



COLLEGE OF CONTINUING EDUCATION
UNIVERSITY OUTREACH
The UNIVERSITY of OKLAHOMA

FY 2025

ANNUAL REPORT



Center for Early Childhood Professional Development

ANNUAL REPORT

FISCAL YEAR 2025

PROFESSIONAL
DEVELOPMENT
APPROVAL
SYSTEM (PDAS)

OKLAHOMA
PROFESSIONAL
DEVELOPMENT
REGISTRY
(OPDR)

OKLAHOMA
REGISTRY
CERTIFICATE OF
ACHIEVEMENT
AND STIPEND
PROGRAM

PUBLISHED BY:

**Center for Early Childhood
Professional Development**

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OKLAHOMA
Human Services

MAJOR FUNDING FOR CECPD IS PROVIDED BY
OKLAHOMA HUMAN SERVICES - CHILD CARE SERVICES

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INTRODUCTION

As I am entering my second year as Executive Director, I am proud and excited to present this annual report, reflecting on the progress we've made and the path ahead. This past year has been a period of continued growth and adaptation for CECPD, building on the strong foundation we've established. Our team's dedication to supporting early childhood professionals has driven meaningful advancements, even as we navigated changes in the landscape of childcare support. The Center for Early Childhood Professional Development (CECPD) presents this annual report for the 2025 fiscal year (FY25), which highlights some of our key accomplishments.

Following the conclusion of the Oklahoma Child Care Wage Supplement Program last year, our focus shifted to enhancing other core initiatives, ensuring sustained support for the workforce. In FY25, 1,645 participants took advantage of the free training provided by CECPD. This fiscal year, 221,310 verified participants completed 1,152,559 professional development hours offered by Oklahoma Registry-approved organizations, approved educators, and CECPD. In addition, the Oklahoma Registry data revealed that 27,920 participants were awarded an ODC or PDL. CECPD awarded 2,846 Certificates of Achievement and \$1,581,000 in stipend distributions.

By partnering with others in collaborative initiatives, CECPD continued to impact Early Childhood Education in Oklahoma. We maintained our partnership with the OK Futures project and our commitment to serving on the Pyramid Model Leadership team. Our collaboration with Oklahoma Partnership for School Readiness (OPSR) remains a cornerstone of our strength and positive outcomes.

As we move forward, I am energized by the momentum we've built in my first year as Executive Director. Together, we will continue to innovate and expand our reach, introducing enhanced services to better serve Oklahoma professionals, practitioners, children, and families. We anticipate another year of impactful achievements ahead.



Nicole Watkins, Ph.D
Executive Director
Center for Early Childhood Professional Development
The University of Oklahoma

PDAS

PROFESSIONAL DEVELOPMENT APPROVAL SYSTEM

The Professional Development Approval System (PDAS) remains a cornerstone of the Oklahoma Professional Development Registry (OPDR), ensuring that child care practitioners across the state have access to high-quality, approved training. Through PDAS, contracted educators and approved training organizations deliver formal professional development that meets Oklahoma's annual training requirements for licensed child care providers.

In fiscal year 2025, PDAS continued to support a diverse and growing network of educators and organizations committed to advancing early childhood education through consistent, standards-aligned training.

APPROVED ORGANIZATIONS

Approved organizations include a wide variety of entities, such as national training organizations, resource and referral agencies, Tribal organizations, and statewide child care associations. In fiscal year 2025, **191** organizations held collaborative agreements to provide formal, approved professional development in Oklahoma—an increase from 178 organizations in FY24.

This growth reflects CECPD's ongoing commitment to expanding access to high-quality training opportunities and strengthening partnerships across the early childhood education landscape.

APPROVED EDUCATORS

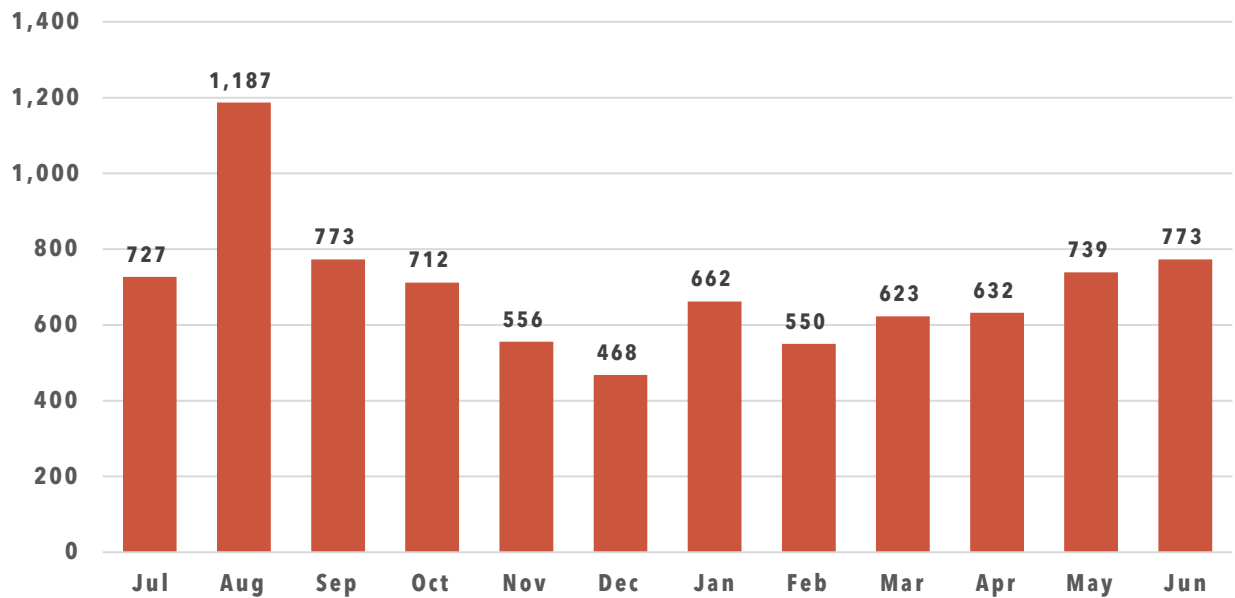
In addition to approving training organizations, CECPD also approves educators. In fiscal year 2025, CECPD approved **35** Educators: **22** specialists, **10** practitioners, and **3** apprentices.

Educators must meet specific training approval requirements, including various scopes of work, fee structures, and education requirements. Educators must also pass annual assessments based on the Educator's knowledge of the Oklahoma Core Competencies for Educators of Early Childhood and Out-of-School Time Practitioners. Additionally, classes taught by contracted Educators are evaluated using participant evaluations and formal observations conducted by CECPD staff.





FY25 New Participants
by Month Account Created



LEADERSHIP ACADEMY

CLASSROOM TRAINING

For over 20 years, the Leadership Academy has delivered high-quality professional development to Oklahoma's child care directors and early childhood leaders. The Academy equips participants with up-to-date knowledge and practical strategies to strengthen their leadership and business skills—ultimately enhancing their ability to support staff, families, and children.

CECPD offers three Leadership Academy tracks.

- For center directors and assistant directors: *Leadership Academy I* and *Leadership Academy II*
- For family child care providers: *Family Child Care Home Leadership Academy*

Eligible graduates of Leadership Academy I and the Family Child Care Home Leadership Academy can receive a \$750 stipend. Eligible graduates of Leadership Academy II can receive a \$500 stipend.

In FY25, **109** stipends between the three Academies were awarded, totaling **\$72,150**.

DIRECTORS' LEADERSHIP ACADEMY I (LA-I)

Leadership Academy I continues to be a cornerstone of professional development for early childhood leaders in Oklahoma. Since its launch, 886 participants have graduated across 48 cohorts, with 44 graduates completing the program in FY25. The Academy provides foundational leadership training for center directors and assistant directors, supporting their growth in management, communication, and program quality.

Looking ahead, CECPD plans to enhance the Leadership Academy experience by integrating new competency-based tools, refining curriculum alignment, and expanding opportunities for advanced leadership development.

DIRECTORS' LEADERSHIP ACADEMY I





DIRECTORS' LEADERSHIP ACADEMY II (LA-II)

Leadership Academy II builds on the foundational skills developed in Leadership Academy I, offering advanced training in business operations, recruitment, and retention strategies. Designed for directors and administrators of licensed early childhood programs, the Academy supports leaders in creating and sustaining high-quality program environments.

In FY25, CECPD hosted the fourth annual Leadership Academy II, delivered through a hybrid model combining asynchronous online learning with in-person training and a capstone experience. A total of **14 participants** completed the program, earning 40 hours of professional development and deepening their capacity to lead with confidence and effectiveness.

FAMILY CHILD CARE HOME LEADERSHIP ACADEMY (FCCH-LA)

The Family Child Care Home Leadership Academy, launched in 2018, provides targeted business training for Oklahoma's family child care providers. In FY25, 43 participants graduated from the program, completing 42 hours of formal, approved professional development across six sessions.

SESSION TOPICS INCLUDE:

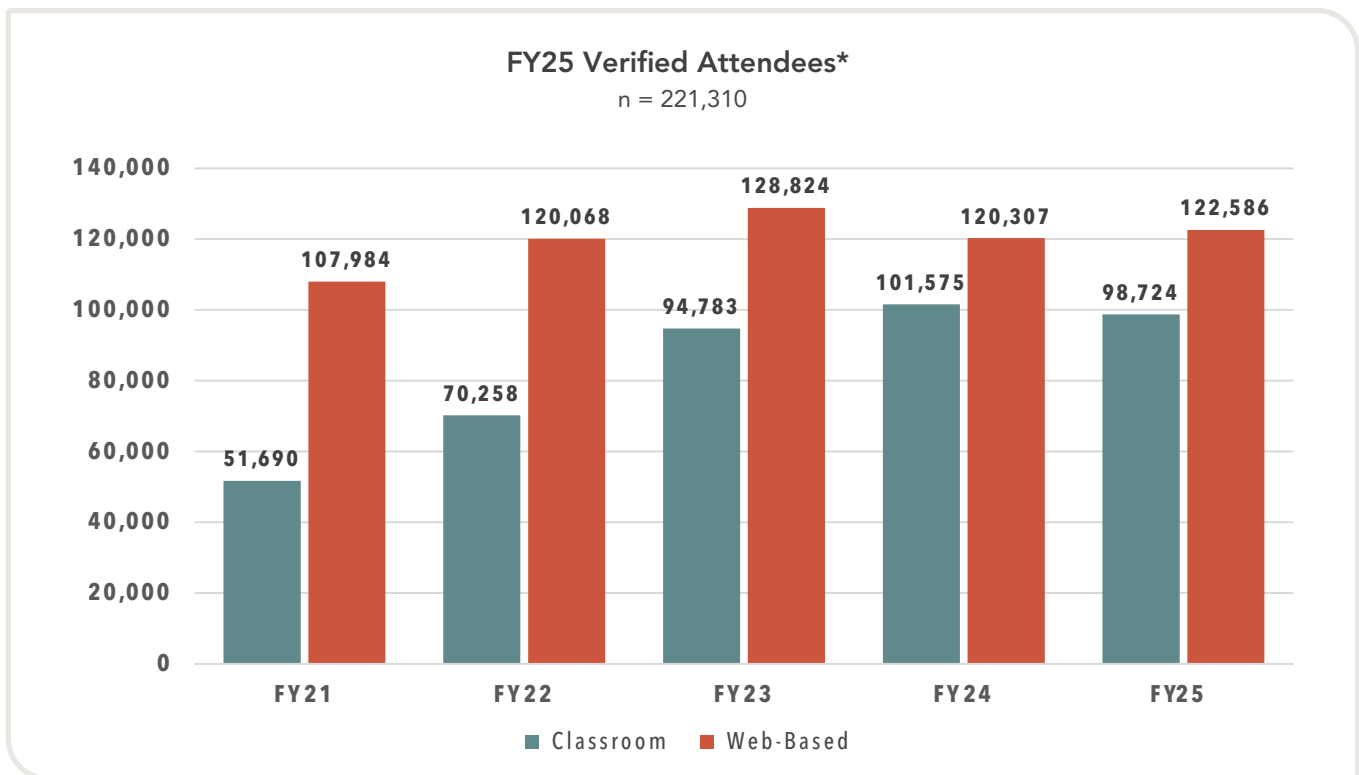
- Intro to Business Administration Scale (BAS)
- Policies & Procedures
- The ABCs of a Child Care Business
- Staff Development
- Legal Knowledge
- Building a Stronger Child Care Business
- Program Planning
- Using the BAS

Participants gained practical tools and insights to strengthen their business operations and improve program quality, with a focus on applying the Business Administration Scale (BAS) to assess and enhance their practices.



VERIFIED ATTENDEES

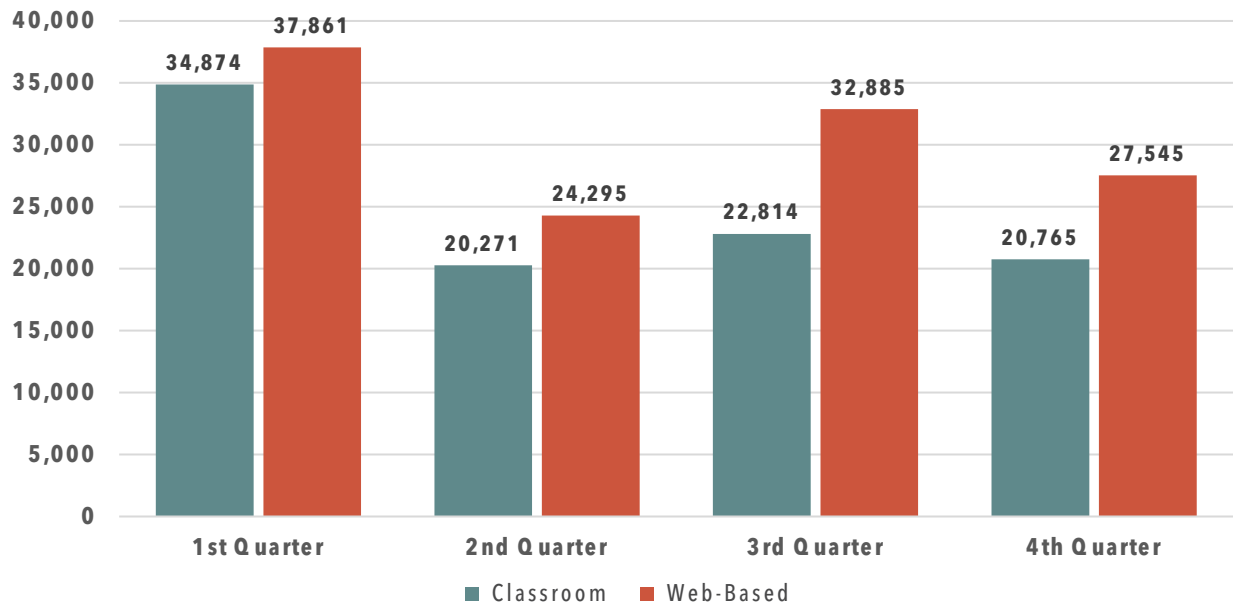
Approximately **221,310** verified attendees completed **1,152,559** hours of professional development classes offered by Oklahoma Registry approved organizations, approved educators, and CECPD in fiscal year 2025. Verified attendance shows a flat difference from the previous year. CECPD continued to offer high quality professional development at an exceptional rate.



*Totals revised due to data added after the annual reports were published.

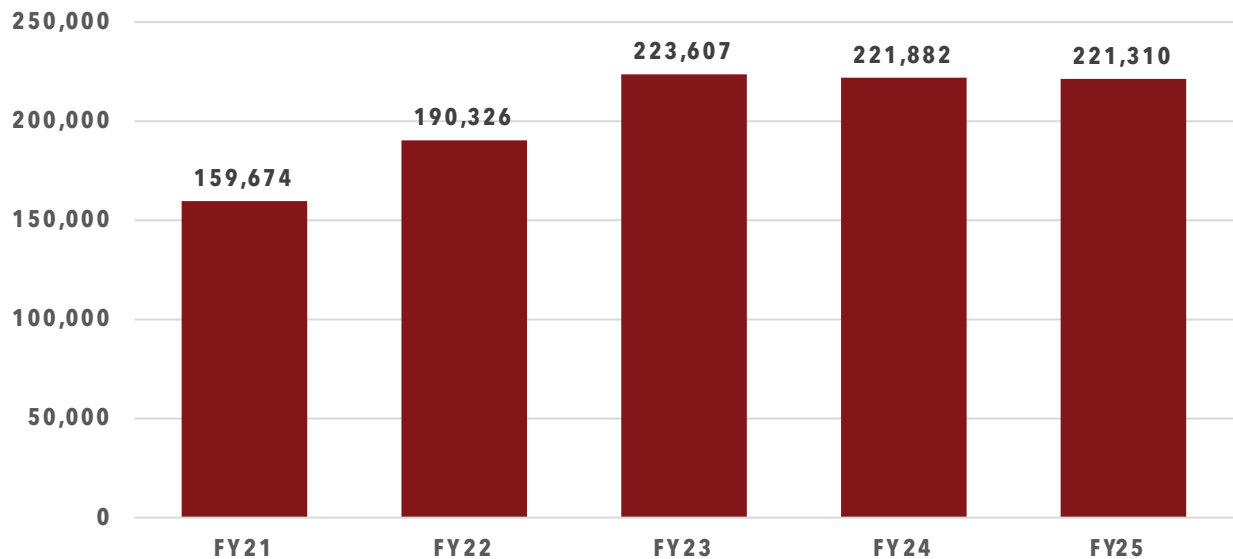
ATTENDEES

FY25 Verified Attendees*
By Quarter



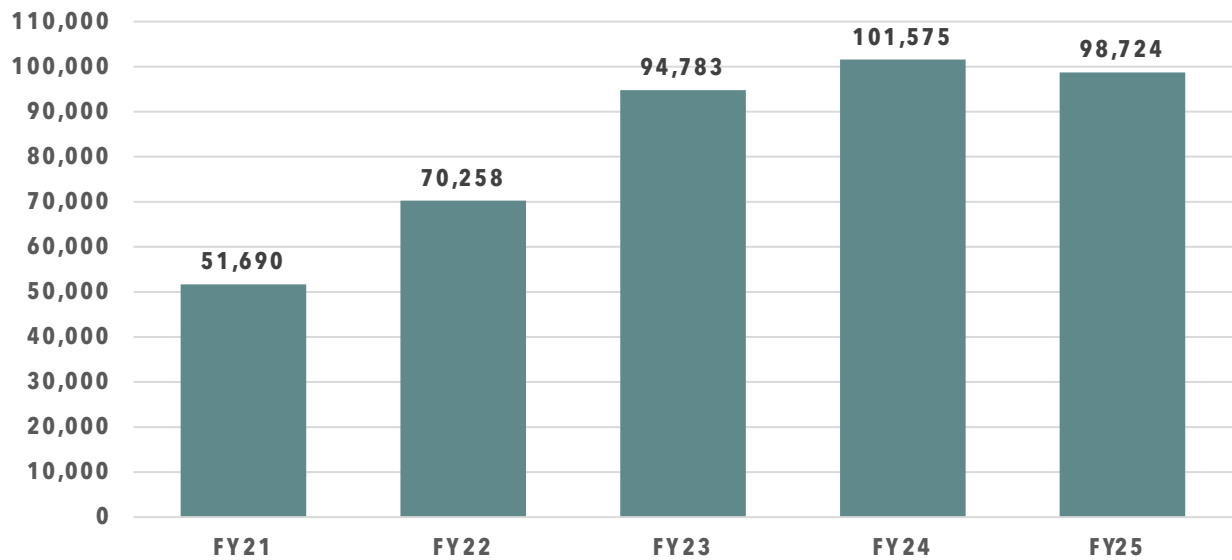
*Totals revised due to data added after the annual reports were published.

FY25 Total Verified Attendees*
Classroom and Web-Based



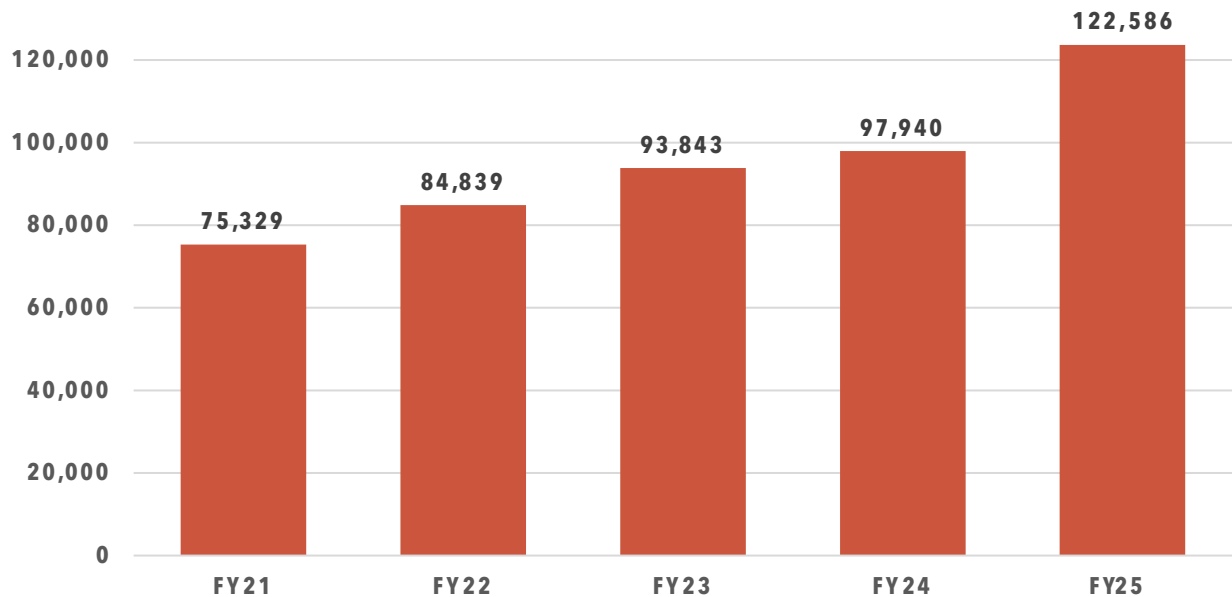
*Totals revised due to data added after the annual reports were published.

FY25 Total Verified Attendees*
Classroom



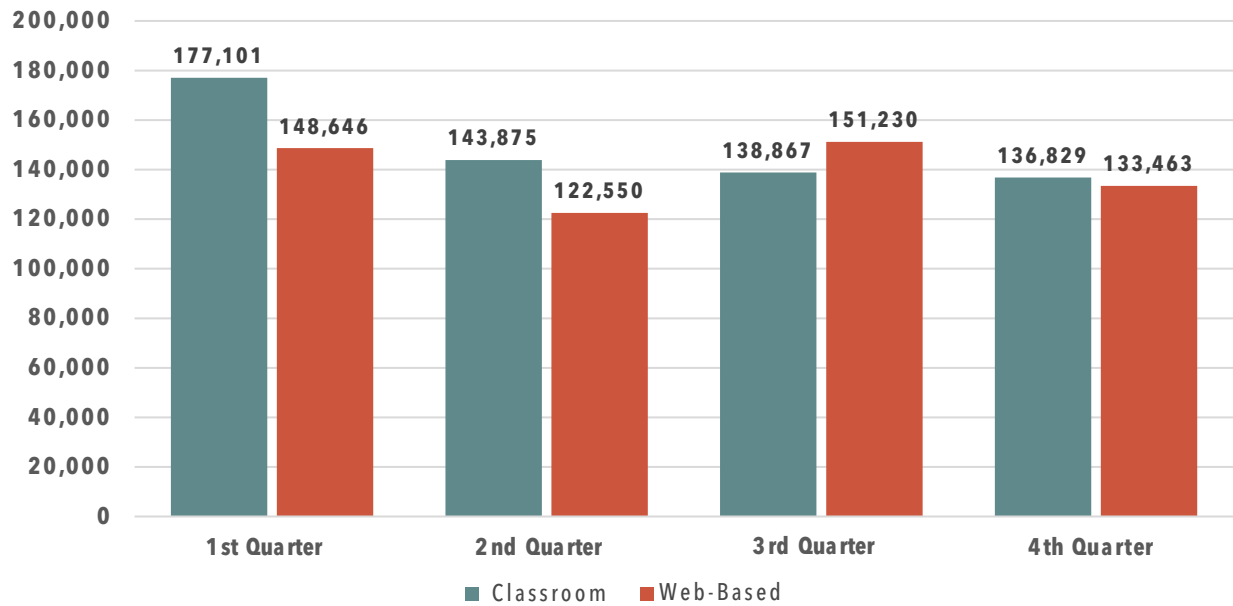
*Totals revised due to data added after the annual reports were published.

FY25 Total Verified Attendees*
Web-Based



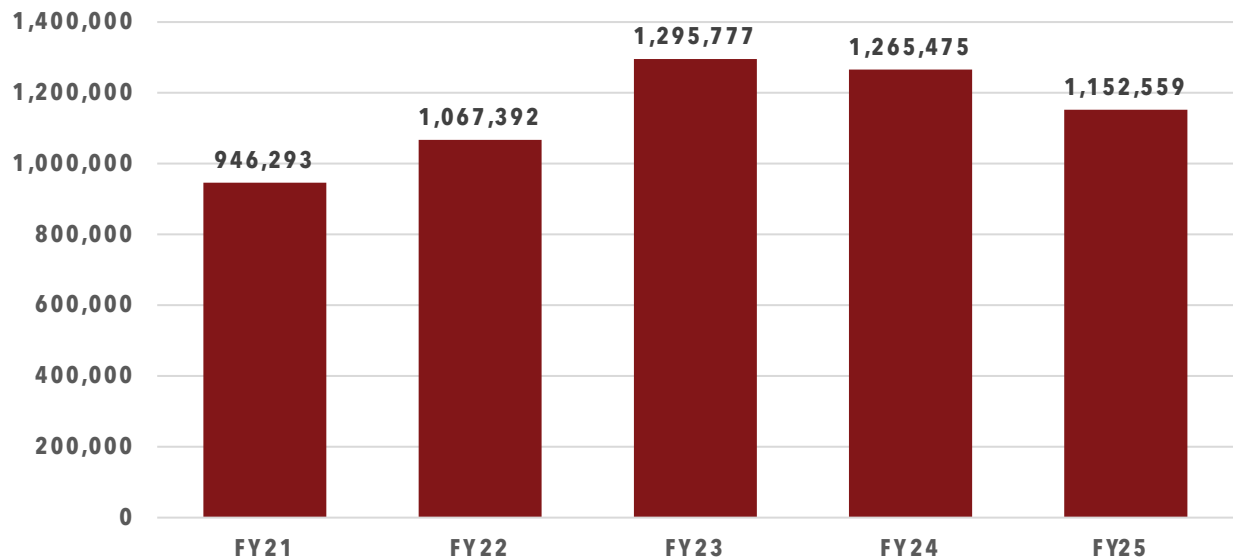
*Totals revised due to data added after the annual reports were published.

FY25 Hours Completed*
By Quarter



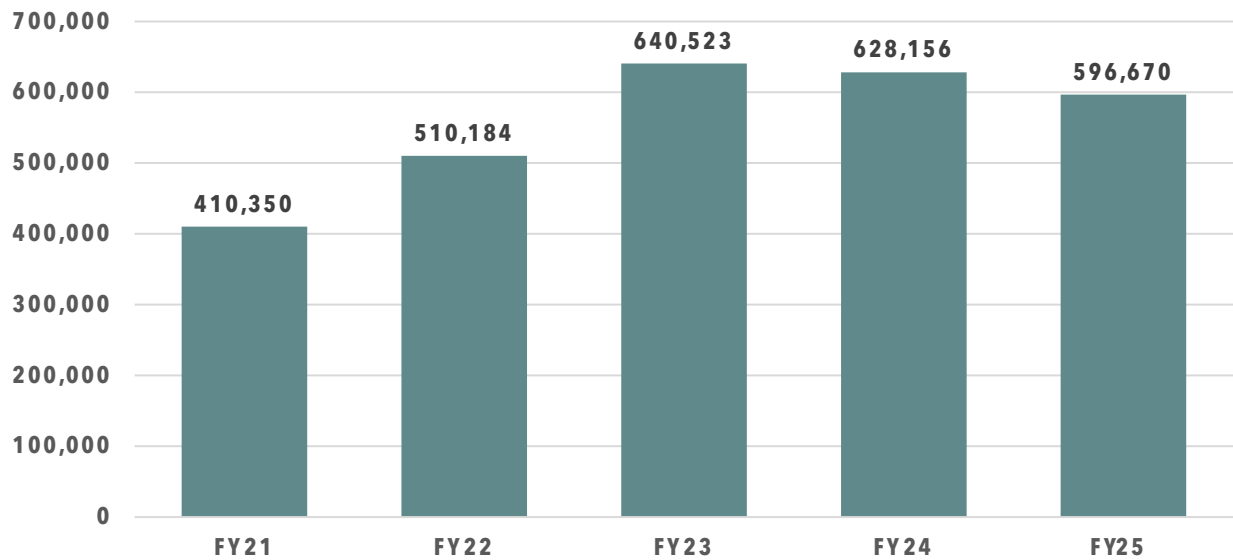
*Totals revised due to data added after the annual reports were published.

FY25 Total Hours Completed*
Classroom and Web-Based



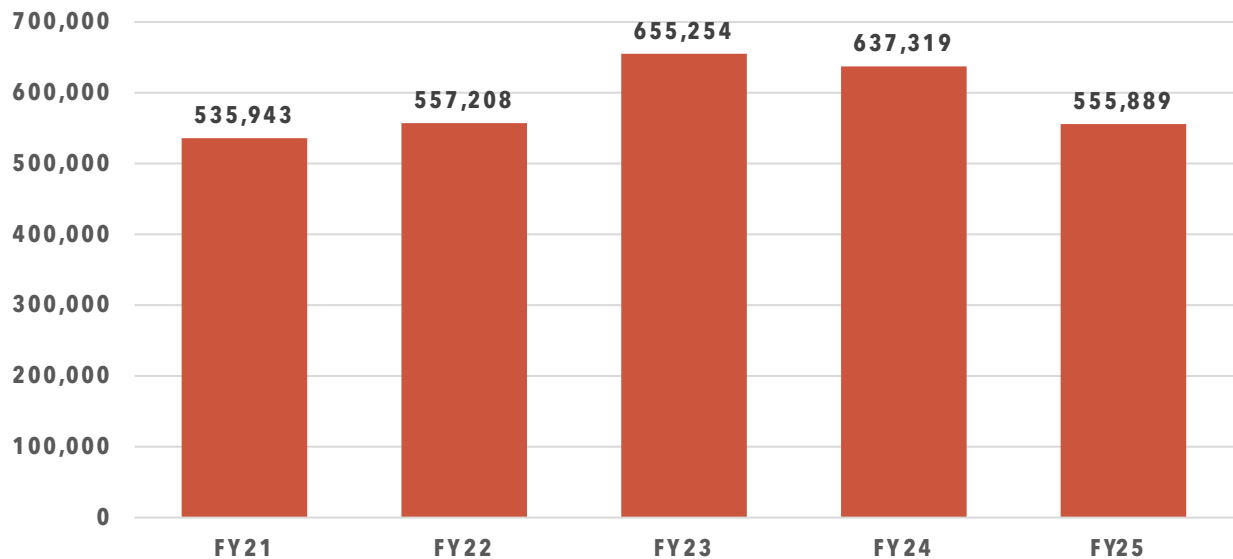
*Totals revised due to data added after the annual reports were published.

FY25 Total Hours Completed*
Classroom



*Totals revised due to data added after the annual reports were published.

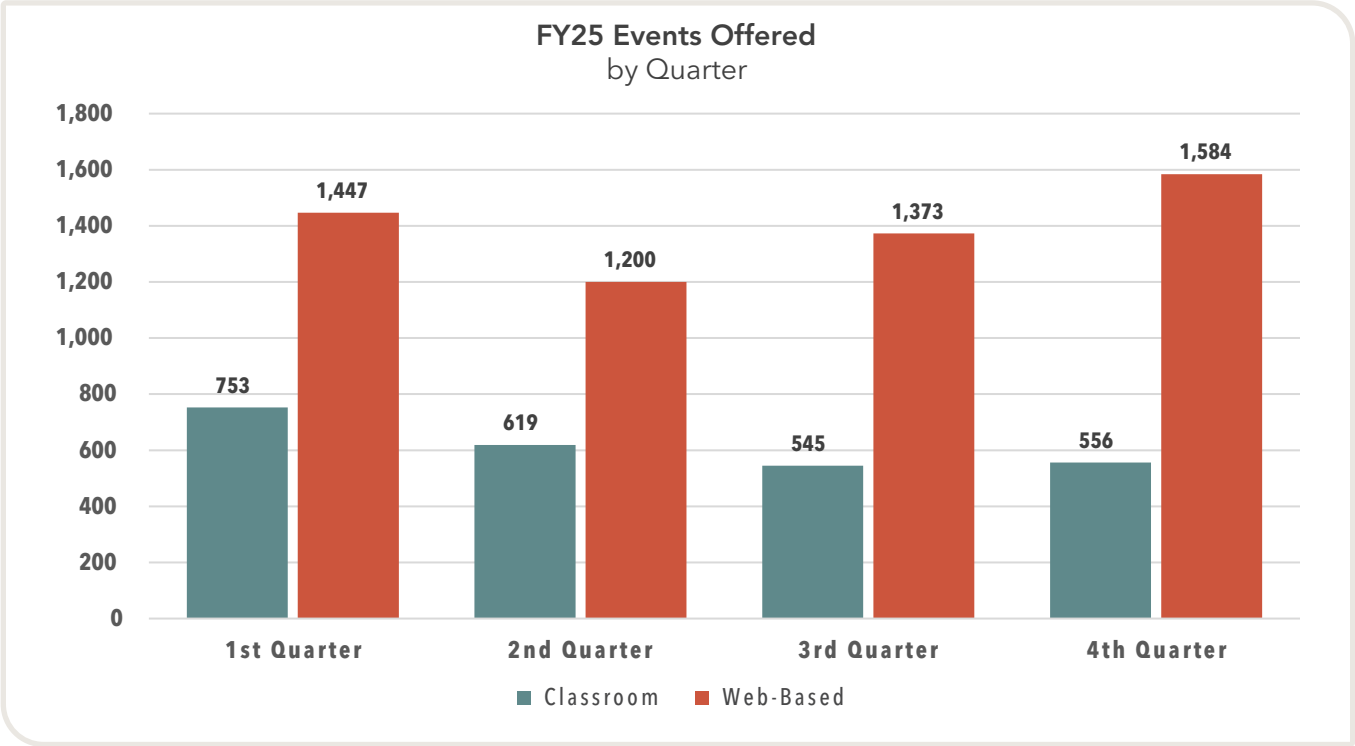
FY25 Total Hours Completed*
Web-Based



*Totals revised due to data added after the annual reports were published.

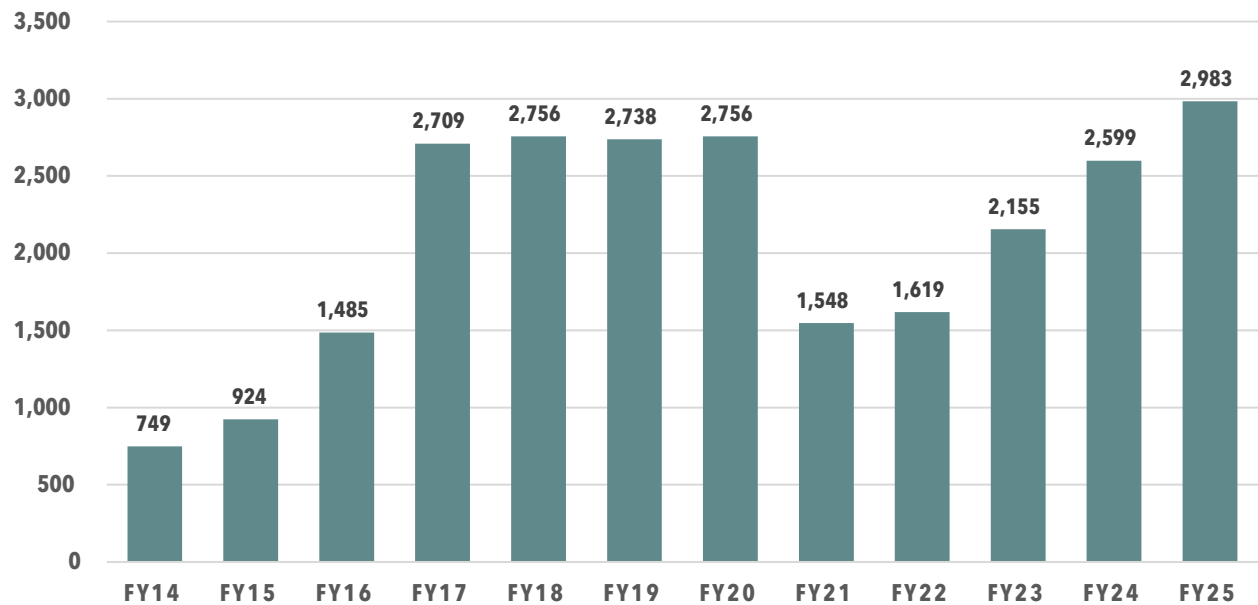
Events and Hours Offered

In the chart below, quarterly events reflect the increase in web-based events as well as an overall increase in classroom events from the prior fiscal year.

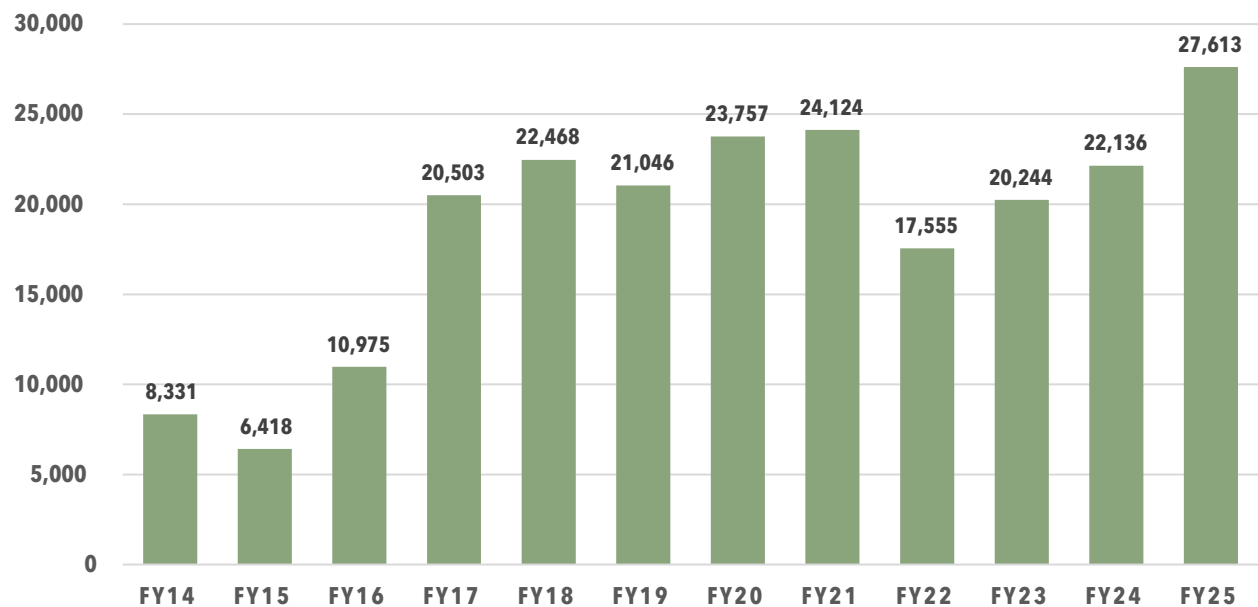


Formal Classroom

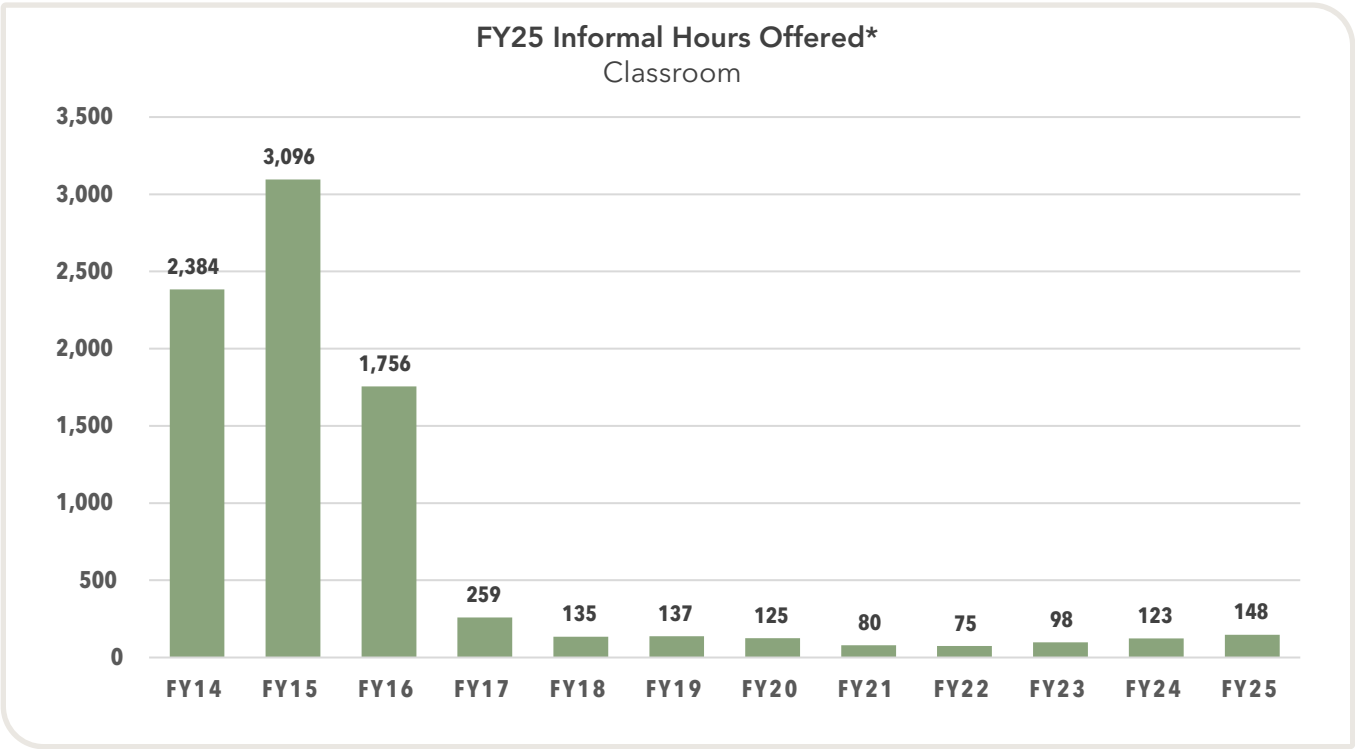
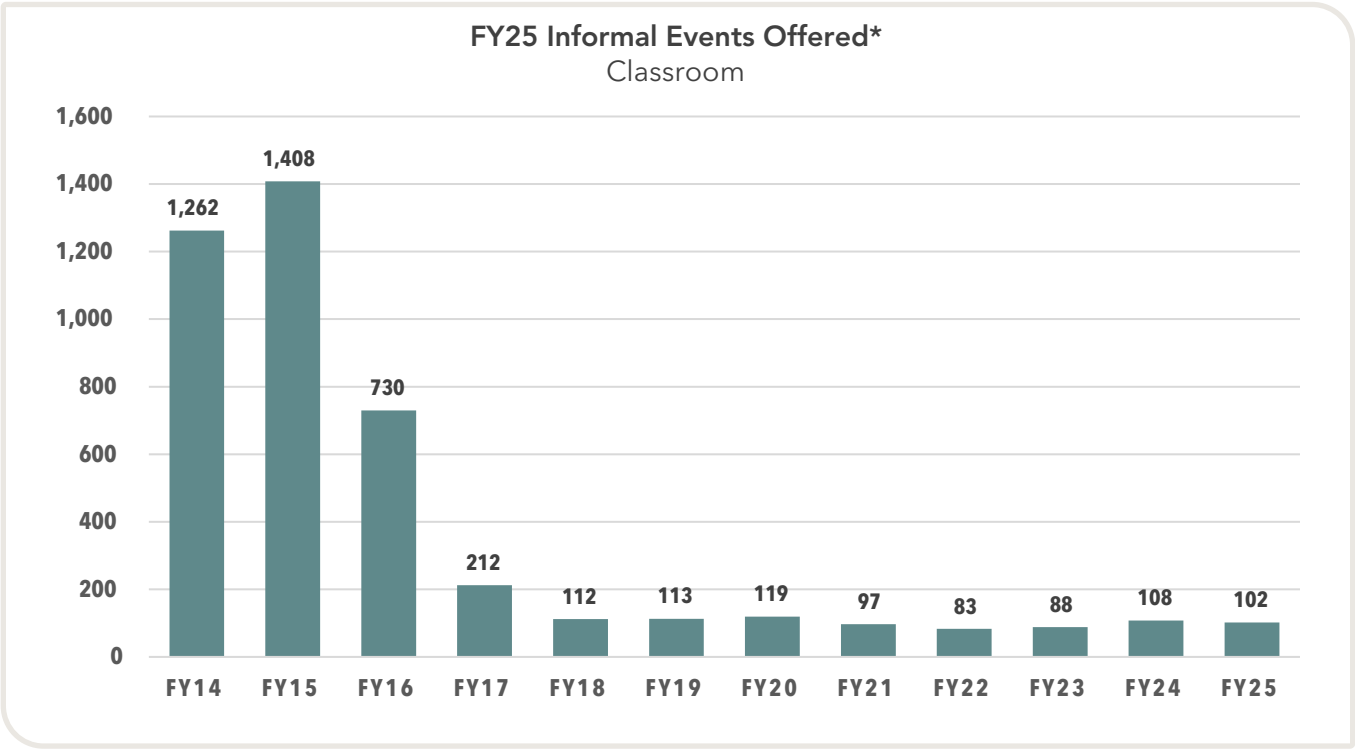
FY25 Formal Events Offered*
Classroom



FY25 Formal Hours Offered*
Classroom

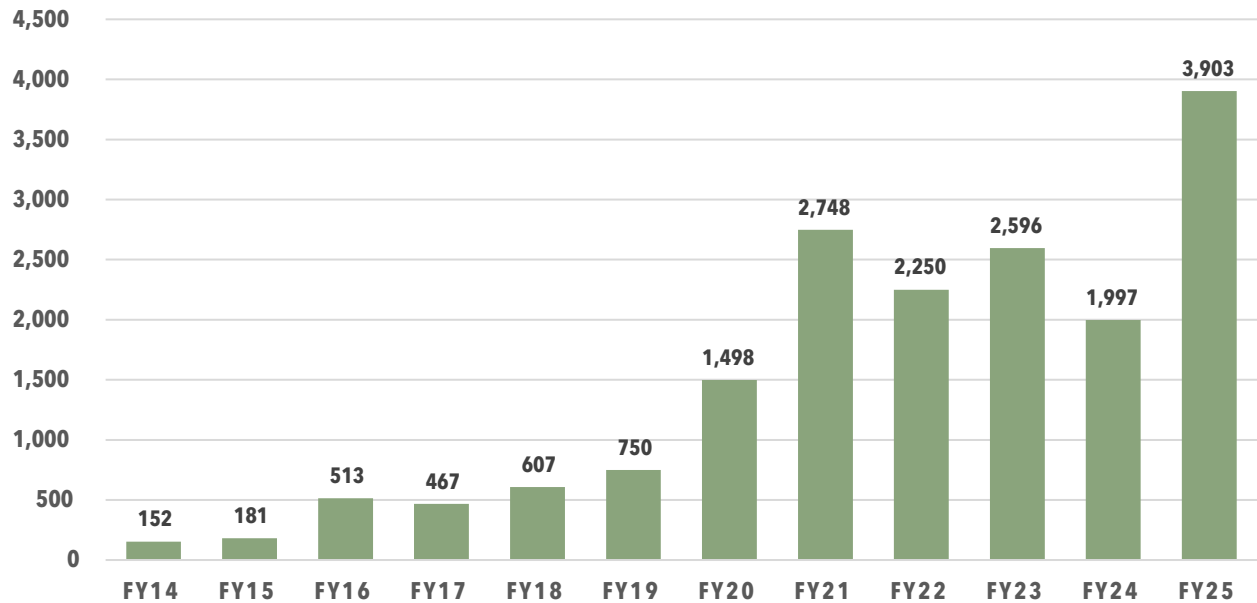


Informal Classroom

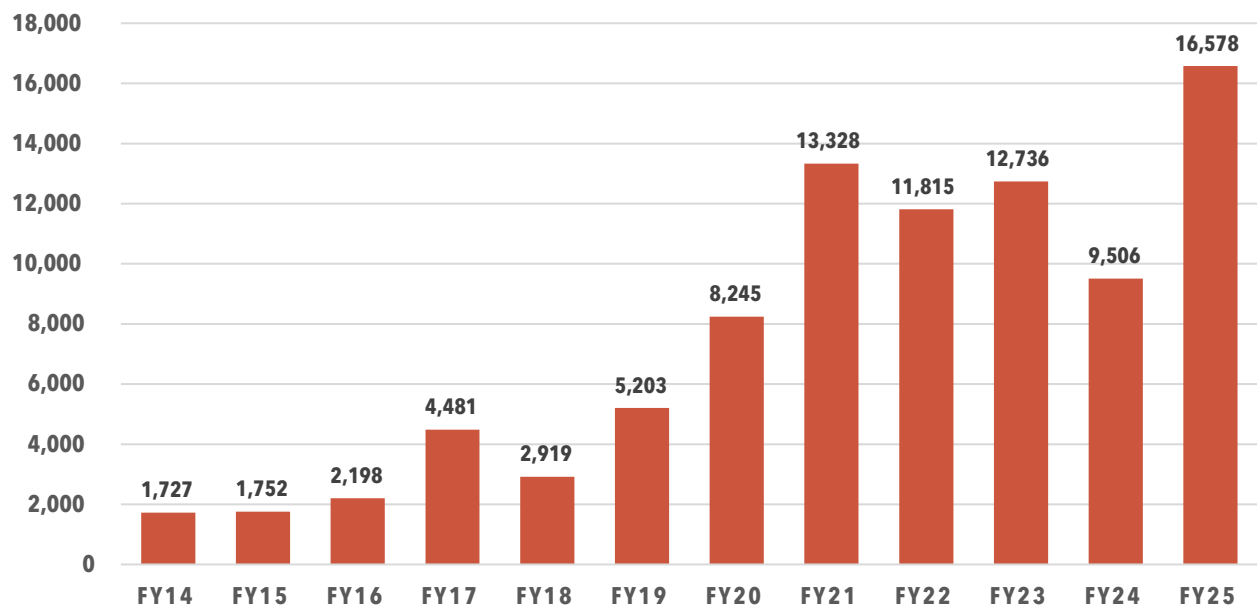


Formal Web-Based

FY25 Formal Events Offered*
Web-Based

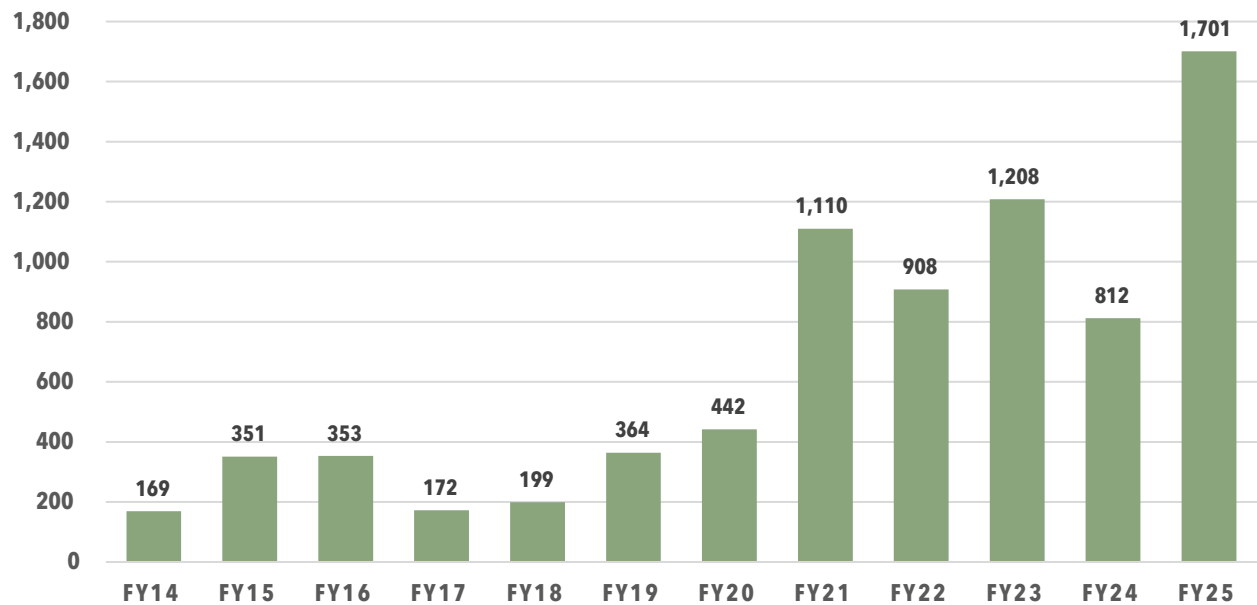


FY25 Formal Hours Offered*
Web-Based

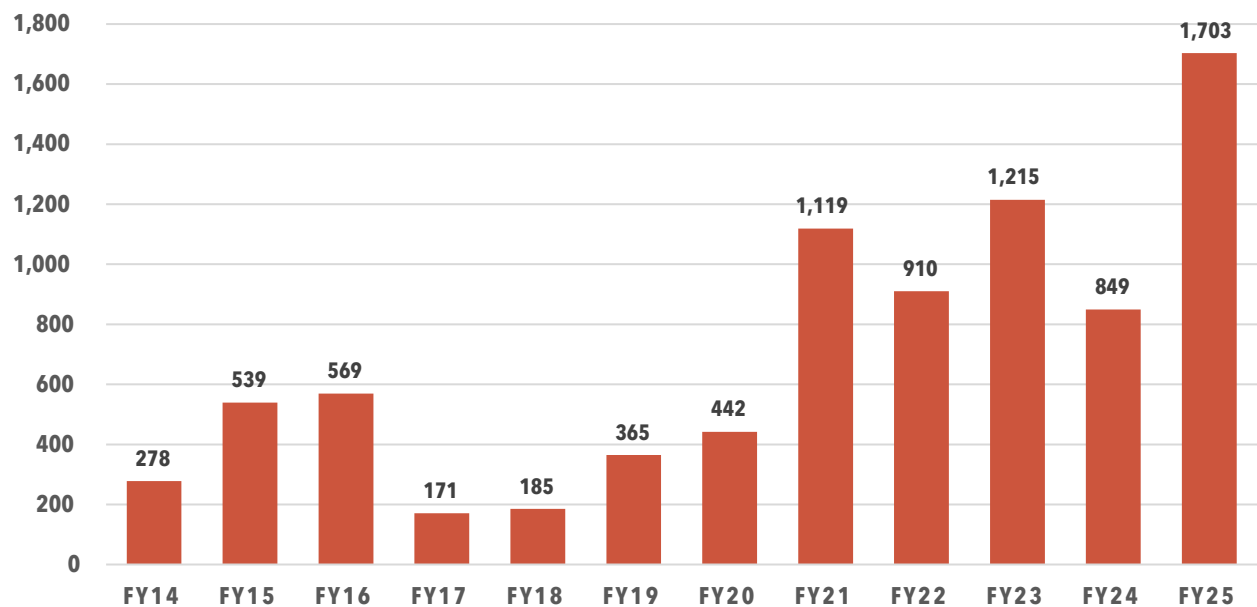


Informal Web-Based

FY25 Informal Events Offered*
Web-Based



FY25 Informal Hours Offered*
Web-Based



FREE TRAINING

In partnership with Child Care Services, CECPD continued to provide free training opportunities to child care practitioners across Oklahoma. These selected courses were offered in both web-based and classroom settings, supporting flexible access to professional development.

In fiscal year 2025, **1,645** providers participated in these free training offerings, completing a total of **5,251** training hours. These opportunities help ensure that early childhood educators have access to high-quality, no-cost professional development that supports licensing requirements and enhances classroom practices.

PYRAMID TRAINING

CECPD has continued its collaboration with ProSolutions in offering an online version of Pyramid Training for Oklahoma. **21,331** participants have completed Pyramid training that include at least one of the following:

- Introducing the Pyramid Model Framework
- Pyramid Birth to 5 Module 1
- Pyramid Birth to 5 - Module 2
- Pyramid Infant Toddler - Module 1
- Pyramid Infant Toddler - Module 2
- Pyramid Preschool - Module 1
- Pyramid Preschool - Module 2
- Pyramid Module 3 applies to all ages.



YOUTH WORKS METHOD

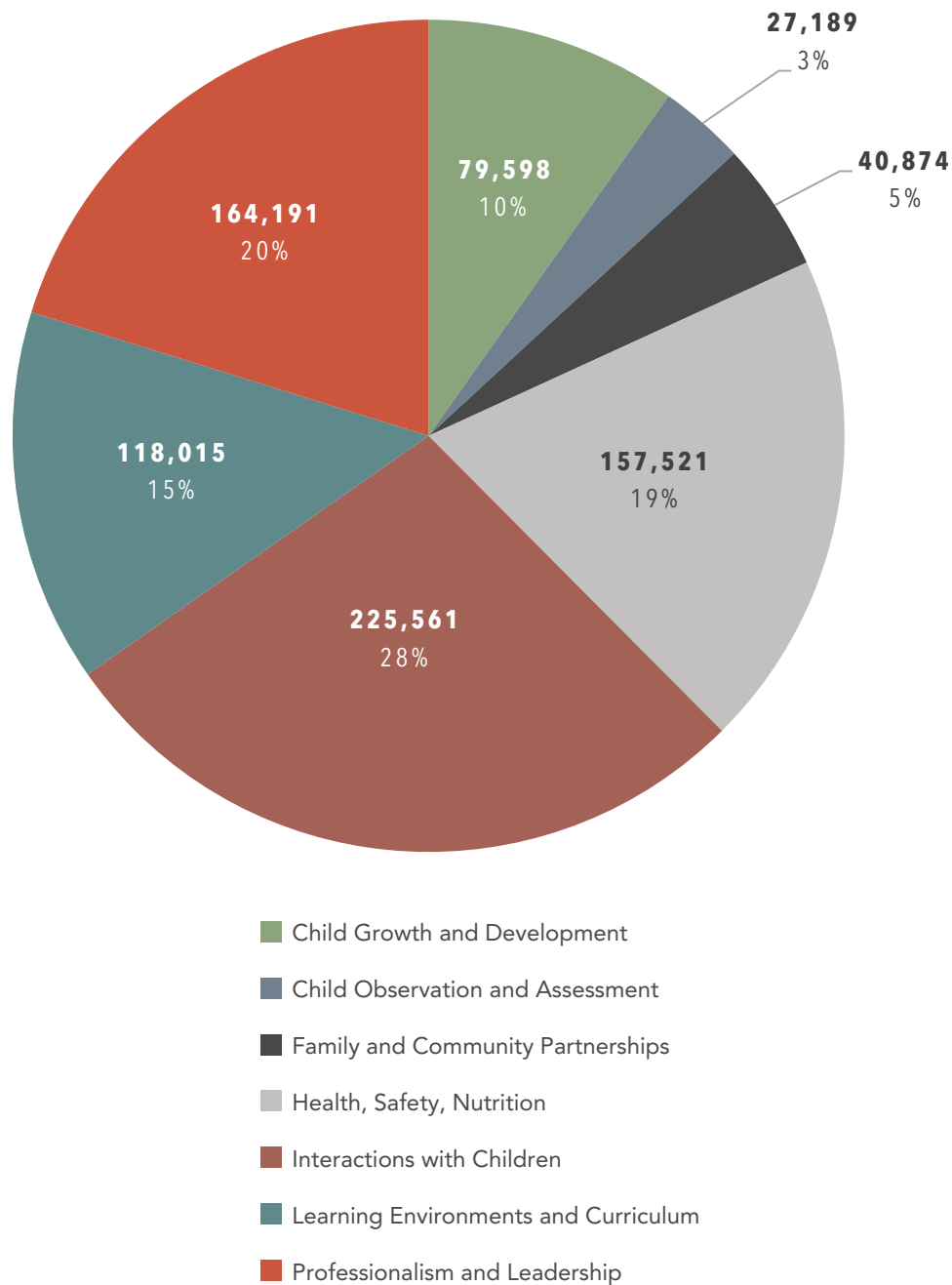
The Youth Works Method course equips child care providers with practical strategies to organize, motivate, communicate, and resolve conflict effectively with young people. Offered in an online format, this training supports professionals working with school-age children and youth in a variety of settings.

In fiscal year 2025, the course served **1,055** attendees, continuing to be a valuable resource for providers seeking to strengthen their skills in youth engagement and behavior management.

Oklahoma Core Competencies | Early Childhood Practitioners

FY25 Oklahoma Core Competencies for Early Childhood Practitioners*

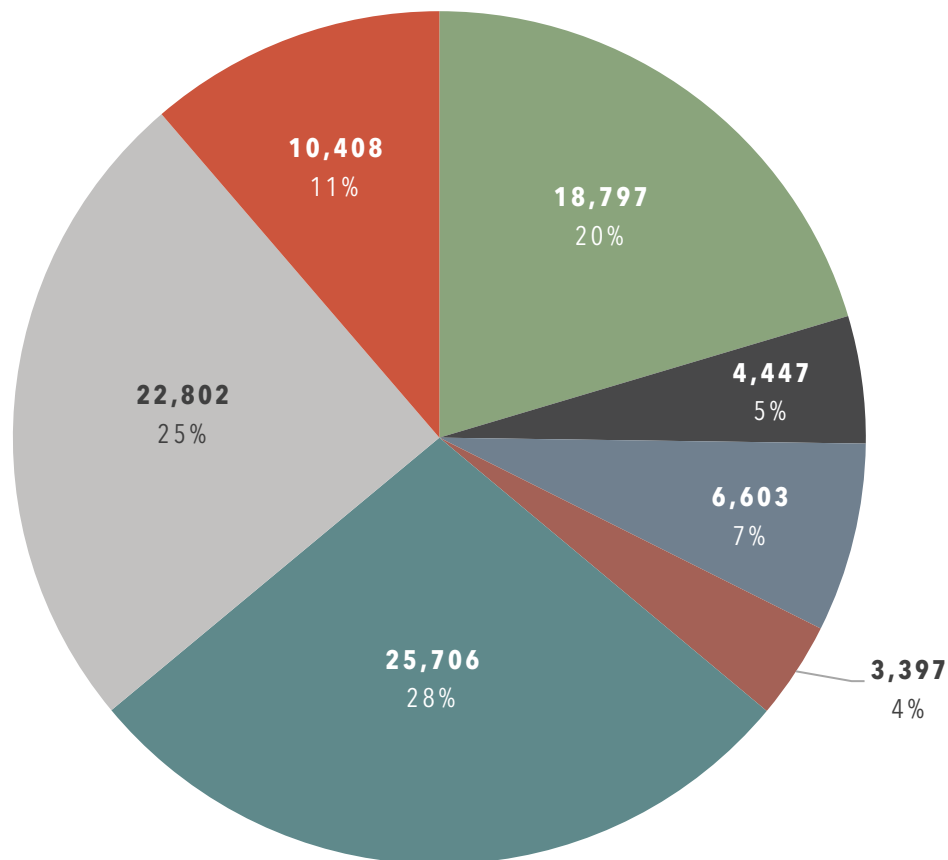
Hours Completed n = 812,947



*Includes all competencies except Program Planning. Development and Evaluation, which is shown in the following chart broken out by Administration/Management Content Areas of the Oklahoma Director's Credential.

Oklahoma Core Competencies | Administration/Management Content Area

FY25 Oklahoma Core Competencies
Program Planning, Development and Evaluation
by Administration/Management Content Area
Hours Completed n = 92,158



- Educational Programming and Family Support
- Fiscal Management
- Leadership and Advocacy
- Legal Management
- Personnel and Professional Self-Awareness
- Program Operations and Facilities Management
- Staff Management and Human Relations



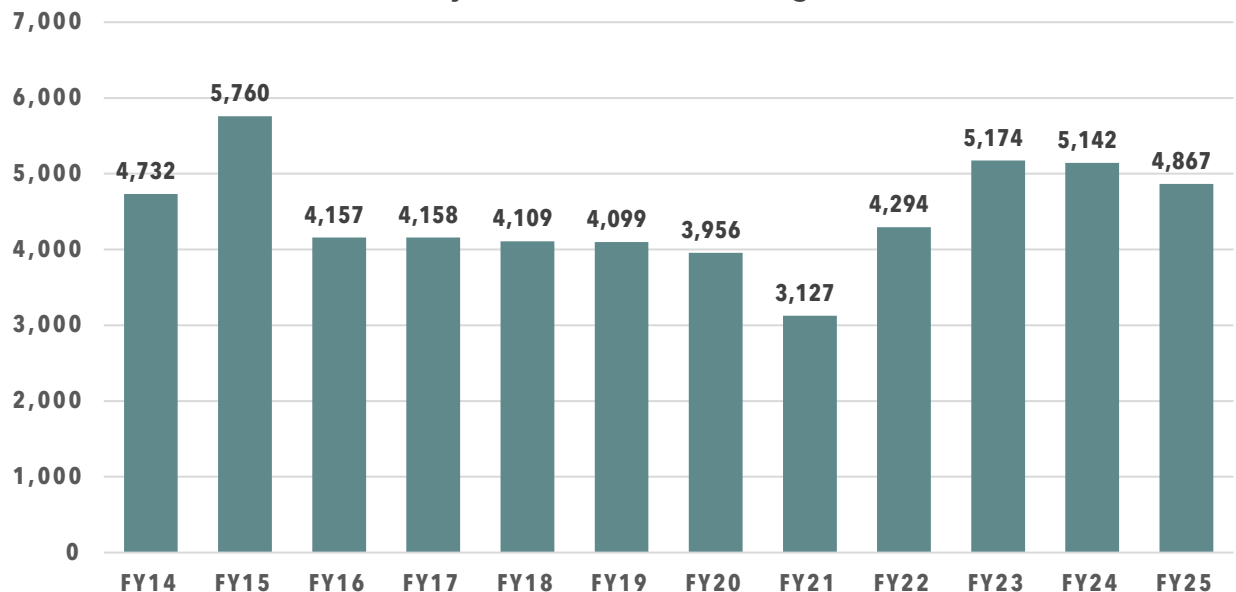
ENTRY LEVEL TRAINING

CECPD provides online foundational entry level courses for child care center staff, child care center directors, family child care home providers, and out-of-school time teachers. These courses include:

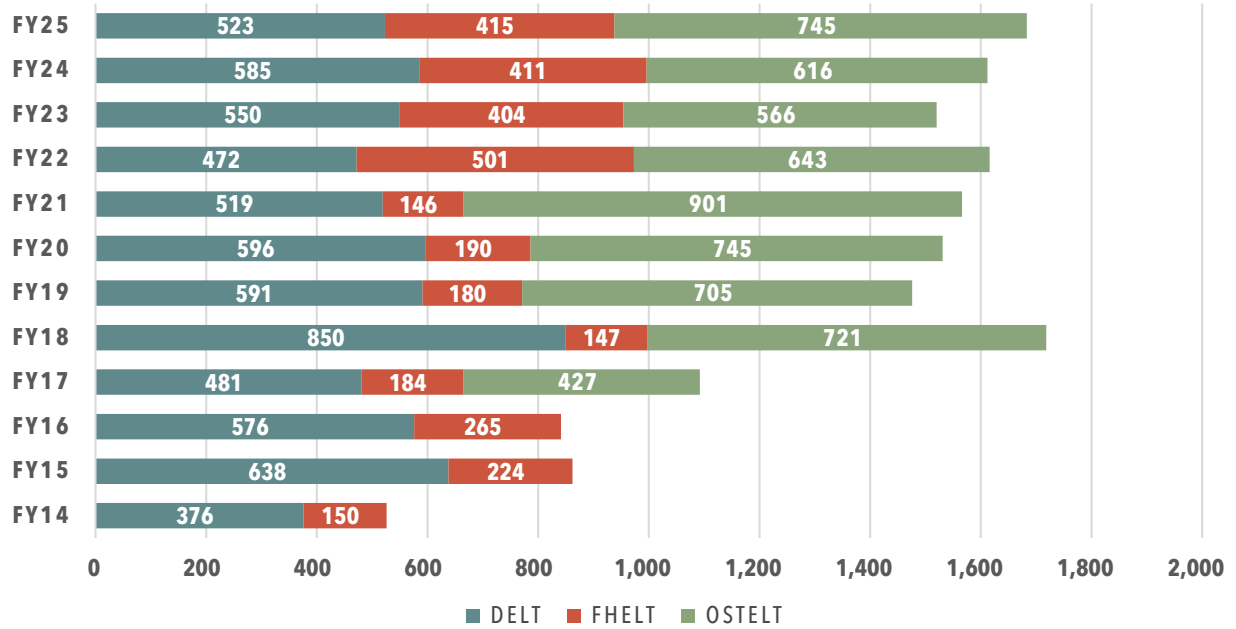
- Entry Level Child Care Training (ELCCT)
- Director's Entry Level Training (DELT)
- Family Child Care Home Entry Level Training (FHELT)
- Out-of-School Time Entry Level Training (OSTELT)

The total number of verified attendees for all CECPD's entry level courses was **6,550**. In addition, **902** participants completed ELCCT equivalent courses. These courses meet the Child Care Services-Licensing ELCCT training requirement.

FY25 Entry Level Child Care Training - ELCCT



FY25 Other Entry Level Training





EARLY LEARNING GUIDELINES (ELGs)

CECPD continues to offer online and classroom-based training aligned to Oklahoma’s Early Learning Guidelines, including:

- Infants ■ Toddlers, and Twos ■ Ages Three to Five
- School-Age Children ■ Focused Portfolios™ Milestones Crosswalk

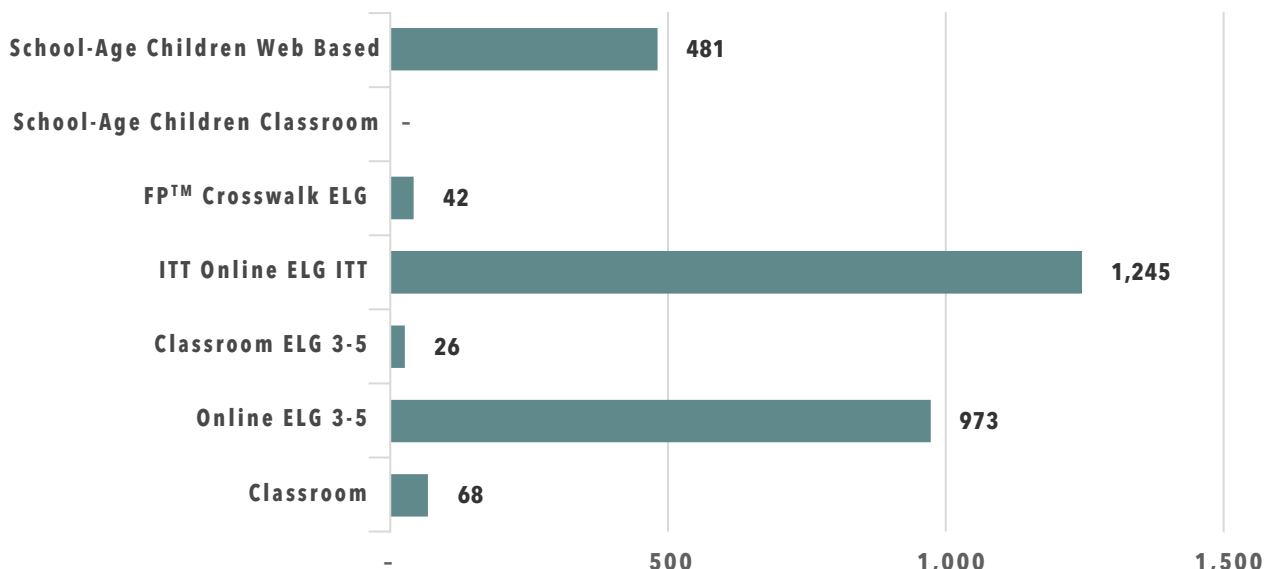
These courses provide child care professionals with flexible options to meet licensing requirements and deepen their understanding of child development across age groups.

In fiscal year 2025, verified attendance across all Early Learning Guidelines courses totaled **2,835 participants**, reflecting strong engagement across the state. During FY25, CECPD also began revisions to the Infants, Toddlers, and Twos course, ensuring the content remains current, developmentally appropriate, and aligned with best practices in early childhood education.

CECPD remains committed to expanding access and refining content to meet the evolving needs of educators and programs statewide.

FY25 Early Learning Guidelines

Verified Attendees n = 2,835



FOCUSED PORTFOLIOS™

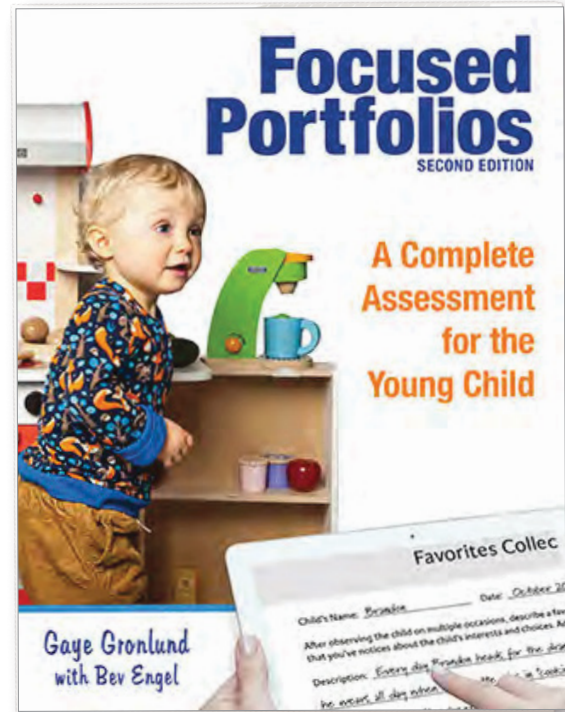
CLASSROOM TRAINING

Focused Portfolios™ is a three-session training series designed to strengthen observation and documentation practices for children from birth through age five. This assessment system supports educators in creating meaningful portfolios that capture a child's development and align it with established milestones.

To promote consistent implementation, CECPD continued to integrate Focused Portfolios I™ with the Focused Portfolios™ Milestones Crosswalk, ensuring participants gain both foundational knowledge and practical strategies for applying the system in their classrooms. The training equips educators with tools and resources to design responsive classroom and program plans that foster strong relationships among children, families, and staff.

The Milestones Crosswalk component also fulfills the Early Learning Guidelines requirement for Oklahoma's Quality Rating and Improvement System (QRIS).

- In FY25, CECPD hosted four Focused Portfolios™ events, serving a total of 42 participants.



FOCUSED PORTFOLIOS (Fall 2024)





EDUCATOR LUNCHEONS

In FY24, CECPD transitioned from hosting a single annual educator conference to offering biannual educator luncheons in Q2 and Q4. This format allowed for more timely professional development and created opportunities to gather feedback on curriculum and educator experiences. Educator luncheons continued in FY25, providing a platform for professional development and peer connection. Feedback from the spring 2025 luncheon highlighted educators' enthusiasm for courses like Nature Play, Music and Movement, Infant Mental Health, and Loose Parts, as well as interest in future topics such as STEAM, mental health, challenging behaviors, and adult learning theory. Educators also expressed a desire for more self-reflection, outdoor learning, and Spanish-language course options to better support diverse learners.

These insights continue to inform CECPD's course development and educator support strategies, ensuring that professional learning remains responsive, inclusive, and impactful.

SPANISH TRAININGS

CECPD, in partnership with OKDHS, offers several Spanish translated courses as online trainings, including Capacitación básica en cuidado infantil (ELCCT) and Cursos del Modelo de Pirámide (Pyramid Modules).

- A total of **103** events were offered in Spanish this past year. **30** events were held in a classroom setting and **73** were offered online. **590** attendees took these trainings.

SAFE SLEEP TRAINING

Approved infant safe sleep training was provided to meet the DHS Child Care Licensing requirement. The training is offered by CECPD, approved Oklahoma Registry training organizations, and CECPD educators. The training is available both in the classroom and as an online training.

- Verified attendance included **7,257** attendees who completed more than **18,817** hours of training.



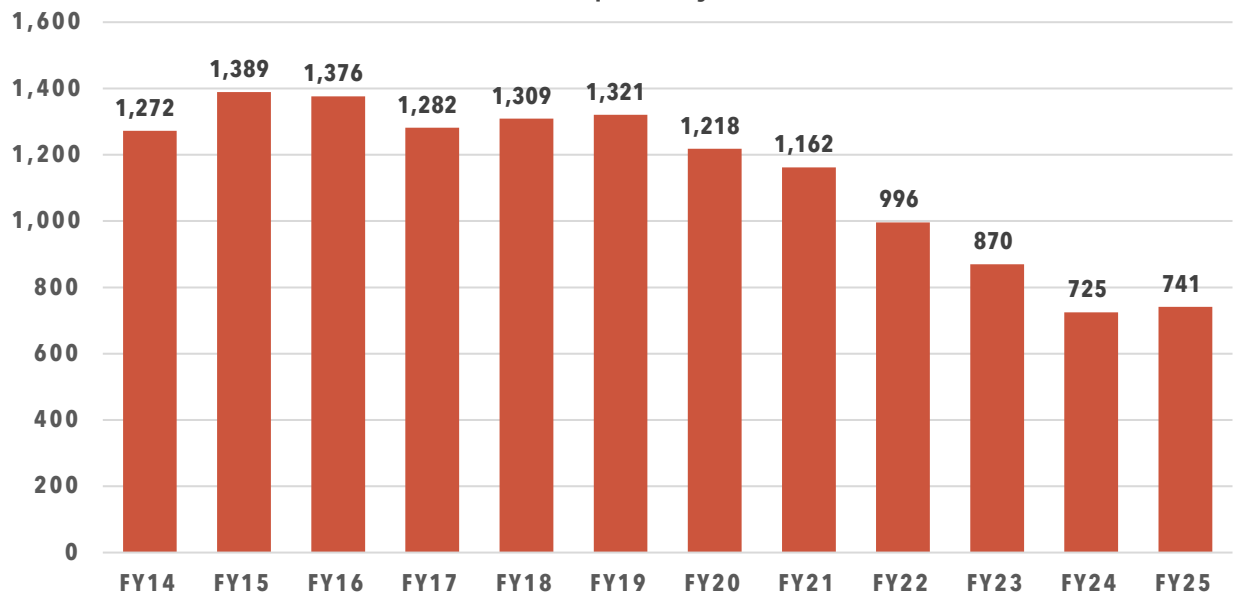
VIDEO LENDING LIBRARY

CECPD's video lending library continues to be a valuable resource for child care providers seeking informal training to supplement their formal professional development. Providers can borrow videos on a wide range of early childhood topics at no cost, aside from return shipping.

In fiscal year 2025, CECPD added **32** new titles to the library's inventory, expanding offerings in categories such as Curriculum, Infant Development, Toddler Development, Preschooler Development, Family Child Care Homes, Director's Interest, and Spanish-language resources. New topics include emergent literacy, preschool observation, the business of Family Child Care Homes, and infant and toddler development, covering physical, cognitive, social, and emotional domains. Spanish selections were also expanded to include conversational sets for children from infancy through school age.

- ▶ CECPD fulfilled **741** video requests in FY25, including those required for licensing compliance by family child care homes and child care centers. The lending library remains a flexible and accessible tool for educators across Oklahoma.

FY25 Video Requests by Fiscal Year



CURRICULUM DEVELOPMENT

Working in partnership with DHS and with staff resources, CECPD develops and revises curricula in response to the changing needs of the early childhood field for child care practitioners in Oklahoma. The following were released to the field in FY25 :

Learning & Development: Enhancements

2 hrs

This course outlines the enhancement requirements for programs serving children aged two and older to achieve a Four- or Five-Star QRIS rating. It defines enhancements, highlights their benefits, and offers practical strategies for classroom implementation.

Director Fundamentals II: Professional Development

4 hrs

Designed for directors pursuing the Oklahoma Director's Credential, this course explores the QRIS Stars Program and supports staff in identifying and achieving professional development goals.

Music & Movement

4 hrs

This course examines the developmental benefits of integrating music and movement in early childhood settings. Providers will learn to implement activities that foster creativity, imagination, and physical engagement.

Courses In Development for FY26

- Challenging Behaviors (3 hours)
- Engaging Staff (3 hours)
- Emergency Preparedness (3 hours)
- Understanding Childhood Homelessness (3 hours)
- Trauma Informed Care (3 hours)
- Human Relations I: Motivation and Communication
- Human Relations II: Coaching and Mentoring

Safe Sleep

3 hrs

This class is written for teachers and providers working with infants in child care centers and family child care homes. It addresses licensing regulations about safe sleep, the characteristics of a safe sleep environment, and how to speak to families regarding safe sleep practices.

Lesson Planning with ELGs

3 hrs

This course provides a clear overview of lesson planning aligned with Oklahoma's QRIS (Stars Program) guidelines. Participants will explore the purpose of the ELGs, distinctions in planning for various age groups, and strategies for emergent and individualized curriculum. Emphasis is placed on interdisciplinary instruction to efficiently address multiple ELGs.

Nature Play

3 hrs

This course explores how to design meaningful indoor and outdoor learning experiences using natural elements to support children's cognitive, physical, and emotional development.

Revisions

- Early Learning Guidelines (ELGs) for Infants, Toddlers, and Two's (14 hours) **Still in progress**
- ELCCT (20 hours)
- Revised and Released Spanish Courses
 - Spanish ELCCT (20 hours)
 - Spanish Safe Sleep (3 hours)

OPDR

OKLAHOMA PROFESSIONAL DEVELOPMENT REGISTRY

The Oklahoma Professional Development Registry (OPDR), also known as the Oklahoma Registry, remains a vital system for recognizing the dedication and professional growth of individuals working in early child care and education. It supports statewide efforts to improve quality by tracking and verifying professional development, and it plays a key role in both licensing and the Quality Rating and Improvement System (QRIS).

As a Partners in Employment Reporting (PER) state through the National Workforce Registry Alliance, Oklahoma contributes workforce data that informs early childhood policy decisions at both the state and national levels.

The OPDR includes the following two core components:

OKLAHOMA DIRECTOR'S CREDENTIAL (ODC):

The ODC is a required credential for directors of licensed child care centers in Oklahoma. It reflects a combination of formal education in early childhood, child development, school-age education, and business or administrative studies. In addition to academic qualifications, the ODC also accounts for hands-on experience in the field, ensuring that child care leaders are equipped with both theoretical knowledge and practical expertise.

PROFESSIONAL DEVELOPMENT LADDER (PDL):

The PDL outlines a structured progression of professional development based on formal education, credentials, and training. It recognizes learning from universities, community colleges, technology centers, and approved training organizations. The PDL serves as a roadmap for career advancement and is closely aligned with other state initiatives, including QRIS and the Scholars for Excellence in Child Care program, to promote high-quality early learning environments.

OKLAHOMA REGISTRY CERTIFICATE OF ACHIEVEMENT AND STIPEND PROGRAM:

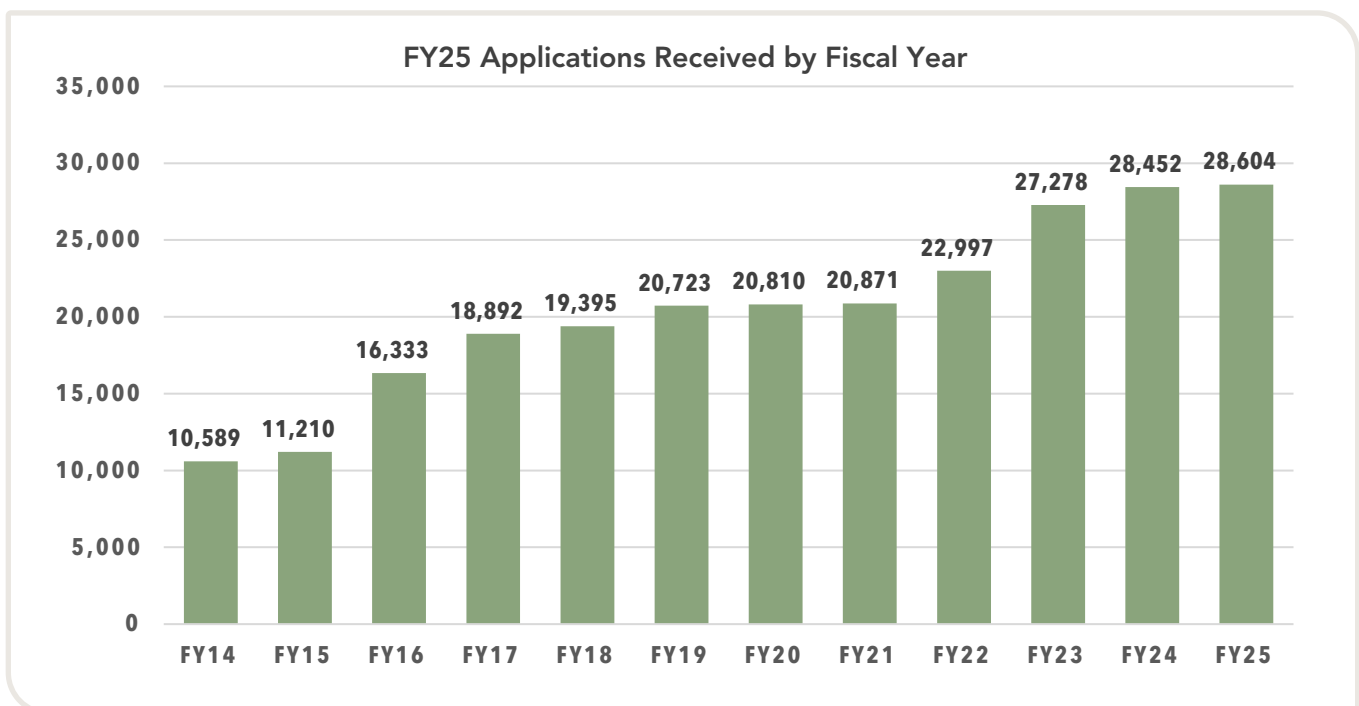
The stipend Program is for providers who care for children in licensed child care facilities. This program is a collaborative effort to validate the achievement and expertise of practitioners and serve as a symbol of professional accomplishment. The program currently has ten areas of concentration that providers can receive a Certificate of Achievement and Stipend in 1) Infant/Toddler Care, 2) Preschool Care, 3) School-Age Care, 4) Quality Child Care, 5) Childhood Resiliency, 6) Healthy Children in Child Care, 7) Better Business in Family Child Care, 8) Cultivating Growth and Well-Being, 9) Creating Effective Literacy Environments, 10) Approaches to Managing Challenging Behavior.

OPDR ACTIVE ACCOUNTS

At the conclusion of FY25, the Oklahoma Professional Development Registry (OPDR) recorded **28,912** active participant accounts. This marks a 4% increase from the previous year. The continued rise in active accounts reflects the growing engagement of early childhood professionals in tracking their development and contributing to a stronger, more qualified workforce across the state.

APPLICATIONS RECEIVED

In FY25, the Oklahoma Registry processed **28,604** applications for the Professional Development Ladder (PDL) and Oklahoma Director's Credential (ODC), representing a 1% increase from the previous year. This steady rise in application volume highlights the continued demand for credentialing and professional recognition among early childhood educators.



DOCUMENTS, EMAILS, AND PHONE CALLS

In FY25, the Registry received and responded to **71,875** documents, emails, and phone calls. This highlights the importance of the daily support and communication provided to early childhood professionals across the state. These interactions are essential to ensuring participants receive timely assistance with applications, credentialing, and professional development inquiries.

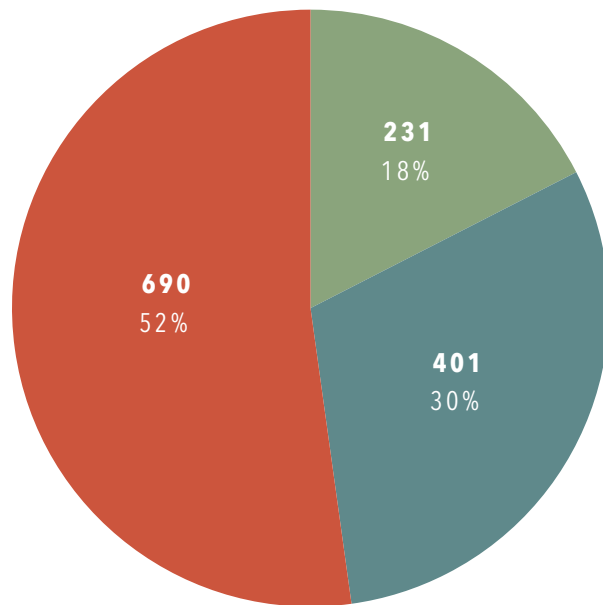


REVIEW PROCESS

In fiscal year 2025, a total of 6,608 participants went through the review process. This included individuals whose updated training or education moved them to a higher level on the Professional Development Ladder (PDL) or Oklahoma Director's Credential (ODC), as well as those whose applications remained at their current level or were still incomplete.

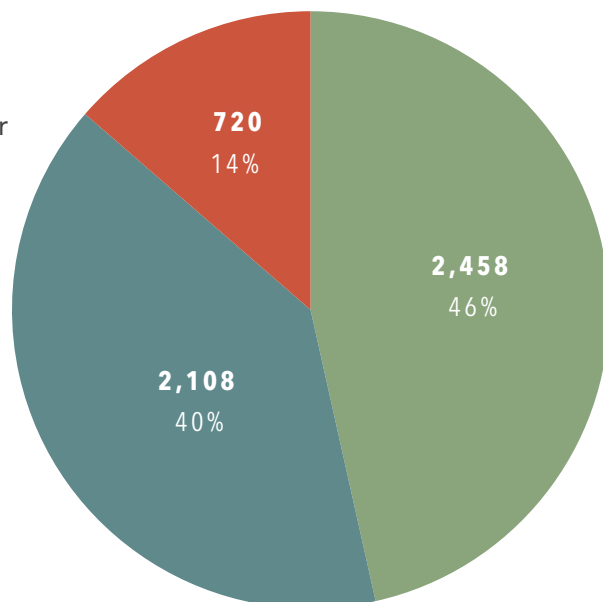
FY25 Review Process
Oklahoma Directors Credential
n = 1,322

- ODC Level Increase
- ODC Stayed at Current Level
- ODC Remained Incomplete



FY25 Review Process
Professional Development Ladder
n = 5,286

- PDL Level Increase
- PDL Stayed at Current Level
- PDL Remained Incomplete

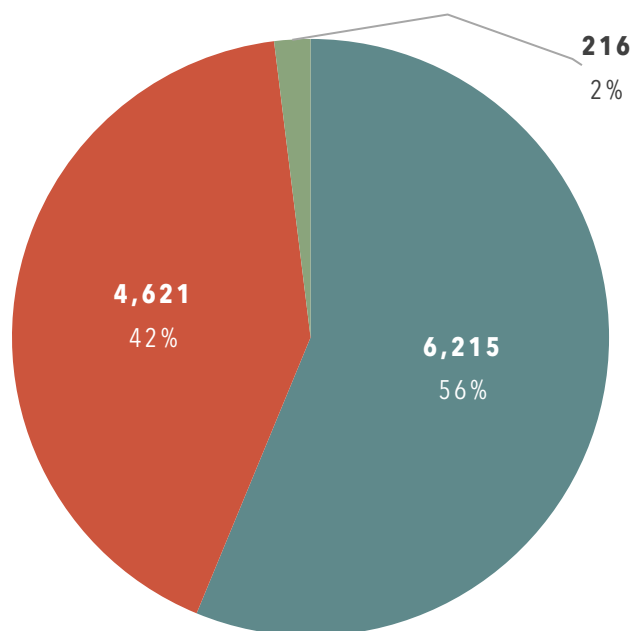


FAST TRACK AND MILITARY

In FY25, a total of **11,052** applications—39% of all received—qualified for fast-track processing through the Oklahoma Registry. Applicants are eligible for fast-tracking when they complete all required training hours through OPDR Approved Training Sponsors. Additionally, expedited processing is available to post-military service members and spouses of active-duty military personnel residing in Oklahoma. Advisor Fast Track applications, which involve college coursework, degrees, or certificates, are reviewed by a Registry Advisor to ensure alignment with requirements.

FY25 Fast Track Applications
n = 11,052

- Fast Track
- Advisor Fast Track
- Military





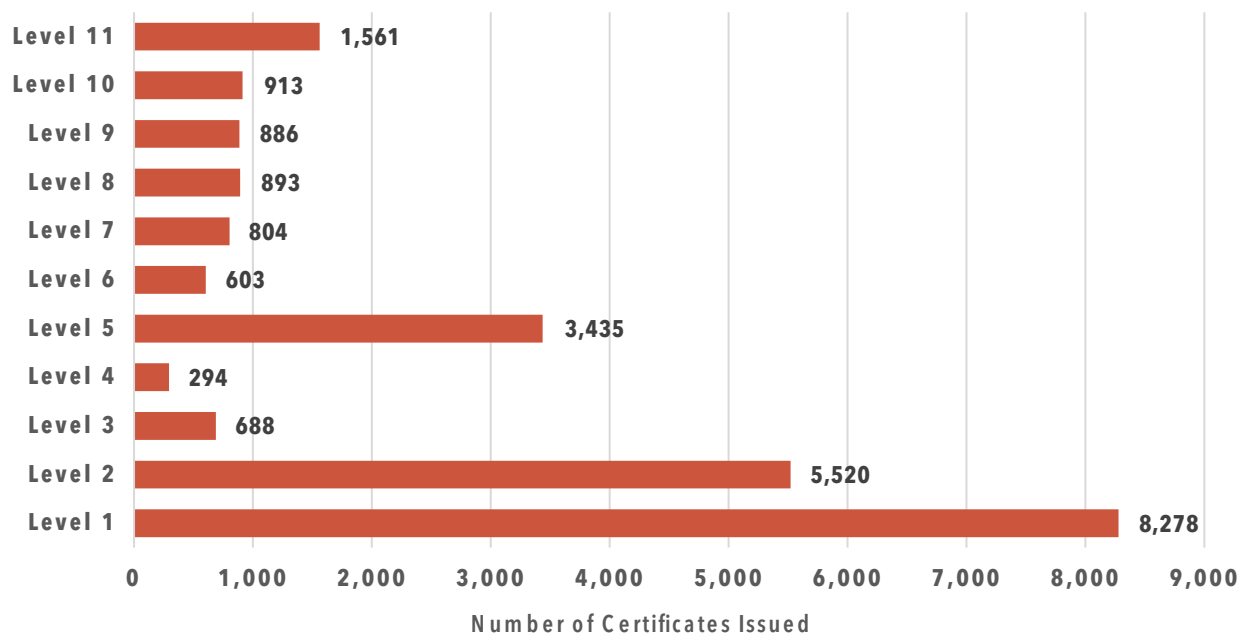
CERTIFICATES ISSUED

The charts below show the number of Professional Development Ladder (PDL), and Oklahoma Director's Credential (ODC) certificates issued in fiscal year 2025.

Professional Development Ladder (PDL)

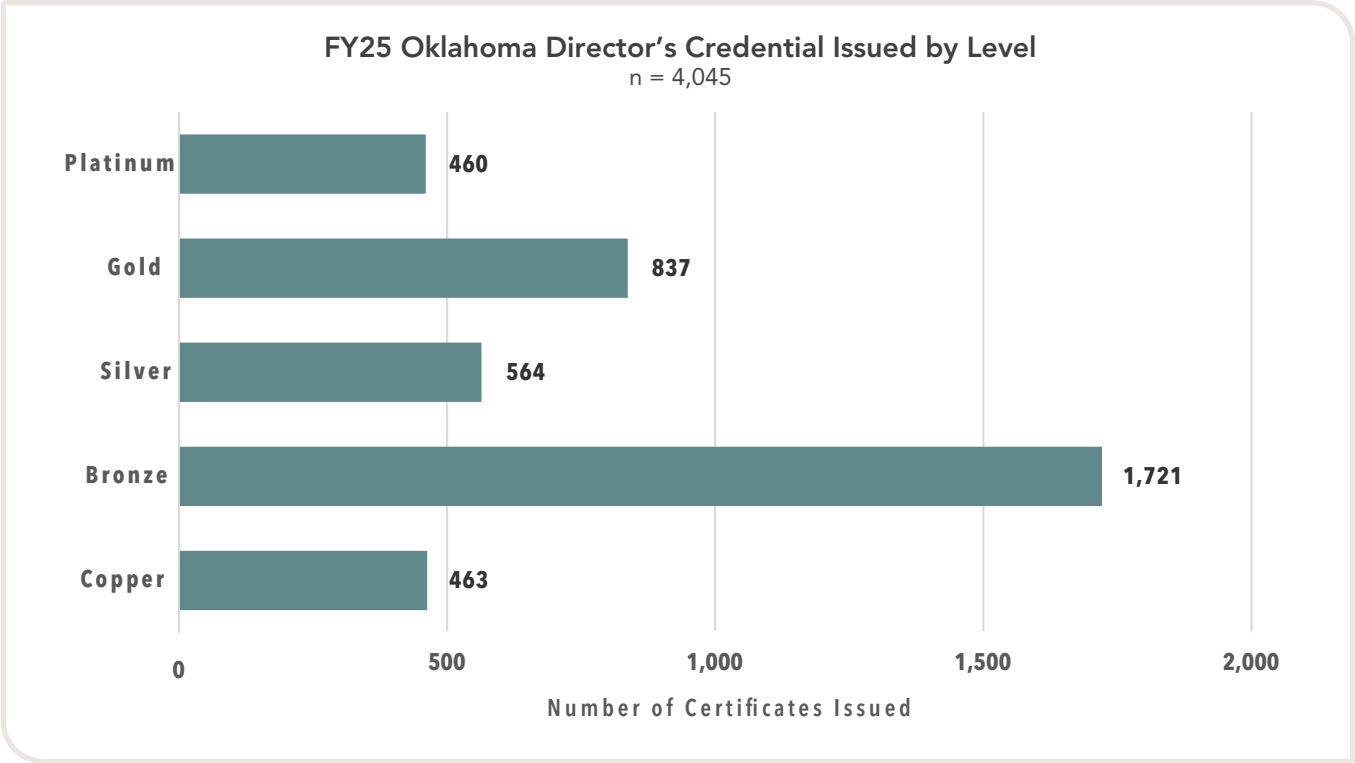
In FY25, a total of **23,875** PDL certificates were issued—an increase of 4% from FY24. The largest number of certificates continued to be issued at Level 1 (8,278), followed by Level 2 (5,520) and Level 5 (3,435). Participants at Levels 4 to 11 held a PDL level that meets the criteria for Master Teacher.

FY25 Professional Development Ladder Issued by Level
n = 23,875



Oklahoma Director's Credential

A total of **4,045** ODC certificates were issued in FY25, reflecting an 8% increase from FY24. The Bronze level accounted for the highest number of credentials (1,721), followed by Gold (837) and Silver (564).



The map below represents **7,662** participants who met the educational requirements with a Level 4 PDL through a Level 11 PDL with an Oklahoma Competency Certificate in Early Care and Education for Master Teacher or Director.



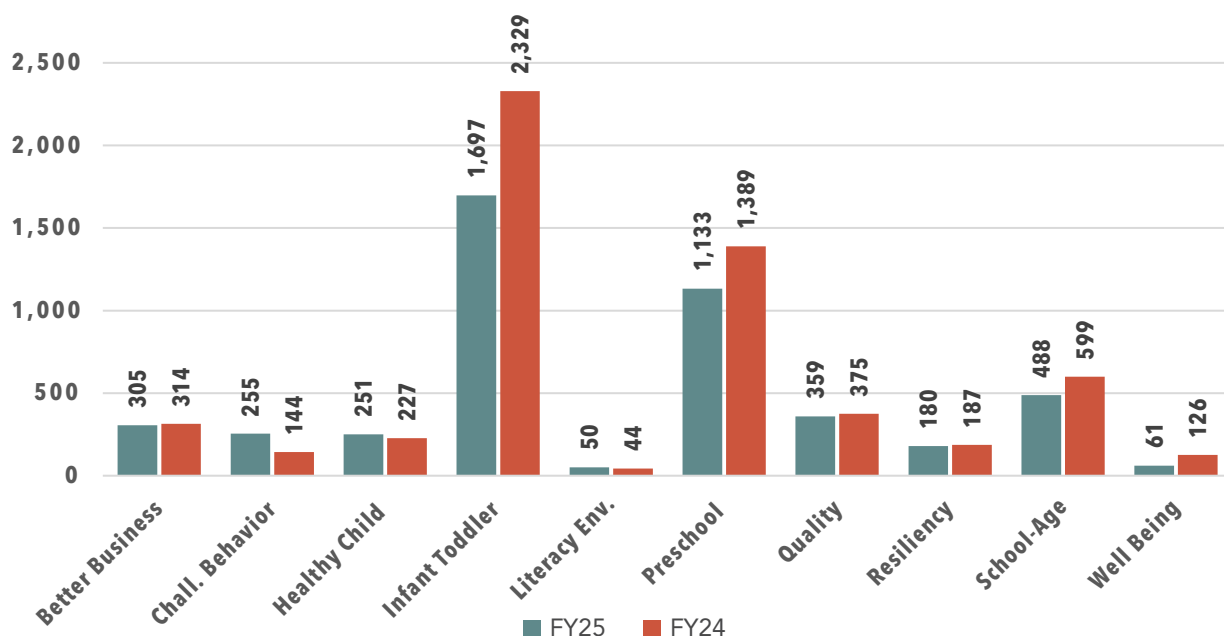
OKLAHOMA REGISTRY CERTIFICATE OF ACHIEVEMENT AND STIPEND PROGRAM

The Oklahoma Registry Certificate of Achievement and Stipend Program Supports continued professional growth beyond basic licensing requirements, aiming to elevate the standard of early childhood education across the state. Individuals who complete the program are awarded a Certificate of Achievement along with a stipend as recognition for their dedication and progress. In the 2025 fiscal year, **4,779** applications were received, **2,846** Certificates of Achievement were awarded, and **2,635** stipends were approved. A total of **\$1,581,000** was awarded to providers.

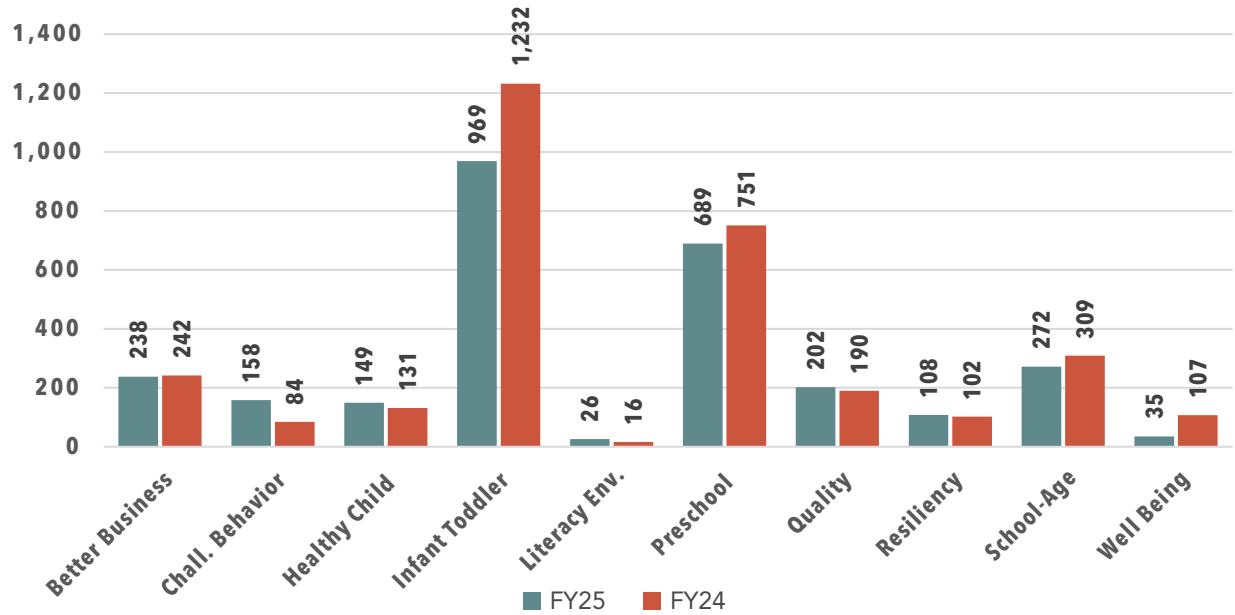
Among recipients, **7%** of Infant/Toddler Certificates of Achievement and **8%** of Preschool Certificates of Achievement met the education requirement using a current CDA. The remaining Certificates of Achievement were fulfilled by the completion of Oklahoma Professional Development Registry (OPDR) approved training.

For other areas of concentration (including School-Age, Childhood Resiliency, Quality Child Care, Better Business in Family Child Care, Healthy Children in Child Care, Cultivating Growth and Wellbeing, Creating Effective Literacy Environments, and Approaches to Managing Challenging Behavior), all recipients completed 30 hours of Oklahoma Professional Development Registry (OPDR) approved training in the specific Areas of Concentration.

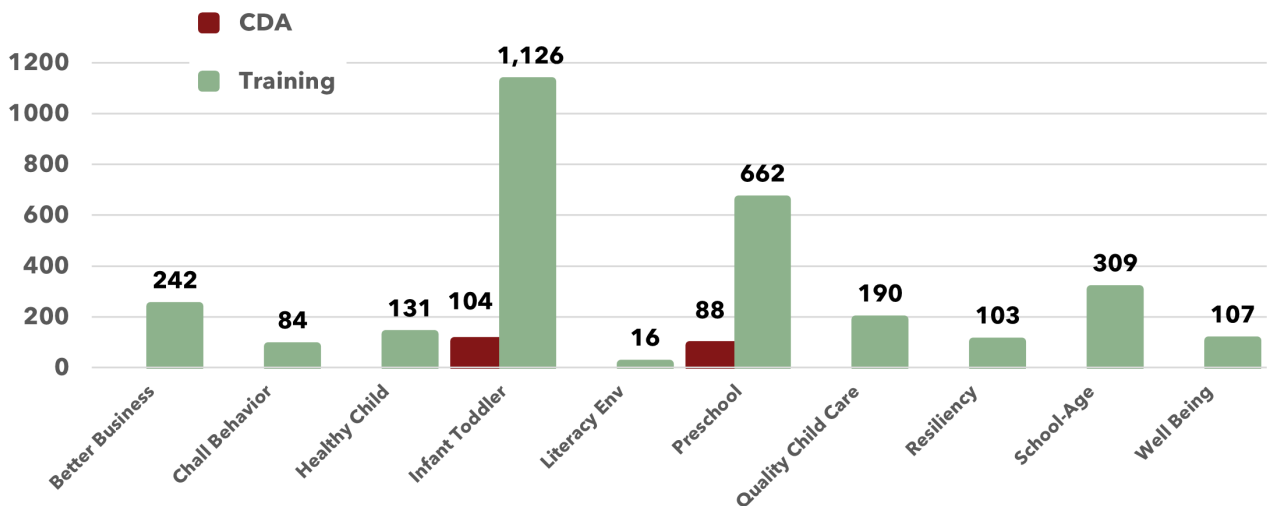
FY25 Oklahoma Registry
Certificate of Achievement & Stipend Program
Applications Received n = 4,779



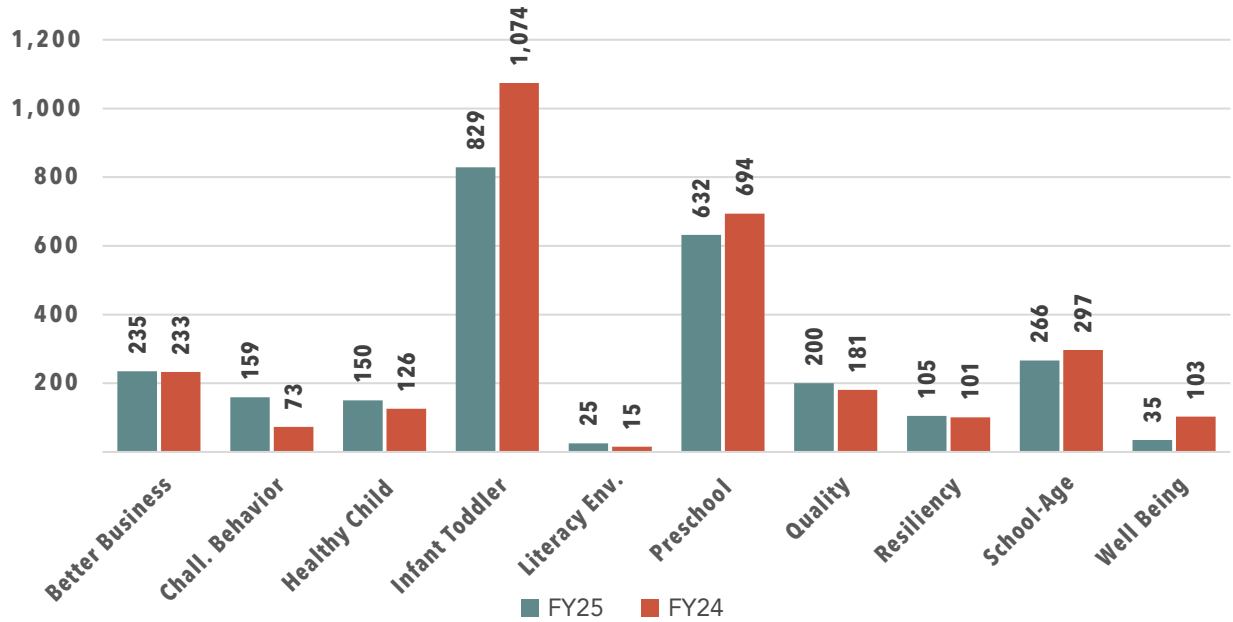
FY25 Oklahoma Registry
Certificate of Achievement & Stipend Program
 Certificates of Achievement Issued n = 2,846



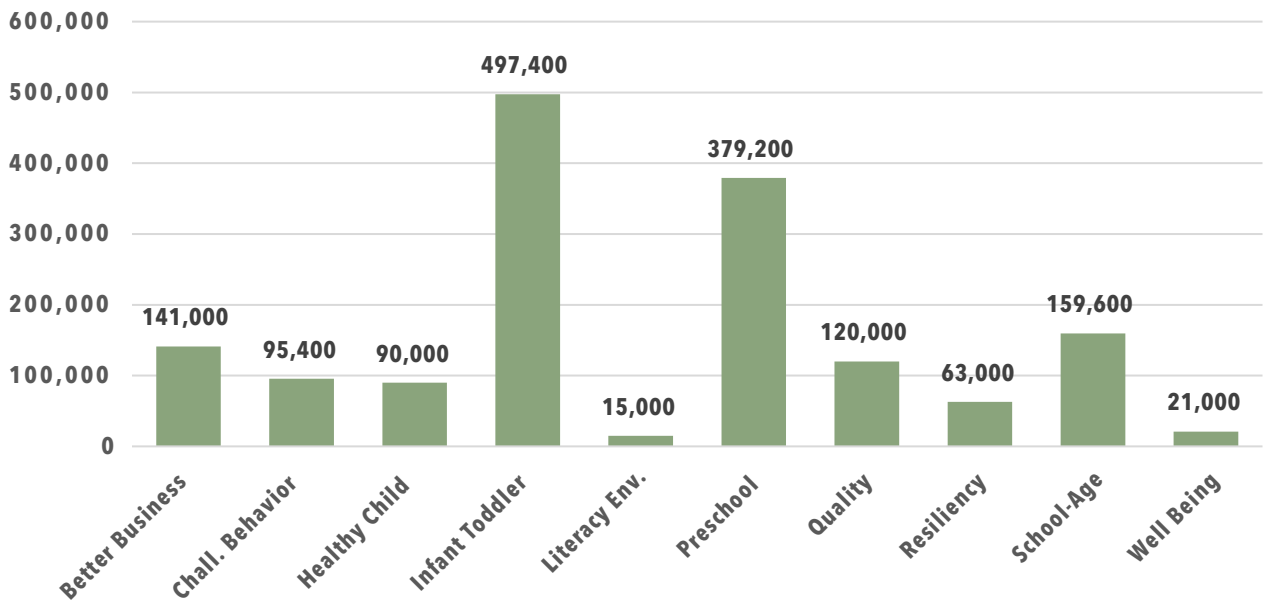
FY24 Oklahoma Registry
Certificate of Achievements and Stipend Program Met With
 Training = 2,970 CDA = 192



FY25 Oklahoma Registry
Certificate of Achievement & Stipend Program
 Stipends Issued n = 2,636



FY25 Oklahoma Registry
Certificate of Achievement & Stipend Program
 Stipend Dollars Paid n = \$1,581,600



COLLABORATION & OUTREACH

CECPD continues to actively participate in the Pyramid Model Consortium (PMC) State Leadership Team and the PMC Professional Development Workgroup. The Leadership Team’s mission is to build a robust state infrastructure that enables all early care, health, and education providers to implement the Pyramid Model of positive behavior interventions and supports with fidelity.

In alignment with innovation and growth, CECPD has begun exploring the potential of Artificial Intelligence (AI). Staff received training through the College of Outreach, focusing on effective strategies for integrating AI into workplace practices to enhance productivity and support.

Although usage of the Video Lending Library has gradually declined, CECPD added 32 new titles this year. This expansion ensures that regular users continue to have access to fresh and relevant content for their training hours.

Additionally, six new titles were introduced into the Curriculum Library and simultaneously released as online courses. Two major courses—Early Learning Guidelines (ELGs) for Infants, Toddlers, and Twos, and ELCCT—are currently under review for revisions. Looking ahead, six new courses are in development for FY26, reinforcing CECPD’s commitment to providing up-to-date and meaningful training for early childhood professionals.



THE UNIVERSITY OF OKLAHOMA

Created by the Oklahoma Territorial Legislature in 1890, the University of Oklahoma is a doctoral degree-granting research university serving the educational, cultural, economic and health-care needs of the state, region and nation. The University's first president, David Ross Boyd, arrived in Norman in August of 1892. By 1895, there were four faculty members, three men and one woman, and 100 students enrolled. Today there are more than 30,000 students at the University. It is Norman's largest employer, and the city itself has grown to a population of more than 110,000 residents. The Norman campus serves as home to all of the university's academic programs except health-related fields.



The OU Health Sciences Center, which is located in Oklahoma City, is one of only four comprehensive academic health centers in the nation with seven professional colleges. Both the Norman and Health Sciences Center colleges offer programs at the Schusterman Center, the site of OUTulsa. OU has more than 2,600 full-time faculty members, and has 20 colleges offering a variety of bachelor's, master's, doctoral and doctoral professional, as well as multiples graduate certificates. It is a majestic campus with meticulously manicured grounds. There are sculptures by internationally renowned artists, serene park and fountain settings, and soaring Prairie Gothic architecture in every direction. The Fred Jones Jr. Museum of Art has been acclaimed as one of the finest university art museums in the country, and it recently received the largest gift of French Impressionist paintings - the Weitzenhoffer Collection - ever given to a university.

Equal Opportunity Statement:

The University of Oklahoma, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to: admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the university operates or provides.

To file a grievance related to the non-discrimination policy, report sexual misconduct, and/or file a formal complaint of sexual misconduct, please utilize the reporting form at link.ou.edu/reportingform.

Inquiries regarding non-discrimination policies may be directed to the Office(s) of Institutional Equity as may be applicable – Norman campus: (405) 325-3546/3549, Health Sciences Center: (405) 271-2110, or OU-Tulsa Title IX Office: (918) 660-3107. Additionally, individuals may contact Institutional Equity Officer and Title IX Coordinator Shaniqua Crawford, JD, (405) 325-3546, scrawford@ou.edu, or visit www.ou.edu/eoo.



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