

# Colorado Shines Quality Rating and Improvement System: Professional Development Information System (PDIS) Survey Report

---

Shannon Moodie, Sarah Daily, Erin Bultinck, and Jennifer Abrams



# Table of Contents

Table of Contents.....	1
Executive Summary.....	1
PDIS Awareness and Motivation .....	1
Technical Challenges .....	1
Professional Development Information System (PDIS) .....	1
Early Childhood Professional Credential (ECPC) .....	1
Credential 2.0 .....	2
Competency Self-Assessment (CSA).....	2
Introduction .....	2
Methods.....	4
Characteristics of Professionals Using the PDIS.....	4
PDIS Awareness and Motivation.....	5
Awareness and Participation.....	5
Motivation .....	5
Technical Challenges.....	5
Ease of Use .....	5
Nature of Technical Challenges Experienced .....	6
Helpful Resources, Information, or Training.....	6
Perceptions and Experiences.....	6
Professional Development Information System (PDIS) .....	6
Early Childhood Professional Credential (ECPC) .....	7
Pursuing an ECPC.....	8
Selecting professional development .....	9
Additional ECPC feedback.....	9
Credential 2.0 .....	9
Credential 1.0 compared to 2.0.....	9
Credential scoring.....	10
Additional Credential 2.0 feedback.....	10
Competency Self-Assessment (CSA).....	10
Completing the CSA.....	11

CSA purpose.....	11
Additional CSA feedback.....	12
Individual Professional Development Plan (IPDP) .....	12
E-Learning Courses .....	14
Usefulness of e-learning courses.....	15
E-learning course activities.....	17
Additional e-learning course feedback.....	17
Summary and Considerations.....	17
General Considerations.....	17
PDIS Awareness and Motivation .....	18
Technical Challenges .....	18
Professional Development Information System (PDIS) .....	18
Early Childhood Professional Credential (ECPC) .....	19
Credential 2.0 .....	19
Competency Self-Assessment (CSA).....	19
Data Appendix.....	20

# Executive Summary

The Colorado Professional Development Information System (PDIS) is an online data system and workforce registry designed to track the training and education of all professionals in Colorado's early childhood workforce. The PDIS also provides online professional development in the form of self-assessments and e-learning coursework, and assists early childhood professionals in attaining additional training and education to help them meet their professional goals. With the launch of the PDIS, the Office of Early Childhood (OEC) and the Colorado Department of Education (CDE) requested a PDIS user survey to gather feedback about the early implementation of the system. Child Trends conducted an online survey in the fall of 2015 with PDIS users to understand the characteristics of professionals using the PDIS, their motivation for using the system, and their perceptions of its challenges and benefits. Although Child Trends collected 3,489 responses, this comprised a small percentage of all registered PDIS users (28%) therefore the findings may not be representative of all PDIS users. Key findings and considerations for next steps are highlighted below.

## PDIS Awareness and Motivation

According to respondents, the implementation of Colorado Shines was a primary reason for registering with the PDIS. **Next steps:** The next phase of PDIS recruitment and outreach efforts may need to include specific strategies for engaging the broader network of early childhood professionals that have yet to participate in Colorado Shines (plans may already be in place or underway).

## Technical Challenges

Just over one-third of respondents experienced challenges related to the e-learning courses or the Early Childhood Professional Credential (ECPC). **Next steps:** It may be beneficial to follow up with the community of PDIS users to identify the type and nature of the challenges that were experienced, and whether they are ongoing or were resolved.

## Professional Development Information System (PDIS)

Respondents indicated a general lack of familiarity with only one aspect of the PDIS. Their tendency to somewhat disagree with the statement, *"I am aware of Scholarships available to early childhood professionals for the purpose of attaining a credential, certificate, or degree,"* may be meaningful for CDE if the PDIS is intended to be a platform to communicate to professionals about scholarships. **Next steps:** These data may support the need for future outreach efforts to raise awareness of and access to scholarship opportunities for the early childhood workforce.

## Early Childhood Professional Credential (ECPC)

Among those with a current ECPC, most expressed a general interest in pursuing the next credential level (58%). **Next steps:** This may be an indicator worth tracking over time to

determine whether the PDIS is effective in maintaining ongoing engagement once a professional receives an ECPC, and to encourage them to advance in the credential system.

## Credential 2.0

Although response rates were low for questions related to Credential 2.0, those who responded to these items reported mixed agreement about their understanding of the new scoring process and whether they felt the new credential was an accurate reflection of their expertise.

**Next steps:** These data may support CDE’s continued outreach and communication efforts around Credential 2.0 to support ECE professionals’ understanding of the credential, its goals, and the mechanics of how credentials are scored.

## Competency Self-Assessment (CSA)

Overall, those who completed the CSA had generally positive perceptions of their experiences and the majority felt confident in their ability to assess their skills and abilities. **Next steps:** It may be beneficial for CDE to compare these self-reported data with data collected from coaches and consultants who work with ECE professionals. Do coaches perceive that ECE professionals have a good sense of their strengths and weaknesses when completing the CSA, or do individuals over- or under-report competencies?

## Introduction

Children who are taught and cared for by sensitive, well-trained teachers and caregivers are more likely to experience positive developmental and academic outcomes.<sup>1</sup> As a result, early childhood practitioners need specialized knowledge, skills, practices, and dispositions to be effective in promoting high-quality experiences for young children. The Colorado Professional Development Information System (PDIS) is an online data system and workforce registry designed to track the training and education of all professionals in Colorado’s early childhood workforce. The PDIS also provides online professional development in the form of self-assessments and e-learning coursework, and assists early childhood professionals in attaining additional training and education to help them meet their professional goals.

In addition to the PDIS, the Early Childhood Professional Development Team at the Colorado Department of Education created a new framework for the Early Childhood Professional Credential (ECPC). The Early Childhood Professional Credential 2.0, which replaces the former Credential 1.0, provides a common system for all Colorado early childhood professionals to document and quantify their professional growth and accomplishments. Early childhood professionals who enter their information into the PDIS are assigned to an Early Childhood

---

<sup>1</sup> Burchinal, M.R., Roberts, J.E., Riggins, R., Zeisel, S.A., Neebe, E., & Bryant, D. (2000). Relating quality of center-based child care to early cognitive and language development longitudinally. *Child Development*, 71, 339-357; Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M. R., Espinosa, L. M., Gormley, W. T., Ludwig, J., Magnuson, K. A., ... & Zaslow, M. J. (2013). *Investing in our future: The evidence base on preschool education (Vol. 9)*. Society for Research in Child Development and Foundation for Child Development.

Professional Credential Level based on the number of points they have accumulated along each of four pathways: Formal Education, Ongoing Professional Development, Experience, and Demonstrated Competencies.<sup>2</sup> This credential level is also communicated to Colorado Shines, the state’s child care Quality Rating and Improvement System (QRIS), to track and report information for the Workforce Qualifications and Professional Development section of the QRIS scoring.<sup>3</sup>

The launch of the new web-based PDIS, the revised Colorado Early Childhood Professional Credential 2.0, and its integration into Colorado Shines presents an opportune time to gather feedback from users on the early implementation of this system. To this end, the Child Trends research team conducted an online survey of PDIS users to collect information on the following topics:

- Characteristics of professionals using the PDIS
- PDIS awareness and motivation
- Technical challenges in using the PDIS
- Perceptions and experiences related to:
  - PDIS
  - Early Childhood Professional Credential (ECPC) and Credential 2.0
  - Competency Self-Assessment (CSA)
  - Individual Professional Development Plan (IPDP)
  - E-learning courses

The results of this preliminary PDIS survey can be used to gain an understanding of the user experience in navigating the PDIS, perceptions of the new credentialing system, and whether and how users are utilizing these systems to achieve their professional goals. The findings from this survey can also be used to inform future research and evaluation activities designed to gather even more detail about how professional development resources can be improved, expanded, or targeted to meet the specific needs of early childhood professionals across the state.

---

<sup>2</sup> For detailed information about the criteria and scoring for each of these pathways, please see: <https://www.cde.state.co.us/early/eccredential20>.

<sup>3</sup> The Colorado Shines QRIS is a tool for assessing, enhancing, and communicating the level of quality in early care and education. All licensed child care programs that serve children prior to kindergarten will participate in Colorado Shines and automatically receive a Level 1 rating. Programs can achieve a Level 2 by registering in the PDIS and completing Level 2 training modules (among other requirements). Programs also have the option to pursue higher ratings at Levels 3–5 by accumulating points in each of five standard areas: Workforce Qualifications and Professional Development; Family Partnerships; Leadership, Management, and Administration; Learning Environment; and Health. For detailed information about scoring criteria at each rating level, please see: [http://coloradoshines.force.com/resource/1440607605000/asset\\_pdf1/asset\\_pdf1/ColoradoShinesProgramGuide.pdf](http://coloradoshines.force.com/resource/1440607605000/asset_pdf1/asset_pdf1/ColoradoShinesProgramGuide.pdf).

## Methods

The Child Trends research team sent an electronic survey to all 12,505 registered PDIS users on October 27, 2015. The survey remained open until November 25 (4 weeks), and a total of 3,489 completed surveys were collected (a 28% response rate). This report provides an overview of the findings in each of the topic areas listed above. Some of the questions in each topic area were also analyzed according to credential level, program type/setting, and position; these subgroup findings are also highlighted where applicable. The generalizability of the findings presented in this report is limited, as less than one-third of registered PDIS users responded to this survey.

The quantitative survey data were analyzed using the Statistical Package for the Social Sciences (SPSS). Respondents were able to leave a question unanswered, so the number of respondents who answered each question is provided as reference. Many questions permitted respondents to provide multiple responses, so percentages may not always equal 100 percent. Rather, percentages represent the respondents that identified with that response. For questions where quantitative and qualitative data were both collected (i.e., one of the response choices was “other” and respondents could specify their response), qualitative responses were either recoded into the initial response categories or analyzed using open coding techniques to identify common themes. Representative responses from participants are also included in this report to highlight themes that emerged from open-ended survey questions.

All data tables for each survey topic can be found in the Appendix beginning on page 19 of this report.

## Characteristics of Professionals Using the PDIS

Respondents were asked to identify their gender, race/ethnicity, age, years of experience in the early care and education field, education level, the type of program in which they currently work, position, and current credential level (See also: Appendix Table 1).

The majority of respondents (n=3,489) were female (98%); white (73%); evenly divided across the following age groups: 25–34 (26%); 35–44 (26%); and 45–54 (23%); and evenly divided among the following years of experience in the field of early care and education: 1–5 years (22%); 6–10 years (23%); and 11–20 years (28%).

Approximately 25 percent of respondents had completed some college coursework, but did not receive a degree. Approximately 19 percent held a Bachelor’s degree and 16 percent held a Bachelor’s degree with a major in early care and education or a related field.

Nearly half of respondents reported working in a child care center (47%). The remaining 53 percent were divided across settings such as family child care, Head Start programs, and public schools. Approximately 31 percent of respondents were lead teachers. Other positions held by the respondents included assistant teachers, directors and assistant directors, family child care providers, coaches/mentors, licensing specialists, behavioral health consultants, and early childhood special educators.

Approximately half of the respondents reported that they currently hold either a Level 1 (20%) or Level 2 credential (30%).

## **PDIS Awareness and Motivation**

This section of the survey included questions about how participants initially learned about the PDIS, as well as their motivation to participate in the system (See also: Appendix

Table 2).

## Awareness and Participation

Most PDIS users heard about the system from their program director or administrator (61% of 3,479). Some respondents (n=260) provided information about other ways that they heard about the PDIS that were not listed in the survey, most of whom reported hearing about the PDIS from their Early Childhood Council (43%).

Most users created their user profile in August or September of 2015 (55% of 3,467) and reported logging in to the PDIS system either once a month (37%) or never (20%).

## Motivation

Overall, “My program wanted to participate in Colorado Shines” was most frequently reported as the primary reason to participate in the PDIS (59% of 3,371), followed by “My program wanted to improve its Colorado Shines rating level” (35% of 2,280). The findings were consistent across credential level, position, and program type.

Some respondents (n=161) provided other reasons for participating in the PDIS not listed in the survey: that it was a requirement (46%), that it benefited their position (36%), or that it enabled them to provide support to others (16%). A provider explained, “I am a coach, so knowing how to use the system has helped me to support my community.”

## Technical Challenges

The questions in this section of the survey addressed the ease with which users were able to access the PDIS online platform, the nature of any technical challenges respondents experienced when using the PDIS, and the resources, information, or training that were helpful (or would be helpful) in accessing and using the PDIS (See also: Appendix Table 3).

## Ease of Use

On a scale of 1 to 5 where 1 was “very easy” and 5 was “very difficult,” almost two-thirds of participants (64% of 3,375) reported that using the PDIS online platform was “somewhat easy” (36%) or “very easy” (28%). These findings were consistent across credential level, position, and program type.

It took most users (65% of 3,322) less than 15 minutes to complete their registration for the PDIS.

## Nature of Technical Challenges Experienced

Approximately 40 percent of 3,370 respondents reported experiencing technical challenges using the PDIS, primarily related to e-learning courses (39% of 1,339) and the Early Childhood Professional Credential (36% of 1,339). A few respondents (n=176) also reported other

technical challenges not listed in the survey, including general site issues such as log-in difficulties (30%), password difficulties (18%), and trouble with videos (12%). Almost one-third (28%) of these 176 respondents also reported difficulties with uploading credentials and other documents to the PDIS, and with navigating the system (23%). The types of technical challenges experienced by respondents did not differ by credential level, position, or program type.

## Helpful Resources, Information, or Training

Users most frequently reported talking with another teacher or their program director to learn about how to access the PDIS platform (42% of 3,337), followed by attending a PDIS training (29%) and using the “Five Steps to PDIS Success How-to-Guide” (26%). Additional responses provided by respondents (n=249) that were not listed in the survey included receiving additional help from someone other than their coach or director (33%) (such as their program’s administrative team or organizations like the Early Childhood Partnership, Alliance for Kids, etc.) and assistance by someone who came to their home or facility (30%).

Respondents were also given the opportunity to describe other resources, information, or trainings that would be helpful to access and use the PDIS. Among the 509 responses provided, respondents reported a variety of additional trainings (26%), as well as a more user-friendly PDIS system (18%) and more resources to assist respondents’ navigation across the PDIS system (such as step-by-step instructions) (16%).

## Perceptions and Experiences

The following sections of the report summarize respondents’ perceptions and experiences with the PDIS, the Early Childhood Professional Credential, Credential 2.0, the Competency Self-Assessment, the Individual Professional Development Plan, and the e-learning courses.

### Professional Development Information System (PDIS)

This section of the survey included questions about respondents’ overall experience with the PDIS, as well as the resources respondents might use to identify future professional development opportunities (See also: Appendix Table 4).

Survey participants had mixed responses when asked to provide their perceptions about the extent to which they agreed or disagreed with statements about the PDIS, although most reported “neutral” agreement with the following statements:

- ***My experience with tracking my education and training in PDIS has been positive*** (34% of 3,217 respondents reported “**neutral**” agreement, followed by 23% “somewhat agree,” 19% “strongly agree,” 11% “somewhat disagree,” and 8% “strongly disagree”).

- *I am able to find the professional development trainings I need* (30% of 3,200 reported “**neutral**” agreement, followed by 27% “somewhat agree,” 22% “strongly agree,” 10% “somewhat disagree,” and 6% “strongly disagree”).
- *The PDIS has changed how I plan my own professional development* (40% of 3,193 reported “**neutral**” agreement, followed by 20% “somewhat agree,” 14% “somewhat disagree,” 12% “strongly agree,” and 10% “strongly disagree”).
- *I am aware of scholarships available to early childhood professionals for the purpose of attaining a credential, certificate, or degree* (24% of 3,208 reported “**neutral**” agreement, followed by 21% “somewhat disagree,” 19% “somewhat agree,” 17% “strongly agree,” and 16% “strongly disagree”).
- *The PDIS has introduced me to online learning* (29% of 3,209 reported “**neutral**” agreement, followed by 21% “strongly disagree,” 18% “somewhat disagree,” 16% “somewhat agree,” and 12% “strongly agree”).

Respondents’ perceptions of the PDIS were consistent across credential level, position, and program type. Respondents reported the top three resources they might use to identify future professional development opportunities:

- “My program director/supervisor” (39% of 3,149 respondents)
- “The PDIS” (24% of 3,092)
- “The Internet” (16% of 3,000)

Other respondents reported on resources they might use that were not listed in the survey, including affiliations with professional organizations and associations (44% of 144) and affiliations with institutions of higher education (27% of 144).

## Early Childhood Professional Credential (ECPC)

The Early Childhood Professional Credential (ECPC) is designed to formally recognize increasing levels of expertise in early childhood education (ECE). The Early Childhood Professional Credential 1.0 has long been aligned with the coursework offered at local community colleges for ECE professionals and required to meet personnel requirements of Colorado’s regulations for licensed child care programs. The newly revised Credential 2.0 allows individuals to accumulate points along four different pathways (Formal Education, Ongoing Professional Development, Experience, and Demonstrated Competencies). Based on the total number of points earned, an individual receives their designated credential level (Level I–Level VI).

The questions in this section of the survey addressed whether respondents received an ECPC and the credential level they received, the likelihood of pursuing the next credential level and reasons for not doing so, and the factors that influence respondents’ selection of professional development activities (See also: Appendix

Table 5).

### **Pursuing an ECPC**

Almost half of the PDIS users who responded to the survey reported having received an ECPC (46% of 3,198). Of the remaining respondents, 32 percent reported they had not received an ECPC and 22 percent reported that they did not know whether they had received one.

Of the 1,324 respondents who reported having an ECPC, most reported receiving a Level 2 credential (30%), followed by Level 3 (21%), Level 1 (20%), Level 4 (18%), Level 5 (7%), and Level 6 (4%). More than half of the respondents did not know when their credential would expire (53% of 1,444) and over half reported that they were either somewhat likely (28% of 1,445) or very likely (30% of 1,445) to pursue the next credential level.

When asked why they are not likely or are only somewhat likely to pursue the next credential level, 36 percent of 206 respondents reported that they are not interested at this time. Respondents were also able to provide other reasons for not pursuing the next credential level that were not listed in the survey. These responses included: already possessing a higher degree or credential level (28% of 72), close to retirement (24% of 72), or did not feel it was worth the time and effort (18% of 72). These findings were consistent across credential level, position, and program type.

When asked to describe how the three-year expiration date for their current credential influences professional development planning, 39 percent of 473 respondents noted that it influenced their participation in continued education through trainings, classes, and workshops. Respondents also reported that the expiration date influenced the time management of their professional development (17%). For example, respondents used the expiration date as a “timeline” or a way to “stay on track” to complete their training, class, or workshop. Respondents also reported that the expiration date helped them to plan their professional development over the next three years (16%) and influenced whether they chose to maintain or aim for a higher credential level (15%).

### **Selecting professional development**

When asked about the factors that influence their selection of professional development, almost half of respondents reported that they did *not* select trainings based on which offered the most points (49% of 1,384). A little over one-third (36%) reported that they “sometimes” selected trainings based on points, and 8 percent reported that they “always” selected trainings based on which offered the most points.

Aside from points, the three most important factors that influenced respondents’ selection of professional development included:

- Selecting professional development that focused on topics related to the children and families they work with (54% of 1,372 respondents)
- A personal interest in the training offered (26% of 1,352 respondents)

- The location of the training (14% of 1,332 respondents)
- These findings were consistent across credential level, position, and program type.

### **Additional ECPC feedback**

When asked to provide additional feedback on the ECPC, 24 percent of 335 respondents reported that they were satisfied with their experiences. For example, one respondent noted, “I think the Early Childhood Professional Credential is an excellent way to encourage those who have been in the field and have experience in ECE to better themselves and connect with the ECE community at large in order to have a community of educators with the same guidelines and understanding of what is expected of us.” Areas of dissatisfaction for respondents include the scoring system (15% of 335) and the long wait for credential approval (13% of 335). One respondent noted, “A degree, no matter how many years ago, should receive points. Yes, it is important to keep current and it is a professional responsibility to further knowledge with additional training and courses, but the degree is part of the journey no matter how long ago.” Additionally, 15 percent of 335 respondents who provided additional feedback felt there were aspects of the credential that were confusing.

### **Credential 2.0**

In this section of the survey, respondents were asked to compare the ease of entering information in the former Credential System 1.0 and Credential 2.0. Questions in this section also addressed respondents’ level of understanding about the changes that took place between Credential 1.0 and Credential 2.0, and what information might help inform their understanding of the new system (See also: Appendix Table 6).

Respondents who indicated they had an ECPC were asked if they participated in the Credential 1.0 system. Of these respondents (n=1,380), 38 percent reported participation in Credential 1.0. (While 1,380 respondents reported they participated in Credential 1.0, several skipped items in this section).

### **Credential 1.0 compared to 2.0**

Among those who had participated in Credential 1.0, respondents were mixed in their perceptions about whether entering information in Credential 2.0 was harder or easier than Credential 1.0. About one-third (32% of 530) reported that it was easier, 41 percent reported that it was harder, and 28 percent reported that they did not know.

Respondents were able to describe in their own words what made entering information into Credential 2.0 harder or easier than Credential 1.0. Of those who responded (n=178), more than half (58%; n=103) included comments about how Credential 2.0 was easier. Of those, 49 percent found the online format easier to use than Credential 1.0. For example, a respondent said, “Technology! I have held a professional credential for 10 years or more—voluntarily. Now all my staff has registered with PDIS. Over half my staff has earned professional credentials and my new staff has a plan in place to earn their entry level I credential by the end of 2016! PDIS has given us a framework for attaining professionalism in the ECE field.” Approximately 40

percent of those who responded to this question reported Credential 2.0 as harder. Of those (n=72), 43 percent found the uploading process to be challenging and tedious.

### **Credential scoring**

Respondents were also mixed in their understanding of how the scoring for each credential level changed in Credential 2.0. While 47 percent of 524 reported a good understanding of how the scoring changed, 46 percent reported that they did not have a good understanding, and 7 percent reported not knowing whether they had a good or unclear understanding.

When asked about additional information that would help inform their understanding of Credential 2.0, “more details about the formal education requirements” (54% of 273 respondents) and “more details about ongoing professional development requirements” (52%) were most frequently reported.

Respondents were also mixed in their opinions about whether the scoring for Credential 2.0 was a more accurate reflection of their expertise. Forty-one percent of 519 respondents reported it was more accurate, 26 percent reported it was not, and 33 percent reported that they did not know. These findings were consistent across credential level, position, and program type.

### **Additional Credential 2.0 feedback**

When asked to provide additional comments or feedback about Credential 2.0, some respondents reported that the Credential 2.0 is unfair in how points are awarded (36% of 115). Approximately 21 percent of those who responded to this question had positive feedback about the Credential 2.0, and feel education and experience are better recognized.

### **Competency Self-Assessment (CSA)**

The Competency Self-Assessment (CSA) is a tool for PDIS users to rate their current level of knowledge and skills across eight domain areas: child growth, development, and learning; child observation and assessment; family and community partnerships; guidance; health, safety, and nutrition; professional development and leadership; program planning and development; teaching practices; and professional development goal(s). Domains are organized into categories of competency. Each individual competency has four levels, and users are asked to select the level that best describes their current skills and knowledge. The results of this self-assessment are used by the PDIS to provide recommendations of professional development (trainings, college courses, coaching, etc.) based on users’ goals.

Survey respondents were asked to provide feedback on their perceptions and experiences with the CSA, including their level of confidence in assessing their skills and abilities, their understanding of the purpose of the CSA, and how they may have used the results of the CSA (See also: Appendix

Table 7).

Just under half of respondents reported completing the CSA (43% of 3,103). Interestingly, 20 percent reported that they did not know if they had completed the CSA. These findings were consistent across credential level, position, or program type.

## Completing the CSA

Respondents were asked about the extent to which they agreed or disagreed with a set of statements related to their experience with the CSA. Overall, respondents were most likely to report that they “somewhat agreed” with the following statements:

- ***The instructions for completing the CSA are clear and easy to follow*** (36% of 1,324 respondents reported “somewhat agree,” followed by 25% “strongly agree,” 23% “neutral,” 12% “somewhat disagree,” and 5% “strongly disagree”).
- ***Completing the CSA helped me reflect on my skills and abilities*** (35% of 1,314 respondents reported “somewhat agree,” followed by 24% “neutral,” 21% “strongly agree,” 11% “somewhat disagree,” and 8% “strongly disagree”).
- ***Completing the CSA was a valuable experience and will help inform my professional goals*** (30% of 1,310 respondents reported “somewhat agree,” followed by 27% “neutral,” 17% “strongly agree,” 15% “somewhat disagree,” and 11% “strongly disagree”).

Respondents’ reported experiences with the CSA did not differ by credential level, position, or program type.

- Respondents were most likely to report that they were either “very confident” (40% of 1,329) or “somewhat confident” (43%) about assessing their skills and abilities.

## CSA purpose

There was some degree of variation among respondents’ understanding of the purpose of the CSA. While “to help providers better understand their strengths and areas of growth” was most frequently reported as the purpose of the CSA (33% of 1,323), the remaining responses were largely evenly divided across the following response options:

- To facilitate reflective practice
- To guide providers’ career pathways
- For providers to use as a tool to help select e-learning courses
- To help provide recommendations for face-to-face trainings
- To gain familiarity with the core body of knowledge and skills associated with the early childhood profession
- To help providers better understand their strengths and areas for growth
- I do not have a strong understanding of the purpose of the Competency Self-Assessment at this time
- Other

Respondents' understanding of the purpose of the CSA was consistent across credential level, position, and program type.

- When asked to describe how they have used the results of the CSA, respondents reported using their results to guide their professional development by helping them choose trainings and set professional goals (33% of 359).

### **Additional CSA feedback**

Additional feedback provided by respondents on the CSA included that it was too long and time-consuming (25% of 359) and that the questions were often poorly worded, repetitive, and/or difficult to answer (20%). For example, respondents mentioned that “the navigation of the CSA is cumbersome, especially for people who are not comfortable with computers. And the lag after answering each question adds a great deal of time to completing the CSA, especially for those on a slow internet connection.” Additionally, “the CSA itself is too long and time consuming for most people to complete thoughtfully and reflectively.” Approximately 24 percent of respondents had positive feedback about the CSA and found it a helpful tool (19%), noting, “I think the tool provides a good opportunity to reflect on your practices. It helped me take a closer look at my practices, in the classroom, and try to understand ways to improve.”

### **Individual Professional Development Plan (IPDP)**

The IPDP is created within the PDIS based on the professional development goals selected by the user. For each goal chosen, the PDIS makes recommendations for professional development based on educational background, completed training within the last three years, experience, and the self-assessment. The recommendations are divided into three different categories: formal education, skill building, and work experiences. From these recommendations, users can develop action steps and set up timelines. Users can also track their progress and access resources through the PDIS that will help them meet their goals.

In this section of the survey, respondents were asked whether they had completed an IPDP, their overall perceptions and experiences with the IPDP, and their level of satisfaction with various aspects of the professional development opportunities available (See also: Appendix

Table 8).

Approximately one-quarter of respondents (26% of 3,053) reported they had completed an IPDP, 52 percent reported they had not, and 22 percent reported that they did not know if they completed an IPDP. These findings were consistent across credential level, position, and program type.

Among those who reported completing the IPDP, most reported “neutral” agreement or that they “somewhat agree” with the following statements:

- ***The instructions for completing the IPDP are clear and easy to follow*** (35% of 823 respondents reported they “**somewhat agree**,” followed by 29% “neutral,” 20% “strongly agree,” 10% “somewhat disagree,” and 6% “strongly disagree”).
- ***The IPDP takes too long to complete*** (39% of 812 reported “**neutral**,” followed by 29% “somewhat agree,” 16% “somewhat disagree,” 10% “strongly agree,” and 5% “strongly disagree”).
- ***It was easy for me to create goals for my IPDP*** (34% of 805 reported “**somewhat agree**” and 34% “neutral,” followed by 15% “strongly agree,” 10% “somewhat disagree,” and 5% “strongly disagree”).
- ***The PDIS connected me with courses, trainings, and other resources in my area to help me meet my IPDP goals*** (32% of 812 reported “**neutral**,” followed by 28% “somewhat agree,” 16% “strongly agree,” 12% “somewhat disagree,” and 9% “strongly disagree”).

Respondents’ level of agreement with the statements above did not differ by credential level, position, or program type.

- Similarly, among those who completed the IPDP, most reported being “somewhat satisfied” or “neither dissatisfied or satisfied” with the following statements:
  - ***The structure of the requirements at each credential level*** (35% of 816 respondents reported “**somewhat satisfied**” and 35% “neither dissatisfied or satisfied,” followed by 14% “somewhat dissatisfied,” 12% “very satisfied,” and 5% “very dissatisfied”).
  - ***The number of professional development opportunities available to you*** (37% of 814 reported “**somewhat satisfied**,” followed by 28% “neither dissatisfied or satisfied,” 18% “very satisfied,” 12% “somewhat dissatisfied,” and 5% “very dissatisfied”).
  - ***The topics covered in the professional development opportunities available to you*** (38% of 810 reported “**somewhat satisfied**,” followed by 29% “neither

dissatisfied or satisfied,” 16% of 810 “very satisfied,” 12% “somewhat dissatisfied,” and 5% “very dissatisfied”).

- ***The location of the professional development opportunities available to you*** (36% of 813 reported “**neither dissatisfied or satisfied,**” followed by 33% “somewhat satisfied,” 14% “very satisfied,” 12% “somewhat dissatisfied,” and 5% “very dissatisfied”).
- ***The dates/times of the professional development opportunities available to you*** (38% of 810 reported “**neither dissatisfied or satisfied,**” followed by 31% “somewhat satisfied,” 14% “somewhat dissatisfied,” 13% “very satisfied,” and 5% “very dissatisfied”).
- ***The timeliness of receiving credit for completed trainings/coursework*** (37% of 817 reported “**neither dissatisfied or satisfied,**” 27% “somewhat satisfied,” 19% “very satisfied,” 9% “somewhat dissatisfied,” and 7% “very dissatisfied”).

Respondents’ level of satisfaction did not differ by credential level, position, or program type.

- Additional feedback from respondents about the IPDP indicated that they found the IPDP useful for professional growth (23% of 128), but would also like more training options offered (13%).

## E-Learning Courses

Fourteen e-learning courses are available through the PDIS. These courses are designed to support ECE programs in their transition to the new Colorado Shines QRIS, familiarize ECE professionals with *Colorado’s Early Learning and Development Guidelines* and *Colorado’s Early Childhood Competencies for Educators and Administrators*, and provide a detailed look at the components of a high-quality ECE environment. To attain a Level 2 rating in Colorado Shines, staff are required to complete 10 of the 14 e-learning courses. Each course is one hour long and is completed online.

This section of the survey addressed whether respondents completed any of the e-learning courses, which courses they completed, and their overall perceptions and experiences with the course instructions and content. Respondents were also asked to indicate whether the courses helped them in their practices with children, and whether there were additional courses they would like to see offered in the future (See also: Appendix Table 9).

- Respondents were equally divided among those who had completed e-learning courses (46% of 3,053) and those who had not (48%). Six percent reported that they did not know if they had completed any e-learning courses.

- The majority of respondents have taken the following e-learning courses (n =1,385): QRIS Levels 1 and 2 (63%); Social-Emotional Development (58%); Cultural Responsiveness/Family Engagement 1 (57%); and Child Health 1 (57%).
- Among those who completed e-learning courses, most reported that they “somewhat agree” or “strongly agree” with the following statements:
  - ***The instructions for accessing e-learning courses are clear and easy to follow*** (43% of 1,411 reported “**strongly agree**,” followed by 31% “somewhat agree,” 15% “neutral,” 6% “somewhat disagree,” and 4% “strongly disagree”).
  - ***The content of the e-learning courses is clear and easy to follow*** (38% of 1,404 reported “**strongly agree**,” 35% “somewhat agree,” 16% “neutral,” 5% “somewhat disagree,” and 5% “strongly disagree”).
  - ***The content of the e-learning courses is relevant to my current work*** (39% of 1,418 reported “**strongly agree**,” 31% “somewhat agree,” 16% “neutral,” 5% “somewhat disagree,” and 5% “strongly disagree”).
  - ***The e-learning courses helped me learn about Colorado's new QRIS*** (33% of 1,414 reported “**strongly agree**,” 31% “somewhat agree,” 21% “neutral,” 6% “somewhat disagree,” and 4% “strongly disagree”).
  - ***The content of the e-learning courses was arranged in a clear and logical way*** (36% of 1,412 reported “**strongly agree**,” 32% “somewhat agree,” 20% “neutral,” 5% “somewhat disagree,” and 4% “strongly disagree”).
  - ***The content of the e-learning courses adequately explained the knowledge, skills, and concepts it presented*** (37% of 1,414 reported “**strongly agree**,” 32% “somewhat agree,” 16% “neutral,” 4% “somewhat disagree,” and 3% “strongly disagree”).
  - ***The amount of material covered in the e-learning course was just right*** (30% of 1,411 reported “**strongly agree**,” 33% “somewhat agree,” 23% “neutral,” 6% “somewhat disagree,” and 4% “strongly disagree”).

Respondents’ level of agreement with the statements above did not differ by credential level, position, or program type.

## Usefulness of e-learning courses

The e-learning courses that provided the most useful information, according to respondents (n=1,347), included: Social-Emotional Development (30%); QRIS Levels 1 and 2 (29%), and

Cultural Responsiveness/Family Engagement 1 (27%). The course that respondents found least useful was Introduction to the ERS (9%).

The e-learning courses that provided respondents (n=1,316) with the most information they have applied to their practices with children included: Social-Emotional Development (36%) and Cultural Responsiveness/Family Engagement 1 (32%). The courses respondents reported as having the least impact on their practices with children included: Colorado's Competencies for Educators and Administrators (8%) and QRIS for Leaders (8%).

## E-learning course activities

The majority of respondents reported that the activities included in the e-learning courses helped them gain a clearer understanding of the subject (73% of 1,421).

When asked to describe the activity or activities that helped to provide a clearer understanding of the subject, respondents noted viewing videos (23% of 288), completing quizzes and questionnaires (20% of 288), viewing additional resources such as website links and worksheets (19% of 288), completing matching and categorical-type games (12% of 288), and participating in interactive role-playing and scenario activities (12% of 288).

Future e-learning course topics suggested by respondents included: behavior management (25% of 411), child development (11% of 411), health and safety (12% of 411), and special needs (10% of 411). Additionally, 17 percent of respondents noted a variety of trainings on specific topics (i.e., art, music, literacy, etc.).

## Additional e-learning course feedback

Approximately 53 percent of 351 respondents found the e-learning courses to be a positive experience. For instance, one respondent said “E-learning courses are reflective, interesting, and valuable not only to teachers but administrators.” Approximately 17 percent of 351 respondents reported courses as being too basic, and these respondents would value more variety.

# Summary and Considerations

The results of this survey highlight PDIS users’ experiences navigating the PDIS system, as well as their overall perceptions of the new credentialing system and other professional development activities currently underway in Colorado. In considering the findings, it is important to note potential limitations. For example, while the survey response rate (28%) was in the expected range, it represents a relatively small percentage of PDIS users and therefore the findings should be interpreted cautiously. A discussion of key findings and considerations for CDE are identified below, within several of the major survey subtopics. In addition, three general considerations are noted here for discussion.

## General Considerations

First, one purpose of conducting the PDIS survey in the early stage of the PDIS implementation was to gather baseline information about users’ perceptions and experiences. These data may be beneficial to collect again at different time points in the PDIS implementation to track trends in users’ perceptions and experiences.

Second, the survey was structured such that if a respondent did not participate in a specific aspect of the PDIS or did not know whether they participated, they “skipped” to the next section of the survey. This is important because 20 to 25 percent of respondents reported that

they “did not know” if they: (1) had received an ECPC; (2) had completed the CSA; or (3) had completed an IDIP. Reasons for respondents’ uncertainty regarding their involvement in these activities may warrant future follow-up to gather more information.

Finally, most of those who participated in various aspects of the PDIS (i.e., the ECPC; CSA; e-learning courses; IDIP) had generally neutral or positive perceptions and experiences. However, it may be beneficial for CDE in future outreach efforts to try to understand the perceptions and experiences of the minority of PDIS users who reported strong disagreement or negative perceptions and experiences to understand the underlying cause of their concerns.

## **PDIS Awareness and Motivation**

According to respondents, the implementation of Colorado Shines was a primary reason for registering with the PDIS. The fact that most respondents heard about the PDIS from their director is also likely a result of Colorado Shines implementation, as directors/administrators are most likely to lead the enrollment of staff in the PDIS system so their program can be eligible to participate in Colorado Shines at Level 2 and higher. The next phase of PDIS recruitment and outreach efforts may need to include (and there may already be plans in place or underway to do so) specific strategies for engaging the broader network of early childhood professionals that may not yet be participating in Colorado Shines. Given that many of the reasons for participating in the PDIS were program-level benefits related to Colorado Shines, it may also be beneficial to develop outreach and recruitment materials that highlight or re-emphasize the *individual* career and professional development benefits of participating in the PDIS.

## **Technical Challenges**

Just over one-third of respondents experienced challenges related to the e-learning courses or the ECPC. It may be beneficial to follow up with the community of PDIS users to identify the type and nature of the challenges that were experienced, and whether these are ongoing or resolved. There may be ways to integrate the collection of these follow-up questions into existing aspects of the PDIS platform itself. For example, if the e-learning courses already have an evaluation component, consider adding a question about whether technical challenges were experienced. Similar questions could be added after participants complete the ECPC process online.

## **Professional Development Information System (PDIS)**

Users generally reported neutral or somewhat positive experiences with the PDIS, with the exception of the last two statements: *“I am aware of Scholarships available to early childhood professionals for the purpose of attaining a credential, certificate, or degree”* and *“The PDIS has introduced me to online learning.”* Unlike the other statements, respondents were more likely to report that they “somewhat” or “strongly disagree” with these two statements.

Respondents’ tendency to somewhat disagree with the statement, *“I am aware of Scholarships available to early childhood professionals for the purpose of attaining a credential, certificate,*

*or degree,*” may be meaningful for CDE if the PDIS is intended to be a platform to communicate to professionals about scholarships. These data may support the need for future outreach efforts to raise awareness of and access to scholarship opportunities for the early childhood workforce.

### **Early Childhood Professional Credential (ECPC)**

Among those with a current ECPC, most expressed a general interest in pursuing the next credential level (58%). This may be an indicator worth tracking over time to determine whether, once a professional receives an ECPC, the PDIS is effective in maintaining their ongoing engagement and encouraging them to advance in the credential system. These PDIS users who have registered in the “early” stage of PDIS implementation may be a highly motivated subset of the larger ECE workforce. If this is the case, then the percentage of users expressing interest in pursuing the next credential level may decrease as less-motivated professionals join the PDIS.

When reflecting on professional development opportunities, respondents indicated that they selected offerings primarily based on the topic’s relevance to their population of children and families and their personal interests. These results may support further outreach efforts that can help inform CDE’s identification of the topics that are of most interest and relevance to PDIS users.

### **Credential 2.0**

Although response rates were low for questions related to Credential 2.0, those who responded to this set of items reported mixed agreement about their understanding of the new scoring process and whether they felt the new credential was an accurate reflection of their expertise. These data may support CDE’s continued outreach and communication efforts around Credential 2.0 to support ECE professionals’ understanding of the Credential 2.0, its goals, and the mechanics of how credentials are scored.

### **Competency Self-Assessment (CSA)**

Overall, those who completed the CSA had generally positive perceptions of their experiences and the majority felt confident in their ability to assess their skills and abilities. It may be beneficial to CDE to triangulate these self-reported data with data collected from coaches and consultants who work with ECE professionals. Do coaches perceive ECE professionals to have a good sense of their strengths and weaknesses when completing the CSA or do individuals over- or under-report competencies?

## Data Appendix

**Table 1. Characteristics of Professionals Using the PDIS**

Characteristic	Percentage
<i>Gender (n=3,004)</i>	
Female	98%
Male	2%
<i>Race (n=3,118)</i>	
White/Caucasian	73%
African American	4%
Asian	2%
Latino/Hispanic	16%
Native American	1%
Multi-racial	3%
Other	1%
<i>Age (n=3,019)</i>	
18-24 years	8%
25-34 years	26%
35-44 years	26%
45-54 years	23%
55-64 years	16%
65-64 years	2%
75 years or older	0%
<i>Years of experience in ECE (n=3,013)</i>	
Less than 1 year	4%
1-5 years	22%
6-10 years	23%
11-20 years	28%
More than 20 years	23%
Don't know	0%
<i>Level of education (n=3,010)</i>	
High school diploma/GED	5%
Some college, no degree	25%
Two-year college degree	6%
Two-year college degree in ECE/related Field	12%
Bachelor's degree	19%
Bachelor's degree in ECE/related field	16%

<b>Characteristic</b>	<b>Percentage</b>
Graduate degree	6%
Graduate degree in ECE/related field	11%
<i>Program type (n=3,017)</i>	
Child care center	47%
Family child care home	7%
Head Start	11%
Public school/K-12 Ed	18%
Other	17%
<i>Position (n=3,011)</i>	
Assistant teacher infant/toddler	4%
Assistant teacher preschool	11%
Lead teacher infant/toddler	9%
Lead teacher/preschool	24%
Assistant director	5%
Director	12%
Family child care provider	6%
Other	28%
<i>Credential level (n=1,324)</i>	
Level 1	20%
Level 2	30%
Level 3	21%
Level 4	18%
Level 5	7%
Level 6	4%

**Table 2. PDIS Awareness and Motivation**

<b>Category</b>	<b>Percentage</b>
<i>Means of first hearing about the PDIS (n=3,479)</i>	
From my program director or administrator	61%
At a training	15%
From my licensing specialist	4%
From another teacher or provider	4%
Online	3%
Information in the mail	2%
Don't know	2%
Other	9%
<i>Frequency logging into the PDIS platform (n=3,467)</i>	
Daily	2%
Twice a week	5%
Once a week	11%
Twice a month	14%
Once a month	37%
Never	20%
Other	11%
<i>Primary motivation to participate in PDIS (n=3,371)</i>	
Program wanted to participate in the Colorado Shines QRIS	59%
Program wanted to improve its Colorado Shines rating level	14%
To improve my skills in my current position	8%
To prepare for a new job/role	3%
To achieve, renew, or advance my Early Childhood Professional Credential	11%
Don't know	1%
Other	4%
<i>Secondary motivation to participate in PDIS (n=2,280)</i>	
Program wanted to participate in the Colorado Shines QRIS	13%
Program wanted to improve its Colorado Shines rating level	35%
To improve my skills in my current position	19%
To prepare for a new job/role	5%
To achieve, renew, or advance my Early Childhood Professional Credential	22%
Don't know	4%
Other	3%

**Table 3. Technical Challenges**

<b>Category</b>	<b>Percentage</b>
<i>Level of difficulty accessing and using the PDIS online platform (n=3375)</i>	
Very easy	28%
Somewhat easy	36%
Neither easy nor difficult	18%
Somewhat difficult	15%
Very difficult	3%
<i>Experienced technical difficulties while accessing or using PDIS online platform (n=3370)</i>	
Yes	40%
No	60%
<i>Experienced difficulty with the following parts of the PDIS (n=1,339) (more than one response can be selected)</i>	
Registration	31%
E-learning courses	39%
Early Childhood Professional Credential	36%
Competency Self-Assessment	20%
Individual Professional Development Plan	18%
Other	15%
<i>Amount of time to create PDIS registration (n=3,322)</i>	
Less than 5 minutes	20%
5-15 minutes	45%
15-30 minutes	22%
Longer than 30 minutes	14%
<i>Resources used to learn about PDIS (n=3,337) (more than one response can be selected)</i>	
Attended a PDIS training	29%
Used the "Five Steps to PDIS Success" Guide	26%
Watched videos available on PDIS website	15%
Attended/viewed a PDIS webinar	7%
Talked with another teacher/program director about PDIS	42%
Talked with my program's Licensing Specialist about PDIS	11%
Don't know	4%
None of the above	8%
I used another resource	9%

**Table 4. Perceptions and Experiences: PDIS**

<b>Statement</b>	<b>Percentage</b>
<i>My experience tracking education and training in PDIS has been positive (n=3,217)</i>	
Strongly agree	19%
Somewhat agree	23%
Neutral	34%
Somewhat disagree	11%
Strongly disagree	8%
Not applicable	5%
<i>I am able to find the professional development trainings I need (n=3,200)</i>	
Strongly agree	22%
Somewhat agree	27%
Neutral	30%
Somewhat disagree	10%
Strongly disagree	6%
Not applicable	5%
<i>The PDIS has changed how I plan my own professional development (n=3,193)</i>	
Strongly agree	12%
Somewhat agree	20%
Neutral	40%
Somewhat disagree	14%
Strongly disagree	10%
Not applicable	4%
<i>I am aware of scholarships available to early childhood professionals for the purpose of attaining a credential, certificate, or degree (n=3,208)</i>	
Strongly agree	17%
Somewhat agree	19%
Neutral	24%
Somewhat disagree	21%
Strongly disagree	16%
Not applicable	4%
<i>The PDIS has introduced me to online learning (n=3,209)</i>	
Strongly agree	12%
Somewhat agree	16%
Neutral	29%
Somewhat disagree	18%
Strongly disagree	21%
Not applicable	4%

<b>Category</b>	<b>Percentage</b>
<i>Most likely to use the following resources to identify future PD opportunities (n=3,149)</i>	
The PDIS	21%
My program director/supervisor	39%
Word of mouth	4%
Internet	10%
Brochures/flyers	2%
Early Childhood Councils	14%
CCR&Rs	6%
Other	3%
<i>Second most likely to use the following resources to identify future PD opportunities (n=3,092)</i>	
The PDIS	24%
My program director/supervisor	20%
Word of mouth	12%
Internet	14%
Brochures/flyers	6%
Early Childhood Councils	14%
CCR&Rs	9%
Other	1%
<i>Third most likely to use the following resources to identify future PD opportunities (n=3,000)</i>	
The PDIS	20%
My program director/supervisor	10%
Word of mouth	14%
Internet	16%
Brochures/flyers	9%
Early Childhood Councils	14%
CCR&Rs	15%
Other	2%

**Table 5. Perceptions and Experiences: Early Childhood Professional Credential (ECPC)**

<b>Category</b>	<b>Percentage</b>
<i>Received an ECPC Credential (n=3,198)</i>	
Yes	46%
No	32%
Don't know	22%
<i>Aware of credential expiration date (n=1,444)</i>	
Yes	47%
No	53%
<i>Likelihood of pursuing the next credential level (n=1,445)</i>	
Not likely	14%
Somewhat likely	28%
Very likely	30%
I am currently pursuing the next credential level	18%
Don't know	9%
<i>Reason one is not likely or somewhat likely to pursue the next credential level (n=206)</i>	
<i>(more than one response can be selected)</i>	
I'm not interested at this time	36%
I need additional financial support to pursue the next level	18%
I need additional scheduling support to pursue the next level	9%
I am contemplating a career in another field	14%
Other	44%
<i>Influence of expiration date on PD planning (n=1,426)</i>	
Yes	45%
No	41%
Don't know	14%
<i>Factoring in which trainings award the most points when making decisions about future PD (n=1,384)</i>	
Yes, always	8%
Yes, sometimes	36%
No	49%
Don't know	8%
<i>Primary factors that influence PD training selection (n=1,372)</i>	
Topics related to children and families I work with	54%
Cost of the training	14%

Results of my Competency Self-Assessment	1%
Personal interest in training offered	12%
Alignment with degree I am seeking	6%
Personal interest in training offered	4%
Points awarded for a training	1%
Location of the training	3%
Time of the training	2%
Recommendation from a friend or co-worker	1%
Format of the trainings	2%
Other	1%

*Secondary factors that influence PD training selection (n=1,352)*

Topics related to children and families I work with	13%
Cost of the training	18%
Results of my Competency Self-Assessment	5%
Personal interest in training offered	26%
Alignment with degree I am seeking	7%
Personal interest in training offered	9%
Points awarded for a training	2%
Location of the training	9%
Time of the training	4%
Recommendation from a friend or co-worker	3%
Format of the trainings	5%
Other	0%

*Third most influential factors for PD training selection (n=1,332)*

Topics related to children and families I work with	7%
Cost of the training	13%
Results of my Competency Self-Assessment	4%
Personal interest in training offered	13%
Alignment with degree I am seeking	5%
Personal interest in training offered	9%
Points awarded for a training	5%
Location of the training	14%
Time of the training	12%
Recommendation from a friend or co-worker	6%
Format of the trainings	10%
Other	2%

**Table 6. Perceptions and Experiences: Credential 2.0**

<b>Category</b>	<b>Percentage</b>
<i>Participation in CO's Credential 1.0 (n=1,380)</i>	
Yes	38%
No	45%
Don't know	17%
<i>Entering information in Credential 2.0's system compared to the paper-based system (n=530)</i>	
Harder	32%
Easier	41%
Don't know	28%
<i>Understand changes to the scoring for each credential (n=524)</i>	
Yes	47%
No	46%
Don't know	7%
<i>Additional information that would be beneficial and help inform understanding of the Credential 2.0 scoring (n=273) (more than one response can be selected)</i>	
More details about the formal education requirements	54%
More details about the experience requirements	38%
More details about the ongoing professional development requirements	52%
I did not know changes were made	23%
<i>Scoring of the Credential 2.0 is a more accurate reflection of your experience (n=519)</i>	
Yes	41%
No	25%
Don't know	33%

**Table 7. Perceptions and Experiences: Competency Self-Assessment (CSA)**

<b>Category</b>	<b>Percentage</b>
<i>Completed the CSA (n=3,103)</i>	
Yes	43%
No	37%
Don't know	20%
<b>Statement</b>	<b>Percentage</b>
<i>Instructions for completing CSA are clear and easy to follow (n=1,324)</i>	
Strongly agree	25%
Somewhat agree	36%
Neutral	23%
Somewhat disagree	12%
Strongly disagree	5%
Not applicable	0%
<i>Completing the CSA helped me reflect on my skills and abilities (n=1,314)</i>	
Strongly agree	21%
Somewhat agree	35%
Neutral	24%
Somewhat disagree	11%
Strongly disagree	8%
Not applicable	0%
<i>Completing the CSA was a valuable experience and will help inform my professional goals (n=1,310)</i>	
Strongly agree	17%
Somewhat agree	30%
Neutral	27%
Somewhat disagree	15%
Strongly disagree	11%
Not applicable	0%
<i>Statement that best describes your experience completing the CSA (n=1,329)</i>	
Very confident about assessing my skills and abilities	40%
Somewhat confident about assessing my skills and abilities	43%
Somewhat uncertain about assessing my skills and abilities	12%
Very uncertain about assessing my skills and abilities	2%
Don't know	3%
<i>Completed the CSA (n=1,330)</i>	
Alone	88%

With a peer	6%
With your supervisor or director	4%
Other	2%

<b>Category</b>	<b>Percentage</b>
<i>Completed the CSA (n=1,324)</i>	
In multiple sittings	47%
In one sitting	52%
Other	1%
<i>Amount of time it took to complete the CSA (n=1,328)</i>	
Less than one hour	26%
1-2 hours	60%
More than 3 hours	14%
<i>Statements that best describe the purpose of the CSA (n=1,323)</i>	
To facilitate reflective practice	20%
To guide providers' career pathways	8%
For providers to use as a tool to help select e-learning courses	7%
To provide recommendations for FTF trainings	2%
To gain familiarity with the core body of knowledge and skills associated with ECE profession	17%
To help providers better understand their strengths and areas for growth	33%
I do not have a strong understanding of the purpose of the CSA	11%
Other	3%

**Table 8. Perceptions and Experiences: Individual Professional Development Plan (IPDP)**

<b>Category</b>	<b>Percentage</b>
<i>Completed the IPDP (n=3,053)</i>	
Yes	26%
No	52%
Don't know	22%
<b>Statement</b>	<b>Percentage</b>
<i>Instructions for completing the IPDP are clear and easy to follow (n=823)</i>	
Strongly agree	20%
Somewhat agree	35%
Neutral	29%
Somewhat disagree	10%
Strongly disagree	6%
Not applicable	1%
<i>IPDP takes too long to complete (n=812)</i>	
Strongly agree	10%
Somewhat agree	29%
Neutral	39%
Somewhat disagree	16%
Strongly disagree	5%
Not applicable	1%
<i>It was easy for me to create goals for my IPDP (n=805)</i>	
Strongly agree	15%
Somewhat agree	34%
Neutral	34%
Somewhat disagree	10%
Strongly disagree	5%
Not applicable	1%
<i>PDIS connected me with courses, trainings, and other resources in my area to help meet my IPDP goals (n=812)</i>	
Strongly agree	16%
Somewhat agree	28%
Neutral	32%
Somewhat disagree	12%
Strongly disagree	9%
Not applicable	3%

<b>Level of Satisfaction</b>	<b>Percentage</b>
<i>The structure of the requirements at each credential level (n=816)</i>	
Very satisfied	12%
Somewhat satisfied	35%
Neither dissatisfied or satisfied	35%
Somewhat dissatisfied	14%
Very dissatisfied	5%
<i>The number of PD opportunities available to you (n=814)</i>	
Very satisfied	18%
Somewhat satisfied	37%
Neither dissatisfied or satisfied	28%
Somewhat dissatisfied	12%
Very dissatisfied	5%
<i>The topics covered in the PD opportunities available to you (n=810)</i>	
Very satisfied	16%
Somewhat satisfied	38%
Neither dissatisfied or satisfied	29%
Somewhat dissatisfied	12%
Very dissatisfied	5%
<i>The location of the PD opportunities available to you (n=812)</i>	
Very satisfied	14%
Somewhat satisfied	33%
Neither dissatisfied or satisfied	36%
Somewhat dissatisfied	12%
Very dissatisfied	5%
<i>The dates/times of the PD opportunities available to you (n=810)</i>	
Very satisfied	13%
Somewhat satisfied	31%
Neither dissatisfied or satisfied	38%
Somewhat dissatisfied	14%
Very dissatisfied	5%
<i>The timeliness of receiving credit for completed coursework/training (n=807)</i>	
Very satisfied	19%
Somewhat satisfied	27%
Neither dissatisfied or satisfied	37%
Somewhat dissatisfied	9%
Very dissatisfied	7%

**Table 9. Perceptions and Experiences: E-Learning Courses**

<b>Category</b>	<b>Percentage</b>
<i>Accessed any of the e-learning courses (n=3,033)</i>	
Yes	46%
No	48%
Don't know	6%
<i>Number of e-learning courses completed (n=1,423)</i>	
0	11%
1 to 5	36%
6 to 10	32%
11 to 14	20%
<i>Number of e-learning courses in the process of completing (n=1,423)</i>	
0	58%
1 to 5	32%
6 to 10	7%
11 to 14	3%
<b>Statement</b>	<b>Percentage</b>
<i>Instructions for accessing e-learning courses are clear and easy to follow (n=1,411)</i>	
Strongly agree	43%
Somewhat agree	31%
Neutral	15%
Somewhat disagree	6%
Strongly disagree	4%
Not applicable	2%
<i>E-learning courses take too long to complete (n=1,418)</i>	
Strongly agree	8%
Somewhat agree	18%
Neutral	31%
Somewhat disagree	27%
Strongly disagree	13%
Not applicable	3%
<i>The content of the e-learning courses is clear and easy to follow (n=1,404)</i>	
Strongly agree	38%
Somewhat agree	35%
Neutral	16%
Somewhat disagree	5%

Strongly disagree	3%
Not applicable	4%

*The content of the e-learning courses is relevant to my current work (n=1,418)*

Strongly agree	39%
Somewhat agree	31%
Neutral	16%
Somewhat disagree	5%
Strongly disagree	5%
Not applicable	4%

*The e-learning courses helped me learn about Colorado's new QRIS (n=1,414)*

Strongly agree	33%
Somewhat agree	31%
Neutral	21%
Somewhat disagree	6%
Strongly disagree	4%
Not applicable	5%

*The content of the e-learning courses was arranged in a clear and logical way (n=1,412)*

Strongly agree	36%
Somewhat agree	32%
Neutral	20%
Somewhat disagree	5%
Strongly disagree	4%
Not applicable	4%

*The content of the e-learning courses adequately explained the knowledge, skills, and concepts it presented (n=1,414)*

Strongly agree	37%
Somewhat agree	35%
Neutral	16%
Somewhat disagree	4%
Strongly disagree	3%
Not applicable	4%

*The amount of material covered in the e-learning course was just right (n=1,411)*

Strongly agree	30%
Somewhat agree	33%
Neutral	23%

Somewhat disagree	6%
Strongly disagree	4%
Not applicable	4%

<b>Category</b>	<b>Percentage</b>
<i>Utilized the links to external websites that were included in e-learning courses (n=2,068)</i>	
Yes	56%
No	38%
Don't know	6%
<i>Activities included in e-learning courses help you gain a clearer understanding of the subject (n=1,421)</i>	
Yes	73%
No	18%
Don't know	10%
<i>Taken the following courses (n=1,385) (more than one response can be selected)</i>	
QRIS Levels 1 and 2	63%
QRIS Levels 3, 4, and 5	34%
Introduction to the ERS	33%
Colorado's Competencies for Early Childhood Educators and Administrators	28%
QRIS for Leaders	27%
Introduction to the CLASS	38%
Cultural Responsiveness/Family Eng. 1	57%
Cultural Responsiveness/Family Eng. 2	48%
Social/Emotional Development	58%
Introduction to Child Assessment	49%
Welcoming Children with Special Needs	20%
Child Health 1	51%
Child Health 2	57%
Colorado's Early Learning and Development Guidelines	44%
None of the above	9%
<i>Courses that provided the most useful information (n=1,347) (more than one response can be selected)</i>	
QRIS Levels 1 and 2	29%
QRIS Levels 3, 4, and 5	17%
Introduction to the ERS	9%
Colorado's Competencies for Early Childhood Educators and Administrators	10%
QRIS for Leaders	12%

Introduction to the CLASS	15%
Cultural Responsiveness/Family Eng. 1	27%
Cultural Responsiveness/Family Eng. 2	21%
Social/Emotional Development	30%
Introduction to Child Assessment	18%
Welcoming Children with Special Needs	24%
Child Health 1	19%
Child Health 2	16%
Colorado's Early Learning and Development Guidelines	19%
None of the above	17%

*Courses that provided information that you have applied to your practices with children (n=1,316)*

*(more than one response can be selected)*

QRIS Levels 1 and 2	20%
QRIS Levels 3, 4, and 5	11%
Introduction to the ERS	9%
Colorado's Competencies for Early Childhood Educators and Administrators	8%
QRIS for Leaders	8%
Introduction to the CLASS	12%
Cultural Responsiveness/Family Eng. 1	32%
Cultural Responsiveness/Family Eng. 2	25%
Social/Emotional Development	36%
Introduction to Child Assessment	20%
Welcoming Children with Special Needs	23%
Child Health 1	23%
Child Health 2	19%
Colorado's Early Learning and Development Guidelines	16%
None of the above	23%