



Gateways to Opportunity®

INFANT TODDLER CREDENTIAL
COMPETENCY-BASED EDUCATION CURRICULUM
PILOT REPORT

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Introduction

This report is for the early childhood education field, as well as for the entities that funded this project—specifically the Illinois Governor’s Office of Early Childhood Development (GOECD)—that received federal funding through the Preschool Development Birth through Five (PDG B-5) Renewal Grant. This funding was allocated to the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) to oversee a statewide system project designed to support and increase access to the Gateways to Opportunity® Infant Toddler Credential (ITC) teacher preparation for Illinois’s highly diverse early childhood workforce. This project was a curriculum pilot following the offering of grant opportunities via a Request for Proposal (RFP) to Illinois higher education institutions to participate in the Gateways to Opportunity Infant Toddler Credential teacher preparation competency-based modularization project. The Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), 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 curriculum development project in which module curriculum for all infant and toddler competencies and assessments was developed during the 2021 Gateways to Opportunity project. In this pilot, eight institutions embedded the curriculum developed in 2021 to test the curriculum and its perceived efficacy for both traditional (degree-seeking) and non-traditional learners interested in pursuing infant and toddler education pathways. All of the piloting institutions were also part of the 2021 curriculum development project. The eight institutions and faculty lead(s) who were part of this pilot were:

Table 1.1. Institutions & Faculty Leadership

Institution	Faculty Lead(s)
Chicago State University, Chicago, IL	Dr. Patricia Steinhaus, Professor Dr. Inna Dolzhenko, Assistant Professor
College of Lake County, Grayslake, IL	Dr. Diane Schael, Chair, Early Childhood
Erikson Institute, Chicago, IL	Jennifer Kemp Berchtold, Manager, Infant Toddler Studies Certification Programs Erika Gustafson Dietz, Adjunct Faculty
Heartland Community College, Normal, IL	Dr. Johnna Darragh Ernst, Distinguished Professor
National Louis University, Chicago, IL	Kamilah Wilson, ECE Assistant Professor Dr. Lisa Downey, Coordinator Early Childhood Practice Program Jolene Taylor, Assistant Professor and Undergraduate Infant-Toddler Studies Coordinator
Northern Illinois University, DeKalb, IL	Dr. Melissa Clucas Walter, Assistant Professor Dr. Florensia Surjadi, Associate Professor Dr. Susan Bowers, Associate Professor
Roosevelt University, Chicago, IL	Dr. Jin-ah Kim, Associate Professor Early Childhood Education
Southwestern Illinois College, Belleville, IL	Carolyn Beal, Early Childhood Education Program Coordinator Janice Wuest, Sr. Adjunct Faculty

You can read more about the 2021 Gateways to Opportunity curriculum development work [here](#).

The goal of the 2022 Competency curriculum pilot was to test student and faculty perspectives on the efficacy of individual module curriculum across 54 competencies and identify areas in need of improvement prior to releasing the curriculum across the state in 2023.

Background

This project is situated within the work already completed at the state level focused on early childhood competencies. In Illinois, 100% of all Higher Education Institutions have aligned their early childhood coursework and programs with the Gateways Early Childhood Educator (ECE) Credential Competencies. The Gateways ECE Credential is offered at 45 two-year and 32 four-year early childhood and child development programs. The Infant Toddler Credential (ITC) is offered at 30 two-year and 10 four-year early childhood and child development programs, usually in conjunction with the ECE Credential. ([Illinois Network of Child Care Resource and Referral Agencies, 2020](#)).

When all Illinois Gateways Credentials moved from standards and benchmarks to competencies, the Infant Toddler Credential was redesigned by a team of early childhood program faculty across two- and four-year institutions with experience in designing competencies and infant and toddler development curriculum and programs. This move to a competency-based approach was partly in response to research proving that quality early learning experience leads to both short and long-term benefits and that a skilled, diverse, and effective early childhood workforce is the lynchpin to ensuring quality learning experiences. In Illinois, though, the infant and toddler workforce is less educated when compared to early care and education peers who work with preschool age children ([Gateways to Opportunity, 2022](#)). Illinois requires minimal qualification requirements for this workforce, yet data from the Gateways Registry in 2020 indicate that 38% of infant and toddler teachers have no degree, while 23% of preschool teachers have no degree. A core hypothesis is that providing a flexibly-paced format that allows working professionals to progress at a pace that is best for them while acknowledging their prior experience can help provide an on-ramp to a more qualified infant and toddler workforce.

Supporting this transition to a competency-based approach, the McCormick Foundation funded a one-year planning grant to develop a 3-5 year Strategic and Operational plan focused on expanding the Gateways competencies, creating assessments and rubrics, and fostering competency-based approaches. A state-level leadership team was created to develop the strategic plan and support next steps for higher education institutions implementing the competencies across all Gateways to Opportunity Credentials. Three initiatives emerged from this work, which included supporting higher education in implementing the competencies, implementing the competencies in professional development contexts, and providing technology support.

Next, the Faculty Fellows Assessment Project led to exemplar assessments being created for all competencies and the creation of a toolkit for programs to utilize in their own planning and implementation process. After the assessments were created, the next focus was to move from the standards-based model toward a competency-based model, which led to the modularization of all competencies. In 2018, programs began to be entitled to offer the competency-based Infant Toddler Credential. The Infant Toddler Credential consists of seven content areas, mirroring the ECE Credential. It includes 54 competencies across levels 2-6, encompassing associate's through graduate degrees.

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 INCCRRA, and are in legislative rule. The work completed in this project focused solely on infant toddler teacher preparation or the Infant Toddler Credential.

The leadership team for this project included Joni Scritchlow and Julie Lindstrom from INCCRRA (project oversight and management), with input and direction from both GOECD and 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, education consultant, and Dr. Toni Potenza, Professor Emeritus from Roosevelt University—along with Dr. Lisa McIntyre-Hite of the Competency-Based Education Network (C-BEN) 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 January 19, 2022. Institutions were aware they were part of the pilot project at the conclusion of the curriculum development project in December of 2021. All pilot project leads were provided final curriculum to upload into their Learning Management System (LMS) in December of 2021. Each institution was responsible for uploading curriculum in their LMS, determining grading and weights according to institutional policy, and embedding the curriculum into the courses where the competencies were best aligned.

The project launch meeting with leadership and faculty leads took place on February 2, 2022. The end date for the project was December 16, 2022, with the deliverables of all learner and faculty surveys for each of the 54 competencies to be piloted. At the launch meeting, faculty from each of the eight institutions were provided guidance, an overview, and survey details for the competency pilot. On February 18, 2022, 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 progress, wins, and challenges, as well as to share questions or effective methods for collecting survey data. Faculty shared strategies for learner engagement and discussed challenges experienced as well. During the ECE Credential pilot in 2021, faculty requested more time for professional development and interaction, which resulted in new faculty meeting processes for the Infant Toddler Credential pilot. Specifically, the monthly faculty meetings integrated a book club using *Students First: Equity, Access and Opportunity in Higher Education* (LeBlanc, 2021). Faculty also used a template to summarize monthly wins, challenges, and outstanding questions. This approach allowed for a scholar-practitioner model for professional development in which faculty were practicing Competency-based Education (CBE) approaches on-the-ground while learning about CBE approaches. Details about lessons learned and feedback from the monthly meeting approach are detailed in the “Lessons Learned” section.

Organization of the Pilot

In December of 2021, 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 to INCCRRA. As anticipated, the total number of participants was high in lower-level Infant Toddler Credential competencies. There was limited opportunity to pilot curriculum in the highest level Infant Toddler Credential competencies as only one institution involved in the pilot offered graduate level infant toddler coursework.

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 108 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). The roll-up of key insights from the data is provided within this report.

Project Launch and Overarching Supports

The Leadership Team met for a planning meeting on January 19, 2022. This meeting included INCCRRA, along with state and 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 16, 2022, deadline. The leadership team established key guidance for faculty leads and processes for managing errors in curriculum, 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 2nd. During that meeting, survey questions were shared with faculty, noting that the questions were the same data set collected in the ECE pilot to ensure consistency across competency pilots. 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 curriculum created in 2021-2022.

After launching the work, monthly meetings took place to check in on pilot progress, to share challenges and advice, and to address any issues that arose from the pilot. 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 from each institution were interviewed in November 2022 to gauge overall impact of the pilot and the monthly meetings, and to share qualitative feedback. As faculty leads reflected on the project, they shared details regarding the impact of the pilot on their learners, themselves, other faculty, and the institution. There was variation in perspectives related to the pilot; however, the quotes below are illustrative of the feedback received.

Impact on Learners

The CBE Model

- “Everything came together for them. Sometimes you take classes and it’s like, ‘do I really need to know this stuff?’ But here they see how it applies.”
- “Once the lightbulb goes off about the model and how it works, the level of excitement about what they are learning, how they are applying it, it is exponentially more enthusiastic than we have experienced. And to be clear, learners love the other program, too, but it is moreso in the model.”
- “[Students] are talking about how the modules are supporting their practice and changing practice. One said ‘My staff is describing me as a whole new Amy. I am doing things differently.’”
- “I got a lot of really great feedback about the applicability of what they were learning.”
- “Students are so used to handing in an assignment and getting a grade. ‘Oh, I got a C’ or ‘I got an A.’ Where students really had a challenge is when they handed in a summative and we said ‘you’re not competent yet and these are the things you need to go back and focus on.’ There was a lot of pushback.”
- “[The modules] helped them to know ‘this is exactly what I am supposed to be taking away’ instead of a broad concept.”
- “There were members of incumbent workforce who all got their ECE Level 2 modules done within two semesters.”

Curriculum, Instructions, and Workload

- “Students complained a lot about learning hours every week.”
- “Certain modules are not well written so it was difficult for them.”
- “The only struggle was with instructions sometimes, they were not as detailed as they needed to be. Students struggled to understand”
- “The content itself is wonderful, they feel like it’s accessible, it’s practical, it’s meeting the needs of their reality and their job and a lot of people have said they’re using it to support others in their workplace.”
- “Not all students had enough background information to complete the modules on their own.”

Impact on Faculty

- “The professors that had never taught CBE loved it and don’t want to go back. They really enjoyed it... they really liked the structure, they loved the assessments, and they didn’t have to go searching for links, videos, or any of that sort of thing.”
- “Faculty are already asking if we can use the modules after the pilot is over.”
- “I always say I wish I had that opportunity to go through that in undergrad. I graduated from [school] and wish I had a CBE Program. I was working full time and taking classes at night. I wish I had the opportunity.”
- “They would have liked to modify [the curriculum] a bit as they went along.”
- “Our instructor who taught the first three modules is saying, ‘I want to bring this into my own classroom. How I can apply them in my own center?’”

Impact on Faculty Pilot Leads

Professional Development and Community

- “It’s been wonderful to develop stronger relationships with Gateways and INCCRRA. Now we know more in depth about how we can support learners in getting their credential.”
- “The book [Students First] was really helpful, especially because of where our college is going. My associate dean also got the book, and we are doing it with all of the adjuncts as we move into CBE so everyone can be grounded in common talking points.”
- “I want to know what’s next! Especially during COVID, [the pilot] gave a sense of belonging for higher education institutions and a community of faculty in the state. It’s not only for the project, it’s also an emotional and social piece of it. It’s not just me by myself doing the work. I would like to keep that kind of networking and connections, maybe something else Gateways or INCCRRA will come up with!”
- “I really appreciate those meetings, I love the feedback, I love hearing about the success and challenges of other programs. I really enjoyed implementing the book. I wish that we could have had a book list every month.”

Implementation of curriculum

- “There were challenges overall with how we conceptualized implementing.”
- “When we had to begin in January we did not have enough time between the end of fall and beginning of spring to actually take a good look at modules we were all speeding up. It was just a short amount of time and I was under a lot of stress.”

Change Leadership

- “I am very overwhelmed and with all the legislation being pushed through in Illinois. Give me extra time in my day, it’s a lot as a department of one.”
- “I still need the buy-in for our faculty because some are in denial, some don’t want to change.”
- “I am still fighting battles around online or face to face. I have leaders who think in-person is key, and I think we have to adapt or we are going to die.”

Impact on Institutions/Program

On Implementing CBE and Buy-In

- “We need better answers for when, not if, we adopt this and put it into place.”
- “At my institution, not everyone is on board, but the administration is supportive.”
- “I am not sure it needs to be 100 percent CBE, but we will definitely continue and expand. We may never be 100 percent CBE but definitely leaning in that direction.”
- “We really want Gen Ed to be CBE. We think students would really benefit.”
- “Through the pilot, it was a very easy sell for our dean and associate dean to get the buy-in needed from the vice president.”
- “Institutions do not change easily quickly.”
- “We won’t go back to what we did before. We have to incorporate a CBE model, and this grant allowed us and will allow us to make the switch.”

Additional Opportunities to Innovate

- “Because we were able to pilot in the spring, we got the budget to create prior learning assessment opportunities for Infant Toddler Credential Level 2 to start in Fall 2023 and Level 3 the following year.”
- “We are going forward with CBE, and we are looking at how we can spread this to other departments.”
- “At the beginning of each quarter we meet with admissions, financial aid, student services, academic advising. We look at who is enrolling, numbers, which students had debt that prevented them from getting in, and how we can work together to address that. We meet biweekly the first month of the quarter to make sure all voices are heard.”

Adaptations & Lessons Learned

Throughout the course of the project, there were several lessons learned that will affect future implementation of the competency curriculum modules within the state. The only adaptation that occurred mid-pilot was to competency curriculum in Observation and Assessment 4, which was revised prior to being piloted with learners due to unclear instructions. Aside from this revision pre-pilot, the competencies and assessments were held standard and constant with no adaptation to either the competencies or assessments aside from updating or replacing broken curriculum links upon request from faculty.

Through faculty lead interviews and competency module feedback, key insights were generated that should inform future pilots and implementation efforts across both ECE and Infant Toddler Credentials. The lessons learned fall into the following major categories: Clarity, Workload, and Tone; Graduate Level Considerations; Change Leadership and Resourcing; and Community.

Clarity, Workload, and Tone

The vast majority of faculty and pilot leads were satisfied with the competencies and curriculum; however, a common theme was that instructions sometimes lacked clarity, workload was too cumbersome, and shifts in voice and tone between curriculum authors led to confusion and the feeling of an incohesive experience for learners. When writing is dispersed across multiple authors, yet used in courses in varying ways across the state, it is difficult to create a cohesive tone across a course or program. That said, in future iterations or at the next review opportunity for Infant Toddler Credential, it is recommended to conduct a comprehensive overview for similar tone and voice. In addition, for all competencies with low satisfaction rates (below 80%), it is recommended to review the competency curriculum for clear instructions and overall workload.

With regard to overall workload, there is similar feedback as was heard in the ECE pilot regarding integrating the modules into existing university courses. One challenge the pilot cannot account for is how the competencies are implemented at each institution. For institutions that include competency modules in addition to their course curriculum that was previously developed, they are in fact increasing the workload and overall credit hour equivalence of the course. As institutions implement the curriculum, it is recommended they conduct a workload analysis to determine which content needs to be removed or adapted to ensure accurate credits for the course.

Graduate Level Considerations

The Infant Toddler Credential pilot was the first instance in which graduate level competencies and modules were tested in Illinois. While the sample sizes and opportunity to pilot graduate level competencies was small compared to the lower-level Infant Toddler Credentials competencies, faculty leads who piloted graduate curriculum noted that it was challenging to find open education resources that meet graduate level expectations. For example, assessment tools for young children are rarely free for use. In addition, peer-reviewed journals and research acumen are core tenets of graduate work. As future competencies are developed at the graduate level, it may be worth reconsidering if all should include open education resources in addition to the role of research and peer-reviewed curriculum within the graduate program.

Change Leadership and Resourcing

Throughout the pilot, leads at each institution served as change agents at their institution. This kind of leadership can be both rewarding and exhausting, as evidenced in the faculty pilot lead quotes shared earlier in this report. The disparity in resourcing was also a key theme that emerged. For instance, some institutions had instructional design support and full buy-in from executive leaders while others were a department of one or two leading the entire pilot at the institution. While one lead shared that their institution plans to expand CBE into their general education program, another noted she is still fighting an uphill battle to simply offer courses online. A common theme, however, with institutions expanding CBE efforts was that the faculty leads within the program were the impetus for igniting change within the institution. By using the pilot to demonstrate results, they were able to harness interest from other departments and executive leadership. This supports the notion that policy changes will follow effective practice.

Community

Faculty met monthly to discuss the pilot and convene to share insights from Student's First (LeBlanc, 2021). Faculty expressed that they wished there was an opportunity to continue the professional learning community. While some faculty leads noted that the monthly report out and PowerPoint template felt repetitive (they sometimes struggled to share something new every month), all faculty reported a desire to continue a community of practice for faculty and institutions implementing the competencies. INCCRRA filled this gap throughout the pilot; however, it is not part of their specific scope of work. If funding can be secured, it is recommended that an investment is made in the facilitation and support of a faculty community of practice.

Overall, the data collected found early promising perceptions regarding the competency curriculum modules. Faculty reported 100% satisfaction across 37 of the 43 modules for which survey data was reported. In addition, students' overall satisfaction was 80% or higher across 39 of the 45 modules for which at least five learners submitted surveys (the minimum number of learner responses for composite reporting). 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% learner satisfaction rates are noted at the end of this report, and revisions will be incorporated in 2023 based on additional feedback and as warranted by sample size.

Technology Support

The pilot project was conducted virtually, using Zoom for meetings. Pilot faculty reached out via email throughout the pilot to ask questions, share informal feedback, and resolve any issues between meetings. In addition, faculty shared broken links in a Google form, and new links were shared back to piloting institutions as needed. Any curriculum-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 & Program Design (CPD)

There are 8 competencies in this section. Between 12 and 71 learners submitted surveys for 5 of the 8 modules. Across these 5 modules, 86% or more agreed that the competency contributed to their growth and development. In addition, learner satisfaction was 77% or higher across these 5 modules. Below is a composite learner summary of each CPD module for which survey data was provided. Following the composite is an individual summary of learner and faculty survey results by competency module for all CPD competencies.

Learner Survey Composite

Curriculum & Program Design Competencies (CPD)	% of learners working 1 or more years 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	62.50%	93.75%	56.92%	93.75%
CPD 2	75.07%	86.54%	68.89%	88.46%
CPD 3	90.91%	90.91%	93.75%	100%
CPD 4	67.66%	89.71%	66.13%	77.94%
CPD 5	67.74%	100%	74.19%	93.55%
CPD 6	No data	No data	No data	No data
CPD 7	No data	No data	No data	No data
CPD 8	No data	No data	No data	No data

Note: [College four-year completion rates in IL is approximately 55%](#). The variation in number attempts to achieve competency is to be expected. Overall all module completion rates track well when compared to available national averages for completion rates.

CPD 1: Identifies foundational components of high-quality, responsive infant and toddler care

Learner Results

- **Learner Information and Sample Size**

- 21 learners across 4 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- 85.71% were degree-seeking learners

- **Previous Education and Early Childhood Experience (16 respondents)**

- 31.25% have a Bachelor's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	12.5% (2)
Some college credit	12.5% (2)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	18.75% (3)
Associate's degree	25% (4)
Bachelor's degree	31.25% (5)
Master's degree	0%
Doctoral degree	0%
Total	100% (16)

- 56.25% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	31.25% (5)
I have worked in the early childhood field for less than one year.	6.25% (1)
I have worked in the early childhood field for 1-3 years.	6.25% (1)
I have worked in the early childhood field for 4-7 years.	56.25% (9)
I have worked in the early childhood field for 8-10 years.	0%
I have worked in the early childhood field for 10 or more years.	0%
Total	100% (16)

- **Perceptions on Professional Growth and Development (16 respondents)**

- 81.25% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 93.75% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 93.75% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional

- **The Learning Experience** (16 respondents)

- 75% agreed/strongly agreed that the instructions for this competency were clear
- 75% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	6.25% (1)
1-4 hours	25% (4)
5-10 hours	43.75% (7)
10-15 hours	12.5% (2)
15-20 hours	6.25% (1)
Over 20 hours	6.25% (1)
Total	100% (16)

- **Overall Satisfaction** (16 respondents)

- 93.75% of learners were satisfied/very satisfied with the content and assessment.
1 learner (6.25%) was dissatisfied.

Faculty Results

- **Sample Size and Faculty Workload**

- 6 faculty members participated in this survey. Not all questions were answered by each survey respondent, 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** (6 respondents)

- 83.34% agreed/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment. 1 faculty (16.67%) disagreed
- 100% agreed/strongly agreed that 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 that 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** (5 respondents)

- 50.68% of learners achieved the competency in one attempt, while 26.03% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	37	50.68%
Number of learners who achieved the competency in two attempts:	6	8.22%
Number of learners who achieved the competency in three attempts:	13	17.81%
Number of learners who achieved the competency in four or more attempts:	7	9.59%
Number of learners who did not achieve the competency:	10	13.7%
Total	73	100%

- 100% of faculty members agreed/strongly agreed that achieving this competency helps prepare learners to be early childhood teachers
- 40% provided ongoing feedback to learners throughout this module, while 60% provided feedback at the end of the module
- **Overall Satisfaction** (5 respondents)
 - 100% of faculty members were satisfied/very satisfied with the content and assessment in the module

CPD 2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant and toddler development, learning, mental health, and well-being

Learner Results

- **Learner Information and Sample Size**
 - 53 learners across 4 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 77.36% were degree-seeking learners
- **Previous Education and Early Childhood Experience** (52 respondents)
 - 46.15% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	7.69% (4)
Some college credit	21.15% (11)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	7.69% (4)
Associate's degree	46.15% (24)
Bachelor's degree	15.38% (8)
Master's degree	1.92% (1)
Doctoral degree	0%
Total	100% (52)

- 26.92% have worked in the early childhood field for 10 or more years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	9.62% (5)
I have worked in the early childhood field for less than one year.	17.31% (9)
I have worked in the early childhood field for 1-3 years.	19.23% (10)
I have worked in the early childhood field for 4-7 years.	15.38 (8)
I have worked in the early childhood field for 8-10 years.	11.54% (6)
I have worked in the early childhood field for 10 or more years.	26.92% (14)
Total	100% (52)

- **Perceptions on Professional Growth and Development** (52 respondents)
 - 90.39% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90.39% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 86.54% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional
- **The Learning Experience** (52 respondents)
 - 75% agreed/strongly agreed that the instructions for this competency were clear
 - 82.7% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	48.08% (25)
5-10 hours	34.62% (18)
10-15 hours	9.62% (5)
15-20 hours	1.92% (1)
Over 20 hours	5.77% (3)
Total	100% (52)

- **Overall Satisfaction** (52 respondents)
 - 88.46% of learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- **Sample Size and Faculty Workload**
 - 4 faculty members participated in this survey. Not all questions were answered by each survey respondent, 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** (4 respondents)
 - 50% agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed that 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 that 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)

- 68.89% of learners achieved the competency in one attempt, while 17.77% achieved the competency in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	31	68.89%
Number of learners who achieved the competency in two attempts:	6	13.33%
Number of learners who achieved the competency in three attempts:	2	4.44%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	6	13.33%
Total	45	100%

- 66.67% of faculty members agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers. 1 faculty member (33.33%) disagreed.
- 66.67% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback at the end of the module

- **Overall Satisfaction** (3 respondents)

- 66.67% of faculty members were satisfied with the content and assessment in the module, while 1 faculty (33.33%) was dissatisfied.

CPD 3: Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies that nurture infant and toddler development, learning, mental health, and well-being

Learner Results

- **Learner Information and Sample Size**

- 12 learners across 3 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- 100% were degree-seeking learners (11 respondents)

- **Previous Education and Early Childhood Experience** (11 respondents)

- 63.64% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	9.09% (1)
Some college credit	9.09% (1)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	0%
Associate's degree	63.64% (7)
Bachelor's degree	18.18% (2)
Master's degree	0%
Doctoral degree	0%
Total	100% (11)

- 45.45% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	9.09% (1)
I have worked in the early childhood field for less than one year.	0%
I have worked in the early childhood field for 1-3 years.	0%
I have worked in the early childhood field for 4-7 years.	45.45% (5)
I have worked in the early childhood field for 8-10 years.	18.18% (2)
I have worked in the early childhood field for 10 or more years.	27.27% (3)
Total	100% (11)

- **Perceptions on Professional Growth and Development** (11 respondents)
 - 100% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90.91% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90.91% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional
- **The Learning Experience** (11 respondents)
 - 100% agreed/strongly agreed that the instructions for this competency were clear
 - 54.54% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0
1-4 hours	27.27% (3)
5-10 hours	27.27% (3)
10-15 hours	18.18% (2)
15-20 hours	18.18% (2)
Over 20 hours	9.09 (1)
Total	100% (11)

- **Overall Satisfaction** (11 respondents)
 - 100% of learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- **Sample Size and Faculty Workload**
 - 2 faculty members participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - Both 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** (2 respondents)
 - 1 faculty member agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - Both agreed/strongly agreed that 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 agreed/strongly agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- Both followed the rubric strictly and did not make adjustments
- **Learner Preparedness** (1 respondent)
 - 93.75% of learners achieved the competency in one attempt

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	15	93.75%
Number of learners who achieved the competency in two attempts:	0	0%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	1	6.25%
Total	16	100%

- The faculty member agreed/strongly 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** (1 respondent)
 - The faculty member was satisfied with the content and assessment in the module

CPD 4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers

Learner Results

- **Learner Information and Sample Size**
 - 71 learners across 3 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 85.71% were degree-seeking learners
- **Previous Education and Early Childhood Experience** (68 respondents)
 - 52.94% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	4.41% (3)
Some college credit	23.53% (16)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	2.94% (2)
Associate's degree	52.94% (36)
Bachelor's degree	13.24 (9)
Master's degree	2.94% (2)
Doctoral degree	0%
Total	100% (68)

- 22.06% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	16.18% (11)
I have worked in the early childhood field for less than one year.	16.18% (11)
I have worked in the early childhood field for 1-3 years.	17.65% (12)
I have worked in the early childhood field for 4-7 years.	22.06% (15)
I have worked in the early childhood field for 8-10 years.	13.24% (9)
I have worked in the early childhood field for 10 or more years.	14.71% (10)
Total	100% (68)

- **Perceptions on Professional Growth and Development** (68 respondents)

- 94.11% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 85.29% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 89.71% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional

- **The Learning Experience** (68 respondents)

- 72.06% agreed/strongly agreed that the instructions for this competency were clear
- 77.94% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	1.47% (1)
1-4 hours	41.18% (28)
5-10 hours	35.29% (24)
10-15 hours	4.41% (3)
15-20 hours	11.76% (8)
Over 20 hours	5.88% (4)
Total	100% (68)

- **Overall Satisfaction** (68 respondents)

- 77.94% of learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- **Sample Size and Faculty Workload**

- 4 faculty members participated in this survey.
- 50% (2 respondents) 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**

- 50% agreed/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 75% agreed/strongly agreed that 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 that 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**
 - 66.13% of learners achieved the competency in one attempt, while 29.03% achieved the competency in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	41	66.13%
Number of learners who achieved the competency in two attempts:	15	24.19%
Number of learners who achieved the competency in three attempts:	3	4.84%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	3	4.84%
Total	62	100%

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

CPD 5: Justifies and advocates for practices in infant and toddler care and education supportive of young children's healthy development and learning

Learner Results

- **Learner Information and Sample Size**
 - 31 learners from 2 institutions participated in this survey.
 - 77.42% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 48.39% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	6.45% (2)
Some college credit	25.81% (8)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	3.23% (1)
Associate's degree	48.39% (15)
Bachelor's degree	9.68% (3)
Master's degree	6.45% (2)
Doctoral degree	0%
Total	100% (31)

- 32.26% 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.	0%
I have worked in the early childhood field for less than one year.	32.26% (10)
I have worked in the early childhood field for 1-3 years.	19.35% (6)
I have worked in the early childhood field for 4-7 years.	16.13% (5)
I have worked in the early childhood field for 8-10 years.	6.45% (2)
I have worked in the early childhood field for 10 or more years.	25.81% (8)
Total	100% (31)

- **Perceptions on Professional Growth and Development**

- 100% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 90.39% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 100% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional

- **The Learning Experience**

- 87.1% agreed/strongly agreed that the instructions for this competency were clear
- 74.19% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	3.23% (1)
1-4 hours	35.48% (11)
5-10 hours	35.48% (11)
10-15 hours	3.23% (1)
15-20 hours	6.45% (2)
Over 20 hours	16.13% (5)
Total	100% (31)

- **Overall Satisfaction**

- 93.55% of learners were satisfied/very satisfied with the content and assessment.

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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed/strongly agreed that 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 that 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**
 - 74.19% of learners achieved the competency in one attempt, while the remaining 25.81% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	23	74.19%
Number of learners who achieved the competency in two attempts:	5	16.13%
Number of learners who achieved the competency in three attempts:	3	9.68%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	31	100%

- 66.67% of faculty members 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% of faculty members were satisfied/very satisfied with the content and assessment in the module

CPD 6: Plans and implements evidence-based developmental interventions for infants and toddlers and families based on a holistic needs assessment

Learner Results

No learners responded to this survey

Faculty Results

No learners responded to this survey

CPD 7: Supports families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers

Learner Results

No learners responded to this survey

Faculty Results

No learners responded to this survey

CPD 8: Develops and implements relationship-based infant and toddler activities and program plans based on each individual child and family's strengths, opportunities for growth, cultural context, individual goals, and desired outcomes

Learner Results

No learners responded to this survey

Faculty Results

No learners responded to this survey

Family & Community Relationships

There are 8 competencies in this section. Between 13 and 105 learners submitted surveys for 7 of the 8 modules. Across 5 of these modules, 90% or more agreed that the competency contributed to their growth and development. In addition, learner satisfaction was 81% or higher across 6 of the 7 modules. Below is a composite learner summary of each FCR module for which survey data was reported. Following the composite is an individual summary of learner and faculty survey results by competency module for all FCR competencies.

Learner Survey Composite

Family & Community Relationships (FCR)	% of learners working 1 or more years 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	70.00%	90.00%	76.47%	89.00%
FCR 2	75.81%	91.93%	94.59%	91.93%
FCR 3	74.28%	90.00%	82.05%	90.00%
FCR 4	74.42%	90.70%	72.09%	88.38%
FCR 5	76.46%	100%	87.50%	100%
FCR 6	73.69%	84.21%	80.00%	81.58%
FCR 7	84.61%	76.93%	88.89%	61.53%
FCR 8	No data	No data	No data	No data

FCR 1: Describes the interrelationship between children, family, practitioners, and community contexts, their influence on families' approaches to parenting children birth to age three, and the impact on family-practitioner collaboration

Learner Results

- **Learner Information and Sample Size**
 - 105 learners across 6 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 81.55% were degree-seeking learners
- **Previous Education and Early Childhood Experience (100 respondents)**
 - 35% have some college credit degree but no degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	16% (16)
Some college credit	35% (35)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	16% (16)
Associate's degree	22% (22)
Bachelor's degree	8% (8)
Master's degree	3% (3)
Doctoral degree	0%
Total	100% (100)

- 25% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	15% (15)
I have worked in the early childhood field for less than one year.	15% (15)
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.	25% (25)
I have worked in the early childhood field for 8-10 years.	6% (6)
I have worked in the early childhood field for 10 or more years.	17% (17)
Total	100% (100)

- **Perceptions on Professional Growth and Development** (100 respondents)
 - 90% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 86% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional
- **The Learning Experience** (100 respondents)
 - 87% agreed/strongly agreed that the instructions for this competency were clear
 - 72% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	1% (1)
1-4 hours	38% (38)
5-10 hours	33% (33)
10-15 hours	12% (12)
15-20 hours	10% (10)
Over 20 hours	6% (6)
Total	100% (100)

- **Overall Satisfaction**
 - 89% of learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- **Sample Size and Faculty Workload**
 - 4 faculty members participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 75% 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 75% agreed/strongly agreed that 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 that 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)**
 - 76.47% of learners achieved the competency in one attempt, while 14.71% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	26	76.47%
Number of learners who achieved the competency in two attempts:	5	14.71%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	3	8.82%
Total	34	100%

- 100% of faculty members agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers
- 66.67% provided ongoing feedback to learners throughout this module, while 33.33% (1 respondent) provided feedback by other means.
- **Overall Satisfaction (3 respondents)**
 - 66.67% of faculty members were satisfied/very satisfied with the content and assessment in the module

FCR 2: Demonstrates behavior that reflects confidentiality and awareness of the unique role of providing services to infants and toddlers and their families

Learner Results

- **Learner Information and Sample Size**
 - 62 learners across 5 institutions participated in this survey.
 - 77.42% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 27.42% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	11.29% (7)
Some college credit	37.1% (23)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	19.35% (12)
Associate's degree	27.42% (17)
Bachelor's degree	4.84% (3)
Master's degree	0%
Doctoral degree	0%
Total	100% (62)

- 27.42% 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.	12.9% (8)
I have worked in the early childhood field for less than one year.	11.29% (7)
I have worked in the early childhood field for 1-3 years.	27.42% (17)
I have worked in the early childhood field for 4-7 years.	25.81% (16)
I have worked in the early childhood field for 8-10 years.	8.06% (5)
I have worked in the early childhood field for 10 or more years.	14.52% (9)
Total	100% (100)

- **Perceptions on Professional Growth and Development**

- 91.93% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 90.32% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 91.93% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional

- **The Learning Experience**

- 90.32% agreed/strongly agreed that the instructions for this competency were clear
- 79.04% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	41.94% (26)
5-10 hours	37.1% (23)
10-15 hours	9.68% (6)
15-20 hours	8.06% (5)
Over 20 hours	3.23% (2)
Total	100% (31)

- **Overall Satisfaction**

- 91.93% of learners were satisfied/very satisfied with the content and assessment.

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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed that 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 that 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**
 - 94.59% of learners achieved the competency in one attempt, while the remaining 5.41% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	35	94.59%
Number of learners who achieved the competency in two attempts:	2	5.41%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	31	100%

- 100% of faculty members agreed that this competency helps prepare learners to be early childhood teachers
- 33.33% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback at the end of the module. The remaining 33.34% provided feedback through other means.
- **Overall Satisfaction (3 respondents)**
 - 100% of faculty members were satisfied with the content and assessment in the module

FCR 3: Engages in interactions and demonstrates practice with children, families, and practitioners reflective of a strength-based, family-centered, relationship-based approach

Learner Results

- **Learner Information and Sample Size**
 - 71 learners across 4 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 78.87% were degree-seeking learners
- **Previous Education and Early Childhood Experience (70 respondents)**
 - 35.71% have an Associate’s degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	14.29% (10)
Some college credit	21.43% (15)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	15.71% (11)
Associate's degree	35.71% (25)
Bachelor’s degree	11.43% (8)
Master’s degree	1.43% (1)
Doctoral degree	0%
Total	100% (70)

- 25.71% 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.	7.14% (5)
I have worked in the early childhood field for less than one year.	18.57% (13)
I have worked in the early childhood field for 1-3 years.	25.71% (18)
I have worked in the early childhood field for 4-7 years.	22.86% (16)
I have worked in the early childhood field for 8-10 years.	7.14% (5)
I have worked in the early childhood field for 10 or more years.	18.57% (13)
Total	100% (70)

- **Perceptions on Professional Growth and Development** (70 respondents)

- 88.57% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 88.57% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 90% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional

- **The Learning Experience** (70 respondents)

- 88.57% agreed/strongly agreed that the instructions for this competency were clear
- 62.86% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	1.43% (1)
1-4 hours	31.43% (22)
5-10 hours	30% (21)
10-15 hours	18.57% (13)
15-20 hours	12.86% (9)
Over 20 hours	5.71% (4)
Total	100% (70)

- **Overall Satisfaction**

- 90% of learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- **Sample Size and Faculty Workload**

- 4 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 75% agreed that 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 that 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**
 - 82.05% of learners achieved the competency in one attempt, while 15.38% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	32	82.05%
Number of learners who achieved the competency in two attempts:	6	15.38%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	1	2.56%
Number of learners who did not achieve the competency:	0	0%
Total	39%	100%

- 100% of faculty members agreed/strongly agreed that 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**
 - 100% of faculty members were satisfied with the content and assessment in the module

FCR 4: Collaborates with families to nurture healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts

Learner Results

- **Learner Information and Sample Size**
 - 44 learners across 6 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 75% were degree-seeking learners
- **Previous Education and Early Childhood Experience (43 respondents)**
 - 37.21% have an Associate’s degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	9.30% (4)
Some college credit	32.56% (14)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	6.98% (3)
Associate's degree	37.21% (16)
Bachelor’s degree	6.98% (3)
Master’s degree	6.98% (3)
Doctoral degree	0%
Total	100% (43)

- 27.91% 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.	9.30% (4)
I have worked in the early childhood field for less than one year.	16.28% (7)
I have worked in the early childhood field for 1-3 years.	27.91% (12)
I have worked in the early childhood field for 4-7 years.	20.93% (9)
I have worked in the early childhood field for 8-10 years.	11.63% (5)
I have worked in the early childhood field for 10 or more years.	13.95% (6)
Total	100% (43)

- **Perceptions on Professional Growth and Development** (43 respondents)

- 90.7% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 88.37% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 88.37% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional

- **The Learning Experience** (43 respondents)

- 90.7% agreed/strongly agreed that the instructions for this competency were clear
- 69.77% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	2.33% (1)
1-4 hours	32.56% (14)
5-10 hours	34.88% (15)
10-15 hours	13.95% (6)
15-20 hours	6.98% (3)
Over 20 hours	9.30% (4)
Total	100% (43)

- **Overall Satisfaction**

- 88.38% of learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- **Sample Size and Faculty Workload**

- 5 faculty members participated in this survey. Not all questions were answered by each survey respondent, 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**

- 80% agreed/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed/strongly agreed that 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 that 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** (4 respondents)
 - 72.09% of learners achieved the competency in one attempt, while 16.28% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	31	72.09%
Number of learners who achieved the competency in two attempts:	6	13.95%
Number of learners who achieved the competency in three attempts:	1	2.33%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	5	11.63%
Total	43	100%

- 100% of faculty members agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers
- 75% provided ongoing feedback to learners throughout this module, while 25% provided feedback through other means
- **Overall Satisfaction** (4 respondents)
 - 100% of faculty members were satisfied/very satisfied with the content and assessment in the module

FCR 5: Employs a developmental approach to understanding and collaborating with families of infants and toddlers

Learner Results

- **Learner Information and Sample Size**
 - 17 learners across 3 institutions participated in this survey.
 - 100% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 58.82% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	35.29% (6)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	0%
Associate's degree	58.82% (10)
Bachelor's degree	0%
Master's degree	5.88% (1)
Doctoral degree	0%
Total	100% (17)

- 35.29% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	11.76% (2)
I have worked in the early childhood field for less than one year.	11.76% (2)
I have worked in the early childhood field for 1-3 years.	17.65% (3)
I have worked in the early childhood field for 4-7 years.	35.29% (6)
I have worked in the early childhood field for 8-10 years.	11.76% (2)
I have worked in the early childhood field for 10 or more years.	11.76% (2)
Total	100% (17)

- **Perceptions on Professional Growth and Development**

- 100% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 100% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 100% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 94.11% agreed/strongly agreed that the instructions for this competency were clear
- 52.94% reported spending more than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	29.41% (5)
5-10 hours	17.65% (3)
10-15 hours	23.53% (4)
15-20 hours	11.76% (2)
Over 20 hours	17.65% (3)
Total	100% (17)

- **Overall Satisfaction**

- 100% of learners 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 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- The faculty member agreed that 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 that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- The faculty member made adjustments to the rubric
- **Learner Preparedness**
 - 87.50% of learners achieved the competency in one attempt, while the remaining 12.50% (2 learners) did not achieve the competency

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	14	87.50%
Number of learners who achieved the competency in two attempts:	0	0%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	2	12.50%
Total	16	100%

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

FCR 6: Plans and implements collaborative learning opportunities in partnership with families that are supportive of the healthy development, learning, mental health and well-being of infants and toddlers

Learner Results

- **Learner Information and Sample Size**
 - 38 learners across 2 institutions participated in this survey.
 - 78.95% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 57.89% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	7.89% (3)
Some college credit	15.79% (6)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	2.63% (1)
Associate's degree	57.89% (22)
Bachelor's degree	13.16% (5)
Master's degree	2.63% (1)
Doctoral degree	0%
Total	100% (38)

- 28.95% have worked in the early childhood field for 10 or more years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	2.63% (1)
I have worked in the early childhood field for less than one year.	23.68% (9)
I have worked in the early childhood field for 1-3 years.	15.79% (6)
I have worked in the early childhood field for 4-7 years.	15.79% (6)
I have worked in the early childhood field for 8-10 years.	13.16% (5)
I have worked in the early childhood field for 10 or more years.	28.95% (11)
Total	100% (38)

- **Perceptions on Professional Growth and Development**

- 89.47% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 86.84% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 84.21% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 84.21% agreed/strongly agreed that the instructions for this competency were clear
- 71.05% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	31.58% (12)
5-10 hours	39.47% (15)
10-15 hours	10.53% (4)
15-20 hours	5.26% (2)
Over 20 hours	13.16% (5)
Total	100% (38)

- **Overall Satisfaction**

- 81.58% of learners 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 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 disagreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- The faculty member agreed that 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 that 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**
 - 80% of learners achieved the competency in one attempt, while the remaining 20% (2 respondents) did not achieve the competency

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	8	80%
Number of learners who achieved the competency in two attempts:	0	0%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	2	20%
Total	10	100%

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

FCR 7: Designs and advocates for program policies and practices that support a collaborative team approach, with families as essential partners, in supporting the healthy development, learning, mental health, and well-being of infants and toddlers

Learner Results

- **Learner Information and Sample Size**
 - 13 learners across 2 institutions participated in this survey
 - 76.92% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 84.62% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	0%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	0%
Associate's degree	84.62% (11)
Bachelor's degree	15.38% (2)
Master's degree	0%
Doctoral degree	0%
Total	100% (13)

- 46.15% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	0%
I have worked in the early childhood field for less than one year.	15.38% (2)
I have worked in the early childhood field for 1-3 years.	0%
I have worked in the early childhood field for 4-7 years.	46.15% (6)
I have worked in the early childhood field for 8-10 years.	23.08% (3)
I have worked in the early childhood field for 10 or more years.	15.38% (2)
Total	100% (38)

- **Perceptions on Professional Growth and Development**

- 92.31% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 69.23% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 76.93% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 76.93% agreed/strongly agreed that the instructions for this competency were clear
- 53.84% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	15.38% (2)
5-10 hours	38.46% (5)
10-15 hours	7.69% (1)
15-20 hours	15.38% (2)
Over 20 hours	23.08% (3)
Total	100% (13)

- **Overall Satisfaction**

- 61.53% of 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 agreed that 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- Both agreed that 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 agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- Both followed the rubric strictly and did not make adjustments
- **Learner Preparedness**
 - 88.89% of learners achieved the competency in one attempt, while the remaining 11.11% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	16	88.89%
Number of learners who achieved the competency in two attempts:	2	11.11%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	18	100%

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

FCR 8: Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy

Learner Results

No learners responded to this survey

Faculty Results

No learners responded to this survey

Health, Safety, and Wellbeing

There are 7 competencies in this section. Between 7 and 68 learners submitted surveys for all 7 of the modules. Across these 7 modules, 85% or more agreed that the competency contributed to their growth and development. In addition, learner satisfaction was 85% or higher across all 7 modules. Below is a composite learner summary of each HSW module for which survey data was reported. Following the composite is an individual summary of learner and faculty survey results by competency module for all HSW competencies.

Learner Survey Composite

Family & Community Relationships (FCR)	% of learners working 1 or more years 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
HSW 1	71.65%	97.02%	100%	94.03%
HSW 2	70.90%	96.37%	100%	98.18%
HSW 3	45.00%	95.00%	26.42%	95.00%
HSW 4	57.45%	91.49%	37.25%	91.49%
HSW 5	66.68%	88.10%	82.61%	88.10%
HSW 6	25.00%	87.50%	No data	87.50%
HSW 7	28.58%	85.71%	No data	85.71%

HSW 1: Identifies infant and toddler mental health, nutritional, and safety concerns

Learner Results

- **Learner Information and Sample Size**
 - 68 learners across 4 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 76.47% were degree-seeking learners
- **Previous Education and Early Childhood Experience (67 respondents)**
 - 29.85% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	25.37% (17)
Some college credit	26.87% (18)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	11.94% (8)
Associate's degree	29.85% (20)
Bachelor's degree	5.97% (4)
Master's degree	0%
Doctoral degree	0%
Total	100% (67)

- 28.36% 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.	13.43% (9)
I have worked in the early childhood field for less than one year.	14.93% (10)
I have worked in the early childhood field for 1-3 years.	28.36% (19)
I have worked in the early childhood field for 4-7 years.	20.90% (14)
I have worked in the early childhood field for 8-10 years.	5.97% (4)
I have worked in the early childhood field for 10 or more years.	16.42% (11)
Total	100% (67)

- **Perceptions on Professional Growth and Development** (67 respondents)

- 91.04% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 92.53% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 97.02% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional

- **The Learning Experience** (67 respondents)

- 91.05% agreed/strongly agreed that the instructions for this competency were clear
- 64.18% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	5.97% (4)
1-4 hours	29.85% (20)
5-10 hours	28.36% (19)
10-15 hours	13.43% (9)
15-20 hours	13.43% (9)
Over 20 hours	8.96% (6)
Total	100% (67)

- **Overall Satisfaction** (67 respondents)

- 94.03% of learners were satisfied/very satisfied with the content and assessment

Faculty Results

- **Sample Size and Faculty Workload**

- 2 faculty members participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- Both agreed that 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- Both agreed that 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 agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- Both followed the rubric strictly and did not make adjustments
- **Learner Preparedness** (1 respondent)
 - 100% (13 learners) achieved the competency in one attempt

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	13	100%
Number of learners who achieved the competency in two attempts:	0	0%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	13	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** (1 respondent)
 - The faculty member was satisfied with the content and assessment in the module

HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants and toddlers during caregiving routines

Learner Results

- **Learner Information and Sample Size**
 - 57 learners across 3 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 80.70% were degree-seeking learners
- **Previous Education and Early Childhood Experience** (55 respondents)
 - 32.73% have some college credit

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	18.18% (10)
Some college credit	32.73% (18)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	14.55% (8)
Associate's degree	27.27% (15)
Bachelor's degree	7.27% (4)
Master's degree	0
Doctoral degree	0
Total	100% (55)

- 27.27% 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.	14.55% (8)
I have worked in the early childhood field for less than one year.	14.55% (8)
I have worked in the early childhood field for 1-3 years.	27.27% (15)
I have worked in the early childhood field for 4-7 years.	16.36% (9)
I have worked in the early childhood field for 8-10 years.	7.27% (4)
I have worked in the early childhood field for 10 or more years.	20.00% (11)
Total	100% (55)

- **Perceptions on Professional Growth and Development** (55 respondents)

- 98.19% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 96.36% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 96.37% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional

- **The Learning Experience** (55 respondents)

- 98.18% agreed/strongly agreed that the instructions for this competency were clear
- 63.63% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	5.45% (3)
1-4 hours	32.73% (18)
5-10 hours	25.45% (14)
10-15 hours	21.82% (12)
15-20 hours	9.09% (5)
Over 20 hours	5.45% (3)
Total	100% (55)

- **Overall Satisfaction** (55 respondents)

- 98.18% of learners 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 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- The faculty member agreed that 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 that 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

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	13	100%
Number of learners who achieved the competency in two attempts:	0	0%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	13	100%

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

HSW 3: Creates safe and appropriate eating environments (nutrition, interactions) that support healthy development, learning, mental health, and well-being

Learner Results

- **Learner Information and Sample Size**
 - 20 learners across 2 institutions participated in this survey.
 - 80% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 40% have some college credit but no credential or degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	5% (1)
Some college credit	40% (8)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	15% (3)
Associate's degree	30% (6)
Bachelor's degree	10% (2)
Master's degree	0%
Doctoral degree	0%
Total	100% (20)

- 35% have never worked in the early childhood field

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	35% (7)
I have worked in the early childhood field for less than one year.	20% (4)
I have worked in the early childhood field for 1-3 years.	25% (5)
I have worked in the early childhood field for 4-7 years.	10% (2)
I have worked in the early childhood field for 8-10 years.	0%
I have worked in the early childhood field for 10 or more years.	10% (2)
Total	100% (20)

- **Perceptions on Professional Growth and Development**

- 95% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 90% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 95% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional

- **The Learning Experience**

- 85% agreed/strongly agreed that the instructions for this competency were clear
- 90% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	15% (3)
1-4 hours	45% (9)
5-10 hours	30% (6)
10-15 hours	5% (1)
15-20 hours	0%
Over 20 hours	5% (1)
Total	100% (20)

- **Overall Satisfaction**

- 95% of learners were satisfied/very satisfied with the content and assessment.

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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed/strongly agreed that 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 that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- 66.67% (2 respondents) followed the rubric strictly and did not make adjustments
- **Learner Preparedness**
 - 26.42% of learners achieved the competency in one attempt, while 47.17% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	14	26.42%
Number of learners who achieved the competency in two attempts:	13	24.53%
Number of learners who achieved the competency in three attempts:	12	22.64%
Number of learners who achieved the competency in four or more attempts:	9	16.98%
Number of learners who did not achieve the competency:	5	9.43%
Total	53	100%

- 100% of faculty members agreed/strongly agreed that 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% of faculty members were satisfied/very satisfied with the content and assessment in the module

HSW 4: Develops safe indoor and outdoor play environments for infants and toddlers

Learner Results

- **Learner Information and Sample Size**
 - 47 learners across 3 institutions participated in this survey
 - 72.34% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 34.04% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	8.51% (4)
Some college credit	31.91% (15)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	10.64% (5)
Associate's degree	34.04% (16)
Bachelor's degree	10.64% (5)
Master's degree	4.26% (2)
Doctoral degree	0%
Total	100% (47)

- 42.55% have either never worked in the early childhood field or have worked in the field for less than one year

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	17.02% (8)
I have worked in the early childhood field for less than one year.	25.53% (12)
I have worked in the early childhood field for 1-3 years.	12.77% (6)
I have worked in the early childhood field for 4-7 years.	10.64% (5)
I have worked in the early childhood field for 8-10 years.	14.89% (7)
I have worked in the early childhood field for 10 or more years.	19.15% (9)
Total	100% (47)

- **Perceptions on Professional Growth and Development**

- 93.62% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 87.24% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
- 91.49% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional

- **The Learning Experience**

- 91.49% agreed/strongly agreed that the instructions for this competency were clear
- 85.10% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	8.51% (4)
1-4 hours	44.68% (21)
5-10 hours	31.91% (15)
10-15 hours	6.38% (3)
15-20 hours	4.26% (2)
Over 20 hours	4.26% (2)
Total	100% (47)

- **Overall Satisfaction**

- 91.49% of learners were satisfied/very satisfied with the content and assessment

Faculty Results

- **Sample Size and Faculty Workload**

- 3 faculty members participated in this survey.
- 66.67% 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed/strongly agreed that 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 that 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**
 - 37.25% of learners achieved the competency in one attempt, while 35.29% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	19	37.25%
Number of learners who achieved the competency in two attempts:	9	17.65%
Number of learners who achieved the competency in three attempts:	9	17.65%
Number of learners who achieved the competency in four or more attempts:	9	17.65%
Number of learners who did not achieve the competency:	5	9.80%
Total	51	100%

- 66.67% of faculty members 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**
 - 66.67% of faculty members were satisfied/very satisfied with the content and assessment in the module. 1 faculty member (33.33%) was dissatisfied.

HSW 5: Identifies, utilizes, and supports family access to and engagement with health, nutrition, and safety information to support the healthy development and learning of young children prenatal to age three

Learner Results

- **Learner Information and Sample Size**
 - 43 learners across 4 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 76.74% were degree-seeking learners
- **Previous Education and Early Childhood Experience (42 respondents)**
 - 45.24% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	9.52% (4)
Some college credit	23.81% (10)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	7.14% (3)
Associate's degree	45.24% (19)
Bachelor's degree	11.90% (5)
Master's degree	2.38% (1)
Doctoral degree	0%
Total	100% (42)

- 38.10% have worked in the early childhood field for 8 years or more

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	16.67% (7)
I have worked in the early childhood field for less than one year.	16.67% (7)
I have worked in the early childhood field for 1-3 years.	14.29% (6)
I have worked in the early childhood field for 4-7 years.	14.29% (6)
I have worked in the early childhood field for 8-10 years.	19.05% (8)
I have worked in the early childhood field for 10 or more years.	19.05% (8)
Total	100% (42)

- **Perceptions on Professional Growth and Development** (42 respondents)
 - 92.86% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 83.34% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment
 - 88.10% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional
- **The Learning Experience** (42 respondents)
 - 90.48% agreed/strongly agreed that the instructions for this competency were clear
 - 73.81% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	4.76% (2)
1-4 hours	38.10% (16)
5-10 hours	30.95% (13)
10-15 hours	14.29% (6)
15-20 hours	4.76% (2)
Over 20 hours	7.14% (3)
Total	100% (42)

- **Overall Satisfaction** (42 respondents)
 - 88.10% of 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 agreed that 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - Both agreed that 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 agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- Both followed the rubric strictly and did not make adjustments
- **Learner Preparedness**
 - 82.61% of learners achieved the competency in one attempt, while the remaining 17.39% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	19	82.61%
Number of learners who achieved the competency in two attempts:	4	17.39%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	23	100%

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

HSW 6: Identifies environmental challenges and advances strategies, in partnership with families, to support positive outcomes related to the health, safety, and well-being of infants and toddlers within their familial and community environment

Learner Results

- **Learner Information and Sample Size**
 - 8 learners from 1 institution participated in this survey.
 - 75% (6 learners) were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 62.50% have some college credit but no credential or degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	62.50% (5)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	12.50% (1)
Associate's degree	12.50% (1)
Bachelor's degree	12.50% (1)
Master's degree	0%
Doctoral degree	0%
Total	100% (8)

- 50% (4 respondents) have never worked in the early childhood field

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	50% (4)
I have worked in the early childhood field for less than one year.	25% (2)
I have worked in the early childhood field for 1-3 years.	12.50% (1)
I have worked in the early childhood field for 4-7 years.	0%
I have worked in the early childhood field for 8-10 years.	0%
I have worked in the early childhood field for 10 or more years.	12.50% (1)
Total	100% (8)

- **Perceptions on Professional Growth and Development**

- 87.5% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 87.5% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 87.5% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 75% agreed/strongly agreed that the instructions for this competency were clear, while 25% (2 respondents) disagreed
- 75% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	37.5% (3)
5-10 hours	37.5% (3)
10-15 hours	12.5% (1)
15-20 hours	0%
Over 20 hours	12.5% (1)
Total	100% (8)

- **Overall Satisfaction**

- 87.5% of learners were satisfied/very satisfied with the content and assessment.
1 learner (12.5%) was dissatisfied.

Faculty Results

No faculty members responded to this survey

HSW 7: Utilizes communication and collaboration skills to partner with and support families and practitioners in understanding and applying evidence-based practices that promote infant and toddler health, safety, and well-being

Learner Results

- **Learner Information and Sample Size**
 - 7 learners from 1 institution participated in this survey.
 - 71.43% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 57.14% have some college credit but no credential or degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	57.14% (4)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	14.29% (1)
Associate's degree	14.29% (1)
Bachelor's degree	14.29% (1)
Master's degree	0%
Doctoral degree	0%
Total	100% (7)

- 42.86% have never worked in the early childhood field

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	42.86% (3)
I have worked in the early childhood field for less than one year.	28.57% (2)
I have worked in the early childhood field for 1-3 years.	14.29% (1)
I have worked in the early childhood field for 4-7 years.	0%
I have worked in the early childhood field for 8-10 years.	0%
I have worked in the early childhood field for 10 or more years.	14.29% (1)
Total	100% (7)

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

- 71.43% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	42.86% (3)
5-10 hours	28.57% (2)
10-15 hours	14.29% (1)
15-20 hours	0%
Over 20 hours	14.29% (1)
Total	100% (7)

- **Overall Satisfaction**

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

Faculty Results

No faculty members responded to this survey

Human Growth & Development

There are 8 competencies in this section. Between 8 and 167 learners submitted surveys for 7 of the 8 modules. Across 6 of these modules, 85% or more agreed that the competency contributed to their growth and development. In addition, learner satisfaction was 85% or higher across 6 of the 7 modules for which survey data was reported. Below is a composite learner summary of each HGD module. Following the composite is an individual summary of learner and faculty survey results by competency module for all HGD competencies.

(Note: at least one learner in HGD 4 received and responded to the faculty survey by mistake. It is recommended that new faculty and student surveys be submitted for HGD 4 since some of the learners and possibly some of the faculty responded to the wrong survey. It is also possible the same issue arose with HGD 5, but no learners self-reported receiving the wrong survey.)

Learner Survey Composite

Family & Community Relationships (FCR)	% of learners working 1 or more years 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	49.68%	95.54%	83.78%	95.54%
HGD 2	58.40%	98.40%	93.55%	96.80%
HGD 3	70.32%	95.31%	95.83%	92.19%
HGD 4	71.43%	85.71%	44.12%	85.71%
HGD 5	71.43%	95.24%	49.52%	90.48%
HGD 6	80.01%	100%	50.00%	96.67%
HGD 7	75.55%	75.56%	83.33%	66.67%
HGD 8	No data	No data	No data	No data

HGD 1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant and toddler knowledge, capabilities, and behaviors

Learner Results

- **Learner Information and Sample Size**

- 167 learners across 5 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- 86.75% were degree-seeking learners (166 respondents)

- **Previous Education and Early Childhood Experience (157 respondents)**

- 37.58% have only a high school degree or the equivalent

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	37.58% (59)
Some college credit	33.12% (52)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	7.64% (12)
Associate's degree	13.38% (21)
Bachelor's degree	5.73% (9)
Master's degree	2.55% (4)
Doctoral degree	0%
Total	100% (157)

- 36.31% have never worked in the early childhood field

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	36.31% (57)
I have worked in the early childhood field for less than one year.	14.01% (22)
I have worked in the early childhood field for 1-3 years.	28.03% (44)
I have worked in the early childhood field for 4-7 years.	8.28% (13)
I have worked in the early childhood field for 8-10 years.	3.18% (5)
I have worked in the early childhood field for 10 or more years.	10.19% (16)
Total	100% (157)

- **Perceptions on Professional Growth and Development (157 respondents)**

- 95.54% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 92.99% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 95.54% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience (157 respondents)**

- 92.36% agreed/strongly agreed that the instructions for this competency were clear

- 63.69% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	5.10% (8)
1-4 hours	32.48% (51)
5-10 hours	26.11% (41)
10-15 hours	15.92% (25)
15-20 hours	10.83% (17)
Over 20 hours	9.55% (15)
Total	100% (157)

- **Overall Satisfaction** (157 respondents)

- 95.54% of 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 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**

- Both faculty members agreed/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- Both agreed/strongly agreed that 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 agreed/strongly agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- Both followed the rubric strictly and did not make adjustments

- **Learner Preparedness**

- 83.78% of learners achieved the competency in one attempt, while 13.51% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	31	83.78%
Number of learners who achieved the competency in two attempts:	4	10.81%
Number of learners who achieved the competency in three attempts:	1	2.70%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	1	2.70%
Total	37	100%

- Both faculty members strongly agreed that this competency helps prepare learners to be early childhood teachers
- Both provided ongoing feedback to learners throughout this module

- **Overall Satisfaction**

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

HGD 2: Describes ways that attachment, development, and learning prenatal to age three are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration)

Learner Results

- **Learner Information and Sample Size**

- 129 learners across 5 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- 82.03% were non-degree seeking learners (128 respondents)

- **Previous Education and Early Childhood Experience (125 respondents)**

- 32.80% have some college credit but no credential or degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	29.60% (37)
Some college credit	32.80% (41)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	9.60% (12)
Associate's degree	18.40% (23)
Bachelor's degree	6.40% (8)
Master's degree	3.20% (4)
Doctoral degree	0%
Total	100% (125)

- 27.20% 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.	17.60% (22)
I have worked in the early childhood field for less than one year.	24.00% (30)
I have worked in the early childhood field for 1-3 years.	27.20% (34)
I have worked in the early childhood field for 4-7 years.	11.20% (14)
I have worked in the early childhood field for 8-10 years.	7.20% (9)
I have worked in the early childhood field for 10 or more years.	12.80% (16)
Total	100% (125)

- **Perceptions on Professional Growth and Development (125 respondents)**

- 96.8% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 95.2% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 98.4% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience (125 respondents)**

- 94.4% agreed/strongly agreed that the instructions for this competency were clear

- 67.2% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	4.80% (6)
1-4 hours	32.80% (41)
5-10 hours	29.60% (37)
10-15 hours	18.40% (23)
15-20 hours	7.20% (9)
Over 20 hours	7.20% (9)
Total	100% (125)

- **Overall Satisfaction** (125 respondents)
 - 96.8% of learners were satisfied/very satisfied with the content and assessment

Faculty Results

- **Sample Size and Faculty Workload**
 - 3 faculty members participated in this survey. Not all questions were answered by each survey respondent, 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/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed that 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 that 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)
 - 93.55% of learners achieved the competency in one attempt, while the remaining 6.45% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	29	93.55%
Number of learners who achieved the competency in two attempts:	2	6.45%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	31	100%

- Both faculty members agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers
- 1 faculty member provided ongoing feedback to learners throughout this module, while 1 faculty member provided feedback at the end of the module
- **Overall Satisfaction** (2 respondents)
 - Both faculty members were satisfied with the content and assessment in the module

HGD 3: Describes individual differences in infants' and toddlers' interactions with and responses to the physical and social world

Learner Results

- **Learner Information and Sample Size**

- 64 learners across 5 institutions participated in this survey.
- 79.69% (51 learners) were degree-seeking learners

- **Previous Education and Early Childhood Experience**

- 26.56% have some college credit but no credential or degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	21.88% (14)
Some college credit	26.56% (17)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	18.75% (12)
Associate's degree	25.00% (16)
Bachelor's degree	7.81% (5)
Master's degree	0%
Doctoral degree	0%
Total	100% (64)

- 29.69% 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.	17.19% (11)
I have worked in the early childhood field for less than one year.	12.50% (8)
I have worked in the early childhood field for 1-3 years.	29.69% (19)
I have worked in the early childhood field for 4-7 years.	15.63% (10)
I have worked in the early childhood field for 8-10 years.	6.25% (4)
I have worked in the early childhood field for 10 or more years.	18.75% (12)
Total	100% (64)

- **Perceptions on Professional Growth and Development**

- 90.62% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 92.19% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 95.31% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 82.82% agreed/strongly agreed that the instructions for this competency were clear

- 81.26% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	3.13% (2)
1-4 hours	35.94% (23)
5-10 hours	42.19% (27)
10-15 hours	7.81% (5)
15-20 hours	6.25% (4)
Over 20 hours	4.69% (3)
Total	100% (64)

- **Overall Satisfaction**

- 92.19% of 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 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**

- Both faculty members agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- Both agreed that 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 agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- Both followed the rubric strictly and did not make adjustments

- **Learner Preparedness**

- 95.83% of learners achieved the competency in one attempt, while the remaining 4.17% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	23	95.83%
Number of learners who achieved the competency in two attempts:	1	4.17%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	24	100%

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

- **Overall Satisfaction**

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

HGD 4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal to age 3

Learner Results

- **Learner Information and Sample Size**

- 8 learners across 2 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- 62.50% (5 learners) were degree-seeking learners

- **Previous Education and Early Childhood Experience (7 respondents)**

- 42.86% have some college credit but no credential or degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	42.86% (3)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	28.57% (2)
Associate's degree	28.57% (2)
Bachelor's degree	0%
Master's degree	0%
Doctoral degree	0%
Total	100% (7)

- 42.86% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	0%
I have worked in the early childhood field for less than one year.	28.57% (2)
I have worked in the early childhood field for 1-3 years.	28.57% (2)
I have worked in the early childhood field for 4-7 years.	42.86% (3)
I have worked in the early childhood field for 8-10 years.	0%
I have worked in the early childhood field for 10 or more years.	0%
Total	100% (7)

- **Perceptions on Professional Growth and Development (7 respondents)**

- 85.71% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment. 1 learner (14.29%) disagreed.
- 85.71% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment. 1 learner (14.29%) disagreed.
- 85.71% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional. 1 learner (14.29%) strongly disagreed.

- **The Learning Experience** (7 respondents)

- 100% agreed/strongly agreed that the instructions for this competency were clear
- 71.43% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	42.86% (3)
5-10 hours	28.57% (2)
10-15 hours	28.57% (2)
15-20 hours	0%
Over 20 hours	0%
Total	100% (7)

- **Overall Satisfaction** (7 respondents)

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

Faculty Results

- **Sample Size and Faculty Workload**

- 9 faculty members participated in this survey. Not all questions were answered by each survey respondent, 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/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed/strongly agreed that 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 that 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. 1 faculty member (11.11%) made some adjustments.

- **Learner Preparedness**

- 44.12% of learners achieved the competency in one attempt, while 32.35% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	30	44.12%
Number of learners who achieved the competency in two attempts:	9	13.24%
Number of learners who achieved the competency in three attempts:	13	19.12%
Number of learners who achieved the competency in four or more attempts:	6	8.82%
Number of learners who did not achieve the competency:	10	14.71%
Total	68	100%

- 100% of faculty members 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 33.33% provided feedback at the end of the module. The other 33.34% provided feedback through other means.
- **Overall Satisfaction** (6 respondents)
 - 100% of faculty members were satisfied/very satisfied with the content and assessment in the module

HGD 5: Explains interrelationship between unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being

Learner Results

- **Learner Information and Sample Size**
 - 43 learners across 3 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 59.52% were degree-seeking learners (42 respondents)
- **Previous Education and Early Childhood Experience** (42 respondents)
 - 33.33% have a high school degree or equivalent but no additional education

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	33.33% (14)
Some college credit	28.57% (12)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	7.14% (3)
Associate's degree	14.29% (6)
Bachelor's degree	11.90% (5)
Master's degree	4.76% (2)
Doctoral degree	0%
Total	100% (42)

- 26.19% 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.	4.76% (2)
I have worked in the early childhood field for less than one year.	23.81% (10)
I have worked in the early childhood field for 1-3 years.	26.19% (11)
I have worked in the early childhood field for 4-7 years.	16.67% (7)
I have worked in the early childhood field for 8-10 years.	9.52% (4)
I have worked in the early childhood field for 10 or more years.	19.05% (8)
Total	100% (42)

- **Perceptions on Professional Growth and Development** (42 respondents)
 - 88.09% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 88.09% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 95.24% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.
- **The Learning Experience** (42 respondents)
 - 78.57% agreed/strongly agreed that the instructions for this competency were clear
 - 78.57% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	2.38% (1)
1-4 hours	33.33% (14)
5-10 hours	42.86% (18)
10-15 hours	7.14% (3)
15-20 hours	7.14% (3)
Over 20 hours	7.14% (3)
Total	100% (42)

- **Overall Satisfaction** (42 respondents)
 - 90.48% of learners were satisfied/very satisfied with the content and assessment

Faculty Results

(Note: As with the HGD 4 results, it is possible that one or more learners responded to the HGD 5 faculty survey by mistake, although no student directly reported this.)

- **Sample Size and Faculty Workload**
 - 9 faculty members participated in this survey. Not all questions were answered by each survey respondent, 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/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed that 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
 - 88.89% agreed/strongly agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency. 1 faculty member (11.11%) disagreed.
 - 100% followed the rubric strictly and did not make adjustments

- **Learner Preparedness** (8 respondents)

- 49.52% of learners achieved the competency in one attempt, while 25.71% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	52	49.52%
Number of learners who achieved the competency in two attempts:	14	13.33%
Number of learners who achieved the competency in three attempts:	13	12.38%
Number of learners who achieved the competency in four or more attempts:	13	12.38%
Number of learners who did not achieve the competency:	13	12.38%
Total	105	100%

- 100% of faculty members agreed/strongly agreed that 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** (8 respondents)

- 100% of faculty members were satisfied/very satisfied with the content and assessment in the module

HGD 6: Analyzes infant and toddler interactions with the physical and social world and implements responsive, supportive practices that nurture young children’s development, learning, mental health, and well-being

Learner Results

- **Learner Information and Sample Size**

- 33 learners across 2 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- 65.63% were degree-seeking learners (32 respondents)

- **Previous Education and Early Childhood Experience** (30 respondents)

- 40% have an Associate’s degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	13.33% (4)
Some college credit	26.67% (8)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	6.67% (2)
Associate's degree	40.00% (12)
Bachelor's degree	10.00% (3)
Master's degree	3.33% (1)
Doctoral degree	0%
Total	100% (30)

- 30% have worked in the early childhood field for more than 10 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	0%
I have worked in the early childhood field for less than one year.	20% (6)
I have worked in the early childhood field for 1-3 years.	6.67% (2)
I have worked in the early childhood field for 4-7 years.	16.67% (5)
I have worked in the early childhood field for 8-10 years.	26.67% (8)
I have worked in the early childhood field for 10 or more years.	30% (9)
Total	100% (30)

- **Perceptions on Professional Growth and Development** (30 respondents)
 - 100% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 80% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 100% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.
- **The Learning Experience** (30 respondents)
 - 66.67% agreed/strongly agreed that the instructions for this competency were clear
 - 66.67% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	3.33% (1)
1-4 hours	23.33% (7)
5-10 hours	40.00% (12)
10-15 hours	13.33% (4)
15-20 hours	3.33% (1)
Over 20 hours	16.67% (5)
Total	100% (30)

- **Overall Satisfaction** (30 respondents)
 - 96.67% of learners were satisfied/very satisfied with the content and assessment. 1 learner (3.33%) was dissatisfied.

Faculty Results

- **Sample Size and Faculty Workload**
 - 1 faculty member participated in this survey.
 - The faculty member disagreed 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed that 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 that 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**
 - 50% of learners achieved the competency in one attempt, while 37.5% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	8	50%
Number of learners who achieved the competency in two attempts:	4	25%
Number of learners who achieved the competency in three attempts:	2	12.5%
Number of learners who achieved the competency in four or more attempts:	2	12.5%
Number of learners who did not achieve the competency:	0	0%
Total	16	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 dissatisfied with the content and assessment in the module

HGD 7: Identifies biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and how these conditions relate to Illinois's definitions of eligibility for early intervention and the need for special services

Learner Results

- **Learner Information and Sample Size**
 - 48 learners across 2 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 93.62% were degree-seeking learners (47 respondents)
- **Previous Education and Early Childhood Experience (45 respondents)**
 - 77.78% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	11.11% (5)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	2.22% (1)
Associate's degree	77.78% (35)
Bachelor's degree	8.89% (4)
Master's degree	0%
Doctoral degree	0%
Total	100% (45)

- 33.33% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	4.44% (2)
I have worked in the early childhood field for less than one year.	20.00% (9)
I have worked in the early childhood field for 1-3 years.	22.22% (10)
I have worked in the early childhood field for 4-7 years.	33.33% (15)
I have worked in the early childhood field for 8-10 years.	6.67% (3)
I have worked in the early childhood field for 10 or more years.	13.33% (6)
Total	100% (45)

- **Perceptions on Professional Growth and Development** (45 respondents)
 - 91.11% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 86.67% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 75.56% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.
- **The Learning Experience** (45 respondents)
 - 80% agreed/strongly agreed that the instructions for this competency were clear
 - 51.11% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	2.22% (1)
1-4 hours	15.56% (7)
5-10 hours	33.33% (15)
10-15 hours	22.22% (10)
15-20 hours	8.89% (4)
Over 20 hours	17.78% (8)
Total	100% (45)

- **Overall Satisfaction** (45 respondents)
 - 66.67% of learners 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 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 that 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 that 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 that 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**

- 83.33% of learners achieved the competency in one attempt, while the remaining 16.67% (1 learner) achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	5	83.33%
Number of learners who achieved the competency in two attempts:	1	16.67%
Number of learners who achieved the competency in three attempts:	0	0
Number of learners who achieved the competency in four or more attempts:	0	0
Number of learners who did not achieve the competency:	0	0
Total	6	100%

- The faculty member agreed that 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**

- The faculty member was very satisfied with the content and assessment in the module

HGD 8: Supports families and practitioners in identifying biological and environmental risk and resilience factors that may impact healthy infant and toddler development, learning, mental health, and well-being

Learner Results

No learners responded to this survey

Faculty Results

No learners responded to this survey

Interactions, Relationships, and Environment

There are 8 competencies in this section. Between 12 and 99 learners submitted surveys for all 8 of the modules. Across all 8 modules, 86% or more agreed that the competency contributed to their growth and development. In addition, learner satisfaction was 82% or higher across 7 of the 8 modules. Below is a composite learner summary of each IRE module. Following the composite is an individual summary of learner and faculty survey results by competency module for all IRE competencies.

Learner Survey Composite

Family & Community Relationships (FCR)	% of learners working 1 or more years 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	68.24%	96.47%	76.19%	98.83%
IRE 2	75.51%	93.87%	68.18%	91.84%
IRE 3	69.39%	94.90%	81.25%	92.86%
IRE 4	71.94%	91.22%	58.82%	82.46%
IRE 5	62.07%	86.21%	77.42%	65.52%
IRE 6	83.34%	91.67%	93.75%	91.67%
IRE 7	83.33%	91.66%	59.26%	83.33%
IRE 8	100%	100%	100%	100%

IRE 1: Identifies the importance of healthy practitioner-parent interactions and relationships in nurturing the development, learning, mental health, and well-being of young children, birth to age three

Learner Results

- **Learner Information and Sample Size**
 - 90 learners across 5 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 79.78% were degree-seeking learners (89 respondents)
- **Previous Education and Early Childhood Experience** (85 respondents)
 - 32.94% have some college credit but no credential or degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	20.00% (17)
Some college credit	32.94% (28)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	16.47% (14)
Associate's degree	18.82% (16)
Bachelor's degree	8.24% (7)
Master's degree	3.53% (3)
Doctoral degree	0%
Total	100% (85)

- 28.24% 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.	18.82% (16)
I have worked in the early childhood field for less than one year.	12.94% (11)
I have worked in the early childhood field for 1-3 years.	28.24% (24)
I have worked in the early childhood field for 4-7 years.	16.47% (14)
I have worked in the early childhood field for 8-10 years.	3.53% (3)
I have worked in the early childhood field for 10 or more years.	20.00% (17)
Total	100% (85)

- **Perceptions on Professional Growth and Development** (85 respondents)

- 96.47% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 95.29% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 96.47% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience** (85 respondents)

- 96.47% agreed/strongly agreed that the instructions for this competency were clear
- 81.18% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	4.71% (4)
1-4 hours	31.76% (27)
5-10 hours	44.71% (38)
10-15 hours	15.29% (13)
15-20 hours	1.18% (1)
Over 20 hours	2.35% (2)
Total	100% (85)

- **Overall Satisfaction** (85 respondents)

- 98.83% were satisfied/very satisfied with the content and assessment.

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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed/strongly agreed that 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 that 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**
 - 76.19% of learners achieved the competency in one attempt, while 9.52% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	32	76.19%
Number of learners who achieved the competency in two attempts:	3	7.14%
Number of learners who achieved the competency in three attempts:	1	2.38%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	6	14.29%
Total	42	100%

- 100% of faculty members 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 33.33% provided feedback at the end of the module. 33.34% (1 respondent) provided feedback through other means.
- **Overall Satisfaction**
 - 100% of faculty members were satisfied/very satisfied with the content and assessment in the module

IRE 2: Describes interactions and strategies that support healthy infant and toddler development, learning, mental health, and well-being and how these can be integrated into daily routines

Learner Results

- **Learner Information and Sample Size**
 - 49 learners across 4 institutions participated in this survey.
 - 77.55% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 30.61% have some college credit but no credential or degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	16.33% (8)
Some college credit	30.61% (15)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	22.45% (11)
Associate's degree	20.41% (10)
Bachelor's degree	10.20% (5)
Master's degree	0%
Doctoral degree	0%
Total	100% (49)

- 32.65% 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.	12.24% (6)
I have worked in the early childhood field for less than one year.	12.24% (6)
I have worked in the early childhood field for 1-3 years.	32.65% (16)
I have worked in the early childhood field for 4-7 years.	20.41% (10)
I have worked in the early childhood field for 8-10 years.	6.12% (3)
I have worked in the early childhood field for 10 or more years.	16.33% (8)
Total	100% (49)

- **Perceptions on Professional Growth and Development**

- 91.83% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 91.83% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 93.87% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 89.79% agreed/strongly agreed that the instructions for this competency were clear.
- 85.71% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	6.12% (3)
1-4 hours	44.90% (22)
5-10 hours	34.69% (17)
10-15 hours	6.12% (3)
15-20 hours	6.12% (3)
Over 20 hours	2.04% (1)
Total	100% (49)

- **Overall Satisfaction**

- 91.84% 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 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**

- 1 faculty member strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment.
- Both agreed/strongly agreed that 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 agreed/strongly agreed that 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, while the other made some adjustments.
- **Learner Preparedness**
 - 68.18% of learners achieved the competency in one attempt, while 18.18% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	15	68.18%
Number of learners who achieved the competency in two attempts:	4	18.18%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	3	13.64%
Total	22	100%

- Both faculty members agreed/strongly agreed that 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 at the end of the module
- **Overall Satisfaction**
 - Both faculty members were satisfied/very satisfied with the content and assessment in the module

IRE 3: Engages in interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers

Learner Results

- **Learner Information and Sample Size**
 - 99 learners across 4 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 77.55% were degree-seeking learners (98 respondents)
- **Previous Education and Early Childhood Experience (98 respondents)**
 - 27.55% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	16.33% (16)
Some college credit	27.55% (27)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	16.33% (16)
Associate's degree	27.55% (27)
Bachelor's degree	10.20% (10)
Master's degree	2.04% (2)
Doctoral degree	0%
Total	100% (98)

- 22.45% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	10.20% (10)
I have worked in the early childhood field for less than one year.	20.41% (20)
I have worked in the early childhood field for 1-3 years.	16.33% (16)
I have worked in the early childhood field for 4-7 years.	22.45% (22)
I have worked in the early childhood field for 8-10 years.	8.16% (8)
I have worked in the early childhood field for 10 or more years.	22.45% (22)
Total	100% (98)

- **Perceptions on Professional Growth and Development** (98 respondents)
 - 95.92% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 90.82% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 94.90% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.
- **The Learning Experience** (98 respondents)
 - 89.80% agreed/strongly agreed that the instructions for this competency were clear
 - 72.44% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	3.06% (3)
1-4 hours	32.65% (32)
5-10 hours	36.73% (36)
10-15 hours	16.33% (16)
15-20 hours	5.10% (5)
Over 20 hours	6.12% (6)
Total	100% (98)

- **Overall Satisfaction** (98 respondents)
 - 92.86% of learners were satisfied/very satisfied with the content and assessment.

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/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 100% agreed/strongly agreed that 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 that 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**
 - 81.25% of learners achieved the competency in one attempt, while 15.63% achieved it in 2 attempts. 1 learner (3.13%) did not achieve the competency.

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	26	81.25%
Number of learners who achieved the competency in two attempts:	5	15.63%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	1	3.13%
Total	32	100%

- 100% of faculty members agreed/strongly agreed that 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 through other means.
- **Overall Satisfaction**
 - 100% of faculty members were satisfied/very satisfied with the content and assessment in the module

IRE 4: Integrates family experience, cultural practices and perspectives, and knowledge of childrearing beliefs and practices into the infant and toddler setting

Learner Results

- **Learner Information and Sample Size**
 - 57 learners across 5 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 78.95% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 42.11% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	8.77% (5)
Some college credit	17.54% (10)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	12.28% (7)
Associate's degree	42.11% (24)
Bachelor's degree	14.04% (8)
Master's degree	5.26% (3)
Doctoral degree	0%
Total	100% (57)

- 26.32% have worked in the early childhood field for more than 10 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	3.51% (2)
I have worked in the early childhood field for less than one year.	24.56% (14)
I have worked in the early childhood field for 1-3 years.	24.56% (14)
I have worked in the early childhood field for 4-7 years.	14.04% (8)
I have worked in the early childhood field for 8-10 years.	7.02% (4)
I have worked in the early childhood field for 10 or more years.	26.32% (15)
Total	100% (57)

- **Perceptions on Professional Growth and Development**

- 92.98% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 89.47% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 91.22% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 75.44% agreed/strongly agreed that the instructions for this competency were clear
- 75.44% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	35.09% (20)
5-10 hours	40.35% (23)
10-15 hours	8.77% (5)
15-20 hours	12.28% (7)
Over 20 hours	3.51% (2)
Total	100% (57)

- **Overall Satisfaction**

- 82.46% of learners 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 that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit, while the other disagreed.

- **Faculty Feedback on Competency**

- Both faculty members disagreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- Both agreed that 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 agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- Both followed the rubric strictly and did not make adjustments
- **Learner Preparedness**
 - 81.25% of learners achieved the competency in one attempt, while 15.63% achieved it in 2 attempts. 1 learner (3.13%) did not achieve the competency.

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	10	58.82%
Number of learners who achieved the competency in two attempts:	2	11.76%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	5	29.41%
Total	17	100%

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

IRE 5: Establishes positive practitioner-family interactions and relationships that support growth, promoting positive family-child interactions and relationships from birth

Learner Results

- **Learner Information and Sample Size**
 - 30 learners across 4 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 89.66% were degree-seeking learners (29 respondents)
- **Previous Education and Early Childhood Experience (29 respondents)**
 - 48.28% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	6.90% (2)
Some college credit	24.14% (7)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	3.45% (1)
Associate's degree	48.28% (14)
Bachelor's degree	13.79% (4)
Master's degree	3.45% (1)
Doctoral degree	0%
Total	100% (29)

- 20.69% have worked in the early childhood field for more than 10 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	27.59% (8)
I have worked in the early childhood field for less than one year.	10.34% (3)
I have worked in the early childhood field for 1-3 years.	17.24% (5)
I have worked in the early childhood field for 4-7 years.	17.24% (5)
I have worked in the early childhood field for 8-10 years.	6.90% (2)
I have worked in the early childhood field for 10 or more years.	20.69% (6)
Total	100% (29)

- **Perceptions on Professional Growth and Development** (29 respondents)
 - 89.65% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 75.86% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 86.21% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.
- **The Learning Experience** (29 respondents)
 - 55.17% agreed/strongly agreed that the instructions for this competency were clear
 - 58.62% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	3.45% (1)
1-4 hours	17.24% (5)
5-10 hours	37.93% (11)
10-15 hours	20.69% (6)
15-20 hours	6.90% (2)
Over 20 hours	13.79% (4)
Total	100% (29)

- **Overall Satisfaction** (29 respondents)
 - 65.52% of 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 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**
 - Both faculty members agreed/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 1 strongly agreed that 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, while the other disagreed

- 1 strongly agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency, while the other disagreed.
 - 1 followed the rubric strictly and did not make adjustments, while the other made some adjustments.
- **Learner Preparedness**
 - 77.42% of learners achieved the competency in one attempt, while 12.9% achieved it in 2 attempts.

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	24	77.42%
Number of learners who achieved the competency in two attempts:	4	12.90%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	3	9.68%
Total	31	100%

- Both faculty members agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers
 - 1 provided ongoing feedback to learners throughout this module, while the other provided feedback through other means
- **Overall Satisfaction**
 - 1 faculty member was very satisfied with the content and assessment in the module, while the other was dissatisfied

IRE 6: Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant and toddler development, learning, mental health, and well-being

Learner Results

- **Learner Information and Sample Size**
 - 12 learners across 4 institutions participated in this survey.
 - 83.33% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 41.67% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	8.33% (1)
Some college credit	8.33% (1)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	8.33% (1)
Associate's degree	41.67% (5)
Bachelor's degree	33.33% (4)
Master's degree	0%
Doctoral degree	0%
Total	100% (12)

- 41.67% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	16.67% (2)
I have worked in the early childhood field for less than one year.	0%
I have worked in the early childhood field for 1-3 years.	0%
I have worked in the early childhood field for 4-7 years.	41.67% (5)
I have worked in the early childhood field for 8-10 years.	16.67% (2)
I have worked in the early childhood field for 10 or more years.	25.00% (3)
Total	100% (12)

- **Perceptions on Professional Growth and Development**

- 91.67% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 91.67% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 91.67% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 83.33% agreed/strongly agreed that the instructions for this competency were clear
- 66.67% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	16.67% (2)
5-10 hours	50.00% (6)
10-15 hours	25.00% (3)
15-20 hours	8.33% (1)
Over 20 hours	0%
Total	100% (12)

- **Overall Satisfaction**

- 91.67% of learners were satisfied/very satisfied with the content and assessment

Faculty Results

- **Sample Size and Faculty Workload**

- 2 faculty members participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- Both 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**

- Both faculty members disagreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- Both agreed that 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 agreed/strongly agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- Both followed the rubric strictly and did not make adjustments
- **Learner Preparedness** (1 respondent)
 - 93.75% of learners achieved the competency in one attempt, while 1 learner (6.25%) did not achieve the competency

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	15	93.75%
Number of learners who achieved the competency in two attempts:	0	0%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	1	6.25%
Total	16	100%

- The faculty member strongly 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** (1 respondent)
 - The faculty member was satisfied with the content and assessment in the module

IRE 7: Facilitates and advocates for the creation of evidence and relationship-based infant and toddler environments, interactions, and routines that support healthy infant and toddler development, learning, mental health, and well-being

Learner Results

- **Learner Information and Sample Size**
 - 39 learners across 2 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 76.32% were degree-seeking learners (38 respondents)
- **Previous Education and Early Childhood Experience** (36 respondents)
 - 52.78% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	5.56% (2)
Some college credit	22.22% (8)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	5.56% (2)
Associate's degree	52.78% (19)
Bachelor's degree	11.11% (4)
Master's degree	2.78% (1)
Doctoral degree	0%
Total	100% (36)

- 33.33% have worked in the early childhood field for more than 10 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	2.78% (1)
I have worked in the early childhood field for less than one year.	13.89% (5)
I have worked in the early childhood field for 1-3 years.	13.89% (5)
I have worked in the early childhood field for 4-7 years.	22.22% (8)
I have worked in the early childhood field for 8-10 years.	13.89% (5)
I have worked in the early childhood field for 10 or more years.	33.33% (12)
Total	100% (36)

- **Perceptions on Professional Growth and Development** (36 respondents)

- 91.66% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 91.66% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 91.66% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience** (36 respondents)

- 88.89% agreed/strongly agreed that the instructions for this competency were clear
- 69.44% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	50% (18)
5-10 hours	19.44% (7)
10-15 hours	11.11% (4)
15-20 hours	5.56% (2)
Over 20 hours	13.89% (5)
Total	100% (36)

- **Overall Satisfaction** (36 respondents)

- 83.33% of 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 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**

- Both faculty members agreed/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- Both agreed/strongly agreed that 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 agreed/strongly agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - Both followed the rubric strictly and did not make adjustments
- **Learner Preparedness**
 - 59.26% of learners achieved the competency in one attempt, while the remaining 40.74% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	16	59.26%
Number of learners who achieved the competency in two attempts:	9	33.33%
Number of learners who achieved the competency in three attempts:	2	7.41%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	27	100%

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

IRE 8: Develops and implements, in partnership with families, unique relationship building strategies—embedded within daily interactions—that are designed to develop the confidence and capabilities of families and practitioners in their capacity to nurture the development, learning, and well-being of infants and toddlers

Learner Results

- **Learner Information and Sample Size**
 - 14 learners from 1 institution participated in this survey.
 - 57.14% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 71.43% have a Bachelor's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	0%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	0%
Associate's degree	0
Bachelor's degree	71.43% (10)
Master's degree	28.57% (4)
Doctoral degree	0%
Total	100% (14)

- 85.71% have worked in the early childhood field for more than 10 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	0%
I have worked in the early childhood field for less than one year.	0%
I have worked in the early childhood field for 1-3 years.	0%
I have worked in the early childhood field for 4-7 years.	14.29% (2)
I have worked in the early childhood field for 8-10 years.	0%
I have worked in the early childhood field for 10 or more years.	85.71% (12)
Total	100% (14)

- **Perceptions on Professional Growth and Development**

- 100% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 100% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 100% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency were clear
- 21.43% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	0%
5-10 hours	21.43% (3)
10-15 hours	7.14% (1)
15-20 hours	35.71% (5)
Over 20 hours	35.71% (5)
Total	100% (14)

- **Overall Satisfaction**

- 100% of learners 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 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 strongly agreed that 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 that 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 that 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

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	25	100%
Number of learners who achieved the competency in two attempts:	0	0%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	25	100%

- The faculty member strongly 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 very satisfied with the content and assessment in the module

Observation & Assessment

There are 6 competencies in this section. Between 1 and 67 learners submitted surveys for all 6 of the modules. OA 5 and OA 6 each had fewer than 5 respondents and were not included in the composite table because of their small sample size, but their responses are included in the individual summaries below. No faculty responded to the surveys for OA 5 and OA 6.

For 4 of the 6 modules with at least 5 respondents, 90% or more agreed that the competency contributed to their growth and development. In addition, learner satisfaction was 81% or higher across 3 of these same 4 modules. Below is a composite learner summary of each OA module for which survey data was reported and that met the minimum of 5 respondents. Following the composite is an individual summary of learner and faculty survey results by competency module for all OA competencies.

Learner Survey Composite

Family & Community Relationships (FCR)	% of learners working 1 or more years 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	68.75%	96.87%	76.19%	98.83%
OA 2	70.00%	95.00%	68.18%	91.84%
OA 3	80.00%	90.00%	81.25%	92.86%
OA 4	54.54%	90.90%	58.82%	82.46%
OA 5	<5 respondents		No data	<5
OA 6	<5 respondents		No data	<5

OA 1: Selects and uses legal and ethical birth to three assessment procedures, screening tools, observation methods, and organizational strategies to gain knowledge of young children and their familial and social contexts

Learner Results

- **Learner Information and Sample Size**

- 67 learners across 4 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- 92.42% were degree-seeking learners (66 respondents)

- **Previous Education and Early Childhood Experience (64 respondents)**

- 60.94% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	7.81% (5)
Some college credit	10.94% (7)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	4.69% (3)
Associate's degree	60.94% (39)
Bachelor's degree	14.06% (9)
Master's degree	1.56% (1)
Doctoral degree	0%
Total	100% (64)

- 26.56% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	10.94% (7)
I have worked in the early childhood field for less than one year.	20.31% (13)
I have worked in the early childhood field for 1-3 years.	23.44% (15)
I have worked in the early childhood field for 4-7 years.	26.56% (17)
I have worked in the early childhood field for 8-10 years.	6.25% (4)
I have worked in the early childhood field for 10 or more years.	12.50% (8)
Total	100% (64)

- **Perceptions on Professional Growth and Development (64 respondents)**

- 96.87% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 93.75% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 96.87% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience (64 respondents)**

- 68.75% agreed/strongly agreed that the instructions for this competency were clear

- 54.69% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	14.06% (9)
5-10 hours	40.63% (26)
10-15 hours	14.06% (9)
15-20 hours	7.81% (5)
Over 20 hours	23.44% (15)
Total	100% (64)

- **Overall Satisfaction** (64 respondents)
 - 84.38% were satisfied/very satisfied with the content and assessment.

Faculty Results

- **Sample Size and Faculty Workload**
 - 7 faculty members participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 85.72% agreed/strongly agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit. 1 faculty member (14.28%) disagreed.
- **Faculty Feedback on Competency**
 - 85.72% agreed/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - 85.72% agreed/strongly agreed that 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 that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
 - 85.72% followed the rubric strictly and did not make adjustments
- **Learner Preparedness** (6 respondents)
 - 43.48% of learners achieved the competency in one attempt, while 36.96% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	40	43.48%
Number of learners who achieved the competency in two attempts:	18	19.57%
Number of learners who achieved the competency in three attempts:	16	17.39%
Number of learners who achieved the competency in four or more attempts:	14	15.22%
Number of learners who did not achieve the competency:	4	4.35%
Total	92	100%

- 100% of faculty members agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers
- 50% provided ongoing feedback to learners throughout this module, while 33.33% provided feedback at the end of the module. 1 faculty member (16.67%) provided feedback through other means.
- **Overall Satisfaction** (6 respondents)
 - 100% of faculty members were satisfied/very satisfied with the content and assessment in the module

OA 2: Collaborates with families to support knowledge of the purpose and benefits of screening and assessment and the benefits of assessment partnership

Learner Results

- **Learner Information and Sample Size**
 - 60 learners across 5 institutions participated in this survey.
 - 80.00% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 30% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	11.67% (7)
Some college credit	26.67% (16)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	18.33% (11)
Associate's degree	30.00% (18)
Bachelor's degree	8.33% (5)
Master's degree	5.00% (3)
Doctoral degree	0%
Total	100% (60)

- 21.67% 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.	10.00% (6)
I have worked in the early childhood field for less than one year.	20.00% (12)
I have worked in the early childhood field for 1-3 years.	21.67% (13)
I have worked in the early childhood field for 4-7 years.	18.33% (11)
I have worked in the early childhood field for 8-10 years.	8.33% (5)
I have worked in the early childhood field for 10 or more years.	21.67% (13)
Total	100% (60)

- **Perceptions on Professional Growth and Development**
 - 96.67% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 91.66% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 95% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.
- **The Learning Experience**
 - 75% agreed/strongly agreed that the instructions for this competency were clear

- 61.67% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	26.67% (16)
5-10 hours	35.00% (21)
10-15 hours	8.33% (5)
15-20 hours	13.33% (8)
Over 20 hours	16.67% (10)
Total	100% (60)

- **Overall Satisfaction**

- 95% of learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- **Sample Size and Faculty Workload**

- 5 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**

- 80% agreed/strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed/strongly agreed that 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 that 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**

- 43.62% of learners achieved the competency in one attempt, while 30.85% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	41	43.62%
Number of learners who achieved the competency in two attempts:	20	21.28%
Number of learners who achieved the competency in three attempts:	9	9.57%
Number of learners who achieved the competency in four or more attempts:	10	10.64%
Number of learners who did not achieve the competency:	14	14.89%
Total	94	100%

- 100% of faculty members agreed/strongly agreed that this competency helps prepare learners to be early childhood teachers
- 40% provided ongoing feedback to learners throughout this module, while 40% provided feedback at the end of the module. 1 faculty member (20%) provided feedback through other means.

- **Overall Satisfaction**

- 80% of faculty members were satisfied/very satisfied with the content and assessment in the module. 1 faculty member (20%) was dissatisfied.

OA 3: Analyzes, compiles, and shares observation and documentation data with families and appropriate caregivers to support holistic knowledge of infant and toddler development and learning within the environmental context

Learner Results

- **Learner Information and Sample Size**

- 41 learners across 3 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- 100% were degree-seeking learners (40 respondents)

- **Previous Education and Early Childhood Experience (40 respondents)**

- 80% have an Associate’s degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	7.5% (3)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	0%
Associate's degree	80% (32)
Bachelor’s degree	12.5% (5)
Master’s degree	0%
Doctoral degree	0%
Total	100% (40)

- 30% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	5% (2)
I have worked in the early childhood field for less than one year.	15% (6)
I have worked in the early childhood field for 1-3 years.	17.5% (7)
I have worked in the early childhood field for 4-7 years.	30% (12)
I have worked in the early childhood field for 8-10 years.	17.5% (7)
I have worked in the early childhood field for 10 or more years.	15% (6)
Total	100% (40)

- **Perceptions on Professional Growth and Development (40 respondents)**

- 90% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 77.5% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 90% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience (40 respondents)**

- 70% agreed/strongly agreed that the instructions for this competency were clear.

- 60% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	15% (6)
5-10 hours	45% (18)
10-15 hours	15% (6)
15-20 hours	10% (4)
Over 20 hours	15% (6)
Total	100% (40)

- **Overall Satisfaction** (40 respondents)
 - 75% of learners 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 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 disagreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - The faculty member agreed that 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 that 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**
 - 43.75% of learners achieved the competency in one attempt, while the remaining 56.25% achieved it in 2-3 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	14	43.75%
Number of learners who achieved the competency in two attempts:	14	43.75%
Number of learners who achieved the competency in three attempts:	4	12.5%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	32	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

OA 4: Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies

Learner Results

- **Learner Information and Sample Size**

- 15 learners across 2 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- 80% were degree-seeking learners

- **Previous Education and Early Childhood Experience (11 respondents)**

- 54.55% have an Associate’s degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	9.09% (1)
Some college credit	9.09% (1)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	0%
Associate's degree	54.55% (6)
Bachelor’s degree	9.09% (1)
Master’s degree	18.18% (2)
Doctoral degree	0%
Total	100% (11)

- 45.45% have never worked in the early childhood field or worked in the field less than one year

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	27.27% (3)
I have worked in the early childhood field for less than one year.	18.18% (2)
I have worked in the early childhood field for 1-3 years.	9.09% (1)
I have worked in the early childhood field for 4-7 years.	9.09% (1)
I have worked in the early childhood field for 8-10 years.	9.09% (1)
I have worked in the early childhood field for 10 or more years.	27.27% (3)
Total	100% (11)

- **Perceptions on Professional Growth and Development (11 respondents)**

- 90.90% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 81.81% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 90.90% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience (11 respondents)**

- 63.63% agreed/strongly agreed that the instructions for this competency were clear.

- 63.63% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	18.18% (2)
5-10 hours	45.45% (5)
10-15 hours	0%
15-20 hours	9.09% (1)
Over 20 hours	27.27% (3)
Total	100% (11)

- **Overall Satisfaction**

- 81.81% of learners were satisfied/very satisfied with the content and assessment.
2 learners (18.19%) were 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- The faculty member disagreed that 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 that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- The faculty member made adjustments to the rubric

- **Learner Preparedness**

- 66.67% of learners achieved the competency in one attempt, while 20% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	10	66.67%
Number of learners who achieved the competency in two attempts:	3	20%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	2	13.33%
Total	15	100%

- The faculty member agreed that this competency helps prepare learners to be early childhood teachers
- The faculty member provided feedback through other means

- **Overall Satisfaction**

- The faculty member was very satisfied with the content and assessment in the module

OA 5: Promotes family and practitioner knowledge of and engagement in infant and toddler assessment

Learner Results

- **Learner Information and Sample Size**
 - 4 learners across 2 institutions participated in this survey.
 - 75% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 75% have an Associate's degree or higher

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	25% (1)
Some college credit	0%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	0%
Associate's degree	25% (1)
Bachelor's degree	25% (1)
Master's degree	25% (1)
Doctoral degree	0%
Total	100% (4)

- 50% (2 respondents) have worked in the early childhood field for more than 10 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	25% (1)
I have worked in the early childhood field for less than one year.	0%
I have worked in the early childhood field for 1-3 years.	0%
I have worked in the early childhood field for 4-7 years.	0%
I have worked in the early childhood field for 8-10 years.	25% (1)
I have worked in the early childhood field for 10 or more years.	50% (2)
Total	100% (4)

- **Perceptions on Professional Growth and Development**
 - 90.90% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 81.81% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 90.90% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.
- **The Learning Experience**
 - 100% agreed/strongly agreed that the instructions for this competency were clear

- 75% reported spending more than 15 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	25% (1)
5-10 hours	0%
10-15 hours	0%
15-20 hours	50% (2)
Over 20 hours	25% (1)
Total	100% (4)

- **Overall Satisfaction**

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

Faculty Results

No faculty members responded to this survey

OA 6: Identifies developmental and environmental risk factors requiring intervention through observation and assessment

Learner Results

- **Learner Information and Sample Size**

- 1 learner from 1 institution participated in this survey
- The learner was non-degree seeking

- **Previous Education and Early Childhood Experience**

- The learner has a Bachelor's degree
- The learner has worked in the early childhood field for more than 10 years
- 50% (2 respondents) have worked in the early childhood field for more than 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 strongly agreed that the instructions for this competency were clear
- The learner reported spending 15-20 hours to complete the module

- **Overall Satisfaction**

- The learner was very satisfied with the content and assessment.

Faculty Results

No faculty members responded to this survey

Personal & Professional Development

There are 9 competencies in this section. Between 17 and 89 learners submitted surveys for 7 of the 9 modules. For these 7 modules, 88% or more agreed that the competency contributed to their growth and development. In addition, learner satisfaction was 88% or higher across 6 of these 7 modules. Below is a composite learner summary of each PPD module for which survey data was reported. Following the composite is an individual summary of learner and faculty survey results by competency module for all PPD competencies.

Learner Survey Composite

Family & Community Relationships (FCR)	% of learners working 1 or more years 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	68.97%	95.40%	81.82%	93.10%
PPD 2	76.00%	92.00%	80.00%	94.00%
PPD 3	76.47%	94.12%	90.48%	88.24%
PPD 5	63.63%	88.64%	100%	88.64%
PPD 4	71.43%	90.47%	66.67%	76.20%
PPD 6	100%	100%	95.24%	100%
PPD 7	100%	100%	100%	100%
PPD 8	No data	No data	No data	No data
PPD 9	No data	No data	No data	No data

PPD 1: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families

Learner Results

- **Learner Information and Sample Size**
 - 89 learners across 5 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 75% were degree-seeking learners (88 respondents)
- **Previous Education and Early Childhood Experience (87 respondents)**
 - 33.33% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	17.24% (15)
Some college credit	25.29% (22)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	13.79% (12)
Associate's degree	33.33% (29)
Bachelor's degree	9.20% (8)
Master's degree	1.15% (1)
Doctoral degree	0%
Total	100% (87)

- 24.14% 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.	13.79% (12)
I have worked in the early childhood field for less than one year.	17.24% (15)
I have worked in the early childhood field for 1-3 years.	24.14% (21)
I have worked in the early childhood field for 4-7 years.	20.69% (18)
I have worked in the early childhood field for 8-10 years.	6.90% (6)
I have worked in the early childhood field for 10 or more years.	17.24% (15)
Total	100% (87)

- **Perceptions on Professional Growth and Development** (87 respondents)

- 93.11% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 91.95% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 95.40% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience** (87 respondents)

- 91.96% agreed/strongly agreed that the instructions for this competency were clear
- 66.66% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	1.15% (1)
1-4 hours	33.33% (29)
5-10 hours	32.18% (28)
10-15 hours	13.79% (12)
15-20 hours	14.94% (13)
Over 20 hours	4.60% (4)
Total	100% (87)

- **Overall Satisfaction** (87 respondents)

- 93.10% of learners were satisfied/very satisfied with the content and assessment.

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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- 100% agreed that 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 that 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**
 - 81.82% of learners achieved the competency in one attempt, while the remaining 18.18% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	27	81.82%
Number of learners who achieved the competency in two attempts:	6	18.18%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	33	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**
 - 100% of faculty members were satisfied with the content and assessment in the module

PPD 2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families

Learner Results

- **Learner Information and Sample Size**
 - 50 learners across 4 institutions participated in this survey.
 - 76% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 34% have some college credit but no credential or degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	20% (10)
Some college credit	34% (17)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	18% (9)
Associate's degree	22% (11)
Bachelor's degree	6% (3)
Master's degree	0%
Doctoral degree	0%
Total	100% (50)

- 32% 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.	14% (7)
I have worked in the early childhood field for less than one year.	10% (5)
I have worked in the early childhood field for 1-3 years.	32% (16)
I have worked in the early childhood field for 4-7 years.	22% (11)
I have worked in the early childhood field for 8-10 years.	6% (3)
I have worked in the early childhood field for 10 or more years.	16% (8)
Total	100% (50)

- **Perceptions on Professional Growth and Development**

- 92% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 90% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 92% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 90% agreed/strongly agreed that the instructions for this competency were clear.
- 78% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	2% (1)
1-4 hours	48% (24)
5-10 hours	28% (14)
10-15 hours	12% (6)
15-20 hours	6% (3)
Over 20 hours	4% (2)
Total	100% (50)

- **Overall Satisfaction**

- 94% of learners were satisfied/very satisfied with the content and assessment.
3 learners (6%) 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 strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- The faculty member agreed that 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 that 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**
 - 80% of learners achieved the competency in one attempt, while the remaining 20% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	8	80%
Number of learners who achieved the competency in two attempts:	2	20%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
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**
 - The faculty member was satisfied with the content and assessment in the module

PPD 3: Identifies contextual factors that influence infants, toddlers, and their families and implications for practice

Learner Results

- **Learner Information and Sample Size**
 - 17 learners across 3 institutions participated in this survey.
 - 70.59% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 29.41% have some college credit but no credential or degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	5.88% (1)
Some college credit	29.41% (5)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	17.65% (3)
Associate's degree	23.53% (4)
Bachelor's degree	23.53% (4)
Master's degree	0%
Doctoral degree	0%
Total	100% (17)

- 41.18% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	5.88% (1)
I have worked in the early childhood field for less than one year.	17.65% (3)
I have worked in the early childhood field for 1-3 years.	23.53% (4)
I have worked in the early childhood field for 4-7 years.	41.18% (7)
I have worked in the early childhood field for 8-10 years.	11.76% (2)
I have worked in the early childhood field for 10 or more years.	0%
Total	100% (17)

- **Perceptions on Professional Growth and Development**

- 82.35% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 76.47% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 94.12% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 70.59% agreed/strongly agreed that the instructions for this competency were clear.
- 82.35% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	5.88% (1)
1-4 hours	11.76% (2)
5-10 hours	64.71% (11)
10-15 hours	11.76% (2)
15-20 hours	5.88% (1)
Over 20 hours	0%
Total	100% (17)

- **Overall Satisfaction**

- 88.24% of learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- **Sample Size and Faculty Workload**

- 2 faculty members participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
- Both 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**

- Both faculty members agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- Both agreed that 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 agreed that the summative competency assessment was a valid measure of a learner’s ability to achieve the competency
- Both followed the rubric strictly and did not make adjustments
- **Learner Preparedness** (1 respondent)
 - 90.48% of learners achieved the competency in one attempt

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	19	90.48%
Number of learners who achieved the competency in two attempts:	0	0%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	1	4.76%
Number of learners who did not achieve the competency:	1	4.76%
Total	21	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** (1 respondent)
 - The faculty member was satisfied/very satisfied with the content and assessment in the module

PPD 4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice

Learner Results

- **Learner Information and Sample Size**
 - 46 learners across 4 institutions participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 91.11% were degree-seeking learners (45 respondents)
- **Previous Education and Early Childhood Experience** (44 respondents)
 - 68.18% have an Associate’s degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	18.18% (8)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	2.27% (1)
Associate's degree	68.18% (30)
Bachelor’s degree	9.09% (4)
Master’s degree	2.27% (1)
Doctoral degree	0%
Total	100% (44)

- 27.27% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	9.09% (4)
I have worked in the early childhood field for less than one year.	27.27% (12)
I have worked in the early childhood field for 1-3 years.	20.45% (9)
I have worked in the early childhood field for 4-7 years.	27.27% (12)
I have worked in the early childhood field for 8-10 years.	6.82% (3)
I have worked in the early childhood field for 10 or more years.	9.09% (4)
Total	100% (44)

- **Perceptions on Professional Growth and Development** (44 respondents)

- 88.64% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 86.36% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 88.64% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience** (44 respondents)

- 88.64% agreed/strongly agreed that the instructions for this competency were clear.
- 75.00% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	40.91% (18)
5-10 hours	34.09% (15)
10-15 hours	11.36% (5)
15-20 hours	2.27% (1)
Over 20 hours	11.36% (5)
Total	100% (44)

- **Overall Satisfaction** (44 respondents)

- 88.64% of learners 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 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- The faculty member agreed that 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 that 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

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	9	100%
Number of learners who achieved the competency in two attempts:	0	0%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	9	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

PPD 5: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the infant and toddler programming and the young children and families served

Learner Results

- **Learner Information and Sample Size**
 - 21 learners across 3 institutions participated in this survey.
 - 85.71% were degree-seeking learners
- **Previous Education and Early Childhood Experience**
 - 61.9% have an Associate's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	4.76% (1)
Some college credit	23.81% (5)
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	0%
Associate's degree	61.90% (13)
Bachelor's degree	9.52% (2)
Master's degree	0%
Doctoral degree	0%
Total	100% (21)

- 38.1% have worked in the early childhood field for 4-7 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	4.76% (1)
I have worked in the early childhood field for less than one year.	23.81% (5)
I have worked in the early childhood field for 1-3 years.	4.76% (1)
I have worked in the early childhood field for 4-7 years.	38.10% (8)
I have worked in the early childhood field for 8-10 years.	9.52% (2)
I have worked in the early childhood field for 10 or more years.	19.05% (4)
Total	100% (21)

- **Perceptions on Professional Growth and Development**

- 90.47% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 90.47% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 90.47% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 80.95% agreed/strongly agreed that the instructions for this competency were clear.
- 42.86% reported spending less than 10 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	4.76% (1)
1-4 hours	23.81% (5)
5-10 hours	14.29% (3)
10-15 hours	23.81% (5)
15-20 hours	19.05% (4)
Over 20 hours	14.29% (3)
Total	100% (21)

- **Overall Satisfaction**

- 76.2% of learners 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 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 that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
- The faculty member agreed that 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 that 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**
 - 66.67% of learners achieved the competency in one attempt, while the remaining 33.33% achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	4	66.67%
Number of learners who achieved the competency in two attempts:	2	33.33%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	6	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

PPD 6: Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy

Learner Results

- **Learner Information and Sample Size**
 - 29 learners from 1 institution participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - 60.71% were non-degree seeking learners (28 respondents)
- **Previous Education and Early Childhood Experience (27 respondents)**
 - 100% have either a Bachelor's or Master's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	0%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	0%
Associate's degree	0%
Bachelor's degree	55.56% (15)
Master's degree	44.44% (12)
Doctoral degree	0%
Total	100% (27)

- 85.19% have worked in the early childhood field for more than 10 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	0%
I have worked in the early childhood field for less than one year.	0%
I have worked in the early childhood field for 1-3 years.	0%
I have worked in the early childhood field for 4-7 years.	7.41% (2)
I have worked in the early childhood field for 8-10 years.	7.41% (2)
I have worked in the early childhood field for 10 or more years.	85.19% (23)
Total	100% (27)

- **Perceptions on Professional Growth and Development** (27 respondents)
 - 100% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
 - 100% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
 - 100% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.
- **The Learning Experience** (27 respondents)
 - 100% agreed/strongly agreed that the instructions for this competency were clear.
 - 55.56% reported spending more than 20 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	3.70% (1)
5-10 hours	0%
10-15 hours	7.41% (2)
15-20 hours	33.33% (9)
Over 20 hours	55.56% (15)
Total	100% (27)

- **Overall Satisfaction** (27 respondents)
 - 100% of learners were satisfied/very satisfied with the content and assessment.

Faculty Results

- **Sample Size and Faculty Workload**
 - 2 faculty members participated in this survey. Not all questions were answered by each survey respondent, and variations are noted in line with the presented data.
 - Both agreed that the faculty workload to teach and assess this competency was reasonable, as compared to a similar unit
- **Faculty Feedback on Competency**
 - Both faculty members strongly agreed that the learning resources in this module provided learners with the content they needed to demonstrate mastery of the competency assessment
 - Both strongly agreed that 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 strongly agreed that the summative competency assessment was a valid measure of a learner's ability to achieve the competency
- Both followed the rubric strictly and did not make adjustments
- **Learner Preparedness** (1 respondent)
 - 95.24% of learners achieved the competency in one attempt, while the remaining 4.76% (1 learner) achieved it in 2 attempts

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	20	95.24%
Number of learners who achieved the competency in two attempts:	1	4.76%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	21	100%

- The faculty member strongly 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** (1 respondent)
 - The faculty member was very satisfied with the content and assessment in the module

PPD 7: Demonstrates behavior supportive of continued growth and development as a professional member of the infant and toddler field (inclusive of families)

Learner Results

- **Learner Information and Sample Size**
 - 23 learners from 1 institution participated in this survey.
 - 56.52% were non-degree seeking learners
- **Previous Education and Early Childhood Experience**
 - 100% have either a Bachelor's or Master's degree

Answer choices	Response % (#)
High school graduate, diploma or the equivalent (GED)	0%
Some college credit	0%
Level 1 ECE Credential, Level 2 ECE Credential, CDA, or other recognized credential	0%
Associate's degree	0%
Bachelor's degree	60.87% (14)
Master's degree	39.13% (9)
Doctoral degree	0%
Total	100% (23)

- 91.3% have worked in the early childhood field for more than 10 years

Answer choices	Response % (#)
I do not work/have never worked in the early childhood field.	0%
I have worked in the early childhood field for less than one year.	0%
I have worked in the early childhood field for 1-3 years.	0%
I have worked in the early childhood field for 4-7 years.	8.70% (2)
I have worked in the early childhood field for 8-10 years.	0%
I have worked in the early childhood field for 10 or more years.	91.30% (21)
Total	100% (23)

- **Perceptions on Professional Growth and Development**

- 100% agreed/strongly agreed that the learning resources helped them learn more about the early childhood field and prepared them for the competency assessment
- 100% agreed/strongly agreed that the formative assessment helped them learn more about the early childhood field and prepared them for the competency assessment.
- 100% agreed/strongly agreed that this competency contributed to their growth and development as an early childhood professional.

- **The Learning Experience**

- 100% agreed/strongly agreed that the instructions for this competency were clear.
- 47.83% reported spending more than 20 hours to complete the module

Answer choices	Response % (#)
Less than 1 hour	0%
1-4 hours	0%
5-10 hours	8.70% (2)
10-15 hours	17.39% (4)
15-20 hours	26.09% (6)
Over 20 hours	47.83% (11)
Total	100% (23)

- **Overall Satisfaction**

- 100% of learners 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 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 strongly agreed that 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 that 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 that 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

Answer choices	Number	%
Number of learners who achieved the competency in one attempt:	25	100%
Number of learners who achieved the competency in two attempts:	0	0%
Number of learners who achieved the competency in three attempts:	0	0%
Number of learners who achieved the competency in four or more attempts:	0	0%
Number of learners who did not achieve the competency:	0	0%
Total	25	100%

- The faculty member strongly 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 very satisfied with the content and assessment in the module

PPD 8: Employs effective data collection processes and monitoring systems to track individual progress, assure follow up, and monitor the coordination of service delivery within and across sectors of the infant and toddler field (inclusive of families)

Learner Results

No learners responded to this survey

Faculty Results

No learners responded to this survey

PPD 9: Engages in inter-agency collaboration to ensure children and families receive appropriate, coordinated services

Learner Results

No learners responded to this survey

Faculty Results

No learners responded to this survey

Overall Accomplishments

This is the second large-scale implementation of competencies and assessments across multiple institutions in the early childhood field, and the first large-scale implementation of infant and toddler competencies and assessments. The lessons learned will be incorporated into the administrative level competencies and assessments to be implemented in 2023. Specifically, the accomplishments from this project are the deliverables of 90 module-level survey results that included faculty and student perceptions of the efficacy of competency module curriculum at the eight institutions who were part of the pilot throughout 2022.

While the impact of this pilot for the state of Illinois's infant and toddler 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 curriculum in the future. When institutions use the same competencies and rigorous, performance-based assessments, it can ensure equitable learning and outcomes for the infant and toddler workforce, which ultimately benefits young children and families in the state. Second, the modules as improved based on this survey data will benefit learners and early childhood professionals seeking further professional development, infant and toddler credentials, and degrees. Lastly, this project will impact the early childhood field as it provides a repository of tested and improved curriculum resources and assessments that can be used in the preparation and professional development of infant and toddler educators.

Recommendations

Based on the lessons learned throughout the pilot, there is additional work that can benefit the early childhood field, institutions implementing the competencies and assessments, and ultimately the learners who engage with the curriculum. Specifically, the following recommendations should be considered for future investment:

1. Provide guidance and specific examples noting how the competencies and assessments can be integrated into existing infant and toddler programs. Each institution integrated the infant-toddler competencies in a way that worked best for them given the timing of the pilot. Some institutions replaced previous course curriculum entirely with the modules from this pilot, while others included it as an addition to existing coursework. For institutions that added the module on top of an existing course, faculty and students often noted excessive workload as an issue, which was to be expected. Completing a 3-credit hour course in addition to 3-5 competencies resulted in closer to a 5-6 credit hour workload for most institutions. A recommended next step is to collect case studies from institutions showcasing how they integrated the curriculum while staying true to program outcomes without overwhelming students and faculty with additional workload.

In addition, case studies should demonstrate how institutions integrated infant-toddler competencies within coursework that typically may have only been focused on older children. Based on the workload for each competency module, it is recommended that approximately 3-5 competency modules integrate into one 3-credit hour course. Several institutions have demonstrated how this works within this project and the early childhood implementation in 2021. Implementation case studies showcasing how these institutions approached the work will benefit all institutions seeking to implement the curriculum moving forward.

2. Audit the early childhood and infant and toddler credential modules to de-duplicate any curriculum content (formative assessments and resources) while preserving the competency assessment & credential for each.

While both early childhood and infant-toddler credentials share the same areas of expertise (e.g., Curriculum and Program Design; Human Growth and Development; Health, Safety, and Well-Being), the application of the competencies within these areas of expertise differ in infant-toddler contexts than early childhood contexts. A recommended next step includes mapping how early childhood and infant-toddler curriculum

can be configured across skill level in a way that creates a coherent curricular experience for learners and ensures curriculum is not duplicated across the infant-toddler and early childhood credential. The integrity of each individual credential remains by keeping the assessments & competencies unique for each.

- 3. Consider how to support a community of practice for faculty implementing and teaching the competency modules.** Faculty expressed a strong desire to continue a community of practice in which they could share new learnings, challenges, and opportunities. Considering disparate resources across institutions, this kind of community of practice can be a low-cost way to provide support and new ideas for faculty and program leads. While INCCRRA filled this need during the implementation pilot, additional support for a cross-institution community of practice embedding the competencies is a needed investment. Ideas for consideration include virtual communities of practice and/or leveraging in-person opportunities like CBExchange or state-level meetings for faculty and leaders to come together in person.

Next Steps

As a next step, it is recommended that data be collected for the following modules for which no learner or faculty surveys were submitted:

- CPD 6, 7, 8
- FCR 8
- HGD 8
- PPD 8, 9

Faculty survey data should also be collected for the following competency modules:

- HSW 6, 7
- OA 5, 6

It is also recommended that new faculty and student surveys be submitted for HGD 4 since a learner noted in their comments that they received and responded to the faculty survey by mistake. It is possible the same issue arose with HGD 5 as well, but no learners self-reported receiving the wrong survey.

In addition, the following competencies will be reviewed carefully and revised as needed because they fell below 80% overall learner satisfaction rates before the curriculum is released for widespread implementation. Note that sample size was smaller in some cases and may not warrant revision.

Competency Module	Learner Survey Overall Sample Size	Learner Satisfaction Rate (# Respondents)
CPD 4	71	77.94% (71)
FCR 7	13	61.53% (13)
HGD 7	48	66.67% (45)
IRE 5	30	65.52% (29)
OA 3	41	75.00% (40)
PPD 4	46	76.29% (44)

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 curriculum remains current and relevant. It is also recommended that the state continue to maintain links and curriculum 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 curriculum 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 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 curriculum and used quality indicators from elements two, three, and four. For institutions looking to pilot these modules, 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 the modules. Considering the full learner journey from early orientation through completion must be part of any new efforts to embed the modules tested through this pilot.

Appendix A: Calendar

Timeline of Infant Toddler Credential Leadership and Faculty Meetings 2022

January 2022

19 Leadership Meeting

February 2022

2 Faculty Meeting

March 2022

14 Leadership Meeting

24 Faculty Meeting

April 2022

14 Leadership Meeting

21 Faculty Meeting

May 2022

12 Leadership Meeting

26 Faculty Meeting

June 2022

13 Leadership Meeting

23 Faculty Meeting

July 2022

14 Leadership Meeting

21 Faculty Meeting

August 2022

18 Leadership Meeting

25 Faculty Meeting

September 2022

15 Leadership Meeting

22 Faculty Meeting

October 2022

13 Leadership Meeting

27 Faculty Meeting

November 2022

10 Leadership Meeting

17 Faculty Meeting

December 2022

8 Leadership Meeting

16 Faculty Meeting

Appendix B: Competency Module Timeline & Enrollment Estimates 2021-2022

Module	Institution (s) Piloting	Piloting Semester	Original Estimated Total Number of Students Piloting
CPD 1	CLC, CSU, HCC, NLU	Spring, Summer, Fall	66
CPD 2	CLC, RU, CSU, HCC, NLU	Spring, Summer, Fall	105
CPD 3	CSU, HCC, NLU	Spring, Summer, Fall	47
CPD 4	CSU, HCC, RU, NLU	Spring, Summer, Fall	66
CPD 5	RU, NLU, NLU	Summer, Fall	49
CPD 6	ERIKSON	Summer, Fall	42
CPD 7	ERIKSON	Summer, Fall	42
CPD 8	ERIKSON	Summer, Fall	42
FCR 1	CLC, SWIC, CSU, HCC, NIU, NLU	Spring, Summer, Fall	190
FCR 2	CLC, SWIC, HCC, NLU	Summer, Fall	147
FCR 3	CLC, SWIC, RU, CSU, HCC, NIU, NLU	Summer, Fall	171
FCR 4	CLC, RU, CSU, HCC, NIU, NLU	Summer, Fall	115
FCR 5	HCC, NIU, NLU	Summer, Fall	64
FCR 6	CSU, HCC, NLU	Summer, Fall	49
FCR 7	RU, CSU, NIU, NLU	Summer, Fall	74
FCR 8	ERIKSON	Summer, Fall	42
HSW 1	CLC, SWIC, HCC, NLU	Spring, Summer, Fall	168
HSW 2	CLC, SWIC, HCC, NLU	Spring, Summer, Fall	103
HSW 3	CLC, CSU, HCC, NLU	Spring, Summer, Fall	97
HSW 4	CLC, RU, CSU, HCC, NLU	Summer, Fall	75
HSW 5	RU, CSU, HCC, NLU	Summer, Fall	47
HSW 6	ERIKSON, CSU	Summer, Fall	52
HSW 7	ERIKSON, CSU	Summer, Fall	52
HGD 1	CLC, SWIC, HCC, NLU, CSU	Spring, Summer, Fall	185
HGD 2	CLC, SWIC, HCC, NLU, CSU	Spring, Summer, Fall	191
HGD 3	CLC, SWIC, HCC, NLU, CSU	Spring, Summer, Fall	135
HGD 4	CLC, CSU, HCC, NLU	Spring, Summer, Fall	98
HGD 5	CLC, CSU, HCC, NLU	Spring, Summer, Fall	125
HGD 6	HCC, NLU	Summer, Fall	30
HGD 7	RU, CSU, NLU	Spring, Summer, Fall	88
HGD 8	ERIKSON, CSU	Summer, Fall	80
IRE 1	CLC, SWIC, CSU, HCC, NLU	Spring, Summer, Fall	140
IRE2	CLC, SWIC, CSU, HCC, NLU	Spring, Summer, Fall	107
IRE3	CLC, SWIC, RU, HCC, NLU	Summer, Fall	92
IRE4	CLC, RU, CSU, HCC, NLU, NIU	Summer, Fall	77

Module	Institution (s) Piloting	Piloting Semester	Original Estimated Total Number of Students Piloting
IRE 5	CLC, HCC, NLU, NIU	Fall	33
IRE 6	CLC, CSU, HCC, NLU	Spring, Summer, Fall	34
IRE 7	CSU, RU, NLU, NIU	Fall	46
IRE 8	ERIKSON	Summer, Fall	42
OA 1	CLC, RU, CSU, HCC, NLU	Spring, Summer, Fall	85
OA 2	CLC, CSU, HCC, NLU	Spring, Summer, Fall	95
OA 3	RU, CSU, HCC, NLU	Spring, Summer, Fall	62
OA 4	ERIKSON, CSU	Summer, Fall	57
OA 5	ERIKSON, CSU	Summer, Fall	57
OA 6	ERIKSON, CSU	Summer, Fall	57
PPD 1	CLC, SWIC, RU, HCC, NLU	Spring, Summer, Fall	170
PPD 2	CLC, SWIC, HCC, NLU	Summer, Fall	46
PPD 3	CLC, CSU, HCC, NLU	Summer, Fall	76
PPD 4	CLC, RU, HCC, NLU	Spring, Summer, Fall	80
PPD 5	RU, NIU, NLU	Summer, Fall	63
PPD 6	ERIKSON	Summer, Fall	42
PPD 7	ERIKSON	Summer, Fall	42
PPD 8	ERIKSON	Summer, Fall	42
PPD 9	ERIKSON	Summer, Fall	42

Key:

Chicago State University – CSU

College of Lake County – CLC

Erikson Institute - Erikson

Heartland Community College – HCC

National Louis University – NLU

Northern Illinois University – NIU

Roosevelt University - RU

Southwestern Illinois College – SWIC

Appendix C: Lead & Consultant Vitae

Antonia D. Potenza
1535 West Lunt Avenue
Chicago, IL 60626
(773) 331-7701

EDUCATION

Ph.D. in Early Childhood Education/Research and Evaluation State University of New York at Buffalo	1982
M.S.T. in Elementary Education Fordham University	1973
B.S. in Psychology Fordham University	1972

CONSULTING

Consultant, Gateways Credential Module Development Project Illinois Director's Credential/Module Development	2022
Infant-Toddler Credential/Module Development and Pilot	2021-2022
Early Childhood Credential/Module Development and Pilot	2020-2021
Faculty Fellow Team Leader Gateways Faculty Fellows Assessment Project	2019
Technical Assistance Consultant Gateways ECE Competencies alignment, four-year programs	2017
Consultant, Gateways to Opportunity Technical Assistance Credential	2015-2017

UNIVERSITY EXPERIENCE

Faculty Positions

Associate Professor Emerita Roosevelt University, College of Education	2017-present
Coordinator, Chicago Public Schools-Roosevelt U. AA to BA Teacher Preparation Program	2019-2021
Associate Professor Roosevelt University, College of Education	1983-2017
Executive Director, New Deal Teacher Academy Warren Bacon Associate Professor of Urban Education	2016-2017
Associate Dean Responsibilities included working with faculty on staffing of courses, scheduling, tenure and promotion; working with the Office of Field Placements on student teaching and clinical placements; redesign of teacher education programs; assessment of programs and development of program improvement plans.	2013-2016

Director, Early Childhood Program Area	2012-13, 1993-97, 1987-89
Director, Bilingual Program	1984-1986
Assistant Professor	1981-1982
University of Miami, School of Education and Allied Professions Department of Elementary Education	

Administrative Positions

Assistant Secretary to the Board of Trustees 2010- 2011
Coordinated quarterly Board committee and full Board meetings; designed and carried out Trustee Orientation; developed agenda and materials for annual Board Retreat; managed budget and infrastructure for all Board relations; prepared President's remarks for Board meetings, Commencement, Convocation and State of the University and other speaking engagements.

Vice President and Dean 2004- 2010
Albert A. Robin Campus, Roosevelt University
Executive Officer for Roosevelt's suburban campus in Schaumburg, IL, which encompassed 2400 undergraduate and graduate students enrolled in the Colleges of Arts and Sciences, Business, Education and College of Professional Studies.

The position incorporated the following roles and responsibilities:

Campus Planning: Focused on academic programs, enrollment management, student services and community outreach.

Oversight of academic programs: Monitor the mix of programs and scheduling of courses on campus; make recommendations for the development of new programs and delivery systems in line with community needs and market. Weekend programs and hybrid courses for adult students were developed in the Colleges of Education, Business and Professional Studies. A focus in Health Sciences was established with the creation of a College of Pharmacy, which enrolled its first class of students in F 2011.

Strengthen enrollment: Designed and implemented a new marketing plan for the campus that resulted in a 12% increase in new student enrollment in 2006. By F 2007, ended overall enrollment decline and increased credit hour enrollment 6% in F 2008.

Facility Management: Monitored use and condition of the campus facilities; planned the design and build-out of a campus tutoring and writing center; planned and oversaw the redesign of student lounges and dining center; planned redesign of central courtyard and other open areas to provide recreational space for students; reconfigured layout of faculty and staff offices to serve changing mix of academic programs, including College of Pharmacy.

Community Relationships: Staffed meetings and initiatives of the Robin Campus Community Advisory Board, including raising over \$300,000 for scholarships. Oversaw the activities and finances of the Institute for Continued Learning, a 500 member organization of lifelong learners over age 50; oversaw operations of the Roosevelt Early Childhood Education Center, a day care center for children 0-6 operated in partnership with Zurich-America Corp.; partnered with the Village of Rolling Meadows and World Trade Center of Illinois on an International Business Center that provides programs on international trade for local businesses; collaborated with the Schaumburg Business Association on a community-based Leadership Institute; initiated and supported outreach efforts to underrepresented students: Latino Students Visit Day; GEMS (Girls Excited about Math and Science) camp; created partnerships with community colleges, local businesses and health care systems and school districts to deliver academic programs to their employees and students, and to provide experiential learning opportunities for Roosevelt students.

Vice President for Administration

1997-2004

Roosevelt University

Worked closely with the President to assure that the initiatives of the administration were effectively implemented, and led projects that originated in the President's office, or through the Board of Trustees, including the following:

Secretary to the Board of Trustees: Coordinated quarterly Board committee and full Board meetings; designed and carried out Trustee Orientation; developed agenda and materials for annual Board Retreat; managed budget and infrastructure for all Board relations;

External and government affairs: Met with local, state and federal legislators with and on behalf of the President; supervised the activities of the lobbyist representing the University to the state of Illinois. Secured \$2 million from the State of Illinois and \$225,000 of federal funding for capital improvements to the Auditorium Building.

Strategic planning: Led the University's strategic planning process in 2002-03.

Program Development: With the Walter E. Heller College of Business Administration, put together an Executive MBA program for mid- and upper-level managers of Chinese enterprises and government agencies. The program ran from 1999 to 2004 and enrolled over 300 students.

Served on the Chicago Humanities Festival's planning board from 1997-2004 and managed the performances held at Roosevelt University during the Humanities Festival in November.

With Festival administrators, planned and coordinated a one-week, summer teacher institute funded by the Chicago Public Schools

Adjunct Faculty Organization Negotiations: In 2000, served as a team member on the committee negotiating the initial contract with the adjunct faculty union.

PROFESSIONAL EXPERIENCES

American Council on Education Fellow

2003-04

Cooperative Learning Centers Project

1994-1997

Consultant to James McCosh Elementary School

Consultant, Chicago Public Schools

1994-1997

Title I Evaluation

Consultant, Chicago Public Schools

1991-1997

Proposal reader for State Funded Pre-Kindergarten

Consultant, Illinois Facility Fund

1992

Site Evaluator for Day Care Program Expansion Funding

Consultant, Department of Human Services

1992

Reader of Head Start Expansion Proposals

Consultant, Ministry of Education, Bahamas

1991

Teacher Training Workshops on Programming for Infant and Toddler Daycare

Survey of Existing Conditions in Preschool Day Care

PUBLICATIONS

Mathien, T., Nepstad, C., Potenza, A., Kim, J. and Mertes, W. *"Building on Trust: How Three Institutions Came Together to Build an Innovative Partnership for Student Transfer"* in *"Voices From the Field : Collaborative Innovations in Early Childhood Educator Preparation"* eds. Stephanie A. Bernoteit, Johnna Darragh Ernst and Nancy L. Latham, Illinois Education Research Council and Illinois Board of Higher Education, 2017.

Donovan, M. A., Steinhaus, P., Potenza, A., George, A., Bulat, C. and Walker, D. *"When Innovation Means Breaking the Enrollment Management Mold : Building a Postsecondary Institution Transfer Network Consortium"* in *"Voices From the Field : Collaborative Innovations in Early Childhood Educator Preparation"* ed. Stephanie A. Bernoteit, Johnna Darragh Ernst and Nancy L. Latham, Illinois Education Research Council and Illinois Board of Higher Education, 2017.

Potenza, A. *"Parent Involvement"* *Parent Participation Programs in the Chicago Public Schools*. Chicago: Roosevelt University, 1990.

Porter, C. and Potenza, A. *"Alternative Methodologies in Early Childhood Research"* *Advantage in Early Education and Day Care*. Ed. Sally Kilmer. Volume 3. Greenwich, Connecticut: JAI Press, Inc., 1983.

Potenza, A. *"Day Care and the Exceptional Child"* *The Forum*. Volume 7. 1981.

Potenza, A. *"Alternatives in Child Care"* *Learning in the Home*. Ed. Christine Z. Cataldo. Volume 2. Early Childhood Education Council of Western New York, 1981.

Callahan, L. and Potenza, A. *"What Math Might Be"* *New York State Early Education Reporter XXV*. 1979.

GRANTS

Early Childhood Educator Preparation Program Innovation Grant, continued implementation, \$29,800 from the Illinois Board of Higher Education, 2015-2016

Early Childhood Educator Preparation Program Innovation Grant, \$45,000 from the Illinois Board of Higher Education, 2014

Title III Grant, College of Staten Island, to increase undergraduate student retention through faculty and peer mentoring. Submitted to the US Dept. of Education, 2004. The grant was funded for \$1.25 million over 3 years.

Chicago Humanities Festival/Roosevelt University Summer Workshop for Teachers, \$20,000/year, funded 1998, 1999, 2000, and 2001.

Early Intervention Minigrant submitted to the State of Illinois Partnerships Project for \$2,000 - funded 1994

Chicago Loop Area Day Care Feasibility Study submitted to Chicago Department of Planning in conjunction with Applied Real Estate Analysis, Inc. and the Institute for Metropolitan Affairs for \$117,000 - funded 1993

SELECTED PRESENTATIONS

National

"Collaboration in the Development of Community Leaders" Panel presentation with Lisa Encarnacion, Patrick Green, and Laurie Stone at the annual meeting of the Coalition of Urban and Metropolitan Universities , Baltimore, MD, October 2007.

"Assessing Language in English Speaking and Bilingual Young Children" Paper presented with Mary Jo Young and Erica Sufritz at the Annual Conference of the National Association for the Education of Young Children, Washington, DC. November, 1995.

"The Social Foundations of Language Acquisition and Literacy Development" Paper presented with Erica Sufritz at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA. December, 1994.

"Parent Involvement in the Primary Grades" Paper presented with Brigitte Erbe at the Annual Meeting of the National Association for the Education of Young Children, Denver, CO. November, 1992.

Regional/Local

"Implementing the Gateways Credential Competencies: The Modularization of the Infant-Toddler and ECE Credential Competencies" Paper presented with Anni Reinking at the Gateways to Opportunity Higher Education Forum, April 2022.

"Walk the Walk With NAEYC: Gateways to Opportunity and NAEYC Competencies" Paper presented with Johnna Darragh-Ernst at the Gateways to Opportunity Higher Education Forum, April 2021.

"Unintended Consequences of the Shrinking ECE Faculty Population in Illinois" Paper presented with Marie Donovan at the Gateways to Opportunity Higher Education Forum, Bloomington, IL, March 2019.

"Coaching as a Means of EdTPA Support: Effective Strategies for Student Teachers across Program Areas" Paper presented with Dorota Celinska, Sharon Grant, Elizabeth Meadows and Christine Ryan at the Illinois TPAC Conference, Bloomington, IL, September 2016.

"Discussing the Process: Challenges and Successes" Moderator, Panel Presentation at the Illinois TPAC Conference, Bloomington, IL, September 2015.

"Finding the Way to Improve our Programs" Paper presented with Jin-ah Kim and Wendy Mertes at the Gateways to Opportunity Higher Education Forum, Bloomington, IL. April, 2015.

"College Readiness Summit" Moderator and respondent, panel presentations, Elgin Community College, September 22, 2006.

"Roosevelt Update" Panelist, President's Panel, Illinois Committee on Black Concerns in Higher Education, Northeastern Illinois University, May 19, 2006.

"Career Growth through Higher Education" Presentation to McHenry Cook Professional Women's Group
"Empowering Women" Luncheon, March 30, 2006.

"Reading and Writing Across the Curriculum." Paper presented with Geralynn Wilson at the Spring Forum of the Collaborative Learning Centers Project, Chicago, IL. May, 1996.

Research Roundtable, Panel Coordinator and Facilitator - Chicago AEYC Conference, Chicago, IL. March, 1995.

Research Roundtable, Panel Coordinator and Facilitator - Chicago AEYC Conference, Chicago, IL. February, 1994.

"Women in the Workplace" Panelist on Child Care Issues - Roosevelt University Women's History Month Program, Chicago, IL. March 24, 1993.

Research Roundtable, Panel Coordinator and Facilitator - Chicago AEYC Conference, Chicago, IL. February 12, 1993.

"What's New in Early Childhood Teacher Education." Suite Talk at the Illinois ASCD Kindergarten Conference, Rosemont, IL. February, 1992.

"Parent Involvement in the Primary Grades." Paper presented with Brigitte Erbe at the Annual Meeting of the National Association for the Education of Young Children, Denver, CO. November, 1992.

"Language Development, Birth to Three." Workshop presented at State Pre-Kindergarten Training Program, Oakbrook, IL. September, 1991.

"Mother's Language Styles with Toddlers: Individual and Class Differences." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. April 4, 1991.

"Strategies for Parent Involvement." Panel presentation on Parent Participation in Schools: Research Findings and Successful Programs. 8th Forum on Chicago School Reform, Community Renewal Society. December 7, 1990.

"The Development of Mother-Toddler Conversations." Paper presented at the Annual Conference of the Chicago Association for the Education of Young Children. February, 1990.

INSERVICE AND STAFF DEVELOPMENT

"Writing in the Kindergarten" Staff in-service for Stockton Elementary School, Chicago, IL. April, 1996.

"Developing Rubrics" Staff in-service for McCosh Elementary School, Chicago, IL. March, 1996.

"Assessing Writing in the Primary Grades" Staff in-service for McCosh Elementary School, Chicago, IL. February, 1996.

"Authentic Assessment" Staff in-service for McCosh Elementary School, Chicago, IL. October, 1995.

"Classroom Assessment" Staff in-service Northside Catholic Academy, Chicago, IL. November, 1994.

"Observation and Assessment." Staff in-service for St. Matthew's Day School, Barrington, IL. September and October, 1994.

"Infant and Toddler Care." Five week seminar series for child care providers, Illinois Resource and Referral. September and October, 1994.

"Authentic Assessment: Follow-Up." Staff in-service for Hillside School, Barrington, IL. September, 1994.

"Authentic Assessment." Staff in-service for Hillside School, Barrington, IL. February, 1994.

"Developing Program Policies." Workshop for Day Care Directors sponsored by the Cook County Child Care Resource and Referral. September, 1993.

PROFESSIONAL MEMBERSHIPS

Illinois Association of Early Childhood Teacher Educators	2015-present
American Council on Education	
<i>Member, ACE Council of Fellows</i>	2010-2012
<i>Co-coordinator, Illinois ACE Network</i>	2005-2007
<i>Member, steering committee, ACE Network</i>	2007-2009 Member, ACE Council of
<i>Fellows Program Committee</i>	2007-2011
Coalition of Urban and Metropolitan Universities	
American Association of University Professors	
National Association for the Education of Young Children	
Chicago Association for the Education of Young Children	
<i>Treasurer</i>	1997-1999
<i>Member, CAEYC Conference Committee</i>	1992-1994
<i>Co-Chair, CAEYC Conference</i>	1991-1992
<i>Co-Chair, CAEYC Conference Program Committee</i>	1989-1991

UNIVERSITY SERVICE

Member, Executive Committee, University Graduate Council	2013-2016
Member, Executive Committee, College of Education	2013-2014
Member, College of Pharmacy, Dean's Search Committee	2009
Member, Roosevelt University Comprehensive Campaign Cabinet	2007-2010
Co-chair, College of Education Dean's Search committee	2007
Member, Campus Planning and Development Committee	2004-2007
<i>Co-chair, subcommittee on Academic Facilities Planning</i>	2004-2006
Member, Council of Academic Deans	2004-present
Chair, Strategic Planning Steering Committee	2003
Member, President's Executive Council	2003-present
Member, Adjunct Faculty Contract Negotiations Team	2001
Member, President's Cabinet	1997-2003
Member, University Honors Committee	1997-2003
Member, Administrative Council	1994-2003
Roosevelt University Trustee	1995-1997
Chair, University Senate and Senate Executive Committee	1994-1997
Member, Faculty Tenure Review Committee	1994-1997
Strategic Planning Committee	1997
<i>Chair, Task Force on University Identity and the Metropolitan University</i>	
Member, Robin Campus Day Care Center Planning Committee	1997
Member, Search Committee for Vice President for Enrollment Management	1996
Member, Search Committee for Vice President for Development	1996
Member, Steering Committee North Central Accreditation	1995-1996
<i>Chair, Work Group 1, Mission and Purposes of the University</i>	
<i>Member, Work Group 4, Future of the University</i>	
SOAR Advisor/Freshman Seminar Instructor Roosevelt University Advising Center	1992-1994
Member, University Budget Committee	1990-1994
Member, Faculty Research and Professional Development Committee	1986-1989

COMMUNITY SERVICE

Member, Early Childhood State Competencies Leadership Team	2017-present
Member, Illinois TPAC <i>Member, Conference Planning Committee</i>	2014-present
Co-chair, International Business Center (Rolling Meadows, IL)	2008
Member, Schaumburg Business Development Commission	2004-11
Member, Schaumburg Business Association <i>Member, Transportation Committee</i>	2004-11
Board member, Theatre Building Chicago <i>Chair, Finance Committee</i> <i>Chair, Membership Committee</i>	1999-2003 1999-2001 2001-2003
Member, Chicago Humanities Festival Planning Committee	1997-2003
School Board Member, Northside Catholic Academy <i>Chair, Long-Range Planning Committee</i>	1994-1996
School Board Member, St. Ignatius Elementary School <i>President</i>	1988-1995 1991-1994
Member, SUCCESS Multi-Parish Planning Committee <i>Chair, Curriculum and Models Task Force</i> <i>Member, Steering Committee</i>	1991-1994
St. Ignatius' Elementary School Parents' Club <i>Founding Member and Member of the Steering Committee</i>	1986-1992

Anni K. Reinking, Ed.D.

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Peoria, IL 61615

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EDUCATION

Illinois State University; Normal, IL Dec. 2015
Ed.D. Curriculum and Instruction

Dominican University; River Forest, IL May 2009
MS.Ed. Early Childhood Education

University of Iowa; Iowa City, IA May 2006
BA Psychology

CERTIFICATIONS

Illinois State Teaching License
Principal Endorsement
Early Childhood Professional Educator License

PROFESSIONAL EXPERIENCE

Contract Work Dec.2007- Present
Consultant/Contractor
Professional development provider. Competency-based education lead. Project management and project planning. Coaching and mentoring in education. Leadership and conflict management guidance. Instructional design on LMS and Articulate 360. All interactions use adult learning theory.

CSEdResearch.org: Peoria, IL June 2021- Nov. 2022
Vice President of Development and Education Research
Managed a staff of 6 researchers, which included project planning and management, grant applications, and writing deliverables. Managed qualitative and quantitative research projects.

STAR NET Regions I&III: Macomb, IL (Home Office) Aug. 2020- Jan. 2022
Family Resource Specialist
Provided resources, supports, and professional development to families and educators working with early childhood children with special needs.

NWEA: Remote June 2020- Nov. 2021
Professional Learning Consultant (Virtual Cadre)
Provided professional development to schools around the country focused on the NWEA project, which included testing, assessment, and data driven instruction.

National Louis University: Chicago, IL Dec. 2020-June 2021
Field Coach
Provided mentoring to a group of 10 early childhood, non-traditional students during their last semester.

Adjunct Faculty – Early Childhood and Elementary Education 2020-2021
Planned and taught several courses (math content, assessment, human development, early childhood endorsement, and family collaborations) at a

variety of universities around the state of IL at the start of the pandemic when schools were transitioning to online learning.

Peoria Academy; Peoria, IL Mar. 2020- Jun 2020
Director of eLearning

Guided a school community (PK-8) during the transition from in-person learning to online learning at the start of the pandemic.

Southern Illinois University-Edwardsville; Edwardsville, IL Aug. 2016-Jul 2020
Tenure Track Assistant Professor- Early Childhood Education & Co-Program Lead- Virtual Professional Practice Lab

Planned and taught early childhood undergraduate and graduate courses for pre-service educators, including, but not limited to, mathematics content, assessment, diversity and multicultural education, and family collaborations. Led the department's operating papers committee, fully implemented virtual simulations into courses, and led the hiring committee for two positions.

Monmouth College; Monmouth, IL Aug. 2015- Aug. 2016
Visiting Assistant Professor- Elementary Education

Planned and taught elementary education math, science, and history content courses for pre-service teachers.

Illinois State University; Normal, IL Aug. 2014-May 2015
Graduate Assistant

Conducted qualitative research and taught an early childhood mathematics content course for pre-service educators.

Children's Home Association of Illinois; Peoria, IL Jul. 2014-Aug. 2015
Coordinator: Art of Parenting (Parenting Courses)

Planned and implemented parenting courses for families in three counties, specifically families who were part of the court system.

East Peoria School District; East Peoria, IL Aug. 2011- Jun. 2014
Early Childhood- Special Education Teacher

Planned and taught lessons to early childhood special education students. This also included being their case manager and writing their IEPs as well as participating in their transition plan meetings.

East Chicago Lighthouse Charter School; East Chicago, IN Jul. 2009-Jun. 2011
Kindergarten (2009-2010); 2nd Grade (2010-2011) Teacher

Planned and taught lessons for students in my classrooms.

Carole Robertson Center for Learning; Chicago, IL Aug. 2007-Aug. 2009
Educational Lead Teacher: Head Start/ Preschool for All

Planned and taught lessons to early childhood children as part of my Teach for America placement in Chicago.

Wema Centre; Mombasa, Kenya Aug. 2006-Dec. 2006
Art and English Teacher (1-year-old to 20 years old)

Lived with and taught orphans, specifically English and creative arts.

VOLUNTEER (service):

ChatEd Podcast

Co-Host and Producer

Dec. 2022-Present

Peoria Public School Board Member (elected)	Jul. 2020- Jun. 2025
2020-Contiuous: LGBTQ History Committee	
2020-2021: Parent Teacher Advisory Committee	
2022-2023 Behavior Special Education Committee	
Peoria PlayHouse Diversity Committee Member	Oct. 2020-Present
First Federated Church: Peoria, IL	2011-Present
Youth Volunteer, Member Volunteer	
Peoria County Racial and Equity Commissioner	Jul. 2021-Aug. 2022
Peoria YMCA Diversity Committee Member	Feb. 2021-July 2022
Learning Vibes Podcast	Jul. 2019-Mar. 2022
Co-Host and Social Media/Marketing Lead	
State Transition Committee (Early Childhood)	Sept. 2020- Jan. 2022
Early Childhood Outcomes Committee (Early Childhood)	Sept. 2020- Jan. 2022
State Leadership focused on Inclusion	Jan. 2020- Jan 2022
Sharing a Vision Conference (Statewide conference)	Jan. 2018-Dec. 2021
Co-Chair 2019 and 2021	
Culturally Competency & Transracial Adoption Com.	Sept. 2020- Nov. 2021
Junior League of Peoria Member	Aug. 2019-May 2021
2020-2021: Participant Coordinator	
Bit Project (STEM and Education Consultant)	Dec. 2020
Illinois Division of Early Childhood	Jun. 2016- Jun. 2020
Vice President (2016-2017); President Elect (2017-2018);	
President (2018-2020)	
Riverbend Head Start	Sept. 2016- May 2020
Board Member- Curriculum Chair	
Illinois State Board of Education	Apr. 2016- May 2019
Early Childhood Program Reviewer .	

Publications and presentations provided upon request.

Lisa M. McIntyre-Hite, PhD

AREAS OF EXPERTISE INCLUDE:

- Competency-based education
- Meeting the learning needs of working adult learners
- Online learning
- Stackable and interoperable program strategy
- Learning ecosystem consultation and design
- Strategic partnerships and data-driven product and service iteration
- High-impact, high-quality learning experience design from idea-pilot-scale-continuous improvement

RELEVANT PROFESSIONAL EXPERIENCE

GUILD EDUCATION (Current)

Vice President, Learning Innovation

- Leads learning innovation focused on ensuring all high-quality learning counts and stacks toward the degree (Stackability & Credit for X)
- Leads the Learning Center of Excellence, focused on improving learning outcomes for working adults and advising on program design to best meet their needs

Senior Principal, Learning Marketplace Solutions

- Lead engagements with all academic partners to improve enrollment, retention, and completion for employer programs
- Provide strategic insights into higher education and non-traditional learning providers to help identify programs and pathways for inclusion in Guild's learning marketplace
- Bridge gaps between employer needs and academic partner capabilities through strategic engagements

ENTANGLED SOLUTIONS/PATHSTREAM (2018-2020) – (Entangled was acquired by Guild Education)

Vice President, Partner Strategy & Innovation//Senior Advisor – Pathstream

- Support the continued growth of Pathstream via college and university partnerships
- Led the growth of Pathstream's college partnerships from 11 partners to 27 partners in first 9 months of employment
- Lead teams that oversee implementation, LMS integration, faculty training, and ongoing college support
- Provide strategic insights in higher education landscape and bridging the digital skills gap

Senior Advisor – Entangled Solutions

- Consults with institutional clients on effective practices in teaching and learning in higher education with a focus on microcredentials and competency-based education
- Advises internal teams on learning innovation, higher education regulations, and change leadership in higher education contexts

LAUREATE EDUCATION/WALDEN UNIVERSITY (2011-2018)

Dean, Competency Based Education – Walden University (current)

- Academic lead for the continual development and scaling of Walden University’s competency-based education efforts. Lead a cross-functional team of curriculum, operations, and instructional design teams to iterate and grow new educational offerings.
- Led the growth of CBE to achieve 69% revenue growth in 2017 and on track to deliver 67% revenue growth in 2018. Growth driven by learning model improvements, increased focus on retention and progression, and adding new programs.
- Leading the effort to expand current CBE model to create direct-to-employer offerings that enable employers to address skills gaps and create pathways for employees to articulate and complete the degree.

Executive Director of Product Innovation – Laureate Education

- Led the design, development, and data-driven improvements of strategic learning initiatives.
- Collaborated with academic and business personnel, as well as technology and development partners, to bring forth learning innovations and to make improvements to existing innovative models.
- Led learning innovation, competency-based education efforts.
- Developed plans and processes, as well as implementation of prototypes and pilots.
- Carried out departmental vision, mission, and goals.
- Spokesperson for new learning models via conferences, social networks, video interviews, etc., as requested by business and/or marketing partners.

Additional roles include:

- Director of Product Development– Laureate Education, Inc., Emerging Strategies and Products
- Director of Program Design – Laureate Education, Inc., Product Strategy Innovation & Development
- Course Development Manager – Laureate Education, Inc.
- Course Developer – Laureate Education, Inc.

BOARD SERVICE & ADVISORY

Competency-Based Education Network (C-BEN) Board of Directors (Current)

Credential As You Go Advisory Board (Current)

American Institutes for Research (AIR) for CBE Research Advisory Board (2018-2021)

Pathstream Advisor (2018-2020)

PUBLICATIONS & PRESENTATIONS

McIntyre-Hite, L., Graebe, J., & Monaghan, D. (2022). The future of workforce development in professional nursing practice. [*Journal of Continuing Education in Nursing*](#).

McIntyre-Hite, L. & Graebe, J. (2022). Mitigate the Nursing Crisis by Designing for Working Adults. [Guild Education](#).

Long, C., & McIntyre-Hite, L. (2021). Competency-based education and the future of work. [Training Industry](#).

Monaghan, D., McIntyre-Hite, L., & Cannon, A. (2021). Transforming emergency virtual education solutions into effective online learning. [Guild Education](#).

Long, C., McIntyre-Hite L. (2020). Gearing up: How competencies enable the agile work-learn model. [CBEN and Guild Education](#).

McIntyre-Hite, L., Kraft, K., Fowler, G., & Cave, F. (2020). Learner experience design: Intentionally building for working adults. [Guild Education](#).

McIntyre-Hite, L., & Crews, T. (2020). The working adult learner imperative. [Guild Education](#).

McIntyre, Hite, L., Cheney, M., Bevers, S., Mast, L., & Hapka, H. (2018). CBEN's quality framework: A case study in its application to CBE curriculum quality standards. *The Journal of Competency Based Education*.

Mast, L., Winter, B., Miriam, R. & McIntyre-Hite, L. (2018). Program management for faculty development: addressing the changing faculty roles in a direct assessment competency-based model. *Journal of Health Administration Education*, 35, pp. 279-476.

O'Reily, P. (2017). Schooling in a Skills Economy: A Talk with Lisa McIntyre-Hite. Retrieved from <https://www.linkedin.com/pulse/schooling-skills-economy-talk-lisa-mcintyre-hite-peter-o-reilly/>

McIntyre-Hite, L. & Farley, B. (2017) Move Over Content, The Learning Experience is Key. *Education Dive*. Retrieved from <https://www.educationdive.com/news/move-over-content-the-learning-experience-is-key-3-ways-educators-can-pri/445740/>

McIntyre-Hite, L. (2016). A Delphi study of effective practices for developing competency-based learning models in higher education. *The Journal of Competency Based Education*, 1: 157–166. doi: [10.1002/cbe2.1029](https://doi.org/10.1002/cbe2.1029)

McIntyre-Hite, L. (2016). Three opportunities to prepare college students for success. Clayton Christensen Institute for Disruptive Innovation. Retrieved from <https://www.christenseninstitute.org/blog/three-opportunities-to-prepare-college-students-for-success/>

McIntyre-Hite, L. (2016). Developing an online direct-assessment competency-based master's in healthcare administration: Insights, challenges, and lessons learned. *Journal of Healthcare Administration Education*, 32, 613-619.

PRESENTATIONS

- ASUGSV: Competency-Based Education: Learning Optimized for Today's Student (April 2022)
- ASUGSV: Credit for X: An Equity Imperative for Higher Education (April 2022)
- ASUGSV: Mitigating the Healthcare Crisis with Increased Access to Education for Working Adults (April 2022)
- CBExchange: ANCC Nursing Bootcamp (October 2022)
- ACE Annual Meeting: Learner Experience Design for Working Adults (March 2021)
- IMS Digital Credentials Summit: Digital Credentials and Skills in the Talent Continuum (March 2021)
- RISE Together: Fostering Innovation to Support Student Parents (November 2020)
- Higher Ed COVID Resource Webinars – planned and moderated 8 webinars (2020)
- CAEL: Working Adult Learner Supports (2020)
- CBExchange Plenary: Shifting Gears (2020)
- CBExchange Plenary and 2 Panels (October 2019)

- CBExchange: Plenary and 3 Panels (September 2018)
- Austin Fast Track to Success: Leveraging Innovation in Higher Ed (April 2018)
- Quality Matters: Defining Quality: CBE and the Path to Excellence (September 2017)
- CBExchange: The Path to Quality (September 2017)
- Competency-Based Education Consortium Fast Track to Success: CBE Development and Continuous Improvement (June 2017)
- Educause ELI Conference: Emerging Effective Practices for Developing CBE Programs in Higher Education (February 2017)

ADDITIONAL PROFESSIONAL EXPERIENCE

AVENTA LEARNING – K-12 CORP

Instructional Supervisor & Instructor (January 2010-March 2011)

- Oversaw 40+ remote English Teachers
- Ensured curriculum and instruction were delivered in accordance with K12/Aventa’s policies.

MAPLEWOOD CAREER CENTER

Supervisor of Instruction and Student Discipline (July 2006-July 2009)

- Responsible for student discipline
- Supervised 30 English, Special Education and Social Studies teachers.
- Led school-wide professional development regarding standards-based instruction.

RAVENNA HIGH SCHOOL

Dean of Students/ Unit Principal for grades 9 & 11: Ravenna High School (August 2005-June 2006)

- Responsible for discipline, mentoring, and counseling
- Led school and district-wide professional development initiatives.

English teacher, Yearbook advisor, and Newspaper advisor: Ravenna City Schools (January 2000-2005)

EDUCATION

PhD in Learning, Instruction, and Innovation (2017)

Dissertation: Effective Practices for Developing Competency-Based Programs in Higher Education
Walden University (2017)

Master’s in Education – Curriculum and Instruction (2004)
Kent State University, Kent, Ohio

Bachelor of Science - Secondary Education, Communications (1999)
Kent State University, Kent, Ohio

PROFESSIONAL DEVELOPMENT

Cornell University Professional Certificate in Business Strategy (2021)



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