Stanford | Center on Early Childhood

COLORADO
Department of Early Childhood

FIND Professional Development in Colorado

End-of-Year Report on Implementation, Reach, and Impact

Background

The Colorado Department of Early Childhood (CDEC) and the Stanford Center on Early Childhood (SCEC) began their collaboration with a shared commitment to enhancing quality interactions between early childhood (EC) professionals and the children in their care using science-based strategies. Dr. Philip Fisher, Director of the SCEC, developed Filming Interactions to Nurture Development (FIND) as an evidence-based video coaching model that strengthens responsive caregiving and promotes healthy child development. In late 2022, CDEC began piloting FIND Coaching in its Expanding Quality in Infant Toddler Care (EQIT) Initiative. Through this effort, four Colorado Infant Toddler Specialists used exemplar video clips to coach 23 EC educators on responsive caregiving practices across six weekly sessions.

With the goal of expanding access to FIND through an online, self-paced format, in May 2023, the FIND team at the SCEC launched FIND-PD Course 1: *Serve and Return Interactions* as a minimum viable product (MVP) pilot. CDEC approved the course as an external training opportunity for EC professionals in Colorado, enabling participants to receive professional development (PD) clock hours upon completion.

Over the two-month MVP pilot, we gained valuable insights into the demand for, engagement with, and experiences of Colorado's EC workforce using FIND-PD. A total of 322 professionals completed Course 1, with 168 (52%) coming from Colorado. Professionals across different states described it as convenient, accessible, and useful, and 290 (90%) expressed interest in taking Course 2. The pilot underscored the importance of state approval for issuing PD clock hours, highlighted CDEC's interest in hosting courses locally within the state's Professional Development Information Systems (PDIS) to improve access and administrative efficiency, and demonstrated strong educator demand for additional course offerings. These findings led to a deeper collaboration between SCEC and CDEC, including completion of Colorado's formal training application process and preparation for integration of FIND-PD courses into Colorado's PDIS.

By June 2024, CDEC officially launched a revised Course 1 in both English and Spanish, as well as a new Course 2: *Responding in Developmentally Supportive Ways* (English) directly in the

PDIS system. With a continued focus on broad access and iterative learning, the SCEC expanded course offerings, launching Course 3: *Extending Serve and Return Interactions* in English and Spanish, in March 2025. Throughout this time, the team gathered feedback from educators through voluntary surveys to better understand FIND-PD's impact.

This end-of-year report summarizes implementation efforts, findings, and outcomes from May 2024 through June 2025.

Collaboration and Implementation Timeline

Date	Milestone
May - June 2023	FIND launched Course 1 MVP; CDEC approved Course 1 as an external training opportunity for Colorado EC professionals
July 2023 - May 2024	FIND evaluated MVP data, revised and adapted Course 1 (including a Spanish version); adopted a new authoring tool and LMS; developed Course 2; received training approval to host courses in CDEC's PDIS
June 2024	CDEC launched revised Course 1 (English and Spanish) and Course 2 (English) in PDIS
March 2025	CDEC launched Course 3 and revised Course 1 and 2 (English and Spanish)

Evaluation Summary

Each FIND-PD course includes voluntary pre- and post-surveys that collect basic participant information and support ongoing course improvement. Survey items address demographics, course satisfaction, and self-reported knowledge and efficacy. The data below reflect responses from individuals who reported residing in Colorado (n = 1,393). Since the SCEC launched Course 3 more recently than Courses 1 and 2, completion numbers are significantly lower, as shown in the following data. While survey participation is optional, the responses provide insight into learner experience and outcomes.

Reach

As of April 2025, a total of **3,399 unique individuals from Colorado completed** at least one FIND-PD course. CDEC's data further indicates 4,816 course completions* (as of May). The table below shows course completion numbers, organized by language and course.

Courses in English			Courses in Spanish			Total Course Completions
Course 1	Course 2	Course 3	Course 1	Course 2	Course 3**	
1683	2908	55	63	106	1	4816

** This number reflects the total number of times a FIND-PD course was completed (not unique individuals). An individual may complete multiple courses, and each completion is included in this count.*

Demographics

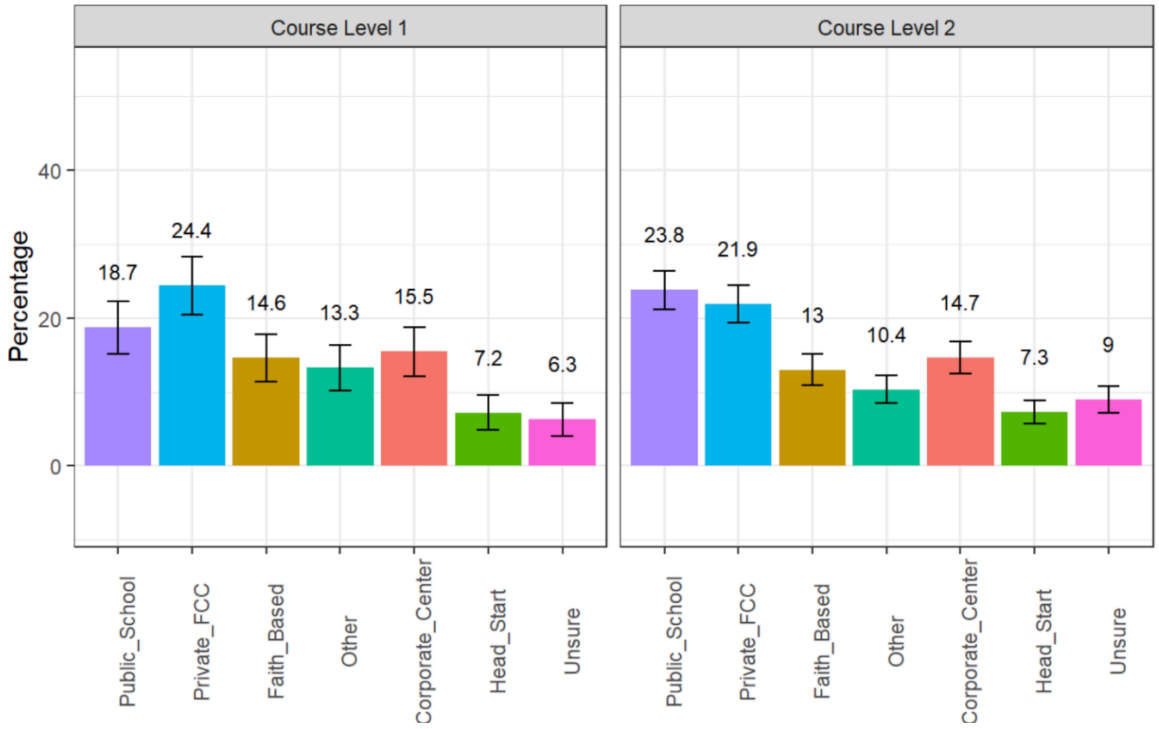
Market Segment

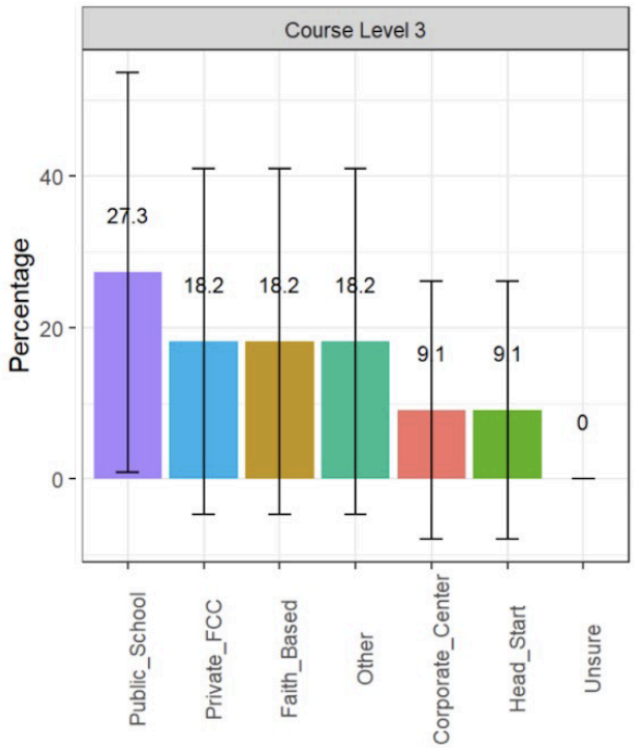
FIND-PD demonstrates reach across EC professionals of different market segments, with relatively balanced representation between the two largest segments. Averaging all three courses of FIND-PD, private/family child care educators and public schools comprise nearly half of all participants (22.4% and 22.3% respectively), indicating the program's reach to center-based and home-based settings.

Corporate centers represent the third-largest segment at 14.8%, followed by faith-based providers at 13.4%. The remaining participants include other organizations (11.2%), those unsure of their classification (8.0%), and Head Start programs (7.4%).

Overall, this pattern holds across individual courses. See the graphs below for the percentages of individuals from different market segments, per course.

Market Segment (Course 1: *n* = 459; Course 2: *n* = 1014; Course 3: *n* = 11)

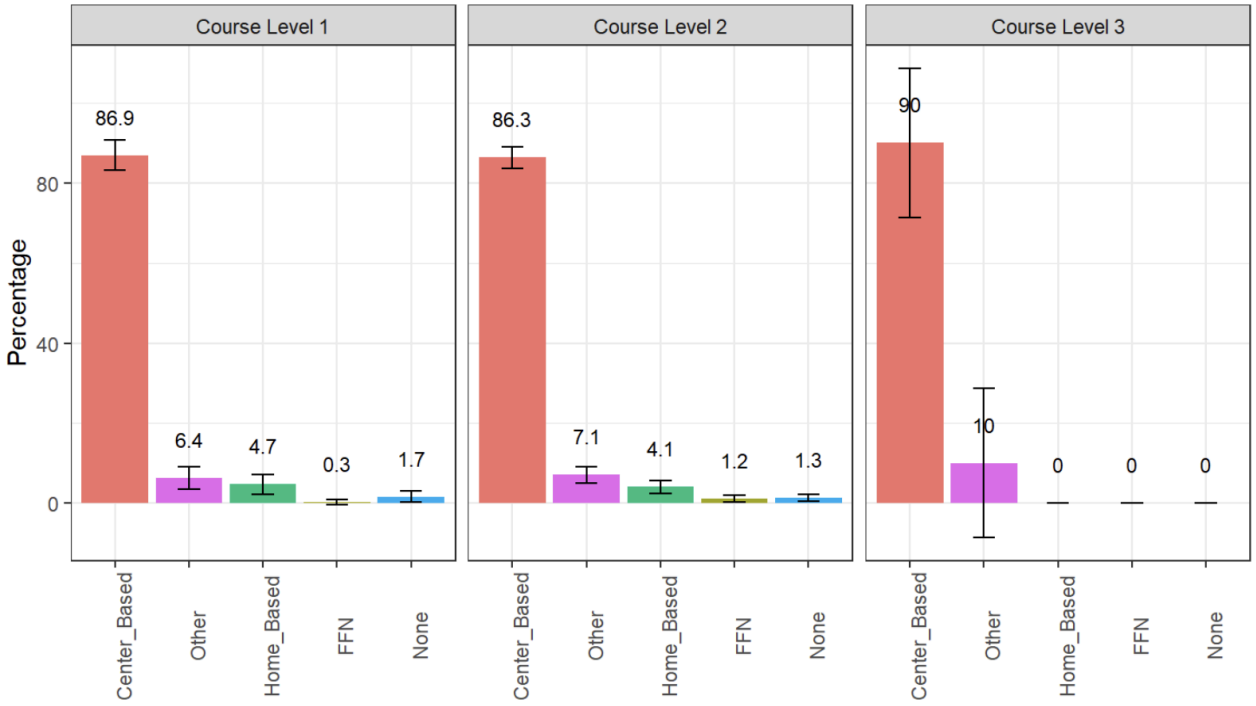




Type of Early Childhood Program

FIND-PD demonstrates relevant reach to center-based EC programs, with consistent representation across all courses. Averaging all three courses of FIND-PD, educators from center-based programs represent the vast majority at 86.4%. Remaining participants are distributed among home-based programs (4.2%) and family, friend, and neighbor (FFN) care (1.2%), while 6.6% selected other program types not represented by those choices, and a small percentage (1.5%) reported not directly working with children.

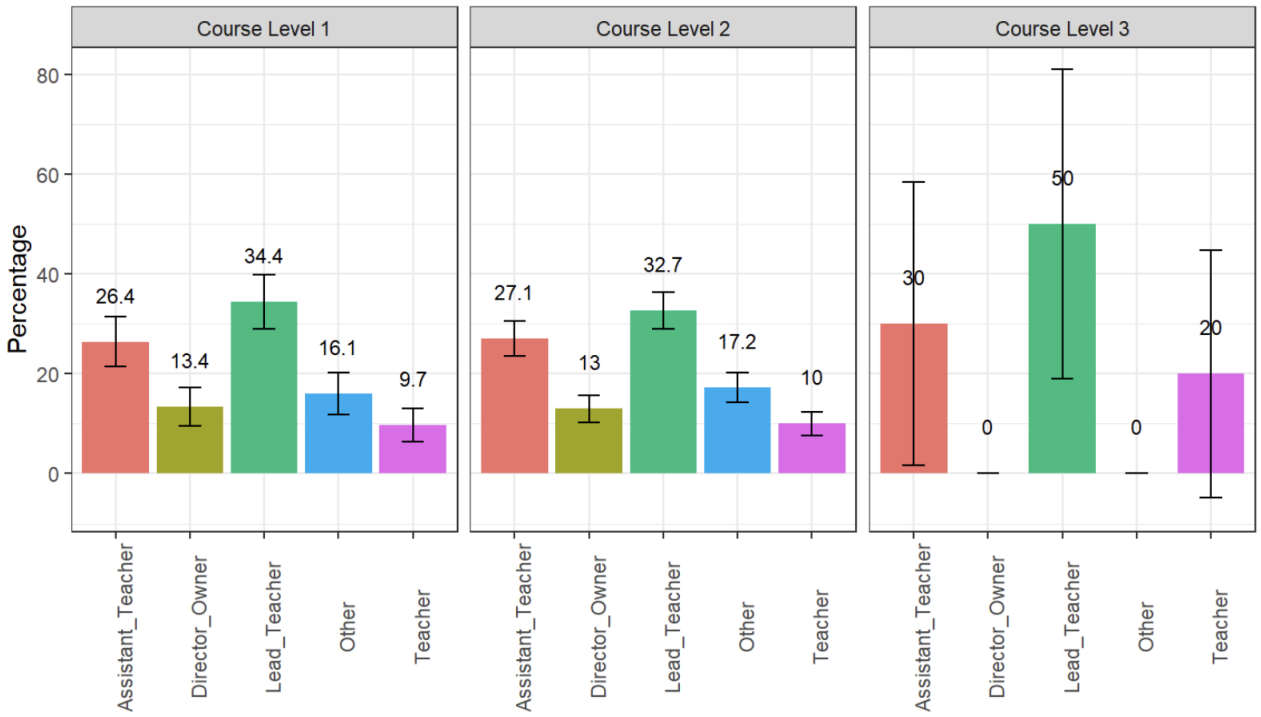
Type of Early Childhood Program (Course 1: *n* = 298; Course 2: *n* = 607; Course 3: *n* = 10)



Job Title

FIND-PD demonstrates strong reach across EC professionals in various professional roles. Teacher positions comprise the majority of participants, with lead teachers representing the largest group at 33.2%, followed by assistant teachers at 26.8%, and teachers at 10.2%. Professionals in other roles constitute 17.0% of participants, while directors and owners represent 12.8%. This pattern shows some variation across individual courses, with Course 3 having a significantly smaller sample size and different distribution. See the graphs below for the percentages of educators in different job titles, per course.

Job Title (Course 1: *n* = 299 ; Course 2: *n* = 609; Course 3: *n* = 10)

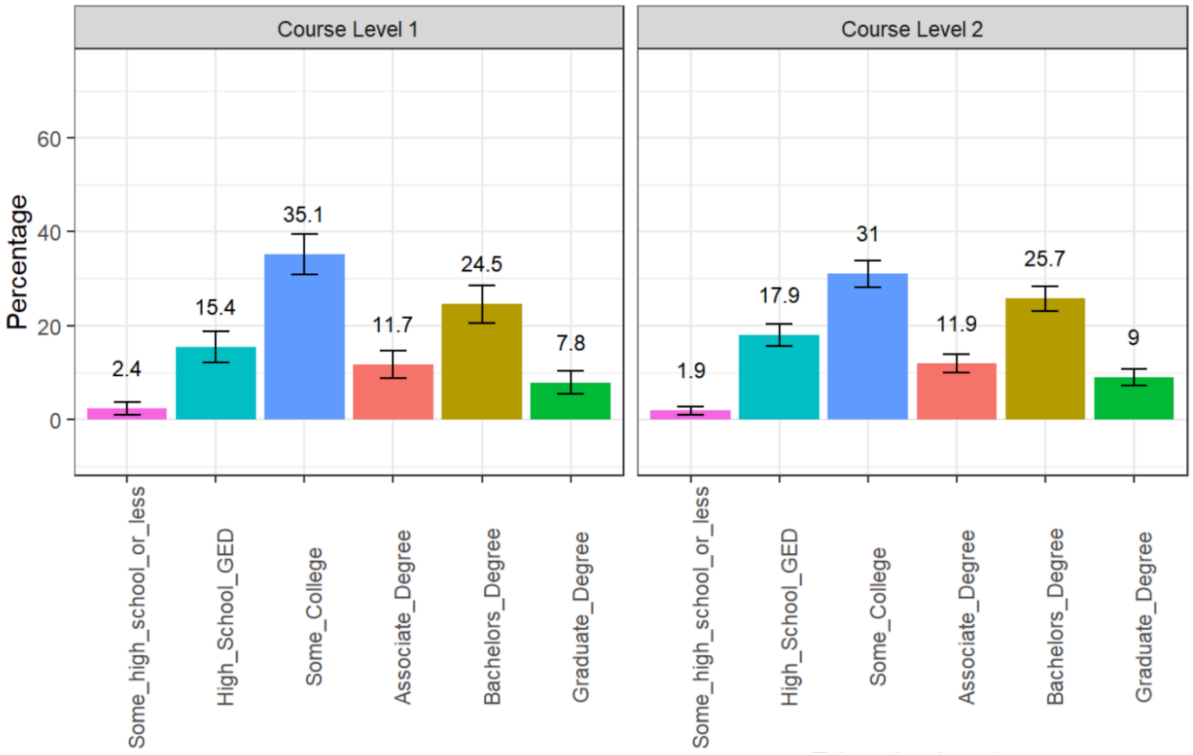


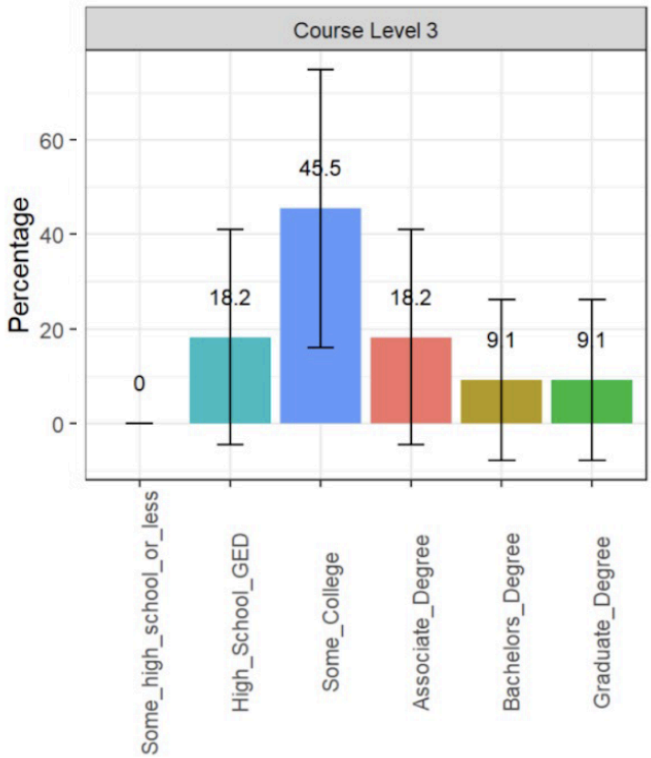
Education Level

FIND-PD demonstrates reach across EC professionals with diverse educational backgrounds, with college-educated participants comprising the majority. Averaging all three courses of FIND-PD, educators with some college education represent the largest group at 32.4%, followed by those with bachelor's degrees at 25.2%. High school graduates or those with GEDs constitute the third-largest group at 17.6%, followed by educators with associate degrees at 13.8%. The remaining participants include those with graduate degrees (9.5%) and a small percentage with less than high school education (1.6%).

Overall, this pattern holds across each individual course, with an exception for Course 3 that has a higher number of participants with some college completed, while having fewer participants with a bachelor's degree. See the graphs below for the percentages of individuals' education levels, per course.

Education Level (Course 1: *n* = 461; Course 2: *n* = 1015; Course 3: *n* = 11)



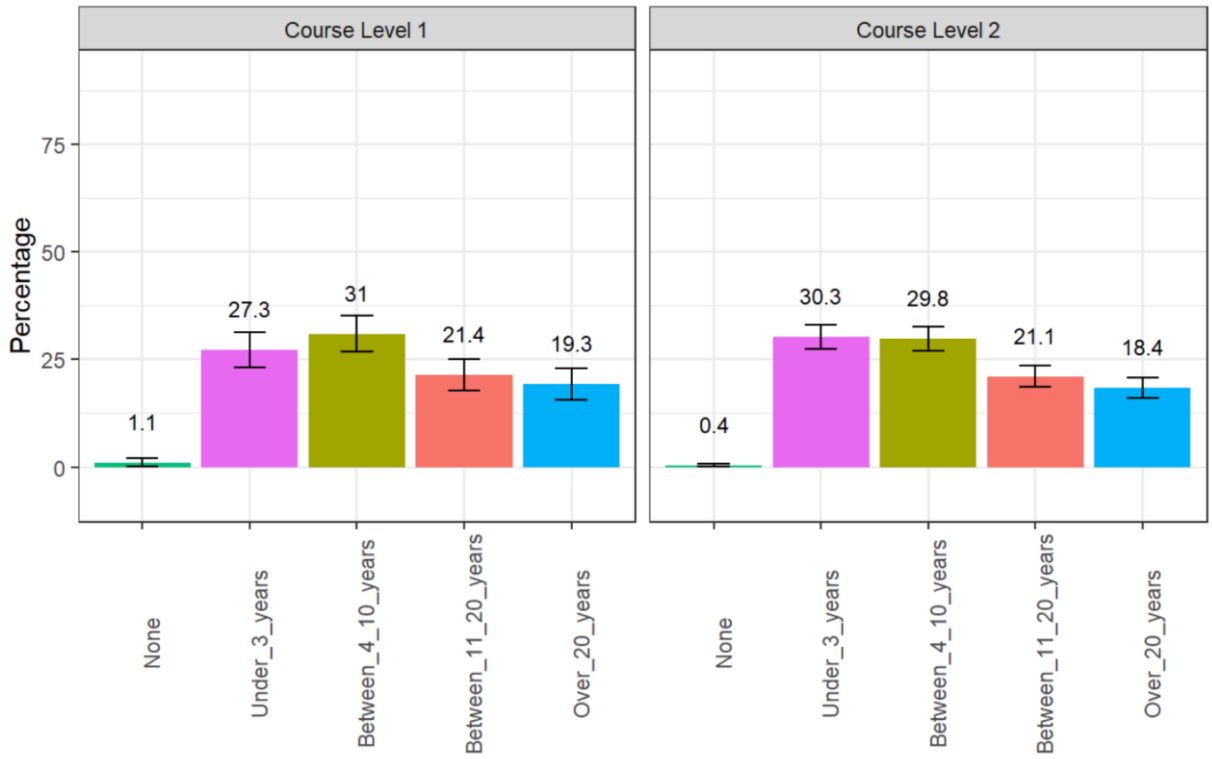


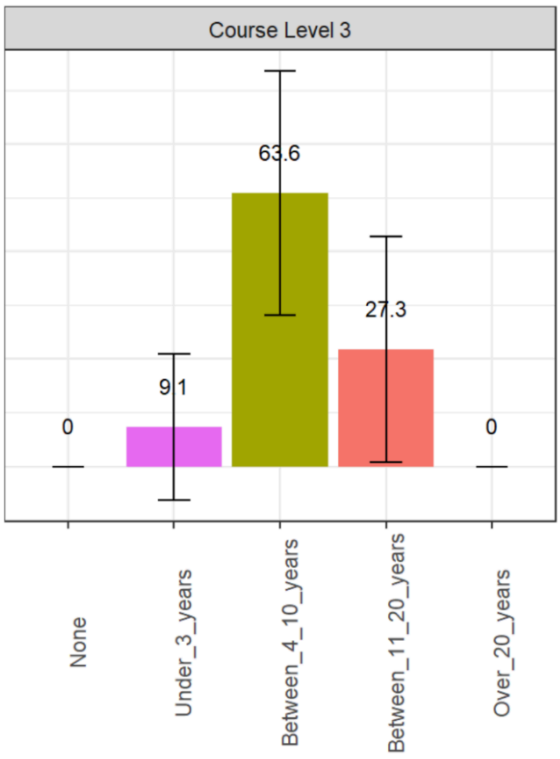
Years of Experience

FIND-PD has reached EC professionals with varying levels of professional experience, with relatively balanced representation between newer and mid-career educators. Averaging all three courses of FIND-PD, educators with 4-10 years of experience represent the largest group at 30.1%, closely followed by those with under 3 years of experience at 29.4%, indicating the program's strong appeal to both newer educators and those in their early-to-mid career phases.

Educators with 11-20 years of experience constitute 21.2% of participants, while the most experienced educators with over 20 years represent 18.8%. A very small percentage (0.5%) reported no direct experience working with children. See the graphs below for the percentages of educators with different years of experience, per course. Course 3 has a significantly smaller number of respondents (n = 11), and shows a distinctly different distribution (notably, 63.6% with 4-10 years and 27.3% with 11-20 years of experience).

Years of Experience (Course 1: n = 462; Course 2: n = 1016; Course 3: n = 11)

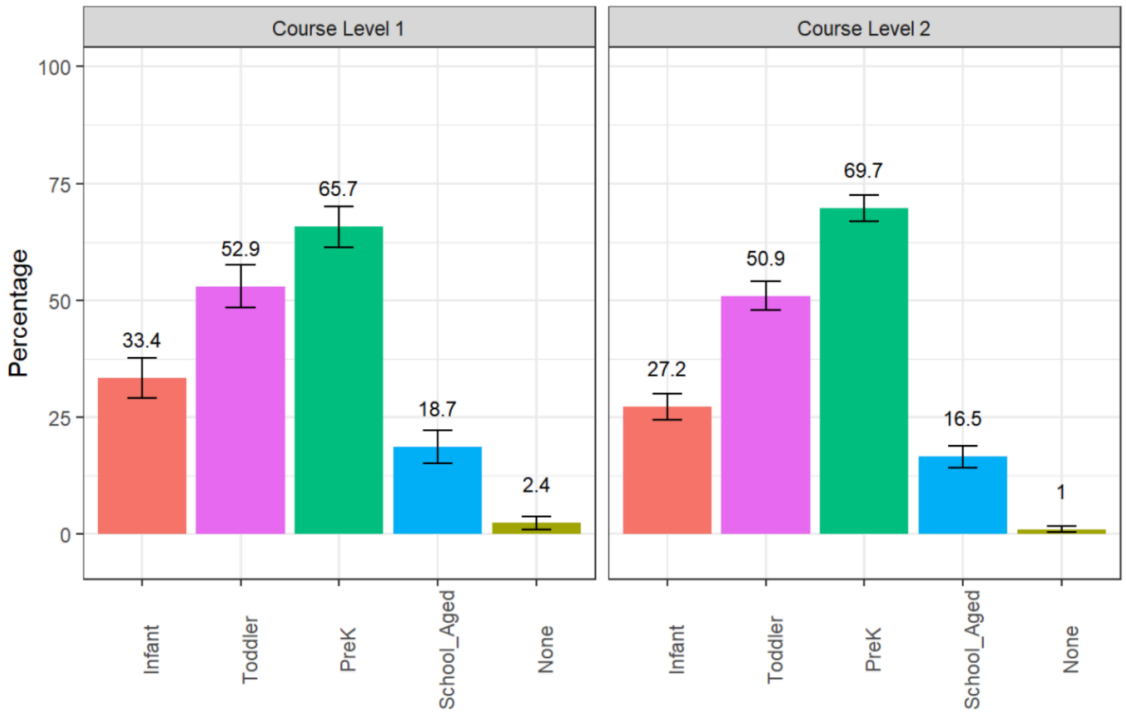


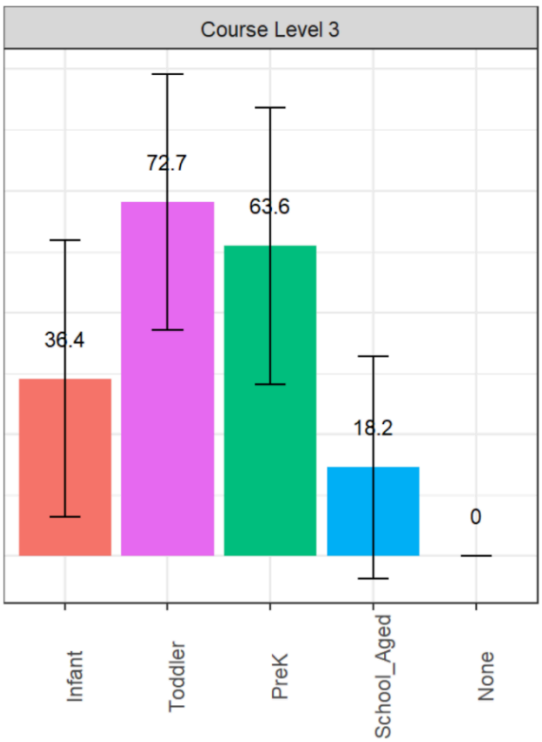


Age-Group of the Children FIND-PD Participants Support

FIND-PD participants predominantly serve Pre-K and Toddler age groups. Averaging all three courses of FIND-PD, professionals serving Pre-K children represent the largest group at 68.3%, followed by those working with toddlers at 58.4%. Participants serving infants constitute 28.5% of participants, while those working with school-aged children represent 17.0%. A small percentage (1.2%) reported serving none of these age groups. This pattern is similar for each individual course, with an exception for Course 3 as shown in the graphs below.

Age Group of Children Reached (Course 1: *n* = 461; Course 2: *n* = 1012; Course 3: *n* = 11)





Satisfaction

Net Promoter Score (NPS)

NPS is a widely used customer satisfaction metric that measures the likelihood of participants to recommend a program to others. Based on responses to "How likely are you to recommend FIND-PD to a friend or colleague?", NPS scores range from -100 to 100, where scores above 0 are considered good, above 20 are favorable, above 50 are excellent, and above 80 are world-class. NPS is particularly valuable because it captures satisfaction and advocacy (participants who would actively promote the program to their peers).

FIND-PD demonstrates strong participant satisfaction with an overall NPS of 50, placing it in the "excellent" category. This indicates that participants are not only satisfied with their experience but are likely to actively recommend the program to colleagues in their field.

Course 1 achieved the highest NPS of 64 (excellent), followed by **Course 2 with a score of 42 (favorable)** and **Course 3 with 38 (favorable)**. The small sample size for Course 3 (N=8) may limit the reliability of its score.

Qualitative Feedback

Qualitative analysis used topic modeling, a computational text analysis technique that applies machine learning algorithms to automatically identify themes within large collections of data. The method groups frequently co-occurring words, revealing key subjects or concepts mentioned in participant feedback. Findings are organized into two categories: positive feedback and constructive feedback.

- *Positive Feedback Summary*

Participants consistently praised FIND-PD for its practical, video-rich approach to professional development that effectively reinforced EC education principles. The program's strength lies in its comprehensive use of video examples that allow educators to observe encouraging and positive interactions, particularly around "serve and return" concepts. Participants found the courses easy to understand and navigate. Participants viewed the training as a way to improve practice and interactions with children, and particularly valued it as a good resource for new educators. Many participants noted that the course enhanced their awareness of meaningful interactions and provided concrete strategies they could immediately implement in their practice. The following quotes powerfully illustrate the positive impact FIND-PD has had on participants.

"It would make teachers more aware of how important this is and in return give them a more peaceful motivated classroom. It reminds me how important interactions are to the development of the children. Sometimes we get so busy and distracted as EC professionals and trainings like this remind us what is really important."

"I liked that it provided many video examples. I feel, as a professional, we don't get enough time to observe other professionals and the way they interact with students."

- *Constructive Feedback Summary*

The primary areas for improvement centered on technical and instructional design issues that hindered the learning experience. Some participants encountered problems with quiz design, including confusing wording, unclear instructions about multiple-choice questions, and the frustrating requirement to retake entire quizzes when only one question was answered incorrectly. Some found the 100% passing requirement burdensome. Additionally, several participants noted that the videos featuring mask-wearing were outdated and interfered with their ability to observe facial expressions and non-verbal communication. Some participants also felt there were too many videos overall.

A recent course revision addressed the majority of this feedback by reducing the number of videos shown, removing videos where children or adults were wearing masks, and rephrasing quiz questions and formatting that might have caused confusion to participants.

Educator Outcomes

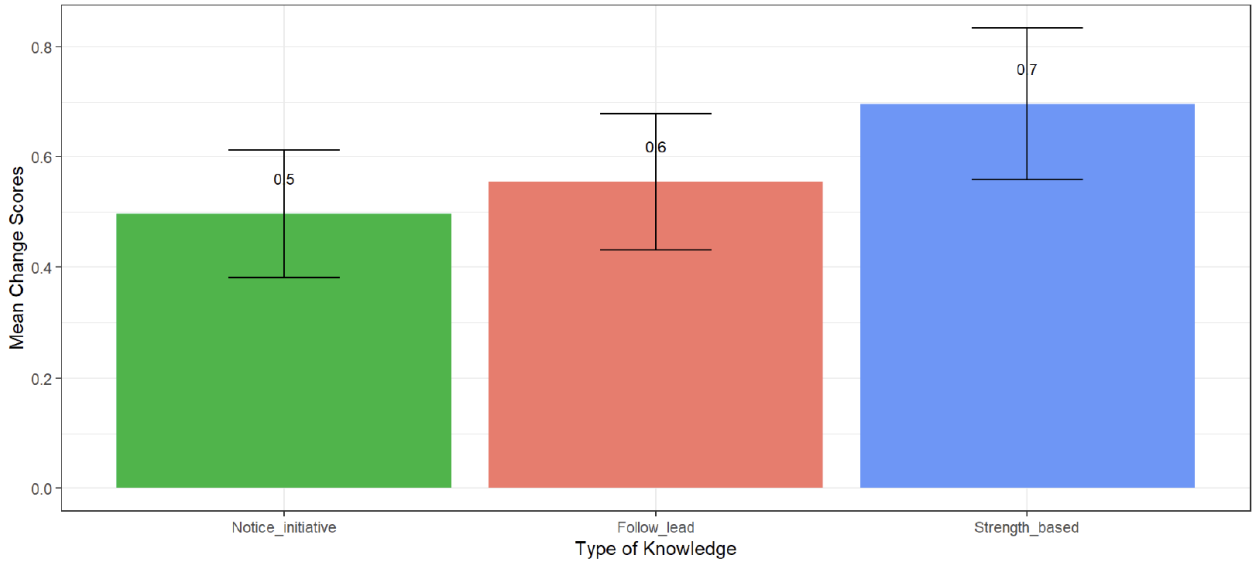
Educator Knowledge

FIND-PD data for Courses 1 and 2 demonstrated statistically significant increases in educator knowledge. The analysis measured educator knowledge using three items aligned with each course's core topics, rated on a 5-point Likert scale (1 = Not at all knowledgeable to 5 = Extremely knowledgeable). The sample only included participants who completed both pre- and post-surveys, resulting in modest sample sizes.

FIND-PD data for Course 1 (*n* = 148) revealed statistically significant increases across all three aspects of educator knowledge. To assess the magnitude of change, the analysis calculated effect sizes using Cohen's *d*, where .20 represents a small effect, .50 represents a medium effect, and .80 represents a large effect. Effect sizes were medium for noticing a child's initiatives to determine their needs, desires, feelings, and interests (*d* = .69) and following a

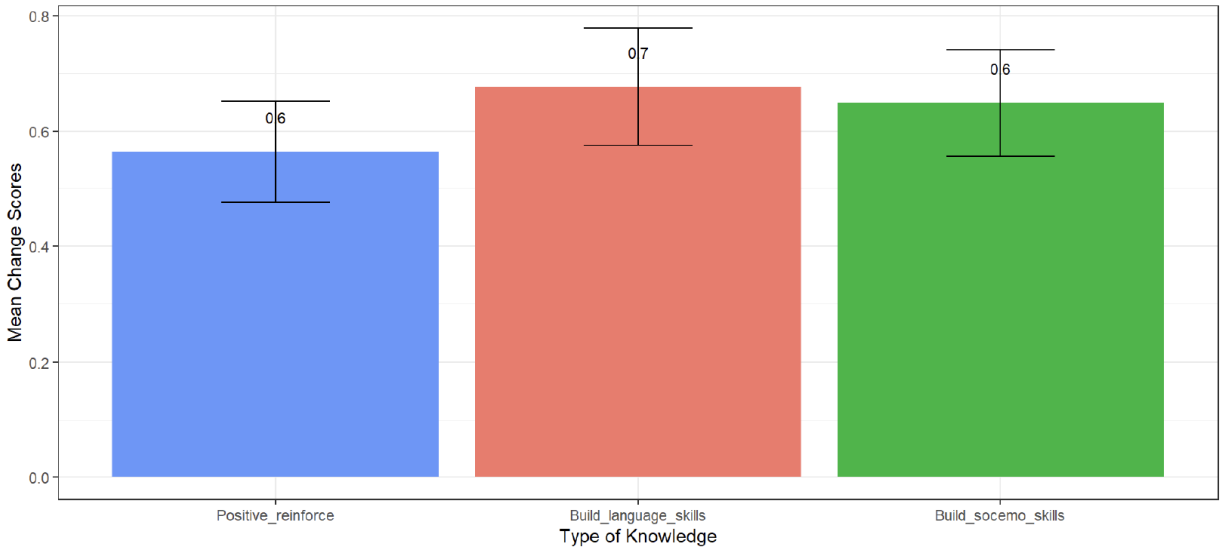
child's lead as a means to support their development and build skills (*d* = .73), and large for using a strengths-based approach to support a child's growth and learning (*d* = 0.83).

Mean Change in Educator Knowledge Scores (*n* = 148 for Course 1)



FIND-PD data for Course 2 (*n* = 298) revealed statistically significant increases across all three aspects of educator knowledge. Effect sizes were medium for using positive reinforcement to shape a child's behavior (*d* = .73) and strategies for building a child's language and communication skills (*d* = .76), and large for strategies for building a child's socio-emotional capacities (*d* = .80)

Mean Change in Educator Knowledge Scores (*n* = 298 for Course 2)



The analysis excluded Course 3 (n = 4) due to the small number of matched responses.

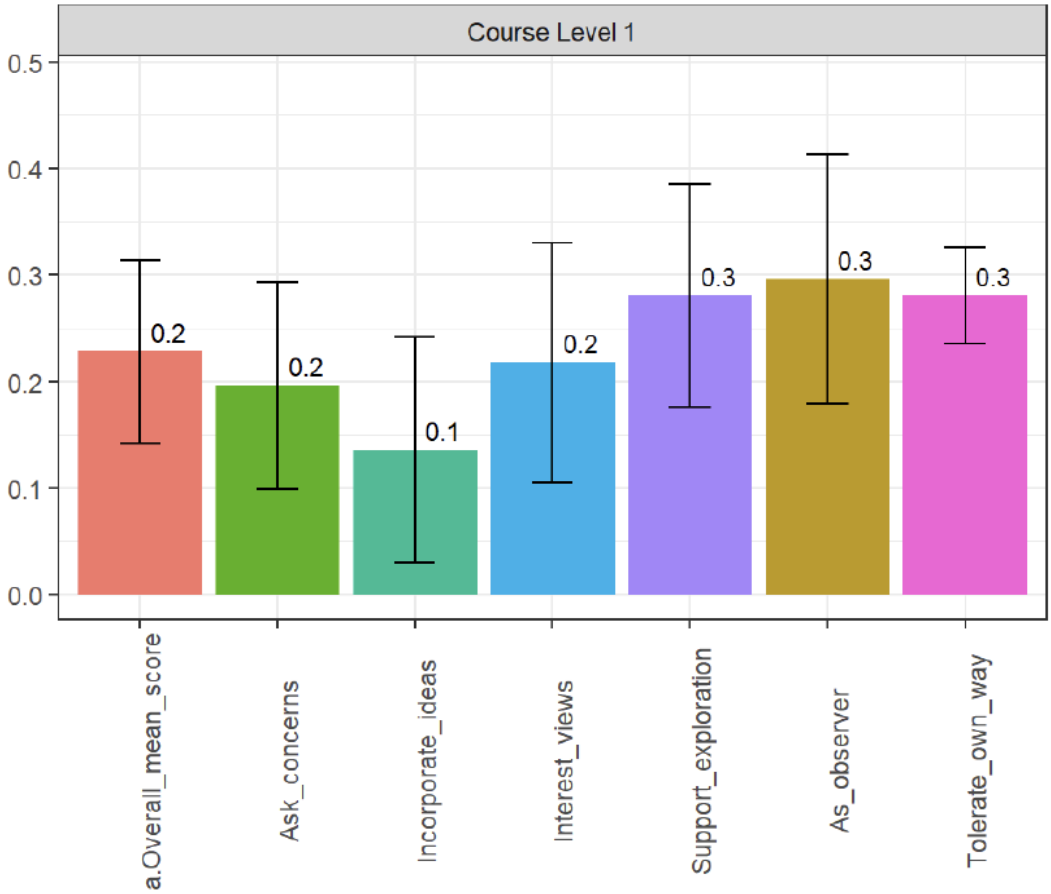
Educator Efficacy

FIND-PD data demonstrated statistically significant increases in educator efficacy scores for both Course 1 (*d* = .43) and Course 2 (*d* = .43) with close-to-medium effect sizes. The analysis measured educator efficacy using six items adapted from Perrren et al. (2017), that focused on self-efficacy in child-centered practices. Responses were rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The sample only included participants who completed both pre- and post-surveys, resulting in modest sample sizes.

Participants in Course 1 (n = 148) showed statistically significant increases across all six efficacy items.

- Ask about children's concerns & respect them (*d* = .33)
- Show interest in children's ideas and incorporate them (*d* = .21)
- Show interest in children's opinions and views (*d* = .31)
- Support children in their autonomous exploration (*d* = .43)
- Show interest as an observer (*d* = .41)
- Tolerate the children approaching things in their own way (*d* = .41)

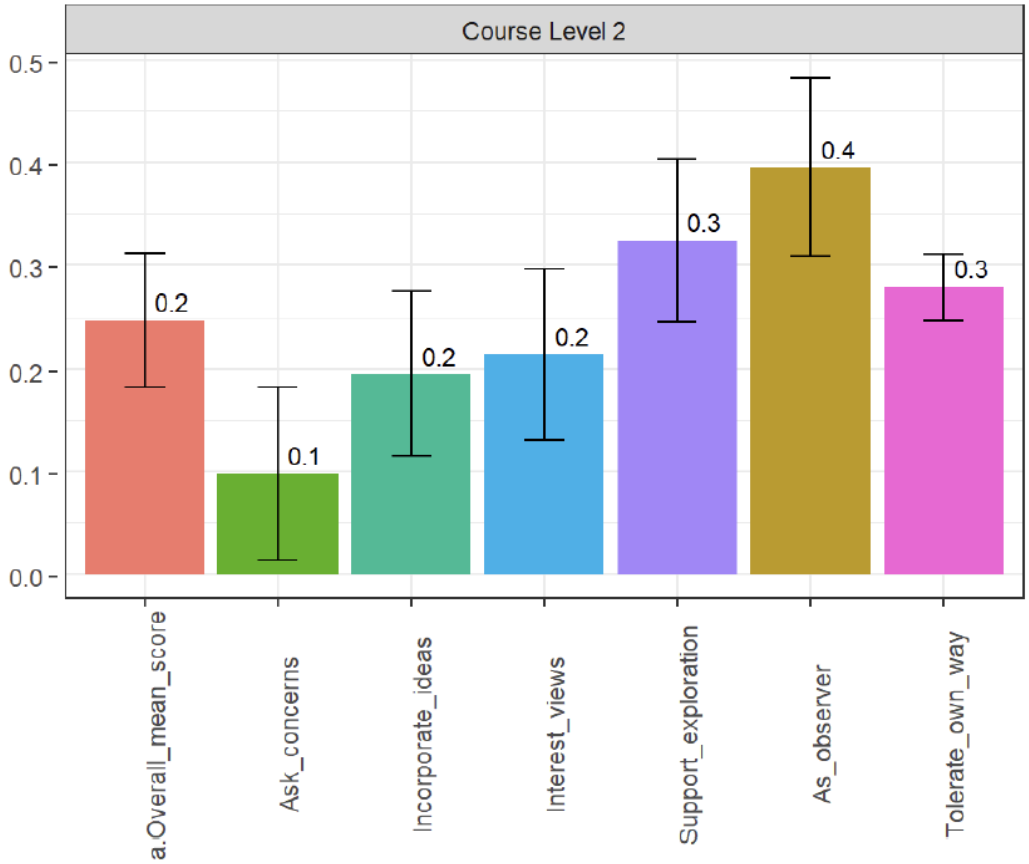
Mean Change in Educator Efficacy Scores (*n* = 148 for Course 1)



Participants in Course 2 (n = 298) showed statistically significant increases across all six efficacy items.

- Ask about children's concerns & respect them (*d* = .13)
- Show interest in children's ideas and incorporate them (*d* = .28)
- Show interest in children's opinions and views (*d* = .29)
- Support children in their autonomous exploration (*d* = .47)
- Show interest as an observer (*d* = .52)
- Tolerate the children approaching things in their own way (*d* = .37)

Mean Change in Educator Efficacy Score (*n* = 298 for Course 2)



The analysis excluded Course 3 (n = 4) due to the small number of matched responses.

Summary

As of June 2025, FIND-PD courses remain available through Colorado's PDIS, offering practical, evidence-based strategies to EC professionals statewide. Integration into PDIS has helped reduce barriers to access and streamline participation. The ability to earn professional development clock hours has also been a key driver of engagement.

FIND-PD courses have attracted strong participation. Consistently positive NPS scores across all courses reflect the program's ability to deliver valuable professional development that participants are willing to recommend within their networks. Additionally, participant feedback on FIND-PD was overwhelmingly positive, with professionals consistently praising

the program's practical approach that effectively reinforced core EC education principles and provided immediately implementable strategies.

Participants particularly valued the video examples that allowed them to observe encouraging interactions and noted how the training enhanced their awareness of meaningful adult-child interactions. While some constructive feedback highlighted technical and design areas for improvement, the most recent revision addressed the majority of these concerns, reflecting a commitment to continuous improvement and to provide a high-quality learning experience for EC professionals.

The strong engagement with FIND-PD in Colorado underscores the demand for accessible, high-quality professional development that supports foundational caregiving practices linked to healthy child development. While many online, asynchronous trainings exist within state systems, FIND-PD stands out because it is grounded in research, has a practical design (including the use of real-life video examples), and uses a strength-based approach. This collaboration offers a promising model for other states seeking to prioritize and scale high quality training that builds core skills essential to early learning and development.