

Bright Futures Roadmap

EVALUATION PLAN



Butler Institute for Families
UNIVERSITY OF DENVER



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Kami Welch, Arvada Chamber of Commerce, Board Chair

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..... Introduction

The Butler Institute for Families and Triad Bright Futures (TBF) co-created this evaluation plan for the Bright Futures Roadmap (Roadmap) work, which is grounded in the [Roadmap Theory of Change](#). This evaluation plan is designed to guide TBF and our partners in understanding the impact of our work on children, families, and professionals. Its primary purpose is to provide a structured approach for assessing how well programs and initiatives are meeting Roadmap goals, identifying opportunities for improvement, and demonstrating accountability to our community, partners, and funders. It outlines suggested process and outcome evaluation questions and mixed-methods strategies that can help us track progress, reflect on what is working, and adapt where needed.

The first section of the evaluation plan is the process evaluation. This section explores how TBF and their partners are implementing the Roadmap initiative, with a focus on engagement across programs, professionals, and families. The second section of the evaluation plan is the outcome evaluation, which is organized by three of the four Roadmap cornerstones. This section examines the Roadmap's effectiveness and impact across quality early care and education, home visiting programs, and access to mental health consultation and support. As work begins in the area of screening, assessment, and referral in 2026, partners can develop additional metrics for this plan. The proposed evaluation's timeline is two years, beginning in January 2026 and concluding in December 2027, to align with TBF's strategic plan.

We may not implement every suggested method or question within the proposed 2-year timeline, and some strategies may change as the Roadmap work evolves. We built flexibility into this plan so it can remain responsive to the realities of program implementation, shifting priorities, and the needs of the families and partners we serve. Ultimately, this evaluation plan is intended to serve as a living document—one that evolves alongside our work. By using it as a guide, we aim to strengthen our impact, elevate family and community voice, and ensure our efforts contribute to meaningful and lasting change for children.



Process Evaluation

Evaluation Question	Methods	Timeline	Analysis Approach
How and to what extent does the Bright Futures Roadmap (Roadmap) impact early childhood organizations, providers, and services?	Ripple Effects Mapping (REM)	REM sessions: Fall, 2025, Fall 2027	• REM mapping analysis • Story collection and thematic coding
How do providers and organizations that participate in Roadmap work coordinate and collaborate? • <i>What are the facilitators of coordination and collaboration?</i> • <i>What are the barriers to coordination and collaboration?</i>	• Ripple Effects Mapping (REM) • Provider interviews • Event tracking sheets • Hicks-Larson collaboration survey	• REM sessions: Spring 2026, Fall 2027 • Interviews: Biannually • Event tracking: Ongoing • Survey: Jan 2026, Dec 2027	• REM mapping analysis • Qualitative thematic analysis • Descriptive statistics • Inferential statistics (change over time)
How have families been involved in informing the Roadmap? • <i>What has facilitated family engagement?</i> • <i>What barriers have impacted family engagement?</i> • <i>What leadership opportunities exist for families?</i> • <i>How does the Roadmap accelerate partnering programs' family engagement work?</i>	• Interviews with Roadmap partners • Family listening sessions • TBF leadership interviews • Track programs' family leadership opportunities	• Partner interviews: Semi- annually • Family listening sessions: Annually • Leadership interviews: Annually • Program tracking: Ongoing	• Qualitative thematic analysis • Engagement opportunity mapping • Participation trend analysis

Evaluation Question	Methods	Timeline	Analysis Approach
How are organizations, educators (including Family, Friend, and Neighbor (FFN) providers), early childhood professionals, and mental health and wellness (MH&W) professionals engaging in Roadmap work?	• Track meeting attendance • Event participant tracking sheets • Interviews with cornerstone partners	• Meeting tracking: Ongoing • Event tracking: Ongoing • Partner interviews: Semi- annually	• Participation counts and trends • Qualitative thematic analysis • Engagement pattern analysis



Outcome Evaluation



CORNERSTONE 1: Quality Early Care and Education (ECE)

Evaluation Question	Methods	Timeline	Analysis Approach
How are educators being recruited into the field? What are common themes around educators' journeys into the field?	• Focus groups with ECE educators, leaders, and FFN providers • Surveys with ECE educators, leaders, and FFN providers • Recruitment strategy scan • Recruitment pathway tracking	• Focus groups: Spring 2026, Spring 2027 • Surveys: Fall 2026, Fall 2027 • Strategy scan: Annually • Pathway tracking: Quarterly	• Qualitative thematic analysis • Journey mapping • Recruitment method inventory • Recruitment pathway analysis • Qualitative thematic analysis



Evaluation Question	Methods	Timeline	Analysis Approach
What are the barriers and facilitators to recruiting and retaining (R&R) ECE educators?	• Focus groups • Individual interviews • Annual retention surveys • Exit interviews	• Focus groups: Spring 2026, Spring 2027 • Interviews: Annually • Retention surveys: December annually • Exit interviews: As needed	• Qualitative thematic analysis • Barrier/facilitator matrix development • Retention rate calculations • Predictive modeling
How is the Roadmap initiative supporting strategies for R&R designed by the talent pipeline management (TPM) Cohort?	• TPM cohort document review • Implementation tracking • Cohort member interviews	• Document review: Quarterly • Implementation tracking: Monthly • Interviews: Biannually	• Implementation fidelity assessment • Outcome achievement tracking • Qualitative impact analysis
How are educators collaborating?	• Professional development (PD)/event opportunity tracking • Educator surveys • Educator interviews	• Event tracking: Ongoing • Surveys: Biannually • Interviews: Biannually	• Collaboration opportunity counts • Descriptive statistics • Qualitative thematic analysis
How are Jeffco's early childhood educators supported? • <i>Training opportunities offered</i> • <i>Educator satisfaction with training</i> • <i>Impact on practice knowledge</i> • <i>Meeting workforce needs</i> • <i>Engagement in other PD</i> • <i>Impact on well-being and retention</i>	• Training calendar tracking • Participant tracking • Post-training surveys • Post-reflective consultation surveys • Educator surveys • Educator interviews	• Calendar tracking: Ongoing • Participant tracking: Ongoing • Post-training surveys: After each session • Annual surveys: May annually • Interviews: Annually	• Training opportunity counts • Satisfaction descriptives • Regression analysis (PD participation and outcomes) • Retention rate calculations

Evaluation Question	Methods	Timeline	Analysis Approach
What are educators' experiences with accessing benefits and resources through Triad Bright Futures' website linkage to 2-1-1? <i>Satisfaction with 2-1-1 resource Information</i> <i>Impact on self-efficacy and well-being</i>	- TBF website conversion analytics and 2-1-1 data analytics - Educator interviews (led by TBF) - Usage tracking surveys	2-1-1 analytics: Monthly - Interviews: Annually - Usage surveys: Biannually	- Usage counts and trends - Satisfaction descriptives - Impact correlation analysis - Qualitative thematic analysis



CORNERSTONE 2: Family Support and Home Visiting (HV) Programs

Evaluation Question	Methods	Timeline	Analysis Approach
Are more programs referring families to family support and HV programs?	Program referral data from Jeffco Family Navigator	- Data collection: Monthly - Analysis: Quarterly	- Referral counts by program - Trend analysis over time - Referral source mapping
How and to what extent are cross-program community gatherings connecting families to early childhood resources? <i>Is there an increase in community gatherings?</i> <i>Are more organizations/ professionals participating?</i> <i>Are more families attending?</i> <i>Is there an increase in referrals post-event?</i>	- Event calendar tracking - Event participant tracking sheets - Post-event referral tracking	- Event tracking: Ongoing - Participant tracking: At each event - Referral tracking: 1-month post-event	- Event frequency counts - Participation trend analysis - Referral correlation analysis - Geographic reach mapping

Evaluation Question	Methods	Timeline	Analysis Approach
To what extent are the community gatherings accessible for families and professionals? To what extent are the services promoted accessible and affordable?	• Post-gathering survey with families • Follow-up interviews with families • Accessibility assessment	• Post-gathering surveys: After each event • Follow-up interviews: 2 weeks post-event • Accessibility assessment: Quarterly	• Accessibility rating descriptives • Barrier identification analysis • Qualitative thematic analysis • Descriptives
Would families recommend this event to friends and family?	• Post-gathering survey with families	• Surveys: After each event	• Descriptives
To what extent are families accessing community navigators?	• Community navigator program data • Call tracking logs • Referral tracking	• Data collection: Ongoing • Analysis: Quarterly	• Call volume counts • Referral frequency analysis • Usage trend tracking • Service utilization rates
How do community gatherings impact parent knowledge and interest in HV? • <i>Do gatherings increase enrollment?</i> • <i>Do gatherings decrease enrollment disparities?</i>	• Follow-up interviews with families • Program enrollment data • "How did you hear about us?" tracking • Demographic analysis	• Follow-up interviews: 1-month post-event • Enrollment tracking: Monthly • Demographic analysis: Quarterly	• Counts • Descriptives • Qualitative analysis of open-ended questions • Qualitative thematic analysis of interviews
How do community gatherings impact parent connections?	• Follow-up interviews with families	• Interviews: 1-month post- event	• Connection frequency counts
• <i>Are there more parent-to-parent connections?</i> • <i>Is there an increased sense of belonging?</i> • <i>Is there decreased isolation?</i>	• Social connection surveys • Belonging scale assessment • Isolation screening tools	• Connection surveys: Pre/post event	• Belonging scale descriptives • Pre/post comparisons • Qualitative thematic analysis

Evaluation Question	Methods	Timeline	Analysis Approach
How have community gatherings changed to better meet families' needs? To what extent does family voice impact home visitors' practice?	- Family feedback tracking - Event modification documentation - Interviews with home visitors - Practice change surveys	- Feedback tracking: After each event - Modification documentation: Ongoing - Home visitor interviews: Annually - Practice surveys: Biannually	- Descriptive analysis - Responsiveness assessment - Qualitative thematic analysis
To what extent did the Roadmap initiative enhance home visitor PD and cross-program learning? <i>Home visitors' satisfaction with training</i> <i>Knowledge/skill building</i> <i>Foundational practice support needs</i> <i>Shared training opportunities</i> <i>Inter-program problem-solving spaces</i> <i>HV community connections</i> <i>Resource/knowledge sharing</i> <i>Impact on well-being</i>	- Pre-post training surveys with home visitors - Training curriculum review - Focus groups with home visitors - Training calendar analysis	- Pre-post surveys: With each training - Curriculum review: Annually - Focus groups: Biannually - Calendar analysis: Quarterly	- Satisfaction descriptives - Knowledge gain calculations - Training opportunity counts - Well-being correlation analysis - Qualitative thematic analysis



CORNERSTONE 3: Access to Mental Health Consultation and Support

Evaluation Question	Methods	Timeline	Analysis Approach
How and to what extent do community navigators use the mental health and wellness (MH&W) landscape map? What is the extent to which families are able to access resources? What is the extent to which navigators are able to use the resources to reach families who need services?	- Utilization survey with community navigators - Usage analytics - Reach tracking through partners	- Utilization surveys: Quarterly - Usage analytics: Monthly - Reach tracking: Biannually	- Utilization descriptives - Usage frequency counts - Reach calculation analysis - Navigation pattern analysis
Do families understand the services that infant and early childhood MH&W professionals provide?	- Family surveys - Family interviews - Focus groups - Knowledge assessment tools	- Surveys: Biannually - Interviews: Quarterly - Focus groups: Spring 2026, Spring 2027 - Knowledge assessments: Pre/post education	- Knowledge level descriptives - Understanding gap analysis - Pre/post education comparisons - Qualitative thematic analysis
<i>Do families feel comfortable accessing services that infant and early childhood MH&W professionals provide?</i> <i>Does public awareness reduce disparities in families' comfort with accessing services?</i>	- Family surveys - Family interviews - Focus groups - Comfort scale assessments - Demographic analysis	- Surveys: Biannually - Interviews: Quarterly - Focus groups: Spring each year - Comfort assessments: Pre/post awareness campaigns	- Comfort level descriptives - Disparity analysis by demographics - Pre/post awareness comparisons - Barrier identification - Analysis - Qualitative thematic analysis

Evaluation Question	Methods	Timeline	Analysis Approach
To what extent do community members navigate to social-emotional development resources through the 2-1-1 resource lists on the TBF website?	- Website analytics - Conversion rate tracking - User journey analysis - Resource utilization tracking	- Website analytics: Monthly - Conversion rate analysis: Weekly - User journey analysis: Quarterly - Resource utilization: Monthly	- Website usage descriptives - Conversion rate calculations - Navigation ease assessment - Resource access pattern analysis
How are infant and early childhood (IECMH) professionals being recruited into the field?	- Recruitment strategy scan - Professional entry surveys - Focus groups with new professionals - Recruitment pathway tracking	- Strategy scan: Annually - Entry surveys: Ongoing - Focus groups: Biannually - Pathway tracking: Quarterly	- Recruitment method inventory - Entry pathway analysis - Effectiveness assessment - Qualitative thematic analysis
What are common themes around IECMH clinicians' journeys into the field?	- Focus groups with ECMH clinicians - Individual interviews - Career pathway surveys	- Focus groups: Spring 2026, Spring 2027 - Interviews: Annually - Surveys: Annually	- Qualitative thematic analysis - Career trajectory mapping - Recruitment strategy assessment
What are the barriers and facilitators to recruiting and retaining (R&R) ECE educators and ECMH clinicians?	- Focus groups - Individual interviews - Annual retention surveys - Exit interviews	- Focus groups: Spring 2026, Spring 2027 - Interviews: Annually - Retention surveys: December annually - Exit interviews: As needed	- Qualitative thematic analysis - Barrier/facilitator matrix development - Retention rate calculations - Predictive modeling

Evaluation Question	Methods	Timeline	Analysis Approach
What is the overall retention rate of IECMH professionals in Jeffco? • <i>How many enter the field annually?</i> • <i>What is the retention rate of new professionals?</i> • <i>How are Jeffco's IECMH professionals supported?</i> • <i>Are training opportunities offered?</i> • <i>What is their satisfaction with the training?</i> • <i>Are there knowledge increases in social-emotional development?</i> • <i>Is the training meeting professionals' needs?</i> • <i>Engagement in other PD</i> • <i>Impact on well-being and retention</i> • <i>Impact on connecting families to services</i> • <i>Impact on belonging and professional relationships</i>	• Secondary data collection (infant and early childhood mental health (IECMH) state data, local data) • Annual professional survey • Stay interviews with professionals • Exit interviews • Training calendar analysis • Pre-post-training surveys • Annual professional surveys • Annual interviews with sample of providers • PD engagement tracking • Service connection tracking	• Secondary data: Annually • Professional surveys: December annually • Stay interviews: Biannually • Exit interviews: As needed • Training calendar: Ongoing • Pre-post surveys: With each training • Surveys: December annually • Provider interviews: Annually • PD tracking: Ongoing • Service tracking: Monthly	• Professional inventory counts • Retention rate calculations • New professional tracking • Attrition pattern analysis • Qualitative thematic analysis • Training opportunity counts • Satisfaction descriptives • Knowledge gain calculations • PD engagement analysis • Well-being correlation analysis • Regression analysis (PD participation and outcomes) • Service connection effectiveness
To what extent are IECMH programs coordinating their services?	• Program data collection • Service hub utilization tracking • Focus groups with programs • Calendar usage analysis • Referral tracking	• Program data: Monthly • Hub utilization: Ongoing • Focus groups: Biannually • Calendar analysis: Quarterly • Referral tracking: Monthly	• Organization/professional usage counts • Coordination success stories analysis • Referral pattern analysis • Enrollment correlation analysis • Qualitative thematic analysis