



Illinois Gateways to Opportunity® ECE Credential Competency Content Pilot

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Introduction

This report is for the early childhood education field, as well as for the entities who provided funds for this project, specifically the Illinois Governor's Office of Early Childhood Development (GOECD), which received federal funding through the Preschool Development Birth to Five (PDG B-5) Renewal Grant which were allocated to INCCRRA, to oversee a statewide system project designed to support and increase access to early childhood (EC) teacher preparation for Illinois' highly diverse workforce. This project was a content pilot following the offering of grant opportunities via Request for Proposal (RFP) to Illinois higher education institutions to participate in the Gateways to Opportunity® ECE Credential teacher preparation competency-based project. The Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Competency Leadership team were also collaborators in the design and organization of this project.

This pilot was the next step in a content development project in which module content for all early childhood competencies and assessments were developed during the 2019-2020 Gateways to Opportunity project. In this pilot, five institutions embedded the content developed in 2019-2020 to test the content and its perceived efficacy for both traditional (degree-seeking) and non-traditional learners interested in pursuing early childhood education pathways. The five institutions and faculty lead(s) who were part of both the 2019-2020 Gateways to Opportunity project and this competency content pilot were:

Table 1.1. Institutions & Faculty Leadership

Institution	Faculty Lead(s)
Heartland Community College, Normal, IL	Dr. Johnna Darragh Ernst, Distinguished Professor
Illinois State University, Normal, IL	Dr. Miranda Lin, Professor and Dr. Sherry Sanden, Associate Professor
Moraine Valley Community College, Palos Hills, IL	Gail Ditchman, Coordinator for the Education Program; Aileen Donnersburger, Department Chair Social Sciences; and Tanginia Southall, Assistant Professor
National Louis University, Chicago, IL	Dr. Lisa Downey, Associate Dean and Kamilah Wilson, ECE Assistant Professor
Northern Illinois University, DeKalb, IL	Dr. Melissa Clucas Walter, Assistant Professor

You can read more about the 2019-2020 Gateways to Opportunity content development work file (ilgateways.com)

The goal of the 2020-2021 Competency content pilot was to test student and faculty perspectives on the efficacy of individual module content across 64 competencies and identify areas in need of improvement prior to releasing the content across the State in 2022.

Background

This project is situated within the work already completed at the State level focused on early childhood competencies. In Illinois, 67 undergraduate and 7 master's degree programs offer opportunities to attain licensure in Early Childhood Education, Birth to Grade 2, and since 2016, a large majority of institutions of higher education at both the 2- and 4-year levels in Illinois offer the industry-recognized Gateways ECE Credential (96%) (Illinois Network of Child Care Resource and Referral Agencies, 2019).

For the early childhood workforce the process to attain Gateways to Opportunity® Credentials can be a combination of stacking high-quality approved training and college credit with supervised practicum(s) and/or accumulated work experience. The credential attainment can be an end point within itself, and is combined with a degree at various levels. The Gateways Credentials are awarded by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development, administered through INCCRRRA, and are in legislative rule. While there are core credentials spanning from early childhood to Technical Assistance, the work completed in this project focused solely on early childhood teacher preparation or ECE Credential.

Beginning with the ECE Credential, between 2016-2017, all Illinois Gateways Credentials moved from standards and benchmarks to competencies. In 2016, the Illinois State Board of Education put in place a requirement that all entitled ECE licensure programs align to the Gateways® ECE competencies within their redesign/ re-application for entitlement by 2019. Additionally, in 2016, the Illinois Gateways® ECE competencies were presented to early childhood faculty from across the State at the Gateways® Higher Education Forum. Following the Forum regional meetings were held across Illinois to help Gateways-entitled institutions move to competencies. To further support faculty, an online toolbox embedded on the Illinois Gateways website was created to store competency resources and assessment examples for the new competencies for faculty to use in competency implementation. A pilot of the competencies-based entitlement application was implemented, and technical assistance for programs at both two- and four- year institutions was established. That same year and continuing through 2017, technical assistance was provided to two- and four-year programs for aligning curriculum with the ECE competencies and completing the application for the new competency-based ECE credential. Experienced two-year faculty members served as consultants, Dr. Johnna Darragh Ernst, Wendy Mertes and Diane Christianson, working with 40 2-year early childhood programs to redesign curriculum to be leveled and in alignment with the ECE competencies. Dr. Toni Potenza, a four-year faculty member, provided technical assistance to 32 4-year early childhood teacher licensure and non-licensure programs on aligning curriculum with the competencies and completing the application to become entitled to award the new ECE credential. The result is that today, 100% of 2 and 4-year early childhood programs are entitled.

To further support the move to competency-based learning and education, in 2018, the McCormick Foundation funded a one-year planning grant to develop 3-5-year Strategic and Operational plans focused on expanding the use of the Gateways ECE competencies, creating assessments and rubrics, and fostering innovative competency-based learning practices. A State-Level Competency Leadership team was created to develop a strategic plan and next steps for higher education institutions implementing the competencies across all Gateways to Opportunity® Credentials. This group was drawn from state agencies, funders, and members of higher education. Three areas of work emerged from the plans including: support for higher education implementation of competencies, implementation of competencies in professional development, and technology support. Next in the process was the Faculty Fellow Assessment Project where exemplar assessments were created and put in the toolbox for programs to utilize in their own planning and implementation process of the competencies. Once the assessments for each toolbox were created, the next focus for implementation of moving from a standards based model to a competency based model was to modularize all 56 competencies to embrace and display the stackability of individualized learning trajectories. Therefore, the GOECD - Illinois Gateways to Opportunity ECE Credential Competency Project was created and launched. Through this process, an additional 8 sub-competencies were identified resulting in 64 total competency content modules.

With funding from the Governor's Office of Early Childhood Education, early childhood faculty and leads across the five institutions worked collaboratively to create competency assessments, formative activities, and learning resources to be used in a competency-based approach to teaching and learning. The same five institutions piloted the modules late Spring 2021 - Winter 2021 and provided faculty and learner feedback. This report details that feedback.

The leadership team for this project included GOECD input and direction, Joni Scritchlow and Julie Lindstrom from INCCRRRA (project oversight and management) with input from State Competency Leadership Team members. Additional members of the Project Leadership Team included two consultants with extensive experience in developing the Gateways® competencies and assessments, Dr. Anni Reinking, Vice President of Development and Education Research at CSEd Research, and Dr. Toni Potenza, Professor Emeritus retired faculty from Roosevelt University as well as Dr. Martha Cheney and Dr. Lisa McIntyre Hite of the Competency Based Education Network (CBEN) providing national expertise in competency-based curricular design and implementation.

Process

The overall pilot meeting timeline is located in Appendix A, and will also be outlined in this section. The pilot project leadership team convened on February 11th, 2021. Institutions were aware they were part of the pilot project at the conclusion of the content development project in December 2020. All pilot project leads were provided final content to upload into their Learning Management System (LMS) in December 2020. Each institution was responsible for uploading content in their LMS, determining grading and weights according to institutional policy, and embedding the content into the courses where the competencies were best aligned.

The project launch meeting with leadership and faculty leads took place on February 17th, 2021. The end date for the project was December 17th, 2021 with the deliverables of all learner and faculty surveys for each of the 64 competencies piloted. At the launch meeting, faculty from each of the five institutions (Northern Illinois University-4 year, Heartland Community College-2 year, Moraine Valley Community College- 2year, Illinois State University- 4 year, National Louis University-4 year) were provided guidance, an overview, and survey details for the competency pilot. On April 26,2021, all faculty and learner survey links were shared with institutions so they could begin to collect data for Spring, Summer, and Fall semesters or quarters.

Aside from monthly full pilot group meetings, monthly pilot leadership calls also took place. The monthly competency pilot full-group meetings were a time to update each other on the progress, check in, and share questions or effective methods for collecting survey data. Faculty also shared strategies for learner engagement and challenges they experienced as well.

Organization of the Pilot

In December 2020, faculty from the selected institutions were asked to report on estimated enrollments per competency, per term (Spring, Summer, and Fall) in order to help ensure each competency met a minimum sample size of 20 learners. Each institution shared their pilot plans, including estimated range of total learner participants in each competency module. This information is located in Appendix B. Throughout the pilot, institutions provided updates on enrollment numbers and changes in pilot plans directly with INCCRRA. Ultimately, the total number of participants was lower than estimated.

Leaders from the Competency Based Education Network created each individual competency survey using Survey Monkey. There was one survey created for learners and another for faculty, resulting in a total of 128 surveys designed for the pilot evaluation. A copy of the raw learner and faculty survey data was provided to INCCRRA (and is available upon request), and a roll-up of key insights from that data is provided within this report.

Project Launch and Overarching Supports

The Leadership Team met for a planning meeting on February 11, 2021. This meeting included INCCRRA along with state & national consultants. At this meeting, updated estimated learner numbers were shared, along with the survey questions and engagement strategies for faculty in order to ensure all work would be completed by the December 17, 2021 deadline. The leadership team established key guidance for faculty leads and processes for managing errors in content, broken links, and/or questions that required technical assistance related to implementing a competency-based approach.

After the initial leadership meeting, a faculty meeting took place on February 17th. During that meeting, survey questions were shared for final feedback in addition to a tool for faculty to track assessment attempts by learners in the event the learning management system they utilized did not allow for tracking multiple attempts and required overriding previous attempts to enter new attempts. The leadership team also reiterated that the goal of the pilot was to obtain a minimum sample size of 20 learners per competency module and to test the efficacy of the content created in 2019-2020. During the meeting, faculty provided feedback on the survey. In addition, faculty asked for a centralized place to share questions and insights. After this meeting, processes were shared via email and a full-pilot team Slack channel was created for real-time collaboration. In addition, the leadership team provided sample announcement language faculty could use to encourage learners to complete the surveys after completion of a module.

After launching the work, monthly meetings took place to check in on pilot progress, share challenges and advice, and address any issues that arose from the pilot. While faculty noted they craved even more opportunity to connect, the Slack channel remained inactive after May 20th. The majority of interactions and connections took place during the monthly faculty meetings or via individual outreach among schools or outreach to the project leadership team. Finally, individual interviews with faculty leads were conducted to identify any qualitative feedback or themes from the pilot project.

The faculty leads were interviewed in November 2021 to gauge overall impact of the pilot and to share qualitative feedback. As faculty leads reflected on the project, they shared more about their perspective and the impact of the pilot on their learners, faculty, and institution. There was variation of perspectives as it related to the pilot; however the quotes below are illustrative of common feedback.

Impact on Faculty

- "I think the CBE program was awesome. I wish I had the opportunity. It would have been so convenient to have this kind of model."
- "I just love these opportunities to meet like minded people, collaborate. I feel like I'm getting insider knowledge and it's been a great experience. For my personal professional growth and development this has been huge for me. I wish it could count for tenure. I love to see the impact to help students to achieve their goals."
- "We originally interpreted it as being so prescriptive, and now that we added discussions it's been so positive."
- "Overall, it's been a great learning experience. Some faculty said they want to do CBE over course based."
- "One thing I do like is the Open Education Resources. No books or students saying I don't have my book yet."
- "Faculty do not want to be told what to teach. They want full academic freedom."
- "I taught a scripted curriculum. I felt constrained even though I worked on the competencies."

Impact on Institutions/Program

- "The CBE assessments, the modularization project has been super beneficial. For the work to be elevated and supported in a more macro way makes it more about the institution (vs one faculty) now which is positive. Where you can show a substantive partnership, it is very positive."
- "We are in. We are all in. Big yes." (on whether the institution will continue to use CBE approaches)

Impact on Learners

- "It forces us to use performance based assessments so we are making sure students can demonstrate the competency, not just answer a question about the competency."
- "[CBE approach] is a good match for students since so many of them are working in the field."
- "There has been some of "this is too much" and we've done a lot of looking to compare dropouts, complaints, but it is nothing more than a course based program."
- "One student had a family member with cancer, and I was able to tell them, just reach out and we can be flexible with timelines."
- "Generally, students are enjoying the modules, appreciating the content...but some are too long and too repetitive."

Lastly, faculty leads were informally surveyed via Jamboard at the end of the project in December 2021. One comment spoke to the overall organization of the project:

I learned a lot from all of you. I stole a lot of ideas:)

Adaptations & Lessons Learned

Throughout the course of the project, there were several adaptations and lessons learned that will impact future implementation of the competency content modules within the State. The adaptations spanned from incorporating an additional prior learning assessment survey for Heartland Community College and National Louis University (see Prior Learning Assessment Final Report) to adapting pilot guidelines during the summer semester implementations. Regardless of adaptations noted below, the competencies and assessments were held standard and constant with no adaptation to either the competencies or assessments.

Once faculty started to teach the competency content in their classes, it was evident that due to the modularized, stand-alone nature of the content, it was not automatically or by default a cohesive experience for learners. For example, one institution embedded three competencies in a course, but noted that a full-class online discussion did not occur until week four of the course. Initially, the goal was to pilot the content as developed and authored in 2019-2020, but this experience resulted in giving explicit permission for faculty to add their own engagement methods as needed for their learners. While it was assumed institutions would embed content with a lens toward effective online instructional design, guidelines for effective online learning engagement were not shared with the pilot group. While faculty engagement was shared as a key factor impacting learner retention, some faculty were under the impression they could not deviate in any way from the competency content. The leadership team immediately addressed the concern and explicitly stated that faculty could add formative activities like discussions or remove formative activities if workload was an issue or additional supports were needed for learners.

A common theme throughout the pilot across all institutions was the concern that many modules contained excessive workloads making it difficult for learners to complete the content. Some institutions embedded the pilot content as part of existing coursework, which resulted in excessive overall workloads for learners. Adaptations were permitted to allow faculty to make adjustments and remove formative activities and content as they saw fit for their learner population due to workload concerns. This change was communicated in the summer of the pilot, prior to the majority of learners completing content in the fall/winter semester. Because assessments are the validating mechanism of competency, the content provided and formative activities in the modules were used at the discretion of piloting institutions by the fall/winter term. Each piloting institution did pilot the competency, assessment, and rubric, with individual faculty discretion as to the inclusion of the formative activities and assessments.

Overall, the data collected found early promising perceptions regarding the competency content modules. Of the 53 modules for which faculty submitted surveys, faculty reported 100% satisfaction across 43 of the modules. In addition, of the 64 modules for which learners submitted surveys, student overall satisfaction across the modules was over 80% for 47 modules. While continuous improvement is integral to any curriculum, the data collected shows a mostly positive perception across the modules. The few modules with lower than 80% satisfaction rates across learners are noted at the end of this report and revisions will be incorporated in 2022 based on additional feedback and as warranted by sample size.

Technology Support

The pilot project was conducted virtually, using Zoom for meetings and Slack for asynchronous and impromptu chat and collaboration. Pilot faculty reached out via email throughout the pilot to ask questions, share informal feedback, and resolve any issues between meetings via email. In addition, faculty emailed broken links directly to a representative at INCCRRA and any content-related issues were shared directly with one of the state consultants. The state consultant and INCCRRA representative then notified faculty if any real-time, immediate changes needed to occur in an LMS while updating the source documents for each set of competencies.

Learner & Faculty Survey Results

Curriculum or Program Design (CPD)

There are 10 competencies and 8 sub-competencies in this section (18 total). Between five and 44 learners submitted surveys for 11 of the modules. For the 11 modules with 5 or more learners who submitted surveys, 80% or more agreed the competency contributed to their growth and development across 7 modules. In addition, learner satisfaction was 80% or higher across 5 modules. Below is a composite learner summary of each CPD module with 5 or more learner surveys submitted. Following the composite is an individual summary of faculty and learner results by competency module for all CPD competencies.

Learner Survey Composite

(Only competencies with 5 or more learners are included in this overview)

Curriculum & Program Design Competencies (CPD)	% working more than 1 year in ECE	% of learners agreeing competency contributed to their growth & development as an early childhood professional	% of learners who achieved competency in one attempt (Faculty reported)	% of learners who were satisfied / very satisfied with content and assessment
CPD 1	58.34%	95.84%	75.38%	91.67
CPD 2	66.67%	83.34%	83%	77.78%
CPD 3	56.25%	87.5%	78.05%	100%
CPD 4A	55.27%	65.79%	100%	55.27%
CPD 4B	55.87%	70.59%	93.33%	61.76%
CPD 4E	100%	100%	NA (no data reported)	100%
CPD 5B	52.27%	81.82%	42.86%	65.91%
CPD 6	52.63%	89.47%	80%	94.74%
CPD 8	49.99%	100%	88.89%	100%
CPD 9	58.14%	53.49%	79.66%	51.16%
CPD 10	69.23%	69.23%	26.32%	61.54%

CPD 1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data

Learner Results

- Learner Information & Sample Size
 - 27 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 11% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (24 respondents)
 - 33% have a Bachelor's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	29.17%
Some college credit	12.50%
Associate's degree	20.83%
Bachelor's degree	33.33%
Master's degree	4.17%
Total responses	24

- 29.17% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	25%
I have worked in the early childhood field for less than one year.	16.67%
I have worked in the early childhood field for 1-3 years.	29.17%
I have worked in the early childhood field for 4-7 years.	12.50%
I have worked in the early childhood field for 8-10 years.	4.17%
I have worked in the early childhood field for 10 or more years.	12.50%
Total responses	24

- Perceptions on Professional Growth and Development (24 respondents)
 - 95.84% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.83% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 95.84% learners agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional.
- The Learning Experience (24 respondents)
 - 87.50% agreed/strongly agreed the instructions for this competency were clear, while 12.50% disagreed/strongly disagreed
 - 62.5% learners reported spending less than 1 hour to 10 hours to complete the module

Answer choices	Response, %
Less than 1 hour	4.17%
1-4 hours	33.33%
5-10 hours	25%
10-15 hours	29.17%
15-20 hours	4.17%
Over 20 hours	4.17%
Total responses	24

- Overall Satisfaction (24 respondents)
 - 91.67% learners were satisfied/very satisfied with the content and assessment. Two learners (8.34%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 8 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 87.50% agreed/strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit

- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 87.50% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 75.38% of learners achieved the competency in one attempt, while 16.92% achieved it in 2-3 attempts

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	49	75.38%
Number of learners who achieved the competency in two attempts:	6	9.23%
Number of learners who achieved the competency in three attempts:	5	7.69%
Number of learners who achieved the competency in four or more attempts:	2	3.08%
Number of learners who did not achieve the competency:	3	4.62%
Total responses	65	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 83.33% provided ongoing feedback to learners throughout this module, while 16.67% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

CPD 2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning

Learner Results

- Learner Information & Sample Size
 - 19 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (18 respondents)
 - 27.78% have some college credit, another 27.78% have an Associate's degree, and 27.78% have a Bachelor's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	11.11%
Some college credit	27.78%
Associate's degree	27.78%
Bachelor's degree	27.78%
Doctoral degree	5.56%
Total responses	18

- 33.33% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	22.22%
I have worked in the early childhood field for less than one year.	11.11%
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 4-7 years.	16.67%
I have worked in the early childhood field for 10 or more years.	16.67%
Total responses	18

- Perceptions on Professional Growth and Development (18 respondents)
 - 83.33% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.33% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.34% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (18 respondents)
 - 77.78% agreed/strongly agreed the instructions for this competency were clear, while 22.22% disagreed/strongly disagreed
 - 55.56% learners reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	27.78%
5-10 hours	27.78%
10-15 hours	27.78%
Over 20 hours	16.67%
Total responses	18

- Overall Satisfaction (18 respondents)
 - 77.78% of learners were satisfied/very satisfied with the content and assessment. 4 learners (22.23%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 4 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 75% agreed/strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 75% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 75% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 83% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	43	83%
Number of learners who achieved the competency in two attempts:	4	8%
Number of learners who achieved the competency in three attempts:	3	6%
Number of learners who did not achieve the competency:	2	4%
Total	52	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 75% provided ongoing feedback to learners throughout this module, while 25% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 75% were satisfied/very satisfied with the content and assessment in the module

CPD 3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs

Learner Results

- Learner Information & Sample Size
 - 17 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 11.7% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (16 respondents)
 - 37.50% have an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	6.25%
Some college credit	25%
Associate's degree	37.50%
Bachelor's degree	31.25%
Total responses	16

- 25% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	25%
I have worked in the early childhood field for less than one year.	18.75%
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	12.50%
I have worked in the early childhood field for 10 or more years.	18.75%
Total responses	16

- Perceptions on Professional Growth and Development (16 respondents)
 - 93.75% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.75% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 87.50% learners agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional

- The Learning Experience (16 respondents)
 - 81.25% agreed/strongly agreed the instructions for this competency were clear, while 18.75% disagreed
 - 43.75% learners reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	12.50%
5-10 hours	31.25%
10-15 hours	31.25%
15-20 hours	25%
Total responses	16

- Overall Satisfaction (16 respondents)
 - 87.50% were satisfied/very satisfied with the content and assessment. 2 learners (12.50%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 4 faculty members participated in this survey
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 78.05% of learners achieved the competency in one attempt, while 9.76% achieved it in 2-3 attempts

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	32	78.05%
Number of learners who achieved the competency in two attempts:	1	2.44%
Number of learners who achieved the competency in three attempts:	3	7.32%
Number of learners who did not achieve the competency:	5	12.20%
Total	41	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 75% provided ongoing feedback to learners throughout this module, while 25% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 38 learners across 3 institutions participated in this survey.
 - 2.6% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - 36.84% have an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	18.42%
Some college credit	26.32%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	5.26%
Associate's degree	36.84%
Bachelor's degree	13.16%
Total responses	38
Total responses	16

- 28.95% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	28.95%
I have worked in the early childhood field for less than one year.	15.79%
I have worked in the early childhood field for 1-3 years.	26.32%
I have worked in the early childhood field for 4-7 years.	13.16%
I have worked in the early childhood field for 8-10 years.	5.26%
I have worked in the early childhood field for 10 or more years.	10.53%
Total responses	38

- Perceptions on Professional Growth and Development
 - 65.79% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 63.16% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 65.79% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 73.69% agreed/strongly agreed the instructions for this competency were clear, while 26.31% disagreed/strongly disagreed
 - 68.42% reported spending less than 1 hour to 10 hours to complete the module

Answer choices	Response, %
Less than 1 hour	5.26%
1-4 hours	21.05%
5-10 hours	42.11%
10-15 hours	21.05%
15-20 hours	7.89%
Over 20 hours	2.63%
Total responses	38

- Overall Satisfaction
 - 55.27% were satisfied/very satisfied with the content and assessment. 17 learners (44.73%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - Of the 23 learners in total, 100% achieved the competency in one attempt
 - The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction (6 respondents)
 - The faculty member was satisfied with the content and assessment in the module.

Learner Results

- Learner Information & Sample Size
 - 36 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 2.7% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience (34 respondents)
 - 35.29% have an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	20.59%
Some college credit	23.53%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	2.94%
Associate's degree	35.29%
Bachelor's degree	14.71%
Doctoral degree	2.94%
Total responses	34

- 29.41% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	20.59%
I have worked in the early childhood field for less than one year.	23.53%
I have worked in the early childhood field for 1-3 years.	29.41%
I have worked in the early childhood field for 4-7 years.	5.88%
I have worked in the early childhood field for 8-10 years.	8.82%
I have worked in the early childhood field for 10 or more years.	11.76%
Total responses	34
Total responses	16

- Perceptions on Professional Growth and Development (34 respondents)
 - 73.53% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 73.53% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 70.59% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (34 respondents)
 - 58.82% agreed/strongly agreed the instructions for this competency were clear, while 41.18% disagreed/strongly disagreed
 - 70.59% reported spending less than 1 hour to 10 hours to complete the module

Answer choices	Response, %
Less than 1 hour	5.88%
1-4 hours	20.59%
5-10 hours	44.12%
10-15 hours	8.82%
15-20 hours	8.82%
Over 20 hours	11.76%
Total responses	34

- Overall Satisfaction (34 respondents)
 - 61.76% were satisfied/very satisfied with the content and assessment. 13 learners (or 38.24%) were dissatisfied/very dissatisfied..

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 93.33% of learners achieved the competency in one attempt, while 1 learner (6.67%) did not achieve the competency
 - The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided feedback to learners at the end of the module
- Overall Satisfaction (6 respondents)
 - The faculty member was satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 4 learners across 2 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 25% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 75% have an Associate's degree

Answer choices	Response, %
Associate's degree	75%
Bachelor's degree	25%
Total responses	4

- 50% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 8-10 years.	25%
I have worked in the early childhood field for 10 or more years.	50%
Total responses	4

- Perceptions on Professional Growth and Development
 - 100% agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% learners agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 75% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	75%
10-15 hours	25%
Total responses	4

- Overall Satisfaction
 - 100% were satisfied with the content and assessment.

Faculty Results

No faculty members responded to this survey.

Learner Results

- Learner Information & Sample Size
 - 2 learners across 1 institution participated in this survey.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience
 - Both learners have an Associate's degree
 - 1 learner worked in the early childhood field for 4-7 years; the second learner worked in the early childhood field for 8-10 years

Answer choices	Response, %
I have worked in the early childhood field for 4-7 years.	50%
I have worked in the early childhood field for 8-10 years.	50%
Total responses	2

- Perceptions on Professional Growth and Development
 - Both strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - Both agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - Both agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional.
- The Learning Experience
 - Both agreed/strongly agreed the instructions for this competency were clear
 - Both reported spending 1-4 hours to complete the module
- Overall Satisfaction
 - Both were satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 41.11% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	8	42.11%
Number of learners who achieved the competency in two attempts:	2	10.53%
Number of learners who achieved the competency in three attempts:	3	15.79%
Number of learners who achieved the competency in four or more attempts:	4	21.05%
Number of learners who did not achieve the competency:	2	10.53%
Total	19	100%

- 1 faculty member strongly agreed this competency helps prepare learners to be early childhood teachers
- 1 faculty member provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 1 faculty member was very satisfied with the content and assessment in the module

CPD 4E: Describes appropriate methods supportive of young children's creative activities development and learning

Learner Results

- Learner Information & Sample Size
 - 5 learners across 2 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 20% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (4 respondents)
 - 75% have an Associate's degree

Answer choices	Response, %
Associate's degree	75%
Bachelor's degree	25%
Total responses	4

- 50% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 8-10 years.	25%
I have worked in the early childhood field for 10 or more years.	50%
Total responses	4

- Perceptions on Professional Growth and Development (4 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (4 respondents)
 - 100% agreed the instructions for this competency were clear
 - 100% reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	75%
5-10 hours	25%
Total responses	4

- Overall Satisfaction (4 respondents)
 - 100% were satisfied with the content and assessment .

Faculty Results

No faculty members responded to this survey.

CPD 5A: Describes appropriate content supportive of young children's math development and learning

Learner Results

- Learner Information & Sample Size
 - 4 learners across 2 institutions participated in this survey.
 - 25% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience

- 75% have a Bachelor's degree

Answer choices	Response, %
Associate's degree	25%
Bachelor's degree	75%
Total responses	4

- 50% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 10 or more years.	50%
Total responses	4

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 75% reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	25%
5-10 hours	50%
10-15 hours	25%
Total responses	4

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload

- 1 faculty member participated in this survey
- The faculty member strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 23.81% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	5	23.81%
Number of learners who achieved the competency in two attempts:	4	19.05%
Number of learners who achieved the competency in three attempts:	4	19.05%
Number of learners who achieved the competency in four or more attempts:	4	19.05%
Number of learners who did not achieve the competency:	4	19.05%
Total	21	100%

- The faculty member strongly agreed this competency helps prepare learners to be early childhood teachers
- The faculty member provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - The faculty member was satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 44 learners across 4 institutions participated in this survey
 - 2.27% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 47.73% have an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	20.45%
Some college credit	22.73%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	4.55%
Associate's degree	47.73%
Bachelor's degree	2.27%
Doctoral degree	2.27%
Total responses	44

- 36.36% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	29.55%
I have worked in the early childhood field for less than one year.	18.18%
I have worked in the early childhood field for 1-3 years.	36.36%
I have worked in the early childhood field for 4-7 years.	6.82%
I have worked in the early childhood field for 8-10 years.	2.27%
I have worked in the early childhood field for 10 or more years.	6.82%
Total responses	44

- Perceptions on Professional Growth and Development
 - 79.55% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 79.55% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 81.82% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 61.37% agreed/strongly agreed the instructions for this competency were clear, while 38.64% disagreed/strongly disagreed.
 - 43.18% reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	18.18%
5-10 hours	25%
10-15 hours	29.55%
15-20 hours	13.64%
Over 20 hours	13.64%
Total responses	44

- Overall Satisfaction
 - 65.91% were satisfied/very satisfied with the content and assessment. 34.09% were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 100% agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 42.86% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	15	42.86%
Number of learners who achieved the competency in two attempts:	4	11.43%
Number of learners who achieved the competency in three attempts:	3	8.57%
Number of learners who achieved the competency in four or more attempts:	5	14.29%
Number of learners who did not achieve the competency:	8	22.86%
Total	35	100%

- 100% agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers
 - 33.33% provided ongoing feedback to learners throughout this module, while 66.67% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 2 learners across 2 institutions participated in this survey
 - 50% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 50% have an Associate's degree, and the remaining 50% hold a Bachelor's degree
 - 50% have worked in the early childhood field for 8-10 years, and the remaining 50% have worked in the field for more than 10 years
- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed the instructions for this competency were clear
 - 50% reported spending 5-10 hours to complete the module; the remaining 50% reported spending 15-20 hours
- Overall Satisfaction
 - 100% were satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey.
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 39.39% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	13	39.39%
Number of learners who achieved the competency in two attempts:	6	18.18%
Number of learners who achieved the competency in three attempts:	5	15.15%
Number of learners who achieved the competency in four or more attempts:	4	12.12%
Number of learners who did not achieve the competency:	5	15.15%
Total	33	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 66.67% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

CPD 5D: Describes appropriate content supportive of young children's social science development and learning

Learner Results

- Learner Information & Sample Size
 - 2 learners across 2 institutions participated in this survey
 - 50% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 50% have an Associate's degree, and the remaining 50% hold a Bachelor's degree
 - 50% have worked in the early childhood field for 8-10 years, and the remaining 50% have worked in the field for more than 10 years
- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 1 learner reported spending 1-4 hours to complete the module; the other learner reported spending 15-20 hours
- Overall Satisfaction
 - 100% were satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 22.73% of learners achieved the competency in two attempt, and another 22.73% achieved it in four or more attempts

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	4	18.18%
Number of learners who achieved the competency in two attempts:	5	22.73%
Number of learners who achieved the competency in three attempts:	4	18.18%
Number of learners who achieved the competency in four or more attempts:	5	22.73%
Number of learners who did not achieve the competency:	4	18.18%
Total	22	100%

- The faculty member strongly agreed that this competency helps prepare learners to be early childhood teachers
- The faculty member provided ongoing feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - The faculty member was very satisfied with the content and assessment in the module

CPD 5E: Describes appropriate content supportive of young children's creative activities development and learning

Learner Results

- Learner Information & Sample Size
 - 2 learners across 2 institutions participated in this survey
 - 50% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 50% have an Associate's degree, and the remaining 50% hold a Bachelor's degree
 - 100% have worked in the field for 10 or more years
- Perceptions on Professional Growth and Development
 - 100% agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed the instructions for this competency were clear
 - 1 learner reported spending 1-4 hours to complete the module; the other learner reported spending 5-10 hours
- Overall Satisfaction
 - 100% were satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

Learner Results

- Learner Information & Sample Size
 - 20 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (19 respondents)
 - 36.84% are High School graduates, have a Diploma or the equivalent (GED)

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	36.84%
Some college credit	21.05%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	15.79%
Associate's degree	10.53%
Bachelor's degree	10.53%
Doctoral degree	5.26%
Total responses	19

- 26.32% have worked in the early childhood field for 1-3 years, and another 26.32% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	26.32%
I have worked in the early childhood field for less than one year.	21.05%
I have worked in the early childhood field for 1-3 years.	26.32%
I have worked in the early childhood field for 4-7 years.	15.79%
I have worked in the early childhood field for 8-10 years.	5.26%
I have worked in the early childhood field for 10 or more years.	5.26%
Total responses	19

- Perceptions on Professional Growth and Development (19 respondents)
 - 94.74% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 89.47% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 89.47% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (19 respondents)
 - 89.47% agreed/strongly agreed the instructions for this competency were clear, while 10.52% disagreed/strongly disagreed.
 - 57.90% learners reported spending less than 1 hour to 10 hours to complete the module

Answer choices	Response, %
Less than 1 hour	10.53%
1-4 hours	15.79%
5-10 hours	31.58%
10-15 hours	21.05%
15-20 hours	5.26%
Over 20 hours	15.79%
Total responses	19

- Overall Satisfaction (19 respondents)
 - 94.74% were satisfied/very satisfied with the content and assessment. 1 learner (5.26%) was very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 66.67% followed the rubric strictly and did not make adjustments, while 33.33% made some adjustments
- Learner Preparedness (6 respondents)
 - 75.38% of learners achieved the competency in one attempt, while 16.92% achieved it in 2-3 attempts

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	24	80%
Number of learners who achieved the competency in two attempts:	2	6.67%
Number of learners who achieved the competency in three attempts:	1	3.33%
Number of learners who did not achieve the competency:	3	10%
Total	30	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 33.33% provided ongoing feedback to learners throughout this module, 33.33% provided feedback at the end of the module, and 33.33% selected "Other:Also working to get learners to completion"
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

CPD 7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content

Learner Results

- Learner Information & Sample Size
 - 1 learner from 1 institution participated in this survey
 - The learner was a degree seeking learner
- Previous Education and Early Childhood Experience (19 respondents)
 - The learner holds a Bachelor's degree
 - The learner has never worked in the early childhood field
- Perceptions on Professional Growth and Development (19 respondents)
 - The learner agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - The learner agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - The learner agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (19 respondents)
 - The learner disagreed the instructions for this competency were clear
 - The learner reported spending 15-20 hours to complete the module
- Overall Satisfaction (19 respondents)
 - The learner was dissatisfied with the content and assessment.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - 100% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 90% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	9	90%
Number of learners who achieved the competency in two attempts:	1	10%
Total	10	100%

- The faculty member agreed that this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction (6 respondents)
 - The faculty member was satisfied with the content and assessment in the module

CPD 8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests

Learner Results

- Learner Information & Sample Size
 - 15 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (14 respondents)
 - 50% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	14.29%
Some college credit	50%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	21.43%
Bachelor's degree	14.29%
Total responses	14

- 50% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	50%
I have worked in the early childhood field for 1-3 years.	35.71%
I have worked in the early childhood field for 4-7 years.	7.14%
I have worked in the early childhood field for 10 or more years.	7.14%
Total responses	14

- Perceptions on Professional Growth and Development (14 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (14 respondents)
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 78.57% reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	28.57%
5-10 hours	50%
10-15 hours	14.29%
15-20 hours	7.14%
Total responses	14

- Overall Satisfaction (14 respondents)
 - 100% were satisfied/very satisfied with the content and assessment.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - 1 faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 1 faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - Both faculty members agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 1 faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - Both faculty members followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 88.89% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	8	88.89%
Number of learners who achieved the competency in two attempts:	1	11.11%
Total	9	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction (6 respondents)
 - 1 faculty member was satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 44 learners across 2 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (43 respondents)
 - 51.16% have an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	20.93%
Some college credit	16.28%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	4.65%
Associate's degree	51.16%
Bachelor's degree	6.98%
Total responses	43

- 37.21% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	16.28%
I have worked in the early childhood field for less than one year.	25.58%
I have worked in the early childhood field for 1-3 years.	37.21%
I have worked in the early childhood field for 4-7 years.	18.60%
I have worked in the early childhood field for 10 or more years.	2.33%
Total responses	43

- Perceptions on Professional Growth and Development (43 respondents)
 - 67.44% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 67.44% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 53.49% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (43 respondents)
 - 55.81% agreed/strongly agreed the instructions for this competency were clear, while 44.19% disagreed/strongly disagreed
 - 37.21% reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	6.98%
5-10 hours	30.23%
10-15 hours	37.21%
15-20 hours	20.93%
Over 20 hours	4.65%
Total responses	43

- Overall Satisfaction (4 respondents)
 - 51.16% were satisfied/very satisfied with the content and assessment.
 - 48.84% learners were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 4 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 75% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 79.66% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	47	79.66%
Number of learners who achieved the competency in two attempts:	4	6.78%
Number of learners who achieved the competency in three attempts:	4	6.78%
Number of learners who achieved the competency in four or more attempts:	4	6.78%
Total	59	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 66.67% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

CPD 10: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning

Learner Results

- Learner Information & Sample Size
 - 13 learners across 2 institutions participated in this survey
 - 15% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 46.15% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	7.69%
Some college credit	46.15%
Associate's degree	23.08%
Bachelor's degree	15.38%
Master's degree	7.69%
Total responses	13

- 53.85% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	7.69%
I have worked in the early childhood field for less than one year.	23.08%
I have worked in the early childhood field for 1-3 years.	53.85%
I have worked in the early childhood field for 8-10 years.	15.38%
Total responses	13
Total responses	43

- Perceptions on Professional Growth and Development (43 respondents)
 - 76.92% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 69.23% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 69.23% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (43 respondents)
 - 53.84% agreed/strongly agreed the instructions for this competency were clear, while 46.15% disagreed/strongly disagreed
 - 61.53% reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	15.38%
5-10 hours	46.15%
10-15 hours	30.77%
15-20 hours	7.69%
Total responses	13

- Overall Satisfaction (4 respondents)
 - 61.54% were satisfied with the content and assessment.
5 learners (38.46%) were dissatisfied/very dissatisfied..

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey.
 - Both faculty members strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 26.32% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	5	26.32%
Number of learners who achieved the competency in two attempts:	4	21.05%
Number of learners who achieved the competency in three attempts:	4	21.05%
Number of learners who achieved the competency in four or more attempts:	2	10.53%
Number of learners who did not achieve the competency:	4	21.05%
Total	19	100%

- 100% strongly agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction (6 respondents)
 - 100% were very satisfied with the content and assessment in the module

Family & Community Relationships

There are 7 competencies in this section. Between 7 and 80 learners submitted surveys for each of the 7 modules. For these 7 FCR modules, 80% or more agreed the competency contributed to their growth and development across 6 modules. In addition, learner satisfaction was 80% or higher across 6 modules. Below is a composite learner summary of each FCR module since all had 5 or more learners respond. Following the composite is an individual summary of faculty and learner results by competency module for all FCR competencies.

Learner Survey Composite

Family & Community Relationships (FCR)	% working more than 1 year in ECE	% of learners agreeing competency contributed to their growth & development as an early childhood professional	% of learners who achieved competency in one attempt (Faculty reported)	% of learners who were satisfied / very satisfied with content and assessment
FCR 1	52.18%	100.00%	88.46%	95.65%
FCR 2	49.36%	62.02%	92.96%	58.22%
FCR 3	50.00%	92.31%	89.47%	92.30%
FCR 4	42.89%	92.86%	100.00%	92.85%
FCR 5	50.00%	100.00%	62.50%	100.00%
FCR 6	53.34%	93.34%	0.00%	93.34%
FCR 7	14.29%	85.72%	100.00%	85.71%

FCR 1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting

Learner Results

- Learner Information & Sample Size
 - 47 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 4% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (46 respondents)
 - 32.61% have a Bachelor's degree, while 30.43% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	13.04%
Some college credit	30.43%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	4.35%
Associate's degree	19.57%
Bachelor's degree	32.61%
Total responses	46

- 28.26% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	28.26%
I have worked in the early childhood field for less than one year.	19.57%
I have worked in the early childhood field for 1-3 years.	19.57%
I have worked in the early childhood field for 8-10 years.	10.87%
I have worked in the early childhood field for 10 or more years.	21.74%
Total responses	46

- Perceptions on Professional Growth and Development (46 respondents)
 - 97.83% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 97.83% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional.
- The Learning Experience (46 respondents)
 - 93.48% agreed/strongly agreed the instructions for this competency were clear, while 6.52% or 3 respondents disagreed
 - 45.65% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	8.70%
5-10 hours	45.65%
10-15 hours	28.26%
15-20 hours	8.70%
Over 20 hours	8.70%
Total responses	46

- Overall Satisfaction (46 respondents)
 - 95.65% were satisfied/very satisfied with the content and assessment. 2 learners (4.35%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 4 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 100% agreed/strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 75% followed the rubric strictly and did not make adjustments
- Learner Preparedness (3 respondents)
 - 88.46% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	23	88.46%
Number of learners who achieved the competency in two attempts:	1	3.85%
Number of learners who achieved the competency in three attempts:	1	3.85%
Number of learners who achieved the competency in four or more attempts:	1	3.85%
Total	26	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
- 33.33% provided ongoing feedback to learners throughout this module, 33.33% provided feedback at the end of the module, and 33.33% provided feedback “In comment section and through email”
- Overall Satisfaction (3 respondents)
 - 100% were satisfied with the content and assessment in the module

FCR 2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education

Learner Results

- Learner Information & Sample Size
 - 80 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 1% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (79 respondents)
 - 41.77% have an Associate’s degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	15.19%
Some college credit	29.11%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	6.33%
Associate's degree	41.77%
Bachelor's degree	7.59%
Total responses	79

- 30.38% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	30.38%
I have worked in the early childhood field for less than one year.	20.25%
I have worked in the early childhood field for 1-3 years.	29.11%
I have worked in the early childhood field for 4-7 years.	7.59%
I have worked in the early childhood field for 8-10 years.	3.80%
I have worked in the early childhood field for 10 or more years.	8.86%
Total responses	79

- Perceptions on Professional Growth and Development (79 respondents)
 - 64.56% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 62.03% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 62.02% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (79 respondents)
 - 72.15% agreed/strongly agreed the instructions for this competency were clear, while 27.85% or 22 respondents disagreed
 - 39.24% reported spending 5-10 hours to complete the module

Answer choices	Response, %
Less than 1 hour	1.27%
1-4 hours	25.32%
5-10 hours	39.24%
10-15 hours	17.72%
15-20 hours	10.13%
Over 20 hours	6.33%
Total responses	79

- Overall Satisfaction (79 respondents)
 - 58.22% were satisfied/very satisfied with the content and assessment. 33 learners (41.78%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 7 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 85.72% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 85.72% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 85.71% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 85.72% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 85.71% followed the rubric strictly and did not make adjustments
- Learner Preparedness (6 respondents)
 - 92.96% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	66	92.96%
Number of learners who achieved the competency in two attempts:	2	2.82%
Number of learners who achieved the competency in three attempts:	1	1.41%
Number of learners who achieved the competency in four or more attempts:	1	1.41%
Number of learners who did not achieve the competency:	1	1.41%
Total	71	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 50% provided ongoing feedback to learners throughout this module, while 50% provided feedback at the end of the module
- Overall Satisfaction (6 respondents)
 - 100% were satisfied with the content and assessment in the module

FCR 3: Identifies and models respect for families by using strengths-based, culturally responsive practices

Learner Results

- Learner Information & Sample Size
 - 26 learners across 3 institutions participated in this survey.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience
 - 42.31% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	19.23%
Some college credit	42.31%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	3.85%
Associate's degree	19.23%
Bachelor's degree	15.38%
Total responses	26

- 26.92% have worked in the early childhood field for less than one year

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	23.08%
I have worked in the early childhood field for less than one year.	26.92%
I have worked in the early childhood field for 1-3 years.	23.08%
I have worked in the early childhood field for 4-7 years.	7.69%
I have worked in the early childhood field for 8-10 years.	3.85%
I have worked in the early childhood field for 10 or more years.	15.38%
Total responses	26

- Perceptions on Professional Growth and Development
 - 96.15% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 92.31% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 92.31% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 96.15% agreed/strongly agreed the instructions for this competency were clear, while 3.85% or 1 respondent disagreed
 - 38.46% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	30.77%
5-10 hours	38.46%
10-15 hours	7.69%
15-20 hours	15.38%
Over 20 hours	7.69%
Total responses	26

- Overall Satisfaction
 - 92.30% were satisfied/very satisfied with the content and assessment. 2 learners (or 7.69%) were dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 100% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 66.67% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 89.47% achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	17	89.47%
Number of learners who achieved the competency in two attempts:	2	10.5%
Total	19	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 66.67% provided ongoing feedback to learners throughout this module, 33.33% provided feedback at the end of the module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

FCR 4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families

Learner Results

- Learner Information & Sample Size
 - 15 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 13% (2 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 35.71% have a Bachelor's degree, while 28.57% have an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	7.14%
Some college credit	21.43%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	7.14%
Associate's degree	28.57%
Bachelor's degree	35.71%
Total responses	14

- 35.71% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	35.71%
I have worked in the early childhood field for less than one year.	21.43%
I have worked in the early childhood field for 1-3 years.	14.29%
I have worked in the early childhood field for 8-10 years.	14.29%
I have worked in the early childhood field for 10 or more years.	14.29%
Total responses	14

- Perceptions on Professional Growth and Development
 - 92.86% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 92.86% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 92.86% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 85.71% reported spending 1-15 hours to complete the module

Answer choices	Response, %
1-4 hours	28.57%
5-10 hours	28.57%
10-15 hours	28.57%
15-20 hours	7.14%
Over 20 hours	7.14%
Total responses	14

- Overall Satisfaction
 - 92.85% were satisfied/very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 100% of learners achieved the competency in one attempt (12 learners)
 - The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was satisfied with the content and assessment in the module

FCR 5: Describes culturally and linguistically responsive communication and collaboration strategies, which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting.

Learner Results

- Learner Information & Sample Size
 - 16 learners across 4 institutions participated in this survey.
 - 12.5% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 31.25% have some college credit, and another 31.25% hold a Bachelor's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	6.25%
Some college credit	31.25%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	6.25%
Associate's degree	25%
Bachelor's degree	31.25%
Total responses	16

- 37.50% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	37.50%
I have worked in the early childhood field for less than one year.	12.50%
I have worked in the early childhood field for 1-3 years.	18.75%
I have worked in the early childhood field for 8-10 years.	12.50%
I have worked in the early childhood field for 10 or more years.	18.75%
Total responses	16

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 93.75% agreed/strongly agreed the instructions for this competency were clear, while 6.25% or 1 respondent disagreed
 - 50% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	6.25%
5-10 hours	50%
10-15 hours	18.75%
15-20 hours	18.75%
Over 20 hours	6.25%
Total responses	16

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - 100% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 50% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 62.50% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	15	62.50%
Number of learners who achieved the competency in two attempts:	3	12.50%
Number of learners who achieved the competency in three attempts:	4	16.67%
Number of learners who achieved the competency in four or more attempts:	1	4.17%
Number of learners who did not achieve the competency	1	4.17%
Total	24	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 1 faculty member provided ongoing feedback to learners throughout this module, while the other provided feedback “During the daily meetings”
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

FCR 6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals.

Learner Results

- Learner Information & Sample Size
 - 15 learners across 3 institutions participated in this survey.
 - 20% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 33.33% have a Bachelor's degree, while 26.67% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	6.67%
Some college credit	26.67%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	13.33%
Associate's degree	20%
Bachelor's degree	33.33%
Total responses	15

- 33.33% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	33.33%
I have worked in the early childhood field for less than one year.	13.33%
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 8-10 years.	6.67%
I have worked in the early childhood field for 10 or more years.	26.67%
Total responses	15

- Perceptions on Professional Growth and Development
 - 86.67% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 86.67% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.34% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 73.33% agreed/strongly agreed the instructions for this competency were clear, while 26.67% disagreed
 - 33.33% reported spending 15-20 hours to complete the module

Answer choices	Response, %
1-4 hours	6.67%
5-10 hours	26.67%
10-15 hours	26.67%
15-20 hours	33.33%
Over 20 hours	6.67%
Total responses	15

- Overall Satisfaction
 - 93.34% learners were satisfied/very satisfied with the content and assessment. 1 learner (6.67%) was dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member disagreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member disagreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 41.67% of learners achieved the competency in 4 or more attempts

Answer choices	Total Number	%
Number of learners who achieved the competency in three attempts:	3	25%
Number of learners who achieved the competency in four or more attempts:	5	41.67%
Number of learners who did not achieve the competency	4	33.33%
Total	12	100%

- The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was dissatisfied with the content and assessment in the module

FCR 7: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members

Learner Results

- Learner Information & Sample Size
 - 7 learners across 2 institutions participated in this survey.
 - 14% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - 28.57% are a High school graduate, or have a diploma or the equivalent (GED); 28.57% have an Associate's degree, and another 28.57% have a Bachelor's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	28.57%
Some college credit	14.29%
Associate's degree	28.57%
Bachelor's degree	28.57%
Total responses	7
Total responses	79

- 71.43% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	71.43%
I have worked in the early childhood field for less than one year.	14.29%
I have worked in the early childhood field for 8-10 years.	14.29%
Total responses	7

- Perceptions on Professional Growth and Development
 - 85.71% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 85.72% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 85.72% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 71.43% agreed/strongly agreed the instructions for this competency were clear, while 28.57% disagreed
 - 42.86% reported spending 5-10 hours to complete the module

Answer choices	Response, %
5-10 hours	42.86%
10-15 hours	14.29%
15-20 hours	28.57%
Over 20 hours	14.29%
Total responses	7

- Overall Satisfaction
 - 85.71% learners were satisfied/very satisfied with the content and assessment. 1 learner (14.29%) was dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 100% of learners achieved the competency in one attempt (1 learner)
 - The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was very satisfied with the content and assessment in the module

Health, Safety, and Wellbeing

There are 8 competencies in this section. Between 10 and 56 learners submitted surveys for all 8 of the modules. For these 8 modules, 80% or more agreed the competency contributed to their growth and development across 5 modules. In addition, learner satisfaction was 80% or higher across 5 modules. Below is a composite learner summary of each HSW module. Following the composite is an individual summary of faculty and learner results by competency module for all HSW competencies.

Learner Survey Composite

Health, Safety, and Wellbeing (HSW)	% working more than 1 year in ECE	% of learners agreeing competency contributed to their growth & development as an early childhood professional	% of learners who achieved competency in one attempt (Faculty reported)	% of learners who were satisfied / very satisfied with content and assessment
FCR 1	52.18%	100.00%	88.46%	95.65%
FCR 2	49.36%	62.02%	92.96%	58.22%
FCR 3	50.00%	92.31%	89.47%	92.30%
FCR 4	42.89%	92.86%	100.00%	92.85%
FCR 5	50.00%	100.00%	62.50%	100.00%
FCR 6	53.34%	93.34%	0.00%	93.34%
FCR 7	14.29%	85.72%	100.00%	85.71%

HSW 1: Articulates components of a safe and healthy environment

Learner Results

- Learner Information & Sample Size
 - 37 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 19% (7 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (36 respondents)
 - 36.11% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	13.89%
Some college credit	36.11%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	2.78%
Associate's degree	27.78%
Bachelor's degree	19.44%
Total responses	36

- 30.38% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	19.44%
I have worked in the early childhood field for less than one year.	27.78%
I have worked in the early childhood field for 1-3 years.	22.22%
I have worked in the early childhood field for 4-7 years.	8.33%
I have worked in the early childhood field for 8-10 years.	11.11%
I have worked in the early childhood field for 10 or more years.	11.11%
Total responses	36

- Perceptions on Professional Growth and Development (36 respondents)
 - 94.45% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 94.44% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 91.67% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (36 respondents)
 - 91.66% agreed/strongly agreed the instructions for this competency were clear, while 8.34% or 3 respondents disagreed
 - 33.33% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	22.22%
5-10 hours	33.33%
10-15 hours	13.89%
15-20 hours	19.44%
Over 20 hours	11.11%
Total responses	36

- Overall Satisfaction (36 respondents)
 - 94.45% learners were satisfied/very satisfied with the content and assessment. 2 learners (5.56%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 7 faculty members participated in this survey
 - 57.14% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 71.43% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 71.43% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 71.43% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 54.79% of learners achieved the competency in 1

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	40	54.79%
Number of learners who achieved the competency in two attempts:	8	10.96%
Number of learners who achieved the competency in three attempts:	6	8.22%
Number of learners who achieved the competency in four or more attempts:	4	5.48%
Number of learners who did not achieve the competency	15	20.55%
Total	73	100%

- 71.43% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 71.43% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 71.43% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 32 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 3% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (30 respondents)
 - 36.67% have an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	13.33%
Some college credit	20%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	10%
Associate's degree	36.67%
Bachelor's degree	20%
Total responses	30

- 26.67% have worked in the early childhood field for less than 1 year

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	19.44%
I have worked in the early childhood field for less than one year.	27.78%
I have worked in the early childhood field for 1-3 years.	22.22%
I have worked in the early childhood field for 4-7 years.	8.33%
I have worked in the early childhood field for 8-10 years.	11.11%
I have worked in the early childhood field for 10 or more years.	11.11%
Total responses	36

- Perceptions on Professional Growth and Development (30 respondents)
 - 96.67% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 96.67% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 96.67% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (30 respondents)
 - 96.66% agreed/strongly agreed the instructions for this competency were clear, while 1 respondent disagreed
 - 53.33% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	26.67%
5-10 hours	53.33%
10-15 hours	10%
15-20 hours	6.67%
Over 20 hours	3.33%
Total responses	30

- Overall Satisfaction (30 respondents)
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - Both faculty members agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 50% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 50% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 1 faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 57.14% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	4	57.14%
Number of learners who did not achieve the competency:	3	42.86%
Total	7	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 50% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 50% were satisfied with the content and assessment in the module

HSW 3: Creates a healthy and safe environment

Learner Results

- Learner Information & Sample Size
 - 37 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 5% (2 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (36 respondents)
 - 33.33% have some college credit; another 33.33% have an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	13.89%
Some college credit	33.33%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	5.56%
Associate's degree	33.33%
Bachelor's degree	13.89%
Total responses	36

- 33.33% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	11.11%
I have worked in the early childhood field for less than one year.	27.78%
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 4-7 years.	11.11%
I have worked in the early childhood field for 8-10 years.	5.56%
I have worked in the early childhood field for 10 or more years.	11.11%
Total responses	36

- Perceptions on Professional Growth and Development (36 respondents)
 - 88.89% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 91.67% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 88.89% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (36 respondents)
 - 94.44% agreed/strongly agreed the instructions for this competency were clear, while 2 respondents (5.56%) disagreed
 - 36.11% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	33.33%
5-10 hours	36.11%
10-15 hours	16.67%
15-20 hours	8.33%
Over 20 hours	5.56%
Total responses	36

- Overall Satisfaction (36 respondents)
 - 88.89% were satisfied/very satisfied with the content and assessment. 4 learners (11.11%) were dissatisfied/very dissatisfied.

Faculty Results

No faculty members responded to this survey

HSW 4: Assesses healthy and safe early childhood environments

Learner Results

- Learner Information & Sample Size
 - 56 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 8.9% (5 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (55 respondents)
 - 47.27% hold an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	10.91%
Some college credit	25.45%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	1.82%
Associate's degree	47.27%
Bachelor's degree	12.73%
Master's degree	1.82%
Total responses	55

- 38.18% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	23.64%
I have worked in the early childhood field for less than one year.	18.18%
I have worked in the early childhood field for 1-3 years.	38.18%
I have worked in the early childhood field for 4-7 years.	7.27%
I have worked in the early childhood field for 8-10 years.	5.45%
I have worked in the early childhood field for 10 or more years.	7.27%
Total responses	55

- Perceptions on Professional Growth and Development (55 respondents)
 - 72.73% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 69.09% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 60% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (55 respondents)
 - 85.45% agreed/strongly agreed the instructions for this competency were clear, while 14.55% or 8 respondents disagreed
 - 34.55% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	27.27%
5-10 hours	34.55%
10-15 hours	16.36%
15-20 hours	16.36%
Over 20 hours	5.45%
Total responses	55

- Overall Satisfaction (55 respondents)
 - 60% were satisfied/very satisfied with the content and assessment. 22 learners (40%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - 1 faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 50% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 50% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 24.73% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	23	24.73%
Number of learners who achieved the competency in two attempts:	17	18.28%
Number of learners who achieved the competency in three attempts:	17	18.28%
Number of learners who achieved the competency in four or more attempts:	17	18.28%
Number of learners who did not achieve the competency	19	20.43%
Total	93	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 13 learners across 3 institutions participated in this survey.
 - 15.38% of learners (2 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 38.46% hold an Associate's degree, and another 38.46% hold a Bachelor's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	7.69%
Some college credit	15.38%
Associate's degree	38.46%
Bachelor's degree	38.46%
Total responses	13

- 38.46% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	38.46%
I have worked in the early childhood field for less than one year.	15.38%
I have worked in the early childhood field for 1-3 years.	7.69%
I have worked in the early childhood field for 4-7 years.	15.38%
I have worked in the early childhood field for 10 or more years.	23.08%
Total responses	13

- Perceptions on Professional Growth and Development
 - 92.30% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (55 respondents)
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 53.85% reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	23.08%
5-10 hours	30.77%
10-15 hours	7.69%
15-20 hours	23.08%
Over 20 hours	15.38%
Total responses	13

- Overall Satisfaction
 - 92.31% were satisfied/very satisfied with the content and assessment. 1 learner (7.69%) was dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 23.53% of learners achieved the competency in 2 attempts, and another 23.53% completed it in 4 or more attempts

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	3	17.65%
Number of learners who achieved the competency in two attempts:	4	23.53%
Number of learners who achieved the competency in three attempts:	3	17.65%
Number of learners who achieved the competency in four or more attempts:	4	23.53%
Number of learners who did not achieve the competency	3	17.65%
Total	17	100%

- The faculty member strongly agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided feedback to learners at the end of this module
- Overall Satisfaction
 - The faculty member was satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 15 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 20% (3 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (14 respondents)
 - 42.86% hold a Bachelor's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	14.29%
Some college credit	35.71%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	7.14%
Bachelor's degree	42.86%
Total responses	14

- 35.71% have never worked in the early childhood field, and another 35.71% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	35.71%
I have worked in the early childhood field for less than one year.	7.14%
I have worked in the early childhood field for 1-3 years.	35.71%
I have worked in the early childhood field for 4-7 years.	7.14%
I have worked in the early childhood field for 10 or more years.	14.29%
Total responses	14

- Perceptions on Professional Growth and Development (14 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (14 respondents)
 - 92.86% agreed/strongly agreed the instructions for this competency were clear, while 7.14% or 1 respondent disagreed
 - 71.43% reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	21.43%
5-10 hours	50%
10-15 hours	21.43%
15-20 hours	7.14%
Total responses	14

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment.

Faculty Results

No faculty members responded to this survey.

Learner Results

- Learner Information & Sample Size
 - 12 learners across 2 institutions participated in this survey.
 - 33.33% (4 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 33.33% have some college credit, and another 33.33% hold a Bachelor's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	8.33%
Some college credit	33.33%
Associate's degree	25%
Bachelor's degree	33.33%
Total responses	12

- 41.67% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	8.33%
I have worked in the early childhood field for less than one year.	25%
I have worked in the early childhood field for 1-3 years.	41.67%
I have worked in the early childhood field for 8-10 years.	8.33%
I have worked in the early childhood field for 10 or more years.	16.67%
Total responses	12

- Perceptions on Professional Growth and Development
 - 66.66% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 66.66% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 66.66% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional.
- The Learning Experience (55 respondents)
 - 66.66% agreed/strongly agreed the instructions for this competency were clear, while 33.34% disagreed
 - 41.67% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	16.67%
5-10 hours	41.67%
10-15 hours	25%
15-20 hours	16.67%
Total responses	12

- Overall Satisfaction
 - 66.66% were satisfied/very satisfied with the content and assessment. 4 learners (33.33%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - Both faculty members agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 88.89% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	8	88.89%
Number of learners who achieved the competency in two attempts:	1	11.11%
Total	9	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 10 learners across 2 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 50% (5 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (8 respondents)
 - 62.50% hold a Bachelor's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	12.50%
Some college credit	12.50%
Associate's degree	12.50%
Bachelor's degree	62.50%
Total responses	8

- 50% have worked in the early childhood field for less than 1-3 years

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	12.50%
I have worked in the early childhood field for 1-3 years.	50%
I have worked in the early childhood field for 8-10 years.	12.50%
I have worked in the early childhood field for 10 or more years.	25%
Total responses	8

- Perceptions on Professional Growth and Development (8 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 87.50% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 75% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (8 respondents)
 - 75% agreed/strongly agreed the instructions for this competency were clear, while 25% or 2 respondents disagreed/strongly disagreed
 - 50% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	12.50%
5-10 hours	50%
10-15 hours	37.50%
Total responses	8

- Overall Satisfaction
 - 75% were satisfied/very satisfied with the content and assessment. 2 learners (or 25%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty members participated in this survey
 - The faculty member strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 90% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	9	90%
Number of learners who achieved the competency in two attempts:	1	10%
Total	10	100%

- The faculty member strongly agreed this competency helps prepared learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was very satisfied with the content and assessment in the module

Human Growth & Development

There are 7 competencies in this section. Between 7 and 80 learners submitted surveys for each of the 7 modules. For these 7 FCR modules, 80% or more agreed the competency contributed to their growth and development across 6 modules. In addition, learner satisfaction was 80% or higher across 6 modules. Below is a composite learner summary of each FCR module since all had 5 or more learners respond. Following the composite is an individual summary of faculty and learner results by competency module for all FCR competencies.

Learner Survey Composite

Human Growth & Development (HGD)	% working more than 1 year in ECE	% of learners agreeing competency contributed to their growth & development as an early childhood professional	% of learners who achieved competency in one attempt (Faculty reported)	% of learners who were satisfied / very satisfied with content and assessment
HGD 1	43.84%	93.15%	35.42%	90.41%
HGD 2	34.55%	93.64%	75.71%	90.91%
HGD 3	36.46%	95.84%	62.64%	95.83%
HGD 4	51.28%	100.00%	79.41%	100.00%
HGD 5	40.00%	90.00%	58.06%	90.00%

HGD 1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning

Learner Results

- Learner Information & Sample Size
 - 94 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 14.89% (14 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (73 respondents)
 - 42.47% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	19.18%
Some college credit	42.27%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	1.37%
Associate's degree	30.14%
Bachelor's degree	6.85%
Total responses	73

- 49.32% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	49.32%
I have worked in the early childhood field for less than one year.	6.85%
I have worked in the early childhood field for 1-3 years.	21.92%
I have worked in the early childhood field for 4-7 years.	8.22%
I have worked in the early childhood field for 8-10 years.	5.48%
I have worked in the early childhood field for 10 or more years.	8.22%
Total responses	73

- Perceptions on Professional Growth and Development (73 respondents)
 - 95.89% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.89% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.15% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (73 respondents)
 - 78.09% agreed/strongly agreed the instructions for this competency were clear, while 21.92% or 16 respondents disagreed
 - 35.62% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	4.11%
1-4 hours	35.62%
5-10 hours	30.14%
10-15 hours	17.81%
15-20 hours	8.22%
Over 20 hours	4.11%
Total responses	73

- Overall Satisfaction (73 respondents)
 - 90.41% were satisfied/very satisfied with the content and assessment. 7 learners (9.59%) were dissatisfied/very dissatisfied

Faculty Results

**Note: 18 faculty did not teach this competency. It is probable this survey was mistakenly administered to learners or faculty member(s) did repeat submissions and the data is skewed due to this error.*

- Sample Size and Faculty Workload
 - 18 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 94.44% agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 94.44% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 88.88% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 88.89% followed the rubric strictly and did not make adjustments
- Learner Preparedness (8 respondents)
 - 35.42% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	34	35.42%
Number of learners who achieved the competency in two attempts:	26	27.08%
Number of learners who achieved the competency in three attempts:	22	22.92%
Number of learners who achieved the competency in four or more attempts:	6	6.25%
Number of learners who did not achieve the competency	8	8.33%
Total	96	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 62.50% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 75% members were satisfied/very satisfied with the content and assessment in the module

HGD 2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills

Learner Results

- Learner Information & Sample Size
 - 118 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 5% (6 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (110 respondents)
 - 47.27% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	30.91%
Some college credit	47.27%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	3.64%
Associate's degree	13.64%
Bachelor's degree	4.55%
Total responses	110

- 51.82% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	51.82%
I have worked in the early childhood field for less than one year.	13.64%
I have worked in the early childhood field for 1-3 years.	18.18%
I have worked in the early childhood field for 4-7 years.	7.27%
I have worked in the early childhood field for 8-10 years.	4.55%
I have worked in the early childhood field for 10 or more years.	4.55%
Total responses	110

- Perceptions on Professional Growth and Development (110 respondents)
 - 96.36% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.46% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.64% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional

- The Learning Experience (110 respondents)

- 87.27% agreed/strongly agreed the instructions for this competency were clear, while 12.73% or 14 respondents disagreed/strongly disagreed
- 40% reported spending 5-10 hours to complete the module

Answer choices	Response, %
Less than 1 hour	2.73%
1-4 hours	30%
5-10 hours	40%
10-15 hours	16.36%
15-20 hours	7.27%
Over 20 hours	3.64%
Total responses	110

- Overall Satisfaction (110 respondents)

- 90.91% were satisfied/very satisfied with the content and assessment. 10 learners (9.09%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload

- 7 faculty members participated in this survey
- 100% faculty members agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit

- Faculty Feedback on Competency

- 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
- 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- 71.43% followed the rubric strictly and did not make adjustments

- Learner Preparedness

- 75.71% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	106	75.71%
Number of learners who achieved the competency in two attempts:	16	11.43%
Number of learners who achieved the competency in three attempts:	7	5%
Number of learners who achieved the competency in four or more attempts:	5	3.57%
Number of learners who did not achieve the competency	6	4.29%
Total	140	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
- 57.14% provided ongoing feedback to learners throughout this module, 42.86% provided feedback at the end of the module

- Overall Satisfaction

- 85.71% were satisfied/very satisfied with the content and assessment in the module.

HGD 3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning

Learner Results

- Learner Information & Sample Size
 - 98 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 4% (4 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (96 respondents)
 - 50% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	32.29%
Some college credit	50%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	2.08%
Associate's degree	12.50%
Bachelor's degree	3.13%
Total responses	96

- 46.88% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	46.88%
I have worked in the early childhood field for less than one year.	16.67%
I have worked in the early childhood field for 1-3 years.	17.71%
I have worked in the early childhood field for 4-7 years.	11.46%
I have worked in the early childhood field for 8-10 years.	2.08%
I have worked in the early childhood field for 10 or more years.	5.21%
Total responses	96

- Perceptions on Professional Growth and Development (96 respondents)
 - 97.92% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 96.88% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.84% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (96 respondents)
 - 92.71% agreed/strongly agreed the instructions for this competency were clear, while 7.29% or 7 respondents disagreed
 - 38.54% reported spending 5-10 hours to complete the module

Answer choices	Response, %
Less than 1 hour	1.04%
1-4 hours	13.54%
5-10 hours	38.54%
10-15 hours	31.25%
15-20 hours	13.54%
Over 20 hours	2.08%
Total responses	96

- Overall Satisfaction (96 respondents)

- 95.83% were satisfied/very satisfied with the content and assessment. 4 learners (4.17%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload

- 9 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
- 88.89% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit

- Faculty Feedback on Competency

- 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
- 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- 88.89% followed the rubric strictly and did not make adjustments

- Learner Preparedness

- 62.64% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	109	62.64%
Number of learners who achieved the competency in two attempts:	16	9.20%
Number of learners who achieved the competency in three attempts:	16	9.20%
Number of learners who achieved the competency in four or more attempts:	13	7.47%
Number of learners who did not achieve the competency	20	11.49%
Total	174	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 62.50% provided ongoing feedback to learners throughout this module

- Overall Satisfaction

- 100% were dissatisfied with the content and assessment in the module

HGD 4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition

Learner Results

- Learner Information & Sample Size
 - 42 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 4.76% (2 learners) are non-degree seeking learners
- Previous Education and Early Childhood Experience (39 respondents)
 - 43.59% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	20.51%
Some college credit	43.59%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	5.13%
Associate's degree	25.64%
Bachelor's degree	5.13%
Total responses	39

- 41.03% have never worked in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	41.03%
I have worked in the early childhood field for less than one year.	7.69%
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 4-7 years.	10.26%
I have worked in the early childhood field for 10 or more years.	7.69%
Total responses	39

- Perceptions on Professional Growth and Development (39 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (39 respondents)
 - 97.44% agreed/strongly agreed the instructions for this competency were clear, while 2.56% disagreed
 - 38.46% learners reported spending 1-4 hours to complete the module, while another 38.46% reported spending 5-10 hours

Answer choices	Response, %
Less than 1 hour	5.13%
1-4 hours	38.46%
5-10 hours	38.46%
10-15 hours	12.82%
15-20 hours	5.13%
Total responses	39

- Overall Satisfaction (39 respondents)
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 66.67% followed the rubric strictly and did not make adjustments
- Learner Preparedness (2 respondents)
 - 79.41% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	27	79.41%
Number of learners who achieved the competency in two attempts:	3	8.82%
Number of learners who achieved the competency in three attempts:	3	8.82%
Number of learners who did not achieve the competency	1	2.94%
Total	34	100%

- 100% agreed that this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction (2 respondents)
 - 100% were satisfied/very satisfied with the content and assessment in the module

HGD 5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development

Learner Results

- Learner Information & Sample Size
 - 12 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (10 respondents)
 - 40% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	20%
Some college credit	40%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	10%
Associate's degree	20%
Bachelor's degree	10%
Total responses	10

- 90% have 3 or less years of experience in the early childhood field

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	30%
I have worked in the early childhood field for less than one year.	30%
I have worked in the early childhood field for 1-3 years.	30%
I have worked in the early childhood field for 4-7 years.	10%
Total responses	10

- Perceptions on Professional Growth and Development (10 respondents)
 - 90% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (10 respondents)
 - 100% agreed/strongly agreed that the instructions for this competency were clear
 - 60% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	20%
5-10 hours	60%
10-15 hours	20%
Total responses	10

- Overall Satisfaction (10 respondents)
 - 90% of learners were satisfied/very satisfied with the content and assessment. 1 learner (or 10%) was dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey.
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 66.67% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment.
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment.
 - 100% agreed/strongly the summative competency assessment was a valid measure of a learner's ability to achieve the competency.
 - 100% followed the rubric strictly and did not make adjustments.
- Learner Preparedness
 - 58.06% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	18	58.06%
Number of learners who achieved the competency in two attempts:	6	19.35%
Number of learners who achieved the competency in three attempts:	1	3.23%
Number of learners who did not achieve the competency	6	19.35%
Total	31	100%

- 66.66% agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers.
 - 100% provided ongoing feedback to learners throughout this module.
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

HGD 6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning.

Learner Results

- Learner Information & Sample Size
 - 3 learners across 2 institutions participated in this survey
 - 33.33% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - 33.33% are High school graduates, have a diploma or the equivalent (GED); 33.33% of learners have some college credit; and 33% have a Bachelor's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	33.33%
Some college credit	33.33%
Bachelor's degree	33.33%
Total responses	3
Total responses	55

- 33.33% have worked in the early childhood field for less than one year; 33.33% have worked in the early childhood field for 1-3 years; and 33.33% have worked in the early childhood field 8-10 years

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	33.33%
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 8-10 years.	33.33%
Total responses	3

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional.
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear.
 - 2 learners spent 5-10 hours completing the entire module, while 1 learner spent 10-15 hours

Answer choices	Response, %
5-10 hours	66.67%
10-15 hours	33.33%
Total responses	3

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey.
 - The faculty member strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit.
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 64.29% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	9	64.29%
Number of learners who achieved the competency in two attempts:	3	21.43%
Number of learners who did not achieve the competency	2	14.29%
Total	14	100%

- The faculty member agreed that this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was satisfied with the content and assessment in the module

Interactions, Relationships, and Environment

There are 7 competencies in this section. Between 5 and 31 learners submitted surveys for 5 of the modules. For these 5 modules with 5 or more learners who submitted surveys, 80% or more agreed the competency contributed to their growth and development across all 5 modules. In addition, learner satisfaction was 80% or higher across all 5 modules. Below is a composite learner summary of each IRE module with 5 or more learner surveys submitted. Following the composite is an individual summary of faculty and learner results by competency module for all IRE competencies.

Learner Survey Composite

Interactions, Relationships, and Environment (IRE)	% working more than 1 year in ECE	% of learners agreeing competency contributed to their growth & development as an early childhood professional	% of learners who achieved competency in one attempt (Faculty reported)	% of learners who were satisfied / very satisfied with content and assessment
IRE 1	58.07%	83.87%	61.54%	83.87%
IRE 2	81.83%	95.45%	47.62%	95.46%
IRE 3	70.00%	90.00%	78.95%	95.00%
IRE 4	74.99%	85.71%	31.00%	92.86%
IRE 5	66.67%	100.00%	56.00%	93.34%

IRE 1: Describes the role of the environment in supporting children's development

Learner Results

- Learner Information & Sample Size
 - 31 learners across 4 institutions participated in this survey
 - 10% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 51.61% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	16.13%
Some college credit	51.61%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	6.45%
Associate's degree	16.13%
Bachelor's degree	9.68%
Total responses	31

- 32.26% have worked in the early childhood field for less than 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	16.13%
I have worked in the early childhood field for less than one year.	25.81%
I have worked in the early childhood field for 1-3 years.	32.36%
I have worked in the early childhood field for 4-7 years.	12.90%
I have worked in the early childhood field for 8-10 years.	3.23%
I have worked in the early childhood field for 10 or more years.	9.68%
Total responses	31

- Perceptions on Professional Growth and Development
 - 96.77% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80.65% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.87% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 80.64% agreed/strongly agreed the instructions for this competency were clear, while 19.36% disagreed/strongly disagreed
 - 61.29% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	61.29%
5-10 hours	16.13%
10-15 hours	9.68%
15-20 hours	9.68%
Over 20 hours	3.23%
Total responses	31

- Overall Satisfaction
 - 83.87% were satisfied/very satisfied with the content and assessment. 5 learners (16.13%) were dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey.
 - 100% agreed/strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 61.54% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	16	61.54%
Number of learners who achieved the competency in two attempts:	7	26.92%
Number of learners who achieved the competency in three attempts:	1	3.85%
Number of learners who achieved the competency in four or more attempts:	1	3.85%
Number of learners who did not achieve the competency	1	3.85%
Total	26	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 22 learners across 4 institutions participated in this survey
 - 13.6% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 45.45% have some college credit

Answer choices	Response, %
Some college credit	25.45%
Associate's degree	47.27%
Bachelor's degree	12.73%
Master's degree	1.82%
Total responses	55

- 54.55% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	4.55%
I have worked in the early childhood field for less than one year.	13.64%
I have worked in the early childhood field for 1-3 years.	54.55%
I have worked in the early childhood field for 4-7 years.	13.64%
I have worked in the early childhood field for 8-10 years.	4.55%
I have worked in the early childhood field for 10 or more years.	9.09%
Total responses	22

- Perceptions on Professional Growth and Development
 - 95.46% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.45% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 95.45% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 86.37% agreed/strongly agreed the instructions for this competency were clear, while 13.64% disagreed
 - 50% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	9.09%
1-4 hours	50%
5-10 hours	27.27%
10-15 hours	9.09%
15-20 hours	4.55%
Total responses	22

- Overall Satisfaction
 - 95.46% were satisfied/very satisfied with the content and assessment. 1 learner (4.55%) was dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 100% agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 66.67% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 66.67% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 47.62% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	20	47.62%
Number of learners who achieved the competency in two attempts:	9	21.43%
Number of learners who achieved the competency in three attempts:	5	11.90%
Number of learners who achieved the competency in four or more attempts:	5	11.90%
Number of learners who did not achieve the competency:	3	7.14%
Total	42	100%

- 66.67% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 21 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 4.7% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (20 respondents)
 - 40% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	20%
Some college credit	40%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	5%
Associate's degree	10%
Bachelor's degree	20%
Doctoral degree	5%
Total responses	20

- 35% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	15%
I have worked in the early childhood field for less than one year.	15%
I have worked in the early childhood field for 1-3 years.	35%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 10 or more years.	10%
Total responses	20

- Perceptions on Professional Growth and Development (20 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (20 respondents)
 - 95% agreed/strongly agreed the instructions for this competency were clear, while 5% or 1 respondent disagreed
 - 45% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	10%
1-4 hours	45%
5-10 hours	30%
10-15 hours	10%
15-20 hours	5%
Total responses	20

- Overall Satisfaction (20 respondents)
 - 95% were satisfied/very satisfied with the content and assessment. 1 learner (5%) was dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 5 faculty members participated in this survey
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 80% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 80% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 78.95% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	30	78.95%
Number of learners who achieved the competency in two attempts:	2	5.26%
Number of learners who achieved the competency in three attempts:	6	15.79%
Total	38	100%

- 100% agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers
 - 60% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 80% were satisfied/very satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 28 learners across 3 institutions participated in this survey
 - 3.5% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - 35.71% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	21.43%
Some college credit	35.71%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	7.14%
Associate's degree	21.43%
Bachelor's degree	14.29%
Total responses	28

- 35.71% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	17.86%
I have worked in the early childhood field for less than one year.	7.14%
I have worked in the early childhood field for 1-3 years.	35.71%
I have worked in the early childhood field for 4-7 years.	21.43%
I have worked in the early childhood field for 8-10 years.	7.14%
I have worked in the early childhood field for 10 or more years.	10.71%
Total responses	28

- Perceptions on Professional Growth and Development
 - 96.43% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 92.86% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 85.71% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 96.43% agreed/strongly agreed the instructions for this competency were clear, while 3.57% disagreed
 - 32.14% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	17.86%
5-10 hours	32.14%
10-15 hours	14.29%
15-20 hours	21.43%
Over 20 hours	14.29%
Total responses	28

- Overall Satisfaction
 - 92.86% of learners were satisfied/very satisfied with the content and assessment. 2 learners (7.14%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 5 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 80% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 60% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 60% followed the rubric strictly and did not make adjustments
- Learner Preparedness (4 respondents)
 - 31% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	27	31%
Number of learners who achieved the competency in two attempts:	13	14.9%
Number of learners who achieved the competency in three attempts:	16	18.4%
Number of learners who achieved the competency in four or more attempts:	14	16.1%
Number of learners who did not achieve the competency:	17	19.5%
Total	87	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 17 learners across 3 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 5.8% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (15 respondents)
 - 33.33% have a Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	6.67%
Some college credit	20%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	33.33%
Associate's degree	13.33%
Bachelor's degree	20%
Master's degree	6.67%
Total responses	15

- 40% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	26.67%
I have worked in the early childhood field for less than one year.	6.67%
I have worked in the early childhood field for 1-3 years.	40%
I have worked in the early childhood field for 4-7 years.	6.67%
I have worked in the early childhood field for 10 or more years.	20%
Total responses	15

- Perceptions on Professional Growth and Development (15 respondents)
 - 93.34% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.33% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (15 respondents)
 - 93.33% agreed/strongly agreed the instructions for this competency were clear, while 6.67% or 1 learner disagreed
 - 40% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	40%
5-10 hours	13.33%
10-15 hours	33.33%
15-20 hours	6.67%
Over 20 hours	6.67%
Total responses	15

- Overall Satisfaction (15 respondents)
 - 93.34% were satisfied/very satisfied with the content and assessment. 1 learner (6.67%) was dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey.
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 66.67% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 66.67% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 66.67% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 56% of learners achieved the competency in 1 attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	14	56%
Number of learners who achieved the competency in two attempts:	2	8%
Number of learners who achieved the competency in three attempts:	1	4%
Number of learners who did not achieve the competency:	8	32%
Total	25	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

IRE 6: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments

Learner Results

- Learner Information & Sample Size
 - 2 learners across 2 institutions participated in this survey
 - Both learners were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - Both learners hold a Bachelor's degree
 - 1 learner worked in the early childhood field for 8-10, while the second learner worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 8-10 years.	50%
I have worked in the early childhood field for 10 or more years.	50%
Total responses	2

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 50% (1 learner) strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 50% (1 learner) agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 100% reported spending 5-10 hours to complete the module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

IRE 7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines

Learner Results

- Learner Information & Sample Size
 - 2 learners across 2 institutions participated in this survey
 - Both learners were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - Both learners hold a Bachelor's degree
 - 1 learner has worked in the early childhood field for 8-10 years, while the second learner has worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 8-10 years.	50%
I have worked in the early childhood field for 10 or more years.	50%
Total responses	2

- Perceptions on Professional Growth and Development
 - 100% agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed the instructions for this competency were clear
 - 1 learner reported spending 1-4 hours to complete the module, while the second learner reported 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	50%
5-10 hours	50%
Total responses	2

- Overall Satisfaction
 - 100% were satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

Observation & Assessment

There are 8 competencies in this section. Between 6 and 77 learners submitted surveys for all 8 of the modules. For these 8 modules, 80% or more agreed the competency contributed to their growth and development across 6 modules. In addition, learner satisfaction was 80% or higher across 5 modules. Below is a composite learner summary of each OA module since all had 5 or more learners respond. Following the composite is an individual summary of faculty and learner results by competency module for all OA competencies.

Learner Survey Composite

Observation & Assessment (OA)	% working more than 1 year in ECE	% of learners agreeing competency contributed to their growth & development as an early childhood professional	% of learners who achieved competency in one attempt (Faculty reported)	% of learners who were satisfied / very satisfied with content and assessment
OA 1	54.05%	75.67%	75.56%	70.27%
OA 2	47.61%	90.48%	84.09%	85.72%
OA 3	57.89%	84.21%	68.29%	78.95%
OA 4	52.78%	86.11%	50.00%	83.34%
OA 5	62.26%	73.59%	66.67%	69.81%
OA 6	66.66%	93.33%	69.23%	86.67%
OA 7	50.00%	83.34%	86.36%	83.34%
OA 8	66.67%	100.00%	68.42%	100.00%

OA 1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process

Learner Results

- Learner Information & Sample Size
 - 77 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 1.2% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (74 respondents)
 - 40.54% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	20.27%
Some college credit	40.54%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	1.35%
Associate's degree	27.03%
Bachelor's degree	9.46%
Master's degree	1.35%
Total responses	74

- 39.19% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	24.32%
I have worked in the early childhood field for less than one year.	21.62%
I have worked in the early childhood field for 1-3 years.	39.19%
I have worked in the early childhood field for 4-7 years.	10.81%
I have worked in the early childhood field for 8-10 years.	2.70%
I have worked in the early childhood field for 10 or more years.	1.35%
Total responses	74

- Perceptions on Professional Growth and Development (74 respondents)
 - 79.73% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 78.38% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 75.67% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (74 respondents)
 - 70.27% agreed/strongly agreed the instructions for this competency were clear, while 29.73% disagreed/strongly disagreed
 - 37.84% reported spending 10-15 hours to complete the module

Answer choices	Response, %
Less than 1 hour	2.70%
1-4 hours	10.81%
5-10 hours	27.03%
10-15 hours	37.84%
15-20 hours	10.81%
Over 20 hours	10.81%
Total responses	74

- Overall Satisfaction (74 respondents)
 - 70.27% were satisfied/very satisfied with the content and assessment. 22 learners (29.73%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 6 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 33.33% agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 83.33% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 83.33% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 50% followed the rubric strictly and did not make adjustments

- Learner Preparedness
 - 75.56% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	34	75.56%
Number of learners who achieved the competency in two attempts:	4	8.89%
Number of learners who achieved the competency in three attempts:	1	2.22%
Number of learners who did not achieve the competency:	6	13.33%
Total	45	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 66.67% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback by “meeting almost everyday with students.”
- Overall Satisfaction
 - 66.67% were satisfied with the content and assessment in the module

OA 2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process

Learner Results

- Learner Information & Sample Size
 - 43 learners across 5 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 6.9% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (42 respondents)
 - 35.71% have come college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	14.29%
Some college credit	35.71%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	7.14%
Associate's degree	23.81%
Bachelor's degree	14.29%
Master's degree	4.76%
Total responses	42

- 26.19% have never worked in the early childhood field, 26.19% have worked in the early childhood field for less than one years, and another 26.19% have worked in the field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	26.19%
I have worked in the early childhood field for less than one year.	26.19%
I have worked in the early childhood field for 1-3 years.	26.19%
I have worked in the early childhood field for 4-7 years.	9.52%
I have worked in the early childhood field for 8-10 years.	2.38%
I have worked in the early childhood field for 10 or more years.	9.52%
Total responses	42

- Perceptions on Professional Growth and Development (42 respondents)
 - 88.10% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 85.71% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90.48% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (42 respondents)
 - 85.72% agreed/strongly agreed the instructions for this competency were clear, while 14.28% disagreed/strongly disagreed
 - 40.48% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	14.29%
5-10 hours	40.48%
10-15 hours	26.19%
15-20 hours	9.52%
Over 20 hours	9.52%
Total responses	42

- Overall Satisfaction (42 respondents)
 - 85.72% were satisfied/very satisfied with the content and assessment. 6 learners (or 14.28%) were dissatisfied/very dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 6 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 83.34% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 83.33% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 66.67% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 66.67% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 50% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 84% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	37	84%
Number of learners who did not achieve the competency:	7	16%
Total	44	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 50% were satisfied with the content and assessment in the module

OA 3: Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts

Learner Results

- Learner Information & Sample Size
 - 38 learners across 4 institutions participated in this survey
 - 2.6% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 28.95% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	13.16%
Some college credit	28.95%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	7.89%
Associate's degree	23.68%
Bachelor's degree	18.42%
Master's degree	5.26%
Doctoral degree	2.63%
Total responses	38

- 31.58% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	21.05%
I have worked in the early childhood field for less than one year.	21.05%
I have worked in the early childhood field for 1-3 years.	31.58%
I have worked in the early childhood field for 4-7 years.	15.79%
I have worked in the early childhood field for 8-10 years.	2.63%
I have worked in the early childhood field for 10 or more years.	7.89%
Total responses	38

- Perceptions on Professional Growth and Development
 - 92.11% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 89.48% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 84.21% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 81.58% agreed/strongly agreed the instructions for this competency were clear, while 18.42% disagreed/strongly disagreed
 - 34.21% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	15.79%
5-10 hours	34.21%
10-15 hours	31.58%
15-20 hours	13.16%
Over 20 hours	5.26%
Total responses	38

- Overall Satisfaction
 - 78.95% learners were satisfied/very satisfied with the content and assessment. 8 learners (21.05%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 66.67% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 33.33% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 68.29% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	23	24.73%
Number of learners who achieved the competency in two attempts:	17	18.28%
Number of learners who did not achieve the competency:	19	20.43%
Total	93	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 100% ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 37 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (36 respondents)
 - 38.89% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	11.11%
Some college credit	38.89%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	5.56%
Associate's degree	30.56%
Bachelor's degree	11.11%
Master's degree	2.78%
Total responses	36

- 36.11% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	30.56%
I have worked in the early childhood field for less than one year.	16.67%
I have worked in the early childhood field for 1-3 years.	36.11%
I have worked in the early childhood field for 4-7 years.	11.11%
I have worked in the early childhood field for 8-10 years.	2.78%
I have worked in the early childhood field for 10 or more years.	2.78%
Total responses	36

- Perceptions on Professional Growth and Development (36 respondents)
 - 94.45% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 88.89% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 86.11% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (36 respondents)
 - 75% agreed/strongly agreed the instructions for this competency were clear, while 25% disagreed/strongly disagreed
 - 33.33% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	16.67%
5-10 hours	33.33%
10-15 hours	25%
15-20 hours	19.44%
Over 20 hours	5.56%
Total responses	36

- Overall Satisfaction (36 respondents)
 - 83.34% were satisfied/very satisfied with the content and assessment. 6 learners (16.67%) were dissatisfied/very dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - Both disagreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 1 faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 1 faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 1 faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 1 faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness (1 respondent)
 - 50% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	10	50%
Number of learners who achieved the competency in two attempts:	3	15%
Number of learners who achieved the competency in three attempts:	3	15%
Number of learners who did not achieve the competency:	4	20%
Total	20	100%

- 1 faculty member agreed this competency helps prepare learners to be early childhood teachers
 - 1 faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction (1 respondent)
 - 1 faculty member was dissatisfied with the content and assessment in the module

OA 5: Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities

Learner Results

- Learner Information & Sample Size
 - 53 learners across 5 institutions participated in this survey
 - 3.7% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 37.74% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	18.87%
Some college credit	37.74%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	5.66%
Associate's degree	22.64%
Bachelor's degree	11.32%
Master's degree	1.89%
Doctoral degree	1.89%
Total responses	53

- 45.28% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	22.64%
I have worked in the early childhood field for less than one year.	15.09%
I have worked in the early childhood field for 1-3 years.	45.28%
I have worked in the early childhood field for 4-7 years.	9.43%
I have worked in the early childhood field for 8-10 years.	1.89%
I have worked in the early childhood field for 10 or more years.	5.66%
Total responses	53

- Perceptions on Professional Growth and Development
 - 73.59% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 69.81% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 73.59% learners agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 73.59% agreed/strongly agreed the instructions for this competency were clear, while 26.41% disagreed/strongly disagreed.
 - 43.40% reported spending 10-15 hours to complete the module

Answer choices	Response, %
1-4 hours	11.32%
5-10 hours	26.42%
10-15 hours	43.40%
15-20 hours	15.09%
Over 20 hours	3.77%
Total responses	53

- Overall Satisfaction
 - 69.81% were satisfied/very satisfied with the content and assessment. 16 learners (30.19%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - 1 faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - Both faculty members agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - Both faculty members agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - Both faculty members agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 1 faculty member followed the rubric strictly and did not make adjustments, the second faculty member made some adjustments
- Learner Preparedness
 - 66.67% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	18	66.67%
Number of learners who achieved the competency in two attempts:	4	14.81%
Number of learners who achieved the competency in three attempts:	1	3.70%
Number of learners who did not achieve the competency:	4	14.81%
Total	27	100%

- Both faculty members agreed this competency helps prepare learners to be early childhood teachers
 - 1 faculty member provided ongoing feedback to learners throughout this module, the second faculty member provided feedback at the end of the module
- Overall Satisfaction
 - Both faculty members were satisfied with the content and assessment in the module

OA 6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction

Learner Results

- Learner Information & Sample Size
 - 15 learners across 4 institutions participated in this survey
 - 6.67% (1 learner) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 40% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	6.67%
Some college credit	40%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	13.33%
Associate's degree	13.33%
Bachelor's degree	26.67%
Total responses	15

- 33.33% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	20%
I have worked in the early childhood field for less than one year.	13.33%
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 4-7 years.	13.33%
I have worked in the early childhood field for 8-10 years.	6.67%
I have worked in the early childhood field for 10 or more years.	13.33%
Total responses	15

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 93.33% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 93.33% agreed/strongly agreed the instructions for this competency were clear, while 6.67% strongly disagreed
 - 40% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	20%
5-10 hours	40%
10-15 hours	33.33%
15-20 hours	6.67%
Total responses	15

- Overall Satisfaction
 - 86.67% were satisfied/very satisfied with the content and assessment. 2 learners (13.34%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - 1 faculty member agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - Both faculty members agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - Both faculty members agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 1 faculty members agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - Both faculty members followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 69.23% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	9	69.23%
Number of learners who achieved the competency in two attempts:	2	15.38%
Number of learners who achieved the competency in three attempts:	1	7.69%
Number of learners who did not achieve the competency:	1	7.69%
Total	13	100%

- Both faculty members agreed this competency helps prepare learners to be early childhood teachers
 - Both faculty members provided feedback at the end of the module
- Overall Satisfaction
 - Both faculty members were satisfied with the content and assessment in the module

OA 7: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives

Learner Results

- Learner Information & Sample Size
 - 12 learners across 3 institutions participated in this survey
 - 16% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 33.33% have an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	16.67%
Some college credit	25%
Associate's degree	33.33%
Bachelor's degree	25%
Total responses	12

- 41.67% have worked in the early childhood field for less than 1 year

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	8.33%
I have worked in the early childhood field for less than one year.	41.67%
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 8-10 years.	16.67%
Total responses	12

- Perceptions on Professional Growth and Development
 - 91.66% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.33% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.34% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 75% agreed/strongly agreed the instructions for this competency were clear, while 25% disagreed/strongly disagreed
 - 66.67% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	8.33%
5-10 hours	66.67%
10-15 hours	16.67%
15-20 hours	8.33%
Total responses	12

- Overall Satisfaction
 - 83.34% learners were satisfied/very satisfied with the content and assessment. 2 learners (16.66%) were dissatisfied/very dissatisfied

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 100% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
 - Faculty Feedback on Competency
 - 66.67% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 86% of learners achieved the competency in one attempt
 - Learner Preparedness
 - 24.73% of learners achieved the competency in 1 attempt
- | Answer choices | Total Number | % |
|---|--------------|-------------|
| Number of learners who achieved the competency in one attempt: | 19 | 86% |
| Number of learners who achieved the competency in two attempts: | 1 | 5% |
| Number of learners who did not achieve the competency: | 2 | 9% |
| Total | 22 | 100% |
- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 66.67% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback at the end of the module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 6 learners across 3 institutions participated in this survey
 - 33% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 33.33% have some college credit, while another 33.33% hold a Bachelor's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	16.67%
Some college credit	33.33%
Associate's degree	16.67%
Bachelor's degree	33.33%
Total responses	6

- 33.33% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	16.67%
I have worked in the early childhood field for less than one year.	16.67%
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 8-10 years.	16.67%
I have worked in the early childhood field for 10 or more years.	16.67%
Total responses	6

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% learners agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed/strongly agreed the instructions for this competency were clear
 - 83.33% reported spending 5-10 hours to complete the module

Answer choices	Response, %
5-10 hours	83.33%
10-15 hours	16.67%
Total responses	6

- Overall Satisfaction
 - 100% learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- Sample Size and Faculty Workload
 - 2 faculty members participated in this survey
 - Both faculty members agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit

- Faculty Feedback on Competency

- Both faculty members agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- Both faculty members agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
- Both faculty members agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- Both faculty members followed the rubric strictly and did not make adjustments

- Learner Preparedness

- 68% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	13	68%
Number of learners who achieved the competency in two attempts:	4	21%
Number of learners who did not achieve the competency:	2	11%
Total	19	100%

- Both faculty members agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
- 1 faculty member provided ongoing feedback to learners throughout this module, while the other member provided feedback at the end of the module

- Overall Satisfaction

- Both faculty members satisfied/very satisfied with the content and assessment in the module

Personal & Professional Development

There are 10 competencies in this section. Between 5 and 86 learners submitted surveys for 7 of the modules. For these 7 modules which had 5 or more learners who submitted surveys, 80% or more agreed the competency contributed to their growth and development across 4 modules. In addition, learner satisfaction was 80% or higher across 4 modules. Below is a composite learner summary of each PPD module. Following the composite is an individual summary of faculty and learner results by competency module for all PPD competencies.

Learner Survey Composite

Personal & Professional Development (PPD)	% working more than 1 year in ECE	% of learners agreeing competency contributed to their growth & development as an early childhood professional	% of learners who achieved competency in one attempt (Faculty reported)	% of learners who were satisfied / very satisfied with content and assessment
PPD 1	52.32%	60.47%	96.88%	55.81%
PPD 2	48.97%	79.59%	90.91%	73.47%
PPD 3	100.00%	80.00%	-	100.00%
PPD 5	78.25%	91.30%	70.00%	86.95%
PPD 6	52.11%	46.48%	87.50%	36.62%
PPD 7	70.00%	80.00%	-	80.00%
PPD 10	70.00%	80.00%	100.00%	80.00%

PPD 1: Demonstrates professionalism in image, behavior, and disposition

Learner Results

- Learner Information & Sample Size
 - 91 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 1% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (86 respondents)
 - 41.86% hold an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	12.79%
Some college credit	33.72%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	5.81%
Associate's degree	41.86%
Bachelor's degree	5.81%
Total responses	86

- 39.53% have never worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	34.88%
I have worked in the early childhood field for less than one year.	12.79%
I have worked in the early childhood field for 1-3 years.	39.53%
I have worked in the early childhood field for 4-7 years.	6.98%
I have worked in the early childhood field for 10 or more years.	5.81%
Total responses	86

- Perceptions on Professional Growth and Development (86 respondents)
 - 65.11% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 61.63% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 60.47% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (86 respondents)
 - 82.56% agreed/strongly agreed the instructions for this competency were clear, while 17.45% disagreed/strongly disagreed
 - 41.86% reported spending 5-10 hours to complete the module

Answer choices	Response, %
Less than 1 hour	3.49%
1-4 hours	27.91%
5-10 hours	41.86%
10-15 hours	8.14%
15-20 hours	11.63%
Over 20 hours	6.98%
Total responses	86

- Overall Satisfaction (86 respondents)
 - 55.81% learners were satisfied/very satisfied with the content and assessment. 38 learners (44.19%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 4 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 100% agreed/strongly agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed/strongly agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 75% agreed/strongly agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (3 respondents)
 - 97% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	31	97%
Number of learners who did not achieve the competency:	1	3%
Total	32	100%

- 100% agreed/strongly agreed this competency helps prepare learners to be early childhood teachers
 - 66.67% provided ongoing feedback to learners throughout this module
- Overall Satisfaction (3 respondents)
 - 100% were satisfied with the content and assessment in the module

PPD 2: Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields

Learner Results

- Learner Information & Sample Size
 - 54 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - All learners were degree-seeking learners
- Previous Education and Early Childhood Experience (49 respondents)
 - 42.86% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	28.57%
Some college credit	42.86%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	4.08%
Associate's degree	16.33%
Bachelor's degree	8.16%
Total responses	49

- 34.69% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	32.65%
I have worked in the early childhood field for less than one year.	18.37%
I have worked in the early childhood field for 1-3 years.	34.69%
I have worked in the early childhood field for 4-7 years.	8.16%
I have worked in the early childhood field for 10 or more years.	6.12%
Total responses	49

- Perceptions on Professional Growth and Development (49 respondents)
 - 77.55% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 77.55% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 79.59% learners agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (49 respondents)
 - 81.63% agreed/strongly agreed the instructions for this competency were clear, while 18.37% disagreed/strongly disagreed
 - 40.82% reported spending 10-15 hours to complete the module

Answer choices	Response, %
1-4 hours	26.53%
5-10 hours	12.24%
10-15 hours	40.82%
15-20 hours	10.20%
Over 20 hours	10.20%
Total responses	49

- Overall Satisfaction (49 respondents)
 - 73.47% were satisfied/very satisfied with the content and assessment. 13 learners (26.53%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey
 - 100% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 66.67% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 91% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	30	91%
Number of learners who achieved the competency in two attempts:	1	3%
Number of learners who did not achieve the competency:	2	6%
Total	33	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 66.67% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

PPD 3: Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations

Learner Results

- Learner Information & Sample Size
 - 5 learners across 2 institutions participated in this survey
 - 80% (4 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 60% have some college credit

Answer choices	Response, %
Some college credit	60%
Associate's degree	20%
Bachelor's degree	20%
Total responses	5

- 80% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	80%
I have worked in the early childhood field for 10 or more years.	20%
Total responses	5

- Perceptions on Professional Growth and Development
 - 80% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80% agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed the instructions for this competency were clear
 - 80% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	80%
5-10 hours	20%
Total responses	5

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

PPD 4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues and as a member of early childhood teams

Learner Results

- Learner Information & Sample Size
 - 4 learners across 1 institution participated in this survey
 - 75% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 75% have some college credit

Answer choices	Response, %
Some college credit	75%
Bachelor's degree	25%
Total responses	4

- 75% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	75%
I have worked in the early childhood field for 10 or more years.	25%
Total responses	4

- Perceptions on Professional Growth and Development
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 100% agreed the instructions for this competency were clear
 - 50% reported spending less than 1 hour, while the remaining 50% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	50%
1-4 hours	50%
Total responses	4

- Overall Satisfaction
 - 100% were satisfied/very satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

PPD 5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth

Learner Results

- Learner Information & Sample Size
 - 25 learners across 4 institutions participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data
 - 12% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (23 respondents)
 - 34.78% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	17.39%
Some college credit	34.78%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	13.04%
Associate's degree	21.74%
Bachelor's degree	13.04%
Total responses	23

- 52.17% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	13.04%
I have worked in the early childhood field for less than one year.	8.70%
I have worked in the early childhood field for 1-3 years.	52.17%
I have worked in the early childhood field for 4-7 years.	13.04%
I have worked in the early childhood field for 10 or more years.	13.04%
Total responses	23

- Perceptions on Professional Growth and Development (23 respondents)
 - 86.96% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 86.95% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 91.30% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (23 respondents)
 - 65.22% agreed/strongly agreed the instructions for this competency were clear, while 34.78% disagreed/strongly disagreed
 - 34.78% reported spending 1-4hours to complete the module, while another 34.78% reported spending 5-10 hours

Answer choices	Response, %
Less than 1 hour	4.35%
1-4 hours	34.78%
5-10 hours	34.78%
10-15 hours	8.70%
15-20 hours	13.04%
Over 20 hours	4.35%
Total responses	23

- Overall Satisfaction (23 respondents)
 - 86.95% learners were satisfied/very satisfied with the content and assessment. 3 learners (13.05%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 66.67% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 33.33% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 66.67% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 66.67% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness (2 respondents)
 - 70% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	7	70%
Number of learners who achieved the competency in two attempts:	1	10%
Number of learners who did not achieve the competency:	2	20%
Total	10	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction (2 respondents)
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 71 learners across 3 institutions participated in this survey
 - 1.4% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - 47.89% have an Associate's degree

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	14.08%
Some college credit	29.58%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	7.04%
Associate's degree	47.89%
Bachelor's degree	1.41%
Total responses	71

- 42.25% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	32.39%
I have worked in the early childhood field for less than one year.	15.49%
I have worked in the early childhood field for 1-3 years.	42.25%
I have worked in the early childhood field for 4-7 years.	7.04%
I have worked in the early childhood field for 10 or more years.	2.82%
Total responses	71

- Perceptions on Professional Growth and Development
 - 49.29% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 43.66% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 46.48% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 60.57% agreed/strongly agreed the instructions for this competency were clear, while 39.43% disagreed/strongly disagreed
 - 28.17% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	9.86%
5-10 hours	28.17%
10-15 hours	21.13%
15-20 hours	21.13%
Over 20 hours	19.72%
Total responses	71

- Overall Satisfaction
 - 36.62% were satisfied/very satisfied with the content and assessment. 45 learners (63.38%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 3 faculty members participated in this survey.
 - 33.33% agreed the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - 100% agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - 100% agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 100% followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 88% of learners achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	28	88%
Number of learners who achieved the competency in two attempts:	1	3%
Number of learners who did not achieve the competency:	3	9%
Total	32	100%

- 100% agreed this competency helps prepare learners to be early childhood teachers
 - 100% provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - 100% were satisfied with the content and assessment in the module

Learner Results

- Learner Information & Sample Size
 - 11 learners from 1 institution participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.
 - 9% (1 learner) was a non-degree seeking learner
- Previous Education and Early Childhood Experience (10 respondents)
 - 50% have some college credit

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	20%
Some college credit	50%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	10%
Associate's degree	10%
Bachelor's degree	10%
Total responses	10

- 50% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	20%
I have worked in the early childhood field for less than one year.	10%
I have worked in the early childhood field for 1-3 years.	50%
I have worked in the early childhood field for 8-10 years.	10%
I have worked in the early childhood field for 10 or more years.	10%
Total responses	10

- Perceptions on Professional Growth and Development (10 respondents)
 - 90% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (10 respondents)
 - 80% agreed/strongly agreed the instructions for this competency were clear, while 20% disagreed/strongly disagreed
 - 60% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	30%
5-10 hours	60%
10-15 hours	10%
Total responses	10

- Overall Satisfaction (10 respondents)
 - 80% learners were satisfied/very satisfied with the content and assessment. 2 learners (20%) were dissatisfied/very dissatisfied.

Faculty Results

No faculty members responded to this survey.

PPD 8: Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning

Learner Results

- Learner Information & Sample Size
 - 4 learners across 2 institutions participated in this survey
 - 75% (3 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience (10 respondents)
 - 50% hold a Bachelor's degree

Answer choices	Response, %
Some college credit	25%
Associate's degree	25%
Bachelor's degree	50%
Total responses	4
Total responses	10

- The learners are equally distributed between 1-3 years, 4-7 years, 8-10 years, and 10 or more years of work experience in the early childhood field

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 8-10 years.	25%
I have worked in the early childhood field for 10 or more years.	25%
Total responses	4

- Perceptions on Professional Growth and Development (10 respondents)
 - 100% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience (10 respondents)
 - 100% agreed/strongly agreed that the instructions for this competency were clear
 - The learners are equally distributed between spending 5-10 hours, and 10-15 hours to complete the module

Answer choices	Response, %
5-10 hours	50%
10-15 hours	50%
Total responses	4

- Overall Satisfaction (10 respondents)
 - 100% learners were satisfied/very satisfied with the content and assessment

Faculty Results

No faculty members responded to this survey.

PPD 9: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings

Learner Results

- Learner Information & Sample Size
 - 1 learner from 1 institution participated in this survey
 - This learner was a non-degree seeking learner
- Previous Education and Early Childhood Experience
 - The learner holds a Bachelor's degree
 - The learner has worked in the early childhood field for 8-10 years
- Perceptions on Professional Growth and Development
 - The learner strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - The learner strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - The learner strongly agreed that this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - The learner agreed that the instructions for this competency were clear.
 - The learner reported spending 5-10 hours to complete the module
- Overall Satisfaction
 - The learner was very satisfied with the content and assessment

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 1 learner achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	1	100%
Total	1	100%

- The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was satisfied with the content and assessment in the module

PPD 10: Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served

Learner Results

- Learner Information & Sample Size
 - 10 learners from 1 institution participated in this survey
 - 20% (2 learners) were non-degree seeking learners
- Previous Education and Early Childhood Experience
 - 40% have some college credit, and another 40% are High school graduates, have a diploma or the equivalent (GED)

Answer choices	Response, %
High school graduate, diploma or the equivalent (GED)	40%
Some college credit	40%
Associate's degree	10%
Bachelor's degree	10%
Total responses	10

- 30% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I do not work/have never worked in the early childhood field.	10%
I have worked in the early childhood field for less than one year.	20%
I have worked in the early childhood field for 1-3 years.	30%
I have worked in the early childhood field for 4-7 years.	10%
I have worked in the early childhood field for 8-10 years.	20%
I have worked in the early childhood field for 10 or more years.	10%
Total responses	10

- Perceptions on Professional Growth and Development
 - 70% agreed/strongly agreed the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 60% agreed/strongly agreed the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80% agreed/strongly agreed this competency contributed to their growth and development as an early childhood professional
- The Learning Experience
 - 90% agreed/strongly agreed the instructions for this competency were clear, while 10% disagreed
 - 60% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	20%
5-10 hours	60%
10-15 hours	20%
Total responses	10

- Overall Satisfaction
 - 80% learners were satisfied/very satisfied with the content and assessment. 2 learners (or 20%) were dissatisfied/very dissatisfied.

Faculty Results

- Sample Size and Faculty Workload
 - 1 faculty member participated in this survey
 - The faculty member agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- Faculty Feedback on Competency
 - The faculty member agreed the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed the formative activities and assessments in this module provided learners with opportunities to practice the knowledge, skills and intellectual behaviors needed to achieve the competency assessment
 - The faculty member agreed the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - The faculty member followed the rubric strictly and did not make adjustments
- Learner Preparedness
 - 1 learner achieved the competency in one attempt

Answer choices	Total Number	%
Number of learners who achieved the competency in one attempt:	1	100%
Total	1	100%

- The faculty member agreed this competency helps prepare learners to be early childhood teachers
 - The faculty member provided ongoing feedback to learners throughout this module
- Overall Satisfaction
 - The faculty member was satisfied with the content and assessment in the module

Overall Accomplishments

This large-scale implementation of competencies and assessments across multiple institutions is the first competency-based implementation pilot of its kind, at least to the knowledge of experts in the field of competency-based education. The lessons learned and adaptations will be incorporated in an on-going project operating for Infant and Toddler credentials in the State. Specifically, the accomplishments from this project are the deliverables of 128 surveys including faculty and student perceptions of the efficacy of competency module content during the 2020-2021 calendar year at the five institutions who were part of the pilot.

While the impact of this pilot for the state of Illinois' early childhood credentialing efforts will be realized over the coming years and with more widespread adoption, there are immediate impacts of this project worth noting. First, the testing of shared competencies and assessments with accompanying resources will result in a refined and more cohesive set of assessments and resources for institutions who use this content in the future. When institutions use the same competencies and rigorous, performance-based assessments, it can ensure equitable learning and outcomes for the early childhood workforce, which ultimately benefits young children in the State. Second, the modules as they are improved based on this survey data, will benefit learners and early childhood professionals seeking further professional development, early childhood credentials, and degrees. As one learner shared, "I can work at my own pace" and another shared they appreciated that in this model, their "ECE experience counts." When institutions implement flexible pacing with the ability to leverage existing experience, access to advanced credentials expands to serve more learners. Lastly, this project will impact the early childhood field as they provide a repository of tested and improved curriculum resources and assessments that can be used in the preparation and professional development of early childhood educators.

Insights & Next Steps

During the project, and through its completion, several opportunities surfaced to build on the work and improve future implementation of competency content. This section will discuss already-planned next steps as well as recommended next steps for early childhood programs as they embed competency-based modules and approaches.

In November of the project, competencies with repeated student feedback regarding workload or lack of clarity were identified and the work to improve them started based on the feedback. Specifically, one faculty lead and two state consultants started to pare down the workload and revise instructions for clarity across competencies where data was readily available. This work to improve the content based on the data presented will continue in early 2022 to ensure an improved experience for learners and faculty as the modules are shared across the state. Thirty-five competencies did not meet a goal sample size of twenty student participants. These competencies should continue to be part of future surveys and analysis in order to ensure a larger sample size for future improvement as well. Regardless of sample size, continuous improvement of the competency modules must be factored into future work.

Specifically, the following competencies will be reviewed carefully and revised as needed because they fell below 80% learner overall satisfaction rates. Note sample size was small in some cases and may not warrant revision.

Competency Module	Learner Sample Size	Learner Satisfaction Rate
CPD 2	18	78%
CPD 4A	38	55%
CPD 4B	36	62%
CPD 5B	44	66%
CPD 7	1	0%
CPD 9	44	51%
CPD 10	13	61%
FCR 2	79	58%
HSW 4	55	60%
HSW 7	12	67%
HSW 8	10	75%
OA 1	74	70%
OA 3	38	79%
OA 5	53	70%
PPD 1	86	56%
PPD 2	49	73%
PPD 6	71	36%

The performance-based assessments should be reviewed on an agreed-upon cycle along with rubric improvements and calibration sessions across institutions to ensure reliability and validity. This is also an imperative next step to ensure the content remains current and relevant. It is also recommended that the State continue to maintain links and content so that changes can be made and communicated at scale. Moving forward, it is imperative for any institution seeking to implement competency-based approaches to take additional steps beyond embedding the content into courses or programs. The [Competency-Based Education Network's Quality Framework for Competency-Based Education Programs](#) provides elements, principles, and standards for quality that go beyond curriculum and content development that must be considered as institutions implement CBE. While the focus of this pilot was on the curricular content, it is impossible to separate content from teaching practices and institutional context.

The eight quality elements that should holistically be considered include:

- Element 1: Demonstrated Institutional Commitment to and Capacity for CBE Innovation
- Element 2: Clear, Measurable, Meaningful, and Integrated Competencies
- Element 3: Coherent Program and Curriculum Design
- Element 4: Credential-level Assessment Strategy with Robust Implementation
- Element 5: Intentionally Designed and Engaged Learner Experience
- Element 6: Collaborative Engagement with External Partners
- Element 7: Transparency of Student Learning
- Element 8: Evidence-driven Continuous Improvement

This pilot tested content and used quality indicators from elements two, three, and four. For institutions looking to pilot this content, it will be important to consider the institution's capacity to deliver CBE as it relates to flexible pacing and mastery of competencies. In addition, a robust and intentionally designed learner engagement strategy must be developed in concert with implementing content. Some surveys noted very little faculty engagement throughout the learning experience, which is not indicative of high-quality CBE programs. Considering the full learner journey from early orientation to competency-based approaches through completion must be part of any new efforts to embed the content tested through this pilot.

While the intent of the pilot project was to test the content developed in 2019-2020, the intent was not to replace faculty's role in developing resources and activities that best support their learners. Some institutions reported resistance from faculty when it came to utilizing the resources and activities, while others expressed resistance to a common competency or assessment model more broadly. Two institutions expressed that intellectual freedom was a concern, and moving forward the recommendation is that the formative activities and assessments be used at faculty discretion while the assessments and competencies stay constant.

Paul Leblanc, president of Southern New Hampshire University and CBE expert noted in his book *Students First: Equity, Access and Opportunity in Higher Education* (2021), faculty resistance can be a challenge when implementing authentic, performance-based assessments and CBE more broadly. He notes that "conventional college assessment and grading are grounded in an intrinsic flaw: faculty members are grading themselves" (p. 69). He goes on to note that this tension can create "a perverse incentive for faculty members to be lenient in grading, as research has found, and to structure courses to be entertaining and require little work" (p. 69). While this statement may not ring true for many faculty, a CBE approach requires an inherent shift in accountability for learners to provide evidence of what they know and can do in authentic ways and for faculty to validate that learning. While only one learner comment noted that "no assessment should ever take more than two hours" it serves as an illustrative comment of the broader challenge related to bringing about authentic assessment and altering teaching and learning mindsets for both faculty and learners. This shift must be considered in future implementations, with appropriate faculty training in CBE and appropriate learner on-boarding and on-going supports throughout the competency-based approach.

Lastly, faculty in the pilot noted that they wish they had more time to meaningfully engage with one another to plan their pilot. The fast turn-around time from ending the 2019-2020 project to implementing the modules proved to be difficult for some institutions. Moving forward, it is recommended that institutions looking to embed the content engage in a thorough planning session to map competencies and intentionally design the learner experience.

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Appendix A: Calendar

Timeline of ECE Faculty and ECE Leadership Meetings 2021

February 2021

February 11th Leadership Meeting

February 17th Faculty with Leadership Meeting

March 2021

March 5th Faculty with Leadership Meeting

April 2021

April 22nd Faculty with Leadership Meeting

May 2021

May 20th Faculty with Leadership Meeting

June 2021

June 24th Faculty with Leadership Meeting

July 2021

July 21st Leadership Meeting

July 28th Faculty Meeting

August 2021

August 19th Faculty Meeting

August 25th Leadership Meeting

September 2021

September 16th Faculty Meeting

September 22nd Leadership Meeting

October 2021

October 14th Leadership Meeting

October 28th Faculty Meeting

November 2021

November 11th Leadership Meeting

November 18th Faculty Meeting

December 2021

December 6th Leadership Meeting

December 16th Faculty Meeting

Appendix B: Competency Module Timeline & Enrollment Estimates 2020

Module	Institution(s) Piloting	Piloting Semester	Estimated Total Number of Students Piloting
HGD 1	NIU, MVCC, ISU, HCC NLU	Summer & Fall	295
HGD 2	NIU, MVCC, HCC NLU	Summer & Fall	285
HGD 3	NIU, MVCC, ISU, HCC NLU	Spring, Summer & Fall	260
HGD 4	NIU, MVCC, ISU, HCC, NLU	Summer & Fall	190
HGD 5	NIU, MVCC, ISU, HCC NLU	Summer & Fall	215
HGD6	NIU, MVCC NLU	Summer & Fall	175
HSW 1	NIU, MVCC, ISU, HCC NLU	Summer & Fall	175
HSW 2	NIU, MVCC, HCC NLU	Spring, Summer & Fall	175
HSW 3	NIU, MVCC, HCC NLU	Summer & Fall	170
HSW 4	NIU, MVCC, ISU, HCC, NLU	Summer & Fall	195
HSW 5	NIU, MVCC, ISU, HCC NLU	Summer & Fall	155
HSW 6	NIU, MVCC, ISU, HCC NLU	Summer & Fall	155
HSW 7	NIU, NLU	Summer & Fall	112
HSW 8	NIU, ISU NLU	Summer & Fall	122
IRE 1	NIU, , ISU, HCC NLU	Summer & Fall	160
IRE2	NIU, , ISU, HCC NLU	Summer & Fall	170
IRE3	NIU, HCC NLU	Summer & Fall	160
IRE4	NIU, ISU, HCC NLU	Summer & Fall	165
IRE 5	NIU, ISU, HCC NLU	Summer & Fall	140
IRE 6	NIU, NLU	Spring, Summer & Fall	108
IRE 7	NIU, NLU	Spring, Summer & Fall	108
OA 1	NIU, ISU, HCC, NLU, MVCC	Summer & Fall	175
OA 2	NIU, ISU, HCC NLU MVCC	Summer & Fall	160
OA 3	NIU, HCC NLU MVCC	Summer & Fall	200
OA 4	NIU, HCC NLU MVCC	Summer & Fall	200
OA 5	NIU, ISU, HCC NLU MVCC	Summer & Fall	135
OA 6	NIU, ISU, HCC NLU MVCC	Summer & Fall	140
OA 7	NIU NLU MVCC	Summer & Fall	127
OA 8	NIU, ISU NLU MVCC	Summer & Fall	137

CPD 1	NIU, MVCC, ISU, HCC NLU	Summer & Fall	155
CPD 2	NIU, MVCC, HCC NLU	Summer & Fall	145
CPD 3	NIU, MVCC, ISU, HCC NLU	Summer & Fall	220
CPD 4			
CPD 4 Math	ISU NLU, HCC	Summer & Fall	70
CPD 4 Literacy	NIU, ISU, MVCC NLU	Summer & Fall	105
CPD 4 Science	ISU NLU	Summer & Fall	60
CPD 4 Social Science	ISU NLU	Summer & Fall	60
CPD 4 Creative Activities	ISU NLU	Summer & Fall	60
CPD 5			
CPD 5 Math	ISU NLU, HCC	Summer & Fall	70
CPD 5 Literacy	NIU, ISU MVCC NLU	Summer & Fall	105
CPD 5 Science	ISU NLU	Summer & Fall	60
CPD 5 Social Science	ISU NLU	Summer & Fall	60
CPD 5 Creative Activities	ISU NLU	Summer & Fall	60
CPD 6	NIU, MVCC, HCC NLU	Summer & Fall	205
CPD 7	NIU, MVCC, ISU, HCC NLU	Summer & Fall	140
CPD 8	NIU, MVCC, ISU, HCC NLU	Spring, Summer & Fall	143
CPD 9	NIU, MVCC, ISU, HCC NLU	Summer & Fall	155
CPD 10	NIU, MVCC, ISU NLU	Summer & Fall	137
FCR 1	NIU, MVCC, ISU, HCC NLU	Summer & Fall	210
FCR 2	NIU, MVCC, ISU, HCC NLU	Summer & Fall	175
FCR 3	NIU, MVCC, HCC NLU	Summer & Fall	150
FCR 4	NIU, MVCC, ISU, HCC NLU	Summer & Fall	190
FCR 5	NIU, MVCC, ISU, HCC NLU	Summer & Fall	140
FCR 6	NIU, ISU, HCC NLU	Summer & Fall	125
FCR 7	NIU, MVCC NLU	Spring, Summer & Fall	123
PPD 1	NIU, ISU, HCC NLU	Summer & Fall	160
PPD 2	NIU, ISU, HCC NLU	Summer & Fall	210
PPD 3	NIU, ISU NLU	Summer & Fall	165
PPD 4	NIU, ISU NLU	Summer & Fall	115

PPD 5	NIU, ISU, HCC, NLU	Spring, Summer & Fall	185
PPD 6	NIU, ISU, HCC NLU	Spring, Summer & Fall	200
PPD 7	NIU NLU	Spring, Summer & Fall	120
PPD 8	NIU, ISU NLU	Spring, Summer & Fall	118
PPD 9	NIU NLU	Spring, Summer & Fall	108
PPD 10	NIU NLU	Spring, Summer & Fall	120

Appendix C: Lead & Consultant Vitae

Lisa McIntyre-Hite, Ph.D.

Senior Principal, Learning Solutions at Guild Education

Lisa McIntyre-Hite, PhD., is Senior Principal of Learning Solutions at Guild Education. Prior to this, she was Vice President for Partner Strategy and Innovation at Pathstream, an ed-tech start up that was part of Entangled Solutions, where she also served as a Strategic Advisor focused on higher education's future. Lisa was the founding Dean for Competency-Based Education at Walden University where she developed Walden's direct-assessment offering, seeing it through from pilot-to-scale. She currently serves on the Competency-Based Education Network (CBEN) advisory board and the American Institutes for Research CBE research advisory board. She has worked directly with 30+ institutions and organizations to help them better serve adult learners at scale.

Lisa's professional passion is rooted in the desire to take measurable steps to address inequity in educational systems and to expand access to high-quality, personalized learning experiences for every learner. Prior to working in higher education, Lisa was a high-school principal and English teacher. Her research in CBE and learning innovation has been published by the Clayton Christensen Institute and is featured in several peer-reviewed journals.



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Gateways to Opportunity

ECE Competency Prior Learning

Assessment Pilot Report

Illinois Gateways to Opportunity® Competency Prior Learning Assessment Pilot Report

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Introduction

This report is intended for the early childhood education field, as well as for the entities who provided funds for this project. The Illinois Governor's Office of Early Childhood Development (GOECD), received federal funding through the Preschool Development Birth through Five (PDG B-5) Renewal that was granted to the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), to facilitate a statewide system project designed to support and increase access to early childhood (EC) teacher preparation for Illinois highly diverse workforce. This project offered grant opportunities for Illinois higher education institutions who participated in the Gateways to Opportunity® ECE credential teacher preparation competency-based project. The Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Competency Leadership team were also collaborators in the design and organization of this project.

This project was developed as an addition to the 2020-2021 competency module content pilot in which five institutions tested the content and perceived efficacy of modules developed in 2019-2020 as part of the Gateways to Opportunity project. The goal of this project was to utilize the competency assessments developed as part of the Gateways to Opportunity ECE Credential teacher preparation competency-based project to offer Prior Learning Assessment (PLA) opportunities to students at Heartland Community College and National Louis University, both of whom were part of the main competency module content pilot as well. Survey data tracked learner satisfaction with PLA content and assessment (s), factors that contributed to their ability to complete the assessment(s), supports they received throughout the PLA experience, and learner self-report regarding whether they received credit for the assessment(s).

Background

Competency-based education (CBE) is a transparent and intentionally designed approach to curriculum design in which the time it takes to complete a credential, or demonstrate a given competency is flexible, but the expectation for learning is constant. CBE acknowledges that students acquire knowledge at an individual pace by engaging in learning exercises and activities that align with clearly defined outcomes. A hallmark of this model is that students receive proactive guidance and support from faculty and that learners earn credentials by demonstration of mastery through a rigorous and typically performance-based assessment.

Since CBE acknowledges that time is variable, but learning is constant, the focus is on demonstration of competency rather than time spent on-task. CBE recognizes the varying knowledge and skills each student brings to a given learning experience by oftentimes providing flexible pacing. Because students bring a wide variety of prior experiences to any given learning experience, CBE programs are well equipped to offer recognition of prior learning and allow learners to move more quickly through credential completion. According to The Council for Adult and Experiential Learning (CAEL), Prior Learning Assessment (PLA), also known as Credit for Prior Learning, is a term for the “various methods that colleges, universities, and other education/training providers use to evaluate and formally recognize learning that has occurred outside of the traditional academic environment. It is used to grant college credit, certification, or advanced standing toward further education or training” (CAEL, 2021). Assessments developed through high-quality CBE approaches can be used to assess prior learning in order to award credit and verify competency.

Research regarding PLA demonstrates its positive impact on student retention and completion. The study from the Western Interstate Commission for Higher Education (WICHE) and CAEL examined 72 postsecondary institutions to explore the benefits of PLA for students. The data showed that students with PLA credits were 22% more likely to complete a post secondary credential. This is referred to as the “PLA Boost.” In addition to the boosted credential completion rate, the study showed that PLA has the potential to close equity gaps in postsecondary completion for Black and Hispanic learners. PLA boosted completion rates by 14% for Black adults and 24% of Hispanic adults. In addition to the boost, adult students with PLA saved an estimated \$1,500 to \$10,200 in tuition spent.

This project was an addition to the Gateways to Opportunity ECE Credential teacher preparation competency-based project in which five institutions piloted CBE modules and assessments developed in 2020. Of the five institutions piloting the full set of competencies, two

were interested in offering PLA opportunities for learners and measuring student perceptions regarding the value of completing the assessments. Faculty leads for the PLA project included Dr. Johnna Darragh Ernst of Heartland Community College (HCC) and Dr. Lisa Downey from National Louis University (NLU).

The leadership team for this project included GOECD input and direction, Joni Scritchlow and Julie Lindstrom from INCCRRA (project oversight and management) with input from State Competency Leadership Team members. Additional members of the Project Leadership Team included Dr. Lisa McIntyre-Hite of the Competency Based Education Network (CBEN) as a third consultant providing national expertise in CBE and PLA.

Process

The interest from HCC and NLU in leveraging the competencies and assessments from the ECE Credential teacher preparation competency-based pilot for PLA led to the creation of a separate survey focused entirely on the student population completing the assessments for the opportunity to earn credit through PLA. In June of 2021, Dr. Johnna Darragh Ernst and Dr. Lisa Downey referenced the existing pilot survey from the competency content pilot to identify changes to the survey and new questions to ask students who were only using the assessments for PLA purposes. The revised questions went through two rounds of feedback with INCCRRA leads and the consultant on the full project. When the survey questions were finalized, they were built in SurveyMonkey on July 13, 2021. The links to individual competency surveys were provided to the leads at HCC and NLU and were then provided to students upon completion of the competency assessment. Data collection started July 21, 2021 and lasted through December 17, 2021.

The purpose of this report is to share data from learners including learner satisfaction with PLA content and assessment (s), factors that contributed to their ability to complete the assessment(s), supports they received throughout the PLA experience, and learner self-report regarding whether they received credit for the assessment(s).

Project Launch and Overarching Project Supports

This project did not require additional launch supports beyond providing PLA specific surveys for students. Since both HCC and NLU were part of the main competency content pilot, there was no need for separate meetings or supports for this project beyond what was provided in the competency content pilot, of which HCC and NLU were already a part. The project was not adapted after its launch. Survey data was provided for 60 of the 64 competencies as part of this PLA project. This report summarizes key data points for each competency for which PLA was offered and learners completed the survey. Raw data was provided to INCCRRA as well.

Faculty implementing PLA noted that “it was a good match because students are in the field, doing the work.” By offering PLA, learners could leverage their work experience and prior coursework to help shorten time-to-degree completion. Another faculty noted there is a potential shorter time to degree completion but more data over time will be needed. That said, the faculty noted that “instead of taking two years or longer, if they stay on the trajectory, they could be done in 18 months.” Learners reduced time to completion at both HCC and NLU and also saved money as they worked toward their ECE credential.

The modularized content and competencies supported seven students in earning 26 credit hours through PLA at HCC from June, 2021 through December, 2021. Three of these students were able to use PLA to earn their Level 2 credentials, and two used PLA to support moving from Level 2 to Level 4 ECE credentials (these students had already earned their Bachelor’s degrees). HCC did not charge for PLA credit, resulting in a significant cost reduction.

At NLU, the ECE competencies were bundled into 7 courses at the institution and offered through PLA. While no learners received PLA credit for all 7 courses, the following data points show the percentage of learners who received PLA credit by course:

- 13% of pilot participants received PLA credit for 6/7 courses
- 31% of pilot participants received PLA credit for 5/7 courses
- 23% of pilot participants received PLA credit for 4/7 courses
- 10% of pilot participants received PLA credit for 3/7 courses
- 13% of pilot participants received PLA credit for 2/7 courses
- 15% of pilot participants received PLA credit for 1/7 courses
- 3% of pilot participants had to take all 7 courses

Nearly 75% of the pilot participants took 3 or fewer courses during the 20 weeks of the pilot. This represented a savings of between \$1750 to \$12,250. It also created room in their schedules allowing

them to take additional courses needed for degree completion, cutting down the full time to degree completion by almost 6 months in some cases.

Learners also noted the impact of the assessments as it related to their professional practice. For example, one learner noted “I like that I could use previous lessons that have been conducted in our classroom and modify them.” This quote is a good example of how real-world experience on the job was utilized and built upon to achieve a competency. This was reinforced by another learner who noted that the summative assessment “offered the ability to use prior knowledge in the field and the assessment makes you think of activities planned in an actual classroom setting and relate the activities to cultural, linguistic, and individually responsive practices.”

Learners also noted they found the experience to be innovative and refreshing. One learner stated that the experience was “a different approach to learning... makes it fun to create” while another noted that “I liked it was not writing another paper.” Learners across the 60 competencies who participated in this survey helped validate that prior learning, including work experience, could be leveraged to award credit and **potentially increase** time to completion.

Learner & Faculty Survey Results

Curriculum or Program Design

There are 10 competencies with 8 sub competencies in this section (18 total modules). Between 1-6 respondents submitted surveys for each of the 18 modules, for a total of 66 responses across 18 surveys (note that the same learner(s) may have submitted surveys in each CPD module). Across CPD, 98.48% of respondents worked in the early childhood field one year or more, and 72% of respondents cited experience in the field as a factor in their ability to complete the assessment. While 84.84% of respondents received credit, a higher percentage (98.48%) were satisfied or very satisfied overall with the content and assessment.

Curriculum & Program Design Competencies (CPD)	# of survey responses	# working 1 year or more in ECE	# of respondents who were satisfied / very satisfied with content and assessment	# of respondents who received credit for the assessment	# of respondents who cited experience in the field as a factor in completing the assessment
CPD Composite	66	65 (98.48%)	65 (98.48%)	56 (84.84%)	48 (72.72%)
CPD 1	6	6	6	4	4
CPD 2	3	3	3	2	3
CPD 3	2	2	2	2	1
CPD 4A	5	5	5	4	3
CPD 4B	6	6	6	5	5
CPD 4C	4	4	4	4	3
CPD 4D	4	4	4	3	2
CPD 4E	6	6	6	5	5
CPD 5A	4	4	4	4	3
CPD 5B	5	5	5	4	5
CPD 5C	3	3	3	3	3
CPD 5D	3	3	3	3	3
CPD 5E	5	5	5	4	4
CPD 6	2	2	2	2	1
CPD 7	1	1	1	1	1
CPD 8	3	3	3	3	1
CPD 9	2	2	2	2	1
CPD 10	2	1	1	1	0

CPD 1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data

Learner Results

• **Learner Information & Sample Size**

- 6 learners from 1 institution participated in this survey

• **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 33.33% have worked in the early childhood field for 1-3 years, and another 33.33% have worked in the early childhood field for 8-10 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 4-7 years.	16.67%
I have worked in the early childhood field for 8-10 years.	33.33%
I have worked in the early childhood field for 10 or more years.	16.67%
Total responses	6

- **Prior Learning Assessment Credit Awarded**

- 66.67% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 33.33% described the assessment as somewhat difficult
- 66.67% attributed experience in the field to their ability to complete the assessment. Additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	33.33%
Experience in the field	66.67%
Support/mentoring from my instructor or prior PLA Coach	50%
Total responses	6

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	33.33%
Access to instructor and/or PLA Coach for guidance/responses to questions	16.67%
A cohort or community of practice with peers from the institution	16.67%
A cohort or community of practice/professional learning community with peers from where I work	33.33%
Other, including prior knowledge or seeking help from coworkers	33.33%

- 83.33% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	83.33%
5-10 hours	16.67%
Total responses	6

- **Overall Satisfaction**

- 100% were satisfied/very satisfied with the content and assessment

CPD 2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning

Learner Results

- **Learner Information & Sample Size**

- 3 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
 - 33.33% have worked in the early childhood field for 1-3 years, 33.33% have worked in the early childhood field for 8-10 years, and another 33.33% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 8-10 years.	33.33%
I have worked in the early childhood field for 10 or more years.	33.33%
Total responses	3

- **Prior Learning Assessment Credit Awarded**

- 100% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
 - 33.33% described the assessment as somewhat difficult
 - 66.67% attributed experience in the field to their ability to complete the assessment; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	33.33%
Experience in the field	66.67%
Support/mentoring from my instructor or prior PLA Coach	33.33%
Total respondents	3

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	33.33%
A cohort or community of practice/professional learning community with peers from where I work	33.33%
Other	33.33%

- 66.66% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	66.66%
5-10 hours	33.33%
Total responses	3

- **Overall Satisfaction**

- 100% were satisfied/very satisfied with the content and assessment

CPD 3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs

Learner Results

- **Learner Information & Sample Size**

- 2 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 1 learner has worked in the early childhood field for 1-3 years, the second learner has worked in the field for 4-7 years

- **Prior Learning Assessment Credit Awarded**

- 100% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 100% described the assessment as somewhat difficult/very difficult
- 50% attributed previous coursework to their ability to complete the assessment; 50% attributed it to experience in the field
- 50% received support in the form of additional resources related to summative assessment (provided by an instructor—outside of what was in the module). 50% received support in the form of a cohort or community of practice/professional learning community with peers from work
- 100% reported spending 5-10 hours to complete the module

- **Overall Satisfaction**

- 100% were satisfied with the content and assessment

CPD4A: Describes appropriate methods supportive of young children's math development and learning

Learner Results

- **Learner Information & Sample Size**

- 5 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 40% have worked in the early childhood field for 4-7 years, and another 40% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 4-7 years.	40%
I have worked in the early childhood field for 10 or more years.	40%
Total responses	5

- **Prior Learning Assessment Credit Awarded**

- 80% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 40% described the assessment as somewhat difficult
- 60% attributed previous coursework to their ability to complete the assessment, another 60% attributed it to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	60%
Experience in the field	60%
Support/mentoring from my instructor or prior PLA Coach	20%
Total respondents	5

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	60%
A cohort or community of practice/professional learning community with peers from where I work	40%

- 100% reported spending 1-4 hours to complete the module

- **Overall Satisfaction**

- 100% were satisfied with the content and assessment

CPD 4B: Describes appropriate methods supportive of young children's literacy development and learning.

Learner Results

- **Learner Information & Sample Size**

- 6 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% of learners hold an Associate's degree
- 50% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	16.67%
I have worked in the early childhood field for 4-7 years.	50%
I have worked in the early childhood field for 10 or more years.	33.33%
Total responses	6

- **Prior Learning Assessment Credit Awarded**

- 83.33% received credit for the Prior learning Assessment

- **The Learning Experience**

- 83.3% agreed/strongly agreed that the instructions for this competency assessment were clear
- 33.33% described the assessment as somewhat difficult/very difficult
- 83.33% attributed experience in the field to their ability to complete the assessment; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	50%
Experience in the field	83.33%
Support/mentoring from my instructor or prior PLA Coach	16.67%
Total respondents	6

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	50%
Access to instructor and/or PLA Coach for guidance/responses to questions	16.67%
A cohort or community of practice/professional learning community with peers from where I work	33.33%
Other	16.67%

- 50% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	16.67%
1-4 hours	50%
5-10 hours	33.33%
Total responses	6

• **Overall Satisfaction**

- 100% were satisfied/very satisfied with the content and assessment

CPD 4C: Describes appropriate methods supportive of young children's science development and learning.

Learner Results

• **Learner Information & Sample Size**

- 4 learners from 1 institution participated in this survey

• **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 50% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 10 or more years.	50%
Total responses	4

• **Prior Learning Assessment Credit Awarded**

- 100% received credit for the Prior learning Assessment

• **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 50% described the assessment as somewhat difficult
- 75% attributed their ability to complete the assessment to previous coursework; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	75%
Experience in the field	50%
Total respondents	4

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	50%
Access to instructor and/or PLA Coach for guidance/responses to questions	25%
A cohort or community of practice/professional learning community with peers from where I work	50%

– 75% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	75%
5-10 hours	25%
Total responses	4

• Overall Satisfaction

– 100% were satisfied/very satisfied with the content and assessment

CPD 4D: Describes appropriate methods supportive of young children's social science development and learning.

Learner Results

• Learner Information & Sample Size

– 4 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

– 100% of learners hold an Associate's degree

– 50% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 10 or more years.	50%
Total responses	4

• Prior Learning Assessment Credit Awarded

– 75% received credit for the Prior learning Assessment

• The Learning Experience

– 100% agreed/strongly agreed that the instructions for this competency assessment were clear

– 50% described the assessment as somewhat difficult

– 75% attributed their ability to complete the assessment to previous coursework, 50% attributed it to experience in the field

– Learners reported the following support as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	75%
A cohort or community of practice with peers from the institution	25%

- 50% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	25%
1-4 hours	50%
5-10 hours	25%
Total responses	4

• Overall Satisfaction

- 100% were satisfied/very satisfied with the content and assessment

CPD 4E: Describes appropriate methods supportive of young children’s creative activities development and learning.

Learner Results

• Learner Information & Sample Size

- 6 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

- 100% of learners hold an Associate’s degree
- 50% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	16.67%
I have worked in the early childhood field for 4-7 years.	50%
I have worked in the early childhood field for 10 or more years.	33.33%
Total responses	6

• Prior Learning Assessment Credit Awarded

- 83.33% received credit for the Prior learning Assessment

• The Learning Experience

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 16.67% described the assessment as somewhat difficult
- 83.33% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	33.33%
Experience in the field	83.33%
Support/mentoring from my instructor or prior PLA Coach	16.67%
Total respondents	6

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	33.33%
A cohort or community of practice with peers from the institution	16.67%
A cohort or community of practice/professional learning community with peers from where I work	16.67%
Other	33.33%

– 66.67% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	16.67%
1-4 hours	66.67%
5-10 hours	16.67%
Total responses	6

• Overall Satisfaction

– 100% were satisfied/very satisfied with the content and assessment

CPD 5A: Describes appropriate content supportive of young children's math development and learning.

Learner Results

• Learner Information & Sample Size

– 4 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

– 100% hold an Associate's degree

– 50% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	50%
I have worked in the early childhood field for 10 or more years.	25%
Total responses	4

• Prior Learning Assessment Credit Awarded

– 100% received credit for the Prior learning Assessment

• The Learning Experience

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 25% described the assessment as somewhat difficult
- 75% attributed their ability to complete the assessment to previous coursework; 75% also attributed it to experience in the field
- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	75%
A cohort or community of practice with peers from the institution	50%

- 50% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	25%
1-4 hours	50%
5-10 hours	25%
Total responses	4

• Overall Satisfaction

- 100% were satisfied/very satisfied with the content and assessment

CPD 5B: Describes appropriate content supportive of young children's literacy development and learning.

Learner Results

• Learner Information & Sample Size

- 5 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

- 100% hold an Associate's degree
- 60% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 4-7 years.	20%
I have worked in the early childhood field for 10 or more years.	60%
Total responses	5

• Prior Learning Assessment Credit Awarded

- 80% received credit for the Prior learning Assessment

• The Learning Experience

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 40% described the assessment as somewhat difficult
- 100% attributed their ability to complete the assessment to previous coursework; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	100%
Experience in the field	60%
Support/mentoring from a colleague or supervisor in the field	20%
Total respondents	5

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	100%
Access to instructor and/or PLA Coach for guidance/responses to questions	40%
A cohort or community of practice with peers from the institution	20%
A cohort or community of practice/professional learning community with peers from where I work	20%

- 60% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	60%
5-10 hours	40%
Total responses	5

• Overall Satisfaction

- 100% were satisfied/very satisfied with the content and assessment

CPD 5C: Describes appropriate content supportive of young children's science development and learning.

Learner Results

• Learner Information & Sample Size

- 3 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

- 100% hold an Associate's degree
- 66.67% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 4-7 years.	66.67%
Total responses	3

- **Prior Learning Assessment Credit Awarded**

- 100% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% strongly agreed that the instructions for this competency assessment were clear
- 100% described the assessment as not very difficult/not difficult at all
- 100% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	66.67%
Experience in the field	100%
Total respondents	3

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	66.67%
A cohort or community of practice with peers from the institution	33.33%

- 66.67% reported spending less than 1 hour to complete the module

Answer choices	Response, %
Less than 1 hour	66.67%
5-10 hours	33.33%
Total responses	3

- **Overall Satisfaction**

- 100% were satisfied/very satisfied with the content and assessment

CPD 5D: Describes appropriate content supportive of young children's social science development and learning.

Learner Results

- **Learner Information & Sample Size**

- 3 learners across 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 66.67% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 4-7 years.	66.67%
Total responses	3

- **Prior Learning Assessment Credit Awarded**

- 100% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 33.33% described the assessment as somewhat difficult
- 100% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	66.67%
Experience in the field	100%
Total respondents	3

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	66.67%
Access to instructor and/or PLA Coach for guidance/responses to questions	33.33%
A cohort or community of practice with peers from the institution	33.33%

- 66.67% reported spending less than 1 hour to complete the module

Answer choices	Response, %
Less than 1 hour	66.67%
5-10 hours	33.33%
Total responses	3

- **Overall Satisfaction**

- 100% were satisfied/very satisfied with the content and assessment

CPD 5E: Describes appropriate content supportive of young children’s creative activities development and learning.

Learner Results

- **Learner Information & Sample Size**

- 5 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 40% have worked in the early childhood field for 4-7 years, and another 40% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 4-7 years.	40%
I have worked in the early childhood field for 10 or more years.	40%
Total responses	5

- **Prior Learning Assessment Credit Awarded**

- 80% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 60% described the assessment as somewhat difficult
- 80% attributed their ability to complete the assessment to previous coursework; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	80%
Experience in the field	60%
Support/mentoring from a colleague or supervisor in the field	20%
Total responses	5

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	60%
Access to instructor and/or PLA Coach for guidance/responses to questions	40%
A cohort or community of practice with peers from the institution	40%
A cohort or community of practice/professional learning community with peers from where I work	20%

- 60% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	40%
5-10 hours	60%
Total responses	5

- **Overall Satisfaction**

- 100% were satisfied/very satisfied with the content and assessment

CPD 6: Selects appropriate content, aligned with relevant standards

Learner Results

- **Learner Information & Sample Size**

- 2 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- Both hold an Associate's degree
- 1 learner has worked in the early childhood field for 1-3 years; the second learner has worked in the early childhood field for 4-7 years

- **Prior Learning Assessment Credit Awarded**

- Both learners received credit for the Prior learning Assessment

- **The Learning Experience**

- Both learners agreed that the instructions for this competency assessment were clear
- 1 learner described the assessment as somewhat difficult
- Both learners attributed their ability to complete this assessment to the following factors

Answer choices	Response, %
Previous coursework	50%
Experience in the field	50%
Support/mentoring from my instructor or prior PLA Coach	50%
Total respondents	2

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	50%
A cohort or community of practice/professional learning community with peers from where I work	100%

- 1 learner reported spending 1-4 hours to complete the module; the other reported spending 5-10 hours

- **Overall Satisfaction**

- Both learners were satisfied with the content and assessment

CPD 7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content.

Learner Results

- **Learner Information & Sample Size**

- 1 learner from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- The learner holds an Associate's degree
- The learner has worked in the early childhood field for 4-7 years

- **Prior Learning Assessment Credit Awarded**

- The learner received credit for the Prior learning Assessment

- **The Learning Experience**

- The learner agreed that the instructions for this competency assessment were clear
- The learner described the assessment as somewhat difficult
- The learner attributed their ability to complete the assessment to experience in the field
- The learner reported getting support from a cohort or community of practice with peers from the institution, as they completed their Prior Learning Assessment
- The learner reported spending 5-10 hours to complete the module

- **Overall Satisfaction**

- The learner was satisfied with the content and assessment

CPD 8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests.

Learner Results

- **Learner Information & Sample Size**

- 3 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 66.67% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	66.67%
I have worked in the early childhood field for 4-7 years.	33.33%
Total responses	3

- **Prior Learning Assessment Credit Awarded**

- 100% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed that the instructions for this competency assessment were clear
- 66.67% described the assessment as somewhat difficult
- Factors that contributed to the learners' ability to complete the assessment are noted in the table below

Answer choices	Response, %
Previous coursework	33.33%
Experience in the field	33.33%
Support/mentoring from a colleague or supervisor in the field	33.33%
Total responses	3

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	66.67%
A cohort or community of practice with peers from the institution	33.33%

– 66.67% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	66.67%
5-10 hours	33.33%
Total responses	3

• Overall Satisfaction

– 100% were satisfied/very satisfied with the content and assessment

CPD 9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children.

Learner Results

• Learner Information & Sample Size

– 2 learners from 1 institution participated in this survey.

• Previous Education and Early Childhood Experience

- 100% hold an Associate's degree
- 1 learner has worked in the early childhood field for 1-3 years, and the second learner has worked in the early childhood field for 4-7 years

• Prior Learning Assessment Credit Awarded

– Both learners received credit for the Prior learning Assessment

• The Learning Experience

- Both agreed that the instructions for this competency assessment were clear
- Both described the assessment as somewhat difficult
- Both learners attributed their ability to complete the assessment to the factors noted in the table below

Answer choices	Response, %
Previous coursework	50%
Experience in the field	50%
Support/mentoring from a colleague or supervisor in the field	50%
Total respondents	2

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	50%
A cohort or community of practice with peers from the institution	50%

– 1 learner reported spending 1-4 hours to complete the module; the second learner reported spending 5-10 hours

• Overall Satisfaction

– Both learners were satisfied with the content and assessment

CPD 10: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning.

Learner Results

• Learner Information & Sample Size

– 2 learners across 2 institutions participated in this survey

• Previous Education and Early Childhood Experience

- 1 learner holds a Level 1 ECE Credential; the second learner holds an Associate's degree
- 1 learner has never worked in the early childhood field, the other learner has worked in the early childhood field for 1-3 years

• Prior Learning Assessment Credit Awarded

– 1 learner received credit for the Prior learning Assessment

• The Learning Experience

- Both learners agreed that the instructions for this competency assessment were clear
- Both learners described the assessment as somewhat difficult
- Both learners attributed their ability to complete the assessment to support/mentoring from a colleague or supervisor in the field
- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	50%
A cohort or community of practice/professional learning community with peers from where I work	50%

– Both learners reported spending 1-4 hours to complete the module

• Overall Satisfaction

– 1 learner was satisfied with the content and assessment

Family & Community Relationships

There are 7 competencies in this section. Between 1-8 respondents submitted surveys for each of the 7 modules, for a total of 29 responses across 7 surveys (note that the same learner(s) may have submitted surveys in each FCR module). Across FCR, 89.65% of respondents worked in the early childhood field one year or more, and 68.96% of respondents cited experience in the field as a factor in their ability to complete the assessment. While 79.31% of respondents received credit, a higher percentage (89.65%) were satisfied or very satisfied overall with the content and assessment.

Learner Survey Composite

Family & Community Relationships (FCR)	# of survey responses	# working 1 year or more in ECE	# of respondents who were satisfied / very satisfied with content and assessment	# of respondents who received credit for the assessment	# of respondents who cited experience in the field as a factor in completing the assessment
FCR Composite	29	26 (89.65%)	26 (89.65%)	23 (79.31%)	20 (68.96%)
FCR 1	8	7	7	6	5
FCR 2	7	6	6	6	6
FCR 3	2	2	2	2	2
FCR 4	4	4	4	3	2
FCR 5	5	4	4	3	3
FCR 6	1	1	1	1	1
FCR 7	2	2	2	2	1

FCR 1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting

Learner Results

- **Learner Information & Sample Size**

- 9 learners from 1 institution participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 37.50% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	12.50%
I have worked in the early childhood field for 1-3 years.	12.50%
I have worked in the early childhood field for 4-7 years.	37.50%
I have worked in the early childhood field for 8-10 years.	12.50%
I have worked in the early childhood field for 10 or more years.	25%
Total responses	8

- **Prior Learning Assessment Credit Awarded (8 respondents)**

- 75% received credit for the Prior learning Assessment

- **The Learning Experience (8 respondents)**

- 87.50% agreed/strongly agreed that the instructions for this competency assessment were clear
- 87.50% described the assessment as somewhat difficult/very difficult
- 75% attributed their ability to complete the assessment to previous coursework

Answer choices	Response, %
Previous coursework	75%
Experience in the field	62.50%
Support/mentoring from a colleague or supervisor in the field	25%
Total respondents	8

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	62.50%
Access to instructor and/or PLA Coach for guidance/responses to questions	50%
A cohort or community of practice with peers from the institution	25%
Other, specifically "Outside resources that I searched"	12.50%

- 75% of learners reported spending 1-10 hours to complete the module

Answer choices	Response, %
1-4 hours	37.50%
5-10 hours	37.50%
15-20 hours	12.50%
Over 20 hours	12.50%
Total responses	8

- **Overall Satisfaction (6 respondents)**

- 87.50% were satisfied/very satisfied with the content and assessment

FCR 2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education

Learner Results

- **Learner Information & Sample Size**

- 7 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree

- 42.86% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	14.29%
I have worked in the early childhood field for 1-3 years.	14.29%
I have worked in the early childhood field for 4-7 years.	28.57%
I have worked in the early childhood field for 10 or more years.	42.86%
Total responses	7

- **Prior Learning Assessment Credit Awarded (8 respondents)**

- 85.71% received credit for the Prior learning Assessment

- **The Learning Experience (8 respondents)**

- 85.72% agreed/strongly agreed that the instructions for this competency assessment were clear

- 71.43% described the assessment as somewhat difficult

- 85.71% attributed their ability to complete the assessment to experience in the field; 71.43% attributed it to previous coursework

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	57.14%
Access to instructor and/or PLA Coach for guidance/responses to questions	57.14%
A cohort or community of practice with peers from the institution	42.86%

- 42.86% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	28.57%
1-4 hours	42.86%
15-20 hours	14.29%
Over 20 hours	14.29%
Total responses	7

- **Overall Satisfaction**

- 85.71% were satisfied/very satisfied with the content and assessment

FCR 3: Identifies and models respect for families by using strengths-based, culturally responsive practices

Learner Results

- **Learner Information & Sample Size**

- 2 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
 - 1 learner has worked in the early childhood field for 1-3 years; the second learner has been in the early childhood field for more than 10 years

- **Prior Learning Assessment Credit Awarded (8 respondents)**

- Both learners received credit for the Prior learning Assessment

- **The Learning Experience (8 respondents)**

- Both learners agreed/strongly agreed that the instructions for this competency assessment were clear
 - 1 learner described the assessment as somewhat difficult
 - Factors that contributed to their ability to complete the assessment are noted in the table below

Answer choices	Response, %
Previous coursework	50%
Experience in the field	100%
Support/mentoring from my instructor or prior PLA Coach	50%
Support/mentoring from a colleague or supervisor in the field	50%
Total respondents	2

- Learners reported getting the following support as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	100%
Access to instructor and/or PLA Coach for guidance/responses to questions	100%
A cohort or community of practice with peers from the institution	50%
A cohort or community of practice/professional learning community with peers from where I work	50%

- 1 learner reported spending 1-4 hours to complete the module; the second learner reported spending 5-10 hours

- **Overall Satisfaction**

- Both learners were satisfied with the content and assessment

FCR 4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families

Learner Results

- **Learner Information & Sample Size**

- 4 learners from 2 institutions participated in this survey

- **Previous Education and Early Childhood Experience**

- 75% hold an Associate's degree, 25% hold a Bachelor's Degree
- 50% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	50%
I have worked in the early childhood field for 8-10 years.	25%
I have worked in the early childhood field for 10 or more years.	25%
Total responses	4

- **Prior Learning Assessment Credit Awarded (8 respondents)**

- 75% received credit for the Prior learning Assessment

- **The Learning Experience (8 respondents)**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 25% described the assessment as somewhat difficult
- Factors that contributed to their ability to complete the assessment are noted in the table below

Answer choices	Response, %
Previous coursework	100%
Experience in the field	50%
Support/mentoring from a colleague or supervisor in the field	25%
Support/mentoring from my instructor or prior PLA Coach	50%
Total respondents	4

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	75%
Access to instructor and/or PLA Coach for guidance/responses to questions	50%
A cohort or community of practice with peers from the institution	50%
A cohort or community of practice/professional learning community with peers from where I work	50%
Other	50%

- 50% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	50%
5-10 hours	25%
10-15 hours	25%
Total responses	4

- **Overall Satisfaction**

- 100% of learners were satisfied/very satisfied with the content and assessment

FCR 5: Describes culturally and linguistically responsive communication and collaboration strategies, which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting.

Learner Results

- **Learner Information & Sample Size**

- 5 learners from 2 institutions participated in this survey

- **Previous Education and Early Childhood Experience**

- 80% hold an Associate’s degree; 20% hold a Bachelor’s degree
- 40% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	20%
I have worked in the early childhood field for 1-3 years.	40%
I have worked in the early childhood field for 4-7 years.	20%
I have worked in the early childhood field for 10 or more years.	20%
Total responses	5

- **Prior Learning Assessment Credit Awarded (8 respondents)**

- 60% received credit for the Prior learning Assessment

- **The Learning Experience (8 respondents)**

- 80% agreed/strongly agreed that the instructions for this competency assessment were clear
- 80% described the assessment as somewhat difficult
- 60% attributed experience in the field and previous coursework to their ability to complete the assessment. Additional factors that contributed to their ability to complete are noted in the table below.

Answer choices	Response, %
Previous coursework	60%
Experience in the field	60%
Support/mentoring from a colleague or supervisor in the field	40%
Support/mentoring from my instructor or prior PLA Coach	40%
Total respondents	5

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	60%
Access to instructor and/or PLA Coach for guidance/responses to questions	20%
A cohort or community of practice with peers from the institution	40%
A cohort or community of practice/professional learning community with peers from where I work	40%

– 60% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	60%
5-10 hours	40%
Total responses	5

• Overall Satisfaction

– 80% were satisfied/very satisfied with the content and assessment

FCR 6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals

Learner Results

• Learner Information & Sample Size

– 1 learner from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

– The learner holds an Bachelor's degree

– The learner has worked in the early childhood field for 1-3 years

• Prior Learning Assessment Credit Awarded (8 respondents)

– The learner received credit for the Prior learning Assessment

• The Learning Experience (8 respondents)

– The learner strongly agreed that the instructions for this competency assessment were clear

– The learner described the assessment as somewhat difficult

– The learner attributed their ability to complete the assessment to the factors noted in the table below

Answer choices	Response, %
Previous coursework	
Experience in the field	
Support/mentoring from a colleague or supervisor in the field	
Support/mentoring from my instructor or prior PLA Coach	

– The learner reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	
Access to instructor and/or PLA Coach for guidance/responses to questions	
A cohort or community of practice with peers from the institution	
A cohort or community of practice/professional learning community with peers from where I work	

– The learner reported spending 10-15 hours to complete the module

• Overall Satisfaction

– The learner was very satisfied with the content and assessment

FCR 7: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members

Learner Results

• Learner Information & Sample Size

– 2 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

– Both learners hold an Associate's degree

– 1 learner has worked in the early childhood field for 1-3 years; while the second learner has worked in the early childhood field for 10 or more years

• Prior Learning Assessment Credit Awarded

– Both learners received credit for the Prior learning Assessment

• The Learning Experience

– Both learners agreed that the instructions for this competency assessment were clear

– 1 learner described the assessment as somewhat difficult

– The learners attributed their ability to complete the assessment to the factors noted in the table below

Answer choices	Response, %
Previous coursework	50%
Experience in the field	50%
Support/mentoring from a colleague or supervisor in the field	100%
Support/mentoring from my instructor or prior PLA Coach	50%
Total respondents	2

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	100%
Access to instructor and/or PLA Coach for guidance/responses to questions	50%
A cohort or community of practice with peers from the institution	50%
A cohort or community of practice/professional learning community with peers from where I work	50%

– Both learners reported spending 1-4 hours to complete the module

• Overall Satisfaction

– Both learners were satisfied with the content and assessment

Health, Safety, and Wellbeing

There are 8 competencies in this section. No learners submitted surveys for HSW 2, 7, and 8. Between 1-13 respondents submitted surveys for the remaining 5 modules, for a total of 26 responses across 5 surveys (note that the same learner(s) may have submitted surveys in each HSW module). Across HSW, 96.15% of respondents worked in the early childhood field one year or more, and 80.76% of respondents cited experience in the field as a factor in their ability to complete the assessment. While 69.23% of respondents received credit, a higher percentage (84.61%) were satisfied or very satisfied overall with the content and assessment.

Learner Survey Composite

Health, Safety & Wellbeing (HSW)	# of survey responses	# working 1 year or more in ECE	# of respondents who were satisfied / very satisfied with content and assessment	# of respondents who received credit for the assessment	# of respondents who cited experience in the field as a factor in completing the assessment
HSW Composite	26	25 (96.15%)	22 (84.61%)	18 (69.23%)	21 (80.76%)
HSW 1	13	12	10	9	10
HSW 2	NA	NA	NA	NA	NA
HSW 3	5	5	4	4	4
HSW 4	4	4	4	2	4
HSW 5	1	1	1	1	1
HSW 6	3	3	3	2	2
HSW 7	NA	NA	NA	NA	NA
HSW 8	NA	NA	NA	NA	NA

HSW 1: Articulates components of a safe and healthy environment

Learner Results

- **Learner Information & Sample Size**

- 13 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 92.31% hold an Associate's degree

Answer choices	Response, %
Associate degree	92.31%
Bachelor's degree	7.69%
Total responses	13

- 38.46% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	7.69%
I have worked in the early childhood field for 1-3 years.	7.69%
I have worked in the early childhood field for 4-7 years.	30.77%
I have worked in the early childhood field for 8-10 years.	15.38%
I have worked in the early childhood field for 10 or more years.	38.46%
Total responses	13

- **Prior Learning Assessment Credit Awarded (8 respondents)**

- 69.23% received credit for the Prior learning Assessment

• The Learning Experience (8 respondents)

- 92.31% agreed/strongly agreed that the instructions for this competency assessment were clear
- 69.23% described the assessment as somewhat difficult/very difficult
- 76.92% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	46.15%
Experience in the field	76.92%
Support/mentoring from a colleague or supervisor in the field	15.38%
Support/mentoring from my instructor or prior PLA Coach	15.38%
Total respondents	13

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	76.92%
Access to instructor and/or PLA Coach for guidance/responses to questions	46.15%
A cohort or community of practice with peers from the institution	23.08%
A cohort or community of practice/professional learning community with peers from where I work	7.69%

- 38.46% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than an hour	7.69%
1-4 hours	38.46%
5-10 hours	23.08%
10-15 hours	15.38%
Over 20 hours	15.38%
Total responses	13

• Overall Satisfaction

- 76.93% were satisfied/very satisfied with the content and assessment

HSW2: Maintains a safe & healthy environment

Learner Results

No learners completed this survey.

HSW 3: Creates a healthy and safe environment

Learner Results

• Learner Information & Sample Size

- 5 learners from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 40% have worked in the early childhood field for 1-3 years, and another 40% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	40%
I have worked in the early childhood field for 8-10 years.	20%
I have worked in the early childhood field for 10 or more years.	40%
Total responses	5

- **Prior Learning Assessment Credit Awarded**

- 80% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 20% described the assessment as somewhat difficult
- 80% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	60%
Experience in the field	80%
Support/mentoring from a colleague or supervisor in the field	20%
Total respondents	5

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	60%
Access to instructor and/or PLA Coach for guidance/responses to questions	20%
A cohort or community of practice with peers from the institution	20%
A cohort or community of practice/professional learning community with peers from where I work	20%
Other	40%

- 60% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	60%
5-10 hours	40%
Total responses	5

- **Overall Satisfaction**

- 80% were satisfied/very satisfied with the content and assessment

HSW 4: Assesses healthy and safe early childhood environments

Learner Results

• **Learner Information & Sample Size**

- 4 learners from 1 institution participated in this survey

• **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 50% have worked in the early childhood field for 1-3 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	50%
I have worked in the early childhood field for 8-10 years.	25%
I have worked in the early childhood field for 10 or more years.	25%
Total responses	4

• **Prior Learning Assessment Credit Awarded**

- 50% received credit for the Prior learning Assessment

• **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 50% described the assessment as somewhat difficult
- Learner attributed their ability to complete the assessment to the factors noted in the table below

Answer choices	Response, %
Previous coursework	100%
Experience in the field	100%
Support/mentoring from a colleague or supervisor in the field	50%
Support/mentoring from my instructor or prior PLA Coach	25%
Total respondents	4

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	75%
Access to instructor and/or PLA Coach for guidance/responses to questions	25%
A cohort or community of practice with peers from the institution	25%
A cohort or community of practice/professional learning community with peers from where I work	25%
Other	25%

- 60% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	50%
5-10 hours	50%
Total responses	4

- **Overall Satisfaction**

- 100% were satisfied/very satisfied with the content and assessment

HSW 5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment

Learner Results

- **Learner Information & Sample Size**

- 1 learner from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- The learner holds an Associate's degree
- The learner has worked in the early childhood field for 4-7 years

- **Prior Learning Assessment Credit Awarded**

- The learner received credit for the Prior learning Assessment

- **The Learning Experience**

- The learner strongly agreed that the instructions for this competency assessment were clear
- The learner described the assessment as somewhat difficult
- The learner attributed their ability to complete the assessment to experience in the field
- The learner reported getting support from a cohort or community of practice/professional learning community with peers from their work, as they completed their Prior Learning Assessment
- The learner reported spending 5-10 hours to complete the module

- **Overall Satisfaction**

- The learner was very satisfied with the content and assessment

HSW 6: Collaborates with families and community organizations to support children's healthy development and learning

Learner Results

- **Learner Information & Sample Size**

- 3 learners from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- The learners reported the following previous experience in the early childhood field, as noted in the table below

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 8-10 years.	33.33%
I have worked in the early childhood field for 10 or more years.	33.33%
Total responses	3

• **Prior Learning Assessment Credit Awarded**

- 66.67% received credit for the Prior learning Assessment

• **The Learning Experience**

- 66.67% agreed/strongly agreed that the instructions for this competency assessment were clear
- 66.67% described the assessment as somewhat difficult
- 66.67% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	33.33%
Experience in the field	66.67%
Support/mentoring from my instructor or prior PLA Coach	33.33%
Total respondents	3

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	33.33%
Access to instructor and/or PLA Coach for guidance/responses to questions	33.33%
A cohort or community of practice/professional learning community with peers from where I work	66.67%
Other	33.33%

- 100% reported spending 1-4 hours to complete the module

• **Overall Satisfaction**

- 66.67% were satisfied/very satisfied with the content and assessment

HSW 7: Identifies plans and procedures that support healthy and safe early childhood program practices

Learner Results

No learners completed this survey.

HSW 8: Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices

Learner Results

No learners completed this survey.

Human Growth & Development

There are 6 competencies in this section. Between 5-21 respondents submitted surveys for all 6 modules, for a total of 76 responses across 6 surveys (note that the same learner(s) may have submitted surveys in each HGD module). Across HGD, 92% of respondents worked in the early childhood field one year or more, and 88.15% of respondents cited experience in the field as a factor in their ability to complete the assessment. While 66.66% of respondents received credit, a higher percentage (75%) were satisfied or very satisfied overall with the content and assessment.

Learner Survey Composite

Human Growth & Development (HGD)	# of survey responses	# working 1 year or more in ECE	# of respondents who were satisfied / very satisfied with content and assessment	# of respondents who received credit for the assessment	# of respondents who cited experience in the field as a factor in completing the assessment
HGD Composite	76	69 (92%)	57 (75%)	50 (66.66%)	67 (88.15%)
HGD 1	21	20	14	15	20
HGD 2	19	17 (18 Respondents)	16 (19 respondents)	10 (18 Respondents)	18 (19 respondents)
HGD 3	13	12	10	7	10
HGD 4	10	10	9	9	9
HGD 5	8	6	4	6	6
HGD 6	5	4	4	3	4

HGD 1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning

Learner Results

• Learner Information & Sample Size

- 22 learners from 1 institution participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data

• Previous Education and Early Childhood Experience (21 responses)

- 90% hold an Associate's degree

Answer choices	Response, %
Level 4 ECE Credential	5%
Associate degree	90%
Bachelor's degree	5%
Total responses	21

– 42.86% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	4.76%
I have worked in the early childhood field for 1-3 years.	4.76%
I have worked in the early childhood field for 4-7 years.	42.86%
I have worked in the early childhood field for 8-10 years.	9.52%
I have worked in the early childhood field for 10 or more years.	38.10%
Total responses	21

• **Prior Learning Assessment Credit Awarded (21 responses)**

– 71.43% received credit for the Prior learning Assessment

• **The Learning Experience (21 responses)**

– 71.43% agreed/strongly agreed that the instructions for this competency assessment were clear

– 90.47% described the assessment as somewhat difficult/very difficult

– 95.24% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	52.38%
Experience in the field	95.24%
Support/mentoring from a colleague or supervisor in the field	28.57%
Support/mentoring from my instructor or prior PLA Coach	14.29%
Total respondents	21

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	33.33%
Access to instructor and/or PLA Coach for guidance/responses to questions	42.86%
A cohort or community of practice with peers from the institution	23.81%
A cohort or community of practice/professional learning community with peers from where I work	28.57%
Other	19.05%

– 47.62% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	19.05%
5-10 hours	47.62%
10-15 hours	9.52%
15-20 hours	9.52%
Over 20 hours	14.29%
Total responses	21

• **Overall Satisfaction (21 responses)**

- 66.67% were satisfied/very satisfied with the content and assessment

HGD 2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills

Learner Results

• **Learner Information & Sample Size**

- 19 learners from 1 institution participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.

• **Previous Education and Early Childhood Experience (18 responses)**

- 83.33% hold an Associate's degree

Answer choices	Response, %
Level 4 ECE Credential	11.11%
Associate degree	83.33%
Bachelor's degree	5.56%
Total responses	18

- 33.33% have worked in the early childhood field for 10 years or more

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	5.56%
I have worked in the early childhood field for 1-3 years.	11.11%
I have worked in the early childhood field for 4-7 years.	27.78%
I have worked in the early childhood field for 8-10 years.	22.22%
I have worked in the early childhood field for 10 or more years.	33.33%
Total responses	18

• **Prior Learning Assessment Credit Awarded (18 responses)**

- 57.89% received credit for the Prior learning Assessment

• **The Learning Experience**

- 78.95% agreed/strongly agreed that the instructions for this competency assessment were clear
- 78.95% described the assessment as somewhat difficult/very difficult
- 94.74% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	52.63%
Experience in the field	94.74%
Support/mentoring from a colleague or supervisor in the field	15.79%
Support/mentoring from my instructor or prior PLA Coach	5.26%
Total respondents	19

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	57.89%
Access to instructor and/or PLA Coach for guidance/responses to questions	42.11%
A cohort or community of practice with peers from the institution	31.58%
A cohort or community of practice/professional learning community with peers from where I work	10.53%
Other	10.53%

– 52.63% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	5.26%
1-4 hours	52.63%
5-10 hours	21.05%
10-15 hours	10.53%
15-20 hours	10.53%
Total responses	19

• Overall Satisfaction (19 responses)

– 84.21% were satisfied/very satisfied with the content and assessment

HGD 3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being, and learning
Learner Results

• Learner Information & Sample Size

– 14 learners from 1 institution participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.

• Previous Education and Early Childhood Experience (13 responses)

– 92.31% hold an Associate’s degree, while 7.69% (1 learner) hold a Bachelor’s degree
– 53.85% have worked in the early childhood field for more than 10 years

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	7.69%
I have worked in the early childhood field for 1-3 years.	15.38%
I have worked in the early childhood field for 4-7 years.	15.38%
I have worked in the early childhood field for 8-10 years.	7.69%
I have worked in the early childhood field for 10 or more years.	53.85%
Total responses	13

• **Prior Learning Assessment Credit Awarded (13 responses)**

– 53.85% received credit for the Prior learning Assessment

• **The Learning Experience (13 responses)**

- 92.31% agreed/strongly agreed that the instructions for this competency assessment were clear
- 92.31% described the assessment as somewhat difficult/very difficult
- 76.92% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	46.15%
Experience in the field	76.92%
Support/mentoring from a colleague or supervisor in the field	15.38%
Support/mentoring from my instructor or prior PLA Coach	15.38%
Total respondents	13

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	46.15%
Access to instructor and/or PLA Coach for guidance/responses to questions	53.85%
A cohort or community of practice with peers from the institution	23.08%
A cohort or community of practice/professional learning community with peers from where I work	7.69%
Other	10.53%

– 46.15% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	38.46%
5-10 hours	46.15%
Over 20 hours	15.38%
Total responses	13

• **Overall Satisfaction (13 responses)**

– 76.93% were satisfied/very satisfied with the content and assessment

HGD 4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition

Learner Results

- **Learner Information & Sample Size**

- 10 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
 - 40% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 4-7 years.	40%
I have worked in the early childhood field for 8-10 years.	30%
I have worked in the early childhood field for 10 or more years.	10%
Total responses	10

- **Prior Learning Assessment Credit Awarded**

- 90% received credit for the Prior learning Assessment

- **The Learning Experience**

- 90% agreed/strongly agreed that the instructions for this competency assessment were clear
 - 60% described the assessment as somewhat difficult/very difficult
 - 90% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below.

Answer choices	Response, %
Previous coursework	50%
Experience in the field	90%
Support/mentoring from a colleague or supervisor in the field	10%
Total respondents	10

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	30%
Access to instructor and/or PLA Coach for guidance/responses to questions	30%
A cohort or community of practice with peers from the institution	20%
A cohort or community of practice/professional learning community with peers from where I work	10%
Other	30%

- 50%% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	10%
1-4 hours	50%
5-10 hours	30%
10-15 hours	10%
Total responses	10

- **Overall Satisfaction**

- 90% were satisfied/very satisfied with the content and assessment

HGD 5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children’s learning and development

Learner Results

- **Learner Information & Sample Size**

- 8 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate’s degree
- 37.50% have worked in the early childhood field for 8-10 years

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	25%
I have worked in the early childhood field for 1-3 years.	12.50%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 8-10 years.	37.50%
Total responses	8

- **Prior Learning Assessment Credit Awarded**

- 75% received credit for the Prior learning Assessment

- **The Learning Experience**

- 62.50% agreed/strongly agreed that the instructions for this competency assessment were clear
- 87.50% described the assessment as somewhat difficult/very difficult
- 75% attributed experience in the field to their ability to complete the assessment. Additional factors that contributed to their ability to complete are noted in the table below.

Answer choices	Response, %
Previous coursework	25%
Experience in the field	75%
Support/mentoring from a colleague or supervisor in the field	12.50%
Total respondents	8

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	12.50%
Access to instructor and/or PLA Coach for guidance/responses to questions	12.50%
A cohort or community of practice with peers from the institution	37.50%
A cohort or community of practice/professional learning community with peers from where I work	37.50%
Other	25%

– 62.5% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	62.50%
5-10 hours	12.50%
15-20 hours	12.50%
Over 20 hours	12.50%
Total responses	8

• Overall Satisfaction

– 50% were satisfied/very satisfied with the content and assessment

HGD 6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning

Learner Results

• Learner Information & Sample Size

– 5 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

– 100% hold an Associate's degree

– Learners reported their work experience in the early childhood field as follows in the table below

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	20%
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 4-7 years.	20%
I have worked in the early childhood field for 8-10 years.	20%
I have worked in the early childhood field for 10 or more years.	20%
Total responses	5

• Prior Learning Assessment Credit Awarded

– 60% received credit for the Prior learning Assessment

• The Learning Experience

- 100% agreed that the instructions for this competency assessment were clear
- 100% described the assessment as somewhat difficult/very difficult
- 80% attributed experience in the field to their ability to complete the assessment. Additional factors that contributed to their ability to complete are noted in the table below.

Answer choices	Response, %
Previous coursework	60%
Experience in the field	80%
Support/mentoring from a colleague or supervisor in the field	40%
Total respondents	5

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	20%
A cohort or community of practice with peers from the institution	40%
A cohort or community of practice/professional learning community with peers from where I work	60%
Other	20%

- 60% reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	20%
5-10 hours	60%
15-20 hours	20%
Total responses	5

• Overall Satisfaction

- 80% were satisfied/very satisfied with the content and assessment

Interactions, Relationships, and Environment

There are 7 competencies in this section. Between 4-9 respondents submitted surveys for all 7 modules, for a total of 41 responses across 7 surveys (note that the same learner(s) may have submitted surveys in each IRE module). Across IRE, 85% of respondents worked in the early childhood field one year or more, and 87.8% of respondents cited experience in the field as a factor in their ability to complete the assessment. While 70.73% of respondents received credit, a higher percentage (85.36%) were satisfied or very satisfied overall with the content and assessment.

Learner Survey Composite

Interactions, Relationships & Environment (IRE)	# of survey responses	# working 1 year or more in ECE	# of respondents who were satisfied / very satisfied with content and assessment	# of respondents who received credit for the assessment	# of respondents who cited experience in the field as a factor in completing the assessment
IRE Composite	41	34 (85%)	35 (85.36%)	29 (70.73%)	36 (87.8%)
IRE 1	9	7 (8 respondents)	8 (9 respondents)	8 (9 respondents)	7 (9 respondents)
IRE 2	8	7	7	7	8
IRE 3	6	6	6	4	6
IRE 4	5	4	3	4	4
IRE 5	4	3	3	1	3
IRE 6	5	4	4	3	4
IRE 7	4	3	4	2	4

IRE 1: Describes the role of the environment in supporting children's development

Learner Results

• Learner Information & Sample Size

- 9 learners from 1 institution participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.

• Previous Education and Early Childhood Experience (8 responses)

- 100% hold an Associate's degree
- The learners have worked in the early childhood field as per the table below

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	12.50%
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 8-10 years.	12.50%
I have worked in the early childhood field for 10 or more years.	25%
Total responses	8

• Prior Learning Assessment Credit Awarded

- 88.89% received credit for the Prior learning Assessment

• The Learning Experience

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 88.89% described the assessment as somewhat difficult/very difficult
- 77.78% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	55.56%
Experience in the field	77.78%
Support/mentoring from a colleague or supervisor in the field	11.11%
Total respondents	9

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	66.67%
Access to instructor and/or PLA Coach for guidance/responses to questions	33.33%
A cohort or community of practice with peers from the institution	44.44%
A cohort or community of practice/professional learning community with peers from where I work	11.11%

– 55.56% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	55.56%
5-10 hours	44.44%
Total responses	9

• Overall Satisfaction

– 88.89% of learners were satisfied/very satisfied with the content and assessment

IRE 2: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes

Learner Results

• Learner Information & Sample Size

– 8 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

– 100% hold an Associate's degree

– 37.5% have worked in the early childhood field for 8-10 years

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	12.50%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 8-10 years.	37.50%
I have worked in the early childhood field for 10 or more years.	25%
Total responses	8

• Prior Learning Assessment Credit Awarded

– 87.50% received credit for the Prior learning Assessment

• The Learning Experience

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 62.50% described the assessment as somewhat difficult/very difficult
- 100% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	62.50%
Experience in the field	100%
Total respondents	8

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	62.50%
Access to instructor and/or PLA Coach for guidance/responses to questions	37.50%
A cohort or community of practice with peers from the institution	25%
A cohort or community of practice/professional learning community with peers from where I work	12.50%

- 50% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	25%
1-4 hours	50%
5-10 hours	12.50%
Over 20 hours	12.50%
Total responses	8

• Overall Satisfaction

- 87.50% of learners were satisfied/very satisfied with the content and assessment

IRE 3: Identifies factors that contribute to positive interactions with the environment

Learner Results

• Learner Information & Sample Size

- 6 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

- 100% hold an Associate's degree
- 33.33% have worked in the early childhood field for 8-10 years, and another 33.33% have worked in the early childhood field for 10 years or more

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	16.67%
I have worked in the early childhood field for 4-7 years.	16.67%
I have worked in the early childhood field for 8-10 years.	33.33%
I have worked in the early childhood field for 10 or more years.	33.33%
Total responses	6

- **Prior Learning Assessment Credit Awarded**

- 87.50% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
 - 50% described the assessment as somewhat difficult
 - 100% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	83.33%
Experience in the field	100%
Support/mentoring from my instructor or prior PLA Coach	50%
Total responses	6

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	33.33%
A cohort or community of practice with peers from the institution	16.67%
A cohort or community of practice/professional learning community with peers from where I work	50%
Other	33.33%

- 66.67% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	66.67%
5-10 hours	16.67%
10-15 hours	16.67
Total responses	6

- **Overall Satisfaction**

- 100% of learners were satisfied/very satisfied with the content and assessment

IRE 4: Designs learning environments and activities supportive of healthy development and learning
Learner Results

- **Learner Information & Sample Size**

- 5 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree

- Experience was evenly distributed from less than 1 year to 10 years or more of experience

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	20%
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 4-7 years.	20%
I have worked in the early childhood field for 8-10 years.	20%
I have worked in the early childhood field for 10 or more years.	20%
Total responses	5

- **Prior Learning Assessment Credit Awarded**

- 80% received credit for the Prior learning Assessment

- **The Learning Experience**

- 60% agreed that the instructions for this competency assessment were clear

- 100% described the assessment as somewhat difficult/very difficult

- 80% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below.

Answer choices	Response, %
Previous coursework	40%
Experience in the field	80%
Support/mentoring from a colleague or supervisor in the field	40%
Total respondents	5

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	40%
A cohort or community of practice with peers from the institution	40%
A cohort or community of practice/professional learning community with peers from where I work	20%
Other	20%

- 60% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
5-10 hours	60%
15-20 hours	20%
Over 20 hours	20%
Total responses	6

- **Overall Satisfaction**

- 60% of learners were satisfied/very satisfied with the content and assessment

IIRE 5: Creates engaging environments that meet the diverse development and learning needs of each child

Learner Results

- **Learner Information & Sample Size**

- 4 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- Experience was evenly distributed from less than 1 year to 10 years or more of experience

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	25%
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 8-10 years.	25%
I have worked in the early childhood field for 10 or more years.	25%
Total responses	4

- **Prior Learning Assessment Credit Awarded**

- 25% received credit for the Prior learning Assessment

- **The Learning Experience**

- 50% agreed that the instructions for this competency assessment were clear
- 100% described the assessment as somewhat difficult/very difficult
- 75% attributed experience in the field to their ability to complete the assessment. Additional factors that contributed to their ability to complete are noted in the table below.

Answer choices	Response, %
Previous coursework	50%
Experience in the field	75%
Support/mentoring from a colleague or supervisor in the field	25%
Support/mentoring from my instructor or prior PLA Coach	25%
Total respondents	4

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	75%
A cohort or community of practice with peers from the institution	25%

– Learners reported spending the following hours to complete the module

Answer choices	Response, %
1-4 hours	25%
5-10 hours	25%
15-20 hours	25%
Over 20 hours	25%
Total responses	4

• Overall Satisfaction

– 75% of learners were satisfied with the content and assessment

IRE 6: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments

Learner Results

• Learner Information & Sample Size

– 5 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

– 100% hold an Associate's degree

– Experience was evenly distributed from less than 1 year to 10 years or more of experience

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	20%
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 4-7 years.	20%
I have worked in the early childhood field for 8-10 years.	20%
I have worked in the early childhood field for 10 or more years.	20%
Total responses	5

• Prior Learning Assessment Credit Awarded

– 60% received credit for the Prior learning Assessment

• The Learning Experience

– 80% agreed that the instructions for this competency assessment were clear

– 80% described the assessment as somewhat difficult

– 80% attributed experience in the field to their ability to complete the assessment. Additional factors that contributed to their ability to complete are noted in the table below.

Answer choices	Response, %
Previous coursework	40%
Experience in the field	80%
Support/mentoring from a colleague or supervisor in the field	40%
Total respondents	5

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	20%
A cohort or community of practice with peers from the institution	40%
Other	40%

– 60% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	20%
5-10 hours	60%
Over 20 hours	20%
Total responses	5

• Overall Satisfaction

– 80% of learners were satisfied/very satisfied with the content and assessment

IRE 7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines

Learner Results

• Learner Information & Sample Size

– 4 learners from 1 institution participated in this survey.

• Previous Education and Early Childhood Experience

– 100% hold an Associate's degree

– Experience was evenly distributed from less than 1 year to 8-10 years of experience

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	25%
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 8-10 years.	25%
Total responses	4

• Prior Learning Assessment Credit Awarded

– 50% received credit for the Prior learning Assessment

• The Learning Experience

- 100% agreed that the instructions for this competency assessment were clear
- 50% described the assessment as somewhat difficult
- 100% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	25%
Experience in the field	100%
Support/mentoring from a colleague or supervisor in the field	25%
Total responses	4

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	50%
Access to instructor and/or PLA Coach for guidance/responses to questions	25%
A cohort or community of practice with peers from the institution	50%
Other	25%

- 50% reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	25%
5-10 hours	50%
Over 20 hours	25%
Total responses	4

• Overall Satisfaction

- 100% were satisfied/very satisfied with the content and assessment

Observation & Assessment

There are 8 competencies in this section. Between 3-17 respondents submitted surveys for all 7 modules, for a total of 55 responses across 8 surveys (note that the same learner(s) may have submitted surveys in each OA module). Across OA, 87.27% of respondents worked in the early childhood field one year or more, and 80% of respondents cited experience in the field as a factor in their ability to complete the assessment. While 56.36% of respondents received credit, a higher percentage (78.18%) were satisfied or very satisfied overall with the content and assessment.

Learner Survey Composite

Observation & Assessment (OA)	# of survey responses	# working 1 year or more in ECE	# of respondents who were satisfied / very satisfied with content and assessment	# of respondents who received credit for the assessment	# of respondents who cited experience in the field as a factor in completing the assessment
OA Composite	55	48 (87.27%)	43 (78.18%)	31 (56.36%)	44 (80%)
OA 1	17	17	13	9	15
OA 2	9	8	6	5	5
OA 3	6	5	5	3	5
OA 4	6	5	3	3	5
OA 5	5	4	4	3	3
OA 6	3	2	3	2	3
OA 7	5	4	5	3	4
OA 8	4	3	4	3	4

OA 1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process

Learner Results

• Learner Information & Sample Size

- 18 learners from 1 institution participated in this survey. All questions were not answered by every participant and variations are noted in line with the presented data.

• Previous Education and Early Childhood Experience (17 respondents)

- 94% hold an Associate's degree, while 6% hold a Bachelor's degree
- 35.29% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	11.76%
I have worked in the early childhood field for 4-7 years.	23.53%
I have worked in the early childhood field for 8-10 years.	29.41%
I have worked in the early childhood field for 10 or more years.	35.29%
Total responses	17

• Prior Learning Assessment Credit Awarded (17 respondents)

- 52.94% received credit for the Prior learning Assessment

• **The Learning Experience (17 respondents)**

- 76.47% agreed/strongly agreed that the instructions for this competency assessment were clear
- 94.12% described the assessment as somewhat difficult/very difficult
- 88.24% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	29.41%
Experience in the field	88.24%
Support/mentoring from a colleague or supervisor in the field	17.65%
Support/mentoring from my instructor or prior PLA Coach	5.88%
Total respondents	17

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	35.29%
Access to instructor and/or PLA Coach for guidance/responses to questions	35.29%
A cohort or community of practice with peers from the institution	41.18%
A cohort or community of practice/professional learning community with peers from where I work	35.29%
Other	5.88%

- 47.06% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	17.65%
5-10 hours	47.06%
10-15 hours	17.65%
15-20 hours	11.76%
Over 20 hours	5.88%
Total responses	17

• **Overall Satisfaction (17 respondents)**

- 76.47% of learners were satisfied/very satisfied with the content and assessment

OA 2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process

Learner Results

• **Learner Information & Sample Size**

- 9 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 44.44% have worked in the early childhood field for 8-10 years

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	11.11%
I have worked in the early childhood field for 1-3 years.	11.11%
I have worked in the early childhood field for 4-7 years.	22.22%
I have worked in the early childhood field for 8-10 years.	44.44%
I have worked in the early childhood field for 10 or more years.	11.11%
Total responses	9

- **Prior Learning Assessment Credit Awarded**

- 55.56% received credit for the Prior learning Assessment

- **The Learning Experience**

- 77.78% agreed/strongly agreed that the instructions for this competency assessment were clear
- 100% described the assessment as somewhat difficult/very difficult
- 55.56% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	11.11%
Experience in the field	55.56%
Support/mentoring from a colleague or supervisor in the field	22.22%
Support/mentoring from my instructor or prior PLA Coach	22.22%
Total respondents	9

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	11.11%
Access to instructor and/or PLA Coach for guidance/responses to questions	33.33%
A cohort or community of practice with peers from the institution	22.22%
A cohort or community of practice/professional learning community with peers from where I work	33.33%

- 33.33% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
Less than 1 hour	11.11%
1-4 hours	22.22%
5-10 hours	33.33%
10-15 hours	11.11%
15-20 hours	22.22%
Total responses	9

• Overall Satisfaction

- 66.67% of learners were satisfied with the content and assessment

OA 3: Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts

Learner Results

• Learner Information & Sample Size

- 6 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

- 100% hold an Associate's degree
- 33.33% have worked in the early childhood field for 4-7 years, and another 33.33% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	16.67%
I have worked in the early childhood field for 1-3 years.	16.67%
I have worked in the early childhood field for 4-7 years.	33.33%
I have worked in the early childhood field for 10 or more years.	33.33%
Total responses	6

• Prior Learning Assessment Credit Awarded

- 50% received credit for the Prior learning Assessment

• The Learning Experience

- 83.34% agreed that the instructions for this competency assessment were clear
- 83.34% described the assessment as somewhat difficult/very difficult
- 83.33% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	33.33%
Experience in the field	83.33%
Total respondents	6

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	33.33%
Access to instructor and/or PLA Coach for guidance/responses to questions	16.67%
A cohort or community of practice with peers from the institution	50%
A cohort or community of practice/professional learning community with peers from where I work	33.33%

- 66.67% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	33.33%
5-10 hours	66.67%
Total responses	6

• Overall Satisfaction

- 83.33% of learners were satisfied with the content and assessment

OA 4: Identifies the impact and influence of external factors on assessment practices

Learner Results

• Learner Information & Sample Size

- 6 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

- 100% hold an Associate's degree
- 33.33% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	16.67%
I have worked in the early childhood field for 1-3 years.	16.67%
I have worked in the early childhood field for 4-7 years.	33.33%
I have worked in the early childhood field for 8-10 years.	16.67%
I have worked in the early childhood field for 10 or more years.	16.67%
Total responses	6

• Prior Learning Assessment Credit Awarded

- 50% received credit for the Prior learning Assessment

• The Learning Experience

- 50% agreed that the instructions for this competency assessment were clear
- 83.33% described the assessment as somewhat difficult/very difficult
- 83.33% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	33.33%
Experience in the field	83.33%
Support/mentoring from a colleague or supervisor in the field	16.67%
Total respondents	6

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	50%
A cohort or community of practice with peers from the institution	50%
A cohort or community of practice/professional learning community with peers from where I work	16.67%

– 66.67% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	33.33%
5-10 hours	66.67%
Total responses	6

• Overall Satisfaction

– 50% of learners were satisfied with the content and assessment

OA 5: Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities

Learner Results

• Learner Information & Sample Size

– 5 learners from 1 institution participated in this survey

• Previous Education and Early Childhood Experience

– 100% of learners hold an Associate's degree

– 40% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	20%
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 4-7 years.	40%
I have worked in the early childhood field for 10 or more years.	20%
Total responses	5

• Prior Learning Assessment Credit Awarded

– 60% received credit for the Prior learning Assessment

• The Learning Experience

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 80% described the assessment as somewhat difficult
- 60% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	40%
Experience in the field	60%
Support/mentoring from a colleague or supervisor in the field	20%
Total respondents	5

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	40%
A cohort or community of practice with peers from the institution	20%
A cohort or community of practice/professional learning community with peers from where I work	40%

- 60% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	60%
5-10 hours	20%
10-15 hours	20%
Total responses	5

• Overall Satisfaction

- 80% of learners were satisfied with the content and assessment

OA 6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction

Learner Results

• Learner Information & Sample Size

- 3 learners from 1 institution participated in this survey.

• Previous Education and Early Childhood Experience

- 100% of learners hold an Associate's degree
- 66.67% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	33.33%
I have worked in the early childhood field for 4-7 years.	66.67%
Total responses	3

- **Prior Learning Assessment Credit Awarded**

- 66.67% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed that the instructions for this competency assessment were clear
 - 66.67% described the assessment as somewhat difficult
 - 100% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	33.33%
Experience in the field	100%
Total respondents	6

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	33.33%
A cohort or community of practice with peers from the institution	33.33%
A cohort or community of practice/professional learning community with peers from where I work	33.33%

- 66.67% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	66.67%
5-10 hours	33.33%
Total responses	3

- **Overall Satisfaction**

- 100% of learners were satisfied with the content and assessment

OA 7: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives

Learner Results

- **Learner Information & Sample Size**

- 5 learners from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
 - Experience was evenly distributed from less than 1 year to 10 or more years of experience

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	20%
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 4-7 years.	20%
I have worked in the early childhood field for 8-10 years.	20%
I have worked in the early childhood field for 10 or more years.	20%
Total responses	5

• Prior Learning Assessment Credit Awarded

- 60% received credit for the Prior learning Assessment

• The Learning Experience

- 100% agreed that the instructions for this competency assessment were clear
- 60% described the assessment as somewhat difficult
- 80% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	40%
Experience in the field	80%
Support/mentoring from a colleague or supervisor in the field	20%
Support/mentoring from my instructor or prior PLA Coach	20%
Total responses	5

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	40%
A cohort or community of practice with peers from the institution	40%
Other	20%

- 80% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	20%
1-4 hours	80%
Total responses	5

• Overall Satisfaction

- 100% of learners were satisfied with the content and assessment

OA 8: Utilizes assessment data to support child development and learning and program development
Learner Results

- **Learner Information & Sample Size**

- 4 learners from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- 75% hold an Associate's degree, while 25% hold a Bachelor's degree
 - 50% have worked in the early childhood field for 4-7 years

Answer choices	Response, %
I have worked in the early childhood field for less than 1 year.	25%
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	50%
Total responses	4

- **Prior Learning Assessment Credit Awarded**

- 75% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
 - 75% described the assessment as somewhat difficult
 - 100% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	25%
Experience in the field	100%
Support/mentoring from a colleague or supervisor in the field	25%
Total responses	4

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	50%
A cohort or community of practice with peers from the institution	25%
A cohort or community of practice/professional learning community with peers from where I work	25%

- 50% reported spending 1-4 hours to complete the module

Answer choices	Response, %
Less than 1 hour	25%
1-4 hours	50%
5-10 hours	25%
Total responses	4

- **Overall Satisfaction**

- 100% of learners were satisfied with the content and assessment

Personal & Professional Development

There are 10 competencies in this section. Between 1-5 respondents submitted surveys for 9 modules. No learner surveys were submitted for PPD 9. There were a total of 24 responses across 9 surveys (note that the same learner(s) may have submitted surveys in each PPD module). Across the 9 PPD modules, 87.5% of respondents worked in the early childhood field one year or more, and 66.66% of respondents cited experience in the field as a factor in their ability to complete the assessment. While 79.16% of respondents received credit, a higher percentage (87.5%) were satisfied or very satisfied overall with the content and assessment.

Learner Survey Composite

Personal & Professional Development (PPD)	# of survey responses	# working 1 year or more in ECE	# of respondents who were satisfied / very satisfied with content and assessment	# of respondents who received credit for the assessment	# of respondents who cited experience in the field as a factor in completing the assessment
PPD Composite	24	21 (87.5%)	21 (87.5%)	19 (79.16%)	16 (66.66%)
PPD 1	5	4	5	4	3
PPD 2	1	1	0	1	1
PPD 3	3	3	2	3	2
PPD 4	3	3	3	2	2
PPD 5	2	1	2	2	0
PPD 6	1	0	1	0	0
PPD 7	4	4	4	3	4
PPD 8	4	4	3	3	3
PPD 9	NA	NA	NA	NA	NA
PPD 10	1	1	1	1	1

PPD 1: Demonstrates professionalism in image, behavior, and disposition

Learner Results

- **Learner Information & Sample Size**

- 5 learners from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- 40% hold an Associate's degree

Answer choices	Response, %
Some high school, no diploma	20%
Some college credit	20%
Level 4 ECE Credential	20%
Associate degree	40%
Total responses	5

– 40% have worked in the early childhood field for 4-7 or more years

Answer choices	Response, %
I have worked in the early childhood field for less than one year.	20%
I have worked in the early childhood field for 1-3 years.	20%
I have worked in the early childhood field for 4-7 years.	40%
I have worked in the early childhood field for 8-10 years.	20%
Total responses	5

• Prior Learning Assessment Credit Awarded

– 80% received credit for the Prior learning Assessment

• The Learning Experience

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 40% described the assessment as somewhat difficult
- 60% attributed their ability to complete the assessment to support/mentoring from a colleague or supervisor in the field and experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	40%
Experience in the field	60%
Support/mentoring from a colleague or supervisor in the field	60%
Total respondents	5

– Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	40%
Access to instructor and/or PLA Coach for guidance/responses to questions	60%
A cohort or community of practice with peers from the institution	20%
Other	20%

– 80% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	80%
5-10 hours	20%
Total responses	5

- **Overall Satisfaction**

- 100% of learners were satisfied with the content and assessment

PPD 2: Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields

Learner Results

- **Learner Information & Sample Size**

- 1 learner from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- The learner hold an Associate's degree
- The learner has worked in the early childhood field for 10 or more years

- **Prior Learning Assessment Credit Awarded**

- The learner received credit for the Prior learning Assessment

- **The Learning Experience**

- The learner disagreed that the instructions for this competency assessment were clear
- The learner described the assessment as somewhat difficult
- The learner attributed their ability to complete the assessment to experience in the field
- Learners reported getting other support as they completed their Prior Learning Assessment
- The learner reported spending 5-10 hours to complete the module

- **Overall Satisfaction**

- The learner was dissatisfied with the content and assessment

PPD 3: Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations

Learner Results

- **Learner Information & Sample Size**

- 3 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- The learners' work experience in the early childhood field is as specified in the table below

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years	33.33%
I have worked in the early childhood field for 8-10 years.	33.33%
I have worked in the early childhood field for 10 or more years.	33.33%
Total responses	3

• **Prior Learning Assessment Credit Awarded**

- 100% received credit for the Prior learning Assessment

• **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 66.67% described the assessment as somewhat difficult
- 66.67% noted that experience in the field and support/mentoring from instructor or PLA coach contributed to their ability to complete the assessment. Additional factors that contributed to learners' ability to complete the assessment are noted in the table below

Answer choices	Response, %
Previous coursework	33.33%
Experience in the field	66.67%
Support/mentoring from a colleague or supervisor in the field	33.33%
Support/mentoring from my instructor or prior PLA Coach	66.67%
Total responses	3

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	33.33%
Access to instructor and/or PLA Coach for guidance/responses to questions	33.33%
A cohort or community of practice with peers from the institution	33.33%
A cohort or community of practice/professional learning community with peers from where I work	66.67%
Other	33.33%

- 66.67% learners reported spending 1-4 hours to complete the module

Answer choices	Response, %
1-4 hours	66.67%
5-10 hours	33.33%
Total responses	3

• **Overall Satisfaction**

- 66.67% of learners were satisfied/very satisfied with the content and assessment

PPD 4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues and as a member of early childhood teams

Learner Results

- **Learner Information & Sample Size**

- 3 learners from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree

- Learners have worked in the early childhood field for the following years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	33.33%
I have worked in the early childhood field for 8-10 years.	33.33%
I have worked in the early childhood field for 10 or more years.	33.33%
Total responses	3

- **Prior Learning Assessment Credit Awarded**

- 66.67% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear

- 100% described the assessment as not very difficult/not difficult at all

- 66.67% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	33.33%
Experience in the field	66.67%
Support/mentoring from a colleague or supervisor in the field	33.33%
Support/mentoring from my instructor or prior PLA Coach	33.33%
Total responses	3

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	33.33%
Access to instructor and/or PLA Coach for guidance/responses to questions	33.33%
A cohort or community of practice with peers from the institution	33.33%
A cohort or community of practice/professional learning community with peers from where I work	66.67%
Other	33.33%

- 66.67% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
Less than 1 hour	33.33%
1-4 hours	66.67%
Total responses	3

- **Overall Satisfaction**

- 100% of learners were satisfied/very satisfied with the content and assessment

PPD 5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth

Learner Results

- **Learner Information & Sample Size**

- 2 learners from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- 1 learner holds a CDA, while the second learner holds an Associate's degree
- 1 learner has worked in the early childhood field for less than 1 year, while the second learner has worked in the field for 4-7 years

- **Prior Learning Assessment Credit Awarded**

- Both learners received credit for the Prior learning Assessment

- **The Learning Experience**

- Both learners agreed/strongly agreed that the instructions for this competency assessment were clear
- 1 learner described the assessment as somewhat difficult
- Both learners attributed their ability to complete the assessment to the factors noted in the table below

Answer choices	Response, %
Previous coursework	50%
Support/mentoring from a colleague or supervisor in the field	50%
Support/mentoring from my instructor or prior PLA Coach	50%
Total respondents	2

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	50%
Access to instructor and/or PLA Coach for guidance/responses to questions	50%
A cohort or community of practice with peers from the institution	50%

- 1 learner reported spending 1-4 hours to complete the module, while the second learner reported spending over 20 hours

- **Overall Satisfaction**

- Both learners were satisfied with the content and assessment

PPD 6: Creates a professional philosophy that guides development as a practitioner and advocate

Learner Results

- **Learner Information & Sample Size**

- 1 learner from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- The learner holds an Associate's degree
- The learner has worked in the early childhood field for less than 1 year

- **Prior Learning Assessment Credit Awarded**

- The learner did not receive credit for the Prior learning Assessment

- **The Learning Experience**

- The learner agreed that the instructions for this competency assessment were clear
- The learner described the assessment as somewhat difficult
- The learner attributed their ability to complete the assessment to experience in the field
- The learner reported getting support from a cohort or community of practice with peers from the institution, as they completed their Prior Learning Assessment
- The learner reported spending 5-10 hours to complete the module

- **Overall Satisfaction**

- The learner was satisfied with the content and assessment

PPD 7: Describes processes, procedures and identified roles within successful early childhood teams

Learner Results

- **Learner Information & Sample Size**

- 4 learners from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 50% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 10 or more years.	50%
Total responses	4

- **Prior Learning Assessment Credit Awarded**

- 75% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
 - 75% described the assessment as somewhat difficult
 - 100% attributed their ability to complete the assessment to experience in the field; additional factors that contributed to their ability to complete are noted in the table below

Answer choices	Response, %
Previous coursework	25%
Experience in the field	100%
Support/mentoring from a colleague or supervisor in the field	25%
Total responses	4

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	50%
Access to instructor and/or PLA Coach for guidance/responses to questions	25%
A cohort or community of practice with peers from the institution	75%
A cohort or community of practice/professional learning community with peers from where I work	25%

- 50% reported spending 1-4 hours while the remaining learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	50%
5-10 hours	50%
Total responses	4

- **Overall Satisfaction**

- 100% of learners were satisfied/very satisfied with the content and assessment

PPD 8: Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning

Learner Results

- **Learner Information & Sample Size**

- 4 learners from 1 institution participated in this survey.

- **Previous Education and Early Childhood Experience**

- 100% hold an Associate's degree
- 50% have worked in the early childhood field for 10 or more years

Answer choices	Response, %
I have worked in the early childhood field for 1-3 years.	25%
I have worked in the early childhood field for 4-7 years.	25%
I have worked in the early childhood field for 10 or more years.	50%
Total responses	4

- **Prior Learning Assessment Credit Awarded**

- 75% received credit for the Prior learning Assessment

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency assessment were clear
- 75% described the assessment as somewhat difficult
- The learners attributed their ability to complete the assessment to these factors noted in the table below

Answer choices	Response, %
Previous coursework	75%
Experience in the field	75%
Support/mentoring from a colleague or supervisor in the field	25%
Total responses	4

- Learners reported the following supports as they completed their Prior Learning Assessment

Answer choices	Response, %
Additional resources related to summative assessment (provided to you by an instructor—outside of what was in the module)	25%
Access to instructor and/or PLA Coach for guidance/responses to questions	25%
A cohort or community of practice/professional learning community with peers from where I work	25%
Other	25%

- 75% learners reported spending 5-10 hours to complete the module

Answer choices	Response, %
1-4 hours	25%
5-10 hours	75%
Total responses	4

- **Overall Satisfaction**

- 75% of learners were satisfied/very satisfied with the content and assessment

PPD 9: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings

Learner Results

No learners completed this survey.

PPD 10: Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served.

Learner Results

- **Learner Information & Sample Size**

- 1 learners from 1 institution participated in this survey

- **Previous Education and Early Childhood Experience**

- The learner holds an Associate's degree
- The learner has worked in the early childhood field for 1-3 years

- **Prior Learning Assessment Credit Awarded**

- The learner has received credit for the Prior learning Assessment

- **The Learning Experience**

- The learner agreed that the instructions for this competency assessment were clear
- The learner described the assessment as somewhat difficult
- The learner attributed their ability to complete the assessment to two factors noted in the table below

Answer choices	Response, %
Support/mentoring from a colleague or supervisor in the field	100%
Support/mentoring from my instructor or prior PLA Coach	100%
Total responses	1

- Learners reported obtaining additional resources related to summative assessment (provided by an instructor-outside of what was in the module) as they completed their Prior Learning Assessment
- The learner reported spending 1-4 hours to complete the module

- **Overall Satisfaction**

- The learner was satisfied with the content and assessment

Overall Accomplishments

The overall impact of the PLA project is significant for the institutions who participated, the early childhood field, but most importantly for the learners who benefitted by receiving credit for their prior learning. Receiving credit resulted in time and potentially cost savings as they worked to attain their early childhood credential. Specifically, learners reported earning credit for prior learning across 59 competencies. The number of learners who reported receiving credit for prior learning in each competency varied from 1-15.

As noted earlier in this report, learners who received credit for prior learning are more likely to complete their degree. Also, there is an anticipated boost in completion rates for Black or Hispanic learners who reported receiving credit. This can positively impact diversity in the early childhood field within the state of Illinois. Overall, the data presented is a positive early indication that the competencies and assessments can be utilized to assess prior learning and help shorten time to degree completion.

Insights & Next Steps

Learners reported on factors integral to their ability to complete the assessment. These factors included early childhood work experience, previous coursework, connections with peers both at the institution and at work, and the support of a PLA coach or faculty member. As institutions seek to use the assessments as part of a prior learning strategy, it may be beneficial to highlight these factors to learners most interested in attempting to receive credit for prior learning to ensure the time spent completing the assessment is beneficial. Learners across the 60 competencies who participated in this survey helped validate that prior learning, including work experience, could be leveraged to award credit and **potentially increase time to completion**. While sample sizes were low throughout this pilot, it is recommended that institutions with a PLA approach consider offering the assessments to learners to validate competency and award credit. One item of interest was that whether or not a learner received credit was not correlated with satisfaction of the content and assessment. Some learners were satisfied who were not awarded credit for their prior learning and others who were awarded credit noted being unsatisfied with the content. This may be an area for further research to determine if simply attempting to earn PLA can be a positive learning experience.

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