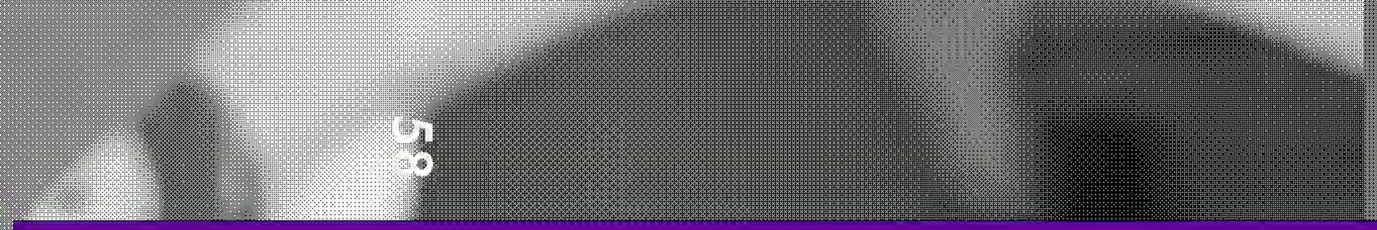
STANDARD 3

The child will observe and investigate living things.

Young Infant: 0-8 months The Baby May: Notice plants, animals and other people in the environment.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN:**
Respond automatically to the environment.	★ Provide an environment that includes living and non-living items. (For example: artificial or non-toxic flowers or plants, realistic toy animals and photos of real animals.) ★ Sing songs and read books from a variety of cultural backgrounds that describe plants and animals and how they grow and change.

Mobile Infant: 6-18 months The Baby May: Explore characteristics of certain living things.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN:**
Respond to and/or express curiosity about living things.	★ Take the child on a nature outing to places (zoo, farm, or park) where she can observe and explore living things. This can also include taking a walk around the block, observing bugs swarm lights, watching ant hills form, or watching the leaves fall off the trees. ★ Supervise, model, and teach respect for plants, insects and animals. ★ Provide opportunities to listen to the sounds of nature (blowing wind chimes, rain and thunder outside, nature recordings, etc).

Toddler: 16-36 months The Toddler May: Explore and investigate physical properties of living things.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN:**
Begin to understand characteristics of their environment. Use sounds and simple words to describe things in the environment.	★ Take advantage of everyday events to talk with the child about nature and science. (For example: the changing weather, a growing puppy, animal sounds, etc.) ★ Provide a visual and print-rich environment of items displaying various realistic types of animals, plants, and people. ★ Bring child-friendly plants and animals into the environment for taking care of, observing and exploring.



SOCIAL AND EMOTIONAL DEVELOPMENT

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SOCIAL AND EMOTIONAL DEVELOPMENT

By nature, children are social beings. Social and emotional development is the key that unlocks the door of learning. When teachers develop positive, nurturing relationships with young children, the young child feels more secure in the environment and more likely to feel comfortable learning and growing. Caring teachers make a positive lasting impression on a child and how he/she feels about him/herself. Such relationships are likely to lead to a more emotionally secure and independent child. Social development serves as the foundation for relationships that give meaning to children's experiences at home, school and the community.

STANDARD 1

The child will develop social skills and a sense of security through relationships with others who consistently meet his or her needs.

Young Infant: 0-8 months

The Baby May: Begin to form and maintain secure relationships with others.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Recognize, respond or react to familiar and unfamiliar adults. For example, accept physical contact and respond to cuddling or maintain eye contact during feeding and interaction with an adult.	★ Be a caregiver who knows and builds a trusting relationship with the infant. ★ Recognize one's own emotional state and use a calm manner when interacting with infants. ★ Talk to, smile at, or cuddle with and allow infant time to respond to you. ★ Follow the infant's lead and respond immediately and consistently to cries and cues. (For example, follow the infant's patterns for when he/she is hungry and how much he/she eats, sleeps and plays.)
Show interest in others by smiling, squealing, rapid arm and leg movement or other movements.	★ Provide time for infant to watch others for short periods without interruption, for interaction with others and independent playtime. ★ Provide opportunities for infant to initiate interaction with other adults and children.
Show awareness of feelings displayed by others by matching the facial expressions and smiling responsively.	★ Make different facial expressions and allow time for the infant to mimic or respond to the expressions (happy, sad, excited, surprised, etc.). ★ Provide words to the infant's expression of emotion such as hungry, sad, sleepy, etc.

Mobile Infant: 6-18 months

The Baby May: Continue to strengthen relationships with adults and begin to develop an interest in other children.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Engage in social games with familiar people through playful back and forth interactions.	★ Provide opportunities for child to engage in games such as Pat a Cake, Peek-a-Boo, Dropsy, and fill-and-empty containers.
Show feelings of security with familiar adults. (For example: begin to explore but look back to teacher for reassurance, smile and go to familiar adults when they enter the room, and snuggle closer to a familiar adult when an unfamiliar person tries to hold him/her.)	★ Allow child to explore independently while providing attentive supervision (watch the child and be available when he/she looks back to the teacher for reassurance). ★ Reassure child when teacher transitions occur. (For example, "I'm going on break now. Ms. Suzie will help you if you need it" or "Daddy is going to fix our lunch. We can play together again after we eat.")
Express self by using verbal and non-verbal cues, such as raising arms to show he/she wants to be picked up or held.	★ Respond to child when attempting to communicate needs or wants.
Begin to relate to other children.	★ Allow opportunities for interaction near or with other children. (For example, play simple games like rolling a ball back and forth.)

Toddler: 16-36 months

The Toddler May: Continue to develop social interaction skills and begin to show independence while maintaining strong attachments with caregivers.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Enjoy solitary play with coloring, building or looking at picture books for a few minutes.	★ Provide space and materials for child to engage in play on their own. Include indoor and outdoor playtime.
Engage in parallel play by playing alongside another child, imitating action or using similar materials.	★ Provide opportunities for child to choose to play next to or with another child and provide more than one of the same toys and materials from which to choose.
Engage in brief social games that last a minute or two.	★ Provide opportunities for child to engage in interactive games (Ring Around the Rosy, Itsy Bitsy Spider, give-n-take, roll the ball, etc.).
Recognize familiar people in person or in a photograph.	★ Display photographs of the child's family and pets at his/her eye-level. Ask child about the photos.
Express self verbally and non-verbally with gestures. May become frustrated when not understood.	★ Recognize the child's attempts to communicate through gestures and attempts to use words to express needs and desires. Caregiver should provide words to describe these attempts. (Daisy points at the block and utters "ug-uh." Teacher says, "Block. Daisy do you want the block?")
Respond to and initiate interaction with others. Smile or laugh in delight in response to others and show concern when others are hurting or crying.	★ When appropriate, encourage the child to try to comfort others who are sad, hurting or angry.

STANDARD 2

The child will develop strategies to regulate emotions and behavior.

Young Infant: 0-8 months

The Baby May: Begin to develop the skills necessary to participate in a variety of settings.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Learn to sleep through normal environmental noise such as the dishwasher running, conversations, etc. Give cues to how they are responding to the environment. (For example: stop crying or kick legs in excitement when a familiar object is given to them, turn head and break eye contact when someone is in the space, frown, and/or arch back when there is too much noise, light or activity.) Learn to calm or soothe self when upset or tired, such as sucking fingers or a pacifier. Relax when rocked gently and then fall asleep when placed in crib.	★ Maintain normal activity while infants sleep. ★ Learn the infant's emotional cues and respond appropriately to his/her needs. (May talk in soft, soothing voice to reassure the child or switch from an excited to a calmer voice or reposition if the child seems over stimulated.) ★ Be responsive to crying infant by adjusting tone and volume while offering supportive phrases, such as: "I know you're upset. It's OK. You're going to be all right." ★ Respond to infant's individual rest time needs.

Mobile Infant: 6-18 months

The Baby May: Begin to recognize and respond to the emotional cues of self and others.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Show comfort in having the same routine. (For example: naptime, after lunch, changing a diaper, reading story, having a designated spot to sleep.)	★ Maintain a consistent routine for the child.
Try to self-comfort or cry and move toward an adult for comfort, expecting the adult will respond to needs.	★ Maintain consistent and responsive caregiving for the child. (For example: minimum transitions between teachers are ideal for the child.) ★ Respond immediately, consistently and appropriately to the child's needs for comfort. ★ Maintain a safe space for exploration. Use soft lighting, gentle music, soft voices, etc. ★ Store security/comfort items where the child can access them.
Begin to take care of needs by doing things like feeding him/her self or expressing a desire to take off own shoes.	★ Allow time for child to explore and practice self- help skills. ★ Provide small, bite-size, non-choking foods for child to practice self-feeding. ★ Expect messes as child learns to self-feed with fingers and using a spoon.

Toddler: 16-36 months

The Toddler May: Continue to learn and accept limits while developing an "I can do it" attitude.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Show anxiety over separation from teacher, but may calm down once teacher has left.	★ Be confident, calm, understanding and reassuring when leaving the anxious child. (For example, "Mommy is going to work; she will be back after snack time. I will take care of you until then.")
Play calmly near other children, but may also cry, bite or hit if another child tries to use something the child is playing with.	★ Say to the child, "Monte wants to play with the cars, too." Then redirect the other child's attention, "Monte, let's use this car that Buford is not playing with."
Take a toy from another child, and not return it when asked to by an adult.	★ Give children choices. ("You can give that car back or I can help you give it back.") Be consistent. ★ Talk about and model sharing with the child, using words and recognizing the child for sharing with you or another child. (For example, "I will share my doll with you." or "You gave me your crayon. Thank you for sharing with me.")
Begin to understand the concept of taking turns in a game.	★ Play simple games with the child where you practice taking turns. (Say: "You put a block on the shelf. I'll put a block on the shelf." Or "I roll the ball to you. You roll it back to me.")
Begin to understand the concept of property such as "yours," "his" and "mine."	★ During routines and play use words to describe property, such as, "This is Maggie's diaper bag." When putting out a snack, say, "This is yours and this is Erin's."
Carry out simple directions when stated in positive and brief statements.	★ Expect the child to follow your directions. ("Sit on your bottom," "Feet on the floor," "Use your inside/quiet voice," and "Bring your plate to me in the kitchen.")
Have a temper tantrum and cry, yell, hit, kick feet and refuse to stop when she is tired, hungry or angry.	★ Anticipate the actions of the child to prevent them from hurting themselves or others. Allow the child a safe environment to express his/her emotions. When the child settles down, talk in a calm manner about appropriate behavior.

STANDARD 2

The child perceives self as a unique individual.

Young Infant: 0-8 months

The Baby May: Demonstrate an emerging awareness of self and others.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Express needs by crying differently based on the need. (For example: cries vary in pitch, length and volume to indicate hunger, pain, etc.) Use body movements to express feelings such as kicking in excitement. Explore own body. For example, watch own hands in fascination and repeat body movements. Smile at mirror image even though he/she may not recognize it as an image of his/herself.	★ Respond appropriately according to the infant's need. (For example: "I can hear you are hungry: I will warm your bottle.") ★ Follow the infant's lead and respond to his/her body movements. When the child is kicking, say, "Oh, aren't you happy to see me!" ★ Lay the infant on a quilt on the floor and provide time for exploration. ★ Talk with the infant about what he/she is seeing in the mirror.

Mobile Infant: 6-18 months

The Baby May: Show awareness of self in voice, mirror image, and body.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Express preferences. Express emotions (verbal and nonverbal) that fit the situation. Like to be in constant sight and hearing of adult. Will often return to teacher as a secure base when playing.	★ Be aware of the child's preferences and provide opportunities for children to make simple, acceptable choices between two items. ★ Provide a safe environment to express the child's preferences. ★ Use words to describe the emotion the child expresses. ★ Supervise child by sight and sound at all times. For example, sit on the floor with the child while they play around you; engage in play when initiated by the child.

Toddler: 16-36 months

The Toddler May: Show behaviors that reflect child's self concept and begin to distinguish self from others.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Point to different parts of his/her body and name them.	★ Sing songs that name body parts in the song. (For example: Head, Shoulders, Knees and Toes.) ★ Ask the child questions. (For example: "Where is your nose?" "You pointed to your nose.")
Attempt to complete daily basic living tasks such as dressing, self-feeding, brushing teeth.	★ Encourage self-help skills such as feeding and dressing him/herself. Provide lacing, snapping books, dolls and clothes for dramatic play, etc.
Understand the reflection in the mirror is actually their image.	★ Provide safe, shatterproof mirrors at child's eye level for children to look at themselves. Talk to them about what they see in the mirror.
Recognize they are a separate person from others.	★ Take opportunities to help the child distinguish from self and others. (For example, point to your nose and say, "Here's my nose. Where's yours?)

SELF AND SOCIAL AWARENESS
(Social Studies)

Self and social awareness for very young children include learning about self, others and the world around them. As infants, toddlers and twos are able to notice differences between themselves and others, they begin to be aware of and learn to be respectful of each other's unique characteristics, abilities and talents. Beginning concepts can be explored with questions such as, "Who are the members of my family?" "Who are our neighbors?" "Where do we live?"

Skills such as working independently, problem solving and decision-making begin when very young children engage in activities with others. These activities will be the foundation of later learning in history, geography, economics and civics.

STANDARD 1

The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.

Young Infant: 0-8 months

The Baby May: Begin to recognize differences in people, routines and places/environments.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Recognize others by voice and/or sight. Sense and respond to others' emotions, such as happy, sad, etc. Show preference for one adult over another adult, such as, 'my daddy' and 'his daddy'.	★ Talk to the child during routines and activities. (For example, "Look, there's your mother," "It's time to change your diaper. I'll wash my hands and then get a clean diaper.") ★ Use photographs and pictures to encourage responses from child. Familiar family or pet pictures can be hung at eye level. For example, a picture could be placed under Plexiglas or contact paper and placed on the floor for him/her to lie on and look at. ★ Be aware of actions and voice inflection or tone used. Try to be calm, steady, and comforting. ★ Incorporate words and songs to generate specific responses. (For example, sing or hum a lullaby or song.) ★ Provide stable and consistent care. (For example, have limited transitions and/or have the same caregiver during the day.) ★ Recognize the value of the bonding and attachment that are developing and appreciate the importance of this community connection when a child shows preference for a teacher or one family member over another. ★ Say: "Here is Mary's mother" or "That is Jake's daddy" when the child's parent arrives.

Mobile Infant: 6-18 months

The Baby May: Begin to make connections and understand his/her association with other people, places/environments and regular routines.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Show an interest in community service workers and be fascinated with large trucks, planes, trains, lawn mowers or animals. Become familiar with routines, rituals and traditions relating to family and community culture.	★ Provide books and pictures of cars, trains, and community service vehicles (fire truck, ambulance, police car, etc.). ★ Point out the things seen in the community. ("See the dog?" "There's a fire fighter." "Look at the garbage truck.") ★ Make planned visit to a petting zoo and/or attend community events (county fair, pow-wow, stomp dance, church, farmers' market, flea market, health and safety fair, etc.). ★ Invite family/community members to share their family or cultural traditions either by demonstration or by storytelling. ★ Provide and discuss familiar items from the family such as a ribbon shirt (Native American) or a mailbag from Quinton's mother who is a mail carrier, etc.

Toddler: 16-36 months

The Toddler May: Begin to understand and act upon social concepts (geography, civics, history and economics) and how those concepts impact his/her environment.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Identify his/her role as a member of a family/group.	★ Ask the child to describe experiences shared within the family. For example, look at pictures of family members and engage in conversations about who is in the picture. ★ Provide opportunities for children to begin to participate in role-playing. (For example: provide props such as dolls, dress-up items, infant clothes, kitchen equipment, etc. If in group child care, assure the learning environment reflects the children served and the greater world.) ★ Create opportunities for the child to recognize members of the group and/or friends. (For example, ask "Who is not here today?" or post pictures of children in the class and ask questions about the pictures.) ★ Encourage family members to visit and read or share stories about family history and culture. Family members could include grandparents, aunts and uncles, etc. ★ Assign different age-appropriate helper jobs like sorting the socks, wiping the table, pushing in chair, taking dirty dishes to the sink, picking up toys, feeding the pet, etc.

Begin to recognize community workers and show increased awareness of their jobs.	★ Provide dress-up and role-play props that reflect different types of community workers and the occupations of the children's families. (For example, paper, pencil, envelopes, and "stamps" with a box for mailing letters; an old garden hose for the fireman, etc.) ★ Use pictures and books to show and describe different community workers, their roles and the dress and equipment used. ★ Provide community helper block accessories for play. ★ Provide access to community workers such as a firefighter, a postal carrier, a nurse, or a truck driver.
Begin to play cooperatively or wait his/her turn in a variety of settings, including sharing and practicing using manners such as saying "please" and "thank you," etc.	★ Support sharing by example and through encouragement. ("May I draw pictures with you?" "Thank you for sharing your crayons with Ebony." "Ask Ann if she will share the puzzles with you." If a child reaches for a crayon in the teacher's hand, say, "Here (offering the crayon), I'm happy to share the crayons with you.") ★ Provide opportunities for "turn-taking" games and activities. (For example, "You roll the ball, then Jack rolls the ball back;" "You slide down first, then Samantha;" "You find a matching picture, and then I'll find a matching picture.")
Begin to understand that money is needed to purchase things.	★ Provide pretend money for the child to purchase things in a dramatic play grocery store, bank, post office, etc. Allow child to put "price tags" on items. ★ Read books about using currency or bartering to purchase things, both now and in days past (Caps for Sale, Stone Soup, etc.). ★ Talk about and encourage the child to save money to purchase a special item. ★ Talk about giving his/her time, extra clothing, food, toys or money to charitable causes. (For example: help children sort out their clothes or toys and donate them to a child care or charity, etc.)
Develop an understanding of the concept of time by beginning to use words to describe time (such as later, after snack; after rest time; tomorrow we will not come to school). Note: Remember that these words will generally reflect past, present and future and may not be accurate representations of units of time. ("Yesterday we went to the zoo," meaning last week or last summer.)	★ Use statements that reflect the concept of time. (For example, "Your Mama is coming after we eat our snack," "It's your birthday today" or "When the sun goes down and it is dark outside, it will be time for dinner.") ★ Talk about daily activities and say "First we will read a book and then we will go outside," or "After lunch, then we will brush our teeth." ★ Use pictures to show the order of typical routines of the day.

Develop an understanding of the location of familiar places within his/her community and region. Begin to recognize landmarks on familiar transportation routes.	★ Provide pictures of familiar landmarks in dramatic play (such as stores and restaurants). ★ Discuss familiar places and things in the community, region or state. (For example, "This weekend we are going to Stilwell for the Strawberry Festival. We hope there is a good crop of strawberries this year.") ★ Encourage the child to look for landmarks. (For example, "When we drive to daddy's work we will see the Golden Driller.")
Begin to include representations of roads, bodies of water and buildings in his/her play.	★ Provide a variety of blocks during block, sand, and dirt play. The child can use these to build a bridge to drive their toy cars over the "water" or make a road in the sand.
Begin to use words and identify pictures to indicate directionality, position and size.	★ Create opportunities for child to verbalize location of objects that are hidden. (For example: a Hide and Seek game.) ★ Label shelves with pictures and words so that child can put items where they belong.
Correctly use words such as big, little, above, below, beside, etc.	★ Use descriptive words during activities. (For example, "When it snows, we will go sledding down the big hill.")

(b)(6)

American Academy of Pediatrics

Center for Disease Control and Prevention; Child Development, Disabilities, Act Early (CDC)

Center for Early Childhood Professional Development at the University of Oklahoma (CECPD)

Center on the Social Emotional Foundations for Early Learning (CSEFEL)

Child Care Provider Warmline Developmental Checklists

Birth to Five-Syracuse University Early Childhood Direction Center

Early Childhood Learning and Knowledge Center

Early Head Start National Resource Center

Good Health Handbook-Oklahoma State Department of Health

The Institute for Childhood Education

National Association for the Education of Young Children (NAEYC)

National Child Care Information Center

The National Infant and Toddler Child Care Initiative

Office of Head Start

Oklahoma Child Care Resource and Referral Association

Oklahoma Child Care Services OKDHS

Oklahoma Department of Human Services

Oklahoma State Department of Health

Oklahoma State Regents for Higher Education-Scholars for Excellence

Ounce of Prevention

Parents as Teachers National Center

Program for Infant/Toddler Care

Public Broadcast System Child Development Tracker

Smart Start Oklahoma

Sooner Start

Special Quest

WestEd

Zero to Three

(b)(6)

Approaches to learning – a foundation for how children go about learning new skills and concepts.

Child development – the study of physical, intellectual, emotional and social changes that occur in children from conception through adolescence.

Cognitive development – how children use their minds to explore the world around them.

Comprehension – the act of understanding fully.

Creativity – originality, imagination, putting things together to make something different.

Culture – customary beliefs, social forms and material traits of a racial, religious or social group.

Curiosity – showing an interest or fascination in someone or something. (For sensory exploration, see "sensory experience".)

Developmentally appropriate – expectations or an activity that take into consideration children's ages and individual abilities.

Diversity – the inclusion of people of different abilities, races or cultures.

Domain – an area of child learning and development.

Eye-hand coordination – refers to the control of eye movement and the processing of what is seen to guide bodily movement.

Environment – the space, circumstance or conditions that surround a person.

Expressive language – the process of using sounds, words, and body movements to communicate. Children use words, gestures and signing or communicate using adaptive equipment.

Geometry – mathematical study dealing with measurement and properties of objects and shapes.

Home language – the language a person acquires first in life. It is sometimes referred to as the first, native or primary language of a child.

Homelike – the quality of looking warm, cozy and inviting.

Inclusion – to take in as a part of a whole or group.

Individual Family Service Plans (IFSP) – plans made with families and teachers to assist identifying and meeting individual family goals. Specialists may also be included as needed.

Interaction – give and take conversation and activities between individuals or groups.

Initiative – taking the lead; self-starting with or without prompting.

Large muscle – muscles used to make large movements such as crawling and reaching.

Literacy – to have knowledge and competence in reading, writing and understanding.

Locomotor – moving from place to place.

Manipulate – move with hands.

Midline – the median line of the body such as the middle of the chest.

Mobile infant – 6 to 18 months.

Non-locomotor – movement without moving from place to place.

Non-typical – not the expected characteristic of development.

Number sense – the understanding of numbers and their quantities.

Object permanence – the understanding that objects continue to exist even when they cannot be seen, heard or touched.

Oral language – expressing thoughts or feelings with sounds, words, sign language or gestures.

Pincer grasp – fingers and thumb come together to hold an object.

Print awareness – the ability to understand that print on a page represents words that can be read aloud.

Problem solving – trial and error and working through the process of solving a challenge or problem.

Role play – to act or pretend that a person is someone else.

Receptive language – ability to listen to words and develop understanding without necessarily being able to speak or express understanding.

Self-help skills – skills developed to help oneself with problems or obstacles without the aid of others.

Self-regulation – the process for controlling emotions, thoughts, feelings, and physical aspects of oneself.

Sensory experiences/exploration – experiences that activate the use of one or more of the senses, such as touching textures, tasting food, or smelling fragrance.

Small muscle – muscles used to make small movements or motions such as squeezing and grasping.

Spatial awareness – awareness that objects and people occupy space.

Teachable moment – a time when natural, free activity leads to the teacher pointing out something new or different that the child may not have seen or participated in before.

Toddler – 16 to 36+ months up to age 4.

Typical – the average or expected characteristic of development.

Young infant – 0 to 8 months.

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FEEBACK FORM

(b)(6)

FEEDBACK FORM

Oklahoma Early Learning Guidelines For Infants, Toddlers and Twos

A taskforce convened by the Oklahoma Department of Human Services Child Care Services developed the Oklahoma Early Learning Guidelines. Taskforce members included representatives from the Center for Early Childhood Professional Development, Oklahoma Child Care Resource and Referral Association and its affiliates, Oklahoma Department of Career Technology Education, Oklahoma Head Start/Early Head Start, Oklahoma State Department of Education, Oklahoma State Department of Health, Oklahoma State Regents for Higher Education, Oklahoma Tribal Child Care Association, child care programs, community colleges and universities.

The guidelines are designed to align with the Oklahoma Priority Academic Student Skills (PASS), Head Start Performance Standards, and Oklahoma Early Learning Guidelines for Children Ages Three through Five, and to promote early learning experiences that lead to children's success.

Please provide comments based on your experience with the guidelines. Provide the corresponding page number for suggested language revisions and comments. Also note if the standards are understandable and whether they are useful when planning activities for children.

All comments will be reviewed by the Task Force. Revisions will be made to the guidelines based on feedback and early education research. Thank you for your assistance.

_____ _____

Name (optional) *Job Title*

Program:

- ☐ Parent/Guardian/Family
- ☐ Child Care Center
- ☐ Pre-Kindergarten
- ☐ Community Member
- ☐ Child Care Home
- ☐ Kindergarten
- ☐ School
- ☐ Head Start / Early Head State Program
- ☐ Other (describe) _____
- ☐ Early Childhood Special Education

1. Are the Guidelines understandable? ☐ Yes ☐ Somewhat ☐ No
   Comments:

2. Are the Guidelines useful? ☐ Yes ☐ Somewhat ☐ No
   Comments:

3. Are you able to use the Guidelines to help develop curriculum and daily activities for your program? ☐ Yes ☐ Somewhat ☐ No
   Comments:

4. Are you able to use the Guidelines to help you determine child's progress? ☐ Yes ☐ Somewhat ☐ No
   Comments:

Cont'd on back cover

FEEDBACK FORM (cont'd)

Please provide detailed comments. Feel free to attach extra pages if needed. Thanks for your assistance.

Page No.	Section or Learning Domain	Specific Comment	Specific Suggested Change

5. What additional guidance or resources would be helpful for you to implement these early learning guidelines with your children?

Feel free to copy and distribute this form and the Oklahoma Early Learning Guidelines to co-workers, colleagues, and early childhood professionals for review.

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Appendix 3

Oklahoma
Early Learning Guidelines for Children
Ages Three through Five

Referenced:
(A)(1)/(C)(1)

FEEDBACK FORM (cont'd)

Please provide detailed comments. Feel free to attach extra pages if needed. Thanks for your assistance.

Page No.	Section or learning Domain	Specific Comment	Specific Suggested Change

5. What additional guidance or resources would be helpful for you to implement these early learning guidelines with your children?

Feel free to copy and distribute this form and the Oklahoma Early Learning Standards to co-workers, colleagues, and early childhood professionals for review.

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Oklahoma Child Care Services
P.O. Box 25352
Oklahoma City, OK 73125, or
Return by email to: childcare.occs@okdhs.org.

(b)(6)

Oklahoma

EARLY LEARNING GUIDELINES FOR CHILDREN

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Ages Three through Five

(b)(6)

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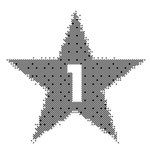

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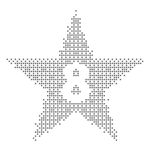

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Oklahoma
Early Learning Guidelines

A Task Force convened by the Oklahoma Department of Human Services, Oklahoma Child Care Services developed the Oklahoma Early Learning Guidelines. Task force members included representatives from the Oklahoma State Department of Education, Oklahoma Head Start Association, and child care programs. The guidelines reflect current research and general trends of child development, appropriate program planning, learning outcomes for children, and best practices in early education. The guidelines are designed to align with the Oklahoma Priority Academic Student Skills (PASS) and Head Start Performance Standards and to promote early learning experiences that lead to children's success.

The word "teacher" is used in the guidelines to represent parents, family members, educators, caregivers, and anyone outside who offer interactions, support, and guidance to young children.

Oklahoma Early Learning Guidelines

The Early Learning Guidelines are intended to provide guidance to teachers with regard to what children should know and be able to do in order to experience school success. The Early Learning Guidelines provide examples of activities that can be used to develop curriculum. They should not be used as a curriculum or assessment. Program providers that are trained in early childhood curriculum theories will provide an enriched curriculum including the following activities and many others. The guidelines are intended to assist with learning activities for preschool children ages 3 through 5 and are inclusive of all children recognizing that children may be able to show they meet the Standards at different times and in different ways.

Guiding Principles:

* All children are active learners. They explore and experiment with concepts in the world through play and hands-on activities.
* Through interaction with friends, family and other adults, children develop new skills and understandings of concepts. Children need opportunities to practice new skills as well as experience challenges.
* Families are the child's first and most important teachers. Children are influenced by the values of their family, culture, and community.
* Developing in generally similar stages, children show individual differences in ways of knowing, learning, and doing.

Overview

Early childhood programs should be appropriate for the age, developmental level, and special needs of each child.

The environment should be modified and adapted to promote the participation, engagement, and learning of **all** children. Young children are integrally connected to their families and it is important to establish positive relationships with family members that are based on mutual trust and respect. Teaching is based on the knowledge of content and how young children develop and learn. The learning environment fosters all areas of development: **creative/aesthetic, intellectual, language, physical and social/emotional**; and provides the challenge for children to learn according to their individual growth patterns.

Early childhood programs should:

- ☆ Provide curriculum that builds upon what children already know and are able to do to enable them to connect new concepts and skills.
- ★ Provide units or themes of interest that integrate and teach across all areas of the core curriculum (e.g., foreign languages, language arts including reading, mathematics, science, social studies, the arts).
- ★ Provide a literacy-rich environment arranged in learning centers or learning areas (e.g., art center, science center, reading center, dramatic play center, block center). Each center will have a variety of activities for the children. This arrangement allows for a wide range of developmental interests and abilities within the same learning space.
- ★ Provide exposure to a wide variety of information and literacy experiences and the use of technology through daily activities in the environment and/or media center.
- ★ Provide a safe environment designed for the developmental needs of the age group served and implemented with attention to the requirements and differences of the individual children.
- ★ Provide a climate that is active; one in which children interact with each other and materials while engaging in cooperative hands-on learning with day-to-day life experiences.
- ★ Provide a balance of activities that are adult-directed and child-initiated. These activities may be active or quiet, performed individually or in large and small groups.
- ★ Provide an environment that is sensitive to cultural, language, physical, and learning differences among all children served. Accommodate children by using special or adaptive devices or adjustments to activities to improve communication and/or participation in activities.
- ☆ Provide an on-going process of collecting information from multiple sources about a child's needs, which may include observation, portfolios, screenings, etc., to determine a child's strengths and weaknesses in order to plan his/her educational services.

Families Can Use Guidelines to:

- ★ Broaden understanding of ways children are developing and learning.
- ☆ Determine ways to support children' s development and learning at home.
- ★ Discuss how to partner with others to provide for continuity of learning.
- ☆ Identify what is important to look for when choosing programs for children.

Inclusion

Young children come to programs with varying experiences, backgrounds and language. Recognizing that children learn at different rates and have varying abilities, the curriculum and environment should be adapted so that all children can reach their potential. Adults should consider the following when planning activities:

- ★ Consulting children's family members and others in the community who have expertise in the languages and cultures of the children attending i.e. learn simple words for foods in other languages and encourage children to bring pictures of family, favorite foods for snack, materials that are familiar for dramatic play, or music
- ☆ Conveying respect for English Language Learners (ELL) and their home language, i.e. speaking clearly, using simple words and short phrases and repetition when speaking to children, paraphrasing and modeling correct use of English instead of correcting children's language and allowing children to be silent as they are in the process of learning English.
- ☆ Creative means of communicating ideas i.e. gestures, pictures, and real objects can be used to help communicate with children and children can express themselves through drawing, painting, using clay, and movement activities.
- ☆ The order and pace of activities i.e. create a predictable schedule and provide additional time for children who need it to complete an activity or routine.
- ★ The interests and preferences of the children i.e. choose an activity topic that children enjoy such as animals and allow a child to select an activity that they would like to share with others.

- The use of special equipment that could assist children in learning a skill or participating in a activity (i.e. loop scissors) for a child who does not have hand strength and use a bean-bag chair at circle time so that a child in a wheelchair can sit on the same level as others in the room.
- Strategies to encourage children's active participation in activities, i.e. pair children who are having difficulty with friends who are successful at a task, and allow children to select activities based on readiness, learning style and interest.
- Creating an environment that can adapt to the flow of activities, need for seating and position of children i.e. arrange the play space so that activity areas are clearly defined and provide children who may be easily overwhelmed an opportunity to use unfamiliar equipment before others.
- Providing modified materials so that children can participate as independently as possible i.e. use picture cues, simplified language, or the child's home language when possible and lower the easel or provide a chair for the child who has difficulty standing.
- Modifying activities so that they are less or more complicated depending on children's abilities i.e. break activities such as cooking projects or games into parts by describing and making pictures of the steps, and sequence or prepare art experiences with individual children in mind.
- Providing adult assistance in an activity or routine to support children's participation i.e. provide hand on hand assistance for some activities, and position an adult near children who may need more assistance.

Organization

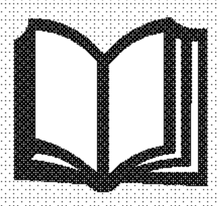
This document contains not only the domains or curriculum content and standards, but also the INDICATORS OF CHILD'S PROGRESS and suggestions of TEACHER'S STRATEGIES/ACTIVITIES to provide children with meaningful learning experiences. The content areas are interdependent and support one another. Each of the sections is organized into five areas.

- Introduction – provides a brief description of the area and the purpose for including it in the Guidelines.
- Standard – agreed upon framework of skills within each content area that children need to experience in order to develop a foundation for additional learning.
- Indicators of progress – desired outcomes for children that identify what children are likely to know or do in relationship to each standard.
- Examples – specific observable skills or actions that show children are acquiring concepts described as an indicator of progress and illustrate what a child might do or say related to each indicator.
- Strategies/activities – examples of activities, environments, daily routines and play that encourage the development of skills in all content areas.

The standards can be demonstrated through observations, descriptions, documentations of a child's performance or behavior, and by samples of a child's work.

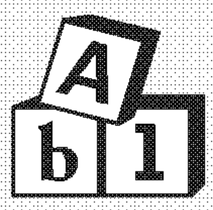
ICONS

The following icons represent the learning centers where strategies/activities may be presented. These learning centers are required to maintain One Star + status for programs that are licensed by the Oklahoma Department of Human Services Oklahoma Child Care Services.

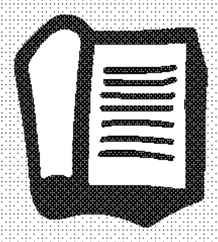


Identify Information Literacy Skills

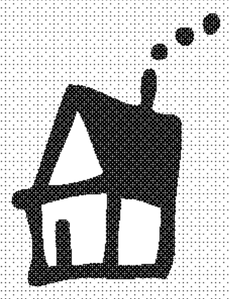
The teacher, caregiver or family member may consult with a school/community media specialist to serve children's specific needs.



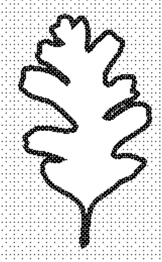
Block Building/ Construction



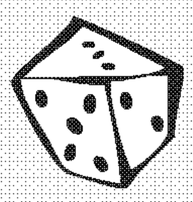
Book/Reading



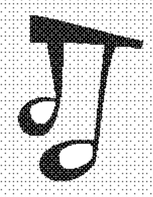
Dramatic Play/ Home Living



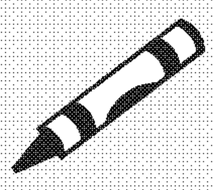
Science/Sensory



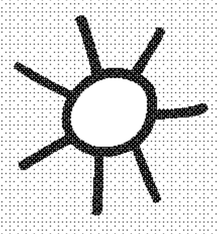
Manipulative Play/Table Toys



Movement/Music

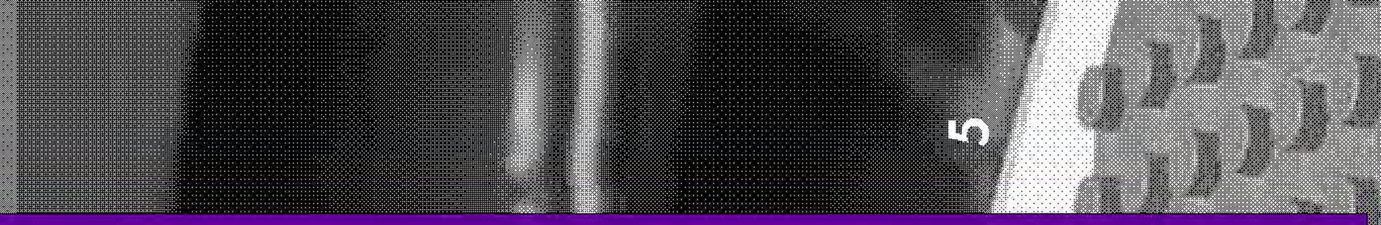


Art



Outside

APPROACHES TO LEARNING



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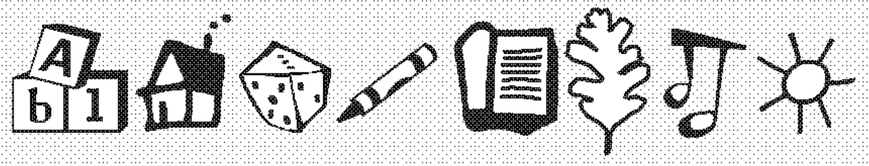
APPROACHES TO LEARNING

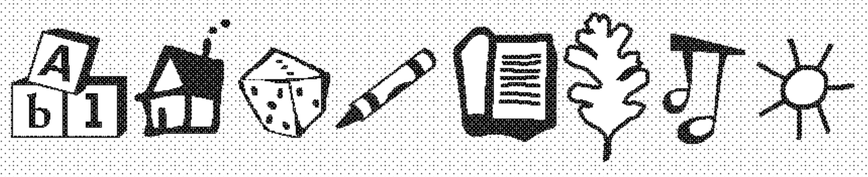
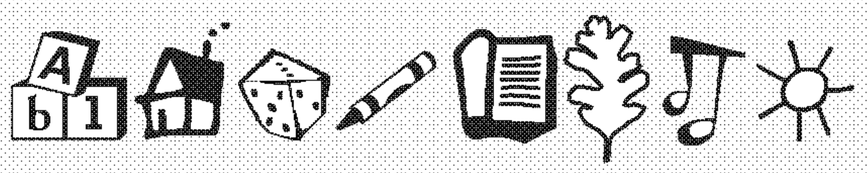
As early as infancy, children display some of the dispositions and styles of learning that lead to success in school. Some children seem to be born well organized and bursting with initiative while others require some structure and encouragement as they discover their unique capacity as learners. Adults must ensure that every child has the opportunity to direct his/her own learning. All children, regardless of innate abilities or the presence of disabilities, are able to learn and be successful.

When children complete a complex puzzle, construct an elaborate block structure, or ride a tricycle through a maze, they learn when to ask for assistance, seek additional resources, and take responsibility for the care of materials. A well-planned learning environment, carefully designed activities, and teachers, caregivers and family members who participate as co-learners will promote in children a willingness to try new experiences and persistence in completing projects. As children connect their learning each day to past experiences, they learn how to take the initiative and raise their knowledge and skills to a new level of mastery.

STANDARD 1

The child demonstrates positive attitudes, habits, and learningstyles.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Demonstrates an eagerness and interest in learning. *Examples:* 1. Chooses to participate in a variety of activities, tasks, and play areas. 2. Demonstrates eagerness and interest through questioning and adding ideas. 3. Enters into cooperative play with other children. 	★ Provide activity area/learning center play areas stocked with interesting and inviting toys and materials. For example: art, blocks, dramatic play, sand, library, water, table toys, and discovery. ★ Provide sufficient play spaces within learning center play area so that children have real choices. For example: For every 10 children, have at least 20 spaces for children to play. Offer choices in activities and materials: • Choices of learning centers in which to play. • Selection of materials with which to play. • Amount of time to spend in a center. ★ Be available to help children become involved in activities upon arrival at the home or center. ★ Honor a child's need for "quiet time" to absorb the new environment and make that transition from the home to another environment. ★ Help children learn how to play well with others. ★ Accept that young learners often do not wish to expressively participate in large groups.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
B. Develops and expands listening skills. *Examples:* 1. Follows simple oral directions. 2. Identifies sounds that are heard. 3. Responds to and mimics sounds. 	★ After reading stories, ask children questions about the characters, plot, and setting. Children can also respond to "what if . . . ?" and "what do you think will happen next?" ★ Provide activities that encourage children to listen to language or sounds and respond to questions: • Listen to recorded books or sound effects. • Identify sounds heard inside or outside. • Listen to sounds from musical instruments or shakers, songs, or words and find those that sound the same. ★ Play games that require children to listen and repeat or copy what they hear, such as "Simon Says". ★ Engage children in one-on-one conversation and encourage children to talk with and listen to their friends.
C. Demonstrates self-direction and independence. *Examples:* 1. Makes choices and stays with an activity for a reasonable length of time once a choice is made. 2. Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play with assistance. 3. Follows routines upon entering and leaving the play space, playground, learning centers, etc. 	★ Support children in their efforts to complete common tasks independently such as: • Zipping and buttoning clothing. • Putting on shoes. • Washing hands. • Eating with spoon and fork. • Putting materials and belongings away. • Cleaning up spills. • Managing the room facilities according to the established daily routine. ★ Involve children in classroom or home responsibilities such as setting the table for meals and/or snacks, pouring juice or milk, taking equipment outside, and passing out materials. ★ Organize the environment so children can easily select and put away materials. ★ Provide labeled, low, open shelves. • Store like materials together and near area of intended use (For example, art materials stored together on art shelf located near tables, easels and water). • Avoid stacking tubs and boxes on top of one another. • Storage containers labeled with samples of real objects (small blocks, figurines). • Material are labeled in two languages when needed. ★ Provide materials that children can use successfully and independently. For example: • Plan family style meals so children can serve themselves. Provide child-sized eating and serving utensils (small plastic pitchers, baskets, and sturdy serving utensils). • Use puzzle pieces with handles or knobs.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
D. Demonstrates increasing ability to set goals and develop and follow through on plans. *Examples:* 1. Increases ability to organize themselves and materials. 2. Increases understanding of a task as a series of steps. 3. Follows through to complete tasks and activities.	★ Introduce new materials to children before placing them in interest areas and guide them to discuss ideas for their use. (Planning) ★ Involve children in discussing what they plan to do before they go into an area. (Planning) ★ Provide opportunities for children to "review" or "recall" what they did as they played with materials and participated in activities.
E. Manages transition between activities effectively. *Examples:* 1. Moves with ease from one activity to another. 2. Displays little discomfort or distress when schedule changes.	★ Using pictures, create a daily schedule so that children can read, predict, and anticipate transitions. Some children may be assisted by providing them a personal schedule and allowing the child to check off activities when they are finished. ★ Have a schedule that is predictable and consistent so children know what to expect, especially for routines such as eating and resting. ★ Give children advance notice when changes are planned. ★ When the children leave play area or classroom to go outdoors or to the gym, be sure to tell them where they are going.
F. Understands, accepts, and follows rules and routines. *Examples:* 1. Begins to show self-control by following rules. 2. Begins to accept consequences of behavior. 3. Begins to show greater ability to control intense feelings (e.g., anger).	★ Provide opportunity for children to create rules for the learning environment. During a group experience, assist the children with writing a small number of basic rules that are stated positively and can be easily understood and followed. ★ Frequently remind children of the rules, keeping in mind age appropriate expectations. ★ Use pictures, photographs or other symbols along with the words when posting the rules in the room. ★ Read, discuss and role-play children's stories concerning choices. Props can be used to involve the children in discussions.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
G. Develops increasing ability to find more than one solution to a question, task or problem. *Examples:* 1. Begins to show ability to generate several approaches to carry out a task. 2. Pursues alternative approaches to problem solving.	★ Ask children to think of, act out or demonstrate a variety of ways to solve problems. "What ideas do you have for...?" or "How do you think we can...?" or "Is there another way you can think of to...?" ★ Provide activities that encourage children to see problem solving as a series of steps. For example: "What would you do first? Then what?" ★ Initiate questions about people, things and the world around them. ★ Provide items such as shape sorters, or peg boards or simple puzzles to encourage problem solving.
H. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults. *Examples:* 1. Enjoys actively exploring materials and displays a curiosity and a desire to participate in activities. 2. During exploration, engages in conversations with others regarding the materials. Applies previously learned information to new situations.	★ Model curiosity with a "Let's find out about..." and "I wonder what would happen if..." attitude. ★ Include open-ended/unstructured materials that invite children to explore and manipulate them. For example: sand and water with props such as measuring cups, sieves, sifters, scoops, eggbeaters, unit blocks of various shapes, and manipulative materials that link and interlock. ★ Bring in safe materials for eager and curious learners. For example: an old toaster with dangerous parts removed, a clock or phone to take apart, and hole punchers. ★ Provide lots of opportunities for small groups of children to play together. For example, set up the learning centers for two to four children.

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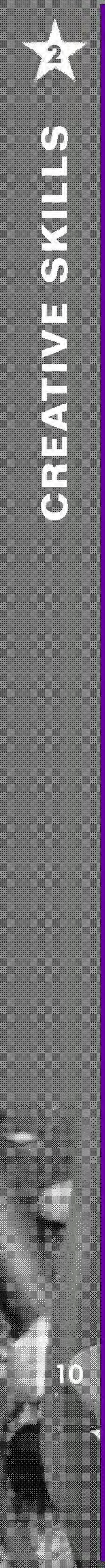


CREATIVE SKILLS

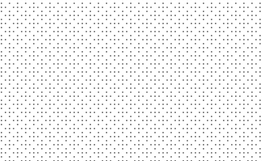
Investigating and appreciating the arts allow children to integrate a number of different domains. The arts provide each child with another opportunity to express ideas and feelings. Music, movement, drama and visual art stimulate children to use words, manipulate tools and media, and solve problems in ways that simultaneously convey meaning and are aesthetically pleasing.

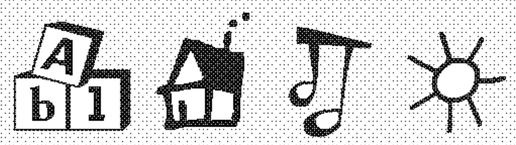
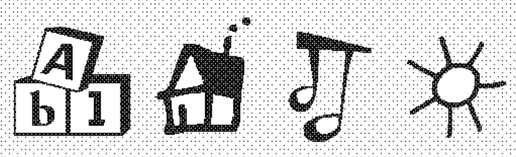
Through experimenting with sounds, colors, forms, motion and words, children communicate in ways that are distinctly their own and reflect their own learning style. Each paint, dramatic play scenario, and improvised tune provides teachers and families with insights into a child's interests and abilities and allows children to express what they know. In an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.

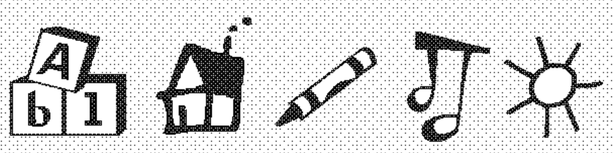
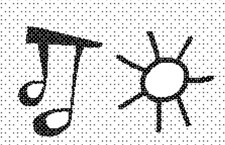
Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative stories, art, music, movement, and a variety of other materials.

STANDARD 1

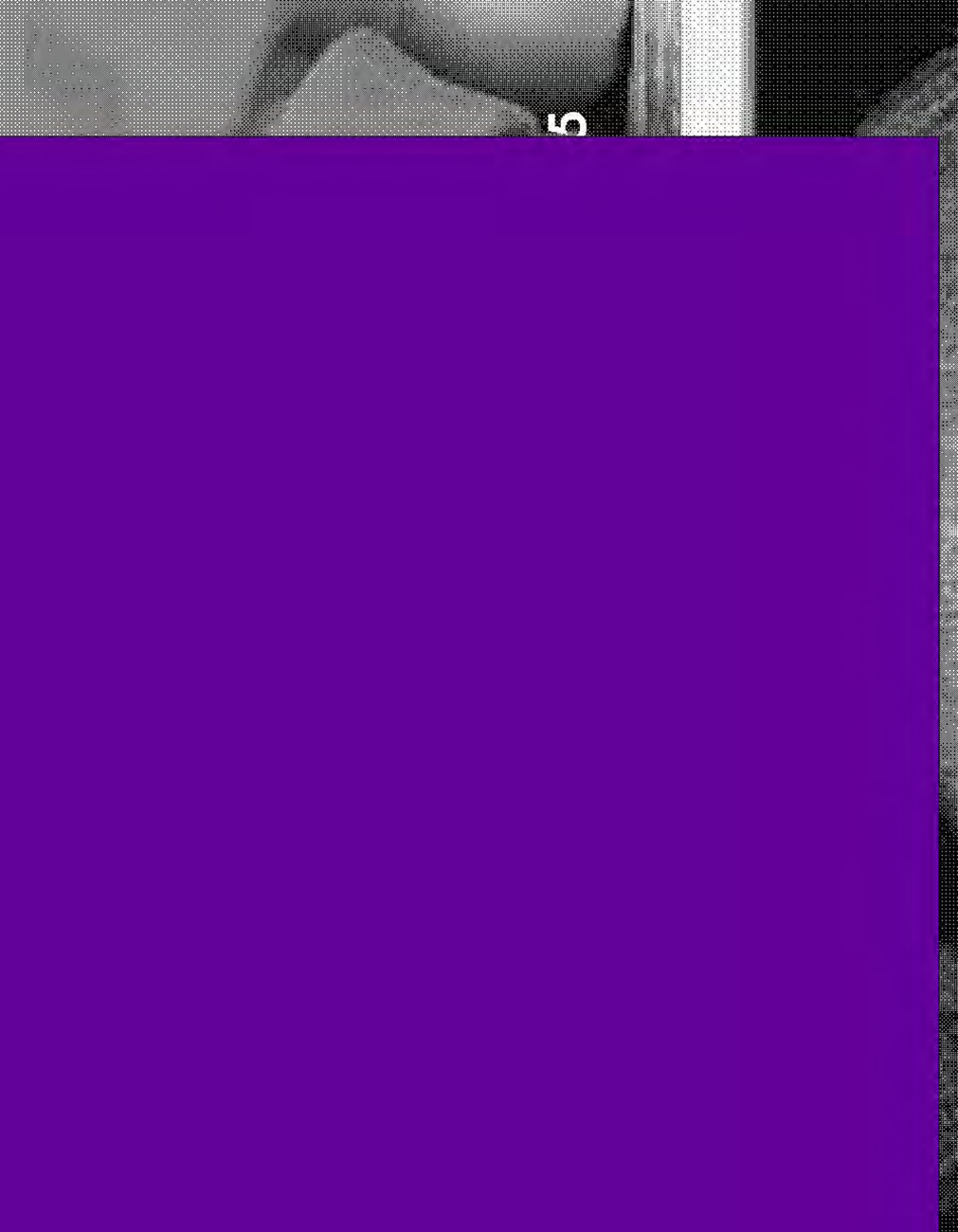
The child participates in activities that foster individual creativity.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games and performances. *Examples:* 1. Participates freely in music activities. 2. Enjoys singing games, dramatizing songs and dancing/moving to music. 	★ Show an enjoyment of music and participate in the activities with the children. Be willing to accept different levels of participation and response to a musical activity. ★ Use music as a way to ease children through transitions and routines such as: • Coming to the table for snack or lunch. • Calming down for rest time. • Cleaning up the play space. • Putting on clothes to go outside. ★ Use music in group/circle time to help children feel a part of the group. Group singing, movement activities and action games help children learn to cooperate with the group. Suggested types of songs include: • Songs with lots of repetition: *Ole McDonald Had a Farm* and *Skip to My Lou.* • Songs with finger plays: *Eensy Weensy Spider, Where is Thumbkin*, and *Wheels on the Bus.* • Singing games and action songs: *Hokey-Pokey, Farmer in the Dell, Looby Loo*, and *Did You See a Lassie?* • Music with different tempos and styles: waltz, jazz, folk, lullaby, spirituals, classical, reggae, etc. • Old traditional and folk songs: *She'll Be Coming 'Round the Mountain, Pop Goes the Weasel, This Old Man*, and *Bingo.* • Nursery rhyme songs: *Baa Baa Black Sheep, Jack and Jill*, and *Little Jack Horner.* • Songs from other cultures. Begin with music from the cultures of children in the group or class, and then expand to other cultures. Include songs in other languages. ★ Extend children's understanding of creative activities by: • Inviting a guest to play a musical instrument, display artwork, or tell a story. • Taking children to watch and/or listen to a performance of an orchestra, band, or children's play.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
B. Thinks of new uses for familiar materials. *Examples:* 1. Shows creativity and imagination in play with materials and props. 2. Uses objects as symbols for other things. 	★ Provide a variety of real life materials. ★ Encourage children to participate in activities using objects as symbols for other things, such as a scarf to represent bird wings, a hoop to represent a house, or wooden cubes to represent food. ★ Encourage use of imagination by asking children what they would need to continue play. For example: "If you were driving a car, what would you need? What would be your wheel, your keys, the gas pedal, etc.?" "What are other ways you could use a wooden block?"or if the child says she is making cookies and needs a mixer, you might say, "What could you use for a mixer?"
C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. *Examples:* 1. Participates in dramatic play themes that become more involved and complex. 2. Assumes various roles in dramatic play situations. 	★ Include props for dramatic play that reflect diversity in gender, culture, ability and occupations. Some examples include: • Cooking, eating and storage utensils; tortilla presses, frying pans, kettles, ladles, woks, steamers, rice bowls, chopsticks, tin plates, baskets, mesh bags, pottery, plastic plates. • Clothes: dresses, skirts, clip-on ties, jackets, dance costumes, overalls, plaid shirts, aprons, large pieces of fabric for clothing in squares, rectangles and triangles. Select patterns such as batik, tie-dyed and madras prints. Include saris, kimonos, serapes, woven vests, dashikis, shawls, ponchos, purses, and wallets. • Shoes and hats: sandals, clogs, moccasins, huaraches, boots, slippers, dress shoes, hard hats, baseball caps, cowboy hats, straw hats, turbans, felt hats. • Special needs: cane, leg brace, crutch, glasses and elevated shoe. ★ Join in dramatic play when invited. Suggest ways to extend play, but avoid directing it. ★ Develop prop boxes around dramatic themes based on your children's interest and experiences in family and community occupations. Some examples include: shoe store, office, camping, grocery store, etc. ★ Allow children to dress in clothing of their choice. ★ Provide props, puppets, and flannel board pieces to dramatize favorite stories.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
D. Works creatively using a variety of self expressive materials and tools to creatively convey ideas. *Examples:* 1. Explores and manipulates art media (e.g., crayons, paint, clay, markers) to create original work. 2. Shares ideas about personal artwork. 3. Uses materials (e.g., small figures, puppets, dolls, and props) to recreate or dramatize stories, moods, experiences and situations. 	★ Provide daily opportunities to use different types of symbolic representation (art, print, drama, dance, construction) to express own ideas. Allow flexibility in play and creation of artwork without models, patterns or photocopied materials. ★ Provide unstructured materials: • Art media such as crayons, markers, collage materials, paper and play dough that children can select and use independently. A variety of materials should be available to paint, draw, paste, sculpt and mold. Non-traditional art media should also be included. For example: found items, broken toys, puzzles pieces, empty boxes, and fabric. • Dress-up clothes such as purses, shoes, dresses, ties and jackets. • Small hand held items such as transportation toys, puppets, figures and musical instruments. ★ Allow children on a daily basis to select the art materials and use them on their own and in their own way (independent expression) and set their own time limits for using the materials. Allow them to extend art activities over several days.
E. Moves freely in response to music and change of tempo. *Examples:* 1. Moves in time with the beat. 2. Begins to respond to music of various tempos through movement. 	★ Play a variety of music with different tempos and styles: waltz, jazz, folk, lullaby, spirituals, classical, reggae, etc. Ask children to move to the different musical styles. Ask "What did you feel when you heard the music?" "What did it make you think of?" or "How would you move to this music? Fast/slow, using your whole body/only your feet, etc." ★ Allow children to create their own movements and dance steps. ★ Encourage children to help other friends move to the music.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
F. Expresses thoughts and feelings through creative movement. *Examples:* 1. Uses movement to express feelings, understand and interpret experiences. 2. Enjoys dramatizing songs and games and moving to music.	★ When reading a story to a group of children ask, "What kind of music or movement would go with this part of the story?" or "How would we act out this story?" For example: Caps For Sale or A Snowy Day. ★ Play movement games that require children to show through movement their thoughts and feelings. For example, If You're Happy and You Know It (add verses that include sad, mad, etc.) and Bear Hunt. ★ Provide experiences with music at group/circle time, activity time, and during transitions. Suggested types of songs include: • Songs with lots of repetition. • Songs with finger plays. • Songs with high and low tones. • Singing games and action songs. • Music with different tempos and styles. • Old traditional and folk songs. • Nursery rhyme songs. • Songs from other cultures and in other languages.
G. Experiments with a variety of musical instruments. *Examples:* 1. Begins to distinguish among the sounds of several common instruments. 2. Experiments with a variety of musical instruments and sound sources (i.e. keys, wooden blocks, bowl and spoon).	★ Include a variety of rhythm instruments, either purchased or made. For example: drums, rhythm sticks, cymbals, kazoos, tambourines, triangles, maracas, shakers, rattles, bells/bell bands, gourds, and castanets. Add straps or handles to instruments for children who need assistance. ★ Use the rhythm instruments for rhythm bands. Keep participation informal, working for expression and creativity, not a concert. ★ Use instruments when marching and to accompany songs, records, tapes and CDs for individual enjoyment during times when children play in learning centers. ★ Invite a guest to play an instrument for the children.



(b)(6)

LANGUAGE ARTS

Research confirms that language has an essential impact on children's development. It is important that young children have many opportunities to learn language and practice communication skills in order to obtain information and express themselves in a variety of ways and settings. Young children begin to develop language arts skills through the context of shared reading with quality children's literature, shared writing, language experience, reading and writing centers.

Children increase their language and communication skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen, and understand others. Teachers must plan for the many ways the children communicate verbally and/or non verbally.

For English Language Learners (ELL), educators should gather information and appropriate procedures to assist children in acquiring the English language. Teachers need to assist ELL by building upon what children may already know in their native language. Emphasis should be placed on commonalities that exist between English and the native language. Extra time should be allowed for ELL to process information and formulate thoughts. It is important to use concrete objects and pictures to teach ELL children.

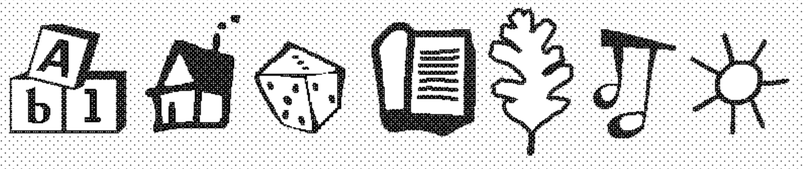
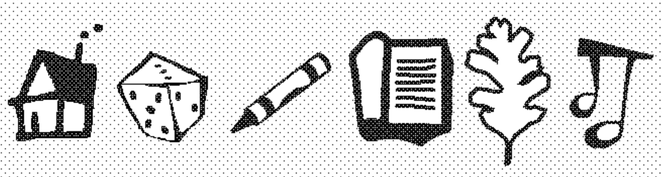
ORAL LANGUAGE STANDARD 1

Listening – The child will listen for information and for pleasure.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Listens with interest to stories read aloud. *Examples:* 1. Shows enjoyment of books and stories and discussion of them. 2. Responds to pictures, symbols or sign language (e.g. smiling, laughing, change in facial expression). 	★ Read to children several times a day. Read in small or large groups and to individual children. Length of the story depends on the ability of the children to pay attention. Include: • A wide selection of books that are accessible to children for a large portion of the day for independent reading. • Books that reflect diversity. • Books with large print, bright colors and textures for children with visual impairments. • Books in children's primary language. • Books displayed on the children's level. • Stories created by children and teacher. ★ Tell or act out stories using flannel board pieces, puppets, or props. ★ Gradually increase the length and complexity of stories read or told.
B. Understands and follows oral direction. *Example:* 1. Listens, understands and follows simple spoken directions, symbols or sign language. 	★ Provide opportunities to listen for different purposes (e.g., to learn what happened in a story, to receive instructions, to talk with an adult or friend). ★ Provide opportunities to listen to tapes or recordings of stories or music. ★ Provide repeated opportunities to listen and respond to activity records. ★ Start a simple hand-clapping pattern and ask children to first listen to the pattern and then join in. Children can also add to the pattern. ★ Play Simon Says.

ORAL LANGUAGE STANDARD 2

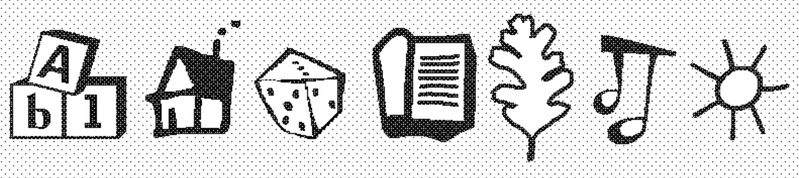
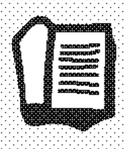
Speaking – The child will express ideas or opinions in group or individual settings.

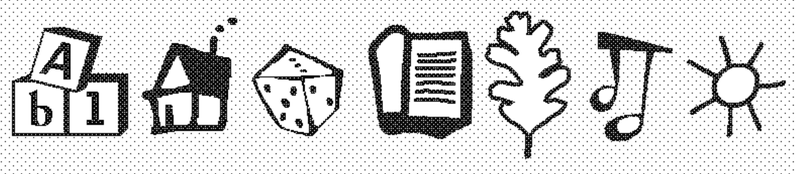
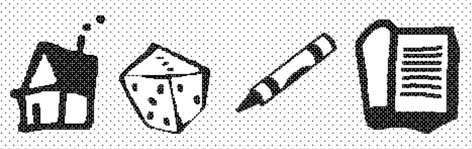
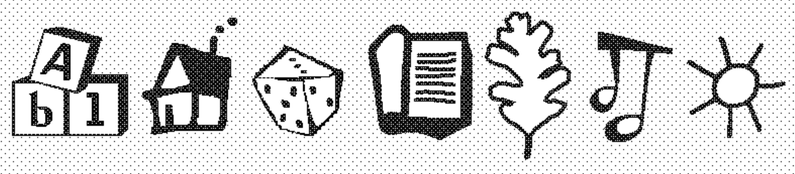
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Uses language or sign language for a variety of purposes (e.g., expressing needs and interests). *Examples:* 1. Uses words, pictures to communicate needs such as hunger, cold, and tiredness. 2. Expresses ideas in complete sentences such as "I want to play with the blocks." 3. Names objects instead of pointing. 	★ Use effective communication skills such as speaking in complete sentences, and speaking with appropriate grammar. ★ Listen to the children and allow time for them to respond. ★ Honor the quiet time for children who may need time to absorb the new environment and will not speak. ★ Encourage children to talk about feelings and ideas instead of solving problems with force. ★ Introduce "feelings" words through books, songs, finger plays, pictures, puppets, and role playing. For example: • Ask children to tell about "things that scare me" or "make me happy" or "sad" or "angry"and make a list of what they say. • Relate discussions with children to observations of problems children may be having with each other. For example, you have observed children grabbing toys from each other. In group discussion, you might ask the question, "How do you feel when someone takes a toy from you without asking?" "Can you think of another way you might get the toy without grabbing?" Guide them to discuss using words to ask for things and to settle differences. • Read and discuss with children books related to feelings. Suggested titles include: *Ira Sleeps Over* by Bernard Waber, *The Quarreling Book* by Charlotte Zolotow, *Sam* by Ann Herbert Scott and *Feelings* by Aliki. • Use songs such as *If You're Happy and You Know It* to start a discussion about different emotions.
B. Recalls and repeats simple poems, rhymes, and songs. *Example:* 1. Participates in singing, reciting poems and saying and acting out finger plays. 	★ Plan many opportunities for children to use and expand language. For example: nursery rhymes, finger plays, poetry, songs, records, tapes, and CDs. ★ Use poems, finger plays, and songs during transitions from one activity to another (activity time to clean-up). ★ Introduce poems, rhymes, and songs by giving children opportunities to model the teacher and practice repetition. The teacher begins by saying one phrase, then asking the children to repeat it. Continue until all the verses, lines of the poem or rhyme have been introduced. Adding actions to the words helps children remember.

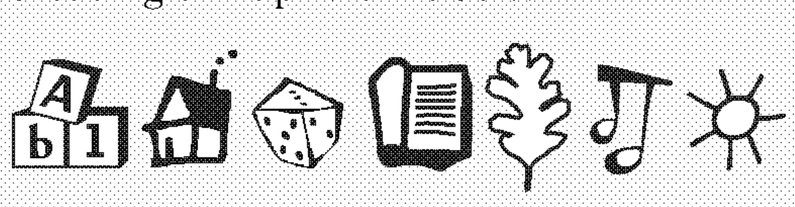
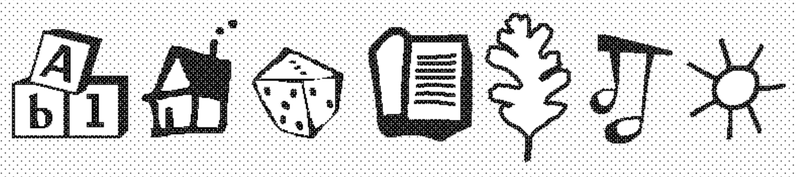
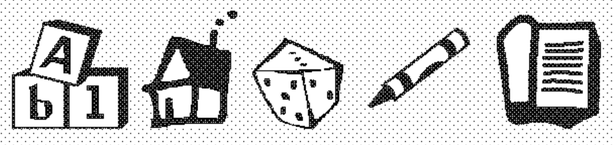
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
C. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech. *Examples:* 1. Uses longer, more complex sentences. 2. For ELL children, makes progress in communicating and using English while maintaining home language.	★ Verbalize for children with limited communication skills. ★ Model appropriate sentences. Ex: "Ball?" "I want the ball." ★ Increasingly use additional words to represent more details and specifics of an idea or activity. Instead of "Look for the ball," say "Look for the blue round shape that rolls." ★ For ELL children: • Model language usage by using gestures with words and objects as much as possible. • Maintain eye contact so children can see how words are formed. • Learn and use key words in the child's home language: words for greetings and good-byes, for food, toileting, clothing and family members (please, thank-you, come, hurt, thirsty, hungry, etc.). • Introduce the child's home language to the other children in the group. • Include songs from the child's home language (numbers, colors, etc.). ★ Learn and introduce some sign language to the children in your group.
D. Shares simple personal narrative. *Example:* 1. Tells stories about themselves and can focus on favorite or memorable part in correct sequence.	★ Use photos or drawings on cards of the daily schedule of activities. Review with the children. Suggest that they put the photos or drawings in order, from arrival to the time they leave. Then have the children tell the story. ★ Have children tell in sequence routine things they do such as dressing, going to bed or getting up. ★ Invite children to tell personal stories about their activities or family members. ★ Ask children to describe the day or an activity.
E. Participates actively in conversations. *Examples:* 1. Carries on conversations with children and adults. 2. Follows conversational rules such as staying on topic, taking turns, speaking and listening, and speaking at appropriate volume and intensity.	★ Use routines such as meal and snack time for conversation with children. Encourage children to talk about events of the day and things in which they are interested. ★ Include materials in the environment that encourage children to communicate. Some examples include: puppets and felt board and felt pieces in the book area, telephones in the home living area, and small people figures, animal figures and vehicles in the block area.

LITERACY STANDARD 3

Print Awareness – The child will understand the characteristics of written language.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Demonstrates increasing awareness of concepts of print. *Examples:* 1. Recognizes name in print. 2. Uses scribbles, shapes, and letter-like symbols to write or represent words or ideas. 3. Begins to print letters in own name. 	★ Let children see you write their names, attendance records and notes to parents. (model writing) ★ Let children feel textured letters and trace shape of each letter with their fingers. ★ Link children's spoken communication with written language. For example: • After an experience such as a listening walk on the playground, or a field trip to a point of local interest, have children dictate a story that you write down for them. • Invite children to dictate stories to go with their artwork and write what they say. ★ Use pictures and words on recipe cards or charts for use in cooking experiences.
B. Identifies the front cover and back cover of a book. *Examples:* 1. Recognizes favorite books by their cover. 2. Correctly names the front and back covers of a book. 	★ Model and discuss with children how to use and care for books. For example: • Introduce the parts of a book: cover, title page and pages, title, author and illustrator. • Demonstrate starting at the beginning and turning each page.
C. Follows book from left to right and from top to bottom on the printed page. *Examples:* 1. Holds book right side up and begins at the front. 2. Begins to develop awareness that print moves from left to right, top to bottom and front to back. 	★ Demonstrate how to hold a book when reading to the child one-on-one or in a group setting. Point to words as you read so that children can see that we read left to right and top to bottom.

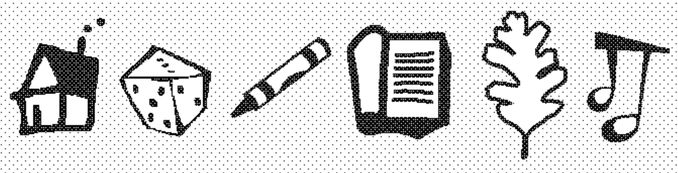
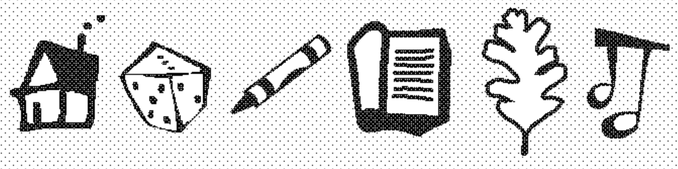
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
D. Shows increasing awareness of print in classroom, home and community settings. *Example:* 1. Identifies letters, words and signs in the environment. 	★ Encourage interest and knowledge of books and printed materials by placing appropriate materials in each learning area such as: • Cook books, telephone books, newspapers, menus or bedtime story books in the home living area. • Counting or shape books in the math area. • Plant, animal, or simple science books in the science area. • Books with many pictures of buildings or "how to build" books from a building center in the block area. • Books of paintings or stories about mixing colors in the art area. ★ When on a field trip or neighborhood walk identify signs and symbols. Children can tell what the sign means. ★ Post a calendar that contains labeled daily activities.
E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud. *Example:* 1. Imitates teacher's behavior of tracking print when using big books. 	★ Choose quality children's books to read aloud. Children enjoy books that make use of rhyme, rhythm, and /or repetition. ★ When reading aloud, point to words as you read so that children can see we read left to right and top to bottom. ★ Have word/picture cards available for children to read and /or copy. ★ Using words cut out of newspapers, magazines, and advertisements, make an I Can Read book. Glue the words the child knows in the book.
F. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment. *Example:* 1. Understands certain, signs, labels, and print forms have certain meanings. For example: a stop sign means stop, a child's name on a cubby means the cubby belongs to the child and the name on the front of an envelope means the letter inside is to that person. 	★ Make and post signs, charts and labeled pictures in the room at children's eye level. Write signs in the languages spoken by the children. Read signs with the children. ★ Use words as they come up in real situations. Some examples include: • Write children's names on their artwork and to label their cubbies. • Make and laminate a name card for each child and use for activities such as roll call or placing on helper's chart. • Write signs upon request by children. For example, a child may want a "Do not disturb" sign for his block construction. • Call attention to names of children that begin with the same letter of the alphabet and have the same initial sound.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
G. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus). *Example:* 1. Begins to demonstrate an interest in using writing for a purpose. For example: listing lunch foods, writing a note to mom, or creating a map with labels. 	★ Use language–experience activities frequently with children, such as making class books, writing daily news, writing children's responses to questions, or in recounting a field trip or special experience. ★ Cut out common logos and names from household and food products or fast food restaurants. Glue the logos in a book and write the names below. ★ Incorporate different forms of print into daily activities such as: • Making lists of toys, activities, foods, body parts. • Writing notes to thank volunteers or invite visitors. • Write messages using words or pictures.
H. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces). *Example:* 1. Uses known letters or approximation of letters to represent written language. 	★ Establish a writing center in the classroom or home. Include a variety of writing tools, types of paper, and printing tools. Some examples to include are: • Writing tools: thick pencils-black and colored lead, washable magic markers, chalk and chalkboards, crayons. • Paper: computer printout, magazines, index cards, small blank books, unlined and lined paper, construction paper, carbon paper, envelopes and stationary. • Printing tools: alphabet letter stamps and ink pad. • Other tools: hole punch, scissors, paper clips, and stapler. ★ Keep paper and writing tools in various areas of the learning space. For example, in the block area to make signs and in the home living center to write a grocery list or take a restaurant order. ★ Let children write whenever they are interested while never forcing them to practice writing.
I. Role plays reading. *Example:* 1. Shares books and engages in pretend-reading with other children. 	★ Create an inviting reading area in the home or classroom. Props that might entice children include an attractive display of colorful books, a comfortable place to sit, a reading lamp they can turn on, and glasses with either no lens or clear plastic lens they can wear while reading. The flannel board can also be part of this area. Stuffed book characters such as Clifford the dog or Corduroy the bear can be added. ★ Provide opportunities for children to choose books to read to themselves and others. ★ Encourage dramatic play that includes reading, such as playing school, office, store, or home living. ★ Use pointers or finger when "reading" books, charts, etc.

LITERACY STANDARD 4

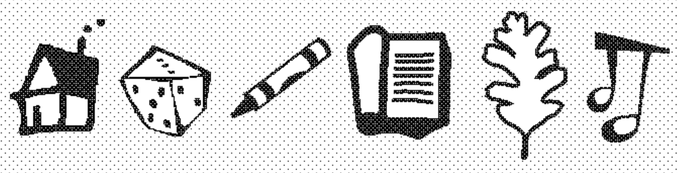
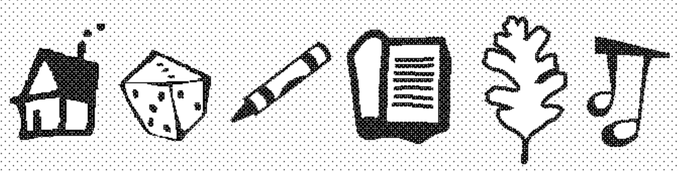
Phonological Awareness – The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes.

(see Glossary located on page 77)

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Begins to hear, identify, and make oral rhymes (e.g., "The pig has a wig"). *Example:* 1. Begins to recognize matching sounds and rhymes in familiar words, games, stories, songs and poems. 	★ Use a "rhyming box" to assist children with understanding the concept of rhyming words. Place small rhyming objects in the box. Child closes eyes and reaches into the box for an object. After naming the item, the child then looks into the box for the object that rhymes. Examples: small bear and a dollhouse chair; a cork and a fork; a chain and a train; a shell and a bell; a duck and a truck; a spoon and a balloon. This can also be done with pictures of objects. ★ Present songs, poems, and stories with words that rhyme. Such as *I Know an Old Woman* or *This Old Man.* The teacher repeats the activity several times until the children can say it on their own. The next time this is recited, the teacher leaves out a word that rhymes with a previous word and asks the children to fill in the word. ★ Write down children's stories and have them look at the words that sound the same. Children can repeat the words that sound the same and think of new ones. ★ Play the game "Which one doesn't rhyme?" Give the children three words and ask them to name the one that does not rhyme. Examples- cat, hat, sun; knee, bee, hook; blue, store, door. ★ Read stories like *There's a Locket in My Pocket.* The beginning sounds of objects are substituted, such as the "zamp in the lamp." Children can make up their own creatures in the room such as the "zair in my chair."
B. Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., "I can clap the parts in my name: An-drew"). *Example:* 1. Begins to hear and discriminate separate syllables in words. 	★ Can begin introducing syllables by asking questions such as "What two words do you hear in cowboy? or David? Then try clapping once to each part of the original word "Cow-boy or Da-vid." Use a poem, rhyme, or children's names to demonstrate. Begin with children's names and move to more difficult rhymes. Can also ask children to tap their knees or march in place to each sound. If child cannot clap on their own, tap their hand on a tray or flat surface when you say the words.

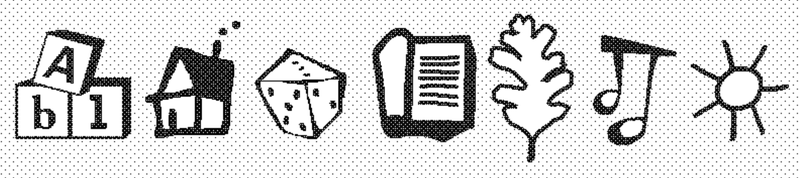
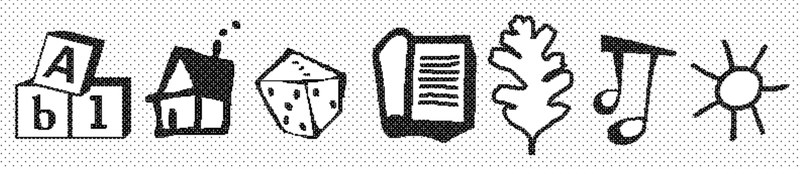
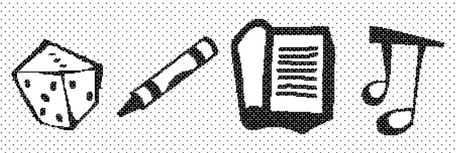
LITERACY STANDARD 5

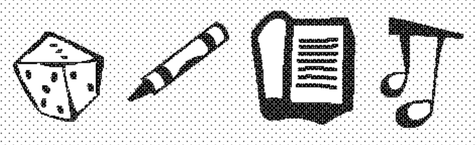
Phonemic Awareness – The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., "The first sound in sun is /s/"). *Examples:* 1. Hears the difference between similar sounding words (e.g., coat and goat, three and free). 2. Experiments with language (like sssssnake). 	★ When reading to the children, begin to talk about the beginning sounds of certain words. Focus on words that normally occur and reoccur in the learning space such as the letter children's names begin with, the letters the names of the holidays begin with, and topics of interest to children. Associate the sound with the letter. For example: S sound begins the word Santa, September, Sam, snow, sun, etc. ★ Use games to introduce individual sounds in words. A puppet can introduce a "funny" sounding word by saying the word sound-by-sound. The children have to try to figure out the word when the puppet says p/o/t, emphasizing each phoneme found in the word. Clues can be given by showing a picture of the word.
B. Recognizes which words in a set of words begin with the same sound (e.g., "Bell, bike, and boy all have /b/ at the beginning"). *Examples:* 1. Hears beginning sounds in familiar words. 2. Plays with repetitive sounds. 	★ Children place picture cards with beginning letters on top of another card with the same beginning letter. Example: Boat with Box or Dog with Door. ★ Create silly sentences using the same initial sound like "Peter Piper picked a peck of pickled peppers." A child creates their own, like "Sammy saved soup." ★ Play Which One Doesn't Sound the Same. Show three picture cards with words and say each word. Two begin with the same sound and one does not. Ask the children which one does not start with the same sound?

LITERACY STANDARD 6

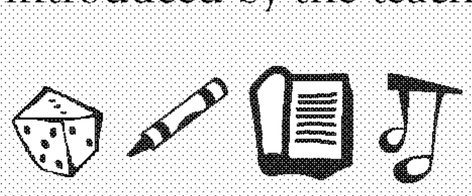
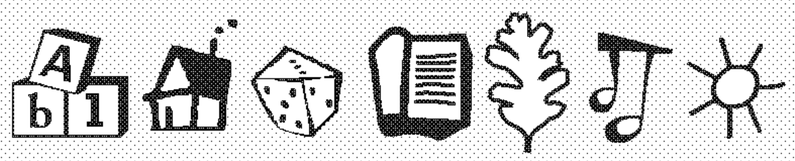
Letter Knowledge and Early Word Recognition (Phonics) – The child will demonstrate the ability to apply sound-symbol relationships.

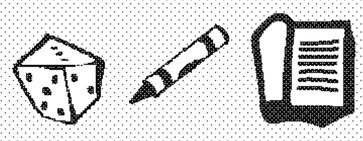
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Recognizes own name in print. *Example:* 1. Recognizes and selects his or her name from a list. 	★ Take every opportunity to use the child's name. Label the child's artwork, dictated stories, photographs of their work in learning centers and their cubby. ★ Use children's names on role sheets and lists. Children become familiar with their names and those of others in the class or group. ★ Make a book of photographs of children in the group. Label their pictures with their names. Put book in library area for children to read on their own. Can include short dictated stories about family, home, and pets.
B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name. *Examples:* 1. Identifies some letters of the alphabet in random order. 2. Recognizes that letters are different from words. 	★ When reading language-experience stories dictated by children, call attention to words that begin with the same letters of the alphabet. Let them pick out the letters in their names. ★ Include alphabet books to be read to the children and to place in the library or on the bookshelf. ★ Display the alphabet at the children's eye level in various parts of the classroom or home. ★ Provide opportunities for children to work with puzzles, games, flannel board pieces, and lottos that include the alphabet. ★ Use a variety of tunes to sing alphabet songs.
C. Begins to recognize the sound association for some letters. *Example:* 1. Identifies the sounds letters make in his or her name. 	★ Provide pictures for children to place letters on. For example: place the letter "t" on a picture of a table. ★ Develop a personal list of words the child is able to recognize on sight. ★ When reading books and stories aloud, older children can look for letters that begin with a specific sound such as the same sound as their name (/c/ for Connie), or the same sound of an identified word (/p/ for pumpkin), or special event (/b/ for birthday).

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
D. Knows that letters of the alphabet are a special category of visual graphics that can be individually named. *Example:* 1. Identifies and picks out the letters in his or her name from an alphabet chart. 	★ Provide opportunities to explore letters of the alphabet using magnetic letters, felt letters, sand paper letters, tracing forms, blocks, etc. ★ Play alphabet bingo with a small group of children. The teacher draws a letter and the children look for the letter on their card.

LITERACY STANDARD 7

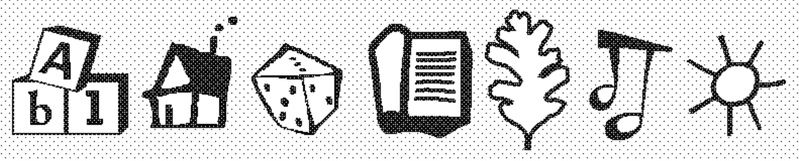
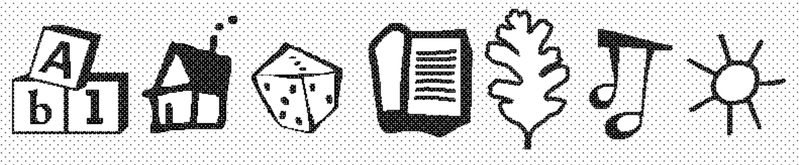
Vocabulary – The child will develop and expand knowledge of words and word meanings to increase vocabulary.

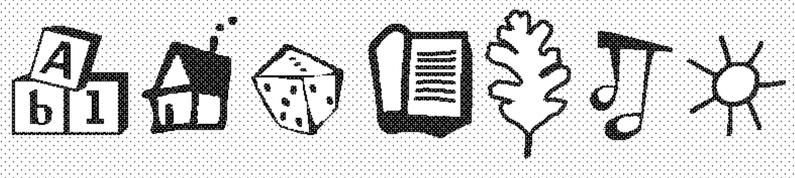
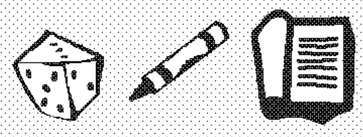
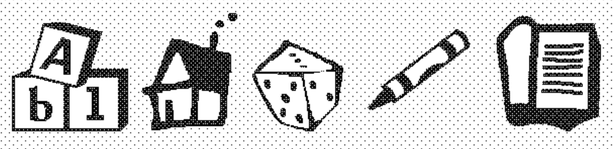
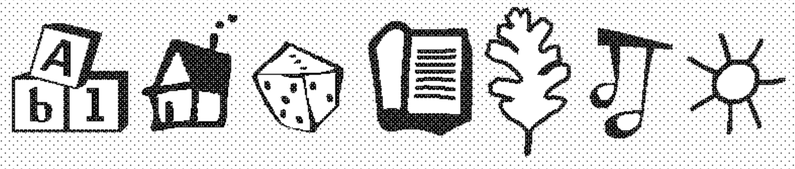
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Shows a steady increase in listening and speaking vocabulary. *Examples:* 1. Uses new words that have been introduced by the teacher from a list. 	★ Provide children with opportunities to respond to stories that are read. Ask children questions about the story and emphasize new words and what they mean. ★ Provide a listening center with tape recorder and headphones. Children can listen to the story on tape while looking at the book. Ask children questions about the story they heard, such as, "Who was in the story?"
B. Understands and follows oral directions (e.g., use of position words: under, above, through). *Examples:* 1. Follows simple two or three step directions. 2. Repeats instructions to a friend. 	★ When directions are given, give children an opportunity to repeat them back to the teacher. ★ Make an obstacle course in the room. Children can follow directions as they go through the course. Example: require children to go over the rope, under the table, around the chair, and on top of the balance beam. ★ Play games that include positions and following directions such as, Follow the Leader, Simon Says, Teddy Bear, Teddy Bear and Red Light, Green Light.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
C. Links new learning experiences and vocabulary to what is already known about a topic. *Example:* 1. Incorporates words and phrases from learning experiences and stories into play. 	★ When new words are introduced to the children, write them on pieces of poster board to display in the room. Children can find pictures in magazines or draw pictures that represent the word. ★ Children can make a book of the words that they know. The book should include blank pages so new words can be added. Children can draw pictures to represent the word.

LITERACY STANDARD 8

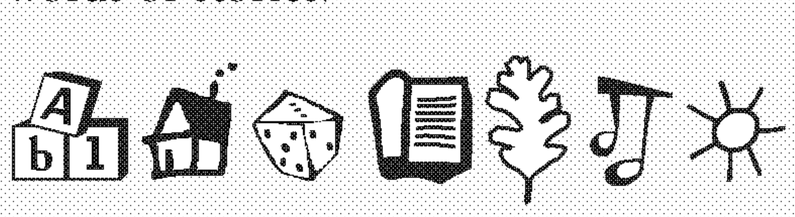
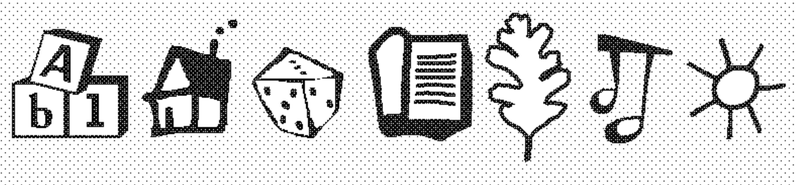
Comprehension – The child will associate meaning and understanding with reading.

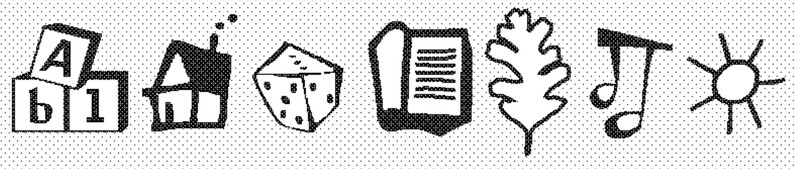
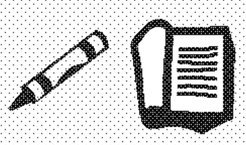
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues). *Example:* 1. Looks at pictures in books and predicts what will happen next. 	★ Use symbols to stand for words in the learning environment such as weather symbols (cloudy, sunny, rainy) on the weather board, child-selected symbols before children are able to read their name, symbols for the different learning areas, and symbols for the jobs of helpers. Encourage children to "read" the symbols. ★ When reading stories to children ask questions about the characters, ask what will happen next, and remind children that pictures can offer clues to what is happening in the story.
B. Demonstrates progress in abilities to retell and dictate stories from books and experiences. *Example:* 1. Dictates simple stories for the teacher to write down. 	★ Children can dictate stories they have heard, from their experience, imagination, or a book they have read. Pictures or special events can be used as a subject for the story.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
C. Remembers and articulates some sequences of events. *Examples:* 1. Retells information from a story in sequence. 2. Tells stories with beginning, middle and end. 	★ Provide picture cards that show a three-step sequence of events. When looking at each set of pictures, ask the child what happens first, second and third. Example pictures: a seed, small plant, and mature plant; a whole apple, an apple with a bite out of it and an apple core; and, going to the grocery store, paying for groceries, and leaving the store with groceries. Talk about the sequence of events and have the children tell the story the pictures show. If possible, use real objects for the sequence rather than pictures. ★ After participating in field trips and special events, have the children tell a story about their common experiences in sequence.
D. Connects information and events to real-life experiences. *Example:* 1. Child talks about personal experiences that come to mind when they are read a story. 	★ Read stories to children that could have happened to them. Ask children questions about the story, such as "Has anything like this happened to you?" or "How did you feel on your first day of school?"
E. Demonstrates understanding of literal meaning of story being told through questions and comments. *Examples:* 1. Shows interest in story by making comments and asking questions. 2. Identifies the main events in a story, the characters, and where it takes place. 	★ When reading to children ask children to tell you "What is the story about?" "What do you think will happen next?" or "What is another way the story could have ended?" ★ Have children retell a well-known story by using puppets, flannel board stories or illustrations.
F. Tells what is happening in a picture. *Example:* 1. Tells a story from pictures. 	★ Post interesting pictures at children's eye level in the room. Pictures that are an example of the topic being studied or are of interest to the children should be used. Ask children to tell what is happening in the picture. Ask additional questions so that children expand the story. ★ Ask the child to tell what is happening on a specific page of a familiar story.

WRITING STANDARD 9

Writing Process – The child will use the "writing process" to express thoughts and feelings.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Develops understanding that writing is a way of communicating for a variety of purposes. *Example:* 1. Uses writing tools and paper to "write" words or stories. 	★ Provide writing tools and paper for children to "write down" whatever they want. Use in dramatic play to "write a ticket," in reading area to "make a list of favorite books," or in the art area, to "write a story" about a picture. ★ Use large print to write down concepts that children are interested in or that are mentioned during class activities. For example: • Names of trees on the playground. • Names of animals in the barnyard. • Chart with names of children in the class. ★ Allow children to dictate stories to the teacher or other children who are able to write.
B. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name. *Examples:* 1. Scribbles some letter-like symbols and some letters in writing. 2. Writes own name or familiar words. 	★ Help children write stories where they invent the spelling. ★ Help children experiment with writing words and sounding out words. ★ Provide opportunities to develop muscle control in children's hands. Examples include: • Small blocks for building. • Clay and play dough for molding. • Small hand held toys for dramatic play. • Small tools such as scissors, hole punchers, eye droppers, tweezers, and tongs to pick up objects. • Beads, peg-boards, lacing boards, clothes pins etc. to provide practice for small muscles.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
C. Participates in writing opportunities. *Examples:* 1. Uses writing materials to make shapes, squiggles, and letters. 2. Writes something and asks someone else to read it. 	★ Provide writing materials, such as pencils, crayons, markers, paints, chalk, salt trays, roll on bottles or squeeze bottles with paint, shaving cream, or sealed plastic bags with hair gel. ★ Provide opportunities for children to write a story or a letter as a group. This could be about a field trip, an assembly, a guest or special event. The children could take turns writing words they agree on using in the story. ★ Ask older children to copy letters or words from the environment (e.g., cereal box, names, public signs, logos, books, etc.).
D. Begins to remember and repeat stories and experiences through drawing and dictation. *Example:* 1. Tells others about intended meaning of drawings and writings. 	★ Ask children to write or dictate a story that happened to them such as a special event, their birthday, or a visit to a relative. After each child finishes their story and illustrates it, collect the stories and make a book. This book can go home with each child to be read or kept in the reading area. ★ After listening to a story from a book on tape, have the child draw what they remember from the story or retell the story how they remember it.

(b)(6)

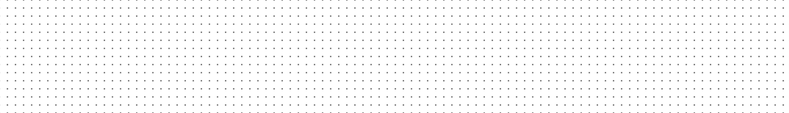
MATHEMATICS

Mathematics helps young children make sense of the world around them and understand their physical world. Children are inclined to make comparisons, notice similarities and differences in objects, and group their toys and materials. This ability to organize information into categories, quantify data, and solve problems helps children to learn about time, space and numbers.

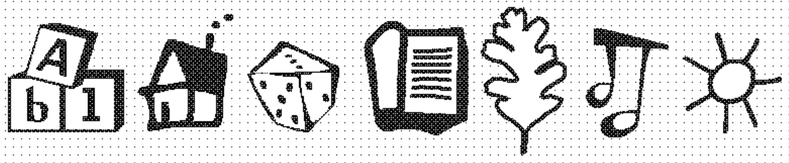
When children play in the sandbox, cook applesauce, and complete a puzzle, they are engaging in activities that allow them to develop the thinking skills that are naturally used in daily life. Children learn the uses of mathematics to describe and explore relationships among objects and materials in the environment. They increasingly develop the vocabulary and skills to measure, describe patterns, and express order and position. Experiences with a wide variety of real objects in learning centers and practical situations help children begin to develop mathematical understanding.

STANDARD 1

Patterns – The child will sort and classify objects and analyze simple patterns

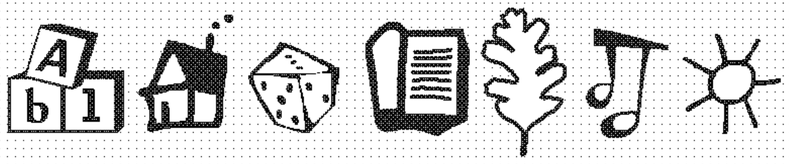
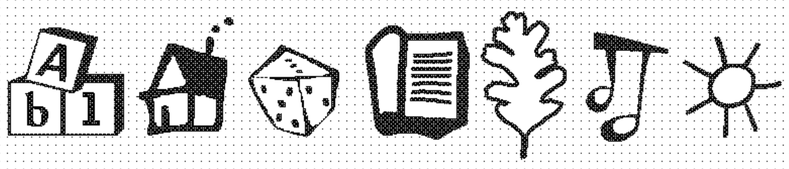
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape). *Examples:* 1. Sorts objects into groups by a certain characteristic and begins to explain how the grouping was done. 2. Describes or recognizes similarities and differences between objects. 	★ Have children sort themselves according to a particular attribute such as hair color, type of shoe, color of clothing. Count the children each time they have been classified into a group. Discuss the concepts of more and less. ★ Provide materials of the same shape and color. Discuss how objects are the same and different. Some examples include: unit blocks, attribute blocks, parquetry blocks, pegs, stringing beads, counting bears, and crayons. ★ Store materials by color or shape. For example: • Place all crayons of the same color in a container of the same color, all counting bears in bowls of the same color. When children are putting away materials, remind them to "Put all the blue bears in the blue bowl. • Store all blocks of the same shape together. To make this easier for children to do, make labels by tracing the outlines of blocks onto solid-colored contact paper. Cut out the outlined shapes and place on the shelves. Place the shapes on the shelf lengthwise so Children can see which block is which. Demonstrate and assist children to put blocks away by shape." ★ Provide opportunities for children to explore collections of items. For example: keys, bottle caps, nuts, bolts, pebbles, cereal, seashells, small objects and buttons. Provide plates or egg cartons for children to use in grouping objects that are "all the same." Ask children what items they would put together. Allow them to come up with their own ideas. The teacher can ask, "Can you find the ones that are the same shape?" "The same color?" or "Used for the same thing?" Allow them to create their own groups. *(A., continued on pg 32)*

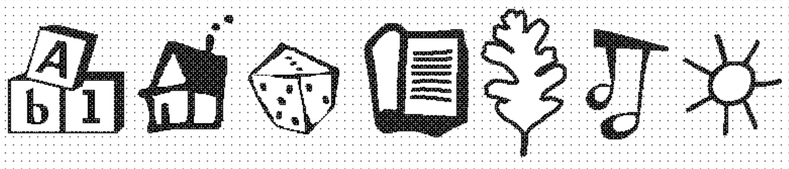
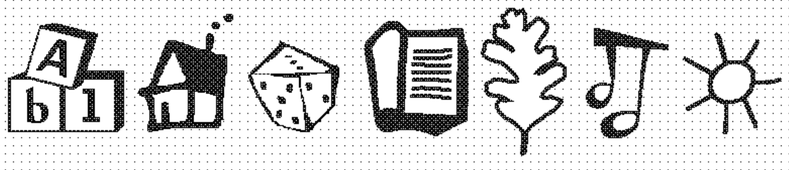
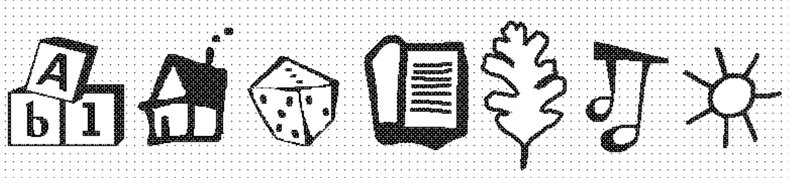
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
(A., *continued from pg 32)*	★ Play classification games. For example: Things That Go Together. Play it as follows: Gather a group of items that include pairs of objects that go together. Some examples are shoe and sock, comb and brush, hammer and nail, pencil and paper, knife and fork, and flower and vase. Place the items in front of the children, separating pairs. Ask the children to select the items that go together and to explain their choice. After children have had lots of experience with real objects, play classification games with photos or pictures of items that go together.

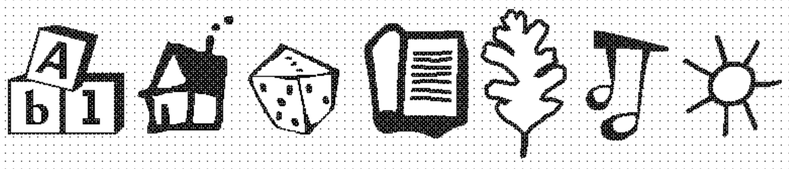
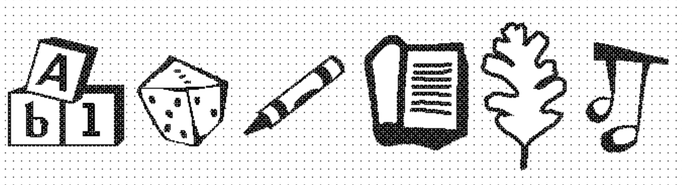
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
B. Recognizes patterns, can repeat them, and explain them verbally (red, black, red, black, red, black). *Examples:* 1. Continues a simple pattern such as arranging blue and yellow pegs in alternating order. 2. Describes patterns. 	★ Demonstrate simple patterns using children (boy-girl pattern, stand-sit pattern, high-low pattern). ★ Introduce children to auditory patterns through handclaps, foot taps and leg slaps. Begin with a two-part pattern, and then increase difficulty. ★ Introduce children to visual patterns with concrete materials such as beads, pegs, cubes or parquetry blocks. • Allow children to explore the objects, such as beads with strings, over a period of time. They will probably make necklaces in a random pattern. • Copy their bead pattern, describing what they are doing. "I'm going to make one just like yours." • Begin to create a bead pattern, again describing what you are doing. "I'm creating a bead pattern with red and blue. First, I'll put on a red bead, then I'll put on a blue bead." Invite children to copy your pattern. Gradually increase the complexity of the pattern. • When children have had a lot of "hands on" patterning experiences with real objects, make a pattern by drawing and coloring a string of bead shapes on a card. Encourage the children to string real beads to duplicate the pattern. ★ Provide objects for children to create patterns, such as lacing beads, pattern blocks, legos, pegs, colored pasta, poker chips, buttons, shells, leaves or other manipulatives. Move toward recreating patterns. For example, when children see a pattern on a string of beads, encourage them to determine which bead is needed to continue the pattern.

STANDARD 2

Number Sense – The child will understand the relationship between numbers and quantities.

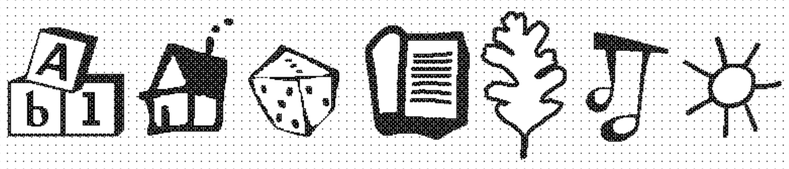
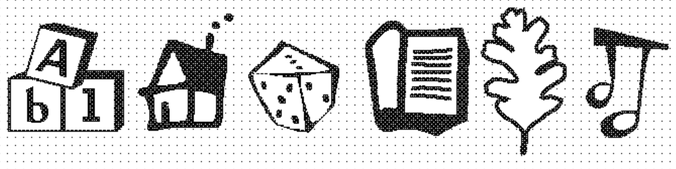
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. *Examples:* 1. Begins to recognize numerals. 2. Puts two objects by the number two, three objects by the number three and so forth. 3. Compares and recognizes items that are more, less or the same in size. 	★ Introduce numbers (how many) with people and real objects. Encourage children to count objects in their environment. The teacher can draw children's attention during transitions between activities, during activity time, outdoor time or mealtime. For example: • Children can count those in the circle, the numbers of boys and girls. • Find out how many napkins are needed for snack. • Locate three toy cars in the block area. • Using a calendar, count the number of days until a class trip. ★ Provide experiences counting forward and backward. Introduce number finger plays that require children to take one away (i.e. Five Little Monkeys). ★ Provide number/numeral materials. For example, counting bears, magnetic numerals, number stamps and rulers and tapes for measuring. ★ Include commercial or teacher-made number/numeral two-piece puzzles. Each puzzle contains one piece with a numeral and the other piece contains a corresponding number of objects. Purchase or make 10 puzzles, from 1 to 10. Start out with puzzles from 1 to 3 and add more puzzles as children become familiar with the numerals. ★ When working with numerals and counting objects ask children to compare one group of objects with another. For example, "Are there more or less buttons in this cup than the other? Or are they the same?" ★ Introduce games such as number bingo and dominos with dots.
B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. *Example:* 1. Counts objects in a one-to-one correspondence. 	★ Give children opportunities to count: • Pegs and peg boards where children put one peg in each hole. • After using a felt-tip marker, a child puts a cover on a marker. The markers and covers are the same color. • Provide an equal number of nuts and bolts for children to put together. • Ask a child to give each child in the group a scarf to use for dancing. • At lunch, guide the helpers to place one napkin, one fork and one carton of milk at each child's place at the table. ★ Read the story The Three Little Pigs to the children and talk about a house for each pig. To extend the activity, make felt figures of the three pigs and the three houses. Allow children to retell the story using the felt figures on a felt board.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
C. Develops increasing ability to count in sequence to ten. *Example:* 1. Counts from one to ten. 	★ Children are given opportunities to count: • In group times (counting finger plays). • While involved in activities (counting the pieces in a puzzle). • During outdoor time (count the number of times the swing moves back and forth). • During transitions (count the toys you put on the shelf at clean up time). • Children who are not verbal can count by touching, tapping or pointing to another child's fingers or tapping on a drum or tray. ★ Include counting songs, finger plays and chants. Some examples include: *This Old Man*, *Three Blind Mice*, *Five Little Monkeys*, *Six Little Ducks*, *Five Little Speckled Frogs*, and *One Elephant Went Out To Play*. ★ Teach children to count (one-ten) in another language such as Spanish, French, Vietnamese, etc. ★ Play simple board games such as Chutes and Ladders or Candy Land that allows children to throw dice or use a spinner to play the game. This gives practice identifying numerals and counting.
D. Counts objects in a set one-by-one from one through five *Example:* 1. Counts objects from one through five. 	★ Children can count out objects (Unifix cubes, counting bears, buttons, etc.) and put into groups with five objects per group. Use bowls, divided trays, or egg cartons for the objects. ★ Play a counting game. Put a group of objects on a tray (four acorns). Ask the child to count how many are on the tray. Cover the tray with a scarf, change the number of items, and ask the children again to count how many are on the tray. This game can be played as a small group or with an individual child. Children can play this game with each other.
E. Identifies and creates sets of objects one through five. *Example:* 1. Creates a set of five objects by counting them out. 	★ Children can create sets. For example: have them count out crackers for each child for snack. Each child receives five crackers. ★ Take children on a walk, giving each a small bag in which to collect items from nature. After returning to the classroom or home, have the children put objects into groups (sets) such as leaves, twigs, nuts, rocks, and pinecones. Have them count how many are in each set. Discuss which group has more or less items. ★ Use flannel board pieces that include numerals and an assortment of shapes. Ask children to sort the shapes into sets, count the members in each set and put the appropriate numeral next to set of shapes.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
F. Identifies numerals one through five *Example:* 1. Names numerals one through five. 	★ Post numerals one through ten in the room. It is helpful to have the number of objects on the numeral card. For example, the numeral three is next to a picture of three balls. ★ Use population charts to let children know how many children are allowed in each learning center. The population chart should have the numeral and the number of children the numeral represents. For example: If four children are allowed in the library area, then post a sign on the children's level that has the numeral four and four stick figures. The child is advised to count the number of children in the area before beginning to play. If there are less children in the area than the number on the chart, the child may go in the learning area. ★ Use playing cards to play matching games. Place cards face down. As child turns over a card, the numeral is named. Increase difficulty by looking for a match. The child turns over two cards and names each numeral. If the cards match, the child picks up the cards and gets another turn. If not, the next child plays. ★ Provide art experiences using number shaped stamps and sponges, yarn and glue, and numeral shaped paper for drawing and painting. ★ Let children feel textured numerals and trace shape of each numeral with their fingers.
G. Recognizes the numerical value of sets of objects through five. *Example:* 1. Name "how many" are in a group of up to five (or more) objects. 	★ Play a variety of matching games where children count out the number of objects they see and then place a numeral card next to the set of objects. Small numeral cards can be used. On the back of the cards can be the number of dots the numeral represents. This allows the child to check to see if they have counted the correct number to match the numeral. ★ Read number books to children Use pictures to start conversations about counting. Example: "Can you see how many puppies are on this page?" ★ Use dice, dominos and playing cards for counting experiences and to illustrate sets of numbers.

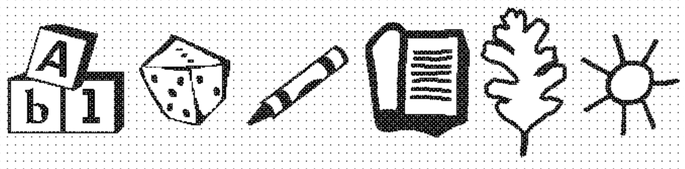
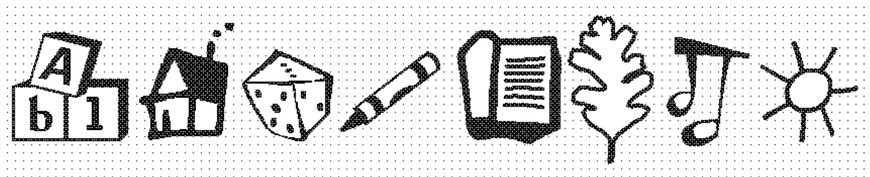
STANDARD 3

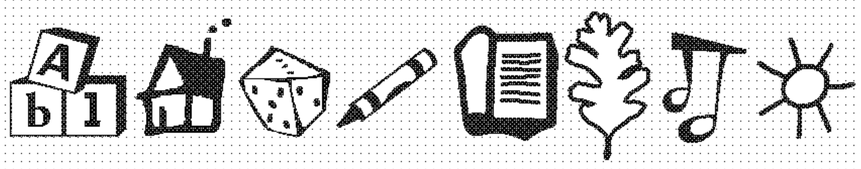
Geometry and Spatial Sense – The child will identify common geometric shapes and explore the relationship of objects in the environment.

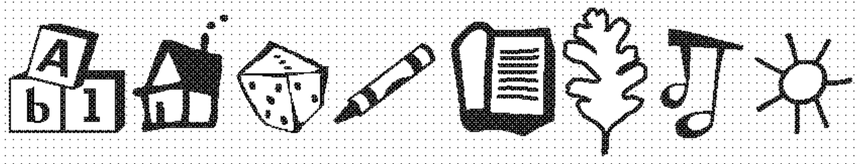
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Begins to recognize, describe, compare, and name common shapes (e.g., circle, square, triangle and rectangle). *Examples:* 1. Names and describes shapes in the environment. 2. Groups objects according to their shape and size. 	★ Provide children with opportunities to play with unit blocks, table blocks, pattern blocks, shape sorters, pegboards, and geoboards. This will help them gain an understanding of shape and form. ★ Label shapes and post them in the room. Create an interactive bulletin board with shapes. Children can match pictures of shapes to those on the bulletin board. ★ Provide a variety of shapes (circle, square, triangle, rectangle) for manipulation. (Shapes made of wood, paper, plastic, foam, etc). Ask children to find the items that have the same shape. Add pictures or objects of different shapes such as a ring, a "piece of pie," an envelope, etc. ★ Put large shapes on the floor and have children stand on a specific shape. ★ Play a game of I Spy. Children look for items in the environment that represent various shapes. For example: "I spy something in the shape of a circle." The children reply, "is it a wheel?" "a doughnut?" "a penny?" etc. ★ Play another shape game by describing a shape and having the child guess what shape it is. For example: "I spy something that has three sides, the sides are straight." ★ Provide art materials to create geometric shapes. Crayons, paper, tracing items can be used along with collage materials and glue.
B. Builds an increasing understanding of directionality, order and position of objects and words (e.g., on, under, above). *Example:* 1. Uses words that indicate where things are in space (e.g., "beside," "inside," "over," "under," etc.) 	★ Include chants or songs to teach location words. For example: • The traditional, *The Bear Went Over the Mountain to See What He Could See* can be expanded to include "the bear went around the mountain," or "the bear went through the mountain." • The children's favorite *Going on a Bear Hunt* contains many words that relate to space: over, under, through, around, up, and down. • Play a game using hula hoops or rings that are large enough for children to stand in. Give directions related to space. For example "Walk around the circle," "Jump inside the circle," "Put one foot in the circle," "Stand inside the circle." • Songs and games such as *Hokey Pokey*, *Looby Loo* and *Go in and Out the Window* direct children's movements in space. ★ When playing with puppets, dolls, blocks, or in dramatic play, include positional words. This can be done by giving directions or playing a game ("Put the dish beside the glass," "Put the block on top of the cylinder," or "Put the cover over the baby doll").

STANDARD 4

Measurement – The child will explore the concepts of nonstandard and standard measurement.

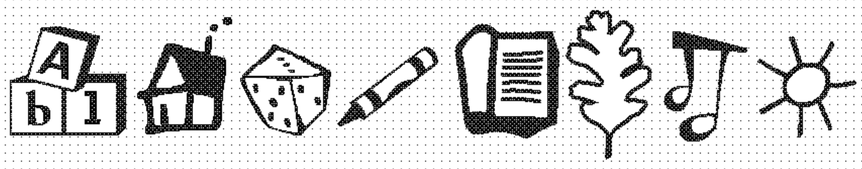
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Measures objects using nonstandard units of measurement (e.g., pencil, paper clip, block). *Example:* 1. Participates in measuring activities and names units of measure. 	★ Provide children with an object such as a chalk board eraser to use to measure something, such as the length of a table. Demonstrate how to place the object next to the edge of the table. Mark down how many erasers it took to measure the table. ★ Children lie down on a large piece of paper. On the paper, a friend marks the bottom of the child's feet and the top of their head. Children then can use their hands, pencils, a jump rope or other object to measure the height of the child. A chart can be made so that the height of each child can be compared (Susie is five hands and Carl is five and ¼ hands). ★ Use a scale or balance. Children can estimate how much certain items weigh. (The bird nest is the same weight as three inch-cubes).
B. Compares objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large). *Examples:* 1. Begins to order, compare and describe objects. 2. Can identify which object is the longest, shortest, biggest, or smallest. 	★ Use words of comparison in daily conversations with children. For example, as the child begins to take notice of objects, note which one is the shortest, the largest, etc. ★ Place a handful of items in a see-through container and ask children to estimate the number and record their estimates on a chart or in a book. See who guessed the most and least. Count the objects and see who is closest to guessing the correct number. Repeat activity with different objects.

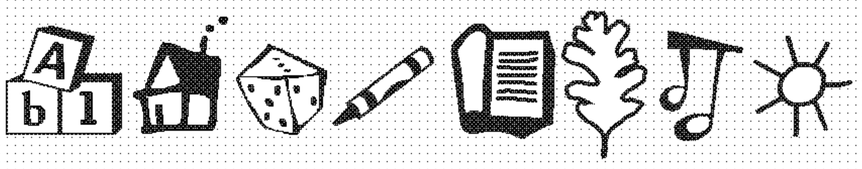
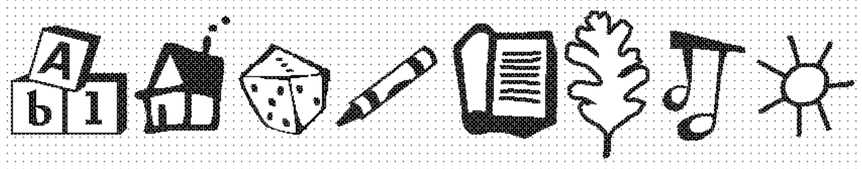
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
C. Compares and orders objects in graduated order (e.g., shortest to tallest, thinnest to thickest). *Example:* 1. Places objects in graduated order. 	★ Provide children groups of three similar objects that are graduated in size or length. Have children put them in order from the largest to smallest, shortest to longest, etc. Start out using real objects such as books, bowls, baskets, flowers, soda straws, pencils, etc. and move to pictures of objects. The order of the correct sequence can be written on the back of the picture cards. This allows children to check their work. Increase difficulty by asking children to put five pictures in order. ★ In learning centers, provide objects that can be placed in order. For example, in the dramatic play area provide several sizes of dishes; in the block area provide blocks of various thickness; in the art area provide paint brushes in various lengths; and in the science area, provide seashells of various sizes. ★ Read the story *The Three Bears* and have children retell the story. Discuss that each bear has a bowl, a chair and a bed. To extend the activity, provide three sizes of bears and discuss the sizes with the children, labeling the bears as baby, mama, and papa. Ask the children to put the bears in order from the smallest to largest. Add three sizes of bowls and suggest the children give each bear the correct bowl. ★ Provide nesting and stacking toys for children to explore.

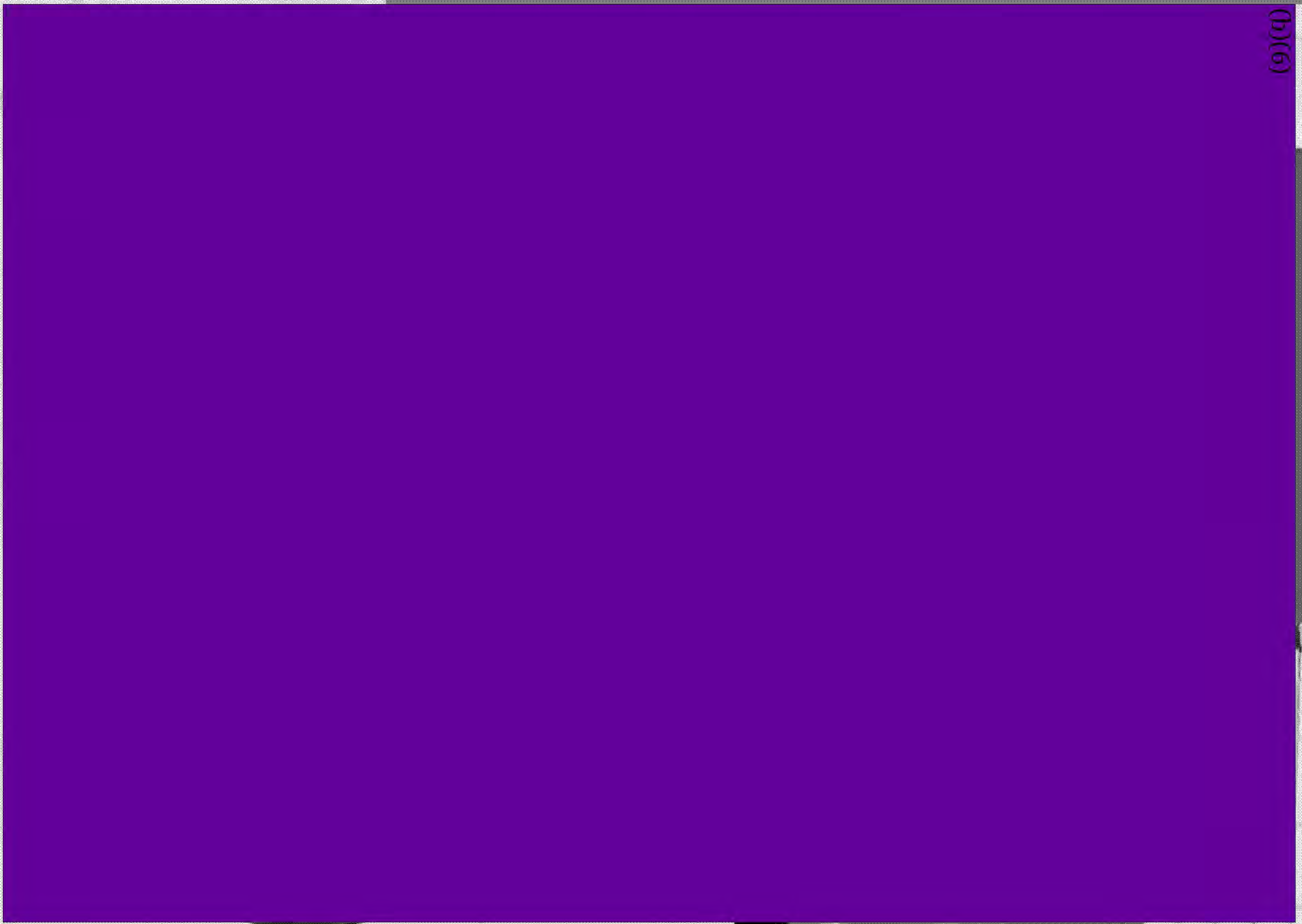
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
D. Develops an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night). *Example:* 1. Use terms such as before, after, yesterday, tomorrow, morning, afternoon, day and night appropriately. 	★ Use time words in daily conversations with children. For example, as you review plans for the day, note which activities follow the other. Discuss what happened yesterday and what is planned for tomorrow. ★ Use photos or drawings to illustrate each time period of the daily schedule. For example, arrival time, group time, snack time, etc. Review the illustrated schedule with the children. Allow them to put the schedule in sequential order. Post the schedule in the room where children can easily see it. Individual children may benefit from a personalized schedule as it helps familiarize the daily routine. ★ Let children see you write the date. For example, when you use the date on attendance reports, lunch counts or other notices, write where children can see what you are doing. Say aloud what you are writing. • Write short notes home to parents and date each one. • Date the experience stories that you write as children dictate them. • Assist children with dating their work. ★ Use a weekly calendar. Indicate special days such as birthdays, field trips, or holidays and use terms such as yesterday, today or tomorrow in discussing them. ★ Use a variety of timers (such as an hour glass egg timer, kitchen timer, alarm clock) to explore and to establish time limits. ★ Give children time reminders. For example, tell them "You have five more minutes to play in the learning centers, then it is time to clean up." ★ Include books that relate to time. Suggested titles include: • *The Very Hungry Caterpillar* • *Today is Tuesday* • *The Very Quiet Cricket* • *Chicken Soup With Rice* • *A Book of Months* • *A Year of Beasts* • *Night in the Country*

STANDARD 5

Data Analysis – The child will collect and analyze data in a group setting.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Begins to use numbers and counting as a means for solving problems and measuring quantity. *Example:* 1. Comparing groups, counts the number of items in each group to determine if there are more, less or the same (equivalent sets). 	★ Use finger plays that include counting such as *Five Little Monkeys*. Talk about if there are more monkeys at the beginning of the finger play or at the end. Have children hold up fingers on each hand to represent two groups. ★ Introduce the use of counting to see if there are more or less. • Have children line up in two groups, boys and girls. Ask which group has more, which has less or are they the same. Match one to one to check the children's prediction. • Provide children with two groups of objects to count and compare. Which has more, which has less? If I add one more object to this group, are there more or less in the group? • Comparison activities can be conducted in large groups. Allow the children to talk about how they come up with their ideas. The teacher asks the children questions about the problem that needs to be solved. The children learn from each other. ★ During activity time look for opportunities to use counting to solve problems. For example: In the block area compare two stacks of blocks or in the dramatic play area, compare the number of hats to the number of children playing in the area.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
B. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs. *Example:* 1. Participates in discussions, creates and uses real and pictorial graphs, maps, photographs and charts. 	✱ Provide activities that require children to observe and find ways to record what they see. Begin by discussing what the children see and writing it down. Show different ways to record what is seen. For example: • Older children can draw a picture of a growing plant. In a week they can draw another picture that shows what happened over time (grows, blossoms, wilts). • Set up a chart to list the children that painted pictures each day. Use a large piece of paper and let children write down their names. • List the foods the hamster likes to eat. Mark the foods that were eaten and those that were not. On a large poster glue magazine pictures or food labels to represent the hamster foods. Put a tally mark next to the food when it is eaten. • With assistance from the teacher, the children take a poll of the group and chart the results. For example: what kind of pet do you have? Make a large grid on a flannel board. Use flannel board shapes to represent pets. Place a circle shape beneath the dog, cat, bird, or fish shape to represent each child. • Draw a map of the learning environment noting where each of the learning centers is located, the doors, windows, etc. Use a large piece of butcher paper to draw the map. • Create books with children's stories and drawings about their visit to a farm.
C. Describes similarities and differences between objects. *Example:* 1. Describes the characteristics of objects that are similar (i.e., they both have round edges and are red) and different (this one is soft and that one is prickly). 	✱ Play the game Alike and Different. Explore groups of objects. Can use items of various colors, shapes, sizes, textures, and functions (Manipulatives, hand held toys, props, etc.). Ask children to pick three items. Let them describe how each item looks. Describe how they are the same and how they are different. Accept all answers. Use questions to find out how the children know objects are alike and different and find out if children have different ideas. • Objects found in nature can also be described and compared. • To increase difficulty, compare pictures of objects. Describe how they are the same, and how they are different.



(b)(6)

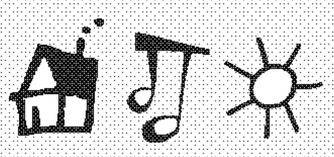
HEALTH, SAFETY AND PHYSICAL DEVELOPMENT

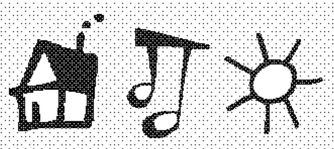
Children enthusiastically explore how to move their bodies. They investigate and practice with concentration the small motions that lead to the mastery of fine and large motor tasks that adults often take for granted. How a child learns to sit, walk, or hold a spoon is a stepping-stone to how the child understands space, coordinates thinking, and holds a pencil. Children often describe their abilities according to their physical accomplishments.

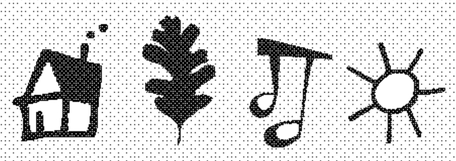
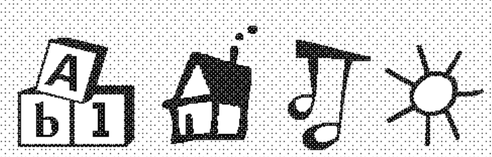
Children use their senses and bodies to explore their physical environment. Children may appear uninterested in nutrition and sensible health habits, but they appreciate learning how to enhance their strength, balance, muscle control, and coordination. When children can take an active role in preparing nutritious snacks, maintaining a clean and healthy environment, and caring for their bodies, they feel a sense of pride and accomplishment in their independence.

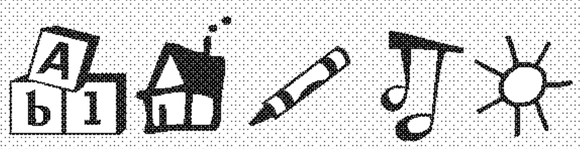
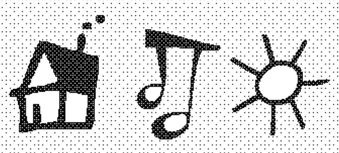
STANDARD 1

Large Motor Skill Development – The child will participate in activities that involve large motor skills.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows). *Example:* 1. Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping and pulling. Moves toward skipping, galloping and riding. 	★ Provide adequate space outdoors and some space indoors for gross motor play. Space should be easily accessible for all children in the group, for example, no barriers for children with disabilities. ★ During movement activities put those children with limited movement abilities in adaptive equipment so they can move around with the others. ★ Provide equipment to encourage a variety of skills. Use low balance beam, tape on the floor, or cardboard stepping stones to practice balance. Tricycles, wagons, wheel barrows, and riding toys provide practice for riding, pushing and pulling skills. ★ Include daily activities that involve movement and exercise. For example, use records, cassettes or CDs that contain games and songs that require children to practice movement skills. ★ Include props in movement and music activities such as crepe paper streamers, ribbons, or scarves. ★ Break down locomotor movements into small moves. Example: hopping: stand on one foot and jump landing on the same foot, or skipping: on one foot step and hop, then step on the other and hop. ★ Create an indoor or outdoor fitness trail. Use signs with words, pictures, and arrows showing the children what to do and where to go next (run to next sign, tip toe to next sign).

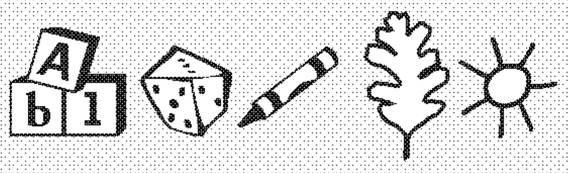
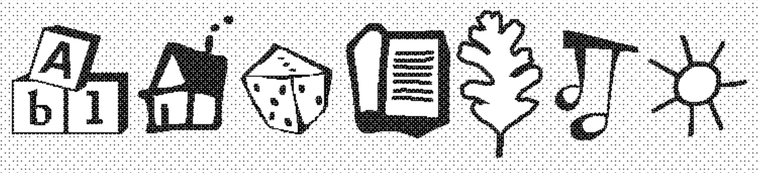
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
B. Demonstrates body and space awareness to move and stop with control over speed and direction. *Examples:* 1. Names or points to body parts. 2. Moves within a space with defined boundaries. 3. Runs easily and stops quickly. 4. Controls body and can change movement, speed and direction. 	★ Teach songs and games that use the parts of the body. For example: *This Old Man*, *Head and Shoulders*, *Knees and Toes* and *Put Your Finger in the Air*. ★ Introduce children to how parts of the body move. Have children stand in their own space. Ask them to move various parts of their bodies. For example: "How can you move your head, eyes, mouth, neck, shoulders, elbows, chest, arms, fingers, waist, hips, legs, knees, ankles and toes?" ★ Introduce children to personal space (the space just around a child's body) and general space (the space surrounding everyone in the room). Can use a carpet square as a boundary for personal space and plastic cones, a jump rope or masking tape on the floor as a boundary for general space. Have children stand in personal space and move any way they want. Then, have them move around the room in different ways. Fast and slow, broad and narrow, in a straight line and a curvy line, up high and down low. • Move to recorded music and stop moving when the music stops. • Move to tambourine beat and freeze when the sound stops. Change direction of movement. ★ Have children use imagination in their movement. For example: "How would you move if you were a puppet on a string?" "How would you move if you were popcorn in a hot pan?" "How would you move if your shoe were stuck on a large piece of chewing gum?" or "How would you move if you were a giraffe looking for food?"

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
C. Demonstrates nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting). *Examples:* 1. Moves while standing in place. 2. Identifies and reproduces nonlocomoter movements when asked. 	★ Use a small parachute. Have children sit or stand around the edge of the parachute and hold on to it with both hands. Tell the children to follow directions for the parachute game. • Marshmallow: Hold parachute waist high. On signal have children throw arms and chute as high as possible and let go. Let it float down softly. • Waves: Children hold onto parachute and gently wave the chute up and down and observe the rippling motion. • Cover-up: Hold chute waist high. On the signal extend arms upward and while still holding onto the chute, turn around and then squat on the ground. Chute covers the children. • Bouncers: Place two yarn or other small balls in the center of the chute. Try to keep them bouncing by shaking chute up and down. ★ Tell children a story about their day. Children can imitate the activities happening in the story while standing in their own personal space. Begin the story when the child is asleep. The child finds actions to go with the story, with assistance from the teacher. For example: The child wakes up (stretches and yawns), washes face and brushes teeth (imitates washing, eating breakfast, walking to car, etc.). • Can act out other stories the teacher creates such as *Bear Hunt*. Use animals, nature and activities. For example: a bird building a nest, a growing vine or building a house.
D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing. *Examples:* 1. Throws and kicks a ball. Begins to catch and bounce a ball with two hands. 2. Swings with assistance. 3. Goes down a slide. 	★ Provide materials and equipment for activities. For example: bean bags, yarn balls, Koosh balls, rubber balls, foam balls, soccer balls, basket balls, hoops, whiffle balls, slides, and swings. ★ Practice throwing a variety of balls, rings, or bean bags into a container (laundry basket, hoop, large plastic jar), or at a target (pillow, stack of blocks, or bowling pins). ★ Set up small groups to play catch, roll or kick the ball. Children form a circle (standing or sitting) and take turns throwing, rolling or kicking the ball to each other. ★ Play balloon tennis. Make racquets out of a clothes hanger covered with nylon hosiery. Blow up a balloon and hit it with the racquet.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
E. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing). *Example:* 1. Participates in activities that develop large muscles, strength and endurance. 	★ Provide opportunities for children to use the large muscles while participating in activities. Use equipment for easel painting, woodworking, movement activities, drawing on chalkboard, block building, and music making. • For painting, use large paper and an easel that sits on the floor to get large muscle activity. • Set up a woodworking area in the room or outside. Use small hammers, large nails, small blocks of wood to hammer together, or large blocks of Styrofoam or wood. Children can practice hammering nails into a stump or large piece of wood or Styrofoam (pull out nails with hammer), or they can create wood sculptures with small pieces of wood. Close supervision and protective eyewear are required. • Use commercial climbing equipment or make own using old tires, boxes, barrels, crates, and planks of wood. • Purchase or create simple rhythm band instruments. Drum (oatmeal box), rhythm sticks (dowel rods), sand paper blocks (cover wood with sandpaper), bells, tambourine (pie tin with bottle caps), or shakers (cans or plastic bottles with beans, seeds or sand inside).
F. Develops coordination and balance through a variety of activities. *Examples:* 1. Begins to gain coordination through participation in physical activities. 2. Can balance. 	★ Adapt or provide equipment for children in the group with disabilities. ★ Provide opportunities for children to practice balance. For example: a balance beam, balance on a stretched rope, tape a trail on the floor, stepping stones (cardboard or carpet). First walk forwards, then add more difficult moves: slide your feet, turn around, walk backwards, stand on one foot, walk heal to toe. ★ Introduce movements that increase in difficulty. • Practice walking with feet inside shoe boxes. • Three-leg walk. Loosely tie the legs of two children together. See if you can walk. • Crawl through a tunnel (cloth over a table). • Jump over an extended rope. Try jumping on own. • Walk on coffee can stilts. • Toss and catch a ball in a scoop or mitt. ★ Have the children play games that include motor activities. For example: *Skip to My Lou* and *Simon Says*. ★ Include daily warm-ups such as stretching, jumping jacks, running in place and exercises that the teacher and children create. • Include exercises that incorporate the movement of animals: • Hopping (grasshoppers, frogs, rabbits, kangaroos) • Running (dogs, foxes, squirrels, wolves) • Galloping (horses, donkeys, zebras) • Crawling (snakes, lizards, caterpillars)

STANDARD 2

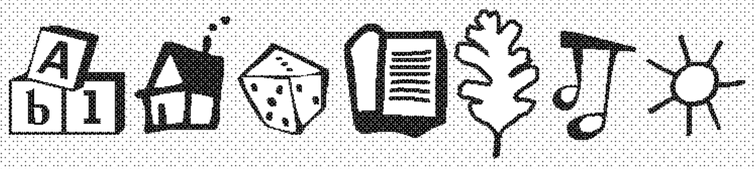
Small Motor Skill Development – The child will participate in activities that involve small motor skills.

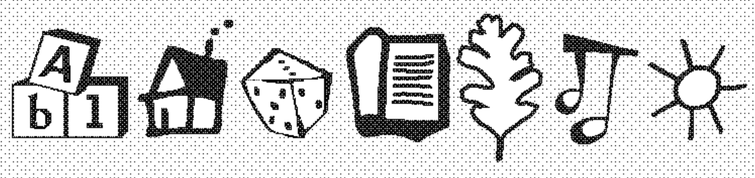
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Demonstrates increased fine muscle control (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles). *Examples:* 1. Controls small muscles to complete tasks. 2. Uses small muscles for self-help skills. 	★ Provide puzzles, pegs, pattern blocks, beads to string, construction sets, sewing and lacing cards, linking and interlocking sets. Puzzles with knobs should be included for varying fine motor skills. ★ Offer a variety of writing and drawing tools: pencils, crayons, markers, chalk, blank and lined paper. ★ Provide art materials that require the use of small muscles such as finger paint, poster paint with paint brushes, play dough and clay, stringing or sewing activity. ★ Model correct scissor grasping position for children. Thumb is in small finger hole, pointer finger is on top of large finger hole, and three fingers are in large finger hole. Instruct children to hold scissors in front of their body so they have better control. ★ Provide opportunities to practice cutting skills: Children can fringe paper, cut around paper plate in a spiral, or snip play dough or clay rolled in snake shapes. ★ Teach children to button, zip and snap and allow time for them to use and practice these skills.
B. Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads). *Example:* 1. Successfully uses simple tools during a variety of learning activities. 	★ Provide activities that allow children opportunities to use small muscles. Allow children to use adhesive tape, a hole punch, a stapler, an eye dropper, etc., during activities. ★ Provide children a chance to use simple tools, such as a scale, a measuring tape, chopsticks, eggbeater, vegetable peeler, fork, a pair of tweezers, or tongs. For example: Children can move cotton balls from one bowl to another with tongs. Child can add food coloring to water to change colors, and children can pick up pieces of cloth or Styrofoam packing material with tweezers or chopsticks. ★ Incorporate holding and grasping activities that foster the development of fine motor skills such as picking up and playing with small toys, placing objects in the sand and water table, digging with small garden tools, measuring with cups and measuring spoons, cutting/spreading with dull knives, dusting with feather dusters, beating drums with drumsticks, and tapping rhythms with rhythm sticks.

STANDARD 3

Health-Enhancing Activity Development – The child will participate in health-enhancing activities for the development of lifetime health and fitness.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Progresses in physical growth, strength, stamina and flexibility. *Example:* 1. Demonstrates increasing ability to lift and carry heavier items, run farther and successfully navigate playground equipment. 	★ Provide children with opportunities to compare their abilities from one point in time to another point in time. For example: • Make a chart of children's height and weight at the beginning of the school year and measure again in three months. Discuss how the children have grown. Compare to the size of an infant. • As children master tasks, remind them what they have learned, how they have grown and changed. Look at physical abilities such as throwing or kicking a ball, or ability to put together a more difficult puzzle. ★ As children mature they are able to play for longer periods of time without tiring and with shorter rest times. Allow for these changes when planning activities. Add new elements to activity as the year progresses. For example: after children can toss a large ball into a laundry basket, change to a small ball. If children can complete a small obstacle course with ease, increase the size and difficulty of the course. Maybe add road signs.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
B. Understands that healthy bodies require rest, exercise, and good nutrition. *Examples:* 1. Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest. 2. Begins to recognize and select healthy foods, exercise and rest activities. 	★ Have children use body movements to act out a healthy day. The teacher narrates a story where the child wakes up, prepares for school, goes to school, etc. and engages in healthy activities. The story allows the child to eat nutritious meals, rest when tired, and exercise. ★ Provide examples of the food pyramid that include foods that children need the most. Create a food pyramid collage for the room by having children cut food pictures from magazines. ★ Make daily rest time a positive experience. ★ Plan nutrition/food experiences that allow children to be actively involved in the preparation, serving and eating of healthy foods. For example: • Spread butter on bread or cream cheese on bagels. • Plan fruit tasting activity. Involve children in washing, cutting and tasting fruits such as apples, bananas and strawberries. • Tasting activity can be done with other groups of food. For example, different kinds of bread such as pita, bagel and tortillas. ★ Provide bathroom scales for children to weigh themselves and other objects. ★ Take field trips to health-related facilities in the community such as a hospital, grocery store, farmer's market, or health club. ★ Discuss with children what is needed for a healthy lifestyle: good nutrition, plenty of rest, and exercise. Play a game of Mr. and Ms. Goodbody. Children look for pictures that show a healthy lifestyle and place them next to a picture of Mr. and Ms. Goodbody. Can do this as an art activity, or in a small group. For example: have a variety of pictures that include children exercising, sitting and watching TV, sleeping, looking tired, pictures of vegetables, fruits, grains, proteins, and dairy products, candy, sweets, soft drinks. Children discuss which things are needed to be a healthy person.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
C. Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting). *Example:* 1. Increasingly takes care of self when eating, dressing, toileting, and washing hands. 	★ Model health and personal care practices for preventing the spread of germs including washing hands before meals, after using the restroom, and using a tissue to sneeze/cough. ★ Invite a doctor, nurse, or dentist to visit and talk about good health habits. ★ Teach children to manage health and personal care practices independently. For example: proper hand washing and tooth brushing techniques, taking care of toileting needs, flushing toilet, putting on and taking off own coat, proper use and disposal of tissues used for blowing nose. ★ Put props in the dramatic play area so that children can pretend to be doctors, nurses, and other health care providers. ★ Include health related books, pictures, songs and games. For example: • Collect pictures related to health and personal care and use them to encourage children to discuss the practices. • Place health care items such as a bar of soap, toothbrush, washcloth, and comb in feely bag or box. Let children take turns identifying an object in the bag by touch. Then have them bring the item out of the bag and talk about what it is, how it is used, and how it helps keep them healthy. • Sing songs such as *This Is the Way We Wash Our Hands*, making accompanying motions. Encourage children to contribute additional health and personal care practices to the song.
D. Builds awareness and ability to follow basic health and safety rules. *Example:* 1. Utilizes appropriate safety procedures for home, school, outdoors, playground, vehicles, bicycles, etc. 	★ Discuss safety rules. Act out rules such as looking both ways to cross a street, never take medicine unless administered by teacher or parent, never eat substances that are not food or that might be poison, stay away from animals you do not know, act safe around pools and ponds, and do not talk to, accept rides or take treats from strangers. ★ Provide helmets, knee pads and elbow pads for bike and tricycle safety. ★ Provide opportunities and props for dramatic play to enact 'stop, drop and roll,' fire drills, tornado drills, wearing seat belts, using appropriate responses for using the phone for emergency phone calls, etc. ★ Provide props to encourage children to engage in play related to safety. For example, adding a fire hat and a piece of hose to tricycle play invites children to role-play putting out a fire.

SCIENCE

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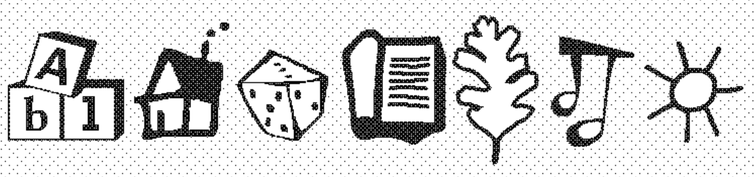
SCIENCE

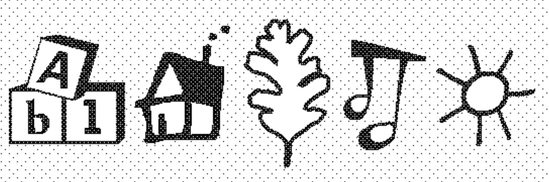
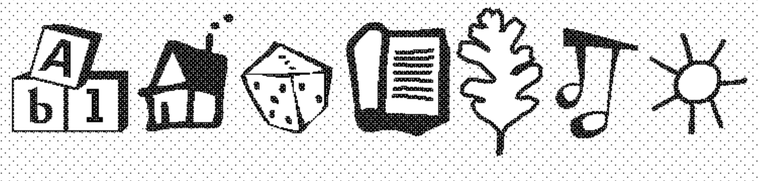
Children are captivated by the natural world and by physical events. They insist that teachers and family members answer their questions about the world around them. By nurturing this sense of wonder, we help children to become scientific thinkers.

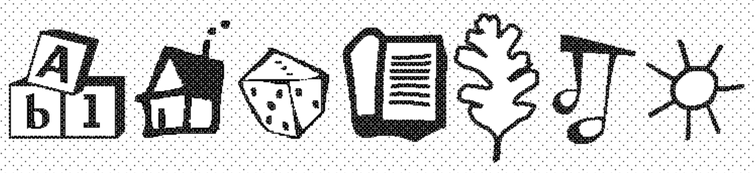
Children can learn to use the scientific method. The questions that children ask about how animals move, how to make a shadow, or mixing different colors of paint are transformed into hypotheses about the world. They use their senses and scientific tools to observe, collect and interpret data, and draw conclusions. Science knowledge is developed through experiences with real animals, plants and objects in the home, classroom and the outdoor environment.

STANDARD 1

Science Processes and Inquiry – The child will investigate and experiment with objects to discover information.

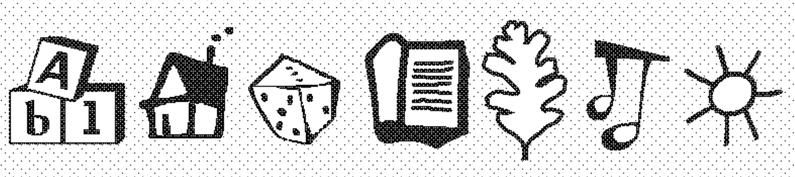
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Develops increasing abilities to classify, compare, and contrast objects, events and experiences. *Examples:* 1. Describes objects and living things in increasing detail. 2. Identifies similarities and differences in objects. 3. Tells stories about what he or she experiences. 	★ Provide a science learning area that contains a variety of items to explore, classify, and compare. For example: shells, rocks, leaves, nuts, keys, bottle caps, bolts, rocks, insects, seedpods, pinecones or other small objects. A low table in the area can be used for children to sit at or stand as they explore and experiment with the materials in the center. Ask children to look at them and see what items they would put together. The teacher can ask, "How are these different?" or "Can you think of a way they are the same?" Allow children to talk with each other and compare ideas. ★ Locate a low, open shelf near the table for storage of extra equipment and materials. Store like materials together on the shelf and in labeled, see-through containers. ★ Display animal coverings: turtle shell, fur, feathers, leather, snakeskin, antlers, bones, fossils, horns, etc. Allow children to talk about the animals and compare them. ★ Discuss events of the day with children. Compare two events and ask children how they are the same or different. For example: talk about the visiting guinea pig. Remind the children of the last visit. "How is this visit different?" Responses might include, "We know what to feed him now," "The guinea pig isn't afraid of us now," and "He ate two carrots last time and three this time." ★ Use large paper graphs for children to compare and classify real objects such as leaves, rocks, bugs, etc. For example: put all the shoes that tie in one line on the graph and all the shoes that don't tie on the other line.

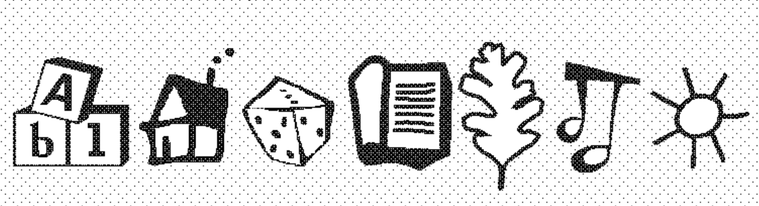
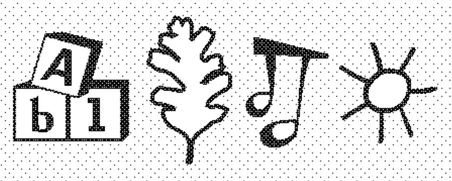
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
B. Selects and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet). *Examples:* 1. Uses scientific tools as props in play. 2. Describes the use of scientific tools. (For weighing, making bigger, measuring, collecting, etc.) 	★ Provide a variety of scientific materials/equipment such as magnifying glasses, metal mirrors, prisms, flashlights, kaleidoscopes, magnets, microscopes, telescopes, binoculars, rulers, scales and/or balances for the children's use independently when exploring their environment. ★ Introduce children to scientific words such as magnetic attraction, enlarge, prediction, etc. Practice using these words when involved in activities. ★ Provide simple items to be weighed using the scale or balance. For example: which is heavier, the cotton balls or the nuts? ★ Provide plastic tubing, funnels, measuring cups, spoons, waterwheels, etc. in the sand or water area.
C. Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light). *Example:* 1. Explores and tries new things with materials. 	★ Provide children opportunities to experiment with materials. Remember to ask children leading questions. For example: "What would happen if you put it in water?" "How many will it take to fill that box?" and "What does it look like under the microscope?" Find out what children think. ★ Provide simple experiments for children to do. For example: • Have children put water in five glass containers. Use a pencil and tap on each container. Ask, "What do you hear?" "How are they different?" "Could we pour out the water and see how they sound?" • Use a pie pan with water. Sprinkle pepper or lightweight visible material over the water. Ask children to observe what happens. Dip a small piece of soap into the water. Ask, "What happens now?" Then sprinkle sugar into the water. Ask children to describe what happens next. • Explore light and shadow using flashlights. • Use a variety of learning materials including scissors, screwdriver, hollow and unit blocks, pulleys and wheels to demonstrate simple tools and machines.
D. Asks questions, makes predictions, and communicates observations orally and/or in drawings. *Examples:* 1. Verbalizes what he or she sees and expects to happen. 2. Shows interest by asking questions. 	★ Encourage children to talk about their experiences in the science area. Provide activities that allow children to work together in small groups. Ask open-ended questions of the children about what they are doing and seeing. Children can also use art materials to draw what they see. ★ Play *What Will Happen Next?* Have children make predictions about what will happen. Accept all answers and ask additional questions. For example: • When reading a story to a group, stop and ask the children, "What will happen next?" • When everyone is putting on their coat ask, "What will we do next?" • When observing a bird outdoors ask, "What will happen next?" • When drawing pictures of a boat in the water table, ask the child to draw "What will happen next." ★ Ask children to draw their observations or results of experiments on charts or in large books that are shared with others.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
E. Explores cause and effect. *Example:* 1. Understands simple cause and effect situations (i.e. if the ball is dropped it will fall, if the juice spills, the table is wet). 	★ Ask children questions based on their discoveries while playing. "What happened to the blocks?" "What caused the plant to die?" Ask children to think about why things happen and the reasons or possible causes. ★ During experiments ask children to think about what happened. For example: "What do you think caused the water to splash?" ★ Provide cooking experiences to observe cause and effect. For example: "What happens when I pour milk in the pudding mix?" "What happens if I put the bowl in the refrigerator?" "What happens when I leave water in the freezer, or on a hot stove?"

STANDARD 2

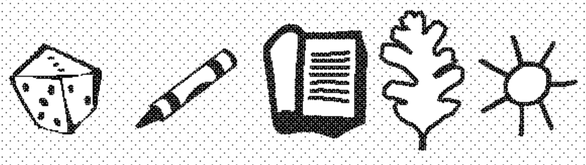
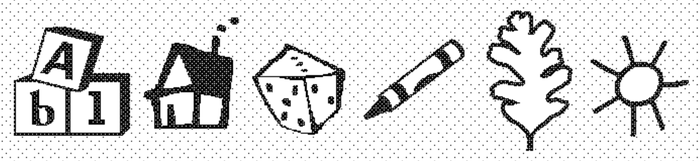
Physical – The child will investigate and describe objects that can be sorted in terms of physical properties.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight. *Example:* 1. Uses senses to explore environment and can describe differences. 	★ Provide opportunities to use the senses to explore surroundings. Provide objects for smelling, touching, hearing, seeing and tasting. Can compare items and describe how they smell, feel, sound, look and taste. For example: Place items to smell in baby food jars. Place one ingredient in each jar and punch holes in the lid. Ask children to close eyes and take turns smelling each jar. Have them guess what they smell. Use cloves, mint, sawdust, flower petals, leather, onions, apples, etc. ★ Encourage children to use their senses to learn about the outdoor environment. For example: • Go on a listening walk. Walk around the playground and see what you can hear. • Experience the weather as you go for walks. • Observe the movement of leaves on a windy day. • Children lie on their backs and watch the clouds go by. • Watch small things like bugs and ants. • Look for bird or animal tracks. • Observe water on the sidewalk evaporate when the sun comes out after a shower. • Smell freshly mowed grass. ★ Provide items to explore with magnifying glasses, prisms, eye glasses and color paddles. For example: "How does the book look when you wear the eye glasses?" ★ Allow children to explore water colored by paint or food coloring. Use eye droppers and plastic plates to mix colors.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
B. Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry). *Examples:* 1. Recognizes and describes the properties of objects. 2. Makes comparisons among observed objects. 	★ Investigate items (i.e. soap, wood, rock, sponge, toy car, cork, Styrofoam packing pieces, waxed paper, shells, boats, marbles, etc.) that sink and float in a water table or dishpan full of water. Children can separate items into two groups. They can make predictions and then test the item. ★ Provide a scale or balance for children to weigh a variety of items (i.e. rocks, feathers, metal chain, cotton balls, blocks, etc.). Children can separate them into "heavy' and "light." ★ Encourage children to touch a variety of items. Have children put on a paint shirt or plastic apron and put hands into "goop." What happens when you squeeze it? How does it feel?
C. Observes and describes how objects move (e.g., slide, turn, twirl, roll). *Example:* 1. Describes how objects move. 	★ Allow children to experiment with a ball, block, acorn, top, stick, feather, seedpod, etc. Observe what happens when they are placed on top of a slope or slide, or when they are dropped. Discuss how they move differently.

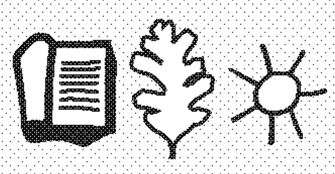
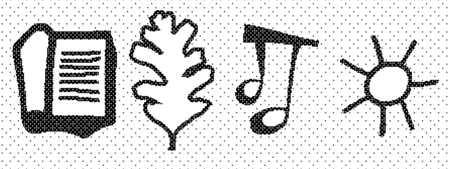
STANDARD 3

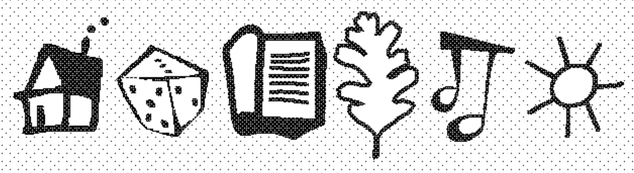
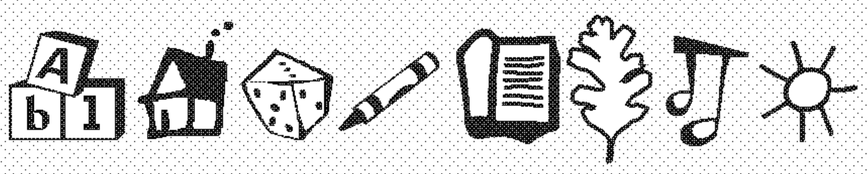
Life – The child will observe and investigate plants and animals.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Develops an awareness of what various plants and animals need for growth. *Example:* 1. Provides plants and animals what is needed for growth (soil, water, sunshine, and food). 	★ Provide a variety of plants and animals for children to observe and explore including non-toxic house plants and pets (insects, fish, gerbils, hamsters, etc.). Invite children to record weekly growth on paper. Discuss what is needed for growing, such as carrots for the gerbil and water and sunlight for the plants. ☆ Provide a variety of materials such as indoor/outdoor gardening tools, watering cans, sprayers, misters, leaves, seeds, pinecones, bark, bird feeders, collections of bones and teeth, donated x-rays of bones and teeth, nature books and magazines. ★ Provide soil, seeds, and containers for children to use to grow their own plants as a small group or independently. ★ Assist the children in creating schedules for the care of live animals/plants in the learning environment (cleaning cages, watering and feeding).
B. Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken). *Example:* 1. Matches a seed and a plant and a young animal and an adult animal. 	☆ Observe plants growing. Place seeds on a wet paper towel. Observe what happens. After seeds root, plant them in dirt and watch the changes that take place. Make a chart or drawing to show how the seeds have changed. ★ Plant a tree on the playground. Take photographs or make drawings of children standing next to the tree. Look for changes of the seasons. Every few months look at the tree's and the children's growth. ★ Observe animals in various stages of the lifespan such as a frog (egg, tadpole, frog), chicken (egg, chick, hen or rooster), or butterfly (caterpillar/larvae, cocoon/pupa, butterfly).
C. Demonstrates interest and respect for the plant and animal life around them. *Example:* 1. Takes care of familiar plants and animals in the classroom or at home. 	★ Take field trips to farms, zoos, petting zoos, nature preserves, botanical gardens, science centers and science museums and have children describe observations in dictated stories. ★ Discuss ways we can care for animals and plants by caring for the soil, air, and water. Talk about recycling and putting trash in the proper place and not putting things in ponds and lakes that could pollute the water.

STANDARD 4

Earth/Space – The child will investigate and observe the basic concepts of the Earth.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water). *Example:* 1. Explores and discusses materials related to the rocks, soil, air, clouds, sun, moon, and stars. 	★ Provide a variety of materials including wind socks, pinwheels, an air pump, water, sand, gravel, pebbles, stones, rocks, shells, plastic pails, buckets, shovels, and water toys. Allow children to explore items and become familiar with them. ★ Take a trip to a planetarium or star lab. ★ Provide prisms for children to experiment with light. Children can also blow bubbles and look for colors and rainbows. ★ Allow children to explore water at different temperatures, warm, cool, icy, etc. Discuss how each feels different. ☆ Explore how different items respond to the warmth of the sun. Place a rock, piece of metal, a crayon, a stick, a small dish of sand, etc. on a tray outdoors in the sun or in a sunny window. Talk about how each item feels. How are they different? How are they alike? Which one feels warmer?
B. Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold). *Example:* 1. Uses words such as cloudy, sunny, windy, etc., to identify daily weather conditions. 	★ During small group time take opportunity to talk about the weather. Discuss what the children see when they look outside. Look at temperature on thermometer. "Can we guess how hot it will be today?" ★ When outdoors look at the weather. Ask, "What do the clouds look like?" or "What happens when the wind blows?" ★ Take a walk outside in the weather. Ask, "What will you need to wear?" "What do you see?" or "How is the weather different from yesterday?"

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
C. Develops an awareness of the four seasons (e.g., temperature, weather appropriate clothing, changing leaves). *Example:* 1. Recognizes characteristics of different seasons. 	★ Talk about the seasons. During every season, view and talk about trees outside. The trees show us the seasons of the year. • In the fall look at the leaves that are turning colors. Talk about the cooler weather and how the leaves fall from the trees. Rake and pile up leaves in the fall. Let children run and jump in the leaves. Incorporate holidays of the season in the activities planned. • In the winter look at the leafless trees. Discuss how the plants and trees stop growing in the winter. Experience snow, ice, fog, and frost on windows. Freeze water to make ice and watch it melt. Talk about skating, sledding and other outdoor activities. • In the spring look at the newly sprouting plants and trees. Grow bulbs, watch for other signs of spring such as birds nesting, early spring flowers, planting gardens and spring showers. • In the summer talk about trees with heavy green foliage. Talk about the warm days and need for watering plants. Use fans to keep cool and have fun with water play on hot days. Talk about vegetables as they become ripe. ★ Utilize people-shaped pieces of felt for weather dolls. Make small pieces of clothing out of felt for the dolls. Include raincoats, winter coats, hats, sweaters, gloves, boots, scarves, pants, dresses, shorts, shirts, etc. Children dress the dolls for the weather. Ask, "What should the doll wear if it is raining outside?" etc. ★ Provide a variety of clothing for children to sort for wearing during different seasons.
D. Observes and participates in a variety of activities related to preserving the environment. *Example:* 1. Expresses concern for taking care of the earth. 	★ When possible, utilize recycled materials in the home or classroom. Recycled paper and plastic containers can be used in art area and bags can be reused. ★ Encourage children to help keep our world clean and livable. For example: • Encourage children to help keep the playground clean by picking up trash. Go on a litter hunt. Provide children with trash bags and plastic gloves. • Assist children in creating their own "landfill" to observe the changes that occur to manmade and natural materials over time. Use a plastic tub, soil, and a variety of materials such as plastic bottles, newspapers, cardboard, cans, and food scraps (vegetables). • Model and discuss respect for the environment by not leaving water running, reusing paper, and using found objects for artwork and science area.

SOCIAL AND PERSONAL SKILLS

(b)(6)

SOCIAL AND PERSONAL SKILLS

Children's growth and development is dependent on social interactions with adults and other children. As children mature they notice and explore differences among people. This natural curiosity helps children develop a strong sense of identity, and it provides teachers and families with opportunities to connect schools and programs with a child's home and community.

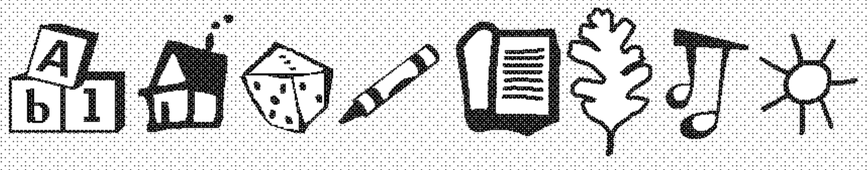
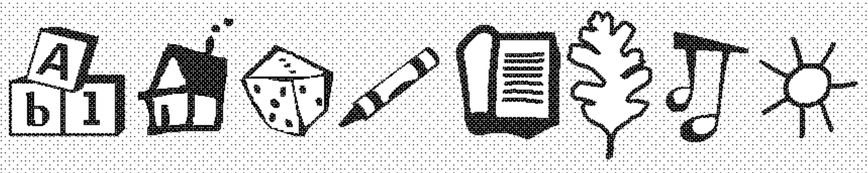
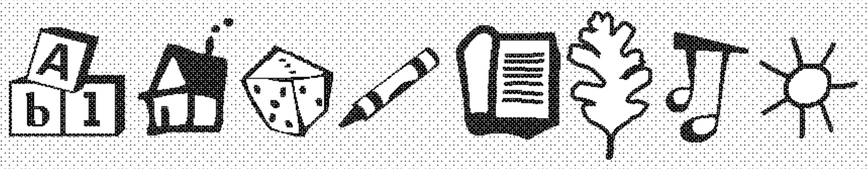
Social skills include interactions with others, work habits and self-help skills. Social skills are reinforced in daily events and the learning environment. This helps children be aware of and respect the interests, preferences, and cultural background of others.

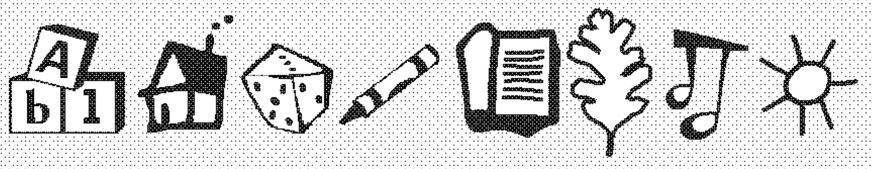
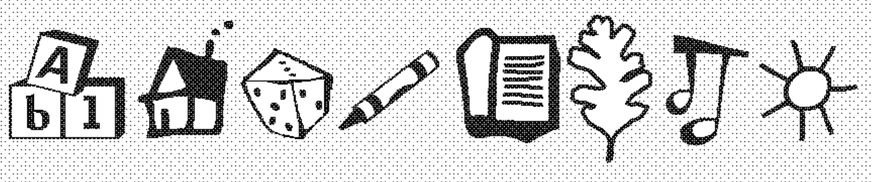
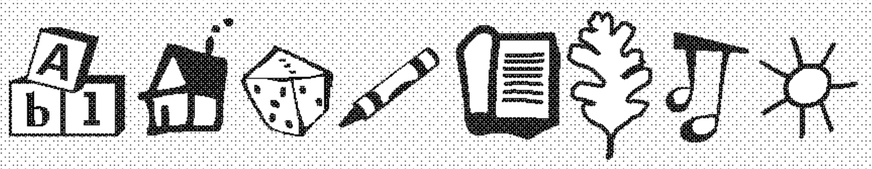
To develop these skills, children need daily opportunities to negotiate issues that occur, to take turns, to lead and follow, and to be a friend. They also need to learn how to deal with their feelings in a socially acceptable manner.

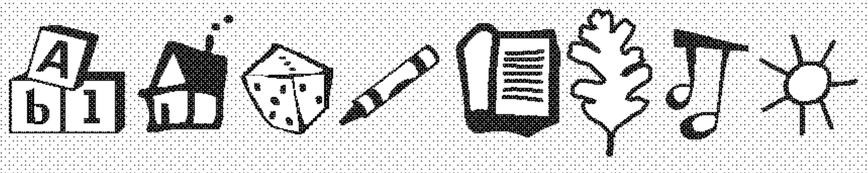
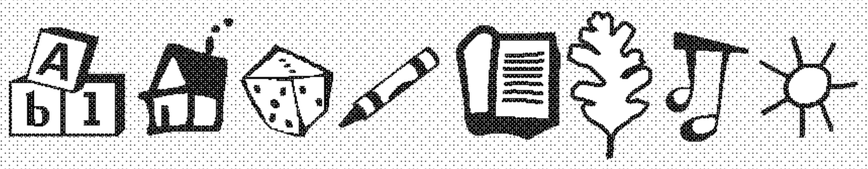
STANDARD 1

The child will participate in activities to develop the skills necessary for working and interacting with others.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Plays, works and interacts easily with one or more children and/or adults. *Examples:* 1. Greets the teacher and others when arriving. Responds to familiar faces and voices verbally and nonverbally. 2. Engages in conversations with children and adults.	★ Greet children daily and encourage dialogue and interaction. Assist children with feeling at ease with adults and other children. ★ Provide children with opportunities to engage in activities with others. Encourage children to play/do activities together. ★ Model proper behavior when interacting with children and other adults. ★ Encourage children to help others who are unable to participate and socialize on their own. ★ Introduce children to other adults in the facility such as custodian, cook, or assistants.
B. Begins to develop relationships with others. *Examples:* 1. Chooses to work and play with other children. 2. Initiates interaction with others.	★ Encourage children to find a friend to do an activity with such as read a book, play a game, look at the rock collection, or eat snack. ★ Frequently comment about children's activities. For example: "I see Jason and Jeff are playing a fun game." ★ Provide activities that can be "done" with a friend. For example: Paint at the easel, play *Go Fish*, build a block tower, or set the table for snack.

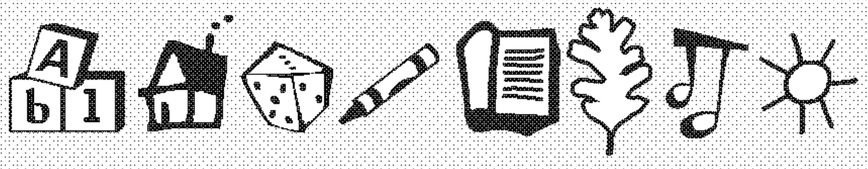
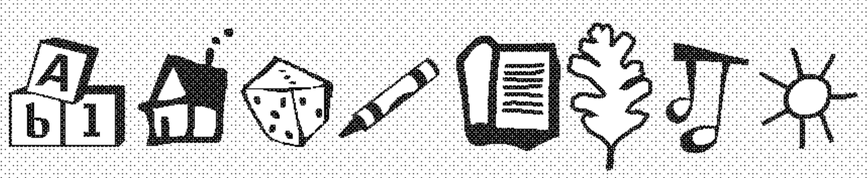
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
C. Recognizes the feelings of others and responds appropriately. *Example:* 1. Expresses care and understanding for the feelings of others. 	★ When a child has been excluded from play, encourage others to show concern and invite the child to play. ★ Support children's efforts to assist each other with cleaning up, carrying something for a child who is unable to do so, or assisting a child who has been injured in play.
D. Develops confidence and stands up for own rights. *Examples:* 1. Attempts new tasks with enthusiasm. 2. Enters groups of children with confidence. 	★ Encourage children to express their thoughts and feelings. For example: "If someone takes a toy from you, tell the child you were not finished playing with it and to give it back." ★ Guide children to suggest roles for themselves in dramatic play and blocks. For example: "The children are playing fire department. What would you like to be?" ★ Support children when they try new activities, make mistakes, or create artwork. For example: "You have never tried to climb the 'Big Toy' before, but today you climbed it easily."
E. Shows respect for others and their property. *Examples:* 1. Treats other children respectfully and uses care with their property. 2. Uses equipment carefully, does not waste supplies and puts materials away when finished. 3. Respects all children by accepting adaptive equipment (e.g. wheel chair, hearing aide, crutches, etc.) as part of the person. 	★ Model respectful ways of interacting with others and using materials. ★ Encourage children to assist with keeping the classroom and home organized and cleaned. Children can wipe tables, pick up trash, water plants, and feed pets. ★ Support children in using materials and equipment appropriately: without breaking or destroying it, putting items back in their assigned place; and leaving items alone that don't belong to them. ★ Refer one child's questions and concerns to another child. For example: "Jamie said he wanted to play with you in the block area and you would not share the blocks." ★ Encourage children to use words when standing up for their rights. For example: "Girls can play with blocks too." "I don't like it when you take my car." "I was playing with it. Don't do that anymore." Or "Don't call me a baby. My name is_____." ★ Introduce new materials to children by showing them how to use them and how to put them away.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
F. Recognizes and expresses own feelings and responds appropriately. *Examples:* 1. Deals with feelings in age appropriate way. 2. Uses words or pictures to identify and label some of his or her own feelings and needs. 	★ Provide activities that encourage children to identify and express feelings appropriately. For example: *If You're Happy and You Know It.* Add other "feelings," such as mad, sad, scared, sleepy, shy, etc. ★ Provide opportunities to use dolls and puppets to act out concerns or display their feelings. ★ Ask children to explain their feelings. For example, "How did that make you feel when he took the truck?" Also confirm children's feelings. For example, "I know you're sad when someone takes your toy."
G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. *Example:* 1. Shares equipment/materials and takes turns in activities. 	★ Utilize props such as a talking stick, a talking feather, or a talking hat to help children to take turns in group discussions. Children can talk only when they are holding the "talking stick," feather or wearing the hat. ★ Invite children to participate in activities as leaders as well as participants. For example: children can lead a song, teach a skill, or choose a game. ★ Use a timer to set a limit on time children spend with popular activities. ★ Incorporate children's ideas into the lesson plans for small group, large group and other activities. ★ Develop stories where each member of the group contributes. These stories can be recorded by an adult on charts, dramatized by the children, and/or made into large books to be shared with others.
H. Works independently and/or cooperatively to solve problems or resolve conflicts. *Example:* 1. Uses words and strategies for resolving conflicts and solving problems. 	★ Encourage children to offer assistance to friends who are trying to solve a problem. For example: help to zip coats or tie shoes, or figure out how to divide the blocks among three children. ★ Assist children with words they can use to solve or settle a conflict. For example: "Tell Anna that you would like a turn with the magnifying glass when she is finished" or "Let Frank know you don't like it when he pushes you." ★ Model using negotiation as a way of settling a dispute. Address own rights as well as accommodating the other person's needs. For example: "I'll use the paste for these two pieces of paper and then I will give it to you."

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
I. Seeks assistance from adult when appropriate. *Example:* 1. Attempts to solve problem before asking for assistance from teacher. 	★ Be available, responsive and patient when children request help. ★ Limit the number of rules established to a few of the most important so children can manage them. Let children help with establishing the rules. State them in a positive manner. ★ Remind children to get help from an adult when they have tried to work out a problem or difficulty without success.
J. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities. *Examples:* 1. Develops successful relationships with others in the home, family and learning environment. 2. Treats everyone with respect and dignity. 3. Understands and values similarities and differences among people. 4. Notices differences in skin color, eyes, hair, language, and culture. 	★ Post pictures and posters in room that show a variety of cultures, ethnicities, abilities and disabilities. ★ Provide books, dramatic play materials, dolls, pretend sets, puzzles, games, etc. that reflect varying cultures, ethnicities, abilities, and disabilities. Talk with parents of children in room for suggestions on what to add to the environment. ★ Invite guests to visit the program or home from other cultures and ethnic groups. Have them talk about the culture and bring items to show. ★ Provide experiences that are rich in cultural diversity. Avoid limiting experiences to certain times of the year. Expand beyond food experiences. Explore cultures other than those represented by children in classroom or neighborhood. Lead by example. Show children you value diversity.

STANDARD 2

The child will develop the skills
necessary for participating in a variety of settings.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. States his/her full name, age, and name of parent or guardian. *Examples:* 1. Gives personal information such as name and age. 2. Names significant family members. 	★ Print child's name on artwork and cubby or locker. Encourage child to locate their cubby so that they may put their possessions away. Can use a symbol or picture next to the name to assist the child. ★ Use name charts in the classroom or home. Assign jobs, make lists, create sign-in sheets, etc. so that children can identify their names. ★ Allow children to tell or dictate stories about their families. ★ Create a family tree. Put leaves on tree to represent the various people that live in the family or household.
B. Shows ability to adjust to new situations. *Examples:* 1. Moves smoothly from one routine to another (for example, from activity period to clean-up). 2. Transitions from home to school without extensive or long-lasting anxiety. 	★ Assist children in adjusting to the learning environment. Greet children and help them understand the routine. Children may need to bring a comforting object such as a stuffed animal or blanket to help with the transition. ★ Adhere to a consistent daily schedule while making sure children are told of changes to the schedule. Being able to anticipate changes helps children adjust. ★ Post the schedule with pictures and words to assist child in making the transition. ★ Help children understand appropriate behavior for each situation. For example: Use a quiet voice and walk inside the library, quietly sit on carpet for group time, run and jump outside on the playground.

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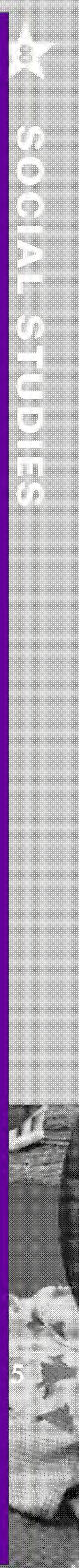


SOCIAL STUDIES

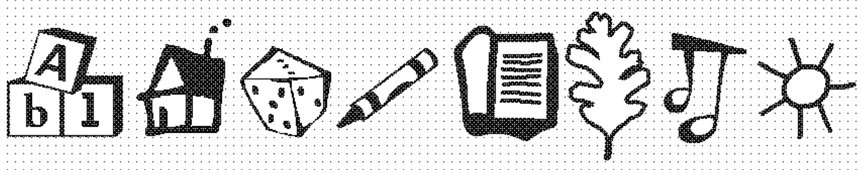
For young children, learning about social studies is built on children's experiences in their families, school, community, state, and country. Children are eager to know more about themselves, their culture, and environment. Beginning concepts can be explored with questions such as "Who are the members of my family?" "Who are our neighbors?" "Where do we live?"

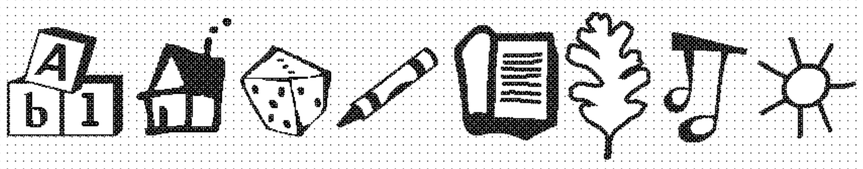
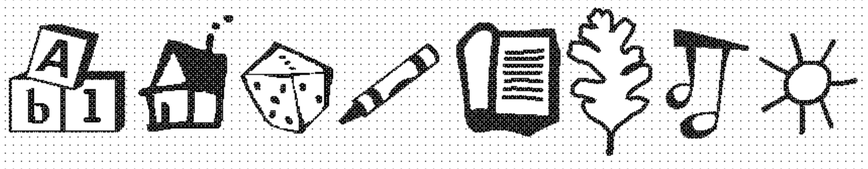
Skills such as working independently, problem solving and decision-making are fostered when children engage in activities with others.

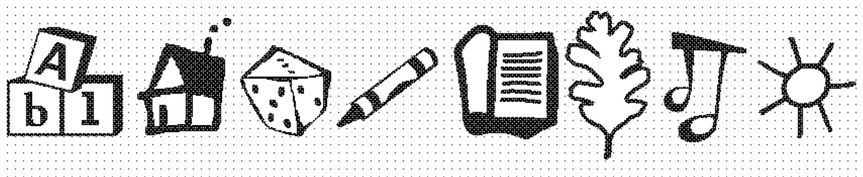
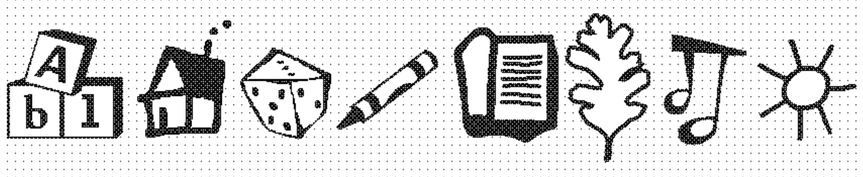
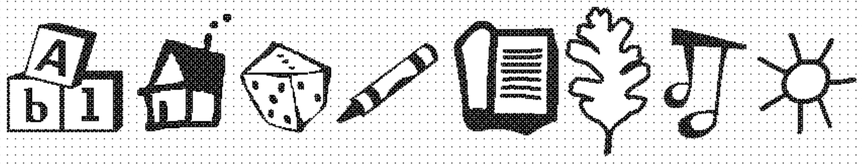
Social studies provides an opportunity to develop an integrated curriculum using civics, geography, history and economics. Learning experiences may be provided through learning centers, resource people, projects, and field trips.

STANDARD 1

Civics – The child will exhibit traits of good citizenship.

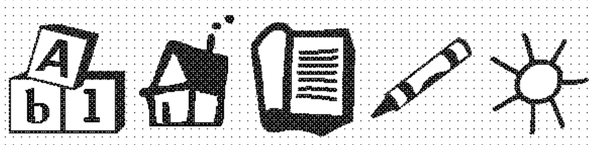
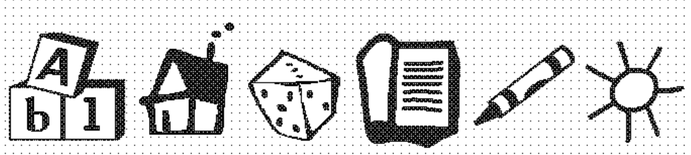
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers). *Example:* 1. Positively contributes to large and small groups. 	✱ Provide children with opportunities to work and play in a variety of settings such as large groups, small groups, and activity centers. ✱ Create opportunities for cooperation. For example: • Ask two children to do a task together, such as carrying in the tub of sand toys from outdoors. Comment on how much easier it is when two people work together. • Include parachute play where children are required to work together to keep the ball on the uplifted parachute. • Create group mural with each child contributing a drawing. For example: a drawing of his or her family or favorite community helper.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
B. Recognizes the importance of his/her role as a member of the family, the class and the community. *Examples:* 1. Identifies self as a member of a family, community, and school class or caring group. 2. Creates representations of home, school, or community through drawings or block constructions. 	★ Introduce children to an awareness of the roles people play in the community. To help in planning appropriate activities related to this topic, determine what children already know and can find out more about. For example: • Ask the children about their ideas of "people who help us" and list their responses. • Know the families and invite children to discuss the roles of various family members. • Take a walk around the neighborhood and encourage children to stop, look and listen. They may see neighborhood stores, construction sites, someone working in a garden, etc. Upon returning to the learning space have the children recall their observations and write them down. • Take a walk around the center or school, especially if it has a large number of staff in different roles, or is located on a school campus. Introduce the children to the various people and discuss the jobs they do. • Show children pictures of community helpers and ask them to guess who they are and what they are doing. • Ask children questions such as "What do you want to be when you grow up?" "What kinds of work do you like to do?" ★ Provide clothing and props for dramatic play that represents different roles in the community and family. Allow children to dress in clothing of their choice. ★ Invite guests to the program or take field trips in the community to increase awareness of roles people play. For example: invite a children's librarian to bring in books to read to the children, visit a nursery where children can be involved in potting plants or invite family members to share their occupations with the children.
C. Listens to others while in large and small groups. *Example:* 1. Takes turns listening and speaking. 	★ Model listening when others are talking. ★ Ask children to take a turn talking and listening. Use a "talking stick" or other object to assist children. The person holding the stick may have a turn to talk while others listen. ★ Play a listening game. After one child says a short phrase, ask the children to be an echo and to repeat it.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
D. Shows respect for others and their property. *Examples:* 1. Treats other children respectfully and uses care with their property. 2. Uses equipment carefully, does not waste supplies and puts material away when finished. 	★ Model respectful ways of interacting with others and using materials. ★ Encourage children to assist with keeping the learning space organized and cleaned. Children can wipe tables, pick up trash, water plants, and feed pets. ★ Support children using materials and equipment appropriately: without breaking or destroying it, putting items back in their assigned place; and leaving items alone that don't belong to them. ★ Refer one child's questions and concerns to another child. For example: "Jamie said he wanted to play with you in the block area and you would not share the blocks." ★ Encourage children to use words when standing up for their rights. For example: "Girls can play with blocks too." "I don't like it when you take my car." "I was playing with it. Don't do that anymore." Or "Don't call me a baby. My name is _____." ★ Introduce new materials to children by showing them how to use them and how to put them away.
E. Develops an awareness of how people positively affect the environment. *Example:* 1. Participates in taking care of the indoor and outdoor environment. 	★ Maintain an orderly environment as a model for the children. Allow children to help keep space clean and uncluttered with assistance. ★ Make taking care of the indoor and outdoor environment a normal part of the daily routine. Everyone participates. ★ Use recycled materials to create props for play. Involve families in saving these materials for the program. ★ Use found objects, recycled materials and scrap paper in art area so that children can see that one material has multiple uses.
F. Recognizes patriotic symbols and activities (e.g., American Flag). *Example:* 1. Recognizes the American and/or Tribal flag, and other symbols. 	★ Decorate the learning space with patriotic symbols such as the American and/or Tribal flag, representations of the American Eagle, Tribal symbols, and pictures of the current and past presidents. ★ Provide opportunities to learn and sing patriotic songs. For example: *America* and *This Land is Your Land.*

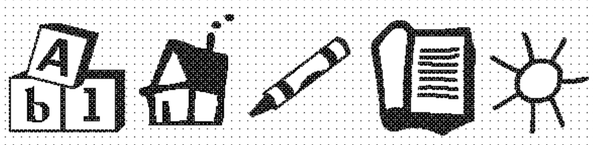
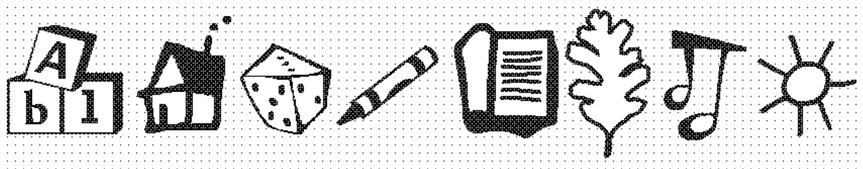
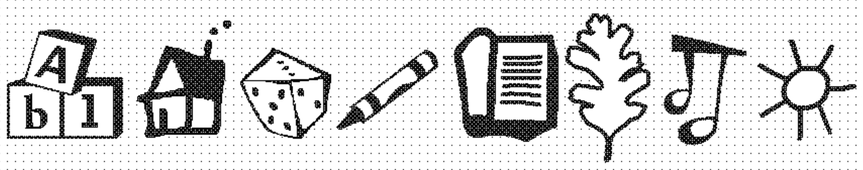
STANDARD 2

Geography – The child will demonstrate knowledge of basic geographic concepts.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Locates and describes familiar places (e.g., classroom, home, school, restaurant). *Example:* 1. Names and describes places they see on the way to school (e.g., store, restaurant). Describes home and school. 	★ Provide opportunities for walking trips around the neighborhood, making note of geographic features and landmarks. ★ Use blocks and dramatic play items to represent the school neighborhood.
B. Begins to develop an understanding of his/her community (e.g., home, school, city). *Example:* 1. Identifies common features in the home, school, and community. 	★ Create representations (e.g., maps, three-dimensional models, photographic displays, chalk drawings on the playground) of their learning space, school building, playground, neighborhood, or home. ★ Create a neighborhood map. Ask children to describe features (e.g., "Can you drive to the post office? . . . the grocery store?" "What do you see along the way?").

STANDARD 3

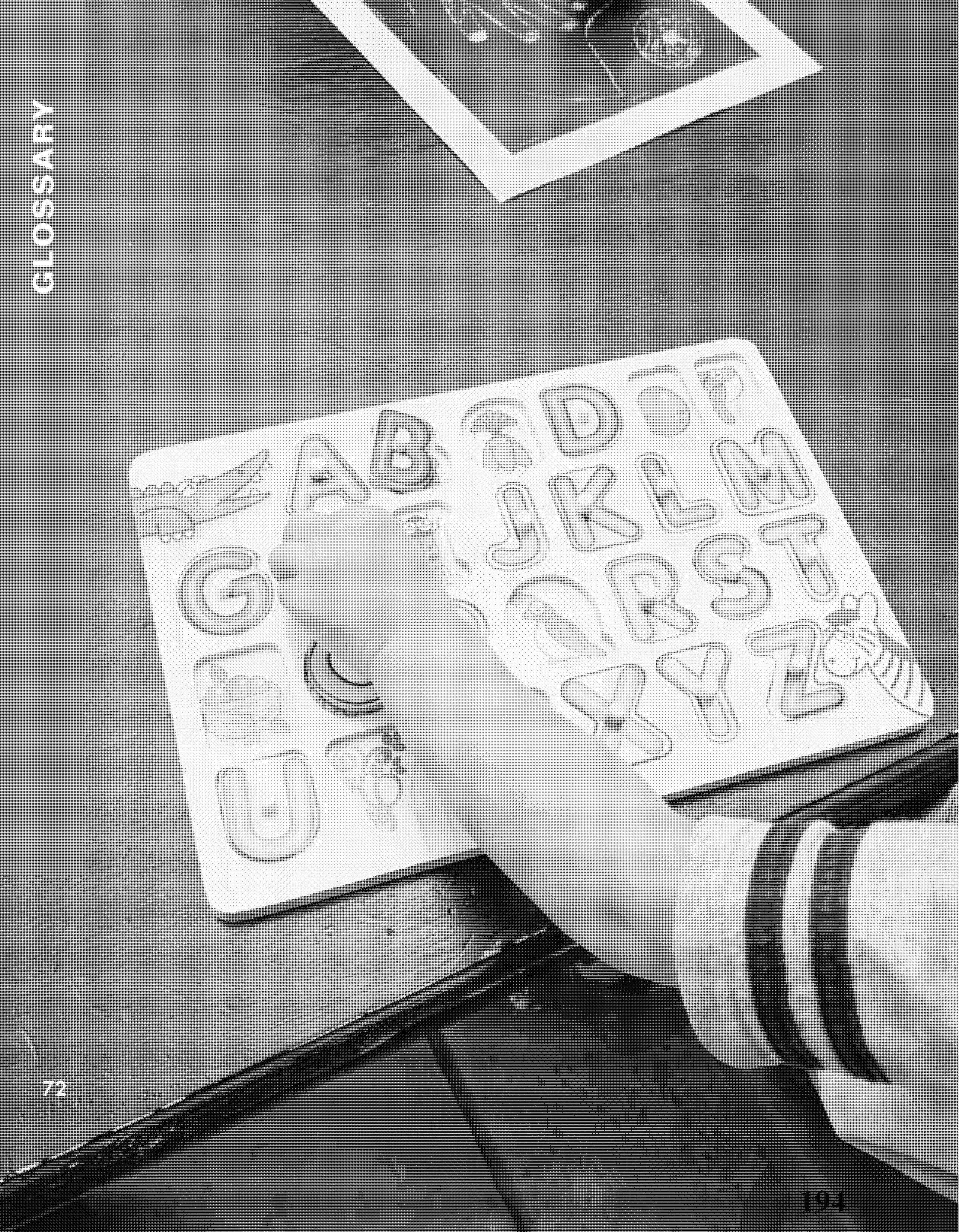
The child will discuss how children in various communities and cultures are alike and different.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Explores how children have needs in common (e.g., food, clothing, shelter). *Example:* 1. Understands the basic human needs of all people for food, clothing, and shelter. 	★ Talk with children about what people need to live in the world. Everyone needs a place to live, food, water and clothing. Talk about different types of homes, food, clothing. • Have items for dramatic play such as a doll house, an apartment building (made from shoe boxes), figures to represent the family. • Have a variety of props and dress-up clothes to try on (e.g., dresses, serapes, hats). • Have a variety of imitation foods in dramatic play area (e.g., tortilla shell, chicken leg, spaghetti). • Have a variety of books on people from different cultures.
B. Explores how children are unique as to languages, food, clothing, transportation, and customs. *Example:* 1. Talks about how different people have differences in language, food, clothing, transportation, and customs. 	★ Include props such as sets of small figures that represent families of different structures, cultures, males and females in diverse roles, and individuals with different abilities. ★ Model respect for each child and that child's family members. ★ Display books and photos of children and their families at children's eye level. ★ Plan food experiences around the culture of the children in your care. ★ Ask families to share their favorite music tapes or records to play for the children. ★ Integrate authentic materials and activities from different cultures through your program and throughout the year. Begin with the culture of the children in the program and expand. Examples of cultural objects include weaving, woodwork, pottery, basketry, beadwork, and cooking utensils. ★ Learn key words and phrases of the child's home language and integrate them into daily and group-time routines such as greeting, singing, story time and transitions. Use them throughout the day one-on-one with the child.
B. Explores how families and communities build "traditions." *Example:* 1. Shares family and community traditions. 	★ Get to know each family: its structure, occupations, celebrations, activities, holidays or family events that are important to the family. ★ Invite families to come to the program throughout the year and share the ways they celebrate cultural holidays and family celebrations, as well as family activities such as trips.

STANDARD 4

Geography – The child will explore various careers.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
A. Develops growing awareness of jobs and what is required to perform them. *Example:* 1. Describes people's jobs and what is required to perform them (i.e. a firefighter uses protective clothing, a hose, an ax, etc.)	★ Provide opportunities for children to learn about work done in their community. For example: • Take walking tour of community identifying post office, police station, fire station, doctor office, store, school, etc. • Invite visitors including parents to tell about jobs and show the tools, equipment, uniform, etc. needed for the job. • Provide props, tools, etc. for children's dramatic play. • Provide a variety of books on work, jobs and career paths.
B. Identifies various school and community personnel. *Examples:* 1. Names school personnel such as principal or director, teacher, secretary, custodian, cook, etc. 2. Names community personnel such as police officer, firefighter, doctor, mail carrier, farmer, restaurant worker, etc.	★ Introduce children to school and community personnel. Have personnel explain what they do. ★ Visit various places of work in the local community and allow children to observe first-hand the kinds of work people do. ★ Provide opportunities for children to dramatize various jobs in the community. Provide hats, lunch boxes, brief cases, notebooks, boots, tool kits, etc. ★ Play a game that requires children to look at the prop and think of how it would be used and who would use it. For example: Show a firefighter helmet and ask what it is used for and who would use it. Repeat with other props. For some items there is more than one appropriate use.
C. Develops an awareness of money being needed to purchase things. *Example:* 1. Imitates paying for items and services during dramatic play.	★ Provide dramatic play experiences that build understanding of the function of money in exchange for items or services. • Set up a store, restaurant, doctor's office, bakery, hairdresser, and accessories including play money, cash register, order/receipt book, and telephone. • Children can imitate pricing items for a store, creating a menu for a restaurant and counting out change. ★ Make purchases at a nearby store. For example, foods for a cooking project, paper products for art project, or snack at a restaurant).


ABRAKADABRA
ABRACADABRA

centers — areas within the classroom, home or learning space arranged so that children are able to participate in a variety of activities relating to art, science, reading, dramatic play, blocks, etc.

consonants — the letters of the alphabet, not including vowels (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).

expressive language — the ability to communicate with words; it refers to what a child says, not how it is said.

grapheme — the smallest part of written language that represents a phoneme in the spelling of a word. A grapheme may be just one letter, such as b, d, f, p, s; or several letters such as, ch, sh, th, -ck, ea, -igh.

inquiry — processes of science (observe, sort, classify, describe, communicate).

language experience — an approach to the teaching of reading in which students read about their own experiences recorded in their own words. Experience stories are dictated by the student to a teacher who writes them down. Dictated accounts are reread in unison, in echo-fashion, and independently.

learning centers — areas within the classroom, home or learning space arranged so that children are able to participate in a variety of activities relating to art, science, reading, dramatic play, blocks, etc.

locomotor — movement from one place to another.

nonlocomotor — movement in place.

nonstandard measurement — a measurement determined by the use of nonstandard units (e.g., hands, paper clips, beans, cotton balls).

number sense — involves the understanding of numbers and their quantities.

one-to-one correspondence — pairing or matching objects in a one-to-one relationship.

onset — the initial consonant(s) sound of a syllable (e.g., the onset of bag is b-; of swim, sw-).

phonemes — the smallest part of spoken language that makes a difference in the meaning or words. (English has about 41 phonemes. Spanish has 29 phonemes.)

phonemic awareness — the ability to hear, identify, and manipulate individual sounds – phonemes – in spoken words.

phonological awareness — a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and onsets and rimes.

phonics — the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language).

print awareness — the ability to understand how print works. This includes knowing that the print on the page represents words that can be read aloud and distinguishing between various forms and purposes of print, from personal letters and signs to storybooks and essays.

prior knowledge — knowing that stems from previous experience.

receptive language — the ability to understand language.

rime — the part of a syllable that contains the vowel and all that follows it (e.g., the rime of bag is -ag; of swim, -im).

shared reading — a term used to describe the process in which the teacher and the children read a book together. The book is read and reread many times. On the first several readings the teacher does most of the reading. As children become more familiar, they join in and "share" the reading.

shared writing — teacher and children work together to compose messages and stories; teacher supports process as a scribe.

spatial sense — involves building and manipulating mental representations of two- and three-dimensional objects and ideas.

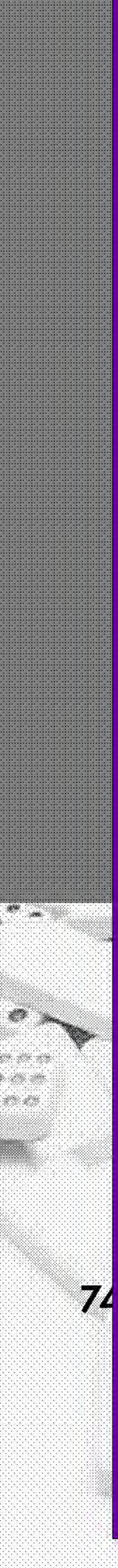
standard measurement — a measure determined by the use of standard units (e.g., inches, feet, pounds, cups, pints, gallons).

syllable — a word part that contains a vowel or, in spoken language, a vowel sound (e-vent; news-pa-per; ver-y).

vowels — a, e, i, o, u and sometimes y and w.

RESOURCES

(b)(6)



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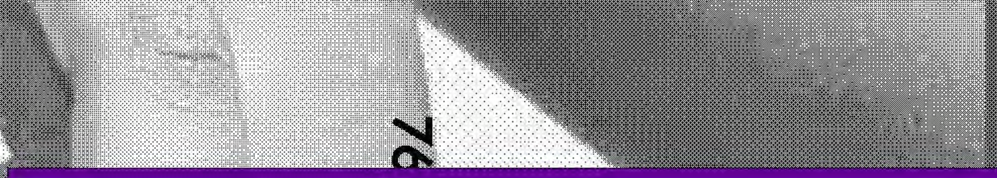

FEEBACK FORM

(b)(6)

FEEDBACK FORM

Oklahoma Early Learning Guidelines for Children Ages 3 through 5

A Task Force convened by the Oklahoma Department of Human Services Oklahoma Child Care Services developed the Oklahoma Early Learning Guidelines. Task force members included representatives from the Oklahoma State Department of Education, Oklahoma Tribal Child Care Association, Oklahoma Head Start Association, and child care facilities. The guidelines are designed to align with the Oklahoma Priority Academic Student Skills (PASS) and Head Start Performance Guidelines and to promote early learning experiences that lead to children's success.

Please provide comments based on your experience with the guidelines. Provide the corresponding page number for suggested language revisions and comments. Also note if the standards are understandable and whether they are useful when planning activities for children.

All comments will be reviewed by the Task Force. Revisions will be made to the guidelines based on feedback and early education research. Thank you for your assistance.

_____ _____

Name (optional) *Job Title*

Program:

☐ Child Care Center
☐ Pre-Kindergarten
☐ Kindergarten
☐ Child Care Home
☐ School
☐ Early Childhood Special Education
☐ Head Start Program
☐ Other (describe)_____

1. Are the Guidelines understandable? ☐ Yes ☐ Somewhat ☐ No
   Comments:

2. Are the Guidelines useful? ☐ Yes ☐ Somewhat ☐ No
   Comments:

3. Are you able to use the Guidelines to help develop curriculum and daily activities for your program? ☐ Yes ☐ Somewhat ☐ No
   Comments:

4. Are you able to use the Guidelines to help you determine child's progress? ☐ Yes ☐ Somewhat ☐ No
   Comments:

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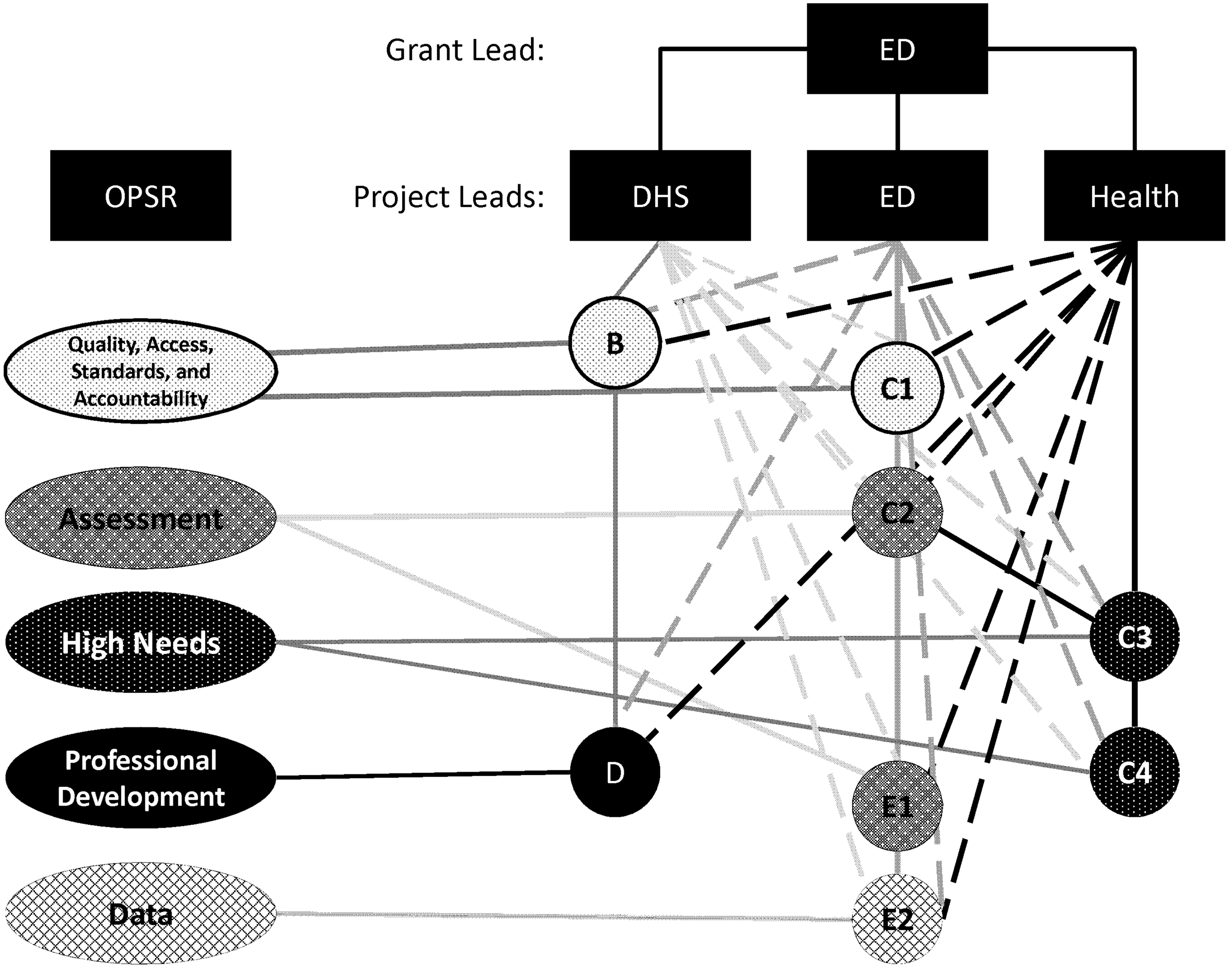
Appendix 4

Grant Governance Framework

Referenced:
(A)(3)


Grant Lead:
ED
OPSR
Project Leads:
DHS
ED
Health
Quality, Access, Standards, and Accountability
B
C1
Assessment
C2
High Needs
C3
Professional Development
D
C4
E1
Data
E2

Appendix 5

OPSR Workgroup Structure

Referenced:
(A)(3)

Oklahoma Partnership for School Readiness

Inputs

- Project Staff
- Materials
- Funding
- Content Experts
- Workgroup members
- Community network
- Supportive Board

Strategies

Quality, Access, Standards and Accountability Workgroup- develop recommendations to increase the quality and access to early childhood programs and services

Data Systems and Coordination Workgroup- develop a plan for a unified data system, including policies and structure

Professional Development and Workforce Workgroup- develop a cross sector, statewide professional development and career advancement plan with articulation agreements

Community Mobilization Workgroup- support Smart Start Communities, recommend funding for community projects and approve local community work plans

Public Engagement Workgroup- develop recommendations to implement a public engagement plan

Special Population Workgroup- assure all recommendations developed in other workgroups include underserved children

Outputs

Statewide needs assessment of early childhood care and education quality and accessibility

School readiness definition, assessment tools, and readiness assessment pilot

Unified data collection system with a unique identifier for every child, provider and program

Statewide needs assessment of capacity and effectiveness of 2- and 4-year institutions

Local support and resources to meet identified needs of children and families

Statewide public engagement initiative supportive of the vision and mission of OPSR and Smart Start Oklahoma

Increase inclusion of and outreach to underrepresented and special populations in child care and early childhood education

Outcomes

- Policy changes supportive of early childhood education
- A comprehensive early childhood system
- Children are ready to succeed in formal education
- Increased overall participation of children in child care and early education programs
- Professional development and career advancement system for all early childhood workforce

Appendix 6

Memorandums of Understanding

Referenced:

(A)(3)

Oklahoma Department of Commerce
Oklahoma Department of Health
Oklahoma Department of Human Services
Smart Start Oklahoma

Race to the Top
Early Learning Challenge

This Memorandum of Understanding ("MOU") is entered into by and between Oklahoma State Department of Education ("Lead Agency") and Oklahoma State Department of Commerce ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:
1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
(a) A set of statewide Early Learning and Development Standards;
(b) A set of statewide Program Standards;
(c) A statewide Tiered Quality Rating and Improvement System; and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan;
3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.
8) Perform other duties as may be necessary to fulfill the requirements of the State's Race to the Top-Early Learning Challenge grant.

B. LEAD AGENCY RESPONSIBILITIES
In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.
7) Perform other duties as may be necessary to fulfill the requirements of the State's Race to the Top-Early Learning Challenge grant.

C. JOINT RESPONSIBILITIES
1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action. Such action may include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or the development and implementation of a Corrective Action Plan which outlines performance objectives and necessary steps for improvement. If necessary, Lead Agency may initiate other enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

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IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Janet C Barresi 10/18/11

Signature Date

Janet C Barresi State Superintendent of Public Instruction.

Print Name Title

Authorized Representative of Participating State Agency:

10.18.11

Signature Date

Dave Lopez OK Secretary of Commerce

Print Name Title

SIGNATURES

Authorized Representative of Lead Agency:

Signature — Date: 10/18/11

Janet C. Barresi — State Superintendent of Public Instruction

Print Name — Title

Authorized Representative of Participating State Agency:

Signature — Date: 10.18.11

Dave Lopez — OK Secretary of Commerce

Print Name — Title

Race to the Top
Early Learning Challenge

This Memorandum of Understanding ("MOU") is entered into by and between Oklahoma State Department of Education ("Lead Agency") and Oklahoma State Department of Health ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:
1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
(a) A set of statewide Early Learning and Development Standards;
(b) A set of statewide Program Standards;
(c) A statewide Tiered Quality Rating and Improvement System; and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

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4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
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Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action. Such action may include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or the development and implementation of a Corrective Action Plan which outlines performance objectives and necessary steps for improvement. If necessary, Lead Agency may initiate other enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

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IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

Janet C Barresi — 10/18/11
Signature — Date

Janet C Barresi — State Superintendent of Public Instruction
Print Name — Title

Authorized Representative of Participating State Agency:

Terry Cline, Ph.D. — 10-18-2011
Signature — Date

Terry Cline, Ph.D. — Commissioner of Health Secretary of Health and Human Services
Print Name — Title

SIGNATURES

Authorized Representative of Lead Agency:

Janet C. Barresi 10/18/11

Signature Date

Janet C. Barresi State Superintendent of Public Instruction

Print Name Title

Authorized Representative of Participating State Agency:

Terry Cline, Ph.D. 10-18-2011

Signature Date

Terry Cline, Ph.D. Commissioner of Health

Print Name Title

Secretary of Health and Human Services

Race to the Top
Early Learning Challenge

This Memorandum of Understanding ("MOU") is entered into by and between Oklahoma State Department of Education ("Lead Agency") and Oklahoma Department of Human Services ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:
1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
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(c) A statewide Tiered Quality Rating and Improvement System; and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

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A. PARTICIPATING STATE AGENCY RESPONSIBILITIES
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C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
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V. SIGNATURES

Authorized Representative of Lead Agency:

Janet C Barresi 10/18/11

Signature Date

Janet C Barresi State Superintendent of Public Instruction

Print Name Title

Authorized Representative of Participating State Agency:

Howard H. Hendrick 10/18/11

Signature Date

Oklahoma Department of Human Services

Howard H. Hendrick

Print Name Title

SIGNATURES

Authorized Representative of Lead Agency:

Janet C Barresi 10/18/11

Signature Date

Janet C Barresi State Superintendent of Public Instruction

Print Name Title

Authorized Representative of Participating State Agency:

Howard H Hendrick 10/18/11

Signature Date

Howard H. Hendrick, Director, OKDHS

Print Name Title

Race to the Top
Early Learning Challenge

This Memorandum of Understanding ("MOU") is entered into by and between Oklahoma State Department of Education ("Lead Agency") and Smart Start Oklahoma ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:
1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
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(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

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6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

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V. SIGNATURES

Authorized Representative of Lead Agency:

Janet C Barresi 10/18/11

Signature Date

Janet C Barresi State Superintendent of Public Instruction

Print Name Title

Authorized Representative of Participating State Agency:

Debra D Andersen 10/18/11

Signature Date

Debra D. Andersen Executive Director

Print Name Title

SIGNATURES

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Janet C Barresi 10/18/11

Signature Date

Janet C Barresi State Superintendent of Public Instruction

Print Name Title

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Debra D Andersen 10/18/11

Signature Date

Debra D. Andersen Executive Director

Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
Example Row— *shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office*	• *State-funded preschool* • *IDEA preschool special ed* • *Head Start Collab Office*	*Representatives from each program are sitting on the state committee to define statewide QRIS program standards*
	• *Head Start Collab Office*	*Responsible for cross-walking Head Start performance standards with the new Program Standards*
(B)(1)	OSDE State Funded Pre-K	Participate in workgroup meetings Analyze data collected from workgroups Secure Contract with QRIS Development; QRIS Development Consultant to review QRIS and develop recommendations Review and approve QRIS Consultant recommendations
	OKDHS	Participate in workgroup, planning and development of QRIS, develop regulations needed to implement QRIS
	OSDH	Participate in workgroup and development of QRIS enhancements
	OPSR Quality, Access, Standards, and Accountability	Responsible for convening stakeholders, provide leadership to planning efforts, obtain public input, develop definitions for QRIS
	Head Start Collaboration Office	Participate as stakeholder in workgroup planning efforts
(B)(2)	OSDE	Provide leadership in the development of a cross program QRIS Provide leadership in aligning the Comprehensive Assessment System with the QRIS Secure statewide participation of state funded preschool into QRIS by establishing a rule through the State Board of Education to require participation Responsible for activities to increase enrollment in QRIS
	OKDHS	Participate in the development of a cross

Selection Criterion	Participating Party	Type of Participation
		program QRIS Participate in aligning the Comprehensive Assessment System with the QRIS Implement a plan to achieve full participation of Head Start, State Tribal programs Responsible for activities to increase enrollment in QRIS
	Head Start Collaboration Office	Participate as stakeholder in workgroup planning efforts
(B)(3)	OSDE	Develop an aligned rating process for new QRIS Pool existing resources to provide monitoring for QRIS
	OKDHS	Develop an aligned rating process for new QRIS Pool existing resources to provide monitoring for QRIS
	OPSR Data Systems and Coordination	Convene workgroup to design a standard report for programs on quality rating participation Submit report to P-20 Education Data Portal
	Head Start Collaboration Office	Participate in workgroup and provide input into implementation in Head Start
(B)(4)	OKDHS	Responsible to design supports and incentives for cross program QRIS participation Design supports for working families to participate in QRIS
	OSDE	Responsible to design supports and incentives for cross program QRIS participation Design supports for working families to participate in QRIS
	Head Start Collaboration Office	Participate as stakeholder in developing standard reporting forms Design supports for working families to participate in QRIS
(B)(5)	OSDE	Develop and monitor a contract for a QRIS Evaluation Consultant to study the effectiveness of the QRIS Agree to participate in the validation study Implement recommendations from validation study
	OKDHS	Participate in the development of the contract with a QRIS Evaluation consultant to study the effectiveness of QRIS Agree to participate in the validation study Implement recommendations from validation

Selection Criterion	Participating Party	Type of Participation
		study
	OPSR	Collaborate with SDE in developing a contract for a QRIS Evaluation consultant to study the effectiveness of the QRIS; monitoring results of the study and receiving reports and report recommendations.
	Head Start Collaboration Office	Participate in QRIS Evaluation
(C)(1)	OSDE	Participate in QuASA workgroup Develop a contract with ELG Consultant to align standards Responsible for alignment of ELG Coordinate work between ELG Consultant and QRIS Development Consultant
	OKDHS	Participate in QuASA workgroup
	OSHD	Participate in QuASA workgroup
	OPSR Quality Access Standards and Accountability	Convene workgroup members to develop alignment of early learning guidelines Provide input on contract with ELG Consultant OPSR Board will approve revisions to ELG
	Head Start Collaboration Office	Participate in QuASA and provide input into alignment of ELG with Head Start
(C)(2)	OSDE	Convene workgroup members Develop a contract with an Assessment Consultant Monitor consultant contract and receive report with recommendations Review and approve Early Learning Training Consortium plan for conducting training on assessment tools Develop web based application for entry of assessment data
	OKDHS	Participate in workgroup to identify assessment tools Review and approve Early Learning Training Consortium plan for conducting training on assessment tools
	OSDH	Review and approve Early Learning Training Consortium plan for conducting training on assessment tools Provide training through Consortium on Developmental Screening
	OPSR Assessment workgroup	Convene workgroup members – for planning for the ELC application, two work groups will established, one for child facing assessments and one for environmental and interaction

Selection Criterion	Participating Party	Type of Participation
		scales Facilitate development of plan for identifying assessment tools
	Head Start Collaboration Office	Participate in the development of a comprehensive assessment plan
(C)(3)	OSDE	Participate in Training Consortium for training on health and developmental standards
	OKDHS	Participate in Training Consortium for training on health and developmental standards
	OSDH	Train staff to provide child care consultation Hire position to expand Warmline Contract for onsite reflective supervision Provide training through Consortium on developmental screening procedures
	OPSR	Expand Reach Out and Read in physician offices
	Head Start Collaboration Office	Participate in Training Consortium
(C)(4)	OSDE	Participate in Training Consortium for training on Family Engagement Strategies Develop web portal for family website integration into EC longitudinal data system
	OKDHS	Participate in Training Consortium for training on Family Engagement Strategies
	OSDH	Participate in Training Consortium for training on Family Engagement Strategies Participate in development of expanded Smart Star Website
	OPSR	Host Smart Start Oklahoma Web site Implement public engagement campaign Obtain public input Expand capacity of local Smart Start Communities
	Head Start Collaboration Office	Participate in coordination of training activities for early childhood providers on family engagement strategies
(D)(1)	OSDE	Participate in OPSR Workgroup meetings to review core competencies and alignment with QRIS
	OKDHS	Participate in OPSR Workgroup meetings to review core competencies and alignment with QRIS
	OSDH	Participate in OPSR Workgroup meetings to review core competencies for professionals in home visitation programs
	OPSR Professional Development Workgroup	Convene Stakeholders to participate in the development of a needs assessment to determine alignment of cross sector workforce

Selection Criterion	Participating Party	Type of Participation
		competencies with QRIS and other ELDP
	Head Start Collaboration Office	Participate as workgroup member
(D)(2)	OSDE	Announce RFP, develop contract and monitor contract for Early Learning Consortium of Oklahoma Review and approve Early Learning Training Consortium plan for conducting training on assessment tools
	OKDHS	Review and approve Early Learning Training Consortium plan for conducting training on assessment tools
	OSDH	Review and approve Early Learning Training Consortium plan for conducting training on assessment tools
	OPSR Assessment Workgroup	Convene Stakeholders to provide input to ELCO Review and approve Early Learning Training Consortium plan for training on ELG, QRIS and Comprehensive Assessment
	Head Start Collaboration	Participate as workgroup member
(E)(1)	OSDE	Provide leadership with the OPSR to Convene workgroup members to identify a KEA assessment tool. Develop a contract with an Assessment Consultant to jointly identify KEA Monitor consultant contract and receive report with recommendations Purchase KEA tools Plan and administer training to kdg. Teachers on KEA in pilot counties and statewide Monitor implementation, make recommendations and support ongoing KEA, Develop web based application for entry of KEA data
	OKDHS	Participate in workgroup to provide input into KEA tools Review and approve Early Learning Training Consortium plan for conducting training on KEA
	OSDH	Participate in workgroup to provide input into KEA tools Review and approve Early Learning Training Consortium plan for conducting training on assessment tools Provide training through Consortium on
	OPSR	Convene workgroup members – for planning

Selection Criterion	Participating Party	Type of Participation
	Assessment workgroup	for the ELC application, two work groups will established, one for child facing assessments and one for environmental and interaction scales Facilitate development of plan for identifying KEA Provide ongoing monitoring and review of results of KEA
	Head Start Collaboration Office	Participate in workgroup to assureKEA is appropriate, aligned with ELG, and appropriate for Children with High Needs
(E)(2)	OSDE	Provide leadership with the OPSR Data Workgroup to convene stakeholders to develop the Early Childhood data system Agree to a data governance framework Conduct baseline analysis of data needs Purchase technology to build an integrated early childhood data system
	OKDHS	Participate in OPSR Data Workgroup Agree to data governance framework
	OSDH	Participate in OPSR Data Workgroup Agree to data governance framework
	OPSR Data Workgroup	Convene stakeholders to plan, develop EC governance structure Obtain public input
	Head Start Collaboration Office	Participate in Data Workgroup and provide input on including Head Start data into data system.

Appendix 7

Letters of Support
Intermediary Organizations

Referenced:
(A)(1)

Entities
Cherokee Nation
Chickasaw Nation
Choctaw Nation of OK
Community Development Support Association
Community Service Council Of Greater Tulsa
Early Childhood Association of Oklahoma
Hille Foundation
KIPP Tulsa
Lawton Success By 6/Smart Start
Logan Community Services
Oklahoma Early Childhood Teacher's Association
Oklahoma Child Care Association
Oklahoma Child Care Resource and Referral Association, Inc.
Oklahoma Council for Exceptional Children
Oklahoma Head Start Association
Oklahoma Head Start State Collaborative Office
Schusterman Family Foundation
Smart Start Bartlesville
Smart Start Canadian County
Smart Start Central Oklahoma
Smart Start Cherokee County
Smart Start Durant
Smart Start Kay County
Smart Start Muskogee
Smart Start North Central Oklahoma
Smart Start South Central Oklahoma
Smart Start Stephens County
Success By 6 of Pottawatomie County
Teach for America
Tulsa Community Foundation
Tulsa Kids Magazine
University of Oklahoma Center for Early Childhood Professional Development

ᏣᎳᎩ ᎠᏰᎵ
CHEROKEE NATION®

Office of the Principal Chief

S. Joe Crittenden
Acting Principal Chief

Meredith A. Frailey
Acting Deputy Principal Chief

Melanie Knight
Secretary of State

A. Diane Hammons
Attorney General

Callie Catcher
Treasurer

Sharon Wright
Marshal

October 17, 2011

Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

The Cherokee Nation is in support of Oklahoma's application for funding under the Early Learning Challenge Grant. Oklahoma is a national leader in early childhood education and the Cherokee Nation is proud to be a good community partner. With this grant, I believe we could expand our opportunities which will only strengthen and improve our model.

The goal of the grant is focused on readiness to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income. Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

The Cherokee Nation supports your efforts in obtaining this grant and, if awarded, we look forward to working with you.

Sincerely,

S. Joe Crittenden
Acting Principal Chief

OFFICE OF THE GOVERNOR
The Chickasaw Nation
Post Office Box 1548 • Ada, Oklahoma 74821
(580) 436-2603 • Fax (580) 436-4287
http://www.chickasaw.net/~cnation

BILL ANOATUBBY
GOVERNOR

October 17, 2011

The Honorable Mary Fallin, Governor
State of Oklahoma
212 State Capitol Building
Oklahoma City, OK 73105

Dear Governor Fallin:

Please allow me to express the Chickasaw Nation's support of Oklahoma's application for funding under the Early Learning Challenge Grant. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

We respectfully offer our support of Oklahoma's submission of the Early Learning Challenge Grant. If you have any questions, please contact Ms. Lisa John, administrator of education at (580) 436-2603.

Sincerely,

Bill Anoatubby

Bill Anoatubby, Governor
The Chickasaw Nation

Choctaw Nation of Oklahoma

P.O. Box 1210 • Durant, OK 74702-1210 • (580) 924-8280

Gregory E. Pyle
Chief

Gary Batton
Assistant Chief

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

On behalf of the Choctaw Nation of Oklahoma, I offer support for Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, including Native Americans who are especially low income.

Specifically, grant funds will be used to improve standards and develop entry assessments to determine the assistance each child will need in order to be ready to learn, implement a data system to evaluate *effectiveness of programs, and improve teacher training. In addition, an improved rating system for* programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social *promotion based on 3rd grade reading results. If we have better tools to help children build reading skills* earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

I appreciate your leadership and decision to pursue the grant opportunity. And the Nation lends its *support to the application and, if Oklahoma is successful in obtaining a grant, we look forward to* working with you to insure smooth implementation.

Sincerely,

Gregory E. Pyle
Chief, Choctaw Nation of Oklahoma

CDSA
Community Solutions

The Honorable Mary Fallin

Governor, State of Oklahoma

State Capitol

2300 N. Lincoln Blvd.

Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. This grant offers an opportunity for Oklahoma to strengthen and improve its extraordinary early learning programs. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

In 1999, with the support of a planning grant from United Way of America, Community Development Support Association (CDSA) embarked on the task of convening the Success By 6 initiative, now known as Smart Start Northwest Oklahoma. Smart Start Northwest Oklahoma has been instrumental in engaging a diverse group of stakeholders to address the needs of young children, particularly those living in poverty. The initiative has focused on early childhood literacy; family support and education; quality child care; intergenerational programming; and public awareness.

Smart Start Northwest Oklahoma recognizes the devastating affects that poverty has on children and families and will continue to support efforts to strengthen families and improve school readiness through innovative partnerships.

We appreciated your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Dianne Juhnke
Director of Early Childhood Services
Community Development Support Association

Community Service Council Of Greater Tulsa
16 East 16th Street Tulsa, Oklahoma 74119
P 918-585-5551 F 918-585-3285 www.csctulsa.org

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

JumpStart Tulsa supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

JumpStart Tulsa is a community mobilization initiative of Smart Start Oklahoma. As a community coalition, JumpStart Tulsa brings together diverse people (businesses, educators, parents) to focus on early childhood issues including high quality early care and learning, health care for children, and family strengthening services to reduce child abuse and neglect.

JumpStart Tulsa will continue to expand participation in our coalition, engage low and middle income parents in early care and learning strategies that benefit the children in the community, support collaborative discussions and influence policies that improve the quality of education, health and behavioral in our community and state.

JumpStart Tulsa appreciates your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

(b)(6)

Jan Figart, MS, RN
Associate Director and Senior Planner in Maternal and Child Health

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Attention: Katie Altshuler

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. The Early Childhood Association of Oklahoma lends our support to the application and, if we're successful in obtaining a grant, we look forward to working with you to insure smooth implementation.

Sincerely,

Linda Whaley,

President

Early Childhood Association of Oklahoma

Hille Foundation

FOUNDERS
Jo Bob Hille
1941-2006
Mary Ann Hille

PRESIDENT
Mary Ann Hille

EXECUTIVE DIRECTOR
Maggie Hille Yar

GRANTS MANAGER
Shirley Martin

REPORT OFFICERS
Leslie Hille Hamrick
Sheila Hille Lequerica

BOARD OF DIRECTORS
Leslie Hille Hamrick
Mary Ann Hille
Sheila Hille Lequerica
Shirley Martin
Maggie Hille Yar

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Maggie Hille Yar
Executive Director/Trustee
Hille Foundation

624 South Boston Avenue, Suite 710 • Tulsa, Oklahoma 74119
918-592-0079 • fax 918-592-4185
www.hillefoundation.org

KIPP TULSA COLLEGE PREPARATORY

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

KIPP Tulsa College Preparatory Academy (KIPP Tulsa) supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our state's model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work *to empower all students with the academic, character and life skills they need to succeed in high school, college and the competitive world beyond.*

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

KIPP Tulsa appreciates your leadership and decision to pursue the grant opportunity. We lend our support to the application and, when Oklahoma is successful in obtaining the grant, look forward to working with you to insure its implementation.

Sincerely,

John Wolfkill
Executive Director
KIPP Tulsa College Preparatory Academy

United Way

SUCCESS BY 6™

Helping all children succeed for life.

1116 SW 'A' Avenue
Lawton, OK 73501
580-355-0218
jane.mitchell@uwlawton.org

October 10, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

Lawton Success By 6/Smart Start supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all children, especially our most vulnerable children.

In Lawton, we advocate, facilitate, and educate on behalf of children (birth to five) because we know that ready communities plus ready families equal children who are ready to succeed. Our local emphasis is on programs such as Month of the Young Child Community Forum, the Leap Into Literacy Storytime Training for childcare providers, Bibs and Books distribution to new moms at all area hospitals, Raising A Reader to 1600 PreK children throughout Comanche County, WIC parenting/nutrition classes, Prescription for Reading at two local pediatricians, and parenting presentations presented at various locations throughout the community and Fort Sill.

We facilitate collaborations with the Lawton Public School, Cameron University, Lawton Fort Sill Chamber of Commerce, County Health Departments, Fort Sill Military MWR, Lawton Public Library, Crossroads Head Start, great Plains Museum, Great Plains Childcare Resource and Referral, City of Lawton and the City of Lawton's participation in the National League of Cities' Strengthening Families to Make Strong Communities, and various other civic and community organizations throughout southwest Oklahoma.

We educate the general public and individual parents to insure a better world for our children. Public awareness is delivered through public service announcements that are created and broadcast on Lawton's ABC Affiliate-Channel 7. Lawton Success By 6/Smart Start acts as the catalyst for mobilizing businesses, policymakers, parents, childcare providers and community leaders to do what is best for young children in southwest Oklahoma.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Jane Mitchell

Director Lawton Success By 6/Smart Start

smart start
oklahoma

LOGAN COMMUNITY SERVICES
Sheltering • Nurturing • Guiding

The Honorable Mary Fallin

Governor, State of Oklahoma

State Capitol

2300 N. Lincoln Blvd.

Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Logan Community Services is committed to continuing in the education, support and progress of early childhood development. We believe that it is vital for every child to be given the tools necessary to thrive and grow to his/her potential. We are not only involved in the items below within LCS but also through the Logan County Community Coalition. Samplings of the items are:

- local early childhood system planning and coordination
    - for children with high needs to ensure they have access to high quality care and education programs
    - for assessing the needs of high quality care and education programs in the community
    - for creating strong linkages with physical and mental health services as well as early childhood education

LCS and the Community Coalition are actively engaged and educating the community as well as it's stakeholders on the importance of early childhood development and the impact it has on the future of Logan County. The activities of our involvement include:

- Family engagement strategies
- Develop collaborative models (Pre-K, Head Start, and Child Care)

- Incorporate and implement Raising a Reader
- Incorporate and Implement Strengthening Families

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Shayla Simpson

Smart Start Logan County/Logan Community Services

4710 South Division

Guthrie, OK 74033

October 14, 2011

To: Office of Governor Fallin
Attention: Katie Altshuler (RTT ELC)
2300 North Lincoln Blvd.
Oklahoma City, OK 73105

The Oklahoma Early Childhood Teacher's Association would like to give its support for the Department of Education's Race to the Top Early Learning Challenge. The OECTA prides itself on furthering the knowledge of our Oklahoma Teachers through its annual conference each year. We believe that we educate the teacher to their highest potential and in return, they develop the knowledge of the whole child across all spectrums of learning and literacy. We influence early childhood programs that are managed through public and private schools, as well as, DHS run early learning facilities.

As a teacher, I have seen the benefits of early literacy and math programs in the public schools and state funded programs. The children coming from these programs have a greater understanding and knowledge than those that did not receive any education before Kindergarten. Our commitment to you is to make sure we continue to see this progress by offering only the most current and beneficial methods to teach our young children since they are our future.

Sincerely,

Michele Harney

President, OECTA

Oklahoma Child Care Association
P.O. Box 2485
Oklahoma City, OK 73101-2485
1-800-580-4181

RECEIVED
OCT 07 2011
OFFICE OF THE
GOVERNOR

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Attention: Katie Altshuler

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Kathy Cronemiller
President

Oklahoma Child Care
RESOURCE & REFERRAL ASSOCIATION, INC.

RECEIVED
OCT 07 2011
OFFICE OF THE
GOVERNOR

October 4, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Attention: Katie Altshuler

Dear Governor Fallin:

Oklahoma Child Care Resource and Referral Association supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially children from low income homes.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

OCCRRA appreciates your leadership and decision to pursue this grant opportunity. Oklahoma Child Care Resource and Referral Association lends its support to the application and, if we're successful in obtaining the grant, look forward to working with you and other providers of Early Care and Education programming to insure its smooth implementation.

Sincerely,

Paula K. Koos

Paula K. Koos
Executive Director

4200 Perimeter Center Drive, Suite 235 * Oklahoma City, OK 73112 * 405 942 5001 * 888 962 2772 * fax 405 942 3740 * www.oklahomachildcare.org

Council for Exceptional Children | OKCEC

The voice and vision of special education

October 13, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

The Oklahoma Council for Exceptional Children (OKCEC) is pleased to support Oklahoma's application for funding under the Early Learning Challenge Grant. This grant offers an opportunity to strengthen and improve our model, even though Oklahoma is known as a national leader in early childhood education. The purpose of this program is to improve the quality of early learning and development programs and services and close the achievement gap for children with high needs and especially low income.

The grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

It will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

Oklahoma Council for Exceptional Children (OKCEC) appreciates your leadership and decision to pursue the grant opportunity. OKCEC lends our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Polly Oliver

Polly Oliver
OKCEC President
1216 Willow Rock Ct.
Norman, Oklahoma 73072

Oklahoma Head Start Association
P.O. Box 947 Claremore, OK 74018
(918) 343-2960 E-mail: bhankins@cardcaa.org Fax: (918) 341-2052

October 7, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We, the members of the Oklahoma Head Start/Early Head Start Association support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. We understand that the goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income which we serve.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs and how exciting is that to offer to our parents.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades and that's a win-win outcome for all.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation for the children and their families in our great State of Oklahoma.

Sincerely,

Barbara Hankins, President
Oklahoma Head Start/Early Head Start Association

OKlahoma
Association of
Community
Action
Agencies

2800 NW 36th Suite 221 Oklahoma City, Oklahoma 73112
405-949-1495 Web Site: okacaa.org Fax: 405-949-0955
Head Start State Collaboration Office
Kay C. Floyd, M.A. Director

October 13, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol, 2300 North Lincoln Boulevard
Oklahoma City, OK 73105

Dear Governor Fallin:

The Oklahoma Head Start State Collaboration Office (HSSCO) is pleased to support Oklahoma's application for funding of the Early Learning Challenge Grant. Funding of this grant will afford Oklahoma, a national leader in early childhood education, the opportunity to keep momentum moving forward while state budget constraints and an uncertain economic future could severely limit our progress.

Oklahoma is ready to proceed with plans to meet the goals of this application, bringing together the excellent but yet separate elements of early childhood education already in place to build a truly integrated, interoperable, statewide system across all sectors of this field. The Head Start State Collaboration Office has been and will continue to be deeply involved in building this system, working with our own advisory board of the HSSCO as well as the State Advisory Council, both of which the State Secretary of Education is a member.

The HSSCO works very closely with the Head Start training and technical assistance specialists in the state and the state Head Start associations (both tribal and non-tribal) to ensure that Head Start is engaged in building an integrated, cross-sector professional development system inclusive of all early childhood practitioners. The HSSCO, Head Start training and technical assistance specialists, and state agency partners have already ensured that state Early Learning Guidelines are aligned with the new Head Start Early Learning Framework which are also aligned with the state public school Early Learning Curriculum Guidelines.

This funding opportunity will enable Oklahoma to implement an integrated early childhood data system already in the planning stages; expand and integrate the quality rating system and performance standards so that all early childhood programs can meaningfully participate in the state's quality assurance system; improve articulation of course-work across our higher education system; and work with families and communities to ensure that every child in Oklahoma has the best possible start in life. Given this opportunity, we can open the doors closed to too many of Oklahoma's children so that all children in Oklahoma will be ready for school and able to succeed in life.

The Head Start State Collaboration Office is located in the offices of the Oklahoma Association of Community Action Agencies (OKACAA) through a contract with the Oklahoma Department of Commerce (ODOC), which provides state supplemental funding for Head Start programs and federal Community Services Block Grant funds for Community Action Agencies. This allows for strong partnerships across the state with all the local and state partners that support Community Action and Head Start programs serving Oklahoma's neediest children and families in their quest for stability and self-sufficiency.

We appreciate your leadership and decision to pursue this grant opportunity. If we are successful in obtaining funding, we look forward to working with you to ensure smooth implementation.

Sincerely yours,

Kay C. Floyd

Kay C. Floyd

Charles and Lynn
SCHUSTERMAN
FAMILY FOUNDATION

6 October 2011/8 Tishrei 5772

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

The Charles and Lynn Schusterman Family Foundation endorses the Oklahoma application for funding under the Early Learning Challenge Grant. As longstanding supporters of education initiatives, we are pleased to learn that Oklahoma is poised to take the next steps in developing assessment programs to strengthen educational standards.

Although Oklahoma is recognized as a national leader in early childhood education, this grant offers an opportunity to reinforce and improve our current model. With goals focused on "readiness" to learn, this grant funding is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially those from low income families.

Specifically, these funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn. The grant will also allow Oklahoma to implement a data system to evaluate effectiveness of programs and to improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs being offered.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. When we have better tools to help children build reading skills earlier along with improved assessment, all children in Oklahoma will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the Early Learning Challenge Grant opportunity. We lend our support to the application and, if we are successful in obtaining a grant, we look forward to working with you to insure smooth implementation.

Sincerely,

Lynn Schusterman
Chair

Foundation Headquarters: 2 West Second St., P.O. Box 51, Tulsa, OK 74101-0051 • Phone: (918) 591-1090 • Fax: (918) 591-1758
Washington, DC Office: 800 Eighth Street, N.W., Washington, DC 20001-3724 • Phone: (202) 289-7000 • Fax: (202) 289-4983
www.schusterman.org

Delaware Child Development | Success By Six smart start bartlesville | smart start oklahoma

The Honorable Mary Fallin

Governor, State of Oklahoma

State Capitol

2300 N. Lincoln Blvd.

Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Our coalition is currently providing:

- Early literacy applications on various fronts
    1. Book bags going home daily with PreK and K classrooms
    2. Books and materials delivered daily to new mothers in the hospital
    3. Books for Child Care Centers and Homes plus Resource Centers
- Education, Training, Support and Encouragement for Early Education Professionals
    1. Professional Development opportunities through an annual conference and trainings throughout the year with help from a Child Care Resource and Referral Program
    2. Connections to area resources through networking
    3. Community Volunteers to interact with children and teachers in classroom activities
- Networking and Relationships with local and state stakeholders

1. Collaboration with Oklahoma Wesleyan University for an annual conference

2. Active membership in Bartlesville Kiwanis Club for inclusion in all their projects devoted to children

3. Participation with Preventative Health Partnership to create strong linkages with physical and mental health services

4. Building relationships with various businesses, agencies and policy makers to secure and share resources...especially strong with a home visitation program, Healthy Families & Babies

5. Partnership with PSO for early literacy

We appreciate your leadership and decision to pursue the grant opportunity. We continue to aspire to providing quality collaboration and assistance in our community. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Jan Boomer, Community Coordinator, Smart Start Bartlesville

Rajean Stelfox, Community Outreach Specialist, Smart Start Bartlesville

Delaware Child Development

5110 Tuxedo Blvd.

Bartlesville, OK 74006

smart start
canadian county

The Honorable Mary Fallin

Governor, State of Oklahoma

State Capitol

2300 N. Lincoln Blvd.

Oklahoma City, OK 73105

Dear Governor Fallin:

I support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" and to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

The Canadian County Coalition for Children and Families acts as an umbrella for a variety of programs that serve children and families throughout Canadian County. Canadian County Coalition allows for the sharing of high quality care and education services.

Sooner Success program that is through the OU Health Sciences Center uses the coalition for Children and families as its base. Smart Start Canadian County works closely with the Canadian County Coalition. Smart Start Canadian County partners with the Canadian Valley Autism Support Group to provide support for parents of children with special needs and their schools. Smart Start Canadian County helps with IEP's and provides special needs books for parents and elementary schools.

Sooner Success has been involved in a special needs survey which allows providers and family members to give their input on what the needs are in Canadian County. As the different agencies in the coalition work through their certification, members are asked to participate as partners. A new system was formed under the coalition named PHCC (Partnership for a Healthy Canadian County), which is a contracted entity with the

Oklahoma Health Care Authority to develop a health network with 5 physicians, 3 pediatricians, and 2 family care physicians in the county. The goal of the network is to help develop collaboration between the doctors, behavioral health, mental health, and child care directors in the county. The project manager is a member of the Canadian County Coalition. Another project in Canadian County is ABCD3 project that develops a communication link between physicians, Sooner Success, Sooner Start, the Guidance Center, and Oklahoma Family Network to assure early intervention by providing services to high risk children between the ages of birth and 5 years old.

Through our Systems of Care family support group the concept "voice and choice" remains strong and is discussed through the Systems of Care monthly reports. Smart Start Canadian County involvement assures those families have good information about what's going on in the community. Sooner Success works at having a core family member involved in the coalition.

The Canadian County Coalition for Children and Families will continue to include and expand local stakeholders to support family engagement strategies and develop collaborative models. Smart Start Canadian County engages foster families and parents through The Bridge Program and sponsoring in-home school readiness initiatives. Smart Start Canadian County has worked with schools, Head Start, and child care centers through different events and projects to increase school readiness. Some of the these events and projects include: Jump Starts Read for the Record, Raising A Reader, child care mini-grants, child watch tours, book giveaways, and "Week of the Young Child" among many others. The Coalition has not been involved in Reach out and Read or Strengthening Families but if the opportunity arises for either, we would like to consider getting involved in both.

Sincerely,

Stacie L. Seymour, BA

Smart Start Canadian County Coordinator

smart start
central oklahoma.org

The Honorable Mary Fallin

Governor, State of Oklahoma

State Capitol

2300 N. Lincoln Blvd.

Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Oklahoma has made smart investments in early learning, most notably the commitment to prekindergarten. But there is so much more our state can do to support families so that children receive the smart start they need and deserve. The Early Learning Challenge Grant offers an opportunity to strengthen and further develop the system. School readiness is critical for school success, and school success is critical for economic development. Currently, the number of families with young children facing financial challenges in our state is growing, which contributes to the barriers we face while working to improve educational outcomes for all of our children.

Smart Start Central Oklahoma works with community partners to assess the needs in our community, connect families with resources (such as high quality care and education programs, developmental screenings, mental health resources, and parent supports), connect resources to resources, and identify new strategies for meeting the needs of our community.

We will continue to work to understand the needs of our community, identify and implement solutions, and work to strengthen our family support system. We continue to grow our partners and serve more families through our programs Early Birds and Reach Out and Read, both of which strengthen families and promote child abuse prevention.

We appreciate your leadership and decision to pursue the grant opportunity. We are excited about the opportunity and will provide support during the application process as well as the implementation process.

Sincerely,

Stacy Dykstra, Ph.D.

Executive Director, Smart Start Central Oklahoma

1444 NW 28th Street

Oklahoma City, OK 73106

Oklahoma Commission on Children and Youth
Community Partnership Board of Adair and Cherokee County
Smart Start Cherokee County Advisory Board

smart start
cherokee county

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

October 13, 2011

Dear Governor Fallin:

The Oklahoma Commission on Children and Youth Community Partnership Board of Adair and Cherokee Counties serving as the advisory board for Smart Start Cherokee County supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Smart Start Cherokee County has provided the following activities over the last year:

- Adoption and implementation of family engagement support curriculums, such as Strengthening Families (a child abuse prevention curriculum) and Cradling Literacy.
- Implementation of the Raising A Reader literacy program.
- Implementing a childhood obesity gardening program which provides nutrition curriculum training and the resources necessary to plant a raised bed garden.
- Participation in the Northeastern Oklahoma Rural Alliance Socio-Economic planning process.
- Award and receipt of special project grant funding to review current parent education opportunities.
- Coordinate an annual planning process to ensure local organizations work together to on local early childhood system planning and coordination
    - for children with high needs to ensure they have access to high quality care and education programs

- for assessing the needs of high quality care and education programs in the community
- for creating strong linkages with physical and mental health services as well as early childhood education.

Smart Start Cherokee County will continue to annually review the community profile and update the strategic plan to include the above activities while ensuring feedback from the local early childhood community, families and social service organizations.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Bridget Tobey

Smart Start Cherokee County Community Coordinator
816 South College Avenue
Tahlequah, OK 74464

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Smart Start Durant works closely with Southeastern Child Care Resource and Referral in providing the following.

- local early childhood system for child care providers, through Bryan County Child Care Association.
- Ensuring families have access to high quality care and education programs
- Assessing the need for high quality care and education programs in the community

Smart Start Durant will continue to work with community stakeholders as well as encourage support from new stakeholders:

- Family engagement strategies, Smart Start your Baby, mommy and me, stakeholder luncheons, and various other activities.
- Continue to use collaborative model to receive continued support from local agencies, childcare assistance, head start, pre-k, and other childhood programs.
- Incorporate and implement Reach out and Read as well as ongoing literacy programs.
- Begin implementing Strengthening Families.

We appreciate your leadership and decision to pursue the grant opportunity. Welend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,
Heather Smiley
Coordinator, Smart Start Durant
1405 N. 4th PMB 4232
Durant, OK 74701

smart start
kay county

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

I, Lilly Freeman, Coordinator for Smart Start Kay County, Raising A Reader, and Co-parenting for Kay County, fully support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially those in low income families.

Many essential resources to help families ensure that their children have success in school and later in life have needed front-line contact people centrally located to help promote, enhance, and ensure efforts are being coordinated efficiently. The office for Smart Start Kay County is housed through a partnership with the Kay County Health Dept. Ponca City. At the health department, one has the opportunity to see first-hand the specific needs of families and provide an added outreach for Kay County.

The governing body of Smart Start Kay County is through the Kay County Early Childhood Planning Council, a council that has been in existence since 1999. This council has worked to establish a sense of responsibility by involving and partnering within Kay County and parts of Osage County to promote, plan, and implement the state Smart Start Oklahoma initiative. The council members bring their passion and professional skills together to help work on education, direct services, and resource links for families Through community awareness, improvement in access for services to children and their families, fostering collaboration among public and private sectors, council members contribute: funding, in-kind services, professional expertise, and other resources to contribute to the success of the initiative. The Council members work under the common goal: The future success of children and their families depends on the resources and support they have available. Monthly meetings as well as a comprehensive strategic plan provide an opportunity to name issues Kay County is facing, bring talent to the table to work on trouble areas, and determine ways to address key issues that are present in the community.

The Early Learning Challenge grant is in alignment with the local work and strategic directions for Kay and Osage County: Making Children a Priority (Citizens of Kay County will make children a priority), Promoting Employment and Academic Success (Employer education to promote employment and academic success of families), Creating Healthy Families (Kay County citizens will come together to help families find and secure needed health care). This work is accomplished through educational workshops, such as *Bridges Out of Poverty* by Dr. Ruby Payne facilitated by a locally trained trainer, presentations on the work of Dr. Bruce Perry including: How Experience Shapes Children, Understanding Traumatized and Maltreated Children, and The Six Core Strengths of Healthy Childhood Development. All of these presentations and workshops are

research and evidence based so they enhance, empower, develop and create new skills for educators as well as parents and other care-givers in Kay and Osage County.

The Raising A Reader® program as well as the Healthy Reader Project foster healthy brain as well as development; encourage parent-child bonding, creating opportunities for early literacy skill emergence in children birth to six years of age. Through partnerships with businesses, agencies and schools, the Character Critters curriculum which teaches the six basic character traits of trustworthiness, caring, citizenship, fairness, respect, and responsibility continues to reach families in over 2600 children annually across Kay County..

I Can Problem Solve children are taught how to generate a variety of solutions to interpersonal problems, considering the consequences of these solutions, and recognizing thoughts, feelings, and motives that generate problem situations. By teaching children to think, rather than what to think, the program changes thinking styles and, as a result, enhances children's social adjustment, promotes pro-social behavior, and decreases impulsivity and inhibition. Having programs that will work with parents and providers to help build these skills in children at an early age will help promote a more supportive family atmosphere that has less violence. This in turn will help ensure more opportunities of success of the child's potential and the families' ability to thrive.

Strengthening Families is one of the key programs that our community has seen that continues to strengthen the skills and capacity of parents and families to take greater leadership roles in the systems serving their children. In addition we have seen that this program teaches parental resilience, where parents feel strong and flexible and have help with challenges as they arise. Being able to partner with families and care-givers in a variety of settings continues to be a need that we will continue to serve. I know that work with the Early Learning Challenge Grant can increase the efforts and outcomes of our community.

The statistics of children in poverty and children living in "high risk" environments across our state and nation show an overwhelming need for services to our youngest citizens. The proposed activities to gain access to information and services to this population will help increase the success of these young children. Dr. Bruce Perry states: "Your community is only as healthy as the least one of your population. If you have one child that suffers they all suffer. If you have one child in a classroom that is behind the others, it pulls the whole class potential down and each child suffers to some degree." We need to address this locally to make a difference for our overall state and across our nation.

I know you have the passion, skills and the ability to help make this happen. I appreciate your leadership and decision to pursue the grant opportunity. I lend my support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Lilly Freeman
Community Coordinator
433 Fairview Ave.
Ponca City, OK 74601

smart start
muskogee

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

October 13, 2011

Dear Governor Fallin:

Smart Start Muskogee Board supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Smart Start Muskogee has provided the following activities over the last year:

- Adoption and implementation of family engagement support curriculums, such as Strengthening Families (a child abuse prevention curriculum) and Cradling Literacy.
- Implementation of the Raising A Reader literacy program.
- Implementing a childhood obesity gardening program which provides nutrition curriculum training and the resources necessary to plant a raised bed garden.
- Participating in the Northeastern Oklahoma Rural Alliance Socio-Economic planning process
- Coordinate an annual planning process to ensure local organizations work together to on local early childhood system planning and coordination
    - for children with high needs to ensure they have access to high quality care and education programs
    - for assessing the needs of high quality care and education programs in the community
    - for creating strong linkages with physical and mental health services as well as early childhood education (current fiscal agent is a mental health agency).

Smart Start Muskogee will continue to annually review the community profile and update the strategic plan to include the above activities while ensuring feedback from the local early childhood community, families and social service organizations.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Carrie Colburn

Smart Start Muskogee Community Coordinator
619 N. Main
Muskogee, OK 74401

smart start
north central oklahoma

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

Smart Start North Central Oklahoma (SSNCO), based in Stillwater, offers our support for Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

- As a part of the Strengthening Families Initiative, SSNCO is currently providing funding and support to reestablish the Healthy Steps Program. Healthy Steps was offered through the Payne County Health Department, but was discontinued when counties lost half of all child development specialists because of budget cuts. Because SSNCO is a founding member of the newly formed Early Childhood Coalition in Stillwater, we are addressing the problems faced by families through direct contact with child development specialists working in tandem with local pediatricians at regularly scheduled well checks. This is the first project for the Early Childhood Coalition with expansion to other needs of families as they are identified.

- Further, SSNCO provides annual mandated trainings for child care providers, staff, teachers and parents.

- SSNCO also works to promote increased literacy experiences in the home. This year we have partnered with two local hospitals to hand-out books to new babies. We also conduct a community book drive every year to collect children's books. Those books are then handed out to children at community events or used to build libraries in child care facilities and other community groups.

We appreciate your leadership and decision to pursue the grant opportunity. Smart Start North Central Oklahoma lends our support to the application and, if we're successful in obtaining a grant, we look forward to working with you to insure smooth implementation.

Sincerely,

Marama Smith
Executive Director
Smart Start North Central Oklahoma

(b)(6)

Rita Bridenstine
Strengthening Families Coordinator
Smart Start North Central Oklahoma

East Central
UNIVERSITY
The Center of Continuing Education and Community Services

1100 E. 14th St., PMB E-3 – Ada, Oklahoma 74820-6999
Phone (580) 559-5367 – Fax: (580) 310-9007

Smart Start South Central

October 7, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, Oklahoma

Dear Governor Fallin:

Smart Start South Central (SSSC) supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income. Our goal at SSSC is exactly that—to make sure every child who enters school is healthy and ready to learn, so this grant fits as a perfect fit for our program.

Our coalition provides, and will continue to provide the following:

- A strategic plan that is focused on the unique needs of our community, with events and programs targeting children and families with special needs and challenges. For example, we are the local affiliate for Dolly Parton's Imagination Library, a literacy program that places age appropriate books in the hands of preschoolers in our area.

- Ongoing assessment of the needs of local child care facilities, and partnership with East Central University and other educational programs such as our local Child Care Resource and Referral. A great example of our partnership is one of our current programs, Project Invest, which links local businesses with child care centers to help provide them with educational materials and supplies they may not be able to purchase themselves. Every program and project that we administer has some type of assessment tool to evaluate the effectiveness of each program.

- Partnerships with Systems of Care, Pontotoc County Health and DHS Departments, Turning Point, and local schools, child care centers and Head Starts.

We are constantly looking for ways to include and expand our group of local stakeholders by doing the following:

- Hosting events such as Car Seat Safety Events, Children's Fairs, Child Watch Tours.

- Working with Head Starts and child care centers by providing Raising A Reader®, educational tip sheets and newsletters, and helping connect all of these programs with other agencies that can supplement and improve their programming.

- Continuing to provide the Zero to Three Prevention of Child Abuse and Neglect training to keep the Strengthening Families model alive and growing in our pilot centers.

On behalf of Smart Start South Central, we appreciate your leadership and decision to pursue this grant opportunity. We lend total support to the application and, if we are successful in obtaining this grant, look forward to working with you to insure smooth implementation.

Sincerely,

(b)(6)

Trish Little, Community Coordinator
Smart Start South Central
1100 E. 14th St., PMB E-3
Ada, Oklahoma 74820-6999

smart start
south central

Dr. JoAnn Pierce, Coalition Chairperson
Deborah Smith, Community Coordinator
Lauren Siess, Executive Director United Way

smart start
stephens county

P. O. Box 1632
Duncan, OK 73534-1632
580-255-3648
http://www.smartstartsc.org
Or follow us on Facebook

"Working together to ensure the success of our young children"

October 6, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Boulevard
Oklahoma City, OK 73105

Dear Governor Fallin:

Smart Start Stephens County fully supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially those from low-income families.

In accordance with this goal, we provide and will continue to provide:

Local early childhood system planning and coordination -

- for children with high needs to ensure they have access to high quality care and education programs by collaborating with community partners such as Head Start and Early Start, Department of Human Services, Department of Health, Child care Resource and Referral Agency, local child care providers, public schools, low-income housing authorities, local women's shelter, faith-based organizations, tribal governments,local physicians, and parents; and by reviewing our strategic plan annually and re-committing to its goals;

- for assessing the needs of high quality care and education programs in the community by providing child care mini-grants to encourage and support enhanced educational opportunities for the providers to seek higher level quality

rating; and by conducting parent surveys as part of our community assessment every three years;

- for creating strong linkages with physical and mental health services as well as early childhood education through ongoing collaborations with local service providers, e.g. psychologists, counselors, physicians, and clinics, and with state agencies.

The Smart Start Stephens County Coalition has and will continue to include and expand local stakeholders to support:

- family engagement strategies through our Strengthening Families Initiative such as our Teen Parent Mentoring program in the area alternative schools; collaboration with community partners that provide direct services to parents, such as Head Start and Early Head Start and child care centers; community awareness efforts through civic/social clubs and parent organizations; collaboration with public schools at family literacy nights and first day activities;and other community-wide events;

- develop collaborative models with additional faith-based organizations and enhance those with home-based child care providers; and to

- continue and expand our Raising a Reader program in all the Head Start and Early Head Start sites in our three counties.

We appreciate your leadership and decision to pursue the grant opportunity. Smart Start Stephens County lends our support to the application and, if we are successful in obtaining a grant, looks forward to working with you to ensure smooth implementation.

Sincerely,

Deborah J. Smith

Deborah J. Smith
Community Coordinator
Smart Start Stephens County

United Way

SUCCESS BY 6™

October 11, 2011

The Honorable Mary Fallin

Governor, State of Oklahoma

State Capital

2300 North Lincoln Blvd.

Oklahoma City, OK 73105

Dear Governor Fallin:

Success By 6 of Pottawatomie County supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income. Our goal at Success By 6 Pottawatomie County is to make sure that every child who enters school is healthy and ready to learn.

Our Coalition provides and will continue to provide the following:

- A strategic plan that is focused on the needs of our Community. We provide events and programs targeting families in need. One such program is providing books to young children in our Preschools, Kindergartens, and Child Care centers. This is accomplished through partnerships with local businesses and public libraries.
- Assessment of programs and needs of local children is accomplished through outcome and data collection. This allows programs to be changed or modified to reach our target audience and goals.
- Ongoing communication with other early childhood organizations is a must. We are guided by a Coalition with members that include: Department of Human Services, Pottawatomie County Health Department, Pioneer Library System, OSU Extension, Oklahoma Parents as Teachers, Youth and Family Resource Center, and Sooner Success, among others.

We are constantly looking at ways to expand local support by:

- Hosting Family events such are Car Seat Safety Checks.
- Working with our local Hospital and Health Care Providers to provide health and safety materials to new parents.
- Participating in local health and safety fairs and community baby showers to educate expectant mothers about proper prenatal care.
- Hosting Poverty Simulation education events to community members and businesses.

On behalf of Success by 6 of Pottawatomie County, we appreciate your leadership and decision to pursue this grant opportunity. We lend local support to the application and look forward to working with you on implementation.

Best Regards,

Donald Pyeatt

Community Coordinator

Success By 6 Pottawatomie County

23 East 9th Street

Suite 333

Shawnee, OK 74802

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

The Honorable Mary Fallin

Governor, State of Oklahoma

State Capitol

2300 N. Lincoln Blvd.

Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Lance Tackett
Executive Director
Teach For America · Oklahoma
209 South Lakewood Avenue
Tulsa, OK 74112-1713
Work: (918)-835-3622 ext. 50101
Cell: (213)-248-9185
Fax: (918) 835-8706

TULSA COMMUNITY FOUNDATION

October 6, 2011

RECEIVED
OCT 11 2011
OFFICE OF THE GOVERNOR

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

(b)(6)

Phil Lakin, Jr.

7030 South Yale Avenue • Suite 600 • Tulsa, OK 74136 • Phone 918-494-8823 • Fax 918-494-9826 • www.TulsaCF.org

TulsaKids

SERVING CHILDREN • INFORMING PARENTS • ENRICHING FAMILIES
www.tulsakids.com

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

I support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

In addition, by supporting early childhood education and school readiness, we are supporting your desire to increase the number of college graduates in Oklahoma. That success begins with high-quality early childhood education.

I appreciate your leadership and decision to pursue the grant opportunity. I lend my support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.
Sincerely,

(b)(6)

Betty Casey, editor
TulsaKids Magazine
1622 S. Denver
Tulsa, OK 74119

MEMBER OF PMA

TK PUBLISHING, INC.
TULSAKIDS MAGAZINE • BABY GUIDE • COLLEGE PLANNER
1622 So. Denver Ave. • Tulsa, OK 74119
Phone: (918) 582-8504 Fax: (918) 583-1366

AUDITED BY CIRCULATION VERIFICATION COUNCIL

The University of Oklahoma

CENTER FOR EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT
COLLEGE OF CONTINUING EDUCATION

RECEIVED
OCT 07 2011
OFFICE OF THE
GOVERNOR

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Attention: Katie Altshuler

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Susan J. Kimmel, Ph.D.
The University of Oklahoma
Director, Center for Early Childhood Professional Development
1801 N. Moore Ave., Moore, OK 73071

Appendix 8

Letters of Support
Other Organizations

Referenced:
(A)(3)

Entities
Advance Pierre Foods
American Airlines
Ardmore Chamber of Commerce
Bank of Oklahoma
Bristow Public Schools
Carl Albert State College
Catoosa Public Schools
Chesapeake
Chisholm Public Schools
Cooperative Council for Oklahoma School Administration
Devon
Fort Gibson Public Schools
Freedom Public Schools
Greater Oklahoma City Chamber of Commerce
Grand Lake Mental Health Center
Hillcrest Healthcare System
In As Much Foundation
Norman Public Schools
Northeastern State University
OK Business Roundtable
Oklahoma Champions for Early Opportunities (OKCEO) Member - Craig Knutson,
Oklahoma Champions for Early Opportunities (OKCEO) Member - McCurtain Memorial Hospital,
Oklahoma Champions for Early Opportunities (OKCEO) Member - Richard Burpee
Oklahoma Chapter of the American Academy for Pediatrics
Oklahoma Commission on Children and Youth
Oklahoma Department of Mental Health
Oklahoma Early Childhood Teachers Association
Oklahoma House Speaker Kris Steele
Oklahoma Senate President Pro Tem Brian Bingman
Oklahoma State Regents for Higher Education
Oklahoma State University
Oklahoma State University – College of Human Sciences
Oklahoma State University - OKC
Oklahoma Therapeutic Foster Care Association
Owasso Public Schools
Ponca City Public Schools
Potts Family Foundation
Pre-K Parent – Kayla Balliew
Pre-K Teacher – Mustang Education Center, Mustang Public Schools
Public Service Company of Oklahoma
Samson Investment Company
State Chamber
Summit Bank

The Journal Record
Tulsa Chamber
Tulsa Community College
Tulsa Public Schools
University of Central Oklahoma
University of Oklahoma - Tulsa

AdvancePierre Foods

13800 Wireless Way
Oklahoma City, OK 73134
405.775-8600

October 5, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

(b)(6)

Dave McLaughlin
Board Member
AdvancePierre Foods

DM:gmc

AmericanAirlines®

Rachel D. Hutchings
Manager
Corporate Relations

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

American Airlines supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

(b)(6)

Rachel D. Hutchings
Corporate Relations Manager
American Airlines

D. Weston "Wes" Stucky
President & CEO

Ardmore Chamber of Commerce
Ardmore Development Authority
Ardmore Tourism Authority
Ardmore Chamber Foundation

"Developing a Total Quality Community"

October 6, 2011

The Honorable Mary Fallin
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We were pleased to hear of your support and Oklahoma's application for funding under the Early Learning Challenge Grant. Readiness to learn is a critical component to improving the education outcomes for all our children.

Improving standards and the development of entry assessments are needed in order to be ready to learn. The grant will provide funding for such activities and will also allow for an improved rating system for programs serving young children.

We appreciate your leadership and decision to pursue the grant opportunity. Our organization is fully behind your efforts. And, as one of the Oklahoma Champions for Early Opportunities (OKCEOs), I personally applaud your efforts.

Sincerely,

Wes Stucky

410 W MAIN / PO BOX 1585 / ARDMORE OK 73402-1585 / 580-223-7765
E-mail: wstucky@ardmore.org / Web: www.ardmore.org / www.ardmoredevelopment.com

BANK OF OKLAHOMA

Bank of Oklahoma, N.A.
Bank of Oklahoma Tower
P.O. Box 2300
Tulsa, Oklahoma 74192

www.bok.com

RECEIVED

OCT 13 2011

OFFICE OF THE
GOVERNOR

Stanley A. Lybarger
President & CEO
(918) 588-6888

October 11, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City OK 73105

Dear Governor Fallin:

I support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

I appreciate your leadership and decision to pursue the grant opportunity. I lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Stanley A. Lybarger

SAL/ah

Bristow Public Schools

"Linking Learning to Life"

IAN BROWN
High School Principal

VICKI GROOM
Collins Principal

JEANENE BARNETT, Ed.D.
Superintendent

CURTIS SHELTON
Director of Operations

BRIAN LOMENICK
Middle School Principal

KIM STEWART
Edison Principal

October 14, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

As the superintendent of Bristow Public Schools, I pledge our school district's support of Oklahoma's application for funding under the Early Learning Challenge Grant. At Bristow, we strongly believe that early intervention serves as the key to student success, and this grant focuses on building our youngest students' readiness for learning. We fully support this grant.

Bristow Public Schools introduced full-day kindergarten long before most other districts in the state. Soon after, we identified the need to intervene for school readiness at an even younger age. Our school district entered into a collaborative agreement with HeadStart that continues to serve the four-year-old children in Bristow. We have demonstrated our commitment to early intervention by using a significant amount of the limited Title I funds allocated to our district to employ teachers in this four-year-old program. Additional monies which the Early Learning Challenge Grant could provide are needed in this community. We have many students from low income homes, and our goal is to improve the educational outcomes for all our children starting at the earliest age possible.

We are proud of Oklahoma's leading role in early childhood education. We appreciate your commitment to education, and our school supports your efforts to obtain this important grant for our state.

Sincerely,

Jeanene Barnett

Jeanene Barnett, Ed.D.
Superintendent

/dn

CARL ALBERT STATE COLLEGE

From the office of the President

DR. BRANDON R. WEBB

October 6, 2011

RECEIVED

OCT 07 2011

OFFICE OF THE
GOVERNOR

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

Carl Albert State College supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

I appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Brandon R. Webb
President, Carl Albert State College

918.647.1210
918.647.1216 (FAX)

1507 S. MC KENNA
POTEAU, OKLAHOMA 74953

bwebb@carlalbert.edu
www.carlalbert.edu

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

As one of the 2,000+ school leaders that are members of the Cooperative Council for Oklahoma School Administration, I am pleased to announce our support of Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially students from low income homes.

We as school leaders understand that grant funds will be used to improve standards and develop entry assessments capable of determining the level of assistance each child will need in order to be ready to learn. Furthermore, school administrators are excited for the opportunity to implement a data system with the capacity to evaluate the effectiveness of programs and improve teacher training.

The need for and potential impact of this grant funding cannot be overestimated. This grant could be utilized to implement the mandates imposed on districts through the recently enacted law to eliminate social promotion based on 3rd grade reading results. If school districts have better tools to help children build reading skills earlier, along with improved assessments, our children will have a much more solid foundation and improved chance for success in primary grades.

We at Catoosa Public Schools appreciate your leadership and decision to pursue this grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to ensure smooth implementation.

Sincerely,

Rick Kibbe
Superintendent
Catoosa Public Schools

Chesapeake ENERGY

Tom Price, Jr.
Senior Vice President
Corporate Development and Government Relations

October 10, 2011

RECEIVED
OCT 12 2011
OFFICE OF THE
GOVERNOR

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

Chesapeake Energy Corporation and I personally support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, but especially those who come from low income households.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine the level of assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents or other caretakers with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. The better the tools we have to help children build reading skills earlier along with improved assessment, the stronger the foundation our children will have and the better chance they will have for success in primary grades.

Chesapeake Energy Corporation
P.O. Box 18496 • Oklahoma City, OK 73154-0496 • 6100 N. Western Avenue • Oklahoma City, OK 73118
405.935.9257 • fax 405.849.6886 • tom.price@chk.com

Chesapeake and I appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we are successful in obtaining this grant, we look forward to working with you to insure smooth implementation and successful results.

Sincerely,

Tom Price, Jr.
Senior Vice President – Corporate Development and Government Relations
Chesapeake Energy Corporation

TPJ:jkp

Chisholm Public Schools

Administration Office
300 Colorado
Enid, Oklahoma 73701
580-237-5512
Fax 580-234-5334

Chisholm Elementary
300 Colorado
Enid, Oklahoma 73701
580-237-5645
Fax 580-234-5334

Chisholm Middle School
4202 W. Carrier Rd.
Enid, Oklahoma 73703
580-234-0234
Fax 580-234-0343

Chisholm High School
4018 W. Carrier Rd.
Enid, Oklahoma 73703
580-233-2852
Fax 580-233-9325

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

On behalf of Chisholm Public Schools, I am pleased to announce our support of Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially students from low income homes. The grant will allow us to remain at the top when it comes to early childhood learning.

We appreciate your leadership and decision to pursue this grant opportunity. We readily lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to ensure smooth implementation.

Sincerely,

Roydon Tilley
Superintendent
Chisholm Public Schools

COOPERATIVE COUNCIL FOR OKLAHOMA SCHOOL ADMINISTRATION

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

On behalf of the 2,000+ school leaders that are members of the Cooperative Council for Oklahoma School Administration, I am pleased to announce our support of Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially students from low income homes.

School leaders understand that grant funds will be used to improve standards and develop entry assessments capable of determining the level of assistance each child will need in order to be ready to learn. Furthermore, school administrators are excited for the opportunity to implement a data system with the capacity to evaluate the effectiveness of programs and improve teacher training.

The need for and potential impact of this grant funding cannot be overestimated. This grant could be utilized to implement the mandates imposed on districts through the recently enacted law to eliminate social promotion based on 3rd grade reading results. If school districts have better tools to help children build reading skills earlier, along with improved assessments, our children will have a much more solid foundation and improved chance for success in primary grades.

The members of the Cooperative Council for Oklahoma School Administration appreciate your leadership and decision to pursue this grant opportunity. School leaders lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to ensure smooth implementation.

Sincerely,

Steven Crawford
Executive Director

CCOSA
2901 N. Lincoln Blvd.
Oklahoma City, OK 73105

Devon Energy Corporation
20 North Broadway
Oklahoma City, OK 73102-8260

405 235 3611 Phone
www.devonenergy.com

October 14, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

Devon Energy Corporation supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

Devon needs highly skilled employees – including well-educated field employees, engineers, geologists and accountants – in order to succeed as a business. Improving early childhood development benefits Devon and all employers in Oklahoma as our schools educate the workforce of the next generation.

Thank you for your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if Oklahoma is successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Frank Rudolph
Executive Vice President
Human Resources

mlh

RECEIVED
OCT 17 2011
OFFICE OF THE
GOVERNOR

FORT GIBSON PUBLIC SCHOOLS

500 South Ross
Fort Gibson, Oklahoma 74434

Telephone (918) 478-2474 **FAX (918) 478-8533**

Derald Glover, Superintendent
Linda Clinkenbeard, Assistant Superintendent

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

Fort Gibson Public Schools has a long history of academic success. We attribute much of that success to the foundation set in our early grades. Please accept our support of Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially students from low income homes.

We understand that grant funds will be used to improve standards and develop entry assessments capable of determining the level of assistance each child will need in order to be ready to learn. Furthermore, we are excited for the opportunity to implement a data system with the capacity to evaluate the effectiveness of programs and improve teacher training.

The need for and potential impact of this grant funding cannot be overestimated. This grant could be utilized to implement the mandates imposed on districts through the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier, along with improved assessments, our children will have a much more solid foundation and improved chance for success in primary grades.

We, at Fort Gibson Public Schools, appreciate your leadership and decision to pursue this grant opportunity. If we're successful in obtaining a grant, I look forward to working with you to ensure smooth implementation.

Sincerely,

Derald Glover
Superintendent of Schools

FREEDOM PUBLIC SCHOOLS

1138 EAGLE PASS/P.O. BOX 5
FREEDOM, OK 73842
Phone: (580)621-3271 Fax: (580)621-3699

Richard Gleave
Superintendent

Charla Gleave
Principal

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

On behalf of Freedom Public Schools, I am pleased to announce our support of Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially students from low income homes.

As a school superintendent, I understand that grant funds will be used to improve standards and develop entry assessments capable of determining the level of assistance each child will need in order to be ready to learn. Furthermore, I am excited for the opportunity to implement a data system with the capacity to evaluate the effectiveness of programs and improve teacher training.

The need for and potential impact of this grant funding cannot be overestimated. This grant could be utilized to implement the mandates imposed on districts through the recently enacted law to eliminate social promotion based on 3rd grade reading results. If school districts have better tools to help children build reading skills earlier, along with improved assessments, our children will have a much more solid foundation and improved chance for success in primary grades.

Freedom Public Schools appreciates your leadership and decision to pursue this grant opportunity. We look forward to working with you to ensure smooth implementation.

Sincerely,

Richard Gleave
Superintendent

GREATER
OKLAHOMA CITY
CHAMBER

Monday, October 10, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

On behalf of our Board of Directors and member businesses we express our energetic support of Oklahoma's application for funding under the Early Learning Challenge Grant. The business community believes that targeted spending on our youngest children is simply a smart investment.

Our commitment to early learners puts us in a prime position to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

The grant should also enable implementation of the new Oklahoma law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We pledge our full support to the application and, look forward to working with you to insure smooth implementation.

Sincerely,

Roy Williams
President & CEO

123 Park Ave.
Oklahoma City, OK
73102

405.297.8900 phone
405.297.8916 fax

www.okcchamber.com
www.greateroklahomacity.com

Grand Lake Mental Health Center

114 W. Delaware,

Nowata, Ok. 74048

The Honorable Mary Fallin

Governor, State of Oklahoma

State Capitol

2300 N. Lincoln Blvd.

Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Lissa James, MS, LPC

Clinical Director

Grand Lake Mental Health Center

Hillcrest
HEALTHCARE SYSTEM

October 10, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income. Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. Further, we lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Kevin Gross, President
Hillcrest Healthcare System

110 W 7th St, Ste 2540 Tulsa OK 74119 • 918-579-1087

INASMUCH
FOUNDATION

Robert J. Ross
PRESIDENT AND CEO

210 Park Avenue, Suite 3150 Oklahoma City, OK 73102 P 405.604.5292 F 405.604.0297 bob.ross@inasmuchfoundation.org

October 7, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success l primary grades.

We appreciate you leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we are successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Robert J. Ross

NPS

October 14, 2011

RECEIVED
OCT 17 2011
OFFICE OF THE
GOVERNOR

The Honorable Mary Fallin
Governor, State of Oklahoma
2300 North Lincoln Boulevard
Oklahoma City, OK 73105

Dear Governor Fallin:

I want to express my support of Oklahoma's application for funding under the U.S. Department of Education's Early Learning Challenge Grant. Oklahoma is known as a leader in early childhood education and this grant offers an opportunity to strengthen our model during a time of enrollment growth and shifting demographics in our state.

In recent years, Norman has experienced significant growth in the early grades from students from low-income homes and from homes where English is a second language. I understand this grant is to be used to improve standards, training and develop entry assessments capable of determining the level of assistance each child will need in order to be ready to learn. These will be beneficial to Norman students.

As my community knows, I embrace high expectations for all students and am reform minded. For instance, Norman was recently announced as one of only four districts in the nation selected by Gen. Colin Powell's America's Promise Alliance to take part in a landmark, "Grad Nation" hybrid learning initiative. The funding this pilot provides Norman for software, assessments and teacher training will help us accelerate in the direction we were already headed. I see a similar impact with the Early Learning Challenge Grant.

A new state law requires that students be proficient in reading by the end of the third grade or be retained another year. The grant could be utilized for districts to have better tools to help children build reading skills in early learning programs. Such tools and assessments will give Oklahoma children a much more solid foundation for success in the primary grades.

Again, I appreciate your support for Oklahoma applying for the Early Learning Challenge Grant and wanted to take the time to express this to you personally. If I can ever be of assistance, I hope you will not hesitate to contact me.

Sincerely,

Dr. Joseph Siano
Superintendent

Norman Public Schools ■ Administrative Services Center ■ 131 S. Flood ■ Norman, OK 73069 ■ (405) 364-1339 ■ FAX (405) 366-5851

NORTHEASTERN STATE UNIVERSITY
OFFICE *of the* PRESIDENT

October 5, 2011

RECEIVED
OCT 07 2011
OFFICE OF THE
GOVERNOR

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Martin Tadlock

Martin Tadlock, Ph.D., Interim President
Northeastern State University
601 N. Grand Avenue
Tahlequah, OK 74464

OKLAHOMA
BUSINESS ROUNDTABLE
BUILDING A STRONGER OKLAHOMA

October 6, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
212 State Capitol Building
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

Ensuring a first-rate, highly skilled workforce and giving young people the tools necessary for academic success are essential for a prosperous Oklahoma and prosperous nation. That's what early childhood education ultimately is all about. Business leaders have a vested interest in development of a job-ready workforce that is highly educated and trained with ability to adapt to an ever-changing work environment. The fact that 65% of the population live and work in the same area where they attended preschool/elementary school supports the importance of early education in improving Oklahoma's workforce.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

J. Blake Wade, President
Oklahoma Business Roundtable

900 N. STILES OKLAHOMA CITY, OK 73104 www.okbusinessroundtable.com (405) 235-3787 FAX: (405) 235-3790

Oklahoma City University

Office of the President

October 6, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Dear Governor Fallin:

I am one of some 36 Oklahoma Champions for Early Opportunities (OKCEO's). We serve as advocates speaking throughout the state on behalf of greater investment in the first few years of life. (I/We) believe all children deserve the chance to be on an equal learning playing field. The programs proposed in the ELC Grant promises to improve the quality of early learning and development and close the achievement gap for high needs children. Since 85% of brain development occurs the 1st three years of life (I/We) recognize how critical resources that support parent/caregivers nurture and stimulation is for our youngest citizens. The grant application emphasizes increasing the percentage of disadvantaged children in high-quality early childhood education programs. Unfortunately, Oklahoma has a disproportionately high percentage of households with children living in poverty.

Ensuring a first-rate, highly skilled workforce and giving young people the tools necessary for academic success are essential for a prosperous Oklahoma and prosperous nation. That's what early childhood education ultimately is all about. Return on investment numbers of 10 to 1 make the case for investing in prevention early, and thus avoiding higher development of a job-ready workforce that is highly educated and trained with ability to adapt to an ever-changing work environment. The fact that 65% of the population live and work in the same area where they attended preschool/elementary school supports the importance of early education in improving Oklahoma's workforce.

As an active proponent of early childhood education since the late 80s, I strongly support your efforts to secure this funding. We have so much momentum in this area; these dollars will enhance our efforts to date and ensure our momentum continues. Thanks for your leadership in this area.

Only the best,

Craig Knutson
Chief of Staff
Oklahoma City University
2501 N Blackwelder, Ste. 205
Oklahoma City, OK 73106

RECEIVED
OCT 12 2011
OFFICE OF THE
GOVERNOR

McCurtain Memorial Hospital

Working for a Healthier Community

October 6, 2011

The Honorable Mary Fallin
Oklahoma State Capitol
2300 N. Lincoln Blvd., Room 212
Oklahoma City, OK 73105

Dear Governor Fallin,

I am one of 36 Oklahoma Champions for Early Opportunities (OKCEOs). I reside in the extreme southeast portion of the state in McCurtain County. We have the third highest poverty rate in the state of Oklahoma. Needless to say we lack the resources to address many of our social problems.

As a champion for early opportunities for kids, I believe all our children deserve the chance to be on an equal learning playing field. The programs proposed in the ELC Grant promises to improve the quality of early learning for hundreds of children in our county and will close the gap between those children who have high needs and those who don't. The grant application emphasizes increasing the percentage of disadvantaged children in high-quality early childhood education programs. This is exactly what we need in Southeast Oklahoma.

As a businessman, I understand return on investment. Ensuring a first-rate, skilled workforce and giving young people the tools needed for academic success is essential for this region, the state and the nation. It is the most cost effective way to decrease our poverty.

We are loosing population, have the highest unemployment in the state and have a declining industrial base. This is partly due to not having a highly trained workforce. We must develop a job-ready workforce that is highly educated and trained with the ability to adopt to an ever-changing work environment.

The proposed ELC Grant emphasizes resources and support that encourage and aid parents and caregivers of our youngest citizens to provide nurture and stimulation that will ready them to compete on an equal learning playing field.

I can not emphasize enough how important this grant is to the future of our state and region.

Sincerely,

Brit Messer

Mr. Brit Messer, CEO
McCurtain Memorial Hospital

1301 E. Lincoln Road • Idabel, OK 74745 • (580) 286-7623 • Fax: (580) 208-3199

RECEIVED
OCT 07 2011
OFFICE OF THE
GOVERNOR

October 6, 2011
Governor Mary Fallin
2300 N. Lincoln Blvd., Room 212
Oklahoma city, OK 73105

Dear Governor Fallin

I am writing as a member of the Oklahoma Champions for Early Opportunities (OKCEOs) to support the ELC Grant. Early childhood education is an investment in our children and the earlier they begin their learning development, the greater academic success can be achieved. The grant application emphasizes increasing the percentage of disadvantaged children in high-quality early childhood education programs.

I also see this as a national security issue. Today, 75% of adults eligible for entering the military service do not qualify. They are disqualified by lack of education, involved with drugs or have some kind of criminal record. We in Oklahoma simply cannot let that happen to our children!

I strongly recommend you support the ELC Grant and give our children an earlier start on their education!

Respectfully,

(b)(6)

Richard A. Burpee
Lieutenant General, USAF, Retired

Oklahoma Chapter™
American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™

October 12, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

The Board of Directors of the Oklahoma Chapter-American Academy of Pediatrics supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to evaluate, improve and sustain our services. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially those in families with limited incomes.

Specifically, grant funds will be used to better define our standards, implement entry assessments to determine assistance each child needs in order to be ready to learn, create a data tracking system to evaluate effectiveness of programs, and improve teacher training. In addition, we will strengthen our rating system for programs serving young children to provide parents with better information to use as they make decisions about the type and value of programs for their children.

This grant will also allow our state's educators to comply with the recently enacted Oklahoma state law that replaces social promotion with promotion based on 3rd grade reading results. Having better resources to help build and assess our children's reading skills earlier and more frequently will allow us to improve their opportunities for success in primary grades.

Our Chapter and its physician Board appreciates your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining the grant, look forward to working with you to insure smooth implementation.

Sincerely,

Edward A. Legako, MD, FAAP
President
Oklahoma Chapter-American Academy of Pediatrics

Edward A. Legako, MD - President ❖ **Eve H. Switzer, MD – Vice President** ❖ **Laura J. McGuinn, MD – Sec/Treasurer**
Don Orchard – Executive Director ❖ 6840 S. Trenton Ave. ❖ Kim Estes – Associate Executive Director
dorchard@upal.com ❖ Tulsa, OK 74136 ❖ kestes@upal.com
Phone: 918-858-0298 ❖ Website: www.OKAAP.org ❖ Fax: 918-747-5596

OKLAHOMA COMMISSION ON CHILDREN AND YOUTH

Interagency Coordinating Council for Early Childhood Intervention

October 11, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Dear Governor Fallin:

Oklahoma's Interagency Coordinating Council for Early Childhood Intervention (ICC) under Part C of the Individuals with Disabilities Education Act supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model, particularly with regard to children with high needs, such as those served through our SoonerStart early intervention program. The goal of the grant is focused on "readiness" to learn *for all children*, regardless of when, or from where, they enter our state's early childhood system.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine the type and level of assistance each child will need to be ready to learn, implement an integrated data system to evaluate effectiveness of programs, and improve the professional development of early care providers. In addition, a core component of the application is to improve the quality rating system for programs serving young children in order to provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

The ICC appreciates your leadership and decision to pursue this grant opportunity. We lend our support to the application and, if we are successful in obtaining this funding, look forward to working with you to insure smooth implementation for all children, including children with high needs.

Sincerely,

Tara Ford

Tara Ford
ICC Chairperson

OKLAHOMA DEPARTMENT OF MENTAL HEALTH
AND SUBSTANCE ABUSE SERVICES

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Terri White

Terri White, M.S.W.
Commissioner

RECEIVED
OCT 17 2011
OFFICE OF THE
GOVERNOR

KRIS STEELE
SPEAKER

CAPITOL BUILDING
PHONE: (405) 557-7345

Office of the Speaker
Oklahoma House of Representatives
Oklahoma City, OK 73105

October 13, 2011

Office of Governor Mary Fallin
Attention: Katie Altshuler (RTT ELC)
2300 North Lincoln Blvd.
Suite 212
Oklahoma City, OK 73105

Dear Governor Fallin:

I support Oklahoma's decision to apply for funding under the Early Learning Challenge Grant. Oklahoma is already a known national leader in early childhood education and this grant offers an opportunity to strengthen and improve our existing model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially those who are low-income and high-risk.

I appreciate your leadership and decision to pursue the grant opportunity. If we are successful in obtaining grant funds under terms that are beneficial to the state of Oklahoma, I look forward to working with you to ensure smooth implementation.

Sincerely,

Kris Steele
Speaker

Oklahoma State Senate

Brian Bingman
President Pro Tempore

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

October 12, 2011

Dear Governor Fallin:

It is with great pleasure that I support your application for funding under the Early Learning Challenge Grant. Already a leader in early childhood education, this grant will allow the State of Oklahoma to bolster its education infrastructure and ensure that more children reach kindergarten prepared to succeed in school.

This grant will enable Oklahoma to improve early childhood education standards, develop robust assessment tools, allow for enhanced data collection, and implement additional teacher training programs. Each of these improvements to our current system will guarantee a better education for Oklahoma's youngest citizens and give them the confidence they need to prosper well into their academic lives. Furthermore, I expect an enhanced early childhood education program to aid our recent legislative requirement which eliminates social promotion after the 3rd grade.

I appreciate your willingness to apply for the Early Learning Challenge Grant and offer my assistance, should you need it, in pursuing this opportunity.

Sincerely,

Brian Bingman

Senator Brian Bingman
President Pro Tempore, Oklahoma Senate
2300 N. Lincoln Blvd. – Room 421
Oklahoma City, OK 73105

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

October 13, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
Oklahoma State Capitol
2300 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105
Attention: Ms. Katie Altshuler

Dear Governor Fallin:

Re: Early Learning Challenge Fund Grant

The Oklahoma State Regents for Higher Education support Oklahoma's application for funding under the Early Learning Challenge Fund Grant from the United States Department of Education. Through the Scholars for Excellence in Child Care (Scholars) program we strive to ensure those teachers providing the foundation for early learning to Oklahoma's children have the opportunity to earn degrees in child development/early childhood education. The Scholars program is one of many components of Oklahoma's successful early childhood education system and is nationally recognized for its excellence.

By focusing on the goal of the grant, "readiness to learn", not only will we be able to enhance and strengthen the current system, we will continue to improve educational outcomes. As a result, children will be more prepared to learn in kindergarten, instilling in them the skills needed as they continue their educational endeavors through high school and college.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. Additionally, an improved rating system for programs serving young children will provide parents with better information so they can make knowledgeable decisions about the type and value of programs.

This grant will also provide the basis for implementing the recently enacted law to eliminate social promotion based on third grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved opportunity for success in primary grades.

We applaud your leadership and decision to pursue this grant opportunity. We fully support the grant application and look forward to working with you to insure smooth implementation should Oklahoma be afforded this opportunity to build upon our nationally recognized early childhood educational system.

Sincerely,

Glen D. Johnson
Chancellor

GDJ/kq

655 Research Parkway, Suite 200 - Oklahoma City, Oklahoma 73104-3603
P.O. Box 108850 - Oklahoma City, Oklahoma 73101-8850
www.okhighered.org - Phone: 405.225.9100 - Fax: 405.225.9230

OKLAHOMA STATE UNIVERSITY

V. Burns Hargis
President

107 Whitehurst
Stillwater, Oklahoma 74078-1015

405 744 6384
Fax 405 744 6285
Email: osupres@okstate.edu

October 13, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

On behalf of Oklahoma State University, I am pleased to support Oklahoma's application for funding under the Early Learning Challenge Grant. As you know, OSU has an outstanding early childhood program of which we are very proud. Through it, we have learned the extreme importance of starting young children down the right educational path from the very beginning. Even though Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially those who are disadvantaged.

These grant funds will be used to improve Oklahoma's standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the basis for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

I appreciate your leadership and decision to pursue the grant opportunity. Oklahoma State lends its support to the application and, if a grant is awarded, we look forward to working with you to insure smooth implementation.

Sincerely,

V. Burns Hargis

COLLEGE OF
Human Sciences

Office of the Dean
106 Human Sciences
Stillwater, Oklahoma 74078-6112

P 405 744 9805
F 405 744 7113

www.humansciences.okstate.edu

October 17, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

On behalf of the College of Human Sciences and the Department of Human Development and Family Science (HDFS) at Oklahoma State University, we are writing to strongly encourage and support Oklahoma's application for funding under the Early Learning Challenge Grant. This grant offers an opportunity to strengthen and improve our state's nationally acclaimed early childhood education model. The grant application is focused on "readiness to learn," which is critical to improving educational outcomes for all children, particularly low income children.

As a graduate of Human Sciences and HDFS, you know that since 1924 the Human Science Early Childhood Education Program has demonstrated a rich tradition of excellence in early childhood development. The HDFS Department which supports the program strives to further the OSU land-grant mission of high quality instruction, research and outreach/community engagement. Each year the teacher preparation component of the program has 210-220 undergraduate students and 10-12 Master of Science students. The program is NCATE accredited and is known across the nation and state as an outstanding teacher preparation program. Our students have earned a 100% passing rate on the Oklahoma Subject Area Tests with the overwhelming majority passing the test on the first attempt. The program graduates 45-50 students per year. All students seeking employment are employed. The Program Coordinator receives weekly calls from public and private school administrators seeking our students for teaching positions. Over the years demand for the program has steadily increased but resources to support the program have declined resulting in the necessity to limit enrollment in this high quality teacher preparation program.

The program includes the Child Development Laboratory. This 80 plus year old laboratory serves 70 children and their families. The program provides quality education for children with diverse abilities including those living with developmental disabilities. The program provides family-centered services to meet the needs of all children and families; a blend of educational and therapy services with developmentally appropriate curriculum; and preparation for each child's next educational environment. The laboratory school has over 150 students on a waiting list—many of these students and their families will not receive the high quality educational experience provided by the program due to limited capacity and other resources. Equipped with state of the art equipment and observation booths students, practicing teachers and researchers are able to interpret human growth and development in a state-of-the-art learning environment. This is an outstanding facility for early childhood teacher preparation, professional development and child development research. The CDL is licensed by the Department of Human Services and is accredited by the National Association for the Education of Young Children. This program is also impacted by economic challenges. The program, however, is dependent on fluctuating State funding. To remain and progress as a leader in early childhood education, research and community engagement the program needs increased and sustained funding.

Child development and early childhood education research is critical to maintaining the high quality programs described above. The Human Science Early Childhood Education Program is committed to on-going, high quality research that will enhance the body of knowledge on child development, demonstrate program impact and provide opportunities for program improvement. Research projects are conducted each year focused on various aspects of the program including a one of a kind research project focused on the Rise Program. The OSU Rise Program is the only program in the nation with an on-going impact assessment that was initiated when the program came to Oklahoma five years ago. Program impact assessment and other forms of research are critical to maintaining and improving program quality. These efforts are also limited by fiscal resources. For example, the Rise Research Project is funded year to year with threats of cuts each year.

Early Learning Challenge Grant funds will be used to: improve state standards; develop entry assessments to determine assistance each child will need to be ready to learn; implement a data system to evaluate effectiveness of programs; and improve professional and paraprofessional preparation. In addition, an improved rating system for programs serving young children will provide parents with better information regarding type and value of programs. All of these efforts are consistent with the objectives of the Child Development/Early Childhood Education program we are currently conducting.

Governor Fallin, we appreciate your leadership and decision to pursue the grant opportunity. We lend the support of the OSU College of Human Sciences and Human Development and Family Science Department to the application. We are very proud of our national standing and leadership in Early Childhood Development and Education. Graduates of Oklahoma Universities provide significant leadership at the national level for early childhood programs including NEAYC. It is important to retain this national promenance and to continue to improve our programs serving Oklahoma children and their families.

If Oklahoma is successful in obtaining the grant; we look forward to working with you to insure efficient and effective grant implementation. Together we know that Oklahoma will retain its visibility and strong leadership position to strengthen and improve our model of Early Childhood Development and Education

Sincerely,

Stephan M. Wilson, Ph.D., C.F.L.E.
Regents Professor and Dean
College of Human Sciences
106 Human Sciences Building, Stillwater, OK 74078
OKLAHOMA STATE UNIVERSITY

Sue E. Williams, Ph.D.
Professor & Head
Department of Human Development
and Family Sciences

cc: Dr. Janet Barresi
Dr. Phyllis Hudecki

Office of the President

OKLAHOMA CITY

900 N. Portland Ave.
Oklahoma City, OK 73107

P: 405-945-3200

www.osuokc.edu

October 5, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

I support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills, along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

Ensuring a first-rate, highly skilled workforce and giving young people the tools necessary for academic success are essential for a prosperous Oklahoma and prosperous nation. That's what early childhood education ultimately is all about. Return on investment numbers of 10 to 1 make the case for investing in prevention early, and thus avoiding higher costs later in remediation and incarceration. Business leaders have a vested interest in development of a joy-ready workforce that is highly educated and trained with ability to adapt to an ever-changing work environment. The fact that 65T of the population live and work in the same area where they attended preschool/elementary school supports the importance of early education in improving Oklahoma's workforce.

I appreciate your leadership and decision to purse the grant opportunity and lend our support to the application.

Sincerely,

Natalie Shirley

Natalie Shirley

RECEIVED
OCT 11 2011
OFFICE OF THE
GOVERNOR

Laura W. Boyd, Ph.D.
Executive Director
Oklahoma Therapeutic Foster Care Association

2801 Castlewood Drive
Norman, Oklahoma 73072
405-503-1123
lboyd5@cox.net

October 13, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:
The Oklahoma Therapeutic Foster Care Association supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income and foster care.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.
This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Laura W Boyd, PhD

Laura W. Boyd, Ph.D.
Executive Director
Oklahoma Therapeutic Foster Care Association

RECEIVED
OCT 17 2011
OFFICE OF THE
GOVERNOR

Owasso Public Schools

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

I am writing on behalf of Owasso Public Schools and the Owasso Board of Education. We are long time members of the Cooperative Council for Oklahoma School Administration and are very pleased to support Oklahoma's application for funding under the Early Learning Challenge Grant.

As you know Oklahoma has a wonderful reputation as a national leader in early childhood education and we believe that this grant offers a great opportunity to expand on what we already do in this state to prepare young students to learn.

We are pleased to know that the funding for this grant will be used to improve standards and assessments that will be customized for each child's learning abilities. We are also pleased to know that the data will be used to improve and evaluate the effectiveness of programs and teacher training. With the increased emphasis on 3rd grade reading results and helping students to build strong reading skills at an earlier age, we believe the funding for this grant is crucial in helping school districts across the state meet the 3rd grade reading mandates.

As one of Oklahoma's 500+ public schools, we here at Owasso Schools greatly appreciate your efforts to pursue this important grant opportunity. We stand ready to offer our full support to the application and look forward to success in obtaining the Early Learning Challenge Grant.

Sincerely,

Clark Ogilvie, Ed.D
Superintendent Owasso Public Schools

Ponca City SCHOOLS
ACHIEVING EXCELLENCE

RECEIVED
OCT 07 2011
OFFICE OF THE
GOVERNOR

The Honorable Mary Fallin

Governor, State of Oklahoma

Sate Capitol

2300 N. Lincoln Blvd.

Oklahoma City, OK 73105

Dear Governor Fallin:

I support Oklahoma's application for funding under the Early Learning Challenge Grant. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

I am one of some 36 Oklahoma Champions for Early Opportunities (OKCEOs). We serve as advocates speaking throughout the state on behalf of greater investment in the first few years of life. I believe all children deserve the chance to be on an equal learning playing field. The programs proposed in the ELC Grant promises to improve the quality of early learning and development and close the achievement gap for high needs children. The grant application emphasizes increasing the percentage of disadvantaged children in high-quality early childhood education programs.

I appreciate your leadership and decision to pursue the grant opportunity. I lend my support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation

Sincerely,

Tom Sipe

Director of Federal Programs

Ponca City Public Schools

111 West Grand Ave.

Ponca City, OK 74601

POTTS FAMILY FOUNDATION

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OCT 07 2011

OFFICE OF THE
GOVERNOR

The Honorable Mary Fallin
Attn; Katie Altschuler
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

I head a foundation that is 30 years old. Its focus has always been developing human capital and addressing root causes, Yet in the last 6 years we've come to recognize how much our states future prosperity depends upon the resources provided at risk parents and under-resourced infants and toddlers.

Child care quality and accessibility, home visitation and parent enrichment with focus on high quality and early engagement--- all promise to develop early school readiness in the least among us. We are pleased to endorse this effort to implement a data system that would evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

We trust Oklahoma's proposal will go far as our state seeks to improve the future of our children, our education system and ultimately our workforce.

Warm regards,

Pat Potts, President
Potts Family Foundation

655 RESEARCH PARKWAY, SUITE 500A, OKLAHOMA CITY, OK 73104
405.319.8260 (PHONE) / 405.319.8168 (FAX)

The Honorable Mary Fallin

Governor, State of Oklahoma

State Capitol

2300 N. Lincoln Blvd.

Oklahoma City, OK 73105

Dear Governor Fallin:

I support Oklahoma's application for funding under the Early Learning Challenge Grant. As a single parent of four children who attend grade school in Mustang, I know how important early childhood services are. Pre-Kindergarten in Mustang School District was not offered when my two oldest daughters started school. My two sons did receive Pre-Kindergarten services and I can see a world of difference with their "readiness" for school. When my son started Kindergarten, it was only ½ in Mustang. This year my youngest son has started full day Kindergarten. It is amazing to think that each of my children have had different early childhood experiences because of school district budgets. I believe that my youngest son needs more, not less after Pre-Kindergarten. If he would have attended ½ Kindergarten, he would not have been receiving the education that he needed. Because Mustang was finally able to offer full day Kindergarten, I believe that he is receiving the best education possible.

I support the application for the grant and I believe that all children deserve the best possible education Oklahoma has to offer.

Sincerely,

Kayla Balliew, Parent, Early Childhood Education Student at UCO

"A safe place where caring educators equip and empower students to be responsible lifelong learners."

Mustang Education Center, Mustang Public Schools

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. At the Mustang Education Center we are "Oklahoma Proud" and blessed to be Pre-Kindergarten Teachers. Oklahoma services our 4 year old students with what we believe is the best Early Childhood Program in the USA. We believe that your leadership and decision to pursue this grant opportunity will help all Oklahoma children receive the very best education, impacting their education, lives and future generations.

We know that we offer the best, but we also know that we can still do better. It is our understanding that the grant funds will be used to improve standards, this will allow us to incorporate the best practices into our school, knowing we are doing the best for our students. Many students come to our school not knowing what services our school district provides, missing out on valuable learning time and early intervention that would make a huge impact in their lives. Using the grant to develop entry assessments to determine the needs of each child who enters our doors, will allow us to research, design and implement strategies to ensure their school readiness success.

We believe that birth to eight is the most critical years in a child's life. We believe that the Early Learning Challenge Grant can impact our community and our state by making sure that all children receive the very best education possible and that all children can read by the end of 3rd grade.

We lend our support to the application and, if we're successful in obtaining a grand, look forward to working with you to insure smooth implementation. Oklahoma children are blessed by your work!

Sincerely,

Mike Ossenkop, M.Ed.
Principal
Grandfather

Joetta Gatliff, M.Ed
NBCT – Gen. ECE
Professor – Child Dev.

Dorena Hibbard, M.Ed
Pre-Kindergarten Teacher
Parent

PUBLIC SERVICE COMPANY OF OKLAHOMA
A unit of American Electric Power

Public Service Company
of Oklahoma
212 East Sixth Street
Tulsa, OK 74119
PSOklahoma.com

Stuart Solomon
President & COO

918-599-2555
Fax 918-599-3388

October 12, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

Public Service Company of Oklahoma (PSO) strongly supports the state of Oklahoma's application for funding under the Early Learning Challenge Grant. This grant provides Oklahoma with a tremendous opportunity to strengthen our early childhood education programs and model.

Grant funds will be used to improve each child's readiness to learn, through better standards, improved assessments to determine the assistance each child will need in order to be ready to learn, a new data system to evaluate the effectiveness of programs, and improved teacher training. In short, these grant funds will help assure that our young children are ready to learn and will be more successful in school.

PSO has long supported early childhood education initiatives and we believe these grant funds can help Oklahoma make our early childhood programs even more effective and successful. We sincerely appreciate your strong leadership on educational initiatives and your efforts to secure additional funds through this grant program.

Best regards,

Stuart Solomon

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GOVERNOR

Samson

Samson Plaza
Two West Second Street
Tulsa, Oklahoma 74103-3103
USA
918/583-1791
Fax 918/591-1796

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

I write in support of Oklahoma's application to seek funding under the Early Learning Challenge Grant. Oklahoma is known as a national leader in early childhood education, and this grant would enable us to strengthen and improve our model even more. The grant is focused on "readiness" to learn, which is critical if we are to achieve our goal of improving educational outcomes and college graduation rates for all of our children, especially those that are economically disadvantaged.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need to be ready to learn. It will implement a data system to evaluate program effectiveness. And it will improve teacher training. An improved rating system for programs serving young children will provide parents with information that enables them to better evaluate the programs for their children.

This grant will also provide the information needed to implement the recently enacted law that eliminates social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier and improved assessment of those skills, our children will have a much more improved chance for success in the primary grades.

I appreciate your leadership and decision to pursue this grant opportunity, and I therefore want to provide my support for the application.

Sincerely,

(b)(6)

Stacy Schusterman
Chairman and Chief Executive Officer
Samson Investment Company

THE STATE CHAMBER OF OKLAHOMA
LEGISLATIVE ADVOCATES FOR BUSINESS

October 6, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol Building
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

Oklahoma is a known national leader in early childhood education. This being the case, The State Chamber supports Oklahoma's application for the Early Learning Challenge Grant which will help strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to enhance our future workforce and improve educational outcomes for all of our children, especially those in low income households.

Grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing our state's recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades and beyond.

The State Chamber of Oklahoma appreciates your leadership and decision to pursue the grant opportunity. We lend our support to the application and, and if successful, look forward to working with you to insure smooth implementation.

Sincerely,

Fred Morgan
President and CEO

SUMMIT BANK
Building Financial Relationships

Wade W. Edmundson
Chief Executive Officer
(918) 477-3606
(918) 481-8825 (fax)
wedmundson@summitbankok.com

October 11, 2011

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OCT 13 2011
OFFICE OF THE
GOVERNOR

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

I support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income. Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

I appreciate your leadership and decision to pursue the grant opportunity. I lend my support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Wade Edmundson

THE JOURNAL RECORD

P.O. Box 26370 • Oklahoma City, OK 73126-0370 • 405.235.3100
www.journalrecord.com

October 10, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

I support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

I appreciate your leadership and decision to pursue the grant opportunity. I lend my support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Mary Mélon

Mary Mélon
President and Publisher

TULSA METRO CHAMBER

October 7, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We strongly support Oklahoma's application for funding under the Early Learning Challenge Grant. Oklahoma's model of public private partnerships has drawn national attention and is often rated as the nation's best, but we all know we can do even better. The 'readiness to learn' goal of the grant is critical to our successful work around improving educational outcomes for all of our children.

It is our understanding that the grant will be used to improve our standards and develop entry assessments to determine the specific assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the value of programs.

This grant can also provide the necessary foundation to ensure that our elementary children are more likely to be reading on grade level, a critical concern since the legislature passed the bill prohibiting social promotion after third grade.

Our business community is very appreciative of your leadership and decision to pursue the grant opportunity. If Oklahoma is successful in obtaining a grant, the Tulsa Chamber looks forward to working with you to insure smooth implementation.

Sincerely,

Gerard Clancy, M.D.
Chairman, Tulsa Metro Chamber
President, University of Oklahoma -Tulsa

Michael S. Neal, CCE CCD
President and CEO

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Tulsa Community College OFFICE OF THE PRESIDENT & CEO

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GOVERNOR

October 6, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

Tulsa Community College (TCC) supports Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. I currently serve on the board of the Community Action Project (CAP) and support their work in early childhood development through such programs as Head Start and Early Head Start. In addition, TCC has a very active associate degree program in Early Childhood Development and we train many of the teaching assistants in the state.

The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income. Specifically, grant funds will be used to improve our standards and develop entry assessments to determine the amount of assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

Tulsa Community College appreciates your leadership and decision to pursue this grant opportunity. We lend our support to the application and, if we are successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Thomas K. McKeon

Thomas K. McKeon, President

6111 EAST SKELLY DRIVE ■ TULSA, OK 74135-6198 ■ TEL: 918.595.7000

TULSA
PUBLIC SCHOOLS
SUPERINTENDENT OF SCHOOLS
Keith E. Ballard, Ed.D.

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

I support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

I appreciate your leadership and decision to pursue the grant opportunity. I lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Keith E. Ballard, Ed.D.
Superintendent

UNIVERSITY OF
Central Oklahoma

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

I support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

I appreciate your leadership and decision to pursue the grant opportunity. I lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Don Betz, Ph.D.
President

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OCT 12 2011
OFFICE OF THE
GOVERNOR

Office of the President
100 North University Drive · Edmond, Oklahoma 73034
Phone (405) 974-2311 · Fax (405) 359-5841 · www.uco.edu

The University of Oklahoma

OFFICE OF THE PRESIDENT

October 6, 2011

The Honorable Mary Fallin
Governor, State of Oklahoma
State Capitol
2300 N. Lincoln Blvd.
Oklahoma City, OK 73105

Dear Governor Fallin:

We support Oklahoma's application for funding under the Early Learning Challenge Grant. Although Oklahoma is a known national leader in early childhood education, this grant offers an opportunity to strengthen and improve our model. The goal of the grant is focused on "readiness" to learn, which is critical if we are to be successful in our work to improve educational outcomes for all of our children, especially low income.

Specifically, grant funds will be used to improve our standards and develop entry assessments to determine assistance each child will need in order to be ready to learn, implement a data system to evaluate effectiveness of programs, and improve teacher training. In addition, an improved rating system for programs serving young children will provide parents with better information so they can make decisions about the type and value of programs.

This grant will also provide the base for implementing the recently enacted law to eliminate social promotion based on 3rd grade reading results. If we have better tools to help children build reading skills earlier along with improved assessment, our children will have a much more solid foundation and improved chance for success in primary grades.

We appreciate your leadership and decision to pursue the grant opportunity. We lend our support to the application and, if we're successful in obtaining a grant, look forward to working with you to insure smooth implementation.

Sincerely,

Gerry P. Clancy, MD
President, OU-Tulsa

660 Parrington Oval, Room 110, Norman, Oklahoma 73019-3073 (405) 325-3916, FAX: (405) 325-7605

Appendix 9

Oklahoma Child Care Services
Star Criteria

Referenced:
(B)(1)

Oklahoma Department of Human Services
Oklahoma Child Care Services
Current Star Criteria

One Star	A program operating on a permit, license, or provisional license is designated as a one star.
One Star Plus:	A one-star plus center or home must meet one-star criteria and not have numerous, repeated or serious non-compliance with applicable licensing requirements;
	Additional training for director, primary caregiver and assistant;
	A weekly lesson plan appropriate for the developmental needs of each group of children.
	Homes are required to provide a daily schedule.
	Both the daily schedule and lesson plan must show that children are read to at least 15 minutes daily.
	Meet specific criteria for parent involvement.
	Some administrative practices
	Some program evaluation processes.
Two Star	In addition to meeting all one star plus criteria
	Staff and primary caregivers meet master teacher/provider qualifications
	Additional learning environment criteria
	Additional parent involvement criteria
	Additional Administrative practices including salary scale
	Additional program evaluation criteria, including a valid program assessment.
Three Star	A three-star program shall meet all two-star criteria AND be accredited through an approved national accrediting body.

Appendix 10

Reaching for the Stars Manual for Family Child Care Homes

Referenced: (B)(1)

Reaching for the Stars

(b)(6)

occs

oklahoma child care services

stars

For Family Child Care Homes

Oklahoma's Quality Rating and Improvement System

Revised 07-01-09

Oklahoma Department of Human Services
Child Care Services

Comments and Recommendations Regarding Reaching for the Stars

Reaching for the Stars criteria enhance child care facilities in the State of Oklahoma. These criteria are designed to improve and promote quality care of children in care outside their own homes. They were developed from input solicited from providers, the public, and information from research. The criteria were approved by the Commission for Human Services and the Governor of the State of Oklahoma pursuant to the Oklahoma Administrative Procedures Act.

It is the intent of OKDHS that Reaching for the Stars criteria are clear, reasonable, fair and enforceable. In the interest of serving the public, comments are welcomed and will be considered for future revisions or development of new criteria. Please complete the form below and send it to:

Department of Human Services
Oklahoma Child Care Services/Reaching for the Stars
PO BOX 25352
Oklahoma City, OK 73125

Reaching for the Stars criteria for: _____ (program type)

Reference:
Please give the topic of the specific criteria to which you are referring, such as Parent involvement)

_____

Recommendation:

_____

_____

_____

_____

Because:

_____

_____

_____

_____

_____ _____
Your Name Date

Reaching for the Stars is the name of Oklahoma's **Q**uality **R**ating and Improvement **S**ystem (QRIS). Oklahoma was the first state in the nation to implement a QRS. At least 30 other states have implemented some form of a quality rating and improvement system.

What is a Quality Rating and Improvement System? A QRIS is a method to improve, assess and communicate the positive practices in early care and education settings. The criteria used in QRIS have been developed from research and are based on the relationship between criteria and what is considered universally to be quality care. Oklahoma's Quality Rating Improvement System was designed to assist individual providers in improving the care and education they provide for children, raise the professional development level of child care providers, and parents' awareness of the importance of positive practices in child care.

The Reaching for the Stars program is for all child care providers who are shaping the lives of children and the future of our state. Our goal is for each provider to Reach for the Stars, grow professionally and be recognized for their accomplishments.

OKDHS Oklahoma Child Care Services is committed to providing the resources and incentives needed to increase star levels. Please consult your Stars Outreach Specialist to determine how you can join other child care providers in enhancing and improving child care in Oklahoma.

Levels of Reaching for the Stars Certification for Family Child Care Homes

One star. A facility that has a license (6 month permit, license, provisional license) is automatically designated as a one star facility.

Additional Star levels:

One star plus. An owner must apply for and meet all 1 star and 1+ criteria.

Important note: a home may operate on one star plus for a total of 24 months. After 24 months of one star plus certification, the home must be approved for two star, approved for an extension of time to comply or return to one star.

Two star.[1] An owner must apply and meet all 1, 1+ and 2 star criteria.

Three star. An owner must apply for and meet all 1, 1+ and 2 star criteria and be accredited by the National Association for Family Child Care.

[1] Another way a provider may apply and qualify for two star is by earning and maintaining accreditation with the National Association for Family Child Care and having a compliant licensing record.

Compliance with Licensing Requirements

A foundation of the *Reaching for the Stars* program is compliance with licensing requirements. Before seeking to meet additional quality criteria, a program should first strive to maintain compliance with requirements established as a minimum standard for operation. DHS has established the following policy to assist child care providers and licensing specialists in evaluating compliance.

The program must have a license, provisional license, or permit and must not have numerous, repeated, or serious non-compliance with applicable licensing requirements. The monitoring visits and substantiated complaints for the last 24 months of operation are reviewed to determine whether the facility meets the compliance criteria.

A non-compliance may qualify in more than one category in determining numerous, repeated or serious, and the same non-compliance, though only counted once, may qualify in more than one category. *Example*: An understaffing is considered serious but may be part of repeated or numerous non-compliance.

If a non-compliance is documented a second time during an agreed upon plan of correction for licensing, it is not considered again in determining numerous, repeated, or serious non-compliance. *Example*: Licensing documents on the visit report that one of the toilets is not working and the director agrees to have it repaired in two weeks. Due to other follow-up or a complaint, the licensing specialist returns in one week and the toilet is not yet repaired. The second observation of the non-compliance would not count toward determining numerous or repeated non-compliance for star certification as the facility is still within their plan of correction time.

If there is a history of numerous, repeated or serious non-compliance over the last 24 months, Star certification may be **denied**. An existing facility may lose its star status if serious non-compliance occurs. The following defines numerous, repeated and serious types of non-compliances:

A. Numerous non-compliance is any monitoring visit with six or more items documented as non-compliant on the monitoring report for a facility with a licensed capacity of less than 60 or seven or more items for a facility with a licensed capacity of 60 or more; for Family Child Care Homes it is any visit with five or more areas of non-compliance. Each numbered item on the monitoring report that has been marked as non-compliant is counted once even though there may be more than one non-compliance included in that item.

B. Repeated non-compliance is three or more documented incidents of non-compliance with the same requirement within the last 12 months.

C. Serious non-compliance* is a non-compliance with licensing requirements that exposes children to conditions that present an imminent risk of harm. Some examples of serious non-compliance are violations of requirements for: Staff-child ratio; supervision of children; sleep position; prohibited disciplinary actions; licensed capacity; use of passenger restraints; water activities; pools and other water hazards;

multiple hazards; weapons; reporting child abuse; prohibiting access to children by a person with a criminal record or health or behavior risk or failure to obtain background investigations; administering medication to children; room temperature; heat sources and loss of any utility service; compliance file and/or posting; cardiopulmonary resuscitation and first aid training; liability insurance; or vehicle liability insurance.

***A star facility may lose its star status if serious non-compliance(s) occur.**

TIPS FOR STAYING IN COMPLIANCE

1. ***KNOW*** and ***FOLLOW*** the licensing requirements. Monitor your home for compliance with licensing requirements and correct all non-compliances immediately.
2. PREPARE every day as if you were going to have a licensing monitoring visit.
3. DO regular checks of your home or facility.
4. Use ANOTHER set of eyes by having someone do a written check of your center or home every now and then.
5. DEVELOP good behavior & habits.
6. USE safety supplies and technology (like childproof latches) and remember...***NOTHING*** takes the place of SUPERVISION.
7. PLAN – know when something needs to be done or is going to expire and take care of it BEFORE it expires.
8. KEEP records up-to-date; staff training, immunization records, drills, etc.
9. Develop and carry a responsible attitude of ownership. After all, this is YOUR business.
10. Do MORE than what you *have* to do.
11. Take advantage of training opportunities throughout the year to ensure completion of required training.
12. Select training that enhances your overall professional growth and allows you to maintain and/or renew your credential.
13. Schedule required events well in advance, i.e. parent conferences, parent surveys, etc.
14. Keep detailed records of all training, parent involvement and home evaluation activities.

STARS CRITERIA
FAMILY and LARGE FAMILY CHILD CARE HOMES

One star A facility automatically receives a **one star** rating when a license (6 month permit, license, provisional license) is issued.

In order to receive a higher star rating, the owner of a family child care home has to apply for and submit documentation showing they meet the criteria.

One star plus | 1+ | | | ***All 1+ star criteria must be met.***

Two star | 1+ | 2 | | ***All 1+ and 2 star criteria must be met met.***

(Another way a facility may qualify for **two star** is by earning and maintaining accreditation with the National Association for Family Child Care [NAFCC]).

Three star | 1+ | 2 | 3 | ***All 1+, 2, and 3 star (accreditation) must be met.***

Important note: A home may operate on one star plus status for a total of 24 months. At the end of two years, the home must be approved as a two or three star, approved for an extension of time to comply or return to one star status.

A. Licensing status and compliance with Licensing Requirements

| 1+ | 2 | 3 | The program has a license, provisional license or permit. (All)

| 1+ | 2 | 3 | Home is compliant with licensing requirements. The program must not have numerous, repeated or serious non-compliance with licensing requirements. (All) See clarification note number 1.

Rationale: Meeting and maintaining minimum licensing requirements ensures the basic health and safety of children in care. A foundation of the Reaching for the Stars program is compliance with licensing requirements.

B. Primary Caregiver

| 1+ | 2 | 3 | The primary caregiver must have documentation of 20 clock hours of job-related training within the last 12 months or within the caregiver's employment year. (All) See clarification note number 2.

| 1+ | 2 | 3 | The primary caregiver has a written professional development plan. (All)

C. Assistant Caregiver

1+	2	3

Any assistant caregiver, employed 12 months or more, must have documentation of 20 clock hours of job-related training. (All)

1+	2	3

The assistant caregiver has a written professional development plan. (All)

Rationale: Professional development is ongoing training and a plan to gain the knowledge and skills needed to best serve children and families. Having a written professional development plan helps individuals stay organized, meet training deadlines, plan for and track training needed to renew credentials, and provides a road map to progress in the field of early education.

	2	3

The primary caregiver has a written job description that defines the assistant's responsibilities for any assistant caregiver. (2 and 3 star)

	2	3

The provider evaluates the assistant in writing on an annual basis. (2 and 3 star)

Rationale: A written list of job responsibilities outlines tasks and expectations and establishes staff's role in providing quality care. Written job responsibilities serve as a starting point for evaluation. Evaluating staff will promote learning, build confidence and develop staff's understanding of themselves and their abilities.

D. Learning Environment

1+	2	3

A written daily schedule that reflects a balanced program of opportunities for learning, indoor/outdoor play, rest periods and meals is posted and followed. (All)

Rationale: A daily schedule is the basic plan for the day. It helps the day flow better for the caregiver and it builds consistency and routine which allows children to feel secure. A well planned and consistent schedule may minimize behavior problems as children know what to expect and when.

1+	2	3

Children are read to a minimum of 15 minutes each day. (All)

Rationale: Reading aloud to young children is important because it helps them acquire the information and skills they need to succeed in school and life. Vocabulary (knowing the names for things) begins to develop at birth and reading to children is the single most important activity for building the foundation required for eventual success in reading.

	2	3

Children have opportunities during the day to access dramatic and manipulative play, blocks, art, and books. (2 and 3 star)

Rationale: Learning is an interactive process and children learn through play. The environment in which children play and learn should provide them with opportunities to explore and interact with a variety of activities and materials, and allow for each child's individual temperament, moods, and development. See clarification notes number 3.

	2	3

The provider has a plan for transition times. (2 and 3 star)

Rationale: Transition means change. Children experience many changes during their day, such as changes in activity, place, materials, etc. Having plans for positive, fun, transitions provides predictability for children, prepares children to listen, relax, sit down, or move from place to place. Good transitions help children feel secure and can reduce or prevent behavior problems.

E. Parent Involvement

The primary caregiver must provide the following methods of parent communication:

1+	2	3

Has a signed contract on file for each family that includes, but is not limited to policy about hours, fees, payment schedule, vacation and termination. (All)

1+	2	3

Encourages parents to visit any time their children are present, and provides access to all parts of the home used for child care. (All)

1+	2	3

Arranges for and documents a conference at least once per year with each child's parents. They discuss the child's current progress, accomplishments, challenges, and set goals together. Documentation is kept with the child's records. (All)

1+	2	3

Makes opportunities available for parents to be involved in the program's activities. (All)

1+	2	3

Has information available about common childhood issues and resources that provide services to parents and children and makes referrals as needed. (All)

1+	2	3

Makes a copy of the Licensing Requirements For Family Child Care Homes and Large Child Care Homes book available to parents. (All)

	2	3

Has at least two provider references, including contact information available to parents. References from relatives are not accepted. (2 and 3 star)

	2	3

Has and uses a system (such as a daily care sheet) for sharing and communicating with parents the happenings, activities, and related issues about their child's physical and emotional state. (2 and 3 star)

Rationale: Parents are a child's first teacher and are the link between the educational setting and home. A strong connection between child care providers and parents is critical for building a positive environment for young children, allowing children to feel more secure, confident and self assured. In addition, high quality of parent involvement reduces the number of complaints made. Everyone, but especially children, benefits when providers and parents work together.

F. Program Evaluation

1+	2	3

Complete health and safety checklists for both indoor and outdoor spaces annually. (All)

1+	2	3

Survey parents every two years to identify strengths and weaknesses of the program and evaluate the program's effectiveness in meeting the needs of children and parents. (All)

All methods of program evaluation listed below are completed <u>within one year</u> of receiving two star status. (For example, a home receiving two star status on May 1, 2009, has to complete all program evaluation methods below by May 1, 2010.)

	2	3

An approved self-assessment tool is completed every two years. (2 and 3 star)

	2	3

The program is assessed within 1 year of receiving 2 star status and every three years thereafter using an assessment tool approved by OCCS. (2 star) [This assessment is not required for programs accredited through the National Association for Family Child Care.]

	2	3

Program goals are established and updated every two years based on information gathered from the completed health and safety checklists, parent surveys, self assessment, and assessment tool. (2 and 3 star)

	2	3

The provider has a written plan for meeting established goals. (2 and 3 star)

Rationale: Taking the time to evaluate your program is universally recognized as one of the key indicators of quality in child care. Evaluating your program helps you identify the strengths and weaknesses in your program, grow as a professional, provide a quality environment for the children in your care, and increase parent awareness regarding the importance of their child's care.

G. Primary Caregiver Qualifications

	2	3

The primary caregiver must be on-site on a full time basis and meet and maintain one of the caregiver qualifications listed: (2 and 3 star)

A. an occupational child care competency certificate for a master teacher or lead teacher through an Oklahoma technology center and three months of satisfactory full-time experience in a licensed or legally exempt child care setting;
B. a current Child Development Associate (CDA) or Certified Childcare Professional (CCP) credential;
C. a Certificate of Mastery in early childhood education or child development from an accredited Oklahoma college or university;
D. 30 credit hours from an approved college or university including 12 credit hours in early childhood education, child development or other coursework that supports working with children;
E. a four year degree from an accredited college or university with six college credit hours in early childhood education, child development, or other coursework that supports working with children;
F. a two- or four-year degree from an accredited college or university in early childhood education or child development.
G. A valid teaching certificate in early childhood education from the Oklahoma State Department of Education.

Rationale: The level of quality found in child care largely depends on the knowledge and skills of the people who work with children. All children are ready to learn from birth and what caregivers do or don't do can help or hurt a child's success in life. In order to meet children's cognitive, social, emotional and physical needs, caregivers need to have a thorough understanding of child development and be able to implement developmentally appropriate practices. See clarification notes number 4.

H. Accreditation

		3

A facility must meet all two star criteria **AND** have current accreditation by the National Association for Family Child Care.

Rationale: Accreditation reflects a process of extensive self-study and external review of the program compared to benchmark standards of quality set by the accrediting agency.

Notes for Clarification

1. Numerous, Repeated, Serious

   A. Numerous non-compliance is any monitoring visit with six or more items documented as non-compliant on the monitoring report for a facility with a licensed capacity of less than 60 or seven or more items for a facility with a licensed capacity of 60 or more; for Family Child Care Homes it is any visit with five or more areas of non-compliance. Each numbered item on the monitoring report that has been marked as non-compliant is counted once even though there may be more than one non-compliance included in that item.

   B. Repeated non-compliance is three or more documented incidents of non-compliance with the same requirement within the last 12 months. For missing immunizations to be considered a repeat non-compliance, they must be regarding the same child.

   C. Serious non-compliance* is a non-compliance with licensing requirements that exposes children to conditions that present an imminent risk of harm. Some examples of serious non-compliance are violations of requirements for: Staff-child ratio; supervision of children; sleep position; prohibited disciplinary actions; licensed capacity; use of passenger restraints; water activities; pools and other water hazards; multiple hazards; weapons; reporting child abuse; prohibited access to children by a person with a criminal record or health or behavior risk or failure to obtain background investigations; administering medication to children; room temperature; heat sources and loss of any utility service; compliance file and/or posting; cardiopulmonary resuscitation and first aid training; liability insurance; or vehicle liability insurance.

2. Primary Caregiver and Assistant

Additional information: At application, the training may be counted if training was obtained within the last 12 months or within the provider's employment year.
In subsequent years, the provider and any assistant employed 12 months or more, must have 20 clock hours of training each employment year.

The employment date for the licensed provider is the date of application for a license.
Only six hours of in-service training (videos, on-site training) may be counted each year.
Reading does not count for stars training.

3. Learning Environment

Dramatic play - helps children understand themselves and others; allows them to work out feelings, and practice language and social skills.

Manipulative – allows children to test problem solving, practice eye-hand coordination.

Blocks - building with blocks gives children the opportunity to think, plan and solve problems.

Art - express feeling and ideas, fosters imagination and creativity, improve self image and provides practice for fine motor skills.

Book - language is enhanced, reading readiness skills are learned and practiced, children learn to tell stories and manipulate materials.

4. Primary Caregiver

Scholars for Excellence in Child Care provides educational opportunities for child care professionals to earn the credentials or degrees required for the Reaching for the Stars program. Scholars award scholarships to eligible child care professionals to complete coursework in the area of child development or early childhood education, as well as the Child Development Associate (CDA) and Certified Childcare Professional (CCP) Credential Assessment. These scholarships enable child care providers in Oklahoma to improve their skills through education, receive an educational stipend and continue the availability of quality child care in local communities.

For more information, visit http://www.okhighered.org/scholars/ or call the Oklahoma State Regents for Higher Education, at 866.343.3881 (toll free) or 405.225.9397.

OKDHS REACHING FOR THE STARS

Family Child Care Homes

	COMPLIANCE	ADMINISTRATIVE	LEARNING ENVIRONMENT	STAFF QUALIFICATIONS	PARENT INVOLVEMENT	PROGRAM EVALUATION**
THREE STAR Accredited by NAFCC & meets two star criteria	Compliance with licensing requirements [2]	Accredited by NAFCC	Accredited by NAFCC & meets all 1+, 2 star criteria	Accredited by NAFCC & meets all 1+, 2 star criteria	Accredited by NAFCC & meets all 1+, 2 star criteria	Accredited by NAFCC & meets all 1+, 2 star criteria
TWO STAR is accredited by NAFCC OR Meets these criteria and one star plus	Compliance with licensing requirements[2]	- Primary caregiver has a written job description for any assistant caregiver. - Primary caregiver evaluates the assistant in writing on an annual basis.	- Children have access during the day to access dramatic, manipulative play, blocks, art, books. -Provider has a plan for transition times.	Primary Caregiver meets and maintains [3]qualifications in line with "master teacher" qualifications	- references are available to parents. - has and uses a system for sharing & communication with parents the happenings, activities about child's emotional and physical state.	- Completes an approved self-assessment tool every 2 years - ERS done within 1 year of 2 star status and every 3 years thereafter - Establishes & updates goals every 2 years. -Has a written development plan for meeting goals.
ONE STAR PLUS Limited to 24 months	Compliance with licensing requirements[2]	-Primary caregiver and assistants have written professional development plans	- Has and follows a daily schedule that reflects a balanced program. - Primary caregiver reads to children at least 15 minutes each day	- Provider must have 20 clock hours of training per employment year - Assistant employed more than 12 months has 20 clock hours of training per employment year.	- signed contracts with each family - parents encouraged to visit - parent conference held annually & documented. - opportunities for parents to be involved - resources for parents -makes a copy of applicable requirements available to parents	-Provider annually completes health and safety checklists for both indoor and outdoor space. -Surveys parents every 2 years to identify strengths & weaknesses
ONE STAR	Operating on a license	Licensing requirements	Licensing requirements	Licensing requirements	Licensing requirements	None

[1]National accreditation by National Association for Family Child Care.

[2]Compliance: The program shall be operating on a license, provisional license or permit and not have numerous, repeated or serious non-compliance with applicable Licensing Requirements in a 12 month period.

[3]Caregiver or assistant in a large family child care home must currently meet and maintain one of these qualifications: occupational competency certificate for lead teacher through an Oklahoma technology center, a current CDA or CCP, a two year college Certificate of Mastery in early childhood education, 30 college credit hours from an accredited college including 12 credit hours in early childhood education, child development, or a closely related subject, a 4 year degree from an accredited college with 6 college credit hours in early childhood education, child development, or a closely related subject; a 2 or 4 year degree from an accredited college in early childhood education or child development.

**All methods of program evaluation are completed within 1 year of receiving two star status and repeated as noted. Nationally accredited programs do not have to have an ERS.

Approved Training for Stars

Family Child Care Home Providers

- ✓ At initial application, 20 hours of training is required within either the last employment year or the last 12 months
- ✓ On-going training of 20 hours of training annually must be met within each employment year
- ✓ FCCH Assistants are required to have 20 hours of training after being employed for 12 months; and ongoing training of 20 hours annually must be met with in each employment year.

Directors

- ✓ Initial star approval
  - o 30 hours of job-related training within the last 12 months
- ✓ Ongoing training
  - o 30 hours per employment year from any tier level

Staff

- ✓ After being employed for 12 months, 20 hours of job-related training completed annually.

Employment Year examples

Date of hire for a FCCH provider is based on the date they applied for a license. Mary Smith applied for a license on 8/6/2008. Ms. Smith's employment year/date began 8/6/2008.

A staff person is hired to work on 07/09/08. This person's employment year began 7/9/2008. Annual training is computed between 07/09/08 and 07/08/09 and continues in that matter.

Reaching for the Stars--Rights and Responsibilities

You have the right to:

--submit an application and have it processed in a timely manner

--withdraw an application prior to approval or denial by contacting the Stars Outreach Specialist for your area

--receive written notification of the decision made regarding your application

--if denied, contact the Licensing supervisor for discussion/clarification

-reapply at anytime following a denial once all criteria are met. However, if the request was denied due to **N**umerous, **R**epeated, or **S**erious non-compliance(s), the provider/facility may not be approved for a higher certification level for six months from the original denial date; a request to reduce the six-month waiting period may be made in writing to the Regional Program Manager.

--request an extension of time to comply. You may request an extension of time to comply under the following circumstances: you are unable to correct non-compliances within the agreed upon time frame, you are not able to meet the criteria in order to apply for two star status at the end of 24 months of one star plus status. You must demonstrate that the violation of the criteria was not foreseeable and beyond your control; all requests must be submitted in writing 30 days prior to the agreed-upon time frame for violations or 30 days prior to the expiration of one star plus certification (a sample of form 07LC074E) *Request for Extension of Time to Comply* is included in this booklet); all requests are to be made to

Stars Program Manager
Division of Child Care
PO Box 25352
Oklahoma City, OK 73125

--receive written notification of the decision for an extension of time to comply

--receive written notification regarding violation of stars criteria. This notification may be in the form of a letter, notice to comply, or on the periodic monitoring review completed for the appropriate stars level

--propose an alternative settlement by contacting the Regional Programs Manager

--receive written notification of a reduction of the stars level and instructions on requesting an appeal of this decision

You have the responsibility to:

--submit a completed request for star certification (star levels are not awarded until an application has been submitted and approved)

--maintain compliance with licensing requirements (numerous, repeated or serious non-compliances may result in denial of a higher star ratingyou're your star level may be reduced due to serious violations.

--understand and maintain all star criteria at the appropriate levels and request assistance with understanding criteria as needed.

--notify Licensing in writing within five days of any change in your program's ability to meet star criteria (examples include: loss of a master teacher, director, etc.)

--submit a written plan for correcting violations of star criteria within an agreed-upon time frame, not to exceed 90 days from the date the violation occurred or the date a facility is notified of a substantiated complaint

--complete all methods of program evaluation within the first year of two star status and repeat them as required.

--obtain required training and maintain documentation for all staff and/or employees

- **--20 hours per employment year for teaching staff and home providers, 30 hours per employment year for directors. Note: in-service training, videos, on-site trainings, and home association training are limited to 6 hours each year. <u>Reading does not count for star training</u>**

--submit a Request for Family Child Care Home Star Certification (form 07LC027E) or a Request for Child Care Center Star Certification (form 07LC025E) 30 days prior to the expiration date if you are a one star plus facility, or request an extension of time to comply as previously described

--maintain current credentials and/or accreditation

--be a director or master teacher at only ONE facility certified as one star plus or higher

Procedures

Extension of time to comply

The provider may submit a written request for an extension of time to comply when additional time is needed to:

1) correct a violation of stars criteria for the certification level, such as loss of a master teacher ; and

2) two star criteria cannot be met after 24 months of one star plus certification.

The owner, designated agent, or director submits *Form 07LC074E Request for Extension* along with any and all supporting documentation to the stars program manager or designee 30 days prior to the expiration of the one star plus certification or the agreed-upon time frame for the correction of the violations.

Supporting documentation may include: letters from instructors, accrediting agencies, CDA council; training certificates and/or transcripts, copies of help wanted ads, etc.

The decision to approve an extension of time to comply is made by the stars program manager or designee. Approval of an extension of time to comply does not set a precedent, and each request is independently evaluated.

Criteria taken into consideration to determine whether to approve a request for an extension of time to comply:

<u>Date of Request</u>

Extension requests are to be made by filling out and submitting form 07LC074E, "Request for Extension of Time to Comply" at least 30 days prior to either expiration of one star plus or the plan of correction date. Extension requests received less than 15 days prior to one star plus expiration or plan of correction time will not be accepted and will be returned.

In order to request an extension of time to comply, a plan of correction must first have been in place (not to exceed 90 days), for criteria not met.

Extension Procedures continued

Compliance

The facility's record of compliance regarding numerous, repeated and/or serious non-compliance with applicable licensing requirements is taken into consideration in determining whether to approve the request.

An extension will not be approved for any facility whose case has been sent to state office for possible sanction.

Staff

Facility must have enough master teachers to meet minimum licensing requirements (1:60) before an extension can be approved.

Number of staff needed to meet master teacher ratio must be currently enrolled in or actively working on meeting educational requirements and are able to provide documentation of their education status and progress.

Other

Extensions will not be approved for training.

Total extensions of one star plus status granted to a facility will not exceed a total of 12 months.

Total extensions of time to comply granted for obtaining or replacing master teachers may not exceed a total of 12 months.

One extension, not to exceed 6 months, may be granted for those facilities attempting to go through national reaccreditation.

The provider is notified of the decision in writing.

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

Request for Extension of Time to Comply

Facility name		License number K8	
Street or P.O. Box mailing address	City	State	Zip
Area code / Phone		Licensing specialist	

Requests **MUST:**

1. show how the violation(s) was unforeseeable and beyond your control; **and**
2. be submitted, **with all supporting documentation:**
   - 30 days prior to the agreed-upon time frame for correction of violations; or 30 days prior to the expiration of 1+ star;
   - to: Stars program manager
     Oklahoma Child Care Services (OCCS)
     P.O. Box 25352, Oklahoma City, OK 73125

I am requesting an extension of time to comply because additional time is needed to (check all that apply):

- move from 1+ to 2 star criteria ☐ completes Sections 1 & 3
- correct a star criteria violation for master teacher ☐ completes Sections 2 & 3
- correct a star criteria violation for accreditation ☐ completes Sections 2 & 3
- correct a star criteria violation for _____ ☐ completes Sections 2 & 3

Section 1. Move From 1+ to 2 Star Criteria

Date 1+ star achieved	Date 2 star work began	Date expected to be ready for 2 star
List your education plan, such as Certificate of Mastery		

List the reason(s) you are not yet ready to move to 2 star:

Section 2. Star Criteria Violations

List the reason(s) additional time is needed to meet the criteria.

Date your current plan of correction expires: _____

Section 3. Action

Date you expect to meet the criteria: _____

Describe your plans for meeting the criteria. Be specific

Are supporting documents, such as training certificates or transcripts, attached? Yes ☐

I understand failing to submit a timely and/or incomplete request may result in the denial of my request.

Signature Date

For Oklahoma Child Care Services use only			
Date received	Stars specialist	Extension granted Yes ☐ No ☐	Date of extension
Licensing specialist	Supervisor	County/zip	Number of request
Star level	Star history	Database update ☐ Computer update ☐	Consultant
Other			

RESOURCES

ACCREDITING AGENCIES

Association of Christian Schools International 13739 Omega Rd. Dallas, TX 75244	972-991-2822	www.acsi.org
Council on Accreditation (COA) 120 Wall St. 11th floor New York, NY 10005	212-797-3000	www.coanet.org
National Accreditation Commission for Early Care and Education Programs PO Box 90723 Austin, TX 78709	800-537-1118	www.naccp.org
National Association For Education of Young Children (NAEYC) 1313 L Street NW Suite 500 Washington, DC 20005	800-424-2460	www.naeyc.org
National Association For Family Child Care 1743 W. Alexander Salt Lake City, UT 84119	800-359-3817	www.nafcc.org
National Early Childhood Program Accreditation 1150 Hungreyneck Blvd. Suite C305 Mount Pleasant, SC 29464	800-505-9878	www.necpa.net

EDUCATION & SCHOLARSHIP

Certified Child Care Professional (CCP) NCCA 1325 G St NW Suite 500 Washington, DC 2005	800-543-7161	www.nccanet.org

Child Development Associate Credential (CDA) 2460 16th St. NW Washington, DC 20009	800-424-4310	www.cdacouncil.org
Scholars for Excellence in Child Care (SECC) Scholarship program 655 Research Parkway Suite 200 Oklahoma City, OK 73104	405-225-9100 866-343-3881	www.okhighered.org/scholars You may also obtain information from a scholar coordinator or admissions office of local career tech
Scholar Coordinators		
Carl Albert State College (Poteau, Idabel)	918-647-1252	
Carl Albert State College (Sallisaw)	918-775-2162	
Connors State College (Muskogee)	918-684-5433	
Eastern OK State College (Wilburton)	918-465-1742	
Murray State College (Tishomingo)	580-371-2371 ext. 234	
Northeastern OK A & M (Miami)	918-540-6309	
Northern OK College (Enid)	580-548-2360	
Northern OK College (Stillwater)	405-372-2404	
Oklahoma City Community College (OKC)	405-682-7832	
OSU/OKC	405-945-9168 or 800-560-4099	
Redlands (El Reno)	405-422-1286	
Rose State College (Midwest City)	405-733-7449	
Seminole State College (Seminole)	405-382-9700	
Tulsa Community College	918-595-8280 or 918-595-8024	
Western OK State College (Altus)	580-477-7920	
Career Technology Centers/Pathways	866-343-3881 or 405-225-9396	

RESOURCE AND REFERRAL

Cherokee Nation Child Care R & R P O Box 948 Tahlequah, OK 74465	888-458-6230	Ccrc/Cherokee.org
Child Care Resource Center 18 N. Norwood Tulsa, OK 74115	918-834-2273	www.ccrctulsa.org

Child Care Finders 2615 E. Randolph Enid, OK 73701	800-401-3463	www.childcarefinder.org
Delaware Child Development **Child Care Links** 5110 Tuxedo Blvd. Bartlesville, OK 74005	918-337-6500 866-254-9864	www.delawarechild.org/rrhome.html
ECU Continuing Education 200 Fentern Hall Box E-3 Ada, OK 74820	580-559-5303	www.ecok.edu/ccrra/
Great Plains Child Care 901 S Broadway Hobart, OK 73651	888-878-4417 or 580-726-2172	www.gpccrr.org
Oklahoma Child Care Resource & Referral (OCCRRA)	888-962-2772 405-942-5001	www.oklahomachildcare.org
Rainbow Fleet (R &R) 3024 Paseo Oklahoma City, OK 73103	800-438-0008 405-521-1426	www.rainbowfleet.org
SEOSU Continuing Education 1405 N. 4th Ave. Durant, OK 74701	888-320-5205	www.se.edu/childrcare

SALARY SUPPLEMENT

REWARD 1801 N. Moore Moore, OK 73160	888-446-7608	www.cecpd.org

TRAINING

AMERICAN RED CROSS		www.redcross.org
AMERICAN HEART ASSOCIATION		www.americanheart.org
CARE Courses P O Box 10526 McLean, VA 22102	800-685-7610	www.carecourses.com

Center for Early Childhood Professional Development (CECPD) 1801 N. Moore Moore, OK 73160	888-446-7608 or 405-799-6383	www.cecpd.org
Oklahoma Child Care Services P O Box 25352 Oklahoma City, OK 73125	800-347-2237	www.okdhs.org/childcare
Early Childhood Association of Oklahoma (ECAO) 2525 NW Expressway Suite 202 Oklahoma City, OK 73112	866-813-3226 405-946-7872	www.ecaok.org
National Child Care Association 1325 G St NW Suite 500 Washington, DC 2005	800-543-7161	www.nccanet.org
Oklahoma Child Care Association 3034 NW 17th Oklahoma City, OK 73101	800-580-4181	www.oklahomachildcareassociation.com
Safe Kids Coalition 940 NE 13th Nicholson Tower 3N-3500 Oklahoma City, OK 73104	405-271-5695	www.oksafekids.org

ADDITIONAL RESOURCES & HELPFUL NUMBERS

American Academy of Pediatrics		www.aap.org/topics.html
Back to Sleep	800-505-2742	www.nichd.nih.gove/SIDS?
Caring Van (on-site immunizations)	405-841-9783 918-592-9487	Oklahoma City Tulsa
Child Abuse Reporting Hotline	800-522-3511	
Franklin Porter Graham Child Dev. Institute CB#8180 Chapel Hill, NC 27599-8180	919-966-2622	www.fpg.unc.edu

Healthy Child Care America		www.healthychildcare.org
National Child Care Information Center		www.nccic.org
OASIS	800-426-2747	oasis.ouhsc.edu
Oklahoma Institute for Child Advocacy 420 NW 13th Oklahoma City, OK 73103	405-236-5437	www.oica.org
Oklahoma State Dept of Health 1000 NE 10th Oklahoma City, OK 73117	405-271-5600	www.health.ok.gov
Oklahoma State Bureau of Investigation 6600 N. Harvey Oklahoma City, OK 73116	405-848-6724	
Poison Control	800-222-1222	
SoonerStart	405-521-4880	sde.state.ok.us/pro/soonerst.html
Smart Start **421 W NW 13th Suite 270** **Oklahoma City, OK 73103**	405-278-6978 or 866-283-0987	www.smartstart.org
WARMLINE	888-574-5437	www.okdhs.org/childcare/ProviderInfo/providerhome.htm
Zero to Three		www.zerotothree.org

Child Care Provider Rate Schedule
Taken from Appendix C-4-B (O8AX006E)

Enhanced area counties: Caddo, Canadian, Cherokee, Cleveland, Comanche, Creek, Garfield, Kay, Logan, McCurtain, Oklahoma, Ottawa, Payne, Pittsburg, Pottawatomie, Tulsa, Wagoner, Washington, and Woods

One Star child care homes

Age of Child	Standard Area Full Daily Rate	Standard Area Part Daily Rate	Enhanced Full Daily Rate	Enhanced Part Daily Rate
0 – 24 months	$14.50	$10	$14.50	$10
25 – 48 months	$12.25	$8	$12.25	$8
49 – 72 months	$12.25	$8	$12.25	$8
73 months – 13 years	$10.25	$6	$10.25	$7

One Star Plus child care homes

Age of Child	Standard Area Full Daily Rate	Standard Area Part Daily Rate	Enhanced Full Daily Rate	Enhanced Part Daily Rate
0 – 24 months	$17.25	$12	$19.25	$13
25 – 48 months	$15.00	$10	$17.25	$12
49 – 72 months	$15.00	$10	$17.25	$12
73 months – 13 years	$12.75	$9	$12.25	$9

Two Star child care homes

Age of Child	Standard Area Full Daily Rate	Standard Area Part Daily Rate	Enhanced Full Daily Rate	Enhanced Part Daily Rate
0 – 24 months	$20.00	$13	$25.75	$17
25 – 48 months	$19.00	$11	$21.25	$14
49 – 72 months	$19.00	$11	$20.25	$14
73 months – 13 years	$16.00	$10	$16.00	$11

Three Star child care homes

Age of Child	Standard Area Full Daily Rate	Standard Area Part Daily Rate	Enhanced Full Daily Rate	Enhanced Part Daily Rate
0 – 24 months	$27.75	$19	$27.75	$19
25 – 48 months	$23.25	$16	$23.75	$16
49 – 72 months	$23.75	$16	$23.75	$16
73 months – 13 years	$18.25	$12	$18.25	$12

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OKLAHOMA

OKDHS

DEPENDENCE

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

Assuring Oklahoma families have access to licensed, affordable, quality child care.

Appendix 11

Reaching for the Stars Manual for Child Care Centers

Referenced: (B)(1)

Reaching for the Stars

(b)(6)

For Child Care Centers

Oklahoma's Quality Rating and Improvement System

Effective 07-01-09

Oklahoma Department of Human Services
(OKDHS)
Oklahoma Child Care Services (OCCS)

Comments and Recommendations Regarding Reaching for the Stars

Oklahoma's Quality Rating and Improvement System (QRIS), Reaching for the Stars, criteria enhance child care facilities in the State of Oklahoma. These criteria are designed to improve and promote quality environments for children in care outside their own homes. The criteria were developed from input solicited from providers, the public, and information from research and approved by the Commission for Human Services and the Governor of the State of Oklahoma pursuant to the Oklahoma Administrative Procedures Act.

It is the intent of OKDHS that Reaching for the Stars criteria are clear, reasonable, fair and enforceable. In the interest of serving the public, comments are welcomed anytime and will be considered for future revisions or development of new criteria.

Please complete the form below and send it to:

OK Department of Human Services
Oklahoma Child Care Services/Reaching for the Stars
PO BOX 25352
Oklahoma City, OK 73125

Reaching for the Stars criteria for: _____ (program type)

Reference:
Please give the topic of the specific criteria to which you are referring, such as Parent involvement) _____

Recommendation:

_____

_____

_____

Because:

_____

_____

_____

_____

_____ _____

Your Name Date

REACHING FOR THE STARS CRITERIA FOR CHILD CARE CENTERS

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QRIS OVERVIEW

Reaching for the Stars is the name of Oklahoma's **Q**uality **R**ating and **I**mprovement **S**ystem (QRIS). Oklahoma was the first state in the nation to implement a QRIS. At least 30 other states have implemented some form of a quality rating and improvement system.

What is a Quality Rating and Improvement System? A QRIS is a method to improve, assess and communicate the positive practices in early care and education settings. The criteria used in QRIS have been developed from research and are based on the relationship between criteria and what is considered universally to be quality care. Oklahoma's Quality Rating Improvement System was designed to assist individual providers in improving the care and education they provide for children, raise the professional development level of child care providers, and increase parents' awareness of the importance of positive practices in child care.

The Reaching for the Stars program is for all child care providers who are shaping the lives of children and the future of our state. Our goal is for each provider to Reach for the Stars, grow professionally and be recognized for their accomplishments.

OKDHS Oklahoma Child Care Services is committed to providing the resources and incentives needed to increase Star levels. Please consult your Licensing Specialist or Stars Outreach Specialist to determine how you can join other child care providers in enhancing and improving child care in Oklahoma.

Levels of Reaching for the Stars Certification for Child Care Centers

One Star. A facility that has a license (6 month permit, license) is automatically designated as a one Star facility.

One Star plus. An owner must apply for and meet all 1 Star and 1+ criteria.

Two Star.[1] An owner must apply and meet all 1, 1+ and 2 Star criteria.

Three Star. An owner must apply for and meet all 1, 1+ and 2 Star criteria and be accredited by one of the approved national accrediting agencies.

[1] Another way a provider may apply and qualify for two Star is by earning and maintaining accreditation with one of the approved national accrediting agencies and having a compliant licensing record.

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OKDHS REACHING FOR THE STARS CRITERIA FOR CHILD CARE CENTERS (GRID)

	COMPLIANCE	**ADMINISTRATIVE**	**DIRECTOR QUALIFICATIONS**	**LEARNING ENVIRONMENT**	**STAFF QUALIFICATIONS**	**PARENT INVOLVEMENT**	***PROGRAM EVALUATION*****
THREE STAR National Accreditation[1] & meets all two Star criteria	Compliance with licensing requirements [2]	National Accreditation[1] & meets two Star criteria	National Accreditation[1] & meets two Star criteria	National Accreditation[1] & meets two Star criteria	National Accreditation[1] & meets two Star criteria	National Accreditation[1] & meets two Star criteria	National Accreditation[1] & meets two Star criteria
TWO STAR Nationally accredited[1] Or Meets these criteria and all one Star plus	Compliance with licensing requirements[2]	- Salary scale with increments based on education and experience - Center maintains a policy and procedure manual on-site; job duties and responsibilities of staff -holds at least 2 staff meetings a year -staff are evaluated annually	Director is a member of an n early childhood or education organization.	- 7 interest areas for 2 years and older: art, block building, book reading, dramatic play, manipulative play, math & science/nature. - At least 2 learning centers available outdoors. -schedule allows children time to complete tasks; reflects balance of active-quiet, indoor-outdoor. -has and follows a schedule that reflects balance and variety	1st year: must have 1 master teacher[3] for every 30 children based on capacity. 2nd year: must have 1 master teacher[3] for every 20 children based on capacity. *	- Parents receive written report at conference - Program maintains a list of community resources to assist parents	- Completes an approved self-assessment tool every 2 years - ERS done after 1 year of 2 Star and every 3 years thereafter - Establishes & updates goals every 2 years. - Has a written development plan for meeting goals.
ONE STAR PLUS Limited to 24 months	Compliance with licensing requirements[2]	-Director evaluates staff in writing at least annually - All staff have access to licensing requirements.	-The Director must have at least 2 college credits or 30 clock hours of job related professional development per employment year. -Director has a written educational professional development plan. This plan is reviewed annually and updated as needed.	- Current weekly lesson plans in each classroom for all children - 5 interest areas for 2 years and older: art, block building, book reading, dramatic play, manipulative play -teachers read to all children 15 minutes each day	- Staff have at least 2 college credits or 20 hours of job related professional development per employment year. -All full-time staff have a written educational professional development plan. These plans are reviewed annually and updated as needed.	- A system for sharing daily happenings - Parents welcome in the center at all times - Parent conferences at least once per year - Parent resource area - 2 parent meetings or events each year - 2 of these: parent bulletin board, newsletter, parent handbook, e-mails, website, -Parents participate in program planning -Licensing requirements available to parents	-Health and safety checklists for indoor and outdoor completed annually. -Staff & parents surveyed every 2 years.

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	Compliance	Administrative	Director Qualifications	Learning Environment	Staff Qualifications	Parent Involvement	Program Evaluation**
ONE STAR Operating on a license	Compliance with licensing requirements[2]	-Section 5.1 -Written statement of the child care center's policy & procedures -If more than 4 staff, a written personnel policy to staff that includes job functions, qualifications, staff performance evaluation and termination procedures are in place -Compliance file and posting. -Section 6 Attendance records for each staff person. -Section 11 Written emergency preparedness plan. -Section 27 Written emergency procedure	-Section 7.1 -21 years of age. -Oklahoma Director's Credential. -Section 7.1 20 hours of training every employment year.	Section 14 Section 22 Appendix L-5 -Equipment Section 25.1, page 29 AND Section 25.2, page 30 -Current weekly lesson plans for preschool and school age. -Variety of learning areas. -Variety of activities and material. -Television, videos, computers and video games if used, are age-appropriate and used with discretion and selectivity -A daily schedule is accessible. -A balanced program of opportunities.	-Section 7.1 -1 master teacher for every 60 children. - Section 7.1 Orientation within 1 week. - Section 7.1 20 hours of entry level training. - Section 7.1 Staff on site with CPR/First aid. - Section 7.1 12 hours of training per employment year.	--Section 10 -Parents Guide to Selecting Quality Child Care is available to parents -A verbal or written system is used by staff to share day-to-day happenings. -Must provide at least 4 of the following options: 1. Parents welcome in the center at all times. 2. Conferences are held at least once a year. 3. Parent resource area. 4. Parent meetings or events (open house, pot-luck, children's programs). 5. One of these: Parent bulletin board, newsletter, or parent handbook. 6. Parents participate in program planning. -Section 25 Written record for infants/toddlers is available daily for parents.	None

[1]National Accreditation by one of these approved accrediting agencies: ACSI, COA, NAC, NAEYC, NECPA,
[2]Compliance: The program shall be operating on a license, provisional license or permit and not have numerous, repeated or serious non-compliance with applicable Licensing Requirements in a 24 month period.
[3]Master Teacher: must be at least 18 years of age, employed and onsite on a full-time basis, and meet Level III on Early Education Professional Development Ladder or currently meet and maintain one of these qualifications: occupational competency certificate for lead teacher through an Oklahoma technology center, a current CDA or CCP, a two year college Certificate of Mastery in early childhood education, 30 college credit hours from an accredited college including 12 credit hours in early childhood education, child development, or a closely related subject, a 4 year degree from an accredited college with 6 college credit hours in early childhood education, child development, or a closely related subject; a 2 or 4 year degree from an accredited college in early childhood education or child development.
[4]Centers licensed as school-age programs or programs where the majority of children are school-age, must have a master teacher for every 40 children of the licensed capacity.
**All methods of program evaluation must be completed within 1 year of receiving two Star. Nationally accredited programs do not have to have an ERS.

REACHING FOR THE STARS CRITERIA AND EVIDENCE FOR CHILD CARE CENTERS

Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
1 Star	Operating on permit or license	Provided by OCCS: State issued Permit or License Monitoring reports and complaint summaries for last 24 months; paper or electronically from OKDHS OCCS
1+ Star	**MEET ALL 1 STAR AND ADDITIONAL CRITERIA INDICATED BY 1+ STAR**	As verified above for all 1 Star criteria and meeting all items listed with 1+
1+ Star Director	Director on-going professional development 2 college credits or 30 hours of job related professional development every 12 months of employment To locate professional development opportunities visit: www.CECPD.org	Training certificates College Transcripts Current information from CECPD Professional Development Registry *(for more information about the PD Registry visit www.cecpd.org)*
1+ Star Director	Director has a professional development plan Plan is written, individualized, reviewed annually, and updated as needed. May include potential professional development career goals and/or identified training topics	PDP form PDP tool staff evaluation plan Listed on training register provided by OCCS Degree plan

Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
1+ Star Learning Environment	Weekly lesson plans for all age groups of children Lesson planning resources are the Oklahoma Early Learning Guidelines Infant/Toddler/2: OKDHS Pub No 10-23 Preschool: OKDHS Pub No 10-54 (visit www.okdhs.org for more information)	Current, written and readily available lesson/activity plan located in every classroom Posted in every classroom Copy provided Observed by OCCS staff
1+ Star Learning Environment	All children are read to at least 15 minutes per day	Classroom schedules Lesson plans Observed by OCCS staff
1+ Star Learning Environment	Children 2 years old and older have space with a minimum of five interest areas: art, books, block building, dramatic play, and manipulative play. For more information on planning your environment refer to the Oklahoma Early Learning Guidelines as a resource. Infant/Toddler/2: OKDHS Pub No 10-23 Preschool: OKDHS Pub No 10-54 (ask an OCCS staff or visit www.okdhs.org)	Each room has 5 separate interest areas that are well defined and well stocked with age appropriate equipment for each category Floor plan showing the location of areas in each classroom Photos of each interest area Observed by OCCS staff Equipment Inventory

Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
1+ Star Staff	Staff on-going professional development 2 college credits or 20 hours of job related professional development every 12 months of employment To locate professional development opportunities visit: www.CECPD.org	Must have current Child Care Staff Summary (OKDHS 07LC002E) AND Training certificates College Transcripts Current information from CECPD Professional Development Registry *(for more information about the PD Registry visit www.cecpd.org)*
1+ Star Staff	All Staff have a professional development plan Plan is written, individualized, reviewed annually, and updated as needed. May include potential professional development career goals and/or identified training topics	PDP form PDP tool Staff evaluation plan Listed on training register provided by OCCS Degree plan
1+ Star Parent Involvement	Facility staff have established a system and maintains it for sharing and communication with parents the happenings, activities, and issues regarding their child's physical and emotional state	Examples/copies of daily documentation provided to parents Explanation of verbal procedure Sample of journaling pages
1+ Star Parent Involvement	Parents are welcome into center at all times	Policy in Parent handbook Poster in parent communication/resource area, Observed by OCCS, R&R or CECPD staff

Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
1+ Star Parent Involvement	Individual parent conferences documented at least annually	Conference sheet in child's record Parent Sign in Sheet Parent signed refusal Calendar with dates listed
1+ Star Parent Involvement	Center provides parent resource area Includes items such as books, pamphlets, and parenting resources	Description of location and types of resources Photos of resource area Observed by OCCS staff
1+ Star Parent Involvement	Two parent meetings with guest speakers or special events are held each year	Pictures of the events Flyers or invitations to the event Newsletters Agendas sign in sheets
1+ Star Parent Involvement	Center has at least 2 methods of keeping parents informed of their program: Parent Bulletin Board Parent Handbook Newsletter E-mail/Listserv Website (specific to each facility location)	Description of location and items on bulletin board Copy of Parent Handbook Copy of newsletter Email address, contact list and sample email Website address Observed by OCCS Staff

Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
1+ Star Parent Involvement	Parents participate in program and policy development through board involvement, planning meetings, or questionnaires	Meeting minutes or agenda listing present board members and position Meeting minutes or sign in sheets from planning meetings Completed yearly questionnaires.
1+ Star Parent Involvement	Licensing requirements available to parents	Observed by OCCS staff
1+ Star Program Evaluation	Health and safety checklists for both indoor and outdoor spaces are completed annually	Completed checklist on file at center
1+ Star Program Evaluation	Parents & Staff are surveyed every two years to identify program's effectiveness in meeting the needs of children, parents, and staff	Completed surveys and responses
1+ Star Administrative	All staff have access to licensing requirements	Observe by OCCS staff
1+ Star Administrative	The director or supervising staff evaluates employees, in writing, at least once per year	Written staff evaluations Staff evaluation form Staff evaluation tool Staff evaluation professional development plan
1+ Star 24 month time limit	**Important note: A center may only operate on one Star plus status for a total of 24 months. At the end of two years, the center must be approved as a two or three Star, approved for an extension of time to comply or return to one Star status.**	Acceptable documentation to maintain one Star plus: Extension request and Star extension approval letter

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Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
2 Star	**MEET ALL 1 & 1+ STAR AND ADDITIONAL CRITERIA INDICATED BY 2 STAR; <u>OR</u> meet licensing status and compliance and be accredited by a national accrediting agency approved by Oklahoma Child Care Services**	As verified above for all 1 and 1+ criteria and meeting all items listed with 2 Star **OR** Verified as per 1+ licensing status and current certificate from national accreditation agency
2 Star Director	Director is member of early care and education professional organization.	Current membership card or letter Sign in sheet and agenda meeting minutes with members listed
2 Star Learning Environment	The daily schedule allows children time to complete tasks. The schedule reflects a balance and variety of activities that includes time for indoor and outdoor play, active and quiet play, rest periods, and meals.	Written and readily available in every classroom Posted in every classroom Copy provided Observed by OCCS staff

Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
2 Star Learning Environment	Children 2 years old and older have space with a minimum of seven interest areas: art, books, block building, dramatic play, manipulative play, math and science/nature. A minimum of 2 learning areas are available outdoors For more information on planning your environment refer to the Oklahoma Early Learning Guidelines as a resource. Infant/Toddler/2: OKDHS Pub No 10-23 Preschool: OKDHS Pub No 10-54 (ask an OCCS Staff or visit www.okdhs.org)	Each room has 7 separate interest areas that are well defined and well stocked with age appropriate equipment for each category Floor plan showing the location of areas in each classroom Photos of each interest area Learning areas for outdoor time may be labeled on the lesson plan Observed by OCCS staff Equipment Inventory
2 Star Parent Involvement	A written report about the child is provided to parents at the parent conference.	Written document that includes child's progress, challenges, goals, and accomplishments signed by parents and indicates copy of report was given to parent; located in child's' file
2 Star Parent Involvement	The program maintains a current list of available community resources and assists parents in locating and connecting with these services as needed.	Listed in Child/Families record Written on Parent conference form Indicated on parent surveys Observed by OCCS staff
2 Star Program Evaluation	An approved self-assessment tool is completed within one year of receiving two Star status and repeated every two years and is kept on file at the center.	Attended ERS or PAS Webinar Completed CECPD self-assessment tool Completed Accrediting body Self Study Completed a "Maintaining Star criteria" grid as a checklist

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Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
2 Star Program Evaluation	The program is assessed within the first year of receiving two Star status and every three years using an assessment tool approved by OCCS. (This assessment is not required for programs accredited by a national accrediting agency approved by OCCS.	Reviewed from CECPD Professional Development Registry Reported by CECPD or QRIS staff
2 Star Program Evaluation	The program goals are established within the first year of obtaining two Star status. AND Updated every two years base on information gathered from the completed health and safety checklists, parent and staff surveys, self-assessment, and an assessment tool approved by OCCS.	Copy of written goals Observed by OCCS staff
2 Star Program Evaluation	The program has a written plan for meeting established goals.	Copy of written plan, discuss progress Observed and discuss with OCCS staff
2 Star Administrative	Center maintains a policy and procedure manual on-site that includes job duties and responsibilities of all staff	Copy of Policy and Procedure Manual Observed by OCCS Staff
2 Star Administrative	A minimum of two staff meetings annually	Staff sign in sheets and agenda's Meeting minutes with staff present

Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
2 Star Administrative	Center has and follows an incremental salary scale based on job title, level of education, credentials, and years of early childhood experience. Compensation is based on consideration of the above information and performance.	Document outlining increments Payroll records, pay stubs, paychecks, personnel documents Performance evaluations indicating compensation
2 Star Master Teacher	Master teachers work directly with children and support other teaching staff with responsibilities. Directors qualify as master teacher if licensed capacity minus school age children is 30 or less.	Job descriptions Interviews Employee handbook Observed by OCCS staff License type, license capacity, floor plans and equipment inventory
2 Star Master Teacher	One master teacher is required per every 30 children of licensed capacity. During second and subsequent years as a two or three Star center, there must be a master teacher for every 20 children of the licensed capacity. This number does not include school age children if the majority of children in care are younger than five years of age.	For the number of master teachers needed use the following information and formula: License type, license capacity, floor plans and equipment inventory ____Licensed capacity ____Minus SA ____= ____Divided by 30—first year ____Divided by 20—second & subsequent
2 Star Master Teacher	Mater teachers must be employed and on-site on a full-time basis.	Staffing schedules Staff time sheets Pay stubs

Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
2 Star **Master Teacher**	Master teacher must meet one of the following qualifications: 1) Occupational child care competency certificate for master teacher/lead teacher. 2) Current CDA or CCP Credential. 3) Certificate of Mastery in child development or early childhood education from an accredited Oklahoma college. 4) 30 college credit hours with 12 credit hours in child development, or early childhood education, 5) Four year degree from an accredited university with 6 college credit hours in child development or early childhood education. 6) Two or four-year degree from accredited college or university in child development or early childhood education. 7) A valid teaching certificate in early childhood education from the Oklahoma State Department of Education.	Credentials Oklahoma Professional Development Registry Level Transcripts Certificates.
2 Star **School Age Master Teacher**	School age programs have a master teacher for every 40 children of licensed capacity The director may also count as master teacher in centers licensed as school-age programs or programs where the majority of children are school-age.	For the number of master teachers needed use the following information and formula: License type, license capacity, floor plans and equipment inventory ____Licensed capacity ____Divided by 40

Star Level/Key Term	Criteria Indicator	Evidence/Acceptable documentation
2 Star **School Age Master Teacher**	Master teacher in school-age programs or programs where the majority of children are school-age, the master teacher must be employed and on-site at least 50% of the weekly operating hours.	Staffing schedules Staff time sheets Pay stubs Documentation of operating hours
2 Star **School Age Master Teacher**	School-age master teachers must meet and maintain one of the qualifications described above for master teacher. Additionally, a degree or coursework may also be in elementary education, recreation, or other coursework that supports working with children families, and the community, Or 120 clock hours of training within the last five years, one year of full-time experience in a licensed school-age child care program or legally exempt school-age child care program, and every two years receive a minimum score of 5.0 on the School-Age Environment Rating Scale in a classroom where the master teacher is the lead teacher.	Credentials Oklahoma Professional Development Registry Level Transcripts Certificates. SACERS-R
3 Star	**MEET ALL 1, 1+ & 2 STAR CRITERIA AND ACCREDITED BY A NATIONAL ACCREDITING AGENCY APPROVED BY OCCS**	As verified above for all 1+ and 2 Star criteria **AND** current certificate from national accreditation agency

RATIONALE AND NOTES FOR CLARIFICATION OF STARS CRITERIA FOR CHILD CARE CENTERS

A. Licensing status and compliance with licensing requirements

Rationale: Meeting and maintaining minimum licensing requirements ensures the basic health and safety of children in care. It is the foundation of the Reaching for the Stars program.

Numerous, Repeated, Serious (NRS)

Numerous, Repeated, and/or Serious licensing violations may prevent a facility from being approved for a higher Star level.

A reduction in your Star certification may occur when violations are not corrected in the agreed upon time frame, the facility has serious non-compliance with licensing requirements, a serious incident occurs resulting in injury or imminent risk of injury to a child, or an Emergency Order or notice of proposed denial or revocation of license is issued.

The licensing history is always considered for application request, extension request and reductions.

B. Director

Rationale: A leader for the facility and primary person responsible for the day to day operations. A director has a vast knowledge of early care and education including, but not limited to: operating a facility, leadership, managing staff, nutrition, understanding and utilizing the Early Learning Guidelines, etc.

Director Professional development

Director: For initial approval, the director must have documentation of 30 hours of formal professional development within the last 12 months. For subsequent years of Star certification and years of employment, the director must have 30 clock hours of professional development each employment year. **Reading does not count for Stars professional development.**

If a new director is hired, the director must have documentation of 30 hours of professional development within the last 12 months prior to employment. If the new director does not have the 30 hours of professional development, the facility is required to submit a written plan to licensing staff for correcting the violation within 90 days of the new director's hire date.

Only six hours of in-service professional development (videos, on-site professional development) may be counted each year.

C. Learning Environment

Rationale: Quality learning experiences for children are enhanced by a well-planned curriculum. Lesson plans and a daily schedule is the basic plan for the day and helps teachers select and prepare for activities, projects and themes that are appropriate for the age and development of children in their care, as well as organize content, materials, and methods.

Reading aloud to children is an important part of the day as it helps children acquire the information and skills they need to succeed in school and life. Vocabulary (knowing the names for things) begins to develop at birth and reading to children is the single most important activity for building the foundation required for eventual success in reading.

Interest areas are thoughtfully designed/planned areas of space. Learning is an interactive process and children learn through doing. The environment in which children play and learn should provide them with opportunities to explore and interact with a variety of activities and materials, and allow for each child's individual temperament, moods, and development.

Outdoor centers offer learning opportunities just as they do inside, it is ideal for curriculum that is planned in response to children's interests. The outdoors is also a good place to provide experiences that are sometimes too messy for indoors, such as sand/water table.

Learning environment resources: Oklahoma's Early Learning Guidelines—Infant/Toddlers/2's--OKDHS Pub No 10-23 and Preschool--OKDHS Pub. No 10-54 available from any OCCS staff or at www.okdhs.org

Interest Areas

Research indicates that children who play learn to regulate their own emotions and ideas, take more initiative, engage in higher level thinking, and develop an understanding of symbolic relationships that are a precursor to reading and mathematical thinking. Interest centers are thoughtfully designed/planned areas of space that are designated for certain activities - like or similar toys, materials, equipment are displayed and readily available. Using the Early Learning Guidelines as a resource can greatly assist in providing a quality environment.

Interest Area Basics and Best Practices:

- Well defined: areas can be separated with low shelves; partial walls, rugs, etc.
- Inviting to children
- More active areas are grouped to not conflict with quieter/less active areas
- Have a basic supply of materials (using the applicable equipment inventory) organized so that children can use them effectively
- Have an adequate number of play slots with no more than 3 to 4 children per center area.
- Should be developmentally appropriate
- Situated in such a way to afford visual supervision
- Should be changed on a regular basis
- Labeled with words and or pictures.

Learning Opportunities of and Activities in Interest Areas:

Art

1. Express feeling and ideas, fosters imagination and creativity, improve self-image and provides practice for fine motor skills.
2. ***Infant, Toddlers, and Two's ELG***: The child will participate in activities that foster individual creativity.
3. ***Preschool ELG:*** The child participates in activities that foster individual creativity.

Book

1. Language is enhanced; reading readiness skills are learned and practiced, children learn to tell stories and manipulate materials.
2. ***Infant, Toddlers, and Two's ELG:*** Receptive Language (Listening), Expressive Language (Speaking/Vocabulary), Print Awareness, and Comprehension.
3. ***Preschool ELG:*** Print Awareness, Phonological Awareness, Phonemic Awareness, Letter Knowledge and Early Word Recognition (Phonics), Vocabulary, and Comprehension

Blocks

1. Building with blocks gives children the opportunity to think, plan and solve problems. Spatial Awareness/Geometry: Children become aware of themselves in relation to objects and structures around them.

Dramatic play

1. *Helps* children understand themselves and others; allows them to work out feelings, and practice language and social skills.
2. ***Infant, Toddlers, and Two's ELG:*** The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.
3. ***Preschool ELG:*** The child will participate in activities to develop the skills necessary for working and interacting with others. The child will develop the skills necessary for participating in a variety of settings.

Manipulative

1. Allows children to test problem solving, practice eye-hand coordination.
2. ***Infant, Toddlers, and Two's ELG:*** The child will participate in activities that involve small motor skills. Child will participate in activities that require coordination of eye and hand movements.
3. ***Preschool ELG:*** The child will participate in activities that involve small motor skills.

Math

1. Mathematics helps young children make sense of the world around them and understand their physical world. Children are inclined to make comparisons, notice similarities and differences in objects, and group their toys and materials. This ability to organize information into categories, quantify data, and solve problems helps children to learn about time, space and numbers.

2. ***Infant, Toddlers, and Two's ELG:*** The child will begin to develop an awareness of patterns in the environment. Number Sense: The child will begin to develop an awareness of quantity.

3. ***Preschool ELG:*** Patterns-The child will sort and classify objects and analyze simple patterns. Number Sense –The child will understand the relationship between numbers and quantities. Geometry and Spatial Sense –The child will identify common geometric shapes and explore the relationship of objects in the environment. Measurement –The child will explore the concepts of nonstandard and standard measurement. Data Analysis –The child will collect and analyze data in a group setting.

Science/Nature

1. Science knowledge is developed through experiences with real animals, plants and objects in the home, classroom and the environment. A science or nature center provides tools and materials for children to explore the world and how it works. By nurturing this sense of wonder, we help children to become scientific thinkers.

2. ***Infant, Toddlers, and Two's ELG:*** The child will begin to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering and examining. The child will investigate objects with physical properties and basic concepts of the earth. The child will observe and investigate living things.

3. ***Preschool ELG:*** The child will investigate and experiment with objects to discover information. Physical: The child will investigate and describe objects that can be sorted in terms of physical properties. Life: The child will observe and investigate plants and animals. Earth/Space: The child will investigate and observe the basic concepts of the Earth.

D. Staff and Master Teachers

Rationale: The level of quality found in child care largely depends on the knowledge and skills of the people who work with children. Everyone who works with young children and their families needs a basic understanding of child development and early education, how children learn. A written professional development plan serves as a map to progress in the field of early education, helps individuals stay organized and meet professional development deadlines, plan for and track professional development needed to renew credentials and other certifications like CPR. Their knowledge in Early Learning Guidelines are key to classroom success, including lower behavior guidance problems and increased school-readiness.

Staff and Master Teacher

At initial application, professional development may be counted if professional development was obtained within the last 12 months or within the staff's employment year. After initial approval for certification, the professional development criteria must be met within staff's employment year. Staff may count a total of six (6) hours of in-service

The number of master teachers needed is based on capacity. School age children may be deducted from the total capacity **IF** the majority of children in care are younger than five years of age. For example:

Center's capacity is 55
Minus - 25 school age
30 capacity = 1 master teacher the first year of two Star

One master teacher would be needed when first applying for 2 Star to meet the 1:30. After utilizing 12 months of two Star status, there must be a master teacher for every 20 children of the licensed capacity.

NUMBER OF SCHOOL AGE IS DETERMINED BY: Floor plan and equipment inventory on file in the licensing office.

The director may only be counted as a master teacher if the licensed capacity minus school-age children is 30 or less.

Centers licensed as school-age programs or programs where the majority of children are school-age must have a master teacher for every 40 children of the licensed capacity.

The director may be counted as a master teacher in centers licensed as school-age programs or programs where the majority of children are school-age.

E. Parent Involvement

Rationale: Parents are a child's first teacher and are the link between the educational setting and home. A strong connection between child care staff and parents is critical for building a positive environment for young children, allowing children to feel more secure, confident and self assured. In addition, high quality of parent involvement reduces the number of complaints made. Everyone, but especially children, benefits when providers and parents work together.

F. Program Evaluation

Rationale: Taking the time to evaluate your program is universally recognized as one of the key indicators of quality in child care. Evaluating your program helps you identify the strengths and weaknesses in your facility, grow as a professional, provide a quality environment for the children in your care, and increase parent awareness regarding the importance of their child's care.

G. Administrative

Rationale: No matter the size or type of business, your program and staff can benefit from regular employee performance evaluations. Evaluations can be used to clearly communicate expectations, document and improve performance, recognize accomplishments, and develop and motivate staff. Research shows that well educated and compensated teachers and providers are key elements to early childhood program quality and outcomes for children. The child care field is plagued with high teacher turnover rate and low wages are part of the problem. The level of education and professional development attained by a child care provider is one of the strongest predictors for the provider's ability to offer high quality care, yet most child care teachers and providers earn poverty-level wages. Improved services for children require better compensation for the child care workforce.

H. Accreditation

Rationale: Accreditation reflects a process of extensive self-study and external review of the program compared to benchmark standards of quality set by the accrediting agency. It is not only a stamp of quality, but a commitment to continuous improvement. Most accreditation standards exceed Reaching for the Stars criteria.

COMPLIANCE WITH LICENSING REQUIREMENTS

The foundation of the *Reaching for the Stars* program is licensing requirements. Before seeking to meet additional quality criteria, a program should first strive to maintain compliance with requirements established as a minimum standard for operation. OKDHS has established the following policy to assist child care providers and licensing specialists in evaluating compliance.

The program must have a permit or license, and must not have numerous, repeated, or serious non-compliance with applicable licensing requirements. The monitoring visits and substantiated complaints for the last 24 months of operation are reviewed to determine whether the facility meets the compliance criteria.

If there is a history of numerous, repeated or serious non-compliance over the last 24 months, Star certification may be **denied**. An existing facility may be **reduced** if serious non-compliance occurs. The following defines numerous, repeated and serious non-compliances for licensing:

A. Numerous non-compliance is any monitoring visit with six or more items documented as non-compliant on the monitoring report for a facility with a licensed capacity of less than 60; or seven or more items for a facility with a licensed capacity of 60 or more. Each numbered item on the monitoring report that has been marked as non-compliant is counted once even though there may be more than one non-compliance included in that item.

B. Repeated non-compliance is three or more documented incidents of non-compliance with the same requirement within the last 12 months.

C. Serious non-compliance* is a non-compliance with licensing requirements that exposes children to conditions that present an imminent risk of harm. Serious non-compliances are identified through licensing observations, confirmed complaint investigations, and/or self-reported incidences. Some examples of non-compliance that may be considered serious are: Staff-child ratio; supervision of children; sleep position; prohibited disciplinary actions; licensed capacity; use of passenger restraints; water activities; pools and other water hazards; multiple hazards; weapons; reporting child abuse; knowingly permitting access to children by persons who are restricted or registrants; failure to obtain background investigations/restricted registry searches; administering medication to children; room temperature; heat sources and loss of any utility service; compliance file and/or posting; cardiopulmonary resuscitation and first aid; liability insurance; or vehicle liability insurance.

***A Star facility may lose its Star status if serious non-compliance(s) occur.**

A non-compliance may qualify in more than one category in determining numerous, repeated or serious, and the same non-compliance, though only counted once, may qualify in more than one category. *Example*: An understaffing is considered serious but may be part of repeated or numerous non-compliance.

For more information you may refer to the policy listed at:
http://www.okdhs.org/library/policy/oac340/110/01/0009003.htm

For information on Licensing Rights and Responsibilities:
http://www.okdhs.org/programsandservices/cc/prvdrs/lic/

MAINTAINTING CRITERIA FOR ONE STAR PLUS CENTERS	
WHEN	**CRITERIA**
EVERY DAY	• Compliance • Staff read to children at least 15 minutes a day. • Current lesson plans followed and in classroom. • Classrooms for 2 year olds and older have **5** interest centers: blocks, dramatic play, manipulative, art, and book/reading
ONGOING	• Parent involvement 1. System for sharing 2. Parents welcome 3. Parent resource area 4. Parents informed with 2 methods 5. Licensing requirements available • Master Teachers • Staff have access to licensing requirements
TWICE A YEAR	• 2 Parent meetings
EVERY YEAR	• Director has 30 clock hours of training per employment year. • Staff have 20 clock hours of training per employment year. • Professional Development plans for director and staff are reviewed and updated annually. • Parent conferences • Parents participate in program and policy development • Complete health and safety checklist and keep on file at center • Staff evaluated in writing.
EVERY 2 YEARS	• Survey parents and staff

MAINTAINTING CRITERIA FOR TWO STAR CENTERS	
WHEN	**CRITERIA**
EVERY DAY	• Compliance • Staff read to children at least 15 minutes a day. • Current lesson plans followed and in classroom. • Classrooms for 2 year olds and older have **7** interest centers: blocks, dramatic play, manipulative, art, book/reading, math, and science/nature • At least 2 interest centers available outdoors • Daily schedule
ONGOING	• Director maintains membership in a professional organization. • Parent involvement 1. System for sharing daily happenings 2. Parents welcome 3. Parent resource area 4. Parents informed with 2 methods 5. Keeps list of community resources 6. Licensing requirements available • Policy and procedure manual • Has and follows a salary scale • Master Teachers • Staff have access to licensing requirements
TWICE A YEAR	• 2 Staff meetings • 2 Parent meetings
EVERY YEAR	• Director has 30 clock hours of training per employment year. • Staff have 20 clock hours of training per employment year. • Professional Development plans for director and staff are reviewed and updated annually. • Parent conferences with written report provided • Parents participate in program and policy development • Complete health and safety checklist and keep on file at center • Staff evaluated in writing.
EVERY 2 YEARS	• Survey parents and staff • Complete self assessment tool • Establish goals and make a written plan for meeting them.
EVERY 3 YEARS	• Environment Rating Scale done

MAINTAINTING CRITERIA FOR THREE STAR CENTERS	
WHEN	**CRITERIA**
EVERY DAY	• Compliance • Staff read to children at least 15 minutes a day. • Current lesson plans followed and in classroom. • Classrooms for 2 year olds and older have **7** interest centers: blocks, dramatic play, manipulative, art, book/reading, math, and science/nature • At least 2 interest centers available outdoors • Daily schedule
ONGOING	• Director maintains membership in a professional organization. • Parent involvement 1. System for sharing daily happenings 2. Parents welcome 3. Parent resource area 4. Parents informed with 2 methods 5. Keeps list of community resources 6. Licensing requirements available • Policy and procedure manual • Has and follows a salary scale • Master Teachers • Staff have access to licensing requirements
TWICE A YEAR	• 2 Staff meetings • 2 Parent meetings
EVERY YEAR	• Director has 30 clock hours of training per employment year. • Staff have 20 clock hours of training per employment year. • Professional Development plans for director and staff are reviewed and updated annually. • Parent conferences with written report provided • Parents participate in program and policy development • Complete health and safety checklist and keep on file at center • Staff evaluated in writing.
EVERY 2 YEARS	• Survey parents and staff • Complete self assessment tool • Establish goals and make a written plan for meeting them.
EVERY 3-5 YEARS	• Renew National Accreditation

TIPS FOR STAYING IN COMPLIANCE

1. *KNOW* and *FOLLOW* the licensing requirements.
2. Prepare and practice every day as if you were going to have a licensing monitoring visit.
3. Do regular checks and walk through your facility.
4. Use other sets of eyes by having someone do a written check of your center from time to time.
5. Ask teachers to help monitor the facility for compliance with licensing requirements and correct non-compliance promptly.
6. Develop good behavior and habits in yourself and your staff.
7. Use safety supplies and technology and remember that nothing takes the place of *SUPERVISION*.
8. Plan – know when something needs to be done or is going to expire and take care of it BEFORE that time.
9. Keep records organized and up-to-date: staff professional development, children's records, drills, etc.
10. Develop and carry a responsible attitude of ownership and pride in your center, your classroom, your work place.
11. Continue to seek professional development in administration and management, as well as early care and education.
12. Ensure that every teacher maintains a Professional Development Record and selects professional development that enhances their overall professional growth.
13. Encourage and support all teachers in obtaining a credential or degree. This will provide a larger supply of teachers meeting master teacher qualifications.
14. Improve staff salaries as much as possible to reduce staff turnover.
15. Utilize available resources such as Licensing Specialist, Consultation and Technical Support Specialist (CATSS) and Resource and Referral (R&R) to assist you in maintaining and enhancing compliance.
16. Do *MORE* than what you have to do.

APPROVED PROFESSIONAL DEVELOPMENT FOR STARS

Directors

- ✓ Initial Star approval
  - o at least 2 college credits or 30 hours of job related professional development within the last 12 months
- ✓ Ongoing professional development
  - o at least 2 college credits or 30 hours of job related professional development during the employment year

Staff

- ✓ After being employed for 12 months, staff have at least 2 college credits or 20 hours of job related professional development completed annually during the employment year.

Employment Year example and information:

A staff person is hired to work on 07/09/10. This person's employment year began 7/9/2010. Annual professional development is computed between 07/09/10 and 07/08/11 and continues in that matter.

The date of employment is maintained unless there is a break in service from the employing organization/sponsor.

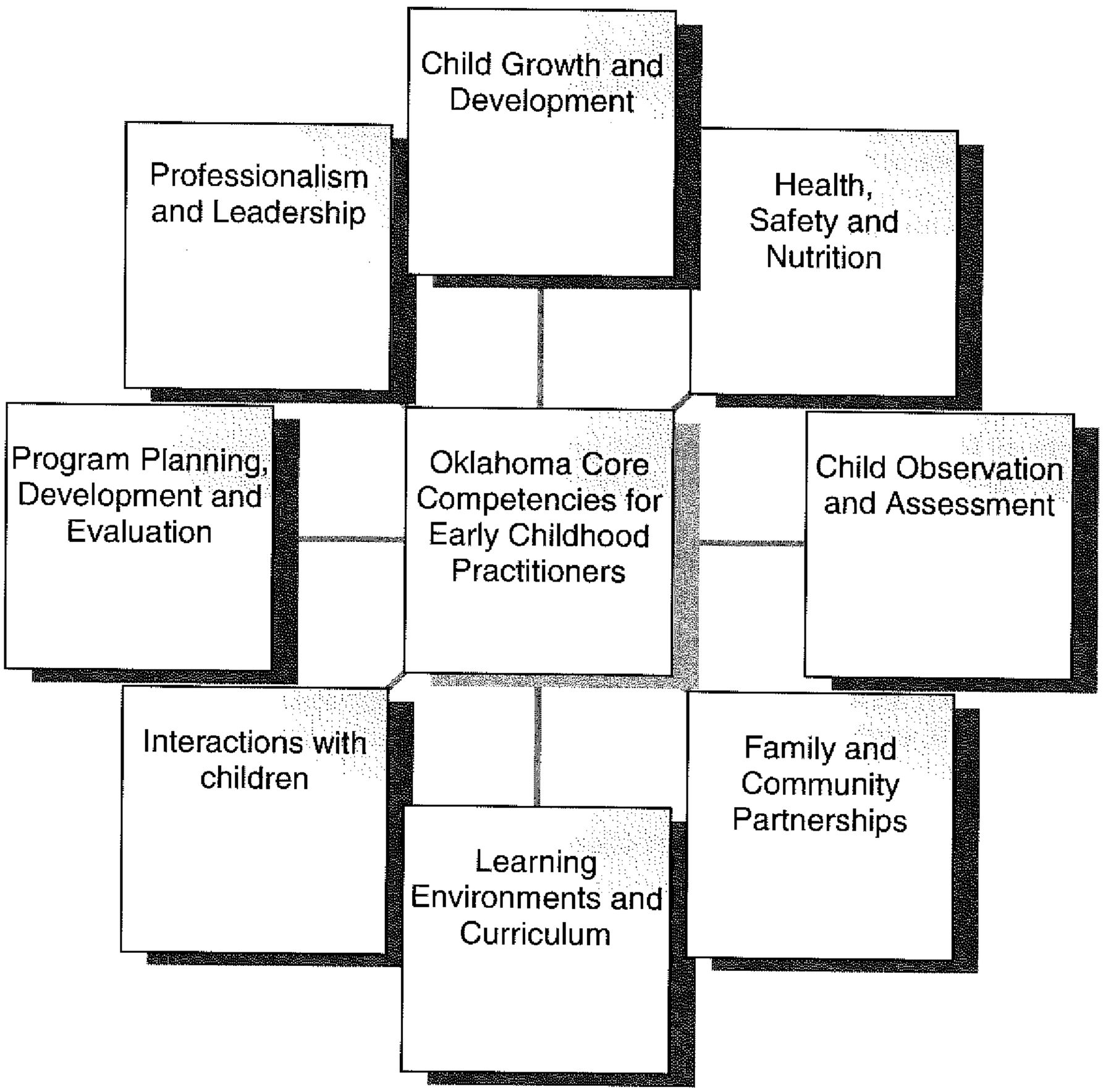
Failing to obtain the full professional development hours in an employment year is a violation. The lacking hours must be completed before counting any professional development hours for the current employment year. Professional development hours may not be counted in two employment years.

1 college credit hour equals 16 clock hours of professional development

Professional development must be related to position responsibilities from any approved sponsor/source.

Professional development is an ongoing process used to improve the knowledge and skills to best serve children and families. A written plan helps to track training or credentials and grown in the field of early care and education.

All early care and education professionals should demonstrate competency in the 8 core content areas of the Oklahoma Core Competencies for Early Childhood Practitioners



To locate professional development opportunities visit
www.cecpd.org

MASTER TEACHER QUALIFICATIONS

A one Star and one Star plus facility meets minimum requirements for master teachers with a ratio of 1 master teacher for every 60 children. A center must have 1 master teacher for every 30 children* to qualify for a higher Star and after a year of being at two Star status, a center needs to have 1 master teacher for every 20 children*.
A person is not counted as a master teacher, director or qualified caregiver in more than one facility unless the facilities are programs that do not operate concurrently at any given time.

A master teacher must be employed at the facility, be on-site on a full-time basis, work directly with children and meet and maintain ONE of the following:

- **Occupational Child Care Competency Certificate for master teacher or lead teacher** from an Oklahoma Technology school AND 3 months of satisfactory full-time experience in a licensed or legally exempt childcare setting. For more information about this certificate, call your area Technology school or 1-800-522-5810

OR

- Current **CDA** (**Child Development Associate Credential**). For more information, call 800-424-4310 or visit www.cdacouncil.org

OR

- Current **CCP** (**Certified Childcare Professiona**l) credential. For more information, call 800-543-7161

OR

- **Certificate of Mastery** in early childhood education or child development from an accredited Oklahoma two-year College. For more information, call 866-343-3881

OR

- 30 college credit hours from an accredited college or university *which includes at least 12 college credit hours in child development, early childhood education, or other coursework that supports working with children*

OR

- 4-year degree from an accredited college or university *which includes 6 college credit hours in child development, early childhood education, or other coursework that supports working with children*

OR

- 2 or 4 year degree from an accredited college or university in child development or early childhood education

OR

- A valid teaching certificate in early childhood education from the Oklahoma State Department of Education

*In centers licensed as a school-age program or programs where the majority of children are school age, staff can also meet master teacher with:

- A degree or coursework in elementary education, recreation or other coursework that supports working with children, families and the community.

OR

- 120 clock hours of school-age related professional development within the last five years AND one year of full- time experience in a licensed or legally exempt school-age childcare setting AND every two years receives a minimum score of 5.0 on the School-Age Environment Rating Scale in a classroom where the master teacher is the lead teacher.

REACHING FOR THE STARS—RIGHTS AND RESPONSIBILITIES

You have the right to:

--submit an application and have it processed in a timely manner (no longer than 30 days)

--withdraw an application prior to approval or denial by contacting the Stars Outreach Specialist for your area

--receive written notification of the decision made regarding your application

--if denied, contact the Stars Outreach Specialist or Licensing supervisor for discussion/clarification

-reapply at anytime following a denial once all criteria are met. However, if the request was denied due to **N**umerous, **R**epeated, or **S**erious non-compliance(s), the facility may not be approved for a higher certification level for six months from the denial date. You may request to reduce the six-month waiting period by requesting it in writing to the Regional Program Manager.

--request an extension of time to comply. You may request an extension of time to comply under the following circumstances: your facility has a plan of correction for a Star criteria violation (except compliance with licensing) and you are unable to correct non-compliances within the agreed-upon time frame, you are not able to meet the criteria in order to apply for two Star status at the end of 24 months of one Star plus status. You must demonstrate that the violation of the criteria was not foreseeable and beyond your control; all requests must be submitted in writing 30 days prior to the expiration of the agreed-upon time frame for violations and must include all supporting documentation or 30 days prior to the expiration of one Star plus certification, all requests are to be made to

Oklahoma Child Care Services--QRIS Program Manager
PO Box 25352
Oklahoma City, OK 73125

--receive written notification of the decision for an extension of time to comply

--receive written notification regarding violation of Stars criteria. This notification may be in the form of a letter, notice to comply, supplementary information page, or on the periodic Stars review completed for the appropriate Stars level

--you have the right to grieve any non-compliances or substantiated complaints within 10 days of notification.

--request an alternative settlement in lieu of being recommended for reduction, by submitting a plan to the Regional Program Manager

--receive written notification of a reduction of the Stars level and instructions on requesting an appeal of this decision

You have the responsibility to:

--submit a completed request for Star certification (Star levels are not awarded until an application has been submitted and approved)

--maintain compliance with licensing requirements (numerous, repeated or serious non-compliances may result in denial of a higher Star rating. Your Star level may be reduced due to serious violations).

--understand and maintain all Star criteria at the appropriate levels and request assistance with understanding criteria as needed.

--notify Licensing in writing within five days of any change in your program's ability to meet Star criteria (examples include: loss of a master teacher, director, accreditation, etc.)

--submit a written plan for correcting violations of Star criteria within an agreed-upon time frame, not to exceed 90 days from the date the violation occurred or the date a facility is notified of a substantiated complaint

--complete all methods of program evaluation within the first year of two Star status and repeat them as required.

--obtain required professional development and maintain documentation for all staff and/or employees

- **--at least 2 college credits or 20 hours of job related professional development during the employment year for teaching staff and home providers, at least 2 college credits or 30 hours of job related professional development during the employment year for directors. Note: in-service professional development, videos, and on-site professional developments, are limited to 6 hours each year. <u>Reading does not count for Star professional development</u>**

--submit a Request for Child Care Center Star Certification (form 07LC025E) 30 days prior to the expiration date if you are a one Star plus facility, or request an extension of time to comply as previously described

--maintain current credentials for director and master teachers and/or accreditation

--be a director or master teacher at only ONE facility certified as one Star plus or higher

For information on Licensing Rights and Responsibilities:
http://www.okdhs.org/programsandservices/cc/prvdrs/lic/

PROCEDURES FOR EXTENSION OF TIME TO COMPLY

The owner, designated agent, or director may submit a written Request for an Extension of Time to Comply when additional time is needed to:

1) Correct a violation of Stars criteria for the certification level, such as loss of a master teacher or loss of accreditation; and

2) Two Star criteria cannot be met after 24 months of one Star plus certification.

The owner, designated agent, or director submits *Form 07LC074E Request for Extension* (available at www.okdhs.org or from any OCCS staff) along with any and all supporting documentation to the QRIS program manager or designee 30 days prior to the agreed-upon time frame for the correction of the violations or expiration of the one Star plus certification.

Supporting documentation may include: letters from instructors, accrediting agencies, CDA council; professional development certificates and/or transcripts, copies of help wanted ads, etc.

The decision to approve an extension of time to comply is made by the QRIS program manager or designee. Approval of an extension of time to comply does not set a precedent, and each request is independently evaluated.

The provider is notified of the decision in writing.

Criteria taken into consideration to determine whether to approve a request for an extension of time to comply:

Date of Request

Extension requests are to be made by filling out and submitting form 07LC074E, "Request for Extension of Time to Comply" at least 30 days prior to either plan of correction date or expiration of one Star plus. Extension requests received less than 10 days prior to one Star plus expiration or plan of correction time will not be approved.

Plan of correction and type of violation

In order to request an extension of time to comply, a plan of correction must first have been in place (not to exceed 90 days), for criteria not met.

Extensions will not be approved for on-going professional development for an employment year.

Compliance

The facility's record of compliance regarding numerous, repeated and/or serious non-compliance with applicable licensing requirements is taken into consideration in determining whether to approve the request.

An extension will not be approved for any facility whose case is under review of possible negative action.

Staff

Facility must have enough master teachers to meet minimum licensing requirements (1:60) before an extension can be approved.

Number of staff needed to meet master teacher ratio must be currently enrolled in or actively working on meeting educational requirements and are able to provide documentation of their education status and progress.

Reason for extension or time not met

Total extensions of one Star plus status granted to a facility will not exceed a total of 12 months, unless circumstances are extreme.

Total extensions of time to comply granted for obtaining or replacing master teachers may not exceed a total of 12 months, unless circumstances are extreme.

One extension, not to exceed 6 months, may be granted for those facilities attempting to go through national reaccreditation.

Request for Extension of Time to Comply

Facility name			License number K8	
Street or P.O. Box mailing address		City	State	Zip
Area code	Phone	Licensing specialist		

Requests **MUST:**

1. show how the violation(s) was unforeseeable and beyond your control; **and**
2. be submitted, **with all supporting documentation:**
   - 30 days prior to the agreed-upon time frame for correction of violations; **or** 30 days prior to the expiration of 1+ Star;
   - to: Stars program manager
     Oklahoma Child Care Services (OCCS)
     P.O. Box 25352, Oklahoma City, OK 73125

I am requesting an extension of time to comply because additional time is needed to (check all that apply):

- move from 1+ to 2 Star criteria ☐ completes Sections 1 & 3
- correct a Star criteria violation for master teacher ☐ completes Sections 2 & 3
- correct a Star criteria violation for accreditation ☐ completes Sections 2 & 3
- correct a Star criteria violation for _____ ☐ completes Sections 2 & 3

Section 1. Move From 1+ to 2 Star Criteria

Date 1+ Star achieved	Date 2 Star work began	Date expected to be ready for 2 Star
List your education plan, such as Certificate of Mastery		

List the reason(s) you are not yet ready to move to 2 Star:

Section 2. Star Criteria Violations

List the reason(s) additional time is needed to meet the criteria.

Date your current plan of correction expires: _____

Section 3. Action

Date you expect to meet the criteria: _____

Describe your plans for meeting the criteria. Be specific.

Are supporting documents, such as professional development certificates or transcripts, attached? Yes ☐

I understand failing to submit a timely and/or incomplete request may result in the denial of my request.

_____ _____

Signature Date

For Oklahoma Child Care Services use only			
Date received	Stars specialist	Extension granted Yes ☐ No ☐	Date of extension
Licensing specialist	Supervisor	County/zip	Number of request
Star level	Star history	Database update ☐ Computer update ☐	Consultant
Other			

RESOURCES

ACCREDITING AGENCIES

Association of Christian Schools International (ACSI) 13739 Omega Rd. Dallas, TX 75244	877-706-9738 972-991-2822	www.acsi.org
Council on Accreditation (COA) 45 Broadway 29th floor New York, NY 10005	866-262-8088 212-797-3000	www.coanet.org
National Accreditation Commission for Early Care and Education Programs (NAC) 7608 HWY 71 West Ste E Austin, TX 78735	800-537-1118 512-301-5557	www.naccp.org
National Association For Education of Young Children (NAEYC) 1313 L Street NW Suite 500 Washington, DC 20005	800-424-2460	www.naeyc.org
National Early Childhood Program Accreditation (NECPA) 1150 Hungryneck Blvd. Suite C305 Mount Pleasant, SC 29464	800-505-9878	www.necpa.net

EDUCATION & SCHOLARSHIP

Certified Child Care Professional (CCP) National Child Care Association (NCCA) 1325 G St NW Suite 500 Washington, DC 20005	800-543-7161 888-805-2577	www.nccanet.org
Career Technology Centers Early Care and Education/Pathways	405-377-2000 800-522-5810	www.okcareertech.org

Child Development Associate Credential (CDA) 2460 16th St. NW Washington, DC 20009	800-424-4310	www.cdacouncil.org
Scholars for Excellence in Child Care (SECC) Scholarship program 655 Research Parkway Suite 200 Oklahoma City, OK 73104	405-225-9100 866-343-3881	www.okhighered.org/scholars You may also obtain information from a scholar coordinator or admissions office of local career tech

Scholar Coordinators

Carl Albert State College (Poteau, Idabel)	918-647-1252
Connors State College (Muskogee)	866-343-3881
Eastern OK State College (Wilburton)	866-343-3881
Murray State College (Tishomingo)	580-371-2371 ext. 234
Northeastern OK A & M (Miami)	918-540-6309
Northern OK College (Enid)	580-548-2361
Northern OK College (Stillwater)	405-372-2404
Oklahoma City Community College (OKC)	405-682-7832
OSU/OKC	405-945-9168 or 800-560-4099
Redlands (El Reno)	405-422-1286
Rose State College (Midwest City)	405-733-7449
Seminole State College (Seminole)	405-382-9700
Tulsa Community College	918-595-8280 or 918-595-8024
Western OK State College (Altus)	580-477-7920
Career Technology Centers/Pathways	866-343-3881 or 405-225-9396

PROFESSIONAL DEVELOPMENT

AMERICAN RED CROSS	405-228-9500 918-831-1100	www.redcross.org
AMERICAN HEART ASSOCIATION	405-942-2444 800-242-8721	www.americanheart.org
CARE Courses P O Box 10526 McLean, VA 22102	800-685-7610	www.carecourses.com
Center for Early Childhood Professional Development (CECPD) 1801 N. Moore Ave. Moore, OK 73160	405-799-6383 888-446-7608	www.cecpd.org
Oklahoma Child Care Services P O Box 25352 Oklahoma City, OK 73125	405-521-3561 800-347-2276	www.okdhs.org/childcare
Safe Kids Coalition 940 NE 13th Nicholson Tower Suite 3890 Oklahoma City, OK 73104	405-271-5695	www.oksafekids.org

RESOURCE AND REFERRAL

Cherokee Nation Child Care R & R P O Box 948 Tahlequah, OK 74465	918-453-5300 888-458-6230	www.cherokeekids.net
Child Care Resource Center 16 E 16th Suite 207 Tulsa, OK 74119	918-834-2273	www.ccrctulsa.org

Child Care Finders 2615 E. Randolph Enid, OK 73701	580-548-2318 800-401-3463	www.childcarefinder.org
Delaware Child Development **Child Care Links** 5110 Tuxedo Blvd. Bartlesville, OK 74005	918-337-6500 866-254-9864	www.delawarechild.org/rrhome.html
ECU Continuing Education 200 Fentem Hall Box E-3 Ada, OK 74820	580-436-5202 800-862-5593	www.ecok.edu/ccrra/
Great Plains Child Care 901 S Broadway Hobart, OK 73651	580-726-2172 888-878-4417	www.gpccrr.org
Oklahoma Child Care Resource & Referral (OCCRRA) State office for Resource & Referral agencies 4200 Perimeter Center Suite 235 Oklahoma City, OK 73112	405-942-5001 888-962-2772	www.oklahomachildcare.org
Rainbow Fleet (R &R) 3024 Paseo Oklahoma City, OK 73103	405-525-3111 800-438-0008	www.rainbowfleet.org
SEOSU Continuing Education 1405 N. 4th Ave. PMB 4232 Durant, OK 74701	580-745-3176 888-320-5205	www.se.edu/childcare

EARLY CHILDHOOD PROFESSIONAL ORGANIZATION

Supports professional development of early care and education staff

Council for Exceptional Children	888-232-7733

Early Childhood Association of Oklahoma (ECAO) 500 W. 15th St Suite 5 Edmond, OK 73013 State affiliate of SECA and NAEYC	405-285-5740 866-813-3226	www.ecaok.org
National Black Child Development Institute (NBCDI)	800-556-2234	
National Child Care Association (NCCA) 114 Buckhill Way Easley, NC 29642	800-543-7161 888-805-2577	www.nccanet.org
National Indian Child Care Association	918-453-5051	
Oklahoma Afterschool Association (OKAA) State professional organization affiliated with National Afterschool Alliance (NAA)	405-316-8831	www.okaaweb.org
Oklahoma Afterschool Network (OKAN)	405-236-5437	www.okafterschool.org
Oklahoma Child Care Association (OCCA) 3034 NW 17th or PO BOX 2485 Oklahoma City, OK 73101	405-942-0771 800-580-4181	www.oklahomachildcareassociation.com
Southern Early Childhood Association (SECA)	800-305-7322	

SALARY SUPPLEMENT

REWARD 1801 N. Moore Ave Moore, OK 73160	888-446-7608	www.cecpd.org

PHYSICAL ACTIVITY AND NUTRITION RESOURCES

American Academy of Pediatrics 141 Northwest Point Blvd Elk Grove Village, IL 60007-1098	847-434-4000	www.aap.org/topics.html
Centers for Disease Control and Prevention 1600 Clifton Rd. Atlanta, GA 30333	800-CDC-INFO 800-232-4636	www.cdc.gov
Child Care Aware 1515 N Courthouse Rd 11th floor Arlington, VA 22201	800-424-2246	www.childcareaware.org
Choosy Kids 3160 Collins Ferry Rd. Morgantown, WV 26505	304-777-4541	www.choosykids.com
Healthy Child Care PO BOX 624 Harbor Springs, MI 49740	231-526-6342 877-258-6178	www.healthychild.net/nutrit' pub.ntml
Healthy Child Care America		www.healthychildcare.org
Let's Move		www.letsmove.gov
Let's Move Child Care		http://www.healthykidshealthyfuture.org/welcome.html
National Association for Sport and Physical Education 1900 Association Drive Reston, VA 20191	703-476-3410 800-213-7193	www.aahperd.org/naspe
Office of Child Care Fit Source		http://nccic.acf.hhs.gov/fitsource/

PKimbrell.com 11226 Trailside Court San Diego, CA 92127	619-992-7758	www.pkimbrell.com/resources
United States Department of Agriculture 10301 Baltimore Ave, Suite 105 Beltsville, MD 20705-235	703-305-1624	www.healthymeals.nal.usda.gov www.choosemyplate.gov

ADDITIONAL RESOURCES & HELPFUL NUMBERS

American Academy of Pediatrics 141 Northwest Point Blvd Elk Grove Village, IL 60007-1098	847-434-4000	www.aap.org/
American Sign Language University (ASLU)		www.lifeprint.com
Back to Sleep	800-505-2742	www.nichd.nih.gov/SIDS
Caring Van (on-site immunizations)	405-316-7250 405-316-7170 918-551-3414 918-551-3404	www.oklahomacaringfoundation.org
Child Abuse Reporting Hotline	800-522-3511	
Emergency Preparedness Document Protecting Children in Child Care During Emergencies		http://www.naccrra.org/publications/naccrra-publications/publications/8960503_Disaster%20Report-SAVE_MECH.pdf
Franklin Porter Graham Child Dev. Institute CB#8180 Chapel Hill, NC 27599-8180	919-966-2622	www.fpg.unc.edu

Good Health Handbook	405-271-4471 405-521-3561 800-347-2276	www.ok.gov/health/child_and_family_health/Maternal_and_child_health_service/child_and_Adolescent_health/early_childhood_comprehensive_systems
National Child Care Information Center		www.nccic.org
OASIS	800-426-2747	www.oasis.ouhsc.edu
Oklahoma Institute for Child Advocacy (OICA) 420 NW 13th Oklahoma City, OK 73103	405-236-5437	www.oica.org
Oklahoma State Dept of Health 1000 NE 10th Oklahoma City, OK 73117	405-271-5600 800-522-0203	www.health.ok.gov
Oklahoma State Bureau of Investigation (OSBI) 6600 N. Harvey Oklahoma City, OK 73116	405-848-6724	www.ok.gov/osbi/
Poison Control	405-271-5062 800-222-1222	www.aapcc.org www.oklahomapoison.org
Smart Start **421 W NW 13th Suite 270** **Oklahoma City, OK 73103**	405-278-6978 866-283-0987	www.smartStartok.org

SoonerStart	405-521-4880 405-521-4155	http://www.sde.state.ok.us/Curriculum/SpecEd/SoonerStart.html
WARMLINE	888-574-5437	www.ok.gov/health/child_and_family_health/child_guidance_service
Zero to Three: National Center for Infants, Toddlers and Families 1255 23rd St, NW, Suite 350 Washington, DC 20037	202-638-1144 800-899-4301	www.zerotothree.org

CHILD CARE PROVIDER RATE SCHEDULE

Taken from Appendix C-4-B (O8AX006E)

Enhanced area counties: Caddo, Canadian, Cherokee, Cleveland, Comanche, Creek, Garfield, Kay, Logan, McCurtain, Oklahoma, Ottawa, Payne, Pittsburg, Pottawatomie, Tulsa, Wagoner, Washington, and Woods

One Star child care centers

Age of Child	Standard Area Full Daily Rate	Standard Area Part Daily Rate	Enhanced Full Daily Rate	Enhanced Part Daily Rate
0 – 12 months	$15.50	$11	$15.50	$11
13 – 24 months	$15.50	$11	$15.50	$11
25 – 48 months	$13.25	$9	$13.50	$9
49 – 72 months	$13.50	$9	$13.50	$9
73 mos – 13 yrs	$11.25	$7	$11.25	$7

One Star Plus child care centers

Age of Child	Standard Area Full Daily Rate	Standard Area Part Daily Rate	Enhanced Full Daily Rate	Enhanced Part Daily Rate
0 – 12 months	$18.25	$12	$21.25	$14
13 – 24 months	$18.25	$12	$20.25	$14
25 – 48 months	$16.00	$11	$18.25	$12
49 – 72 months	$15.00	$10	$17.25	$12
72 mos – 13 yrs	$12.75	$9	$15.00	$10

Two Star child care centers

Age of Child	Standard Area Full Daily Rate	Standard Area Part Daily Rate	Enhanced Full Daily Rate	Enhanced Part Daily Rate
0 – 12 months	$24.00	$14	$30.00	$19
13 – 24 months	$23.00	$14	$27.75	$17
25 – 48 months	$20.50	$12	$24.75	$15
49 – 72 months	$18.00	$11	$20.25	$14
72 mos – 13 yrs	$14.00	$10	$16.50	$12

Three Star child care centers

Age of Child	Standard Area Full Daily Rate	Standard Area Part Daily Rate	Enhanced Full Daily Rate	Enhanced Part Daily Rate
0 – 12 months	$35.00	$21	$35.00	$21
13 – 24 months	$32.75	$19	$32.75	$19
25 – 48 months	$27.75	$17	$27.75	$17
49 – 72 months	$22.50	$15	$22.50	$15
72 mos – 13 yrs	$18.25	$12	$18.25	$12

For more information visit www.okdhs.org

DEFINITIONS

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Accreditation: national standard established for professional practice and engages programs in a continuous practice of improvement to provide high quality services. The accreditation process is completed through a national accrediting body. For a list of approved accrediting agencies, please refer to the resource list in this book or www.cecpd.org.

Assessment tool: based on research and positive early childhood practice and performed by an outside source to assist facilities in evaluating their program's strengths and areas for growth. Assessment tools may be rating scales such as Environment Rating Scale (ERS) or Program Administration Scale (PAS).

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Center for Early Childhood Professional Development (CECPD): an Oklahoma Child Care Services (OCCS) partnering agency that supports the individuals who work in licensed early care and education settings in Oklahoma with professional development, REWARD, trainer and training approval registry, director's credential, video lending library, ERS assessors, and more. It is a department of the University of Oklahoma's College of Continuing Education. (888-446-7608, 405-799-6383, or www.cecpd.org,)

Certificate of Mastery (CoM): an 18 college credit hour certificate awarded by the Scholars program at Oklahoma 2-year colleges consisting of fifteen hours of child development/early childhood education and English Composition. The Scholars program offers a tuition scholarship to eligible providers.

Certified Child Care Professional (CCP): a child care credential awarded to an individual who has successfully completed the CCP training and assessment process, thus demonstrating educational and experiential activities that promote skill development in professional ability areas. This credential is awarded by the National Child Care Association (800-543-7161, www.nccanet.org). The Scholars program offers a CCP Assessment Scholarship. This credential expires and requires a renewal process.

Child Care Center: a facility that provides care for children and operates more than 30 hours per week.

Child Care Health Consultants: professionals from the Oklahoma State Department of Health with training and experience in both health care and child care. They offer health and safety training, assistance in developing health policies, visit programs to check health and safety practices, answer questions and provide resources. (888-574-5437 or 888-962-2777)

Child Development: the study of physical, intellectual, emotional and social changes that occur in children from conception through adolescence.

Child Development Associate (CDA) Credential: a national credential awarded to an individual who has successfully completed the CDA educational and assessment process by demonstrating competence in 13 functional areas. The CDA credential is supported by the Council for Professional Recognition (800-424-4310, 202-265-9090, or www.cdacouncil.org). The Scholars program provides scholarships for eligible directors, teachers and providers to complete coursework for the CDA credential through the Early Education: Pathway to CDA and all Oklahoma community year colleges. The Scholars program also offers a CDA Assessment scholarship. This credential expires and requires a renewal process.

Coaching: a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient. Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.

Consultation: a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern, a program, organizational, staff, child, family-related issue, or addresses a specific topic.

Consultation and Technical Support Specialist (CATSS): Oklahoma Child Care Services staff who provide onsite consultation, technical assistance, coaching, professional development advising, and training for child care providers, center staff, and directors of One Star Plus and higher programs to enhance the quality of child care They encourage and assist the child care program in attaining maximum standards and consult with child care staff, owners and operators, child care providers and other agencies to advocate for quality child care.
(800-347-2276, www.okdhs.org)

Council on Accreditation (COA): an accrediting body for licensed behavioral health and school age programs and is approved by Oklahoma's QRIS
(212-797-3000, or www.coanet.org).

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Daily schedule: a written timetable of events that shows what is *supposed* to happen throughout the day. This is different from a required lesson plan. Free play in which all materials are accessible to children is recommended for 1/3 of the hours of operation.

Developmentally Appropriate Practice (DAP): a framework of principles and guidelines for best practice in the care and education of young children that is grounded in research on how children develop and learn. The principals and guidelines outline practice that promotes young children's optimal learning and development. DAP takes into consideration children's age and individual needs, interests, cultural backgrounds, and individual developmental needs.

Direct Care Organization: any licensed child care facility, whether they are a home or a center, that is registered with the Oklahoma Professional Development Registry located at CECPD.

Director's Certificate of Completion (DCoC): a 24 college credit hour certificate awarded by the Scholar's program and is available for directors and assistant directors, and family child care home providers only. The CoM must be completed along with a designated computer and business course. The Scholars program offers a tuition scholarship to eligible providers.

Director's Certificate of Mastery (DCoM): a 33 college credit hour certificate available only through OSU-Oklahoma City. The Scholars program offers a tuition scholarship to eligible directors, assistant directors, and family child care providers for this credential.

Diversity: the inclusion of people of different abilities, races, genders, or cultures in a safe, positive, nurturing environment.

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Early Childhood Environmental Rating Scale-Revised (ECERS-R): an assessment tool approved by Oklahoma Department of Human Services (OKDHS) for classrooms with children 31 months to 5 years. (See ERS definition)

Early childhood professional development: a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families as well as ongoing experiences to enhance this work.

Early childhood professional organization: an organization that supports the professional development of early childhood teachers and that promotes improvements in services to young children. Some organizations are listed in the resource section of this document.

Early Education: Pathway to CDA: a comprehensive CDA curriculum that consists of 17 units of CDA training through technology centers and prepares child care providers for the national CDA credential awarded by the Council for Professional Recognition. Courses can be taken online or in the classroom. The Scholars program offers a tuition and assessment scholarship to eligible providers.

Early Head Start: a program sponsored by a Head Start agency or "grantee" that provides low-income pregnant women and families with children from birth to age 3 with family-centered services that facilitate child development, support parental roles, and promote self-sufficiency.

Educational Professional Development Plan (PDP): a written plan that documents an individual's goals to remain current regarding knowledge and practices in the field of early childhood education/child development and personal professional advancement. A PDP helps individuals stay organized in meeting required training deadlines, plan for and track required training to renew credentials that expire, develop a list of meaningful training for the individual, and develop a plan to progress in the field of ECE.

Employee evaluation: used to clearly communicate expectations, document staff performance, recognize accomplishments and reward outstanding performance, improve staff performance, develop and motivate employees, and help achieve the goals of a program. It should be based on the employee's formal job description and should be specific, measurable, achievable, results-focused, and time-bound.

Entry Level Child Care Training (ELCCT): provides basic child care training required of new child care center teaching staff and is offered through CECPD in the classroom and online.

Environment Rating Scale (ERS): an assessment tool approved by OKDHS that helps programs develop goals for improvement and gives the program a picture of its current quality. There are 4 scales covering birth to school-age as well as family child care (ITERS-R, ECERS-R, SACERS, and FCCERS-R).

Equipment Inventory: a detailed, itemized list of required equipment specific to the number and ages of children in a specific child care setting. An equipment inventory is completed by counting equipment and completion of OKDHS form for Child Care Center/Part-Day Children's Program/School-Age Program. It is best practice to complete this inventory annually and can be done as part of program evaluation.

Extension of Time to Comply: a written request by a child care owner, designated agent, or director to ask for additional time to meet Stars criteria. An extension request must be submitted 30 days prior to the end of a Plan of Correction. It is submitted to the Stars Outreach Specialist and includes the completed approved OKDHS form and any supporting documentation.

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Family Child Care Environment Rating Scale-Revised (FCCERS-R): an assessment tool approved by OKDHS for family child care home environments. (See ERS definition)

Family Child Care Home (FCCH): a family home that provides care and protection for seven or fewer children for part of the 24-hour day.

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Head Start Agency or "grantee": a local public or private nonprofit agency designated to operate a Head Start program by the responsible Department of Health and Human Services official at the federal level.

Head Start: a program funded under the Head Start Act and carried out by a Head Start agency or grantee that provides ongoing comprehensive child development services according to the federal Head Start Performance Standards.

Head Start Performance Standards: the Head Start program functions, activities and facilities required and necessary to meet the objectives and goals of the Head Start program as they relate directly to children and their families. The Secretary of Health and Human Services reviews and revises, as necessary, the Head Start Program Performance Standards (including Early Head Start) as regulations establishing performance standards and minimum requirements with respect to health, education, parent involvement, nutrition, social, transition, and other Head Start services as well as administrative and financial management, facilities, and other appropriate program areas.

Health and Safety checklist(s): a detailed written checklist(s) used to ensure the physical health and safety of children in care for both the indoor and outdoor space. A health and safety checklist is available in the Good Health Handbook.

IIIIIIII

Infant/Toddler Environment Rating Scale-Revised (ITERS-R): is an assessment tool approved by OKDHS for classrooms with children birth to 30 months.
(See ERS definition)

Interest areas: areas within a classroom, home, or learning space arranged so that children are able to participate in a variety of activities relating to art, reading, dramatic play, blocks, manipulatives, math, science/nature, music and movement, etc.

JJJJJJJJ

Job description: a specific tool that describes the unique and essential duties of a particular job and usually includes job title, job responsibilities, major tasks (specifically what the staff will be doing), job qualifications (such as education, experience and specialized skills or knowledge). They help potential staff decide if they are a good fit with a program's philosophies and needs and provide a foundation for staff evaluations.

LLLLLLLL

Large Family Child Care Home (LFCCH): a residential family home that provides care and supervision for eight to twelve children for part of the 24-hour day.

Leadership Academy: a course offered by CECPD and designed for child care directors, assistant directors, and administrators. Leadership Academy provides leadership skill training and focuses on ways to become a more effective leader to meet the needs of staff and children in their care.

Lesson plan: a current, weekly, written, detailed description of activities intended to develop certain skills for a group of children and may show what is planned for different areas used by children such as the reading or block center, outdoors, or circle time. Lesson plans may also include what will be covered in a curriculum unit or show how specific goals for children will be addressed. The program uses the Oklahoma Early Learning Guidelines as a resource for lesson and curriculum planning. *Lesson plans are not to be confused with daily schedules.*

Licensing: Child Care Licensing is managed by the Oklahoma Child Care Services (OCCS), a division of the Oklahoma Department of Human Services. The Child Care Facilities Licensing Act defines those programs required to be licensed. Their website includes links to licensing requirements, also known as standards, for various types of care. Each program has their own minimum licensing requirements for the protection of children's health, safety and well-being. (800-347-2276 or www.okdhs.org)

Licensing Specialists: Oklahoma Child Care Services staff who monitor to ensure maintenance of minimum standards for the care and protection of children away from their own homes. They encourage and assist the child care facility in attaining maximum standards. They consult with child care staff and offer training, inform prospective owners and operators about licensing requirements, and work with parents, child care providers and other agencies to advocate for quality child care.

MMMMMMMM

Master Teacher: a teacher who is on-site full time and meets and maintains one of the requirements for master teacher as described on master teacher qualifications page of this book. Master teachers work directly with children and support other teaching staff with responsibilities such as program development, weekly lesson plans, use of space and equipment, interactions with parents, and program evaluation.

Mental Health Consultants: trained professionals who visit child care facilities over an extended period of time, support the staff in dealing with children and families under stress, and promote the well-being of everyone in the child care facility. The consultant aims to stabilize the staff in child care settings by expanding their competencies in understanding challenging behavior. The consultant emphasizes the importance of early relationships and encourages positive social and emotional development. (Warmline: 1-888-574-5437)

Mentee: an individual working with a mentor. Often having less experience, and wanting to learn from the experience and guidance of a mentor to develop their personal or professional capacity, resulting in greater professional effectiveness.

Mentor: (an experienced advisor and trusted teacher; an influential senior sponsor or supporter) is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

NNNNNNNN

National Accreditation Commission for Early Care and Education (NAC): an accrediting organization for child care centers and approved by OKDHS. (800-537-1118 or www.naccp.org)

National Association for Family Child Care (NAFCC): an OKDHS approved accrediting agency for family child care homes as well as early education professional membership. (801-269-9339 or www.nafcc.org)

National Association for the Education of Young Children (NAEYC): an OKDHS approved accrediting agency for child care centers as well as early education professional membership. This organization supports early care and education for children ages six weeks to school age. (800-424-2460 or www.naeyc.org).

National Early Childhood Program Accreditation (NECPA): an OKDHS approved accrediting agency for child care centers that care for children ages six weeks to school age. (800-543-7161)

Non-Compliance: term used to define when licensing requirements are not met.

OOOOOOOO

Oklahoma Child Care Services (OCCS): responsible for making sure Oklahoma's children and their parents have access to licensed, affordable, high-quality child care where children have the opportunity to develop to their fullest potential in a safe, healthy, and nurturing environment. (800-347-2276 or www.okdhs.org)

Oklahoma Child Care Services (OCCS) Partners: organizations and agencies that work with OCCS to ensure that Oklahoma's children and families' need for quality child care are met. OCCS Partners include the Resource and Referral agencies, Scholars for Excellence in Child Care, Smart Start Oklahoma, Center for Early Childhood Professional Development, Oklahoma Technology Centers, and other OKDHS divisions.

Oklahoma Child Care Resource and Referral Agency (R&R): an OCCS partnering agency that has a network of regional sites throughout Oklahoma and provides services for parents, providers, and communities including child care referrals, provider training and advocacy. (405-843-5737 or www.occrra.net)

Oklahoma Core Competencies: a document which includes what all who work with young children need to know, understand, and be able to do to support children's learning and development and can be used to assess skills in content areas, plan for professional development, write job descriptions and personnel policies, and evaluate educational offerings. (http://www.okdhs.org/programsandservices/cc/prvdrs/lic/)

Oklahoma Department of Human Services (OKDHS): an agency of the State of Oklahoma responsible for providing help to individuals and families in need through public assistance programs and managing services for child care, seniors and people with disabilities. OCCS is a division of this state agency. (www.okdhs.org)

Oklahoma Early Learning Guidelines (ELG): a document which provides guidance to teachers with regard to what children should know and be able to do in order to experience school success. (http://www.okdhs.org/programsandservices/cc/prvdrs/lic/)

Oklahoma Professional Development Ladder: the formal process that allows a person to document his or her experience, training, and education in the child care field and is maintained on a registry by CECPD.

Oklahoma Professional Development Registry: a statewide database created to recognize the professional development of all individuals working in the early care and education field and maintained by CECPD. Some benefits of the registry are: Professional development in one location, interactive calendar and map, access professional development record online at any time, plan meaningful professional development and track your professional development accomplishments. www.cecpd.org

Orientation: professional development in which an individual engages prior to beginning a position that includes but is not limited to topics required in basic licensing requirements.

PPPPPPPP

Parent board: a group of parents who meet with the director, owner and other staff to create center goals, activities and program procedures.

Parent conferences: meetings held in person between a child's teacher and parents during which the child's progress, accomplishments, and challenges are discussed and goals are set together.

Parent contracts: agreements between parents and a facility which includes but is not limited to policy concerning hours, fees, payment schedule, vacation, and termination. Contracts are signed and dated by parents.

Parent handbooks: inform parents/families of the policies and procedures of the child care facility with helpful information that helps foster the development of a partnership between a child's family and child care.

Parent meetings: an opportunity for family enrichment and two-way communication between parents and staff helping to create collaboration.

Parent resource area: an area where parents can get information about agencies that provide services to families and articles on family topics.

Parent surveys: questionnaires given to parents to obtain their opinions and assist in identifying strengths and weaknesses of the program and evaluating the program's effectiveness in meeting the needs of children and parents.

Part-Day Children's Program: a facility that provides care and supervision for children and that operates for more than 15 but less than 30 hours per week.

Program Administration Scale (PAS): an assessment tool regarding child care facility administrative practices.

Physical activity: developmentally appropriate and fun daily motor skill development that is vigorous (that uses large muscle groups and gets children breathing deeper and faster than during typical activities) for short bouts of time. Children should enjoy 30-60 minutes of indoor and outdoor physical activity daily.

Policy and procedure manual: a manual that is clearly written to explain and define the job duties and responsibilities of staff, procedures and operating systems, and policies of the facility.

Primary caregiver: the caregiver who is present in the child care home and is responsible for the day-to-day operation of the program.

Professional development advising: a one-on-one process though which OCCS and its Partners offer information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications.

Program goals: written plans based on information gathered from the completed health and safety checklist, parent and staff surveys, self-assessments, and an assessment tool approved by OKDHS and include established goals related to the professional development and educational needs of staff as well as facility policy and procedures.

Provider qualifications: method that a primary caregiver of family child care home uses to meet and maintain their 2- or 3-Star status.

QQQQQQQQ

Quality Improvement Plan (QIP): a plan devised by a facility with time frames, steps, and resources needed to meet specific goals to assist the facility to move forward in implementing quality child care practices.

Quality Rating Improvement System (QRIS): the part of Oklahoma Child Care Services Licensing that is responsible for the Reaching for the Stars program, which is a method to assess, improve, and communicate the level of quality in early care and education settings. The criteria used in QRIS have been developed from research and what is universally considered to be quality care.

RRRRRRRR

Reaching for the Stars: Oklahoma's Quality Rating Improvement System designed to: 1.) assist individual providers in improving the care and education they provide for children; 2.) raise the professional development level of child care providers, 3.) parent's awareness of the importance of positive practices in child care. This system is based on tiered quality and reimbursement; there are also other incentives for programs that meet the Star criteria.

REWARD Oklahoma: provides education-based salary supplements to teachers, directors, and family child care home providers working with young children in child care settings.

SSSSSSSSSS

Salary scale: a written schedule detailing employee pay with increments based on role, education, specialized training, and years of relevant experience.

Scholar Coordinator: recruits and serves as a mentor and academic advisor while providing on-site individualized technical assistance to child care providers participating in the Scholars Program while pursuing a CDA credential, Certificate of Mastery, Director's Certificate of Completion, and/or Associate of Arts or Science degree in CD/ECE.

Scholars Program (formerly referred to as the Scholars for Excellence in Child Care program): provides educational opportunities for child care professionals through scholarships for licensed child care staff for coursework at community year colleges toward CDA credential, Certificate of Mastery, Director's Certificate of Completion and/or an Associate Degree in CD/ECE; and Pathway to CDA courses taken through technology centers. It also awards CDA assessment scholarships for 9 credit hours of CD/ECE or Pathway Competency Certificate.
(866-343-3881, 405-225-9395, or okhighered.org/scholars)

School-Age Environment Rating Scale (SACERS): an assessment tool approved by OKDHS for classrooms with children ages kindergarten through 12 years. (See ERS definition)

School-Age Program: a program that provides care and supervision for school-age children, for example, before-school and after-school programs, extended-day programs, day camps, summer camps, and summer park programs.

Screen time: the use of electronic media with a screen, such as television (TV), digital video display (DVD), video home system (VHS), video games, and computers.

Smart Start Oklahoma: an Oklahoma collaboration of public and private leaders who support community-based efforts to improve school readiness statewide.
(http://www.smartStartoklahoma.org)

Staff surveys: questionnaires given to facility staff to obtain their opinions and assist in identifying strengths and weaknesses of the program and evaluating the program's effectiveness in meeting the needs of children, parents, and staff.

Stars Outreach Specialist (SOS): an Oklahoma Child Care Services staff responsible for processing Star applications and extensions; as well as providing training, technical assistance, and promoting the Stars program.

TTTTTTTT

Technical assistance (TA): the provision of targeted and customized supports by a professional with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.

Transition times: times when children change from one activity period to another.

Transition plan: a scheduled plan of age-appropriate activities to assist children when they change from one activity to another.

VVVVVVV

Violation: term used to define when Star criteria is not met.

WWWWWW

Warmline: free telephone consultation and an online "A-Z Health Index" to child care providers on numerous topics of concern. Consultants can also refer providers to appropriate services and resources within their communities. (888-574-5437 or www.ok.gov)

Webinars: educational professional development for providers and directors that are broadcast over the internet.

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OKLAHOMA DEPARTMENT OF HUMAN SERVICES

Assuring Oklahoma families have access to licensed, affordable, quality child care.

OKDHS Pub. No. 40-52 Revised 07-21-11

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Appendix 12

Oklahoma School Readiness Risk Index

Referenced:
(B)(2)

Early Childhood Learning: Oklahoma School Readiness Risk Index (SRRI)

(Preliminary results)

In preparation for

Race to the Top – Early Learning Challenge Grant

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

Office of Planning, Research and Statistics

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INTRODUCTION

The concept of school readiness focuses on the ends and the means of being ready to learn: There are many factors that significantly explain and contribute to the likelihood of children being ready to learn, and the final objective of being ready to learn is to create an enabling environment and conditions for children to enjoy healthy and productive lives. The Oklahoma Department of Human Services (OKDHS) is deeply committed to provide individuals and families with services that promote such mission, especially for the more vulnerable populations.

The Office of Planning, Research and Statistics (OPRS) drew on the Pennsylvania Program Reach and Risk Assessment (2011) to create its own summary measure of school readiness for each of the 77 counties in the State: The Oklahoma School Readiness Risk Index (SRRI). The SRRI moves one step forward in terms of the methodology used, and increases the number of variables included in the analysis to eighteen, based on a comprehensive literature review regarding the factors associated to the readiness of children at school entry. Among those variables, the presence of special populations is carefully measured for the more vulnerable children, such as those who live in poverty, have disabilities, are migrant or homeless, are in Foster Care, reside in *Indian Lands*, and those that are English learners. Additionally, and following the mission of the Oklahoma Child Care Services (OCCS) in terms of making sure that children and parents have access to licensed, high-quality and affordable child care, the SRRI is analyzed in the light of how well the State is reaching its children with quality child care services.

The report includes: i) A compilation of data for children from birth to kindergarten entry in terms of population and the school readiness risk factors, ii) Subindices for each risk factor, iii) The SRRI composite measure, iv) A collection of maps for each subindices, the SRRI, and the SRRI with child care reach variables, and v) Technical notes and Definitions used in the report.

I. Definitions

Behind immunization schedule rate is defined as the percent of children who do not have the immunization schedule up-to-date (i.e. 4 DTaP, 3 Polio, 1 MMR, 3 Hib, and 3 Hepatitis B doses) as recommended by the Advisory Committee on Immunization Practices, the American Association of Pediatrics, and the American Academy of Family Physicians. The relevant schedule for children under 6 years is that of children two through three years old.

Child Care Facilities capacity is calculated as the monthly average of slots available from all OKDHS-licensed child care programs

County Urban/Rural classification defines all Metro counties (areas of 1 million people or more, areas of 250,000 to 1 million people, and areas of fewer than 250,000 people), as well as Non-metro counties with population of 20,000 or more, and those with population between 2,500 and 19,999, as *Urban*. Non-metro counties with population less than 2,500 are classified as *Rural*. Metro and Non-metro definitions follow the "2003 Rural-Urban Continuum Codes for OK, Economic Research Service, USDA".

Disability rate is defined as percent of children under 6 years of age who have an Individual Education Plan (IEP) in Pre-Kindergarten and Kindergarten.

Foster Care rate is defined as percent of children under 6 years of age who were removed from their homes and are in out-of-home care.

Homeless children rate means percent of children under 6 years of age who are defined as such according to section 725(2) of the McKinney-Veto Homeless Assistance Act (425 U.S.C. 11434a(2)).

Indian Lands rate is defined as percent of children under 6 years of age who reside in Tribal Jurisdictions in Oklahoma.

Kindergarten retention rate means percent of students enrolled in Kindergarten for the school year 2009-2010, having to repeat kindergarten.

Low birth weight rate means percent of births with weighing less than 2500g, as percent of all live births.[1]

Low-educated mothers rate means births to mothers with less than a high school degree as a percent of total number of live-births.

Migrant children rate is defined as percent of children under 6 years of age who participate in Migrant Education Programs (MEP) under Title 1, Part C of the *No Child Left Behind Act of 2001,* including those served under continuation of services authority.

1 M.S. Kramer (1987). Determinants of low birth weight: methodological assessment and meta-analysis. *World Health Organization*, 65(5): 663-737.

Potential demand of child care services rate is defined as percent of children under 6 years of age who live with two parents, both in the labor force, or live with one parent who is in the labor force.

Poverty rate means percent of children under 6 years of age who are below the poverty level (200% FPL).

Prospective shortage of child care slots is calculated as follows:
(1 - (Child Care Centers capacity/Potential demand of child care services)) x 100

Prospective shortage of high quality child care slots is calculated as follows:
(1 – (Two-star and Three-star Child Care Facilities capacity/Potential demand for child care services)) x 100

Reading and mathematics proficiency rates refer to students in third grade that score at or above the proficient level in a four level scale (i.e. Advanced, Proficient, Limited Knowledge and Unsatisfactory) on the Oklahoma Core Curriculum Tests (OCCT).

Single-parent family rate means number of own children under 5 years of age living with one parent without the presence of the other parent, as a percent of total number of children under 5.

Subsidized child care rate means percent of children under 6 years of age who receive child care subsidy

Subsidized child care rate of potential demand means percent of children under 6 years of age potentially needing child care services (*potential demand*), and receiving child care subsidy

Subsidized children in high quality child care facilities rate is defined as the percent of subsidized children under 6 years of age who receive child care services in Two-star and Three-star child care facilities

Subsidized children in the highest quality child care facilities rate is defined as the percent of subsidized children under 6 years of age who receive child care services in Three-star child care facilities

Substantiated cases of abuse and neglect rate means children under 6 years of age for whom an assessment or investigation of abuse and neglect was completed and were substantiated to be victims within a certain period of time, as a percent of total number of children under 6 years.[2]

Young mothers rate means births to teenage (10-19) mothers as a percent of total number of live-births.

2 Oklahoma Department of Human Services (OKDHS) (2011). Child Abuse and Neglect Statistics: State Fiscal Year 2010.

II. Technical note. Calculating the Oklahoma School Readiness Risk Index (SRRI)

The Oklahoma School Readiness Risk Index (SRRI) reflects the relative disadvantage of the counties in eighteen dimensions[3] that can be grouped into four: Infant/child related factors, mother related factors, family related factors, and special populations as defined in the Race to the Top-Early Learning Challenge Grant Application. The index measures the average level of achievement of a county in those eighteen dimensions of school readiness. The SRRI is the arithmetic mean of individual indices measuring achievements in each dimension.

Computing the individual indices

There are three steps to create subindices for each dimension. First, the quartiles need to be defined. Second, the actual values are compared to the quartile thresholds and assigned a value from 1 thorough 4. Third, counties are classified into four groups: low risk, medium risk, high risk, and very high risk.

Aggregating the subindices to produce the composite School Readiness School Index

The SRRI is the arithmetic mean of the eighteen dimension indices that have the same weight:[4]

$$(1/18\ I_{\textit{Low-birth weight}} + 1/18\ I_{\textit{Abuse and neglect}} + 1/18\ I_{\textit{Kindergarten retention}} + 1/18\ I_{\textit{Behind Immunization schedule}} + 1/18\ I_{\textit{Birth to young mothers}} + 1/18\ I_{\textit{Births to mothers with education}} + 1/18\ I_{\textit{Mother without prenatal care}} + 1/18\ I_{\textit{Mother use of tobacco/cigarette during pregnancy}} + 1/18\ I_{\textit{Single-parent family}} + 1/18\ I_{\textit{Hispanic or Latino ethnicity}} + 1/18\ I_{\textit{African American or black race}} + 1/18\ I_{\textit{Poverty}} + 1/18\ I_{\textit{Disability}} + 1/18\ I_{\textit{English learners}} + 1/18\ I_{\textit{Migrant}} + 1/18\ I_{\textit{Homeless}} + 1/18\ I_{\textit{Foster Care}} + 1/18\ I_{\textit{Indian Lands}})$$

3 Low-birth weight, abuse and neglect, kindergarten retention,, behind immunization schedule, birth to young mothers, birth to mothers with low education, births to mothers without prenatal care, birth to mothers who used tobacco/cigarette during pregnancy, single-parent families, Hispanic or Latino ethnicity, African American or Black race, Poverty, Disability, English learners, migrants, homeless, foster care, and Indian Lands.

4 The linear aggregation method allows for perfect substitution across dimensions (United Nations Development Programme, *Human Development Report 2010*, New York: Palgrave Macmillan).

Data sources

Multiple data sources have been used for computing the SRRI:

- Population by age, ethnicity and race: U.S. Census Bureau, 2010 Census data, Summary File 1.
- Weight at birth: Oklahoma State Department of Health (OSDH), Oklahoma Statistics on Health Available for Everyone (OK2SHARE), 2010 (*preliminary*).
- Abuse and Neglect: Oklahoma Department of Human Services (OKDHS), KIDS system, State Fiscal Year 2011.
- Kindergarten retention: Oklahoma State Department of Education (OSDE), School Year 2009-2010.
- Academic performance in Third Grade (Reading and Mathematics): OSDE, spring 2010.
- Immunization coverage: OSDH, Oklahoma State Immunization and Information System (OSIIS), as of August 2011.
- Mother-related factors: OSDH, OK2SHARE, 2010 (*preliminary*)
- Family arrangements: U.S. Census Bureau, ACS 2005-2009 estimates.
- Poverty: U.S. Census Bureau, ACS 2005-2009 estimates.
- Disability and English learning status: OSDE, School Year 2010-2011.
- Migrants and homeless: OSDE, School Year 2009-2010.
- Indian Lands: Oklahoma Department of Transportation, Planning & Research Division, 2008.
- Foster Care: OKDHS, Children and Family Services Division, Technology and Governance Unit, State Fiscal Year 2011.

Oklahoma Child Population Birth to age 5

	Urban/Rural Classification[1]	# of Children Ages 0-2[2]	# of Children Ages 3-4[2]	# of Children Age 5[2]	# of Children Under 6[2]
Adair	U	951	689	366	2006
Alfalfa	R	184	99	42	325
Atoka	U	533	395	169	1097
Beaver	R	226	158	96	480
Beckham	U	1001	693	309	2003
Blaine	U	480	312	142	934
Bryan	U	1728	1102	538	3368
Caddo	U	1227	828	393	2448
Canadian	U	4995	3541	1789	10325
Carter	U	1979	1398	648	4025
Cherokee	U	1893	1240	589	3722
Choctaw	U	653	407	214	1274
Cimarron	R	126	66	29	221
Cleveland	U	9974	6838	3484	20296
Coal	R	227	164	64	455
Comanche	U	5846	3580	1846	11272
Cotton	U	234	171	79	484
Craig	U	511	350	179	1040
Creek	U	2622	1763	942	5327
Custer	U	1181	745	344	2270
Delaware	U	1379	986	531	2896
Dewey	R	169	131	68	368
Ellis	R	154	110	79	343
Garfield	U	2729	1861	868	5458
Garvin	U	1115	738	354	2207
Grady	U	2052	1513	718	4283
Grant	R	150	112	48	310
Greer	U	204	116	59	379
Harmon	R	123	115	49	287
Harper	R	166	130	46	342
Haskell	U	529	371	178	1078
Hughes	U	450	346	189	985
Jackson	U	1235	774	400	2409
Jefferson	R	253	193	86	532
Johnston	U	475	313	156	944
Kay	U	2021	1327	639	3987
Kingfisher	U	674	447	203	1324
Kiowa	U	343	203	134	680
Latimer	U	399	273	124	796
Le Flore	U	1995	1443	**County**	4133

County	Urban/Rural Classification[1]	# of Children Ages 0-2[2]	# of Children Ages 3-4[2]	# of Children Age 5[2]	# of Children Under 6[2]
Lincoln	U	1327	929	443	2699
Logan	U	1625	1158	615	3398
Love	R	352	264	135	751
McClain	U	1421	997	546	2964
McCurtain	U	1355	947	493	2795
McIntosh	U	624	445	213	1282
Major	R	299	192	93	584
Marshall	U	625	431	204	1260
Mayes	U	1706	1171	546	3423
Murray	U	540	382	172	1094
Muskogee	U	2893	1981	1012	5886
Noble	U	493	323	124	940
Nowata	U	353	272	124	749
Okfuskee	U	461	305	152	918
Oklahoma	U	33435	21810	10451	65696
Okmulgee	U	1540	1102	545	3187
Osage	U	1684	1220	631	3535
Ottawa	U	1370	879	382	2631
Pawnee	U	631	424	219	1274
Payne	U	2703	1785	851	5339
Pittsburg	U	1741	1142	579	3462
Pontotoc	U	1563	1025	484	3072
Pottawatomie	U	2896	1886	948	5730
Pushmataha	R	426	295	118	839
Roger Mills	R	144	112	61	317
Rogers	U	3184	2304	1122	6610
Seminole	U	1027	663	364	2054
Sequoyah	U	1,655	1154	617	3426
Stephens	U	1,776	1186	630	3592
Texas	U	1,101	710	332	2143
Tillman	U	290	205	130	625
Tulsa	U	26,841	17870	8873	53584
Wagoner	U	3,049	2086	1148	6283
Washington	U	1,965	1346	614	3925
Washita	U	463	341	153	957
Woods	U	327	206	98	631
Woodward	U	882	584	266	1732
		157,953	**106,173**	**52,374**	**316,500**

(1) Unless otherwise explained, rates are own calculations. Sources of raw data are conveniently referenced below.

(2) 2010 Census Data: Summary File 1 Oklahoma.

Infant/Child Related Factors

Name	% of infants born at low birth weight [3]	% of children under 6 victims of abuse and neglect [4]	% of children retained in KG[5]	% below proficient math [6]	% below proficient reading [6]	% of children under 6 behind immunization schedule[7]
Adair	8.1%	1.1%	5.0%	29.7%	32.5%	17.6%
Alfalfa	8.5%	1.8%	0.0%	23.8%	28.6%	20.0%
Atoka	3.7%	2.0%	8.5%	34.8%	31.0%	22.1%
Beaver	6.5%	1.0%	6.3%	32.8%	37.5%	21.8%
Beckham	6.1%	2.3%	6.4%	33.9%	29.4%	19.3%
Blaine	12.8%	2.7%	3.5%	41.4%	43.2%	20.9%
Bryan	7.3%	2.8%	3.5%	22.8%	26.2%	23.8%
Caddo	6.6%	2.0%	4.6%	38.3%	39.6%	23.6%
Canadian	7.9%	1.2%	2.7%	23.6%	22.3%	25.4%
Carter	8.3%	3.0%	6.4%	23.6%	22.8%	25.4%
Cherokee	7.1%	0.9%	3.6%	33.3%	31.6%	20.5%
Choctaw	10.1%	4.1%	10.1%	29.9%	38.4%	26.3%
Cimarron	0.0%	0.5%	2.9%	40.0%	44.0%	23.5%
Cleveland	7.8%	0.8%	6.0%	22.4%	22.7%	20.8%
Coal	11.9%	1.8%	6.6%	28.2%	38.0%	11.1%
Comanche	7.9%	1.4%	4.0%	32.6%	28.2%	23.9%
Cotton	5.3%	1.0%	5.7%	14.8%	25.9%	25.4%
Craig	6.4%	1.3%	3.9%	33.5%	31.4%	17.1%
Creek	8.9%	1.3%	4.9%	31.0%	32.2%	32.8%
Custer	7.5%	2.5%	13.2%	29.3%	32.9%	26.7%
Delaware	8.6%	0.7%	4.0%	26.1%	29.3%	25.6%
Dewey	11.8%	0.0%	7.8%	24.5%	20.8%	19.2%
Ellis	4.5%	1.7%	10.7%	30.6%	34.7%	27.9%
Garfield	7.2%	0.9%	7.5%	30.3%	28.4%	13.3%
Garvin	8.2%	1.2%	5.3%	36.8%	32.1%	25.0%
Grady	9.1%	1.1%	8.5%	30.3%	25.9%	24.5%
Grant	8.5%	0.3%	0.0%	23.2%	26.8%	8.3%
Greer	11.3%	8.4%	16.7%	55.1%	43.5%	22.2%
Harmon	2.5%	1.4%	6.1%	21.9%	37.5%	8.0%
Harper	3.9%	0.0%	9.4%	43.5%	47.8%	25.0%
Haskell	9.4%	0.6%	7.4%	39.4%	37.3%	21.7%
Hughes	9.0%	1.9%	4.2%	46.1%	44.2%	17.4%
Jackson	9.2%	1.9%	3.5%	33.9%	34.5%	21.3%
Jefferson	10.9%	1.7%	6.7%	28.4%	29.9%	12.0%
Johnston	10.9%	2.4%	6.0%	28.6%	36.7%	22.3%
Kay	7.8%	1.5%	5.3%	29.5%	31.5%	34.9%
Kingfisher	5.4%	0.7%	5.3%	24.2%	28.8%	20.7%
Kiowa	11.9%	1.8%	2.4%	25.0%	23.2%	23.3%
Latimer	11.7%	0.9%	4.1%	45.9%	47.7%	23.7%
Le Flore	5.5%	1.5%	6.9%	32.8%	37.1%	21.6%

Name	% of infants born at low birth weight [3]	% of children under 6 victims of abuse and neglect [4]	% of children retained in KG[5]	% below proficient math [6]	% below proficient reading [6]	% of children under 6 behind immunization schedule[7]
Lincoln	8.4%	1.4%	8.0%	37.8%	35.1%	31.0%
Logan	6.3%	0.8%	2.0%	34.4%	33.1%	23.7%
Love	7.2%	1.6%	8.6%	59.0%	49.5%	16.0%
McClain	8.1%	0.4%	4.9%	27.7%	26.4%	35.0%
McCurtain	8.3%	1.5%	7.3%	30.1%	30.3%	19.0%
McIntosh	10.1%	2.7%	9.6%	28.1%	33.0%	21.0%
Major	10.0%	1.0%	12.3%	28.4%	23.5%	11.0%
Marshall	4.2%	0.8%	8.7%	38.4%	41.1%	28.0%
Mayes	8.1%	1.1%	6.2%	36.4%	30.8%	24.0%
Murray	9.3%	0.6%	12.4%	28.8%	28.8%	19.0%
Muskogee	9.5%	1.9%	3.6%	31.3%	33.1%	18.1%
Noble	5.3%	0.4%	3.8%	36.4%	36.4%	25.2%
Nowata	6.5%	3.3%	3.2%	32.0%	33.6%	27.9%
Okfuskee	5.2%	4.1%	11.1%	48.2%	42.9%	22.9%
Oklahoma	8.9%	1.5%	5.6%	32.3%	33.6%	22.2%
Okmulgee	8.6%	1.6%	7.9%	24.9%	28.9%	10.1%
Osage	12.0%	1.2%	7.3%	36.2%	35.5%	33.5%
Ottawa	7.1%	1.7%	6.1%	29.1%	26.8%	17.5%
Pawnee	9.1%	2.1%	3.4%	43.1%	44.7%	30.9%
Payne	4.9%	1.4%	5.2%	32.1%	27.3%	27.3%
Pittsburg	12.8%	2.7%	9.5%	35.2%	36.7%	21.8%
Pontotoc	7.1%	1.6%	7.9%	34.3%	31.7%	21.0%
Pottawatomie	8.7%	1.8%	5.9%	33.4%	31.7%	31.3%
Pushmataha	8.9%	1.3%	4.8%	40.7%	38.3%	18.6%
Roger Mills	8.8%	0.0%	9.1%	31.7%	29.3%	31.4%
Rogers	9.0%	1.2%	9.7%	24.5%	23.5%	20.6%
Seminole	5.7%	2.4%	8.6%	38.5%	37.2%	26.7%
Sequoyah	8.0%	1.8%	4.8%	31.4%	31.6%	25.9%
Stephens	8.0%	1.8%	5.2%	34.1%	29.5%	21.6%
Texas	4.6%	0.5%	1.8%	33.7%	40.0%	14.7%
Tillman	7.6%	0.5%	4.2%	48.1%	45.5%	27.3%
Tulsa	8.7%	1.0%	7.7%	32.1%	30.7%	21.6%
Wagoner	6.4%	1.0%	3.0%	27.6%	30.0%	24.2%
Washington	7.2%	2.0%	6.7%	25.2%	29.0%	26.4%
Washita	9.0%	0.9%	3.3%	29.0%	29.0%	17.1%
Woods	9.4%	1.7%	1.9%	26.1%	28.4%	18.6%
Woodward	10.3%	3.1%	8.2%	36.9%	34.1%	23.1%
	8.3%	**1.4%**	**6.2%**	**31.0%**	**30.9%**	

(3) Oklahoma State Department of Health's web-based query system, Oklahoma Statistics on Health Available for Everyone (OK2SHARE). Vital Statistics Birth: 2010 (Preliminary). Retrived 08/02/2011

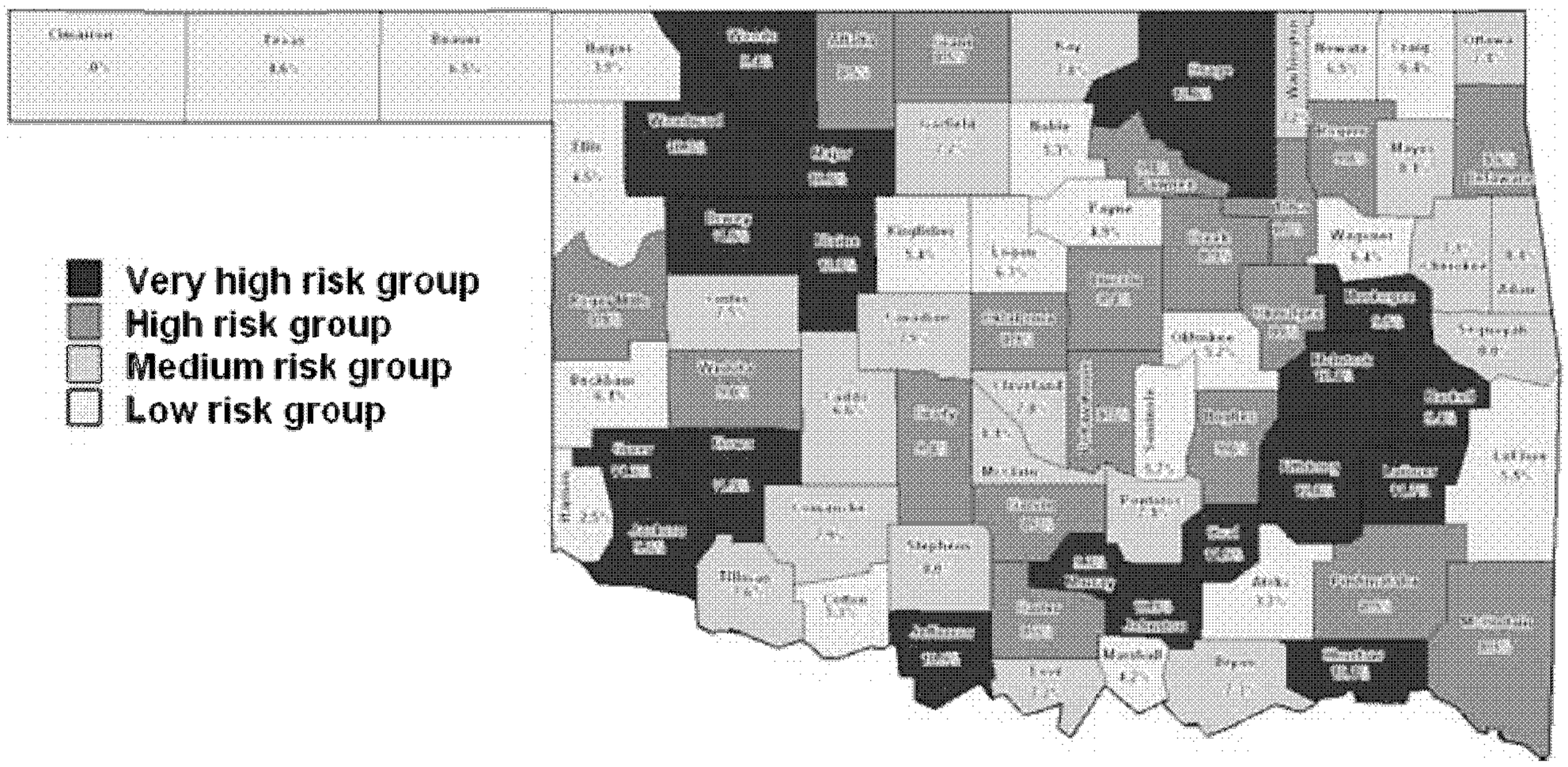
(4) KIDS system, Oklahoma Department of Human Services; FY2011.

(5) Oklahoma State Department of Education, school year 2009-2010.

(6) Oklahoma State Department of Education, Spring 2010.

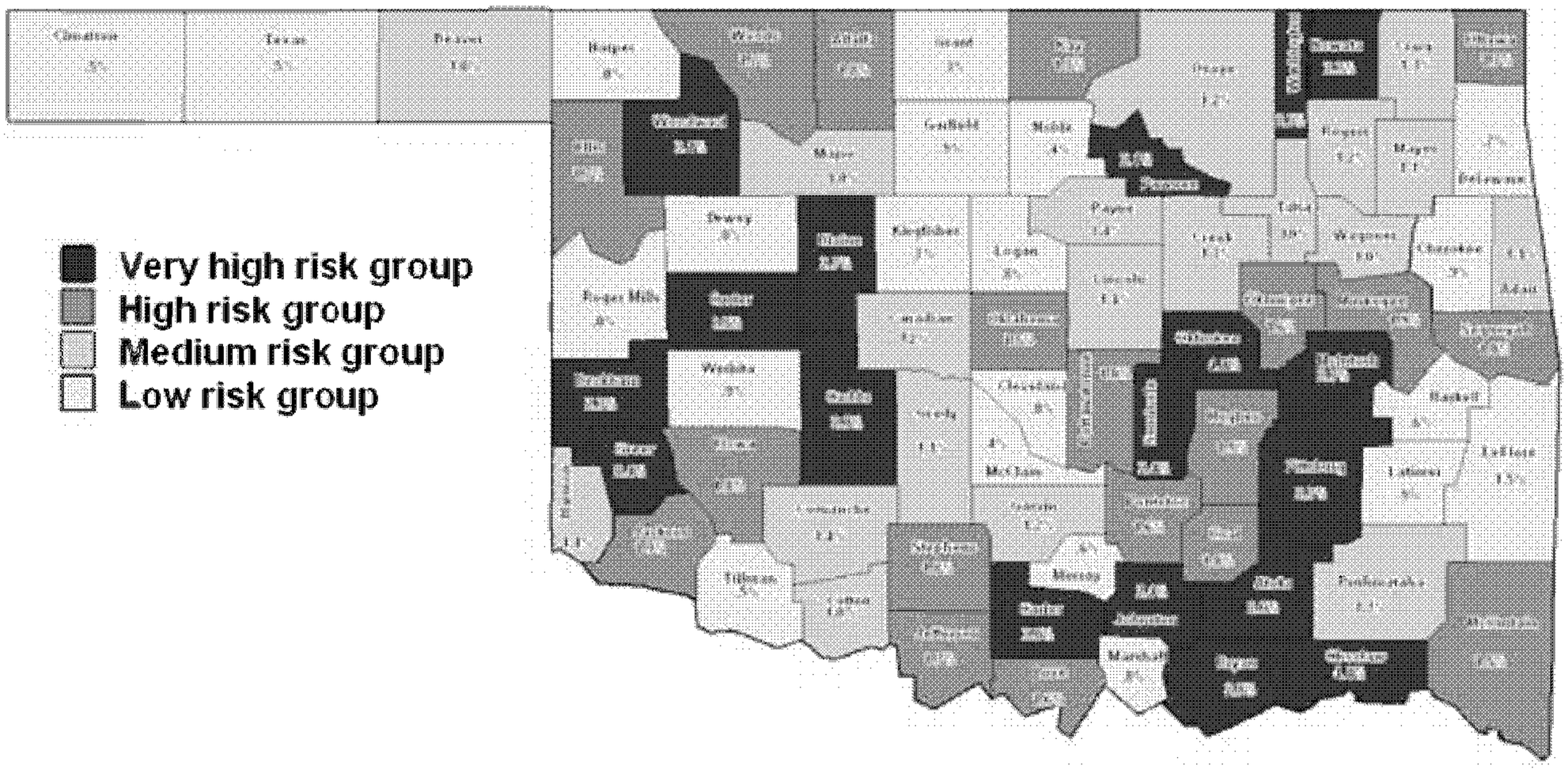
(7) Oklahoma State Immunization and Information System (OSIIS), Oklahoma State Department of Health, as of August 2011.

Percent of babies born at low birth weight (<2500g)



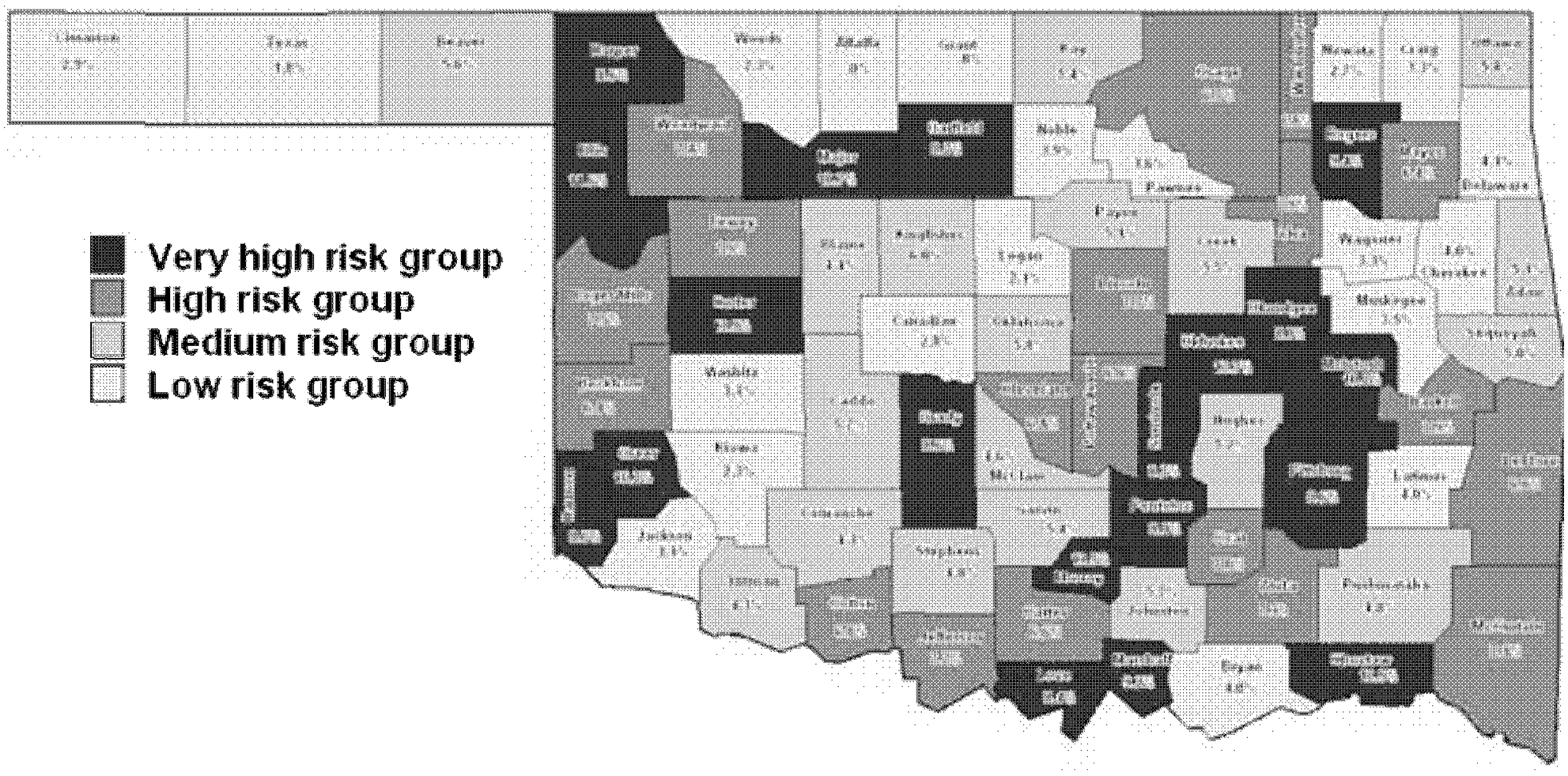
Adair	8.1%	Delaware	8.6%	Lincoln	8.4%	Pittsburg	12.8%
Alfalfa	8.5%	Dewey	11.8%	Logan	6.3%	Pontotoc	7.1%
Atoka	3.7%	Ellis	4.5%	Love	7.2%	Pottawatomie	8.7%
Beaver	6.5%	Garfield	7.2%	Major	10.0%	Pushmataha	8.9%
Beckham	6.1%	Garvin	8.2%	Marshall	4.2%	Roger Mills	8.8%
Blaine	12.8%	Grady	9.1%	Mayes	8.1%	Rogers	9.0%
Bryan	7.3%	Grant	8.5%	McClain	8.1%	Seminole	5.7%
Caddo	6.6%	Greer	11.3%	McCurtain	8.3%	Sequoyah	8.0%
Canadian	7.9%	Harmon	2.5%	McIntosh	10.1%	Stephens	8.0%
Carter	8.3%	Harper	3.9%	Murray	9.3%	Texas	4.6%
Cherokee	7.1%	Haskell	9.4%	Muskogee	9.5%	Tillman	7.6%
Choctaw	10.1%	Hughes	9.0%	Noble	5.3%	Tulsa	8.7%
Cimarron	0.0%	Jackson	9.2%	Nowata	6.5%	Wagoner	6.4%
Cleveland	7.8%	Jefferson	10.9%	Okfuskee	5.2%	Washington	7.2%
Coal	11.9%	Johnston	10.9%	Oklahoma	8.9%	Washita	9.0%
Comanche	7.9%	Kay	7.8%	Okmulgee	8.6%	Woods	9.4%
Cotton	5.3%	Kingfisher	5.4%	Osage	12.0%	Woodward	10.3%
Craig	6.4%	Kiowa	11.9%	Ottawa	7.1%		
Creek	8.9%	Latimer	11.7%	Pawnee	9.1%		
Custer	7.5%	Le Flore	5.5%	Payne	4.9%		

Percent of substantiated cases of abuse and neglect for children under 5



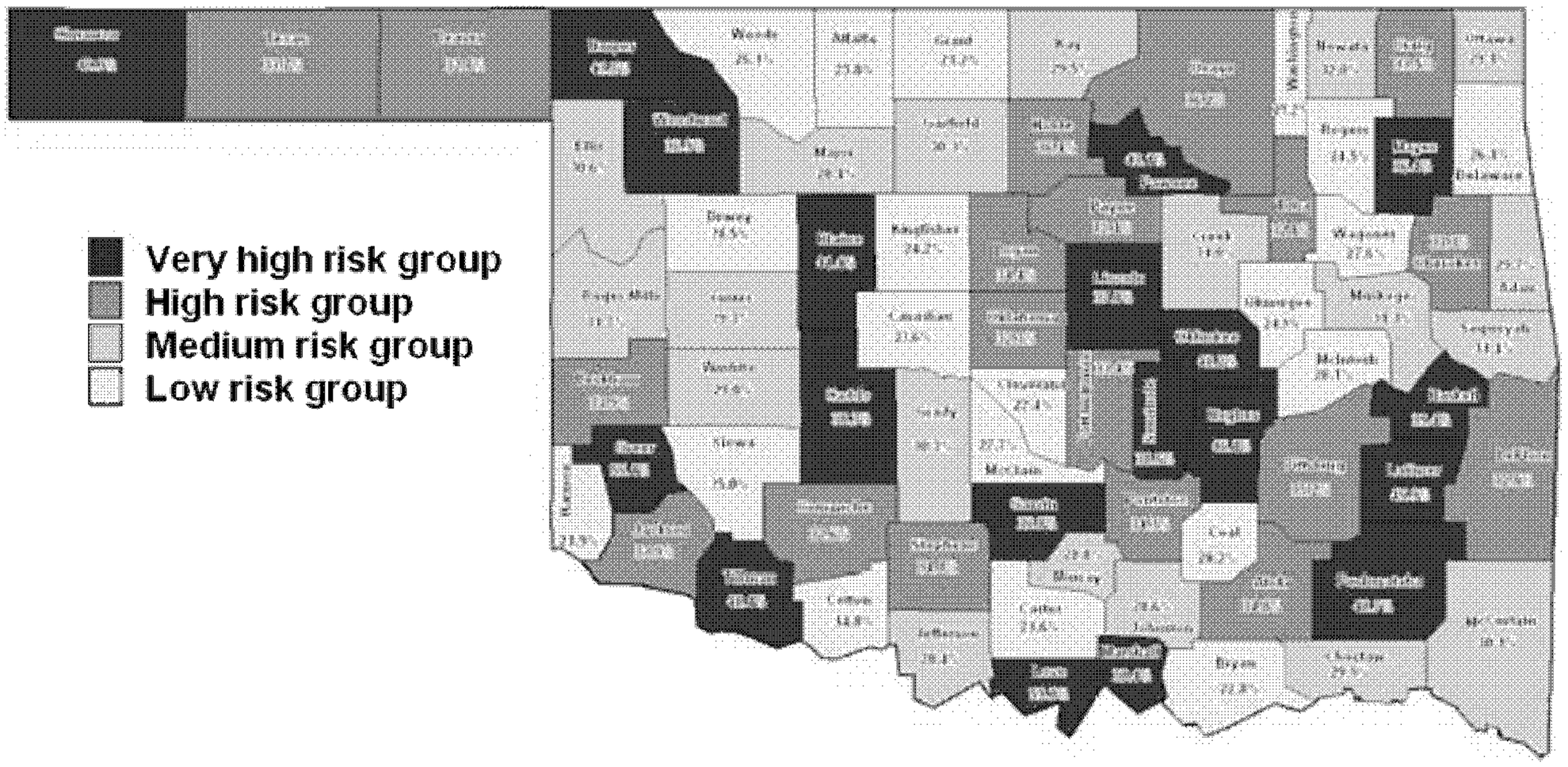
Adair	1.1%	Delaware	0.7%	Lincoln	1.4%	Pittsburg	2.7%
Alfalfa	1.8%	Dewey	0.0%	Logan	0.8%	Pontotoc	1.6%
Atoka	2.0%	Ellis	1.7%	Love	1.6%	Pottawatomie	1.8%
Beaver	1.0%	Garfield	0.9%	Major	1.0%	Pushmataha	1.3%
Beckham	2.3%	Garvin	1.2%	Marshall	0.8%	Roger Mills	0.0%
Blaine	2.7%	Grady	1.1%	Mayes	1.1%	Rogers	1.2%
Bryan	2.8%	Grant	0.3%	McClain	0.4%	Seminole	2.4%
Caddo	2.0%	Greer	8.4%	McCurtain	1.5%	Sequoyah	1.8%
Canadian	1.2%	Harmon	1.4%	McIntosh	2.7%	Stephens	1.8%
Carter	3.0%	Harper	0.0%	Murray	0.6%	Texas	0.5%
Cherokee	0.9%	Haskell	0.6%	Muskogee	1.9%	Tillman	0.5%
Choctaw	4.1%	Hughes	1.9%	Noble	0.4%	Tulsa	1.0%
Cimarron	0.5%	Jackson	1.9%	Nowata	3.3%	Wagoner	1.0%
Cleveland	0.8%	Jefferson	1.7%	Okfuskee	4.1%	Washington	2.0%
Coal	1.8%	Johnston	2.4%	Oklahoma	1.5%	Washita	0.9%
Comanche	1.4%	Kay	1.5%	Okmulgee	1.6%	Woods	1.7%
Cotton	1.0%	Kingfisher	0.7%	Osage	1.2%	Woodward	3.1%
Craig	1.3%	Kiowa	1.8%	Ottawa	1.7%		
Creek	1.3%	Latimer	0.9%	Pawnee	2.1%		
Custer	2.5%	Le Flore	1.5%	Payne	1.4%		

Percent retained in KG(10)



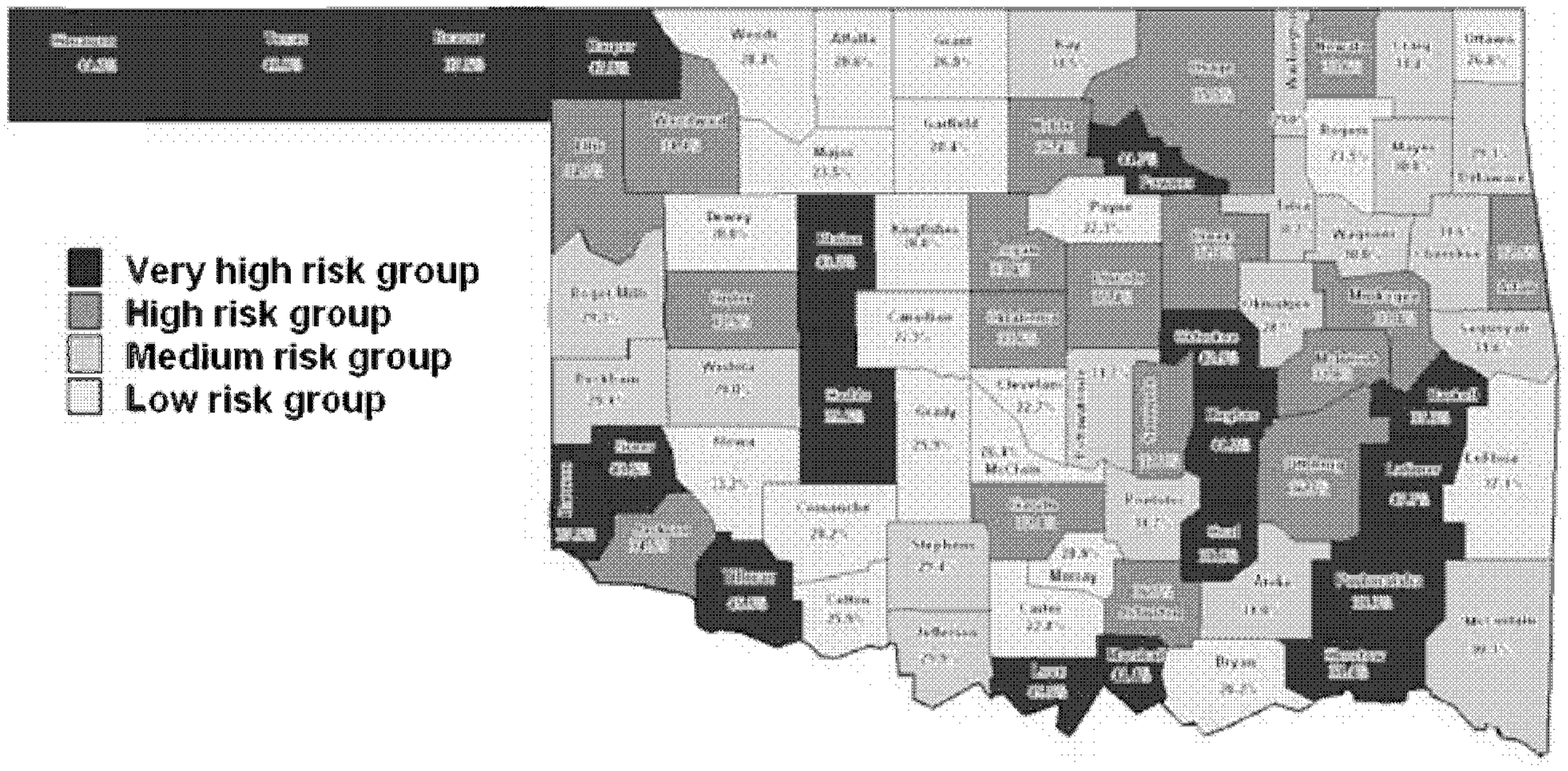
Adair	5.0%	Delaware	4.0%	Lincoln	8.0%	Pittsburg	9.5%
Alfalfa	0.0%	Dewey	7.8%	Logan	2.0%	Pontotoc	7.9%
Atoka	8.5%	Ellis	10.7%	Love	8.6%	Pottawatomie	5.9%
Beaver	6.3%	Garfield	7.5%	Major	12.3%	Pushmataha	4.8%
Beckham	6.4%	Garvin	5.3%	Marshall	8.7%	Roger Mills	9.1%
Blaine	3.5%	Grady	8.5%	Mayes	6.2%	Rogers	9.7%
Bryan	3.5%	Grant	0.0%	McClain	4.9%	Seminole	8.6%
Caddo	4.6%	Greer	16.7%	McCurtain	7.3%	Sequoyah	4.8%
Canadian	2.7%	Harmon	6.1%	McIntosh	9.6%	Stephens	5.2%
Carter	6.4%	Harper	9.4%	Murray	12.4%	Texas	1.8%
Cherokee	3.6%	Haskell	7.4%	Muskogee	3.6%	Tillman	4.2%
Choctaw	10.1%	Hughes	4.2%	Noble	3.8%	Tulsa	7.7%
Cimarron	2.9%	Jackson	3.5%	Nowata	3.2%	Wagoner	3.0%
Cleveland	6.0%	Jefferson	6.7%	Okfuskee	11.1%	Washington	6.7%
Coal	6.6%	Johnston	6.0%	Oklahoma	5.6%	Washita	3.3%
Comanche	4.0%	Kay	5.3%	Okmulgee	7.9%	Woods	1.9%
Cotton	5.7%	Kingfisher	5.3%	Osage	7.3%	Woodward	8.2%
Craig	3.9%	Kiowa	2.4%	Ottawa	6.1%		
Creek	4.9%	Latimer	4.1%	Pawnee	3.4%		
Custer	13.2%	Le Flore	6.9%	Payne	5.2%		

Percent below proficient math 3rd grade PSSA



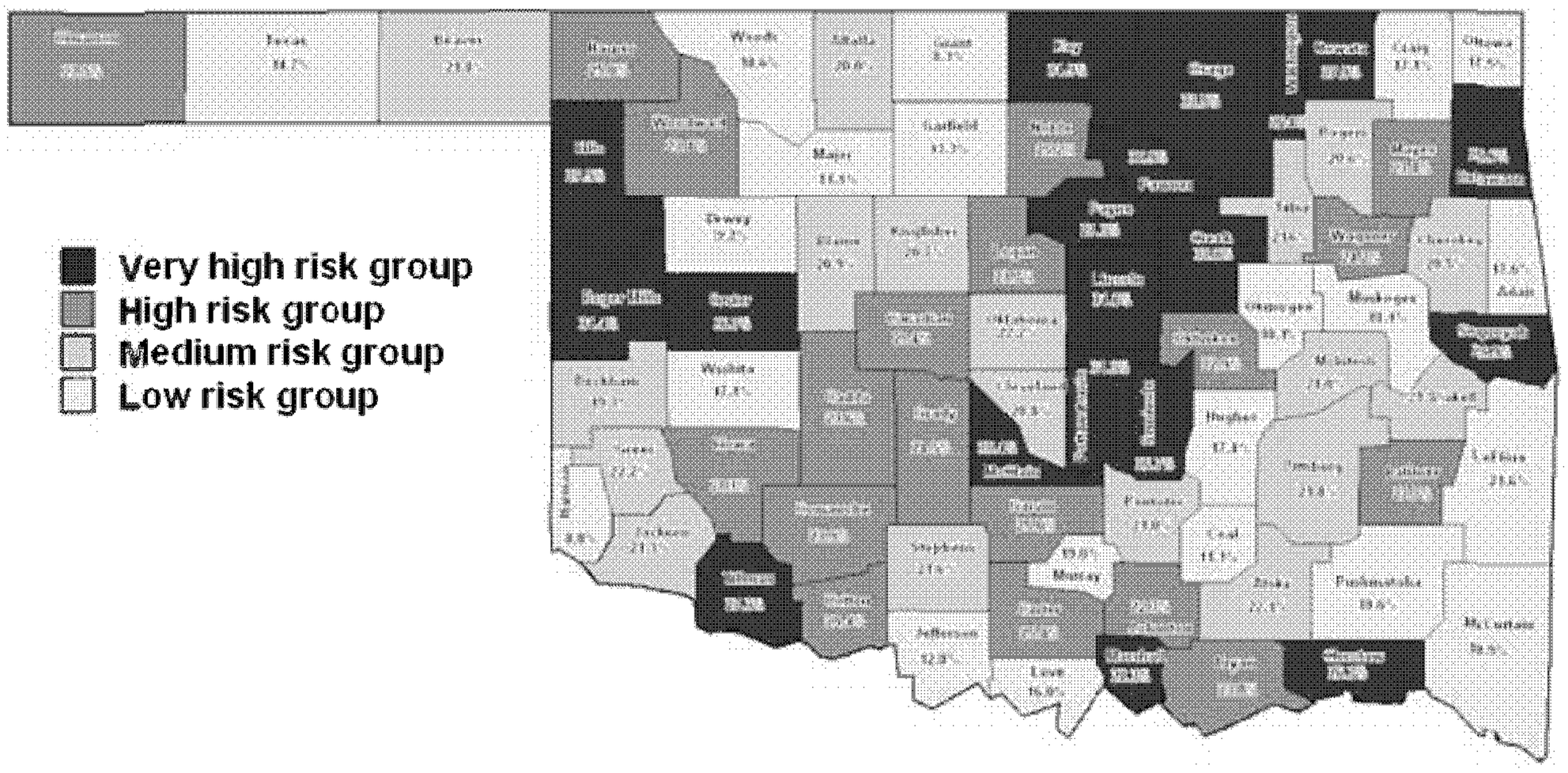
Adair	29.7%	Delaware	26.1%	Lincoln	37.8%	Pittsburg	35.2%
Alfalfa	23.8%	Dewey	24.5%	Logan	34.4%	Pontotoc	34.3%
Atoka	34.8%	Ellis	30.6%	Love	59.0%	Pottawatomie	33.4%
Beaver	32.8%	Garfield	30.3%	Major	28.4%	Pushmataha	40.7%
Beckham	33.9%	Garvin	36.8%	Marshall	38.4%	Roger Mills	31.7%
Blaine	41.4%	Grady	30.3%	Mayes	36.4%	Rogers	24.5%
Bryan	22.8%	Grant	23.2%	McClain	27.7%	Seminole	38.5%
Caddo	38.3%	Greer	55.1%	McCurtain	30.1%	Sequoyah	31.4%
Canadian	23.6%	Harmon	21.9%	McIntosh	28.1%	Stephens	34.1%
Carter	23.6%	Harper	43.5%	Murray	28.8%	Texas	33.7%
Cherokee	33.3%	Haskell	39.4%	Muskogee	31.3%	Tillman	48.1%
Choctaw	29.9%	Hughes	46.1%	Noble	36.4%	Tulsa	32.1%
Cimarron	40.0%	Jackson	33.9%	Nowata	32.0%	Wagoner	27.6%
Cleveland	22.4%	Jefferson	28.4%	Okfuskee	48.2%	Washington	25.2%
Coal	28.2%	Johnston	28.6%	Oklahoma	32.3%	Washita	29.0%
Comanche	32.6%	Kay	29.5%	Okmulgee	24.9%	Woods	26.1%
Cotton	14.8%	Kingfisher	24.2%	Osage	36.2%	Woodward	36.9%
Craig	33.5%	Kiowa	25.0%	Ottawa	29.1%		
Creek	31.0%	Latimer	45.9%	Pawnee	43.1%		
Custer	29.3%	Le Flore	32.8%	Payne	32.1%		

Percent below proficient reading 3rd grade PSSA



Adair	32.5%	Delaware	29.3%	Lincoln	35.1%	Pittsburg	36.7%
Alfalfa	28.6%	Dewey	20.8%	Logan	33.1%	Pontotoc	31.7%
Atoka	31.0%	Ellis	34.7%	Love	49.5%	Pottawatomie	31.7%
Beaver	37.5%	Garfield	28.4%	Major	23.5%	Pushmataha	38.3%
Beckham	29.4%	Garvin	32.1%	Marshall	41.1%	Roger Mills	29.3%
Blaine	43.2%	Grady	25.9%	Mayes	30.8%	Rogers	23.5%
Bryan	26.2%	Grant	26.8%	McClain	26.4%	Seminole	37.2%
Caddo	39.6%	Greer	43.5%	McCurtain	30.3%	Sequoyah	31.6%
Canadian	22.3%	Harmon	37.5%	McIntosh	33.0%	Stephens	29.5%
Carter	22.8%	Harper	47.8%	Murray	28.8%	Texas	40.0%
Cherokee	31.6%	Haskell	37.3%	Muskogee	33.1%	Tillman	45.5%
Choctaw	38.4%	Hughes	44.2%	Noble	36.4%	Tulsa	30.7%
Cimarron	44.0%	Jackson	34.5%	Nowata	33.6%	Wagoner	30.0%
Cleveland	22.7%	Jefferson	29.9%	Okfuskee	42.9%	Washington	29.0%
Coal	38.0%	Johnston	36.7%	Oklahoma	33.6%	Washita	29.0%
Comanche	28.2%	Kay	31.5%	Okmulgee	28.9%	Woods	28.4%
Cotton	25.9%	Kingfisher	28.8%	Osage	35.5%	Woodward	34.1%
Craig	31.4%	Kiowa	23.2%	Ottawa	26.8%		
Creek	32.2%	Latimer	47.7%	Pawnee	44.7%		
Custer	32.9%	Le Flore	37.1%	Payne	27.3%		

Percent behind immunization schedule



Adair	17.6%	Delaware	25.6%	Lincoln	31.0%	Pittsburg	21.8%
Alfalfa	20.0%	Dewey	19.2%	Logan	23.7%	Pontotoc	21.0%
Atoka	22.1%	Ellis	27.9%	Love	16.0%	Pottawatomie	31.3%
Beaver	21.8%	Garfield	13.3%	Major	11.0%	Pushmataha	18.6%
Beckham	19.3%	Garvin	25.0%	Marshall	28.0%	Roger Mills	31.4%
Blaine	20.9%	Grady	24.5%	Mayes	24.0%	Rogers	20.6%
Bryan	23.8%	Grant	8.3%	McClain	35.0%	Seminole	26.7%
Caddo	23.6%	Greer	22.2%	McCurtain	19.0%	Sequoyah	25.9%
Canadian	25.4%	Harmon	8.0%	McIntosh	21.0%	Stephens	21.6%
Carter	25.4%	Harper	25.0%	Murray	19.0%	Texas	14.7%
Cherokee	20.5%	Haskell	21.7%	Muskogee	18.1%	Tillman	27.3%
Choctaw	26.3%	Hughes	17.4%	Noble	25.2%	Tulsa	21.6%
Cimarron	23.5%	Jackson	21.3%	Nowata	27.9%	Wagoner	24.2%
Cleveland	20.8%	Jefferson	12.0%	Okfuskee	22.9%	Washington	26.4%
Coal	11.1%	Johnston	22.3%	Oklahoma	22.2%	Washita	17.1%
Comanche	23.9%	Kay	34.9%	Okmulgee	10.1%	Woods	18.6%
Cotton	25.4%	Kingfisher	20.7%	Osage	33.5%	Woodward	23.1%
Craig	17.1%	Kiowa	23.3%	Ottawa	17.5%		
Creek	32.8%	Latimer	23.7%	Pawnee	30.9%		
Custer	26.7%	Le Flore	21.6%	Payne	27.3%		

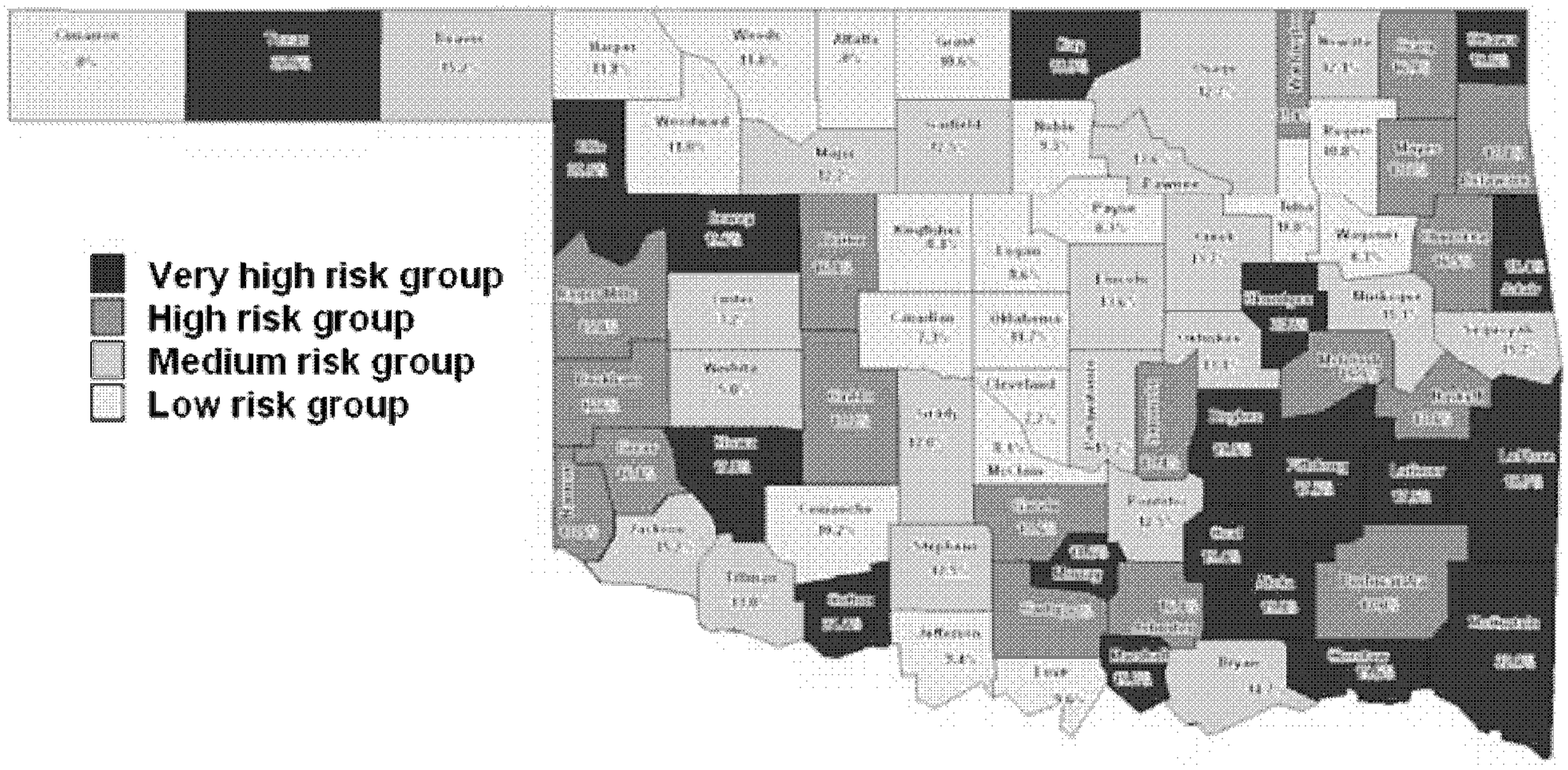
Mother Related Factors

Name	% of children born to young mothers[8]	% of children born to young and single mothers[8]	% of births to mothers not receiving early prenatal care[8]	% of births to mothers with low education[9]	% of births to mothers who used tobacco during pregnancy[10]
Adair	18.4%	14.1%	2.1%	36.3%	9.0%
Alfalfa	0.0%	0.0%	0.0%	19.1%	25.5%
Atoka	19.8%	12.3%	3.7%	15.4%	17.3%
Beaver	15.2%	0.0%	0.0%	34.8%	10.9%
Beckham	16.6%	13.4%	0.3%	20.4%	13.1%
Blaine	16.1%	10.7%	2.0%	18.8%	14.8%
Bryan	14.7%	11.6%	2.5%	22.9%	21.2%
Caddo	17.2%	13.0%	2.1%	19.7%	13.0%
Canadian	7.3%	6.6%	0.8%	11.5%	7.3%
Carter	17.2%	14.0%	0.5%	22.2%	15.5%
Cherokee	16.5%	13.8%	1.7%	24.6%	9.3%
Choctaw	19.6%	15.1%	4.0%	25.1%	23.6%
Cimarron	0.0%	0.0%	5.0%	45.0%	-
Cleveland	7.7%	6.1%	1.5%	12.8%	11.1%
Coal	19.4%	13.4%	0.0%	25.4%	16.4%
Comanche	10.2%	7.4%	1.0%	13.8%	14.4%
Cotton	21.1%	14.0%	0.0%	14.0%	22.8%
Craig	16.9%	12.8%	1.7%	18.6%	26.7%
Creek	13.7%	11.5%	2.2%	18.4%	14.3%
Custer	13.2%	10.8%	1.9%	16.3%	10.6%
Delaware	17.1%	12.8%	1.3%	23.7%	20.1%
Dewey	19.6%	0.0%	9.8%	23.5%	11.8%
Ellis	20.5%	15.9%	0.0%	15.9%	15.9%
Garfield	12.5%	9.5%	1.3%	24.2%	17.1%
Garvin	15.6%	13.1%	2.0%	27.6%	12.8%
Grady	12.0%	8.7%	0.7%	16.0%	14.4%
Grant	10.6%	0.0%	0.0%	12.8%	19.1%
Greer	16.1%	0.0%	0.0%	21.0%	29.0%
Harmon	17.5%	0.0%	0.0%	25.0%	-
Harper	11.8%	0.0%	0.0%	23.5%	-
Haskell	17.1%	12.8%	4.3%	20.5%	22.2%
Hughes	19.5%	12.0%	0.8%	21.8%	15.8%
Jackson	15.2%	12.6%	0.5%	24.9%	15.2%
Jefferson	9.4%	0.0%	0.0%	21.9%	20.3%
Johnston	16.1%	10.9%	2.2%	21.2%	16.1%
Kay	18.9%	16.9%	1.0%	28.3%	25.2%
Kingfisher	8.4%	4.4%	1.5%	16.7%	9.4%
Kiowa	17.8%	15.8%	2.0%	18.8%	24.8%
Latimer	17.5%	11.7%	2.9%	19.0%	19.0%

Name	% of children born to young mothers[8]	% of children born to young and single mothers[8]	% of births to mothers not receiving early prenatal care[8]	% of births to mothers with low education[9]	% of births to mothers who used tobacco during pregnancy[10]
Le Flore	18.7%	14.3%	1.4%	35.5%	19.1%
Lincoln	13.6%	10.7%	2.3%	15.9%	17.1%
Logan	8.6%	6.7%	0.2%	14.9%	10.7%
Love	9.6%	8.0%	0.0%	31.2%	12.8%
McClain	8.1%	6.5%	1.9%	11.2%	10.7%
McCurtain	22.8%	19.3%	0.5%	29.6%	14.5%
McIntosh	15.9%	13.0%	3.4%	18.8%	19.2%
Major	12.2%	6.7%	1.1%	18.9%	12.2%
Marshall	19.2%	13.8%	3.0%	34.1%	15.6%
Mayes	17.2%	13.3%	2.1%	21.8%	18.0%
Murray	18.6%	11.2%	0.6%	24.2%	14.9%
Muskogee	15.1%	12.4%	1.0%	21.6%	21.7%
Noble	9.3%	8.0%	0.7%	19.3%	18.0%
Nowata	12.1%	4.7%	0.9%	11.2%	13.1%
Okfuskee	13.1%	10.5%	2.6%	25.1%	11.5%
Oklahoma	11.7%	9.7%	1.7%	26.2%	10.4%
Okmulgee	23.2%	18.9%	3.1%	22.8%	16.3%
Osage	12.7%	11.0%	1.1%	16.8%	12.9%
Ottawa	19.5%	15.3%	2.2%	30.5%	23.6%
Pawnee	13.6%	10.9%	0.9%	20.9%	18.2%
Payne	8.3%	6.9%	0.8%	11.4%	14.1%
Pittsburg	17.6%	14.5%	1.9%	22.0%	17.0%
Pontotoc	12.5%	10.3%	1.1%	17.7%	15.9%
Pottawatomie	15.2%	12.2%	2.2%	18.5%	16.4%
Pushmataha	17.0%	14.3%	2.7%	30.4%	27.7%
Roger Mills	15.8%	8.8%	0.0%	21.1%	-
Rogers	10.8%	8.5%	0.9%	11.4%	12.8%
Seminole	17.4%	14.0%	2.0%	28.4%	16.7%
Sequoyah	15.2%	11.4%	2.1%	30.0%	19.0%
Stephens	12.5%	9.4%	1.4%	14.0%	18.3%
Texas	20.8%	16.2%	8.5%	51.1%	7.7%
Tillman	13.0%	7.6%	1.1%	21.7%	16.3%
Tulsa	10.8%	9.4%	2.1%	23.9%	10.9%
Wagoner	8.3%	6.4%	1.4%	12.9%	11.8%
Washington	15.4%	13.4%	1.2%	19.2%	9.0%
Washita	15.0%	12.0%	1.5%	21.1%	15.8%
Woods	11.8%	7.1%	0.0%	16.5%	15.3%
Woodward	11.0%	9.5%	1.1%	24.7%	12.2%
	12.4%	**10.2%**	**1.6%**	**21.6%**	**13.0%**

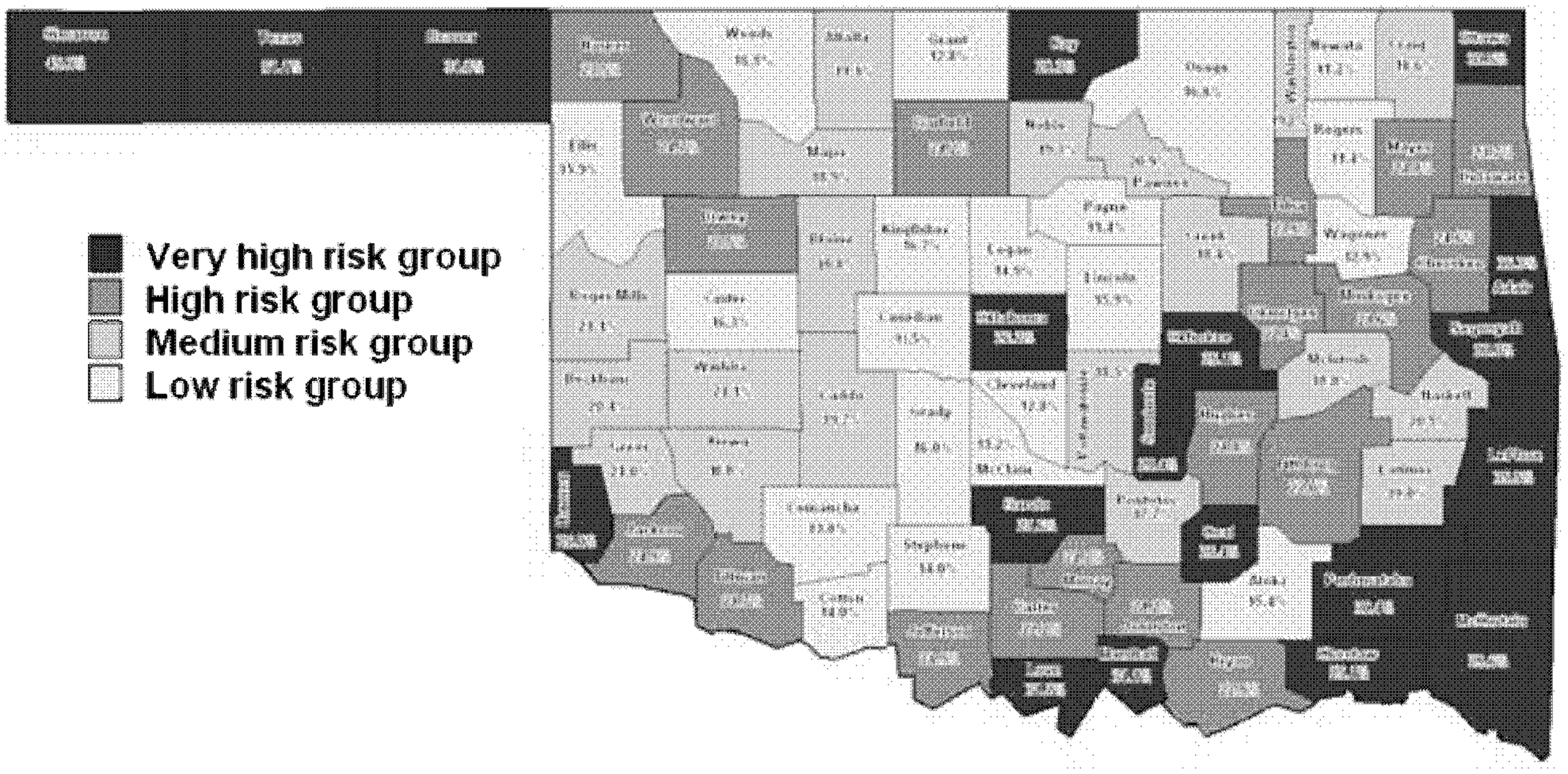
(8) (9) (10) Oklahoma State Department of Health's web-based query system, Oklahoma Statistics on Health Available for Everyone (OK2SHARE). Vital Statistics Birth: 2010 (Preliminary). Retrived 08/04/2011

Percent of children born to young mothers



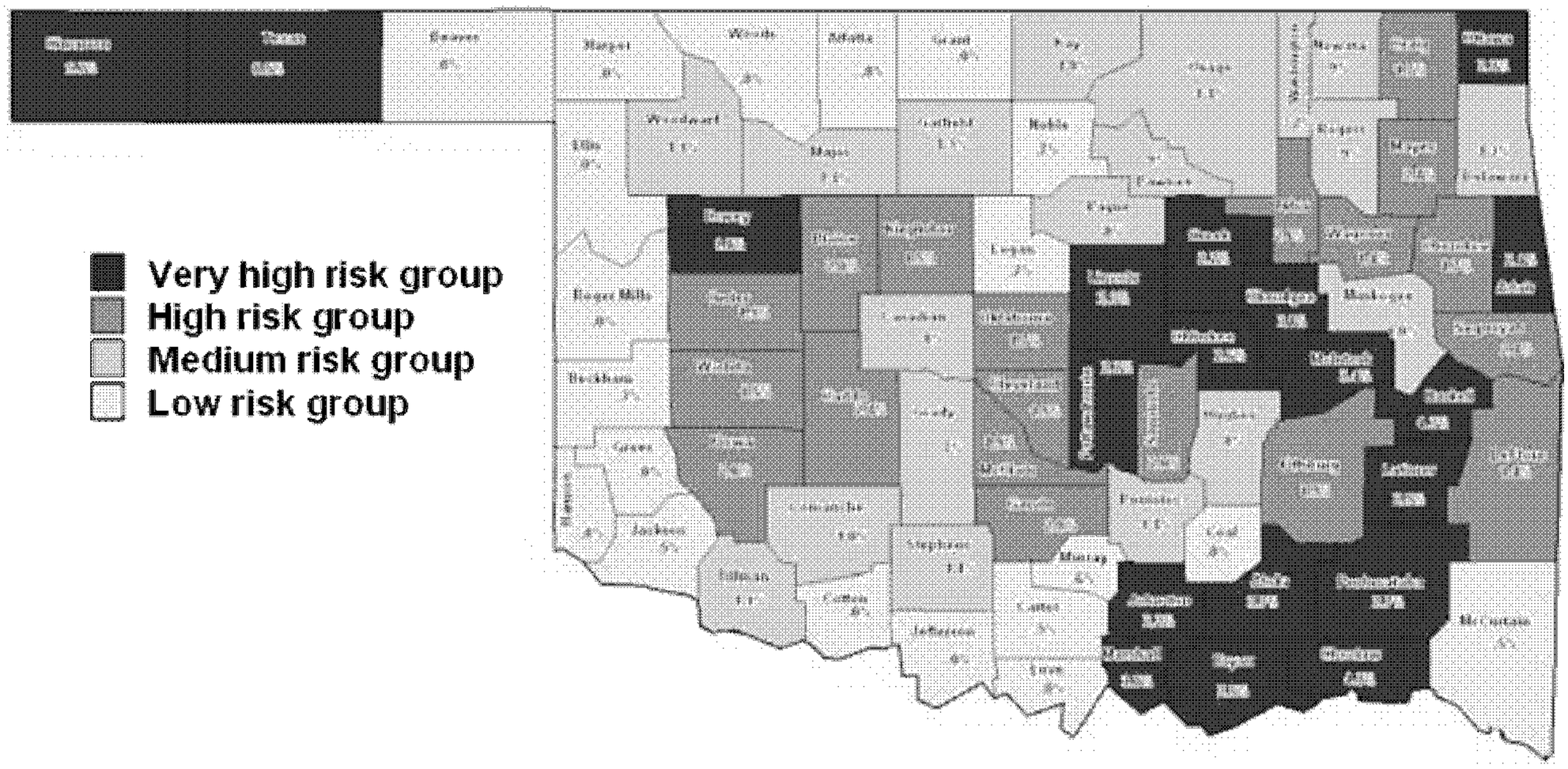
Adair	18.4%	Delaware	17.1%	Lincoln	13.6%	Pittsburg	17.6%
Alfalfa	0.0%	Dewey	19.6%	Logan	8.6%	Pontotoc	12.5%
Atoka	19.8%	Ellis	20.5%	Love	9.6%	Pottawatomie	15.2%
Beaver	15.2%	Garfield	12.5%	Major	12.2%	Pushmataha	17.0%
Beckham	16.6%	Garvin	15.6%	Marshall	19.2%	Roger Mills	15.8%
Blaine	16.1%	Grady	12.0%	Mayes	17.2%	Rogers	10.8%
Bryan	14.7%	Grant	10.6%	McClain	8.1%	Seminole	17.4%
Caddo	17.2%	Greer	16.1%	McCurtain	22.8%	Sequoyah	15.2%
Canadian	7.3%	Harmon	17.5%	McIntosh	15.9%	Stephens	12.5%
Carter	17.2%	Harper	11.8%	Murray	18.6%	Texas	20.8%
Cherokee	16.5%	Haskell	17.1%	Muskogee	15.1%	Tillman	13.0%
Choctaw	19.6%	Hughes	19.5%	Noble	9.3%	Tulsa	10.8%
Cimarron	0.0%	Jackson	15.2%	Nowata	12.1%	Wagoner	8.3%
Cleveland	7.7%	Jefferson	9.4%	Okfuskee	13.1%	Washington	15.4%
Coal	19.4%	Johnston	16.1%	Oklahoma	11.7%	Washita	15.0%
Comanche	10.2%	Kay	18.9%	Okmulgee	23.2%	Woods	11.8%
Cotton	21.1%	Kingfisher	8.4%	Osage	12.7%	Woodward	11.0%
Craig	16.9%	Kiowa	17.8%	Ottawa	19.5%		
Creek	13.7%	Latimer	17.5%	Pawnee	13.6%		
Custer	13.2%	Le Flore	18.7%	Payne	8.3%		

Percent of births to mothers of births to mothers with low education (less than a high school degree)



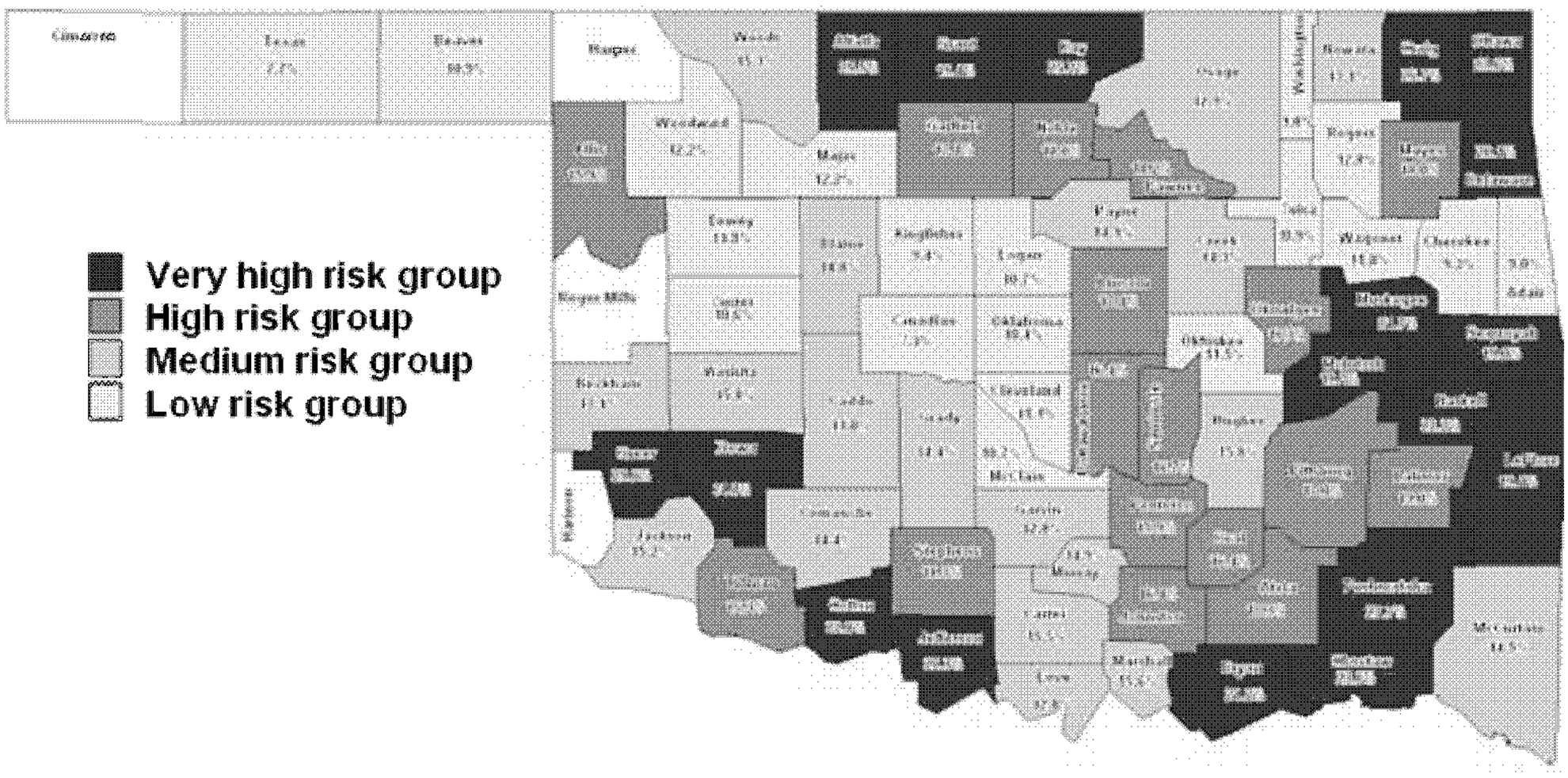
Adair	36.3%	Delaware	23.7%	Lincoln	15.9%	Pittsburg	22.0%
Alfalfa	19.1%	Dewey	23.5%	Logan	14.9%	Pontotoc	17.7%
Atoka	15.4%	Ellis	15.9%	Love	31.2%	Pottawatomie	18.5%
Beaver	34.8%	Garfield	24.2%	Major	18.9%	Pushmataha	30.4%
Beckham	20.4%	Garvin	27.6%	Marshall	34.1%	Roger Mills	21.1%
Blaine	18.8%	Grady	16.0%	Mayes	21.8%	Rogers	11.4%
Bryan	22.9%	Grant	12.8%	McClain	11.2%	Seminole	28.4%
Caddo	19.7%	Greer	21.0%	McCurtain	29.6%	Sequoyah	30.0%
Canadian	11.5%	Harmon	25.0%	McIntosh	18.8%	Stephens	14.0%
Carter	22.2%	Harper	23.5%	Murray	24.2%	Texas	51.1%
Cherokee	24.6%	Haskell	20.5%	Muskogee	21.6%	Tillman	21.7%
Choctaw	25.1%	Hughes	21.8%	Noble	19.3%	Tulsa	23.9%
Cimarron	45.0%	Jackson	24.9%	Nowata	11.2%	Wagoner	12.9%
Cleveland	12.8%	Jefferson	21.9%	Okfuskee	25.1%	Washington	19.2%
Coal	25.4%	Johnston	21.2%	Oklahoma	26.2%	Washita	21.1%
Comanche	13.8%	Kay	28.3%	Okmulgee	22.8%	Woods	16.5%
Cotton	14.0%	Kingfisher	16.7%	Osage	16.8%	Woodward	24.7%
Craig	18.6%	Kiowa	18.8%	Ottawa	30.5%		
Creek	18.4%	Latimer	19.0%	Pawnee	20.9%		
Custer	16.3%	Le Flore	35.5%	Payne	11.4%		

Percent of births to mothers not receiving early prenatal care



Adair	2.1%	Delaware	1.3%	Lincoln	2.3%	Pittsburg	1.9%
Alfalfa	0.0%	Dewey	9.8%	Logan	0.2%	Pontotoc	1.1%
Atoka	3.7%	Ellis	0.0%	Love	0.0%	Pottawatomie	2.2%
Beaver	0.0%	Garfield	1.3%	Major	1.1%	Pushmataha	2.7%
Beckham	0.3%	Garvin	2.0%	Marshall	3.0%	Roger Mills	0.0%
Blaine	2.0%	Grady	0.7%	Mayes	2.1%	Rogers	0.9%
Bryan	2.5%	Grant	0.0%	McClain	1.9%	Seminole	2.0%
Caddo	2.1%	Greer	0.0%	McCurtain	0.5%	Sequoyah	2.1%
Canadian	0.8%	Harmon	0.0%	McIntosh	3.4%	Stephens	1.4%
Carter	0.5%	Harper	0.0%	Murray	0.6%	Texas	8.5%
Cherokee	1.7%	Haskell	4.3%	Muskogee	1.0%	Tillman	1.1%
Choctaw	4.0%	Hughes	0.8%	Noble	0.7%	Tulsa	2.1%
Cimarron	5.0%	Jackson	0.5%	Nowata	0.9%	Wagoner	1.4%
Cleveland	1.5%	Jefferson	0.0%	Okfuskee	2.6%	Washington	1.2%
Coal	0.0%	Johnston	2.2%	Oklahoma	1.7%	Washita	1.5%
Comanche	1.0%	Kay	1.0%	Okmulgee	3.1%	Woods	0.0%
Cotton	0.0%	Kingfisher	1.5%	Osage	1.1%	Woodward	1.1%
Craig	1.7%	Kiowa	2.0%	Ottawa	2.2%		
Creek	2.2%	Latimer	2.9%	Pawnee	0.9%		
Custer	1.9%	Le Flore	1.4%	Payne	0.8%		

Percent of births to mothers who used tobacco during pregnancy



Adair	9.0%	Delaware	20.1%	Lincoln	17.1%	Pittsburg	17.0%
Alfalfa	25.5%	Dewey	11.8%	Logan	10.7%	Pontotoc	15.9%
Atoka	17.3%	Ellis	15.9%	Love	12.8%	Pottawatomie	16.4%
Beaver	10.9%	Garfield	17.1%	Major	12.2%	Pushmataha	27.7%
Beckham	13.1%	Garvin	12.8%	Marshall	15.6%	Roger Mills	-
Blaine	14.8%	Grady	14.4%	Mayes	18.0%	Rogers	12.8%
Bryan	21.2%	Grant	19.1%	McClain	10.7%	Seminole	16.7%
Caddo	13.0%	Greer	29.0%	McCurtain	14.5%	Sequoyah	19.0%
Canadian	7.3%	Harmon	-	McIntosh	19.2%	Stephens	18.3%
Carter	15.5%	Harper	-	Murray	14.9%	Texas	7.7%
Cherokee	9.3%	Haskell	22.2%	Muskogee	21.7%	Tillman	16.3%
Choctaw	23.6%	Hughes	15.8%	Noble	18.0%	Tulsa	10.9%
Cimarron	-	Jackson	15.2%	Nowata	13.1%	Wagoner	11.8%
Cleveland	11.1%	Jefferson	20.3%	Okfuskee	11.5%	Washington	9.0%
Coal	16.4%	Johnston	16.1%	Oklahoma	10.4%	Washita	15.8%
Comanche	14.4%	Kay	25.2%	Okmulgee	16.3%	Woods	15.3%
Cotton	22.8%	Kingfisher	9.4%	Osage	12.9%	Woodward	12.2%
Craig	26.7%	Kiowa	24.8%	Ottawa	23.6%		
Creek	14.3%	Latimer	19.0%	Pawnee	18.2%		
Custer	10.6%	Le Flore	19.1%	Payne	14.1%		

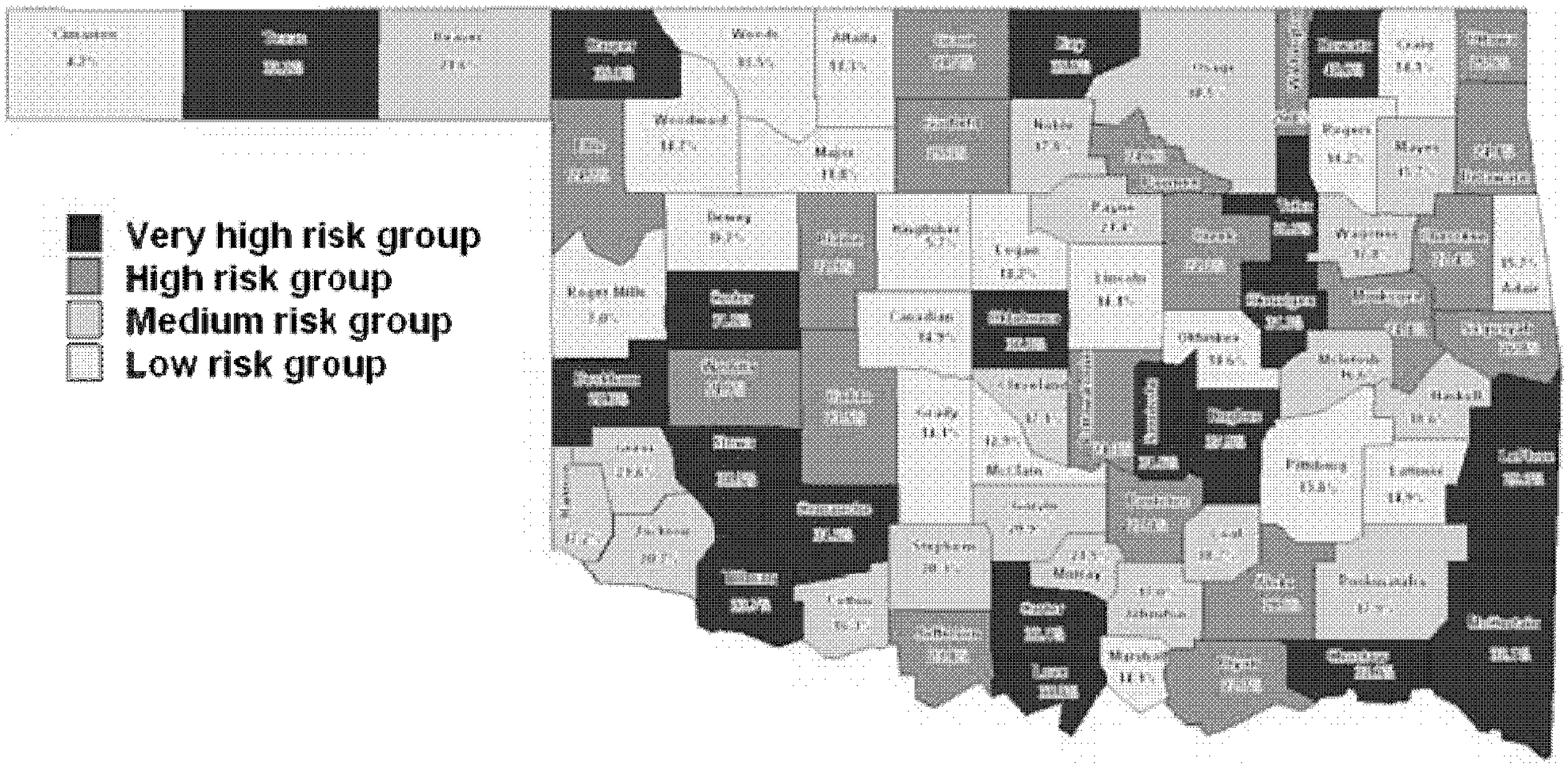
Family Related Factors

Name	% of children under 5 living in a single-parent family (11)	% of children under 6: hispanic or latino ethnic minority (12)	% of children under 6: black race minority (13)
Adair	15.7%	12.7%	0.3%
Alfalfa	11.3%	6.2%	0.3%
Atoka	28.1%	4.8%	2.1%
Beaver	21.6%	32.5%	0.4%
Beckham	28.3%	14.7%	2.0%
Blaine	22.9%	16.6%	2.0%
Bryan	22.7%	10.9%	1.4%
Caddo	23.5%	15.5%	0.7%
Canadian	14.9%	11.8%	2.2%
Carter	30.1%	11.1%	6.0%
Cherokee	27.4%	14.2%	1.1%
Choctaw	32.0%	5.3%	12.6%
Cimarron	4.2%	34.4%	0.5%
Cleveland	17.1%	12.1%	4.6%
Coal	18.7%	4.0%	0.4%
Comanche	34.6%	18.5%	17.3%
Cotton	16.3%	10.5%	1.0%
Craig	14.1%	5.5%	1.9%
Creek	22.1%	6.0%	2.2%
Custer	31.0%	25.6%	2.5%
Delaware	24.1%	7.8%	0.2%
Dewey	10.7%	10.9%	0.0%
Ellis	24.2%	10.8%	0.6%
Garfield	25.3%	17.3%	2.7%
Garvin	20.9%	11.5%	2.7%
Grady	14.1%	7.6%	1.9%
Grant	28.2%	6.8%	1.6%
Greer	21.6%	21.9%	0.8%
Harmon	17.2%	39.4%	7.0%
Harper	35.8%	29.5%	0.0%
Haskell	18.6%	7.0%	0.5%
Hughes	37.9%	8.6%	1.4%
Jackson	20.7%	31.7%	8.1%
Jefferson	23.8%	14.1%	0.8%
Johnston	17.0%	8.6%	2.1%
Kay	35.8%	12.1%	1.6%
Kingfisher	5.7%	23.7%	1.1%
Kiowa	38.5%	15.9%	5.1%
Latimer	14.9%	5.2%	0.1%
Le Flore	29.3%	16.3%	1.1%
Lincoln	14.1%	4.8%	1.1%
Logan	14.2%	9.8%	5.7%

Name	% of children under 5 living in a single-parent family (11)	% of children under 6: hispanic or latino ethnic minority (12)	% of children under 6: black race minority (13)
Love	38.8%	20.5%	1.2%
McClain	12.9%	13.2%	0.6%
McCurtain	32.1%	9.6%	9.8%
McIntosh	16.6%	3.7%	2.0%
Major	11.8%	17.0%	1.2%
Marshall	14.1%	29.4%	1.4%
Mayes	15.7%	5.4%	0.2%
Murray	21.5%	8.9%	1.3%
Muskogee	24.1%	11.3%	11.8%
Noble	17.8%	5.4%	1.4%
Nowata	48.0%	5.2%	1.9%
Okfuskee	14.6%	4.4%	4.7%
Oklahoma	30.2%	26.9%	17.4%
Okmulgee	31.3%	7.1%	6.5%
Osage	18.5%	5.9%	11.8%
Ottawa	25.9%	9.6%	0.8%
Pawnee	24.0%	5.2%	0.6%
Payne	21.4%	7.5%	3.8%
Pittsburg	13.8%	8.0%	2.1%
Pontotoc	27.1%	8.7%	2.5%
Pottawatomie	24.3%	8.6%	2.9%
Pushmataha	17.9%	5.0%	0.5%
Roger Mills	7.0%	11.7%	0.6%
Rogers	11.2%	7.1%	1.1%
Seminole	34.6%	6.9%	3.4%
Sequoyah	26.8%	7.5%	2.2%
Stephens	20.3%	13.3%	1.8%
Texas	32.2%	59.4%	1.2%
Tillman	33.7%	39.8%	8.2%
Tulsa	28.9%	20.4%	12.7%
Wagoner	17.8%	9.2%	4.0%
Washington	26.1%	11.2%	2.4%
Washita	24.9%	15.5%	0.7%
Woods	13.5%	9.5%	1.7%
Woodward	14.7%	19.9%	0.2%
	25.0%	**16.6%**	**8.3%**

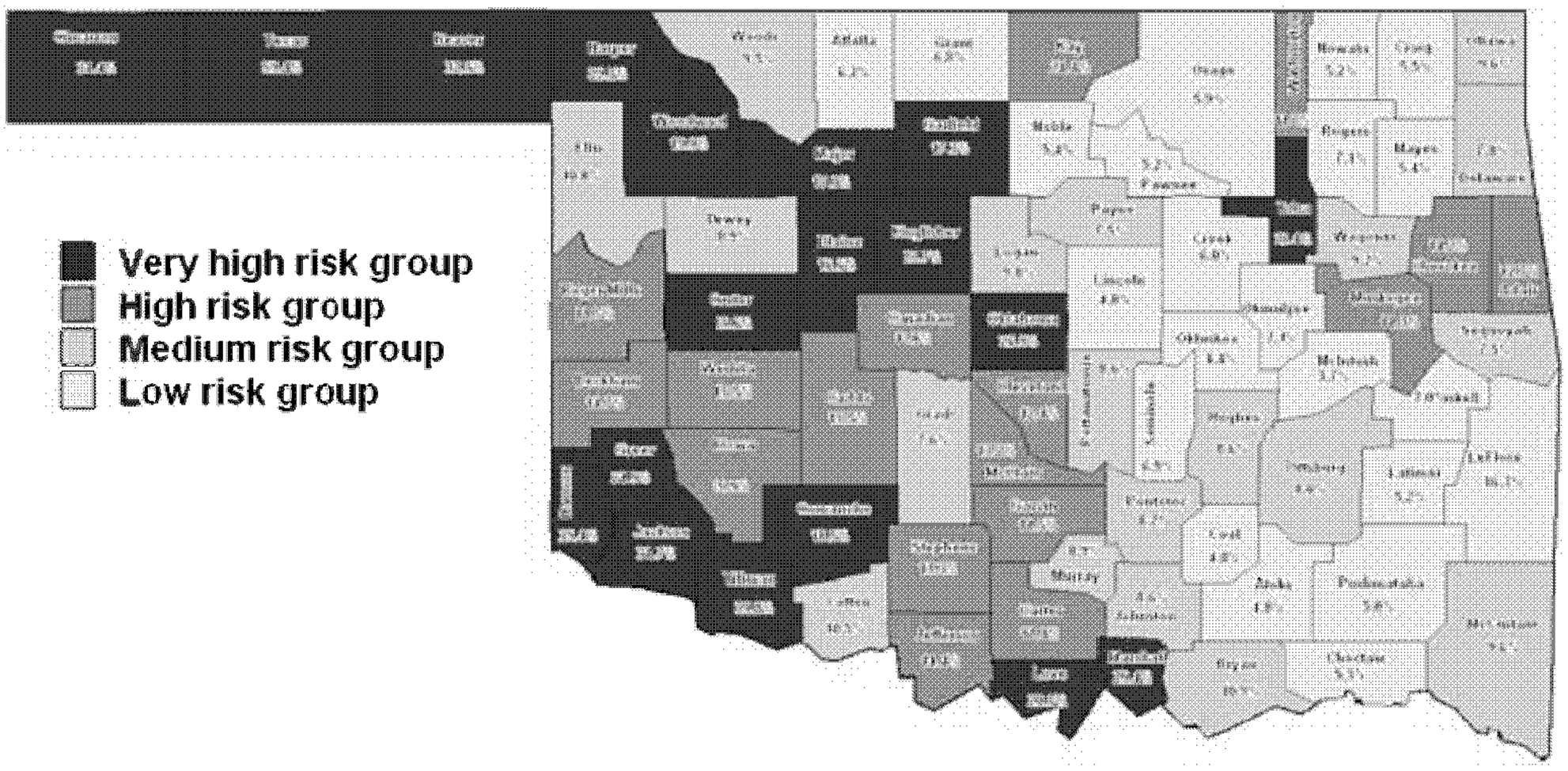
(11) U.S. Census, ACS 2005-2009 estimates, Table B09002.
(12) 2010 Census Data: Summary File 1 Oklahoma, Table PCT12 & PCT12H
(13) 2010 Census Data: Summary File 1 Oklahoma, Table PCT12 & PCT12B

Percent of children living in a single-parent family



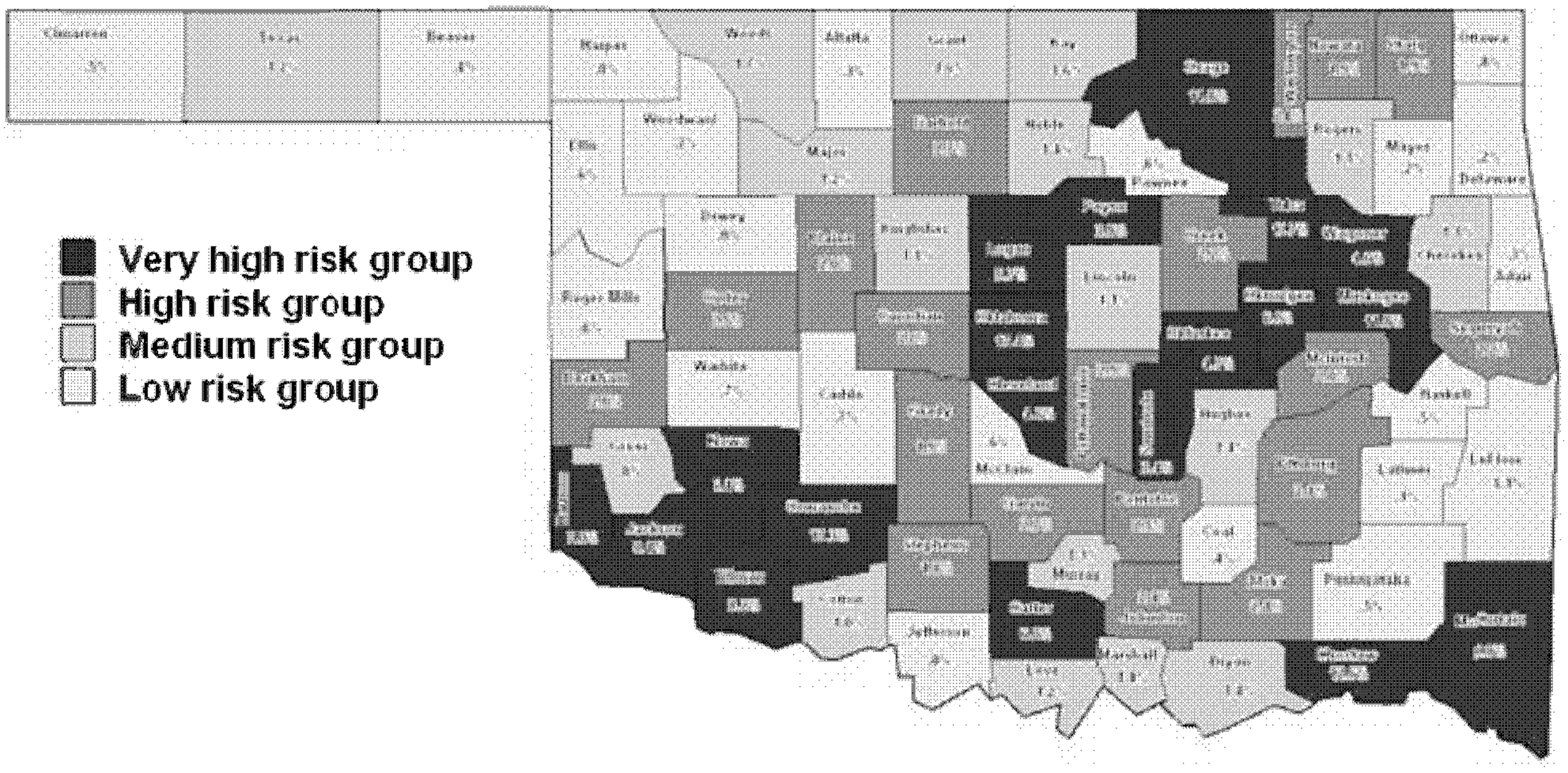
Adair	15.7%	Delaware	24.1%	Lincoln	14.1%	Pittsburg	13.8%
Alfalfa	11.3%	Dewey	10.7%	Logan	14.2%	Pontotoc	27.1%
Atoka	28.1%	Ellis	24.2%	Love	38.8%	Pottawatomie	24.3%
Beaver	21.6%	Garfield	25.3%	Major	11.8%	Pushmataha	17.9%
Beckham	28.3%	Garvin	20.9%	Marshall	14.1%	Roger Mills	7.0%
Blaine	22.9%	Grady	14.1%	Mayes	15.7%	Rogers	11.2%
Bryan	22.7%	Grant	28.2%	McClain	12.9%	Seminole	34.6%
Caddo	23.5%	Greer	21.6%	McCurtain	32.1%	Sequoyah	26.8%
Canadian	14.9%	Harmon	17.2%	McIntosh	16.6%	Stephens	20.3%
Carter	30.1%	Harper	35.8%	Murray	21.5%	Texas	32.2%
Cherokee	27.4%	Haskell	18.6%	Muskogee	24.1%	Tillman	33.7%
Choctaw	32.0%	Hughes	37.9%	Noble	17.8%	Tulsa	28.9%
Cimarron	4.2%	Jackson	20.7%	Nowata	48.0%	Wagoner	17.8%
Cleveland	17.1%	Jefferson	23.8%	Okfuskee	14.6%	Washington	26.1%
Coal	18.7%	Johnston	17.0%	Oklahoma	30.2%	Washita	24.9%
Comanche	34.6%	Kay	35.8%	Okmulgee	31.3%	Woods	13.5%
Cotton	16.3%	Kingfisher	5.7%	Osage	18.5%	Woodward	14.7%
Craig	14.1%	Kiowa	38.5%	Ottawa	25.9%		
Creek	22.1%	Latimer	14.9%	Pawnee	24.0%		
Custer	31.0%	Le Flore	29.3%	Payne	21.4%		

Percent of children under 6 from the Hispanic or Latino ethnic minority (16)



Adair	12.7%	Delaware	7.8%	Lincoln	4.8%	Pittsburg	8.0%
Alfalfa	6.2%	Dewey	10.9%	Logan	9.8%	Pontotoc	8.7%
Atoka	4.8%	Ellis	10.8%	Love	20.5%	Pottawatomie	8.6%
Beaver	32.5%	Garfield	17.3%	Major	17.0%	Pushmataha	5.0%
Beckham	14.7%	Garvin	11.5%	Marshall	29.4%	Roger Mills	11.7%
Blaine	16.6%	Grady	7.6%	Mayes	5.4%	Rogers	7.1%
Bryan	10.9%	Grant	6.8%	McClain	13.2%	Seminole	6.9%
Caddo	15.5%	Greer	21.9%	McCurtain	9.6%	Sequoyah	7.5%
Canadian	11.8%	Harmon	39.4%	McIntosh	3.7%	Stephens	13.3%
Carter	11.1%	Harper	29.5%	Murray	8.9%	Texas	59.4%
Cherokee	14.2%	Haskell	7.0%	Muskogee	11.3%	Tillman	39.8%
Choctaw	5.3%	Hughes	8.6%	Noble	5.4%	Tulsa	20.4%
Cimarron	34.4%	Jackson	31.7%	Nowata	5.2%	Wagoner	9.2%
Cleveland	12.1%	Jefferson	14.1%	Okfuskee	4.4%	Washington	11.2%
Coal	4.0%	Johnston	8.6%	Oklahoma	26.9%	Washita	15.5%
Comanche	18.5%	Kay	12.1%	Okmulgee	7.1%	Woods	9.5%
Cotton	10.5%	Kingfisher	23.7%	Osage	5.9%	Woodward	19.9%
Craig	5.5%	Kiowa	15.9%	Ottawa	9.6%		
Creek	6.0%	Latimer	5.2%	Pawnee	5.2%		
Custer	25.6%	Le Flore	16.3%	Payne	7.5%		

Percent of children under 6 Black minority



Adair	0.3%	Delaware	0.2%	Lincoln	1.1%	Pittsburg	2.1%
Alfalfa	0.3%	Dewey	0.0%	Logan	5.7%	Pontotoc	2.5%
Atoka	2.1%	Ellis	0.6%	Love	1.2%	Pottawatomie	2.9%
Beaver	0.4%	Garfield	2.7%	Major	1.2%	Pushmataha	0.5%
Beckham	2.0%	Garvin	2.7%	Marshall	1.4%	Roger Mills	0.6%
Blaine	2.0%	Grady	1.9%	Mayes	0.2%	Rogers	1.1%
Bryan	1.4%	Grant	1.6%	McClain	0.6%	Seminole	3.4%
Caddo	0.7%	Greer	0.8%	McCurtain	9.8%	Sequoyah	2.2%
Canadian	2.2%	Harmon	7.0%	McIntosh	2.0%	Stephens	1.8%
Carter	6.0%	Harper	0.0%	Murray	1.3%	Texas	1.2%
Cherokee	1.1%	Haskell	0.5%	Muskogee	11.8%	Tillman	8.2%
Choctaw	12.6%	Hughes	1.4%	Noble	1.4%	Tulsa	12.7%
Cimarron	0.5%	Jackson	8.1%	Nowata	1.9%	Wagoner	4.0%
Cleveland	4.6%	Jefferson	0.8%	Okfuskee	4.7%	Washington	2.4%
Coal	0.4%	Johnston	2.1%	Oklahoma	17.4%	Washita	0.7%
Comanche	17.3%	Kay	1.6%	Okmulgee	6.5%	Woods	1.7%
Cotton	1.0%	Kingfisher	1.1%	Osage	11.8%	Woodward	0.2%
Craig	1.9%	Kiowa	5.1%	Ottawa	0.8%		
Creek	2.2%	Latimer	0.1%	Pawnee	0.6%		
Custer	2.5%	Le Flore	1.1%	Payne	3.8%		

Special Population of Children

Name	% of Children Under 6 living in poverty (14)	% of children under 6 years with disabilities (IEP) (15)	% of children in Pre-K and KG who are English learners (16)	% of children under 6 who are migrant (17)	% children under 6 years who are homeless (18)	% children under 6 years who reside on Indian Lands (19)	% of children under 6 years in Foster Care (20)
Adair	78.4%	24.5%	25.1%	0.0%	0.0%	100.0%	1.2%
Alfalfa	51.7%	20.2%	0.0%	0.0%	0.0%	0.0%	1.2%
Atoka	62.2%	19.2%	0.0%	0.0%	0.0%	100.0%	2.2%
Beaver	55.7%	3.2%	14.1%	1.2%	0.0%	0.0%	0.4%
Beckham	54.9%	8.0%	4.4%	0.0%	0.0%	50.0%	3.4%
Blaine	62.2%	11.9%	6.4%	0.0%	0.0%	100.0%	4.4%
Bryan	62.6%	11.9%	2.8%	0.0%	4.4%	100.0%	2.5%
Caddo	63.9%	12.4%	2.8%	0.1%	0.0%	100.0%	3.3%
Canadian	33.2%	10.1%	7.3%	0.0%	0.0%	50.0%	1.4%
Carter	53.9%	13.7%	5.0%	0.0%	0.2%	100.0%	3.1%
Cherokee	69.8%	11.5%	12.0%	0.3%	0.0%	100.0%	1.5%
Choctaw	63.7%	24.0%	0.0%	0.0%	0.0%	100.0%	4.0%
Cimarron	53.7%	5.6%	14.1%	0.0%	0.0%	0.0%	1.8%
Cleveland	36.8%	10.8%	4.4%	0.0%	0.0%	30.0%	1.0%
Coal	87.7%	27.7%	0.0%	0.0%	0.0%	100.0%	2.6%
Comanche	64.2%	10.5%	5.6%	0.0%	0.0%	100.0%	2.0%
Cotton	64.1%	19.6%	0.0%	0.0%	0.0%	100.0%	1.9%
Craig	52.8%	8.2%	0.5%	0.0%	7.3%	100.0%	2.8%
Creek	55.9%	10.5%	1.7%	0.0%	0.0%	100.0%	1.8%
Custer	60.7%	7.7%	14.1%	0.0%	0.0%	100.0%	2.8%
Delaware	62.0%	10.5%	2.8%	0.0%	0.0%	100.0%	1.5%
Dewey	51.2%	9.6%	7.7%	0.0%	0.0%	100.0%	0.8%
Ellis	49.3%	9.4%	0.0%	0.0%	0.0%	40.0%	0.6%
Garfield	61.0%	9.1%	11.4%	0.0%	0.0%	0.0%	1.4%
Garvin	58.2%	15.3%	3.7%	0.0%	0.0%	100.0%	1.6%
Grady	47.5%	9.4%	2.3%	0.0%	0.0%	100.0%	1.4%
Grant	49.6%	9.9%	0.0%	0.0%	0.0%	0.0%	1.6%
Greer	62.2%	13.5%	4.5%	0.0%	0.0%	0.0%	5.8%
Harmon	75.7%	16.5%	29.7%	0.0%	0.0%	0.0%	2.1%
Harper	53.9%	8.0%	15.2%	0.0%	0.0%	0.0%	0.9%
Haskell	59.0%	28.4%	0.8%	0.0%	0.0%	100.0%	0.5%
Hughes	77.4%	18.3%	0.0%	0.0%	0.0%	100.0%	2.5%
Jackson	57.2%	6.8%	9.1%	0.7%	8.2%	100.0%	2.0%
Jefferson	63.5%	22.0%	2.1%	0.0%	0.0%	100.0%	1.1%

Name	% of Children Under 6 living in poverty (14)	% of children under 6 years with disabilities (IEP) (15)	% of children in Pre-K and KG who are English learners (16)	% of children under 6 who are migrant (17)	% children under 6 years who are homeless (18)	% children under 6 years who reside on Indian Lands (19)	% of children under 6 years in Foster Care (20)
Johnston	62.8%	14.1%	1.4%	0.0%	0.0%	100.0%	1.4%
Kay	64.3%	11.5%	4.5%	0.0%	0.0%	40.0%	1.3%
Kingfisher	57.6%	14.3%	11.2%	0.0%	0.0%	40.0%	0.8%
Kiowa	70.0%	15.0%	0.4%	0.0%	0.0%	100.0%	1.6%
Latimer	54.0%	21.4%	1.9%	0.0%	0.0%	100.0%	1.3%
Le Flore	64.4%	15.1%	8.3%	0.0%	0.1%	100.0%	1.5%
Lincoln	54.5%	11.4%	0.0%	0.0%	0.0%	100.0%	1.9%
Logan	41.9%	9.2%	5.1%	0.0%	0.0%	17.0%	1.1%
Love	54.6%	15.1%	11.5%	0.0%	0.0%	100.0%	1.5%
McClain	37.9%	9.3%	6.7%	0.0%	0.0%	100.0%	0.9%
McCurtain	68.0%	14.7%	3.2%	0.0%	0.5%	100.0%	1.5%
McIntosh	65.5%	18.0%	0.0%	0.0%	0.0%	100.0%	2.9%
Major	42.8%	17.4%	6.6%	0.0%	0.0%	0.0%	0.7%
Marshall	65.1%	12.7%	17.5%	0.0%	12.6%	100.0%	0.8%
Mayes	55.3%	11.2%	1.6%	0.0%	0.0%	100.0%	1.9%
Murray	53.6%	15.4%	3.1%	0.0%	0.0%	100.0%	1.7%
Muskogee	55.8%	12.9%	1.6%	0.0%	0.0%	100.0%	1.9%
Noble	48.5%	12.3%	1.6%	0.0%	0.0%	30.0%	0.5%
Nowata	63.6%	5.3%	0.0%	0.0%	0.0%	100.0%	2.5%
Okfuskee	83.9%	12.7%	0.9%	0.0%	0.0%	100.0%	3.3%
Oklahoma	56.4%	7.9%	21.9%	0.0%	4.3%	20.0%	2.7%
Okmulgee	68.2%	12.6%	0.7%	0.0%	0.4%	100.0%	2.2%
Osage	51.3%	15.0%	2.0%	0.0%	0.0%	100.0%	1.9%
Ottawa	67.5%	10.5%	6.1%	0.0%	0.0%	100.0%	1.7%
Pawnee	59.6%	8.6%	0.2%	0.0%	0.0%	70.0%	1.7%
Payne	56.9%	10.8%	5.4%	0.0%	0.0%	30.0%	1.4%
Pittsburg	50.6%	13.5%	1.1%	0.0%	0.0%	100.0%	2.3%
Pontotoc	55.2%	9.0%	2.5%	0.0%	0.0%	100.0%	2.9%
Pottawatomie	59.2%	10.8%	2.3%	0.0%	0.0%	100.0%	3.0%
Pushmataha	60.9%	24.6%	0.0%	0.0%	0.0%	100.0%	2.0%
Roger Mills	33.6%	5.6%	0.0%	0.0%	0.0%	100.0%	0.6%
Rogers	41.6%	9.5%	2.4%	0.0%	0.0%	100.0%	1.2%
Seminole	71.4%	12.7%	0.1%	0.0%	0.0%	100.0%	2.6%
Sequoyah	71.6%	22.3%	3.4%	0.0%	0.0%	100.0%	1.4%
Stephens	57.0%	8.8%	3.6%	0.0%	0.0%	100.0%	2.8%
Texas	62.0%	10.9%	62.1%	0.3%	0.0%	0.0%	0.4%
Tillman	67.1%	9.4%	20.4%	1.6%	0.0%	100.0%	0.5%
Tulsa	51.1%	7.6%	14.8%	0.0%	3.0%	100.0%	1.5%
Wagoner	45.7%	9.6%	2.1%	0.0%	5.3%	100.0%	0.5%
Washington	48.4%	10.6%	7.7%	0.0%	4.6%	100.0%	2.5%
Washita	58.4%	14.6%	2.4%	0.0%	0.0%	100.0%	1.5%
Woods	50.4%	19.7%	1.0%	0.0%	0.0%	0.0%	5.7%

Name	% of Children Under 6 living in poverty [14]	% of children under 6 years with disabilities (IEP) [15]	% of children in Pre-K and KG who are English learners [16]	% of children under 6 who are migrant [17]	% children under 6 years who are homeless [18]	% children under 6 years who reside on Indian Lands [19]	% of children under 6 years in Foster Care [20]
Woodward	51.2%	10.4%	15.1%	0.0%	3.3%	0.0%	2.4%
	54.6%	**10.6%**	**10.0%**	**0.02%**	**1.6%**	**69.4%**	**1.9%**

(14) U.S. Census, ACS 2005-2009 estimates, Table B17024.

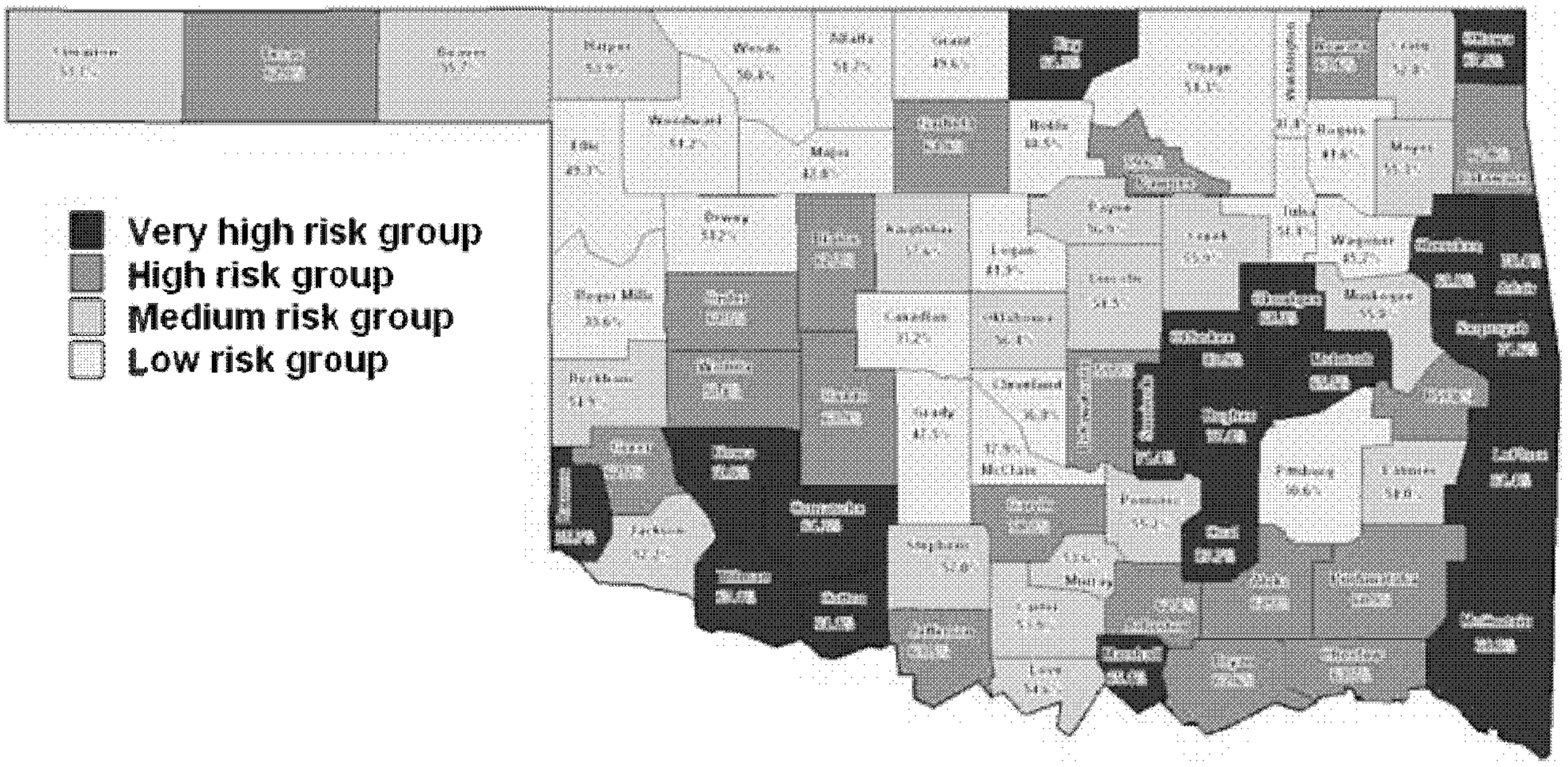
(15) (16) 2010-2011 School Year. State Department of Education.

(17) (18) 2009-2010 school Year. State Department of Education.

(19) Own approximations. Source: Oklahoma Department of Transportation, Planning & Research Division.

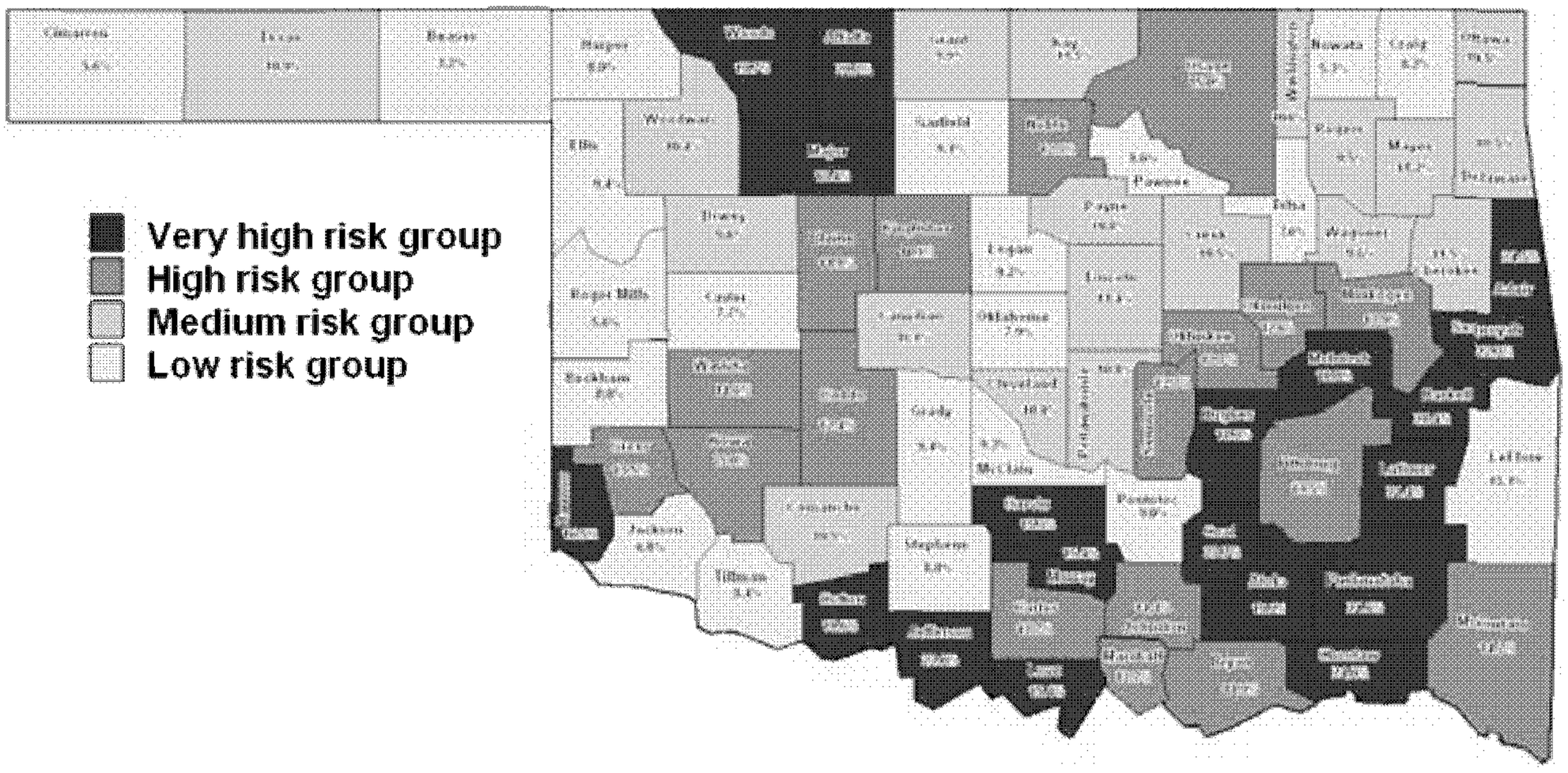
(20) State Fiscal Year 2011, Removals Database, Technology and Governance Unit, Children and Family Services Division, Oklahoma Department of Human Service.

Percent of children living in poverty (200% FPL)



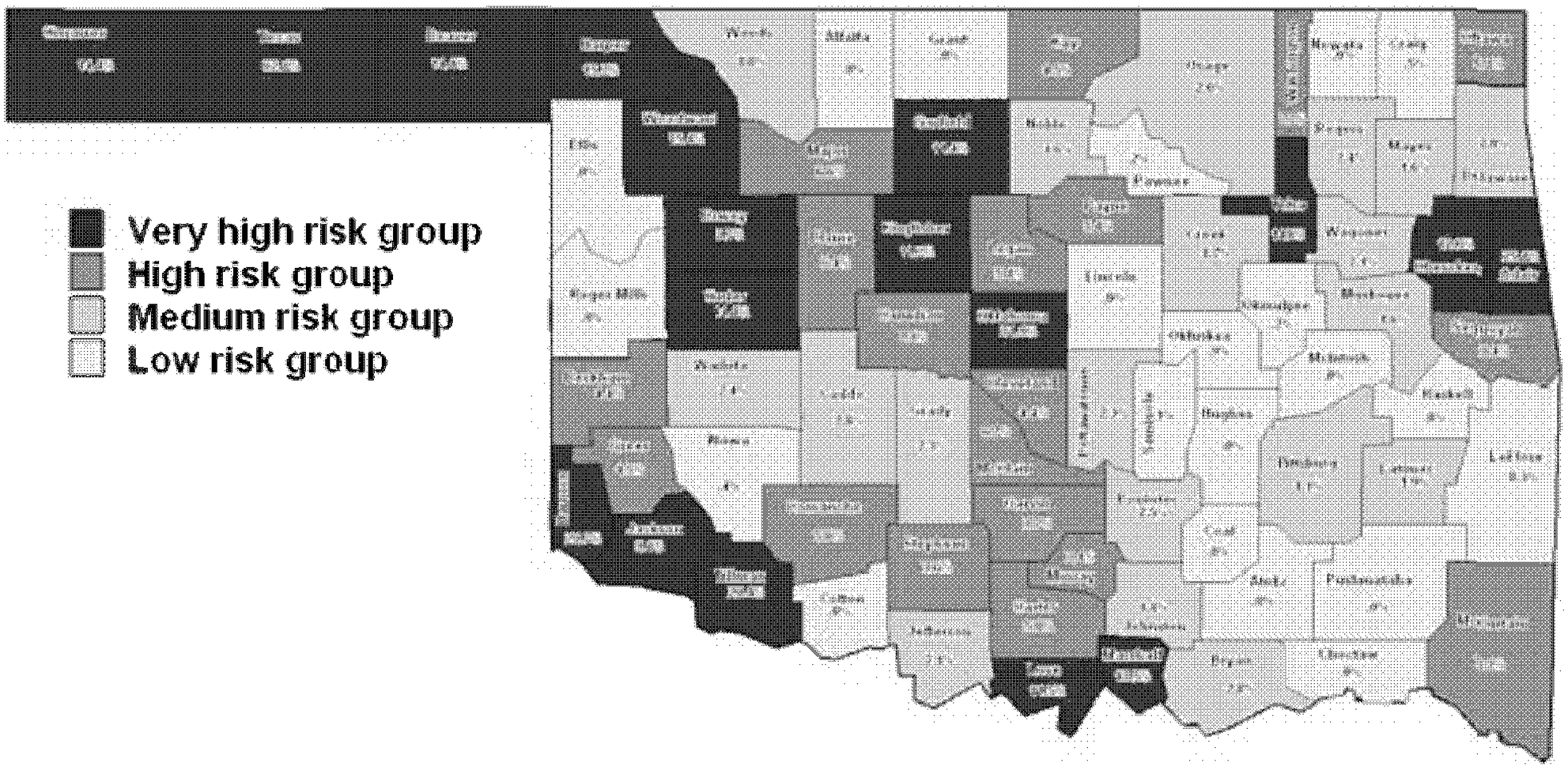
Adair	78.4%	Delaware	62.0%	Lincoln	54.5%	Pittsburg	50.6%
Alfalfa	51.7%	Dewey	51.2%	Logan	41.9%	Pontotoc	55.2%
Atoka	62.2%	Ellis	49.3%	Love	54.6%	Pottawatomie	59.2%
Beaver	55.7%	Garfield	61.0%	Major	42.8%	Pushmataha	60.9%
Beckham	54.9%	Garvin	58.2%	Marshall	65.1%	Roger Mills	33.6%
Blaine	62.2%	Grady	47.5%	Mayes	55.3%	Rogers	41.6%
Bryan	62.6%	Grant	49.6%	McClain	37.9%	Seminole	71.4%
Caddo	63.9%	Greer	62.2%	McCurtain	68.0%	Sequoyah	71.6%
Canadian	33.2%	Harmon	75.7%	McIntosh	65.5%	Stephens	57.0%
Carter	53.9%	Harper	53.9%	Murray	53.6%	Texas	62.0%
Cherokee	69.8%	Haskell	59.0%	Muskogee	55.8%	Tillman	67.1%
Choctaw	63.7%	Hughes	77.4%	Noble	48.5%	Tulsa	51.1%
Cimarron	53.7%	Jackson	57.2%	Nowata	63.6%	Wagoner	45.7%
Cleveland	36.8%	Jefferson	63.5%	Okfuskee	83.9%	Washington	48.4%
Coal	87.7%	Johnston	62.8%	Oklahoma	56.4%	Washita	58.4%
Comanche	64.2%	Kay	64.3%	Okmulgee	68.2%	Woods	50.4%
Cotton	64.1%	Kingfisher	57.6%	Osage	51.3%	Woodward	51.2%
Craig	52.8%	Kiowa	70.0%	Ottawa	67.5%		
Creek	55.9%	Latimer	54.0%	Pawnee	59.6%		
Custer	60.7%	Le Flore	64.4%	Payne	56.9%		

Percent of children with disabilities



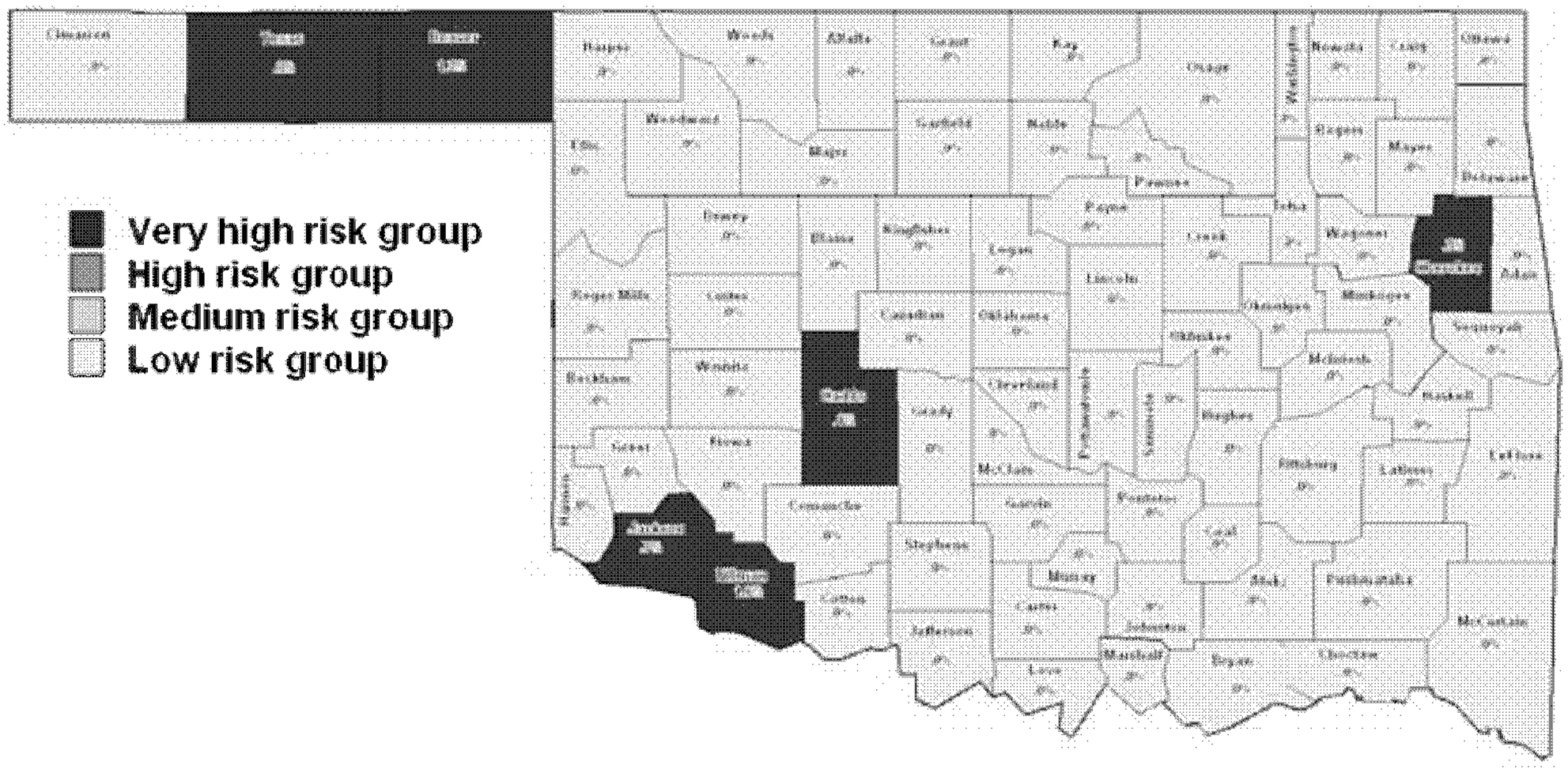
Adair	24.5%	Delaware	10.5%	Lincoln	11.4%	Pittsburg	13.5%
Alfalfa	20.2%	Dewey	9.6%	Logan	9.2%	Pontotoc	9.0%
Atoka	19.2%	Ellis	9.4%	Love	15.1%	Pottawatomie	10.8%
Beaver	3.2%	Garfield	9.1%	Major	17.4%	Pushmataha	24.6%
Beckham	8.0%	Garvin	15.3%	Marshall	12.7%	Roger Mills	5.6%
Blaine	11.9%	Grady	9.4%	Mayes	11.2%	Rogers	9.5%
Bryan	11.9%	Grant	9.9%	McClain	9.3%	Seminole	12.7%
Caddo	12.4%	Greer	13.5%	McCurtain	14.7%	Sequoyah	22.3%
Canadian	10.1%	Harmon	16.5%	McIntosh	18.0%	Stephens	8.8%
Carter	13.7%	Harper	8.0%	Murray	15.4%	Texas	10.9%
Cherokee	11.5%	Haskell	28.4%	Muskogee	12.9%	Tillman	9.4%
Choctaw	24.0%	Hughes	18.3%	Noble	12.3%	Tulsa	7.6%
Cimarron	5.6%	Jackson	6.8%	Nowata	5.3%	Wagoner	9.6%
Cleveland	10.8%	Jefferson	22.0%	Okfuskee	12.7%	Washington	10.6%
Coal	27.7%	Johnston	14.1%	Oklahoma	7.9%	Washita	14.6%
Comanche	10.5%	Kay	11.5%	Okmulgee	12.6%	Woods	19.7%
Cotton	19.6%	Kingfisher	14.3%	Osage	15.0%	Woodward	10.4%
Craig	8.2%	Kiowa	15.0%	Ottawa	10.5%		
Creek	10.5%	Latimer	21.4%	Pawnee	8.6%		
Custer	7.7%	Le Flore	15.1%	Payne	10.8%		

Percent of children in Pre-K and KG who are English learners



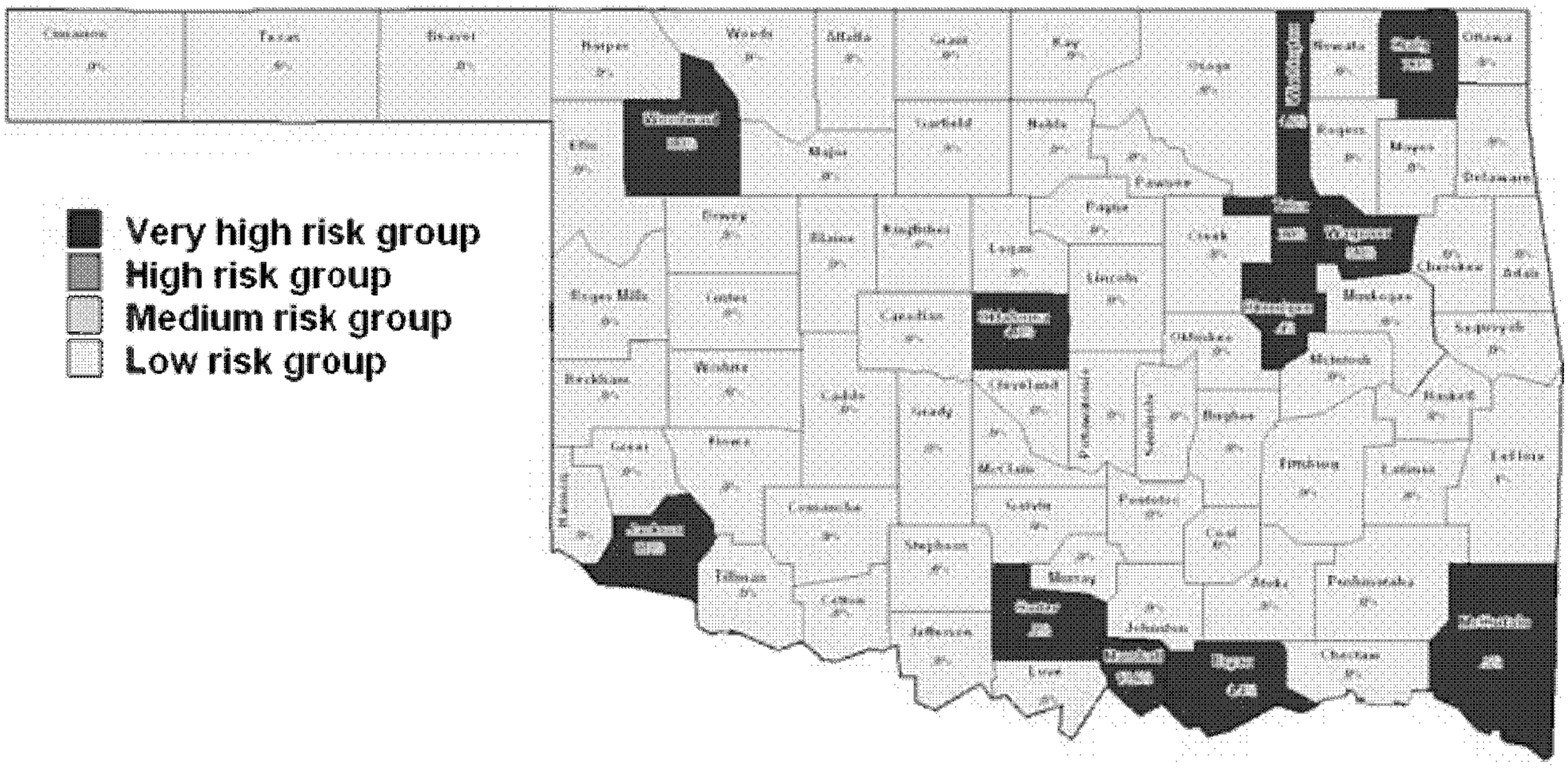
Adair	25.1%	Delaware	2.8%	Lincoln	0.0%	Pittsburg	1.1%
Alfalfa	0.0%	Dewey	7.7%	Logan	5.1%	Pontotoc	2.5%
Atoka	0.0%	Ellis	0.0%	Love	11.5%	Pottawatomie	2.3%
Beaver	14.1%	Garfield	11.4%	Major	6.6%	Pushmataha	0.0%
Beckham	4.4%	Garvin	3.7%	Marshall	17.5%	Roger Mills	0.0%
Blaine	6.4%	Grady	2.3%	Mayes	1.6%	Rogers	2.4%
Bryan	2.8%	Grant	0.0%	McClain	6.7%	Seminole	0.1%
Caddo	2.8%	Greer	4.5%	McCurtain	3.2%	Sequoyah	3.4%
Canadian	7.3%	Harmon	29.7%	McIntosh	0.0%	Stephens	3.6%
Carter	5.0%	Harper	15.2%	Murray	3.1%	Texas	62.1%
Cherokee	12.0%	Haskell	0.8%	Muskogee	1.6%	Tillman	20.4%
Choctaw	0.0%	Hughes	0.0%	Noble	1.6%	Tulsa	14.8%
Cimarron	14.1%	Jackson	9.1%	Nowata	0.0%	Wagoner	2.1%
Cleveland	4.4%	Jefferson	2.1%	Okfuskee	0.9%	Washington	7.7%
Coal	0.0%	Johnston	1.4%	Oklahoma	21.9%	Washita	2.4%
Comanche	5.6%	Kay	4.5%	Okmulgee	0.7%	Woods	1.0%
Cotton	0.0%	Kingfisher	11.2%	Osage	2.0%	Woodward	15.1%
Craig	0.5%	Kiowa	0.4%	Ottawa	6.1%		
Creek	1.7%	Latimer	1.9%	Pawnee	0.2%		
Custer	14.1%	Le Flore	8.3%	Payne	5.4%		

Percent of migrant children



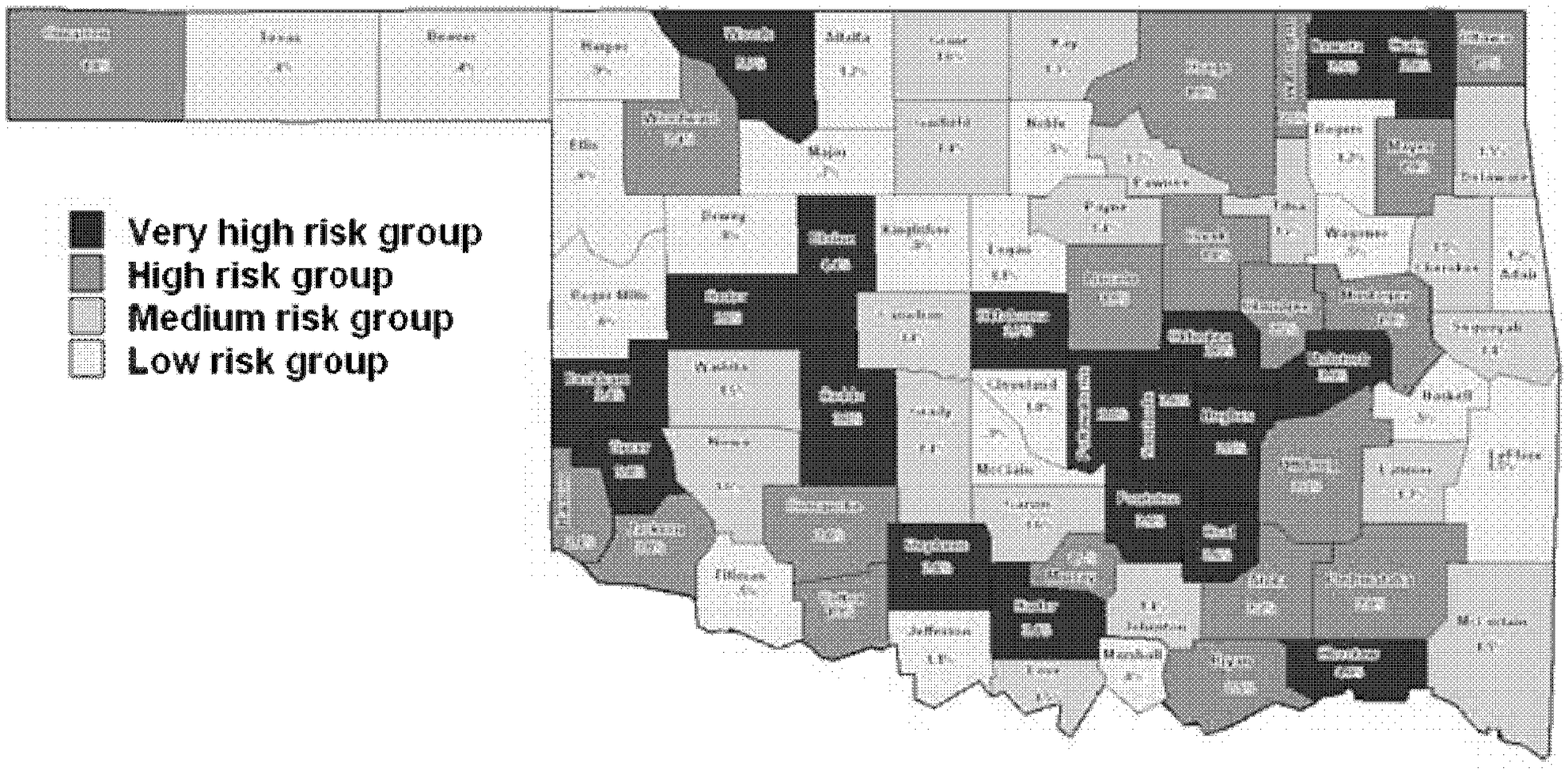
Adair	0.0%	Delaware	0.0%	Lincoln	0.0%	Pittsburg	0.0%
Alfalfa	0.0%	Dewey	0.0%	Logan	0.0%	Pontotoc	0.0%
Atoka	0.0%	Ellis	0.0%	Love	0.0%	Pottawatomie	0.0%
Beaver	1.2%	Garfield	0.0%	Major	0.0%	Pushmataha	0.0%
Beckham	0.0%	Garvin	0.0%	Marshall	0.0%	Roger Mills	0.0%
Blaine	0.0%	Grady	0.0%	Mayes	0.0%	Rogers	0.0%
Bryan	0.0%	Grant	0.0%	McClain	0.0%	Seminole	0.0%
Caddo	0.1%	Greer	0.0%	McCurtain	0.0%	Sequoyah	0.0%
Canadian	0.0%	Harmon	0.0%	McIntosh	0.0%	Stephens	0.0%
Carter	0.0%	Harper	0.0%	Murray	0.0%	Texas	0.3%
Cherokee	0.3%	Haskell	0.0%	Muskogee	0.0%	Tillman	1.6%
Choctaw	0.0%	Hughes	0.0%	Noble	0.0%	Tulsa	0.0%
Cimarron	0.0%	Jackson	0.7%	Nowata	0.0%	Wagoner	0.0%
Cleveland	0.0%	Jefferson	0.0%	Okfuskee	0.0%	Washington	0.0%
Coal	0.0%	Johnston	0.0%	Oklahoma	0.0%	Washita	0.0%
Comanche	0.0%	Kay	0.0%	Okmulgee	0.0%	Woods	0.0%
Cotton	0.0%	Kingfisher	0.0%	Osage	0.0%	Woodward	0.0%
Craig	0.0%	Kiowa	0.0%	Ottawa	0.0%		
Creek	0.0%	Latimer	0.0%	Pawnee	0.0%		
Custer	0.0%	Le Flore	0.0%	Payne	0.0%		

Percent of homeless children



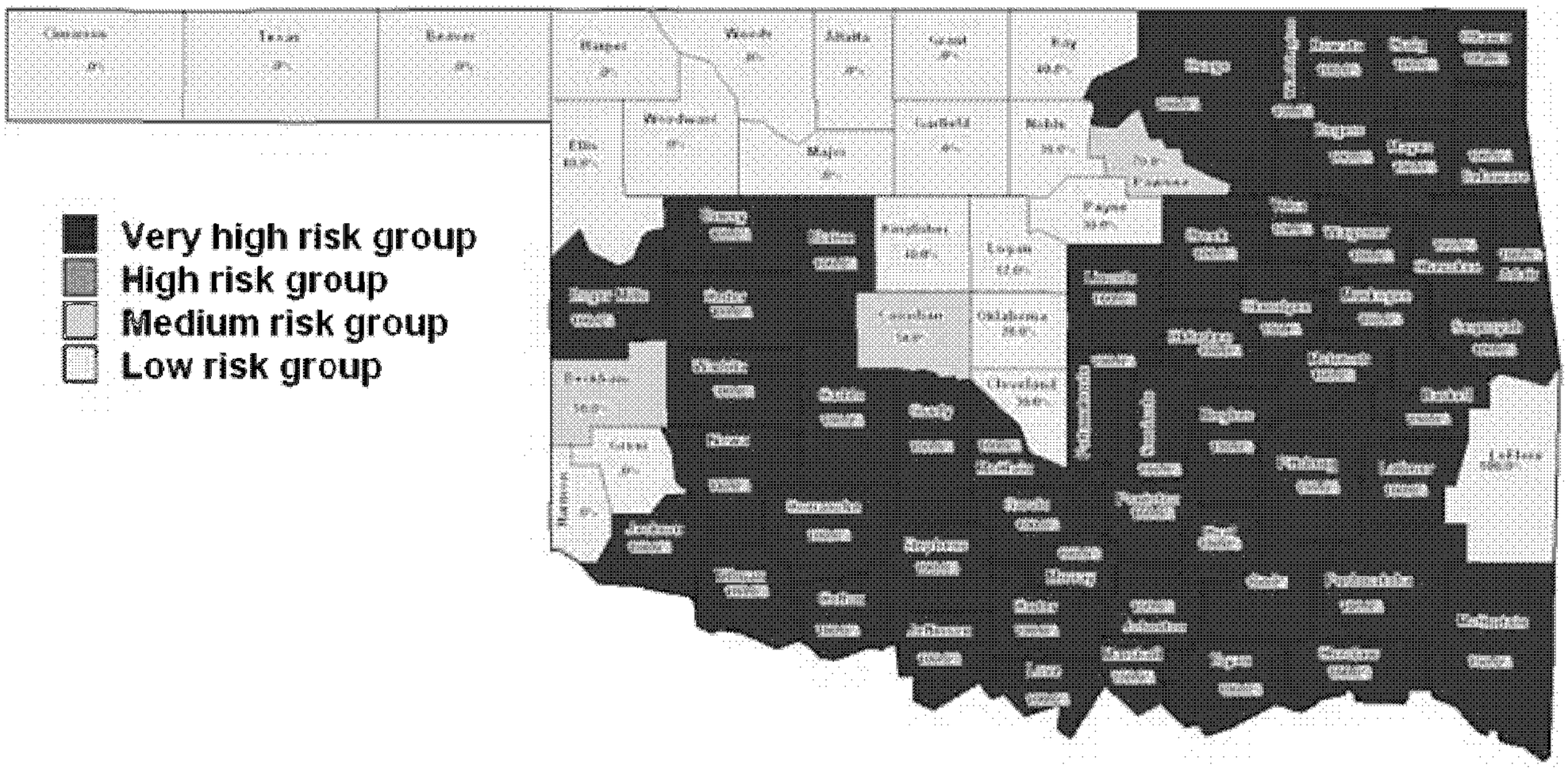
Adair	0.0%	Delaware	0.0%	Lincoln	0.0%	Pittsburg	0.0%
Alfalfa	0.0%	Dewey	0.0%	Logan	0.0%	Pontotoc	0.0%
Atoka	0.0%	Ellis	0.0%	Love	0.0%	Pottawatomie	0.0%
Beaver	0.0%	Garfield	0.0%	Major	0.0%	Pushmataha	0.0%
Beckham	0.0%	Garvin	0.0%	Marshall	12.6%	Roger Mills	0.0%
Blaine	0.0%	Grady	0.0%	Mayes	0.0%	Rogers	0.0%
Bryan	4.4%	Grant	0.0%	McClain	0.0%	Seminole	0.0%
Caddo	0.0%	Greer	0.0%	McCurtain	0.5%	Sequoyah	0.0%
Canadian	0.0%	Harmon	0.0%	McIntosh	0.0%	Stephens	0.0%
Carter	0.2%	Harper	0.0%	Murray	0.0%	Texas	0.0%
Cherokee	0.0%	Haskell	0.0%	Muskogee	0.0%	Tillman	0.0%
Choctaw	0.0%	Hughes	0.0%	Noble	0.0%	Tulsa	3.0%
Cimarron	0.0%	Jackson	8.2%	Nowata	0.0%	Wagoner	5.3%
Cleveland	0.0%	Jefferson	0.0%	Okfuskee	0.0%	Washington	4.6%
Coal	0.0%	Johnston	0.0%	Oklahoma	4.3%	Washita	0.0%
Comanche	0.0%	Kay	0.0%	Okmulgee	0.4%	Woods	0.0%
Cotton	0.0%	Kingfisher	0.0%	Osage	0.0%	Woodward	3.3%
Craig	7.3%	Kiowa	0.0%	Ottawa	0.0%		
Creek	0.0%	Latimer	0.0%	Pawnee	0.0%		
Custer	0.0%	Le Flore	0.1%	Payne	0.0%		

Percent of children under 6 years in Foster Care



Adair	1.2%	Delaware	1.5%	Lincoln	1.9%	Pittsburg	2.3%
Alfalfa	1.2%	Dewey	0.8%	Logan	1.1%	Pontotoc	2.9%
Atoka	2.2%	Ellis	0.6%	Love	1.5%	Pottawatomie	3.0%
Beaver	0.4%	Garfield	1.4%	Major	0.7%	Pushmataha	2.0%
Beckham	3.4%	Garvin	1.6%	Marshall	0.8%	Roger Mills	0.6%
Blaine	4.4%	Grady	1.4%	Mayes	1.9%	Rogers	1.2%
Bryan	2.5%	Grant	1.6%	McClain	0.9%	Seminole	2.6%
Caddo	3.3%	Greer	5.8%	McCurtain	1.5%	Sequoyah	1.4%
Canadian	1.4%	Harmon	2.1%	McIntosh	2.9%	Stephens	2.8%
Carter	3.1%	Harper	0.9%	Murray	1.7%	Texas	0.4%
Cherokee	1.5%	Haskell	0.5%	Muskogee	1.9%	Tillman	0.5%
Choctaw	4.0%	Hughes	2.5%	Noble	0.5%	Tulsa	1.5%
Cimarron	1.8%	Jackson	2.0%	Nowata	2.5%	Wagoner	0.5%
Cleveland	1.0%	Jefferson	1.1%	Okfuskee	3.3%	Washington	2.5%
Coal	2.6%	Johnston	1.4%	Oklahoma	2.7%	Washita	1.5%
Comanche	2.0%	Kay	1.3%	Okmulgee	2.2%	Woods	5.7%
Cotton	1.9%	Kingfisher	0.8%	Osage	1.9%	Woodward	2.4%
Craig	2.8%	Kiowa	1.6%	Ottawa	1.7%		
Creek	1.8%	Latimer	1.3%	Pawnee	1.7%		
Custer	2.8%	Le Flore	1.5%	Payne	1.4%		

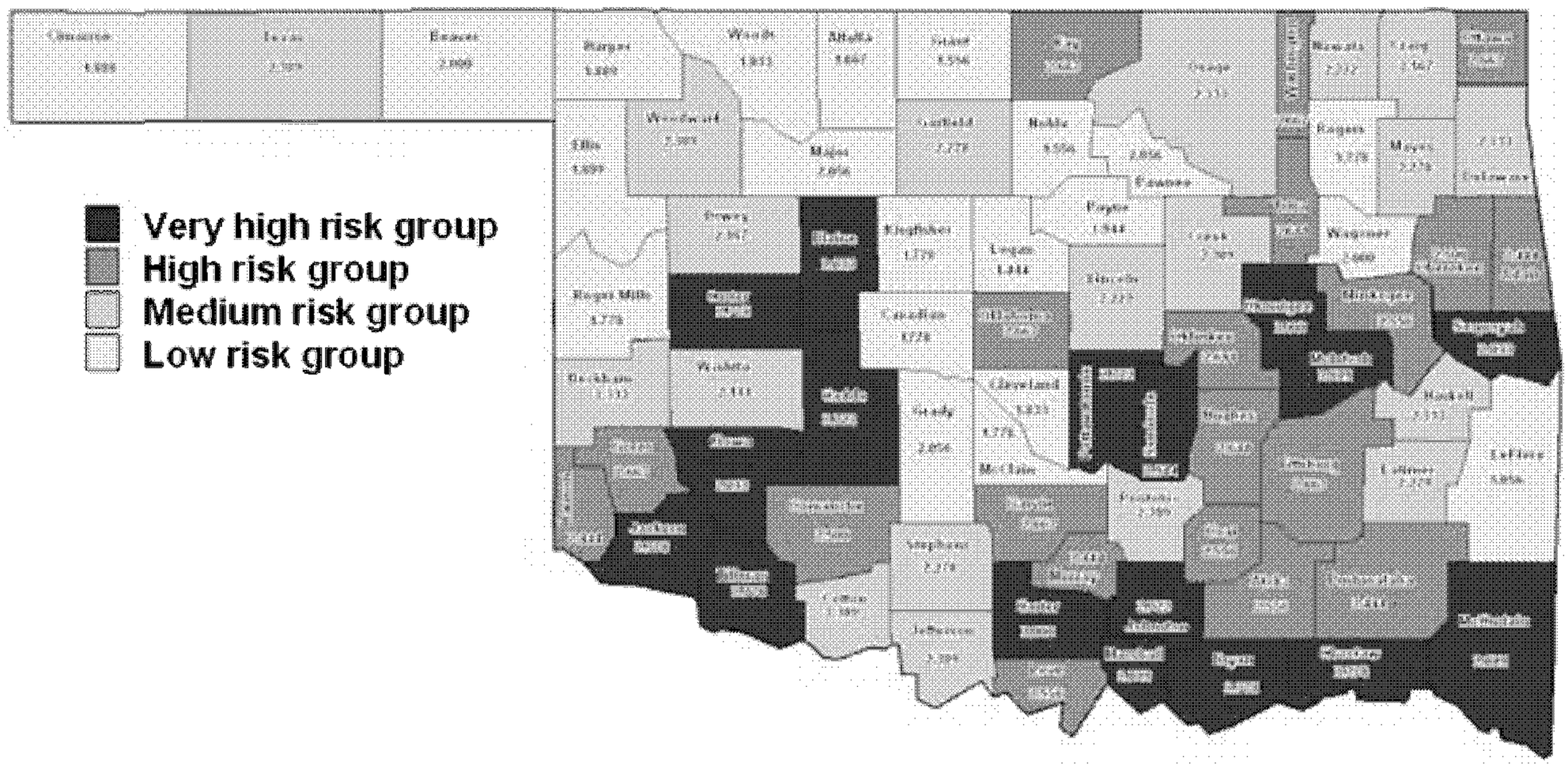
Percent of children under 6 residing on Indian Lands



Adair	100.0%	Delaware	100.0%	Lincoln	100.0%	Pittsburg	100.0%
Alfalfa	0.0%	Dewey	100.0%	Logan	17.0%	Pontotoc	100.0%
Atoka	100.0%	Ellis	40.0%	Love	100.0%	Pottawatomie	100.0%
Beaver	0.0%	Garfield	0.0%	Major	0.0%	Pushmataha	100.0%
Beckham	50.0%	Garvin	100.0%	Marshall	100.0%	Roger Mills	100.0%
Blaine	100.0%	Grady	100.0%	Mayes	100.0%	Rogers	100.0%
Bryan	100.0%	Grant	0.0%	McClain	100.0%	Seminole	100.0%
Caddo	100.0%	Greer	0.0%	McCurtain	100.0%	Sequoyah	100.0%
Canadian	50.0%	Harmon	0.0%	McIntosh	100.0%	Stephens	100.0%
Carter	100.0%	Harper	0.0%	Murray	100.0%	Texas	0.0%
Cherokee	100.0%	Haskell	100.0%	Muskogee	100.0%	Tillman	100.0%
Choctaw	100.0%	Hughes	100.0%	Noble	30.0%	Tulsa	100.0%
Cimarron	0.0%	Jackson	100.0%	Nowata	100.0%	Wagoner	100.0%
Cleveland	30.0%	Jefferson	100.0%	Okfuskee	100.0%	Washington	100.0%
Coal	100.0%	Johnston	100.0%	Oklahoma	20.0%	Washita	100.0%
Comanche	100.0%	Kay	40.0%	Okmulgee	100.0%	Woods	0.0%
Cotton	100.0%	Kingfisher	40.0%	Osage	100.0%	Woodward	0.0%
Craig	100.0%	Kiowa	100.0%	Ottawa	100.0%		
Creek	100.0%	Latimer	100.0%	Pawnee	70.0%		
Custer	100.0%	Le Flore	100.0%	Payne	30.0%		

Overall Risk Classification

Overall Risk Classification



Adair	**2.444**	Delaware	**2.333**	Lincoln	**2.222**	Pittsburg	**2.667**
Alfalfa	**1.667**	Dewey	**2.167**	Logan	**1.444**	Pontotoc	**2.389**
Atoka	**2.556**	Ellis	**1.889**	Love	**2.556**	Pottawatomie	**2.722**
Beaver	**2.000**	Garfield	**2.278**	Major	**2.056**	Pushmataha	**2.444**
Beckham	**2.333**	Garvin	**2.667**	Marshall	**2.889**	Roger Mills	**1.778**
Blaine	**2.833**	Grady	**2.056**	Mayes	**2.278**	Rogers	**1.778**
Bryan	**2.778**	Grant	**1.556**	McClain	**1.778**	Seminole	**2.944**
Caddo	**2.722**	Greer	**2.667**	McCurtain	**2.889**	Sequoyah	**2.833**
Canadian	**1.778**	Harmon	**2.444**	McIntosh	**2.889**	Stephens	**2.278**
Carter	**3.000**	Harper	**1.889**	Murray	**2.444**	Texas	**2.389**
Cherokee	**2.500**	Haskell	**2.333**	Muskogee	**2.556**	Tillman	**2.778**
Choctaw	**3.278**	Hughes	**2.611**	Noble	**1.556**	Tulsa	**2.611**
Cimarron	**1.889**	Jackson	**2.778**	Nowata	**2.222**	Wagoner	**2.000**
Cleveland	**1.833**	Jefferson	**2.389**	Okfuskee	**2.611**	Washington	**2.667**
Coal	**2.556**	Johnston	**2.722**	Oklahoma	**2.667**	Washita	**2.111**
Comanche	**2.500**	Kay	**2.667**	Okmulgee	**3.000**	Woods	**1.833**
Cotton	**2.389**	Kingfisher	**1.778**	Osage	**2.333**	Woodward	**2.389**
Craig	**2.167**	Kiowa	**2.833**	Ottawa	**2.667**		
Creek	**2.389**	Latimer	**2.278**	Pawnee	**2.056**		
Custer	**2.778**	Le Flore	**3.056**	Payne	**1.944**		

Appendix 13

Oklahoma Child Care Eligibility/ Co-Payment Chart

Referenced: (B)(2)

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

Child Care Eligibility/Co-payment Chart

Schedule of co-payments: OKDHS staff use the schedule of co-payments charts on pages 2 and 3 of this appendix to determine family share co-payment (based on income, family size, and number of persons in care) assigned to clients who are eligible. The client pays his or her family share co-payment directly to the provider each month. The provider must return a portion of the family share co-payment to the parent or guardian if the care used by the family (the daily rate per child times the number of days the child attended) amounts to less than the family share co-payment. OKDHS makes payments to the child care provider on the balance of care costs after the co-payment has been deducted.

See chart for family size of **five or fewer** on page 2.

An asterisk (*) means client pays total cost of child care.

Adjusted monthly income Gross earned plus unearned income, minus legally-binding child support paid, rounded to the nearest dollar.	When the family size is **5 members or fewer** and the number of persons in OKDHS subsidized care is:			
	1	**2**	**3**	**4 or more**
	the client pays the first:			
$ 0 - $850	$0	$0	$0	$0
$851 - $900	$6	$12	$18	$24
$901 - $950	$12	$22	$31	$41
$951 - $1000	$19	$32	$45	$58
$1001 - $1050	$27	$45	$62	$80
$1051 - $1100	$35	$55	$75	$95
$1101 - $1150	$44	$68	$91	$115
$1151 - $1200	$54	$81	$108	$135
$1201 - $1250	$65	$95	$125	$155
$1251 - $1300	$65	$95	$125	$155
$1301 - $1350	$77	$107	$137	$167
$1351 - $1400	$90	$120	$150	$180
$1401 - $1450	$105	$135	$165	$195
$1451 - $1500	$105	$135	$165	$195
$1501 - $1575	$120	$150	$180	$210
$1576 - $1650	$132	$162	$192	$222
$1651 - $1725	$139	$169	$199	$229
$1726 - $1800	$146	$176	$206	$236
$1801 - $1875	$154	$184	$214	$244
$1876 - $1950	$154	$184	$214	$244
$1951 - $2025	$162	$192	$222	$252
$2026 - $2125	$170	$200	$230	$260
$2126 - $2225	$179	$209	$239	$269
$2226 - $2325	$189	$219	$249	$279
$2326 - $2425	$189	$226	$256	$287
$2426 - $2525	*	$226	$256	$287
$2526 - $2625	*	$237	$270	$302
$2626 - $2725	*	$250	$284	$318
$2726 - $2825	*	$263	$299	$335
$2826 - $2925	*	$263	$299	$335
$2926 - $3025	*	*	$314	$352
$3026 - $3125	*	*	$314	$352
$3126 - $3225	*	*	$331	$370
$3226 - $3325	*	*	$348	$390
$3326 - $3425	*	*	$348	$390
$3426 - $3525	*	*	$366	$410
$3526 - $3625	*	*	$366	$410
$3626 AND ABOVE	Client pays total cost of child care			

For six members and above, see next page.

An asterisk (*) means client pays total cost of child care.

Adjusted monthly income Gross earned plus unearned income, minus legally-binding child support paid, rounded to the nearest dollar.	When the family size is **6 members or more** and the number of persons in OKDHS subsidized care is:			
	1	2	3	4 or more
	the client pays the first:			
$ 0 - $850	$0	$0	$0	$0
$851 - $900	$5	$10	$14	$19
$901 - $950	$10	$17	$25	$32
$951 - $1000	$15	$26	$36	$46
$1001 - $1050	$22	$36	$50	$64
$1051 - $1100	$28	$44	$60	$76
$1101 - $1150	$35	$54	$73	$92
$1151 - $1200	$43	$65	$86	$108
$1201 - $1250	$52	$76	$100	$124
$1251 - $1300	$52	$76	$100	$124
$1301 - $1350	$62	$86	$110	$134
$1351 - $1400	$72	$96	$120	$144
$1401 - $1450	$84	$108	$132	$156
$1451 - $1500	$84	$108	$132	$156
$1501 - $1575	$96	$120	$144	$168
$1576 - $1650	$106	$130	$154	$178
$1651 - $1725	$111	$135	$159	$183
$1726 - $1800	$117	$141	$165	$189
$1801 - $1875	$123	$147	$171	$195
$1876 - $1950	$123	$147	$171	$195
$1951 - $2025	$130	$154	$178	$202
$2026 - $2125	$136	$160	$184	$208
$2126 - $2225	$143	$167	$191	$215
$2226 - $2325	$151	$175	$199	$223
$2326 - $2425	$151	$180	$205	$230
$2426 - $2525	*	$180	$205	$230
$2526 - $2625	*	$190	$216	$242
$2626 - $2725	*	$200	$227	$254
$2726 - $2825	*	$210	$239	$267
$2826 - $2925	*	$210	$239	$267
$2926 - $3025	*	*	$251	$281
$3026 - $3125	*	*	$251	$281
$3126 - $3225	*	*	$264	$296
$3226 - $3325	*	*	$278	$311
$3326 - $3425	*	*	$278	$311
$3426 - $3525	*	*	$292	$328
$3526 - $3625	*	*	$292	$328
$3626 AND ABOVE	Client pays total cost of child care			

Appendix 14

NACCRRA
Quality Rating and Improvement System
Crosswalk for Oklahoma

Referenced:
(B)(3)

Reaching for the Stars (Centers)

OKLAHOMA

Oklahoma Centers

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (Centers)

OKLAHOMA

Overview:
Levels: 4 levels
System Type: Building Blocks - At each Level, meets all specific requirements plus all requirements of lower Levels
Licensing: Required; 1 Star meets minimum licensing criteria
Most recent update of standards: July 2009
Role of accreditation: Accreditation required for top level (3 Stars) by NAEYC, NECPA, NAC, COA, or ACSI
Use of environmental rating scale: Used for program evaluation at 2-Star level
How often rating is verified: annually

Strengths:	Weaknesses:
• Accreditation is required for the highest Level (3 Stars) • QRIS requires that programs do not have record of repeated or serious violations of licensing for preceding 24 months • Salary scale must be based on education and experience starting at 2-Star level • Additional annual training requirements apply at 1+ Star level and higher for center directors and staff • Learning environment standards require that centers/interest areas be offered in a variety of learning domains, starting at the 1+ Star Level • Multiple opportunities for parent involvement are required starting at the 1+ Star Level	• Ratios and group sizes permitted by licensing (for 1 Star, 1+, and 2 Stars) do not meet either NAEYC accreditation standards or military standards • Director and staff educational requirements do not rise above minimal licensing requirements for 1- and 2-Star Levels • Learning environment is assessed by ERS starting at the 2-Star Level, but no minimum scores are established

Standards:

I. Supervision
II. Program Management
III. Staff Qualifications
IV. Learning Environment
V. Family Involvement

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (Centers)

OKLAHOMA

I. Supervision

Level	Child:staff ratios				Group size			
1 Star 1+ Star 2 Stars	Licensing:				Licensing:			
	Infant	4:1	Three years	12:1	Infant	8	Three years	24
	Toddler	6:1	Four years	15:1	Toddler	10	Four years	24
	Two years	8:1	Five years	15:1	Two years	14	Five years	24
					• 1st year must have one master teacher* for every 30 children based on capacity • 2nd year must have one master teacher for every 20 children based on capacity			
3 Stars	As required by national accreditation				As required by national accreditation			
DoD	Infant	4:1	Three years	12:1	Infant	8	Three years	24
	Toddler	5:1	Four years	12:1	Toddler	10	Four years	24
	Two years	7:1	Five years	15:1	Two years	14	Five years	24

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (Centers)

OKLAHOMA

II. Program Management

Level	Program evaluation by parents/staff	Evaluation of staff	Other personnel policies	Licensing	Accreditation
1 Star	None	Meets licensing requirements	Meets licensing requirements	Must have a license or permit	
1 Star+	Once every two years, survey parents and staff. Health and safety checklists for indoor and outdoor completed annually	Written evaluation annually	All staff have access to licensing requirements	Must have a license or permit and must not have numerous, repeated, or serious non-compliance for the last 24 months	
2 Stars	• Completes an approved self-assessment tool every two years • ERS done after one year of 2 Star and every three years thereafter • Establishes and updates goals every two years • Has a written development plan for meeting goals	Annually	• Salary scale with increments based on education and experience • Center maintains a policy and procedure manual on-site, job duties and responsibilities of staff • Holds at least two staff meetings a year		
3 Stars	As required by national accreditation	As required by national accreditation	As required by national accreditation	As required by national accreditation	Current accreditation by one of the following: NAEYC, NECPA, NAC, COA, or ACSI
DoD	Required by NAEYC accreditation	Required by NAEYC accreditation	Required by NAEYC accreditation	Required by NAEYC accreditation	

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (Centers)

OKLAHOMA

III. Staff Qualifications

DIRECTORS

Level	Education	Initial/Other training	Annual/Ongoing training	Staff professional development plans
1 Star	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements
1+ Star			• 30 clock hours of training every employment year	Director and all full-time staff have a written professional development plan
2 Stars			• Director is a member of a professional or business organization	
3 Stars	As required by national accreditation	As required by national accreditation	As required by national accreditation	As required by national accreditation
DoD	Bachelor's degree or higher in early childhood education or a related field	40 hours initial training	24 clock hours annually	

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (Centers)

OKLAHOMA

Staff Qualifications (continued)
STAFF/TEACHERS

Level	Education	Initial/Other training	Annual/Ongoing training	Staff professional development plans
1 Star	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements
1+ Star			Staff employed more than 12 months have 20 clock hours of training per employment year	All full-time staff have written professional development plans
2 Stars	• 1st year must have one master teacher* for every 30 children based on capacity • 2nd year must have one master teacher for every 20 children based on capacity			
3 Stars	As required by national accreditation	As required by national accreditation	As required by national accreditation	As required by national accreditation
DoD	Equivalent to a CDA credential or AA	40 hours initial training	24 clock hours annually	

* Master teachers must be at least 18 years of age, employed and on-site at the facility on a full-time basis and meet and maintain one of the qualifications listed:

a. An occupational child care competency certificate for a master teacher or lead teacher through an Oklahoma technology center and three months of satisfactory full-time experience in a licensed or legally exempt child care setting;
b. A current Child Development Associate (CDA) or Certified Childcare Professional (CCP) credential;
c. Certificate of Mastery in early childhood education or child development from an accredited Oklahoma college or university;
d. Thirty credit hours from an approved college or university including 12 credit hours in early childhood education, child development or other coursework that supports working with children;
e. A four-year degree from an accredited college or university with six college credit hours in early childhood education, child development, or coursework that supports working with children;
f. A two- or four-year degree from an accredited college or university in early childhood education or child development;
g. A valid teaching certificate in early childhood education from the Oklahoma State Department of Education.

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (Centers)

OKLAHOMA

IV. Program/Curriculum (Learning Environment)

Level	ERS required	Lesson plans	Learning domains or Early Learning Standards	Other learning environment standards
1 Star	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements
1+ Star		Current weekly lesson plans in each classroom for all children	• Five interest areas for 2 years and older: block, dramatic play, manipulatives, art, and book/reading • Teachers read to all children 15 minutes each day.	
2 Stars	ERS done after one year of 2 star and every three years thereafter	No additional requirements	• Seven interest areas for two years and older: block, dramatic play, manipulatives, math, book/reading, art, and science/nature • At least two learning centers available outdoors	• Schedule allows children time to complete tasks; reflects balance of active-quiet, indoor-outdoor. • Has and follows a schedule that reflects balance and variety
3 Stars	As required by national accreditation	As required by national accreditation	As required by national accreditation	As required by national accreditation
DoD (Centers)	NA	Required by NAEYC accreditation	Required by NAEYC accreditation	

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (Centers)

OKLAHOMA

V. Family Involvement

Level	Parent-teacher conferences	Parent handbook	Family resources	Other family involvement
1 Star	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements
1+ Star	Parent conferences at least once per year	Parents are informed of the center's program by two of the following methods: Bulletin board, newsletter, parent handbook, web-site specific to the center location or emails.	Parent resource area that includes books, pamphlets and articles on parenting issues.	• There is a system for sharing and communicating with parents. • Parents are welcomed in the center al all times. • Two parent meetings or events each year • Parents participate in program planning • Licensing requirements available to parents
2 Stars	Parents receive a written report at conference		Program maintains a list of community resources to assist parents	
3 Stars	As required by national accreditation	As required by national accreditation	As required by national accreditation	As required by national accreditation
DoD	Required by NAEYC accreditation	Required by NAEYC accreditation	Required by NAEYC accreditation	Required by NAEYC accreditation

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Oklahoma Family Child Care

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (FCC)

OKLAHOMA

Overview:
Levels: 4 Levels
System Type: Building Blocks - At each Level, meets all specific requirements plus all requirements of lower Levels
Licensing: Required; Level 1
FCC licensing threshold: One unrelated child
Most recent update of standards: July 2009
Role of accreditation: NAFCC Accreditation required for top Level (3 Stars)
Use of environmental rating scale: Used for program evaluation at 2-Star level
How often rating is verified: Annually

Strengths:	Weaknesses:
• Accreditation is required for the highest Level (3 Stars) • QRIS requires that programs do not have record of repeated or serious violations of licensing for preceding 24 months • Additional annual training requirements apply at 1+ Star level and higher for FCC providers • Learning environment standards require that centers/interest areas be offered in a variety of learning domains, starting at the 1+ Star Level • Multiple opportunities for parent involvement are required starting at the 1+ Star Level	• Ratio/group sizes permitted by licensing exceed military standards • Educational requirements do not rise above minimal licensing requirements for 1- and 2-Star Levels • Learning environment is assessed by ERS starting at the 2-Star Level, but no minimum scores are established

Standards:

I. Supervision
II. Program Management
III. Staff Qualifications
IV. Learning Environment
V. Family Involvement

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (FCC)

OKLAHOMA

I. Supervision

Level	Child:staff ratios	Group size
1 Star 1+ Star 2 Stars 3 Stars	For small family child care home (one adult), no more than seven children, of which no more than two children under the age of 2 years; or six children of which no more than three children under age of 2 years; or no more than five of any age	For small family child care home (one adult), no more than seven children, of which no more than two children under the age of 2 years; or six children of which no more than three children under age of 2 years; or no more than five of any age
DoD (FCC)	The maximum group size in a FCC home is six children including the provider's own children under the age of 8. When all children are under the age of 2, the maximum group size at any one time is three. In mixed age groups, the number of children under 2 years of age is limited to two children	The maximum group size in a FCC home is six children including the provider's own children under the age of 8. When all children are under the age of 2, the maximum group size at any one time is three. In mixed age groups, the number of children under 2 years of age is limited to two children

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (FCC)

OKLAHOMA

II. Program Management

Level	Program evaluation by parents/staff	Evaluation of staff	Other personnel policies	Licensing	Accreditation
1 Star	None	Meets licensing requirements	Meets licensing requirements	Must have a license or permit	
1+ Star	• Survey parents once every two years • Health and safety checklists for indoor and outdoor completed annually		All staff have access to licensing requirements	Must have a license or permit and must not have numerous, repeated, or serious non-compliance for the last 24 months	
2 Stars	• Completes approved self-assessment tool every 2 years • ERS done after one year of 2 Star and every three years thereafter • Establishes and updates goals every two years • Has a written development plan for meeting goals	Written evaluation annually	Written job descriptions that defines responsibilities		
3 Stars	As required by NAFCC accreditation	As required by NAFCC accreditation	As required by NAFCC accreditation	As required by NAFCC accreditation	Current accreditation by NAFCC
DoD	Not required by DoD for FCC	Not applicable for FCC	Not applicable for FCC	Required by DoD for FCC	Not required for FCC

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (FCC)

OKLAHOMA

III. Staff Qualifications

PROVIDERS

Level	Education	Initial/Other training	Annual/Ongoing training	Staff professional development plans
1 Star	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements
1+ Star			20 clock hours of training every employment year for all staff	Written professional development plan required for all staff
2 Stars	Primary caregiver must meet caregiver qualifications*			
3 Stars	As required by NAFCC accreditation	As required by NAFCC accreditation	As required by NAFCC accreditation	As required by NAFCC accreditation
DoD (FCC)	A minimum of high school diploma or GED; plus a CDA, college courses in ECE, or an AA degree within three years of starting to provide child care	40 clock hours of pre-service training in eight specific areas	24 clock hours annually	

*Caregiver qualifications on-site at the facility on a full-time basis and maintain one of the qualifications listed:

a. An occupational child care competency certificate for a master teacher or lead teacher through an Oklahoma technology center and three months of satisfactory full-time experience in a licensed or legally exempt child care setting;
b. A current Child Development Associate (CDA) or Certified Childcare Professional (CCP) credential;
c. Certificate of Mastery in early childhood education or child development from an accredited Oklahoma college or university;
d. Thirty credit hours from an approved college or university including 12 credit hours in early childhood education, child development or other coursework that supports working with children;
e. A four-year degree from an accredited college or university with six college credit hours in early childhood education, child development, or coursework that supports working with children;
f. A two- or four-year degree from an accredited college or university in early childhood education or child development;
g. A valid teaching certificate in early childhood education from the Oklahoma State Department of Education.

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (FCC)

OKLAHOMA

Program/Curriculum (Learning Environment)

Level	ERS required	Lesson plans	Learning domains or Early Learning Standards	Other learning environment standards
1 Star	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements
1+ Star			Teachers read to all children 15 minutes each day	• Schedule allows children time to complete tasks and reflects balance of active-quiet, indoor-outdoor • Has and follows a schedule that reflects balance and variety of opportunities for learning
2 Stars	ERS done after one year of 2 Star and every three years thereafter		Children have opportunities during the day to access: blocks, dramatic play, manipulatives, book/reading, and art	Provider has a plan for transition times
3 Stars	As required by NAFFC accreditation	As required by NAFFC accreditation	As required by NAFFC accreditation	As required by NAFFC accreditation
DoD (FCC)	Not required	Not required	Requires provider to have toys and materials available in eight different developmental areas, plan a variety of specific learning activities, and limit use of television.	

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

Reaching for the Stars (FCC)

OKLAHOMA

IV. Family Involvement

Level	Parent-teacher conferences	Parent handbook	Family resources	Other family involvement
1 Star	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements	Meets licensing requirements
1 Star+	Parent conferences at least once per year		Has information about common childhood issues and resources that provide services to parents and children, making referrals when needed.	• Encourage parent to visit • Makes opportunities for parents to participate in program activities • Licensing requirements available to parents
2 Stars		A signed contract on file for each family that includes, but is not limited to policy about hours, fees, payment schedule, vacation and termination	Has and uses a system for sharing and communicating with parents about happenings, activities and issues related to children.	Primary caregiver has at least 2 references including contact information.
3 Stars	As required by NAFFC accreditation	As required by NAFFC accreditation	As required by NAFFC accreditation	As required by NAFFC accreditation
DoD (FCC)	Required for NAFCC accreditation	Provider is required by DoD to have written policies for parents		

QRIS web address for further information: http://www.okdhs.org/programsandservices/cc/stars/
Licensing web address for further information: http://www.okdhs.org/programsandservices/cc/prvdrs/lic/docs/requirements.htm

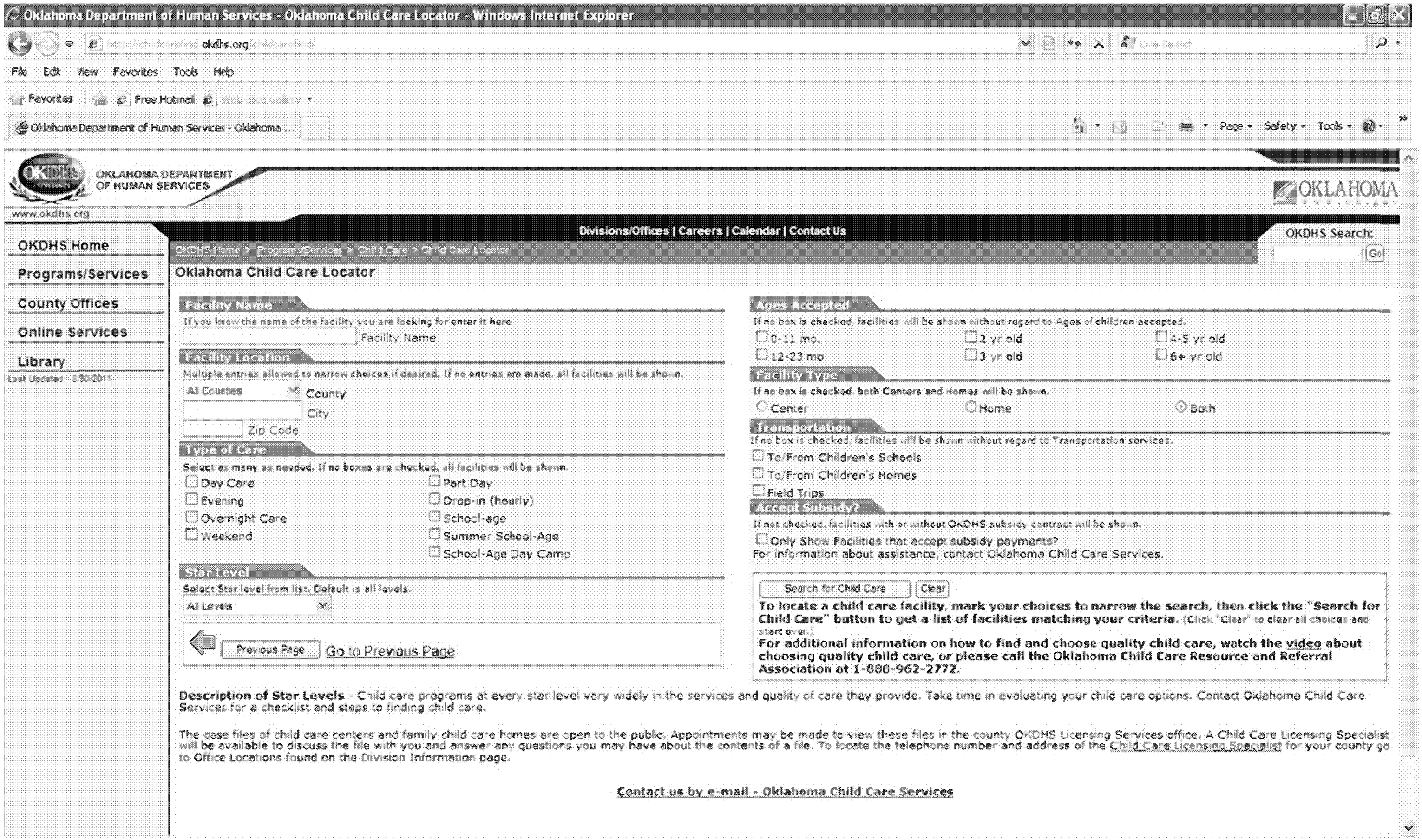
Appendix 15

Oklahoma Child Care Locator
Screen Shots

Referenced:
(B)(3)

Oklahoma Child Care Locator

http://childcarefind.okdhs.org/childcarefind/



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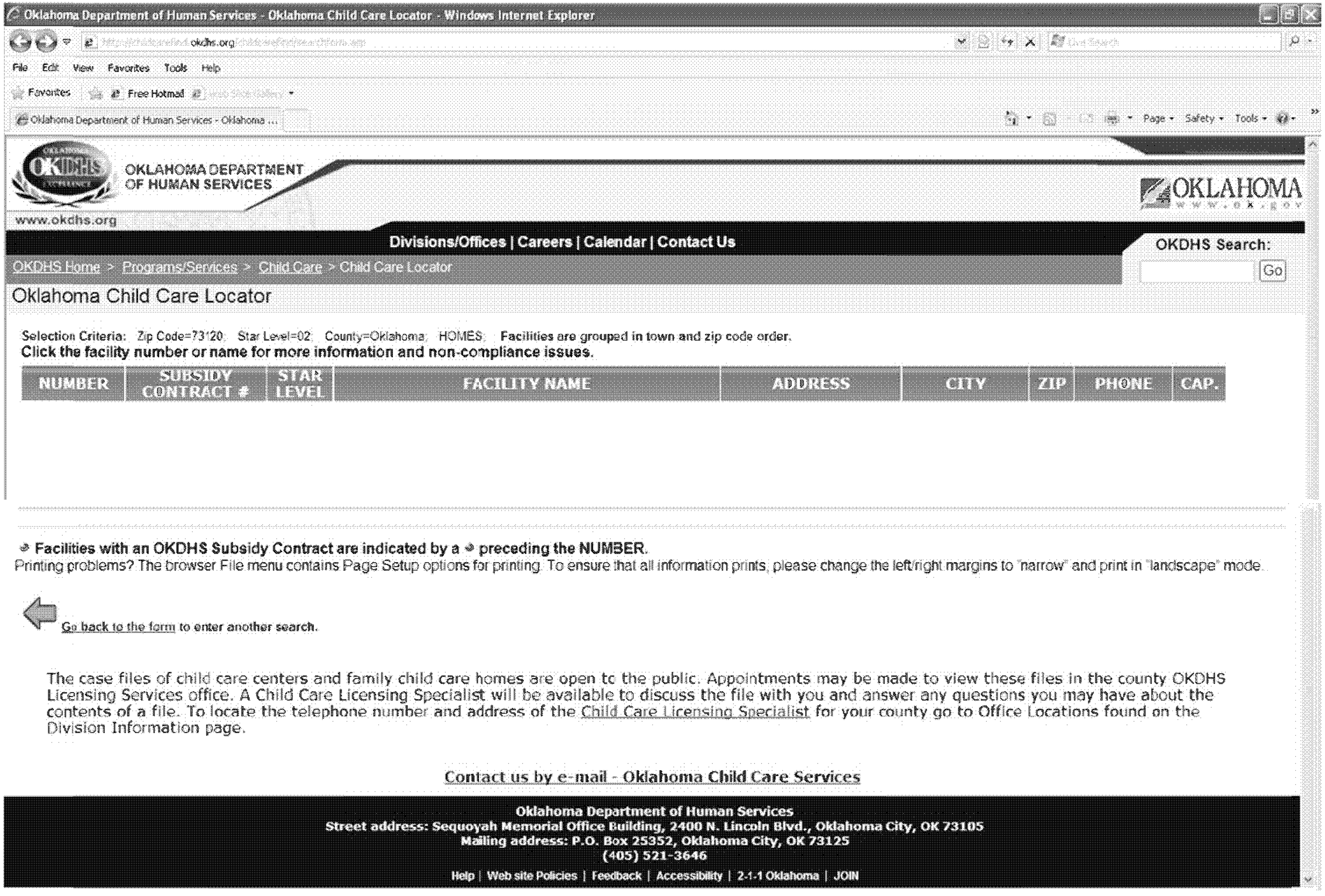
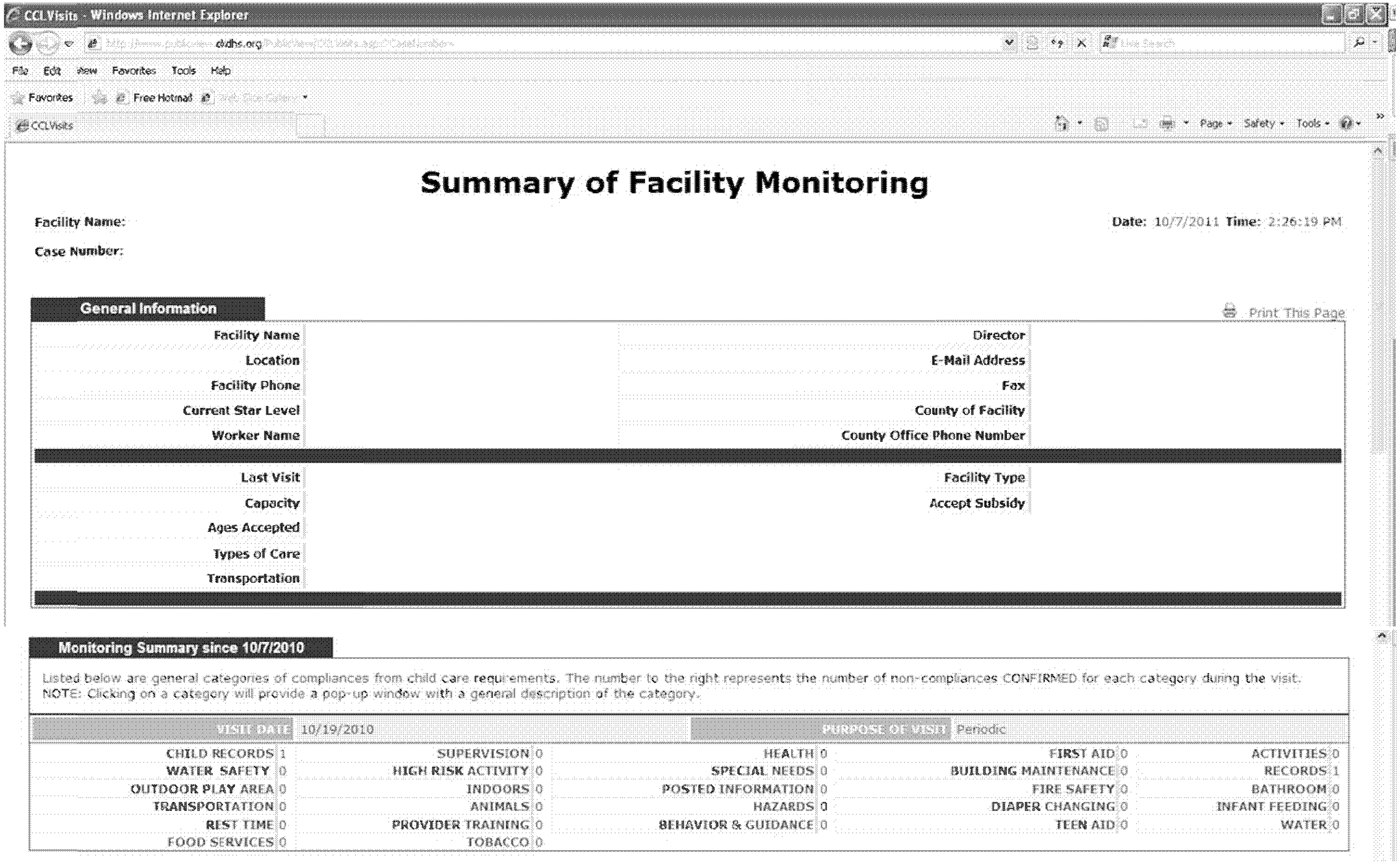


Summary of Facility Monitoring



CCLVisits - Windows Internet Explorer

File Edit View Favorites Tools Help

Favorites Free Hotmail

CCLVisits

Page Safety Tools

Summary of Facility Monitoring

Facility Name:

Case Number:

Date: 10/7/2011 **Time:** 2:26:19 PM

General Information

Print This Page

Facility Name		**Director**	
Location		**E-Mail Address**	
Facility Phone		**Fax**	
Current Star Level		**County of Facility**	
Worker Name		**County Office Phone Number**	
Last Visit		**Facility Type**	
Capacity		**Accept Subsidy**	
Ages Accepted			
Types of Care			
Transportation			

Monitoring Summary since 10/7/2010

Listed below are general categories of compliances from child care requirements. The number to the right represents the number of non-compliances CONFIRMED for each category during the visit.
NOTE: Clicking on a category will provide a pop-up window with a general description of the category.

VISIT DATE	10/19/2010	PURPOSE OF VISIT	Periodic

CHILD RECORDS	1	SUPERVISION	0	HEALTH	0	FIRST AID	0	ACTIVITIES	0
WATER SAFETY	0	HIGH RISK ACTIVITY	0	SPECIAL NEEDS	0	BUILDING MAINTENANCE	0	RECORDS	1
OUTDOOR PLAY AREA	0	INDOORS	0	POSTED INFORMATION	0	FIRE SAFETY	0	BATHROOM	0
TRANSPORTATION	0	ANIMALS	0	HAZARDS	0	DIAPER CHANGING	0	INFANT FEEDING	0
REST TIME	0	PROVIDER TRAINING	0	BEHAVIOR & GUIDANCE	0	TEEN AID	0	WATER	0
FOOD SERVICES	0	TOBACCO	0						

VISIT DATE	12/13/2010	PURPOSE OF VISIT	Periodic

CHILD RECORDS 1	SUPERVISION 0	HEALTH 0	FIRST AID 0	ACTIVITIES 0
WATER SAFETY 0	HIGH RISK ACTIVITY 0	SPECIAL NEEDS 0	BUILDING MAINTENANCE 0	RECORDS 0
OUTDOOR PLAY AREA 0	INDOORS 0	POSTED INFORMATION 0	FIRE SAFETY 0	BATHROOM 0
TRANSPORTATION 0	ANIMALS 0	HAZARDS 0	DIAPER CHANGING 0	INFANT FEEDING 0
REST TIME 0	PROVIDER TRAINING 0	BEHAVIOR & GUIDANCE 0	TEEN AID 0	WATER 0
FOOD SERVICES 0	TOBACCO 0			

VISIT DATE	5/17/2011	PURPOSE OF VISIT	Periodic

CHILD RECORDS 0	SUPERVISION 0	HEALTH 0	FIRST AID 0	ACTIVITIES 0
WATER SAFETY 0	HIGH RISK ACTIVITY 0	SPECIAL NEEDS 0	BUILDING MAINTENANCE 0	RECORDS 0
OUTDOOR PLAY AREA 0	INDOORS 0	POSTED INFORMATION 0	FIRE SAFETY 0	BATHROOM 0
TRANSPORTATION 0	ANIMALS 0	HAZARDS 0	DIAPER CHANGING 0	INFANT FEEDING 0
REST TIME 1	PROVIDER TRAINING 0	BEHAVIOR & GUIDANCE 0	TEEN AID 0	WATER 0
FOOD SERVICES 0	TOBACCO 0			

VISIT DATE	6/15/2011	PURPOSE OF VISIT	Periodic, Stars

CHILD RECORDS 0	SUPERVISION 0	HEALTH 0	FIRST AID 0	ACTIVITIES 0
WATER SAFETY 0	HIGH RISK ACTIVITY 0	SPECIAL NEEDS 0	BUILDING MAINTENANCE 0	RECORDS 0
OUTDOOR PLAY AREA 0	INDOORS 0	POSTED INFORMATION 0	FIRE SAFETY 1	BATHROOM 0
TRANSPORTATION 0	ANIMALS 0	HAZARDS 0	DIAPER CHANGING 0	INFANT FEEDING 0
REST TIME 0	PROVIDER TRAINING 0	BEHAVIOR & GUIDANCE 0	TEEN AID 0	WATER 0
FOOD SERVICES 0	TOBACCO 0			

VISIT DATE	10/7/2011	PURPOSE OF VISIT	Periodic

CHILD RECORDS 0	SUPERVISION 0	HEALTH 0	FIRST AID 0	ACTIVITIES 0
WATER SAFETY 0	HIGH RISK ACTIVITY 0	SPECIAL NEEDS 0	BUILDING MAINTENANCE 0	RECORDS 0
OUTDOOR PLAY AREA 0	INDOORS 0	POSTED INFORMATION 0	FIRE SAFETY 0	BATHROOM 0
TRANSPORTATION 0	ANIMALS 0	HAZARDS 0	DIAPER CHANGING 0	INFANT FEEDING 0
REST TIME 0	PROVIDER TRAINING 0	BEHAVIOR & GUIDANCE 0	TEEN AID 0	WATER 0
FOOD SERVICES 0	TOBACCO 0			

Complaint Summary since 10/7/2010

No data on file

Appendix 16

Reaching for the Stars
Center Validation Study Final Report

Referenced:
(B)(4)

"Reaching for the Stars"
Center Validation Study Final Report

Prepared For
Oklahoma DHS Division of Child Care
By

ECCO
EARLY CHILDHOOD
COLLABORATIVE OF OKLAHOMA
An O.U. and O.S.U. Partnership

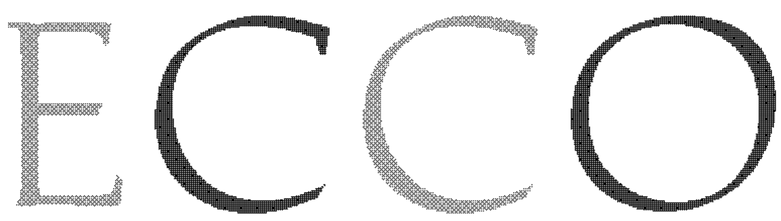
(b)(6)

Deborah J. Norris, Ph.D.
Loraine Dunn, Ph.D.
Lisa Eckert

"Reaching for the Stars"
Center Validation Study Final Report

November 2003

Prepared For
Oklahoma DHS Division of Child Care
By
Early Childhood Collaborative of Oklahoma
ECCO: An OU/OSU Partnership



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"Reaching for the Stars" Center Validation Study
Final Report

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"Reaching for the Stars" Center Validation Study
Final Report Prepared for
Oklahoma DHS Division of Child Care

Introduction To The Study

Context

This report details a study of "Reaching for the Stars," a quality improvement initiative of the Oklahoma Department of Human Services Division of Child Care. "Reaching for the Stars" was implemented in February 1998. The purpose of the program is to improve the quality of child care in the state, especially for children receiving child care subsidies. The initiative articulates enhanced quality criteria beyond licensing standards for child care facilities to meet in order to receive higher rates of reimbursement for the provision of child care services. See Appendix A or the DHS website (www.okdhs.org/childcare) for a description of the Stars criteria. The enhanced quality criteria focus on staff education and training, compensation, learning environments, parent involvement, and program evaluation. Child care programs may earn one of four Star ratings or levels under this initiative: One-Star, One-Star Plus, Two-Star, and Three-Star. Implementation of each Star level was tied to funding. The Division of Child Care funded the One- and Two-Star levels in February 1998. The Three-Star level was funded in July 1999, and the One-Star Plus transition level was funded in July 2000. Described below are the key differences between the Star categories.

- One-Star centers meet only licensing requirements;
- One-Star Plus centers partially meet the enhanced Two-Star criteria and must meet all Two-Star criteria within two years or revert to One-Star status;
- Two-Star centers meet the enhanced criteria ***or*** are nationally accredited;
- Three-Star centers meet the enhanced Two-Star criteria **and** are nationally accredited.

With the establishment of the "Reaching for the Stars" initiative the state was divided into high and standard reimbursement rate areas. Centers in high reimbursement counties receive significantly more money from DHS for their subsidy enrollment. For example, in January 2002 the reimbursement rate for infant care in a high rate Three-Star center was $29 a day as compared to $23 a day in a standard rate county. High reimbursement rate areas include the two metropolitan areas, Tulsa and Oklahoma City, and surrounding counties. Also included as high rate areas are counties with heavy industrial bases in more moderately populated areas. All remaining counties in the state are standard reimbursement rate areas. Reimbursement rates have been adjusted as needed in response to periodic market rate surveys. This report includes analyses by reimbursement rates (high/standard).

The Study

This study examined quality differences between child care centers representing the various levels of the "Reaching for the Stars" program. Quality was defined in many ways, including global program quality, structural quality (ex. regulated variables, turnover, enhanced quality criteria), and participation in DHS quality improvement initiatives. It was expected that child care quality would be higher in centers with higher Star categories. To determine the quality of care available to families receiving child care subsidy the relationship between subsidy density (i.e., percent subsidized enrollment), Star status and quality was also examined. To learn what changes have occurred in child care centers since the inception of "Reaching for the Stars" these data were compared to child care quality data collected three years earlier.

A statewide representative sample of One-Star, One-Star Plus, and Two-Star centers, stratified by reimbursement rate, was randomly selected from DHS licensing lists during July 2001. Centers from each of these Star categories were randomly drawn in numbers representing the appropriate proportions for the two rate areas.

Due to small numbers, stratified random selection procedures were not used to select Three-Star centers. Both Three-Star centers and accredited centers choosing not to apply for Three-Star status were considered eligible. (Recall that accredited centers choosing not to apply for Three-Star status are awarded Two-Star status.) Centers meeting these criteria were identified from publicly available DHS licensing lists and lists from the accrediting bodies. All eligible centers were invited to participate. Both Three-Star and accredited centers were combined into a "Three-Star/Accredited group."

Sample recruitment occurred throughout the fall and spring of 2001-2002. Seventy-nine percent of the eligible programs contacted agreed to participate. Eligibility for inclusion in the study included hours of operation (5 days/week, at least 9 hours/day), licensed as a child care center and serving preschool-age children. The findings reported here were obtained from the final sample of 336 child care centers. Targeted classrooms were identified prior to data collection. A preschool classroom was randomly selected in each center and where available an infant/toddler and school-age classroom were also randomly selected as target classrooms.

A team of up to three researchers made an initial visit to the center to conduct classroom quality observations and a director interview. Observers were not informed of the Star rating of the facility, however, many centers prominently displayed signs indicating their Star ratings. Teacher and director demographic questionnaires were left at the center at the completion of the first visit. A second data collector, unaware of the ratings made during the first visit, returned to the center approximately one week later to gather the completed demographic instruments and conduct a second observation in the targeted preschool classroom. During the second visit the data collector focused on the educational opportunities available in the room.

This report describes differences in centers by Star category on a variety of commonly used measures of child care quality. Data sources included director interviews, teacher and director surveys, and classroom observations as described below.

- Classroom environment quality observations were made using rating scales appropriate to the age of children served:
    - *Infant-Toddler Environment Rating Scale* (ITERS; Harms, Cryer, & Clifford, 1990)
    - *Early Childhood Environment Rating Scale - Revised* (ECERS-R for preschool classrooms; Harms, Clifford, & Cryer, 1998)
    - *School-age Environment Rating Scale* (SACERS; Harms, Jacobs, & White, 1996).

  Each instrument is rated on a 1-7 scale with 1 representing inadequate quality, 3 minimal quality, 5 good quality and 7 excellent quality. Both total scores and subscale scores were used.
- Observation of the sensitivity of teacher-child interaction were made using the *Arnett Caregiver Interaction Scale* (Arnett, 1989). Sensitivity was assessed in classrooms of all three age groups. The scale has been used in both preschool and infant/toddler classrooms by other research teams. A member of our team who is also an expert in school-age child care judged the scale appropriate for school-age classrooms. The Arnett is scored on a 1-4 scale with 4 being most sensitive.
- The presence and utilization of five interest centers required by the Stars criteria for preschool classrooms were documented with the *Interest Center Observation Tool* (Norris & Dunn, 2001).
- Director interviews and staff surveys provided information on staff education, training, salaries, and turnover.
- The Director interview included open-ended questions about "Reaching for the Stars." Responses from 283 directors were transcribed, analyzed, and used to provide descriptive detail in this report.

Data collectors were trained on study procedures and instruments prior to data collection. All data collectors achieved at least 90% inter-observer reliability (percent agreement) on the observation instruments prior to data collection. Agreement was defined as within one rating scale point on the ITERS, ECERS-R, SACERS, and Arnett. Exact agreement was required for the *Interest Center Observation Tool*. Monthly reliability visits were conducted with each data collector. Across the data collection period average inter-observer reliability for the ITERS ranged from 94 to 100%, 89 to 100% for the ECERS-R, 91 to 100% for the SACERS, and 94 to 100% for the Arnett. Average reliability for the *Interest Center Observation Tool* ranged from 96 to 100% prior to and during data collection.

In order to explore changes in quality since the inception of the "Reaching for the Stars" initiative, data from this validation study have been compared with the findings from an earlier observational study of 72 child care centers conducted by the first and second authors during 1999 (Norris & Dunn, 2000). The 1999 sample included classrooms in 25

One-Star, 22 Two-Star[1], and 25 accredited centers. The 1999 study includes observational data of preschool classrooms collected with many of the same instruments used here. Thirty-eight of the centers observed in 1999 were also observed as part of the 2001-2002 Center Validation Study. No individuals who collected data in 2001-2002 also did so in 1999, thus, they had no knowledge of earlier quality assessments.

The Sample

A total of 336 child care centers were visited across the state of Oklahoma between October 2001 and May 2002. The sample included

- 98 One-Star,
- 85 One-Star Plus,
- 97 Two-Star, and
- 56 Three-Star/Accredited centers.

Fifty (89%) of the Three-Star/Accredited centers were accredited by the National Association for the Education of Young Children (NAEYC) while the remaining centers had National Early Childhood Program Accreditation (NECPA). NECPA was created in 1993 by the National Child Care Association.

A preschool classroom was randomly selected for observation in each center while infant/toddler and school-age classrooms were only selected when available. The resulting sample included

- 279 infant/toddler,
- 336 preschool, and
- 152 school-age classrooms.

Classroom combinations within the 336 centers included

- 44 (13%) preschool only,
- 17 (5%) preschool and school-age,
- 141 (42%) infant/toddler and preschool, and
- 134 (40%) infant/toddler, preschool, and school-age.

[1] Includes only centers qualifying for Two-Star status by meeting the Two-Star criteria. Two-Star centers which were nationally accredited were included in the accredited group.

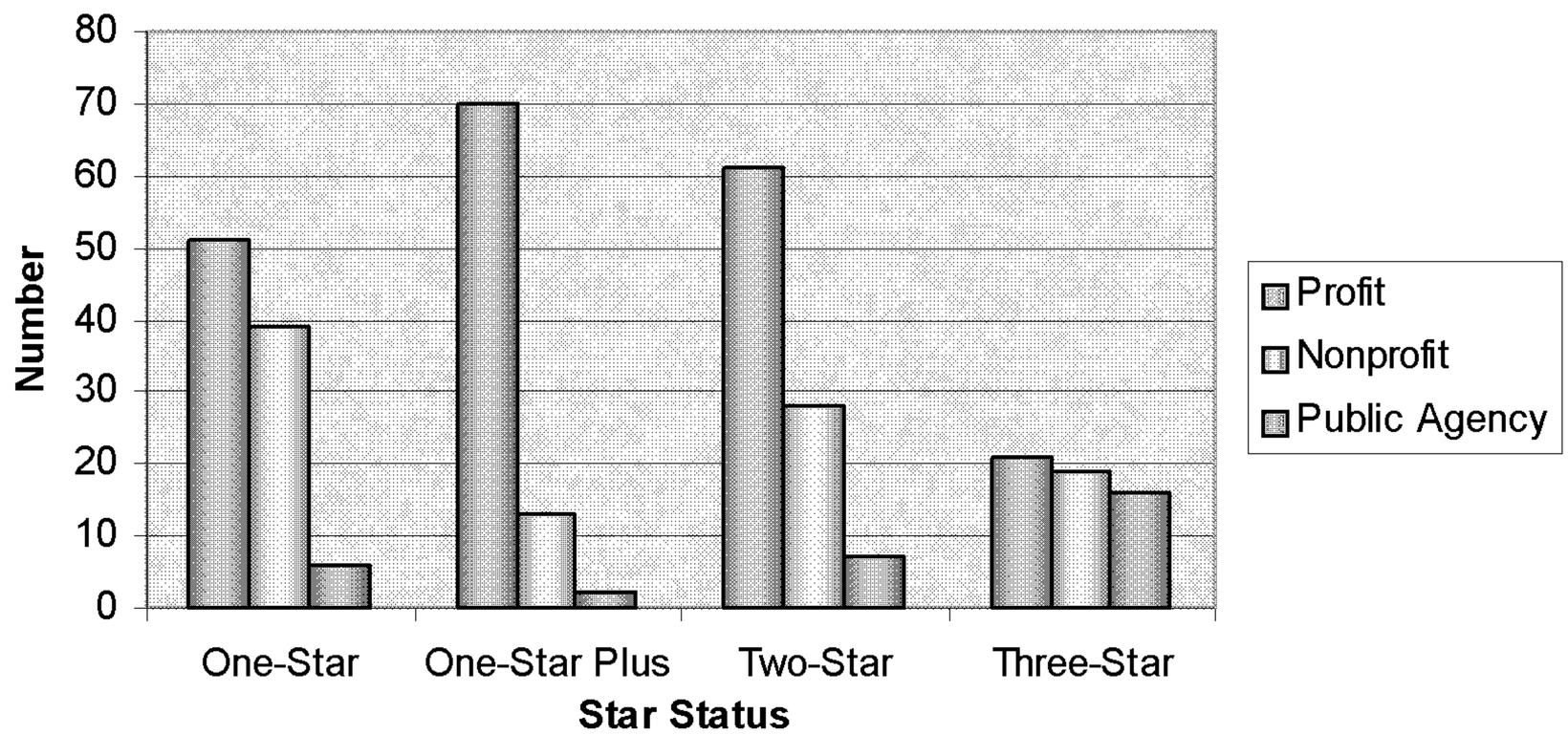
Program Structure

Auspice

The majority of the centers were for-profit centers rather than not-for-profit or public agencies, accurately reflecting the norm for Oklahoma. Public Agencies were most often identified as Head Start, public colleges or universities, and public schools. Analyses by center auspice and Star status revealed variations in sponsorship across Star categories ($\chi^2(6)=50.77, p<.000$; see Figure 1).

- Slightly more One-Star centers were for-profit than not-for-profit.
- One-Star Plus and Two-Star facilities were most likely to be for-profit.
- Three-Star/Accredited programs were fairly evenly divided between for-profit, not-for-profit and public agencies.
- Three-Star/accredited programs were more likely to be public agencies than were the other Star categories

Figure 1. Auspice by Star Status

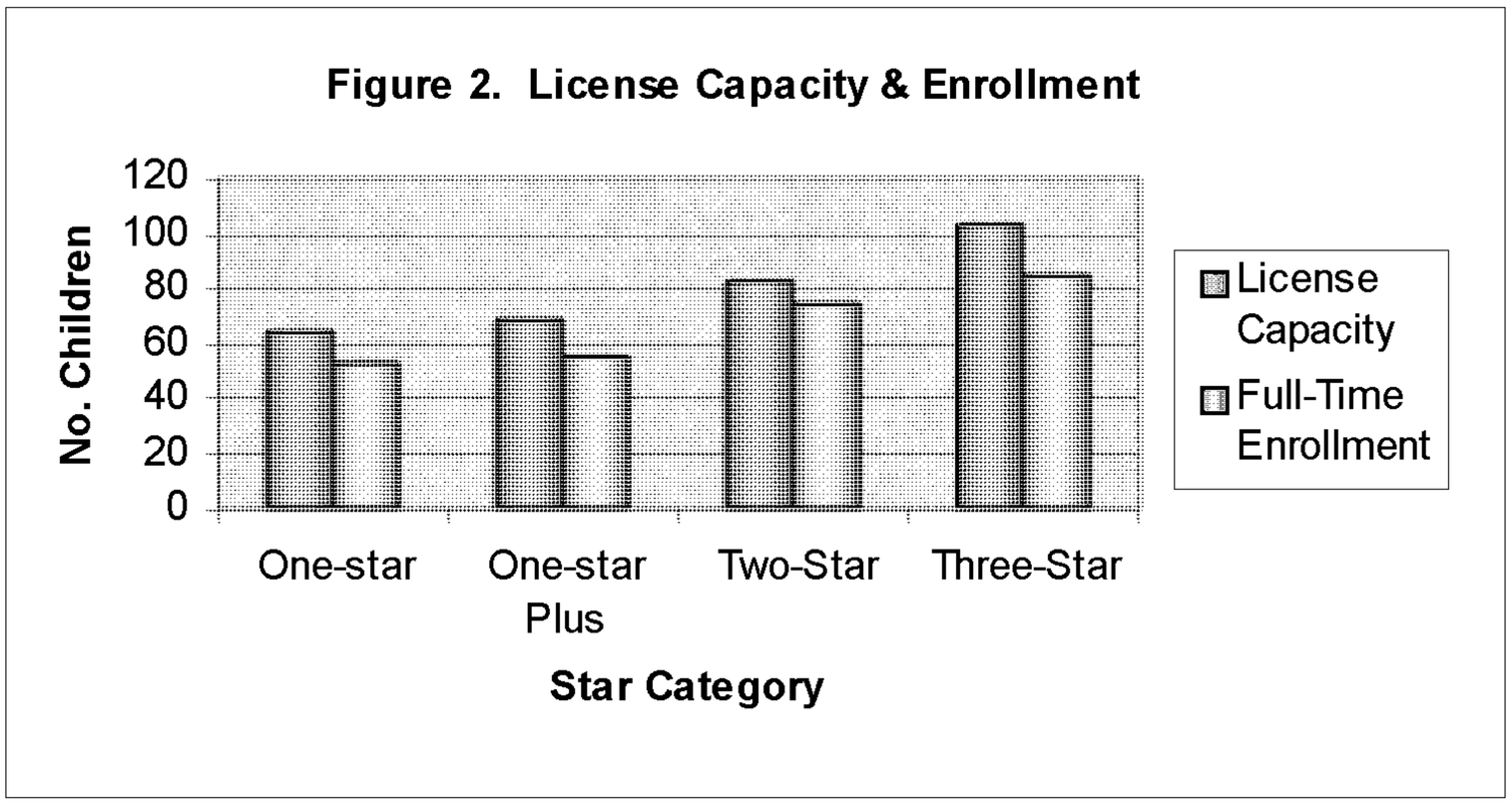


The NAEYC accredited facilities included in this study reflected this fairly even distribution across program auspice (32% for-profit, 36% not-for-profit, 32% public agency). In contrast, the NECPA accredited facilities were overwhelmingly for-profit (83%) with very few (17%) not-for-profit facilities included.

Enrollment, Ratio, Group Size

License capacity for the centers included in this sample ranged from as small as 14 to as large as 364. Full-time enrollment ranged from 10 to 481. (See Figure 2 & Table 1). Note that the center with a full-time enrollment of 481 offered child care during first and second shift as well as overnight and so did not exceed license capacity. Across the sample full-time enrollment averaged 84% of the license capacity. The ratio of full-time enrollment to license capacity was quite similar across all Star categories. However,

statistically significant differences were found between license capacity and fulltime enrollment by Star status as noted below.



Three-Star/Accredited centers:

- Had higher average license capacities than One- and One-Star-Plus centers.
- Had higher average full-time enrollments than One- and One-Star-Plus centers.

Two-Star centers:

- Had higher average full-time enrollments than One- and One-Star-Plus centers.

Table 1. Center Enrollment Characteristics by Star Status

	One-Star	One-Star Plus	Two-Star	Three-Star/ Accredited
Center Size	N = 97	N = 85	N = 97	N = 56
Average License Capacity (F (3,334)=9.246, p<.000)	63.87	68.73	81.87	102.55
Average Full-time Enrollment (F (3,326)=6.518, p<.000)	52.78	55.02	74.17	84.04
Number on Waiting List				
Infants (F(3,214)=4.214,p=.006)	5.97	5.18	8.21	13.38
Toddlers (F(3,219)=11.490,p<.000)	5.71	4.68	6.82	18.83
Preschoolers (n.s.)	6.97	5.35	8.68	10.13
School-agers (n.s.)	4.03	3.62	2.15	3.37

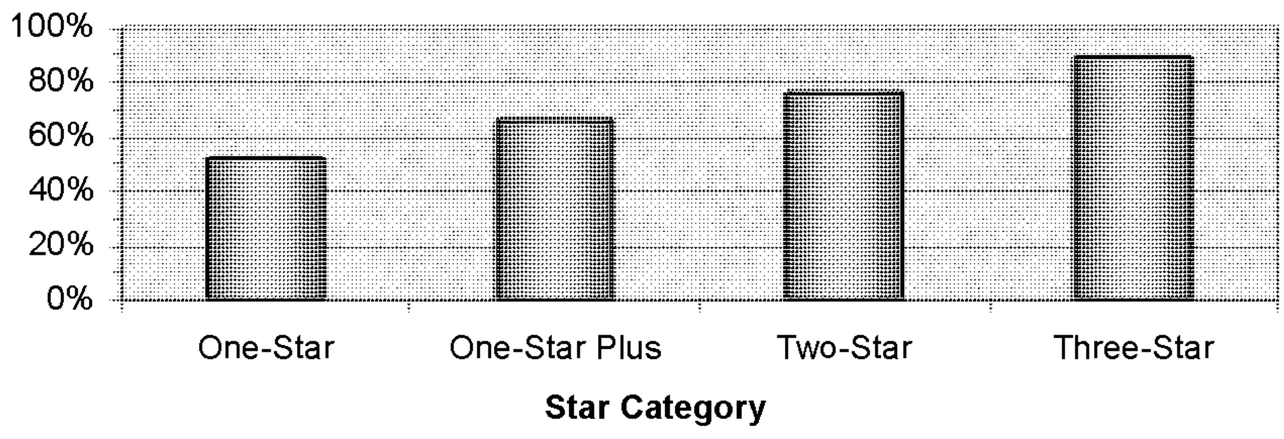
Most programs reported having a waiting list, although there was some variability across Star categories on this issue ($\chi^2(3)=24.748$, $p<.000$; see Figure 3). Centers with higher Star ratings were more likely to have a waiting list.

Directors reported greater numbers of infants, toddlers, and preschoolers on waiting lists than school-age children. Significant differences by Star status were found for infants and toddlers (see Table 1).

Three-Star/Accredited centers:

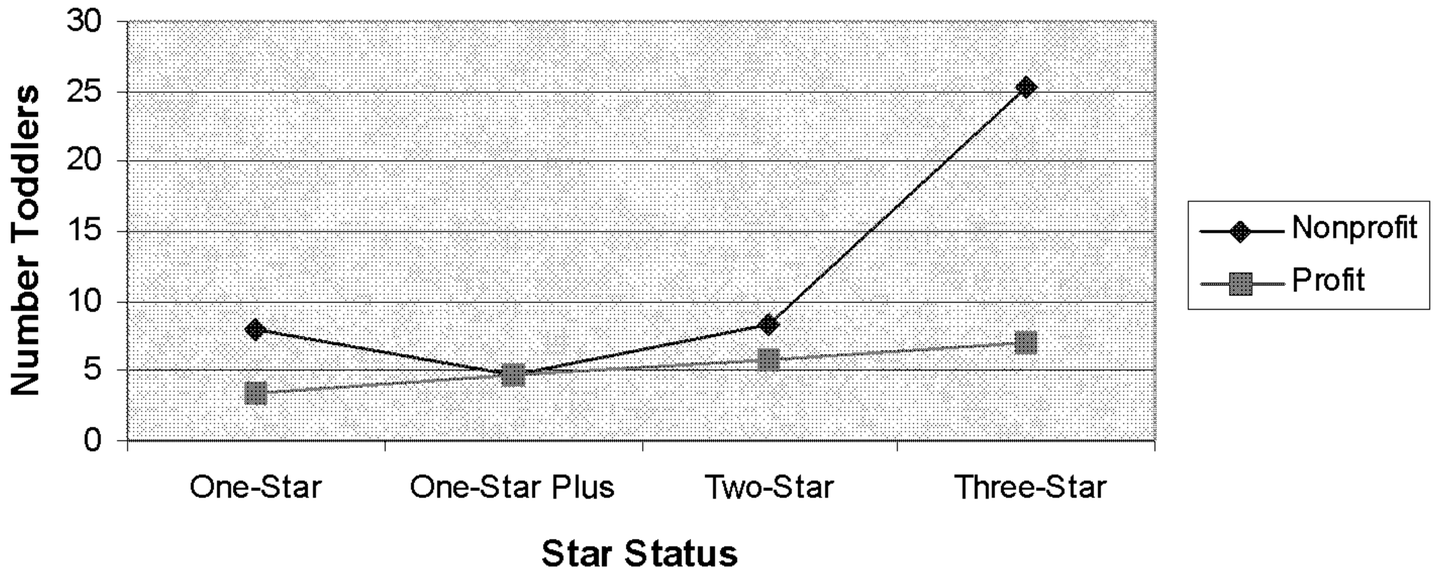
- Had more infants on waiting lists than One-Star and One-Star plus centers.
- Had more toddlers on waiting lists than One- and Two-Star centers.

Figure 3. Centers With Waiting Lists by Star Status



There was a significant Star status by auspice interaction for the number of toddlers reported on waiting lists ($F(3,215)=4.14$, $p<.01$). Three Star/Accredited not-for-profit programs had far more toddlers on waiting lists than any other program type. Toddler waiting lists were similar in for-profit and not-for-profit programs of other Star levels.

Figure 4. Auspice by Star Status & Toddlers on Waiting Lists



As previously mentioned Two-Star and Three-Star/Accredited programs tended to be larger facilities and subsequently enroll more children than centers in other Star categories. Examination of typical group sizes, number of adults in the classroom, and teacher-child ratios provides a picture of how these enrollments were managed in each type of center. Differences were most evident in Three-Star/Accredited facilities (see Table 2).

- Three-Star/Accredited centers had more adults in infant/toddler, preschool, and school-age classrooms (2 adults per classroom) than other Star categories.

The enrollment and staffing patterns driving these differences varied across Star categories. Ratios in One-Star and One-Star Plus classrooms were likely due to smaller group sizes staffed by one teacher. In contrast, the better ratios in Three-Star centers occurred in larger group sizes staffed by two adults.

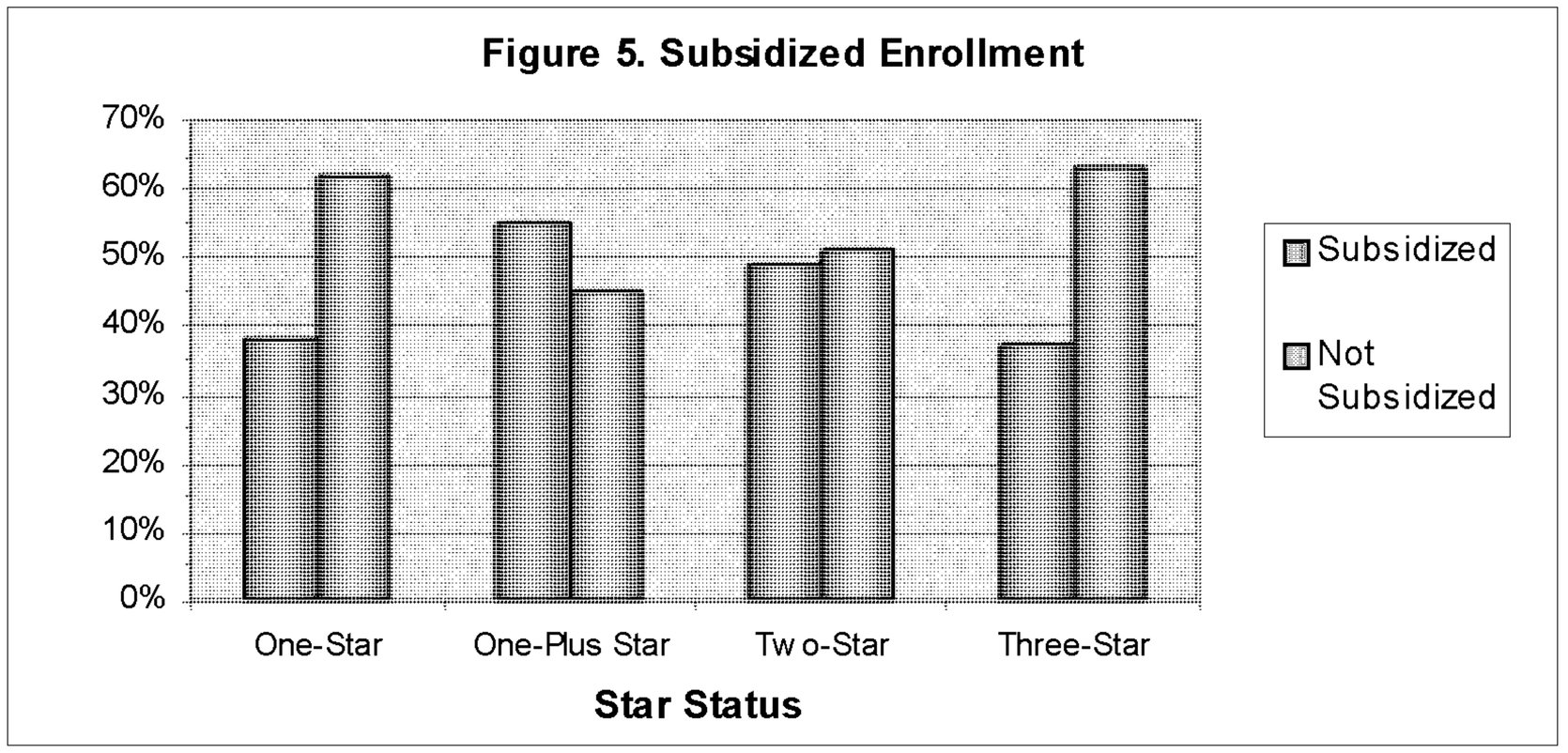
Table 2. Classroom Enrollment Characteristics by Star Status

Classrooms	One-Star	One-Star Plus	Two-Star	Three-Star/ Accredited
Infant-Toddler	N=70	N=72	N=85	N=52
Group Size (n.s.)	6.76	6.68	6.65	8.08
No. Adults (F(3,275)=6.102, p<.00)	1.57	1.61	1.69	2.12
Teacher-Child Ratio (n.s.)	1 : 4.62	1 : 4.44	1 : 4.20	1 : 3.90
Preschool	N=98	N=85	N=96	N=56
Group Size (n.s.)	10.50	10.69	12.47	14.02
No. Adults (F(3,331)=5.891, p<.001)	1.55	1.46	1.50	1.96
Teacher-Child Ratio (n.s.)	1 : 7.66	1 : 8.03	1 : 8.88	1 : 7.53
School-age	N=35	N=41	N=52	N=23
Group Size (n.s.)	17.57	17.41	17.77	24.74
No. Adults (F(3,146)=4.307,p=.006)	1.53	1.73	1.62	2.22
Teacher-Child Ratio (n.s.)	1 : 12.57	1 : 10.80	1 : 11.45	1 : 11.77

n.s. = nonsignificant

DHS Subsidy Enrollment

Since one goal of "Reaching for the Stars" is to improve the quality of care available to children receiving subsidy, close examination of subsidy enrollment patterns and the Stars program has been undertaken. While there is variation in the number and percentage of DHS children enrolled across Star categories, it is quite clear that children subsidized by DHS are present in centers of all Star categories (see Figure 5).



The primary financial incentive for centers to participate in "Reaching for the Stars" is the higher rate of reimbursement received for providing subsidized child care. Therefore, it is not surprising that One-Star Plus and Two-Star facilities have larger subsidy enrollments than One-Star centers.

- One-Star-Plus and Two-Star centers had higher average enrollments of children with DHS subsidies than One-Star centers ($F(3,328)=6.918$, $p<.000$).

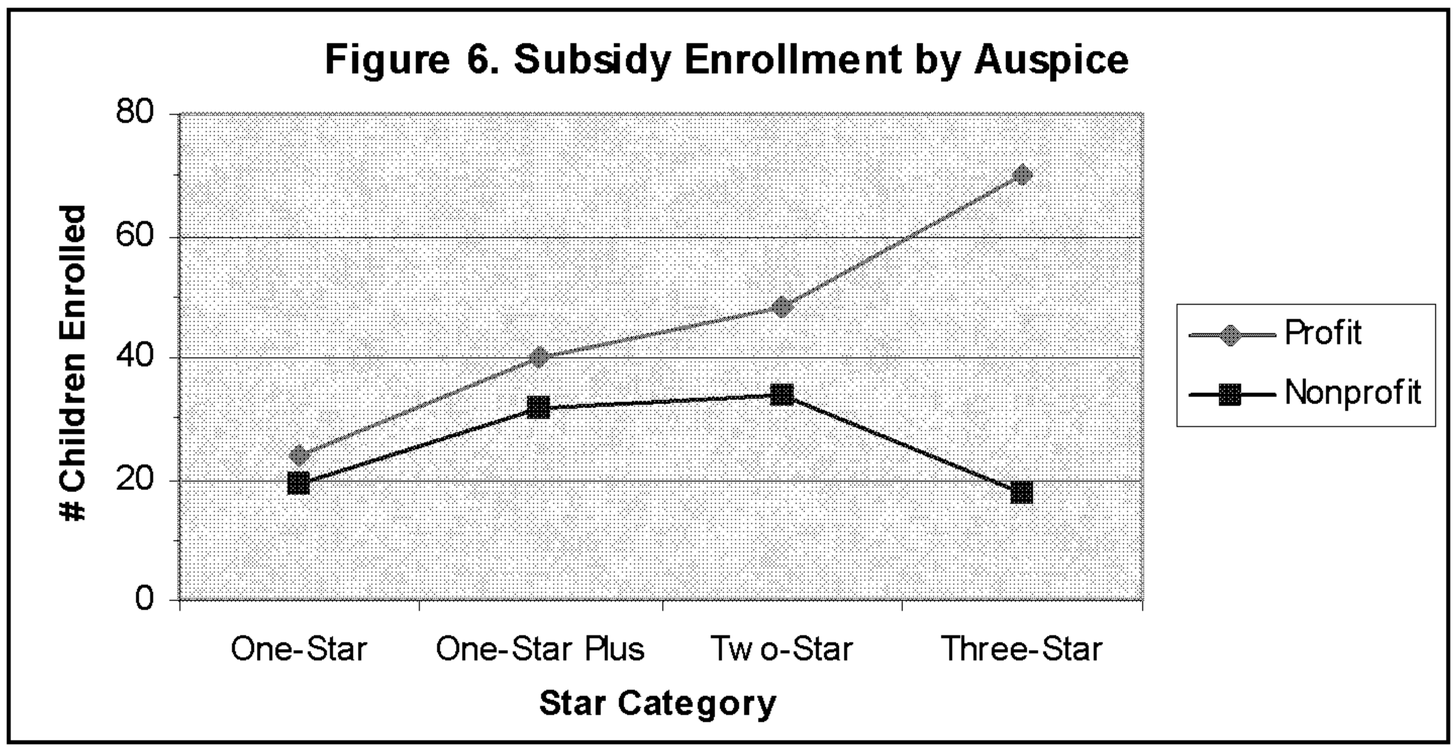
- Two-Star centers had a higher percentage of enrolled children with subsidies than One-Star centers ($F(3,328)=7.701$, $p<.000$).

- One-Star Plus centers had a higher percentage of enrolled children with subsidies than One-Star and Three-Star/Accredited centers ($F(3,328)=7.701$, $p<.000$).

While it is tempting to assume that subsidy density (percent of center enrollment with DHS subsidy) is driven by the differential reimbursement rates available to centers of each Star status, the data present a conflicting picture. Both One-Star and Three-Star/Accredited centers, which receive the lowest and highest rates respectively, have similar subsidy densities (just under 40%). To further explore the relationship between subsidy density and Star status additional analyses controlling for auspice were conducted. Because so few centers in the sample were classified as public agencies, for this and future analyses, public agencies were collapsed into the not-for-profit category. Thus, auspice was defined as for-profit and not-for-profit.

There was a statistically significant interaction effect for *number* of children enrolled on subsidy, but not for the *percentage or density* of children on subsidy. This means that together Star status and auspice are related to the number of children enrolled with subsidy ($F(3,323)=6.73$, $p<.000$). In all cases, for-profit centers enrolled more children on subsidy than not-for-profit centers (see Figure 6). For-profit subsidy enrollment is higher than not-for-profit subsidy enrollment as follows: One-Star 19%, One-Star Plus

21%, Two-Star 30%, and Three-Star/Accredited centers 74% higher. As seen from these percentages, for-profit facilities of higher Star status are more likely to enroll children with DHS subsidy than other centers. Thus, the higher DHS reimbursement may be more salient in for-profit facilities. Comments from center directors provide additional insight into this issue.



Director Comments on Reimbursement

Supporting the notion that centers may choose to participate in "Reaching for the Stars" to access higher rates of reimbursement for providing subsidized child care, are comments from Directors on the open-ended director interview questions. These comments, detailed below, suggest that for centers with high subsidy densities the incremental increases in reimbursement rates have been effective in creating interest in the "Reaching for the Stars" program.

- Forty-five Directors said that the *higher reimbursement rates attracted their center to the Stars program.* Note that these statements were made to an open-ended question, not a list of fixed options including the reimbursement rates.

- In contrast, two Directors said that *they would not participate in the Stars program because they do not enroll children with DHS subsidies and therefore have no incentive to participate.*

However, potential income from DHS subsidy is not the only issue programs consider when making a decision regarding participation in the Stars program. The director comments below identify both incentives and disincentives for programs serving different populations. Furthermore, they reveal tensions among center clientele that likely influence Stars participation decisions. Additional probing questions and in-depth examination of the issue of subsidy enrollment may be worthwhile.

- One director commented that *parents of DHS-funded children were excited about the program because they could now use better programs that previously had not accepted children with subsidies*.

- In contrast, a second director noted that *fee paying parents were hesitant to use a facility in which there might be high concentrations of children receiving DHS subsidies*.

Changes Over Time

As previously stated one purpose of the "Reaching for the Stars" initiative was to improve the quality of child care experienced by DHS subsidized children. Toward this end, the Division of Child Care established a goal that all children receiving subsidies will be enrolled in Two- or Three-Star facilities. To reveal progress toward this goal, data from the 2002 and 1999 studies (Norris & Dunn, 2000) were compared. When the 1999 data were collected only the One- and Two-Star categories had been implemented and funded by DHS. Historical comparisons cannot be made for the One-Star Plus category as no equivalent group existed in 1999. Nationally accredited programs existed of course and so can be compared to the current Three-Star/Accredited group. Thus, the One-Star, Two-Star and Three-Star/Accredited groups were examined for change over time. The statistical comparisons reported below include only the 38 centers that were seen in both 1999 and 2002.

Table 3 below shows that 63% of the 38 centers remained at the same Star status over the three year period. The majority of these programs were already Three-Star/Accredited facilities, the highest level available. Thirty-seven percent of the centers had raised their Star status one or more levels between 1999 and 2002. All but one of the 38 centers seen in 1999 had achieved One-Star Plus or higher status in 2002. Clearly, in these 38 centers, the goal of inducing programs to meet and maintain enhanced quality criteria has been successful. These findings indicate the Stars program is well poised to have a broad impact on quality in child care centers across the state.

Comparison of the 1999 and 2002 datasets also indicates progress has been made in placing DHS subsidized children in Two- and Three-Star programs. In 1999, only one year after implementation of "Reaching for the Stars," children subsidized by DHS were unlikely to be enrolled in centers of higher Star status, notably accredited programs (Norris & Dunn, 2000). That is no longer the case; subsidy enrollments in centers of all Star categories are now a respectable percentage (see Figures 5 & 6).

In fact, significantly more children receiving subsidies are enrolled in the 38 centers studied in both 1999 and 2002 ($t(1,37)= 3.223$, $p=.003$). The average DHS enrollment in these centers in 1999 was 34.18. Average DHS enrollment increased to 50.32 in 2002. Not only was there an increase in the sheer number of children with subsidy enrolled, there was also an increase in subsidy density: 32% in 1999 and 44% in 2002 ($t(37)=4.327, p<.000$).

Table 3 illustrates this shift in subsidy enrollment in the 38 centers that were visited in both time periods. It is important to note that Oklahoma experienced a concurrent increase in the overall number of children receiving child care subsidy. The statewide increase represents a five year trend (personal communication, Nancy vonBargen, July 16, 2003).

Table 3. Changes in DHS Subsidy Enrollment from 1999 to 2002 (n=38)

Center Star Status	**Center**	**Subsidy Enrollment**		**1999-2002**
Same in 1991 & 2002	**N**	**1999**	**2002**	**Increase**
1-Star Center in both 1999 & 2002	1	22%	22%	no change
2-Star Center in both 1999 & 2002	7	51%	71%	39%
3-Star/Accred center 1999 & 2002	18	18%	27%	50%
Increase in Star Status 1999 to 2002				
1-Star Center 1999; 1-Star Plus 2002	2	46%	66%	43%
1-Star Center 1999; 2-Star 2002	4	23%	44%	91%
1-Star Center 1999; 3-Star 2002	1	0%	0%	no change
2-Star Center 1999; 3-Star 2002	5	66%	72%	9%

Quality Differences by Star Status

Observational Measures of Quality

To determine potential differences in quality across Star status child care environments were assessed through observations of global child care quality and the sensitivity of teacher-child interactions using the instruments noted earlier. When average scores on these quality measures were compared across Star categories, differences were found for both global environmental quality and the sensitivity of teacher-child interactions (see Table 4). The statistically significant differences in teacher sensitivity, and ITERS, ECERS-R, and SACERS quality are described below.

Sensitivity

Teacher-child sensitivity ratings improved in each successive Star category for each age group. Statistically significant differences were found only in infant/toddler classrooms. However, it is important to note that caregiver sensitivity was consistently high across all star levels and so statistical differences between star levels would not be expected. The high sensitivity scores suggest children in Oklahoma child care centers, regardless of Star status, have many warm, nurturant experiences with their caregivers.

- Three-Star/Accredited centers had significantly higher sensitivity scores than One-Star facilities in their infant/toddler classrooms.

Table 4. Caregiver Sensitivity & Global Quality Ratings by Star Status

Global Quality	One-Star	One-Star Plus	Two-Star	Three-Star/ Accredited
Infant/Toddler Rooms	N = 70	N = 72	N = 85	N= 52
Sensitivity (F (3,275)=4.567, p=.004)	3.35	3.52	3.60	3.71
ITERS Total Score (F (3,271)=16.717, p<.000)	4.69	4.96	5.32	5.91
Preschool Rooms	N = 98	N = 85	N = 97	N = 56
Sensitivity (n.s.)	3.36	3.35	3.37	3.44
ECERS-R Total Score (F (3,332)=20.53, p<.00)	5.43	5.51	5.98	6.26
School-Age Rooms	N = 35	N = 41	N = 53	N = 23
Sensitivity (n.s.)	3.03	3.19	3.28	3.15
SACERS Total Score (F (3,148)=16.66, p<.00)	4.64	4.97	5.42	5.87

n.s.=nonsignificant

ITERS, ECERS-R, SACERS

As intended by the "Reaching for the Stars" initiative, global environmental quality was higher with each successive Star level. The statistically significant differences are described below. Note that Three-Star/Accredited centers had similar ITERS, ECERS-R and SACERS scores regardless of accrediting agency. Because only 6 of the 56 centers had NECPA accreditation it was not appropriate to conduct statistical tests of differences. However, the means at each age level for both NAEYC and NECPA accredited centers were very similar and well represented by the mean scores reported in Table 4.

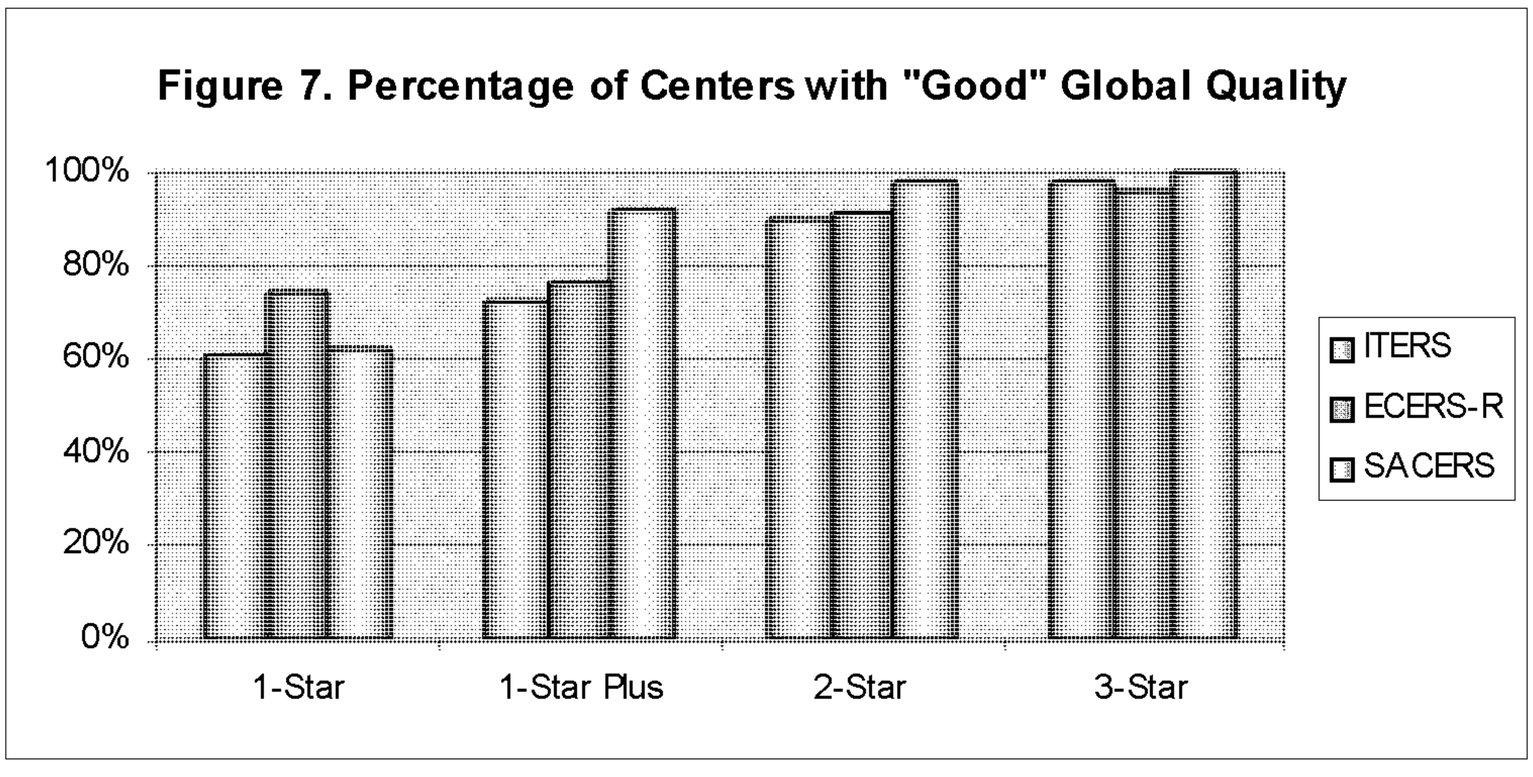
- Three-Star/Accredited centers had significantly higher ITERS, ECERS-R, and SACERS scores than either One- or One-Star Plus centers.

- Three-Star/Accredited centers also had significantly higher ITERS and ECERS-R scores than Two-Star centers.

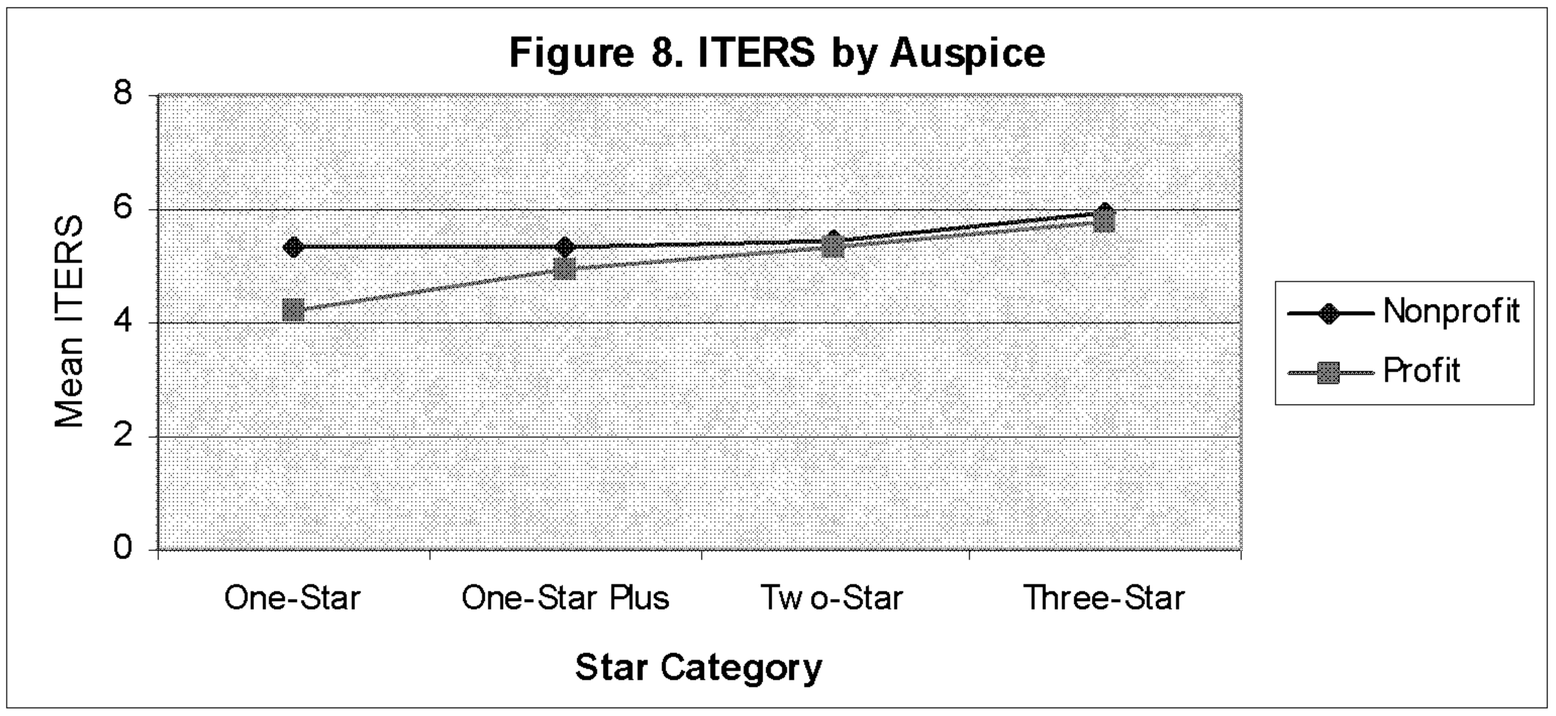
- Two-Star centers had significantly higher ECERS-R and SACERS scores than One-Star Plus centers.

- Two-Star centers had significantly higher ITERS, ECERS-R, and SACERS scores than One-Star centers.

The mean scores in Table 4 indicate many classrooms earned scores of five or higher on these environmental quality instruments. This is quite encouraging as a score of five is considered "good quality" representative of developmentally appropriate care. Figure 7 below shows the percentage of infant/toddler, preschool, and school-age classrooms with scores of five or higher in facilities of each Star status. As a whole, 80% of the centers in the sample had an ECERS-R of five or higher.



In addition to the differences above, there was a significant Star status by auspice interaction for global quality in infant/toddler classrooms ($F(3, 268)=3.42$, $p<.05$). Not-for-profit facilities had higher ITERS scores than for-profit centers. The difference was particularly striking for the One-Star centers as seen in Figure 8.



Subscale Scores of the Global Environmental Rating Scales

Individual subscales on the global quality instruments were examined to identify areas in which facilities were doing well and those which were challenging. Beginning with infant/toddler classrooms, the variations on subscale scores across age groups and Star categories are described below. Average ITERS subscale scores are presented in Table 5. Comparisons across Star status on the ITERS subscales revealed the following statistically significant differences.

- Three-Star/Accredited classrooms were better than One-Star, One-Star Plus, and Two-Star classrooms on the following subscales:
  - Furnishings and Display
  - Learning Activities
  - Adult Needs

- Three-Star/Accredited classrooms were better than One-Star and One-Star Plus classrooms on the following subscales:
  - Personal Care
  - Listening and Talking
  - Program Structure

- Three-Star/Accredited classrooms were better than One-Star classrooms on the following subscale:
  - Interactions

- Two-Star classrooms were better than One-Star and One-Star Plus classrooms on the subscale:
  - Adult Needs

- Two-Star classrooms were better than One-Star classrooms on the following subscales:
    - Furnishings and Display
    - Personal Care
    - Learning Activities

In these infant/ toddler classrooms the ITERS Interactions subscale was the highest scoring subscale while the Adult Needs (i.e. staff and parents) and Learning Activities subscales were the lowest scoring regardless of the Star status of the facility.

Table 5. Infant/Toddler Subscale Scores by Star Status

ITERS Quality	One-Star N=70	One-Star Plus N=72	Two-Star N=85	Three-Star/ Accredited N=52
Furnishings and Display (F(3,275)=17.578,p<.000)	4.68	5.12	5.53	6.32
Listening and Talking (F(3,275)=6.180,p<.000)	5.22	5.61	5.80	6.40
Personal Care (F(3,275)=10.115,p<.000)	4.74	5.05	5.39	5.90
Learning Activities (F(3,275)=10.873,p<.000)	4.52	4.77	5.14	5.80
Interactions (F(3,275)=2.983,p=.032)	5.80	6.07	6.10	6.47
Program Structure (F(3,275)=4.534,p=.004)	5.53	5.72	5.99	6.41
Adult Needs (F(3,271)=22.342,p<.000)	4.46	4.69	5.38	6.10

In preschool classrooms, comparisons of ECERS-R subscale scores revealed the following statistically significant differences by Star status. See Table 6 for average subscale scores by Star category.

- Three-Star classrooms were better than One-Star, One-Star Plus, and Two-Star classrooms on the following subscales:
    - Space and Furnishings
    - Personal Care
    - Parent and Staff Relations

- Three-Star classrooms were better than One-Star and One-Star Plus classrooms on the following subscales:
    - Activities
    - Program Structure

- Three-Star classrooms were better than One-Star Plus classrooms on the subscale:
    - Language and Reasoning

- Two-Star classrooms were better than One-Star and One-Star Plus classrooms on the following subscales:
    - Space and Furnishings
    - Activities
    - Program Structure

- Two-Star classrooms were better than One-Star classrooms on the following subscale:
    - Personal Care
    - Parent-Staff Relations

Table 6. Preschool Subscales by Star Status

ECERS-R Quality	One-Star N=98	One-Star Plus N=85	Two-Star N=97	Three-Star/ Accredited N=56
Space and Furnishings (F(3,332)=24.995,p<.000)	5.58	5.59	6.06	6.51
Personal Care (F(3,332)=9.854, p<.000)	5.70	5.79	6.05	6.43
Language-Reasoning (F(3,332)=3.237,p=.022)	5.83	5.74	6.08	6.25
Activities (F(3,332)=18.701,p<.000)	4.53	4.77	5.40	5.76
Interaction (n.s.)	6.35	6.16	6.41	6.48
Program Structure (F(3,332)=15.876,p<.000)	5.61	6.13	6.65	6.69
Parents/Staff (F(3,332)=26.406,p<.000)	5.26	5.32	5.88	6.29

n.s.=nonsignificant

The pattern of scores on the Activities and Interactions subscales in preschool classrooms was similar to that in infant/toddler classrooms as summarized below.

- Regardless of Star status, the Activities subscale was the lowest scoring subscale in preschool classrooms. The next lowest scoring subscale was Parent and Staff Relations for three out of the four Star categories.

- The Interaction subscale was the highest scoring subscale for One-Star and One-Star Plus centers.

- The Interaction subscale was the second highest scoring subscale for Two-Star centers, and the third highest for Three-Star/Accredited centers.

- The Program Structure subscale was the highest scoring subscale for Two-Star and Three-Star/Accredited centers.

In school-age classrooms, comparisons on the subscales of the SACERS revealed the following statistically significant differences by Star status (see Table 7).

- Three-Star classrooms were better than One-Star and One-Star Plus classrooms on the following subscales:
  - Space and Furnishings
  - Health and Safety
  - Activities
  - Staff Development

- Two-Star classrooms were better than One-Star and One-Star Plus classrooms on the following subscales:
  - Space and Furnishings
  - Staff Development

- Two-Star classrooms were better than One-Star classrooms on the following subscales:
  - Health and Safety
  - Activities
  - Program Structure

Table 7: School-Age Subscales by Star Status

School-Age Quality	One-Star N=35	One-Star Plus N=40	Two-Star N=53	Three-Star/ Accredited N=23
Space and Furnishings (F(3,147)=13.403,p<.000)	4.77	5.17	5.74	6.12
Health and Safety (F(3,147)=5.688,p=.001)	5.21	5.18	5.75	5.94
Activities (F(3,147)=18.522,p<.000)	3.27	4.09	4.66	5.31
Interaction (n.s.)	4.99	5.16	5.33	5.48
Program Structure (F(3,147)=3.911,p=.010)	4.55	4.94	5.48	5.25
Staff Development (F(3,147)=9.386,p<.000)	5.36	5.55	6.37	6.57

n.s.=nonsignificant

Consistent with the pattern observed in classrooms for younger children, in school-age classrooms, the Activities subscale was the lowest scoring subscale for One-Star, One-Star Plus, and Two-Star programs. In contrast with the preschool data, the Program Structure subscale was the lowest scoring subscale in Three-Star/Accredited school-age classrooms. Staff Development was the highest scoring subscale for all school-age programs.

Directors' Impressions of Quality

Evidence from the 283 directors who participated in the open-ended director interview indicated directors felt the Stars initiative had a positive impact on program quality. Directors spontaneously mentioned changes in quality[2] in response to the open-ended question, *"What is your reaction to the Stars Program?"*—

- Twenty-two of the directors commented that they felt "Reaching for the Stars" *had raised the quality of their center.*
- Forty-four directors commented that they felt "Reaching for the Stars" *had raised the overall quality of child care in the state.*
- None of the directors said that "Reaching for the Stars" had a negative impact on quality.

Quality Changes Over Time

A comparison of the quality ratings observed in 1999 (Norris & Dunn, 2000) and those observed here reveals differences in the quality levels observed in the two samples. Because only preschool classrooms were sampled in the 1999 study, comparisons with infant/toddler and school-age classrooms for the two time periods are not available. The One-Star-Plus category did not exist in 1999; thus, no data are available prior to 2002 on those facilities.

- ECERS-R scores were higher in 2002 than in 1999 for the 38 centers visited at both data collection points ($t(1,37)=-3.735, p=.001$). The mean ECERS-R score for these centers in 1999 was 5.57 as compared to 6.18 in 2002.

Scores of five or higher on the ECERS-R represent good quality child care that is developmentally appropriate. Figure 9 illustrates changes in the percentage of programs with scores of five or higher by Star status between the 1999 and 2002 data collection visits. There has been a tremendous increase since 1999 in the quality of One-Star and Two-Star classrooms. The percentage of One-Star programs with ECERS-R scores of five or higher doubled in the three year period: 33% in 1999, 67% in 2002. One-third more of the Two-Star programs had scores of five or higher: 56% in 1999, 91% in 2002.

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[2] Note that directors mentioned a variety of issues in response to this open-ended question; directors were **not** given prompts regarding issues relevant for response. The findings reported above refer **only** to directors who mentioned quality independently without a specific prompt to address quality.

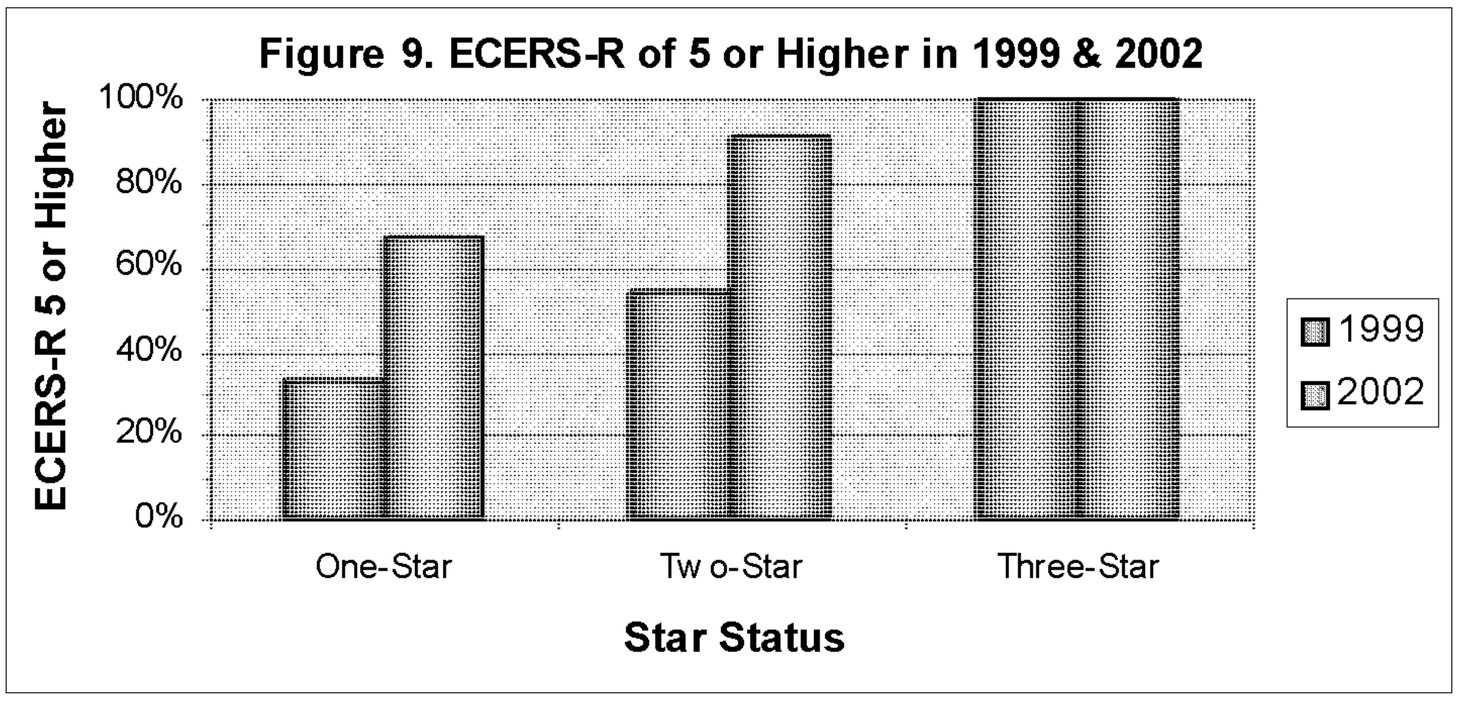


Figure 9. ECERS-R of 5 or Higher in 1999 & 2002
ECERS-R 5 or Higher
100%
80%
60%
40%
20%
0%
One-Star
Tw o-Star
Three-Star
Star Status
1999
2002

Additional Quality Characteristics

Previous research on child care (Helburn, 1995; NICHD, 2000; Whitebook, et al, 1989) has identified characteristics of care important to quality beyond the observational measures reported here. For example, director and teacher educational levels, staff salaries, and staff turnover have been associated with quality of care. Although not all of these correlates of quality are specifically required by the Stars criteria, all may be affected by policies designed to improve quality. With that in mind, these characteristics of care were examined to illuminate potential associations with quality. These analyses may also be a beginning step in suggesting possible regulatory changes that may impact the face of child care in Oklahoma.

Director Experience and Education

Experience. The average director in this sample had been employed as the director of the center for about 6 years and had been in the early childhood profession for twice that long. Their experience ranged from as little as four months to as long as 41 years. An overwhelming majority of directors (95%) had previously worked in the classroom as teachers of young children. Director experience was similar across all Star categories.

Education. Oklahoma licensing regulations require that directors have at least a high school education and three years of experience. National accreditation by NAEYC recommends that a director have a bachelor's degree, preferably in early childhood education. Examination of average director education across the Star categories reveals statistically significant differences in both general education and specialized education in early childhood/child development. (see Table 8).

Table 8. Directors: Mean Highest Level of Education by Star Status (range)

Director Education	One-Star n=82	One-Star Plus n=69	Two-Star n=87	Three-Star/ Accred n=48
General Educ. (F (3,293)=6.689, p<.00)	3.27 Some college (1-6)	3.11 Some college (1-6)	3.49 Some collg/A.S. (1-6)	4.27 A.S. (1-6)
Specialized Educ. (F (3,282)=6.311, p<.00)	1.68 >12 hrs/>=12 hrs (0-5)	1.43 >=12 hrs (0-5)	2.00 >=12 hrs (0-5)	2.56 >=12 hrs/A.S. (0-5)

Highest Level of Completed Education: 0=Less than High School, 1=High School / GED, 2=Vocational School, 3=Some College, 4=Associates Degree, 5=Bachelors Degree, 6=Graduate Degree

Highest Level of Specialized Education: 0=None, 1=Less than 12 hours, 2=12 hours or more with no degree completed, 3=Associates Degree, 4=Bachelors Degree, 5=Graduate Degree

- Directors of Three-Star/Accredited centers had more general education than directors in other Stars levels.

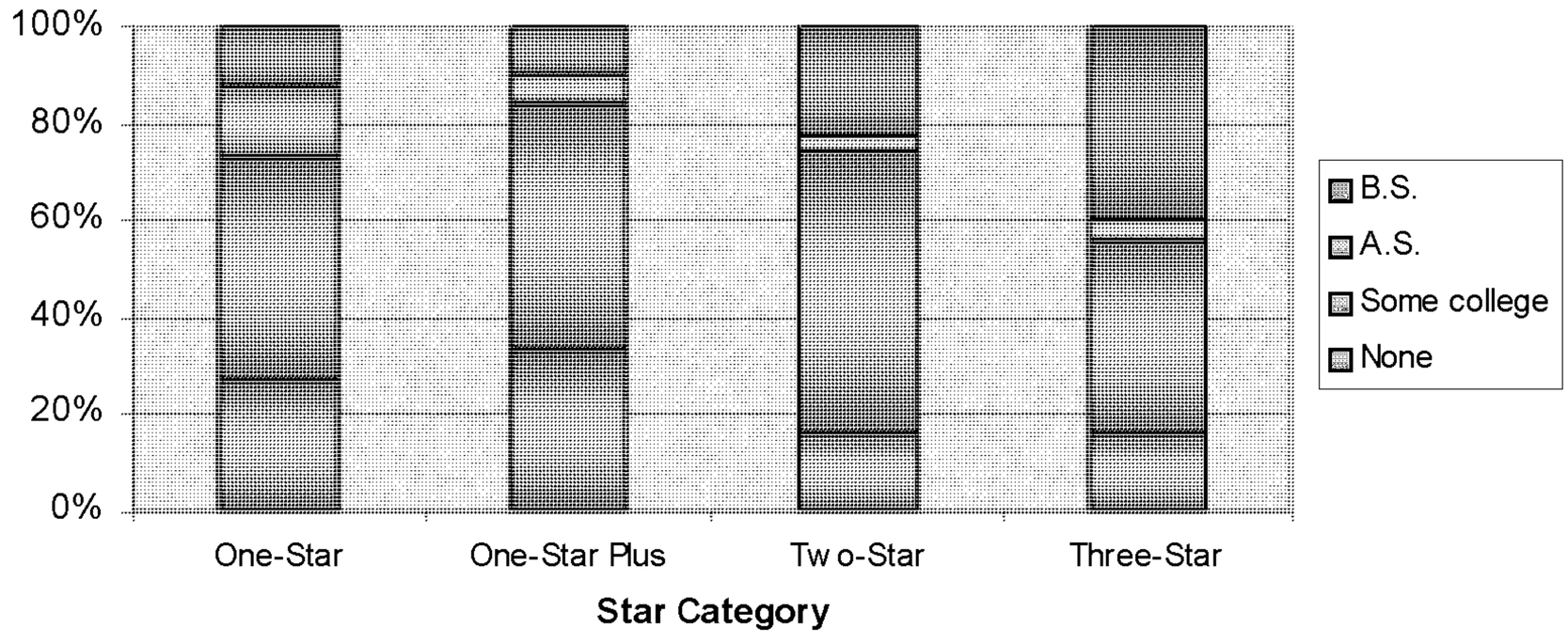
- Directors of Three-Star/Accredited centers also had more specialized education than their counterparts in One-Star and One-Star Plus programs.

Recoding the data presented in Table 8 into categories representing levels of college education provides a more dramatic picture of the differences in director specialized education by Star status (see Figure 10; $\chi^2(9)=34.86, p<.00$). The most common level of specialized education across all Star categories was some college.

- Directors in One- and One-Star Plus centers were less likely to have specialized education in early childhood/child development at the college level than directors in Two- and Three-Star/Accredited centers.

- More directors in Three-Star/Accredited centers had bachelor's degrees or higher in early childhood/child development than their counterparts in other Star categories.

Figure 10. Director Specialized Education By Star Status



Changes in Director Education Over Time. Examination of director education levels in the 38 centers observed in both 1999 and 2002 indicated there was no change in directors' specialized education over time. The typical level of director specialized education at both time periods was an Associate's degree. Ten of the centers that were observed in both time periods had new directors in 2002. Eight of these new directors reported less specialized education in early childhood/child development than the director employed at their center in 1999.

The picture is slightly different when examining the full 2002 sample. Directors in centers that participated in both the 1999 and 2002 data collections had slightly more specialized education than those who participated in only the 2002 data collection ($t(284)= -3.329, p=.001$). Typical specialized education for 2002 only directors was 12 or more hours of college, but no degree completed. Typical specialized education for directors who participated in both 1999 and 2002 was an Associate Degree. While the

wide disparity in number of directors in each group (33 vs. 253) make this finding unreliable, it seems prudent to continue monitoring potential changes in directors' specialized education.

Teacher Education

The current study revealed statistically significant differences in average teacher education levels across the Star categories (see Table 9). Differences across Star categories in both general education and specialized education were present for teachers of infants/toddlers and preschoolers but not for teachers of school-age children.

Table 9: Teachers: Mean Highest Level of Education by Star Status (range)

Teacher Infant/Toddler	One-Star	One-Star Plus	Two-Star	Three-Star /Accred
General Education (F(3,208)=4.622 p=.004)	2.29 vocational (1-6) n=48	1.98 vocational (1-5) n=57	2.26 vocational (0-5) n=66	2.93 some college (1-6) n=41
Specialized Education (n.s.)	.83 <12 hrs (0-3) n=46	1.08 <12 hrs (0-4) n=48	1.13 <12 hrs (0-4) n=61	1.53 <12 hrs/>=12hrs (0-4) n=38
Preschool				
General Education (F(3,289)=6.791 p<.000)	2.51 vocational/ some college (0-6) n=85	2.59 vocational/ some college (1-5) n=76	3.06 some college (1-6) n=84	3.48 some college/A.S. (1-6) n=48
Specialized Education (F(3,265)=7.639 p<.000)	1.07 <12 hrs (0-4) n=81	1.22 <12 hrs (0-5) n=64	1.62 <12 hrs/>=12 hrs (0-5) n=82	2.19 >=12 hrs (0-5) n=42
School-age				
General Education (n.s.)	2.64 voc/collg (0-5) n=27	2.52 voc/collg (0-5) n=29	2.61 voc/collg (0-6) n=34	3.22 some college (1-6) n=15
Specialized Education (n.s.)	.85 <12 hrs (0-4) n=27	1.00 <12 hrs (0-4) n=29	1.12 <12 hrs (0-5) n=34	1.20 <12 hrs (0-3) n=15

Highest Level of Completed Education: 0=Less than High School, 1=High School / GED, 2=Vocational School, 3=Some College, 4=Associates Degree, 5=Bachelors Degree, 6=Graduate Degree
Highest Level of Specialized Education: 0=None, 1=Less than 12 hours, 2=12 hours or more with no degree completed, 3=Associates Degree, 4=Bachelors Degree, 5=Graduate Degree
n.s.=nonsignificant

- Teachers of infants and toddlers in Three-Star/Accredited centers had higher levels of general education than those in One-Star Plus centers.

- Teachers of preschoolers in Two-Star centers had more specialized education than those in One-Star centers.

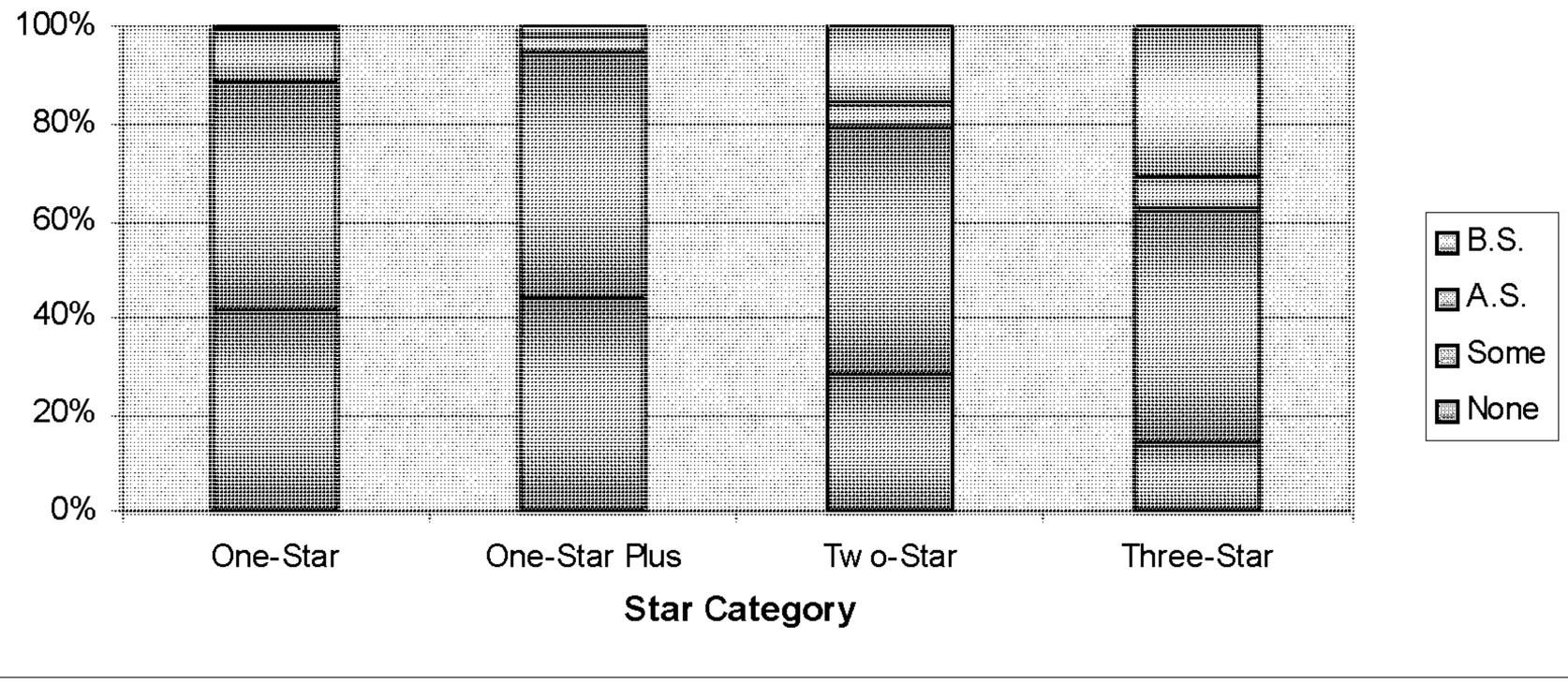
- Teachers of preschoolers in Three-Star/Accredited centers were more highly educated and had more specialized education than those in One- and One-Star Plus centers.

Examining the specialized education of preschool teachers categorically reveals further statistically significant differences across Star status (see Figure 11; $\chi^2(9)=32.173$, $p<.000$). Like directors, teachers in centers of all Star categories were most likely to have only some college hours in early childhood/child development.

- More teachers in One- and One-Star Plus centers had no college level education than teachers in Two- and Three-Star/Accredited centers.

- Teachers in Three-Star/Accredited centers were more likely to have a baccalaureate or higher degree than teachers in any other Star category.

Figure 11. Preschool Teacher Specialized Education



Turnover and Salary

Turnover. Teacher turnover was calculated by dividing the number of full-time teachers in the facility by the number of full-time teachers who had left in the previous 12 months. The turnover of full-time teachers ranged from none to 500% in this sample. Even though turnover rates in child care centers are known to be high (Helburn, 1995; Whitebook, et al., 1989), 500% turnover appears unusually excessive. Examination of the turnover distribution revealed two centers with turnover rates outside the norm for

the rest of the sample, one with a rate of 400% and another with a rate of 500%. These two outliers were dropped from further turnover analyses, resulting in a turnover range of 0% to 300%. Mean turnover rates by Star status (excluding the outliers) are reported in Table 10.

While the turnover rates below are lower than those noted by Penn (2001) in a recent market rate survey of Oklahoma child care centers, they are still high. Combining One- and One-Star-Plus centers and Two- and Three-Star centers, Penn reported turnover rates of 57% and 45% respectively. As seen in Table 10, there was some variability in turnover patterns across Star categories, with Three-Star/Accredited centers reporting the lowest rates. However, there were no statistically significant differences across Star status.

It is not known whether departing teachers had completed more education and were recruited to higher Star level programs nor what the educational level was of the teachers who replaced them. On a positive note, directors commented during the open-ended interview that their programs had experienced less turnover since participating in Reaching for the Stars.

Salary. Table 10 also depicts typical teacher salaries in each Star category. The typical salary for a full-time teacher varied by Star status. Statistically significant differences favored centers with higher Star ratings.

- Three-Star/Accredited centers paid the highest teacher salaries – significantly higher than salaries paid in all other Star categories.

- Two-Star and One-Star centers paid higher teacher salaries than One-Star-Plus centers.

Table 10: Full-Time Teacher Turnover & Salary by Star Status (range)

Turnover	**One-Star** n = 94	**One-Star Plus** n = 82	**Two-Star** n = 93	**Three-Star/ Accredited** n = 55
Average Annual Turnover (n.s.)	34% (0-300%)	42% (0-500%)	38% (0-222%)	23% (0-111%)
Less than 10% Annually	43%	27%	20%	35%
75% or Higher Annually	15%	21%	11%	4%
Salaries	n = 94	n = 83	n = 95	n = 53
Typical Salaries (F (3,321)=34.33,p<.000)	$6.76 (5.00-$13.75)	$6.19 ($5.15-$9.81)	$7.23 ($5.15-$12.00)	$8.65 ($5.94-$14.17)

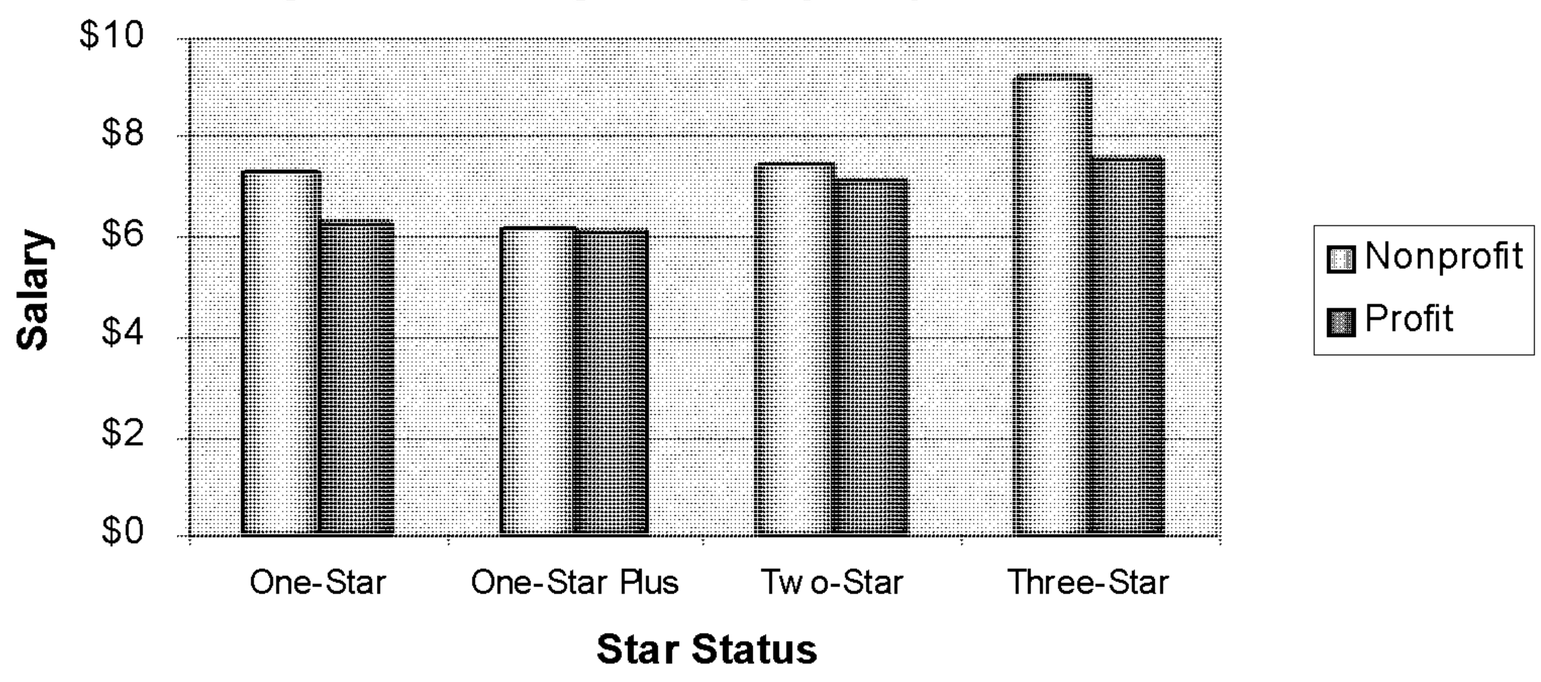
n.s.=nonsignificant

There was a significant Star status by auspice interaction for typical salary of full-time teachers. Not-for-profit Three-Star/Accredited and One-Star centers paid substantially higher salaries than for-profit programs at the same Star levels. In contrast, there was very little difference in the salaries paid to teachers in for-profit and not-for-profit Two-Star and One-Star Plus centers (see Figure 12).

Programs have used the differential reimbursement rates provided by DHS to address salaries. In response to the open-ended questions forty-five Directors said that the increased income from higher reimbursement rates was *appreciated* and was *used to increase salaries.* In addition, several directors mentioned that *they participate in the Stars program so that their staff can take advantage of programs like TEACH and REWARD*[3] *and receive additional monies.*

Regardless of Star status, teacher salaries increased between 1999 and 2002. The findings reported here however, cannot tell us whether these increases were a function of differential DHS reimbursement rates, or simply due to the passage of time. Since 1999, typical salaries in One-Star and Two-Star facilities have increased by approximately $1 per hour and $0.50 per hour in Three-Star/Accredited facilities.

Figure 12. Average Salary By Auspice & Star Status



[3] See Appendix B for descriptions of TEACH and REWARD.

Participation in DHS Initiatives by Star Status

Quality Improvement Initiatives

The Division of Child Care has invested heavily in a wide variety of strategies to improve the quality of child care in Oklahoma. Six DHS quality improvement initiatives were identified and directors asked to identify those in which they or their staff had ever participated. As reported in Table 11, responses ranged from none to as many as five. The pattern of initiatives accessed by center staff varied by Star status.

Table 11: Participation in Quality Improvement Initiatives by Star Status

Quality Improvement Initiative Participation	One-Star n=97	One-Star Plus n=85	Two-Star n=97	Three-Star/ Accredited n=56
Mean No. Participated In ($F(3,331)=25.860$, $p<.000$)	.46	.79	1.09	1.34
Center Quality Improvement Grants ($\chi^2(3)=16.687$, $p=.001$)	25%	51%	50%	59%
Infant Toddler Expansion Grants (n.s.)	7%	9%	18%	19%
School-age Expansion Grants (n.s.)	5%	7%	8%	13%
Special Needs Expansion Grants(n.s.)	1%	1%	0	5%
Model Observation Site ($\chi^2(3)=20.110$, $p<.000$)	6%	9%	12%	30%
Center Accreditation Project ($\chi^2(3)=38.623$, $p<.000$)	2%	1%	21%	27%

n.s.=nonsignificant

- Staff in Three-Star/Accredited centers participated in significantly more quality improvement initiatives than One- and One-Star Plus staff.

- Staff in Two-Star centers participated in significantly more quality improvement initiatives than One-Star staff.

- Staff in One-Star Plus centers participated in significantly more quality improvement initiatives than staff in One-Star facilities.

- Quality improvement grants were utilized much more frequently than expansion grants.

- One-Star Plus, Two-Star and Three-Star/Accredited facilities were more likely to use quality improvement grants than One-Star centers.

- Two- and Three-Star/Accredited centers reported using Model Observations Sites and the Accreditation Support Project more frequently than did One- and One-Star Plus centers.

The pattern of usage displayed in Table 11 indicates programs most often used initiatives that provided funding to improve the *existing* program, rather than expand the program. Supports designed to improve program quality without attached funding were less often used, particularly by One- and One-Star Plus programs, than initiatives which including monetary resources.

Professional Development Opportunities

Directors were also asked to identify, from a list of eleven, the professional development opportunities they or their staff had utilized at any point in time. Vouchers to pay for conference attendance were the most frequently used professional development opportunity regardless of center Star status (see Table 12). Satellite video conferences (i.e. SATTRN) and Child Care Careers courses, available at no cost or very low cost, were heavily used as well. The CECPD video lending library was moderately used. These most frequently used professional development opportunities are easily accessed and available across the state.

Other professional development opportunities requiring greater effort and commitment on the part of staff members were accessed by respectable numbers, particularly by centers of higher Star status. Professional development opportunities dependent upon location, such as the Scholars for Excellence Project and ELCCT were least often used. At the time of data collection the Entry Level Child Care Training course, known as ELCCT, was a pilot project and available to very few programs. Like the quality improvement initiatives, utilization of professional development opportunities varied by Star status.

- Three-Star/Accredited center staff participated in a greater number of professional development initiatives than those in One-Star centers.

- Two-Star center staff participated in more professional development initiatives than those in One-Star and One-Star Plus programs.

- Two- and Three-Star/Accredited center staff were more likely to use conference vouchers, the REWARD salary supplement program, and CECPD Registry training with greater frequency than One- and One-Star Plus center staff.

- One-Star Plus, Two-Star and Three-Star/Accredited center staff were more likely to participate in the TEACH program, National Administrator's Credential training and Director Advanced Training than One-Star center staff.

Table 12. Participation in Professional Development Opportunities by Star Status				
Utilization of Professional Development Opportunities	**One-Star n=97**	**One-Star Plus n=85**	**Two-Star n=97**	**Three-Star/ Accredited n=56**
Mean No. Used ($F(3,331)=25.86, p<.000$)	3.80	5.11	6.44	5.55
Conference Vouchers ($\chi^2(3)=9.462, p=.024$)	76%	76.5%	91%	86%
TEACH ($\chi^2(3)=35.865, p<.000$)	28%	59%	69%	55%
REWARD ($\chi^2(3)=84.832, p<.000$)	24%	36.5%	84.5%	66%
Scholars for Excellence (n.s.)	6%	9%	11%	16%
Nat'l Admin. Credential ($\chi^2(3)=37.853, p<.000$)	24%	51%	65%	61%
Director Advanced Training ($\chi^2(3)=15.593, p=.001$)	25%	45%	51.5%	39%
CECPD Registry Training ($\chi^2(3)=23.528, p<.000$)	15.5%	19%	42%	37.5%
SATTRN Training (n.s.)	64%	75%	78%	75%
Child Care Careers (n.s.)	64%	75%	77%	70%
ELCCT (n.s.)	12%	18%	20%	11%
Video Lending Library (n.s.)	42%	47%	55%	39%

n.s.=nonsignificant

Enhanced Quality Criteria for Two-Star Status

The "Reaching for the Stars" initiative established criteria that exceed basic child care center licensing regulations in several areas, specifically director training, staff education and training, staff compensation and program evaluation, the learning environment, and parent involvement. Data from director and teacher report and classroom observation provide information on these Two-Star enhanced criteria. Information on the enhanced criteria was obtained from all centers, regardless of Star status, to learn which are met by One- and One-Star Plus centers, as well as Two- and Three-Star/Accredited centers. The findings presented below describe the status of centers in each Star category and compare facilities on these components across Star category.

Director and Staff Professional Development

Directors' Management Training. Two-star criteria state that directors must have completed 40 hours of management and administration training within the previous 12 months. Directors were asked to report the number of clock hours of management training completed in the previous 12 months as well as the number of college courses completed related to management. Two management training variables were used in the analyses that follow. One was the number of clock hours of management training completed in the last 12 months. The second, total hours of management training, was created by calculating clock hours for college courses completed and adding that sum to the training clock hours reported by the director. Note that the data from this survey (see Table 13) may not coincide with the 12 month period used by DHS to calculate compliance with this requirement for 2- or 3-Star status. Therefore, means below 40 hours do not necessarily imply failure to meet the training requirement. Significant differences were found by Star status for both clock hours reported and total hours completed.

Table 13. Directors' Management Training Hours by Star Status

Management Hours	One-Star n=81	One-Star Plus n=75	Two-Star n=88	Three-Star/ Accredited N=47
Mean Clock Hours ($F(3,289)=8.053, p<.000$)	19.94	31.30	35.75	21.47
Mean Total Hours ($F(3,291)=2.831, p=.039$)	38.90	42.62	59.13	28.28
Over 20 Hours Past 12 mos. ($\chi^2(3)=27.564, p<.000$)	51%	80%	82%	55%
Over 40 Hours Past 12 mos. ($\chi^2(3)=19.123, p<.000$)	31%	60%	58%	38%

- Directors in Two-Star facilities had completed both more clock hours and more total hours in management than directors of One- and Three-Star/Accredited programs.

- Directors in One-Star Plus centers had completed more clock hours in management than directors of One-Star facilities.

Teachers' Professional Development. To obtain information on the professional development of teaching staff, all full-time teachers in each participating center were asked to complete surveys on their education and training. A total of 605 usable teacher surveys were returned. In the analyses below teachers were grouped by Star status of their center. The findings do not represent individual centers, but rather all teachers in each Star category. In addition to grouping teachers by Star status of their center, the findings below are reported by the age of children served by the teachers: infant/toddler, preschool, and school-age.

The two-Star criteria require teachers to complete 20 hours of continuing education annually. In contrast, licensing requires only 12 clock hours per year. Differences in the percentage of teachers meeting this training expectation were evident by Stars category (see Table 14). Note that in no Star category do 100% of the teachers report completing 20 hours of education in the past 12 months. This does not necessarily mean that Two- and Three-Star/Accredited centers fail to meet the training requirement since the 12 month period covered by the survey is not likely to be the same 12 month period used to calculate center compliance with this requirement. Teachers at One-Star facilities were much less likely to have completed 20 or more hours of professional development in the previous 12 months than teachers in other Star category facilities.

Table 14. Percent of Teachers Meeting Professional Development Requirements by Star Status

Teachers	One-Star	One-Star Plus	Two-Star	Three-Star/ Accredited
Infant/Toddler Teachers ($\chi^2(3)=16.690, p=.001$)	34%	65%	68%	69%
Preschool Teachers ($\chi^2(3)=13.787, p=.003$)	47%	67%	74%	66%
School-Age Teachers (n.s.)	42%	61%	62%	61%

n.s.=nonsignificant

Master Teacher Requirements

Master Teacher Qualifications. The "Reaching for the Stars" program created a Master Teacher position intended to increase the number of skilled and knowledgeable teachers working with children in child care settings. To be a Master Teacher one must meet educational requirements above basic licensing expectations. Qualifications to be

a Master teacher including holding a Child Development Associate Credential (CDA), a Certified Child Care Professional certificate (CCP), a Certificate of Mastery in early childhood from a vocational school, OR a 2-year or 4-year degree in early childhood education. Directors were asked to report the number of full-time teachers on their staff who met Master Teacher requirements. Directors in 20% (n=67) of the participating centers reported having no full-time teachers who met the Master Teacher requirements. Statistically significant differences in meeting the Master Teacher requirements by Star status are reported Table 15. To calculate the percentage of Master Teachers present in a center, the number of all full-time teachers was divided by the number of Master Teachers. These findings are aggregated at the center level. Consistent with the requirements for Two- and Three-Star status, more Master Teachers were found in Two- and Three-Star/Accredited centers.

- Two-Star and Three-Star/Accredited centers employed more full-time teachers than One-Star and One-Star Plus centers.

- Two-Star and Three-Star/Accredited centers had more teachers meeting Master Teacher requirements than One-Star and One-Star Plus centers.

- Two-Star and Three-Star/Accredited centers had larger percentages of full-time teachers on staff who met Master Teacher requirements than One-Star and One-Star Plus centers.

Table 15. Master Teachers by Star Status

Teachers per Center	One-Star n=96	One-Star Plus n=85	Two-Star n=96	Three-Star/ Accredited n=56
Mean # Full-time Teachers (F(3,329)=11.084,p<.000)	6.55	6.60	9.35	12.30
# Qualified Master Teachers (F(3,329)=30.645, p<.000)	1.90	1.89	4.92	6.17
% Qualified Master Teachers (F(3,326)=19.143, p<.000)	31%	33%	56%	58%

As previously mentioned there are several ways in which to qualify as a Master Teacher. These range from holding a CDA or CCP to having Bachelors or graduate degree in early childhood. The most common method through which study participants qualified as Master Teachers was via a CDA or CCP. However, method of qualification varied by Star category as seen in Table 16.

- A greater percentage of teachers in Two- and Three-Star/Accredited centers qualified through a CDA, CCP, or Certificate of Mastery than in One-Star and One-Star Plus facilities.

- A greater percentage of teachers in Two-Star and Three-Star/Accredited centers qualified through a Bachelors or graduate degree in ECE than in One-Star and One-Star Plus programs.

Table: 16. Qualification Routes of Master Teachers by Star Status

Master Teacher Qualification Route	One-Star n=95	One-Star plus n=85	Two-Star n=95	Three-Star/ Accredited n=56
CDA, CCP, Cert of Mastery (F(3,326)=9.104,p<.000)	20%	21%	34%	38%
A.S. in ECE or 60 College Hrs w/ 12 Hrs ECE (n.s.)	11%	10%	14%	12%
B.S. or Higher in ECE (F(3,327)=9.065, p<.000)	03%	02%	09%	09%

n.s.=nonsignificant

Master Teacher-Child Ratio. "Reaching for the Stars" requirements state that during a program's first year as a Two-Star center there must be one Master Teacher employed for every 30 children in license capacity. During the second and subsequent years this ratio must be 1:20. Three-Star facilities must also meet this Master Teacher-child ratio. However accredited centers that do not have Two- or Three-Star status are not required to meet this ratio.

As mentioned previously, 20% of the centers sampled employed no teachers qualified for Master Teacher status (see Table 17). These centers were most often One- or One-Star plus facilities. Only the very rare Three-Star/Accredited program employed no Master Teachers. All Two-Star centers had Master Teachers on staff.

The Master Teacher-child ratio ranged from as low as 1:2 to as high as 1:125. The most favorable ratios were seen in Two- and Three-Star/Accredited centers. One-Star Plus centers had the least desirable Master Teacher-child ratio.

- Two-Star and Three-Star/Accredited centers had fewer children per Master Teacher than One-Star or One-Star Plus centers.

Given the relationships found between Star status, auspice and subsidized enrollment, it is logical to assume that Master Teacher ratio may also be associated with auspice. Therefore, the potential interactive effect of auspice and Star status on Master Teacher ratio was explored. However, the interaction was not statistically significant.

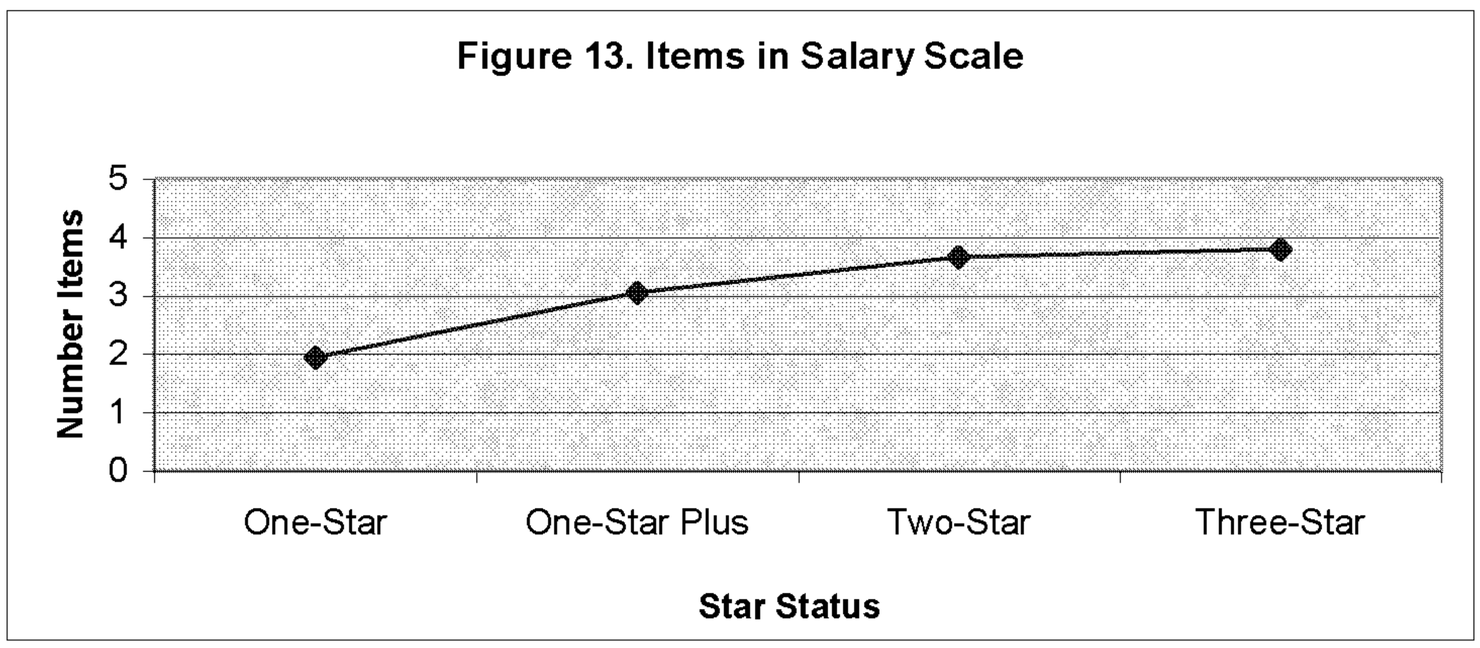
Table 17. Master Teacher Ratio by Star Status				
Master Teacher Ratio	**One-Star n=59**	**One-Star Plus n=57**	**Two-Star n=96**	**Three-Star/ Accredited n=54**
No Master Teachers on Staff ($\chi^2(3)=9.462, p=.024$)	38.5%	33%	0	4%
Mean Master Teacher Ratio ($F(3,262)=10.440, p<.000$)	1 : 30	1 : 37	1 : 21	1 : 20
Meet 1:20 Ratio ($\chi^2(3)=45.669, p<.000$)	25%	29%	64%	64%
Meet 1:30 Ratio ($\chi^2(3)=70.155, p<.000$)	43%	42%	87%	88%

Staff Evaluation and Salary Scales

The enhanced quality criteria for Two-Star status state that center staff must receive an annual written evaluation. There were significant differences by Star status regarding the annual evaluation of staff ($\chi^2(3)=30.962, p<.000$). Two-Star (94%) and Three-Star/Accredited (100%) programs were much more likely to have annual, written staff evaluation procedures than One-Star (74%) and One-Star Plus (74%) facilities.

The enhanced quality criteria also require centers to develop a salary scale in which staff compensation is tied to experience, education, credentials, training, and performance. As seen in Figure 14, statistically significant differences existed between Star levels on the number of items included in a center's salary scale ($F(3,330)=24.526$, $p<.000$).

Figure 13. Items in Salary Scale



- Two-Star and Three-Star/Accredited programs had more items in their salary scales than One-Star and One-Star Plus programs.

- One-Star Plus centers had more items in their salary scales than One-Star centers.

Parent Involvement

The "Reaching for the Stars" program requires Two- and Three-Star centers to implement a total of seven parent involvement strategies focusing on communication and education. The items in Table 18 below represent the strategies articulated in the enhanced quality criteria. All centers used at least some of these parent involvement practices. Table 18 shows that almost all programs welcomed parents in the center at any time and informed parents of center policies. There were, however, statistically significant differences across Star status in the total number of parent involvement strategies implemented and the specific strategies practiced.

- Two-Star and Three-Star/Accredited centers utilized more parent involvement strategies than One-Star and One-Star Plus programs.
- One-Star Plus centers used more strategies than One-Star centers.
- Programs were more likely to offer parent conferences at each successive Star category.
- Two- and Three-Star/Accredited centers were more likely than One- and One-Star Plus centers to communicate with parents in writing and to have parents participating in program and policy development.

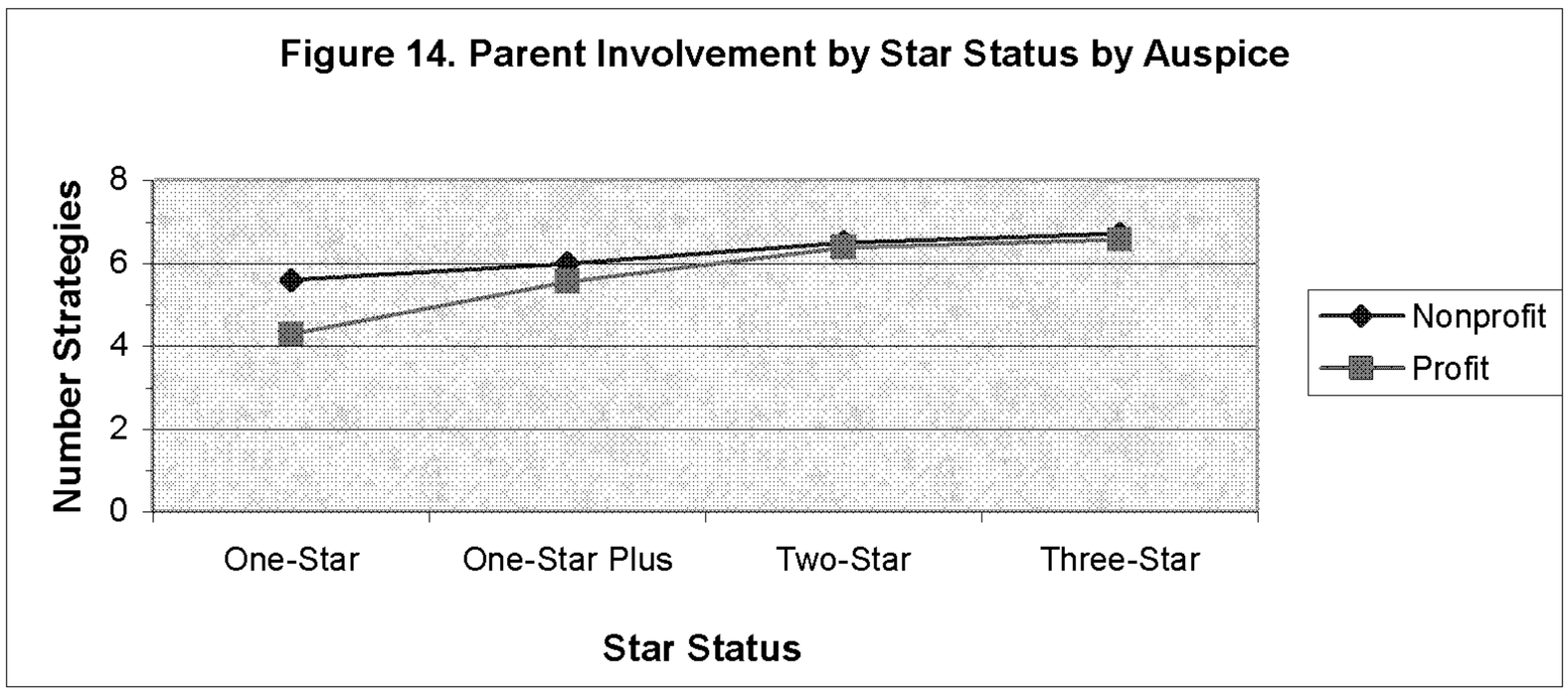
Table 18. Parent Involvement Strategies by Star Status

Parent Involvement Strategies	One-Star n=59	One-Star Plus n=57	Two-Star n=96	Three-Star/ Accredited n=54
Mean Total Strategies Used ($F(3,262)=49.937, p<.000$)	4.83	5.64	6.43	6.66
Always Welcome (n.s.)	100%	99%	100%	100%
Daily Written Communication ($\chi^2(3)=47.579, p<.000$)	69%	88%	99%	98%
Annual Parent Conferences ($\chi^2(3)=28.546, p<.000$)	51%	67%	78%	88%
Parent Resource Area ($\chi^2(3)=23.641, p<.000$)	80%	92%	99%	96%
Written Info on Policies (n.s.)	98%	99%	100%	100%
At Least 2 Parent Mtgs/Year ($\chi^2(3)=33.965, p<.000$)	41%	48%	68%	84%
Program & Policy Developmt ($\chi^2(3)=93.092, p<.000$)	47%	71%	99%	100%

n.s.=nonsignificant

- One-Star Plus centers were more likely to communicate daily with parents in writing and to have parents participating in program and policy development than were One-Star facilities.
- Two- and Three-Star/Accredited centers were more likely to have parent resource areas in the center and to offer parent meetings twice a year than One- or One-Star Plus centers.

The interactive effect of Star status and center auspice were also examined regarding parent involvement strategies used. A statistically significant interaction indicated not-for-profit One-Star programs used more parent involvement strategies than One-Star for profit programs. For-profit and not-for-profit facilities reported using similar numbers of parent involvement strategies when the center Star status was One-Star Plus or higher.



Learning Environment

Interest Centers. The "Reaching for the Stars" enhanced quality criteria require that child care centers have the following five interest centers available in classrooms serving children two years of age and older: dramatic play, blocks, art, library, and manipulatives. Using the *Interest Center Observation Tool* observers documented the presence of these interest centers in participating preschool classrooms. Only clearly defined interest centers were credited; observers did not give credit if the relevant materials, such as manipulative toys or art supplies, were scattered around the room.

Dramatic play centers were the most commonly observed interest centers, while organized manipulative centers were the least common (see Table 19). Consistent with the other enhanced quality criteria, statistically significant differences by Star status were observed for the presence of well-defined interest centers in the participating preschool classrooms.

- Two-Star and Three-Star/Accredited programs had more identified interest centers in preschool classrooms than One-Star and One-Star Plus facilities.

- Preschool classrooms in Two- and Three-Star/Accredited centers almost always had dramatic play centers. Classrooms in One- and One-Star Plus centers were not quite as likely to have dramatic play centers.

- Preschool classrooms in Two- and Three-Star/Accredited centers were more likely to have clearly defined block and manipulative centers than One- and One-Star Plus programs.

- Preschool classrooms in One-Star centers were less likely to have library areas than preschool classrooms in centers of other Star categories

- Art centers were least often observed in the preschool classrooms of One-Star centers. Art areas were increasingly likely to be available in each succeeding Star status.

Daily Reading. In addition to having a library center with books available for children, the "Reaching for the Stars" enhanced quality criteria require that teachers in Two- and Three-Star centers read to children daily at a regularly scheduled time(s). Teachers are expected to read at least 15 minutes a day to children. While visiting preschool classrooms to conduct the environmental quality data, observers recorded the number of minutes teachers spent reading to children. Note that these observations occurred in the morning, before lunch and naptime, and so do not necessarily include all the times when teachers may read to children. These data indicate that daily reading occurred in 94% of the participating preschool classrooms.

Table 19. Interest Centers in Preschool Classrooms by Star Status

Interest Centers	One-Star n=97	One-Star Plus n=79	Two-Star n=97	Three-Star/ Accredited n=55
Mean # Interest Centers ($F(3,324)=14.284, p<.000$)	3.23	3.71	4.30	4.53
Dramatic Play ($\chi^2(3)=15.335, p=.002$)	87%	89%	99%	98%
Blocks ($\chi^2(3)=24.702, p<.000$)	62%	73%	86%	93%
Art ($\chi^2(3)=26.084, p<.000$)	53%	67%	77%	89%
Library ($\chi^2(3)=19.170, p<.000$)	69%	81%	92%	89%
Manipulatives ($\chi^2(3)=21.105, p<.000$)	53%	61%	76%	84%

Comparisons by Reimbursement Rate Area

The findings presented in the previous chapters describe programs of each Star category across the state. Here comparisons are made on center and quality characteristics by high and standard reimbursement rate area, regardless of Star status. Significant differences by rate area for center and classroom enrollment variables are described below (see Table 20). Recall that centers in the high rate areas are located in large metropolitan communities.

- Center license capacity and enrollment, along with classroom group size were larger in high rate areas.
- There were more children per teacher in preschool and school-age rooms in high rate areas – ratios were less desirable.
- There were more adults present in infant/toddler classrooms in high rate areas.

Centers in both high and standard rate areas had, on average, 37% of their enrolled children receiving DHS subsidies. Centers in standard rate areas were no more likely to have a waiting list (65%) than were those in high rate areas (74%).

Table 20. Center & Classroom Enrollment Means by Rate Area

Center Characteristics	Standard Rate	High Rate
License Capacity (F (1,325)=41.47, p<.00)	60.14	93.11
Full-time Enrollment (t (1,327)=-4.585, p<.00)	47.08	80.37
Infant-Toddler Classrooms		
Group Size (t (1,277)=-3.30, p=.001)	6.32	7.56
Number of Adults (t (1,277)=-3.39, p=.001)	1.57	1.87
Teacher-Child Ratio (n.s.)	1 : 4.35	1 : 4.27
Preschool Classrooms		
Group Size (t (1,330)=-2.97, p=.003)	10.62	12.81
Number of Adults (n.s.)	1.57	1.60
Teacher-Child Ratio (t (1,330)=-2.60, p=.01)	1 : 7.61	1 : 8.57
School-age Classrooms		
Group Size (t (1,148)=-3.52,p=.001)	15.47	21.16
Number of Adults (n.s)	1.71	1.73
Teacher-Child Ratio (t (1,146)=-3.29,p=.001)	1: 10.06	1 : 12.79

n.s.=nonsignificant

No statistically significant differences were found by rate area on the quality assessments used in this study — the environmental rating scales and the Arnett Caregiver Interaction Scale. ITERS, ECERS-R, and SACERS scores were similar in both rate areas. Average ITERS scores in standard rate area centers were 5.07 and 5.29 in high rate centers. Average ECERS-R scores were a bit higher: 5.69 in standard rate area centers and 5.80 in high rate area centers. Average SACERS scores for standard rate area centers were 5.21 and 5.17 in high rate area centers.

There were no differences by rate area for levels of teacher general education or specialized education, however, there were significant differences for both director general and specialized education. Directors in high rate areas had slightly higher levels of education than directors in low rate areas. Salaries also differed by rate area with teachers in high rate areas making on average almost $1 per hour more than teachers in standard rate areas. Turnover rates were similar in both standard and high rate areas. These patterns can be seen in more detail in Table 21.

Table 21. Mean Salary, Turnover, and Education by Rate Area

Teachers	**Standard Rate Area**	**High Rate Area**
Salary: Full-Time Hourly Pay (t(1,323)=-5.10,p=.00)	$6.62	$7.50
Annual Full-Time Turnover (n.s.)	38%	37%
General Education (n.s.)	2.83 some college	2.86 some college
Specialized Education (n.s.)	1.39 <12 hrs	1.51 <12 hrs/>=12 hrs
Directors		
General Education (t (1,295)=-2.17,p=.03)	3.26 some college	3.65 some college or A.S.
Specialized Education (t (1,284)=-2.23,p=.03)	1.67 <12 hrs/>=12 hrs	2.06 >=12 hrs

Highest Level of Completed Education: 0=Less than High School, 1=High School / GED, 2=Vocational School, 3=Some College, 4=Associates Degree, 5=Bachelors Degree, 6=Graduate Degree
Highest Level of Specialized Education: 0=None, 1=Less than 12 hours, 2=12 hours or more with no degree completed, 3=Associates Degree, 4=Bachelors Degree, 5=Graduate Degree
n.s.=nonsignificant

Center staff in both rate areas participated in a similar number of quality improvement initiatives (see Table 22). The only difference across rate area for participation in a specific quality improvement initiative was for Model Observation Sites. Twice as many centers in the high rate areas had participated in the Model Observation Site Program than those in standard rate areas. This is likely due to greater availability of Model Observation Sites in the more densely populated communities typical of high rate areas.

Table 22. Participation in Quality Improvement Initiatives by Rate Area		
Quality Improvement Initiative	**Standard Rate Area n=169**	**High Rate Area n=166**
Mean No. Participated In (n.s.)	.86	.89
Center Quality Improvement Grants (n.s.)	46%	36%
Infant Toddler Expansion Grants (n.s.)	47%	54%
School-age Expansion Grants (n.s.)	10%	5%
Special Needs Expansion Grants (n.s.)	2%	1%
Model Observation Site Program ($\chi^2(1)=6.316, p=.012$)	8%	18%
Center Accreditation Project (n.s.)	8%	15%

n.s.=nonsignificant

In contrast, staff in high rate area centers were more likely to participate in professional development opportunities. They were much more likely to utilize vouchers for conference attendance, the CECPD video lending library, to receive funding from the REWARD program, and to complete the National Administrator Credential (see Table 23).

Table 23. Participation in Professional Development Opportunities by Rate Area		
Utilization of Professional Development Opportunities	**Standard Rate Area n=169**	**High Rate Area n=166**
Mean No. Used ($t(333)=-2.654, p=.008$)	4.86	5.53
Conference Vouchers ($\chi^2(1)=6.192, p=.012$)	77%	87%
TEACH (n.s.)	50%	55%
REWARD ($\chi^2(1)=6.078, p=.014$)	45%	58%
Scholars for Excellence Project (n.s.)	9%	11%
Nat'l Admin. Credential ($\chi^2(1)=9.679, p=.002$)	40%	57%
Directors Advanced Training (n.s.)	37%	43%
CECPD Registry Training (n.s.)	24%	31%
SATTRN Training (n.s.)	75%	71%
Child Care Careers (n.s.)	73%	71%
ELCCT (n.s.)	18%	13%
Video Lending Library ($\chi^2(1)=7.739, p=.005$)	39%	54%

n.s.=nonsignificant

Enhancing Quality Through Policy

A continuing question for the Oklahoma DHS Division of Child Care is how to make the greatest possible impact on child care quality through policy. The data gathered here provide an opportunity to explore characteristics of care amenable to regulation and quality improvement efforts. Toward this end, variables included in both licensing and the "Reaching for the Stars" initiative were examined in juxtaposition to DHS subsidy density for their relationship to global child care quality.

First, a composite global quality score was created for each participating center. This was accomplished by summing the ITERS, ECERS-R, and SACERS scores for each center. This figure was then divided by the number of scores summed to return to the 1-7 scale. That is, for centers in which all three types of classrooms (infant/toddler, preschool, school-age) were observed the sum was divided by 3. For centers in which only an infant/toddler and preschool classroom were observed, the sum was divided by 2. Thus, a composite environmental quality score was created for each center.

Next, three groups of variables were identified as being potentially important from a policy perspective. Previous research and the findings reported here guided the choices. Each group of variables was then entered into a hierarchical regression model to predict composite quality. This strategy reveals the unique contribution of each group of variables, or each step, after controlling for the influence of the variables in previous steps.

Because all of the Oklahoma DHS quality improvement initiatives target children receiving DHS subsidies the percentage of DHS enrollment, or subsidy density, was the first step in the model. Research from other states on tiered reimbursement (Martinez-Beck, 2003) supports the decision to account for variability due to subsidy density prior to considering characteristics of quality. This research found child care quality to be lower in centers with higher subsidy density.

The second step in the model was licensing variables, and the final step was the "Reaching for the Stars" enhanced quality criteria. The specific variables selected for each step were those which were correlated with global quality – the composite quality score and/or individual ITERS, ECERS-R, SACERS scores. The licensing variables chosen were those observed in preschool classrooms since all centers in the sample had a preschool classroom participating in the study. The specifics of each step follow.

Step 1: Subsidy

- Subsidy density (percent enrollment)

Step 2: Licensing variables

- Preschool classroom teacher-child ratio
- Group size - number of children present in the preschool classroom
- Director's specialized education

Step 3: “Reaching for the Stars” enhanced quality criteria

- Master-teacher to child ratio
- 40 hours of management training for the director in the previous 12 months
- 20 hours of professional development for teachers in the previous 12 months
- Use of an annual written evaluation for staff
- Salary scale with all 5 required items
- Number of parent involvement items met
- Presence of all 5 required interest centers
- Daily reading to the children

This regression procedure will first tell us how subsidy density influences composite center quality. After accounting for subsidy density, the hierarchical regression then describes the influence of the licensing variables. Finally, the regression procedure indicates whether or not the enhanced quality criteria have an influence on composite quality above and beyond that already accounted for by subsidy density and the licensing variables.

Predictors of Quality

Collectively these variables were statistically significant predictors of child care quality as seen in Table 24. The full model predicted 29% of the variance in composite quality. That is, 29% of the variation seen in program quality can be attributed to this collection of variables. This finding suggests that adjustments in policy requirements relevant to these variables may be a useful next step in stimulating positive change in the quality of care available in Oklahoma child care centers.

Table 24. Predicting Global Quality

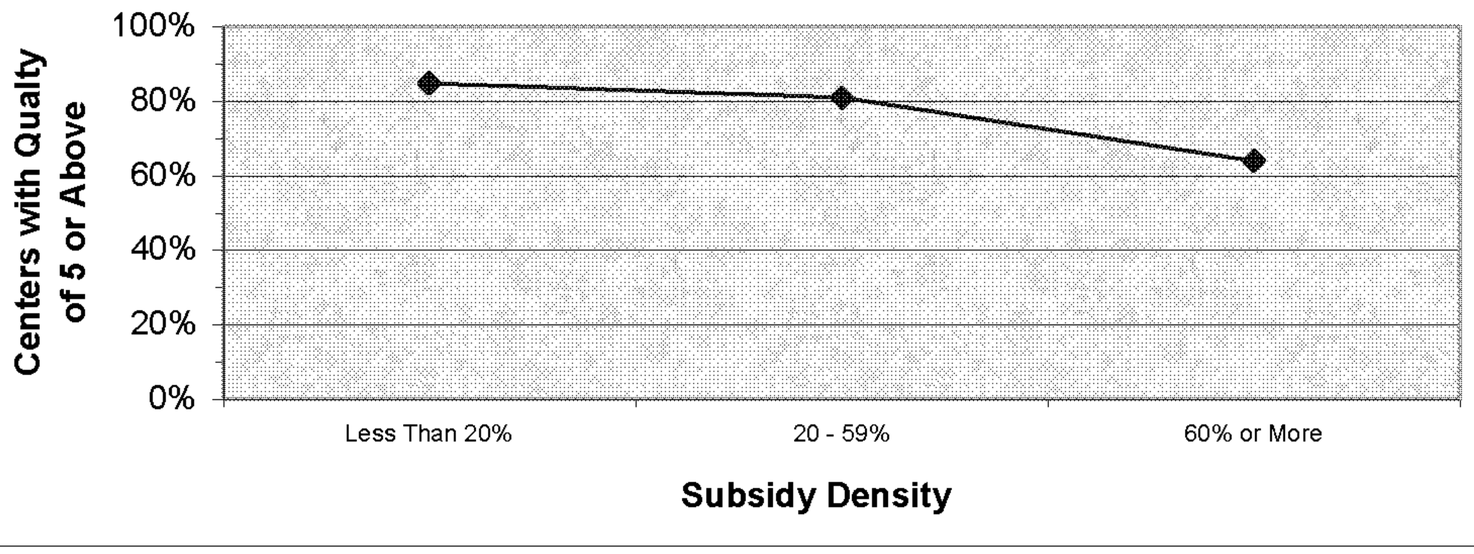
Predictors			Beta	Adjusted R^2	R^2 Change
Step 1	**Step 2**	**Step 3**			
Subsidy Density			-.17*	.04	.05**
	Preschool Ratio		-.14		
	Preschool Grp Size		.14		
	Director’s Spec. Ed.		.10	.09	.06**
		Master Teacher Ratio	-.26***		
		40 hrs Mangmnt Train	-.04		
		20 hours Prof. Dev.	.08		
		Written Staff Eval.	.11		
		Salary Scale	.07		
		Parent Involvement	.17*		
		5 Interest Centers	.15*		
		Read Daily to Children	.12	.29	.22***

* p < .05, ** p < .01, *** p < .001

Synergistically these factors influence child care center quality, however, those variables with the strongest relationships to composite quality (i.e., statistically significant beta weights) are logical choices to begin in the policy revision process. The regression analysis reported here highlights subsidy density, Master Teacher-child ratio, parent involvement, and the presence of clearly defined interest centers as the variables with the strongest relationships to composite quality.

Subsidy Density. High DHS subsidy density was associated with lower levels of quality. That is, the higher the subsidized enrollment, the lower the composite quality. To determine a potential threshold effect for subsidy density, comparisons between centers with low, medium and high subsidy enrollment were compared to determine which were most likely to provide care of "good" quality. Recall that scores of 5 or higher on the global quality instruments, ECERS-R etc., represent good or developmentally appropriate care. Figure 16 shows that centers with high percentages of subsidized enrollment (60% or higher) were less likely to provide good quality care ($\chi^2(2)=13.35, p=.001$).

Figure 15. Composite Quality and Subsidy Density

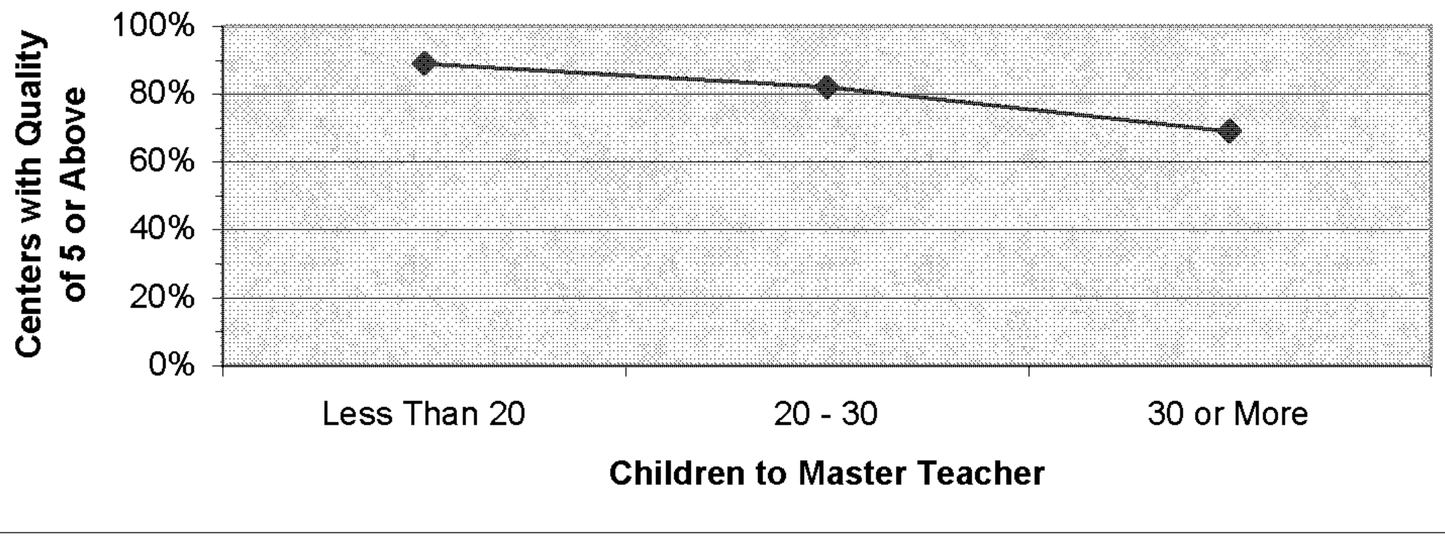


Master Teacher Ratio. Composite quality was better in centers with fewer children per Master Teacher. This relationship is consistent with other research finding better quality in classrooms with better prepared teachers (see Bowman, Donovan, & Burns, 2001). Recall that the Stars initiative does not require that a Master Teacher be present in each classroom; rather it is a ratio for the center. Comparisons between centers with varying Master Teacher-child ratios indicated statistically significant differences for composite quality (see Figure 17; $\chi^2(2)=11.55, p=.003$). Composite quality was lower in centers with more children per Master Teacher.

Parent Involvement and Interest Centers. Parent involvement also had a strong relationship with composite quality. Centers using more parent involvement strategies tended to be of higher quality. Similarly, the presence of well-defined interest centers was associated with better quality. In conclusion, the features of the Two-Star enhanced

quality criteria best able to predict optimal program quality were Master Teacher-child ratio (few children per Master Teacher), parent involvement and the presence of five clearly defined interest centers in the learning environment.

Figure 16. Composite Quality & Master Teacher Ratio



Discussion and Implications

The findings reported here might be likened to Oklahoma weather. In general, the outlook is sunny, but the winds of change reveal occasional stormy problems. This examination of child care under "Reaching for the Stars" reveals a generally positive state of affairs coupled with persistent challenges. The intent of the "Reaching for the Stars" program is to improve the quality of individual centers as well as the overall quality of child care in Oklahoma. The findings reported here show that this goal is being achieved. More high quality programs are enrolling children subsidized by DHS, global quality ratings have risen, and teacher-child interactions are generally positive. In addition, a number of directors queried in this study believe that the goal of quality improvement is being achieved. They indicate that the increased financial support provided by DHS to centers with higher Star ratings is a common motivator to participate in the Stars program. In addition to providing more monetary support and improving the overall quality of child care, directors reported that the Stars program helps centers strive to 1.) provide the best care possible and 2.) increase the educational levels of teachers and directors.

Challenges

Although the picture is quite positive, concerns regarding child care and the Stars program persist. Staff education level has been a consistent problem for many centers. The majority of directors and teachers sampled here had low levels of both general education and specialized education in the field. Directors reported problems finding and retaining appropriately qualified teachers to meet higher Star ratings, particularly Two-Star requirements. Twenty percent of the centers sampled had no teachers who qualified for Master Teacher status, making it extremely difficult for these centers to advance to a higher Star status. The high turnover rate reported here likely exacerbates the staff education problem as it suggests that directors frequently search for qualified staff from a pool which, to date, has produced a surfeit of poorly qualified applicants.

Staff turnover is clearly a pernicious problem for many centers. The astronomical turnover rates reported by some centers (over 100%) coupled with the generally low level of staff education paints a picture of disorganized programs constantly struggling to maintain a stable environment capable of facilitating children's learning. Fortunately these centers are in the minority as turnover rates exceeding 75% per year were uncommon. Yet typical turnover rates in Oklahoma, while similar to national averages (i.e., Whitebook, et al., 1989), are high enough to generate concern. Caregiver stability is associated with higher quality caregiving practices and better developmental outcomes for children (Field, 1991; Shonkoff & Phillips, 2000) Children do not experience consistent, stable caregivers when turnover occurs.

Consistent with the challenges presented by staff education and turnover, directors expressed a need for assistance in many areas to improve their programs. Specifically, directors requested that more training options be made available, that support and assistance from DHS staff be increased, and that more information be provided to help

programs make decisions regarding their potential movement into higher Star categories. Higher expectations for staff education coupled with strategies for achieving this education represent one direction for improving Oklahoma child care quality. To fully realize the potential benefits of higher levels of staff education, strategies to reduce turnover are also needed so that centers can retain their more skilled staff.

Role of DHS Division of Child Care

Director comments indicate that programs have begun to view the DHS Division of Child Care as a resource in their efforts to serve children and families. Many directors stated that their center would need more assistance and consultation than currently available to achieve Two-Star status or accreditation**.** While a handful of directors thought that their licensing representatives did not have the requisite knowledge to help them, one director stated that additional DHS staff, other than licensing representatives, are needed to assist programs in their quality improvement efforts. Thus, the role of DHS seems to be two-fold: monitoring compliance with licensing regulations and assisting programs in meeting higher Star criteria. These roles are consistent with the services currently provided by licensing staff and "Stars" staff. The findings presented here indicate a more active role on the part of the Stars staff members may be desirable and welcomed by centers striving to raise their Star status.

Subsidized Care

As intended by the creation of the Reaching for the Stars program, children receiving child care subsidies seem to be experiencing better quality care. At the very least, more low income children are attending higher quality programs than when the Stars program was initiated. This trend is evidenced by a sharp increase in the number of Three/Star accredited centers serving children receiving DHS subsidies and in their percentage of subsidized enrollment. In addition, programs with high subsidy enrollments are moving into the system and to higher Star categories.

Given the number of children receiving subsidized care who are enrolled in all Star categories and implementation of the mandate that children newly approved for DHS subsidy be enrolled in centers of One-Star Plus status or higher, there is great potential for "Reaching for the Stars" to make a noticeable, positive impact on the future of child care in Oklahoma. The relatively high environmental quality ratings reported here suggest that Oklahoma's myriad of quality improvement efforts are beginning to bear fruit. Yet, the data also indicate that quality is not optimal in many centers, particularly those of lower Star status. The environmental quality observed in infant/toddler and school-age classrooms in almost 40% of One-Star centers was below that considered developmentally appropriate. Clearly there is still work to be done to make all Oklahoma child care centers worthy of the children and families who depend on them.

Subsidy density is often a result of geographic location (inner city, rural area), neighborhood, and program purpose or philosophy. As these factors are not appropriate or amenable to change, let alone regulation, strategies to assist centers with high

concentrations of subsidized enrollment in their quality improvement efforts are essential.

Improving the quality of care available in any given center is a complex undertaking. The findings reported here suggest that centers with high subsidy densities may experience considerable difficulties in improving quality. Regardless of other quality characteristics present, the population served by a high subsidy density center is predominately low income families. Income is associated with a host of child and family factors that color life experiences and opportunities, as well as psychological and physical health and well-being (Brooks-Gunn & Duncan, 1997). Put simply, poverty is often accompanied by a host of challenges. When many children with challenges are together in one classroom, even the best, most well-prepared teacher may find teaching a difficult task. Exacerbating the challenge of the high subsidy density classroom is the low preparation level of teaching staff working in these centers. Together the findings on subsidy density, teacher education, and Master teacher ratio suggest that strategies to improve the professional preparation of teachers in high subsidy density centers would be a wise investment.

Targets for Improvement

The logical impetus to stimulate the winds of change in Oklahoma child care are the center characteristics identified here as predictors of child care quality, namely Master Teacher-child ratio, clearly defined interest centers, and the implementation of a variety of purposeful parent involvement strategies. Low scores on the parent and activities subscales of the ECERS-R and related instruments suggest that professional development opportunities in these areas may be needed to build a foundation for change.

Staff Education and Master Teacher-Child Ratio. The findings presented here are consistent with the larger body of child care literature (Bowman, et al., 2001) indicating teacher education is associated with program quality. Higher levels of specialized education in early childhood/child development were found in centers of higher quality, particularly Three-Star/Accredited programs. Closer examination of the environmental quality subscales indicated these programs also provided more desirable learning opportunities for children. Together these findings suggest that teachers with higher levels of specialized education are more intentional in their teaching practices. Thus, boosting expectations for staff education is one way to further improve quality in Oklahoma child care centers.

The Master Teacher-child ratio is one indicator of staff education. Increasing the number of Master Teachers working directly with children may facilitate the positive performance of all teaching staff and the quality of care provided to the children they serve. However, this will be a struggle for many One- and One-Star Plus centers given current levels of staff education. Too many One- and One-Star Plus centers have no teachers who meet the qualifications for Master Teacher status. Very few employ teachers with degrees at either the 2-year or 4-year college level.

In essence, One-Star Plus centers look very much like One-Star centers with staff education likely playing a large role in all aspects of center operation. At present, the additional subsidy funding and the One-Star Plus requirements are not sufficient to move these programs noticeably forward. However, the additional funding may facilitate changes that will eventually allow these centers to make the jump to Two-Star status. In-depth conversations with One-Star Plus directors are needed to understand the full impact of the Stars initiative on these centers.

Another place for improvement is director education. While the Stars program requires directors to obtain professional development in administration and management, no mention, beyond licensing standards, is made of directors' early childhood/child development knowledge. The higher levels of director specialized education seen in Two- and Three-Star/Accredited centers suggests that professional preparation in this area is just as important as administrative expertise.

These findings on staff education indicate continued support for Oklahoma quality improvement initiatives such as TEACH (a scholarship support program) and Scholars for Excellence (a mentoring program for students at community colleges) that attempt to increase the educational level of the child care work force. (See Appendix B for a description of quality improvement initiatives). At least half of the centers sampled at the One-Star Plus level or above had made use of the TEACH program. However, we do not know how <u>many</u> staff in the participating centers had participated in TEACH, only that someone in the center had been involved. Therefore, it seems safe to assume that increasing the number of staff participating in TEACH is a worthy goal. On the other hand, the Scholars program was an infrequently used quality initiative. It is not clear whether the low usage was due to availability, interest, or unwillingness on the part of staff to commit to a specific educational program of study.

<u>Parent Involvement.</u> While building positive relationships with families has long been advocated as important in the field of early care and education (Powell & Diamond, 1995), parent involvement has not typically been seen as a mechanism for quality improvement. Comer's model of school improvement through parent involvement is a notable exception (see Comer & Haynes, 1991). More typically, parent involvement is viewed only through the lens of children's development (e.g. Connors & Epstein, 1995; Reynolds, 1992). The relationship with composite quality raises the possibility that, in addition to the benefits individual children accrue when their parents are involved, all children enrolled in a facility may benefit when the center encourages and facilitates parent involvement. Given the low ratings seen on the parent subscales of the environmental quality observations, professional development on ways to encourage meaningful parent involvement would be helpful.

Programs typically focus on written communication, parent meetings, parent conferences and involving parents in the classroom when thinking of parent involvement. The value of communication between parents and teachers cannot be underestimated, particularly when infants and toddlers are involved. The Stars parent

involvement criteria encourages programs to make the best of these opportunities. But even though these forms of involvement are important, they are not the form of parent involvement most critical for children's development. Instead, helping parents be involved in their children's learning at home, outside of the child care program or school, is the most powerful way to promote optimal child development through parent involvement (Connors & Epstein, 1995).

Learning Centers. The presence of clearly defined learning centers was a predictor of environmental quality. Programs with higher Star status were more likely to have the five learning centers specified by the Stars criteria available to children. These were the same centers in which teachers had higher levels of specialized education and which engaged in more parent involvement strategies. The Stars criteria ask only that learning centers be identifiable and present. Clearly, more telling data are needed on how these learning centers are used and how the expertise of the teacher interacts with environmental quality in the delivery of learning opportunities. Nonetheless, the findings reported here indicate future professional development opportunities designed to assist child care staff in creating and making use of learning centers would be valuable.

Environmental Quality

The typical environmental quality scores observed in this stratified random sample were higher than the average scores reported in national studies (e.g., Helburn, 1995) where scores have been centered around 4 rather than 5. Thus the current context of quality supports seems to be helping Oklahoma child care centers regardless of their Star status. Staff and centers are taking advantage of the quality initiatives available. Note though that the most commonly used initiatives are those which are easily accessed across the entire state. The pattern of initiative usage by rate area further illustrates this point. Those requiring a high level of commitment on the part of staff are used by substantial numbers, but not as frequently as less rigorous initiatives such as conference vouchers.

As noted above, environmental quality subscales on which these centers scored lowest are good foci for professional development efforts. The activities subscales are those which speak most directly to teaching. The low scores on the activities subscales combined with the predictive power of the presence of learning centers indicates the incidence of purposeful teaching in Oklahoma child care facilitates is less than desirable. As seen in other studies (Whitebook, et al., 1989; Kontos, Howes, Shinn, & Galinsky, 1995), Oklahoma caregivers are more skilled at sensitive, appropriate interactions with children, than at planning and implementing developmentally appropriate learning activities. This state of affairs is consistent with the relatively low level of specialized education found in Oklahoma child care staff. Teachers with professional development in early childhood/child development should be better able to deliver meaningful learning activities to the children in their care.

Regardless of the challenges ahead, it seems clear that child care quality in Oklahoma has improved since the implementation of the "Reaching for the Stars" program.

Environmental quality scores in 2002 were higher than those observed in 1999. While the available data do not allow us to pinpoint the cause of this change over time, our knowledge of the Oklahoma child care community and anecdotal evidence from data collectors lead us to hypothesize that an interplay of several factors may be at work. "Reaching for the Stars" seems to have had an enormous impact on the child care climate in Oklahoma. For example, before achieving Two-Star status a center must have an "ECERS visit" completed as part of the process of becoming a Two-Star facility. Prior to the ECERS visit, programs may receive complimentary copies of the ECERS-R, ITERS and SACERS from the Center for Early Childhood Professional Development (CECPD; a DHS-funded initiative). The ECERS visit is conducted by a trained representative of CECPD. While a specific score is not required, the CECPD staff member assists programs in using the ECERS visit as a program evaluation and improvement tool. Through this experience program staff are learning both that the quality of care provided is important and the specific features of quality valued by the early childhood field at large and the Oklahoma DHS Division of Child Care in particular.

Therefore, one possible explanation for higher global quality scores today is the success of systematic efforts by DHS to bring about just such an outcome. "Reaching for the Stars" is only one of many quality improvement initiatives currently operating in Oklahoma. Most, if not all, of these quality improvement initiatives involve professional development for staff. The confluence of these myriad efforts may very well influence staff and programs in ways that result in higher quality child care.

Concluding Comments

Making choices in this time of limited funding will be difficult. The majority of the strategies for improving child care quality discussed here involve money. The current funding climate literally forces DHS to choose between providing more financial support to poor families (i.e., amount of subsidy and parent copay levels) and making available the resources child care facilities need to provide better experiences for the children in care. At the same time, more and more children are receiving subsidized care. Thus the DHS budget is severely restricted during an optimal time for driving quality upward and when families are in great need of support.

We hope that this report provides some assistance in making these difficult choices, as well as help in articulating ideal components of quality. It is quite clear from the data presented here that programs live into the expectations made of them. That is, a program that wishes to obtain higher levels of subsidy funding is likely to meet the Two- and Three-Star requirements. Setting higher expectations works. On a cautionary note though, the sheer number of statistical tests performed on these data mean that some significant findings could have occurred by chance. Rather than wholesale acceptance of the findings presented here, we advise readers to concentrate on the patterns of consistent findings, as they represent the most robust relationships.

The program of research begun here has been continued in several ways. First, a comparable validation study of family child care homes has been launched. Preliminary

examination of these data indicate family child care home quality is higher in each successive Star category. Additional examination of this database will allow us to explore ways in which the "Reaching for the Stars" policy impacts this large segment of the child care field (over 4,500 licensed homes). In addition, a subset of the child care centers included in this report have been included in a longitudinal study of child care quality and children's development with the purpose of assessing the effects of "Reaching for the Stars" on children's readiness for school. During the spring of 2003, 80 centers were visited. Quality assessments were conducted in multiple classrooms, and directors and teachers responded to questionnaires similar to those used here. Most importantly, preschool-age children and their parents were added to the mix. Children's development was assessed via individual child interviews and parent and teacher report. As we follow these children and centers over time we will learn more about the critical features of child care and how they influence children's development and school readiness.

APPENDIX A
"Reaching for the Stars" Criteria Comparison

	One Star	One Star Plus	Two Star	Three Star
Director Qualifications	5 options – minimum high school diploma + 3 years experience	Same as One Star	Same as One Star	Degree in early childhood + 3 years experience
Director Training	20 hours annually	Upon application, 40 hours within last 12 months	40 hours annually in first 2 years, then 20 hours annually	Same as Two Star AND ongoing education based on needs of program and director's qualifications
Learning Environment	Daily schedule Age appropriate materials and equipment Appropriate use of television and videos 2 surfaces outdoors	Same as One Star AND: Upon application, current weekly lesson plans; Developmentally appropriate activities; Required interest areas; 15 minutes reading daily.	Same as One Star Plus	Same as Two Star AND: Written curriculum; Individualized assessment and goals for each child; Guidelines for use of active and passive media; Soft elements & sound-absorbing materials; A variety of surfaces outdoors
Staff Training	12 hours annually	After first year, 20 hours within last 12 months from approved sponsor	20 hours annually from approved sponsor	Same as Two Star AND ongoing education appropriate to the professional level of each staff member.
Staff Compensation	No criteria	After first year, an incremental salary scale using 5 factors and standardized staff evaluations	Same as One Star Plus	Same as Two Star AND benefits package including paid leave, medical insurance and retirement.
Parent Involvement	4 methods required	After first year, 7 methods required	On-going use of 7 methods	On-going use of 9 methods
Program Evaluation	No criteria	After first year, ECERS rating scale assessment, staff and parent surveys, program goals established	ECERS rating scale assessment, staff and parent surveys and program goals every two years	Same as Two Star AND program evaluation annually, including plan to increase salaries and retain staff.
Master Teachers	No criteria	No criteria	First year, Master Teacher for every 30 children. In subsequent years, Master Teacher for every 20 children.	All lead teachers meet Master Teacher criteria.
Staff-child Ratios	Licensing requirements	Same as One Star	Same as One Star	Lower ratios
Staff Communication and Support	Designated in-charge staff in director's absence	Same as One Star	Same as One Star	5 criteria including regular staff meetings, weekly paid planning time, daily breaks
Process	Meet licensing requirements	Submit application with supporting documentation	Same as One Star Plus	Self-study Validation visit Commission decision

APPENDIX B

Description of Quality Initiatives

Oklahoma Department of Human Services Sponsored Initiatives

Scholarships from Center for Early Childhood Professional Development (CECPD):
TEACH Project: The T.E.A.C.H. Early Childhood® Project is a comprehensive scholarship program for early childhood providers. Developed by Child Care Services Association in North Carolina, this project encompasses several different scholarship programs that link education and compensation. In short, child care staff wanting to attain specialized education in early childhood may apply for scholarship money to do so. Directors, caregivers, parents, and most importantly, Oklahoma's children benefit from this program.

REWARD Wage Supplement Program: *R.E.W.A.R.D.* (CECPD) Oklahoma provides education-based salary supplements to teachers, directors, and family child care providers working with young children in child care settings. The statewide program is designed to reward commitment to the field in hopes of providing children with more stable relationships and better-educated teachers.

Scholars for Excellence Coordinators: Coordinators at each of the two-year colleges to recruit, support and mentor child care providers returning to school to further their education in early childhood. Child care providers can earn a credential (e.g., CDA, CCP), certificate or an associate degree in early childhood education.

DHS Vouchers to Attend Conferences: Each voucher credit pays up to $25.00 of the registration fee for one person to attend conferences that has been pre-approved by the division of child care office. One person may not use more than one voucher per conference. If a conference or training is not listed on the approved conference form, it is not eligible for voucher credit use.

DHS SATTRN (satellite) Training: Director's video conferences are broadcast via satellite throughout the state and meet the Two-Star training requirements.

Child Care Careers Courses: The Child Care Careers Training Series includes a curriculum of 23 caregiver courses, 21 director and administrator courses, and five family child care home provider courses. All help to build advancing competencies in child care. Child Care Careers training is available through CECPD.

Entry Level Child Care Training (ELCCT): ELCCT is an introduction to child care training. The 20 clock hour course provides new and/or future child care professionals with knowledge needed to provide quality care for young children while helping each individual child develop to his or her full potential. The course contains information and learning activities that stress the importance of the caregiver and of child care work. ELCCT is available through CECPD.

Video Lending Library: Professional training is vital to ensure high quality care for children but not all caregivers have access to training at centers or educational institutions. To expand access and supplement formal training and education, CECPD enables caregivers to borrow videotapes on a variety of topics. Participants may borrow two videotapes at a time for a total of two weeks. The only cost to the caregiver involves the postage to return the videotapes. *Videos are available exclusively to Oklahoma residents. W*atching the videos qualifies as informal training hours and meets minimum DHS licensing requirements.

Training or Technical Assistance from CECPD's Registry: Oklahoma Registry Early Care and Education Professional Development Ladder and Oklahoma Director's Credential Development Ladder verifies, annually, that individuals have met all State of Oklahoma Department of Human Services entry-level and continuing education training requirements. The formal training received will determine the level on which the professional is located on the career ladder. Cost as of October 2003: $25.00

Model Observation Site Program: The Model Observation Site (MOS) Project is an Oklahoma initiative that allows staff from both centers and homes to observe quality child care settings. MOS facilities are Three-Star programs that have successfully achieved national accreditation multiple times. The MOS facilities are located across the state and service diverse groups of children. CECPD coordinates the program

Initiatives Sponsored by Other Groups or Agencies

National Administrators Credential – NAC: The Oklahoma Child Care Association (OCCA) is a professional organization affiliated with the National Child Care Association. OCCA provides National Administrators Credential Training which meets the Reaching for the Stars director training requirement. This specific training focuses on developing and maintaining organization within your program, creating a program mission, goals, and objectives, learning how to market your program to the community, and managing staff effectively. (1-800-580-4181)

Directors Advanced Training – DAT (from OCCA): The Oklahoma Child Care Association (OCCA) is a professional organization affiliated with the National Child Care Association. OCCA provides Director's Advanced Training which meets the Reaching for the Stars director training requirement. This specific training focuses on time management, advocacy for children, and child development. (1-800-580-4181)

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Appendix 17

Oklahoma Child Care Services Partners Training

Referenced: (C)(3)/(C)(4)

Oklahoma Child Care Training Provided by OCCS and Partner Agencies

FY11 Summary

	1st Qtr	1st Qtr %	2nd Qtr	2nd Qtr %	3rd Qtr	3rd Qtr %	4th Qtr	4th Qtr %	YTD	YTD %
Number of Participants	3928		3753		3688		3979		15348.0	
TOTAL Hours Scheduled	1092.50		1499.75		1385		1676.5		5653.8	
TOTAL Hours Completed	969.5	89%	1341.75	89%	1216	88%	1498.5	89%	5025.8	89%
Number of Hours Canceled	123	11%	158	11%	169	12%	178	12%	628	11%
TOTAL Trainings Scheduled	234		250		246		286		1016	
TOTAL Trainings Completed	218	93%	229	92%	218	89%	263		928	91%
Number of Trainings Canceled	16	7%	21	8%	28	11%	23	8%	88	9%
Reasons for Cancelation										
Low Enrollment	7	44%	11	52%	10	36%	6	26%	34	39%
Weather	0	0%	0	0%	8	29%	0	0%	8	9%
Trainer canceled	0	0%	0	0%	0	0%	0	0%	0	0%
Site canceled	1	6%	0	0%	0	0%	1	4%	2	2%
Other	8	50%	10	48%	10	36%	16	70%	44	50%
GRAND TOTAL	16	100%	21	100%	28	100%	23	100%	88	100%
1 - Training Hours Delivered by Competency										
Family and Community	11.5	1%	11	1%	35.5	3%	4	0%	62	1%
Growth and Development	166	17%	175	13%	228.5	19%	221.5	15%	791	16%
Health, Safety and Nutrition	124	13%	173	13%	142	12%	218.5	15%	657.5	13%
Interactions	145	15%	180.5	13%	209	17%	279	19%	813.5	16%
Learning Environment and Curriculum	228.5	24%	246.5	18%	216.5	18%	269.5	18%	961	19%
Observation and Assessment	11	1%	14	1%	34	3%	32	2%	91	2%
Professionalism and Leadership	127.5	13%	466	35%	213.5	18%	373	25%	1180	23%
Program Planning, Development and Evaluation	156	16%	75.75	6%	137	11%	101	7%	469.75	9%
GRAND TOTAL	969.5	100%	1341.75	100%	1216	100%	1498.5	100%	5025.75	100%
2 - Number of Trainings Delivered by Competency										
Family and Community	6	3%	5	2%	8	4%	3	1%	22	2%
Growth and Development	31	14%	29	13%	30	14%	43	16%	133	14%
Health, Safety and Nutrition	25	11%	34	15%	33	15%	50	19%	142	15%
Interactions	34	16%	33	14%	44	20%	50	19%	161	17%
Learning Environment and Curriculum	75	34%	64	28%	47	22%	53	20%	239	26%
Observation and Assessment	4	2%	4	2%	3	1%	5	2%	16	2%
Professionalism and Leadership	20	9%	50	22%	34	16%	44	17%	148	16%
Program Planning, Development and Evaluation	23	11%	10	4%	19	9%	15	6%	67	7%
GRAND TOTAL	218	100%	229	100%	218	100%	263	100%	928	100%

Oklahoma Child Care Training Provided by OCCS and Partner Agencies
FY11 Summary

	1st Qtr	1st Qtr %	2nd Qtr	2nd Qtr %	3rd Qtr	3rd Qtr %	4th Qtr	4th Qtr %	YTD	YTD %
3 - Training Hours Delivered by Audience										
Administrative	136	14%	315.5	24%	148	12%	188	13%	787.5	16%
All	690	71%	830.25	62%	883.5	73%	1021.5	68%	3425.25	68%
Center	89	9%	103	8%	115.5	9%	167	11%	474.5	9%
Family Child Care	12.5	1%	13	1%	13	1%	7	0%	45.5	1%
Infant / Toddler	40	4%	80	6%	56	5%	115	8%	291	6%
School Age	2	0%	0	0%	0	0%	0	0%	2	0%
GRAND TOTAL	969.5	100%	1341.75	100%	1216	100%	1498.5	100%	5025.75	100%
3 - Training Hours Delivered by Type of Training										
Tier I	348.5	36%	320.75	24%	348.5	29%	390.5	26%	1408.25	28%
Tier II	621	64%	1021	76%	867.5	71%	1108	74%	3617.5	72%
GRAND TOTAL	969.5	100%	1341.75	100%	1216	100%	1498.5	100%	5025.75	100%
4 - Number of Trainings Delivered by Audience										
Administrative	17	8%	32	14%	19	9%	18	7%	86	9%
All	151	69%	168	73%	162	74%	199	76%	680	73%
Center	32	15%	13	6%	22	10%	23	9%	90	10%
Family Child Care	8	4%	5	2%	7	3%	4	2%	24	3%
Infant / Toddler	9	4%	11	5%	8	4%	19	7%	47	5%
School Age	1	0%	0	0%	0	0%	0	0%	1	0%
GRAND TOTAL	218	100%	229	100%	218	100%	263	100%	928	100%
5 - Training Hours Delivered by Agency										
CATSS	24	2%	28	2%	65	5%	41	3%	158	3%
CECPD	556	57%	972	72%	787	65%	1053	70%	3368	67%
OCCRRA	337.5	35%	263.75	20%	319	26%	332.5	22%	1252.75	25%
Safe Kids	24	2%	18	1%	12	1%	24	2%	78	2%
SECC	4	0%	0	0%	3	0%	0	0%	7	0%
Tic Toc	24	2%	60	4%	30	2%	48	3%	162	3%
GRAND TOTAL	969.5	100%	1341.75	100%	1216	100%	1498.5	100%	5025.75	100%
6 - Number of Trainings Delivered by Agency										
CATSS	15	7%	14	6%	16	7%	17	6%	62	7%
CECPD	65	30%	99	43%	89	41%	104	40%	357	38%
OCCRRA	128	59%	103	45%	105	48%	130	49%	466	50%
Safe Kids	4	2%	3	1%	2	1%	4	2%	13	1%
SECC	2	1%	0	0%	1	0%	0	0%	3	0%
Tic Toc	4	2%	10	4%	5	2%	8	3%	27	3%
GRAND TOTAL	218	100%	229	100%	218	100%	263	100%	928	100%
Number of Counties Receiving Training	48	62%	38	49%	43	56%	47	61%	63	82%

Oklahoma Child Care Training Provided by OCCS and Partner Agencies
County Details FY10

1-3 Trainings or Training Hours
4-5 Trainngs or Training Hours
6 + Trainings or Training Hours

		1st Quarter			2nd Quarter			3rd Quarter			4th Quarter			YTD		
Training County	Number of Facilities	# of Trainings	Hours	# of Participants	# of Trainings	Hours	# of Participants	# of Trainings	Hours	# of Participants	# of Trainings	Hours	# of Participants	# of Trainings	Hours	# of Participants
Adair	21	1	6	24	3	6	18	1	2	5	2	5	14	7	19	61
Alfalfa	8													0	0	0
Atoka	14	3	6	35	5	8	88	4	8	74	2	4	44	14	26	241
Beaver	8	2	2.5	62										2	2.5	62
Beckham	43							1	4	34				1	4	34
Blaine	12													0	0	0
Bryan	39	7	9	301	5	9	63	2	4	24	11	21	100	25	43	488
Caddo	40										1	2	15	1	2	15
Canadian	152	7	31.5	150	4	22	28	5	26	36	4	33	47	20	112.5	261
Carter	46	1	10	13				6	26	190				7	36	203
Cherokee	50	11	86	514	4	20	113	8	53	279	11	57	232	34	216	1138
Choctaw	24	1	10	8	6	36	85	8	42	92	4	50	38	19	138	223
Cimarron	4													0	0	0
Cleveland	340	10	43.5	121	18	88	260	21	202	324	24	156	362	73	489.5	1067
Coal	9										4	8	36	4	8	36
Comanche	150	4	22	122	4	18	115	9	57	307	8	73.5	297	25	170.5	841
Cotton	10													0	0	0
Craig	30	3	14	56	2	8	35	1	2	14	4	8	56	10	32	161
Creek	60	1	2	20				1	6	10	1	1	18	3	9	48
Custer	56	5	12	132	3	14	93				2	6	49	10	32	274
Delaware	24							4	38	84	1	6	16	5	44	100
Dewey	5													0	0	0
Ellis	6													0	0	0
Garfield	66	2	4	31	3	11	55	2	9	45	7	10	127	14	34	258
Garvin	43										2	4	22	2	4	22
Grady	55	3	16	84	1	10	12	2	16	21	1	10	9	7	52	126
Grant	11	2	3.5	14										2	3.5	14
Greer	10													0	0	0
Harmon	9													0	0	0
Harper	5	1	2	34										1	2	34
Haskell	18	1	2	6	1	2	10				4	8	44	6	12	60
Hughes	17	1	2	7							1	6	9	2	8	16
Jackson	28	2	12	16	3	12	102	1	6	6	1	2	35	7	32	159
Jefferson	4													0	0	0
Johnston	12				2	8	79							2	8	79
Kay	74	3	6	38	3	6	39	6	19.5	68	5	11	46	17	42.5	191
Kingfisher	23	1	2	17										1	2	17
Kiowa	17													0	0	0
Latimer	10										2	4	14	2	4	14
LeFlore	68	2	10	21	1	2	8	4	8	42	4	8	60	11	28	131
Lincoln	40	1	2	10				2	2	4	1	20	8	4	24	22
Logan	47	3	7.5	27	1	2	6	2	4	15	2	4	9	8	17.5	57

Note: number of facilities for county as of 2/14/2010

Oklahoma Child Care Training Provided by OCCS and Partner Agencies
County Details FY10

1-3 Trainings or Training Hours
4-5 Trainngs or Training Hours
6 + Trainings or Training Hours

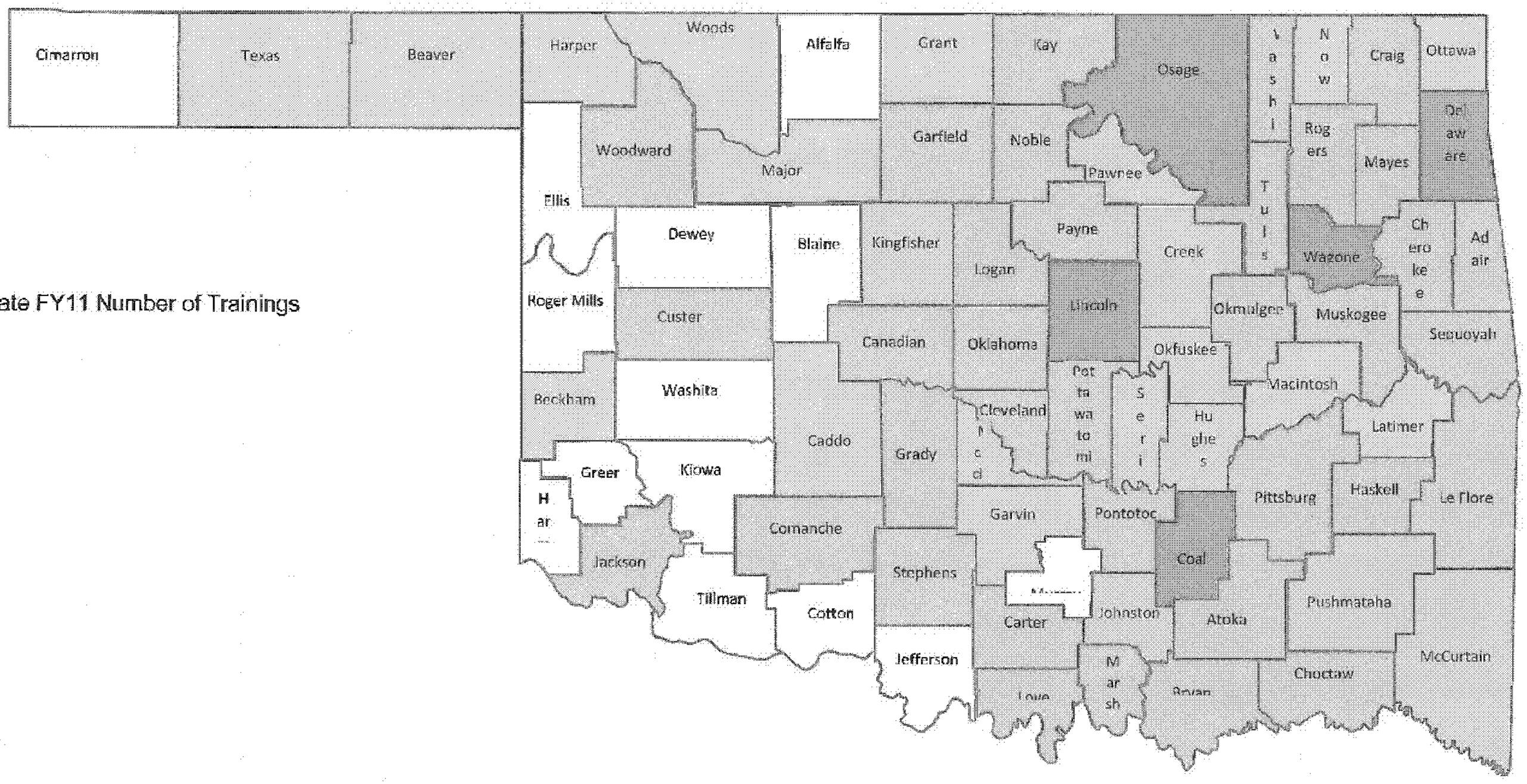
		1st Quarter			2nd Quarter			3rd Quarter			4th Quarter			YTD		
Training County	Number of Facilities	# of Trainings	Hours	# of Participants	# of Trainings	Hours	# of Participants	# of Trainings	Hours	# of Participants	# of Trainings	Hours	# of Participants	# of Trainings	Hours	# of Participants
Love	6							6	12	126	1	10	12	7	22	138
Major	32	2	3.5	22										2	3.5	22
Marshall	36	12	11	159				1	10	18	1	10	10	14	31	187
Mayes	28	2	3	17	4	17	25	4	12	59	3	6	33	13	38	134
McClain	7	1	6	15	1	10	4	1	4	22				3	20	41
McCurtain	13	1	4	10				2	4	22				3	8	32
McIntosh	42	1	2	17										1	2	17
Murray	15													0	0	0
Muskogee	86	4	43	111	5	29	38	4	18	25	5	34	50	18	124	224
Noble	19	1	2	4	2	4	5	1	2	8	2	4	9	6	12	26
Nowata	10	2	5.5	20										2	5.5	20
Okfuskee	19	1	10	29	1	0.5	10	1	2	7				3	12.5	46
Oklahoma	1053	39	296	471	69	544	1025	46	287	522	73	525	997	227	1652	3015
Okmulgee	45	5	28	58	5	52	73	5	46	41	2	3.5	19	17	129.5	191
Osage	71	1	1	40	2	4	20				1	1	1	4	6	61
Ottawa	33	1	2	8							1	2	30	2	4	38
Pawnee	14							1	2	7				1	2	7
Payne	71	6	11.5	73	3	6	38	6	12	82	4	12	28	19	41.5	221
Pittsburg	38	1	2	18	7	13	196	6	12	126	5	14	108	19	41	448
Pontotoc	31	3	9	65	2	4	51	6	16.5	125	4	10	66	15	39.5	307
Pottawatomie	63	4	7.5	205	1	2	18	1	2	32				6	11.5	255
Pushmataha	10							2	4	16	1	20	8	3	24	24
Roger Mills	8													0	0	0
Rogers	73	2	4	19	6	34	274	6	35	247	9	34.5	303	23	107.5	843
Seminole	20	1	2	10							1	2	6	2	4	16
Sequoyah	37				1	20	10	1	20	15	4	17	31	6	57	56
Stephens	35	1	10	8	5	44	51	2	16	74	7	48	115	15	118	248
Texas	22										1	1	12	1	1	12
Tillman	10													0	0	0
Tulsa	770	28	139	450	33	239.25	598	18	110.5	330	22	183.5	370	101	672.25	1748
Wagoner	63				2	8	34	1	20	20	2	13.5	37	5	41.5	91
Washington	61	21	44	236	6	17	44	5	26.5	64	4	24	26	36	111.5	370
Washita	12													0	0	0
Woods	17				1	1.5	4							1	1.5	4
Woodward	36				4	10.5	26	2	8	26	1	6	1	7	24.5	53
Totals		218	969.5	3928	229	1341.75	3753	218	1216	3688	263	1498.5	3979	928	5025.75	15348

Note: number of facilities for county as of 2/14/2010

Track Training FY11

Score	Item	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	YTD
No Training	Number of Trainings	1st #	2nd #	3rd #	4th #	YTD #
1-3 Trainings or Training Hours	Hours of Trainings	1st Hrs	2nd Hrs	3rd Hrs	4th Hrs	YTD Hrs
4-5 Trainngs or Training Hours	Counties with Canceled Training	Canceled	Canceled	Canceled	Canceled	Canceled
6 + Trainings or Training Hours						
Cancelations						

Year to Date FY11 Number of Trainings



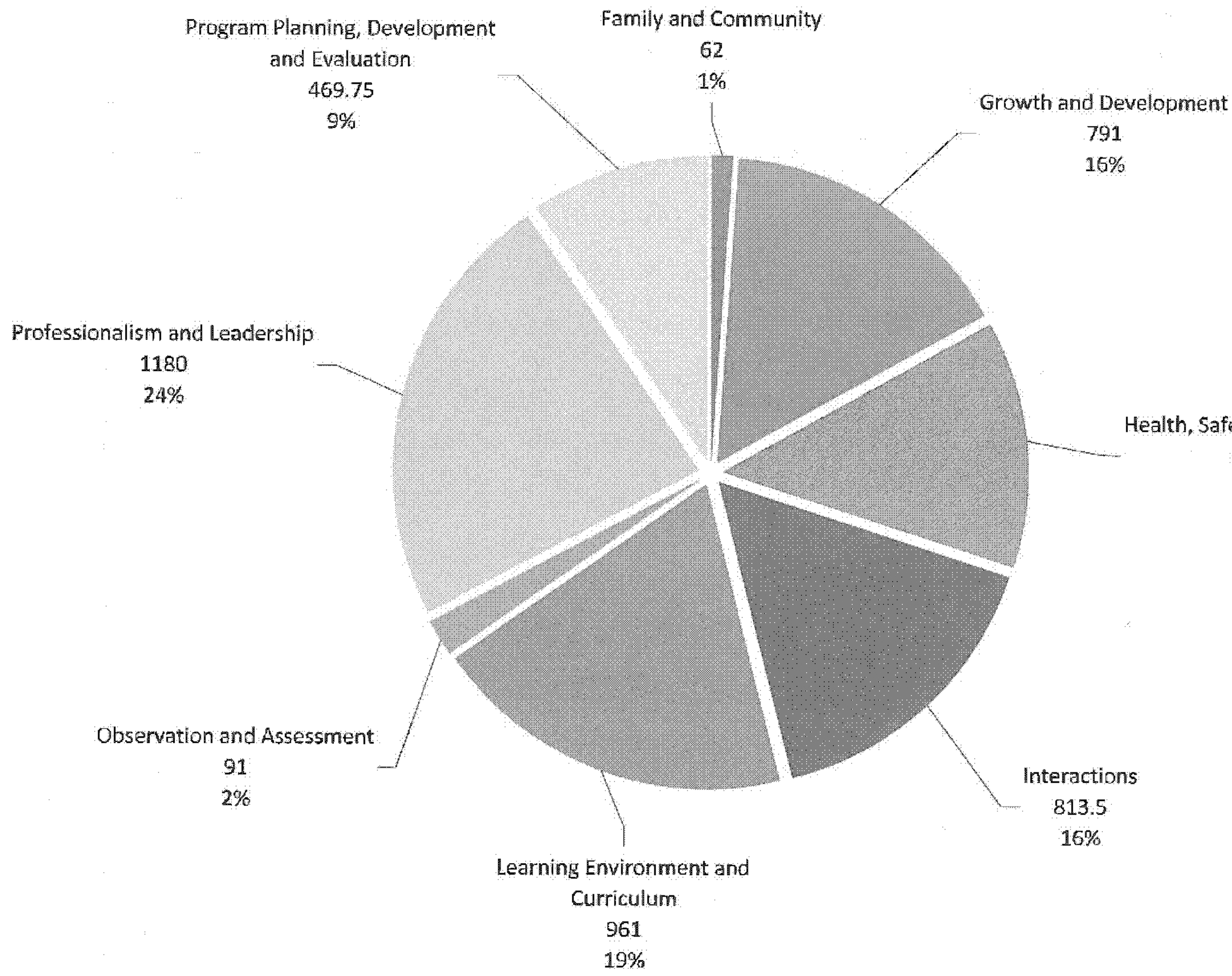
Number of Homes and Centers by County from CCLS on 8/15/11

County	# of Facilities
Adair	34
Alfalfa	7
Atoka	10
Beaver	7
Beckham	35
Blaine	16
Bryan	40
Caddo	37
Canadian	157
Carter	37
Cherokee	43
Choctaw	22
Cimarron	3
Cleveland	327
Coal	8
Comanche	147
Cotton	9
Craig	28
Creek	54
Custer	48
Delaware	24
Dewey	7
Ellis	2
Garfield	58
Garvin	40
Grady	44
Grant	9
Greer	8
Harmon	8
Harper	6
Haskell	17
Hughes	14

Oklahoma Child Care Training Provided by OCCS and Partner Agencies

Training Hours Delivered by Competency

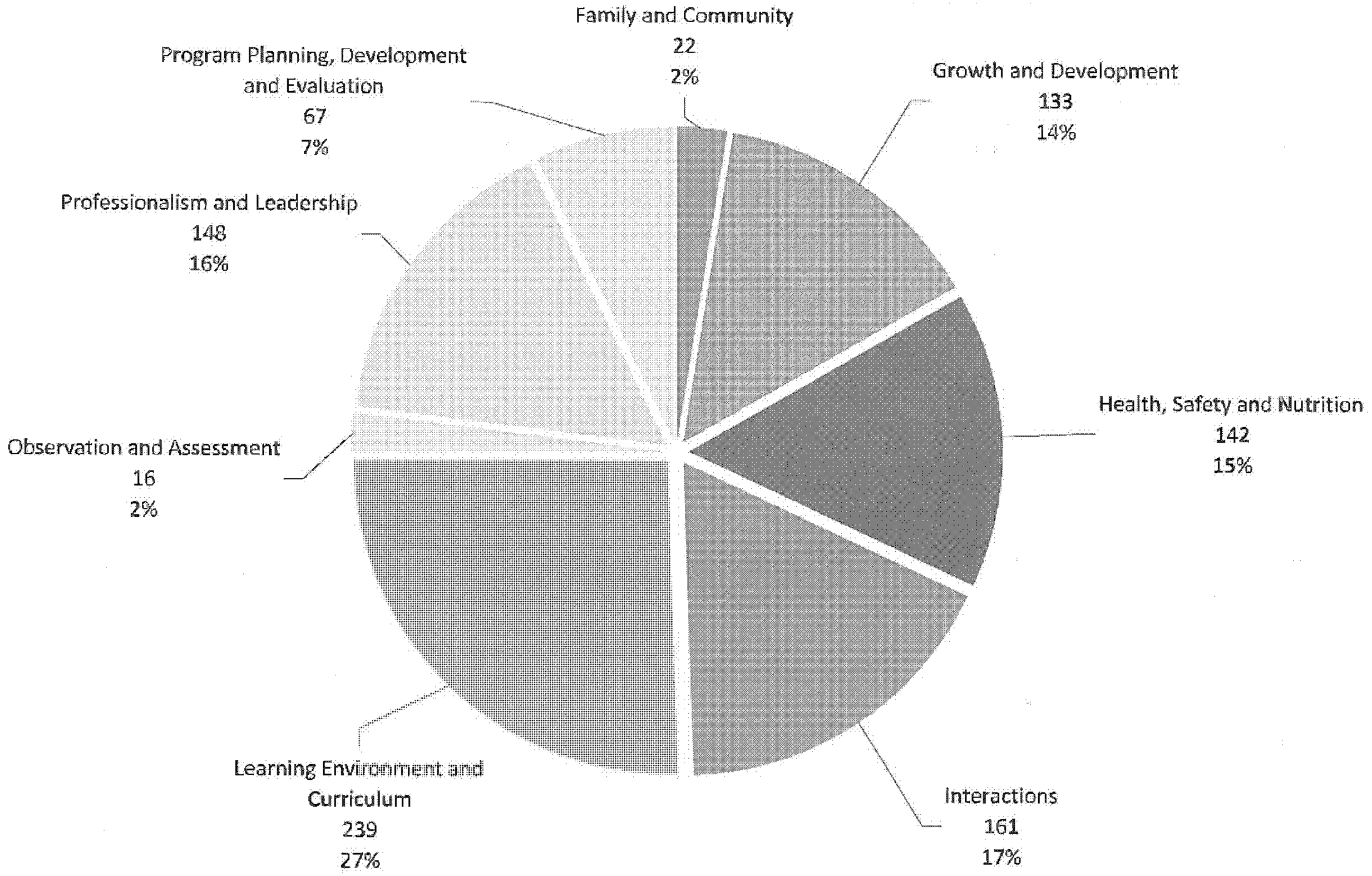
Year to Date FY11



Oklahoma Child Care Training Provided by OCCS and Partner Agencies

Number of Trainings Delivered by Competency

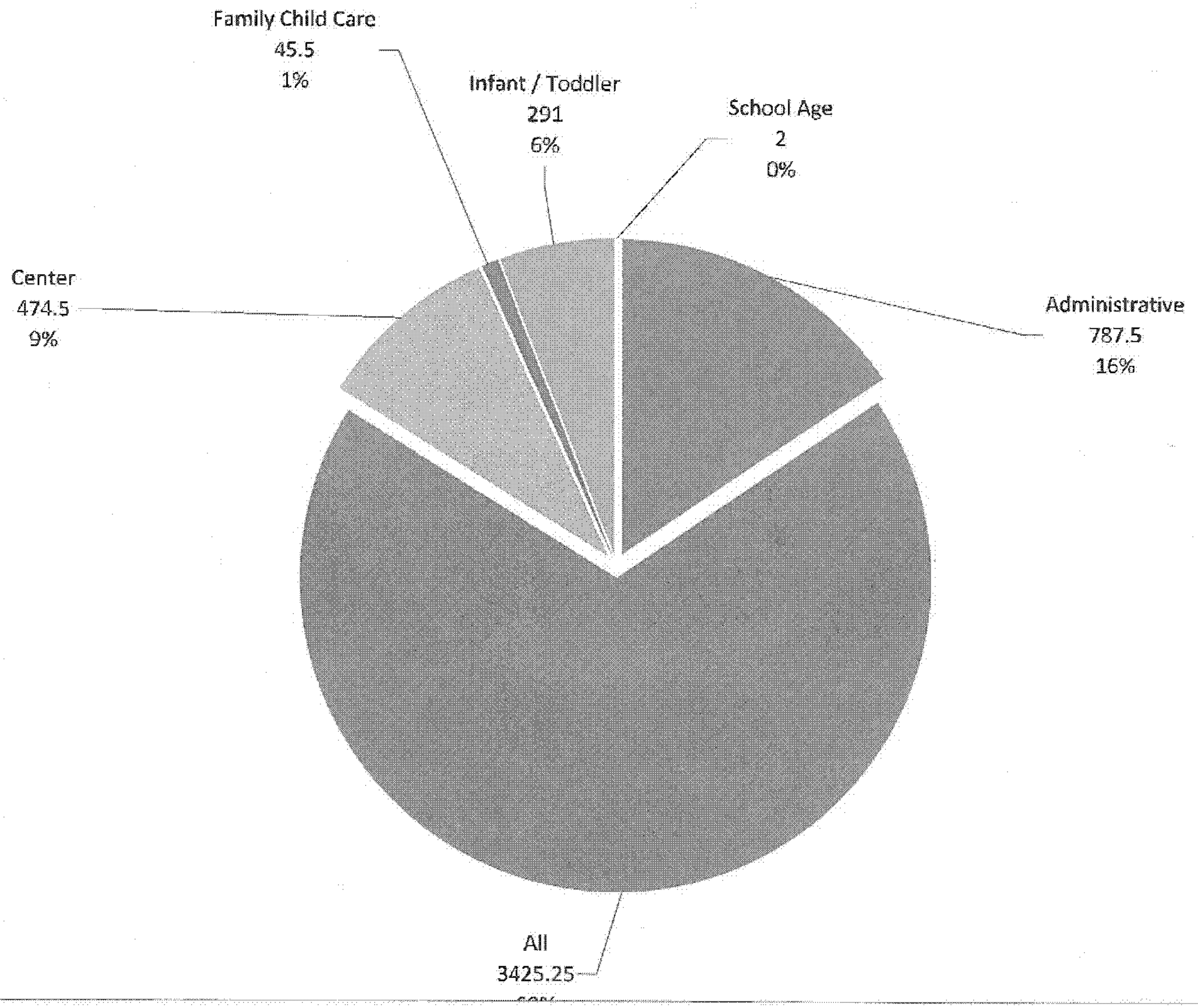
Year to Date FY11



Oklahoma Child Care Training Provided by OCCS and Partner Agencies

Training Hours Delivered by Audience

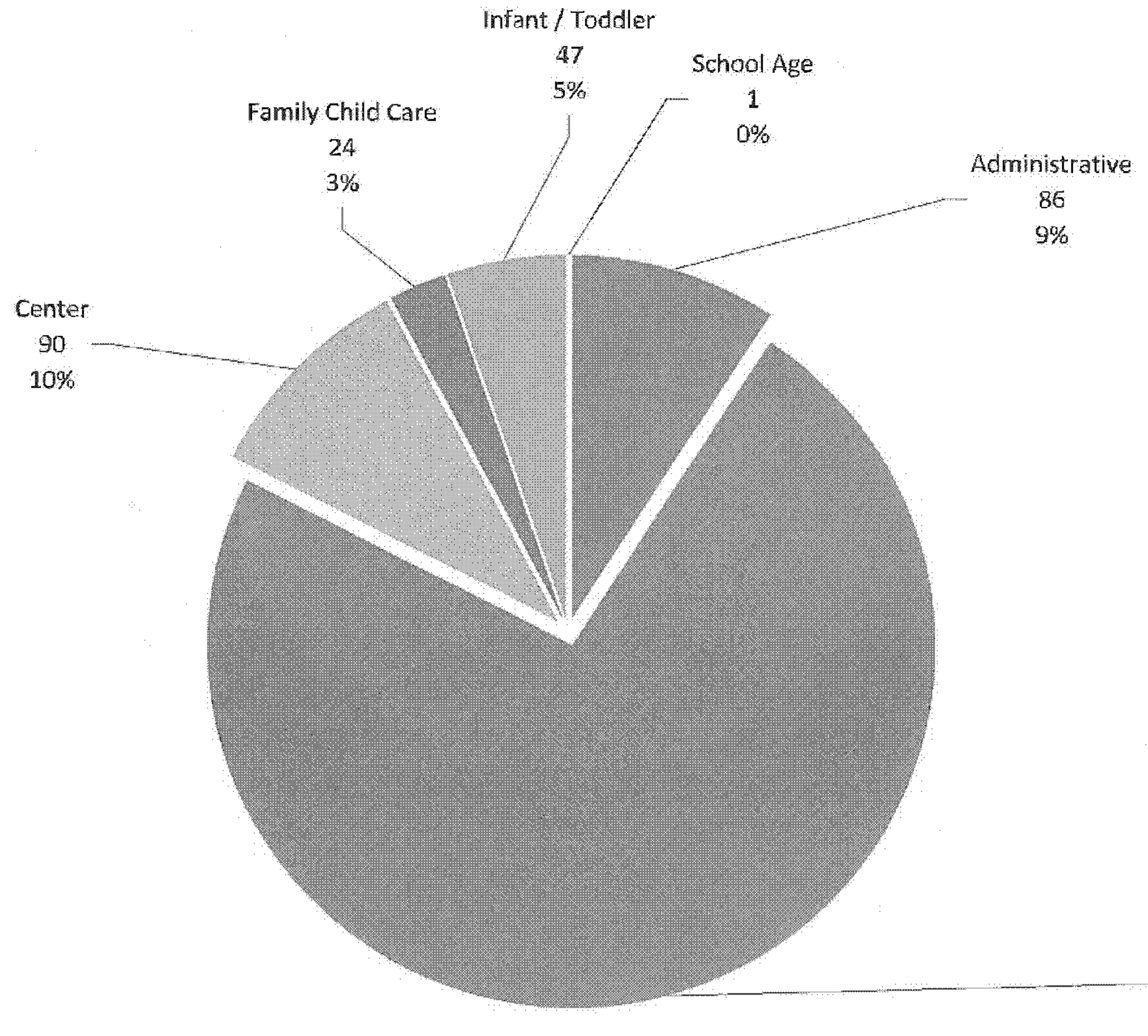
Year to Date FY11



Oklahoma Child Care Training Provided by OCCS and Partner Agencies

Number of Trainings Delivered by Audience

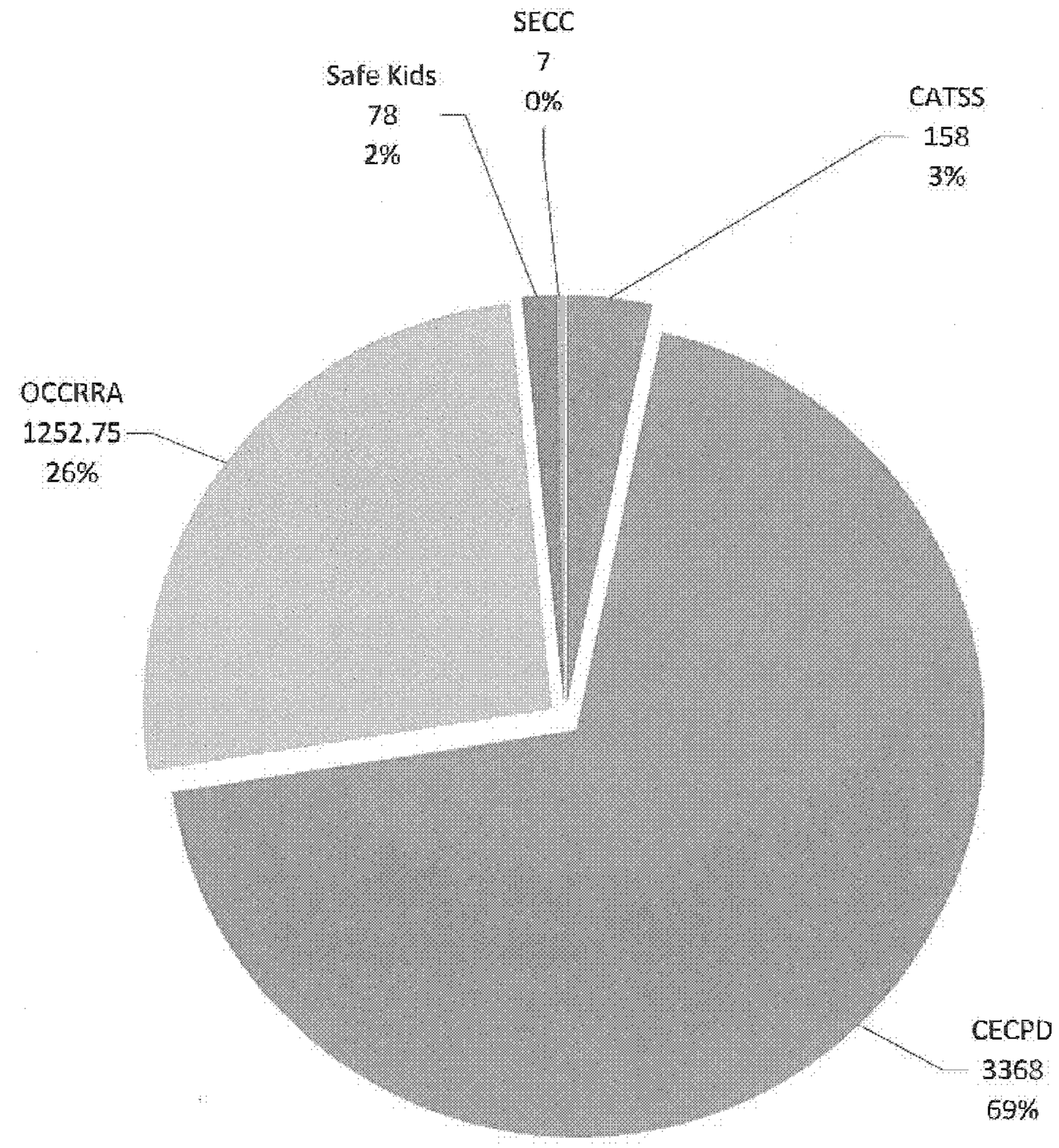
Year to Date FY11



Oklahoma Child Care Training Provided by OCCS and Partner Agencies

Training Hours Delivered by Agency

Year to Date FY11



Appendix 18

Oklahoma Core Competencies For Early Childhood Practitioners

Referenced: (D)(1)

(b)(6)

Oklahoma Core Competencies for Early Childhood Practitioners

OKLAHOMA
OKDHS
EXCELLENCE

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

Oklahoma Core Competencies

for

Early Childhood Practitioners

10/08

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Oklahoma Core Competencies for Early Childhood Practitioners

Introduction

This document was designed to be a comprehensive resource for any individual or organization providing programming for young children. Core Competencies are what all adults who work with young children need to know, understand and be able to do to support children's learning and development. The Competencies use the word "practitioner" to indicate that the professionals in the early childhood field put knowledge into practice.

Purpose and Goals

Oklahoma Core Competencies for Early Childhood Practitioners will provide a framework for the skills necessary to provide quality programs in all childhood education and care settings. Child development and early childhood teacher education programs may emphasize different theories, practices and content according to the educator's or institution's philosophy. By focusing on knowledge and skills that can be observed, the teacher educator can determine what someone needs to know in order to develop necessary skills for working with children. Realizing that skills develop over time, the competencies writers worked from the premise that every advanced skill has a beginning. As early childhood practitioners grow, learn and practice, they become more effective in their programs and in their profession.

The Oklahoma Core competencies can be used not only as a foundation for professional development in the state, but also to guide other activities:

- Providers, practitioners and teachers might use competencies to assess their own skill levels in various content areas; determine their strengths and weaknesses; and plan for their own professional development (workshops, seminars, training and course work).

- Directors and program administrators might use competencies to write job descriptions, job education requirements, staff development plans and personnel policies.

- Training and training organizations might use competencies to evaluate current offerings and plan educational opportunities that meet various content areas.

- Higher education faculty, staff and administrators might use the competencies to assess current program content to determine course development and design future course content.

- Policy makers, government agencies and planners might use the competencies to guide program direction and enhance professionalism in the field.

Core Content Areas

The core competencies provide a framework of skills needed for each of the five skill levels. These areas are identified as key categories. They are in no particular order and should be seen as equally important. The areas also overlap as all knowledge and practice are interrelated. Core content areas include:

Child Growth and Development
Early childhood practitioners use historical, current and emerging child development principles, theories and knowledge as the cornerstone of professional practice. Best practice is informed by and supports the nature of each child including all areas/domains: cognitive, physical, social and emotional and is inherently intertwined within the context of family and culture. Practitioners understand child growth and development and participate in ongoing learning and reflection.

Health, Safety and Nutrition
Early childhood practitioners understand that sound health, safety and nutrition practices provide the foundation for development and learning. Safe and healthy environments provide children and adults opportunities to learn and practice healthy behavior related to nutrition and meals, illness and accident prevention, dental and physical hygiene, emergency procedures and recognizing and reporting child abuse and neglect.

Child Observation and Assessment
Early childhood practitioners use observation and authentic assessment to obtain information for appropriate curriculum planning, establishing outcomes for individuals and groups of children in partnership with families, and to determine a child's need for extra support. Appropriate assessment strategies are developmentally, linguistically and culturally responsive. Practitioners engage in systematic, ongoing evaluation of their programs.

Family and Community Partnerships
Early childhood practitioners recognize families take many forms, and as practitioners respect and celebrate the diversity of values, strengths, customs and traditions. They understand and value the critical role of positive, collaborative partnerships with families, colleagues and community agencies. As community members, early childhood practitioners help connect children and families with available services. A strong network of family, friends and community partners is responsible for serving children.

Learning Environments and Curriculum
Early childhood practitioners demonstrate knowledge of how to create safe, playful, inviting, culturally appropriate and well-organized learning spaces for young children that promote physical, social-emotional, cognitive and creative development both indoors and out. Curriculum development is a collaborative, dynamic and ever-changing professional endeavor among all those who are involved in children's learning. A balanced curriculum includes adult and child directed activities, indoor and outdoor experiences, individual, small and large groups and blocks of uninterrupted time for children to engage in self-chosen activities which support the acquisition of skills, concepts, attitudes and disposition.

- *Creative* – Engaging children in activities with sand, water, play dough, dramatic play, blocks, creative stories, art, music, movement and a variety of other open-ended materials develops creative skills.

- *Language Arts* – Children increase their communication, oral language and early literacy skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen and understand others.

- *Mathematics* – Children develop thinking and problem solving skills naturally through daily life activities such as playing in the sandbox, cooking applesauce, completing puzzles and sorting buttons.

- *Health, Safety and Physical Development* – Children learn about their abilities, maintaining good health and gain independence when they take an active role in preparing nutritious snacks, maintaining a clean and healthy environment, engaging in physical activity and caring for their bodies.

- *Science* – Children develop science knowledge through observation, questioning, investigating and analyzing hands-on experiences with real animals, plants and objects in the classroom and the environment.

- *Social and Personal Skills* – Children develop successful social and personal skills when provided daily opportunities to negotiate issues that occur, to take turns, to lead and follow, to be a friend and to become aware of own feelings and the feelings of others.

- *Social Studies* – Children learn about social studies through culturally diverse experiences in their families and environment.

Interactions with Children
Early childhood practitioners demonstrate the ability to maintain authentic relationships with children, colleagues, families and community that are caring, connected and attached. Early childhood practitioners understand that interactions have a profound influence on the children's experiences and are mindful of the importance of body language, facial expressions, tone of voice and the use of adaptive communication techniques.

Program Planning, Development and Evaluation
Early childhood practitioners demonstrate knowledge of accepted business practices, legal and regulatory requirements, financial obligations and record keeping. Early Childhood practitioners engage in systemic, ongoing evaluation of their programs for purposeful improvement. Input from staff, families and the community inform the evaluation process.

Professionalism and Leadership
Early childhood practitioners identify themselves as leaders and professionals in the field of early childhood. Professionalism is built upon individual integrity, responsibility, ethical practices and commitment to professional standards and an accepted body of knowledge. Leaders advocate for young children and their families and are involved in life-long learning.

The content areas are the foundation of professional preparation. They should not be seen as exhaustive. There may be additional areas of focus that are needed depending on the early childhood care and education program goals.

Levels of Competency

The core competencies are divided into 5 levels. The levels establish a range from beginning skills needed to enter the field to a higher level of educational training and varied experience. Professionals may have skills at varying levels in different competency areas. The variance may be due to experiences, maturity, or knowledge unique to that particular competency.

- Level I – Includes knowledge and skills expected of a professional new to the early care and education field, with minimal specialized training
- Level 2 – Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education
- Level 3 – Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development
- Level 4 – Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development
- Level 5 – Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development

Each level of the competencies includes previous skills gained at lower levels.

Core Competency Work Group Process

Work Group Goals

1. Ensure that Early Learning Guidelines and Core Competencies for early childhood practitioners are aligned and provide for a coordinated effort among early childhood programs and educational institutions that provide early childhood coursework and professional development.

2. Ensure every teacher of young children has the dispositions, skills and knowledge to create and facilitate a classroom enriched by best practices.

3. Ensure young children participate in comprehensive, well-rounded early education experiences that occur in partnership with their families.

After completion of the "Oklahoma Early Learning Guidelines for Children Ages Three to Five Years", a group began working in the fall of 2004 to write the "Oklahoma Core Competencies for Early Childhood Practitioners." The work group is made up of representatives from the early care and education field, who met monthly. These volunteers included representatives from the child care work force, the Child Care Resource and Referral Association, Oklahoma Tribal Child Care Association, Head Start State Collaboration Office, Head Start Training and Technical Assistance System, Oklahoma State Regents for Higher Education Scholars for Excellence in Child Care Program, the Center for Early Childhood Professional Development, Career Technology Centers, two and four year institutions for higher education, Oklahoma State Department of Education and Oklahoma Department of Human Services Oklahoma Child Care Services. The group first identified the core content areas and determined the rationale for including each area in the Competencies. It was important to identify key concepts that apply to anyone working with young children and make sure that the concepts would apply to practitioners who work in many different settings and have different roles. The work group recognized that the competencies should be sensitive to individuals, English Language Learners, those of varying abilities, cultures and families. The initial draft of the Competencies was sent out to child care providers, teacher educators, government officials and early care and education stake holders for review and feedback. The work group revised the competencies in response to reviewers' suggestions.

Child Growth and Development

Oklahoma Core Competencies for Early Childhood Practitioners

Child Growth and Development (CGD)				
Early childhood practitioners use historical, current and emerging child development principles, theories and knowledge as the cornerstone of professional practice. Best practice is informed by and supports the nature of each child including all areas/domains: cognitive, physical, social-emotional and is inherently intertwined within the context of family and culture. Practitioners understand child growth and development and participate in ongoing learning and reflection.				
Level 1	Level 2	Level 3	Level 4	Level 5
Includes knowledge and skills expected of a professional new to early care and education field, with minimal specialized training.	*Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education.*	*Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.*
1.1 Recognizes that children grow and develop at different rates.	2.1 Identifies stages and milestones of growth and development.	3.1 Exhibits understanding of major theories of child growth and development.	4.1 Utilizes major theories of child growth and development to guide program planning and assessment.	5.1 Articulates, evaluates, integrates and advocates current theories, research and practice in policy development for early childhood programs.
1.2 Enjoys young children and engages in safe, responsive and appropriate conversations and interactions.	2.2 Understands how teacher-child relationships and conversations influence growth and development of children.	3.2 Designs and implements program plans that promote healthy relationships among families, children, teachers/staff and adults.	4.2 Evaluates and plans to support positive social interactions and modifies instruction; and makes appropriate referrals when necessary.	5.2 Analyzes and provides guidance to ensure the application of knowledge regarding the effects of environment and social interaction on the development of children within early childhood programs.

Level 1	Level 2	Level 3	Level 4	Level 5
1.3 Recognizes children are diverse and have different needs.	2.3 Demonstrates understanding of the diversity of children by incorporating knowledge in interactions with children.	3.3 Explains various ways children learn and interact with others and practices inclusion by adapting care and education to meet the diverse needs of children.	4.3 Designs and implements programs that integrate knowledge of inclusive practice and facilitates interventions that support children and families.	5.3 Evaluates program activities and advocates for policies that reflect inclusive practice and are responsive to the diverse needs of children and families.
1.4 Recognizes that children learn through play.	2.4 Creates environments that provide opportunities for children to learn through play.	3.4 Plans meaningful, appropriate activities that promote children's development through interactions within the learning environment.	4.4 Plans meaningful, appropriate activities that promote children's development through interactions within the learning environment.	5.4 Analyzes, evaluates and modifies program activities to ensure they are appropriate for children's optimal development and learning.

Health, Safety and Nutrition

Health, Safety and Nutrition (HSN)				
Early childhood practitioners understand that sound health, safety and nutrition practices provide the foundation for development and learning. Safe and healthy environments provide children and adults opportunities to learn and practice healthy behavior related to nutrition and meals, illness and accident prevention, dental and physical hygiene, emergency procedures and recognizing and reporting child abuse and neglect.				
Level 1	Level 2	Level 3	Level 4	Level 5
Includes knowledge and skills expected of a professional new to early care and education field, with minimal specialized training.	*Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education.*	*Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.*
HEALTH 1.1 Practices appropriate techniques to prevent communicable disease including hand-washing, diapering, toileting, cleaning and sanitizing.	2.1 Communicates with families, promotes good health and provides an environment that contributes to the prevention of communicable disease.	3.1 Utilizes health resources to design, implement and communicate appropriate procedures for prevention of communicable disease.	4.1 Develop and/or update as needed, policies and procedures for prevention of communicable disease.	5.1 Analyzes, evaluates and applies current research, theory and policy with regard to communicable disease.
1.2 Helps children practice appropriate hand-washing techniques.	2.2 Demonstrates and teaches appropriate hand-washing techniques.	3.2 Assures all children, adults and visitors practice proper hand-washing techniques.	4.2 Collaborates with community health care professionals to develop hand-washing policies.	5.2 Analyzes, evaluates and applies current research, theory and policy with regard to hand-washing policies.

Level 1	Level 2	Level 3	Level 4	Level 5
1.3 Utilizes appropriate practices to avoid contact with and control of blood-borne pathogens and body fluids to ensure safety and health of adults and children.	2.3 Models, documents and communicates to families appropriate responses to incidents involving blood and body fluids.	3.3 Designs and implements procedures for appropriate responses to incidents involving blood and body fluids.	4.3 Develops, evaluates and explains written procedures for responding to incidents involving blood and body fluids.	5.3 Analyzes, evaluate and applies current research, theory and policy with regard to blood-borne pathogens and body fluids.
1.4 Observes children daily for signs of illness and responds appropriately.	2.4 Follows program procedures for documenting and communicating signs of illness to families and appropriate staff.	3.4 Utilizes health resources to design and monitor program procedures for documenting and communicating signs of illness.	4.4 Develops, modifies and evaluates program procedures in collaboration with health professionals to address current public health issues.	5.4 Analyzes and conducts research with regard to public health trends; develops and advocates for policies that promote healthy practices.
1.5 Follows appropriate procedures for handling and administering medications and maintaining confidential health records.	2.5 Ensures the implementation of appropriate procedures for handling and administering medications and maintaining health records.	3.5 Develops appropriate procedures for handling and administering medications and maintaining health records.	4.5 Ensures program procedures are appropriate and provides training in response to program needs.	5.5 Articulates and advocates for sound policy with regard to public health law.

Level 1	Level 2	Level 3	Level 4	Level 5
1.6 Helps children practice appropriate oral health care techniques.	2.6 Implements appropriate oral health practices, and communicates the importance of oral health care to children and families.	3.6 Utilizes health resources to design appropriate procedures for a comprehensive oral health care program.	4.6. In conjunction with oral health professionals, implement oral health screening, referral and ongoing follow-up to appropriate community health and social services.	5.6 Collaborate with advisory or community groups to identify oral health trends that impact young children and their families.
1.7 Practices principles of SIDS prevention.	2.7 Implements program policy and procedures with regard to SIDS prevention.	3.7 Monitors program to ensure compliance with SIDS prevention policy and procedures.	4.7 Ensures program staff members are trained in the most current practices with regard to SIDS prevention.	5.7 Participates in and advocates for sound policy development based upon most current research with regard to SIDS prevention.
Safety 1.8 Follows licensing requirements or regulations for early childhood education programs.	2.8 Understands the importance of licensing requirements or regulations for early childhood education programs.	3.8 Designs and implements daily procedures for incorporating licensing requirements and regulations in early childhood programs.	4.8 Evaluates early childhood program(s) and collaborates with various professionals and other organizations to maximize program quality.	5.8 Analyzes current research and communicates its impact on the development and revision of licensing requirements.
1.9 Responds immediately and sympathetically to an injury and follows basic first aid procedures.	2.9 Demonstrates and understands basic first aid procedures, practices preventive measures to avoid injuries and follows procedures for documentation.	3.9 Designs and implements appropriate procedures for prevention, documentation and reporting of children's accidents or injuries.	4.9 Utilizes community resources to ensure children, families and staff have access to safety information.	5.9 Monitors program for safety incidents and identifies trends to make appropriate and informed program modifications.

Level 1	Level 2	Level 3	Level 4	Level 5
1.10 Follows procedures for proper handling and storage of harmful materials such as medications, poisons, cleaning solutions, matches or other toxic items.	2.10 Identifies potentially harmful materials and takes appropriate action to ensure safety.	3.10 Creates a safe learning environment free of harmful materials.	4.10 Articulates the relationship between exposure to harmful materials and human growth and development, and ensures program compliance.	5.10 Analyzes, communicates and applies current theory, research and policy on regulations regarding management of harmful materials.
1.11 Provides attentive, continuous supervision and correct staff: child ratio both indoors and outdoors.	2.11 Maintains attentive, continuous supervision and correct staff: child ratio both indoors and outdoors.	3.11 Ensures attentive, continuous supervision and correct staff: child ratio both indoors and outdoors.	4.11 Promotes attentive, continuous supervision and correct staff: child ratio both indoors and outdoors.	5.11 Advocates attentive, continuous supervision and correct staff: child ratio both indoors and outdoors.
1.12 Follows appropriate procedures for emergencies such as fire, weather and security threats (unauthorized persons).	2.12 Responds appropriately to emergencies such as fire, weather and security threats (unauthorized persons), and follows procedures for documentation.	3.12 Designs, implements and communicates to families appropriate procedures for emergencies such as fire, weather and security threats (unauthorized persons).	4.12 Evaluates appropriate procedures for emergencies such as fire, weather and security threats (unauthorized persons).	5.12 Analyzes, articulates and applies current theory, research and policy regarding appropriate procedures for emergencies such as fire, weather and security threats (unauthorized persons).

Level 1	Level 2	Level 3	Level 4	Level 5
1.13 Identifies and/or recognizes signs of suspected child abuse and neglect. Follows Oklahoma state law and program procedures for reporting suspected child abuse and neglect.	2.13 Maintains current contact agency information in order to follow procedures for reporting suspected child abuse & neglect.	3.13 Provides family support and education with regard to child abuse and neglect, and personal safety.	4.13 Utilizes community partners, and coordinates resources to prevent child abuse and neglect.	5.13 Analyzes, articulates and applies current theory and research, while advocating at local, state and federal levels for adequate resources and policies to prevent child abuse and neglect.
1.14 Recognizes potential indoor and outdoor safety hazards, including allergy and asthma-inducing items, i.e., perfumes, hair spray, mold, animals, plants, etc.	2.14 Maintains indoor and outdoor environments free from potential safety hazards.	3.14 Monitors and implements procedures to maintain a safe indoor and outdoor environ-ment, and provides family information about indoor and outdoor safety issues.	4.14 Designs and adapts environments to ensure safe indoor and outdoor environments.	5.14 Analyzes and articulates current research and policy to implement strategies for improving indoor and outdoor environmental safety.
1.15 Identifies safe use of indoor and outdoor equipment by children.	2.15 Monitors safe use of indoor and outdoor equipment by children.	3.15 Administers and ensures safe use of indoor and outdoor equipment.	4.15 Assesses and modifies program's policies and procedures for safe use of indoor and outdoor equipment.	5.15 Examines program environments and constructs models for implementing safe use of indoor and outdoor equipment.

Level 1	Level 2	Level 3	Level 4	Level 5
1.16 Recognizes safe and appropriate toys and materials.	2.16 Selects safe, appropriate toys and materials for use by children of different ages and abilities.	3.16 Adapts use of toys, materials and equipment with attention to the requirements and differences of individual children.	4.16 Ensures all toys, materials and equipment are safe for children of different ages and abilities.	5.16 Advocates for policies and requirements that promote and support use of safe and appropriate toys and materials.
Nutrition 1.17 Follows regulations for safe and sanitary food storage, preparation, serving and clean up.	2.17 Understands the importance of safe and sanitary food storage, preparation, serving and clean up.	3.17 Designs and implements safe and sanitary food practices.	4.17 Ensures program compliance by evaluating and modifying food service policies and procedures.	5.17 Analyzes and applies current research and policy on safe and sanitary food practices.
1.18 Recognizes health hazards in meals and takes steps to prevent dangerous situations (choking, allergies, etc.).	2.18 Identifies types or shapes and sizes of food that can cause choking, allergic reaction, or other health risks according to the age and need of individual children.	3.18 Consults with families about children's individual dietary needs and food allergies, and shares information with teachers.	4.18 Assesses program's nutritional plan for health hazards and adapts practices accordingly.	5.18 Advocates for policies and procedures that affect the nutritional welfare of children.

Level 1	Level 2	Level 3	Level 4	Level 1
1. 19 Recognizes children's need for a healthy diet (food pyramid), including the need for children to eat and drink frequently.	2.19 Communicates with families regarding the child's eating patterns, mealtime skills, food needs and cultural preferences.	3.19 Plans and evaluates meals to incorporate sound nutritional practices including ethnic foods and customs.	4.19 Identifies and supports utilization of community resources to ensure good nutrition for children and their families (CACFP, community food pantries, food assistance programs, etc.).	5.19 Articulates, analyzes, evaluates and applies current theory, research and policy on nutrition.
1.20 Recognizes age appropriate settings and behavior for mealtime and snacks.	2.20 Encourages children to learn self-help skills during mealtime and snacks by incorporating family style meal service.	3.20 Plans and provides appropriate size eating utensils, serving equipment, tables, chairs, etc. to help children be comfortable at meal time and snacks.	4.20 Develops, evaluates and explains the written policy that outlines expectations of staff and children (according to age) for mealtime and snacks.	5.20 Analyzes and applies current research policies that outline expectations of staff and children for mealtime and snacks.

Child Observation and Assessment

Child Observation and Assessment (COA)				
Early childhood practitioners use observation and authentic assessment to obtain information for appropriate curriculum planning, establishing outcomes for individuals and groups of children in partnership with families, and to determine a child's need for extra support. Appropriate assessment strategies are developmentally, linguistically and culturally responsive. Practitioners engage in systematic, ongoing evaluation of their programs.				
Level 1	Level 2	Level 3	Level 4	Level 5
Includes knowledge and skills expected of a professional new to early care and education field, with minimal specialized training.	*Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education.*	*Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.*
1.1 Protects and maintains confidentiality between the program and the child's family regarding each child's observation and assessment.	2.1 Accepts responsibility for consistently maintaining confidentiality.	3.1 Ensures confidentiality between the program and the child's family.	4.1 Utilizes appropriate policies and procedures to maintain confidentiality.	5.1 Analyzes and evaluates effectiveness of confidentiality policies and procedures.
1.2 Recognizes that children develop at individual rates.	2.2 Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families and life situations.	3.2 Appreciates individuality and adapts instruction to fit developmental needs.	4.2 Develops and implements individual plans that support each child's continual development.	5.2 Communicates current theories, research and appropriate practices relevant to observation and assessment.

Level 1	Level 2	Level 3	Level 4	Level 5
1.3 Assists with program procedures for collecting data about each child's development.	2.3 Collects, organizes and maintains accurate records including information about each child, such as work samples and anecdotal notes.	3.3 Plans instruction based upon principles of observation and assessment.	4.3 Continually observes children, analyzes and evaluates findings and applies this knowledge to practice.	5.3 Establishes criteria, procedures and documentation methods for assessment.
1.4 Observes children and maintains accurate program records.	2.4 Records growth, health, behavior and progress of each child and only shares the information with appropriate persons.	3.4 Utilizes information gained from formal and informal observation to plan and adapt classroom procedures and routines.	4.4 Selects and integrates information gained from formal and informal assessments to create a comprehensive description of each child's development.	5.4 Evaluates and adjusts program goals, objectives and content based upon assessment result.
1.5 Participates as a team member in the assessment process, including seeking support and guidance from other professionals.	2.5 Communicates information to other appropriate professionals in preparation for parent communication.	3.5 Conferences with parents to create a comprehensive plan of action that supports the child's growth and development.	4.5 Works together with parents to make decisions concerning referrals to other agencies and programs offering diagnostic and intervention services.	5.5 Advocates for the child and participates as a multidisciplinary team member in order to set appropriate goals for the child.

Family and Community Partnerships

Family and Community Partnerships (FCP)				
Early childhood practitioners recognize families take many forms, and as practitioners respect and celebrate the diversity of values, strengths, customs and traditions. They understand and value the critical role of positive, collaborative partnerships with families, colleagues and community agencies. As community members, early childhood practitioners help connect children and families with available services. A strong network of family, friends and community partners is responsible for serving children.				
Level 1	Level 2	Level 3	Level 4	Level 5
Includes knowledge and skills expected of a professional new to early care and education field, with minimal specialized training.	*Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education.*	*Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.*
1.1 Enjoys working with children and families.	2.1 Respects family's role as the child's primary caregiver and educator.	3.1 Conferences with families about appropriate activities for their child's growth, development and progress.	4.1 Facilitate family's identification, reflection and evaluation of goals for their child's success.	5.1 Creates opportunities for family members to be actively involved in program development, evaluation and governance.
1.2 Greets all families and engages in positive conversations daily.	2.2 Follows policies regarding written and verbal communication with families.	3.2 Creates opportunities for families to access information and resources.	4.2 Evaluates and modifies activities to ensure family engagement and support.	5.2 Research and implement effective methods of engaging and communicating with all families.
1.3 Welcomes visitors and community volunteers.	2.3 Works with volunteers in a productive way.	3.3 Plans and implement activities that use volunteers appropriately and effectively.	4.3 Ensures all volunteers receive appropriate training and supervision.	5.3 Evaluate effectiveness recruitment, training and utilization of volunteers.

Level 1	Level 2	Level 3	Level 4	Level 5
1.4 Develops an awareness of community resources and offer support to children, families and children's programs.	2.4 Identifies local, accessible community resources and possible partnerships.	3.4 Contacts community members, agencies and organizations to establish networks that assist in accessing suitable resources.	4.4 Initiates and maintains collaborative, community endeavors with network participants	5.4 Develop policies that incorporate positive relationships with the community.

Learning Environments and Curriculum

Learning Environments and Curriculum (LEC)				
Early childhood practitioners demonstrate knowledge of how to create safe, playful, inviting, culturally appropriate and well-organized learning spaces for young children that promote physical, social-emotional, cognitive and creative development both indoors and out. Curriculum development is a collaborative, dynamic and ever-changing professional endeavor among all those who are involved in children's learning. A balanced curriculum includes adult and child directed activities, indoor and outdoor experiences, individual, small and large groups and blocks of uninterrupted time for children to engage in self-chosen activities which support the acquisition of skills, concepts, attitudes and disposition. The following curriculum areas are included: Creative Skills, Language Arts, Mathematics, Health, Safety and Physical Development, Science, Social and Personal Skills and Social Studies.				
Level 1	Level 2	Level 3	Level 4	Level 5
Includes knowledge and skills expected of a professional new to early care and education field, with minimal specialized training.	*Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education.*	*Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.*
Learning Environment 1.1 Follows daily schedule.	2.1 Creates and maintains daily schedule.	3.1 Adapts daily schedule to meet individual needs.	4.1 Evaluates schedules and communicates the importance of consistency.	5.1 Advocates effectiveness of appropriate daily schedules.
1.2 Assists in maintaining an orderly, clean and safe indoor and outdoor learning environments.	2.2 Identifies and arranges an orderly, clean and safe learning environment.	3.2 Provides feedback to all individuals daily regarding the importance of having a healthy and safe, learning environment.	4.2 Assesses and implements policies and procedures to ensure a healthy, safe environment.	5.2 Researches and advocates for consistent policies that meet national standards for the physical environment.

Level 1	Level 2	Level 3	Level 4	Level 5
Curriculum 1.3 Follows daily lesson plans.	2.3 Develops and implements daily lesson plans.	3.3 Critically reflects and modifies plans to meet children's individual needs on a short and long term basis.	4.3 Evaluates the effectiveness of the daily lesson plans and advocates for change when needed.	5.3 Research current curriculum design trends; communicates and collaborates for effective change as needed.
1.4 Uses opportunities in the everyday environment to help children learn.	2.4 Recognizes, follows and responds to children's interests in helping them learn.	3.4 Incorporates children's interests throughout curriculum to support group and individual goals and needs.	4.4 Communicates and educates others regarding the value of child centered learning opportunities.	5.4 Analyzes and advocates the effectiveness of utilizing child centered learning environments to ensure children's optimum development.
1.5 Utilizes provided resources when interacting with children.	2.5 Selects and implements developmentally appropriate resources and materials.	3.5 Understands, utilizes and explains to others the importance of appropriate resources and materials.	4.5 Ensures the consistent accessibility of appropriate resources and materials.	5.5 Researches, identifies and articulates to others advances in the field regarding innovative resources.
Method 1.6 Provides children with choices of activities.	2.6 Understands the importance of encouraging children to make choices.	3.6 Creates developmentally appropriate activities that supports and reflects children's needs and interests.	4.6 Evaluates and modifies activities to encourage children's emerging skills and opportunities for learning.	5.6 Articulates and applies child development theories to promote children's learning through choices.

Level 1	Level 2	Level 3	Level 4	Level 5
1.7 Supports children's efforts toward becoming independent.	2.7 Provide opportunities for children to develop emerging independence and problem solving skills.	3.7 Communicates to others the importance of developing children's critical thinking skills to encourage independence.	4.7 Observes and assesses children and learning opportunities to ensure independence and critical thinking skills are being developed.	5.7 Advocates for the understanding and implementation of teaching strategies that promote emerging independence and critical thinking skills.
1.8 Actively participates in children's learning activities.	2.8 Identifies appropriate ways to participate in children's learning activities (i.e. observing, listening, questioning, talking, assisting).	3.8 Practices appropriate methods of interacting with others in ways that encourage children's development.	4.8 Collaborates with others to determine appropriate methods of teacher participation to promote successful learning opportunities.	5.8 Articulates, analyzes and evaluates learning opportunities and teaching approaches.
1.9 Respects children's curiosity about the world.	2.9 Selects appropriate activities that encourage children to explore the environment.	3.9 Designs an interactive environment that encourages teachers and children to investigate together.	4.9 Researches and evaluates the learning environment to ensure that children have opportunities to investigate the natural environment.	5.9 Researches and evaluates the learning environment to ensure that children have opportunities to investigate the natural environment.
1.10 Respects children's families as important partners in learning.	2.10 Informs families about children's daily activities and encourages two-way communication.	3.10 Enhances and supports children's learning by involving families.	4.10 Collaborates with families to develop a learning community that is supported by multiple opportunities for communication.	5.10 Advocates for early childhood systems that value families as partners in learning.

Level 1	Level 2	Level 3	Level 4	Level 5
1.11 Participates in conversations with children.	2.11 Encourage and understands the importance of frequent and positive interactions among children and adults	3.11 Plans learning environments that foster interactions between children and adults.	4.11 Models appropriate communication techniques with children and adults	5.11 Articulates the research regarding the correlation between healthy, positive interactions and cognitive development.
Creative Skills 1.12 Allows children to use materials to participate in appropriate activities (i. e. music, drama, art, blocks, movement).	2.12 Ensures open-ended creative materials and activities are accessible.	3.12 Plans and implements opportunities for creative expression.	4.12 Collaborates with others to develop an integrated curriculum that emphasizes the use and accessibility of open-ended creative experiences.	5.12 Facilitates discussion on current research and modifies program practice to reflect the importance of creative expression.
1.13 Respects and allows individual creative differences.	2.13 Encourages children to express themselves creatively and displays children's original work	3.13 Uses individual differences and cultural influences to plan opportunities for creative self-expression.	4.13 Consults with families and communities to encourage creative expression that reflects diverse cultures.	5.13 Communicates with families and others the importance of individual creative self-expression to the development of the child.
1.14 Realizes that working with materials to create is more important than what is created.	2.14 Supports children's exploration of art materials without the expectation of a specific end product.	3.14 Describes, discusses and accepts the process as the most important part of creative expression.	4.14 Challenges children to extend their creative thinking by experimenting with new materials.	5.14 Advocate and articulate the value of free exploration of materials as essential to the creative process of the developing child.

Level 1	Level 2	Level 3	Level 4	Level 5
1.15 Records children's thoughts, ideas and emotions regarding their art.	2.15 Shows respect for creative expression through appropriate documentation and displaying children's work.	3.15 Realizes that creative expression fosters language, social, emotional and cognitive development.	4.15 Understands and communicates with others the relationship between creative expression and the development of the whole child.	5.15 Advocates and supports staff in the provision of time, materials and space to explore, experience and document creative expression.
Language Arts 1.16 Uses Standard English and introduces new words while interacting with children.	2.16 Engages in conversation to enrich and expand vocabulary respecting children's home language.	3.16 Designs appropriate learning opportunities that build on children's interests and reflect current language development.	4.16 Observes and evaluates vocabulary development and initiates appropriate intervention.	5.16 Analyzes and applies current theory and research regarding the promotion of language acquisition.
1.17 Encourages children to communicate verbally and nonverbally; actively listens and responds appropriately.	2.17 Promotes and participates in conversation among children and adults.	3.17 Communicates the importance of conversation in children's language development.	4.17 Recognizes and responds to children's communication/ language delays.	5.17 Articulates and advocates for policies supporting adult–child and child-child interactions.
1.18 Reads expressively to the children on a daily basis.	2.18 Utilizes a variety of techniques and materials to engage children (i.e. story telling, puppets, singing, questions, predicting).	3.18 Helps children learn basic literacy concepts (i.e. left to right, sequencing, symbolic relationships, parts of books) and adapt activities to meet individual needs.	4.18 Evaluates practice to ensure that concrete experiences and play are based upon current literacy theories and research.	5.18 Analyzes program and child outcomes to determine effectiveness of the literacy program; uses knowledge to advocate for policy change and resources.

Level 1	Level 2	Level 3	Level 4	Level 5
1.19 Follows directions for creating a print- rich environment.	2.19 Selects appropriate, diverse materials (i. e. books, pictures, labels, posters) for the children's environment.	3.19 Immerses children in a print-rich environment including languages represented in the community.	4.19 Understands and communicates the relationship between spoken and written words and its impact on literacy.	5.19 Advocates for community support and resources that ensures literacy development based upon current theory and research.
1.20 Makes writing materials available and models their use.	2.20 Provides opportunities for children to safely draw and print using various materials (i.e. chalk, colored pencils, markers. paint brushes)	3.21 Provides opportunities to explore writing through a variety of means (i. e. dictation, word banks, making books, opportunities for fine motor skill building)	4.21 Evaluates and adapts practice to ensure writing opportunities are available for children of all abilities.	5.21 Informs and educates others regarding the importance of writing activities to language development.
Mathematics 1.21 Participates with children exploring a variety of objects, materials, toys and games.	2.21 Selects materials and plans activities such as cooking, sand and water play, gardening	3.21 Provides play opportunities to encourage problem-solving, comparing, sequencing, measuring	4.21 Provides opportunities to discover relationships between events, objects and the environment (i. e. graphing, patterning, predicting)	5.21 Articulates research regarding mathematical teaching and learning in early childhood.
1.22 Uses mathematical language such as first, last, above, below, more, less.	2.22 Uses terminology and questioning to expand children's mathematical vocabulary.	3.22 Ensures children have many opportunities to utilize mathematical language through songs, games and other activities.	4.22 Shares the importance of encouraging the incorporation of mathematical language in everyday life.	5.22 Articulates research regarding mathematical teaching and learning in staff development programming.

Level 1	Level 2	Level 3	Level 4	Level 5
Health, Safety and Nutrition 1.23 Follows and assists in providing daily activities that promote children's physical development.	2.23 Understands physical development is promoted through activities that use small and large muscles.	3.23 Designs the learning environment to respect children's individual needs to explore their physical abilities through large and small muscle activities.	4.23 Assesses the program to ensure that physical activities, movement and the arts are being integrated in all learning areas.	5.23 Articulate, analyze and evaluate current research on how physical activity promotes physical development.
1.24 Actively participates in both indoor and outdoor physical activities with the children.	2.24 Uses a variety of equipment, activities and opportunities in all learning areas that encourage children to develop physically.	3.24 Plans activities and provides adequate time for children to practice and improve skills in large and small muscle development.	4.24 Educates and explains to others the interrelationship between daily physical activities to ensure the development of the whole child.	5.24 Designs policies that ensure daily opportunities are offered that enhance physical development in all program areas.
1.25 Begins to identify children's individual developmental needs in the area of physical development.	2.25 Demonstrates and plans activities based on an understanding that children develop at individual rates.	3.25 Adapts activities that reflect children's different rates of physical development.	4.25 Communicates with parents and others regarding specific developmental observations and provides appropriate resources.	5.25 Modifies classroom procedures to integrate current research regarding children's learning styles and developmental challenges.

Level 1	Level 2	Level 3	Level 4	Level 5
1.26 Assists and include health and safety practices throughout daily activities.	2.26 Understands the importance of including health and safety practices throughout daily activities.	3.26 Implements frequent opportunities for movement and physical exercise as a way to reduce or prevent many of children's health and behavioral issues.	4.26 Discusses with families the importance of parent-child activities that involve physical movement both inside and outdoors to ensure a lifetime of health and fitness.	5.26 Advocates for policies that support families in accessing resources that ensure safe and healthy lifestyles.
Science 1.27 Provides materials, tools and experiences that encourage children's curiosity.	2.27 Encourages children to ask questions and find answers through actively exploring materials and tools provided.	3.27 Provides daily activities for science and allows flexibility for spontaneous opportunities.	4.27 Evaluates materials and teacher interaction during science activities to ensure the utilization of the discovery process.	5.27 Communicates the importance of the teachers active role in the science process by incorporating opportunities for inquiry, prediction, problem solving and observation
1.28 Begins to utilize descriptive language to encourage scientific thinking.	2.28 Expands children's descriptive language through active listening and asking open–ended questions.	3.28 Ensures children have many opportunities to talk about and describe their scientific discoveries.	4.28 Educates others about the importance of utilizing descriptive language to promote scientific thought and life long curiosity about the environment	5.28 Advocates for programs that recognize the critical connection between descriptive language and the understanding of scientific findings.

Level 1	Level 2	Level 3	Level 4	Level 5
Social and Personal 1.29 Engages in everyday conversation with children of all ages.	2.29 Recognizes and allows opportunities for all children to engage in conversation daily.	3.29 Models for children appropriate ways to express wants and needs.	4.29 Ensures that conversation is encouraged to assist in the development of social skills.	5.29 Communicates to others the process for developing curriculum that supports conversation.
1.30 Recognizes that social interactions occur at all ages.	2.30 Begins to make connections between social interactions and developing friendships.	3.30 Helps children recognize their value as individuals and as members of the group.	4.30 Builds a cooperative learning community in the classroom that creates a socially safe and inclusive environment.	5.30 Analyzes current theory on social development and modifies the environment when necessary.
1.31 Recognizes that children of all ages show emotion.	2.31 Helps children learn and practice empathy and respect for the feelings and rights of others.	3.31 Understands children's behavior is connected to emotions and responds accordingly.	4.31 Models appropriate behaviors to develop children's self regulation, problem solving and conflict resolution skills.	5.31 Designs and implements plans that ensure access to resources enabling appropriate responses to emotional stress.
1.32 Plays with children of all ages while providing supervision of the whole group.	2.32 Understands the purpose of play in children's social development.	3.32 Structures the play environment and gives children words to allow for cooperative interactions among children.	4.32 Supports and reinforces families' primary role in children's personal and social development.	5.32 Observes and modifies the play environment as needed.

Level 1	Level 2	Level 3	Level 4	Level 5
1.33 Treats children as individuals with their own strengths, needs and cultural values.	2.33 Observes children's play and encourages individual choices.	3.33 Assesses children's interactions and guides them to express their feelings and assert themselves in positive ways.	4.33 Recognizes atypical personal and social development and initiates appropriate referral strategies.	5.33 Identifies and communicates to others specific strategies for interacting with children with challenging behaviors.
Social Studies 1.34 Recognizes that family structures and cultures are unique and should be respected.	2.34 Demonstrates sensitivity to a variety of traditions practiced by each family and culture.	3.34 Creates inclusive practices in regards to holidays, celebrations etc.	4.34 Ensures that cultural experiences are integrated throughout the curriculum and invites families to share about their interests.	5.34 Advocates and educates community members and leaders about family needs and concerns.
1.35 Develops an understanding of the community.	2.35 Identifies community resources that could be shared with others.	3.35 Utilizes community resources to expand learning opportunities.	4.35 Helps children recognize themselves as a valuable part of the community.	5.35 Evaluates community issues that impact the early childhood field and advocates for quality programming.
1.36 Talks about different jobs and roles in the family and community.	2.36 Identifies job responsibilities for a variety of classroom and community roles.	3.36 Plans experiences and activities that allow children to explore their own strengths and interests.	4.36 Acknowledges and discusses different family members' strengths and interests as they relate to roles and traditions in various cultures.	5.36 Utilizes the strengths, interests and availability of members in the community to work cooperatively to enhance daily programming.

Level 1	Level 2	Level 3	Level 4	Level 5
1.37 Begins to understand ideas related to social studies (i.e. past, present, future, locating familiar places, citizenship).	2.37 Uses social studies terms while interacting with children throughout the day.	3.37 Plans activities that build concepts that are meaningful to the individual child.	4.37 Integrates concepts throughout all learning areas.	5.37 Evaluates the curriculum to ensure it is applicable to the age.

Interactions With Children

Interactions With Children (IWC)				
Early childhood practitioners demonstrate the ability to maintain authentic relationships with children, colleagues, families and community that are caring, connected and attached. Early childhood practitioners understand that interactions have a profound influence on the children's experiences and are mindful of the importance of body language, facial expressions, tone of voice and the use of adaptive communication techniques.				
Level 1	Level 2	Level 3	Level 4	Level 5
Includes knowledge and skills expected of a professional new to early care and education field, with minimal specialized training.	*Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education.*	*Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.*
1.1 Engages in activities that promote children's physical and emotional well-being and follows program regulations for guiding children's behavior.	2.1 Models and implements positive guidance strategies, techniques and behaviors to help children act responsibly.	3.1 Anticipates children's responses to their environment and other people; and plans the physical, curricular and temporal environment accordingly.	4.1 Ensures a supportive learning environment and articulates the connection of guidance practices to theories of child development.	5.1 Advocates for guidance strategies that reflect the professional understanding and belief that children need healthy, affirming support for developing their social-emotional well-being.
1.2 Responds to the needs of children, families and other staff in a calm, supportive, confidential, timely manner.	2.2 Builds trusting relat-ionships and realizes that positive communication with children, families and others is the found-ation for a supportive learning environment.	3.2 Collaborates with families, staff and others to ensure a supportive environment for each child.	4.2 Ensures communication practices that build positive relationships among children, families, staff and the community.	5.2 Analyzes, evaluates, articulates and applies current research and mentors others regarding relationships and communication.

Level 1	Level 2	Level 3	Level 4	Level 5
1.3 Demonstrates respect for children and adults; recognizes the individual variances in others.	2.3 Understands individual variances in children and adults and responds respectfully.	3.3 Promotes a sense of community by enhancing cultural awareness, valuing cultural diversity and appreciating individual variances.	4.3 Intentionally provides an environment and activities that teach tolerance and respect for individual variances.	5.3 Develops and implements policy based on research that supports individual variances among children, families and other adults.
1.4 Follows program policies for age-group and cultural expectations.	2.4 Follows principles of child development and demonstrates these principles in establishing expectations for children's behavior.	3.4 Exhibits awareness of each child's variances and responds with realistic expectations by planning the environment accordingly.	4.4 Assesses and designs a learning environment and curriculum that reflect realistic expectations for each individual child.	5.4 Communicates current research regarding age-appropriate expectations for young children's learning environment and curriculum.
1.5 Follows the program requirements for safely supervising children.	2.5 Monitors the environment to ensure children's physical and emotional safety.	3.5 Implements strategies for appropriate supervision, modifying the learning environment to ensure the children's well-being.	4.5 Informs and educates children, families and others about appropriate supervision and ensures balance in program practices.	5.5 Creates policy regarding supervisory practices that help children and staff make responsible decisions regarding their own well-being.

Program Planning, Development and Evaluation

Program Planning, Development and Evaluation (PPDE)				
Early childhood practitioners demonstrate knowledge of accepted business practices, legal and regulatory requirements, financial obligations and record keeping. Early Childhood practitioners engage in systemic, ongoing evaluation of their programs for purposeful improvement. Input from staff, families and the community inform the evaluation process.				
Level 1	Level 2	Level 3	Level 4	Level 5
Includes knowledge and skills expected of a professional new to early care and education field, with minimal specialized training.	*Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education.*	*Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.*
1.1 Supports implementation of planned daily activities in cooperation with staff members.	2.1 Cooperates with other staff members in planning daily activities for the children	3.1 Ensures appropriate activities are planned and implemented in cooperation with staff members.	4.1 Collaborates with and monitors staff to design, evaluate and modify daily plans.	5.1 Synthesizes current research, theory and practice and articulates implications for daily activities.
1.2 Recognizes valuable community resources that support the program.	2.2 Utilizes and respects community resources that support the program.	3.2 Provides information to families regarding program and community resources.	4.2 Initiates program collaborations regarding community resources for children and their families.	5.2 Advocates for strong community support for the program.
1.3 Is aware of and supports the program philosophy and mission statement.	2.3 Understands and follows the program philosophy and mission statement.	3.3 Communicates how classroom practices reflect and support program philosophy and mission statement.	4.3 Ensures the philosophy and mission statement are maintained through ongoing program evaluation.	5.3 Articulates the relationship between the program philosophy, mission statement and current theories.

Level 1	Level 2	Level 3	Level 4	Level 5
1.4 Is aware of and supports the program goals and standards.	2.4 Follows classroom goals and program standards.	3.4 Integrates classroom goals and objectives into daily practice.	4.4 Plans and reviews classroom goals and practices to adapt program standards.	5.4 Compares program standards to implement change based on current research.
1.5 Participates in program evaluation.	2.5 Participates in and identifies the need for program evaluation.	3.5 Utilizes a variety of methods to evaluate the program and cooperates to improve quality.	4.5 Articulates multiple ways to evaluate program performance and integrates evaluation results to enhance quality.	5.5 Analyzes evaluation results and applies current research to quality improvement.
1.6 Is aware of and complies with classroom procedures.	2.6 Follows expectations for program business and legal procedures.	3.6 Understands the need to comply with program business and legal procedures and knows how to access appropriate resources.	4.6 Consults with business and legal professionals regarding policies and applies knowledge of program procedures involving all stakeholders.	5.6 Examines business and legal complexities as they relate to program policies and procedures and articulates ways to advocate for quality programming.
1.7 Is aware of regulatory and program quality standards.	2.7 Follows expectations of appropriate national standards.	3.7 Identifies quality indicators and implements national standards.	4.7 Initiates practices to ensure program compliance and effectively communicates national standards for quality to stakeholders.	5.7 Participates in state and national groups to evaluate and develop regulations, polices and quality standards.

Professionalism and Leadership

Professionalism and Leadership (PL)				
Early childhood practitioners identify themselves as leaders and professionals in the field of early childhood. Professionalism is built upon individual integrity, responsibility, ethical practices and commitment to professional standards and an accepted body of knowledge. Leaders advocate for young children and their families and are involved in life long learning.				
Level 1	Level 2	Level 3	Level 4	Level 5
Includes knowledge and skills expected of a professional new to early care and education field, with minimal specialized training.	*Includes knowledge and skills commensurate with a CDA credential, certificate in child development, or equivalent training/education.*	*Includes knowledge and skills commensurate with an associate's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.*	*Includes knowledge and skills commensurate with an advanced degree in early childhood education or child development.*
1.1 Recognizes professional work habits including confidentiality, respect for all people, dependability, time management, independence and teamwork	2.1 Demonstrates professionalism in relationships with others	3.1 Ensures professional work habits are consistently implemented.	4.1 Assumes responsibility for establishing and maintaining a professional environment.	5.1Creates opportunities for training and education and designs polices that enhance professionalism.
1.2 Behaves ethically.	2.2 Knows and practices a professional code of ethics, such as NAEYC, for early care and education.	3.2 Ensures consistent implementation of a professional code of ethics.	4.2 Uses a code of ethics for making professional decisions.	5.2 Analyzes ethical dilemmas to determine appropriate course of action and integrates the ethical code into policies and practice.

Level 1	Level 2	Level 3	Level 4	Level 5
1.3 Participates in professional development and self evaluation and is receptive to changing practices.	2.3 Creates and implements a plan for personal professional development.	3.3 Evaluates and modifies professional growth plans.	4.3 Integrates professional development plans with training and education opportunities.	5.3 Constructs and evaluates effectiveness of training and education.
1.4 Is aware of professional organizations and resources related to early care and education.	2.4 Identifies and selects professional organizations with documentation of membership.	3.4 Participates actively in professional organizations.	4.4 Networks with colleagues to enhance professionalism and leadership in the field.	5.4 Takes a leadership role in supporting professional development.
1.5 Shows respect for children and families.	2.5 Understands and supports child and family interests.	3.5 Exhibits knowledge of advocacy issues and participates in advocacy activities.	4.5 Advocates for high quality programs and services for children and families at local, state and national levels.	5.5 Uses research to develop and implement advocacy plans that support high quality programs and services for children and families.
1.6 Exhibits professionalism through attitude, actions, appearance and good hygiene; and serves as an appropriate role model for children and adults.	2.6 Understands the need for professionalism.	3.6 Establishes standards for professionalism.	4.6 Maintains consistent adherence to standards of professionalism.	5.6 Designs policies and procedures that advocate for professionalism.

Level 1	Level 2	Level 3	Level 4	Level 5
1.7 Demonstrates job satisfaction and genuine interest in young children and their families.	2.7 Understands and models positive relationships with children, families and staff.	3.7 Uses reflective practice to communicate and promote positive relationships with children, families and staff.	4.7 Evaluates and ensures a professional work environment.	5.7 Uses research to analyze, articulate and advocate for positive program environments
1.8 Supports and complies with program policies, regulations, licensing standards and laws.	2.8 Monitors and maintains program policies, regulations, licensing standards and laws.	3.8 Ensures compliance with all program standards (i.e. quality rating systems, accreditation requirements, performance standard).	4.8 Collaborates with other professionals to develop program policies and procedures.	5.8 Articulates the connection between theory and practice.

Glossary, Resources and Feedback

Glossary

A-typical – irregular, unusual.

Advocates – supports or promotes a specific cause.

Analyzes – determines the nature of parts and how they work as a whole.

Articulates – accurately puts into words.

Assessment – process through which evidence is gathered through observing and recording.

Authentic – genuine or real, not false or imitation.

Child and Adult Care Food Program – USDA federal program that provides financial assistance for snack and meal expenses.

Code of Ethics – the principles of conduct governing an individual or a group.

Collaborates – works together toward a common goal.

Community – the town, city or population group where an early childhood program is located.

Communicates – conveys knowledge of or information about a program, child, activity or concern.

Compliance – conforming, submitting, or adapting (as to a regulation or to another's wishes) as required or requested.

Consultation – provide professional or expert advice.

Confidentiality – maintain information that should be kept private and not to be known by the general public.

Core Competency – foundation standard for professionalism.

Criteria – standards on which a judgment or decision may be based.

Culture – customary beliefs, social forms and material traits of a racial, religious, or social group.

Curriculum – planned, sequenced program of study and daily activities based on what is developmentally appropriate for children, and what is deemed important.

Diversity – inclusion of those who differ from one another.

Developmentally Appropriate – expectations or an activity that take into consideration children's ages and individual abilities.

Documentation – furnishing documents such as papers, photos, etc.

Domain – key area of children's development and learning.

Early Childhood – birth through age 8.

Engagement – emotional involvement or commitment.

Ensures – makes sure, certain, or safe.

Environment – space in classroom or playground that is safely arranged for optimal learning.

Ethics – a set of moral principles of conduct that govern an individual or a group.

Evaluation – a planned review of activities, child care program or staff performance.

Facilitates – makes easier; helps bring about.

Guidance – the act or process of providing direction.

Immerses – plunges into something that surrounds or covers.

Implementation – the action of doing; to carry out.

Inclusion – to take in as a part of a whole or group.

Instruction – the action, practice, or profession of teaching.

Integrates – forms, coordinates, or blends into a functioning or unified whole.

Interaction – give and take conversation and activities between individuals or groups.

Literacy – a person's ability to read, write and understand.

Models – provides an example.

Modifies – makes changes.

Monitors – watches, keeps track of, or checks for a special purpose.

Network – informally interconnected group or association of persons.

Open Ended –a question or an activity that is adaptable or is designed to permit spontaneous and unguided responses.

Partnership – a relationship involving close cooperation between members of a group or individuals.

Policy – a definite course or method of action to guide and determine present and future decisions.

Practitioner – one who puts knowledge into practice to become proficient.

Principle – comprehensive and fundamental law, a primary source, standard.

Procedure – a series of steps or instructions followed in a regular definite order to accomplish something.

Professional Development – ongoing self assessment of knowledge, skills and abilities; the establishment of goals; plans for improvement and meeting professional goals.

Reflective Practice – being thoughtful and deliberate.

Reinforces – strengthens by additional assistance, material or support.

Researches – collects information about a particular subject.

Resource – a source of supply or support; an ability to meet and handle a situation.

SIDS-Sudden Infant Death Syndrome – death of an apparently healthy infant usually before one year of age that is of unknown cause and occurs especially during sleep.

Sensitivity – awareness of the needs and emotions of others.

Strategy – careful plan or method.

Standard English – the English that with respect to spelling, grammar, pronunciation and vocabulary is substantially uniform though not lacking regional differences.

Synthesizes – composes or combines parts or elements so as to form a whole.

Teacher Educator – an instructor or trainer who provides course work or educates those who have chosen the teacher vocation.

Theory – general principle or body of principles offered to explain observable facts, experiences or events.

Typical – exhibiting the essential characteristics of a group; happening as expected.

Variance – an instance of differing in nature, form, or quality.

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Feedback Form

Oklahoma Core Competencies for Early Childhood Practitioners

A Task Force convened by the Oklahoma Department of Human Services Oklahoma Child Care Services developed the Oklahoma Core Competencies for Early Child Hood Practitioners. Task force members included representatives from the Oklahoma State Department of Education, Child Care Resource and Referral Association, Scholars for Excellence in Child Care, Career Technology, two and four year institutions of higher education., Oklahoma Head Start Association and child care facilities. The competencies are designed to align with the Early Learning Guidelines and to promote early learning experiences that lead to children's success.

Please provide comments based on your experience with the competencies. Provide the corresponding page number for suggested language revisions and comments. Also note if the competencies are understandable and whether they are useful when planning coursework, designing training, creating job descriptions and expectations, or self-assessing levels of skills working with children.

All comments will be reviewed by the Task Force. Revisions will be made to the competencies based on feedback and early education research. Thank you for your assistance.

Name (Optional): Job Title:

Program:
☐ Child Care Center ☐ Child Care Home ☐ School ☐ Head Start Program ☐ Pre-Kindergarten ☐ Kindergarten ☐ Early Childhood Special Education ☐ Technology Center ☐ Two-Year instructor ☐ Four -Year instructor ☐ Early Care and Education trainer ☐other describe) _____

1. Are the Competencies understandable? ☐ Yes ☐ Somewhat ☐ No
Comments:

2. Are the Competencies useful? ☐ Yes ☐ Somewhat ☐ No
Comments:

3. Are you able to use the Competencies in your early childhood position? ☐ Yes ☐ Somewhat ☐ No
Comments:

4. Are you able to use the Competencies to help you skill progress?
Comments: ☐ Yes ☐ Somewhat ☐ No

Please provide detailed comments. Feel free to attach extra pages if needed. Thanks for your assistance.

Page No.	Section or Competency Area	Specific Comment	Specific Suggested Change

What additional guidance or resources would be helpful for you to use these Core Competencies?

Feel free to copy and distribute this form and the Oklahoma Core Competencies for Early Childhood Practitioners to co-workers and colleagues for review.

Please fax this form to: 405-522-2564, or
Mail to: Department of Human Services Child Care Services
Lu Ann Faulkner
P. O. Box 25352
Oklahoma City, OK 73125, or return by email to: LuAnn.Faulkner@okdhs.org

(b)(6)

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Appendix 19

Oklahoma Registry:
Early Care and Education Professional Development Ladder

Referenced:
(D)(1)

Oklahoma Registry:

Early Care & Education Professional Development Ladder

The Oklahoma Registry is a program of OKDHS Oklahoma Child Care Services.

For more information, contact:

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College of Continuing Education
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Moore, OK 73160-3668
(405) 799-6383 OKC metro
1-888-446-7608 statewide
www.cecpd.org

Membership on *The Oklahoma Registry* is valid for one year. To meet annual renewal requirements, you must have completed 20 hours of Tier I or higher training in the past 12 months.

Degree(s) and credit hours must be earned at an accredited college or university recognized by the U.S. Department of Education. Official transcripts are required.

LEVEL 10
BA/BS degree with at least 24 credit hours in Early Childhood Education/Child Development (ECE/CD)
--*OR*– BA/BS or advanced degree in ECE/CD

LEVEL 9
90 credit hours toward BA/BS in ECE/CD with at least 18 ECE/CD credit hours*
–*OR*– BA/BS degree (non-ECE/CD) with at least 18 ECE/CD credit hours*

LEVEL 8
AA/AS degree in ECE/CD
–*OR*– BA/BS degree (non-ECE/CD) with at least 12 ECE/CD credit hours*

LEVEL 7
AA/AS degree (non-ECE/CD) with at least 12 ECE/CD credit hours*
–*OR*– 60 credit hours toward BA/BS degree in ECE/CD with at least 12 ECE/CD credit hours*
–*OR*– BA/BS degree with a non-ECE/CD major with at least 6 ECE/CD credit hours*

LEVEL 6
30 credit hours with at least 12 ECE/CD credit hours*

LEVEL 5
Oklahoma Certificate of Mastery (Early Childhood Education or Child Development)

LEVEL 4
Current Child Development Associate Credential
–*OR*–
Current Certified Childcare Professional Credential

LEVEL 3
Oklahoma Competency Certificate in Early Care and Education (Oklahoma Department of Career Technology and Education's Master Teacher Certificate ONLY)

LEVEL 2
Completion of at least 60 formal hours** of training in the past 5 years

LEVEL 1
Completion of at least 20 hours of Tier I or higher of training in the past 12 months

*Credit hours must be on Approved Coursework List
**Tier II on Oklahoma Training Approval System, or higher

Appendix 20

Data Sharing
Memorandum of Understanding

Referenced:
(E)(2)/(A)(3)

Oklahoma Partnership for School Readiness Governance Committee

Race-to-the-Top Early Learning Challenge

Data Sharing Memorandum of Understanding (MOU)

This Memorandum of Understanding (MOU) is entered into by the following three agencies of the State of Oklahoma: the State Department of Health (OSDH), the Department of Human Services (OKDHS) and the State Department of Education (OSDE), which together constitute the Partnership for School Readiness Governance Committee.

The purpose of the Interagency Data Sharing Agreement is to provide a framework of collaboration, and to define the roles and responsibilities required to share and/or link data among participating state agencies and support of the implementation of an approved Race to the Top Early Learning Challenge (ELC) grant project.

I. Assurances

The participating state agencies agree that

- The statewide ELC Longitudinal Data System will be a component of the federated Oklahoma P20 Education Data System;
- The statewide ELC Longitudinal Data System will provide educators, other service providers and policymakers with a comprehensive data and analysis system, capable of tracking students from when they enter state early learning and related programs through higher education and into the workplace, from which to make informed decisions leading to educational improvement at all levels.
- This statewide ELC Longitudinal Data System will provide answers to questions that will enable educators, service providers and policymakers to evaluate the effectiveness of programs and to design and implement techniques and policies leading to the most effective teaching, learning and development.
- The design and operation of the statewide ELC Longitudinal Data System will adhere to all pertinent federal and state laws and policies, including, FERPA, HIPAA, American Recovery and Reinvestment Act, America Competes Act, Oklahoma's Educational Accountability Reform Act and all state laws that relate to data sharing in each of the three agencies, and all state laws that relate to student longitudinal data systems.

- The management of the Early Learning aspects of the statewide P-20 Longitudinal Data System as it relates to data linked across multiple agencies or is critical to the operation of the system overall will be coordinated by the participating state agencies through the ELC Data Governance Committee under the School Readiness Governance Committee as described in the Oklahoma ELC Governance Framework.
- They are familiar with the State's Race to the Top-Early Learning Challenge grant application, and are supportive of and committed to working on all applicable portions of the State Plan,
- They will collaborate to provide a Final Scope of Work if the State's application is funded within 90 days of receiving an RTT-ELC grant; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel consistent with the Preliminary Scope of Work and Budget;
- They will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR); and
- For the purpose of the Race to the Top Early Learning Challenge (ELC) grant project, the State Department of Education (OSDE) will serve as the lead agency.

In addition, each of the participating state agencies has the power and authority to execute and fulfill the terms of this MOU.

II. Roles and Responsibilities

- **RE Grant Implementation**: Together the participating agencies will implement the Longitudinal Data System as described in section (E)(2) of the Oklahoma's proposed Rate to the Top Early Learning Challenge grant application.
- **RE Sharing Data**: Each participating agency will retain sole ownership for its own data and its own data systems, and retains the right to establish agency-specific practices and policies for its data, including the agency-specific data and reports to share through the statewide ELC Longitudinal Data System. Decisions regarding agency-specific data are non-binding on other participating agencies.
- **RE Linking Data**: The participating agencies will jointly develop and adhere to common formats, protocols, and schedules necessary for linking data to establish the statewide ELC Longitudinal Data System defined in the Race to the Top Early Learning Challenge (ELC) grant

project and to provide answers to the policy and instructional questions referenced above. Decisions regarding the linking data are to be limited to only those data necessary to produce answers to question that span multiple agencies.

- **RE the P20 Education Portal**: The participating agencies will jointly contribute linked data and related analyses and reports to the state P20 Education Data portal. Any agency-specific contributions to the portal are non-binding on the other agencies, while the limited multi-agency data, analyses and reports will be developed collaboratively and will be binding.
- **RE Privacy**: The participating agencies accept joint responsibility for the privacy and confidentiality of any data that are linked in the statewide Longitudinal Data System or that are shared in order to create and maintain the system. The participating agencies will adhere to privacy and confidentiality policies developed jointly through the ELC Data Governance Committee.
- **RE Personnel**: The participating agencies will appoint personnel to serve on the ELC Data Governance Committee and the Data Stewards Committee and will provide personnel to support the creation of the ELC Longitudinal Data System.
- **RE The Lead Agency**: As lead agency for the purpose of the Race to the Top Early Learning Challenge (ELC) grant project, the State Department of Education (OSDE) will produce the project plans, status updates, interim reports, and products. The SDE will also manage the project budget and disburse funds to the supporting agencies as defined in the project proposal. Finally, the SDE will be responsible for cross-agency communication and coordination related to the statewide ELC Longitudinal Data System.

III. Issue Resolution

The authority to resolve all issues related to data sharing, data linking, the operation of the statewide Longitudinal Data System and the P20 Education Portal remains with the participating agencies themselves; therefore such issues will be resolved among the participating agencies. Issues that cannot be resolved by the agencies directly involved with the issue will be referred to the ELC Data Governance Committee. Issues that cannot be resolved by the P20 Data Governance Committee may be referred to the School Readiness Governance Committee for discussion.

IV. Term

This MOU will be effective upon winning an RTT-ELC grant and remain in effect through the term of the Race to the Top Early Learning Challenge (ELC) grant project. This MOU will be reviewed within 90 days to ensure that it reflects the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel committed to in the Final Scope of Work. Thereafter, the terms of this MOU may be reviewed and formally re-approved for additional one-year terms thereafter.

Any alteration to this MOU, including the addition of new participating agencies, requires the approval of these three participating agencies and the concurrence of the ELC Data Governance Committee. The participating agencies will notify the School Readiness Governance Committee of any alterations.

V. Signatures

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By: Terry Cline, Ph.D. 10-18-2011

TERRY CLINE — Date

Commissioner of Health

Oklahoma Department of Human Services

By: Howard H. Hendrick 10/18/2011

Howard H. Hendrick — Date

Director of the Oklahoma Department of Human Services

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By: Janet A. Barresi 10/18/11

JANET BARRESI — Date

State Superintendent of Public Instruction

Appendix 21

Oklahoma
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Revised 10/17/2011

Appendix 22

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(E)(2)

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Continued on back

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Continued on back

Appendix 23

Oklahoma
Data Roundtable Participants

Referenced:
(E)(2)

Data Roundtable Participants

Last Name	First Name	Organization
Baker	Kelly	Oklahoma State Department of Health
Baker	Marla	Oklahoma Department of Rehibilitation Services
Bartlett	Margretta	OU Center for Early Childhood Professional Development
Beasley	Will	Sooner Success
Belcher	Melinda	Smart Start Tulsa
Bellah	Bonnie	OICA
Blazer	Lesli	Oklahoma Department of Human Services
Boomer	Jan	Smart Start Bartlesville
Bottger	Ray	OK Dept of Mental Health & Substance Abuse Services
Bridenstine	Rita	Smart Start North Central Oklahoma
Brueggen	Marcia	OPSR Board Member
Byas	Janet	OHCA
Chlouber	Amy	OSDH Early Childhood Mental Health
Colburn	Carrie	Smart Start Muskogee
Cronemiller	Kathy	Child Care, Inc.
Crookedacre	Pam	Community Action Project of Tulsa County
Dedering	Amy	Oklahoma State Department of Health
Dooley	Suzanna	Oklahoma State Department of Health
Dunlap	Marny	Pediatrician / OPSR Board Chair
Dykstra	Stacy	Smart Start Central Oklahoma
Ewald	Mike	Oklahoma State Department of Health
Fain	Amy	Pilot Early Childhood Progarms
Fiesel	Chris	Oklahoma State Department of Health
Floyd	Kay	Head Start State Collaboration Office
Franks	Veronica	OKDHS Child Care
Grissom	Mary	OKDHS-CFSD
Halliburton	Amy	Oklahoma State University, College of Human Env. Sciences
Hanan	Holly	Oklahoma Department of Career and Technology Education
Hand	Laurie	Cherokee Nation
Harbison	Bob	OPSR Board Member
Harnden	Angela	
Ingram	Dan	Oklahoma Commission on Children and Youth
Jackson	Anthony	OKDHS-OCSS
Jacobi	Annette	Oklahoma State Department of Health
Koos	Paula	OCCRRA
Long	Ed	Oklahoma State Health Care Authority
Lewis	Leslie	OCSS
Makke	Stephanie	Child Care Resource and Referral
Marks	James	Oklahoma State Department of Health
Martin	Beth	Oklahoma State Department of Health
McMahan	Margie	Pre-school Teacher
McPherson	Gina	OSRHE
Means	Malana	Sunbeam Family Services
Michael	Nicole	Parent / Smart Start Canadian County Board Member
Mitchell	Jane	Success By 6-Smart Start Lawton
Monroe	Lisa	OU-Tulsa Early Childhood Education Institute

Last Name	First Name	Organization
Naifeh	Monique	OPSR Board Member / DSCW Chair
Owens	Michelle	Child Care Inc.
Patrick	Paul	Oklahoma State Department of Health
Patterson	Shelly	Oklahoma State Health Care Authority
Pettigrew	Dallas	Cherokee Nation
Potts	Pat	Potts Family Foundation
Ream	Debi	Oklahoma State Department of Human Services
Rhoades	Edd	Oklahoma State Department of Health
Rios	Shannon	Oklahoma Department of Human Services
Roberts	Christie	Smart Start Canadian County
Roewe	Barbara	WAVE
Rutherford	Sandie	Smart Start Kiamichi Country
Schlitter	Connie	Oklahoma Department of Human Services
Shinn	Paul	Community Action Project of Tulsa County
Shirley	Craig	OKDHS Child Care
Smiley	Heather	Smart Start Durant
Smith	Deborah	Smart Start Stephens County
Soto	Jill	OU Center for Early Childhood Professional Development
Sweet	Sara	OPSR Board Member
Sweet-Darter	Mary	University of Central Oklahoma
Tobey	Bridget	Smart Start Cherokee County
Vaz	Sharon	OSDH Screening and Special Services
vonBargen	Nancy	National Child Care Information Center
Wares	Dale	Oklahoma Department of Human Services
Weatherford	Jay	Little Dixie Community Action Agency
White	Amy	Family Services Division of OKDHS

Appendix 24

School Readiness Flow Chart

Referenced:
(E)(2)

School Readiness

Children and Families	
Child / Family characteristics	Child / Family participation
Demographics / age / income / SES of family	In what programs are children and family enrolled? What services are they receiving? (Including tribal)
Birthweight / APGAR score	
Prenatal Care	How many hours children are in each program? How much service received?
Current living arrangements	
Was the child adopted or in foster care?	
Was the child identified as needing special services?	Finding children who unsuccessfully attempted to enroll in a program; Whether or not children applied for a program but were found ineligible
Was the child referred for mental health needs / screened or received other social and emotional supports?	
Mobility information	Was the child involved in the welfare system?
	Enrollment in WIC Receiving free / reduced priced lunch

Providers and Personnel	
Education levels of providers	Requirements for continued education and on-going training
Impact of turnover rates	
Foreign language capability	Employee background checks
Socioeconomic background of personnel	

Program Quality	
Structural	Process
What programs are available? What services are provided? Availability and provision for preventive services	
Classroom ratio and Child Care group size	Type of curriculum – including fidelity of implementation
Cost of programs to parents and government	Service to children with
Percentage of children receiving subsidies	Program Evaluation – program quality and child outcomes

Appendix 25

The Oklahoma Early Learning Data Governance Framework

Referenced: (E)(2)

The Oklahoma Early Learning Data Governance Framework
DRAFT 10/08/2011
For consideration by the Partnership for School Readiness

A. Overview/Intro

1. The Oklahoma Early Learning Longitudinal Data System (ELLDS): The ELLDS is a student information system that will consist of a multi-agency Early Learning data repository (or set of repositories) that along with a publicly accessible P20 Education Data will be a component of the Oklahoma P20 Education Data System (OK-PEDS).

    a) The Early Learning data repository (or set of repositories) will house education-related data submitted by or drawn from each of the three Early Learning "data generating agencies."
        i. The three Early Learning "data generating agencies" include the Oklahoma State Department of Education, the Oklahoma State Department of Health and the Oklahoma Department of Human Services.

    b) The repository or repositories will provide a platform for linking data across the data generating agencies necessary to answer the questions posed by the Oklahoma Partnership for School Readiness that any one agency alone would be unable to answer.

    c) Each data generating agency is responsible for and maintains its own data – including its source systems, governance and data collections.

    d) Each data generating agency also agrees to collaborate together to establish and maintain common data definitions – and meet other requirements – necessary to link data across agencies in keeping with the common Early Learning memorandum of understanding signed by the data generating agencies (see attached).

    e) The Oklahoma Partnership for School Readiness will oversee the multi-agency aspects of the ELLDS and this oversight will include determining the location of the system and naming the agency responsible for its operation and maintenance.

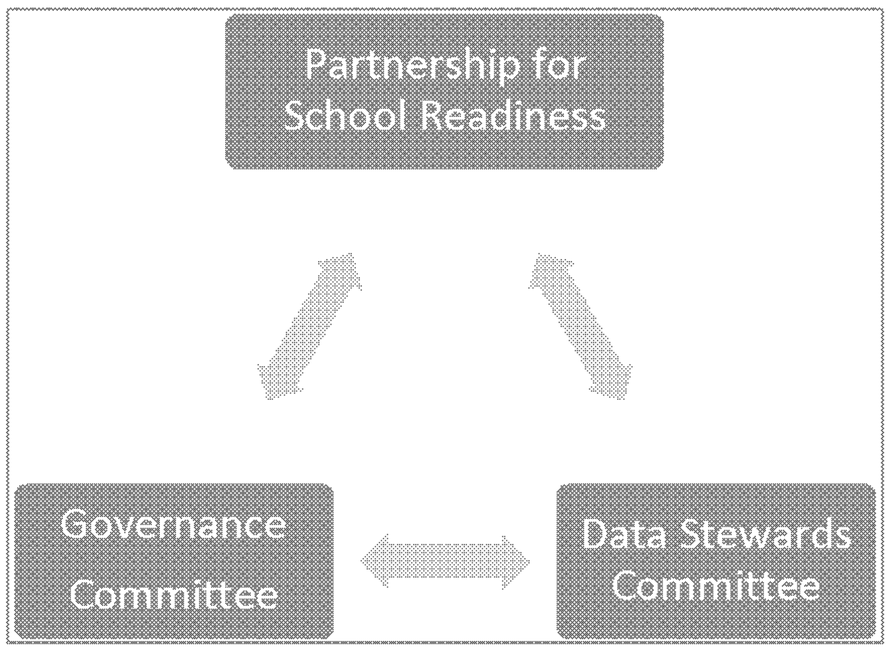
2. The Oklahoma Partnership for School Readiness and the Governance Framework: Under the authority of [add enacting legislation], the Partnership for School Readiness with vote to approve this Early Learning Governance Framework and in doing so will establish the Early Learning Data Governance and Data Stewards Committees.

    a) This Data Governance Framework describes the Early Learning Data Governance and Data Stewards Committees, and how they will operate under the authority of the Partnership for School Readiness and the data generating agencies.

b) Data Governance consists of the "individuals and process with responsibility for establishing and enforcing policies and guidance involving data."

B. The Early Learning Data Governance Model

1. The three components of the Early Learning Data Governance Model include the Coordinating Council, the Governance Committee and the Data Stewards Committee. **The Early Learning Data Governance Model**:



2. <u>The Early Learning Data Coordinating Council</u> is established by [add enacting legislation].

   a) MISSION: The Oklahoma Partnership for School Readiness (the "Partnership") is to provide direction and leadership to the early Learning data governance structure. While a low level of time commitment is required, a high level of personal engagement and organizational authority is required from this level.

   b) SCOPE AND RESPONSIBILITY: The Partnership is responsible for the cross-agency linkages within the ELLDS. To establish such Early Learning linkages and maintain the ELLDS, the Partnership will

      i. VISION: provide policy vision and direction for the Early Learning Data Governance and Data Stewards Committees, as well as for any ad hoc work groups.
      ii. EXECUTIVE FUNCTION: address issues and act on recommendations that escalate from the Early Learning Data Governance and Data Stewards Committees.
      iii. COMMUNICATIONS & OUTREACH: advocate on behalf of the ELLDS to key stakeholders, including the legislature.
      iv. AD HOC WORK GROUPS: establish ad hoc to address specific issues, establishing the work group's mission, scope & responsibilities, goals & outcomes, membership, reporting procedures, and timeline/deadlines.

   c) MEMBERSHIP: established by [add enacting legislation]

   d) DECISION-MAKING PROCESS: established by [add enacting legislation]

   e) MEETING REGULARITY: established by [add enacting legislation]

3. <u>The Early Learning Data Governance Committee</u>

a) MISSION: The Early Learning Data Governance Committee is to establish policies and provide guidance related to the management of the ELLDS consistent with the vision and direction of the Oklahoma Partnership for School Readiness.

b) SCOPE AND RESPONSIBILITY: The scope of responsibilities for the Governance Committee includes policy oversight of all data linked in the ELLDS. The Governance Committee will

i. LEGAL: Ensure adherence to any applicable federal and state statutes and regulations.
ii. PROTECTION: Develop policies that protect privacy and confidentiality.
iii. ACCESS & USE: Develop and document access and use policies for all categories of end-users.
iv. END-USER NEEDS: Design mechanisms for identifying needs and expectations of the various stakeholders.
v. RESEARCH REQUESTS: Develop and document policies for responding data requests from researchers (et al), including guidelines for permissible research using the integrated data system.
vi. PRIORITIES: Prioritize and provide project management for major Early Learning data system projects (need to define cost level that requires such oversight) for the Data Stewards Committee.
vii. REPORTING & COORDINATION: Raise appropriate issues and make recommendations to the Partnership, as well as coordinate activities with the Date Stewards Committee (including providing oversight for major projects).
viii. ENFORCEMENT: Ensure that all governance policies are followed. This will include developing mechanisms to ensure responsiveness from agencies in providing data and analyses.
ix. TRANSPARENCY: Post online all policies and other documentation on a timely basis in order to keep stakeholders informed.

c) MEMBERSHIP:
i. By Executive Order ###, the governor has appointed the Secretary of Education as the chair the Governance Committee.
ii. The voting members of the committee will include one designee of each of the three data generating agencies and of the Office of State Finance.
iii. Additional consulting members may be appointed by a majority vote of the Oklahoma Partnership for School Readiness.

d) DECISION-MAKING PROCESS:
i. Each member will have one vote.
ii. Decisions will be made by a majority vote.
iii. Decisions that fall out-of-scope of the Governance Committee will be escalated to the Partnership.

iv. Should any voting member of the Governance Committee not be able to attend and/or participate in a vote, that member may designate a standing proxy by notifying the Committee Chair.

e) MEETING REGULARITY: The Governance Committee will meet at least twice between the quarterly meetings of the Coordinating Council. Additional meetings may be called at the discretion of the committee members.

4. <u>The Data Stewards Committee</u>

a) MISSION: The Data Stewards Committee is to define the necessary requirements to link the data from the generating agencies necessary to answer the policy questions developed by the Governance Committee and to manage ELLDS consistent with the vision and direction of the Oklahoma Partnership for School Readiness.

b) SCOPE AND RESPONSIBILITY: The scope of responsibilities for the Data Stewards Committee includes all data linked in the ELLDS. The Data Stewards Committee will

i. LEGAL: Ensure adherence to any applicable federal and state statutes and regulations.
ii. PROTECTION: Implement policies that protect privacy and confidentiality.
iii. SOURCE DATA: Identify the data from the data generating agency source systems that will be necessary to link in order to answer the Early Learning policy questions.
iv. COMMON DATA DEFINITIONS: develop and document common data standards needed to link data -- including definition, format, source, provenance, element level and contextual integrity rules – and maintain/monitor these common data definitions.
v. TECHNICAL SPECIFICATIONS: develop and document the technical specifications for the integration/linking of data, as well as for the portal(s) necessary for external stakeholders to search and access data, analyses and reports.
vi. DATA LINKS: evaluate data links and determine ways to improve or otherwise enhance the linking process and results.
vii. SUPPORT ELLDS: Implement analysis and business management tools for the system – including the use of metadata for system evaluation – and develop project management procedures to oversee system upgrades and enhancements.
viii. MONITOR FEDERAL AND NATIONAL DATA DEVELOPMENTS: Monitor federal and national efforts to develop or revise data standards, as well as seek opportunities to coordinate with other states in order to facilitate Early Learning, intra-state and inter-state data sharing.
ix. REPORTING & COORDINATION: Raise appropriate issues and make recommendations to the Oklahoma Partnership for School Readiness, as

well as coordinate activities with the Governance Committee (including with regard to oversight for major projects).

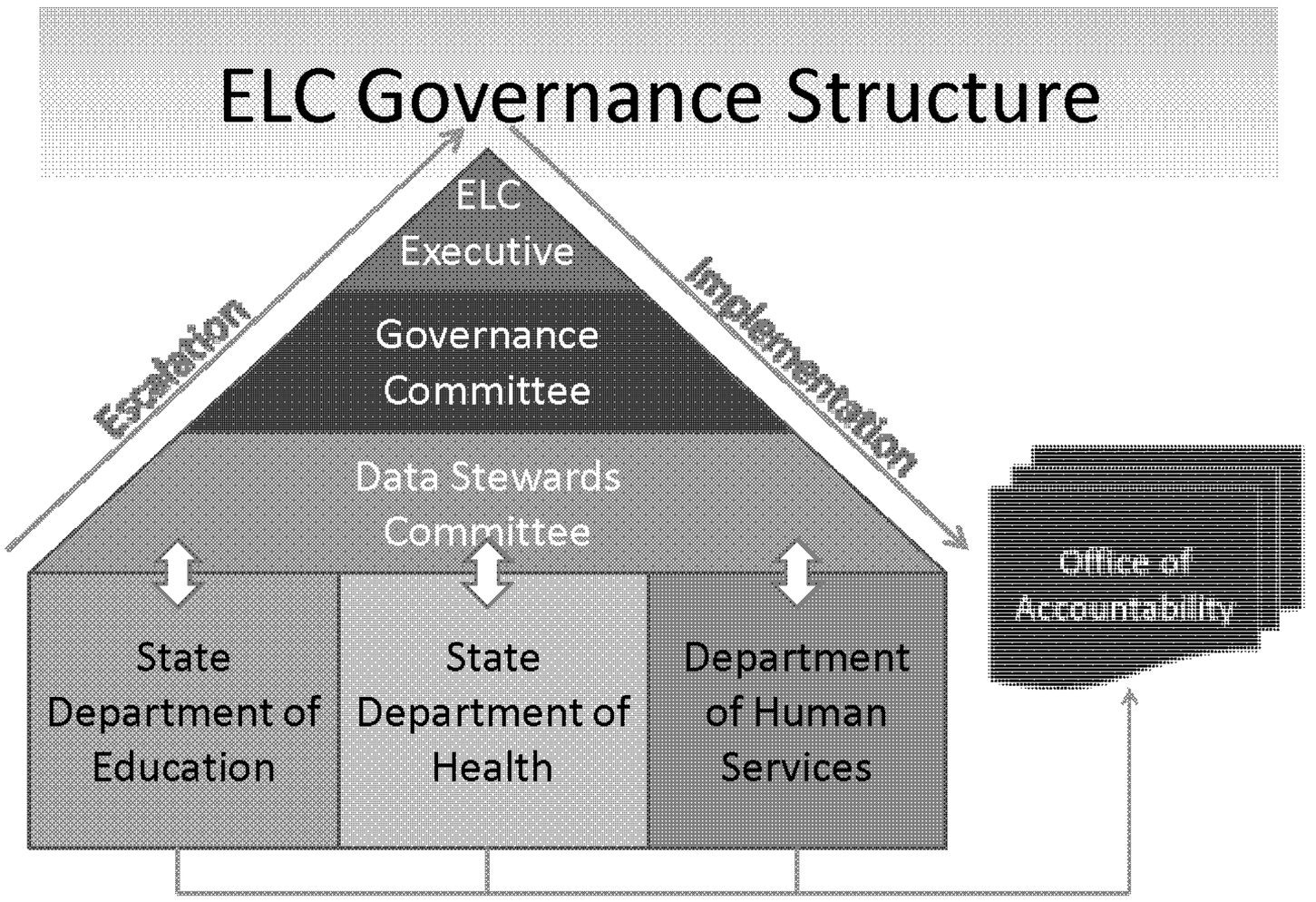
c) MEMBERSHIP:
   i. The chair of the Data Stewards Committee will rotate among the members.
   ii. The members of the committee will include the designees of the three data generating agencies, as well as the Education [Data] Director from the Office of State Finance.
   iii. Additional members may be appointed by a majority vote of the Oklahoma Partnership for School Readiness.

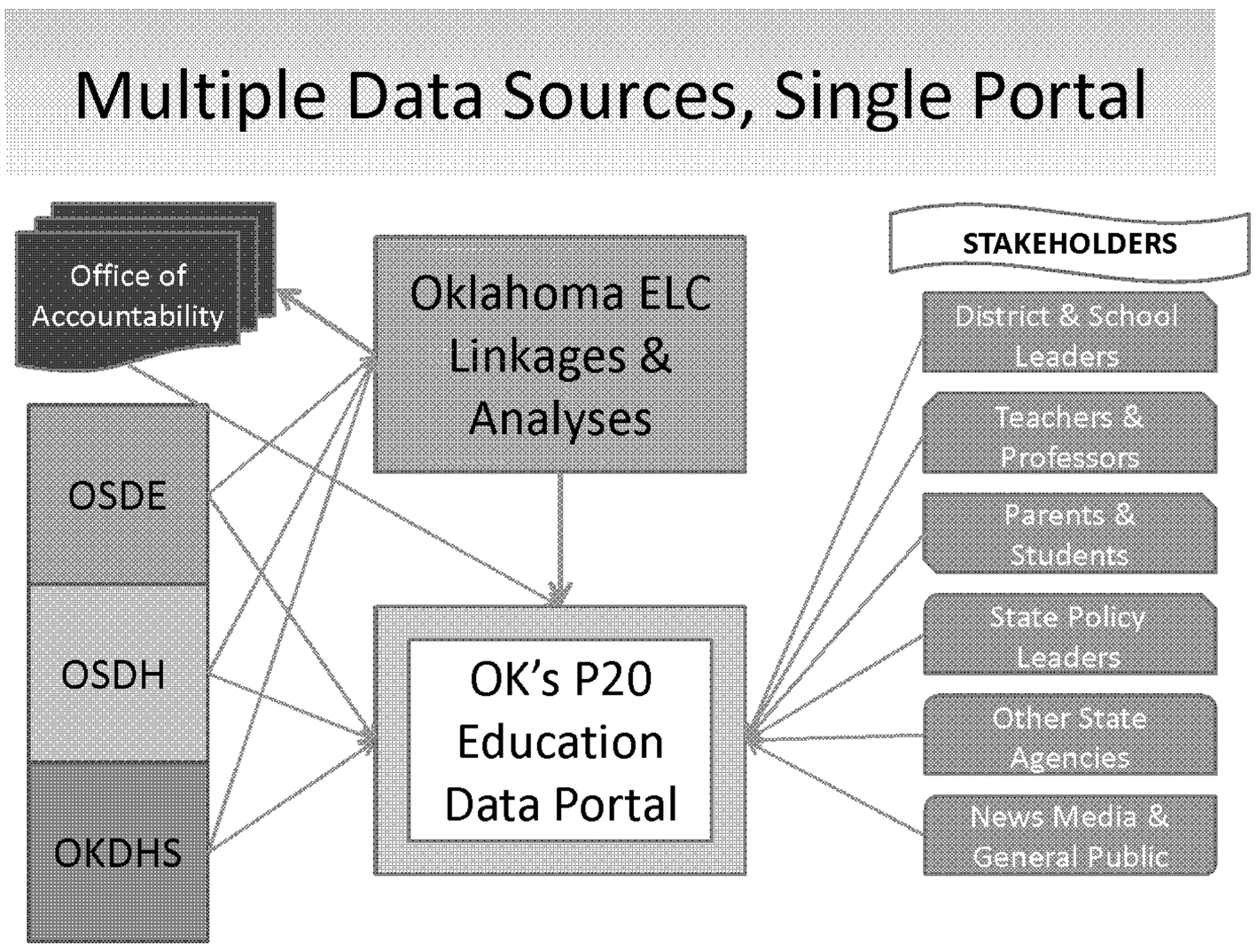
d) DECISION-MAKING PROCESS:
   i. Each member will have one vote.
   ii. Decisions will be made by a majority vote.
   iii. Decisions that fall out-of-scope of the Governance Committee will be escalated to the Partnership.
   iv. Should any voting member of the Governance Committee not be able to attend and/or participate in a vote, that member may designate a standing proxy by notifying the Committee Chair.

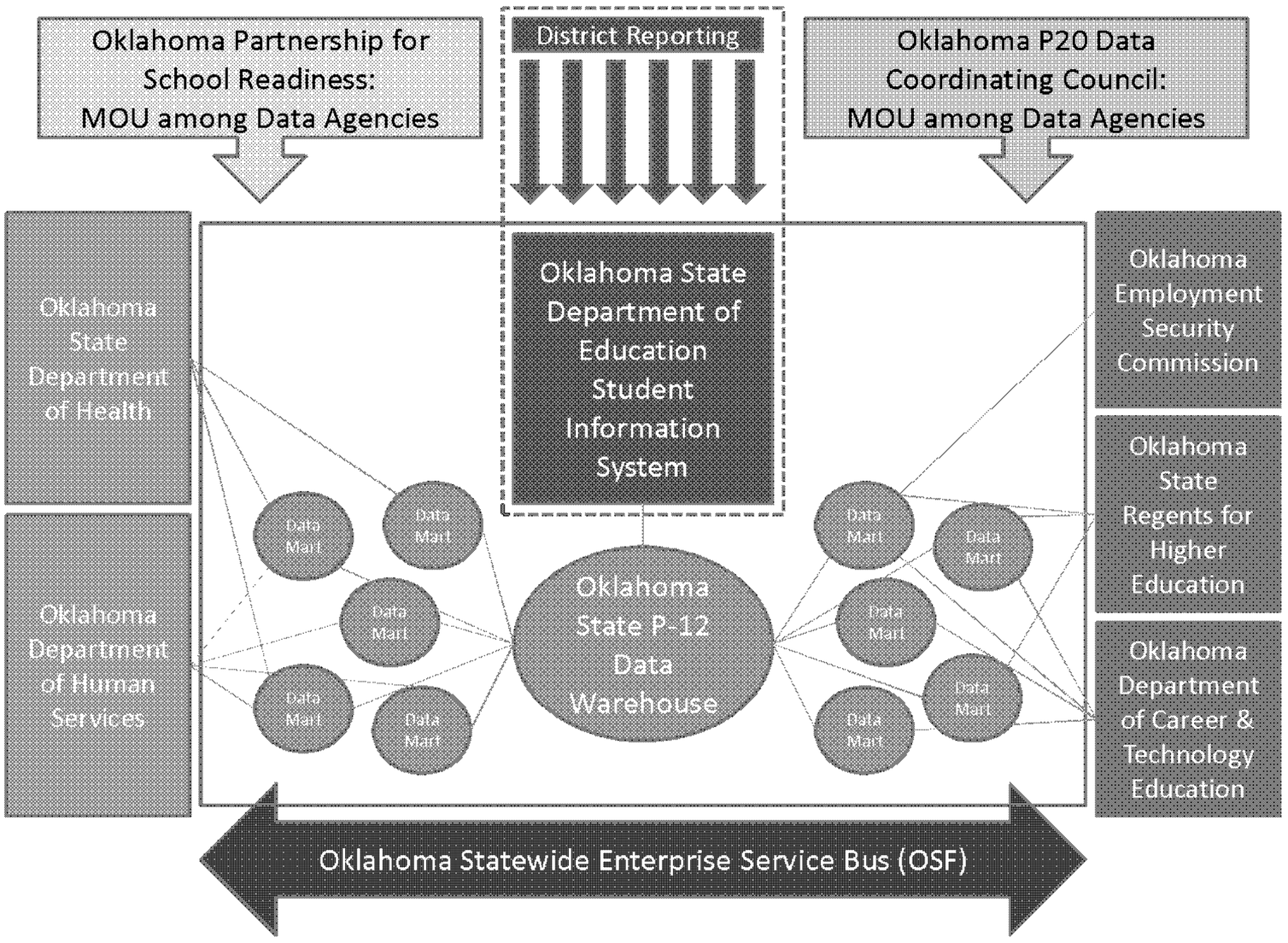
e) MEETING REGULARITY: The Data Stewards Committee will meet at least twice between the quarterly meetings of the Coordinating Council. Additional meetings may be called at the discretion of the committee members.

5. **Additional Ad Hoc Work Groups**: Examples of the additional ad hoc work groups (named by the Oklahoma Partnership for School Readiness) will include one to address research and another communications.

APPENDIX 1:


ELC Governance Structure
ELC Executive
Governance Committee
Data Stewards Committee
Escalation
Implementation
State Department of Education
State Department of Health
Department of Human Services
Office of Accountability


Multiple Data Sources, Single Portal
Office of Accountability
OSDE
OSDH
OKDHS
Oklahoma ELC Linkages & Analyses
OK's P20 Education Data Portal
STAKEHOLDERS
District & School Leaders
Teachers & Professors
Parents & Students
State Policy Leaders
Other State Agencies
News Media & General Public


Oklahoma Partnership for School Readiness: MOU among Data Agencies
District Reporting
Oklahoma P20 Data Coordinating Council: MOU among Data Agencies
Oklahoma State Department of Health
Oklahoma Department of Human Services
Oklahoma State Department of Education Student Information System
Oklahoma State P-12 Data Warehouse
Data Mart
Data Mart
Data Mart
Data Mart
Data Mart
Data Mart
Data Mart
Data Mart
Oklahoma Employment Security Commission
Oklahoma State Regents for Higher Education
Oklahoma Department of Career & Technology Education
Oklahoma Statewide Enterprise Service Bus (OSF)

Appendix 26

Licensing Requirements for Child Care Centers

Referenced: (P)(1)

LICENSING REQUIREMENTS

FOR

CHILD CARE CENTERS

(b)(6)

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

Oklahoma Child Care Services

Effective Date: 7/01/10

FOREWORD

Licensing requirements govern child care facilities in the State of Oklahoma. These rules are minimum requirements for the care and protection of children in care outside their own homes. They were developed by individuals from various professions with expertise in child care, including private providers; the Child Care Advisory Committee; and from input solicited from other providers and the public. The requirements were approved by the Commission for Human Services and the Governor of the State of Oklahoma pursuant to the Oklahoma Administrative Procedures Act.

It is the Oklahoma Department of Human Services' (OKDHS) intent that licensing requirements are clear, reasonable, fair and enforceable. In the interest of serving the public, comments are welcomed and will be considered for future revisions or development of new requirements. Please complete the form below and send it to:

Oklahoma Department of Human Services
Oklahoma Child Care Services
P.O. Box 25352
Oklahoma City, OK 73125

COMMENTS REGARDING LICENSING REQUIREMENTS

☐ Licensing Requirements for: _____

☐ Reference: *(Please give the cite and topic of the specific requirement to which you are referring, such as Section 2, re. Definitions.)*

- Section _____ re: _____
- Section _____ re: _____

☐ Recommendation:

_____

_____

_____

☐ Because:

_____

_____

_____

_____ _____

Your Name Date

Return address: *Oklahoma Department of Human Services*
Oklahoma Child Care Services
P.O. Box 25352
Oklahoma City, OK 73125

REQUIREMENTS FOR CHILD CARE CENTERS
(340:110-3-1 THROUGH 340:110-3-33.2)

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PART 1. REQUIREMENTS FOR CHILD CARE CENTERS

Section 1. Purpose

The declared purpose and policy of the Oklahoma Child Care Facilities Licensing Act [10 O.S. § 401 et seq.] is to ensure maintenance of minimum standards for the care and protection of children away from their own homes, encourage and assist the child care facility toward maximum standards, and to work for the development of sufficient and adequate services for child care.

Section 2. Definitions

The following definitions apply unless the context clearly indicates otherwise.

"**Assistant teacher**" means a staff person who works under the on-site supervision of a qualified teacher or director.

"**Auxiliary personnel**" means cooks, building custodians, or other individuals who provide support services to the facility.

"**Auxiliary spaces**" means areas that are not used for children's care or play.

"**Certified Childcare Professional (CCP) credential**" means a national credential awarded to an individual who has educational and experiential activities that promote skill development in professional ability areas.

"**Child care center**" means a facility that provides care for children and operates more than 30 hours per week.

"Child Care Restricted Registry" or "Restricted Registry" or "Joshua's List" means a registry for registrants who are prohibited from being licensed, working or residing in child care facilities as defined in Section 405.3 of Title 10 of Oklahoma Statutes.

"**Child Development Associate (CDA) Credential**" means a national credential awarded to an individual who has successfully completed a CDA assessment by demonstrating competence in 13 functional areas.

"**Child passenger restraint system**" means an infant or child passenger restraint system, for example, a car seat, that meets the federal standards for crash-tested restraint systems as set by the United States Department of Transportation.

"**Child with disabilities**" means a child who has a physical or mental impairment and/or emotional disturbance that results in substantial limitations in areas such as self-care, language, learning, mobility, or self-direction.

"**Day camp**" means a program that serves only school-age children and operates during regular school vacations for no more than 12 hours per day.

"**Department**" means OKDHS .

"Drop-in program" means a child care program that provides care for children on an occasional basis where no child attends more than six hours per day for a maximum of 24 hours a week with an allowance for six extra hours per child three times per year.

"**Fall zone**" means the surface under and around a piece of equipment onto which a child falling from or exiting from the equipment would be expected to land.

"**Infant**" means a child from birth up to 12 months of age.

"**Infection control**" means the policies, procedures, and techniques used to control and prevent the spread of infection, for example, hand-washing, sanitizing, personal

hygiene, diapering and toileting, appropriate handling and disposal of soiled or contaminated items, sick child exclusion policies, and immunization policies.

"**Limited food service**" means the preparation or serving of only non-potentially hazardous foods for immediate consumption using single-service articles.

"**Master teacher**" means a staff person who supports other teaching staff with responsibilities such as program development, weekly lesson plans, use of space and equipment, interactions with parents, and program evaluation.

"Non-registrant" means an individual that is not recorded on the Child Care Restricted Registry.

"**Parent**" means a child's father, mother, or other person who has legal custody or guardianship of the child.

"**Permanent substitute**" means a substitute teacher who has worked more than 40 hours at the child care center.

"**Potentially hazardous foods**" means any food that contains milk or milk products, eggs, meat, poultry, fish, shellfish, crustacean or other ingredients in a form capable of supporting rapid and progressive growth of harmful microorganisms.

"**Preschool child**" means a child age three to five years who has not entered kindergarten.

"Registrant" means an individual that is recorded on the Child Care Restricted Registry.

"**School-age child**" means a child who is at least five years of age and who is attending or has completed kindergarten.

"**Supervision of children**" means the function of observing, overseeing, and guiding a child or group of children. This includes awareness of and responsibility for the ongoing activity of each child and being near enough to intervene if needed. It requires physical presence, knowledge of activity requirements and children's needs, and accountability for their care.

"**Teen aide**" means a 13- to 15-year-old who works under the direct supervision of a master teacher and is not considered in the staff-child ratio as a staff or as a child.

"**Temporary substitute**" means a substitute teacher who has worked 40 hours or less at the child care center.

"**Toddler**" means a child who is 12 months to 24 months of age.

"**Tribal country land**" means land that is tribally owned, considered trust or restricted land, and some dependent Indian communities over which the tribe has exclusive jurisdiction.

"**Unitary materials**" means rubber mats or a combination of rubber like materials held in place by a binder, glue, that may be poured in place at the playground site and when cured forms a unitary shock absorbing surface.

"**Unsupervised access**" means a person being present with children without a staff member being present.

"**Volunteer**" means a person who provides services to the center without cost or compensation.

Section 3. Necessity and issuance of license

(a) In accordance with Section 401 of Title 10 of the Oklahoma Statutes, no child care facility may be operated or maintained after June 30, 1964, unless licensed by the Oklahoma Department of Human Services .

(b) Child care facilities that are required to be licensed by OKDHS do not include programs that operate:

(1) 15 hours or less per week;

(2) during typical school hours by a public or private school serving children three years of age and older that offers elementary education from kindergarten through third grade; or

(3) on tribal country land or federal property.

(c) An application for a license is made on forms provided by OKDHS in the manner prescribed.

(d) Pursuant to the Oklahoma Child Care Facilities Licensing Act [10 O.S. § 401 et seq.], persons identified as a registrant on the Child Care Restricted Registry are prohibited from:

(1) licensure as a child care facility;

(2) employment in a child care facility; and/or

(3) residing in a child care facility.

(e) An unlicensed child care center may not advertise as licensed.

(f) Children are not accepted into care until permission is obtained from OKDHS.

(g) No other activity or business unrelated to child care is permitted in the child care center during the time child care is provided. A business located in the same building as the center is required to have its own entrance, bathrooms, and proper fire rated separation.

(h) OKDHS may deny an application or revoke a license if a licensee violates any provisions of the Oklahoma Child Care Facilities Licensing Act. (See Supplement I) [10 O.S. § 401 et seq.] No application is denied or license revoked unless the license holder is given 30-day notice in writing of the grounds for the proposed revocation or denial. If the revocation or denial is protested within 30 days of receipt of the written notice, a hearing is conducted.

(i) When OKDHS denies or revokes a child care center's license, the responsible entity, cannot make application for a new child care facility license within Oklahoma for five years following notification to the responsible entity of the license revocation or denial and during an appeal process.

Section 5. Organization

(a) **Responsible agent.** A child care center is operated by a public or private organization or an individual.

(1) A public child care center is created and exists by an act of the state, county, city, or other political subdivision and operated under the control of a governmental agency.

(2) A not-for-profit center facility operates under a governing board responsible for developing policies and establishing and maintaining a sound financial structure.

(3) A proprietary child care center's owner is responsible for the policy and financial structure of the child care center.

(b) **Purpose.** A statement defining the purpose or function of the child care center is filed with OKDHS and includes:

(1) ages of children accepted;

(2) hours of operation; and

(3) type of care and services offered.

(c) **Notifications**

(1) The items posted in a prominent place where staff, parents, and others may view them are the:

(A) center's license, permit, or notice of denial or revocation of license;

(B) name of the person responsible for the center during the director's absence;

(C) notice of the requirement to report suspected child abuse and neglect;

(D) notice prohibiting smoking anywhere in the facility while children are in care;

(E) emergency procedure;

(F) weekly menu of all food provided by the center; and

(G) evacuation plan.

(2) The items accessible in a place where staff, parents, and others may easily view them are:

(A) the daily program schedule;

(B) record of dates when fire and tornado drills were conducted, per Section 11 (c)(2);

(C) a time schedule for use of outdoor play space if the center is licensed for 24 or more children and has outdoor play space of less than 75 square feet per child, per Section 11(d)(2); and

(D) a certificate of One Star Plus, Two Star, or Three Star status, if applicable.

(3) Form 07LC093E, Insurance Exception Notification, if applicable per Section 5.1(c), is posted in clear view of the main entrance to the facility.

(4) A notice of staff-child ratios and group size is posted in every room where children are in care.

(5) In accordance with Section 7102 of Title 10 of the Oklahoma Statutes, any person who has reason to believe a child has been abused or neglected is required to report the matter promptly to the statewide toll-free Child Abuse Hot Line, 1-800-522-3511 (See Supplement II). It is a misdemeanor for any person to fail to report.

(6) The center is required to notify the OKDHS Oklahoma Child Care Services Licensing Services (Licensing) on the next working day of:

(A) a temporary, unscheduled, or permanent closing of the center;

(B) a change in the director;

(C) changes in liability insurance coverage;

(D) any damage to the facility that affects the amount of usable square footage or compliance with any requirement;

(E) legal action against a center or staff person that involves or affects a child in care or the operation of the center;

(F) any known criminal charges or child abuse investigations involving staff that are pending or have had a disposition;

(G) an accident involving transportation unless there were no injuries and only minor damage to the vehicles;
(H) any injury to a child requiring emergency medical attention; and
(I) the death of a child that occurred while the child was in care.

(7) The center is required to notify Licensing at least 30 days prior to:
(A) a change in ownership or sponsorship;
(B) a change in name of the center;
(C) any change or alteration to the physical facility that affects the amount of usable square footage or compliance with any requirements;
(D) the anticipated closing or relocation of the child care center; and
(E) a proposed change in the licensed capacity.

(d) **Public access to records - Compliance Posting.**

(1) Items posted within clear view of the main entrance are:
(A) OKDHS provided Notice to Parents; and
(B) Form 04CP004E, Child Welfare Investigative Summary Notification to Oklahoma Child Care Services, with confirmed or substantiated findings, for 120 days from the completion of the investigation.

(2) The granted waiver notification for individuals who have criminal histories as defined in Section 7.1(c) are posted in a prominent place for as long as they are employed or living in the facility.

(e) **Compliance file.** A compliance file accessible to staff, parents, and others shall contain:

(1) the most recent child care licensing monitoring report provided by the licensing specialist;

(2) the following documents issued by Licensing within the last 120 days:
(A) child care licensing monitoring reports and licensing correspondence;
(B) Form 07LC037E, Notice to Comply;
(C) licensing complaints; and
(D) Form 04CP004E, Child Welfare Investigative Summary Notification to Oklahoma Child Care Services, with findings of unconfirmed or unsubstantiated to include findings of services not needed, ruled out, or services recommended; and

(3) Form 04CP004E, with findings of confirmed or substantiated, for one year from the completion of the investigation.

(f) **Effect of change in ownership or location on license.** When a center changes ownership or location:

(1) the license is not transferable and is returned to OKDHS; and

(2) the center is required to meet current licensing requirements.

Section 5.1. Policy and procedure

(a) **Content.** A written statement of the child care center's policy and procedure is available to staff and parents and includes, but is not limited to the:

(1) ages of children accepted;

(2) days and hours of operation including the holidays the program is closed;

(3) location and accessibility of the licensing compliance file;

(4) procedure for:
(A) receiving and releasing a child from the center, including a method of verifying the identity of a caller or person who picks up a child and prompt notification of parents when a child does not arrive as scheduled;
(B) handling illnesses and injuries, including procedures when away from the child care center;
(C) storing and administering children's medicines;
(D) notifying parents of field trips; and
(E) transportation of children;
(5) mandatory reporting of child abuse; and
(6) discipline policy.

(b) **Personnel policy.** When there are more than four staff persons, the child care center is required to provide written personnel policy to staff that includes:
(1) essential job functions, qualifications, and lines of authority; and
(2) staff performance evaluation and termination procedure.

(c) **Insurance.** A child care facility shall maintain liability insurance in accordance with Section 404.3 of Title 10 of the Oklahoma Statutes.
(1) When liability insurance is maintained, Form 07LC092E, Insurance Verification, that includes a certificate of insurance obtained from the insurance agent is completed annually, maintained at the facility, and made available to licensing.
(2) When liability insurance is not maintained, or the facility reports they are self-insured, Form 07LC093E, Insurance Exception Notification, is posted at the facility.

Section 6. Records

(a) **Center records.** OKDHS staff have access to all records and reports addressed in this Section.

(b) **Children's records.** Records are obtained at the time of admission for each child in care, including teen aides, regardless of the length of time the child is in care.
(1) Children's records are kept at the center, available to staff during all hours of child care, and are kept current.
(2) Identification and health records are collected and maintained on file at the child care center via forms provided by OKDHS or on other forms that contain:
(A) the child's name, date of birth, name of parent(s), home address, parent(s)' places of employment, and telephone numbers;
(B) the name and telephone number of a responsible person to contact in an emergency if the parent(s) cannot be located promptly;
(C) permission of the parent authorizing the center to transport the child for emergency medical care;
(D) name of the person(s) permitted to pick up the child;
(E) health information; The center is prohibited from obtaining information or health records from the parent solely for the purpose of screening out or denying care to a child with particular types of disabilities;
(F) routine care, including instructions for eating, sleeping, toileting, or diapering;
(G) individual special needs to the extent voluntarily disclosed by the parent, including:

(i) behavior and guidance;
(ii) communication; and
(iii) positioning;

(H) parental permission, if given, to consult with appropriate health and child development professionals;

(I) individual medical emergency plan;

(J) current immunization record;

(K) name, address, and telephone number of a physician to call in an emergency;

(L) date of acceptance and withdrawal from the child care center; and

(M) medication and transportation permission, if applicable.

(3) The center is required to maintain readily available attendance records including child's arrival time and departure time for a minimum of 120 days.

(c) **Teen aide records.** In addition to the required records for teen aides listed in Section 6(b), a written agreement signed by the parent or guardian of the teen aide must be maintained on file at the facility. The agreement includes:

(1) the duties and responsibilities of the teen aide;

(2) the name of the master teacher responsible for supervising the teen aide; and

(3) the written consent of the parent or guardian for the child to work as a teen aide.

(d) **Staff records.** Records on all employees including substitutes are completed and maintained at the facility or made available to Licensing. Staff records include:

(1) staff information forms provided by OKDHS that are submitted to Licensing within two weeks of employment and include:

(A) name, birth date, address, telephone number, and Social Security number;

(B) education;

(C) references, including previous employers if any, and the name, address, telephone number, and dates of employment; and

(D) a statement regarding criminal history;

(2) criminal history investigations with records maintained in a confidential manner and not made a part of the individual's personnel records pursuant to Section 404.1 of Title 10 of the Oklahoma Statutes (also see Section 7.1(b));

(3) a report of an examination by a licensed physician or mental health professional when there is concern about an employee's ability to perform normal duties because of a possible physical, mental, or emotional problem;

(4) documentation of orientation and training;

(5) attendance records for each staff person and substitute staff that reflect days and hours worked and that are maintained for 120 days.

(6) documentation of request and/or results of a criminal history review; and

(7) documentation that the individual is a non-registrant on the Child Care Restricted Registry; and

(8) when applicable, a criminal history investigation from the previous state(s) of residence if the individual has resided in Oklahoma less than three years.

Section 7.1. Requirements for child care center employees

(a) **General.** All employees are required to be of good character and possess adequate education, training, and experience to provide them with the skills to perform the essential functions of the job with or without reasonable accommodation. Each employee:

(1) provides annual documentation that he or she meets the health and training requirements contained in Section 7.1 (h)(3);

(2) demonstrates the ability to perform essential job functions;

(3) recognizes and acts to correct hazards to physical safety, both indoors and outdoors;

(4) works with children without recourse to physical punishment, mistreatment, or child abuse; and

(5) demonstrates good judgment as evidenced by prudent and responsible behavior that reasonably ensures the health and safety of children in care.

(b) **Criminal history investigations.**

(1) **Owner or director responsibility.** The center's owner or director submits to the licensing records office:

(A) documentation of a search conducted within the last 30 days of the Child Care Restricted Registry;

(B) a completed criminal history investigation conducted within the last 12 months including dispositions on all charges; and

(C) a criminal history review request on a form provided by licensing requesting an Oklahoma State Courts Network (OSCN) search for:

(i) any person making application to establish or operate a child care center;

(ii) each applicant prior to employment, including all caregivers, substitutes, auxiliary staff, and any other person employed by the child care facility or program;

(iii) adults, including providers' spouses or adult children, who live in the child care facility; and

(iv) persons age 18 years or older prior to their residence in the facility; and

(D) obtains a completed criminal history investigation for persons who have unsupervised access to children, such as lab students, Work Experience Program (WEP) workers, volunteers, contracted staff, or custodians.

(2) **Exceptions.** Criminal history investigations are not required for:

(A) staff who move to a new center operated by the same organization;

(B) contracted staff who provide transportation, lessons, or other services if facility staff are present with children at all times;

(C) parent volunteers who transport children on an irregular basis; and

(D) providers' children who become adults, age 18, during continuous residence at the licensed facility.

(3) **Authorized agencies.** Criminal history investigations are acceptable only when conducted by the:

(A) Oklahoma State Bureau of Investigation (OSBI); and

(B) authorized agency in the previous state(s) of residence if the individual has resided in Oklahoma less than three years.

(4) **Sex Offender Registry.** The OSBI report must include a search of Oklahoma Department of Corrections files maintained by the OSBI pursuant to the Sex Offender Registration Act.

(5) **Verification of records search.**

(A) **Prior to issuance of initial permit or change of ownership.** The facility must receive criminal history review results from the OCCS licensing records office for all employees and/or any persons age 18 years or older who live in the facility.

(B) **Existing facilities**. The facility must submit a criminal history review request on a form provided by OKDHS to the OCCS licensing records office for all employees prior to employment and prior to any persons age 18 years or older being allowed to live in the facility. This request for review must be maintained on file at the facility while awaiting the results.

(c) **Restrictions.**

(1) The child care center is restricted from knowingly employing a person who:

(A) has pending charges, unless waived by OCCS, has entered a plea of guilty or nolo contendere (no contest), or been convicted of:

(i) any criminal activity involving violence against a person;

(ii) child abuse or neglect;

(iii) possession, sale, or distribution of illegal drugs;

(iv) sexual misconduct; or

(v) an act of gross irresponsibility or disregard for the safety of others or a pattern of criminal activity; or

(B) is required to register pursuant to the Sex Offender Registration Act or any person required to register under the Mary Rippy Violent Crime Offenders Registration Act.

(2) The child care center is restricted from knowingly employing or allowing a registrant to reside in the facility.

(3) The center director may request a waiver from the restrictions in (c)(1)(A) of this Section.

(A) The waiver request is made in writing to OKDHS and considered by the waiver review committee.

(B) The person for whom the waiver is requested cannot be employed until a decision has been made.

(4) A waiver may not be granted to any person:

(A) convicted of a sex offense pursuant to the Sex Offender Registration Act;

(B) required to register under the Mary Rippy Violent Crime Offenders Registration Act; or

(C) identified as a registrant on the Child Care Restricted Registry.

(5) Any person whose health or behavior could endanger the health, safety, or well-being of children is prohibited from the child care center premises and contact with children in care.

(6) An employee under the effects of alcohol, illegal drugs, or medication that impairs functioning is prohibited from providing child care services.

(d) **Child abuse.**

(1) Any caregiver who has reason to believe that a child has been abused is required to promptly contact the statewide toll-free Child Abuse Hot Line, 1-800-522-3511. (See Supplement II)

(2) Staff are required to cooperate fully in the investigation of any allegation.

(e) **Health.**

(1) **Tuberculosis testing.** The need for tuberculin skin testing of employees is based upon a local identified tuberculosis exposure, the degree of risk of transmission of latent tuberculosis infection, the impact to public health and safety, and the specific recommendations of the Oklahoma State Department of Health.

(2) **Impairment of job performance.** OCCS, Licensing Services may require a report of a physical or psychological examination by a licensed physician or mental health professional if it is reported or observed that an employee has a physical, mental, or emotional condition that impairs the employee's ability to perform assigned job responsibilities.

(f) **Employee qualifications.**

(1) **Director qualifications.** Effective January 1, 2005, all directors of child care centers are required to be at least 21 years of age and have obtained and maintain the Bronze level, in accordance with Appendix L-2, Oklahoma Director's Credential.

(2) **Master teacher qualifications.** Effective January 1, 2005, all master teachers are required to:

(A) be at least 18 years of age and have obtained the qualifications at Level III or higher of Appendix L-3, Professional Development Ladder, or

(B) in a program where the majority of children are school-age, the master teacher may have 120 clock hours of Tier II or higher school-age training within the last five years, in accordance with Appendix L-1, Oklahoma Training Approval System, 480 hours of experience in a program where the majority of children are school-age, and every two years a minimum score of 5.0 on the School-Age Environment Rating Scale in a classroom where the master teacher is the lead teacher.

(3) **Teachers.** Teachers hired after July 1, 1995 are required to:

(A) be at least 18 years of age; and

(B) have a high school diploma or General Educational Development (GED); or

(C) have completed the tenth grade and be in the process of obtaining a GED for a period not to exceed 12 months.

(4) **Assistant teachers.** Assistant teachers are at least 16 years of age and required to:

(A) have a high school diploma or GED;

(B) have completed the tenth grade and be in the process of obtaining a GED; or

(C) be currently enrolled in secondary education or the equivalent.

(5) **Permanent substitutes.** Permanent substitutes are required to meet minimum requirements for the position they are filling.

(6) **Temporary substitutes.** Temporary substitutes must be at least 18 years of age.

(7) **Teen aides.** Teen aides must be 13 through 15 years of age.

(g) **Responsibilities.**

(1) **Director.** The director or teacher who meets director's qualifications, is present in the center at least 50 percent of operating hours or a minimum of 30 hours a week and is responsible for the day-to-day operation of the center.

(A) When four or more teachers are needed to meet minimum staff-child ratios, the director is free from direct care responsibilities at least three hours per day during operating hours to provide program oversight and staff supervision.

(B) The director or teacher who meets director's qualifications, is responsible for:

(i) upon employment, providing three references to Licensing, including at least two from the director's most recent employers when applicable. The other reference(s) may be personal, excluding relatives;

(ii) appointing a staff member to take responsibility for the operation of the child care center in his or her absence and posting that person's name in a conspicuous place;

(iii) maintaining a child care center that meets the minimum requirements;

(iv) ensuring that a staff member trained to administer first aid including rescue-breathing and choke-saving measures is present at all times;

(v) submitting to Oklahoma Child Care Services licensing records office criminal history investigations and obtaining dispositions on any charges shown on the report that lack dispositions;

(vi) prior to employing staff, obtaining and documenting three references including at least two from the applicant's most recent employers, when applicable. The other reference(s) may be personal, excluding relatives;

(vii) supervising the conduct of staff, volunteers, substitutes, and others who provide services in the facility; and

(viii) cooperating with licensing staff and other appropriate agencies in maintaining compliance with requirements and in improving the quality of care.

(2) **Master teachers.** At least one full-time master teacher is required for every 60 children for which the center is licensed. The director may be counted as a master teacher if the licensed capacity is 30 or less.

(3) **Teachers.** Teachers have primary responsibility for the direct care of children.

(4) **Assistant teachers.** Assistant teachers work under the on-site supervision of a qualified director or teacher who is readily available at all times.

(A) A director, master teacher, or teacher does not directly supervise more than two assistant teachers.

(B) Assistant teachers are not permitted to have sole responsibility for a group of children for more than three hours per day.

(5) **Auxiliary personnel.** Auxiliary personnel, for example, cooks, building custodians, or other personnel who provide indirect services to children:

(A) demonstrate knowledge and skills necessary to perform their job responsibilities;

(B) meet applicable requirements for staff caring for children as set forth in this Section if they are responsible for children for any part of the day;

(C) are not included in the staff-child ratio while performing auxiliary functions. Minimal cleaning and food service, for example, light cleaning, picking up toys,

sweeping the classroom, and reheating and serving food, are not considered auxiliary functions as long as supervision and program are not adversely affected.

(6) **Volunteers.**

(A) Volunteers and student interns are not included in the staff-child ratio unless they are assigned to the center for at least three consecutive months. Volunteers are permitted to serve as temporary or permanent substitutes.

(B) Volunteers counted in the staff-child ratio meet all requirements in this Part.

(C) Volunteers are under the direct supervision of the director or a designated staff member.

(D) Volunteers who have not met all requirements for teachers are not left in charge of children.

(7) **Substitutes.** Substitutes carry out the assigned responsibilities of the position they are filling.

(8) **Teen aides.** Teen aides:

(A) are not counted toward meeting the staff-child ratio and are not included in the licensed capacity;

(B) must be under the on-site supervision of a master teacher who is at least 18 years of age. One master teacher may supervise no more than two teen aides;

(C) are placed only in groups where at least one staff member is 18 years of age. No more than two teen aides may be assigned to a group of children;

(D) must be at least two years older than the children in the group to which they are assigned;

(E) must be visibly identifiable through means such as name tags or T-shirts; and

(F) are never left alone with children.

(h) **Professional development.**

(1) **Orientation.** Within one week of employment and prior to having sole responsibility for a group of children, each staff member, including auxiliary staff and permanent substitutes who have been employed 40 hours, receives orientation.

(A) Orientation includes a review of:

(i) infection control;

(ii) injury prevention;

(iii) handling common childhood emergencies, including choking;

(iv) sudden infant death syndrome (SIDS);

(v) shaken baby syndrome;

(vi) the center's policy and procedure and staff responsibility for implementation;

(vii) licensing requirements;

(viii) employees' assigned duties and responsibilities;

(ix) emergency procedures in the event of injury, severe weather, or fire, including evacuation procedures and routes, and location and use of fire extinguishers;

(x) the definition, identification, and mandatory reporting of child abuse and neglect;

(xi) the daily schedule;

(xii) the methods used to inform staff of any special health, nutritional, or developmental needs of children assigned to the caregiver;
(xiii) confidentiality of information regarding children and their families;
(xiv) appropriate use of discipline; and
(xv) transportation and car seat safety.

(B) Documentation includes a statement, signed by the employee and director, in each employee's personnel file attesting to the orientation and review.

(C) New staff have a probationary period of at least 30 days during which they are closely supervised.

(2) **Entry-level training.** Prior to or within three months of employment, staff counted to meet staff-child ratios participate in a Tier II entry–level training course that provides at least 20 hours of training, in accordance with Appendix L-1. Directors are not required to have this training. Staff who have previously received this training are not required to repeat it unless there is a two year break in service.

(3) **Health and safety training.**

(A) When children are in care on or off the program premises, including during transportation, staff are present who have current documentation of certification in age-appropriate first aid and cardio-pulmonary resuscitation (CPR) as approved by Oklahoma Child Care Services licensing.

(B) The first aid cerification includes the emergency management of:

(i) bleeding;
(ii) burns;
(iii) poisoning;
(iv) choking;
(v) injuries, including insect, animal, and human bites;
(vi) shock;
(vii) convulsions or nonconvulsive seizures;
(viii) musculoskeletal injury, such as sprains and fractures;
(ix) dental emergencies;
(x) head injuries;
(xi) allergic reactions;
(xii) eye injuries;
(xiii) loss of consciousness;
(xiv) electric shock; and
(xv) drowning.

(4) **Ongoing training.**

(A) **Director.** The director is required to obtain 20 clock hours per employment year of Tier I or higher training, such as professional conferences or from an accredited college, university, or vocational program, in accordance with Appendix L-1.

(i) OKDHS approves training upon request.

(ii) Training is relevant to job responsibilities and includes center administration or management, age-appropriate childhood education, and infection control.

(B) **Staff with children.** Each person who is counted toward meeting the staff-child ratio is required to obtain 12 clock hours per employment year of Tier I training, in accordance with Appendix L-1, that is relevant to job responsibilities and includes infection control. Formal training is from a source such as professional conferences or from an accredited college, university, or technical school.

(i) The director assists staff in identifying and selecting training that is varied, appropriate, and builds upon previous training.

(ii) No more than six hours of self-directed readings, use of videos, or informal on-site training is counted toward the required annual training hours.

(iii) Reports of self-directed reading are documented and submitted to the director.

(iv) Training repeated during the employment year is only counted once to meet the training requirement.

(5) **Food service training.** Prior to or within three months of employment, the person primarily responsible for food preparation is required to receive training in:

(A) nutrition planning;

(B) age-appropriate food selection;

(C) food preparation, service, and storage; and

(D) cleaning and sanitizing equipment and utensils.

(6) **Substitute and volunteer staff training.**

(A) Temporary substitutes are required to be familiar with center policy and procedure before they are left in charge of a group of children.

(B) Permanent substitutes are required to meet the requirements for orientation and ongoing training in (h)(1) and (4) of this Section.

(C) Volunteers counted toward meeting the staff-child ratio are required to meet the requirements for orientation and ongoing training in (h)(1) and (4) of this Section.

(7) **Documentation of training.** Documentation of training for each staff member is required and includes the topic, source of training, date, and hours.

Section 9.1. Supervision of children

(a) **General.** All children are required to be adequately supervised at all times, as defined in Section 2.

(1) Each child is assigned a staff person responsible for him or her who is aware of the details of the child's habits, interests, and special problems, if any. Staff have access to each child's records at all times.

(2) Children are not allowed in the kitchen except as part of a planned, supervised experience.

(3) When shared play areas are accessible to the public, boundaries are identified to children.

(4) When the child care center provides or arranges for activities off the premises, an adult staff member from the child care center is required to be with each group. Appropriate staff ratios and a written plan of supervision are maintained.

(b) **Infants, toddlers and two-year olds.** Staff required to meet staff-child ratios are present in the room or adjacent bathroom and able to see or hear all infants, toddlers, and two-year-olds at all times, including nap time.

(c) **Preschool-age children.** At nap time when preschool-age children are resting quietly, at least one staff person is required to be within sight and hearing of children. Other staff required to meet staff-child ratios remain in the building.

(d) **School-age children.** School-age children are generally required to be within the sight or hearing of staff. Staff may assess whether a small group of five or fewer children, who have a good understanding of the center's rules and policies regarding appropriate behavior, may be permitted to take part in a short-term activity that is not within the sight or hearing of staff. In these instances, staff make personal contact with the children at least every ten minutes. Staff are required to:

(1) be able to provide immediate intervention if needed;

(2) know the whereabouts of each child at all times and the nature of his or her activities; and

(3) provide supervision when children are playing on stationary playground equipment.

(e) **Staff-child ratios.** The number of children in a group is limited to facilitate staff-child interaction and constructive activity among children.

(1) Staff are required to be present with the children to correspond with the chronological age and grouping of the children present. A substitute staff member is present in the absence of regular staff.

(2) The staff-child ratio and maximum group size listed in Appendix L-4, Child Care Center Staff Ratio, are met for each group of children, using either a single-age grouping or a mixed-age grouping.

(3) The ratio and maximum group size for the age of the youngest child in the group is used for mixed-age groupings not included in Appendix L-4.

(4) A group is determined by the number of children cared for by a caregiver or group of caregivers in a designated area not to exceed the maximum group size, in accordance with Appendix L-4.

(A) Groups are required to have assigned staff and be recognizable by both staff and children.

(B) When more than one group of children younger than five years of age uses the same room, the room is divided into designated activity areas for each group, using a temporary wall or physical barrier that is at least three feet in height and appropriate for defining limits and reducing distraction.

(C) When more than one group of children five years of age and older uses the same room, the room is divided into designated activity areas for each group using a variety of means appropriate for defining limits and reducing distraction, including but not limited to, a temporary wall or physical barrier.

(D) Groups with their assigned staff may be combined for special group activities, for example, outdoor play, meals, sleeping, or field trips. Designated area requirements do not apply during these activities.

(f) **Swimming guidelines.** Staff-child ratios listed in (1) through (6) of this subsection apply when children are swimming and not participating in swimming lessons with a

certified instructor. Safety guidelines for other water activities are in accordance with Section 25.4. The staff-child ratio that applies when children are swimming is:

(1) 1:1 for children younger than two years of age;
(2) 1:2 for children two years of age;
(3) 1:6 for children three years of age;
(4) 1:7 for children four and five years of age;
(5) 1:10 for children six years of age and older; and
(6) the staff-child ratio for the youngest child when children of two or more ages are grouped together.

Section 10. Parent - staff communication

(a) Parents of enrolled children are permitted reasonable access to all parts of the child care center during hours of operation, unless restricted under provisions of Section 7.1(c)(3).

(b) The OKDHS publication, "The Parents' Guide to Selecting Quality Child Care," OKDHS Publication no. 87-91 is made available to parents upon their child's enrollment.

(c) A verbal or written system is used by staff to share day-to-day happenings, changes in a child's physical or emotional state, or information regarding any known cuts, burns, or injuries that may require evaluation by a physician.

(d) Each center is required to provide at least four of the options listed in (1) through (6) below.

(1) Parents are welcome in the center at all times, for example, to observe, eat lunch with a child, or volunteer in the classroom.
(2) Conferences are held at least once a year and at other times as needed to discuss children's progress, accomplishments, and difficulties.
(3) A parent resource area is available, with books, pamphlets, or articles on parenting.
(4) Parent meetings are held, with guest speakers or special events, for example, open house, family pot-luck dinners, or children's programs.
(5) Parents are informed of the center's program through a parent's bulletin board, regular newsletter, or parent handbook.
(6) Parents participate in program and policy development through board involvement, planning meetings, or questionnaires.

Section 11. Physical facilities

(a) **Location and construction.** The child care center location is required to be in an area which offers minimum hazards to the health, safety, and welfare of the children.

(1) The child care center is in compliance with the building codes applicable at the time the license was issued.
(2) Any child care center which operates on a 24-hour per day basis is required to comply with other construction standards required in state adopted codes, as determined by the State Fire Marshal.
(3) No mobile home, whether mobile or permanently situated, is issued a license as a child care center unless it was licensed as a center prior to February 1, 1981.
(4) Heating and cooling systems are operable and pose no risk to children.

(A) Use of open-faced space heaters, unvented space heaters, or electric portable heaters is prohibited throughout the center.

(i) Electric baseboard heat is permissible if it is wired directly into the electrical system, and no objects are in contact with the heating element.

(ii) Use of gas-fed, unvented heaters mounted in the wall is prohibited, and the knobs are removed when children are in care.

(B) Fires in wood-burning fireplaces are prohibited during hours children are in care.

(C) Heaters, including floor furnaces, are enclosed by guards when children need protection from hot surfaces.

(5) A kitchen is a separate area arranged in a way that discourages unsupervised access by children or unauthorized persons.

(6) Any alteration, addition, or new construction must comply with current requirements.

(A) Paint containing lead in excess of 0.06 percent is not used when surfaces are repaired or when any new surfaces accessible to children are painted.

(B) Construction, remodeling, or alteration of structures which occurs during the center's hours of operation is accomplished in a manner that prevents hazards or unsafe conditions, such as fumes, dust, and safety hazards.

(7) Children are not accepted into care until approval is obtained from:

(A) the health department, if meals are prepared and served;

(B) a representative of the Office of the State Fire Marshal or local fire official who has been authorized by the Office of the State Fire Marshal. The State Fire Marshal can be reached at 1-800-522-8666; and

(C) the OKDHS Licensing Services.

(8) Ongoing approvals by fire and health are required every two years.

(b) **Toileting and hand-washing facilities:**

(1) are located in the same building where the children's care is provided;

(2) are easily accessible to children and staff;

(3) contain operable flushing toilets and hand sinks in good repair;

(4) are maintained in a clean and sanitary condition with adequate ventilation;

(5) contain toilet paper within easy reach of children;

(6) have non-absorbent floor surfaces in toilet areas;

(7) have hand sinks with comfortably warm or tempered running water, with the temperature between 80 and 120 degrees F. If the temperature exceeds 120 degrees, a tempered valve is required;

(8) contain soap for hand-washing, individual-use towels or mechanical hand dryers, and waste containers within easy access of children;

(9) have one toilet and one sink for every 15 children if the center opened or expanded after July 2, 1970.

(A) Urinals are not counted as meeting the required number of toilets.

(B) If potty chairs are used to facilitate toilet training for children, they are emptied and sanitized immediately after each use. Potty chairs are not counted as meeting the required number of toilets;

(10) are not required to have doors if used only by preschool children. Doors are not required to be self-closing. Every bathroom door is designed to permit opening of

the locked door from the outside in an emergency, and the opening device is readily accessible to the staff; and

(11) in rooms for children under three years of age who are in diapers, in accordance with Section 25(c), have an operable sink with hot and cold or tempered water with hand-washing soap and individual-use towels, either in the same room or in a bathroom that opens directly into the room.

(c) **Safety and sanitation.**

(1) **Physical environment** The physical environment of the center includes:

(A) a structurally sound interior and exterior in good repair, for example, walls and ceilings are free from holes and peeling paper and paint;

(B) barriers on porches, elevated walkways, and elevated play areas of more than two feet in height. Barriers are required to have openings of less than 2 and 3/8 inches if accessible to children younger than two years of age, and less than four inches for all other age groups;

(C) railings for stairways of three or more steps both inside and outside;

(D) floors free of broken tile, torn carpet, and holes;

(E) windows and doors free of broken glass or other hazards;

(F) clear glass doors marked at children's eye level;

(G) screens on open windows and doors in food preparation and service areas;

(H) self-closing apparatus on all screen and storm doors;

(I) indoor temperature in activity areas maintained between 65 and 80 degrees F;

(J) lighting levels bright enough to accommodate activities with comfort and to allow the caregiver to see children's facial features at all times;

(K) clean and sanitary areas at all times;

(L) no vermin infestation, free of rodents and insects;

(M) a supervised room or space in which children who become ill can be separated from other children; and

(N) prohibiting the use of tobacco products in the facility and on the play ground during hours of child care.

(2) **Emergency preparedness.** The center has:

(A) an operable direct-line telephone located within the facility with an extension on each floor and in each building for both incoming and outgoing calls;

(B) posted by each telephone the name and address of the child care center and a list of emergency phone numbers to include the fire department, police department, ambulance service, medical resource to be used, and poison control, 1-800-222-1222;

(C) a record of the fire drill and smoke detector test conducted monthly by each shift of staff;

(D) a record of the tornado drill that is conducted quarterly by each shift;

(E) a written plan for reporting, protecting from outside threats, and evacuating in case of fire, flood, tornado, blizzard, power failure, or other natural or man-made disaster that could create structural damage to the facility or pose health hazards; (See Supplement III) and

(F) a floor plan posted on each floor and in each classroom showing prime and alternate evacuation routes from each area of the building.

(3) **Smoke detectors and fire extinguishers.**

(A) Operable smoke detectors are in each room in which children are in care.

(B) Smoke detectors are tested at least monthly and if battery operated, batteries are replaced at least semi-annually.

(C) Portable fire extinguishers suitable for Class B or Class BC fires are in kitchens and cooking areas, and additional extinguishers suitable for Class A fires are available throughout the center. The local fire authority or State Fire Marshal may be consulted regarding the number, size, and type of extinguisher installed.

(D) All fire extinguishers are inspected, serviced, and tagged annually by a competent authority.

(4) **Exits.**

(A) No exit is blocked by equipment, furniture, or other objects.

(B) All exit doors are openable from the inside without the use of a key.

(C) Any exit door that is locked can be unlocked, unlatched, and opened with a single motion.

(5) **Hazards.** The center:

(A) is free of hazards;

(B) has medication, cleaning materials, detergents, aerosol cans, pesticides, health and beauty aids, poisons, and other toxic materials stored in their original labeled containers. Smaller containers may be used for these products if they are properly labeled with the product name, and warning information is maintained at the facility;

(C) has medicines, cleaning solvents, and hazardous items stored so that they are inaccessible to children and in a manner that prevents contamination of food;

(D) is free of illegal drugs and paraphernalia;

(E) has any firearms, pellet or BB guns, bows and arrows, darts, or cap pistols equipped with child protective devices. These items are kept under lock and key in areas that are inaccessible to children. Firearms are stored unloaded in a locked cabinet separate from ammunition. Parents are informed of the presence of firearms and how the center meets this requirement;

(F) has compressed gas cylinders secured to prevent them from falling over;

(G) makes electrical cords inaccessible to infants and toddlers;

(H) does not use temporary wiring or extension cords as permanent wiring. Extension bars are permitted if there is documentation of a circuit-breaker or fuse that is built into the unit;

(I) covers electrical outlets that are not in use with safety devices, unless they are not within reach of children, or are in areas not used by children;

(J) does not have any toxic plant in any area accessible to children;

(K) ensures pesticides or other toxic chemicals are used in strict compliance with label instruction and are applied when children are not present; and

(L) ensures containers or buckets of standing liquid are inaccessible to children unless used as a part of a planned and supervised learning activity.

(6) **Animals.** If animals are kept on the premises, compliance with the rules in this paragraph is required.

(A) Parents are advised of the presence of animals.

(B) Any pet or animal is in good health, does not show evidence of carrying disease, is friendly toward children, and does not present a threat to the health, safety, and well-being of children.
(C) Animals are maintained in a visibly clean manner.
(D) Any animal, including birds, hamsters, dogs, cats, and the like, that has symptoms of disease, such as diarrhea, skin infection, severe loss of appetite, weight loss, lethargy, or any unusual behavior or symptoms, is isolated and examined by a licensed veterinarian.
(E) Local ordinances pertaining to animals on the premises are followed.
(F) Dogs and cats are vaccinated for rabies by a licensed veterinarian and are free of fleas, ticks, and worms.
(G) Proof of current compliance is kept on file at the center when vaccinations are required.
(H) Ferrets, turtles, birds of the parrot family, or any wild or dangerous animals are not allowed at the center.
(I) Animals that are common carriers of rabies, but cannot be vaccinated for that disease, are prohibited.
(J) Newly acquired birds are quarantined and observed for signs of illness for 30 days before they are brought to the center.
(K) All reptiles are inaccessible to children.
(L) Animals are restricted from areas where food is stored, prepared, or served.
(M) Areas of confinement, such as cages and pens, are cleaned of excrement daily.
(N) Animal litter boxes are not located in kitchens or areas accessible to children.
(O) Outdoor play areas are cleaned of excrement daily or more often as needed.
(P) If an animal bites a child and the skin is broken, the child's parent and the county or state health department are immediately notified and the incident is documented in the Injury Log. (See Supplement VII)

(d) **Licensed capacity.** The total licensed capacity of a child care center is determined by computing the capacities for indoor space, outdoor space and bathroom facilities. The licensed capacity cannot exceed the lowest computed capacity for indoor space, outdoor space, and bathroom facilities. The maximum number of children in care at one time, whether on or off the premises, does not exceed the number of children specified on the license.

(1) **Indoor play space.**

(A) Centers opened or expanded after July 2, 1970 have a minimum indoor play space, for routine use by children, of 35 square feet of floor area per child. New construction and existing space not previously licensed for child care after January 1, 2005 is required to have 40 square feet of floor area per infant in rooms occupied only by infants. The areas not counted in determining the capacity of the center are:

(i) bathrooms, kitchens, and hallways;
(ii) offices, teachers' lounges, and work rooms;
(iii) rooms used exclusively for the care of ill children;
(iv) areas used exclusively for eating, napping, or large-muscle play;
(v) storage closets and supply rooms;

(vi) space occupied by furniture not for children's use; and
(vii) basement areas having one-half or more of the clear height below ground level. A warm, dry, properly ventilated basement may be used for short periods of time as an accessory play space if adequate provision is made for fire prevention and protection.

(B) Centers licensed prior to July 2, 1970 are required to provide 30 square feet of floor area per child. If additional play space is added, it is computed at 35 square feet per child.

(C) No room is routinely occupied by more children than can be accommodated at 35 square feet per child.

(D) A large area, such as a gymnasium, may be used in addition to other space. However, it may be counted toward the licensed capacity for preschool and school-age children only if it is divided into well-defined areas that are appropriately equipped.

(2) **Outdoor play space.**

(A) When a center is licensed for less than 24 children, there is a minimum outdoor play space of 75 square feet per child for the total licensed capacity.

(B) When a center is licensed for 24 or more children, there is 75 square feet of outdoor play space per child for at least one-third of the total number for which the center is licensed, provided that the minimum amount of outdoor space will accommodate 24 children, which is 1800 square feet. In addition:

(i) a time schedule is planned to ensure that, weather permitting, every child has an opportunity for outdoor play each day;
(ii) a copy of the current schedule is submitted to OKDHS; and
(iii) a copy of the current schedule is accessible so that parents and staff members are aware of the outdoor play periods.

Section 14. Indoor equipment

(a) **General.** The equipment required in this section assists the caregiver in providing for each child's physical, cognitive, emotional, and social development. (See Appendix L-5, Child Care Center Minimum Indoor Equipment Requirements)

(1) A variety of equipment is accessible to all children on a daily basis and can be rotated for children's use.

(2) Equipment is:

(A) complete, sturdy, and in good working condition;
(B) maintained in a safe and sanitary condition;
(C) lead free, as in crayons and paint;
(D) of appropriate size and type to meet the developmental needs of the age group; and
(E) provided in quantities proportionate to the number of children in each age group and the number of children for which the center is licensed.

(3) Sleeping equipment and bedding complies with the requirements in Section 25.5.

(4) Indoor climbing equipment over four feet high has impact-absorbing mats in fall zones that extend a minimum of six feet in all directions from the perimeter of the equipment.

(5) Caregivers monitor play equipment for potential hazards, for example, splinters, loose parts, and sharp edges.

(6) Toys or objects with removable parts with a diameter less than 1-1/4 inch, toys with sharp points or edges, toys with strings, plastic bags, styrofoam objects and rubber balloons are not accessible to children younger than three years of age.

(7) Infant walkers are prohibited.

(8) The director constantly reevaluates equipment as enrollment varies. When the number of children in an age group increases, additional equipment is provided in accordance with the ratios and developmental levels of the children in care contained in the requirements in Section 14(b) through (g).

(b) **Minimum equipment for infants**.

(1) Basic items required are:

(A) one crib, port-a-crib, or playpen with mattress or playpen pad for each child up to ten months of age. Mats or cots may be used for children ten months of age and older;

(B) fitted crib sheets, one per child;

(C) diaper-changing table;

(D) adult-height shelf;

(E) individual adult-size chair for each caregiver;

(F) separate individual space for personal belongings;

(G) adequate container with tight-fitting lid or moisture-proof bags for soiled or wet diapers or clothing;

(H) adequate supply of diapers, facial tissue, disposable wipes, bath towels, and wash cloths;

(I) extra supply of sheets; and

(J) sufficient clothing in various sizes in case of accidents.

(2) Cribs meet the requirements for safety contained in (A) through (D) of this paragraph.

(A) Cribs, port-a-cribs, and playpens do not have more than 2 and 3/8-inches between slats and between the side and end panels.

(B) Decorative cutout areas in crib end panels or decorative knobs on the corner posts, which can entrap a child's head or catch his or her clothing, are prohibited.

(C) Mattresses and playpen pads are firm and fit the crib, port-a-crib, or playpen snugly with no more than one inch between the mattress and crib.

(D) Drop-side latches hold sides securely and are not accessible by the child in the crib.

(3) Mattresses and play pen pads are covered with a durable, washable, waterproof, form-fitting material.

(4) Mesh-sided cribs and playpens must meet the conditions in (A) through (E) of this paragraph.

(A) Mesh is less than ¼ inch in size, smaller than the buttons on a baby's clothing.

(B) Mesh has no tears, holes, or loose threads that could entangle a child.

(C) Mesh is securely attached to the top rail and floor plate.

(D) The top rail cover has no tears or holes.

(E) If staples are used, they are not missing, loose, or exposed.

(5) Additional equipment is provided in accordance with Appendix L-5, Child Care Center Minimum Indoor Equipment Requirements.

(c) **Minimum equipment for toddlers**.

(1) Basic items required are:

(A) one crib or playpen with mattress, mat, or cot per child;

(B) table space with a chair for each child;

(C) baskets or low open shelves for toy storage;

(D) separate individual space for personal belongings;

(E) adult-height shelf;

(F) diaper-changing table;

(G) adequate container(s) with tight-fitting lid(s) or moisture-proof bags for soiled or wet diapers or clothing;

(H) sheet and cover, one of each per child;

(I) adequate supply of diapers, wash cloths, bath towels, facial tissue, and disposable wipes;

(J) extra supply of sheets and covers; and

(K) sufficient clothing in various sizes in case of accidents.

(2) Cribs meet the requirements for safety listed in Section 14(b)(2).

(3) Mattresses and playpen pads are covered with a durable, washable, waterproof, form-fitting material.

(4) Additional equipment is provided in accordance with Appendix L-5.

(d) **Minimum equipment for two-year-olds.**

(1) Basic items required are:

(A) one cot, bed, or mat per child;

(B) table space with a chair for each child;

(C) separate individual space for personal belongings;

(D) baskets or low open shelves for toy storage;

(E) adequate container with tight-fitting lid or moisture-proof bags for soiled or wet diapers or clothing;

(F) sheet and cover, one per child;

(G) extra supply of sheets and covers;

(H) adequate supply of diapers, wash cloths, bath towels, facial tissue, and disposable wipes;

(I) sufficient clothing in various sizes in case of accidents; and

(J) a place to go, for example, a barrel, tented area, playhouse, or designated quiet area.

(2) Additional equipment is provided in accordance with Appendix L-5.

(e) **Minimum equipment for three-year-olds**.

(1) Basic items required are:

(A) one cot, bed, or mat per child;

(B) separate individual space for personal belongings;

(C) table space with a chair for each child;

(D) two linear feet of low open shelves per child in each room for play equipment;

(E) sheet and cover, one per child;

(F) extra supply of sheets and covers;

(G) adequate supply of facial tissue, wash cloths, soap, and towels;
(H) sufficient clothing in various sizes in case of accidents; and
(I) a place to go, for example, a barrel, tented area, playhouse, bean-bag chair, or designated quiet area.

(2) Additional equipment is provided in accordance with Appendix L-5.

(f) **Minimum equipment for four- and five-year-olds.**

(1) Basic items required are:
(A) one cot, bed, or mat per child;
(B) separate individual space for personal belongings;
(C) table space with a chair, stool, or bench that allows 18 inches for each child;
(D) two linear feet of low open shelves per child in each room for play equipment;
(E) sheet and cover, one per child;
(F) extra supply of sheets and covers;
(G) adequate supply of facial tissue, wash cloths, soap, and towels;
(H) sufficient clothing in various sizes in case of accidents; and
(I) a place to go, for example, a barrel, tented area, playhouse, bean-bag chair, or designated quiet area.

(2) Additional equipment is provided in accordance with Appendix L-5.

(g) **Minimum equipment for school-age children.**

(1) Basic items required are:
(A) one cot, bed, or mat with a sheet and cover for children with scheduled nap times or an ill child;
(B) adequate table and chair space available at any given time;
(C) assigned individual space for personal belongings;
(D) two linear feet of shelf space per child which may be at various heights if accessible to children;
(E) safe storage for ongoing projects and small items;
(F) adequate supply of facial tissue, wash cloths, soap, towels, and feminine hygiene products; and
(G) sufficient clothing in various sizes in case of accidents.

(2) Additional equipment is provided in accordance with Appendix L-5.

Section 22. Outdoor safety and play equipment

(a) **Play space.**

(1) Play space is situated to:
(A) permit children to reach it safely;
(B) provide a shaded area during scheduled outdoor play times; and
(C) allow supervision of areas where children cannot be easily seen.

(2) Space is enclosed by a building or fence at least four feet high with at least one exit which is away from the building. School-age children may play in an unfenced area as part of a scheduled supervised activity if the area is properly protected from traffic and other hazards.

(3) The fence:
(A) begins at ground level;
(B) is at least 48 inches high; and

(C) is maintained in a stable, secure, upright and good condition and poses no risk to children.

(4) Gates are kept closed while children are outside. Outside play areas that are fenced provide a gate to use in the event of an emergency that does not require children to re-enter the building.

(5) Play space is maintained:

(A) in a safe and clean condition;

(B) free of hazards; and

(C) free from weeds, tall grass, untrimmed shrubbery, standing water, and litter, to prevent vermin and insect infestation.

(b) **Surfaces.** Requirements pertaining to surfaces in play areas in this subsection are met. If the center shares playground space that does not comply with playground safety requirements in (1) through (5) listed below, the center submits a plan to Licensing for approval for children at least four years of age. The plan includes a description of playground space to be used and methods to ensure that children do not play in the area that does not meet the requirements.

(1) Outdoor play areas have more than one type of surface.

(2) If used, climbers, swings, slides, or revolving equipment have impact-absorbing surfaces under them and throughout the fall zones.

(A) Impact-absorbing materials include loose materials or unitary materials (see Section 2. All impact absorbing materials purchased or replaced after August 1, 2003, meet the criteria in (i) through (iii) listed below.

(i) Materials meet the standard requirement for the Consumer Product Safety Commission.

(ii) All unitary materials must be appropriate for the height and type of equipment.

(iii) Documentation of prescribed cushioning properties is maintained and accessible to OKDHS. Sand and pea gravel that meet the requirements in (i) of this subparagraph do not require documentation.

(B) Grass is acceptable as impact-absorbing material only if the highest accessible part of the equipment is four feet or less.

(3) Fall zones extend a minimum of six feet in all directions from the perimeter of the equipment. Fall zones for adjacent equipment may overlap for existing equipment that is permanently anchored. However, when equipment is moved, or added, or change of ownership occurs, the fall zones for adjacent equipment do not overlap and the requirements in (A) through (C) of this paragraph are met. (See Supplement IV)

(A) The fall zone for single-axis swings that move forward and backward extend to the front and rear of the swing a distance of two times the length of the swing's chain.

(B) The fall zone for swings secured by a bar or strap which are used by children younger than age three extend to the front and rear of the swing a distance of six feet from the midpoint.

(C) The fall zone for multi-axis swings or tire swings, extends a distance of six feet plus the length of the chain in every direction. A 30-inch clearance between a fully extended tire swing seat and the support structure is required.

(D) Fall zones on the sides of equipment may not be necessary if the potential for falls in that direction is minimal, for example, the sides of a swinging structure.

(4) Surfaces made of loose materials are maintained at a depth of at least six inches by replacing, leveling or raking.

(5) Turf and matting are maintained by repairing rips, tears, and loose seams.

(c) **Playground safety.**

(1) Children play outdoors daily when weather conditions do not pose a significant health risk.

(2) Before physical activity, children are well-hydrated and encouraged to drink water during the activity.

(3) Equipment is of sturdy, safe construction, easy to clean, free of hazards, and kept in good repair.

(A) Equipment does not have angles or openings greater than three and one-half inches and less than nine inches that could entrap any part of a child's body or head.

(B) Equipment does not have pinch, crush or shear points, for example, exposed or open gears on rotating devices or underneath equipment such as axle assembles on rotating devices.

(C) Equipment does not have protrusion hazards.

(D) Equipment is installed, maintained, and used in accordance with the manufacturer's instructions.

(E) Unless portable by design, equipment is securely anchored, and anchors pose no hazard to children.

(F) Swing seats are constructed of durable, lightweight, relatively pliable material, for example, nylon webbing, rubber, or plastic.

(4) Play space and equipment are arranged to prevent hazards from conflicting activities.

(5) There is a minimum of 25 percent of the required outdoor play space that is an open, continuous, uninterrupted, and unobstructed area.

(6) Fall zones are free of all obstacles with the exception of support structures for swings.

(d) **Outdoor play equipment.**

(1) Equipment provided is age-appropriate and varied to meet the developmental needs of the children present.

(2) The center has a minimum of one item from five of the equipment categories in this paragraph; and two items from (H) through (K) may be counted, provided they are dedicated for outdoor use. Equipment categories are:

(A) climbing apparatus sized to the age of children in care;
(B) swinging apparatus;
(C) crawl-through apparatus;
(D) wheeled or riding toys;
(E) balance apparatus;
(F) balls, bean bags, and Frisbees;
(G) sand and water play with accessories;
(H) music equipment;
(I) dramatic play and dress up;
(J) blocks or loose parts; and
(K) outdoor arts and crafts.

(3) Trampolines of any kind are prohibited.

Section 25. Care of infants, toddlers, and two-year-olds

(a) **Environment.** Infants, toddlers and two-year-olds shall be in an environment which protects them from physical harm and stimulates physical, cognitive, emotional, and social development. A written record of the infant and toddler's feeding, diapering, and naps is available daily for parents to see.

(b) **Feeding.** Infants and toddlers are fed in accordance with their needs. Infants and toddlers are fed the infant formula or breast milk and diet prescribed by the child's physician or authorized by the child's parent. Parents may be requested to provide infant formula and baby food.

(1) When a child has a special dietary need, parents may be requested to supplement the center's food service.

(2) When infants and toddlers show evidence of wanting to feed themselves, they are allowed to do so.

(3) The child's hands are washed with soap and water, disposable diaper wipe, or a damp paper towel with a drop of liquid soap before and after self-feeding.

(4) Infants shall be held while being bottle-fed unless they are able to hold their bottles securely without assistance.

(5) Bottles are not propped at any time.

(6) Children are not given bottles in cribs or moving swings due to increased risk of choking, ear infections, and tooth decay.

(7) Infants and toddlers who are not held for feeding have a designated place for eating.

(8) Children younger than two years of age shall not be fed candies, gum, marshmallows, raw carrots, celery, raw peas, whole grapes, nuts, seeds, popcorn, or chips as these foods may cause choking. If served, peanut butter must be spread thinly. All other foods shall be cut up into small pieces no larger than ¼ inch cubes for infants and no larger than ½ inch cubes for toddlers.

(9) Staff members wash their hands thoroughly with soap and water before feeding children, including bottle-feeding.

(10) Bottles and baby food provided by parents are labeled with the child's name. Previously opened baby food jars are not accepted from parents.

(11) Bottles of formula or breast milk shall be refrigerated until immediately before feeding and immediately after feeding. At the end of the day, bottles and opened baby food jars are either sent home with parents or the contents are discarded.

(12) Baby food is served from a separate dish and spoon for each child. Baby foods that have come into contact with the feeding spoon are discarded and not served again.

(13) Bottles of formula or breast milk are not warmed in a microwave oven. If microwave ovens are used to warm food:

(A) staff are trained to assess safe temperatures; and

(B) a warning to check food temperature before feeding children is posted on all microwave ovens.

(c) **Diaper changing.** Rooms in which children under three years of age are in diapers have an operable sink with hot and cold running water, hand-washing soap, and individual-use towels either in the same room or in a bathroom that opens directly into the room.

(1) The requirement in this subsection does not include:

(A) rooms in which children, who are at least two years of age, are in disposable or cloth training pants if adequate provisions are made for supervision and sanitation; and

(B) centers licensed for 15 or fewer children in buildings originally designed as a family residence if:

(i) there is a centrally located bathroom sink with a changing table nearby; and

(ii) children in diapers play throughout the house rather than in an assigned room.

(2) The diaper-changing table shall be:

(A) adjacent to or near the sink with a clean, moisture-proof surface;

(B) sturdy and maintained in good repair;

(C) a minimum of 28 inches above the floor; and

(D) kept free of all objects except those used for diaper changing.

(3) Staff are instructed in the proper procedure for diaper changing in a child care setting.

(4) The procedure for diaper changing is posted in the diaper-changing area.

(5) If cloth diapers and training pants are used, they shall be able to contain urine and stool and minimize fecal contamination of the environment. Cloth diapers and training pants are not rinsed when soiled. Fecal content may be disposed of in a toilet, but soiled diapers or training pants are not rinsed in the toilet.

(6) Diapers are checked hourly and whenever the child indicates discomfort or exhibits behavior that suggests a soiled or wet diaper.

(7) Diapers are changed promptly when wet or soiled.

(8) A child's diaper or soiled underwear is changed in the diaper-changing area. Diapering is not done on surfaces used for other purposes.

(9) Clean cloth diapers or clean disposable diapers are used.

(10) Children are not left unattended on the diaper-changing table.

(11) Disposable towelettes are used to thoroughly cleanse the child and are discarded after one use.

(12) The surface is sanitized after each diaper change. (See Supplement V) Any sanitizing agent other than bleach must be approved by a local or state health official and must be used according to manufacturer's instruction. If moisture-proof, disposable surface products are used, they are discarded immediately after each diaper change, and the surface is sanitized.

(13) Staff members are required to wash and scrub their hands thoroughly for at least ten seconds with soap and warm, running water after each diaper change.

(14) If used, disposable gloves are discarded before a clean diaper is applied.

(d) **Toilet learning.** The plan and progress in toilet learning are discussed with the parents.

(1) Toilet learning is relaxed and pressure free.

(2) A child is encouraged through regular use of a toilet or potty chair for short periods of time not to exceed ten minutes.

(3) Staff are required to respond promptly when a child requests toileting assistance.

(4) Staff do not show disapproval or punish children for accidents.
(5) A child's clothing is changed immediately following a toileting accident. Soiled clothing is placed in a sealed, labeled, moisture-proof bag and sent home.
(6) Potty chair receptacles are emptied, rinsed, and sanitized after each use.
(7) Staff are required to wash their hands with soap and water after each toileting and assist children with hand washing, using soap and water.

(e) **Program.** Each child is assigned a primary staff person. Staff are required to be present at all times in each room or adjacent bathroom when it is occupied by children.
(1) Children are:
(A) removed from their cribs often when not sleeping;
(B) not left for more than 30 minutes while awake in playpens, swings, high chairs, or stationary activity centers; and
(C) provided opportunities to play freely on a clean, safe floor.
(2) Staff provide frequent stimulation in a variety of ways including talking to, playing with, and holding and rocking children.
(3) Language development is encouraged by staff members through individual interaction with each child, for example, singing, talking, reacting to the child's sounds, naming objects, describing events, reading stories, and playing musical games.
(4) Infants and toddlers spend time outdoors daily when weather permits.
(5) For awake infants who cannot move about the room, the staff shall hold, rock and/or carry the child frequently to change the place and position of the child and the selection of toys available.
(6) Caregivers communicate and interact with children at the child's eye level as they feed, change, and cuddle them.
(7) Toys that children have placed in their mouths or that are otherwise contaminated shall be cleaned and sanitized before being reused. (See Supplement V)
(8) Additional requirements regarding equipment and rest time for infants, toddlers, and two-year-olds are found in Section 14(a) through (d), and Section 25.5.

Section 25.1. Care of preschool children

(a) **Program.** Staff shall plan and provide experiences that meet children's needs and stimulate learning in all developmental areas, including physical, social, emotional, and cognitive, regardless of gender.
(1) The center has current weekly lesson plans appropriate for the developmental needs of each group of children.
(2) Each child is viewed by staff as a unique person with an individual pattern of growth and development.
(3) The center has a variety of learning areas, for example, areas for dramatic play, blocks, books, art, and science.
(4) Children are provided opportunities to work individually or in small, informal groups most of the day and permitted to choose staff-directed or self-selected activities or not to participate.
(5) If preschool children are involved in potentially dangerous activities, all requirements contained in Section 25.2(c)(5) are met.

(6) Television and videos, if used, are age-appropriate and used with discretion and selectivity.

(b) **Schedule.** To ensure a flexible program, a variety of activities are chosen that includes time for indoor and outdoor play, rest periods, and meals. A daily schedule is accessible and followed with reasonable regularity.

(c) **Interactions between staff and children.** Staff:

(1) actively seek meaningful conversations with children and talk about events of importance;

(2) are available and responsive to children, for example, encouraging them to share experiences, ideas, and feelings, and listening to them with attention and respect; and

(3) describe problem situations to encourage children to evaluate a problem rather than imposing an adult solution.

Section 25.2. Care of school-age children

(a) **Characteristics and needs.** School-age children bring special characteristics and needs to a child care program, and staff obtain the skills and training to respond appropriately.

(b) **Interactions between staff and children**. Because staff interactions with older children differ significantly from those with preschoolers, staff:

(1) actively seek meaningful conversations with children and talk about events of importance;

(2) are available and responsive to children, for example, encouraging them to share experiences, ideas, and feelings, and listening to them with attention and respect;

(3) describe problem situations to encourage children to evaluate a problem rather than imposing an adult solution;

(4) have developmentally appropriate expectations of school-agers' social behavior; and

(5) facilitate rather than instruct, for example, offer suggestions, provide positive reinforcement, encourage and recognize efforts and accomplishments.

(c) **Activities and program.**

(1) **Program.** The program is designed to provide a balance of activities that includes:

(A) opportunities for alternating periods of indoor and outdoor play, weather permitting;

(B) alternating periods of quiet and active play;

(C) a balance of large muscle and small muscle activities;

(D) more than one option for an activity, including individual, small group, or large group, for children most of the day; and

(E) a variety of developmentally and age-appropriate activities and materials.

(2) **Lesson plans.** The center has current weekly lesson plans appropriate for the developmental needs of each group of children.

(3) **Media use.** Television, videos, video games and computer software, if used, are age-appropriate and used with discretion and selectivity.

(4) **Schedule.** The daily schedule is accessible.

(5) **Special activities.** If the center engages in potentially dangerous activities, for example, water activities, archery, gymnastics, or karate, the following requirements are met.

(A) **Written plan.** A written plan, which is provided to parents and kept on file at the center, includes at a minimum:

(i) qualifications of the supervisor of the activity;

(ii) qualifications of any other staff members necessary for proper supervision;

(iii) number of staff members needed to supervise the activity;

(iv) conditions under which a child may participate in the activity, for example, the age and skill of the child;

(v) any special equipment necessary, for example, life jackets, including the supply and condition; and

(vi) safety practices that must be followed.

(B) **Parental permission.** Written permission from the parent shall be on file with the center.

(C) **Staff requirements.** Staff requirements include a staff member or other designated individual responsible for the activity who:

(i) has documentation of appropriate experience, training, or certification in the program specialty;

(ii) has verification of experience or certification available at the center's office; and

(iii) is present at the site of the activity when it is being carried out by a contracted instructor.

Section 25.3. Care of children with disabilities

(a) **Program.** When children with known disabilities are in care, the following program requirements are met.

(1) **Staff-child ratios.** Additional staffing may be required to ensure the proper supervision and care of all children at the center.

(2) **Activities.** Reasonable accommodations are made to enable a child with disabilities to participate in program activities.

(3) **Placement of children with disabilities.** When placing a child with disabilities in an age group, all areas of the child's development are considered.

(4) **Behavior and guidance.** Guidance of children with disabilities is appropriate to the child's developmental age and type of disability rather than chronological age.

(b) **Staff instruction.** Each teacher who cares for a child with a known disability participates in individualized instruction for that child including review of all information provided by the parent.

Section 25.4. Water activities

(a) **Parental permission.** Written signed permission from parents for all children participating in swimming activities must be on file at the center.

(b) **Supervision.** Any activity which involves water is supervised constantly. This includes supervision of children in dressing areas.

(1) Staff-child ratios for swimming are met, in accordance with Section 9.1(f).

(2) Staff are in or at the water and prepared to enter it at any time.

(3) When children are using a pool with a depth of 18 inches or less of water, a staff member who has successfully completed training in first aid and cardiopulmonary resuscitation (CPR) appropriate to the ages of the children is present.

(4) When children are using a pool with a depth of more than 18 inches of water, a certified life guard is present.

(c) **Life guard.** If the life guard is a staff member of the center, he or she:

(1) has satisfactorily completed a certified course of instruction in life guarding by or equivalent to that offered by the American Red Cross or YMCA and which includes CPR appropriate to the age of the children;

(2) is not counted in staff-child ratios; and

(3) is responsible for no more than 35 children.

(d) **Safety.** Staff ensures children's safety during water activities. Staff review all swimming and safety rules each time children participate in water activities.

(1) Before children are permitted in water over their shoulders, their swimming skills are tested by a staff member.

(2) There is a system, known to children and staff, for checking to ensure that each child is safe when in the water.

(3) Lifesaving equipment is available at the pool side in accordance with the Oklahoma State Department of Health's Public Bathing Place Regulations, OAC 310:320-3-1.

(e) **Swimming pools.** Swimming pools used by the child care center are considered public bathing places and include permanent wading pools, in-ground pools, and above-ground pools.

(1) Swimming pools are in compliance with the water quality, occupancy and fencing standards in Chapter 315, Public Bathing Place Standards and Chapter 320, Public Bathing Place Regulations.

(2) Diving is permitted only when the pool meets design criteria for a diving pool.

(f) **Restrictions.**

(1) Ponds, pools, hot tubs, stock tanks, or other potential water hazards are inaccessible to children.

(2) Swimming, wading, and boating are not allowed at a lake, pond, or other similar body of water. School-age children may go fishing or boating, if swimming staff-child ratios are met. When boating, appropriately sized and approved life jackets are worn by children.

(3) Use of saunas, spas, or hot tubs by children is prohibited.

(4) Portable wading pools are prohibited.

Section 25.5. Rest time

(a) **Sleeping space and equipment.** There is an individually assigned sleeping space with bedding for each sleeping child, in accordance with Section 14.

(1) All sleeping equipment is maintained in good repair, free of holes and tears, in a safe and sanitary condition, and sanitized at least once per week. Cribs, cots, and mats are cleaned and disinfected and sheets are washed before they are used by another child.

(2) Sleeping equipment is of sufficient size to accommodate comfortably the size and weight of the child.
(3) An individual sheet, which covers the entire sleeping surface, and cover for children over 12 months of age are provided. All bedding is in good condition and stored in a sanitary manner.
(4) The cribs, playpens, cots, beds, or mats are spaced to allow easy access by staff and safe evacuation of children.
(5) Each individual mat is at least two-inches thick and covered with durable, washable, form-fitting, waterproof material. Inflatable mats are not permitted.
(6) Sheets and covers are changed when soiled. Crib sheets are changed at least daily and other bedding at least weekly.
(7) Use of stacked cribs is prohibited.
(8) Infant, toddler, and preschool children are not permitted to sleep on the floor.

(b) **Supervision.**

(1) Requirements pertaining to number and location of staff during nap time contained in Section 9.1(b) and (c) are met.
(2) The light level allows for all children to be observed at all times, in accordance with Section 11(c)(1)(J).

(c) **Rest arrangements for infants, toddlers, and two-year-olds**. Infant rest schedules correspond as closely as possible to the child's individual needs and the schedule established by the parent.

(1) To reduce the risk of Sudden Infant Death Syndrome (SIDS), infants younger than 12 months of age are placed on their back for sleeping unless there is a medical reason the infant should not sleep in this position, as documented by a doctor. This documentation is maintained at the facility.
(2) Infants who are able to turn themselves over are placed initially on their back for sleeping but allowed to sleep in a position they prefer.
(3) Individually assigned cribs, port-a-cribs, or playpens with waterproof mattresses or pads are provided for each infant and toddler. Cribs comply with the safety requirements of Section 14(b)(2). Children age ten months and older may sleep on low cots or mats when able to stay on them.
(4) Waterbeds, sofas, soft mattresses, pillows, beanbag chairs, and other soft surfaces are prohibited as infant sleeping surfaces.
(5) Pillows, quilts, comforters, sheepskins, stuffed toys, bumper pads, and other soft products are not permitted in infant cribs or playpens. Sheets fit the mattress snugly.
(6) Cribs, port-a-cribs, and playpens are placed so that children occupying them do not have access to cords or ropes, such as venetian blind cords.
(7) Only one child occupies a crib, cot, or mat at any time except during an evacuation.
(8) Staff do not cover children's heads with bedding.
(9) Crib railings are fully raised and secured when the child is in the crib.
(10) No restraining devices of any type are used in cribs.
(11) Children are not forced to remain on cots once they have rested.

(d) **Rest arrangements for preschool children**.

(1) There is an individually assigned cot, bed, or mat with bedding for each preschool child who remains more than five consecutive hours in the child care center.

(2) Children who do not sleep have quiet activities available and are not required to remain on their cots or mats for an entire nap period.

(e) **Rest periods for school-age children**. School-age children are not required to take naps.

(1) On days when school is not in session, quiet activities may be provided instead of rest time.

(2) For children choosing to rest, a cot, bed or mat with sheet and a cover is provided.

Section 25.6. Night-time care

(a) **Requirements.** When children spend the night, the center complies with the following requirements.

(b) **Maximum time.** Under no circumstance is a child in care for over 24 consecutive hours.

(c) **Supervision of sleeping or resting children**. All staff members required to meet staff-child ratios are awake at all times.

(1) A staff person remains with each group.

(2) Other staff required to meet staff-child ratios remain in the building.

(d) **Sleeping space and equipment.** Requirements for sleeping space and equipment contained in Section 25.5 are met. Mats are not used for overnight care. Each cot or bed has:

(1) a waterproof pad or mattress, pillow, pillow case, and two sheets;

(2) the bottom sheet properly secured; and

(3) additional covers available.

(e) **Safety.**

(1) Emergency lighting devices are installed throughout centers that provide night care.

(2) The center maintains lighting levels bright enough to accommodate activities with comfort and allow the caregiver to see resting children's facial features.

(3) Sleeping accommodations are restricted to ground floor areas.

(4) Child care centers that operate on a 24-hour per day basis may be required to meet other construction requirements in state-adopted codes as determined by the state or local fire marshal.

(f) **Personal hygiene.**

(1) Arrangements are made for personal hygiene, including bathing and tooth-brushing. Toothbrushes are stored in a sanitary manner.

(2) Privacy is ensured for children while they are washing and when they are changing clothes.

Section 26. Behavior and guidance

(a) **Appropriate discipline.** Discipline is required to be constructive and educational and appropriate to the child's age and circumstances.

(b) **Staff requirements.** Staff members:

(1) recognize and encourage acceptable behavior;

(2) teach by example and use fair and consistent rules in a relaxed atmosphere with discipline that is relevant to the child's behavior;

(3) supervise with an attitude of understanding and firmness;

(4) give clear directions and provide guidance appropriate to the child's level of understanding;
(5) redirect children by stating alternatives when behavior is unacceptable;
(6) speak so that children understand that they and their feelings are acceptable but unacceptable action or behavior is not;
(7) encourage children to control their own behavior, cooperate with others and solve problems by talking things out;
(8) give guidance in activities in an orderly fashion including a choice of interesting planned activities;
(9) help children feel successful at a task and give options for other tasks if the one chosen proves too difficult;
(10) prepare children for the next activity a few minutes ahead and allow them to wind down from one activity before beginning another;
(11) use "time-out" periods only as necessary to enable the child to gain control of himself or herself. Time-out periods do not exceed five minutes. One minute of time-out for each year of a child's age is recommended. The child is allowed to rejoin the group as soon as the child regains control;
(12) use safe, natural, and logical consequences to address inappropriate behavior;
(13) maintain perspective about school-agers' misbehavior, recognizing that every infraction does not warrant staff attention or intervention; and
(14) when necessary, intervene as quickly as possible to ensure the safety of all children.

(c) **Restrictions.** Staff are prohibited from:
(1) subjecting a child to punishment of a physical nature, for example, shaking, striking, spanking, swatting, thumping, pinching, popping, shoving, spatting, biting, hair pulling, yanking, slamming, excessive exercise, or any cruel treatment that may cause pain;
(2) putting anything in or on a child's mouth as punishment;
(3) restraining a child by any means other than holding and then for only as long as is necessary for the child to regain control;
(4) subjecting a child to punishment of a psychological nature, for example, humiliation by derogatory or sarcastic remarks about the child or the child's family's race, gender, religion, or cultural background;
(5) using harsh or profane language or actual or implied threats of physical punishment;
(6) punishing or threatening a child in association with food, rest, or toilet training;
(7) isolating a child without supervision or placing him or her in a dark area;
(8) permitting a child to discipline other children;
(9) punishing an entire group due to the actions of a few children; or
(10) seeking or accepting parental permission to use any punishment or act prohibited by the requirements contained in this subsection; and
(11) participating in personal activities that interfere with the adequate supervision of children, such as visitors and phone calls.

Section 27. Health

(a) **Cleanliness.**

(1) Caregivers attend promptly to children's personal hygiene needs.

(2) Caregivers thoroughly wash their hands with soap and warm, running water:

(A) before handling food;

(B) before feeding children or eating;

(C) after diapering or toileting;

(D) after touching or cleaning up body fluids, including wiping noses;

(E) after handling or feeding pets;

(F) after playing outdoors or in sand or water; and

(G) before medication is dispensed.

(3) Staff ensure that children wash their hands with soap and warm, running water:

(A) before eating;

(B) after toileting;

(C) after handling pets;

(D) after playing outdoors or in sand or water; and

(E) after wiping their noses.

(4) When a child older than three years of age in diapers is cared for in a room without a diaper-changing area, arrangements are made for sanitary diaper changing, hand-washing, and privacy.

(5) A child's wet or soiled clothing is changed immediately, and placed in a labeled, sealed, moisture-proof bag to be sent home. A supply of clean clothing is available.

(6) Toys and items that are in contact with children's mouths are washed and sanitized after each child's use or as needed; and if contaminated by other body fluids, toys, and equipment are set aside to be washed and sanitized.

(7) Each toilet article, for example, wash cloth, towel, comb, or toothbrush, is individually assigned and stored and is not used jointly by or on children.

(b) **Health records.** Upon admission of a child, parents are required to submit the child's immunization record, a listing of special health needs, and the name of the child's physician.

(c) **Immunizations.** Children have or are in the process of obtaining all required immunizations at the medically appropriate time. (See Supplement VI) If a child is accepted for whom an exemption is claimed, documentation of the exemption is kept on file at the center.

(d) **Disease control.** At the time of enrollment, parents are informed of the center's policy regarding ill children.

(1) Each child is carefully observed by staff members for symptoms of illness or infestation.

(2) Any child showing symptoms of illness or infestation is separated from the group and parents are notified as needed.

(3) The local or state health department is notified upon discovery of any case of hepatitis, meningitis, Shigellosis, Giardiasis, measles, rubella, whooping cough, tuberculosis, E coli 0157:H7, Salmonellosis, or any Haemophilus influenza invasive disease in any person associated with the center. If a center has concerns about the health of a child, the local or state health department may be contacted.

(4) Cots, cribs, bedding, and play equipment are cleaned and sanitized after use by an ill child.
(5) Disposable, nonporous gloves are used to clean up blood, vomit, or body fluids that may contain blood. Disposable gloves are discarded in a closed container immediately after use, and staff wash their hands.
(6) A commercial sanitizer or a bleach solution of one tablespoon of bleach to one gallon of warm water, made fresh daily, is used to sanitize surfaces whenever needed. (See Supplement V)
(7) For diaper-changing surfaces, the solution used is:
(A) one-fourth cup of bleach to one gallon of water;
(B) two tablespoons of bleach to one-half gallon of water;
(C) one tablespoon bleach to one quart of water; or
(D) two teaspoons of bleach to one pint of water.
(8) Parents are notified as soon as possible of children's exposure to a contagious illness or infestation.
(9) Staff with symptoms of a communicable disease or illness are not permitted in the center.
(10) A child's temperature is not taken orally or rectally.

(e) **Medication.**
(1) The parent signs an authorization for center staff to administer each medication. Directions are recorded for the proper amount (dosage), including time and days medication is to be administered.
(2) If a child has a chronic medical problem, the parent may sign a medication authorization for up to a nine-month period for prescribed medication to be administered by staff as needed. The child's parents are notified whenever medication is administered.
(3) Prescription medication is not administered unless the medication is a part of a prescribed therapeutic treatment.
(4) Medication is provided by the parent in the original container and labeled with the child's full name.
(5) Staff administers medication according to the label or written doctor's directions and only to the child for whom it is intended.
(6) To avoid duplication, each dosage administered is recorded on individual medication logs by designated staff. Medication logs are readily available to parents.
(7) All medications are inaccessible to children and stored in a manner which prevents contamination of food.
(8) Medication is either returned to the parent or disposed of properly when it is out-of-date or the child has withdrawn from the center.

(f) **Injuries.** The center:
(1) contacts poison control with any suspected child poisonings;
(2) notifies parents as soon as possible of any known cuts, burns, animal bites, or injuries that may need evaluation by a physician; and
(3) maintains a log or report of all injuries that occur at the program. (See Supplement VII)

(g) **Emergency procedures.** A written emergency procedure for severe injury or acute illness is prominently displayed at the child care center. The emergency procedure includes:

(1) administration of first aid and location of the first aid kit;

(2) name and telephone number of the emergency service, physician and/or clinic;

(3) notification of parent; and

(4) notification of Licensing Services regarding the death of a child while in care or any injury to a child that requires emergency medical attention, in accordance with Section 5(c)(5)(G) and (H).

(h) **First aid kits.** Readily available first aid kits are maintained in the center and are taken on each field trip.

(1) Each kit is a closed container for storing first aid supplies which is accessible to staff at all times but inaccessible to children.

(2) First aid kits are restocked as needed.

(3) At a minimum, the first aid kit contains:

(A) disposable nonporous gloves;

(B) blunt-tipped scissors;

(C) tweezers;

(D) a thermometer;

(E) bandage tape;

(F) sterile gauze pads;

(G) rolled flexible or stretch gauze;

(H) non-medicated adhesive strips; and

(I) current standard first aid text or equivalent first aid guide.

(4) First aid kits taken on field trips also include:

(A) liquid soap and water or individually packaged towelettes;

(B) pen or pencil and note pad;

(C) cold pack;

(D) coins for use in a pay phone;

(E) the poison control center telephone number, 1-800-222-1222; and

(F) plastic bags for disposal of items contaminated with blood and/or body fluids.

Section 28. Food and nutrition

(a) **Meals.** Children remaining in the center over a four-hour period are served a balanced meal that provides at least one-third of their total daily nutritional requirements (See Supplement VIII)

(1) Food is provided for all children in care. For infants in care or for a child who has a special dietary need, including health or religious restrictions, parents may be requested to supplement the center's food service.

(2) School-age children may provide their own meals if the requirements contained in this paragraph are met.

(A) All sack lunches containing perishable foods are refrigerated at 41 degrees F or below, and a thermometer is in the refrigerator or ice chest. If an ice chest is used to refrigerate perishable food or milk:

(i) the food or milk is served within four hours and is not re-served or re-refrigerated;
(ii) packaged food is not stored in contact with water or undrained ice;
(iii) self-wrapped sandwiches are not stored in direct contact with ice; and
(iv) ice used for refrigeration is not used for any other purpose.

(B) Additional food is provided to children who bring a lunch that fails to meet at least one-third of their total daily nutritional requirements.

(C) A meal is provided to a child who fails to bring one.

(D) Milk is provided for all children.

(3) Second servings are available for children.

(4) Children are encouraged, but not forced, to eat.

(b) **Food service plan.** The center's food service plan and sample menu reflecting the required food service are filed with the OKDHS .

(1) When all-day care is provided, a breakfast or morning snack, a noon meal, and an afternoon snack are served to children.

(2) When evening care is provided, an evening meal and evening snack are served.

(3) When children remain all night, an evening meal, evening snack, and breakfast are served.

(c) **Menu posting.** Current weekly menus of food provided by the center are posted at all times.

(1) A duplicate menu is posted in the kitchen for the cook's use.

(2) Menus are closely followed, although reasonable substitutions are permissible if posted.

(d) **Food storage and preparation.**

(1) Food storage and preparation comply with food service and sanitation requirements in Section 31.

(2) Only commercially pre-packaged non-potentially hazardous food items may be brought from individual homes for consumption by a group of children.

(e) **Water.** Safe drinking water is freely available to children at all times. Children are encouraged to drink water throughout the day.

Section 29. Transportation

(a) **Center responsibility.** When transportation, including field trips, is provided by paid staff or volunteers, all requirements regarding transportation are met.

(1) The vehicle and operator of a vehicle used to transport children are in compliance with all applicable state laws. (See Supplement IX)

(2) Written permission from parents or guardian for transportation of their child is on file at the center.

(3) Parents receive prior notification of each field trip. Written parental permission is only required for participation in swimming and other potentially dangerous activities, in accordance with Section 25.2(c)(5).

(4) Supervision of the children begins at the designated pick-up time.

(5) The driver is responsible for leaving the child only with the person or school designated by the parent. Written instructions and approval from the parent for such a plan is required.

(6) Effective June 2007, programs providing transportation for children younger than six years of age must have one staff person with current documentation of training in an OKDHS approved child passenger safety course.

(A) Information from the training is shared with all other staff who transport children.

(B) After May 2007, any staff used to meet this requirement has 60 days to obtain this training.

(b) **Driver qualifications.** All drivers, including volunteers:

(1) be at least 21 years old;

(2) have an operator's license of the type appropriate for the vehicle that is valid in the driver's state of residence;

(3) have no conviction within the last three years of driving under the influence of alcohol or drugs or other impaired driving offense; and

(4) if driving a vehicle designed to transport ten or more passengers, complete training specific to the safe operation of that type of vehicle within three months of providing transportation to children.

(c) **Staff-child ratios.**

(1) When transporting children younger than four years of age, proper staff-child ratios are maintained without counting the driver. However, centers with only one staff person, or who transport one or two children, may provide transportation locally without a second staff person.

(2) For children four years old and older, the driver may be counted toward meeting the staff-child ratio.

(d) **Safety procedures.**

(1) A schedule showing accurate route and itinerary is planned and kept at the center to show approximately where the vehicle is at all times. If the vehicle is equipped with a mobile communication system, route information is not required.

(2) The driver is provided with:

(A) a copy of the scheduled route;

(B) the name, address, and telephone number of the child care center;

(C) names of children being transported; and

(D) a method to contact the children's parents in case of an emergency.

(3) Safe conduct to and from all vehicles and safe off-street loading space is provided to protect children from:

(A) backing vehicles,

(B) being between vehicles, and

(C) all traffic hazards.

(4) Attendance is checked each time children board and exit the vehicle.

(5) Children are not permitted to ride more than 60 minutes one way. Exceptions for a special field trip may be allowed, but these exceptions are infrequent, and allowance is made for rest and stretch stops during the trip.

(6) Children remain seated while the vehicle is in motion, and no part of a child's body extends from windows.

(7) Vehicles containing children are never left unattended.

(8) Use of tobacco products is prohibited while children are being transported.

(e) **Passenger restraints.** Children transported are properly secured in a child passenger restraint system (car seat) or individual seat belt. Buses with a capacity of ten or more passengers that meet state and federal requirements for school buses are exempt from this requirement.

(1) Children are transported in compliance with applicable state law. (See Supplement IX.)

(2) The car seat is:

(A) federally approved;

(B) installed according to the manufacturer's instructions;

(C) appropriate to the height, weight, and physical condition of the child, according to the manufacturer's instructions; and

(D) properly maintained.

(3) Each seat belt :

(A) is properly anchored to the vehicle; and

(B) fits snugly across the child's hips or securely anchors the car seat.

(4) All adult passengers, except those in a full-size school bus, and the driver are properly secured by individual seat belts unless the driver or passenger has written verification from a doctor licensed in Oklahoma that the person is unable to use a seat belt for medical reasons.

(5) Children 12 years of age and younger are prohibited from sitting in the front seat of an airbag equipped passenger vehicle unless an airbag cut off switch is installed and activated or the vehicle has airbags equipped with weight sensitive devices. If a child 12 years of age or younger must be placed in front of an air bag because all other positions are taken, it must be a child whose age and weight requires a forward facing harness seat.

(f) **Vehicle requirements.**

(1) The vehicle's maximum seating capacity is not exceeded. Maximum seating capacity of the vehicle is based on the manufacturer's designated seating capacity for children or on a minimum of 13 inches of seating space per child.

(2) All passengers are able to sit comfortably in a stationary padded seat with a back that is properly anchored to the vehicle.

(3) Vehicles used to transport children are maintained in a clean, safe operating condition, free of hazardous objects or other nonessential items that could injure children.

(4) Children are not transported in vehicles or parts of vehicles which were not designed for the purpose of transporting people, for example, truck beds, campers, and trailers.

(5) When transporting children, vehicles, with the exception of public transportation, are visibly marked with the name and telephone number of the facility or sponsoring organization.

(6) Each vehicle operated by a center for transportation of children has door locks. The driver is responsible for keeping the doors locked when the vehicle is moving.

(7) The transporting vehicle is covered by medical and liability insurance as required by Oklahoma laws.

(8) A vehicle used to transport children has an operable heater that is capable of maintaining a temperature of 65 degrees Fahrenheit in the vehicle, and a ventilation system.
(9) A first aid kit described in Section 27(h) is available in the vehicle at all times.
(10) Written documentation is kept of regular maintenance of all facility vehicles to include quarterly inspection of tire wear and pressure, brakes, lights, and functioning seat belts.

Section 31. Food service and sanitation requirements

(a) **General.**

(1) Food is protected at all times from any contamination including cross-contamination between raw and cooked foods, toxic substances, or contamination by insects or rodents while being stored, prepared, displayed, dispensed, packaged, or transported.
(2) Equipment and utensils used for food storage, preparation, and serving are of approved construction and maintained in a sanitary condition.

(b) **Food supplies.**

(1) **Food sources.** Food is from sources approved or considered satisfactory by the health authority, is in sound condition, free from spoilage, contamination, filth, adulteration, and misbranding, and is safe for human consumption.
(2) **Home-canned and hermetically sealed food.** Individually home-canned food or use of food in hermetically sealed containers that was not prepared in a food processing establishment is prohibited.
(3) **Milk products.** Requirements pertaining to milk products are listed below in (A) through (E).

(A) Only Grade A pasteurized fluid milk and fluid milk products for drinking are permitted.
(B) Pasteurized dry milk or evaporated milk may be used for cooking purposes only.
(C) Milk and milk products are stored at 41 degrees F. or below.
(D) Milk is stored in the original carton.
(E) Milk may be transferred from the original container to approved pitchers for serving. Milk removed from the original container may not be returned to the original container or stored for later use.

(4) **Meat, poultry, and fish.** Meat, poultry, and fish are obtained from approved sources and have been inspected by appropriate governmental authorities.
(5) **Ice.** Ice used for any purpose is made from water that comes from an approved source and was manufactured, stored, transported, and handled in a sanitary manner.

(c) **Potentially hazardous foods.**

(1) **Cooking.** Potentially hazardous foods requiring cooking are cooked so that all parts of the food are heated to a temperature of at least 145 degrees F. for 15 seconds. The requirements in (A) through (C) are also met.

(A) **Ground beef.** Ground beef is cooked thoroughly to at least 155 degrees F. until the juice is clear and the meat is no longer pink.

(B) **Poultry, stuffed meats, and stuffings.** Poultry, poultry stuffings, stuffed meats and stuffings that contain meat are cooked so that all parts of the food are heated to at least 165 degrees F. with no interruption of the cooking process.

(C) **Pork.** Pork and any food containing pork are cooked so that all parts of the food are heated to at least 150 degrees F.

(2) **Egg products.** Only clean, whole-shell eggs without cracks, which meet applicable grade standards and are held at 41 degrees F. during storage, are permitted.

(A) Raw, unpasteurized eggs are not used in uncooked food, such as ice cream and egg nog.

(B) Raw eggs which have been shelled are not held in excess of four hours.

(3) **Reheating foods.** Before being served, potentially hazardous foods that have been cooked and then refrigerated are reheated rapidly throughout to 165 degrees F. or higher before being served.

(d) **Food protection.** Foods are covered and protected from contamination while being stored, prepared, displayed or transported.

(1) Medicines and other hazardous items are stored in a manner which prevents contamination of food.

(2) Refrigeration units and insulated facilities are required to ensure maintenance of all food at 41 degrees F. or below except during preparation and service.

(3) A thermometer is located in a conspicuous place in each refrigerator and freezer.

(4) All perishable foods, including fruits and vegetables, are stored at temperatures that protect against spoilage.

(5) A metal-stem thermometer is available to check food temperatures.

(6) All potentially hazardous foods are maintained at safe temperatures of 41 degrees F. or below or 145 degrees F. or above, except during necessary periods of preparation and service.

(7) Use of food from damaged or unlabeled cans is prohibited.

(8) Frozen food is kept at 0 degrees F. or below, except when being thawed at refrigerator temperature of 41 degrees F. or under cool, potable running water, 70 degrees F. or below.

(9) Containers of food are stored off the floor on clean surfaces in a manner which protects them from splash and other contamination.

(e) **Food preparation.** Food is prepared with a minimum of manual contact on food-contact surfaces and with clean, sanitized utensils.

(1) Whenever there is a change in processing between raw beef, pork, poultry, or seafood, or a change in processing from raw to ready-to-eat foods, each new operation begins with clean, sanitized food-contact surfaces and utensils.

(2) Raw fruits and vegetables are thoroughly washed with potable water before being cooked or served.

(f) **Use of food.** Individual or family-style portions of food once served are not served again. Wrapped food that remains properly stored and has not been unwrapped may be served again.

(g) **Transporting food.** The requirements for storage, display, and general protection against contamination contained in this Section apply to all food that is transported from one location to another for service.

(1) During transportation, potentially hazardous food is kept at 41 degrees F. or below or 140 degrees F. or above.

(2) During transportation, all food is in covered containers or completely wrapped or packaged to protect it from contamination.

(h) **Catering services.** When catering services are used:

(1) meals are obtained from a food service establishment approved by the health department; and

(2) procedures and equipment for transporting meals are approved by the health department.

(i) **Personnel.**

(1) **Health.** Individuals are prohibited from working in any capacity in any area of food service if infected with or a carrier of any disease in a communicable form or while afflicted with boils, infected wounds, sores, an acute respiratory infection, or diarrhea.

(2) **Hygiene.** All employees wear clean outer garments, maintain a high degree of personal cleanliness, and conform to hygienic practices while on duty.

(A) Employees are required to thoroughly wash their hands and the exposed portions of their arms with soap and warm water before starting work, during work as often as necessary to keep them clean, after handling raw food products, and after eating, drinking, using the toilet, or returning from other areas of the center.

(B) Employees who prepare or serve ready-to-eat food wear commercial grade single-use gloves.

(C) Employees are required to keep their fingernails clean and trimmed.

(j) **Food equipment, utensils, and storage items**. All equipment and utensils are designed and constructed of safe, non-toxic materials and are smooth, non-absorbent, easily cleanable, durable, and in good repair.

(1) All equipment is installed to facilitate cleaning of the equipment and adjacent areas.

(2) Adequate food service utensils are provided to ensure complete food service for one meal for the licensed capacity of the center.

(3) Tableware is washed, rinsed, and sanitized after each use.

(4) To prevent cross-contamination, kitchenware, utensils, and food-contact surfaces of equipment are washed, rinsed, and sanitized after each use.

(5) Cooking devices are cleaned as often as necessary and are free of encrusted grease deposits and other soils.

(6) Non-food contact surfaces of all equipment, including tables, counters, and shelves, are cleaned as often as necessary to keep them free of accumulations of dust, dirt, food particles, and other debris.

(k) **Cleaning and sanitizing equipment and utensils.** Equipment, utensils, and service items are maintained in a sanitary condition by use of one of the following methods.

(1) **Dishwashing machines.** Commercial or domestic dishwashing machines are permitted if heat or chemical sanitizing cycles are properly installed and if operated in a manner that allows completion of a sanitizing cycle without opening the machine. Adequacy of the sanitizing cycle is determined by the generally accepted test methods.

(2) **Manual cleaning.**

(A) If a three-compartment sink or automatic dishwasher is not available, a one or two-compartment, domestic-type sink may be used when additional vessels are provided to ensure the rinsing and sanitizing of all equipment, utensils and tableware.

(B) Equipment, utensils, and tableware are washed, rinsed, and sanitized in the sequence listed below.

(i) Sinks are cleaned prior to use.

(ii) In the first compartment, items are thoroughly washed with an approved detergent in a solution that is kept clean.

(iii) In the second compartment, equipment items are rinsed with clean water until they are free of detergent and abrasives.

(iv) In the third compartment, items are sanitized.

(C) Food-contact surfaces of all equipment and utensils are sanitized by immersion in a clean solution containing any chemical sanitizing agent, such as bleach, which has been demonstrated to the satisfaction of the health authority to be effective and non-toxic under use conditions.

(D) All items are air-dried in a self-draining position before being stored.

(3) **Use of single-service articles.** Facilities which do not have adequate and effective facilities for cleaning and sanitizing utensils use single-service articles for both preparation and service.

(A) Single-service articles are stored in closed cartons or containers which protect them from contamination.

(B) Single-service articles are used only once.

(l) **Storage area.**

(1) Adequate space is provided for the storage of sanitized equipment, utensils, and service items.

(2) Items are stored above the floor in a clean, dry location to protect food-contact surfaces from splash, dust, and other contamination.

(3) Only poisonous and toxic materials that are required to maintain sanitary conditions and for sanitation purposes are used or stored in the food preparation area.

(4) Poisonous and toxic materials are identified and used only in a manner and under conditions that do not contaminate food or constitute a hazard.

(m) **Food service hand-washing facilities.** Hand-washing facilities equipped with hot and cold running water with a mixed-valve faucet are provided in the food preparation area in any facility licensed after June 1, 1987. When a center operates in housing which was originally designed as a family residence and was licensed prior to the effective date of these requirements, hand-washing facilities in a bathroom on the same floor as the kitchen are deemed convenient and adequate.

(1) Cleansing soap or detergent and approved sanitary towels or other approved hand-drying devices are provided.

(2) Facilities are kept clean and in good repair.

(3) Food preparation and dishwashing sinks are not used for hand-washing purposes.

(n) **Food preparation and service areas**.

(1) **Floors.** The floor surface in all rooms or areas in which food is stored or prepared is of smooth, non-absorbent materials.

(A) Unsealed concrete and carpet are not permitted.

(B) Floors are constructed so that they are easily cleaned and are kept in good repair.

(2) **Walls and ceilings.** Walls and ceilings, in areas in which food is prepared or utensils or hands are washed, are kept in good repair, easily cleaned, and have washable surfaces up to the highest level reached by splash or spray.

(3) **Lighting.**

(A) All areas in which food is prepared or stored, as well as hand-washing areas, toilet rooms, and garbage and rubbish storage areas, are well-lighted.

(B) All lighting fixtures are shielded.

(4) **Ventilation.** Rooms are properly ventilated.

(A) All rooms have sufficient ventilation to keep them free from heat, steam, vapors, obnoxious odors, smoke, and fumes.

(B) Ventilation systems comply with applicable state and local fire prevention requirements and, when ventilated to the outside air, discharge in such a manner as to not create a nuisance.

(5) **Housekeeping.** All areas where food is prepared and served are kept clean, neat, and free from litter and rubbish.

(A) Cleaning operations are conducted in a manner that minimizes contamination of food and food-contact surfaces.

(B) Soiled linens, coats, and aprons are kept in containers until removed for laundering.

(C) Live birds or animals are not allowed in any area used for food service operations.

(o) **Construction and maintenance of physical facilities.**

(1) **Building.** Buildings used to house child care facilities are structurally sound.

(A) Exterior and interior walls are maintained in sound condition, free of holes and peeling paper and paint.

(B) Windows and doors are in good repair, free of broken glass or hazards.

(C) Window and door screens, where required, effectively minimize the entry of insects.

(D) Floors are cleanable and in good repair.

(E) All uncovered floors, including concrete and wood floors, are sealed.

(2) **Premises.**

(A) The premises are free of harborage for insects, rodents, and other vermin.

(B) Safe, effective measures are taken to minimize the presence of, and to protect against, the entry of vermin.

(C) The premises are otherwise maintained free of hazards to children.

(3) **Water supply.** The water supply is adequate, of a safe, sanitary quality, and from an approved source.

(A) When water is not from a public water supply, for example, well water, it meets local and state testing requirements.

(B) All areas where food is prepared or equipment, utensils, or containers are washed have hot and cold water under pressure.

(4) **Sewage disposal.** All sewage, including mop water, is disposed of in a public sewage system or, in its absence, in a manner approved by the health authority.
(5) **Plumbing.** Plumbing is sized, installed, and maintained in a safe manner and in accordance with the Oklahoma Plumbing License Act.

(A) Plumbing constructed after June 1, 1987 is installed in compliance with the currently adopted State Plumbing code or applicable local ordinances.

(B) Any cross-connection between the potable water supply and any nonpotable or questionable water supply, or any source of pollution through which the potable water supply might become contaminated is prohibited.

(6) **Electrical.** The electrical distribution system is sized, installed, and maintained in a safe manner and in accordance with the Oklahoma Electrical Licensing Act. Portions of the electrical system constructed, repaired, or replaced after June 1, 1987 are installed in compliance with the current National Electrical Code.

(7) **Garbage and rubbish disposal.** Prior to disposal, all garbage and rubbish containing food wastes or diapers are kept in leak-proof, non-absorbent containers and covered with tight-fitting lids when filled, stored, or not in continuous use.

(A) The containers are adequate for the storage of all food waste and rubbish accumulating on the premises.

(B) Each container is thoroughly cleaned each time it is emptied.

(C) Garbage disposal units, if used, are of suitable construction and installed in compliance with state and local standards.

(D) All garbage and rubbish are disposed of frequently and in a manner that prevents a nuisance.

(E) All hazardous material is disposed of properly.

Section 33. Fire safety

Minimum construction requirements. Current local codes are enforced for all new construction including additions or major alterations of existing licensed centers and conversion of buildings not previously licensed as child care centers. In the absence of such ordinances, the state-adopted building code applies.

(1) Plans for construction of a new building, addition to, or major alteration of existing buildings are submitted to the local fire or code authority for approval prior to start of construction. If no local authority exists, plans are submitted to the State Fire Marshal.
(2) Licensed facilities in operation on the effective date of this Part are required to comply with the construction and fire safety codes applicable at the issuance of their license.

Section 33.1. Requirements for drop-in centers

(a) **Drop-in centers.** A drop-in center is a child care center that provides care for children on an occasional basis where no child is in attendance for more than six hours a day for a maximum of 24 hours a week with an allowance for six extra hours per child three times a year.

(b) **Requirements.** Drop-in centers are required to meet the rules contained in Section 1 through Section 33.1.

(c) **Notifications.** In addition to the requirements contained in Section 5(c)(1) a notice provided by the OKDHS stating the maximum number of hours a child may be in care at the facility is prominently posted. This statement is also included in all drop-in center literature and advertising.

(d) **Attendance records.** In addition to the requirements pertaining to daily attendance records in Section 6(b)(3), a record of each child's time of arrival and departure, with weekly documentation of total hours of attendance, is required.

(e) **Toilets and sinks.** Drop-in centers operating after July 1, 1995, are exempt from the requirements in Section 11(b)(10). One toilet and one sink are required for every 25 children.

(f) **Outdoor play space.** Drop-in centers are exempt from the requirements pertaining to outdoor play space contained in Section 11(d)(2). If outdoor play space is not provided, the drop-in center is also exempt from the requirements contained in Section 22.

(g) **Indoor equipment.**

(1) Drop-in centers are exempt from the requirements contained in Section 14(b) through (g), with the exception of crib safety features and requirements for mattresses and playpen pads. Drop-in centers are required to have equipment from each category in Appendix L-5, Child Care Center Minimum Indoor Equipment Requirements, for each age group served. A sufficient amount of equipment and materials is available to avoid excessive competition among children or long waits for equipment.

(2) If outdoor play space is not available, large muscle equipment is provided according to the number of children in care, as listed in (A) through (D) of this paragraph. No more than two of the same item is allowed.

(A) 1-12 children, 3 items.

(B) 13-24 children, 6 items.

(C) 25-36 children, 9 items.

(D) 37-48 children, 12 items.

(h) **Program.** Lesson plans and daily schedules, as required in Section 25.1(a)(1) through (6), reflect the flexibility of the program.

(i) **Food and nutrition.** Drop-in centers that provide limited food service only are exempt from the requirements in Section 28. All drop-in centers must:

(1) serve a snack or meal to each child who is in care for four or more consecutive hours;

(2) allow children in care to bring food from home if food is not provided;

(3) refrigerate perishable foods at 41 degrees F. or below and keep a thermometer in the refrigerator or ice chest; and

(4) post a daily menu if food is provided.

(j) **Food service and sanitation.** If limited food service only is provided, the food service and sanitation requirements in Section 31(a) through (n) are not required.

Section 33.2. Requirements for child care centers for sick children

(a) **Centers for sick children.** A center providing care for sick children is a child care center that serves children with illnesses or symptoms that:

(1) prevent them from comfortable participation in program activities in a child care center caring for well children; and

(2) require more care than child care staff in a regular child care center can provide without compromising the health and safety of other children in care.

(b) **Requirements.** Centers for sick children are required to meet the rules contained in Section 1 through Section 33, except as otherwise provided in this Section.

(c) **Definitions.** The definitions for words and terms used in this Section are contained in this subsection.

(1) **Health professional.** A health professional is a registered nurse, pediatric nurse practitioner, physician's assistant or physician with at least one year of pediatric or public health experience.

(2) **Level I center.** A Level I center:

(A) is a component of a regular child care center that is licensed to care for no more than eight sick children and serves only children who are mildly ill; and

(B) does not serve children with illnesses or symptoms that meet the criteria for exclusion in a Level I center as defined in Appendix L-6, Child Care Center Exclusion Criteria for Children Who Are Ill.

(3) **Level II center.** A Level II center:

(A) is licensed to care for nine or more sick children;

(B) is licensed to provide child care only for sick children; or

(C) is a component of a regular child care center and serves both mildly and moderately ill children.

(4) **Mildly ill.** Mildly ill means children with mild symptoms of an episodic minor childhood illness who do not present a risk of serious infection to other children. Mildly ill children show interest and involvement in program activities and are able to participate.

(5) **Moderately ill.** Moderately ill means children with symptoms of an episodic illness which prevents them from being cared for in a child care center serving only well or mildly ill children due to the risk for contagion and the need for increased care. Moderately ill children display more severe symptoms than mildly ill children.

(d) **Inclusion and exclusion criteria.** A center licensed to care for sick children may serve any child who exhibits symptoms or illnesses for which they are excluded from a center caring for well children unless prohibited by the exclusion criteria specified in Appendix L-6.

(e) **Admission criteria.** The guidelines for admission in a center for sick children are described in (1) - (2) of this subsection. A provider is not obligated to admit a child if the provider does not have adequate information about the child's condition or diagnosis to determine whether he or she can be safely included in the program.

(1) **Level I.** A written physical assessment of the child is conducted by the director or designated caregiver to determine the appropriateness of the child's attendance that day or the need for a medical evaluation prior to admission. The assessment includes:

(A) any pertinent information from the parent or authorized adult relevant to the child's condition and symptoms; and

(B) an evaluation of the child's general appearance including physical appearance, demeanor, mood and activity level.

(2) **Level II.** A written medical evaluation that includes a diagnosis from a licensed physician indicating a child is eligible for admission is required before a child can be admitted to a Level II center.

(f) **Policy and procedure.** The center has written policies and procedures that are approved in writing by a licensed physician or by a pediatric nurse practitioner.

(1) In addition to the requirements in Section 5.1(a)(1)-(5), the center policy must also include:

(A) the criteria for admission in the center;

(B) intake and admission procedures;

(C) plans for the daily care of children including methods used to monitor the condition of children;

(D) plans for staff training and communication with parents and health care providers; and

(E) procedures for injury prevention and infection control.

(2) A health professional provides on-going consultation to the program in its overall operation and the management of illness for individual children.

(g) **Staff qualifications.** In addition to the requirements for child care center employees contained in Section 7.1(a)-(h), employees caring for sick children are required to have completed:

(1) at least one year of satisfactory full-time experience in a child care setting; or

(2) a minimum of 20 documented clock hours of training in child development, early childhood education or a closely related subject.

(h) **Staff training.** The training requirements for staff caring for sick children are contained in (1) - (4) listed below.

(1) Staff caring for sick children must have current documentation of completed training in community first aid and CPR, including infant and child, conducted by an individual certified as an instructor through the American Red Cross, First Care or American Heart Association, or by a health professional trained as an instructor in CPR and first aid training.

(2) Prior to working with sick children, employees must complete the OKDHS approved training for the care of sick children which is conducted by a health professional. The training includes:

(A) policy and procedures relating to the care of sick children;

(B) recognizing signs and symptoms of illness;

(C) administration of medication;

(D) when and how to call for medical help;

(E) taking children's temperatures;

(F) infection control procedures including handwashing, handling contaminated items, use of disinfectants and food handling;

(G) communicating with parents concerning a child's illness; and

(H) any other care that may be required for admissible illnesses and conditions.

(3) Staff caring for sick children must obtain two hours of training annually related to the care of sick children and the prevention and control of communicable disease.

(4) All training required for staff who care for sick children will count toward the 12 hours of annual training required for all child care center staff listed in Section 7.1(h)(4).

(i) **Staff-child ratios.** A program providing care for sick children is exempt from the requirements pertaining to staff-child ratios in Section 9.1(e)(1)-(4). However, the program is required to meet the minimum staff-child ratios described in (1) - (4) listed below.

(1) When all children in a group are under 2 years old, the staff-child ratio is 1:3 with a maximum group size of 6.

(2) When the children in a group are 2 through 5 years old, the staff-child ratio is 1:4 with a maximum group size of 8.

(3) When all children in a group are 6 years old and up, the staff-child ratio is 1:6 with a maximum group size of 12.

(4) When children of mixed ages are cared for in the same group, the staff-child ratio and group size for the youngest child apply.

(j) **Indoor space.** In addition to the requirements pertaining to indoor space in Section 11(a)-(d)(1), a center providing care for sick children meets the additional requirements regarding indoor space listed in (1) - (7) below.

(1) Toilets are in a bathroom that is adjacent to or opens directly into each room used to care for sick children.

(2) Sinks for hand-washing are located in each room used for the care of sick children, or in a bathroom that opens directly into the room.

(3) The use of potty chairs is prohibited.

(4) Rest equipment is available and accessible for use by children throughout the day and is placed three feet apart when in use.

(5) Mats may not be used as rest equipment.

(6) The use of carpet is prohibited; however, rugs may be used if they are washed daily.

(7) In a Level I facility:

(A) rooms used for the care of sick children are separated from other components of the center by floor to ceiling walls; and

(B) rooms, fixtures, furniture, equipment and supplies used by sick children are not used by staff or children from any other component of the child care center when sick children are in care.

(k) **Outdoor space.** A center for sick children is exempt from the requirements pertaining to outdoor play space in Section 11(d)(2) and in Section 22(a)-(d). However, if outdoor play space is provided:

(1) all requirements in Section 11(d)(2), and Section 22 (a)-(d) are met; and

(2) if the same area is shared by well and sick children, it is used at separate times.

(l) **Health.** In addition to the requirements in Section 27(a)-(h), a center for sick children:

(1) requires staff to monitor and record the condition of each child throughout the day. The monitoring includes:

(A) temperature;

(B) amount of fluid and food intake;

(C) output including urine, vomit and stools, as appropriate;

(D) medication administered; and

(E) sleeping patterns and general behavior.

(2) notifies parents immediately of any significant change in a child's condition; and

(3) takes additional precautions to prevent the spread of disease, including:

(A) cleaning and disinfecting floors, toys, equipment and furniture daily or more often if necessary, or before being used by another group of children;

(B) posting the proper procedure for hand washing at each sink;

(C) providing liquid soap from mounted dispensers for hand washing;

(D) using paper towels from a dispenser with waste containers provided for disposal;

(E) providing toys that are non-porous and easily washable; and

(F) prohibiting staff and children who begin their day in the area serving sick children to transfer to any other part of the child care facility during that day.

(m) **Food and nutrition.** In addition to the requirements contained in Section 28(a) - (e) a center caring for sick children:

(1) modifies menus to meet the individual physical condition of each child in care;

(2) prohibits staff involved with food preparation or service from changing diapers or assisting children with toileting;

(3) uses only single-use and disposable eating and drinking utensils. Infant bottles and toddler drinking cups may be used if they are sent home daily;

(4) prohibits the use of drinking fountains; and

(5) requires staff to frequently offer drinking water and other fluids to each child.

(n) **Additional requirements for Level II centers.** In addition to the requirements listed in (a) - (m) of this Section, a Level II center must meet the requirements outlined in (1) - (6) listed below.

(1) A physical assessment of each child is conducted by a health professional as the child is admitted to the program.

(2) A health professional or licensed practical nurse (LPN) with immediate, direct access to a health professional must remain onsite at all times when sick children are in care.

(3) The LPN may not make the determination whether to admit a child into the program. The LPN may provide care and collect clinical information, and must report to the health professional.

(4) Children are cared for in separate rooms unless grouped with other children diagnosed with the same illness.

(5) Separate outside ventilation is required when care is provided for children diagnosed with:

(A) measles;

(B) diphtheria, until 5 days of the appropriate antibiotic therapy, which is to be given a total of 14 days;

(C) rubella;

(D) tuberculosis; or

(E) chicken pox.

(6) In a Level II center that is a component of a center caring for well children:

(A) rooms are separated from other components of the center by floor to ceiling walls;

(B) rooms, furniture, equipment and supplies used by sick children are not used by children or staff from other components of the center; and
(C) a separate entrance is required for sick children.

APPENDIX L-1

OKLAHOMA TRAINING APPROVAL SYSTEM

The goal of the Oklahoma Training Approval System is to ensure that approved training and college coursework provides high quality learning opportunities for child care providers. The system is managed by the Center for Early Childhood Professional Development (CECPD), which reviews and approves training based upon clear objectives, effective adult learning approaches, relevant content, and the qualifications of the trainer.

Training is divided into three tiers:

TIER I

- Short-term training that can be counted toward ongoing training requirements.
- Does not have to be approved by CECPD.

Examples: conferences, workshops, and in-service training (videos and on-site training with a formal presentation by a guest speaker).

TIER II

- In-depth training that is a minimum of four hours and can be counted toward the training requirement for Child Development Associate (CDA) or Certified Child Care Professional (CCP) credential. Training must also fit into competency or ability areas.
- Approved by CECPD based on an application request process.

Examples: Child Care Careers courses, including Entry-Level Child Care Training, the National Administrator's Credential and Director's Advanced Training, Dollars and Sense, seminars, and institutes.

TIER III

- Formal education through credit-bearing courses at accredited colleges and universities and courses at technology centers that transfer for credit to colleges and universities. Coursework must be grade D or higher to count as training or approved coursework.
- Does not have to be approved by CECPD.

Examples: early childhood development, children's literature, child health, safety, and nutrition.

For a list of statewide training opportunities, approved Tier II training and college coursework in early childhood education or an approved related subject, contact your licensing specialist or access the CECPD website at http://www.cecpd.org./

To request an application for approval of Tier II training, contact CECPD at 405-799-6383 or 1-888-446-7608 or at http://www.cecpd.org/.

APPENDIX L-2

Oklahoma Registry:
Oklahoma Director's Credential

LEVEL REQUIREMENTS						
Level	**General Education**	**ECE/CD Knowledge/Skills**	**Admin & Mgmt Knowledge/Skills**	**Experience**	**Professional Contributions**	**Renewal**
Gold	Associate's, Bachelor's, Master's, or Doctorate degree awarded by an accredited college or university recognized by the U.S. Dept. of Education	A minimum of 12 approved credit hours* in Early Childhood or Child Development (ECE/CD)	A minimum of 6 approved credit hours* in Business or related courses	1 year of experience in Early Childhood Administration or 2 college semesters of documented administrative internship or supervised lab	A minimum of 6 points of professional contributions	*For renewal after initial 3 years:* 60 hours of Tier I or higher training
Silver	Post-secondary course in written and oral communication (Three credit hours in college level English composition will apply.)	A minimum of 12 approved credit hours* in Early Childhood or Child Development	A minimum of 6 approved credit hours* in Business or related courses	18 months' experience in Early Childhood Administration or 2 college semesters of documented administrative internship or supervised lab	A minimum of 4 points of professional contributions	*For renewal after initial 3 years:* 60 hours of Tier I or higher training
Bronze	GED or High School Diploma	6 approved credit hours* in ECE/CD ***OR*** a minimum of 90 formal clock hours**+ with at least 10 hours in each of the seven ECE/CD Core Knowledge Areas (Child Growth and Development; Child Guidance and Management; Child Observations and Assessment; Curriculum and Instructional Methods; Family and Community Relationships; Health and Safety of Young Children; Professionalism and Leadership) ***OR*** Recognized ECE/CD Credential or Certificate**	3 approved credit hours* in Business or related courses ***OR*** a minimum 40 formal clock hours**+ with at least 10 hours in any three Management Core Knowledge Areas (Educational Programming and Family Support; Personnel and Professional Self-Awareness; Staff Management and Human Relations; Leadership and Advocacy; Program Operation and Facilities Management; Legal Management; Fiscal Management) ***OR*** Recognized Admin/Mgmt Credentials or Certificates***	3 years' experience in Early Childhood setting, or 2 college semesters of documented administrative internship or supervised lab	A minimum of 2 points of professional contributions	*For renewal after initial 3 years:* 60 hours of Tier I or higher training

* Approved college credit hours (Tier III) must be on the Recommended Approved Coursework Listing (www.cecpd.org) and be earned at an accredited college or university recognized by the U.S. Department of Education.

** Recognized ECE/CD Credential or Certificate: Child Development (CDA), Certified Child Care Professional (CCP), Oklahoma Competency Certificate in Early Care and Education

*** Recognized Admin/Mgt Credential or Certificates: National Administrator Credential (NAC), Director's Advanced Training (DAT)

**+ Formal clock hours refers to Tier II training found on the Oklahoma Training Approval System (www.cecpd.org). Entry Level Child Care Training (ELCCT) does not count toward meeting this requirement.

NOTE: Tier I and Tier II training hours are valid for 5 years

For more information, contact:
Center for Early Childhood Professional Development
The University of Oklahoma • College of Continuing Education
1801 North Moore Avenue, Moore, OK 73160-3668
(405) 799-6383 OKC metro • 1-888-446-7608 statewide

Child Care Centers

Effective 7-1-10

OCCS
oklahoma child care services
registry

Oklahoma Registry:

Early Care & Education Professional Development Ladder

The Oklahoma Registry is a program of OKDHS Oklahoma Child Care Services

For more information, contact:

Center for Early Childhood Professional Development
The University of Oklahoma
College of Continuing Education
1801 North Moore Avenue
Moore, OK 73160-3668
(405) 799-6383 OKC metro
1-888-446-7608 statewide
www.cecpd.org

Membership on the *Oklahoma Registry* is valid for one year. To meet annual renewal requirements, you must have completed 20 hours of Tier I or higher training in the past 12 months.

Degree(s) and credit hours must be earned at an accredited college or university recognized by the U.S. Department of Education. Official transcripts are required.

LEVEL X
BA/BS degree with at least 24 credit hours in Early Childhood Education/Child Development (ECE/CD)
--*OR*– BA/BS or advanced degree in ECE/CD

LEVEL IX
90 credit hours toward BA/BS in ECE/CD with at least 18 ECE/CD credit hours*
–*OR*– BA/BS degree (non-ECE/CD) with at least 18 ECE/CD credit hours*

LEVEL VIII
AA/AS degree in ECE/CD
–*OR*– BA/BS degree (non-ECE/CD) with at least 12 ECE/CD credit hours*

LEVEL VII
AA/AS degree (non-ECE/CD) with at least 12 ECE/CD credit hours*
–*OR*– 60 credit hours toward BA/BS degree in ECE/CD with at least 12 ECE/CD credit hours*
–*OR*– BA/BS degree with a non-ECE/CD major with at least 6 ECE/CD credit hours*

LEVEL VI
30 credit hours with at least 12 ECE/CD credit hours*

LEVEL V
Oklahoma Certificate of Mastery (Early Childhood Education or Child Development)

LEVEL IV
Current Child Development Associate Credential
–*OR*–
Current Certified Childcare Professional Credential

LEVEL III
Oklahoma Competency Certificate in Early Care and Education (Oklahoma Department of Career Technology and Education's Master Teacher Certificate ONLY)

LEVEL II
Completion of at least 60 formal hours** of training in the past 5 years

LEVEL I
Completion of at least 20 hours of Tier I or higher of training in the past 12 months

*Credit hours must be on Approved Coursework List
**Tier II on Oklahoma Training Approval System, or higher

APPENDIX L-4

CHILD CARE CENTER STAFF RATIO

SINGLE-AGE GROUPS

	Center staff - child ratio	Maximum group size
Infants (0 up to 12 months)	1:4	8
Toddlers (12 months through 23 months)	1:6	12
Two-year-olds	1:8	16
Three-year-olds	1:12	24
Four- and five-year-olds	1:15	30
Six-year-olds and older	1:20	40

MIXED-AGE GROUPS

	Center staff - child ratio	Maximum group size
0-35 months This ratio must be used when all children in the group are 35 months of age or less.	1:6 No more than 2 under 12 months of age per staff	12
Infants and older	1:8 No more than 2 under two years of age per staff	16
Two's and older	1:12 No more than 4 two-year olds per staff	24
Three's and older	1:15 No more than 6 three-year-olds per staff	30
Four's and older	1:18 No more than 8 four-year-olds per staff	36

NOTE: The ratio and maximum group size for the age of the youngest child in the group is used for other mixed-age groups.

APPENDIX L-5

CHILD CARE CENTER MINIMUM INDOOR EQUIPMENT REQUIREMENTS

SECTION I. MINIMUM EQUIPMENT FOR INFANTS

NUMBER OF INFANTS:	1	2	3	4	5	6	7	8
MOTOR DEVELOPMENT								
Large muscle, such as set of soft blocks, tunnel or crawl-through apparatus, large balls, infant activity center, pull-up apparatus.	2	2	2	2	4	4	4	4
Small muscle, such as nesting containers, washable dolls, balls of various sizes, plastic animals.	2	3	4	4	5	6	7	8
SENSORY DEVELOPMENT								
Things to hear, such as rattles, musical toys, squeaky toys, wind chimes.	3	3	3	4	5	6	7	8
Things to see, such as mobile, murals, pictures, banners, bright pictures.	2	2	3	4	5	6	7	8
Soft washable things to touch, such as feely toys, feely ball, textured items, handkerchiefs.	2	2	3	4	5	6	7	8
Shatterproof mirror.	1	1	1	1	1	1	1	1
LANGUAGE DEVELOPMENT								
Wipeable picture books.	2	2	3	4	5	6	7	8
Storybooks to be read by the teacher.	3	6	9	12	15	18	21	24
MUSIC								
Tapes, records, or CDs.	2	2	2	2	4	4	4	4
Record, tape, or CD player.	1	1	1	1	1	1	1	1

APPENDIX L-5

SECTION II. MINIMUM EQUIPMENT FOR TODDLERS

NUMBER OF TODDLERS	1-2	3-4	5	6	7	8-9	10-11	12
MOTOR DEVELOPMENT								
Large muscle, such as set of large plastic or cardboard building blocks, two-step slide, rocking boat, interlocking panels, indoor riding toy without pedals, rocking toy, sit and spin.	2	2	2	2	3	3	4	4
Large push items, such as a shopping cart, lawn mower, vacuum cleaner.	2	2	2	2	3	3	3	3
Small muscle. Table manipulative, such as stacking toys, nesting toys, 2-4 piece puzzles, table blocks, pounding toys.	2	4	5	6	7	9	11	12
Rubber animals.	2	2	3	4	5	6	7	8
Balls of various sizes.	2	2	3	4	5	6	7	8
Hand-held trucks, cars, etc.	2	4	5	6	7	8	10	12
SENSORY DEVELOPMENT								
Things to hear, such as musical toys, wind-up toys xylophone, shakers, rhythm instruments.	2	2	3	4	5	6	7	8
Things to see, such as pictures, posters, murals of assorted sizes and colors, windsock, banners.	2	2	3	4	5	6	7	8
Things to touch, such as texture surfaces, water play with accessories, play dough.	2	2	3	4	5	6	7	8
Shatterproof mirror.	1	1	1	1	1	1	1	1
LANGUAGE DEVELOPMENT								
Wipeable picture books.	2	4	5	6	7	9	11	12
Storybooks to be read by the teacher.	6	12	15	18	21	27	33	36
Puppets.	2	2	2	2	2	2	2	2
PRETEND								
Soft washable toys, such as dolls, animals, blocks.	2	2	3	4	5	6	7	8
Choose from: pots and pans, shoes, scarves, aprons, purses, play telephones, etc.	3	6	9	12	15	18	21	24
MUSIC								
Records, tapes, or CDs.	2	2	2	2	4	4	4	4
Record, tapes, or CD player.	1	1	1	1	1	1	1	1
ART SUPPLIES								
Art supplies, such as paper, large crayons, paste, non-toxic finger paints.	2	3	4	4	5	5	6	6

APPENDIX L-5

SECTION III. MINIMUM EQUIPMENT FOR TWO-YEAR-OLDS

NUMBER OF TWO-YEAR-OLDS:	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16
MOTOR DEVELOPMENT								
Large muscle. No more than two of the same item, such as set of large plastic or cardboard building blocks, interlocking panels, two-step slide, rocking toy, indoor climbing apparatus, large floor push toy, crawl-through apparatus.	2	2	3	4	5	6	7	8
Large push items, such as shopping cart, lawn mower, vacuum cleaner.	2	2	2	2	3	3	4	4
Small muscle. Table manipulative toys, such as 2-4 piece puzzles, stacking, nesting, pounding toys, table blocks.	2	4	6	8	10	12	14	16
Balls of various sizes.	2	2	3	3	4	4	5	5
Hand-held trucks, cars.	2	3	5	6	8	9	10	12
Animals (plastic, rubber, or wood).	2	2	3	4	5	6	7	8
Things to touch, such as texture surfaces, water play with accessories, play dough.	2	2	3	4	5	6	7	8
PRETEND								
Dolls.	2	2	3	4	5	6	7	8
Items of dress-up clothes, such as capes, aprons, shoes, purses, hats, scarves.	2	2	3	4	5	6	7	8
Choose from: set of pots and pans, dishes, plastic play foods, empty food containers, housekeeping appliance, plastic play tool set, water play with accessories.	2	4	6	8	10	12	14	16
Shatterproof mirror.	1	1	1	1	1	1	1	1
MUSIC								
Musical toys.	2	2	2	3	3	3	4	5
Rhythm instruments in classroom. Access to instruments for each child in the group.	2	2	3	4	5	6	7	8
Records, tapes, or CDs.	2	2	2	2	4	4	4	4
Record, tape, or CD player.	1	1	1	1	1	1	1	1
LANGUAGE DEVELOPMENT								
Mitten-type puppets.	2	2	2	2	3	3	4	4
Picture books for children's independent use.	2	4	6	8	10	12	14	16
Storybooks for teacher to read to children.	6	12	18	24	30	36	42	48
Designated area used for quiet play.	1	1	1	1	1	1	1	1
ART SUPPLIES								
Art supplies, such as paper, large crayons, paste, non-toxic finger paints.	2	3	4	5	6	7	8	9

APPENDIX L-5

SECTION IV. MINIMUM EQUIPMENT FOR THREE-YEAR-OLDS

NUMBER OF THREE-YEAR-OLDS:	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24
MOTOR DEVELOPMENT								
Large muscle. Set of building blocks (minimum of 20 pieces) with accessories.	1	1	1	2	2	2	2	2
No more than two of the same item, such as rocking boat, interlocking panels, indoor climbing apparatus, balance beam, crawl-through barrel, large floor push toy.	2	2	2	2	3	3	4	4
Small muscle. Table activities, such as matching games, lotto, nesting toys, string beads, parquetry blocks, peg boards and pegs, lacing boards.	3	3	6	6	9	9	12	12
Inlay puzzles.	3	3	6	6	9	9	12	12
Set of interlocking table toys, such as Lego and Tinker Toys, bristle blocks, or Connectos.	1	1	2	2	3	3	4	4
Small hand-held toys, such as cars, trucks, airplanes, boats.	3	3	6	6	9	9	12	12
ART								
Easel surface.	1	1	2	2	2	2	2	2
Art supplies, such as paper, play dough, variety of non-toxic paints, crayons, magic markers, large easel-size brushes, paste, scissors, various textured materials.	3	4	5	6	7	8	9	10
PRETEND								
Dolls with accessories.	2	2	4	4	6	6	8	8
Items of dress-up clothes, such as hats, neckties, capes, purses, vests, aprons, shoes.	2	4	6	8	10	10	12	12
Shatterproof mirror.	1	1	1	1	1	1	1	1
Choose from: housekeeping items, such as appliances, set of dishes and utensils, set of pots and pans, set of clean-up toys (broom, mop, dust pan), doll bed or cradle, child-size rocking chair, water play equipment.	2	4	6	8	10	10	12	12
Creative play sets with accessories, such as farm, playhouse, garage, airport.	1	1	2	2	3	3	4	4
LANGUAGE DEVELOPMENT								
Puppets.	2	2	2	2	2	2	2	2
Choose from: magnetic board with accessories, flannel board with accessories, listening tapes.	2	2	2	2	2	2	2	2
Books, age-appropriate.	12	24	36	48	60	72	84	96
Science items, such as aquarium, magnets, magnifying glass, plants, leaves, rocks.	1	1	2	2	3	3	4	4
Place to go, such as barrel, tented area, playhouse, bean bag chair, designated quiet area.	1	1	1	1	1	1	1	1
MUSIC								
Records, tapes, or CDs.	2	2	4	4	5	5	6	6
Record, tape, or CD player.	1	1	1	1	1	1	1	1
Rhythm instruments in classroom. Access to instruments for each child in the group.	2	2	3	4	5	6	7	8

APPENDIX L-5

SECTION V. MINIMUM EQUIPMENT FOR FOUR- AND FIVE-YEAR-OLDS

NUMBER OF 4- AND 5-YEAR-OLDS:	1-4	5-8	9-11	12-15	16-19	20-23	24-26	27-30
MOTOR DEVELOPMENT								
Large muscle. Set of building blocks (minimum of 20 pieces) with accessories.	1	1	2	2	2	3	4	4
No more than two of the same item, such as rocking boat, interlocking panels, indoor climbing apparatus, balance beam, crawl-through barrel, large floor push toy.	2	2	2	2	3	3	4	4
Small muscle. Table activities, such as matching games, lotto, nesting toys, string beads, peg boards and pegs, parquetry blocks, lacing boards.	6	6	9	9	12	12	15	15
Inlay puzzles.	3	3	6	6	9	9	12	12
Set of interlocking table toys, such as Lego, Tinker Toys, bristle blocks, Connectos.	1	2	3	4	5	5	6	6
Small hand-held toys, such as cars, trucks, airplanes, boats.	2	4	6	8	10	12	14	16
ART								
Easel surface.	1	1	2	2	2	2	2	2
Art supplies, such as paper, play dough, variety of non-toxic paints, crayons, magic markers, large easel-size brushes, paste, scissors, various textured materials.	4	5	6	7	8	9	10	10
PRETEND								
Dolls with accessories.	2	2	3	3	4	4	5	5
Accessory items related to occupation, such as chef's hat, brief case, medical kit.	2	2	4	4	5	5	6	6
Items of dress-up clothes, such as hats, neckties, capes, purses, vests, aprons, shoes.	8	8	10	10	12	12	14	14
Shatterproof mirror.	1	1	1	1	1	1	1	1
Choose from: housekeeping items, such as appliances, set of dishes and utensils, set of pots and pans, set of clean-up toys (broom, mop, dust pan), doll bed or cradle, child-size rocking chair, water play equipment	2	4	5	6	7	8	9	10
Creative play sets with accessories, such as farm, playhouse, garage, airport.	1	1	2	2	3	3	4	4
LANGUAGE DEVELOPMENT								
Puppets.	1	1	2	2	3	3	4	4
Choose from: magnetic board with accessories, flannel board with accessories, listening tapes.	1	1	2	2	3	3	4	4
Books, age-appropriate.	16	32	44	60	76	92	104	120
Science items, such as an aquarium, magnets, magnifying glass, plants, leaves, rocks.	2	2	3	3	4	4	5	5
Place to go, such as a barrel, tented playhouse, bean bag chair, or designated quiet area.	1	1	1	1	1	1	1	1
MUSIC								
Records, tapes, or CDs.	2	2	4	4	5	5	6	6
Record, tape, or CD player	1	1	1	1	1	1	1	1
Rhythm instruments in classroom. Access to instruments for each child in the group.	2	2	3	4	5	6	7	8

APPENDIX L-5

SECTION VI. MINIMUM EQUIPMENT FOR SCHOOL-AGE CHILDREN

NUMBER OF SCHOOL-AGE CHILDREN	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40
MOTOR DEVELOPMENT								
Motor development, such as jump rope, ping pong or table tennis, frisbee, hula-hoop, pogo stick, hopscotch, horse shoes, croquet, bean-bag toss, stilts, pool table, foosball, carom board, marbles, jacks.	5	5	10	10	12	12	15	15
Sports equipment, such as soccer, softball, T-ball, volleyball, basketball, tether ball, badminton.	2	2	4	4	5	5	6	6
ART								
Arts and crafts, such as materials for sewing, weaving, costume making, knitting, puppets, craft kits.	2	3	4	5	6	7	8	9
Art supplies, such as paste, scissors, various sizes and colors of paper, crayons, markers, colored pencils, non-toxic paints, chalk, clay.	5	6	7	8	9	10	11	12
MANIPULATIVES								
Manipulatives, such as jigsaw puzzles, various card games, checkers, dominoes, lotto, bingo, board games, hand-held computer games, video game systems, chess, pick-up sticks.	5	5	10	10	15	15	20	20
Variety of interlocking toys (minimum of 20 pieces per set), such as Lego, Connectos, mini-loc blocks, bristle blocks, unifix cubes, rig-a-jig, towerfics, Lincoln Logs, Tinker Toys, waffle blocks, parquetry blocks.	2	2	4	4	6	6	8	8
Small hand-held toys, such as cars, trucks, miniature characters.	2	3	4	5	6	7	8	9
PRETEND								
Shatterproof mirror.	1	1	1	1	2	2	2	2
Dolls with accessories, such as action figures, fashion dolls.	1	2	3	4	5	5	6	6
Items of dress-up clothes, costumes, accessory items related to occupations, such as hats, capes, neckties, purses, coats, vests, aprons, dresses, wigs, nurse's uniform, chef's hat, hard hat, tool aprons, doctor's instruments, farmer's overalls, straw hats.	5	5	10	10	12	12	15	15
Choose from: pretend kit or prop box, such as office with typewriter, stamp pad, pencils, paper pads, barber or beauty shop, fix-it shop, pizza parlor, post office, dance studio; water or sand play with accessories; carpentry corner with wood, saw, hammer, nails; creative play sets, such as doll house, farm, airport.	1	2	3	4	5	6	7	8
Variety of blocks (minimum of 20 pieces per set) of various sizes, shapes, colors, such as set of unit blocks with accessories, pipe works, marble works, large waffle blocks, large interlocking blocks, various sizes of tubes.	2	2	4	4	6	6	8	8

APPENDIX L-5

NUMBER OF SCHOOL-AGE CHILDREN cont.	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40
LANGUAGE DEVELOPMENT								
Books, age-appropriate.*	15	30	45	60	75	90	105	120
Comic books and magazines, child-oriented.	5	5	10	10	15	15	20	20
Listening tapes, puppets with theater, flannel boards with pieces, writing center, chalk boards, or VCR/DVD with child-oriented tapes	2	2	4	4	6	6	8	8
Science items, such as magnifying glasses, ant farm, plants, magnets, aquariums, science pictures, small animals, such as hamster or rabbit, rocks, shells, microscope.	2	2	4	4	6	6	8	8
MUSIC								
Records, tapes, or CDs.	2	2	4	4	6	6	8	8
Record, tape, or CD player.	1	1	1	1	1	1	1	1

*The maximum number of books required for school-age children is 120 regardless of number of children.

APPENDIX L-6

CHILD CARE CENTER EXCLUSION CRITERIA FOR CHILDREN WHO ARE ILL

Recommended exclusion criteria for centers serving only well children

Children with the following signs or symptoms of illness are excluded from a center caring for well children.

1. Fever, defined as axillary (armpit) temperature of 100 degrees or higher, or oral temperature of 101 degrees or higher
2. Diarrhea, defined as runny or watery stools with increased frequency of loose stools
3. Vomiting two or more times in a 24-hour period
4. Undiagnosed body rash, except diaper rash
5. Sore throat with fever and swollen glands
6. Eye discharge, defined as thick mucus or pus draining from the eye, or pink eye
7. Yellowish skin or eyes
8. Severe coughing, where a child gets red or blue in the face or makes a high-pitched whooping sound after coughing
9. Signs or symptoms of possible illness, such as lethargy, irritability, persistent crying, or any other unusual signs until a medical evaluation allows inclusion

Exclusion criteria for level I child care centers

Children with the following symptoms or illnesses are excluded from Level I centers. They may be cared for in a Level II center if guidelines for separation and outside ventilation are followed.

1. Respiratory conditions:
   - Asthmatic child with respiratory distress uncontrolled by current medication
   - Difficult, rapid breathing or wheezing
   - Respiratory conditions, when the primary symptom is coughing accompanied by repeated vomiting
   - Diphtheria, until five days of the appropriate antibiotic therapy, which is to be given a total of 14 days
   - Pertussis, until five days after treatment with antibiotics
   - Streptococcal pharyngitis, until child has been on treatment for 24 hours
   - Tuberculosis, until the child's physician or the local health department states the child is not infectious

2. Diarrhea and vomiting:
   - Diarrhea, stools, or vomiting that:
     - contain blood or mucus; or
     - is accompanied by lethargy or signs of dehydration, such as no tears, dry mouth, fewer wet diapers, or decreased urination
   - Diarrhea diagnosed as Giardia until asymptomatic (no diarrhea)
   - Vomiting two or more times in the previous 24 hours
   - Salmonella, until two negative stool cultures
   - Shigella, until two negative stool cultures

3. Rash illnesses:
   - Undiagnosed rash, except diaper rash
   - Chicken pox (Varicella), until sixth day after onset of rash or sooner if all lesions have dried and crusted, unless cared for only with other children diagnosed with chicken pox
   - Measles, until six days after onset of rash
   - Rash accompanied by fever or behavioral change
   - Rubella, until seven days after onset of rash
   - Roseola

4. Skin conditions:
   - Impetigo, until 24 hours after treatment started
   - Ringworm, until treatment started

5. Miscellaneous:
   - Conjunctivitis (pink eye), readmit with physician's statement or 24 hours after treatment initiated, unless cared for only with other children who have conjunctivitis
   - Hepatitis A, until one week after onset of illness
   - Mouth sores with drooling
   - Mumps, until nine days after onset of parotid gland swelling
   - Pinworms, until treatment started
   - Post-operative convalescent care

General exclusions from all centers, including level I and level II centers

1. Aseptic meningitis
2. Bacterial meningitis
3. E. coli 0157:H7, until diarrhea resolves and two stool cultures are negative
4. Untreated scabies
5. Untreated head lice
6. All reportable contagious diseases, until the period of communicability has elapsed as determined by a licensed physician or health department official

SUPPLEMENT I

OKLAHOMA CHILD CARE FACILITIES LICENSING ACT

Oklahoma Statute
10 O.S. Section 401 through 418
(Amended November 1, 2010)

Section 401 - Purpose and Policy - Minimum Standards

A. Sections 401 through 418 of this title shall be known and may be cited as the "Oklahoma Child Care Facilities Licensing Act".

B. It is the declared purpose and policy of the Oklahoma Child Care Facilities Licensing Act, to:

1. Ensure maintenance of minimum standards for the care and protection of children away from their own homes;
2. Encourage and assist the child care facility toward maximum standards; and
3. Work for the development of sufficient and adequate services for child care through joint work of public, private and voluntary agencies. Whenever possible, child care facilities should help to preserve and restore family life for children.

C. In order to provide care for children in child care facilities, a license shall be obtained from the Department of Human Services, which is issued on the basis of meeting minimum standards which are essential for the health and welfare of the child or children placed for care with such agencies and individuals.

D. The Child Care Facilities Licensing Division within the Department of Human Services shall work with representatives from municipalities to develop a single child care licensure procedure for use by state and local entities.

Section 402 - Definitions

As used in the Oklahoma Child Care Facilities Licensing Act:

1. "Child" or "minor" means any person who has not attained the age of eighteen (18) years;
2. “Child care center” means a facility which provides care and supervision for children and which operates for more than thirty (30) hours per week;
3. "Child care facility" means any public or private child care residential facility, child-placing agency, foster family home, child care center, part-day child care program, school-age program, summer day camp, family child care home, or large family child care home providing either full-time or part-time care for children away from their own homes;
4. "Child-placing agency" means an agency that arranges for or places a child in a foster family home, adoptive home, or independent living program;
5. "Foster family home" means the private residence of a family which provides foster care services to a child, and includes a specialized foster home, a therapeutic foster family home, or a kinship care home;
6. "Foster parent eligibility assessment" includes a criminal background investigation, including, but not limited to, a national criminal history records search based upon the

submission of fingerprints, a home assessment, and any other assessment required by the Department of Human Services, the Department of Juvenile Justice, or any child-placing agency pursuant to the provisions of the Oklahoma Foster Care and Out-of-Home Placement Act. A foster parent eligibility assessment shall be similar to the procedures used by the Department of Public Safety for determining suitability of an individual for employment as a highway patrol officer;

7. “Commission” means the Commission for Human Services, the policymaking and general supervisory body of the Department;
8. “Department” means the Department of Human Services;
9. “Division” means the section within the Department that is assigned responsibilities pursuant to the provisions of the Oklahoma Child Care Facilities Licensing Act;
10. "Family child care home" means a family home which provides care and supervision for seven or fewer children for part of the twenty-four-hour day. The term "family child care home" shall not include informal arrangements which parents make independently with neighbors, friends, and others, or with caretakers in the child's own home;
11. “Full-time care” means continuous care given to a child beyond a minimum period of twenty-four (24) hours;
12. "Large family child care home" means a residential family home which provides care and supervision for eight to twelve children for part of the twenty-four-hour day;
13. "Part-day child care program" means a facility that provides care and supervision for children and that operates for more than fifteen (15) and up to thirty (30) hours per week; and
14. "Residential child care facility" means a twenty-four-hour residential facility where children live together with or are supervised by adults who are not their parents or relatives.

Section 403 - Exemptions

A. The provisions of the Oklahoma Child Care Facilities Licensing Act shall not apply to:
   1. Care provided in a child's own home or by relatives;
   2. Informal arrangements which parents make with friends or neighbors for the occasional care of their children;
   3. Programs in which school-aged children are participating in home-schooling;
   4. Programs that serve children three (3) years of age and older and that are operated during typical school hours by a public school district;
   5. Programs that serve children three (3) years of age and older and that are operated during typical school hours by a private school that offers elementary education in grades kindergarten through third grade;
   6. Summer youth camps for children who are at least five (5) years of age, that are accredited by a national standard-setting agency or church camp accreditation program;
   7. Programs in which children attend on a drop-in basis and parents are on the premises and readily accessible;
   8. A program of specialized activity or instruction for children that is not designed or intended for child care purposes including, but not limited to, scouts, 4-H clubs and summer resident youth camps, and single-activity programs such as academics, athletics, gymnastics, hobbies, art, music, dance and craft instruction;

9. Any child care facility that provides care and supervision for fifteen (15) or fewer hours per week;
10. Facilities whose primary purpose is medical treatment;
11. Boarding schools that have education as their primary purpose and that are recognized as accredited by the State Board of Education. To be exempt, such programs shall:
    a. have classroom facilities that are not used for residential living,
    b. not have been granted nor have assumed legal custody of any child attending the facility, and
    c. adhere to standard educational holiday and seasonal recess periods to permit students reasonable opportunities to return to their primary places of residence with parents or legal guardians;
12. Day treatment programs and maternity homes operated by a licensed hospital; or
13. Juvenile facilities certified by the Office of Juvenile Affairs or certified by any other state agency authorized by law to license such facilities.

B. The provisions of the Oklahoma Child Care Facilities Licensing Act shall be equally incumbent upon all private and public child care facilities.

Section 404 - Minimum Requirements and Desirable Standards

A. The Department of Human Services shall appoint advisory committees of representatives of child care facilities and others to prepare minimum requirements and desirable standards for promulgation by the Commission for Human Services. Committee members shall be appointed for a three-year term, with a two-consecutive-term limit. A majority of any committee appointed to prepare requirements and standards for child care facilities shall be representatives of child care facilities.

B. Child care facilities shall not allow children to be left alone in the care of any person under eighteen (18) years of age.

C. The Commission shall promulgate rules establishing minimum requirements and desirable standards as may be deemed necessary or advisable to carry out the provisions of the Oklahoma Child Care Facilities Licensing Act.

D. Such rules shall not be promulgated until after consultation with the State Department of Health, the State Department of Education, the Oklahoma State Bureau of Investigation, the State Fire Marshal, and any other agency deemed necessary by the Commission. Not less than sixty (60) days' notice, by regular mail, shall be given to all current licensees before any changes are made in such rules.

E. In order to improve the standards of child care, the Department shall advise and cooperate with licensees, the governing bodies and staff of licensed child care facilities and assist the staff through advice of progressive methods and procedures, and suggestions for the improvement of services.

F. The Department may participate in federal programs for child care services, and enter into agreements or plans on behalf of the state for that purpose, in accordance with federal laws and regulations.

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Section 404.1 - Criminal History Records Search and Child Care Worker Registry for Person Applying to Establish or Operate Child Care Facility

A. 1. a. Except as otherwise provided by subsection B of this section, prior to the issuance of a license, the Department of Human Services shall require a criminal history records search, conducted by the Oklahoma State Bureau of Investigation, and a records search of the Oklahoma child care worker registry established in Section 405.3 of this title for any person making application to establish or operate a child care facility.

b. Prior to the issuance of a permit or license, the Department shall conduct a records search of the Oklahoma State Courts Network for any person making application to establish or operate a child care facility.

c. Prior to the issuance of a permit or license, the Department shall conduct a records search of the Oklahoma State Courts Network for all employees and persons eighteen (18) years of age or older residing in a child care center, family child care home, large family child care home, part-day program, school-age program, or summer day camp.

2. a. Prior to the employment of any person in a child care facility, the facility shall submit to the Department of Human Services division responsible for child care licensing:

(1) criminal history records search conducted by the Oklahoma State Bureau of Investigation,

(2) documentation of a records search of the Oklahoma child care worker registry, and

(3) a request for the Department to conduct a records search of the records of the Oklahoma State Courts Network.

b. Hospitals contracting with the Oklahoma Health Care Authority and complying with the records searches required by this section shall be exempt from the requirement to submit such documentation to the Department. Documentation of records searches shall be maintained at the hospital and shall be available for review by the division of the Department responsible for child care licensing.

c. Prior to allowing any person eighteen (18) years of age or older to reside in a child care center, family child care home, large family child care home, part-day program, school-age program, or summer day camp program, the facility shall submit to the Department of Human Services division responsible for child care licensing the following:

(1) a criminal history records search conducted by the Oklahoma State Bureau of Investigation,

(2) documentation of a records search of the Oklahoma child care worker registry, and

(3) a request for the Department to conduct a records search of the Oklahoma State Courts Network.

3. Once a facility has submitted an original document from the Oklahoma State Bureau of Investigation to the Department, a copy of that exact document shall be

sufficient to satisfy any further request for that document. The Department may promulgate rules regarding the electronic submission of required documents.

4. If the following persons have lived in Oklahoma for less than three (3) years, a criminal history records search shall also be obtained from the authorized agency in the previous states of residence for:
   a. applicants for a license to operate a child care facility,
   b. employees of a child care facility, and
   c. persons age eighteen (18) years or older residing in a child care center, family child care home, large family child care home, part-day program, school-age program, or summer day-camp program.
5. The Department of Juvenile Justice may directly request national criminal history records searches as defined by Section 150.9 of Title 74 of the Oklahoma Statutes from the Oklahoma State Bureau of Investigation for the purpose of obtaining the national criminal history of any employee or applicant who has resided in Oklahoma for less than three (3) years for which a search is required.

B. 1. a. On and after September 1, 1998:
   (1) any child-placing agency contracting with a person for foster family home services or in any manner for services for the care and supervision of children shall also, prior to executing a contract, complete:
      (a) a foster parent eligibility assessment for the foster care provider except as otherwise provided by divisions 2 and 4 of this subparagraph, and
      (b) a national criminal history records search based upon submission of fingerprints for any adult residing in the foster family home through the Department of Human Services pursuant to the provisions of the Oklahoma Foster Care and Out-of-Home Placement Act, except as otherwise provided by divisions 2 and 4 of this subparagraph,
   (2) the child-placing agency may place a child pending completion of the national criminal history records search if the foster care provider and every adult residing in the foster family home has resided in this state for at least five (5) years immediately preceding such placement,
   (3) a national criminal history records search based upon submission of fingerprints to the Oklahoma State Bureau of Investigation shall also be completed for any adult who subsequently moves into the foster family home,
   (4) provided, however, the Director of Human Services or the Director of the Department of Juvenile Justice, or a designee, may authorize an exception to the fingerprinting requirement for a person residing in the home who has a severe physical condition which precludes such person's being fingerprinted, and
   (5) any child care facility contracting with any person for foster family home services shall request the Office of Juvenile Affairs to conduct a juvenile justice information system review, pursuant to the provisions of Sections 7302-9.6 and 7302-3.8 of this title, for any child over the age of thirteen (13) years residing in the foster family home, other than a foster child, or who subsequently moves into the foster family home. As a condition of contract, the child care facility shall obtain the consent of the parent or legal guardian of the child for such review.

b. The provisions of this paragraph shall not apply to foster care providers having a contract or contracting with a child-placing agency, the Department of Human Services or the Department of Juvenile Justice prior to September 1, 1998. Such existing foster care providers shall comply with the provisions of this section, until otherwise provided by rules of the Commission for Human Services or by law.

2. a. (1) On and after September 1, 1998, except as otherwise provided in divisions (2) and (4) of this subparagraph, prior to contracting with a foster family home for placement of any child who is in the custody of the Department of Human Services or the Department of Juvenile Justice, each Department shall complete a foster parent eligibility assessment, pursuant to the provisions of the Oklahoma Child Care Facilities Licensing Act, for such foster family applicant. In addition, except as otherwise provided by divisions (2) and (4) of this subparagraph, the Department shall complete a national criminal history records search based upon submission of fingerprints for any adult residing in such foster family home.

(2) The Department of Human Services and Department of Juvenile Justice may place a child pending completion of the national criminal history records search if the foster care provider and every adult residing in the foster family home has resided in this state for at least (5) years immediately preceding such placement.

(3) A national criminal history records search based upon submission of fingerprints conducted by the Oklahoma State Bureau of Investigation shall also be completed for any adult who subsequently moves into the foster family home.

(4) The Director of Human Services or the Director of the Department of Juvenile Justice or designee may authorize an exception to the fingerprinting requirement for any person residing in the home who has a severe physical condition which precludes such person's being fingerprinted.

b. The provisions of this paragraph shall not apply to foster care providers having a contract or contracting with a child-placing agency, the Department of Human Services or the Department of Juvenile Justice prior to September 1, 1998. Such existing foster care providers shall comply with the provisions of this section, until otherwise provided by rules of the Commission for Human Services or by law.

3. Each Department shall provide for a juvenile justice information system review pursuant to Section 7302-3.8 of this title for any child over the age of thirteen (13) years residing in a foster family home, other than the foster child, or who subsequently moves into the foster family home.

C. The Commission for Human Services or the Board of Juvenile Affairs shall promulgate rules to identify circumstances when a criminal history records search or foster parent eligibility assessment for an applicant or contractor, or any person over the age of thirteen (13) years residing in a private residence in which a child care facility is located, shall be expanded beyond the records search conducted by the Oklahoma State Bureau of Investigation or as otherwise provided pursuant to this section.

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D. 1. The following persons shall not be required to obtain a criminal history records search or a national criminal history records search based upon submission of fingerprints pursuant to this section:
   a. a parent volunteer who transports children on an irregular basis, and
   b. a child residing in a child care center, family child care home, or large family child care home who became an adult during continuous residence at the licensed or approved facility.
   2. These exemptions shall not preclude the Department from requesting a criminal history records search or requesting a national criminal history records search based upon submission of fingerprints or investigating criminal, abusive or harmful behavior of such persons, if warranted.

E. Except as otherwise provided by the Oklahoma Children's Code and subsection G of this section, a conviction for a crime shall not be an absolute bar to employment, but shall be considered in relation to specific employment duties and responsibilities.

F. 1. Information received pursuant to this section by an owner or administrator of a child care facility shall be maintained in a confidential manner pursuant to applicable state or federal law.
   2. The information, along with any other information relevant to the ability of the individual to perform tasks that require direct contact with children, may be released to another child care facility in response to a request from the child care facility that is considering employing or contracting with the individual unless deemed confidential by state or federal law.
   3. Requirements for confidentiality and record keeping with regard to the information shall be the same for the child care facility receiving the information in response to a request as those provided for in paragraph 1 of this subsection for the child care facility releasing such information.

G. 1. A criminal history records search conducted by the Oklahoma State Bureau of Investigation and a national criminal history records search based upon submission of fingerprints shall include a search of Department of Corrections' files maintained pursuant to the Sex Offenders Registration Act.
   2. a. It shall be unlawful for any person who is required to register pursuant to the Sex Offenders Registration Act to work with or provide services to children or to reside in a child care facility and for any employer who offers or provides services to children to knowingly and willfully employ or contract with, or allow continued employment of or contracting with any person who is required to register pursuant to the Sex Offenders Registration Act. Any person required to register pursuant to the Sex Offenders Registration Act who violates any provision of this act shall, upon conviction, be guilty of a felony punishable by incarceration in a correctional facility for a period of not more than five (5) years and a fine of not more than Five Thousand Dollars ($5,000.00) or both such fine and imprisonment.
   b. Upon a determination by the Department of any violation of the provisions of this section, the violator shall be subject to and the Department may pursue:
      (1) an emergency order,
      (2) license revocation or denial,
      (3) injunctive proceedings,

(4) an administrative penalty not to exceed Ten Thousand Dollars ($10,000.00), and
(5) referral for criminal proceedings.

c. In addition to the penalties specified by this section, the violator may be liable for civil damages.

Section 404.2 - Demarion's Law

This act shall be known and may be cited as "Demarion's Law".

Section 404.3 - Mandatory Liability Insurance Requirement for Child Care Facility

A. A child care facility shall maintain liability insurance coverage of at least Two Hundred Thousand Dollars ($200,000.00) for each occurrence of negligence. An insurance policy or contract required under this section shall cover injury to a child due to negligence that occurs while the child is in the care of the child care facility.

B. The Department of Human Services shall promulgate rules providing for a standard form to be signed and dated by an insurance agent licensed in this state stating that the child care facility has an unexpired and uncancelled insurance policy or contract of at least Two Hundred Thousand Dollars ($200,000.00) that meets the requirements of this section. This form shall be completed annually and shall be maintained by the child care facility. Upon request, the form shall be made available to the Department to determine compliance with licensing requirements.

C. Should the child care facility for financial reasons or for lack of availability of an underwriter willing to issue a policy be unable to secure the insurance required under subsection A of this section, should the policy limits be exhausted, of if the child care facility reports self-insurance in accordance with state law the child care facility shall:
1. Post a notice at the facility indicating the facility does not have liability insurance coverage pursuant to this section or reports self-insurance in accordance with state law; and
2. Notify the Department that coverage is not provided or that the facility reports self-insurance according with state law.

D. The Commission for Human Services shall promulgate rules providing for a standard form for the facility to post which indicates the facility does not carry liability insurance or reports self-insurance in accordance with state law. In no case shall the inability to secure coverage serve to indemnify the child care facility due to negligence.

E. The insurance policy or contract shall be maintained at all times in an amount as required by this section, except as provided for in subsection C of this section.

F. The requirements for posting shall not apply to:
1. Licensed child-placing agencies;
2. Licensed residential child care facilities; or
3. Department-certified child care facilities.

G. The Commission may promulgate rules requiring liability insurance for facilities listed in subsection F of this section.

H. Failure by a child care facility to comply with the provisions of this subsection is a ground for suspension or revocation of the child care facility license under the Oklahoma Child Care Facilities Licensing Act.

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Section 405 - License and Permit Requirements for Child Care Facilities - Application – Issuance

A. No child care facility may be operated or maintained in this state, unless licensed or temporarily authorized by the Department of Human Services, except for the shelters certified by the Oklahoma Commission on Children and Youth pursuant to Section 601.3 of this title; provided, that the Department shall not be required to be licensed, but shall be bound by the standards it prescribes. No new child care facility may be established without the prior approval of the Department, which shall be granted only after the Department is satisfied that the facility will meet minimum standards for a license to operate.

B. The Department shall not grant approval for a permit, or a license for a new child care facility to receive and care for children until:

1. All requirements for searches of criminal history records and the child care worker registry are met pursuant to subsection A of Section 404.1 of this title; and
2. All required training including, but not limited to, cardiopulmonary resuscitation (CPR), first aid, health and safety training, and minimum education requirements pursuant to licensing requirements have been completed for any person left alone with children.

C. The incorporation or domestication of a corporation organized for the purpose of operating a child care facility shall not exempt such corporation from compliance with the provisions of this act.

D. An application for a license shall be made on forms provided by the Department and in the manner prescribed. Temporary authorization may be granted to allow the Department to investigate the activities and standards of care of the applicant. The Department may issue a license once it is satisfied that the applicant meets the requirements as provided in this act. All licenses shall be in force unless revoked as authorized by Section 407 of this title.

Section 405.1 - Comprehensive Oklahoma State Plan for Child Care

A. The Department of Human Services shall collaborate with other appropriate agencies to develop a comprehensive Oklahoma state plan for child care.

B. The comprehensive plan shall:

1. Meet all requirements for child care state plans as periodically determined by the United States Department of Health and Human Services Administration for Children and Families Child Care Bureau; and
2. Be submitted to the Speaker of the Oklahoma House of Representatives and the President Pro Tempore of the Senate on a biannual basis.

Section 405.2 - Public Online Database - Licensed Child Care Centers and Child Care Homes

A. The Commission for Human Services shall promulgate rules to establish and maintain an online database accessible to the public that contains information including, but not limited to:

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1. The name, address, and phone number of all licensed child care centers, and the name, city, state and zip code of all child care homes; and
2. A summary of substantiated complaint records and inspection reports generated by the Department of Human Services.

B. Child care licensing records and inspection reports shall be maintained by the facility and be posted or made available to the past, current, and prospective consumers pursuant to the licensing requirements promulgated by the Commission.

Section 405.3 - Public Online Database - Child Care Worker Registry

A. On or before July 1, 2010, the Commission for Human Services shall promulgate rules to establish and maintain a child care worker registry, accessible to the public through an on-line database, to address:
   1. A procedure for recording persons in the registry resulting from:
      a. a finding of abuse or neglect, as defined in Section 7102 of Title 10 of the Oklahoma Statutes, by a person when the abuse or neglect occurred to children while in the care of a child care facility,
      b. a revocation or denial of a child care facility license, and
      c. a specified criminal history of an individual, as defined by rules promulgated by the Oklahoma Commission for Human Services;
   2. A procedure to provide notice and an opportunity for review prior to recording a person in the registry;
   3. Disclosure requirements for information in the registry; and
   4. A procedure to restrict licensure or employment in a child care facility of any person recorded in the child care worker registry.

B. The child care worker registry shall include, but not be limited to:
   1. The full name of the individual;
   2. Information necessary to identify the individual; and
   3. The date the individual was recorded in the registry.

Section 406 - Investigations and Visitation

A. The Department of Human Services shall have authority at any reasonable time to investigate and examine the conditions of any child care facility in which a licensee or applicant hereunder receives and maintains children, and shall have authority at any time to require the facility to provide information pertaining to children in its care.

B. 1. The State Department of Health may visit any licensee or applicant at the request of the Department to advise on matters affecting the health of children and to inspect the sanitation of the buildings used for their care.
   2. The State Fire Marshal may visit any licensee or applicant at the request of the Department to advise on matters affecting the safety of children and to inspect the condition of the buildings used for their care.

C. 1. Upon receipt of a complaint against any child care facility alleging a violation of the provisions of the Oklahoma Child Care Facilities Licensing Act, or any licensing standard promulgated by the Commission for Human Services, the Department shall conduct a full investigation. If upon investigation, it is determined that there

are reasonable grounds to believe that a facility is in violation of the Oklahoma Child Care Facilities Licensing Act or of any standard or rule promulgated pursuant thereto, the Department shall:

a. document the complaint,
b. provide the complaint allegations in writing to the facility involved and, upon written request by the child care facility, provide a summary of the facts used to evaluate the completed complaint, and
c. document the facility's plan for correcting any substantiated violations.

2. If the Department determines there has been a violation and the violation has a direct impact on the health, safety or well-being of one or more of the children cared for by the facility, the Department shall notify the facility and require correction of the violation.
3. The Department shall notify the facility that failure to correct the confirmed violation can result in the revocation of the license, the denial of an application for a license, the issuance of an emergency order or the filing of an injunction pursuant to the provisions of Section 409 of this title.
4. If the facility refuses to correct a violation or fails to complete the plan of correction, the Department may issue an emergency order, revoke the license, or deny the application for a license. Nothing in this section or Section 407 of this title shall be construed as preventing the Department from denying an application, revoking a license, or issuing an emergency order for a single violation of this act, or the rules of the Commission for Human Services as provided in Section 404 of this title.

D. Upon the completion of the investigation of a complaint against any child care facility alleging a violation of the provisions of the Oklahoma Child Care Facilities Licensing Act or any licensing standard promulgated thereto by the Commission, the Department shall clearly designate its findings on the first page of the report of the investigation. The findings shall state whether the complaint was substantiated or unsubstantiated.

E. Information obtained by the Department or Oklahoma Child Care Services concerning a report of a violation of a licensing requirement, or from any licensee regarding children or their parents or other relatives shall be deemed confidential and privileged communications, shall be properly safeguarded, and shall not be accessible to anyone except as herein provided, unless upon order of a court of competent jurisdiction. Provided, however, this provision shall not prohibit the Department from providing a summary of allegations and findings of an investigation involving a child care facility that does not disclose identities but that permits parents to evaluate the facility.

Section 406 .1 - Indian Tribal Child Care Facility Electing Licensure Under Oklahoma Child Care Facilities Licensing Act - Agreement for State Inspection

A. If an Indian tribe in this state that operates a child care facility elects to apply for a license for the facility pursuant to the Oklahoma Child Care Facilities Licensing Act, the Department of Human Services, the State Department of Health, and the State Fire Marshal may enter into an agreement with the Indian tribe to allow the state to conduct any inspections of the facility necessary to comply with the licensing provisions of the Oklahoma Child Care Facilities Licensing Act.

B. As part of the agreement authorizing the state to conduct inspections as provided in this section, the state and the Indian tribe may agree to a payment of a fee by the Indian tribe to the state in an amount not to exceed the reasonable cost to the state to conduct the inspections.

Section 407 - Revocation or Denial of Issuance of License

A. The Department of Human Services may revoke or deny issuance of the license of any child care facility found to be in violation of any provision of this act or the rules of the Commission for Human Services, as provided in Section 404 of this title.

B. 1. No license shall be revoked or issuance denied unless and until such time as the licensee or applicant shall have been given at least thirty (30) days' notice in writing of the grounds of the proposed revocation or denial.

2. At the time the facility is given notice in writing of the revocation or denial of a license, the Department shall also advise parents of children attending the facility and the child care resource and referral organization within one (1) business day of such action by verbal, electronic, or written notification and the posting of an announcement in the facility.

3. If the revocation or denial is protested within thirty (30) days of receipt of notice, by writing addressed to the Commission for Human Services, the Commission, or its authorized agency, shall conduct a hearing at which an opportunity shall be given to the licensee or applicant to present testimony and confront witnesses.

4. Notice of the hearing shall be given to the licensee or applicant by personal service or by delivery to the proper address by certified mail, return receipt requested, at least two (2) weeks prior to the date thereof.

5. If notice of the proposed revocation or denial of a license is not protested, the license shall be revoked or denied.

C. 1. Nothing in this section or Section 406 of this title shall be construed as preventing the Department from taking emergency action as provided by this subsection.

2. For the purposes of this subsection, "emergency" means a situation that poses a direct and serious threat to the health, safety, or welfare of any child cared for by the facility.

3. Whenever the Department finds, after an investigation, that an emergency exists requiring immediate action to protect the health, safety, or welfare of any child cared for by a facility licensed, authorized, or providing unlicensed care except as exempted by the provisions of the Oklahoma Child Care Facilities Licensing Act, the Department may without notice or hearing issue an emergency order stating the existence of such an emergency and requiring that such action be taken as it deems necessary to meet the emergency including, when necessary, removing children from the facility and prohibiting the facility from providing services to children pending a hearing on the matter.

a. An emergency order shall be effective immediately. Any person to whom an emergency order is directed shall comply with the emergency order immediately but, upon written request to the Department on or before the tenth day after receipt of the emergency order, shall be afforded a hearing on or before the tenth day after receipt of the request by the Department.

b. On the basis of such hearing, the Department shall continue the order in effect, revoke it, or modify it.
c. Any person aggrieved by the order continued after the hearing provided for in this subsection may appeal to the district court of the area affected within ten (10) days. The appeal when docketed shall have priority over all cases pending on the docket, except criminal cases.

D. The Department shall establish a process to review the initial determination of the closure of a facility due to an emergency pursuant to the licensing requirements promulgated by the Commission.

E. The Department shall continue to monitor any facility whose license has been revoked, denied, or who has had an emergency order issued for a period of thirty (30) days after the action becomes final.

F. In addition to any other remedy authorized by this act, a CLEET-certified officer may issue a citation for a violation of any provision of this act or rules of the Commission for Human Services as provided in Section 404 of this title. The fine shall not be less than One Hundred Dollars ($100.00) nor more than Five Hundred Dollars ($500.00) for every day the facility maintains and receives children after:
1. An emergency order has been issued; or
2. An application for a license has been denied or the license has been revoked.

G. One-half (1/2) of the funds collected pursuant to subsection F of this section shall be deposited in the Quality of Care Development Fund established in Section 10 of this act and one-half (1/2) shall be retained by the law enforcement agency represented by the CLEET-certified officer.

Section 408 – Appeals

A. Any licensee or applicant aggrieved by the decision of the Department of Human Services under Sections 405 or 407 of this title may, within ten (10) days after the revocation or denial of the license, appeal to the district court of the county in which the child care facility is maintained and operated by filing with the clerk of the court a verified petition. Notice of such appeal shall be served on the Director of the Department within five (5) days of the date of its filing.

B. The Department shall, within ten (10) days of the service of such notice, file with the clerk of such court a transcript of the proceedings had before it. The district court shall thereupon be vested with jurisdiction to review the proceedings of the Department; provided that, if the Department prevails, the judgment of the district court shall be that the decision of the Department be affirmed, and if the licensee or applicant prevails, the judgment of the court shall be that the revocation be set aside or the license issued or renewed, as the case may be. Pending the hearing of the appeal, the action of the Department revoking or denying the license or the granting thereof shall be stayed; provided, after the filing of an appeal, the district court, upon application by the Department and after an appropriate hearing, may grant a restraining order to enforce the decision of the Department.

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Section 409 - Injunction

Any person or child care facility may be enjoined from maintaining and operating such facility for violations of any provisions of this act by suit brought in the name of the state by the Attorney General of Oklahoma or by a county attorney.

Section 410 - Violations - Punishment

Any person or agent, representative, or officer of any child care facility who violates any of the provisions of he Oklahoma Child Care Facilities Licensing Act shall, upon conviction, be deemed guilty of a misdemeanor and punished in accordance with the provisions of Section 10 of Title 21 of the Oklahoma Statutes. Whenever any agent, representative, or officer of any child care facility shall be convicted under authority of this act, such conviction shall be sufficient ground for the revocation of the entity's license.

Section 410.1 - Quality of Care Development Fund

There is established in the State Treasury a revolving fund to be known as the "Quality of Care Development Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all fines collected by the Department of Human Services pursuant to Section 407 of Title 10 of the Oklahoma Statutes and shall, in addition to any other monies made available for such purpose, be available to the Director solely to support the continued improvement of the child care facilities in this state. Expenditures from the fund shall be made upon warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of State Finance for approval and payment.

Section 411 - Certificate of Immunization as Condition for Admission to Day Care Facility - Waiver

A. No person, firm, corporation, partnership or other legal entity operating a day care center or day care home in this state shall cause or permit a minor child two (2) months of age or older to be admitted to such facility unless and until the parent, guardian, or other related person of such child presents certification from a licensed physician or authorized representative of any state or local department of public health that such child has received or will receive immunization at the medically appropriate time against diphtheria, pertussis, tetanus, haemophilus influenzae type B (HIB), measles (rubeola), rubella, hepatitis A, varicella, and poliomyelitis; or presents such certification that the child is likely to be immune as a result of the disease. Provided, however, that in the event the parent, guardian, or other person presenting a child for admission to a day care center or day care home certifies in writing that a family emergency exists, the requirement imposed by this section may be waived for a period not to exceed thirty (30) days. Such certification shall be made prior to the provision of care. No such waiver shall be knowingly permitted more than once for any child.

B. The State Board of Health, by rule, may alter the list of immunizations required under this section after notice and hearing. Any change in the list of immunizations required

shall be submitted to the next regular session of the Legislature and such change shall remain in force and effect unless and until a concurrent resolution of disapproval is passed. Hearings shall be conducted by the State Board of Health, or such officer, agents or employees as the State Board of Health may designate for that purpose. The State Board of Health shall give appropriate notice of the proposed change in the list of immunizations required and of the time and place for hearing. The change shall become effective on a date fixed by the State Board of Health. Any change in the list of immunizations required may be amended or repealed in the same manner as provided for its adoption. Proceedings pursuant to this subsection shall be governed by the Administrative Procedures Act.

Section 412 - Manner and Frequency of Immunizations - Enforcement of Act

A. The immunizations required by this act, and the manner and frequency of their administration, as prescribed by the State Board of Health, shall conform to recognized standard medical practices in this state. The State Department of Health shall supervise and secure the enforcement of the required immunization program.
B. The Department of Human Services shall render reasonable assistance to the State Department of Health in the enforcement of the provisions of this act. This assistance shall be in the form of revocation or denial of the license of any facility not in compliance with this act.

Section 413 - Exemptions

Any minor child, through his or her parent or guardian, may submit to the health authority charged with the enforcement of the immunization laws, a certificate of a licensed physician stating that the physical condition of the child is such that immunization would endanger the life or health of the child; or upon receipt of a written statement by the parent or guardian objecting to such immunizations because of religious or other reasons, then such child shall be exempt from the provisions of this act.

Section 414 - Administration of Immunizations - Persons Eligible - Indigent Persons

The immunizations shall be administered by, or under the direction of, a licensed physician, or by any local or state health department. If the parent or guardian is unable to pay, the State Department of Health shall provide, without charge, the immunization materials required by this act.

Section 415 - Child with Reportable Contagious Disease to be Excluded from Day Care Facility

Any child afflicted with a reportable contagious disease shall be excluded from attending a day care center or day care home until such time as the period of communicability has elapsed as determined by a licensed physician or health department official. Such exclusion shall be reported to a local health department official.

SUPPLEMENT I

Section 418 – Authority to obtain evidence – Administration of oaths

When conducting investigations of complaints as provided in this article, the Department of Public Welfare shall have the power to summon any person to appear and produce such books and papers as shall be designated in the summons, and to give testimony under oath concerning the matter and institution under investigation. The Department shall have the power to administer oaths to such persons as may be summoned and to enforce all such powers as are given to notaries public when they are taking depositions.

SUPPLEMENT II

WHAT IS CHILD ABUSE?

What is the Law? Oklahoma statutes define child abuse as harm or threatened harm to a child's health or welfare by a person responsible for the child. This includes non-accidental physical or mental injury, sexual abuse or neglect (10 O.S. Section 7102).

- Physical abuse is non-accidental physical injury to a child.
- Mental injury is an injury to a child's psychological growth and development. It is caused by a chronic pattern of behaviors, such as belittling, humiliating and ridiculing a child.
- Sexual abuse, in general terms, includes any sexual activity between an adult and a child for the purpose of sexually stimulating the adult, the child or others. Sexual abuse may also be committed by a person under the age of 18 when that person is either significantly older than the victim or is in a position of power or control over the child.
- Neglect is the failure of the parent or caretaker to provide a child with basic needs such as food, clothing, shelter, medical care, protection and supervision.
- Threatened harm means a substantial risk of harm to the child. It may include acts or expressions of intent to inflict actual harm presently or in the future.

Who must report? Every person, private citizen or professional, who has reason to believe that a child has been abused, is mandated by law to promptly report suspected abuse. Failure to do so is a misdemeanor. A person making a report in good faith is immune from civil or criminal liability. The name of the reporter is kept confidential.

When to report? A report should be made when there is reasonable cause to believe that a child has been abused or neglected or is in danger of being abused. A report of suspected abuse is a request for an investigation. Investigation of child abuse reports is the responsibility of Child Welfare workers and, when a crime may have been committed, law enforcement officials.

If other incidents of abuse occur after the initial report has been made, another report should be made.

How is abuse reported? A report may be made to the 24-hour statewide Child Abuse Hotline, 1-800-522-3511.

SUPPLEMENT III

DISASTER PREPAREDNESS

Child care providers must be prepared to respond to a wide variety of emergency situations. It may be evacuating children and taking them to a safe place or protecting them from outside threats by keeping them safe inside the facility. You can make sure your families know what you would do in the event of an emergency. A Disaster Plan is critical and should be in place at all times.

Disaster Plan - some things to consider:

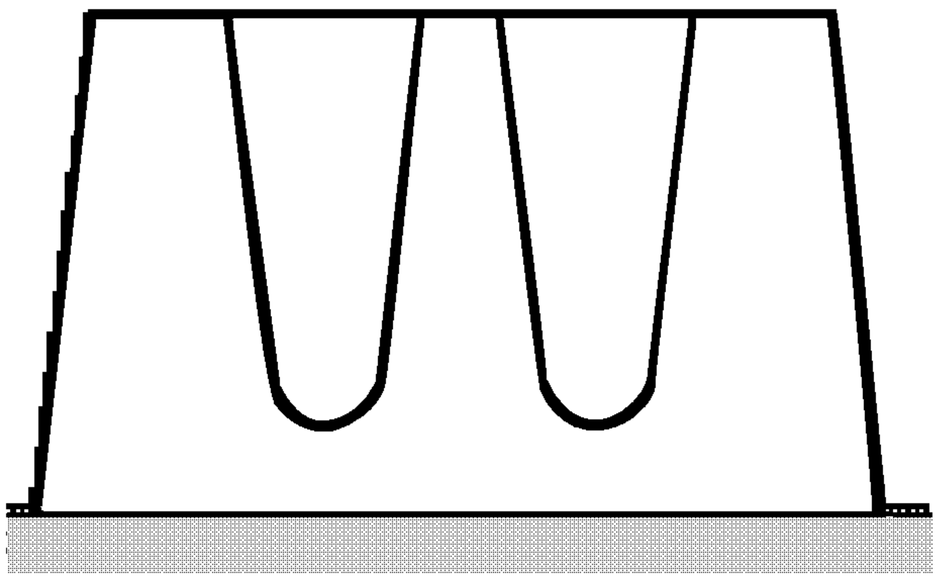
- Identify the type of hazards that could affect your facility (tornado, terrorism, gas leaks, flooding, fire, etc.)
- Develop a step-by-step plan to respond to each situation.
- Ensure that all staff have been trained in how to respond to each situation.
- If evacuation is necessary, know where you will go off the premises (examples include designated shelter sites such as elementary schools, local community centers, churches, etc.)
- Know how you will account for each child in a disaster.
- If it is safest to remain in the facility, determine how you will communicate the emergency situation with parents and necessary authorities.

Disaster Kit suggestions - keep in a plastic tub or container

- Emergency contact information
- Children's record cards
- First aid kit
- Water and paper cups
- Food (examples: infant formula, animal crackers, saltines, etc.)
- Special items for babies or children with special needs (examples: diapers, baby wipes, medication)
- Toilet paper, tissues, waterless hand sanitizer
- Flashlight
- Radio - battery operated or NOAA weather radio
- Extra batteries
- Toys, books, games
- Plastic garbage bags

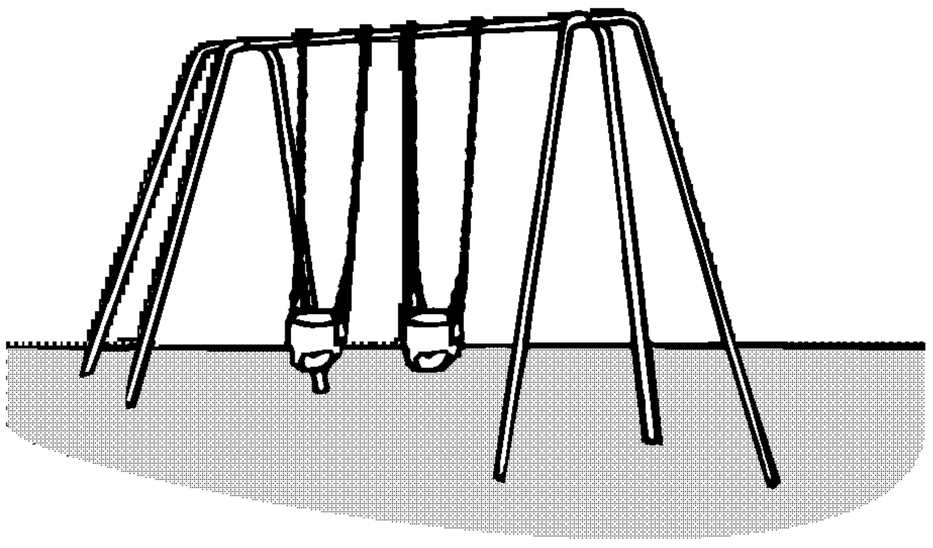
SUPPLEMENT IV

FALL ZONES



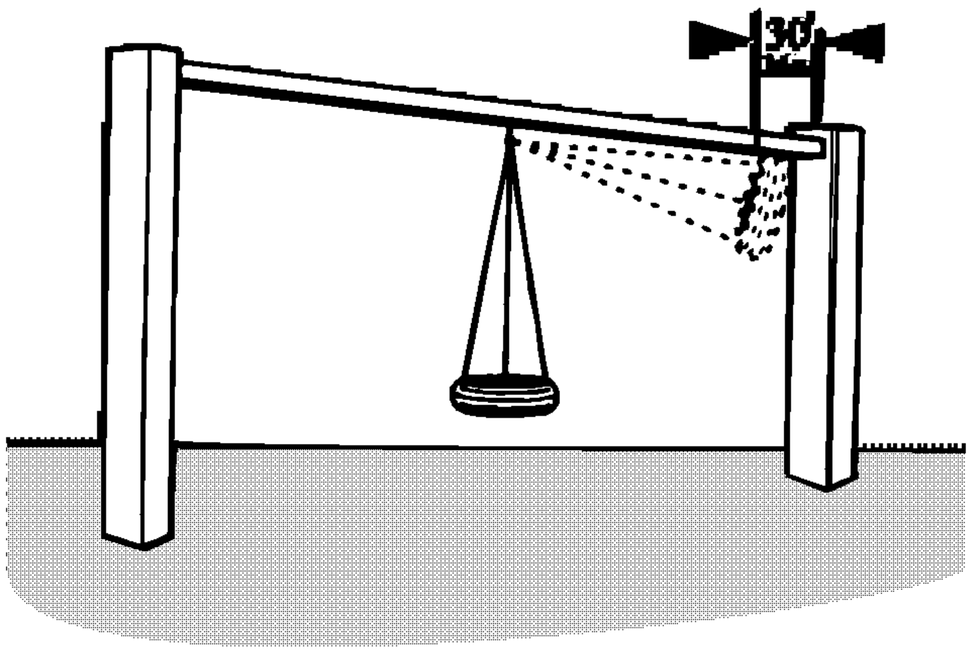
SINGLE-AXIS SWINGS

Six feet in all directions and to the front and rear of the swing a distance two times the length of the swing's chain.



SWING SECURED BY BAR OR STRAP

Six feet from the midpoint to the front and the rear of the swing.



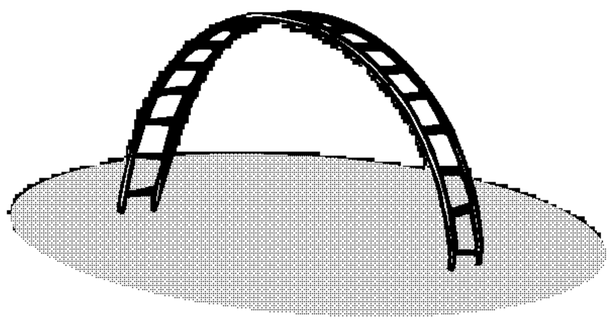
MULTI-AXIS OR TIRE SWINGS

Six feet plus the length of the chain in every direction, and a 30-inch clearance between the seating surface of a fully extended tire swing and the support structure.

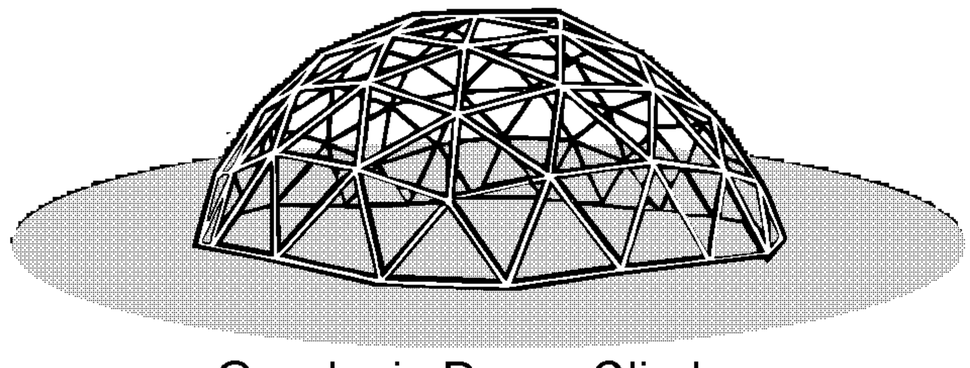
SUPPLEMENT IV

CLIMBING STRUCTURES

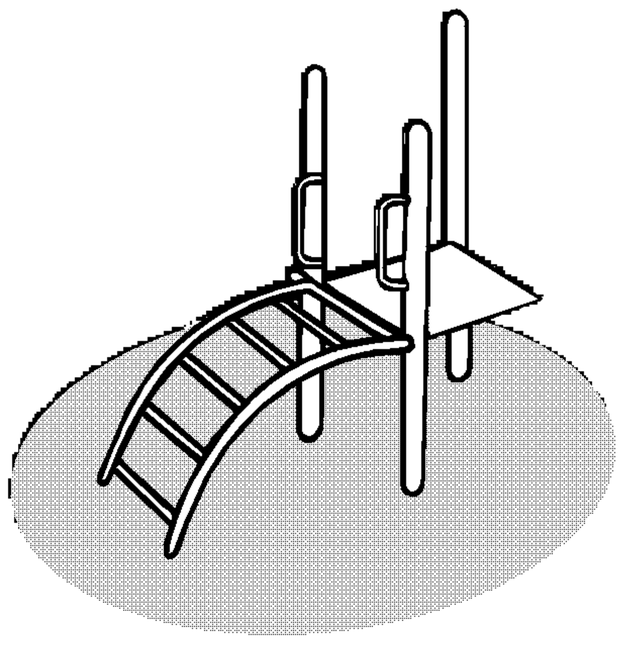
A minimum of six feet in all directions from the perimeter of the equipment.



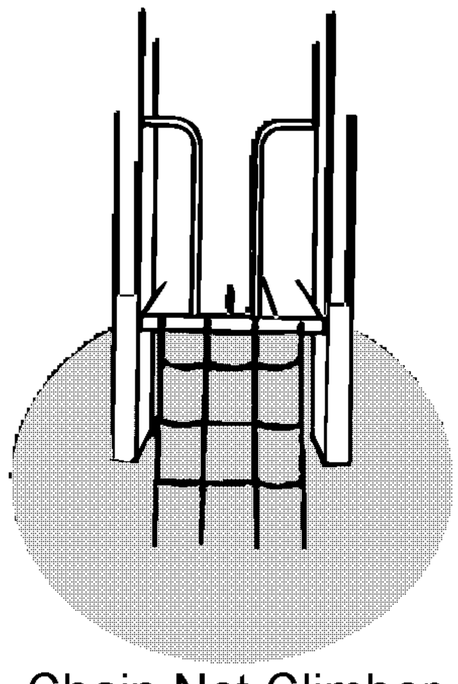
Simple Arch Climber



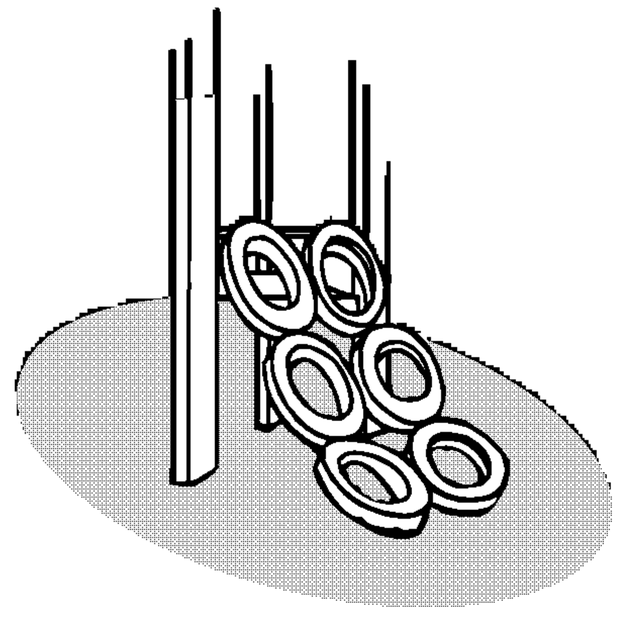
Geodesic Dome Climber



Arch Climber



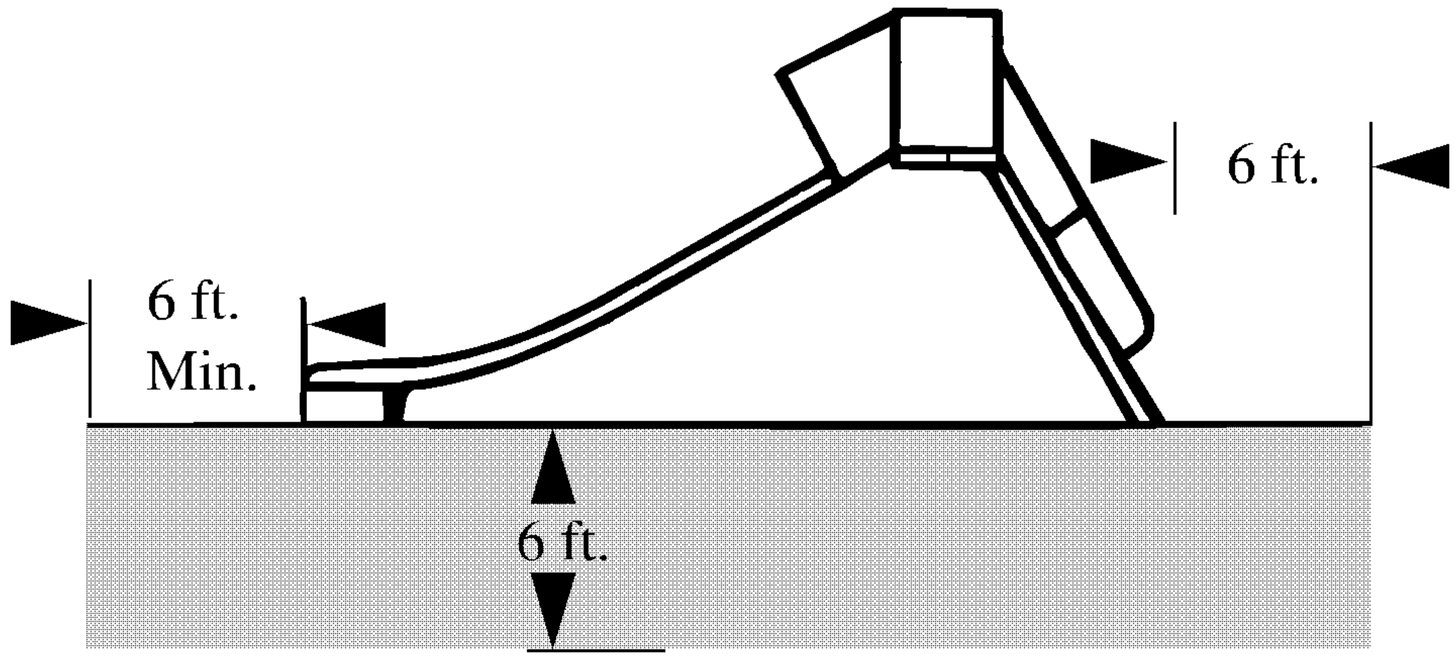
Chain Net Climber



Tire Climber

SLIDES

Six Feet in all directions from the perimeter of the equipment



SUPPLEMENT V

BLEACH SOLUTION

REMEMBER TO MIX FRESH SOLUTION DAILY

TO SANITIZE DIAPER CHANGING TABLE

¼ cup bleach to 1 gallon of water = 800 ppm
2 tablespoons (1 oz.) bleach to ½ gallon of water = 800 ppm
1 tablespoon (1/2 oz) bleach to 1 qt of water = 800 ppm
2 teaspoons (1/4 oz.) bleach to 1 pt of water = 800 ppm

TO SANITIZE COTS, TABLES, COUNTERS & EQUIPMENT

1 tablespoon (1/2 oz.) bleach to 1 gallon of water = 200 ppm
2 teaspoons (1/4 oz.) bleach to ½ gallon of water = 200 ppm
1 teaspoon (1/8 oz.) bleach to 1 qt. Of water = 200 ppm
½ teaspoon bleach to 1 pt of water = 200 ppm

TO SANITIZE DISHES & UTENSILS

2 teaspoons (1/4 oz.) bleach to 1 gallon of water = 100 ppm.
DISHES & UTENSILS MUST BE SUBMERGED IN SANITIZING SOLUTION FOR AT LEAST ONE MINUTE.

Example:
If sink will hold 3 gallons then mix 6 teaspoons bleach to 3 gallons of water.
Mix fresh with each dishwashing –
the solution should be replaced when the bleach concentration falls below 50 ppm.

MEASUREMENT EQUIVALENT

1 teaspoon	1/8 fl. oz.
2 tablespoons	1 fl. oz.
1 cup	8 fl. oz.
1 pint	16 fl. oz.
1 qt. or 2 pts.	32 fl. oz.
1 gal or 4 qts.	128 oz.

SUPPLEMENT VI

IMMUNIZATION REQUIREMENTS FOR CHILD CARE

LAW

Section 411 of Title 10 of the Oklahoma Statutes mandates children attending child care obtain, at the medically appropriate time, the Required Immunization Schedule vaccines.

EXEMPTIONS FROM THE LAW

Exemptions from the law are allowed for medical, religious and personal reasons. Below are summaries, including procedures for obtaining exemptions.

Exemption Procedures. Child care programs willing to enroll an unimmunized child based on an exemption, obtain Certificate of Exemption forms (ODH 216A) from the Oklahoma State Department of Health (OSDH) Immunization Service (405-271-4073). Parents complete the form, obtain required signatures, and return it to the child care program. Programs review the form for proper completion and signatures, keep a copy in place of an immunization record, and send a copy to the OSDH Immunization Service for approval.

Medical. For exemptions based on medical reasons, a Certificate of Exemption must be signed by a licensed physician and state the child's physical condition is such that a particular immunization would endanger the life or health of the child. The parent is responsible for obtaining the signature of the physician.

Religious. For exemptions based on religious reasons, a Certificate of Exemption must be signed by a parent or religious leader or a written statement signed by a religious leader or parent may be attached to the Certificate of Exemption.

Personal. For exemptions based on personal beliefs, a Certificate of Exemption must be signed by a parent and include a brief written statement summarizing his or her objections to immunizations.

FAMILY EMERGENCIES

This provision applies in rare instances when a true family emergency exists, such as a death in the family. A program may allow a child to enter and remain for up to 30 calendar days, without an immunization record. However, a dated and signed parent statement is required. The record must be provided at the earliest possible opportunity. If at the end of 30 days an up to date record has not been provided, the child care program must exclude the child. No child may receive this waiver more than once.

EXCLUSION OF EXEMPT CHILDREN DURING OUTBREAKS

If there is an outbreak of a vaccine-preventable disease, child care programs may be required to exclude unimmunized children based on exemptions or family emergencies. The exclusion may be a lengthy period of time. The Commissioner of Health makes this decision and the child care program would be contacted. The child care program is responsible for informing the parent of this possibility at the time the Certificate of Exemption is accepted by the program.

SUPPLEMENT VI

REQUIRED IMMUNIZATION SCHEDULE

Due Immunizations are *due* according to Required Immunization Schedule.

○ Dose due that month. □ Dose due end of age range. Can be given anytime during age range.

Past Due Immunizations are *past due* the month following the age due.

	Birth	2 Mos.	4 Mos.	6 Mos.	12 Mos.	15 Mos.	18 Mos.	23 Mos.	***	4 – 6 Years
Hep B	□		○	□						
DTaP		○	○	○	□					□
Hib*		○	○		□					
IPV		○	○	□						□
MMR					□					□
Varicella**					□					
PCV		○	○	○	□					
Hep A					□				□	

* **Hib:** May be complete with 3 or 4 doses depending on vaccine brand used.

** **Varicella:** If child had Chickenpox, vaccine is not required. Parent or doctor note required.

*** **Hep A:** Dose 2 is due 6 – 18 months after dose 1.

Due	Doses Due	Past Due
Birth - 2 months	Hep B 1	3 months
2 months	DTaP 1 + Hib 1 + IPV 1 + PCV 1	3 months
4 months	Hep B 2 + DTaP 2 + Hib 2 + IPV 2 + PCV 2	5 months
6 months	DTaP 3 + PCV 3	7 months
6 - 18 months	Hep B 3 + IPV 3	19 months
12 - 15 months	Hib 3 or 4* + MMR 1 + Varicella 1** + PCV 4	16 months
12 - 18 months	DTaP 4	19 months
12 - 23 months	Hep A 1	24 months
6 - 18 months after 1st dose	Hep A 2	19 months after 1st dose

SUPPLEMENT VI

REQUIRED IMMUNIZATION SCHEDULE

Late Doses = Revised Due Dates

When a dose(s) is given late, the remaining doses **may** have a different due date than shown on the Required Immunization Schedule.

- Next dose is due 1-2 months after the previous dose, **unless** schedule allows more time **or** if one of the below exceptions apply:
  - **DTaP** 4 is due 6 - 12 months after 3rd dose.
  - **Hep A** 2 is due 6 - 18 months after 1st dose.

Late Doses = Revised Number of Doses

When a dose(s) is given late, **usually** the same number of doses is required. However, **fewer Hib and PCV** doses **may** be required once a child reaches a certain age.

Hib

- If one dose is given at 12 months or older, regardless of previous doses received, no more doses are required.
- If a child is 5 years or older, no doses are required.

PCV

- If two doses are given at 12 months or older, regardless of previous doses received, no more doses are required.
- If one dose is given at 24 months or older, regardless of previous doses received, no more doses are required.
- If a child is 5 years or older, no doses are required.

Vaccine Names and Combination Vaccines

Use the chart below, as needed, to determine what vaccines have been received. Combination vaccines have two or more vaccines in one shot.

Vaccine	Disease	Vaccine Brand Names
Hep B	Hepatitis B	Comvax, HBV, Hep B Pediatric, Engerix-B, Pediarix, Recombivax
DTaP	Diptheria, Tetanus, & Pertussis (Whooping Cough)	Daptacel, DT, DTP, Infanrix, Kinrix, Pediarix, Pentacel, TriHIBit
Hib	Haemophilus Influenzae Type B	ActHIB (PRP-T), Comvax, HbCV, HbOC, Hib conjugate, Hiberix, Pedvax HIB (PRP-OMP), Pentacel, TriHIBit
IPV	Polio	Kinrix, OPV, Pediarix, Pentacel
MMR	Measles, Mumps, & Rubella	M-M-R II, MMRV, ProQuad
Varicella	Chickenpox	MMRV, ProQuad, VAR, Varivax
PCV	Pneumococcal	PCV 7 or 13, Pneumococcal Conjugate, Prevnar
Hep A	Hepatitis A	HAV, Havrix, Vaqta

SUPPLEMENT VII

INJURY REPORT FORM - SAMPLE

Name of injured: _____

Sex: _____ Age: _____

Date when injury occurred: _____

Time where injury occurred: _____

Location where injury occurred: _____

_____

Description of how injury occurred: _____

_____

_____

_____

_____

_____

Description of injury and its location: _____

_____

_____

_____

Action taken on behalf of the injured: _____

_____

_____

_____

Was parent/legal guardian specifically advised of injury? _____

_____

Was parent/legal guardian specifically advised to obtain medical attention?

_____

Other witness to injury: _____

_____

Name of individual(s) involved in supervision at time of injury:

_____

Name of person completing this report form: _____

Date of completion of form: _____

SUPPLEMENT VIII

MINIMUM MEAL PATTERN PLAN FOR CHILDREN

MEAL	1-2 YEAR OLDS	3-5 YEAR OLDS	6-12 YEAR OLDS
BREAKFAST (These choices are recommendations only)			
Milk, fluid	½ cup	¾ cup	1 cup
Juice or fruit	¼ cup	½ cup	½ cup
Cereal or bread product			
Enriched or whole grain bread or	½ slice	½ slice	1 slice
Cereal (cold, dry) or	¼ cup	⅓ cup	¾ cup
Cooked cereal or cereal grains or	¼ cup	¼ cup	½ cup
Cooked pasta or noodle	¼ cup	½ cup	¼ cup
MIDMORNING OR MIDAFTERNOON SNACK (These choices are recommendations only)			
Milk, fluid; or juice; or fruit; or vegetable	½ cup	½ cup	1 cup
Cereal or bread			
Enriched or whole grain bread or	½ slice	½ slice	1 slice
Cereal	¼ cup	⅓ cup	¾ cup
LUNCH OR SUPPER			
Milk, fluid	½ cup	¾ cup	1 cup
Meat and/or meat alternate			
Meat, poultry or fish or	1 ounce	1 ½ ounce	2 ounces
Cheese or	1 ounce	1 ½ ounce	2 ounces
Cooked dry beans or	¼ cup	⅜ cup	½ cup
Peanut butter or	2 tbsp.	3 tbsp.	4 tbsp.
Egg	1 egg	1 egg	1 egg
Vegetables and fruit - 2 kinds	¼ cup	½ cup	¾ cup
Bread and bread alternates			
Enriched or whole grain bread or	½ slice	½ slice	1 slice
Cooked pasta or noodle or	¼ cup	¼ cup	½ cup
Cooked cereal grains	¼ cup	¼ cup	½ cup
*1 pound of meat or cheese meets minimum serving for:	16 children	11 children	8 children

Recommended Daily Dietary Allowances
of the National Research Council/National Academy of Sciences

SUPPLEMENT IX

CHILD PASSENGER RESTRAINT SYSTEM - WHEN REQUIRED

Oklahoma Statute
47 O.S. Section 11-1112
(Amended 2005)

A. Every driver when transporting a child under six (6) years of age in a motor vehicle operated on the roadways, streets, or highways of this state shall provide for the protection of said child by properly using a child passenger restraint system. For purposes of this section and section 11-1113 of this title, "child passenger restraint system" means an infant or child passenger restraint system that meets the federal standards as set by 49 C.F.R. §571.213.

B. Children at least six (6) years of age but younger than thirteen (13) years of age shall be protected by use of a child passenger restraint system or a seat belt.

C. The provisions of this section shall not apply to:

1. The driver of a school bus, taxicab, moped, motorcycle, or other motor vehicle not required to be equipped with safety belts pursuant to state or federal laws;
2. The driver of an ambulance or emergency vehicle;
3. The driver of a vehicle in which all of the seat belts are in use;
4. The transportation of children who for medical reasons are unable to be placed in such devices; or
5. The transportation of a child who weighs more than forty (40) pounds and who is being transported in the back seat of a vehicle while wearing only a lap safety belt when the back seat of the vehicle is not equipped with combination lap and shoulder safety belts, or when the combination lap and shoulder safety belts in the back seat are being used by other children who weigh more than forty (40) pounds. Provided, however, for purposes of this paragraph, back seat shall include all seats located behind the front seat of a vehicle operated by a licensed child care facility or church. Provided further, there shall be a rebuttable presumption that a child has met the weight requirements of this paragraph if at the request of any law enforcement officer, the licensed child care facility or church provides the officer with a written statement verified by the parent or legal guardian that the child weighs more than forty (40) pounds.

D. A law enforcement officer is hereby authorized to stop a vehicle if it appears that the driver of the vehicle has violated the provisions of this section and to give an oral warning to said driver. The warning shall advise the driver of the possible danger to children resulting from the failure to install or use a child passenger restraint system or seat belts in the motor vehicle.

E. A violation of the provisions of this section shall not be admissible as evidence in any civil action or proceeding for damages.

SUPPLEMENT IX

F. In any action brought by or on behalf of an infant for personal injuries or wrongful death sustained in a motor vehicle collision, the failure of any person to have the infant properly restrained in accordance with the provisions of this section shall not be used in aggravation or mitigation of damages.

G. Any person convicted of violating subsection A or B of this section shall be punished by a fine of Fifty Dollars ($50.00) and shall pay all court costs thereof. Revenue from such fine shall be apportioned to the Department of Public Safety Revolving Fund and used by the Oklahoma Highway Safety Office to promote the use of child passenger restraint systems as provided in Section 11-1113 of this title. This fine shall be suspended and the court costs limited to a maximum of Fifteen Dollars ($15.00) in the case of the first offense upon proof of purchase or acquisition by loan of a child passenger restraint system. Provided, the Department of Public Safety shall not assess points to the driving record of any person convicted of a violation of this section.

SUPPLEMENT IX

CHILD PASSENGER SAFETY IN OKLAHOMA

Most Frequently Asked Questions

1. **What is the purpose and intent of the child passenger restraint law?**
   The law helps to protect children during transportation. A 45-lb. child in a 30-mph crash will be thrown with a force of 1,350 lbs. Fortunately, child safety seats provide a 45-70 percent reduction in significant injuries, depending on the type of seat that is used (booster seat, convertible seat, infant seat, etc.).

2. **What are the statistics on death or serious injuries in Oklahoma?**
   More than 20 children under 6 years of age die each year in motor vehicle crashes, and more than 1,100 children are injured, many permanently. More than 70 percent of children who die are not in a child safety seat. Unfortunately, less than 24 percent of all 4-year olds rode in a booster seat prior to the passage of this law.

3. **What does the law require?**
   Children under the age of 6 must be transported using a "child passenger restraint system" which has met federal standards. A child age 6 and up to the age of 13 may be transported using either a "passenger restraint system" or a seat belt.

4. **Are there exemptions to the law that affect child care facilities?**
   a. school buses, or any vehicle not required by law to be equipped with seat belts.
   b. children weighing over 40 pounds being transported in a back seat using only a lap belt. A lap belt only is acceptable when the back seat of the vehicle is not equipped with lap/shoulder belts OR when the lap/shoulder belts are being used by other children over 40 pounds.
   c. medical issues prohibiting use of belt or restraint system.

5. **What about older vehicles that do not have shoulder belts in the back seat? What about the center back seat position, which usually does not include a shoulder belt?**
   The vast majority of booster seats on the market require the use of a lap/shoulder belt. There are only a few seats that do not. For this reason, an exemption was included in the law. The law "shall not apply to . . . the transportation of a child who weighs more than 40 lbs. and who is being transported in the back seat of a vehicle while wearing only a lap safety belt when the back seat of the vehicle is not equipped with combination lap and shoulder safety belts, or when the combination lap and shoulder safety belts in the back seat are being used by other children who weigh more than 40 lbs."

While lengthy, the exemption was worded this way in part to prevent a motorist from placing a 4- or 5-year-old child in the center lap belt with no booster seat, with empty lap/shoulder belts on either side. This wording closes that loophole for motorists who would deliberately attempt to skirt the law.

6. **Are there different types of booster seats?**
   Booster seats for children over 40 lbs. (about 4 years old) generally fall into two categories: backless boosters and high-back boosters. Both are considered "belt-positioning" boosters, because they help to properly position the lap belt on the child's lap and hip bones, rather than the abdomen.

   High-back boosters are recommended for positions in vehicles that do not have head rests (usually older vans and pickup trucks). Backless boosters are sufficient for positions that do have head rests (new vans and trucks and virtually all sedans). Both seats achieve the same thing: they boost the child high enough so that the seat belt fits properly.

   Both require the use of a lap/shoulder belt.

7. **What are some important facts to remember considering the transportation of children?**
   Be sure that any booster seat, car seat or infant seat is used according to the manufacturer's instructions.
   Ensure that the type of passenger restraint system is used properly with the type of seat belt system that is installed in your vehicle.
   Remember to verify the particular car seat is appropriate for the specific height and weight of the child that is being transported.

8. **What resources are available to help low-income families obtain booster seats?**
   a. EMSA distributes at least 100 free seats in Oklahoma City and 100 in Tulsa at child safety seat checks each month.
   b. All county health departments distribute free seats, mostly to WIC-eligible clients.
   c. Contact SAFE KIDS to find out other resources in your area.
   d. SAFE KIDS offers subsidized seats to families who receive some type of public assistance. The cost to the client is between $5-$10, depending on the type of booster seat. In addition, a limited number of free seats are distributed at each child safety seat check. Call SAFE KIDS for more information.

9. **Where can I receive more information regarding transportation safety of children?**
   Oklahoma SAFE KIDS Coalition is available to assist with questions. For more information, call (405) 271-5695 or e-mail: safekids@ouhsc.edu.

REVISIONS TO REQUIREMENTS FOR CHILD CARE CENTERS

Below is the time-frame reflecting the most recent legislative revisions to the Licensing Requirements for Child Care Centers:

March 23, 2010	Commission for Human Services approves proposed revisions.
April 28, 2010	Governor approves proposed revisions.
July 1, 2010	Effective date of revisions.

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LICENSING REQUIREMENTS

FOR

CHILD CARE CENTERS

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

OKDHS Pub. No. 84-08 Revised 7/10

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Appendix 23

Licensing Requirements for Family Child Care Homes and Large Child Care Homes

Referenced:

(P)(1)

LICENSING REQUIREMENTS

FOR

FAMILY CHILD CARE HOMES
AND
LARGE CHILD CARE HOMES

(b)(6)

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

Oklahoma Child Care Services

Effective Date: 7/01/10

788

FOREWORD

Licensing requirements govern child care facilities in the State of Oklahoma. These rules are minimum requirements for the care and protection of children in care outside their own homes. They were developed by individuals from various professions with expertise in child care, including private providers; the Child Care Advisory Committee; and from input solicited from other providers and the public. The requirements were approved by the Commission for Human Services and the Governor of the State of Oklahoma pursuant to the Oklahoma Administrative Procedures Act.

It is the Oklahoma Department of Human Services' (OKDHS) intent that licensing requirements are clear, reasonable, fair and enforceable. In the interest of serving the public, comments are welcomed and will be considered for future revisions or development of new requirements. Please complete the form below and send it to:

Oklahoma Department of Human Services
Oklahoma Child Care Services
P.O. Box 25352
Oklahoma City, OK 73125

COMMENTS REGARDING LICENSING REQUIREMENTS

☐ Licensing Requirements for: _____

☐ Reference: *(Please give the cite and topic of the specific requirement to which you are referring, such as Section 2, re. Definitions.)*

- Section _____ re: _____
- Section _____ re: _____

☐ Recommendation:

_____

_____

_____

☐ Because:

_____

_____

_____

_____ _____

Your Name Date

Return address: *Oklahoma Department of Human Services*
Oklahoma Child Care Services
P.O. Box 25352
Oklahoma City, OK 73125

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PART 5. REQUIREMENTS FOR FAMILY CHILD CARE HOMES AND LARGE FAMILY CHILD CARE HOMES

Section 80. Purpose and policy of the law

It is the declared purpose and policy of the Oklahoma Child Care Facilities Licensing Act to ensure maintenance of minimum standards for the care and protection of children away from their own homes, to encourage and assist the child care facility in attaining maximum standards, and to work for the development of sufficient and adequate services for child care. These requirements are presented as minimum requirements and safeguards to ensure the well-being of children. They have been developed from existing knowledge of child development and experience in child care.

Section 81. Definitions

The following words and terms, when used in this Subchapter, have the following meaning, unless the context clearly indicates otherwise:

"Assistant caregiver" means a person at least 16 years of age who assists the caregiver in caring for children.

"Child" means a person younger than 18 years of age.

"Child Care Restricted Registry" or "Restricted Registry" or "Joshua's List" means a registry for registrants who are prohibited from being licensed, working, or residing in child care facilities as defined in Section 405.3 of Title 10 of the Oklahoma Statutes.

"Department" means the Oklahoma Department of Human Services (OKDHS).

"Family child care home" means a family home that provides care and protection for seven or fewer children for part of the 24-hour day.

"Infant" means a child younger than 12 months of age.

"Large family child care home" means a residential family home that provides care and supervision for eight to twelve children for part of the 24-hour day.

"Non-registrant" means an individual that is not recorded on the Child Care Restricted Registry.

"Parent" means any adult who is legally responsible for the child, such as a mother, father, grandmother, grandfather, aunt, uncle, or legal guardian.

"Primary caregiver" means the caregiver who is present in the child care home and is responsible for the day-to-day operation of the program.

"Registrant" means an individual that is recorded on the Child Care Restricted Registry.

"Relative" means a person with the relationship, whether by marriage, blood, or adoption, of:

(A) parent;
(B) grandparent;
(C) brother;
(D) sister;
(E) step-parent;
(F) step-sister;
(G) step-brother;
(H) uncle;

(I) aunt; or
(J) cousin.

"Substitute caregiver" means a person who is designated by the primary caregiver to provide substitute child care for short periods of time.

"Toddler" means a child 12 months up to 24 months of age.

Section 82. Necessity and issuance of license

(a) **License required.** No child care facility may be legally operated or maintained in the State of Oklahoma after June 20, 1964, unless licensed by OKDHS. See Supplement I, Oklahoma Child Care Facilities Licensing Act.

(b) **Application for license.** Application for license is made on forms provided by OKDHS and in the manner prescribed.

(c) **License issued.** In order to provide care for children in a child care facility, a license is obtained from OKDHS that is issued on the basis of meeting minimum requirements essential for the health, safety, and well-being of the children in care.

(1) Children are not accepted into care until permission is obtained from OKDHS.

(2) The license granted applies to the ownership and location specified at the time the license is issued. If ownership or location changes, OKDHS is notified.

(3) The license is not transferable.

(4) Pursuant to the Oklahoma Child Care Facilities Licensing Act. [10 O.S. § 401 et seq.], persons identified as a registrant on the Child Care Restricted Registry are prohibited from:

(A) licensure as a child care facility;
(B) employment in a child care facility; and/or
(C) residing in a child care facility.

(d) **Application denied or license revoked.** OKDHS may deny an application or revoke a license if the applicant or licensee violates any provision of the Oklahoma Child Care Facilities Licensing Act, Section 401 et seq. of Title 10 of the Oklahoma Statutes, or rules of the Commission for Human Services.

(1) No application is denied or license revoked unless the licensee is given 30 days notice in writing of the grounds for the proposed denial or revocation.

(2) If the denial or revocation is protested within 30 days of receipt of the written notice, a hearing is conducted.

(3) When OKDHS denies an application or revokes a license, the responsible entity cannot make application for a new child care facility license within Oklahoma for five years following notification to the responsible entity of the application denial or license revocation; and during the appeal process.

Section 84. Ages and number of children

(a) **Total number of children.** The maximum number of children in care at one time, whether on or off the premises, does not exceed the number of children specified on the license. The total number of children in a family child care home is limited to seven that includes:

(1) children younger than five years of age who live in the home and are present in the home while children are in care;

(2) foster children 12 years of age and younger who live in the home and are present in the home while children are in care; and

(3) the children of any substitute or assistant caregiver.

(b) **One caregiver.**

(1) When only one caregiver is present, the total number and ages of children that may be in care at any one time are:

(A) seven children, with no more than two children younger than two years of age;

(B) six children, with no more than three children younger than two years of age; or

(C) five children of any age.

(2) Examples of number and ages of children are presented in this paragraph.

Total Number of Children in Care	Under 2 Years	2 Years and Older
7	0	7
7	1	6
7	2	5
6	3	3
5	4	1
5	5	0

(c) **Two caregivers.** Two caregivers must be present and providing care when:

(1) seven children are in care and more than two children are younger than two years of age; or

(2) six children are in care and more than three children are younger than two years of age.

(d) Additional staff provisions are made for enrollment of children with disabilities who require individual attention.

Section 85. Requirements for caregivers

(a) **Responsibilities of caregivers.** Responsibilities of caregivers are outlined in this subsection.

(1) **Primary caregiver.** The primary caregiver is present in the home at least 80 percent of weekly operating hours and is responsible for the day-to-day operation of the program. The sole proprietor must be the primary caregiver.

(2) **Care and supervision.** The caregiver provides care and supervision of children at all times, both indoors and outdoors. Supervision of children means observing, overseeing, and guiding a child or group of children including:

(A) awareness of and responsibility for the ongoing activity of each child and being near enough to intervene if needed; and

(B) frequent observation of children in cribs and playpens.

(3) **Supervision of outdoor play.** In addition to the requirements in (2) of this subsection, the caregiver remains outdoors with children at all times to ensure their safety when:

(A) there is a potentially hazardous situation, such as a pool on the premises or a trampoline in the outdoor play area;

(B) there is access to a dog(s) outdoors;

(C) there are children three years of age or younger present; or

(D) the outdoor area is not completely fenced.

(4) **Supervision of overnight care.** If children are in care overnight and more than one caregiver is required due to the ages and number of children present, at least one caregiver must be awake at all times.

(5) **Assistant and substitute caregivers.** If the primary caregiver employs a person to assist with the care of children or to provide care and supervision in the primary caregiver's absence, the primary caregiver ensures that the assistant or substitute caregiver is qualified and understands and complies with requirements.

(A) **Required records.** Prior to employment, a staff information form provided by OKDHS is completed and three references are verified. References from relatives are not accepted. Personnel records on all assistant and substitute caregivers are maintained at the home and made available to licensing staff upon request.

(B) **Assistant caregiver.** If an assistant caregiver is employed to meet the required staff to child ratio, the assistant caregiver must be a responsible, mature, healthy person at least 16 years of age. The caregiver is prohibited from leaving children alone in the care of any person younger than 18 years of age.

(C) **Substitute caregiver.** A substitute caregiver, at least 18 years of age, is available to provide care for short periods of time in the absence of the caregiver.

(i) The substitute caregiver may be used in emergency situations and occasionally in non-emergency situations. In non-emergency situations, the caregiver must notify parents in advance that the substitute will be caring for their child at these times.

(ii) The name, address, and telephone number of the substitute is provided to OKDHS and is posted with the other required emergency numbers in the family child care home.

(6) **Verification of criminal history investigations.** The family child care owner or primary caregiver is responsible for submitting to Oklahoma Child Care Services licensing records office criminal history investigations and obtaining dispositions on any charges shown on the report that lack dispositions.

(7) **Realistic expectations.** The caregiver demonstrates a capacity for setting realistic expectations for behavior and performance based on the age, abilities, and special needs of the children.

(8) **Constructive influence.** The caregiver's family members and others living in the home accept the children in care and provide constructive influence. There must be indication of a stable and harmonious home life.

(9) **Hazards.** The caregiver recognizes and acts to correct hazards to children's safety, both indoors and outdoors.

(10) **Child abuse reporting.** The primary caregiver, assistant caregiver, and substitute caregiver immediately report any suspicion of child abuse or neglect to the Statewide Child Abuse Hotline, 1-800-522-3511. Failure to report is a misdemeanor offense and upon conviction is punishable by law. See Supplement II, What Is Child Abuse.

(11) **Notification of Licensing Services.** The primary caregiver notifies Licensing Services:

(A) within 24-hours of the death of a child in care;

(B) within 24-hours of any accident involving transportation unless there were no injuries and only minor damage to the vehicles;
(C) within 24-hours of any changes in liability insurance coverage;
(D) within 24-hours of any injury to a child requiring emergency medical attention;
(E) within 24-hours of any remodeling, changes, or damage to the physical facility that affect compliance with any requirement;
(F) within 24-hours of any known arrest, criminal investigation, criminal charges, or child abuse investigations involving persons who live in the home, provide care, or assist with the care of children;
(G) within 24-hours of any legal action against a caregiver that involves or affects a child in care or the operation of the family child care home;
(H) within 24-hours when an animal bites a child and the skin is broken;
(I) within five days when a person moves into the home; and
(J) at least 30 days in advance of a move from one residence to another unless an emergency exists. The new home must comply with minimum licensing requirements.

(12) **Posting of license.** The permit or license is displayed in the home.

(13) **Other employment.** The caregiver is prohibited from conducting business in the home during the hours children are in care. The primary caregiver is not employed outside the home during the hours of child care.

(14) **Foster care.** The caregiver may not provide therapeutic foster care. The caregiver may provide foster care only with prior written approval from OKDHS Licensing Services for each child placement.

(A) The written approval includes the number and ages of foster children.

(B) Foster children 12 years of age and younger are counted in the capacity of the family child care home.

(15) **Inactive care.** A primary caregiver is determined to be in inactive status when care has not been provided for more than 90 consecutive days.

(A) Prior to resuming care, the caregiver must notify OKDHS Licensing Services to verify compliance with family child care home requirements.

(B) If care has not been provided for more than 12 consecutive months, the family child care home is closed and must reapply and be approved for a license prior to resuming care.

(b) **Qualifications of caregivers.** Qualifications of caregivers are described in this subsection.

(1) **General.** The caregiver is a responsible, mature, healthy adult who is capable of understanding and complying with minimum licensing requirements and meeting the needs of the children in care. The caregiver demonstrates good judgment, as evidenced by prudent and responsible behavior that reasonably ensures the health, safety, and well-being of children in care.

(A) Primary caregivers applying for a license after October 1, 2007 are at least 21 years of age.

(B) Primary caregivers applying for a license after October 1, 2007 have obtained a high school diploma or General Educational Development (GED).

(C) All caregivers left alone with children have the ability to read and write for keeping required records, reading the licensing requirements, and administering medication.

(D) All caregivers cooperate with licensing staff during monitoring visits and OKDHS investigations.

(2) **Health.** The requirements relating to the health of the caregiver, assistant caregiver and members of the household are contained in (A) - (C) of this paragraph.

(A) **General health.** All caregivers and all members of the household where licensed care is provided must be in good physical, mental, and emotional health. If it is reported or observed that a caregiver or household member has a physical, mental, or emotional condition that could negatively impact the care of children, a physician's statement is requested.

(B) **Tuberculosis testing.** The need for tuberculin skin testing of employees is based upon a local identified tuberculosis exposure, the degree of risk of transmission of latent tuberculosis infection, the impact to public health and safety, and the specific recommendations of the Oklahoma State Department of Health.

(C) **Immunizations.** There is documentation verifying that all children living in the home have or are in the process of obtaining the required immunizations at the medically appropriate time. See Supplement III, Minimum Immunization Requirements.

(3) **References.** The primary caregiver submits to child care licensing the names of three references other than relatives, which may include a personal or family physician.

(c) **Background investigations and restrictions for caregivers.** The requirements for background investigations and restrictions for caregivers are contained in paragraphs (1) - (6).

(1) **Criminal history investigations.**

(A) The family child care home owner or the primary caregiver submits to the licensing records office:

(i) documentation of a search conducted within the last 30 days of the Child Care Restricted Registry;

(ii) a completed criminal history investigation conducted within the last 12 months including dispositions on all charges; and

(iii) a criminal history review request on a form provided by licensing requesting an Oklahoma State Courts Network search for:

(I) any person making application to operate a family child care home;

(II) all caregivers, including primary, substitute, and assistant caregiver, prior to employment and being left alone with children;

(III) all adults living in the facility; and

(IV) persons age 18 years or older prior to their residence in the facility.

(B) Criminal history investigations are not required for:

(i) provider's children who become 18 years of age during continuous residence in the home; and

(ii) a parent volunteer who transports children on an irregular basis.

(C) Criminal history investigations must be obtained from the:
(i) Oklahoma State Bureau of Investigation (OSBI); and
(ii) appropriate agency in the previous state(s) of residence if the person has resided in Oklahoma less than three years.
(D) The OSBI report must include a search of the Oklahoma Department of Corrections files maintained by OSBI pursuant to the Sex Offender Registration Act.

(2) **Child Abuse Registry check.** A Child Abuse Registry check is conducted on all persons who sign the license application. A confirmed or substantiated allegation of child abuse or neglect is considered when evaluating the qualifications of the applicant and the safety and well-being of the children in care.

(3) **Verification of records search.**

(A) **Prior to issuance of initial permit or change of ownership.** The facility must receive criminal history review results from the OCCS licensing records office for all employees and/or any persons age 18 years or older who live in the facility.

(B) **Existing facilities.** The facility must submit a criminal history review request on a form provided by OKDHS to the OCCS licensing records office for all employees prior to employment and prior to any persons age 18 years or older being allowed to live in the facility. This request for review must be maintained on file at the facility while awaiting the results.

(4) **Restrictions.** Persons who have pending charges, unless waived by OCCS, or are convicted of or enter a plea of guilty or nolo contendere, no contest, to certain crimes cannot be licensed to care for children, live in a family child care home, provide care for children, or be a substitute or assistant caregiver, or be on the premises when children are in care. Those crimes include:

(A) violence against a person;
(B) child abuse or neglect;
(C) possession, sale, or distribution of illegal drugs;
(D) sexual misconduct;
(E) gross irresponsibility or disregard for the safety of others;
(F) animal cruelty; or
(G) a pattern of criminal activity.

(5) The owner or primary caregiver is restricted from knowingly employing or allowing a registrant to reside in the facility.

(6) **Request for waiver.** A primary caregiver may request a waiver from the restrictions described in paragraph (4).

(A) The waiver request is made in writing to OKDHS and considered by the waiver review committee.

(B) The person for whom the waiver is requested cannot be on the premises when children are in care while a decision is pending.

(C) The person for whom the waiver has been denied cannot be on the premises when children are in care.

(D) A waiver may not be granted to any person:

(i) convicted of a sex offense pursuant to the Sex Offender Registration Act;

(ii) required to register under the Mary Rippy Violent Crime Offenders Registration Act; or

(iii) identified as a registrant on the Child Care Restricted Registry.

(7) **Endangerment of children.** A person whose health or behavior would endanger the health, safety, or well-being of children is not permitted to live in the home or be on the premises when children are in care.

(8) **Alcohol, drugs, medication.** When children are in care, no caregiver is under the influence of:

(A) alcohol or illegal drugs; or

(B) medication that impairs functioning.

(d) **Training requirements.** Training requirements for caregivers are contained in (1) - (3) of this subsection. The training listed in paragraphs (2) through (3) is required prior to issuance of the initial permit.

(1) **General.** The primary caregiver is required to complete 12 clock hours of training annually through workshops, formal training, videos, or individual job-related readings. Annually, no more than six hours of videos or individual job-related readings is counted toward the required 12 hours.

(2) **CPR and first aid certification.** Prior to permission to operate or issuance of the initial permit, the primary caregiver and any person who cares for children alone, on or off the premises, including during transportation, must have documentation, which is maintained by the caregiver at the facility, of current completed certification in age-appropriate first aid and cardio-pulmonary resuscitation (CPR), as approved by Oklahoma Child Care Services licensing. CPR and first aid certification must be kept current with documentation maintained by the facility.

(3) **Health and safety training.** Prior to issuance of the initial permit the primary caregiver obtains training in:

(A) disease and injury prevention measures;

(B) use of a fire extinguisher; and

(C) health and safety issues, including:

(i) shaken baby syndrome;

(ii) sudden infant death syndrome (SIDS);

(iii) car seat safety;

(iv) safeguarding the home;

(v) immunizations;

(vi) the definition, identification, and mandatory reporting of child abuse and neglect; and

(vii) behavior and guidance methods.

Section 86. Home environment

(a) **Physical conditions.**

(1) **Accessibility to licensing staff.** All areas of the home are accessible to licensing staff.

(2) **Indoor space.** There is minimum indoor space available for routine use by children in child care of not less than 35 square feet per child exclusive of hallways, bathrooms, kitchen, and space not intended for children's use. Rooms used exclusively for napping are not counted toward the capacity.

(3) **Maintenance.** The home is in a good state of repair and maintained in a clean and sanitary condition, with operable utilities.
(4) **Toilet facilities.** The home has:
(A) a sink with comfortably warm or tempered running water with the temperature not to exceed 120 degrees Fahrenheit;
(B) an operable toilet available for children's use;
(C) soap for hand-washing and individual use towels; and
(D) toilet paper within easy reach of children.
(5) **Hazards.** The premises are free of hazards, indoor and out.
(A) All medicines, cleaning products, hazardous items, and smoking materials are inaccessible to children.
(B) The premises are free of illegal drugs and paraphernalia.
(C) Clear glass doors are plainly marked at the child's eye level to avoid accidental impact.
(D) All stairways with four or more steps have a railing. Indoor stairways are made inaccessible when infants and toddlers are in care.
(6) **Weapons.** All weapons are stored unloaded in a locked container, cabinet, or closet. Ammunition is stored in a locked area separate from weapons.
(7) **Trampolines.** The use of trampolines by children in care is prohibited.
(8) **Lighting and ventilation.** Rooms used by children are lighted enough to accommodate activities with comfort and allow the caregiver to see children's facial features at all times. Rooms used by children are ventilated.
(9) **Tobacco products.** When children are in care, smoking is prohibited inside the home and in the presence of children. Other tobacco products are not used in the presence of children or in areas designated for children's use. Parents are informed upon enrollment of the presence of smokers in the home.
(10) **Indoor temperature.** The indoor temperature is maintained between 65 and 80 degrees Fahrenheit.
(11) **Screens.** When windows or doors are kept open, screens are maintained to minimize the entry of insects.
(12) **Outdoor play safety.** There is an outdoor play area on the premises of not less than 75 square feet per child.
(A) This area must be hazard free, away from traffic, water, and other dangers.
(B) A fence beginning at ground level that is in good repair is required. OKDHS may grant an exception when the safety of children can be ensured.
(13) **Outdoor play**. Children play outdoors daily when weather conditions do not pose a significant health risk.
(14) **Fire safety.** The home complies with all fire safety requirements, per Section 97.
(15) **Water supply and waste disposal.** Water supply, sewage disposal, and solid waste disposal meet local city ordinances and Oklahoma Department of Environmental Quality regulations.
(16) **Water testing.** When not on a public water supply, water is tested initially and annually for lead, bacteria, and nitrates.
(17) **Questionable conditions.** If the fire, safety, or health conditions are questionable, the appropriate state or local agency is requested to inspect the home.

(b) **Water safety.**

(1) **Supervision.** Any play activity that involves water is supervised constantly.

(2) **Accessibility of ponds, pools, and hot tubs.** No ponds, pools, or hot tubs are left accessible to children.

(3) **Fencing.** Pools are fenced to prevent unsupervised access. All doors and gates leading to the pool are locked. There is:

(A) a sturdy fence at least four feet high that cannot be easily climbed; or

(B) a fence that connects to the top of an above-ground pool and extends two feet above the pool.

(4) **Wading pools.** The use of portable wading pools is prohibited.

(5) **Swimming.** In accordance with Oklahoma law, swimming pools used by the child care home are considered public bathing places and must be in compliance with the water quality, occupancy, and fencing standards in Design Standards and Operational Criteria for Public Bathing Places, Oklahoma State Department of Health Engineering Bulletin. This includes wading pools, water parks, in-ground pools, and above-ground pools. When children swim in a pool:

(A) the caregiver is at or in the water and is appropriately dressed to enter the water at any time;

(B) a person with a Community Water Safety Certificate or a comparable certificate as approved by OKDHS is in attendance at all times; and

(C) the adult to child ratio for:

(i) infants and toddlers is one adult to one child. This adult is not counted in any other adult-child ratios. The adults remain in direct physical contact with infants at all times during swimming or wading; and

(ii) children two years and older is in accordance with Section 84(a) through (d) for family child care homes and Section 97.1(f) for large family child care homes. When four or more children are two years of age through three years of age, one additional adult is required.

(6) **Restrictions.**

(A) The use of hot tubs by children in care is prohibited. The hot tub must be equipped with a hard cover.

(B) Swimming and wading is not permitted at a lake, pond, or other body of water.

(c) **Animals and household pets.**

(1) Patrons are advised of the presence of animals.

(2) Animals are in good health, do not show evidence of carrying disease, are friendly, and do not present a threat to the health, safety, and well-being of children.

(3) All contact between animals and children is supervised by a caregiver who is close enough to remove the child immediately if the animal shows signs of distress or the child shows signs of treating the animal inappropriately.

(4) Documentation of current rabies vaccinations administered by a licensed veterinarian for dogs and cats is filed on the premises.

(5) Ferrets, turtles, and any wild or dangerous animals are kept in an area that is inaccessible to children.

(6) Reptiles, such as crocodiles, alligators, poisonous snakes and lizards, pythons, and boa constrictors, are not kept on the premises.

(7) Animals are restricted from areas where food is prepared or served and from children's sleeping surfaces.
(8) Animal litter boxes are not located in food preparation areas and are not easily accessible to children in other areas of the home.
(9) Outdoor play areas are cleaned of animal waste before children play outside.
(10) If an animal bites a child and the skin is broken, the child's parent is contacted immediately. The licensing staff and the county or state department of health are notified within 24 hours.

(d) **Emergency procedures.** The caregiver is familiar with emergency procedures.
(1) There is a planned source of medical care, such as a hospital emergency room, clinic, or other medical facility or physician acceptable to parents.
(2) The caregiver has emergency transportation available.
(3) The home has an operable telephone. Emergency information posted next to the telephone includes:
(A) address of the home;
(B) physician or clinic;
(C) fire department;
(D) police department;
(E) poison control, 1-800-222-1222; and
(F) substitute caregiver.
(4) First aid supplies are available in the home but made inaccessible to children. Supplies include:
(A) thermometer;
(B) disposable nonporous gloves;
(C) blunt-tipped scissors;
(D) tweezers;
(E) bandage tape;
(F) sterile gauze;
(G) non-medicated adhesive strips; and
(H) current standard first aid text or equivalent first aid guide.
(5) Fire and tornado drills are conducted monthly. A record of the drills is maintained at the home.
(6) The primary caregiver has a written plan for reporting and protecting from outside threats, and evacuating in case of fire, flood, tornado, blizzard, power failure, or other natural or man-made disaster that could create structural damage to the facility or pose health hazards. See Supplement IV, Disaster Preparedness.
(7) Caregiver contacts poison control with any suspected child poisonings.

(e) **Overnight care.** Overnight care can only be provided by a caregiver who is licensed at his or her primary residence.

Section 87. Transportation

(a) **Driver qualifications.** All drivers must:
(1) be at least 21 years old;
(2) have an operator's license of the type appropriate for the vehicle that is valid in the driver's state of residence;

(3) have no conviction within the last three years of driving under the influence of alcohol or drugs or other impaired driving offense; and

(4) if driving a vehicle designed to transport ten or more passengers, complete training specific to the safe operation of that type of vehicle within three months of providing transportation to children.

(b) **Written permission.** The primary caregiver maintains on file written permission from the parent or guardian to transport children.

(c) **Verifications.** The vehicle is covered by liability insurance.

(d) **Records.** The driver is provided the names of the children being transported and a method to contact the children's parents or guardians in case of an emergency.

(e) **Passenger restraints.** Children transported are properly secured in a child passenger restraint system (car seat) or individual seat belt, in compliance with applicable state law, per 47 O.S. Section 11-1112. See Supplement V, Child Passenger Restraint System.

(1) The car seat is:

(A) federally approved;

(B) installed according to the manufacturer's instructions;

(C) appropriate to the height, weight, and physical condition of the child, according to the manufacturer's instructions; and

(D) properly maintained.

(2) Each seat belt:

(A) is properly anchored to the vehicle; and

(B) fits snugly across the child's hips or securely anchors the car seat.

(3) Children age 12 years and younger are prohibited from sitting in the front seat of an airbag equipped passenger vehicle unless an airbag cut off switch is installed and activated or if the vehicle has airbags equipped with weight sensitive devices. If a child 12 years of age or younger must be placed in front of an air bag, because all other positions are taken, it must be a child whose age and weight requires a forward facing harness seat.

(f) **Vehicle requirements.** All vehicles used to transport children have:

(1) door locks. Doors are kept locked when the vehicle is moving;

(2) a first aid kit as described in Section 86(d)(4); and

(3) an operable heater, capable of maintaining a temperature of 65 degrees Fahrenheit in the vehicle, and a ventilation system.

(g) **Supervision and safety.**

(1) Children are never left unattended.

(2) Safe conduct to and from all vehicles and safe off-street loading space is provided to protect children from:

(A) backing vehicles;

(B) being between vehicles; and

(C) all traffic hazards.

Section 88. Records

(a) **General requirements.** Children's records are kept on forms provided by OKDHS or on forms containing the same information. Records are kept current and easily accessible. OKDHS staff is allowed access to all records.

(b) **Caregiver records.** Records on all caregivers, including the primary caregiver, assistant caregivers, and substitute caregivers, are completed and maintained in the home. Records include:

(1) staff information forms provided by OKDHS;

(2) criminal history investigations with records maintained in a confidential manner;

(3) documentation of training;

(4) attendance records for each caregiver that reflect days and hours worked and are maintained on file for 120 days;

(5) documentation of request and/or results of a criminal history review; and

(6) documentation that the individual is a non-registrant on the Child Care Restricted Registry; and

(7) when applicable, a criminal history investigation from the previous state(s) of residence if the individual has resided in Oklahoma less than the last three years.

(c) **Children's identification and health records.** Identification and health records include:

(1) the child's name, date of birth, name of parent(s), home address, parents' place of employment, and telephone numbers;

(2) the names and telephone numbers of responsible persons to contact in an emergency if a parent cannot be located promptly;

(3) permission of a parent authorizing the caregiver to transport the child to emergency medical care;

(4) names and relationships of persons authorized to pick up the child;

(5) health information, including record of immunizations;

(6) name, address, and telephone number of the child's physician;

(7) medication and transportation permission, if applicable; and

(8) date child began care.

(d) **Attendance records.** Daily attendance records, including arrival and departure times, are maintained for each child and maintained on file a minimum of 120 days.

(e) **Public access to records - Compliance Posting.**

(1) Items posted within clear view of the main entrance are:

(A) OKDHS provided Form 07CL084E, Notice to Parents; and

(B) Form 04CP004E, Oklahoma Child Welfare Investigative Summary Notification to Oklahoma Child Care Services, with confirmed or substantiated findings, for 120 days from the completion of the investigation.

(2) The granted waiver notification for individuals who have criminal histories as defined in Section 85(c) are posted in a prominent place for as long as they are employed or living in the facility.

(f) **Compliance file.** A compliance file that is accessible to staff, parents, and others shall contain:

(1) the most recent child care licensing monitoring report provided by the licensing specialist;

(2) the following documents issued by Licensing within the last 120 days:

(A) child care licensing monitoring reports and licensing correspondence;

(B) Form 07LC037E, Notice to Comply;
(C) licensing complaints; and
(D) Form 04CP004E, Child Welfare Investigative Summary Notification to Oklahoma Child Care Services, with findings of unconfirmed or unsubstantiated to include findings of services not needed, ruled out, or services recommended; and

(3) Form 04CP004E, Child Welfare Investigative Summary Notification to Oklahoma Child Care Services, with findings of confirmed or substantiated, for one year from the completion of the investigation.

Section 89.1. Parent communication

(a) **Policy.** A written statement of the caregiver's business policy is provided to parents, including:

(1) the location and accessibility of the licensing compliance file;
(2) days and hours of operation, including holidays the program is closed;
(3) procedure for:
(A) receiving and releasing a child from care, including a method of verifying the identity of a caller or person who picks up a child;
(B) notifying parents if a concern exists when a child does not arrive as scheduled;
(C) handling illness and injuries; See Supplement VI, Injury Report Form – Sample.
(D) storing and administering children's medication;
(E) notifying parents of field trips; and
(F) transporting children;
(4) care of ill children;
(5) mandatory reporting of child abuse or neglect; and
(6) behavior and guidance policy.

(b) **Well-being of the child.** The caregiver informs parents of the child's physical and emotional well-being.

(c) **OKDHS child care information.** OKDHS Publication No. 87-91, The Parents' Guide to Selecting Quality Child Care, is made available to parents upon their child's enrollment.

(d) **Access to the home.** Parents are provided access to all areas of the home used for child care during the hours that children are in care.

(e) **Insurance.** A child care facility shall maintain liability insurance in accordance with Section 404.3 of Title 10 of the Oklahoma Statutes.

(1) When liability insurance is maintained, Form 07LC092E, Insurance Verification, that includes a certificate of insurance obtained from the insurance agent is completed annually, maintained at the facility, and made available to licensing.

(2) When liability insurance is not maintained or the facility reports they are self-insured, Form 07LC093E, Insurance Exception Notification, is posted in clear view of the main entrance to the facility.

Section 90. Child health

(a) **Immunizations.** Children have or are in the process of obtaining all required immunizations at the medically appropriate time. See Supplement III, Minimum Immunization Requirements.

(b) **Medication.**

(1) **Original container.** Medications must be provided by the parent in the original container and clearly labeled with the child's name and directions.

(2) **Parental permission.** Medication is accompanied with written dated permission from the parent giving the exact dosage and times to be administered.

(3) **Records.** To avoid duplication, each dosage administered is recorded by the caregiver and the record is readily available to parents.

(4) **Storage.** All medications are properly stored separately from food and kept in a safe place out of children's reach.

(5) **Medication injections.** When medication is administered by injection, the requirements in this paragraph apply.

(A) Syringes, needles, and lancets are only used one time.

(B) Approved sharps containers are used for any medical waste that is sharp or could cause a cut or wound. Examples include syringes, needles, and lancets used to administer insulin or test blood sugar.

(C) When the container is full, arrangements for disposal are made with the local pharmacy, county health department, or personal physician.

(c) **Ill children.**

(1) **Contagious illness.** Any child showing symptoms of contagious illness is separated from the group.

(2) **Disease control.** The local or state health department is notified upon discovery of any case of hepatitis, meningitis, Shigellosis, Giardiasis, measles, rubella, whooping cough, tuberculosis, E coli 0157:H7, Salmonellosis, or any Haemophilus influenza invasive disease in any person associated with the family child care home.

(3) **Notification of parents.** Parents of the ill child are notified as symptoms develop or change.

(4) **Decision to provide care.** When symptoms of illness are present, the primary caregiver determines whether to provide care for the child, based upon the apparent degree of illness, other children present, and facilities available to provide care for the ill child.

(d) **Cleanliness.**

(1) **Handwashing - caregivers.** Caregivers wash their hands with soap and running water:

(A) prior to food preparation;

(B) before feeding children, or eating;

(C) after diapering or toileting;

(D) after touching or cleaning up body fluids, including wiping noses; and

(E) after handling or feeding pets.

(2) **Handwashing - children.** Caregivers ensure that children wash their hands with soap and running water:

(A) before eating;

(B) after toileting;

(C) after handling pets;
(D) after playing outdoors; and
(E) after wiping their noses.

(3) **Handwashing supplies.** Soap and clean individual or paper towels are easily accessible to the caregiver and children for handwashing.

(4) **Children's clothing.** A child's clothing is changed immediately following a toileting accident or in other situations when clothing becomes unsanitary. Soiled clothing is placed in a sealed, moisture-proof bag and sent home.

Section 91. Daily routine and equipment

(a) **Program.** The caregiver provides a balanced program of opportunities for learning, indoor and outdoor play, rest periods, and meals.

(b) **Media use.** Television, videos, computers, and video games, if used, are age-appropriate and used with discretion and selectivity.

(c) **Play equipment.** A variety of indoor and outdoor play equipment that meets the varied developmental needs and interests of children in care is readily accessible. See Supplement VII, Play Equipment – Recommended.

(1) Equipment must be available from the categories of:
(A) art supplies;
(B) books;
(C) large muscle equipment;
(D) musical equipment;
(E) blocks and accessories;
(F) dramatic play materials;
(G) manipulative toys; and
(H) science materials.

(2) Equipment is maintained in good working condition and is clean, safe, and free from rough edges, sharp corners, pinch and crush points, splinters, and exposed nails or bolts.

(3) Outdoor equipment, such as swings, slides, and climbing apparatus is not located on a hard surface.

(4) Equipment not designed to be portable is anchored firmly to the ground.

(5) All equipment is placed in a safe location.

(d) **Tables and chairs.** Tables and chairs that ensure children's safety and comfort are provided for meals and snacks.

Section 91.1. Rest time

(a) **Place to rest.**

(1) Each child has an appropriately sized, individual place to rest, such as a crib, playpen, bed, cot, or mat, with clean individual bedding. The place to rest is maintained in a clean and sanitary condition and in good repair.

(2) Waterbeds, sofas, soft mattresses, bassinettes, stacked cribs, pillows, beanbag chairs, and other soft surfaces are prohibited as infant sleeping surfaces.

(b) **Mats.** Mats are not used for overnight care. When used for napping, each mat is:

(1) at least two inches thick and covered with a fitted, durable, washable, waterproof material; and

(2) only used on clean carpeted surfaces.

(c) **Cribs and playpens.** A crib, port-a-crib, or playpen with a firm waterproof mattress or pad and a tight-fitting sheet is used for each child younger than one year of age.

(d) **Crib, port-a-crib, and playpen safety features.**

(1) Cribs, port-a-cribs, and playpens with more than 2 and 3/8 inches between slats or between the side and end panels are not allowed.

(2) Cribs with decorative cutout areas in crib-end panels or tall decorative knobs on the corner posts, that can entrap the child's head or catch the child's clothing, are not allowed.

(3) Mattresses must be tight-fitting with no more than one inch between the mattress and crib.

(4) Drop-side latches hold sides securely and are not accessible by the child in the crib.

(5) Pillows, quilts, comforters, sheepskins, stuffed toys, bumper pads, and other soft products are not permitted in infant cribs, playpens, or port-a-cribs.

(e) **Sleep positioning.**

(1) To reduce the risk of Sudden Infant Death Syndrome (SIDS), infants younger than 12 months of age are placed on their back for sleeping unless there is a medical reason documented by a doctor, the infant should not sleep in this position. Documentation is maintained at the facility.

(2) Infants who are able to turn themselves over are placed initially on their back for sleeping but allowed to sleep in a position they prefer.

(3) Children's heads and faces are not covered.

Section 92. Behavior and guidance

(a) **Positive guidance.** Discipline is constructive and educational in nature and appropriate to the child's age and circumstances. See Supplement VIII, Child Guidance Principles. The caregiver:

(1) recognizes and encourages acceptable behavior; See Supplement IX, Ages and Stages of Child Development.

(2) teaches by example and uses fair and consistent rules in a relaxed atmosphere with discipline that is relevant to the child's behavior;

(3) supervises with an attitude of understanding and firmness;

(4) redirects children by stating alternatives when behavior is unacceptable;

(5) when necessary, intervenes as quickly as possible to ensure the safety of all children;

(6) gives clear directions and provides guidance appropriate to the child's level of understanding;

(7) speaks so that children understand they and their feelings are acceptable but unacceptable action or behavior is not;

(8) encourages children to control their own behavior, cooperate with others, and solve problems by talking things out;

(9) uses safe, natural, and logical consequences to address inappropriate behavior; and

(10) uses "time-out" periods only as necessary to enable the child to gain control of himself or herself. Time-out periods do not exceed five minutes. No more than one

minute of time-out for each year of a child's age is recommended. Time-out periods are not required to be completed should the child regain control.

(b) **Acts prohibited.** The caregiver is prohibited from:

(1) subjecting children to punishment of a physical nature, such as shaking, striking, spanking, biting, swatting, thumping, pinching, popping, shoving, spatting, yanking, hair pulling, slamming, excessive exercise, or any cruel treatment that may cause pain;

(2) subjecting children to punishment of a psychological nature, such as humiliation, making derogatory or sarcastic remarks about them or their families, or using harsh or profane language, or making actual or implied threats of physical punishment;

(3) punishing or threatening children in association with food, rest, or toilet learning;

(4) putting anything in or on a child's mouth as punishment;

(5) seeking or accepting parental permission to use any punishment or act prohibited by this subsection;

(6) restraining a child by any means other than holding. The child is only held as long as is necessary for the child to regain control;

(7) isolating a child without supervision or placing the child in a dark area;

(8) permitting a child to discipline other children; and

(9) punishing an entire group due to the actions of a few children.

Section 93. Infants, toddlers, and two-year-olds

(a) **Responding to needs.** The caregiver holds, cuddles, talks to, and sings to infants and toddlers and understands and responds to their particular needs.

(b) **Daily routine.** The daily routine is adapted to the individual needs of each infant and toddler and fits as much as possible into the schedule set up by the parent.

(1) The daily schedule is accessible and followed with reasonable regularity.

(2) Children are not left for more than 30 minutes while awake in playpens, swings, high chairs, or stationary activity centers.

(c) **Bottle-feeding.** Bottles are not propped by any means at any time.

(1) Infants up to the age of six months are held while bottle-fed.

(2) Infants of more than six months are held while bottle-fed until they are able to hold their own bottle securely.

(3) Children are not given bottles in cribs or moving swings due to increased risk of choking, ear infections, and tooth decay.

(4) Breast milk is refrigerated or frozen until immediately before feeding.

(5) Bottles of premixed formula are refrigerated until immediately before feeding.

(6) Unused breast milk or formula left in the bottle is disposed of after feeding.

(7) Bottles of formula or breast milk are not warmed in a microwave oven.

(d) **Diaper-changing.** Diapers are changed promptly when wet or soiled.

(1) A clean nonporous surface or pad is used for diaper changes and sanitized after each use. Care is taken to prevent spread of germs. See Supplement X, Bleach Solution.

(2) Caregivers wash their hands thoroughly with soap and warm water after each diaper change.

(e) **Availability and disposal of diapers.**

(1) Sufficient quantities of clean diapers are available.

(2) A closed container for soiled diapers is provided and used.

(f) **Toilet learning.** Toilet learning is a relaxed, pleasant activity.
(1) The caregiver shares the child's toilet learning progress with the parent.
(2) Training pants or underwear are changed promptly when wet or soiled.
(3) Fecal content may be disposed of in a toilet, but soiled diapers or training pants are not rinsed in the toilet.
(g) **Potty chairs.** Potty chairs are emptied and sanitized after each use.

Section 94. Food and nutrition
(a) **Daily requirement.** A child remaining in the family child care home for longer than a four-hour period is served a balanced meal that provides at least one-third of the child's total daily nutritive requirement. See Supplement XI, Minimum Meal Pattern Plan For Children.
(b) **Snacks.** Snacks are provided at mid-morning and mid-afternoon when the interval between regular meals is four hours or longer.
(c) **Provision of food.**
(1) The caregiver provides the food for all children who are able to eat regular food. The caregiver may require the parent to provide food for an infant or child requiring a special diet.
(2) Second servings are available for children.
(d) **Encouragement to children.** Children are encouraged to try new food but are not forced to eat or punished for not eating.
(e) **Menus.** Weekly menus are planned in advance, readily available, and closely followed. Reasonable substitutions are permissible.
(f) **Water.** Water is offered to children at various times throughout the day.
(g) **Prohibited foods.** Foods that may not be served or offered to children are:
(1) home-canned foods;
(2) raw seed sprouts;
(3) prepackaged unpasteurized juices, milk, or juices that have a warning label;
(4) unpasteurized milk from animals;
(5) raw or undercooked animal foods, such as hamburger, fish, or eggs;
(6) lightly cooked or uncooked foods containing raw shell eggs, such as meringue, eggnog, ice cream, or egg beverages.
(h) **Food storage.** Food is covered and protected from contamination and spoilage while being obtained, stored, prepared, or served. See Supplement XII, Safe Food Handling Recommendations.
(1) All equipment and surfaces are maintained in a clean and sanitary condition.
(2) Refrigerated foods are maintained at 41 degrees Fahrenheit or below. Stored frozen foods are maintained frozen. A thermometer is located in the refrigerator.
(3) Chemicals and toxins are not stored in the food storage area.
(4) Dishes washed by hand are sanitized and air-dried. See Supplement X, Bleach Solution.
(i) **Dishes, cups, and eating utensils.** Each child is provided with clean individual dishes, cups, and eating utensils. Disposable items are used only one time.

Section 97. Fire safety

(a) **General requirements.** It is the responsibility of the primary caregiver to ensure compliance with the construction and equipment requirements contained in this subsection. State or local fire officials are consulted as needed.

(1) Any building used as a family child care home meets local minimum building codes. In localities where a building code does not exist, construction conforms to the current state adopted building code.

(2) If care is provided on the second floor of a multi-family dwelling, the structure meets the life safety code provisions for multi-family occupancies.

(3) Electrical wiring is installed in accordance with state and local codes or ordinances.

(4) All heating and air conditioning equipment is installed in accordance with state and local building codes.

(5) Water heaters are equipped with a pressure-relief valve.

(b) **Exits.**

(1) Each room used for child care has at least two means of escape, at least one of which is a door leading to an unobstructed path to the outside. The second means of escape may be an unobstructed, operable window not less than 820 square inches and large enough to allow all adults and children to escape.

(2) Security bars, when present, must be hinged with a quick release mechanism inside the home that requires one motion to operate, or be unlocked during the hours of child care.

(3) Care of children, including naptime, is not provided for children three years or younger on any floor above ground level.

(4) No story above the second level, excluding basements, is used for child care.

(5) When care is provided on the second level, the second route of escape must be a safe means to ground level.

(6) Space that is accessible only by a ladder, folding stairs, or through a trap door is not used for child care.

(7) When care of children is permitted on the floor below ground level, basement, at least one exit is a door leading directly to the outside at ground level. The second means of escape may be an unobstructed, operable window not less than 820 square inches and large enough to allow all adults and children to escape. Care of children is not provided more than one story below the ground.

(8) Every stairway is maintained free of obstructions and provides safe passage.

(9) Stairways within the exits with four or more steps have a railing.

(c) **Doors.**

(1) Each door that is a means of exiting the home opens without a key and is no less than 28 inches wide.

(2) Every closet door latch is such that children can open the door from inside the closet.

(3) Every bathroom door lock is designed to permit opening of the locked door from the outside with a readily accessible opening device.

(d) **Smoke detectors.**

(1) There is at least one operable smoke detector on each level of the home located at the top of any stairs.

(2) Any room used by children for playing or sleeping, except the kitchen, has a smoke detector.

(3) Smoke detectors are tested monthly and a record of the date is documented.

(e) **Carbon monoxide detectors.**

(1) One operable carbon monoxide detector is installed according to manufacturer instructions when there is a fuel burning appliance in the home.

(2) Carbon monoxide detectors are tested monthly and a record of the date is documented.

(f) **Fire extinguishers.**

(1) A portable fire extinguisher, Class ABC or BC, with a gauge is provided for the cooking area. It is readily accessible.

(2) Disposable fire extinguishers with a gauge are acceptable.

(3) Extinguishing devices are UL-approved.

(4) All fire extinguishers are replaced or serviced and tagged by a competent authority every three years or when the seal is broken.

(g) **Heating equipment.**

(1) Unvented, ventfree, or open-face heaters are not used while children are in care.

(2) Portable heaters are not used while children are in care, with the exception of electric oil-filled space heating units.

(3) A guard is provided to protect children from hot surfaces and open flames.

(4) Fireplaces in use while children are in care have solid doors that are kept closed.

(5) A stove or combustion heater is not located where it would prevent escape in case of malfunctioning of the stove or heater.

(6) Heating equipment not specifically designed or installed as a normal heating source is not used for that purpose.

(h) **Electrical services.**

(1) The use of temporary wiring or extension cords as permanent wiring is prohibited.

(2) Electrical outlet covers are used in all areas occupied by children.

(3) An operable flashlight is available at all times.

(i) **Mobile homes.**

(1) Documentation is maintained that a mobile home, when used as the family child care home and manufactured after June 25, 1976, is in compliance with the current Housing and Urban Development (HUD) standards.

(2) The mobile home is anchored and enclosed to ground level with a wind-resistant material.

Section 97.1. Requirements for large family child care homes.

(a) **Large family child care home.** A large family child care home is a residential family home that provides care and supervision for eight to 12 children for part of the 24 hour day.

(b) **Requirements.** Large family child care homes are required to meet the rules contained in Section 81 through Section 97, except as otherwise provided in this Section.

(c) **Mobile homes.** Large family child care homes operated in a mobile home are required to obtain an approved fire inspection by the state or local fire official prior to caring for children.

(d) **Capacity.** Large family child care homes are required to meet the rules found in Section 84(a), except the total number of children in care in a large family child care home is limited to 12.

(e) **Supervision of outdoor play.** Large family child care homes are required to meet the rules contained in Section 85(a)(3) pertaining to supervision of outdoor play, except when two or more staff are needed to meet the required child to staff ratio, at least one staff is present with children outdoors at all times.

(f) **Required number of caregivers.** Large family child care homes are exempt from the requirements regarding the number of caregivers in Section 84(b) and (c). The number of caregivers required in a large family child care home is described in this subsection.

(1) **One caregiver.** One caregiver may care for:

(A) up to five children of any age;

(B) up to six children, with no more than three children younger than two years of age;

(C) up to seven children, with no more than two children younger than two years of age;

(D) up to seven children, if the children are two years of age and older;

(E) up to eight children, if the children are three years of age and older;

(F) up to ten children, if the children are four years of age and older; or

(G) up to 12 children, if the children are five years of age and older.

(2) **Two caregivers.** Two caregivers may care for:

(A) up to eight children younger than two years of age; or

(B) up to twelve children, with no more than six children younger than two years of age.

(3) **Three caregivers.** Three caregivers may care for up to twelve children, with no more than eight children younger than two years of age.

(g) **Qualifications of caregivers.** Primary, assistant, and substitute caregivers at large family child care homes are required to meet the qualifications in Section 85(a) and (b), except as otherwise described in this subsection.

(1) **Primary caregiver.** The primary caregiver or any person substituting for the primary caregiver must be at least 21 years of age. For any person applying after October 1, 2007, the primary caregiver must:

(A) have six months of satisfactory experience as the primary caregiver in a licensed family child care home in Oklahoma; and

(B) meet one of the requirements listed in (i) through (iv):

(i) a high school diploma or General Educational Development (GED) and 12 college credit hours in child development or early childhood education;

(ii) a vo-tech occupational child care program diploma;

(iii) a Child Development Associate (CDA) credential; or

(iv) an associate or bachelor degree in child development or early childhood education.

(2) **Assistant caregiver.** The assistant caregiver or any person substituting for the assistant caregiver must be at least 16 years of age. Children are not left alone in the care of any person younger than 21 years of age.

(3) **Substitute caregiver.** Any person substituting for the primary caregiver is required to be at least 21 years of age and have current documentation of cardiopulmonary resuscitation (CPR) and first aid training.

(h) **Training requirements.** The primary caregiver and assistant caregiver at large family child care homes are required to meet the training requirements outlined in Section 85(d), except as otherwise described in this subsection.

(1) The primary caregiver is required to complete 15 clock hours of training annually.

(2) The assistant caregiver is required to complete 12 clock hours of training annually.

(3) No more than 6 hours of videos or individual job-related readings is counted toward the annual required training hours for the primary caregiver or assistant caregiver.

(4) Within two years prior to license application, the primary caregiver must have completed and documented all health and safety training listed in Section 85(d)(3)(A) - (C).

(5) The primary caregiver must have documentation of current completed training in CPR and first aid prior to issuance of the initial permit.

(6) The assistant caregiver completes and documents all health and safety training listed in Section 85(d)(3)(A) - (C) within six months of employment. CPR and first aid training are completed before the assistant caregiver is left alone with children.

(i) **Outdoor play space.** The requirements regarding outdoor play space found in Section 86(a)(12) must be met. The outdoor play space must be enclosed by a building or a fence that is in good repair, begins at ground level, and is at least four feet high. No exceptions are granted by OKDHS.

SUPPLEMENT I

OKLAHOMA CHILD CARE FACILITIES LICENSING ACT

Oklahoma Statute
10 O.S. Section 401 through 418
(Amended November 1, 2010)

Section 401 - Purpose and Policy - Minimum Standards

A. Sections 401 through 418 of this title shall be known and may be cited as the "Oklahoma Child Care Facilities Licensing Act".

B. It is the declared purpose and policy of the Oklahoma Child Care Facilities Licensing Act, to:

1. Ensure maintenance of minimum standards for the care and protection of children away from their own homes;
2. Encourage and assist the child care facility toward maximum standards; and
3. Work for the development of sufficient and adequate services for child care through joint work of public, private and voluntary agencies. Whenever possible, child care facilities should help to preserve and restore family life for children.

C. In order to provide care for children in child care facilities, a license shall be obtained from the Department of Human Services, which is issued on the basis of meeting minimum standards which are essential for the health and welfare of the child or children placed for care with such agencies and individuals.

D. The Child Care Facilities Licensing Division within the Department of Human Services shall work with representatives from municipalities to develop a single child care licensure procedure for use by state and local entities.

Section 402 - Definitions

As used in the Oklahoma Child Care Facilities Licensing Act:

1. "Child" or "minor" means any person who has not attained the age of eighteen (18) years;
2. “Child care center” means a facility which provides care and supervision for children and which operates for more than thirty (30) hours per week;
3. "Child care facility" means any public or private child care residential facility, child-placing agency, foster family home, child care center, part-day child care program, school-age program, summer day camp, family child care home, or large family child care home providing either full-time or part-time care for children away from their own homes;
4. "Child-placing agency" means an agency that arranges for or places a child in a foster family home, adoptive home, or independent living program;
5. "Foster family home" means the private residence of a family which provides foster care services to a child, and includes a specialized foster home, a therapeutic foster family home, or a kinship care home;
6. "Foster parent eligibility assessment" includes a criminal background investigation, including, but not limited to, a national criminal history records search based upon the

submission of fingerprints, a home assessment, and any other assessment required by the Department of Human Services, the Department of Juvenile Justice, or any child-placing agency pursuant to the provisions of the Oklahoma Foster Care and Out-of-Home Placement Act. A foster parent eligibility assessment shall be similar to the procedures used by the Department of Public Safety for determining suitability of an individual for employment as a highway patrol officer;

7. “Commission” means the Commission for Human Services, the policymaking and general supervisory body of the Department;
8. “Department” means the Department of Human Services;
9. “Division” means the section within the Department that is assigned responsibilities pursuant to the provisions of the Oklahoma Child Care Facilities Licensing Act;
10. "Family child care home" means a family home which provides care and supervision for seven or fewer children for part of the twenty-four-hour day. The term "family child care home" shall not include informal arrangements which parents make independently with neighbors, friends, and others, or with caretakers in the child's own home;
11. “Full-time care” means continuous care given to a child beyond a minimum period of twenty-four (24) hours;
12. "Large family child care home" means a residential family home which provides care and supervision for eight to twelve children for part of the twenty-four-hour day;
13. "Part-day child care program" means a facility that provides care and supervision for children and that operates for more than fifteen (15) and up to thirty (30) hours per week; and
14. "Residential child care facility" means a twenty-four-hour residential facility where children live together with or are supervised by adults who are not their parents or relatives.

Section 403 - Exemptions

A. The provisions of the Oklahoma Child Care Facilities Licensing Act shall not apply to:
   1. Care provided in a child's own home or by relatives;
   2. Informal arrangements which parents make with friends or neighbors for the occasional care of their children;
   3. Programs in which school-aged children are participating in home-schooling;
   4. Programs that serve children three (3) years of age and older and that are operated during typical school hours by a public school district;
   5. Programs that serve children three (3) years of age and older and that are operated during typical school hours by a private school that offers elementary education in grades kindergarten through third grade;
   6. Summer youth camps for children who are at least five (5) years of age, that are accredited by a national standard-setting agency or church camp accreditation program;
   7. Programs in which children attend on a drop-in basis and parents are on the premises and readily accessible;
   8. A program of specialized activity or instruction for children that is not designed or intended for child care purposes including, but not limited to, scouts, 4-H clubs and summer resident youth camps, and single-activity programs such as academics, athletics, gymnastics, hobbies, art, music, dance and craft instruction;

9. Any child care facility that provides care and supervision for fifteen (15) or fewer hours per week;
10. Facilities whose primary purpose is medical treatment;
11. Boarding schools that have education as their primary purpose and that are recognized as accredited by the State Board of Education. To be exempt, such programs shall:
    a. have classroom facilities that are not used for residential living,
    b. not have been granted nor have assumed legal custody of any child attending the facility, and
    c. adhere to standard educational holiday and seasonal recess periods to permit students reasonable opportunities to return to their primary places of residence with parents or legal guardians;
12. Day treatment programs and maternity homes operated by a licensed hospital; or
13. Juvenile facilities certified by the Office of Juvenile Affairs or certified by any other state agency authorized by law to license such facilities.

B. The provisions of the Oklahoma Child Care Facilities Licensing Act shall be equally incumbent upon all private and public child care facilities.

Section 404 - Minimum Requirements and Desirable Standards

A. The Department of Human Services shall appoint advisory committees of representatives of child care facilities and others to prepare minimum requirements and desirable standards for promulgation by the Commission for Human Services. Committee members shall be appointed for a three-year term, with a two-consecutive-term limit. A majority of any committee appointed to prepare requirements and standards for child care facilities shall be representatives of child care facilities.

B. Child care facilities shall not allow children to be left alone in the care of any person under eighteen (18) years of age.

C. The Commission shall promulgate rules establishing minimum requirements and desirable standards as may be deemed necessary or advisable to carry out the provisions of the Oklahoma Child Care Facilities Licensing Act.

D. Such rules shall not be promulgated until after consultation with the State Department of Health, the State Department of Education, the Oklahoma State Bureau of Investigation, the State Fire Marshal, and any other agency deemed necessary by the Commission. Not less than sixty (60) days' notice, by regular mail, shall be given to all current licensees before any changes are made in such rules.

E. In order to improve the standards of child care, the Department shall advise and cooperate with licensees, the governing bodies and staff of licensed child care facilities and assist the staff through advice of progressive methods and procedures, and suggestions for the improvement of services.

F. The Department may participate in federal programs for child care services, and enter into agreements or plans on behalf of the state for that purpose, in accordance with federal laws and regulations.

SUPPLEMENT I

Section 404.1 - Criminal History Records Search and Child Care Worker Registry for Person Applying to Establish or Operate Child Care Facility

A. 1. a. Except as otherwise provided by subsection B of this section, prior to the issuance of a license, the Department of Human Services shall require a criminal history records search, conducted by the Oklahoma State Bureau of Investigation, and a records search of the Oklahoma child care worker registry established in Section 405.3 of this title for any person making application to establish or operate a child care facility.

b. Prior to the issuance of a permit or license, the Department shall conduct a records search of the Oklahoma State Courts Network for any person making application to establish or operate a child care facility.

c. Prior to the issuance of a permit or license, the Department shall conduct a records search of the Oklahoma State Courts Network for all employees and persons eighteen (18) years of age or older residing in a child care center, family child care home, large family child care home, part-day program, school-age program, or summer day camp.

2. a. Prior to the employment of any person in a child care facility, the facility shall submit to the Department of Human Services division responsible for child care licensing:

(1) criminal history records search conducted by the Oklahoma State Bureau of Investigation,

(2) documentation of a records search of the Oklahoma child care worker registry, and

(3) a request for the Department to conduct a records search of the records of the Oklahoma State Courts Network.

b. Hospitals contracting with the Oklahoma Health Care Authority and complying with the records searches required by this section shall be exempt from the requirement to submit such documentation to the Department. Documentation of records searches shall be maintained at the hospital and shall be available for review by the division of the Department responsible for child care licensing.

c. Prior to allowing any person eighteen (18) years of age or older to reside in a child care center, family child care home, large family child care home, part-day program, school-age program, or summer day camp program, the facility shall submit to the Department of Human Services division responsible for child care licensing the following:

(1) a criminal history records search conducted by the Oklahoma State Bureau of Investigation,

(2) documentation of a records search of the Oklahoma child care worker registry, and

(3) a request for the Department to conduct a records search of the Oklahoma State Courts Network.

3. Once a facility has submitted an original document from the Oklahoma State Bureau of Investigation to the Department, a copy of that exact document shall be

sufficient to satisfy any further request for that document. The Department may promulgate rules regarding the electronic submission of required documents.

4. If the following persons have lived in Oklahoma for less than three (3) years, a criminal history records search shall also be obtained from the authorized agency in the previous states of residence for:
   a. applicants for a license to operate a child care facility,
   b. employees of a child care facility, and
   c. persons age eighteen (18) years or older residing in a child care center, family child care home, large family child care home, part-day program, school-age program, or summer day-camp program.
5. The Department of Juvenile Justice may directly request national criminal history records searches as defined by Section 150.9 of Title 74 of the Oklahoma Statutes from the Oklahoma State Bureau of Investigation for the purpose of obtaining the national criminal history of any employee or applicant who has resided in Oklahoma for less than three (3) years for which a search is required.

B. 1. a. On and after September 1, 1998:
   (1) any child-placing agency contracting with a person for foster family home services or in any manner for services for the care and supervision of children shall also, prior to executing a contract, complete:
      (a) a foster parent eligibility assessment for the foster care provider except as otherwise provided by divisions 2 and 4 of this subparagraph, and
      (b) a national criminal history records search based upon submission of fingerprints for any adult residing in the foster family home through the Department of Human Services pursuant to the provisions of the Oklahoma Foster Care and Out-of-Home Placement Act, except as otherwise provided by divisions 2 and 4 of this subparagraph,
   (2) the child-placing agency may place a child pending completion of the national criminal history records search if the foster care provider and every adult residing in the foster family home has resided in this state for at least five (5) years immediately preceding such placement,
   (3) a national criminal history records search based upon submission of fingerprints to the Oklahoma State Bureau of Investigation shall also be completed for any adult who subsequently moves into the foster family home,
   (4) provided, however, the Director of Human Services or the Director of the Department of Juvenile Justice, or a designee, may authorize an exception to the fingerprinting requirement for a person residing in the home who has a severe physical condition which precludes such person's being fingerprinted, and
   (5) any child care facility contracting with any person for foster family home services shall request the Office of Juvenile Affairs to conduct a juvenile justice information system review, pursuant to the provisions of Sections 7302-9.6 and 7302-3.8 of this title, for any child over the age of thirteen (13) years residing in the foster family home, other than a foster child, or who subsequently moves into the foster family home. As a condition of contract, the child care facility shall obtain the consent of the parent or legal guardian of the child for such review.

b. The provisions of this paragraph shall not apply to foster care providers having a contract or contracting with a child-placing agency, the Department of Human Services or the Department of Juvenile Justice prior to September 1, 1998. Such existing foster care providers shall comply with the provisions of this section, until otherwise provided by rules of the Commission for Human Services or by law.

2. a. (1) On and after September 1, 1998, except as otherwise provided in divisions (2) and (4) of this subparagraph, prior to contracting with a foster family home for placement of any child who is in the custody of the Department of Human Services or the Department of Juvenile Justice, each Department shall complete a foster parent eligibility assessment, pursuant to the provisions of the Oklahoma Child Care Facilities Licensing Act, for such foster family applicant. In addition, except as otherwise provided by divisions (2) and (4) of this subparagraph, the Department shall complete a national criminal history records search based upon submission of fingerprints for any adult residing in such foster family home.

(2) The Department of Human Services and Department of Juvenile Justice may place a child pending completion of the national criminal history records search if the foster care provider and every adult residing in the foster family home has resided in this state for at least (5) years immediately preceding such placement.

(3) A national criminal history records search based upon submission of fingerprints conducted by the Oklahoma State Bureau of Investigation shall also be completed for any adult who subsequently moves into the foster family home.

(4) The Director of Human Services or the Director of the Department of Juvenile Justice or designee may authorize an exception to the fingerprinting requirement for any person residing in the home who has a severe physical condition which precludes such person's being fingerprinted.

b. The provisions of this paragraph shall not apply to foster care providers having a contract or contracting with a child-placing agency, the Department of Human Services or the Department of Juvenile Justice prior to September 1, 1998. Such existing foster care providers shall comply with the provisions of this section, until otherwise provided by rules of the Commission for Human Services or by law.

3. Each Department shall provide for a juvenile justice information system review pursuant to Section 7302-3.8 of this title for any child over the age of thirteen (13) years residing in a foster family home, other than the foster child, or who subsequently moves into the foster family home.

C. The Commission for Human Services or the Board of Juvenile Affairs shall promulgate rules to identify circumstances when a criminal history records search or foster parent eligibility assessment for an applicant or contractor, or any person over the age of thirteen (13) years residing in a private residence in which a child care facility is located, shall be expanded beyond the records search conducted by the Oklahoma State Bureau of Investigation or as otherwise provided pursuant to this section.

SUPPLEMENT I

D. 1. The following persons shall not be required to obtain a criminal history records search or a national criminal history records search based upon submission of fingerprints pursuant to this section:
   a. a parent volunteer who transports children on an irregular basis, and
   b. a child residing in a child care center, family child care home, or large family child care home who became an adult during continuous residence at the licensed or approved facility.
   2. These exemptions shall not preclude the Department from requesting a criminal history records search or requesting a national criminal history records search based upon submission of fingerprints or investigating criminal, abusive or harmful behavior of such persons, if warranted.

E. Except as otherwise provided by the Oklahoma Children's Code and subsection G of this section, a conviction for a crime shall not be an absolute bar to employment, but shall be considered in relation to specific employment duties and responsibilities.

F. 1. Information received pursuant to this section by an owner or administrator of a child care facility shall be maintained in a confidential manner pursuant to applicable state or federal law.
   2. The information, along with any other information relevant to the ability of the individual to perform tasks that require direct contact with children, may be released to another child care facility in response to a request from the child care facility that is considering employing or contracting with the individual unless deemed confidential by state or federal law.
   3. Requirements for confidentiality and record keeping with regard to the information shall be the same for the child care facility receiving the information in response to a request as those provided for in paragraph 1 of this subsection for the child care facility releasing such information.

G. 1. A criminal history records search conducted by the Oklahoma State Bureau of Investigation and a national criminal history records search based upon submission of fingerprints shall include a search of Department of Corrections' files maintained pursuant to the Sex Offenders Registration Act.
   2. a. It shall be unlawful for any person who is required to register pursuant to the Sex Offenders Registration Act to work with or provide services to children or to reside in a child care facility and for any employer who offers or provides services to children to knowingly and willfully employ or contract with, or allow continued employment of or contracting with any person who is required to register pursuant to the Sex Offenders Registration Act. Any person required to register pursuant to the Sex Offenders Registration Act who violates any provision of this act shall, upon conviction, be guilty of a felony punishable by incarceration in a correctional facility for a period of not more than five (5) years and a fine of not more than Five Thousand Dollars ($5,000.00) or both such fine and imprisonment.
   b. Upon a determination by the Department of any violation of the provisions of this section, the violator shall be subject to and the Department may pursue:
      (1) an emergency order,
      (2) license revocation or denial,
      (3) injunctive proceedings,

(4) an administrative penalty not to exceed Ten Thousand Dollars ($10,000.00), and
(5) referral for criminal proceedings.

c. In addition to the penalties specified by this section, the violator may be liable for civil damages.

Section 404.2 - Demarion's Law

This act shall be known and may be cited as "Demarion's Law".

Section 404.3 - Mandatory Liability Insurance Requirement for Child Care Facility

A. A child care facility shall maintain liability insurance coverage of at least Two Hundred Thousand Dollars ($200,000.00) for each occurrence of negligence. An insurance policy or contract required under this section shall cover injury to a child due to negligence that occurs while the child is in the care of the child care facility.

B. The Department of Human Services shall promulgate rules providing for a standard form to be signed and dated by an insurance agent licensed in this state stating that the child care facility has an unexpired and uncancelled insurance policy or contract of at least Two Hundred Thousand Dollars ($200,000.00) that meets the requirements of this section. This form shall be completed annually and shall be maintained by the child care facility. Upon request, the form shall be made available to the Department to determine compliance with licensing requirements.

C. Should the child care facility for financial reasons or for lack of availability of an underwriter willing to issue a policy be unable to secure the insurance required under subsection A of this section, should the policy limits be exhausted, of if the child care facility reports self-insurance in accordance with state law the child care facility shall:

1. Post a notice at the facility indicating the facility does not have liability insurance coverage pursuant to this section or reports self-insurance in accordance with state law; and
2. Notify the Department that coverage is not provided or that the facility reports self-insurance according with state law.

D. The Commission for Human Services shall promulgate rules providing for a standard form for the facility to post which indicates the facility does not carry liability insurance or reports self-insurance in accordance with state law. In no case shall the inability to secure coverage serve to indemnify the child care facility due to negligence.

E. The insurance policy or contract shall be maintained at all times in an amount as required by this section, except as provided for in subsection C of this section.

F. The requirements for posting shall not apply to:

1. Licensed child-placing agencies;
2. Licensed residential child care facilities; or
3. Department-certified child care facilities.

G. The Commission may promulgate rules requiring liability insurance for facilities listed in subsection F of this section.

H. Failure by a child care facility to comply with the provisions of this subsection is a ground for suspension or revocation of the child care facility license under the Oklahoma Child Care Facilities Licensing Act.

SUPPLEMENT I

Section 405 - License and Permit Requirements for Child Care Facilities - Application – Issuance

A. No child care facility may be operated or maintained in this state, unless licensed or temporarily authorized by the Department of Human Services, except for the shelters certified by the Oklahoma Commission on Children and Youth pursuant to Section 601.3 of this title; provided, that the Department shall not be required to be licensed, but shall be bound by the standards it prescribes. No new child care facility may be established without the prior approval of the Department, which shall be granted only after the Department is satisfied that the facility will meet minimum standards for a license to operate.

B. The Department shall not grant approval for a permit, or a license for a new child care facility to receive and care for children until:

1. All requirements for searches of criminal history records and the child care worker registry are met pursuant to subsection A of Section 404.1 of this title; and
2. All required training including, but not limited to, cardiopulmonary resuscitation (CPR), first aid, health and safety training, and minimum education requirements pursuant to licensing requirements have been completed for any person left alone with children.

C. The incorporation or domestication of a corporation organized for the purpose of operating a child care facility shall not exempt such corporation from compliance with the provisions of this act.

D. An application for a license shall be made on forms provided by the Department and in the manner prescribed. Temporary authorization may be granted to allow the Department to investigate the activities and standards of care of the applicant. The Department may issue a license once it is satisfied that the applicant meets the requirements as provided in this act. All licenses shall be in force unless revoked as authorized by Section 407 of this title.

Section 405.1 - Comprehensive Oklahoma State Plan for Child Care

A. The Department of Human Services shall collaborate with other appropriate agencies to develop a comprehensive Oklahoma state plan for child care.

B. The comprehensive plan shall:

1. Meet all requirements for child care state plans as periodically determined by the United States Department of Health and Human Services Administration for Children and Families Child Care Bureau; and
2. Be submitted to the Speaker of the Oklahoma House of Representatives and the President Pro Tempore of the Senate on a biannual basis.

SUPPLEMENT I

Section 405.2 - Public Online Database - Licensed Child Care Centers and Child Care Homes

A. The Commission for Human Services shall promulgate rules to establish and maintain an online database accessible to the public that contains information including, but not limited to:
   1. The name, address, and phone number of all licensed child care centers, and the name, city, state and zip code of all child care homes; and
   2. A summary of substantiated complaint records and inspection reports generated by the Department of Human Services.

B. Child care licensing records and inspection reports shall be maintained by the facility and be posted or made available to the past, current, and prospective consumers pursuant to the licensing requirements promulgated by the Commission.

Section 405.3 - Public Online Database - Child Care Worker Registry

A. On or before July 1, 2010, the Commission for Human Services shall promulgate rules to establish and maintain a child care worker registry, accessible to the public through an on-line database, to address:
   1. A procedure for recording persons in the registry resulting from:
      a. a finding of abuse or neglect, as defined in Section 7102 of Title 10 of the Oklahoma Statutes, by a person when the abuse or neglect occurred to children while in the care of a child care facility,
      b. a revocation or denial of a child care facility license, and
      c. a specified criminal history of an individual, as defined by rules promulgated by the Oklahoma Commission for Human Services;
   2. A procedure to provide notice and an opportunity for review prior to recording a person in the registry;
   3. Disclosure requirements for information in the registry; and
   4. A procedure to restrict licensure or employment in a child care facility of any person recorded in the child care worker registry.

B. The child care worker registry shall include, but not be limited to:
   1. The full name of the individual;
   2. Information necessary to identify the individual; and
   3. The date the individual was recorded in the registry.

Section 406 - Investigations and Visitation

A. The Department of Human Services shall have authority at any reasonable time to investigate and examine the conditions of any child care facility in which a licensee or applicant hereunder receives and maintains children, and shall have authority at any time to require the facility to provide information pertaining to children in its care.

B. 1. The State Department of Health may visit any licensee or applicant at the request of the Department to advise on matters affecting the health of children and to inspect the sanitation of the buildings used for their care.

2. The State Fire Marshal may visit any licensee or applicant at the request of the Department to advise on matters affecting the safety of children and to inspect the condition of the buildings used for their care.

C. 1. Upon receipt of a complaint against any child care facility alleging a violation of the provisions of the Oklahoma Child Care Facilities Licensing Act, or any licensing standard promulgated by the Commission for Human Services, the Department shall conduct a full investigation. If upon investigation, it is determined that there are reasonable grounds to believe that a facility is in violation of the Oklahoma Child Care Facilities Licensing Act or of any standard or rule promulgated pursuant thereto, the Department shall:

a. document the complaint,

b. provide the complaint allegations in writing to the facility involved and, upon written request by the child care facility, provide a summary of the facts used to evaluate the completed complaint, and

c. document the facility's plan for correcting any substantiated violations.

2. If the Department determines there has been a violation and the violation has a direct impact on the health, safety or well-being of one or more of the children cared for by the facility, the Department shall notify the facility and require correction of the violation.

3. The Department shall notify the facility that failure to correct the confirmed violation can result in the revocation of the license, the denial of an application for a license, the issuance of an emergency order or the filing of an injunction pursuant to the provisions of Section 409 of this title.

4. If the facility refuses to correct a violation or fails to complete the plan of correction, the Department may issue an emergency order, revoke the license, or deny the application for a license. Nothing in this section or Section 407 of this title shall be construed as preventing the Department from denying an application, revoking a license, or issuing an emergency order for a single violation of this act, or the rules of the Commission for Human Services as provided in Section 404 of this title.

D. Upon the completion of the investigation of a complaint against any child care facility alleging a violation of the provisions of the Oklahoma Child Care Facilities Licensing Act or any licensing standard promulgated thereto by the Commission, the Department shall clearly designate its findings on the first page of the report of the investigation. The findings shall state whether the complaint was substantiated or unsubstantiated.

E. Information obtained by the Department or Oklahoma Child Care Services concerning a report of a violation of a licensing requirement, or from any licensee regarding children or their parents or other relatives shall be deemed confidential and privileged communications, shall be properly safeguarded, and shall not be accessible to anyone except as herein provided, unless upon order of a court of competent jurisdiction. Provided, however, this provision shall not prohibit the Department from providing a summary of allegations and findings of an investigation involving a child care facility that does not disclose identities but that permits parents to evaluate the facility.

SUPPLEMENT I

Section 406 .1 - Indian Tribal Child Care Facility Electing Licensure Under Oklahoma Child Care Facilities Licensing Act - Agreement for State Inspection

A. If an Indian tribe in this state that operates a child care facility elects to apply for a license for the facility pursuant to the Oklahoma Child Care Facilities Licensing Act, the Department of Human Services, the State Department of Health, and the State Fire Marshal may enter into an agreement with the Indian tribe to allow the state to conduct any inspections of the facility necessary to comply with the licensing provisions of the Oklahoma Child Care Facilities Licensing Act.

B. As part of the agreement authorizing the state to conduct inspections as provided in this section, the state and the Indian tribe may agree to a payment of a fee by the Indian tribe to the state in an amount not to exceed the reasonable cost to the state to conduct the inspections.

Section 407 - Revocation or Denial of Issuance of License

A. The Department of Human Services may revoke or deny issuance of the license of any child care facility found to be in violation of any provision of this act or the rules of the Commission for Human Services, as provided in Section 404 of this title.

B. 1. No license shall be revoked or issuance denied unless and until such time as the licensee or applicant shall have been given at least thirty (30) days' notice in writing of the grounds of the proposed revocation or denial.

2. At the time the facility is given notice in writing of the revocation or denial of a license, the Department shall also advise parents of children attending the facility and the child care resource and referral organization within one (1) business day of such action by verbal, electronic, or written notification and the posting of an announcement in the facility.

3. If the revocation or denial is protested within thirty (30) days of receipt of notice, by writing addressed to the Commission for Human Services, the Commission, or its authorized agency, shall conduct a hearing at which an opportunity shall be given to the licensee or applicant to present testimony and confront witnesses.

4. Notice of the hearing shall be given to the licensee or applicant by personal service or by delivery to the proper address by certified mail, return receipt requested, at least two (2) weeks prior to the date thereof.

5. If notice of the proposed revocation or denial of a license is not protested, the license shall be revoked or denied.

C. 1. Nothing in this section or Section 406 of this title shall be construed as preventing the Department from taking emergency action as provided by this subsection.

2. For the purposes of this subsection, "emergency" means a situation that poses a direct and serious threat to the health, safety, or welfare of any child cared for by the facility.

3. Whenever the Department finds, after an investigation, that an emergency exists requiring immediate action to protect the health, safety, or welfare of any child cared for by a facility licensed, authorized, or providing unlicensed care except as

exempted by the provisions of the Oklahoma Child Care Facilities Licensing Act, the Department may without notice or hearing issue an emergency order stating the existence of such an emergency and requiring that such action be taken as it deems necessary to meet the emergency including, when necessary, removing children from the facility and prohibiting the facility from providing services to children pending a hearing on the matter.

a. An emergency order shall be effective immediately. Any person to whom an emergency order is directed shall comply with the emergency order immediately but, upon written request to the Department on or before the tenth day after receipt of the emergency order, shall be afforded a hearing on or before the tenth day after receipt of the request by the Department.
b. On the basis of such hearing, the Department shall continue the order in effect, revoke it, or modify it.
c. Any person aggrieved by the order continued after the hearing provided for in this subsection may appeal to the district court of the area affected within ten (10) days. The appeal when docketed shall have priority over all cases pending on the docket, except criminal cases.

D. The Department shall establish a process to review the initial determination of the closure of a facility due to an emergency pursuant to the licensing requirements promulgated by the Commission.

E. The Department shall continue to monitor any facility whose license has been revoked, denied, or who has had an emergency order issued for a period of thirty (30) days after the action becomes final.

F. In addition to any other remedy authorized by this act, a CLEET-certified officer may issue a citation for a violation of any provision of this act or rules of the Commission for Human Services as provided in Section 404 of this title. The fine shall not be less than One Hundred Dollars ($100.00) nor more than Five Hundred Dollars ($500.00) for every day the facility maintains and receives children after:
   1. An emergency order has been issued; or
   2. An application for a license has been denied or the license has been revoked.

G. One-half (1/2) of the funds collected pursuant to subsection F of this section shall be deposited in the Quality of Care Development Fund established in Section 10 of this act and one-half (1/2) shall be retained by the law enforcement agency represented by the CLEET-certified officer.

Section 408 – Appeals

A. Any licensee or applicant aggrieved by the decision of the Department of Human Services under Sections 405 or 407 of this title may, within ten (10) days after the revocation or denial of the license, appeal to the district court of the county in which the child care facility is maintained and operated by filing with the clerk of the court a verified petition. Notice of such appeal shall be served on the Director of the Department within five (5) days of the date of its filing.

B. The Department shall, within ten (10) days of the service of such notice, file with the clerk of such court a transcript of the proceedings had before it. The district court shall thereupon be vested with jurisdiction to review the proceedings of the

Department; provided that, if the Department prevails, the judgment of the district court shall be that the decision of the Department be affirmed, and if the licensee or applicant prevails, the judgment of the court shall be that the revocation be set aside or the license issued or renewed, as the case may be. Pending the hearing of the appeal, the action of the Department revoking or denying the license or the granting thereof shall be stayed; provided, after the filing of an appeal, the district court, upon application by the Department and after an appropriate hearing, may grant a restraining order to enforce the decision of the Department.

Section 409 - Injunction

Any person or child care facility may be enjoined from maintaining and operating such facility for violations of any provisions of this act by suit brought in the name of the state by the Attorney General of Oklahoma or by a county attorney.

Section 410 - Violations - Punishment

Any person or agent, representative, or officer of any child care facility who violates any of the provisions of he Oklahoma Child Care Facilities Licensing Act shall, upon conviction, be deemed guilty of a misdemeanor and punished in accordance with the provisions of Section 10 of Title 21 of the Oklahoma Statutes. Whenever any agent, representative, or officer of any child care facility shall be convicted under authority of this act, such conviction shall be sufficient ground for the revocation of the entity's license.

Section 410.1 - Quality of Care Development Fund

There is established in the State Treasury a revolving fund to be known as the "Quality of Care Development Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all fines collected by the Department of Human Services pursuant to Section 407 of Title 10 of the Oklahoma Statutes and shall, in addition to any other monies made available for such purpose, be available to the Director solely to support the continued improvement of the child care facilities in this state. Expenditures from the fund shall be made upon warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of State Finance for approval and payment.

Section 411 - Certificate of Immunization as Condition for Admission to Day Care Facility - Waiver

A. No person, firm, corporation, partnership or other legal entity operating a day care center or day care home in this state shall cause or permit a minor child two (2) months of age or older to be admitted to such facility unless and until the parent, guardian, or other related person of such child presents certification from a licensed physician or authorized representative of any state or local department of public health that such child has received or will receive immunization at the medically appropriate time against diphtheria, pertussis, tetanus, haemophilus influenzae type B (HIB), measles

(rubeola), rubella, hepatitis A, varicella, and poliomyelitis; or presents such certification that the child is likely to be immune as a result of the disease. Provided, however, that in the event the parent, guardian, or other person presenting a child for admission to a day care center or day care home certifies in writing that a family emergency exists, the requirement imposed by this section may be waived for a period not to exceed thirty (30) days. Such certification shall be made prior to the provision of care. No such waiver shall be knowingly permitted more than once for any child.

B. The State Board of Health, by rule, may alter the list of immunizations required under this section after notice and hearing. Any change in the list of immunizations required shall be submitted to the next regular session of the Legislature and such change shall remain in force and effect unless and until a concurrent resolution of disapproval is passed. Hearings shall be conducted by the State Board of Health, or such officer, agents or employees as the State Board of Health may designate for that purpose. The State Board of Health shall give appropriate notice of the proposed change in the list of immunizations required and of the time and place for hearing. The change shall become effective on a date fixed by the State Board of Health. Any change in the list of immunizations required may be amended or repealed in the same manner as provided for its adoption. Proceedings pursuant to this subsection shall be governed by the Administrative Procedures Act.

Section 412 - Manner and Frequency of Immunizations - Enforcement of Act

A. The immunizations required by this act, and the manner and frequency of their administration, as prescribed by the State Board of Health, shall conform to recognized standard medical practices in this state. The State Department of Health shall supervise and secure the enforcement of the required immunization program.

B. The Department of Human Services shall render reasonable assistance to the State Department of Health in the enforcement of the provisions of this act. This assistance shall be in the form of revocation or denial of the license of any facility not in compliance with this act.

Section 413 - Exemptions

Any minor child, through his or her parent or guardian, may submit to the health authority charged with the enforcement of the immunization laws, a certificate of a licensed physician stating that the physical condition of the child is such that immunization would endanger the life or health of the child; or upon receipt of a written statement by the parent or guardian objecting to such immunizations because of religious or other reasons, then such child shall be exempt from the provisions of this act.

Section 414 - Administration of Immunizations - Persons Eligible - Indigent Persons

The immunizations shall be administered by, or under the direction of, a licensed physician, or by any local or state health department. If the parent or guardian is unable to pay, the State Department of Health shall provide, without charge, the immunization materials required by this act.

SUPPLEMENT I

Section 415 - Child with Reportable Contagious Disease to be Excluded from Day Care Facility

Any child afflicted with a reportable contagious disease shall be excluded from attending a day care center or day care home until such time as the period of communicability has elapsed as determined by a licensed physician or health department official. Such exclusion shall be reported to a local health department official.

Section 418 – Authority to obtain evidence – Administration of oaths

When conducting investigations of complaints as provided in this article, the Department of Public Welfare shall have the power to summon any person to appear and produce such books and papers as shall be designated in the summons, and to give testimony under oath concerning the matter and institution under investigation. The Department shall have the power to administer oaths to such persons as may be summoned and to enforce all such powers as are given to notaries public when they are taking depositions.

SUPPLEMENT II

WHAT IS CHILD ABUSE?

What is the Law? Oklahoma statutes define child abuse as harm or threatened harm to a child's health or welfare by a person responsible for the child. This includes non-accidental physical or mental injury, sexual abuse or neglect (10 O.S. Section 7102).

- Physical abuse is non-accidental physical injury to a child.
- Mental injury is an injury to a child's psychological growth and development. It is caused by a chronic pattern of behaviors, such as belittling, humiliating and ridiculing a child.
- Sexual abuse, in general terms, includes any sexual activity between an adult and a child for the purpose of sexually stimulating the adult, the child or others. Sexual abuse may also be committed by a person under the age of 18 when that person is either significantly older than the victim or is in a position of power or control over the child.
- Neglect is the failure of the parent or caretaker to provide a child with basic needs such as food, clothing, shelter, medical care, protection and supervision.
- Threatened harm means a substantial risk of harm to the child. It may include acts or expressions of intent to inflict actual harm presently or in the future.

Who must report? Every person, private citizen or professional, who has reason to believe that a child has been abused, is mandated by law to promptly report suspected abuse. Failure to do so is a misdemeanor. A person making a report in good faith is immune from civil or criminal liability. The name of the reporter is kept confidential.

When to report? A report should be made when there is reasonable cause to believe that a child has been abused or neglected or is in danger of being abused. A report of suspected abuse is a request for an investigation. Investigation of child abuse reports is the responsibility of Child Welfare workers and, when a crime may have been committed, law enforcement officials.

If other incidents of abuse occur after the initial report has been made, another report should be made.

How is abuse reported? A report may be made to 24-hour statewide Child Abuse Hotline, 1-800-522-3511.

SUPPLEMENT III

MINIMUM IMMUNIZATION REQUIREMENTS

Section 411 of Title 10 of the Oklahoma Statutes mandates that children attending child care obtain, at the medically appropriate time, the following vaccines: DTaP (diphtheria, tetanus and pertussis vaccine), Hib vaccine (*Haemophilus influenzae* type B), PCV (pneumococcal vaccine) MMR (measles, mumps, rubella vaccine) Hepatitis A vaccine, Hepatitis B vaccine, Varicella (chickenpox) vaccine and IPV (inactivated polio vaccine). The Oklahoma State Board of Health's recommended immunization schedule is found on the following page.

EXEMPTIONS FROM THE LAW

Exemptions from the immunization requirements are authorized in the law for medical, religious and personal reasons. Following is a summary of information concerning these exemptions, including procedures for their authorization.

Medical. Section 413 of Title 10 of the Oklahoma Statutes states that any minor child, through his parent or guardian, may submit to the health authority charged with the enforcement of the required immunization program, a certificate signed by a licensed physician stating that the immunization would endanger the life or health of the child. The child would be exempt from the immunization.

Religious or Other. Exemptions based on religious or other objections to immunizations are also allowed. The parent or guardian must present a signed written statement briefly summarizing his or her objections.

Personal. Exemptions may also be authorized for children whose parent or guardian objects to immunizations on philosophical grounds but is not necessarily a member of a church or group, which subscribes to religious beliefs contrary to the practice of immunization. As with religious exemptions, the parent or guardian must present a Certificate of Exemption complete with a brief statement summarizing his or her objections to immunizations. Lost or unobtainable immunization records are not grounds for personal exemptions.

Exemption Procedures. Certificate of Exemption forms (ODH 216A) are available to child care centers and schools from the Immunization Service of the Oklahoma State Department of Health for parents and guardians claiming an exemption for their children. In documenting a medical exemption, the parent or guardian is responsible for obtaining the signature of the physician. For other exemptions and for family emergencies, the parent or guardian must complete the form.

FAMILY EMERGENCIES

This provision applies in those rare instances where a true family emergency exists, such as a death in the family. A childcare operator may allow a child to enter and remain for up to 30 calendar days without an immunization record. Ideally, the record should be presented at the earliest possible opportunity. If at the end of the 30-day period the parent or guardian has not produced an acceptable record, the childcare operator should exclude the child.

SUPPLEMENT III

REQUIRED IMMUNIZATION SCHEDULE

Due Immunizations are *due* according to Required Immunization Schedule.

◯ Dose due that month. ▭ Dose due end of age range. Can be given anytime during age range.

Past Due Immunizations are *past due* the month following the age due.

	Birth	2 Mos.	4 Mos.	6 Mos.	12 Mos.	15 Mos.	18 Mos.	23 Mos.	***	4 – 6 Years
Hep B	▭		◯	▭						
DTaP		◯	◯	◯	▭					▭
Hib*		◯	◯		▭					
IPV		◯	◯	▭						▭
MMR					▭					▭
Varicella**					▭					
PCV		◯	◯	◯	▭					
Hep A					▭				▭	

* **Hib:** May be complete with 3 or 4 doses depending on vaccine brand used.

** **Varicella:** If child had Chickenpox, vaccine is not required. Parent or doctor note required.

*** **Hep A:** Dose 2 is due 6 – 18 months after dose 1.

Due	Doses Due	Past Due
Birth - 2 months	Hep B 1	3 months
2 months	DTaP 1 + Hib 1 + IPV 1 + PCV 1	3 months
4 months	Hep B 2 + DTaP 2 + Hib 2 + IPV 2 + PCV 2	5 months
6 months	DTaP 3 + PCV 3	7 months
6 - 18 months	Hep B 3 + IPV 3	19 months
12 - 15 months	Hib 3 or 4* + MMR 1 + Varicella 1** + PCV 4	16 months
12 - 18 months	DTaP 4	19 months
12 - 23 months	Hep A 1	24 months
6 - 18 months after 1st dose	Hep A 2	19 months after 1st dose

SUPPLEMENT III

REQUIRED IMMUNIZATION SCHEDULE

Late Doses = Revised Due Dates

When a dose(s) is given late, the remaining doses **may** have a different due date than shown on the Required Immunization Schedule.

- Next dose is due 1-2 months after the previous dose, **unless** schedule allows more time **or** if one of the below exceptions apply:
  - **DTaP** 4 is due 6 - 12 months after 3rd dose.
  - **Hep A** 2 is due 6 - 18 months after 1st dose.

Late Doses = Revised Number of Doses

When a dose(s) is given late, **usually** the same number of doses is required. However, **fewer Hib and PCV** doses **may** be required once a child reaches a certain age.

Hib

- If one dose is given at 12 months or older, regardless of previous doses received, no more doses are required.
- If a child is 5 years or older, no doses are required.

PCV

- If two doses are given at 12 months or older, regardless of previous doses received, no more doses are required.
- If one dose is given at 24 months or older, regardless of previous doses received, no more doses are required.
- If a child is 5 years or older, no doses are required.

Vaccine Names and Combination Vaccines

Use the chart below, as needed, to determine what vaccines have been received. Combination vaccines have two or more vaccines in one shot.

Vaccine	Disease	Vaccine Brand Names
Hep B	Hepatitis B	Comvax, HBV, Hep B Pediatric, Engerix-B, Pediarix, Recombivax
DTaP	Diptheria, Tetanus, & Pertussis (Whooping Cough)	Daptacel, DT, DTP, Infanrix, Kinrix, Pediarix, Pentacel, TriHIBit
Hib	Haemophilus Influenzae Type B	ActHIB (PRP-T), Comvax, HbCV, HbOC, Hib conjugate, Hiberix, Pedvax HIB (PRP-OMP), Pentacel, TriHIBit
IPV	Polio	Kinrix, OPV, Pediarix, Pentacel
MMR	Measles, Mumps, & Rubella	M-M-R II, MMRV, ProQuad
Varicella	Chickenpox	MMRV, ProQuad, VAR, Varivax
PCV	Pneumococcal	PCV 7 or 13, Pneumococcal Conjugate, Prevnar
Hep A	Hepatitis A	HAV, Havrix, Vaqta

SUPPLEMENT IV

DISASTER PREPAREDNESS

Child care providers must be prepared to respond to a wide variety of emergency situations. It may be evacuating children and taking them to a safe place or protecting them from outside threats by keeping them safe inside the facility. You can make sure your families know what you would do in the event of an emergency. A Disaster Plan is critical and should be in place at all times.

Disaster Plan - some things to consider:

- Identify the type of hazards that could affect your facility (tornado, terrorism, gas leaks, flooding, fire, etc.)
- Develop a step-by-step plan to respond to each situation.
- Ensure that all staff have been trained in how to respond to each situation.
- If evacuation is necessary, know where you will go off the premises (examples include designated shelter sites such as elementary schools, local community centers, churches, etc.)
- Know how you will account for each child in a disaster.
- If it is safest to remain in the facility, determine how you will communicate the emergency situation with parents and necessary authorities.

Disaster Kit suggestions - keep in a plastic tub or container

- Emergency contact information
- Children's record cards
- First aid kit
- Water and paper cups
- Food (examples: infant formula, animal crackers, saltines, etc.)
- Special items for babies or children with special needs (examples: diapers, baby wipes, medication)
- Toilet paper, tissues, waterless hand sanitizer
- Flashlight
- Radio - battery operated or NOAA weather radio
- Extra batteries
- Toys, books, games
- Plastic garbage bags

SUPPLEMENT V

CHILD PASSENGER RESTRAINT SYSTEM - WHEN REQUIRED

Oklahoma Statute
47 O.S. Section 11-1112
(Amended 2005)

A. Every driver when transporting a child under six (6) years of age in a motor vehicle operated on the roadways, streets, or highways of this state shall provide for the protection of said child by properly using a child passenger restraint system. For purposes of this section and section 11-1113 of this title, "child passenger restraint system" means an infant or child passenger restraint system that meets the federal standards as set by 49 C.F.R. §571.213.

B. Children at least six (6) years of age but younger than thirteen (13) years of age shall be protected by use of a child passenger restraint system or a seat belt.

C. The provisions of this section shall not apply to:

1. The driver of a school bus, taxicab, moped, motorcycle, or other motor vehicle not required to be equipped with safety belts pursuant to state or federal laws;
2. The driver of an ambulance or emergency vehicle;
3. The driver of a vehicle in which all of the seat belts are in use;
4. The transportation of children who for medical reasons are unable to be placed in such devices; or
5. The transportation of a child who weighs more than forty (40) pounds and who is being transported in the back seat of a vehicle while wearing only a lap safety belt when the back seat of the vehicle is not equipped with combination lap and shoulder safety belts, or when the combination lap and shoulder safety belts in the back seat are being used by other children who weigh more than forty (40) pounds. Provided, however, for purposes of this paragraph, back seat shall include all seats located behind the front seat of a vehicle operated by a licensed child care facility or church. Provided further, there shall be a rebuttable presumption that a child has met the weight requirements of this paragraph if at the request of any law enforcement officer, the licensed child care facility or church provides the officer with a written statement verified by the parent or legal guardian that the child weighs more than forty (40) pounds.

D. A law enforcement officer is hereby authorized to stop a vehicle if it appears that the driver of the vehicle has violated the provisions of this section and to give an oral warning to said driver. The warning shall advise the driver of the possible danger to children resulting from the failure to install or use a child passenger restraint system or seat belts in the motor vehicle.

E. A violation of the provisions of this section shall not be admissible as evidence in any civil action or proceeding for damages.

F. In any action brought by or on behalf of an infant for personal injuries or wrongful death sustained in a motor vehicle collision, the failure of any person to have the infant properly restrained in accordance with the provisions of this section shall not be used in aggravation or mitigation of damages.

G. Any person convicted of violating subsection A or B of this section shall be punished by a fine of Fifty Dollars ($50.00) and shall pay all court costs thereof. Revenue from such fine shall be apportioned to the Department of Public Safety Revolving Fund and used by the Oklahoma Highway Safety Office to promote the use of child passenger restraint systems as provided in Section 11-1113 of this title. This fine shall be suspended and the court costs limited to a maximum of Fifteen Dollars ($15.00) in the case of the first offense upon proof of purchase or acquisition by loan of a child passenger restraint system. Provided, the Department of Public Safety shall not assess points to the driving record of any person convicted of a violation of this section.

SUPPLEMENT V

CHILD PASSENGER SAFETY IN OKLAHOMA

Most Frequently Asked Questions

1. **What is the purpose and intent of the child passenger restraint law?**
   The law helps to protect children during transportation. A 45-lb. child in a 30-mph crash will be thrown with a force of 1,350 lbs. Fortunately, child safety seats provide a 45-70 percent reduction in significant injuries, depending on the type of seat that is used (booster seat, convertible seat, infant seat, etc.).

2. **What are the statistics on death or serious injuries in Oklahoma?**
   More than 20 children under 6 years of age die each year in motor vehicle crashes, and more than 1,100 children are injured, many permanently. More than 70 percent of children who die are not in a child safety seat. Unfortunately, less than 24 percent of all 4-year olds rode in a booster seat prior to the passage of this law.

3. **What does the law require?**
   Children under the age of 6 must be transported using a "child passenger restraint system" which has met federal standards. A child age 6 and up to the age of 13 may be transported using either a "passenger restraint system" or a seat belt.

4. **Are there exemptions to the law that affect child care facilities?**
   a. school buses, or any vehicle not required by law to be equipped with seat belts.
   b. children weighing over 40 pounds being transported in a back seat using only a lap belt. A lap belt only is acceptable when the back seat of the vehicle is not equipped with lap/shoulder belts OR when the lap/shoulder belts are being used by other children over 40 pounds.
   c. medical issues prohibiting use of belt or restraint system.

5. **What about older vehicles that do not have shoulder belts in the back seat?**
   What about the center back seat position, which usually does not include a shoulder belt?
   The vast majority of booster seats on the market require the use of a lap/shoulder belt. There are only a few seats that do not. For this reason, an exemption was included in the law. The law "shall not apply to . . . the transportation of a child who weighs more than 40 lbs. and who is being transported in the back seat of a vehicle while wearing only a lap safety belt when the back seat of the vehicle is not equipped with combination lap and shoulder safety belts, or when the combination lap and shoulder safety belts in the back seat are being used by other children who weigh more than 40 lbs."

While lengthy, the exemption was worded this way in part to prevent a motorist from placing a 4- or 5-year-old child in the center lap belt with no booster seat, with empty lap/shoulder belts on either side. This wording closes that loophole for motorists who would deliberately attempt to skirt the law.

6. **Are there different types of booster seats?**
   Booster seats for children over 40 lbs. (about 4 years old) generally fall into two categories: backless boosters and high-back boosters. Both are considered "belt-positioning" boosters, because they help to properly position the lap belt on the child's lap and hip bones, rather than the abdomen.

   High-back boosters are recommended for positions in vehicles that do not have head rests (usually older vans and pickup trucks). Backless boosters are sufficient for positions that do have head rests (new vans and trucks and virtually all sedans). Both seats achieve the same thing: they boost the child high enough so that the seat belt fits properly.

   Both require the use of a lap/shoulder belt.

7. **What are some important facts to remember considering the transportation of children?**
   Be sure that any booster seat, car seat or infant seat is used according to the manufacturer's instructions.
   Ensure that the type of passenger restraint system is used properly with the type of seat belt system that is installed in your vehicle.
   Remember to verify the particular car seat is appropriate for the specific height and weight of the child that is being transported.

8. **What resources are available to help low-income families obtain booster seats?**
   a. EMSA distributes at least 100 free seats in Oklahoma City and 100 in Tulsa at child safety seat checks each month.
   b. All county health departments distribute free seats, mostly to WIC-eligible clients.
   c. Contact SAFE KIDS to find out other resources in your area.
   d. SAFE KIDS offers subsidized seats to families who receive some type of public assistance. The cost to the client is between $5-$10, depending on the type of booster seat. In addition, a limited number of free seats are distributed at each child safety seat check. Call SAFE KIDS for more information.

9. **Where can I receive more information regarding transportation safety of children?**
   Oklahoma SAFE KIDS Coalition is available to assist with questions. For more information, call (405) 271-5695 or e-mail: safekids@ouhsc.edu.

SUPPLEMENT VI

INJURY REPORT FORM - SAMPLE

Name of injured: _____

Sex: _____ Age: _____

Date when injury occurred: _____

Time where injury occurred: _____

Location where injury occurred: _____

_____

Description of how injury occurred: _____

_____

_____

_____

_____

Description of injury and its location: _____

_____

_____

Action taken on behalf of the injured: _____

_____

_____

_____

Was parent/legal guardian specifically advised of injury? _____

_____

Was parent/legal guardian specifically advised to obtain medical attention?

_____

Other witness to injury: _____

_____

Name of individual(s) involved in supervision at time of injury:

_____

Name of person completing this report form: _____

Date of completion of form:

_____

SUPPLEMENT VII

PLAY EQUIPMENT - RECOMMENDED

Since sturdy, safe play materials are the "tools" that help children grow, develop, and learn, each caregiver must have adequate toys and play equipment to meet the needs of all the children in care.

Any toy given to a baby should be sturdy enough that it will not splinter or break, large enough so it cannot be swallowed and have no sharp points or rough edges. Toys given to infants and toddlers should not have any parts that can come loose to be swallowed (such as whistles, small rubber toys, buttons or eyes on stuffed animals), and be painted with non-toxic paint.

Play equipment must be provided for each age group in care, from the categories below.

INFANTS AND TODDLERS

Art Supplies

- non-toxic art materials e.g., play-dough, finger paint and paint with large brushes on large paper, thick crayons, washable markers

Books

- sturdy books to handle and simple story books and poems for provider to read aloud

Large Muscle Equipment

- infant activity center, crawl-through apparatus, push-pull toys, infant/ toddler rocking horse, small riding toys, small gym and slide, large hollow blocks, balls - different sizes and textures, climbing steps, wagon

Musical Equipment

- tape or CD player and tapes or CDs of assorted music, toddler drum, xylophone, tambourine, plastic maracas, hand bells, little player piano, and musical mobiles

Blocks and Accessories

- soft and textured blocks, large connecting blocks, large hollow blocks

Dramatic Play Materials

- shatterproof, unbreakable mirror, clothing, e.g., hats, capes, jackets, vests, purses, shoes and boots, scarves and mittens. Play kitchen with dishes, play tool set, small table and chairs, play telephone, soft dolls, animal figures, puppets

Manipulative Toys

- baby rattles, soft squeeze toys, infant activity gym, jumbo pop beads, nesting cups, stacking toys and rings, pounding toys, play-dough, connecting blocks and links, simple pegboards and puzzles

Science Materials

- textured surfaces to touch, water play equipment, e.g., dishpans, sponges, floating toys, spoons or scoops and containers, science related books and posters

SUPPLEMENT VII

PRE-SCHOOL CHILDREN

Art Supplies

- various sizes and colors of paper, crayons, markers, colored pencils, scissors, glue sticks, non-toxic finger paints and paints with brushes and sponges, chalk, play-dough, clay

Books

- storybooks, easy to read books for beginning readers, chapter books, books of poetry, science and fact books, comic books, child-oriented magazines and a children's dictionary

Large Muscle Equipment

- gym set, balance beam, jump ropes, stilts, ring toss, hula hoops, frisbees, hopscotch, and sports equipment, e.g., soccer, softball, basketball, tetherball, badminton

Musical Equipment

- tape or CD player and a variety of tapes or CDs, e.g., classical, jazz, rock-n-roll, children's songs, country, gospel, multicultural. A variety of musical instruments, e.g., drums, rhythm sticks, cymbals, tambourines, castanets, hand bells, maracas, xylophone, rhythm rain stick and small player piano

Blocks and Accessories

- connecting blocks, large hollow blocks, soft unit blocks, hardwood unit blocks and accessories, e.g., animals, people, cars and trucks and traffic signs

Dramatic Play Materials

- tent, tool set, doctor kit, playhouse with furniture and accessories, child-size kitchen with dishes, pots and pans and play foods, child-size table and chairs, cash register and play groceries, telephones, dress-up clothes, costumes, mirrors, dolls, doll clothes, cradles, strollers, puppets, masks, and play centers with toy figures and accessories, e.g., farm, ranch, fire station, school

Manipulative Toys

- pegboards and pegs, interlocking links and shapes, pop beads, puzzles, beads and buttons to string with thick string or yarn, nesting and stacking toys, dressing skills dolls, play-dough, writing materials, e.g., paper, pencils, crayons, markers and stencils, magnetic or flannel board with accessories, simple card games and board games

Science Materials

- aquarium, terrarium, growing plants, sandbox, water play equipment, e.g., dishpans, sponges, floating toys, eye droppers, spoons and containers, magnets and magnetic items, large unbreakable magnifying glass, collections of rocks, shells, seeds or other nature items

SUPPLEMENT VII

SCHOOL-AGE CHILDREN

Art Supplies

- various sizes and colors of paper, material and scraps, yarn, scissors, glue, crayons, markers, colored pencils, paints, paintbrushes and sponges, chalk, clay and play-dough

Books

- storybooks, easy to read books for beginning readers, chapter books, books of poetry, science and fact books, comic books, child-oriented magazines and a children's dictionary

Large Muscle Equipment

- gym set, balance beam, jump ropes, stilts, ring toss, hula hoops, frisbees, hopscotch, and sports equipment, e.g., soccer, softball, basketball, tetherball, badminton

Musical Equipment

- tape or CD player and a variety of tapes or CDs, e.g., classical, jazz, rock-n-roll, children's songs, country, gospel, multicultural. A variety of musical instruments, e.g., drums, rhythm sticks, cymbals, tambourines, castanets, hand bells, maracas, xylophone and keyboard.

Blocks and Accessories

- small interlocking blocks, log builder sets, wood blocks and accessories, e.g., animals, people and vehicles

Dramatic Play Materials

- tent or playhouse, dress-up clothes and accessories, costumes, masks, dolls and accessories, doctor kit, typewriter or computer, prop boxes, e.g., office, barber/beauty shop, carpentry fix-it shop, post office, pizza parlor, garden center and grocery store

Manipulative Toys

- beads and buttons to string, puzzles, small interlocking toys and blocks, card games, board games, dominoes, video game systems, materials for sewing and weaving, play-dough and clay, writing materials, e.g., paper, pencils, crayons, markers and stencils

Science Materials

- globe of the world, magnets, magnifying glass, growing plants, gardening and watering materials, aquarium, terrarium, ant farm, scales, children's microscope, indoor/outdoor thermometer, books and posters on science topics and activities

SUPPLEMENT VIII

CHILD GUIDANCE PRINCIPLES

As a caregiver, you have a unique opportunity to positively influence the children in your care. It is important that they learn to handle situations of life in ways that are socially acceptable and personally satisfying. The primary goal of guidance is to help children behave well, not to stop misbehavior.

Below are some general principles of child behavior and guidance:

1. **Children need rules.** Give children the security of clear, consistent rules. Present rules as directions, not orders or commands.

2. **Use a positive approach.** Telling a child what not to do does not prepare him for what to do. Translating the Don'ts into Do's shows a child a more acceptable way to act.

Do's	Don'ts
Just look.	Don't touch.
Hold the kitten gently.	Don't squeeze the kitten.

3. **Build feelings of confidence.** A feeling of confidence enables a child to try new things, to develop life skills and talents. Encouragement and praise build self-confidence. Belittling and criticism damage self-confidence.

Situation

Child spills a food tray.

Do's	Don'ts
"That's hard to do. Next time try carrying it this way."	"Can't you do anything right?"

4. **Change the environment to change behavior.** Look for the cause of the behavior. It may be because of the environment, and a small change will remedy the situation. (If a child spills her milk at every meal, give her a cup with a lid. If children kick each other at lunch, put them at opposite ends of the table.)

5. **Give choices.** Allow children to have choices when you can accept their decisions. Arrange the choices so that either one is acceptable. This gives the child some freedom and an opportunity for decision-making. (Do you want orange juice or apple juice?)

SUPPLEMENT VIII

6. **Work with a child instead of against him.** Recognize each child's needs in relation to his developmental level. Keep in mind that each child grows and develops in his own time and way. Provide opportunities for learning that are appropriate for that particular child.

7. **Teach by example.** Children learn by example. As you model positive behaviors, you show children the behaviors you expect of them. (If you want children to speak softly, you speak softly. If you want children to sit quietly, model sitting quietly.)

8. **Don't always rush to the rescue.** Children need to learn to solve problems. Allow children to work out their own problems whenever possible.

9. **Avoid trouble.** Remember to guide desirable behavior and avoid trouble before it arises. As you get to know the children, you will be able to predict how they will behave.

10. **Recognize and encourage acceptable behavior.** If appropriate behaviors are given attention, they are likely to continue. The same is true when inappropriate behaviors are given attention.

11. **Guide children with concern and understanding.** Show an attitude of affection. Use language that children understand to explain why some behavior is inappropriate and what behavior is appropriate. Redirect the child when behavior is inappropriate.

12. **Prepare children for activities.** Give clear directions. Provide a range of activities and allow some choice. Help children to feel successful at a task. Allow children to wind down from one activity before beginning another.

13. **Use fair and consistent rules.** The atmosphere should be relaxed and pleasant. Rules should be easily understood.

14. **Use positive discipline.** Positive discipline is training that teaches self-control. Your task is to guide children in ways that allow them to control themselves.

Adapted from curriculum developed through Child Care Careers Inc.

SUPPLEMENT IX

AGES AND STAGES OF CHILD DEVELOPMENT

Planned daily activities are important because they provide an opportunity for children to learn and have fun. They also provide structure so children will know what to expect.

A schedule of daily activities should be appropriate to each child's developmental level. Infants and toddlers need to be talked to, held and rocked. School-age children enjoy opportunities for team sports, collecting and table games. All children need to be helped to grow one step at a time at a pace that is comfortable for each of them.

Although each child grows and develops at his or her own rate, there are predictable patterns of child development. Caregivers should be familiar with the developmental patterns of children's growth. Below are some of the ages and stages of development for the typical child.

Infants

- Gain muscle strength and body control;
- Use their senses and movements to explore their surroundings;
- Develop eye and hand coordination;
- Learn to respond to and remember people, objects and activities; and
- Learn to be individuals and begin relationships with other people.

Toddlers

- Walk, run, climb;
- Want to do things "all by themselves;"
- Take the initiative in social situations;
- Change quickly from tears to smiles;
- Explore large and small spaces;
- Begin to talk, to use words, to learn the names of things; and
- Usually play alone (solitary play).

Two-Year-Olds

- Gain better muscle control of their bodies;
- Learn to say "no," (the beginning of choice making);
- Will probably be ready for toilet learning;
- Enjoy make-believe;

- Play near or side-by-side (parallel play); and
- Are interested in other children.

Three- and Four-Year-Olds

- Are learning many new physical skills;
- Are beginning to understand concepts of numbers, space and time;
- Have an active imagination and are interested in fantasy and make-believe;
- Enjoy playing with other children (associative play);
- Develop feelings about their abilities to do things ("When I do things they often turn out well" or "I always seem to do things wrong");
- Are increasing their vocabulary and using more advanced language;
- Are trying to make sense of things they learn;
- Are aware of whether they are "boys" or "girls;" are interested in what is expected of their gender and may begin to develop some modesty;
- Begin to learn the rules of playing together (cooperative play);
- May have fears and anxieties; and
- Begin to develop some inner controls which help them avoid dangerous situations and choose right from wrong.

Five-Year-Olds

- Are interested in the real world;
- Can manage a project that continues over several days;
- Like to please; can often settle arguments by themselves;
- Are sociable; like to play together; take part in group activities and cooperate (cooperative play);
- Have a beginning conscience, want to know the "right" way to do things;
- Can do small chores and tasks; are pleased with responsibility;
- Can use many words, ask lots of questions; enjoys jokes and humor; and
- Still may have troubling fears and dreams.

SUPPLEMENT IX

Six-Year-Olds

- Are eager to learn, exuberant, restless and easily fatigued;
- Learn best through active participation;
- Enjoy spontaneous dramatization;
- Like to pretend;
- Like school;
- Are becoming competitive, but have trouble losing;
- Like group activities; and
- Are proud of themselves and their skills.

Seven-Year- Olds

- Are sensitive to the reactions of others;
- Need adults' approval;
- Are concerned about right and wrong;
- Are involved in more solitary play;
- Like jigsaw puzzles and magic tricks;
- Begin collecting things, e.g., cards, rocks;
- Like active play;
- Play more with children of their own gender;
- May take things from others (still don't fully understand the concept of ownership);
- Are beginning to ride bicycles;
- Play pretend and like to use props, e.g., post office, kitchen. grocery store items, costumes; and
- Are learning hopscotch, jump rope and bounce balls.

Eight-Year-Olds

- Are outgoing and interested in people;
- Have a new awareness of individual differences;
- Enjoy team games, comics, television and adventure stories;
- Are sensitive to criticism;
- Begin to form a group of friends; their best friends are of the same sex;

SUPPLEMENT IX

- Are beginning to read well enough to enjoy many books;
- Like table games, e.g., checkers, cards, jigsaw puzzles;
- In dramatic play, like to arrange and produce shows; and
- Enjoy collecting and arranging their collections.

Nine- and Ten-Year-Olds

- Are capable of prolonged interest;
- Often argue over fairness in games; have bursts of emotion;
- Play more complicated table games;
- May be involved with Lego sets and/or chemistry sets;
- Have a strong sense of right and wrong;
- Want to do well, but become discouraged by pressure;
- May read and/or watch television more;
- Enjoy pets; and
- Enjoy active play, e.g., running and hiding games, skating, swimming.

Eleven- and Twelve-Year-olds

- Have a wide range of individual differences in their maturity level;
- Are unsure of bodily changes; may be moody;
- Need to feel a sense of belonging, acceptance by their peers; are subject to peer pressure;
- Are interested in earning money;
- Like to socialize;
- Frequently are overly critical, changeable, rebellious, uncooperative;
- Are interested in team games, pets, television, radio, movies;
- Have frequent arguments with those in authority; and

  Enjoy competitive games and games that involve problem-solving and thinking skills.

SUPPLEMENT X

BLEACH SOLUTION

REMEMBER TO MIX FRESH SOLUTION DAILY

TO SANITIZE DIAPER CHANGING TABLE

¼ cup bleach to 1 gallon of water = 800 ppm
2 tablespoons (1 oz.) bleach to ½ gallon of water = 800 ppm
1 tablespoon (1/2 oz) bleach to 1 qt of water = 800 ppm
2 teaspoons (1/4 oz.) bleach to 1 pt of water = 800 ppm

TO SANITIZE COTS, TABLES, COUNTERS & EQUIPMENT

1 tablespoon (1/2 oz.) bleach to 1 gallon of water = 200 ppm
2 teaspoons (1/4 oz.) bleach to ½ gallon of water = 200 ppm
1 teaspoon (1/8 oz.) bleach to 1 qt. Of water = 200 ppm
½ teaspoon bleach to 1 pt of water = 200 ppm

TO SANITIZE DISHES & UTENSILS

2 teaspoons (1/4 oz.) bleach to 1 gallon of water = 100 ppm.
DISHES & UTENSILS MUST BE SUBMERGED IN SANITIZING SOLUTION FOR AT LEAST ONE MINUTE.

Example:
If sink will hold 3 gallons then mix 6 teaspoons bleach to 3 gallons of water.
Mix fresh with each dishwashing –
the solution should be replaced when the bleach concentration falls below 50 ppm.

MEASUREMENT EQUIVALENT

1 teaspoon = 1/8 fl. oz.
2 tablespoons = 1 fl. oz.
1 cup = 8 fl. oz.
1 pint = 16 fl. oz.
1 qt. = 2 pts. = 32 fl. oz.
1 gal = 4 qts. = 128 oz.

SUPPLEMENT XI

MINIMUM MEAL PATTERN PLAN FOR CHILDREN

MEAL	1-2 YEAR OLDS	3-5 YEAR OLDS	6-12 YEAR OLDS
BREAKFAST (These choices are recommendations only)			
Milk, fluid	½ cup	¾ cup	1 cup
Juice or fruit	¼ cup	½ cup	½ cup
Cereal or bread product			
Enriched or whole grain bread or	½ slice	½ slice	1 slice
Cereal (cold, dry) or	¼ cup	⅓ cup	¾ cup
Cooked cereal or cereal grains or	¼ cup	¼ cup	½ cup
Cooked pasta or noodle	¼ cup	½ cup	¼ cup
MIDMORNING OR MIDAFTERNOON SNACK (These choices are recommendations only)			
Milk, fluid; or juice; or fruit; or vegetable	½ cup	½ cup	1 cup
Cereal or bread			
Enriched or whole grain bread or	½ slice	½ slice	1 slice
Cereal	¼ cup	⅓ cup	¾ cup
LUNCH OR SUPPER			
Milk, fluid	½ cup	¾ cup	1 cup
Meat and/or meat alternate			
Meat, poultry or fish or	1 ounce	1 ½ ounce	2 ounces
Cheese or	1 ounce	1 ½ ounce	2 ounces
Cooked dry beans or	¼ cup	⅜ cup	½ cup
Peanut butter or	2 tbsp.	3 tbsp.	4 tbsp.
Egg	1 egg	1 egg	1 egg
Vegetables and fruit - 2 kinds	¼ cup	½ cup	¾ cup
Bread and bread alternates			
Enriched or whole grain bread or	½ slice	½ slice	1 slice
Cooked pasta or noodle or	¼ cup	¼ cup	½ cup
Cooked cereal grains	¼ cup	¼ cup	½ cup
*1 pound of meat or cheese meets minimum serving for:	16 children	11 children	8 children

Recommended Daily Dietary Allowances
of the National Research Council/National Academy of Sciences

SUPPLEMENT XII

SAFE FOOD HANDLING RECOMMENDATIONS

1. **Hands** should be washed with soap and running after any contamination, such as: after using the bathroom, after changing diapers, after coughing or sneezing, after handling raw meat and after handling pets.
2. **Cooking temperatures** - beef roasts and steaks - 145°F; poultry - 165°F; ground beef and pork - 160°F. If a thermometer is not available, do not eat ground beef that is still pink inside. A **clean thermometer** should be used to make sure foods are cooked all the way through.
3. **Eggs** should be cooked until the yolk and white are firm. Don't use recipes in which eggs remain raw or only partially cooked.
4. **Fish** should be opaque and flake easily with a fork.
5. **Microwave ovens** - make sure there are no cold spots in food where bacteria can survive. For best results, cover food, stir and rotate for even cooking, and let stand for 2 minutes after cooking.
6. **Refrigerator temperature** - set no higher than 41°F. Check these temperatures occasionally by securing an appliance thermometer in the refrigerator where it is visible.
7. **Raw meat products, poultry, or fish** should be stored below other food in the refrigerator so that it can not drip into any food below.
8. **Refrigerate or freeze** perishables, prepared foods and leftovers within two hours or sooner. Don't pack the refrigerator; cool air must circulate to keep food safe.
9. **Thaw food** in the refrigerator, under cold running water or in the microwave. Marinate foods in the refrigerator.
10. **Leftovers** should be divided into small, shallow containers for quick cooling in the refrigerator.
11. **Reheat** sauces, soups and gravy to a boil and other leftovers to at least 165°F.
12. **Food** should come from approved sources; **no home-canned food**.
13. **Cutting boards (plastic or non-porous), dishes, utensils and counter tops** should be sanitized after preparing each food item. If possible, use a different cutting board for raw meat products.
14. **Paper towels** should be used for cleaning surfaces and drying hands.
15. **Raw meat, poultry, and seafood** should be separated from other foods in the grocery cart and refrigerator.
16. **Cooked food** should never be placed on a plate or surface which previously held raw meat, poultry or seafood.

REVISIONS TO REQUIREMENTS FOR

FAMILY CHILD CARE HOMES AND LARGE CHILD CARE HOMES

Below is the time-frame reflecting the most recent legislative revisions to Licensing Requirements for Family Child Care Homes and Large Child Care Homes:

March 23, 2010	Commission for Human Services approves proposed revisions.
April 28, 2010	Governor approves proposed requirement revisions.
July 1, 2010	Effective date of revisions.

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LICENSING REQUIREMENTS

FOR

FAMILY CHILD CARE HOMES AND LARGE CHILD CARE HOMES

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