

**2024**

# Oklahoma Early Childhood Research Symposium



**OKLAHOMA  
PARTNERSHIP  
FOR SCHOOL  
READINESS**

# Contents

A woman with long dark hair, wearing a teal sleeveless top and blue jeans, sits on a black stool. She is holding an open book and pointing to a page. Four young children are gathered around her, looking at the book. One child is a girl with blonde hair in a ponytail wearing a blue denim dress. Another is a girl with braids wearing a pink shirt. A third is a girl with blonde hair in a striped shirt. A fourth child is partially visible on the left. The background shows a classroom with wooden cabinets and a teddy bear.

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**BC**  
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# Welcome

**O**n behalf of the Oklahoma Partnership for School Readiness Foundation, I would like to extend a warm welcome and thank you for joining us at the 2024 Oklahoma Early Childhood Research Symposium. This symposium was created to bring together researchers, clinicians, early childhood educators and child welfare professionals to ensure we are all working together for the betterment of young children throughout the state. We believe that by collaborating, we can build a brighter future for all of Oklahoma's children, ensuring they are safe, healthy and ready to thrive and learn when they enter school.

Oklahoma has a rich history of innovation within the early childhood care and education (ECCE) system, and many of those innovations have become models for other states to replicate. From pioneering universal pre-Kindergarten for 4 year olds, to implementing a quality rating system, to creating innovative benefit and subsidy programs for the child care industry during the recent pandemic, Oklahoma is no stranger to leading the way forward. While it is important to remember and celebrate this history, we must continue to push forward to avoid being left behind.

At the Oklahoma Partnership for School Readiness, we believe children are our future. Since our founding in 2003, we have been dedicated to the idea that all children deserve the highest quality care and resources possible to give them the best chance for life success. I believe the road to that success starts with this symposium and the research being shared over the next two days.

As we explore new ideas and emerging best practices, we must remember that the work initiated here must not end here. We must also take what we learn at this symposium and share it with others, including community leaders and policymakers. We must lead and be advocates for children, making the case that our state's ECCE system's challenges cannot be solved without funding and support from families, local communities, businesses and the government.

We hope you enjoy the 2024 Oklahoma Early Childhood Research Symposium. Over the next two days, we want you to make valuable connections and gain insights that will inform your work and improve the lives of Oklahoma's children and families.

Finally, I would also like to thank our partners, the George Kaiser Family Foundation, the Inasmuch Foundation, The Potts Family Foundation, The Alliance for Early Success, and Oklahoma Human Services, for their generous support of the 2024 Oklahoma Early Childhood Research Symposium.



*Ginny Bass Carl*

**GINNY BASS CARL**  
**Board President**  
Oklahoma Partnership for  
School Readiness Foundation

# 2024

# Oklahoma Early Childhood Research Symposium

## SCHEDULE OF EVENTS

### OKC Metro Tech Springlake Campus

Monday, Sept. 23

12-1 p.m.

Registration and check in

1 p.m.

Opening remarks from OPSR

1:15 p.m.-2:30 p.m.

### BREAK OUT SESSIONS

#### BREAK OUT SESSION ONE

##### Voices of Tribal Child Care:

*Stories of Success and Resilience*

#### PANELISTS

**Jennifer Rackliff**, Executive Director, National Indian Child Care Association, Cherokee Nation

**Jennifer Holding**, Director of Child Care and Development, Osage Nation

**Jonna Beartrack**, CCDF Director, Kiowa Nation

**Lauryn French**, Child Care Director, Caddo Nation of Oklahoma

**Sha Toyekoyah**, Subsidy Monitor, Caddo Nation of Oklahoma

#### BREAK OUT SESSION TWO

##### Leveling up Your Parent Engagement

#### PANELISTS

**Madison Wingate**, M.Ed., Community Planner, Oklahoma Commission on Children and Youth

**Isabel Rodriguez**, M.Ed., Community Planner, Oklahoma Commission on Children and Youth

**Caitlin Merritt**, Community Planner, Oklahoma Commission on Children and Youth

2:15 p.m.

Break

2:30 p.m.

#### SESSION TWO

##### Nature-Based Play and Learning

#### MODERATOR

**Dr. LaDonna Atkins**, Professor, University of Central Oklahoma

#### PANELISTS

**Rep. Jacob Rosecrants**, District 46, Oklahoma House of Representatives

**Mary Tepera Jones**, Architect, Good Fieldwork

**Dr. Arianna Pikus**, Assistant Professor, Texas A&M University

3:30 p.m.

#### POSTER SESSION

District Center Lobby

(poster submissions are listed later in this program)

5 p.m.

End of Day One

Tuesday, Sept. 24

8 a.m.

Registration & Breakfast

9:00 a.m.

#### WELCOME

**Carrie Williams**, Executive Director of OPSR

9:05 a.m.

#### KEYNOTE ADDRESS

**Dr. Walter Gilliam**, Executive Director, Buffett Early Childhood Institute, University of Nebraska

10:30 a.m.

Break

10:45 a.m.

#### SESSION ONE

##### Happy Teacher Wellness Intervention: Holistic Approaches to Impact the Head Start Workforce

**Kyong-Ah Kwon, PhD**, Professor, Jeannine Rainbolt College of Education, University of Oklahoma

**Mia Kile**, Associate Professor of Interior Design, University of Oklahoma

11:45 a.m.-1:15 p.m.

Lunch/Networking

1:15 p.m.

#### SESSION TWO

##### Indoor Air Quality

**Dr. Diane Horm**, Founding Director of the Early

Childhood Education Institute, University of Oklahoma at Tulsa

2:15 p.m.

Break

2:30 p.m.

#### SESSION THREE

##### Screen Based Childhood:

*The Disappearance of Play and the Impact on Growth and Learning*

**Dr. Barbara Sorrels**, CEO of Connected Kids and The Institute for Childhood Education

3:30 p.m.

Symposium Ends

# Session Details

## Day 1

### BREAKOUT SESSION ONE

## **Voices of Tribal Child Care** *Stories of Success and Resilience*

Join us for an engaging panel discussion featuring Tribal child care professionals from across Oklahoma. This session offers a unique opportunity to hear firsthand stories from leaders who are dedicated to nurturing the next generation. Our panelists will share their successes in providing culturally inclusive care, as well as the challenges they face in their communities. From innovative approaches to overcoming systemic barriers, this discussion will shed light on the resilience, creativity and dedication that define Tribal child care today. Whether you're a policymaker, educator or advocate, this panel will deepen your understanding of the vital role Tribal child care plays in shaping the future of our youngest learners.

### PANELISTS



#### **Jennifer Rackliff**

Executive Director, National Indian Child Care Association, Cherokee Nation

**Jennifer Rackliff**, a citizen of the Cherokee Nation, serves as the executive director of the National Indian Child Care Association (NICCA). She is dedicated to supporting the growth and impact of early learning services across the country and world, advising executives and leaders in strategic growth, organization optimization, leadership and performance development. She is the founder of multiple companies focused on business strategy and

life design, an avid traveler, hobby photographer and a lifelong learner. Jennifer has dedicated her life and career to empowering individuals in underserved communities and marginalized populations from grassroots to the boardroom.



## BREAKOUT SESSION ONE (continued)

# Voices of Tribal Child Care Stories of Success and Resilience

## PANELISTS



### Jennifer Holding

Director of Child Care and Development, Osage Nation

**Jennifer Holding** is the director for the Osage Nation Child Care and Development Services. Jennifer began in the Education Department as the Scholarship Coordinator and moved to the STEM Resource Coordinator working with the Nation's children in the Immersion school, the Tribally Operated Centers, and the Head Starts. Jennifer also worked with the administration of the Tribally Operated Centers, substituting in the classrooms and kitchen when they were short-staffed and is now in the Child Care and Development Services

Department. Jennifer has a Bachelor's Degree from the University of Oklahoma, a Youth Program Educator Certification, and an Executive Leadership Certification from Tri County Tech Institute.



### Jonna Beartrack

CCDF Director, Kiowa Nation

**Jonna Beartrack** is a member of the Kiowa Tribe and currently serves as the Kiowa Tribe Child Care Director in Carnegie, OK. She holds a Bachelor of Arts in Communication from Southwestern Oklahoma State University and has worked in the childcare field for 21 years, beginning as a classroom teacher for school age and Pre-K children. Jonna has also held various administrative positions within the childcare industry, including roles as Education Manager and Site Supervisor. Previously, she served as the interim Kiowa Language Director,

where she focused on creating curriculum for all age groups. Preserving the Kiowa language and culture remains a priority in her career, as she and her team continue to offer quality child care to the Kiowa people and develop ways to incorporate the Kiowa language and culture into their classrooms.



### Lauryn French

Child Care Director, Caddo Nation of Oklahoma

**Lauryn French** is the Director of Caddo Nation Child Care. With 21 years of experience working with Native American youth, she leads with a deep understanding of the families and community she serves. During her tenure at Caddo Nation Child Care, Lauryn has developed programming with a focus on cultural competency, positive family engagement, and fostering connections between elders and youth. She has fearlessly embraced federal opportunities, enabling categorical eligibility, forming unique partnerships,

and expanding the program's workforce.

### Sha Toyekoyah

Subsidy Monitor, Caddo Nation of Oklahoma

**Sha Toyekoyah** has 25 years of experience in early childhood education, holding roles that range from classroom teaching to administrative duties. Through her career, she has witnessed the impact of federal growth on child care capacity at tribal, state, and local levels. Sha has overseen program and plan development for four sovereign nations: Delaware Nation, Kiowa Tribe, Apache Tribe, and currently, Caddo Nation. Her extensive knowledge and experience enable her to serve effectively as the Secretary of the Oklahoma Tribal Child Care Association.

## BREAK OUT SESSION TWO

# Leveling up Your Parent Engagement

Does engaging with parents feel like a mystery? Come learn the cheat codes to engaging diverse parents, engagement best practices, and an evidence-based model to reach every parent, every time. Join us for an experiential conversation rooted in the Strengthening Families Five Protective Factors as you experience the Be Strong Families Parent Café and hear how you can power up your parents and unlock the world of peer-to-peer engagement.

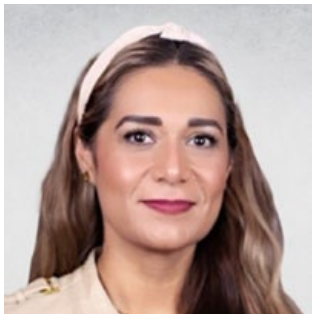
## PANELISTS



### **Madison Wingate, M.Ed.**

Community Planner, Oklahoma Commission on Children and Youth

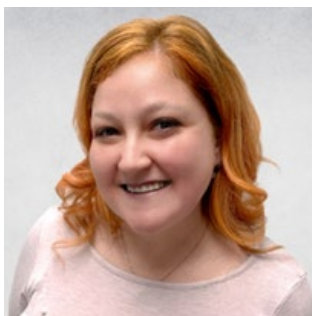
**Madison Wingate** is a community planner for the Preschool Development Grant. Working closely with other stakeholders, she facilitates community capacity building by encouraging family voices to be heard and valued throughout strategic planning and implementation to improve early childhood education and outcomes. She holds a Bachelor's degree in Early Childhood Development from Texas Tech University and a Master's degree in Administration and Educational Leadership from Grand Canyon University.



### **Isabel Rodriguez, M.Ed.**

Community Planner, Oklahoma Commission on Children and Youth

**Isabel Rodriguez** is the community development planner for the Parent Leadership Programs at Oklahoma Commission on Children and Youth (OCCY). In 2006, she moved from Mexico to Oklahoma to pursue her Master's degree in Education. In 2008, she obtained her degree from the University of Central Oklahoma. She has more than 12 years of experience in child abuse prevention programs, parenting programs and support groups and Latino youth education programs.



### **Caitlin Merritt**

Community Planner, Oklahoma Commission on Children and Youth

**Caitlin Merritt** is the community planner for Homeless Children and Youth and Transition-Age Youth Initiatives at Oklahoma Commission on Children and Youth (OCCY). Working closely with other stakeholders, she facilitates community capacity building by encouraging family voices to be heard and valued throughout strategic planning and implementation processes. Before coming to OCCY, Caitlin was a public educator for four years at the elementary level.

## SESSION TWO

# Nature-Based Play and Learning

### MODERATOR



#### **Dr. LaDonna Atkins**

Professor, University of Central Oklahoma

**LaDonna Atkins, Ed.D.**, is a professor in the Family Life Education-Child Development program at The University of Central Oklahoma. Dr. Atkins also serves as the administrator for the University of Central Oklahoma's Child Study Center. Dr. Atkins is a past president of the Early Childhood Association of Oklahoma. She currently serves as the past president of International Play Association (IPA) United States Board, where she advocates for children's right to play. Dr. Atkins has also served on the International Play Association World Council. Research interests include: play, infant/child development and early childhood curriculum development.

### PANELISTS



#### **Rep. Jacob Rosecrants**

State Representative – District 46, Democrat

**Rep. Jacob Rosecrants**, who has represented House District 46 in Norman since 2017, is the father of two children, who proudly attend Norman Public Schools. A former teacher, Rep. Rosecrants aims to protect and strengthen our public schools at the Capitol. He authored and passed the Play to Learn Act in 2021, which empowers our early childhood educators to teach the way they know children learn best: through play. He is currently working on legislation to strengthen the mental health of students, to improve our bullying laws and to increase and protect the time allotted for recess in all Oklahoma public schools.



#### **Mary Tepera Jones**

Architect, Good Fieldwork

**Mary Tepera Jones** has built a distinguished career in architecture through her work with renowned firms like Tod Williams and Billie Tsien Architects in New York City, KRDB in Austin, Robertson Design in Houston, and JONESPLAN LLC. These experiences shaped her appreciation for modern design, modular building components and the design-build method. Her passion for creating inspiring outdoor spaces led her to design 19 outdoor classrooms for Tulsa Educare over the past three years. This success inspired her to found Good Fieldwork, a design-build firm specializing in world-class outdoor classrooms and modular components. Mary earned her bachelor of architecture degree with High Honors from the University of Texas at Austin in 2003. She loves all things outdoors: backpacking, soccer, biking, floating the river, searching for firewood, and sitting around a campfire.



#### **Dr. Arianna Pikus**

Assistant Professor, Texas A&M University

**Arianna E. Pikus, PhD** is an Assistant Professor in the Department of Teaching, Learning & Culture at Texas A&M University. Her research focuses on the benefits of interactions with nature on children's growth and development, specifically through nature play. She also works on improving access to and the quality of early childhood science education for all children with an emphasis on using nature as a platform for introducing science to young children. She is a former outdoor environmental educator and preschool teacher.



# Session Details

## Day 2

### Symposium Welcome



**Carrie Williams**  
Executive Director, OPSR

**Carrie Williams** has served as executive director of the Oklahoma Partnership for School Readiness Foundation since May of 2021. During her tenure, she has overseen Oklahoma's Early Childhood Advisory Council and facilitated streamlining of programs and services on behalf of Oklahoma's children and families. She leads the Oklahoma Clearinghouse for Early Childhood Success, which has funded implementation of more than \$8 million in projects to improve outcomes for children and families through public/private partnerships.

Carrie's work includes a collaborative effort between OPSR and Oklahoma Human Services to secure \$36 million from the Administration for Children and Families to improve Oklahoma's early childhood system. Prior to joining OPSR, Carrie served as executive director of Rainbow Fleet from 2014-2021. During her time there, she led efforts to allocate spaces and create opportunities for students entering the early childhood field to practice what they learn in the classroom.



# Keynote Address



## **Dr. Walter S. Gilliam**

Executive Director, Buffett Early Childhood Institute,  
University of Nebraska

**Walter S. Gilliam** began serving as the executive director of the Buffett Early Childhood Institute in 2023. Gilliam, who holds the Richard D. Holland Presidential Chair in Early Childhood Development, also holds a primary academic appointment at the Munroe-Meyer Institute at the University of Nebraska Medical Center at a rank of tenured professor.

Gilliam came to the Institute from Yale University, where he was Elizabeth Mears & House Jameson Professor of Child Psychiatry and Psychology at the Yale Child Study Center and director of Yale's Edward Zigler Center in Child Development and Social Policy.

He is board president of ZERO TO THREE, a past president of Child Care Aware of America, board treasurer for the Irving Harris Foundation, and a director for First Children's Finance, All Our Kin, and the National Workforce Registry Alliance, and a former senior advisor to the National Association for the Education of Young Children. In 2023, he was named a senior fellow working with the Bipartisan Policy Center's Early Childhood Initiative. Gilliam is co-recipient of the prestigious 2008 Grawemeyer Award in Education for the co-authored book, "A Vision for Universal Preschool Education." His research involves early childhood education and intervention policy analysis (specifically how policies translate into effective services), ways to improve the quality of Pre-K and child care services, the impact of early childhood education programs on children's school readiness, and effective methods for reducing classroom behavior problems and preschool expulsion, as well as issues of COVID-19 transmission, vaccination and health and safety promotion in early childhood settings. His scholarly writing addresses early childhood care and education programs, school readiness and developmental assessment of young children.

Gilliam has led national analyses of state-funded Pre-K policies and mandates, how Pre-K programs are being implemented across the range of policy contexts, and the effectiveness of these programs at improving school readiness and educational achievement, as well as experimental and quasi-experimental studies on methods to improve early education quality. His work frequently has been covered in major national and international news outlets for print (e.g., New York Times, Wall Street Journal, USA Today, Chicago Tribune, LA Times), radio (e.g., NPR), and television (e.g., CNN Headline News, NBC TODAY Show, CBS Early Show, ABC Good Morning America, ABC World News Tonight, FOX News). Gilliam has actively provided consultation to state and federal decision-makers in the United States and other countries (such as the People's Republic of China and the United Arab Emirates) and frequently provides testimony and briefings before Congress on issues related to early care and education.

Gilliam is a graduate of the University of Kentucky, where he earned a master's degree in educational psychology and a Ph.D. in school psychology. He grew up in Pikeville, Kentucky.

## SESSION ONE

# Happy Teacher Project

## *Happy Teacher Wellness Intervention: Holistic Approaches to Impact the Head Start Workforce.*



### **Kyong-Ah Kwon, PhD**

Drusa B. Cable Endowed Chair and Professor at the Jeannine Rainbolt College of Education, the University of Oklahoma.

**Kyong-Ah Kwon** earned her doctoral degree in Developmental Studies from Purdue University and boasts nine years of teaching experience with children from birth through kindergarten in Korea and the U.S. As a committed researcher and educator, Dr. Kwon investigates children's early experiences in home and school environments, exploring their impact on development and learning. With 53 peer-reviewed publications, her work has been published in esteemed journals such as the *Journal of School Psychology*, *Early Childhood Research Quarterly*, and *Teaching and Teacher Education*.

Dr. Kwon's dedication to advancing early childhood education is further evidenced by her success securing over \$6 million in internal and external grants. Noteworthy among her undertakings is the "Happy Teacher Project," aimed at enhancing the well-being, recruitment, retention and quality of the early childhood workforce. The project's impactful findings have garnered national and international recognition, driving program and policy changes to improve working conditions and well-being within the ECE workforce (e.g., recent changes in the Head Start Performance Standards). The Happy Teacher Project team was honored with the Vice President for Research and Partnerships Award for Excellence in Transdisciplinary, Convergent Research, distinguishing it as the premier research team at the University of Oklahoma. Most recently, she expanded the project to the international context, leading the Happy Teacher Global Project in partnership with leading scholars in Australia, Finland, China, Korea and Singapore.

Dr. Kwon holds several leadership and service roles at the national level, serving on a steering committee for the Network for Infant Toddler Researchers sponsored by the Administration for Children and Families. She has co-leads a national interdisciplinary research group on early childhood workforce well-being, facilitating collaboration across sectors. She has served as a co-editor for special issues of *Frontiers in Psychology* and the *International Journal of Environmental Research and Public Health*, further solidifying her influence and expertise in her field. She is an executive editor for an *Early Childhood Research Quarterly* special issue on infant-toddler care and services.

**SESSION ONE** (continued)

## Happy Teacher Project

### *Happy Teacher Wellness Intervention: Holistic Approaches to Impact the Head Start Workforce.*



**Mia Kile, CHID, EDAC, WELL AP, ASID, IIDA, IDEC**

Associate Professor of Interior Design in the Gibbs College of Architecture at the University of Oklahoma

**Mia Kile** has more than 22 years of experience as a Registered Interior Designer and design educator. She is a collaborative member of the Happy Teacher Research Project at OU, which is an interdisciplinary team whose focus is early childhood teachers' well-being and working conditions through a holistic and humanistic approach.

Certified in Healthcare Interior Design (CHID) through the American Academy of Healthcare Interior Designers and Evidence-Based Design Accreditation and Certification (EDAC) through The Center for Health Design, Mia's research, and professional consulting centers on caregiver well-being. Furthermore, as a WELL Accredited Professional through the International WELL Building Institute (IWBI), she considers well-being and human health imperative when informing supportive spaces especially in healing environments.

As an interior design educator in a Council for Interior Design accredited program, Mia has led numerous immersive studio courses with a goal to investigate the correlation of short immersive studios to student engagement, retention and design thinking. While the topics of the studios have varied over the years, the central theme has maintained consistent with environment and human behavior pedagogy.



## SESSION TWO

# Indoor Air Quality



**Dr. Diane Horm**  
University of Oklahoma – Tulsa

**Dr. Diane Horm** is the George Kaiser Family Foundation Endowed Chair of Early Childhood Education and Founding Director of the Early Childhood Education Institute at the University of Oklahoma at Tulsa. Prior to her 2006 OU appointment, she held faculty and administrative positions at the University of Rhode Island including Associate Dean of the College of Human Sciences, Professor of Human Development and Family Studies, and Director of the URI Child Development Centers. Horm is currently leading several applied research initiatives in early childhood education including program evaluation research in collaboration with Tulsa’s Educare programs and a large, multi-year study with colleagues from Georgetown and Harvard Universities to investigate children’s development from Pre-Kindergarten through Grade 3. Horm has a Ph.D. in Child Development with a specialization in Early Childhood Education, a post-master’s specialization in School Psychology, and a master’s degree in Developmental Psychology.

## SESSION THREE

# Screen Based Childhood *The Disappearance of Play and the Impact on Growth and Learning*



**Dr. Barbara Sorrels**  
CEO of Connected Kids and The Institute for Childhood Education

**Dr. Barbara Sorrels** is founder and CEO of Connected Kids and The Institute for Childhood Education. She is the author of the award-winning book “Reaching and Teaching Children Exposed to Trauma” and the recently released “Trauma Responsive Care for Infants, Toddlers and Twos, Nurturing Attachment Across the Lifespan” and “Ready or Not, Here Comes School.” In 2021, Dr. Sorrels was recognized by the U.S. Department of Education Title IV Technical Assistance Center as a content expert in child development and trauma. Dr. Sorrels is the founder of Connected Kids’ Therapeutic Preschool and has experience as a classroom teacher, founder and director of two early childhood centers, and university professor. She has a passion for creating trauma responsive schools, child care centers, social service agencies and communities.

# Poster Presentations



**1. Leveraging the SAMR Model to Improve Technology Adoption Among Pre-Service Teachers** Darshani Abeyrathna & Amber Beisly, PhD [University of Oklahoma](#)

**2. What Happened to You? An Assessment Strategy to Assist Families and Pre-Schools with Black & Brown Boys Pre-School Suspensions** Renea L. Butler-King, PhD, MSW<sup>1</sup> & Kelly Ramsey, MS<sup>2</sup>  
<sup>1</sup>[University of Oklahoma School of Social Work](#); <sup>2</sup>[CEO of Developing People, Inc.](#)

**3. Investigating Barriers to meet Head Start and Early Head Start Health Requirements with Reach Out and Read (ROR) Clinics** Marny Dunlap, MD<sup>1</sup> & Rasheedah Azeez M.Ed.<sup>2</sup> <sup>1</sup>[University of Oklahoma Health Sciences Center](#); <sup>2</sup>[Reach Out and Reach Oklahoma](#)



**4. Know and Grow** Haley Hegwood, MS<sup>1</sup>, Tia Waldrop, PhD<sup>2</sup>, Lana Beasley, PhD<sup>2</sup>, Brooke Tuttle, PhD<sup>2</sup>, Haley Hall, MS<sup>2</sup>, Hannah James, MS<sup>2</sup>, Chantelle Lotts, MS<sup>2</sup>, Sage Murry<sup>2</sup>, & Divanny Perez<sup>2</sup>  
<sup>1</sup>[Potts Family Foundation](#); <sup>2</sup>[OSU Center for Family Resiliency](#)

**5. The Importance of Indoor Air Quality (IAQ) for Young Children: Insights for Families, Caregivers, and Administrators** Elnaz Ghorbani<sup>1</sup>, Craig Van Pay, PhD<sup>2</sup>, Diane Horm, PhD<sup>1,2</sup>, Changjie Cai, PhD<sup>3</sup>, Dawn Loraas, PhD<sup>4</sup> <sup>1</sup>[Dept. of Instructional Leadership and Academic Curriculum, The University of Oklahoma-Tulsa](#); <sup>2</sup>[Early Childhood Education Institute, The University of Oklahoma – Tulsa](#); <sup>3</sup>[Department of Occupational and Environmental Health, The University of Oklahoma Health Sciences](#); <sup>4</sup>[Loraas Design Studio](#)

**6. The Academic Versus Play Binary Limits Professional Autonomy** Robin Holly, PhD [Oklahoma State University](#)

**7. Educators' Perspectives on the Importance of Play: Time & Environment as Barriers** Robin Holly, PhD [Oklahoma State University](#)

**8. Relationship Between Effortful Control and Independent Learning in 3- to 5-Year-Olds: The Mediating Role of Child Interaction Behavior** Jiwon Hwang<sup>1</sup>, Jieun Kim<sup>2</sup>, Eunsu Kim<sup>2</sup>, Jihyun Park<sup>1</sup>, and Jihyun Sung<sup>2</sup> <sup>1</sup>Department of Child Psychology and Education, Sungkyunkwan University; <sup>2</sup>Department of Child Psychology and Education/Convergence Program for Social Innovation, Sungkyunkwan University

**9. The Role of Cocaring Relationships and Classroom Quality in Early Head Start/Head Start Programs: Enhancing Children's Language and Literacy** Wonkyung Jang, PhD<sup>1</sup>, Diane Horm, PhD<sup>1</sup>, Ye Rang Park, PhD<sup>2</sup>, & Melissa Acton, MA<sup>1</sup> <sup>1</sup>Early Childhood Education Institute, The University of Oklahoma - Tulsa; <sup>2</sup>The University of Utah

**10. Exploring the Relationship Between Working Conditions and Teacher Well-Being: A Latent Profile Analysis** Wonkyung Jang, PhD, Kyong-Ah Kwon, PhD, & Timothy G. Ford, PhD Jeannine Rainbolt College of Education, The University of Oklahoma

**11. Attendance in an Enhanced Early Head Start/Head Start Program in Oklahoma: Importance, Challenges, and Strategies** Wonkyung Jang, PhD<sup>1</sup>, Ye Rang Park, PhD<sup>2</sup>, Diane Horm, PhD<sup>1</sup>, & Melissa Acton, MA<sup>1</sup> <sup>1</sup>Early Childhood Education Institute, The University of Oklahoma - Tulsa; <sup>2</sup>The University of Utah

**12. How Do Infants Interact with Objects at Home?** Jieun Kim, Jihyun Park, Jiwon Hwang, Hajin Kim, & Jihyun Sung Sungkyunkwan University, South Korea

**13. Interconnectedness Between Preschool Teachers' Beliefs About Curriculum and Their Thinking About Planning and Enacting Instruction** Yuenjung Joo, PhD<sup>1</sup> & Rachel Schachter, PhD<sup>2</sup> <sup>1</sup>University of Oklahoma; <sup>2</sup>University of Illinois-Chicago

**14. Experiences and Perceived Impact of the Holistic Wellness Intervention for Head Start Educators** Yong Ju Jung, PhD, Kyong-Ah Kwon, PhD, Timothy G. Ford, PhD, Brenda Lloyd-Jones, PhD, Mia Kile, CHID, EDAC, WELL AP, ASID, IIDA, IDEC, Carolyn Cheema, PT, DSc, OCS, FAAOMPT, Junghyun Min, and the Happy Teacher Project team University of Oklahoma

**15. Head Start Teachers' Perceptions of Quality: Promoting High-Quality Environments** Cara L. Kelly, PhD University of Oklahoma – Tulsa

**16. The Quality of Physical Environment and a Wellness Room for Early Childhood Teachers' Well-Being** Mia Kile, CHID, EDAC, WELL AP, ASID, IIDA, IDEC, Kyong-Ah Kwon, PhD, Timothy G. Ford, PhD, Hongwu Wang, PhD, Yong Ju Jung, PhD, and the Happy Teacher Project team University of Oklahoma

**17. Understanding Teachers' Experiences Working with Displaced Afghan Children in Oklahoma** Sun Geun Kim & Kyong-Ah Kwon, PhD University of Oklahoma – Tulsa

**18. Developing and Validating a Comprehensive Measure of Working Conditions for Early Childhood Teachers' Holistic Well-Being and Turnover Intent** Kyong-Ah Kwon, PhD<sup>1</sup>, Timothy G. Ford, PhD<sup>1</sup>, Seulki Jang, PhD<sup>2</sup>, & Joshua Chappell<sup>1</sup> <sup>1</sup>University of Oklahoma; <sup>2</sup>AECOM

**19. Understanding the Impact of Goal Setting and Professional Wellness Coaching on Early Care and Education Leaders** Brenda Lloyd-Jones, PhD, Timothy G. Ford, PhD, Kyong-Ah Kwon, PhD University of Oklahoma

**20. Association Between Early Childhood Teachers' Job Demands and Relationship with Children: The Moderating Role of Work Climate** Junghyun Min, Weiyi Cheng, Sun Geun Kim, Kyong-Ah Kwon, PhD, Timothy G. Ford, PhD, Wonkyung Jang, PhD University of Oklahoma – Tulsa

**21. The Risk Factors Associated with Foster Care in Early Care and Education Settings: Protective Factors for their Social Emotional Outcomes** Ronald Ssentuuwa, Wonkyung Jang, PhD, Diane Horm, PhD, & Melissa Acton, MA University of Oklahoma – Tulsa

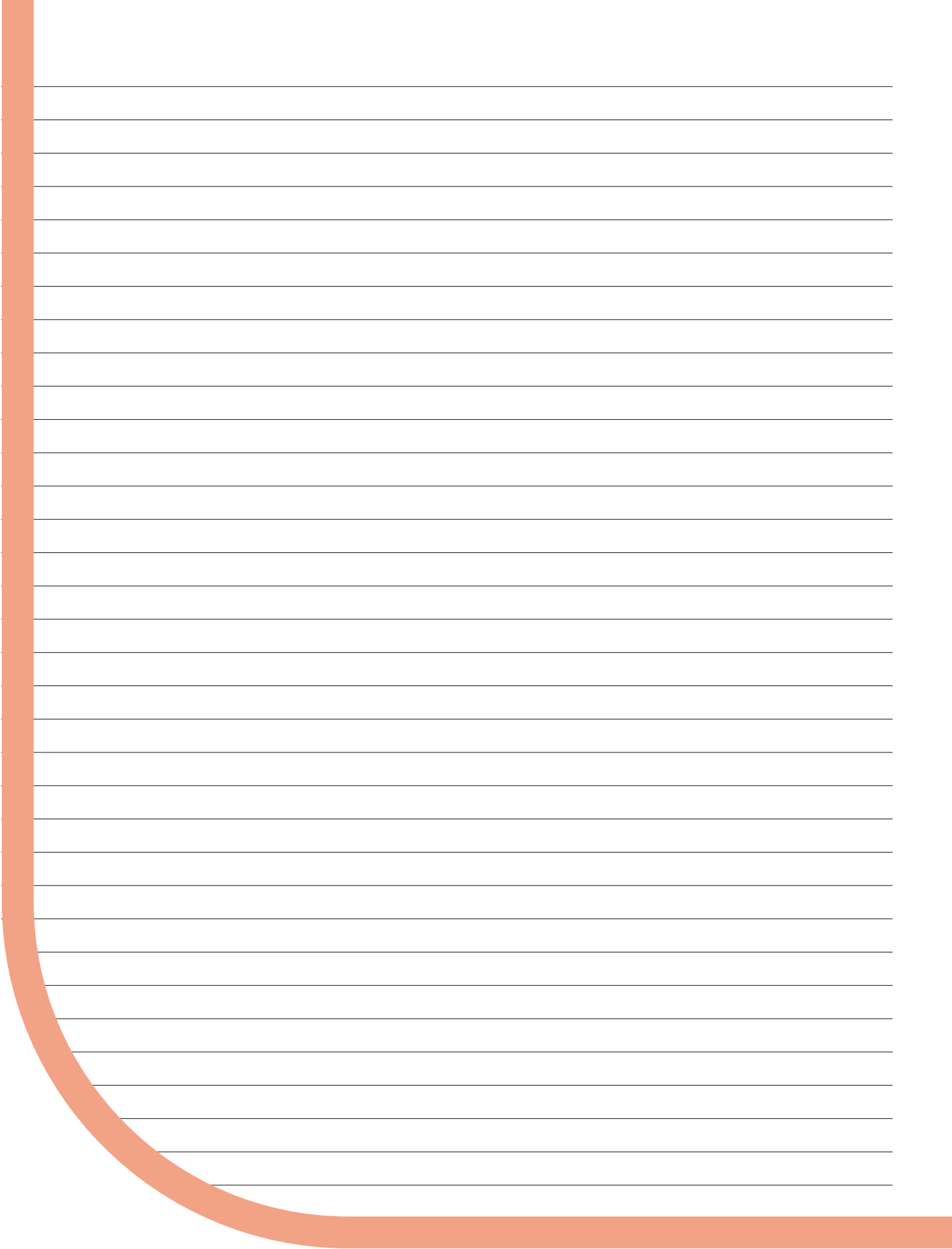
**22. Early Learning Quick Assessment as a Tool for Identifying Early Reading Difficulties** Craig Van Pay, PhD & Diane Horm, PhD Center for Early Childhood Professional Development at OU Outreach

**23. From Parental Stress to School Readiness: Investigating Self-Regulation Patterns in Oklahoma's Preschoolers** Jaely D. Wright & Dian Yu, PhD Oklahoma State University

# Notes









# BOARD MEMBERS

## **OPSR PARTNERSHIP BOARD**

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**Rachel Proper**  
Vice President, Child Care, Inc.

Representative of the Licensed  
Child Care Industry Appointed by the  
Governor from a List Submitted by an  
Association Representing the Licensed  
Child Care Industry  
**Angie Clayton**  
Kids R Us of Tecumseh

Two Parents of Children Age 8 or Younger  
**Brett Vanderzee**  
**Jennifer Pham**

Director of Pharmacy,  
Oklahoma City Indian Clinic  
Representative of a State  
Association of Federally Funded  
Early Childhood Programs  
**Christin Bollinger**  
Program Director, Green Country  
Behavioral Health Services Head Start and  
Early Head Start

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Memorial Hospital

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**Cindy Lee**  
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YMCA of Greater Oklahoma City

**Sada Knowles**  
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**Melissa Larimore**  
Community Programs Director,  
Youth & Family Services, Inc.

**Kody Suanny**  
Executive Director, Great Plains  
Youth & Family Services

**Dr. Amanda McCabe**  
Adjunct Professor for the Educational  
Psychology Department at Oklahoma  
State University

**Vicki Weaver Payne**  
Mental Health Counselor,  
Hope Community Services

**Sarah Roberts**  
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