

Awareness and Usage Survey of the *Early Childhood Colorado Framework*

June 2011

Introduction

The *Early Childhood Colorado Framework* was developed in 2008 as the overarching and unifying vision for a comprehensive early childhood system that encompasses early learning, family support and parent education, social emotional and mental health, and health. This survey assesses the awareness and usage of the *Early Childhood Colorado Framework* in early childhood efforts across the state. The survey was administered to early childhood stakeholders across Colorado using Survey Monkey in the spring of 2011. There were 410 survey respondents. Part I of this report includes quantitative and qualitative data obtained from 351 stakeholders. Data, from some early childhood stakeholders that had learned about the *Framework* for the first time by receiving the survey, were analyzed separately and are reported in Part II. There are 59 of these respondents.

PART I. Responses from early childhood stakeholders

- Demographic information of survey respondents
- Awareness of the *Framework*
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- Usage of the *Framework's* components
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- Resources and supports that would assist in incorporating the *Framework*

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- Awareness of the *Framework*
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PART III. A few quotes from survey respondents regarding the *Early Childhood Colorado Framework*

PART I. Responses from early childhood stakeholders

Demographic Information of Survey Respondents

The survey asked respondents to identify the early childhood system domain that best represents their focus.

Findings-

- ❖ Survey respondents are from all four system domains plus comprehensive early childhood system/cross system domains
- ❖ The highest percentage of respondents (31.9%) focus on the early learning domain
- ❖ The number of respondents from each of the four system domains as well as the comprehensive early childhood system/cross system domains range from 33 to 112
- ❖ 'Other' focuses were listed by numerous respondents as early intervention, Head Start or restated comprehensive systems as 'all domains'
- ❖ Additional focuses mentioned by respondents under the 'other' category include occupational therapy, physical therapy, mental health, disabilities, early literacy, parent and family engagement, higher education, and child care

Table 1: Early Childhood System Domain Representation

Domain	Number	Percent
Early Learning	112	31.9%
Comprehensive Early Childhood System/Cross System Sectors	85	24.2%
Social, Emotional, and Mental Health	50	14.2%
Health	41	11.7%
Family Support and Parent Education	33	9.4%
Other	30	8.5%
Total	351	100.0%

Respondents were asked what role within the early childhood system they most identify with.

Findings-

- ❖ Fifty-two percent of respondents are administrators or providers
- ❖ 'Other' roles (14.3%) of respondents were indicated as early childhood council members, health roles (local public health, mental health, at hospital, pediatrics, physicians), family members, researchers, and educators (teacher, trainer, coach, technical assistance), consultant, funder, fundraiser, facilitator, library, supporter, and service provider

Table 2: Respondents Roles within the Early Childhood System

Role	Number	Percent
Administrator	104	29.7%
Provider	78	22.3%
Other	50	14.3%
State Government	33	9.4%
Higher Education	27	7.7%
Advocate	26	7.4%
Local Government	21	6.0%
Philanthropist	5	1.4%
Federal Government	3	.9%
Family Member	2	.6%
Elected Official	1	.3%
Total	350	100.0
missing	1	

The survey asked respondents to indicate for whom they focus work regarding policies, services, and efforts.

Findings-

- ❖ Sixty-two percent of respondents focus their work on a particular community or region of the state
- ❖ Over 21 percent focus on both the community or regional areas and the entire state
- ❖ Sixteen percent of respondents focus work on the entire state

Table 3: Respondents Focus of Work

Focus	Number	Percent
For a particular community or region of the state	217	62.4%
For both	75	21.6%
For the entire state	56	16.1%
Total	348	100.0%
missing	3	

Respondents were asked to characterize the community where they work.

Findings-

- ❖ Survey respondents represent all communities including rural, urban and suburban communities and statewide
- ❖ A majority of survey respondents (35%) indicate that the community where they work is rural
- ❖ Forty-two percent of respondents characterize their community as either urban or suburban
- ❖ Eighteen percent indicate that their work is statewide
- ❖ 'Other' types of communities were listed by respondents as metro, resort, small city, and a mix of urban and rural

Table 4: Respondents Community of Work

Community	Number	Percent
Rural Community	123	35.1%
Urban Community	89	25.4%
Statewide	65	18.6%
Suburban Community	58	16.6%
Other	15	4.3%
Total	350	100.0%
missing	1	

The survey asked respondents to identify the primary geographic location of their work.

Findings-

- ❖ Survey respondents are from all geographic areas in Colorado including the western slope, the mountains, the eastern plains, and metro Denver
- ❖ The 'Other' choice makes up over 28 percent of responses and were coded (and listed from the most to the least number of times) as metro Denver, locations including northern, southern, and western Colorado, the Front Range, and Denver County

Table 5: Respondents Primary Geographic Location

Geographic Location	Number	Percent
Other	99	28.5%
Statewide	73	21.0%
Eastern plains	68	19.6%
Western slope	65	18.7%
Mountain community	42	12.1%
Total	347	100.0%
missing	4	

Awareness of the *Early Childhood Colorado Framework*

The survey asked respondents to rate their level of awareness of the *Early Childhood Colorado Framework*. Response categories include-

- Very aware- I have a good understanding of the *Framework* and reference the document regularly
- Aware- I have read the *Framework* but have not thought much about it
- Little awareness- I have seen the *Framework* but have not read through it or thought about it
- No awareness- I have never seen the *Framework*

Findings-

- ❖ Survey respondents vary with 44 percent very aware, 35 percent aware, and almost 21 percent have little or no awareness of the *Framework*

Table 6: Level of Awareness of the *Early Childhood Colorado Framework*

Level of Awareness	Number	Percent
Very aware	154	44.4%
Aware	121	34.9%
Little awareness	65	18.7%
No awareness	7	2.0%
Total	347	100.0%
missing	4	

How respondents first heard about the *Early Childhood Colorado Framework* was asked. Respondents could select only one choice.

Findings-

- ❖ The highest percentage of responses (36%) indicate that the *Framework* was first heard of through early childhood councils
- ❖ Nearly 14 percent heard about the *Framework* at a State meeting
- ❖ The 'Other' choice (4%) listed such 'methods' as Head Start Association meetings, Smart Start Conference, Colorado Home Visitation Coalition, through Human Services, or as part of a job orientation

Table 7: How Respondents First Heard About the *Early Childhood Colorado Framework*

How First Heard	Number	Percent
Early Childhood Council	127	36.2%
State meeting	48	13.7%
Colleague	34	9.7%
Email	33	9.4%
Assisted in development	32	9.1%
Community meeting	19	5.4%
Conference	17	4.8%
Other	14	4.0%
Website	12	3.4%
Training	11	3.1%
Graduate class	4	1.1%
Total	351	100.0%

An open-ended question regarding any comments that respondents would like to share regarding awareness of the *Early Childhood Colorado Framework* was asked on the survey. Sixty-eight comments were made and coded into the following four themes-

- Positive comments regarding the *Framework*
- Elaboration on awareness of the *Framework*
- Specific suggestions unrelated to awareness
- Honest criticisms of the *Framework*

Findings-

- ❖ Positive comments regarding the *Framework*- about 43 percent of the comments were positive (e.g. a helpful guide to our community in strategic planning, a clear vision, good approach to multiagency collaboration, use it as a foundation, comprehensive summary, easy to reference, frames discussions of goals and outcomes, lays out what the early childhood system does, validates current work)
- ❖ Around 28 percent elaborated on their awareness of the *Framework*
 - Seven comments reiterated that they were not aware of the *Framework*, however, some of these added that they want to learn/know more about it
 - Five comments stated that they were aware of the *Framework* through meetings and conferences. Some added that they had input into the *Framework* early on.
 - Five comments stated that they were aware of the *Framework* through Early Childhood Councils
- ❖ Specific suggestions unrelated to awareness- about 19 percent of comments were specific suggestions (e.g. the issue is in implementation; action steps are the next part; would like more concreateed details; focused on centers rather than families; need a greater presence at the Early Childhood Councils; need a simplified version for advocacy, awareness, and parent education; needs to address racial and ethnic minority children; needs attention on parent involvement; identify who does what)
- ❖ Nine percent were honest criticisms of the *Framework* (e.g. overwhelming to the eye, work prior to the *Framework* had more integration and fewer silos, not interested in it unless it enhances what we already practice)

Value of the *Early Childhood Colorado Framework*

Survey respondents were asked to rank the content characteristics of the *Early Childhood Colorado Framework* from (1) most important to (6) least important.

Findings-

- ❖ Respondents ranked “recognizes the need of the whole child and family” as the most important content characteristic
- ❖ The second most important content characteristic is “communicates the vision for comprehensive early childhood work”
- ❖ ‘Other’ content characteristics identified by respondents include a *Framework* for system collaboration and coordination, articulates the need to build foundation for specific approaches, coordinates with local business communities, etc.

Table 8: Content Characteristics Sorted in Order of Importance

Content Characteristic	Rating Average	Rank
Recognizes the need of the whole child and family	1.7	1
Communicates the vision for comprehensive early childhood work	2.4	2
Emphasizes multi-agency/organization ownership and leadership	3.1	3
Focus on measurable outcomes	3.6	4
Sets the stage for system monitoring or evaluation	4.0	5
Other	4.9	6

The survey asked respondents to rate how important it is that each of the four systems domains is highlighted in the *Early Childhood Colorado Framework*. The four system domains are (1) Early Learning, (2) Family Support and Parent Education, (3) Social, Emotional, and Mental Health, and (4) Health.

Findings-

- ❖ Nearly 97 percent of respondents rated the importance of highlighting each system domain as ‘very important’ or ‘important’

Table 9: How Important Is It That Each of the Four System Domains Is Highlighted

Importance	Number	Percent
Very important	278	84.8%
Important	42	12.8%
Doesn't matter too much	8	2.4%
Doesn't matter at all	0	0.0%
Total	328	100.0%
missing	23	

The survey asked respondents to rate how important it is that the *Early Childhood Colorado Framework* provides a structure in terms of linkages between systems foundations, strategies, outcomes, and goals.

Findings-

- ❖ Over 97 percent said that it was ‘very important’ or ‘important’ that the *Framework* provides a structure for linkages

Table 10: How Important Is It That the *Framework* Provides a Structure for Linkages

Importance	Number	Percent
Very important	221	67.0%
Important	100	30.3%
Doesn't matter too much	6	1.8%
Doesn't matter at all	2	.6%
N/A	1	.3%
Total	330	100. 0%
missing	21	

An open-ended question regarding any comments that respondents would like to share regarding the value of the *Early Childhood Colorado Framework* was asked on the survey. Fifty comments were made and coded into the following three themes-

- Direction, focus and vision
- Challenges for the *Framework* to overcome
- Collaboration

Findings-

- ❖ Forty-nine percent of comments suggest that the *Framework* is valuable because it provides direction, focus and a vision. This theme includes-
 - It allows local community level work to have a clear vision to move forward
 - Used as the basis for strategic planning
 - Helps get all pointed in the same direction on outcomes
 - Provides a common language for conversations
- ❖ Nearly 39 percent of comments referred to various challenges that the *Framework* faces regarding its value including-
 - The four domains are in siloes rather than being an integrated systems approach
 - While the vision is clear, the practical application is not clear
 - Need to have a strong plan for leadership
- ❖ About 12 percent of comments discuss the importance of collaboration-
 - People from different systems should learn from each other
 - Linking the systems could be the most important piece
 - The *Framework* offers a place for everyone to fit into a collective vision

Usage of the *Early Childhood Colorado Framework*

Respondents were asked how much they have used the *Early Childhood Colorado Framework* to support the following.

Findings-

- ❖ Over 29 percent have use the *Framework* ‘a great deal’ to align collaborative work
- ❖ Over 26 percent have use the *Framework* ‘a great deal’ for strategic planning
- ❖ Over 26 percent have use the *Framework* ‘a great deal’ to align their organization’s work

Table 11: How much respondents have used the *Framework* to support the following

	A great deal		Somewhat		A little		Not at all		Total	
	N	%	N	%	N	%	N	%	N	%
Align collaborative work	92	29.1%	108	34.2%	62	19.6%	54	17.1%	316	100%
Strategic planning	84	26.4%	97	30.5%	69	21.7%	68	21.4%	318	100%
Align my organization’s work	83	26.3%	99	31.3%	65	20.6%	69	21.8%	316	100%
Develop partnerships	82	25.9%	106	33.4%	60	18.9%	69	21.8%	317	100%
Expand partnerships	73	23.0%	109	34.4%	63	19.9%	72	22.7%	317	100%
Communicate work	71	22.5%	105	33.2%	66	20.9%	74	23.4%	316	100%
Identify indicators of success	57	17.9%	105	33.0%	73	23.0%	83	26.1%	318	100%
Grant writing	50	15.9%	64	20.4%	52	16.6%	148	47.1%	314	100%
Guide evaluation or monitoring	35	11.1%	90	28.7%	86	27.4%	103	32.8%	314	100%

An open-ended question, following the above question, asked how the *Framework* was used to support them.

- ❖ The majority of comments stated that the *Framework* was used as a guide for strategic planning and for presenting the system visually

- ❖ Other ways indicating how the *Framework* was used by respondents include to promote collaboration, writing grants, with the Early Childhood Council, and in presentations and trainings

Usage of the *Early Childhood Colorado Framework* Components

- Foundations
- Strategies for Action
- Outcomes
- Domains

The *Early Childhood Colorado Framework* was developed as a whole to conceptualize the vision for a comprehensive, integrated early childhood system and show the relationship between the various components within the *Framework*. Some stakeholders have found value in focusing in deeply around one or more of the specific components within the context of the whole. With that in mind, the survey asked respondents how much each of the *Framework* components have been used.

The survey asked respondents how much they have used the Foundations within the *Framework*.

Findings-

- ❖ Nearly 17 percent have used the foundations ‘a great deal’
- ❖ Nearly 55 percent have used the foundations ‘a little’ or ‘not at all’

Table 12: How Much the Foundations Have Been Used

Amount Used	Number	Percent
A great deal	52	16.9%
Somewhat	87	28.3%
A little	64	20.8%
Not at all	104	33.9%
Total	307	100.0%
missing	44	

An open-ended question asked how the foundations have been used. Seventy-seven respondents stated that they have used the foundations for -

- ❖ Sharing and understanding (33% of the comments) - to explain the work of the Councils; to share information with college classes, the community, and to others outside of the Early Childhood field
- ❖ Providing a context for strategic planning (23%)
- ❖ Developing and supporting partnerships (18%)
- ❖ The foundations are basic to early childhood systems work (18%) - the foundations were used prior to the *Framework* being developed
- ❖ For grant writing (8%)

The survey asked respondents how much they have used the Strategies for Action within the *Framework*.

Findings-

- ❖ Nearly 14 percent have used the strategies for action ‘a great deal’
- ❖ Fifty-seven percent have used the strategies ‘a little’ or ‘not at all’

Table 13: How Much the Strategies for Action Have Been Used

Amount Used	Number	Percent
A great deal	41	13.6%
Somewhat	89	29.5%
A little	50	16.6%
Not at all	122	40.4%
Total	302	100.0%
missing	49	

An open-ended question asked how the strategies for action have been used. Sixty-six respondents have used the strategies for action -

- ❖ To guide work (40% of the comments) – of the council, guide implementation activities, drive and inform work and priorities
- ❖ In strategic planning (30%) – comments stated ‘strategic planning’ specifically
- ❖ To align work (13%) – aligning with other programs and partners, align State level and community level work
- ❖ For training (9%)- to classes, families, and to promote professional development
- ❖ Strategies for action are basic to work (8%) - the strategies were used prior to the *Framework* being developed

The survey asked respondents how much they have used the Access, Quality and/or Equity Outcomes within the *Framework*.

Findings-

- ❖ Fifteen percent have used the access, quality and/or equity outcomes ‘a great deal’
- ❖ Fifty-seven percent have used the outcomes ‘a little’ or ‘not at all’

Table 14: How Much the Access, Quality and/or Equity Outcomes Have Been Used

Amount Used	Number	Percent
A great deal	45	15.1
Somewhat	84	28.1
A little	56	18.7
Not at all	114	38.1
Total	299	100.0
missing	52	

An open-ended question asked how the access, quality and/or equity outcomes have been used. Fifty-nine respondents have used the outcomes for-

- ❖ For evaluation (29% of the comments) – to look at existing council work using evaluation/outcome measures, evaluate program outcomes
- ❖ To guide work (27%) – to drive, inform, help prioritize work; articulate the council’s role and service delivery provided by council partners
- ❖ In strategic planning (18%) – comments stated ‘strategic planning’ specifically
- ❖ For grant writing (16%)
- ❖ The outcomes are basic to work (11%) - the outcomes were used prior to the *Framework* being developed

The survey asked respondents how much they have used the Early Learning system domain within the *Framework*.

Findings-

- ❖ Twenty-eight percent have used the early learning domain ‘a great deal’
- ❖ Over 44 percent have used the early learning domain ‘a little’ or ‘not at all’

Table 15: How Much the Early Learning Domain Has Been Used

Amount Used	Number	Percent
A great deal	83	28.1%
Somewhat	81	27.5%
A little	49	16.6%
Not at all	82	27.8%
Total	295	100.0%
missing	56	

An open-ended question asked how the early learning domain has been used. Sixty-five respondents have used the domain for-

Findings-

- ❖ To guide work (40% of the comments) – teaching EQIT, support the ABCD project, background for making plans for school, in refining Colorado’s QRIS, guide clinical program development, and serves as a resource
- ❖ In strategic planning (15%) – comments stated ‘strategic planning’ specifically
- ❖ The early learning domain is basic to work (11%) - the domain is a regular part of work
- ❖ To align work (9%) – with the state *Framework*, align with Head Start’s Outcomes Framework, and align contract deliverables and product development
- ❖ For collaboration (9%)- shows that multiple partners are working together on various efforts in the domain
- ❖ For education (9%) – for college classes, to educate people about Early Childhood, for community professional development, pre-service training for teachers, and parent education programs
- ❖ Evaluation (4%) – measuring outcomes and for self-evaluation of the leadership team
- ❖ For grant writing (4%)

The survey asked respondents how much they have used the Family Support and Parent Education system domain within the *Framework*.

Findings-

- ❖ Nearly 23 percent have used the family support and parent education domain ‘a great deal’
- ❖ Over 47 percent have used the family support and parent education domain ‘a little’ or ‘not at all’

Table 16: How Much the Family Support and Parent Education Domain Has Been Used

Amount Used	Number	Percent
A great deal	66	22.7%
Somewhat	88	30.2%
A little	64	22.0%
Not at all	73	25.1%
Total	291	100.0%
missing	60	

An open-ended question asked how the family support and parent education domain has been used. Sixty-eight respondents have used the domain for-

Findings-

- ❖ To guide work (21% of the comments) – of the council, to identify community needs and decide on programs, and to increase parent engagement
- ❖ For education (19%) – to families about resources, materials, services, early learning environments, children with special health care needs, social/emotional development, and web resources
- ❖ The family support and parent education domain is basic to work (16%) - used prior to the *Framework* being developed, is integral to Head Start, is best practice, is a regular part of work
- ❖ Collaboration (11%)
- ❖ In strategic planning (11%) – comments stated ‘strategic planning’ specifically
- ❖ For grant writing (10%)
- ❖ Aligns work (8%) – with the state *Framework*
- ❖ Evaluation (5%) – measures outcome of the work

The survey asked respondents how much they have used the Social, Emotional, and Mental Health system domain within the *Framework*.

Findings-

- ❖ Nearly 33 percent have used the social, emotional, and mental health domain ‘a great deal’
- ❖ Forty-one percent have used the social, emotional, and mental health domain ‘a little’ or ‘not at all’

Table 17: How Much the Social, Emotional, and Mental Health Domain Has Been Used

Amount Used	Number	Percent
A great deal	96	32.8%
Somewhat	76	25.9%
A little	52	17.7%
Not at all	69	23.5%
Total	293	100.0%
missing	58	

An open-ended question asked how the social, emotional, and mental health domain has been used. Sixty-nine respondents have used the domain-

Findings-

- ❖ To guide work (42% of the comments) – for a full, comprehensive continuum of care for mental health; helps to identify needs in the community; helps to identify the areas the need new programs; working with parents and teachers; to drive projects
- ❖ For collaboration (12%) – working together on various effort that is part of a larger effort
- ❖ For education (12%) – Pyramid training, staff training, educating the community
- ❖ For grant writing (9%)
- ❖ To align work (7%) – with *Framework* goals
- ❖ The social, emotional, and mental health domain is basic to work (7%) - used prior to the *Framework* being developed, is integral to Head Start
- ❖ In strategic planning (7%) – comments stated ‘strategic planning’ specifically
- ❖ For evaluation (4%) – measuring outcomes

The survey asked respondents how much they have used the Health system domain within the *Framework*.

Findings-

- ❖ Twenty-three percent have used the health domain ‘a great deal’
- ❖ Over 51 percent have used the health domain ‘a little’ or ‘not at all’

Table 18: How Much the Health Domain Has Been Used

Amount Used	Number	Percent
A great deal	68	23.1%
Somewhat	75	25.5%
A little	64	21.8%
Not at all	87	29.6%
Total	294	100.0%
missing	57	

An open-ended question asked how the health domain has been used. Sixty respondents have used the domain in the following ways-

Findings-

- ❖ To guide work (41% of the comments) – goal development, active in the ABCD project, emphasize medical home, support program access to community resources
- ❖ Collaboration (17%) – to build our network resource priorities, help to explain the need for collaboration
- ❖ To align work (9%) – with the bigger picture
- ❖ Education (9%) – parent and family awareness
- ❖ For grant writing (9%)
- ❖ In strategic planning (9%) – comments stated ‘strategic planning’ specifically
- ❖ The health domain is basic to work (4%) – is a primary focus
- ❖ Evaluation (2%)

Spread of the *Early Childhood Colorado Framework*

Survey respondents were asked how much they have shared the *Framework* with others.

Findings-

- ❖ Sixty-two percent of respondents have shared the *Framework* with others

Table 19: Respondents that have shared the *Early Childhood Colorado Framework* with others

Shared the Framework	Number	Percent
Yes	180	62.1%
No	110	37.9%
Total	290	100.0
missing	61	

As a follow-up to the previous question, among survey respondents that indicated ‘yes’ to sharing the *Framework*, with whom the *Framework* was shared was asked. Respondents could select as many as applied.

Findings-

- ❖ Survey respondents shared the *Framework* with people serving in various capacities
- ❖ Nearly 33 percent of people with whom the *Framework* was shared are administrators or providers

Table 20: Roles of Those with Whom the *Framework* was Shared

Roles	Number	Percent
Provider	99	16.8%
Administrator	94	15.9%
Advocate	79	13.4%
Local Government	62	10.5%
Higher Education	55	9.3%
Elected Official	50	8.5%
Family Member	42	7.1%
Other	40	6.8%
Philanthropist	30	5.1%
State Government	27	4.6%
Federal Government	12	2.0%
Total Selected	590	100.0%

An open-ended question asked respondent's their reasons for sharing the *Framework* with others. One hundred and sixteen comments were made and coded into the following themes-

- ❖ Training, education (35% of the comments) – to educate partners, coworkers, board members, and council members; education in college classes; professional development
- ❖ Because it is user-friendly (16%) – easy to read, understandable, uses common language for complex work, provides a visual framework
- ❖ Because it is comprehensive (15%) – presents an early childhood system for our county, shows how we need to recognize the needs of the whole child and family, is a comprehensive way for thinking about the early childhood services in Colorado
- ❖ Because it is important (11%) – helps to focus on the importance of early childhood and how we/they can make a difference in children's lives, is an important movement to bring the community together, it is important that program work is recognized by the early childhood council
- ❖ To build partnerships (10%) – community collaboration, explains the importance of different systems integrating and overlapping to serve the needs of children
- ❖ For grant writing (5%)
- ❖ For strategic planning (4%) – comments stated 'strategic planning' specifically
- ❖ To align work (3%) – demonstrate how work is connected to the *Framework*

An open-ended question asked respondent's regarding how they shared the *Framework*. One hundred and fifty-eight comments were made and coded into the following themes-

- ❖ Shared at meetings (54% of the comments)- were divided into four types
 - Community meetings
 - Person-to-person meetings
 - State or national meetings
 - Council meetings
- ❖ Included in grants (14%)
- ❖ As education (11%)- including professional development, college classes, provider training, community training, staff training
- ❖ Sent via Email (8%)
- ❖ Shared materials (5%)- including copies of the *Framework*, pamphlets
- ❖ Shared during strategic planning (4%)
- ❖ In presentations (4%)

A related open-ended question asked respondent's if they think sharing it made a difference. One hundred and five comments were made and coded into the following response categories-

- ❖ Yes (77%)
- ❖ Not sure (13%)
- ❖ No, partly (11%)

Resources and Supports to Assist Incorporating the *Early Childhood Colorado Framework* into Individual, Organizational, and/or Community Work

The survey asked respondents to list what resources and supports would be helpful for their organization or community to incorporate the *Framework* into their work. One hundred and nineteen suggestions were offered and coded into the following themes-

- ❖ Materials (26%)- more copies of the *Framework*, a large wall sized laminated copy (the current one is still too small), be kept in the loop when there are updates, information (e.g. purpose, scope) for anyone that is new, website with printable/downloadable materials
- ❖ Specific resources and supports (23%)- show interconnections between the domains (i.e. common outcomes), ideas to engage private providers, a state-wide goal, streamline the eligibility process for Part C services, more collaboration between mental health organizations and direct medical providers, Tool Box with suggestions for use of different aspects of the framework, specify how nutrition and health work together, include housing resources, integrate into college level courses, involve children's librarians, information about how the *Framework* interacts with public schools
- ❖ Funding (15%)- money, increased funding, financial resources
- ❖ Training (13%)- professional development provided by state level leaders, a certification program, conferences on using the *Framework*
- ❖ Examples (12%)- a report on what communities are doing; how other communities are using strategies and outcome measures; share how it has been successful; share how other city, county or school districts use it; concrete applications to individual agencies
- ❖ Better awareness (11%)- continue to promote it to the public

PART II. Stakeholders that had not previously heard about the *Early Childhood Colorado Framework*

This part expands on the 59 respondents who stated this survey was the first time they'd heard about the *Early Childhood Colorado Framework*.

Awareness of the Framework

Table 24: Level of Awareness of the *Early Childhood Colorado Framework*

Level of Awareness	Number	Percent
No awareness	50	86.2%
Little awareness	7	12.1%
Aware	1	1.7%
Total	58	100.0%
System	1	

Demographic Information of Survey Respondents

Table 25: Early Childhood System Domain Representation

Domain	Number	Percent
Early Learning	22	37.3%
Family Support and Parent Education	11	18.6%
Comprehensive Early Childhood System/Cross System Sectors	9	15.3%
Health	8	13.6%
Social, Emotional, and Mental Health	6	10.2%
Other (please specify)	3	5.1%
Total	59	100.0%

Table 26: Respondents Roles within the Early Childhood System

Role	Number	Percent
Provider	21	35.6%
Administrator	18	30.5%
Other (please specify)	9	15.3%
Advocate	5	8.5%
State Government	2	3.4%
Local Government	2	3.4%
Higher Education	1	1.7%
Family Member	1	1.7%
Total	59	100.0%

Table 27: Respondents Focus of Work

Focus	Number	Percent
For a particular community or region of the state	48	81.4%
For both	9	15.3%
For the entire state	2	3.4%
Total	59	100.0%

Table 28: Respondents Community of Work

Community	Number	Percent
Other (please specify)	4	6.9%
Urban Community	13	22.4%
Rural Community	21	36.2%
Suburban Community	16	27.6%
Statewide	4	6.9%

Total	58	100.0%
missing	1	

Table 29: Respondents Primary Geographic Location

Geographic Location	Number	Percent
Other (please specify)	16	28.6%
Western slope	11	19.6%
Eastern plains	15	26.8%
Mountain community	11	19.6%
Statewide	3	5.4%
Total	56	100.0%
System	3	

Resources and supports that would assist in incorporating the *Framework*

Table 30: Resources and Supports to Assist Incorporating the *Early Childhood Colorado Framework* into the Community/Organization

Resources that Be Helpful
A meeting, training, roundtable discussion on the <i>Framework</i>
How the <i>Framework</i> can support my organization
How to incorporate the <i>Framework</i>
Greater understanding of the <i>Early Childhood Colorado Framework</i> .

PART III. A few quotes from survey respondents regarding the *Early Childhood Colorado Framework*

Positives:

“It gets to the big picture of what we envision for all of the children in our state – we see how it all fits together for the good of the children.”

“People have it framed and on walls. It led to the *Framework in Action* which is a measurable outcome. It has helped to drive strategic planning for local councils. It has helped to drive how foundations are appropriating funds. It has helped people to see the comprehensive nature of the work and look at the whole child.”

“When government can set priorities clearly, it is easier to create movement in the right direction.”

“Trying to explain what we do before this tool was somewhat ambiguous. The tool is a great visual that partners can understand and refer to.”

“It pulls us all together toward a common vision and goal statements in a way that no other state work has been able to.”

“Many are unaware of the depth and breadth of resources in Colorado. It allows us to look at these resources in collaborative terms rather than competitive terms.”

“The *Framework* helps us identify needs in our community and identify areas to focus.”

Suggestions:

“It is very conceptual. I would like more concrete details.”

“It’s a wonderful *Framework*, but still begs the questions of “who does what” and who has the final authority over its implementation.”

“While services may be categorized by domain, families and young children’s needs don’t happen in isolated domain areas.”

“Coordination between state agencies and regulations across all domains is critically important to the implementation of the *Framework*.”