

Oklahoma Partnership for School Readiness Foundation

Federal Application for Stimulus Funds

State Early Childhood Advisory Councils

CFDA 93.708

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OBJECTIVES AND NEED FOR ASSISTANCE

The Oklahoma Partnership for School Readiness (OPSR) has a vision that “All Oklahoma children will be healthy, eager to learn and ready to succeed by the time they enter school.”

There is much work to be done to reach this vision. Currently Oklahoma’s young children and their families face a number of challenges.

The State of Oklahoma Families

Fifty-five percent of families with children under age five and 43 percent of families with children under age 18 are considered low-income in Oklahoma (National Center for Children in Poverty 2008). This alarming number includes 424,553 children; almost half of all children in the state. Of the children living in low-income families, 19 percent or 79,261 do not have an employed parent. In Oklahoma, 85 percent of children whose parents have not completed a high school degree are low income.

In the new Children’s Defense Fund publication “State of America’s Children 2010,” Oklahoma is listed as one of eleven states with the largest number of poor rural children. The “State of America’s Children” also documented that children are most likely to be poor in eleven states and the District of Columbia. Oklahoma ranked eighth on that list. In 2009, more than half of Oklahoma’s 900,000 children were served by Supplemental Nutrition Assistance Program (SNAP), SoonerCare (Medicaid) or both (Oklahoma Department of Human Services, OKDHS, 2009 Annual Report).

Physical Health

More than 60 percent of births were funded by Medicaid and 42 percent of all births were to single mothers. Approximately 60,000 children in Oklahoma are eligible for SoonerCare but are not currently enrolled (Oklahoma Health Care Authority, OHCA, 2009). In 2006, Oklahoma

females aged 19 and younger gave birth to 7,320 babies. That is equivalent to 20 babies born to Oklahoma teens every single day. Ninety-six of these females were 14 years of age and younger (Oklahoma Vital Statistics, Oklahoma State Department of Health, OSDH). Oklahoma is not keeping pace with the rest of the nation in the reduction of teen births. In 2005, the birth rate for adolescents aged 15 – 19 in Oklahoma was 55.4 per 1,000 female population. In 2006, the birth rate for this same age group was 59.5 per 1,000 female population; a **7.4 percent increase**. The U.S. rate was 40.5 per 1,000 female population. Negative effects on perinatal outcomes and long-term morbidity are seen in those who are born to teen parents, and are confounded by the high prevalence of poverty in this group. Children of teen mothers also have significantly higher odds of being placed some type of special education setting. (Johns Hopkins University School of Hygiene and Public Health, 2001, Effect of Teenage Pregnancy on Educational Disabilities in Kindergarten)

In Oklahoma during 2007, 48% of women who had a live birth indicated they did not want to become pregnant at the time of their pregnancy. Additionally, 67.9% of women who were under the age of 20 reported their pregnancy to be unintended. (Center for Disease Control, PRAMS: CPONER) The consequences of unplanned or unintended pregnancy are significant on children's health and potential school performance. Comparison of children at age 2 indicates that those who were born as a result of an unplanned pregnancy had significantly lower cognitive test scores when compared to children born as an intended pregnancy. (Child Trends, 2007)

Only 75.6 percent of pregnant women in Oklahoma receive adequate prenatal care, whereas, in the U.S. 83.2 percent receive adequate care (Kaiser Family State Health Facts). "Babies born to mothers who received no prenatal care are three times more likely to be born at low birth weight,

and five times more likely to die than those whose mothers received prenatal care.” (Maternal and Child Health Bureau)

In Oklahoma, 13.5 percent of babies were born preterm in 2007 compared to the national average of 12.7 percent. The March of Dimes gave Oklahoma an “F” in its 2009 Premature Birth Report Card. Oklahoma ranked 41st in the nation with an infant mortality rate of 8.0 (number of infant deaths per 1,000 live births) compared to the national average of 6.9 (OSDH PRAMS GRAM, Winter 2010).

The percent of Oklahoma children ages 19 – 35 months who have been fully immunized with the primary series of immunizations had improved significantly over time, almost reaching the national average. Unfortunately the current rate has dropped to 73.6 percent, below the national level of 78.2 percent (Immunization Service, OSDH).

Early Education Programs

Oklahoma children do well compared to children around the nation when it comes to participation in early education programs. Currently, around 75 percent of Oklahoma four year olds participate in public funded pre-kindergarten, and about three-fourths of eligible three and four year olds are served by Head Start. Beginning with the 2003 – 2004 program year, Oklahoma has ranked first in the nation every year for serving the highest percentage of four year olds in state funded preschool (National Institute for Early Educational Research, NIEER, The State of Preschool 2009). Currently 99 percent of Oklahoma school districts offer the voluntary four year old program and many offer a full-day program as well.

A unique opportunity presented itself through the Oklahoma State Legislature in 2006 to implement the “Oklahoma Pilot Early Childhood Program.” This model allows for nationally accredited providers (Head Start and Child Care) to expand their infant to 3 year slots for low-

income families. A public-private partnership was created that provides \$10 million in state appropriations through the State Department of Education, matched with \$15 million from private donations. Requirements for the program include bachelor's level teachers for every two classrooms, all assistant teachers having associate's degrees, paying equivalent salaries as public school districts and requiring training in infant and toddler care and education.

Oklahoma has also invested a significant amount of state funding into providing services for IDEA Part C services for children with disabilities ages birth through age two. However, estimates of the percent of children birth through age two with Individual Family Service Plans (IFSP) is lower than the national baseline percentages. Approximately 1.9% of children in Oklahoma from birth through age 2 received Early Intervention Services during FY07, compared to the national baseline of 2.53%. Oklahoma is close to the national average for serving children ages 3 through 5 through IDEA, Part B services ages 3-5 who receive services through an Individual Family Service Plan (IFSP), serving approximately 5.74% of the population, compared to the national baseline of 5.87%. (Data and Accountability Center, 2010)

School Readiness

Many Oklahoma children enter school lacking the skills necessary to perform at grade level. Oklahoma has not adopted a statewide school readiness assessment, however in 2006 OPSR partnered with the Oklahoma State Department of Education (OSDE) to survey kindergarten teachers in the state asking about teacher observations and perceptions of student performance. There were 1,213 useable surveys representing 24,772 kindergarten students, or about half of the total enrollment. Based on teachers' initial screening of a first nine weeks assessment, this survey showed that 30 percent of students entering kindergarten during the 2006 – 2007 school year were not performing at kindergarten grade level. Among those students not

performing at kindergarten grade level, teachers identified a delay in the development of language or literacy as the primary reason for the lack of performance (84 percent somewhat or very often), followed by delays in social and emotional development (73 percent somewhat or very often), mathematical or cognitive development (70 percent somewhat or very often), and the development of fine motor skills (62 percent somewhat or very often).

With regard to specific skills, teachers reported that 17 percent of all students were not yet beginning to recognize the relationship between letters and sounds, 16 percent were experiencing some difficulty related to social and emotional development, 14 percent did not yet have age appropriate fine motor skills, 9 percent did not yet recognize or count numbers up to five and 6 percent were not yet beginning to recognize shapes.

As a final measure of this survey, teachers were also asked to identify specific delays in their students who were not performing at kindergarten level based on social and emotional development. The delay in the ability to follow instructions was the most common (89 percent somewhat or very often), followed by persisting on a task (77 percent somewhat or very often), playing cooperatively (69 percent somewhat or very often), identifying and regulating emotions (68 percent somewhat or very often) and participating in social conversations (61 percent somewhat or very often).

Description of Early Learning Guidelines

The state has adopted early learning guidelines for infants and toddlers and for three to five year olds. The Oklahoma Early Learning Guidelines reflect current research on growth and stages of development, appropriate program planning, outcomes for children and best practices in early care and 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 caring adults who offer instruction, support and guidance to young children.

The 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 an assessment. The guidelines are inclusive of all children, recognizing that children may be able to show they meet the guidelines at different times and in different ways.

Quality in Early Childhood Programs

Quality child care has been found to have a positive impact on the language development of young children (Frank Porter Graham Child Development Institute 2007) and can have a positive impact on a child's readiness for school. Oklahoma is ranked 1st among states for quality child care centers and homes licensing standards and compliance monitoring by the National Association of Child Care Resource and Referral Agencies. There are 4,700 licensed child care facilities with a combined capacity for 137,973 children (OKDHS Annual Report 2009). Oklahoma has received national attention for the child care quality rating system. A tiered differential reimbursement system based on quality of care known as "Reaching for the Stars" provides incentives for programs that meet the "star" criteria. The Reaching for the Stars Program has 4 levels of rating facilities in which specified criteria must be met:

- One-Star programs meet minimum licensing requirements.
- One-Star Plus programs meet additional quality criteria which include: additional training, reading to children daily, parent involvement and program assessment.

- Two-Star programs meet additional quality criteria or are nationally accredited.
- Three-Star programs meet additional quality criteria and are nationally accredited.

The number of two star facilities has increased from 370 in 2001 to 2,046 in 2008 and three star facilities have increased from 45 in 2001 to 207 in 2008 (OKDHS 2009 Annual Report). Despite the increase in facilities with two and three star status, the quality rating system needs to be reevaluated to ensure greater quality and a continued increase in the number of programs providing high quality care, particularly for infants and toddlers.

All of these challenges concern Oklahoma's early childhood leaders, and creating an early childhood system that supports families with young children so they are able to access the services they need is critical. The most vulnerable members of our community deserve a safe and healthy start.

System Challenges and Current Priorities

During the spring of 2009, OPSR brought together Oklahoma state leaders and policy makers to address current challenges and priorities for the early childhood system. These meetings were in response to the national economic crisis and opportunities presented through the American Recovery and Reinvestment Act of 2009. Additionally, in October of 2009, priorities for the SECAC grant were approved and in December of 2009, the strategic plan was reviewed, opened for public comment and approved by OPSR. In consideration of the OPSR Strategic Report and the challenges and priorities identified in the meeting conducted in the spring of 2009, the following five principle objectives for this project have been identified as: **(1) data system development and coordination, (2) access to infant/toddler programs and services, (3) quality of infant/toddler programs and services, (4) implementation of a**

statewide school readiness assessment, and (5) professional development and workforce needs.

Data System and Coordination:

- In Oklahoma, children who participate in Early Head Start (EHS) program services may not seamlessly transition into other appropriate early childhood services. There is a need for transition planning and a data collection system for children leaving the EHS system to assure that these children receive continued support and early childhood education. Sometimes, children who have received EHS services are no longer eligible for Head Start programs due to an increase in family income, which increases the challenge in determining whether there was a successful transition plan. Due to the lack of a unified data system to track children's placements across systems, it is difficult to know whether or not subsequent services were received.
- To date, where young children are receiving services (particularly those under the age of four) and what kinds of programs and services young children and their families are accessing has not been tracked sufficiently. This creates a barrier to decision making and planning. Creating a unified data system for early childhood services would facilitate policy makers and funders in Oklahoma in making data informed decisions.
- Additional strategies are needed to improve coordination and quality of programs and services. Accomplishing collaboration between programs is challenging and requires tremendous planning, coordination, and communication. There is a need for clear guidance and a coordinated infrastructure to support collaboration around data collection and services.

- There is not a mechanism that links the Oklahoma State Department of Education student information management system (WAVE) with other children’s data in the state. Without data to describe children’s participation, programs can appear fragmented, disorganized and small scale, lacking documentation of overall effectiveness and efficiency. Linking health, child care, education and family support services data will help decision makers to strategically plan and report on the effectiveness of public investments in early childhood.

Access:

- Early care and education programs report waiting lists or shortages in services for birth through three-year-olds (no waiting list is held for child care subsidy at the state level, but shortage of slots are observed and reported locally).
- In urban communities, the demand for state pre-kindergarten participation is higher than the capacity to serve all eligible children due to insufficient space on district property.
- The most vulnerable populations (children under three living in poverty) have low participation in high quality care and education settings.
- Rural communities experience significant shortages in quality child care.
- Many home visitation programs have age eligibility requirements that result in a loss of home visitation services at the age of 36 months. There are very few home visitation programs for three-year-olds and transitioning to other services is frequently a challenge at this age.
- More than 60% of births in Oklahoma are paid by SoonerCare (Medicaid); and a low percentage of these children received home visitation or family support after birth.

- Transition planning for children in EHS to other high quality infant/toddler programs is greatly needed to assure a seamless service delivery system.
- The demand for early intervention services (when children do not qualify for Part C services) exceeds the capacity, particularly in rural areas of the state.

Quality:

- State and federal dollars are often used in combination to provide services to pre-kindergarten children and HS children who are four years of age. There is a need to narrow the focus of federal dollars on birth through three programs and fully utilize available state dollars for full expansion of state pre-kindergarten services, as the state funding is not currently available to support services to three year olds.
- EHS and Child Care Development Block Grant funds would benefit from strategies to improve collaborative funding strategies.
- Transition planning is needed to improve the transition for children from early care and education programs to school-based programs.
- State and federal policies may be inhibitive to collaborative braiding of funds due to concerns about “double dipping.” There is a need to break out of this thinking and actively seek ways to use various federal and state dollars for higher quality programs and more comprehensive services.
- Strengthening Families is a model that can improve quality in early care and education settings by incorporating strategies to improve relationships, caregiver knowledge and enhance protective factors in families of young children. This program is currently available on a limited basis in 7 of the 18 Smart Start Communities. Expansion of the Strengthening Families approach into additional communities will improve the quality of

services to families and reduce the incidence of child maltreatment for families that participate in the program.

School Readiness Assessment:

- The state currently uses age to determine eligibility for school enrollment; however, the state has not adopted a school readiness definition or a school readiness assessment.
- How children are performing at school entry has not been tracked or reported in a coordinated manner.
- Common agreement among state partners regarding a statewide definition and understanding of school readiness is needed to build a system of early childhood programs and services that work in concert with one another towards a continuum of learning birth to school entry.

Professional Development and Workforce Needs:

- Finding well-qualified staff for birth through four programs is a significant and inhibitive challenge to expansion of quality. Skill gaps are as real as actual staffing gaps, meaning that both staffing a program and adequately training staff are critical issues to quality implementation.
- Minimum wage increases in Oklahoma have caused a significant decline in profit for private child care centers, despite two subsidy rate increases for Child Care. Paying improved salaries to the child care workforce has not been sufficient to retain or recruit high quality child care staff.
- Well-qualified staff tends to leave child care, EHS, or HS and go to public school programs where they receive better pay and benefits. Compensation rates are disparate among early care and education programs.

- Early childhood professionals often lack training in creating trusting relationships with families and linking families to services as well as offering concrete support in times of need. The expansion of Strengthening Families will enable additional early childhood professionals to receive this training.

APPROACH

The project will be accomplished through the support and direction of the Oklahoma Partnership for School Readiness (OPSR), the Smart Start Oklahoma staff and participation of the local Smart Start Community Coalitions. The OPSR Board was signed into law in 2003 to lead Oklahoma in coordinating an early childhood system focused on strengthening families and school readiness for all children. On November 1, 2008, Governor Brad Henry signed a Memorandum of Understanding naming the OPSR Board as Oklahoma's State Early Childhood Advisory Council (SECAC). In addition, in May of 2010, House Bill 3126 was passed by the Oklahoma legislature and signed into law by Governor Henry, directing the Oklahoma Partnership for School Readiness Board to serve as the State's Early Childhood Advisory Council.

The SECAC members meet both state and federal membership representation requirements. By statute, OPSR has 15 public sector representatives who serve as board members, and 17 private sector members who are appointed by the Governor. In addition to serving on the Board, members are expected to provide leadership and support to workgroups and committees. Oklahoma is unique in having 18 local OPSR communities that will also participate in the implementation of this grant project. These communities were established to develop local partnerships to promote school readiness. The OPSR communities will assist in

gathering local needs assessment data and will benefit from the technical assistance that will be provided through the research consultant and the Director of Research and Evaluation to enhance their ability to utilize the needs assessment data into making meaningful changes in their communities.

Activities outlined through this proposal will be addressed at the state level through the established system of workgroups and committees that have been approved by the OPSR Board. The six workgroups are; (1) Quality, Access, Standards and Accountability; (2) Data System and Coordination; (3) Professional Development and Workforce; (4) Community Mobilization; (5) Public Engagement and (6) Special Populations. In addition to these workgroups, the Board has established The Policy and Workgroup Coordination Committee, which provides overall coordination and communication between the Workgroups and the Board, and will serve to ensure workgroups are on target with accomplishing tasks set by the Board. The six Workgroups will send their updates and recommendations through the Policy and Workgroup Coordination Committee for review before being sent to the OPSR Executive Committee and when indicated to the OPSR Board. All Workgroups will be asked to coordinate with the Special Populations Workgroup to assure this group is considered throughout all areas of planning.

OPSR Board/State Early Childhood Advisory Council Members

<i>Name and Affiliation – Public Members</i>	<i>Name and Affiliation – Private Members</i>
<i>Glen Johnson, Chancellor Oklahoma Regents for Higher Education</i>	<i>Marcia K. Brueggen Retried Elementary Principal</i>
<i>Howard Hendrick, Director Oklahoma Department of Human Services</i>	<i>Janet McKenzie, NBCT Teacher</i>
<i>Terry Cline, Ph.D., Commissioner of Health Oklahoma State Department of Health</i>	<i>Kathy Cronemiller, President Oklahoma Child Care Association and Principal, Child Care, Inc.</i>
<i>John McCarroll, Executive Director Oklahoma Educational Television Authority</i>	<i>Sharon Pyeatt, Professor Oklahoma City University Early Childhood Education</i>
<i>Lisa Smith, Director Oklahoma Commission on Children and Youth</i>	<i>Marianne “Marny” Dunlap, MD. Assistant Professor of Pediatrics University of Oklahoma Health Sciences Center</i>
<i>Michael O’Brien, Director Oklahoma State Department of Rehabilitation Services</i>	<i>Monique Naifeh, M.D. Assistant Clinical Professor of Pediatrics University of Oklahoma Health Sciences Center</i>
<i>Natalie Shirley, Director Oklahoma Department of Commerce</i>	<i>Lisa Price Business Representative</i>
<i>Kay C. Floyd, Director Head Start State Collaboration Office</i>	<i>Sara Sweet Parent</i>
<i>Mike Fogarty, CEO Oklahoma Health Care Authority</i>	<i>William “Bill” Doenges Business Representative</i>
<i>Sandy Garrett, Superintendent Oklahoma State Department of Education</i>	<i>Nina Gonzales, Director Tony Reyes Bilingual Child Development</i>
<i>Stephan M. Wilson, Ph.D., C.S.L.E Dean and Professor College of Human Environmental Sciences Oklahoma State University</i>	<i>Barbara Hankins Community Action Resource & Development Inc. EHS/HS Program Director President, OK Head Start Association</i>
<i>Terri White, MSW, Commissioner, Oklahoma Department of Mental Health and Substance Abuse</i>	<i>Annie Koppel Van Hanken, Director of Grants George Kaiser Family Foundation</i>
<i>Phil Berkenbile, Ed.D., Director Oklahoma Department of Career/Technology Education</i>	<i>Jay Weatherford Director of Finance Little Dixie Community Action Agency</i>
<i>Susan McVey, Director Oklahoma Department of Libraries</i>	<i>Robert “Bob” Harbison Business Representative</i>
<i>Cabinet Secretary with responsibility for education agencies – doesn’t currently exist</i>	<i>Phil Dessauer, Executive Director Community Service Council Greater Tulsa</i>
	<i>Ann Cameron Junior League of Oklahoma City</i>
	<i>Open Seat for Tribal Representative</i>

Workgroup Definitions

Workgroup Name	Responsibilities	Responsible Parties
<i>Quality, Access, Standards and Accountability</i>	<ul style="list-style-type: none"> - Develop recommendations to increase quality and access to early childhood programs and services. - Develop recommendations for improving the state's early learning guidelines. 	Chair: Bob Harbison Co Chair: Steven Dow Staffer: Amanda Moran
<i>Data Systems and Coordination</i>	<ul style="list-style-type: none"> - Develop recommendations for a unified data system, policies and structure to support enhanced community coordination. - Identify opportunities for and barriers to collaboration. 	Chair: Monique Naifeh Co Chair: Vacant Staffer: Director of Research and Evaluation
<i>Professional Development and Workforce</i>	<ul style="list-style-type: none"> - Develop recommendations regarding a cross sector statewide professional development and career advancement plan. - Assess the capacity and effectiveness of 2- and 4-year institutions toward supporting the development of early childhood educators. 	Chair: Kay Floyd Co Chair: Nancy vonBargen Staffer: Crystal Duggins
<i>Community Mobilization</i>	<ul style="list-style-type: none"> - Make recommendations regarding needs assessments in local communities. - Receive and review annual recommendations from local community councils. - Review work plans for local communities, making recommendations for acceptance or revision. 	Chair: Kathy Cronemiller Co Chair: Nina Gonzales Staffer: Jan Hardwick
<i>Public Engagement</i>	<ul style="list-style-type: none"> - Work with Foundation Board and staff to develop and implement the annual public engagement plan. 	Chair: John McCarroll Co Chair: Kim Jackson Staffer: Patrick Brown
<i>Special Populations</i>	<ul style="list-style-type: none"> - Make recommendations regarding inclusion of underserved groups in early childhood services and programs. - Work in coordination with other Workgroups to ensure they address special populations within their recommendations. 	Chair: Stephan Wilson and Amy Halliburton Co Chair: Jay Weatherford Staffer: Stephanie Mendenhall
<i>Policy and Workgroup Coordination Committee</i>	<ul style="list-style-type: none"> - Ensure Workgroups are on target with accomplishing tasks set by the OPSR Board. - Accept and review recommendations from workgroups. - Oversee the revision of the state plan. - Assist the Executive Committee in identifying cross cutting issues. 	Chair: Terrie Fritz Co Chair: Ramona Paul Staffer: Peggy Byerly

Goals and Objectives

The following goals and objective will be addressed through this grant:

Goal One: To improve the quality and availability of early childhood programs

Objective 1: Conduct a statewide needs assessment to determine the quality and availability of early childhood programs and services

Objective 2: Conduct local needs assessment to determine local need regarding the quality and availability of early childhood programs and services

Objective 3: Develop recommendations for the OPSR/SECAC to address identified needs

Objective 4: Monitor improvements through enhanced data systems

Goal Two: Increase the capacity in the state to utilize data to inform policy and funding decisions

Objective 1: Review existing data systems and policies to determine challenges and opportunities

Objective 2: Develop enhanced data collection and evaluation for program models such as Strengthening Families

Objective 3: Develop a recommendation for a statewide unified data system for early childhood

Objective 4: Implement a data system that links information across agencies

Goal Three: Implement a standardized definition and assessment for School Readiness

Objective 1: Establish a statewide school readiness definition

Objective 2: Implement a school readiness assessment pilot

Objective 3: Develop recommendations for state-wide school readiness assessment

Objective 4: Monitor implementation through enhanced early childhood data systems

Goal Four: Increase participation in high quality, publicly funded early childhood programs

Objective 1: Utilize needs assessment results to develop recommendations to improve the quality and availability of early childhood programs and services

Objective 2: Develop recommendations for increasing the participation of children and families in high quality early childhood programs and services

Objective 3: Review recommendations to insure they complete the strategic plan

Goal Five: Increase the effectiveness of early childhood professionals' preparation and professional development

Objective 1: Conduct an assessment of the effectiveness of preparation of early childhood students in two and four year institutions of higher education

Objective 2: Conduct an assessment of the effectiveness and scope of professional development and career advancement plans of early childhood educators currently in the workforce

Goal Six: Develop a recommendation for a professional development and career advancement system in Oklahoma

Objective 1: Utilize data from the needs assessment to develop recommendations for student preparation

Objective 2: Utilize data from the needs assessment to develop recommendations for professional development and career advancement

Work Plan: Goals, Activities and Timeline

Goal One: To improve the quality and availability of early childhood programs		
Activity	Responsible Party	Timeline
Contract with a research consultant to conduct a statewide needs assessment for children 0-6 <ul style="list-style-type: none"> • Emphasize children 0-3 • Emphasize children in extreme poverty 	OPSR Board	Yr.1
Hire and supervise staff <ul style="list-style-type: none"> • Director of Research and Evaluation to coordinate the needs assessment, research activities, and to coordinate the recommendations for OPSR Board • Administrative Assistant to assist in general support service related to the grant 	Executive Director	Yrs. 1,2,3
Coordinate statewide needs assessment and research activities with the research consultant and Quality and Access Workgroup, timelines and resulting recommendations to OPSR Board	Director of Research and Evaluation	Yr.1
Manage OPSR Workgroup records <ul style="list-style-type: none"> • Develop and maintain current workgroup meetings calendar • Support workgroup staffers to insure workgroup records are complete (i.e. agendas, minutes, handouts, membership lists) 	Office Manager Administrative Assistant	Yrs. 1,2,3
Supervise Administrative Assistant	Office Manager	Yrs. 1,2,3
Oversee statewide needs assessment plan <ul style="list-style-type: none"> • Analyze needs assessment for development of recommendations • Receive and review periodic progress reports from Director of Research and Evaluation • Compile progress reports and present to the OPSR board 	Quality and Access Workgroup	Yr. 1, Qtrs. 2,3,4
Review periodic updates on the statewide needs assessment and make recommendations for adjustments	OPSR Board	Yr. 1, Qtrs. 2,3,4

Goal One: To improve the quality and availability of early childhood programs		
Contract with OPSR communities to conduct, update and analyze local assessments	OPSR Board	Yr.1
Conduct, update and analyze local assessments as needed and conduct needs assessments on counties with no current assessment <ul style="list-style-type: none"> Complete specified work and submit results to the Community Mobilization Committee. 	OPSR Communities	Yrs. 1,2
Supervise local communities needs assessment work <ul style="list-style-type: none"> Determine timeline for local projects Review and approve submitted work plans and budgets Present summary report to OPSR Board 	Director of Research and Evaluation with input from Community Mobilization	Yrs. 1,2
Provide staff support for Community Mobilization Committee <ul style="list-style-type: none"> Prepare meeting agendas and minutes Contact members for meetings and input Prepare reports for distribution Provide staff support as required 	Community Director Administrative Assistant	Yrs. 1,2,3

Goal Two: Increase the capacity in the state to utilize data to inform policy and funding decisions		
Activity	Responsible Party	Timeline
Approve and sign an MOU agreement among state agencies for an interagency data team	OPSR Board	Yr. 1, Qtr. 1
Coordinate the development of recommendations for a unified data collection system	Director of Research and Evaluation	Yrs. 1,2
Develop data collection system for existing programs such as Strengthening Families	Director of Research and Evaluation	Yr. 1, Qtr. 1
Implement data collection to evaluate existing programs such as Strengthening Families	OPSR Communities	Yr. 1, Qtr. 2,3,4
Receive periodic updates from the Data Systems and Coordination Workgroup and approve final recommendations from the Exec Committee	OPSR Board	Yrs. 1,2

Goal Two: Increase the capacity in the state to utilize data to inform policy and funding decisions		
Submit recommendations to the Governor's Office and appropriate agency heads	OPSR Board	Yr. 2, Qtr. 4
Provide staff support for the OPSR Board <ul style="list-style-type: none"> • Prepare meeting agendas and minutes • Contact members for meetings and input • Prepare reports for distribution • Provide staff support as required 	Office Manager/Administrative Assistant	Yrs. 1,2,3
Oversee the development of recommendations for a statewide unified data collection system <ul style="list-style-type: none"> • Develop and host the interagency data team to assist with navigating through the challenges of linking agency data. • Review updates from the Director of Research and Evaluation regarding activities of the interagency team • Seek support from agency partners and their legal offices to determine acceptable strategies for dealing with HIPPA and FERPA laws. 	Data Systems and Coordination Workgroup	Yrs. 1,2
Provide staff support for Data Systems and Coordination Workgroup <ul style="list-style-type: none"> • Prepare meeting agendas and minutes • Contact members for meetings and input • Prepare reports for distribution • Provide staff support as required 	Director of Research and Evaluation Administrative Assistant	Yrs. 1,2,3
Analyze reports from the interagency data team for the development of recommendations	Data Systems and Coordination Workgroup	Yr. 1, Qtrs. 2,3,4
Submit recommendations to the Policy and Workgroup Coordination Committee	Data Systems and Coordination Workgroup	Yr.1, Qtr.4
Seek funding sources and develop a memorandum outlining funding opportunities for data system efforts – consult with national or in-state experts	Data Systems and Coordination Workgroup	Yr. 1,2,3
Prepare formal recommendation(s) and submit to the Policy and Workgroup Coordination Committee	Data Systems and Coordination Workgroup	Yr 2, Qtrs. 1,2

Goal Two: Increase the capacity in the state to utilize data to inform policy and funding decisions		
Review recommendations from the Data System and Coordination workgroup and analyze alongside strategic plan	Policy and Workgroup Coordination Committee	Yr. 2, Qtr. 2
Prepare recommendations for public hearing, coordinate public hearing, receive and review public comments and prepare recommendation for the Executive Committee	Policy and Workgroup Coordination Committee	Yr. 2, Qtr. 2
Analyze public comments, review recommendations, provide feedback for changes and advance recommendations to the OPSR board	Executive Committee	Yr. 2., Qtr. 4

Goal Three: Implement a standardized definition and assessment for School Readiness		
Activity	Responsible Party	Timeline
Convene a task group to develop recommendations for a school readiness assessment pilot <ul style="list-style-type: none"> • Facilitate and coordinate cross-agency discussion regarding a school readiness assessment pilot • Identify priorities for a school readiness assessment, including type of assessment, data to be collected, infrastructure capacity and cost. • Consult with national and state experts on school readiness assessment practices • Analyze research and best practice information 	Quality and Access Workgroup	Yr. 1, Qtrs. 1,2
Provide staff support for Quality and Access Workgroup <ul style="list-style-type: none"> • Prepare meeting agendas and minutes • Contact members for meetings and input • Prepare reports for distribution • Provide staff support as required 	Policy Associate Administrative Assistant	Yrs. 1,2,3

Goal Three: Implement a standardized definition and assessment for School Readiness		
<p>Draft a statewide school readiness definition</p> <ul style="list-style-type: none"> • Provide multiple opportunities for public comment through revision processes • Prepare a public engagement plan for the school readiness definition • Submit proposed definition to the Policy and Workgroup Coordination Committee 	<p>Ready Schools Advisory Team Public Engagement Workgroup</p>	<p>Yr. 1</p>
<p>Provide staff support for Public Engagement Workgroup</p> <ul style="list-style-type: none"> • Prepare meeting agendas and minutes • Contact members for meetings and input • Prepare reports for distribution • Provide staff support as required 	<p>Development Director Administrative Assistant</p>	<p>Yrs. 1,2,3</p>
<p>Based on recommendations from the Quality and Access Workgroup, contract for a school readiness assessment pilot</p>	<p>OPSR Board</p>	<p>Yr.1 Qtr. 4</p>
<p>Submit updates and provide feedback regarding recommendations for school readiness definition and implementation of school readiness assessment pilot to OPSR Board</p> <ul style="list-style-type: none"> • Oversee school readiness assessment pilot 	<p>Quality and Access Workgroup</p>	<p>Yrs. 1, Qtr. 4</p>
<p>Coordinate and implement public hearings for the school readiness definition.</p> <ul style="list-style-type: none"> • Receive and review public comments on school readiness definition • Analyze recommendations on school readiness definition and integrate with strategic plan requirements • Provide feedback for revisions to the recommendation • Present final recommendation to the Executive committee 	<p>Policy and Workgroup Coordination Committee</p>	<p>Yr. 1, Qtr. 2</p>
<p>Provide staffing for the Policy and Workgroup Coordination Committee</p> <ul style="list-style-type: none"> • Prepare meeting agendas and minutes • Contact members for meetings and input • Prepare reports for distribution • Provide staff support as required 	<p>ECCS Coordinator Administrative Assistant</p>	<p>Yrs. 1,2,3</p>

Goal Three: Implement a standardized definition and assessment for School Readiness		
Submit school readiness definition recommendation to the OPSR board	Executive Committee	Yr. 1, Qtr. 3
Approve formal recommendation for the school readiness definition	OPSR Board	Yr. 1, Qtr. 3
Submit school readiness definition recommendation to the Governor's Office and appropriate agency heads	OSPR Board	Yr. 1, Qtr. 4
Launch school readiness assessment pilot	Assessment pilot contractor	Yr. 1, Qtr. 4
Review progress updates and provide feedback on pilot	OPSR Board	Yr. 1, Qtr. 4
Continue school readiness assessment pilot	Assessment pilot contractor	Yr. 2
Continue to receive pilot updates and provide feedback for implementation challenges	OPSR Board	Yr. 2
Continue to oversee pilot implementation <ul style="list-style-type: none"> • Work in coordination with partners • Collect and analyze progress data • Begin developing recommendations for the Governor • Seek additional agency partners and other funding sources for sustainability • Work with the Data System and Coordination Workgroup to integrate school readiness data with a unified data system 	Quality and Access Workgroup/Executive Director	Yr. 2
Develop a plan to promote school readiness <ul style="list-style-type: none"> • Develop public engagement materials for business, faith, family, early childhood and legislative sectors • Seek opportunities for public promotion via newspaper, radio and television • Seek funding for public promotion efforts 	Public Engagement Workgroup	Yr. 2, Qtrs. 3,4
Implement final year of school readiness assessment pilot	Assessment Pilot Contractor/Quality and Access Workgroup/Executive Director	Yr. 3

Goal Three: Implement a standardized definition and assessment for School Readiness		
Analyze school readiness assessment data and implementation challenges to develop a recommendation for school readiness assessment. <ul style="list-style-type: none"> • Provide progress reports to OPSR Board • Finalize recommendation(s) and present to the Policy and Workgroup Coordination Committee • Draft formal recommendations to the OPSR Board 	Quality and Access Workgroup/Director of Research and Evaluation/Assessment Pilot Contractor	Yr. 3, Qtr. 2
Receive and review periodic updates from the Quality and Access Workgroup	OPSR Board	Yr. 3, Qtr. 2
Review recommendations, integrate with strategic plan and prepare for public hearing	Policy and Workgroup Coordination Committee	Yr. 3, Qtr. 4
Conduct public hearings and synthesize public comments for presentation to the Executive Committee	Policy and Workgroup Coordination Committee	Yr. 3, Qtr. 4
Review public comments and provide feedback if needed to Quality and Access Workgroup	Executive Committee	Yr. 3, Qtr. 4
Submit recommendation to OPSR Board for approval	Executive Committee	Yr. 3, Qtr. 4
Present recommendations(s) on school readiness assessment to Governor	OPSR Board	Yr. 3, Qtr. 4

Goal Four: Increase participation in high quality, publicly funded early childhood programs		
Activity	Responsible Party	Timeline
Oversee the development of recommendations for increasing the overall participation of children in existing federal, state and local child care and other early childhood programs.	Director of Research and Evaluation	Yr. 2, Qtr. 1
Develop recommendations for increasing overall participation	Director of Research and Evaluation, Quality and Access Workgroup, Special Populations, OPSR Communities	Yr. 2, 3
Review recommendations to insure they complement the strategic plan	Policy and Workgroup Coordination Committee	Yr. 2, Qtr. 4
Plan and implement public hearings	Policy and Workgroup Coordination Committee	Yr. 2, Qtr. 2

Goal Four: Increase participation in high quality, publicly funded early childhood programs		
Activity	Responsible Party	Timeline
Receive and review public comments	Policy and Workgroup Coordination Committee	Yr. 2, Qtr. 2
Make suggestions for revisions to recommendation	Executive Committee	Yr. 2, Qtr. 4
Submit recommendation to the OPSR Board	Executive Committee	Yr. 2, Qtr. 4
Receive and review periodic updates regarding the recommendations for increasing overall participation	OPSR Board	Yr. 2, Qtr. 4
Approve final recommendation for increasing overall participation	OPSR Board	Yr. 2, Qtr. 4
Submit recommendation to the Governor's Office and appropriate agency heads	OPSR Board	Yr. 2, Qtr. 4
Provide staff support to workgroups	OPSR Staff	Yrs. 1,2,3
Submit final project report to the OPSR Board	Policy and Workgroup Coordination Committee	Yr. 2, Qtr. 4

Goal Five: Increase the effectiveness of early childhood professionals' preparation and professional development		
Activity	Responsible Party	Timeline
Contract with a consultant to conduct a state wide needs assessment for higher education, articulation agreements, professional development and career advancement plans and practice and internships	OPSR Board	Yr. 2, Qtr. 1
Supervise needs assessment contract	Executive Director	Yr. 2
Coordinate the needs assessment process, including timeline, breadth and depth of the assessment and analysis of results; bring in national experts for consultation	Professional Development and Workforce Workgroup	Yr. 2
Receive and review periodic updates from the Professional Development and Workforce Workgroup	OPSR Board	Yr. 2
Contract with local communities to assist and support state/local entities efforts to assess the status of Oklahoma's professional workforce development	OPSR Board	Yr. 2,3

Goal Five: Increase the effectiveness of early childhood professionals' preparation and professional development		
Oversee needs assessment project and local activities for the Professional Workforce Development Project <ul style="list-style-type: none"> • Determine Data to be collected • Determine Timeline for project 	Professional Development and Workforce Development Workgroup	Yr. 2, Qtr. 1,2
Assist and support state/local entities efforts to assess the status of Oklahoma's professional workforce development	OPSR Communities	Yr. 2
Submit work plans and budgets for local reports	OPSR Communities	Yr. 2, Qtr. 1
Review and approve community work plans and budgets	Community Mobilization Committee	Yr. 2, Qtr. 1
Compile progress and final reports and present to the board	Community Mobilization Committee	Yr. 3, Qtr. 1

Goal Six: Develop a recommendation for a professional development and career advancement system in Oklahoma		
Activity	Responsible Party	Timeline
Contract with a consultant to oversee the development of recommendations for a statewide professional development and career advancement plan for the early childhood workforce	OPSR Board	Yr. 3, Qtr. 1
Analyze needs assessment data, consult with national experts and develop recommendations for a statewide professional development and career advancement plan for the early childhood workforce	Professional Development and Workforce Workgroup/Director of Research and Evaluation/Consultant	Yr. 3
Publish findings of the needs assessment for professional development and career advancement	Public Engagement Workgroup	Yr. 3, Qtr. 3
Receive and review periodic updates from the Professional Development and Workforce Workgroup	OPSR Board	Yr. 3
Contract with local communities to facilitate collaboration among state and/or local entities as well as to identify local barriers and supports to early childhood professional workforce development	OPSR Board	Yr. 3, Qtr. 1
Submit work plans and budgets for local professional development and career advancement opportunities	Community Mobilization Committee	Yr. 3

Goal Six: Develop a recommendation for a professional development and career advancement system in Oklahoma		
Activity	Responsible Party	Timeline
Review and approve community work plans and budgets	Community Mobilization Committee	Yr. 3, Qtr. 2
Facilitate collaboration among state and/or local entities as well as identify barriers and supports to early childhood professional workforce development <ul style="list-style-type: none"> Present findings to the Professional Development and Workforce Workgroup 	OPSR Communities	Yr. 3
Submit recommendation to the Policy and Workgroup Coordination Committee	Professional Development and Workforce Workgroup	Yr. 3, Qtr. 4
Analyze recommendation alongside strategic plan and prepare for public hearing	Policy and Workgroup Coordination Committee	Yr. 3, Qtr. 4
Hold public hearings on recommendations for professional development and compile public comments for the Executive Committee	Policy and Workgroup Coordination Committee	Yr. 3, Qtr. 4
Review public comments and provide feedback if needed to the Professional Development and Workforce Workgroup	Executive Committee	Yr. 3, Qtr. 4
Present recommendations to the OPSR Board	Executive Committee	Yr. 3, Qtr. 4
Approve recommendations and submit to the Governor's Office	OPSR Board	Yr. 3, Qtr. 4
Make state investment in professional development infrastructure based on approved recommendations	OPSR Board	Yr. 3, Qtr. 4
Compile progress and final reports and present to OPSR BOARD	Professional Development and Workforce Workgroup	Yr. 3

Plan for Periodic Needs Assessment

OPSR conducts periodic needs assessment as charged by state legislation (pending sufficient fiscal resources). Under state law, needs assessments are required for quality and availability of early childhood programs and for determining the preparedness level of children entering kindergarten. OPSR has selected the priorities in this application to build infrastructure in Oklahoma to support future periodic needs assessments concerning both of these requirements, as well as professional development and workforce needs. A unified data system and a statewide school readiness assessment, if implemented effectively, will provide the ongoing support to conduct periodic needs assessments. OPSR is required under state legislation to report **annually** to the Governor on these topics.

Plan for Public Hearings

The Policy and Workgroup Coordination Committee will oversee the public hearing process for all OPSR recommendations. They are charged with the task of receiving and analyzing formal recommendations alongside the strategic plan, preparing recommendations for public comment, selecting the location and schedule for public hearings and collecting public comments. They will also coordinate all logistics for public hearing events. Members of the Policy and Workgroup Coordination Committee are mid-level agency partners, community leaders and cross sector representation from all OPSR Workgroups. Currently, the schedule for public hearings falls between the months of March and June to meet the annual meeting deadline for OPSR which is June of each year.

Council Meeting Schedule

OPSR meets every other month, with their annual meeting held in June of each year. Meetings are the third Thursday of February, April, June, August, October, and December (held

the first week of December due to holiday schedules) and are convened at the Oklahoma Department of Libraries. All meetings are open meetings and are posted on the Oklahoma Secretary of State website. Teleconferencing and videoconferencing are not allowed under Open Meeting Laws in Oklahoma. Workgroups meet at minimum quarterly, with some workgroups meeting monthly depending upon their current assigned tasks. The Executive Committee meets monthly, the third Thursday of every month opposite board meeting months (January, March, May, July, September, November) and two hours prior to board meetings on board meeting dates. The Executive Committee and the Policy and Workgroup Coordination Committee are also subject to Open Meeting Laws in Oklahoma.

Key Cooperating Individuals and Entities

Governor Brad Henry has placed his greatest emphasis on the improvement of public education, raising teacher salaries and benefits. The Governor has also expanded Oklahoma's early childhood education programs, which have earned national recognition. Kim Henry, Oklahoma's First Lady was an original board member of the Oklahoma Partnership for School Readiness. According to the Oklahoma Partnership for School Readiness (OPSR) legislation, the Governor appoints the 17 private members of the OPSR Board and the OPSR submits an annual report to the Governor that includes the status and results of the efforts of the OPSR Board and staff. Governor Henry designated OPSR as the State Early Childhood Advisory Council and the Office of the Governor is responsible for ensuring that membership in OPSR/SECAC includes representatives consistent with federal requirements.

Marny Dunlap, Chair for the OPSR Board is an Assistant Professor in Pediatrics at the University of Oklahoma Health Sciences Center. She currently practices with OU Children's Physicians at the OU Latino Clinic and Sooner Pediatrics. Dr. Dunlap has served as Chairperson

for the Policy and Work Group Coordination Committee and is currently serving as the Chairperson for the Oklahoma Partnership for School Readiness Board. Dr. Dunlap helped initiate and is the state medical director for *Reach Out and Read Oklahoma*.

Kay Floyd, Director of the Head Start Collaboration Office, Oklahoma Association of Community Action Agencies, serves on the OPSR Board. OPSR participates in the Head Start Collaboration. This group has developed an annual plan that fosters effective working relationships among coalitions of federal representatives, state officials, state Head Start Association members Head Start program directors and staff, early childhood professionals and professionals in other relevant disciplines.

Howard Hendrick has served as Director of the Oklahoma Department of Human Services since July 1, 1998. He serves as an OPSR board member. With offices in all 77 counties, Director Hendrick leads a staff of nearly 8,000 employees. Hundreds of thousands of Oklahoma families are touched daily by more than 40 state and federal human services programs administered under his leadership, including child care information and referral, child care subsidies and programs for early childhood professional development. Director Hendrick is currently in his second term as Cabinet Secretary for Human Services for Governor Brad Henry.

Terry Cline, Ph.D. was appointed Commissioner for the Oklahoma State Department of Health by the Oklahoma State Board of Health in June of 2009. Dr. Cline returned to Oklahoma after serving as Health Attaché at the U.S. Embassy in Baghdad, Iraq, where he advised the U.S. Ambassador, the Iraqi Minister of Health and the U.S. Department of Health and Human Services. Prior to this position, Dr. Cline served as Administrator for the federal Substance Abuse and Mental Health Services Administrator (SAMHSA) from 2006 – 2008. Dr. Cline currently serves as an OPSR Board member and the Oklahoma State Department of Health

provides a wealth of data regarding the health of Oklahoma's young children. The Oklahoma State Department of Health's Early Childhood Comprehensive Systems (ECCS) Project works collaboratively with the OPSR Board and Staff to develop a statewide early childhood system.

Terri White, Commissioner for the Oklahoma Department of Mental Health and Substance Abuse Services and Oklahoma Secretary of Health is an advocate for individuals experiencing mental illness and addiction. Oklahoma is one of the few states implementing the Systems of Care (SOC) program statewide. Systems of care provides a family-driven, community-based spectrum of mental health and other support services to meet the multiple needs of children and their families with a serious mental disturbance. She serves as an OPSR Board member.

Superintendent Sandy Garrett, Chief Executive Officer of the State Department of Education has led the timely implementation of the mandates of Oklahoma's landmark *Education Reform Act of 1990* and the federal *No Child Left Behind Act of 2001*. Constitutional posts include chair of both the State Board of Education and the State Board of Career and Technology Education and membership on the State Board of Equalization and the Board of Regents for the Regional University System of Oklahoma. The Oklahoma Department of Education works collaboratively on early childhood systems building in many ways. State Superintendent Garrett currently serves on the OPSR Board. Ramona Paul, Ph.D., the Director of Early Childhood at the Department of Education is actively involved in the work of the Oklahoma Partnership for School Readiness, serving as Vice-Chairperson for the Policy and Work Group Coordination Committee and attending Board meetings. The Oklahoma Department of Education provides needed data on young children in the education system via The Wave, a customized electronic statewide student information system. A hallmark of Superintendent

Garrett's and Dr. Paul's work has been the development of public school pre-kindergarten programs throughout the state to the extent that Oklahoma is recognized as a national model by the National Institute for Early Education Research (NIEER).

Mike Fogarty, M.S.W., J.D., is the Chief Executive Officer of the Oklahoma Health Care Authority, a post held since 1999. The Oklahoma Health Care Authority administers the Oklahoma SoonerCare (Medicaid) programs with a staff of more than 430 employees. As CEO of the Health Care Authority, his statutory duties include service on several agency boards including the Oklahoma Commission on Children and Youth, the O.S.U. Medical Authority and the OPSR. The Oklahoma Health Care Authority provides professional staff consultation and support to OPSR committees and work groups, as well as technical assistance and training for the OPSR communities.

Lisa Smith, Executive Director of the Oklahoma Commission on Children and Youth has been actively involved in changing policy and statutes affecting children, birth to 18 years of age. She has served in this position since July of 2008. The Commission facilitates joint planning among public and private agencies and monitors children and youth service systems. The Commission partners with The State Department of Education on the Interagency Council for Early Childhood Intervention. This model was recognized by the U.S. Department of Education as one of the three best programs in the nation. The Oklahoma Commission on Children and Youth is another agency that provides staff support and assistance to OPSR meetings and work groups.

OPSR Communities serve 52 of Oklahoma's 77 counties. There are currently 18 OPSR contracted communities addressing the most critical issues facing Oklahoma's families with young children. Each OPSR community has a local OPSR Board or Coalition that works on

planning – developing goals and objectives for the community. Local citizens know what is needed and what can be done to create a brighter future for the children who live in their communities. Contract modification applications will be reviewed by OPSR staff and will go through a Community Mobilization Committee review process in order to receive SECAC funding. OPSR communities bring people, local child-serving agencies, early childhood professionals and other resources together to create lasting, positive changes for young children neighborhood by neighborhood.

The Director of Research and Evaluation is an unfunded position at this time. A job description has been included and can be located in the OPSR Staff and Position Data Section.

Sustainability

The Oklahoma Partnership for School Readiness (OPSR) was signed into state law in 2003 by Governor Brad Henry. Currently, OPSR receives approximately two million dollars in state appropriated funds through the Oklahoma Department of Human Services budget. Five state agencies are specifically charged with providing support to the Partnership (Health, Education, Mental Health, Oklahoma Commission on Children and Youth and Human Services). The Oklahoma Department of Human Services serves as the lead agency partner and provides office space, technology, printing services and in-kind staffing support. The Oklahoma State Department of Health provides staffing from the ECCS state coordinator. Oklahoma has demonstrated a sustainable commitment to OPSR which is fully anticipated to continue.

Barriers to Collaboration

Oklahoma has a long history of successful collaborations across multiple agencies and indeed much strength in this arena exists. However, there are barriers and difficulties that must be acknowledged and navigated in a strategic manner in order to maximize resources,

opportunities and outcomes. Oklahoma's governmental structure must be considered in how collaborative efforts are approached. There are six major child-serving agencies that have their own Boards of Directors. The directors of the state agencies are hired by the board of the agency and are not selected by the governor. The board members are appointed by either the Speaker of the House of Representatives, the President Pro Tem of the Senate and/or the Governor. The directors or CEOs of the various agencies are hired by the boards that also consider all policy and have fiscal oversight. The Governor does not have the power to direct agency collaboration or joint activities to the extent that one might see in a state where the Governor solely appoints the director and leadership of the state agencies. In addition, there is currently no children's cabinet structure. Although one has been considered many times, it has never come about. The initiative for collaboration most often comes from other sources.

The federal and state funding streams are often not complementary to one another in their guidance, rules and structure, making it difficult to design a seamless system of services based on collaborative efforts of the child-serving state agencies and the private sector resources. Another significant barrier to collaboration is the revenue failure of the state budget for SFY10 and SFY11. Oklahoma's economy consistently trends a year or two behind the economy of many of the coastal states. SFY10 has brought many budget cuts to the children-serving agencies and SFY11 will likely be even more challenging. As the agencies grapple with how to maintain the essential and critical services supported by their individual missions and funding streams, little is left in human and fiscal resources to support collaborative efforts.

Barriers to collaboration are significant and consistently present. It should be noted that Oklahoma has nonetheless evolved in the area of collaboration. Because directors of the various agencies do not serve at the will of the Governor, they often serve longer in their positions. This

often results in a significant depth of knowledge about their programs and services as well as an increased skill in how to effect change and improvement in the system of services. It engenders consistency of higher level staff who develop ongoing working relationships and cross agency knowledge. Most recognize the interdependence of the funding streams, services and programs and mid and upper level staff work together on a regular basis.

OPSR STAFF AND POSITION DATA

The Executive Director serves as the Chief Executive Officer of the OPSR and its private 501(c) (3) foundation and is responsible for the overall management of both organizations' programs and resources.

The Community Programs Director is charged with leading and strengthening local OPSR communities' efforts to improve school readiness throughout Oklahoma, for facilitating technical assistance and training to communities and for monitoring communities for contract compliance.

The Fiscal Manager provides fiscal management support to the Oklahoma Partnership for School Readiness (OPSR), the Oklahoma Partnership for School Readiness Foundation (OPSRF) and Smart Start Oklahoma staff and community coalitions by planning and directing financial accounting, budgeting, cash management and all other fiscal operations.

The Development Director is the fundraiser for the Oklahoma Partnership for School Readiness Foundation and coordinates grant writing, fund solicitation from the private sector and assists with Foundation Board development.

The Director of Research and Evaluation analyzes research, identifies trends that have policy implications and develops recommendations for system changes. This position will also

coordinate and implement state level evaluation projects, assist with the development of recommendations for OPSR and provide staffing support and consultation to the Data Systems and Coordination Workgroup, other workgroups and OPSR staff. The Director of Research and Evaluation oversees research projects of OPSR and disseminates findings. This position is currently unfunded. Please see the full job description in attachment section.

The Community Planner is charged with supporting and strengthening community mobilization efforts to improve school readiness in communities throughout Oklahoma. This position provides on-going support and communication to OPSR communities.

The Policy Associate coordinates and implements OPSR's work to advance policy solutions to identified needs. This includes serving as the primary liaison with state groups engaged in these efforts and helping develop strategic alliances and approaches to expanding state-level activity.

The Grant Coordinator is charged with providing office support to assist in grant writing and coordination for OPSR. This position is currently vacant. Please see the full job description in the attachment section.

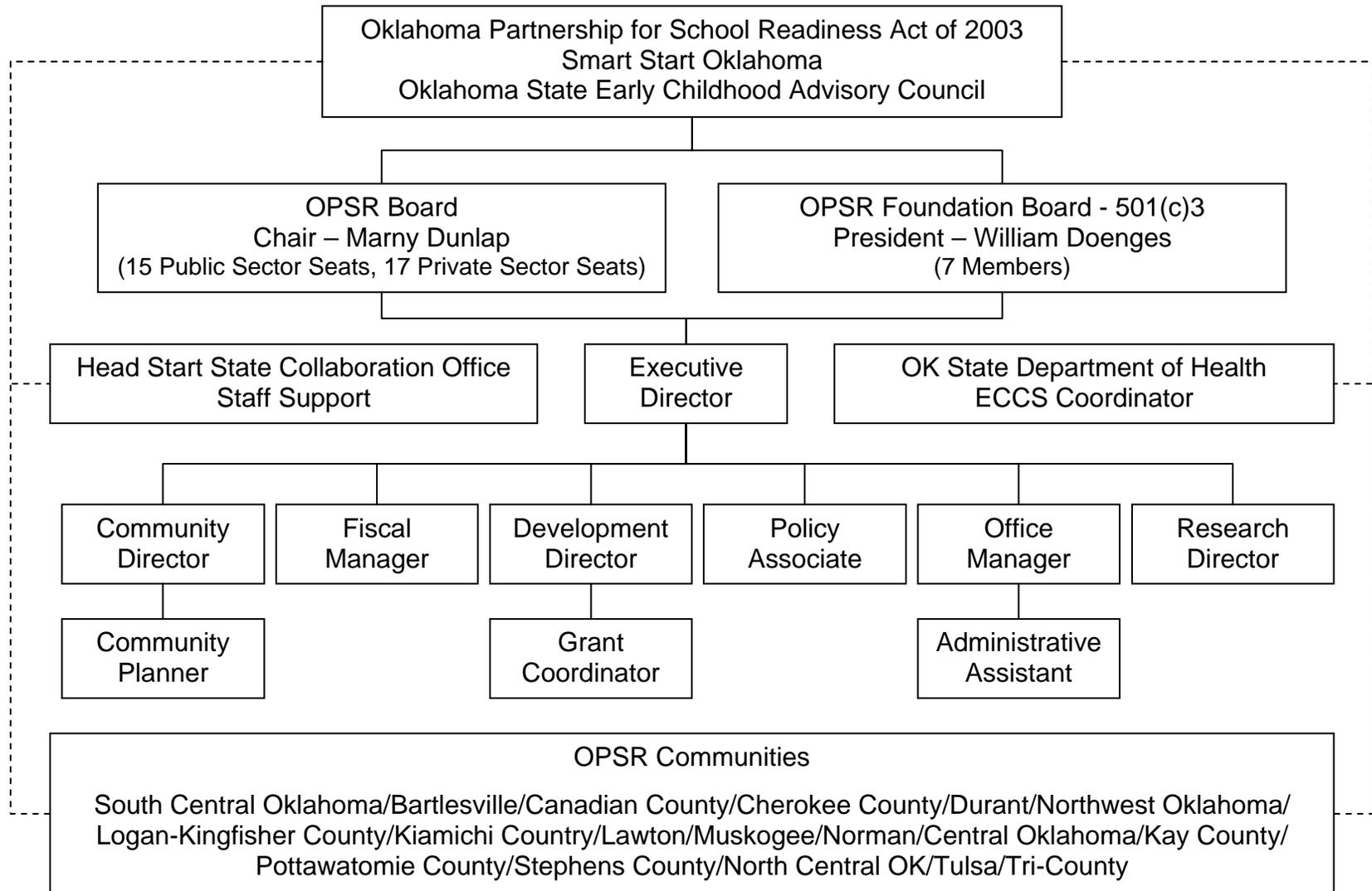
The Early Childhood Comprehensive Systems (ECCS) Coordinator from Maternal and Child Health Service at the OSDH works directly with OPSR staff, attends staff meetings, OPSR board meetings and is the staff support for the OPSR Policy and Work Group Coordination Committee. The ECCS Project, the OPSR staff and the OPSR Board members along with other collaborating partners work together to develop and implement the early childhood comprehensive state plan.

The Office Manager serves as internal and external liaison to the Executive Director and performs database maintenance, report preparation, word processing, professional graphic

projects, letter drafting, meeting coordination, event preparation, copying, filing and mail handling.

The Administrative Assistant provides office support to the Executive Director, the Office Manager and support to other staff including scheduling, meeting planning, agenda setting, invoicing, answering phone calls and other typical responsibilities. The Administrative Assistant will also assist the Director of Research and Evaluation with reporting for this federal grant. This position is currently unfunded. Please see the full job description in attachment section.

Organizational Chart



ORGANIZATIONAL PROFILES

Contact Persons and Phone Numbers

Dr. Marny Dunlap, OPSR Chair
405-760-3846
Marny-Dunlap@ouhsc.edu

Susan Savage, Secretary of State
405-521-3912
Susan.Savage@sos.ok.gov

Rosalee Rife, Office Manager
405-278-6978
Rosalee.Rife@smartstartok.org

Kay Floyd, Head Start Collaboration Director
405-940-1495
kfloyd@okacaa.org

Bill Doenges, OPSRF President
918-605-0400
bill@doengeslaw.com

Organization Responsible for the State Early Childhood Advisory Council

The Oklahoma Partnership for School Readiness serves as the State's Early Childhood Advisory Council and was created in state legislation in 2003 through the Oklahoma Partnership for School Readiness Act signed by Governor Brad Henry. OPSR receives approximately two million dollars in state appropriated funds for community mobilization and state level coordination. Five state agencies provide support to OPSR, with the Oklahoma Department of Human Services serving as the lead state agency partner. The OPSR Board Chair and Executive Director provide leadership for the State Early Childhood Advisory Council. The Oklahoma Partnership for School Readiness Foundation will be the fiscal agent for this application.

Governor Brad Henry's MOU



Brad Henry
Governor

Memorandum of Understanding
Between the Office of the Governor,
The Oklahoma Partnership for School Readiness, and
Head Start State Collaboration Office
November 1, 2008

As provided in Section 42 U.S.C. 9837b and pursuant to the Improving Head Start for School Readiness Act of 2007, the Oklahoma Partnership for School Readiness (OPSR) agrees to serve as the State Early Childhood Advisory Council (SECAC). To assure the fulfillment of the goals and objectives of the SECAC, the Office of the Governor, Head Start State Collaboration Office (HSSCO) and OPSR agree to the following provisions and to seek additional state and federal funds for implementation of the responsibilities of the SECAC:

Office of the Governor:

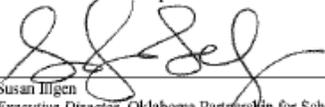
- The Office of the Governor shall designate OPSR as the State Early Childhood Advisory Council.
- The Office of the Governor shall ensure that membership in OPSR/SECAC includes representatives consistent with federal requirements.

OPSR:

- OPSR shall ensure implementation of the responsibilities of SECAC as provided in the Improving Head Start for School Readiness Act of 2007 (Attachment 3).
- OPSR shall ensure that levels of accountability are developed and oversight and advisory duties are integrated into each regularly scheduled OPSR Board meeting.
- OPSR shall provide pertinent information to HSSCO and the Office of the Governor as it relates to assessment, implementation and evaluation of this initiative.

HSSCO:

- In compliance with the Improving Head Start for School Readiness Act of 2007, the State Director of Head Start Collaboration shall serve as a private sector representative member of the OPSR Board/SECAC to strengthen the linkage between OPSR and HSSCO and to enable a more inclusive approach to providing comprehensive services to at-risk children and their families.
- HSSCO shall provide technical assistance for implementation of the responsibilities of SECAC.



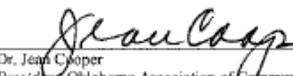
Susan Illgen
Executive Director, Oklahoma Partnership for School Readiness



Kay C. Floyd
Director, Head Start State Collaboration Office



Lisa Price
Chair, Oklahoma Partnership for School Readiness Board



Dr. Jean Cooper
President, Oklahoma Association of Community Action Agencies



Brad Henry
Governor of Oklahoma

Governor Brad Henry's Designation of Leadership



Brad Henry
Office of the Governor
State of Oklahoma
April 23, 2010

David Kadan ACF Grants Management Officer
Administration for Children and Families
Division of Discretionary Grants
370 L'Enfant Promenade, SW
Aerospace/6th Floor East
Washington, DC 20447

Dear Mr. Kadan:

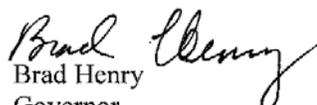
I am pleased to submit this letter on behalf of the State of Oklahoma in support of the Oklahoma Partnership for School Readiness Foundation's application for federal funding of our State Advisory Council on Early Childhood Education and Care (State Advisory Council, or SAC). The foundation is a private organization created by Oklahoma State Statute to operate in support of the Oklahoma Partnership for School Readiness Board (OPSR Board), and the foundation is authorized to act as fiscal agent for the OPSR Board. The accompanying application for the three year grant cycle was prepared with input from the early childhood community in Oklahoma.

The Oklahoma Partnership for School Readiness Board, branded as "Smart Start Oklahoma," is designated as the State Early Childhood Advisory Council through a Memorandum of Understanding signed by the Governor's office, OPSR Board, and Head Start State Collaboration Office (HSSCO) of the Oklahoma Association of Community Action Agencies, in November 2008. (Copy attached). As follow-up to this Memorandum, the Oklahoma legislature is currently considering amendment of the OPSR Board and Foundation authorizing legislation to include this designation of the OPSR Board as the State Advisory Council in state statutes.

For the purposes of this application, I hereby recognize the current OPSR board chair, Marianne Dunlap, M.D., as the individual who will coordinate the activities of the State Early Childhood Advisory Council until such time as the current vacancy in the executive director position can be filled.

We thank the Administration for Children and Families for this funding opportunity that will strengthen Oklahoma's efforts to coordinate and collaborate across sectors and settings of early childhood programs.

Sincerely,


Brad Henry
Governor

Oklahoma Legislation

Oklahoma Statutes Title 10, Chapter 26

§10-640. Short title.

This act shall be known and may be cited as the "Oklahoma Partnership for School Readiness Act".

Added by Laws 2003, c. 121, § 1, emerg. eff. April 22, 2003.

§10-640.1. Oklahoma Partnership for School Readiness Board.

A. There is hereby created until July 1, 2013, in accordance with the Oklahoma Sunset Law, the Oklahoma Partnership for School Readiness Board. The Board shall promote school readiness supporting community-based efforts to increase the number of children who are ready to succeed by the time they enter school, and shall consist of representatives from the private and public sectors as follows:

1. Fifteen private sector representatives appointed by the Governor from a list submitted by an existing private-sector school readiness initiative that includes in its focus community mobilization and public engagement activities to include:

- a. two parents of children eight (8) years of age or younger, and
- b. one representative of licensed child care providers;

2. One representative of the licensed child care industry appointed by the Governor from a list submitted by an association representing the licensed child care industry in this state;

3. One representative of a state association of federally funded early childhood programs appointed by the Governor; and

4. To ensure that existing resources are being utilized effectively, fourteen public sector representatives or their designees as follows:

- a. State Superintendent of Public Instruction,
- b. State Commissioner of Health,
- c. Commissioner of the Department of Mental Health and Substance Abuse Services,
- d. Director of the Oklahoma Department of Commerce,
- e. Director of the Oklahoma Department of Libraries,
- f. Director of the Department of Human Services,
- g. Administrator of the Oklahoma Health Care Authority,
- h. Director of the Oklahoma Commission on Children and Youth,
- i. Director of the State Department of Rehabilitation Services,
- j. Executive Director of the Oklahoma Educational Television Authority,
- k. Director of the Oklahoma Department of Career and Technology Education,
- l. Chancellor of the Oklahoma State Regents for Higher Education,
- m. Cabinet Secretary with responsibility for education agencies, and
- n. Dean of the College of Human Environmental Sciences, Oklahoma State University.

B. Members appointed by the Governor shall serve terms of four (4) years; provided, of those members initially appointed to the Board, eight members shall be appointed for two-year terms, beginning September 1, 2003, and seven members shall be appointed for four-year terms, beginning September 1, 2003, as designated by the Governor. The member appointed pursuant to paragraph 2 of subsection A of this section shall be appointed for an initial term to end on August 31, 2007. The member appointed pursuant to paragraph 3 of subsection A of this section shall be appointed for an initial term to end on August 31, 2009. Appointed members shall continue in office until a successor is appointed by the Governor. The Governor shall fill all vacancies in the same manner as the original appointment was made.

C. The Director of the Department of Human Services shall convene an organizational meeting of the Oklahoma Partnership for School Readiness Board prior to November 1, 2003, at which time members of the Board shall elect a chair, a vice-chair, and other officers as needed. A majority of the members of the Board shall constitute a quorum for the transaction of business.

D. Members of the Board shall receive no compensation for serving on the Board but shall receive travel reimbursement as follows:

1. State agency officers and employees who are members of the Board shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies in accordance with the State Travel Reimbursement Act; and
2. Remaining members shall be reimbursed by the Board from any funds received by the Board for travel expenses incurred in the performance of their duties in accordance with the State Travel Reimbursement Act.

E. Members of the Board shall be exempt from the dual-office-holding provisions of Section 6 of Title 51 of the Oklahoma Statutes.

Added by Laws 2003, c. 121, § 3, emerg. eff. April 22, 2003. Amended by Laws 2004, c. 66, § 1, emerg. eff. April 7, 2004; Laws 2007, c. 111, § 1, emerg. eff. May 8, 2007; Laws 2009, c. 15, § 1.

§10-640.2. Powers and responsibilities of Board.

A. The Oklahoma Partnership for School Readiness Board may:

1. Establish guidelines for the disbursement of funds received from any public or private source or otherwise made available to the Board for the purpose of supporting community initiatives that are consistent with the goals of the Oklahoma Partnership for School Readiness Act and direct such other expenditures as may be necessary in the performance of its duties;

2. Establish other guidelines as necessary to carry out the duties and responsibilities assigned to the Oklahoma Partnership for School Readiness Board;
3. Receive funds from any public or private source;
4. Enter into contractual agreements to assist with the administration of the Board and to provide technical assistance to communities upon request;
5. Appoint subcommittees which may include persons who are not Board members. Such persons shall not be entitled to compensation but may be reimbursed, upon approval by the Director of the Department of Human Services, for necessary expenses incurred in the performance of their duties in accordance with the State Travel Reimbursement Act; and
6. The Board shall ensure, to the greatest extent possible, that the needs and values of all parents are respected and protected and that voluntary participation is the basis for delivering all school readiness programs. The Board shall act in ways which are sensitive to the diverse religious and other values of Oklahomans.

B. The responsibilities of the Oklahoma Partnership for School Readiness Board shall be to:

1. Conduct a thorough assessment of existing public and private programs to determine their effectiveness and to maximize the efficient use of current state funds;
2. Implement a public engagement campaign and establish a structure to facilitate communication between communities;
3. Provide leadership at the state level to encourage communities to develop and improve school readiness opportunities at the local level to encourage and empower local communities;
4. Encourage public and private programs, services, and initiatives be brought together to provide coordinated, community-based, effective and cost-efficient programs;

5. Maximize the extent to which private sector funding is leveraged and federal, state, and local funds are coordinated with private funds;

6. Establish standards of accountability in school readiness programs and policy and recognize and promote the best practices; and

7. Submit an annual report to the Governor and the Legislature no later than November 1 of each year. The report shall include, but not be limited to, the following:

a. preparedness level of children entering kindergarten,

b. status and results of the effort of the Board to engage the public regarding the care and education of children under the age of five (5) years and of the efforts of the Board to develop and promote private sector programs and voluntary parental involvement,

c. detailed summary of community initiatives and programs funded in whole, or in part, by the Board,

d. availability and cost of quality child care for children under five (5) years of age needing care outside their home,

e. number, location, and status of quality prekindergarten programs in the state, and

f. percentage of third-grade students reading at or above grade level.

C. The Department of Human Services shall be the lead public agency for general administration and monitoring of programs and activities related to the Oklahoma Partnership for School Readiness Act.

D. Each of the following agencies shall make staff available to the Oklahoma Partnership for School Readiness Board for the purpose of providing professional consultation and staff support to assist in the implementation of this act:

1. State Department of Education;

2. State Department of Health;
3. Department of Mental Health and Substance Abuse Services;
4. Department of Human Services; and
5. Oklahoma Commission on Children and Youth.

(Added by Laws 2003, c. 121, § 4, emerg. eff. April 22, 2003.)

§10-640.3. School readiness foundation.

- A. There is hereby authorized the establishment of a not-for-profit school readiness foundation to raise funds and to assist in the implementation of the Oklahoma Partnership for School Readiness Act and the achievement of the goals of the act.
- B. Costs to underwrite implementation of the responsibilities of the Oklahoma Partnership for School Readiness Board may be borne from revenues of the foundation.
- C. The foundation created pursuant to this section may receive funds from any public or private source to carry out the purposes of this act, including, but not limited to, gifts or grants from any department, agency, or instrumentality of the United States or of this state for any purpose consistent with the provisions of this act.
- D. Upon proper incorporation, the foundation shall secure tax-exempt status under the appropriate provision of Section 501(c) of the Internal Revenue Code, 26 U.S.C., Section 501(c).
- E. Any member of the foundation who may have a financial interest in an action under consideration by the foundation shall abstain from voting on such matter.

Added by Laws 2003, c. 121, § 5, emerg. eff. April 22, 2003.

ENROLLED HOUSE BILL NO. 3126

By: Dorman and Denney of the House and Ford of the Senate (2010 Session)

An Act relating to children; amending 10 O.S. 2001, Section 640.1, as last amended by Section 1, Chapter 15, O.S.L. 2009 (10 O.S. Supp. 2009, Section 640.1), which relates to the creation of the Oklahoma Partnership for School Readiness Board; expanding duties of the Oklahoma Partnership for School Readiness Board; adding State Director of Head Start Collaboration in Oklahoma as public sector representative on Oklahoma Partnership for School Readiness Board; and providing an effective date.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 10 O.S. 2001, Section 640.1, as last amended by Section 1, Chapter 15, O.S.L. 2009 (10 O.S. Supp. 2009, Section 640.1), is amended to read as follows:

§640.1 A. There is hereby created until July 1, 2013, in accordance with the Oklahoma Sunset Law, the Oklahoma Partnership for School Readiness Board. The Board shall promote school readiness supporting community-based efforts to increase the number of children who are ready to succeed by the time they enter school, ~~and~~ The Board shall additionally serve as the state's Early Childhood Advisory Council and fulfill the responsibilities described in the Head Start Act of 2007 (PL 110-134, Section 642B). The Board shall consist of representatives from the private and public sectors as follows:

1. Fifteen private sector representatives appointed by the Governor from a list submitted by an existing private-sector school readiness initiative that includes in its focus community mobilization and public engagement activities to include:
 - a. two parents of children eight (8) years of age or younger, and
 - b. one representative of licensed child care providers;
2. One representative of the licensed child care industry appointed by the Governor from a list submitted by an association representing the licensed child care industry in this state;
3. One representative of a state association of federally funded early childhood programs appointed by the Governor; and
4. To ensure that existing resources are being utilized effectively, ~~fourteen~~ fifteen public sector representatives or their designees as follows:
 - a. State Superintendent of Public Instruction,
 - b. State Commissioner of Health,
 - c. Commissioner of the Department of Mental Health and Substance Abuse Services,
 - d. Director of the Oklahoma Department of Commerce,
 - e. Director of the Oklahoma Department of Libraries,
 - f. Director of the Department of Human Services,
 - g. Administrator of the Oklahoma Health Care Authority,
 - h. Director of the Oklahoma Commission on Children and Youth,
 - i. Director of the State Department of Rehabilitation Services,
 - j. Executive Director of the Oklahoma Educational Television Authority,
 - k. Director of the Oklahoma Department of Career and Technology Education,
 - l. Chancellor of the Oklahoma State Regents for Higher Education,

- m. Cabinet Secretary with responsibility for education agencies, ~~and~~
- n. Dean of the College of Human Environmental Sciences, Oklahoma State University, and
- o. State Director of Head Start Collaboration.

B. Members appointed by the Governor shall serve terms of four (4) years; provided, of those members initially appointed to the Board, eight members shall be appointed for two-year terms, beginning September 1, 2003, and seven members shall be appointed for four-year terms, beginning September 1, 2003, as designated by the Governor. The member appointed pursuant to paragraph 2 of subsection A of this section shall be appointed for an initial term to end on August 31, 2007. The member appointed pursuant to paragraph 3 of subsection A of this section shall be appointed for an initial term to end on August 31, 2009. Appointed members shall continue in office until a successor is appointed by the Governor. The Governor shall fill all vacancies in the same manner as the original appointment was made.

C. The Director of the Department of Human Services shall convene an organizational meeting of the Oklahoma Partnership for School Readiness Board prior to November 1, 2003, at which time members of the Board shall elect a chair, a vice-chair, and other officers as needed. A majority of the members of the Board shall constitute a quorum for the transaction of business.

D. Members of the Board shall receive no compensation for serving on the Board but shall receive travel reimbursement as follows:

1. State agency officers and employees who are members of the Board shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies in accordance with the State Travel Reimbursement Act; and

2. Remaining members shall be reimbursed by the Board from any funds received by the Board for travel expenses incurred in the performance of their duties in accordance with the State Travel Reimbursement Act.

E. Members of the Board shall be exempt from the dual-office-holding provisions of Section 6 of Title 51 of the Oklahoma Statutes.

SECTION 2. This act shall become effective November 1, 2010.

Passed the House of Representatives the 13th day of May, 2010

Passed the Senate the 20th day of May, 2010

Approved by the Governor of the State of Oklahoma on the 26th day of May, 2010, at 6:45 o'clock p.m.

THIRD PARTY AGREEMENTS

The OPSR Fiscal Manager serves as the “procurement official.” This individual will ensure sufficient funds are available for encumbrance, ensure vendors and service providers receive impartial, fair and equitable treatment and ensure that copies of all contracts and subcontracts related to the SECAC project are provided to the appropriate federal liaison in a timely manner. OPSR currently contracts with the 18 OPSR Communities to provide local project funding which helps develop strategies for improving school readiness for young children by expanding opportunities for them and their families at the community level. New contracts that will be established to conduct the activities of this project will be awarded through a competitive bid process.

The Fiscal Manager will ensure costs of professional and consultant services are allowable and appropriate pursuant to 2CFR Part 230 Appendix “A” Paragraph 37: Cost Principles for Non-Profit Organizations (OMB Circular A-122) – Selected Items of Cost Professional Services Costs.

BUDGET

Cost Category	Year One		Year Two		Year Three	
	Federal	State	Federal	State	Federal	State
Personnel (including taxes)	96,610.00	0.00	99,465.00	0.00	102,406.00	0.00
Director of Research and Evaluation	49,519.00	0.00	51,004.00	0.00	52,534.00	0.00
Administrative Assistant	32,295.00	0.00	33,264.00	0.00	34,262.00	0.00
Professional Service Management	14,796.00	0.00	15,197.00	0.00	15,610.00	0.00
Fringe Benefits	30,492.00	0.00	31,080.00	0.00	31,686.00	0.00
Health Insurance	10,884.00	0.00	10,884.00	0.00	10,884.00	0.00
Retirement and Optional Benefits	19,608.00	0.00	20,196.00	0.00	20,802.00	0.00
Travel	7,000.00	22,839.00	5,500.00	22,839.00	5,500.00	22,839.00
Required SECAC Conference	2,000.00	0.00	2,000.00	0.00	2,000.00	0.00
In-state Staff Travel	4,000.00	12,226.00	2,500.00	12,226.00	2,500.00	12,226.00
Out-of-state Staff Travel	1,000.00	6,113.00	1,000.00	6,113.00	1,000.00	6,113.00
Board Member Travel	0.00	4,500.00	0.00	4,500.00	0.00	4,500.00
Equipment	5,000.00	0.00	757.00	0.00	0.00	0.00
Computers	3,750.00	0.00	0.00	0.00	0.00	0.00
Computer Software	1,250.00	0.00	757.00	0.00	0.00	0.00
Supplies	0.00	2,500.00	0.00	2,500.00	0.00	2,500.00
Misc. Supplies (pens, pads, etc.)	0.00	2,500.00	0.00	2,500.00	0.00	2,500.00
Contractual	361,600.00	1,230,700.00	364,100.00	1,230,700.00	361,310.00	1,230,700.00
Researcher Contracts	164,800.00	0.00	148,000.00	0.00	150,210.00	0.00
Community Contracts	176,800.00	1,230,700.00	126,100.00	1,230,700.00	121,100.00	1,230,700.00
OK School Readiness Pilot Program	20,000.00	0.00	90,000.00	0.00	90,000.00	0.00
Construction	0.00	0.00	0.00	0.00	0.00	0.00
Other	1,500.00	38,800.00	1,300.00	38,800.00	1,300.00	38,800.00
Community Technical Assistance	0.00	31,300.00	0.00	31,300.00	0.00	31,300.00
Telecommunications	1,500.00	7,500.00	1,300.00	7,500.00	1,300.00	7,500.00
Total Direct	502,202.00	1,294,839.00	502,202.00	1,294,839.00	502,202.00	1,294,839.00
Indirect	0.00	0.00	0.00	0.00	0.00	0.00
Totals	502,202.00	1,294,839.00	502,202.00	1,294,839.00	502,202.00	1,294,839.00
Annual Totals	1,797,041.00		1,797,041.00		1,797,041.00	

In-State Travel: **Non-Federal \$16,726** **Federal \$4,000**

In-state travel, totaling **\$4,000** funded by this source, is requested for the Director of Research and Planning to conduct activities related to fulfillment of grant requirements including but not limited to visitation of OPSR community offices.

Non-federal match in the amount of **\$16,726** will be used to allow other OPSR staff and board members to conduct activities related to fulfillment of grant requirements including but not limited to visitation of OPSR community offices, attendance of board meetings, community events and regional and statewide meetings. Payment of all travel expenses are based on OPSR policies which require a monthly itemized travel claim of actual expenses paid as provided by state statutes.

Equipment: **Non-Federal \$0.00** **Federal \$5,000**

An amount of **\$3750** is requested from this source for the purchase of two computers with specifications as described below:

Dell Latitude E6510 Laptop – Estimated cost \$2300

Dell Optiplex 780 Desktop – Estimated cost \$1450

After completion of the grant, this equipment will be acquired by OPSR at an appropriate discounted rate for continued use in furthering the goals of the organization.

An amount of **\$1250** is also requested from this source for an SPSS Statistics software license for use by the Director of Research and Evaluation.

Supplies: **Non-Federal \$2,500** **Federal \$0.00**

Other office costs, including funds for general meeting and office supplies will be supported with state and private matching funds at an amount of **\$2,500**.

Total Direct Charges:	Non-Federal	\$1,294,839.00	Federal	\$502,202.00
Personnel	\$0.00		\$96,610.00	
Fringe	\$0.00		\$30,492.00	
Travel	\$22,839.00		\$7,000.00	
Equipment	\$0.00		\$5,000.00	
Supplies	\$2,500.00		\$0.00	
Contractual	\$1,230,700.00		\$361,600.00	
Other	\$38,800.00		\$1,500.00	
Total:	\$1,294,839.00		\$502,202.00	
Indirect Costs:	\$0.00		\$0.00	
Total Year One Costs, Federal and Non-Federal:			\$1,797,041.00	

Fringe: **Non-Federal \$0.00** **Federal \$31,080**

The fringe benefits will include Retirement benefits at a cost of 25.8 percent or **\$20,196** for this grant year and Health Insurance at a fixed cost of **\$10,884**.

OPSR does not have any personnel fringe costs for the non-federal match for this grant year.

Travel: **Non-Federal \$22,839** **Federal \$5,500**

Out-of-State Travel: **Non-Federal \$6,113** **Federal \$3,000**

Out-of-state travel is requested for the Executive Director to attend a second ACF sponsored meeting during the grant period for a total of **\$2,000** to be funded by this source. Additional out of state travel of **\$1,000** is requested for the Director of Research and Evaluation to attend one professional meeting or conference that will provide pertinent information needed to carry out the work responsibilities. Current state policies allow for out of state per diem and lodging based on the government website – www.GSA.gov . Per diem and lodging reimbursement will be based on the lesser of actual expenditures or maximum allowable per diem rate.

The non-federal match of **\$6,113** for out-of-state travel allows for other OPSR staff to attend professional meetings or conferences that will provide pertinent information needed to carry out grant responsibilities. Current state policies allow for out of state per diem and lodging based on the government website – www.GSA.gov . Per diem and lodging reimbursement will be based on the lesser of actual expenditures or maximum allowable per diem rate.

In-State Travel: **Non-Federal \$16,726** **Federal \$2,500**

In-state travel, totaling **\$2,500** funded by this source, is requested for the Director of Research and Planning to conduct activities related to fulfillment of grant requirements including but not limited to visitation of OPSR community offices.

Non-federal match in the amount of **\$16,726** will be used to allow other OPSR staff and board members to conduct activities related to fulfillment of grant requirements including but not limited to visitation of OPSR community offices, attendance of board meetings, community events and regional and statewide meetings. Payment of all travel expenses are based on OPSR policies which require a monthly itemized travel claim of actual expenses paid as provided by state statutes.

Equipment: **Non-Federal \$0.00** **Federal \$757**

An amount of **\$757** is requested from this source in Year Two to update the SPSS Statistics software license for use by the Director of Research and Evaluation.

Supplies: **Non-Federal \$2,500** **Federal \$0.00**

Other office costs, including funds for general meeting and office supplies will be supported with state and private matching funds at an amount of **\$2,500**.

Contractual: **Non-Federal \$1,230,700** **Federal \$364,100**

An amount of **\$148,000** is requested from this source to contract with a consultant to conduct a state wide needs assessment for higher education and preparation programs, articulation agreements, professional development and career advancement plans in early care and education. An amount of **\$126,100** is requested from this source to contract with OPSR communities to assist and support state and local efforts to assess the status of Oklahoma's early childhood professional development workforce and provide a report.

Year Three

Personnel: **Non-Federal \$0.00** **Federal \$102,406**

OPSR employees are employed and abide by personnel policies of the University of Central Oklahoma. Salaries are determined in accordance with the University's compensation schedule. Salaries for personnel may vary upon readjustment of the University's compensation schedule for employees each state fiscal year.

An amount of **\$52,534** is requested for Year Three to maintain the Director of Research and Evaluation. This includes the amount needed for salary and payroll taxes for 100% of an FTE position funded by this source. The Director of Research and Evaluation will continue to coordinate and implement state level evaluation projects, analyze research and provide staff consultation to the OPSR Data System and Coordination Work Group.

An amount of **\$34,262** is requested for Year Three to maintain the Administrative Assistant position. This includes the amount needed for salary and payroll taxes for 100% of an FTE position funded by this source. The Administrative Assistant will continue to assist the Director of Research and Evaluation and Office Manager with carrying out the daily activities related to fulfilling the requirements of this grant.

An amount of **\$15,610** is requested for the Professional Services Management of two additional employees by the University of Central Oklahoma at their rate of 13.175 percent. OPSR does not have any personnel salary and payroll tax costs for the non-federal match for this grant year.

In-State Travel: **Non-Federal \$16,726** **Federal \$2,500**

In-state travel, totaling **\$2,500** funded by this source, is requested for the Director of Research and Planning to conduct activities related to fulfillment of grant requirements including but not limited to visitation of OPSR community offices.

Non-federal match in the amount of **\$16,726** will be used to allow other OPSR staff and board members to conduct activities related to fulfillment of grant requirements including but not limited to visitation of OPSR community offices, attendance of board meetings, community events and regional and statewide meetings. Payment of all travel expenses are based on OPSR policies which require a monthly itemized travel claim of actual expenses paid as provided by state statutes.

Equipment: **Non-Federal \$0.00** **Federal \$0.00**

There are no anticipated equipment costs for this grant year.

Supplies: **Non-Federal \$2,500** **Federal \$0.00**

Other office costs, including funds for general meeting and office supplies will be supported with state and private matching funds at an amount of **\$2,500**.

Contractual: **Non-Federal \$1,230,700** **Federal \$361,310**

An amount of **\$150,210** is requested to contract with a consultant to oversee the development of recommendations for a statewide professional development and career advancement plan for the early childhood workforce.

An amount of **\$121,100** is requested to contract with OPSR communities to facilitate collaboration among state and local entities; as well as to make recommendations for a statewide professional development and career advancement plan for the early childhood workforce.

EIN

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

APR 14 REC'D

DEPARTMENT OF THE TREASURY

Date: APR 10 2008

Employer Identification Number:
30-0213815

DLN:
17053082797028

Contact Person: SHAWNDEA KREBS ID# 31072

Contact Telephone Number:
(877) 829-5500

Public Charity Status:
170(b)(1)(A)(vi)

OKLAHOMA PARTNERSHIP FOR SCHOOL
READINESS FOUNDATION INC
421 NW 13TH ST STE 270
OKLAHOMA CITY, OK 73103

Dear Applicant:

Our letter dated March 2004, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

Based on the information you submitted, you are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading.

Please keep this letter in your permanent records.

Sincerely yours,


Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Letter 1050 (DO/CG)