

NADSP E-Badge Evaluation: 2025 Monitoring Report

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Prepared by:

Eli Dickinson

LTSS Director of Quality & Evaluation

Chengcheng Zhou, Ph.D.

Qualitative Research Analyst

TennCare, Long-Term Services and Supports

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Overview of NADSP E-Badge Monitoring Report

TennCare has partnered with the National Alliance for Direct Support Professionals (NADSP) to offer the NADSP E-Badge Academy to Direct Support Professionals (DSPs) and Frontline Supervisors (FLSs) in Tennessee. This program provides participants the opportunity to earn national certification through stackable electronic badges that showcase mastery of essential knowledge, skills, and values critical to their roles. To further encourage participation, TennCare has incentivized the completion of each E-Badge level for DSPs and the FLS certification for supervisors by providing monetary rewards to both the individuals and their providers.

This report represents the second year of monitoring TennCare’s NADSP E-Badge Academy initiative. While the first year (2024) focused on evaluating initial implementation and outcomes, 2025 marks the first year the program was fully funded in TennCare’s budget. This shift provided greater stability for providers and participants, though participation was slightly lower in the first quarter due to questions surrounding budget allocations early in the year.

Building on the previous evaluation, this year’s monitoring report expands the scope to include two new elements:

- Participant Expectations prior to starting the program, offering insight into motivations and desired outcomes.
- Training Completed, which details the types of competency-based badges and accredited education hours earned by participants—information not included in the Year 1 report.

The remainder of this report continues to track the same core measures as the previous evaluation, including changes in job satisfaction, confidence (self-efficacy), career commitment, and turnover intentions using a pre-test/post-test design. Additionally, we examine participant perceptions of the program and provider feedback to assess its ongoing impact and identify opportunities for improvement. These factors remain critical to TennCare’s goal of reducing DSP turnover and strengthening workforce stability through professional development and recognition.

2025 NADSP E-Badge Participation and Overview

Consistent with the approach used in the 2024 evaluation, all DSPs and FLSs participating in 2025 were required to complete surveys both prior to starting the program and after earning a badge. For this monitoring report, 97 individuals were included in the analysis. This is a 33% decrease in total sample size from the prior year (146). Each participant included began and completed at least one badge. An overview of the demographics of these participants is provided in the table found in Appendix C.

Participants Expectations

In the attestation completed prior to participation, participants were asked to share their opinions in the survey about what they hoped to gain from the E-Badge program. Their responses reflected a strong commitment to professional growth, improving the quality of care, and embracing person-centered practices. Below is a summary of the key themes and representative quotes from their feedback.

1. Knowledge and Education

- a. Many participants expressed a strong desire for continued learning and deeper understanding of person-centered practices. They want to stay updated with new concepts, training, and best practices to enhance their ability to support individuals effectively. As one participant pointed out, "Continued education and learning to become a better DSP," and another added, "To learn more about job & further my education." This emphasis on education highlights their commitment to professional development and lifelong learning.

2. Skill Development

- a. Participants also hope to build practical skills that will help them handle everyday situations and challenging scenarios with confidence. They want to improve their communication, ethical support, and professional boundaries to provide high-quality care. One participant shared, "I hope to gain more tools to use in everyday situations," and another noted, "I hope this program will strengthen my understanding of person-centered care, professional boundaries, effective communication, and ethical support practices." These responses show a clear focus on applying learned skills directly to their roles.

3. Professional Growth and Career Advancement

- a. Career advancement is another major theme, with many participants aiming to achieve certifications such as the NADSP E-Badge and credentials that will open doors for progression. Several aspire to move into supervisory or leadership roles. One participant wrote, “By achieving the Front-Line Supervisor credentials I hope to one day be able to advance to a supervisory role,” while another mentioned, “Training, advancement in my company.” In addition, some hope to become mentors for others and share their experiences to strengthen the DSP community. For instance, one participant shared, “I hope to gain more knowledge and be able to be a mentor for other people wanting a career as a DSP.” These comments reflect a strong motivation to grow professionally and a commitment to leadership and advocacy within the field.

4. Improved Quality of Care

- a. A significant number of participants emphasized their commitment to providing better, person-centered care. They want to help individuals live fulfilling, independent lives and improve their overall well-being. One participant stated, “Learning new skills to better care for the people we support,” and another added, “I hope to gain knowledge and different insights to help persons supported live the life they want.” This theme underscores DSP’s dedication to enhancing the quality of care and support they provide.

Overall, participants primarily aimed to gain knowledge, practical skills, and certifications to improve the quality of care they provide, advance their careers, and foster personal and professional growth. Their feedback highlights a strong commitment to person-centered practices, advocacy, and ethical standards, with the goal of delivering better support and empowering individuals to lead meaningful, fulfilling lives.

Overview of Training Completed in 2025

This section examines what participants achieved through the NADSP E-Badge Academy. Analysis of completed training provides insight into badge attainment and demonstrates growth in core competencies and progress toward professional development goals. These findings serve as indicators of workforce development and quality improvement, offering essential context for interpreting participants’ perceptions and measurable outcomes.

The NADSP E-Badge Academy program uses a stackable badge system that allows participants to earn credentials through two primary pathways:

1. **Competency-Based Badges** aligned with the Centers for Medicare & Medicaid Services (CMS) Core Competencies, covering areas such as person-centered practices, communication, crisis prevention, safety, and advocacy.
2. **Accredited Education Badges** that document completion of NADSP-approved training hours (10, 25, 50, 75, and 100 hours), which are required for advancing through certification levels (DSP-I, DSP-II, DSP-III) and for FLS certification.

In 2025, the 97 DSPs and FLSs included in this report engaged in both competency-based badges and accredited education hours designed to strengthen core DSP skills. Across these participants, more than 2,000 self-reported learning submissions were made and approved through the NADSP E-Badge Academy system, reflecting significant engagement in professional development. Below is a breakdown of the submissions by competency area:

Competency Areas Represented in Submissions:

- Person-Centered Practices: ≈17%
- Crisis Prevention & Intervention: ≈10%
- Safety (First Aid, Medication, Community Safety): ≈7%
- Education & Self-Development: ≈7%
- Communication: ≈6%
- Empowerment & Advocacy: ≈6%
- Evaluation & Observation: ≈6%
- Cultural Competency: ≈5%
- Health & Wellness: ≈4%
- Professionalism & Ethics: ≈4%

Interpretation

These learning activities emphasize decision-making, crisis response, and person-centered planning—skills critical for building confidence and competence in DSP roles. Understanding the scope of training completed provides essential context for interpreting participants' perceptions of the program and the measurable changes in workforce-related variables presented later in this report.

DSPs' Perceptions of E-Badge Post-Participation

Quantitative data from the post survey included responses to four E-Badge-specific questions, capturing DSPs' perspectives on organizational support, skill recognition, connections to better service delivery, and commitment to high-quality care. Below are the results:

1. **Organizational Support:** The support and resources offered by the organization for completing the NADSP E-Badge were satisfactory.
 - a. **79%** of DSPs strongly agreed, and **19%** somewhat agreed (**98% total**).¹
 - b. **Interpretation:** The majority of DSPs found the organizational support and resources provided to complete the E-Badge to be satisfactory, with very few reporting dissatisfaction. Organizational support is crucial because it fosters employee engagement and participation in professional development initiatives like the E-Badge program.

2. **Recognition and Valuation of Efforts:** I feel that my organization recognized and valued my efforts to enhance my skills through the NADSP E-Badge.
 - a. **76%** strongly agreed, and **22%** somewhat agreed (**98% total**).
 - b. **Interpretation:** Most DSPs felt recognized and valued for their efforts in enhancing their skills through the E-Badge program, which may contribute to increased job satisfaction. Recognition of employees' professional growth is a key factor in fostering a positive work environment, as it reinforces their contributions and commitment to their roles. Feeling valued by their organization can enhance DSPs' motivation, engagement, and job satisfaction, which are essential for retention and long-term workforce stability.

3. **Connection to Better Service Delivery:** I see a clear connection between completing the NADSP E-Badge and my ability to provide better support to the individuals I serve.
 - a. **76%** strongly agreed, and **23%** somewhat agreed (**99% total**).
 - b. **Interpretation:** The vast majority of DSPs perceived a strong connection between completing the E-Badge program and their ability to deliver better support to the individuals they serve. This finding underscores the program's potential to enhance service quality by equipping DSPs with skills, knowledge, and a renewed perspective on their roles. When DSPs see a direct link between professional development and improved outcomes for those they support, it can reinforce their commitment to high-quality care and increase their sense of efficacy. This highlights the value of the E-Badge program in not only advancing DSPs' professional growth but also in positively impacting the individuals receiving services.

¹ Visual can be found in Appendix C

4. **Commitment to High-Quality Support:** Earning the NADSP E-Badge reflects my strong commitment to delivering high-quality support to the individuals we serve.
 - a. **82%** strongly agreed, and **18%** somewhat agreed (**100% total**).
 - b. **Interpretation:** All DSPs felt that earning the E-Badge aligned with their strong commitment to providing high-quality support to the individuals they serve. This finding highlights the program's ability to resonate with DSPs' professional values, reinforcing their dedication to excellence in their roles. By fostering a sense of pride and professionalism, the E-Badge program can encourage DSPs to maintain and enhance their focus on delivering person-centered, high-quality care. This alignment between the program and DSPs' values is critical for sustaining motivation, engagement, and retention within the workforce.

Pre-Test/Post-Test Evaluation Results

This section presents findings from the pre-test and post-test evaluations conducted with DSPs and FLSs who participated in the NADSP E-Badge incentive program during Year 2 of implementation (2025). The hypotheses outlined below continued to serve as a primary focus of this evaluation, guiding the analysis and interpretation of results.

Hypothesis 1: Obtaining a NADSP E-Badge certification will lead to a significant increase in job satisfaction of DSPs.

- **What We Found:** Unlike last year's results, which showed a 6% increase in job satisfaction after completing the E-Badge certification, this year's data showed no significant change.
- **What It Means:** DSPs and FLS in this year's sample already had high job satisfaction (86%) before participation, leaving little room for measurable improvement. The 33% decrease in sample size further limited the ability to detect meaningful changes.
- **Our Conclusion:** Results for this year's report on the NADSP E-Badge incentive program are inconclusive. High baseline satisfaction and limited sample size likely explain the lack of observed impact.

Hypothesis 2: Obtaining a NADSP E-Badge certification will lead to a significant increase in the confidence (self-efficacy) of DSPs.

- **What We Found:** After participating in the E-Badge program, DSPs reported a statistically significant increase in self-efficacy scores. On average, adjusted increased by **12%**. While this change was significant, it was modest and may not represent a practically meaningful improvement in confidence.
- **What It Means:** This result suggests that while the program positively impacts DSP confidence, the effect is limited. High baseline confidence levels and potential response bias (participants wanting to appear confident) likely reduced the potential for larger gains.
- **Our Conclusion:** The evidence this year supports that participation in the NADSP E-Badge incentive program can improve DSP confidence, but the increase is relatively small. Even modest gains in self-efficacy are meaningful because DSPs who feel more confident are better equipped to support members effectively, make informed decisions, and respond to complex care situations with greater competence.

Hypothesis 3: Obtaining a NADSP E-Badge certification will lead to a significant increase in the career commitment of DSPs.

- **What We Found:** After participating in the E-Badge program, DSPs reported a statistically significant decrease in career commitment, with scores showing a decrease of about **2.4%**. While statistically significant, this change is small and not practically meaningful.
- **What It Means:** This result suggests that, unlike last year's strong positive impact, career commitment dropped slightly after participation. The decrease is likely due to DSPs starting with high baseline commitment (80%), leaving little room for improvement and possibly creating a perception gap when expectations for the program were not fully met.
- **Our Conclusion:** The evidence does not support the hypothesis that the NADSP E-Badge program increases career commitment this year. Instead, it indicates a small but statistically significant decline that is not meaningful in practice, highlighting the need to explore factors that may have influenced this change and consider adjustments to strengthen commitment outcomes in future waves.

Hypothesis 4: Obtaining a NADSP E-Badge certification will lead to a significant decrease in the turnover intentions of DSPs.

- **What We Found:** Unlike last year, the results for turnover intentions were not statistically significant for this sample. While there was a slight change in scores after participation, the difference was too small to conclude that the program meaningfully reduces turnover intentions. Importantly, turnover intentions were already very low prior to participation at just about 12% of the possible range, leaving little room for improvement.
- **What It Means:** While the decrease in turnover intentions was insignificant, this year's sample already had low turnover intentions (12%) prior to participating, leaving little room for improvement. The small sample size further limited the ability to detect meaningful changes.
- **Our Conclusion:** Results for this year's report on the NADSP E-Badge incentive program are inconclusive. High baseline satisfaction and limited sample size are likely to explain the lack of observed impact.

Providers' Perceptions and Feedback

As a secondary source of evaluative data, we collected organizational information and gathered feedback on the E-Badge program and its outcomes from the perspectives of provider organization leaders.

Provider organizations expressed mixed perceptions of the NADSP E-Badge program, but their feedback provided valuable insights into its impact and areas for improvement. Among the providers that submitted follow-up data, the responses highlighted both positive outcomes and challenges associated with the program:

- **67%** perceived the program as having a positive impact on retention.
- **61%** perceived the program as having a positive impact on service quality.
- **64%** viewed the program as positively influencing job satisfaction among employees.

In addition to quantitative data, qualitative feedback provided richer insights into the providers' experiences. The following part consolidates provider feedback on the program, including its impact and suggested improvements.

Program Impact

1. Knowledge and Skills Development: Providers noted that the E-Badge program enhanced workforce knowledge and skills, and reinforced best practices.

a. Example Quotes:

- i. "They have said they find the information useful and things they will use on the job... It has expanded their knowledge and skills and everyone who has taken part in the program has had positive feedback about it."
- ii. "The E-Badge framework has improved consistency and quality of services by reinforcing best practices and ethical standards, ultimately leading to better outcomes for the people we support."
- iii. "The E-badge program brings more knowledge, skills and values to all professionals who assist people with intellectual and/or developmental disabilities in realizing their full potential."

2. Professional Identity and Morale: Providers reported that the program strengthened DSP pride and sense of professionalism, fostering ambition and a career mindset.

a. Example Quotes:

- i. "It has strengthened professional identity among DSPs by recognizing their skills, knowledge, and commitment to quality support, which has increased staff pride and moral."
- ii. "More confidence in daily routines and responsibilities... stronger peer to peer support."

3. Financial Incentives as a Motivator: The financial incentives offered by TennCare were seen as a significant motivator for both program participation and staff retention.

a. Example Quotes:

- i. "Every single person who participated was extremely happy with the bonus... almost every one of them have gone for the next level badge."
- ii. "It has been a great incentive for DSPs to make some additional income as well as expand their knowledge base."

4. Barriers to Completion: Challenges such as time constraints, report/testimonial requirements, and administrative challenges were reported as key barriers preventing employees from completing the program.

a. Example Quotes:

- i. "Individuals are able to watch training videos but writing the reports to prove knowledge and experience tends to keep them from completing the program."
- ii. "We struggled with them getting engaged, staying committed and doing the program on their own time."
- iii. "We find sometimes that the backend management of the program can be time consuming, especially if there may be confusion with testimonials in areas they do not have direct experience with but being on a deadline to complete the program."

Suggestions for Improvement

1. Content Relevance: Providers noted that the current program was heavily focused on I/DD population and recommended incorporating more relevant training for aging adults and dementia care.

a. Example Quote:

- i. "Make/allow this to be more specific to/address the issues with an aging population. The badges are geared toward the ID population, and many are framed in a way that is irrelevant to older adults and those with dementia or cognitive illnesses."

2. Increase Capacity and Training Options: Providers recommended offering additional training courses and expanding opportunities for more DSPs to participate in the program.

a. Example Quotes:

- i. "More Training."
- ii. "Adding more seats to be able to train more DSPs."
- iii. "Allow additional seats or changing participants more frequently than at end of fiscal year."

3. Improve Navigation and User Experience: Providers reported challenges with platform navigation for some staff and recommended making it more user-friendly.

a. Example Quotes:

- i. "The EBA is not the easiest to navigate. Several staff have had issues getting started and trying to navigate the various badges and curriculum for each certificate level. The EBA could be a little more user friendly."
- ii. "The reporting could use some updates to make it more user friendly."

4. Simplify Completion Requirements: Some providers recommended simplifying the tasks and requirements to improve accessibility.

a. Example Quotes:

- i. "My employees will only do the program if they can watch videos and take tests to prove knowledge of skills (no writing portions)."
- ii. "Make it less challenging. Most of the caregiver population do not have a lot of schooling experience. The E-badge program is a bit challenging."

5. Promote Engagement and Communication: Providers suggested using diverse media formats and actively communicating program benefits to spark interest and increase engagement.

a. Example Quotes:

- i. "Maybe ready-made short and sweet publications to use in agency email and social media to help with stirring interest in the program."
- ii. "Communicating the benefits to others will be the goal."

Summary of Provider Perceptions

Overall, providers reported that the E-Badge program has had a positive impact on workforce knowledge, skills, and professionalism, reinforcing best practices and fostering a stronger sense of career identity and pride. Financial incentives and recognition were key motivators, and many participants expressed enthusiasm and appreciation for the program's structure and benefits. Providers also noted perceived improvements in service quality and consistency. However, several challenges were identified, including barriers related to time commitment, writing requirements, and difficulties for staff with limited formal education. Navigation issues within the platform and the need for a faster grading process were also highlighted. Suggested improvements include simplifying tasks and requirements, making the platform more user-friendly, offering additional training courses, expanding opportunities for DSP participation, and incorporating content relevant to aging adults and dementia care.

Discussion

This year's evaluation of the NADSP E-Badge incentive program continues to show strong engagement and positive perceptions among Direct Support Professionals (DSPs) and Frontline Supervisors (FLSs). The 97 participants who completed both pre- and post-surveys and earned at least one badge collectively submitted more than 2,000 approved learning entries across CMS-aligned competency areas, including person-centered practices, communication, crisis prevention, safety, and advocacy. Post-participation perceptions were overwhelmingly positive: 98% reported satisfactory organizational support; 98% felt recognized and valued; 99% saw a clear connection between completing the E-Badge and providing better support; and 100% affirmed that earning a badge reflects a strong commitment to high-quality care.

A key new finding this year—distinct from last year's strongest outcome in career commitment—is the statistically significant increase in confidence (self-efficacy) after participation ($\approx 12\%$ adjusted increase). The training portfolio completed through the E-Badge Academy appears to be directly tied to this confidence gain: participants concentrated learning in person-centered practices ($\sim 17\%$), crisis prevention & intervention ($\sim 10\%$), safety ($\sim 7\%$), communication ($\sim 6\%$), and advocacy ($\sim 6\%$)—areas that map to the everyday decisions, problem-solving, and judgment DSPs need on the job. This alignment provides a plausible mechanism: targeted competency development \rightarrow stronger perceived capability \rightarrow clearer link to better service delivery, as reflected in the 99% agreement on the E-Badge's connection to improved support.

At the same time, pre/post changes in other outcomes that were significant in the prior sample were muted, a likely consequence of the sample size ($n=97$) and baseline levels. Job satisfaction and career commitment were already high (82% and 80% respectively) prior to participation, limiting detectable improvement. Turnover intentions were very low at baseline ($\sim 12\%$ of the possible range), leaving little room to decrease further; correspondingly, the observed pre/post difference was not statistically significant. Furthermore, career commitment showed a small but statistically significant decline ($\sim 2.4\%$), which is not practically meaningful and may reflect cohort-specific factors and high starting levels rather than true deterioration in commitment.

Provider organizations' feedback adds important context. Leaders reported perceived gains in knowledge, skills, and professionalism (and noted the motivational value of TennCare's financial incentives), but also flagged barriers such as time constraints, writing/testimonial requirements, navigation challenges, and the need for content more relevant to aging adults and dementia. Many providers also asked for more seats and course options, simpler completion requirements, clearer communications, and faster grading.

Taken together, this year's results suggest the E-Badge program continues to build confidence in core competencies and is broadly valued by DSPs and providers. While most pre/post changes were modest or non-significant—consistent with the small sample and ceiling/floor effects—the confidence gain and perceived link to better support point to a meaningful mechanism that TennCare can strengthen in future waves.

Recommendations for Addressing Gaps and Barriers

1. Increase Participation Among At-Risk DSPs

The program's current participant pool includes many DSPs who already demonstrate high levels of satisfaction and commitment, potentially limiting its impact on overall retention. TennCare can take steps to ensure the program reaches a more diverse range of participants by:

- a. **Engaging Providers to Identify High-Need DSPs:** Work with providers to target recruitment efforts toward DSPs who are newer to the field, at risk of turnover, or struggling with job satisfaction.
- b. **Adjusting Incentive Strategies:** Explore whether additional or modified incentives could better attract DSPs who are less engaged or less likely to participate in professional development opportunities.
- c. **Promoting Equity in Access:** Ensure providers are offering equal access to the program across different types of service settings and organizational roles.

2. Support Providers in Managing Expectations

Feedback from providers revealed that unmet expectations about the program's relevance to specific roles or settings can lead to frustration, which may limit its impact. TennCare can assist providers by:

- a. **Communicate Goals:** Collaborate to create materials to help providers clearly communicate the program's goals, scope, and potential benefits, while setting realistic expectations about the applicability of certain competencies to specialized settings.
- b. **Highlighting Transferable Skills:** Emphasize how the program fosters skills and values that are broadly applicable, even if not directly aligned with every service setting, to help participants find value in completing the program.

Conclusion

The NADSP E-Badge program remains a promising lever for workforce development, with particularly strong evidence this year for training-driven gains in self-efficacy and a widely perceived link to better support for individuals served. Although most pre/post differences were modest or non-significant—consistent with a small sample and high/low baselines—participants and providers continue to value the program’s alignment with professional identity, ethics, and person-centered care. By expanding access, making content more relevant, simplifying completion, and reinforcing practice-based application, TennCare can amplify the program’s confidence benefits and translate them into sustained improvements in service quality, career commitment, and retention.

Appendix A: Background

Understanding the causes of DSP turnover is a multifaceted challenge, shaped by numerous variables. Some factors contributing to turnover, such as family crises, economic fluctuations, or evolving personal interests, lie beyond our control or prevention.

Consequently, a straightforward comparison of turnover rates among certified and non-certified DSPs may not provide a complete evaluation of the positive effects of professional certification on retention. In addition, evaluating solely based on changes in the turnover rate would require a significant amount of time. Therefore, in this evaluation, we aim to measure underlying factors that are closely associated with the acquisition of professional certification, factors that, based on research, are expected to significantly influence both retention and turnover dynamics within the DSP profession.

Empirical research has consistently demonstrated a robust positive relationship between self-efficacy, career commitment, job satisfaction, and reduced turnover intentions (Chu et al., 2022; Flynn et al., 2020; Jin et al., 2018; Buhari et al., 2018; De Simone et al., 2018; Lin, 2020). Job satisfaction can be simply defined as the level of contentment one feels in their job (Flynn et al., 2020). Over time, factors such as heavy workloads, emotional demands, and lack of recognition can erode job satisfaction, contributing to turnover (Leiter & Maslach, 1999). On the other hand, higher levels of job satisfaction have been linked to a decrease in turnover intention and higher overall retention rates within similar fields like nursing (Buhari et al., 2020). Related to job satisfaction is self-efficacy, which could also be labeled as confidence. Self-efficacy was first defined by Albert Bandura as one's belief in themselves to be capable of performing the behaviors required of them (Bandura, 1977). Direct support professionals are called upon to perform many different tasks on a day-to-day basis with varying levels of difficulty. When they feel they are incapable of performing these tasks confidently, their job satisfaction is likely to go down. A final individual factor that may be affecting the turnover intentions of DSPs is career commitment. Career commitment is a factor that describes how committed or attached someone is to their chosen career (Blau, 1985). With the direct support profession being one with minimal educational requirements and little experience needed, many DSPs may enter the field uncommitted to making a career of it.

In the context of antecedents, one potential factor influencing these variables is professional certifications. Previous studies have linked professional certifications to enhanced self-efficacy, job satisfaction, and career commitment (Ramamonjiarivelo et al., 2020; Ward et al., 2019; Barbé et al., 2018). However, the existing literature lacks a comprehensive connection between professional certifications and turnover intentions. Additionally, there is limited research on these variables within the direct support professional field, despite turnover being a prevalent issue in this domain. In this

evaluation, our aim was to examine the aforementioned underlying psychological factors associated with turnover and the impact of obtaining the NADSP E-Badge on these factors.

Appendix B: Method

In this 2025 monitoring report, our total sample of DSPs and FLSs was 97. As in the previous year, we used a single-group pre-test/post-test research design, which assesses participants before and after an intervention on the same set of factors to examine potential differences attributable to the intervention. In this case, the intervention was the acquisition of one or more NADSP E-Badges.

Prior to beginning the program, participants completed a survey measuring job satisfaction, confidence (self-efficacy), career commitment, turnover intentions, and relevant demographic information. After earning at least one badge, participants were invited to complete a post-test survey assessing the same variables, along with additional questions about their perceptions of the E-Badge program.

Qualitative Component

A new element added in 2025 was the attestation completed prior to participation, where participants shared what they hoped to gain from the program. These open-ended responses provided insight into expectations around knowledge growth, skill development, career advancement, and quality of care. Post-test surveys also included four E-Badge-specific perception questions, which were analyzed both quantitatively and qualitatively to understand participants' views on organizational support, recognition, and perceived impact on service quality.

Measures Used

To ensure consistency and reliability, we continued using validated instruments:

- Job Satisfaction: 5-item Short Index (Sinval & Marôco, 2020)
- Confidence (Self-Efficacy): 6-item subscale from the Psychological Capital Scale (Luthans et al., 2007)
- Career Commitment: 8-item scale (Blau, 1985)
- Turnover Intentions: 3-item scale (Michaels et al., 1982)

Analysis Approach

We employed multiple statistical tools:

- Descriptive analyses for pre-test and post-test data, including perception items.
- Correlation analyses to explore relationships between demographic factors and outcome variables.

- Paired-samples T-tests as the primary method for assessing mean differences between pre- and post-test scores, providing a straightforward comparison of changes attributable to program participation.
- Thematic analysis for qualitative data from attestation and perception questions, identifying patterns in expectations and perceived program impact.

Appendix C: Results

Demographics

For demographic questions we assessed age, career tenure, organization tenure, and level of education. Career tenure refers to how long the individual has been in the direct support professional career. Organization tenure refers to how long a direct support professional has been with their specific organization they currently work for. These demographics were chosen as they may have a direct effect on turnover and are used later as controlling variables in the mixed effects models. Along with participant demographics, we also collected provider demographics around average organization tenure of all of their employees, not just those participating in E-Badge. The demographic data is displayed in the chart below:

Participants

Age	Total	Career Tenure	Total	Organization Tenure	Total	LOE	Total
18 to 24	6	Less than 1 year	9	Less than 1 year	11	High School Diploma/GED	26
25 to 34	24	1-2 years	20	1-2 years	33	Some College or Trade School	31
35 to 44	26	3-5 years	24	3-5 years	22	Associate's Degree	11
45 to 54	29	6-10 years	19	6-10 years	14	Bachelor's Degree	15
55 to 64	10	11-15 years	14	11-15 years	11	Master's Degree	14
65 or over	2	16-20 years	5	16-20 years	4	N/A	N/A
N/A	N/A	More than 20 years	6	More than 20 years	2	N/A	Grand Total: 97

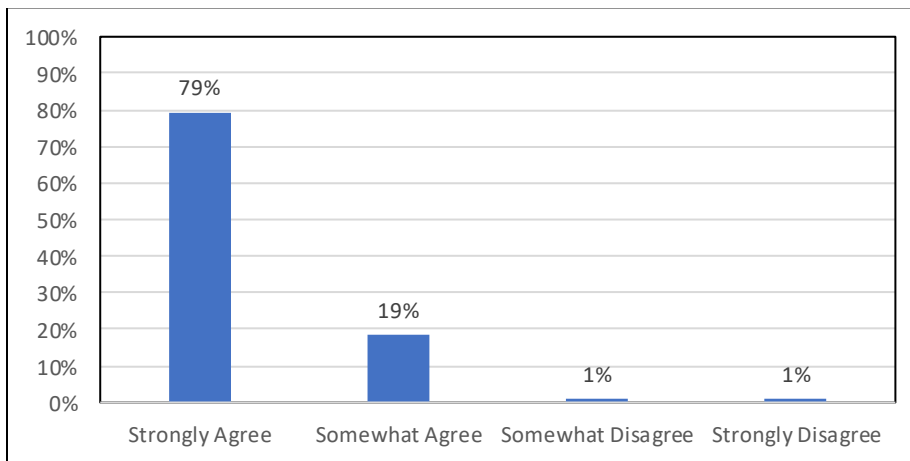
Providers

Organization Tenure	Total	Percentage	Average Years Tenure
0-6 month	566	21%	4.8
6-12 month	552	20%	
More than 1 year	1609	59%	Grand Total: 2727

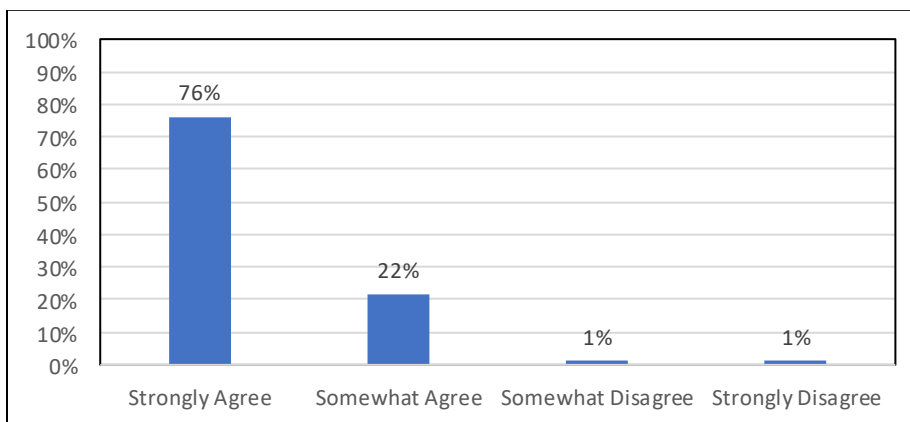
Specific E-Badge Questions

This first initial analysis focuses on the four post-test questions related to the E-Badge, specifically exploring perceptions of its usefulness and organizational support. These questions helped gauge the extent to which DSPs perceive the E-Badge as valuable and supported by their organization. Importantly, this evaluation sheds light on the necessary conditions that would need to be in place for the E-Badge to have greater long-term effects, such as stronger perceptions of organizational backing, recognition of the E-Badge's value, and a belief that it enhances the ability to provide higher-quality support.

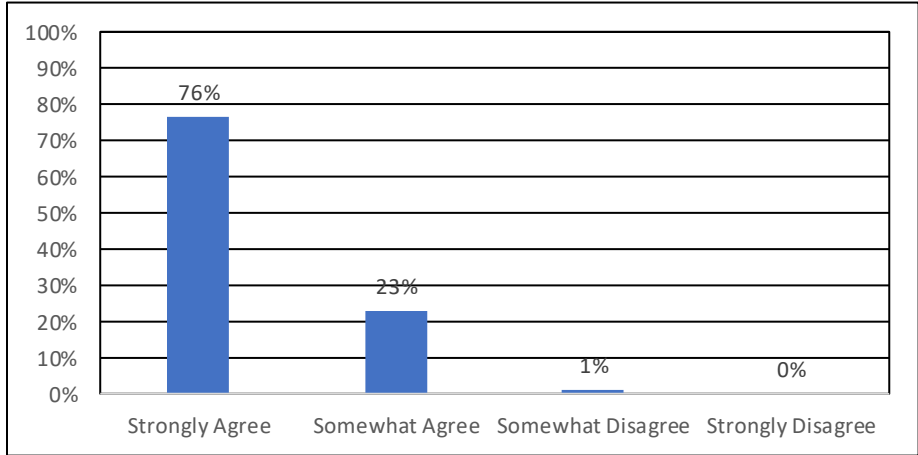
1. "The support and resources offered by the organization for completing the NADSP E-Badge were satisfactory." **98% Agree**



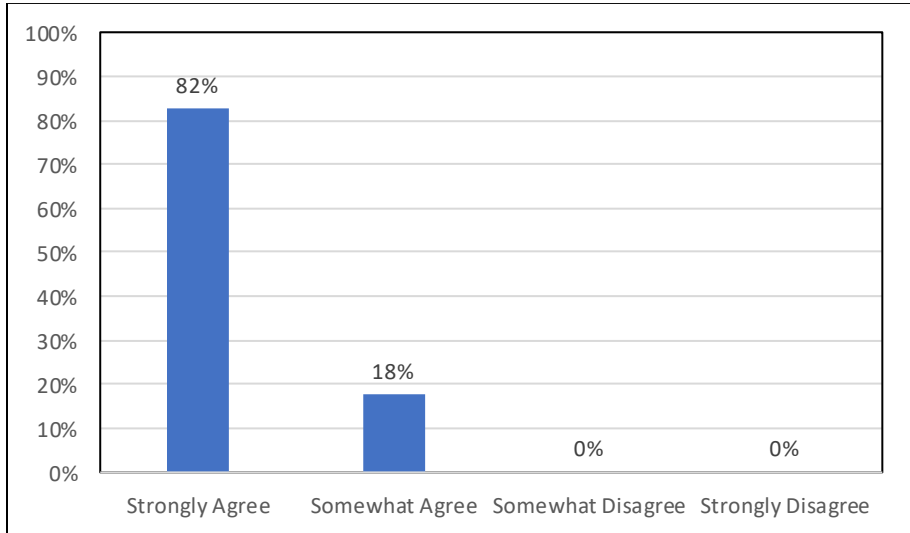
2. "I feel that my organization recognized and valued my efforts to enhance my skills through the NADSP E-Badge." **98% Agree**



3. "I see a clear connection between completing the NADSP E-Badge and my ability to provide better support to the individuals I serve." **99% Agree**



4. "Earning the NADSP E-Badge reflects my strong commitment to delivering high-quality support to the individuals we serve." **100% Agree**



Appendix D: References

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