

2023

FAMILY SURVEY RESULTS

Colorado Shines Brighter Preschool Development Grant Evaluation



COLORADO
Department of Early Childhood



Butler Institute for Families
UNIVERSITY OF DENVER

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Table of Contents

Executive Summary	6
Evaluation Questions.....	6
Highlights.....	7
Introduction	7
Methods	9
The Sample	11
Respondents	11
Measures and Analyses	17
Measures.....	17
Data Analysis.....	18
Current Care Arrangements	19
Current Child Care Needs	19
Factors Impacting Care Choice	27
Identification, Selection, and Advocacy for Quality Services	28
Quality Assessment.....	29
Colorado Shines	29
Satisfaction With Care	30
Provider Provision of Information.....	33
Quality Interactions	35
Knowledge and Interactions	35
Trusted Sources of Information	35
Reported Interactions With Children.....	37

Use of PDG B-5 Products.....	38
Awareness.....	38
Early Learning & Development Guidelines	40
Growing Readers Together	41
PLAYbook.....	43
Transitions	43
Home Transition Support.....	44
Transition Support From Care	45
Family and Child Services	48
Services for Children With Special Needs	48
Services.....	48
Service Quality	50
Early Childhood Services.....	52
Service Access	52
Resource Access.....	53
General Services	57
Outreach.....	57
Conclusion	58
Recommendations.....	59
Appendices	61
Appendix A. Full Survey	61
Colorado Shines Brighter - Annual Family Survey.....	61
Appendix B. Complete Results Tables	98
Demographics	98

Current Child Care Arrangements114

Quality of Care.....119

Quality Interactions127

Transition Services130

Services for Youth With Special Needs133

Family Services – Financial, EC, Parenting, and More.....137

PDG-Specific Products152

Executive Summary

As of 2023, Colorado is home to an estimated 380,000 children under the age of six (referred to throughout this report as birth through five).¹ Regular feedback from families raising these children is critical to inform the Colorado Department of Early Childhood's (CDEC) efforts to deliver high-quality services across the early childhood (EC) system. The Colorado Shines Brighter Preschool Development Grant Birth through Five (PDG B-5) program aims to drive the state toward achieving the goals of the CDEC and its partners to prepare all children for kindergarten and support families' choice of quality care settings. To this end, the Butler Institute for Families (Butler) at the University of Denver Graduate School of Social Work administered a family survey in spring 2023 to over 1,500 parents and guardians of children birth through five to gather feedback to help the CDEC evaluate the PDG's work and inform efforts within early childhood systems and family supports throughout Colorado.

Evaluation Questions

Focusing on families in Colorado with at least one child aged birth through five, the family survey sought to answer the following questions:

1. What current child care arrangements are families with children under six utilizing and why? How satisfied are families with their care arrangements?
2. To what extent do families understand how to identify, select, and advocate for high-quality programming and services for their children? To what extent do local and state system partners support transitions between services?
3. To what extent do families report quality interactions with their children?
4. To what extent do families know how to find and use information on early childhood care and development services, parenting supports, transitions, and financial resources for accessing those services?
5. How are families with children with special needs supported to access needed services?

¹ Colorado Department of Local Affairs. (2023). *Population by single year of age – Region*. <https://coloradodemography.github.io/population/data/sya-regions/>

Highlights

- Not all families were able to utilize the care they prefer, especially licensed child care, and many parents are filling those gaps themselves as they try to navigate an under-resourced early care and education system. Care logistics, especially cost/affordability of care, were the most important factors in care choice.
- Parents appeared to be accessing and using PDG B-5 associated products, particularly parents who identified as Hispanic/Latino(a).
- Parents desired more “warm handoff” transition to kindergarten practices like a one-on-one meeting with the child’s kindergarten teacher and a tour of the kindergarten.
- Families were aware of financial assistance programs like Women, Infants and Children Program (WIC) and Supplemental Nutrition Assistance Program (SNAP), but there is still an opportunity to increase families’ awareness of early childhood supports like preschool special education, Child Find, and Early Intervention (EI).
- Parents of children with special needs reported great need across all types of care, especially if their child had multiple special needs. They also struggle to access mental health services for their children with special needs.
- Parents in our sample who identified as Hispanic/Latino(a) reported a less positive experience with the early childhood system in Colorado. Overall, Hispanic/Latino(a) parents spent more of their income on child care and were overall less satisfied with their care. This group of parents received significantly fewer transition supports than White parents. They were also less aware of early childhood supports like: preschool special education, Child Find, and Early Intervention Colorado.

Introduction

The Colorado Shines Brighter Preschool Development Grant (PDG B-5) supported Colorado in creating a more aligned and coordinated birth through age five early childhood system and high-quality early learning settings. Specifically, as part of the [Colorado Shines Brighter Statewide Birth through Five Strategic Plan](#), the state implemented various activities within six strategic goals:

Goal 1: Align and Coordinate Systems

Goal 2: Innovate Service Delivery

Goal 3: Maximize Family Knowledge, Engagement, and Support

Goal 4: Increase Meaningful and Equitable Access

Goal 5: Strengthen Business Practices

Goal 6: Improve the Quality of Early Care and Education Environments and the Workforce

Furthermore, the Colorado Early Childhood Family Engagement Framework² the state created as part of the PDG work identifies family engagement as important for children’s healthy growth and development, with four fundamental principles underlying the framework: family centered, equitable, culturally and linguistically responsive, and inclusive.

Regular feedback from families with children aged birth through five years old allows the state to measure how well the early childhood system is achieving these goals and whether PDG B-5 programming is successfully integrating its family engagement principles. Going beyond enrollment figures in different types of child care or estimated reach of programs designed to support families with young children, direct input from families currently engaged with the Colorado early childhood (EC) system helps assess the impact of the Colorado Shines PDG B-5 work on the families it aims to serve. Whether families care for their children themselves, take their child to a family, friend, or neighbor (FFN) provider, enroll them in licensed child care, or use school-based early care and education offerings, they all experience multiple aspects of a system that aims for all Colorado children and families to be valued, healthy, and thriving.

This report offers insight into families’ engagement with and knowledge of child care and the broader EC system. Family perceptions of the quality of such care and other services, as well as their satisfaction with the offerings they have received, are crucial to informing the continued quality improvement efforts at the state level. This report aims to broadly answer the following questions:

1. What current child care arrangements are families with children under six utilizing and why? How satisfied are families with their care arrangements?

² Marzano Research. (2022). *Colorado Early Childhood Family Engagement Framework*. <https://static1.squarespace.com/static/5679be9605f8e24bd8be467a/t/629e5c6118dfd26ad56e5fdd/1654545507946/CO+EC+Family+Engagement+Framework+.pdf>

2. To what extent do families understand how to identify, select, and advocate for high-quality programming and services for their children? To what extent do local and state system partners support transitions between services?
3. To what extent do families report quality interactions with their children?
4. To what extent do families know how to find and use information on early childhood care and development services, parenting supports, transitions, and financial resources for accessing those services?
5. How are families with children with special needs supported to access needed services?

Methods

The Colorado Shines Brighter Family Survey was administered for the second time in 2023 after its initial distribution in 2022.³ The 2023 survey engaged over 1,500 parents or guardians of children aged birth through five throughout the state of Colorado via an online survey available in both Spanish and English. The Butler Institute for Families (Butler) at the University of Denver Graduate School of Social Work engaged the CDEC, subcontractors, licensed child care providers, and other early childhood partner organizations throughout Colorado to distribute the survey from April to July 2023 (see Table 1). The CDEC and Butler partnered to create outreach materials in both English and Spanish to share with organizations such as libraries, Family Resource Centers, Early Childhood Councils, and pediatricians' offices. The CDEC oversaw a social media outreach effort to contact individuals through platforms that were less directly associated with established early childhood systems. Butler also directly invited 2022 survey respondents who provided a valid email address for a gift card to participate in this year's survey via email, so at least 185 parents completed the survey both years. There could be potentially more families who completed it multiple times, but we are unable to track them because they used an anonymous link. Additionally, the CDEC and Butler worked with Centiment, a third-party survey administrator, to do targeted outreach to groups who were underrepresented in the previous administration of the survey. Centiment focused on recruiting Hispanic/Latino(a)

³ Butler developed this survey in 2022 with input from stakeholders including the CDEC Family Voice Council, a diverse group of pregnant parents, and caregivers of children birth through age eight from across Colorado.

families and families with low incomes to take the survey. Populations who are least engaged with Colorado’s early childhood system may still be underrepresented in the sample.

Table 1. Responses by Referral Source*

Referral Source	N	%
Department of Early Childhood	97	7.1%
Colorado PLAYbook [website/inserts]	1	0.1%
Colorado Early Learning & Development Guidelines [website/inserts]	30	2.2%
RaisingCOKidsGuide.com	8	0.6%
ColoradoShines.com	58	4.3%
Social Media	68	5.0%
Centiment	362	26.7%
Email Outreach	185	13.6%
Community Sources	472	34.9%
Family or friend	36	2.7%
My child care or preschool provider/teacher or school district administrators	304	22.4%
A service provider (e.g., counselor, social worker, medical professional)	73	5.4%
A library or librarian	4	0.3%
A flyer posted in the community	8	0.6%
Bright by Text	47	3.5%
Other	102	7.5%
I don’t know	71	5.2%

*411 survey respondents did not report the survey referral source.

The Sample

Evaluators collected demographic data including respondent age, gender, race and ethnicity (as a single item allowing respondents to select all that apply), relationship status, education level, county of residence, home language, number and ages of children in the household, and relationship of the respondent to children in the household. Annual income and monthly child care expenditures data were also collected. An adaptation of an item from the FINRA Financial Capability Study⁴ assessed respondent’s anxiety over their family’s financial situation.

Butler adapted items for the survey assessing special family circumstances (such as military involvement or housing instability), as well as special needs or circumstances applying to specific children (such as disabilities or involvement in the child welfare system), from previous reports the Colorado Health Institute (CHI) conducted for the CDEC.^{5,6} Respondents were also asked to report whether they provided regular care for children who were not their own, including days per month and number of children they cared for, to assess the prevalence of family, friend, and neighbor (FFN) care.

Throughout the report, evaluators will reference results from the [2022 Family Survey Report](#). The samples across years are not the same families and exact comparisons should not be made.

RESPONDENTS

Respondents were primarily parents (94.5%) or legal guardians (2.7%) of children aged birth through five. Given this statistic, the sample will be referred to as “parents” throughout the report. Unless otherwise indicated, the word “parents” and “families” should be interpreted to mean all respondents to the survey, no matter the relationship to the children in their home. Respondents were also mostly female (89.5%), between the ages of 21 and 49 (95.4%), and married (64.0%).

⁴ Lin, J. T., Bumcrot, C., Mottola, G., Valdes, O., Ganem, R., Kieffer, C., Lusardi, A., & Walsh, G. (2022). *Financial capability in the United States: Highlights from the FINRA Foundation National Financial Capability Study* (5th ed.). FINRA Investor Education Foundation. www.FINRAFoundation.org/NFCSReport2021

⁵ Colorado Health Institute. (2019). Colorado Shines Brighter: Opportunities for Colorado’s early childhood system – The Colorado Birth Through Five Needs Assessment.

⁶ Roberts, A., Franko, M., & Delap, S. (2020). *Colorado Shines Brighter Preschool Development Grant: Family needs assessment survey 2020*. Butler Institute for Families, Graduate School of Social Work, University of Denver.

All but five of the 64 Colorado counties were represented by at least one family in the sample (see Appendix B). Using the Colorado Office of Budget Management classifications, the majority of the sample were from the Metro Area (65.0%). In total, 85.5% of the sample resided in a metro county (up 62.4% from last year's survey), 9.0% in a rural county, and 5.5% in a micro county. While Colorado is an educated state, with 38% of the state holding at least a bachelor's degree,⁷ the sample was still overeducated compared to the state as a whole. Over half of the sample (51.6%) had at least a bachelor's degree and 19.9% had a high school education or less.

Most of the sample (92.6%) reported speaking English at home, while 5.2% primarily speak Spanish in the home. Race and ethnicity of parents in our sample was comparable to the overall population of Colorado⁸ (see Table 2). There was, however, underrepresentation in our sample of families who identify as Asian, Hispanic/Latino(a), and multiracial. Throughout the report, race and ethnicity comparisons will be made across three groups: families who identify as Hispanic, Latino(a), or from Latin American origin (Hispanic/Latino(a)); families who identify as White or European American (White); and families who identify as another race or ethnicity other than White or Hispanic, Latino(a), or from Latin American origin (non-Hispanic/Latino(a) and non-White). Parents who are included in the non-Hispanic/Latino(a) and non-White group included the following racial identities: African, African America, or Black, American Indian, Indigenous, or Alaska Native, Arab American, or Afghan, Iraqi, or Saudi, Asian, Native Hawaiian or Pacific Islander, and multi-racial.⁹

⁷ Colorado Office of Economic Development and International Trade. (2022). *An education that's second to none*. <https://choosecolorado.com/doing-business/education/>

⁸ America Counts Staff. (2021). *Colorado among fastest-growing states last decade* (United States Census Bureau State Profiles: 2020 Census). <https://www.census.gov/library/stories/state-by-state/colorado-population-change-between-census-decade.html>

⁹ Due to small sample sizes, we are unable to break down the results any further by other racial identities. There may be differences in various findings for these groups, however, these differences would need to be addressed with larger, more equal sample sizes in a future evaluation.

Table 2. Race and Ethnicity of Colorado Population and Survey Sample¹⁰

Race/Ethnicity	Colorado Percentage	Sample Percentage
African, African American, or Black	4.1%	5.8%
American Indian, Indigenous, or Alaska Native	1.3%	1.5%
Asian	3.5%	2.0%
Hispanic, Latino(a), or from Latin American origin	21.9%	17.6%
Multiracial (including Hispanic/Latino(a))	12.3%	9.8%
Native Hawaiian or Pacific Islander	0.2%	0.8%
White or European American	70.7%	62.0%

Children

Most respondents had only one (34.4%) or two (40.1%) children living in their household, with 10.5% reporting four or more children in the home. Throughout this report, children's ages will be classified as infant (under 12 months), toddler (one and two years), and preschool aged (three to five years). Families could have children in more than one age category. Nearly three-quarters of families in the survey (70.7%) had at least one preschool-aged child in the home, while 43.8% had a toddler and 16.1% had an infant. More than one-third (35.2%) of families reported having children six years of age or older in the home in addition to children in early childhood.

¹⁰ Two racial categories are not included in this table because there was no comparison data for the overall Colorado population. There were 4 respondents who identified as Arab American, Afghan, Iraqi, or Saudi and 5 respondents who identified as another race that was not listed, but did not specify their race.

The majority (66.9%) of families did not have children with special needs. Just under one in five families in the overall sample had a child with a physical health need (17.8%) and another one in five families had a child with a cognitive/neurological need, such as intellectual, developmental, or sensory concerns (19.1%). Fewer families reported their child had other special needs (3.2%) including speech delays or hearing loss. Almost one in ten families in the overall sample reported having children with multiple special needs (8.1%).

Income

Families reported their annual income on the survey by dragging a bar on a slider scale to a point that indicated the correct amount, ranging from \$0 to \$250,000. If a family's income exceeded \$250,000, they were asked to report their estimated annual household income in an open-ended text box. Annual incomes ranged from \$0 to \$865,000,¹¹ with a median of \$75,274, close to the Colorado median income of \$80,184.¹² The sample had overrepresentation of higher income households making more than \$100,000 and underrepresentation of lower income households making less than \$40,000 annually (see Table 3).

Table 3. Income Data: Colorado Versus Sample

Tax Bracket	Colorado Percentage	Sample Percentage
Under \$20,000	23%	11%
\$20,001 to \$40,000	21%	16%
\$40,001 to \$60,000	15%	16%
\$60,001 to \$100,000	18%	18%
\$100,001 to \$200,000	16%	29%
More than \$200,000	7%	10%

¹¹ Two outliers were removed from analyses, \$2,500,000,000 and \$25,000,000.

¹² U.S. Census Bureau. (n.d.). *QuickFacts: Colorado*. U.S. Department of Commerce. Retrieved September 27, 2023, from <https://www.census.gov/quickfacts/fact/table/CO/BZA210221>.

Families also indicated their monthly child care expenditures by dragging a bar on a slider scale to the right amount. Care expenditure ranged from \$0 to \$61,740 per year,¹³ with a median of \$11,964 (\$997 per month) and mean of \$14,768 (\$1,231 per month). Unsurprisingly, infant care had the highest average cost, \$16,920 annually (\$1,410 per month). Nanny/babysitter care was the most expensive type of care for parents who had one child in care ($M = \$21,123$ per year or \$1,760 per month) and FFN care was least expensive ($M = \$10,247$ per year or \$854 per month). Table 4 provides an overview of child care costs by child age and care type. Parents with only one child aged birth through five years old reported a mean annual child care expenditure of \$13,924 (\$1,160 per month); parents with more than one child aged birth through five years old reported an annual child care expenditure of \$15,354 (\$1,280 per month). One recent 2023 report from the Annie E Casey Foundation found the average cost for a toddler to attend a child care center in Colorado was \$16,333,¹⁴ comparable to the cost we found for that same group in our sample, \$16,745. Child care expenditure as it related to the percent of annual household income was also analyzed. Using the median household income of our sample, \$75,274, and the average cost of child care reported by our sample, \$14,768, the price of care as a percentage of median income was 19.6%. Furthermore, 13% of families in our sample reported spending one-third or more of their income on child care costs.¹⁵

- By age, families with only an infant spent 21.9% of their income on child care costs, compared to 17.2% for toddlers, and 16.1% for preschool-aged children. Families with one child or multiple children of all ages spent a comparable amount of their income on child care (17.1% and 17.2%, respectively).
- Families who identified as Hispanic/Latino(a) (20.5%) or who identified as non-Hispanic/Latino(a) and non-White (19.8%) spent significantly more of their income on child care than White/European American families (15.5%).¹⁶

¹³ Outliers were removed if reported child care expenditure was greater than or equal to \$63,660, $n = 21$.

¹⁴ The Annie E. Casey Foundation. (2023, June 14). *2023 Kids Count® Data Book: State trends in child well-being*. <https://assets.aecf.org/m/databook/aecf-2023kidscountdatabook-embargoed.pdf>

¹⁵ Outliers were removed, ($n = 11$); an additional 26 responses were removed as they reported spending more than their annual income on child care. Some families reported spending upwards of 96% of their income on child care, however, they were not so far removed from the average that they were considered outliers, so they were still included in the sample.

¹⁶ A one-way ANOVA was significant, $F(2,1322) = 11.84, p < .001$.

Table 4. Child Care Cost by Factor

Child Care Factor	Mean Cost	Median Cost
Child Age¹⁷		
Infant (<i>n</i> = 64)	\$16,920	\$13,770
Toddler (<i>n</i> = 191)	\$14,305	\$12,384
Preschool (<i>n</i> = 320)	\$13,097	\$11,142
Child Care Type¹⁸		
FFN care (<i>n</i> = 33)	\$10,247	\$5,124
Nanny/babysitter (<i>n</i> = 18)	\$21,123	\$18,180
Licensed family child care home (<i>n</i> = 37)	\$17,098	\$14,520
Licensed center (<i>n</i> = 112)	\$15,608	\$15,816
Preschool (<i>n</i> = 18)	\$11,141	\$9,078

Family, Friend, and Neighbor Care

About one in 10 parents (8.8%) reported providing regular child care for children who were not their own. These individuals were categorized as family, friend, and neighbor (FFN) providers. The vast majority cared for four or fewer children (84.7%). FFN providers cared for children an average of 13.21 days per month (*SD* = 9.56 days). One-third of FFN providers in our sample reported providing FFN care full time, defined as at least 20 days per month (32.6%). This percentage is much higher than the number of families who reported providing full-time care in the 2022 sample (13.3%).

Demographic profiles of individuals who reported providing FFN care on the 2023 survey were compared to individuals who reportedly did not provide care. The following demographic differences were found:

- Individuals aged 60-69 (41.7%) were more likely to provide FFN care than other parent age groups.

¹⁷ Families with multiple children of all ages are not included, *n* = 829.

¹⁸ Families with multiple child care arrangements were not included, *n* = 919

- Parents of color, particularly American Indian/Indigenous individuals (15.4%); Native Hawaiian or Pacific Islander individuals (14.3%); and African, African American, or Black individuals (12.9%), were the most likely to be FFN providers compared to White/European American parents (7.5%). However, like last year's sample, Asian individuals (5.9%) were least likely to be FFN providers.
- Providing FFN care was again more common among respondents living in rural areas (11.3%) than urban areas (8.4%). It was most common among individuals living in the Southeast (13.8%) and Northeast (13.5%) regions of the state.

Measures and Analyses

MEASURES

The survey consisted of items designed to answer the evaluation questions presented in the introduction section (see Appendix A for the full survey). Questions included both original items and questions adapted from existing sources, including previous iterations of family surveys the CDEC conducted for strategic planning purposes.

Table 5. Survey Measures by Domain

Domain	Domain Description
Current Care Arrangements	When child care is needed, child care arrangements, satisfaction with child care arrangements, important care factors ¹⁹ , perception of child safety and happiness in care ²⁰
Quality of Care Arrangements	Child care provider quality source ²¹ , knowledge of Colorado Shines rating, satisfaction with child care program ²⁰ , reception of child care program information and child development, types of child care concerns and how to share concerns

¹⁹ Colorado Health Institute. (2019). Colorado Shines Brighter: Opportunities for Colorado's Early Childhood System – The Colorado Birth Through Five Needs Assessment.

²⁰ Early Education Division – California Department of Education. (2003). *Desired Results for Children and Families – Parent Survey* [Measurement instrument].

²¹ Butler Institute for Families. (2016). *Denver Preschool Program Family Survey* [Measurement instrument]. University of Denver Graduate School of Social Work.

Quality Interactions	Confidence in areas of child development, parent social-emotional competence ²² , parent-child engagement ²³
Transitions	Engagement in transitional support behaviors with children, reception of transitional support from child care providers ²⁴ , improvement of transitional support
Early Childhood (EC) Services Knowledge and Access	<p>Knowledge of EC information and services, knowledge of and engagement with EC services¹⁹, use of and satisfaction with virtual services, reception of general EC service information²⁵, trusted sources of parenting information, methods of outreach for early childhood and family support services</p> <p>Access and ease of access to services for children with special needs²⁶, other supports for children with special needs</p> <p>Knowledge of and engagement with PDG B-5 related products including: Colorado Early Learning & Development Guidelines, the Growing Readers Together program, and the PLAYbook</p>

DATA ANALYSIS

Evaluators conducted quantitative data analysis using IBM SPSS Statistics 29. Unless otherwise noted, p-values of 0.05 or lower were considered statistically significant. High-level qualitative thematic coding was performed for open-ended response items. Please note that due to differences in measurement and weighting, Butler does not recommend a direct comparison to the 2019 Colorado Shines Brighter Birth through Five Needs Assessment conducted by the Colorado Health Institute.¹⁹

²² Kiplinger, V. L., & Browne, C. H. (2014). *Parents' Assessment of Protective Factors: User's guide and technical report*. Center for the Study of Social Policy.

²³ National Center for Health Statistics. (2002). *National Survey of Early Childhood Health 2000*. Centers for Disease Control and Prevention.

²⁴ Early, D. M., Pianta, R. C., Taylor, L. C., & Cox, M. J. (2001). Transition practices: Findings from a national survey of kindergarten teachers. *Early Childhood Education Journal*, 28(3), 199-206.

²⁵ Delap, S., Franko, M., Nicolaou, K., Silva-Padron, G., & Thornton, C. (2021). *Measuring the impact of COVID-19 on Colorado's Early Care and Learning Sector*. Early Milestones Colorado.

²⁶ Longworth-Reed, L., Westinicky, A., & Holcombe, M. (2021). *LAUNCH Together Initiative executive evaluation report*. Butler Institute for Families, University of Denver.

Current Care Arrangements

The first section of the survey sought to establish current patterns of care in Colorado by answering the following questions:

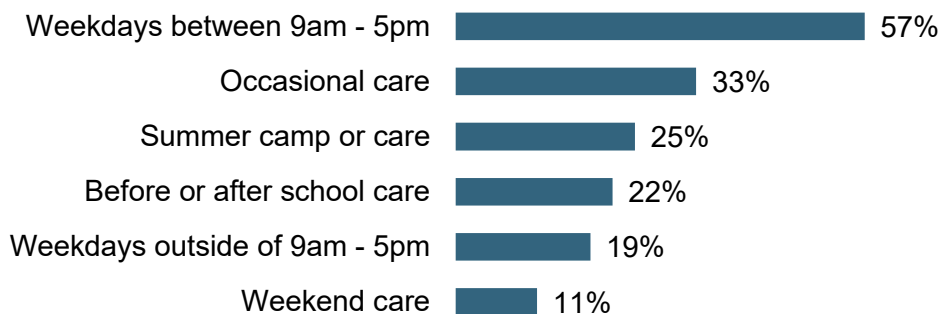
- What are the current child care arrangements being used by families in Colorado?
- What factors are most important to families when selecting child care arrangements?

Results highlight that families' child care needs still go beyond the traditional 9 to 5 workday. To meet care needs, more than half of families use a combination of care arrangements from different providers, including over one-third of families where the parent is at least one primary caregiver. Outside the home, licensed care facilities are the most frequently utilized care arrangements. Logistics of care seem to be the most important factors for parents when they are choosing care, especially cost of care, although teachers/caregivers' trustworthiness is also important to parents.

Current Child Care Needs

Outside of the common need for care during the 9 a.m. to 5 p.m. workday (56.8%), one-third of parents indicated needing occasional care and one-fourth needed summer camp or care (see Figure 1). Slightly more parents indicated needing three or more different types of care coverage this year (18.4%) compared to last year (15%). Most parents are using the same provider for multiple kids (73.4%), and of the quarter of parents who use multiple providers, most use two providers (81.1%).

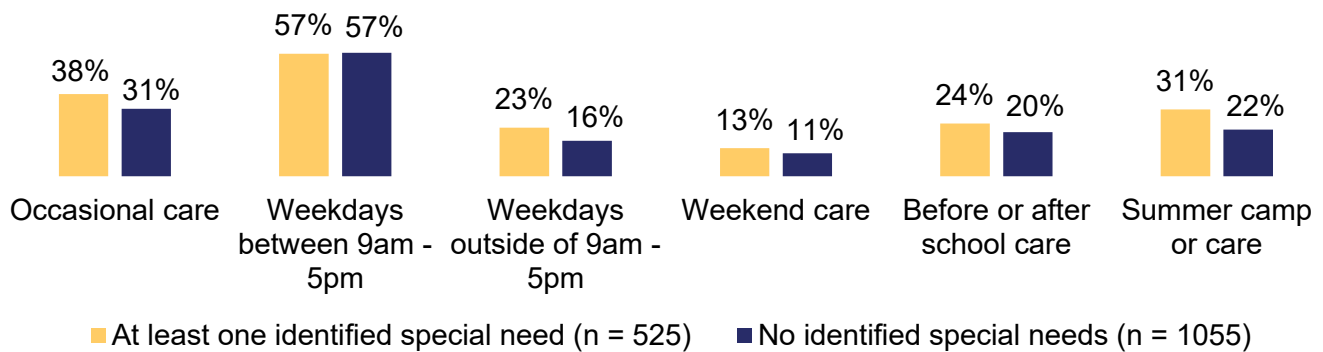
Figure 1. Percentage of Respondents Indicating Needing Care for Each Time Period ($n = 1599$)



Overall, need for care was generally greater for parents who had a child with any special needs compared to parents with a child who did not have an identified special need but was

significantly higher if the child had multiple special needs.²⁷ There was an apparent difference for parents needing summer camp if their child had special needs compared to families whose child had no special needs (30.9% compared to 21.5%, respectively). See Figure 2 for more differences.

Figure 2. Care Needs for Children With and Without Identified Special Needs



Parents also indicated the types of child care provider(s) they used to cover all their care needs. Most used more than one type of care (55%). The most utilized type of care was parent/guardian care, followed by FFN care. Of the parents who utilized only one type of care (45%), more reported that a parent or guardian was a primary caregiver this year (28.7%) compared to last year (19.8%). Evaluators looked at families' preferred care and care type that they actually utilized. Of families who preferred and/or utilized parent/guardian care or FFN care:

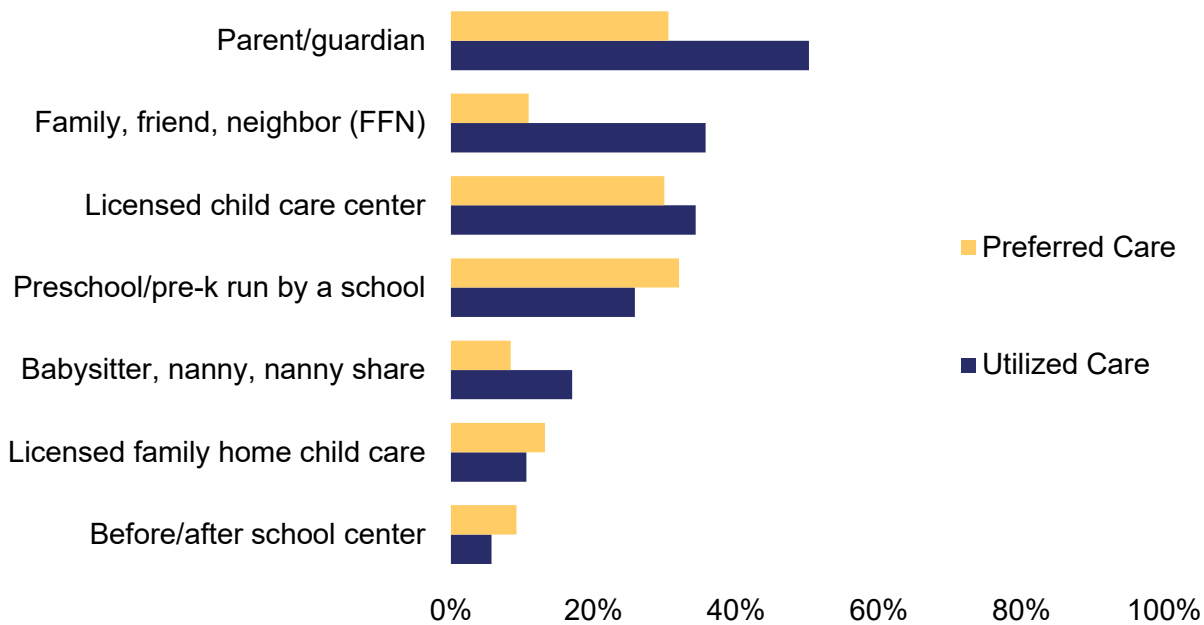
- Only 31% of parents preferred parent/guardian care for at least one of their children, however, 50% of parents reported utilizing that type of care.
- 50% of parents who identified as non-Hispanic/Latino(a) and non-White did not prefer parent/guardian care, but that is the child care arrangement they are utilizing (compared to only 39.3% of White parents).

²⁷ Chi-square of independence tests show higher need for parents who have children with multiple special needs for occasional care, $\chi^2(4, N = 1580) = 10.33, p = .035$; weekday care outside of 9 a.m. to 5 p.m., $\chi^2(4, N = 1580) = 11.38, p = .023$; weekend care, $\chi^2(4, N = 1580) = 15.16, p = .004$; and summer camp or care, $\chi^2(4, N = 1580) = 30.02, p < .001$.

- Only 11% of parents preferred FFN care, however, more than one-third of parents were utilizing FFN care (36%).

The shift to more parents providing primary care could be due to the lack of available child care slots across the state. One report that looked into Colorado’s larger early care and education ecosystem including types of providers and care costs found there were 94,000 fewer licensed slots than families needed for children birth through five years old. As previously mentioned in the report, care costs are high, so parents may be keeping children home due to the lack of affordable care options or shifting to more affordable informal care options like FFN care.²⁸ Figure 3 illustrates the child care arrangements parents in the survey used.

Figure 3. Preferred ($n = 1642$) and Utilized Child Care Arrangements ($n = 1693$)



Note. For Figures 5-9: On the survey, families could select one option for their preferred care arrangement by age group, but they could select multiple options for their utilized care arrangements across all their children. Preferred care arrangements will equal 100%, but utilized care arrangement percentages will exceed 100%.

²⁸ Franko, M. (2022). Quality child care in Colorado: A cost study. Part 2: Colorado’s early care and education ecosystem. ECE Insights. <https://www.bellpolicy.org/wp-content/uploads/ECE-Brief2.pdf>

The alignment of child care preference and actual child care arrangement varied by age of the child in care (see Figure 4 - Figure 9).²⁹ Most notably, families with infants found it difficult to access care from a babysitter, nanny, or nanny share, leading families to care for the children themselves or access other, less-preferred types of care.

Figure 4. Preferred and Utilized Care Arrangements for Children Under Age 1

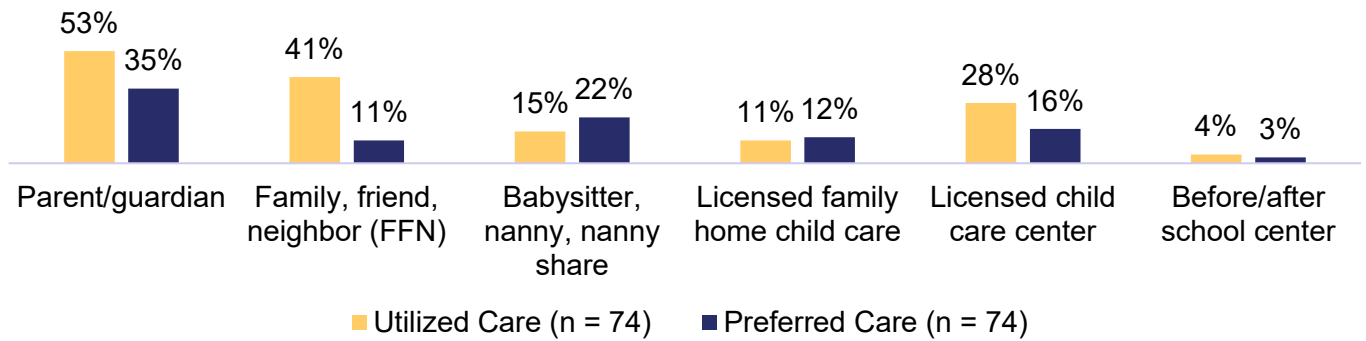
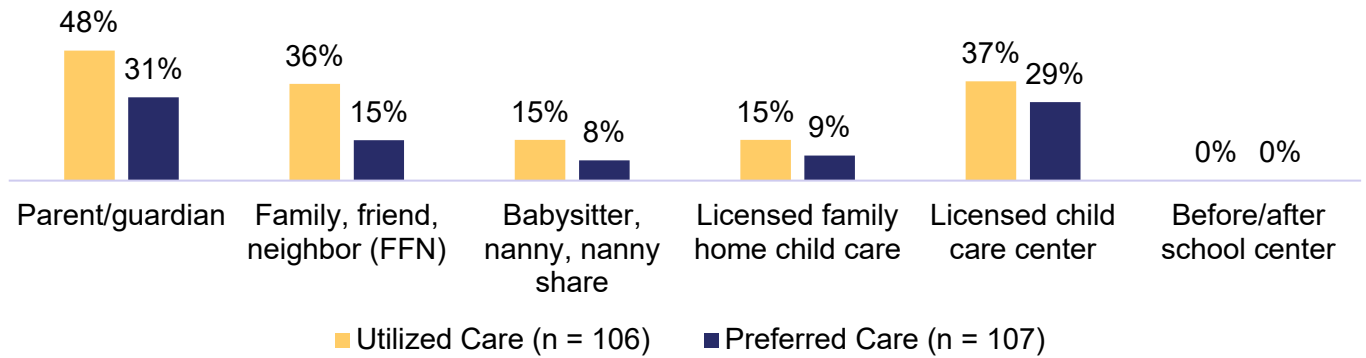


Figure 5. Utilized and Preferred Care Arrangements for Children Aged 1



²⁹ Please note for Figures 5 -9: Families that selected preschool or kindergarten as their preferred care options for child under 3 years old are excluded from the graphs as that option is not available for that age group.

Figure 6. Preferred and Utilized Care Arrangements for Children Aged 2

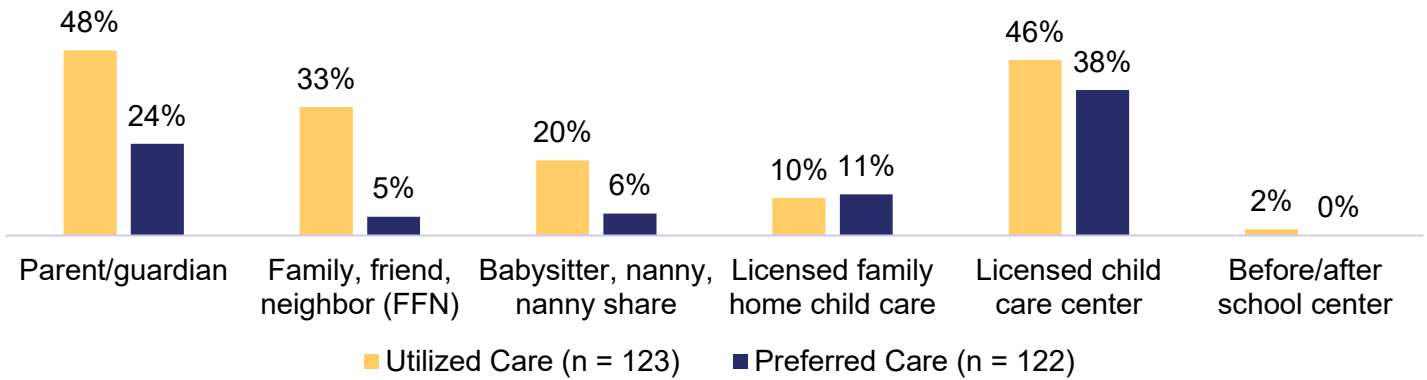


Figure 7. Preferred and Utilized Care Arrangements for Children Aged 3

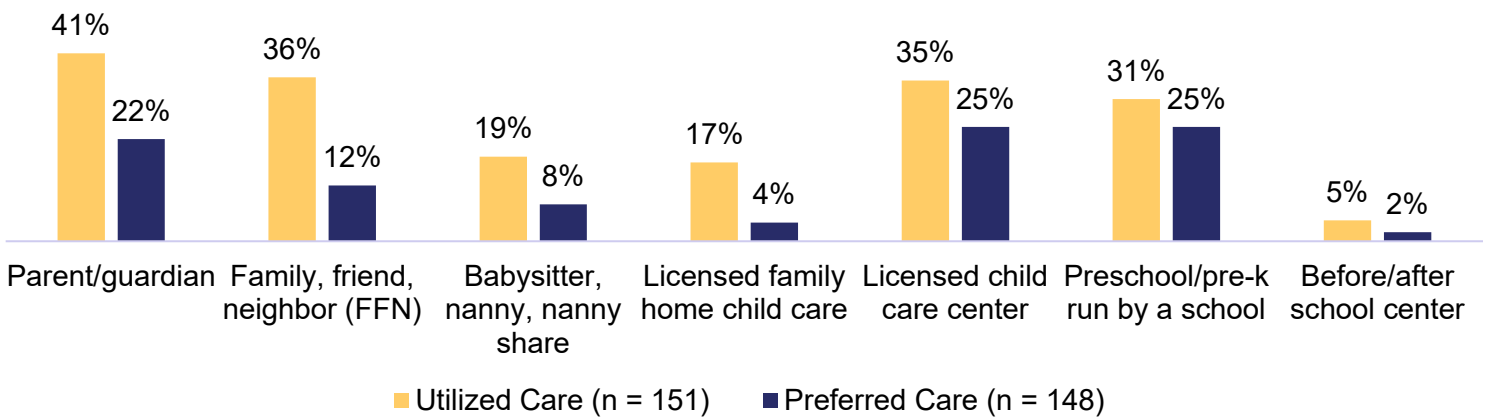


Figure 8. Preferred and Utilized Care Arrangements for Children Aged 4

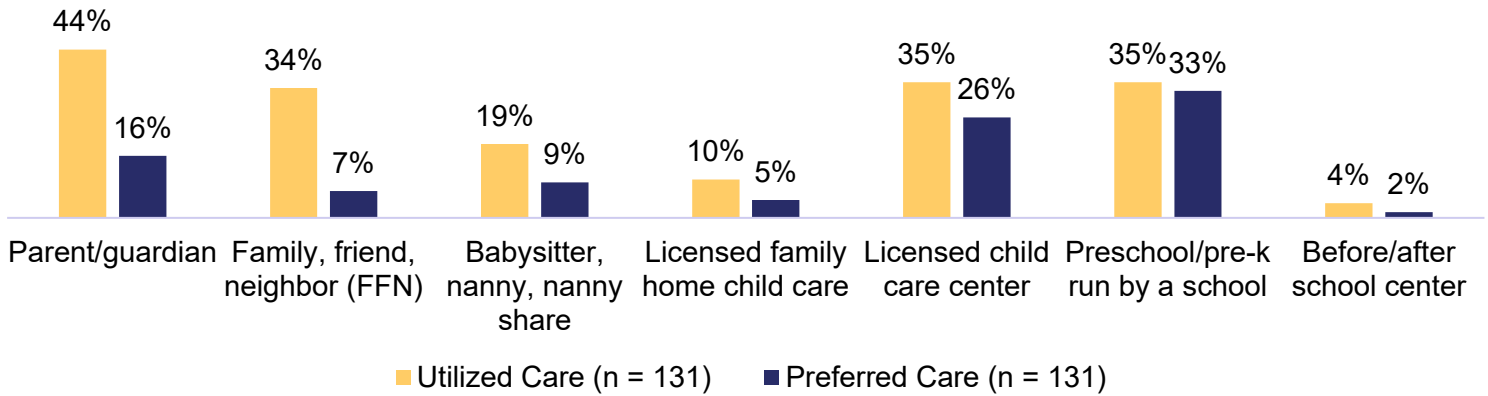
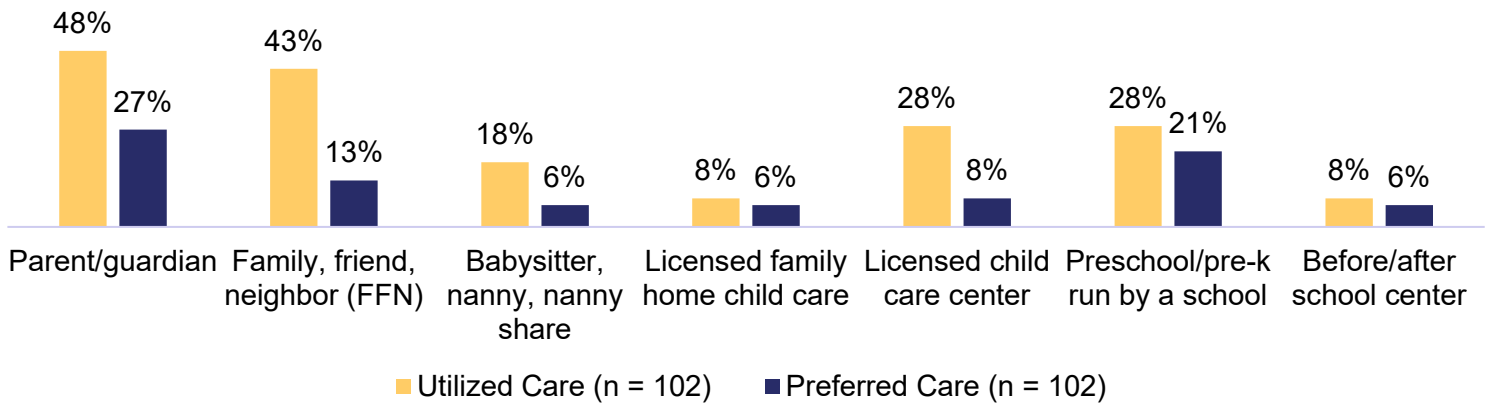


Figure 9. Preferred and Utilized Care Arrangements for Children Aged 5



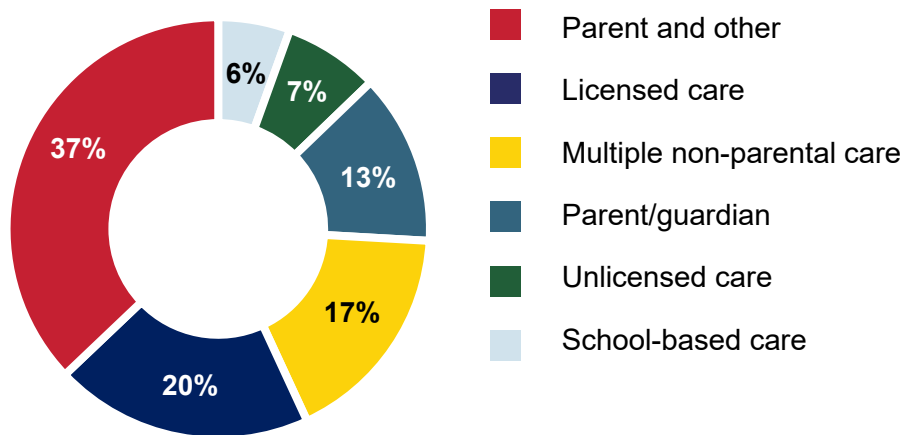
The alignment of child care preference and actual child care arrangement varied if the child had any special needs. Notably:

- Only 15.2% of families who had a child with a special need and preferred before and after school care were able to utilize it.
- Only 16% of families who preferred FFN care were utilizing that care.
- Just over one-third of families who preferred to use care from a family child care home provider utilized it (34.5%).
- It was easier for families who had a child with a special need to access licensed center care (52.6%), preschool (64.7%), and kindergarten (50%) compared to other types of care.

To compare types of care arrangements across demographic groups, Butler evaluators categorized care types into six major categories:

- Parent
- Unlicensed care (FFN care or babysitter/nanny services)
- Licensed care (in family home or child care centers)
- School-based care (pre-kindergarten, after-school care, kindergarten)
- Parent and at least one other type of care
- Multiple nonparental care types

As seen in Figure 10, one in three families used a combination of a parent/guardian with another type of care arrangement (37.1%) while about one in five families used multiple non-parental care providers (17.2%). It is difficult for families to find a single child care arrangement that meets their needs, resulting in more than half of families using multiple forms of child care.

Figure 10. Child Care Arrangements Categorized ($n = 1693$)

Patterns similar to last year's sample emerged as children's age was related to care arrangements parents used:

- The older the child was, the more likely parents were to use non-parental types of care.
- Parents were most likely to be the sole caregiver if they had only infants (20.3%).
- Parents were more likely to have their toddler in unlicensed care (13.5%).
- Parents of only preschool-aged children were more likely to use multiple non-parental care options (22.1%).

Like last year, parents who had children of multiple ages were most likely to use parent care in addition to other forms of care (40.2%). From 2022 to 2023, there appeared to be a shift away from parents putting children two years or younger in licensed care and toward them using unlicensed care or parental care.

Care arrangements also differed significantly by geographic region of residence.³⁰ Like last year, children were less likely to be cared for solely by a parent/guardian in western regions of Colorado, especially in the Northwest region (<5%) compared to other regions (10.8 to 17%).

³⁰ A significant difference was found in care arrangement by geographic region of residence using a chi-square test of independence: $\chi^2(25, N = 1672) = 46.24, p < .01$.

Instead, children in the Northwest region were more likely to be enrolled in licensed child care 31.3%.

Factors Impacting Care Choice

In the survey, parents were given a list of 16 different aspects of care and asked to select the top five that they considered to be most important when selecting child care. The discussion below focuses on factors across all age groups with the percentages in Table 6 reflecting the total percentage across all age categories.

Unlike last year's sample, families this year did not choose location as the most important factor in their child care decision. In 2023, cost/affordability, the second most common factor last year, was the most important factor when choosing child care according to more than two-thirds of parents. The next two most important factors were location (54%) and trustworthiness of teachers/caregivers (52.2%). These were the only three factors at least 50% of respondents with all ages of children selected as important. Making the top five factors this year was also health and safety protocols, which almost half of parents selected (46.6%). Again, logistics of care availability seem to be the most important factors for parents, although trustworthiness of teachers/caregivers has also been ranked highly both years.

Table 6.³¹ Overall Percentage of Parents Selecting Each Factor as Important in Choosing Child Care

Factor	Percent
Cost/Affordability	67.8%
Location	54.0%
Trustworthiness of teachers/caregivers	52.2%
Hours and days of operations/schedule	47.1%
Health and safety procedures	46.6%
Supportive teachers/caregivers	35.0%

³¹ This year, families were asked to select up to five factors they considered most important when selecting child care. This year's resulting percentages are lower than the 2022 family survey results because families that took the 2022 survey were not restricted to five factors and could instead select all factors they consider important.

Reliability of schedule and availability	34.3%
Whether the child care facility is licensed	27.6%
Quality rating/Colorado Shines rating	18.6%
Teachers/Caregivers with similar values to my family	17.2%
Teaching methods used (e.g., Reggio Emilia, Montessori, Waldorf)	16.9%
Support for children with special needs	13.1%
Availability of spots/openings	12.4%
Serves multiple ages of children	8.6%
Languages spoken	7.4%
Additional support and resources for families (e.g., connections to financial/social services, home visits)	4.3%

Identification, Selection, and Advocacy for Quality Services

After assessing current child care needs and arrangements, the next set of survey questions assessed respondents' perceptions of quality of care and satisfaction with care. Parents were asked to identify markers of quality and discuss their satisfaction with their care arrangements to answer these broader evaluation questions:

1. To what extent do families understand how to identify and advocate for quality services?
2. To what extent do families select and advocate for high-quality programming for their children?
3. How satisfied are families overall with the care that their children are receiving?

Like last year, parents used their own experiences or experiences of others rather than using standard rating systems when they assessed quality of care. Overall, parents were very satisfied with the care their children received. However, parents who identified as Hispanic/Latino(a) or non-Hispanic/Latino(a) and non-White were less satisfied than White parents. Parents were interested in receiving more information from their child care provider on caregivers/educators' experience and training, parenting skills, and discipline procedures.

Quality Assessment

Parents selected from a list of 16 different markers of quality or factors that contributed to their assessment of their care provider. Like last year, parents most commonly used community assessments when selecting a child care provider, like friend or family recommendations (36.9%) or the provider's reputation in the community (33.9%). Interaction with care was also important, including provider tour (39.9%) and whether siblings attended the provider (20.4%). Again, parents much less commonly utilized standardized accreditations or scores, such as National Association for the Education of Young Children (NAEYC) status (5.5%) or CLASS[®] observation score (2.5%). However, more than a quarter of families (26.6%) used Colorado Shines ratings, the fourth most commonly used quality indicator this year. More information on quality indicators respondents used to assess care can be found in Appendix B.

Parents reported using an average of two of the 16 possible quality markers to assess providers, down from three the previous year. About three in four parents (73.7%) used at least one and up to eleven markers of quality (up from a max of 7 last year). Parents who reported using licensed care used a significantly higher number of markers than those who reported using unlicensed care.³² Like last year, the number of quality markers respondents used did not predict their level of satisfaction with their current care arrangement.

Six percent of parents reported that they did not use any markers to assess the quality of their child care provider. Respondents who speak Spanish (12.7%) or another language other than English at home (15.6%) and those who identified as Hispanic/Latino(a) (11.1%) were more likely to report that they had not performed a quality assessment of their providers.³³ It should be noted that there were high levels of overlap between these groups. Some of the quality indicator resources may not be accessible to parents who speak Spanish or a language other than English, making it difficult for them to utilize these resources.

Colorado Shines

About one in five parents (18.6%) found the Colorado Shines ratings to be an important factor in selecting care (see Table 6). Among parents who reported using the Colorado Shines rating

³² A one-way ANOVA indicated that licensed care users ($M = 3.17$, $SD = 1.96$) used the most quality indicators, $F(5,1603) = 52.774$, $p < .001$, more than unlicensed care users ($M = 1.07$, $SD = 1.47$).

³³ Results for the series of chi-square tests of independence for each group are as follows: Language: $\chi^2(2, N = 1622) = 9.09$, $p = .011$; Race/Ethnicity: $\chi^2(2, N = 1613) = 16.45$, $p < .001$.

system to assess quality, most reported not knowing the Colorado Shines rating of their child care provider (62.2%).

Of parents who were aware of their program's Colorado Shines rating, most reported that their providers had primarily achieved the second tier of requirements, meaning that providers were rated Level 3 or above, overrepresenting parents who were using care from higher-rated programs (85.1%).³⁴ This information is important because there was a positive predictive relationship of higher known Colorado Shines ratings and parent reported satisfaction with care, which is discussed in more detail below.³⁵

Satisfaction With Care

Overall, parents were satisfied with their current child care arrangements, with an average satisfaction score of 2.97 ($SD = .91$) out of four.

- More than two-thirds of parents (69.3%) reported being either satisfied or very satisfied with their care.
- Six percent of parents were not satisfied with their current care arrangements.
- Parents of children with special needs reported slightly higher satisfaction scores than the general sample ($M = 3.12$, $SD = .61$).

Parents were asked to rate their satisfaction with 20 different aspects of their care arrangement. Like last year, parents' average satisfaction on these scales was slightly higher than single-item satisfaction, with the average of all 20 items equaling 3.14 ($SD = .62$; see Table 7 for a full list of item descriptives).

- Most parents were satisfied with how welcoming teachers staff/caregivers ($M = 3.27$) were and the location of the program ($M = 3.25$).
- Parents were least satisfied with cultural activities at the program ($M = 2.96$).
- Nearly all respondents felt that their children were happy (94.5%) and safe (97%) in their current care arrangements.

³⁴ Colorado Shines. (2022). *Overview of ratings process*. <https://www.coloradoshines.com/programs>

³⁵ A simple regression found a positive predictive relationship of higher known Colorado Shines ratings on satisfaction with care, $F(1,213) = 16.51$, $p < .001$, $r = .27$, $B = .21$.

- Of families with children who were at least three years old, 88.2% believed that their child care arrangement would help their child succeed in elementary school.

Table 7. Mean of Satisfaction by Different Aspects

Aspect	Mean	Standard Deviation
Hours of operation	3.08	.86
Location of the program	3.25	.79
Number of adults working with children	3.18	.78
Background and experience of staff/caregiver	3.14	.83
Languages spoken by staff/caregiver	3.18	.77
How program staff/caregivers communicate with you	3.09	.86
Meeting the individual needs of your child	3.14	.84
Interaction between staff/caregivers and children	3.21	.81
Parent involvement	3.07	.85
Equipment and materials	3.18	.78
Cultural activities	2.96	.87
Curriculum	3.10	.83
Daily activities	3.19	.79
Outdoor play experiences	3.21	.80
Nutritional meals and snacks	3.02	.88
Health and safety policies and procedures	3.20	.76
How the program/caregiver promotes your child's learning and development	3.18	.83
How welcome you are made to feel by staff/caregivers	3.27	.80
Support for families experiencing adversity	3.08	.82
Opportunities to have planned conferences with your child's teacher/caregiver	3.12	.88

Care satisfaction varied by demographic groups:

- Parents who identified as non-Hispanic/Latino(a) and non-White and only used a child care provider (non-parental care), were significantly less satisfied with each of the following care factors compared to White parents: number of adults working with children, background or experience of staff/caregivers, staff/caregiver and child interactions, curriculum, daily activities at child care, health and safety policies and procedures, and how the program/caregiver promotes the child's learning and development.³⁶
- Parents who identified as Hispanic/Latino(a) were significantly less satisfied with each of the following care factors compared to White parents: number of adults working with children, staff/caregiver and child interactions, daily activities at child care, and health and safety policies and procedures.³⁶
- Unlike last year, there were no differences in care satisfaction based on region of residence. The overall means from each region indicated parents were fairly equally satisfied with their care ($M = 2.94 - 3.17$).

Butler evaluators also assessed parents satisfaction using the same care satisfaction groupings as 2022: basic logistics, staffing, family inclusion, and program offerings.³⁷ Interestingly, family inclusion dimensions (e.g., languages spoken by staff/caregivers, cultural activities) were rated the lowest again,³⁸ however, there were no differences on parents' satisfaction with family inclusion dimensions by family race or ethnicity.

³⁶ Several one-way ANOVA tests yielded significant differences in satisfaction factors by parent race/ethnicity. Parents who identified as non-Hispanic/Latino(a) and non-White or parents who identified as Hispanic/Latino(a) reported significantly lower satisfaction than White parents on the following factors: number of adults working with children, $F(2, 1233) = 5.41, p = .005$; staff/caregiver and child interactions, $F(2, 1229) = , p = .005$; curriculum, $F(2, 1223) = 6.93, p = .001$; daily activities at child care, $F(2, 1222) = 5.12, p = .006$; and health and safety policies and procedures, $F(2, 1229) = 6.48, p = .002$. Parents who identified as non-Hispanic/Latino(a) and non-White n reported significantly lower satisfaction than White parents on the following factors: background or experience of staff/caregivers, $F(2, 1228) = 4.06, p = .017$ and how the program/caregiver promotes the child's learning and development, $F(2, 1222) = 4.40, p = .012$.

³⁷ See the Appendix B for a complete list of care satisfaction dimensions for each grouping.

³⁸ Mean satisfaction for each program element was overall logistics ($M = 3.17, SD = .65$); staffing ($M = 3.16, SD = .70$); family inclusion ($M = 3.06, SD = .64$); program offerings ($M = 3.17, SD = .68$).

There were significant differences in parents' satisfaction with different care arrangements.³⁹ Satisfaction was highest for parents utilizing licensed care and lowest for parents who were sole care providers or were the caregiver in addition to other types of care. Again, this is evident in the misalignment between parents who preferred to be the sole caregiver and those who actually had to utilize this care. Unsurprisingly, parent satisfaction with care was higher if they were utilizing their preferred care type ($M = 3.20$, $SD = .66$ vs $M = 3.02$, $SD = .60$).⁴⁰ There were no differences in satisfaction with care by income. There were also no differences in satisfaction with care by parent's primary language, however group sizes by language were unequal⁴¹ and effect sizes were small, so future research should explore differences in care satisfaction with more similar sample sizes of parents who speak a variety of languages. Unlike last year, there was no difference in parent perception of their child's success by care arrangement.

Provider Provision of Information

Parents were asked what types of information they had received from their child care providers. Like last year, most parents received information from their providers about how their child is doing in care (79.6%), how their child is growing and developing (71.9%), and their schedule of daily activities (69.8%). Types of information parents had not received but were interested in receiving included:

- Experience and training of caregivers/educators (59% had received this information and 31.9% of those who had not received it were interested in receiving this information)
- Parenting skills (48.8% had received, 29.5% interested)
- Discipline procedures (58.4% had received, 29.2% interested)

Like last year, at least half of the parents who had not received information expressed interest in receiving all types of information in the future except how to find other services in the community (Appendix B). Butler evaluators found that receiving information had the same effect on care satisfaction: The more items parents had received information on, the more satisfied they were

³⁹ A one-way ANOVA showed significant differences in satisfaction from those utilizing different care arrangements, $F(5,1619) = 14.85$, $p < .001$. Satisfaction was highest for users of licensed care ($M = 3.28$, $SD = .82$) and lowest for those who used exclusively parent/guardian care ($M = 2.72$, $SD = 1.07$) or parent/guardian care plus other types of care ($M = 2.85$, $SD = .88$).

⁴⁰ An independent samples t-test was significant, $t(1242) = -4.94$, $p < .001$.

⁴¹ Almost 93% of parents reported English as their primary language, while only about 5% of parents reported Spanish as their primary language, and about 2% reported a primary language other than English or Spanish.

with care; conversely, the more items they reported not receiving information on but wanting to, the lower their satisfaction with care.⁴²

Parents could also respond to an open-ended prompt about information they had received that was not listed. Other information parents reported providers sharing included financial information (such as billing), curriculum, continuous quality improvement, child care resources for other children, safety protocols, and child-level assessments.

Almost 20% of parents were unsure who to talk to about quality concerns (18.8%) and safety concerns (18.4%). CDEC should continue their efforts to inform parents of their options for how to discuss the quality and safety of their program. Parents who had discussed concerns with their provider mainly addressed issues regarding health and safety (20.9%), curriculum (19.7%), and cost of care (19.3%).

Other concerns parents had raised with providers that were not included on the options list included:

- Their children’s developmental needs (11 comments)
- Operating schedule (10 comments)
- Staffing concerns (8 comments)
- Programming and procedures (4 comments)

Three parents also mentioned concerns around diversity, equity, and inclusion, like the inclusivity of diverse families and children’s experience of racism. One family shared their child “gets bullied because of [their] race” and they expressed a need for more communication with their child’s teachers to address their child’s experience of racism. Five parents expressed that they had concerns but did not raise them, either because the staff weren’t available, they don’t want to lose child care, they don’t want their child treated differently if they bring up a concern, or it’s overall “hard to communicate.”

⁴² The multiple regression model was significant, $F(2,1637) = 113.80$, $p < .001$; $R^2 = .12$; B of information received was .05, B of information wanted was -.07.

Quality Interactions

Butler surveyed families to assess to what extent they reported quality interactions with their children. Respondents were asked about their trusted sources of information about parenting and caregiving, along with their confidence in their knowledge of child development. Respondents were also asked questions about specific products the CDEC created or promoted for parents of young children to use.

- Parents trusted information from medical professionals and family members.
- Parents reported social-emotional competence and knowledge and positive interactions with their children to promote development.
- Parents appeared to be accessing and using PDG B-5 associated products, particularly parents who identified as Hispanic/Latino(a).

Knowledge and Interactions

TRUSTED SOURCES OF INFORMATION

In the survey, respondents selected from a list of 10 sources of information about parenting and caregiving that they considered a trusted source of information. Like last year, the most commonly selected sources of information were medical professionals (69%), family (65.2%), and child care providers/teachers (62.8%). All other response options were chosen by fewer than 50% of respondents. Commonly cited sources of information that were not listed included empirical research, podcasts, and other service providers like occupational therapists and speech therapists (see Appendix B for a full list of other sources of information). Table 8 shows trusted sources of information parents reported among various demographic groups. There were no groups who had more than 50% of people who viewed service providers (e.g., counselors or social workers) as trusted sources of information. Notably, several groups did not have a single source that at least 75% of respondents reported trusting.

Table 8. Respondents’ Trusted Sources of Information by Demographic Group

■ > 75% selected as a trusted source of information
 ■ 50 - 75% selected as a trusted source of information
 ■ < 50% selected as a trusted source of information

Source of Information	Medical Professionals	Child Care Provider/ Teacher	Family	Friends or Neighbors
Black	< 50%	50 - 75%	50 - 75%	< 50%
American Indian	50 - 75%	< 50%	50 - 75%	< 50%
Asian	50 - 75%	50 - 75%	> 75%	< 50%
Hispanic/ Latino(a)	50 - 75%	50 - 75%	50 - 75%	< 50%
Hawaiian/ Pacific Islander	50 - 75%	< 50%	50 - 75%	< 50%
White	> 75%	50 - 75%	50 - 75%	< 50%
Multi-Racial	50 - 75%	50 - 75%	50 - 75%	< 50%
Metro Area	50 - 75%	50 - 75%	50 - 75%	< 50%
Northeast	> 75%	50 - 75%	50 - 75%	< 50%
Northwest	50 - 75%	50 - 75%	50 - 75%	50 - 75%
San Luis Valley	> 75%	50 - 75%	50 - 75%	< 50%
Southeast	50 - 75%	50 - 75%	50 - 75%	< 50%
Southwest	50 - 75%	50 - 75%	50 - 75%	< 50%
Provide FFN Care	50 - 75%	< 50%	50 - 75%	< 50%
Don't Provide FFN Care	50 - 75%	50 - 75%	50 - 75%	< 50%

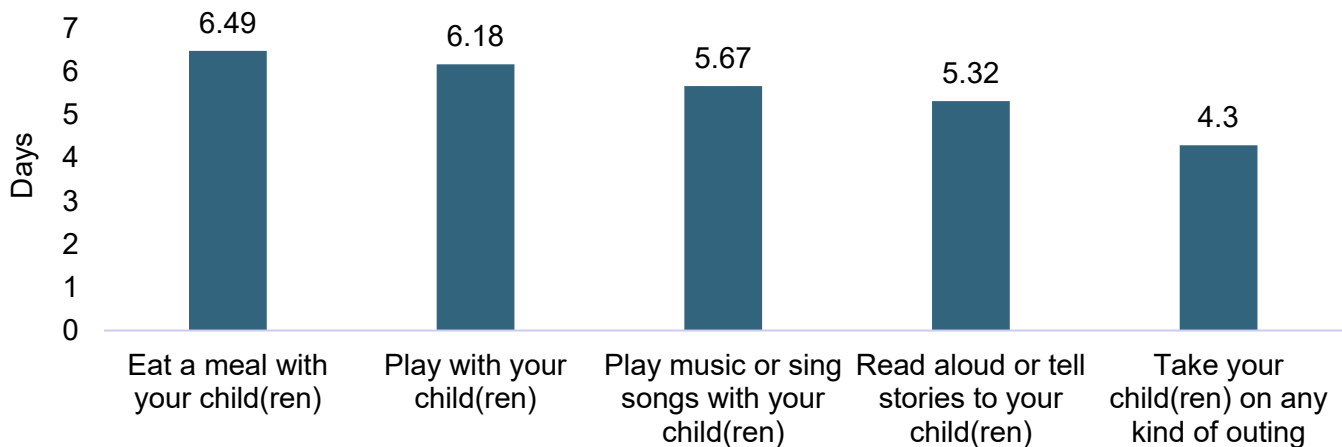
Note. Table 8 only includes demographic groups with at least five respondents.

REPORTED INTERACTIONS WITH CHILDREN

Respondents completed the Social & Emotional Competence subscale of the Parents' Assessment of Protective Factors, composed of seven items assessing their emotional interactions with their children.⁴³ On a five-point scale, the overall average score was 4.16 ($SD = 0.61$), indicating high levels of overall social-emotional competence. Like last year, the item with the highest overall agreement was "I am happy with my children" ($M = 4.53$, $SD = .70$), while the individual item with the lowest agreement was "I stay calm when my child(ren) misbehave(s)" ($M = 3.85$, $SD = .83$).

Parents reported on five possible daily interactions with their child(ren) including eating a meal, playing, playing music or singing songs, reading aloud or telling stories, and taking them on any type of outing. Eating a meal was the most common interaction, with respondents experiencing this interaction on average 6.5 days per week (see Figure 11). More than three-quarters of parents reported doing all activities at least four days per week except taking their child(ren) on an outing (64%).

Figure 11. Daily Parental Interactions With Children



⁴³ Kiplinger, V. L., & Browne, C. H. (2014). *Parents' Assessment of Protective Factors: User's guide and technical report*. Center for the Study of Social Policy.

Use of PDG B-5 Products

AWARENESS

Respondents' knowledge and use of Colorado Early Learning & Development (ELDGs) and the PLAYbook, two products the CDEC specifically developed for parents, caregivers, and FFN providers, was measured. Less than half of families had heard of the ELDGs 39.1%, and even fewer families had heard of the PLAYbook (15%). There were various demographic differences in awareness of these two PDG products, as shown in Figure 12. This year, families who identified as Hispanic/Latino(a) were *more* familiar with these products than White families. Like last year, families who spoke English were more familiar with these products than families who spoke any other language. Families in the San Luis Valley and the Southeast were the most aware of these two products.⁴⁴

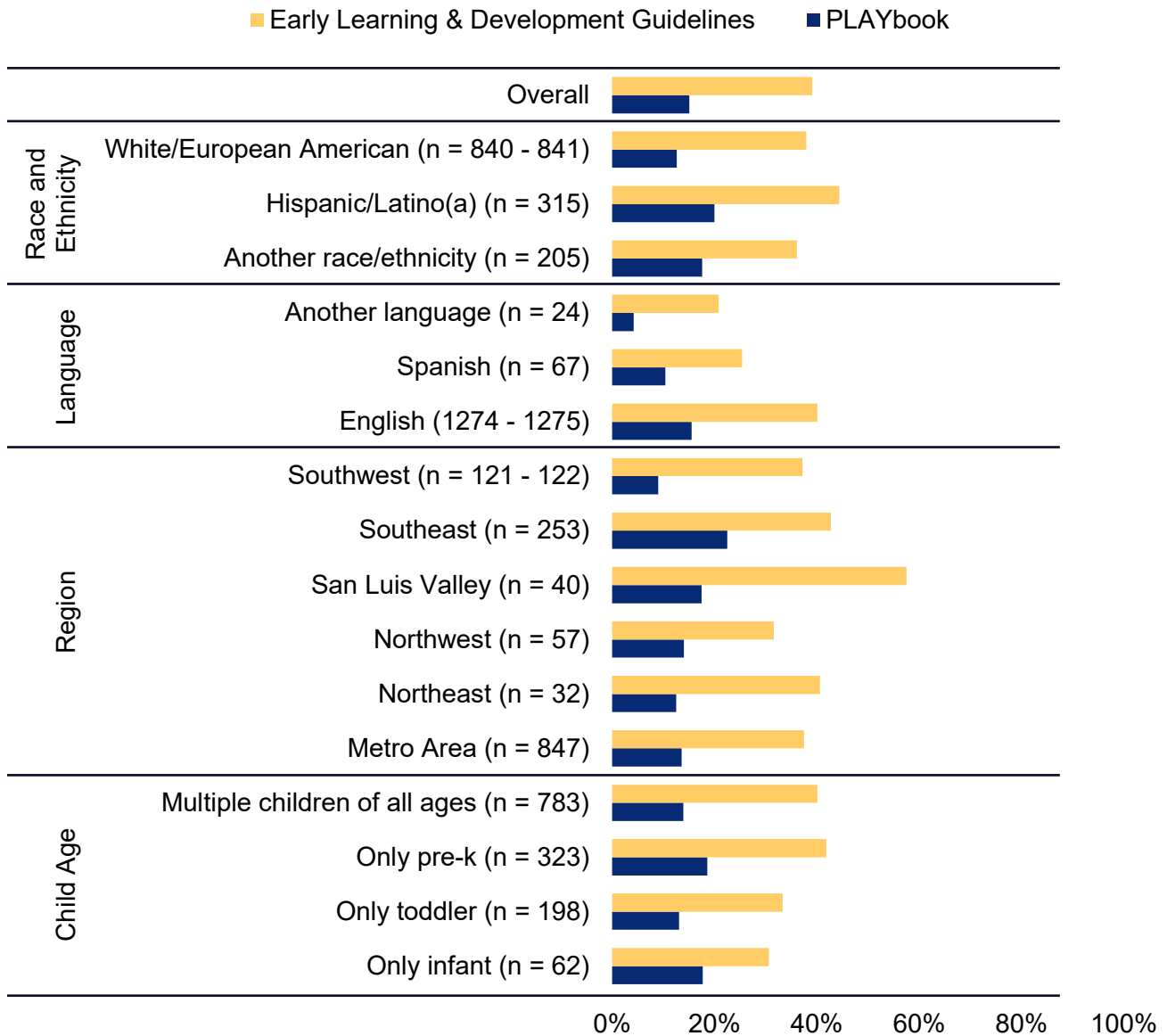
There were differences by type of child care utilized. Respondents who used licensed family home child care were more likely to be aware of the ELDGs (49.3%) and the PLAYbook (25.2%). Respondents utilizing before and after school center care reported high rates of awareness of the ELDGs as well (47.4%). Notably, those who had a babysitter, nanny, and nanny share as their care arrangement also reported high awareness of the PLAYbook (20.3%).

There were differences in awareness by child age, as well. Awareness of the ELDGs increased as child age increased (infant 30.6% to pre-k 41.8%). Families who had multiple children of all ages reported fairly high awareness (40.1%). Interestingly, families with an infant or a child in pre-k reported more awareness of the PLAYbook (17.7% and 18.6%, respectively) compared to families with a toddler (13.1%). Families with multiple children of all ages reported lower levels of awareness of the PLAYbook (13.9%).

FFN providers were more aware of the ELDGs (54.8%) and the PLAYbook (31.3%) than the rest of the parent population. Among those who did not provide FFN care, only one-third (37.6%) were aware of the ELDGs and 13.5% were aware of the PLAYbook.

⁴⁴ Results for the series of chi-square tests of independence for the ELDGs are as follows: language: $\chi^2 (2, N = 1365) = 9.21, p = .010$. Results for the series of chi-square tests of independence for the PLAYbook are as follows: race/ethnicity: $\chi^2 (2, N = 1361) = 10.98, p = .004$; $\chi^2 (2, N = 1351) = 16.46, p = .006$.

Figure 12. Familiarity With ELDGs and PLAYbook Among Different Demographics



EARLY LEARNING & DEVELOPMENT GUIDELINES

The ELDGs describe children’s learning and development from birth to eight years old.⁴⁵ Most families who were aware of the ELDGs read or reviewed all (32.2%) or some (47.2%) of them. About three in four families who were aware of the ELDGs tried to use the practices from the Guidelines in their parenting (78.7%).

Analysts examined the impact of families’ exposure to and/or use of practices the ELDGs championed and found that:

- Most families who were aware of the ELDGs somewhat or strongly agreed that the Guidelines had improved their understanding of child development (80.4%).
- 78.3% somewhat or strongly agreed that the ELDGs had improved their interactions with their child(ren).
- Parents who read *all* of the ELDGs reported significantly higher scores on social-emotional competency, knowledge of child development, and transition support compared to those who read *some* or *none*.⁴⁶

There were differences by parent and child demographics. Parents who identified as Hispanic/Latino(a) were more likely than White parents to read and review the ELDGs (85.7% compared to 75.4%). They also reported significantly higher levels of agreement that the ELDGs improved their understanding of child development and their interactions with their child(ren).⁴⁷

⁴⁵ Colorado Department of Human Services. (2020). *Colorado Early Learning & Development Guidelines*. <https://earlylearningco.org/pdf/FINAL-ELDG-Guidelines-2020.pdf>

⁴⁶ Results from a series of one-way ANOVA tests showed significant differences in parent social-emotional competency, $F(3, 524) = 3.89, p = .009$; parent developmental knowledge, $F(3, 524) = 4.33, p = .005$; and transition support, $F(3, 520) = 2.79, p = .04$ when they read all of the ELDGs. Parent social-emotional competency scores were higher for parents who read all the ELDGs ($M = 4.29, SD = .63$) compared to parents who read some ($M = 4.12, SD = .65$) or none ($M = 4.03, SD = .64$). Parent knowledge of child development was higher for parents who read all the ELDGs ($M = 3.32, SD = .66$) compared to parents who read some ($M = 3.14, SD = .67$) or none ($M = 3.03, SD = .77$). Parent transition support was higher for parents who read all the ELDGs ($M = 3.34, SD = .49$) compared to parents who read some ($M = 3.24, SD = .44$) or none ($M = 3.19, SD = .67$).

⁴⁷ Results from a series of one-way ANOVA tests showed significant differences in ELDGs impacting parent’s understanding child development, $F(2, 510) = 3.99, p = .019$, and parent-child interactions, $F(2, 511) = 5.41, p = .005$. Improved understanding of development was highest for parents who identified as Hispanic/Latino(a) ($M = 3.09, SD = .74$) and lowest for White/European American parents ($M = 2.86, SD = .81$). Improved parent-child interactions were highest for Hispanic/Latino(a) parents ($M = 3.06, SD = .73$) and lowest for White/European American parents ($M = 2.81, SD = .79$).

Reading the ELDGs had the biggest impact on parents of preschoolers, who reported significantly higher scores on social-emotional competence, transition support, and knowledge of child development.⁴⁸

GROWING READERS TOGETHER

Growing Readers Together is a program that partners with public library systems in rural Colorado communities to assist FFN providers in promoting early literacy. Less than half of FFN providers had heard of the GRT program (42.6%), far fewer than last year (66.7%). However, FFN providers were much more aware of the GRT program compared to the general population of families (20%).

The family survey again assessed engagement with two specific GRT products: a GRT Toolkit and a series of videos titled the Quick Bite webinars. Like last year, more parents who were aware of GRT had reviewed all or some of the GRT Toolkit than had watched all or some of the Quick Bite webinars (see Table 9 and Table 10). The program was focused on rural communities, and more rural communities than any other communities were aware of the program (23.1% of non-FFN providers and 62.5% of FFN providers). FFN providers in rural regions had much higher rates of awareness and use of GRT products than non-FFN providers in all geographic regions. FFN providers in rural regions had higher rates of awareness and similar rates of use as FFN providers in metropolitan regions, aligning with the targeted population for the GRT program.

⁴⁸ Results from a series of one-way ANOVA tests showed significant differences in parent social-emotional competency, $F(3, 128) = 5.17, p = .002$; parent developmental knowledge, $F(3, 128) = 5.59, p = .001$; and transition support, $F(3, 128) = 6.31, p < .001$ when parents of preschoolers read all of the ELDGs. Parent social-emotional competency scores were higher for preschool parents who read all the ELDGs ($M = 4.40, SD = .62$) compared to preschool parents who read some ($M = 3.96, SD = .69$) or none ($M = 3.79, SD = .65$). Parent knowledge of child development was higher for preschool parents who read all the ELDGs ($M = 3.48, SD = .62$) compared to preschool parents who read some ($M = 3.03, SD = .73$) or none ($M = 2.78, SD = .66$). Parent transition support was higher for preschool parents who read all the ELDGs ($M = 3.44, SD = .43$) compared to preschool parents who read some ($M = 3.11, SD = .54$) or none ($M = 2.98, SD = .54$).

Table 9. Awareness and Use of GRT Products by non-FFN providers in Various Geographic Regions

Statement	Metro	Micro	Rural
Yes, I am aware of the GRT program.	17.0%	16.9%	23.1%
Yes, I read or reviewed at least <i>some</i> of the GRT Toolkit.	59.3%	66.6%	44.0%
Yes, I watched at least <i>some</i> of the GRT Quick Bite webinars.	49.7%	25.0%	28.0%

Table 10. Awareness and Use of GRT Products by FFN Providers in Various Geographic Regions

Statement	Metro	Micro	Rural
Yes, I am aware of the GRT program.	38.9%	n/a	62.5%
Yes, I read or reviewed at least <i>some</i> of the GRT Toolkit.	80.0%	n/a	90.0%
Yes, I watched at least <i>some</i> of the GRT Quick Bite webinars.	77.1%	n/a	70.0%

Note. FFN providers in Micropolitan communities were not included as there were fewer than 5 responses.

Most FFN providers agreed GRT program resources improved their understanding of early childhood literacy (70.2%) and their interactions with children (76.6%). Like last year, survey respondents who watched the Quick Bite webinars or reviewed the GRT Toolkit believed the GRT Program improved their knowledge of early childhood literacy⁴⁹ and improved their

⁴⁹ Results from one-way ANOVA tests showed significant differences in knowledge of early literacy by parents who watched all or some of the Quick Bite webinars, $F(3,259) = 17.24, p < .001$; all ($M = 3.30, SD = .95$), some ($M = 2.96, SD = .61$), and none ($M = 2.34, SD = .88$).

interactions with their child.⁵⁰ Mean belief in increased early literacy knowledge was significantly higher for only those who had watched all *and* some of the webinars compared to those who had watched none of the webinars. Like last year, parents who had reviewed all or some of the GRT Toolkit had significantly higher agreement that their knowledge of early literacy⁵¹ had increased and their parent-child interactions⁵² had improved compared to those who had reviewed none. In a similar pattern to last year, the more GRT content parents consumed this year, the better outcomes they experienced, whether it was increased literacy knowledge or better interactions with children in the home.

PLAYBOOK

The PLAYbook is a tool available in five languages that contains information and activities targeted toward anyone caring for young children (including parents, caregivers, neighbors, and others) to help prepare children to successfully enter kindergarten.⁵³ About three-quarters of all respondents who were aware of the PLAYbook had read either all (24.1%) or some (50.7%) of it, and at least somewhat agreed that they used PLAYbook practices (77.3%). Like last year, parents who read or reviewed the entire PLAYbook ($M = 3.16$) reported significantly more improved parent-child interactions than those who read none of the PLAYbook ($M = 2.14$).⁵⁴

Transitions

Early childhood transitions include processes of change within or between services or settings involving children, their families, other caregivers, and service providers. These changes can include the transition from the home into early care and education, the transition from Part C

⁵⁰ Results from one-way ANOVA tests showed significant differences in parent-child interactions by parents who watched all or some of the Quick Bite webinars, $F(3,259) = 17.92, p < .001$; all ($M = 3.31, SD = 1.06$), some ($M = 3.01, SD = .65$), and none ($M = 2.31, SD = .91$).

⁵¹ Results from one-way ANOVA tests showed significant differences in knowledge of early literacy by parents who read or reviewed all or some of the GRT Toolkit, $F(3,258) = 28.39, p < .001$; all ($M = 3.31, SD = .82$), some ($M = 2.91, SD = .65$), and none ($M = 2.09, SD = .82$).

⁵² Results from one-way ANOVA tests showed significant differences in knowledge of early literacy by parents who read or reviewed all or some of the GRT Toolkit, $F(3,258) = 31.23, p < .001$; all ($M = 3.27, SD = .90$), some ($M = 2.98, SD = .68$), and none ($M = 2.01, SD = .82$).

⁵³ Colorado Department of Early Childhood. (2022). *The PLAYbook: Learning through play for Colorado's families and caregivers*. https://www.coloradoofficeofearlychildhood.com/OEC_Families?p=Family&s=Learning-and-Development-Guidelines

⁵⁴ Results from one-way ANOVA tests showed significant differences in parent-child interactions by how much they read or reviewed the PLAYbook, $F(3,192) = 25.29, p < .001$.

(Early Intervention) to Part B (Preschool Special Education), or the transition into kindergarten. The family survey sought to assess:

- How well are parents and guardians equipped to help support children through transitions?
- To what extent do local and state-system partners support transitions between services?

Results of the survey suggest that most families have received few transition supports from their child care providers to help them prepare their children for kindergarten. Transition supports appear to differ by family demographics. Parents offered suggestions to improve transition supports, with a focus on timely communication and more “warm handoff” practices like a one-on-one meeting with the child’s kindergarten teacher and a tour of the kindergarten.

Home Transition Support

Respondents were asked about their level of engagement with eight different behaviors designed to support transitions. These behaviors were pulled directly from the ELDGs discussed in the previous section. Parental agreement on transition behaviors was relatively high (> 2.71 , *agree*), with the highest agreement for the statement, “I support my child in making positive choices on their own.” Parental agreement was lowest for the statement, “I have communicated with the classroom teacher/child care provider about letting my child bring in a familiar object from home.” Percent of parents who agreed or strongly agreed with each statement is displayed in Table 11. Like last year, those who reported that their children would not go to kindergarten and would enroll directly in first grade reported fewer transition behaviors.⁵⁵

⁵⁵ An independent samples t-test was significant, $t(743) = -2.63$, $p = .004$. Those whose children would not attend kindergarten reported fewer transition-supportive behaviors ($M = 3.07$, $SD = .55$) than those who did not report their children would skip kindergarten ($M = 3.22$, $SD = .45$).

Table 11. Parents' Reported Utilization of Different Transition Support Behaviors (n = 117 – 118)

Transition Behavior	% Agreed or Strongly Agreed
I support my child in making positive choices on their own.	96.2%
I make sure my child eats healthy meals.	95.2%
I make sure my child gets enough sleep.	95.0%
I make sure my child has a routine throughout the day.	93.1%
I read books about new places, people, and expectations, so my child feels comfortable at school/child care.	85.5%
I have a good-bye routine to help comfort and prepare my child for being at school/child care.	82.4%
I play make-believe games with my child about going to school/child care with dolls, stuffed animals, or other toys.	77.2%
I have communicated with the classroom teacher/child care provider about letting my child bring in a familiar object from home.	60.5%

Transition Support From Care

Respondents with children who had either just transitioned or were about to transition to kindergarten (within 12 months) were also asked about five types of transition supports that they had received from their child(ren)'s caregivers. Parents had received an average of about 2 supports ($M = 1.9$; see Table 12 for specific transition supports by yearly family sample). There were far fewer parents who reported not receiving any supports this year (7.9%) compared to last year (22.3%). Most parents received one support (43.8%). This year, parents reported more "warm handoff" practices like teachers and caregivers talking with parents, either formally or informally. However, there were less reported transition supports via other methods like written communication or a phone call. Like last year, reported transition supports were higher overall among parents whose children had already transitioned to kindergarten.

There were differences by family demographics. Parents who identified as Hispanic/Latino(a) received significantly fewer transition supports than White parents.⁵⁶ There were no significant differences in number of transition supports families received by geographic classification.

Table 12. Percentage of Families Who Received Transition Supports From Providers Among Those With Children Who Will Transition to Kindergarten or Have Already Transitioned

Transition Support	“Will Transition”		“Has Transitioned”	
	2022 Sample	2023 Sample	2022 Sample	2023 Sample
A talk/meeting with your child(ren)’s teacher/caregiver(s) about transitioning to kindergarten	50.7%	58.2%	56.1%	58.8%
A letter, flyer, or informational brochure about transitioning to kindergarten	35.7%	38.7%	44.1%	36.4%
A call, email, or text from your child(ren)’s teacher/caregiver(s) about transitioning to kindergarten	33.7%	30.9%	47.5%	38.6%
Your child(ren)’s teacher/caregiver(s) provided written records of child(ren)’s past experiences or status to kindergarten teachers	25.0%	22.1%	36.8%	28.9%
Informal contacts with your child(ren)’s teachers/caregiver(s) and/or kindergarten teacher(s) about your child(ren) and transitioning to kindergarten.	26.1%	31.1%	31.9%	33.8%

Respondents were given the opportunity to write in other transition supports they had received. Examples of reported supports were visiting the kindergarten classroom or attending an orientation, attending meetings to discuss specialized services (e.g., IEP), support from service providers (e.g., speech therapist), and general information from the school district. Several parents mentioned they had not received information about transitioning to kindergarten.

⁵⁶ Results from a one-way ANOVA test showed significant differences in kindergarten transition supports by race and ethnicity, $F(2,589) = 4.49, p = .012$; Supports received by Hispanic/Latino(a) parents ($M = 1.62, SD = 1.22$) and White/European American parents ($M = 1.99, SD = 1.36$).

Respondents also suggested improvements providers could make to transition supports, including:

- Sending more information about topics like kindergarten expectations including developmental expectations, skills parents could work on with their child before the transition, the school’s curriculum, and resources that can address common challenges the child may have during this transition.
- Creating resources that were more easily accessible, including resources in plain language that are easy to understand and resources that are available in the parent’s preferred language.
- Sending transition information sooner. A few parents said they received information less than a month before kindergarten and that they were not given enough time to support their child through the transition.
- Better marketing of transition support resources and events. A few parents explained there may have been opportunities to learn about their child’s kindergarten transition, but they were not aware of those opportunities.
- Providing first-time parents and parents who are immigrants more resources and supports for their child’s transition to kindergarten.

In open-ended suggestions, more than 50 parents expressed interest in a one-on-one meeting with their child’s kindergarten teacher and/or a tour, visit, or orientation at their school. Parents want to have the opportunity to see the classroom and speak with their child’s teacher to feel more comfortable with the transition, so they can more confidently support their child. Like last year, parents were interested in:

- The opportunity to be in the classroom with their child during the first week and in home visits from their child’s kindergarten teacher.
- Consistent communication with their child’s teacher, not just a one-time meeting.
- Some parents desired more contact from their elementary school; they were happy with the support they received from their preschool, but wished their elementary school regularly communicated with parents in the months leading up to their child’s first day of kindergarten.

Parents were also interested in supports for their child during this transition. They suggested practicing kindergarten skills or “playing school,” supporting the child’s social-emotional learning, providing the resources needed for children with special needs, and even offering a peer mentorship program. Parents also thought easing into the kindergarten schedule could support children; this could include practicing a kindergarten schedule in preschool before they

transition, shadowing a kindergarten class, or attending fewer days or shorter hours the first week of kindergarten.

When asked about the transition to kindergarten, eight parents shared they were planning on homeschooling their children. Their reasons for homeschooling included a lack of trust in the public school system, disagreement with curriculum, and the cost of private school. Future evaluations could explore the prevalence of homeschooling and why parents are choosing that option.

Family and Child Services

The family survey also assessed services outside families' immediate daily care arrangements. One section of questions specifically targeted families with children with special needs to assess service access and use. A larger set of questions offered to the entire sample looked at families' awareness and use of broad umbrellas of support services available to families with children aged birth through five years old, including care and education services and social services more broadly. This section of the survey was designed to answer the questions:

- How are families with infants and toddlers and those with special needs supported to access needed services?
- To what extent do families know where to find and use information on EC services, parenting supports, transitions, and financial resources for accessing those services?

The state of Colorado offers numerous services targeted to families with young children. Many families were aware of financial assistance programs like WIC and SNAP, but there is still an opportunity to increase families' awareness of early childhood supports like preschool special education, Child Find, and Early Intervention (EI). Parents of children with physical special needs could benefit from additional services. Like last year, families are still having trouble accessing mental health services for their children.

Services for Children With Special Needs

SERVICES

Like last year, the types of services families with children with special needs most commonly accessed were developmental screenings/referrals (66.1%, up from 62.4% in 2022), hearing screenings/referrals (56.6%, up from 48.7% in 2022), and the development of Individual Education Plans (IEP) or Individual Family Service Plans (IFSP; 53.7%, up from 51.9% in 2022). The service category families accessed least often was mental health screenings/referrals

(20.5%, down from 23.3% in 2022). Other services that respondents reported receiving included therapies such as occupational therapy, speech therapy, and asthma-related treatment. A few parents also reported receiving 504 plans for their children with developmental disabilities.

Table 13 below shows services children with different classifications of special needs received. This year's sample of parents reported fewer vision and developmental screenings/referrals if their child had a physical need compared to the 2022 parent sample. This year's sample also reported less access to IEP and IFSP services if their child had a physical need or communication delays. This year's sample of parents were much more likely to access vision screenings and referrals if they had a child with multiple special needs or communication delays compared to last year's parent sample.

About 7% of families who had a child with special needs had not received any services for their child (a slight increase from 5% reported in 2022). Given that this group had only 27 respondents, caution is advised when interpreting the results for reasons families did not access these services. However, the most common two reasons were that respondents "did not think my child... needed the service" (25.9%) and that they "did not have enough information to make an appointment" (22.2%). Three parents shared that they were not offered any services.

Table 13. Percentage of Families Receiving Services for Different Special Needs (n = 380)

	Physical	Communication	Intellectual/ Developmental/ Behavioral	Multiple
Vision screenings/referrals	42.0% (55.7%)	22.2% (11.5%)	47.7%	58.2% (27.6%)
Hearing screenings/referrals	43.2%	55.6%	58.1%	66.3%
Developmental screenings/referrals	46.6% (56.6%)	55.6%	72.3%	77.6%
Mental health screenings/referrals	21.6%	5.6%	19.4%	26.5%
IEP or IFSP	25.0% (46.8%)	66.7% (77.8%)	64.5%	63.3%

Note. Table 13: The percentages in parentheses represent the percentage of parents who reported this data point in the 2022 sample. Only differences of at least 10% are reported. If the percentage is red, it represents a decrease compared to last year's sample; a blue percentage represents an increase.

In addition to these services, parents were also asked what other services they would like their children with special needs to have. Responses generally fell into the following categories:

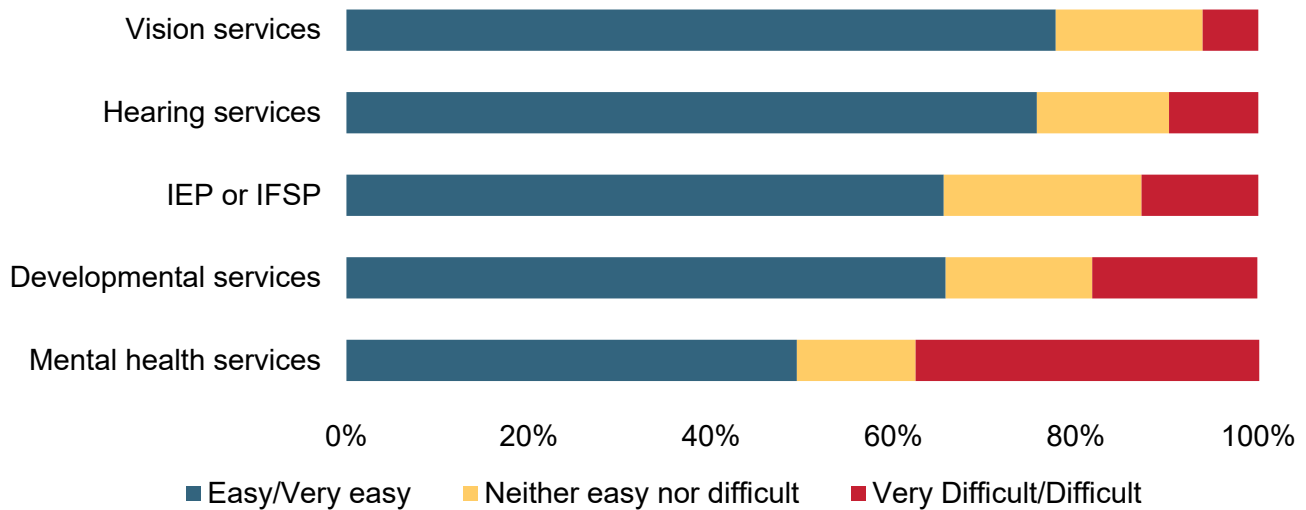
- *School resources and staff* (45 comments). Many parents were interested in accessing services at their child’s school or child care that aren’t currently available like behavioral therapy, speech therapy, and nutritional/feeding support. They explained it would be helpful to have an on-staff specialized service provider to meet their children’s needs like a speech therapist, mental health provider, occupational therapist, and special education provider. Families also desired more staff in the classroom, like additional paraprofessionals to care for their child and provide more one-on-one support, and additional training on special needs for all teachers in the classroom.
- *Care provision* (11). Parents were interested in more child care options for children with special needs. Several parents mentioned they were not satisfied with the care their child received, but many were not able to enroll their child in their preferred program due to cost. Parents again mentioned the need for more child care options for their child with special needs during the summer.
- *Supports for parents* (12). Parents again were interested in education that would help them manage their children’s special needs. Most suggestions were to improve general knowledge around disabilities, how to advocate for their child’s needs as they go through the school system, and how to find resources in the community. Parents were interested in more at-home activities sent by a specialized service provider so they could continue to support their child outside of the classroom. They also desired more consistent communication from teachers and service providers working with their child in the classroom.
- *Supports for children* (9). Parents desired supports that would not make their children “feel different.” They wished for more opportunities for social interaction among children who have similar needs and children who do not, in the classroom and outside of the classroom.

SERVICE QUALITY

Parents were asked to rate their ease of access to the different services they received. On a five-point scale from very difficult (1) to very easy (5), all services were rated between a 3 and 4 (see Appendix B for mean ratings). Figure 13 shows the differences in parents’ ease of access among the five primary categories of services. The easiest services to access were vision services and hearing services, while the hardest to access was mental health services. Overall,

parents reported easier access to services this year compared to last year.⁵⁷ Improvements can still be made to the accessibility of mental health services.

Figure 13. Reported Ease of Access to Different Types of Services



Like last year, parents of children who were involved in the child welfare system reported more difficulty accessing services than those who were not involved.⁵⁸ There were no differences in overall ease of access by region of residence, language spoken at home, child age, parent age, or parent’s race/ethnicity.

Most parents who had at least one child with special needs still felt that their child care providers could meet their children’s needs either most of the time (44.5%) or all of the time (28.7%). Many parents (70.1%) reported being aware of provider accommodations available for their children. Beyond providers simply being able to meet their children’s needs, parents were also satisfied overall with their providers supports for special needs (72.3%).

⁵⁷ Vision services: 2022: 69.1% 2023: 78%; Hearing services: 2022: 69.1% 2023: 77.8%; IEP or IFSP: 2022: 65.2% 2023: 65.5%; Developmental services: 2022: 60.7% 2023: 65.7%; Mental health services: 2022: 41.2% 2023: 49.4%

⁵⁸ The independent samples t-test was significant, $t(346) = 1.90, p = .029$. Ease of access to services was rated more highly by parents who did not have a welfare-involved child ($M = 3.74, SD = 1.00$) than by those who did ($M = 3.40, SD = .90$).

Parents offered suggestions for improvements to services for children with special needs. First and foremost, several parents wished teachers, administrators, and service providers would listen to their concerns, as they know their child best. One family even mentioned the importance of having a member of their Native Tribe available “to provide cultural understandings and interactions.” Other suggestions were similar to last year and major themes included:

- *Adequate staff capacity and training* (28 comments). Parents feel like “the [special needs] population has rapidly outpaced the infrastructure here” and cited the need for more special needs providers. In addition, parents believed more staff, including teachers and more specialized staff like special education providers and therapists, should be in the classroom. Parents suggested offering training to teachers and staff who do not have a background in special education to learn about how to support children with different needs.
- *Early, streamlined processes that promote continuity of care* (7). Parents wished services had been provided earlier. They were frustrated with the months-long waitlists to receive services and felt like that impacted their child’s development. One parent shared, “We have been on a waiting list for far too long! My son that is undiagnosed is being completely missed because no one will listen to me about his needs.” They thought processes could be more streamlined and wished for more collaboration, especially between Early Intervention and their child’s care provider.
- *Supports and resources* (19). Parents shared concerns about providers who were unable to offer accommodations for children with special needs. Some parents were interested in therapy services offered through their child’s school or child care (speech, behavioral, trauma, and occupational), one-on-one classroom support, and support for home therapy. Parents also wished for support around the cost of care for their children with special needs, explaining that services through their child’s school or child care could lower this cost.

Early Childhood Services

SERVICE ACCESS

Parents were asked which early childhood services they and/or their families had accessed. More than half of families (51.3%) had not accessed any of the services in Appendix B. The least commonly accessed service was early childhood mental health consultation (ECMH; 4.2%). Like last year, the most commonly accessed service was Early Intervention (EI) Colorado, used by 20.0% of families. Families also shared about services they received in their

home including: Child First, Home Instruction for Parents of Preschool Youngsters (HIPPY), Nurse-Family Partnership (NFP), Parents as Teachers (PAT), SafeCare® Colorado, and Early Head Start/Head Start (EHS/HS). The most popular service that families received in their home was EHS/HS (23.5%), while, notably, HIPPY was actually the least accessed (13.9%; it was the most accessed by parents who took the survey in 2022). Of parents who received at least one service in their home, one in three families (33.9%) received multiple services in their home.

Given the extended impacts of the COVID-19 pandemic, access to virtual versions of three services, home family support/parenting education, EI Colorado, and ECMH, were assessed. Most parents who had used these services (56.4%-68.9%) reported accessing them virtually. Of those who received the services virtually, most were satisfied (50.5%) or very satisfied (28.9%). Parents shared they were generally satisfied with the virtual services due to convenience, accessibility (e.g., not having to find transportation), health and safety policies and procedures, and experiences they have had with good providers. Many preferred in-person services, but they were satisfied with virtual services when it was the only option. However, like last year, many parents shared the difficulty of engaging their child in virtual services.

RESOURCE ACCESS

The survey also asked about specific programs that support children and their families. Figure 14 shows the percentage of respondents who were aware of each of the services. Most families were aware of services supporting financial security like:

- The Women, Infants and Children Program (WIC; 69.7%)
- Food Assistance/Supplemental Nutrition Assistance Program (SNAP; 65.4%)
- Medicaid and Children’s Health Insurance Program (CHIP; 57.7%)

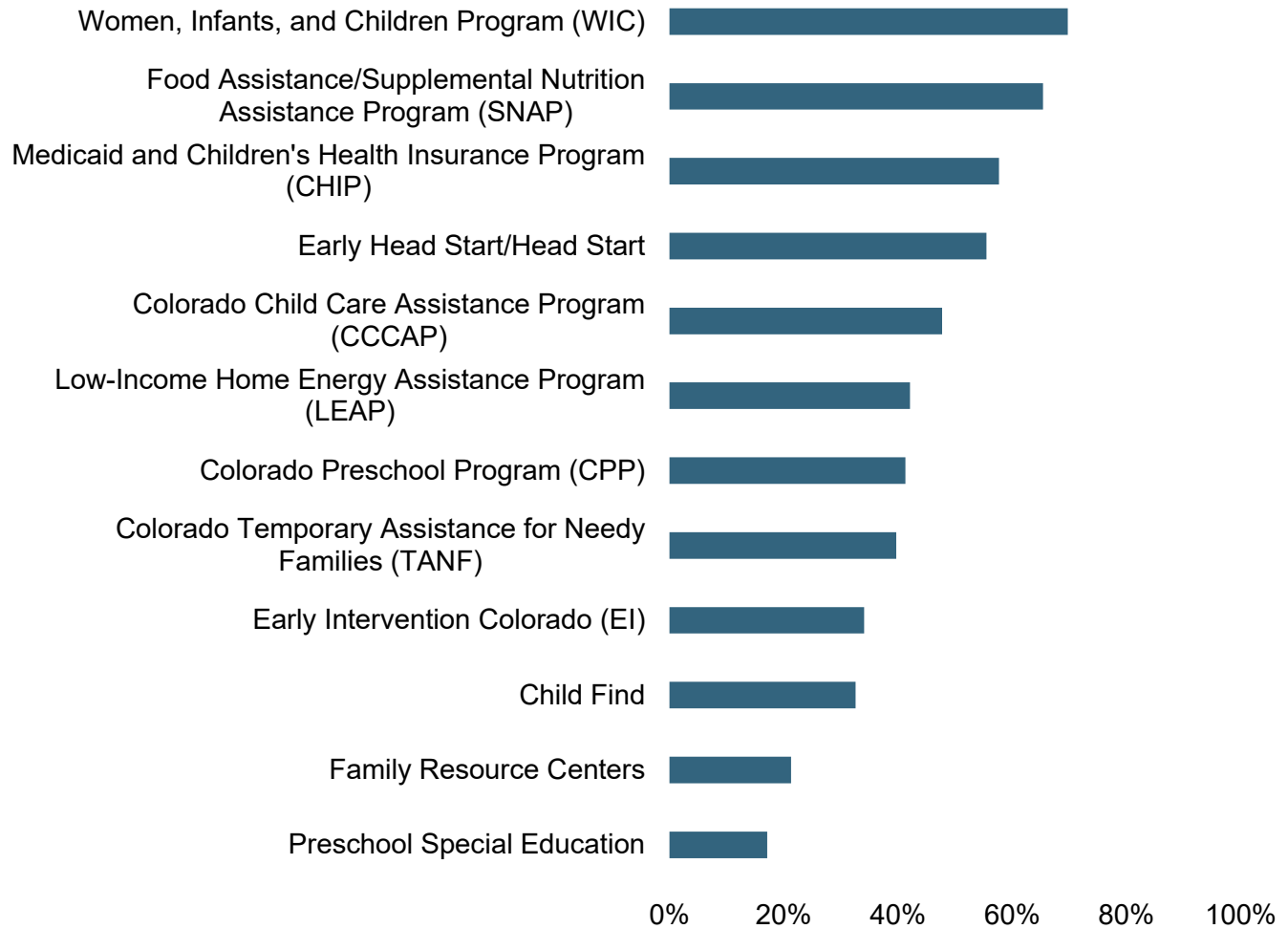
More than 40% of parents were aware of early childhood education programs like:

- Early Head Start/Head Start (55.5%)
- Colorado Child Care Assistance Program (CCCAP; 47.7%)
- The Colorado Preschool Program (CPP; 41.3%)⁵⁹

⁵⁹ The survey was administered when CPP was phasing out and before the first Universal Preschool school year had started.

Across the entire parent sample, fewer than one in five parents were aware of Preschool Special Education (17.1%); less than one-quarter of families who had a child with special needs were aware of Preschool Special Education (23.3%).

Figure 14. Reported Awareness of Services (n = 1277)



Parents' familiarity with these services was also explored with demographics of interest:

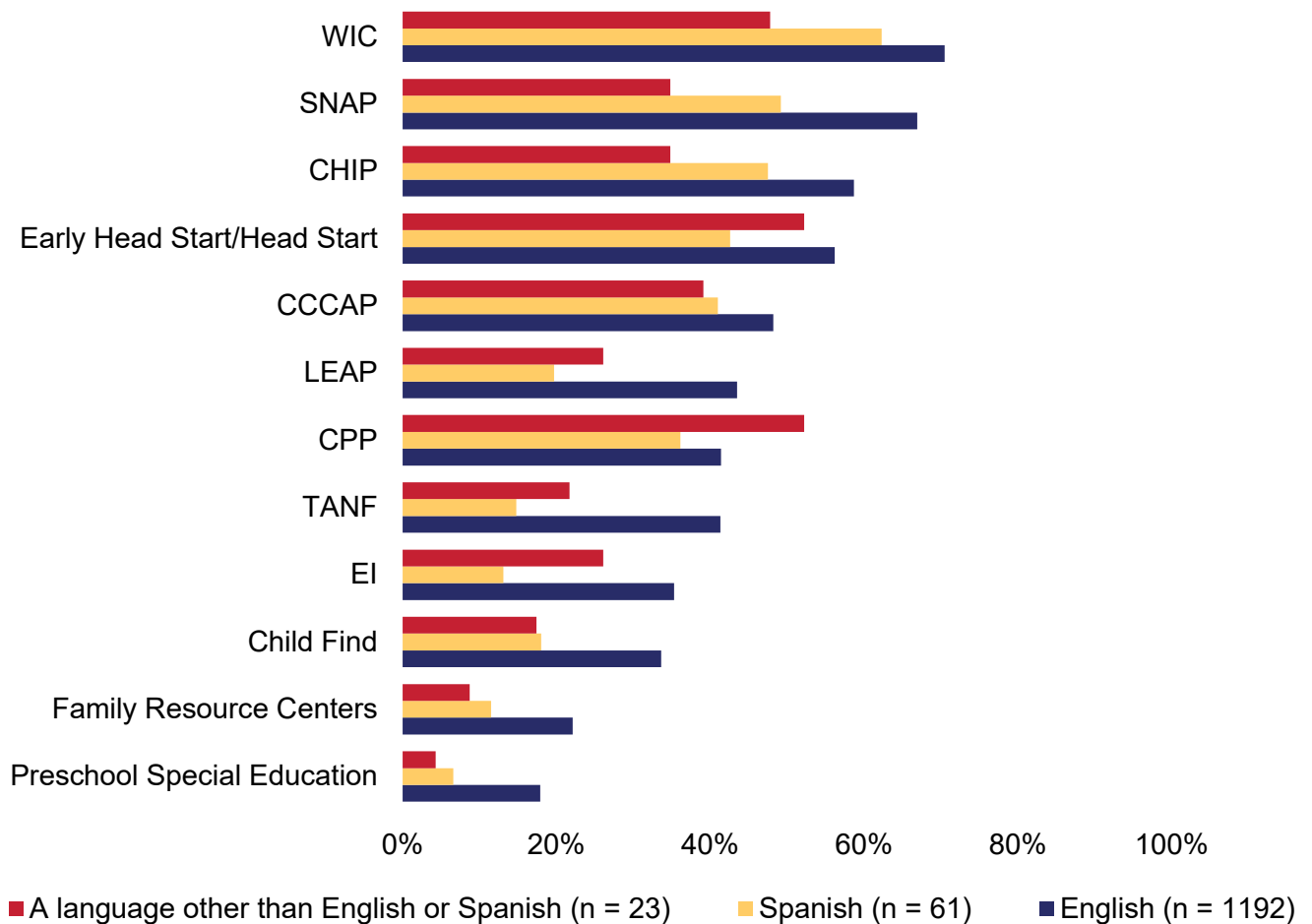
- Parents who identified as non-White and non-Hispanic/Latino(a) were less likely to have heard of the following resources compared to White parents: WIC (63.9% vs. 72.5%), preschool special education (9.3% vs. 21.6%), Child Find (18.0% vs. 41.9%), and Early Intervention Colorado (22.7% vs. 40.8%).
- Parents who identified as Hispanic/Latino(a) were less likely to have heard of the following resources compared to White parents: preschool special education (10.6% vs.

21.6%), Child Find (17.8% vs. 41.9%), and Early Intervention Colorado (23.8% vs. 40.8%).

- Parents in the Metro region were less likely than parents in other regions to be aware of Family Resource Centers. Parents in the Northeast region were less likely to be aware of Early Head Start/Head Start. Parents in the Northwest region were less likely to be aware of TANF and LEAP. Parents in the San Luis Valley region were less likely to be aware of Child Find. Parents in the Southeast region were less likely to be aware of Early Intervention Colorado.

Figure 15 compares parent awareness of these services by parent language. Families who spoke Spanish or a language other than English or Spanish reported less awareness of several of the previously mentioned services. It's important to continue improving access to family support resources in the family's preferred language.

Figure 15. Reported Awareness of Services by parent language



Analyses also looked at where families had heard about the programs they accessed. Table 14 shows the most common sources of information for users of each program. Service providers, such as a doctors, nurses, case workers or social workers, were the most consistent sources of information across all services, followed by child care providers and family, friends, and neighbors. Compared to last year’s sample, this year parents were more likely to find information on the internet or through the media. Most families (66.0%) also knew who to talk to about concerns with the specific resource programs they were asked about in the survey.

Table 14. Most Common Source of Information About Specific Resources

	Child Care Provider/ Teacher	Service Providers	Family, Friends, Neighbors	Internet/ Media
Early Head Start/Head Start (n = 192)		24.0%	45.8%	
Early Intervention (EI) Colorado (n = 72)	26.4%	52.8%	26.4%	
Child Find (n = 46)		41.3%		39.1%
Colorado Preschool Program (n = 114)			49.1%	34.2%
Family Resource Centers (n = 79)		48.1%	39.2%	
Preschool Special Education (n = 38)	44.7%	34.2%	44.7%	34.2%
SNAP (n = 235)		40.0%	50.6%	
WIC (n = 223)		47.5%	51.6%	
CHIP (n = 189)		49.2%	48.1%	
TANF (n = 152)		47.4%	49.3%	
LEAP (n = 151)		41.1%	42.4%	
CCCAP (n = 124)		49.2%	33.9%	

GENERAL SERVICES

In addition to specific, named programs, parents were asked what resources they had received information about more generally. The resources ranged from services for basic needs to specific child care or learning supports. Table 15 shows the percentage of parents who reported receiving information about one or more than one service in each category. Like last year, more than one-third of the parents in this year's sample had not received information about any of the services or resources they were asked about. Parents were most likely to receive info about basic needs. The percentage of individuals who had received information about each individual resource is available in Appendix B,

Table 15. Reported Information Received About Different Services Categories

Category	Received Info About at Least One Service
Basic needs (Includes health care services, food access and/or grocery assistance, shelter/housing assistance)	41.6%
Assistance services (Includes mental health services, community resources, transportation services/assistance, unemployment assistance)	38.4%
Child care/schooling assistance (Includes financial assistance to pay for child care and/or preschool, learning materials, school readiness support, school enrollment support)	37.7%
I have not received information about any of the above resources, programs, or services.	34.5%
Child-rearing assistance (Includes parenting advice/support, support for children's special needs, support for children's behavior)	30.6%

OUTREACH

Parents were asked to select up to five communication methods from a list of 11 to indicate the ways they preferred to receive information.

- This year's sample again reported emails and websites were the best way to provide them information, with 68.5% and 51.8% of respondents selecting these options, respectively. This year, however, many parents reported that text messages were their preferred way of receiving information (41.2%).

- The least popular methods were formal trainings (9.7%) and podcasts (9.8%).
- In addition to emails and websites, more than 30% of parents who spoke a language other than English or Spanish were also interested in receiving information through text messages (43.5%), in-person meetings (39.1%), and videos (30.4%). More than one-third of parents who spoke Spanish were also interested in receiving information through text messages (47.7%) and print media (35.4%).

Conclusion

CDEC partnered with organizations, professionals, and families across the state to implement portions of the Colorado Shines Brighter Strategic Plan to achieve the following outcomes:

- Colorado families have access to quality formal early childhood care and education settings of their choosing, which best meet the needs of their child and family, especially those who are vulnerable and infants and toddlers.
- Informal early childhood care and education environments (parental, friend, family, and neighbor care) are enhanced to enrich and support children's physical, social, emotional, and cognitive development.
- Colorado's B-5 early childhood state system is coordinated and aligned to enhance the resources available to families and to improve the quality of relationships among families, caregivers, and children.

Parents are accessing PDG B-5 resources like the ELDGs and the PLAYbook that are improving their understanding of child development and resulting in more positive interactions with their children. These impacts are even more evident in historically under-served populations like Hispanic or Latino(a) families. FFN providers in rural regions, the target population of Growing Readers Together, are reporting increases in their knowledge of early literacy and interactions with the children in their care after reviewing the toolkit and watching the webinars. The positive impact of PDG products supports the need to disseminate this information to families as early and as broadly as possible.

Families were satisfied with the ECE programs their children attended, but the care they were utilizing wasn't necessarily the care they preferred for their children. Many parents are caring for children themselves or utilizing informal care like FFN providers, but they generally did not prefer these options. A lack of available slots in formal care settings, exacerbated by high cost of care across the state has made it difficult for families to utilize the care they want. Families who have children with special needs have a particularly difficult time finding care options, especially outside of non-traditional work hours and in the summer.

Families in this year's sample again stressed the need for communication. Overall, families expressed the need for communication and information-sharing in their preferred language. Families asked for frequent communication from their early care and education program and felt they would benefit from information on parenting skills and discipline procedures from ECE professionals. Other families mentioned the importance of collaboration between early childhood service providers, parents, and early care and education professionals. Families desired more support for transition to kindergarten, including more timely communication about their upcoming transition and a focus on "warm handoff" practices like a one-on-one meeting with the child's kindergarten teacher and a tour of the kindergarten.

Most families were aware of financial support services like WIC and SNAP, but fewer families, especially those who spoke a language other than English, were aware of other early childhood like Early Intervention and Child Find. All families also found it difficult to access mental health services for their children. Families who had a child with special needs found it especially difficult to access screening and referral services.

Recommendations

Based on the findings of this report, Butler is providing several recommendations to consider as the state continues their efforts to improve the early childhood system.

- **Increase access to affordable, high-quality child care programs that meet families' needs.** Continue efforts to help parents access high quality child care through navigation supports and financial assistance. Continue to collect data on the needs and experiences of families in Colorado's early childhood system. Continue making changes to state-run efforts like Universal Preschool as CDEC learns from the experiences of families and ECE professionals. Lead or partner on initiatives that support the workforce and child care programs through higher education and hands-on experience that create more child care options to fit families' needs.
- **Improve transition to kindergarten practices.** Families reported the most positive experiences with "warm handoffs" from their early care and education professional to their kindergarten teacher, however, that was not every family's experience. It will be important to align transition processes and practices across the state by working with ECE programs and school districts.
- **Increase the awareness of PDG B-5 Resources.** Continue to promote and market key PDG B-5 resources like the ELDGs, the PLAYbook, and GRT to families. Create various modes of dissemination to reach more families by group preference (e.g. videos,

meetings, etc), and work with trusted sources of information like medical professionals and child care providers to push out these resources in early infancy.

- **Increase awareness and efficiency of early childhood programs and services.** Promote programs like Early Intervention and Child Find to families of young children. Streamline screenings and referrals for all families ideally through a single point of entry that operates at a capacity that would reduce wait times and is centrally located in communities across the state. Address underlying service provider workforce issues that result in long wait times for families. Work toward system collaboration among early childhood service providers, early care and education professionals, and families.
- **Prioritize services and supports for families who have children with special needs.** Help families navigate the early childhood service and ECE system to better access the services their child needs. Work with families to address the barriers they experience in accessing mental health services for their children. Work with early care and education professionals to build knowledge and skills in working with children who have special needs to create more child care options for parents.
- **Prioritize services and supports for Hispanic/Latino(a) families.** Partner with Hispanic/Latino families to identify how to best support their early childhood needs by doing targeted outreach to Hispanic/Latino families accessing early childhood services and resources. Work with Latino organizations to promote early childhood support services.
- **Support public funding policies for early childhood care and education.** Use lessons learned from initiatives like Universal Preschool to plan for future funding initiatives that would support infants and toddlers. Families are paying more out of pocket for infant and toddler care, so financial support is vital to keeping children in quality care.

Appendices

Appendix A. Full Survey

COLORADO SHINES BRIGHTER - ANNUAL FAMILY SURVEY

The Colorado Department of Early Childhood (CDEC) wants to build and improve programs and services to support young children and their families. The Department also wants to make sure children are ready to succeed when they start kindergarten. This survey is designed to help the CDEC understand what families with children between birth and 5 years old in the state of Colorado want and need. All parents or guardians of children under 6 years old are invited to participate. The CDEC will use the information collected in this survey to guide its work, make spending decisions, and support access to quality early childhood programs and services throughout the state.

Please use this survey to provide your feedback. Questions will ask about your family, the early care and education services that your child has received, and your family's needs and experiences with the early childhood system and services. You can skip any question.

All information shared in this survey is anonymous. It will be kept in secure, locked, and/or password-protected files. Individual data will only be seen by staff at the Butler Institute for Families and Preschool Development Grant Birth-to-Five project staff at the CDEC for research purposes. The data may be used by Butler Institute to create reports and other summaries to help the CDEC achieve its goals as outlined above.

This survey will take approximately 25-30 minutes to complete.

Consent

I have read the information about this survey. I know that I can contact the evaluators at any time with questions and receive a copy of this information form.

Yes, I agree to participate in this survey about my family and child's experiences with the early childhood system in Colorado.

No, I do not agree to participate in this survey about my family and child's experiences with the early childhood system in Colorado.

How many children live in your household?

- A. 1
- B. 2
- C. 3
- D. 4
- E. 5 or more

Please indicate the number of children in your household that fall into each of these age ranges.

- A. Under 12 months _____
- B. 1 year old (12 to 23 months) _____
- C. 2 years old (24 to 35 months) _____
- D. 3 years old _____
- E. 4 years old _____
- F. 5 years old _____
- G. 6 years and older _____

What is your relationship to the child(ren) in your household? Select all that apply.

- A. Parent
- B. Legal guardian

C. Non-parental relative (please specify)

D. Non-related caregiver (please specify)

What is your age?

A. Under 21

B. 21-29

C. 30-39

D. 40-49

E. 50-59

F. 60-69

G. 70 or older

H. Prefer not to answer

What gender do you identify as?

A. Male

B. Female

C. Transgender or gender fluid

D. Non-binary

E. Prefer not to answer

Please select the category that best describes your race/ethnicity (select all that apply):

- A. African, African American, or Black
- B. American Indian, Indigenous, or Alaska Native
- C. Arab American, or Afghan, Iraqi, Saudi
- D. Asian
- E. Hispanic, Latino(a), or from Latin American origin
- F. Native Hawaiian or Pacific Islander
- G. White or European American
- H. Other (please specify)

What language do you speak most often at home?

- A. English
- B. Spanish
- C. Vietnamese
- D. Arabic
- E. Somali
- F. Amharic
- G. Other (please specify)

Are you...?

- A. Married
- B. Widowed
- C. Divorced/Separated
- D. Single
- E. Couple living together
- F. Other (please specify)
- G. Prefer not to answer

To help us understand the impact of child care costs on Colorado families, please estimate your total annual household income, before taxes. Please choose the closest approximate amount using the slider below.

If your income exceeds the values in the scale, please select Above 250,000.

Please enter your estimated total annual household income, before taxes (if above 250,000). Please write as number value (e.g., 300,000).

Please approximate how much you spend each month paying someone else to care for your child(ren) including tuition, babysitters, and/or other care settings. Please choose the appropriate amount using the slider below.

Please rate your agreement or disagreement with the following statement: Thinking about my family financial situation makes me feel anxious.

- A. Strongly Disagree
- B. Disagree
- C. Slightly Disagree

- D. Slightly Agree
- E. Agree
- F. Strongly Agree

What is your highest completed level of education?

- A. Less than high school
- B. Some high school, no diploma
- C. High school graduate, diploma, or the equivalent (e.g., GED)
- D. Some college credit, no degree
- E. Trade/technical/vocational training
- F. Associate degree
- G. Bachelor's degree
- H. Master's degree
- I. Professional degree
- J. Doctorate degree

What county do you live in?

- | | |
|-----------|------------|
| Adams | Lake |
| Alamosa | La Plata |
| Arapahoe | Larimer |
| Archuleta | Las Animas |

Baca	Lincoln
Bent	Logan
Boulder	Mesa
Broomfield	Mineral
Chaffee	Moffat
Cheyenne	Montezuma
Clear Creek	Montrose
Conejos	Morgan
Costilla	Otero
Crowley	Ouray
Custer	Park
Delta	Phillips
Denver	Pitkin
Dolores	Prowers
Douglas	Pueblo
Eagle	Rio Blanco
Elbert	Rio Grande
El Paso	Routt
Fremont	Saguache
Garfield	San Juan
Gilpin	San Miguel
Grand	Sedgwick

Gunnison	Summit
Hinsdale	Teller
Huerfano	Washington
Jackson	Weld
Jefferson	Yuma
Kiowa	Don't Know
Kit Carson	

Which of the following describe your child(ren) 5 years of age or younger? Select all that apply.

- A. At least one has a special physical health care need (such as food allergies, asthma, diabetes, on prescribed medication, physical disability, etc.)
- B. At least one has an intellectual disability, identified developmental concern, or behavioral health issue
- C. At least one has special needs other than those listed above (please specify)
- D. At least one has been involved in the child welfare system, including foster care placement
- E. At least one is an enrolled tribal member or resides on tribal lands
- F. At least one is an American Indian but not an enrolled tribal member
- G. None of the above describe any of my children

Can you or one of your child(ren)'s parents or guardians be described by any of the following? Select all that apply.

- A. Active in the military
- B. 17 years of age or younger
- C. A single parent or caregiver
- D. Employed as a migrant worker
- E. Living without stable, reliable access to food
- F. Experiencing homelessness or at risk of becoming homeless
- G. None of the above apply

Do you provide regular child care for children who are not your own?

- A. Yes
- B. No

If yes: How many days per month do you provide regular child care for children who are not your own? Please estimate if you are not certain.

[validated numeric value entry]

If yes: Excluding your own children, what is the number of children that you provide regular care for?

[validate numeric value entry]

If yes: What is your relationship to the children that you provide care for? Check all that apply.

- A. Non-parental family member (e.g., grandparent, aunt/uncle, sibling)
- B. Neighbor
- C. Family friend
- D. Other (please elaborate)

What are your current child care needs for your children 5 years of age or younger (for example, while you are at work or school)? Check all that apply.

- A. Occasional child care (not on a consistent or daily schedule)
- B. Regular week day child care between 9:00 AM and 5:00 PM
- C. Regular week day child care outside the hours of 9:00 AM and 5:00 PM
- D. Weekend child care
- E. Before- or after-school child care
- F. Summer camp or summer child care

Which of the following child care or early education arrangements do you primarily use for your child(ren) 5 years of age or younger? Select all that apply.

- A. Myself or another parent/guardian
- B. A family member, friend, or neighbor
- C. A babysitter, nanny, or nanny share
- D. A licensed child care business that is operated in someone else's home (family home child care)

- E. A licensed child care business that is not in someone's home (child care center)
- F. A preschool or pre-kindergarten program operated by a school district
- G. A before/after school child care center
- H. Kindergarten

If you have multiple children 5 years of age or younger in the home, do they use the same child care provider?

- A. Yes
- B. No

You indicated that you use multiple child care providers. How many do you use?

If the following child care options were all equally available to you, which would you MOST want to use for the care of your child(ren) [AGE – 12 months, 1 year old, 2 year old, 3 year old, 4 year old, 5 year old]?

- A. Myself or another parent/guardian
- B. A family member, friend, or neighbor
- C. A babysitter, nanny, or nanny share
- D. A licensed child care business that is operated in someone else's home (family home child care)

- E. A licensed child care business that is not in someone's home (child care center)
- F. A preschool or pre-kindergarten program operated by a school district
- G. A before/after school child care center
- H. Kindergarten

Please select up to five factors from the list below that you consider to be the most important when selecting child care.

- A. Location
- B. Hours and days of operations/schedule
- C. Reliability of schedule and availability
- D. Cost/Affordability
- E. Support for children with special needs
- F. Languages spoken
- G. Serves multiple ages of children
- H. Health and safety procedures
- I. Quality rating/Colorado Shines rating
- J. Teaching methods used (e.g., Reggio Emilia, Montessori, Waldorf)
- K. Availability of spots/openings
- L. Whether the child care facility is licensed
- M. Supportive teachers/caregivers
- N. Teachers/Caregivers with similar values to my family
- O. Trustworthiness of teachers/caregivers

P. Additional support and resources for families (e.g., connections to financial/social services, home visits)

How satisfied are you with your current child care arrangement?

- A. Very satisfied
- B. Satisfied
- C. Somewhat satisfied
- D. Not satisfied

Do you feel that your child(ren) are safe in this arrangement? Yes/No

Do you feel that your child(ren) is happy in this arrangement? Yes/No

If child is 3+ years old: Do you feel that this arrangement helps or will help your child succeed in elementary school? Yes/No

Have you used any of the following to determine the quality of your child care provider(s)?

Select all that apply.

- A. Colorado Shines rating

- B. CLASS® observation score
- C. Child care resource referral services through 211
- D. National Association for the Education of Young Children (NAEYC) status
- E. Recommendation(s) from friends/family
- F. Reputation in the community
- G. Tour/visit of the center, home, or school
- H. Siblings attend(ed)
- I. Center, home, program, or school website
- J. School performance scorecard
- K. Early Childhood Council
- L. Family Resource Center
- M. Child care licensing information (e.g., license status, inspection reports)
- N. Child Find
- O. Internet reviews, such as on Google
- P. Other (please specify): _____
- Q. I have not looked into the quality of my child's program or provider
- R. My child does not use a child care provider

If CO Shines: **What is your child's program's current Colorado Shines rating?** If you use more than one licensed provider, please respond for the provider for your oldest child under the age of 6.

- A. Level 1
- B. Level 2
- C. Level 3
- D. Level 4
- E. Level 5
- F. I don't know

If you use multiple licensed providers, what is the Colorado Shines rating of your second licensed provider?

- A. Level 1
- B. Level 2
- C. Level 3
- D. Level 4
- E. Level 5
- F. I don't know
- G. Not applicable

How satisfied are you with these characteristics of your child(ren)'s child care program(s)?	Not Satisfied	Somewh at Satisfied	Satisfied	Very Satisfie d
A. Hours of operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Location of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Number of adults working with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Background and experience of staff/caregiver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Languages spoken by staff/caregiver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. How program staff/caregivers communicate with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Meeting the individual needs of your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Interaction between staff/caregivers and children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Parent involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Equipment and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Cultural activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. Daily activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. Outdoor play experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

O. Nutritional meals and snacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P. Health and safety policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q. How the program/caregiver promotes your child's learning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R. How welcome you are made to feel by staff/caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S. Support for families experiencing adversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
T. Opportunities to have planned conferences with your child's teacher/caregiver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you received information from your child care provider(s) about any of the following? Select all that apply.	Yes	No, but I would like to	No, and I'm not interested
A. How children develop at different ages (e.g., walk, talk, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. How your child is growing and developing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. How your child is doing in child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Schedule of daily activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. What you can do to help your child learn and develop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Parenting skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. How to find other services in the community (e.g., employment and training opportunities, parenting classes, health care)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Where to report health or safety concerns and complaints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. The experience and training of caregiver(s)/educator(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Discipline procedures, including suspension/expulsion policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. How you can partner with your child's provider/caregiver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Other (please list)			

Do you know who to talk to with concerns about the quality of your child care provider(s)? Yes/No

Do you know who to talk to with concerns about the safety of your child care provider(s)? Yes/No

Have you talked to your child care provider(s) about any of the following concerns about the program? Select all that apply.

- A. Group size
- B. Health and safety
- C. Curriculum
- D. Staff qualifications
- E. Cultural/linguistic diversity
- F. Parental involvement
- G. Provisions for children with special needs
- H. Cost of care
- I. Other (please specify)
- J. I haven't had any concerns.

How confident are you in your knowledge of child development in each of the following areas?

	Not at all confident	Somewhat confident	Confident	Very confident
A. Physical development and motor skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Social-emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Language development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Literacy knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Thinking/reasoning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Read each statement and choose the circle that best describes you during the last couple of months.	Not at all like me	Not much like me	A little like me	Like me	Very much like me
A. I help my child(ren) learn to manage frustration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. I stay patient when my child(ren) cries/cry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I play with my child(ren) when we are together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. I make sure my child(ren) get(s) the attention they need even when my life is stressful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. I stay calm when my child(ren) misbehaves/misbehave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. I help my child(ren) calm down they are upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. I am happy when I am with my child(ren).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please report the number of days in a typical week (0 to 7) that you or any other adult family members do the following?

- A. Read aloud or tell stories to your child(ren).
- B. Play music or sing songs with your child(ren).
- C. Take your child(ren) on any kind of outing such as to the park, grocery store, a church or a playground.
- D. Eat a meal with your child(ren).
- E. Play with your child(ren).

The next set of items ask about ways you help support your child so that they are able to adjust to changes or *transitions*, like going to child care or starting school. If you have more than one child 5 years of age or under, please think of the child who is closest to transitioning to kindergarten (either just started kindergarten or is about to start kindergarten).

Please select your level of agreement with each statement below.	Strongly Disagree	Disagree	Agree	Strongly Agree
A. I read books about new places, people, and expectations, so my child feels comfortable at school/child care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. I play make-believe games with my child about going to school/child care with dolls, stuffed animals, or other toys.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I have communicated with the classroom teacher/child care provider about letting my child bring in a familiar object from home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. I have a good-bye routine to help comfort and prepare my child for being at school/child care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. I support my child in making positive choices on their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. I make sure my child gets enough sleep.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. I make sure my child eats healthy meals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. I make sure my child has a routine throughout the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate if any of the following statements are true.

	True	False
A. At least one of my children will transition to kindergarten within the next 12 months.	<input type="radio"/>	<input type="radio"/>
B. At least one of my children transitioned to kindergarten in the past 12 months.	<input type="radio"/>	<input type="radio"/>
C. My child(ren) will not attend kindergarten and will enroll directly in first grade.	<input type="radio"/>	<input type="radio"/>

If A/B are true: Have you received any of the following supports to help your child(ren) transition into kindergarten? Select all that apply.

- A. A talk/meeting with your child(ren)'s teacher/caregiver(s) about transitioning to kindergarten
- B. A call, email, or text from your child(ren)'s teacher/caregiver(s) about transitioning to kindergarten
- C. A letter, flyer, or informational brochure about transitioning to kindergarten
- D. Your child(ren)'s teacher/caregiver(s) provided written records of child(ren)'s past experiences or status to kindergarten teachers
- E. Informal contacts with your child(ren)'s teacher/caregiver(s) and/or kindergarten teachers about your child(ren) and transitioning to kindergarten
- F. Other (please specify)

How do you think kindergarten transition supports could be improved?

[open ended]

[Following sections only presented to families who indicated children with physical, intellectual, or other disability/special needs]

Have you received any of the following services for your child with special needs?
Select all that apply.

- A. Vision screenings and referrals

- B. Hearing screenings and referrals
- C. Developmental screening and referral
- D. Mental health screenings and referral
- E. Individual Education Plan (IEP) or Individual Family Service Plan (IFSP)
- F. Other (please specify)
- G. Not applicable
- H. I have not received any services for my child with special needs.

What were the reasons you did not receive services for your child with special needs?
Select all that apply.

- A. I did not have enough information to make an appointment
- B. My child did not qualify for services
- C. The service my child was referred to did not have a record of the referral
- D. The service my child was referred to did not have any available appointments
- E. The service was not in a convenient location
- F. The service was not available at a convenient time
- G. The service was too expensive
- H. Services were only in English/I could not understand the person scheduling appointments

I. Other (please specify)

J. I did not think my child with special needs needed the service

How easy was it to get [SERVICE] for your child with special needs?

- A. Very easy
- B. Easy
- C. Neither easy nor difficult
- D. Difficult
- E. Very difficult

How often is your child care provider able to meet the special needs of your child?

- A. All of the time
- B. Most of the time
- C. Some of the time
- D. Rarely
- E. Never

Are you aware of accommodations that your child care provider has to support your child's special needs?

- A. Yes
- B. No

How satisfied are you with the supports your child care provider has in place to meet the special needs of your child?

- A. Very satisfied
- B. Satisfied
- C. Somewhat satisfied
- D. Not satisfied

What other services for your child with special needs would you like to have?

[open-ended]

How do you think services for children with special needs could be improved?

[open-ended]

[End special needs section]

Regarding parenting and caregiving for your children aged 5 and younger, what or who is a trusted source of information for you? Select all that apply.

- A. Child care provider/teacher
- B. Medical professionals such as doctors or nurses

- C. Service providers such as counselors or social workers
- D. Family
- E. Friends or neighbors
- F. Print media such as newspapers or magazines
- G. Internet or television
- H. Social media such as Facebook, Instagram, or Twitter
- I. Religious institutions such as church, synagogue, mosque, or others
- J. Community centers, such as an Early Childhood Council, Family Resource Center, or library
- K. Other (please specify)
- L. Don't know

Have you received any of these early childhood services? Select all that apply.

- A. Family support or parenting education in your own home
- B. Family support or parenting education at a child care center
- C. Early Intervention (EI) Colorado
- D. Preschool Special Education (including Child Find)
- E. Early Childhood Mental Health Consultation
- F. Healthy Steps Colorado (in your pediatrician's office)
- G. Reach Out and Read
- H. None of the above

Did you receive [service name] virtually (e.g., delivered over a platform like Zoom, FaceTime, or Google Meet)?

4. Yes/No

5.

In general, how satisfied have you been with the virtual services you have received?

A. Very satisfied

B. Satisfied

C. Dissatisfied

D. Very dissatisfied

Please explain your previous response.

[open ended]

6.

Please select any/all programs that you receive services from in your own home.

A. Child First

B. Home Instruction for Parents of Preschool Youngsters (HIPPY)

C. Nurse-Family Partnership (NFP)

D. Parents as Teachers (PAT)

E. SafeCare® Colorado

F. Early Head Start/Head Start

G. Other (please specify)

Are you aware of any of the following specific resource programs for families?

- A. Early Head Start/Head Start
- B. Early Intervention Colorado (EI)
- C. Child Find
- D. Colorado Preschool Program (CPP)
- E. Family Resource Centers
- F. Preschool Special Education
- G. Food Assistance/Supplemental Nutrition Assistance Program (SNAP)
- H. Women, Infants and Children Program (WIC)
- I. Medicaid and Children's Health Insurance Program (CHIP)
- J. Colorado Works
- K. Temporary Assistance for Needy Families (TANF)
- L. Low-Income Home Energy Assistance Program (LEAP)
- M. Colorado Child Care Assistance Program (CCCAP)

Where did you get the information about [SELECTED] from? Select all that apply.

- A. Child care provider/teacher
- B. Service provider, such as a doctor, nurse, case worker, or social worker
- C. Family, friends, or neighbors
- D. Internet or media
- E. Community center, such as an Early Childhood Council, Family Resource Center, or library
- F. Other (please specify)

Do you know who to talk to when you have concerns about the family resources you have received?

Yes/No

Have you received information about any of the following resources, programs, or services generally? (Select all that apply)

- A. Shelter/Housing assistance
- B. Transportation services/assistance
- C. Food access and/or grocery assistance
- D. Unemployment assistance

- E. Health care services
- F. Mental health services
- G. Financial assistance to pay for child care and/or preschool
- H. Support for children's special needs
- I. Support for children's behavior
- J. School enrollment support
- K. School readiness support
- L. Learning materials
- M. Parenting advice/support
- N. Community resources
- O. I have not received information about any of the above resources, programs, or services

Please select the best ways to provide you with information about early childhood and family support services from the list below. Select up to five methods.

- A. Printed materials
- B. Websites
- C. Social media

- D. Text messages
- E. Phone calls
- F. Email
- G. Videos
- H. Podcasts
- I. In-person meetings
- J. From other parents or caregivers
- K. Formal trainings

Are you aware of the State of Colorado's Early Learning and Development Guidelines?

Yes/No

[If yes, prompt with the following questions]

I have read/reviewed the Early Learning and Development Guidelines for my child(ren)'s age(s).

- A. Yes, all of them
- B. Yes, some of them
- C. No

D. I don't know

I have tried to use practices from the Early Learning and Development Guidelines in my parenting.

- A. Strongly disagree
- B. Somewhat disagree
- C. Somewhat agree
- D. Strongly agree

The Early Learning and Development Guidelines improved my understanding of child development.

- A. Strongly disagree
- B. Somewhat disagree
- C. Somewhat agree
- D. Strongly agree

The Early Learning and Development Guidelines improved my interactions with my child(ren).

- A. Strongly disagree
- B. Somewhat disagree
- C. Somewhat agree
- D. Strongly agree

Are you aware of the Growing Readers Together program?

Yes/No

[If yes, prompt with the following questions]

I have read/reviewed the Growing Readers Together Toolkit.

- A. Yes, all of it
- B. Yes, some of it
- C. No
- D. I don't know

I have watched Growing Readers Together Quick Bite webinars.

- A. Yes, all of them
- B. Yes, some of them
- C. No
- D. I don't know

The Growing Readers Together program has improved my understanding of early childhood literacy.

- A. Strongly disagree
- B. Somewhat disagree
- C. Somewhat agree
- D. Strongly agree

The Growing Readers Together program has improved my interactions with my child(ren).

- A. Strongly disagree
- B. Somewhat disagree
- C. Somewhat agree
- D. Strongly agree

Are you aware of The PLAYbook?

Yes/No

[If yes, prompt with the following questions]

I have read/reviewed The PLAYbook.

- A. Yes, all of it
- B. Yes, some of it
- C. No
- D. I don't know

I have tried to use practices from The PLAYbook in my parenting.

- A. Strongly disagree
- B. Somewhat disagree

C. Somewhat agree

D. Strongly agree

The PLAYbook improved my interactions with my child(ren).

A. Strongly disagree

B. Somewhat disagree

C. Somewhat agree

D. Strongly agree

How did you hear about this survey?

A. Colorado PLAYBook

B. Colorado Early Learning and Development Guidelines

C. RaisingCOKidsGuide.com

D. ColoradoShines.com

E. Social media (e.g., Facebook, Twitter)

F. My childcare or preschool provider/teacher

G. Family or friend

H. A service provider (e.g., counselor, social worker, medical professional)

I. A library or librarian

J. A flyer posted in the community

K. Bright by Text

L. Other (please specify)

M. I don't remember

Appendix B. Complete Results Tables

Demographics

1. How many children live in your household?

Number of Children in Household	N	Percent
One	608	34.4%
Two	709	40.1%
Three	265	15.0%
Four	119	6.7%
Five or more	66	3.7%
Total	1767	

2. Please indicate the number of children in your household that fall into each of these age ranges.

Number of children in each age category was dichotomized into yes/no. Reported numbers indicate percentage of all respondents that indicated having children in this age group.

Children Aged...?	N	Percent
Under 12 months	285	16.1%
1 year old (12 to 23 months)	383	21.7%

2 years old (24 to 35 months)	447	25.3%
3 years old	479	27.1%
4 years old	520	29.4%
5 years old	441	24.9%
Over 6 years old	622	35.2%
Infant (Under 12 months)	285	16.1%
Toddler (1 and 2 years old)	774	43.8%
Preschool-aged child (3 to 5 years old)	1250	70.7%

3. What is your relationship to the child(ren) in your household? Select all that apply.

Relationship	N	Percent
Parent	1664	94.5%
Legal guardian	48	2.7%
Other family	43	2.4%

Foster parent	2	0.1%
Other non-relative	2	0.1%
Multiple roles	1	0.1%
Total	1760	

4. What is your age?

Age of Respondent	N	Percent
Under 21	19	1.1%
21-29	335	19.1%
30-39	1023	58.3%
40-49	315	18.0%
50-59	34	1.9%
60-69	24	1.4%
70 or older	4	0.2%
Total	1754	

5. What gender do you identify as?

Gender of Respondent	N	Percent
Female	1566	89.5%
Male	177	10.1%
Transgender or gender fluid	2	0.1%
Non-binary	4	0.2%
Total	1749	

6. Please select the category that best describes your race/ethnicity.

Race/Ethnicity	N	Percent
White or European American	1089	62.0%
Hispanic, Latino(a), or from Latin American origin (<i>any race</i>)	310	17.6%
Multi-Racial	172	9.8%
African, African American, or Black	102	5.8%
Asian	35	2.0%
American Indian, Indigenous, or Alaska Native	26	1.5%

Arab American, or Afghan, Iraqi, Saudi	4	0.2%
Native Hawaiian or Pacific Islander	14	0.8%
Other	5	0.3%
Total	1757	

7. What language do you speak most often at home?

Language Spoken at Home	N	Percent
English	1639	92.5%
Spanish	95	5.4%
South Asian (e.g., Hindi, Nepali)	11	0.6%
Native American (e.g., Navajo/Diné, Ute)	4	0.2%
African language (e.g., Wolof, Amharic)	3	0.2%
East Asian (e.g., Chinese, Japanese)	3	0.2%
West Asian (e.g., Persian/Farsi, Turkish)	3	0.2%
Southeast Asian (e.g., Vietnamese, Burmese)	2	0.1%

Arabic	1	0.1%
Other	10	0.6%
Total	1771	

8. Are you...?

Marital Status	N	Percent
Married	1116	64.0%
Single	293	16.8%
Couple living together	162	9.3%
Divorced/Separated	151	8.7%
Widowed	17	1.0%
Other	4	0.2%
Total	1743	

9. What is your approximate total monthly household income from all sources, before taxes, in dollars?

10. Please approximate how much money you spend on child care each month.

**11. Please rate your agreement or disagreement with the following statement:
*Thinking about my family financial situation makes me feel anxious.***

Anxiety about Family Finances	N	Percent
Strongly Disagree	115	6.5%
Disagree	150	8.5%
Slightly Disagree	135	7.7%
Slightly Agree	496	28.1%
Agree	417	23.7%
Strongly Agree	449	25.5%
Total	1762	
Mean	4.30	
Standard Deviation	1.47	

12. What is your highest completed level of education?

Highest Level of Education	N	Percent
Less than high school	15	0.8%
Some high school, no diploma	64	3.6%

High school graduate, diploma, or the equivalent (e.g., GED)	273	15.4%
Some college credit, no degree	289	16.4%
Trade/technical/vocational training	84	4.8%
Associate degree	129	7.3%
Bachelor's degree	499	28.2%
Master's degree	325	18.4%
Professional degree	30	1.7%
Doctorate degree	59	3.3%
Total	1767	
High school or less	352	19.9%
Some college, associate degree, or trade/technical school	502	28.4%
Bachelor's degree	499	28.2%
Post-graduate or professional degree	414	23.4%

13. What county do you live in?

County of Residence	N	Percent
Metro Area	1135	65.0%
Adams	135	7.7%
Arapahoe	116	6.6%
Boulder	59	3.4%
Broomfield	12	0.7%
Clear Creek	3	0.2%
Denver	259	14.8%
Douglas	256	14.7%
Gilpin	3	0.2%
Jefferson	121	6.9%
Larimer	84	4.8%
Weld	87	5.0%
Southeast	292	16.7%

Baca	3	0.2%
Bent	2	0.1%
Chaffee	16	0.9%
Crowley	6	0.3%
Custer	6	0.3%
El Paso	172	9.8%
Fremont	11	0.6%
Huerfano	3	0.2%
Kiowa	0	0.0%
Las Animas	6	0.3%
Otero	3	0.2%
Park	2	0.1%
Prowers	3	0.2%
Pueblo	47	2.7%
Teller	12	0.7%
Southwest	164	9.4%

Archuleta	9	0.5%
Delta	14	0.8%
Dolores	2	0.1%
Gunnison	5	0.3%
Hinsdale	0	0.0%
La Plata	26	1.5%
Mesa	65	3.7%
Montezuma	29	1.7%
Montrose	12	0.7%
Ouray	0	0.0%
San Juan	1	0.1%
San Miguel	1	0.1%
Northwest	70	4.0%
Eagle	18	1.0%
Garfield	11	0.6%
Grand	11	0.6%

Jackson	0	0.0%
Lake	2	0.1%
Moffat	8	0.5%
Pitkin	2	0.1%
Rio Blanco	2	0.1%
Routt	12	0.7%
Summit	4	0.2%

Northeast	37	2.1%
Cheyenne	3	0.2%
Elbert	4	0.2%
Kit Carson	3	0.2%
Lincoln	2	0.1%
Logan	4	0.2%
Morgan	10	0.6%
Phillips	5	0.3%
Sedgwick	1	0.1%

Washington	1	0.1%
Yuma	4	0.2%
San Luis Valley	49	2.8%
Alamosa	28	1.6%
Conejos	7	0.4%
Costilla	6	0.3%
Mineral	0	0.0%
Rio Grande	4	0.2%
Saguache	4	0.2%
OMB Classification	N	Percent
Metro	1462	85.5%
Rural	154	9%
Micro	94	5.5%

14. Which of the following describe your child(ren) 5 years of age or younger?

Special Circumstances	N	Percent
Physical health needs	169	9.8%
Developmental/neurological needs including intellectual or behavioral health needs	213	12.4%
Communication delays	29	1.7%
Other special needs	14	0.8%
Multiple special needs	146	8.5%
Involved with the child welfare system	107	6.2%
Tribal member or resident of tribal lands	31	1.8%

15. Can you or one of your child(ren)'s parents or guardians be described by any of the following? Select all that apply.

Special Circumstances	N	Percent
Single parent/caregiver	377	22.1%
Active military personnel	37	2.2%

Migrant worker	24	1.4%
No stable food access	67	3.9%
Experiencing or at risk of homelessness	92	5.4%
Parent/guardian under 18 years old	34	2.0%

16. Do you provide regular child care for children who are not your own?

Provide FFN Care?	N	Percent
No	1588	87.4%
Yes	153	12.6%
Total	1741	

17. If yes, how many days per month do you provide regular child care for children who are not your own? *Please estimate if you are not certain.*

Days of regular FFN care provision	N	139
Mean	12.53 days	
Standard deviation	9.07 days	

Minimum	1 day
Maximum	31 days

18. If yes, excluding your own children, what is the number of children that you provide regular care for?

Number of kids in FFN care	N	141
Mean	2.82 kids	
Standard deviation	3.30 kids	
Minimum	1 kid	
Maximum	30 kids	

19. If yes, what is your relationship to the children that you provide care for? Check all that apply.

Relationship to Children	N	Percent
Family friend	34	27.0%
Family	55	43.7%
Neighbor	16	12.7%

Other	8	6.3%
Selected multiple relationships	13	10.3%

Current Child Care Arrangements

20. What are your current child care needs for your children 5 years of age or younger (for example, while you are at work or school)? Check all that apply.

Current Care Needs	N	Percent
Regular week day child care between 9:00 AM and 5:00 PM	909	56.8%
Occasional child care (not on a consistent or daily schedule)	534	33.4%
Summer camp or summer child care	398	24.9%
Regular week day child care outside the hours of 9:00 AM and 5:00 PM	299	18.7%
Before- or after-school child care	349	21.8%
Weekend child care	181	11.3%

21. Which of the following child care or early education arrangements do you primarily use for your child(ren) 5 years of age or younger? Select all that apply.

Current Care Arrangements	N	Percent
Myself or another parent/guardian	850	50.2%
A licensed child care business that is not in someone's home (child care center)	580	34.3%
A preschool or pre-kindergarten program operated by a school district	437	25.8%
A family member, friend, or neighbor	604	35.7%
A babysitter, nanny, or nanny share	288	17.0%
A licensed child care business that is operated in someone else's home (family home child care)	179	10.6%
Kindergarten	138	8.2%
A before/after school child care center	96	5.7%

22. If you have multiple children 5 years of age or younger in the home, do they use the same child care provider?

Same Provider?	N	Percent
Yes	672	73.4%
No	243	26.6%

Total **915**

23. You indicated that you use multiple child care providers. How many do you use?

How many providers?	N	Percent
Two	150	81.1%
Three	26	14.1%
Four	7	3.8%
Five	2	1.1%
Total	185	

24. Please select up to five factors from the list below that you consider to be the most important when selecting child care.

	N	Percent
Location	887	54.0%
Trustworthiness of teachers/caregivers	858	52.2%
Cost/Affordability	1114	67.8%
Hours and days of operations/schedule	774	47.1%

Health and safety procedures	765	46.6%
Reliability of schedule and availability	563	34.3%
Supportive teachers/caregivers	575	35.0%
Whether the child care facility is licensed	453	27.6%
Availability of spots/openings	203	12.4%
Quality rating/Colorado Shines rating	306	18.6%
Serves multiple ages of children	142	8.6%
Teachers/Caregivers with similar values to my family	282	17.2%
Teaching methods used (e.g., Reggio Emilia, Montessori, Waldorf)	278	16.9%
Languages spoken	121	7.4%
Support for children with special needs	215	13.1%
Additional support and resources for families (e.g., connections to financial/social services, home visits)	71	4.3%

25. How satisfied are you with your current child care arrangement?

Satisfaction	N	Percent
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Not satisfied	97	5.9%
Somewhat satisfied	406	24.8%
Satisfied	582	35.5%
Very satisfied	555	33.8%
Total	1640	
Mean	2.97	
Standard Deviation	0.91	

26. Do you feel that your child(ren) are safe in this arrangement?

Is your child safe?	N	Percent
Yes	1592	97.0%
No	49	3.0%
Total	1641	

27. Do you feel that your child(ren) is happy in this arrangement?

Is your child happy?	N	Percent
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Yes	1553	94.5%
No	90	5.5%
Total	1643	

28. If your child is 3+ years old, do you feel that this arrangement helps or will help your child succeed in elementary school?

Will it help your child succeed?	N	Percent
Yes	1024	88.2%
No	137	11.8%
Total	1161	

Quality of Care

29. Have you used any of the following to determine the quality of your child care provider(s)? Select all that apply.

Quality Indicators	Yes	%
Tour/visit of the center, home, or school	648	39.9%
Reputation in the community	551	33.9%

Recommendation(s) from friends/family	600	36.9%
Colorado Shines rating	433	26.6%
Siblings attend(ed)	332	20.4%
Center, home, program, or school website	229	14.1%
Child care licensing information (e.g., license status, inspection reports)	215	13.2%
Internet reviews, such as Google	231	14.2%
National Association for the Education of Young Children (NAEYC) status	89	5.5%
Child Find	107	6.6%
School performance scorecard	83	5.1%
Early Childhood Council	85	5.2%
I have not looked into the quality of my child's program or provider	109	6.7%
Child care resource referral services through 211	58	3.6%
Family Resource Center	77	4.7%
CLASS® observation score	41	2.5%

Other indicators	58	3.6%
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My child does not use a care provider	319	19.6%
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30. If you've used Colorado Shines, what is your child's program's current Colorado Shines rating? If you use more than one licensed provider, please respond for the provider for your oldest child under the age of 6.

Colorado Shines Rating	N	%
Level 5	73	8.4%
Level 4	133	15.3%
Level 3	66	7.6%
Level 2	36	4.1%
Level 1	21	2.4%
I don't know	542	62.2%
Total	871	

31. If you use multiple licensed providers, what is the Colorado Shines rating of your second licensed provider?

Colorado Shines Rating	N	%
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Level 5	15	5.5%
Level 4	30	11.1%
Level 3	11	4.1%
Level 2	9	3.3%
Level 1	3	1.1%
I don't know	203	74.9%
Total	271	

32. How satisfied are you with these characteristics of your child(ren)'s child care program(s)?

Indicator	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Mean	N
How welcome you are made to feel by staff/caregivers	3.0%	12.7%	38.2%	46.1%	3.27	1233
Location of the program	2.6%	14.3%	38.4%	44.6%	3.25	1241
Interaction between staff/caregivers and children	3.3%	14.3%	40.3%	42.1%	3.21	1239

Health and safety policies and procedures	2.3%	13.7%	45.5%	38.4%	3.20	1239
Outdoor play experiences	3.4%	13.2%	42.6%	40.8%	3.21	1233
How the program/caregiver promotes your child's learning and development	4.1%	14.4%	40.9%	40.6%	3.18	1232
Daily activities	3.3%	13.9%	43.6%	39.2%	3.19	1232
Background and experience of staff/caregiver(s)	4.1%	15.9%	41.4%	38.6%	3.14	1238
Languages spoken by staff/caregiver(s)	3.6%	11.1%	48.6%	36.7%	3.18	1237
Equipment and materials	3.0%	14.1%	45.0%	37.9%	3.18	1235
Meeting the individual needs of your child	4.2%	16.3%	40.4%	39.1%	3.14	1238
Number of adults working with children	3.0%	13.9%	45.1%	38.1%	3.18	1234
How program staff/caregivers	5.1%	17.7%	40.1%	37.2%	3.09	1238

communicate with you						
Curriculum	5.2%	14.5%	45.3%	35.0%	3.10	1233
Support for families experiencing adversity	4.5%	16.6%	45.7%	33.3%	3.08	1224
Opportunities to have planned conferences with your child’s teacher/caregiver	5.8%	15.5%	39.3%	39.3%	3.12	1230
Hours of operation	4.6%	19.5%	38.8%	37.1%	3.08	1249
Nutritional meals and snacks	6.8%	17.4%	42.9%	32.9%	3.02	1227
Parent involvement	5.4%	16.0%	44.4%	34.1%	3.07	1233
Cultural activities	6.7%	20.0%	44.2%	29.1%	2.96	1232

33. Have you received information from your child care provider(s) about any of the following? Select all that apply.

Information	Yes	No, but I would like to	No, and I’m not interested	N
How your child is doing in child care	79.6%	16.0%	4.4%	1231

Schedule of daily activities	69.8%	23.8%	6.4%	1230
How your child is growing and developing	71.9%	22.3%	5.8%	1234
What you can do to help your child learn and develop	65.8%	27.4%	6.8%	1233
How you can partner with your child's provider/caregiver	62.6%	28.9%	8.5%	1225
The experience and training of caregiver(s)/educator(s)	59.0%	31.9%	9.2%	1221
How children develop at different ages (e.g., walk, talk, etc.)	60.3%	24.3%	15.3%	1238
Discipline procedures, including suspension/expulsion policies	58.4%	29.2%	12.4%	1220
Where to report health or safety concerns and complaints	56.7%	25.9%	17.3%	1222
Parenting skills	48.8%	29.5%	21.7%	1233
How to find other services in the community (e.g., employment and training opportunities, parenting classes, health care)	44.2%	27.5%	28.4%	1227
Other	19.5%	13.4%	67.1%	471

34. Do you know who to talk to with concerns about the quality of your child care provider(s)?

Do you know who to talk to?	N	Percent
Yes	1017	81.2%
No	235	18.8%
Total	1252	

35. Do you know who to talk to with concerns about the safety of your child care provider(s)?

Do you know who to talk to?	N	Percent
Yes	1022	81.6%
No	231	18.4%
Total	1253	

36. Have you talked to your child care provider(s) about any of the following concerns about the program? Select all that apply.

Concerns	Yes	No
Health and safety	20.9%	79.1%

Curriculum	19.7%	80.3%
Cost of care	19.3%	80.7%
Parental involvement	18.0%	82.0%
Staff qualifications	14.6%	85.4%
Group size	9.3%	90.7%
Provisions for children with special needs	10.5%	89.5%
Cultural/linguistic diversity	7.4%	92.6%
Other	4.1%	95.9%
I haven't had any concerns	46.7%	53.3%

Quality Interactions

37. How confident are you in your knowledge of child development in each of the following areas?

Area of development	Not at all confident	Somewhat confident	Confident	Very confident	Mean	N
Physical development and motor skills	2.2%	21.2%	39.4%	37.2%	3.12	1453

Language development	3.6%	18.4%	41.6%	36.3%	3.11	1453
Thinking/reasoning skills	3.2%	21.5%	42.8%	32.5%	3.04	1451
Problem-solving skills	3.7%	23.6%	39.7%	33.0%	3.02	1447
Literacy knowledge and skills	4.7%	22.4%	41.2%	31.7%	3.00	1449
Social-emotional development	2.8%	22.7%	40.8%	33.7%	3.05	1450

38. Read each statement and choose the circle that best describes you during the last couple of months.

Statement	Not at all like me	Not very much like me	A little like me	Like me	Very much like me	Mean	N
I am happy when I am with my child(ren)	0.3%	1.4%	6.3%	28.5%	63.4%	4.53	1451
I make sure my child(ren) get(s) the attention they need even when my life is stressful	0.8%	2.7%	12.1%	42.5%	42.0%	4.22	1452

I help my child(ren) calm down when they are upset	0.4%	1.9%	12.3%	44.3%	41.1%	4.24	1453
I play with my child(ren) when we are together	0.6%	3.3%	13.9%	37.5%	44.7%	4.22	1453
I help my child(ren) learn to manage frustration	0.8%	4.9%	17.5%	41.1%	35.7%	4.06	1458
I stay patient when my child(ren) cries/cry	0.3%	4.3%	19.5%	45.5%	28.4%	3.99	1453
I stay calm when my child(ren) misbehaves/misbehave	0.6%	4.1%	26.9%	46.7%	21.7%	3.85	1449

39. Please report the number of days in a typical week (0 to 7) that you or any other adult family members do the following.

Activity	Mean	Standard Deviation	4+ days per week
Eat a meal with your child(ren)	6.49 days	1.28	94.9%
Play with your child(ren)	6.18 days	1.53	90.8z%
Play music or sing songs with your child(ren)	5.67 days	1.83	84.5%
Read aloud or tell stories to your children	5.32 days	1.99	77.5%

Take your child(ren) on any kind of outing such as to the park, grocery store, a church, or a playground **4.30 days** **1.80** **63.9%**

Transition Services

The next set of items ask about ways you help support your child so that they are able to adjust to changes or *transitions*, like going to child care or starting school. If you have more than one child 5 years of age or under, please think of the child who is closest to transitioning to kindergarten (either just started kindergarten or is about to start kindergarten).

40. Please select your level of agreement with each statement below.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	N
I make sure my child gets enough sleep.	0.8%	4.1%	41.1%	53.9%	3.48	1400
I make sure my child eats healthy meals.	0.6%	4.1%	48.2%	47.0%	3.42	1404
I support my child in making positive choices on their own.	0.8%	3.1%	45.8%	50.4%	3.46	1396
I make sure my child has a routine throughout the day.	0.6%	6.3%	50.0%	43.1%	3.36	1403
I read books about new places, people, and expectations, so my child feels comfortable at school/child care.	3.3%	11.8%	50.4%	34.6%	3.16	1404

I have a good-bye routine to help comfort and prepare my child for being at school/child care.	3.2%	14.4%	50.2%	32.2%	3.11	1397
I play make-believe games with my child about going to school/child care with dolls, stuffed animals, or other toys.	3.2%	19.6%	49.9%	27.3%	3.01	1400
I have communicated with the classroom teacher/child care provider about letting my child bring in a familiar object from home.	10.1%	29.5%	39.2%	21.3%	2.72	1392

41. Please indicate if any of the following statements are true.

Statement*	N	Percent
At least one of my children will transition to kindergarten within the next 12 months.	585	41.6%
At least one of my children transitioned to kindergarten in the past 12 months.	264	18.8%
My child(ren) will not attend kindergarten and will enroll directly in the first grade.	73	5.2%

None of the above apply.	660	46.9%
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Total	1407	
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***Parents could select more than one statement**

42. If you have a child with a recent or upcoming transition, have you received any of the following supports to help your child(ren) transition into kindergarten? Select all that apply.

Transition Support	N	Percent
A talk/meeting with your child(ren)'s teacher/caregiver(s) about transitioning to kindergarten	346	56.2%
A letter, flyer, or informational brochure about transitioning to kindergarten	231	37.5%
A call, email, or text from your child(ren)'s teacher/caregiver(s) about transitioning to kindergarten	191	31.0%
Informal contacts with your child(ren)'s teacher/caregiver(s) and/or kindergarten teacher(s) about your child(ren) and transitioning to kindergarten	193	31.3%
Your child(ren)'s teacher/caregiver(s) provided written records of child(ren)'s past experiences or status to kindergarten teachers	137	22.2%

Other transition supports	43	7.0%
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Services for Youth With Special Needs

43. Have you received any of the following services for your child with special needs? Select all that apply.

Special Services	N	Percent
Developmental screening and referrals	251	66.1%
Individual Education Plan (IEP) or Individual Family Service Plan (IFSP)	204	53.7%
Hearing screenings and referrals	215	56.6%
Vision screenings and referrals	181	47.6%
Mental health screenings and referrals	78	20.5%
Other service	34	8.9%
I have not received any services for my child with special needs	28	7.4%
Not applicable – no child with special needs	1152	

44. What were the reasons you did not receive services for your child with special needs? Select all that apply.

Reasons for Not Receiving Services	N	Percent
I did not think my child with special needs needed the service	7	25.9%
My child did not qualify for services	2	7.4%
The service was too expensive	2	7.4%
I did not have enough information to make an appointment	6	22.2%
The service my child was referred to did not have a record of the referral	0	0.0%
The service my child was referred to did not have any available appointments	2	7.4%
The service was not in a convenient location	0	0.0%
The service was not available at a convenient time	1	3.7%
Services were only available in English/I could not understand the person scheduling appointments	2	7.4%
Other	12	44.4%

45. How easy was it to get [SERVICE] for your child with special needs?

Service	Very difficult	Difficult	Neither easy	Easy	Very easy	Mean	N

			nor difficult				
Vision services	1.1%	5.0%	16.1%	43.9%	33.9%	4.04	180
Hearing services	4.2%	5.6%	14.5%	42.1%	33.6%	3.95	214
IEP or IFSP	2.0%	10.8%	21.7%	39.9%	25.6%	3.76	203
Developmental services	4.8%	13.3%	16.1%	38.7%	27.0%	3.70	248
Other services	12.5%	12.5%	18.8%	43.8%	12.5%	3.31	32
Mental health services	15.6%	22.1%	13.0%	35.1%	14.3%	3.10	77

46. How often is your child care provider able to meet the special needs of your child?

Frequency of Meeting Needs	N	Percent
All of the time	122	28.7%
Most of the time	189	44.5%
Some of the time	74	17.4%
Rarely	25	5.9%
Never	15	3.5%

Total 425

47. Are you aware of accommodations that your child care provider has to support your child’s special needs?

Aware of Accommodations?	N	Percent
Yes	295	70.1%
No	126	29.9%
Total	421	

48. How satisfied are you with the supports your child care provider has in place to meet the special needs of your child?

Satisfaction With Supports	N	Percent
Very satisfied	140	33.7%
Satisfied	160	38.6%
Somewhat satisfied	85	20.5%
Not satisfied	30	7.2%
Total	415	

Family Services – Financial, EC, Parenting, and More

49. Regarding parenting and caregiving for your children aged 5 and younger, what or who is a trusted source of information for you? Select all that apply.

Source of Information	N of Yes	Percent Answering Yes
Medical professionals such as doctors or nurses	949	69.0%
Child care provider/teacher	863	62.8%
Family	897	65.2%
Friends or neighbors	559	40.7%
Service providers such as counselors or social work	420	30.5%
Community centers, such as an Early Childhood Council, Family Resource Center, or library	357	26.0%
Internet or television	312	22.7%
Social media such as Facebook, Instagram, or Twitter	160	11.6%
Print media such as newspapers or magazines	139	10.1%
Religious institutions such as church, synagogue, mosque, or others	166	12.1%
Other sources	46	3.3%

I don't know	28	2.0%
Total	1375	

50. Have you received any of these early childhood services? Select all that apply.

Service	N of Yes	Percent Answering Yes
Early Intervention (EI) Colorado	267	20.0%
Family support or parenting education in your own home	394	20.3%
Preschool Special Education (including Child Find)	213	16.0%
Family support or parenting education at a child care center	158	11.9%
Healthy Steps Colorado (in your pediatrician's office)	106	8.0%
Early Childhood Mental Health Consultation	56	4.2%
Reach Out and Read	66	5.0%
None of the above	683	51.3%
Total	1332	

51. Did you receive [service] virtually (e.g., delivered over a platform like Zoom, FaceTime, or Google Meet)?

Service	Yes	No	N
Family support or parenting education in your own home	56.4%	43.6%	227
Early Intervention (EI) Colorado	68.9%	31.1%	267
Early Childhood Mental Health Consultation	63.0%	37.0%	54

52. In general, how satisfied have you been with the virtual services you have received?

Satisfaction With Service	N	Percent
Very satisfied	80	28.9%
Satisfied	140	50.5%
Dissatisfied	38	13.7%
Very dissatisfied	19	6.9%
Total	277	
Mean	3.01	

Standard Deviation 0.84

53. Please select any/all programs that you receive services from in your own home.

Program	N	Percent
Home Instruction for Parents of Preschool Youngsters (HIPPY)	23	13.9%
Child First	33	19.9%
Parents as Teachers (PAT)	28	16.9%
Nurse-Family Partnership (NFP)	32	19.3%
Early Head Start/Head Start	39	23.5%
SafeCare® Colorado	26	15.7%
Other	51	30.7%
Total	285	

54. Are you aware of any of the following specific resource programs for families?

Statement	N of Yes	Percent Answering Yes
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Early Head Start/Head Start	709	55.5%
Women, Infants and Children Program (WIC)	890	69.7%
Food Assistance/Supplemental Nutrition Assistance Program (SNAP)	835	65.4%
Medicaid and Children's Health Insurance Program (CHIP)	737	57.7%
Colorado Child Care Assistance Program (CCCAP)	609	47.7%
Low-Income Home Energy Assistance Program (LEAP)	538	42.1%
Colorado Temporary Assistance for Needy Families (TANF)	507	39.7%
Colorado Preschool Program (CPP)	528	41.3%
Early Intervention Colorado (EI)	435	34.1%
Preschool Special Education	218	17.1%
Family Resource Centers	272	21.3%
Child Find	416	32.6%

55. Where did you get the information about [selected program] from? Select all that apply.

Early Head Start/Head Start	N	Percentage
Child care provider/teacher	44	22.9%
Service provider, such as a doctor, nurse, case worker, or social worker	46	24.0%
Family, friends, or neighbors	88	45.8%
Internet or media	44	22.9%
Community center, such as an Early Childhood Council, Family Resource Center, or library	31	16.1%
Other	16	8.3%
Total	192	

Early Intervention (EI) Colorado	N	Percentage
Child care provider/teacher	19	26.4%
Service provider, such as a doctor, nurse, case worker, or social worker	38	52.8%
Family, friends, or neighbors	19	26.4%
Internet or media	18	25.0%

Community center, such as an Early Childhood Council, Family Resource Center, or library	12	16.7%
Other	6	8.3%
Total	72	
Child Find	N	Percentage
Child care provider/teacher	13	28.3%
Service provider, such as a doctor, nurse, case worker, or social worker	19	41.3%
Family, friends, or neighbors	14	30.4%
Internet or media	18	39.1%
Community center, such as an Early Childhood Council, Family Resource Center, or library	9	19.6%
Other	3	6.5%
Total	46	
Colorado Preschool Program	N	Percentage
Child care provider/teacher	30	26.3%

Service provider, such as a doctor, nurse, case worker, or social worker	33	28.9%
Family, friends, or neighbors	56	49.1%
Internet or media	39	34.2%
Community center, such as an Early Childhood Council, Family Resource Center, or library	18	15.8%
Other	7	6.1%
Total	114	

Family Resource Centers	N	Percentage
Child care provider/teacher	18	22.8%
Service provider, such as a doctor, nurse, case worker, or social worker	38	48.1%
Family, friends, or neighbors	31	39.2%
Internet or media	17	21.5%
Community center, such as an Early Childhood Council, Family Resource Center, or library	21	26.6%
Other	5	6.3%

Total **79**

Preschool Special Education	N	Percentage
Child care provider/teacher	17	44.7%
Service provider, such as a doctor, nurse, case worker, or social worker	13	34.2%
Family, friends, or neighbors	17	44.7%
Internet or media	13	34.2%
Community center, such as an Early Childhood Council, Family Resource Center, or library	10	26.3%
Other	3	7.9%
Total	38	

Food Assistance/Supplemental Nutrition Assistance Program (SNAP) **N** **Percentage**

Child care provider/teacher	19	8.1%
Service provider, such as a doctor, nurse, case worker, or social worker	94	40.0%
Family, friends, or neighbors	119	50.6%
Internet or media	63	26.8%

Community center, such as an Early Childhood Council, Family Resource Center, or library	35	14.9%
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Other	15	6.4%
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Total	235	
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Women, Infants and Children Program (WIC)	N	Percentage
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Child care provider/teacher	21	9.4%
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Service provider, such as a doctor, nurse, case worker, or social worker	106	47.5%
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Family, friends, or neighbors	115	51.6%
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Internet or media	48	21.5%
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Community center, such as an Early Childhood Council, Family Resource Center, or library	32	14.3%
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Other	12	5.4%
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Total	223	
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Medicaid and Children’s Health Insurance Program (CHIP)	N	Percentage
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Child care provider/teacher	20	10.6%
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Service provider, such as a doctor, nurse, case worker, or social worker	93	49.2%
Family, friends, or neighbors	91	48.1%
Internet or media	46	24.3%
Community center, such as an Early Childhood Council, Family Resource Center, or library	29	15.3%
Other	11	5.8%
Total	189	

Colorado Temporary Assistance for Needy Families (TANF)	N	Percentage
Child care provider/teacher	17	11.2%
Service provider, such as a doctor, nurse, case worker, or social worker	72	47.4%
Family, friends, or neighbors	75	49.3%
Internet or media	33	21.7%
Community center, such as an Early Childhood Council, Family Resource Center, or library	25	16.4%
Other	11	7.2%

Total	152	
Low-Income Home Energy Assistance Program (LEAP)	N	Percentage
Child care provider/teacher	12	7.9%
Service provider, such as a doctor, nurse, case worker, or social worker	62	41.1%
Family, friends, or neighbors	64	42.4%
Internet or media	37	24.5%
Community center, such as an Early Childhood Council, Family Resource Center, or library	28	18.5%
Other	11	7.3%
Total	151	
Colorado Child Care Assistance Program (CCCAP)	N	Percentage
Child care provider/teacher	24	19.4%
Service provider, such as a doctor, nurse, case worker, or social worker	61	49.2%
Family, friends, or neighbors	42	33.9%

Internet or media	37	29.8%
Community center, such as an Early Childhood Council, Family Resource Center, or library	23	18.5%
Other	4	3.2%
Total	124	

56. Do you know who to talk to when you have concerns about the family resources you have received?

Know Who to Talk To?	N	Percent
Yes	898	66.0%
No	462	34.0%
Total	1360	

57. Have you received information about any of the following resources, programs, or services generally? Select all that apply.

Resource/Program/Service	N	Percent
Health care services	350	26.5%
Food access and/or grocery assistance	395	29.9%

Mental health services	296	22.4%
Financial assistance to pay for child care and/or preschool	284	21.5%
Parenting advice/support	243	18.4%
Community resources	203	15.4%
Learning materials	168	12.7%
Support for children’s special needs	185	14.0%
Support for children’s behavior	184	13.9%
School readiness support	147	11.1%
Unemployment assistance	163	12.3%
School enrollment support	199	15.1%
Transportation services/assistance	143	10.8%
Shelter/Housing assistance	158	12.0%
I have not received information about any of the above resources, programs, or services	456	34.5%
Total	1321	

58. Please select the best ways to provide you with information about early childhood and family support services from the list below. Select up to five methods.

Communication Method	N	Percent
Email	913	68.5%
Websites	691	51.8%
Printed materials	514	38.6%
Text messages	549	41.2%
Social media	348	26.1%
From other parents or caregivers	296	22.2%
In-person meetings	389	29.2%
Phone calls	233	17.5%
Videos	174	13.1%
Podcasts	130	9.8%
Formal trainings	129	9.7%
Total	1333	

PDG-Specific Products

59. Are you aware of the State of Colorado’s Early Learning and Development Guidelines?

Aware of ELDG?	N	Percent
Yes	534	39.1%
No	832	60.9%
Total	1366	

60. I have read/reviewed the Early Learning and Development Guidelines for my child(ren)’s age(s).

Reviewed ELDG?	N	Percent
Yes, all of them	170	32.2%
Yes, some of them	249	47.2%
No	82	15.5%
I don’t know	27	5.1%
Total	528	

61. I have tried to use practices from the Early Learning and Development Guidelines in my parenting.

Agreement	N	Percent
Strongly agree	106	20.1%
Somewhat agree	309	58.6%
Somewhat disagree	67	12.7%
Strongly disagree	45	8.5%
Total	777	
Mean	2.90	
Standard Deviation	0.81	

62. The Early Learning and Development Guidelines improved my understanding of child development.

Agreement	N	Percent
Strongly agree	109	21.2%
Somewhat agree	305	59.2%
Somewhat disagree	61	11.8%
Strongly disagree	40	7.8%

Total	515
Mean	2.94
Standard Deviation	0.80

63. The Early Learning and Development Guidelines improved my interactions with my child(ren).

Agreement	N	Percent
Strongly agree	98	19.0%
Somewhat agree	306	59.3%
Somewhat disagree	75	14.5%
Strongly disagree	37	7.2%
Total	516	
Mean	2.90	
Standard Deviation	0.78	

64. Are you aware of the Growing Readers Together Program?

Aware of GRT Program?	N	Percent
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Yes	274	20.0%
No	1095	80.0%
Total	1369	

65. I have read/reviewed the Growing Readers Together Toolkit.

Reviewed GRT Toolkit?	N	Percent
Yes, all of it	45	16.6%
Yes, some of it	125	46.1%
No	81	29.9%
I don't know	20	7.4%
Total	271	

66. I have watched Growing Readers Together Quick Bites webinars.

Reviewed Quick Bite webinars?	N	Percent
Yes, all of them	33	12.1%
Yes, some of it	104	38.2%

No	116	42.6%
I don't know	19	7.0%
Total	272	

67. The Growing Readers Together program has improved my understanding of early childhood literacy.

Agreement	N	Percent
Strongly agree	48	18.3%
Somewhat agree	126	47.9%
Somewhat disagree	61	23.2%
Strongly disagree	28	10.6%
Total	263	
Mean	2.74	
Standard Deviation	0.88	

68. The Growing Readers Together program has improved my interactions with my child(ren).

Agreement	N	Percent
Strongly agree	54	20.5%
Somewhat agree	120	45.6%
Somewhat disagree	55	20.9%
Strongly disagree	34	12.9%
Total	263	
Mean	2.74	
Standard Deviation	0.93	

69. Are you aware of The PLAYbook?

Aware of PLAYbook?	N	Percent
Yes	206	15.1%
No	1161	84.9%
Total	1367	

70. I have read/reviewed The PLAYbook.

Reviewed PLAYbook?	N	Percent
Yes, all of it	49	24.1%
Yes, some of it	103	50.7%
No	44	21.7%
I don't know	7	3.4%
Total	203	

71. I have tried to use practices from The PLAYbook in my parenting.

Agreement	N	Percent
Strongly agree	39	19.3%
Somewhat agree	116	57.4%
Somewhat disagree	33	16.3%
Strongly disagree	14	6.9%
Total	202	
Mean	2.89	
Standard Deviation	0.79	

72. The PLAYbook improved my interactions with my child(ren).

Agreement	N	Percent
Strongly agree	45	22.3%
Somewhat agree	101	50.0%
Somewhat disagree	40	19.8%
Strongly disagree	16	7.9%
Total	202	
Mean	2.87	
Standard Deviation	0.85	

73. How did you hear about this survey?

Method of Outreach	N	Percent
My child care or preschool provider/teacher	304	22.4%
Email	185	13.6%
Social media (e.g., Facebook, Twitter)	68	5.0%

ColoradoShines.com	58	4.3%
A service provider (e.g., counselor, social worker, medical professional)	73	5.4%
Bright by Text	47	3.5%
Family or friend	36	2.7%
Colorado Early Learning & Development Guidelines	30	2.2%
A library or librarian	4	0.3%
RaisingCOKidsGuide.com	8	0.6%
Colorado PLAYbook	1	0.1%
A flyer posted in the community	8	0.6%
Centiment	362	26.7%
Other	102	7.5%
I don't know	71	5.2%
Total	1921	