FIND Stanford Filming Interactions to Nurture Development

nebraska early childhood COLLABORATIVE

Nebraska Early Childhood Collaborative & Stanford FIND Foundations Pilot

Report on Implementation, Reach, and Impact

Summary of Key Accomplishments

The collaboration between Stanford Filming Interactions to Nurture Development (FIND) and the Nebraska Early Childhood Collaborative (NECC) represents an exciting achievement in professional development for the early childhood workforce in Nebraska.

Reach

- **101 unique individuals from Nebraska** completed at least one FIND Foundations course
- Participants completed **216 total courses** across the three available courses
- Participants brought **diverse professional backgrounds and experience levels**, with strong representation from center-based settings and professionals across multiple roles

Promising Member Satisfaction and Outcomes

- Participants from Nebraska gave FIND Foundations a Net Promoter Score (NPS) of 76.9, placing it in the "excellent" category. Course 1 achieved a world-class NPS of 93.3, while Course 3 scored 76.9 and Course 2 scored 54.5, both in the excellent category
- Participants reported statistically significant self-reported knowledge gains in Courses 1 and 2, with medium to large effect sizes in topics such as noticing children's initiatives, following children's leads, using a strength-based approach, positive reinforcement, and building children's language and socioemotional skills
- Participants also reported statistically significant increases in self-efficacy in Courses 1 and 2, demonstrating impact even among experienced professionals
- **What participants are saying:** (1) "I am going to notice these interactions more often and learn how to build upon them." (2) "I liked how the course gave real-life video examples of Serve and Return interactions. It helped me understand how to support children's development through simple everyday moments." (3) "The section on waiting was my favorite. I realize how often I may not wait long enough for the child to continue the interaction." (4) "My biggest take away was that naming builds vocabulary."

Strategic Collaboration Objective

- NECC integration of FIND Foundations as an approved professional development option within their Learning Library platform, with training approval from the Nebraska Department of Education.

Background

Nebraska Early Childhood Collaborative (NECC) and Stanford Filming Interactions to Nurture Development (FIND) began their collaboration with a shared commitment to providing high-quality professional development to the early childhood workforce. NECC was seeking efficient ways to expand and enhance its professional development offerings within their Learning Library platform, while FIND was looking to extend its reach to more educators through their research-backed, video-rich online courses (FIND Foundations). Together, we aim to strengthen educator-child interactions and improve outcomes for both educators and the children they serve.

In March 2025, NECC and Stanford FIND launched three FIND Foundations courses in NECC's Learning Library platform. With training approval from the Nebraska Department of Education, educators were able to earn professional development clock hours upon completion. The courses, *Serve and Return Interactions*, *Responding in Developmentally Supportive Ways*, and *Extending Serve and Return Interactions*, were offered in both English and Spanish, expanding access for Nebraska's diverse early childhood workforce.
This report summarizes implementation, reach, and impact from March – September 2025.

What You'll Find in This Report

Each FIND Foundations 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 being from Nebraska. While survey participation is optional, the responses provide insight into learner experience and outcomes. Since the SCEC launched Course 3 more recently than Courses 1 and 2, completion numbers are lower.

Reach

As of September 12th, 2025, a total of **101 unique individuals from Nebraska completed** at least one FIND Foundations course. 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	
92	***59***	***56***	***3***	***3***	***3***	***216***

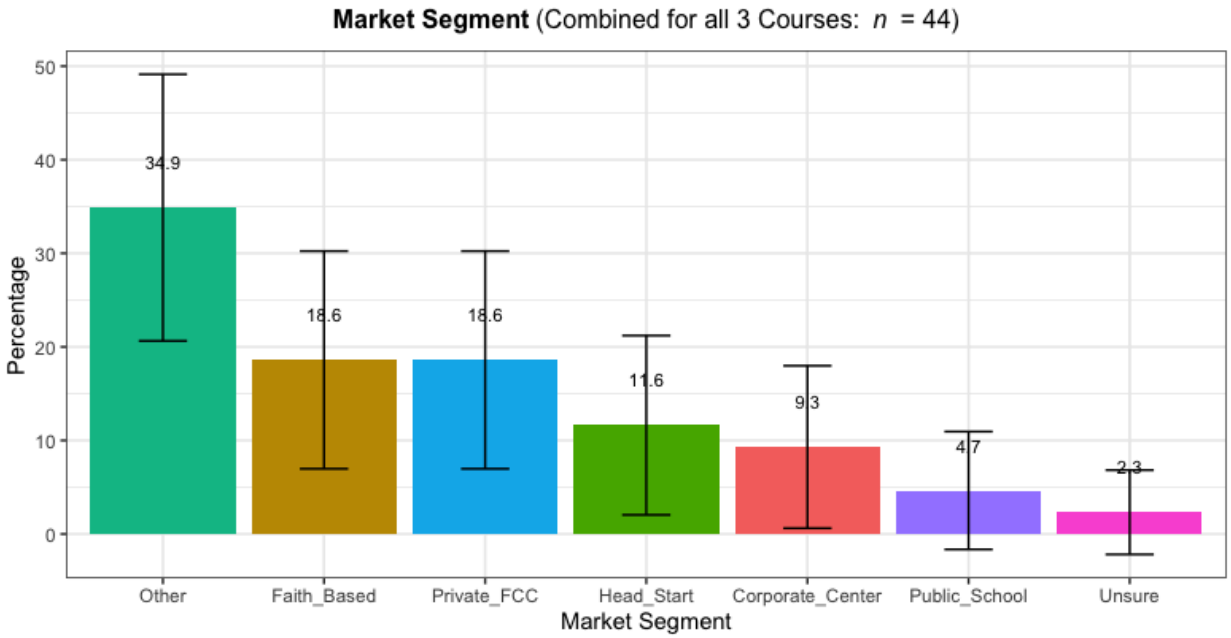
Demographics

The demographic data in this report capture the characteristics of EC professionals from Nebraska who completed a pre-survey. While not all respondents who completed pre-surveys went on to complete a course, these responses provide valuable insights into the **demographics of the participants who started a FIND Foundations course**.

Market Segment

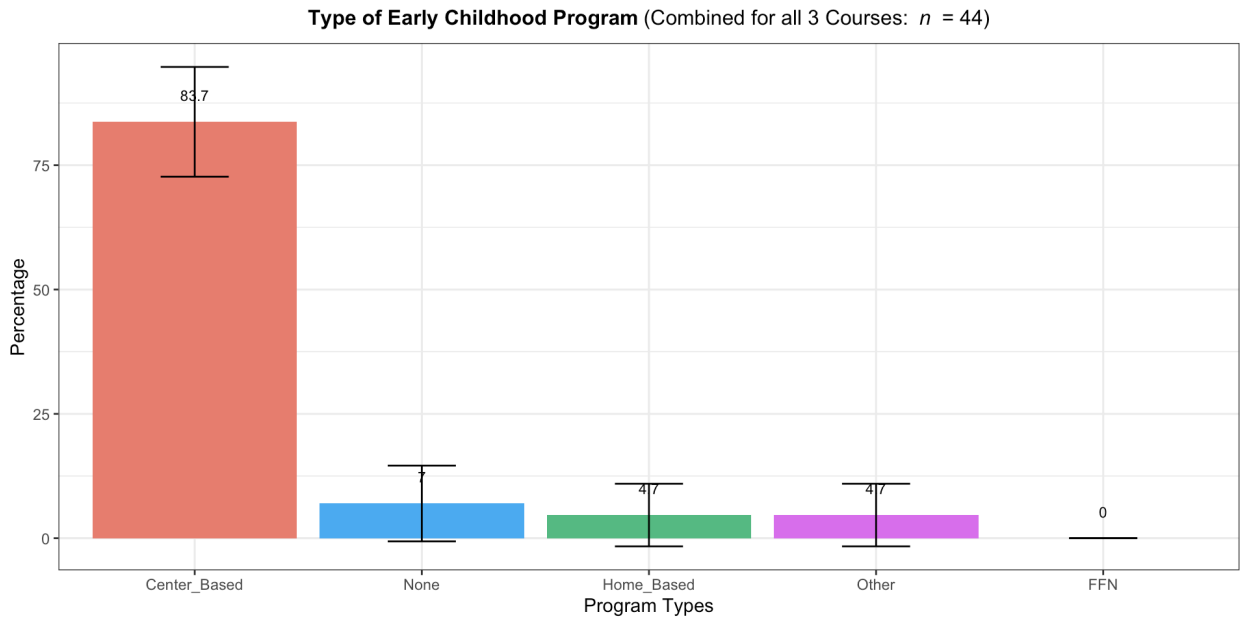
Participants from Nebraska represent EC professionals across a range of market segments. Among FIND Foundations participants from Nebraska, over one-third (34.9%) reported working in other settings not captured in the standard options. Respondents who selected "other" primarily work in non-profit childcare centers and specialized program models such as Montessori schools, early intervention programs, and home visiting services. This category also includes professionals in support roles such as consultants, trainers, and regulatory staff, as well as those working in government agencies and community-based organizations.

In addition, equal proportions work in faith-based settings (18.6%) and private/family child care (18.6%), followed by Head Start (11.6%), corporate centers (9.3%), public schools (4.7%), with a small percentage identifying as unsure (2.3%). These findings confirm that FIND Foundations is engaging a diverse range of individuals from Nebraska across multiple early childhood settings. See graph below.



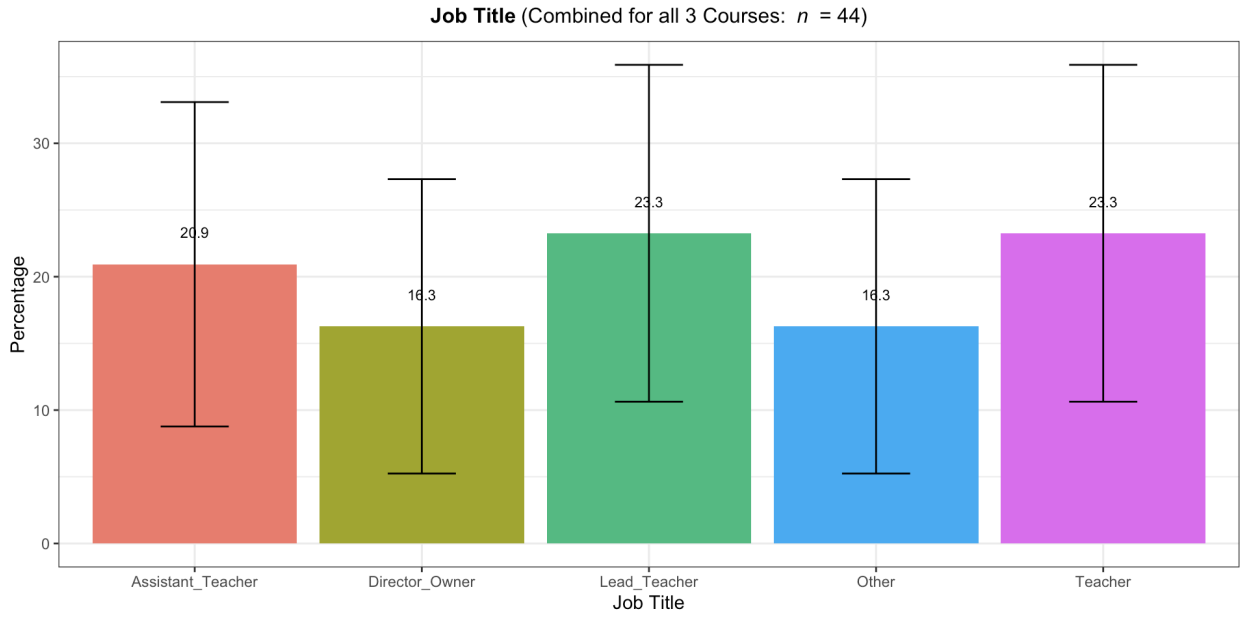
Type of Early Childhood Program

Participants from Nebraska work primarily in center-based early childhood programs. Among FIND Foundations participants from Nebraska, the vast majority (83.7%) reported working in center-based settings. Smaller proportions work in home-based programs (4.7%), other program types (4.7%), and none (0%) identified as working in family, friend, and neighbor (FFN) care settings. There were also 7% of participants who reported not working in an EC program. These findings indicate that FIND Foundations is reaching Nebraska professionals predominantly in center-based environments. See graph below.



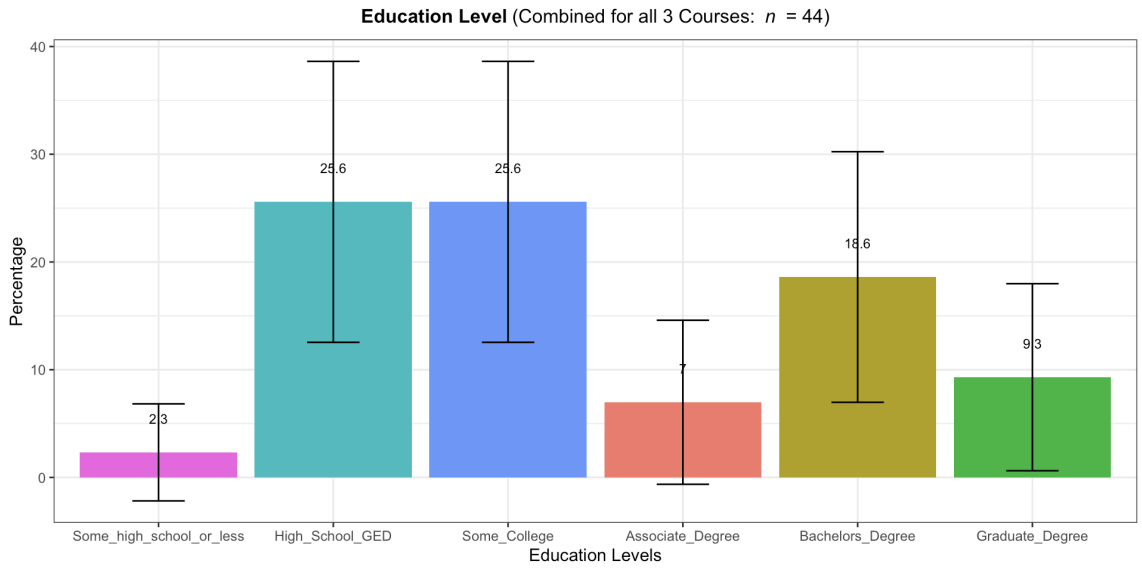
Job Title

Participants represent a diverse range of early childhood professionals. Among FIND Foundations participants from Nebraska, equal proportions identified as lead teachers (23.3%) and teachers (23.3%), representing the largest groups. Assistant teachers comprised 20.9% of participants, while directors/owners (16.3%) and those in other roles (16.3%) made up smaller but significant portions. These findings demonstrate that FIND Foundations is engaging Nebraska professionals across multiple levels of responsibility within early childhood settings. See graph below.



Education Level

FIND Foundations participants from Nebraska demonstrate varied educational backgrounds, with the majority having completed some postsecondary education. Among participants, equal proportions reported having a high school diploma or GED (25.6%) and some college coursework (25.6%). Nearly one-fifth (18.6%) hold a bachelor's degree, while smaller proportions have earned a graduate degree (9.3%), an associate degree (7%), or have some high school or less (2.3%). See graph below.



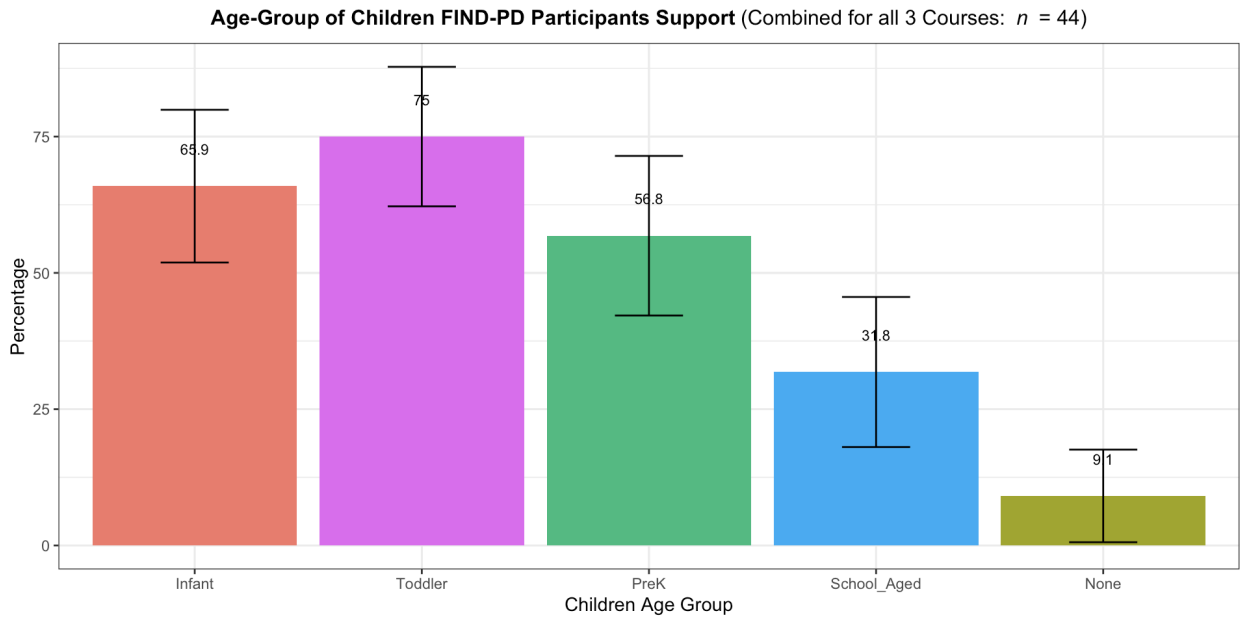
Years of Experience

FIND Foundations participants from Nebraska represent professionals with a wide range of experience levels in early childhood education, with stronger participation amongst those with 4 or more years of experience. Among participants, equal proportions reported having between 4-10 years of experience (29.5%) and between 11-20 years of experience (29.5%). Over one-quarter (27.3%) have over 20 years of experience, while smaller proportions have under 3 years of experience (11.4%) or no experience (2.3%). See graph below.



Age-Group of the Children FIND Foundations Participants Support

FIND Foundations participants from Nebraska work with children across multiple age groups, with the strongest focus on younger children. Among participants, three-quarters (75%) reported supporting toddlers, followed by those working with infants (65.9%) and pre-K aged children (56.8%). About one-third (31.8%) work with school-aged children, while a small proportion (9.1%) indicated they do not work directly with children. See graph below.



FIND Foundations Outcomes: Satisfaction, Self-Reported Knowledge Change and Self-Reported Efficacy

Satisfaction (measured via NPS score and open-ended feedback)

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 Foundations 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 Foundations demonstrates strong participant satisfaction among Nebraska participants with an **overall NPS of 76.9, placing it in the "excellent" category**. This indicates that participants are not only satisfied with their experience but are very likely to actively recommend the program to colleagues in their field.

Course 1 achieved the highest NPS of 93.3, placing it in the "world-class" category, followed by **Course 3 with a score of 76.9 and Course 2 with a score of 54.5, both in the**

"excellent" category. We are extremely excited about the positive feedback on FIND Foundations courses from participants in Nebraska.

Qualitative Feedback

❖ *Positive Feedback Summary*

Participants from Nebraska provided positive feedback across several key themes:

Course Format and Flexibility: Participants appreciated the self-paced nature of the courses, allowing them to complete coursework on their own schedule while balancing full-time work. They found the content easy to navigate and follow, with material presented in manageable, bite-sized pieces.

Interactive Elements: The inclusion of activities, comprehension checks, and interactive components helped maintain engagement and accountability throughout the courses.

Video Examples: Across all three courses, participants valued watching real-life video clips demonstrating interactions with children. These examples helped them understand concepts in practice and provided models for their own work.

Practical Application: Participants noted specific takeaways they plan to implement, including increased awareness of serve and return interactions, understanding the importance of waiting for children's responses, and recognizing how naming builds vocabulary.

Content Quality: Participants found the courses informative and educational, with clear explanations and step-by-step learning progressions that included reviews to ensure understanding.

The following quotes powerfully illustrate the positive impact FIND Foundations has had on participants and what individuals from Nebraska say about the courses:

- "I am going to notice these interactions more often and learn how to build upon them."
- "I liked how the course gave real-life video examples of Serve and Return interactions. It helped me understand how to support children's development through simple everyday moments."

- "The section on waiting was my favorite. I realize how often I may not wait long enough for the child to continue the interaction."
- "My biggest take away was that naming builds vocabulary. Even though we practice it everyday, I've never put a name to it nor thought about it in this context."
- "I really enjoyed watching the clips of how others interacted with their kiddos."

❖ *Constructive Feedback Summary*

We are thrilled that participants from Nebraska provided overwhelmingly positive feedback, with **only two suggestions for improvement** across all three courses. One participant suggested adding more check-ins such as tests or note cards throughout Course 1, while another participant in Course 2 didn't enjoy the repetition in the videos during the serve and return examples. The minimal constructive feedback, combined with the strong positive responses, indicates that FIND Foundations courses are meeting the needs of Nebraska participants exceptionally well.

Knowledge Change

FIND Foundations outcome calculations were limited to participants from Nebraska who completed both pre- and post-surveys, resulting in modest sample sizes. We measured knowledge change using three self-reported items aligned with each course's core topics, rated on a 5-point Likert scale (1 = Not at all knowledgeable to 5 = Extremely knowledgeable). 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.

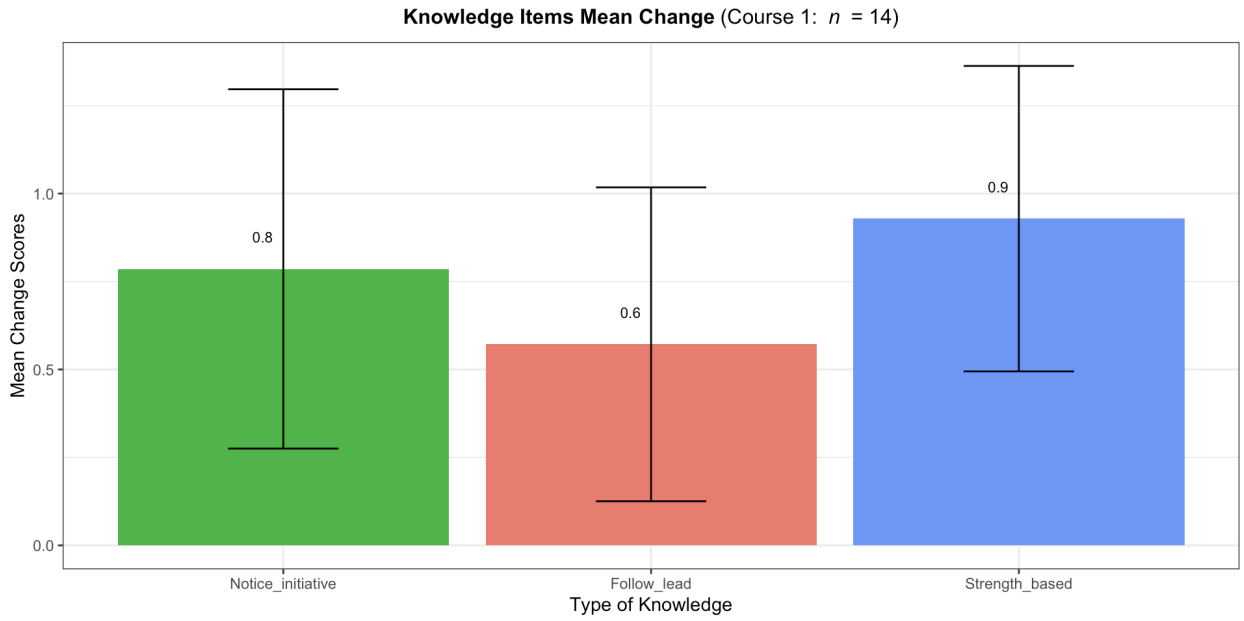
Overall, **68.18% of participants from Nebraska reported a knowledge increase in at least one domain across all three courses.** By course, 64.3% of Course 1 participants, 88.9% of Course 2 participants, and 12.5% of Course 3 participants reported knowledge increases in at least one domain. In addition, **FIND Foundations data for Courses 1 and 2 demonstrated statistically significant increases in participants' self-reported knowledge.** Below you'll find the results per course.

FIND Foundations data for Course 1 (n = 14) revealed statistically significant increases across all three aspects of participants' self-reported knowledge. Effect sizes were:

- Large for noticing a child's initiatives to determine their needs, desires, feelings, and interests (d = .81, p = .010)

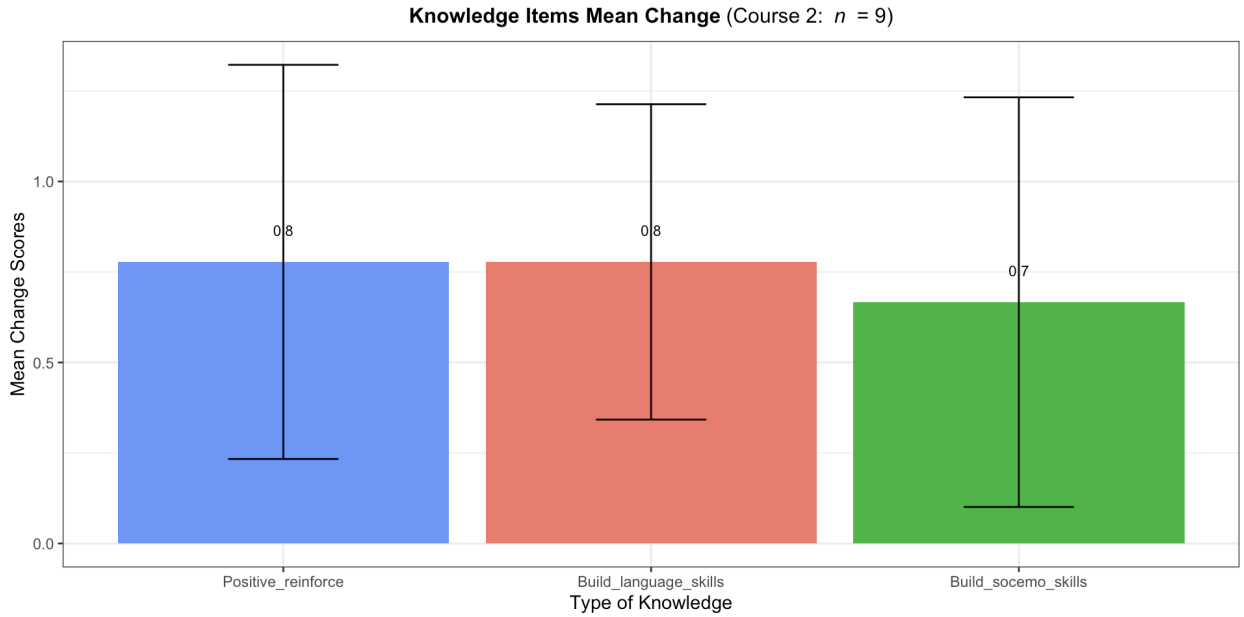
- Medium-to-large for following a child's lead as a means to support their development and build skills (d = .67, p = .026)
- Large for using a strengths-based approach to support a child's growth and learning (d = 1.12, p = .001)

The graphs shown in this section illustrate the mean change, from pre- to post-survey, in participants' knowledge scores by course.



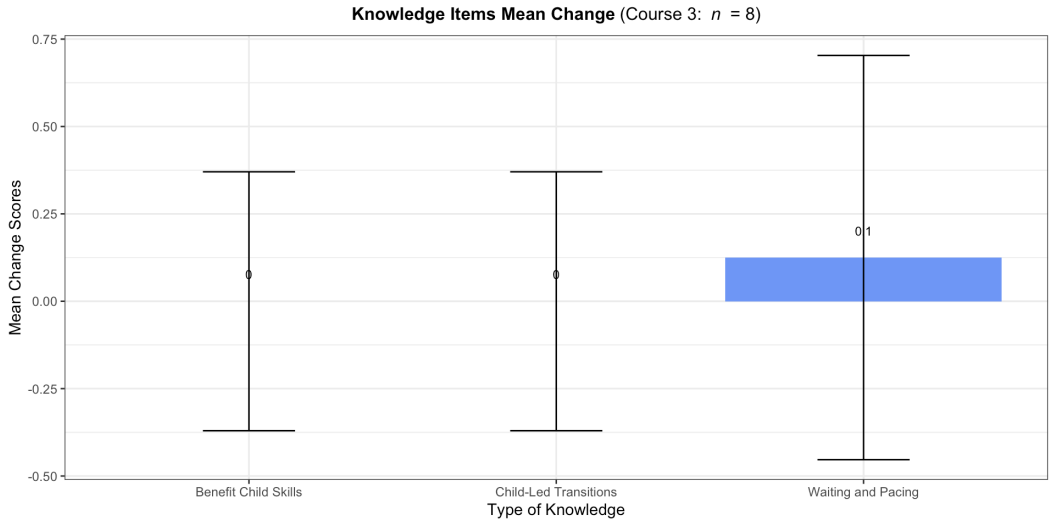
FIND Foundations data for Course 2 (n = 9) revealed statistically significant increases across all three aspects of participants' self-reported knowledge. Effect sizes were:

- Large for using positive reinforcement to shape a child's behavior (d = .93, p = .023)
- Large for strategies for building a child's language and communication skills (d = 1.17, p = .008)
- Medium-to-large for strategies for building a child's socio-emotional capacities (d = .77, p = .049)



FIND Foundations data for Course 3 (n = 8) did not reveal statistically significant increases in participants' self-reported knowledge across the three measured domains:

- How sustained, reciprocal interactions benefit children's language, thinking, and social skills (d = .00, p > .999)
- Child-led transitions as a means to support children's exploration and strengthen their agency (d = .00, p > .999)
- Waiting and pacing interactions to support children's learning and development (d = .15, p = .685)



EC Professionals' Self-Efficacy

We measured self-efficacy using six items adapted from Perrren et al. (2017) that focused on educator self-efficacy related to child-centered practices. Responses were rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). 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. The sample only included participants who completed both pre- and post-surveys, resulting in modest sample sizes.

FIND Foundations data demonstrated statistically significant increases in participants from Nebraska's beliefs in their ability to support children. **When the three courses were aggregated together,** the mean change from pre- to post-intervention on the aggregated self-efficacy mean scores was 0.27, with a **medium effect size of d = .47 (p = .014).** Below you'll see a written description of the self-reported self-efficacy data per course, and then a graph that illustrates this.

Course 1 Self-Efficacy

Participants in Course 1 (n = 14) showed **statistically significant increases in overall self-efficacy with a medium-to-large effect size (d = .65, p = .031)**. When examining individual items, participants showed statistically significant increases across three efficacy items and marginally significant increases across three items:

- Show interest as an observer (d = .72, p = .019, medium-to-large effect)
- Show interest in children's ideas and incorporate them (d = .61, p = .040, medium effect)
- Ask about children's concerns and respect them (d = .50, p = .082, marginal effect)
- Show interest in children's opinions and views (d = .47, p = .104, marginal effect)
- Support children in their autonomous exploration (d = .47, p = .104, marginal effect)
- Tolerate the children approaching things in their own way (d = .47, p = .104, marginal effect)

Course 2 Self-Efficacy

Participants in Course 2 (n = 9) showed **statistically significant increases in overall self-efficacy with a large effect size (d = .93, p = .024)**. When examining individual items, participants showed statistically significant increases across two efficacy items and marginally significant increases across four items:

- Show interest as an observer (d = 1.17, p = .008, large effect)

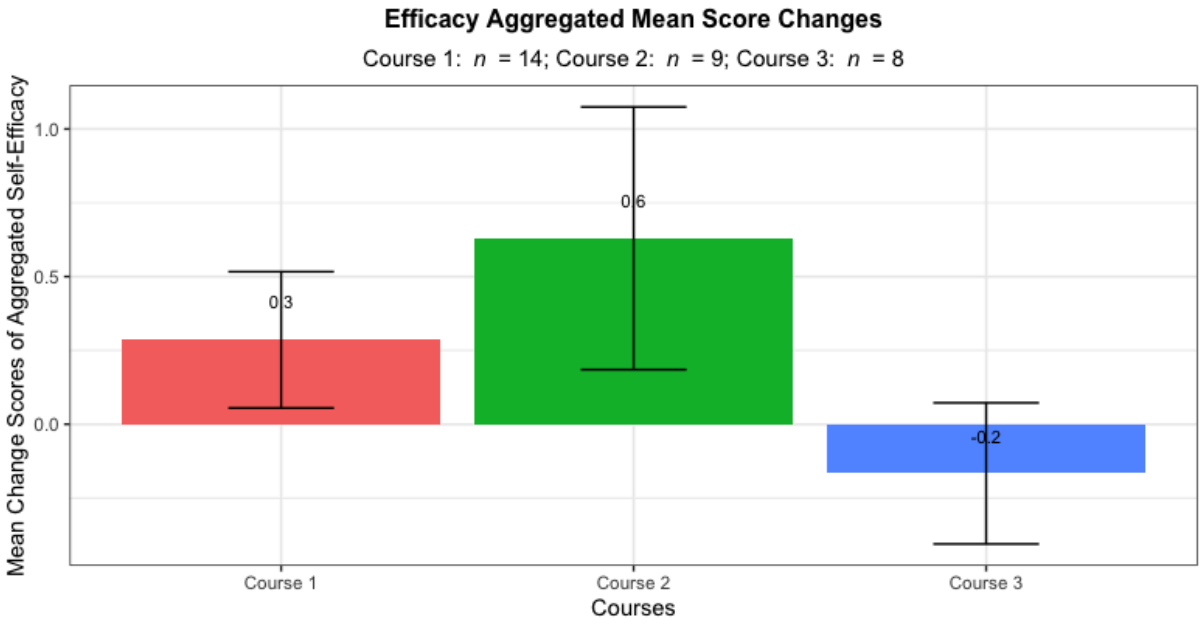
- Tolerate the children approaching things in their own way (d = .93, p = .023, large effect)
- Ask about children's concerns and respect them (d = .77, p = .051, marginal effect)
- Show interest in children's ideas and incorporate them (d = .77, p = .051, marginal effect)
- Show interest in children's opinions and views (d = .77, p = .051, marginal effect)
- Support children in their autonomous exploration (d = .77, p = .051, marginal effect)

Course 3 Self-Efficacy

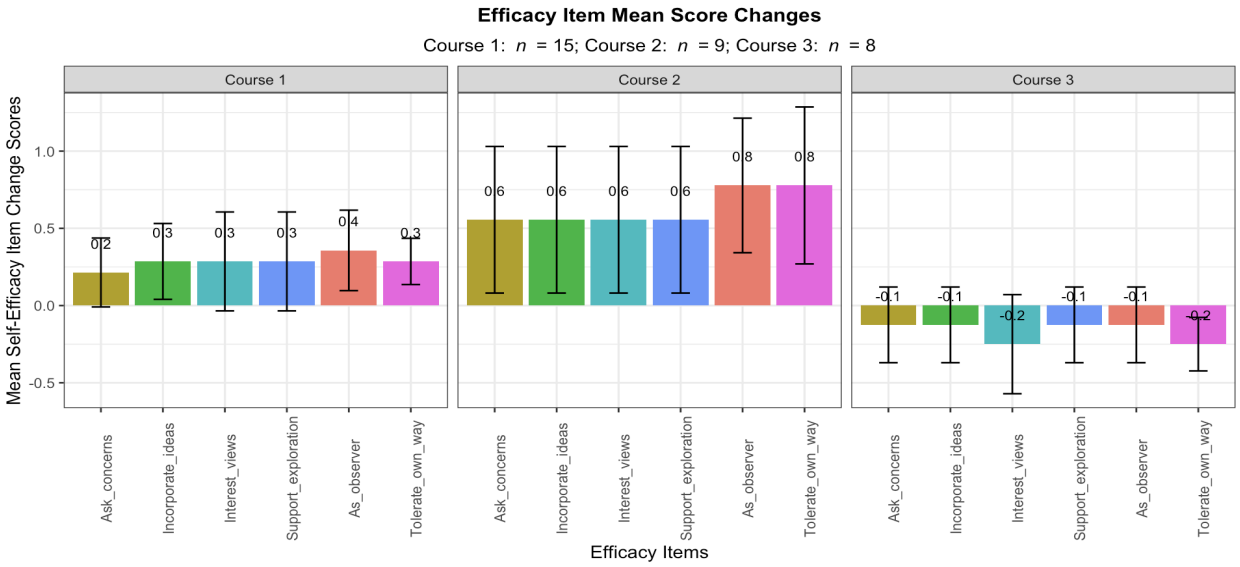
Participants in Course 3 (n = 8) **did not show statistically significant changes in overall self-efficacy (d = -.48, p = .214)**. When examining individual items, all items showed small negative effect sizes that **were not statistically significant**:

- Ask about children's concerns and respect them (d = -.35, p = .351, null effect)
- Show interest in children's ideas and incorporate them (d = -.35, p = .351, null effect)
- Show interest in children's opinions and views (d = -.54, p = .171, null effect)
- Support children in their autonomous exploration (d = -.35, p = .351, null effect)
- Show interest as an observer (d = -.35, p = .351, null effect)
- Tolerate the children approaching things in their own way (d = -.54, p = .171, null effect)

The graph below shows the mean change, from pre- to post-survey, in self-efficacy scores for each course.



The graphs below show the mean change, from pre- to post-survey, in self-efficacy scores for each course, per item of the self-efficacy scale used.



Summary

As of September 2025, FIND Foundations has demonstrated its relevance and potential impact among early childhood professionals in Nebraska, offering evidence-based professional development that showcases real-life video examples from diverse early childhood settings. Through the collaboration with NECC, FIND Foundations reached 101 unique individuals from Nebraska, who completed 216 courses across the three available offerings. The results from this report show strong satisfaction levels, measured by the overall NPS of 76.9, placing the program in the "excellent" category. This reflects our mission to deliver meaningful professional development that early childhood professionals are very likely to recommend within their professional networks. Nebraska participants praised the program's practical approach, video-rich content, self-paced format, and immediate applicability to their daily work with children.

When interpreting the outcome data, we recommend taking into account the modest sample sizes for participants who completed both pre- and post-surveys (Course 1: n=14, Course 2: n=9, Course 3: n=8) and the high baseline self-reports of knowledge and efficacy. Despite these factors, Courses 1 and 2 produced strong positive impacts on participants' knowledge, with both courses achieving statistically significant increases across all measured domains with medium to large effect sizes. Course 3 did not show statistically significant knowledge gains, which provides valuable insight for future course refinement.

Courses 1 and 2 also produced statistically significant improvements in self-efficacy, with medium-to-large and large effect sizes respectively. Course 3 did not show significant changes in self-efficacy. The high baseline self-efficacy levels that Nebraska participants reported, combined with the significant improvements in Courses 1 and 2, highlight both the existing confidence of the early childhood workforce and FIND Foundations' ability to further strengthen professionals' beliefs in their capacity to support children through child-centered practices.

We're excited to share this report highlighting the strong satisfaction and overwhelmingly positive feedback from Nebraska's early childhood professionals. The collaboration between NECC and FIND Foundations demonstrates what's possible when we provide accessible, high-quality professional development that meets educators where they are. We look forward to supporting even more Nebraska educators in strengthening their practice and the experiences of the children they serve.